

Facility, Communication, and Resource Accessibility Checklist

For people with disabilities to be fully included, they need to have the same access as people without disabilities to facilities, communication, and resources. It is not always possible to foresee the unique needs of every person, but there are many ways that an activity can be modified to accommodate as many types of disabilities as possible.

The following checklist will help to ensure accessibility in most low-income country settings.

A. Planning

1. There is a leader on the planning team who is responsible for making the activity accessible to people with disabilities and understands their needs.

☐ There is a disability leader who has training on disability access or is a person with personal experience in accessibility.

2. During recruitment, people with specific special needs have been invited to fully participate. This includes asking them about their needs prior to the activity in a verbal or written invitation.

☐ Ask if they need someone to assist them to move around during the activity.

☐ Ask if they need a person to help them with reading and/or understanding the activity.

☐ Ask if they need sign language interpretation.

☐ Ask if they need documents in large print.

☐ Ask if they need amplification to hear.

☐ Ask if they need help with transportation to the venue because of their disability.

☐ Ask if they have any other needs in order to fully access the activity.

3. People can get to the site of the gathering, even if they have mobility or vision challenges.

☐ Participants can walk to the venue, take public transport, or be transported by a designated participant or leader.

☐ The path to the facility from the transport has no obstacles to people with mobility challenges.

4. There is transportation available for emergencies during the gathering.

☐ There is always a vehicle (and driver) available on site to transport someone in a wheelchair.

B. Facilities

1. There is at least one entrance that is accessible to people with mobility challenges or wheelchair users.

☐ The entrance has no stairs or anything that might hinder a wheelchair or it has a ramp of 30 cm in length for every 30 cm in height (4.8°) that is either permanent or temporary.

☐ There is an elevator if the activity is not on the first floor.

2. There is at least one entrance and aisles are wide enough to allow for access of people in wheelchairs.

☐ There is at least one entrance that is 82 cm wide or more.

☐ All aisles to participate in activities are 82 cm wide or more.

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3. People with mobility challenges can access at least one toilet.

- ☐ The entrance to the toilet is 82 cm wide or more.
- ☐ The path to the toilet from the meeting facility is flat and smooth enough for people with mobility challenges to access.
- ☐ A toilet is available with a place for a person to sit (i.e., an English toilet) and has bars to hold on to or there is a temporary seat with a hole in it placed over any pit latrine and something to hold on to (commode, bricks, cement blocks, wooden structure with holes in it, etc.).

4. There are spaces for wheelchairs so people using them can fully participate.

- ☐ Spaces of 82 cm wide are available in the seating area to allow for wheelchairs or chairs are moveable so spaces of 82 cm wide can be made for wheelchairs.

5. There are no objects to impede a person with mobility or vision challenges to participate in all activities.

- ☐ Nothing on the wall protrudes more than 11 cm or is higher than 204 cm so people with vision challenges do not get injured or people are told at the beginning of the workshop where any obstacles are to avoid injuries.
- ☐ There is nothing on the floor to get in the way of a person participating in activities and there is not any seating that could get in the way of people with sight or mobility challenges or participants are made aware of such

C. Communication

1. At the beginning of the activity, the facilitator communicates about disability accessibility to ensure as many needs have been addressed as possible.

- ☐ The group is asked if there is anyone needing special assistance during the activity. If anyone says they are in need, they are directed to the leader assigned to disability inclusion.
- ☐ The leader assigned to disability inclusion makes adjustments according to what is expressed by any participants with disabilities.
- ☐ The group is told the location of accessible toilets, entrances and areas.

2. People with mild vision or hearing challenges are able to participate in all activities.

- ☐ People with mild vision or hearing challenges are seated close to the front so they can hear and see the main activities or amplification of visual displays and sounds is available (writing is large and speakers use microphones).

3. People with severe hearing challenges have access to anything requiring sound.

- ☐ If sign language interpretation was requested during recruitment, an interpreter is on site.
- ☐ Videos have open captions (text display of all words and sounds).

4. People with severe vision challenges have access to anything requiring sight.

- ☐ The facilitator(s) verbally describe any visual displays used or a participant is designated to describe any visual displays used.
- ☐ People with vision or mobility challenges that indicated they needed help in the invitation or at the beginning of the activity are assisted to participate in activities.

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D. Other Notes

Facilitation

- When asking people to do an activity, adding “if you are able” could make people feel better about not doing the activity.
- Adjust activities to ensure all people can participate, suggesting alternative methods for participation.

Documentation

- At the beginning of each document, there should be a section that refers to the facilitators’ recruitment and planning strategy for the trainings. This section should tell the leaders to ask the participants ahead of time if there are any special accommodations or assistance they need to fully participate.

E. Disability Inclusive Language

Terminology for people with disabilities can unintentionally perpetuate negative stereotypes. Therefore, it is important to reshape our language to create a more positive view of disability and recognize the humanity of all people. Examples of person-first language are included in the following table.

Person-First Language to Use	Language to Avoid
Person with a disability	The disabled, handicapped
Person without a disability	Normal person, healthy person
Person with an intellectual, cognitive, developmental disability	Retarded, slow, simple, mentally impaired
Person with an emotional or behavioral disability, person with a mental health or a psychiatric disability	Insane, crazy, psycho, maniac, mad
Person with hearing loss, a person who is hard of hearing, or a person who is deaf	Hearing impaired, dumb, deaf, mute
Person who cannot speak, or a person who has challenges with speaking	Mute, dumb, stutterer
Person who is blind or visually-challenged	The blind
Person with a physical disability	Crippled, lame, deformed, invalid
Person with epilepsy or seizure disorder	Epileptic
Person with albinism	Albino
Person with dwarfism	Midget, dwarf
Person who uses a wheelchair or has mobility challenges	Wheelchair-bound, confined to a wheelchair, crippled

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