

# ***The Accessibility for Manitobans Act***

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UW HUMAN RIGHTS AND DIVERSITY OFFICE

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## ***The Accessibility for Manitobans Act***

- Disability Awareness
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- This training resource is not legal advice; if you require assistance in understanding *The Accessibility for Manitobans Act (AMA)*, please contact the Human Rights and Diversity Office or consult with legal counsel.
  - This resource has been created to assist in understanding the AMA and its compliance requirements.
  - This information does not replace content in the official version of the AMA.
  - If there is any conflict between this resource and the AMA, the AMA is the final authority.



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- How does disability show up in your life?
- What does disability mean to you?



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Not specifically defined in the AMA; in general, a disability is a condition that limits a person's daily activities.

Persons with disabilities may have long-term physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder their participation on an equal basis with others.

A disability, the aging process, an injury, or other life events might temporarily or permanently affect mobility, dexterity (use of hands), vision, hearing, communication, understanding (cognition), or mental health.

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Some disabilities are visible

- If using a wheelchair or assistive devices

Some disabilities or conditions are not always visible

- Parkinson's disease
- Multiple Sclerosis
- Vision impairment

Some disabilities or conditions are not visible

- Deaf, deafened, or hard of hearing
- Fibromyalgia, arthritis, heart conditions
- Communication and speech impairments
- Mental health conditions  
(for example, anxiety, depression, PTSD)
- Learning or developmental disabilities
- Autism, neurodivergence

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- **Medical model**
    - A person **owns** the disability – it’s their individual problem
  - **Social model**
    - A person is disabled “by external barriers” – society, architecture, attitudes – things that can be changed, improved, or removed





- The way people think or behave
- Design elements, natural elements
- Ways for receiving or conveying information
- Inadequate or inappropriate general or assistive technologies
- An organization's policies, procedures, and practices

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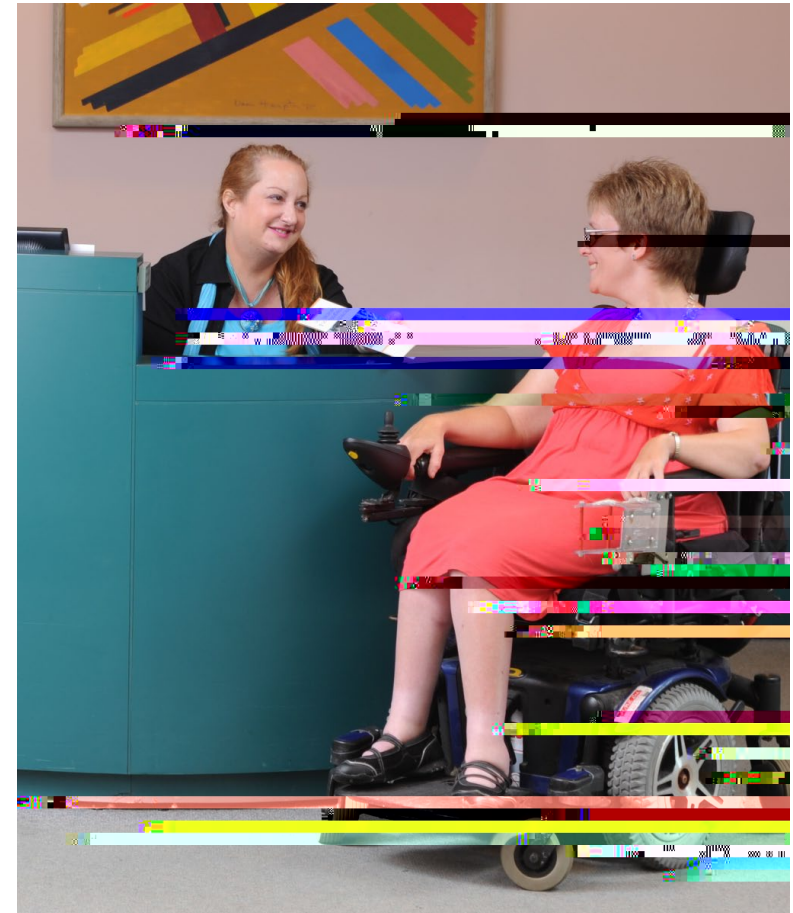
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: To identify, remove, and prevent barriers to accessibility in five key areas of daily living:

- Customer service
- Employment
- Information and communications
- Built environment
- Transportation

: To make significant progress towards achieving accessibility in Manitoba by 2023



- Activities reflect the equality rights of all Canadians, including persons disabled by barriers, as enshrined in the *Canadian Charter of Rights and Freedoms* and stipulated in *The Accessibility for Manitobans Act*.
- : Activities strongly emphasize using education to help organizations achieve and return to compliance.
- : Activities build and sustain respectful and strong relationships within and across sectors.
- : Activities are based on sound and objective information and evidence.

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- : Activities are focused on outcomes that have the most positive impact on accessibility and make the most effective use of resources.
  - : Activities align with the Manitoba government's mandate, values and laws.
  - While respecting privacy, information provided about compliance activities is clear, accessible, and timely.
  - Activities are carried out in reasonable,



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Requirements of this Standard focus on the following areas:

1. Accessible web content, including compliance with WCAG 2.1 Level AA
2. The duty to provide notice that information, educational, and library materials are available through communication supports and alternative formats
3. Responding to requests for accessible information and communication supports in a consultative and timely manner, at no additional cost
4. Accepting and responding to feedback about accessible information and communication
5. Training for educators and staff who communicate to the public, among others
6. Policy documentation about the training
7. Specific requirements for educational institutions and libraries including providing accessible educational and library materials

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All organizations must ensure that their internet and intranet websites meet or exceed globally followed World Wide Web Consortium (W3C) Web Content Accessibility Guidelines (WCAG) 2.1 Level AA if the following applies:

- the web content is published on or after this standard comes into force
- the web content is required to access an organization's goods and services

If an organization is launching or significantly refreshing a web application (software run on a web server, not mobile apps), it must meet WCAG 2.1 level AA standards, at minimum.



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An educational institution must also take appropriate measures to inform employees, students, applicants/prospective applicants, and parents/guardians of students/applicants, that are available through a communication support or accessible

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Organizations must have a (including  
complaints) about accessible information and communication.

- the process must be appropriate to the circumstances and suitable for people with disabilities.
- organizations must document resulting actions and make that documentation available in the appropriate format, on request.

- *Consider feedback options for your area*

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All organizations in Manitoba are required to provide \_\_\_\_\_ on the Standard to employees, agents or volunteers with the following duties:

- persons who communicate directly with the public or another Manitoba organization on behalf of the organization
- persons who maintain or develop the organization's web content
- persons who purchase or procure information technology or communication tools
- persons who develop or implement the organization's measures, policies and practices on accessible communication
- persons who are educators within an educational institution

○ *In addition to your own staff, ask volunteers and agents to complete training*

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must include:

- how to identify, prevent and remove barriers to accessible communication
- how to provide information through a communication support or an accessible format
- a review of The Human Rights Code, The Accessibility for Manitobans Act and this standard

An organization must provide training to a person as soon as reasonably possible after that person is assigned the applicable duties. Also, ongoing training needs to be provided whenever an organization updates or changes its accessible communication policies, measures or practices.



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- In addition to the AMA, the Human Rights Code also addresses disability rights.
  - The Code states that people with disabilities must be free from discrimination where they work, live, and receive services, and their needs must be accommodated.
  - The Human Rights Code has primacy and the AMA must follow the Code to help provide equal rights. The Code is broader than the AMA, covering all businesses and organizations, regardless of organization size or type.
  - The Human Rights Code offers protection of rights, equal opportunity, and freedom from discrimination. It states that employers and other service providers must provide accommodations to people with disabilities, to the point of undue hardship.
  - In addition, a person cannot be treated negatively because of a disability, i.e. disability cannot be a factor in employee or student discipline. Harassment based on disability is also prohibited.

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The University of Winnipeg is committed to creating an inclusive environment for all members of its community. We are committed to identifying, removing, and preventing accessibility mtted c

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The University of Winnipeg maintains an Accessibility Policy to guide accessible procedures at the University.

The current Accessibility Policy is available to the public and can be found at <https://www.uwinnipeg.ca/policies/docs/policies/accessibility-policy.pdf>.

- The University of Winnipeg is committed to serving persons with disabilities who use assistive devices to obtain, use, or benefit from University of Winnipeg's goods and services.
- If a patron, student, or employee experiences a barrier when attempting to use their assistive device to access your area, be sure to work with the individual to provide alternate access to our services, wherever possible.

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- The University of Winnipeg is committed to welcoming persons with disabilities who are accompanied by a support person.
  - At no time will a person with a disability who is accompanied by a support person be prevented from having access to their support person while on University of Winnipeg premises, and no fees are chargeable to a support person.
  - When communicating with a patron, student, or employee accompanied by a support

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- Service animals are welcome on campus. Students with service animals are encouraged to register with Accessibility Services, and staff should register with Human Resources.
  - It is important that the owner or a support person is in care and control of the service animal at all times. If any issues arise, communicate with the service animal owner directly. Be familiar with the [UWinnipeg Service Animals on Campus Policy](#) and [Procedures](#).
  - Water can be provided to service animals in most areas of the Library and other campus spaces.
  - If requested, employees should assist in providing more direct access to a relief area for service animals where possible (for example, in the Library, use the 5<sup>th</sup> floor service elevator to access the ground floor directly).



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- The University of Winnipeg provides notice in the event of a planned or unexpected disruption in accessible services or facilities usually used by persons with disabilities.
  - Posted notices must include information about the reason for the disruption, its anticipated duration, and a description of alternate facilities or services, if available.
  - Notice should be posted at the location of the disruption (for example, unavailable elevator or accessible washroom), at the front entrance of the facility (main entrance, Library entrance), and where appropriate for the disruption.
  - For lengthy and planned disruptions, the University of Winnipeg will post a notice on its website. Library-specific disruptions will be posted on the Library main page and Accessibility page. Other areas should note disruptions on their page(s).
  - A Notice of Disruption form is included in the resources accompanying this training



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- AMA and accessibility training are provided to all employees.
  - General and role-specific accessibility training are provided within 30 days of beginning duties in a new role.
  - Refresher accessibility training is also provided by way of open sessions, upon request, when AMA or related legislation changes, and when accessibility policies change.

Each employee is responsible for doing their best to ensure barrier

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All employees are encouraged to invite and welcome feedback about our services, facilities, and accessibility supports.

If a patron, student, or employee identifies a barrier, offers feedback, complains about services or facilities, or has a suggestion or question about accessibility barriers, be sure to welcome their feedback and suggest various ways they can provide their feedback to staff, particularly if they request follow-up or a response.

As mentioned earlier in this module, feedback can be provided via the HRDO [online](#) form, by telephone to (204) 988-7508, by email to [hrdo@uwinnipeg.ca](mailto:hrdo@uwinnipeg.ca), or by arranging an in-person or Zoom/Teams or telephone meeting.

Each area should consider implementing its own feedback process including inviting, collecting, and tracking feedback and responses to the feedback.



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<https://accessiblecampus.ca/understanding-accessibility/what-are-the-barriers/>



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Information and communication barriers are one of the five barriers to accessibility.

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- Electronic documents can be made accessible by following the tips in the documents accompanying this training. We also recommend using the Accessibility Checker feature of Word and/or Make Accessible feature of Adobe pdf.
  - Instead of language that is complex and full of jargon, use plain language where possible
  - Use sans serifs fonts in larger sizes (i.e. 14 point Arial) to enhance readability
  - Use Adobe Express (<https://www.adobe.com/express/feature/video/add-caption>) to add captions to your videos for free
  - Ensure that handouts or course materials are available in electronic versions as well as hard copies
  - Provide more than one means of contact or access to information. For example, provide phone, in person, Zoom/Teams, and hybrid options for meetings.



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- large print using sans serif fonts
  - electronic or digital documents which are formatted to be accessible for use with a screen reader (see for example <https://abilitynet.org.uk/factsheets/creating-accessible-documents-0> or the resources listed at <https://www.uwinnipeg.ca/respect/instructor-resources.html>)
  - braille
  - plain language documents
  - text transcripts of visual and audio information, such as video transcripts (see <https://www.capcut.com/tools/video-to-text> for free transcription options)
  - American Sign Language (ASL) and/or close captioned interpreted documents and videos

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- sign language interpretation (ASL)
  - video relay service (VRS)
  - Deaf-Blind Accessibility Interpreters
  - video captioning or audio description
  - notetaking
  - reading the written information aloud to the person directly

*ASL interpreters for events can be arranged by filling out the following form: [ASL Booking Form | Accessibility Services](#) and other communication supports are available from off-campus service providers, some options for which are listed in the materials accompanying this training*

## *Remember*

The Accessible Formats and Communication Supports outlined are examples of commonly used format and supports.

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In the next training, we will be discussing further how to prevent and remove barriers to accessible communication in your area, as well as the available accessibility features of your area. We will also talk about management responsibilities, and best practices for inclusion.

Please consider the following questions and come to the live training with your answers:

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If you have any questions or feedback about this training, please to reach out to us:

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[s.belding@uwinnipeg.ca](mailto:s.belding@uwinnipeg.ca)

204.988.7508

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