Accessibility Awareness Training

October 15, 2026

Technical guide



Accessibility Standards Canada
Normes d'accessibilité Canada

Canada

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For more information, or for alternative formats, contact:

Accessibility Standards Canada
320 Saint-Joseph Boulevard, Suite 246
Gatineau, QC J8Y 3Y8
1-833-854-7628

accessible.canada.ca

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1 Legal disclaimer

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2 About this technical guide

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Accessibility Standards Canada develops equity-based accessibility standards and guidance. Accessibility Standards Canada seeks to create inclusive standards that can impact all persons with disabilities while recognizing their intersectionality and expertise. Accessibility Standards Canada is sharing this technical guide so that organizations can begin implementing this guidance in their work while a standard in this area is being developed. This technical guide focuses on areas where people with disabilities face barriers in the built environment, specifically modular and prefabricated housing. Equity refers to fairness, justice, and freedom from discrimination. Equity recognizes that each person has different circumstances and focuses on enabling all individuals to achieve the same outcomes.

2.1 Audience

This technical guide is intended for all Government of Canada departments, agencies, and federally regulated entities, as well as anyone seeking guidance to improve accessibility in this area.

3 Context

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3.1 General

Accessibility Standards Canada develops technical guides that align with its vision. This vision is rooted in the principles of the *Accessible Canada Act* and “nothing without us.” These principles reflect a commitment to breaking down barriers to accessibility that can impact all persons in Canada—especially persons with disabilities and their families—ensuring full and equal participation in society.

As part of the "nothing without us" principle, Accessibility Standards Canada promotes that accessibility is good for everyone, as it can have society-wide benefits. As a result, Accessibility Standards Canada develops technical guides to promote accessibility and accessible best practices. This means that this technical guide incorporates best practices, the lived experience of people with disabilities, and information aimed at achieving the highest level of accessibility. This approach is meant to drive innovation, foster change, and promote requirements and best practices that have broad positive impacts.

This approach strives to improve outcomes for all Canadians, including creating employment opportunities and solutions that contribute to Canada’s economic growth.

By proactively removing barriers, these guides' support the key accessibility principles of the *Accessible Canada Act* and "nothing without us," support organizations on their accessibility journeys, and move Canada closer to being barrier-free by 2040. The technical content of this guide benefits:

- people with disabilities;
- people without disabilities;
- the federal public sector;
- the private sector;
- non-government organizations;
- Indigenous communities; and
- society.

The guidance provided in section 4 through Annex A, support the goals of the *Accessible Canada Act.* It is intended to complement existing guidelines and regulations including CAN-ASC-2.8:2025 – Accessible-Ready Housing, CSA/ASC B652:23 – Accessible Dwellings, and applicable local building regulations. It is also intended to be applied alongside the CSA A277-16 (R2021) – Procedure for certification of prefabricated buildings, modules, and panels, which addresses certification, construction, and quality control methods.

3.2 *Accessible Canada Act*

The *Accessible Canada Act* provides a framework which allows for the proactive identification, removal, and prevention of barriers wherever Canadians interact with areas under federal jurisdiction. It puts in place mechanisms that would systematically address accessibility. The purpose of the *Accessible Canada Act* is to make Canada barrier-free by January 1, 2040. This involves identifying, removing and preventing barriers in federal jurisdiction in the following priority areas:

- employment;
- the built environment (buildings and public spaces);
- information and communication technologies;
- communication, other than information and communication technologies;
- the procurement of goods, services and facilities;
- the design and delivery of programs and services; and
- transportation (airlines, as well as rail, road and marine transportation providers that cross provincial or international borders).

3.3 *Accessible Canada Act* consultations

To inform the development of the *Accessible Canada Act*, in 2016 to 2017 the Government of Canada undertook the largest and most accessible consultation on disability issues that Canada has ever seen. Over 6000 Canadians and over 90 organizations shared their ideas about an accessible Canada. Participants wanted the legislation to apply to all areas under the control of the Government of Canada and that Canada should become a leader in accessibility. While participants acknowledged that the development and implementation of some standards will take longer than others, they noted guidance should be clear and any accessibility requirements should lead to positive lasting change. The “nothing without us” principle means that people with disabilities are engaged and involved in the identification, prevention, and removal of barriers. This also means consulting and working closely with people with disabilities, diverse disability communities and other experts to develop accessibility guidance to remove barriers. The principle of “nothing without us” drives everything we do at Accessibility Standards Canada, including relying on the knowledge and experiences of people with disabilities in the development of accessibility guidance.

3.4 Key *Accessible Canada Act* principles

The *Act* is to be implemented in recognition of, and in accordance with, the following principles:

- everyone must be treated with dignity;
- everyone must have the same opportunity to make for themselves the life they are able to and wish to have;
- everyone must be able to participate fully and equally in society;
- everyone must have meaningful options and be free to make their own choices with support if they desire;
- laws, policies, programs, services, and structures must take into account the ways that different kinds of barriers and discrimination intersect;
- persons with disabilities must be involved in the development and design of laws, policies, programs, services, and structures; and
- accessibility standards and regulations must be made with the goal of achieving the highest level of accessibility.

3.5 United Nations *Convention on the Rights of Persons with Disabilities*

Canada joined the United Nations Convention on the Rights of Persons with Disabilities in 2010. The United Nations Convention protects and promotes the rights and dignity of persons with disabilities without discrimination, and on an equal basis with others. Parties to the United Nations Convention on the Rights of Persons with Disabilities are required to promote and ensure the full enjoyment of human rights of persons with disabilities including full equality under the law. The United Nations Convention on the Rights of Persons with Disabilities has served as the

major catalyst in the global movement towards viewing persons with disabilities as full and equal members of society. The human rights approach has moved away from viewing persons with disabilities as subjects of charity, medical treatment and social protection. The United Nations Convention on the Rights of Persons with Disabilities, the Canadian Charter of Rights and Freedoms and the *Canadian Human Rights Act* were foundational human rights frameworks that support equity on which the *Accessible Canada Act* was built.

4 Definitions

Assistive Listening Devices — relaying audio to written text for people who experience hearing loss.

Braille — tactile reading through touch often used by people who are blind or partially sighted.

Committee — an interdisciplinary group of individuals who are responsible for developing the accessibility awareness training.

Described video — visual features of a video described in detail audibly for people who are blind or partially sighted experiencing vision loss.

High-contrast colours — colours that stand out clearly when paired with one another.

Non-public spaces — areas restricted from public access.

Text-to-speech — a feature that reads text aloud.

Plain language — a communication is in plain language if its wording, structure, and design are so clear that the intended audience can easily do each of the following:

- find what they need;
- understand what they find; and
- use that information.

Public spaces — anywhere people from the public can enter or use.

Refreshable braille display — an electronic device that displays changing visual text as braille.

Sign language — communication through hand gestures.

Support person — a person who accompanies a person with a disability to assist with disability-related needs. They might assist a person with a disability with communication, medical needs, mobility, or other tasks. A support person can be a friend or family member, or a paid support worker.

Tactile signing — signing through touch, often used by people who are deafblind.

Trainees —– any person who is responsible for taking the accessibility awareness training. This can include employees, volunteers and third-party contractors.

Training providers — any person internal to an organization who is responsible for workplace accessibility awareness training. For example, managers, team leads, and human resource professionals.

Video relay — telecommunication by video for people communicating using sign language (for example, American Sign Language, Langue des signes québecoise).

5 Guidance

This Technical Guide can be used by training providers and can help to develop and provide new accessibility awareness training that is occupation specific to the roles in their organization. This Technical Guide can also be used to improve and adjust existing training programs.

This Technical Guide is broken down into four phases that should be followed in order:

- Phase 1: How to use this Technical Guide
- Phase 2: Pre-development planning
- Phase 3: Developing accessibility awareness training content
- Phase 4: Delivering accessibility awareness training

The training development process should be iterative in nature, with training providers returning to and repeating steps within this Technical Guide as needed to improve and refine the training program. This Technical Guide is also designed to be scalable and suitable for organizations of varying sizes.

To give context to the sections in this Technical Guide, a fictional case study of a company will be provided to create and deliver accessibility awareness training. The case study example will describe how a training provider and their team would enact the necessary recommendations in this Technical Guide to create training.

The case study sections will include additional notes, when required, to provide examples of how requirements can be scaled to align with organizational capacities.

5.1 Phase 1: How to use this Technical Guide

This Technical Guide should be used to guide the development and delivery of accessibility awareness training for trainees. If an organization already uses accessibility awareness training, this Technical Guide should be used to determine if its training aligns with the guidance in this document. If accessibility awareness training does not exist or does not align with this guidance, training providers should develop, adjust, update, or re-create training in accordance with this Technical Guide, or any provincial or territorial requirements.

When developing accessibility awareness training, organizations should start by creating a committee to work on the development of accessibility awareness training. The committee should follow these guidelines:

- Include:
    - people with disabilities internal to the organization, people with disabilities external to the organization, external organizations that represent people with disabilities, or a combination of all three,
    - subject-area experts for the specific occupation, and
    - people that will deliver the training.
- Be large enough to be representative of the above criteria while ensuring the capacity to complete the work. This may include people internal and external to the organization.
- Establish a Terms of Reference which outlines:
    - its objective as a committee,
    - the roles and responsibilities of its members,

    - the timeline for completing the work;
    - the time commitment for committee members; and
    - any budget considerations for the development and delivery of a new or improved accessibility awareness program.

- Initiate their work on accessibility awareness training by reviewing the guidance in Phase 2 and making decisions on the learning objectives, target audience, program duration and timing, prior to developing the training program content.
- Move to Phase 3 once all major pre-development decisions are made. The committee can develop the training content, including industry and occupation-specific content, by using and building on the essential topic areas.
- Conduct a review following Phase 4 once the content has been developed. This phase provides strategies and tools that can be used to deliver the training materials in an impactful and accessible way. Strategies include, but are not limited to:
    - making the materials accessible;
    - incorporating experiential learning and storytelling; and
    - implementing evaluations and assessments.
- Draft content for each key topic area and integrate the necessary development and delivery strategies. This will enable the committee to give comprehensive and accessible training consistent with the guidance this document.

Note: The committee may also decide to outsource the development or the delivery of training, or both, so long as the training program meets this guidance.

5.1.1 Case study 1: Steps to using this Technical Guide

ABC Banking Corporation is a Canada-wide bank with at least one branch in all provinces and territories across Canada. Ronda is the Director of the Financial Advisory Division who oversees financial advisors located across Canada. She is also the training provider for her division.

As the Director of the Financial Advisory Division at ABC Banking Corporation, Ronda knows that financial advisors living in provinces and territories that have mandated accessibility training must complete that requirement (for example, financial advisors living in Ontario must complete the mandated *Accessibility for Ontarians with Disabilities Act* [AODA] training). However, she is not sure that everyone across Canada is receiving accessibility awareness training or that the training provided is consistent.

To address this gap, she organizes a committee. An email is sent out to the Financial Advisory Division to recruit potential members for the committee. This email includes a high-level description about the committee, including its purpose, goals, the work, and time commitment involved. The email also invites those interested in joining the committee to respond directly to Ronda.

Ronda selects a group of 10 people across Canada, including team managers and supervisors, financial advisors, and people who openly self-identify as living with a disability, to sit on the committee. In this example, the committee members are all employees of ABC Banking Corporation, and their participation in the committee occurs during regular working hours.

After establishing a Terms of Reference document and obtaining a budget from Ronda, the committee members proceed to the steps outlined in Phases 2 to 4. In doing so, the committee finds that its existing training or that the training available achieves some of the best practices in this

Technical Guide. However, the committee also discover that its needs to create some training content, specifically when it comes to the occupational tasks of a financial advisor.

Note: For smaller organizations that may not have persons with disabilities within their organization, they may seek people with disabilities from outside the organization to sit on the committee. Organizations must be prepared to provide financial compensation to experts with disabilities.

5.2 Phase 2: Pre-development planning

The following phase includes aspects of the training program that should be discussed and decided on before the development of the training content material can begin.

5.2.1 Engage people with disabilities in training development

People with disabilities should be direct participants in all aspects of training development, including planning, designing, evaluation and refining. This will help support the development of comprehensive and accessible training content.

5.2.1.1 Identify people and groups for involvement

To meet this guidance, organizations should start by identifying people and groups within their organization, as well as external parties to participate in the development of accessibility awareness training. These people may include the following:

- Organizations within their industry that represent people with disabilities.
- Advocates, or advocacy groups, with lived experience of disability who have industry-specific knowledge.

- People with disabilities, including those with diverse intersectional identities (for example, ability, age, gender, race or ethnicity).

5.2.1.2 Implement methods of direct participation

Direct participation can consist of taking a leadership role, contributing to the development of the training through direct work or consultation, or both.

Organizations should be flexible in their approach for involving people with disabilities. Flexibility is important because historically people with disabilities have experienced a rigidity in systems, policies and procedures, and have traditionally been expected to adapt rather than have their needs considered and met.

To meet this guidance, the following methods should be considered:

- Hiring people with disabilities as project or program leads and as team members responsible for accessibility awareness training development.
- Providing ongoing consultation meetings with organizations that represent people with disabilities and ideally have occupational or industry expertise (may be internal or external to the organization).
- Facilitating ongoing consultation with people with disabilities.
- Distributing and analyzing surveys, focus groups, interviews, or a combination of these methods to gather subjective, experience-based feedback on accessibility awareness training.

5.2.1.3 Case study 2: Engaging people with disabilities

The committee includes people who openly self-identify as having a disability. However, the committee members know that they do not have full representation of all disability types on the committee and that disability is uniquely experienced.

In order to ensure a more comprehensive understanding and representation of disability while developing accessibility awareness training using this Technical Guide, the committee conducts the following activities:

- Searches for and identifies an external community group that is run by people with disabilities and focuses on financial advice for people with disabilities.
- Decides that it would be beneficial to use some of their budget towards paid consulting services from the external community group.
- Researches the barriers that people with all types of disabilities face when interacting with the banking industry, whether that be as employees or clients.

Additionally, the committee wants to capture the thoughts and experiences of employees at ABC Banking Corporation during this process. This includes those who have a disclosed or undisclosed disability. To accomplish this, they issue a short 5-minute survey to all financial advisors in the company to ask:

- what accessibility training they have received in the past (either internal or external to the company),
- what they valued about this training and what they felt about the training that could be improved or done differently,
- what they need specifically from an accessibility awareness training program for their current role, and
- what is their preferred learning format and duration.

This approach ensures the committee is not assuming they know who does and does not have a disability.

Note: Small organizations who may not have any employees who identify as having a disability can still engage people with disabilities at all stages of the training development process by seeking external expertise (for example, through non-for-profit disability organizations). Organizations that do not have a budget for this work can still reach out to community groups who may be able to offer support or may be able to share free resources (for example, online training modules or webinars).

5.2.2 Mandatory training

Organizations should consider developing training mandates that require the completion of accessibility awareness training through workplace policies.

To meet this guidance, organizations should start by:

- implementing mandatory training for all new and existing employees, volunteers and third-party contractors who are not yet trained on accessibility awareness,
- ensuring that existing employees, volunteers and third-party contractors complete any newly available training,
- ensuring all trainees are given adequate, paid time away from their typical duties to complete the training,
- creating a system to track who has and who has not completed mandatory accessibility awareness training, and
- outlining and enforcing training requirements through workplace policy.

5.2.2.1 Case study 3: Completing mandatory training

The committee's next task is to gather all existing accessibility awareness training and related policies and review them against this guide. The committee immediately notices that there is no company-wide policy on

accessibility awareness training requirements. They also notice that, depending on the branch location, different financial advisors are receiving different training. Some are receiving accessibility awareness training from external sources (for example, Ontario financial advisors are completing the AODA training), some are receiving basic training as part of their onboarding process, and some are not receiving any accessibility awareness training at all.

The committee includes the implementation of a company-wide policy that mandates the same accessibility awareness training for all new and existing financial advisors in its recommendations. This policy includes protected paid time away from typical duties to complete existing and new training, or both. It also identifies a mechanism for tracking training completion (for example, corporate intranet portal).

5.2.3 Determine training format

It is possible to develop effective training that is online, in-person, or a hybrid of both. Online or hybrid training may experience additional challenges around engagement, participation, and evaluation of learning. With careful consideration, these challenges can be mitigated with the recommendations in this Technical Guide.

The appropriate training format (for example, online, in-person, hybrid) should be determined based on the needs of the attendees, physical capacity of the room(s), and allotted budget.

To meet this guidance, organizations should start by determining the following:

- Accessibility needs of trainees and how they align with online, hybrid, and in-person training options.
- Available time that trainees will be allocated for completing the training, ensuring extra time for trainees with accommodations.

- Location and capacity of trainees to attend in-person training.
- Budget for training.

5.2.3.1 Case study 4: Determining training format

Through their review of the existing training materials utilized by various financial advisor teams across Canada, the committee notes that most of the training is conducted in an online, self-paced study format. There are no in-person sessions, no live online discussion, and no facilitators.

Through an internal discussion, the committee considers the benefits and challenges of the different formats for delivering a consistent accessibility awareness training program to financial advisors located across Canada. The committee notes that in-person training would allow for in-person discussions and experiential learning. However, the financial and time costs of gathering everyone in one location are high. It would also mean that local branches across Canada would be unable to offer financial advising services for the time it takes for their trainees to travel to the training location and complete the training.

The committee also reviews the results of the survey conducted (see Case study 2) and notes that many financial advisors appreciate an online or hybrid approach that allows for some self-paced study time and real-time engagement opportunities.

The committee decides to recommend that the company establish a hybrid training program that:

- consists of some online self-paced study modules,
- has some real-time online engagement opportunities, and
- encourages in-person learning where possible (for example, branches with more than one financial advisor could conduct the training together, smaller branches could partner together).

To inform its own delivery style, the committee searches for other hybrid accessibility training programs to draw inspiration. As the committee continues its review of this Technical Guide, it will explore additional delivery strategies to boost engagement and implement a hybrid approach.

Note: For smaller or more localized organizations, in-person training may be easier to implement. However, trainees may also still benefit from a hybrid approach that allows for some self-paced learning (for example, for trainees who need additional time to digest the information alone in a quiet space). Training providers should still consider all factors outlined in the guidance to determine the best approach for their trainees.

5.2.4 Determine the duration and frequency of the training

The appropriate duration and frequency of accessibility awareness training should be carefully considered when developing training program(s).

To meet this guidance, training providers should start by:

- checking with intended training recipients to determine how often they need breaks and what duration suits their needs and availability,
- considering how much general and occupation-specific training will be needed and whether that content can be successfully delivered in one or more training sessions,
- integrating checkpoints in the training program to assess trainee knowledge and to determine if additional training time, additional sessions, or both are required to accommodate their needs and meet the learning objectives,
- establishing criteria for mandatory refreshers or renewed accessibility training, including but not limited to:

    - when a trainee surpasses the determined refresher period (for example, every 12 months, every 24 months),
    - when new information or materials become available, and
    - when a person's role or responsibilities change, as per legislation or industry requirements, and
- implementing opportunities for informal continued learning (for example, through a monthly newsletter).

5.2.4.1 Case study 5: Determining the duration and frequency

As part of the review of existing training materials, the committee notes the length of the existing training and how many topics are covered. The committee observe that the training is very general and that there is currently no occupation-specific training for financial advisors. Based on the best practices outlined in this guide, the committee determines that a company-wide accessibility awareness training program should include both general information and occupation-specific training for financial advisors. Although it is not immediately known how many training sessions the committee will need to develop and deliver, more than one session is predicted.

The committee returns to the results of the survey conducted (see Case study 2) and note that most financial advisors feel the training they received was very high-level, not occupation-specific, and not comprehensive enough for them to feel comfortable assisting people with disabilities in financial advising.

The committee decides to consult with the non-for-profit organization (see Case study 2) to get advice on a recommended duration and frequency of training that will cover the content they need (both general and occupation-specific). The committee also refers back to a previous survey the organization conducted that asked all employees about their preferred meeting length, duration between breaks, and break length.

Based on the information gathered, the committee decides to start with an initial two-day hybrid training program with a half-day annual refresher course. The committee sets an initial schedule for the two days, including two 20-minute breaks (mid-morning and mid-afternoon) and one 45-minute lunch break based on the feedback from the survey and the non-for-profit organization. The committee decides that this duration and frequency will be revisited once the training program development is finished and they have a better idea of how long it will take to deliver the content.

The committee further recommends that the training program content and delivery strategies be evaluated and updated on an ongoing basis based on participant feedback (see Case study 20).

Note: Smaller organizations or training groups with fewer trainees may find they need less time than larger groups to get through the content. It is recommended that frequency and duration be evaluated on an ongoing basis so long as the learning goals are met.

5.2.5 Decide who should be trained

To create widespread organizational awareness, accessibility awareness training should be delivered to all employees (including part-time, temporary, casual, and contract employees), volunteers, and involved third parties.

To meet this guidance, organizations should start by training the following personnel:

- Employees
- Managers
- Executives (for example, CEO, CFO, COO)
- Volunteers
- Contracted third parties

5.2.5.1 Case study 6: Deciding who should be trained

The committee must now consider which financial advisors at ABC Banking Corporation are the target audience of the accessibility awareness training. As a result of its earlier review, the committee knows that not all financial advisors have received the same training. The committee determines that all current financial advisors should receive the training in order to set a consistent standard across the company, and that any new financial advisors should receive it as part of their onboarding process. The committee includes this in its recommendations.

The committee also recommend that the team leads, supervisors, and managers of the financial advising units across Canada receive the same training, and that other divisions at ABC Banking Corporation conduct a similar exercise to determine their own occupation-specific accessibility awareness training needs.

If ABC Banking Corporation hires volunteers or contracts third parties, the committee agrees they would also require occupation-specific training.

5.2.6 Set learning objectives

For a training program to be successful and its effectiveness measurable, two sets of learning objectives should be determined as follows:

- Organizational-level learning objectives (for example, creating a more diverse and inclusive workforce).
- Individual-level learning objectives.

The following groups should be included in the decision-making process when determining training learning objectives:

- People with disabilities who work in or interact with the role in training or the related environment.
- Organizations that represent people with disabilities.

- Employees, volunteers or third-party contractors working in the specific occupation.

Learning objectives should be tailored to the industry and specific to the organization and occupations. Goals should be specific, measurable, achievable, relevant, and time bound.

5.2.6.1 Case study 7: Setting learning objectives

Now that the committee is clear on the duration of the training, delivery format and target trainee demographic, it can establish the learning objectives of the training program.

Following the guidance in this document, the committee determines its members are well suited to establish recommended learning objectives with representation from employees with disabilities and employees working in the specific occupation. The committee also decides to share learning objectives with the non-for-profit organization previously partnered with to get feedback.

The committee develops two sets of learning objectives. One set of objectives is focused on organization-wide learning and another set is focused on individual learning objectives. Some of the objectives recommended are:

- Organization level: All financial advisors in the company receive an annual, comprehensive accessibility awareness training. The goal is to create a more inclusive environment for employees to work and clients to receive services.
- Individual level: Upon completion of the training, financial advisors demonstrate, through written, verbal, and situation-based assessments, that they have learned:
    - to provide financial advice and related services in a manner that is equitable, accessible, and non-discriminatory,

- the unique financial circumstances, including provincial and federal policies and programs, that people with disabilities may navigate, and
- to communicate complex financial and related policy information in a manner that is accessible both in its content (for example plain language) and its delivery method.

5.2.7 Tailor to target audience

The training delivery methods and content should be tailored to the intended trainees and be culturally appropriate to the region.

To meet this guidance, organizations should start by:

- centring people from the intended trainee demographic in the development of the training program,
- considering the work-related roles and responsibilities of the trainees,
- understanding the accessibility features and needs of the occupation-specific facilities and environment, and
- integrating culturally appropriate teachings and terminology that may apply to the trainee demographic.

5.2.7.1 Case study 8: Tailoring to target audiences

To ensure the accessibility awareness training program meets the needs of the trainees, the committee begins by creating a guide on the roles and responsibilities for a financial advisor that is informed by the expertise of the committee members and the results of the survey (see Case study 2). The guide on the roles and responsibilities lists the following:

- The way financial advisors interact with clients (for example, in-person, over the phone, over telecommunication platforms).

- The types of information financial advisors have to relay (for example, financial advice, programs, setting up banking and investing accounts, and directing clients to government services).
- The target clientele the financial advisors interact with (for example, older adults, Indigenous communities, racialized youth) and what their accessibility and cultural needs may be.
- The way financial advisors interact with their colleagues in the workplace (for example, team meetings, professional development, collaborative projects).
- The type of work environment financial advisors typically work in (for example, built environment, use of technology).
- A list of common terminology used by financial advisors in their roles.

Once drafted, the committee shares this outline with the community non-for-profit organization (see Case study 2) for its feedback. The feedback is reviewed by the committee and incorporated into the guide on the roles and responsibilities. This guide will help determine what occupation-specific training content needs to be incorporated into the training program.

Note: Smaller organizations should still consider occupation-specific training content and other trainee demographic factors, even if only one person fulfills each role.

5.2.8 Consider learning styles and needs

The training program should consider that attendees have different learning styles and needs. For example, some may learn better by seeing examples, while others through hands-on activities. It is important to recognize that attendees may learn more effectively through different modalities. To develop training that is accessible to a wide variety of

trainees, especially if their learning styles are unknown, all learning styles should be engaged throughout the training.

To meet this guidance, organizations should start by:

- incorporating all common learning styles in the training materials, including, but not limited to, learning:
    - visually,
    - auditorily,
    - interpersonally, and
    - kinaesthetically (through touch and movement), and
- giving the intended training recipients the opportunity to share their preferred learning style with training providers in advance in a confidential manner, which can then be used to tailor the content.

Each time a training course is given, the training provider should give trainees the opportunity to identify their preferred learning style and use this information to refine the training program over time.

5.2.8.1 Case study 9: Considering learning styles and needs

For this guidance, the committee considers the trainee demographic. The committee knows this training will be delivered to financial advisors, including the team leads, supervisors and managers of the financial advising units across Canada, making for a very large group of people to be trained. It is likely that all types of learning styles will be represented in the group. Additionally, the information gathered from the survey the committee conducted with current employees (see case study 2) supports its assumption.

Since the committee has determined a hybrid approach is best for its training program, it commits to incorporating all common learning styles in the training materials in some way. The online self-paced modules will include visual, auditory content and virtual interpersonal strategies such as

discussions. The in-person modules will also incorporate kinesthetic learning strategies such as hands-on activities.

Note: Smaller organizations may be able to better tailor their training to the learning styles of the trainees. However, consideration should be given for long-term usability of the training program and employee turnover. The training program should therefore be flexible and adaptable to different learning styles.

5.3 Phase 3: Developing accessibility awareness training content

When developing accessibility awareness training, it is essential that all seven priority areas of the *Accessible Canada Act* are included in training, regardless of the industry or role. The seven priority areas of this *Act* are as follows:

- Employment
- Built environment (buildings and public spaces)
- Information and communication technologies
- Communication, other than information and communication technologies
- Procurement of goods, services and facilities
- Design and delivery of programs and services
- Transportation

The following phase includes recommendations to guide the content of a training provider’s accessibility awareness training. By following this Technical Guide, all seven priority areas in the *Accessible Canada Act* will be addressed.

The recommendations made in this section should be considered regardless of the training provider's industry or the occupation in training. Modifications and specific industry content will need to be supplemented by the training providers.

5.3.1 Case study 10: Developing accessibility awareness training

The committee now progresses to drafting recommendations for the training content. As the committee reviews this section of the guide, it identifies what priority areas can be covered:

- at a general level,
- specific to the banking industry, and
- tailored to the role of financial advisors.

These decisions are made in consultation with other divisions at ABC Banking Corporation, the non-for-profit organization, and by relying on the industry expertise of committee members.

The committee-determined content will need to be developed as follows:

- For framing accessibility (Section 5.3.3): General accessibility information that is not necessarily specific to banking or ABC Banking Corporation.
- For the program information (Section 5.3.2) and all seven priority areas (Sections 5.3.4 through 5.3.10): Accessibility information that is tailored to the banking industry and ABC Banking Corporation.
- For relevant legislation, information and communication, and delivery of programs and services (Sections 5.3.4, 5.3.8, and 5.3.11): Additional content that is specific to financial advisors and their role.

Note: See Case studies 11, 12, and 13 for examples of how the committee added occupation-specific content that is outside the scope of this Technical Guide.

5.3.2 Program-specific information

5.3.2.1 Understanding the workplace

It is important for the training program to cover general accessibility knowledge and concepts that apply within the work environment. This helps frame the training in a manner that can give trainees practical lessons applicable to their occupation and industry.

To meet this guidance, start by providing trainees information on the following:

- The corporate structure, including who in the organization makes decisions related to accessibility.
- The organizations' interested parties and its accountability to them for accessibility. Interested parties may include but are not limited to:
- Government
    - Regulatory bodies
    - General public
    - Clients
    - Employees
    - Volunteers
    - Third-party contractors

5.3.2.2 Understanding the training program

When delivering a training program, it is important to share the details of the program's development. There should be open communication with trainees about the following:

- The parties involved in the training program's development (for example, team members, individuals sharing lived experiences, or organizations representing people with disabilities).
- The people who can administer and deliver the training.
- The goal of the training program (for example, to improve the workplace environment, or to improve customer experience).
- The formats the training materials are offered in (for example, printed documents, Microsoft Word documents), and which formats can be available upon request (for example, braille, American Sign Language, Langue des signes québécoise).
- Nearby amenities (for example, bathrooms, water fountains, vending machines, quiet spaces) and the nearest accessible evacuation routes if in-person.
- What to do when experiencing technical difficulties if hybrid or virtual.
- The expected length and timeline of the training program, as well as any ongoing training in the future.
- The methods used to evaluate the trainee's learning.

5.3.3 Framing accessibility

5.3.3.1 Understanding disability

Training programs should include information that helps trainees build an understanding of the primary concepts of accessibility, including culture, practices as well as individual and community-specific preferences of disability communities.

The training should include the following:

- An acknowledgement of the various disability communities, including, but not limited to:
    - non-apparent and apparent disabilities,
    - episodic disabilities (permanent or intermittent),
    - sensory disabilities (vision loss, blind, hard of hearing, deaf, deafblind),
    - physical and mobility disabilities,
    - cognitive, developmental and learning disabilities,
    - neurodiversities (autism, ADHD, and others),
    - mental health,
    - speech and language disabilities, and
    - chronic health disabilities (genetic disorders, immune disorders, and environmental sensitivities).
- Knowledge of the culture and practices of Deaf (capitalized) and deaf (uncapitalized) communities.

  Note: Deaf (capitalized) refers to cultural identity and sign language use within the disability community, while deaf (uncapitalized) refers to those living with hearing loss.

- Knowledge of the primary languages of Deaf people in Canada:
    - American Sign Language (ASL), and
    - Langue des signes québécoise (LSQ).
- Knowledge of the alternative methods of communication for people who are:
    - Deaf or deaf (for example, hearing loops),
    - Blind or partially sighted (for example, braille, audio), and
    - people who are deafblind (for example, braille, fingerspelling, print on palm).
- Knowledge of the various models of disability and their meanings and uses. For example, the social model of disability explains that physical and social environments create barriers for people with disabilities, where the medical model believes people's impairments or disabilities create barriers for them.
- An understanding of the importance of using an ability-centred perspective, where diversity of ability is recognized for its benefits and opportunities.
- An understanding that terminology evolves over time, and that there are some words that were previously acceptable but now hold negative associations and connotations (for example, handicapped, differently abled, suffers from, wheelchair-bound, and mobility challenged hold negative meanings).
- An understanding of the use of person-first language and identity-first language. For example, there are individual and community-specific preferences around language, such as autistic persons or people who identify as culturally Deaf (capital D) often prefer identity-first language. It is also important to always be mindful of individual preferences.
- An understanding of the concept of intersectionality and how barriers created by the environment may be experienced differently by people with different intersecting identities. For example, taking an intersectional approach considers the

perspective of people whose identities encompass more than one disability and have historically experienced oppression in multiple ways.

- An understanding that accessibility benefits everyone, not just people with disabilities. This includes concepts of equitable design, which recognize that each person has different circumstances. It also focuses on enabling all individuals to achieve the same outcomes.
- An awareness of the various types of barriers experienced by people with disabilities, including but not limited to:
    - Attitudinal (for example, negative thoughts or beliefs about people with disabilities)
    - Organizational, systemic, and institutional (for example, poor training, policies that only benefit people without disabilities)
    - Physical and structural (for example, inaccessible transportation, built environment)
    - Information and communication (for example, lack of information, information in non-accessible formats)
    - Technological (for example, technology that relies on visual features only)
    - Funding (for example, additional financial demands on people with disabilities)
    - Social (for example, inequitable access to meaningful work and socialization)
- An understanding of the importance of removing barriers to accessibility and know different ways to remove these barriers. For example, through the process of identifying and removing barriers, trainees can shift their mindset to recognize ways to improve inclusion in the future.

- The integration of statistics and other supporting data. For example, disability data from national studies that highlight the widespread need to address the topics covered in the training program. This strategy strengthens the rationale for attending the training program and can motivate attendees to learn more.

5.3.4 Relevant legislation

Trainees should know that, in Canada, there are a number of federal and provincial acts that help to protect the rights of people with disabilities to live a life free from discrimination and harm. Trainees should understand several principles of the key legislation, as elaborated in this section.

5.3.4.1 Accessibility legislation

Trainees should understand that pivotal to this mandate is the *Accessible Canada Act,* which guides Canada to be barrier-free by 2040. Trainees should know the following key principles of the *Accessible Canada Act*:

- Everyone must be treated with dignity.
- Everyone must have the same opportunity to make for themselves the life they are able and wish to have.
- Everyone must be able to participate fully and equally in society.
- Everyone must have meaningful options and be free to make their own choices with support if they desire.
- Laws, policies, programs, services, and structures must take into account the ways that different kinds of barriers and discrimination intersect.
- People with disabilities must be involved in the development and design of laws, policies, programs, services, and structures.
- Accessibility standards and regulations must be made with the goal of achieving the highest level of accessibility.

Trainees should also understand that the *Accessible Canada Act* aims to remove existing barriers and prevent new barriers in the areas of:

- Employment
- Built environment
- Information and communication technologies
- Communication, other than information and communication technologies
- Procurement of goods, services and facilities
- Design and delivery of programs and services
- Transportation

In addition to the *Accessible Canada Act*, Canada has other federal accessibility legislation that protects the rights of persons with disabilities. Trainees should be aware of the following legislation and what each one covers:

- *Employment Equity Act*
- *Canadian Disability Benefit Act*

5.3.4.2 Human rights legislation

Trainees should understand the importance of Canada's federal acts that protect the rights and freedoms of its residents:

- *Canadian Charter of Rights and Freedoms*
- *Canadian Human Rights Act*
- *Employment Equity Act*
- *Canadian Disability Benefit Act*

Training on human rights legislation should ensure an understanding of the following:

- People's right to privacy, including the privacy of information, communication and the environment. For example, employees have the option, but are not required, to disclose a disability.
- People's rights to freedom of expression and opinion.
- What duty to accommodate and undue hardship means for employees and employers within the specific role and industry.
- The right of people with disabilities to participate in the conduct of public affairs without discrimination.
- People's right to work (see the *Employment Equity Act*).
- The processes by which people with disabilities can seek redress when their rights are violated, as per access to justice (for example, file a complaint with a Territorial or Provincial Human Rights Agency, or with the Canadian Human Rights Commission).

Additionally, some Canadian provinces and territories have implemented their own accessibility and human rights legislation. Trainees should also understand the following:

- All relevant provincial or territorial human rights or disability legislation. Some provinces have more than one act that protects the rights of people with disabilities.
- The ways in which accessibility legislation differs from human rights legislation.

In addition to the federal and provincial acts, trainees should also be aware that Canada is part of the United Nations *Convention on the Rights of Persons with Disabilities* and should understand what it covers.

5.3.4.3 Case study 11: Identifying relevant legislation

Given ABC Banking Corporation has branches across Canada, the committee determines that, in addition to the general legislative content in

this Technical Guide, the program's legislative content should be tailored by province and territory. The committee researches the laws in each province that protect the rights of people with disabilities, caregivers and service dogs, and make recommendations for content that provides trainees with a high-level overview of the legislation and what each covers. For example, the committee found that, in some provinces, the rights of service dogs fall under provincial human rights acts and, in others, they have standalone acts enshrining those rights.

In consulting the roles and responsibilities outline (see Case study 8), the committee also determines that financial advisors should receive occupation-specific training on provincially and federally enacted programs that provide financial assistance for people with disabilities.

To determine the recommended occupation-specific content, the committee consults with the community non-for-profit organization (see Case study 2), who have the personal and professional expertise in this area.

Based on the information collected, the committee recommends that training for financial advisors should include information on the following:

- Information on the Canadian Disability Tax Credit including:
    - eligibility criteria,
    - how to register,
    - what documentation is needed,
    - what the benefits are, and
    - contact information for the administering government department.
- Information on the Canada Disability Benefit including:
    - eligibility criteria,
    - how to register,

    - what documentation is needed,
    - what the benefits are, and
    - contact information for the administering government department.

- Provincial disability financial assistance programs:
    - eligibility criteria,
    - how to register,
    - what documentation is needed,
    - what the benefits are,
    - conditions related to employment while receiving assistance, and
    - contact information for the administering government department.

- Related banking and investment accounts (for example, a registered disability savings plan):
    - eligibility criteria,
    - how to open an account,
    - what the benefits are, and
    - criteria and restrictions for withdrawing the funds.

The committee also recommends that this training content is reviewed annually and updated whenever changes occur to the federal and provincial programs.

5.3.5 Revision and update of training content

Effective implementation of a training program should include regular review, monitoring, and continuous improvement of the accessibility training content by organizations or the committee.

To meet this guidance, organizations should start by:

- implementing formal reassessment cycles of the training process and content,
- updating the training content as needed and documenting training content improvements moving forward, and
- identifying and outlining responsibilities for training content assessment and improvements.

5.3.6 Employment

5.3.6.1 General

All trainees should understand the elements that contribute to more accessible employment experiences. Trainees should also understand that employees, employers, and other co-workers can experience disabilities, whether apparent or not.

Additional resources and tools to integrate into accessibility awareness training on the topic of employment can be found by searching for organizations working to support people with disabilities.

To meet this guidance, organizations should start by including the following information in training programs:

- External and in-house supports for employees with disabilities and for those hiring people with disabilities, including direct contact information.

- Information on internal policies on employee accommodations, including for short-term and long-term disability.
- The importance of hiring people with disabilities (for example, hiring people with disabilities has been shown to promote a creative workforce and contribute to robust problem-solving skills).
- Examples of misconceptions and stereotypes about hiring people with disabilities (for example, the misconception that people with disabilities will be absent from work more than non-disabled employees).
- How to interact with employees who are being accompanied by a support person, a guide dog or service dog, or both.
- How to interact with employees who use assistive devices.
- How people with disabilities must be considered and involved in workplace emergency response and egress plans (for example, through a planning committee).
- How employees can protect themselves and others from discrimination in the workplace (for example, provide positive and negative examples of how an employer should and should not speak about an employee taking time away from work as per their accommodation plan)

Note: For more information on accessible employment, see CAN-ASC-1.1:2024 (REV-2025).

5.3.6.2 Hiring, onboarding, advancement, retention, and career development

Training programs should provide key details on:

- accessible hiring,
- onboarding,

- advancement practices,
- inclusive job retention strategies,
- accessible performance management processes,
- equitable and accessible compensation practices, and
- exit procedures.

Training providers should explain the value of diversity, equity and inclusion to creating an accessible workplace. There are also additional areas where trainees in specific occupations may need additional guidance or information on how to facilitate an accessible employment experience.

To meet this guidance, organizations should start by including the following information in training programs:

- Awareness of various unconscious or implicit biases that may impact the employment experience from start to finish (for example, sharing a quiz that assesses unconscious bias, explaining how our biases may impact how one interacts with people with disabilities).
- Policies and practices to maintain and improve the representation of persons with disabilities at all levels of the organization, from leadership to entry-level.
- Career development support to enhance skills and experience and to gain recognition through:
    - training,
    - education,
    - leadership, and
    - speaking engagements.
- Redeployment policies to facilitate continuing employment or reassignment of workers if a specific position is eliminated, or an entire team has transitioned or been outsourced.

- Accessible and equitable job exit policies and procedures (for example, accessible outplacement services or retirement planning for people with disabilities).

Additionally, trainees in specific occupations may need additional guidance or information on how to facilitate an accessible employment experience, including but not limited to:

- Accessible hiring processes:
    - Inclusive advertising and recruitment, applications, selection, and offers of employment (for example, job ads that meet CAN-ASC-3.1:2025 and CAN/ASC – EN 301 549:2024 standards, transparency about flexible and adaptable application and interview processes prior to the application).
    - Inclusive interview practices to ensure it is accessible for potential interviewees (for example, supplying interview questions ahead of time, allowing a written interview format and adjusting lighting and noise levels in the interview room).
- Inclusive onboarding materials and processes that are more accessible:
    - Onboarding materials that meet CAN-ASC-3.1:2025 and CAN/ASC - EN 301 549:2024 standards.
    - Flexible arrangements to complete onboarding requirements.
- Biases in advancement assessments and opportunities:
    - Outcome-focused measurements of workplace performance with regular opportunities to discuss with supervisors.
    - Transparent promotion processes based on specific targets rather than personality traits.
- Inclusive job retention strategies.

- Accessible performance management processes.
- Equitable and accessible compensation practices and exit procedures.
- Compensation and benefit policies that prevent and eliminate compensation discrepancies between persons with disabilities and other workers with the same responsibilities and job functions.

5.3.6.3 Disclosure and workplace accommodations

Training programs should provide information on:

- receiving and providing workplace accommodations,
- return-to-work policies, and
- accommodation policies.

To meet this guidance, organizations should start by including the following information in their training programs:

- An overview of the workplace's policies on:
    - workplace accommodations,
    - short-term and long-term disability benefits, and
    - its return-to-work program.
- Examples of how accommodations are made and the limited grounds for claiming undue hardship under federal, provincial and territorial laws.
- Privacy and confidentiality-related rights for employees (for example, only sharing an employee's accommodation with other employees with their consent).
- Federal funding and long-term investment for organizations to accommodate people with disabilities in the workplace.

- The organization’s definition of an accommodation plan and return-to-work process with an example of high-level features.

Note: It is also important that training programs include information on the privacy and confidentiality rights for disability disclosure.

5.3.7 Built environment

5.3.7.1 General

The built environment of public spaces plays a significant role in the accessibility of all industries and roles. To ensure that trainees understand the public spaces in which they operate, organizations should include the following in training programs:

- The definition of public spaces and non-public spaces.

  Note: This should include their relevance with respect to the trainees’ industry and role.

- How public spaces can be more accessible in their built environment.

5.3.7.2 Built environment standards

Training programs should provide information on:

- the relevant components of the built environment, and
- the required standards that apply for these spaces to be accessible.

This information may be dependent on the specific sector but may include the following:

- washroom facilities (for example, accessible, gender-neutral)
- parking spaces (for example, on-street, off-street, accessible parking for vans or vehicles with a lift)
- indoor paths of travel (for example, elevators, escalators, hallways)

- service-related elements (for example, service counters, queueing, waiting areas)
- lighting (for example, indoor lighting, outdoor lighting, signage lighting)
- outdoor paths of travel (for example, trails, boardwalks, sidewalks)
- acoustics (for example, understanding of echoes and reverberations)
- outdoor public relief areas for service dogs
- other relevant outdoor areas (for example, designated smoking areas, pickup areas, playgrounds)

In addition to the areas above, employees in specific occupations may need additional guidance or information on the physical modifications that contribute to more accessible public spaces. This includes, but is not limited to, the following:

- ramps (for example, a ramp with a gentle slope)
- handrails (for example, handrails on both sides of the stairs at a consistent height above the walking surface)
- height of work surfaces (for example, a variety of work surface heights for people of different heights)
- resting spaces (for example, a variety of resting spaces with backrests and adjustable arm rests)
- lighting (for example, adequate luminosity of walkways)
- acoustics (for example, noise dampening materials)
- accessible pedestrian signals (for example, signals that notify audibly, tactilely, and visually)

5.3.7.3 Assessment and design

Training programs should provide information to trainees to educate them on inaccessible public spaces and ways to identify barriers.

Trainees should practise assessing pictures or descriptions of spaces and identifying possible barriers and how they could be rectified.

To do so, organizations should start by including the following information in training programs:

- Considerations on how people with different disabilities may move through or interact with a space from start to finish.
- The identification of all potential barriers in a variety of relevant built environments (see Section 5.3.3 for a list of barriers).

5.3.7.4 Emergency evacuation

Trainees should be aware of the location of evacuation wheelchairs and other equipment, emergency muster points and areas of refuge or areas of rescue assistance (for example, safe waiting areas inside or outside buildings), and how to support people with disabilities during an emergency.

Trainees should understand the following:

- All possible methods used to ensure people with disabilities can evacuate safely from all related public spaces (for example, visual and vibrating alert systems or alarms for people with vision and hearing-related disabilities).
- All relevant workplace emergency egress and evacuation plans.
- What a Personal Emergency Evacuation Plan (PEEP) is and the role the trainee has in creating or using them.

5.3.8 Information and communication technologies

Effective training programs should understand different information and communication technologies so that trainees can implement best practices.

To meet this guidance, organizations should start by including the following information in training programs:

- Awareness of the technological limitations of services (for example, trainees should know that the self-service kiosk has an audible communication option and that it does not have any braille or tactile features).
- Information on accessible communication technologies.

- The key principles and requirements of the Web Content Accessibility Guidelines (WCAG) 2.2 (for example, information must be perceivable, operable, understandable, robust, etc.) and updated versions of the guideline when they become available.
- The various types of information communication technology formats and communication supports, including but not limited to:
    - large print
    - high-contrast colours
    - audio
    - described video
    - text-to-speech
    - refreshable braille display
    - transcripts
    - captioning (closed/open)
    - video relay

    - assistive listening devices (for example, teletypewriter)
    - augmentative and alternative communication devices (for example, electronic communication boards)
- The concept that web accessibility is about both web content and navigation of the page, as locating content can be a time-consuming and complicated process.

Note: For more information about creating accessible information and communication technologies, see CAN/ASC - EN 301 549:2024.

5.3.8.1 Accessible and equitable Artificial Intelligence systems

Artificial Intelligence (AI) systems are increasingly used to enhance the public service and the services offered to Canadians. They also interact with every priority area under the *Accessible Canada Act*. Since AI presents the extremes of both the opportunities and risks to people with disabilities, organizations need to:

- be aware of these opportunities and risks, and
- understand how AI systems are designed, selected, and used when developing training programs.

This is essential to ensure that AI is accessible, equitable, and non-discriminatory.

Organizations should start by including the following information in training programs to help trainees:

- use AI responsibly, and
- take active roles in creating, procuring, deploying, and overseeing AI systems.

Given the rapid developments in AI, the content should be regularly updated. To meet this guidance, organizations should start by including the following information in training programs:

- Instructions on how to achieve accessible and equitable AI, including:
  - legal considerations for privacy,
  - user interface accessibility considerations,
  - harm and risk detection strategies,
  - bias detection and mitigation strategies,
  - ways to involve people with disabilities in the AI lifecycle, and
  - involving people with disabilities in creating and delivering the training.
- Literacy efforts to enable those impacted by AI-assisted decisions or actions to exercise agency and autonomy by facilitating an understanding of the following:
  - The goals, benefits, and risks of the AI systems.
  - Any accessibility and equity concerns of AI systems.
  - The impacts of participating or not participating in the AI systems.
  - Informed consent as it relates to AI systems.
  - Alternative options to AI systems.
  - Opportunities to correct, contest, change, or reverse AI-assisted decisions.

Note 1: This guidance aligns with standard CAN-ASC-6.2:2025 and is intended to be used in conjunction with other AI guidelines and directives. This includes the Directive on Automated Decision-Making and its associated Impact Assessment.

Note 2: For more information about accessible and equitable AI systems, see CAN-ASC-6.2:2025.

5.3.8.2 Case study 12: Information and communication

In addition to tailoring the general content on information and communication to reflect the offerings at ABC Banking Corporation, the committee determines that financial advisors should receive occupation-specific training. This includes training on communicating complex financial and related information based on its guide on roles and responsibilities outline (see Case study 8).

To determine the relevant content, the committee:

- uses the industry expertise of its members, and
- consults with the non-for-profit organization (see Case study 5), who have the personal and professional expertise in this area.

The committee recommends that training for financial advisors should include information on the following:

- Site-specific accessibility services and technology local to each financial advisor (for example, site-specific access to ASL interpreters, braille pamphlets, large-print information, automated banking accessibility that may use CSA/ASC B651.2:25).
- Common financial terminology and how it can be explained using language that meets CAN-ASC-3.1:2025.
- Obtaining consent from the person with a disability before communicating sensitive or confidential financial information in front of or to a caregiver or support person.

5.3.9 Communication (other than ICT)

Effective training programs should review different communication strategies and methods so that trainees can implement best practices for communication using plain language as well as equitable communication.

To meet this guidance, organizations should start by including the following information in their training programs:

- The type of information available (for example, pamphlets), both internally for employees and publicly for clients or the general public.
- Any accessible formats available (for example, knowing if there are braille pamphlets available and where they are located).
- Alternative options for communication that exist within the workplace (for example, if a physical pamphlet is inaccessible, knowing that information can be accessed using a teletypewriter over the phone or online through a website).
- Accessibility features that are unavailable, including how to inform and be informed of when, why, and for how long these features are unavailable (for example, the unavailability of a service such as ASL interpretation, visuals, or hearing aid equipment can mean a customer will not be able to be served).

5.3.9.1 Non-technological communication

Training programs should provide information about various accessible communication methods that do not require technology, including communication-related accessibility symbols and their meanings.

To meet this guidance, organizations should start by including the following information in their training programs:

- Various communication methods that do not require technology, including but not limited to the following:
    - plain language
    - braille
    - sign language
    - tactile signing
    - speech
    - body language and gestures
    - facial expressions
    - pictures
    - written text
- Accessibility-related symbols, such as the symbol for braille or services available for assistive listening systems and their meanings.

5.3.10 Procurement of goods and services

5.3.10.1 General

The procurement of goods and services is an essential part of all industries and businesses. Regardless of whether a good or service is procured for internal use or public use, it is important that trainees understand how the procurement process from start to finish is made accessible. There are also additional areas where employees in specific occupations may need additional guidance or information on accessible procurement practices.

Accessible procurement ensures that a range of users with varying needs and abilities may use or interact with the procured good or service. An accessible procurement process also ensures that anyone participating in the process at any stage finds it to be fair and equitable. Establishing an accessible procurement process could open the door to businesses owned and operated by people with disabilities.

Trainees should understand that making all stages of the procurement process accessible will promote equitable and inclusive procurement practices, innovation, economic inclusion, and, ultimately, more accessible end products such as goods and services.

Trainees should understand and be able to identify ways in which each stage of the procurement process can be made more accessible and equitable. To meet this guidance, organizations should start by including the following information in training programs:

- What procurement is and how it applies to the trainees' industry or specific role (for example, a flight attendant may be asked to help decide what on-flight products the airline should choose/procure).
- What can be done in an employee's specific role to increase their knowledge of procurement to facilitate an accessible experience at all procurement stages.

In addition, trainees in specific occupations may need additional guidance or information on specific components of procurement that contribute to an accessible process, including but not limited to:

- Accessible modes of communication that may be used throughout procurement, including in-person, over the phone, and digital.
- The use of plain language in procurement contracts.
- Relevant procurement software used during the procurement process and alternative methods if the software is not accessible.
- The importance of including accessibility criteria during the evaluation of vendors (for example, if their service screen-reader accessible).

- Why consulting with the final users of the procured goods or services can promote:
    - an equitable and inclusive procurement process, and
    - a more accessible good or service.

Note: For more information on accessible procurement, see Accessibility Standards Canada's Technical Guides on Procurement of accessible goods and Procurement of accessible services.

5.3.10.2 Identifying and removing barriers for vendors

Historically, traditional competitive and noncompetitive procurement processes and vendor selection processes did not include meaningful attempts to promote equity, diversity or inclusion. As such, trainees should understand that there are inherent biases that have the potential to impact procurement in a way that harms people with disabilities.

Trainees should understand biases in the vendor selection process and how to promote a more equitable and accessible vendor selection process. To meet this guidance, organizations should start by including the following information in training programs:

- The identification of barriers that may not be promoting equitable and inclusive procurement practices.
- The importance of incorporating accessibility requirements in solicitation documents (for example, requiring vendors to share evidence of equitable design knowledge, compliance with accessibility standards or inclusive hiring practices).
- The value of providing vendors with the opportunity to self-identify as being owned or operated by people with disabilities.

5.3.10.3 Identifying and removing barriers for end users

An initial step in the process of ensuring a procured good or service is accessible for end users is the identification of relevant barriers. Therefore, trainees should be instructed on how to identify relevant barriers.

To meet this guidance, organizations should start by including the following information in training programs:

- Understanding disability (See Section 5.3.3.1),
- The identification of end users, both current and future,
- An analysis of the user journey of a good or service from start to finish to identify how different people may interact with the good or service and the barriers that may exist,
- An evaluation of the accessibility of the end good or service in terms of how it will be used by the intended end user (this could include both the employees and the general public), and
- Engaging in end-user consultations.

Regarding end-user consultations, trainees may be engaged in the consultation process in different ways, either by conducting the consultation or by being end users who are consulted.

Trainees should understand the role of end-user consultations in an accessible procurement process, as well as the importance of ensuring the consultation mechanisms themselves are accessible.

To meet this guidance, organizations should include the following information in training programs:

- The benefits of involving end-user consultation during the assessment process, regardless of whether that good or service will be used by employees or clients.

- The benefits of including people with disabilities in end-user consultations to ensure that they can utilize the good or service as needed.
- How to select end users based on:
    - the type of good or service being procured, and
    - who the end users will be (for example, employees versus customers).
- The reasons for providing an inclusive, equitable and accessible consultation process, including those related to:
    - accessible communication,
    - accessible consultation methods (for example, in-person, digital, remote), and
    - use of plain language.

After barriers for end users of a procured good or service have been identified, steps must be taken to ensure potential vendors are able to provide goods or services that remove these barriers.

Trainees in specific occupations will need additional guidance to understand how to develop procurement requirements to ensure potential vendors are able to address identified barriers. For these trainees and to meet this guidance, organizations should include information on how to develop requirements and evaluation criteria, such as the following:

- Requirement for vendors to comply with accessibility standards and guidelines.
- Requirement for vendors to provide an implementation road map for how vendors will comply with accessibility requirements during the contract period if they currently do not comply.

- Where appropriate, requirements for vendors provide usability testing with people with disabilities during development or delivery of the goods or service.
- A point-rated criterion, which could include awarding points for features that exceed minimum accessibility requirements.

5.3.11 Delivery of programs and services

5.3.11.1 General

The *Accessible Canada Act* requires employers to provide equitable, inclusive and barrier-free access to programs and services. Programs and services must be accessible to all and can be:

- public facing (for example, an airline check-in counter at the airport), or
- internal (for example, an extended health benefits program offered to employees).

5.3.11.2 Program information and communication

A core component of accessible program and service delivery is accessible information and communication. See Section 5.3.9 for guidance on information and communication content.

Trainees should understand how to provide information about a program or service that facilitates access of it to all people. To meet this guidance, organizations should start by including the following information in training programs:

- Essential information about all relevant programs or services (for example, the layout of the built environment, duration, what is done during temporary disruptions to the service).
- The accessibility of the program or service as well as the accommodations that can be offered.

- The use of plain language in all materials.
- Communicating essential information and accessibility information in a way that is accessible to all (for example, plain language, braille pamphlets, or an accessible online webpage).

Note: For more information about accessible service delivery, see CAN-ASC-5.2.1:2026.

5.3.11.3 Providing assistance

An important part of accessible program and service delivery is understanding when and how to provide assistance to people with disabilities when requested.

Trainees should know never to assume a person with disabilities needs assistance, but to create an inclusive environment by introducing themselves and identifying what assistance is available for the duration of the program or service.

To meet this guidance, organizations should include the following information in training programs:

- Aiding people with disabilities through multiple modalities (for example, in-person, virtually, over the phone, etc.).
- The accommodations or assistance that can be offered to facilitate equal participation in the programs and services.
- Respectfully interacting with people with a variety of disabilities (for example, people with physical or mobility disabilities, people experiencing vision loss, people with cognitive disabilities).
- Examples of casual ableism and how to avoid it (for example, assuming a person with a physical disability also experiences a cognitive disability).
- Designing programs and services with accessibility in mind to minimize the need for assistance (for example, with a program planning team of people with disabilities as paid experts).

- Types of assistive devices (for example, wheelchairs, rollators, white canes, assistive communication devices, hearing devices, mobility devices) and how to accommodate these devices in the program or service.

  Note: Additional training must be provided on the handling and management of assistive devices.

Note: For more information about providing assistance, see CAN-ASC-5.2.1:2026.

Additionally, trainees should know that sometimes people with disabilities experience lower incomes due to barriers outside their control and may benefit from financial assistance to participate in a program or service. Trainees should be aware of the impact of financial barriers and be respectful of a person's request for financial assistance.

To meet this guidance, organizations should start by including the following information in training programs:

- The ways that people with disabilities may face undue financial challenges.
- What policies or procedures exist to alleviate participation costs for the programs and services offered.

5.3.11.4 Understanding the role of support persons and service dogs or guide dogs

Sometimes a person with a disability will wish to participate in a program or service with a support person, service dog or guide dog. Trainees should understand the following about support persons, service dogs and guide dogs:

- their role
- their rights

- the policies and laws in place to allow their participation alongside the person with a disability

To meet this guidance, organizations should start by including the following information in training programs:

- The role of a support person and that the person with disabilities may still request assistance to participate in the program or service.
- The rights of service dogs or guide dogs under provincial and federal law.
- Best practices for respectful interactions with an individual and their service dog or guide dog (for example, engaging with the person and allowing their service dog or guide dog to work uninterrupted unless told otherwise by the individual).
- The accommodations or assistance that can be offered to facilitate equal participation in the programs and services with the presence of a support person, service dog or guide dog.

Note: For more information on guide dogs, service dogs and support persons, see CAN-ASC-5.2.1:2026.

5.3.11.5 Case study 13: Delivering programs and services

The committee uses the industry expertise of its members and consults with other divisions at ABC Banking Corporation to create a list of the programs and services offered by the bank, both internally and externally.

The committee then evaluates this list against the guide on roles and responsibilities (see Case study 8) to determine:

- the programs and services financial advisors need to be trained on, and

- the general content on providing assistance and understanding the roles of support persons and service dogs or guide dogs.

The committee recommends that training for financial advisors should include occupation-specific information on the following:

- The programs and services that ABC Banking Corporation offers for people with disabilities (for example, no-cost chequing and savings accounts for people with disabilities, sensory-friendly hours).
- Offering assistance to customers in the delivery of programs and services, but never assuming they need assistance because they have a disability.
- Supplying programs and services in multiple modalities that suit the needs of people with disabilities.

5.3.12 Transportation

5.3.12.1 General

Accessible transportation is relevant for all workplaces and is an essential topic for accessibility awareness training. All organizations should provide training on transportation, including organizations that provide transportation services (for example, transportation-specific industries or organizations that have their own shuttle services). Organizations should also provide in-depth training on relevant topics for each occupation.

Organizations that provide transportation services should start by including the following information in training programs:

- Definitions of transportation and its relevance to the workplace and occupation.

- The availability and accessibility of employer-owned transportation services (for example, golf carts, shuttle buses, employer vehicles).
- How to book transportation (for example, online, web-based, in-person, by phone), including accessible transportation to be booked in advance and immediately.
- Accessible ways to communicate transportation information and direct people to access transportation services.
- How information on service delays and disruptions is communicated to employees and the public, and in which accessible formats.
- The safe use of transportation-related accessibility equipment and the necessary specifications to accommodate employees and the public.
- How to use the equipment in a way that respects and upholds the dignity of people with disabilities (for example, obtaining consent throughout every stage of physically assisting someone from an aisle chair on an aircraft to their seat).

Organizations that do not provide transportation services should start by including the following information in training programs:

- The nearest accessible public transportation stop.
- Accessible ways to communicate transportation information and direct people to access transportation services.

5.4 Phase 4: Delivering accessibility awareness training

By this phase, organizations should have a draft outline of recommended content for the accessibility awareness training program. This draft should include the following:

- general accessibility information

- company or industry-specific accessibility information
- occupation-specific content.

The following phase includes recommendations for the delivery of accessibility awareness training content. The recommendations made in this section should be considered in the delivery of training for all formats of training methods, including in-person, virtual, or a hybrid of both.

5.4.1 Delivering accessible training

For the delivery of accessibility awareness training to be effective, it must be accessible to all who may attend. Accessible delivery of training must include the following:

- accessible materials
- accessible communication methods
- accessible environments (for in-person training)

The following sections provide more guidance on how training delivery can become more accessible.

Organizations should ensure that the accessibility awareness training is accessible to all trainees. As such, it may be necessary to ask that trainees identify their accommodation needs to ensure they are available throughout the training program.

5.4.2 Built environment

For people with disabilities to have equitable access to accessibility awareness training, the spaces where training occurs must be accessible (for example, for in-person delivery). It is essential for organizations to select a site that is accessible because many spaces outside of the room in which training occurs (for example, washrooms) will also impact the accessibility of the training session.

Note: For more information on the topic of accessible built environments, see:

- CAN-ASC-2.2
- CAN-ASC-2.3
- CAN-ASC-2.4

5.4.2.1 Information and communication

For people with disabilities to have equitable access to accessibility awareness training, the communication of information delivered (both in-person and virtually) must itself be accessible. Particularly, it is important for those who deliver training to consider how people with disabilities may communicate and receive information.

Organizations should also check in with trainees throughout training sessions to ensure they are supported and any necessary adjustments are made (for example, if the speaker is speaking too quickly).

Those who deliver accessibility awareness training should recognize that alternative forms of communication must be available. Information prior, during, and after training is delivered should be available in the following formats, each followed by non-exhaustive examples:

- Visual: photographs, diagrams, pictograms.
- Textual (written): large print, plain language.
- Tactile (through touch): braille, tactile lettering (3-dimensional letters).
- Auditory (through sound): sound through speakers, read-out-loud function.

Additional formats could be considered, such as training materials (for example, virtually or in-person) delivered in ASL and LSQ. When possible, environmental distractions should be limited to allow people to focus on communicating and receiving crucial training information.

Note: For additional information on accessible information and communication technologies, CAN/ASC - EN 301 549:2024 and CAN-ASC-3.1:2025 are recommended.

5.4.2.2 Written communication

For training materials that are printed, it is important that the text is:

- provided in a sans-serif font size of 14 or larger,
- well contrasted with its background (for example, white background with navy blue text), and,
- available in braille, ASL, LSQ, or other accessible formats upon request, as far in advance as possible.

Written communication using a pen and paper should be available when communicating, particularly for persons with communication disabilities, and those who are Deaf or hard of hearing.

5.4.2.3 Digital communication

Materials that are delivered digitally should be accessible to all trainees. Digital communication can include websites, presentations, videos, and video conferencing.

All digital materials used in the training program should meet CAN/ASC -EN 301 549:2024 and Web Content Accessibility Guidelines (WCAG) 2.2 standards.

5.4.2.4 Case study 14: Delivering accessible training

Since the committee determined that the training should be delivered through a hybrid model (see Case study 4), it plans for:

- online self-paced study modules,
- real-time online engagement opportunities, and

- in-person learning where possible.

As the committee review this section of the guide, it is reminded that it must ensure that all three delivery methods are accessible.

The committee establishes a small subcommittee of members to work on the following:

- Accessible online training by ensuring the training content it drafted in Phase 3 is accessible for the online self-study portion of the program. For example:
    - captioning videos
    - adding image descriptions,
    - ensuring font size and colour contrast support accessibility
    - checking screen-reader compatibility and easy keyboard navigation
- Accessible in-person training by creating a one-page information sheet on in-person room accessibility requirements that can be shared with local branches to support the accessibility of the in-person learning modules.

The rest of the committee work through the delivery strategies below to determine which ones are best for its training program.

Note: Smaller organizations with trainees located at the same site would not need to create an information sheet for room accessibility requirements but would need to locate an accessible room as per the guidelines for all in-person learning modules.

5.4.3 Experiential learning

Effective training should prepare trainees to feel confident to engage in real-world situations involving people with a wide range of abilities and

needs. Training delivery should involve activities that include interactive and experiential opportunities for learning.

To meet this guidance, organizations should start by delivering opportunities for trainees to:

- practise their skills in a real-world setting (for example, volunteering at a community-based event with trained employees supervising), and
- engage in scenarios of positive interactions with people with disabilities (for example, reading a script of an interaction as a group).

Importantly, all interactions and scenario-based experiential learning must ensure people with disabilities consistently feel respected and treated with dignity in their day-to-day experiences and amongst the training group.

5.4.3.1 Case study 15: Experiential learning

The committee considers what experiential learning opportunities would be most beneficial for financial advisors based on the guide on roles and responsibilities they prepared (see Case study 8). Given that a significant portion of a financial advisor's role is to interact with clients in-person or by phone, the committee decides to create both in-person and virtual experiential learning opportunities.

The committee discusses two activities it could include in its training program.

The first activity is interactive role playing, such as a financial advisor conducting a consultation with a fictitious client to walk them through the different federal and provincial financial programs and respond to their questions. This activity could be conducted virtually or in-person. It would meet a number of the training goals by providing trainees with the

opportunity to practise applying their knowledge including, but not limited to:

- relevant legislation;
- information and communication, and
- delivery of programs and services.

The second activity is a mentorship opportunity where trainees get paired with a mentor who is a person with industry expertise (for example, someone from a non-for-profit organization) and who has a disability. The mentor takes the trainee through their banking journey from start to finish and elaborates on what makes this process work well for them and what may not. Mentorships can occur in-person (for example, coordinated by branch managers in their local regions) or virtually (for example, by phone or using video conferencing). Mentors are involved on a voluntary basis and compensated for their time and expertise.

Note: Smaller organizations with trainees located at the same site may benefit from being able to more easily coordinate in-person experiential learning opportunities. However, virtual experiential learning opportunities should still be considered in order to provide flexibility and meet the needs of different learning styles.

5.4.4 Voices and stories

The voices and stories of people with disabilities should be integrated throughout the delivery of accessibility awareness training.

To meet this guidance, organizations should start with the following:

- Inviting people with disabilities to share their lived experiences as a part of the training materials, ideally related to the specific field or occupation of focus. They should be compensated for their time and expertise.

- Sharing positive and negative stories that highlight people with disabilities' lived experiences, from reputable YouTube videos, blog posts, news reports and social media posts.

5.4.4.1 Case study 16: Voices and stories

To incorporate this guidance into its training program, the committee begins by searching for positive and negative stories online from people with disabilities using financial advising services in Canada. The committee identifies a number of relevant articles, videos, and social media posts that capture the challenges and the benefits people with disabilities can experience in the industry.

The committee also consults with the local non-for-profit organization to discuss the barriers people with disabilities face when working in the banking industry and specifically as financial advisors. The committee asks if the non-for-profit organization members would be willing to share these stories as part of the training program and ensure any individuals sharing will also be compensated for their time.

The committee then identifies which stories to:

- incorporate into self-paced online materials through written and audiovisual storytelling, and
- share in-person to support experiential and discussion-based learning.

Note: Smaller organizations with trainees located at the same site may be better suited to engage in in-person storytelling by connecting with local non-for-profits in person (for example, at local events). They should also be encouraged to take advantage of community events where stories are being shared widely with the community.

5.4.5 Discussion-based learning

Training programs should encourage attendees to actively participate in discussions about the topics they learned, whether virtually, hybrid or in-person.

To meet this guidance, organizations should start with the following:

- Creating breakout groups in groups of two or three to facilitate interpersonal discussion amongst attendees.
- Encouraging trainee groups to share what they have learned to the larger group with a summary of learning points.
- Asking questions that encourage attendees to reflect on the subject matter with their peers.
- Asking trainees to identify and share opportunities for improved accessibility in their own roles, followed by drafting solutions and creating a plan for action.
- Encouraging a safe, open-minded space for attendees to ask questions amongst their peers.

5.4.5.1 Case study 17: Discussion-based learning

To incorporate this guidance, the committee comes up with two ways to provide discussion-based learning opportunities for the trainees.

For the self-paced online learning portion of the two-day training program, the committee decides to schedule into the program a mandatory virtual accessibility chat meeting at the end of the first day. Financial Advisors across Canada will attend the live virtual meeting and be separated into virtual breakout rooms to facilitate small group discussions. This format allows advisors from across Canada to interact and share knowledge in a way that would not otherwise be possible.

For the in-person component of the training program, colleagues at the same branch or partnering with other nearby branches will gather in-person at the end of the second day for more meaningful in-person conversations. All conversations will be opened with a brief note about creating an open-minded space open to different perspectives.

The committee recommends providing guiding questions to help initiate discussions in groups such as:

- What have you learned so far in the accessibility awareness training that you were not otherwise aware of?
- What are some examples of how you could apply what you have learned to your work?
- What are some changes that you could make immediately in your role to improve accessibility for colleagues and clients?
- What actions will you take to ensure you are continuously learning and improving your understanding of barriers and solutions to accessibility?

Note: Smaller organizations with trainees located at the same site may benefit from being able to more easily coordinate in-person. Organizations of any size may also want to provide asynchronous discussion opportunities, such as private chat forums on a corporate intranet or training program platform.

5.4.6 Train-the-trainer

Information shared through the accessibility awareness training should be reinforced by empowering trainees to learn the content and then teach it to others.

To implement this strategy effectively, organizations should start with the following:

- Creating an internal program that selects potential trainers within the organization. These people would undergo specialized training to become trainers themselves.
- Implementing a strategy for assessment that encourages the potential trainer to reflect on their knowledge and biases prior to them training others (see Section 5.4.7).
- Facilitating workshops or discussions for the potential trainers to lead.

5.4.6.1 Case study 18: Training-the-trainer

To facilitate training for new employees hired after the initial training program implementation, the committee recognizes the need for someone in each banking region to lead future training sessions. However, since the company-wide training the committee is developing has not yet been designed and delivered, the committee recommends that this priority be revisited after all current financial advisors have completed the training. Once all current financial advisors have completed the new program, the committee will ask banking regions to appoint an employee who demonstrated a strong understanding of the training topics to be the local training facilitator. These employees will work with the committee to assist with future iterations and delivery of the training program and eventually facilitate the two-day training program for new hires.

Note: Smaller organizations may benefit from being able to more easily coordinate a train-the-trainer approach by identifying a trainer for each company's work site or each role within the company.

5.4.7 Share learning objectives or expected outcomes

The learning objectives (see Section 5.2.6) should be shared for each training session so that trainees understand what their goals are while progressing through the training.

To meet this guidance, organizations should start with the following:

- Including a list of the learning objectives at the start of each training module.
- Integrating opportunities for knowledge checks where the individual responsible for training delivery can evaluate the learning progress of trainees and determine how to best meet the learning objectives.
- Encouraging attendees to consider how the learning outcomes apply to their own role within the organization.

5.4.7.1 Case study 19: Sharing learning objectives or expected outcomes

To meet this guidance, the committee drafts learning objectives for each of the nine topic areas from Phase 3. These learning objectives are also reviewed in relation to a financial advisor's roles and responsibilities to ensure that the training is targeted to the audience. These topic area learning objectives are added to the training program content at the start of each topic area module. They are then repeated at the end of the module with a self-reflective question, prompting trainees to consider how the information they have learned applies to their own role.

5.4.8 Program evaluations and assessments

As a component of training programs, assessments should be included to evaluate the effectiveness of the training against the learning objectives (see Section 5.2.6) and help attendees assess their own learning. At minimum, training providers should conduct evaluations periodically throughout the training (for example, short quizzes at the end of each module) and upon completion of the training program.

Program evaluations and assessments should measure the following:

- Participants' experience with the training program, including:
    - their satisfaction
    - the relevance of the content
    - the format
    - the structure and delivery method
    - the delivery model
- Participants' learning, including:
    - their retention
    - their mastery (how well participants absorbed the material and met the learning objectives)
- Application of learnings including:
    - real scenarios
    - simulated scenarios
- Long-term outcomes in the workplace, including:
    - workplace structures
    - processes
    - programs
    - culture

Evaluation and assessment tools should include a combination of the following:

- surveys, including closed ended questions (for example, rating scores), and open-ended questions (for example long answers)
- quizzes and tests, both oral and written

- simulations (for example, role playing scenarios)
- assignments to be completed outside of training and reported back
- implicit association tests to reveal one's own implicit biases and attitudes that they may not be aware of

Long-term outcomes should be measured shortly after the training program is complete and then again on a regular basis as determined by the training provider or external regulatory body to measure ongoing improvements towards increased accessibility awareness.

5.4.8.1 Case study 20: Program evaluations and assessments

The committee discusses and explores different ways to incorporate evaluation and assessments into the training program. The committee identifies the following opportunities to incorporate evaluations and assessments:

- A test to be completed at the start of the training program and then repeated at the end. The test includes:
    - self-reflection questions (for example, where do trainees see accessibility barriers at work), and
    - knowledge-based questions (for example, define accessibility, define ableism).
- By repeating the test at the end of the training program, the training provider can evaluate:
    - how each trainee's answers have evolved, and
    - if the trainee's understanding of accessibility has grown.
- Short quizzes at the end of each module to test knowledge comprehension and retention of the material (for example, 3 to 5 multiple-choice questions).

- An assignment at the end of each module for trainees to identify ways in which their branch could improve accessibility based on the learnings of that module. Trainees would then report these findings during the discussion-based learning opportunities.
- Simulations and role-playing evaluation as part of experiential learning. The committee prepares a grading rubric to assess trainees on its:
    - understanding of the task,
    - ability to analyze problems and identify solutions,
    - application of learning in a simulated or real-world scenario, and
    - reflection of learning and opportunities for improvement.
- The rubric is designed such that it can be applied to a variety of simulators and real-world experiential learning opportunities.
- A short program evaluation survey at the end of the training program asking trainees:
    - what part of the training they found effective, and
    - what suggestions for improvements they have.

5.4.9 Opportunities to review content

Effective training delivery should include opportunities for trainees to review and engage with the training content at a later time.

To meet this guidance, organizations should start with:

- Providing trainees with unlimited access to training materials, whether in the form of printed materials they can keep or unrestricted online access to digital materials.

- Creating and sharing brief summaries of the key outcomes at the end of each training section (for example, screen reader accessible infographics).
- Integrating previously covered topics into future sessions.
- Ensuring supplementary materials are available in multiple accessible formats (for example, electronic documents, audio recordings, videos) for trainees to keep and refer to at a later time when needed.
- Offer opportunities for continued learning and reflection (for example, best practices in newsletters, workshops, self-reflection questions).

5.4.9.1 Case study 21: Opportunities to review content

The committee understands the importance of integrating opportunities for trainees to review training content throughout and after their training program. The committee determines it will follow the above guidance by creating an accessible, digital platform to store the training materials in multiple accessible formats so trainees can access them at any date.

Throughout the program, the committee will summarize previous learnings and will conclude each topic area with a summary of the key outcomes. The committee will also integrate self-reflection journaling where trainees can anonymously respond to reflection questions. This will help the training provider track the trainees' progress and will encourage continued contemplation of topics relating to accessibility.

The committee will also identify opportunities to ensure that trainees have access to ongoing opportunities to learn. The committee commits to hosting a monthly Accessibility Coffee Corner to be held on a virtual meeting platform, which will give financial advisors in the company the opportunity to come together regularly to:

- share situations where they've applied their learning,

- ask questions of their peers, get support, and
- receive advice from the committee.

6 Links to accessibility standards

6.1 Published Standards

Accessibility Standards Canada. (2024, May). CAN/ASC-EN 301 549:2024—Accessibility requirements for ICT products and services (EN 301 549:2021, IDT)

Accessibility Standards Canada. (2025, May). CAN-ASC-1.1:2024 (REV-2025) — Employment

Accessibility Standards Canada. (2025, October). CAN-ASC-3.1:2025 — Plain Language

Accessibility Standards Canada. (2026, May). CAN-ASC-5.2.1:2026 -Accessible Service Delivery

Accessibility Standards Canada. (2025, December). CAN-ASC-6.2:2025 — Accessible and Equitable Artificial Intelligence Systems

6.2 Draft Standards

Accessibility Standards Canada. CAN-ASC-2.1 — Outdoor spaces

Accessibility Standards Canada. CAN-ASC-2.2 — Emergency Egress (Exit)

Accessibility Standards Canada. CAN-ASC-2.3 – Model Standard for the Built Environment – Accessibility for federally regulated entities as defined in the Accessible Canada Act

Accessibility Standards Canada. CAN-ASC-2.4 — Wayfinding and Signage

For more information, or for alternative formats, contact:

Accessibility Standards Canada
320 St-Joseph Boulevard, Suite 246
Gatineau, QC J8Y 3Y8
1-833-854-7628

accessible.canada.ca

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