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# **DECIDE - ERASMUS+ PROJECT**

## **Developing services for Individuals with Disabilities**

**Library Services to People with  
Special Needs IFLA *Glossary of  
Terms and Definitions***

**ERASMUS+ Capacity Building in the Field of Higher education  
CBHE Project 598661**



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# Introduction to IFLA guidelines on disability

Dr. Manolis Koukourakis, UOC

DECIDE Project ESP training  
Technische Universität Dresden, Germany  
25 – 29 March 2019



- ***Access to libraries for persons with disabilities – CHECKLIST, 2005***
- **Library Services to People with Special Needs  
Section - *Glossary of Terms and Definitions,*  
2009**



# libraries and disability

- Why are libraries involved in disability ?



<https://hafuboti.com/2017/02/02/libraries-are-for-everyone/>



# OPEN, INCLUSIVE, DIVERSE, FREE: LIBRARIES ARE FOR EVERYONE



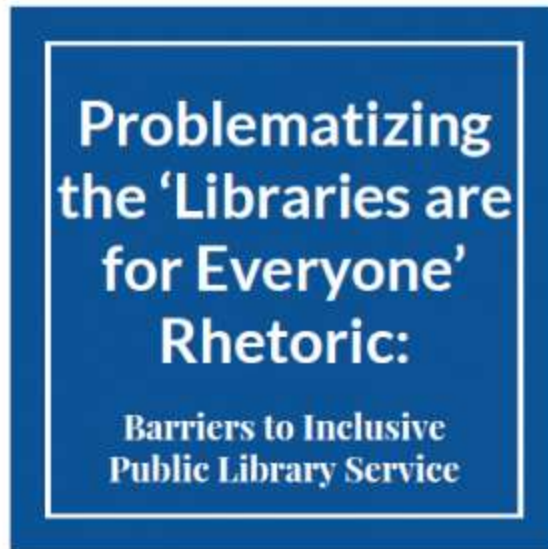
# OPEN, INCLUSIVE, DIVERSE, FREE: LIBRARIES ARE FOR EVERYONE



- <https://hafuboti.com/2017/02/02/libraries-are-for-everyone/>
- Rebecca McCorkindale, [Hafuboti@gmail.com](mailto:Hafuboti@gmail.com)



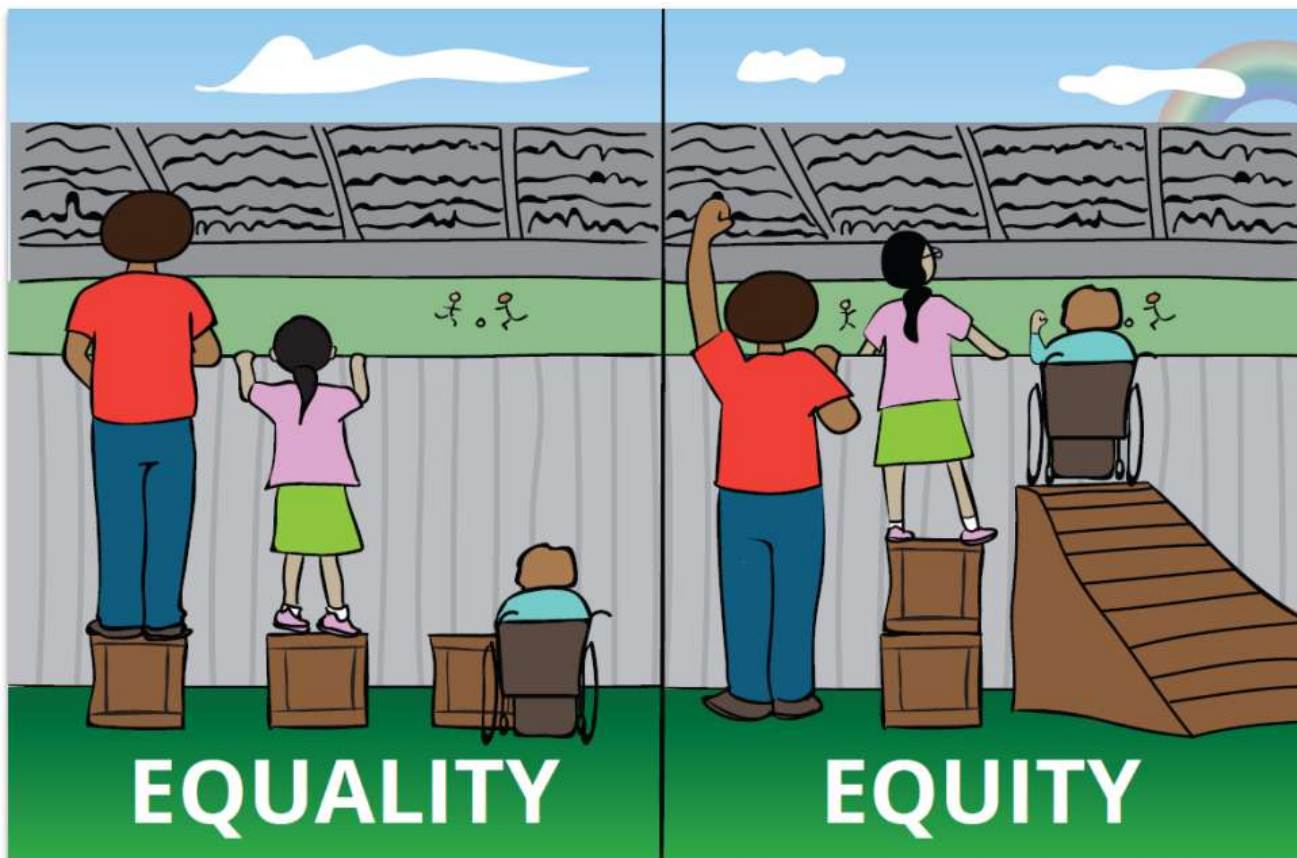
# OPEN, INCLUSIVE, DIVERSE, FREE: LIBRARIES ARE FOR EVERYONE





DISABILITY MUST NOT BE A  
BARRIER TO ACCESS TO  
INFORMATION

ACTIVE LIBRARIES MAKE FOR  
REAL EQUALITY





# Why are libraries involved in disability ?

## Access to Library Services is a Human Right

The guiding principles of the UN Committee on the Rights of Persons with Disabilities (CRPD):

**NON-DISCRIMINATION**

Article 21  
(Freedom of  
expression and  
access to  
information)

**EQUALITY**

Article 24  
(Inclusive  
education at  
all level)

Article 9  
(Accessibility)

**ACCESSIBILITY**

**RESPECT**

**SOCIAL INCLUSION**

Article 30  
(Participation  
in cultural life)

# IFLA

## International Federation of Library Associations

- It is the **leading international body** representing the interests of library and information services and their users.
- It is and has been **the global voice of the library and information profession since 1927.**
- There are currently **1600 Members** in approximately **150 countries** around the world.
- There are **numerous sections** of IFLA representing **different areas of librarianship.**

[www.ifla.org](http://www.ifla.org)





# The International Federation of Library Associations and Institutions (IFLA)

Source: <https://twitter.com/ifla>

# 90<sup>th</sup>

ANNIVERSARY

1927

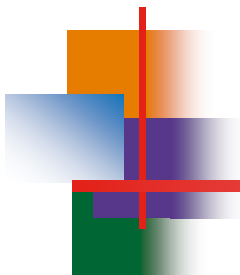
1971

2017

# *Information Society for all*

## *The role of libraries for inclusive education*

- IFLA and libraries and information services share the common vision of *an **Information Society for all***. (2003)
- That vision promotes an **inclusive society** based on the **fundamental right of human beings** both to **access** and to **express** information without restriction and in which everyone will be able to create, access, use and share **information** and **knowledge**.



<http://www.ifla.org/publications/alexandria-manifesto-on-libraries-the-information-society-in-action> (2005)

## Alexandria Manifesto on Libraries, the Information Society in Action

- Libraries and information services contribute to the sound operation of the inclusive Information Society.
- They **enable intellectual freedom** by providing access to information, ideas and works of imagination in any medium and regardless of frontiers.
- They help to **safeguard democratic values and universal civil rights** impartially and by opposing any form of censorship.
- The **unique role of libraries and information services** is that they **respond to the particular questions and needs of individuals**. This complements the general transmission of knowledge by the media, for example, and makes libraries and information services **vital** to a **democratic** and **open** Information Society.
- Libraries are essential for a **well informed citizenry** and **transparent governance**, as well as for the take-up of **e-government**.



# UNESCO and IFLA: *Public Library Manifesto* and *School Library Manifesto*

In 1994 UNESCO adopted the *Public Library Manifesto*. The Manifesto proclaims UNESCO's belief in the public **library as a living force for education, culture and information** and as an **essential agent** in the fostering of peace and spiritual welfare through the minds of men and women.

**“The services of the public library are provided on the basis of equality of access for all, regardless of age, sex, religion, nationality, language or social status. Specific service and materials must be provided for those users who cannot, for whatever reasons, use the regular services and materials, for example linguistic minorities, people with disabilities or people in hospital or prison.”**

The *School Library Manifesto*, adopted in 1999, aims to define and advance the role of school **libraries and resource centres** in enabling students to acquire the **learning tools and learning content** that allow them to **develop their full capacities**; to **continue to learn** throughout their lives; and to **make informed decisions**.



## The Standard Rules of the United Nations

In 1993 the United Nations adopted a document called *The Standard Rules on the Equalization of Opportunities for Persons with Disabilities*. The Standard Rules are not compulsory, but they strongly encourage specific national mandates, as they are adopted by individual states. Rule No. 5 declares that governments should develop strategies to make information services and documentation accessible for different groups of persons with disabilities and should encourage the media, especially TV, radio and newspapers, to make their services accessible. Rule No. 10 states that people with disabilities should be able to participate in cultural activities on an equal basis and that states should develop and implement methods to make literature, films and theatre accessible to persons with disabilities.



# The UN Convention on the Rights of Persons with Disabilities

The Convention on the Rights of Persons with Disabilities was adopted by the United Nations in 2006. The Convention has been ratified by a number of states and is legally binding for those states.

The Convention states that a disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinder their full and effective participation in society.

The purpose of the Convention is to promote, protect and ensure the full and equal enjoyment of all human rights by persons with disabilities. It covers a number of key areas such as accessibility, personal mobility, health, education, employment, habilitation and rehabilitation, participation in political life and equality and non-discrimination.

The Convention recognizes the importance of accessibility to information and communication. The Convention states that information in accessible formats, such as easy-to-read, has to be provided as a reasonable accommodation. "Reasonable accommodation" means necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case. Easy-to-read publications must be considered as necessary accessible formats.

**The CRPD is the first international treaty that sets out binding human rights for people with disabilities**





# UN-CRPD **accessibility**

- identification and elimination of obstacles and barriers to accessibility, shall apply to, inter alia:
- (a) Buildings, roads, transportation and other **indoor and outdoor facilities**, including schools, housing, medical facilities and workplaces;
- (b) Information, communications and other **services**, including electronic services and emergency services.



# IFLA - Disabilities

- IFLA has **two dedicated groups** supporting this mission:
- the section on [Library Services to People with Special Needs \(LSN\)](#), and
- section on [Libraries Serving Persons with Print Disabilities \(LPD\)](#).
- They have consistently worked not only to **highlight the need** to ensure all are welcome at the library, but to **make it easier for each institution** to take the necessary steps to make this welcome effective.
- A key part of their work is **a series of practical guidelines** – on persons with [dyslexia](#), [dementia](#), [deafness](#), and the [elderly and disabled in long-term facilities](#) – as well as a broader [checklist](#).
- *Getting Started: Implementing the Marrakesh Treaty for persons with disabilities. A practical guide for librarians, 2018*





- About IFLA
- Activities and Groups
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- Global Vision

You are here:  
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#### \* LSN

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[Standing Committee](#)

[News](#)

[Events](#)

[Publications](#)

[Conferences](#)

[Meeting Minutes](#)

[Projects](#)

#### THIS GROUP'S COMMUNITY

[LSN Section Facebook group](#)

Web Editor for this group

Contact [Erlend Ra](#)

## Library Services to People with Special Needs Section

*Division: Library Services*

The Section for Library Services to People with Special Needs provides an international forum for the discussion of ideas, sharing of experiences and development of tools designed to promote and improve the effectiveness of library and information services to special needs groups, and the promotion of national and international cooperation at all levels.

These groups include, but are not limited to, people who are in hospitals, nursing homes, and other care facilities; people in prisons; people who are experiencing homelessness; people with physical disabilities; people who are deaf, hard of hearing, or deafblind; people with dyslexia; and people with cognitive and mental disabilities.



[Read more](#)

Library Services to People with Special Needs, Sections

Last update: 20 April 2018

#### LATEST NEWS

### The Impact of the IFLA Guidelines for Library Services to Persons with Dyslexia: Revised and extended

A paper on the impact of these guidelines at an international, national and local level was presented at the WLIC 2018

25 August 2018

Survey on library programmes and services for people who are deaf, hard of hearing and deafblind (February)

[www.ifla.org/lisn](https://www.ifla.org/lisn)

# www.ifla.org/lpd

→ ↻ https://www.ifla.org/lpd



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Search

\* LPD

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[LPD Presentations](#)

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[Projects](#)

[Conferences and Seminars](#)

## Libraries Serving Persons with Print Disabilities Section

*Division: Library Types*

The mission of the IFLA LPD is to advocate for library services that are equitable and accessible for persons with a print disability. Supported by the United Nations Convention on the Rights of Persons with Disabilities, where it is stated that print disabled people have the right to equal access to books, knowledge and information at the same time, cost and quality as everyone else, and recognizing the fact that as of today only 5% of the world's published information is fully accessible to persons with a print disability.

# IFLA --Library Services to People with Special Needs Section

- ... to **promote and improve** the effectiveness of library and information **services to special needs groups**, and the promotion of **national and international cooperation** at all levels.
- These groups include, but are not limited to,
  - people who are in **hospitals**, nursing homes, and other care facilities;
  - people in **prisons**;
  - people who are experiencing **homelessness**;
  - people with **physical disabilities**;
  - people who are **deaf, hard of hearing, or deafblind**;
  - people with **dyslexia**;
  - and people with **cognitive and mental disabilities**.



# Library Services to People with Special Needs Section (LSN)

<http://www.ifla.org/lsn>

- An international forum to promote library and information services to people with special needs
- Promote national and international cooperation

## Focus on:

- discussion of ideas
- sharing of experiences
- development of tools

# Libraries Serving Persons with Print Disabilities section

- The mission of the IFLA LPD is to advocate for library services that are equitable and accessible for persons with a print disability.
- **Our Goals**
  1. Establish a global accessible library of accessible material
  2. Influence international policy on access to knowledge and information
  3. Establish and support guidelines of best practice
  4. Raise the profile of LPD and accessible library services within the library community

# Libraries Serving Persons with Print Disabilities section

- **Actions** Following from Our Goals
  1. To establish a global accessible library for people with print disabilities
  2. To partner and co-operate with other organizations to influence international policy on access to knowledge and information
  3. To establish and support guidelines and best practice for accessible library and information services
  4. To raise the profile of LPD and accessible library services within the library community.



# Libraries Serving Persons with Print Disabilities Section (LPN)

<https://www.ifla.org/lpd>

“The mission of the IFLA LPD is to advocate for library services that are equitable and accessible for persons with a print disability.”

(IFLA, 2015)

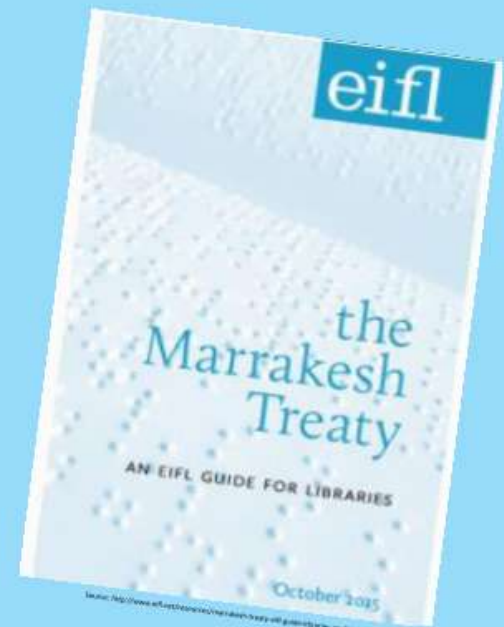
## Focus on:

- accessibility
- international policy
- guidelines

# Marrakesh Treaty

“Millions of people in the world who are blind or visually impaired will be able to read books in accessible formats”

Stevie Wonder



# LSN--Strategic Plan 2014-2019

- **People with special needs face many barriers to using libraries and getting access to information**
  - **facility** not accessible in all or part of its environment
  - **resources** not designed for meeting the needs of the specific disability in format or content
  - special **equipment** not available
  - **staff** members lack an **understanding** of the characteristics of people with a disability
  - **staff** feel unsure **communicating or serving** these people

# LSN--Strategic Plan 2014-2019

- LSN aims for
  - **equal and inclusive access to information** and library services
  - successful **practices** in the **provision** of library and information services
  - approved **tools and methods** that facilitate access to information, services, and resources,
  - **awareness and adoption** of the UN convention on the Rights of Persons with Disabilities amongst librarians
  - effective **cooperation** with potential partners in and outside of the library community
  - use of **universal design** by libraries to better serve people with special needs

# Guidelines





# IFLA Guidelines

Guidelines for Library Services to Persons with Dyslexia – Revised and extended, 2014 (1<sup>st</sup> ed. 2001)

Guidelines for library services to prisoners (3d Edition), 2005 (1<sup>st</sup> ed. 1992)

Guidelines for Library Services to Persons with Dementia, 2007

Guidelines for Library Services to Deaf People, 2nd Edition, 2000 (1<sup>st</sup> ed. 1991)

Guidelines for libraries serving hospital patients and the elderly and disabled in long-term care facilities, 2000

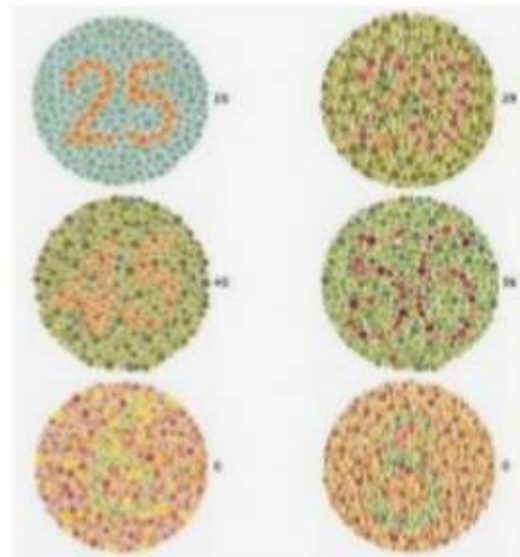
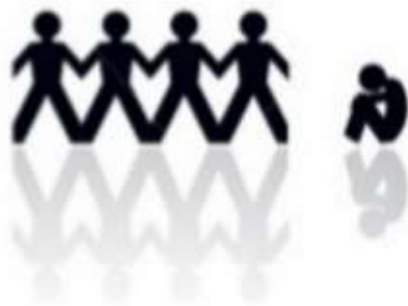
- based in part on IFLA Professional Reports **No. 2 (1984)**, *Guidelines for libraries serving hospital patients and disabled people in the community*

Guidelines for Easy-to-Read Materials, 2<sup>nd</sup> Edition, 2010 (1<sup>st</sup> ed. 1997)

**Access to libraries for persons with disabilities – CHECKLIST, 2005**

**Library Services to People with Special Needs Section - Glossary of Terms and Definitions, 2009**

# What is disability?



Lenn, K. (1996). Library services to disabled students: Outreach and education. *The Reference Librarian*, 25(53), 13-25.

International Federation of Library Associations and Institutions  
IFLA Professional Reports No. 117

117

Library Services to People with Special  
Needs Section -  
Glossary of Terms and Definitions

Compiled by  
Nancy Mary Panella, Ph.D.  
Standing Committee, Library Services to  
People with Special Needs







International Federation of  
Library Associations and Institutions



**IFLA Guidelines for Library  
Services to Persons with  
Dyslexia**

*- Revised and extended*



**A Joint Project of IFLA Sections:  
Library Services to People with Special Needs (LSN)  
Libraries Serving Persons with Print Disabilities (LPD)**

December 2014

English

# DYSLEXIA? WELCOME TO OUR LIBRARY!

INSPIRATION FOR LIBRARY SERVICES TO PERSONS WITH DYSLEXIA

## COLLECTION & DEVICES



Audio Books



Daisy talking books



Easy-to-read



Fiction and non-fiction titles



Materials of varying difficulty



Focus on fun: films, music, games



Digital resources



eBooks and eReaders

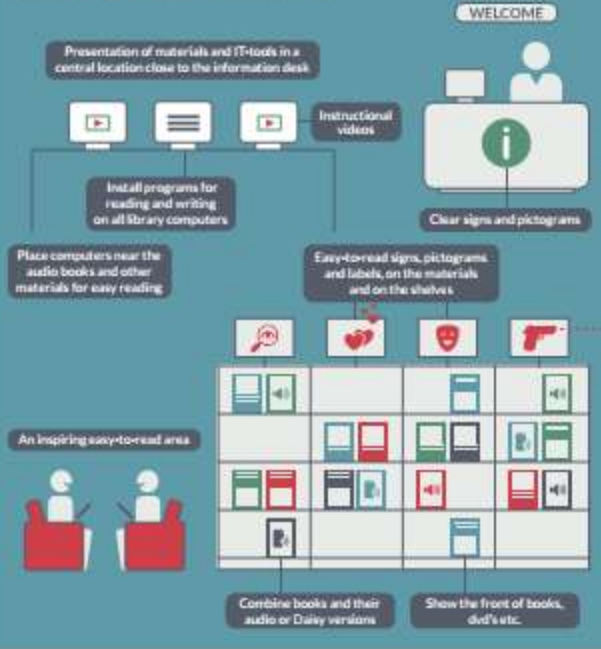
**DAISY**

Reading tools (e.g. Daisy playback software, Daisy players, Daisy apps)

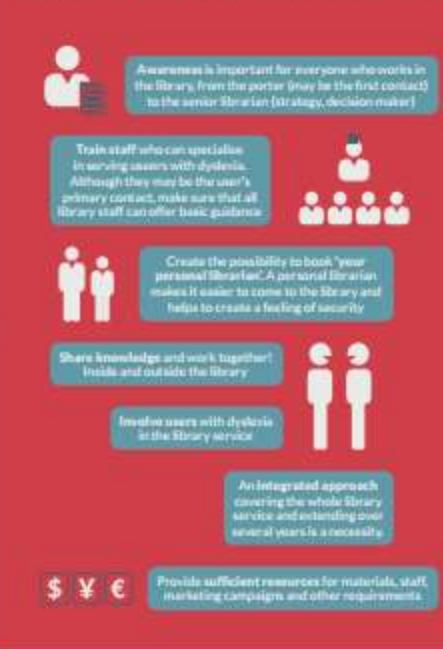


Magnifying rulers

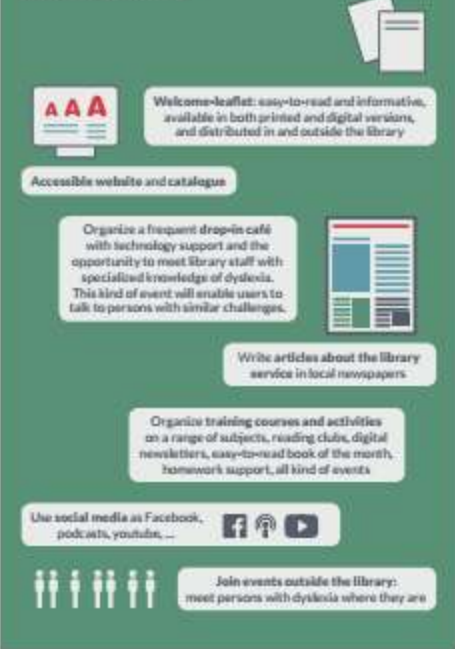
## SPACE & PRESENTATION



## LIBRARY STAFF & PARTNERSHIPS



## MARKETING



# The need for this glossary ...

- The need for this glossary first became strikingly evident during the development of the section's *Guidelines for libraries serving hospital patients and the elderly and disabled in long-term care facilities*. (2000)
- Within those guidelines, **just the single descriptor, 'hospital libraries,' was found to have dramatically different meanings in different parts of the world** – in much of **Western Europe**, for example, 'hospital libraries' almost always meant a **library for patients**, while in **North America**, it most often meant a **library for health sciences staff**.
- Those different meanings made **communication** and **research** in the field, especially research done through the literature, **exceedingly difficult**. They also had the potential to **compromise findings**.



# Disability *Glosary*

- while the designation ‘disadvantaged’ seemed to have had a **negative connotation in some countries, in others it was either positive or neutral.**
- terms used **within some of the special groups** for whom the section advocates – for example, within the field of developmental disabilities, the terms handicap or mental retardation - **could also be seen as negative, positive or neutral, depending upon the country or even upon personal perceptions within that country.**



# Disability *Glosary*

- **N.B.** – Because the range of Developmental Disorders has grown so, primarily due to **better diagnostic tools**, a **better understanding** of the genesis and relationships of disorders, and **re-classification of formerly non-included disorders**, this glossary could not practically cover every condition. Rather, it has tried to include those that are **more commonly seen**, e.g., autism spectrum disorders, dyslexia, and cerebral palsy.

**Disabled** – the UN classifies as disabled people having physical, sensory or mental impairments. It further distinguishes between the terms “disabled” and the related “impaired” and “handicapped,” noting that:

- **an impairment** is an abnormality or loss of physiological, psychological or anatomical structure or function. Essentially, impairments are disorders at the **organ level**, for example, blindness, deafness, paralysis;
- **a disability**, which an impairment causes, is the “restriction or lack of ability to perform an activity in the manner or within the range considered normal for a human being.” It is a limitation in function **at the level of the person**, for example, difficulty in seeing, hearing, moving about;
- **a handicap** is a “disadvantage resulting from a...disability.” It exists within **the context of socioeconomic roles**, placing disabled people at a disadvantage when compared to non-disabled people. Examples of a handicap include being unable to use public transportation, being socially isolated, being confined to bed.

Thus, an impairment causes a disability, which results in a handicap that in turn places people at a disadvantage.

Bookmarks

- CONTENTS
- PREFACE
- PHYSICAL ACCESS
- MEDIA FORMATS
- SERVICE AND COMMUNICATION
- Further resources

International Federation of Library Associations and Institutions  
IFLA Professional Reports, No. 89



## Access to libraries for persons with disabilities - CHECKLIST

By Birgitta Irvall and Gyda Skat Nielsen

This checklist – developed by the IFLA Standing Committee of Libraries Serving Disadvantaged Persons (LSDP) – is designed as a practical tool for all types of libraries (public, academic, school, special) to 1) assess existing levels of accessibility to buildings, services, materials and programs and to 2) enhance accessibility where needed. Accessibility needs of library staff are beyond the scope of this document.

To make a library accessible you need economic resources. Many improvements, however, can be implemented with very small amounts of money – or possibly without any costs. The solution can often be found through a change of staff attitude and thinking in new ways.

We recommend that representatives from disability groups and support organizations be included in the evaluation process. Input from these individuals, along with the checklist findings, will provide much useful information for immediate enhancement measures, as well as future planning.



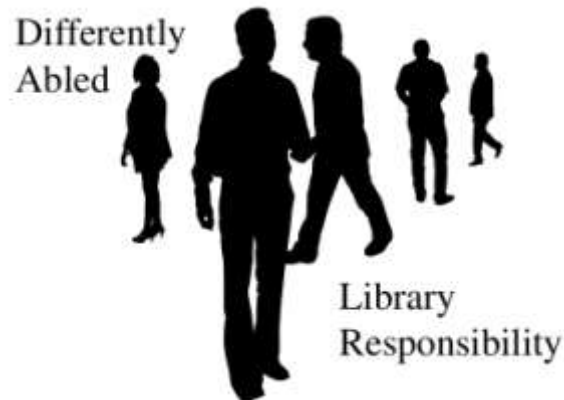


# A Library's Responsibility

Because libraries and buildings are very different around the world, this checklist does not include quantitative measurements. We recommend that library staff apply the pertinent laws and regulations in each country or test with your disadvantaged customers.

Change often occurs slowly – but the main thing is to focus on the most important issue **now**: Making equality of access for **all** persons regardless of disability the guiding principle, whether evaluating existing buildings and services or planning new ones.

Remember that it is **your** responsibility to make persons with disabilities feel welcome in the library.



## PHYSICAL ACCESS

Outside the library

Getting into the library

Access to materials and services

--The physical space

-- Toilets

-- Circulation desk

-- Reference/information desk

-- Children's department

-- Department for persons with reading, hearing, and other disabilities

## MEDIA FORMATS

Special medias for person with disabilities

Computers

## SERVICE AND COMMUNICATION

How to train staff

Special services to disabled patrons

How to provide information to disabled patrons

-- For visually impaired persons

-- For deaf or hearing impaired persons

-- For persons with reading difficulties

-- For persons with physical disabilities

-- For cognitively disabled persons

-- How do you make information easy to understand

-- Web site

How to cooperate with disability organizations and individuals



# Universal Design:

make accessibility as **invisible** as possible



- an entry that features **stairs with a ramp off to one side** may satisfy code but is not universal since it **effectively segregates wheelchair users** to a less commonly used and intrinsically different path to the front door.

# Questions/Discussion?

