Co-funded by the
Erasmus+ Programme
of the European Union

DECIDE Curriculum Training Programme

July 21st-August 3rd, Limerick, Ireland

Module 3 – Use the Library: Access to Libraries for people with Special needs and disability

Dr. Manolis Koukourakis, UOC

- Recap ESP training –Dresden
- IFLA Guidelines – **Library Services to People with Special Needs**
- Practical issues regarding access to libraries

Recap ESP training –Dresden

- **Major Milestones in International Disability Policy**

- **Libraries and disability**

- **Main IFLA documents on disability**

Disability Milestones

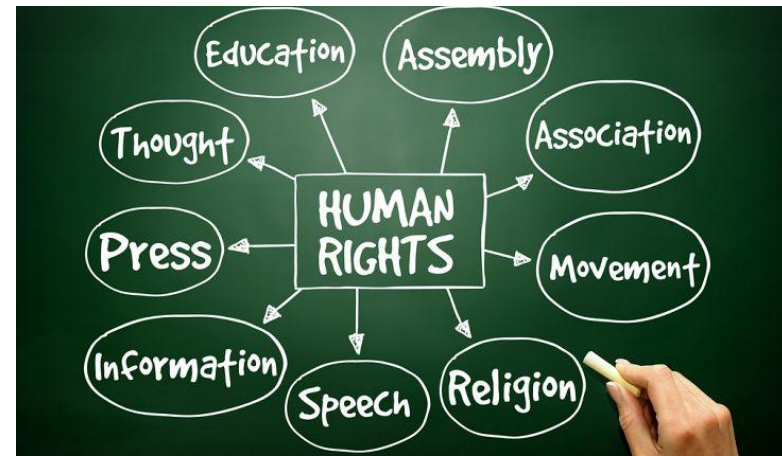| 1948	**UN - Universal Declaration of Human Rights**
1990	USA - *Americans with Disabilities Act* (ADA)
1994	UN - *The Standard Rules on the Equalization of Opportunities for Persons with Disabilities*
2001	**WHO - *International Classification of Functioning, Disability and Health* (ICF)**
2006 (2008)	**UN - *Convention on the Rights of Persons with Disabilities***
2010	*European Disability Strategy 2010-2020:* *A Renewed Commitment to a Barrier-Free Europe*
2016	**The Marrakesh Treaty**

Universal Declaration of Human Rights

- **Rights inherent to all human beings**
- **To be universally protected**
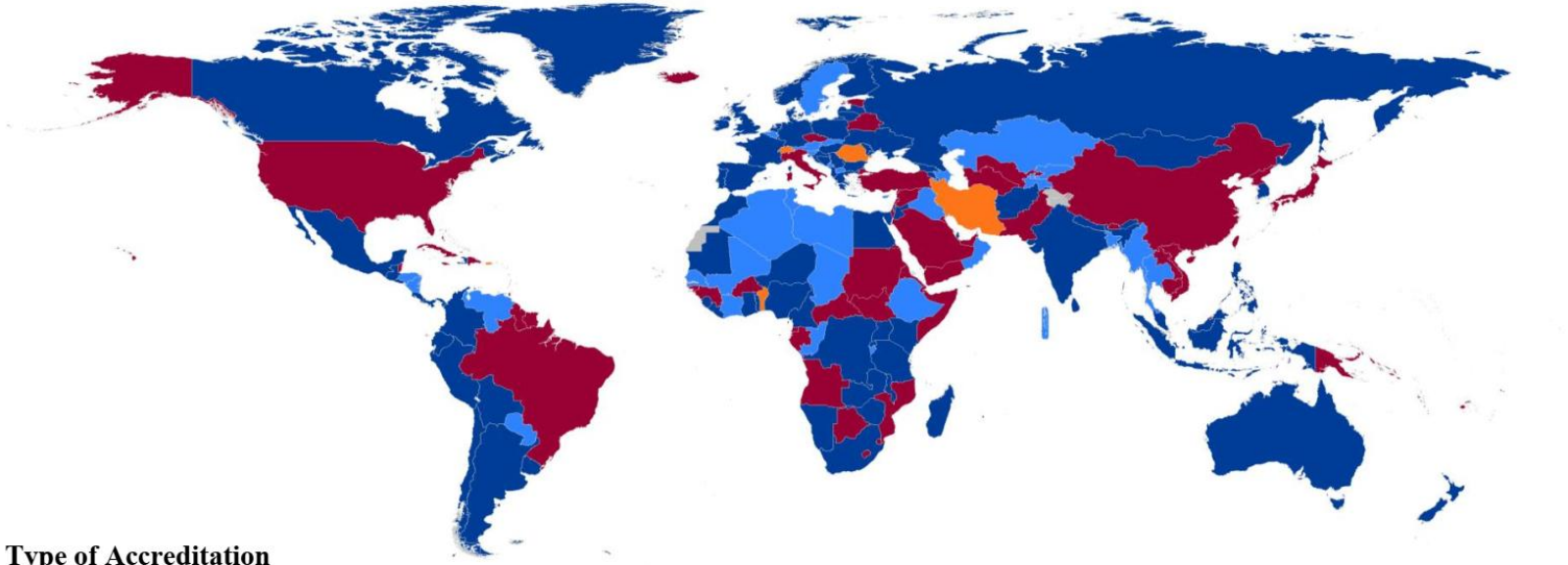
Universal Declaration of Human Rights

- https://www.youtube.com/watch?v=uA1IZkWycMk
- https://www.youtube.com/watch?time_continue=15&v=5RR4VXNX3jA

UNITED NATIONS
HUMAN RIGHTS
OFFICE OF THE HIGH COMMISSIONER

Accreditation of National Human Rights Institutions
Last Updated: 09 May 2019

Type of Accreditation

A - Compliant with Paris Principles   B - Not fully compliant with the Paris Principles   C - No status   No application for accreditation

Definition and Metadata: http://www.ohchr.org/Documents/Issues/HRIndicators/MetadataNHRIAccreditation.pdf.
Source : Sub-Committee on Accreditation (SCA) of the Global Alliance of National Human Rights Institutions (GANHRI), Chart of the Status of National Institutions,
Chart of the Status of National Institutions, May 2019

Note: The boundaries and the names shown and the designations used on these maps do not imply official endorsement or acceptance by the United Nations.
        Dotted line represents approximately the Line of Control in Jammu and Kashmir agreed upon by India and Pakistan. The final status of Jammu and Kashmir has not yet been agreed upon by the parties.

World Health Organization's
New Definition of Disability – ICF 2001

- The way disability is defined and understood has also changed in the last decade. Disability was once assumed as a way to characterize a particular set of largely stable limitations.

- **World Health Organization (WHO)** has moved toward a new international classification system, the International Classification of Functioning, Disability and Health (ICF 2001). It **emphasizes functional status over diagnoses**.

- The new system is not just about people with traditionally acknowledged disabilities diagnostically categorized but **about all people**.

- For the first time, the ICF also calls for the **elimination of distinctions, explicitly or implicitly, between health conditions that are 'mental' or 'physical.'**

  - http://www.humancentereddesign.org/universal-design

World Health Organization

World Health Organization's
New Definition of Disability – ICF 2001

- The new ICF focuses on analyzing the **relationship between capacity and performance**. If capacity is greater than performance then that gap should be addressed through **both removing barriers and identifying facilitators**.

- The WHO defines **disability as a contextual variable**, dynamic over time and in relation to circumstances. One is more or less disabled based on the interaction between the person and the individual, institutional and social environments. The ICF also acknowledges that the prevalence of disability corresponds to social and economic status.

- The new WHO ICF specifically references Universal Design as a central concept that can serve to identify facilitators that can benefit all people.

- The 2001 ICF provides a platform that supports Universal Design as an international priority for reducing the experience of disability and enhancing everyone's experience and performance.

World Health Organization

http://www.who.int/classifications/icf/en/

UN Convention on the Rights of Persons with Disabilities (UN-CRPD)

To <u>promote, protect and ensure</u> the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity

- *Both* a development and a human rights instrument
- A policy instrument which is cross-disability and cross-sectoral
- *Legally binding*

What is Disability?

- The Convention does *not* explicitly define disability

- Preamble of Convention states:
  - 'Disability is an **evolving** concept, results from the **interaction** between **persons** with impairments and **attitudinal** and **environmental barriers** that hinders full and effective participation in society on an equal basis with others'

- Article 1 of the Convention states:
  - 'Persons with disabilities **include** those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others'.

What is Disability?

- *Disability results from an **interaction** between a non-inclusive society and individuals:*
  - Person using a wheelchair might have difficulties gaining employment not because of the wheelchair, but because there are environmental barriers such as inaccessible buses or staircases which impede access
  - Person with extreme near-sightedness who does not have access to corrective lenses may not be able to perform daily tasks. This same person with prescription eyeglasses would be able to perform all tasks without problems.

What is Disability?

- **1) Relevant issues:**

  - This is **not a strict definition** – eg it is placed in the article on "purpose" rather than under article 2 on "definitions".

  - It is **non-exhaustive** – therefore persons with disabilities "**include**" – it is a bare minimum

  - This means that national legislation could include a wider definition eg:

    - Including short-term conditions

    - Including specific reference to psychosocial disabilities etc

- **2) The focus of the Convention is on "discrimination" in any case**

- –therefore a mother <u>without</u> disabilities that suffers discrimination on the basis of her child <u>with</u> disabilities (eg dismissal from work because the employer assumes the mother will take time off to care for her child) will be protected under the Convention.

A Paradigm Shift

Move from an approach where persons with disabilities were considered objects of charity, social protection and medical treatment to subjects of human rights, able to make decisions about life and the future and claim rights on their own behalf

- persons with disabilities no longer an **object to be fixed through medical treatment** but a subject of rights with choices as to how he or she wants to live and what treatments, if any, he or she wishes to use
- persons with disabilities no longer **objects of charity of social welfare** – a burden on society – but active members of society with something to contribute to society
- persons with disabilities **should have avenues to defend rights** (complaints mechanisms, rights advocacy etc) and to change society so that society becomes more abling.

The CRPD is the first international treaty that sets out <u>binding</u> human rights for people with disabilities

-> 2000

Human Rights Model of Disability

-> 1980s

Social Model of Disability

-> 1970s

Medical Model of Disability

Theresia Degener 2014
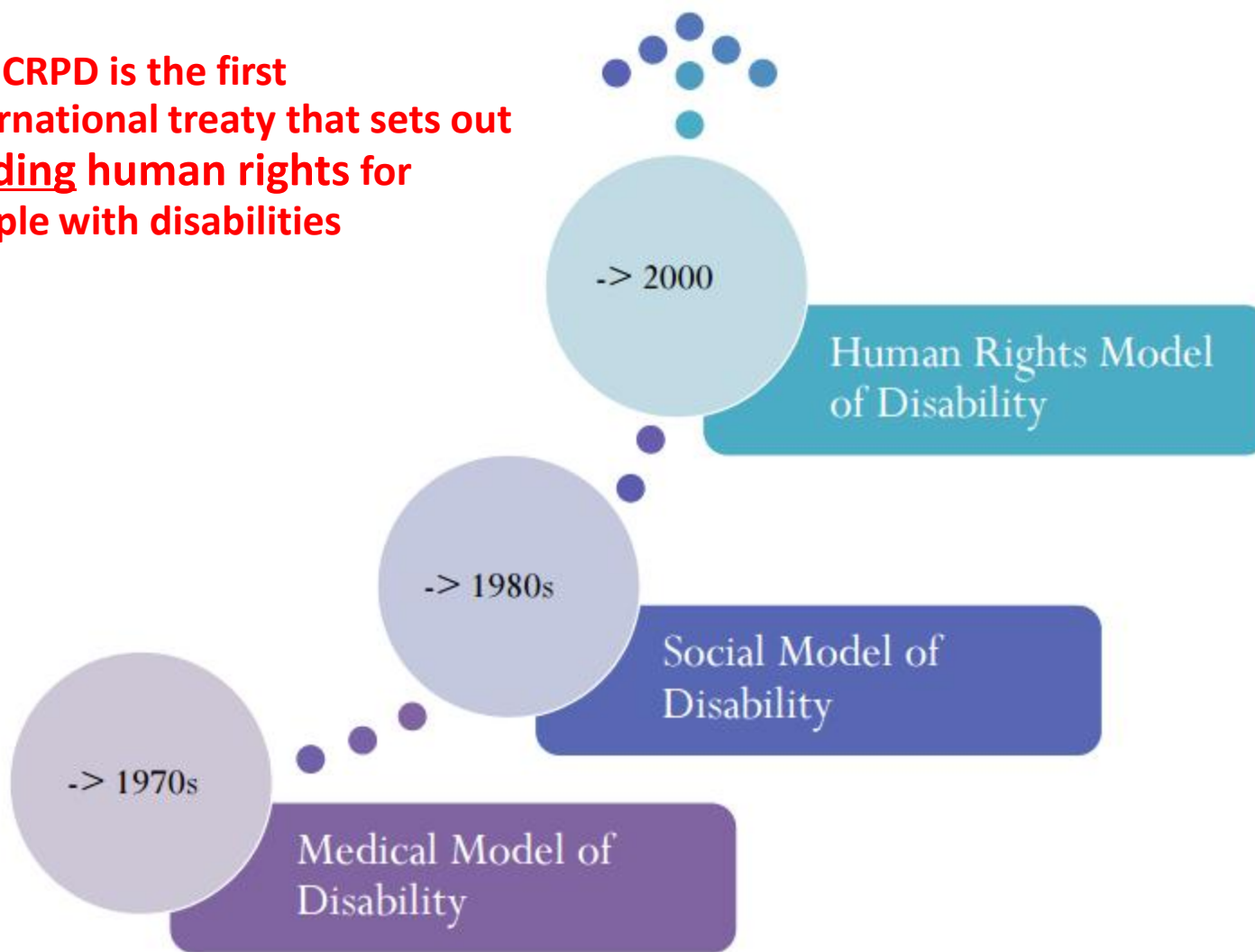
General Principles: Non-discrimination

- Fundamental principle of international human rights law
- Includes **direct** and **indirect** discrimination
- ***reasonable accommodation*** must be made for persons with disabilities
- *reasonable accommodation*: 'necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms'

General Principles: Accessibility

1) Accessibility is essential to enable persons with disabilities to live independently and participate fully in life – it is therefore an end in itself as well as a means to enjoy other rights.

2) Accessibility is relevant to a wide range of issues:

- **Physical accessibility** – buildings, transport, etc. – a ramp might make the world of difference – access to schools, access to courts, access to hospitals, access to the workplace are essential to the enjoyment of human rights

- **Information and communication accessibility** – e-accessibility is very important given the importance of the internet to access information, but also accessibility to documentation (Braille) or to aural information (sign language)

3) Thinking of accessibility in the design of buildings, web-sites etc might not incur added cost, yet re-fitting can be expensive.

How accessible are the activities of my organization?

- Every aspect of an organization's activities must be analyzed to ensure accessibility and inclusion. A few examples:
  - Do we require our partners/grantees to have policies and practices in place to ensure inclusion of persons with disabilities?
  - Do we collect data on the number of persons with disabilities which benefit from our development activities?
  - Do we design our development projects and programmes to ensure that persons with disabilities can participate and benefit?
  - And many others…

How accessible is my organization?

- A thorough analysis of every aspect of an organization must be is necessary to ensure accessibility and inclusion. Just a few examples:
  - **Are our human resource policies and practices accessible?**
    - Do we have policies ensuring that the recruitment process is accessible to persons with different disabilities?
    - Do we have policies and resources which ensure that provision of *reasonable accommodation,* allowing persons with disabilities to work in our organization?
  - **Are our information and communication systems accessible?**
    - Is our website accessible?
    - Is sign language interpretation available?
    - Are documents available in Braille?
  - **Are our physical facilities accessible?**
    - Are our buildings, office spaces, facilities accessible?

CRPD Training Guide – PDF (OHCHR, 2014)

www.ohchr.org/Documents/Publications/CRPD_TrainingGuide_PTS19_EN%20Accessible.pdf

THE CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES

Training Guide

No. 19

Professional Training Series

UNITED NATIONS HUMAN RIGHTS
OFFICE OF THE HIGH COMMISSIONER

UNITED NATIONS

Convention on the Rights of Persons with Disabilities

Erasmus+ Inclusion and Diversity Strategy

"when implementing the Programme, inter alia as regards the selection of participants[...], the Commission and the Member States shall ensure that particular efforts are made to promote social inclusion and the participation of people with special needs or with fewer opportunities".

Social Inclusion: Inspiring Trends in European Funded Projects

Conclusions of the EACEA Thematic Cluster meeting – Brussels, 9 October 2017
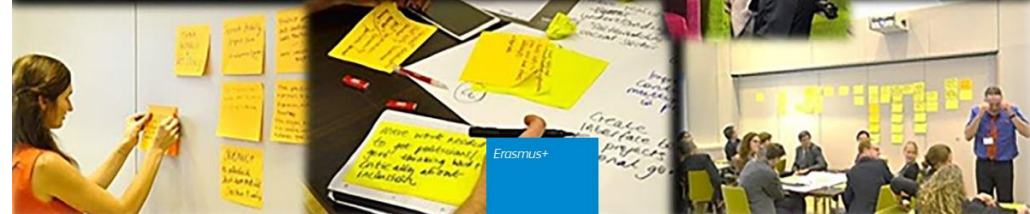
Flexibility in the new EU funding programmes

- Looking forward to the new programmes, project representatives suggested that a broader approach to social inclusion that does not focus on one specific topic or target group could be considered. A less rigid approach that would address the situations in all participating countries would be suitable.

- Participants stated that the Erasmus+ programme as a whole could to do more to support people with disabilities, do outreach work to enable marginalised groups to take part in a mobility, and fund nonformal and formal civic education. Moreover, a unique call for projects on social inclusion as a whole would help the advancement of cross-sectorial cooperation.

- Finally, it would be useful to allow more flexibility in the allocation of EU funding through a combination of multiannual and annual priorities, as well as within project budgets so that they can be adapted to real costs and changes overtime.

The Marrakesh Treaty

- New international treaty very important for print-disabled persons

**Marrakesh Treaty to Facilitate Access
to Published Works for Persons
Who Are Blind, Visually Impaired,
or Otherwise Print Disabled (2013)**

Treaties

with the agreed statements of the
Diplomatic Conference that adopted the Treaty

https://www.wipo.int/marrakesh_treaty

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**The Marrakesh Treaty –
Helping to end the
global book famine**

2016

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The Marrakesh Treaty

- The Treaty was signed in Marrakesh on June 27, 2013, and **came into force on September 30, 2016**.

- EU ratified the Marrakesh Treaty On 1 October 2018.

- "The Marrakesh Treaty requires its parties to provide **exceptions or limitations to copyright and related rights for the benefit of blind, visually impaired and otherwise print-disabled persons, such as dyslexic people**.

- The treaty also allows for the **cross-border exchange of special format copies** of books, including audio books and digital files, and other print material between those countries that are parties to the treaty.[3]".
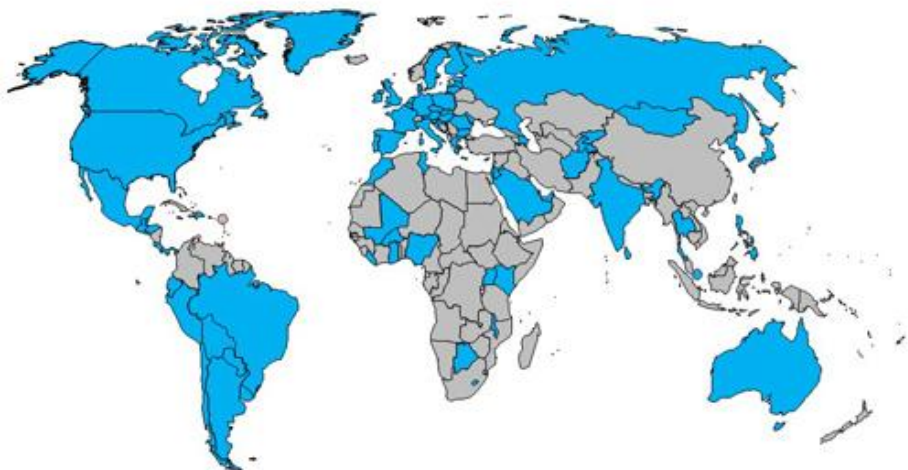
415,000 titles in accessible formats are available through the ABC Book Service for readers who are blind or have low vision

#MarrakeshTreaty www.wipo.int/mt

Less than **10%** of all published materials are accessible to blind or low vision people

Source: World Blind Union

#MarrakeshTreaty www.wipo.int/mt

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

Stevie Wonder

#MarrakeshTreaty www.wipo.int/mt

Blindness and vision impairment

Key facts

- Globally, it is estimated that approximately 1.3 billion people live with some form of vision impairment.
- With regards to distance vision, 188.5 million people have mild vision impairment, 217 million have moderate to severe vision impairment, and 36 million people are blind (1).
- With regards to near vision, 826 million people live with a near vision impairment (2).
- Globally, the leading causes of vision impairment are uncorrected refractive errors and cataracts.
- Approximately 80% of all vision impairment globally is considered avoidable.
- The majority of people with vision impairment are over the age of 50 years.

https://www.who.int/en/news-room/fact-sheets/detail/blindness-and-visual-impairment

Blindness and vision impairment

- In Europe, one in 30 Europeans experience sight loss; this represents a population of about 17 million people or 6% of the 285 million people estimated to be visually impaired worldwide

WIPO
WORLD INTELLECTUAL PROPERTY ORGANIZATION

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Marrakesh Treaty to Facilitate Access to Published Works for Persons Who Are Blind, Visually Impaired, or Otherwise Print Disabled

Document Code	VIP/DC/8
Related Meeting(s)	VIP/DC
Publication Date	June 27, 2013

English	**Marrakesh Treaty to Facilitate Access to Published Works for Persons Who Are Blind, Visually Impaired, or Otherwise Print Disabled**
	adopted by the Diplomatic Conference

WIPO
WORLD INTELLECTUAL PROPERTY ORGANIZATION

Marrakesh Treaty to Facilitate Access to Published Works for Persons Who Are Blind, Visually Impaired or Otherwise Print Disabled

The Marrakesh Treaty was adopted on June 27, 2013 in Marrakesh and it forms part of the body of international copyright treaties administered by WIPO. It has a clear humanitarian and social development dimension and its main goal is to create a set of mandatory limitations and exceptions for the benefit of the blind, visually impaired, and otherwise print

Members

- Contracting parties **PDF**
- Members of the Marrakesh Treaty Assembly

Additional information

- Accessible Books Consortium
- The Marrakesh Treaty in Action

Treaty, acts and other texts

Treaty and Acts

Marrakesh Treaty to Facilitate Access to Published Works for Persons Who Are Blind, Visually Impaired, or Otherwise Print Disabled (2013)

Marrakesh Treaty in Braille format

Marrakesh Treaty in Full Audio and Daisy format

Agreed statements

Agreed Statements concerning the Marrakesh Treaty to Facilitate Access to Published Works for Persons Who Are Blind, Visually Impaired, or Otherwise Print Disabled

Notifications

All notifications

Ratification by the Kingdom of Morocco (No 58)

May 15, 2019

Accession by the Cook Islands (No 57)

March 19, 2019

Accession by the Plurinational State of Bolivia (No 56)

March 12, 2019

Accession by the Republic of Tajikistan (No 55)

February 27, 2019

https://www.wipo.int/publications/en/details.jsp?id=382&plang=EN

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Marrakesh Treaty to Facilitate Access to Published Works for Persons Who Are Blind, Visually Impaired or Otherwise Print Disabled

Author(s): | Publication year: 2013

The full text of the Marrakesh Treaty to Facilitate Access to Published Works for Persons Who Are Blind, Visually Impaired, or Otherwise Print Disabled.

Download

English PDF
Français PDF
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عربي PDF
中文 PDF
Русский PDF

The Marrakesh Treaty

- Each country that adopts the Marrakesh Treaty is required to create **one or more limitations or exceptions to copyright law**
- Any **work** can be copied to convert it into an **accessible format**
- **Accessible format works may only be used by beneficiaries** under the Treaty. However, governments can allow non-profit **authorized entities** to create accessible copies and make them available to beneficiaries.
- Allows the **exchange across international borders** of accessible format works
  – each accessible format work need only be created once
  – > greatly increasing the overall number of accessible works.

EYE CARE

World Health Organization

THE FACTS

253 million people are visually impaired
- 81% of people are aged 50 years and over

84% of visual impairment results from chronic eye diseases

CONSEQUENCES OF VISUAL IMPAIRMENT

3x more likely to be unemployed

3x more likely to be involved in a motor vehicle collision

3x more likely to suffer from depression and anxiety disorders

2x more likely to have a fall while walking

285 million people worldwide are blind or visually impaired.

90% of them live on low incomes in developing and least developed countries.

Only 1–7% of books are published in a format they can read.

By implementing the Marrakesh Treaty, countries can:

- improve the education and life-chances of many of their citizens

- implement the principles of international human rights law

- stimulate economic development and social progress.

**Main Provisions
and Benefits of the
Marrakesh Treaty (2013)**
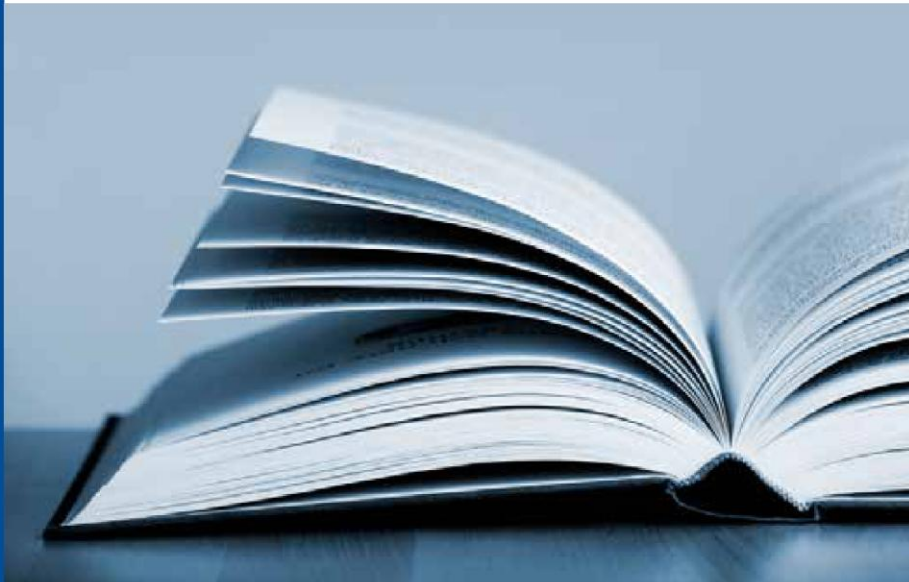
a) **Improved awareness of the challenges faced by the print-disabled community and persons with disabilities**

b) **Greater access to education**

c) **Enhanced social integration and cultural participation**

d) **Poverty alleviation and increased contributions to the national economy**

WIPO
WORLD
INTELLECTUAL PROPERTY
ORGANIZATION

2016

The Marrakesh Treaty and other treaties

- **wholly compatible with other international agreements** on copyright and intellectual property
- **no requirement for countries to join other copyright treaties**
- a "good fit" with international human rights law. It **embodies fundamental human rights principles** found in the **Universal Declaration of Human Rights** and the **United Nations Convention on the Rights of Persons with Disabilities**.

international obligations

- the so-called "**three-step test**"
  [Berne Convention, the WIPO Copyright Treaty
  and the TRIPS Agreement]

- Limitations and exceptions in national legislation
  should be **confined to**
  (i) certain special cases;
  (ii) that do not conflict with the normal
  exploitation of the work;
  (iii) that do not unreasonably prejudice the
  legitimate interests of the right-holder

COPYRIGHTUSER.ORG

EBU

The voice of blind and partially sighted people in Europe

A+ A-

SEARCH

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CAMPAIGNS AND ACTIVITIES

HOME | CAMPAIGNS AND ACTIVITIES | CURRENT CAMPAIGNS | **THE MARRAKESH TREATY**

The International Agency
for the Prevention of Blindness

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CoM 2019

📅 *May 18, 2017*

Ending the book famine : The Marrakesh Treaty

Caitlin Reid
Project Coordinator - Marrakesh Treaty Ratification and Implementation Campaign
Organisation: World Blind Union

On Global Accessibility Awareness Day, Caitlin Reid, Project Coordinator – Marrakesh Treaty Ratification and Implementation Campaign, World Blind Union writes about the importance of "The Marrakesh Treaty".

Featured news

IAPB Membership Values

The IAPB Alliance Is Committed To Delivering Eye Health For All,...

The 72nd World Health Assembly – A Decisive Moment For The WHO, UHC And Eye Health

The World Health Assembly (WHA) Is An Annual Gathering Of All...

Ophthalmic Nurses Prepare For 2020

'Getting Started: Implementing the Marrakesh Treaty for persons with print disabilities'

- a joint publication with four partner organizations:
    - International Federation of Library Associations and Institutions (IFLA),
    - World Blind Union (WBU),
    - Canadian Association of Research Libraries (CARL)
    - University of Toronto Scarborough.

- https://www.eifl.net/eifl-in-action/right-read

Getting Started

Implementing the Marrakesh Treaty for persons with print disabilities

A practical guide for librarians

IFLA

World Blind Union · eifl · CARL ABRC · UNIVERSITY OF TORONTO SCARBOROUGH
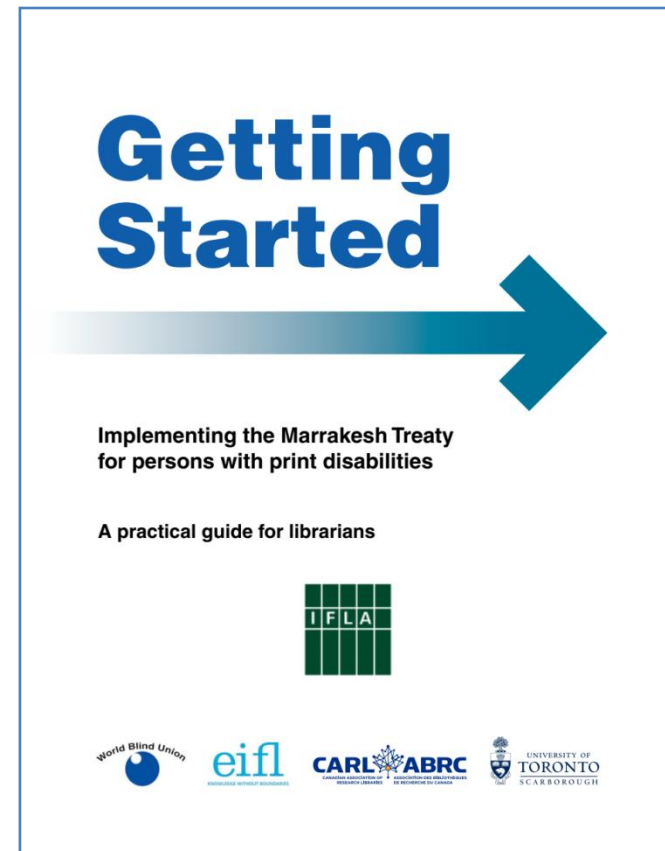
Signatures & Ratifications

Marrakesh Treaty Signatures and Ratifications

- Treaty Signed
- Treaty Neither Signed Nor Ratified
- Treaty Ratified

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AKIpress
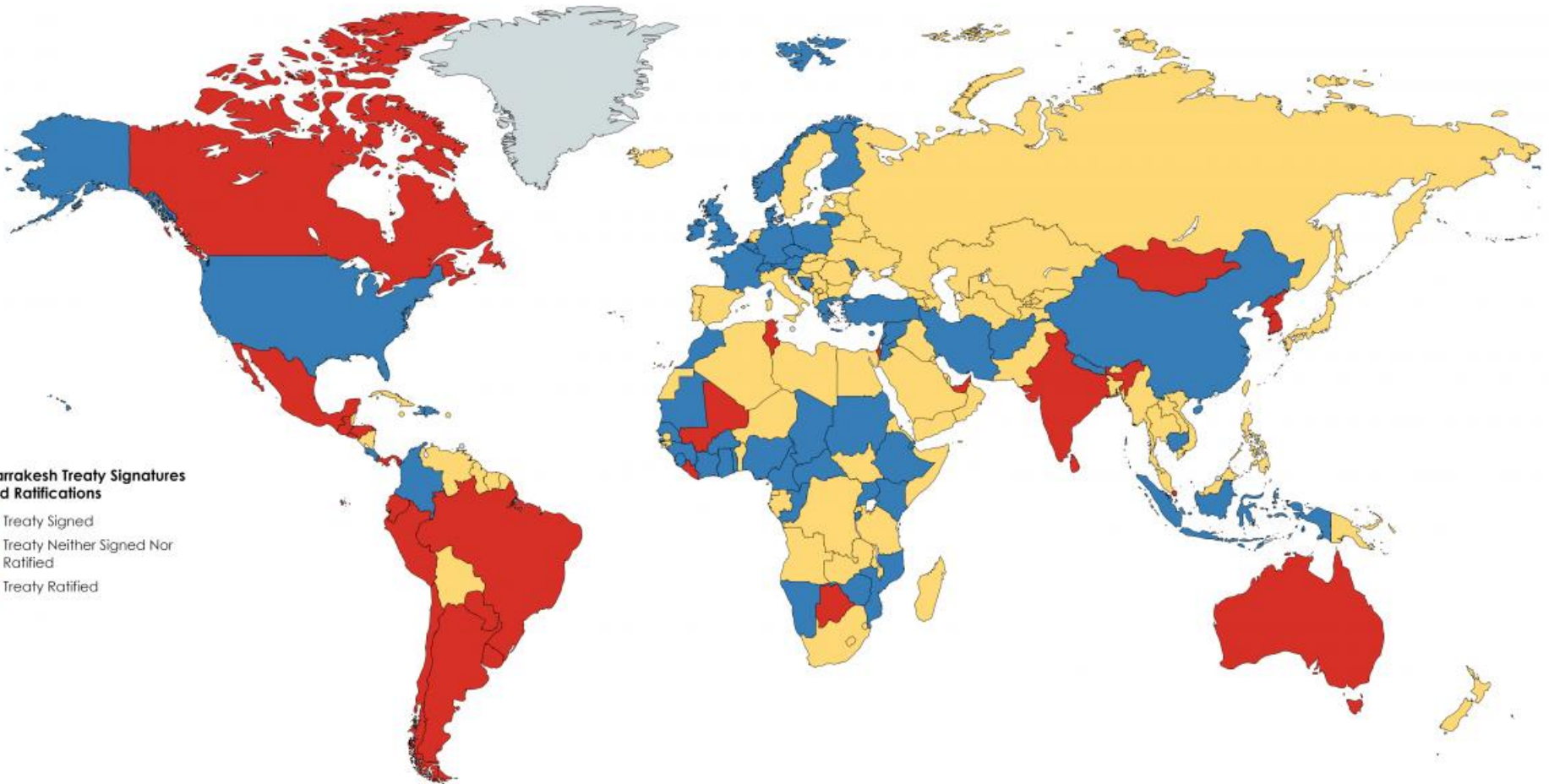
TAJIKISTAN | LIFE | MARCH 1, 2019 / 10:15 AM

Tajikistan joins Marrakesh VIP Treaty
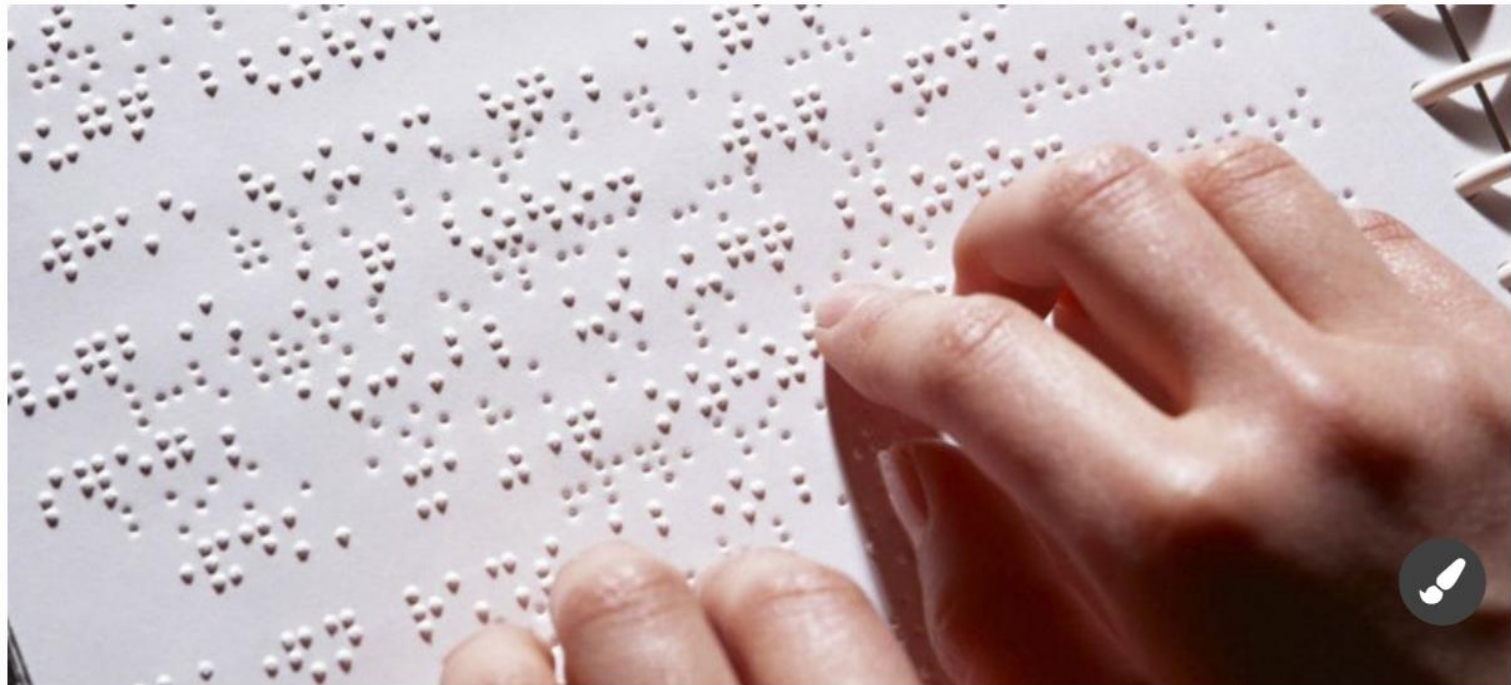
Survey of Users with Low Vision #2 Results

- 75% of respondents report multiple types of visual impairment. 61.3% have light or glare sensitivity and 46.8% have contrast sensitivity.

- 51.4% of respondents report using some type of high contrast mode. 71.2% of users that adjust page contrast prefer light text on a dark background.

- 45.2% of respondents use a screen reader, 48.4% screen magnification software, and 44% browser zoom controls. Other types of settings and AT are commonly used.

- JAWS is the most common screen reader, followed by NVDA and VoiceOver. Narrator is rarely used (.8%).

- Only 8% were detected as having increased the default text size. Very few respondents adjust paragraph, line, word, or letter spacing.

https://webaim.org/blog/low-vision-survey2-results/

Survey of Users with Low Vision #2 Results

- 60.4% always or often use a keyboard for web page navigation. This is a very high number of users that rely on keyboard accessibility.

- 22% of respondents don't enlarge web content, while 18% of respondents enlarge to over 400%.

- Dedicated screen magnification software is not highly common. Most users rely on OS settings for magnification.

- 64.3% use iOS devices. Only 7.8% don't use a mobile device at all.

https://webaim.org/blog/low-vision-survey2-results/

- Among Americans over the age of 80, 70% of people experience disability (Brault, 2012, p.5).

- LGBTQ Americans are two times more likely to experience a mental health condition (NAMI).

- Among Americans with disabilities of working age, over 55% are unemployed (Brault, 2012, p. 11).

- Among Americans with disabilities of working age, over 25% live in poverty (Brault, 2012, p. 11).

- Among the world's approximately one billion people with disabilities, 80% are located in the global South (Grech, 2016, p. 3)

Libraries as providers of

- **Resources of information**
  - Acquisition / Organization / Circulation
- **User instruction / Information Literacy**
- **Assistive technology**
- **Study space**
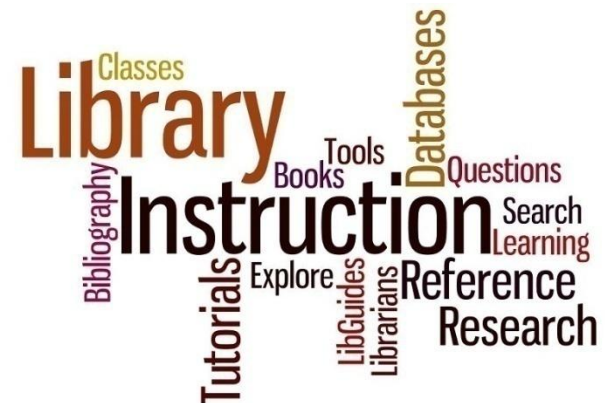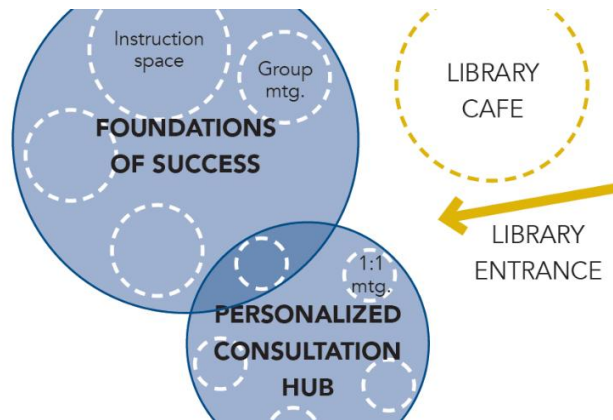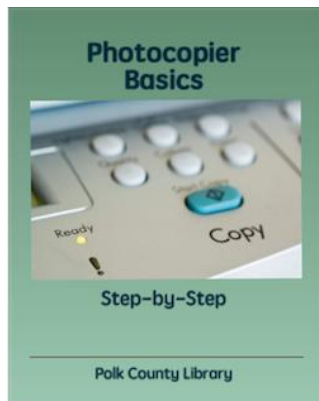
people with disabilities are an extremely diverse group in every possible way

- people with mobility impairment or differences in motor control

- people with visual impairments, blindness, or differences in vision

- people who are Deaf or hard of hearing

- people with cognitive or emotional differences, Autism, PTSD, learning disabilities, depression

- people perceived as having a disability or a stigmatizing medical condition: diabetes, epilepsy, obesity

- people with previous disability: cancer survivors, people recovering from addiction

intellectual and social standards of accessibility

- **Human beings are all different and diverse.** Just as we celebrate the diversity of individuals in a cultural context, so should we design technologies that take diverse needs and preferences into account.
- **Accessible design is innovative design.** The same design principles that make technologies accessible — semantic mark-up, intuitive information hierarchy, machine-readable text — are also principles that promote mobile design and a semantic web.
- **Technology has the potential to be a great equalizer** — but inaccessible technology only further excludes people. Let's embrace the potential of technology to let people be as independent, self-sufficient, and connected as possible.
- **Research libraries should have user-focused policies and procedures for patrons with disabilities** that are readily available and kept up to date. Accessibility service awareness needs to be a standard part of staff training. This will fulfill the mission of all libraries to be inclusive hubs of access to information.
- http://accessibility.arl.org/standards-best-practices/

Principles of an Accessible Institution

- **Coordination and Harmonization**: Harmonize all of the activities across your institution necessary to guarantee Internet justice. Empower your community to produce guidance and regulations, to draft and monitor accessibility requirements, to conduct accessibility research, to support innovation in accessibility, and to enforce accessibility requirements across and within organizations.

- **Monitoring and Enforcement**: Set up an enforcement body on campus that can hold people and departments accountable for inaccessible materials. Do not place the burden on people with disabilities to bring complaints against the institution and enforce their own rights.

- **Guidance and Leadership**: Bring accessibility issues to the attention of the leaders at your library. Create mechanisms for champions of accessibility to lead from all levels. Create a cross-departmental governing body to lead, create, and enforce accessibility initiatives across your institution.

- **Access Considerations**: Develop access requirements with direct input from people with disabilities and disability rights organizations that represent the spectrum of different disabilities. Standards and policies should focus on the information and communication needs of users with disabilities rather than on specific technological or performance issues.

http://accessibility.arl.org/standards-best-practices/

Principles of an Accessible Institution

- **Technical Dimensions**: Create clear technical standards that articulate who will benefit from the requirements, provide specific guidance and instructions for website developers and webmasters, and set up a system for iterative accessibility and usability testing of technologies. If a new Internet-related technology is available to research library users, it needs to be equally available to all users. This encompass all elements of online information, communication, and interaction.

- **Research and Education**: To promote innovation and new designs in accessibility, the institution will foster opportunities funding to support research for technology accessibility. It should also support accessibility development by providing best practice guides, developer handbooks, and other instructional materials for including accessibility in the design, development, and implementation processes. The organization will try provide meaningful education about the social importance of Internet accessibility and the benefits to society as a whole.

- **Social Inclusion**: Truly guaranteeing people with disabilities an equal place online could greatly alter the ways in which people with disabilities are perceived, treated, and included in society, in both the physical world and the online world.

http://accessibility.arl.org/standards-best-practices/

Getting started with accessibility and inclusion

https://www.jisc.ac.uk/guides/getting-started-with-accessibility-and-inclusion

What your organisation can do -

An **accessible organisation** is one that:

- Fosters independence for all students

- Has enhanced productivity

- Has reduced support costs

- Has improved engagement, retention and achievement

JISC - Joint Information Systems Committee

Accessibility is not just about creating accessible websites or documents. To do it well, **accessibility needs to be incorporated into all aspects of an organisation's structure**

- **Strategy and policies** – a commitment to accessibility with stated expectations will ensure that your organisation is truly inclusive and can benefit all your learners and staff (see our [guide on a strategic approach to inclusive practice](#))

- **Marketing** – the readability of an organisation's website and prospectus and how easy you make it for them to attend open days can be a decision maker for some users

- **Procurement** – taking different access needs into account at the outset when purchasing digital systems can reduce support costs because users will be able to access these systems independently

- **Teaching, learning and assessment** – inclusive teaching is more engaging and benefits all learners

Jisc

Accessibility is not just about creating accessible websites or documents. To do it well, **accessibility needs to be incorporated into all aspects of an organisation's structure**

- **Libraries** – play a crucial role within education provision, they can provide content in different formats and promote independent learning
- **Assistive technology and productivity tools** – there are a range of free and commercial tools that can both remove barriers and help all users (both staff and students) overcome existing ones
- **Mobile devices** – facilitating users' own devices through a flexible and inclusive infrastructure can enable and extend creative and collaborative learning into new communities and spaces
- **Staff development** – inclusive digital capabilities training for all staff and an ethos of support and collaboration will create an accessible and inclusive organisation

Accessibility Librarian Competencies

- http://accessibility.arl.org/2015/08/accessibility-librarian-competencies/
- *Katya Pereyaslavska*

Accessibility Librarian Competencies

- **able to train and educate other library staff** in this area in order to ensure that all library staff have basic competencies to handle entry-level queries from patrons or provide basic tech support to assistive technology users.
- **a deeper understanding of accessibility standards**, policies, regulatory requirements, industry best practices, and guidelines
- **Working knowledge of contemporary technologies and user testing** are critical in order to inform and support the work of IT staff within the library when updating the library website or assessing the usability of your e-resources.
- **Working knowledge of contemporary assistive technologies** helps to contextualize or ground higher-level policy work, enabling the specialist to understand the library's users and the types of experience they might encounter navigating through the world of digital resources.

Accessibility Librarian Competencies

- **Inclusive design truly benefits everyone** as its core principle of responsiveness means that all users are able **to have some control over how content is presented**. In the virtual world, this means users can control things like font size, page contrast, responsiveness to different formats of technology, et cetera. Knowledge of what digital accessibility entails should also create opportunities for the specialist librarian to **take a more active part in the discourse on inclusive publishing practices with academic and commercial publishers**, helping to define the evolution of digital resources and to further the role of **libraries as content producers.**

- **Advocacy is a huge component of what an accessibility expert does**, as their role is inextricably linked to outreach, building trust and reliable working relationships with stakeholders, building bridges across community members with similar expertise to establish a community of practice, and fostering a dynamic information-exchange practice.

- Reference departments are now starting to **track copyright- and accessibility-related queries in order to assess the effectiveness of institutional outreach** in these areas. Accessibility and copyright are indeed tied closely together, however, the level of specialization demanded by each field necessitates them to exist separately but in close counsel with one another.

Management tips

- Have staff **do a walk-through to be sure that all facilities meet the ADA accessibility requirements**. A walk-through was most certainly done at the time of the passage of the ADA but may not have been done often enough in the years since. Many times well-meaning architects will tell planners that furnishings, aisles, and so forth meet ADA requirements when they do not. An aisle that is only one inch too narrow can mean the difference between a person using a wheelchair getting through it or not getting through it. Also, it is human nature for new staff to want to change the look and feel of their environment, and they may not realize, for example, that by moving a few tables and chairs, they may have created a barrier.

- Ensure that staff members **keep all public and staff areas uncluttered and accessible**.

- **Create policies** detailing what is required and not required by the library staff when providing services to patrons with disabilities. Ensure that staff members understand these requirements, and **always provide adequate training**. Staff should feel comfortable when working with persons with disabilities.

https://www.asgcladirect.org/resources/management/

Management tips

- **Allow staff the time needed to work patiently with patrons with disabilities**. Never expect them to rush through a transaction when patience is needed.

- Allow staff some latitude in regard to enforcing the library's rules and regulations, as some patrons will need such latitude.

- Encourage staff **to focus outreach on local groups** to promote your library's services for people with disabilities.

- **Ensure that the library's collections are accessible, especially the library's electronic resources**. Designate a Section 504/508 coordinator, and give this person the authority to ensure acquisition staff are aware of the need for compliance **when purchasing all electronic resources and when maintaining and updating the library's website**.

  https://www.asgcladirect.org/resources/management/

Management tips

- Make sure that library staff members are **aware of what equipment and software the library owns, how the equipment can be used, and where it is located**. All public service staff responsible for computer literacy should know how to use the adaptive technology so that they are able to teach the basics to the patrons. At minimum, all staff should be empowered with the knowledge needed to activate the programs patrons need to use and use the programs Help features.

- Develop and publicize an **accessible online virtual reference service**. Ensure that staff members who will be involved in providing this service are adequately trained.

- Make certain that the person who is responsible for the library's website knows how to **determine and maintain the website's accessibility**.

- **Orientation for new staff members** should include instruction in regard to providing services to people with disabilities.

- Locate and submit applications for **funding for assistive technologies on an annual basis** to ensure continuity of services.

  - https://www.asgcladirect.org/resources/management/

Management tips

- Staff should maintain a **collection development policy that includes titles in multiple formats**. Although the Libraries for the Blind & Physically Handicapped have the largest collections, all libraries should have some material for everyone.

- Encourage staff to **form partnerships with individuals and agencies in the disability community**, inviting them to come to the library as patrons and, in return, asking to have staff attend their events.

- **Form an advisory group of patrons with various disabilities** to work with the Human Services Department staff (or appropriate staff) to develop programs and chart progress.

- Organize regularly scheduled **training sessions with simulation exercises, presentations, or programs by members of the community who have a disability** as a refresher on services to persons with disabilities. A quick review of the ASCLA Toolkit could also be incorporated in these sessions. Libraries can be busy environments with staff facing new challenges on a daily basis. With the overload of new information, sometimes the old is forgotten.

  - https://www.asgcladirect.org/resources/management/

Some of the Most Common Hardware and Software Solutions

- <u>ZoomText Xtra screen-magnification software</u>—this program allows patrons with low vision to access computer information by enlarging the screen display or tailoring the display to accommodate their disability.

- <u>JAWS screen reader</u>—this program enables individuals who are blind or visually impaired to access the information on a computer screen through voice output.

- <u>Open Book text reader</u>—helps those with low or no vision. Scans printed text and verbalizes the text via synthetic speech.

- <u>Duxbury Braille Translating Software</u>—program that, like a word processor, allows users to type text, then translate it into Braille. A Braille embosser produces hardcopy.

http://www.ala.org/asgcla/resources/tipsheets/assistive-technology

ASGCLA

Some of the Most Common Hardware and Software Solutions

- Braille embosser—similar to a printer, an embosser will print Grade II Braille on paper, enabling patrons to create hardcopies of documents. If hard-copy Braille is not available, it enables users to save documents to a USB flash drive.

- Talking Typer software—Talking Typer, from American Printing House (APH), is a specially designed typing-teacher program for those who are blind, have low vision, or learn at a different pace. The program provides audio instruction and tutorials.

- It is important not to forget basic items like handheld magnifiers, signature guides, felt-tip pens, and large magnification devices such as closed-circuit television magnifiers (CCTV). This system employs a video camera lens to enlarge text from three to thirty times normal text size.

  - http://www.ala.org/asgcla/resources/tipsheets/assistive-technology

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https://www.ascladirect.org/resources/

The **Association of Specialized and Cooperative Library Agencies (ASCLA)** is excited to announce the update of 15 Library Accessibility Toolkits to help better serve patrons. These toolkits were developed to **help library professionals understand the challenges and opportunities presented by issues of equitable access for library users**. Issues include

- 1) users with **mental health** issues
- 2) users with **learning and/or attention** issues
- 3) users with **developmental** disabilities
- 4) users with **sensory** disabilities
- 5) users with **service animals**
- 6) users who **need assistive technology** and
- 7) users with **physical** disabilities.

Each guide provides an **overview**, recommended **hardware and software solutions**, **tips and resources** to guide library professionals in providing great library experiences for everyone.

Toolkits include:

Assistive Technology
Autism & Spectrum Disorders (ASD)
Children with Disabilities
Deaf or Hard of Hearing
Developmental, Cognitive and
Intellectual Disabilities
Learning Differences
Library Staff with Disabilities
Management
Mental Health Issues
Mobility Impairments
Multiple Disabilities
Service or Support Animals
Volunteers with Disabilities
What Trustees Need to Know
Blindness and Low Vision

ASGCLA

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Tools & Resources

Search Tools & Resources...

Library Accessibility Toolkits: What You Need to Know

Assistive Technology

Autism Spectrum Disorders (ASD)

Blindness and Low Vision

Children with Disabilities

Deaf or Hard of Hearing

Developmental, Cognitive, and Intellectual Disabilities

Learning Differences

Library Staff with Disabilities

Management

Resources by Subject

AccessAbility Academy

Alzheimer's & Related Dementias Interest Group (IGARD)

Americans with Disabilities Act (ADA)

ASCLA Standards Creation Manual

Blind and Physically Handicapped

Certification

Deaf/Hard of Hearing

Equity of Access

Learning Disabilities

FAQs

Effectively use ALA Connect for Admins

Submit news articles and posts

Setup a survey

How do I start/lead an interest group?

Manage Your Discussion Lists (Listservs)

Schedule a Conference Call

Using Zoom Virtual Meeting

Example of country-level service

Example of country-level service

Example of country-level service

https://celalibrary.ca/public-libraries

Home

Services for Public Libraries

CELA / CAÉB

Centre for Equitable Library Access
Centre d'accès équitable aux bibliothèques

📘 For libraries

The Centre for Equitable Library Access (CELA) makes it possible and easy for *all* public libraries in Canada to provide reading materials in accessible formats to patrons with print disabilities. CELA also provides training and support to help libraries deliver their accessible services effectively.

Member Libraries

Example of country-level service

Community contact tools and ideas

These templates are intended to help you reach out to community organizations and educators who work with or represent people with print disabilities.

- Best practices flyer (Word) with ideas for outreach and accessible service delivery from public libraries
- Media release template (Word) announcing CELA service from your library
- Letter or email to local schools (Word) introducing CELA services
- Slides about CELA for presentations in the community (Powerpoint)

Other ideas for reaching people with print disabilities

- Ask about or offer accessible services as part of every new patron registration
- Guidelines on library and information services for people with disabilities from the Canadian Federation of Library Associations (external link)

Community-led libraries

Where **libraries** and **accessibility** connect

Reading materials for people with print disabilities available at your public library

Visit your public library or celalibrary.ca to join

VERONIIIICA

— Veronica With Four Eyes —

WHAT I'VE LEARNED ABOUT PRINT DISABILITIES

FROM A STUDENT WITH LOW VISION WHO USES LARGE PRINT

WWW.VERONIIIICA.COM

www.w3.org

W3C® Web Accessibility Initiative **WAI**

Strategies, standards, resources to make the Web accessible to people with disabilities

Get Involved | About W3C WAI | Search 🔍

| Accessibility Fundamentals | Planning & Policies | Design & Develop | Test & Evaluate | Teach & Advocate | Standards/Guidelines |

Hide Section ▬

Making the Web Accessible

Strategies, standards, and supporting resources to help you make the Web more accessible to people with disabilities.

W3C

The World Wide Web Consortium (W3C) develops international standards for the Web: HTML, CSS, and many more

WAI

The W3C Web Accessibility Initiative (WAI) develops standards and support materials to help you

You

You can use W3C WAI resources to make your websites, applications, and other digital creations more

www.w3.org/WAI

- [Accessibility Guidelines](#)
  - [Web Content Accessibility Guidelines (WCAG)](#)
  - [Authoring Tool Accessibility Guidelines (ATAG)](#)
  - [User Agent Accessibility Guidelines (UAAG)](#)
- [Technical Specifications](#)
  - [Accessible Rich Internet Applications (WAI-ARIA)](#)

Accessible Rich Internet Applications (WAI-ARIA) 1.1
W3C Recommendation 14 December 2017

https://www.w3.org/TR/wai-aria-1.1/

W3C Recommendation

Accessible Rich Internet Applications (WAI-ARIA) 1.1

W3C Recommendation 14 December 2017

This version:
https://www.w3.org/TR/2017/REC-wai-aria-1.1-20171214/

Latest published version:
https://www.w3.org/TR/wai-aria-1.1/

Latest editor's draft:
https://w3c.github.io/aria/

Implementation report:
https://w3c.github.io/test-results/wai-aria/

Previous version:
https://www.w3.org/TR/2017/PR-wai-aria-1.1-20171102/

Previous Recommendation:
https://www.w3.org/TR/wai-aria-1.0/

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https://www.youtube.com/watch?v=20SHvU2PKsM

WAVE
web accessibility evaluation tool

Site-wide WAVE Tools   Browser Extensions   Help   About/Terms of Use   Feedback

Web page address... →

Powered by WebAIM

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Learn more at dinolytics.com

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WebAIM
web accessibility in mind

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Introduction to Web Accessibility

WebAIM Training

WebAIM's WCAG 2 Checklist

Last updated: Jul 30, 2018

Translations

🔵 French
🔴 Dutch

Related Resources

Article Contents

- Perceivable
- Operable

Library instruction

Short Library Accessibility Survey

1	**Step-Free Access**	Complete Partial No
2	**Hearing Support Systems (any form)**	Yes No
3	**Ergonomic Equipment (rankings included)**	No Yes (rank 1) Yes (rank 2) Yes (rank 3)
4	**Height-Adjustable (Or Standing) Desks**	Yes No
5	**Visual Aids**	Yes No
6	**Book delivery/return system**	Yes (formal) Yes (informal) No
7	**Toilets**	Standard only No toilets Standard and accessible
8	**On-site parking**	Yes No
9	**Noise**	High Low None
10	**Doors**	Manual Automatic Combination

Accessibility budget	Yes No	
Student Support Plan	Yes No	
Accessibility equipment and items		
Library Accessibility assessed University's Quality Assurance Reviews		

DECIDE
Establishment of Resource Centres

- **Establishment of Resource Centres** through Action Groups to support project life and/or post-project sustainability based on EU partner experience (dependent on agreement of Participating institutions)
- **Development of the concept and provisions of the Resource Centre** of inclusive education, the work plan of the resource center.
 Page 59 of 119

- **Training on how to use the equipment** necessary for the functioning of the Resource Center of inclusive education.
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- DECIDE aims to establish a dedicated Training Room in each PC institution **hence the presence of various training equipment** - Whiteboards, laptops, video projectors, multi- function printer.
Page 100 of 119