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#### **Access to Libraries for Disabled Persons Checklist: a practical tool**

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#### ***Abstract***

#### ***Background***

*In many countries all over the world, disabled persons are not able to use libraries because the library authorities are not aware of the need for disabled persons to use the library on equal terms with all other citizens. In other countries it is a natural thing that everybody should be able to use the libraries.*

*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 to assess existing levels of accessibility to buildings, services, materials and programs and to enhance accessibility when needed. Information from Denmark, Sweden, USA and Great Britain has been used in the process of writing the list.*

## ***The checklist***

*The Checklist has three main parts **Physical access, Media formats and Service and communication**. For each part there are subheadings with short descriptive texts and lists of bullet points.*

### ***Physical access***

*The parking area, the surroundings, the entrance and the whole library should be accessible for persons using wheelchairs, walkers or other mobility aids. Visually impaired persons walking with canes or guide dogs should be able to move around in the library. Deaf persons should be able to communicate with the librarian. The bullet points show some of the most important issues for an accessible library.*

### ***Media formats***

*This part of the Checklist presents special formats that can be used for reading impaired users of the library. One part focuses on computers. If the library provides computers for its users some of the computers should be accessible for reading impaired persons. A variety of equipment is recommended but as the technological development is very fast the library is strongly recommended to check with other authorities in the country before investing in electronic equipment.*

### ***Service and communication***

*The part about service and communication informs on how to train the entire staff in order that everybody in the library knows about disabilities and is able to give a good service. Reading impaired customers need to be informed about alternative media which are presented in the Checklist. You can also read about how to make information easy to read and how to make the library's website accessible. Finally there are suggestions how to cooperate with both disabled persons and organisations for the disabled*

**Access to Libraries Checklist: A Practical Tool**  
**By Gyda Skat Nielsen and Birgitta Irvall**  
**Tuesday, August 16, 2005**

### ***Access for all to every library***

It sounds so easy and relevant. However in many countries the world over, access for persons with disabilities to public, academic, school and special libraries is not self evident. Many libraries, both old and new, are constructed in a way that makes it difficult or impossible for disabled persons to enter them. Even where disabled persons are physically able to enter the premises there may be other obstacles like limited access to the materials, insufficient signage or other facts which may make a visit to the library impossible or at least very complicated.

It is not only a question of making the library accessible for persons with disabilities. The provision of services and programs which meet the needs of these user groups is also very important. The communication between the library staff and the patron should be clear and understandable. Disabled persons entering the library should feel welcome. The best way of ensuring this is to have the staff knowledgeable about various disabilities and the specific needs arising from the disabilities. The term staff is meant to convey not only the librarians

but the entire staff. To provide equal opportunities for all library users, it is necessary to look at the library through the eyes of these patron groups.

In order to inspire and support colleagues all over the world in their efforts to improve accessibility to their libraries, the *IFLA Standing Committee of Libraries Serving Disadvantaged Persons* voted to develop a **Checklist** which is meant as a practical tool for all types of libraries to assess existing levels of accessibility to buildings, services, materials and programs and to enhance accessibility where needed. We recommend that representatives from the disability groups and their organizations be included in the evaluation process. Input from them, along with the **Checklist** findings, will provide useful information for immediate initiatives as well as future planning. As library organizations, as well as libraries and buildings, differ from one part of the world to the next, measurements are not given. Users of the **Checklist** will have to investigate the laws and regulations of the respective country or survey disabled customers and their organizations.

The authors are fully aware that in order to make a library accessible economic resources are needed. However many improvements can be done with very small sums of money – some of them even without any costs. It is often more a question of changing attitudes and thinking in new ways.

The responsibility for making the library accessible is first and foremost the task of the library director. It is his or her responsibility to inform the grant-awarding authorities of the financial needs or to raise money in other ways. In combination, it is also the responsibility of each single librarian to inform the director and colleagues about the problems and the solutions. Solving problems may even be done in co-operation with the national library association of the country.

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

It is our hope that the **Checklist** will be of use to your library – and accordingly to your disabled users. The **Checklist** is merely a point of departure. It is incumbent upon every library to expand the list as necessary.

### **Methodology used to compile the Checklist**

The two authors collected library accessibility checklists mainly from Denmark and Sweden and other materials on libraries and accessibility from the United States and Great Britain. With this material as a base we discussed how to organize the list and the size of the publication. We agreed not to give measurements in centimeters or inches. Many countries already have standards for physical accessibility to buildings for cultural purposes. If your country doesn't have a standard ask a person in a wheelchair to test. We also tried not to make the requirements too specific but to stick to the most important ones. Always test and make your library accessible for people with different impairments. Discussions with user groups will solve priority problems.

Whether building a new or rebuilding an old library, always bring accessibility up at the start of the planning process. There might be an architect or other consultant that is knowledgeable

about accessible buildings that you can ask to join the planning group. It is always much easier to plan for accessibility in the first place than to change something that is already built. It is also much less costly.

### **The Checklist**

The *Checklist* is divided into three main parts: **Physical access, Media formats, and Service and Communication**. For each part there are subheadings with short descriptive texts and enumerated items prefixed by bullets.

## **PHYSICAL ACCESS**

The surroundings of the library, the entrance, toilets, stairs, elevators, and special rooms should be accessible for persons with different types of disabilities. A person in a wheelchair should be able to reach all departments, a visually impaired person should be able to walk with a cane or a guide dog and find his/her way without bumping into obstacles. A deaf person should be able to communicate with the librarian. A person with an intellectual impairment should be able to find books and other materials easily. A person with dyslexia should be able to find his/her way around.

### **Outside the library**

The parking space and the entrance area should be well marked and unobstructed to allow a person in a wheelchair or using another mobility aid to get inside in a safe and unobstructed way. There should be ample space to park and get out of a car with a wheelchair and then approach the door with the help of a special ramp if there are steps. A blind person walking with a cane or a guide dog should be able to find his/her way in through an unobstructed path. If there is an entry phone it has to be accessible also for deaf users.

### **Getting into the library**

The entrance to the library building is a critical area. Revolving doors, glassdoors and security checkpoints can be difficult to pass if you use a wheelchair or walk with a cane. It is important that automatic door openers and elevator buttons are at the right height for persons in wheelchairs and that automatic doors stay open long enough to pass securely. Security checkpoints must be wide enough to let through a wheelchair. Glass doors must be marked in the middle so that persons with a visual impairment don't walk into them.

### **Access to materials and services**

This part deals with making the whole library building accessible. All materials and services including special collections, reading rooms, etc must be accessible for use by all library visitors.

### *The physical space*

When you enter the library the space should be logically arranged, the signs should be clear. It should be possible to drive a wheelchair to every room and space. The aisles between bookshelves should allow a wheelchair to turn, not just to pass. It is also very important that a fire alarm is both visible and audible and that the staff is trained to assist persons with disabilities to exit the building in case of an emergency.

### *Toilets*

Every library has to have at least one toilet adapted for disabled persons which means that it is large enough for a wheelchair to move around and that handles and buttons are in the right positions for persons with disabilities. Many countries have established building standards. It is important to know these standards and to follow them. In countries where regulations have not yet been established, it is important to gather input from wheelchair users and to have them test for adequate space before rebuilding.

### *Circulation desk*

Try to place the circulation desk as close to the entrance as possible and make it very visible. Even if your library has good signs, many persons might want to ask questions about where to find a certain item or service, instead of trying to find it themselves. Make the desk adjustable so that you can talk to a customer in a wheelchair or seated in a chair. If your library has a selfservice circulation station make sure that it has simple explanations and that it is possible to use from a wheelchair. Even a blind person with a guide dog can learn to use it if it is clearly marked. But, make sure that you also have manual service for disabled persons who want it. Persons with disabilities should be given the option and should not be considered troublesome if personal service is their choice.

### *Reference/information desk*

Use a queue system so that persons with walkers or crutches do not have to stand in line but can sit in a waiting area until it is their turn. Also let the customers choose if they want to stand or sit when they ask their questions. Install an induction loop system both at the circulation and the information desk for persons with a hearing impairment.

### *Childrens department*

There are also children with different kinds of impairments. They should of course be able to come to the childrens department and spend time there choosing books, playing computer games, listening to story telling, or taking advantage of whatever services and programs the library offers to children. It should be easy to find the childrens department with clear signage or perhaps a leading line to follow. Shelves and picture book cases should be accessible for a child in a wheelchair. The aisles between shelves shouldn't be cluttered with toys. Special media for children should be kept in the childrens department, not in a special department for adults with reading problems. Children's librarians should give service to all children also to those with disabilities.

### *Department for persons with reading, hearing and other disabilities*

Patrons with reading disabilities need special attention when they visit the library. It is important that the library staff knows how to serve them in a professional way. The department should be easy to find in the centre of the library with a leading line to follow. The line should be tactile for persons who are visually impaired. Bright reading lights and comfortable, sturdy chairs are also essential. There should be technical aids like magnifying glasses and different kinds of players and tape recorders. The library has to choose these aids according to what is used in their country. If the library offers computers for its users then at least one of them should be adapted with screen reader software, synthetic speech, magnification and, if possible, a braille keyboard. Just as important as buying the aids is that the staff can instruct the customers in their use.

## **MEDIA FORMATS**

### **Special media formats for persons with disabilities**

The ideal situation is that all customers including the reading impaired, can use all library materials. There are various ways to achieve this goal. The library should acquire talking books, large print books, braille books, Easy-to read books, videos/DVD books with subtitles or sign language if these media are available in your country. Some books/media are commercially produced and like printed books, can be bought. However, some are produced specifically for visually impaired persons or other groups of reading impaired persons and can only be borrowed from the county's library for the blind. Public libraries and school libraries should try to find special medias and if possible buy them. Academic libraries should know how to serve students with reading impairment.

### **Computers**

It is important that at least one of the library's computers can be used by people with disabilities. Patrons in wheelchairs might only need an adjustable computer table to be able to use the computers. For persons with problems using their hands there are different kinds of adaptive keyboards and overlays. Ask your patrons what they might need. Persons with a visual disability or dyslexia will need synthetic speech, enlarged text or a braille keyboard. Before acquiring any of these aids, ask national or local disability organizations what they would recommend. After you have bought the equipment train the staff to use it and get technical support. These are special software products and not all computer support persons know them. Also inform user groups of your new resources. It is all too common that libraries buy technical aids and then they are not used. Academic libraries often need special instructors to get students to use the equipment.

## **SERVICE AND COMMUNICATION**

Making the library accessible for persons with disabilities includes the provision of services and programs that meet the needs of these groups. Communication between library staff and patron should be clear and understandable. It is important to make all patrons feel welcome. It is important to understand that persons with disabilities have to overcome not only physical obstacles, but also psychological barriers to enter the library and communicate their needs.

### **How to train staff**

Not only is it important that all staff know about disabilities, it is also important that one designated employee be given the special responsibility for the library's service to groups of disabled persons. All staff should be given information about impairments and new staff should be informed as a part of their orientation. It is also a good idea to follow up the information with regular reminders through e-mail or paper to the whole staff.

### **Special services to patrons with disabilities**

A public library should offer special services to persons who are not able to come themselves to the library. This could mean a home delivery service and special services to different kinds of old peoples institutions. A reading service could also be offered featuring articles and other short texts read into a sound medium or scanned into a computer. Regularly scheduled consultations are also important to offer, not only in public libraries but in academic libraries too.

### **How to provide information to patrons with disabilities**

The library should offer guided tours through the library for both individuals and groups of users with special needs. Information booklets should be offered in media formats other than the usual print. The *Checklist* lists possible medias for different user groups like large print, audio, Braille, web, and video with subtitles or sign language.

### **How do you make information easy to understand**

Best is if all information material is clear and easy to understand. You can also make special booklets that are easy to read. The *Checklist* gives ideas about what to consider when you write in an easy-to-read format.

### **Website**

The library website and webcatalog should be possible to use for all patrons. There are some rules on how to make it accessible that in many cases will benefit all users. Also contact experts in your own country for instance your National library for the Blind.

### **How to cooperate with disability organizations and individuals**

Cooperation with representatives of disability organizations and individuals is important to establish credibility for the library's services and programs. A number of examples of cooperation projects are given in the *Checklist*.

### **Further resources**

At the end of the *Checklist* there are some bibliographical notes of sources in English. When this *Checklist* is translated into other languages we hope that the translator tries to add resources in other languages. We have used Swedish and Danish checklists and also material from the United States and Great Britain when we worked with the list.

## CHECKLIST

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#### PREFACE

##### Access for all to every library.

In many countries all over the world, access for patrons with disabilities to use libraries is not yet available or even expected. In order to provide equal opportunities for all library users, it is necessary to look with the eyes of these patron groups at the physical condition of library buildings, as well as library services and programs.

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.

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.

Birgitta Irvall & Gyda Skat Nielsen

## **PHYSICAL ACCESS**

Everybody should be able to use the libraries of a country. The surroundings of the library, the entrance, restrooms, stairs, elevators and special rooms should be accessible for persons with different kinds of disabilities. A person in a wheelchair should be able to reach all departments, a visually impaired person should be able to walk with a cane or a guide dog and find his/her way without bumping into obstacles. A deaf person should be able to communicate with library staff. A person with an intellectual impairment should be able to easily find books and other materials. A person with dyslexia or ~~another~~ other reading problem should be able to find his/her way around.

### **Outside the library**

People with disabilities should be able to arrive at the site, approach the library building and enter the building easily and safely. If the main entrance cannot be made accessible, a secondary accessible entrance should be provided, equipped with automatic door opener, a ramp, and a telephone.

- Sufficient parking spaces marked with the international symbol for the disabled
- Parking close to the library entrance
- Clear and easy to read signposting
- Unobstructed and well lighted access paths to the entrance
- Smooth and non-slip surface at the entrance

- If needed, a non-slip and not too steep ramp with railings next to the stairs.
- Railings at both sides of ramp
- Entry phone accessible for deaf users

### **Getting into the library**

A person in a wheelchair or using crutches or a walker should be able to enter through the door and pass through security check points. A blind person with a cane or a guide dog should also be able to enter without encountering obstacles.

- Sufficient space in front of the door to allow a wheelchair to turn around
- Entrance door wide enough to allow a wheelchair to enter
- Automatic door opener reachable by a person in a wheelchair
- No doorsteps -- for easy wheelchair access
- Glass doors marked to warn visually impaired persons
- Security checkpoints possible to pass through with a wheelchair/walker or other mobility aides
- Stairs and steps marked with a contrasting color
- Pictogram signs leading to elevators
- Well lighted elevators with buttons and signs in Braille and synthetic speech
- Elevator buttons reachable from a wheelchair

### **Access to materials and services**

All parts of the library should be accessible. The space should be logically arranged with clear signs and a floor plan posted close to the entrance. Service desks should be located close to the entrance. Wheelchairs should be able to move around inside the whole library. There should be a lift for wheelchairs or a ramp, if the library has more than one level. There should be no doorsteps and all doors should have automatic openers. Ideally, shelves should be reachable from a wheelchair. A certain number of tables and computer workstations should be adapted for persons in wheelchairs. There should be at least one toilet for disabled persons.

### **The physical space**

- Clear and easy-to-read signs with pictograms
- Shelves reachable from a wheelchair
- Reading and computer tables of varying heights throughout the library
- Chairs with sturdy armrests
- Unobstructed aisles between bookcases
- Visible and audible fire alarm
- Staff trained to assist patrons in case of emergency

### **Toilets**

The library should have at least one toilet for disabled persons, equipped with the following:

- Clear signs with pictogram indicating the location of the toilets
- Door wide enough for a wheelchair to enter and sufficient space for a wheelchair to turn around
- Room enough for a wheelchair to pull up next to the toilet seat
- Toilet with handles and flushing lever reachable for persons in wheelchairs
- Alarm button reachable for persons in a wheelchairs

- Washbasin, mirror at the appropriate height

### **Circulation desk**

- Adjustable desk
- Induction loop system for hearing impaired persons
- Chairs for elderly and disabled customers
- Accessible self-service circulation stations

### **Reference/information desk**

- Adjustable desk
- Organized “queue system” in the waiting area
- Chairs suitable for elderly and disabled patrons
- Induction loop system for hearing impaired persons

### **Children’s department**

- Clear signs with pictograms leading to children’s department
- A colored (yellow for visibility) tactile line leading to the children’s department
- Unobstructed aisles between shelves
- Availability of talking books and other special media
- Computers accessible for children with disabilities
- Shelves and picture book containers accessible from a wheelchair

### **Department for persons with reading, hearing, and other disabilities**

Patrons with reading disabilities need special attention when they visit the library. The library staff should be knowledgeable about various disabilities and how to serve patrons with these disabilities. Materials specifically produced for persons with reading disabilities should be easy to find. These materials may include talking books, easy-to-read books, Braille books and large print books, which in some countries are commercially produced and in other countries produced by the Library for the Blind.

- A centrally located department with talking books and other materials for persons with reading disabilities
- A colored (yellow for visibility) tactile line leading to this special department
- Clear signs
- Comfortable seating area with bright reading light
- A tape recorder, CD player, DAISY (Digital Audio Information System) player 1) and other equipment to complement the audiovisual collection
- Magnifying glass, illuminated magnifier, electronic reader or closed-circuit television (CCTV)
- Computers with screen adapters and software designed for persons with reading and cognitive disabilities

1) DAISY, a digital talking book system used by many libraries for the blind.

### **MEDIA FORMATS**

All library materials should ideally be accessible for all customers. There are various ways to achieve this goal. Libraries should acquire talking books, video/DVD books with subtitles

and/or sign language, Braille books, accessible e-books, easy-to-read books or other non-print materials. Library staff should know how to borrow such materials from other libraries, including the National Library for the Blind. The following section lists material formats useful for persons with disabilities:

### **Special media formats for persons with disabilities**

- Talking books, talking newspapers, and talking periodicals
- Large print books
- Easy-to-read books
- Braille books
- Video/DVD books with subtitles and/or sign language
- E-books
- Tactile picture books

### **Computers**

Computers for public use should be accessible. Fast and reliable technical support should be available for both computers and adaptive equipment. Staff should be trained to provide on-site support. National and local disability advocacy and support organizations can provide information on how to make computers accessible. Extensive information is also available from the following websites: [www.w3c.org/wai](http://www.w3c.org/wai), <http://bobby.watchfire.com>

- Designated computer workstations adapted for patrons in wheelchairs
- Adaptive keyboards or keyboard overlays for users with motor impairments
- Designated computers equipped with screen reading programs, enlargement, and synthetic speech
- Designated computers equipped with spelling, and other instructional software suitable for persons with dyslexia
- Technical support for computers (on-site, if possible)
- Staff capable of instructing customers in the use of computers

## **SERVICE AND COMMUNICATION**

Making the library accessible for persons with disabilities includes the provision of services and programs that meet the needs of these user groups. Communication between library staff and patrons should be clear and concise. It is important to make all patrons feel welcome so that they are likely to return. Library staff should keep in mind that persons with disabilities have to overcome not only physical obstacles, but also psychological barriers to come to the library and communicate their needs.

### **How to train staff**

Accessibility to the library should be a clearly defined management responsibility. A designated employee should act as liaison person with disability groups and support organizations. It is, however, important that **all** staff be knowledgeable about various types of disabilities and how to best assist the patron. Staff should also communicate directly with the patron and not through a caregiver. Examples of appropriate staff training include:

- Invite persons with disabilities to staff meetings to talk about their needs as library users

- Distribute e-mails and/or other information to staff on a regular basis about library services to specific disability groups
- Include information about services to special user groups in orientation/orientation package for new staff

### **Special services to patrons with disabilities**

- Home delivery service to persons who are not able to come to the library
- Outreach services to persons in institutions and care facilities
- Reading service for patrons with reading difficulties (e.g., short texts, letters, instructions, articles on tape or CD) or scanning texts to make them accessible on a computer with screen reader
- Regularly scheduled consultations for persons with reading disabilities

### **How to provide information to patrons with disabilities**

The library should offer guided tours of the library for both individuals and groups of persons with special needs. Many of these patrons may have difficulties reading information about the library. Information about access, services, materials, and programs should therefore be available in the alternative formats listed below (select the audio formats that are commonly used by patrons with disabilities in your country):

#### **For visually impaired persons**

- Information in large print
- Information on audio tape, CD/DVD, or in DAISY format
- Information in Braille
- Information on the library's accessible website

#### **For deaf or hearing impaired persons**

- Information in subtitled and/or sign language videos
- Information via text telephones and/or email
- Information on the library's accessible website (audio information should also be available as text)
- Easy-to-read text for patrons who were born deaf or became deaf before acquiring language skills

#### **For persons with reading difficulties (persons with dyslexia or weak readers)**

- Information written in an easy-to-read text
- Information on audio/video tape, CD/DVD, or in Daisy format
- Information on the library's accessible website

#### **For persons with physical disabilities**

- Information on audio/video tape or on CD/DVD or in DAISY format
- Information on accessible website

#### **For cognitively disabled persons**

- Information in an easy-to-read format
- Information on audio/video tape, CD/DVD, or in DAISY format
- Information on the library's accessible website

**Information to patrons with disabilities: media formats required**

<b>Disability groups</b>	<b>Large print</b>	<b>Tape/DAISY CD/DVD</b>	<b>Braille</b>	<b>Website</b>	<b>Videos with subtitles and/or sign lang.</b>	<b>Text telephone</b>	<b>Easy-to-read</b>
Visually impaired	X	X	X	X			
Deaf and hearing impaired				X	X	X	X
Reading difficulties	X	X		X			X
Physical disabilities		X		X			
Cognitively disabled		X		X			x

**How do you make information easy to understand?**

Informational materials should be understandable to all patrons. The following guidelines apply to both information on paper and on webpages:

- Write clear and concise short sentences
- Avoid foreign words
- Insert ample white space between paragraphs and text blocks
- Include illustrations on same page as accompanying text
- Use dark text on white or light colored background – **never** light text on a dark background

See also *IFLA Guidelines for Easy-to-Read-Materials!*

**Website**

The library’s website and catalog should be fully accessible for persons with reading disabilities through enlargement capability and screen readers, combined with synthetic speech or Braille displays. Use a clear and logical design that includes written explanations for visual or audio content. Make sure text and graphics can be understood without the use of color. Information about accessible websites can be found at **Web Accessibility Initiative of the World Wide Web Consortium** <http://www.w3c.org/wai> and **Watchfire WebXact** <http://webxact.watchfire.com>. You can also consult your National Library for the Blind.

- Make the design logical and easy to navigate
- Make the children’s webpage accessible
- Provide software to enlarge text, change font and contrast, length of lines, and space between lines

- Give alternative formats to .pdf and .doc -- preferably unformatted text (.txt)
- Separate contents from design – use style sheets to guide presentation and layout
- Include search capability on your website
- Avoid frames and tables
- Avoid moving figures and texts
- Use relative measurements for text
- Accompany audio with text

### **How to cooperate with disability organizations and individuals**

Cooperation with representatives of disability organizations and individuals is important in order to reach all citizens and establish credibility for the library's services and programs.

Such outreach efforts could include:

- A formal invitation to cooperate on various projects
- A joint “brain storming” meeting
- Planned activities in the library, for instance:
  - Campaigns and exhibits to inform the public about disabilities
  - Booths with informational materials
  - Meetings or conferences on disability issues
  - Entertainment for children and adults with disabilities
- Regular meetings with organizations and/or individual patrons to discuss future initiatives
- Instruction for patrons with disabilities on how to use the library, computers and other technical equipment
- Discussion groups
- Joint development projects
- Joint media contacts

### **Further resources**

#### **IFLA Guidelines**

Gyda Skat Nielsen & Birgitta Irvall, *Guidelines for Library Services to Persons with Dyslexia* (IFLA Professional Report # 70, 2001) [www.ifla.org](http://www.ifla.org)

Bror Tronbacke, *Guidelines for Easy-to-Read Materials* (IFLA Professional Report # 54, 1997) [www.ifla.org](http://www.ifla.org)

Nancy Mary Panella, *Guidelines for Libraries Serving Hospital Patients and the Elderly and Disabled in Long-Term Care Facilities* (IFLA Professional Report # 61, 2000) [www.ifla.org](http://www.ifla.org)

#### **Useful web addresses in English:**

<http://www.w3c.org/WAI/>

<http://webxact.watchfire.com>

[http://www.rnib.org.uk/xpedio/groups/public/documents/publicwebsite/public\\_webaccesscent re.hcsp](http://www.rnib.org.uk/xpedio/groups/public/documents/publicwebsite/public_webaccesscent re.hcsp)

[http://europa.eu.int/information\\_society/policy/accessibility/web/index\\_en.htm](http://europa.eu.int/information_society/policy/accessibility/web/index_en.htm)

[http://www.ri.gov/acc\\_checklist.php](http://www.ri.gov/acc_checklist.php)

<http://www.lgta.org/accessibility/>

<http://www.daisy.org>

<http://www.netserv.net.au/doorbank/access-htm>

<http://www.washington.edu/accessit/index.php>