



**International
Federation of
Library
Associations and Institutions**

Guidelines for Inclusive Library Services for Persons with Print Disabilities

**Written and edited by: Dalia Balčytytė, Saskia Boets, Christiane Felsmann,
Ellen Follin, Heba Kholeif, Jelena Lesaja, Dipendra Manocha, Danielle Miller,
Irmgard Reijntjes, Kirsi Yläanne, Yasmine Youssef**

First Edition

August 2025



Dalia Balčytytė, Saskia Boets, Christiane Felsmann, Ellen Follin, Heba Kholeif, Jelena Lesaja, Dipendra Manocha, Danielle Miller, Irmgard Reijntjes, Kirsi Yläanne, Yasmine Youssef, 2025

© 2025 by Dalia Balčytytė, Saskia Boets, Christiane Felsmann, Ellen Follin, Heba Kholeif, Jelena Lesaja, Dipendra Manocha, Danielle Miller, Irmgard Reijntjes, Kirsi Yläne, Yasmine Youssef. This work is licensed under the Creative Commons Attribution 4.0 International (CC BY 4.0) license. To view a copy of this license, visit: <https://creativecommons.org/licenses/by/4.0>

Suggested citation:

Balčytytė, D., Boets, S., Felsmann, C., Follin, E., Kholeif, H., Lesaja, J., Manocha, D., Miller, D., Reijntjes, I., Yläne, K., & Youssef, Y. (2025). Guidelines for inclusive library services for persons with print disabilities. International Federation of Library Associations and Institutions. <https://repository.ifla.org/handle/20.500.14598/6982>

IFLA
Prins Willem-Alexanderhof 5
2595 BE The Hague
Netherlands

www.ifla.org

Preface

Four visitors come to your library with a specific question.

What answer will these visitors get from you?

What materials or info will they go home with?

Would they get the same answer from your colleague?

Bernie, 68 years old:

I love reading, but my vision is getting worse. Large-print and e-books don't help. Can you assist?

Lucy, 13 years old:

I need to review a book for school. Can you recommend one? Preferably short and easy to read, as I have dyslexia.

Jeff, 44 years old:

My mother has Parkinson's and struggles to hold books. She loved reading but has no smartphone or internet for audiobooks. Can you help?

Raya, 35 years old:

I have a braille display and need to download braille files. Can I use a computer in your library to access my books?

Table of Contents

- 1. Introduction 1
 - 1.1 Purpose..... 1
 - 1.2 WIN-WIN2
 - 1.3 Background.....3
 - 1.4 Scope.....4
- 2. The Right to Read4
- 3. Universal Design.....7
- 4. Navigating the Library9
 - 4.1 Access to physical space9
 - 4.2 Access to the building.....11
 - 4.2.1 Access to collections11
 - 4.2.2 Access to digital spaces12
- 5. Building an Inclusive Collection13
 - 5.1 Collection budget and policy13
- 6. Accessible Format Materials.....14
 - 6.1 Braille (electronic and hard copy).....14
 - The Need for Braille.....15
 - 6.2 Tactile Books.....15
 - 6.3 Large Print.....16
 - 6.4 Audio.....16
 - 6.4.1 Talking Books and Audiobooks.....16
 - 6.5 Digital books17
 - 6.5.1 DAISY Books.....17
 - 6.5.2 Accessible EPUB17
 - 6.5.3 Accessible PDF.....17
 - 6.6 Easy-to-Read Publications.....18
 - 6.6.1 Easy Reader Books.....18
 - 6.7 Reading Solutions18
 - 6.8 Production of Accessible Content.....18
 - 6.8.1 How to provide Accessible content19
 - 6.8.2 Production and Conversion of Accessible Publications19
 - 6.8.3 Inclusive Publishing.....20

7. Accessible Reading Experience with ebooks.....	21
7.1 Ebook files	21
7.2 Reading software	21
8. Assistive Technology.....	22
8.1 Screen Readers for computers	23
8.2 Screen readers for mobile devices.....	23
8.3 Refreshable Braille.....	23
8.4 Screen Magnifiers and CCTVs.....	23
8.5 Scanners, OCR, and Evolving Technology.....	24
9. Discovering Accessible Content	24
9.1 What is the purpose of metadata?	24
9.2 Is this book for me? (Information about accessibility features).....	25
9.3 Comply with existing standards if possible.....	25
9.4 Metadata that is stored inside digital books.....	26
9.5 There are challenges in getting quality metadata.....	26
9.6 WCAG compliance in OPAC online public access catalogues	27
10. Ways of Distributing Accessible Content.....	28
10.1 Access strategy	28
10.2 Formats	28
10.2.1 Hard copy (traditional)	28
10.2.2 Digital (download, streaming, smartphones, DAISY players, computers).....	28
10.2.3 Braille	29
10.3 Digital Rights Management (DRM)	29
10.4 Service	29
10.4.1 Virtual Assisted Services	29
10.4.2 In-person Assisted Service in the library	30
10.4.3 Independent / Self Service.....	30
11. Communication: Inclusive and Accessible	30
11.1. Nothing about us without us	31
11.2 Written Communication.....	32
11.2.1 Making your documents and presentations accessible.....	33
11.3 Online Communication: Websites, Social Media, Podcasts, Videos	34
11.4 Personal Communication	36
11.5 Reaching Out	37
11.6 Checklist for Accessible and Inclusive communication	38

12. Activities at the Library.....	38
12.1 Accessible event planning checklist	41
13. Tools and Support for Library Staff and Management	42
13.1 Sharing knowledge and information	43
“Welcome to our library!”	44
13.2 Strategic planning	45
14. Moving forward.....	45
15. Glossary.....	46
16. Resources.....	50
17. Bibliography.....	51
Appendix A: Discovering accessible content.....	53

1. Introduction

The IFLA Guidelines for Inclusive Library Services for Persons with Print Disabilities aim to offer guidance to IFLA professional units, all their members, and library staff worldwide on developing and implementing library services for persons with print disabilities.

Above all, the goal of the project working group is that persons with print disabilities all over the world have access to information, reading materials, community, and wonderful stories in many inspiring and creative libraries!

Less than 10% of the world's published information is fully accessible to persons with print disabilities, creating what has been called a book famine for persons with print disabilities; therefore, (WIPO, [The Marrakesh Treaty](#), 2023), there still is a long way to go. Our goal is that all users have access to libraries, information, and reading materials in ways that meet their individual needs.

These Guidelines have been developed by an international working group under the auspices of the Libraries Serving Persons with Print Disabilities Section (IFLA Professional Division D / LPD).

The working group members were:

- Danielle Miller (Washington Talking Book & Braille Library, United States - Chair)
- Dalia Balčytė (Lithuanian Audiosensory Library, Lithuania)
- Saskia Boets (Luisterpuntbibliotheek, Flemish Library serving persons with a print disability, Belgium)
- Christiane Felsmann (German Centre for Accessible Reading / dzb lesen, Germany)
- Ellen Follin (MTM, Swedish Agency for Accessible Media, Sweden)
- Jelena Lesaja (Croatian Library for the Blind, Croatia)
- Dipendra Manocha (DAISY Consortium, India)
- Irmgard Reijntjes (Bibliotheekservice Passend Lezen, Dutch Library Serving Persons with Print Disabilities, the Netherlands)
- Kirsi Yläne (Accessibility Library Celia, Finland)
- Yasmine Youssef (Assistive Technology Development Organization, ATDO, Egypt)

The project team offers these guidelines to provide recommendations, begin conversations, and help develop inclusive services.

1.1 Purpose

Although these guidelines focus on public library services, they aim to inspire and to assist all kinds of libraries in providing inclusive services to persons with print disabilities: public libraries, academic and school libraries, library service points in

hospitals, retirement homes, and care facilities, and other organisations. In short, for all library programmes that reach out to or have contact with persons with print disabilities.

This may include persons who are blind, have a visual impairment, dyslexia or other neurodivergence, or a physical disability that makes reading standard print difficult - essentially, anyone who is not able to read printed or digital works to substantially the same degree as a person without an impairment or disability.

You can use the guidelines in different ways: you can read them in full, or you can pick out what you find important or what your library needs most.

If you want to focus on accessible publications and library services to persons with print disabilities, please feel free to contact the library serving persons with print disabilities in your country or the [IFLA Libraries Serving Persons with Print Disabilities Section \(LPD\)](#).

1.2 WIN-WIN

Many libraries provide an outreach service, a door-to-door book service, or cooperate with care centres. Libraries themselves also welcome many older people and other persons with print disabilities (elderly people with impaired vision, persons with dyslexia, etc.). For many of these persons, reading aids (e.g., magnifiers) and the use of accessible audiobooks and accessible ebooks can be a tool to (continue to) enjoy reading. Public libraries have the possibility to continue providing their services to users who would otherwise gradually stop using the library due to vision or physical difficulties, thereby retaining long-time users.

With inclusive and accessible services, persons with print disabilities can continue to use a public library and benefit from quality services available for everyone, minimising the chances of becoming isolated or not participating in community activities.

There are children with minor or severe reading disabilities in every classroom. During outreach visits to schools, mention accessible books on class visits. Libraries offer numerous activities for children and young people, from storytimes, read-aloud sessions, author readings, and discussion groups, to reading groups, youth book month, and more.

It is important to consider accessibility and work to make youth-focused programming accessible and inclusive for children with print disabilities.

This represents a win-win for everyone: libraries welcome people and provide inclusive services that allow community members and persons with print disabilities to keep receiving services and participating in activities in their local neighbourhood and use the public library like everyone else. Public and other libraries can keep their patrons who would otherwise leave their service. The importance of involving users, target groups and stakeholders in the library cannot be overemphasised. Including persons with print disabilities in your planning embodies the “Nothing about us without us” philosophy and inclusive practice.

These guidelines are intended as a tool for professional librarians and all library staff who work in libraries or may provide service for persons with print disabilities, may encounter a person with a print disability in their library or community, or just want to learn more about accessible and inclusive library services.

Including persons with print disabilities in routine library services does not require great effort or a significant budget. Goodwill and an open mind will take you a long way. An inclusive library where everyone feels welcome and safe is a step-by-step evolutionary process. It is important to think of disability as another aspect of equity, diversity, inclusion, accessibility, and belonging. Services for persons with a print disability are an important part of the inclusiveness of a library.

The intention of these Guidelines is to provide an up-to-date compilation of what is known about library services to persons with print disabilities and provide examples of best practices.

1.3 Background

In 2005, IFLA published '[Libraries for the Blind in the Information Age – Guidelines for Development](#)' (PDF) (Professional reports No. 86 by Rosemary Kavanagh and Beatrice Christensen Sköld). These guidelines deal with digital content, the importance of good interfaces and digital library services for the specific target group of blind and partially sighted persons. The rise of the internet, the digital framework, and new technologies – including DAISY – allowed for many possibilities in terms of accessibility.

In the meantime, we have witnessed many new developments:

- DAISY, braille, and EPUB technology evolved.
- Download and streaming of books.
- Ebooks, e-readers, and audiobooks are trending in many countries.
- Scientific research on vision problems, dyslexia, autism, mobility, and accessibility keeps advancing and evaluating findings.

In addition, in many countries the target group of persons with print disabilities has expanded significantly. Libraries serving persons with print disabilities still reach out to persons with visual impairments. They also include persons with other print or reading disabilities, such as dyslexia, autism spectrum disorder, with physical disabilities such as Multiple Sclerosis, with cognitive disabilities, with aphasia, with temporary conditions that make reading print difficult, and with other perceptual or physical disabilities.

This list is not exhaustive, and depending on copyright laws, agreements with publishers and authors, there are a wide range of opportunities for making materials available.

In the past years, many countries have broadened the copyright exceptions that were initially designed to support visually impaired persons to include everyone with print disabilities. Who belongs to the target group of persons with a print disability varies from country to country, depending on copyright law.

We are aware that access to technology can vary between members of the target groups and between different countries. We believe inclusive library services and assistive technology can play a useful role in closing these gaps.

1.4 Scope

These guidelines serve as a professional report that:

- Can be consulted by professionals from the library field
- Can be used by library staff to find ideas, examples, and suggestions on how to reach out to library users with print disabilities, how to approach them and how to improve inclusive library services accordingly

This is not an academic or scientific report.

The aim is to offer information about:

- print disabilities
- the accessibility of the library
- accessible reading material
- discovering accessible content
- the ways of providing and distributing books
- communication and marketing
- activities and programming

Although these guidelines focus on public libraries, many of the suggestions and recommendations may also inspire other kinds of libraries.

2. The Right to Read

These guidelines are based upon acceptance, respect, and the right to read. We refer to the United Nations [Universal Declaration of Human Rights](#). We also refer to the [United Nations Convention on the Rights of Persons with Disabilities](#), where it is stated that persons with print disabilities have the right to equal access to books, knowledge, and information at the same time, cost, and quality as everyone else. (United Nations Convention on the Rights of Persons with Disabilities, Article 9, Accessibility)

The IFLA-UNESCO Public Library Manifesto 2022 acknowledges inclusive library services by stating that:

“The services of the public library are provided on the basis of equality of access for all, regardless of age, ethnicity, gender, religion, nationality, language, social status, and any other characteristic. Specific services and materials must be provided for those users who cannot, for whatever reason, use the regular services and materials, for example linguistic

minorities, people with disabilities, poor digital or computer skills, poor literacy abilities or people in hospital or prison.”

[The IFLA-UNESCO Public Library Manifesto 2022](#)

The World Health Organization (WHO) stressed the importance of accessible information for persons with disabilities when it published the [World Report on Disability](#) in collaboration with the World Bank in 2011 and produced an easy-to-read version of its summary on the web.

We place particular emphasis on the Marrakesh Treaty to Facilitate Access to Published Works for Persons Who Are Blind, Visually Impaired or Otherwise Print Disabled.

The potential benefits of the Marrakesh Treaty include the end of the book famine and cross border lending. The Marrakesh Treaty was adopted by the Member States of the World Intellectual Property Organization (WIPO) in 2013.

The following is an overview and summary of the Marrakesh Treaty:

The Treaty has a single objective: to increase access to books, magazines, and other printed materials for people with print disabilities. It aims to achieve this by making it easier for accessible copies to be created and shared across international borders.

Each country that adopts the Marrakesh Treaty is required to create one or more limitations or exceptions to their national copyright law. These limitations and exceptions mean that a range of acts are permitted without infringing copyright.

[The Marrakesh Treaty – Helping to end the global book famine \(PDF\)](#), WIPO 2016)

The Treaty clarifies that beneficiary persons are those affected by a range of disabilities that interfere with the effective reading of printed material. The broad definition includes persons who are blind, visually impaired, have dyslexia or persons with a physical disability that prevents them from holding and manipulating a book.

[Summary of the Marrakesh Treaty to Facilitate Access to Published Works for Persons Who Are Blind, Visually Impaired, or Otherwise Print Disabled \(MVT\) \(2013\)](#)

A beneficiary person is determined in the Marrakesh Treaty as a person who

(a) is blind;

(b) has a visual impairment or a perceptual or reading disability which cannot be improved to give visual function substantially equivalent to that of a person who has no such impairment or disability and so is unable to

read printed works to substantially the same degree as a person without an impairment or disability; or

(c) is otherwise unable, through physical disability, to hold or manipulate a book or to focus or move the eyes to the extent that would be normally acceptable for reading.

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

Under such limitations or exceptions, any work can be copied to convert it into an accessible format. Like the term “beneficiary”, the terms “work” and “accessible format” are defined quite broadly in the Treaty. Works include audiobooks as well as text, notation, and related illustration, while an accessible format is any format (including digital) that enables a beneficiary to read or access the content as feasibly and comfortably as someone who is not print disabled.

Accessible format works may only be used by beneficiaries under the Treaty. However, governments can allow non-profit authorised entities to create accessible copies and make them available to beneficiaries.

Contracting Parties to the Marrakesh Treaty must also allow the exchange across international borders of accessible format works produced in line with the Treaty or other law. Exchanging works across borders means that each accessible format work need only be created once in each language. So, in effect, countries can pool their efforts, greatly increasing the overall number of accessible works.

[The Marrakesh Treaty – Helping to end the global book famine \(PDF\)](#),
WIPO 2016)

The Marrakesh Treaty came into force on September 30, 2016, and by the beginning of 2023, over 100 countries have ratified the Treaty. A full list of countries that have ratified the treaty, including dates of ratification and enforcement, is available on the [WIPO website](#).

Getting Started with the Marrakesh Treaty – a Guide for Librarians

The Treaty will only be effective, where it has been incorporated into national law, when libraries and others are using it. Not all librarians have a background in copyright or feel confident in dealing with copyright law. Gaining experience or having access to resources or the library in your country providing service to print disabilities can help. You can also consult the [Getting Started with Marrakesh Treaty – A Guide for Librarians](#) publication which has been translated and used to help inform several national copyright legislations.

The more informed library staff are, and the more materials in accessible formats can be shared, persons with print disabilities will have greater access to information and reading materials.

National copyright law

National copyright law will inform eligibility of persons with print disabilities. This may vary from country to country. Consult your legislation or ask your local library serving persons with print disabilities.

Accessible Book Services

Internationally, there are accessible book services that librarians might be aware of, like the Global Book Service from the Accessible Books Consortium (ABC), ONCE (non-profit) from Spain, Tiflolibros from Argentina, and Bookshare (non-profit available in many countries). These services give access to books in many languages and accessible formats and are in some cases free of charge to qualifying persons.

3. Universal Design

Universal Design is a term that is used when environments, buildings, products, and services are designed to make them accessible, understandable, and usable by all people, regardless of age, size, ability, or disability. It is a fundamental principle of good design that benefits everyone by addressing common needs inclusively, avoiding segregation or stigmatization, and providing solutions that are cost-effective, attractive, and marketable. Originating from the work of Ronald L. Mace, the concept emphasizes designing for universal usability rather than special accommodations, thereby ensuring equity and efficiency in design practices.

A group of architects, product designers, engineers and environmental design researchers, collaborated to establish the following Principles of Universal Design to guide a wide range of design disciplines including environments, products, and communications.

The key concepts presented by the [Center for Universal Design](#) are:

Principle One: Equitable Use

The design is useful and marketable to people with diverse abilities.

Principle Two: Flexibility in Use

The design accommodates a wide range of individual preferences and abilities.

Principle Three: Simple and Intuitive Use

Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.

Principle Four: Perceptible Information

The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.

Principle Five: Tolerance for Error

The design minimises hazards and the adverse consequences of accidental or unintended actions.

Principle Six: Low Physical Effort

The design can be used efficiently and comfortably with a minimum of fatigue.

Principle Seven: Size and Space for Approach and Use

Appropriate size and space are provided for approach, reach, manipulation, and use regardless of a user's body size, posture, or mobility.

(Copyright 1997 NC State University, The Center for Universal Design)

To make libraries more accessible to people with print disabilities, attention should be paid to five areas of approach that are consistent with the principles of Universal Design. By dividing the areas of accessibility in this way, the seven principles of Universal Design become clearer and easier to use. (Karen Larsson, [Aiming for Universal Design](#), 2023)

- Social accessibility
- Physical accessibility
- Accessible services and communication
- Accessible collections
- Technical aids

With a thorough understanding of the principles of Universal Design, it is possible to reconsider all aspects of design. Many of the examples of Universal Design can be found in libraries just as they can be found in other settings. But, at the same time, there are many ways that the principles of Universal Design can be applied to the unique circumstances of libraries in ways that will create more inclusive, usable, and accessible experiences for all users.

4. Navigating the Library

4.1 Access to physical space

Accessible physical spaces can increase the independence and participation of people with print disabilities, making it easier for them to navigate and interact in the library. This can have a positive impact on experiences, engagement, and well-being, as well as overall quality of life. The recommendations for accessing library spaces are based on best practices in the field.

People who are blind or visually impaired are a diverse group with differing needs. The adaptation of the environment is different for these groups and may have some specific adaptations. People who are blind need tactile (touchable) surfaces and audio references. Good colour contrast in the environment is important for people who are visually impaired. The contrasting tactile surface helps with orientation not only for people who are blind, but also for people who are visually impaired.

Tactile guidance systems help people who are blind or visually impaired to navigate the environment without the help of other people, to detect places of increased danger, for example, stairs, crossings, intersections, and other obstacles. When obstacles are detected, there is an opportunity to overcome them safely.

Incorporating these principles at the library helps make accessing the facility possible. The main entrance to the building should be clearly visible or marked in a way that can be identified by a person with a visual impairment, for example, braille signage. A front entrance that is distinct from the rest of the building is helpful in identifying the entry.

The size and markings on doors and areas of the building are important aspects of navigation for people who are visually impaired. It is recommended that glass doors or partition walls of your building are at a height of 1m 20cm–1m 60cm from the floor and are marked with bright, contrasting background colour bands. The recommended minimum width of the marking tape is 5 cm. To reduce reflections, marking strips should be glued on both sides of the glass. If possible, the edges of glass doors, partitions walls and display cases should be clearly marked and clearly visible.

For people who are blind, tactile surfaces installed in front of the front door are very useful, as well as any audible indicators. Each or at least the first and last steps of the stairs should be marked with a strip of 5–7cm wide tape or other material in a contrasting or bright colour and extending along the entire length of the step (this is also required for internal stairs). Stairs should be well lit so that they can be used at any time of day.

A route that works for everyone should be planned logically as spaces are designed or accessibility features are added. Movement in your building should be easy and comfortable for people who are blind or visually impaired, and the distances between various service points and collections or library functions should be as short as possible.

Aisles need to be free of obstacles. Protrusions from walls such as signs, transoms, columns, or other obstacles that could be bumped into should be avoided.

The lighting of the premises should be consistent throughout the facility. Properly placed light sources can be used by people who are visually impaired as landmarks or tools for navigation. Light sources placed along the corridor help people who are visually impaired to sense perspective and estimate distances. It can be uncomfortable when the lighting intensity changes suddenly (for example, from when a bright section of the corridor changes to a dark one).

Open light sources aimed directly at the eyes should be avoided. Such sources can be uncomfortable and interfere with orientation.

The floor should be darker than the walls. This makes it easier to understand the structure of the room. The floor should not be glossy, because it creates reflections, which can cause disorientation for people who are visually impaired. Service desks can create obstacles for users or be welcoming and approachable. The service desk and the floor should contrast with each other. Chairs in the service area, cushions in the rest areas, various switches and other objects should also stand out from the general colour background. Glass tables or clear plastic chairs are not recommended.

The colour of the door should be different than its surroundings, so that it can be easily found.

A person who is blind or visually impaired needs to have the ability to find someone who will help them and provide them with all the necessary information to navigate in an unfamiliar place. Make it easy and accessible for a person who is blind to access a location where they will receive help. Separate guidance systems are not necessary throughout your building, however the ability to navigate independently should be a consideration. The most important thing is that there are sufficient methods for a user to navigate to the first service point or the first staff person who can assist them.

Shelving takes up a lot of space in library buildings, and additional space is needed for accessible shelving. The width of the aisles to shelving and between shelving should be such that users can easily pass without disturbing the visitors already in the space. With the rise of digital content, many libraries are downsizing their open access collections, creating new opportunities to add accessible shelving and reuse space to make shelving wheelchair accessible. It is also possible to have flexible furniture that can be moved for the visitor to adapt the space to their needs or to have separate closed spaces. Small, distraction-free, and quiet spaces are desirable and will appeal to all users.

Most libraries also have self-service options. Self-service machines and kiosks have both advantages and disadvantages. On the plus side, self-service can improve access, sometimes 24/7, and allows for independent use. It allows for faster and user-directed library services and allows staff to be available in other areas. But it can be a barrier for people inexperienced with technology and can be a barrier for people with some print disabilities. Self-service machines are not inherently accessible, so users with print disabilities may require complex assistance and guidance. If you have self-service book check-out or return machines in your library, determine whether they are accessible for

use by persons with print disabilities. For example, do they have large and adjustable text, do they have a speech option, and are they navigable by keystroke rather than a touchscreen? Testing your self-service options with users is a positive way to involve the community and solicit feedback to make changes to your systems.

4.2 Access to the building

Making your library building or your facility accessible to everyone, regardless of ability, will look different in every case. Different countries may have different accessibility requirements for buildings and physical spaces, so we recommend contacting the responsible institution in your country or referencing any laws or regulations regarding physical accessibility standards. Below are some important aspects of library building accessibility for people with print disabilities.

Tactile markers or wayfinding aids leading up to the entrance of your library or institution ending with a tactile marker or sign at the facility entrance can help a user find the correct path. If public transportation stops nearby, tactile markers on the sidewalk may also lead to the entrance of the library. Implementing tactile markers or wayfinding elements may not be feasible in every scenario, but minimally, the entrances to the facility should be marked in such a way that a user who is visually impaired can identify where they are.

There are solutions that facilitate access to the library and do not require large investments. This may include several parking spaces for people with disabilities near the entrance. If possible, access paths to the entrance should be well lit and free of obstructions. A non-slip and smooth surface at the entrance is good not only for people with visual impairments but would help all visitors to feel safe and comfortable entering the library. Signs and inscriptions at the entrance are also important. They should be easy to read and have strong contrast or braille. A great example of contrasting text, if possible, is to choose a dark background and light text, which is easier for the eyes. When there is no contrast, the text is almost imperceptible and can tire the eyes. Black, dark blue font on a white, pale yellow, yellow background; white, yellowish, yellow text on a black, dark blue background, are all great contrast options and easy to see for persons with print disabilities.

4.2.1 Access to collections

Building the content of your library's book collection for people with print disabilities is addressed in another section. Here we will present several solutions to help make your collection accessible to people with print disabilities. The informational signs about the books on the shelves is an important place to start. We recommend using fonts where lowercase and uppercase letters are clearly distinguished, and the letters themselves are "drawn" with a line of equal thickness. Sans serif fonts are preferred and the most readable. Use the bold feature for important information. Use easy-to-read language in the main areas and at the information desk to make essential information the most accessible. It is especially useful to have a system of pictograms and signs with icons

and text in an easy-to-read language in the library. Buildings with a clear and simple system of signs and icons inside have been proven to be friendly to all users.

Using icons for books by genre and making stickers to mark the books on the shelves can provide accessible means of identification. Having a key with all the icons and what genre each icon represents available or displayed as a poster near the shelves makes for a positive browsing experience. Another solution is to tag print books that the library also has or can get in audio format. Some users with print disabilities may choose to request the audio version or others, such as those with dyslexia, may benefit from listening and reading a printed book at the same time. If the shelving has space, place the books with the covers facing forward. The forward-facing books are appealing and draw attention, especially for children and teenagers. These simple shelf customizations make searching easier for people with print disabilities and are accommodating for all users.

4.2.2 Access to digital spaces

As with your library or organisation's physical spaces and facility access, access to digital spaces is also critical and needs to be considered with a perspective for persons with print disabilities. A library's website is an important access point for services. Being accessible for a variety of users allows for participation and access to information, collections, and events for patrons of all abilities. The best way to ensure an accessible digital presence is to think about end users with print disabilities and other disabilities from the beginning of the development process. Consider the fonts you use, allow for the changing of contrast and font size on a website, ensure the heading structure is easily navigable with a screen reader or keystrokes rather than a mouse, use image descriptions, and regularly test the site for accessibility. Useful resources for accessible web design are the [Web Content Accessibility Guidelines \(WCAG\)](#) and the [World Wide Web Consortium \(W3C\)](#).

These principles of accessible design also apply to your online catalogue and practices to employ when using social media for your organisation. For example, with your online posts, you want to be sure to use image description, to capitalize the first letter of each word in a hashtag, and minimize the use of emojis. When purchasing database subscriptions or online platforms for your library, it is also important to consult with the vendor about the accessibility of the product.

Another aspect of ensuring access to digital spaces in your library is providing assistive technology to facilitate the use of library computers and accessing online resources. Assistive technology is discussed in greater depth in chapter 8. Briefly, however, some common items to have in the library include refreshable braille displays, which are devices with pins that raise and lower to simulate different combinations of braille cells; screen reader software that reads the text on the screen aloud; keyboards with large keys or text; adaptive switches and different types of mice; devices to scan and read aloud hard copy text; and magnifiers. This is not an exhaustive list, and you may not need all these technologies to get started or accommodate your user population. If there is a library serving persons with print disabilities in your country, they can be a

resource to consult on various assistive technologies and determining what solutions are best for your library. Available technology varies from country to country, so checking with local resources and technology partners is beneficial.

5. Building an Inclusive Collection

For all readers, being able to see oneself represented is important in various aspects of our lives, including libraries and library collections. Being represented matters. For libraries to be relevant and inclusive, the collection should provide access to authors, stories, viewpoints, and historical context that reflect the experiences of persons with print disabilities. It is also important to consider the way people and subjects are described in the library catalogue, ensuring anyone can access material that feels both relevant and respectful to their lives or areas of interest.

When building the library collection, seek to include authors and voices that have not been represented or easily accessed or discovered by readers, highlight those authors in book displays or recommend reading lists. Select materials that create opportunities for readers to recognise themselves in the collection and for others to learn from diverse perspectives.

5.1 Collection budget and policy

Collection development, even with a limited budget, requires that you allocate funds according to where your values are, and those values should include equity and inclusion. You need to purchase materials that reflect the needs of persons with disabilities, including those with print disabilities. Public libraries are there for everyone and need to address both physical and perceived barriers, including to the collection. A library collection budget needs to address the values of inclusion as it is allocated for purchases for the collection and for its cataloguing resources.

When building a collection development policy, the library should invite community engagement in both the development of the policy and the building of the library collection. Listen to your community, collaborate, and co-create the collection with them, be transparent about your decisions, and try to say yes to suggestions and requests. It is difficult to build an inclusive collection without listening to and engaging with your community. By listening, collaborating, and co-creating your collections, you can build trust with your community of readers with print disabilities. Furthermore, consider looking to library staff members to contribute different viewpoints when developing the collection. When cataloguing your collection, use plain language and use terms that persons with disabilities are using themselves. Always use physical descriptions of the items in the catalogue and incorporate accessibility metadata in the record.

6. Accessible Format Materials

Access to information in accessible formats, and the existence of accessible format materials and technology allows persons with print disabilities to read, write, and opens pathways for communication and connection. From the development of braille to electronic file formats and accessible PDFs, or talking books to help people continue to read, accessible formats have been paramount to inclusive library services and ensuring people have access to information and the ability to read. Information and reading materials are available in several accessible formats for persons with print disabilities. These accessible format materials can be accessed in specialised libraries and organisations, such as libraries serving persons with print disabilities, purchased from specialised publishers, or accessed online from some accessible content providers.

Libraries serving persons with print disabilities are among the largest content producers of books and other content formats that can be read by people with print disabilities. Traditionally, audio and braille are the primary formats for books and magazines, however technology and conversion software programs allow for a greater range of formats to be more widely available.

One of the most crucial factors concerning accessible format materials is shareability and standardisation. Standardisation across formats allows content to be shared between users, organisations, and countries under the Marrakesh Treaty. The role of digital text is also important as it can be delivered as audio (text-to-speech), braille, or large print - the three primary accessible formats - depending on the device being used.

Your own library or organisation does not need to collect or have all the following formats available in-house; the most important thing is to be aware of available formats and to know how to connect users with the resources they need.

The following are the most common accessible formats: Braille, tactile books, large print, audiobooks, accessible digital books, and easy to read publications.

6.1 Braille (electronic and hard copy)

Braille is a system for tactile reading and writing devised by Louis Braille (1809–1852) in 1825 in which print characters are represented by raised dots. The braille system is based on a six-dot cell, arranged in two columns of three dots each, with sixty-three possible combinations in all with a blank cell providing a space. Braille is a script, not a language, which represents letters, numbers, and punctuation. In many languages there are two types of braille, uncontracted (where each letter has a braille cell to represent it) and contracted (a format for shortening and compressing braille). Some languages do not use contracted braille. Letters with accents and other diacritical marks are represented differently in various languages. Braille is the only internationally recognised reading and writing system for blind and visually impaired people that has been approved by UNESCO.

Braille is embossed on paper and can be done on both sides of the page as interpoint. It can also be embossed on clear overlay to be included with print books; often for children's books that are called print-braille. These books are useful for sharing between visually impaired and sighted persons or for those learning braille.

Digital, or electronic braille, is braille created and saved in a digital format that can be used for embossing hard copy braille or can be read using a refreshable braille display. Refreshable braille displays are devices that use round-tipped metal or nylon pins that are raised through a flat surface to display in braille what is presented on a computer screen, smartphone, or tablet. Text may also be entered into a braille display using a built-in or attached braille or standard keyboard.

The Need for Braille

Braille offers something that audio only cannot easily replace: spelling. For people who are blind and visually impaired, braille literacy — and the ability to spell and write that comes with it — is important for everything from employability to not having to rely on audio.

Additionally, it is important to look at the literacy benefits of braille and how important it can be for grammar knowledge, employment prospects, and quality of life. Literacy can open doors and enrich lives; it creates opportunities and allows for greater independence. While reading braille might not be the best option for every blind or visually impaired person, it is important to keep in mind that screen reading software has not entirely replaced it.

Braille is a human right and a path to literacy. To read without braille, a person who is blind is entirely dependent on computers with voice synthesisers or audio recordings, neither of which is useful in every circumstance.

6.2 Tactile Books

Tactile books include tactile elements such as tactile graphics which may represent maps, charts, diagrams, or illustrations. It is important to transform pictures and graphics into an accessible format for readers with print disabilities, however converting visual images into tactile graphics involves adjusting details or identifying critical components within the image.

The tactile element can be a three-dimensional image created using materials of different sizes and textures and copied using a thermoform process or may be created using swellpaper, which is coated paper that will react to heat and drawings in dark pigment will raise up creating a tactile image. Tactile books can also be made using a 3D printer or by adding tactile materials to the pages of a board book for early literacy purposes.

Print books, especially textbooks and user guides, tend to rely heavily on pictures, illustrations, and graphics. These illustrations are considered to be an important part of the content or learning process being conveyed in the material being presented. The text in a children's book is often strengthened or clarified by illustrations. Therefore, it is

important to transform pictures and graphics into an accessible format for readers. People with print disabilities will also benefit from training in how to read and interpret tactile graphics.

6.3 Large Print

Large print is text that is produced larger than the standard size type used so that it may be read by people with low vision. Large type is material produced in at least eighteen-point type or larger, though this may vary in different countries. Preference on font size of the text will vary depending on someone's reading preference. For Latin script, sans serif fonts are recommended as easier to read for people with print disabilities and left alignment is generally preferred. For non-Latin script large print, formats and standards may vary. Low vision readers needing font sizes greater than sixteen-point may also use additional vision aids to assist in reading like magnifiers, and CCTVs.

Accessible digital text provides flexibility for users in customizing the size and display of material.

6.4 Audio

6.4.1 Talking Books and Audiobooks

Long before any tactile reading system for people who are blind or print disabled was available, information was read aloud. Narrated books and information became very popular because they could be read independently, loaned, or shared among friends and family. For some people who were blind and had not had the opportunity to learn braille, audio recordings were the best source of accessing information and reading material. These audio recordings became known as "talking books."

A talking book is an unabridged audiobook that is specifically designed for use by people with print disabilities. Talking books may differ from commercial audiobooks in that they are also searchable and navigable and often contain image descriptions of the pictures and tables in the book. These books are produced and accessed under special copyright exceptions. A talking book can be played on a talking book machine provided by a specialized library, a variety of portable playback devices, smart speaker, or on an app for a mobile device.

Talking books can be produced using human narration or using synthesized voice. Audio recordings are the most popular medium for most readers with print disabilities. Public or other libraries or library organisations may collect and circulate commercially available audiobooks.

6.5 Digital books

6.5.1 DAISY Books

DAISY (Digital Accessible Information System) is a set of standards and software developed by the international DAISY Consortium for recording digital, human-voice talking books designed specifically for people who have print disabilities. The DAISY Format is a digital book format that is designed to be a complete audio substitute for print material and is specifically designed for use by people with print disabilities, including blindness, impaired vision, and dyslexia. Based on the MP3 and XML formats, the DAISY format has advanced navigation features in addition to those of a traditional audiobook. DAISY books can be read on digital talking book players or using software packages.

DAISY also offers users with a print disability an experience closer to that of users reading using a print book. A DAISY book can also include the full textual content and images of a book which is synchronised with the audio file, offering multiple inputs for the reader or the ability to read the book with a screen reader or a braille display. A DAISY book contains navigation meaning that readers can easily locate chapters, pages, or other levels of markup in the book, place bookmarks, and use the index or other book matter. DAISY books use MP3 compression techniques and books in the format may be structured or unstructured, allowing for greater or lesser levels of navigation. The decision on how much structure to provide is made by the producing library.

For more information, see www.daisy.org.

6.5.2 Accessible EPUB

EPUB (Electronic Publication) is a standard used by most ebook readers and compatible software is available for most smartphones, tablets, and computers. It is the most widely supported vendor-independent HTML-based ebook format supported by almost all types of ebook readers. It is a file format using the .epub file extension that carries the content, along with images and other supporting files, including metadata information about the contents. EPUB can support things like resizable fonts, changeable text and background colours, and passage highlighting and notes. An EPUB format can also allow for digital rights management (DRM).

Accessible EPUB is customisable to meet the needs of the reader. Many publishers are making their books more accessible using semantic markup, but they must still do the work to make them fully accessible with, for example, adding alt-text for images. When purchasing EPUBs for the library collection or hiring a vendor to digitization work, verify whether they are meeting standards for accessibility.

6.5.3 Accessible PDF

PDF (Portable Document Format) is a form or document type created by the company Adobe. The main purpose of PDF is to maintain the formatting of a document. While created by Adobe, it is now open format and can be produced and displayed by other

programmes. There are two main types of PDFs, image-based PDFs, or text-based PDFs. An image-based PDF may show text on the screen, but it is difficult or impossible for a screen reader to extract or read from the file for a user. A text-based PDF can be read but may not always preserve the order of the document. An accessible PDF usually refers to a tagged PDF that can be read by a screen reader. PDF tags provide a structure and important accessibility features to the file. PDFs can be checked for accessibility using accessibility checkers. For example, [PDF Accessibility Checker](#) PAC 2024 support both WCAG and PDF/UA checks.

6.6 Easy-to-Read Publications

There are two slightly different definitions of the term "easy-to-read." One means a linguistic adaptation of a text that makes it easier to read than the average text, but which does not make it easier to comprehend; the other definition means an adaptation that makes both reading and comprehension easier. The aim of easy-to-read publications is to present clear and easily understood texts appropriate for different age groups. To achieve such a product, the writer/publisher must take into consideration content, language, illustrations, as well as graphic layout.

6.6.1 Easy Reader Books

While not necessarily designed for persons with print disabilities, easy reader books can be useful as a format for some readers. Easy reader books are books that are formatted to teach beginning readers independent reading skills. Characteristics of an easy reader include simple text structure, limited vocabulary, and repetition of words. They also have short, carefully constructed sentences and paragraphs, however, the text is engaging and meant to keep readers interested in the story and have relatable characters. In some cases, books other than designated easy readers can be considered high interest yet low level, which can be beneficial for readers not at grade level or with differing abilities.

6.7 Reading Solutions

There are many options for reading, including software tools or other tools designed especially for reading accessible books. In some countries, reading devices can be provided by the government or in other cases libraries may allow borrowing of reading tools to their patrons. However, there are many free to use online solutions that can be installed on any device and available on all operating systems. In the following online article, you can find information about current available reading solutions and their features: [Reading Systems Accessibility Support Roundup \(Inclusive Publishing\)](#).

6.8 Production of Accessible Content

Making content accessible is no longer as complicated as it used to be so many years ago. Many reliable, easy to use tools are now available to convert, produce and make publications accessible. In this chapter, we will focus on production of accessible content, the tools for authoring or converting or even checking their accessibility.

Additionally, word processing tools such as Microsoft Word and others include accessibility checkers which facilitate the work of any content creator to make the document accessible. Many guides and resources are currently available to give guidance and recommendations on accessibility. The basis of these guidelines are the Web Content Accessibility Guidelines.

Similarly, publishers are now heading towards inclusive publishing. The aim of inclusive publishing is to cater to the needs of readers with print disabilities to make the publications accessible. This in turn will save cost and efforts exerted by libraries and NGOs serving readers with print disabilities.

Although some steps have been taken towards inclusive publishing, still the role of libraries, NGOs and other institutions serving persons with print disabilities is essential to ensure access to information. They are still responsible for producing or converting publications into accessible formats to meet their readers' needs. Production cost involves several components:

- Content
- Distribution
- Reading solutions
- Training

6.8.1 How to provide Accessible content

There are three options to provide accessible content:

Libraries, NGOs and other institutions scan hard copy publications and then edit the files to convert them into digital accessible files for the readers. This is the costliest option. In the second option, they receive the files from publishers and then convert them into an accessible format based on the needs of their beneficiaries. This option requires the collaboration of the publishers to facilitate the conversion process. Publishers can make a huge difference by providing their digital files to these organisations, which can then convert the files to other accessible formats. This approach will save both cost and effort. These files need to be provided in formats that facilitate the extraction of text, such as Word, HTML, and text-PDF. In the third option, the content can be provided by publishers in a format ready for distribution, i.e., born-accessible publications.

6.8.2 Production and Conversion of Accessible Publications

Accessible format types have previously been mentioned, including braille, DAISY, or EPUB. Each type of accessible publication has its own production and conversion tools. Deciding on which tool to use depends on many factors: type of format, cost, user-friendliness, level of complexity of the tool, compatibility with the language of the title in production, and other associated factors.

For more information on production and conversion solutions, check [the DAISY Consortium's website](#) that follows the latest updates on these solutions.

There are also additional resources available on [the Inclusive publishing website: Resources](#).

6.8.3 Inclusive Publishing

For years, special libraries have been the main providers of accessible content to persons with print disabilities. However, this has recently started to change with the current mainstream publishing standards such as EPUB 3, which sets out the standards for creating born-accessible publications. This means creating a publication that is accessible to everyone.

By using the EPUB 3 standards, publishers can create a digital file that is accessible and can also be converted to other alternative formats such as braille, large print, or audio. The [EPUB Accessibility 1.1](#) guidelines provide a detailed guide on how to create accessible EPUB publications.

6.8.3.1 Inclusive Publishing Community

Inclusive publishing is a DAISY Consortium [initiative](#) to support the accessible publishing community, targeting publishers, educators, developers, and consumers, with the objective of sharing knowledge on making mainstream publications accessible. This community is regularly updated with resources and articles for best practices, standards, and recent information: See the website [Inclusive Publishing](#).

6.8.3.2 European Accessibility Act (EAA)

The European Union supports the inclusive publishing goal of promoting accessibility and inclusivity for persons with disabilities in Europe with the European Accessibility Act (EAA). The EAA provides important European legislation that sets out standards for products and services to be accessible to persons with disabilities. In the field of inclusive publishing, this legislation encourages publishers to be inclusive and accessible, not only through creating born accessible publications, but also ensuring their discoverability by readers with disabilities. The EAA legislation aligns with the inclusive publishing practices that reaffirm the importance of equal access to information and knowledge for all.

The EAA applies to ebooks and dedicated software, and to e-readers that are provided to consumers after 28 June 2025 in European Union member states. The requirements also cover e-commerce services. Ebooks should be made discoverable by providing information through metadata about their accessibility features.

7. Accessible Reading Experience with ebooks

An ebook can be the most accessible book format allowing the readers to decide in which way they want to access the content. Ebooks at best can be read with eyes, with ears, or with fingers. Books in accessible digital text format have the flexibility to be accessed as large text, audio, or braille. To read ebooks you need a device and reading software.

An accessible reading experience requires both an accessible book and an accessible reading software on a device. Devices can be computers or mobile devices, such as tablets and smartphones, e-readers, or assistive technology equipment that includes both hardware and software used to read ebook files. Ebooks can also be converted into formats compatible with low-cost devices such as MP3 players and basic feature phones.

In this chapter only ebooks are discussed. Similar things also apply for journals and magazines.

7.1 Ebook files

Ebook files are delivered in different formats like EPUB, PDF, Word document, and HTML. There are accessibility requirements for different ebook formats (for example, PDF/UA for PDFs or EPUB Accessibility 1.0/1.1 for EPUBs). Following accessibility requirements usually means that semantic markup is used in an ebook, navigation is provided, and text alternatives for the non-text content are available. The advantage of downloadable ebooks is that readers can choose which reading software they want to use and usually the internet connection is only needed during downloading.

An ebook can also be used and read on an online platform by a browser. The advantage of online reading is that it is often very easy to start reading. The disadvantage is that usually an internet connection is needed during the whole reading time.

If any Digital Rights Management (DRM) methods are used in an ebook, it should be made sure that DRM does not block any accessibility features of the ebook or the use of assistive technology.

7.2 Reading software

To ensure an accessible reading experience, the reading software for reading ebooks should support any accessibility features of the ebooks. This means for example that the reading software should allow access to the alternative text of images and provide a way to navigate the ebook based on the heading structure of the ebook.

The reading software should also have features which allow users to modify the appearance of an ebook. For example, the reading software should offer a choice of

font types and sizes as well as a possibility to choose font and background colours. Naturally, the use of assistive technology should be supported.

Reading software suitable for readers with print disabilities should also offer a way to add bookmarks and offer a read-aloud option based on Text-To-Speech technology. When a read-aloud option is provided, there should be an option to adjust narration speed, tone, and adjust highlighting of narrated text.

If the reading software is a browser-based application, it should comply with the latest [Web Content Accessibility Guidelines \(WCAG\)](#), meaning for example that keyboard-only use is supported.

The reading software should also have an understandable user guide about the accessibility features of the software. It can sometimes be hard for a person reading an ebook to know which features belong to the ebook and which to the reading software, thus good user guides are needed. Reading software should also show the accessibility metadata of ebooks to users in an understandable way. For example, some print disabled readers find it important to know if the ebook contains page numbers of the printed book or if the ebook contains mathematical equations.

The responsibility of an accessible reading experience lies with the publisher / producer of an ebook and the provider of the reading software. It is not the reader's responsibility. The publisher needs to make the ebook and its content accessible, and the software provider needs to ensure the accessibility of the reading software. The librarian can play an important role in ensuring the availability of accessible format reading materials.

8. Assistive Technology

Assistive technology makes it possible for persons with print disabilities to access information that may otherwise be inaccessible to them, including for critical daily functions like accessing the internet or email, reading, or drafting mail or professional correspondence, reading books, magazines, or newspapers, and more. There is a wide variety of assistive technology available for both electronic material and for traditional print material, as well as many useful apps for mobile devices and smartphones that make reading accessible for persons with print disabilities.

It is not possible to provide a complete list of accessible technology devices or applications in this publication as the landscape is always changing, and different technology may be available in different countries and at different times. It is also important to consider that some users will have their own assistive technology and varying levels of proficiency with different applications.

Libraries and organisations may opt to provide assistive technology devices or applications onsite, however, that equipment will need to be updated, supported, and staff will need to know how to use it and train and assist users. Some of the most

common devices or methods include screen readers, refreshable braille, magnification, and scanners.

8.1 Screen Readers for computers

Screen readers are technology that reads aloud text that is displayed on a computer screen or device screen. They also work in tandem with screen magnification or a refreshable braille display. Screen readers are configured to begin with computer or device startup to allow for login. Screen readers use text-to-speech (TTS), and the TTS rate of speed, tone, and pitch can be adjusted to meet the needs of the user.

Screen readers are complex and do require some training to become proficient in using, as they are typically navigated with a series of keyboard shortcuts or gestures. Some of the most common screen readers are Job Access with Speech (JAWS) for Windows, a fee-based screen reader offered by Freedom Scientific, Non-Visual Desktop Access (NVDA) for Windows, which is a free, open-source screen reader, Narrator for Windows by Microsoft which is the built-in screen reader, and VoiceOver for Mac from Apple.

8.2 Screen readers for mobile devices

Mobile devices like smartphones and tablets have made many tools like GPS, scanning, colour identification, reading apps, email, and more available to the user in one place in a convenient format. VoiceOver is the built-in screen reader for Apple iOS devices and Talkback is the screen reader for Android devices. VoiceOver is operated using gestures and can be customised by adjusting speaking rate, voice, and verbosity. Talkback also uses gestures, and some settings can be customised, including selecting language options like Spanish or Arabic.

8.3 Refreshable Braille

Refreshable braille is braille delivered electronically on a device that raises and lowers pins representing braille cells. A refreshable braille display typically has between 20 to 40 braille cells and is refreshed for new lines of text to be displayed. A refreshable braille display can connect wirelessly to download an electronic braille file to read, can connect to a computer or smartphone, or work in tandem with a screen reader. A refreshable braille display can have many books on it at a time, and there are also braille displays that can function as note takers as well. The cost of refreshable braille technology is coming down and some libraries serving persons with print disabilities are now loaning them to their patrons. In some countries users may receive these devices at subsidised cost or free of charge.

8.4 Screen Magnifiers and CCTVs

Most computer software and smartphones have built in screen magnification capability and users can make those adjustments to suit their needs. Magnification can be very helpful, especially for users with low vision. However, the greater the magnification becomes, the less text will display on the screen or on the phone screen, which can

mean more scrolling, or it can become easier to get lost in a document or in a web page. If a person needs a great deal of magnification, it may be worth considering moving to a screen reader.

In addition to magnification on computer or phone screens, there are hand-held or tabletop magnifiers that can assist with enlarging text. Closed-circuit television (CCTV) is a magnification device that is simply a screen with a camera and a tray where a document can be placed beneath it. Books, newspapers, mail, or even crafts like knitting can be placed under the camera and magnified on the screen. The user moves the tray or the text/item to be magnified under the camera so the part they want to see can be magnified and read or viewed in enlarged format. Depending on the CCTV, there are varying adjustments for focus, colour, magnification, and even speech.

There are hand-held magnifiers with many features and degrees of magnification, and many smartphones have similar technology that utilises the camera function. A variety of apps make use of the camera and can adjust magnification, colour, contrast, and can scan pages of books, documents, etc.

8.5 Scanners, OCR, and Evolving Technology

Flatbed scanners connected to computers with OCR software can be used to make print materials accessible to persons with print disabilities. The user will scan their document, and the OCR program will read it aloud. There can be errors in scanning or misinterpretation of different fonts, graphics, or heavily formatted text, but these errors can be corrected manually. Smartphones have apps with OCR that can make use of the camera to scan full documents, mail, or other text. Tesseract is an open source OCR engine that can be used and will function with multiple languages.

Advances with AI technology and text-to-speech programs are also methods that make print material more accessible to users. Accuracy and support for international languages is a consideration, but it is likely that these technologies will continue to improve.

9. Discovering Accessible Content

How can you discover accessible books and find out "Is this book for me?" Maybe a requested book is available in an accessible format somewhere else in the world?

9.1 What is the purpose of metadata?

Metadata refers to the information about the book such as title, ISBN, author, publisher, and year of publication, to mention a few. This information is stored as part of the book by publishers, recorded in library catalogues and in bookstores. The key objective of the metadata is to make a book discoverable by readers. If a reader is looking for all the

books written by a particular author, they would not be able to find this information unless book metadata is recorded properly in the catalogue.

Another important use of metadata is to provide information about the features of the book. For persons with print disabilities, it is important to know the format of the book. Accurate accessibility metadata helps to find accessible titles, makes cross-border exchanges easier, and helps to avoid duplicate production of accessible titles.

For libraries that operate in a country that has not ratified and implemented the Marrakesh Treaty, the ISBN or publisher metadata assists in identifying the copyright owner of the book. This is important for obtaining permission from the copyright owner, if necessary, to produce the title in an accessible format, as well as to exchange the title across borders. Additionally, when an accessible book cannot be easily searched and found due to a lack of metadata, the likelihood increases that another library will produce an accessible book that is already available. Thus, proper recording of metadata is extremely important to avoid duplication and saving resources spent in conversion of books into accessible formats.

9.2 Is this book for me? (Information about accessibility features)

Metadata not only makes a book discoverable using various search parameters, but it also helps by providing useful information about the book in the search results. For example, a reader could search for a book available in braille. Or a reader could search for a specific title and details shown in the search would have information about the accessibility features available in the book. All this would be possible only if such details were captured while recording the metadata in the catalogue or in the book itself. Metadata fields related to accessibility features are included as part of some metadata standards. The elements are defined not just to record accessibility features, but also to warn about the presence of accessibility hazards such as flashing that may cause seizures among epileptic persons.

For example, a person with visual impairment would like to know if an eBook is screen reader friendly, meaning if the text of the book is accessible by assistive technology and if the book includes image descriptions. If there is no information about the accessibility features, the person may have to borrow the book and try themselves to see if they can access the content of the book or not.

9.3 Comply with existing standards if possible

Libraries and authorized entities, as defined in the Marrakesh Treaty, should maintain an orderly catalogue of their collection of accessible books. Catalogues should use similar terminology and data formats to make it understandable by all and to facilitate interlibrary and international exchange. Obviously, there are a range of cataloguing and metadata standards with varying prerequisites for recording accessibility metadata. The choice of standard depends on the nature of the library, its purpose, and resources.

If your organisation produces accessible books, the catalogue may be included in the international catalogues of accessible books such as the ABC Global Book Service. It combines traditional bibliographic metadata, such as author and title, with detailed format categories, providing information that responds to the needs of end users with specific print disabilities. You will find an example in the Appendix A: Discovering accessible content.

9.4 Metadata that is stored inside digital books

The metadata of the book is not just stored in the catalogue but also inside the book itself. The producer of the digital book should add the metadata into the book. Metadata within a digital book can be shown to users by a reading software or application. In an ideal situation the metadata in the library catalogue would match the metadata in a digital book. However, there are differences in what kind of metadata can be included in different formats. For example, an EPUB can include more accessibility metadata than PDF. When acquiring digital books, librarians can check the metadata inside the book, especially if the digital book provider does not offer comprehensive information about the accessibility features of the book. Cataloguing standards may lack fields to display all accessibility metadata, so in some cases the metadata in the book gives the most information.

An example of metadata elements in an EPUB:

- Title, Author, ISBN, Publisher, Publishing year, language of the book, and other data to identify the digital book.

This data could be used by reading platforms for discoverability.

- Accessibility information
 - Access mode to the content of the digital book. The access mode to an ebook with text is textual, whereas access mode to an audio book is auditory.
 - Accessibility features such as existence of alternative texts or long descriptions for images
 - Accessibility hazards such as book contains no flashing that could cause seizures.

Some accessibility metadata fields are required in an EPUB. Without the required data EPUB would not pass EPUB accessibility validation checkers.

9.5 There are challenges in getting quality metadata

In some parts of the world, accessible format books are produced by volunteer groups and organizations. It is not always possible for said volunteers to follow strict qualifications and criteria for applying metadata. For example, we may not always find a trained cataloguer involved in the creation and running of libraries of accessible format

books for persons with print disabilities. As a result, information about metadata standards is lacking and catalogues are not maintained properly. The lack of catalogues with essential metadata elements has been the biggest hurdle in participation of libraries serving persons with print disabilities in the global library exchange programs such as the Accessible Books Consortium Global Books Service.

Books prepared in accessible formats by such libraries are not discoverable outside the direct membership. Thus, just a handful of people can benefit from these accessible publications. Often, there are many small volunteer organizations providing services to persons with print disabilities. Their catalogues are not standard and thus cannot be combined, leading to a lack of sharing of their collections with each other. This leads to an inefficient use of scarce resources and potential duplication of conversion of print materials into accessible formats.

Another huge challenge is metadata in local languages. If we record the title of a book in local language script, then the title would not appear in searches using common international scripts such as the Roman script. If we record the same title using Roman script, the same title will not appear in the search based on local language script. A workaround to this issue is to record the title of the book separately in both roman script and local language script. However, this is not common practice, making the discoverability of local language titles very difficult and inclusion of such catalogue entries in global catalogues becomes a significant challenge.

9.6 WCAG compliance in OPAC online public access catalogues

Discoverability of books is not just dependent on metadata but also on the usability of the user interface of catalogues with assistive technologies used by persons with print disabilities. User interfaces of online public access catalogues (OPAC) and the offline catalogues need to be compliant with Web Content Accessibility Guidelines (WCAG). WCAG compliance ensures usability of catalogue interfaces with assistive technologies such as screen reader software. Persons with print disabilities, hearing loss, learning disabilities, and other disabilities will be able to search books for themselves if catalogue interfaces are WCAG compliant.

For more information on accessibility metadata, follow the work of IFLA's [Accessibility Metadata Network](#).

10. Ways of Distributing Accessible Content

10.1 Access strategy

One of the key strategies that ensures that users have access to accessible material (e.g., books, magazines, documents) is in provision and distribution. There is no right or wrong way or best strategy as there are always factors involved, e.g., funding, that will influence what strategy is chosen by a particular organisation or country. Technological advances, quicker turnaround time, and a variety of formats have made more material available to persons with print disabilities than at any other time.

10.2 Formats

10.2.1 Hard copy (traditional)

The distribution of hard copies of audio, DAISY or braille books in small boxes/plastic sleeves and book bags to users through postal services has been the most popular strategy for many years and is economical, but there are related challenges. Some of the challenges include delays in receiving the material, damaged or lost reading material before reaching the intended recipient, or material ready for return not getting picked up by mail carriers.

Despite the challenges faced, by-mail service is still popular with some patrons who are less comfortable with technology, do not have access to the internet, and in organisations with limited options and where funding is a challenge.

Some special libraries offer large print collections as well as accessible format materials like braille and audio. However, large print hard copy collections may be available in public libraries and accessed by persons with print disabilities in their local communities. The availability of hard copy large print for loan will vary by country.

10.2.2 Digital (download, streaming, smartphones, DAISY players, computers)

In some cases, computer users with print disabilities increasingly prefer to receive information online or via a mobile app for audio or ebooks. The effectiveness of this option depends on where the information needs to be read and whether the user can manipulate the text while using a computer. Because readers can modify the content to suit their needs, this option may be the best one. Reading material or documents in audio or digital text can be downloaded and saved into portable note-taking devices, USB, magnified on a computer screen, an electro-mechanical device like a refreshable braille display/braille terminal, or through an app on a smartphone or tablet. Streaming is another way for a user to listen to an audio file without downloading or saving it.

10.2.3 Braille

Readers with a print disability can access, download, and save electronic braille files. A link to the electronic file can be easily added to a web page to enable access to users. A braille file should be handled as a binary file throughout the upload process to ensure correct transmission to the user's computer. By making the braille file available online, readers can enjoy reading braille without having to obtain many bulky hard-copy braille books. Electronic braille files also give organisations a level of protection over the data they post online. Braille files can be embossed on paper by a reader if they have braille printers. It should be noted that sighted persons cannot understand the braille code without significant effort or prior training.

10.3 Digital Rights Management (DRM)

DRM is the use of technology to control access to copyrighted material. It also enables copyright holders and content creators to manage what users can do with their content, such as how many devices they can access media on and whether they can share it. DRM is increasingly important to protecting content against the rise of online piracy and illegal sharing of content on file-sharing services. A specialized device or player that will support that type of encryption will always need to be used with files with DRM. This type of customization may increase cost to the user.

A more popular alternative to DRM is watermarking. This is a process of encryption in the file to protect copyright but does not create any barrier to the user.

10.4 Service

10.4.1 Virtual Assisted Services

Library users may need assistance having their books or materials delivered to them or provided to them in formats readily accessible for their use. Books and materials may be available for email delivery as electronic braille files, audio files, or text files. Plain text files may be emailed directly to those users who request this feature; however, it is necessary to be mindful of the copyright restrictions in your country when evaluating the amount of text that can be sent to users. Most users can receive and open attachments, but as with sighted computer users, it is best to know first that attachments are acceptable. When sending an email attachment, contact the recipient in advance, to alert them that an attachment is going to be sent. Many people set their email programs to discard attachments to avoid computer viruses. Often, pasting text into a message is the simplest solution.

Some services are available for persons with print disabilities to download books in accessible formats or patrons may be new to using assistive technology at home. Library staff may be able to offer assistance and instruction over email or telephone to assist users in the procedures for accessing content on their own. Instructions and step-by-step guides can also be created and made available on library websites or emailed to

patrons to help facilitate their access to materials and provide guidance in using common assistive technology devices.

10.4.2 In-person Assisted Service in the library

As previously discussed, self-service options in libraries can be empowering to users, however they can present accessibility barriers. In the library, accessible self-service kiosks and returns will allow the user to manage their circulation and borrowing independently. However, some users with print disabilities may need assistance from staff in using in-library equipment for searching the collection, borrowing, or returning materials, or using computers or technology in a lab or resource area. Staff should be trained in how to use any assistive technology provided by the library that the user may need, or how to guide someone through using library services.

10.4.3 Independent / Self Service

Accessible catalogues and websites allow persons with print disabilities to search, explore, and access the library or organisation collection on their own, from home or anywhere. This does require the user to have applicable technology to access the library like a computer, laptop, smartphone, and internet connectivity and any associated assistive technology. Another advantage is users can access and borrow or download books and materials 24/7. In some rural areas or developing countries, some users are unable to utilise these services due to:

- High data costs
- Lack of internet connectivity
- Lack of compatible devices.

11. Communication: Inclusive and Accessible

As public and open spaces, libraries can create a welcome environment for everyone in their community. Good communication is critical in creating that inclusive and accessible space.

Communicating a message of inclusion and equitable access gives a strong first impression to users about the library or organisation. An effective communication foundation and plan is important for reaching the entire library community, including persons with print disabilities. As with all library services, accessibility and inclusion are critical components of a communication plan. Ensure that the language and graphics you use in your communication channels is welcoming, inclusive, and representative of diverse communities and users.

Communication happens everywhere: in the library itself, in other public buildings, through newspapers, radio and television, social media, at programmes or events, and

through advocacy groups or stakeholders' associations. External and internal library communication needs to be considered: the library's branding and marketing materials, the entrance to the facility, the reception or reference desk, the signage, the shelves, the website, social media presence, the catalogue, and other access points. The physical as well as digital spaces present opportunities to communicate effectively and inclusively to your community.

Every person has a different level of ability to access information, so every message may be interpreted or accessed differently. Persons with a print disability have different requirements to be able to read and access information presented in person and in digital environments. Understanding and considering the needs of all users is the foundation for selecting equipment, technology, building the collection, and for developing a communication plan for the library or organisation.

Familiarity with rules and guidelines for accessibility for physical spaces and accessible communications in your country helps build a baseline for your communication plan practices. It is helpful to find resources in your community from organisations and groups who can provide support and feedback. Including users and your community of patrons with print disabilities in your planning and implementation of communication strategies builds stronger, more inclusive results.

11.1. Nothing about us without us

"Nothing about us without us" and "Nothing without us – include us" are important statements used by disability consumer groups and organisations worldwide. Decisions for this community should not be made without involving the community themselves.

Always introduce yourself and interact with patrons with print disabilities or anyone with a disability as you would with any patron or visitor. In terms of disability language, often person-first wording is preferred, for example, "persons with visual impairment," rather than "visually impaired persons." However, others may prefer the focus on the identifying wording, as in "blind person." The best approach is always to ask the person what their preferred wording is. Although, most often, the real question is not what someone's disability is, but what accommodation they need.

If you need to ask someone if they have a disability on a library application or form, include a simple yes or no question, in most cases it should not be necessary to ask the person what their disability is. Focus on accommodations and services. If additional information is required to provide better and more inclusive library service, it is recommended to inquire about whether the person needs reasonable accommodation or assistive technology, or specific types or modes of format, publication, or access instead of asking about the person's specific type of disability.

Persons with print disabilities may not be able to read traditional methods of communication and media created by the library. The group is very diverse and there is a wide and unique range of individual needs and preferences in reading and accessing information. People with visual impairments may be able to use materials in giant print and in an easily readable font, persons with dyslexia may prefer the same in

combination with some graphics. People who are blind may not use any of the print material but may need braille or digital format information. Persons with a physical disability who cannot hold a printed book or easily use printed material may not be able to take an event flyer and would prefer digital communication or posters in the library. Using multiple formats, making accessible versions of materials available, and being inclusive in your communication ensures reaching a greater audience. Additionally, offering people a space to talk about their individual needs can help guide your efforts. Providing your patrons opportunities for independence allows them the power to “Read it your way.”

If you have advisory groups or planning committees for events or activities, involve people with print disabilities to ensure you are considering aspects of accessibility. Routinely including community members can help ensure inclusive practices are a standard part of service and planning. Friends or relatives of library patrons with print disabilities can also be good advocates, sources of information, and resources in growing your communication and outreach plans. Staff at schools, public institutions, care facilities, cultural institutions, or others can also be both resources for information on inclusive services, and people to help spread the word about library services and programs. Awareness of the diversity of needs of users and the community of resources available helps meet patron needs and develop inclusive communication.

Raising awareness for accessible reading materials and persons with print disabilities needs to be a key goal for libraries and library services. Libraries create community and provide access to information and reading materials and can strive to do that in accessible and inclusive ways or connect with libraries or organisations who can partner with them to provide those accessible materials. Working together with local or regional consumer organisations of blind people, the association of persons with dyslexia, or with other organizations in the community, for example, elderly homes, or other organisations can connect the library with both potential users and partners.

Collaborating with other libraries in your country or region is also beneficial in raising awareness for accessibility and identifying resources to leverage. National or regional library associations can be sources of networking and finding partners on issues related to accessibility and inclusive library services. There may be an academic program for library and information science or librarianship where librarians can advocate that services for persons with print disabilities and accessibility can be incorporated into curriculum. Most countries have a national library serving persons with print disabilities. These library services can offer support and be an excellent resource and partner to libraries. They can offer practical help, accessible books, information about making reading services accessible, and become excellent partners.

11.2 Written Communication

This section primarily focuses on written communication. Begin by writing down your key points or gathering your thoughts on the main ideas you want to convey to your audience in your message. To make this communication as accessible as possible, start out by thinking about the principles of the universal design: equitable, accessible,

simple, and intuitive, perceptible. The goal of your written communication plan and materials is that it provides the necessary information effectively to the user, regardless of the conditions or the user's sensory abilities.

The ability to read the text is often very related to the fonts, the font size, the contrast, and the length of sentences. Sans serif fonts, larger size fonts, strong contrast, and shorter, easy-to-read sentences are the most accessible for users. As in all aspects of library service, the language one chooses is important. Being inclusive and considering equity, diversity, inclusion, accessibility, and belonging and avoiding any negative stereotypes or characterisations is important.

Simple and direct language is more likely to be understood by a broader audience. Short sentences with simple, common words and pictures or graphics can aid in conveying the message of the communication. When using images, they need to have a title and a description and when in a digital space, they need to have alternative text. If using diagrams or tables, they should be accompanied by an explanation.

One approach to presenting communication material in an accessible format is the two-sense-principle. This refers to the information being presented for two complementary senses: (1) for sight AND hearing or (2) for sight AND touch. Proving written communications like flyers, posters, bookmarks, or other materials in accessible formats can ensure that your information is reaching your users and their needs are being met. In the drafting phase, there is always the opportunity to solicit feedback from patrons with print disabilities on the accessibility of the material. This inclusive practice can help build trust with your library community and improve your communication and library materials.

11.2.1 Making your documents and presentations accessible

Making your documents or presentations accessible is no longer a difficult task. Applying the following accessibility tips will help make your publications accessible.

1. Organise the information in a logical order.
2. Provide full navigation and structure: it is important to tag the different elements of the publication: title, pages, headings, etc. This enhances the reading experience of the user.
3. Describe images, graphs, or other media, particularly for readers with visual impairment or persons with cognitive disabilities. Image description should be concise, objective, and meaningful. Refer to the [Diagram Centre's Image description guidelines](#) to get in-depth knowledge on how to best create image descriptions.
4. When including tables, make sure they are not inserted as an image. Order tables in a logical reading order. To facilitate the reading process for screen reader users, make sure there are no empty cells or lines, and add a description for the table.
5. Provide descriptions for hyperlinks. Avoid having a long URL that has no meaning; this is also helpful for screen reader users.

6. Separate presentation from content: do not use only colour, underlining or bold font to emphasise certain parts of the text, because it will not be perceived by the reader with a visual impairment. Make sure the emphasis is understandable just by reading the text.
7. Use an accessibility tool to make sure your document/publication is accessible, such as the accessibility checker feature in Microsoft Word/PowerPoint.
8. Use accessibility metadata: after implementing the recommended accessibility tips, it is important to convey all the accessibility work that was put into the publication through the metadata of the title. This helps libraries as well as patrons understand whether this title meets their needs and is compatible with their reading tool and assistive technology.
9. For PowerPoint presentations, make use of the presentation templates provided by Microsoft PowerPoint, as they are accessible with screen readers and other assistive technology devices.
10. High contrast is important for persons with low vision. Make sure to use high contrast colour schemes when creating your PowerPoint presentation or documents. This can be double checked using the accessibility checker.
11. It is preferable to provide a digital copy of your presentation in advance, so that your audience can keep up using their own tools using their own accessibility settings.
12. Each slide should have a title slide to facilitate navigation by screen readers.
13. Limit the amount of text in your slides.
14. You can check the following links for more detailed guidance on how to create accessible documents/publications: [Create Accessible Digital Products \(Section508.gov\)](https://www.section508.gov/)

11.3 Online Communication: Websites, Social Media, Podcasts, Videos

A library or organisation's website is an important, public facing, and primary access point to the service and a communication and marketing tool. The Web Content Accessibility Guidelines (WCAG) of the World Wide Web Consortium (W3C) are the international standard for the implementation of accessible online media and digital applications. In many countries this is a standard for national law. Nevertheless, an analysis from the Global Accessibility Awareness Day (GAAD) found that in 2020, 98.1% of webpages still have at least one accessibility failure. This means that millions of people do not have full access to the content available online. Creating an accessible digital communication plan and having a fully accessible website supports not only persons with print disabilities, but it also makes a website more usable for everyone.

By concentrating on your primary message, it is easier to create a framework and a structure for your content. Too much extraneous information makes it difficult to stay on-message. Text in a clear and simple language with common phrases and using shorter rather than long sentences can be more comprehensible to read. The concept

of one statement per sentence can be very helpful when reviewing your content. By avoiding technical terms, too many uncommon words and long, compound sentences, more people will be able to understand the message the way you intend it. Abbreviations should only be used when they have been introduced in advance.

Images, graphics, and videos are common features of websites and social media. When designing your website and doing social media, make the decision to use photos and graphics based on the clear idea that the image is supporting the information being presented. In other words, is the image necessary to help deliver the message. When selecting photos, evaluate them carefully for representation and how they portray the content. For example, the angle the photo is taken from, the setting, and the lighting can have different impacts on how the photo is interpreted. It is also always important to consider the context of how disabilities are portrayed in images and ensure the presentation is inclusive and respectful.

The accessibility of your website and social media requires accessibility considerations for multi-media as well. Videos need to have captioning and pictures or graphics need to have descriptions with alternative text, often referred to as Alt Text. Another option with videos is to include sign language interpretation. Planning and budgeting for accessibility features can make this work a regular part of your online presence. These accessibility features will help ensure that your website, social media, or other online information is made available to everyone.

When using social media, or online meeting tools, it is common to use GIFs or emojis for expressing an opinion, feelings or to characterize emotions in the moment. For persons who are blind or visually impaired, these types of graphics or icons are not always accessible. The information can be distracting or difficult to read or get meaning from. Using them in moderation and with specific keywords and descriptions makes it more fun and inclusive for everyone. For example, using the emoji for clapping hands once after saying congratulations or another symbol after another kind of positive statement, rather than extensive use of emojis that can be distracting.

When providing contact information for the library, organisation, or key staff members, provide as many methods for making contact as possible. Make the telephone number, the email address, chat function, website, and the physical address available. On the website or your print materials, it should be clear that contact or requests for information can be made in multiple ways. If staff members are listed on the website, it can also be helpful to include a photo of them. The library website may also include the online public access catalogue (OPAC), which may or may not be fully accessible. The accessibility of the catalogue itself will often need to be addressed with the vendor. The content of the catalogue in terms of offering information about accessible books and materials is often lacking. The work on the accessibility metadata fields is the first step towards inclusive catalogue information and was discussed in more depth in chapter 9.

11.4 Personal Communication

Every person is important, and we cannot know what their needs are just by looking at them, whether they have a disability or not. The library's information or reference desk may be the first point of contact for visitors to the facility and may be the most important location for assistance for some visitors. Helpdesks that can be easily found can function like an invitation to get connected, ask questions, and find the information needed. Online chat reference, social media, and automated checkout and return machines are quite common today and work for many users. Having multiple options for patrons to interact with staff, manage their information needs, and access their materials is the most inclusive solution to meet a variety of needs. A welcoming, friendly space that meets users where they are, including meeting the needs of persons with print disabilities, will benefit the whole library community.

Individual communication is an especially important aspect of providing accessible library services.

Creating an open and welcoming atmosphere at the library, providing time for meaningful interactions, and listening actively are key steps for including persons with print disabilities in library services. A willingness to spend some extra time, while still recognizing the time limitations and service guidelines of your organisation, can help create positive relationships and be central to inclusive library services.

Actively reaching out and welcoming a visitor from their first visit, or when they enter the facility can begin the interaction in a positive manner and ensure the patron has the opportunity to ask any questions. Always introduce yourself and say your name when you are speaking and use the library patrons' name when possible. It is also important to ensure privacy and create a safe space for patrons in the library or organisation as you are having conversations or providing assistance. If the information desk is not providing adequate privacy, it is good to have quiet, private spaces in the library. Spaces that are private, comfortable, and have good lighting can offer many uses in the library space.

Developing a trusting and respectful atmosphere in the library and treating all patrons with empathy ensures that all the library community feels welcome. Be open to the diversity and needs of persons with disabilities as a library user like any other. If the patron with a print disability is accompanied by another person, direct your attention to the patron, not the person assisting them. The person with disabilities who is the patron should remain the focus of the interaction while the accompanying person stays in the background. Take cues from the patron about how to best provide information and interact. It may be important to write information down in bold, large writing. In other situations, it may be helpful to speak clearly and use facial expressions and gestures. In all situations, ask the patron what type of assistance or accommodation will be most helpful to them.

Some patrons with print disabilities may not need any assistance, while others may request different levels and types of library support. Being open, available, and willing to communicate, and support users with as little help as desired or as much as needed

goes a long way in providing inclusive library services. Talk to colleagues, reach out to the library in your country serving persons with print disabilities for information, and build on your own experiences to strengthen communication and library support for all patrons.

11.5 Reaching Out

In many cases, people who are interested in reading and accessing books look for their local public library services themselves. Outreach and connecting with persons with print disabilities may take some additional effort. Inclusive and accessible library services that are more readily available in the community are relatively new so people may not be aware of them. Some traditional methods of promotion like flyers or leaflets, or articles in a print newspaper may not be accessible for some people with print disabilities. Additionally, for some people who might consider coming to the library, transportation can be difficult. Considering a wider range of advertising and promotion in accessible formats and multiple media channels, as well as virtual programming and access options for people who have difficulty getting to the library is a good approach.

A simple start for attracting people's attention within the library is with posters, leaflets, and events representing inclusive library services. To reach people outside the library, promote services on social media, websites, radio, and television spots if possible. Library or organisation staff can do outreach in the community to reach new readers. Local community services such as driving services, reading clubs and book groups, consumer or advocacy associations, volunteer agencies, or retirement homes and care facilities are often good contacts for persons with print disabilities. Schools, organisations for specific disabilities, community events, and your country's library serving persons with print disabilities are also good contacts for reaching more potential patrons.

Creating an outreach plan for reaching persons with print disabilities and the communities that can benefit from the inclusive library services at the library service is a good foundation. Sharing the aspects of the library service that are accessible, inclusive, and make the library and its materials available to the print disabled community is an important part of that plan. Highlight accessible services, materials, and events that are inclusive for all users, or even specifically tailored to persons with print disabilities like available assistive technology. As the outreach plan grows and is implemented, a network of connections promoting the service and spreading the word about the library will grow.

11.6 Checklist for Accessible and Inclusive communication

- Be welcoming to diverse needs and diverse ways of reading
- Provide knowledge and strengthen the library service through cooperation and networking
- Implement the two-sense principle
- Arrange regular trainings on items related to accessible library services
- Make sure to have an intuitive heading structure in the information
- Write key information in easy-to-read language
- Simplify layout with focus on main information
- Follow contrast regulations according to WCAG. E.g. Use enough contrast between text and its background. Use just one colour in the background.
- Use left alignment
- Use left aligned headings
- Use a sans serif font as it is easier to read than others
- Use font size of 14 (or even 16) which is optimal to be read and seen by most people
- Use of all capital letters for abbreviations
- Avoid the use of italic font because it can be difficult to read
- Label links clearly
- When creating forms, be sure the fields are labelled and the required information is clear, short, and the forms are accessible for assistive technology
- Use few to no pop-ups and reduce animations
- Write clear and easy-to-follow instructions
- Label icons
- Use descriptions for images and for GIFs: keep them clear and simple either as alternative text or as descriptive text directly
- Use subtitling, captioning and audio description for your videos. They should be easy to read and understand, and at the right speed

12. Activities at the Library

While planning activities at your library, focus on making every event accessible to everyone. Accessibility of the event, workshop, programme, or podcast needs to play a key role in their creation. There are basic levels of accessibility that can be achieved within any type of library and any type of budget. It does not necessarily mean more preparation and cost. Implementation can mean simple things, for example asking a lecturer to describe everything clearly and vividly, or making the materials available in accessible formats, or displaying more tactile elements at an exhibition. Another option

is using a platform approved to be accessible for your online event and testing the efficiency of it with your users before events.

The goal is that users with print disabilities, just like any other group of users, are included in all the events at the local library and are fully informed about everything that all other library users would be familiar with. Communicating with users on a regular basis is one of the most important factors of event planning. Knowing your users' needs and what sort of information and knowledge could be of interest to them will help programmes to be more engaging, thought-provoking, and fun. Another important part of communicating is reaching out to potential users within your community. Invite people to visit the local library without any expectations or pressure to ensure an inclusive and welcoming recruiting style.

Many public and community libraries have large and growing populations of elderly users that very often have difficulty reading regular print. Libraries want to be able to continue engaging this group of users in the library's activities. Many libraries will offer door-to-door delivery services and establish cooperation with local care centres. Some programmes may be created to help introduce older users with books in accessible formats so they will be able to continue to enjoy literature and access to information. While planning activities, libraries will have in mind elderly users and ways to involve them in the community.

There can be a variety of programmes in multiple formats. Some programmes can be held in real time and space, and some can be organised online, pre-recorded, placed on YouTube, or distributed to users in a variety of accessible formats.

Activities can be divided by type and topic; here are some examples:

- Interactive workshops – participants (users, librarians, assistants) can learn how to navigate the library catalogue, how to use a digital library, how to use audio players and other types of assistive technology; workshops for library staff that want to integrate users with print disabilities in their libraries, short workshops on accessible reading tools, accessible formats, and other inclusive activities.
- Presentations – create presentations that describe and explain how accessible services work and share these with teachers, family members, reading specialists, care providers, and other professionals. Inform stakeholders and potential users about audiobooks and accessible ebooks.
- Cultural and educational events (including events that are there for fun and interaction) - evenings with authors, lectures on various topics from sociology, astronomy to mental and physical health, exhibitions, concerts, quizzes, short story writing contests, evenings with audiobook narrators, etc.
- Book clubs – readers discuss titles in accessible formats that are part of the library collection; book clubs can be held in real space and time, through the platforms like Zoom or as a Facebook group; book clubs can be organised in cooperation with elderly homes and care centres.

- Games – if you have game space or are planning one, purchase or make versions of already existing popular games accessible (card games, braille playing cards, board games, educational games, audio games for people with visual impairments). Make sure that descriptions are clear, components of the physical games are tactile, highly defined in contrast and altogether more accessible and simpler in style (the less is more approach). Engage elderly users in making “memory boxes” with specific objects that evoke personal histories of local area.
- Celebrations of local and international special dates – celebrating World Book Night, National Book Month; involvement in small and large national campaigns that promote reading, writing, and ways to connect with the community; celebrate or create programming around events that may not be widely known but are milestones just for your library, patrons, or community.
- Podcasts – libraries can have very exciting podcasts on various topics; episodes could be a collaboration of users, library staff, and other contributors; interviews with national authors whose titles are part of the collection are always interesting content for library users. Podcasts can also be useful sources of accessible information and good tools for reaching out to the users that do not come to the library in person. Whenever it is possible, podcasts should include written descriptions.
- Films and visual media – if you organize events where there is a screening involved, make sure that there is an audio description of nonverbal and visual information important for understanding and experiencing the content. Descriptive transcripts are also required to provide video and audio content to people who are both deaf and blind.
- Social events – hold social events where all groups of users can openly talk about their interests, challenges, and ways to navigate them. Host events on topics like accessible reading with demonstrations of equipment and assistive technology. Invite stakeholders to assist in planning the events, to attend, and to participate in these events.
- Imaginative and engaging programs – there are many innovative programs that can be interesting for users on many levels. Be creative and set up an accessible “escape room,” virtual or in person. You can also organise a safe space in your library and offer a concept of “human books” and “prejudice library.” There are limitless activities that you can implement within your programs and make accessible variations of them.
- Users and potential audience members can be informed directly about upcoming events or through web pages, Facebook groups, email lists, e-magazines, newsletters, radio stations advertisements, and other communication channels. Experiment and learn what works best with your community. Recordings of past events can be made available in all media forms that the library uses and made accessible online.

- You can have a live, in-person event for a local audience with the recording available after the event, or a hybrid event with the combination of in-person and virtual, online participation. All recorded audio or video material can be put on YouTube channels, Internet pages or sent out to users as a part of an electronic newsletter for example.
- Exhibitions and events at the library are a great way to bring patrons and community members together. Whenever possible, provide multisensory or tactile elements, provide handouts in large print and braille if you have braille readers attending, and provide audio description of images or other visual content. If you are having attendees RSVP for events, make sure there is a place they can request accommodations.

12.1 Accessible event planning checklist

- Involve users with print disabilities in planning and library committees.
- Give users and potential users a chance to suggest event themes and contribute to planning.
- Make materials about the event and related to the event (programmes, leaflets, descriptions, books) available in accessible digital, braille, or printed form.
- Do not rely only on images or gestures in presentations; describe image content during presentations.
- Ask lecturer, speaker, or guest to explain content in detail to be inclusive; during the event, communication with the audience is direct, clear, and open.
- Make sure reading contests, book clubs, reading groups and specialised thematic quizzes are accessible physically and/or online and through library apps or virtual platforms.
- Test the set-up and accessibility of online events with your users prior to the event.
- Invite stakeholders to meet at your library.

Ensure programming at the library is not only focused on planning leisure events but also reaching out to the users, inviting persons with print disabilities to the library and helping them find the tools and information they need. Some persons with print disabilities find it difficult to find information about the library, find materials in accessible formats, and be engaged. Use events and programmes to help build community with your users.

Inclusion of persons with print disabilities in all the library's activities is an important part of library programming and can be done with some simple planning and steps to ensure accessible and inclusive events.

13. Tools and Support for Library Staff and Management

Reading these guidelines, we hope you are convinced that services for persons with print disabilities are an important part being an inclusive library. As a library staff member, you can make the difference between reading and not being able to read, between a warm welcome and a huge threshold between access to everything or virtually nothing.

Win-win

- Public libraries can continue their services to users who gradually drop out due to, for example, vision problems.
- Persons with a print disability do not become isolated but can continue to use a basic service that is there for all.
- Children and young people with reading disabilities remain in their familiar environment and visit the library regularly with their school or family.

Awareness, openness, and commitment are important keywords in providing inclusive library services. Good intentions alone are not enough. Seeking information and knowledge about the different target groups and building relationships will enhance library services. For example, someone with dyslexia might have different needs from someone with a visual impairment.

Mistakes are bound to happen, but you can learn from them. If you are open to learning from your experiences and interactions and exchanging knowledge with people with print disabilities, with specialists, and with colleagues, the entire library service will soon become more open and inclusive and a place where everyone enjoys being.

It is always helpful to involve members of the target groups in your services and activities. Engage the community in discussions of what you want to do and in what way, test things out with them. Remember the “Nothing about us without us” philosophy. Experience shows that one of the most important things is sharing information and knowledge. The front desk assistant, customer service, the website manager, the programme manager, the school librarian, the library director, everybody should be aware that inclusive library services are crucial to everyday library work. Even the responsible policymaker, board, or funding agency in the municipality or city must be convinced of the importance of inclusive library services.

- Thinking inclusively is important because it avoids stigmatising target groups and encourages them to discover the full range of library services.
- Awareness of accessibility is important in every aspect of the library (content, shelves, activities, approach, facility, website, and catalogue).

- Customer service is the starting point for providing reasonable accommodation and support.
- Everything starts with well-educated staff members who truly believe that every person has the right to read and enjoy books.

Many libraries have a staff member responsible for children's services or an employee whose job is to reach out to various populations. Those employees may be aware of the needs of members of the target groups and the approach required in outreach efforts. However, it is important that all library or organisation staff are aware of how to support and interact with library users to a basic level, or to the degree appropriate. The practice of inclusive library services is a system-wide effort.

Train staff who can specialise in serving users with reading difficulties and become the user's primary contact. As those key staff members may not work every day and may not be available when needed, other staff need some level of training. Make sure that all library staff can offer basic guidance and can refer users to more specialised members of staff when required. Library users understand that not everyone can be specialised in everything, but basic skills may be expected.

13.1 Sharing knowledge and information

Sharing knowledge is not only important between staff in the library but also between colleagues from different libraries, and between library staff and other professionals. Library services will benefit enormously from working together and creating partnership models with relevant user organisations and stakeholders.

Create presentations that describe and explain how accessible services work and share these with teachers, family members, reading specialists, care providers, and other professionals. Provide information about audiobooks and other resources. Accessible audiobooks, for example, may be unknown to this audience, but once discovered, they can provide hours of access and pure reading pleasure.

Libraries serving persons with print disabilities, consumer user groups, and specific disability group organisations are important ways to gain knowledge, resources, and improve skills. Reach out to them to build connections and create a broader community of colleagues and resources.

At an international level, IFLA provides an excellent network of expert knowledge. At the annual conference and specialised satellite conferences, professionals from all over the world meet and exchange valuable information and best practices. The sections Libraries Serving Persons with Print Disabilities (LPD) and Equitable and Accessible Library Services Section (EALS) regularly focus on library services to persons with special needs in their conference sessions.

The IFLA Section Libraries Serving Persons with Print Disabilities Section can offer webinars and online training for public and school libraries or other library organisations. This training can focus on concrete, practical content so that the information, tips, and tricks are immediately usable and deployable.

The Accessible Books Consortium (ABC) establishes projects in developing and least-developed countries that provide [capacity building](#), training and technical assistance to:

- Non-governmental organisations serving people with print disabilities;
- Departments of education;
- Commercial publishers.

Short workshops, for example, can be used to become and stay informed about new insights and methods in accessibility and inclusive practices. Sharing experience and best practices is the best way to discover bright ideas and practical solutions. These activities may be organised by a library association or by libraries themselves. Any member of staff with a print disability can also offer valuable insights.

“Welcome to our library!”

Stepping inside a library can be a challenge for persons with a print disability. Make sure that these users feel welcome and comfortable by treating them with respect and empathy. It is important that visiting the library is a positive experience and that everyone feels welcome.

Here are some tips:

- Be sensitive to whether a person with a print disability is interested in talking about their difficulties in reading and follow their lead.
- Emphasise the use of materials other than traditional print books, e.g., films, commercial audiobooks, talking books, DAISY books, ebooks, music, games, events, easy-to-read materials, and reading tools.
- Tell the users about additional options such as digital resources.
- Offer a personal tour and guide them to the shelves and relevant areas.
- Introduce relevant sections of the library’s website.
- Inform users about relevant online services and show how to use them.

As a librarian delivering services to persons with a print disability keep in mind:

- What works for one person might not be helpful to the next person.
- Be aware of the strengths of the customer and do not focus on limitations.
- Be positive and accept the solutions proposed by the user(s).
- The key is access and enjoyment of reading and using the library fully rather than remedies for specific conditions. The role of library staff is different from the role of special needs teachers, educators, occupational therapists, social workers, and care providers.

13.2 Strategic planning

When engaging in the planning process, be sure to include staff who work with or manage services for persons with dyslexia and other print disabilities. It is important that staff with that expertise participate in the library's strategic planning process as a whole. Ideally, engage those users as a focus group or part of the planning process as well. This will ensure awareness and support are integrated into the overall goals and long-term plans of the library.

Ad hoc actions may have some short-term impact, but a well-thought-out plan will achieve far better long-term results. An integrated approach covering the whole library service and extending it over several years is a necessity. Take time to work step by step, with achievable short, medium, and long-term goals. It is crucial to provide sufficient resources for materials, staff, marketing campaigns, and other requirements that meet the needs of patrons with print disabilities. Make sure you can measure, monitor and evaluate your efforts on accessibility and inclusion, including using surveys and user feedback.

14. Moving forward

Everything discussed here was meant to inspire librarians and library staff to help create inclusive services and welcoming surroundings for users with print disabilities.

Throughout these pages you have been able to learn more about the specific types of reading difficulties, various challenges print disabled users face, as well as preferred ways of reading. Hopefully, we have provided some ideas for changes and customizations that can be implemented in any library or organization at any level that works so that persons with print disabilities can easily find information, navigate through the library, explore formats and services that suit their reading needs and participate in various programs.

Librarians are advocates of reading rights on an everyday basis and our goal is to put that into practice in an inclusive way for all readers. Take what you can and make it happen. Even a small effort can make a huge difference.

15. Glossary

Accessible Books Consortium (ABC)

The Accessible Books Consortium is a public-private partnership led by the World Intellectual Property Organization (WIPO). It includes organizations that represent people with print disabilities such as the World Blind Union (WBU); libraries for the blind; standards bodies, and organizations representing authors, publishers, and collective management organizations. The goal of ABC is to increase the number of books worldwide in accessible formats – such as braille, audio, e-text, large print – and to make them available to people who are blind, have low vision or are otherwise print disabled.

Alternative text

Alternative text: is the description of an image that conveys all information that an image provides for any person who for any reason may not be able to see the visual content such as persons with visual impairment to ensure that no information is missed out.

Assistive Technology

Any device, piece of software, or system utilised by a person with a disability to carry out tasks that might otherwise be challenging or impossible.

Aphasia

Aphasia is a communication disorder. It affects speech as well as the way a person can understand or write spoken or written language. It usually happens suddenly due to a stroke or head injury.

Autism spectrum disorder (ASD)

Autism spectrum disorder is a developmental disability. Based on the Diagnosis and Statistical Manual of Mental disorders (DSM-5), persons with ASD have communication difficulties, repetitive behaviour and restricted interests and symptoms that may affect how they function in various areas of life. Autism is a “spectrum” since the type and severity of the symptoms may vary from one person to another.

Blind

A person who is unable to see due to injury, disease, or genetic condition.

Braille

A tactile writing system in which characters are represented by a pattern of raised dots that are felt with the fingertips. It can be read either embossed on paper or by using refreshable braille displays.

Braille display

A refreshable braille display is a tactile electronic device that provides access to information displayed on a computer screen, smartphone, or tablet in braille. The refreshable braille display provides braille by raising and lowering a combination of pins in braille cells, reflecting the words displayed on the screen. It can display from 20 to 80 cells of braille. Persons with visual impairment can move their fingers across the

refreshable braille cells to read what is being displayed on the screen. The advantage of braille displays over synthetic speech is that it allows users to check spelling, format, spacing and is also quiet.

Braille Ready Format (BRF)

BRF is a simple text file that contains formatted text coded based on braille standards. It is also sometimes referred to as formatted braille i.e. "a text-based format which allows us to store and retrieve combinations of braille dots, in the same way as a plain text file allows us to store and retrieve combinations of print letters and numbers."

Cognitive disability

Cognitive disabilities refer to a broad range of disabilities that cause the individual to have limitations or challenges in carrying out one or more types of cerebral tasks. Cognitive disabilities include those with intellectual disabilities, acquired brain injuries, learning disabilities, autism spectrum disorders, stroke, Alzheimer's diseases, and other dementias.

DAISY format

DAISY stands for Digital Accessible Information System. The DAISY format provides a flexible reading experience for those who are blind or print disabled. Readers can navigate easily through a daisy book making their reading experience as close to a sighted person reading a printed book.

Dyslexia

Dyslexia is a disorder that is mainly characterized by severe difficulties in acquiring reading, spelling, and writing skills. Dyslexia is neurobiological in origin, genetic factors have been identified, and environmental factors can determine its impact. The most widely accepted theory is that it is caused by difficulties in phonological processing: verbal working memory, rapid naming and sequencing skills are also affected.

There is no relationship between a person's level of intelligence, individual effort of socio-economic position and the presence of dyslexia.

([European Dyslexia Association, What is Dyslexia](#),
[International Dyslexia Association, Definition of Dyslexia](#))

EPUB

EPUB is a digital format for publications and documents. A reflowable EPUB is a flexible, navigable, and accessible format with structural markup. EPUB format offers synchronised speech with text (Media overlays), video, interactivity, and maths. Notice that a Fixed-layout EPUB does not allow reflowing and adjusting the content according to the size of the display.

E-reader

An e-reader (a.k.a. ebook reader, ebook device) a device designed to read electronic publications and documents. It is similar to a tablet, but e-readers are designed to improve the reading experience by optimising portability, readability, and battery life.

Magnifier

A magnifier is a device used to make objects, text, etc. appear larger. There are many magnifying tools either hardware or software used for enlarging on PCs, phones, tablets, etc. Magnifiers are used as a support tool for persons with vision problems.

Multiple Sclerosis (MS)

MS is a brain and spinal cord (central nervous system) disease that may cause disability. Symptoms and signs of MS vary from one person to another. In some cases, it may prevent the person from walking independently. There is no cure for MS, yet some treatments help with managing the symptoms and speed recovery from attacks.

Multisensory

Multisensory refers to using more than of the following senses when acquiring information: auditory, kinetic, or tactile, visual, tactile, gustatory, and olfactory. Multisensory tools can be helpful for persons with learning disabilities such as dyslexia.

Neurodivergence

Neurodivergence is a non-medical definition. That refers to any person whose brain processes information, functions or behaves differently than what is defined as “typical”. Some neurodivergent persons struggle with environments that are not designed for them, thus requiring support. Neurodivergence is not seen as an illness to be cured, but rather as a difference in processing and perceiving information which can become a disability in an inaccessible environment.

Pictogram

Pictogram is a chart or a graph that shows a series of images or icons that visualise certain information. Also known as pictographs, icon charts, and picture charts.

Print Disability

Any disability that prevents a person from reading standard print includes visual impairment, dyslexia, physical disability or any other visual, perceptual, or physical disability.

Reading aid

Reading aids are tools or devices that facilitate reading for any person with a disability that is affecting his grip, hand strength, or vision. Some of those tools can be stands that hold books upright or magnifying glasses.

Speech Synthesis or TTS (text to speech)

A system that converts text into spoken words using synthetic voices that resemble human voice. It is available in many languages.

Two-Sense Principle

An accessibility guideline that ensures information is not delivered through only one sensory channel—such as sound or sight alone. Instead, it should be presented in at least two different ways to make it accessible to people with sensory disabilities. For example, a video should include both captions (for those who are deaf or hard of hearing) and audio description (for those who are blind or visually impaired)

Visually impaired

A person whose ability to see is decreased to a certain degree that causes problems not fixable by usual means, such as glasses.

Watermarking

A technology that embeds a visible or invisible identifier into digital content. This embedded mark contains identification and ownership information and is used to protect against unauthorized use of copyrighted material. Watermarks should not hide important content or interfere with assistive technology such as screen readers.

Web Content Accessibility Guidelines, WCAG

Web Content Accessibility Guidelines developed and maintained by W3C are an international standard that ensures the accessibility of web content to persons with disabilities. The most recent version [WCAG 3](#) is a working draft (December 2024).

16. Resources

Accessible Book Consortium (ABC),
<https://www.accessiblebooksconsortium.org/>

The DAISY Consortium,
<https://daisy.org/>

IFLA Libraries Serving Persons with Print Disabilities Section (LPD),
<https://www.ifla.org/units/lpd/>

IFLA Equitable and Accessible Library Services Section (EALS),
<https://www.ifla.org/units/eals/>

Marrakesh Treaty, World Intellectual Property Organisation (WIPO),
<https://www.wipo.int/en/web/marrakesh-treaty/index>

World Blind Union (WBU),
<https://worldblindunion.org/>

17. Bibliography

The DIAGRAM Center. (2019). *Image Description Guidelines*.

<http://diagramcenter.org/table-of-contents-2.html>

IFLA. (2018). *Getting started: Implementing the Marrakesh Treaty for persons with print disabilities – A practical guide for librarians*.

<https://repository.ifla.org/handle/20.500.14598/443>

IFLA. (2014). *IFLA Guidelines for Library Services to Persons with Dyslexia – Revised and extended*. <https://repository.ifla.org/handle/20.500.14598/498>

IFLA. (2024). *IFLA Guidelines for making libraries accessible for people with disabilities*.

<https://repository.ifla.org/handle/20.500.14598/3719>

IFLA-UNESCO. (2022). *The IFLA-UNESCO Public Library Manifesto 2022*.

<https://repository.ifla.org/handle/20.500.14598/2006>

Links to translations available at bit.ly/49F10Ro.

Inclusive Publishing. (2025). *Resources*.

<https://inclusivepublishing.org/inclusive-publishing-hub-resources/>

Inclusive Publishing. (2025). *Reading Systems Accessibility Support Roundup*.

<https://inclusivepublishing.org/rs-accessibility/>

Kavanagh, R., & Christensen Sköld, B. (2005). *Libraries for the Blind in the Information Age – Guidelines for Development*. (IFLA Professional reports No. 86). <https://www.ifla.org/wp-content/uploads/2019/05/assets/hq/publications/professional-report/86.pdf>

Larsson, K. (2023, August 21-25). *Aiming for Universal Design*. [Conference presentation]. International Federation of Library Associations and Institutions (IFLA), 88th IFLA World Library and Information Congress (WLIC), Rotterdam, The Netherlands.

<https://repository.ifla.org/handle/20.500.14598/2670>

North Carolina State University. (1997). *The Principles of Universal Design*. The Center for Universal Design. <https://design.ncsu.edu/research/center-for-universal-design/>

Section508.gov. (2025). *Create Accessible Digital Products*. U.S. General Services Administration (GSA). <https://www.section508.gov/create/>

United Nations. (n.d.). *Universal Declaration of Human Rights*.

<https://www.un.org/en/about-us/universal-declaration-of-human-rights>

United Nations. (n.d.). *United Nations Convention on the Rights of Persons with Disabilities*.

<https://social.desa.un.org/issues/disability/crpd/convention-on-the-rights-of-persons-with-disabilities-articles>

World Health Organization & The World Bank. (2011). *World report on disability*.

<https://www.who.int/teams/noncommunicable-diseases/sensory-functions-disability-and-rehabilitation/world-report-on-disability>

World Intellectual Property Organization. (2013). *Marrakesh Treaty to Facilitate Access to Published Works for Persons Who Are Blind, Visually Impaired, or Otherwise Print Disabled*. <https://www.wipo.int/wipolex/en/text/301016>

World Intellectual Property Organization. (2016). *The Marrakesh Treaty – Helping to end the global book famine*. https://www.wipo.int/edocs/pubdocs/en/wipo_pub_marrakesh_overview.pdf

World Intellectual Property Organization. (2013). *Summary of the Marrakesh Treaty to Facilitate Access to Published Works for Persons Who Are Blind, Visually Impaired, or Otherwise Print Disabled (MVT)*. https://www.wipo.int/treaties/en/ip/marrakesh/summary_marrakesh.html

World Wide Web Consortium (W3C). (2024). *EPUB Accessibility 1.1*. <https://www.w3.org/TR/epub-a11y-11/>

World Wide Web Consortium (W3C). (2025). *Web Content Accessibility Guidelines (WCAG) 2.1*. <https://www.w3.org/TR/WCAG21/>

Appendix A: Discovering accessible content

This is a brief description of important metadata elements essential for integrating your collection in the ABC catalogue:

1. Title: The title of the book.
2. Author: The author, or credited creator of the book. The author is the person or entity responsible for the content. Author names should be formatted as: [last name, first name]. When multiple authors are credited, use a semicolon to separate their names. Note that the author may have a company name, name of an organisation, name of a club or society, or government department. Authors also include editors, compilers, translators, and meeting names, when applicable.
3. Language: The language of the content of the accessible reproduction. The ABC Global Book Service complies with ISO 639-3.
4. Producer: Name of the library or Authorised Entity that created the accessible version of the print publication. This includes the name of the library or Authorised Entity, the city in which it was produced, and the year of production.
5. Publisher: (not to be confused with Producer) The agency that published the parent title i.e., the original print publication. It includes publisher name, place of publication, and year of publication. Publisher information is particularly important when there is no ISBN.
6. ISBN: The International Standard Book Number (ISBN) of the parent title (i.e. the original print publication). This is a unique identifier that helps users search for a specific title. The purpose of an ISBN is to identify a title from a particular publisher, allowing for more efficient discovery of the title by libraries, booksellers, and distributors.
7. Format: The following are accessible format categories currently used in the ABC Global Book Service:
 - DAISY 2.02 Audio only: These files are structured audiobooks produced with either a human narrator or a synthetic voice, which end-users can easily navigate.
 - DAISY 2.02 Audio with Text: These files are structured audiobooks produced with either a human narrator or a synthetic voice, which also contain digital text.
 - DAISY 2.02/DAISY 3 Text Only: These files are structured text files, which end-users can easily navigate.
 - EPUB: An “Electronic Publication,” EPUB is a digital book file format, with the .epub file extension.
 - Braille: These files are digital files, either intended to be read with a refreshable braille display or printed with a braille embosser. Braille files may have one of

the following extensions: Duxbury print format (DXP), Duxbury Braille format (DXB), Braille ready format (BRF).

- Digital Braille files will fall into one of the following subcategories:
 - Uncontracted: when every letter of every word is expressed in braille, it is referred to as uncontracted braille.
 - Contracted: in this braille system, cells are used individually or in combination with others to form a variety of contractions or whole words.
 - Braille Music: Sheet music that uses combinations of the same six-dot cell as literary braille to represent the pitch and rhythm of each note.
- MP3 Audio: This is the simplest form of audiobook produced with either a human narrator or a synthetic voice with no structure in the file for advanced navigation.
- Large print: These documents are Microsoft Word (such as .docx or .doc) or PDF files.

Mention who is responsible + contact (WIPO/Accessible Books Consortium (ABC))

This part provides guidance to volunteer groups and organizations:

This is important to keep in mind while creating book metadata and catalogue records

1. It is necessary to structure the metadata. A basic way to structure metadata is in an Excel spreadsheet, where each cell contains one metadata element or to use a dedicated cataloguing application.
2. It is also important to ensure that data is entered as accurately as possible. Typos, misspellings, and incorrect entries will limit the discovery and ability to search for a specific book.
3. When accessible books are catalogued, ensure that all data is entered with consistency. For example, if you use the label "Daisy 2.02" to describe a format, be sure to always use the exact same label ("Daisy 2.02") for all books with that same format.
4. Tip: You can always look up a title in a national library catalogue and copy their metadata if you are unsure of some of the metadata elements and wish to verify that you have the correct information. If you are copying metadata from another source, please ensure that you are not copying any information that is subject to any copyright restrictions.