



Newsletter

IFLA Libraries Serving Persons with Print Disabilities Section

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The Newsletter is available at
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Welcome from Chair

In the last Newsletter, now more than a year ago, I wrote on the power of dreams and the pleasures and/or pains of waking up. We have experienced both in the last year. The ups and downs surrounding the roadmap to a workable Treaty at UN level to lend and borrow Daisy and Braille books worldwide across borders is a good example.

At the WIPO diplomatic conference last June we did make a giant step forward into realising our dream of ending the book-famine. We did manage to get a workable Treaty at the end of the Diplomatic Conference in June, thanks to the diligent and patience work from many of the delegates that represent our interest, such as WBU, RNIB, ONCE and IFLA. We now have a Treaty or Convention that is binding to all signatory countries after they have ratified the Treaty on national level. We need 20 member states before the Treaty to come into effect, and the expectations are that that is feasible even this year still! It is important that we don't sit still; enjoying this outcome (we might for a day or so!). Instead, we must call upon each other and develop and share ways of informing and putting pressure on our political

representatives in our home countries to start the ratification process. My hope here is that through the work of our section we can make a difference and stimulate this process. Remember: the real benefits of sharing our collection can only happen between countries which have ratified the Treaty!

Much of the debate leading up to the Treaty was around the "commercial availability" of an accessible version in the country that likes to import the title. Commercial availability will come up also at the various ratifications processes at national level. It is connect with a well-established and globally recognised principle in copyright matters: the so-called three step test. Simply stated: does the copyright limitation in this specific case disrupt the normal exploitation of this specific work? I understand the argument, but let's be honest, only if we would have a flourishing economic market with Braille and Daisy books. That is simply not the case. It is hard to see how these specially produced accessible books can become an economic threat to the sales of the writers and publishers. And I guess it is not fair to put the burden of proof on the shoulders of the print-disabled or those who produce for them. I am not against copyright. On the contrary, I am a strong believer of the instrument. It

protects and stimulates the creative forces in our society. But I also see cases where copyright laws have an adverse effect and where they are too strictly managed and upheld. And that is just the case here. Let's not forget, the whole point is to make a legitimate and fair use of a limitation in the copyright protection. A legitimate use that is widely acknowledged by many, including the right holders. This is not making a case for piracy. It is my belief that at the heart of the long debate lies the (understandable) fear of piracy. However this fear can never be a valid counterargument against the just and reasonable arguments that are being put forward here: all of us want to have fair and equal access to books and publications once it is out there! It is as if we argue to do away with email, because we fear the spam and malware that might creep in our mailbox.

Being stimulated to create and get inspiration from ALL available created works is the ultimate goal and ideal of copyright protection. If I cannot access the ideas in a work, I cannot participate, react or write a better work. I am simply left out of the game. This is what is happening to the print disabled. This is at the heart of the argument: the fight against social exclusion. The print disabled have

to struggle more than their sighted fellow-citizens to get involved and become part of the discussions and the creative energies that make newspapers, magazines, websites, blogs and books possible. They don't mind doing that; it is part of their daily reality. They do mind however to be unfairly treated and to be excluded. Reaching a workable legal instrument at the end of June in Marrakech, might not bring world peace, but will definitely improve our access to all the creative energies on our planet!

Koen Krikhaar, Manager, Library Services, Dedicon. LPD Chair.

“Let's Read! Reading and Print Disabilities in Young People” IFLA WLIC 2012 Preconference

The IFLA WLIC 2012 Preconference “Let's Read! Reading and Print Disabilities in Young People” was held on 8-9 August 2012 in Tallinn, Estonia. The conference was organized by IFLA Libraries Serving Persons with print Disabilities Section in cooperation with the Estonian Reading Association and the Estonian Library for the Blind. It was supported by the Library Society for the Visually Impaired

(Finland), Pyxima (Belgium) and the Estonian Ministry of Culture.

The aim of the conference was to highlight the importance of delivering special library services for children and youngsters with print disabilities (e.g. visual impairment or reading difficulties) and show how to improve the services through co-operation between different institutions.

Target groups of the preconference included librarians (specialized library services and public libraries), teachers, organizations dealing with dyslexia and professionals working with persons with print disabilities.

The reception at the Art Museum of Estonia preceded the 2-day conference. The social program included dinner followed by the entertaining folk dance at the Estonian Open Air Museum and visits to the Estonian Children's Literature Centre as well as the Estonian Library for the Blind.

The preconference was opened by Triin Soone (Head of the Estonian Children's Literature Centre) and it was elegantly moderated by Anne Stigell (Swedish Library of Talking Books and Braille) and Koen Krikhaar (Chair of IFLA LPD Section, Dedicon).

Preconference presentations were held by the specialists from

Belgium, Iceland, Japan, Iran, the United Kingdom, Denmark, the Netherlands, Norway, Sweden, Finland and Estonia.

Presentations are available at IFLA LPD Section's website:
<http://www.ifla.org/en/node/6759>

At the conference the central issue was dyslexia, although services for the visually impaired were also treated. The nature and forms of expressions of dyslexia were dealt by Pamela Deponio (University of Edinburgh), Annemie Desoete (Ghent University) and Kadi Lukanenok (Tallinn University).

According to the practice of libraries serving persons with print disabilities, the number of people with dyslexia among the patrons is growing year by year. Different libraries shared their practice making services available for persons with dyslexia.

70% of the customers of the Icelandic Library for the Blind have dyslexia. Library services are introduced actively at the schools in Iceland to reach dyslectic children and youngsters. Moreover, the prisons have been included into service promotion to help the prisoners with dyslexia.

Celia Library in Finland makes active use of Facebook in order to reach teenage dyslectics. In cooperation with the Finnish

dyslexia organisations a special website on dyslexia (www.lukihäiriö.fi) has been created.

In March 2012 the Flemish library for persons with print disabilities started the campaign "I hate reading! Dyslectic? Go for an audio book!". The aim of the campaign is to challenge youngsters (age 8-14) in Flanders into trying an audio book.

The Norwegian Library of Talking Books and Braille co-operates with schools within the national project "New Impetus" (2010-2013) providing schools with audio books. The purpose of the project is to increase the completion of upper secondary education.

In Japan in September 2008 Barrier Free Textbooks Act and revised Copyright Law was enforced. It enabled the Japanese Society for Rehabilitation of Persons with Disabilities to start providing school textbooks in DAISY multimedia for pupils with reading disabilities.

A national study was carried out in Denmark by Nota in 2011 to get information about the reading as well as school and media habits of the 12-16-year old customers of Nota. The survey showed that only 15% of dyslectic youngsters use public libraries. One third of them listen to audio books daily which

has a positive effect on their development – their reading skills improve and they are more successful in learning.

Furthermore, public libraries deal with dyslexia. In Sweden at the public library in Linköping, a unique Dyslexia Centre, consisting of pedagogues and a psychologist has been established. Its objective is to inform about dyslexia/print disabilities and its consequences. It supervises and provides training to school staff, but also advises students and parents.

Inclusion of persons with dyslexia among the patrons of libraries serving persons with print disabilities depends on various things – legislation, services, co-operation with other institutions, types of books available etc.

Important and interesting information was shared at the preconference, based on the presentations focusing on the services to visually impaired children and youngsters.

Synscenter Refsnæs, the national centre for blind and partially sighted children of Denmark provides educational material in alternate formats for the 2000 visually impaired learners aged 6 to 16. As more than 98% of the children are integrated in mainstream schools, the need for a fast and easy way to produce and

provide academic material is vital. To accommodate the needs of learners and staff, RoboBraille (automated conversion) and Biblus (digital school library) are used.

Anneli Veispak (Catholic University of Leuven) presented her survey in which she researched those blind youngsters with dyslexia who read Braille. This issue has been dealt poorly in the world and therefore she carried out a study to compare youngsters in Estonia, the Netherlands and Flanders.

RNIB National Library Service provides young readers with sight loss with different types of books: Braille, giant print etc. Giant print has never before been available as a loan service in Britain and was a response to a notable gap in the market. RNIB National Library Service participates in the Shadowing Scheme of the annual children's book prize Carnegie Medal by ensuring that the shortlisted titles are available in all formats. They also take part in a national campaign Summer Reading Challenge to encourage children's reading during the holidays by helping to develop packs and booklists in Braille and enlarged print. An online resource Young Reading Lives gives the opportunity for young people with sight loss to enjoy reading and access library services.

Hossein Rohani Sadr from the National Library & Archive of Iran focused on the poor condition of the blind in the Persian and Arabic speaking countries regarding the accessibility to academic resources. The role of pre-IFLA in improving the accessibility and the status of the libraries for the blind in Iraq, Iran and Afghanistan were handled, too.

Papers presented at IFLA WLIC 2012 Preconference gave the thorough review on what is going on in different countries. Literature for persons with dyslexia as well as with visual impairment is available in different ways. Due to the modern technology the accessibility has improved a lot. Books are available by downloading and streaming via DAISY players, computers, but more and more via mobile phones and tablets thanks to special apps. The variety and quality of services depend on co-operation between different partners – libraries, publishers, companies developing and offering ITC solutions, schools and persons with special needs.

During the preconference HumanWare, Pyxima, Shinano Kenshi Europe presented their products. Braille books for children were shown by ClearVision. Tallinn University (Department of Craft) presented tactile books made by the students.

Four demonstrations by HumanWare, Dedicon, Shinano Kenshi Europe and Pyxima introduced the DAISY player Victor Reader, Daisylezer App for streaming DAISY audio books via mobile phones and tablets, Dedicon's project to create an app within a social media setting to make reading attractive to young dyslectic students. Moreover, the DAISY online player Plectalk Linio was presented and the Online DAISY platform for reading audio books was demonstrated by Pyxima.

Unfortunately the specialists from the National Library of China could not attend the preconference. The presentation "Digital library development and services for visually impaired juveniles" written by Zhang Wei, Song Lirong, Li Chunming and Zhao Yuanyuan is available at IFLA LPD Section's website.

The IFLA WLIC 2012 Preconference held in Tallinn was very enjoyable and successful with 62 participants from 18 countries eager to acquire information and enrich their knowledge.

Marja Kivihall, Head of Department, Department of the Estonian Library for the Blind, Repository Library of Estonia

LPD session at the Helsinki Congress in 2012

During IFLA's 78th World Library Congress in Helsinki, our LPD section was able to present a high level overview on the current state of accessible publishing and accessible. Under the title: Steps Towards a Global Accessible Library, four speakers were invited to give presentations on the promising developments that may increase the availability of accessible books and library services for people with print disabilities.

It is by now a well-known fact that digital publishing and reading eBooks create tremendous opportunities for opening up books so that they can be read by all including those who cannot read print. However, it is a long chain with several vulnerable links that delivers the book to the end-user in ways that are best suited for him or her. From writer to publisher to reading involves many steps and stations: ebook services and ebook readers are important delivery stations that are necessary to give the print impaired reader the actual reading experience. A simple fact that is sometimes overlooked when dealing with the technicalities of producing accessible text.

The presentations were given in round table style; meaning that the audience was able to discuss the topics in small groups around the tables. From these discussions questions or point of clarifications were added after the presentations.

After a short introduction from the convenor of the event on the state of affairs of the international projects that are monetarily set up to facilitate the crossborder sharing of the adapted books worldwide (TIGAR and ETIN), Stephen King, the president of the Daisy Consortium, gave an appealing keynote address with his Solving the Book Famine. He proposed a global partnership of World Blind Union members, Authors' organisations, WIPO, Publishers' associations, Rights holder agencies, Standards organisations. And technology companies. The strong ties the Daisy Consortium has with the publishing industry and the ebook standard setting community are good examples of how to move forward.

Next came Graham Bell, Chief Data Architect, from EDItEUR, zooming in on the particular standards of accessible publishing, especially ePub3 and XHTML5 that allow for rich media overlays to be combined with the text. These standards, if embraced by the industry (and we believe they will be) can and will

have very promising impact for our end users. So Graham did answer his topic Making mainstream eBooks accessible? with a confident Yes we can!

As third speaker came Helen Brazier, Head of National Library Service, RNIB in the UK. She gave a summary of a research that was conducted in 2012 on the state of affairs of access to eBooks and eBook readers in the UK. It was found that 76% of the UK's 1000 top selling books are available in all accessible formats including e-books, a great improvement on the previous figure of 13%. However, RNIB research earlier that year showed that most blind and partially sighted people are still missing out on the benefits of digital services and technology. The main reasons are low awareness; lack of confidence and skills; and accessibility barriers. Her presentation was called Invitation to the Feast: "developing accessible e-book services in UK public libraries" and it is not difficult to guess why.

Last but not least, Varju Luceno, Communication Consultant of the Daisy Consortium presented a rich overview of the current DAISY Reading Apps for Mobile Devices. It became quickly apparent that in various countries developers are working hard on mobile solutions to make reading through Daisy a

pleasurable mobile experience. With wonderful names such as Daisy2Go, DaisyWorm, DaisyAlly, Read2Go and Voice of Daisy, there is a growing set of solutions to choose from. However, the solutions differ widely in scope, functionality and quality. Her story was backed by Antti Vuori, a young student from Finland who struggled with dyslexia from early age on and became blind in his teens. He gave a strong testimony on what it means to be able to choose and read your own books. Wielding a chefs kitchen knife, he made it dramatically clear that chopping up books in commercially available reader-digest versions was not his cup of tea.

The session ended in high spirits leaving many of us with an optimistic feeling on what the future may hold for the print disabled.

Koen Krikhaar, LPD Chair

Two awards to the Estonian Library for the Blind

The Estonian Library for the Blind has received two awards for creating a web-based system Veebiraamatukogu (Web Library) which enables to download and stream audio materials.

On October 16 2012 the award "Deed of the Year 2012" was given by the Estonian Federation of the Blind. On February 28 2013 the Estonian Librarians Association's award "Deed of the Year of Special Library" was received.

In September 2010 the Estonian Library for the Blind started to create a web-based system Veebiraamatukogu in cooperation with the Estonian information technology company Iceit Teenused (Iceit Services). It was financed by the Estonian Ministry of Culture.

The test version of the system was opened in December 2010. In 2011 the system was tested and improved. Inserting book data and uploading audio files started in December 2011. Veebiraamatukogu was launched on April 2 2012.

In March 2013 nearly 2200 audio books, newspapers and journals in different languages, e.g. Estonian, Russian, Finnish, English, German and Icelandic, are accessible via Veebiraamatukogu. It includes materials produced mostly by the Estonian Library for the Blind, but it also covers books by other producers who have given the library permission to add their titles to the system.

Everyone who visits Veebiraamatukogu can browse,

search for books and view book data. But downloading and streaming are available only for the registered users of Veebiraamatukogu. To register for Veebiraamatukogu people have to be or become patrons of the Estonian Library for the Blind. The Estonian Library for the Blind has 650 print disabled customers in Estonia and abroad of whom 150 persons use Veebiraamatukogu. The number of users is growing every day.

Veebiraamatukogu is available at: veebiraamat.like.ee

Website of the Estonian Library for the Blind: www.epr.ee

Marja Kivihall, Head of Department, Department of the Estonian Library for the Blind, Repository Library of Estonia

Transforming Braille Project

Since the development of computer-driven braille production systems in the late 1970s, a gulf has opened up in the way that blind and partially sighted people consume their information. While Newspapers, magazines, newsletters and web-based 'ephemera' are increasingly accessed through screen reader

technology - refreshable braille, synthetic speech and adjustable print - the book has stayed stubbornly traditional, produced in hard copy, sometimes for sale, mostly on loan.

There are three reasons for this, two of which are inter-related and a third which is co-existent. The first is the privileged position librarians give to books; the second is the barrier between books on the one hand and all other material on the other; and the third is the comparative cost of refreshable versus hard copy braille.

While organisations serving braille readers may say that their customers have a right to the same title, at the same cost, at the same time as their sighted peers, this 'right' is severely limited by the small number of titles produced in hard copy. Switching production to 'soft' copy would vastly increase the number of accessible titles but is prevented by the cost of reading devices.

The Transforming Braille Project, under the auspices of the DAISY Consortium, aims to reduce the cost of refreshable braille by 75-90% which will present librarians - and, hopefully braille readers - with a critical choice. Do readers want a few titles in hard copy or many more titles in 'soft' format? If the current project is successful - as

looks likely - then that decision will not be far away.

The classic, unrealistic answer to this dilemma is that providers should do both; but if we are to pay for even cheap refreshable braille displays, this will mean reducing the subsidy on hard copy books.

Not for the first time in history, it will be easier to get the technology right than it will be to persuade people to face up to change.

Kevin Carey, Chair, Royal National Institute of Blind People (RNIB)

IFLA Guidelines for Library Services to Persons with Dyslexia

The IFLA-section Library Services to People with Special Needs (LSN) took the initiative to revise and renew the IFLA Guidelines for Library Services to Persons with Dyslexia (professional report no.70). The Section for Libraries Serving Persons with Print Disabilities (LPD) was glad to cooperate in this two-year funded project.

This project will revise and partly rewrite the existing guidelines, making them more practical and concrete, including description of

some assistive technologies, best practices, and a contact list of relevant organizations.

The aim of the project

The aim of the project is to broaden the knowledge and raise awareness among professional librarians and/or educational workers on the existence and effects of dyslexia. Additionally it will give up to date practical information and show good examples on how to adapt existing library and information services or create new ones that counter these effects or help overcome them.

Two project leaders manage the overall project, Helle Mortenson (Lyngby-Taarbaek Bibliotekerne, Denmark and member of the Standing Committee of LSN) and Saskia Boets (Luisterpuntbibliotheek, Flanders, Belgium). Within the defined work packages team leaders are appointed: Koen Krikhaar (Dedicon, The Netherlands, and Chair of LPD), Mieke Urff (Dedicon, The Netherlands) and Misako Nomura (Japanese Society for Rehabilitation of Persons with Disabilities, JSRPD, member of the Standing Committee of LPD).

Structuring of the project

Four work packages are defined:

1. Introduction and definition (by Mieke)

This work package will focus on the purpose, the background, the philosophy, the scope, the theory, the definition and the legal background. (Mieke)

2. Content (Koen and Misako) and context (Helle and Koen)

In this work package we think about printed versus digital materials (audio, Daisy books, e-books). Also important in this work package are assistive technology, reading systems, different formats, accessible websites, accessible video...

The context will focus more on the important role that environment plays. The context of school and work is more about learning, the context of home and library is more a leisure context (although it's obvious that the library also can be associated with school and learning).

Content and context will include different reading modes: tablets, different devices, computers, Daisy-readers...

3. Libraries: Library staff (Saskia), building and presentation (Helle)

This work package covers main points as competences, library schools, awareness, sharing

knowledge and experience, implementation strategy, training (lifelong learning), ...

It also deals with the library building and what the library can do.

4. Collect (everybody)

We want to collect as many best practices, voices of the users and input from stakeholders as possible. We try to think more inclusive. We would like to find good practices and case studies from very different regions and countries, e.g. Russia, US, South of Europe, Africa, South-America, and of course the Scandinavian countries, West-Europe and Japan.

We try to get in contact with libraries or/and dyslexia associations to ask for their experiences.

We are still in doubt whether we will organize a survey. We have the results of the survey Nota took (February 2011), they summarized the results in English.

Koen contacted (twice) other relevant IFLA-sections with a few questions about their expertise and relevant practices but he received no engagement for collaboration nor any good practice. We want to persist at least in the section of Public Libraries and the Children's Section.

Planning of this project

The project will finish before December 2013, with the aim that IFLA's Governing Board can approve the new guidelines at their December 2013 meeting.

The results will be widely disseminated, including public presentations at the WLIC 2014, maybe within the context of a satellite meeting.

We are thinking about making a lemma in Wikipedia, to share information easily and to collect more experiences and practices all over the world.

2013

Before the first of June, we must be finished with collecting data. The first of July, the writing of the work packages is ready. Editing and rereading will be done during July and August.

So we will have a first draft the first of September.

To review our work, we will ask colleagues from LPD and LSN, members and stakeholders from our libraries and from other relevant IFLA-sections, dyslexia associations ...

Call for action!

If you know a library who does outstanding work for persons with

dyslexia, if you know persons with a clear vision on how libraries must work for this target group, if you know someone who knows someone ... please let us know! For us it is important to have a variety of experiences and good practices, we really want to make these Guidelines to be a practical and inspiring document for every librarian!

Saskia Boets, Communication and Marketing Coordinator, Flemish Library for Audio Books and Braille

DAISY Multimedia in Japan

Japanese Society for Rehabilitation of Persons with Disabilities started providing school textbooks in DAISY Multimedia format to pupils with reading disabilities, including learning disabilities such as dyslexia from elementary to junior high school in cooperation with DAISY production groups and organizations after the establishment of the so-called "Accessible Textbooks Act" and the amendment of the related copyright law in 2008. The electronic data of the textbooks have been provided by the publishers under this Act from 2009. Another amendment of copyright law was effective in January 2010 which allowed us to

produce books in DAISY Multimedia without permission of publishers and to start downloading service of those DAISY books to persons with print disabilities. Thanks to this law our users can directly access to DAISY textbooks and download them with ID and password provided by us.

What are the textbooks in DAISY Multimedia? The following features can be found when you read them.

- (1) Text, audio, and images are synchronized.
- (2) Vertical text and horizontal text in DAISY format are available.
- (3) Navigation is available.
- (4) The text being heard is highlighted.
- (5) The ruby for Chinese characters and pictures are added if necessary.
- (6) Different playback styles are available by changing the display settings, font size, color contrast, and reading speed.

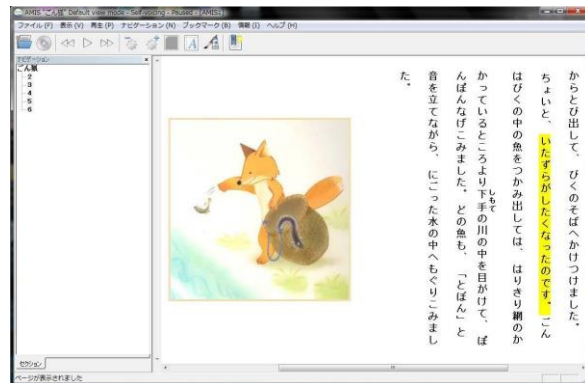


Figure 1. Vertical DAISY text in Japanese is played by the reader "AMIS"

As of February 2013, the number of school textbooks we produced was 123. 17 groups and organizations including JSRPD got involved in DAISY Multimedia production. The number of users was 970 pupils at elementary and junior high school. Most parents and teachers of users made a comment that the reluctance, sense of inferiority and psychological burden when reading have decreased and that users could improve the ability to read and understand.

However, since estimated 2.4 per cent per regular class was found as pupils with reading and writing problems according to the survey of regular teachers in 2012, we realized we have not provided the necessary children yet.

We produced a manual to use a DAISY textbook and produce textbooks in DAISY multimedia in order to get more users and more

producers funded by the Ministry of Education, Culture, Sports, Science and Technology in 2012. They helped non-profit organizations like my organization to disseminate DAISY textbooks in Japan. It was very helpful for our activities. But we need more and stable fund to continue our activities for those who need DAISY textbooks. Furthermore we would like the government to set up a system to provide accessible textbook such as DAISY for those who cannot use conventional textbooks.

Misako Nomura, Director,
Japanese Society for Rehabilitation
of Persons with Disabilities

Make reading fun again; the Yoleo project in the Netherlands

Ola is probably the best-known Spanish word in Dutch. Yoleo might become second best. Yoleo is Spanish for "I read" and it is the name of a Dutch website and online game developed by Dedicon. Yoleo is developed for kids aged 8-12 years who have trouble reading and who are in danger of falling behind in education. Dyslexic is the word that usually comes to mind. Yoleo however stays away from tests, diagnoses and bad reading reports. It addresses everyone and everyone can join. The whole

concept is to make reading fun and to create a community where reading is rewarded and stimulated.

What or who is Yoleo? Well it is a website, but also an imaginary friend. You can find him on the homepage (go and have a look: www.yoleo.nl) or you can become friends with him on Facebook or connect through Twitter) On the website you'll find him in front of a bookcase. In the bookcase you can find around 75 titles of bestselling children's books for age 8-12. You can listen to the first chapter for free. If you want to read more, you pay a fixed price of € 6,00 per title. With your personal account you fill your own bookcase, The more you read, the higher your scores. You can share book reviews with other Yoleo friends. You can listen to the books, but you can also read along with the highlighted text on the screen. As a special feature Yoleo presents the active sentence (the one that is being read aloud) in the margin of the page. An App version for using Yoleo will soon be released, first for iOS and later also for Android.

All Yoleo books are produced by Dedicon as what is now called a hybrid book, using Daisy standards for navigation and synchronised audio with text. The playback speed is adjustable and you can bookmark your page. The website

design and the gadgets you can add as a bonus to your own Yoleo reading room were developed in close cooperation with the wishes and ideas of the kids themselves.

The project Yoleo is a unique example of cooperation between the commercial publishing industry and the non-profit world of Dedicon and the library program for adapted reading.

The technique and standards of creating and publishing hybrid (Daisy) books will be put to use in other projects and services to come. Contact Dedicon for further information.

Koen Krikhaar, Manager, Library Services, Dedicon, The Netherlands

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