

Bibliotečko-informacijske usluge za osobe s invaliditetom u visokoškolskim bibliotekama na primjeru Biblioteke Univerziteta u Sarajevu – Filozofskog fakulteta*

Library and Information Services for People with Disabilities in Academic Libraries on the Example of the Library of the University of Sarajevo – Faculty of Philosophy

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Sažetak / Abstract

Cilj: Glavni cilj ovog rada jeste detaljno istražiti i analizirati postojeće usluge za osobe s invaliditetom Biblioteke Univerziteta u Sarajevu – Filozofskog fakulteta, fizičkog pristupa zgradi, pristupa građi, sadržajima i uslugama, te na tom tragu prepoznati i mogućnosti daljnjeg poboljšanja usluživanja slijepih i slabovidnih korisnika/ice Biblioteke.

Metodologija: Kao uzorak za ovo istraživanje odabrana je Biblioteka Univerziteta u Sarajevu – Filozofskog fakulteta kako bi se analizirale usluge koje Biblioteka nudi slijepim i slabovidnim studentima/icama, počevši od definicije invaliditeta Konvencije Ujedinjenih naroda o pravima osoba s invaliditetom i IFLA-inog Pojmovnika stručnih izraza i definicija, zatim IFLA-ine Sekcije za knjižnične usluge za osobe s posebnim potrebama. Osnovu rada čine IFLA-ine smjernice Pristup knjižnicama za osobe s invaliditetom koje polaze od okruženja biblioteke, njenog fizičkog prostora, do pristupa građi i uslugama. U radu se tematiziraju i smjernice Biblioteke za slijepe u informacijskom dobu: Smjernice za razvoj službi i usluga, koje donose pregled svih značajnih aspekata bibliotečko-informacijskih usluga za slijepe osobe, od njihova historijskog razvoja, zakonskih i strateških okvira o kojima takve usluge neposredno ovise, do korisnika/ica, osoblja te razvoja i upravljanja zbirkama i uslugama. Na osnovu IFLA-inih smjernica, u radu se pažnja posvetila analizi sljedećih ključnih kategorija: fizički pristup prostorijama Biblioteke, građa, asistivna tehnologija, educirano osoblje, mrežne stranice, saradnja s drugim ustanovama, strateški dokumenti i evaluacija. Pored međunarodnih akata, u radu se istražuju i ključni bosanskohercegovački propisi, poput Zakona o zabrani diskriminacije, koji ovu kategoriju osoba izričito navode.

Rezultati: Analiza je pokazala značajnu prilagođenost usluga izdvojenim ključnim kategorijama, ali i otkrila mogućnosti poboljšanja ovih usluga, koje su navedene u Zaključku, te prepoznala značajne uspješne segmente usluživanja i drugih korisnika/ica s invaliditetom, ne samo slijepih i slabovidnih korisnika/ica. Temeljem analize, u posljednjem poglavlju rada, u Zaključku, ističe se mogućnost primjene okvirnog plana razvoja ovih usluga Biblioteke Filozofskog fakulteta Univerziteta u Sarajevu i u drugim bosanskohercegovačkim visokoškolskim bibliotekama te ukazuje na značaj ostvarivanja saradnje s drugim institucijama koje uslužuju slijepe i slabovidne korisnike/ice, a s kojima se mogu razmjenjivati sredstva za rad, asistivna tehnologija različitoga tipa, ali i iskustva u radu s korisnicima/icama s invaliditetom.

Originalnost: U radu su prikazane odabrane IFLA-ne smjernice za osobe s invaliditetom kao teorijska osnova te razvoj tematiziranih usluga ove Biblioteke može poslužiti kao model drugim visokoškolskim bibliotekama u bosanskohercegovačkom okruženju.

Goal: The main goal of this paper is to examine and analyse in detail the existing services for people with disabilities at the Library of the University Sarajevo – Faculty of

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The paper is a shortened and revised version of the final master's thesis defended in Sarajevo at the University of Sarajevo – Faculty of Philosophy in 2021 and published on the website of the University of Sarajevo – Faculty of Philosophy (<https://ff.unsa.ba/index.php/bs/zavrzni-diplomski-radovi-kob/12001-zavrzni-rad-nihada-becirovic>).

Philosophy, physical access to the building, access to the funds, content, and services, and on that track recognize possibilities of further improvement of services for blind and visually impaired users of the Library.

Methodology: As a sample for this research the Library of the University Sarajevo – Faculty of Philosophy was chosen to analyse services that the Library offers to blind and visually impaired students, starting from the definition of disability of the United Nations Convention on the Rights of Persons with Disabilities and IFLA's Glossary of Terms and Definitions, followed by IFLA's Library Services to People with Special Needs Section. This research is based on selected IFLA guidelines Access to libraries for people with disabilities, which starts from the library's environment, key categories from its physical space to access to materials and services. The paper also discusses the guidelines of the Library for the blind in the information age: Guidelines for the development of functions and services that provide an overview of all significant aspects of library and information services for the blind, from their historical development, legal and strategic frameworks on which such services directly depend, to users, staff, and the development and management of collections and services. Based on the IFLA guidelines, the paper analyses the following key categories: physical access to the Library's premises, materials, assistive technology, trained staff, websites, and cooperation with other institutions, strategic documents, and evaluation. In addition to international acts, the paper also examines BH key regulations, such as the Law on Prohibition of Discrimination, which explicitly mentions this category of persons.

Results: The analysis showed a significant adaptation of services to selected key categories, but also revealed the possibilities of improving these services, which are listed in the Conclusion, and recognized substantial successful segments of serving other users with disabilities, not only blind and visually impaired users. Based on the analysis, in the last chapter of the paper, in the Conclusion, the possibility of applying the framework plan for the development of these services of the Library of the Faculty of Philosophy of the University of Sarajevo on other academic libraries in Bosnia and Herzegovina is highlighted, and it points to the importance of cooperation with other institutions that serve blind and visually impaired users, and with whom it is possible to exchange resources for work, assistive technology of different types, but also experiences in working with users with disabilities.

Originality: This paper presents selected IFLA guidelines for people with disabilities as a theoretical basis. The development of the themed services of this Library can serve as a model for other academic libraries in the BH environment.

1. Uvod

Biblioteke su prostori stjecanja znanja i pronalaženja informacija, a kao ustanove koje njeguju intelektualne slobode i neometan pristup informacijama, na raspolaganju su svim članovima društvene zajednice. Visokoškolske biblioteke pružaju usluge koje su podloga neometanom provođenju naučne i nastavne djelatnosti akademske zajednice. Suština bibliotekskog poslovanja je zadovoljavanje informacijskih potreba korisnika/ica, stoga je u bibliotekama nužna organizacija adekvatne usluge za sve skupine korisnika/ica, uključujući korisnike/ice s invaliditetom. Visokoškolske biblioteke su dužne osigurati uvjete za ostvarivanje načela jednakosti i pravednosti, slobode mišljenja i izražavanja, transparentnosti i povjerljivosti. Bitna sastavnica visokoškolskog djelovanja je i konstantno usavršavanje, to jest cjeloživotno učenje visokoškolskih bibliotekara/ki. Pojavom i sve većim razvojem informacijske tehnologije otvaraju se nove mogućnosti za razvoj biblioteka, ali i lakše i kvalitetnije zadovoljavanje potreba korisnika/ica biblioteka, uključujući korisnike/ice s invaliditetom.

1. Introduction

Libraries are spaces for acquiring knowledge and finding information and as institutions that foster intellectual freedom and unrestricted access to information, they are available to all members of the social community. Academic libraries provide services that are the basis for the seamless implementation of scientific and teaching activities in the academic community. The essence of the library business is to meet users' information needs; therefore, it is necessary to organize adequate library services for all groups of users, including users with disabilities. Academic libraries are obliged to ensure the conditions for realizing the principles of equality and justice, freedom of thought and expression, transparency, and confidentiality. An essential component of an academic activity is constant training, that is, lifelong learning of academic librarians. The emergence and increasing development of information technology opens up new opportunities for the development of libraries, but also easier and better satisfaction of the needs of library users, including users with disabilities.

Visokoškolske biblioteke treba prepoznati kao kapitalni prostor iz kojeg se može utjecati na podizanje svijesti, bibliotekara/ki i knjižničara/ki, studenata/ica, profesora/ica i ostalih korisnika/ica bibliotečkog fonda, koji svi zajedno trebaju kreirati nediskriminatornu atmosferu prema osobama s invaliditetom. Biblioteka u ovom pogledu ima najznačajniji zadatak, a to je pružanje slobodnog pristupa informacijama osobama s invaliditetom na onom stepenu kvaliteta koji je omogućen ostalim članovima korisnicima/icama biblioteke, a uz uvažavanje specifičnosti njihovih potreba i invaliditeta.

Visokoškolska biblioteka može biti univerzitetska i fakultetska. "Univerzitetska biblioteka prikuplja, stručno obrađuje i daje na korištenje građu i informacije neophodne za odvijanje i unapređivanje nastavno-naučnog procesa i naučno-istraživačkog rada na univerzitetu, koordinira rad fakultetskih biblioteka u okviru univerziteta i povezuje ih u sistem, ostvaruje saradnju sa srodnim bibliotekama u inostranstvu, pohranjuje i čuva doktorske radove i magistarske radove odbranjene na univerzitetu." (Mihaliček, 2002). Prema definiciji Aleksandre Vraneš, funkcije i zadaci biblioteka na univerzitetu, odnosno fakultetskih biblioteka, jesu podrška nastavnom i istraživačkom procesu u okviru naučnih disciplina koje se izučavaju na univerzitetu. Iz ove funkcije proističu svi njeni zadaci, među kojima su tri osnovna: popunjavanje, obrada bibliotečkih fondova i rad s korisnicima. (Vraneš, 2004).

Na osnovu zbirki i organizacije usluge visokoškolske biblioteke se mogu podijeliti na dva tipa: *općeznanstveni* i *specijalni*. Univerzitetska biblioteka je općeznanstvenog tipa, a fakultetske ili biblioteke umjetničkih akademija su specijalnog tipa jer sadržajem svojih zbirki unapređuju rad matičnog odsjeka. Oba tipa visokoškolskih biblioteka u Evropskom prostoru podliježu "zahtjevima visokog obrazovanja u sklopu Bolonjske deklaracije, a oni su: fleksibilnost, interdisciplinarnost, kreativnost i doživotno učenje" (Jovović, 2010). Bibliotečko-informacijske usluge za slijepe i slabovidne korisnike/ice u Biblioteci Filozofskog fakulteta u Sarajevu su u nastajanju i podrazumijevaju ravnopravnu uključenost (inkluziju) osoba s invaliditetom u obrazovni proces, povećavajući tako šanse slijepih i slabovidnih studenata/ica za uspješno studiranje, ravnopravno uključivanje u tržište rada i osamostaljivanje, doprinoseći tako većoj kvaliteti života slijepih i slabovidnih studenata/ica.

Academic libraries should be recognized as a capital space from which it is possible to influence the awareness raising of librarians, library technicians, students, professors and other users of the library fund, who together should create a non-discriminatory atmosphere towards people with disabilities. In this regard, the library has the most important task, which is to provide free access to information to persons with disabilities at the level of quality that is provided to other members of the library's users, while respecting the specificity of their needs and disabilities.

An academic library can be a library of the university or faculty. "The University Library collects, processes, and lends the library materials and information necessary for the functioning and advancement of teaching and scientific processes and research and teaching processes at the university, coordinates the work of faculty libraries under the university, links them into the system, implements cooperation with fellow libraries abroad, stores and preserves doctoral and master thesis defended at the university." (Mihaliček, 2002). According to the definition by Aleksandra Vraneš, the functions and tasks of university libraries, i.e. faculty libraries, are support to the teaching and research process under scientific disciplines that are studied at the university. All its tasks arise from this function, including three basic tasks: completing and processing the library funds and working with the users. (Vraneš, 2004).

Based on the collections and organization of services, the academic library can be divided into two types: *general scientific* and *special*. The university library is of the general scientific type, and the faculty or art academy libraries are of the special type because the content of their collections improves the work of the parent department. Both types of academic libraries in the European area are subject "to the demands of higher education within the Bologna Declaration, and they are: flexibility, interdisciplinarity, creativity, and lifelong learning" (Jovović, 2010). Library and information services for blind and visually impaired users in the Library of the Faculty of Philosophy in Sarajevo are in the making and imply the equal involvement (inclusion) of persons with disabilities in the educational process, thus increasing the chances of blind and visually impaired students for successful studies, equal inclusion in the labour market and independence, thus contributing to a higher quality of life for blind and visually impaired students.

1.1. Cilj istraživanja

Cilj ovog rada jeste na osnovu odabranih IFLA-inih smjernica za osobe s invaliditetom, kao teorijske osnove, ponuditi detaljnu analizu razvoja postojećih usluga za osobe s invaliditetom Biblioteke Filozofskog fakulteta u Sarajevu, fizičkog pristupa zgradi i Biblioteci Filozofskog fakulteta u Sarajevu, pristupa građi, sadržajima i uslugama, te na tom tragu prepoznati i mogućnosti daljnjeg poboljšanja usluživanja slijepih i slabovidnih korisnika/ice Biblioteke.

1.2. Metodologija

Kao uzorak za ovo istraživanje odabrana je Biblioteka Univerziteta u Sarajevu – Filozofskog fakulteta kako bi se analizirale usluge koje Biblioteka nudi slijepim i slabovidnim studentima/icama, počevši od definicije invaliditeta Konvencije Ujedinjenih naroda o pravima osoba s invaliditetom, koja u Članu 1 definira osobe s invaliditetom kao osobe s dugotrajnim fizičkim, mentalnim, intelektualnim ili osjetilnim oštećenjima, koje u interakciji s različitim barijerama mogu ometati njihovo puno i djelotvorno sudjelovanje u društvu ravnopravno s ostalim članovima tog društva (UN, 2006). Istu definiciju koristi i IFLA-in Pojmovnik stručnih izraza, Sekcija za knjižnične usluge za osobe s posebnim potrebama, u *Pojmovniku stručnih izraza i definicija*, koji obrađuje sve pojmove u vezi s korisnicima/icama s invaliditetom. Pojmovnik UN-ovu definiciju osoba s invaliditetom kao osoba koje imaju fizička, osjetilna ili mentalna oštećenja nadopunjava razlikom između naziva “osoba s oštećenjima”, “osoba s teškoćama” i “hendikepirani” (IFLA, 2013). IFLA-ine smjernice *Pristup knjižnicama za osobe sa invaliditetom* polaze od okruženja biblioteke, njenog fizičkog prostora, do pristupa građi i uslugama. U radu se tematiziraju i smjernice *Biblioteke za slijepe u informacijskom dobu: Smjernice za razvoj službi i usluga*, koje donose pregled svih značajnih aspekata bibliotečko-informacijskih usluga za slijepe osobe, od njihova historijskog razvoja, zakonskih i strateških okvira o kojima takve usluge neposredno ovise, do korisnika/ica, osoblja te razvoja i upravljanja zbirkama i uslugama. U radu su prikazani i primjeri dobrih praksi usluživanja slijepih i slabovidnih korisnika/ica u Evropi, također se predstavljaju i prakse biblioteka u razvijenim evropskim zemljama i neki izazovi s kojima se susreću zemlje u razvoju, odnosno tranziciji. Kada su bibliotečko-informacijske usluge visokoškolskih biblioteka za korisnike/ice s invaliditetom u pitanju, IFLA-ine smjernice *Biblioteke za slijepe u informacijskom dobu: Smjernice za razvoj služ-*

1.1. The goal of the research

The goal of this work is to offer, based on the selected IFLA's guidelines for people with disabilities as theoretical fundamentals, detailed analysis of the development of existing services for people with disabilities of the Library of the Faculty of Philosophy in Sarajevo, physical access to the building and the Library of the Faculty of Philosophy in Sarajevo, access to the building, contents and services, and on that track identify opportunities for further improvement of services for blind and visually impaired users of the Library.

1.2. Methodology

As a sample for this research, the Library of the University of Sarajevo – Faculty of Philosophy was selected to analyse the services that the Library offers to blind and partially sighted students starting from the definition of disability in the United Nations Convention on the Rights of Persons with Disabilities, which in Article 1 defines persons with disabilities as persons who have long-term physical, mental, intellectual or sensory impairments, which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others (UN, 2006). The same definition is used by IFLA's Glossary of Terms of *Services to People with Special Needs Section* in the Glossary of Terms and Definitions which covers all terms related to users with disabilities. The glossary complements the UN definition of persons with disabilities as persons with physical, sensory, or mental impairments by distinguishing between the names “person with an impairment”, “person with a disability” and “person with a handicap” (IFLA, 2013). *IFLA Access to libraries for persons with disabilities guidelines* start from the library's environment, its physical space, to access to materials and services. The paper also discusses the guidelines of the *Library for the blind in the information age: Guidelines for the development of functions and services* that provide an overview of all significant aspects of library and information services for blind people, from their historical development, legal and strategic frameworks on which such services directly depend, to users, staff and development and management of collections and services. Examples of good practices in serving blind and partially sighted users in Europe are also presented in the paper, as well as the practices of libraries in developed European countries, and some challenges faced by developing and transition countries.

bi i usluga u deset poglavlja tematiziraju izazove bibliotečko-informacijskog usluživanja slijepih i slabovidnih osoba. Smjernice u tom smislu najprije tematiziraju brojna značajna pravna pitanja i posebne licence o kojima treba voditi računa u pružanju usluga za slijepe i slabovidne korisnike/ice. Nakon toga tematiziraju se čitalačke potrebe različitih tipova korisnika/ica te usluge koje je neophodno pružiti ovim grupama korisnika/ica. Smjernice tematiziraju i informacijske potrebe slijepih i slabovidnih korisnika/ica, naglašavaju značaj saradnje i umrežavanja u usluživanju ovih korisnika/ica. Veliku pažnju potom posvećuju izgradnji zbirke i međubibliotečkoj pozajmici, pristupu zbirkama, odnosno promjeni i proizvodnji formata za slijepe i slabovidne osobe. Jedan dio posvećen je upravljanju ovakvim fondovima i njihovoj promociji u zajednici. Na samom kraju donose i plan obuke za osoblje koje rukovodi bibliotekom, knjižničare/ke i bibliotekare/ke te korisnike/ice, sve u cilju osiguravanja kvaliteta usluge. Saradnja i razmjena građe i stručnosti predstavljaju suštinu razvoja bibliotečkih usluga za slijepe i slabovidne osobe. Umrežen pristup je osnova razvoja fondova, usvajanja budućih tehnologija i korištenja građe. Sve biblioteke za slijepe moraju biti svjesne zbirke kojima raspolažu ostale biblioteke i posuđivati naslove koji im nedostaju iz tih izvora. Visokoškolske biblioteke trebaju osnaživati svoj rad direktnim povezivanjem sa specijalizovanim ustanovama koje služe slijepim i slabovidnim osobama. Razmjena bibliotečke građe između biblioteka je dugogodišnja praksa i sastavni je dio rada svake efikasne bibliotečke usluge. IFLA-ine smjernice *Pristup bibliotekama za osobe sa invaliditetom* vrlo sažeto tematiziraju pristup fizičkom prostoru biblioteka (izvan biblioteke i pristup biblioteci), pristup građi i uslugama, kao i posebne vrste medija za osobe s invaliditetom, usluge i komunikaciju te saradnju s udruženjima osoba s invaliditetom i pojedincima. Kao posebno značajne, Smjernice tematiziraju i donose preporuke za oblikovanje mrežne stranice biblioteka: Oblikovanje treba biti logično i lagano za navigaciju; Dječije mrežne stranice učiniti pristupačnima; Osigurati softver za uvećavanje teksta, promjenu fonta i kontrasta, promjenu dužine redova i prostora između redova; Osigurati alternative formate za .pdf i .doc – po mogućnosti neformatirani tekst (.txt); Odvojiti sadržaj od oblikovanja – koristiti stilske predloške (*style sheets*) za oblikovanje izgleda stranice i položaja elemenata na stranici (*layout*); Uključiti mogućnost pretraživanja na svojim mrežnim stranicama; Izbjegavati okvire (*frames*) i tablice; Izbjega-

When it comes to library and information services of academic libraries for users with disabilities, IFLA guidelines *Libraries for the Blind in the Information Age: Guidelines for Development of Functions and Services* in ten chapters discuss the challenges of library and information services for blind and visually impaired people. In this regard, the guidelines first discuss several significant legal issues and special licenses that should be addressed when providing services for blind and visually impaired users. After that, the reading needs of different types of users and the services that must be provided to these groups of users are discussed. The guidelines also address the information needs of blind and visually impaired users, emphasizing the importance of cooperation and networking in serving these users. Great attention is afterward dedicated to building the collection and interlibrary loan, access to collections, i.e. changing and producing formats for blind and visually impaired people. One part is dedicated to the management of such funds and their promotion in the community. At the very end, they bring a training plan for the staff who manage the library, library technicians, librarians, and users, intending to ensure the quality of the service. Cooperation and exchange of materials and expertise are the essence of the development of library services for blind and visually impaired people. A networked approach is the basis for the development of funds, the adoption of future technologies, and the use of materials. All libraries for the blind must be aware of the collections held by other libraries and borrow titles they lack from those sources. Academic libraries should strengthen their work by connecting directly with specialized institutions that serve the blind and visually impaired. The exchange of library materials between libraries is a long-standing practice and is an integral part of the work of any efficient library service. *IFLA's Guidelines for Access to Libraries for people with disabilities* very concisely discuss access to the physical space of libraries (outside the library and access to the library), access to materials and services, special types of media for people with disabilities, services, and communication, as well as cooperation with associations of people with disabilities and individuals. As particularly significant, the Guidelines address and make recommendations for the design of the library website: Design should be logical and easy to navigate; Make children's webpage accessible; Provide software to enlarge text, change font and contrast, length of lines, and space between lines; Give alternative formats to .pdf and .doc – preferably unformatted text (.txt); Sepa-

vati pokretne slike i tekst; Koristiti relativne mjere za tekst; Zvučni zapis popratiti tekstom. Elektronski sadržaji s mrežnih stranica podložni su promjenama i pogrešnom tumačenju i mogu biti potpuno netačni. Elektronski sadržaj koji je odabran da bude dio udaljene zbirke treba pažljivo pregledati prije nego što bude ponuđen čitaocima. Izgradnja bibliotečke zbirke na internetu iziskuje obučenog stručnjaka među osobljem, koji može procijeniti autentičnost izvora na mreži. Vrlo važno je također da osoblje može svojim korisnicima/icama ponuditi savjete kako da kritički vrednuju sadržaje. Biblioteke trebaju razviti strategije angažiranja i podučavanja korisnika/ica.

Osposobljavanje korisnika/ica za primjenu novih usluga i novih tehnologija od ključne je važnosti. Biblioteke moraju upoznati korisnike/ice o novim uslugama i promjenama u postojećim. Web-stranica biblioteke također može biti efikasan prostor za upoznavanje korisnika/ica s novim uslugama i uvođenje u te usluge. Bitno je naglasiti da je bibliotečko osoblje odgovorno za dostupnost informacija o knjižnoj i neknjižnoj građi te bi kao takvo trebalo biti osposobljeno za pružanje pomoći svim korisnicima/icama, uključujući i osobe s invaliditetom.

Biblioteke za slijepu u informacijskom dobu: Smjernice za razvoj službi i usluga naglašavaju da visokoškolske i školske biblioteke trebaju biti od koristi i u službi učenika/icama i studentima/icama tokom cjelokupnog obrazovanja i školovanja, te da je slijepim i slabovidnim korisnicima/icama potrebna građa na odgovarajućem mediju kako bi uspješno pratili nastavni plan i program. Kada je riječ o građi, neophodno je da ključna literatura, ali i građa potrebna za istraživački rad, ili pak druga vrsta građe koju žele čitati, bude dostupna. Slijepi i slabovidni korisnici/ce ovise o fleksibilnosti biblioteka, odnosno saradnji s drugim bibliotekama koje mogu obezbijediti međubibliotečku pozajmicu. Biblioteke, kako visokoškolske tako i školske, trebaju imati razvijenu nabavnu politiku u obezbjeđivanju knjiga u traženom formatu kako bi se omogućio pristup informacijama za slijepu i slabovidne korisnike/ice. Slijepi i slabovidni učenici/ce i studenti/ice koji se obrazuju od osnovne škole do postdiplomskog studija imaju istu želju i potrebu za udžbenicima i dodatnom građom za čitanje kao i oni koji čitaju bez poteškoća.

rate contents from design – use style sheets to guide presentation and layout; Include search capability on your website; Avoid frames and tables; Avoid moving figures and texts; Use relative measurements for text; Accompany audio with text. Electronic content from websites is subject to change and misinterpretation and may be completely inaccurate. Electronic content, which is selected to be part of remote collections, should be carefully reviewed before being offered to readers. Building a library collection on the Internet requires a trained professional among staff who can assess the authenticity of online sources. It is also very important that the staff can offer their users advice on how to critically evaluate the content. Libraries should develop strategies for engaging and educating users. Training users for the application of new services and new technologies is of key importance. Libraries must inform users about new services and changes in existing ones. The library's website can also be an effective space for introducing users to new services and implementing them to these services. It is important to emphasize that the library staff is responsible for the availability of information about book and non-book materials, and as such should be trained to assist all users, including people with disabilities.

The Libraries for the Blind in the Information Age: guidelines for the development of functions and services emphasize that academic and school libraries should be of use to pupils and students during their entire education and training, and that blind and visually impaired users need materials in an appropriate media to successfully follow the curriculum. When it comes to the materials, it is necessary that the key literature, but also the materials needed for the research work, or another type of materials that they want to read, be available. Blind and visually impaired users depend on the flexibility of libraries, i.e. cooperation with other libraries that can provide interlibrary loans. Libraries, both academic and school, should have a developed procurement policy in providing books in the required format to enable access to information for blind and visually impaired users. Blind and visually impaired pupils and students, who are in education from elementary school to postgraduate studies, have the same desire and need for textbooks and additional reading material as those who can read without difficulty.

2. Bibliotečko-informacijske usluge za korisnike/ice s invaliditetom u visokoškolskim bibliotekama u svijetu, regiji i Bosni i Hercegovini

Bosna i Hercegovina je 2010. godine ratificirala Konvenciju Ujedinjenih nacija o pravima osoba s invaliditetom te se time obavezala na provedbu i poštivanje svih članova i načela propisanih Konvencijom. Ovim potpisivanjem započeo je dugoročni proces unapređivanja zakonske i socijalne politike prema osobama sa svim stepenima invaliditeta. Zakon o zabrani diskriminacije u Bosni i Hercegovini, u skladu s Ustavom Bosne i Hercegovina i međunarodnim standardima koji se odnose na ljudska prava i temeljne slobode, utvrdio je odgovornosti i zakonodavne obaveze te omogućio zaštitu, promicanje i stvaranje uslova za jednako postupanje prema osobama s invaliditetom. Iako se ljudska prava stječu pri samom rođenju osobe i kao takva su zagarantovana svima kao neotuđiva i univerzalna, još uvijek su mnogim osobama s invaliditetom teško ostvariva u raznim segmentima života.

Kako bi se slijepim i slabovidnim osobama omogućio pristup visokom obrazovanju, osim poštivanja pravnog okvira potrebno im je pružiti informacije na adekvatan način te je potrebno educirati akademsku zajednicu, kako profesore/ice, tako i studente/ice, o osobama s invaliditetom kako bi se izbjegla moguća diskriminacija, što se najlakše postiže kroz različite programe, projekte i radionice. Međutim, postojeća istraživanja u literaturi ukazuju na brojne praktične poteškoće u pružanju bibliotečko-informacijskih usluga za korisnike/ice s invaliditetom, slijepe i slabovidne korisnike/ice u visokoškolskim bibliotekama, pogotovo u zemljama u razvoju i tranziciji, a ponegdje i u razvijenim zemljama.

Tako, naprimjer, autori Yemisi T. Babalola i Yacob Haliso u svojoj analizi bibliotečkih usluga za slijepe i slabovidne korisnike/ice u visokoškolskim bibliotekama u Nigeriji otkrivaju da niti jedna anketirana biblioteka nema knjigu na Brajevom pismu niti asistivnu tehnologiju. Jedino što su biblioteke imale su audioknjige, koje nisu nabavljane za slijepe i slabovidne studente/ice, nego su to bile audioverzije udžbenika, koje su dolazile uz udžbenike, pa autori donose preporuke za saradnju između biblioteke, vlade i nevladinih organizacije u nabavci građe i opreme za slijepe i slabovidne korisnike/ice. (Babalola i Haliso, 2011)

Doktorska disertacija Anne Khachatryan iz 2014. godine pod nazivom *Digital services to patrons with disabilities offered at the National Library of Armenia: challenges and measures taken* propitivala je di-

2. Library and information services for users with disabilities in academic libraries in the world, the region, and Bosnia and Herzegovina

In 2010, Bosnia and Herzegovina ratified the United Nations Convention on the Rights of Persons with Disabilities, thereby committing to implementing and compliance with all articles and principles prescribed by the Convention. With this signing, the long-term process of improving legal and social policies towards people with all degrees of disability began. The Law on Prohibition of Discrimination in Bosnia and Herzegovina per the Constitution of Bosnia and Herzegovina and international standards related to human rights and fundamental freedoms, established responsibilities and legislative obligations and enabled the protection, promotion, and creation of conditions for equal treatment of persons with disabilities. Although human rights are acquired at the very birth of a person and as such are guaranteed to everyone as innate and universal, for many people with disabilities are still challenging to achieve in various segments of life.

To provide access to academic education to blind and visually impaired people, in addition to respecting the legal framework, it is necessary to provide them with information in an appropriate manner, and it is necessary to educate the academic community, both professors and students, about people with disabilities to avoid possible discrimination, which is most easily achieved through various programs, projects, and workshops. However, existing research in the literature points to numerous practical difficulties in providing library and information services for users with disabilities, blind and visually impaired users in academic libraries, especially in developing and transition countries, and somewhere also in developed countries.

For example, the authors Yemisi T. Babalola and Yacob Haliso, in their analysis of library services for blind and visually impaired users in academic libraries in Nigeria, reveal that none of the surveyed libraries have books in Braille or assistive technology. The only thing that libraries had were audio-books that were not acquired for blind and visually impaired students, but they were audio versions of textbooks that came with textbooks, so authors make recommendations for cooperation between library, government, and NGOs in the procurement of materials and of equipment for blind and impaired users. (Babalola & Haliso, 2011)

The doctoral dissertation of Anne Khachatryan from 2014 entitled *Digital Services to Patrons with*

gitalne bibliotečke usluge za korisnike/ice s invaliditetom u Armeniji na primjeru Nacionalne biblioteke Armenije. Rezultati ove studije zaključuju da Nacionalna biblioteka Armenije ne pruža jednako građu i usluge korisnicima/icama s invaliditetom zbog nedostatka kontinuiranog finansiranja i tehnologija, nedostatka kvalificiranog osoblja i naslijeđene bibliotečke infrastrukture. (Khachatryan, 2014)

U sljedećem istraživanju, Silvana Šehić i Sanjica Tanacković Faletar u tekstu pod nazivom *Exploration of Academic Information Seeking and Library Use of the Blind and Visually Impaired Students in Croatia* u septembru 2013. godine istražile su iskustva slijepih i slabovidnih studenata/ica tokom obrazovanja u Hrvatskoj. Intervju je obavljen sa šest slijepih i tri slabovidna studenta/ice o pristupu i upotrebi bibliotečkih usluga. Kao najvažnija stvar u obrazovanju ovih ispitanika u rezultatima pokazala se asistivna tehnologija, prema kojoj se biblioteke trebaju orijentirati u smislu njihove nabavke jer su cijene takve opreme skupe za individualnu nabavku. Zanimljivo je primijetiti da su rezultati ove studije potvrdili rezultate sličnih studija provedenih u svijetu, a to je da prilagodljiva tehnologija utječe na uspjeh slijepih i slabovidnih studenata/ica. (Šehić i Tanacković Faletar, 2014) Takva istraživanja predstavljena su u nastavku.

S druge strane, u razvijenim zemljama svijeta poput Danske, Finske i Švedske, bibliotečke usluge za slijepe i slabovidne osobe zagarantovane su posebnim zakonom. Neke od tih zemalja uključuju bibliotečke službe u svoje programe kulturne politike. *Biblioteke za slijepe u informacijskom dobu: Smjernice za razvoj službi i usluga* navode sljedeći primjer: “Švedski Zakon o kulturi za sve (iz 1976. godine) navodi da će država osigurati proizvodnju prilagođene građe i pružanje bibliotečkih usluga osobama koje ne mogu čitati crni tisak. U Finskoj, bibliotečke službe su podržane Zakonom o bibliotekama za osobe sa oštećenjem vida, usvojenim 1996. godine.” (IFLA, 2018a). U Kanadi, pod okriljem Kanadskog nacionalnog instituta za slijepe (CNIB – Kanadska biblioteka za slijepe), dopušta se javnim, školskim i visokoškolskim bibliotekama da koriste CNIB-ovu zbirku knjiga u prilagođenom formatu, uz godišnju pretplatu, kako bi i one mogle pružiti direktnu uslugu slijepim i slabovidnim korisnicima/icama. Cilj ove usluge je osigurati adekvatan pristup na lokalnom nivou i obogatiti zbirke dostupne korisnicima/icama u zajednicama u kojima žive. Dalje, u razvijenim zemljama poput Švedske, javne i visokoškolske biblioteke odgovorne su za posuđivanje zvučnih knjiga svim osobama koje ne mogu čitati štampane

disabilities offered at the National Library of Armenia: challenges and Measures Taken questioned digital library services for users with disabilities in Armenia using the example of the National Library of Armenia. The results of this study conclude that the National Library of Armenia does not equally provide materials and services to users with disabilities due to a lack of continuous funding and technologies, a lack of qualified staff, and an inherited library infrastructure. (Khachatryan, 2014)

In the following research, Silvana Šehić and Sanjica Tanacković Faletar in a text entitled *Exploration of Academic Information Seeking and Library Use of the Blind and Visually Impaired Students in Croatia*, in September 2013, have examined the experiences of blind and visually impaired students during education in Croatia. An interview was conducted with six blind and three visually impaired students about access to and use of library services. The results showed assistive technology as the most important thing in the education of these subjects, according to which libraries should orient themselves in terms of their acquisition because the prices of such equipment are expensive for individual acquisition. It is interesting to note that the results of this study confirmed the results of similar studies conducted around the world – that adaptive technology affects the success of blind and visually impaired students. (Šehić & Tanacković Faletar, 2014) Such researches are presented hereafter.

On the other hand, in developed countries such as Denmark, Finland, and Sweden, library services for blind and visually impaired persons are guaranteed by special law. Some of these countries include library services in their cultural policy programs. *Libraries for Blind in Information Age: Guidelines for Development of Functions and Services*: cite the following example: “The Swedish Bill on Culture for All (from 1976) states that the state will ensure the production of adapted materials and the provision of library services to people who cannot read black print. In Finland, library services are supported by the Act on the Library for the Visually Impaired, adopted in 1996.” (IFLA, 2018a). In Canada, under the auspices of the Canadian National Institute for the Blind (CNIB) public, school, and academic libraries are allowed to use CNIB’s book collection in an adapted format, with an annual subscription, so that they too can provide direct service to blind and visually impaired users. The goal of this service is to ensure adequate access at the local level and to enrich the collections available to users in the communities where they live. Furthermore,

stvari. Švedska Biblioteka za zvučne knjige i knjige na Brajevom pismu, kao državna ustanova, odgovorna je za proizvodnju i katalogizaciju knjiga, kao i usluge posuđivanja knjiga.

IFLA sekcija: Bibliotečke usluge za osobe sa posebnim potrebama (LSN) Bibliotečke usluge za osobe koje ne mogu čitati crni tisak (LPD) izdvajaju nekoliko primjera dobre prakse visokoškolskih biblioteka širom svijeta, naprimjer Univerzitetsku biblioteku Geteborga, koja ima početnu stranicu s informacijama za studente/ice s oštećenjem vida.¹

Sljedeći izdvojeni primjer dobre prakse je Univerzitetska biblioteka u Edinburgu u Škotskoj koja ima internetsku stranicu za korisnike/ice invaliditetom koja sadrži informacije o pristupačnosti i informacijskim uslugama, npr. "kako da naprave dokumente, prezentacije i online bibliotečku građu dostupnom, kao i informacije o pomoćnoj tehnologiji. Svi bibliotekarski dokumenti su dostupni u alternativnim formatima. Postoji niz pomoćnih softvera i hardvera u bibliotekama uključujući specifične pakete na svim univerzitetskim računarima." (IFLA, 2018b) Svake godine se osoblje biblioteke poziva da prisustvuju obuci o invaliditetu; također, Univerzitet ima službu za osobe s invaliditetom koja se bavi individualnim prilagođavanjem građe studentima/icama s invaliditetom, uključujući prilagođavanje bibliotečke usluge, kao što su duži periodi pozajmljivanja, a biblioteka ima službenika za informacije o invaliditetu.²

Kada je bosanskohercegovački kontekst u pitanju, jedno od rijetkih istraživanja, autora Hajdarpašić i Madacki, koje je bilo orijentirano na identificiranje bibliotečko-informacijskih usluga u visokoškolskim bibliotekama, i to na Univerzitetu u Sarajevu, otkrilo je naprimjer da 58,8% visokoškolskih biblioteka ima korisnike/ice s invaliditetom koji se odnosi na studente/ice s djelimičnim ili kompletnim oštećenjem vida. S tim u vezi rad ovih autora kao temelj poslovanja biblioteka postavlja pristupačnost bibliotečko-informacijskih službi i usluga korisnicima/icama s invaliditetom koje trebaju biti u znaku "univerzalnog dizajna". "Analizirajući prispjele odgovore u tom smislu, sažeto kazano, istraživanje zaključuje da će upravo opseg koji je šire usmjeren na univerzalni pristup, za razliku od posebnog pristupa, uključiti socijalnu pravdu u samo središte bibliotečko-informacijskog obrazovanja." (Hajdarpašić i Madacki, 2019). Ovo istraživanje pokazalo je kako

in developed countries such as Sweden, public and academic libraries are responsible for lending audiobooks to all people who cannot read black print. The Audiobook and Braille Library of Sweden, as a state institution, is responsible for the production and book cataloguing, as well as for book lending services.

IFLA sections: Library Services to People with Special Needs (LSN) Libraries Serving Persons with Print Disabilities (LPD) highlights several examples of good practices of academic libraries around the world, for example, the University Library of Göteborg, which has a home page with information for students with visual impairments.¹

The next highlighted good practice example is the University Library in Edinburgh, Scotland, which has a website for users with disabilities, which contains information on accessibility and information services, e.g. "how to make documents, presentations, and online library materials accessible, as well as information about assistive technology. All library documents are available in alternative formats. There is a range of support software and hardware in the libraries including specific packages on all university computers." (IFLA, 2018b). Every year, library staff are invited to attend training sessions about disability, also, the University has a service for persons with disabilities that deals with individual adaptation of materials to students with disabilities, including adaptation of library services, such as longer loan periods, and the library has an officer for information about disability.²

When it comes to the BH context, one of the rare studies by the authors Hajdarpašić and Madacki, which was oriented towards identifying library and information services in academic libraries, namely at the University of Sarajevo, revealed, for example, that 58.8% of academic libraries have users with disabilities, which refers to students with partial or complete visual impairment. In this regard, the work of these authors sets the accessibility of library and information services and services to users with disabilities as the basis of library operations, which should be characterized by "universal design". "Analysing the responses received in this regard, in short, the research concludes that the preciseness scope, which is more broadly focused on universal access, as opposed to special access, will include social justice in the very centre of library

¹ Vidjeti: <http://www.ub.gu.se/help/funktion>.

² Vidjeti: <https://www.ed.ac.uk/information-services/help-consultancy/accessibility>.

¹ See: <http://www.ub.gu.se/help/funktion/>

² See: <https://www.ed.ac.uk/information-services/help-consultancy/accessibility>.

ipak poneke biblioteke razvijaju bibliotečko-informacijske usluge za slijepe i slabovidne korisnike/ice. Također, u ovom istraživanju pokazuje se osviještenost visokoškolskih bibliotekara/ki o značaju usluživanja korisnika/ica s invaliditetom.

U okviru Tempus projekta “Jednake mogućnosti za studente sa posebnim potrebama u visokom obrazovanju” realiziranog na Univerzitetu u Sarajevu, u saradnji s još nekoliko Univerziteta u BiH, nastalo je nekoliko dokumenata koji se bave studentima/icama s invaliditetom, između ostalog i publikacija *Studenti sa oštećenjem vida u visokom obrazovanju*. Publikacija je namijenjena studentima/icama s različitim stepenima oštećenja vida, ali i svim drugim studentima/icama koji imaju problema s nekim od očnih oboljenja, ili bi se zbog opterećenja anamneze mogli naći u takvoj situaciji. Također, tekst je namijenjen i nastavnom osoblju u radu sa studentima/icama oštećena vida, koji u svom radu imaju mogućnost da se susreću s ovim studentima/icama, te su date osnovne upute za rad i savjeti o prilagođavanju nastave, kao i način ostvarivanja adekvatnog kontakta s osobama oštećena vida. (Teskeredžić, Dizdarević i Bratovčić, 2013)

3. Analiza ključnih kategorija

Na osnovu ranije tematiziranih ključnih preporuka odabranih IFLA-inih smjernica, u ovom poglavlju donosi se analiza bibliotečko-informacijskih usluga za korisnike/ice s invaliditetom, analiza usluga za slijepe i slabovidne korisnike/ice, u Biblioteci Univerziteta u Sarajevu – Filozofskog fakulteta. Zastupljenost i usklađenost usluga s preporukama IFLA-inih smjernica analizirana je u sljedećim ranije pojašnjenim ključnim kategorijama, koje su izdvojene kao osnovne kategorije plana razvoja ovih usluga, odnosno koje se moraju zadovoljiti kako bi biblioteka mogla kvalitetno usluživati korisnike/ice s invaliditetom:

1. fizički pristup prostorijama biblioteke
2. građa,
3. asistivna tehnologija,
4. educirano osoblje,
5. mrežne stranice,
6. saradnja s drugim ustanovama radi razmjene građe, opreme i iskustava,
7. strateški dokumenti i
8. evaluacija.

3.1. Fizički pristup

Kada je u pitanju fizički pristup prostorijama Biblioteke, ali i samoj zgradi Fakulteta, slijepoj osobi sa

information education.” (Hajdarpašić & Madacki, 2019). This research showed that some libraries still develop library and information services for blind and visually impaired users. Also, this research shows the awareness of academic librarians about the importance of serving users with disabilities.

Within the framework of the TEMPUS project: “Equal opportunities for students with special needs in academic education” implemented at the University of Sarajevo, in cooperation with several other universities in Bosnia and Herzegovina, several documents dealing with students with disabilities were written, including publications *Visually impaired students in academic education*. The publication is intended for students with various degrees of visual impairment, but also for all other students who have problems with some of the eye diseases, or could find themselves in such a situation due to the burden of the medical history. Also, the text is intended for teaching staff working with visually impaired students, who in their work have the opportunity to meet these students, and basic work instructions and advice on adapting classes, as well as ways to achieve adequate contact with visually impaired people, are given. (Teskeredžić, Dizdarević & Bratovčić, 2013)

3. Analysis of key categories

Based on the key recommendations of selected IFLA guidelines discussed earlier, this chapter provides an analysis of library and information services for users with disabilities, an analysis of services for blind and visually impaired users, in the Library of the University of Sarajevo – Faculty of Philosophy. Representation and compliance of services with the recommendations of IFLA's guidelines were analysed in the following previously explained key categories, which were singled out as the basic categories of the development plan for these services, i.e. which must be met for the library to be able to provide quality services to users with disabilities:

1. Physical access to the library premises
2. Materials,
3. Assistive technology,
4. Educated staff,
5. Web pages,
6. Cooperation with other institutions for the exchange of materials, equipment and experiences,
7. Strategic documents, and
8. Evaluation.

štapom ili psom vodičem omogućen je, uz pomoć portira, ulazak u Biblioteku bez nailaženja na prepreke. Međutim, rukohvati na ulazu u zgradu Fakulteta koji se nastavljaju do prostorija Biblioteke ne postoje.

Kada su općenito korisnici/ice s invaliditetom u pitanju, valja naglasiti da parking zgrade Univerziteta u Sarajevu – Filozofskog fakulteta posjeduje jedno parking mjesto označeno međunarodnim simbolom za osobe s invaliditetom; također parkiralište se nalazi odmah ispred ulaza u zgradu Fakulteta, a Biblioteka je fizički smještena na prizemlju, tako da je osobama s invaliditetom lako doći do biblioteke. Oznake na parking u istaknute su žutom bojom, jasne su i čitljive. Postoji rasvjeta ispred ulaza u zgradu i nema prepreka. Podloga na ulazu ispred zgrade fakulteta je zadovoljavajuća. Također, stubišta i stepenice nisu označene kontrastnim bojama, ne postoje slikovne oznake koje vode do lifta kako je naznačeno u IFLA-inim smjernicama za osobe sa invaliditetom, ali lift ima oznake na brajici, iako ne i glasovne upute.

Biblioteka je smještena u prizemlju zgrade Fakulteta tako da ne postoje stepenice koje bi mogle izazvati prepreke prilikom ulaska u prostorije Biblioteke; također, kabineti bibliotekara/ki su smješteni na prizemlju, što omogućava osobama s invaliditetom nesmetan pristup ličnom bibliotekaru/ki. Prema preporukama, vrata ulaza u Biblioteku trebaju biti staklena; vrata ulaza u Biblioteku su djelimično staklena, ali postoje oznake upozorenja.

U suštini, svi dijelovi Biblioteke su pristupačni. Prostor je logično podijeljen s jasnim oznakama. Pultovi za pozajmicu su smješteni u blizini ulaza. Naručivanje bibliotečke građe vrši se u Odjeljenju za pozajmicu (soba br. 11) pored kojeg se nalazi i Čitaonica (soba br. 13). Toalet za studente/ice s invaliditetom nalazi se prekoputa Odjeljenja za pozajmicu (prostorija br. 22).

3.2. Građa

Biblioteka Univerziteta u Sarajevu – Filozofskog fakulteta omogućava online upis u Biblioteku i online narudžbe građe te mogućnost jednog produživanja vremenskog perioda na koji je građa zadužena. Korisnici/ice mogu ove pogodnosti sami uraditi, međutim, posuđivanje štampane građe i njeno vraćanje mora se odvijati u prostoriji Odjeljenja za pozajmicu. Biblioteka Univerziteta u Sarajevu – Filozofskog fakulteta ne posjeduje specijalizirani Odjel sa zvučnim knjigama i ostalom građom za slijepe i slabovidne osobe. Međutim, ova kategorija je usko

3.1. Physical access

When it comes to physical access to the premises of the Library, but also to the Faculty building itself, a blind person with a cane or a guide dog is with the help of the porter enabled to enter the Library without encountering obstacles. However, handrails at the Faculty building entrance continue to the Library premises do not exist.

When it comes to users with disabilities in general, it should be emphasized that the parking lot of the University of Sarajevo – Faculty of Philosophy has one parking space marked with the international symbol for people with disabilities, the parking lot is also located right in front of the entrance to the Faculty building, and the Library is physically located on the ground floor, so that people with disabilities can easily reach the library. The signs in the parking lot are highlighted in yellow, they are clear and readable. There is a light fixture in front of the entrance to the building, and there are no obstacles. The surface at the entrance in front of the faculty building is satisfactory. Also, the staircases and stairs are not marked in contrasting colours, and there are no pictorial signs leading to the lift as indicated in the IFLA guidelines for people with disabilities, however, the lift has Braille signage, although, there are no voice instructions.

The library is located on the ground floor of the Faculty building, so there are no stairs that could cause obstacles when entering the premises of the library, also, the librarians' offices are located on the ground floor, which allows people with disabilities unhindered access to the personal librarian. According to the recommendations, the entrance door to the Library should be made of glass, the entrance door to the Library is made partially of glass, but there are warning signs.

Essentially, all parts of the Library are accessible. The space is logically divided with clear markings. Loan desks are located near the entrance. Library materials are ordered in the Loan Department (room no. 11), next to which is the Reading Room (room no. 13). The toilet for students with disabilities is located opposite the Loan Department (room no. 22).

3.2. Materials

The Library of the University of Sarajevo – Faculty of Philosophy enables online enrolment in the Library and online ordering of materials, as well as the possibility of one extension of the period for which the materials are borrowed. Users can make

povezana s kategorijom asistivne tehnologije i saradnjom s drugim ustanovama. Stoga bibliotekari/ke i knjižničari/ke građu koju nemaju posuđuju iz drugih biblioteka u Bosni i Hercegovini i regionu preko međubibliotečke pozajmice te svoje korisnike/ice informišu o međubibliotečkoj pozajmici ili je vrše umjesto njih.

Na zahtjev korisnika/ice s invaliditetom Biblioteka Univerziteta u Sarajevu – Filozofskog fakulteta pomaže u prenošenju bibliotečke građe na odgovarajući medij.

Kada su usluge za korisnike/ice s invaliditetom u pitanju, Biblioteka Univerziteta u Sarajevu – Filozofskog fakulteta nastoji osigurati pravo na jednak i slobodan pristup bibliotečkoj građi svim korisnicima/icama, na osnovu člana 42. Zakona o autorskim i srodnim pravima (*Službeni glasnik BiH*, 13. 6. 2010), po kojem je “Dopušteno reproduciranje i distribuiranje djela za potrebe invalidnih lica ako to djelo ne postoji u traženom obliku, ako je njegova upotreba u direktnoj vezi s invalidnošću tih lica i ograničena na njen obim, te ako to nije urađeno s namjerom da se ostvari posredna ili neposredna ekonomska korist. U tom slučaju izvor i ime autora moraju biti naznačeni, ako su navedeni na djelu koje se koristi.” (Zakon o autorskim i srodnim pravima, 2010).

3.3. Asistivna tehnologija

Biblioteka Univerziteta u Sarajevu – Filozofskog fakulteta bila je prva biblioteka u Bosni i Hercegovini koja je putem projekta iz 2018. godine pod nazivom “Nabavka opreme za olakšan pristup bibliotečkim fondovima studentima sa invaliditetom u čitaonici Filozofskog fakulteta u Sarajevu” implementirala modernu asistivnu tehnologiju i to:

3.3.1. SmartView Synergy PI

SmartView Synergy PI elektronski desktop povećalo iz HUMAN WARE kolekcije posebno je dizajnirano za osobe s makularnom degeneracijom, dijabetičkom retinopatijom ili bilo kojim drugim stanjem smanjenog vida. SmartView Synergy PI odlikuje progresivna kamera koja poboljšava tekst u pokretu, omogućavajući stabilnu sliku bez efekta zaostalosti, izobličenja ili treperenja. Korisnik/ica može čitati brže i duže s lakoćom i ugodnošću.

3.3.2. Čitač ekrana JAWS

Software za slijepe – čitač ekrana JAWS® for Windows najpopularniji je čitač ekrana na svijetu. Distribuirao se širom svijeta u više od 50 zemalja i preveden je na 23 jezika. Čitač ekrana JAWS omogu-

these benefits themselves; however, the borrowing of printed material and its return must take place in the room of the Loan Department. The Library of the University of Sarajevo – Faculty of Philosophy does not have a specialized Department with audio-books and other materials for the blind and visually impaired. However, this category is closely related to the assistive technology category and cooperation with other institutions. Therefore, librarians and library technicians borrow material that they do not have from other libraries in Bosnia and Herzegovina and the region through interlibrary loans and inform their users about interlibrary loans or make the same for them.

At the request of users with disabilities, the Library of the University of Sarajevo – Faculty of Philosophy assists in transferring library materials to the appropriate medium.

When it comes to services for users with disabilities, the Library of the University of Sarajevo – Faculty of Philosophy strives to ensure the right to equal and free access to library materials for all users, based on Article 42 of *Zakon o autorskim i srodnim pravima* (Law on Copyright and Related Rights) (*Službeni glasnik BiH*, 13. 6. 2010 / *Official herald B&H*, 13 June 2010), according to which “Reproduction and distribution of a work for the needs of disabled persons is permitted if that work does not exist in the requested form, if its use is directly related to the disability of those persons and is limited to its extent, and if this was not done to achieve economic benefit directly or indirectly. In this case, the source and the name of the author must be indicated, if they are mentioned in the used work.” (Zakon o autorskim i srodnim pravima, 2010).

3.3. Assistive technology

The Library of the University of Sarajevo – Faculty of Philosophy was the first library in Bosnia and Herzegovina to implement modern assistive technology through a project from 2018 entitled “Procurement of Equipment for Easier Access to Library Funds for Students with Disabilities in the Reading Room of the Faculty of Philosophy in Sarajevo” as follows:

3.3.1. SmartView Synergy PI

The SmartView Synergy PI electronic *desktop* magnifier from the HUMAN WARE collection is specially designed for people with macular degeneration, diabetic retinopathy, or any other low vision condition. SmartView Synergy PI features a progressive camera that enhances text in motion,

ćava slijepim i slabovidim osobama da ravnopravno s videćima koriste većinu aplikacija na računaru. JAWS prati aktivnosti korisnika/ica na računaru i čita sadržaj ekrana.

3.3.3. *anReader*

anReader je govornik na lokalnim jezicima za JAWS. Računar za pretraživanje OPAC-a nalazi se na visini prilagođenoj za korisnike/ice u invalidskim kolicima. Elektronska lupa (Prodigi desktop) smještena je u središnjem dijelu Čitaonice. JAWS čitač ekrana dostupan je na računaru smještenom u središnjem dijelu Čitaonice.

3.4. *Educirano osoblje*

Bibliotekari/ke i knjižničari/ke Biblioteke su ujedno i informatori/ce koji obučavaju korisnike/ice za pretraživanje COBISS-a, a vrše i detaljnije pretraživanje dostupnih baza podataka na određenu temu koju korisnik/ica zahtijeva, a koja iziskuje određene stručne kompetencije. Knjižničari/ke pružaju informacije korisnicima/icama kako da koriste opremu u specifičnim situacijama.

U čitaonici Biblioteke Filozofskog fakulteta u prvoj i drugoj smjeni uvijek je prisutan/na dežurni/a knjižničar/ka koji/a je na raspolaganju korisnicima/icama, koji/a u određenim situacijama može vršiti uslugu ličnog čitanja.

Također, osoblje, odnosno uposlenici Filozofskog fakulteta, svake godine pohađaju obuku Zaštite od požara te samim tim istu obuku prolaze i uposlenici Biblioteke, pa se može reći da je osoblje osposobljeno za pomoć korisnicima/icama u slučaju takve vrste opasnosti.

3.5. *Mrežne stranice*

Prema autorici Jadranki Stojanovski postoji deset skupina unutar kojih bi biblioteka trebala ponuditi svoj sadržaj. To su: 1. opće informacije; 2. podaci o odgovornosti; 3. datum zadnje promjene sadržaja; 4. online katalozi; 5. elektronički izvori; 6. usluge knjižnice; 7. informacijska služba; 8. izobrazba, upute, pomoć; 9. pretraživanje; 10. novosti. (Stojanovski, 2011). S tim u vezi, web-stranica Biblioteke Filozofskog fakulteta, koja se nalazi se na poddomeni stranice Filozofskog fakulteta, nudi obilje informacija u kategorijama: Historijat, Vizija i misija, Kako postati član/članica?, Informacije o radnom vremenu, Informacije o osoblju, Donacije i pokloni, Međubiblioteka pozajmica, Posebne zbirke, Katalog, E-izložbe, elektronske izvore informacija

providing a stable image without the effects of lag, distortion, or flickering. The user can read faster and longer with ease and comfort.

3.3.2. *JAWS screen reader*

Software for the blind – screen reader JAWS® for Windows is the most popular screen reader in the world. It is distributed worldwide in more than 50 countries and has been translated into 23 languages. The JAWS screen reader enables blind and visually impaired people to use most applications on the computer as equally as the sighted. JAWS monitors the user's activities on the computer and reads the contents of the screen.

3.3.3. *anReader*

anReader is local language speaker for JAWS. The computer for OPAC search is at a height adapted for wheelchair users. The electronic magnifier (Prodigi desktop) is located in the central part of the Reading Room. The JAWS screen reader is also available on a computer in the central part of the Reading Room.

3.4. *Educated staff*

The librarians and library technicians of the Library are also information officers who train users to search COBISS; they also perform a more detailed search of the available databases on a specific topic requested by the user, which requires certain professional competencies. Also, librarian technicians provide information to users on how to use the equipment in specific situations.

In the reading room of the Library of the Faculty of Philosophy, there is always a librarian on duty in the first and second shifts who is available to users, and who can provide personal reading services in certain situations.

Also, the staff, i.e. the employees of the Faculty of Philosophy, attend Fire Protection training every year, and therefore the Library's employees undergo the same training, and consequently it can be said that the staff is trained to help users in case of this type of danger.

3.5. *Websites*

According to the author Jadranka Stojanovski, there are ten groups within which the library should offer its content. They are: 1. general information; 2. accountability data; 3. the date of the last content change; 4. online catalogues; 5. e-resources; 6. library services; 7. information services; 8. training,

za nastavnike, tražilicu, Preporučene dokumente, Informacije o posudbi građe, uslugu Pitajte bibliotekara, Često postavljana pitanja, Upute i pomoć, Novosti.

Izrada web-stranice biblioteke uvažava informacijsku arhitekturu koja se odnosi na dizajn, svrhu, sadržaj i tehnologiju te funkcionalnost stranice, čiji je cilj omogućiti korisnicima/icama lakši, brži i jednostavniji pristup. Na web-stranici Biblioteke Filozofskog fakulteta ponuđeni sadržaj je lako shvatljiv te ima vrijednost za korisnike/ice. Isto tako, sve informacije navedene na mrežnoj stranici su tačne, pouzdane i objektivno predstavljene te korisnicima/icama relevantne, a izvori navedenih informacija mogu se provjeriti. Prilikom oblikovanja ove stranice uvaženi su i osnovni estetski kriteriji. To prije svega podrazumijeva primjerenu veličinu slova, kao i pažljiv odabir boje slova i podloge. Sve će to korisnicima/icama omogućiti lakše čitanje teksta i jednostavnije pretraživanje ponuđenog sadržaja.

Na stranici Biblioteke postoji zasebna sekcija *Korisnici s invaliditetom* na kojoj su dostupne informacije za korisnike/ice s invaliditetom, a tiču se pristupa prostorijama, načinu prilagođavanja bibliotečke građe, opreme koju Biblioteka ima, asistivne tehnologije, te upute putem videolinka kako da korisnici/ice upotrebljavaju tu tehnologiju. Možemo reći da je web-stranica Biblioteke u određenoj mjeri prilagođena slijepim i slabovidnim korisnicima/icama.

3.6. Saradnja s drugim ustanovama radi razmjene građe, opreme i iskustava

Biblioteka Univerziteta u Sarajevu – Filozofskog fakulteta ima razvijen sistem međubibliotečke pozajmice kako bi svojim korisnicima/icama osigurala građu. Biblioteka vrši besplatan upis korisnika/ica koji nisu studenti/ice Filozofskog fakulteta. Također, Biblioteka vrši usluživanje korisnika/ica kojima Filozofski fakultet nije matični fakultet, pa studenti/ice s drugih fakulteta, vanjski studenti/ice i korisnici/ice mogu pristupiti građi i opremi i koristiti je u čitaonici. Ono što je potrebno uraditi u ovoj kategoriji jeste veća promocija mogućnosti međubibliotečke pozajmice kako bi se informirao što veći broj korisnika/ica. Naprimjer, Biblioteka je 2017. godine realizovala i prvi Bibliotečki sajam na kojem je Biblioteka za slijepa i slabovidna lica BiH predstavila i dio svoje opreme. Za građu koju Biblioteka ne posjeduje, a treba slijepim i slabovidnim studentima/icama, kroz princip razmjene građe, opreme, ali i iskustava, smanjuju se troškovi kroz saradnju s drugim ustanovama.

instructions, help; 9. search; 10. news. (Stojanovski, 2011). To that end, the website of the Library of the Faculty of Philosophy, located on the subdomain of the Faculty of Philosophy website, offers an abundance of information in the following categories: History, Vision and Mission, How to become a member?, Information on working hours, Information on staff, Donations and gifts, Interlibrary loans, Special collections, Catalogues, E-exhibitions, electronic information resources for teachers, search engines, Recommended documents, Information on borrowing materials, service Ask a librarian, Frequently asked questions, Instructions and help, News.

The creation of the Library's website respects the information architecture related to design, purpose, content, and technology, as well as the page's functionality, to provide users with easier, faster, and simpler access. The content offered on the website of the Library of the Faculty of Philosophy is easy to understand and has value for users. Likewise, all information provided on the website is accurate, reliable and objectively presented, and relevant to users, and the sources of the information can be verified. When designing this page, the basic aesthetic criteria were taken into account. This, first of all, implies the appropriate size of the letters as well as the careful selection of the colour of the letters and the background. All of this will enable users to read the text more easily and search the offered content more easily.

On the Library's website, there is a separate section *Users with disabilities*, where information is available for users with disabilities, regarding access to the premises, how to adapt library materials, the equipment that the Library has, assistive technologies, and instructions via a video link on how users can use this technology. We can say that the website of the Library is adapted to a certain extent for blind visually impaired users.

3.6. Cooperation with other institutions to exchange materials, equipment, and experiences

The Library of the University of Sarajevo – Faculty of Philosophy has a developed system of interlibrary loans to provide its users with materials. The library enrolls users who are not students of the Faculty of Philosophy free of charge. Also, the Library serves users for whom the Faculty of Philosophy is not the parent faculty, so students from other faculties, external students and users can access the materials and equipment and use them in the reading room. In this category, more promotion of the possibility of

3.7. Strateški dokumenti

Biblioteka Univerziteta u Sarajevu – Filozofskog fakulteta svoj rad obavlja prema pravilnicima koji su nastali iz potrebe usklađivanja važećih pravilnika te sačinjavanja odgovarajućih procedura nakon njihove implementacije na Univerzitetu u Sarajevu i njegovim organizacionim jedinicama. Od strateških dokumenata potrebno je izdvojiti *Strateški plan razvoja biblioteka, Strategiju razvoja digitalne biblioteke i Nabavnu politiku*, koji su jedan od ishoda ERASMUS+ projekta Capacity Building in Higher Education (CBHE) – “Library Network Support Services (LNSS): Modernising libraries in Western Balkan countries through staff development and reforming library services”.

Strateški plan razvoja biblioteka, koji su sačinili Pejić, Grebović-Lendo i Madacki, odnosi se na promjenu svijesti o važnosti visokoškolskih biblioteka u izgradnji društva znanja, ali i promjenu shvatanja uloge visokoškolskih biblioteka u akademskoj zajednici i široj javnosti. Osnovni zadatak visokoškolske biblioteke jeste da svim svojim korisnicima/icama odgovori na informacijski upit. “Visokoškolska biblioteka u svom poslovanju promovira znanje i korištenje informacija kroz implementaciju programa informacijske pismenosti. Program informacijske pismenosti podrazumijeva proces u kojem bibliotekar kontinuirano vrši edukaciju korisnika i omogućava korisnicima da nakon edukacije budu spremni da pronadu, organiziraju, evaluiraju i koriste informacije na etičan način.” (Pejić, Grebović-Lendo i Madacki, 2017).

Sljedeći važan strateški dokument je *Strategija razvoja digitalne biblioteke* autorica Senade Dizdar i Nadine Grebović-Lendo, koje su SWOT analizom ustanovile sve slabosti, nedostatke, potencijalne opasnosti, ali i prednosti digitalnih biblioteka na Univerzitetu u Sarajevu. “Analizom je ustanovljeno da veliki broj biblioteka posjeduje pojedine online servise i usluge i da je to temelj koji se može smatrati bitnim za razvoj digitalne biblioteke. U takvim uslovima kao veoma važnu aktivnost treba izdvojiti integriranje e-usluga i službi u digitalnu biblioteku, koja bi omogućila korištenje zajedničkih resursa, unaprijedila usluge, razvila centraliziranu digitalizaciju, te unaprijedila cjelokupno bibliotečko poslovanje i kvalitet rada biblioteka, neophodan za njihovu promijenjenu ulogu u obrazovnom sistemu.” (Dizdar i Grebović-Lendo, 2018).

Nabavna politika jedan je od strateških dokumenata nastao 2017. godine, a odnosi se na racionalnu

interlibrary loans must be done to inform as many users as possible. For example, in 2017, the Library held the first Library Fair, where the Library for the Blind and Visually Impaired of B&H presented part of its equipment. For the materials that the Library does not possess, but are needed by blind and visually impaired students, through the principle of exchange of material, and equipment, but also experiences, and with cooperation with other institutions, expenses are decreased.

3.7. Strategy documents

The Library of the University of Sarajevo – Faculty of Philosophy carries out its activities according to the regulations that were developed from the need to harmonize the valid regulations and creation of appropriate procedures after their implementation at the University of Sarajevo and its organizational units. Among the strategic documents, it is necessary to single out *the Strategic Plan for the Library Development, the Strategy for the Development of the Digital Library, and the Procurement Policy*, which are one of the outcomes of the ERASMUS+ project Capacity Building in Higher Education (CBHE) – “Library Network Support Services (LNSS): Modernising libraries in Western Balkan countries through staff development and reforming library services”.

The Strategic Plan of the Library Development, by Pejić, Grebović-Lendo and Madacki, refers to a change in awareness of the importance of academic libraries in building a knowledge society, but also to a change in the understanding of the role of academic libraries in the academic community and the general public. The main task of the academic library is to respond to all its users' information requests. “Academic library in their activities promotes knowledge and use of information through the implementation of programs of information literacy. Information literacy programs imply a process in which the librarian continuously educates users and enables users to be ready to find, organize, evaluate, and ethically use information after the education.” (Pejić, Grebović-Lendo & Madacki, 2017).

The following important strategic document is *Strategy for Development of the Digital Library*, prepared by Senada Dizdar and Nadina Grebović-Lendo, which established a SWOT analysis of all the weaknesses, shortcomings, and potential dangers, but also advantages of digital libraries at the University of Sarajevo. “The analysis found that a great number of libraries have individual online

nabavku građe potrebne visokoškolskim bibliotekama. "Cilj kreiranja dokumenta nabavne politike je stvaranje smjernica o odlučivanju o odabiru, upravljanju i čuvanju bibliotečke zbirke, definiranje odgovornosti za razvoj zbirke, te omogućavanje uvida javnosti u principe na kojima počiva razvoj zbirke." (Dizdar, Rašidović i Rožajac-Zulčić, 2017).

3.8. Evaluacija

Biblioteka Univerziteta u Sarajevu – Filozofskog fakulteta kvalitet rada i uspješnost Biblioteke prati pomoću bibliotečke statistike iz programa COBISS i ti podaci su osnova za izvođenje zaključaka o uspješnosti rada biblioteke, tj. njena objektivna argumentacija. Međutim, Biblioteka nema evaluaciju bibliotečko-informacijskih usluga koju su proveli/e slijepi/e i slabovidni/e korisnici/e, odnosno općenito korisnici/e s invaliditetom. Kao korak u daljem razvoju postojećih bibliotečko-informacijskih usluga za slijepo i slabovidne korisnike/ice, potrebno je provesti evaluaciju dosadašnjih postignuća i prema tome usmjeriti svoj dalji rad, odnosno razvoj usluga. Potrebno je da Biblioteka provede kvalitativno istraživanje putem ankete o zadovoljstvu korisnika/ica Bibliotekom koje se ne odnosi samo na protok građe.

4. Zaključak

Analiza bibliotečko-informacijskih usluga za slijepo i slabovidne korisnike/ice u Biblioteci Univerziteta u Sarajevu – Filozofskog fakulteta pokazuje visoku prilagođenost Biblioteke izdvojenim preporukama IFLA-inih smjernica i u tom smislu može poslužiti kao dosta dobar model, odnosno primjer planiranja i razvoja ovih usluga i u drugim visokoškolskim bibliotekama, u njihovom naporima orijentiranim na usluživanje korisnika/ica s invaliditetom, u vrlo specifičnim bosanskohercegovačkim uslovima.

Rezultati analize ukazali su na to da je okvir razvoja usluga Biblioteke uglavnom obuhvatio upravo osnovne elemente koje planiranje takvih usluga podrazumijeva (fizički pristup Biblioteci, građa, asistivna tehnologija, educirano osoblje, mrežne stranice, saradnja s drugim ustanovama, strateški dokumenti).

Visokoškolske biblioteke svoju djelatnost, usluge i građu, kao i svi ostali tipovi biblioteka, trebaju temeljiti na potrebama i zahtjevima svojih korisnika/ica. Kao takve, dužne su svim svojim korisnicima/icama omogućiti nesmetano korištenje svojih izvora i usluga te im pružiti podršku u obrazovanju.

services and that this is a foundation that can be considered essential for the development of a digital library. In such conditions, the integration of e-services and services in the digital library should be singled out as a very important activity, which would enable the use of common resources, improve services, develop centralized digitization, and improve the overall library business and the quality of the activities of libraries, which is necessary for their changed role in the system of education." (Dizdar & Grebović-Lendo, 2018).

The procurement policy is one of the strategic documents created in 2017 and refers to the rational procurement of material needed by university libraries. "The goal of creating a procurement policy document is to develop guidelines about deciding on the selection, management, and preservation of the library collection, defining responsibility for the development of the collection, and enabling the public to see the principles on which the collection development rests." (Dizdar, Rašidović & Rožajac-Zulčić, 2017).

3.8. Evaluation

The Library of the University of Sarajevo – Faculty of Philosophy monitors the quality of activities and the success of the Library with the use of library statistics from the COBISS program; these data are the basis for conclusions drawn about the success of the library's activity, i.e. its objective argumentation. However, the Library does not have an evaluation of library and information services provided by blind and visually impaired users, or users with disabilities in general. As a step in the further development of existing library and information services for blind and visually impaired users, it is necessary to carry out an evaluation of the existing achievements and to direct its further activity accordingly, i.e. the development of services. The Library must conduct qualitative research through a survey on the satisfaction of users with the Library, which does not only refer to the flow of materials.

4. Conclusion

The analysis of library and information services for blind and visually impaired users in the Library of the University of Sarajevo – Faculty of Philosophy shows that the Library shows high adaptability to the selected recommendations of IFLA's guidelines, and in this sense, it can serve as a fairly good model or example of the planning and development of these services in other academic libraries in their

Iako je Biblioteka značajno prilagođena preporukama, a s obzirom na to da su ove usluge i dalje u razvoju, kada je riječ o fizičkom pristupu Biblioteci Univerziteta u Sarajevu – Filozofskog fakulteta, preporuka je da se postave rukohvati na kosom prilazu. Što se tiče građe koja je prilagođena slijepim i slabovidnim studentima/icama, Biblioteka Univerziteta u Sarajevu – Filozofskog fakulteta ne posjeduje specijalizirani Odjel sa zvučnim knjigama i ostalom građom za osobe s teškoćama pri čitanju, međutim, upućuje svoje studente/ice na e-izvore traženih publikacija. Preporuka za dalje korake bila bi da se razvija fond audioknjiga prema korisničkim zahtjevima, odnosno prema najtraženijoj literaturi potrebnoj za studiranje.

Kada je riječ o asistivnoj tehnologiji, taktilne linije još uvijek nisu implementirane u biblioteci. Osim kasetofona i CD-uređaja za reprodukciju, Biblioteka posjeduje JAWS povećalo, SmartView Synergy PI, anReader, ali ne posjeduje računare s programima za osobe sa sniženim intelektualnim sposobnostima. Ovakvi računari još uvijek nisu implementirani u biblioteci. Preporuka je da se Biblioteka okrene ka dodatnoj nabavci moderne tehnologije u kojoj je budućnost obrazovanja svih studenta/ica.

S obzirom na to da su bibliotečko-informacijske usluge za slijepe i slabovidne korisnike u Biblioteci Univerziteta u Sarajevu – Filozofskog fakulteta u razvoju, analiza bibliotečko-informacijskih usluga za slijepe i slabovidne korisnike u Biblioteci pokazala je značajnu prilagođenost Biblioteke s izdvojenim preporukama IFLA-inih smjernica.

Osim toga, ova analiza je otkrila usluge Biblioteke koje nisu predmet ovog istraživanja, ali su razvijene, iako se i za njih mogu donijeti neka poboljšanja, a ovdje ih je značajno spomenuti. Za osobe u invalidskim kolicima fizički pristup je omogućen od samog ulaska u zgradu Fakulteta, kosi prilaz nije pretjerano strm, ali je nedovoljno širok da bi se osobe u invalidskim kolicima mogle neometano kretati. Interfon je postavljen ispred ulaza u zgradu Fakulteta, ali nije prilagođen visini koja je prihvatljiva osobama u invalidskim kolicima. Osobi u invalidskim kolicima ili osobi koja koristi štike ili štap za hodanje omogućen je prolaz kroz vrata i sigurnosne kontrolne rampe. Prostor ispred ulaznih vrata Fakulteta, kao i prostor ispred vrata ulaza u Biblioteku, Čitaonicu i Katalog te hodnici, dovoljno su široki za okretanje invalidskih kolica. Ulazna vrata jesu dovoljno široka i bez problema i bez prepreka omogućen je ulazak i prolazak kroz vrata osobama u invalidskim kolicima. Gumbi su postavljeni na odgovarajuću

efforts oriented towards serving users with disabilities, in the very specific conditions of Bosnia and Herzegovina.

The results of the analysis indicated that the framework for the development of the Library's services mainly included the basic elements that the planning of such services implies (physical access to the Library, materials, assistive technology, educated staff, websites, cooperation with other institutions, strategic documents).

Academic libraries, like all other types of libraries, should base their activities, services and materials on the needs and requirements of their users. As such, they are obliged to enable all their users to use their resources and unobstructed services and to provide them with support in education.

Although the Library has been significantly adapted to the recommendations, and given that these services are still under development, when it comes to physical access to the Library of the University of Sarajevo – Faculty of Philosophy, it is recommended to install handrails on the sloping ramp.

As for materials adapted to blind and visually impaired students, the Library of the University of Sarajevo – Faculty of Philosophy does not have a specialized Department with audiobooks and other materials for people with reading difficulties; however, it directs its students to the e-sources of the required publications. The recommendation for further steps would be to develop a fund of audiobooks according to user requirements, that is, according to the most requested literature needed for studying.

When it comes to assistive technology, tactile lines have not yet been implemented in the library. In addition to cassette players and CD players, the Library has a JAWS magnifier, SmartView Synergy PI, and anReader, but does not have computers with programs for people with reduced intellectual abilities. Such computers have not yet been implemented in the library. It is recommended that the Library turn to the additional acquisition of modern technology in which lies the future of education for all students.

Given that library information services for blind and disabled users in the Library of the University of Sarajevo – Faculty of Philosophy are under development, the analysis of library and information services for blind and disabled users in the Library showed significant adaptation of the Library to selected recommendations of the IFLA guidelines.

In addition, this analysis revealed the services of the Library, which are not the subject of this research, but

visinu u liftu, tako da ih osobe u invalidskim kolicima mogu dosegnuti. Invalidskim kolicima je omogućeno kretanje cijelom Bibliotekom. Ispred vrata nema stepenica, ali sva vrata se ne otvaraju automatski. Stolovi i stolice s računarima prilagođeni su osobama u invalidskim kolicima. Pult je fiksni, nije pomičan. U Odjeljenju za pozajmicu postoje stolice koje su namijenjene za starije korisnike/ice i korisnike/ice s invaliditetom, te sto na koji mogu odložiti sopstvene stvari. Osiguran je jedan toaletni prostor za osobe s invaliditetom. Jasnih i slikovnih oznaka koje upućuju na to gdje se nalazi toalet, a koje bi se trebale nalaziti na hodnicima, nema, jedino je na vratima toaleta postavljena oznaka da je to toalet za osobe u invalidskim kolicima. Vrata su dovoljno široka za prolazak invalidskih kolica te u unutrašnjosti toaleta ima dovoljno prostora za okretanje i pozicioniranje invalidskih kolica. Toaletni papir i rukohvati su pozicionirani na visini prikladnoj za osobe u invalidskim kolicima, poluga za ispiranje toaleta nije implementirana, ali je vodokotlić postavljen nisko, prihvatljivo za osobe u invalidskim kolicima. Prekidač za alarm nije implementiran u toaletu za osobe u invalidskim kolicima. Umiivaonik i ogledalo su na prikladnoj visini. Magacin u kojem je smješten fond Biblioteke, koji prelazi broj od 200.000 publikacija, nije prilagođen za osobe u invalidskim kolicima. Ukoliko bi se sva građa prilagodila osobama u invalidskim kolicima, to bi značilo neracionalno korištenje prostora za smještaj građe, stoga postoje knjižničari/ke koji donose građu u Odjeljenje za pozajmicu i, nakon što korisnik/ica građu vrati, knjižničari/ke je ponovo smještaju na police u magacinu. Visina stolova u čitaonici je prilagođena svim korisnicima/icama, zatim stolovi u pozajmici na kojima su smješteni računari prilagođene su visine za osobe u invalidskim kolicima. Također, stolovi u čitaonici na kojima su postavljene računari prilagođeni su i lako dostupni za čitanje i kucanje osobama u invalidskim kolicima. Osim toga, u zgradi Univerziteta u Sarajevu – Filozofskog fakulteta, u hodnicima su postavljeni stolovi s računarima, na svim spratovima, kako bi studenti/ice mogli pretraživati COBISS, prijavljivati ispite, ili kako bi ih mogli koristiti za svoje individualne potrebe. Ovi stolovi nisu prilagođeni osobama u invalidskim kolicima. Prolaz između polica s knjigama nije dovoljno širok kako bi se mogli kretati korisnici/ice u invalidskim kolicima, ali zbog opterećenosti fonda, korisnici/ice nemaju potrebu ulaziti u magacin u kojem je smješten fond biblioteke, jer to obavljaju knjižničari/ke, koji dostavljaju građu u Odjeljenje za pozajmicu, gdje korisnici/ice pre-

have been developed, although some improvements can be made for them as well, and it is important to mention them here. For people in wheelchairs, physical access is possible from the moment you enter the Faculty building, the sloping ramp is not too steep, but it is not wide enough so that people in wheelchairs can move freely. The intercom is placed in front of the entrance to the Faculty building, but it is not adjusted to a height that is acceptable for people in wheelchairs. A person in a wheelchair or a person using crutches or a walking stick pass through doors and safety control ramps are enabled. The space in front of the entrance doors of the Faculty, also the space in front of the entrance doors to the Library, Reading Room, and Catalogue, and the corridors are wide enough for wheelchairs to turn around. The entrance door is wide enough and enables people in wheelchairs to enter and pass through the door without any problems or obstacles. The buttons are placed at the appropriate height in the elevator so that people in wheelchairs can reach them. Wheelchairs are enabled to move around the entire Library. There are no steps in front of the door, but not all doors open automatically. Tables and chairs with computers are adapted for people in wheelchairs. The counter is fixed, not movable. In the Loan Department, there are chairs intended for elderly users and users with disabilities, and a table where they can put their belongings. One toilet space is provided for people with disabilities. There are no clear and pictorial labels indicating where the toilet is, which should be on the corridors; the only sign on the door of the toilet is that it is a toilet for people in wheelchairs. The door is wide enough for a wheelchair to pass through, and there is also enough space inside the toilet to turn and position the wheelchair. Toilet paper and handrails are positioned at a height suitable for wheelchair users, the toilet flush lever is not implemented, but the flushing tank is placed low, acceptable for wheelchair users. The alarm switch is not implemented in the toilet for people in wheelchairs. The sink and mirror are at a suitable height. The stack room that houses the Library's collection, which exceeds the number of 200,000 publications, is not adapted for people in wheelchairs. If all materials were to be adapted for people in wheelchairs, it would mean an irrational use of space for the accommodation of materials, therefore, librarian technicians bring material to the Loan Department and after the user returns the same material, the librarian technicians place it back on the shelves in the stack room. The height of the tables in the reading room is adjusted to all users, and the tables in the study room where the computers are lo-

uzimaju građu, a koja je u potpunosti prilagođena osobama s invaliditetom. Iako je Biblioteka u skoro svim aspektima prilagođena preporukama, s obzirom na to da su ove usluge i dalje u razvoju, kada je riječ o fizičkom pristupu Biblioteci Univerziteta u Sarajevu – Filozofskog fakulteta, preporuka je da se postave rukohvati na kosom prilazu te da se on proširi kako bi se osobe u invalidskim kolicima mogle komotno kretati. Također, interfon, koji već postoji, nije prilagođen visini koja je prihvatljiva osobama u invalidskim kolicima. Prema smjernicama, ovo je potrebno prilagoditi općenito posjetiteljima u invalidskim kolicima Filozofskog fakulteta. Stolovi s računarima koji su postavljeni u hodnicima u zgradi Univerziteta u Sarajevu – Filozofskog fakulteta nisu prilagođeni osobama u invalidskim kolicima, potrebno ih je prilagoditi, ili bar jedan, koji bi mogli koristiti studenti/ice s invaliditetom.

Potrebno je izdvojiti da je Biblioteka Univerziteta u Sarajevu – Filozofskog fakulteta u stalnom nastojanju za poboljšanjem rada Biblioteke te da ima razvijen plan akcije za buduće korake, koji se odnosi na: izradu popisa obavezne literature za pojedine predmete čiji je cilj izrada audioknjiga, prilagođavanje formata, uspostavljanje saradnje s partnerima, nabavka kvalitetnog softvera za OCR, u cilju što bržeg razvoja i pristupa određenoj građi koju slijepi i slabovidni studenti/ice potražuju.

Ne možemo očekivati da će Biblioteka moći zadovoljiti apsolutno sve individualne potrebe svakog svog korisnika/ice, ali kada govorimo o slijepim i slabovidnim korisnicima/icama, a prema rezultatima ovoga istraživanja, možemo zaključiti kako je neophodno malo volje i saradnje kako bi se usluge dovele do zavidnog nivoa. Riječ je o korisnicima/icama koji su izuzetno samostalni i koji od biblioteke ne očekuju da zadovoljavaju njihove informacijske potrebe u svakodnevnom životu, nego samo da im omoguće da do potrebnih informacija, građe i literature potrebne za studiranje dođu na jednostavniji i brži način. U vremenu razvoja informacijske tehnologije, kada su gotovo svi navikli da su im informacije odmah dostupne, slijepi i slabovidni studenti/ice još uvijek imaju poteškoća s konsultiranjem literature u odgovarajućim formatima. Upravo iz tog razloga potrebno je slijepim i slabovidnim studentima/icama omogućiti pristup literaturi kako ne bi izgubili svaku naklonost prema bibliotekama. Ono što bi dodatno potaknulo slijepu i slabovidnu osobu na studiranje bilo bi senzibilnije i educiranije univerzitetsko, odnosno fakultetsko okruženje, tj. osjećajnost svih sudionika visokoškolskog obrazovanja da im omoguće primjerice alternativne načine

catated are adjusted to the height of people in wheelchairs. Also, the tables in the reading room where the computers are placed are adapted and easily accessible for reading and typing for people in wheelchairs. In addition, in the building of the University of Sarajevo – Faculty of Philosophy, desks with computers are placed in the corridors, on all floors, so that students can search COBISS, register for exams, or use them for their individual needs. These tables are not wheelchair accessible. The passage between the bookshelves is not wide enough for users in wheelchairs to move, but due to the volume of the fund, users do not need to enter the stack room where the library's collection is located, as this is done by the librarian technicians who deliver the materials to the Loan Department, where users pick up the materials, which are fully adapted for people with disabilities. Although the Library is adapted to the recommendations in almost all aspects, and given that these services are still under development, when it comes to physical access to the Library of the University of Sarajevo – Faculty of Philosophy, it is recommended to install handrails on the sloping ramp and to expand it so that people in wheelchairs can move comfortably. Also, an intercom that already exists is not adapted to a height that is acceptable for people in wheelchairs. According to the guidelines, this should be adapted to all visitors in wheelchairs of the Faculty of Philosophy. Tables with computers that are placed in the corridors of the University of Sarajevo – Faculty of Philosophy building are not suitable for people in wheelchairs, they need to be adapted, or at least one that could be used by students with disabilities.

It is necessary to single out that the Library of the University of Sarajevo – Faculty of Philosophy is in constant development to improve the activity of the Library and that it has developed an action plan for future moves, which refers to: creating a list of required literature for certain subjects which goal is the creation of audiobooks, adaption of the format, establishment of cooperation with partners, procurement of quality software for OCR, with the aim of faster development and access to certain materials that blind and visually impaired students are requesting.

We cannot expect that the Library will be able to meet absolutely all the individual needs of each of its users, but when we talk about blind and visually impaired users, and according to the results of this research, we can conclude that a little will and cooperation is necessary to bring the services to an enviable level. It is the users who are extremely independent and who do not expect the library to meet their information needs in everyday life, but only to enable them to get the

polaganja ispita, osiguraju digitalnu zbirku obavezne literature predviđene nastavnim planovima i programima, prilagođenu njihovim potrebama.

Postojeće bibliotečko-informacijske usluge Biblioteke su se kontinuirano i postepeno razvijale, a plan, odnosno proces njihova razvoja može poslužiti kao model za razvoj takvih usluga i u drugim visokoškolskim bibliotekama, s važnom napomenom da jedan od ključnih aspekata u razvoju i pružanju ovih usluga u visokoškolskim bibliotekama uključuje i saradnju s menadžmentom visokoškolskih institucija.

Biblioteka Univerziteta u Sarajevu – Filozofskog fakulteta po izdvojenim ključnim i analiziranim kategorijama u visokoj mjeri ispunjava propisane smjernice za usluživanje slijepih i slabovidnih osoba, odnosno osoba s invaliditetom. Bitno je naglasiti kako je Biblioteka u stalnom nastojanju na ostvarivanju bolje bibliotečko-informacijske usluge orijentirane ka svim svojim korisnicima/icama, kako bi nesmetano i najbrže došli do tražene informacije. Zbog svega toga razvoj tematiziranih usluga ove Biblioteke može poslužiti kao model i primjer drugim visokoškolskim bibliotekama u bosanskohercegovačkom okruženju. Jednak pristup znanju svim korisnicima/icama i društvena uključenost slijepih i slabovidnih osoba i osoba s invaliditetom pravi je put za stvaranje stabilnijeg društva znanja.

necessary information, materials, and literature needed for studying in a simpler and faster way. In the time of information technology development, when almost everyone is used to information being immediately available to them, blind and visually impaired students still have difficulties consulting literature in appropriate formats. It is precisely for this reason that blind and visually impaired students should be given access to literature so that they do not lose all affinities for libraries. What would further encourage blind and visually impaired people to study would be a more sensitive and educated university or faculty environment, i.e. the sensitivity of all participants in academic education to enable them, for example, alternative ways of taking exams, provide digital collection of mandatory literature envisaged in the curricula adapted to their needs.

The existing library and information services of the Library have been continuously and gradually developed, and the plan or process of their development can also serve as a model for the development of such services in other academic libraries, with an important note that one of the key aspects in the development and provision of these services in academic libraries includes also cooperation with the management of academic institutions.

The Library of the University of Sarajevo – Faculty of Philosophy, according to the selected key and analysed categories, to a high extent meets the prescribed guidelines for serving blind and visually impaired people, i.e. people with disabilities. It is important to emphasize that the Library is constantly striving to provide a better library and information service oriented towards all its users so that they can easily and quickly reach the requested information. Due to all of the above, the development of the thematic services of this Library can serve as a model and example for other academic libraries in Bosnia and Herzegovina. Equal access to knowledge for all users, and social inclusion of blind and visually impaired people and people with disabilities is the right way to create a more stable knowledge society.

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