

THE UNIVERSITY OF ZAMBIA LIBRARY
LIBRARY SERVICES DISABILITY COMMITTEE

FOCUS GROUP DISCUSSION

INTRODUCTION

The Library has a mandate to provide equitable access to all patrons, persons with disabilities inclusive. Therefore, in its quest to provide accessible and inclusive services to persons with disabilities, the Library realises that it should include this group of patrons in the planning, implementation and evaluating of library services, programs and facilities.

This focus group discussion (FGD) will help the library “look with your eyes” at the physical condition of the Library as well as at library services and resources. Input from you will not only provide useful information for immediate enhancement measures but also will be useful for coming up with inclusive services for persons with disabilities.

Information provided during this discussion will be used solely for the purpose of planning services and resources to better serve the needs of this group. Further, be assured that any publication resulting from the discussion will not contain any identifying characteristics of the respondents.

Inclusive library resources and services

We are interested to know how inclusive you feel your university learning environment is.

Inclusive learning environments can be defined as putting the ‘social model’ of disability into practice in the context of higher education. Instead of requiring the student to adjust to the learning, it ensures that the way students are educated is accessible, relevant and approachable for all, by changing the curriculum or the means of delivery, or both.

It also starts from the position that learning is improved by taking into account the varied experiences of all students.

1. To what extent, if at all, would you agree with the following statements?

The Library is an inclusive study and learning environment

I know who to ask if there is a barrier to my learning

I am given the right library support to participate fully in learning

2. Thinking about the using library environment, are there any aspects which make it difficult for you to access information (books, e-resources)?

Examples could include (but are not limited to) the physical environment of the library

3. What, if anything, does the Library already do to make the learning and study environment more inclusive?

Examples of areas where adjustments could be made include (but are not limited to): the physical environment of the Library.

4. What changes to the learning/study environment would make it easier for you to use the Library?

5. Are there any final comments that you would like to make about the inclusivity of the learning environment at your university?