

ILSMH European Association

# **Make it Simple**

European Guidelines for the Production of Easy-to-Read Information

for People with Learning Disability

for authors, editors, information providers,  
translators and other interested persons

by

Geert Freyhoff, ILSMH-EA  
Gerhard Hess, Lebenshilfe, Germany  
Linda Kerr, ENABLE, Scotland  
Elizabeth Menzel, ILSMH-EA  
Bror Tronbacke, Easy-to-Read Foundation, Sweden  
Kathy Van Der Veken, ANAHM, Belgium

June 1998



## Contents

Foreword	5
1. Introduction	7
2. What is Easy-to-Read?	8
3. Who are you writing for?	9
4. What are the information needs of people with learning disability?	10
5. How to write an Easy-to-Read document	11
6. Pictures, illustrations and symbols	15
7. Layout of publications	16
8. Other formats - audio-tape, video, interactive media	18
9. Reference material and contact addresses	19



## Foreword

All citizens of the European Union have a democratic right to participate in the social and economic life of the society in which they live. Access to information about their society's culture, literature, laws, local and national policies and ethos is fundamental in order to take part in mainstream life. Only informed citizens can influence or monitor the decisions that affect their lives and the lives of their families. This applies also to information about the policies and work of the European Union which are increasingly influencing the lives of its citizens. Furthermore, the new „Information Society“ makes it vital to be able to use and to understand the information systems being developed today.

However, present structures deny access to information to a large number of people with limited skills in reading, writing or understanding. The reasons why people have problems with literacy and comprehension vary and those who may be affected include people with learning disability and other disabilities, people who received a limited formal education, people with social problems and immigrants whose mother tongue is not the official language of their adopted country.

The United Nations „Standard Rules on the Equalization of Opportunities for Persons with Disabilities“ call on governments to make all public information services and documentation accessible for different groups of people with disabilities and to encourage the media - television, radio and newspapers - to make their services easily available to everyone (Rule 5).

Only a few systematic efforts have been made to address this issue. In some EU countries television channels provide news programmes for children, whilst some gov-

ernments or organisations for people with learning disability have translated documents into a language that is „easy to read“. However, in most European countries little has been done and organisations and people such as editors, writers, teachers and translators seldom have guidelines on how to produce texts and summaries which are easy to read and understand.

The ILSMH European Association, together with some of its members, has undertaken a project to develop „Easy to Read Guidelines“ and to translate them into all European languages. We hope that people who are writing texts and providing information for those with limited skills in reading, writing and understanding will find a valuable resource in these guidelines for the production of such texts and that the production of „Easy to Read“ material in all the languages of the European Union will be stimulated. This publication will undoubtedly help combat the exclusion of a large part of the European population from the provision of relevant, up to date information.

John O’Gorman  
President, ILSMH European Association



## 1. Introduction

*“Being able to read gives people a tremendous amount of self-confidence, enabling them to expand their view of the world and take control of their own lives. Through reading people are able to share ideas, thoughts and experiences, and grow as human beings.”* (IFLA Guidelines 1997).

However, not everyone can read fluently and the way that information is written or presented can exclude many people, especially those with literacy or comprehension problems. Instead of being empowered by information, people are denied access to it. A barrier is created between “the information rich” and “the information poor” which makes it difficult for people to be equal citizens and fully participate in their societies.

The goal of these guidelines is to help to overcome this process and to support governments and organisations in making information services and documentation accessible to everyone. Easy-to-read material at local, national and European level, which is also easy to comprehend and gets its message across clearly, benefits everyone, not just people with literacy problems.

Furthermore it is important not to focus only on text-based information. The guiding questions for all information provision should be “Which is the best way to transmit information? How can I make myself understood?” This could result in publications relying mainly on pictures and graphics to convey information.

It is hoped that this publication will be a useful tool for a very broad range of organisations and individuals, including those from government, commerce, the voluntary sector as well as the media, and

that it will encourage agencies to produce more easy-to-read material. For example, a telephone company could make their services and bills easier to understand or a Ministry may want to inform the public about new legal regulations.

These guidelines have been produced by experts from four European countries. Whilst recognising that cultural differences exist throughout the European Union, the guidelines aim to be relatively neutral and to be useful in any European Union context. The intention is that anyone in any European Union country will be able to use the guidelines to produce an accessible text on any subject matter from a short paragraph to a major publication. However, it would be best to start with a simple publication rather than writing a book. It is simple, short, everyday factual information in easy language that is most needed.

Easy-to-read information is important for many different groups in society. This publication will focus on the needs of people with learning disability but information that is accessible to them will also benefit many others. People with learning disability need information that is not only easy to read, but also easy to understand. Consulting people with learning disability during the whole process of producing information - from the selection of relevant topics through the process of writing the text and the final layout of the publication - is essential. This will ensure that the information provided is really accessible and will increase the number of potential readers.

Easy-to-read information in printed form may not be the best solution for everyone. It may be necessary to consider the use of other formats, like audio-tapes, video or interactive media.

## 2. What is Easy-to-Read?

The question of whether a text is easy to read and understand depends very much on the abilities and experience of the reader. Some people can read official documents while others will find it difficult to understand short texts in popular newspapers or magazines.

The concept of “easy-to-read” cannot be universal and it will not be possible to write a text that will suit the abilities of all people with literacy and comprehension problems. However, easy-to-read material is generally characterised by:

- the use of a simple, straightforward language,
- only one main idea per sentence,
- the avoidance of technical language, abbreviations and initials,
- a clear and logical structure

The way a document is structured is very important. The contents should follow a clear and logical sequence. All unnecessary ideas, words, sentences or phrases should be avoided or removed.

It is relatively easy to write about things that are simple and concrete; it is much more difficult to write about abstract concepts in a way that people with learning disability can understand. If possible, abstract concepts should be avoided. Otherwise, the concept should be illustrated with concrete examples.

Writing in a simple, straightforward language does not mean writing in a childish or simplistic manner. Most information is aimed at adult readers and must be written and presented in an age-appropriate form.

The presentation of the information is also very important. Photographs, pictures or

symbols should support the text wherever possible in order to aid understanding. These illustrations must also be easy to understand and match the text clearly. The way that the text and any illustrations are laid out on the page must also be considered carefully. Details of what to consider are outlined in chapter 7.

The widest possible audience should be able to understand an easy-to-read publication. An easy-to-read document can therefore be defined as one that contains only the most important information written and presented in the most direct way so that the largest possible audience can understand it.

### 3. Who are you writing for?

Anyone who has difficulty in reading and writing the language of the country in which they live will be potentially interested in receiving easy-to-read information. People can have literacy problems for different reasons, including

- a learning disability,
- another kind of disability affecting the ability to read or understand,
- limited formal education,
- social problems, or
- where their mother tongue differs from the official language of their community

The literacy skills of people differ widely and even within the groups indicated above there will be a great variation in the ability to read and write. In addition, people with learning disability may find it difficult to understand the text they read. For them a text has not only to be easy to read but also easy to understand. These guidelines will concentrate on how to produce material for people with learning disability, but the production of material for other people with literacy and comprehension problems will mainly follow the same procedures.

People with learning disability have a reduced intellectual capacity that generally affects their understanding of the world in which they live. In Europe today, children and young persons with learning disability are entitled to school education. Most of them will learn to read and write. However, the vocabulary they are taught is often limited to functional words and phrases which are relevant to everyday situations. This means that many will be able to recognise words that are important in their daily context, but often have difficulty with words that are uncommon, very long or difficult. Many people with a mild learning disability are able to read popular texts. Some peo-

ple with a moderate degree of disability will be able to read short, easy-to-read texts. People with a severe handicap cannot read by themselves, but may enjoy having someone else read to them.

In many schools alternative communication systems are taught to children who have significant difficulties in learning to read and write normal language. These alternative systems can include hand signing but the most common systems use different symbols to enable people to communicate. A symbol system has a number of drawings representing different words or phrases which are easier to recognise than written text. Each symbol system has its own structure and vocabulary and it is not possible to interchange symbols from different systems. A person with a learning disability will usually be taught one particular symbol system.

Clearly, the reading abilities and understanding of people with learning disability can vary greatly. It is very important to consider the abilities of your target group before starting to produce any text. If you are writing for people with learning disability in general, you could follow the main guidelines in this publication and accompany your text with symbols, appropriate illustrations or an audio tape. If your target group is more specific, you should tailor the document to meet their specific needs.

One of the recommendations in chapter 5 is to consult people with learning disability during the preparation of any document. The people you consult should have the same reading abilities and level of comprehension as the group of people for whom you are writing. Their recommendations will tell you whether your document can be understood by your target group.

#### 4. What are the Information Needs of People with Learning Disability?

People with learning disability have the same basic information needs as anyone else in their community: they need access to everyday information which any citizen uses in his or her daily life. For example:

- Daily news
- Consumer information
- Rights and obligations
- How to access services
- Leisure information
- Transport

For people with learning disability, the most important information concerns their everyday life: where they live, people they want to meet, opening hours of community services, where to go with everyday problems, how to visit friends or the doctor, etc. This information is often relevant only locally and should ideally be developed together with the people concerned rather than for them. This would ensure that they have access to the information they want in a format they can understand.

In addition to this basic information, people with learning disability might need advice about how to do things which other citizens can do without help. Examples include how to use the local transport system, what to expect when visiting a doctor, how to complain about something they would like to change or information about how to vote at local and national elections. This kind of information is of a more general nature and might already have been developed somewhere in your country. Before you start producing your own information in these fields, it might be worthwhile trying to find out what accessible information already exists if you have not already done so. The organisations mentioned in chapter 9 of these guidelines may be able to help.

The same applies to the area of rights and benefits. It is very important to explain to people with learning disability themselves and to their families the rights and the benefits to which they are entitled in a simple and clear way. Obviously, it will not be possible to explain a dense legal text in detail in easy-to-read language, but people can be made aware of their rights and can be provided with a contact address or person who could help with further details.

It should not be forgotten that people with learning disability are also citizens of their country and therefore have the right to participate in the political and economic life of their community. Each country therefore should carefully consider how it is going to inform those citizens who have difficulties in reading and understanding about the most important laws and regulations that concern their lives and make a particular effort to do so. The same applies to multi-national bodies, such as the European Union, which is gaining increasing importance also at a national level.

## 5. How to write an Easy-to-Read document

This chapter sets out some steps which can be used in the production of easy-to-read material. These are mainly aimed at people who are trying to produce an easy-to-read text for the first time. Once writers or editors have had some experience in producing texts and in discussing them with people with learning disability, they will develop their own style and strategy.

It is very important not to be too dogmatic when applying the proposals set out below. Producing a publication is a creative process and, therefore, authors, editors, illustrators and photographers should not be limited by too many restrictions. The following are broad guidelines which are meant to focus the attention of authors on different, important aspects which make a document easy-to-read.

When writing an easy-to-read document you are likely to start with one of two situations: either you already have a text which you want to make accessible to people with learning disability or you want to write a completely new text for them. Either way, you first have to start thinking about your target group and the main aim of your publication.

### Step 1. Decide the aim of your publication.

**What do you want to say and why is it important for people with a learning disability?**

The answer to this question will give you the main aim of your publication. It would be ideal to involve people with learning disability, already, at this stage of the process. They can give relevant suggestions about which subjects are important and

interesting for them. Keep the main aim of the publication in mind whenever you have to decide which details you want to include and which you want to omit.

At this stage you also have to decide about the balance of text and pictures or illustrations in your publication. If you are writing for a target group with substantial literacy problems, you are likely to rely more on illustrations and pictures than on text to convey the information.

After answering these questions you are ready to deal with the contents of your publication.

There are many strategies which can be used when writing an easy-to-read document. Experienced authors may prefer to read the original document and then simply start writing their own version in easy-to-read language. Below is a step-by-step approach which can also be followed by inexperienced authors.

### Step 2. Decide the contents.

**Prepare a list of the key points of your publication.**

If you have a text you want to translate into easy-to-read language you may wish to proceed as follows:

1. Select the part of the text that is important for your target group (for example you might choose to omit introductions, comments, etc.).
2. Summarise each paragraph of your selected text in one or two sentences.
3. Check whether your summaries follow a logical structure.

4. Check that only the key points are covered by your summaries. Delete any text which is not directly connected with the main aim of your publication.

A clear idea of the contents of a document and their logical order is the most important step in writing an accessible document. If you are writing a completely new text, make sure that the sequence of the contents is clear and logical. Avoid including unnecessary comments and contents which are not connected directly with the main aim of your publication.

Having made a list of key points, check again that it contains all the information you want to include. The most important points should be at the beginning of the document. Perhaps some of the details can be excluded. If so, delete this information - the shorter your document, the better!

- **Use simple, straightforward language.**

Use the simplest words in the simplest possible way. Avoid complex structures and abstract concepts and be clear in the ideas you want to convey.

- **Avoid abstract concepts.**

If you have to mention abstract concepts, use concrete examples or comparisons which help people to understand the issue.

- **Use short words of everyday spoken language.**

Avoid long words which are difficult to read and to speak. Use only words which are common in the everyday language used by the people of your target group. However, be careful to use adult language when writing for adult people!

- **Use many personal words.**

Address your readers in a direct and personal form. "You have the right to..." is always better than "Users of the service have the right to..."

- **Use practical examples.**

Practical examples can help people to understand abstract concepts and to relate information to situations in their own lives.

At this stage, before you have begun to write the text, it would be a good idea to consult people with learning disability to ensure that their information needs on the subject are covered. Discuss the subject matter with individuals or self-advocacy groups. Include the questions they have on a topic in your list of key points.

### **Step 3.**

#### **Draft the text.**

**Write the accessible text on the basis of the list of key points.**

Once you have a list of the key points of your document, you can actually start writing the accessible text. Always bear in mind what sort of words and language a person in your target group is likely to understand and to find interesting. Each person will be different in this respect but in order to make your document accessible to as many people as possible there are some general rules you should observe:

- **Address the readers in a respectful form.**  
Use adult language when writing for adults.
- **Use short sentences mostly.**
- **Cover only one main idea per sentence.**  
Do not try to cover more than one idea or topic in one sentence
- **Use positive language.**  
Avoid negative language and negations as they are likely to confuse.
- **Use active rather than passive verbs.**  
Make your document as active and interesting as possible. Generally active verbs make your document more lively and less complicated.
- **Do not assume previous knowledge about your subject.**
- **Use words consistently.**  
Use the same word for one thing - even if repeating words affects the style of writing.
- **Keep the punctuation simple.**  
Avoid semicolons, hyphens and commas.
- **Do not use the subjunctive tense.**  
The „uncertain future,, (... might happen ..., ... should do ...) is imprecise and confusing. Avoid it as far as possible.
- **Be careful with figures of speech and metaphors if they are not very common.**  
People with learning disability may not know them but if they are widely used in everyday language they can make a document more colourful.
- **Be careful with numbers.**  
Large or complicated numbers are often not understood. Use *many* instead of a large number like *3545*, and *some* instead of a percentage like *14%*. For a date like *1867* use the description *a long time ago*. If you use small numbers, always use the number and not the word e.g. *3* not *three*.
- **Do not use words from other languages.**  
This also applies to words which are in common use but have a foreign origin. If you cannot avoid such a word because it is widely used in common language, explain it.
- **Avoid cross references.**
- **Mention a contact address for further information, if possible.**  
All addresses should be written as on an envelope. Do not write an address on one line separated by commas.

- **Avoid jargon, abbreviations and initials.**

Professional jargon should never be used - it is meaningless and irrelevant to most people outside special circles. Try to avoid abbreviations and use them only if they are already known to your target group. Always explain what they mean.

Use parentheses when it is important to explain the meaning of a word which others will use. Repeat the parentheses to make the point (e.g. „...constitution, the rules of an organisation, ...“).

Making documents accessible in an easy-to-read language can make them longer than the original text. This applies especially to dense legal or scientific texts when it is essential that people with learning disability understand the details. It might be necessary to split the document into several shorter sections to increase readability.

### **Step 4.**

#### **Check whether people with learning disability can understand your draft.**

**Ask people with learning disability to read your document before it is printed.**

To ensure that your document really meets the needs of your target group and is suitable for their reading abilities, it is essential that people with learning disability or groups of self-advocates read it before it is printed. This is the only way to ensure your publication really meets the needs and abilities of your target group, thus increasing the number of potential readers. If you have difficulties organising this, please contact the organisations set out in Chapter 9 who may be able to help you.

The people with learning disability whom you consult should have sufficient time to read and understand the document before you discuss the subject with them. This discussion will clarify whether they understand the contents of the text, highlight

any confusing words or phrases and possibly also raise additional questions and information needs connected to the subject.

### **Step 5.**

#### **Amend the draft.**

Try to incorporate as many of the new questions and ideas as possible and change your document wherever the meaning was not understood. Try to illustrate some key points with pictures, drawings or symbols (see Chapter 6) in order to make them clearer.

### **Step 6.**

#### **Check again.**

Return to your reader group after these changes have been made and discuss the new draft version (including illustrations etc.) with them again. If they do not understand or are not satisfied, change your publication again and consult with them as often as necessary.

## 6. Pictures, illustrations and symbols

Regardless of whether people have significant difficulties in reading or can read a simple text, the use of easy-to-read language on its own has limitations. Photographs, drawings or symbols can transmit a message to those who cannot read and can enhance the understanding of those who can. Therefore illustrations are not only a decorative aspect of your publication but transmit information in their own right. The use of illustrations should always be considered when planning and preparing easy-to-read material.

### Photographs

In many situations, photographs are the ideal means of communication, especially where local information is concerned. The name of a responsible person accompanied by his or her photograph gives everybody a clear idea of whom to contact. A photograph of a place you recognise will mean more than the written address. Photographs can also be useful in illustrating complex documents. However, photographs must be clear and refer to the same subject as the text. One simple photograph can convey a multitude of ideas! Consider how the photograph will look in a printed version and make sure that, once printed, the image is sharp and precise.

### Drawings or illustrations

Sometimes a drawing might be a better solution. Drawings must be clear and not confuse the reader. A drawing clearly focussed on the main subject will convey more precise information than a photograph with too many details or with technical faults. There are many standard clip-art packages available and it may be possible to use drawings from one of them to illustrate your text. If your budget allows, then the best option is to get a graphic designer to produce original drawings which

specifically illustrate the significant points in your text.

### Symbol systems

Symbols are a more general and abstract way of communication. These are mainly simple line drawings representing objects, actions or ideas and they can be used to construct whole sentences. Their pictorial nature usually (but not always) gives some clue to their meaning. There are many different symbol systems in use and each of the systems forms its own “language community”. It is not realistic to put a page of symbols in front of someone with a learning disability and expect him or her to understand what the symbols mean. Just as words must be taught to children learning to read, the meaning of the symbols also has to be taught.

It is therefore very important to select a symbol system that is already known and used by the people for whom your publication is written. This is another reason why it is important to consult a group of people with learning disability during the preparation of the document. If you are not sure about which symbol system to use, you can consult one of the organisations listed in Chapter 9 of these Guidelines for further advice.

If your publication is aimed at a wide audience or at people who have not been trained in the use of a symbol system, it might be better not to use one system but to select single, easily understandable symbols for the key words of the text. Very often this will be enough to illustrate the meaning of the text and can be as effective as using a symbol for every word. When symbols are known and used regularly, they are invaluable for the creation of accessible documents. They are easily in-

incorporated into written text, ensuring a written document is accessible to both readers and non-readers alike. Photographs and symbols can also be used together, particularly in longer documents where symbols can be used for the main text and photographs to illustrate people or places.

Whatever method you use to illustrate your text it is important to consult people with learning disability - your potential readers - about whether the illustrations aid their understanding of the information you are trying to convey.

### 7. Layout of publications

The layout of a document can play a big part in how easy it is to read. Modern computer software offers a large choice of different styles and options for the layout of publications. However, some of these options can make documents more difficult to read, for example a white text on a coloured background or the use of several different typefaces within the same document.

To improve legibility, the following guidelines for the layout of documents are recommended:

- Never use a picture as background for the text. This can make reading the text very difficult.
- Try to put one sentence on one line. If this is not possible, try to have separate clauses on separate lines or break the sentence into separate lines at the points where people would naturally pause, eg.:

*It is important  
that disabled people  
speak for themselves.  
If they cannot do so  
their parents should speak for them.*

- Keep sentences together on one page.

- The paper should be matt and of good quality. This will give a good contrasting effect. Glossy paper reflects the light. Avoid paper which is too thin and not opaque enough so that text does not shine through from the other side.
- Do not fill your page with too much information. The layout and text-flow should support the structure of the text. If the text introduces a new idea, consider beginning a new page. The text should flow logically and not leapfrog across the page or be continued several pages later.
- Use a maximum of two typefaces. You could use one typeface for the text and perhaps one other for the headings.
- Use clear typefaces. A clear typeface is preferred, for example Arial, Helvetica or Times New Roman.
- Use a large type-size. The size of the letters should not be too small. 14 points is the recommended minimum for people with visual impairments.
- Be careful about how you emphasise text. Do not use block capitals and italics in the text. Use bold text or underlining for emphasis.

- Make sure the illustrations are in a sharp focus. Observe the quality of photographs in the printed version. If you use a photocopier to reproduce the publication, the setting copy should be printed in half-tone.
- Never use inverted printing (light text on a dark background). Dark print on light paper is easiest to read.
- Use colours for pictures, boxes, etc. if possible.
- Use headings and other “navigational aids”.
- Numbers
  - For dates use the full format “Saturday, 26 September 1998”.
  - Telephone numbers should be separated: 034-22.33.44 or 034-22 33 44
  - Always use the numeral and not the equivalent word - even for numbers below 10. For example 3, 67, 239.
  - Never use roman numerals.

- Do not justify the text on the right hand side. A ragged right edge makes a column of text easier to read.
- Do not hyphenate long words at the right margin of the text. Keep words together.

Also consider the following practical tips:

- To ensure wide circulation of your publication, use a format which makes the document easy to photocopy (for example A4 or A3 folded) and do not limit distribution by imposing a copyright.
- Do not forget to put a date on your publication.
- All easy-to-read publications should be clearly labelled on the title page so that customers can identify them easily.

If you want to highlight the main ideas of your publication, you could design the centre page as a poster. This page could be taken out of your publication and put on the wall as a constant message or reminder.

## 8. Other formats - audio-tape, video, interactive media

The needs and abilities of people with learning disability vary greatly and easy-to-read material will not make information accessible to everyone, particularly those who cannot read at all. Sometimes you may wish to provide information in more than one format in order to reach a wider audience.

It is not possible to consider fully the merits of other formats in these guidelines or to give detailed practical advice in their production. However, some of the recommendations in the last few chapters may be relevant in the production of easy-to-understand material in other formats.

### Audio-tape

Audio tapes can be easily made and copied, making them a good choice for producing information for people who cannot read. Most people and families own a tape recorder so it is usually easy for everyone to listen to tapes. Audio tapes are often listened to by a group of people with learning disability and can lead to group discussion or help a group or an individual to form a plan of action.

The text on the tapes should follow the suggestions laid down in these guidelines. When structuring the contents it is important to group similar items together. The speaker should read at a measured pace, neither too fast nor too slow, and pause briefly between sentences. For longer tapes it is best to use more than one voice and to alternate the text with music breaks or sound effects. For more information regarding easy-to-understand material on audio tapes see the COTIS Guidelines.

Combining an easy-to-read and illustrated publication with an audio tape

can enhance understanding and feedback and make information much more accessible.

### Video

Video is an excellent choice for providing information for people with learning disability. The combination of visual and spoken information can be very powerful and reach people who would have serious problems reading and understanding text.

Although the production of a video of good technical quality is still a major undertaking and best undertaken commercially, it is becoming increasingly possible for organisations to make videos using new developments in digital technology. The most important aspects in the production of a video are that it has a clear and logical script and that text and pictures do not change too rapidly.

### Interactive media

Many services for people with learning disability use computers and an increasing number of households now have computers and are online at home. This means that interactive media with moving pictures, sounds and text is another excellent possibility for providing information and one that is likely to be of increasing importance in future. One positive aspect of this is that interactive media can be easily adjusted to the functional level of the user. The development of interactive media for people with learning disability is still at an early stage and mainly limited to educational software. The development of information provision using interactive media should be done in direct co-operation with the users and organisations supporting them.

## 9. Reference material and contact addresses

*Informability Manual: making information more accessible in the light of the Disability Discrimination Act*

Wendy Gregory  
HMSO 1996 ISBN 0-11-702-0389  
£25.00

*Access first : a guide on how to give written information for people with learning difficulties.*

People First, London 1997  
£75.00 service agency; £50.00 voluntary organisation; £25.00 People First or self advocacy (from People First, Instrument House, 207-215 King's Cross Road, London WC1X 9DB)

*Plain facts*

a magazine to tell people with learning disabilities about research, using clear language and pictures, and also available on tape. Free to self advocacy groups and adult resource centres, available on subscription to others.

Norah Fry Research Centre  
(contact Ruth Townsley, Norah Fry Research Centre, 3 Priory Road, Bristol BS8 1TX (tel: 0117 923 8137)

*Guidelines for Easy-to-Read Materials.*

Compiled by B. Tronbacke.  
Published by IFLA Headquarters. IFLA Professional Report no.54. The Hague 1997.

ISBN 90-70916-64-9  
(The IFLA Guidelines available in English, Spanish, French, German and Russian from: IFLA Headquarters, Prins Willem-Alexanderhof 5, 2595 BE The Hague, The Netherlands. Tel.: +31 70 3140 884, Fax +31 70 3834 827, E-mail IFLA.HQ@IFLA.NL)

*Life without jargon : how to help people with learning difficulties understand what you are saying*

Virginia Moffat  
Choice Press 1996 (Choice Consultancy Services Ltd, 27 Barry Road, East Dulwich, London SE22 0HX tel: 0181 299 3030) This publication is currently out of print but may be reprinted in future.

*ILSMH European Association: Updated list of easy-to-read material in official EU languages.* available from: ILSMH European Association, Galeries de la Toison d'Or, 29 Chaussée d'Ixelles, #393/35, 1050 Brussels, Belgium

### **Organisations:**

#### **MENCAP**

Mencap National Centre  
123 Golden Lane  
London EC1Y 0RT  
England  
Tel.: +44-71-454 0454  
Fax: +44-71-608 3254

#### **NAMHI**

5 Fitzwilliam Place  
Dublin 2  
Ireland  
Tel.: +353-1-676 6035  
Fax: +353-1-676 0517

#### **ENABLE**

Top Floor, 7 Buchanan Street  
Glasgow G1 3HL  
Scotland  
Tel.: +44-41-226 4541  
Fax: +44-41-204 4398

**ILSMH European Association**

Galleries de la Toison d'Or  
29 Chaussée d'Ixelles, #393/35  
1050 Brussels  
Belgium  
Tel.: +32-2-502 28 15  
Fax: +32-2-502 80 10  
e-mail: secretariat@inclusion-europe.org  
homepage <http://www.inclusion-europe.org>

**COTIS** (Confederation of Tape Information Services)

COTIS Project Office, 67 High Street,  
Tarporely, Cheshire CW6 0DP ·tel: 01829  
733351  
Can provide guidelines and advice on producing accessible tapes.

**CHANGE**

11-13 Clifton Terrace, London N4 3SR  
Tel.: 0171 272 3526 fax 0171 263 0514  
an organisation representing people with both a learning disability and a sensory impairment which produces accessible publications.

**Easy-to-Read Foundation**

Box 4035  
10261 Stockholm  
Sweden  
Tel.: +46-8-640 70 90  
Fax: +46-8-642 76 00  
e-mail: ll@llstiftelsen.se  
homepage: <http://www.llstiftelsen.se>

**L'Institut Roeher Institute**

Kinsmen Building, York University  
4700 Keele Street  
North York, Ontario  
Canada M3J 1P3  
Tel: + 1 416 661-9611  
Fax: + 1 416 661-5701  
e-mail: [info@roeher.ca](mailto:info@roeher.ca)  
homepage: <http://indie.ca/roeher/>

**Plain Language Commission**

29 Stoneheads  
Whaleybridge  
Stockport  
UK  
tel: +44 1663 733177

This publication has been supported by the Commission of the European Communities, DGV-E-4, Integration of Disabled People.

Member societies of the ILSMH European Association in eight EU member states kindly agreed to translate this publication into the official EU languages. We thank them for their hard work. Also we would like to thank Tina Detheridge of Widgeit Software Ltd. for her professional advice.

These Guidelines have been published in all official languages of the European Union: Danish, Dutch, English, Finnish, French, German, Greek, Italian, Portuguese, Spanish and Swedish. Copies are available from:

ILSMH European Association  
Galeries de la Toison d'Or, 29  
Chaussée d'Ixelles #393/35  
B-1050 Brussels  
Belgium

ISBN 2-930078-09-X

Printed by CERCICA, a co-operative for people with learning disability in Cascais, Portugal

© ILSMH European Association 1998

This publication may be freely copied or reproduced provided that the source is acknowledged.