

SUPPORTING
{INCLUSIVE DIGITAL PUBLISHING}
THROUGH TRAINING

Questionnaire results | June 2020

Co-funded by the
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Summary of Findings

The survey revealed that accessibility is on the radar in the publishing sector in France, The Netherlands, Austria and the handful of other countries represented in the 89 responses. Not all publishers, however, are sufficiently equipped to meet their obligations.

Digital publishing

Of the 89 respondents, 79 indicated that their organisations offer digital publications. PDF continues to be the dominant format, but significant numbers of organisations are beginning to offer titles in EPUB. Almost half are in EPUB2 which, unlike EPUB3, is not capable of accommodating full accessibility features.

Findings confirm that publishers work with a myriad of propriety and custom tools for the production of their publications. Regardless of the technical environment, however, most publications pass through mainstream solutions such as Microsoft Word and Adobe InDesign at some point in the process.

When it comes to embedding accessibility requirements into existing workflows, the results are promising; there are a number of tasks which have the potential to improve accessibility that publishing professionals are already familiar with. These include structuring texts through the application of stylesheets, ensuring that footnotes, endnotes, indexes and glossaries are programmatically implemented, and ensuring that fonts and layouts are responsive. Indeed, of the 45 respondents that report not yet having recognised accessibility measures in place, many are already completing tasks that, if implemented correctly, could directly impact the accessibility of their titles.

Accessibility awareness

While the business case for “inclusive publishing” or “accessible publishing” appears to be widely accepted by those who are familiar with these concepts, over 30% of all respondents claimed to have not yet taken steps to integrate accessibility measures into their workflows, and 23% indicated they were not sure how to go about doing this. As much as 18% of respondents claimed not to be familiar with the terms “inclusive publishing” or “accessible publishing” and several respondents expressed a fear that following accessibility requirements might compromise the quality of their publications.

Over 50% of respondents consider accessibility to be a social and moral responsibility, and over 40% consider that meeting accessibility requirements brings about quality improvements for all users of digital products. Only 3% felt there would be no benefit to providing accessible digital publications.

15% of respondents benefit from an individual or team tasked with overseeing accessibility and 11% require that service providers and freelancers comply with accessibility requirements. 6% run accessibility checks before publication.

Only a handful of publishers have received some form of accessibility training, and these are mostly respondents intervening towards the end of the book production phase.

Topics for learning material

Publishers are clear on what learning material they would like to see developed as part of the project; there is an unequivocal need for best practices, practical examples and implementations. Core topics such as graphic and layout considerations, providing text alternatives to images, implementing a rich navigation, running quality assurance tests and understanding accessibility guidelines came out as the most popular topics. Material around creating accessible interactive

components and question types, however, appears to be less in demand across the board, but of particular interest to the educational publishing sector.

Implications for the Inclusive Publishing in Practice platform

LEARNING MATERIAL

The content will primarily focus on best practices and practical information requested by the survey respondents. All material will take account of the current legal and technical framework and advocate the creation of born accessible publications in EPUB3.

Given the fact that as many as 16 respondents claim not to be familiar with the terms “accessible publishing” and “inclusive publishing,” the platform will provide background information and context to ensure that these concepts are both tangible and achievable.

Building on findings that indicate that organisations are already familiar with some of the tasks associated with improving accessibility, the platform will provide instructional and practical material that will leverage these capabilities in widely-used applications such as Microsoft Word and Adobe InDesign.

Given that only a limited number of respondents indicated that they run quality control for accessibility compliance, the platform will ensure learners are given practical material to support checks and quality management.

TRAINING

Recognising that accessibility is the responsibility of all members of the organisation – and not only those who intervene at the end of the production process – the learning material will be geared towards professionals working across all areas of expertise, including design, management and editorial.

While developing content, project partners will need to take into account the fact that the awareness, knowledge and skills associated with inclusive publishing are relatively developed in some publishers and entirely absent from others. Instructional materials will be designed to support the different stages of learning by providing learning materials that raise awareness, create new knowledge and build skills.

To help learners put new knowledge and skills into practice, the platform will provide activities for on the job training. These activities will aim to be software agnostic where possible, since findings show that publishers use a wide variety of software packages. It will, however, be necessary to address specific processes in some of the core software environments used across the sector, namely Microsoft Word and Adobe InDesign.

Introduction

Context

Supporting Inclusive Digital Publishing through Training (SIDPT) is a strategic partnership co-funded by the Erasmus+ Programme of the European Union. The aim of the SIDPT strategic partnership is to promote the creation and distribution of accessible publications by providing practical training material for professionals working in the publishing ecosystem.

The learning material will be developed by three non-profit partners: BrailleNet (France), Dedicon (The Netherlands) and Johannes Kepler Universität Linz (Austria). All content will be freely available in English, French, Dutch and German from late 2021 on an online platform, **Inclusive Publishing in Practice**.

In order to better understand the needs of publishing professionals intervening in different stages in the book production process, a short questionnaire was devised and circulated with the help of key networks working in the area. The questionnaire also served to raise awareness about inclusive publishing and share project objectives with target audiences.

Methodology

The questionnaire was built using LimeSurvey and was available in four languages: English, French, German and Dutch. Responses were anonymous.

A full list of questions can be found in the [annexes](#) of this report.

In order to match needs to particular profiles within the publishing lifecycle, the questionnaire opened with some contextual questions.

The questionnaire then sought to identify

1. How organisations consider and approach accessibility today;
2. What measures are currently in place with regards to the production of inclusive digital publications;
3. The core needs of the industry with regards to learning material on accessibility-related tasks.

The questionnaire concluded with an invitation for those respondents who might be keen to support testing to provide contact details.

Circulation

The questionnaire was in circulation from 1 March to 30 April 2020.

The following organisations were instrumental in circulating the questionnaire in their networks:

- DAISY Consortium
- W3C EPUB3 Community Group
- Syndicat National de l'Édition
- Dutch Mediafederatie
- Federation of European Publishers
- Buch- und Medienwirtschaft - Wirtschaftskammer Österreich

Respondents

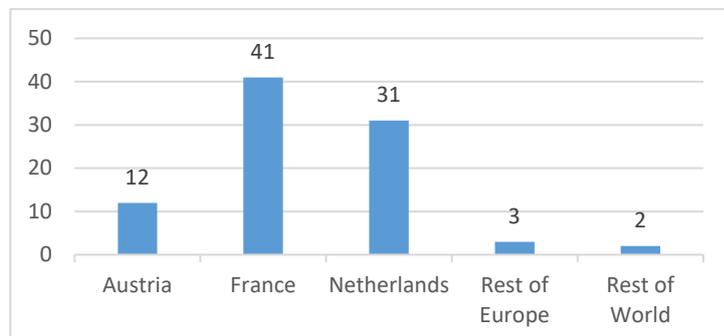
89 respondents completed the survey from beginning to end, and 46 left the survey before completion. Only the 89 full responses were considered in the below findings.

Survey Findings

Please note that all data is available as tables in the [annexes](#).

Sectorial information on respondents

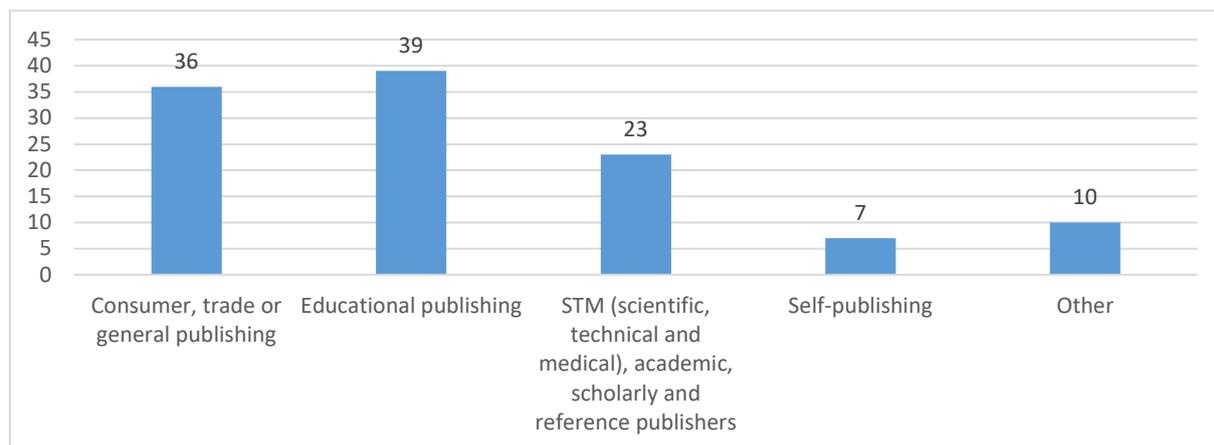
COUNTRY OF ORIGIN



Despite circulation through international networks (see above) over 94% of respondents were from partner countries: Austria, France and The Netherlands.¹

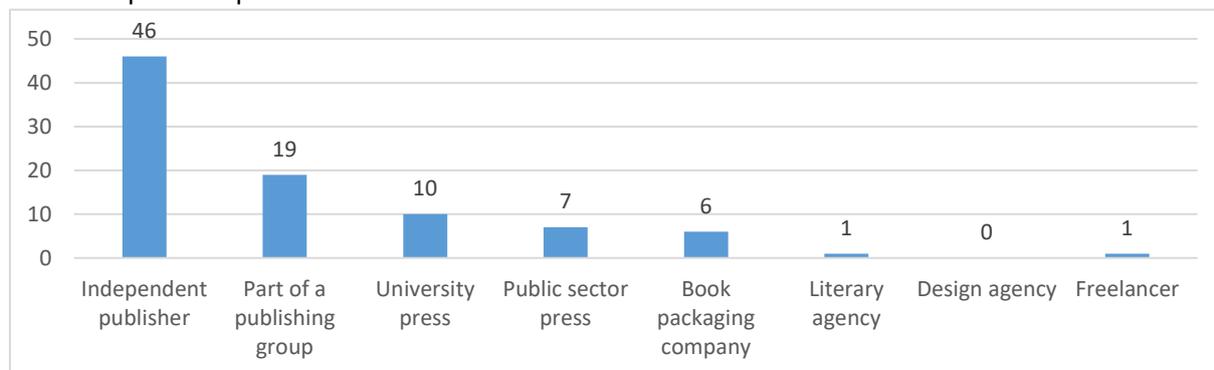
SECTORS

Respondents were active across a number of sectors, with educational publishing and consumer trade and general publishing accounting for the majority.



NATURE OF ORGANISATION

According to the Federation of European Publishers, small independent publishers represent 75 to 90% of the European national markets², so it is no surprise that the majority of respondents issued from independent publishers.



¹ According to the Federation of European Publishers, France represents €2500-5000 million annual turnover, The Netherlands €750-1000 million, and Austria €100-200 million (see *The Book Sector in Europe: Facts and Figures 2017*: <https://fep-fee.eu/The-Federation-of-European-862>, p. 4)

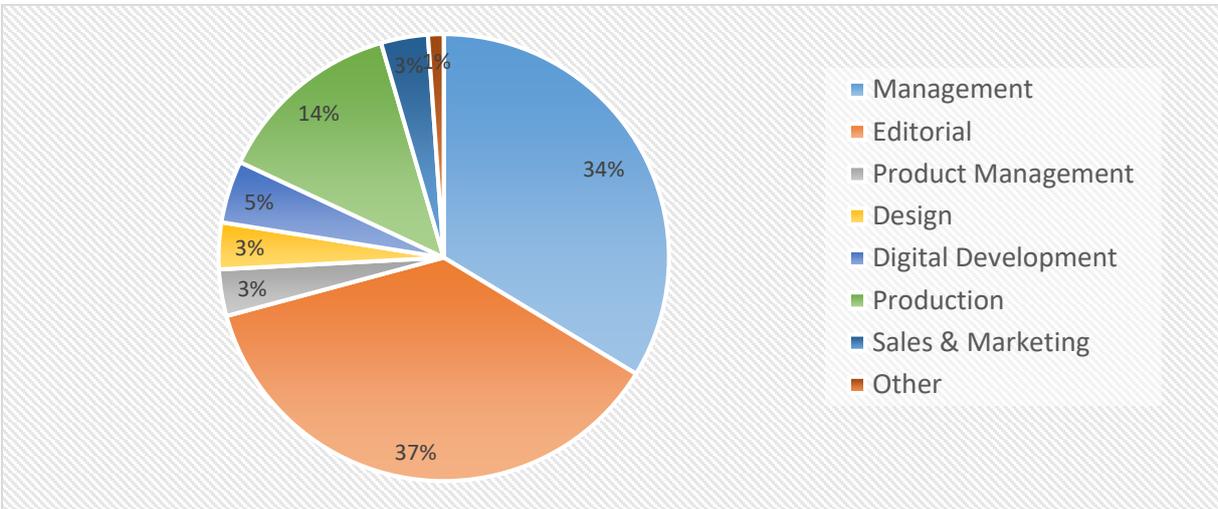
² Idem, p. 3

Job roles

A vast spectrum of job roles were listed by respondents, and these were categorised into 8 profile groups to facilitate analysis: Management, Editorial, Product Management, Design, Digital Development, Production, Sales & Marketing and Other (see [annexes](#) for full list of titles covered).

As indicated in the below graphic, Management and Editorial accounted for 71% of respondents. Professionals working in digital development and production – roles that are typically involved in a number of tasks associated with rendering digital publications accessible – accounted for 19% of respondents.

Importantly, several respondents cumulated multiple roles. In this case, the dominant profile group was selected. However, it is important to keep this crossover in mind; as a rule the larger publishers will have more distinct departments focusing on particular processes within the book production chain, while smaller publishers – which as we have seen account for the majority of staff working in the sector – will be involved in multiple processes.



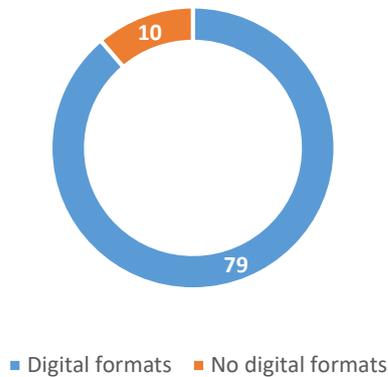
Partial responses where respondents had indicated their job role (22) were examined to see whether a particular profile group had struggled to complete the survey, but the findings indicated an even distribution of profiles that echoes those providing full answers.

Table 1: Job profiles of those respondents who dropped out of the survey prior to completion

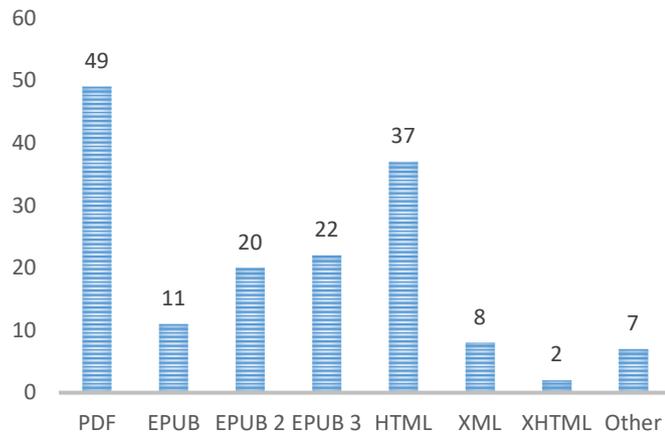
Profile Group	Number
Management	6
Editorial	9
Product Management	1
Design	1
Digital Development	2
Production	1
Sales & Marketing	2
TOTAL	22

Digital publishing

DIGITAL OFFER



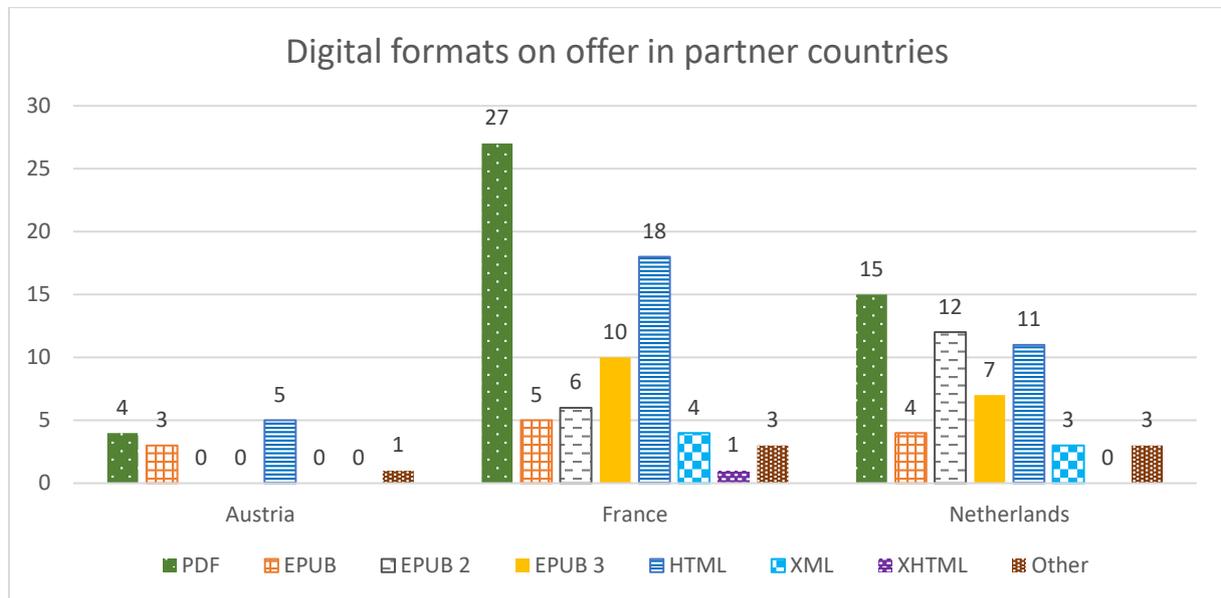
FORMATS AVAILABLE



Of the 89 respondents, 79 indicated that their organisations offer digital versions of their publications.

PDF continues to be the dominant format for eBooks⁴. While significant numbers of organisations are beginning to offer titles in EPUB, almost half of these are in EPUB 2 which, unlike EPUB3, does not allow for full accessibility features. A considerable number of respondents offer their publications in HTML.

It is interesting to consider the take-up of EPUB in the respective countries that feature in the questionnaire results.



Of the ten organisations that do not currently offer digital publications, it is worth noting that this decision may be swayed by market considerations rather than an inability to deliver publications in

³ 11 organisations indicated that they offered digital publications in EPUB without specifying which version was used (EPUB2 or EPUB3)

⁴ A recent [EPUB survey by the W3C](#) found that 55% of those offering EPUB are still creating PDF eBooks. Respondents cited partner requirements, Fixed Layout formatting, the publishing process, and accessibility as top reasons for this.

digital formats. According to the FEP, the e-book market is estimated to represent some 6-7% of the total market in Europe⁵. Digital technologies, on the other hand, have been embedded in the book production chain for some time now and most organisations are leveraging digital technologies to optimise print and digital.

PRINCIPLE SOFTWARE PACKAGES USED IN THE BOOK PRODUCTION PROCESS

The below table indicates the vast number of software packages that respondents use in their organisation's book production process and illustrates where accessibility issues could be introduced, or indeed remedied.

While the learning resource will aim to be software agnostic wherever possible, these responses confirm that it will be necessary to address specific processes in some of the core software environments used across the sector, namely Microsoft Word and Adobe InDesign⁶.

Software family	Package (number of respondents citing use)
Editorial workflow management	Métopes/Lodel (8) Others: AuthorIT, eWorkflow, Microsoft Teams, VitoSoft, Open Journal Systems, Scribe's Well-Formed Document Workflow, Biblio3, Switch, Trello, tailor CMS
Word processors	Microsoft Word (31) OpenOffice (3) Other: Adobe FrameMaker, Kate Editor (KDE), Adobe InCopy
Desktop publishing and typesetting software	Adobe InDesign (45) Quark Xpress (4) Others: Canva, Scribus
Image creation and editing	Adobe Photoshop (21) Adobe Illustrator (8) Adobe Lightroom (2) Coral Draw (2) Others: ImageMagick, Inkscape, Doodly, Toonly, Saga, Atlantis
XML editors	XMLMind (6) Oxygen XML Editor (3) Alfresco (2) XMLEditor (2)
PDF editing	Adobe Acrobat Pro (12)
Ebook readers/editors	Adobe Digital Books (3) Calibre (1) Sigil (2)
Quality control	EPUBCheck (2) Apple Transporter (1) ACE (1) Kindlegen (1)
Others	Adobe Dreamweaver, Jupyter notebook, Prolexis, NotePad++, RapidCSS, Prince, Extendscript, brackets, Radiant Reader, Radiant Converter, QTI-player

⁵ Idem, p.5

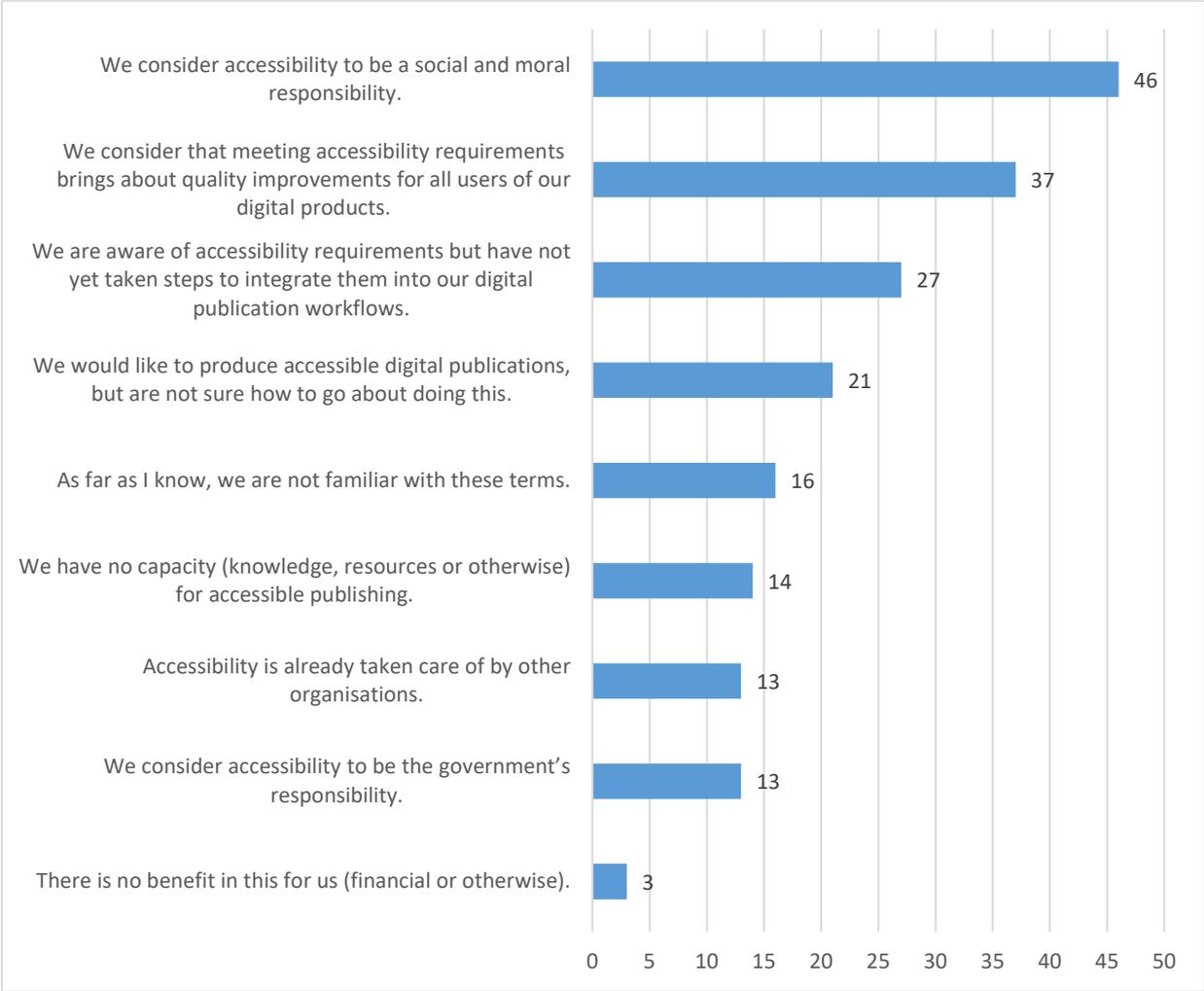
⁶ The [EPUB survey by the W3C](#) indicates that the majority of publishers use their own custom tool or process to produce EPUBs. These are created, in order of importance, from files prepared in InDesign, Word, PDF, HTML, XML and finally Quark.

Accessibility Awareness

Nearly 18% of respondents indicated that they were not familiar with the terms “inclusive publishing” or “accessible publishing”.

Over 50% of respondents consider accessibility to be a social and moral responsibility, and over 40% consider that meeting accessibility requirements brings about quality improvements for all users of digital products. Only 3% felt there would be no benefit to providing accessible digital publications.

However, while the business case for “inclusive publishing” or “accessible publishing” appears to be widely accepted by those who are familiar with these concepts, over 30% said they had not yet taken steps to integrating accessibility measures into their workflows, and 23% indicated they were not sure how to go about doing this, and 15% indicated that they did not have the capacity for accessible publishing.



OTHER VIEWS HELD BY ORGANISATIONS

Here are some of the other views that respondents wished to share (verbatim):

A clear ambition

- *Our objective is to ensure that our books are accessible to the widest possible audience, including blind, partially-sighted or print-impaired users, not only to increase income but also for ethical reasons. If we, as editors, do not integrate accessibility at industry level, who will?*
- *We believe accessibility is the responsibility of all members of the organization -- not just an accessibility lead. We believe that good accessible publishing starts with the authors*

themselves and therefore need to ensure the author are trained and aware of how to create accessible content.

- *We are convinced that we need to take accessibility into account in our production process, and already doing this partially today.*
- *We wish to raise awareness and provide training for our authors (teachers, researchers, post-graduates).*
- *For the time being we are reflecting on the options and considering what projects could be undertaken.*

Working with specialised partners

- *By 2022, all new materials that we make must have the highest level of accessibility for users that are dyslexic and partially visually and auditively impaired. For target groups such as blind or deaf users, we consider specialist parties to be the designated supplier.*
- *Upon request, our books are made barrier-free by contractual partners. We provide the output data.*
- *We are committed to accessibility as part of the schoolbook campaign and fulfil this obligation in cooperation with BookAccess association.*

Full accessibility not a priority

- *We make educational teaching materials for MBO technology (metal, electrical and installation). Students can become, for example, a welder, installer or electrician. These are practical professions that involve manual labour. With our texts we try as much as possible to take into account students who are less proficient in language and / or have dyslexia. Schools can use our teaching materials through special software to have them read to students who benefit from them. As far as we know, partially sighted or blind students do not use our material, because it concerns professions where this is almost impossible.*
- *Smaller target audience, low demand, higher cost.*
- *E-books are marginal for us in terms of sales.*

Fears that accessibility might compromise quality

- *We would like to publish inclusively, but object to it if that means that the original book needs to be greatly modified or simplified. After all, part of the expressiveness is lost, and the author often objects to this.*
- *We include accessibility rules insofar as applying those rules for a small group of users does not harm the functioning and further development of the application for a large user group. Both functional and budgetary considerations play a role in this.*

Formats and techniques not yet fully functional

- *Unfortunately, in the last ~10 years a lot of things got in the web and at W3C as well; the limitations of semantic mark-up results in unnecessary and inefficient workarounds for authors. This is not robust - books may survive hundreds of years and specifications must also.*

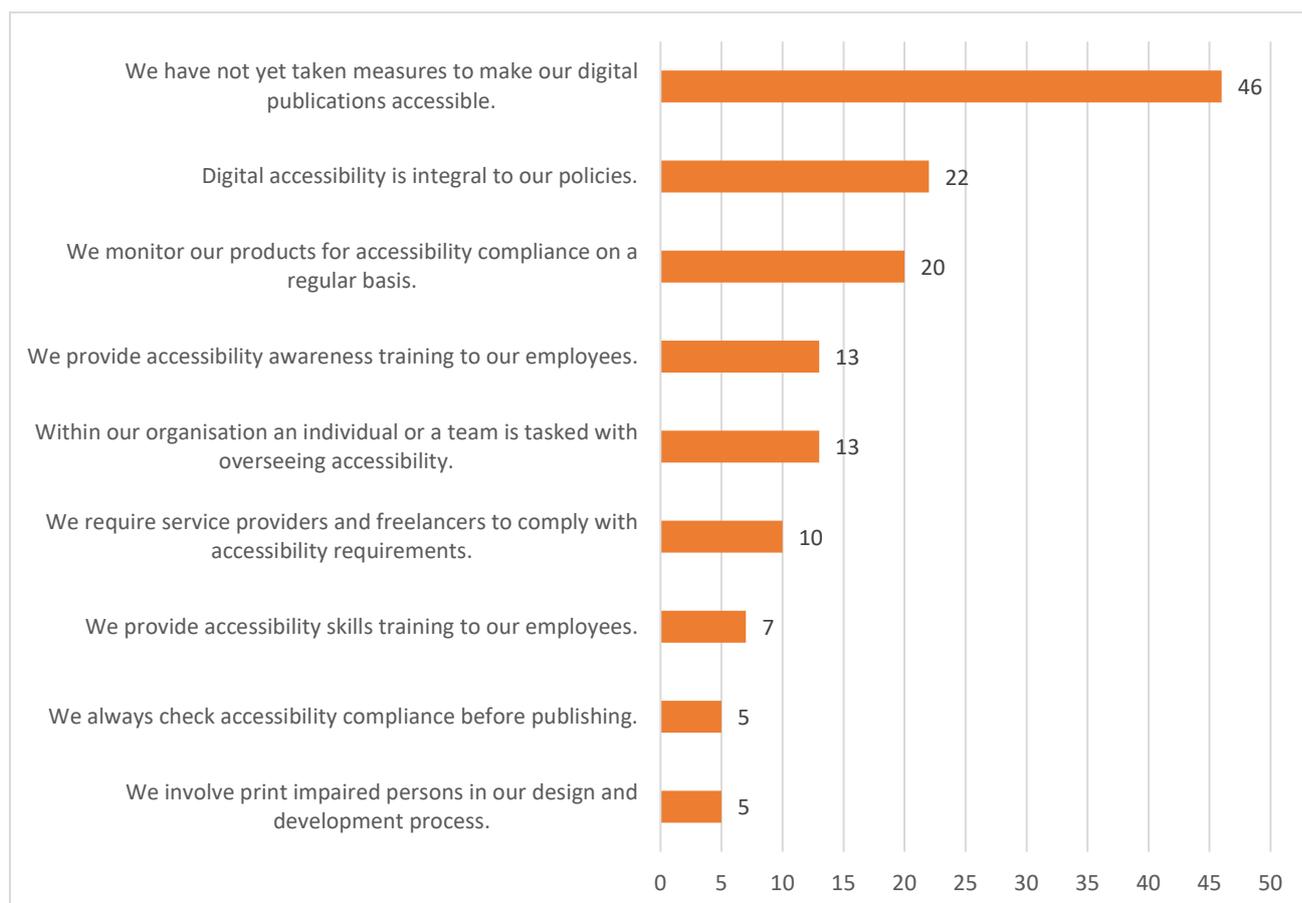
Not clear what topic covers

- *The first thing to is to define what "inclusivity" and "accessibility" and who is it for? These generic terms mean nothing.*

Current measures in place to support the production of accessible digital publications

The questionnaire asked which accessibility measures are currently in place to support the production of accessible digital publications. 25% of respondents indicated that digital accessibility is integral to their policies, with 15% benefiting from an individual or team tasked with overseeing accessibility. 15% of organisations provide accessibility awareness training to employees and 11% requirement service providers and freelancers to comply with accessibility requirements. 6% run accessibility checks before publication.

Over 50% of respondents indicated that they have not yet taken measures to make their digital publications accessible.



Here are some of the other measures taken by the organisation that respondents wished to share:

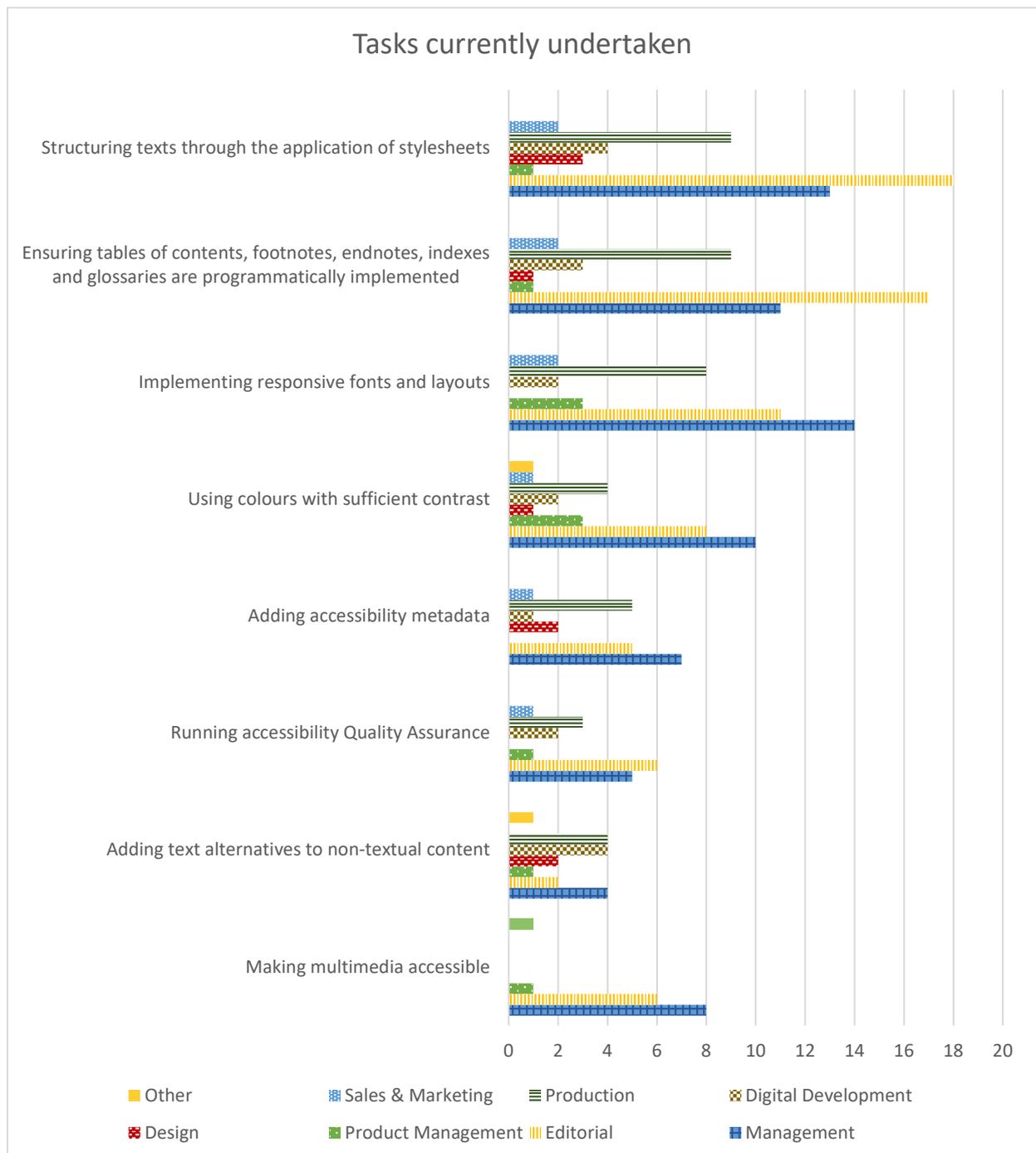
- Undertaking third party certification.
- Avoiding techniques or methods known to generate accessibility issues, such as JavaScript.
- Making sure that their organisation's website and publications catalogue are accessible.
- Responding to requests from adaptation organisations by providing source files.
- Participating in a national working group on accessibility in scientific publishing.
- Investigating born-accessible requirements with their digital services provider.
- Reflecting on how their publishing chain and production tools can be updated in order to make their publications accessible.

Building accessibility into the publication process

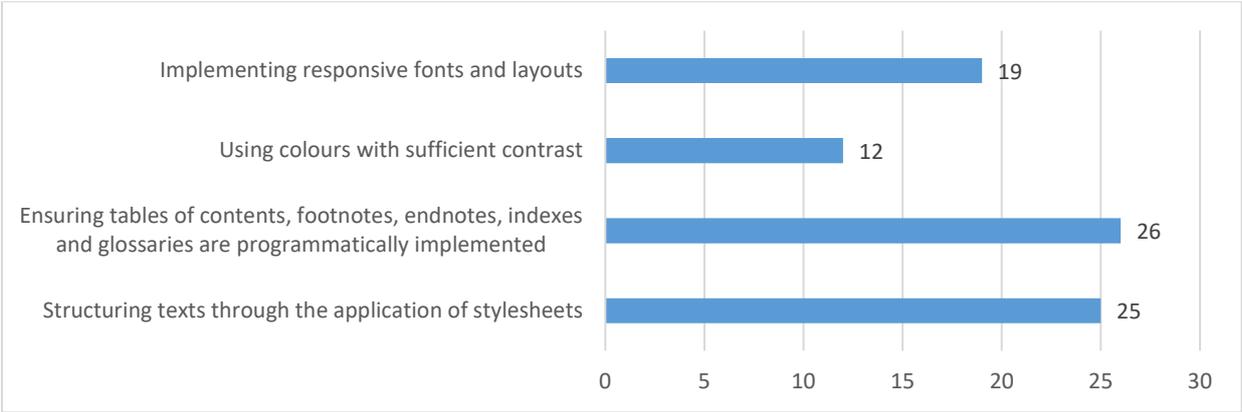
Respondents were asked which of the following tasks associated with accessibility they are currently comfortable completing within their digital workflows. The below diagram indicates the overall number of responses and breaks these down according to the profile group of respondents.

The findings indicate that there are a number of tasks that improve accessibility that publishing professionals are already familiar with. These include structuring texts through the application of stylesheets, ensuring that footnotes, endnotes, indexes and glossaries are programmatically implemented, and ensuring fonts and layouts are responsive.

The provision of alternative texts to non-textual elements is marginal, as are running accessibility quality assurance and adding accessibility metadata.



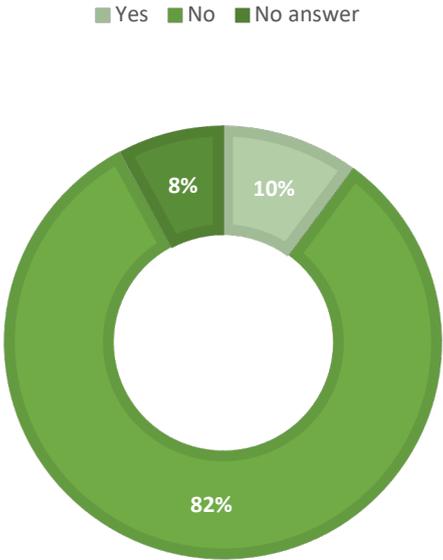
Of the 45 organisations that do not yet have recognised accessibility measures in place (see previous section), many are already completing tasks that directly impact the accessibility of their titles.



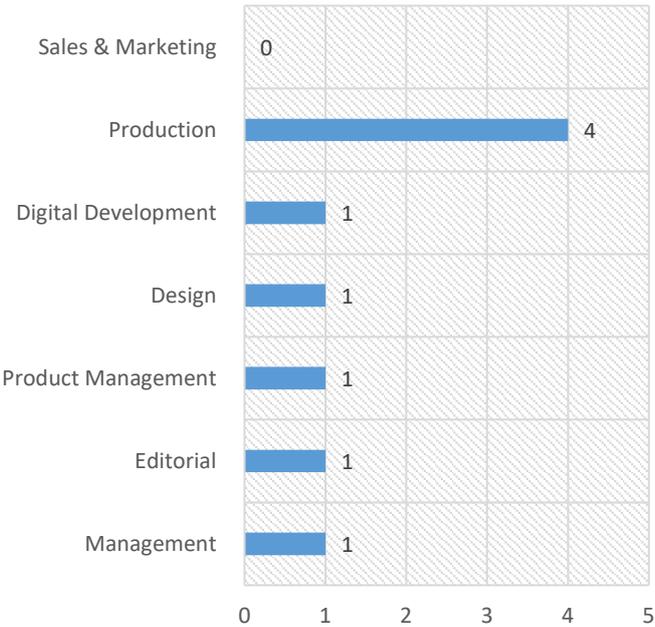
Training

Responses confirmed that very few publishing professionals – only 10% of respondents – have received formal training in the production of digital accessible publications. Nearly half of these work in production.

ACCESSIBILITY TRAINING



PROFILES OF TRAINEES

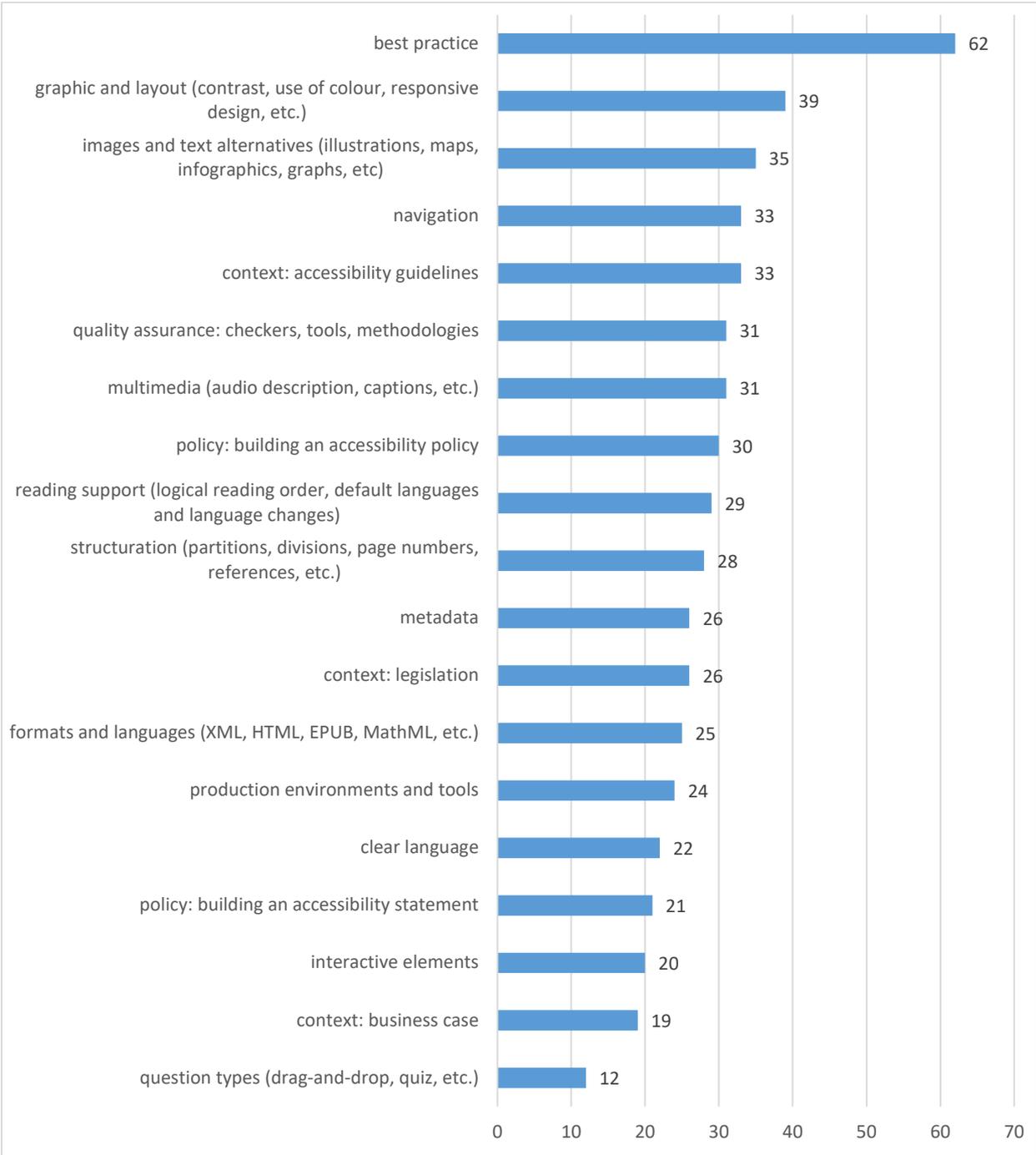


The training undertaken took the following form:

- Staff training from international standards bodies, including IDPF and DAISY Consortium
- Training in easy to read and understand texts
- Auto-training using various publications on accessibility
- A course on digital accessibility and disability awareness provided by accessibility specialists
- Creating accessible layouts using Adobe InDesign and making PDFs accessible using Adobe Acrobat
- Workplace training.

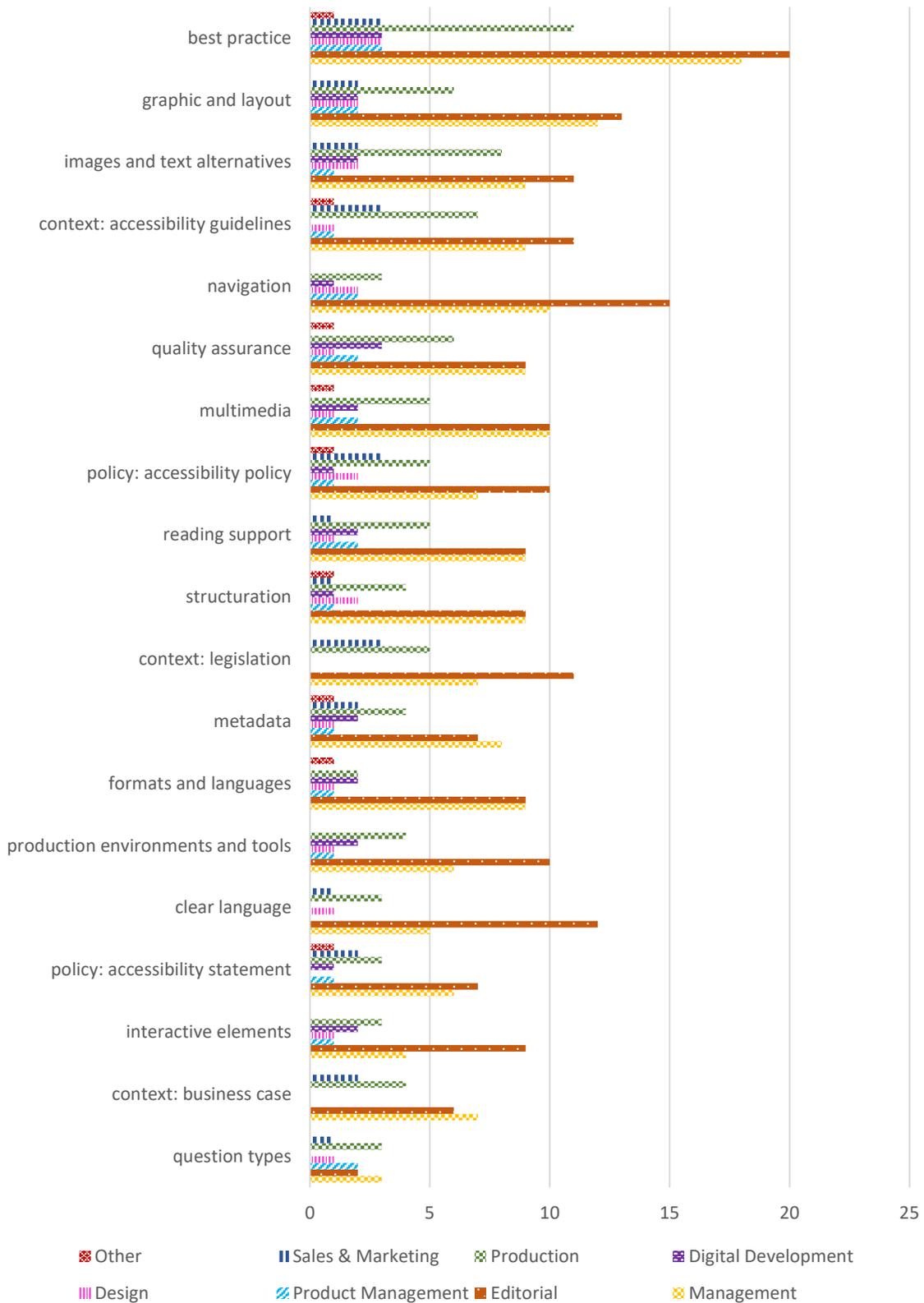
Topics that are of particular interest to organisations who completed the questionnaire

The below diagram indicates the topics which respondents indicated that they would welcome training on in order of importance. Best practice is the most popular topic. This of course encompasses all the other topics, but can be seen as an indication that respondents have a marked interest in practical examples and implementations.

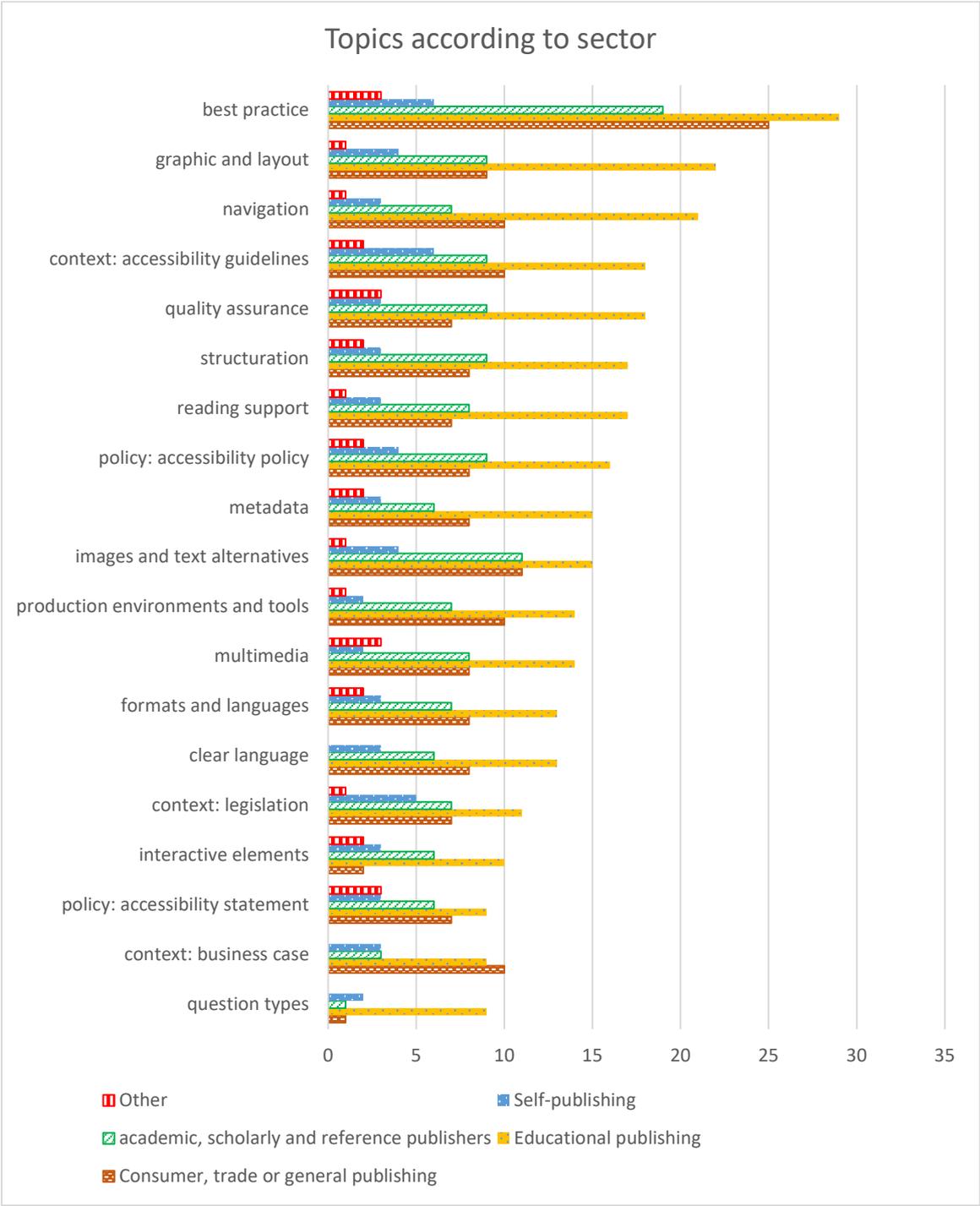


In the following graphic, these are broken down according to profile group. The findings indicate that there is no one topic that fails to appeal to a broad selection of profile groups.

Topics according to profile



The below graphic shows topics of interest according to sector. There is a marked interest across all sectors in graphic and layout issues. Some topics, such as creating accessible interactive components and question types, are primarily of interest to the Education Publishing sector⁷.



OTHER TOPICS SUGGESTED:

- Accessible websites: choosing an agency
- Compatibility with sales platforms
- An agreed accessibility charter for digital publications

⁷ This need will no doubt evolve. 74% of respondents to the aforementioned [WC3 EPUB Survey](#) claimed that they would use scripting if it were better supported by the specification and reading systems, with features like user interactions, quizzes, charts, and interactive images being the most important.

Key outcomes

- > It is essential to define “inclusive publishing” and “accessible publishing” and to reassure learners that implementing accessibility requirements will not compromise the quality of their publications. For this reason, learning material must address the role of accessibility guidelines, legislation and accessibility policy in inclusive publishing.
- > Those few professionals who have received accessibility training are mainly from the end of the production cycle. It is important to ensure that decision makers such as managers and product managers are adequately equipped to affect organisation-wide changes, and that the other professionals working earlier on in the process (editors and designers for example) have access to practical instructional material so that tasks such as providing text alternatives or designing accessible layout are addressed at the appropriate moment.
- > Although it will be necessary to address the accessibility of PDF files, the adoption of EPUB3 will be advocated throughout in line with European legislation and the work of the DAISY Consortium and W3C; if implemented correctly, this mainstream solution can fully support accessibility requirements.
- > The learning resource will aim to be software agnostic wherever possible, since software tends to change rapidly, and publishers use a variety of tools for production and workflows. The platform must capitalise and build on the tasks that publishing professionals are already familiar with as this will have an immediate impact on the accessibility of their titles. For this reason, it will be essential to address specific processes in some of the core software environments used across the sector, namely Microsoft Word and Adobe InDesign.
- > The learning material must focus on best practices, practical examples and implementations. Content development must be prioritised according to the list of topics selected by respondents. Popular topics include:
 1. Graphic and layout
 2. Images and text alternatives
 3. Navigation
 4. Quality assurance
 5. Multimedia
 6. Reading support
 7. Structuration
 8. Metadata
 9. Formats and languagesTopics that are considered to be less important are:
 10. Production environments and tools
 11. Clear language
 12. Policy: building an accessibility statement
 13. Interactive elements
 14. Context: business case
 15. Question types
- > The business case for inclusive publishing did not feature high in the list of priorities, but management profiles signalled an interest in this topic. Managers are decision makers; learning about the business case will raise awareness for inclusive publishing and may help to raise and standardise the overall quality of digital content for all users, so if time and budget permits, it should be covered.
- > Educational publishers expressed a greater interest in the topic of Question types than other publishers. If possible within given time and budget, it is recommended to address this topic in the learning material.

Questionnaire

SUPPORTING INCLUSIVE DIGITAL PUBLISHING THROUGH TRAINING | IDENTIFYING USER NEEDS

Supporting Inclusive Digital Publishing through Training (SIDPT) is a strategic partnership co-funded by the Erasmus+ Programme of the European Union. The aim of the SIDPT strategic partnership is to promote the creation and distribution of accessible publications by providing practical training material for professionals working in the publishing ecosystem.

The learning material will be developed by three non-profit partners: BrailleNet (France), Dedicon (The Netherlands) and Johannes Kepler Universität Linz (Austria). All content will be freely available in English, French, Dutch and German from late 2021 on an online platform, **Inclusive Publishing in Practice**.

The objective of this short questionnaire – which should take no more than 5 minutes to complete – is to better understand the needs of publishing professionals intervening in different stages in the book production process. Your answers will be entirely anonymous. They will inform project objectives and may be shared with non-profit stakeholders in an effort to increase the uptake of inclusive publishing.

Please could we ask you to submit your completed surveys no later than 30 April 2020.

There are 19 questions in this survey.

PROFILE

Please select your country of residence *

Drop-down list

1. What is your role/job title? *

Please write your answer here:

2. Which sector(s) do you work in? *

Please choose **all** that apply:

- Consumer, trade or general publishing
- Educational publishing
- STM (scientific, technical and medical), academic, scholarly and reference publishers
- Self-publishing
- Other:

3. What is the nature of your organisation?

Please choose **all** that apply:

- Independent publisher
- Part of a publishing group
- Book packaging company
- Literary agency
- Design agency
- Freelancer
- Other:

DIGITAL PUBLISHING

4. Are your publications available in digital formats?

Please choose **only one** of the following:

- Yes
- No

If so, which formats are they available in (HTML, PDF, EPUB2, EPUB3, XML, etc.)?

5. What are the principal software packages that your organisation uses to support the production of digital books and content (these might include examples of word processors, desktop publishing software, layout programmes, image editing software, editorial workflow management software or quality control software)?

ACCESSIBILITY

6. What are the views of your organisation (or the organisations you work for) with regards to “inclusive publishing” or “accessible publishing”?

Please choose **all** that apply:

- As far as I know, we are not familiar with these terms.
- We are aware of accessibility requirements but have not yet taken steps to integrate them into our digital publication workflows.
- We have no capacity (knowledge, resources or otherwise) for accessible publishing.
- We would like to produce accessible digital publications, but are not sure how to go about doing this.
- There is no benefit in this for us (financial or otherwise).
- We consider that meeting accessibility requirements brings about quality improvements for all users of our digital products.
- We consider accessibility to be a social and moral responsibility.
- We consider accessibility to be the government’s responsibility.
- Accessibility is already taken care of by other organisations.

Please indicate any other views held by your organisation (or the organisation you work for)

7. In what ways have you implemented accessibility in your organisation?

Please choose **all** that apply:

- We have not yet taken measures to make our digital publications accessible.
- Digital accessibility is integral to our policies.
- We monitor our products for accessibility compliance on a regular basis.
- Within our organisation an individual or a team is tasked with overseeing accessibility.
- We provide accessibility awareness training to our employees.
- We provide accessibility skills training to our employees.
- We require service providers and freelancers to comply with accessibility requirements.
- We involve print impaired persons in our design and development process.
- We always check accessibility compliance before publishing.

Please indicate any other ways that your organisation (or the organisation you work for) approaches accessibility.

8. Have you been asked to implement accessibility in your workflow?

Please choose **only one** of the following:

- Yes
- No

If so, by who?

9. Which of the following tasks are you currently comfortable completing within your digital workflows?

Please choose **all** that apply:

- Structuring texts through the application of stylesheets
- Adding text alternatives to non-textual content
- Ensuring tables of contents, footnotes, endnotes, indexes and glossaries are programmatically implemented
- Using colours with sufficient contrast
- Implementing responsive fonts and layouts
- Running accessibility Quality Assurance
- Adding accessibility metadata
- Making multimedia accessible

TRAINING

10. Have you ever received training in the production of digital accessible publications?

Please choose **only one** of the following:

- Yes
- No

If so, in what form?

11. If your organisation were supported in digital accessible and inclusive publishing, on what topics would you welcome training in order to make steps forward? *

Please choose **all** that apply:

- best practice
- clear language
- reading support (logical reading order, default languages and language changes)
- graphic and layout (contrast, use of colour, responsive design, etc.)
- structuration (partitions, divisions, page numbers, references, etc.)
- navigation
- interactive elements
- question types (drag-and-drop, quiz, etc.)
- images and text alternatives (illustrations, maps, infographics, graphs, etc)
- multimedia (audio description, captions, etc.)

- formats and languages (XML, HTML, EPUB, MathML, etc.)
- metadata
- quality assurance: checkers, tools, methodologies
- production environments and tools
- context: accessibility guidelines
- context: legislation
- context: business case
- policy: building an accessibility policy
- policy: building an accessibility statement
- Other:

FOLLOW UP

12. Would you be willing to provide feedback and test online learning material to support the development of accessible publications?

Please choose **only one** of the following:

- Yes
- No

If so, please could we ask you to provide your email address or contact details.

Many thanks for your help. Do get in touch with project partners if you have any further questions about the project.

For more details please visit our websites:

English:

<https://www.brailletnet.org/en/activities/research-and-development/supporting-inclusive-digital-publishing-through-training-sidpt-2/>

French:

<https://www.brailletnet.org/activites/recherche-developpement/supporting-inclusive-digital-publishing-through-training-sidpt/>

German:

<https://www.jku.at/institut-integriert-studieren/forschung/projekte/sidpt/>

Dutch:

<https://www.dedicon.nl/partnership>

Data represented as tables

PLEASE SELECT YOUR COUNTRY OF RESIDENCE

Country	Number
Austria	12
France	41
Netherlands	31
Rest of Europe	3
Rest of World	2
TOTAL	89

WHAT IS YOUR ROLE/JOB TITLE?

Profile Group	Number
Management	30
Editorial	33
Product Management	3
Design	3
Digital Development	4
Production	12
Sales & Marketing	3
Other	1
TOTAL	89

WHICH SECTOR(S) DO YOU WORK IN?

Sector	Number
Consumer, trade or general publishing	36
Educational publishing	39
STM (scientific, technical and medical), academic, scholarly and reference publishers	23
Self-publishing	7
Other	10

WHAT IS THE NATURE OF YOUR ORGANISATION?

Nature	Number
Independent publisher	47
Part of a publishing group	19
University press	10
Public sector press	7
Book packaging company	6
Literary agency	1
Design agency	0
Freelancer	1

ARE YOUR PUBLICATIONS AVAILABLE IN DIGITAL FORMATS?

Yes	No
79	12

IF SO, WHAT FORMATS ARE THEY AVAILABLE IN?

Format	Number
PDF	49
EPUB	11
EPUB 2	20

Format	Number
EPUB 3	22
HTML	37
XML	8
XHTML	2
Other	7

WHAT ARE THE VIEWS OF YOUR ORGANISATION (OR THE ORGANISATIONS YOU WORK FOR) WITH REGARDS TO “INCLUSIVE PUBLISHING” OR “ACCESSIBLE PUBLISHING”?

Views	Number
As far as I know, we are not familiar with these terms.	16
We are aware of accessibility requirements but have not yet taken steps to integrate them into our digital publication workflows.	27
We have no capacity (knowledge, resources or otherwise) for accessible publishing.	14
We would like to produce accessible digital publications, but are not sure how to go about doing this.	21
There is no benefit in this for us (financial or otherwise).	3
We consider that meeting accessibility requirements brings about quality improvements for all users of our digital products.	37
We consider accessibility to be a social and moral responsibility.	46
We consider accessibility to be the government’s responsibility.	13
Accessibility is already taken care of by other organisations.	13

IN WHAT WAYS HAVE YOU IMPLEMENTED ACCESSIBILITY IN YOUR ORGANISATION?

Measures	Number
We have not yet taken measures to make our digital publications accessible.	46
Digital accessibility is integral to our policies.	22
We monitor our products for accessibility compliance on a regular basis.	20
Within our organisation an individual or a team is tasked with overseeing accessibility.	13
We provide accessibility awareness training to our employees.	13
We provide accessibility skills training to our employees.	7
We require service providers and freelancers to comply with accessibility requirements.	10
We involve print impaired persons in our design and development process.	5
We always check accessibility compliance before publishing.	5

WHICH OF THE FOLLOWING TASKS ARE YOU CURRENTLY COMFORTABLE COMPLETING WITHIN YOUR DIGITAL WORKFLOWS?

Tasks	Management	Editorial	Product Management	Design	Digital Development	Production	Sales & Marketing	Other	TOTAL
Structuring texts through the application of stylesheets	13	18	1	3	4	9	2	-	50
Adding text alternatives to non-textual content	4	2	1	2	4	4	-	1	18
Ensuring tables of contents, footnotes, endnotes, indexes and glossaries are programmatically implemented	11	17	1	1	3	9	2	-	44
Using colours with sufficient contrast	10	8	3	1	2	4	1	1	30
Implementing responsive fonts and layouts	14	11	3	-	2	8	2	-	40
Running accessibility Quality Assurance	5	6	1	-	2	3	1	-	18
Adding accessibility metadata	7	5	-	2	1	5	1	-	21
Making multimedia accessible	8	6	1	-	-	-	-	-	15

OF THE 45 ORGANISATIONS THAT DO NOT YET HAVE RECOGNISED ACCESSIBILITY MEASURES IN PLACE (SEE QUESTION 8), MANY ARE ALREADY COMPLETING TASKS THAT DIRECTLY IMPACT THE ACCESSIBILITY OF THEIR TITLES

Tasks	Number
Structuring texts through the application of stylesheets	25
Adding text alternatives to non-textual content	7
Ensuring tables of contents, footnotes, endnotes, indexes and glossaries are programmatically implemented	26
Using colours with sufficient contrast	12
Implementing responsive fonts and layouts	19
Running accessibility Quality Assurance	
Adding accessibility metadata	
Making multimedia accessible	

HAVE YOU EVER RECEIVED TRAINING IN THE PRODUCTION OF DIGITAL ACCESSIBLE PUBLICATIONS?

Yes	No	No answer
9	73	7
Profile	Number	
Management	1	
Editorial	1	
Product Management	1	
Design	1	
Digital Development	1	
Production	4	
Sales & Marketing	-	
Other	-	

ON WHAT TOPICS WOULD YOU WELCOME TRAINING IN ORDER TO MAKE STEPS FORWARD?

Topics	Number
best practice	62
clear language	22
reading support (logical reading order, default languages and language changes)	29
graphic and layout (contrast, use of colour, responsive design, etc.)	39
structuration (partitions, divisions, page numbers, references, etc.)	28
navigation	33
interactive elements	20
question types (drag-and-drop, quiz, etc.)	12
images and text alternatives (illustrations, maps, infographics, graphs, etc)	35
multimedia (audio description, captions, etc.)	31
formats and languages (XML, HTML, EPUB, MathML, etc.)	25
metadata	26
quality assurance: checkers, tools, methodologies	31
production environments and tools	24
context: accessibility guidelines	33
context: legislation	26
context: business case	19
policy: building an accessibility policy	30
policy: building an accessibility statement	21

TOPIC BY PROFILE

Topics	Management	Editorial	Product Management	Design	Digital Development	Production	Sales & Marketing	Other	TOTAL
best practice	18	20	3	3	3	11	3	1	61
clear language	5	12	-	1	-	3	1	-	22
reading support	9	9	2	1	2	5	1	-	29
graphic and layout	12	13	2	2	2	6	2	-	39
structuration	9	9	1	2	1	4	1	1	28
navigation	10	15	2	2	1	3	-	-	33
interactive elements	4	9	1	1	2	3	-	-	20
question types	3	2	2	1	-	3	1	-	12
images and text alternatives	9	11	1	2	2	8	2	-	35
multimedia	10	10	2	1	2	5	-	1	31
formats and languages	9	9	1	1	2	2	-	1	25
metadata	8	7	1	1	2	4	2	1	26
quality assurance	9	9	2	1	3	6	-	1	31
production environments and tools	6	10	1	1	2	4	-	-	24
context: accessibility guidelines	9	11	1	1	-	7	3	1	33
context: legislation	7	11	-	-	-	5	3	-	26
context: business case	7	6	-	-	-	4	2	-	19
policy: accessibility policy	7	10	1	2	1	5	3	1	30
policy: accessibility statement	6	7	1	-	1	3	2	1	21

TOPICS BY SECTOR

Topics	Consumer, trade or general publishing	Educational publishing	academic, scholarly and reference publishers	Self-publishing	Other
best practice	25	29	19	6	3
clear language	8	13	6	3	0
reading support	7	17	8	3	1
graphic and layout	9	22	9	4	1
structuration	8	17	9	3	2
navigation	10	21	7	3	1
interactive elements	2	10	6	3	2
question types	1	9	1	2	0
images and text alternatives	11	15	11	4	1
multimedia	8	14	8	2	3
formats and languages	8	13	7	3	2
metadata	8	15	6	3	2
quality assurance	7	18	9	3	3
production environments and tools	10	14	7	2	1
context: accessibility guidelines	10	18	9	6	2
context: legislation	7	11	7	5	1
context: business case	10	9	3	3	0
policy: accessibility policy	8	16	9	4	2
policy: accessibility statement	7	9	6	3	3

Publishing profile groups

The following table was established for the purposes of the project. Profile groups were assigned to each of the roles/job titles that were provided by respondents.

Profile Group	Roles	Tasks
Management	<ul style="list-style-type: none"> Managing Director Senior Editors Publishers 	<ul style="list-style-type: none"> Deciding strategic direction of publishing house Managing internal teams Monitoring workflows, schedules and budgets
Editorial	<ul style="list-style-type: none"> Authors Editors Illustrators Picture Editors 	<ul style="list-style-type: none"> Creating or sourcing content Formalising house style Checking manuscripts for errors of fact, grammar, spelling, continuity, consistency Creating illustrations Sourcing pictures and ensuring that permissions are obtained and appropriate fees negotiated
Product Management	<ul style="list-style-type: none"> Product Managers Product Owners Project Managers 	<ul style="list-style-type: none"> Defining editorial and marketing requirements Managing product life cycles, workflows, schedules and budgets Developing and communicating briefs Liaising between authors, agents, colleagues
Design	<ul style="list-style-type: none"> Art Director Typesetters 	<ul style="list-style-type: none"> Creating page layout, cover design, use of illustrations and other non-text elements. Must work to the house style and to a brief developed to fulfil editorial and marketing requirements. Setting text in templates
Digital Development	<ul style="list-style-type: none"> Interaction Designers UX Designers Multimedia designers Developers Testers 	<ul style="list-style-type: none"> Designing user interaction Designing usable and useful user experiences Designing and developing audio-visual content developing and testing software
Production	<ul style="list-style-type: none"> Production Manager Digital publishing services Pre-press 	<ul style="list-style-type: none"> Planning and controlling the production process, and liaising with internal and external suppliers Making sure production files are ready to go to print Preparing and managing ebook production Managing metadata Managing bibliographic data and make sure the various databases and information flows the company depends on, internal and external, are updated and consistent
Sales & Marketing	<ul style="list-style-type: none"> Sales Rep Account Manager Commercial manager PR 	<ul style="list-style-type: none"> Developing sales opportunities and securing orders from buyers Managing a book's PR (physical and digital)