AccessCoVE: European Centre of Vocational Excellence in Accessibility

Research Report 3.1 B	Needs and Priorities for the Training of Specific Groups

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Assessment of Needs and Priorities for the Training of Specific Groups

1. Method and Participants

Within the work package 3.2., the AcessCoVE project has conducted research to identify the knowledge and skills required by different groups and professionals whose work is related to accessibility and who wish to acquire the basic knowledge in accessibility through the prism of their profession.

This report presents the findings from 86 interviews; participants that were recruited from the project's partner countries: Greece, Sweden, Spain and Italy (Table 1). The findings for the collected data have been analyzed and discussed in a consultation process involving the project partners' personnel. The data is a collection of semi-structured interviews with partners form a range of professional backgrounds, including:

- teaching staff at the primary education (n=6)
- teaching staff at the secondary education (n=11)
- teaching staff at the post-secondary (tertiary) education (n=8)
- school staff (such as computer science teachers) or employees in SMEs responsible for the development and maintenance of their websites (n=6)
- staff working in university accessibility units (n=7)
- developers (n=12)
- engineers related to the accessibility of indoor and outdoor places (n=4)
- hardware mechanical engineers (n=2)
- staff of museums, archaeological sites and generally cultural sites (n=4)

- staff in public and private entities in matters of accessible digital transformation (n=7)
- digital services providers (n=4)
- business managers of public and private sector or generally those responsible for employment accessibility (n=5)
- experts in the tourism industry related to accessibility in tourism services, accommodation (hotel units, camps, camping), conferences, religious/ sacred sites, sports & recreational facilities, beaches. (n=10)

The gender distribution was 14 female and 12 male participants from Greece, 10 female and 5 male from Sweden, 15 female and 11 male from Spain, and finally 8 female and 11 male from Italy. The report outlines the key insights and conclusions drawn from the extensive analysis and will inform the development of tailored training programs to address the specific needs of each target group and overall requirements of a future curriculum.

In the result section, the findings are summarized and displayed as is, side by side, from each country. This gives the overview of expectations that each respective professional has regarding accessibility curriculum.

In the conclusion section, the results are discussed in more detail in order to provide a more unified picture of the findings and their overall implications.

Table 1 Gender and Country Distribution of Research Participants

Professions	**Greece**		**Sweden**		**Spain**		**Italy**	
1. teaching staff at the primary education	3	3f 0m	1	0f 1m	2	2f 0m	0	0f 0m
2. teaching staff at the secondary education	3	1f 2m	1	1f 0m	4	3f 1m	3	1f 2m
3. teaching staff at the post-secondary (tertiary) education	2	2f 0m	1	0f 1m	4	2f 2m	1	1f 0m

4. school staff (such as computer science teachers) or employees in SMEs responsible for the development and maintenance of their websites	3	1f 2m	2	1f 1m	0	0f 0m	1	0f 1m
5. staff working in university accessibility units	2	1f 1m	1	1f 0m	1	1f 0m	3	1f 2m
6. developers	5	1f 4m	1	0f 1m	3	2f 1m	3	0f 3m
7. engineers related to the accessibility of indoor and outdoor places	1	1f 0m	1	0f 1m	2	1f 1m	0	0f 0m
8. hardware mechanical engineers	1	0f 1m	1	1f 0m	0	0f 0m	0	0f 0m
9. staff of museums, archaeological sites and generally cultural sites	2	2f 0m	1	1f 0m	0	0f 0m	1	1f 0m
10. staff in public and private entities in matters of accessible digital transformation	0	0f 0m	1	1f 0m	5	1f 4m	1	1f 0m
11. digital services providers	1	0f 1m	2	2f 0m	0	0f 0m	1	1f 0m
12. business managers of the public and private sector or generally those responsible for employment accessibility	1	0f 1m	1	1f 0m	1	1f 0m	2	0f 2m
13. experts in the tourism industry related to accessibility in tourism services, accommodation …	2	2f 0m	1	1f 0m	4	2f 2m	3	2f 1m
Total	**26**	**14f 12m**	**15**	**10f 5m**	**26**	**15f 11m**	**19**	**8f 11m**

2. Results

2.1 Teaching staff at the primary education

Country	Main themes and insights
Sweden [1]	-knowledge of theories related to accessibility, especially regarding neuropsychiatric disabilities like ADHD and autism, to effectively address diverse needs. -practical skills to adjust assignments and create supportive environments, including strategies for handling student panic or overwhelm. -continuous self-reflection and learning from experiences to enhance teaching effectiveness and adapt to student needs. -knowledge of spatial accessibility and designing inclusive physical environments that accommodate the varying needs of students. -Knowledge of how tools designed for neuropsychiatric disabilities can benefit all students, promoting universal access. -Skills in planning for cultural heritage activities and ensuring students are informed and supported in various contexts, including managing emergencies.
Greece [3]	-awareness of techniques and strategies to enhance mobility for individuals with visual impairments and ASD, including the creation of accessible routes and escort methods. -training on educational content tailored to various disabilities, including the use of technology for accessibility (e.g., converting formats, creating tactile materials). -physical classroom environment to support students with disabilities, considering factors like layout, brightness, and positioning. -specialized assistive technologies to facilitate access to educational materials, including screen readers, Braille printers, and 3D printing for tactile resources.

	-effective communication with parents and students, as well as collaboration with external organizations to promote accessibility and support for individuals with disabilities.
Spain [2]	-knowledge on architectural barriers that impede mobility and training on requesting assistance to eliminate these obstacles. -Training in augmentative and alternative communication methods, including sign language and digital applications, is essential to support students with special communication needs. -awareness of job opportunities post-education and training on available employment prospects is crucial for their transition to adulthood. -knowledge on challenges to better support students and skills in adapting classroom environments and utilizing accessible educational materials are vital for fostering inclusive learning experiences.
Italy [0]	No participants from this target group were involved in the interviews.

2.2 Teaching staff at the secondary education

Country	**Main themes and insights**
Sweden [1]	-knowledge on students with special needs, including their social and communication capacities and how to effectively communicate and include them in group settings. -skills in preparing inclusive lessons that cater to varying levels of complexity, including the need for concrete tips and support materials tailored for special students. -familiarity with specific challenges related to reading comprehension and language impairments, along with skills to design classrooms that minimize distractions and enhance focus for students with concentration difficulties. -frequent feedback and effective communication in remote settings,

	along with the ability to adapt teaching methods and maintain clear communication through digital platforms. -Skills in creating supportive educational materials, such as visual and auditory tools, and the importance of structured lesson planning to accommodate students with learning disabilities.
Greece [3]	-training to ensure accessibility for all students, addressing social, economic, and other barriers. -knowledge on challenges faced by students with disabilities and specific learning difficulties in educational settings. -skills to identify student needs and create individualized programs tailored to those needs, alongside knowledge of differentiated instruction. -practical experience through hands-on classroom interactions with students with disabilities and collaboration with colleagues and experts to enhance educational practices.
Spain [4]	-communication skills among educators to engage students effectively, including the use of visual aids and appropriate font choices. -Recognition of existing physical accessibility features, such as ramps and elevators, while highlighting the need for improved digital accessibility to accommodate individuals with visual and hearing impairments. -knowledge about curricular adaptations beyond those for ADHD, specifically for students with visual, intellectual, and physical disabilities. -awareness on challenges in evacuation procedures for individuals with physical disabilities, emphasizing the need for more thorough safety planning. -training to effectively support students with disabilities, highlighting the importance of specialized training for inclusive education. -Training on accessibility regulations, and overall integration of accessibility into school culture, alongside issues with non-compliance and the need for greater empathy and societal visibility regarding disability issues.

Italy [3]	- knowledge of WCAG: understanding the principles and standards for making web content accessible to people with disabilities. - knowledge of tools like screen readers and other devices that aid users with physical or cognitive impairments. - knowledge on inclusive digital communication, using clear language and accessible formats for students with disabilities. - knowledge in inclusive safety procedures: evacuation and safety plans that account for mobility or sensory impairments. - skills in web accessibility: practical ability to improve the usability and accessibility of web content through HTML, CSS, and JavaScript. - skills in classroom/lab design: Ability to redesign physical spaces, including seating and desk configurations, to accommodate students with mobility issues or physical disabilities. - skills in making online courses accessible, including captions and transcripts for video. - skills in technical adaptation: adapting complex documents (e.g., engineering drawings or technical manuals) to be more accessible to students with visual or cognitive impairments. - skills in simplifying content: modifying technical materials for students with learning disabilities without reducing academic rigor. - interpersonal skills in collaboration with developers and partners: to integrate accessibility features into digital and physical environments. - interpersonal skills in supporting diverse students. Ability to assist students and their families, particularly those with disabilities or language barriers, in accessing education and public services. - integration/implementation of assistive technologies: screen readers or communication aids within educational settings to improve accessibility. - integration/implementation of Accessible learning platforms: Implementing accessible features, such as captions and transcripts, in online courses and digital resources.

	- integration/implementation of accessible emergency plans for students with mobility or sensory challenges. - integration/implementation of workplace accommodations: Integrating assistive technologies and accessibility measures into workplace settings to ensure equal opportunities for students with disabilities. - standardizing/universalizing use of assistive tech: ensuring captions, transcripts, and compatible digital platforms are regularly applied across online learning environments. - standardizing/universalizing accessibility in physical spaces: classroom and lab setups to ensure they are always accessible to students with disabilities. - standardizing/universalizing safety protocols: establishing evacuation procedures that are universally accessible and applicable. - awareness of accessible transportation: the role of transportation in ensuring students with disabilities can access internships and job placements. - awareness of cultural inclusivity. Supporting families with cultural or language barriers in accessing public spaces, education, and transportation services. - awareness of distance learning challenges: recognizing the importance of making distance learning platforms accessible.

2.3 Teaching staff at the post-secondary (tertiary) education

Country	**Main themes and insights**
Sweden [1]	-Awareness that physical environment factors are less critical in remote learning and the role of municipalities in providing support and study centers. -Skills in fostering communication with local authorities to enhance

	educational accessibility and identifying the needs that can be met remotely versus those requiring in-person assistance. -maintaining social connections for distance learners and understanding the specific support required for students with neuropsychiatric disorders. -Knowledge of how digital tools can be designed or adapted to support students with neuropsychiatric functional disorders and the ability to refine teaching practices to improve support for all students.
Greece [2]	-training staff members regarding accessibility issues to enhance teaching effectiveness and raise awareness about various categories of disability and associated challenges. -training on developing accessible educational materials, including guidance on converting existing resources like PowerPoint presentations. -Training in software and digital educational tools that facilitate both face-to-face and distance learning, along with specific tools used by students with visual impairments. -knowledge on legislative framework regarding accommodations for students with disabilities and references to additional accessible materials that can be utilized in lectures.
Spain [4]	- educational programs to include practical skills and technology relevant to modern job markets, ensuring students are adequately prepared for employment. - acknowledgment of the growing aging population necessitating continuous education that addresses both physical and digital accessibility challenges for older adults. -Balancing digital tools with analog solutions to accommodate diverse users, especially older adults who may struggle with fully digital systems. -the need for robust enforcement of accessibility laws to prevent discrimination, framing accessibility as a constitutional right linked to human dignity.

	-accessibility training across various fields to ensure professionals are equipped to address diverse needs and advocate for individuals with disabilities. - needs of individuals with disabilities to create effective, tailored accessibility solutions, while recognizing the unique challenges faced by vulnerable groups.
Italy [1]	- knowledge of accessibility requirements for digital and educational resources like course materials, lecture recordings, and online platforms. - knowledge of accessibility requirements regarding classroom and campus layout for students with mobility challenges. - knowledge of assistive technologies for students with learning disabilities or high functioning autism. - knowledge of emergency evacuation plans tailored for students with sensory sensitivities or anxiety. - knowledge of career development strategies for students with learning disabilities or autism. - skills in improving the navigation and accessibility of digital platforms, including assessment and submission tools. - skills in designing accessible digital documents (PDFs, e-books, research articles) for students with learning difficulties or autism spectrum disorder (ASD). - skills in adapting teaching materials with visual aids and methods to support diverse learners. - skills in applying accessible communication methods and inclusive teaching strategies. - skills in collaborating with the university safety team to create accessible evacuation plans. - skills in collaboration to improve communication and administrative processes for students with learning disabilities or high functioning autism.

	- interpersonal skills of flexibility and adaptability: to support students with diverse needs through flexible deadlines and adaptive technologies. - integration/implementation of assistive tools and technologies into teaching environments to support learners with disabilities. - standardizing/universalizing the use of accessible formats (captions, interactive elements) across online courses and digital platforms. - standardizing/universalizing communication and teaching methods to cater to students with learning disabilities or autism, ensuring clarity and accessibility in all interactions.

2.4 School staff (such as computer science teachers) or employees in SMEs responsible for the development and maintenance of their websites

Country	**Main themes and insights**
Sweden [2]	-knowledge on various disabilities (e.g., dyslexia, hearing impairments) and their impacts on students, emphasizing the need for knowledge about appropriate accommodations and individual challenges. -practical skills in adapting educational strategies to meet individual needs, including effective communication with students requiring interpreters and utilizing specific tools to enhance learning. -Skills in problem-solving through automation and adaptability are essential, particularly when developing accessible digital content and video materials for diverse learners. -Understanding which jobs are suitable for individuals with disabilities and how to tailor learning processes to equip students with skills for future job opportunities is crucial. -knowledge about the experiences of students with cognitive disabilities, best practices for inclusion, and the importance of addressing

	intersectionality, including gender and ethnicity, within accessibility. -Awareness of the role of AI as assistive technology is important, with an emphasis on understanding its potential benefits and risks, particularly regarding biases that may arise from ableist training data.
Greece [3]	-Knowledge of state-of-the-art assistive technologies (devices and software) necessary for students with disabilities to navigate educational materials effectively. -Understanding the use of Virtual Reality (VR) and Educational Robotics to create accessible educational programs and materials. -Awareness of existing AI tools that enhance accessibility in educational content, including images and websites, alongside knowledge of the Web Content Accessibility Guidelines (WCAG). -Skills in adapting the school curriculum for accessibility, employing differentiated teaching techniques, and understanding effective educational and communication strategies for managing students. -Knowledge of accessibility testing tools identify issues, along with best practices in accessibility design, such as appropriate color choices and the use of labels and descriptions in web content.
Spain [0]	No participants from this target group were involved in the interviews.
Italy [1]	- knowledge of accessibility requirements of web-based resources, including websites, portals, and digital tools for students with visual, auditory, or cognitive impairments. - knowledge of accessibility guidelines for internships, job placements, and hiring processes for students with disabilities. - knowledge of emergency procedures for students with mobility challenges and other disabilities. - skills in designing accessible digital documents (e.g., code samples, technical documents) for students with learning disabilities such as dyslexia. - skills in structuring physical spaces and workplaces to accommodate

	students with mobility challenges and assistive devices. - skills in ensuring online courses and distance learning platforms are fully accessible, including the use of captions, transcripts, and accessible coding environments. - skills in adapting digital tools, mobile devices, and communication methods (email, platforms) for accessibility, especially for students who use assistive technologies or struggle with written communication. - skills in adaptive teaching tools and instructional methods to break down complex concepts (e.g., programming) for students with disabilities. - skills in modifying teaching materials (e.g., programming assignments, code examples) and digital documents to support screen readers, voice command systems, and students with learning disabilities. - skills in creating inclusive and accessible safety and evacuation plans for students with disabilities. - skills in collaborating with industry partners to implement accessibility in internships and job placements. - skills in supporting students with disabilities in professional environments by providing accessible career counseling, registration services, and adaptive tools. - skills in working with university teams and safety personnel to ensure emergency procedures are accessible. - integration/implementation of assistive technologies into classrooms and digital platforms. - integration/implementation of accessible workplace accommodations for students transitioning to employment in technical fields. - standardizing/universalizing the use of assistive technologies and adaptive digital tools across all educational platforms and environments. - standardizing/universalizing accessible teaching methods, including modified coursework and technical documents, to meet the needs of students with learning disabilities or attention difficulties.

	- standardizing/universalizing accessible safety and evacuation procedures for all students with disabilities. - awareness of the impact of transportation options on students' participation in internships and external projects. - awareness of the need to ensure hiring processes and professional environments are inclusive and accessible for students with disabilities.

2.5 Staff working in university accessibility units

Country	**Main themes and insights**
Sweden [1]	-knowledge on conversational techniques, project management, and digital meeting facilitation skills to support students with disabilities. -knowledge of digital aids like speech-to-text, spell-check programs, and recording devices is essential for supporting students with disabilities. Inclusive Educational Practices: -skills in adapting teaching and assessment methods to support diverse learning needs, particularly for students with neuropsychiatric conditions. -skills in providing career support for students with disabilities, especially those with autism and other neuropsychiatric conditions, is crucial.
Greece [2]	-skills in creating accessible digital books in Word and PDF formats, tactile images, and braille materials for subjects kike music and mathematics, along with converting ppd presentations into accessible format. -knowledge of accessibility in video material, editing programs and creation of verbal descriptions and captioning technologies for visual content. -theoretical knowledge of the characteristics and needs of individuals with disabilities, including proper understanding of assistive technologies

	and awareness of tools like fonts and screen magnification software. -knowledge of specifications for assessing physical accessibility and techniques for creating optimal routes in university spaces along with information on planned upcoming upgrades
Spain [1]	-Awareness about the accessibility as a fundamental rights to be integrated into planning and training processes -Legal training as to connect accessibility to human dignity and constitutional principles and along with addressing the gaps in training to improve compliance and awareness. -Awareness of accessibility as a cross-disciplinary subject with solutions in one area impacting other fields, so that effective and updated changes happen and last.
Italy [3]	- knowledge of different types of disabilities and their impact on everyday life. - knowledge of disability studies and their application to support individuals with disabilities. - knowledge of existing accessibility guidelines, such as WCAG for making university services and online platforms accessible. - knowledge of different assistive technologies, including text-to-speech tools, apps for ASD, and digital tools for learning disabilities. - knowledge of best practices for creating inclusive job opportunities and removing barriers to employment for students with disabilities. - knowledge of accessible emergency procedures and evacuation plans for students with mobility or sensory impairments. - skills in ensuring digital documents and communication are accessible for students with disabilities (compatible with screen readers etc). - skills in creating and refining accessible digital learning content, incorporating captions, transcripts, and interactive features. - skills in accessible digital communication (email, platforms), using clear and simple language and visual aids. - skills in supporting students to use assistive technology on their

	devices. - skills in training/educating faculty on adaptive teaching methods and accessible assessment tools for students with disabilities. - skills in enhancing job opportunities and workplace accommodations for individuals with disabilities. - skills in collaborating with transportation services, safety teams, and faculty to improve accessibility on campus and in emergency procedures. - skills of streamlining communication between students, administration, and external services to remove barriers for individuals with disabilities. - skills in working with staff to promote an inclusive workplace and ensure accessible hiring processes. - skills in making evacuation plans inclusive, easy to follow, and tailored to students with different disabilities. - integration/implementation of physical accessibility in classrooms, labs, and communal spaces, especially in older buildings. - integration/implementation of assistive technologies into student learning environments, ensuring reasonable accommodations for students with both physical and cognitive disabilities. - integration/implementation of accessible emergency evacuation plans tailored to students' needs, in collaboration with safety teams. - integration/implementation of inclusive teaching methods, flexible assessments, and administrative services to accommodate students with disabilities. - standardizing/universalizing accessibility across university spaces and digital platforms, ensuring compliance with WCAG and other accessibility guidelines. - standardizing/universalizing the use of assistive technology tools and alternative assessments in teaching and administrative services. - standardizing/universalizing inclusive emergency procedures for all students with disabilities, ensuring easy navigation and safety in

	emergencies. - awareness of the importance of personal connection in identifying the right solutions for each individual with a disability. - awareness of the impact of transportation and mobility options on campus accessibility for students with physical disabilities. - awareness of emerging assistive technologies, such as digital solutions and AI that can simplify life and improve the accessibility of university services.

2.6 Developers

Country	**Main themes and insights**
Sweden [1]	- Knowledge on the basics of accessibility, including how to integrate it into website development, graphical design, and semantic HTML, as well as awareness of what to avoid in web design. - Awareness and training with regulations such as WCAG 2.x and 3.0, European Union guidelines, and understanding how to measure compliance with these standards. - Skills in real-world scenarios, including digital accessible transformation, and having the right resources and tools to promote accessibility in education. - Knowing the core elements of accessibility, including bad examples, and understanding the foundation of accessibility-related issues. - Addressing the lack of confidence in promoting accessibility, including having support in the form of accessible resources, and potentially requiring training or expertise in pedagogy. - Training in specific areas of accessibility, such as web design, education, and digital transformation, and wanting to focus on these domains in one's career.

Greece [5]	- Awareness of personal experiences of people with disabilities, experience through use cases, research on accessibility problems and solutions for specific disabilities (for example, color blindness) - Training on solutions and best practices to address accessibility issues, create accessible materials, and a good user experience, accessibility testing, including the use of testing tools and feedback from users - Skills on specific tools that provide accessibility for people with various disabilities, overview of existing assistive technology, practices to make software compatible with assistive technology, development of environments that enable interaction with computers through voice commands, particularly for individuals with mobility or physical disabilities - Knowledge of universal design principles, accessibility guidelines and standards, such as WCAG 2.1, as well as techniques to create universally acceptable non-verbal sounds to convey messages - Overall knowledge of all types of disabilities and their characteristics, the importance of understanding different disabilities and how they interact with digital environments.
Spain [3]	- Awareness of the needs of individuals with disabilities, targeted training to identify and solve accessibility issues. - Knowledge of user diversity in digital spaces and effective accessibility solutions. - Training in digital barriers that affect people with disabilities and older people, who may require assistance to use digital tools. - Knowledge of relevant laws and standards, focusing on practical application rather than programming expertise. - Knowledge of various disabilities and their interactions with digital environments that are essential for assessing compliance with accessibility requirements. - Knowledge of a user-centered approach to encourage professionals to empathize with people with disabilities to enhance their digital

	experience.
Italy [3]	- Knowledge of tools and best practices for making web content accessible to individuals with various disabilities, ensuring compliance with WCAG and international guidelines while exceeding minimum legal requirements. - Training on implementing digital accessibility technologies that enable equal access to services and information, focusing on areas such as accessible digital banking services and screen reader navigation systems. - Skills in conducting accessibility audits and using testing tools to evaluate the usability of digital platforms for people with disabilities. - Understanding physical accessibility, including addressing architectural barriers in urban and working spaces with ramps, lifts, and signage, and improving accessibility in public transport systems. - Training on strategies to enhance physical accessibility in buildings, especially for people with mobility impairments, and ensuring effective emergency evacuation procedures for those with mobility challenges. - Knowledge of assistive technologies that support individuals with physical or cognitive disabilities, including tools that promote autonomy and the maintenance of such technologies in public spaces and transport services. - Skills in implementing assistive technologies in educational and professional environments to remove digital and physical barriers. - Awareness of inclusive communication and teaching methods, ensuring clear and effective interaction for individuals with disabilities and adapting learning environments to their needs. - Train staff on disability awareness and respectful communication, especially in public transportation services, and improve emergency communication for individuals with disabilities. - Understanding how to create inclusive job opportunities and strategies to remove employment barriers for individuals with disabilities, focusing on improving the inclusiveness of workplace environments.

2.7 Engineers related to the accessibility of indoor and outdoor places

Country	Main themes and insights
Sweden [1]	- Knowledge of recent technology and universal design around accessibility issues. - Address accessibility as a huge opportunity rather than just a challenge or obligation and recognize its potential to enhance various aspects of life, including employment, tourism, and more. - Skills to best address technical solutions, such as AI, and strategies to drive digitally accessible transformation, improve employment accessibility, and develop better solutions for evacuation situations.
Greece [1]	- Knowledge of accessibility problems in different contexts, such as buildings, bridges and other natural environments. - Training on existing Greek legislations and technical specifications on accessibility. - Addressing the lack of online meeting places for designers to access much-needed information on accessibility.
Spain [2]	- Knowledge and training in engineering and design, familiarity with universal design and the concept of "design for all." - Addressing the lack of empathy towards accessibility, which stems from misinformation and the misconception - Addressing Spain's slow progress in digital, physical, and cognitive accessibility, particularly in public spaces, to encourage private sector compliance. - Knowledge in improving accessibility in protected areas, including World Heritage Sites, and the need for specific knowledge of regulations. - Knowledge of transport accessibility, clear signage, and easily accessible information in both public and private transport systems. - Addressing advocating for accessible educational materials, assistive

	technology training for educators, and knowledge of workplace rights to ensure equal access for individuals with disabilities.
Italy [0]	No participants from this target group were involved in the interviews.

2.8 Hardware mechanical engineers

Country	**Main themes and insights**
Sweden [1]	- Knowledge of users' perspectives, needs, and constraints when designing accessible solutions, including wearable assistive devices, digital tools, and educational technology. - Training on empathic and practical skills to interpret user information correctly and recognize the importance of considering cognitive and physical limitations in design. - Skills in conducting user interviews, designing for usability, and thinking beyond technical solutions to include accessibility in real-world contexts. - Knowledge of the needs of diverse users, including those with dyslexia, stroke, and other disabilities, when designing digital tools and applications. - Training in integrating AI into projects with ethical considerations and common sense, avoiding the potential risks and pitfalls of replacing necessary human interaction.
Greece [1]	- Knowledge of different technical tools and technologies like voice commands and how different technologies like sound tone/vibration or braille command could integrate into any device.
Spain [0]	No participants from this target group were involved in the interviews.
Italy [0]	No participants from this target group were involved in the interviews.

2.9 Staff of museums, archaeological sites and generally cultural sites

Country	Main themes and insights
Sweden [1]	- Knowledge of human behavior in various environments, emphasizing understanding how different people perceive information to ensure inclusivity and effective communication. - Training on the importance of flexibility and creativity in addressing diverse needs, focusing on inclusive approaches in communication and education. - Skills in digital accessibility, especially in transforming complex topics into easily accessible digital information, while considering the financial constraints typical of the cultural sector. - Knowledge on improving cultural heritage accessibility, learning how to utilize technology to overcome geographical limitations, and increasing citizen engagement with these sites. - Training in tourism accessibility, particularly in providing accessible information in multiple languages to cater to a broader audience. - Skills in designing and implementing better solutions for security and evacuation scenarios, especially for individuals with mobility impairments, with specific attention to older buildings and different Emergency scenarios.
Greece [2]	- Knowledge of creating accessible museum education for people with various disabilities, including blindness, impaired vision, and ADHD. - Training on using technology to develop accessible guided tour materials, such as audio guides and augmented reality. - Skills in creating virtual tours that are particularly beneficial for people with mobility disabilities through appropriate technological tools. - Understanding multisensory learning principles can enhance accessibility in educational contexts.

	- Ability to communicate effectively with people with disabilities, including using short verbal descriptions or signs to foster dialogue. - Knowledge of the logistical infrastructure needed in museums to accommodate individuals with disabilities. - Theoretical understanding of different disability categories and their specific characteristics. - Practical advice from experts on approaching and interacting with people with disabilities in museum settings. - Information on emerging technologies and how to collaborate with relevant institutions and specialists. - Hands-on experience and learning from the perspectives of people with disabilities to design an ideal museum tour. - Training for all museum staff to increase disability awareness and empathy in their interactions and service delivery.
Spain [0]	No participants from this target group were involved in the interviews.
Italy [1]	- Knowledge of transportation options for people with disabilities, including understanding potential new EU accessibility laws for public transportation across Europe. - Skills to improve communication within the public sector, promoting inclusion for individuals who face isolation and have limited access to public spaces. - Understanding the broader concept of disability to enhance user experiences in public spaces and make them more inclusive. - Knowledge of new digital technologies, such as digital libraries, to improve accessibility in cultural spaces like museums. - Training in new software tools to enhance work efficiency and improve user experiences, particularly for individuals with disabilities. - Skills in selecting the most effective digital tools for inclusive education, ensuring access for all, including children from diverse cultures and linguistic backgrounds. - Understanding sensory impairments and their impact on how individuals interact with cultural spaces.

	- Skills to be a more inclusive museum guide, ensuring accessible and enjoyable tours for people with disabilities and those without in the same group. - Knowledge of how to create memorable museum experiences for all visitors, regardless of their abilities. - Skills in using intuitive digital tools to enhance communication and improve the visitor experience in museums. - Training on providing better customer service, teaching staff how to effectively communicate with people with disabilities and assisting them in navigating public spaces using digital tools. - Understanding emergency procedures for managing disasters, like fires or earthquakes, when working with individuals who speak different languages or have disabilities. - Training in specific emergency guidelines, particularly following Italian regulations, for handling emergencies involving individuals with disabilities. - Skills in managing children from different cultural backgrounds and understanding how to behave respectfully with people with disabilities, both colleagues and visitors. - Knowledge of accessibility in public spaces to improve communication and assist all visitors appropriately.

2.10 Staff in public and private entities in matters of accessible digital transformation

Country	Main themes and insights
Sweden [1]	-Knowledge of accessibility on a societal level and digitalization's possibilities and challenges in the public sector regarding accessibility. - Knowledge of mandatory requirements in public administration for equal access to information.

	- Knowledge on the benefits from addressing accessibility proactively rather than as an afterthought and bias and a norm-critical approach. - Knowledge of intersectionality and how it relates to accessibility, considering cultural, socioeconomic, and communicative differences. - Knowledge of issues and prejudices at the system and policy level that limit opportunities for people with disabilities. - Skills in being flexible and adaptive in communication: plain language, easy-to-read text, film, body language. - Skills in prioritizing efforts based on available resources and project planning, considering accessibility at the start. - Interpersonal skills of being sensitive and showing humility when recognizing the diverse needs of individuals. - Integrating accessibility in the curricula across professions, sectors, and disciplines. - Awareness of exclusion and prejudice within the educational system. - Awareness of the lack of educational options for people with disabilities due to societal biases.
Greece [0]	*No participants from this target group were involved in the interviews in Greece.*
Spain [5]	"Comprehensive understanding of accessibility": - Knowledge of barriers to participation in digital space and physical space and relevant laws and regulations. - Knowledge on how to create universally accessible products and assistive technologies. - Knowledge of strategies to support digital skill development for reintegration of older adults into work. - Skills in adapting training materials for diverse abilities and incorporating tools for individuals with disabilities, such as tactile exhibits and sign language options across different venues. - Skills in accessible web programming, such as following W3Cs guidelines as well as establishing user-centered processes, including the perspective of users with disabilities to effectively identify

	accessibility needs. - Skills in using editing tools that enhance accessibility and the design of vocational training that enhance digital literacy for older adults, facilitating their transition back into employment. - Skills in appropriate and effective communication with individuals with disabilities. - Standardize regulations to ensure accessibility in educational contexts. - Universalize evacuation training so all businesses can support individuals with disabilities during emergencies. - Institutionalized training of accessibility within organizations. - Awareness on architectural barriers and how it affects access to educational and employment settings. - Awareness of existing gaps in digital skills among citizens.
Italy [1]	- Understanding universal design and how accessibility patterns impact the usability of content. - Gaining a deeper understanding of how people with disabilities perceive and interact with the world. - Learning about the requirements for accessible digital content, including WAI protocols and development patterns to ensure accessibility as content evolves. - Discovering ways to verify the accessibility of web and mobile content beyond the minimum requirements, aiming to help users truly navigate digital resources. - Understanding the legislative and practical requirements for creating accessible educational materials with real-world examples for better application. - Learning about studies and tools that have significantly changed how technology supports students' learning experiences. - Exploring patterns to make university apps more useful during emergencies, providing practical information to students and staff. - Learning from real-world scenarios where emergency services have been adapted to ensure inclusivity for all individuals during crises.

2.11 Digital services providers

Country	Main themes and insights
Sweden [2]	- Knowledge in understanding different disabilities, their impacts on individuals, and their relevance to digital accessibility and in change management and organizational structures related to accessibility. - Knowledge on obligations and rights related to accessibility within the private sector and its connection to global sustainability goals. - Knowledge of the basics of WCAG requirements, as well as principles of universal design as well as relevant laws and their implications for accessibility. - Knowledge in human rights related to accessibility, particularly in educational contexts and support for neuropsychiatric disorders (NPF). - Skill to facilitate conversations about accessibility in a way that normalizes the process of learning from failure. - Skills in advocating for digital inclusion to ensure that more people are reached through inclusive practices and implementing practical activities that reinforce theoretical concepts in accessibility. - Skills in advocating for broader accessibility education across various levels of expertise and advocating for and implementing accessible practices (context dependent). - Skills in effectively communicating the connection between accessibility, human rights, and social sustainability. - Interpersonal skills in encouraging empathy over sympathy in discussions about accessibility. -Integration/implementation of real-world learning experiences that involve hands-on engagement with accessibility principles. - Implementation of practical activities that reinforce theoretical concepts, enabling effective teaching of accessibility principles.

	- Awareness of different certifications in accessibility, such as IAAP and of the role of digital accessibility in increasing workplace participation for all.
Greece [1]	- Knowledge of good practices and adaptations that have been tried and tested to work. - Knowledge about available digital and technological tools useful for people with disabilities. - Skills on how to create accessible material (e.g., how long the verbal description of a picture needs to be). - Skills in finding out the needs of people with disabilities. - Skills in evaluating the accessibility of products and services based on the needs of people with disabilities. - Skills in practical application (ways of implementation) of W3C rules (qualitative rather than technical). - Knowledge about available digital and technological tools useful for people with disabilities.
Spain [0]	*No participants from this target group were involved in the interviews in Spain.*
Italy [1]	- Knowledge of accessibility features in digital tools for spatial planning. - Skills in enhancing e-commerce accessibility. - Knowledge of digital tools for libraries, mobile apps, and devices. - Skills in creating accessible digital guides for museums and tourism. - Mastery of web accessibility techniques and guidelines. - Knowledge of best practices for accessible communication. - Skills in improving communication accessibility in education. - Knowledge of designing accessible emergency communication systems. - Skills in ensuring emergency information is accessible through multiple channels. - Skills in making digital forms accessible. - Knowledge of making digital banking interfaces user-friendly.

	- Skills in creating accessible virtual learning environments. - Knowledge of developing accessible booking systems. - Explore digital platforms for accessibility to sports and beach facilities. - Skills in developing applications for accessible tickets and events. - Skills in creating accessible digital educational content. - Knowledge of modifying teaching practices for accessibility. - Skills in improving online learning accessibility. - Knowledge of assistive technology applications. - Interest in digital solutions for physical accessibility. - Knowledge of digital tools for accessible hiring and development. - Knowledge of designing accessible evacuation plans. - Skills in developing digital evacuation strategies. - Awareness of making emergency information accessible through multiple channels.

2.12 Business managers of the public and private sectors or generally those responsible for employment accessibility

Country	Main themes and insights
Sweden [1]	- Knowledge of the importance of empathy, emotional understanding, and social skills in accessibility, recognizing that technical expertise alone is not enough to create fully accessible environments. - Training in emotional intelligence for consultants and certifiers to better understand the daily frustrations and challenges faced by individuals with disabilities. - Awareness of the impact that non-compliance with accessibility regulations has on the quality of life for people with disabilities, despite spaces or services being labeled as accessible. - skills in providing psychological and emotional support alongside technical accessibility solutions to prioritize the well-being of individuals with disabilities.

	- Ability to balance technical solutions, such as compliance with accessibility standards and the development of assistive technologies, with emotional understanding to address the full range of challenges faced by people with disabilities. - Awareness of a holistic approach to accessibility that integrates both technical expertise and emotional support to improve the lives of individuals with disabilities comprehensively.
Greece [1]	- Knowledge of the legal demands for a building to be accessible as far as infrastructure. - Knowledge of best practices for providing fully accessible services. - Knowledge of guidelines based on legislation to identify deficiencies and implement necessary modifications to infrastructure, equipment, and web or physical services. - Knowledge of guidelines for creating accessible website content. - Skills in developing and providing an accessibility audit manual covering both infrastructure and service delivery. - Skills in providing instructions for civil servants and staff on how to effectively serve people with disabilities.
Spain [1]	- Knowledge of the impact of non-compliance with accessibility standards on the lives of individuals. - Knowledge of the application of accessibility regulations. - Knowledge of existing and emerging assistive technologies. - Knowledge of a holistic approach to accessibility that combines technical expertise with emotional support. - Skills in balancing technical solutions with emotional understanding when addressing accessibility needs. - Skills in providing psychological and emotional support to individuals with disabilities alongside technical solutions. - Skills in consulting or certifying accessibility by understanding the frustrations and challenges faced by individuals with disabilities. - Interpersonal skills in empathy, social skills, and psychological understanding when working with individuals with disabilities.

	- Interpersonal skills in emotional intelligence to effectively address the challenges faced by people with disabilities. - Integration/implementation of both technical expertise and emotional support in accessibility efforts to create truly inclusive environments. - Awareness of the importance of soft skills, like empathy and psychological support, in accessibility-related roles. - Awareness of the need for accessibility solutions that address both technical requirements and emotional challenges faced by individuals with disabilities.
Italy [2]	- Knowledge of ensuring physical accessibility for students with disabilities in classrooms, playgrounds, and other school spaces. - Training on adapting older school buildings to meet accessibility needs, including temporary and long-term modifications. - Skills in making sports and recreational activities accessible for students with disabilities by adapting equipment and facilities. - Ability to develop and implement accessible security and evacuation systems during emergencies to ensure safety for all. - Knowledge of coordinating with local authorities to ensure transportation options, including school buses, are accessible for students with disabilities. - Understanding of mobility solutions to help students with physical disabilities travel to and from school efficiently. - Skills in making digital platforms and school websites accessible, ensuring compatibility with screen readers and other assistive technologies. - Training in making digital forms and documents accessible for parents, students, and staff, particularly those with visual impairments or dyslexia. - Awareness of ensuring accessible email and online communications for all stakeholders, including notifications and updates. - Knowledge of how to ensure devices and software used in classrooms are accessible for students with disabilities.

	- Skills in making educational materials accessible in various formats, including large print, audio descriptions, and interactive elements. - Understanding how to create accessible distance learning environments using captions, assistive technologies, and accessible reading materials. - Knowledge of ensuring that school staff, including teachers with disabilities, work in inaccessible environments, including offices and break rooms. - Training in creating accessible hiring processes and communication methods for staff with disabilities. - Skills in providing accessible professional development opportunities for teachers and staff, ensuring training programs are adaptable to their needs. - Ability to create and implement evacuation plans accessible to students and staff with disabilities. - Knowledge of ensuring that all students and staff can safely evacuate during emergencies using alarms, signage, and procedures tailored to their needs. - Knowledge of specific regulatory requirements related to disability legislation and best practices. - Awareness of national regulations, insurance, and liability considerations for schools and employees. - Skills in managing administrative and regulatory tasks related to accessibility. - Awareness of best practices and standardized techniques to improve accessibility across school environments. - Familiarity with potential regulatory developments and minimum standards for properly implementing accessibility measures in schools.

2.13 Experts in the tourism industry related to accessibility in tourism services, accommodation (hotel units, camps, camping), conferences, religious/ sacred sites, sports and recreational facilities, and beaches.

Country	Main themes and insights
Sweden [1]	- Knowledge in differentiating needs among guests, considering both physical and cognitive disabilities and in accommodating a person with a disability in the workplace. - Knowledge in understanding which jobs are suitable for people with different disabilities and in creating evacuation plans that accommodate individuals with physical and cognitive disabilities. - Skills in adapting and accommodating services for people with physical and cognitive disabilities and in facilitating a safe space for guests, ensuring independent participation and interaction. - Skills in making websites accessible to all users. - Skills in practical approaches to accessibility. - Learning by working closely with individuals with different needs and learning through hands-on experience.
Greece [2]	"At the management level": - Knowledge on legislation and specifications on accessibility. - Knowledge on the appropriate forms of providing information for people with disabilities. - Knowledge on best practices among hotels in their accommodation toward persons with disabilities and older people. - Knowledge on the requirements for web accessibility. - Skills in how to ensure a website is accessibility compliant. "At the staff level:" -Integration/implementation of a training on issues (for people with disabilities and elderly people) related to: - day-to-day service - communication and politically correct behavior

	- management in everyday life - management in emergencies - awareness and empathy towards disability
Spain [4]	- Knowledge in general accessibility standards and guidelines. - Knowledge on relevant legislation. - Knowledge in principles of universal design, especially in tourism and port infrastructure, including elements like ramps and clear signage. - Knowledge of the accessibility implications of service environments. - Knowledge in accessibility issues across various settings, including hotels, public transport, and attractions. - Skills in establishing collaboration on accessibility initiatives, such as competitions aimed at improving tourism accessibility. - Skills in assessing and modifying accessibility features of facilities and services, digital and physical. - Skills in ensuring that information regarding accessibility is readily available and verifying the accessibility of travel routes to leisure venues. - Skills in working directly with people with disabilities to address their unique needs. - Skills in ensuring that information about leisure services across all platforms is accessible. - Skills in designing tourism programs tailored to individuals with disabilities. - Skills in establishing hands-on processes to adapt tourism offerings in collaboration with individuals with disabilities. - Skills in gathering data on the specific accessibility features of the environment. - Skills in verifying and evaluating accessibility of the journey to leisure sites. - Skills in familiarizing staff with specific support products for various disabilities. - Skills in training staff to assist individuals with disabilities appropriately,

	especially regarding safety and evacuation procedures. - Integration/implementation of relevant processes to ensure that tourism and service information is accessible across all platforms. - Integration/implementation of accessibility features into tourism programs and leisure environments. - Integration/implementation of theoretical and practical training on accessibility for tourism professionals. - Standardizing/universalizing accessibility practices to create inclusive environments in tourism and port infrastructure. - Awareness of the differentiation between individual and group tourism, particularly in the availability of support staff.
Italy [3]	- Knowledge of best practices for ensuring physical accessibility in tourist spaces for visitors with mobility challenges. - Skills in improving tourist transportation options, including accessible public transport and shuttle services. - Knowledge of making tourism websites accessible, ensuring compatibility with assistive technologies. - Skills in ensuring booking systems are accessible for users with disabilities. - Knowledge of designing accessible digital information about tourist attractions. - Skills in making tourist apps and platforms accessible, ensuring assistive technology compatibility. - Skills in providing accessible written, verbal, and digital communication. - Knowledge of improving customer service accessibility through digital channels. - Skills in ensuring inclusive communication materials for staff during hiring and career development. - Training in accessible communication for hospitality staff to ensure inclusive service. - Skills in enhancing communication with colleagues with disabilities for

	an inclusive workplace. - Knowledge of AI tools and assistive technologies that simplify tasks like booking and navigating tourist experiences. - Skills in using assistive technology to improve staff productivity and accessibility in tourism services. - Knowledge of developing accessible digital guides for tourists with different needs. - Skills in using assistive tools to enhance accessibility at cultural heritage sites. - Skills in ensuring emergency systems are accessible to visitors with disabilities, particularly hearing and visual impairments. - Knowledge of developing accessible evacuation plans for tourists and staff. - Skills in managing emergencies involving people with disabilities, ensuring proper procedures are in place. - Knowledge of making office spaces accessible for employees with disabilities. - Skills in creating inclusive HR processes, from hiring to career development. - Skills in providing accessible training programs for tourism professionals. - Knowledge of creating accessible working environments in hospitality settings. - Training in incorporating accessibility into staff development programs for inclusive services. - Skills in making museums, heritage sites, and exhibits fully accessible through audio descriptions and tactile experiences. - Knowledge of adapting recreational activities like water sports and hiking for visitors with disabilities. - Skills in ensuring beach facilities and tourist attractions are accessible. - Knowledge of improving the accessibility of cultural heritage sites for a better visitor experience.

3. Conclusions of the Interviews

3.1 Teaching staff at the primary education

Knowledge

In this category, across Spain, Greece, and Sweden, there are several common knowledge domains related to supporting students with disabilities. All three countries emphasize the importance of understanding various disabilities, including visual, auditory, and neuropsychiatric conditions. This foundational knowledge is crucial for teachers to effectively address the diverse needs of their students. Moreover, each country highlights the necessity of adapting educational materials and environments to ensure accessibility.

In Spain, the focus is on physical and spatial accessibility, underscoring the need to understand architectural barriers. Greece emphasizes mobility and orientation for students with visual impairments, showcasing specific strategies like creating accessible routes and escort techniques. Sweden, on the other hand, stresses knowledge of neuropsychiatric disabilities and the social model of disability, highlighting the importance of adapting the environment to meet students' needs.

While all three countries recognize the need for teachers to be aware of external resources, Spain and Greece particularly emphasize training on employment opportunities for students with disabilities, whereas Sweden does not address this theme as prominently.

Skills

When it comes to skill requirements, there are notable overlaps as well as distinctive focuses among the three countries. All three emphasize practical skills in adapting classroom environments and materials to support students with disabilities. This includes the ability to design inclusive spaces that accommodate various needs, such as creating calm areas for students who require less stimulation. In Spain, teachers need to develop skills to organize classroom spaces effectively, ensuring optimal positioning for students with mobility challenges. Greece places a strong emphasis on specific technical skills, such as converting educational materials into accessible formats (e.g., Braille and tactile images) and utilizing assistive technologies. Sweden

highlights the importance of reflective practice, where teachers continuously assess their approaches and adapt strategies to better support students.

Additionally, Sweden's focus on handling situations involving students with neuropsychiatric disabilities, such as providing support during panic episodes, sets it apart from the other two countries. Greece's emphasis on creating structured communication for students with Autism Spectrum Disorder (ASD) also denotes a unique skill set.

3.2 Teaching staff at the secondary education

Knowledge

Across the four, there are several common knowledge domains emphasized in the training of teaching staff, particularly concerning accessibility in education. One significant area is the understanding of the challenges faced by students with disabilities. All countries highlight the need for educators to be aware of specific disabilities and the corresponding obstacles that students may encounter in the learning environment. This includes knowledge about various disabilities such as visual impairments, ADHD, and autism, and how these conditions affect learning. Another shared knowledge domain is the importance of inclusive education. Educators are encouraged to understand the principles of inclusivity and the legal frameworks that support educational access for all students. This includes knowledge about regulations surrounding accessibility, which is a crucial aspect for teachers in all countries. There is also a recognition of the need to increase empathy and societal awareness regarding disability issues, which is seen as vital for creating an inclusive school culture.

Skills

In terms of skill requirements, all countries more or less emphasize on the necessity of differentiated instruction. Educators are expected to tailor their teaching strategies to meet diverse student needs, ensuring that all learners can access the curriculum effectively. This includes skills in designing individualized education programs (IEPs) and the ability to simplify content and materials. The use of digital tools is a common theme. All countries stress the importance of training teachers in accessible software and digital resources, highlighting the need for competency in using technology to support students with disabilities. However, the specifics of digital transformation

differ: while Spain focuses on bridging gaps in digital accessibility, Greece emphasizes practical applications of digital knowledge, and Sweden highlights the adaptability of teaching methods in digital environments. Italy emphasizes on skills in making digital and physical learning modifying methods to ensure instructional materials fit diverse learning requirements.

There are differences among the countries. Spain places a strong emphasis on voice projection and communication skills, which are vital for engaging students effectively. Greece's approach includes a focus on collaboration with colleagues and experts, emphasizing the importance of practical experience and hands-on training. In contrast, Sweden prioritizes the development of skills related to lesson planning and the creation of support materials tailored to students with learning disabilities. Italy prioritizes web accessibility and digital tools and the fact that the understanding of classroom arrangement impacts on students with mobility challenges demonstrates a holistic view of accessibility in the educational environment.

3.4 School staff (such as computer science teachers) or employees in SMEs responsible for the development and maintenance of their websites

Knowledge

All countries put much importance on thorough understanding of different disabilities and the specific challenges they present in educational settings. In Greece, there is a focus on state-of-the-art assistive technologies, including devices and software that aid students with disabilities. Similarly, Sweden highlights the need for knowledge about cognitive disabilities and the accommodations required to support these students effectively. In Italy, understanding various disabilities, mostly the visual impairments, is mentioned with the need for personal connections to identify tailored solutions for diverse individuals. All countries recognize the importance of adapting educational materials and curricula to enhance accessibility, although Greece places a stronger emphasis on technological tools like Virtual Reality (VR) and AI.

Another common knowledge domain is the awareness of best practices in accessibility design. Greece references the WCAG (Web Content Accessibility Guidelines) and the use of ARIA (Accessible Rich Internet Applications) for web content, while Sweden discusses the broader implications of ableism and the need for inclusive practices that consider intersectionality.

Skills

All stress the importance of tailoring educational approaches to meet individual student needs. Greece emphasizes technical skills in using assistive technologies and programming languages to develop accessible content, whereas Sweden focuses on interpersonal skills, adaptability, and the ability to communicate effectively with students requiring additional support. Italy asks for practical skills in classroom and communal areas especially for those students with mobility issues. Moreover, Greece encourages the use of feedback from students and special education professionals to identify accessibility challenges, while Sweden advocates for participatory practices that involve students in the design of their educational experiences. This participatory approach reflects a broader commitment in Sweden to fostering inclusive environments through collaborative efforts. Italian educators in turn highlight the challenges of digital classroom, digital documents and accessibility through clear language and visual aids.

3.5 Staff working in university accessibility units

Knowledge

The knowledge base regarding disability support in university accessibility units varies across the four countries, reflecting the diverse educatuíonal, administrative and legal frameworks. All countries emphasize a foundational understanding of accessibility as a human right and its integration into educational planning and practices. Spain highlights the importance of linking accessibility to legal frameworks and human dignity, noting the need for stronger legal training. Greece provides detailed insights into the practical creation of accessible materials, including digital books and tactile resources, while Sweden underscores the necessity of understanding disability definitions, societal regulations, and the role of digital tools in enhancing accessibility. Italy also mentions legal compliance WCAG in particular. The knowledge of ensuring websites meet today's standard indicate a strong commitment to digital accessibility.

Another shared knowledge domain is the recognition of diverse disabilities and the specific challenges they pose. Both Greece and Sweden stress the importance of understanding the characteristics and needs of individuals with disabilities, ensuring that solutions are tailored to meet these needs effectively. Furthermore, there is an acknowledgment in all countries that accessibility should be approached in a cross-

disciplinary manner, where solutions in one area can affect others, fostering a holistic perspective on accessibility.

Skills

There are overlaps as well as unique focuses in each country. All four highlight different aspects of digital and physical accessibility and the importance of effective communication skills, particularly in managing interactions with students with disabilities. Spain highlights the need for foundational training across various disciplines to address accessibility challenges, while Greece focuses on practical skills related to creating and adapting educational materials to enhance accessibility. Sweden places a significant emphasis on project management skills, advocating for the ability to drive initiatives related to accessibility and disability support. This contrasts with Greece's more hands-on approach to skill development, which includes practical techniques for creating accessible texts and multimedia resources. Italy's set of skills is comprehensive that includes accessibility audits and following international guidelines. Urban and working spaces are also mentioned in line with and beyond the digital realm. Additionally, Sweden prioritizes conversational techniques, emphasizing the need for staff to maintain professional boundaries when discussing sensitive topics with students. Finally, we see that Greece leans towards practical skills for material creation, Spain emphasizes foundational training, and Sweden focuses on project management and communication strategies and Italy on the combination of digital and physical accessibility efforts.

3.6 Developers

Knowledge

The knowledge surrounding accessibility in Sweden, Greece, Spain, and Italy reveals distinct focuses that reflect each country's approach to supporting individuals with disabilities. All four countries emphasize the importance of understanding various types of disabilities and the specific challenges these present in digital environments. Spain highlights the need for training to identify accessibility issues and develop effective solutions, while Greece underscores the necessity of personal experiences to grasp the obstacles individuals with disabilities face. Sweden complements this by focusing on foundational knowledge about integrating accessibility into different phases of web development. Italy's knowledge is centered around transportation

accessibility and the implications of new EU laws. The emphasis on improving communication within the public sector signifies a commitment to enhancing access for individuals who may otherwise be isolated.

Another shared domain is the awareness of accessibility guidelines and standards, such as WCAG. Spain and Greece both stress the importance of regulatory knowledge, with Spain noting the need for training on relevant laws and standards, while Greece provides specific references to accessibility testing tools and best practices. Sweden also emphasizes familiarity with these regulations, recognizing them as essential for creating accessible websites. Italy seeks to integrate digital technologies to improve accessibility in cultural spaces such as museums. All four recognize the significance of adopting a user-centered approach. Spain advocates for empathy and understanding users' experiences, while Greece discusses the necessity of using accessibility tools that cater to diverse disabilities. Sweden also highlights the importance of graphical design aspects that enhance accessibility, showcasing a shared commitment to user-centric design.

Skills

The need for practical skills in applying accessibility principles in web development is emphasized overall. Spain stresses the importance of training in assistive technologies and the ability to conduct regular audits for compliance, while Greece highlights specific tools and techniques for creating accessible materials and ensuring a good user experience. In contrast, Sweden places a stronger emphasis on the technical skills necessary for effective web design, such as using semantic HTML and understanding what to avoid in web development. This technical focus is complemented by the need for designers and developers to integrate accessibility as a business requirement, showcasing a more strategic approach to accessibility in Sweden. Italy’s skills development includes learning how to manage emergency procedures involving individuals with disabilities and ensuring effective communication in public spaces. The focus on customer service training for staff enhances the overall experience for visitors, ensuring that inclusivity is prioritized in cultural and public venues.

Additionally, while Spain emphasizes the balance between technical skills and empathy, Greece advocates for practical solutions derived from user experiences. Sweden's focus on foundational knowledge and the principles guiding accessible web

development further distinguishes it from the more experience-driven approach seen in Greece. Finally Italy focuses on transportation and public space accessibility.

3.7 Engineers related to the accessibility of indoor and outdoor places

Knowledge

Across Spain and Sweden, there is a shared emphasis on understanding universal design principles and the broader implications of accessibility. Both countries recognize the importance of integrating accessibility into various sectors, such as education, public spaces, and transportation. Spain highlights the need for public awareness regarding accessibility, while Sweden focuses on staying updated with new technologies and digital transformation. Both emphasize the understanding of different types of disabilities, civil rights regulations, and the significance of accessible educational materials. Greek engineers emphasize the importance of understanding existing legislation and technical specifications related to accessibility. Additionally, they advocate for the analysis of case studies to document and learn from past accessibility challenges and solutions.

Skills

When it comes to skills, Spain and Sweden prioritize practical applications of accessibility principles in their professional training. Spain advocates for training in assistive technologies and evacuation planning, ensuring that professionals can implement effective solutions. Sweden, on the other hand, emphasizes the need for flexible employment solutions and effective communication with tourist organizations about accessibility opportunities. While Spain calls for a comprehensive understanding of transport accessibility and the creation of accessible signage, Sweden focuses on security and evacuation situations, aiming for innovations that preemptively address accessibility challenges. Greece highlights the need for collaboration and information sharing among designers through the creation of an online forum. While Spain and Sweden focus on applying accessibility principles in various sectors, Greece's emphasis on compiling materials and resources demonstrates a commitment to enhancing knowledge dissemination and community engagement.

3.8 Hardware mechanical engineers

Knowledge

Both Greece and Sweden emphasize the importance of understanding user perspectives, particularly for individuals with disabilities. In Greece, the focus is on the methodologies for integrating accessibility features into devices, such as sound tones, vibrations, and voice commands. Sweden, on the other hand, highlights the need for engineers to develop empathy and practical interviewing skills to gather user insights, particularly for wearable assistive devices. Both countries recognize that users have different needs than those of the engineers designing the products, stressing the importance of tailoring solutions to meet these diverse requirements.

Skills

Both countries prioritize user-centered design principles but approach them differently. Greek engineers focus on the integration of specific accessibility features into devices, emphasizing technical skills related to usability enhancement. In contrast, Swedish engineers place a strong emphasis on empathetic design, advocating for skills in conducting user interviews and interpreting data to inform product development.

3.9 Staff of museums, archaeological sites and generally cultural sites

Knowledge

In Greece, there is a focus on the theoretical knowledge of disability categories and their characteristics, as well as knowledge related to multisensory learning principles. Similarly, Sweden highlights the significance of understanding human behavior in various environments to ensure inclusivity. Both countries recognize the need for knowledge about new technologies that facilitate accessibility, such as audio guides and virtual tours in Greece, and accessible digital information in Sweden. Transportation options that follow the EU accessibility guidelines and improving communication within public spaces to adopt better digital services for all cultural spaces received more emphasis.

Skills

The need for effective communication with people with disabilities are on the top of the agenda for all countries. Greece highlights the ability to communicate through verbal descriptions or signs, while Sweden emphasizes flexibility and creativity in accommodating diverse needs. Furthermore, both identify a need for training museum staff on disability awareness and empathy. However, Sweden places a stronger emphasis on digital accessibility and the creation of engaging educational approaches

that cater to various learning styles. Greece, on the other hand, focuses more on practical advice from experts and hands-on experiences for an ideal museum tour. Improving customer service for individuals with disabilities is mentioned in Italy. Skills in managing emergencies, particularly for individuals who speak different languages or have disabilities, are vital for effective response. Additionally, Italy emphasizes the importance of being an inclusive museum guide, providing enjoyable and accessible experiences for all visitors.

3.10 Staff in public and private entities in matters of accessible digital transformation

Knowledge

In Spain, there is a clear focus on the need for foundational knowledge in web programming and accessibility regulations, highlighting a proactive approach to integrating accessibility into digital environments. Similarly, Sweden stresses the necessity for a broader societal understanding of digitalization and its challenges, particularly in the public sector. Sweden places a stronger emphasis on norm-critical perspectives and intersectionality, recognizing how cultural and socioeconomic factors influence accessibility needs. This highlights a more nuanced understanding of the complexities surrounding accessibility in Sweden compared to Spain. In Italy, the requirements of universal accessibility and accessible digital context, adherence to WAI protocols are mentioned. Italy also underscores the move beyond minimum standards and knowledge of legislative and practical requirements is deemed vital.

Skills

In terms of skills, Greece and Sweden recognize the critical need for adaptability and effective communication when addressing accessibility. Spain identifies the importance of digital skills training, particularly for older adults, while Sweden emphasizes flexibility in navigating various communication modes and prioritizing efforts based on available resources. Additionally, Sweden highlights personal sensitivity and humility as essential skills to understand diverse individual needs, which is less explicitly mentioned in Spain. This reflects a cultural difference in how accessibility is approached: Spain focuses on technical skills and compliance, whereas Sweden advocates for a more empathetic and individualized approach to

accessibility challenges. Italy asks for learning from real-world scenarios especially those of emergency services that happen during crisis.

3.11 Digital services providers

Knowledge

In Greece, the focus is on practical knowledge, such as creating accessible materials and implementing W3C guidelines. There is also a strong emphasis on gathering feedback from individuals with disabilities to inform improvements in products and services. Sweden, on the other hand, seeks a deeper understanding of how various disabilities affect human functioning, including the implications of discrimination laws and change management. While both countries recognize the importance of accessibility, Sweden's approach integrates a broader societal perspective that includes human rights and the implications of digitalization on organizational structures. Greece highlights the importance of good practices and adaptations that have been tested, while Sweden focuses on legal aspects and the need for flexible educational structures that accommodate diverse needs. However, Sweden places greater emphasis on the connection between digital accessibility and social sustainability, recognizing the role of accessibility in achieving broader societal goals. Italy emphasis is on the emergency communication systems and effective digital channels disseminate emergency information.

Skills

Greece emphasizes the application of theoretical knowledge through hands-on implementation, while Sweden calls for skills in facilitating agile development processes that prioritize collaboration. Both countries stress the significance of empathy in discussions surrounding accessibility; however, Sweden explicitly aims to foster empathy rather than sympathy, emphasizing the need for advocacy skills to promote digital inclusion.

Additionally, while Greece focuses on the technical aspects of accessibility, such as understanding and applying W3C rules, Sweden emphasizes the importance of leadership and pedagogical skills to support others in adapting to rapid technological changes. This reflects a difference in approach: Greece leans more towards practical implementation, whereas Sweden highlights the need for a holistic understanding of accessibility that encompasses emotional intelligence and organizational dynamics.

Italy asks for accessible evacuation plans and accessible digital guides to improve communication.

3.12 Business managers of the public and private sectors or generally those responsible for employment accessibility

Knowledge

In this section, Greece emphasizes knowledge of legal demands related to building infrastructure, while Spain focuses on the impact of non-compliance with accessibility regulations and the frustration it causes for individuals with disabilities. Sweden also highlights the need for basic knowledge of accessibility principles across various professions, linking accessibility to broader ethical standards, particularly in technology. Along with emphasis on physical accessibility, Italy talks about the lack of knowledge on how to make older schools accessible and making accessible school websites and ensuring compatibility with necessary technology are mentioned.

Another shared area of knowledge is the importance of best practices in providing accessible services. Greece discusses guidelines for identifying deficiencies and implementing modifications in both infrastructure and service delivery. Spain similarly underscores the need for empathy and emotional understanding, suggesting that merely following regulations is insufficient. Sweden advocates for a broader understanding of accessibility principles, emphasizing the need for ethical considerations in AI and technology.

Skills

In terms of skills, all four countries recognize the importance of integrating technical and soft skills to enhance accessibility. Greece focuses on practical skills such as conducting accessibility audits and providing effective guidelines for staff serving individuals with disabilities. Spain emphasizes emotional intelligence and social skills, arguing that professionals must balance technical solutions with psychological support to improve the quality of life for individuals with disabilities. Sweden, on the other hand, calls for practical skills in applying accessibility knowledge in areas like procurement and user experience (UX). It emphasizes the need for leadership training and agile methodologies to incorporate accessibility into project management effectively. While Greece and Spain highlight the importance of emotional aspects, Sweden leans more towards the practical application of accessibility principles within organizational

frameworks. This difference reflects Sweden's broader focus on integrating accessibility into various professional domains, while Greece and Spain emphasize the emotional and regulatory aspects of accessibility in their respective contexts. In Italy skills in creating accessible hiring processes and professional development opportunities for staff with disabilities are also essential. Italy's commitment to physical accessibility is rather obvious in this section as well.

3.13 Experts in the tourism industry related to accessibility in tourism services, accommodation (hotel units, camps, camping), conferences, religious/ sacred sites, sports and recreational facilities, and beaches.

Knowledge

The examination of knowledge concerning accessibility requirements in each four countries highlights distinct focuses and priorities. Spain highlights the importance of mastering accessibility standards and guidelines, particularly concerning physical and digital environments. Greece also emphasizes the legal framework and specifications relevant to accessibility, ensuring that industry professionals are informed about current regulations. Sweden advocates for a broad understanding of differentiating needs among guests, particularly regarding physical and cognitive disabilities. In Italy, knowing of making tourism websites accessible is essential along with compatibility with assistive technologies. Hospitality staff also need to get proper training for accessibility related issues.

Additionally, all four countries recognize the significance of integrating good practices in accessibility. Spain discusses the need for detailed information about accessibility features in tourism services and the importance of training staff to assist individuals with disabilities appropriately. Greece points to examples of best practices from large hotels that focus on quality service for people with disabilities and the elderly. Sweden emphasizes the importance of understanding guests' diverse needs, promoting ethical considerations, and ensuring that all guests can interact independently.

Skills

We see overlaps in the importance of practical training and hands-on experience in adapting tourism services for individuals with disabilities. Spain highlights the need for skills in assessing and modifying accessibility features in facilities and services, as well as training staff in safety and evacuation procedures. Greece emphasizes various

training aspects, including day-to-day service, communication, and emergency management, focusing on empathy and proper behavior towards individuals with disabilities. Italy put emphasis on improving transportation options for tourists and made the case that apps and digital platforms need to get an overhaul.

Sweden places a significant emphasis on practical skills developed through direct interaction with guests who have different needs. It underscores the importance of facilitating safe spaces for all guests, adapting services to accommodate both physical and cognitive disabilities. This focus on experiential learning distinguishes Sweden's approach from those of Spain and Greece, which may emphasize structured training programs more heavily. While Spain and Greece share a strong focus on legal frameworks and established best practices, Sweden's approach incorporates a broader emphasis on ethical considerations and the unique needs of guests, particularly in terms of cognitive accessibility. Training on accessible communication efforts are also of high importance within the data from Italian interviews.

4. Consultation

4.1 Objectives

Consultation for Task 3.2 was initiated to include a discussion among AccessCoVE partners' staff as experts in accessibility issues. The aim was to discuss the findings from the interviews conducted as part of this task, related to the knowledge and skills that various professional target groups would need to acquire about accessibility issues to meet the challenges they face in their professions. The consultation also aimed to engage participants in reviewing the findings and connecting them to recommendations for developing relevant curricula.

4.2 Participants

A total of 16 project partners' personnel participated in the consultation for Task 3.2.

Spain	2 participants from Parque Tecnologico de Andalucia SA (PTA - Málaga TechPark)
Spain	1 participant from Everycode SL (EvCo)

Spain	1 participant from HABI Diseño accesible SL (HABI)
Spain	1 participant from Centro Superior de Formación Europa Sur SA (Cesur)
Spain	1 participant from Confederación Española de Personas Con Discapacidad Física y Orgánica (COCEMFE)
Italy	1 participant from REMOOVE Srl (REM)
Italy	1 participant from Politecnico di Torino (POLITO)
Italy	1 participant from Città Sotto Scacco (CSS)
Sweden	2 participants from KTH Royal Institute of Technology (KTH)
Sweden	1 participant from Changemaker Educations AB (ChaEd)
Sweden	1 participant from Begripsam AB (Begr)
Greece	3 participants from University of Macedonia, Greece (UoM)

4.3 Procedure

A four-hour consultation was scheduled via the Zoom platform, with Associate Professor Doxa Papakonstantinou from the University of Macedonia to serve as the coordinator for the session. For a start, the coordinator requested participants' consent to record the session and the completion of a consent form. The consultation's objectives and expected outcomes were reiterated to ensure everyone was aligned.

Participants were then invited to review and comment on the results of the interviews conducted in Task 3.2, as outlined in the final report. They were encouraged to reflect on the findings in the context of their professional experiences and to contribute suggestions for the content of the proposed curricula. The coordinator promoted interaction among participants to foster a collaborative discussion.

The final report, summarizing the interview results, was distributed to participants before the meeting, allowing sufficient time for review. During the consultation, the

coordinator also shared the report on screen for reference. The discussion focused on the interview results and recommendations for curriculum development, with each professional target group and their respective curricula addressed separately.

4.4 Results on crucial discussion topics

Staff of the project partners were invited to the consultation to discuss and comment on the findings from the interviews conducted as part of Task 3.2 of the project. The findings, detailed in the tables on pages 75-107 (sub-sections 2.1 to 2.13) of this report, present data collected from semi-structured interviews with 13 professional target groups. The interviews focused on the knowledge and skills these professionals wish to acquire to address the challenges in their respective fields regarding accessibility issues.

Participants in the consultation reviewed and provided feedback about those findings to enhance the discussion, identifying areas of consensus, disagreement, or additional recommendations for further consideration about the knowledge and skills that should be included in learning programs for these professionals. Their statements are presented below, separately for each professional target group. Key participant remarks are highlighted in quotes and italicized for emphasis.

4.4.1 Teaching staff at the primary education

The participants agreed on the results of the final report regarding the knowledge that the first professional target group, "Teaching staff in primary education," would like to acquire from training.

In the discussion, particular emphasis was placed to :

- ➔ The importance of creating inclusive environments as accessible and safe spaces not only for students with physical disabilities but also for students with neuropsychiatric disabilities

“that safe space at school, where they can develop all the capacities, not only to learn math or history but to learn how to have a relationship with the rest of their classmates.”

➔ The importance of learning how to communicate effectively with students with disability and with their parents as well.

Recommendations for the training:

➔ Due to differences in approaches to accessibility between countries, a hybrid approach is recommended, combining universal design principles with targeted adaptations and assistive technologies to cover a wider range of accessibility needs. The key takeaway is the need for a strategy that incorporates both inclusive design and specific accommodations.

“In Sweden, the focus appears to be on a more universal approach to accessibility, emphasizing inclusive strategies and creative, supportive environments. In contrast, Greece tends to focus more on adaptations, using technology and aids tailored to specific disabilities.”

➔ Precise definitions of all key terms mentioned in the interviews, such as "inclusive environment" and "effective communication," supported by references to relevant studies, are needed.

➔ Active involvement of people with disabilities throughout the training is essential. Their participation ensures that real-world experiences and perspectives are integrated into the training, providing valuable insights into accessibility challenges and solutions.

“*One of the most important concerns in creating such a program is actually being able to hold some real meetings with people with disabilities. The conditions for doing so are very different in primary versus secondary education versus higher or vocational education. We need to have separate mechanisms for involving people for these different tracks.*”

4.4.2 Teaching staff at the secondary education

Regarding the final report's results on the knowledge that the second target professional group, "Teaching staff in secondary education," would like to acquire from the training, participants didn't place any disagreements.

Particular emphasis was placed on:

- ➔ The importance of the adaptations teachers need to learn to make to the teaching material, prioritizing practice rather than theory, especially for students with Specific Learning Difficulties and ADHD.
- ➔ Empathy and the need for real understanding of the needs of students with disability.

"*But I think that to be able to understand the situation, you need to sort of be able to see and understand what it is like for a person with dyslexia so that you know and realize that it can be very different from the potential prejudice that you have."*

Recommendations for the training:

- ➔ Active involvement of people with disabilities throughout the curricula is essential. Their participation ensures that real-world experiences and perspectives are integrated into the training, providing valuable insights into accessibility challenges and solutions.

"*One of the most important concerns in creating such a program is actually being able to hold some real meetings with people with disabilities. The conditions for doing so are very different in primary versus secondary education versus higher or vocational education. We need to have separate mechanisms for involving people for these different tracks.*"

4.4.3 Teaching staff at the post-secondary (tertiary) education

As far as the results of the final report are concerned about the third professional target group, "Teaching staff at the post-secondary (tertiary) education," would like to acquire from training, there was no disagreement on the part of the participants.

Particular emphasis was placed on the assistive technological tools and the ignorance as to their use by those concerned.
“ in a higher education or in an education directed to older students, there are plenty of facilities or tools or resources, but nobody really knows how to use them, nor the person needing it nor the teacher or any worker of the school.”

Recommendations for the training:

- ➔ Active involvement of people with disabilities throughout the curricula is essential. Their participation ensures that real-world experiences and perspectives are integrated into the training, providing valuable insights into accessibility challenges and solutions.

“*One of the most important concerns in creating such a program is actually being able to hold some real meetings with people with disabilities. The conditions for doing so are very different in primary versus secondary education versus higher or vocational education. We need to have separate mechanisms for involving people for these different tracks.*”

4.4.4 School staff (such as computer science teachers) or employees in SMEs responsible for the development and maintenance of their websites

The participants agreed with the final report's results regarding the knowledge that the fourth target professional group, "School staff (such as computer science teachers) or employees in SMEs responsible for the development and maintenance of their websites," would like to acquire from the training. In the discussion, particular emphasis was placed on the need for teachers to be equipped with a wide range of tools to effectively discuss disability, exploring its various forms and its broader context. This includes fostering an understanding of the diverse experiences and challenges faced by individuals with disabilities, as well as the societal, cultural, and legal frameworks that influence disability on a larger scale.

“In this field, there's a lot of ignorance in every workplace and in every matter. So I hope and I guess in our training program as compressed as possible, but for sure we have to give as many like instruments to the teachers.”

Recommendations for the training:

- ➔ A general and specific theoretical background on disabilities and the definition of disability- which are the needs regarding the disability we are focusing.
- ➔ It should be taken into account the perceptions and feedback that people gave from each field regarding their needs.
- ➔ One reflection is that we shouldn't build programs just to fit what's here in these results. These are additional things that people feel and need to know about that they currently have not found in their education.

“And when it comes to the development and maintenance of the websites, I would take it that knowledge about the legislation, for example, in Europe, the ways that these things are assessed, the knowledge about automated assessment tools to check website compliance with WCAG and other things and so forth is necessary and important information, but not enough. These things aren't mentioned in the main themes and insights section. So, just so that we don't think that it's only to develop something based on what's here, these are additional important components.”

4.4.5 Staff working in university accessibility units

Regarding the fifth area, “Staff working in university accessibility units,” although there was no disagreement with the results presented in the final report, participants mentioned that this is probably an area where things are very different in different parts of Europe due to different government policies. Additionally, one crucial aspect that participants mentioned was missing from the results is the communication between teachers and students, arguing that the staff working in university accessibility units should be the intermediate persons between the teaching staff and the students with disabilities and help them communicate.

4.4.6 Developers

The discussion reached a consensus regarding the 6th target group of developers. The results from the interviews were considered sufficiently detailed, while in the consultation, particular emphasis was placed on the importance of fostering awareness and empathy skills regarding people with disabilities. For instance, the first statement from the Greek results, *“Awareness of the personal experiences of people with disabilities, experience through use cases, and research on accessibility issues and solutions for specific disabilities (e.g., color blindness)”*, was highlighted as especially significant.

However, there was disagreement concerning the term "user-centered" used in the final statement from the Spanish results: *“Knowledge of a user-centered approach to encourage professionals to empathize with people with disabilities and improve their digital experience”.* Specifically, concerns were raised, as participants mentioned that *"user"* implied a customer relationship, while a term like *"human-centered"* would be more appropriate reflecting a more empathetic approach in accessibility design.

4.4.7 Engineers related to the accessibility of indoor and outdoor places

As for the target group 7, “Accessibility of indoor and outdoor places” the curriculum to design was commented as more technical. Participants agreed that the information given from the interviews was detailed, including important information regarding legislation, as well as soft skills like awareness and empathy towards people with disabilities.
However, a reflection was placed from participants about the lack of awareness about invisible disabilities:
“The most relevant or remarkable point is the lack of awareness, probably as some disability, physical disabilities, everybody can see, so everybody is more used to them, familiarized, but we are not so familiar/related/aware/conscious, call it as you wish, with those that we cannot see, and that still exists and needs adapting. That still there's

that lack of awareness is not because they don't want to include those disabilities, but just because they don't know how to or because they have never been related to those or familiarized with them."

Recommendations for the training:
→ A course regarding the needs of people with visible and invisible disabilities was recommended.

4.4.8 Hardware mechanical engineers

As "Hardware Mechanical Engineers" target group is concerned, participants' views were aligned with the interview results summarized in the final report. Although technical expertise was mentioned as significantly important for their profession in order to take accessibility measures and follow the guidelines and regulations, a more human-oriented approach was thought that is needed for their profession, something that should be targeted in their learning program. As mentioned:

"But, like also in technology, user perspective is something more than following a set of rules in your design. And so maybe the sort of user-centered design, when you start from the user, is normally interface design. In the case of mechanical engineers, it's not yet in the culture probably."

4.4.9 Staff of museums, archaeological sites and generally cultural sites

According to the consultation participants, the information collected from interviews with the "Staff of museums, archaeological sites, and cultural heritage sites" was sufficient to identify the skills and knowledge needed for this professional target group. Digital accessibility was highlighted as an area of great interest. Emphasis was also placed on the provision of accessible materials in various formats and accessible tours of museum exhibits and other attractions. In addition, participants noted that significant advancements have already been made in the accessibility of museums and cultural heritage sites in general.

4.4.10 Staff in public and private entities in matters of accessible digital transformation

For the professional target group "Staff in public and private entities in matters of accessible digital transformation," participants generally agreed with the statements presented in the final report of the interviews. Building on the recommendations already outlined, participants mentioned three areas of interest, as detailed below:

→ Awareness of the compliance level of private and public entities with legislation and EU Directives and guidelines

→ Basic project management skills to initiate digital transformation procedures.

"…so you need to understand project management to assess what assets do you need to prioritize first for user interaction or relevance or exposure, and then set out a plan of execution because a lot of times we find organizations that want to do something accessible, but just the thought of doing this transformation can be so overwhelming that without proper assessment and project management planning."

→ Knowledge of already existing accessibility tools that do not need to be programmed from the beginning to facilitate accessible digital transformation in public and private entities.

"So one of the things that I would suggest to add is, apart from skills in making digital assets accessible, to incorporate knowledge of what tools are out there that enable and help, or rather close the knowledge gap, between web analysts and programmers that do not understand web accessibility…So my point is just also to bring, apart from the skill set, awareness of all the tools that are out there and can close this knowledge gap."

4.4.11 Digital services providers

Participants' views were generally aligned with the interview results summarized in the final report for the 11th target group, "Digital service providers." During the discussion, experts in the field took the floor and agreed with the recommendations made by interview participants. They also expanded on two statements from the Greek results, offering further explanation and additional insights:

→ Skills in finding out the needs of people with disabilities
Participants emphasized the importance of incorporating this recommendation into the curriculum framework but stressed the need for the direct involvement of disability associations in both the learning programs and the design processes integrated into them.

"Finding out firsthand from associations, and organizations of people with disabilities, which are the uses, and this could check in a lot of other boxes because I've seen a lot of times consultation with people with disabilities. But I'd say that's something we use a lot in the development of all the accessible technologies. We have agreements with various organizations and they are kind of our test users and the ones that validate all the ideas we come up with. So, we can validate that there is indeed a need and that the solution is solving that problem for the users who are the target. I would probably try to add the participation of actual organizations of people with disabilities, not only them as a collective but the actual organizations that represent them."

→ Knowledge about available digital and technological tools useful for people with disabilities

Participants also expanded on the need for digital service providers to be aware of the various tools available, including AI-powered tools that facilitate the design, production, and implementation of services—even if accessibility was not in focus from the initial design stage.

"not only for people with disabilities but also for the service providers. As I mentioned before, there are AI-powered tools, not only for the user, and for people with

disabilities, but also content creators, developers, and so on. So these can be applied from the design stage all the way up to the post-production when already something is inaccessible. So you can cover all parts of that, not only the user, but also the whole process of designing, the whole production of digital assets, and so forth."

4.4.12 Business managers of the public and private sectors or generally those responsible for employment accessibility

The interview results outlined in the final report were thought to capture the essential knowledge and skills required for business managers responsible for employment accessibility. Professionals in this target group are expected to possess all the technical knowledge mentioned in the final report to ensure accessibility. While technical expertise is well covered, it is important to underscore the importance of awareness and empathy. Since managers may not always have direct contact with people with disabilities, their learning programs have to foster a deeper understanding and awareness. A holistic approach is crucial, with empathy serving as the foundation and knowledge as a key component for effective application.

4.4.13 Experts in the tourism industry related to accessibility in tourism services, accommodation (hotel units, camps, camping), conferences, religious/ sacred sites, sports and recreational facilities, and beaches.

In line with the final report, participants noted that the target group training needs to focus on the skills and knowledge required to create accessible materials, services, and solutions. However, they stressed that the presented results lack a proposal for training on the practical implementation of these solutions. Participants expressed the need not only to understand regulations and legislation to ensure accessibility but also to be trained in strategies for applying them in practice. Specifically, a participant's statement is presented below:

"But I'm missing skills and implementation or at least some way of implementation of this or implementing things. Because, as we know, sacred sites, religious sites, in

many tourist spots, at least here, have strict laws regarding changing the environment. So, these are cultural heritage laws. And to be able to implement any of this, you need to have some sort of strategy or some sort of way to navigate through these very difficult standards and laws. You just need to know how to do it…So I'm seeing that as an obstacle later on when you have this knowledge and all these skills to make it to a practical solution, you need to have some sort of knowledge of how to implement it as well."

4.4.14 Proposals for another learning program not included above

Except for the already-decided learning programs participants shared their thoughts on including a learning program for policymakers. They highlighted that policymakers and legislators should be a target for discussions to ensure they understand the challenges faced by individuals with disabilities and the implications of existing legislation.

*"…a person with a disability has the right to have some sort of assistive devices of different kinds, depending on their pathology or their situation. And these are governed by some tables approved by the ministries. Depending on your degree of disability you have the right of ever to get maybe a wheelchair or electric wheelchair, or maybe a smartphone or a computer or another kind of assisted tools. These things are very rigid, they need to be applicable by basically a person who don't understand what is happening. And so maybe one person who could maybe benefit for something, maybe even less expensive or maybe more flexible, they cannot get it. And so maybe they rely on solutions that are maybe technologically older and maybe also more expensive because the legislation is so strict…**This is just an example saying that in our case, legislators don't think about the persons, they think about the rules. And this can have a bad effect. But I don't know if we can reach them for grabbing their point of view and so on."***

In the same context:

→ Creating forums or platforms where policymakers can learn about accessibility and digital accessibility issues was suggested.

→ There was a consensus that knowledge of legislation should be integrated into all training programs, despite concerns regarding the feasibility of covering such complex topics within the constraints of short programs.

5. Conclusions of the Consultation

The consultation with project partners' staff, who were invited to review and discuss the results of the final report on Task 3.2, led to a broad consensus among all the target professional groups on the findings. Participants emphasized and discussed in depth the importance of acquiring the specific knowledge outlined in the report while providing valuable insights and recommendations to enhance the content of training programs further.

Key takeaways include the need to balance universal design principles with targeted adaptations, the need for clear definitions of key terms, and the active involvement of people with disabilities throughout the curricula to incorporate practical, real-world perspectives. Across professional groups, there was strong consensus on the importance of equipping teachers and other professionals with valuable tools to promote inclusivity, empathy, and a deeper understanding of the needs of people with disabilities. In addition, the need for effective communication was highlighted, for example, in education between teachers and their students. Additionally, there was a call for more training on the use of assistive technologies and accessibility tools to enhance accessibility in all professional fields.