SKILLS CARD FOR EASY-TO-READ FACILITATORS

Skills cards are documents that describes what a professional has to learn.

They also describe what a professional should be able to do.

Skills cards help companies know what they have

to ask a professional in their job.

This is the skills card for easy-to-read facilitators.

Easy-to-read facilitators are people who support easy-to-read validators.

Easy-to-read validators are people who check

if easy-to-read texts are comprehensible.

This skills card has 4 units.

Units are like modules.

Each unit consists of elements.

Elements are like lessons.

In each element, there are learning outcomes.

Learning outcomes are the results that a student or trainee has to obtain.

Learning outcomes are knowledge and abilities

that the student or trainee has to learn.

The 4 units are:

* Accessibility and end-users
* Easy-to-read methodology
* Easy-to-read facilitation
* Management skills

The title of the Unit 1 is Accessibility and end-users and it consists of 2 elements:

1. Accessibility and Universal Design

It is about some words that the trainee has to learn,

for instance, what is accessibility,

what is cognitive accessibility, what is inclusion or what is universal design.

When the trainee finishes this element, this person will be able to:

* Explain what is accessibility
* Explain what laws and technical rules are about equal rights

for people with disabilities.

* Explain what is cognitive accessibility
* Explain what types of accessible communication forms and formats exist
* Describe what is inclusion
* Describe the main ideas about universal design

and how to apply them to communication

1. End-users and needs

It is about what is disability, what types of disabilities exist

and what people with disability need.

It is also about what intellectual disability means

and who benefits from easy-to-read.

When the trainee finishes this element, this person will be able to:

* Classify the different types of disabilities that exist
* Describe what people with disability need
* Explain what is the meaning of intellectual disability,

reading difficulty and learning disability

* Identify what barriers for understanding exist

for people with reading and learning disability

The title of the Unit 2 is Easy-to-read methodology and it consists of 4 elements:

1. Basic linguistic knowledge

It is about the basics of grammar and spelling, for instance, how to use tenses or punctuation when you write.

It is also about the different types of texts and text for audio and video.

When the trainee finishes this element, this person will be able to:

* Apply the basics of grammar and spelling in the own language
* Identify the main different written text types,

for instance, informative texts, legal texts or literature

* Explain the characteristics of texts for audio and video
1. Analysis of original texts

It is about how to extract the organisation of a text, its main ideas

and the comprehension difficulties that a text can have.

When the trainee finishes this element, this person will be able to:

* Apply tools to understand the organisation of a text

to translate it into easy-to-read

* Identify the main possible comprehension difficulties in a text
* Identify the main ideas of a text and write a summary
1. The process of creating easy-to-read text

It is about how to translate a text into easy-to-read,

who work to produce easy-to-read texts

and what solutions a translator uses to obtain an easy-to-read translation.

When the trainee finishes this element, this person will be able to:

* Describe how to do a translation into easy-to-read from another text
* Describe how to create a brand-new easy-to-read text
* Describe the different works and people involved

to produce easy-to-read texts

* Apply different solutions to translate different types

of texts into easy-to-read

1. Text production using easy-to-read guidelines

It is about the rules to write and design easy-to-read publications.

It is also about the pictures that are appropriate for easy-to-read

and solutions to make more simple audio and video contents.

When the trainee finishes this element, this person will be able to:

* Apply the existing rules to write and design easy-to-read publications
* Choose appropriate accessible pictures or pictograms

depending on the needs of readers

* Apply solutions inspired in easy-to-read for audio and video contents

The title of the Unit 3 is Easy-to-read facilitation and it consists of 4 elements:

1. The facilitator's professional profile

It is about the profession of easy-to-read facilitators and the abilities

that a facilitator should have in the job.

When the trainee finishes this element, this person will be able to:

* Describe the profession of easy-to-read facilitators

and the tasks in the production of easy-to-read texts

* Explain the specific abilities that an easy-to-read facilitator needs
* Explain other abilities that an easy-to-read facilitator needs
1. Teamwork skills

It is about the abilities that a validator should have

and how to create a validation team.

It is also about how to work with a team

and, specifically, with a validation team.

When the trainee finishes this element, this person will be able to:

* Describe the specific abilities and other abilities

that a validator should have

* Apply solutions to create a validation team
* Apply ideas to promote a work in teams with people with disabilities

or other reading or learning difficulties

* Apply abilities to work in teams to organise

an easy-to-read validation team

1. Easy-to-read facilitation strategies

It is about how a facilitator identifies expressions, movements

and other corporal signs from validators.

It is also about facilitation strategies, which are ideas, proposals and solutions

to promote that validators participate in validations.

Finally, it is about the use of pictures and other images

to communicate with people with more difficulties to talk.

When the trainee finishes this element, this person will be able to:

* Identify expressions when they talk or move,

or other corporal signs in validators.

* Apply facilitation strategies to check

if validators have understood an easy-to-read text

* Apply proposals and solutions so that validators discuss

and communicate their comments on easy-to-read texts in validations

* Use pictures, pictograms, audio and video for validations
1. Quality and reporting

It is about how to check that an easy-to-read text has a good quality

and follow the easy-to-read rules.

It is also about how to contact easy-to-read translators

to communicate changes in validated easy-to-read texts.

When the trainee finishes this element, this person will be able to:

* Identify what are the rules for quality in easy-to-read texts.
* Apply the quality rules to check an easy-to-read text
* Write reports to explain changes and corrections of validated E2R texts

The title of the Unit 4 is Management skills and it consists of 5 elements:

1. Planning and time management skills

It is about how to plan and organise a validation, when a customer asks for it.

It is also about what it is necessary to have and organise for a validation

and how to plan the necessary time for a validation.

When the trainee finishes this element, this person will be able to:

* Evaluate if a validation request is possible to do or not
* Plan, carry out and evaluate the own work

and the work of the validation team

* Identify what is necessary for a validation and use the necessary tools
* Apply solutions to organise the time to validate a text

and deliver it on-time

1. Skills to apply in working environments

It is about how to manage and solve conflicts in the team

and what situations can be stressing.

It is also about how people can adapt to changes in their jobs.

When the trainee finishes this element, this person will be able to:

* Apply solutions to know from the team

what conflicts can exist and how to solve them

* Identify stressing situations and apply solutions to avoid that stress
* Apply solutions so that workers can adapt better in their jobs
1. Computer skills

It is about the use of computing programmes,

online websites that are interesting for easy-to-read,

digital tools and devices that are useful for this work.

When the trainee finishes this element, this person will be able to:

* Use computer tools to review and amend texts
* Use online dictionaries, picture databanks, pictograms

and other internet websites useful for easy-to-read

* Use digital tools for communication
* Apply solution for digital devices
1. Entrepreneurial skills

It is about how to create a plan to offer easy-to-read services as a company.

It is also about how to sell easy-to-read services, ideas to meet customers

and how to communicate that easy-to-read is useful.

When the trainee finishes this element, this person will be able to:

* Create a plan to offer easy-to-read validation as a service for companies
* Apply solutions to identify possible customers and finance
* Apply solutions to meet customers to sell easy-to-read as a service
* Make presentations and communicate in public

that easy-to-read is useful

1. Cross-functional skills

It is about abilities that workers need in any profession, as questions about safety, hygiene and equality among persons.

When the trainee finishes this element, this person will be able to:

* Describe the laws that exist about safety and hygiene in the work
* Apply solutions to favour the equality for all people

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