

## **Annex 1: SKILLS CARD FOR EASY-TO-READ FACILITATORS**

The skills card for easy-to-read facilitators consists of 4 units: Accessibility and end-users, Easy-to-read methodology, Easy-to-read facilitation and Management skills.

The Unit 1 is entitled Accessibility and end-users and it is made up of 2 elements:

1. Accessibility and Universal Design, with 3 learning outcomes, which is about the concepts of accessibility, international standards, cognitive accessibility, accessible communication formats, inclusion and universal design

The three learning outcomes are:

- The trainee can explain the concept of accessibility and the main international standards and legislation pieces that aim to ensure equal rights for people with disabilities
- The trainee can explain the concept of cognitive accessibility and the different accessible communication forms and formats
- The trainee can describe the concept of inclusion and the principles of universal design applied to communication

2. End-users and needs, with 3 learning outcomes, which is about the different types of disabilities and their needs, the concepts of reading, learning and intellectual disabilities, communication difficulties and beneficiaries from easy-to-read

The three learning outcomes are:

- The trainee can classify the different types of disabilities and describe the needs of people with disabilities from a user-centred approach
- The trainee can explain the concepts of reading, learning and intellectual disabilities
- The trainee can identify the main communication barriers for people with reading and learning disabilities and the main profiles that benefit from E2R

The Unit 2 is entitled Easy-to-read methodology and it is made up of 4 elements:

1. Basic linguistic knowledge, with 4 learning outcomes, which is about the basics of grammar and spelling, text genres and multimodal texts

The four learning outcomes are:

- The trainee can apply the basics of grammar in their own language/s
- The trainee can apply the basics of spelling in their own language/s
- The trainee can identify the main different written text genres and their main characteristics
- The trainee can explain the characteristics of multimodal (audiovisual) texts

2. Analysis of original texts, with 3 learning outcomes, which is about the analysis of original texts, comprehension difficulties and the identification of main ideas

The three learning outcomes are:

- The trainee can apply strategies and tools to analyse an original written text for E2R adaptation
- The trainee can identify the main possible comprehension difficulties in original written texts
- The trainee can identify the main ideas of an original written text and write a summary

3. The process of creating easy-to-read texts, with 3 learning outcomes, which is about the process of text adaptation and original creation, the roles involved in the production of E2R texts and the adaptation strategies

The three learning outcomes are:

- The trainee can describe the processes of text adaptation to E2R and of E2R original text production
- The trainee can describe the roles involved in the production of E2R texts
- The trainee can apply different adaptation strategies according to each text type

4. Text production using easy-to-read guidelines, with 4 learning outcomes, which is about the E2R writing, layout and design guidelines, the selection of accessible pictures and the simplification strategies for multimedia contents

The four learning outcomes are:

- The trainee can apply the writing guidelines from the existing easy-to-read standards

- The trainee can apply the layout and design guidelines from the existing easy-to-read standards
- The trainee can choose appropriate accessible pictures or pictograms depending on the comprehension requirements of the text
- The trainee can apply simplification strategies based on E2R for multimedia content

The Unit 3 is entitled Easy-to-read facilitation and it is made up of 4 elements:

1. The facilitator's professional profile, with 3 learning outcomes, which is about the profession of E2R facilitators, their specific and cross-functional skills

The three learning outcomes are:

- The trainee can describe the profession of E2R facilitators and their role in the E2R production process
  - The trainee can explain the specific skills an E2R facilitator needs
  - The trainee can explain the cross-functional skills an E2R facilitator needs
2. Teamwork skills, with 4 learning outcomes, which is about the skills of a validator, the creation of a validation team, the teamwork strategies and management of a validation team

The four learning outcomes are:

- The trainee can describe the specific and cross-functional skills that a validator should have
  - The trainee can apply evaluation tools and strategies to create a validation team
  - The trainee can apply teamwork strategies with people with disabilities or other reading/learning difficulties
  - The trainee can apply different teamwork skills to manage an E2R validation team
3. Easy-to-read facilitation strategies, with 4 learning outcomes, which is about the identification of verbal and non-verbal signs, the application of facilitation strategies, discussion and communication strategies and the use of alternative communication

The four learning outcomes are:

- The trainee can identify verbal and non-verbal signs in validators
  - The trainee can apply facilitation strategies for feedback and comprehensibility of E2R texts
  - The trainee can apply discussion and communication strategies to obtain feedback about E2R texts
  - The trainee can use alternative communication and multimodality tools
4. Quality and reporting, with 3 learning outcomes, which is about the E2R quality proof, quality assurance criteria and reporting of the quality and corrections in validated E2R texts

The three learning outcomes are:

- The trainee can identify requirements for quality proof in E2R
- The trainee can apply quality assurance criteria with specific tools
- The trainee can write reports about the quality and corrections of validated E2R texts

The Unit 4 is entitled Management skills and it is made up of 5 elements:

1. Planning and time management skills, with 4 learning outcomes, which is about the assessment of a validation request, the plan and evaluation of the validation, the resources needed and the time management strategies

The four learning outcomes are:

- The trainee can assess the feasibility of a validation request
  - The trainee can plan, carry out and evaluate their own work and the work of the validation team
  - The trainee can identify the resources needed for their activity and apply tools to manage them
  - The trainee can apply time management strategies
2. Skills to apply in working environments, with 3 learning outcomes, which is about conflict management, the identification of stressing situations and the adaptation to changes in work environments

The three learning outcomes are:

- The trainee can apply strategies to provide and deal with feedback from team members and solve conflicts
  - The trainee can identify stressing situations and apply strategies to manage them
  - The trainee can apply psychological strategies to adapt to changes in their work environment
3. Computer skills, with 4 learning outcomes, which is about the use of text edition tools, online resources, digital tools and hardware solutions

The four learning outcomes are:

- The trainee can use text editing tools
  - The trainee can use online dictionaries, picture databanks, pictograms and other digital documentation resources
  - The trainee can use digital communication tools
  - The trainee can apply hardware solutions
4. Entrepreneurial skills, with 4 learning outcomes, which about the setup of a business plan, the application of marketing strategies, the conduction of interviews with customers and the advocacy of E2R in public

The four learning outcomes are:

- The trainee can develop and set up a business plan for an E2R validation service
  - The trainee can apply marketing strategies to identify possible customers and sponsors
  - The trainee can conduct professional interviews with customers
  - The trainee can deliver presentations and advocate the need of E2R in public
5. Cross-functional skills, with 2 learning outcomes, which is about safety and hygiene regulations, and solutions for equal opportunities

The two learning outcomes are:

- The trainee can describe safety and hygiene regulations in work environments
- The trainee can apply solutions to promote equal opportunities for all people

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