

Report

Skills cards for the two professional roles involved in validation: facilitators and validators

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ABSTRACT:

This document reports on the aims, development and results obtained in the second research stage of TRAIN2VALIDATE – Intellectual Output 2 (IO2), on the skills cards for easy-to-read validators and facilitators in Europe. The main activities developed under IO2 consisted in the analysis of different sources for the creation of the skills cards. Those are quantitative and qualitative data from the survey conducted in the IO1, revising secondary data from specialized literature and other skills cards, and data collected in direct observations and interviews with easy-to-read facilitators and validators. Moreover, the drafts were assessed by three types of experts: an external expert in field of cognitive accessibility, 13 easy-to-read facilitators and validators and a certifier specialised in training.

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1. INTRODUCTION

TRAIN2VALIDATE progresses in the second stage of its development with the Intellectual Output 2 (IO2), focused in the creation of skills cards for easy-to-read facilitators and validators. The main goal of the project is the creation of a harmonised training and the recognition of new specific professional profiles for the production of easy-to-read materials (E2R materials), i.e., validators and facilitators, who assess whether an E2R text is comprehensible. Though they work in teams, the two job roles are different. While validators are people with reading difficulties who read the texts to assess their comprehensibility, facilitators are the supporters that set up the validation team, organise validation sessions, and promote participation so as to gather the input and amendments from the validators and send them back to the E2R writer. Therefore, the end-users are involved in the creation of the content through validation, being recognised as validators, and getting the necessary support they need in this process through facilitators.

In order to build these roles as specific professions with a social recognition, every stage of the TRAIN2VALIDATE project is based on the former one. Thus, from the methodological framework outlined in the Intellectual Output 1 (IO1) through an online survey, the partnership collected quantitative and qualitative data to understand the specific tasks and activities of both positions and the skills and competences to be acquired in training.

The creation of skills cards is a required process to reach a social recognition of a profession. These skills cards are the basis to build a curriculum either in vocational training or in university studies. This formalisation of the competences that a professional has to achieve at the end of every training process is key also to project the teaching materials that future trainee will have to learn. Additionally, under these premises, a certification will be easier to be recognised and transferred to educational institutions.

Then, after the results of the IO1 (Common methodological framework and best practices in validation across Europe), the IO2 (Skills cards for the two professional roles involved in validation) will be the seed for the next developments of TRAIN2VALIDATE through the IO3 (Developing competence-based curricula), IO4 (Creating open educational resources), IO5 (providing assessed training materials) and IO6 (exploring certification pathways).

This report outlines the aims, the development and the results obtained during the Intellectual Output 2 (IO2), which is the second stage in the project's course of activities:

Output identification: IO2**Output title:** *Skills cards for the two professional roles involved in validation: facilitators and validators***Description:**

- While IO1 explores validation as a process and set of methods, IO2 aims to identify and describe the skills and competences that the two professionals involved should have to perform the job. To this end, IO2 will create skills cards for facilitators and validators.
- Skills cards are descriptions of the knowledge, skills and competences that a professional should possess. As a qualification tool, skills cards map the competence areas related to a professional profile and draw upon the principle of learning outcomes to describe “what a learner knows, understands and is able to do on completion of a learning process”, as defined in the European Qualifications Framework (Cedefop, 2014).
- The main feed will be the data collected in IO1. The thorough description of the validation process (IO1) will enable to define the profiles of the two professional roles involved. Data concerning the skills and competences will be organised by competence areas and described using learning outcomes. To this end, the ECQA scheme for skills cards will be used.
- This output will work comparing existing occupations that have some common points with validators, for instance, editors, but also in other fields, as quality audits. This IO will also take into account the results of other Erasmus+ co-funded projects that have created skills cards for to define the profiles of professionals in the field Media Accessibility. Some examples are the skills cards for experts on easy-to-understand audiovisual content and journalism (EASIT) and that for real-time intralingual and interlingual subtitlers (LTA). This step capitalises the benefits of cross-fertilization in order to be complementary and non-redundant with other projects that have already obtain results in this field.

Period of implementation: May 2021 – October 2021

Note: this report uses the terms “easy-to-read validators” or “validators” and “easy-to-read facilitators” and “facilitators” as synonyms along the document.

2. IO DEVELOPMENT

In this section we include information on the intellectual output aim, team, methodology and workflow.

2.1. AIM

The main aim of IO2 is the creation of skills cards for the profiles of easy-to-read validators and facilitators based on evidences gathered from the survey conducted in the IO1, the comparison with other skills cards and experience of easy-to-read validators and facilitators that are currently working in these positions. These skills cards will be the basis to build up a curriculum and create the teaching materials.

The subsequent tasks to reach this aim were:

- Categorisation proposals by all partners based on the input gathered during IO1.
- The comparison of existing skills cards and similar documents for related professional profiles. The comparison will be held in both accessibility professions and non-related to accessibility ones.
- The definition of the skills card to be used for both profiles with the adoption of a specific taxonomy.
- The identification of other profiles that are related to that of facilitators and validators to be developed in the future.
- The creation of the skills cards for facilitators and validators in compliance with the ECQA template and procedure.

2.2. TEAM

IO2 was coordinated by a team from Plena Inclusión Madrid, Spain, consisting of the following members

- **Oscar García Muñoz**, General Project Manager, Researcher
- **Patricia Hortal Rubio**, IO2 leader, Researcher
- **Elena González Sabín**, Local Quality Manager, Researcher

with the continuous support of all project partners, represented by

- **Angela Cotoară**, Fundatia Professional, Romania
- **Annamaria Kilyeni**, Politehnica University Timișoara, Romania
- **Carlo Eugeni**, Scuola Superiore per Mediatori Linguistici, Italy
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2.3. INITIAL SOURCES TO BUILD THE SKILLS CARDS

The first stage for the development of the Intellectual Output 2 has two starting points: the definition of the job roles of easy-to-read validators and facilitators and the results obtained in the Intellectual Output 1.

The Spanish Standard *UNE 1531010 EX Easy Read. Guidelines and recommendations for the production of documents*, approved in April 2019, defines these positions as (AENOR, 2018, p. 5- 6):

- **Validators:** end-user with reading difficulties that participates in the easy-to-read validation phase, who can read and has communication skills.
NOTE: it is convenient that the validator can write.
- **Facilitators:** person that manages the easy-to-read validation phase.
NOTE: Facilitators have to take into account the end-user profile and their needs and difficulties in reading comprehension, and their knowledge about easy read. If the end-user does not have it, the knowledge has to be supported with evidences.

This standard also provides details about the production process of easy-to-read publications and the role performed by facilitators and validators. The standard describes that the first stage of this process is the translation of a document into easy-to-read following its writing and design

guidelines. After that stage, the document is sent to a group of validators coordinated by a facilitator. The group read the text and propose amendments and improvements for a better understanding. The facilitator sends the validated text to the translator. If there is a need for new validators, this stage has to be repeated until the group understands the text. Finally, when the full text is understood by the group and the translator has implemented the changes, the document is published.

The fact that both professionals work together in the same process implies that the skills cards would include shared knowledge and skills, as well as specific ones for each role.

On the other hand, the survey conducted in the Intellectual Output 1, which 337 persons answered provided with a significant amount of data to obtain a methodological framework to understand the demands for training for easy-to-read validators and facilitators. The assumption of the shared knowledge and skills between both roles, as well as specific ones for each one, was confirmed by the collected data in the survey.

From these initial premises, the team for the Intellectual Output 2, with the focus in the creation of skills cards for validators and facilitators, has considered the need of building them from the evidences obtained in this survey and additionally with three other sources:

1. An analysis of the publications of the repository created in the Intellectual Output 1 in order to extract the skills mentioned by specialised literature in the field.
2. A comparison with skills cards from other professions that could have similarities or common points with them.
3. The experiential data collected from the testimonials of validators and facilitators and the observations of validation sessions of real easy-to-read texts conducted by professional validation groups.

2.3.1. ANALYSIS OF THE SKILLS OBTAINED IN THE SURVEY

The first activity in Intellectual Output 2 consisted of the extraction of the skills that have been selected by the participants in the survey of the IO1. The initial analysis conducted by Plena Inclusión Madrid obtained the following results:

Validators' skills

1. Active listening skills
2. E2R Guidelines, standards and handbooks

3. General knowledge about text
4. Skills for working in teams
5. Reading skills
6. Vocal and communication skills
7. Writing skills
8. Computer skills
9. Tolerance (mistakes)/empathy
10. Focus on the tasks
11. Training programmes (multi-level)

Facilitators' skills

1. Types of disabilities and needs.
2. E2R guidelines, standards and handbooks
3. General knowledge about text
4. Global E2R knowledge (history, guidelines)
5. Basic validation skills
6. Organization skills
7. Computer skills
8. Time management skills
9. Accessibility (standards, legislation, guidelines)
10. Multimodality (pictures, images)
11. Be respectful/patience/create
12. Have a good relationship with the validators
13. Check the validators (difficulties in the text) and make questions

NOTE: the list is extracted as it is displayed in the survey, the list does not have a processing under any taxonomy.

From a first analysis about the above-mentioned skills, it is possible to conclude that the respondents to the survey highlighted:

- For validators: knowledge in the field, communication skills and soft skills related to teamwork and concentration.

- For facilitators: knowledge in the field, knowledge about the end-users, management skills and soft skills related to teamwork and facilitation.

2.3.2. ANALYSIS OF THE SKILLS OBTAINED FROM SPECIALISED LITERATURE

The IO1 obtained as additional result a repository of specialised literature about easy-to-read. The repository contains easy-to-read and validation resources (methods, processes, training, etc.) and any other materials related to the project, in all the project languages. The repository includes a variety of genres (books, guides, scientific articles, presentations, or reports) and links to similar projects, and is available for review and use by all project members on the project cloud. From the 57 publications detailed in the Bibliography in the report in IO1, the analysis to obtain skills for easy-to-read validators and facilitators provided the following results:

Gallardo, A. & O. García. 2018. Validación de textos en lectura fácil: Aspectos prácticos y sociolaborales. Madrid: Plena Inclusión.

This handbook (translated title: Validation of easy-to-read texts: practical, social and labour aspects) is about the validation process and the definition in-depth for validators, facilitators and validation groups.

Validators' skills

1. Reading competence to understand the signs
2. Reading comprehension to understand the meanings
3. Listening skills
4. Communication skills
5. Team working skills: tolerance and respectfulness
6. Responsibility
7. Commitment
8. Dedication
9. Tolerance against frustration
10. Intention of being participant
11. Perseverant attention
12. Administrative and labour insertion tasks
13. Empathy

14. Self confidence
15. Critical attitude
16. Easy-to-read knowledge
17. Quality proof

Facilitators' skills

1. Organisational skills
2. Task planning
3. Time management skills
4. Easy-to-read knowledge
5. Team working skills: motivation, participation
6. Linguistic knowledge (Grammar, spelling)
7. Computing skills: text edition
8. Empathy
9. Communication skills
10. Listening skills
11. Non-Verbal communication perception skills
12. Facilitation strategies
13. Reporting skills
14. Quality proof

Schiffler, I. 2018. Die Rolle der Moderatorinnen beim Prüfen von Texten in Leichter Sprache. Masterarbeit

This research (translation in English: The role of facilitators in the validation of easy-to-read texts) is about the specific tasks that an easy-to-read facilitator has to fulfil in their job.

Facilitators' skills

1. Pedagogic skills
2. Target focused skills
3. Easy aural communication skills
4. Good knowledge of the own language
5. Patience
6. Knowledge about the end-users needs

7. Neutrality and objectivity
8. Coaching skills
9. Special education knowledge
10. Discussion strategies
11. Critical sense
12. Knowledge about the topics to be validated
13. Conflict management skills

Bernabé, R., Orero, P., García, O. & E. Oncins. 2020. 'Validation of Easy-to-Read Subtitles'. In Dejica, D., Eugeni, C. & A. Dejica-Cartis (eds.) Translation Studies and Information Technology - New Pathways for Researchers, Teachers and Professionals, pp. 168-181. Timișoara: Editura Politehnica, Translation Studies Series.

This article research about the role of validators and facilitators with easy-to-read texts in multimedia format.

Validators' skills

1. Knowledge about other accessible communication formats

Facilitators' skills

1. Technological skills to use certain devices for validation
2. Knowledge about other accessible communication formats

From a first analysis about the above-mentioned skills in these references, it is possible to conclude that they highlighted:

- For validators: communication skills, personal and teamwork soft skills, knowledge about accessible communication formats.
- Facilitators: management skills, specialised skills for the easy-to-read tasks, communication and teamwork skills, language and pedagogic knowledge, knowledge about accessible communication formats.

2.3.3. ANALYSIS OF THE SKILLS OBTAINED FROM DIRECT OBSERVATION AND INTERVIEWS

The third source to obtain evidences from which the skills cards for validators and facilitators could be built were the direct observation of a validation and the interviews to easy-to-read facilitators and validators.

For that purpose, Plena Inclusion Madrid created a document of guidelines to the partners in order to gather the data and avoid any disruption in the natural dynamic of a validation.

For the direct observation of a validation, the recommendations were:

1. Before starting, explain to the group which is the goal of the observation.
2. The observation should take place in the natural environment where it usually happens.
3. One or even two observers are recommendable. In that way, you will be able to collect more information.
4. Avoid interpretations: just try to be as accurate as possible.

The registration form included the following data to fill in:

1. Observer
2. Organization observed
3. Number of validators
4. Number of facilitators
5. Date and Place
6. Competences observed. In this table there have been three columns:
 - a. The registered competences
 - b. The indication if the competence corresponded to hard or soft skills
 - c. The indication if the competence corresponded to the validator or the facilitator

For the interviews, it was accepted the support that facilitators could provide to validators to obtain their answers to the questions. The questionnaires have in both cases two parts:

- The perception about the own role.

In this case, the specific questions for validators were:

- > What tasks does a validator have to know how to do?
- > What tasks of your job do you like the most? And the least?
- > What tasks are the easiest for you? And the most difficult?

- > What personal qualities does a good validator have to have?
- > How does a good validator have to behave in their work?

On the other hand, the specific questions for facilitators were:

- > What tasks does a facilitator have to know how to do?
- > What tasks of your job do you like the most? And the least?
- > What tasks are the easiest for you? And the most difficult?
- > What personal qualities does a good facilitator have to have?
- > How does a good facilitator have to behave in their work?

- The perception about the other role.

In this case, the specific questions for validators were:

- > What tasks does a facilitator have to know how to do?
- > What personal qualities does a good facilitator have to have?
- > How does a good facilitator have to behave in their work?

On the other hand, the specific questions for facilitators were:

- > What tasks does a validator have to know how to do?
- > What personal qualities does a good validator must have?
- > How does a good validator have to behave in their work?

2.3.3.1. DIRECT OBSERVATION

There have been 4 direct observations that have been conducted in the month of June, 2021. The organisations that have taken part in the observations were:

- Fundatia Pentru Voi (Romania)
- Slovenj Gradec (Slovenia)
- Fundación Alas Madrid (Spain)
- Grupo Amás (Madrid)

Totally, 19 validators and 6 facilitators have taken part. In three cases, the validations were face-to-face and in one case, the validation were online.

The results of these observations were:

Table 1. Results of the direct observation of a validation

Organisation	Number of activities observed	Number of activities linked with hard and soft skills	Number of activities linked to facilitators and validators
Fundación Alas Madrid	76	Hard skills: 67 Soft skills: 9	Facilitators: 39 Validators: 23
Grupo Amás	34	Hard skills: 22 Soft skills: 12	Facilitators: 17 Validators: 18 ¹
Sloveni Gradec	22	Hard skills: 3 Soft skills: 19	Facilitators: 21 Validators: 13 ²

In the case of Fundatia Pentru Voi, the working session was with one person with intellectual disabilities and a facilitator. Both had no training in easy-to-read. In this case, the text was translated into plain language, but not into easy-to-read and the work was a re-checking comprehension of a document that had been previously discussed.

2.3.3.2. INTERVIEWS

For the questions for facilitators, the contributors for these interviews were 1 facilitator from Germany, 1 from Italy, 1 from Romania, 2 from Slovenia and 3 from Spain.

1. The perception about the own role:

- What tasks does a facilitator have to know how to do?

Facilitators that participated mentioned the need of learning the easy-to-read guidelines, the use of technologies, teamwork strategies, knowledge about text analysis, strategies to work with validators, team management and organisational skills, neutrality to avoid to be influential and communication skills.

- What tasks of your job do you like the most? And the least?

Facilitators like most a familiar feeling and group understanding, the perception of illusion of validators in learning, the own validation process, the time they invest in improving the text,

¹ The sum of activities of validators and facilitators is 35, because one activity is common for both

² The sum of activities of validators and facilitators is 34, because 12 activities are common for both

the interaction with people with disabilities, awaken the critical sense in people with disabilities.

Facilitators dislike most the difficulties to unify the different validators' stages, the lack of knowledge out of the sector to understand how difficult is this job, the uselessness of some translated texts and the estimation and planning of resources

- What tasks are the easiest for you? And the most difficult?

Facilitators mention as the easiest tasks having a regular and stable team, working the cognitive accessibility, working with validators because of their motivation, finding easy-to-read solutions together with validators and find examples for abstract contents.

Facilitators mention as the most difficult tasks to know when to take part in a validation, what questions to pose and awake the critical thinking, avoid to give opinions or influence, managing participation strategies, estimate resources and dealing with abstract concepts.

- What personal qualities does a good facilitator have to have?

Facilitators mentioned a long list of qualities, as listening skills, patience, empathy, motivation, resilience, passion, independence, positive mood, organisation, reliability, sense of humour, open-mind, respectfulness, tolerance, openness for criticism, with initiative, discretion, creativeness, creation of a sense of security and trustworthiness in the group and interest.

- How does a good facilitator have to behave in their work?

Facilitators mentioned concentration, learn how to be in a second stage, not having a leading role, focus on the job forgetting other problems, clear and accurate communication, inclusion of all team members, accept different opinions, give the validators enough time to express themselves, be aware of and adapt to the validator's communication skills and not replacing a validator.

2. The perception about the other role:

- What tasks does a validator have to know how to do?

Facilitators mentioned that a validator should know the easy-to-read guidelines, the concept of cognitive accessibility, reading aloud skills, active listening skills, teamwork skills, public speaking skills, computing skills to switch on the computer and join an online session, communications skills to provide meaningful feedback, observation skills, to admit that something is difficult to understand. Many mentioned the need of reading skills, but a facilitator pointed that it is not mandatory.

- What personal qualities does a good validator must have?

Facilitators mentioned a long list of qualities for validators, as empathy with the group, attention, memory, commitment, responsibility, behaviour as a worker, curiosity, patience, receptiveness, interest, active attitude, flexibility, reliability, responsiveness, natural behaviour, avoidance of being afraid of speaking and give opinions and overcome discussions.

- How does a good validator have to behave in their work?

Facilitators mentioned responsibility, team working, respectfulness, focus on a subject, punctuality, support to other validators of the group and understand their tasks (read texts, identify difficult ideas, look for information and ask for help).

For the questions for validators, the contributors for these interviews were 1 validator from Italy, 6 from Slovenia and 12 from Spain.

1. The perception about the own role:

- What tasks does a validator have to know how to do?

Validators that participated mentioned the need for learning the easy-to-read guidelines, knowledge about pictograms and accessible pictures, trainer skills, communication skills, listening skills, teamwork skills, ability to correct texts written by facilitators. Writing and reading skills were mentioned for some as necessary and not necessary for others.

- What tasks of your job do you like the most? And the least?

Validators like most to give opinions, make easier texts for others, work in team, discuss, search in dictionaries, make proposals, participate in the society with their jobs as validators. Validators dislike most the validation of difficult texts, the behaviour of some validators that want to be the focus because of their experience and to wait for the turn.

- What tasks are the easiest for you? And the most difficult?

Validators mentioned as the easiest tasks the use of technology, the selection of pictograms, give opinions and agree solutions.

Validators mentioned as the most difficult tasks the change of words, thinking in other people's needs, proposing when a validator is more dominant, some text to validate.

- What personal qualities does a good validator have to have?

Validators mentioned several qualities, as motivation, empathy, listening skills, ability of text comprehension, accuracy, curiosity, patience, focus on why they are there.

- How does a good validator have to behave in their work?

Validators mentioned seriousness, responsibility, punctuality, commitment, good attitude, self-motivation, perseverance, acknowledgement of the job and effort of the facilitator, follow rules, application to understand other validators, provide suggestions, cooperative.

2. The perception about the other role:

- What tasks does a facilitator have to know how to do?

Validators mentioned that a facilitator should promote the participation of all validators, understand their needs and facilitate their job, have the ability to find solutions when the group have difficulties with the text, manage the conversation in the group, accept different opinions, set goals, give information about the sessions, have the ability of proposing alternatives to the text, know about easy-to-read guidelines and help validators understand the meanings of concepts.

- What personal qualities does a good facilitator have to have?

Validators mentioned a long list of qualities for facilitators, as ordered, organised, attentive to validators, updated in easy-to-read, communication skills, listening skills, observation skills, patience, confidentiality, respectfulness, strict behaviour (when needed), focus on the task, availability to help validators when they seem to be blocked.

- How does a good facilitator have to behave in their work?

Validators mentioned seriousness, politeness, kindness, patience, respectfulness, acceptance of different ideas, calmness, positive mood, avoidance of substituting the validators, acceptance of the agreements of the group and focus on the task.

2.3.3. COMPARISON WITH OTHER SKILLS CARDS

The fourth activity to obtain evidences were other skills cards that could provide required competences both these profiles. All partners have contributed with a list of initial proposals for analysis. This initial list was composed of 22 skills cards, from which 15 were analysed to extract competences to apply for facilitators or validators. For that purpose, each partner had a table to fill in the competences, the proposal for a unit and the assignation for facilitators or validators.

The list of selected skills cards was:

1. Accessibility Manager
2. Applied Social Skills
3. Community Mobilisation

4. Instructor of Slovene Sign Language
5. Interpreter and specialist for deaf-blind persons
6. Occupational integration of people with disabilities
7. Quality Assurance Assistant
8. Real Time intralingual subtitlers through respeaking
9. Slovene sign language communication assistant
10. Social and community service workers
11. Social Workers for People with Learning Disability
12. Work instructor
13. Easy-to-understand subtitler
14. Easy-to-understand audiodescriptor
15. Easy-to-understand journalist

The competences extracted from this list were a total of 99 for facilitators and 42 for validators. From these lists and the corresponded proposed units, Plena Inclusión Madrid has extracted an initial draft of units for the skills cards. These initial drafts had the following contents:

Facilitators

1. Understanding accessibility
2. Easy-to-read, language, text simplification
3. IT competences
4. Personal and interpersonal skills
5. Management and teamwork skills
6. Entrepreneurial skills

Validators

1. Understanding accessibility
2. Easy-to-read, validation, text simplification
3. IT competences
4. Personal and interpersonal skills
5. Professional practice and development
6. Entrepreneurial skills

From these first drafts, two discussions were held on June 28th and 29th among the partners to agree the main structure and contents for the first draft of the skills cards.

As a result of these discussions, the partners agreed:

For facilitators:

1. The name of the skills card is “Easy-to-read facilitator” to focus on the specificity of the facilitator.
2. The dimension of the skills card should be:
 - a. Between 5 and 7 units.
 - b. Each unit should include between 3 and 5 elements. Each unit can have a different weight.
 - c. Each element should include between 2 and 3 learning outcomes, so that all are homogeneous. Maximal 50-75 learning outcomes.
3. The main units that all agree are:
 - a. Accessibility, users’ needs...
 - b. Expertise in easy-to-read: to be split in linguistic skills, E2R guidelines, type of texts, what is E2R validator/facilitator/writer, strategies to simplify texts.
 - c. Communication, facilitation strategies.
 - d. Management skills: IT skills, organisational skills, team management, project management, resources management
4. We consider that the level of the skills card is for the basic, not advanced level.

The proficiency level described in the skills card should refer to two main formats: print texts and web content. For these two formats, prospective trainees should acquire an intermediate to advanced level. Knowledge and skills for other formats, for instance, audiovisual content should be acquired in specialized courses (e.g., audiodescription, subtitling).
5. The partners will create the specific knowledge and competences from scratch for this skills card and will borrow other knowledge for other competences from other skills cards.

For validators:

1. Although it was not explicitly mentioned in the discussion, the name of the skills card should be “Easy-to-read validator”, consistently to the “Easy-to-read facilitator”.
2. We accept no barrier to access the certification. People with reading skills and without reading skills can be trained in this certification. This point has to be consider in the development of

the teaching materials and in the skills card for facilitators, specifically in the questions about facilitation strategies in the case of a group of validators or some of them has no reading skills.

3. The dimension of the skills card should consider:
 - a. The characteristics of the trainees
 - b. The need of personalised learning.
 - c. The transferability to ECTS/ECTV credits. A credit is 25 hours of workload, usually divided into class hours and self-study.
 - d. The trend that opens the possibility to flexible certifications (from micro certifications to traditional ones, e.g. per single Unit)
4. The units to consider have to be split in:
 - a. Core units/competences
 - Easy-to-read guidelines
 - The work of validator
 - Working in groups
 - Language manipulation skills (grammar, vocabulary, edition). This module should be flexible, in order to personalise the learning. Some people can achieve all the competences and some other can achieve certain ones
 - b. Optional or specialisation disciplines
 - Time and organisational skills
 - IT
 - History of easy-to-read
 - Accessibility
5. We consider that the level of the skills card is for the basic, not advanced level.

2.4. CREATION OF THE SKILLS CARDS

The process of creation of the skills cards was developed between July and August 2021. This process was divided in two activities and took into account the sources from the initial activities conducted in June 2021. The first activity consisted in the creation of a global structure before the use of the final template for the skills cards. For the taxonomy of the competence levels, the consortium applied the Bloom's Taxonomy:

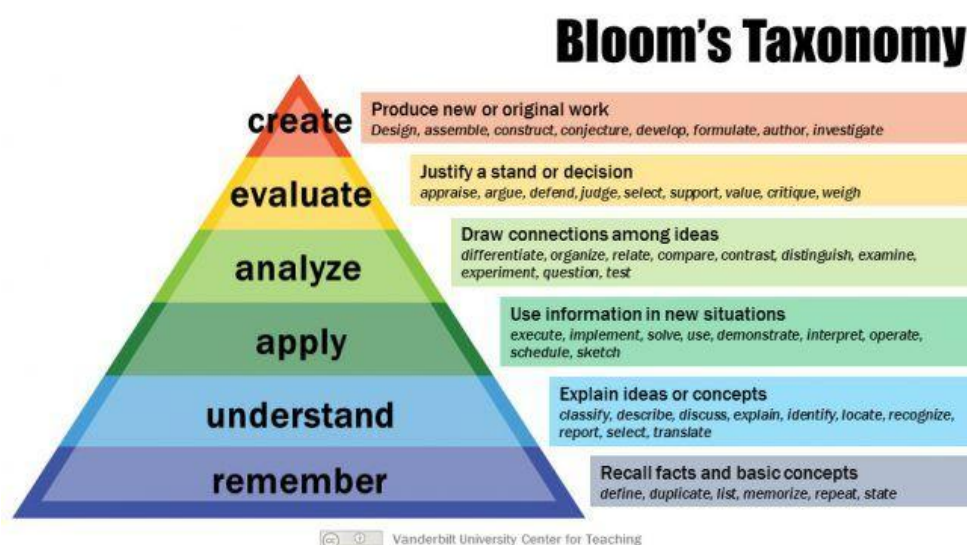


Figure 1. Bloom's Taxonomy. Extracted from <https://www.bloomstaxonomy.net/>

The second activity consisted in the creation of the skills cards under the final template chosen by the project partners. In this case, the template was the applied by the European Certification and Qualification Association (ECQA), which is partner in the consortium.

2.4.1. GLOBAL STRUCTURE OF THE SKILLS CARD FOR FACILITATORS

Plena Inclusión Madrid delivered the first draft of the global structure on July 15th. This initial document created a skills cards with 5 units with 16 elements and 51 learning outcomes: Accessibility and users, Easy-to-read, Linguistic skills, Easy-to-Read facilitation and Management skills. Partners review the draft until August 6th. The main contributions were about the taxonomy for the skills cards, the rephrasing or specification of certain learning outcomes and the restructure or removal of some elements. Specifically, the element of global knowledge in the unit Linguistic skills was considered unspecific.

After the analysis of the comments, Plena Inclusión Madrid delivered a second draft on August 13th with a restructuring in certain parts. The new draft had 4 units with 15 elements and 49 learning outcomes: Accessibility and users, Easy-to-read and linguistics, Easy-to-read facilitation and Management skills. The main contributions were about specifications, renaming or rephrasing of certain learning outcomes, but no additional restructuring or removal.

After this second version, the consortium obtained a consensus to apply the ECQA template and create the final version of the skills card.

2.4.2. GLOBAL STRUCTURE OF THE SKILLS CARD FOR VALIDATORS

Plena Inclusión Madrid delivered the first draft of the global structure on July 15th. This initial document created a skills cards with 5 units with 13 elements and 43 learning outcomes and additionally 2 optional elements with 6 learning outcomes: Accessibility and users, Easy-to-read, Linguistic skills, Easy-to-Read validation and Working Environment plus the optional Advanced text analysis and Advanced computing skills. Partners review the draft until August 6th. The main contributions were about the taxonomy for the skills cards, the rephrasing or specification of certain learning outcomes and the restructure or removal of some elements, specially what referred to entrepreneurial skills, as it was considered quite advanced and the element of global knowledge in the unit Linguistic skills was consider unspecific.

After the analysis of the comments, Plena Inclusión Madrid delivered a second draft on August 13th with a restructuring in certain parts. The new draft had 4 units with 11 elements and 39 learning outcomes and additionally 3 optional elements with 10 learning outcomes: Accessibility and users, Easy-to-read and linguistics, Easy-to-read validation and Management skills plus the optional Text analysis for originals, Advanced computing skills and Entrepreneurial skills. The main contributions were about specifications, renaming or rephrasing of certain learning outcomes, but no additional restructuring or removal. However, a partner consider that the learning outcomes could be very demanding for the trainees, because the categories of the Blooms Taxonomy were very similar to the ones of the facilitators. That is why a review of the verbs linked to the taxonomy was reviewed to downgrade the demand of the skills card, adapting it to the characteristics of the possible trainees that are interested in becoming validators.

After this second version, the consortium obtained a consensus to apply the ECQA template and create the final version of the skills card.

2.4.3. CREATION OF THE SKILLS CARDS UNDER THE ECQA TEMPLATE

The final skills cards will be displayed under a specific model that provides with a standardization in order to ease the dissemination, application and transferability. For this purpose, the model that the consortium has followed is the one created by the European Certification and Qualification Association (ECQA), which is a member of the partnership of this project.

The creation of the skills cards has used the template provided by ECQA, which is an Excel file, and has followed the structure pointed in the ECQA documents *The Architecture of the ECQA* and *Rules and Process Steps for Certification of Job Roles*. From these documents, the structure that the skills cards must follow is:

- Units, which are the competence areas
- Elements, which are the learning objectives that each unit contains
- Learning outcomes, which are the performance criteria that the trainee must be able to demonstrate

The template includes the specific codification for each level, the information that has to contain and the way it has to be expressed.

The proposal created by Plena Inclusión Madrid under these criteria was shared with the partners on August 31st. Partners have contributed with some corrections and amendments to the texts. However, a partner proposed certain changes to structure the final documents in a closed proportion of 3 elements each unit and 3 learning outcomes each element. Additionally, another partner considered that the skills card, with the final proposal, could exclude persons without reading skills, as in the initial phase and discussions, partners agreed to avoid this kind of pre-requirements and open the skills cards for everyone. Another point of discussion was the learning outcomes about grammar and spelling, which can be consider difficult to perform, because there are many different languages.

A final discussion was conducted on September 17th to obtain a consensus in these last three questions. Partners agreed to keep the structure as it was already proposed, because the different range of the units and elements were consistent with the difficulties of the contents or their extension. However, the template was reviewed to find possible options of merging learning outcomes in the elements that were longer.

What refers to the barriers for people without reading skills, partners agreed that this topic could be managed with the teaching materials and the inclusion of teaching strategies for teachers, as it is expected to create in the Intellectual Output 4.

Regarding the learning outcomes about grammar and spelling, the agreement added punctuation to clear up the content and the verbs from the taxonomy are different for validators and facilitators to stablish different degrees of demand. The content, to be developed in the Intellectual

Output 4, will be focused in common points of all languages: morphological (what is a verb, a noun and other categories), syntactical (tenses, modes, verbal voices) and other to be analyse in the Intellectual Output 4.

The final version of the skills cards under the ECQA template were delivered on September, 17th.

2.5. ASSESSMENT OF THE SKILLS CARDS

The final activity of the Intellectual Output 2 consisted in the assessment of the skills cards. For that purpose, three different evaluations were sought:

1. An assessment by ECQA to confirm that both skills cards comply with its model.
2. An external assessment by an expert linked to accessibility: Stefanie Koehler, member of the Überwachungsstelle des Bundes für Barrierefreiheit von Informationstechnik, and member of the TRAIN2VALIDATE Advisory Board.
3. External assessment by facilitators and validators from the networks of Plena Inclusión Madrid and Zavod RISA. Both partners have groups of validators and facilitators, who have experience to evaluate the interest and appropriateness of both skills cards.

2.5.1. ASSESSMENT BY ECQA

ECQA received the skills cards for its assessment to evaluate the compliance with their own criteria. The organisation delivered the following assessment:

Design review for facilitators

Table 2. Design review for facilitators' skills card

Skill Card- Quality Review

Project Title: Train2Validate

Project No.: 2020-1-ES01-KA203-082068 - 082068

Element: Entire skill card - all units, all elements

Reviewer: Gabriele Sauberer ECQA

21/09/2021

Design review

		Checked	Comment
1.	Structure	x	clear and concise
1.1	All Elements - T2V_F.U1.E1 - T2V_F.U4.E5	x	well balanced
1.1.1	For each element an ECQA skill card identifier is available (e.g. U1.E1)	x	x
1.1.2	For each element a description is available	x	x
1.2	Learning Outcome (LO)	x	x

Skill Card- Quality Review			
1.2.1	For each element 3 - 6 LOs are available	x	x
1.2.2	Each LO has an identifier (e.g. U1.E1.LO1)	x	x
1.2.3	Each LO has a description	x	x
1.2.4	Each LO starts with "The student/trainee/learner..." (e.g. The trainee can develop ...)	x	x
1.2.5	Each LO has not more than 200 characters	x	x
2.	Language proof-reading	x	see Word Document T2V_Facilitators_ECQA_checked.docx
3.	Language spellcheck (US-EN)		should be done before publishing the skill card on the T2V website

Content review for facilitators

Table 3. Content review for facilitators' skills card

Skill Card - Quality Review

Element: All Elements - T2V_F.U1.E1 - T2V_F.U4.E5

Skill Card - Quality Review

Reviewer:	Gabriele ECQA	23/09/2021
Review Criteria:		Fulfilled in general?
- The text is clear, simple and understandable		yes
- The terminology is consistent		yes
- The content is relevant and uptodate		yes/no

Design review for validators

Table 4. Design review for validators' skills card

Skill Card- Quality Review

Project Title:	Train2Validate
Project No.:	2020-1-ES01-KA203-082068 - 082068
Element:	Entire skill card - all units, all elements
Reviewer:	Gabriele Sauberer ECQA
	21/09/2021

Design review

		Checked	Comment
1.	Structure	x	clear and concise
1.1	All Elements - T2V_V.U1 - T2V_V.U4.E3, and Optional Unit T2V_V.UOPT	x	well balanced

Skill Card- Quality Review			
1.1.1	For each element an ECQA skill card identifier is available (e.g. U1.E1)	x	x
1.1.2	For each element a description is available	x	x
1.2	Learning Outcome (LO)	x	x
1.2.1	For each element 3 - 6 LOs are available	x	x
1.2.2	Each LO has an identifier (e.g. U1.E1.LO1)	x	x
1.2.3	Each LO has a description	x	x
1.2.4	Each LO starts with "The student/trainee/learner..." (e.g. The trainee can develop ...)	x	x
1.2.5	Each LO has not more than 200 characters	x	x
2.	Language proof-reading	x	see Word Document T2V_Validators_ECQA_checked.docx
3.	Language spellcheck (US-EN)		should be done before publishing the skill card on the T2V website

Content review for validators

Table 5. Content review for validators' skills card

Skill Card - Quality Review	
Element:	All Elements - All Elements - T2V_V.U1 - T2V_V.U4.E3, and Optional Unit T2V_V.UOPT
Reviewer:	Gabriele ECQA 23/09/2021
Review Criteria:	Fulfilled in general?
- The text is clear, simple and understandable	yes
- The terminology is consistent	yes
- The content is relevant and uptodate	yes/no

From ECQA it was stated that the content review should be performed by an external expert for both skills cards, in order to point out if there are corrections to carry out. That is why the criterion “The content is relevant and up-to-date” is not answered in the assessment and highlighted in yellow colour. This activity was carried out by an external reviewer from the TRAIN2VALIDATE Advisory Board, as it is quoted in the next page. Regarding the design review, the consortium sent the skills cards to an external translator after all assessments, including those from the Multiplier Event, to comply with the criterion of language spellcheck. This review was received in November, 15th, 2021.

2.5.2. ASSESSMENT BY AN EXTERNAL EXPERT

The second assessment was provided by Prof. Dr. Stefanie Koehler, member of the Überwachungsstelle des Bundes für Barrierefreiheit von Informationstechnik, an institution in Germany specialised in Accessibility in Digital Resources. Stefanie Koehler has experience in the field of cognitive accessibility, in which easy-to-read is included as a solution, and work with persons with intellectual disability in the assessment of websites. The role that Stefanie Koehler performs is similar to easy-to-read facilitators and the role of the persons with intellectual disabilities is similar to easy-to-read validators.

This expert was asked about five questions for each skills card:

1. Is it relevant and up-to-date?
2. Is there any learning outcome that you miss?
3. Is there any learning outcome that is not necessary?
4. Is the structure logical and reasonable?
5. Is the size long, short or appropriate?

The considerations from Stefanie Koehler were in line of her experience in the digital field. She considers that the ICT contents have to be more differentiated for facilitators and that the analysis of accessibility has to take into account tools as screen readers for validators. No other mentions were made related to the relevance of the contents.

What refers to the missing contents, she proposed to add contents about digital accessibility in the skills card for facilitators. No more missing contents are mentioned.

Finally, she does not consider that any content is not necessary in both skills cards, that the structure is logical and reasonable in both and that the size of both is appropriate.

2.5.3. ASSESSMENT BY FACILITATORS AND VALIDATORS

The last assessment was asked to easy-to-read facilitators and validators that currently perform these positions, in order to evaluate the relevance and appropriateness of both skills cards.

The collected answers came from the networks of two partners: Plena Inclusión Madrid and Zavod RISA.

Plena Inclusión Madrid and Zavod RISA contacted their network through e-mail attaching the skills cards and creating an online questionnaire of 21 questions, divided in an introduction and 3 sections (Validators' skills card, Facilitators' skills card and General comments).

2.5.3.1. DATA FROM PLENA INCLUSIÓN MADRID NETWORK

The data obtained from the participants linked to Plena Inclusión Madrid were:

- 7 facilitators and 1 validator took part in the questionnaire.
- The answers came from 7 different organisations.
- All of them assess both skills cards
- Regarding the validators' skills card,
 - > Missing contents or skills: 5 participants (62.5%) believe that there are no missing contents or skills a validator should learn for their profession, against 3 participants (37.5%) that miss some contents or skills. The missing contents that these participants mentioned were: easy-to-read typography, easy-to-read history, and stress that the easy-to-read end-users are not only people with intellectual disabilities.
 - > Unnecessary contents or skills: the 8 participants consider that there are no unnecessary contents or skills in the proposal.
 - > Logical and reasonable order: the 8 participants consider that the skills card has a logical and ordered structure.
 - > Size of the skills card: the 8 participants consider that the skills card has an appropriate size.
- Regarding the facilitators' skills card,
 - > Missing contents or skills: 5 participants (50%) believe that there are no missing contents or skills a validator should learn for their profession, against 4 participants (50%) that miss some contents or skills. The missing contents that these participants mentioned were: easy-to-read typography, easy-to-read history and identification logos, use of software and tools for design easy-to-read publications, and stress that the easy-to-read end-users are not only people with intellectual disabilities.
 - > Unnecessary contents or skills: the 8 participants consider that there are no unnecessary contents or skills in the proposal.

- > Logical and reasonable order: the 8 participants consider that the skills card has a logical and ordered structure.
- > Size of the skills card: 7 participants (87.5%) consider that the skills card has an appropriate size and 1 (12.5%) consider that is long.
- General comments from participants were:
 - > The skills cards are very right on the mark.
 - > Very complete, I don't miss anything.
 - > No
 - > The skills cards are very complete. Congratulations for the job. Comments:
 - In both skills cards, the element about end-users includes personas with intellectual, learning and reading difficulties. Maybe it is the way to express in the card, but a person with comprehension difficulties does not have necessarily a disability (I would express it in other way).
 - I don't understand what the basics of grammar, spelling and punctuation mean.
 - After an initial reading, it was not clear for me that validators work a business plan or possible clients or sponsors. However, I think it is a good proposal looking to a possible entrepreneurship. So, great to propose it in the contents.

2.5.3.2. DATA FROM ZAVOD RISA NETWORK

The data obtained from the participants linked to Zavod RISA were:

- 2 facilitators and 3 validators took part in the questionnaire.
- The answers came from 1 organisation.
- 2 participants (40%) assess both skills cards and 3 participants (60%) assess only the validators' skills card.
- Regarding the validators' skills card,
 - > Missing contents or skills: 4 participants (80%) believe that there are no missing contents or skills a validator should learn for their profession, against 1 participant (20%) that miss some contents or skills. The missing contents that this participant mention was the use of easy-to-read pictures to facilitate the reading comprehension.

- > Unnecessary contents or skills: 4 participants (80%) believe that there are no unnecessary contents or skills in the proposal, against 1 participant (20%) that considers there are. This respondent considers that there are several requirements in the Unit 1 and questioned if they are feasible.
- > Logical and reasonable order: 4 participants (80%) consider that the skills card has a logical and ordered structure, against 1 participant (20%) who doesn't agree. There are no additional comments.
- > Size of the skills card: 4 participants (80%) consider that the skills card has an appropriate size, against 1 participant (20%) that considers it long. This participant considers that there are many contents and that they are too demanding, e.g. grammar or the explanation of the most difficult concepts. This participant wonders what happens if a person excels in validating images (paratextual context), will they be unable to obtain the skills card?
- Regarding the facilitators' skills card,
 - > 3 people assess this skills card, which means that a person than initially decided only to assess the validators' skills card changed their mind.
 - > Missing contents or skills: the 3 participants believe that there are no missing contents or skills a validator should learn for their profession
 - > Unnecessary contents or skills: the 3 participants consider that there are no unnecessary contents or skills in the proposal.
 - > Logical and reasonable order: 2 participants (66.6%) consider the skills card has a logical and ordered structure, against 1 participant (33.3%) who doesn't agree. There are no additional comments.
 - > Size of the skills card: the 3 participants consider that the skills card has an appropriate size.
- No general comments.

3. FINAL RESULTS

The final format of the skills cards produced by the partners of the TRAIN2VALIDATE project follows the requirements of the ECQA model, as it is explained in the section 2.4.3. This model ensures the accuracy, transferability and sustainability that it is expected in such kind of documents. It is also the

basis to build the curricula in the Intellectual Output 3 and the teaching materials in the Intellectual Output 4.

TRAIN2VALIDATE project has the aim from the beginning of creating both skills cards for validators and facilitators. As both professions work together in the validation process, the skills cards have several common contents, but the demand for the trainees is different depending if they are validators or facilitators.

3.1. THE SKILLS CARD FOR FACILITATORS

The skills card for 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.
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 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, the text genres and the multimodal texts.
2. Analysis of original texts, with 3 learning outcomes, which is about the analyse of original texts, their comprehension difficulties and the identification of the main ideas.
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.
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 Unit 3 is entitled Easy-to-read facilitation and it is made up of 4 elements:

1. The facilitators' professional profile, with 3 learning outcomes, which is about the profession of E2R facilitator, their specific and cross-functional skills.
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.
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.
4. Quality and reporting, with 3 learning outcomes, which is about the E2R quality proof, the quality assurance criteria and the reporting of the quality and corrections in 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.
2. Skills to apply in working environments, with 3 learning outcomes, which is about the conflict management, the identification of stressing situations and the adaptation to changes in work environments.
3. Computer skills, with 4 learning outcomes, which is about the use of text edition tools, online resources, digital tools and hardware solutions.
4. Entrepreneurial skills, with 4 learning outcomes, which is 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.
5. Cross-functional skills, with 2 learning outcomes, which is about the safety and hygiene regulations and the solutions for equal opportunities.

3.2. THE SKILLS CARD FOR VALIDATORS

The skills card for validators consists of 4 units: Accessibility and end-users, Easy-to-read methodology, Easy-to-read validation 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
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 Unit 2 is entitled Easy-to-read methodology and it is made up of 3 elements:

1. Basic linguistic knowledge, with 4 learning outcomes, which is about the basics of grammar and spelling, the text genres and the multimodal texts and the use of linguistic tools
2. 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.
3. 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 Unit 3 is entitled Easy-to-read validation and it is made up of 3 elements:

1. The validators' professional profile, with 3 learning outcomes, which is about the profession of E2R validator, their specific and cross-functional skills and the differences with E2R facilitators.
2. Teamwork skills, with 4 learning outcomes, which is about communication skills for feed-back, the concept of co-production, teamwork strategies to work with other people and to effectively participate.
3. The easy-to-read validation process, with 4 learning outcomes, which is about the identification of the steps of the E2R validation process, the feedback about comprehensibility, the proposal of solutions for E2R texts, the use of alternative communication and the requirements of quality proof.

The Unit 4 is entitled Management skills and it is made up of 3 elements:

1. Skills to apply in working environments, with 3 learning outcomes, which is about the feedback from and to other team members, the identification of stressing situations and the adaptation to changes in work environments.

2. Computer skills, with 3 learning outcomes, which is about the use of digital tools, hardware solutions and online resources.
3. Cross-functional skills, with 2 learning outcomes, which is about the safety and hygiene regulations and the solutions for equal opportunities.

Additionally, this skills card has an optional unit which is made up of 3 elements:

1. Analysis of original texts, with 3 learning outcomes, which is about the analysis of original texts, their comprehension difficulties and the identification of the main ideas.
2. Advanced computer skills, with 3 learning outcomes, which is about the use of text edition tools, online resources, digital tools and hardware solutions.
3. Entrepreneurial skills, with 4 learning outcomes, which is 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.

3.3. COMPARATIVE VIEW OF BOTH SKILLS CARDS

The comparative table of both skills cards highlighted the differences between both. They have parallel structures, but validators will have less demanding learning outcomes and some elements that appear for the facilitators’ skills cards are missing in the validators’ one, as they could be very difficult or have no direct relationship with their activity. Additionally, the Unit 3 is the most specific to the role, with fewer shared contents, because it is focused in the specific knowledge that each profile has to obtain for their proper tasks.

The validators’ skills card has highlights in italics in green colour to show the difference with the facilitators’ one.

Table 2. Comparative table of the skills cards of validators and facilitators

FACILITATORS ACCESSIBILITY AND END-USERS Accesibility and universal design	VALIDATORS ACCESSIBILITY AND END-USERS Accesibility and universal design
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	The trainee can <i>describe</i> 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 <i>describe</i> 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
End-users and their needs The trainee can classify the different types of disabilities and describe the needs of people with disabilities from a user-centred approach	End-users and their needs The trainee can classify the different types of disabilities and describe the needs of people with disabilities from a user-centred approach

FACILITATORS

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.

EASY-TO-READ METHODOLOGY

Basic linguistic knowledge

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

Analysis of original texts

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

The process of creating easy-to-read texts

VALIDATORS

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.

EASY-TO-READ METHODOLOGY

Basic linguistic knowledge

The trainee can *identify* the basics of grammar in their own language/s

The trainee can *identify* the basics of spelling and punctuation in their own language/s

The trainee can identify the main different written text genres and their main characteristics

The trainee can *describe* the characteristics of multimodal (audiovisual) texts

The trainee can use linguistic tools, such as different kind of dictionaries

The process of creating easy-to-read texts

EASY-TO-READ METHODOLOGY

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

Text production using easy-to-read guidelines

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

EASY-TO-READ FACILITATION

The facilitator's professional profile

The trainee can describe the profession of E2R facilitator 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

EASY-TO-READ METHODOLOGY

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 *identify* different adaptation strategies according to each text type

Text production using easy-to-read guidelines

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

The trainee can *identify* the layout and design guidelines from the existing easy-to-read standards

The trainee can *describe* the characteristics of appropriate accessible pictures or pictograms for an E2R text

The trainee can *describe* how to simplify multimedia content for E2R

EASY-TO-READ VALIDATION

The validator's professional profile

The trainee can describe the profession of E2R *validator* and the role in their E2R production process

The trainee can identify the specific skills an E2R *validator* needs

The trainee can identify the cross-functional skills an E2R *validator* needs

EASY-TO-READ FACILITATION

Teamwork skills

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

Easy-to-read facilitation strategies

The trainee can identify verbal and non-verbal signs in validators

The trainee can apply facilitation strategies for feedback and comprehensibility of E2R text

The trainee can apply discussion and communication strategies to obtain feedback about E2R texts

The trainee can use alternative communication and multimodality tools

Quality and reporting

The trainee can identify the requirements for quality proof in E2R

The trainee can apply quality assurance criteria with specific tools

EASY-TO-READ VALIDATION

The trainee can describe the similarities and differences between the role of validators and of facilitators in the E2R validation process

Teamwork skills

The trainee can apply communication skills to provide feedback about E2R texts in groups

The trainee can describe the concept of co-production and apply its underlying principles in practice

The trainee can apply different teamwork skills to effectively participate in a validation team

The trainee can apply social rules to effectively participate in a validation team

The easy-to-read validation process

The trainee can describe the steps in the E2R validation process

The trainee can provide feedback about the comprehensibility and propose solutions to produce legible and readable E2R texts

The trainee can use alternative communication and multimodality tools

The trainee can identify the requirements for quality proof in E2R

EASY-TO-READ FACILITATION

The trainee can write reports about the quality of and corrections to apply in validated E2R texts

MANAGEMENT SKILLS

Planning and time management skills

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

Skills to apply in working environments

The trainee can apply strategies to provide and deal with feedback from the 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

Computer skills

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

Entrepreneurial skills

EASY-TO-READ VALIDATION

MANAGEMENT SKILLS

Skills to apply in working environments

The trainee can *describe* strategies to provide and deal with feedback from other team members

The trainee can identify stressing situations and apply strategies to manage them

The trainee can identify alternatives to adapt to changes in their work environment

Computer skills

The trainee can use *basic* online dictionaries, picture databanks, pictograms and other digital documentation resources

The trainee can use digital communication tools

The trainee can apply basic hardware solutions

MANAGEMENT SKILLS

The trainee can develop and set up a business plan for an E2R validation service

The trainee can apply marketing strategies to identify possible clients and sponsors

The trainee can conduct professional interviews with customers

The trainee can deliver presentations and advocate the need of E2R in public

Cross-functional skills

The trainee can describe the safety and hygiene regulations in work environments

The trainee can apply solutions to promote equal opportunities for all people

MANAGEMENT SKILLS

Cross-functional skills

The trainee can describe the safety and hygiene regulations in work environments

The trainee can apply solutions to promote equal opportunities for all people

Additionally, if we extract the Optional Unit for validators, we can compare it with the parallel contents for facilitators:

FACILITATORS

From UNIT2. Analysis of original texts

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

From UNIT4. Computer skills

VALIDATORS

Analysis of original texts

The trainee can *describe* 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

Advanced computer skills

FACILITATORS

The trainee can use text editing tools

The trainee can use online dictionaries, picture databanks, pictograms and other digital documentation resources

The trainee can apply hardware solutions

The trainee can use digital communication tools

From UNIT4. Entrepreneurial skills

The trainee can develop and set up a business plan for an E2R validation service

The trainee can apply marketing strategies to identify possible clients and sponsors

The trainee can conduct professional interviews with customers

The trainee can deliver presentations and advocate the need of E2R in public

VALIDATORS

The trainee can use text editing tools

The trainee can use *advanced* online dictionaries, picture databanks, pictograms and other digital documentation resources

The trainee can apply *advanced* hardware solutions

Entrepreneurial skills

The trainee can *identify the parts of* a business plan for an E2R validation service

The trainee can *explain how to identify* possible clients and sponsors

The trainee can *participate in* professional interviews with customers

The trainee can deliver presentations and advocate the need of E2R in public

3.4. AVAILABLE FORMATS OF THE SKILLS CARDS

The skills cards are available in the website of the TRAIN2VALIDATE project in the following formats to comply with the quality indicators:

- Excel files, to follow the original ECQA format and comply with its criteria.
- Word files, to create an accessible version mainly for screen readers.
- Easy-to-read version of the validators' and facilitators' skills cards in a Word file.

Apart from those versions, there are also an additional result which originally was not included as indicator, but adds value for the final results: the translation into national languages.

4. DISSEMINATION AND VISIBILITY OF THE RESEARCH RESULTS

4.1. CONFERENCES AND PUBLICATIONS

The dissemination of the results obtained in the project is an ongoing activity. The project members managed to disseminate some of the research results at some international conferences, highly visible in the academia, presented below and detailed in what follows:

Table 3. List of events and publications where the project was disseminated

No.	Date	Title	Event or publication	Organiser or publisher	Title of presentation / publication	Speakers
1.	July 17-19, 2021	Universal Access in Human-Computer Interaction. Access to Media, Learning and Assistive Environments. 15th International Conference	International conference	Springer International	Easy-to-Understand Access Services: Easy Subtitles	Rocío Bernabé and Piero Cavallo
2.	July, 2021	Sample 1: E2U Subtitles following SDH Recommendations: English Subtitles	Publication	EASIT Erasmus+ Project	Video lectures: Easy to understand and subtitling	Rocío Bernabé
3.	July, 2021	Sample 1: E2u Subtitles following SDH Recommendations: Spanish Subtitles	Publication	EASIT Erasmus+ Project	Video lectures: Easy to understand and subtitling	Rocío Bernabé
4.	July, 2021	Sample 5: E2U Subtitles for News: Interlingual Subtitles in English	Publication	EASIT Erasmus+ Project	Video lectures: Easy to understand and subtitling	Rocío Bernabé
5.	September, 1-3, 2021	EuroAsiaSPI ² 2021	Workshop	Springer International	Workshop: Accessibility, Team Skills and Diversity	Gabriele Sauberer
6.	August, 2021	Handbook of Easy Languages in Europe	Publication	Frank and Timme	Chapter: Easy language in Spain	Óscar García (co-authoring with Anna Matamala, project leader in EASIT Erasmus+ project)
7.	August, 22, 2021	Patrimonio cultural y accesibilidad cognitiva	Multiplier event	Acceasy Erasmus+ project	Train2validate project	Óscar García
8.	November, 10, 2021	Online Leichte Sprache ganz einfach?!	Online Workshop	Stadtbibliothek Rosenheim	Leichte Sprache: Forschungsprojekte und Formate	Rocío Bernabé

4.2. MULTIPLIER EVENT 2 – ME2

The first Multiplier Event (ME1) – *Skills cards for new professional roles: easy-to-read validators and facilitators* – of the TRAIN2VALIDATE project was organized online, on October 27, 2021, by Plena Inclusión Madrid, with the participation of all partners as panellists.

The event was celebrated in Ceapat, a state-owned centre specialised in accessibility that is also associated partner of the TRAIN2VALIDATE project.

The [programme of the event](#) included talks and panels for the dissemination of the project, the IO2 results and to make aware the audience about the need and relevance of easy-to-read as an inclusive tool, in line with the global aims of the project. There have been a total of 22 panellists, including partner representatives of TRAIN2VALIDATE.

The number of attendants was 66, from 80 initial registrations. Excluding the partners, the audience came mainly from Spain, but there were also attendants from Brazil (1), Chile (2) and Hungary (1). The majority of the attendants identified in the registration as facilitators or validators.

A specific report of the event is also published in the website of the TRAIN2VALIDATE project.

4.3. NEWS

Media have also disseminated the project or certain activities of it:

Table 4. List of news and dissemination in media

No.	Date	Title	Type of publication	Organiser or publisher
1.	September, 19 th , 2021	Publicado el primer informe del proyecto europeo Train2Validate para la formación de dinamizadores y validadores de contenidos en lectura fácil	Media Publication	Servimedia
2.	September, 14 th , 2021	Train2Validate avanza en las competencias necesarias para diseñar la formación certificada de personas validadoras y dinamizadoras de Lectura Fácil	Press Release	Plena Inclusión Madrid
3.	June, 17 th , 2021	Madrid Sin Fronteras	Media Publication	Telemadrid Radio
4.	July, 2021	Sample 5: E2U Subtitles for News: Interlingual Subtitles in English	Publication	EASIT Erasmus+ Project
5.	June, 2, 2021	Spletna konferenca mednarodnega projekta Train2Validate	Media Publication	RTV Slovenija

5. QUALITY INDICATORS

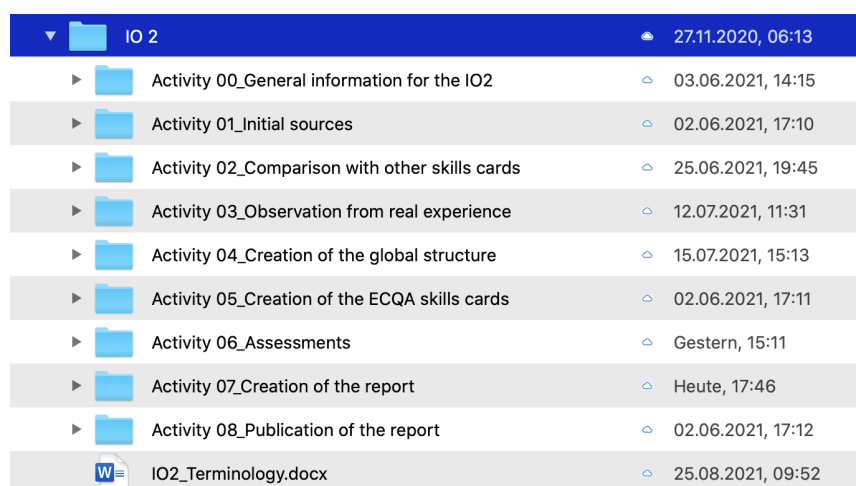
IO2 development and results were assessed internally according to measurable indicators as envisaged in the project application and externally by our advisory board member Prof. Dr. Stefanie Koehler. The next sections provide a short overview of the internal review.

INTERNAL QUALITY INDICATORS

The indicators used for the evaluation included general indicators for Intellectual outputs and IO2 specifically, project management indicators, and communication and dissemination indicators.

All partners participated in IO2. Plena Inclusión Madrid, as IO leader, facilitated the necessary tools for its achievement. These included:

- regular updates and discussions at the project progress meetings,
- the creation of a structure for IO on the project GDrive,
- the development of a general timeline for the IO and each IO activity,
- the development of specific indicators together with the T2V Quality managers as requested by the Erasmus Agency,
- the creation of an accessible template together with the accessibility manager, and
- the use template for the skills cards, which meets the ECQA requirements.



Folder/Document Name	Last Modified
IO 2	27.11.2020, 06:13
Activity 00_General information for the IO2	03.06.2021, 14:15
Activity 01_Initial sources	02.06.2021, 17:10
Activity 02_Comparison with other skills cards	25.06.2021, 19:45
Activity 03_Observation from real experience	12.07.2021, 11:31
Activity 04_Creation of the global structure	15.07.2021, 15:13
Activity 05_Creation of the ECQA skills cards	02.06.2021, 17:11
Activity 06_Assessments	Gestern, 15:11
Activity 07_Creation of the report	Heute, 17:46
Activity 08_Publication of the report	02.06.2021, 17:12
IO2_Terminology.docx	25.08.2021, 09:52

Figure 1. IO2 organization

Measurable indicators for all Intellectual Outputs

The Intellectual Output quality indicators were met (IO indicators).

Table 5. Quality indicators for Intellectual Outputs

ID	Activity	Deliverable	Indicator	Status
IO-1	IO implementation	IO Report	<ul style="list-style-type: none"> The IO has followed the timetable as presented by the IO leader The IO has been delivered in a timely manner The IO has been evaluated following the pre-set performance indicators for each IO and (see table below) 	Fulfilled
IO-2	Writing an IO Report	The report follows the template	<ul style="list-style-type: none"> The report follows the template All partners have contributed to the report. 	Fulfilled

Similarly, the indicators specifically set for IO2 were met. Special caution was taken with regards to the compliance with the ECQA requirements for the creation of skills cards and the delivery of Easy-to-Read versions of thereof.

Table 6. IO2 indicators

ID Leader	Deliverable	Indicators	Status
IO2. Leader: Plena Inclusión Madrid	<ul style="list-style-type: none"> An IO report A skills card (or similar document) for validators A skills card (or similar document) for facilitators 	<ul style="list-style-type: none"> Templates for skills cards are ECQA compliant Skills card (or similar document) ready Skills cards are in an accessible format Skills cards are in E2R 	Fulfilled

The Intellectual Output was also monitored at a management level. For this purpose, a specific Project management indicator was set, i.e., P10, which aimed at collecting and following up any external complaints during the IO development and after the publication of the results. To the date of publication of this report, no complaints have reached the project coordinator or the partners.

Communication and dissemination

Partners committed to publish IOs' results in non-academic and academic publications. At the date of the issue of the report the articles have not been published yet, but a participation in a conference in March 2022 has been accepted (XI Jornadas Científicas Internacionales de Investigación sobre Discapacidad Intelectual, INICO, University of Salamanca), which will be linked to a paper after that. For further information concerning Communication and dissemination, please refer to section 4 in this report.

To sum up, the quality assessment during IO 2 shows that the project is fulfilling the set indicators according to the Project Quality Handbook. The fact that some indicators concerning communication and dissemination are still pending is not considered a deviation and, therefore, no corrective measures will be put in place. The positive external review by the advisory board member and the fact that no complaints have been received sustain this decision.

6. IMPACT, TRANSFERABILITY AND SUSTAINABILITY

This report summarises the work carried out throughout the different stages that led to the creation of the skills cards for easy-to-read validators and facilitators. This will constitute the starting point of Intellectual Output 3, which focuses on the design of the curricula to train these roles.

The potential for impact is clear, as these results are key in the next development of the project, because they are the basis on which curricula and teaching materials are built. The activities performed in this IO2 have provided a great deal of data that can be applied in the next steps to refine the specific topics to be trained. The origin of the whole process based in evidences is a guarantee that the result is a feasible approach to the real professional experience. The impact will be possible high, because these descriptions have no precedent in the field of easy-to-read or accessibility. Future positions linked to assessment in accessibility could be based on this skills cards as a starting point.

The transferability potential is also sure, because the skills cards have been developed under a specific standard provided by an international certifier specialised in training. This standardised format ensures that it can be applicable for both vocational training or university studies. Additionally, companies will have a clear perspective of what they have to require to these potential workers.

Sustainability is also ensured, because all partners have direct interest in developing these skills cards: Plena Inclusión Madrid and Zavod RISA have specific easy-to-read services with non-certified validators and facilitators; SDI Munich, Politehnica Universitatea Timisoara, SSML and Fundatia Professional can enlarge their educational offer and increase their commitment with inclusion; and ECQA can also add new professions in its portfolio, that has already a certain specialisation in accessibility. Moreover, new players in easy-to-read can be interested in implementing these standards to develop their own services and resources.

In conclusion, we believe that the creation of these skills cards for easy-to-read validators and facilitators will be a turning point in the easy-to-read industry and in the educational sector, because of its new and inclusive perspective.

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LIST OF ANNEXES

ANNEX 1: Skills card for easy-to-read validators and facilitators in Excel

ANNEX 2: Skills card for easy-to-read validators and facilitators in Word

**ANNEX 3: Skills card for easy-to-read validators and facilitators in Word in
easy-to-read (English)**

**ANNEX 4: Skills card for easy-to-read validators and facilitators in Excel in
Italian**

**ANNEX 5: Skills card for easy-to-read validators and facilitators in Excel in
Romanian**

**ANNEX 6: Skills card for easy-to-read validators and facilitators in Excel in
Slovenian**

**ANNEX 7: Skills card for easy-to-read validators and facilitators in Excel in
Spanish**