

IO4 Report

Open educational resources: creation of training materials

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ABSTRACT:

This document summarizes the work conducted for Intellectual Output 4 (IO4) named "Open education resources: creation of training materials". The main topics are:

- IO framework and objectives
- IO development
- Display of the deliverables.
- Quality assessment of the results
- Dissemination of the IO4 results

Useful links:

- Link to the **Train2Validate Academy** and courses:
<https://plenainclusionmadrid.org/train2validate/easy-to-read-academy/?lang=en>
- Link to the project webpage: <http://www.train2validate.org>
- Subscribe the project Newsletter: <https://plenainclusionmadrid.org/train2validate/news/>

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1 INTRODUCTION

This report outlines the aims, development and results obtained during the Intellectual Output 4 (IO4). Partners developed IO4 during the fourth stage of project, i.e., from March 2020 to August 2023. Intellectual Output 4 run in parallel to the assessment activities and piloting conducted in IO5. The following list show the six stages of the project:

1. Data collection
2. Creation of skills cards for each profile
3. Curriculum design
4. Training materials
5. Assessment
6. Certification pathways

The International University of Applied Sciences of the SDI München led this IO, but all partners had a high involvement, especially Plena Inclusión Madrid, as project leaders and due to their background. The IO's substantial workload increased after the Romanian partner Fundatia withdrew. To still deliver whole training programs, Fundatia's training materials were reallocated to other partners, and the timelines were adjusted.

Output title: *Open educational resources: the creation of training materials*

Task overview:

1. Creation of an index of contents and training materials for each unit and element.
2. Creation of templates, guidelines, checklists, and folder structures.
3. Work distribution according to specific partners' expertise and appointment of a quality manager for each module.
4. Creation of the Google Classrooms.
5. Translation of the OER for validators into local languages.
6. Upload of the training materials and translations to the Google classrooms and YouTube.
7. Contact with educational institutions and stakeholders for dissemination.

Period of implementation: March 2022 to August 2023

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 FRAMEWORK AND OBJECTIVES

Intellectual Output 4 aimed to create open-source materials to train the two profiles facilitators and validators of Easy-to-Read content. The materials should enable the participation of persons with reading difficulties and allow training institutions to integrate the materials into existing curricula or design customized solutions.

The aimed tangible outputs were two separate courses in English mapping the skills cards for the professional profiles. A modular course structure should provide flexibility in the implementation, and the diverse types of accessible materials should promote inclusion. Table 1 illustrates the shared and specific modules of each training program.

Table 1. Modular training courses mapping the skills cards.

Facilitator's training	Validator's training
Unit 1. Accessibility and End-Users: <ul style="list-style-type: none"> ● 2 Elements ● 6 learning outcomes 	Unit 1. Accessibility and End-Users: <ul style="list-style-type: none"> ● 2 Elements ● 6 learning outcomes
Unit 2. Easy-to-Read Methodology: <ul style="list-style-type: none"> ● 4 Elements ● 14 learning outcomes 	Unit 2. Easy-to-Read Methodology: <ul style="list-style-type: none"> ● 3 Elements ● 12 learning outcomes
Unit 3. Easy-to-Read facilitation: <ul style="list-style-type: none"> ● 4 Elements ● 14 learning outcomes 	Unit 3. Easy-to-Read validation: <ul style="list-style-type: none"> ● 3 Elements ● 12 learning outcomes
Unit 4. Management skills <ul style="list-style-type: none"> ● 5 Elements ● 17 learning outcomes 	Unit 4. Management skills <ul style="list-style-type: none"> ● 3 Elements ● 8 learning outcomes
	Optional Unit: <ul style="list-style-type: none"> ● 3 Elements ● 10 learning outcomes

Table 1 shows that the courses differ in two units. Unit 3 is specific to each profile, i.e., validation or facilitation, and the optional unit is specific to the validator's training. This optional unit is not compulsory for the completion of the validation training. The next section offers a detailed overview.

2.1 COMPARATIVE VIEW OF THE COURSE CONTENTS

Table 2 shows the structure of the skills cards mapped as courses and highlights the differences. The comparison illustrates that courses have parallel structures, i.e., Units with Elements and Learning outcomes. Units build up competence areas. These are:

1. Unit 1. Accessibility and End-users. On completion of this unit, trainees will have acquired knowledge about main accessibility topics and the needs of the Easy-to-Read target groups.
2. Unit 2. Easy-to-Read methodology. On completion of this unit, trainees will have the necessary general linguistics skills with a focus on Easy-to-read as a text-production method.
3. Unit 3. Easy-to-Read facilitation or validation, depending on the program. On completion of this unit, trainees will display knowledge and skills about the profession, processes, stakeholders, and soft skills, such as teamwork, social rules, or providing feedback.
4. Unit 4. Management. On completion of this unit, trainees will have the necessary skills to organise work, acquire new customers, and cope with stressful situations, among other skills. Some Elements and learning outcomes of this unit have been moved to the optional unit for validators since they are not the core of their jobs.

Each Element in a unit groups topics in thematic blocks. Elements contain the actual learning outcomes for the competence area, as shown in Table 2.

Table 2. Comparative table of the course contents

FACILITATOR'S TRAINING	VALIDATOR'S TRAINING
<p>Unit 1. Accessibility and End-Users</p> <p>Element 1. Accessibility and universal design</p> <p>LO1. 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</p> <p>LO2. The trainee can explain the concept of cognitive accessibility and the different accessible communication forms and formats</p> <p>LO3. The trainee can describe the concept of inclusion and the principles of universal design applied to communication</p>	<p>Unit 1. Accessibility and End-Users</p> <p>Element 1. Accessibility and universal design</p> <p>LO1. The trainee can describe the concept of accessibility and the main international standards and legislation pieces that aim to ensure equal rights for people with disabilities</p> <p>LO2. The trainee can describe the concept of cognitive accessibility and the different accessible communication forms and formats</p> <p>LO3. The trainee can describe the concept of inclusion and the principles of universal design applied to communication</p>
<p>Element 2. End-users and their needs</p> <p>LO1. The trainee can classify the different types of disabilities and describe the needs of people with disabilities from a user-centered approach</p> <p>LO2. The trainee can explain the concepts of reading, learning and intellectual disabilities</p> <p>LO3. The trainee can identify the main communication barriers for people with reading and learning disabilities and the main profiles that benefit from E2R.</p>	<p>Element 2. End-users and their needs</p> <p>LO1. The trainee can classify the different types of disabilities and describe the needs of people with disabilities from a user-centred approach</p> <p>LO2. The trainee can explain the concepts of reading, learning and intellectual disabilities</p> <p>LO3. The trainee can identify the main communication barriers for people with reading and learning disabilities and the main profiles that benefit from E2R.</p>

FACILITATOR'S TRAINING	VALIDATOR'S TRAINING
<p>Unit 2. Easy-to-Read methodology</p> <p>Element 1. Basic linguistic knowledge</p> <p>LO1. The trainee can apply the basics of grammar in their own language/s</p> <p>LO2. The trainee can apply the basics of spelling in their own language/s</p> <p>LO3. The trainee can identify the main different written text genres and their main characteristics</p> <p>LO4. The trainee can explain the characteristics of multimodal (audiovisual) texts</p>	<p>Unit 2. Easy-to-Read methodology</p> <p>Element 1. Basic linguistic knowledge</p> <p>LO1. The trainee can identify the basics of grammar in their own language/s</p> <p>LO2. The trainee can identify the basics of spelling and punctuation in their own language/s</p> <p>LO3. The trainee can identify the main different written text genres and their main characteristics</p> <p>LO4. The trainee can describe the characteristics of multimodal (audiovisual) texts</p> <p>LO5. The trainee can use linguistic tools, such as different kinds of dictionaries</p>
<p>Element 2. Analysis of original texts</p> <p>LO1. The trainee can apply strategies and tools to analyse an original written text for E2R adaptation</p> <p>LO2. The trainee can identify the main possible comprehension difficulties in original written texts</p> <p>LO3. The trainee can identify the main ideas of an original written text and write a summary</p>	<p>The content of this Element is part of an optional unit</p>

FACILITATOR'S TRAINING	VALIDATOR'S TRAINING
<p data-bbox="300 341 1008 370">Element 3. The process of creating easy-to-read texts</p> <p data-bbox="203 403 1055 475">The trainee can describe the processes of text adaptation to E2R and of E2R original text production</p> <p data-bbox="203 553 1075 582">The trainee can describe the roles involved in the production of E2R texts</p> <p data-bbox="203 619 1048 691">The trainee can apply different adaptation strategies according to each text type</p>	<p data-bbox="1261 341 1968 370">Element 2. The process of creating easy-to-read texts</p> <p data-bbox="1182 403 2036 475">The trainee can describe the processes of text adaptation to E2R and of E2R original text production</p> <p data-bbox="1182 509 1993 580">The trainee can describe the roles involved in the production of E2R texts</p> <p data-bbox="1182 619 1993 691">The trainee can identify different adaptation strategies according to each text type</p>
<p data-bbox="273 727 1032 756">Element 4. Text production using easy-to-read guidelines</p> <p data-bbox="203 790 1097 861">LO1. The trainee can apply the writing guidelines from the existing easy-to-read standards</p> <p data-bbox="203 895 1023 967">LO2. The trainee can apply the layout and design guidelines from the existing easy-to-read standards</p> <p data-bbox="203 1000 1090 1072">LO3. The trainee can choose appropriate accessible pictures or pictograms depending on the comprehension requirements of the text</p> <p data-bbox="203 1106 1019 1177">LO4. The trainee can apply simplification strategies based on E2R for multimedia content</p>	<p data-bbox="1234 727 1993 756">Element 4. Text production using easy-to-read guidelines</p> <p data-bbox="1182 790 2002 861">LO1. The trainee can identify the writing guidelines from the existing easy-to-read standards</p> <p data-bbox="1182 895 2029 967">LO2. The trainee can identify the layout and design guidelines from the existing easy-to-read standards</p> <p data-bbox="1182 1000 1939 1072">LO3. The trainee can describe the characteristics of appropriate accessible pictures or pictograms for an E2R text</p> <p data-bbox="1182 1106 2011 1177">LO4. The trainee can describe how to simplify multimedia content for E2R</p>

FACILITATOR'S TRAINING	VALIDATOR'S TRAINING
<p>Unit 3. Easy-to-Read facilitation</p> <p>Element 1. The facilitator's professional profile</p> <p>LO1. The trainee can describe the profession of E2R facilitator and their role in the E2R production process</p> <p>LO2. The trainee can explain the specific skills an E2R facilitator needs</p> <p>LO3. The trainee can explain the cross-functional skills an E2R facilitator needs</p> <p>--</p>	<p>Unit 3. Easy-to-Read validation</p> <p>Element 1. The validator's professional profile</p> <p>LO1. The trainee can describe the profession of E2R validator and the role in their E2R production process</p> <p>LO2. The trainee can identify the specific skills an E2R validator needs</p> <p>LO3. The trainee can identify the cross-functional skills an E2R validator needs</p> <p>LO4. The trainee can describe the similarities and differences between the role of validators and of facilitators in the E2R validation process</p>
<p>Element 2. Teamwork skills</p> <p>LO1. The trainee can describe the specific and cross-functional skills that a validator should have</p> <p>LO2. The trainee can apply evaluation tools and strategies to create a validation team</p> <p>LO3. The trainee can apply teamwork strategies with people with disabilities or other reading/learning difficulties</p>	<p>Element 2. Teamwork skills</p> <p>LO1. The trainee can apply communication skills to provide feed-back about E2R texts in groups</p> <p>LO2. The trainee can describe the concept of co-production and apply its underlying principles in practice</p> <p>LO3. The trainee can apply different teamwork skills to effectively participate in a validation team</p>

FACILITATOR'S TRAINING

LO4. The trainee can apply different teamwork skills to manage an E2R validation team

Element 3. Easy-to-read facilitation strategies

LO1. The trainee can identify verbal and non-verbal signs in validators

LO2. The trainee can apply facilitation strategies for feedback and comprehensibility of E2R text

LO3. The trainee can apply discussion and communication strategies to obtain feedback about E2R texts

LO4. The trainee can use alternative communication and multimodality tools

Element 4. Quality and reporting

LO1. The trainee can identify the requirements for quality proof in E2R

LO2. The trainee can apply quality assurance criteria with specific tools

LO3. The trainee can write reports about the quality of and corrections to apply in validated E2R texts

VALIDATOR'S TRAINING

LO4. The trainee can apply social rules to effectively participate in a validation team

Element 3. The easy-to-read validation process

LO1. The trainee can describe the steps in the E2R validation process

LO2. The trainee can provide feedback about the comprehensibility and propose solutions to produce legible and readable E2R texts

LO3. The trainee can use alternative communication and multimodality tools

LO4. The trainee can identify the requirements for quality proof in E2R

The content of this Element is part of the optional unit

FACILITATOR'S TRAINING	VALIDATOR'S TRAINING
<p>Unit 4. Management</p>	<p>Unit 4. Management</p>
<p>Element 1. Planning and time management skills</p> <p>LO1. The trainee can assess the feasibility of a validation request</p> <p>LO2. The trainee can plan, carry out and evaluate their own work and the work of the validation team</p> <p>LO3. The trainee can identify the resources needed for their activity and apply tools to manage them</p> <p>LO4. The trainee can apply time management strategies</p>	<p>The content of this Element is part of the optional unit</p>
<p>Element 2. Skills to apply in working environments</p> <p>LO1. The trainee can apply strategies to provide and deal with feedback from the team members and solve conflicts</p> <p>LO2. The trainee can identify stressing situations and apply strategies to manage them</p> <p>LO3. The trainee can apply psychological strategies to adapt to changes in their work environment</p>	<p>Element 2. Skills to apply in working environments</p> <p>LO1. The trainee can describe strategies to provide and deal with feedback from other team members</p> <p>LO2. The trainee can identify stressing situations and apply strategies to manage them</p> <p>LO3. The trainee can identify alternatives to adapt to changes in their work environment</p>
<p>Element 3. Computer skills</p>	<p>Element 3. Computer skills</p>
<p>LO1. The trainee can use text editing tools</p>	<p>--</p>

FACILITATOR'S TRAINING

LO2. The trainee can use online dictionaries, picture databanks, pictograms and other digital documentation resources

LO3. The trainee can use digital communication tools

LO4. The trainee can apply hardware solutions

VALIDATOR'S TRAINING

LO1. The trainee can use *basic* online dictionaries, picture databanks, pictograms, and other digital documentation resources

LO2. The trainee can use digital communication tools

LO3. The trainee can apply basic hardware solutions

Element 4. Entrepreneurial skills

The content of this Element is part of the optional unit

LO1. The trainee can develop and set up a business plan for an E2R validation service

LO2. The trainee can apply marketing strategies to identify possible clients and sponsors

LO3. The trainee can conduct professional interviews with customers

LO4. The trainee can deliver presentations and advocate the need for E2R in public

Element 5. Cross-functional skills

Element 5. Cross-functional skills

LO1. The trainee can describe the safety and hygiene regulations in work environments

LO2. The trainee can apply solutions to promote equal opportunities for all people

LO1. The trainee can describe the safety and hygiene regulations in work environments

LO2. The trainee can apply solutions to promote equal opportunities for all people

Table 3 shows the contents of the validator’s Optional Unit. The left column shows the learning outcomes from the facilitator’s training that are not compulsory for validators but can be trained in the optional unit of the validator’s training.

Table 3. Learning outcomes in the validator’s optional unit

FACILITATORS	VALIDATORS
<p>From UNIT 2. Analysis of original texts</p> <p>The trainee can apply strategies and tools to analyse an original written text for E2R adaptation</p> <p>The trainee can identify the main possible comprehension difficulties in original written texts</p> <p>The trainee can identify the main ideas of an original written text and write a summary</p>	<p>Analysis of original texts</p> <p>LO1. The trainee can describe strategies and tools to analyse an original written text for E2R adaptation</p> <p>LO2. The trainee can identify the main possible comprehension difficulties in original written texts</p> <p>LO3. The trainee can identify the main ideas of an original written text and write a summary</p>
<p>From UNIT 4. Computer skills</p> <p>The trainee can use text editing tools</p> <p>The trainee can use online dictionaries, picture databanks, pictograms, and other digital documentation resources</p> <p>The trainee can apply hardware solutions</p> <p>The trainee can use digital communication tools</p>	<p>Advanced computer skills</p> <p>LO1. The trainee can use text editing tools</p> <p>LO2. The trainee can use advanced online dictionaries, picture databanks, pictograms, and other digital documentation resources</p> <p>LO3. The trainee can apply advanced hardware solutions</p> <p>--</p>

From UNIT 4. 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 for E2R in public

Entrepreneurial skills

LO1. The trainee can identify the parts of a business plan for an E2R validation service

LO2. The trainee can explain how to identify possible clients and sponsors

LO3. The trainee can participate in professional interviews with customers

LO4. The trainee can deliver presentations and advocate the need for E2R in public

2.2 IO4 FRAMEWORK AND ITS COMPONENTS

The framework for the development of the training materials consists of multiple components. The first three components served as a starting point and were developed in the previous IOs. These are:

1. The needs analysis carried out in IO1.
2. The learning outcomes, as defined in IO2.
3. The content outline provided in the curricula design in IO3.

The framework components specific to IO4 are:

4. **Content creation**, which includes a variety of instructional formats and methods to promote learner engagement and types.
5. **Visual design**, which includes the use of templates with visually appealing elements.
6. **Interactivity and assessment**, which includes tasks-sheets with assignments and quiz questions.
7. **Accessibility** to ensure that materials are available to all learners.
8. **Quality Assurance** to ensure coherence and consistency.
9. **Translation** to reach a broader audience and support the development of future courses.
10. **Trainer's guides** to support prospective trainers and trainees willing to undertake the course autonomously.
11. **Copyright and Intellectual Property** to protect the work carried out during the project and yet enable new developments under citation of the project as creators.

The following section 3, IO4 Development, describes the development of the IO4-specific components.

3 IO4 DEVELOPMENT

Partners collaborated in developing IO4 following a timeline with agreed milestones and partial deliveries. The sequential creation approach allowed for intermediate quality assessments carried out by the SDI München, along with iterations to incorporate improvements when necessary. The next subsections describe each component of the development process.

3.1 PREPARATORY PHASE

During this stage, partners reach a consensus on an Index of contents and training materials for each unit and element. Afterward, the SDI created a set of tools, including templates, guidelines, samples,

checklists, and folder structures. Once the consortium had agreed on the tools and contents, the work was distributed among partners based on their expertise, and quality managers were appointed for each unit.

- Unit 1. Accessibility – SDI
- Unit 2. Easy-to-Read Methodology – Zavod Risa and SSML
- Unit 3. Easy-to-Read Facilitation/Validation – Zavod Risa and UPT
- Unit 4. Management Skills – PIM and SSML.
- Optional Unit. Only validators. PIM and SDI

3.2 CONTENT CREATION

This framework component aimed to develop content that would equip prospective learners with the necessary skills for the professions. The consortium selected format types that had proven effective in previous Erasmus+ projects in accessibility, such as LiveTextAccess (www.LTAproject.eu), EASIT (www.easitproject.eu), or ILSA (www.ilsaproject.eu). Tables 4 to 6 show the format types and total number of deliverables ordered by the target user.

Table 4. Facilitation trainees and self-learners

Content type	File type	Total
Introduction to the training	*.MP4, *.DOCX, *.SRT	1
Meet the trainers	*.MP4, *.DOCX, *.SRT	1
Introductory videos for each unit	*.MP4, *.MP3, *.DOCX, *.PPT, *.SRT	4
Training videos	*.MP4	55
Transcripts	*.DOCX, *.PDF	55
Subtitles	*.SRT	55
Presentations	*.PPT	55
Reading lists	*.DOCX, *.PDF	4
Task-sheets	*.DOCX, *.PDF	15
Trainer's guide	*.DOCX, *.PDF	4
Total		249

Table 4 shows the contents of the facilitation training, comprising a total of 249 documents distributed across 4 different file formats, totalling 347 digital files. All facilitation materials are in English. The specific materials for facilitator's training are subtitles for video training, and reading lists organized

at unit level. Additionally, the task-sheets are organized at Element level and include a key for the quiz questions and tasks.

Table 5. Validation trainees

Content type	File type	Total
Introduction to the training	*.MP4, *.DOCX, *SRT	1
Meet the trainers	*.MP4, *.DOCX, *SRT	1
Introductory videos for each unit	*.MP4, *.MP3, *.DOCX, *.PPT, *SRT	4
Training videos	*.MP4	60
Audio files	*.MP3	60
Transcripts	*.DOCX, *.PDF	60
Presentations	*.PPT	60
Reading lists	*.DOCX, *.PDF	14
Task-sheets	*.DOCX, *.PDF	48
Factsheets	*.DOCX, *.PDF	48
Total		356

Table 5 shows the contents of the validation training, comprising a total of 356 documents in 5 different formats, accounting for a total of 546 digital files. The audio file format and factsheets are specific for the validation training and aim to support understandability. Similarly, the task-sheets and factsheets are organized at a learning outcome level to avoid overload. All materials are in a simplified, easier language to ensure accessibility. The consortium decided to use a simplified language instead of Easy-to-Read language due to the differences across countries and skills among partners.

The consortium faced a challenge while creating the reading lists for validators due to the scarcity of readily available content on the Internet. Nonetheless, the partners decided to provide these lists as they offer valuable additional information on each learning outcome topic. The reading lists include a wide variety of sources, from books, articles, and websites to digital tools and videos. While prospective trainers must evaluate their appropriateness for each case, activities like peer watching or reading with the trainer can enrich and trigger engaging discussions.

Additionally, the consortium also includes the presentations designed for the training videos. While this format provides a visual aid to learners, the information is condensed and implicit, which may be difficult to understand compared to other format types. As with the reading lists, prospective trainers should carefully evaluate the context in which these presentations will be used.

Table 6. Trainers and self-learners

Content type	Format	Total
Introduction to the training	*.MP4, *.DOCX, *.SRT	1
How to apply as a trainer	*.MP4, *.DOCX, *.SRT	1
Introduction to the platform	*.MP4, *.DOCX, *.SRT	1
Trainer's guides for each unit	*.DOCX, *.PDF	5
Validation reading lists	*.DOCX, *.PDF	14
Facilitation reading lists	*.DOCX, *.PDF	4
Total		26

Table 4 displays the materials specially tailored for prospective trainers. A total of 26 documents in English are available in 4 different file formats, totalling 55 digital files. The materials should help prospective trainers and self-learners organize training and training sessions effectively.

3.3 VISUAL DESIGN

The training materials use templates that contain visual elements to enhance the cohesive look and feel of the project. The consistent visual cues and formatting should also aid in navigating through the materials, allowing learners to follow the flow easily. The IO leader created templates for the different format types to achieve this. The templates also follow the ECQA recommendations for certification. The following pictures show the folder structure and a template.

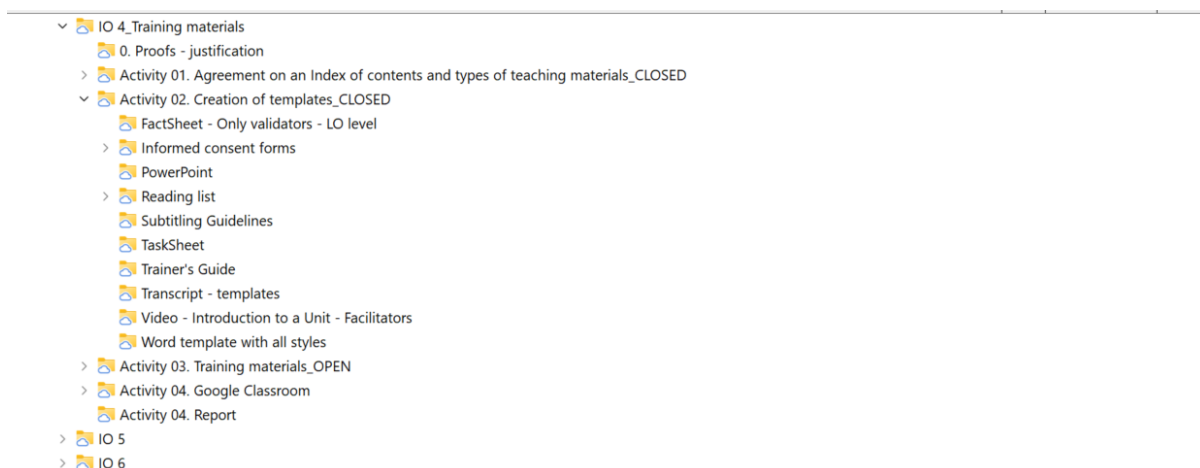


Figure 1. Template creation folders

Figure 1 shows the folder structure dedicated to the development of templates.

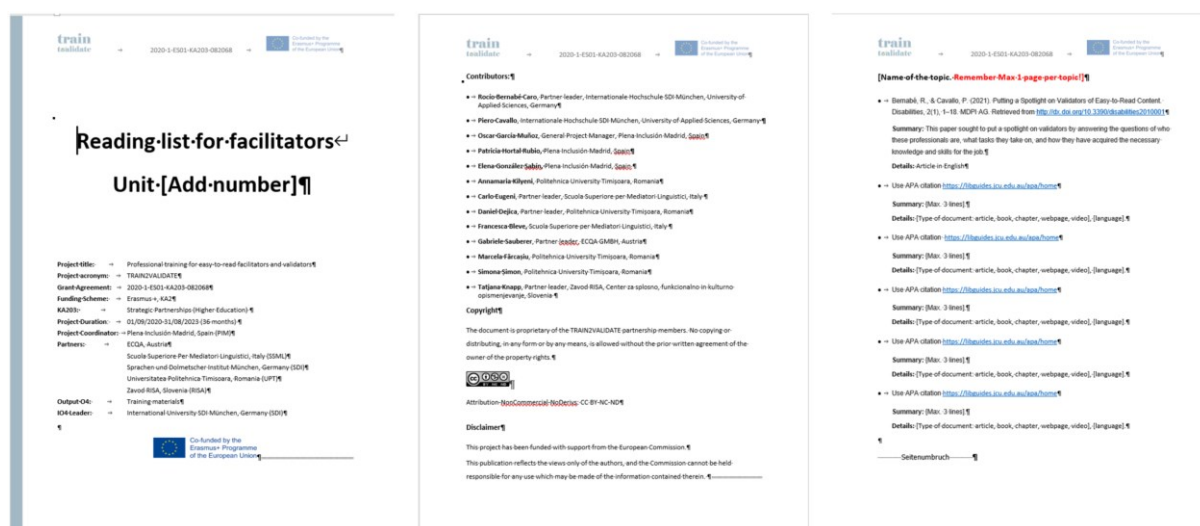


Figure 2. Template for reading lists.

Figure 2 shows the initial three pages of the reading list template for facilitators. These pages include standard information that will be present in all reading lists, along with placeholders and instructions on how to deliver the content. In addition, the page's visual elements are coherent with the project's visual identity features, such as colours, the logo, the project number, and the Erasmus+ logo.

3.4 INTERACTIVITY AND ASSESSMENT

Interaction with content is essential in learning processes because it enhances engagement, understanding, and retention of information. When learners actively interact with the learning materials or subject matter, they become more invested, maintain focus, and activate a deeper

cognitive processing of data. Quizzes, for example, support recall and retention, and tasks activate critical thinking skills and enable learners to apply knowledge. The materials include both types of exercises, i.e., quizzes and tasks.

Concerning assessment, the task-sheets provide keys to help learners and trainers to identify strengths and knowledge gaps, ensuring the achievement of the intended learning outcomes. The tasks-sheets also simulate real-life situations, enabling learners to prepare for practical application of knowledge and skills in their professional and personal lives. The tasks-sheets should provide trainers with a starting point for creating their own assessment materials adapted to their groups and cultures. Figures 3 and 4 show examples of the tasks-sheets for validators and facilitators.

Figure 3. Task-sheet for facilitators

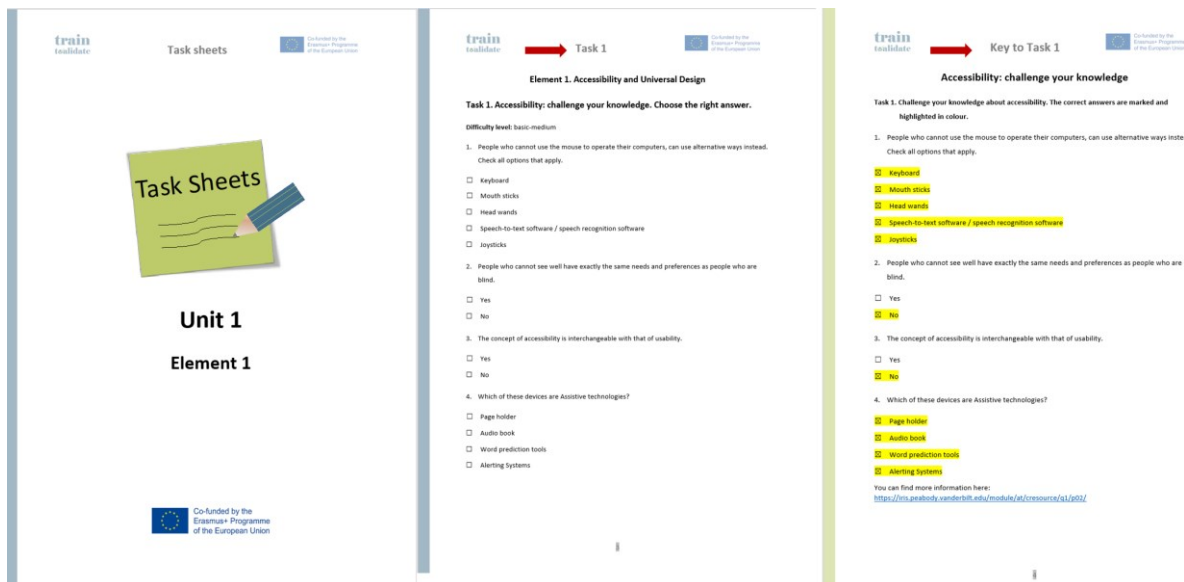


Figure 3 shows the title page for task-sheets and the quiz questions for the topic accessibility and Universal design. The task is followed by the key, which provides the correct answer through text and colour. Figure 4 shows a task for validators and the suggested key.

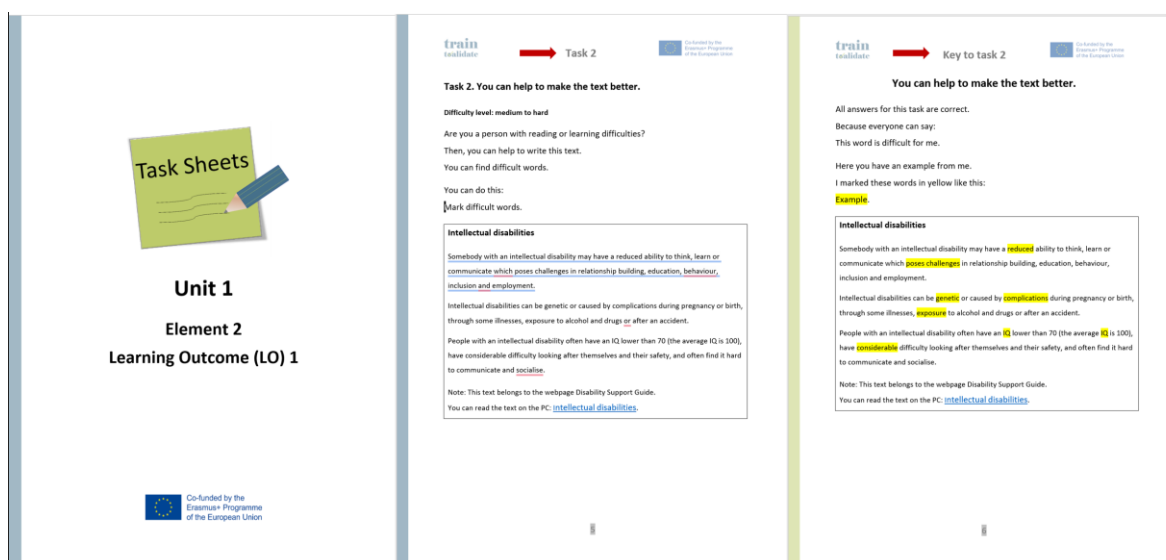


Figure 4. Task-sheet for validators

The tasks for validators and facilitators always relate to activities in their daily work. For instance, in the task shown in Figure 4, the trainee must read a text and highlight difficult words. This activity is part of a validator’s job. The task provides trainers with the starting point, i.e., a text with difficult words and a key. Depending on the group and their skills, trainers can increase the difficulty level or even use the task to practice skills learned in other learning outcomes. For example, trainers can open a discussion about the words found and even search for Easy-to-Read alternatives. Participating in a moderated discussion and collaboratively finding options requires trainees' skills, such as active listening, giving and receiving feedback, or using dictionaries.

3.5 ACCESSIBILITY

To align with the inclusion spirit of the project, the training materials are designed to cater to the needs of persons with the widest range of abilities, adhering to current standards for digitally accessible content. Furthermore, the file formats selected for prospective trainees also accommodate their preferences. For example, facilitation videos are subtitled, making the content accessible to persons with hearing impairments. Similarly, the intro and outro slides in the videos are read aloud using text-to-speech technology by NaturalReader (<https://www.naturalreaders.com/online/>). Lastly, validation transcripts are accompanied by an audio version, benefiting those who may prefer audio-based learning or have visual impairments.

Partners used for accessibility checks the accessibility checklist initially created for the LTA project ([Accessibility checklists](#)) and customized it for Train2Validate (Annexe I). The figures below showcase examples of the accessibility features incorporated in the materials.

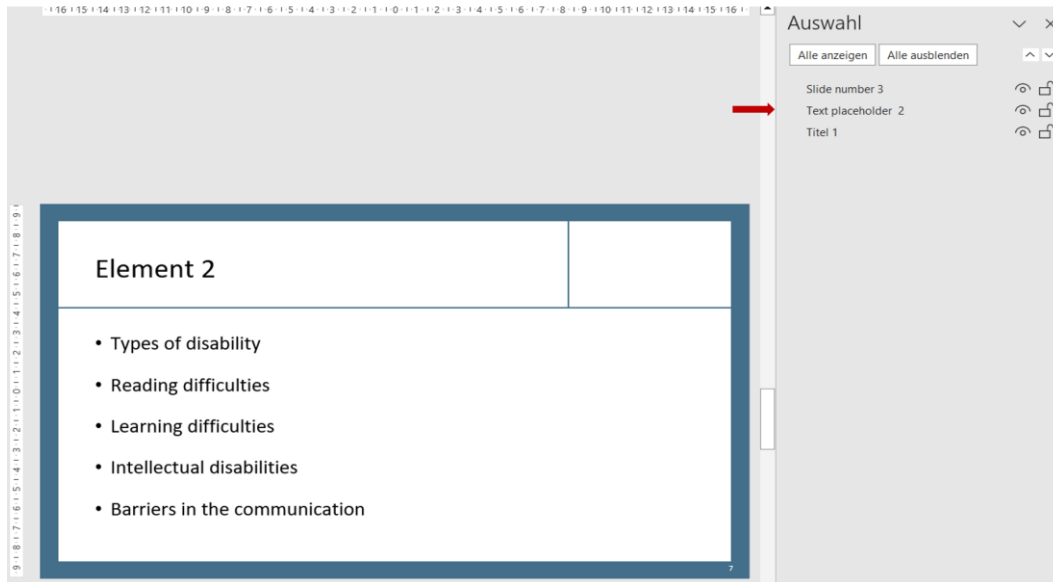


Figure 5. Accessible PPTX files

Figure 5 shows that the correct position of objects in slides is crucial to ensure that screen-readers can read the content in the intended order. Interestingly, the first object read by the screen-reader needs to be the last item on the list.

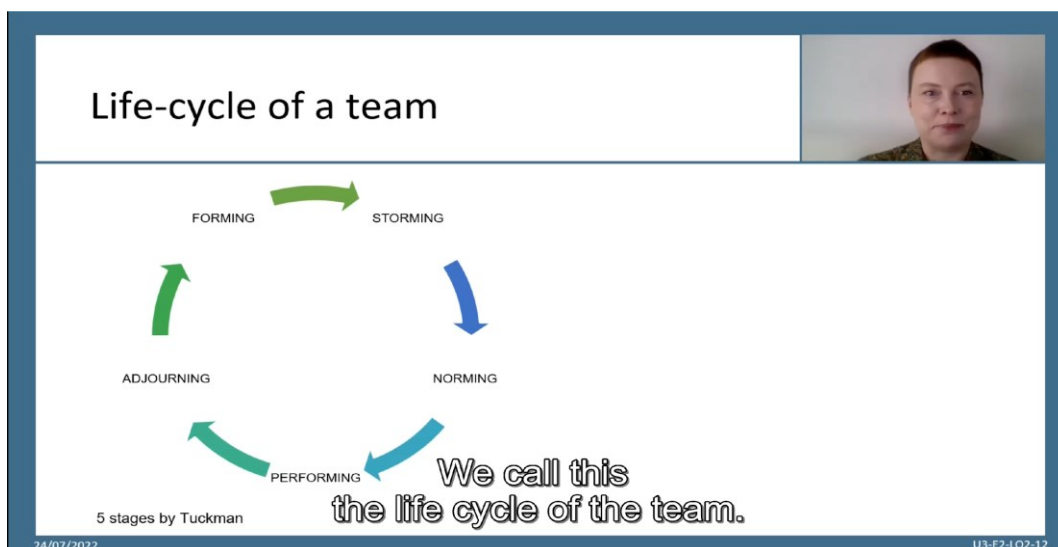


Figure 6. Subtitled video training

Figure 6 shows an example of a subtitled video. According to the Web Content Accessibility Guidelines, content must be perceivable through at least two channels.

Lastly, partners chose Google Classroom over Moodle for the courses. While Moodle was suggested in the project application, we did not obtain funding for the necessary customization tasks, maintenance work, and technical support after the project's completion. The accessibility of Google Classroom was assessed during IO5. While Google Classrooms are technically accessible, validation by persons with reading difficulties during piloting revealed barriers, as described in the IO5 report. Trainers should be aware of such challenges before and during training. We recommend you read the IO5 report for more detailed information and recommendations. [Click here to access the IO5 report.](#)

3.6 QUALITY ASSURANCE

The quality assurance process in IO4 focused on ensuring compliance with the templates, deadlines, scope, language correctness, and accessibility features. Quality assurance regarding the suitability of the materials for end-users with reading difficulties was carried out collaboratively with the dedicated Intellectual Output 5. The quality assurance process involved three main phases: a preliminary phase, a pilot phase, and a creation phase.

During the preliminary phase, templates, guidelines, examples, and checklists were created to provide partners with a clear structure and understanding of the expectations. One-to-one sessions were conducted based on partners' demand to equip them with the necessary skills. While the templates for both profiles are similar, the materials adapt to the needs of each targeted group. For instance, the validator's learning materials use a bigger font size, include factsheets summarizing main points, use a different layout for the reading lists, and provide audio files of the video training.

Then, the pilot phase followed. During this phase, partners created materials for one learning outcome and translated them into the project languages. The videos, transcripts, task-sheets, factsheets, and reading lists were then uploaded to the [Google Classrooms in the Train2validate Academy](#). For each language, partners organised training sessions with help from local associations and validation groups.

The feedback helped to fine-tune the content design and identify potential gaps or issues concerning accessibility, usability, or comprehension. While the original plan was to implement the recommendations from the pilots into all materials, the significant delay in the timeline caused by Fundatia's withdrawal made it impossible to redo all materials. Nonetheless, partners implemented the recommendations into the remaining training materials to the best of their efforts.

Some recommendations from the piloting were not realised, such as shorter videos with less repetitive introductions or leaving out the disclaimer and metadata at the end of each training material. While this input follows the requirements of ECQA and the Erasmus+ Agency or aims to improve the overall accessibility, such diverging needs suggest that certification associations and European agencies might have to adopt new solutions in the future.

The feedback and all recommendations gathered during the pilots can help prospective trainers and course designers. These recommendations are in the Trainer's Guides for each unit and in the IO5 report. [Click here to access the IO5 report.](#)

After the successful completion of the preliminary and pilot phases, partners proceed to create all materials. This process included iterative feedback cycles and corrections after each partial delivery, ensuring continuous improvement and coherence with our quality goals.

Figure 7 illustrates an example of the quality assurance tools utilized in IO4, showcasing the strategies employed to ensure the materials' overall quality and adherence to set standards.

Checklist for the creation of T2V training materials







Number	Task	Status				
1	Start writing the transcript. Use the template provided.  Lectures for facilitators should be around 8-10 minutes, and for validators, around 4-5 minutes (without intro/outro and mandatory slides, e.g., slides of Unit, agenda, etc.). Check the reading time here: https://thereadtime.com/ 	<input type="checkbox"/>				
2	Prepare the PowerPoint presentation. Use the template provided. Make sure you select the layout with the talking head in every slide. Make sure you update the footer manually (Ux-Ex-LOx).	<input type="checkbox"/>				
3	Record yourself using Zoom or the built-in camera app of your laptop. Make sure that you read and follow the recording guideline .  In particular, make sure that: <ul style="list-style-type: none"> • The quality is set to HD or higher, • The audio quality is good, and the ambient is quiet, • you have a white or very clear, plain background and your face is well visible. 	<input type="checkbox"/>				
4	Edit the video using Shotcut . Follow the video tutorial . 	<input type="checkbox"/>				
5	Export the video also as .mp3 audio (only for validators).					
6	Create the video's subtitles (only for facilitators) using Subtitle Edit. Follow the guidelines and the video tutorial . 	<input type="checkbox"/>				
7	Check the accessibility of your Word and PowerPoint .  Please note that the Word transcript will always give an accessibility error regarding the reading order of the table on the last page: ignore it.	<input type="checkbox"/>				
8	Fill in the "Additional metadata" table in the Word transcript as follows: <table border="1" data-bbox="395 1491 1203 1579"> <thead> <tr> <th>Title or file name of resource</th> <th></th> </tr> </thead> <tbody> <tr> <td></td> <td>UX_EX_LOX_Name-of-video-lecture_TRANSCRIPT.docx</td> </tr> </tbody> </table>	Title or file name of resource			UX_EX_LOX_Name-of-video-lecture_TRANSCRIPT.docx	<input type="checkbox"/>
Title or file name of resource						
	UX_EX_LOX_Name-of-video-lecture_TRANSCRIPT.docx					

Figure 7. Detail of the checklist for creation of the training materials

Figure 7 shows an excerpt of the checklist for the creation of the training materials. The list is a DOCX-file containing links to the necessary guidelines and step-by-step videos.

3.7 TRANSLATION

Multilingual learning materials enable reaching a broader audience and support the development of future courses. However, the budget cuts imposed on the consortium after project approval made it impossible to provide complete multilingual validation courses. Nonetheless, the consortium decided to deliver multilingual content for transcripts, factsheets, and task-sheets. These three types of materials are now available in English, German, Italian, Romanian, Slovene, and Spanish.

The translated materials provide prospective trainers in these languages with a solid foundation for designing own courses, materials, and training sessions. For example, trainers can use the translated transcripts to prepare their own scripts and videos. Similarly, the exercises in the task-sheets can be either used in the translated version or, where necessary, adapted to the specificities of the own language, e. g., grammar rules or conventions.

Lastly, to overcome the financial hurdles, partners used computer-aided and machine translation tools with human post-editing to their best efforts. Table 7 shows the translation scope in numbers.

Table 7. Overview of the translation scope

Format type	Total of documents	Translated words per language
Transcripts	59	167,222
Task-sheets	48	326,154
Factsheets	50	527,008
Total		1,020,384

Based on the standard average of 2,000 to 2,500 words that a professional translator can manage daily for general content, the estimated workload for human translation would be approximately 453 days. These numbers explain the use of automation and computer-aided tools in the process.

3.8 TRAINER'S GUIDES

Trainer's guides aim to support prospective trainers and trainees willing to pursue the course independently. These guides offer a comprehensive overview of various aspects, including:

- **Course structure:** A detailed outline of how the course is organized, including the sequence of modules, topics, and learning activities.

- **Learning outcomes:** Clear and concise descriptions of the specific knowledge and skills that participants are expected to acquire upon completion of the course.
- **Learning content:** In-depth information about the course content, covering the subjects, concepts, and materials to be studied.
- **Workload:** Information on the expected amount of time and effort required to complete the course successfully.
- **Links to supporting resources:** Direct references to supplementary materials, such as reading lists, task-sheets, or factsheets, that can further enhance the learning experience.

The Trainer's guide for validators also includes recommendations derived from the data collected during the pilots conducted in IO5. These insights are based on real-world experiences, allowing prospective trainers to benefit from the lessons learned and tailor their training approach accordingly.

By providing such guides, the consortium aims to equip trainers and trainees with the necessary tools to navigate the course autonomously, ensuring a successful and enriching learning journey.

3.9 COPYRIGHT AND INTELLECTUAL PROPERTY

The free training materials are available with a Creative Commons license [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) (Attribution-ShareAlike). This type of open license aims to promote sharing of knowledge and culture. Furthermore, the license enables users to use, remix, adapt, and share the work. However, users must comply with the following restrictions stated by Creative Commons, <https://creativecommons.org/licenses/by-sa/4.0/>:

1. **BY.** According to the BY attribution, you must give [appropriate credit](#), provide a link to the license, and [indicate if changes were made](#). You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.
2. **SA** (Share Alike). This SA condition requires that any derivative works based on the original work must be shared under the same or a compatible Creative Commons license. In other words, if someone modifies or builds upon the original work and distributes it, they must use the same CC-BY-SA license for their adaptation.

Please use this reference to indicate Train2Validate as the creator and the source of the work.

Train2Validate Erasmus+ Project. 2023. Professional training for facilitators and validators of Easy-to-Read content. <http://www.train2validated.org/>

4 DISSEMINATION AND VISIBILITY OF THE RESEARCH RESULTS

The training materials created in IO4 were disseminated through different channels.

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 in Table 8 and detailed in what follows:

Table 8. 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.	April, 2022	International Seminar on Easy-to-Read language	T2V conference in Pisa	T2V Erasmus+ Project	Training materials for validators and facilitators of Easy-to-Read texts	Rocío Bernabé and Piero Cavallo
4.	November, 2022	For an Easy-to-Read Internet	Presentation	T2V Erasmus+ Project	The Train2Validate training materials and assessment	Piero Cavallo
5.	February, 2023	Master of Arts in Accessibility to Media, Arts and Culture	AMAC Master classes-Module 3	University of Macerata, Italy	Writing accessible texts: easy-to-read, plain language and more	Rocío Bernabé Caro
6.	June, 2023	Klaara Conference in Leiria	Presentation	Klaara	What is more difficult Easy-to-Read	Rocío Bernabé

No.	Date	Title	Event or publication	Organiser or publisher	Title of presentation / publication	Speakers
					audiovisual content or Internet?	
7.	July, 2023	Media4All Conference in Antwerp	Presentation	Media4all	Exploring the role of “agency” in the production of Easy-to-Read subtitles	Carlo Eugeni and Rocío Bernabé
8.	In print, 2023	Professional Communication and Translation Studies	Scientific article	Timisoara Editura Politehnica	BERNABÉ, Rocío & Óscar GARCÍA. 2023. ARE EASY-TO-READ TRAINING AND STANDARDS IN SYNC? in Professional Communication and Translation Studies, 16/2023, Timisoara: Editura Politehnica. (In print)	Rocío Bernabé and Óscar García
9	May, 2022	31th Conference on British and American Studies	Presentation	University of the West, Timișoara, Romania	Designing Skill Cards for E2R Validators and Facilitators	Annamaria Kilyeni, Daniel Dejica, Șimona Șimon, Marcela Fărcașiu
10	March, 2023	13 th International Conference On Professional, Communication And Translation Studies	Presentation	Department of Communication and Modern Languages, Politehnica University Timișoara, Romania	Professional Competences for Easy-to-Read Validators	Annamaria Kilyeni, Daniel Dejica, Șimona Șimon, Marcela Fărcașiu
11	March, 2023	13 th International Conference On Professional, Communication And Translation Studies	Presentation	Department of Communication and Modern Languages, Politehnica University Timișoara, Romania	Easy-to-Read in Romania: its importance for inclusive education	Marcela Fărcașiu, Daniel Dejica, Șimona Șimon, Annamaria Kilyeni
12	March, 2023	13 th International Conference On Professional, Communication And Translation Studies	Presentation	Department of Communication and Modern Languages, Politehnica University Timișoara, Romania	Evolution and Perspectives of the Easy-to-Read term.	Marcela Fărcașiu, Daniel Dejica, Șimona Șimon, Annamaria Kilyeni
13	May, 2023	19th Conference on British and American Studies. Perspectives	Presentation	Faculty of Letters, Transilvania	Intralingual Translation 2.0: The Case of Easy Language Translation	Annamaria Kilyeni, Daniel Dejica, Șimona Șimon,

No.	Date	Title	Event or publication	Organiser or publisher	Title of presentation / publication	Speakers
		on Language Research		University Braşov, Romania		Marcela Fărcaşiu
14	March, 2023	13 th International Conference On Professional, Communication And Translation Studies	Presentation	Department of Communication and Modern Languages, Politehnica University Timișoara, Romania	Designing Curricula for Validators and Facilitators of Easy-To-Read Texts	Simona Şimon, Daniel Dejica, Marcela Alina Fărcaşiu, Annamaria Kilyeni
15	March, 2023	13 th International Conference On Professional, Communication And Translation Studies	Presentation	Department of Communication and Modern Languages, Politehnica University Timișoara, Romania	Linguistic Accessibility Training in Romania	Simona Şimon, Daniel Dejica, Marcela Alina Fărcaşiu, Annamaria Kilyeni
16	June 2023	Multimedia Competencies for University Staff to Empower University-Community Collaborations. Collaborative work and training	Presentation	Politehnica University Timișoara, Romania	TRAIN2VALIDATE or how to certify training for Easy-to-read validators and facilitators	Dejica, Daniel & Simona Şimon, Marcela Alina Fărcaşiu, Annamaria Kilyeni.
17	2022		Scientific article	Open Linguistics, vol. 8, no. 1, 2022	New trends in translation and interpreting studies: Linguistic accessibility in Romanian	Simona Şimon, Daniel Dejica, Marcela Alina Fărcaşiu, Annamaria Kilyeni
18	2022		Scientific article	Swedish Journal of Romanian Studies, vol. 5, no. 1/2022	'Easy-To-Read in Romania: Current Status and Future Perspectives in a European Context'	Marcela Fărcaşiu, Daniel Dejica, Simona Şimon, Annamaria Kilyeni
19	2023		Scientific article	International Journal of Environmental Research and Public Health. 2023; 20(4):3359	Easy-to-Read: Evolution and Perspectives—A Bibliometric Analysis of Research, 1978–2021	Marcela Fărcaşiu, Vasile Gherheş, Simona Şimon, Daniel Dejica, Liviu Cădariu, Annamaria Kilyeni
20	2022		Scientific article	Scientific Bulletin of the Politehnica University of Timișoara.	Designing Skill Cards for New Professions: Easy-to-read	Annamaria Kilyeni, Daniel Dejica, Şimona Şimon,

No.	Date	Title	Event or publication	Organiser or publisher	Title of presentation / publication	Speakers
				Transactions on Modern Languages. Vol 21 (1)/2022	Facilitators and Validators	Marcela Fărcașiu
21	April 2023	8th International Symposium on Live Subtitling and Accessibility	Presentation	Universitat Autònoma de Barcelona	Mars and Easy language in live subtitling training	Carlo Eugeni
22	July 2023	Media for All 10 conference	Presentation	University of Antwerp	Exploring the role of “agency” in the production of Easy-to-Read subtitles	Carlo Eugeni, Rocío Bernabé
23	August 2022	53rd Intersteno Congress 2022 Maastricht [the Netherlands]	Presentation	Intersteno	Easy-to-Read language as a tool for democratic accessibility to parliaments	Carlo Eugeni
24	June 2022	ACCEASY: EASY TO READ, EASY TO ACCESS	Presentation	Acceasy	Il progetto T2V	Carlo Eugeni
25	November 2022	APTIS conference	Workshop	University of Leeds	parliamentary reporting and Easy Language	Carlo Eugeni
26	December 2022	62nd episode	interview	Dillo Facile	Il progetto Easy to Read	Carlo Eugeni
27	April 2023	SEMINARI PROFESSIONALIZZANTI EIFI/LM-38 per l'avviamento alle professioni della traduzione, interpretazione e sottotitolazione in francese	Presentation	University of Macerata	Professioni nel mondo della traduzione audiovisiva	Francesca Blevé
28	April 2023	Ciclo di incontri 'A tu per tu con i professionisti'	Presentation	Università degli Studi Suor Orsola Benincasa	Tradurre l'audiovisivo	Francesca Blevé
29	November 2022	Strokovno srečanje Bralna kultura in posebne zbirke	Presentation	Koroška osrednja knjižnica dr. Franca Sušnika Ravne na Koroškem	Stopenjsko lahko branje v slovenščini in pogled v tujino	Tatjana Knapp
30	January 2023	Dostopnost do kulturne dediščine osebam z invalidnostjo v	Presentation	Univerza v Ljubljani	Lahko branje in dostopnost	Tatjana Knapp

No.	Date	Title	Event or publication	Organiser or publisher	Title of presentation / publication	Speakers
		Sloveniji in v evropskem kontekstu				
31	April 2023	Spoken easy language: Harmonising voices from complementary worlds	Presentation/poster	University of Trieste	Professional training for easy-to-read facilitators and validators	Tatjana Knapp
32	May 2023	International Easy Language Day Conference	Presentation	President of Lithuania	Easy Language at the Crossroad – Which Way Forward?	Tatjana Knapp
33	June 2023	Deinstitutionalisation ..., that word!/Dezinstytucionalizacija ..., ta beseda!	Presentation	ENTER Mental Health	From community to institution and back/ Iz skupnosti v institucijo in nazaj	Nevenka Kos
34	June 2023	EASY TO UNDERSTAND COMMUNICATION, EQUAL ACCESS 3rd international professional conference	Presentation	Eötvös Loránd University Bárczi Gusztáv Faculty of Special Needs Education; Easy-to-understand communication-Easy-to-understand life website community	EASY TO UNDERSTAND COMMUNICATION IN THE FIELD OF CULTURAL HERITAGE, IN SLOVENIA	Tatjana Knapp
35	July 2023	KLAARA 2023 – 3rd Conference on Accessible Language and Communication	Presentation	FENACERCI, CRID, Politecnico de Leiria	People with ID as content validators	Nevenka Kos, Tatjana Knapp
36	May 2023	Webinar for Advisory Board, associated partners and stakeholders in Europe	Presentation	Plena Inclusión Madrid	Train2Validate project	Óscar García Muñoz
37	June 2023	Webinar for stakeholder in Latin America	Presentation	Plena Inclusión Madrid	Train2Validate project	Óscar García Muñoz
38	March 2023	International Congress of Cognitive Accessibility	Presentation	Spanish Centre for Cognitive Accessibility	Train2Validate	Óscar García Muñoz

4.2 MULTIPLIER EVENT 4 – MUNICH

The Fourth Multiplier Event (ME4) – *For an Easy-to-Read Internet* – of the TRAIN2VALIDATE project took place in Munich at the University of Applied Sciences of the SDI München on November 3, 2022.

The [program](#) included talks and panels for disseminating the project and the IO4 results and to make the audience aware of the need and relevance of easy-to-read as an inclusive tool, in line with the global aims of the project. The event included presentations by partners and invited panelists. Figures 8 and 9 show snapshots of the event.

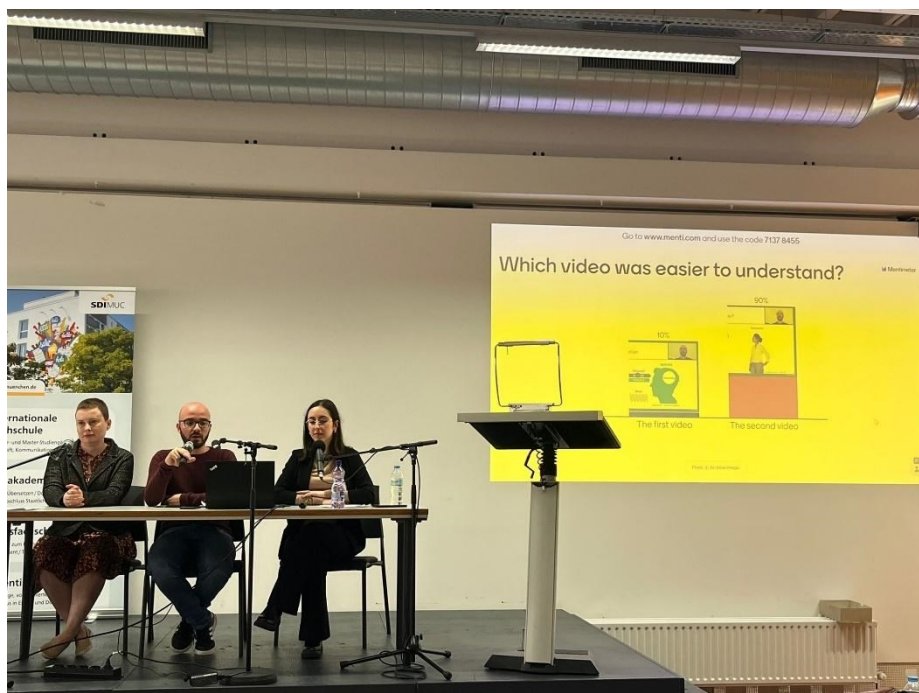


Figure 8. The Train2Validate training materials and assessment.

From left to right: Tatjana Knapp (Risa), Piero Cavallo (SDI), Francesca Bleve (SSML)



Figure 9. Round table: From paper to digital: how to make easy Internet a reality.

From left to right: Prof. Dr Harald Henzler, Inga Schiffler, Constanze Kobell, Beatriz González Mellídez, Óscar García (moderator), Prof. Dr Klaus Miesenberger (remotely)

A total of 56 persons from 11 countries registered (Romania, Germany, Russia, Uruguay, Hungary, Italy, USA, Spain, Slovenia, Austria, United Kingdom). Finally, 12 persons from 8 countries (Germany, Italy, Slovenia, Spain, Hungary, Romania, USA, and Austria) as well as 28 participants from Germany attended the event. Most of the attendants identified in the registration as facilitators. A specific report of the event is also published on the website of the TRAIN2VALIDATE project.

4.3 NEWS AND SOCIAL MEDIA

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

Table 9. List of news and dissemination in media

No.	Date	Title	Type of publication	Organiser or publisher
1.	September, 2022	Save the date for event in Munich	Media Publication	SDI
2.	September, 2022	For an Easy-to-Read Internet	ECQA Newsletter item	SDI and ECQA
3.	October, 2022	For an Easy-to-Read Internet	Posts in T2V Twitter, T2V Facebook	PIM

No.	Date	Title	Type of publication	Organiser or publisher
4.	November, 2022	LinkedIn and Facebook	Posts in SDI's LinkedIn, Facebook, Instagram	SDI
5.	March, 2023	Easy-to-Read texts	Live interview	AXSChat
6.	June, 2023	V Ljubljani je bil zadnji multiplikacijski dogodek projekta Train2Validate	Online article	RTV SLO
7.	October 2022	Una conferencia europea analizará la usabilidad de Internet y las oportunidades para construir un Internet para todos	Online article	Diario Responsable
8.	October 2022	Una conferencia europea analizará la usabilidad de Internet y las oportunidades para construir un Internet para todos	Online article	Autonomía Personal
10.	October 2022	Una conferencia europea analizará la usabilidad de Internet y las oportunidades para construir un Internet para todos	Online article	La Vanguardia
11.	October 2022	Una conferencia europea analizará la usabilidad de Internet y las oportunidades para construir un Internet para todos	Online article	Diario Siglo XXI

5 QUALITY INDICATORS

In the development of IO4, the assessment process involved both internal and external evaluations in accordance with measurable indicators as outlined in the project application. Internally, the consortium used predefined metrics to gauge the progress and outcomes of IO4. These metrics served as objective criteria to assess the quality of the development process.

Additionally, an external evaluation was conducted by a member of the advisory board, Inga Schiffler. As an external reviewer, Inga Schiffler provided an unbiased and expert assessment of IO4's development and results. This external perspective brought valuable insights and ensured an impartial evaluation of the project's performance.

The next sections present an overview of the quality reviews during the IO4 development.

5.1 INTERNAL QUALITY INDICATORS

The indicators used for the evaluation included general indicators for Intellectual outputs and IO4 specifically, project management indicators, and communication and dissemination indicators.

All partners participated in IO4. SDI München, as IO leader, facilitated the necessary tools for its achievement. These included:

- Regular updates and discussions at the project progress meetings,
- Creation of a structure for IO on the project GDrive,
- Development of a general timeline for the IO and each IO activity,
- Development of specific indicators together with the T2V Quality managers as requested by the Erasmus Agency,
- Creation of an accessible template together with the accessibility manager, and

Name	Änderungsdat
0. Proofs - justification	27.11.2020 0
Activity 01. Agreement on an Index of contents and types of teaching materials_CLOSED	22.04.2022 1
Activity 02. Creation of templates_CLOSED	22.04.2022 1
Activity 03. Training materials_OPEN	21.07.2023 0
Activity 04. Google Classroom	15.08.2022 1
Activity 04. Report	23.07.2023 1

Figure 10. IO4 organisation

Measurable indicators for all Intellectual Outputs

The general Intellectual Output quality indicators were met (IO indicators) as shown in Table 10.

Table 10. 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. 	Fulfilled

ID	Activity	Deliverable	Indicator	Status
			<ul style="list-style-type: none"> The IO has been evaluated following the pre-set performance indicators for each IO and (see table below). 	
IO-4	Writing an IO Report	The report follows the template	<ul style="list-style-type: none"> The report follows the T2V template. All partners have contributed to the report. 	Fulfilled

Similarly, the indicators specifically set for IO4 were met. Special caution was taken with regards to the compliance with current accessibility requirements and the ECQA ones. Table 11 shows the indicators and the status.

Table 11. IO4 indicators

ID Leader	Deliverable	Indicators	Status
IO4. Leader SDI München	<ul style="list-style-type: none"> IO4 report Training materials for the two professional profiles according to the skills cards. Supporting materials for trainers <ul style="list-style-type: none"> a) 1 Trainer's Guide per Unit in the skills cards b) 1 reading list for each curriculum Release forms have been signed (consent to publish and use the materials) 	<ul style="list-style-type: none"> Minimum of 1 video lecture for each Learning Outcome The structure of the training programmes maps the structure of the skills-cards. Minimum accompanying materials for each Learning outcome: transcript, PowerPoint presentation, and tasks, a set of 5 to 10 multiple choice questions Release forms have been provided. Materials follow the accessible templates provided by the accessibility manager. 	Fulfilled

ID Leader	Deliverable	Indicators	Status
	<ul style="list-style-type: none"> ● Materials are accessible (WCAG) ● Translations for selected training materials for the validation training ● Google Classrooms for validation and facilitation training in English ● Google Classrooms for validation training in the project languages. 	<ul style="list-style-type: none"> ● Accessibility check has been conducted prior to release of the training materials. 	

The internal quality assessment during IO4 shows that the project is fulfilling the set indicators according to the Project Quality Handbook.

5.2 EXTERNAL REVIEW

Inga Schiffler revised this report in her role as an advisory member of the Train2Validate. The input was gathered through an electronic form. The remarks and suggestions were discussed among the consortium. The changes are included in this final version.

Inga Schiffler studied interpreting and translation (Spanish Sign Language, Spanish, and German) in Granada, Salamanca, and Mainz (Campus Germersheim), where she was introduced to the field of accessibility and complexity-reduced language.

Today, Inga Schiffler works as a freelance translator, facilitator, interpreter, and trainer for Easy-to-Read and Plain Language, providing workshops on easy-to-read websites. In addition, she investigates how to communicate abstract scientific research results in Easy-to-Read language as a member of a participative research project involving people with intellectual disabilities at Cologne University (LeiSA-parti).

6 IMPACT, TRANSFERABILITY AND SUSTAINABILITY

This report summarises the work leading to the development of open-source materials for training prospective facilitators and validators.

The potential for impact is clear, as the training programs and materials are the first of their kind. Their availability as open-source resources and the end-users involvement makes them unique and will contribute to the role of end-users of Easy-to-Read content in design and training processes. The delivery of online, open classrooms will be key for their international implementation and use, facilitating transferability.

Lastly, sustainability is ensured in different ways. Specifically, the Google Classrooms will be supported by partners beyond the project's life. The training materials hosted on the project's Google Drive offer a scalable and efficient storage solution that will streamline future management and distribution of content. Additionally, the translated materials will contribute to sustainability by prolonging the lifespan of the courses in the project languages and promoting the creation of new ones.

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