

Report

Common methodological framework and best practices in validation across Europe

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Coordinating organization:	Politehnica University Timișoara, Romania

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ABSTRACT:

This document reports on the aims, development and results obtained in the first research stage of TRAIN2VALIDATE – Intellectual Output 1 (IO1), on the training of validators and facilitators across Europe. The main activities developed under IO1 and their subsequent results consisted of setting up a database of E2R procurers in the partner countries, creating a multilingual survey, conducting the survey in the partner countries, and gathering, compiling and disseminating the results. Other results include the creation of a specialized repository in the field, or the impact and visibility of the project achieved through participation in conferences and publication of press releases.

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1. INTRODUCTION

TRAIN2VALIDATE is a strategic partnership in the field of higher education, which focuses on one of the European priorities, namely social inclusion. It originates from the development of easy-to-read (E2R) as an inclusive writing methodology with the purpose of producing easy-to-understand content and information for people with reading difficulties (ranging from people with intellectual disabilities to people with low literacy skills or dyslexia, to the elderly and recent immigrants, amongst others).

Even though there are several projects providing accessibility to content, these are more focused on multimedia (LTA, ADLAB, ADLABPRO or ILSA). At the same time, the role of the E2R writer – dealing with the first part of the E2R process, that of creating content by applying the E2R guidelines – has been consolidated through other projects (e.g., EU project EASIT), leaving the other two job roles involved in this process (facilitators and validators) without training and recognition. The novelty of TRAIN2VALIDATE is that it is built on the idea of social inclusion for global and social improvement, trying to change the general perception that a disability or a difficulty is a burden; actually, in this case, it is a competitive advantage that can be used to perceive difficulties that cannot be sensed by others.

The main goal of the project is the creation 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 the validators are the people with reading difficulties who read the texts to assess their comprehensibility, the 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.

Thus, TRAIN2VALIDATE aims to tackle the need for the recognition of these two roles, validators and facilitators, and of harmonised training across Europe by designing a competence-based curriculum and open-source training materials. The achievement of standardised high-quality and cross-fertilised content will help the consolidation of validators and facilitators as real professional profiles, boosting the relevance of easy-to-read in the field of accessibility as a professional activity.

The aims, the development and the results obtained in this project are divided in 6 intellectual outputs (IOs): IO1 - *Common methodological framework and best practices in validation across Europe*; IO2 - identifying the skills and competences of the two professional roles involved, IO3 - developing competence-based curricula, IO4 - creating open educational resources, IO5 - providing assessed training materials, IO6 - exploring certification pathways.

This report outlines the aims, the development and the results obtained during the Intellectual Output 1 (IO1), which is the first stage in the project's course of activities:

Output identification: IO1

Output title: *Common methodological framework and best practices in validation across Europe*

Description:

- Validation is a process that aims to assess whether the E2R content is easy-to-read and easy-to-understand. The process is carried out by the end-users and involves two different types of professionals: the facilitators and the validators. Though the current E2R methodology considers validation as an essential part of the publication process, there is still a lack of harmonised practices and methods.
- To bridge this gap, IO1 aims to identify the methodological and the training best practices as the first step towards a common European framework for the validation of the E2R content.
- IO1 also provides a common solid basis for the following IOs: identifying the skills and competences of the two professional roles involved (IO2), developing competence-based curricula (IO3), creating open educational resources (IO4), providing assessed training materials (IO5), exploring certification pathways (IO6).
- The contributing groups targeted are the facilitators and the validators who currently work in these positions, although the profession is not officially recognised (EU profession database, 2020). E2R procurers (writers, publishing houses, NGOs or organisations that publish this type of content), as well as the scholars and researchers working in the field of easy-to-read or related disciplines, such as Human-Centred Design and User Experience are also targeted.

Period of implementation: December 2020 – May 2021

2. RESEARCH OVERVIEW

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

2.1. AIM

The main aim of IO1 was to collect information on the status of training programs for validators and facilitators across Europe. The successful completion of IO1 is a prerequisite for the development of the next IOs, presented in the introductory section of this report.

2.2. RESEARCH TEAM

IO1 was coordinated by a research team from Politehnica University of Timișoara, Romania, consisting of the following members

- **Daniel Dejica**, Partner leader, IO1 leader, researcher
- **Simona Șimon**, Local quality manager, researcher
- **Marcela Fărcașiu**, Researcher
- **Annamaria Kilyeni**, Local dissemination manager, researcher

with the continuous support of all project partners, represented by

- **Oscar García Muñoz**, Plena Inclusión Madrid, Spain
- **Rocio Bernabe, Piero Cavallo**, Internationale Hochschule SDI München, University of Applied Sciences, Germany
- **Carlo Eugeni, Francesca Bleve**, Scuola Superiore per Mediatori Linguistici, Italy
- **Angela Cotoară**, Fundatia Professional, Romania
- **Tatjana Knapp, Drago Brumen**, Zavod RISA, Center za splosno, funkcionalno in kulturno opismenjevanje, Slovenia
- **Gabriele Sauberer**, ECQA GMBH, Austria

2.3. RESEARCH METHODOLOGY AND WORKFLOW

We conducted our research based on both traditional and modern research methods, as described in the specialized literature (Muijs, 2004; O’Leary, 2004; Creswell, 2014; Brezina, 2018). To get the best of our results, we used mixed research methods, and combined both qualitative and quantitative approaches. The research workflow consisted of the following stages, described in the next sections:

- Setting up a database of E2R procurers
- Creating a repository with specialized literature in the field
- Creating an online multilingual survey
- Gathering and compiling the survey results

In parallel, we carried out specific communication activities aimed at increasing the visibility of TRAIN2VALIDATE and disseminating our progress related to the various stages of the project, which are also described in the next sections.

2.3.1. SETTING UP A DATABASE OF E2R PROCURERS

All project partners contributed to the completion of this activity. The database of E2R procurers contains information (official names and contact details) on 148 writers, publishing houses, NGOs or organisations that publish E2R and validation contents in the partner countries (Austria, Germany, Italy, Romania, Slovenia and Spain). The public version of this database is presented in Annex 1. Besides serving an immediate purpose, namely informing these entities about the existence of the project, and inviting them to take part in the survey, the database is a sustainability tool in itself, and will be used by all partners in the next IOs, to update its constituents on the progress and final results of the project.

2.3.2. DISSEMINATING THE PROJECT

The communication strategy specific to the initial stages of the project aimed at (1) informing the E2R procurers on the existence of the project and of its launch, and (2) increasing the visibility of the project. All partners contributed to the dissemination of the project, through various channels, detailed in what follows. Annex 2 provides samples of the dissemination and visibility activities that have been carried out in each partner country. (Other dissemination activities included disseminating the survey, presented in section 2.3.6. of this report, and disseminating the research results, presented in section 4.)

Official website and Social media

The first step to ensure constant project visibility was to create the official project website. The [Train2Validate website](#) is available in English as well as in the languages of the five EU partner countries (German, Italian, Romanian, Slovene, Spanish), and is updated regularly with relevant information and news about the project. Most texts are written in E2R language to additionally facilitate access to information for the final beneficiaries of the project. Interested users may also subscribe to the website to receive e-mail updates on latest news, resources and events. So far, the website has been updated 18 times.

Official social media accounts on [Twitter](#) (11 tweets), [Facebook](#) (4 posts) and [YouTube](#) (2 uploads) have also been set up to increase project visibility, to share relevant project-related content and to exchange messages with those interested.

Oscar García Muñoz and Ana Gallardo from Plena Inclusión Madrid – the main project coordinator – were in charge of building the project’s official online presence. All the seven institutions and organisations involved in the project as well as the individual project members used social media (Twitter, Facebook, LinkedIn) to increase awareness of the project and its aims, and to disseminate news, results or calls for events. A selection of tweets and posts is available in Annex 2.

Emails to stakeholders, Advisory Board members, associated partners and E2R procurers

Another dissemination strategy was to send official invitations to anyone who might be interested in the project to become a stakeholder, an associate partner or a member of the Advisory Board, with the primary aim of increasing awareness of the project and fostering collaboration. These letters to potential stakeholders, associated partners and Advisory Board members included an invitation to follow project activities and progress on the official website and social media platforms, to subscribe to the T2V website, to share and disseminate opinions and feedback on specific project-related activities and results and to participate in the multiplier events. Below are the letter templates in English, as created by Plena Inclusion. All the letters were translated into the five project languages and adapted for dissemination in each participant country.

Letter to Stakeholders:

Dear XXX,

My name is XXX and I am partner of the Train2Validate Erasmus+ Project, the acronym for “Professional training for easy-to-read facilitators and validators”. This project aims to create a certified training for these roles (facilitators and validators), which are important for this methodology, because they help check the comprehensibility of the final E2R texts. In our website (www.train2validate.org), you can find all the details about the project, the partners, the expected results and the events. We consider that the project will have a notorious impact in the field of easy-to-read, because it will contribute to consolidate the methodology and open new employment opportunities for people with reading difficulties and intellectual disabilities.

I think that this project will produce interesting news and results for you. That is why I would like to invite you to follow us in different ways:

- You can join our subscription list to receive updated news: <https://plenainclusionmadrid.org/train2validate/subscriptions/>
- You can add to your favorites our website to learn about our project: www.train2validate.org
- You can follow our social networks:
 - Twitter: <https://twitter.com/ToValidate>
 - Facebook: <https://www.facebook.com/groups/train2validate>

Additionally, we are going to celebrate our first event to present the initial results on May, 26th. It will be online and we are going to open the registration. We will report you soon about it.

I hope that you will follow us and, of course, share with us your impressions about the project.

Kind regards,

Letter to Associated partners:

Dear XXXX,

I write this e-mail as a partner of the Train2Validate Erasmus+ Project, the acronym for “Professional training for easy-to-read facilitators and validators”. This project aims to create a certified training for these roles (facilitators and validators), which are important for this methodology, because they help check the comprehensibility of the final E2R texts.

I contact you to ask your support as associated partner of this project. If you agree, you can kindly sign the letter expressing your interest in the project and supporting it in the following actions:

- Interest in learning from the project results and their possible application.
- Dissemination of project activities and results to guarantee a wider impact.
- Participation, where possible, in project activities and multiplier events.

We have already launched our dissemination channels, where you can follow our activities and know more about our project:

- Website: www.train2validate.org
- Twitter: <https://twitter.com/tovalidate>
- Facebook: <https://www.facebook.com/groups/train2validate>
- LinkedIn: coming soon

In the case of you are interested in being our associated partner, we would like to involve you in our project proportionally to your disposal in the following ways:

- You can subscribe to follow our latest news: <https://plenainclusionmadrid.org/train2validate/subscriptions/>
- You can join our social networks to follow any update in real time
- You can mention your involvement as associated partner of our project in any communication or event that you consider relevant. Please mention the project as: “Train2Validate, acronym of the Erasmus + project Professional Training for easy-to-read Validators and Facilitators”.
- You can ask for our project logo for any dissemination action linked to our project. We can provide with it with a specific disclaimer and rules of use.
- You can participate in our Multiplier Events. Please find more information on: <https://plenainclusionmadrid.org/train2validate/events/>
- We would like to contact you to support certain dissemination actions.
- We would like also to contact you to obtain your opinion about the results of the project and how you think you can apply them through short surveys.

We will disseminate a Press Release where we will mention all associated partners of the project, as your organisation. Your contribution will be very valuable for the final success of Train2Validate. At the end of the project, we will issue a certificate as associated partner of our project.

We are very grateful for your support. All your comments are always welcome.

Best regards,

Letter to Advisory Board members:

Dear XXXX,

My name is Óscar García Muñoz and I am the General Project Manager of the Train2Validate Erasmus+ Project, the acronym for “Professional training for easy-to-read facilitators and validators”. This project aims to create a certified training for these roles (facilitators and validators), which are important for this methodology, because they help check the comprehensibility of the final E2R texts. I am part of Plena Inclusión Madrid, an organisation that supports the rights of people with intellectual disabilities and we consider that validation is a professional position that can offer new chances for an inclusive employment for this group.

In our project, we have decided to create an Advisory Board with external experts in this field that can assess our results and propose improvements.

My project partner XXX (in copy), from XXXX, has proposed you to be part of this Advisory Board. In an initial contact, XXX has confirmed your disposal to join this Board. In the name of all partners of the project, we are very grateful that you accept this invitation.

The project expects to produce six intellectual outputs and you have been proposed to assess the intellectual output X, titled XXX. You can find more information in this link: XXX

This intellectual output will be developed from XXX to XXXX, so we will contact you in that term to ask for your advice.

The participation in the Train2Validate Advisory Board is volunteer. That is why your contribution will be appropriate and proportional for your free disposal. To compensate your contribution, we will acknowledge it in the following ways:

1. There will be a specific menu in our website will all members of the Advisory Board. Apart from your full name, position and organisation, we will also include a contact e-mail, a link to any web, to a LinkedIn profile, Twitter profile or any other contact detail that you indicate us.
2. We will announce your participation in a Press Release about the members of the Advisory Board.
3. We will mention your participation in the specific intellectual output when we develop it in our social networks.
4. We will invite you to participate in the programmed Multiplier Event where we disseminate the results of the specific intellectual output. More info in this link: XXX
5. We will issue a certificate of participation as a member of the Advisory Board of our project.

We ask you please to fill in the attached file with your details and sign up the GRDP consent form

We will be very pleased if you disseminate our project and the participation in it as a member of the Advisory Board in your social networks, website or events that you consider relevant to mention. These are our main channels:

- Website: <http://train2validate.org/>
- Twitter: <https://twitter.com/ToValidate>
- Facebook: <https://www.facebook.com/groups/train2validate>
- LinkedIn: coming soon
- Subscription list: <https://plenainclusiionmadrid.org/train2validate/subscriptions/>

We are sure that your contribution will improve the final results of our project, which is very committed with the social inclusion of people with reading difficulties.

I insist in my gratitude to join this project.

Best regards,

The specific activities related to the dissemination of the survey are presented in section 2.3.6. of the present Report.

Mass Media and Newsletters

Two press releases concerning the project have been sent to various media outlets in the five partner countries, reaching significant media coverage in local, regional and national news sites (we tracked around 50 news articles featuring the project; some of them are highlighted in Annex 2, Project dissemination and visibility).

Plena Inclusión Madrid created the press release templates in English, which were then translated into German, Italian, Romanian, Slovene and Spanish and adapted by each project partner for distribution to the press. The first press release, distributed from November 2020 to January 2021, provides a brief description of the project (i.e. name, aim, funding, partners, time span) and announces the participation of the partner organisation or institution in the project. The second press release, issued in February 2021, focuses on the launch of the multilingual survey as part of IO1 and includes an invitation to participate in the survey.

In Slovenia, there were also two national radio broadcasts about the project on Koroški radio station, each reaching between 5000 and 8000 listeners. The one on February 25 focused on the aim of the project, while the one on March 3, on the launch of the multilingual survey.

Additionally, the project was featured in Plena Inclusión's Newsletter no. 136 (on November 30, 2020), reaching 3802 subscribers, as well as in Politehnica University's electronic noticeboard (on February 2, 2021).

Presentations and interviews

Project dissemination was also carried out through presentations at various professional, non-academic meetings and events. Oscar García Muñoz from the NGO Plena Inclusión Madrid presented the project to the Plena Inclusion E2R Committee on January 13, 2021, as well as to the NGO's staff, on January 17. On March 24, 2021 he also talked about the project as a guest speaker at an E2R webinar organized by Centro de Desarrollo de Tecnologías de Inclusión (CEDETI), Chile (70 participants). The webinar is available on YouTube (107 views, May 01, 2021) and can be watched [here](#).

On December 12, 2020, Rocío Bernabé from SDI participated in a workshop on media accessibility and E2R organized by Universidad Católica del Uruguay, where she informed the 20 participants about the launch of the project.

Moreover, on February 5, 2021, the Slovene website Dostopno.si published an interview with Tatjana Knapp from Zavod RISA, which focuses on the T2V project. In November 2020, Tatjana also participated in an online conference for E2R professionals, where she presented the project to the 230 participants. The conference is available on [YouTube](#) (189 views, May 01, 2021).

2.3.3. CREATING A REPOSITORY WITH SPECIALIZED LITERATURE IN THE FIELD

In parallel, all partners contributed to the creation of a repository with specialized literature in the field. 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. A selection of some representative titles available in the repository is available in the Bibliography of this report. The repository is a sustainability tool as well, as it will serve all partners for the successful completion of other IOs.

2.3.4. CREATING AN ONLINE MULTILINGUAL SURVEY

The creation of the online multilingual survey consisted of the steps: (1) producing a first draft of the survey in English, (2) offering comments and making suggestions on the first draft, (3) translating the final draft in all the project languages, (4) creating the online version of the survey on the project website.

All project partners contributed to the creation of the first draft of the survey based on their own professional experience, on the analysis of similar surveys in the field, and on the existing literature in the field. All partners made suggestions related to the structure of the survey, its length, and offered full questions and answers to be used in the survey. Based on these suggestions, Politehnica created a first draft of the survey, which was again submitted for review by all partners. The result was the final version of the survey – presented in Annex 3 and described in section 2.3.4. of this Report – which was then translated by all partners in all project languages (German, Italian, Romanian, Slovenian and Spanish). In creating the online multilingual survey, we chose the class of interdependent translations (Sager, 1997) and produced target texts which are identical in form and content.

Next, each partner was responsible with the creation and testing of the online version of the survey in their own languages, using Google Forms. The German version of the survey was created by Sprachen- und Dolmetscherinstitutmunchen EV, Germany; the Italian by Scuola Superiore per Mediatori Linguistici, Italy; the Romanian by Universitatea Politehnica Timisoara, the Slovenian by Zavod RISA, Center za splosno, funkcionalno in kulturno opismenjevanje, Slovenia; and the Spanish by Plena Inclusión Madrid, Spain. The online English version of the survey was created by Fundatia Profesional, Romania. All the multilingual versions of the survey are part of this Report and are presented in Annexes 4-8.

The links to each individual survey were then sent Plena Inclusión Madrid and made available on the project website at <https://plenainclusionmadrid.org/train2validate/survey/>. The homepage of the survey contains a Thank you note to all those who take the survey, highlights the benefits of their contribution to the development of the project and of a European Inclusive Society, and last but not least, offers surveyees the choice of taking the survey in any of these languages: English, German, Italian, Romanian, Slovene or Spanish.

This activity completed successfully in one and a half months (December 15, 2020 – February 1, 2021). We did not experience any problems with its coordination, as every project partner contributed in full and in time to its completion, the online multilingual survey being the first visible result of the project.

2.3.5. DESCRIPTION OF THE SURVEY

The general philosophy in creating the survey was to use as much as possible E2R language, to be as concise as possible so as to minimize the time of completion, but at the same time, to offer enough information and choices to the surveyees, so as to get relevant and qualitative answers. This philosophy is consistent with the purpose of the project, because it intends to promote the participation of people with reading difficulties and include all possible accessibility measures to fulfil this expectation.

The final version of the survey, as discussed and agreed upon by all project partners, consists of an introductory part and 5 sections:

- Demographic profile
- General education and training
- Education and training in E2R

- Current activity
- Skills

Each section consists of a series of questions with checkboxes and multiple answers offered. After the last question, each section contains a text box where surveyees are given the possibility to provide any other information, if they wish so. At the beginning of each section we introduced a brief paragraph in which we described the aim of the section and the number of questions asked.

The **introductory part** contains the project description, a personal statement, the estimated time of completion, and the contact persons.

The *Homepage* of the survey and the *Project description* section contain both information on the aims and outcomes of the project – a European set of skills for E2R validators and facilitators – and a motivation for surveyees to take the survey, namely that their input will contribute to making information easier to read and understand for all of us, including those with reading and understanding difficulties.

In the *Personal statement* section, we offer the full title and the official identification data of the project (TRAIN2VALIDATE “Professional training for easy-to-read facilitators and validators”, Erasmus+ KA2 STRATEGIC PARTNERSHIP PROJECT 2020-1-ES01-KA203-082068), explain that the surveyees may take the survey on a voluntary basis and that no monetary payment will be offered for their participation, and we reassure them that all responses will remain confidential, that no personal information will appear in public records, and that the project is research-based. Last but not least, the surveyees are informed that they may discontinue their participation in the survey at any time, and are given the choice to leave the website, if they do not accept the terms described, or to take the survey, by clicking Next. These measures were taken in order to comply with data protection requirements and ethics in the communication with the participants.

In the next section, *Estimated time of completion*, we informed the surveyees that it might take around 15 minutes to complete the survey. 15 minutes represents the average of the time needed by all project partners to complete the survey in the testing and simulation stage. We have also listed the main five sections of the survey, familiarising thus surveyees with its structure, and reassured them that some parts of the survey may be skipped if they are not experts in the field. The information of the length of the survey in minutes and the division of the content in sections is also another

accessibility measure because it facilitates the participation of people with intellectual disabilities or other reading difficulties.

Next, each individual survey contains *contact information* for each partner, and surveyees are encouraged to ask additional questions on the research if they wish.

Last but not least, in this introductory part, we reassured all surveyees that our research endeavor includes *no judgement, no quality ranking, no criticism or praise of theories, teachers, professionals or training programs* and that we are just trying to establish facts about individual perceptions concerning the professional background and roles of facilitators and validators.

SECTION 1: DEMOGRAPHIC PROFILE

The information in this section was intended to help us to understand more about the profile of the surveyees and the European dimension of our research. We told surveyees that we would ask them 4 questions and that if they wished to provide any other information, they might do so in the text box at the end of this section. The four questions focused on the country in which they lived, their mother tongue, their age and gender.

SECTION 2: GENERAL EDUCATION AND TRAINING

This is the shortest section of the survey, as it consists of only two questions. We wanted to find out the highest level of education of the participants in the survey, and the ways in which they continue to improve their skills.

SECTION 3: EDUCATION AND TRAINING IN E2R

In this section we wanted to understand more about the surveyees' level of knowledge and skills related to easy-to-read (E2R) content. The 10 questions we asked focused on the type of training received (if any), the type of content surveyees are familiar with, the fields in which they had been trained, the E2R activities they are familiar with, the training activities which were most useful to them, the materials they received for training (if any), and the hours of training. At the end of this section, as well, the surveyees had the possibility to add any other relevant information in a text box.

SECTION 4: YOUR CURRENT ACTIVITY

This is the most developed section. It contains a set of 9 questions about the current activity of the surveyees, and then it offers them several possibilities: if they are validators, they are invited to continue with section 4.1. (consisting of 9 questions), if they are facilitators, with section 4.2. (13

questions), and if they are both, they are invited to answer both sections. All in all, section 4 consists of 31 questions.

In the introductory part to this section, we wanted to find out about the current workplace of the surveyees, if they are or collaborate with members of different associations, if they worked in any other profession before becoming E2R experts, the time they work as E2R experts and if they are paid for their activities, and language in which they work with E2R content. Sections 4.1. and 4.2. have more or less a similar structure. Some of the questions are identical, and others are tailored for each profession. We wanted to know if the surveyees are trained validators / facilitators, the numbers of projects they have been involved in, if they work with large documents, the time they spend in a working day for validation or facilitation activities, and if they use any guidelines.

SECTION 5: SKILLS

This section is the last one in the survey and has 10 questions on the skills that validators and facilitators should have. We made it clear from the start that the points of view of the surveyees on the skills that should be emphasized in training is highly important, as these will give us relevant information on how to design our course. We focused our questions on the areas in which a validator should have good knowledge, the textual properties which validators should focus on during the validation process, the key components of a successful training program for validators and facilitators, the number of hours of such programs, and if they accepted to enrol in such programs if given the possibility, and/or recommend them to others.

We signalled the end of the survey by a Thank you note, and we gave surveyees the possibility to access the project website by following a hyperlink, in case they wanted to find out more information about TRAIN2VALIDATE.

2.3.6. DISSEMINATING THE SURVEY

All partners launched the survey in their countries starting with February 3, 2021, which is considered the official date of the survey launch. The dissemination of the survey was done for a period of 6 weeks and ended on March 10, 2021. The dissemination period of the survey coincides with the period in which the multilingual survey was open for completion to all surveyees (February 3, 2021 – March 10, 2021). After 6 weeks, on March 10, the survey was closed and the survey links on the project website became inactive.

Our strategy of disseminating the survey consisted in a series of parallel actions, including the following:

- announcing the launch of the survey on the official Train2Validate website, with a call-to-action to complete the survey in the selected language;
- sending a press release about the launch of the survey in all the project countries (the press release was published by around 20 media outlets);
- announcing the launch of the survey on the project partners' social media accounts (Twitter, LinkedIn and Facebook), including institutional accounts;
- sending official invitations by email to all the E2R procurers in our database to participate in the survey (159 invitation were sent); Plena Inclusion created a template in English for the official invitation to the E2R procurers, which was translated into all project languages. The template is provided below:

Dear XXX,

I am writing to you as a partner of the European research project TRAIN2VALIDATE, which has the proposal of creating a professional training for easy-to-read facilitators and validators. The project began in 2020 and is expected to finish in 2023.

As you know, validators are people with reading difficulties that check the easy-to-read texts to assess their comprehensibility. Facilitators are the supporters of the validators in their job.

The project aims to create specific skills cards, curricula and open educational resources for both certificate trainings for easy-to-read validators and facilitators. In order to build them, we need to know the current reality for both positions.

For this purpose, we conduct a survey and we would like your validators, facilitators and any person involved in easy-to-read in your organisation to answer it. The survey is anonymous and takes around 15 minutes to fulfil it. Please find the link here: (Link to the web)

The more answers, the better to obtain a more detailed picture of the reality of easy-to-read facilitators and validators. With all data that we collect, we will publish a report that will be presented in an event in May. We are sure that this information will be key to build our professional training, which will benefit the professionalisation of both positions and help people with reading difficulties to a better job inclusion.

We really appreciate your time, your interest and your valuable input!

We look forward to reading your answers in the survey.

Best wishes,

(Your name)

TRAIN2VALIDATE “Professional training for easy-to-read facilitators and validators” is an Erasmus+ KA2 STRATEGIC PARTNERSHIP PROJECT with the code 2020-1-ES01-KA203-082068 and conducted in 2020-2023. This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission or the National Erasmus Office cannot be held responsible for any use which may be made of the information contained therein.

2.3.7. GATHERING AND COMPILING THE SURVEY RESULTS

On March 10, 2021, at the end of the surveying period, all partners produced interim national reports in their own languages (Google generated files), which are also part of this Report (Annexes 9-13).

The national reports were next translated into English by all partners, which in some cases proved to be an extremely strenuous activity, given the impressive number of answers received. The translation of the national reports was a precondition for the generation of the final report in English, and was completed successfully and in due time by all partners.

The national reports are relevant in that they mirror the status of validators and facilitators in each project country and may be used for qualitative studies. Additionally, we used the English version of the national reports to generate a consolidated report, which mirrors the situation of validators and facilitators in Europe, and on which we based our quantitative analysis presented in Section 3, Research results.

Table 1 includes information on the number of national E2R procurers (117) from our database to which individual invitations to take the survey were sent by email (159), and the number of answers received from each national survey (337).

Country	Number of E2R procurers available in the database invited to take the survey	Number of invitations sent	Number of surveys completed (Google forms)
GERMANY	10	22	15
ITALY	12	32	41
ROMANIA	40	40	48
SLOVENIA	12	25	58
SPAIN	43	40	175
TOTAL	117	159	337

Table 1 Situation of surveys

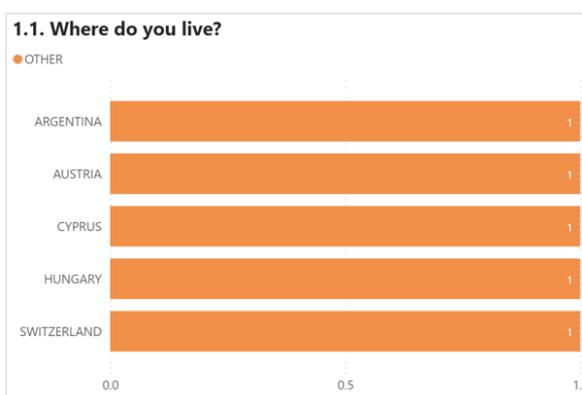
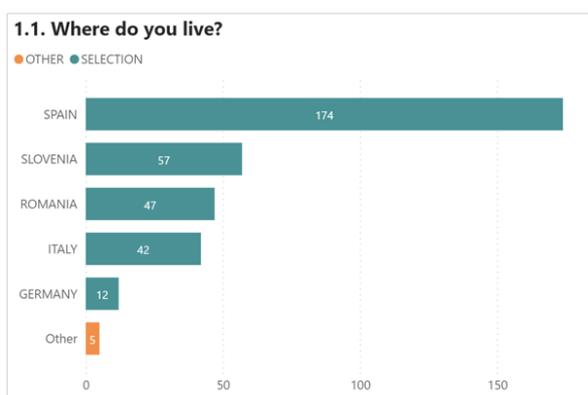
3. RESEARCH RESULTS

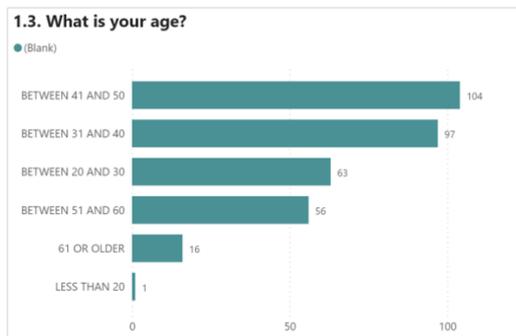
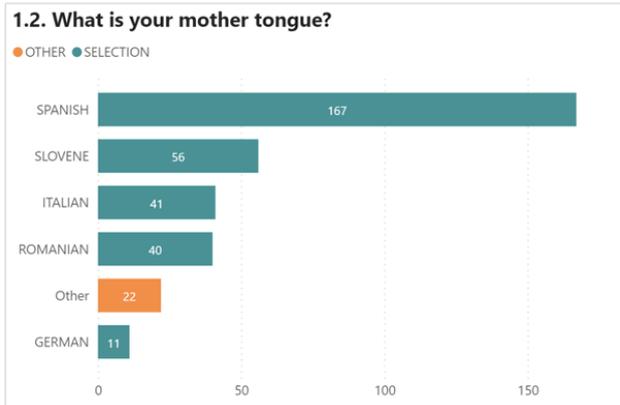
The results presented in this section are based on a consolidated file, which includes all the answers to the multilingual surveys provided by all project partners (Table 1, Section 2.3.6). The preparation of the Excel file needed for analysis, and of the subsequent graphic report was done by Zavod RISA. Data preparation was done in Excel and Power BI - Power Query. It was an elaborate and time-consuming activity, as well, given that the Excel files submitted by all project partners contained syntax and semantics differences, which did not make the analysis and interpretation of the excel data possible in a consolidated file, without additional preparation and harmonization of the results. The research results presented in this section are based on the general results generated by the consolidated Excel file.

This part of the Report contains 5 sections, identical with the 5 sections of the interview: Demographic Profile, General Education and Training, Education and Training in E2R, Current Activity, and Skills, described in section 2.3.4. To facilitate reading, we illustrated the results by preserving the original numbering of the questions in the survey.

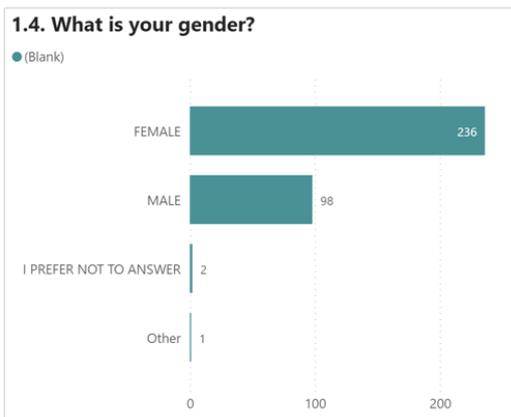
3.1. DEMOGRAPHIC PROFILE

Most of the people who took the survey live in the countries of the project (Spain 52%, Slovenia 17%, Romania 14%, Italy 12%, and Germany 4%); in addition, we received answers from people living in other countries, including Argentina, Austria, Cyprus, Hungary and Switzerland. Most of the mother tongues spoken by them mirror the official language of their country (Spanish 50%, Slovene 17%, Italian 12%, Romanian 12%, German 3%), but we have also identified a variety of other mother languages, including Hungarian, Catalan, Russian, Valencian, Galician, Polish and Serbian. The widespread geographic representation of the countries and the variety of languages are clear indicators for the European dimension of the project and justify the generalization of the results at European level.





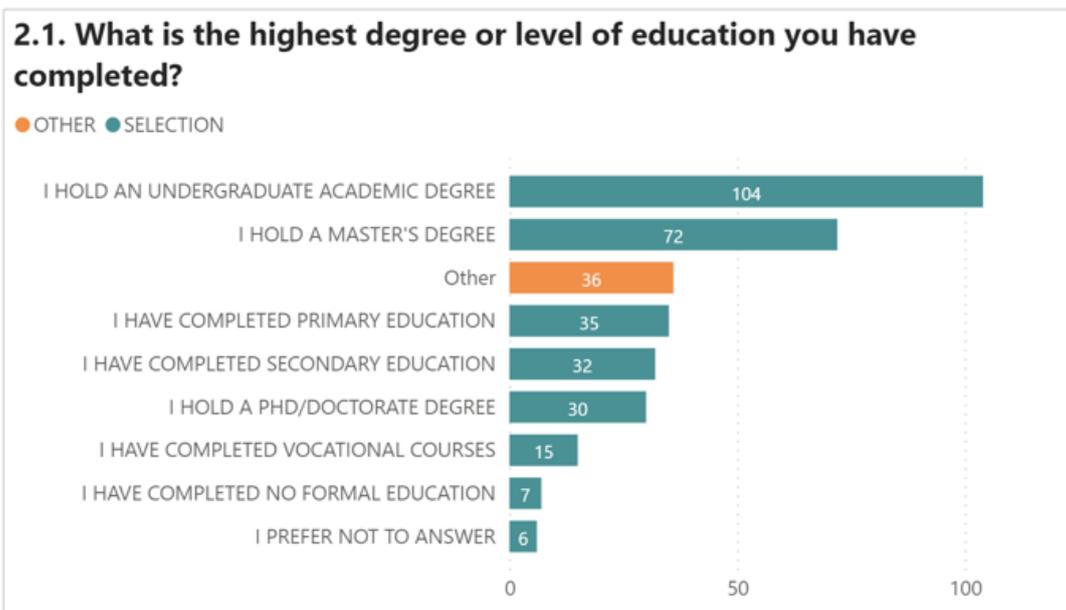
The majority of the surveyees are relatively young (31% between 41 and 50; 29% between 31 and 40; 19% between 20 and 30), and 22% are older (17% between 51 and 60; 6%, 61 or older). Two thirds of the people surveyed are women (236) and one third, men (98).



In the optional text box at the end of this section, some of the surveyees reported a series of disabilities or impairments, including intellectual disabilities, stroke, aphasia, dyslexia, or working with people with disabilities, which for us are valuable indicators as to the accuracy and relevance of answers received in the survey.

3.2. GENERAL EDUCATION AND TRAINING

Concerning their general education and training, most of the surveyees (104 people) reported holding an undergraduate academic degree, of which 72 hold a master's degree and 30, a doctoral degree.



The surveyees reported a variety of ways in which they continue to improve their skills, namely they participate in conferences and workshops (221 answers received), they participate in in-house training programs at companies (193 answers), they read literature relevant for their lines of work (190 answers), they communicate with other experts (164 answers), or they do research (90 answers).

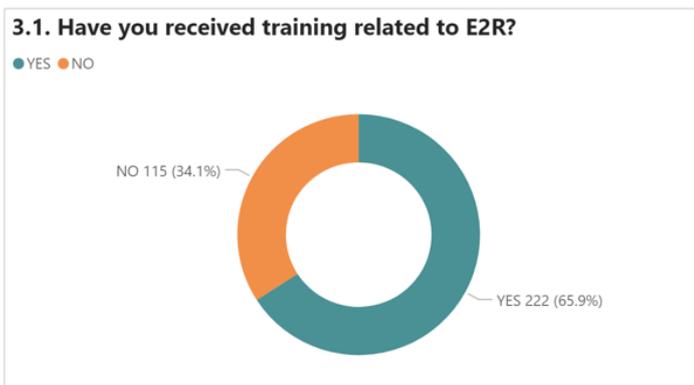
2.2. In what ways do you continue to improve your skills?

Answer	Answer (other)	Nr. of answers	% answers
I PARTICIPATE IN CONFERENCES, WORKSHOPS ETC	I PARTICIPATE IN CONFERENCES, WORKSHOPS ETC	221	20.1 %
I PARTICIPATE IN IN-HOUSE TRAINING (CONDUCTED AT A COMPANY/INSTITUTION ETC)	I PARTICIPATE IN IN-HOUSE TRAINING (CONDUCTED AT A COMPANY/INSTITUTION ETC)	193	17.5 %
I READ EXISTING LITERATURE RELEVANT FOR MY LINE OF WORK	I READ EXISTING LITERATURE RELEVANT FOR MY LINE OF WORK	190	17.3 %
I COMMUNICATE WITH USERS	I COMMUNICATE WITH USERS	184	16.7 %
I COMMUNICATE WITH OTHER EXPERTS	I COMMUNICATE WITH OTHER EXPERTS	164	14.9 %
I DO RESEARCH	I DO RESEARCH	90	8.2 %

3.3. EDUCATION AND TRAINING IN E2R

Regarding the surveyees' level of knowledge and skills related to easy-to-read (E2R) content, 65.9% of the 337 people who answered reported having received some training related to E2R.

The surveyees reported different types of training they received, including



workshops (134 answers), vocational courses (121 answers), in-house training (101 answers), or internships (49 answers).

3.2. What type of training have you received?

Answer	Answer (other)	Nr. of answers	% answers
I HAVE ATTENDED WORKSHOPS	I HAVE ATTENDED WORKSHOPS	134	26.6 %
I HAVE ATTENDED A VOCATIONAL COURSE	I HAVE ATTENDED A VOCATIONAL COURSE	121	24.1 %
I HAVE RECEIVED IN-HOUSE TRAINING (AT MY COMPANY/INSTITUTION ETC)	I HAVE RECEIVED IN-HOUSE TRAINING (AT MY COMPANY/INSTITUTION ETC)	101	20.1 %
I AM A SELF-TAUGHT EXPERT	I AM A SELF-TAUGHT EXPERT	49	9.7 %
I HAVE DONE AN INTERNSHIP AND HAVE WORKED AT A FIRM/ASSOCIATION FOR A SHORT PERIOD	I HAVE DONE AN INTERNSHIP AND HAVE WORKED AT A FIRM/ASSOCIATION FOR A SHORT PERIOD	41	8.2 %

Most of the surveyees declared that they are familiar with printed content (205 out of 456 answers received, representing 45% of the samples); 138 stated that they are familiar with digital content (138 answers), and with other formats as well: audiovisual content, including interpreting (58 answers), and audio content (48 answers).

3.3. What type of E2R content are you familiar with?

Answer	Answer (other)	Nr. of answers	% answers
PRINTED CONTENT	PRINTED CONTENT	205	45.0 %
DIGITAL CONTENT	DIGITAL CONTENT	138	30.3 %
AUDIOVISUAL CONTENT (INCLUDING INTERPRETING)	AUDIOVISUAL CONTENT (INCLUDING INTERPRETING)	58	12.7 %
AUDIO CONTENT	AUDIO CONTENT	48	10.5 %
Other	BEFORE HAVING A STROKE	2	0.4 %
	I DIDN'T HAVE AN IPAD AND I DIDN'T USE SIRI	2	0.4 %
	I MADE E2R SUBTITLES IN VIDEOS	1	0.2 %
	TACTILE BOOKS	1	0.2 %
	VOICETHREAD	1	0.2 %
Total		456	100.0 %

The answers to question 3.4. (In what field have you been trained?) show that surveyees had been trained in both general (57.7%), and specific fields (32.4%).

Question 3.5 in the survey reveals that surveyees are familiar with several E2R activities. The 571 answers we processed show that these activities include validating E2R texts with end users (147 answers representing 25.7% of the total number of answers received), adapting/translating texts into E2R texts (145 answers equalling 25.4%), creating/writing E2R texts (114 answers or 20%), proofreading/revising E2R texts (112 answers or 19.6%), and using dedicated software and hardware (37 answers or 6.5%).

The answers received to question 3.6. *Is there any other field / content you would have liked to be trained in?* show that 119 surveyees would not like to be trained in any other additional field. At the same time, the answers we received from other surveyees reveal an impressive variety of content and fields of interest, presented in the following two tables:

3.6. Is there any other field / content you would have liked to be trained in?

Answer	Answer (other)	Nr. of answers
NO	NO	119
Other	AUDIO CONTENT	2
	E2R TRANSLATION	2
	ACCESSIBILITY IN BUILDING AND WEBSITES	1
	ADAPTACION OF LITERARY TEXTS	1
	ADAPTING/EDITING/TRANSLATING TEXTS INTO E2R TEXTS FOR PEOPLE WITH HEARING IMPAIRMENTS WHO GENERALLY USE SIGN LANGUAGE	1
	ADEQUATE SOFTWARE USE	1
	ALL	1
	AUDIOVISUAL FIELD, EVERYTHING THAT IS NOT TEXT	1
	AUDIVISUAL SECTOR	1
	COMPUTER CONTENT	1
	CONTENTS IN COMPUTER AND VIDEO	1
	CREATION AND WRITING OF NEW E2R TEXTS, E2R TRANSLATION AND EDITION OF TEXTS, EDITION AND REVISION OF TEXTS, USE OF SPECIFIC PROGRAMMES OR DEVICES FOR E2R, I WANT TO LEARN ALL	1
	CREATION OF DIGITAL CONTENTS IN E2R, COMPREHENSIVE AND ACCESSIBLE DIGITAL DESIGN	1
	CREATION OF E2R TEXTS, EDITION AND REVISION OF E2R TEXTS	1
	CREATION OF TEXTS AND USE OF APPLICATIONS	1
	DEEPEN IN DIFFERENT FIELDS	1
	DEEPEN MORE IN E2R AND BECOME PROFESSIONAL	1
	DESIGN AND LAYOUT	1
	DIGITAL ACCESSIBILITY	1
	DIGITAL, AUDIO	1
	E2R ABROAD (GOOD PRACTICE EXAMPLES)	1
	E2R APPLIED TO AUDIVISUAL MEDIA	1
	E2R DEVICES	1
	E2R GUIDES IN APPS	1
	E2R IN DIGITAL AND AUDIOVISUAL ENVIRONMENTS	1
	E2R IN DIGITAL TOOLS, VALIDATION AS AN INDEPENDENT SERVICE FROM E2R TRANSLATION	1
	E2R READING CLUBS FACILITATION	1
	E2R TEXT EDITION	1
	E2R TRANSLATION AND EDITION	1
	E2R TRANSLATION DIGITALLY	1
	E2R TRANSLATION, EDITION AND REVISION. I SHOULD LEARN MORE ABOUT COMPUTING	1
	E2R TRANSLATOR	1
	EDITION AND REVISION	1
	EDITION AND REVISION OF E2R TEXTS	1
	EDITION AND REVISION, AT LEAST, ABOUT COMPUTING. I FEEL UNABLE TO LEARN SO MUCH	1
	EDITION AND REVISION OF E2R TEXTS	1
	EVALUATION OF BUILDINGS WITH COGNITIVE ADAPTATIONS	1
	GENERAL DOCUMENTS (FOR DAILY LIFE, CONTRACTS, WEBSITES)	1
	GRAMMAR AND HOW TO BUILD CORRECT SENTENCES	1
	HELP IN E2R TRANSLATIONS	1
	HOW TO DISTRIBUTE/DISSEMINATE THE E2R MATERIAL AS WIDE AS POSSIBLE, TO THE END-USERS	1
	I AM INTERESTED IN ALL FIELDS WHERE IT IS APPLICABLE	1
	I AM INTERESTED IN THE FIELD OF THE TRAIN2VALIDATE PROJECT	1
	I DON'T KNOW	1
	I HAVEN'T THOUGHT IT, BUT WHATEVER IS PROPOSED	1
	I WOULD LIKE TO BE TRAINED ABOUT HOW TO CREATE AND TRANSLATE E2R TEXTS	1
	I WOULD LIKE TO BE TRAINED IN ALL FIELDS	1
	I WOULD LIKE TO BE TRAINED IN PSYCHOLOGY FOCUSED IN E2R TO PRODUCE GUIDES ABOUT COMPLEX TOPICS OF PSYCHOLOGY. ON OTHER HAND, I WOULD LIKE TO UPDATE MY KNOWLEDGE IN COGNITIVE ACCESSIBILITY ASSESSMENT IN BUILDINGS	1

3.6. Is there any other field / content you would have liked to be trained in?

Answer	Answer (other)	Nr. of answers
NO	NO	119
Other	YES	3
	I WOULD LIKE TO KEEP ON LEARNING. THE COURSES I ATTENDED WERE VERY GENERAL. FOR INSTANCE, E2R FOR WEBSITES, I DON'T HAVE MUCH INFORMATION, I WOULD LIKE TO LEARN MORE	1
	I WOULD LIKE TO KEEP ON TRAINING IN E2R LEARNING MORE RESOURCES TO ADAPT WEBSITES	1
	IF THERE IS, I DON'T KNOW	1
	I'M INTERESTED IN EVERYTHING	1
	INDICATORS FOR EFFICIENCY OF E2R	1
	IT IS ALWAYS GOOD TO LEARN NEW THINGS ABOUT E2R	1
	LAYOUT	1
	LEARNING APPLICATIONS AND DEVICES SPECIFIC FOR E2R	1
	LEGAL TEXTS, ABOUT RIGHTS WHEN BUYING A HOUSE, CAR, LOANS, CONTRACTS	1
	LEGAL TEXTS, ADMINISTRATIVE TEXTS, TEXT WITH MORE COMPREHENSION DIFFICULTIES	1
	MAKE THINGS IN A FUNNIER WAY AND EASIER TO UNDERSTAND	1
	NO, E2R TRANSLATION FOR PEOPLE WITH INTELLECTUAL DISABILITY	1
	PICTURES, DESIGN, GRAPHIC NOVEL AND COMIC	1
	PLAIN LANGUAGE	1
	PREPARING AND INVITING TO A MEETING	1
	PROBABLY AUDIOVISUAL	1
	RESEARCH ABOUT THE READING PERCEPTION OF PEOPLE WITH DISABILITIES. ANALYSE THE INFORMATION PROCESSING IN PEOPLE WITH AND WITHOUT DISABILITIES	1
	SEXUALITY	1
	SIGNALLING	1
	SOFTWARE USE	1
	SPEECH-TO-SPEED REPORTER	1
	TRAIN PEOPLE WITH INTELLECTUAL DISABILITIES IN MY CENTRE AS VALIDATORS	1
	TRAINING FOR VALIDATORS	1
	TRAINING IN ANY SPECIFIC FIELD OF E2R	1
	TRAINING IN COMPUTING	1
	USE APPLICATIONS OR DEVICES SPECIFIC FOR E2R	1
	USE APPLICATIONS OR DEVICES SPECIFIC FOR E2R, AUDIO VALIDATION, CONTENTS IN VIDEO AND AUDIO	1
	USE APPLICATIONS OR DEVICES SPECIFIC FOR E2R, CONTENTS IN AUDIO AND VIDEO, HISTORY AND PLACES WHERE E2R IS USED	1
	USE OF APPLICATIONS AND DEVICES SPECIFIC FOR E2R	1
	USE OF DEVICES TO WRITE AND TRANSLATE E2R TEXTS	1
	USER EXPERIENCE	1
	VALIDATE A NEWSPAPER	1
	VALIDATING	1
	VALIDATING WITH END-USERS	1
	VALIDATION AND CREATION OF TEXTS	1
	VALIDATION AND EDITORIAL	1
	VALIDATION, ADVANCED COURSE	1
	VIDEO DESCRIPTION IN PLAIN LANGUAGE	1
	VIDEOS IN E2R	1
	WEBS AND VIDEOS	1
	WHATEVER IT IMPROVE MY COMPETENCES PROMOTING COGNITIVE ACCESSIBILITY	1
	WHATEVER, I WOULD LIKE TO LEARN MORE	1
	WORKING ON A COMPUTER	1
	WRITING SMS IN E2R	1
	YES (ADATTAMENTO DI CONTENUTI DIGITALI IN EASY TO READ)	1
	YES (AUDIOVISIVO, AUDIODESCRIZIONE PER CIECHI O IPOVEDENTI)	1
	YES (L'ADEGUAMENTO A PIÙ LIVELLI DI COMPRENSIBILITÀ)	1
	YES (VALIDAZIONE DI TESTI E2R CON UTENTI FINALI)	1
	YES, TO LEARN MORE, I LIKE IT VERY MUCH	1
	YES, WRITING IN E2R	1

The answers to question 3.7 *Which of the following training activities have been more useful to you?* show a preference for a variety of hands-on activities, including practical adaptation / translation exercises, practical proofreading / revision exercises, validation / revision quality control, practical

creation / writing exercises, analysis of existing E2R content, working with experts, error analysis, or discussing and comparing E2R guidelines, presented in the following table:

3.7. Which of the following training activities have been more useful for you?

Answer	Answer (other)	Nr. of answers	% answers (other)
PRACTICAL ADAPTATION/TRANSLATION EXERCISES	PRACTICAL ADAPTATION/TRANSLATION EXERCISES	150	13.2 %
PRACTICAL PROOFREADING/REVISION EXERCISES	PRACTICAL PROOFREADING/REVISION EXERCISES	142	12.5 %
VALIDATION/REVISION/QUALITY CONTROL	VALIDATION/REVISION/QUALITY CONTROL	136	12.0 %
PRACTICAL CREATION/Writing EXERCISES	PRACTICAL CREATION/Writing EXERCISES	133	11.7 %
ANALYZING EXISTING E2R CONTENT	ANALYZING EXISTING E2R CONTENT	125	11.0 %
INTERNSHIP AND WORKING WITH EXPERTS	INTERNSHIP AND WORKING WITH EXPERTS	124	10.9 %
CLASS DISCUSSION BASED ON ERRORS	CLASS DISCUSSION BASED ON ERRORS	112	9.8 %
DISCUSSING AND COMPARING E2R GUIDELINES	DISCUSSING AND COMPARING E2R GUIDELINES	105	9.2 %
LECTURES	LECTURES	105	9.2 %

The majority of the persons who answered question 3.8 of the survey (96 of 117 persons) stated that they had not received or used any handbooks for training. 21 persons stated that they used guidelines or leaflets such as *Information for All* by Inclusion Europe (translated into Spanish by Plena Inclusion, Madrid):

3.8. Have you received/used any handbooks for training?

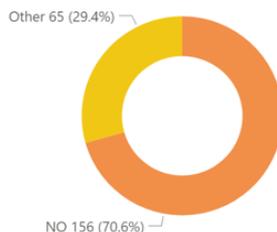
Answer	Nr. of
NO	96
YES	21
INFORMATION FOR ALL BY INCLUSION EUROPE	16
"EASY READ: WRITING AND ASSESSMENT METHODS", BY ÓSCAR GARCÍA MUÑOZ, MAINLY	1
"EASY READ: WRITING AND ASSESSMENT METHODS", BY PLENA INCLUSIÓN	1
"EASY READ: WRITING AND ASSESSMENT METHODS", INFORMATION FOR ALL BY INCLUSION EUROPE	1
"EASY READ: WRITING AND ASSESSMENT METHODS", SPANISH STANDARD UNE, INFORMATION FOR ALL BY INCLUSION EUROPE	1
ARASAAC	1
BOOKS AND LEAFLETS	1
BOOKS: GUIDEBOOK LEICHTE SPRACHE (BREDEL/MAAB) AND ARBEITSBÜCHER BY BREDEL/MAAB	1
COGNITIVE ACCESSIBILITY AND E2R GUIDE BY PLENA INCLUSIÓN COMUNIDAD VALENCIANA	1
CONTENTS PROVIDED BY TRAINERS	1
DUDEN LEICHTE SPRACHE	1
DUDEN LEICHTE SPRACHE	1
E2R GUIDE, FACILITATORS GUIDE, VALIDATORS GUIDE	1
E2R GUIDELINES	1
E2R GUIDELINES, ARTICLES AND BOOKS ABOUT THE TOPIC	1
E2R GUIDES BY PLENA INCLUSIÓN	1
E2R HANDBOOK BY PLENA INCLUSIÓN	1
E2R MATERIALS WHEN DOING THE COURSES	1
EASY READ: WRITING AND ASSESSMENT METHODS	1
EASY READ: WRITING AND ASSESSMENT METHODS, HOW TO TRAIN TRAINERS HANDBOOK	1
EASY READ: WRITING AND ASSESSMENT METHODS, COMMUNICATION FOR ALL, PLENA INCLUSIÓN PUBLICATIONS	1
EASY READ: WRITING AND ASSESSMENT METHODS, EUROPEAN PUBLICATIONS, SPANISH STANDARD UNE, PLENA INCLUSIÓN GUIDES	1
EASY READ: WRITING AND ASSESSMENT METHODS, GUIDELINES BY ASSOCIACIÓ LECTURA FÁCIL, EASY READ GUIDE BY DISCAPNET	1
EASY READ: WRITING AND ASSESSMENT METHODS, INFORMATION FOR ALL, GUIDE FOR VALIDATING E2R TEXTS	1
EUROPEAN GUIDELINES	1
FROM FADEMGA, AMEND A BOOK IN GALICIAN IN A COURSE	1
GUIDELINES ON COGNITIVE ACCESSIBILITY (PLENA INCLUSIÓN MADRID), INFORMATION FOR ALL BY INCLUSION EUROPE, HANDBOOK ON BUILDING AND PUBLIC SPACES SIGNALLING BY PLENA INCLUSIÓN EXTREMADURA AND OACEX	1
HANDBOOKS PUBLISHED BY PLENA INCLUSIÓN AND GUIDES FROM PLENA INCLUSIÓN OFFICES IN THE REGIONS	1
I DON'T REMEMBER	1
I RECEIVED A HANDBOOK ABOUT E2R IN THE COURSE BY ALTAVOZ COOPERATIVE, IN MY ORGANISATION WE BOUGHT THE SPANISH STANDARD	1
IF I DID IT IN E2R IT IS THE EASIEST WAY TO DO	1
IFLA GUIDELINES	1
IFLA GUIDELINES, INFORMATION FOR ALL BY INCLUSION EUROPE	1
IN A SCHOOL CALLED ALBANTA IN VALENCIA	1
INFORMATION FOR ALL - MANUAL	1
INFORMATION FOR ALL BY INCLUSION EUROPE, DOCUMENTS BY PLENA INCLUSIÓN ARAGÓN	1
INFORMATION FOR ALL BY INCLUSION EUROPE, SPANISH STANDARD UNE	1
INFORMATION FOR ALL, LAHKO BRANJE FOR ALL - HANDBOOK	1
INTERNATIONAL E2R GUIDELINES, SCIENTIFIC PUBLICATIONS	1
LAHKO BRANJE 1 AND 2 AND LATER 3	1
LAHKO JE BRATI	1
LEAFLETS	1
MATERIALS FROM PLENA INCLUSIÓN ESPAÑA AND PLENA INCLUSIÓN EXTREMADURA	1
Total	176

3.8. Have you received/used any handbooks for training?

Answer	Nr. of
YES (I DON'T REMEMBER)	2
NOTES	1
ONE FROM PLENA INCLUSIÓN	1
ÓSCAR GARCÍA HANDBOOK, HANDBOOKS BY INCLUSION EUROPE AND PLENA INCLUSIÓN	1
ÓSCAR GARCÍA, ALTAVOZ AND PLENA INCLUSIÓN MATERIALS	1
OWN MATERIALS BASED ON SPANISH STANDARD UNE AND ÓSCAR GARCÍA HANDBOOK	1
PLENA INCLUSIÓN BOOKS	1
PLENA INCLUSIÓN EXTREMADURA	1
PLENA INCLUSIÓN HANDBOOKS	1
POWER POINT PRESENTATIONS	1
POWER POINT PRESENTATIONS	1
PRACTICAL GUIDE FOR ORIENTATIONS FOR INCLUSIVE EDUCATION, GUIDE TO VALIDATE, EASY READ: WRITING AND ASSESSMENT METHODS	1
PUBLICATIONS ABOUT E2R BY PLENA INCLUSIÓN, "EASY READ: WRITING AND ASSESSMENT METHODS" BY ÓSCAR GARCÍA, PLENA INCLUSIÓN HANDBOOKS, IFLA GUIDELINES, SPANISH STANDARD UNE	1
RECEIVED AND USED	1
SEVERAL	1
SEVERAL DOCUMENTS BY PLENA INCLUSIÓN	1
SPANISH CONSTITUTION IN E2R	1
SPANISH E2R STANDARD UNE 153101:2018 EX	1
SPANISH STANDARD UNE 153101:2018 EX AND OTHER R2R DOCUMENTS	1
SPANISH STANDARD UNE 153102 UNE EX FOR VALIDATORS AND COGNITIVE ACCESSIBILITY GUIDE	1
SPANISH STANDARD UNE153101EX, INFORMATION FOR ALL BY INCLUSION EUROPE	1
SPECIFIC HANDBOOKS ON E2R, ACCESSIBLE ENVIRONMENTS AND EDUCATIONAL CENTRES	1
STUDY MATERIALS	1
THE GUIDELINES OF LEICHTE SPRACHE; NETZWERK LEICHTE SPRACHE GUIDEBOOK	1
THE GUIDELINES OF NETZWERK LEICHTE SPRACHE	1
THE ONE BY PLENA INCLUSIÓN ESPAÑA	1
THE ONES FROM THE COURSES I DID	1
THE ONES PUBLISHED BY PLENA INCLUSIÓN	1
THE ONES THAT MY FEDERATION PROVIDES	1
TRAINING COURSES BY PLENA INCLUSIÓN	1
VALIDATORS' BASIC COURSE	1
VALIDATORS' BASIC COURSE HANDBOOK	1
WE ACCESSIBILITY	1
WE WROTE HANDBOOKS IN PROJECT LAHKO JE BRATI	1
YES (INFORMATION FOR ALL - EUROPEAN STANDARDS FOR MAKING INFORMATION EASY TO READ AND UNDERSTAND (INCLUSION EUROPE)	1
YES, "WRITING AND ASSESSMENT METHODS" AND SPECIFIC MATERIALS FROM DIFFERENT COURSES	1
YES, A CATALOG OF CRITERIA	1
YES, DIFFERENT MANUALS	1
YES, FROM PLENA INCLUSIÓN COMUNIDAD VALENCIANA	1
YES, I DID A TRAINING COURSE ON E2R	1
YES, IN PROJECT LAHKO JE BRATI	1
YES, LAHKO JE BRATI	1
YES, MAINLY 2 HANDBOOKS: INCLUSION EUROPE AND ÓSCAR GARCÍA MUÑOZ	1
YES, SEVERAL	1
YES, THE ONES BY PLENA INCLUSIÓN	1
Total	46

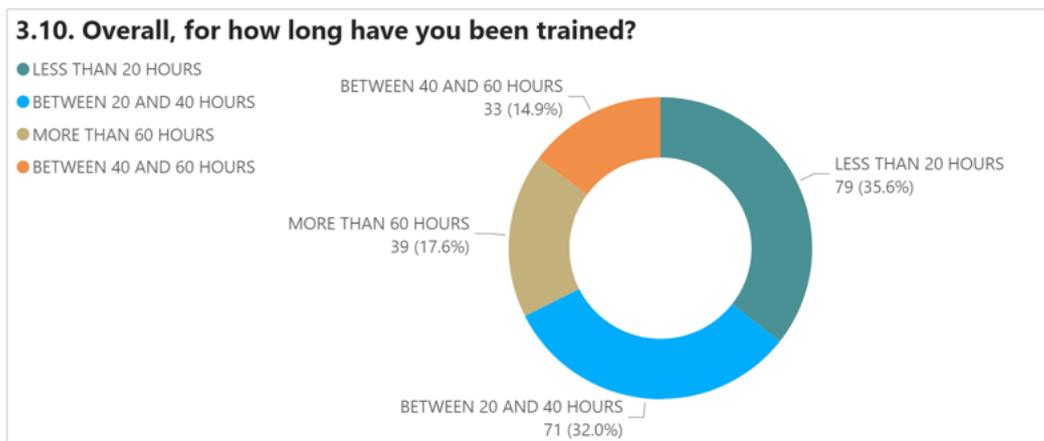
3.9. Is there anything you feel that you have missed during training?

● NO ● Other



156 surveyees stated that they did not think they had missed something during training (question 3.9).

79 surveyees reported being trained for less than 20 hours (35.6% of the answers), 71 between 20 and 40 hours (32%), 33 between 40 and 60 hours (14.9%) and 39 for more than 60 hours (17.6%).



The optional answers to question 3.11 *Is there anything else you would like to add?* revealed that surveyees would like to learn more about E2R and do more training, mainly because they forgot what they had learned, because they feel fulfilled doing E2R, or because everything they had learned was self-learning.

3.11. If there is anything else you would like to add, please use the box below (optional).

Answer	Nr. of Answers
47 YEARS + STROKE + 11 YEARS = 58 YEARS	2
ALL MY TRAINING IS SELFTRAINING	1
DEPENDING THE EVALUATION REQUESTED, THEY SHOULD GIVE US TIME	1
I AM HAPPY TO DO E2R JOBS	1
I DON'T REMEMBER HOW LONG THE COURSE TAKES	1
I FIND IT DIFFICULT TO DEFINE TRAINING HOURS AS I AM CONSTANTLY LEARNING ABOUT THIS TECHNIQUE WHILE WORKING ON AN ONGOING BASIS	1
I WORK IN THE FIELD OF COMMUNICATION IN HEALTHCARE. THERE IS A CATASTROPHIC LACK OF KNOWLEDGE OF SUPPORT FOR PEOPLE WITH DISABILITIES OF ALL KINDS - THERE IS ALSO A CATASTROPHICALLY SMALL AMOUNT OF MATERIAL FOR USERS OF HEALTH SERVICES IN E2R.	1
I WOULD BE ESPECIALLY INTERESTED IN ADAPTING / EDITING / TRANSLATING TEXTS INTO E2R TEXTS FOR THE DEAF - ESPECIALLY THOSE WHO COMMUNICATE MAINLY IN SLOVENE SIGN LANGUAGE. IT IS A SPECIFICITY THAT I STILL KNOW TOO LITTLE ABOUT	1
I WOULD LIKE TO KEEP ON LEARNING BUT I DON'T KNOW WHERE	1
I WOULD LIKE TO KEEP ON WITH E2R, I FULFIL MYSELF AS A PERSON WITH E2R	1
IT WAS SOME YEARS AGO AND I HAVE FORGOT MANY THINGS	1
MORE THAN 60 HOURS INCLUDING PRACTICAL WORK (IF IT COUNTS?)	1
MOST OF THE TRAINING WAS SELFTRAINING	1
NO	1
THE MOST PART OF MY TRAINING WAS CARRIED OUT AS A SELFTRAINING, WITH MANY CONTACT WITH EXPERTS	1
THERE ARE THINGS THAT I HAVE FORGOT	1
TRAINING WAS DONE IN INDIVIDUAL STAGES	1
WE HAD OUR GROUP ONCE A WEEK FOR 2 HOURS, I ATTENDED FOR A FEW YEARS	1
WE WORK ALONG EXPERTS AND WE TEACH THE NEXT GENERATION OF EDUCATORS FOR PEOPLE WITH SPECIAL NEEDS	1
WHO VALIDATE US WHEN WE DO AN E2R DOCUMENT? WE SHOULD HAVE AN INSTITUTION OR GROUP TO SEND OUR E2R DOCUMENTS TO VALIDATE, AS A TRAINING	1
Total	20

3.4. CURRENT ACTIVITY

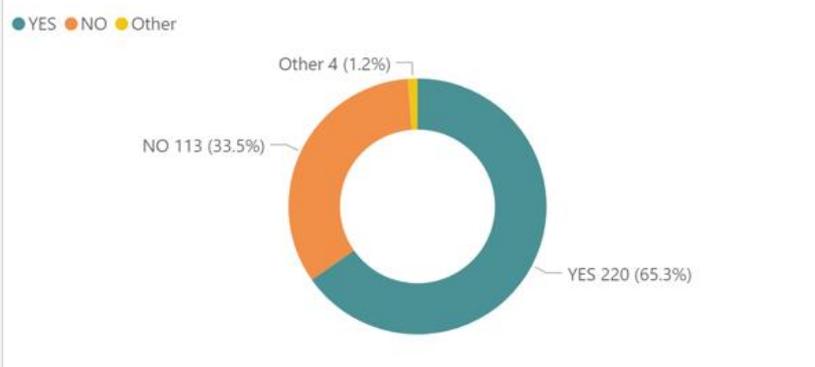
The questions regarding the current activity of the surveyees revealed that most of them (162) work in a non-profit organization. The second and third largest category consisted of people working in public institutions (66) and in universities (34).

4.1. Where do you currently work?

Answer	Answer (other)	Nr. of answers	% answers
IN A NOT-FOR-PROFIT ORGANIZATION	IN A NOT-FOR-PROFIT ORGANIZATION	162	43.3 %
Other	IN A CENTRE TO BE PREPARED FOR INDEPENDENT LIVING AND WORK	22	5.9 %
	UNEMPLOYED	13	3.5 %
	SHELTERED WORKSHOPS	8	2.1 %
	SELF EMPLOYED	5	1.3 %
	I AM A STUDENT	3	0.8 %
	NON-PROFIT ORGANIZATION OF SOCIAL VALUE	3	0.8 %
	PRIVATE PRACTICE	2	0.5 %
	STUDENT	2	0.5 %
	AT HOME	1	0.3 %
	AT HOME WITH MY COMPUTER	1	0.3 %
	CENTER FOR CHILDREN WITH SPECIAL NEEDS	1	0.3 %
	CSEI PRIMAVARA RESITA	1	0.3 %
	DISABILITY COMPANY	1	0.3 %
	I AM A HOUSEWIFE	1	0.3 %
	I AM AT HOME AWAITING THE INVITATION FOR VALIDATING TEXTS	1	0.3 %
	I KEEP ON STUDYING	1	0.3 %
	I LIVE IN AN INSTITUTION	1	0.3 %
	I READ E2R BOOKS	1	0.3 %
	I STUDY A PART-TIME MASTER BERUFKOLLEG IN HILDESHEIM	1	0.3 %
	I WORK TO PRODUCE E2R TEXTS VALIDATED UNDER AGREEMENT BY PLENA INCLUSION VILLAFRANCA	1	0.3 %
	IN A KIOSK (SALES)	1	0.3 %
	IN A LAUNDRY	1	0.3 %
	IN COMPUTERS	1	0.3 %
	IN SHELTERED WORKSHOP KOVAČ	1	0.3 %
	INNOVATIVE START-UP	1	0.3 %
	MIDDLE SCHOOL	1	0.3 %
	PREPARING PUBLIC EXAMINATIONS	1	0.3 %
	SEASONAL SUMMER WORK	1	0.3 %
	SHELTERED WORKSHOPS CRNA KOVAČ (NOT E2R RELATED)	1	0.3 %
	SPEECH THERAPIST IN A SPECIAL EDUCATION SCHOOL	1	0.3 %
	STUDENT IN A SPECIAL EDUCATION CENTRE	1	0.3 %
IN A PUBLIC INSTITUTION	IN A PUBLIC INSTITUTION	66	17.6 %
AT UNIVERSITY OR IN A RESEARCH INSTITUTION	AT UNIVERSITY OR IN A RESEARCH INSTITUTION	34	9.1 %
I AM A FREELANCER	I AM A FREELANCER	21	5.6 %
IN A BROADCASTING COMPANY	IN A BROADCASTING COMPANY	8	2.1 %
AT A PUBLISHING HOUSE	AT A PUBLISHING HOUSE	2	0.5 %
Total		374	100.0 %

Similarly, the majority of the surveyees (65%) stated that they collaborate with or are a member of an association (Question 4.2.). As for the the type of association they work for / collaborate with, the majority of the answers (193 out of 301) revealed that these are associations supporting people with intellectual disabilities. (Question 4.3.)

4.2. Do you collaborate with or are you a member of an association?



Regarding the professions they worked in before becoming an expert in E2R, 34 surveyees reported that they did not work in another profession. On the other hand, the majority of the 294 answers received (57.1%, totalling 168 answers) displayed various occupations, including those associated with writers, journalists, teachers, instructors, counsellors, researchers, etc. (The full table associated with Question 4.4. is presented in what follows.)

4.4. If you worked in another profession before you became an expert in E2R content, please tell us which one?

Answer	Nr. of answers	% answers
Other	168	57.1 %
I DID NOT WORK IN ANOTHER PROFESSION	100	34.0 %
I WAS A TEACHER	13	4.4 %
I WAS A SOCIAL WORKER	9	3.1 %
I WAS A RESEARCHER	3	1.0 %
I WAS A JOURNALIST OR WRITER	1	0.3 %
Total	294	100.0 %

4.4. If you worked in another profession before you became an expert in E2R content, please tell us which one?

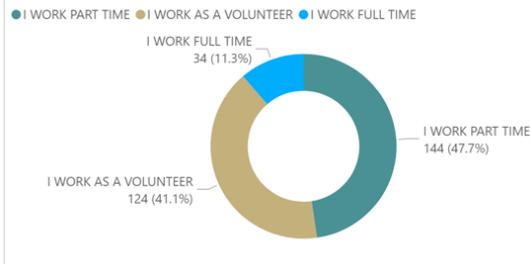
Answer	Answer (other)	Nr. of answers
Other	WRITER, JOURNALIST	12
	TEACHER	9
	ADMINISTRATIVE ASSISTANT	5
	IN A CENTER FOR INDEPENDENT LIVING AND EMPLOYMENT FOR PEOPLE WITH INTELLECTUAL DISABILITIES	3
	OCCUPATIONAL THERAPIST	3
	PAPER WORKSHOP TEACHER	3
	RESEARCHER	3
	ADMINISTRATIVE	2
	PSYCHOLOGIST	2
	SHOP ASSISTANT	2
	SOCIAL WORKER	2
	ARCHITECT	1
	CARETAKER	1
	CLEANING, PAPER WORKSHOP TEACHER	1
	COMMUNICATION DEPARTMENT, ONLY PART OF MY WORK IS DEDICATED TO THE CREATION AND TRANSLATION OF E2R TEXTS	1
	COORDINATOR IN A CENTER FOR INDEPENDENT LIVING AND EMPLOYMENT FOR PEOPLE WITH INTELLECTUAL DISABILITIES	1
	COUNSELLOR IN A SCHOOL	1
	EMPLOYMENT COUNSELLOR	1
	EMPLOYMENT INSTRUCTOR	1
	HORSE CARE, GARDENER, HANDLER	1
	I AM COMPUTER ENGINEER AND DEVELOP PROGRAMMES. APART FROM THAT I DEDICATE FOR E2R, BECAUSE I LOVE IT	1
	I DID SOMETHING ELSE	1
	I HAVE NEVER WORKED IN E2R	1
	I WAS A TEACHER, I WAS A RESEARCHER, TRANSLATOR OR AUDIOVISUAL TRANSLATOR (SUBTITLES, ADAPTATION, AND SO ON)	1
	I WORK IN A BOOKBINDING WORKSHOP AND IN A GARDENER WORKSHOP	1
	I WORK IN A CENTER FOR INDEPENDENT LIVING AND EMPLOYMENT FOR PEOPLE WITH INTELLECTUAL DISABILITIES	1
	I WORKED IN A CAFETERIA SCHOOL, NOW TEACHER IN A CENTRE FOR INDEPENDENT LIVING AND EMPLOYMENT FOR PEOPLE WITH INTELLECTUAL DISABILITIES	1
	I WORKED IN A WORKSHOP IN A CENTRE FOR INDEPENDENT LIVING AND EMPLOYMENT FOR PEOPLE WITH INTELLECTUAL DISABILITIES	1
	MAGAZINES STOCK REPLENISHER	1
	MECHANIC AND CAR BODYWORKER	1
	MY JOB WITH E2R IS RECENT	1
	NO	1
	OCCUPATIONAL THERAPIST TOGETHER WITH COGNITIVE ACCESSIBILITY	1
	PEDAGOGUE	1
	PRINTING	1
	PROFESSIONAL IN THE LEISURE ACTIVITIES AREA IN AN ASSOCIATION	1
	PSYCHOPEDAGOGUE FOCUSED IN E2R	1
	RESEARCH PROJECT TO REMOVE COGNITIVE BARRIERS FOR THE CITY HALL	1
	SHOP ASSISTANT ADMINISTRATIVE ASSISTANT	1
	SIGN LANGUAGE INTERPRETER	1
	SOCIAL INTEGRATOR	1
	SOCIAL WORKER, TRAINER AND CULTURAL MANAGER	1
	SPEECH THERAPIST	1
	STREET CLEANER	1
	STREET CLEANER, FRUIT HARVESTER	1
	STUDENT	1
	TEACHER FOR HEARING AND LANGUAGE	1
	THERAPIST IN AN ASSOCIATION OF PEOPLE WITH AUTISM	1
	TRANSLATOR, AUDIOVISUAL TRANSLATOR	1
	TRANSLATOR, ENGLISH TEACHER, RESEARCHER, ADMINISTRATIVE	1
	USER IN THE FOUNDATION	1
	VALIDATION	1
	WORKSHOP TRAINER AND TEACHER IN A SCHOOL	1

4.4. If you worked in another profession before you became an expert in E2R content, please tell us which one?

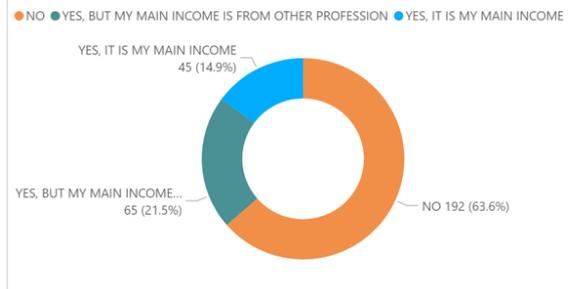
Answer	Answer (other)	Nr. of answers
Other	I DID SOMETHING ELSE	22
	I WAS A TRANSLATOR OR AUDIOVISUAL TRANSLATOR (E.G., SUBTITLER, DUBBING TRANSLATOR ETC)	5
	I AM A TEACHER	2
	I AM NOT AN EXPERT	2
	I AM NOT AN EXPERT IN E2R	2
	NOT APPLICABLE	2
	AFTER 20 YEARS OF WORKING ON TV I GOT A JOB IN HEALTHCARE - BUT ESSENTIALLY I AM AN EXPERT IN COMMUNICATING THE VALUES OF NATURAL AND CULTURAL HERITAGE (INTERPRETATION)	1
	COOK HELPER	1
	END-USER	1
	FARMER, METALLURGICAL WORKMAN	1
	GROUP HABILITATOR IN AN INSTITUTION FOR TRAINING, WORK AND CARE	1
	HELPING TEACHER	1
	I AM A TEACHER AND MY MAIN JOB IS NOT VALIDATOR/FACILITATOR ASSISTANT	1
	I AM A USER OF CUDV ČRNA NA KOROŠKEM SERVICES, I TAKE PART IN E2R GROUPS	1
	I AM AN EDUCATOR FOR PEOPLE WITH SPECIAL NEEDS	1
	I AM CURRENTLY WORKING AT "DIMITRIE CANTEMIR" UNIVERSITY OF TARGU-MURES, FACULTY OF PSYCHOLOGY AND EDUCATIONAL SCIENCES	1
	I AM NOT AN EXPERT IN E2R BUT A SPECIAL PEDAGOGUE WITH INTEREST IN E2R	1
	I AM NOT AN EXPERT ON E2R, I TRY TO DO THIS AMIDST MY WORK WITH THE USERS	1
	I AM NOT AN EXPERT, I DO THIS BECAUSE THERE IS NOT ENOUGH ADEQUATE MATERIALS ON THE MARKET	1
	I AM STILL A TEACHER AND I USE E2R IN MY PROFESSION	1
	I AM TEACHER	1
	I AM THE PARENT OF A 21-YEAR OLD YOUNG MAN WITH READING-RELATED DISABILITIES	1
	I AM THE PARENT OF A CHILD WITH DYSLLEXIA, DYSGRAPHIA AND DYSCALCULIA	1
	I DO NOT CONSIDER MYSELF AN EXPERT, I KNOW ONLY BASICS	1
	I LIVE IN AN INSTITUTION	1
	I STILL AM A RESEARCHER AND I HELP TO STUDY PEOPLE WITH DISABILITIES	1
	I STILL WORK IN A RESEARCH INSTITUTION, WHERE I ALSO TEACH COURSE ON E2R	1
	I WAS A SOCIAL WORKER, I AM A STUDENT	1
	I WAS A TEACHER, I WAS A SOCIAL WORKER	1
	I WAS A TRANSLATION RESEARCHER	1
	I WAS AN ADMINISTRATE OFFICER IN A COLLEGE	1
	IN AN E2R GROUP	1
	KINDERGARDEN TEACHER	1
	MEMBER OF AN ASSOCIATION	1
	MY PROFESSION IS TEACHING	1
	OCCUPATIONAL THERAPIST	1
	PHYSICIAN	1
	PUBLICIST	1
	SOCIAL WORKER IN A CENTRE FOR YOUNG PEOPLE AT RISK OF SOCIAL EXCLUSION	1
	SRP	1
	THIS IS A FUNNY QUESTION	1
	TRADESWOMAN IN OFFICE COMMUNICATION	1

The answers concerning the activity as an expert in E2R content show that most of the surveyees work either part time (47.7%) or as a volunteer (41.1%), and only a small amount work full time (11.3%). Most of them (63.6%) revealed that they are not paid for their work.

4.5. How would you define your activity as an expert in E2R content?



4.6. Are you paid for your E2R work?



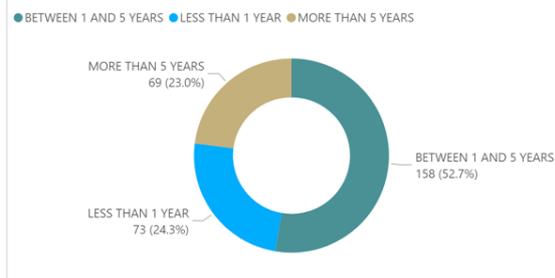
The languages in which surveyees work with E2R content mirror to a great extent the languages in which the surveys were conducted, and also some other languages including Catalan, Hungarian, Galician, Valencian, Basque or Croatian, which is also an indicator for how widespread this activity is and the need for E2R content.

4.7. In what language do you work with E2R content?

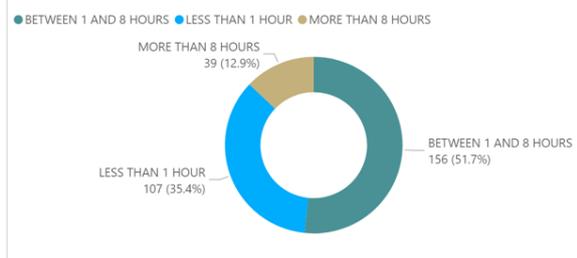
Answer	Nr. of answers	% answers
SPANISH	171	46.1 %
SLOVENE	57	15.4 %
N/A	42	11.3 %
ROMANIAN	42	11.3 %
ENGLISH	16	4.3 %
GERMAN	13	3.5 %
CATALAN	7	1.9 %
HUNGARIAN	6	1.6 %
ITALIAN	6	1.6 %
GALICIAN	5	1.3 %
VALENCIAN	3	0.8 %
BASQUE	2	0.5 %
CROATIAN	1	0.3 %
Total	371	100.0 %

More than half of the surveyees reported having worked with E2R content between 1 and 5 years (52.7% / 158 answers). Similarly, 51.7% of the surveyees, totalling 156 answers, reported that they work with E2R content between 1 and 8 hours a week.

4.8. How long have you been working with E2R content?



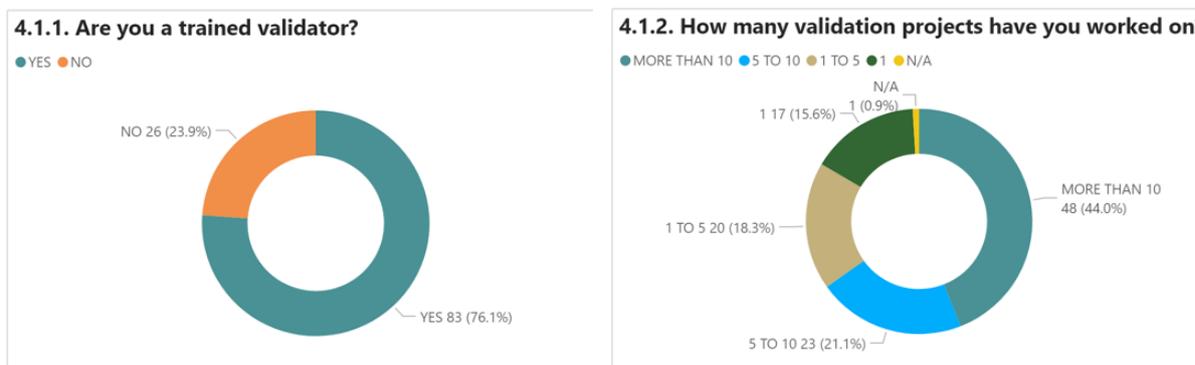
4.9. On the average, how many hours per week do you work with E2R content?



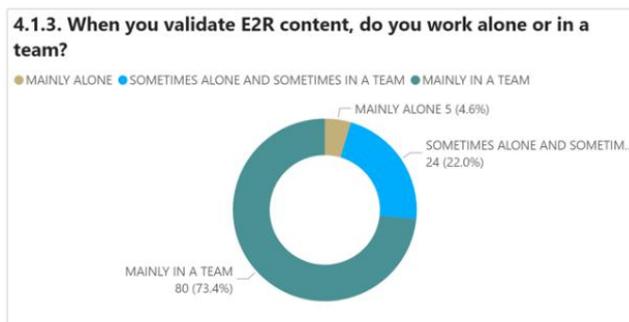
The answers received to the last optional question reveal that surveyees love doing their work, that they are willing to spend more time doing E2R activities, that they would like to be paid in full for their contribution, and that E2R should be recognised.

3.4.1. VALIDATORS

The 109 validators who answered Questions 4.1.1 and 4.1.2 in the survey stated that they are trained validators (76.1% or 83 answers) and that they had been working on more than 10 validation projects (44% or 48 answers).



The majority of the answers revealed that the validation of E2R content is done in a team (80 answers or 73.% of the 109 answers received) (Question 4.1.3.), and the teams consist of other validators, facilitators or writers (Question 4.1.4.)



4.1.4. If you work in a team; who are the other members of the validation team?

Answer	Answer (other)	Nr. of answers	% answers
OTHER VALIDATORS	OTHER VALIDATORS	92	46.0 %
FACILITATOR	FACILITATOR	72	36.0 %
WRITER	WRITER	33	16.5 %
Other	I WORK WITH A COLLEGE WHO WRITES PLAN LANGUAGE TEXTS AND THEN I CORRECT THEM	1	0.5 %
	MY WORKMATES	1	0.5 %
	PEOPLE WITH INTELLECTUAL DISABILITIES	1	0.5 %
Total		200	100.0 %

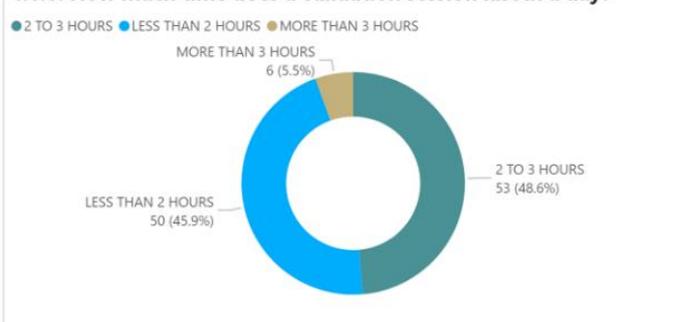
62 of the 109 validators (56.9%) stated that they work in a team and share the document with one or more validators designated by someone else (for example the facilitator), while 35 (32.1%) declared that they prefer to work in a team with other validators chosen by them.

4.1.5. How do you prefer to work with large documents (for example, novels)?

Answer	Answer (other)	Nr. of answers	% answers
I ACCEPT TO WORK IN A TEAM AND SHARE THE DOCUMENT WITH ONE OR MORE VALIDATORS, DESIGNATED BY SOMEBODY ELSE (FOR EXAMPLE, BY THE FACILITATOR, EDITOR ETC)	I ACCEPT TO WORK IN A TEAM AND SHARE THE DOCUMENT WITH ONE OR MORE VALIDATORS, DESIGNATED BY SOMEBODY ELSE (FOR EXAMPLE, BY THE FACILITATOR, EDITOR ETC)	62	56.9 %
Total	Total	62	56.9 %
I PREFER TO WORK IN A TEAM AND SHARE THE DOCUMENT WITH ONE OR MORE VALIDATORS OF MY OWN CHOOSING	I PREFER TO WORK IN A TEAM AND SHARE THE DOCUMENT WITH ONE OR MORE VALIDATORS OF MY OWN CHOOSING	35	32.1 %
Total	Total	35	32.1 %
Other	NO ANSWER SUITS ME	2	1.8 %
	WORKING WITH MY TEAM	2	1.8 %
	I DO NOT WORK WITH LONG DOCUMENTS	1	0.9 %
	I HAVE NO PREFERATIONS	1	0.9 %
	I LIKE SO MUCH VALIDATION THAT I WORK ALL KIND OF TEXTS, DOCUMENTS AND ANY OTHER THAT I RECEIVE	1	0.9 %
	I PREFER SHORT DOCUMENTS O IN SHORT PARTS TO AVOID OVERWHELMING	1	0.9 %
	THE VALIDATORS' GROUP IS USUALLY THE SAME, WE ALWAYS DO TEAMWORK	1	0.9 %
Total	Total	9	8.3 %
I PREFER NOT TO VALIDATE THE ENTIRE DOCUMENT WITH END-USERS OF E2R	I PREFER NOT TO VALIDATE THE ENTIRE DOCUMENT WITH END-USERS OF E2R	3	2.8 %
Total	Total	3	2.8 %
Total		109	100.0 %

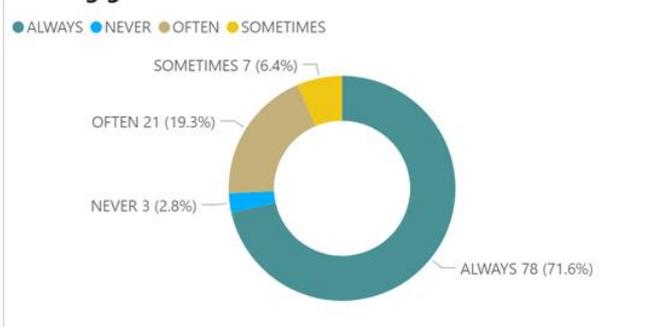
The answers concerning the length of a validation session in a day are balanced: 50 validators (45.9%) declared that the validation session usually lasts for less than 2 hours, 53 (48.6%) that they usually work between 2 and 3 hours in a session, while only a small percentage (5.5%) declared that they work for more than 3 hours.

4.1.6. How much time does a validation session last in a day?



Most of the validators use guidelines when they validate E2R content: 71.6% always do, while 19.3% often do so. Only a small percentage, 6.4%, use guidelines rarely, while 2.8% never do. Validators use national (59.3%) or European (38.2%) guidelines. Some of the reasons given by the validators who do not always use guidelines (Question 4.1.9) include the fact that they do not trust them and that they prefer to work and decide in a team instead, that they believe the guidelines are not adequate for validators, readers, or people with disabilities.

4.1.7. When you validate E2R content, do you usually use existing guidelines?



4.1.8. What guidelines do you use exactly?

Answer	Answer (other)	Nr. of answers	% answers
NATIONAL GUIDELINES	NATIONAL GUIDELINES	73	59.3 %
EUROPEAN GUIDELINES	EUROPEAN GUIDELINES	47	38.2 %
Other	NOT SURE	3	2.4 %
Total		123	100.0 %

3.4.2. FACILITATORS

Out of the 78 surveyees who answered the questions in section 4.2. of the survey (Your current activity as a facilitator), 48 (61.5%) stated that they are trained facilitators, while 30 (38.5%) stated that they are not.



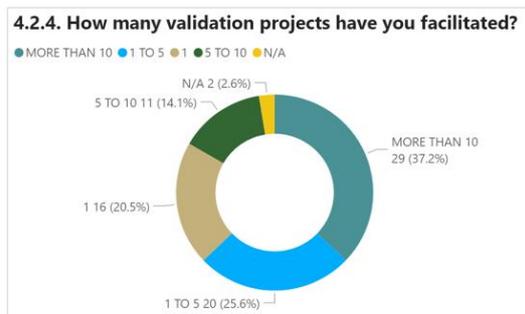
Before working as a facilitator, some of them fulfilled one or several roles related to E2R; of the 128 answers received, such roles included being a trainer (24.2%), validator (21.9%), writer (15.1%), researcher (10.2%), translator (10.2%) or editor (5.5%) (Question 4.2.2. in the survey).

The 222 answers to question 4.2.3. revealed that all the surveyees are also filling other positions while being a facilitator; these positions imply translating E2R content (25.7%), reviewing E2R content (21.2%), producing/writing E2R content (20.3%), giving workshops/lectures on E2R (15.8%), doing research (9.5%) or editing (4.1%).

4.2.3. Are there any other positions that you are currently filling while being a facilitator?

Answer	Answer (other)	Nr. of answers	% answers
I TRANSLATE E2R CONTENT	I TRANSLATE E2R CONTENT	57	25.7 %
	Total	57	25.7 %
I REVIEW E2R CONTENT	I REVIEW E2R CONTENT	47	21.2 %
	Total	47	21.2 %
I PRODUCE / WRITE E2R CONTENT	I PRODUCE / WRITE E2R CONTENT	45	20.3 %
	Total	45	20.3 %
I GIVE WORKSHOPS / LECTURES ON E2R	I GIVE WORKSHOPS / LECTURES ON E2R	35	15.8 %
	Total	35	15.8 %
I DO RESEARCH	I DO RESEARCH	21	9.5 %
	Total	21	9.5 %
I AM AN EDITOR	I AM AN EDITOR	9	4.1 %
	Total	9	4.1 %
Other	FACILITATOR	1	0.5 %
	I AM THE PARENT OF A CHILD WITH READING- AND WRITING-RELATED DISABILITIES	1	0.5 %
	I TEACH E2R AT UNIVERSITY	1	0.5 %
	I'M INCREDIBLY LUCKY TO DO ALL OF THE ABOVE	1	0.5 %
	MULTIPLICATOR IN FIELD PLAIN LANGUAGE	1	0.5 %
	NO	1	0.5 %
	PSYCHOLOGIST	1	0.5 %
	REALLY	1	0.5 %
	Total	8	3.6 %
Total		222	100.0 %

37.2% of the facilitators stated that they had facilitated more than 10 validation projects, 14.1%, 5 to 10 projects, 25.6%, 1 to 5 projects, and 20.5%, 1 project.

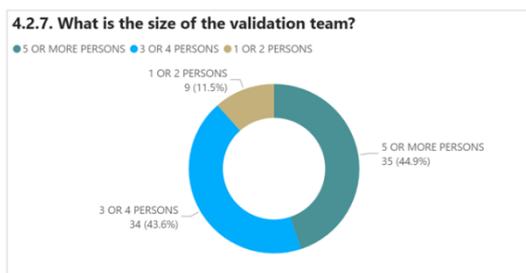


When they assess the feasibility of a validation project, 32.9% of the facilitators (28 answers of the total of 85 registered answers) claimed that they sometimes communicate with other facilitators before taking a decision, 21.2% assess the feasibility of a validation project based on their own

experience, while 20% always communicate with a validator before taking a decision. Other individual answers relate mainly to teamwork, such as consulting with colleagues, working with other professionals, or with volunteers (Question 4.2.5).

The 207 answers we received to question 4.2.6. reveal that the persons involved in the production of E2R facilitators communicate with in the facilitators process include validators (30.9%), other facilitators (23.7%), people who need and use E2R content (21.3%), writers (15%), researchers (3.9%), editors/publishers (3.4%).

In most cases, the validation team consists of several individuals, its size ranging from 5 or more persons (44.9% of the cases), to 3-4 persons (43.6%), or less, 1-2 persons (11.5%) (Question 4.2.7.).



In more than half of the cases (42 answers out of 78 received to question 4.2.8.), facilitators set up the validation team for a specific project by themselves. 11 facilitators stated that there is no pre-established validation team, while 7 stated that their employer set up the team. Other individual answers revealed that the persons in charge for setting up the team differ in many organizations, and that they may be experts, supervisors, trainers or other workmates.

4.2.8. Who sets up the validation team for a specific validation project?

Answer	Nr. of answers
I DO	42
THERE IS NO PRE-ESTABLISHED VALIDATION TEAM	11
MY EMPLOYER	7
THE GROUPS ARE CREATED BY VALIDATORS WITH DIFFERENT LEVELS OF READING COMPREHENSION THAT PREVIOUSLY RECEIVED A TRAINING. WE CHOOSE THEM DEPENDING THEIR AVAILABILITY	2
DEPENDING ON THE SIZE AND NATURE OF THE PROJECT, THE INTERESTS OF READERS, THE POSSIBILITY OF ACCESS TO READERS, THE REQUIREMENTS OR THE LEVEL OF TRANSLATION, ALWAYS IN AGREEMENT WITH COLLEAGUES AND READERS	1
EXPERT	1
FROM THE E2R DEPARTMENT	1
I DON'T KNOW ANY	1
IT HAS BEEN GIVEN FROM A FORMER GROUP	1
MY BOSS	1
MYSELF, THE PERSON WHO IS ORGANIZING THE VALIDATION GROUP	1
OTHER FACILITATOR AND I CHOOSE THE VALIDATORS AMONG THE PEOPLE WITH INTELLECTUAL DISABILITY MEMBERS OF OUR ACCESSIBILITY COMMITTEE	1
OTHER WORKMATES	1
STUDENTS AS THEY APPLY FOR THE COURSE	1
THE COGNITIVE ACCESSIBILITY TEAM	1
THE EDITOR/PUBLISHER	1
THE PEOPLE WHO WORK IN COGNITIVE ACCESSIBILITY IN THE FEDERATION	1
TRAINER	1
WE ALWAYS TAKE DECISIONS TOGETHER	1
WE HAVE SEVERAL EXAMINERS WHO HAVE ALSO RECEIVED A LITTLE TRAINING THROUGH THE NETWORK. FROM THIS GROUP THERE ARE 2-3 EXAMINERS IN EACH TESTING TASK. WE DECIDE THIS ACCORDING TO TIME AND TOPIC - IT IS IMPORTANT TO US THAT THE TOPICS ARE OKAY FOR EVERYONE AND THAT NO ONE IS TRIGGERED	1
Total	78

Once the validation is completed, facilitators usually communicate with E2R writers in writing (25.8%, representing 34 answers out of the 132 answers received to question 4.2.9. below). Other ways of communication include face-to-face (15.9%) or by phone (15.2%).

4.2.9. How do you communicate with E2R writers once the validation is completed?

Answer	Answer (other)	Nr. of answers	% answers (other)
IN WRITING: I DRAFT A VALIDATION REPORT AND SEND IT TO THEM BY EMAIL	IN WRITING: I DRAFT A VALIDATION REPORT AND SEND IT TO THEM BY EMAIL	34	25.8 %
Other	Total	34	25.8 %
	ADDITIONALLY I SEND ATTACHED A TEMPLATE THAT INDICATES THE TEXT, THE NUMBER OF WORKING SESSIONS, THE VALIDATORS, THE TEXT COMPLEXITY AND OTHER COMMENTS THAT CAN BE USEFUL FOR THE E2R TRANSLATOR	1	0.8 %
	BY PHONE: I MAKE AN APPOINTMENT AND SEND THE COMMENTS TO THE AUTHOR IN PERSON	1	0.8 %
	CURRENTLY, WE ONLY VALIDATE INTERNAL TEXTS, REPORTS AND HANDBOOKS CREATED BY PROFESSIONALS OF OUR ORGANISATION	1	0.8 %
	FACE-TO-FACE: I SET UP A MEETING AND PERSONALLY DISCUSS WITH THE WRITER THE VALIDATOR'S COMMENTS	1	0.8 %
	I ACCESS THE VALIDATIONS AND SHARE THE REPORT WITH THE COORDINATOR OF THE AREA	1	0.8 %
	I AM FACILITATOR AND E2R TRANSLATOR	1	0.8 %
	I DO IT ON MY OWN	1	0.8 %
	I INCLUDE IN THE REPORT THE PROPOSALS FOR IMPROVEMENT THAT I HAVE DECIDED WITH THE VALIDATOR TO EASE THE WORK OF THE E2R TRANSLATOR	1	0.8 %
	I WAS NEVER IN THIS SITUATION. I HAVE NEVER MANAGED ANY JOB	1	0.8 %
	I WRITE THE MATERIALS AND SEND THEM TO MY COLLEAGUE FOR VALIDATION. THEN WE DISCUSS THE CONTENT OF THE MATERIALS. I CHECK EVERY AMENDMENT THAT IS MADE	1	0.8 %
	IF POSSIBLE, THE AUTHOR SHOULD BE PRESENT IN THE VALIDATION GROUP, SO IT IS EASIER TO UNDERSTAND THE COMMENTS, OTHERWISE THE COMMENTS ARE SENT VIA E-MAIL, AT THE END WE PREPARE A REPORT	1	0.8 %
	IN MOST SITUATIONS I AM THE E2R TRANSLATOR AND FACILITATOR SIMULTANEOUSLY	1	0.8 %
	IN WRITING TO EACH INDIVIDUAL STUDENT (AUTHOR)	1	0.8 %
	IN WRITING: I DO NOT DRAFT A REPORT, I SEND ALL THE COMMENTS AND AMENDMENTS AS RECEIVED FROM THE VALIDATORS	1	0.8 %
	TEST REPORT AS WELL AS AN E-MAIL AND THE OFFER OF THE INQUIRIES	1	0.8 %
	THE DOCUMENTS I VALIDATE OR WRITE ARE FOR OWN USE. I HAVE NEVER WORKED FOR THIRD PARTIES	1	0.8 %
	THERE HAS BEEN ALWAYS OWN TEXTS	1	0.8 %
	THROUGH CO-WORKERS	1	0.8 %
	USUALLY	1	0.8 %
	WE ARE THE E2R TRANSLATOR	1	0.8 %
	WE VALIDATE ONLY THE TEXTS THAT WE CREATE FOR OUR OWN JOB	1	0.8 %
	Total	21	15.9 %
FACE-TO-FACE: I FACILITATE A MEETING BETWEEN THE VALIDATOR AND THE WRITER	FACE-TO-FACE: I FACILITATE A MEETING BETWEEN THE VALIDATOR AND THE WRITER	20	15.2 %
	Total	20	15.2 %
BY PHONE: I SET UP A MEETING AND PERSONALLY UPDATE THE WRITER	BY PHONE: I SET UP A MEETING AND PERSONALLY UPDATE THE WRITER	18	13.6 %
	Total	18	13.6 %
IN WRITING: I DO NOT DRAFT A REPORT, I SEND ALL THE COMMENTS AND AMENDMENTS AS RECEIVED FROM THE VALIDATORS	IN WRITING: I DO NOT DRAFT A REPORT, I SEND ALL THE COMMENTS AND AMENDMENTS AS RECEIVED FROM THE VALIDATORS	18	13.6 %
	Total	18	13.6 %
FACE-TO-FACE: I SET UP A MEETING AND PERSONALLY DISCUSS WITH THE WRITER THE COMMENTS OF THE VALIDATOR	FACE-TO-FACE: I SET UP A MEETING AND PERSONALLY DISCUSS WITH THE WRITER THE COMMENTS OF THE VALIDATOR	17	12.9 %
	Total	17	12.9 %
I DO NOT COMMUNICATE DIRECTLY WITH THE E2R WRITERS: I SEND THE VALIDATION REPORT TO THE PUBLISHER	I DO NOT COMMUNICATE DIRECTLY WITH THE E2R WRITERS: I SEND THE VALIDATION REPORT TO THE PUBLISHER	4	3.0 %
	Total	4	3.0 %
Total		132	100.0 %

In most of the cases, facilitators receive feedback from E2R writers based on the validation comments (37 out of 78 answers received to Question 4.2.10.). 19 facilitators declared that they do not receive any form of feedback, while 11 stated that E2R writers review the comments and amendments and do not send them an updated version for validation. Other individual responses claimed that there are no fixed procedures as far as feedback is concerned.

4.2.10. Do you receive any feedback from E2R writers based on the validation comments?

Answer	Nr. of answers
THEY REVIEW THE COMMENTS AND AMENDMENTS AND SEND ME AN UPDATED VERSION FOR VALIDATION	37
I DO NOT RECEIVE ANY FEEDBACK FROM WRITERS	19
THEY REVIEW THE COMMENTS AND AMENDMENTS AND DO NOT SEND ME AN UPDATED VERSION FOR VALIDATION	11
ALWAYS, SUCH IS THE NATURE OF THE WORK, FOR THE TIME BEING THE AUTHORS TAKE MOST OF THE COMMENTS INTO ACCOUNT	1
I RECEIVE AN ANSWER FROM THE MANAGER OR OTHER PROFESSIONALS	1
I WAS NEVER IN THIS SITUATION. I HAVE NEVER MANAGED ANY JOB	1
IF THERE ARE IMPORTANT AMENDMENTS, WE VALIDATE ONLY THAT PART. IF NOT, THE AMENDMENTS ARE INCLUDED DIRECTLY	1
IF THEY HAVE A DOUBT OR DON'T AGREE THE PROPOSALS, THEY CONTACT US OR SEND THE TEXTS AGAIN FOR A NEW VALIDATION	1
OUR COOPERATION IS NOT REGULAR, WE TAKE INTO ACCOUNT THE COMMENTS OF VALIDATORS AS MUCH AS POSSIBLE AND TELL THEM THIS	1
SOMETIMES THERE ARE INQUIRIES BY PHONE OR MAIL	1
SOMETIMES, E2R WRITERS SEND THE UPDATED VERSIONS, SOMETIMES NOT	1
WE ALWAYS ALLOW QUERIES, BUT THEY RARELY OCCUR	1
WE USUALLY ARE THE E2R WRITERS, WE HAVE ONLY FEW EXPERIENCES OF VALIDATIONS OF TEXTS NOT PRODUCED BY US	1
WE VALIDATE ONLY THE TEXTS THAT WE CREATE FOR OUR OWN JOB	1
Total	78

In case facilitators do receive an updated version of the document, almost half of them (47.6%, representing 39 answers out of the 82 answers received to question 4.2.11) stated that they send it

back to the validator for conformity, while 22% (18) claimed that they personally check to see if any changes were made in the document.

4.2.11. In case you receive an updated version of the document, what do you do next?

Answer	Answer (other)	Nr. of answers	% answers
I SEND IT BACK TO THE VALIDATOR FOR CONFORMITY	I SEND IT BACK TO THE VALIDATOR FOR CONFORMITY	39	47.6 %
	Total	39	47.6 %
I PERSONALLY CHECK TO SEE IF ANY CHANGES WERE MADE IN THE DOCUMENT	I PERSONALLY CHECK TO SEE IF ANY CHANGES WERE MADE IN THE DOCUMENT	18	22.0 %
	Total	18	22.0 %
I DO NOT RECEIVE AN UPDATED VERSION OF THE DOCUMENT	I DO NOT RECEIVE AN UPDATED VERSION OF THE DOCUMENT	14	17.1 %
	Total	14	17.1 %
Other	CURRENTLY, WE ONLY VALIDATE INTERNAL TEXTS, REPORTS AND HANDBOOKS CREATED BY PROFESSIONALS OF OUR ORGANISATION	1	1.2 %
	I ADJUST THE TEXT	1	1.2 %
	I APPLY THE CHANGES IF THEY MAKE SENSE	1	1.2 %
	I CHECK AND, IF NECESSARY, VALIDATE THE CHANGES	1	1.2 %
	I CHECK THE CHANGES AND DO ANOTHER VALIDATION	1	1.2 %
	I FIRSTLY CHECK THE CHANGES, THEN I SHOW THE VALIDATORS THE CHANGES	1	1.2 %
	I HAVE NEVER MANAGED ANY JOB	1	1.2 %
	I KEEP ON WORKING WITH THE E2R TRANSLATOR IN CONTACT WITH THE TEAM	1	1.2 %
	WE VALIDATE THE CHANGES INCLUDED	1	1.2 %
	WE VALIDATE THE TEXT AGAIN AND SEND TO THE E2R WRITER	1	1.2 %
	Total	10	12.2 %
I SEND IT DIRECTLY TO THE EDITOR	I SEND IT DIRECTLY TO THE EDITOR	1	1.2 %
	Total	1	1.2 %
Total		82	100.0 %

To organize sessions, most of the facilitators use a variety of tools, including traditional work management tools (printed calendars, notebooks, reminders, etc.) (23.3% representing 47 cases of the 202 answers received), video-conferencing systems (16.3%), computer-based management tools (14.9%), web-based communication platforms (13.4%) or dedicated software (12.4%) (Question 4.2.12 in the survey).

4.2.12. What tools do you use to organize sessions?

Answer	Answer (other)	Nr. of answers	% answers
TRADITIONAL WORK MANAGEMENT TOOLS (PRINTED CALENDARS, NOTEBOOKS, REMINDERS ETC)	TRADITIONAL WORK MANAGEMENT TOOLS (PRINTED CALENDARS, NOTEBOOKS, REMINDERS ETC)	47	23.3 %
	Total	47	23.3 %
VIDEO-CONFERENCING SYSTEMS	VIDEO-CONFERENCING SYSTEMS	33	16.3 %
	Total	33	16.3 %
COMPUTER-BASED WORK MANAGEMENT TOOLS (ELECTRONIC CALENDARS, REMINDERS ETC)	COMPUTER-BASED WORK MANAGEMENT TOOLS (ELECTRONIC CALENDARS, REMINDERS ETC)	30	14.9 %
	Total	30	14.9 %
REFERENCE WORKS (TRADITIONAL AND ELECTRONIC DICTIONARIES, ENCYCLOPEDIAS ETC)	REFERENCE WORKS (TRADITIONAL AND ELECTRONIC DICTIONARIES, ENCYCLOPEDIAS ETC)	28	13.9 %
	Total	28	13.9 %
WEB-BASED COMMUNICATION PLATFORMS	WEB-BASED COMMUNICATION PLATFORMS	27	13.4 %
	Total	27	13.4 %
DEDICATED SOFTWARE (WORD EDITORS ETC)	DEDICATED SOFTWARE (WORD EDITORS ETC)	25	12.4 %
	Total	25	12.4 %
Other	CALL FOR VALIDATORS VERBALLY	2	1.0 %
	BY PHONE	1	0.5 %
	FACE-TO-FACE	1	0.5 %
	HAND WRITING	1	0.5 %
	I APPLY THEM DIRECTLY TO THE USER	1	0.5 %
	I DO NOT WORK DIRECTLY WITH THE VALIDATION GROUP	1	0.5 %
	I PLAN WHAT ORDERS NEED TO BE REVIEWED, THEN PRESENT THE ISSUES AND QUERY READINESS, THEN AN APPOINTMENT IS MADE, WHICH WE IN THE TIME BEING DO ONLINE WE USE VIDEO CONFERENCING, AS WELL AS SOFTWARE	1	0.5 %
	ONLINE-CONFERENCES DURING CORONA, OTHERWISE	1	0.5 %
	PICTURES AND PICTOGRAMS BANKS	1	0.5 %
	RADITIONAL WORK MANAGEMENT TOOLS (PRINTED CALENDARS, NOTEBOOKS, REMINDERS ETC)	1	0.5 %
	TEAMS AND A WHATSAPP GROUP FOR COORDINATION	1	0.5 %
	Total	12	5.9 %
Total		202	100.0 %

21 respondents (out of 78) to question 4.2.13 stated that they do not use any facilitation strategies to organise sessions, while only 4 stated that they use such strategies. The surveyees who detailed the answers to this question mentioned that they communicate with validators, make sure that they understand the requirements, use group reading or motivational strategies.

3.5 SKILLS

Question 5.1. in the survey is one of the questions which cumulated the largest number of answers, 2139. Regarding the knowledge and skills validators should have, the respondents offered balanced answers and checked most of the answers given: Active listening skills (247 answers), Easy-to-read principles, guidelines, recommendations, and standards (246), Skills for working in teams (240), Reading skills (238), Global Easy-to-read knowledge: history, guidelines, target groups (216), Vocal and communication skills (216), Writing skills (including punctuation and spelling) (176), Genre knowledge (familiarity with the content and structure of different text types) (139), Computer skills (including dedicated software and new technologies) (130), Organization and time management skills (128), and Multimodality (including moving images, pictures, tone of voice, noises, background music, etc.) (122).

5.1. To validate good quality E2R content, a validator should have knowledge and skills in the following areas.

Answer	Nr. of answers	% answers (total)
ACTIVE LISTENING SKILLS	247	11.5 %
E2R PRINCIPLES, GUIDELINES, RECOMMENDATIONS AND STANDARDS	246	11.5 %
SKILLS FOR WORKING IN TEAMS	240	11.2 %
READING SKILLS	238	11.1 %
GLOBAL E2R KNOWLEDGE: HISTORY, GUIDELINES, TARGET GROUPS	216	10.1 %
VOCAL AND COMMUNICATION SKILLS	216	10.1 %
WRITING SKILLS (INCLUDING PUNCTUATION AND SPELLING)	176	8.2 %
GENERAL KNOWLEDGE (FAMILIARITY WITH THE CONTENT AND STRUCTURE OF DIFFERENT TEXT TYPES)	139	6.5 %
COMPUTER SKILLS (INCLUDING DEDICATED SOFTWARE AND NEW TECHNOLOGIES)	130	6.1 %
ORGANIZATION AND TIME MANAGEMENT SKILLS	128	6.0 %
MULTIMODALITY (INCLUDING MOVING IMAGES, PICTURES, TONE OF VOICE, NOISES, BACKGROUND MUSIC ETC)	122	5.7 %
Other	41	1.9 %
Total	2139	100.0 %

In the process of validation (Question 5.2 in the survey), the respondents considered that a validator should check if the E2R text is clear, accurate, natural and consistent (274 responses, representing 20% of the total number of answers given), if the E2R text is acceptable and informative enough (253 responses), if the E2R text is fluent, well organized and structured (246 responses), if the E2R text design and layout are correct (230 responses), if the E2R text is grammatically correct, words are properly chosen and spelt, and punctuation is correct (193 responses), if multimodality is well used (155 responses).

5.2. In the process of validation, a validator should check.

Answer	Answer (other)	Nr. of answers	% answers (total)
IF THE E2R TEXT IS CLEAR, ACCURATE, NATURAL AND CONSISTENT	IF THE E2R TEXT IS CLEAR, ACCURATE, NATURAL AND CONSISTENT	274	20.0 %
	Total	274	20.0 %
IF THE E2R TEXT IS ACCEPTABLE AND INFORMATIVE ENOUGH	IF THE E2R TEXT IS ACCEPTABLE AND INFORMATIVE ENOUGH	253	18.5 %
	Total	253	18.5 %
IF THE E2R TEXT IS FLUENT, WELL ORGANIZED AND STRUCTURED	IF THE E2R TEXT IS FLUENT, WELL ORGANIZED AND STRUCTURED	246	18.0 %
	Total	246	18.0 %
IF THE E2R TEXT DESIGN AND LAYOUT ARE CORRECT	IF THE E2R TEXT DESIGN AND LAYOUT ARE CORRECT	230	16.8 %
	Total	230	16.8 %
IF THE E2R TEXT IS GRAMMATICALLY CORRECT, WORDS ARE PROPERLY CHOSEN AND SPELT, AND PUNCTUATION IS CORRECT	IF THE E2R TEXT IS GRAMMATICALLY CORRECT, WORDS ARE PROPERLY CHOSEN AND SPELT, AND PUNCTUATION IS CORRECT	193	14.1 %
	Total	193	14.1 %
IF MULTIMODALITY IS WELL USED	IF MULTIMODALITY IS WELL USED	155	11.3 %
	Total	155	11.3 %
Other	IF THE E2R TEXT IS GRAMMATICALLY CORRECT, WORDS ARE PROPERLY CHOSEN AND SPELT AND PUNCTUATION IS CORRECT	2	0.1 %
	IF THE TEXT IS EASY TO UNDERSTAND	2	0.1 %
	ALTHOUGH THE TASK OF THE VALIDATOR IS NOT EDITION, SOMETIMES AND NATURALLY THEY PERCEIVE TYPOS	1	0.1 %
	BUT FOR FACILITATORS AND E2R TRANSLATORS	1	0.1 %
	COMPREHENSIBILITY OF MESSAGES AND WORDS, PICTURE ADEQUACY	1	0.1 %
	GRAMMAR AND SPELLING ARE NOT A TASK FOR VALIDATORS	1	0.1 %
	IF THE PICTURES ARE CONSISTENT WITH THE TEXT	1	0.1 %
	IF THE TEXT COMMUNICATE THE IDEAS AND THE INFORMATION PROPERLY	1	0.1 %
	IF THE TEXT IS UNDERSTANDABLE	1	0.1 %
	IF THE TRANSLATION IS MEANINGFUL AND SPECIFIC FOR THE TARGET GROUP, IF IT IS ACCESSIBLE FOR A MAJORITY OF PEOPLE	1	0.1 %
	IF THE WORDS ARE EASY AND UNDERSTANDABLE	1	0.1 %
	IN THE OPTION ABOUT GRAMMAR AND SPELLING, I WOULD CHOOSE THE APPLIED WORDS, BUT I WOULD NOT REVIEW THE SPELLING NECESARILY	1	0.1 %
	KNOWING HOW TO HELP PEOPLE	1	0.1 %
	N/A	1	0.1 %
	VALIDATORS DON'T KNOW WHETHER ALL THE INFORMATION IS INCLUDED, THAT CAN BE JUST ANSWER BY THE AUTHOR, AND THE FACILITATORS MAKE THEN A SHOULD BE ,/S COMPARISON, THEY COULD IN FACT COMPARE THE SOURCE TEXT WITH THE TARGET TEXT, VALIDATORS CAN'T DO THAT	1	0.1 %
	Total	17	1.2 %
	Total		1368

Question 5.3 in the survey regarding the knowledge and skills that facilitators should have or use in the validation process has also registered a large and well-balanced number of answers (2332). Respondents believe that facilitators should have knowledge and skills related to target groups: types of disabilities, needs, perception and cognitive processing (227 answers out of 2332 received), Global Easy-to-read knowledge: history, guidelines, target easy groups (265), Basic validation skills and strategies to develop validations (264), Organizational skills, including working in teams (263), Familiarity with basic communication and mediation principles (241), Computer skills (including dedicated software and new technologies) (223), Time management skills (207), (Media) accessibility (standards, legislation, guidelines, principles and applicable scenarios, technologies, etc.) (198), Genre knowledge (familiarity with the content and structure of different text types) (193), and Multimodality (including the role of paratextual information) (179).

5.3. In the process of validation, a facilitator should.

Answer	Answer (other)	Nr. of answers	% answers (other)
TARGET GROUPS: TYPES OF DISABILITIES, NEEDS, PERCEPTION AND COGNITIVE PROCESSING	TARGET GROUPS: TYPES OF DISABILITIES, NEEDS, PERCEPTION AND COGNITIVE PROCESSING	277	11.9 %
	Total	277	11.9 %
GLOBAL E2R KNOWLEDGE: HISTORY, GUIDELINES, TARGET GROUPS	GLOBAL E2R KNOWLEDGE: HISTORY, GUIDELINES, TARGET GROUPS	265	11.4 %
	Total	265	11.4 %
BASIC VALIDATION SKILLS AND STRATEGIES TO DEVELOP VALIDATIONS	BASIC VALIDATION SKILLS AND STRATEGIES TO DEVELOP VALIDATIONS	264	11.3 %
	Total	264	11.3 %
ORGANIZATIONAL SKILLS, INCLUDING WORKING IN TEAMS	ORGANIZATIONAL SKILLS, INCLUDING WORKING IN TEAMS	263	11.3 %
	Total	263	11.3 %
FAMILIARITY WITH BASIC COMMUNICATION AND MEDIATION PRINCIPLES	FAMILIARITY WITH BASIC COMMUNICATION AND MEDIATION PRINCIPLES	241	10.3 %
	Total	241	10.3 %
COMPUTER SKILLS (INCLUDING DEDICATED SOFTWARE AND NEW TECHNOLOGIES)	COMPUTER SKILLS (INCLUDING DEDICATED SOFTWARE AND NEW TECHNOLOGIES)	223	9.6 %
	Total	223	9.6 %
TIME MANAGEMENT SKILLS	TIME MANAGEMENT SKILLS	207	8.9 %
	Total	207	8.9 %
(MEDIA) ACCESSIBILITY (STANDARDS, LEGISLATION, GUIDELINES, PRINCIPLES AND APPLICABLE SCENARIOS, TECHNOLOGIES ETC)	(MEDIA) ACCESSIBILITY (STANDARDS, LEGISLATION, GUIDELINES, PRINCIPLES AND APPLICABLE SCENARIOS, TECHNOLOGIES ETC)	198	8.5 %
	Total	198	8.5 %
GENERAL KNOWLEDGE (FAMILIARITY WITH THE CONTENT AND STRUCTURE OF DIFFERENT TEXT TYPES)	GENERAL KNOWLEDGE (FAMILIARITY WITH THE CONTENT AND STRUCTURE OF DIFFERENT TEXT TYPES)	193	8.3 %
	Total	193	8.3 %
MULTIMODALITY (INCLUDING THE ROLE OF PARATEXTUAL INFORMATION)	MULTIMODALITY (INCLUDING THE ROLE OF PARATEXTUAL INFORMATION)	179	7.7 %
	Total	179	7.7 %
Other	MULTIMODALITY (INCLUDING MOVING IMAGES, PICTURES, TONE OF VOICE, NOISES, BACKGROUND MUSIC ETC)	3	0.1 %
	BE RESPECTFUL	1	0.0 %
	CHECK THAT THE VALIDATORS IDENTIFY THE DIFFICULTIES IN THE TEXT	1	0.0 %
	CHECK THAT THEY HAVE UNDERSTOOD THE TEXT	1	0.0 %
	COMMUNICATION AND MOTIVATION SKILLS	1	0.0 %
	CREATE A WARM AND COMFORTABLE ATMOSPHERE	1	0.0 %
	CREATE SECURITY AND TRUSTWORTHY IN THE VALIDATORS	1	0.0 %
	FACILITATION STRATEGIES	1	0.0 %
	HAVE A GOOD RELATIONSHIP WITH THE VALIDATORS	1	0.0 %
	LANGUAGE AND COMMUNICATION	1	0.0 %
	LINGUISTICS	1	0.0 %
	MAKE UNBIASED QUESTIONS	1	0.0 %
	N/A	1	0.0 %
	PARTICIPATIVE RESEARCH	1	0.0 %
	PATIENCE	1	0.0 %
	SKILL OF ADAPTATION TO VALIDATORS KNOWING THEM	1	0.0 %
	THE NEEDS ARISE WHEN WORKING TOGETHER	1	0.0 %
	THEORETICAL AND PRACTICAL LINGUISTIC COMPETENCES	1	0.0 %
	TIME MANAGEMENT SKILLS: THE FACILITATOR SHOULD HAVE A BASIC THEORETICAL KNOWLEDGE ABOUT DISABILITY	1	0.0 %
	YES, IT WOULD BE NICE, IF THEY HAD ALL THIS KNOWLEDGE	1	0.0 %
	Total	22	0.9 %
Total		2332	100.0 %

Concerning the key components of a successful training program for validators and facilitators, most answers focused on the existence of published guidelines and handbooks (254 answers out of 1787 received), existence of experienced validators and facilitators as lecturers (243 answers), existence of diversified materials and applications (224), existence of multilevel training programs (212), existence of professional trainers (209), existence of some sort of recognition (certificates, diplomas) (202), and existence of a basic, universally accepted curriculum (194).

5.4. In your opinion, what are the key components of a successful training program for validators and facilitators?

Answer	Answer (other)	Nr. of answers	% answers (other)
EXISTENCE OF PUBLISHED GUIDELINES, HANDBOOKS ETC	EXISTENCE OF PUBLISHED GUIDELINES, HANDBOOKS ETC	254	14.2 %
	Total	254	14.2 %
EXISTENCE OF EXPERIENCED VALIDATORS AND FACILITATORS AS LECTURERS	EXISTENCE OF EXPERIENCED VALIDATORS AND FACILITATORS AS LECTURERS	243	13.6 %
	Total	243	13.6 %
EXISTENCE OF DIVERSIFIED MATERIALS FOR APPLICATIONS	EXISTENCE OF DIVERSIFIED MATERIALS FOR APPLICATIONS	224	12.5 %
	Total	224	12.5 %
ADEQUATE NUMBER OF HOURS	ADEQUATE NUMBER OF HOURS	214	12.0 %
	Total	214	12.0 %
EXISTENCE OF MULTI-LEVEL TRAINING PROGRAMS	EXISTENCE OF MULTI-LEVEL TRAINING PROGRAMS	212	11.9 %
	Total	212	11.9 %
EXISTENCE OF PROFESSIONAL TRAINERS	EXISTENCE OF PROFESSIONAL TRAINERS	209	11.7 %
	Total	209	11.7 %
EXISTENCE OF SOME SORT OF RECOGNITION (CERTIFICATE, DIPLOMA ETC)	EXISTENCE OF SOME SORT OF RECOGNITION (CERTIFICATE, DIPLOMA ETC)	202	11.3 %
	Total	202	11.3 %
EXISTENCE OF A BASIC UNIVERSALLY ACCEPTED CURRICULUM	EXISTENCE OF A BASIC UNIVERSALLY ACCEPTED CURRICULUM	194	10.9 %
	Total	194	10.9 %
Other	EXISTENCE OF SOME SORT OF RECOGNITION (CERTIFICATE, DIPLOMA ETC) A CERTIFICATE AND A RECORD ARE DOCUMENTS. THESE DOCUMENTS CONFIRM THAT YOU ACQUIRED A CERTAIN KNOWLEDGE	5	0.3 %
	EXISTENCE OF MULTI-LEVEL PROGRAMS (FOR EXAMPLE: PROGRAMS FOR BEGINNERS, ADVANCED PROGRAMS AND PROGRAMS FOR EXPERIENCED PEOPLE)	4	0.2 %
	EXISTENCE OF MULTI-LEVEL TRAINING PROGRAMS (FOR EXAMPLE: PROGRAMS FOR BEGINNERS, ADVANCED PROGRAMS AND PROGRAMS FOR EXPERIENCED PEOPLE)	4	0.2 %
	EXISTENCE OF SOME SORT OF RECOGNITION (CERTIFICATE, DIPLOMA ETC). A CERTIFICATE AND A RECORD ARE DOCUMENTS. THESE DOCUMENTS CONFIRM THAT YOU ACQUIRED A CERTAIN KNOWLEDGE	2	0.1 %
	EXISTENCE OF SOME SORT OF RECOGNITION (CERTIFICATE, DIPLOMA, ETC)	2	0.1 %
	A CERTIFICATE AND A RECORD ARE DOCUMENTS. THESE DOCUMENTS CONFIRM THAT YOU ACQUIRED A CERTAIN KNOWLEDGE	1	0.1 %
	DESCRIPTIVE LEARNING	1	0.1 %
	EASY TO LEARN AND ADAPTED INTO E2R SO THAT IT IS NOT DIFFICULT TO LEARN	1	0.1 %
	EMPOWERMENT TO BECOME COURAGEOUS!!! AND HOMEWORK	1	0.1 %
	EXISTENCE OF PRACTICE ON THEIR OWN MISTAKES	1	0.1 %
	EXISTENCE OF SOME SORT OF RECOGNITION (CERTIFICATE, DIPLOMA ETC). GOOD MATERIALS FOR TRAINING IN PLAIN LANGUAGE	1	0.1 %
	EXISTENCE OF SOME SORT OF RECOGNITION (CERTIFICATE, DIPLOMA ETC). TRAINING MATERIALS FOR EXAMINERS AND FACILITATORS ARE NOT ON THE SAME LEVEL BECAUSE THE COMPETENCES ARE DIFFERENT	1	0.1 %
	GOOD RELATIONSHIP BETWEEN STUDENTS AND TRAINERS	1	0.1 %
	N/A	1	0.1 %
	NOT MANY STUDENTS IN THE COURSE	1	0.1 %
	OPTION AS ONLINE TRAINING AND GRANTS	1	0.1 %
	PERCEPTION AND COGNITIVE PROCESSING- PRACTICAL APPLICATION AND EXCHANGE WITH FACILITATORS	1	0.1 %
	PRACTICAL LEARNING E.G. DURING DEPARTURES AS A TEST GROUP TO A MUSEUM	1	0.1 %
	PROFESSORS AND RESEARCHER WHO CAN GIVE THEORETICAL PERSPECTIVES ON SEVERAL TOPICS	1	0.1 %
	SO THAT THEIR PERSONAL SURROUNDINGS CAN SUPPORT AND STRENGTHEN THEM	1	0.1 %
	STANDARDS AND MANUALS	1	0.1 %
	VARIED METHODS	1	0.1 %
	WITH SOMEONE WHO KNOWS HOW TO LISTEN	1	0.1 %
	Total	35	2.0 %
Total		1787	100.0 %

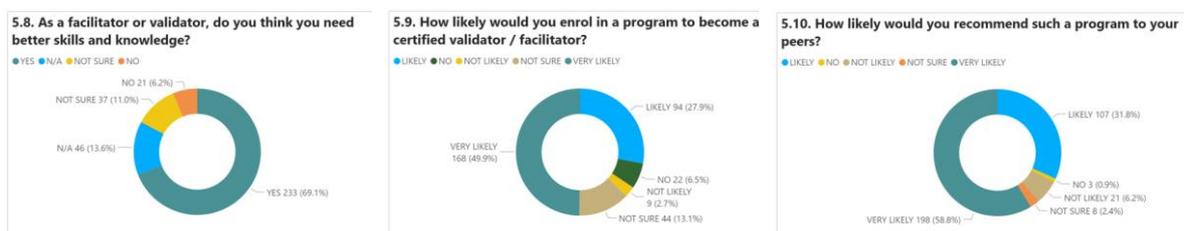
Most respondents considered that a basic training program for validators should consist of 20 to 40 hours (155 answers representing 46% out of the 337 answers received), 94 considered that less than 20 hours, while 68 considered that a training program should consist of 40 to 60 hours (Question 5.5 in the survey).

On the other hand, an advanced training program for specialized validators should consist of 40 to 60 hours, according to almost half of the surveyees (158 answers representing 46.7% out of the total of 338 answers received). 112 surveyees consider that an advanced program should consist of 20 to 40 hours, while 39 believe that less than 20 hours (Question 5.6 in the survey).

As far as a training program for facilitators is concerned, 142 surveyees (42.1% of the 337 answers received) believe that it should consist of 20 to 40 hours, 112 of 40 to 60 hours, and 48 less than 20 hours.

Most of the facilitators and validators who answered the survey believe that they need better skills and knowledge (233 answers representing 69.1% of the answers received), that they are very likely to enrol in a program to become certified validators / facilitators (168 – 49.9%), and that they are very

likely to recommend such programs to their peers (198 – 58.8%) (Questions 5.8, 5.9 and 5.10 in the survey).



In the optional text box at the end of section 5 of the survey, respondents reconfirmed their passion for E2R and their interest to enrol in training programs for validators and facilitators.

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. Although the project is in an incipient stage, 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:

No.	Date	Title of event	Type of event	Organiser	Title of presentation	Speakers
1.	March 24, 2021	Lectura FÁCIL ¿por qué y para quién?	Webinar	CEDETI, Centre for Development of Inclusive Technologies of the Catholic University Chile	Lectura FÁCIL ¿por qué y para quién?	Oscar García Muñoz
2.	May 13-15, 2021	BRITISH AND AMERICAN STUDIES, 30 th edition	International conference	West University of Timișoara, Romania	The Status of Easy-to-Read Validators and Facilitators in Romania	Daniel Dejica, Simona Șimon, Marcela Fărcașiu, Annamaria Kilyeni
3.	May 14-15, 2021	Provocari ale educației bunăstării în școală / De la educație la cariera [Challenges of welfare education in school / From education to career]	International conference	Institute for Research, Policy and Evaluation in Education, Association of Teachers and Teachers Everywhere, Bucharest, Romania	Rolul și importanța validatorilor și facilitatorilor în evaluarea materialelor ușor-de-citit pentru elevii cu dificultăți de citire [The role and importance of validators and facilitators in the evaluation of E2R materials for children with reading difficulties]	Daniel Dejica, Simona Șimon, Marcela Fărcașiu, Annamaria Kilyeni

4.	May 27-28, 2021	1st International Easy Language Day Conference (IELD)	International conference	Germersheim University, Germany	The status of the training for easy-to-read validators and facilitators in Europe	Oscar García Muñoz, Daniel Dejica,
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In addition to this presentation, the partners took part in a panel discussion detailed in what follows:

- **Professional Communication and Translation Studies**

The 12TH INTERNATIONAL CONFERENCE ON PROFESSIONAL COMMUNICATION AND TRANSLATION STUDIES was organised by the Department of Communication and Foreign Languages, Politehnica University of Timisoara (Romania), on 26 and 27 March 2021. With more than 170 participants from 25 countries, the conference offered an excellent opportunity to share the preliminary survey results with the academic community in the panel discussion ***“The status of training programs for easy-to-read validators and facilitators in Europe”***. The abstract of the panel was published in the conference programme and on the panel poster, and reads:

“Train2Validate is a European project (2020-1-ES01-KA203-082068) funded by the Erasmus+ Programme of the European Commission that aims to create a professional and certified training program for validators and facilitators of texts written in a language which is easy to read. The project will produce skills cards, will develop a curriculum, and will create and test open educational resources for facilitators and validators, so that they can be certified or obtain a degree that can be recognised in Europe. The panellists will share the results of a survey conducted among the partners’ countries (Austria, Germany, Italy, Romania, Slovenia, and Spain) and all Europe, which will include information on the current situation of the training for validators and facilitators.”

The panel discussion was led by the IO1 coordinator, i.e., the research team from Politehnica University of Timisoara, Romania, and moderated by Daniel Dejica and Oscar García Muñoz. The following project partners participated in the panel discussion:

- Oscar García Muñoz, Plena Inclusión Madrid, Spain;
- Rocío Bernabé, Sprachen- und Dolmetscherinstitutmunchen EV, Germany;
- Gabriele Sauberer, ECQA GMBH, Austria;
- Carlo Eugeni, Francesca Bleve, Scuola Superiore per Mediatori Linguistici, Italy;
- Daniel Dejica, Simona Şimon, Marcela Fărcaşiu, Annamaria Kilyeni, Politehnica University of Timisoara, Romania;
- Tatjana Knapp, Zavod RISA, Center za splosno, funkcionalno in kulturno opismenjevanje, Slovenia;
- Angela Cotoară, Fundatia Profesional, Romania.



12th INTERNATIONAL CONFERENCE ON
PROFESSIONAL COMMUNICATION AND
TRANSLATION STUDIES

DIGITAL CULTURE, COMMUNICATION AND TRANSLATION

VIRTUAL CONFERENCE
26-27 March 2021

PANEL DISCUSSION

The status of training programs for easy-to-read
validators and facilitators in Europe



Train2Validate is a European project (2020-1-ES01-KA203-082068) funded by the Erasmus+ Programme of the European Commission that aims to create a professional and certified training program for validators and facilitators of texts written in a language which is easy to read. The project will produce skills cards, will develop a curriculum, and will create and test open educational resources for facilitators and validators, so that they can be certified or obtain a degree that can be recognised in Europe. The panellists will share the results of a survey conducted among the partners' countries (Austria, Germany, Italy, Romania, Slovenia, and Spain) and all Europe, which will include information on the current situation of the training for validators and facilitators.

The structure of the panel is presented below:

1. Introduction to the project – Train2Validate “Professional training for easy-to-read facilitators and validators” (speaker: Oscar García Muñoz, Plena Inclusión Madrid, Spain)
2. Developing a common methodological framework for surveying validators and facilitators of Easy to Read (speakers: Daniel Dejica, Simona Şimon, Marcela Fărcaşiu, Annamaria Kilyeni, Politehnica University of Timisoara, Romania, as coordinators, and all the other partners as contributors)
3. The status of the training programs for E2R validators and facilitators in Europe (speakers: all project partners)
4. Presentation of the main results of the survey in Spain (speaker: Oscar García Muñoz), Germany (speaker: Rocío Bernabé), Italy (speakers: Carlo Eugeni, Francesca Bleve), Romania (speakers: Daniel Dejica, Simona Şimon, Marcela Fărcaşiu, Annamaria Kilyeni), Slovenia (speaker: Tatjana Knapp), Global (English) (speaker: Angela Cotoară)
5. Future research directions, main outcomes, and expected results (speaker: Oscar García Muñoz, Gabriele Sauberer)
6. Open discussion (speakers: all project partners, other conference participants).

4.2. MULTIPLIER EVENT 1 – ME1

The first Multiplier Event (ME1) – *The Status of Training Programs for Validators and Facilitators in Europe* – of the TRAIN2VALIDATE project was organized online, on May 26, 2021, by Politehnica University Timisoara, with the support of Plena Inclusión Madrid.

The participants had the chance to familiarize with the preliminary results of the project and at the same time, to attend a series of presentations on related topics given by specialists in the field. The program of the event is presented in Annex 14.

The event was opened by representatives of the Romanian Ministry of Labor, the Rector of Politehnica University Timisoara, representatives of Plena Inclusión Madrid, the Project Leader, and moderated by Daniel Dejica and Oscar García Muñoz.

The event was advertised on the project’s website (including the mailing list), on several social and professional networks (Facebook, Twitter, and LinkedIn), and in a series of press releases from the partners’ institutions.

456 persons from 29 countries registered to ME1, and 179 persons from 27 countries attended ME1 (the number of participants and their geographical distribution are presented in the following charts). The number of the actual participants does not include the attendees from the project partners' institutions or organizations. All participants and speakers were sent certificates of attendance by email.

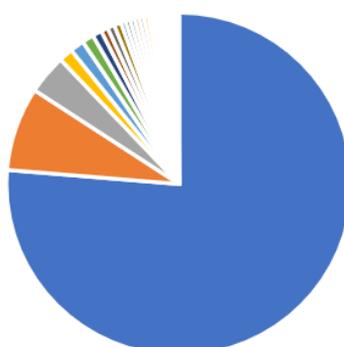
The event was a success, due to and confirmed by the followings:

- European dimension of the project
- Visibility and importance of the project partners
- Novelty and importance of the topic
- Free registration and attendance
- Quality of the presentations
- Impact and visibility of the speakers
- Impact and importance of the presidium of the event
- Broad dissemination of the event in the media and on social platforms
- Widespread geographical representation of the participants
- Existence of speaker and participation certificates
- Excellent feedback of the participants in the Satisfaction survey.

A detailed presentation of the first Multiplier Event (ME1) – *The Status of Training Programs for Validators and Facilitators in Europe* – is available as a separate Report.

Registration: 456 registrations from 29 countries

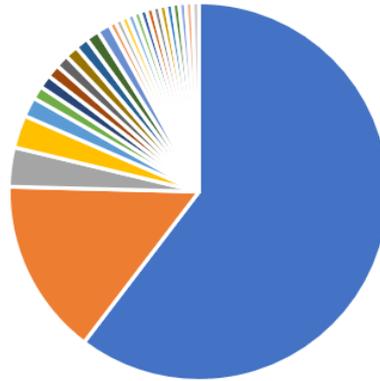
ME1 Registration



■ Romania 348	■ Spain 36	■ Iraq 17	■ Germany 6	■ Slovenia 6	■ Italy 5	■ Israel 4	■ Hungary 3
■ Poland 3	■ Russia 3	■ Albania 2	■ Argentina 2	■ Belgium 2	■ Finland 2	■ Letonia 2	■ Switzerland 2
■ Austria 1	■ Denmark 1	■ Georgia 1	■ Iceland 1	■ Ireland 1	■ Moldavia 1	■ Palestine 1	■ Portugal 1
■ Serbia 1	■ Sweden 1	■ Yemen 1	■ USA 1	■ Uruguay 1			

Participation: 179 participants from 27 countries

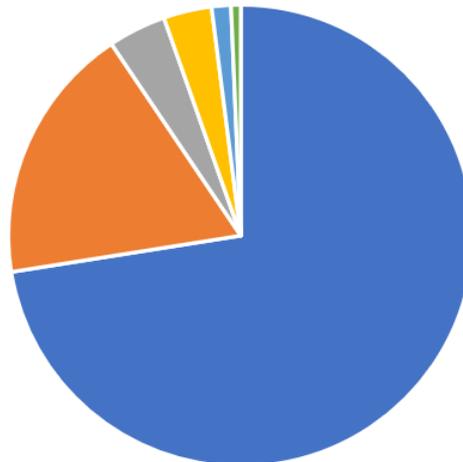
ME1 Participation



- | | | | | | | | | |
|---------------|---------------|--------------|-----------------|-------------|-------------|--------------|--------------|-------------|
| ■ Romania 108 | ■ Spain 27 | ■ Germany 6 | ■ Italy 5 | ■ Israel 3 | ■ Austria 2 | ■ Belgium 2 | ■ Bulgaria 2 | ■ Hungary 2 |
| ■ Letonia 2 | ■ Poland 2 | ■ Sweden 2 | ■ Switzerland 2 | ■ Albania 1 | ■ Denmark 1 | ■ Finland 1 | ■ Georgia 1 | ■ Iraq 1 |
| ■ Ireland 1 | ■ Lithuania 1 | ■ Moldavia 1 | ■ Portugal 1 | ■ Russia 1 | ■ Serbia 1 | ■ Slovenia 1 | ■ Ukraine 1 | ■ USA 1 |

Participation: 149 participants from the partners' countries

ME1 Participation - Project countries



- | | | | | | |
|---------------|------------|-------------|-----------|-------------|--------------|
| ■ Romania 108 | ■ Spain 27 | ■ Germany 6 | ■ Italy 5 | ■ Austria 2 | ■ Slovenia 1 |
|---------------|------------|-------------|-----------|-------------|--------------|

5. QUALITY INDICATORS

5.1. PROJECT QUALITY INDICATORS

IO1 development and results were also assessed internally according to measurable indicators as included in the project application and extended by partners during the IO development. The indicators include both procedural indicators with a focus on the implementation as well as measurable indicators to quantify the results. The latter were developed upon project approval and aim at implementing the request of the Spanish Erasmus Agency.

Procedural indicators

All quality indicators concerning the IO development were met. These were:

- Q6.A. The IO has been developed according to the established procedure.
- Q6.B. The IO has been delivered in a timely manner.
- Q6.C. The IO has established specific KPI and has assessed them.
- Q6.D. The IO has followed the project template.

All partners participated in IO1. The University of Timisoara, as IO leader, facilitated a series of tools for their 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 and the creation of an accessible template together with the accessibility manager.

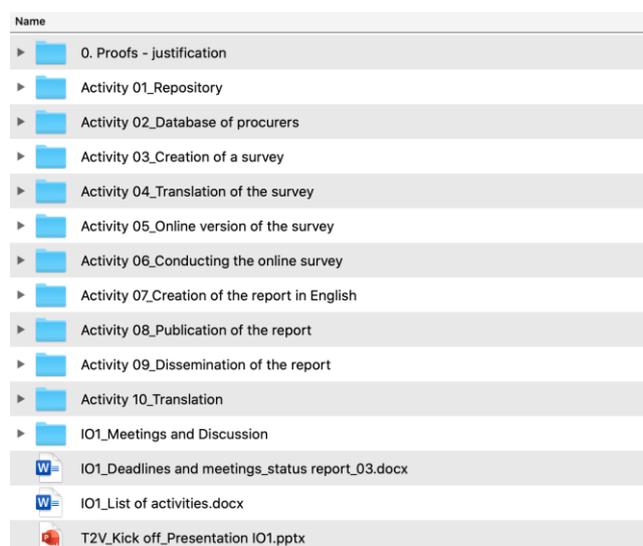


Figure 1. IO1 organization

Measurable indicators for IO1

All specific IO1 indicators were also met. Table 2 shows the status on completion of the IO1 activities:

Indicator	Status
The questionnaire available in all project languages	Fulfilled
The questionnaire written in a simplified language	Fulfilled
The questionnaire includes an informed consent form for participation	Fulfilled
The questionnaire informs participants about the anonymity of the answers	Fulfilled
Collected data in the individual questionnaires is translated into English	Fulfilled
All collected data is merged to one single report	Fulfilled
A minimum of 60 replies should be gathered	Fulfilled*
A minimum of 5 replies per survey language (English, Spanish, German, Slovenian, Romanian, Italian) should be received	Fulfilled*
A minimum of 15 validators will participate**	Fulfilled
A minimum of 20 facilitators will participate**	Fulfilled
A minimum of 15 E2R service providers will participate	Fulfilled
A minimum of 10 scholars/researchers will participate	Fulfilled

*detailed indicators: section 2.3.7. of the Report

** detailed indicators in Table 2, below

Table 1. IO1 measurable indicators

The situation of validators and facilitators who took the survey is represented in the table below:

Country	Validators	Facilitators	Both roles
Germany	2	7	0
Italy	0	1	0
Romania	7	4	1
Slovenia	18	17	1
Spain	70	49	10
Total	97	78	12

Table 2. IO1 – validators and facilitators who took the survey

The results after the internal quality assessment show that the IO met the quality standards set. Moreover, the initial expectations were exceeded greatly—for instance, as for the total number of responses and the richness of participant profiles.

5.2. INTERNAL ASSESSMENT

IO1 was also assessed internally according to the project quality indicators set and agreed upon by partners. These indicators include project management indicators, communication and dissemination indicators, quality indicators for Intellectual outputs, and are detailed in what follows:

Project management indicators:

P10	Follow-up: external complaints	Number of complaints received	Number of complaints solved	
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Surveyees express some problems with the language of the survey. Because the survey was anonymous, project partners will take into account the suggestions and remarks for the upcoming project activities.

Communication and dissemination:

C5	Visual identity: project deliverables	Design of accessible templates with visual identity for: <ul style="list-style-type: none"> • Minutes • PowerPoint presentations • IO reports • ME reports • Training materials 	Document templates have been created and distributed to partners and shared in Gsuite	Fulfilled
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C13	Publications	Participation in: <ul style="list-style-type: none"> • academic publications, and • non-academic publications 	<ul style="list-style-type: none"> • 1-2 academic publication per IO • 1-2 non-academic publication per IO 	Fulfilled or partially fulfilled at the date of issued of the report
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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
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All specific quality indicators for IO1 were fulfilled.

IO1. Leader: Universitatea Politehnica Timisoara	<ul style="list-style-type: none"> • An IO report • A questionnaire per project language 	<ul style="list-style-type: none"> • Minimum of 60 replies altogether • Minimum 5 replies to the survey per language (English, Spanish, German, Slovenian, Romanian, Italian) • Minimum of Validators: 15 • Minimum of Facilitators: 20 • Minimum of E2R service providers: 15 • Minimum of scholars/researchers: 10
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6. CONCLUSION AND FUTURE DIRECTIONS

The main aim of IO1 was to create a methodological framework for the training of facilitators and validators across Europe so as to facilitate for the development of the future IOs scheduled in TRAIN2VALIDATE.

We believe that the results of the survey we obtained and presented in section 3 of this report are rich, diversified, realistic, and representative for a widespread geographical area in Europe, and will offer a solid ground for the successful advancement of the next activities of the project, namely to identify and document the skills and competencies needed by validators and facilitators (IO2), to develop a competence-based curricula (IO3), to create open educational resources (IO3), to provide assessed training materials (IO4), and to explore certification pathways (IO6).

We also believe that the secondary results obtained in IO1 – the creation of a database with specialised literature in the field, the creation of a network of specialists (writers, publishing houses, NGOs or organisations that publish E2R content), the participation in conferences and the massive presence of the TRAIN2VALIDATE project in the press and on social platforms through specific PR and communication activities – combined with a continuing successful cooperation between the project partners, will also facilitate the development of the future IOs of the project.

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