

DIG.I.T.ABLE

DIGITAL INCLUSIVE TRAINERS FOR ACCESSIBLE EDUCATION

Description of the knowledge and skills of the inclusive digital trainer

Activity A2.6

December 14, 2022



Co-funded by the
European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Licensed under Creative Commons



This work is licensed under a Creative Commons Attribution – NonCommercial – Sharealike 4.0 International License.

Summary

1	Document purposes	3
2	Team members	3
3	Taking into account national and european existing professional standards	3
3.1	ESCO (European Skills, Competences, Qualifications and Occupations) is the European multilingual classification of Skills, Competences and Occupations	4
3.2	Italian context	5
3.3	Bulgarian context	7
3.4	Other partner countries	8
4	The profile description	8
4.1	To be Inclusive and Digital	9
4.2	To be Inclusive	10
4.3	To be digital	16
4.3.1	Using Video Conferencing tools	16
4.3.2	Using Learning Assessment Technologies	19
4.3.3	Using Technologies for Exercises	21
4.3.4	Using SLIDES	23
4.3.5	Using VIDEO	24
4.3.6	Using BRAINSTORMING TOOLS	26
4.3.7	Using SERIOUS GAME	29
4.4	Selection criteria to be applied to candidate to training	31
4.4.1	Ideal behaviours	31
4.4.2	Deep personal resources of the ideal inclusive and digital trainer	32
4.5	Perception of the role of inclusive digital trainer Glossary	34
5	Inclusive Digital Trainer certifications and mobility	34
5.1	Adoption of ECVET European Credit in Vocational and Educational Training in DIG.I.T.ABLE	34
5.2	Europass 2004	35
5.3	EQF European Qualification Framework	36

1 Document purposes

The document addresses the following issues:

1. to link the development of the Inclusive and digital trainer profile to existing similar profiles or ongoing works (see “Taking into account national and european existing professional standards”);
2. to give the Inclusive and digital trainer profile (see chapter The profile description);
3. to envisage certification issues referring to existing european and national certification standards (see Inclusive Digital Trainer certifications and mobility).

After this document was proposed as a base for discussion among partners, it has been delivered as a final result.

2 Team members

This document collects in draft form the contents proposed by experts of the project partners useful for describing the profile shown in the title. The structure of the document gives a guideline to organize the work of the experts team.

Expert name	Expert Surname	Partner	Note
Giuseppe Nicola	Vallario	Evaluate	
Marisa	Meduri	Evaluate	
Sandra	Kral	Equalizent	
Alexandrina	Kostova	NRCB	
Alessandra	Frasetto	EVTA	
Marco	Diella	Saperessere	

3 Taking into account national and european existing professional standards

For DIG.I.T.ABLE project it is a must to take into account national and European existing professional standards:

1. to be sure to develop a description of the Inclusive digital trainer curriculum in line with the existing definitions in this professional area. This first of all will allow the project to capitalize on works already carried out and results already achieved and then will increase the probability that the results we will achieve will be more widely accepted as an addition to existing definitions;
2. to make it possible for us to issue a certification of competence (or other attestation) that the beneficiaries of our training can add to the certifications they have already acquired

3.1 ESCO (European Skills, Competences, Qualifications and Occupations) is the European multilingual classification of Skills, Competences and Occupations

To find existing definitions of profiles in training professional area Evaluate team inspected ESCO (European Skills, Competences, Qualifications and Occupations), that is the European multilingual classification of Skills, Competences and Occupations.

ESCO works as a **dictionary**, describing, identifying and classifying professional occupations and skills relevant for the EU labour market and education and training. Those concepts and the relationships between them can be understood by electronic systems, which allows different online platforms to use ESCO for services like matching jobseekers to jobs on the basis of their skills, suggesting trainings to people who want to reskill or upskill etc.

It's composed in three sections:

1. Occupations that organises the occupation concepts in ESCO.
2. Skills & Competences that explain the concept about Knowledge, Skills, Attitudes and values, Language skills and knowledge of every activities in occupation
3. Qualification: those are the formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards

Searching inside the section *Occupation* for a profile close or compatible with our needs

Evaluate found in the section of **Teaching** the profile of **Special needs teachers**, this is the description on web.

Special needs teachers teach physically or mentally handicapped children, young persons or adults, or those with learning difficulties or other special needs. They promote the social, emotional, intellectual and physical development of their students.

Examples of the occupations classified in ESCO:

- Learning disabilities special education teacher
- Learning support teacher
- Remedial teacher
- Teacher of gifted children
- Teacher of deaf and hard-or hearing people
- Teacher of people with visual disabilities

Some related occupations classified elsewhere:

- Vocational education teacher - 2320
- Secondary school teacher - 2330
- Primary school teacher - 2341

ESCO describes the profile of the **Special educational needs teacher**: that is a “Special educational needs teachers who work with and teach children, young people, and adults with an intellectual or physical disability. They use a range of specialized concepts, strategies and tools to optimize learners' communication, mobility, autonomy, and social integration. They

select teaching methods and support resources to enable individual learners to maximize their potential for independent living”.

Discussion among partners: In ESCO specific digital competences are not mentioned among teaching methods, those competencies will come from partner’s work.

3.2 Italian context

In Italy a big catalogue of professional occupations and skills relevant for the Italian labour market and education and training has been produced, it is called “Atlante delle Qualificazioni”. It’s an online catalogue, available to everyone, into a institutional site.

The occupations are describe in term of “production processes”, “operational sequences within a production process”, “areas of activity in a operational sequence”, specific tasks in a area and expected results of each task. In Italy it is possible Regions define their specific catalogues for their territories, called Regional Repertories.

The national “Atlante delle Qualificazioni”and in Regional repertories contains teacher profiles, with some slight differencies; let us consider the AREA “Services of Education, Training and Job”, in a Lazio Repertory. That specific area has six qualifications, one of which is “Trainer and facilitator of learning processes”. The profile contains activities and expected results (as usual for every Area of Activities (ADA), as below listed:

ADA 18.01.13 Provision of training events	
Activities	Expected results
To provide lesson	To provide lesson in training contest, by preparing setting and projecting learning equipment
To prepare training setting	
To design didactic materials functional to the training events	
To manage relationship between learning persons	To manage relationship among learning users, by promoting an active involvement and to design learning equipment.
To identify learning strategies in training setting	
To realize a setting context functionaly to learning and active participation of every persons	

Table 1 Tabella Activities and expected results mentioned in ADA 18.01.03 Atlante del lavoro

This ADA contains a specific item about knowledge and capability, in particular, they are:

<i>Knowledge</i>	<i>Skills</i>
<ul style="list-style-type: none"> • Character of the adult learning process in a context • Based on knowledge to read organizational culture • Role's etic • Methodology approach of action-training research • Methodology approach or practice community • Facilitation in contexts of high conflict and uncertainty • Basic principles and techniques of negotiation • Principles relating to the socio-relational dynamics characteristic of learning groups in work contexts • Facilitation and organizational learning processes in the workplace • Facilitation processes in group and community contexts • Types of infra-organizational learning: transmission of knowledge in the teacherlearner relationship; transmission of knowhow among peers; aspects of organizational development and change management 	<ul style="list-style-type: none"> • Plan, act and monitor effective strategies to stimulate learning processes • Accompany learning groups in conflict situations • Stimulate and motivate groups of adults to learn through innovative practices and techniques • Facilitate negotiation processes in the organization • Define individual and collective learning outcomes • Enhance the processes of ideation and lateral thinking • Use the maieutic dialogue • Coordinate and integrate learning facilitation interventions with the organization's strategic objectives and other development and change processes • Monitor and evaluate the learning gained, at an individual and collective level, through the administration of tools for detection, analysis and return of results

Table 2 *Tabella Knowledge and skills mentioned in ADA 18.01.03 Atlante del lavoro*

In the mentioned national “Atlante delle Qualificazioni” and in Regional repertories **special educational needs** are mentioned in:

- *SETTORE 19 Servizi socio-sanitari* (social health services);
- *PROCESSO - Erogazione di interventi nei servizi sociali* (Provision of assistance in social services);
- *SEQUENZA DI PROCESSO - Realizzazione di interventi e servizi di integrazione sociale e socio-educativa rivolto a soggetti deboli ADA.19.02.10 (ex ADA.22.216.873) - Servizio di assistenza all'autonomia, all'intergrazione e alla comunicazione delle persone in età scolastica con disabilità* (Implementation of interventions and services of social and socio-educational integration aimed at vulnerable subjects AD.19.02.10 (ex ADA.22.216.873) - Assistance service for autonomy, intergration and communication of school-age people with disabilities. Assistance service for autonomy, integration and communication of people of

school age with disabilities, where the term assistance refers to educational support activities and support for integration social).

Following professional figures are regulated in the repertoires of the related italian regions:

Assistente all'autonomia ed alla comunicazione dei disabili	Abruzzo
Assistente all'autonomia e alla comunicazione delle persone con disabilità	Basilicata
Operatore dell'assistenza educativa ai disabili	Basilicata
Assistente all'autonomia e alla comunicazione delle persone con disabilità	Campania
Operatore educativo per l'autonomia e la comunicazione	Lazio
Assistente all'autonomia e alla comunicazione per la disabilità	Marche
Assistente all'autonomia ed alla comunicazione dei disabili	Sicilia
Tecnico del sostegno all'autonomia personale, alla comunicazione e all'inclusione sociale a favore di soggetti con disabilità	Toscana

Table 3 Professional figures in italian repertoires

Expected result or performances:

- Expected Result n. 1: Collaborate with the teachers, and with all the pupil's caregivers, in the construction of a P.E.I. for integration, socialization and rehabilitation, based on the type of disability and the characteristics of the reference context;
- Expected Result n. 2: To promote the autonomy of the pupil, supporting him or her in all activities during school hours, facilitating communication and integration with teachers, school and peer-to-peer staff and access to educational, recreational and meal-eating activities, exercising supervisory actions and managing "problem behaviours" and therapeutic needs;
- Expected Result n. 3 Promote the connection between school, family and caregivers, integrating one's work with school practices and the therapeutic needs of the pupil, facilitating the relationship and communication of the family with the teachers and school staff.

When performing "Impact and dissemination activities" it is suggested to contact some VET agencies engaged in training above mentioned professional figures to describe them our results, methodological solutions, training materials and developed tools.

3.3 Bulgarian context

"Curriculum for the "Special Pedagogy" - University curriculum as been inspected. It describes a 3 years theory + 1 year practicee course named "Special Pedagogy" carried out by Plovdiv University.

The aim of the Bachelor's programme is to provide in-depth theoretical and practical training of specialists for successful professional activity in different sectors of the education system, primary education, social sphere and in non-governmental and public structures related to children with disabilities. The course is designed for secondary school graduates and culminates in the Bachelor's degree.

In the document (here enclosed) have been highlighted in yellow the training activities of that course that could benefit on the training materials and methodologies that will be developed in DIG.IT.ABLE project.

When performing "Impact and dissemination activities" it is suggested to contact educational institution (in this case Plodiv University) to describe them our results, methodological solutions, training materials and developed tools.

3.4 Other partner countries

Reading note: Partners can insert contents related to their country **When performing "Impact and dissemination activities" it is suggested to contact educational institution (in this case Plodiv University) to describe them our results, methodological solutions, training materials and developed tools.**

4 The profile description

In the following profile are described performances, behaviours and knowledges/ skills to envisage the new "Inclusive and digital trainer".

The description is implemented establishing a strong relationship between Performances (i.e. results, outputs, what is to be produced) -> behaviours (i.e. what is necessary to produce the result) and knowledge / skills that sustain and allow behaviors.

The relationship is made evident, readable and manageable through the following coding rules so that each element of the profile has a clear relationship with the other elements.

- First letter, profile area: I = Specific to be Inclusive, D = Specific to be Digital, I&D = basic to be Inclusive and Digital
- Second letter: P_n = Performance number n in a list of performances
- Third letter: B_n = behaviour number n in a list of behaviours
- Fourth letter S_n or K_n = Skill number n or knowledge number n in a list of skills and knowledges

4.1 To be Inclusive and Digital

This paragraph describes the **basic** performances, behaviors and skills / knowledge for a trainer who aspires to operate in an inclusive way using digital tools. The next paragraphs will describe the specific performances, behaviors and skills / knowledge to manage inclusion and the specific ones to manage the digital tools normally already in use for learning in an inclusive way.

Key performance Description	Related Behaviours	Needed Knowledge and Skills
I&D.P.1 Describe in a precise, clear and understandable way the digital tools useful for learning and cooperative work	I&D.P.1.B1 Introducing digital tools	I&D.P.1.B1.S1 Good competence on communication and information technologies and mechanisms for their integration and application in the educational process
I&D.P.2 Manage educational processes that are effective regardless of visual hearing impairments and conduct training activities in an engaging and participatory way	I&D.P.2.B1 Inclusive and digital classroom management	<p>I&D.P.2.B1.S1 Be able to apply inclusive rules of engagement (e.g. no multitasking) and differentiated approach according to the specific needs of each participant in order to support their effective learning</p> <p>I&D.P.2.B1.K1 Knowledge of specific approaches to work with learners with visual and deaf impairment</p> <p>I&D.P.2.B1.S2 Classroom management skills, teamwork skills, motivation to participate in planned activities and independent learning, education in the spirit of tolerance;</p> <p>I&D.P.2.B1.S3 The trainer should know finger spelling and some basic signs in the local sign language.</p> <p>I&D.P.2.B1.S3 Skill to seek out feedback about accessibility to improve procedures.</p> <p>I&D.P.2.B1S4 Debriefing skills:</p> <ul style="list-style-type: none"> a) ask questions, b) stimulate; help in understanding; c) find points of contact between the contents and the lesson and organizational processes

4.2 To be Inclusive

This paragraph describes **specific** performances, behaviors and skills / knowledge to allow a trainer to manage inclusion in training processes in which digital tools might be used.

Key performance Description	Related Behaviours	Needed Knowledge and Skills
<p>I.P.1 Acknowledging students' abilities and limitations with regard sensory disabilities (blindness/visual disability and deafness/hard-of-hearingness) (point a in ESCO-)</p>	<p>I.P.1.B1 The trainer asks (or achieve documentation) about student about their disability.</p>	<p>see also I&D.P.2.B1.K1 Knowledge of specific approaches to work with learners with visual and deaf impairment</p> <p>I.P.1.B1.k1 Knowledge about disability types: the nature and types of disabilities affecting vision and hearing</p> <p>I.P.1.B1.k2 Knowledge about how people with vision disability see the world in order to choose the most appropriate way of delivering knowledge. (NRCB recommends to all teachers of people with visual disabilities to download the application: " I have low vision" - original "Tengo baja vision" - Spanish application. With this application trainer could understand how the trainee sees the world.</p> <p>I.P.1.B1.k3 Knowledge about how some diseases and visual disabilities (f.e. glaucoma, diabetes, fibroplasia) may affect physical and mental capacities of individual and take that into consideration.</p>
	<p>I.P.1.B2. Identify the learning struggles and successes of students (for example written language is a foreign language for deaf learner)</p>	<p>I.P.1.B2.k1 Knowledge about how a visual disability that has occurred later in life (is not congenital) may affect and individual's emotional and behavioral state.</p> <p>I.P.1.B2.k2 Knowledge about how congenital visual disabilities may affect a person's development in many aspects.</p> <p>I.P.1.B2.s1 Skill to assess visual/ deaf disability (using tools / questionnaires / comparative tables) and also individual's cognitive capacities, such as attention,</p>

		<p>memory, concepts, imagination, and such.</p> <p>I.P.1.B2.s2 Skill to assess the trainee’s vocabulary and style of expression in order to communicate and explain the topics efficiently.</p> <p>I.P.1.B2 k3 Knowledge about the effects that having go through a non-inclusive and non-accessible school education system has on adult learnign for people with sensory disabilities.</p> <p>I.P.1.B2 k4 Knowledge of visual learning methodologies.</p>
	<p>I.P.1.B3 Cooperate with other specialists such as physical rehabilitators, psychologists, therapists, low vision specialists, sign language interpretes, communicaiton assistants etc. to ensure each trainee’s needs are met.</p>	<p>I.P.1.B3.k1 Knowledge about specific subjects and services for people with visual disabilities (orientation and mobility, low vision training, etc), and the facilities that provide these services.</p> <p>I.P.1.B3.k2 Knowledge how to order and find budget for a sign language interpreter /communication assistant.</p> <p>I.P.1.B3.k3 Knowledge what to pay attention to when working with a deaf trainee and a sign language interpreter/communication assistant.</p>
<p>I.P.2 designing or modifying curricula and preparing and delivering programs, lessons and activities adapted to students’ abilities and needs; (point b in ESCO)</p>	<p>I.P.2.B1</p> <p>Select teaching and learning strategies that support students’ individual learning needs and goals.</p>	<p>I.P.2.B1.k1 Theoretical and applicative knowledge of inclusive teaching, knowledge of relevant guidelines and special standards to identify aids for students with disabilities.</p> <p>I.P.2.B1.k2 Knowledge of approaches to developing specific curriculum plans and programmes for group and individual learning and development adapted to the characteristics of special educational needs of Visual Impared learners.</p>

	<p>I.P.2.B2</p> <p>Develop and implement individual educational programmes, set training objectives, adapt teaching activities to the individual abilities and needs of each VI student</p>	<p>I.P.2.B2.S1</p> <p>To be able to take into consideration the preferred format for each trainee, and be able to provide him/her with accessible materials. For example, some trainees with impaired vision may prefer written materials, while others prefer audio materials.</p> <p>I.P.2.B2.S2</p> <p>To be able to perform detailed programming of training courses and didactic material consistent with the educational objectives, resources available, characteristics of students and their skills on entrance to the training course</p>
	<p>I.P.2.B3</p> <p>Plan/adapt lessons and didactic materials taking into account effectiveness of the lesson</p>	<p>I.P.2.B3.k1 Knowledge about the materials used by a special needs teacher for training students with disabilities in their classes, more specifically tools such as sensory equipment and equipment for stimulating motor skills (i.e. to visually design the materials for trainees with low vision using contrast, colors, fonts and simple structure, and avoiding visual clutter and overstimulation).</p> <p>I.P.2.B3.s1 To be able to produce / evaluate lessons, tasks, materials and contents suitable to be accessible, interesting and engaging, provoking thought, imagination and creativity as much as possible.</p> <p>I.P.2.B3.s1 To be able to use technologies necessary for adapting materials, or work together with other specialists who can provide them.</p>
	<p>I.P.B4 Accurately respond to recognised needs (for example: ordering a sign language interpreter)</p>	<p>see also I&D.P.2.B1.K1 Knowledge of specific approaches to work with learners with visual and deaf impairment</p>
<p>I.P.3 giving instruction on an individual or</p>	<p>I.P.3.B1 adapt teaching to</p>	<p>I.P.3.B1.s1 Give understandable verbal and written instructions about the fruition of the</p>

<p>group basis using special techniques or aids appropriate to students' needs; (point c in ESCO)</p>	<p>individual and to target group</p>	<p>lesson to trainees with blindness or low vision. The instructions should be not confusing or too complicated. They should not be based on visual concepts. The trainer should allow for enough time the trainees to perceive and process information, and always make sure everything is clear and understood by asking questions, providing as many repetitions as necessary, giving examples.</p> <p>I.P.3.B1.s2 Skill to:</p> <ul style="list-style-type: none"> • Allow appropriate breaks for sign language interpreters to catch up and deaf participants to ask questions/give comments etc. • formulate text instructions in plain language • develop visual teaching materials • avoid multitasking (i.e. not speaking and asking participants to read a slide at the same time) • avoid to ask students to multitask e.g. taking notes during a presentation • plan regular breaks during video calls: eye fatigue <p>I.P.3.B1.S13 To be able to produce registration form, instruction listing and info, collect material</p>
<p>I.P.4 establishing and enforcing rules for behavior and policies and procedures to maintain order among students; (point e in ESCO)</p>	<p>I.P.4.B1 Establish rules on behavior, policies and procedures, explain them in detail before the training and agree upon with all participants.</p>	<p>I.P.4.B2.s1 To be able to introduce and share rules of behavior and mutual respect during the lessons.</p> <p>I.P.4.B1.k1 Knowledge about some specific movements that totally blind people do (body swaying, head turning, etc.) called blindisms. It is believed that the student should always be reminded not to perform parasitic movements.</p> <p>I.P.4.B1.k2 Knowledge about main issues or problems and behaviors to be discouraged or</p>

		managed for the good functioning of the classroom
	I.P.4.B2 Inform all classroom on the needs of the participants with disabilities	see also I&D.P.2.B1.K1 Knowledge of specific approaches to work with learners with visual and deaf impairment
I.P.5 teaching academic subjects and practical and self-help skills to students with hearing, sight and other disabilities; (Reading note: trainer should be already able to teach subject to students in general. But in our training course they will learn how to teach students with visual and hearing disabilities; (point f in ESCO)	I.P.5.B1 Consider students' personal disability and, backgrounds when teaching	<p>I.P.5.B1.k1 Knowledge about the basic and most common skills necessary for independent living of people with Visual Impairment such as daily living skills, orientation and mobility, adapted computer skills, etc., and provide opportunities to include them in the training when possible.</p> <p>I.P.5.B1.s1 Skill to show empathy and respect (for example there should always be a sign language interpreter present for deaf participants)</p> <p>see also I.P.1.B3.k2 Knowledge what to pay attention to when working with a deaf trainee and a sign language interpreter/communication assistant.</p>
	I.P.5.B2 Stimulate and encourage the trainees to develop their independence and self-advocacy skills	<p>I.P.5.B2.s1 Skill to emphasize on developing and improving the trainees' skills for research, analysis, critical thinking, etc., instead of just memorizing and repeating information.</p> <p>I.P.5.B2.s2 To be able to provoke interest and discussion, as well as to involve all trainees together, when working in groups, not allowing for ones to dominate and others to be left behind. The trainers should possess a good understanding of group dynamics and use various methods and techniques to stimulate teamwork and cooperation.</p>
	I.P.5.B3 Apply teaching techniques to address students in need of specialised attention, often in small groups, catering to their individual needs, disorders,	<p>I.P.5.B3.s1 Skill to apply for example:</p> <ul style="list-style-type: none"> • Role playing as possible (learning by doing) • Physical representation of content / using

	and disabilities.	<p>exercises to activate content</p> <ul style="list-style-type: none"> Repeating material often and in different contexts to ensure activation
I.P.6 evaluating students performances	I.P.6.B1 Finding or/and developing and applying a variety of assessment tools - check lists, tests, interviews, questionnaires, observation papers, etc. suitable to be applied on people with disabilities.	<p>I.P.6.B1.k1 Knowledge of different assessment strategies such as initial, formative, summative and self- assessment.</p> <p>I.P.6.B1.k2 Knowledge about various evaluation techniques, theories, and tools applicable in the assessment of students, participants in a programme, and employees.</p> <p>I.P.6.B1.s1 Skill to select proper methods of evaluation and assessment depending on the purpose, stage and focus of the assessment.</p> <p>I.P.6.B1.s2 Skill to produce objective tests (i.e. test suites) or techno practical tests (simulation, project work, role play) to assess trainees capabilities</p> <p>I.P.6.B1.s3 Skill to always give constructive and positive feedback to each trainee - this includes acknowledging success and good performance, as well as providing clear and well-structured explanation on what needs to be improved and how to do it.</p> <p>I.P.6.B1.s4 Skill to encourage and provide ideas for self-assessment and monitoring</p> <p>I.P.6.B1.s5 Skill adapt the lessons and methods according to obtained evaluation feedback</p> <p>I.P.6.B1.s6 Skills to adapt evaluation methods that students can use sign language during the test/evaluation.</p>
I.P.7 Conferring with students, , head teachers and other relevant professionals involved in the students' care to develop individual educational plans designed to promote students' development, focusing on issues dued to vision and hearing disabilities) (point h in ESCO-)	<p>I.P.7.B1</p> <p>Conferring with deaf/blind trainee to ensure that training delivered is suited for them</p>	<p>I.P.7.B1.k1 Knowledge of the complete map of the stakeholders involved in the training project that involves people with disabilities.</p> <p>I.P.7.B1.k2 Knowledge about different interests, sensitivity and points of view of the different stakeholders</p> <p>I.P.7.B1.s1 Skill to confer in efficient and effective way with all stakeholders</p>

		I.P.7.B1.s2 Skill to obtain and manage feedback from all stakeholders to improve quality of training.
--	--	---

4.3 To be digital

This paragraph describes **specific** performances, behaviors and skills / knowledge to allow a trainer to manage **specific** digital tools in training processes in which inclusion is a key factor.

4.3.1 Using Video Conferencing tools

By Alessandra (InterMediaKT) and Sandra Kral (Equalizent) as theme experts and Giuseppe Vallario (EVALUATE) as profile construction expert.

Key performance Description	Related Behaviours	Needed Knowledge and Skills
D.P.VC1 Prepare video conferencing	<p>D.P.VC1.B1</p> <ul style="list-style-type: none"> • Don't assume that everyone who attends will be fully able to participate. • It is important to understand that individuals' accessibility needs are unique. This requires flexibility and openness to exploring a variety of technology tools and services to meet the needs. 	<p>see also I.P.1.B1.k1 Knowledge about disability types: the nature and types of disabilities affecting vision and hearing</p> <p>see also I.P.1.B1.k2 Knowledge about how people with vision disability see the world in order to choose the most appropriate way of delivering knowledge. (NRCB recommends to all teachers of people with visual disabilities to download the application: " I have low vision" - original "Tengo baja vision" - Spanish application. With this application trainer could understand how the trainee sees the world.</p> <p>see also I.P.1.B1.k3 Knowledge about how some diseases and visual disabilities (f.e. glaucoma, diabetes, fibroplasia) may affect physical and mental capacities of individual and take that into consideration.</p>

	<p>D.P.VC1.B12</p> <ul style="list-style-type: none"> • Insert a question in the registration form for participants if they have any accessibility requirement; • Allow users to express requirements for remote participation and accommodate their needs. • Send out the accessible presentation material in advance. • Communicate information to participants well in advance, also about how to participate. • Allow attendees to send questions and comments in advance. • Give notice about questions that participants might be asked to respond to, even icebreakers. • Try to consider the pace of the event/meeting, how we welcome and engage people and how we can offer the best possible experience for everyone. 	<p>D.P.VC1.B2.S1</p> <p>To be able to interact with participant and video conferencing managing staff to collect and broadcast materials</p> <p>D.P.VC1.B2.S2</p> <p>To be able to prepare materials and a program that puts people involved in videoconferencing at ease</p> <p>see also I.P.3.B1.S13 To be able to produce registration form, instruction listing and info, collect material</p>
	<p>D.P.VC1.B3</p> <ul style="list-style-type: none"> • Find a platform that provides good video quality, including the ability to show two screens at once. • Ensure the platform allows for computer-based audio listening/speaking and phone-based audio listening/speaking.ation • Make sure events are accessible to augmentative and alternative communication (AAC) users by offering multiple ways for attendees to participate, answer questions, submit questions, and interact. • Enable users to test the quality of their audio and video input prior to participating in a meeting. • Offer training sessions with event organizers/volunteers prior to the event on how to use the platform(s) the event will be hosted on. 	<p>D.P.VC1.B3.K1 Be familiar with the platform you are going to use about technological skills: a) eatures; b) resolutions of possible problems; c) bring together digital content with analog videoconferencing process.</p> <p>see also I&D.P.1.B1.S1 (Good competence on communication and information technologies and mechanisms for their integration and application)</p>

	<p>D.P.VC1.B4 Include accessibility in the budget and consider the costs of captioning, sign language interpretation, and other potential accommodations into your budget</p> <p>Engage third-party transcription services if provided, they can help to ensure collaborative meetings.</p>	<p>D.P.VC1.B4.S1 To be able to establish costs of Video Conferencing and to set up the budget</p> <p>see also D.P.V2.B3.s1 Knowledge on how to order/work with an sign language interpreter.</p>
<p>D.P.VC2 Manage video conferencing</p>	<p>D.P.VC2.B1</p> <ul style="list-style-type: none"> • Have an accessibility point person who can assist with troubleshooting or access issues and provide contact information for them. • Have the event host only show the person presenting, along with the active ASignLanguage interpreter • Ask presenters to use high contrast colours and clear and big fonts, ask to keep only 5 - 7 bullet points; ask to describe all images and videos for blind/visually impaired individuals, as well as for those joining by phone. Some videos with descriptive audio can be found on Youtube or youdescribe.org. • Ask participants to keep their cameras on. This enables people who are lip readers follow along 	<p>D.P.VC2.B1.K1 Have a clear understanding about learners with a range of learning, processing, sensory and physical constrains and be proactive in trying to create an accomodating and safe videoconferencing for them.</p> <p>D.P.VC2.B1.S1 Video conference management skills, teamwork skills, motivation</p> <p>D.P.VC2.B1.S2 Problem solving related to understanding of the video conferencing process, difficulties from those who partecipate.</p> <p>D.P.VC2.B1.S3 Active listening skills:</p> <ol style="list-style-type: none"> a) become aware of the silences; b) ask targeted questions to stimulate better understanding; c) reformulate; d) understand what the user is saying and how they are saying it; e) observe with a critical spirit and with a relationship orientation.
	<p>D.P.VC2.B2</p> <ul style="list-style-type: none"> • Allow time between agenda items. This not only allows for all participants to have a stretch, but also provides interpreters, captioners, note takers and support workers a break. • Eliminate background noise by muting everyone except for the person speaking. At start of the 	<p>see also D.P.VC1.B2.K1 (Be familiar with the platform you are going to use about technological skills: a) platform features; b) resolutions of possible problems; c) bring together digital content with analog videoconferencing process).</p>

	<p>meeting, instruct attendees how to mute and unmute themselves.</p> <ul style="list-style-type: none"> • Allow the size of windows to be adjustable to assist participants with low vision. • Allow the display of captions and subtitles to be customizable. This would include allowing the text to be enlarged, colors changed, a high contrast mode and moving the on-screen location based on user preferences • Help participant to use of the platform 	
D.P.VC3 Follow up	<p>D.P.VC3.B1</p> <p>If you have recorded the meeting or event, you will:</p> <ul style="list-style-type: none"> • share a captioned copy of the recording • publish a transcript of the discussion. <p>Follow up with participants who requested accessibility requirements to ensure their requirements were met and to see if they have any feedback on improving the accessibility measures in place.</p>	<p>D.P.VC3.B1.K1 Knowledge of inclusive evaluation and videoconferencing methods and the paradigm of social and cooperative learning</p> <p>see also I&D.P.2.S3 (Skill to seek out feedback about accessibility to improve procedures).</p>

4.3.2 Using Learning Assessment Technologies

By Alessandra (InterMediaKT) and Sandra Kral (Equalizent) as thema experts and Giuseppe Vallario (EVALUATE) as profile construction expert.

Key performance Description	Related Behaviours	Needed Knowledge and Skills
D.P.LA1 Select the appropriate Learning Assessment Tool	<p>D.P.LA1.B1</p> <ul style="list-style-type: none"> • Have a clear understanding about learners with a range of learning, processing, sensory and physical constrains and be 	<p>D.P.LA1.B1.K1</p> <p>Be familiar with the tool you are going to use to assess learning performances about</p>

	<p>proactive in trying to create an accommodating and safe learning assessment environment for them.</p> <ul style="list-style-type: none"> • Use software or learning management systems that are accessible to and usable by students using assistive devices. • Use instruments that can be configured for user-specific time constraints or allow the user to ask for additional time. • Provide authoring tools to easily craft content compliant with Web Accessibility Initiative guidelines 	<p>technological skills: a) features; b) resolutions of possible problems; c) bring together digital content learning assessment process.</p> <p>see also I&D.P.2.B1.S1 (Be able to apply a differentiated approach according to the specific needs of each student in order to support their effective learning)</p> <p>see also I&D.P.2.B2.K1 (Knowledge of specific approaches to working with learners with visual impairment)</p>
<p>D.P.LA2 Prepare Learning assessment sessions</p>	<p>D.P.LA2.B1</p> <ul style="list-style-type: none"> • Learners must be informed of the format of the assessment in advance, including the software tool (this will enable them to understand any technical issues relating to a particular form of assessment, and to have the opportunity to resolve these in advance). • Access issues should be reported. Learners need to test new system and format in order to establish any access issues. 	<p>see also D.P.LA1.B1.K1 (Be familiar with the tool you are going to use about technological skills: a) features; b) resolutions of possible problems; c) bring together digital content learning assessment process.)</p>
	<p>D.P.LA2.B2</p> <ul style="list-style-type: none"> • Ensure that you make a clear statement to students that you are open to hearing their concerns regarding any proposed alternative assessment methods and provide a clear channel of contact for them to communicate with you about it. • Assessment for broad spectrum of students requires flexible ways, methods and materials and adaptive testing for the learners. By providing these alternatives in flexible and customisable ways, one can minimise learning barriers and maximise learning opportunities. 	<p>D.P.LA2.B2.K1 Know the assessment methods that are managed by the Learning Assessment tool</p> <p>D.P.LA2.B2.S1 Be able to produce a set of learning assessment tests</p> <p>D.P.LA2.B2.S2 Be able to apply and know how to describe scoring methods</p> <p>D.P.LA2.B2.S3 Know how to apply and know how to describe scoring methods</p>

<p>D.P.LA3 Perform learning assessment</p>	<p>D.P.LA3.B1</p> <ul style="list-style-type: none"> For visual Impaired learners that are not be able to access elements like graphs, images, charts, tables etc and alternative provision must be made for them with descriptive and alternate texts Provide text transcripts/captions for aural content Provide an alternative if an interactive object used in a question cannot be accessed by the user. Provide an alternative method to respond when requiring aural response. Avoid ambiguity, write clear and precise questions and feedback responses. Give multiple representations of the same information to give learners various ways of understanding information being presented. Give multiple ways of expression, to give learners alternatives for demonstrating what they know. 	<p>see also D.P.LA1.B1.K1 (Be familiar with the tool you are going to use about technological skills: a) features; b) resolutions of possible problems; c) bring together digital content learning assessment process.)</p> <p>D.P.LA1.B1.S1 Be able to identify unsuitable learning test content not appropriate to the specific needs of each participant and modify it or set up appropriate aids</p> <p>See also I&D.P.2.B1S4 Debriefing skills:</p> <ul style="list-style-type: none"> a) ask questions, b) stimulate; help in understanding; c) find points of contact between the contents and the lesson and organizational processes
--	---	--

4.3.3 Using Technologies for Exercises

By Alessandra Frassetto (EVTA) as thema expert and Giuseppe Vallario (EVALUATE) as profile construction expert.

Key performance Description	Related Behaviours	Needed Knowledge and Skills
<p>D.P.ET1 Apply technologies to support people with sensory disabilities in performing exercises</p>	<p>D.P.ET1.B1</p> <ul style="list-style-type: none"> Make sure that the tool to be used is available in your national language. Teachers and trainers must be at their ease in their ability to manage any specific selected tool. When it comes to technological instruments, provide learners with instructions and guidelines on how to use the tool. Instructions must be presented in both sign 	<p>D.P.ET1.B1.K1 Be familiar with the tool you are going to use to perform exercises about technological skills: a) features; b) resolutions of possible problems; c) bring together digital content learning assessment process.</p> <p>D.P.ET1.B1.S1 To be able to identify exercises not appropriate to the specific needs of each participant and modify them or set up appropriate aids</p>

	<p>languages and through audio description</p> <ul style="list-style-type: none"> • Avoid the use of jargon and do prefer short and precise sentences • Teachers and trainers must be ready to support the learners with technical aid in the use of these technologies. • Learners must have more time allocated to complete the tasks assigned to them in the exercises 	<p>D.P.ET1.B1.S2 To be able to produce information, guideline and instruction list to support exercises execution</p> <p>see also I&D.P.1.B1.S1 Good competence on communication and information technologies and mechanisms for their integration and application in the educational process;</p> <p>see also I&D.P.2.B1.S1 Apply a differentiated approach according to the specific needs of each student in order to support their effective learning;</p> <p>see also I&D.P.2.S2 Classroom management skills, teamwork skills, motivation to participate in planned activities and independent learning, education in the spirit of tolerance;</p> <p>See also I&D.P.2.B1S4 Debriefing skills:</p> <ol style="list-style-type: none"> a) ask questions, b) stimulate; help in understanding; c) find points of contact between the contents and the lesson and organizational processes
--	--	---

4.3.4 Using SLIDES

By Aleksandrina Kostova (NRCB) and Sandra Kral (Equalizent) as thema experts and Giuseppe Vallario (EVALUATE) as profile construction expert.

Key performance Description	Related Behaviours	Needed Knowledge and Skills
<p>D.P.S1 Prepare and use accessible slides for impaired learners</p>	<p>D.P.S1.B1</p> <ul style="list-style-type: none"> • Use Microsoft's built in accessibility checker to help ensure your content is easy for people of all abilities to read and navigate • Use the Accessibility Checker to find slides that do not have titles because blind learners, those that have low vision or a reading disability rely on slide titles to navigate. For example, by skimming D.P.S1.B1.S1 or using a screen reader, they can quickly scan through a list of slide titles and go right to the slide they want. • Make simple PowerPoint presentation that includes student's preferences • Take a good look at your content to see if it's accessible to everyone. • Make sure you provide alternate options like keyboard shortcuts for point-and-click exercises. Add captions to your video and audio resources. • Include voice-over descriptions of text and graphics. • Include narrative explanation of graphics and pictures 	<p>see also I&D.P.2.B1.S1 Apply a differentiated approach according to the specific needs of each student in order to support their effective learning;</p> <p>see also I&D.P.2.S2 Classroom management skills, teamwork skills, motivation to participate in planned activities and independent learning, education in the spirit of tolerance;</p> <p>Be able to make PowerPoint Presentation for Visually Impaired students: https://www.perkins.org/wp-content/uploads/elearning-media/ppt_guidelines.ppt</p> <p>see also I.P.2.B2.s2 (To be able to perform detailed programming of training courses and didactic material consistent with the educational objectives, resources available, characteristics of students and their skills on entrance to the training course</p> <p>see also I.P.2.B1.k2 Knowledge of approaches to developing specific curriculum plans and programmes for group and individual learning and development adapted to the characteristics of special educational needs of Visual Impaired learners.</p>
<p>D.P.S2 Make a presentation using slides</p>	<p>D.P.S2.B1</p> <ul style="list-style-type: none"> • Create a bulleted list of student's 	<p>see also I&D.P.2.B2.K1 (Knowledge of specific approaches to working with</p>

	<p>specific preferences (such as colors, font size, etc.)</p> <ul style="list-style-type: none"> • No multitasking during the presentation. • Have patience for repetition. 	<p>learners with visual impairment)</p> <p>see also I&D.P.1.B1.S1 Good competence on communication and information technologies and mechanisms for their integration and application in the educational process;</p>
--	---	--

4.3.5 Using VIDEO

By Aleksandrina Kostova (NRCB) and Sandra Kral (Equalizent) as thema expert and Giuseppe Vallario (EVALUATE) as profile construction expert.

Key performance Description	Related Behaviours	Needed Knowledge and Skills
<p>D.P.V1 Prepare and use an accessible video for blind learners</p>	<p>D.P.V1.B1 Make accessible video (it usually includes captions; a transcript; and careful use of color, text, and flashes or animation), hopefully providing additional audio description to be added to the soundtrack to describe important visual details that cannot be understood from the main soundtrack alone.¹ Be prepared to use Audio description during existing pauses in dialogue.</p>	<p>D.P.V1.B1.k1 Knowledge how to make accessible video content for Visually Impaired students see also I&D.P.1.B1.S1 Good competence on communication and information technologies and mechanisms for their integration and application in the educational process;</p> <p>see also I&D.P.2.B1.S1 Be able to apply a differentiated approach according to the specific needs of each participant in order to support their effective learning</p> <p>see also I&D.P.2.S2 Classroom management skills, teamwork skills, motivation to participate in planned activities and independent learning, education in the spirit of tolerance;</p> <p>see also I.P.2.B2.s2</p> <p>To be able to perform detailed</p>

¹ AD is a separate audio track, which provides a verbal description of all the visual elements of a movie or video. The describer only speaks when there are gaps in the dialogue, as it's important not to miss any information you might obtain from what the characters are saying.

		<p>programming of training courses and didactic material consistent with the educational objectives, resources available, characteristics of students and their skills on entrance to the training course</p> <p>see also I.P.2.B1.k2 Knowledge of approaches to developing specific curriculum plans and programmes for group and individual learning and development adapted to the characteristics of special educational needs of Visual Impaired learners.</p> <p>see also I&D.P.2.B2.K1 (Knowledge of specific approaches to working with lerners with visual impairment)</p>
	<p>D.P.V1.B2</p> <p>Ensure delivery with an accessible media player</p>	<p>D.P.V1.B2.k1 Knowledge about media player providing features for accessibility</p>
<p>D.P.V2 Prepare accessible video for deaf learners</p>	<p>D.P.V2.B1</p> <p>Rewrite text in plain/easy to read language, have accompanying text in plain language rephrase content in a simple way (visual). Insert subtitles (as srt/text files) for videos Use automatic captions (not accurate)</p>	<p>D.P.V2.B1.s1 To be able to manage the video avoiding multitask and avoiding to ask the deaf learners to act in multitask</p> <p>D.P.V2.B1.s2 To be able to make a transcript of the text in plain language (rules for easy to read texts)</p> <p>D.P.V2.B1.k1 Clear knowledge that written language is often a foreign language to deaf learners</p> <p>D.P.V2.B1.k2 Knowing how to add subtitles to a video</p>
	<p>D.P.V2.B2</p> <p>Insert sign language translation (through video editing tools)</p>	<p>D.P.V2.B2.s1 To be able to recording a sign language video with help (get help from a video expert for sign langue, and a native signer to do the moderation)</p>
	<p>D.P.V2.B3</p> <p>Order an interpreter, send the video to the interpreter in advance, the interpreter will</p>	<p>D.P.V2.B3.s1 Knowledge on how to order/work with an sign language interpreter</p>

	translate the video while it is being played	
D.P.V3 Use an accessible video for deaf learners	<p>D.P.V3.B1 Perform following specific technical behaviours:</p> <ul style="list-style-type: none"> • Activate the content of the video beforehand • Break up videos into small sections (30 seconds to 1 minute) • Repeat the contents of a video with another methodology to ensure activation (such as in sign language/with a sign language interpreter) • Check if the deaf learners understood the contents through reading the subtitles. If it was too fast/difficult repeat it or explain it 	<p>see also D.P.V2.B1.s2 To be able to make a transcript of the text in plain language (rules for easy to read texts)</p> <p>see also D.P.V2.B1.k2 Knowing how to add subtitles to a video</p> <p>see also D.P.V2.B1.k1 Clear knowledge that written language is often a foreign language to deaf learners</p> <p>see also D.P.V2.B3.s1 Knowledge on how to order/work with a sign language interpreter</p> <p>see also I.P.1.B3.k2 Knowledge what to pay attention to when working with a deaf trainee and a sign language interpreter/communication assistant</p>
	<p>D.P.V3.B2 Perform following specific managing behaviours:</p> <ul style="list-style-type: none"> • No spoken commentary while videos are shown • In addition to videos, use activation exercises, practical exercises to prepare the video and to deepen the contents (methods around the videos) and give students practical assignments • Remember not to multitask or ask the deaf learners to multitask • If you work with an interpreter plan sufficient time, small breaks for the interpreter to catch up. 	<p>D.P.V3.B2.k1 Knowledge about challenges faced by deaf learners</p> <p>see also D.P.V2.B1.s1 To be able to manage the video avoiding multitask and avoiding to ask the deaf learners to act in multitask</p>

4.3.6 Using BRAINSTORMING TOOLS

By Marco Diella (Saperessere) as tools expert and Giuseppe Vallario (EVALUATE) as profile construction expert.

Key performance Description	Related Behaviours	Needed Knowledge and Skills
D.P.BS1 Select the brainstorming tool	D.P.BS1.B1 Use an app ad hoc that allows to meet the needs of blind and deaf people; the platform should be	D.P.BS1.B1.k1 Knowledge of the innovative tool of BrainStorming in order to have a good mastery of

	<p>online and with a special menu with three buttons</p>	<p>technology and relationships with people.</p> <p>D.P.BS1.B1.s1 Be familiar with the platform you are going to use about technological skills: a) platform features; b) resolutions of possible problems; c) bring together digital content with analog brainstorming process.</p> <p>see also I&D.P.2.B1.S1 Be able to apply inclusive rules of engagement (e.g. no multitasking) and differentiated approach according to the specific needs of each participant in order to support their effective learning</p>
<p>D.P.BS2 Start using the brainstorming tool</p>	<p>D.P.BS2.B1 Brief explanation of the tool in plenary especially if no one ever has used (start (without any request), like a normal online tool, from a stimulus question you answer from home with a link code) and apply an experiential methodology in which starting from experience it will be introduced the tool without assuming that everyone knows how to use it</p>	<p>D.P.BS2.B1.K1 Be familiar with the tool you are going to use about technological skills: a) features; b) resolutions of possible problems; c) bring together digital content for the brainstorming process.)</p>
	<p>D.P.BS2.B2 Create a bridge to help participants become familiar with the instrument.</p>	<p>See also D.P.VC2.B1.S3 Active listening skills</p>
<p>D.P.BS3 Manage the brainstorming session</p>	<p>D.P.BS3.B1 Perform below listed behaviours:</p> <ul style="list-style-type: none"> • The contributions will appear on a screen categorized on the left side of the screen and on the right side in the foreground the trainer's face explaining the contributions. • From the link previously received the person will be able to insert his driven contribution from their own player • The contributions that should appear on "blackboard" will be 	<p>D.P.BS3.B1.s1 Problem solving related to understanding of the Brainstorming process, difficulties from those who participate, usage of the platform.</p> <p>D.P.BS3.B1.s2 Decision making coping with detected problems to evaluate the most effective solution.</p> <p>D.P.BS3.B1.s3 To be able to perform stress management (brainstorming is applied on uncertain issues, with unknown people with different level of</p>

	<p>grouped in one statistics report easily readable in which will be reported:</p> <ul style="list-style-type: none"> a) The three contributions in b) evidence; c) those less used; d) the words or contributions less used. <ul style="list-style-type: none"> • Combine the tool with the methodological objective of the activity. In particular, if the teacher stays too long on the contents of the platform, he risks losing people like any "classical training". Likewise, if the teacher remains too much on the process and paying attention to the person, the risk is that it becomes a coaching for the confident use of the platform, losing the primary objective. • The challenge will therefore be to arrive prepared and structured. • The trainer should NOT be multitasking, 	<p>digitization; If knowledge is not used in relation to the classroom atmosphere and the needs of the participants, it becomes a double-edged sword. Trainers may know the procedures but experience is essential. Rigid use of knowledge, especially for the inexperienced trainer, becomes a risk for classroom management.</p> <p>D.P.BS3.B1.s4 Be patient and focus on the critical issues in conducting a Brain Storming.</p> <p>D.P.BS3.B1.s5 To be able to manage difficulties (trainers should welcome the difficulty of understanding, repeat and explain to everyone the things that have not been clarified and propose themselves as a support agent in the activity, if there are possible other doubts).</p> <p>see also I.P.5.B2.s2 To be able to provoke interest and discussion, as well as to involve all trainees together, when working in groups, not allowing for ones to dominate and others to be left behind.</p> <p>The trainers should possess a good understanding of group dynamics and use various methods and techniques to stimulate teamwork and cooperation.</p>
<p>D.P.BS4 Debriefing the brainstorming session</p>	<p>D.P.BS4.B1 Once all the contents have been collected and shared, the teacher will ask other stimulating questions in respect of the impact of what has been collected and with a maieutic attitude, together with the classroom, he will reach the objective of the BS</p>	<p>see also I&D.P.2.B1S4 Debriefing skills:</p> <ul style="list-style-type: none"> a) ask questions, b) stimulate; help in understanding; c) find points of contact between the contents and the lesson and organizational processes

4.3.7 Using SERIOUS GAME

By Marco Diella (Saperessere) as tools expert and Giuseppe Vallario (EVALUATE) as profile construction expert.

Key performance Description	Related Behaviours	Needed Knowledge and Skills*
D.P.SG1 Start the serious game	<p>D.P.SG1.B1</p> <ul style="list-style-type: none"> • Create small groups (3-4 people max), a strong classroom pact could be created to facilitate the processes of interaction and to allow recognition of the dual role of the trainer • List behaviours needed to be as much inclusive as possible. • the game team in real time, together with the tutor, will be attentive to the stated needs. • Provide a “help inclusion button” in the initial interface 	<p>D.P.SG1.B1.k1 Knowledge on running Serious Games that foster inclusiveness</p> <p>see also I.P.2.B1.k1 Theoretical and applicative knowledge of inclusive teaching, knowledge of relevant guidelines and special standards to identify aids for students with disabilities.</p>
	<p>D.P.SG1.B2 for blind or visually impaired people:</p> <ul style="list-style-type: none"> • Colors will have effective contrast • Catchy sounds (already present in many games) • Since there is text, the visually impaired person's computer reader will be able to follow the flow of the game • minimize graphics 	<p>see also I.P.2.B3.k1 Knowledge about the materials used by a special needs teacher for training students with disabilities in their classes, more specifically tools such as sensory equipment and equipment for stimulating motor skills (i.e. to visually design the materials for trainees with low vision using contrast, colors, fonts and simple structure, and avoiding visual clutter and overstimulation).</p>
	<p>D.P.SG1.b6 for deaf people:</p> <ul style="list-style-type: none"> • Game with little text and many images • Delivery of games always separated from the activity to be carried out. 	<p>see also I.P.1.B3.k2 Knowledge what to pay attention to when working with a deaf trainee and a sign language interpreter/communication assistant</p>
	<p>D.P.SG2.B1</p> <p>Perform below listed behaviours:</p> <ul style="list-style-type: none"> • Assume the role of observer and enter the role of facilitator or mediator to manage critical 	<p>see also I&D.P.1.B1.S1 Good competence on communication and information technologies and mechanisms for their integration and application in the educational process;</p>

	<p>situations</p> <ul style="list-style-type: none"> • Use simple language. • Speak slowly and understandably, • Be patient • Avoid multitasking • Monitor the processes • Focus on the critical issues 	<p>see also I.P.3.B1.s1 Give understandable verbal and written instructions about the fruition of the lesson to trainees with blindness or low vision. The instructions should be not confusing or too complicated. They should not be based on visual concepts. The trainer should allow for enough time the trainees to perceive and process information, and always make sure everything is clear and understood by asking questions, providing as many repetitions as necessary, giving examples.</p> <p>see also I.P.5.B2.s2 To be able to provoke interest and discussion, as well as to involve all trainees together, when working in groups, not allowing for ones to dominate and others to be left behind.</p> <p>The trainers should possess a good understanding of group dynamics and use various methods and techniques to stimulate teamwork and cooperation.</p> <p>D.P.SG2.B1.s1</p> <p>Problem solving skills related to Serious game</p> <p>see also D.P.VC2.B1.S3 Active listening skills</p>
<p>D.P.SG3 Post game</p>	<p>D.P.SG3.B1 Provide a short final evaluation to understand the degree of inclusiveness and improve with a test that can be filled in by blind and deaf people</p>	<p>See also D.P.BS4.B1.s1 Debriefing skills:</p> <ol style="list-style-type: none"> a) ask questions, b) stimulate; help in understanding; c) find points of contact between the contents and the lesson and organizational processes <p>D.P.SG3.B1.k1 Knowledge of inclusive evaluation and teaching methods with respect to Serious Games and the paradigm of social and cooperative learning</p>

4.4 Selection criteria to be applied to candidate to training

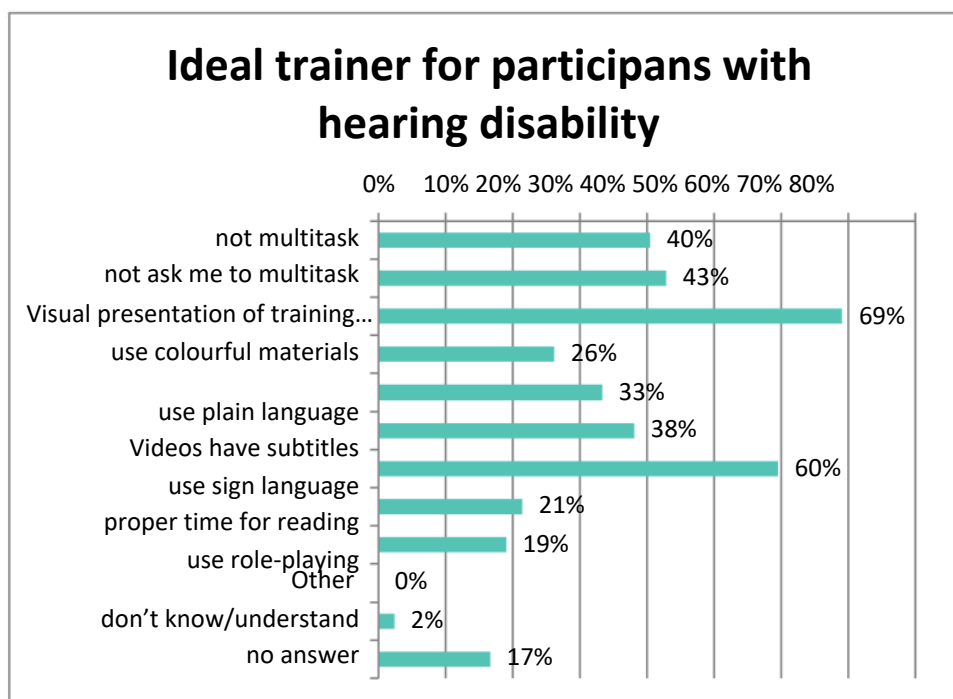
In this paragraph are listed ideal behaviors and deep personal resources that that predispose the trainer to be inclusive. These personal resources will be assumed as input characteristics and for this reason will be used as selection criteria on trainers that aspire to become inclusive.

4.4.1 Ideal behaviours

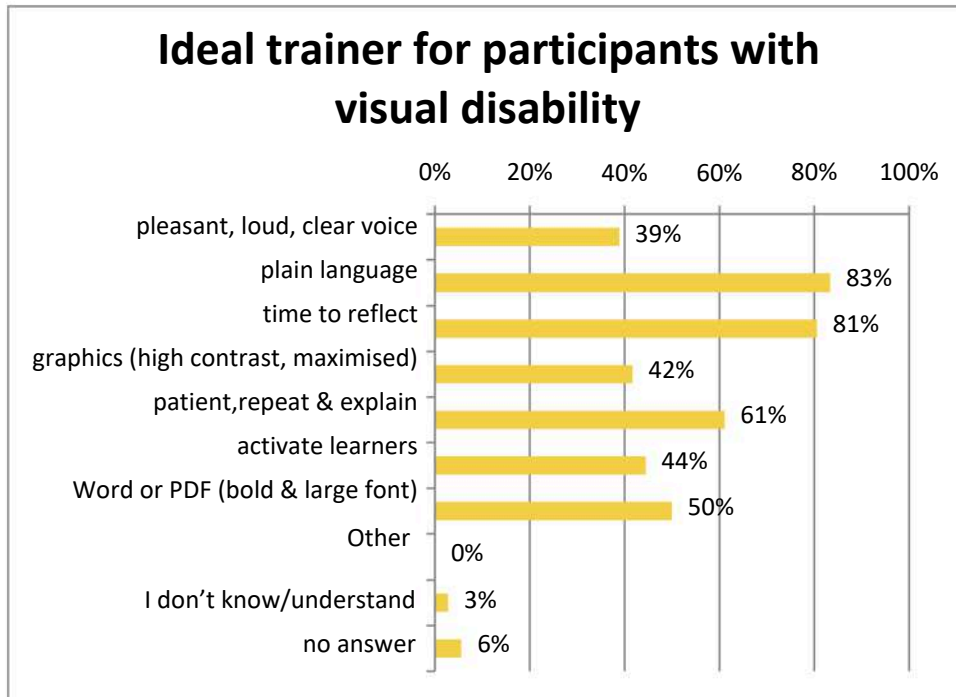
From ESCO

- stimulating and developing students' confidence, interests, abilities, manual skills and coordination;
- conferring with other staff members to plan and schedule lessons for students with disabilities; (knowing how to include co-trainer with disability (peer to peer approach)
- administering various forms of assessment and evaluating progress of each student preparing and maintaining student data and other records and submitting reports;
- trainer should be able to develop assessments suited to the needs of people with visual and hearing disabilities. Regular, standard assessments might not be accessible for them.

Furthermore, as part of their workpackage, NRCB and Equalizent, with the participation of other partners, developed a survey to assess the need of people with visual and hearing disabilities. One question was about the ideal (expected) professional behaviours of a trainer. In the two tables below you find the survey results first from people with hearing disabilities and then from people with visual disabilities.



Graph 1 Ideal trainer for participants with hearing disability



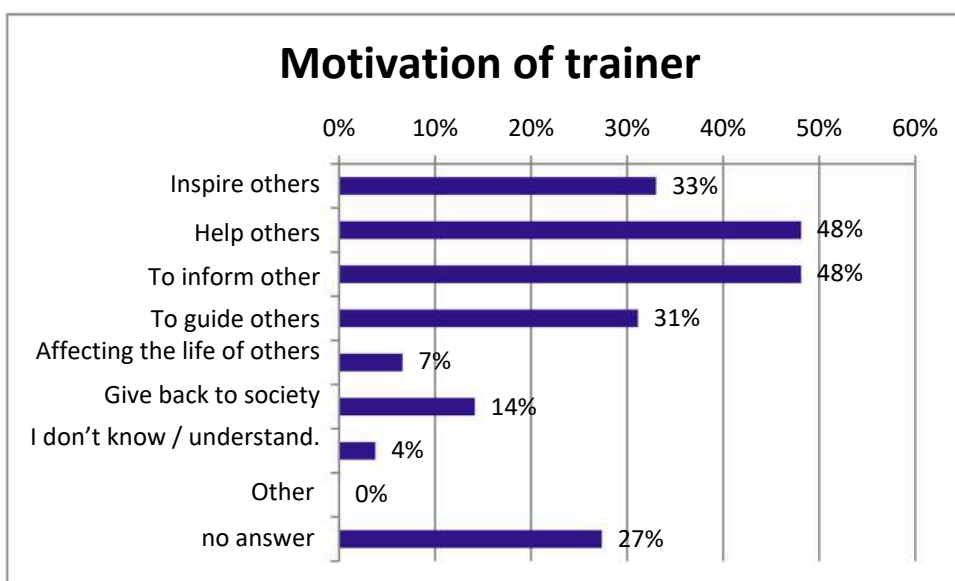
Graph 2 Ideal trainer for participants with visual disability

4.4.2 Deep personal resources of the ideal inclusive and digital trainer

As part of their workpackage, NRCB and Equalizent, with the participation of other partners, inserted in the above mentioned survey, a question about the ideal (expected) character traits, motivation and self-image. In the tables below you find the survey results.

4.4.2.1 Social motivation

Definition: The value and human engine that drives the professional to train for the provision of training activities for inclusion.

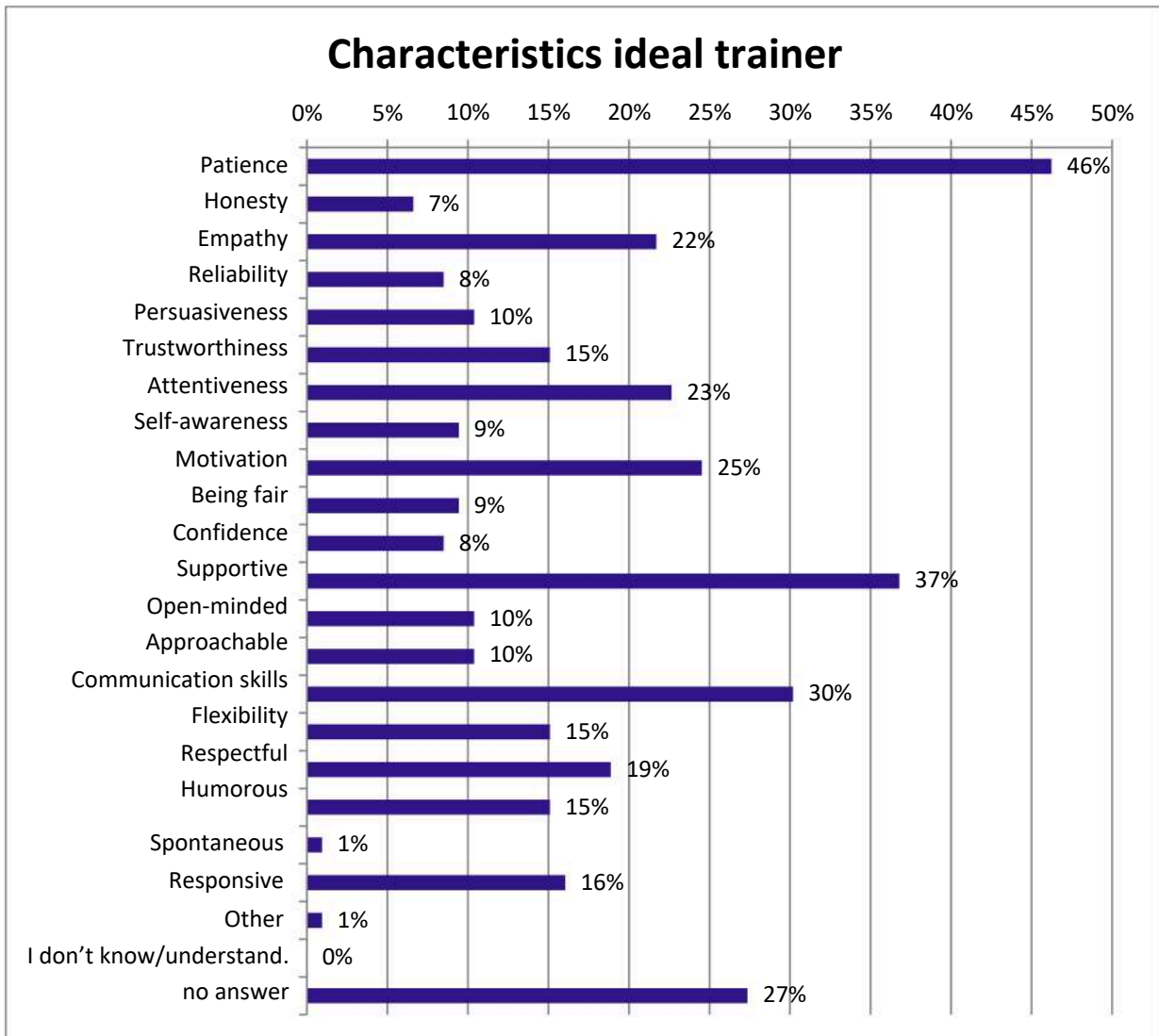


Graph 3 Motivation of trainer

4.4.2.2 Character Traits

General

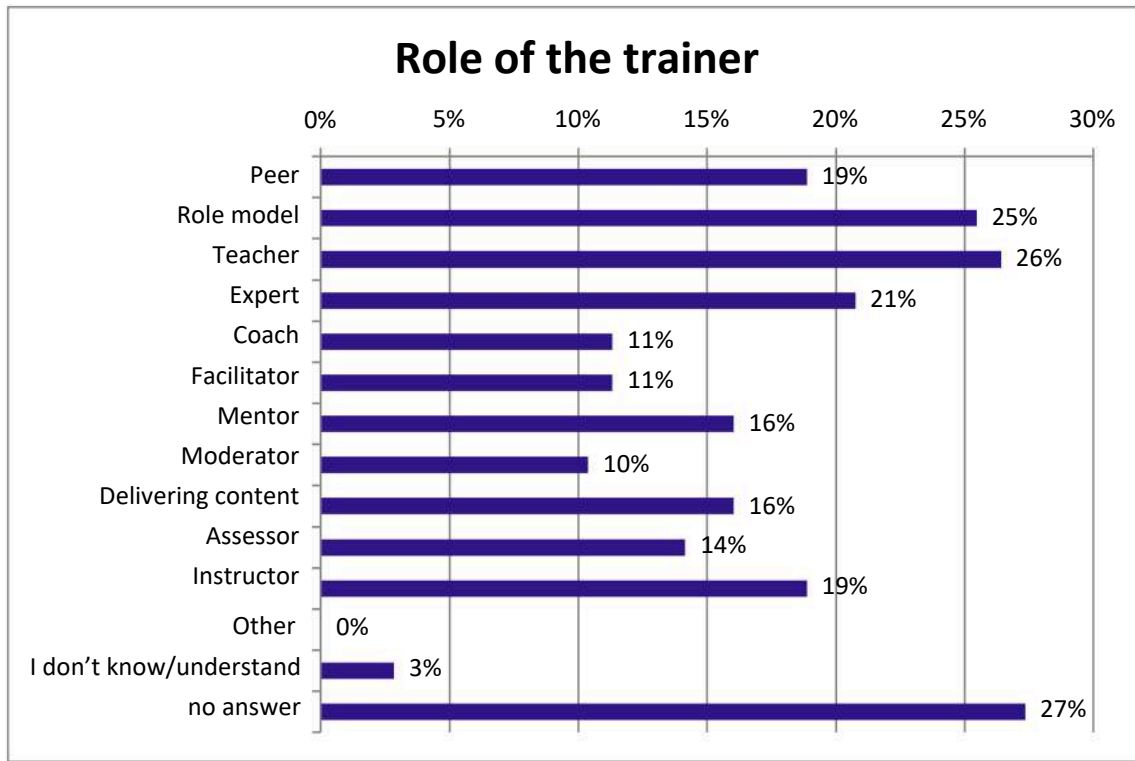
Definition: Values, Morals, and Beliefs of a persons that have deep influence on his her behaviours.



Graph 4 Characteristics ideal trainer

4.5 Perception of the role of inclusive digital trainer Glossary

Definition: An individual's view of how he or she is supposed to act in a given work situation.



Graph 5 Role of the trainer

5 Inclusive Digital Trainer certifications and mobility

The project will provide at the end of the training program to Inclusive digital trainers documents to allow them to achieve certifications according to European rules and, where possible, according to national rules.

5.1 Adoption of ECVET European Credit in Vocational and Educational Training in DIG.I.T.ABLE

Evaluate proposal is that the participation of trainers in the training activities provided in the DIG.I.T.ABLE. project will be organized as a training mobility organized as part of an interinstitutional agreement between the project partner providing the training, the project partner sending the participant and the participant himself.

The learning outcomes to be achieved, the evaluation, validation and recognition processes should be agreed in advance between the competent institutions involved, thus facilitating credit recognition.

This will be managed according to ECVET system. (ECVET is conceived as a system based on the voluntary participation of the member states of the European Union aiming to clarify national legislation on education and vocational training by promoting greater transparency between systems. ECVET is a system of accumulation and transfer of learning credits in the sector of vocational education and training. Its adoption can allow an individual to document and certify the achievements acquired by in professional training in all its phases).

As a first step DIG.IT.ABLE project will assess the evaluation procedures adopted by partner's countries in the act of accession to ECVET in order to fit as much as possible the information the information collection and rendition of:

- duration of the training,
- type of training,
- objectives and / or results of the training,
- skills necessary to carry out certain activities,
- position of the Inclusive Digital Trainer qualification in the professional hierarchy
- classification of existing levels in relation to equivalent qualifications.

Qualifications, learning outcomes units, credit points, assessments techniques will be arranged to allow the comparability of qualifications and learning outcomes across partner's countries as long as it will be possible to agree those issue with partner's institutions.

If necessary Learning Agreements will be set among home institution, the host institution and the students.

The recognition / certification of learning outcomes will be achieved at the highest level possible among following:

- competencies certification released in each partner's country according regional/national VET system
- within the framework of mutual trust between partner's institutions with granting of credit
- for the learning outcomes unit (s) concerned;
- certificate of competence issued by Evaluate;
- exemption from a valuation or part thereof
- granting additional credit for what would normally have been obtained
- transcription of learning outcomes achieved.

5.2 Europass 2004

Evaluate proposed that Europass Curriculum Vitae and Europass Mobility forms will be adopted. In addition to information about the host institution and the sending institution, with their contact persons, the objectives of the mobility project, the planned activities and the skills achieved are declared.

5.3 EQF European Qualification Framework

The Inclusive Digital Trainer will be related to the level 4 EQF. The complete list of EQF levels is given the following table (**Level 4 in bold**):

LEVEL	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
Level 1	Basic general knowledge	Basic skills required to carry out simple tasks	Work or study under direct supervision in a structured context
Level 2	Basic factual knowledge of a field of work or study	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy
Level 3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems
Level 4	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
Level 5	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others

Level 6	<p>Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles</p>	<p>Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study</p>	<p>Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups</p>
Level 7	<p>Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research</p> <p>Critical awareness of knowledge issues in a field and at the interface between different fields</p>	<p>Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields</p>	<p>Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams</p>
Level 8	<p>Knowledge at the most advanced frontier of a field of work or study and at the interface between fields</p>	<p>The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice</p>	<p>Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research</p>

PARTNERS



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Licensed under Creative Commons



This work is licensed under a Creative Commons Attribution – NonCommercial – Sharealike 4.0 International License.