



IMPLEMENTING A
DIGITAL
E-LEARNING
ALTERNATIVE

INTELLECTUAL OUTPUT 3

COMPETENCE FRAMEWORK FOR A TRAINER IN ACCESSIBLE AND INCLUSIVE DISTANCE LEARNING

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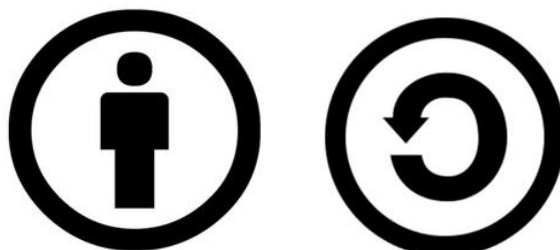
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Why this benchmark?

In March 2020, the Covid-19 crisis hit the vocational education and the training sector all over the world. In France, for vocational training, distance learning was no longer an option but the only possible teaching method and was imposed at that time to offer educational continuity to all audiences.

This forced transition to e-learning has brought to light innovations, successes, but also difficulties, temporary or definitive breaks in the course, especially among the most vulnerable groups.

More than 70 webinars were conducted during the periods of confinement with the pedagogical teams of the Greta network to help them ensure pedagogical continuity.

Two factors appeared to be essential issues for the CAFOC team of Créteil who led them: access to the digital tools made available on one hand, pedagogical choices made to deal with an unprecedented diversity of audiences, on the other hand.

Distance and e-learning have challenged the work and posture of trainers. As a corollary, the problem of their tools and their professionalisation to implement distance learning courses for learners with heterogeneous profiles has arisen: the contributors thus very quickly perceived that the raw transposition of face-to-face training into a virtual classroom was certainly the easiest to implement, but it did not meet either the possibilities of distance learning nor the needs of a very diverse and suddenly expanded audience.

To respond to these issues, the GIP-FCIP of the academie of Créteil, through a dedicated CAFOC team, has set a strategic transnational partnership with 4 other organisations in the education and vocational training sector:

- Koena, a French partner dedicated to digital accessibility and inclusion of people with disabilities;
- Universitat Autònoma de Barcelona (UAB) in Spain, a specialist in content accessibility;
- TÉLUQ University, based in Quebec, Canada, which has specialised in distance learning for over 40 years;
- and the European Certification and Qualification Association (ECQA), based in Austria.

The Ide@ project provides answers to two central questions:

- How to make distance learning as accessible as possible through adapted learning paths and tools to ensure the inclusion of all learners?
- How to professionalise educational teams in accessible and inclusive distance learning?

This reference tool, project intellectual output n°3, allows to draw up the necessary competences for trainers involved in the design and implementation of accessible and inclusive distance learning.

Developed through the dual prism of accessibility and inclusion, the list of skills to be acquired by training professionals, as well as the knowledge to be mobilised and the attitudes to be cultivated, has been designed to feed a train-the-trainer program, which is another deliverable of the Ide@ project. Know-how, knowledge and skills contribute to the necessary competences to face the massification of distance learning but also the reception and the equitable accompaniment of more and more diverse audiences.

How this reference system was built?

The approach that has led to the construction of this reference framework is based on 4 elements. The first 2 elements are foundational and regulatory:

- Accessible teaching means that course materials, learner engagement, and assessment are designed and developed so that all learners, regardless of their ability, can fully access and participate in online courses. Specifically, this means that learners can perceive, understand, navigate, interact and contribute to the online contents and the classroom development;
- Inclusive teaching means that all students/learners are entitled to a learning experience that respects diversity of levels, enables learners' participation, removes barriers, anticipates and accommodates a variety of learning needs and preferences. Most important: it prevents dropout.

These two foundations are part of the Ide@ project DNA and are based on:

- the Web Content Accessibility Guidelines 2.1 (<https://www.w3.org/TR/WCAG21/>), adapted in the European Union into the European EN 301 549 standard (ETSI EN 301 549 v3.2.1 - 2021-03);
- the Universal Design for Learning (UDL). It is on the basis of these 2 orientations that the European Union, through the Erasmus+ France Agency, has financed this project.

The two other basis of the Ide@ project are:

- 2 surveys carried out in the framework of the Ide@ project by Koena (Intellectual Output 1) and the Universitat Autònoma de Barcelona (Intellectual Output 2) through the questioning of 63 trainers and 60 learners from 17 countries, confronted with distance learning during the COVID.

Results were afterwards validated through a series of focus groups, with teaching professionals and learners representative of our target groups. The validated results stated the needs and the expectations of both the beneficiaries and the trainers and highlighted in particular the need for knowledge of the UDL guidelines and the principles of the WCAG 2.1 (EN 301 549 v3.2.1). Intellectual Outputs 1 and 2 of the Ide@ project formalise those needs as follows:

- Understand diversity in online education;
 - Plan and evaluate accessibility in online education;
 - Design and create online course materials;
 - Manage diversity in online education.
- Taking into account the activities and competencies of instructors as formalised in existing standards, including:
 - Standard of Teaching Competences, from the ESCOT project (Establishing Skills Core for CVET Trainers in Europe); supported by the CAFOC of the academie of Nantes;
 - Digital Competence Framework for Educators (DigCompEdu), European Union;
 - Cash, Catherine M.; Cox, Thomas D.; Hahs-Vaughn, Debbie L. (2021) "Attitudes and actions of distance educators towards inclusive teaching practices";
 - Practical Guide: Adopting an Inclusive Pedagogical Approach, Université de Laval, Canada;
 - Professional title of Adult Vocational Trainer, Ministry of Labour, Full Employment and Integration, France;
 - Deliverables from the KA2 DIGIT ALL project, in particular the need for digital adaptation in education.

The issue of the Ide@ project is not a repository of skills for the profession of trainer, but a specialisation aimed at adjusting, improving, adapting and consolidating experimental practices to make them more efficient.

The classic process analysis-design-creation of tools-animation-evaluation presiding over a classic pedagogical engineering approach is thus revisited under the double prism:

- Distance learning
- The WCAG 2.1 (EN 301 549 v3.2.1) standard and the Universal Design for Learning.

A list of professional activities has been designed and ordered to define 8 competences.

Finally, the resulting reference framework was confirmed, modified and completed by interviews with distance trainers from the Greta network and trainers of trainers working in the CAFOC of the GIP FCIP of the académie of Créteil. This repository has also been confronted with the practices of the Ide@ project partners and has been continuously modified, notably by the feedback from the Têluq University, in charge of the construction of the trainers' training.

Who is this reference tool intended for?

This reference tool has been designed for professionals who intervene or intend to intervene in distance vocational training (or in distance education training engineering and its associated content). This reference tool therefore represents a supplement or an improvement to the professional practices in place. Our new reference tool suppose that some skills are already mastered, in particular:

- Competences in the making and formalisation of educational scenarios;
- Competences in creating teaching aids and evaluations;
- Competences in synchronous and asynchronous facilitation;
- Mastery of computer tools and technical requirements;
- Mastery of the functionalities of the LMS platform and the virtual classroom used.

In accordance with the needs revealed by the surveys conducted by Koena and the Universitat Autònoma de Barcelona, the reference tool has been built as follows:

The general competence framework for a trainer in accessible and inclusive distance learning

Units		Elements / competences	
U1	Understand accessibility and diversity in online teaching	E1	Identify the criteria of accessibility in distance learning
		E2	Identify the factors of variability among learners and their consequences on online learning
U2	Plan and evaluate accessibility in online teaching	E1	Plan an adapted, accessible online teaching
		E2	Evaluate online teaching
U3	Design and create accessible online course materials	E1	Create accessible online materials
		E2	Design an accessible online path
U4	Manage diversity in online teaching	E1	Organise the distant presence
		E2	Interact with the learners

The 4 units cover the entire chain of professional activities involved, from the design to the delivery of inclusive and accessible online distance learning.

Thus, a trainer may have to implement all the professional activities described in this reference system if his intervention covers the entirety of a training service, from engineering to animation.

In some organisations, the units may concern more specific job families, depending on the distribution of each person's work.

Another distribution of units can be proposed to provide micro-certifications for certain professional roles. The conditions to validate micro-certifications are described in the certification reference framework. In this configuration, Unit 1 is therefore a common core.

The competence framework in accessible and inclusive distance learning for:

- Educational engineers / Learning designers

Units		Elements / competences	
U1	Understand accessibility and diversity in online teaching	E1	Identify the criteria of accessibility in distance learning
		E2	Identify the factors of variability among learners and their consequences on online learning
U2	Plan and evaluate accessibility in online teaching	E1	Plan an adapted, accessible online teaching
		E2	Evaluate online teaching

- Online content designers in technical educational services, working on existing accessible and inclusive training engineerings

Units		Elements / competences	
U1	Understand accessibility and diversity in online teaching	E1	Identify the criteria of accessibility in distance learning
		E2	Identify the factors of variability among learners and their consequences on online learning
U3	Design and create accessible online course materials	E1	Create accessible online materials
		E2	Design an accessible online path

- Tutors conducting distance learning

Units		Elements / competences	
U1	Understand accessibility and diversity in online teaching	E1	Identify the criteria of accessibility in distance learning
		E2	Identify the factors of variability among learners and their consequences on online learning
U4	Manage diversity in online teaching	E1	Organise the distant presence
		E2	Interact with the learners

What does this repository contain?

In this project, all the partners agreed on a tripartite definition of competence, a combination of KSA : knowledge, skills and attitudes (or soft skills). In French: savoir, savoir-faire et savoir-être.

This definition is consistent with that given by the European Union:

« Demonstrated ability to use knowledge, know-how, experience, and job-related, personal, social or methodological skills, in work or study situations and in professional and personal development. Comment: Competence is not limited to cognitive elements (involving the use of theory, concepts or tacit knowledge); it also encompasses functional aspects – including technical skills – as well as interpersonal attributes (e.g. social or organisational skills) and ethical values. »

Source: Cedefop; Council of the European Union, 2017.

All the partners also agreed that **skills** (« Ability to apply knowledge and use know-how to complete tasks and solve problems. » Source: Cedefop, 2014; European Parliament and Council of the European Union, 2008) **are the activities that have to be mastered by the trainer**. They match with the learning outcomes for a training path.

In each of the units and for each of the elements that make it up, the professional activities to be carried out are identified as **skills** to be implemented and refer to:

- the **associated knowledge** to be mastered;
- **attitudes** (or soft skills) to be applied.

30 skills are thus categorized using Bloom's taxonomy and provide a concrete link to the associated training content, which is the subject of another project deliverable.

In addition, a certification framework is also proposed in connection with the last deliverable of the project.

The detailed competence framework for a trainer in accessible and inclusive distance learning

U1	Understand accessibility and diversity in online teaching	E1	Identify the criteria of accessibility in distance learning
		E2	Identify the factors of variability among learners and their consequences on online learning

Unit 1: Understand accessibility and diversity in distance learning

Element / competence 1: Identify the criteria of accessibility in distance learning

Skills		Associated knowledge	Attitudes (soft skills)
1	Identify international accessibility requirements and standards and European rules for easy to read and understand information	<ul style="list-style-type: none"> ● European Digital Accessibility Directive (EN 301 549 v3.2.1) in accordance with the Web Content Accessibility Guidelines (WCAG 2.1 level AA): <ol style="list-style-type: none"> 1. Perceptible - Information and components of the user interface must be presented to users in a way that they can perceive them. 2. Usable - User interface components and navigation must be usable. 3. Understandable - The information and operation of the user interface must be understandable. 4. Robust - Content must be robust enough to be reliably interpreted by a wide variety of user agents, including assistive technologies. 	<ul style="list-style-type: none"> - Inclusiveness - Empathy - Ethics
2	Identify the accessibility features and the assistant services needed by the learners	<ul style="list-style-type: none"> ● European rules for easy-to-read and understand information. ● Features and support services: captions, screen readers, audio, keyboard navigation, online support tools and checkers for trainers. 	<ul style="list-style-type: none"> - Motivating to development - Openness to diversity - Respect for others

U1	Understand accessibility and diversity in online teaching	E1	Identify the criteria of accessibility in distance learning
		E2	Identify the factors of variability among learners and their consequences on online learning

Unit 1: Understand accessibility in distance learning

Element / competence 2: Identify the factors of variability among learners and their consequences on online learning

Skills		Associated knowledge	Attitudes (soft skills)
3	Identify the principles of Universal Design for Learning and their guidelines	<ul style="list-style-type: none"> The 31 guidelines of Universal design for learning classified according to their 3 issues: The "WHAT", "HOW" and "WHY" of learning 	<ul style="list-style-type: none"> - Empathy - Ethics - Inclusiveness - Motivating to development - Openness to diversity - Respect for others
4	Describe the factors of variability among learners based on UDL principles	The main factors of variability in learners and their consequences on: <ul style="list-style-type: none"> - Learning contents - Learning methods - Motivation to learn 	
5	Identify the levers (pre-requisites, level, rhythm, materials, duration, tutoring, types of activities, etc.) on which to act to overcome the difficulties	The main levers on which to act: the pre-requisites, the level of training, the pace of training, the content of training, the duration of training, tutoring, the nature of teaching activities...	

U2	Plan and evaluate accessibility in online teaching	E1	Plan an adapted, accessible online teaching
		E2	Evaluate online teaching

Unit 2: Plan and evaluate accessibility in online teaching

Element / competence 1: Plan an adapted, accessible online teaching

Skills		Associated knowledge	Attitudes (soft skills)
6	Use the appropriate levers (prerequisites, level, pace, materials, duration, tutoring, activities, etc.) to adapt the training to the learners	The main levers on which to act: pre-requisites, level, pace, content, duration, tutoring, nature of teaching activities...	<ul style="list-style-type: none"> - Empathy - Ethics - Inclusiveness - Motivating to development - Openness to diversity - Respect for others
7	Anticipate the critical points of understanding (fundamentals, difficulties) in the scenario	Universal Design for Learning, including the "WHAT" of learning	
8	Plan formative and summative evaluations based on training objectives	Universal design for learning, including the "HOW" of learning	
9	Identify the synchronous and/or asynchronous distance learning activities best suited to the training objectives		
10	Use the specifications to identify the modalities of synchronous and/or asynchronous tutoring	Universal design for learning, including the "WHY" of learning	
11	Use the specifications to plan the pedagogical / andragogical (VET) scenario		
12	Identify a tool to follow the progress of the learner or create one, adapted to the pedagogical / andragogical (VET) scenario.		

U2	Plan and evaluate accessibility in online teaching	E1	Plan an adapted, accessible online teaching
		E2	Evaluate online teaching

Unit 2: Plan and evaluate accessibility in online teaching

Element / competence 2: Evaluate online teaching

Skills		Associated knowledge	Attitudes (soft skills)
13	Define criteria to evaluate accessibility in the training : pedagogical / andragogical (VET) scenario, contents and facilitation	<ul style="list-style-type: none"> • All chapters of Universal Design for Learning • The 4 main principles of WCAG 2.1 (EN 301 549 v3.2.1) 	<ul style="list-style-type: none"> - Active listening - Adaptability - Critical thinking - Motivation for development - Self-awareness - The art of inquiring
14	Use the accessibility criteria to evaluate the pedagogical / andragogical (VET) scenario		

U3	Design and create accessible online course materials	E1	Create accessible online materials
		E2	Design an accessible online path

Unit 3: Design and create accessible online course material

Element / competence 1: Create accessible online materials

Skills		Associated knowledge	Attitudes (soft skills)
15	Create accessible synchronous and / or asynchronous pedagogical online activities	<ul style="list-style-type: none"> ● WCAG (EN 301 549 v3.2.1) and UDL principles, including the "WHAT" of learning ● Reference list for asynchronous and synchronous learning activities: virtual classroom - content (text, audio, video) - assignments - quizzes - interactive content (including scorm package) 	<ul style="list-style-type: none"> - Creativity - Empathy - Ethics
16	Create accessible pedagogical collaborative online activities	<ul style="list-style-type: none"> ● WCAG (EN 301 549 v3.2.1) and UDL principles, including the "WHAT" and "HOW" of learning ● The reference list of collaborative learning activities: virtual classroom - forum - workshop - glossary - wiki 	<ul style="list-style-type: none"> - Inclusiveness - Motivating to development - Openness to diversity
17	Create synchronous and / or asynchronous online evaluations linked to the progression tool	WCAG (EN 301 549 v3.2.1) and UDL principles, including the "WHAT" and "WHY" of learning	

U3	Design and create accessible online course materials	E1	Create accessible online materials
		E2	Design an accessible online path

Unit 3: Design and create accessible online course material

Element / competence 2: Design an accessible online path

Skills		Associated knowledge	Attitudes (soft skills)
18	Organise material, pedagogical activities and evaluations in the Learning Management System according to the pedagogical scenario	WCAG (EN 301 549 v3.2.1) and UDL principles including the "WHAT" and "WHY" of learning	<ul style="list-style-type: none"> - Adaptability - Creativity - Empathy - Ethics - Inclusiveness - Motivating to development - Openness to diversity - Self-awareness
19	Ensure objectives and duration are explicitly mentioned in activities and evaluations	WCAG (EN 301 549 v3.2.1) and UDL principles including the "WHY" and "HOW" of learning	
20	Ensure educational instructions (what to do?) and technical instructions (how to do?) are present in material, pedagogical activities, evaluations		
21	Identify the adaptations available in the used Learning Management System platform and virtual classroom tool	WCAG (EN 301 549 v3.2.1) and UDL principles including the "HOW" of learning	
22	Evaluate the relevance of the contents on the basis of the accessibility criteria and improve them according to learners' feedbacks	WCAG (EN 301 549 v3.2.1) and UDL principles: the "WHAT", "HOW" and "WHY" of learning	

U4	Manage diversity in online teaching	E1	Organise the distant presence
		E2	Interact with the learners

Unit 4: Manage diversity in online teaching

Element / competence 1: Organise the distant presence

Skills		Associated knowledge	Attitudes (soft skills)
23	Organise and support group dynamics remotely (objectives, group belonging, rules, interactions, assistant tools and services)	WCAG (EN 301 549 v3.2.1) and UDL principles, including the "WHY" of learning	<ul style="list-style-type: none"> - Active listening - Adaptability - Critical thinking - Motivation for development - Positive attitude - Respect for others - The art of inquiring
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25	Organise collaborative distant work	WCAG (EN 301 549 v3.2.1) and UDL principles including the "HOW" and "WHY" of learning	
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U4	Manage diversity in online teaching	E1	Organise the distant presence
		E2	Interact with the learners

Unit 4: Manage diversity in online teaching

Element / competence 2: Interact with the learners

Skills		Associated knowledge	Attitudes (soft skills)
27	Implement synchronous and/or asynchronous teaching and learning times with adapted tools	WCAG (EN 301 549 v3.2.1) and UDL principles: the "WHAT", "HOW" and "WHY" of learning	<ul style="list-style-type: none"> - Active listening - Adaptability - Critical thinking - Motivation for development - Openness to diversity - Passion and self-motivation - Positive attitude - Respect for others - The art of inquiring
28	Monitor learners' progress and assessments with available tools	WCAG (EN 301 549 v3.2.1) and UDL principles, including the "WHY" of learning	
29	Support the learners by adopting a positive behavior regarding variability factors, especially "why learning" factors		
30	Evaluate the learners' progression, the learners' commitment and the relevance of the interactions with the learners	WCAG (EN 301 549 v3.2.1) and UDL principles: the "WHAT", "HOW" and "WHY" of learning	

Annex

IDE@ - glossary

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Introduction

The Ide@ glossary presents the definitions of the terms used in the Ide@ project 5 intellectual outputs. The general rule to use terms is that all the partners agree with the same definition. On the basis of this principle of agreement between four European partners and one Canadian partner, we selected definitions in the following order:

- First, we have used international world-wide definitions when available such as definitions by UNESCO, United Nations;
- When international world-wide definitions were not available, we chose the definitions given by the European Union or by projects approved by the European Union;
- Last, when no definition was available for a term, the project partners have agreed on a common definition.

- **Accessible teaching**

means that course materials, learners engagement and assessment are designed and developed so that all learners regardless of their abilities can fully access and participate in online courses. More specifically, it means that learners can perceive, understand, navigate, interact with and contribute to online content and class development.

- **Asynchronous teaching**

is online distance education that does not require real-time interaction; instead, content is available online for learners to access when it best suits their schedules, and assignments are completed according to deadlines.

- **Competences**

" Despite initiatives like the European Qualifications Framework there is still no consensus for adopting a common competence model and policy discussions continue to reveal confusion " said Winterton, J. (2009).

Source: Competence across Europe: highest common factor or lowest common denominator? Journal of European Industrial Training, 33(8/9), 681-700).

In this project, we have decided to base ourselves on a tripartite definition" of "competence" combination of KSA: knowledge, skills and attitudes.
In French : savoir, savoir-faire et savoir-être.

- **Critical points**

In the repository, we mention the critical points to treat them in a specific way in the pedagogical scenario. These elements are identified by the trainer and constitute the difficulties or notions that the learners must master.

- **Disability**

“Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.” Source: Article 1 of the UN CRPD (Convention on the Rights of Persons with Disabilities)

Disability should be seen as the result of the interaction between a person and his/her environment. Disability is not something that lies in the individual as the result of some impairment. This convention recognizes that disability is an evolving concept and that legislation may adapt to reflect positive changes within society.

It is also important to note that a person with disabilities may be regarded as a person with a disability in one society or setting, but not in another, depending on the role that the person is assumed to take in his or her community. The perception and reality of disability also depend on the technologies, assistance and services available, as well as on cultural considerations. Source: UN Enable - Frequently Asked Questions (FAQs)

- **Diversity**

Differences in the values, attitudes, cultural perspective, beliefs, ethnic background, sexual orientation, gender identity, skills, knowledge and life experiences of each individual in any group of people.

Source: European Commission (1998). 100 Words for Equality: A Glossary of Terms on Equality between Women and Men.

- **Factors of variability**

Laval University in Quebec has identified factors of student variability that may pose a challenge to the achievement of the course pedagogical objectives in its current format. For example, these factors can be vision or hearing problems, difficulties in processing verbal information, memory problems, problems with verbal expression, organisational difficulties, anxiety disorders, low self-esteem, a tendency to become discouraged...

These factors can impact the 3 aspects of learning identified by the UDL: the WHAT, the HOW and the WHY. Cf. Factors of variability

To identify these factors makes it possible to adapt the training program from the outset and make it more inclusive.

The **levers** mentioned in the reference framework are parameters that can be acted upon when building a training path. In order to overcome potential learners' difficulties: these levers are: pre-requisites, level, rhythm, materials, duration, tutoring, types of activities, etc. For example, to accommodate learners with different levels, you can increase the course length, plan activities at progressive levels... Source: Ide@ project partners

- **Inclusive education** refers to a wide range of strategies, activities and processes that seek to make a reality of the universal right to quality, relevant and appropriate education.
 - It acknowledges that learning begins at birth and continues throughout life, and includes learning in the home, the community, and in formal, informal and non-formal situations.
 - It is a dynamic process which is constantly evolving according to the culture and context.
 - It seeks to enable communities, systems and structures to combat discrimination, celebrate diversity, promote participation and overcome barriers to learning and participation for all people.
 - All differences according to age, gender, ethnicity, language, health status, economic status, religion, disability, life-style and other forms of difference are acknowledged and respected.
 - It is part of a wider strategy promoting inclusive development, with the goal of creating a world where there is peace, tolerance, sustainable use of resources and social justice; where the basic needs and rights of all are met.
 - It is about changing the system to fit the student, not changing the student to fit the system. It locates the 'problem' of exclusion firmly within the system, not the person or their characteristics.

Cf. **Inclusive Education. Where there are few resources** by Sue Stubbs
The Atlas Alliance. Updated and revised version September 2008

- **Inclusive teaching**

means that all learners are entitled to a learning experience that respects diversity of levels, enables participation, removes barriers and anticipates and considers a variety of learning needs and preferences. And above all, it prevents from dropping out.

- **Online teaching** is done remotely through a **learning management system (LMS)** that connects teachers and students in a virtual space. Online teaching can also use a blended teaching model, which includes mixed synchronous and asynchronous activities.

- **Soft skills (attitudes)**

Unesco definition: “Terms used to indicate a set of intangible personal qualities, traits, attributes, habits and attitudes that can be used in many different types of jobs. As they are broadly applicable they are also seen as transferable skills, even if the idea of transferability is often questioned because individuals learn to perform tasks in particular contexts and may not be able to apply them to others. Examples of soft skills include: empathy, leadership, sense of responsibility, integrity, self-esteem, self-management, motivation, flexibility, sociability, time management and making decisions. The term is also used in contrast to ‘hard’ skills that are considered as more technical, highly specific in nature and particular to an occupation, and that can be (generally) taught more easily than soft skills.”

The SOSTRA project provides a list of 15 soft skills and their definitions among European teachers. We have used this list and the associated definitions to complete the repository. [Source: The SOSTRA project, Erasmus+ 2018-1-FI01-KA204-047243](#)

1. Active listening

A good level of this skill means showing an interest in, and ability for, picking up important information from conversations. The ability to fully concentrate on what is being said, involving listening with all senses and giving full attention to the speaker.

Having this skill means that you are:

- able to probe the other person if things are not clear during a conversation and react to nonverbal signals.
- able to express an understanding of both content and non-verbal messages during conversations through one’s reactions.
- able to summarize regularly during conversations, check whether he/she has understood the other person and is happy to be corrected.
- able to show an interest in the other person during conversations and encourages him/her to carry on talking through eye contact and manner.
- able to let others finish what they are saying during conversations, gives them space and uses silence at the right times.
- able to show respect to interlocutors.
- able to focus only on what the speaker is telling.

2. Adaptability

A good level of this skill means a flexible attitude and the ability to leave the comfort zone and cope with change.

Having this skill means that you are:

- able to observe and monitor changes in one's (educational) environment.
- able to plan ahead, but having alternative options in case new needs have to be satisfied.
- able to maintain or shift focus in accordance with an unexpected change of priorities.
- able to anticipate & respond positively to changing learning environments.

3. Creativity

A good level of this skill means that creative educators can constantly reinvent themselves and adapt their teaching styles and strategies to better understand and manage the diversity of their classroom. Creativity is a cluster of skills that are needed to produce ideas that are both original and valuable.

Having this skill means that you are:

- able to emphasize process rather than product.
- able to allow time for learners to explore all possibilities, moving from popular to more original ideas.
- able to come up with real new concepts or solutions.
- able to ask stimulating questions and to encourage people to think out of the box, norms, values, procedures or practical limitations.
- able to apply more than one way to accomplish a task, experiment with options and try out other approaches.

4. Critical thinking

A good level of this skill means the ability of actively and skillfully analysing, synthesizing and evaluating information to reach an answer or conclusion. Is seen as goal-oriented thinking.

Having this skill means that you are:

- able to find solutions to complex problems and communicate them.
- able to reach conclusions and solutions, testing them through relevant criteria and standards.
- able to analyse the concepts from a larger perspective, not limiting oneself to stereotypes or predetermined ideas.
- able to resolve conflicts.

5. Empathy

A good level of this skill means the ability to see situations from someone else's place.

Having this skill means that you are:

- able to facilitate mutual contact and discussion taking into consideration emotions and feelings of the other and avoiding aggressive attitude or rude approach.
- able to know how to get at relevant unspoken information, feelings and needs of other people.
- able to create a good conversational climate through attention, openness and respect.
- able to show understanding of the opinion and feelings of other people and accept others as they are.
- able to focus on understanding the how and why: how the person feels, and why they feel that way.

6. Ethics

A good level of this skill means the ability of having a human approach when it comes to making ethical decisions. Understanding the context, the influencing factors and the emotions involved when making a judgement which is based on an innate sense of morality.

Having this skill means that you are:

- able to identify and follow one's own ethical principles and values in teaching, guiding and assessing learners.
- able to act with learners, colleagues, stakeholders and the learning community in a fair and human way.
- able to respect the rights and interests of learners.
- able to comply with laws and regulations linked to teachers' profession.
- able to analyse one's ethical principles, actions and judgements to improve oneself as a teacher.

7. Inclusiveness

A good level of this skill means the ability to include all learners and treating them all fairly and equally and making them feel welcome.

Having this skill means that you are:

- able to create supportive, collaborative and respectful environment that increases the participation and contribution of all learners.
- able to identify, describe and understand the conceptions and various perspectives of inclusiveness in education.
- able to distinguish and value learner difference.
- able to support all learners and take these into account when planning, guiding and assessing learning.
- able to identify and understand the importance of collaborative working approach in inclusive education.
- able to take responsibility for one's own professional development and continuing learning.
- able to guarantee equal opportunities for all of the learner.

8. Integrity

A good level of this skill means the ability of being honest and having strong moral and ethical principles.

Having this skill means that you are:

- able to treat confidential or sensitive information about the organization discretely and with care.
- able to prevent conflict of interests or, if possible, dissolves it in time.
- able to stick to one's values and moral principles, even under pressure.
- able to treat confidential or sensitive information about students discretely and with care.
- able to openly admit one's mistakes and takes responsibility for those.
- able to stick to truthfulness in one's communication, actions and sharing of information.

9. Motivating to development

A good level of this skill means the ability to encourage learners to achieve learning goals by developing their knowledge, competencies and talents.

Having this skill means that you are:

- able to make learning convenient and accessible for learners.
- able to offer regular constructive feedback in the learning process/path.
- able to appeal to different learning preferences to match learners' needs.
- able to train learners and improve their perseverance and patience.
- able to enrich learners by fostering the building of self-esteem and self-confidence.

10. Openness to diversity

A good level of this skill means the acceptance of similarities and dissimilarities between the individuals or a group one belongs to. The ability to respond to the differentiated needs of individuals, no matter their personal, social, cultural, ethnic, religious circumstances.

Having this skill means that you are:

- able to accept similarities and dissimilarities between the individuals.
- able to be ready to initiate and develop relationships with people of a different age, gender, cultural background, educational background etc.
- able to understand how people can differ in their way of thinking, their beliefs and values.
- able to identify the values important to members of diverse backgrounds.
- able to demonstrate openness to new perspectives and diversity of others.
- able to interact respectfully and appropriately with people with diverse backgrounds.
- able to recognize and critically reflect upon one's own biases (conscious and unconscious) in the relation to age, gender, disabilities, cultural background.

11. Passion and self-motivation

A good level of this skill means the ability to maintain energy and enthusiasm to achieve one's goals.

Having this skill means that you are:

- able to apply SMART (Specific, Measurable, Achievable, Realistic, Time Bound) Goal Model in your teaching activities.
- able to maintain one's effort and enthusiasm as an educator.
- able to align personal goals with the goals of the environment.
- able to eliminate the factors of dissatisfaction.
- able to reward oneself when one thinks having done things well.
- able to avoid postponing tasks, as this can cause decrease of your motivation level and hamper reaching of your goals.
- able to generate co-responsibility in the team and in the learners.
- able to establish feedback procedures to support monitoring and supervision.

12. Positive attitude

A good level of this skill means the ability to demonstrate a disposition of optimism and encouragement. A person with a positive attitude possess a 'glass half-full' mentality.

Having this skill means that you are:

- able to strengthen the personal strengths to counteract the weaknesses.
- able to accept one's mistakes and to know how to improve oneself through introspection.
- able to focus on encouragement and the positive side of life and demonstrate it in the relationship between educator and learner.
- able to manage one's thoughts and guide thoughts towards empathy, optimism and enthusiasm in order to obtain the desired results in the teaching-learning process.
- able to seek support from other educators and learners when necessary to achieve the best results.

13. Respect for others

A good level of this skill means the ability to treat learners equally taking into consideration their strengths, weaknesses, interests, values and ambitions.

Having this skill means that you are:

- able to respect people, avoid name calling, disparaging or putting down people or their ideas.
- able to listen to others and value their message and opinions.
- able to exhibit an interest in and appreciation of others' perspectives, knowledge, skills and abilities.
- able to express recognition and gratitude for the efforts and contributions of others.
- able to react to other people's ideas in a constructive way during conflicts and accepts others as they are.
- able to address disagreements with others in a diplomatic way, avoiding the conflict.

14. Self-awareness

A good level of this skill means the ability to know oneself, as well as one's strengths and weaknesses. The ability to be aware of one's own preconceptions and assumptions.

Having this skill means that you are:

- able to recognise one's own personal qualities and performance as an adult educator.
- able to recognise own strengths and weaknesses.
- able to point some of personal development areas as an adult educator.

15. The art of inquiring (asking questions)

A good level of this skill is about how questions can be used to open another person's thinking and to help develop one's thinking further or to stimulate collaborative knowledge creation. In addition, it is about how to recognise key utterances in another person's/student's speech.

Having this skill means that you are:

- able to use and form open and unbiased questions with an interrogative pronoun in order to broaden and facilitate collaborative thinking.
- able to recognise key utterances from another's speech and is able to continue thinking based on these findings.

- **Synchronous teaching**

is online distance education that happens in real-time, often with a set class schedule and required login times.

- **Universal Design for Learning (UDL)**

is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. Source: CAST, 2020.

- **VET : vocational and educational training**

aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market.

Cf. VET : vocational and educational training

- **Web accessibility**

means that websites, tools, and technologies are designed and developed so that people with disabilities can use them. More specifically, people can:

- perceive, understand, navigate, and interact with the Web.
- contribute to the Web.

Web accessibility encompasses all disabilities that affect access to the Web, including: auditory, cognitive, neurological, physical, speech and visual

Web accessibility also benefits people **without** disabilities, for example:

- people using mobile phones, smart watches, smart TVs, and other devices with small screens, different input modes, etc.
- older people with changing abilities due to ageing.
- people with "temporary disabilities" such as a broken arm or lost glasses.
- people with "situational limitations" such as in bright sunlight or in an environment where they cannot listen to audio.
- people using a slow Internet connection, a limited/expensive bandwidth.

Cf. "Créer un mooc inclusif", Koena



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