



ALdia
Accessible Learning Design,
implementation and accreditation

Co-funded by the
Erasmus+ Programme
of the European Union



ALdia programme-trainees' guide

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Project information

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Introduction

This document has been developed within the framework of the ALdia - Accessible Learning Design implementation and Accreditation project. ALdia is a project co-funded by the European programme Key Action 3: Support for policy reform - Initiatives for policy innovation. The main objective of the ALdia project is to reduce disparities in learning outcomes affecting learners from disadvantaged backgrounds and to mainstream the equal access principles and practices into all education sectors and levels in Europe and beyond. The ALdia project aims to establish new knowledge and explore the feasibility of a new accreditation that will prepare and deploy the HE and VET education professional workforce for equity, diversity and inclusion through the use of new and creative pedagogies and tools. ALdia activities are expected to support people with disabilities to obtain higher qualifications and facilitate their transition to the labour market. To this direction, ALdia will design and develop a MOOC (Massive Open Online Collaborative Course) to prepare the education professionals for equity, diversity and inclusion in learning process and certify them with the qualifications of inclusive education.

The ALdia training programme: Description of methodologies and tools is a deliverable of WP3 “Development of the training, assessment and accreditation”, which is the central WP to the project implementation as it will deliver the major project results:

- Eight training modules,
- Eight self-assessment tests,
- Thirty-two peer-assessment assignments,
- One final exam.

It consists in a practical guide giving a general overview of the training programme, the main roles of the trainees and the main outcomes to be achieved.

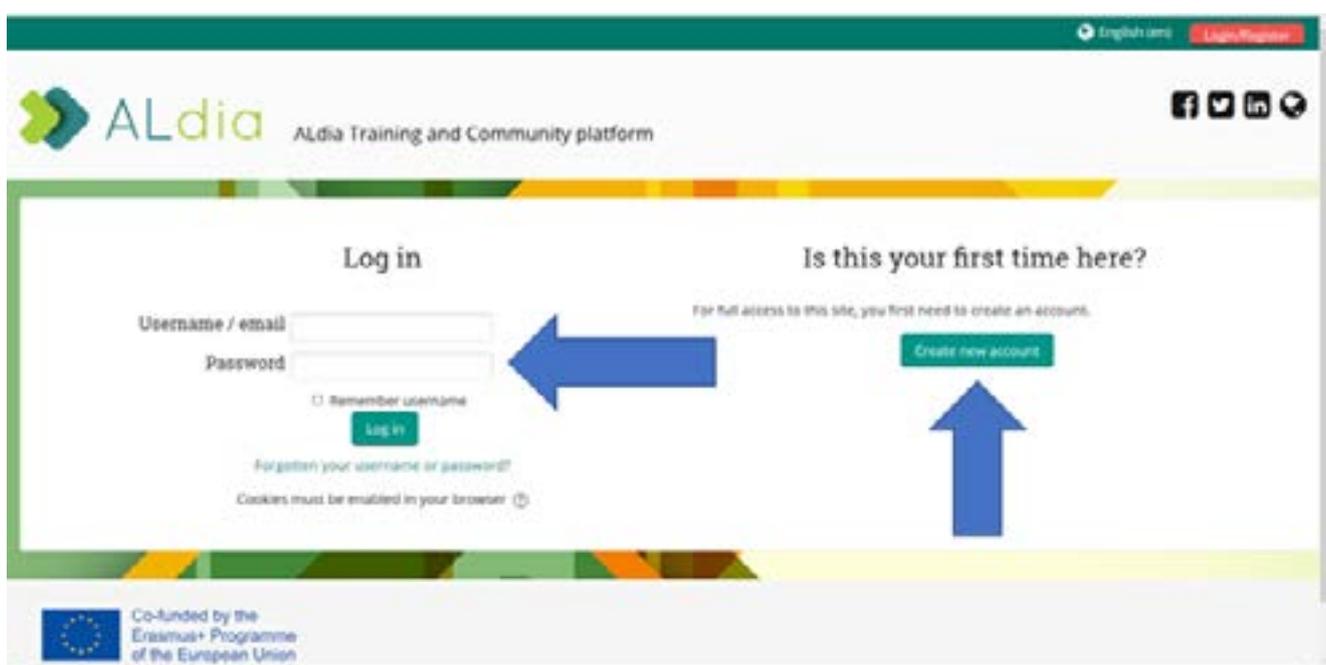
How to use the e-learning platform

The ALdia e-training platform has been designed based on Web Content Accessibility Guidelines (WCAG) 2.0. Therefore, its open teaching material is accessible to both disabled learners and education professionals. Following the next steps, you will be able to access the e-learning material.

- **Step 1:** Go to <http://aldia-project.eu/> and click the E-learning symbol (ALdia MOOC)



- **Step 2:** Log in or create a new account if you don't have one



- **Step 3:** After completing your registration, you will be able to see the e-learning modules by clicking the “Training” tab

The ALdia project will develop a novel training and accreditation framework in the higher education and VET that will genuinely improve education and training system within.

According to the European Disability Strategy 2010-2020 disabled people are much more likely to participate in post-school education and to obtain employment than non-disabled people. Removing barriers and improving outcomes for this group is critical to the overall economic and social objectives of the EU.

Logged in user
Dimitris Chrysochoidis
CityUsers
dchrysochoidis@alodia.eu

Training
The ALdia V.U.D. offers an Online Open Course which is accessible to both disabled students and education professionals.

Community
In ALdia Virtual Community users can meet, exchange experiences and participate in group activities.

- **Step 4:** Choose the language in which you will study

Course categories:

Training

Search courses

Go

Expand all

Ελληνικά

Italiano

English

Español

Navigation

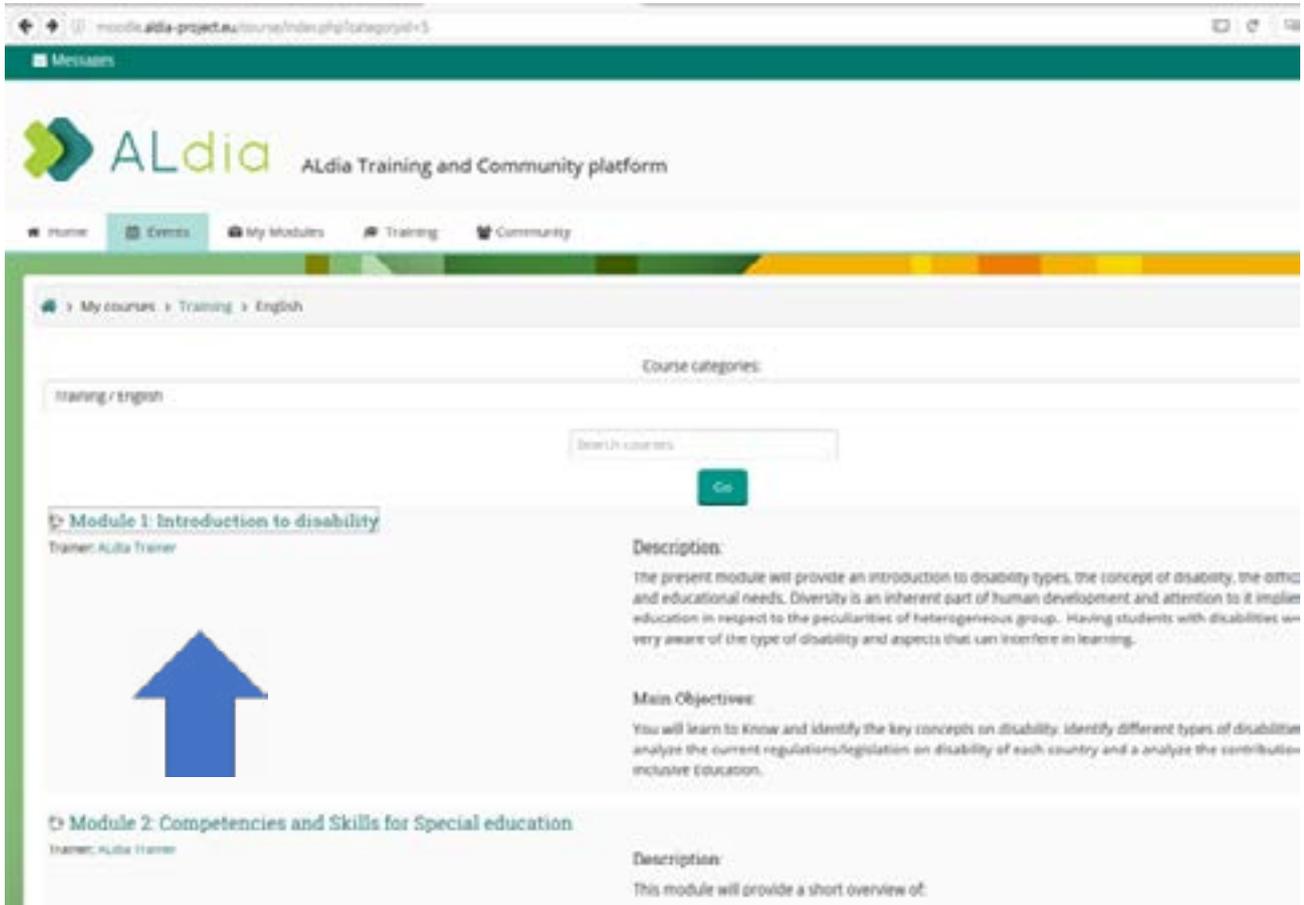
Home

- Dashboard
- Site pages
- My courses
 - Training
 - Ελληνικά
 - Italiano
 - English
 - Español
 - Courses

Administrators

- Category: Training
- Competency framework

- **Step 5:** Choose the module you want by clicking on it (for instance, the first module)

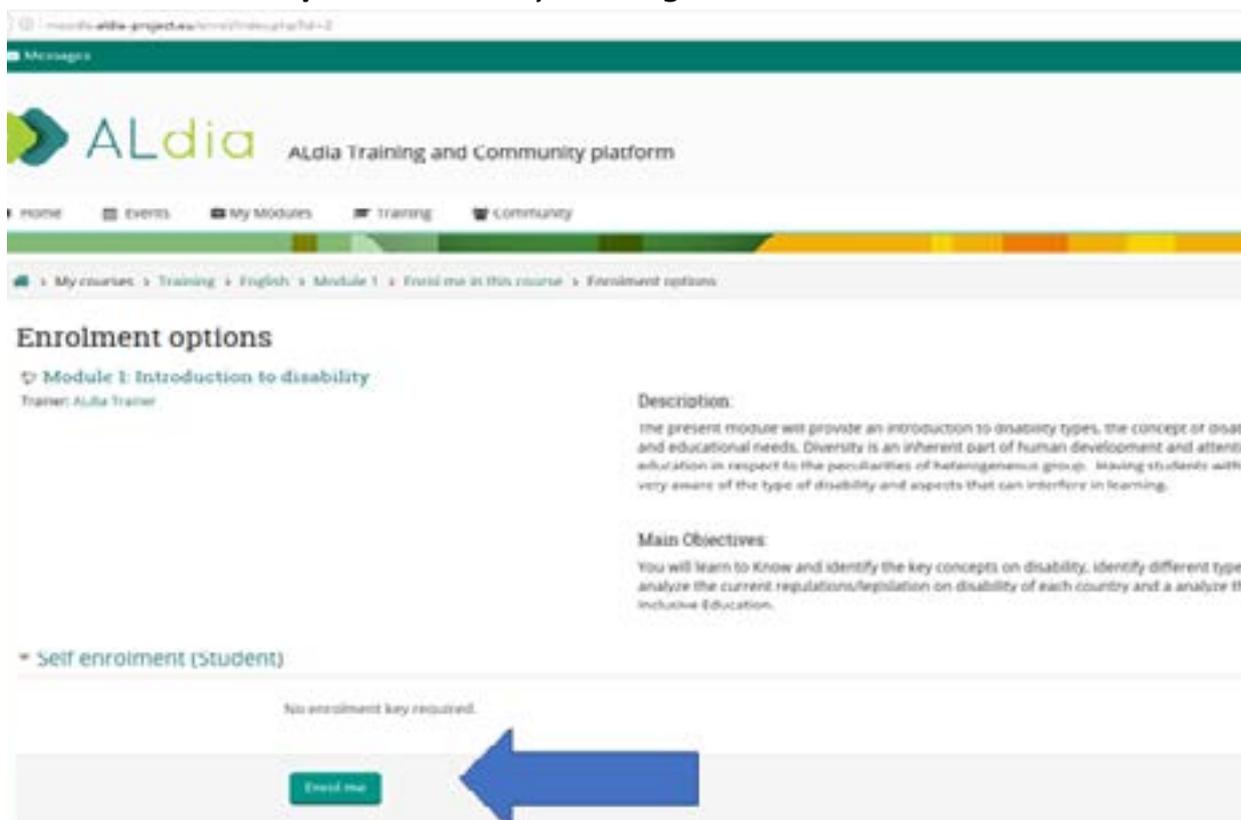


The screenshot shows the ALdia Training and Community platform interface. The breadcrumb trail indicates the user is in 'My courses > Training > English'. Under 'Course categories', there is a search bar and a 'Go' button. Below this, two modules are listed:

- Module 1: Introduction to disability** (Trainer: ALdia Trainer)
 - Description:** The present module will provide an introduction to disability types, the concept of disability, the social and educational needs. Diversity is an inherent part of human development and attention to it implies education in respect to the peculiarities of heterogeneous group. Having students with disabilities we very aware of the type of disability and aspects that can interfere in learning.
 - Main Objectives:** You will learn to Know and identify the key concepts on disability. Identify different types of disabilities analyze the current regulations/legislation on disability of each country and analyze the contribution inclusive education.
- Module 2: Competencies and Skills for Special education** (Trainer: ALdia Trainer)
 - Description:** This module will provide a short overview of...

A blue arrow points to the title of Module 1.

- **Step 6:** Enroll in by clicking the “Enroll me” button



The screenshot shows the 'Enrolment options' page for 'Module 1: Introduction to disability'. The breadcrumb trail is 'My courses > Training > English > Module 1 > Enroll me in this course > Enrolment options'. The page displays the module details and a section for 'Self enrolment (students)'. Below this section, it states 'No enrolment key required.' and there is a green 'Enroll me' button. A blue arrow points to this button.



- **Step 7: Start studying by clicking on the presentation files available**

moodle.aldia-project.eu/course/view.php?id=2

Messages

ALdia ALdia Training and Community platform

Home Events My Modules Training Community

My courses > Training > English > Module 1

Module 1. Introduction to disability

Description:
The present module will provide an introduction to disability types, the concept of disability, the difficulties and educational needs. Diversity is an inherent part of human attention to it implies an education in respect to the peculiarities of heterogeneous group. Having students with disabilities we must be very aware of the type of disabilities that interfere in learning.

Main Objectives
You will learn to know and identify the key concepts on disability, identify different types of disabilities, analyze the current regulations/legislation on disability of each country and the contributions of Inclusive Education.

- Presentation Module 1 (PDF Format)
- Presentation Module 1 (Web Presentation)

Session 1: Introduction and evolution of the concept of disability

Learning Objectives

- To know the evolution of the concept of disability
- Identify the educational actions that are currently being developed regarding disability and compare them with previous ones.

Learning Material

- Presentation Module 1 Session 1 (PDF Format)

ALdia training programme

Eight training modules have been created, supported by relevant learning and assessment material. The aim is to remove or reduce inadvertent barriers, which prevent disabled students from successfully participating in courses and programmes of study.

ALdia Courses			
Number of modules	8		
EQF level	4		
Overall duration	4,800 min (80 hours)		
Modules	Duration (hrs)	Title	Activity Description
Module 1	10	Introduction to disability	Introduction to disability types, the concept of disability, the difficulties and educational needs.
Module 2	10	Skills for Special Needs Education	Short overview of background legislation.
Module 3	10	Accessible course or program design	Discussion on how the courses should be designed in order to be equally available to disabled students.
Module 4	10	Accessible lectures, seminars and tutorials	Lectures, tutorials and seminars should be planned and delivered with equity as their core principle.
Module 5	10	Accessible collaborative learning and practical classes	Practical classes take many different forms, and there are wide variations in what is expected of students working in practical classes, reflecting activities associated with a great range of subjects and disciplines.
Module 6	10	Accessible e-learning material	Overcoming some of the barriers to accessibility present in traditional teaching delivery, thereby widening access to teaching and learning.



Module 7	10	Accessible examinations and assessments	Adjustments permissible within an assessment or examination without compromise to academic, training or other standards, such as competences required by professional bodies.
Module 8	10	Accessible placements, study abroad and field trips	Discussion on how particular placements, study abroad, and field trips can be accessible to disabled students and how far, in the event that they cannot be accessible, the relevant learning experiences can be enabled in some other fashion.
ECVET credits	3,2		

Module 1: Introduction to disability

European Project ALdia: Module 1

EQF level	4		
Module	Introduction to disability		
ECVET credits	0,4		
Overall duration	600 min (10 hours)		
Units	Duration (minutes)	Title	Objectives
Unit 1	125 min	Introduction and evolution of the concept of disability	<ul style="list-style-type: none"> know about the evolution of the concept of disability experience as educational mean identify the current educational actions regarding the disability and compare them with the previous ones
Unit 2	120 min	Typology of disabilities (I): sensory disabilities	<ul style="list-style-type: none"> to analyse the disabilities before teaching to develop attitudes of knowledge and respect of the functional diversity associated to disability.



Unit 3	125 min	Typology of disabilities (II): other disabilities in HE and VET context	<ul style="list-style-type: none"> Analyse disabilities before teaching: ASD and learning difficulties (dyslexia). Develop attitudes of knowledge and respect of the functional diversity associated to disability.
Peer-assessment tests	140 min	-	-
Self-assessment test	90 min	-	-
Learning Outcomes			
Knowledge	1) Attain a sound knowledge about the evolution of the concept of disability and educational actions that have been developed, 2) Get to know the typology of sensory disabilities, 3) Get to know the typology of other disabilities such as ASD and learning difficulties (dyslexia).		
Skills	1) To identify sensory disabilities and difficulties from an inclusive perspective, 2) Effective implementation with the legislative framework on attention to diversity, 3) To identify other disabilities (ASD and learning difficulties (dyslexia)) and difficulties from an inclusive perspective.		
Competences	1) Assume that the teaching exercise has to adapt to the social changes and the diversity of the students with new knowledge and actions, 2) Reflect on the teaching practice that develops according to the differences of the students with sensory disabilities, 3) Reflect on the teaching practice that develops according to the differences of the students with ASD and learning difficulties (dyslexia).		

Module 2: Skills for Special Needs Education

European Project ALdia: Module 2

EQF level	4
Module	Skills for Special Needs Education
ECVET credits	0,4
Overall Duration	600 min (10 hours)



Unit	Duration (minutes)	Title	Objectives
Unit 1	86 min	Role of teachers in an inclusive society of the 21st century	<ul style="list-style-type: none"> • set up basic conditions for an Effective Adult Learning. • foster creative climate and build team spirit. • engage students to participate creatively in the educational process. • overcome the discrimination in the Learning Process.
Unit 2	134 min	Basic competences of the professional profile related to the attention of the disability. Associated Training.	<ul style="list-style-type: none"> • apply the necessary values and competence for an inclusive training.
Unit 3	128 min	Evaluation of competences and abilities of students with specific educational needs	<ul style="list-style-type: none"> • identify the most relevant practical tests to evaluate professional skills. • assess objectively the ability and professional potential of disabled people. • discover the factors that simplify or hinder the execution of an activity. • create personalized training programs that enhance the skills and potential of each person.
Unit 4	67 min	Good practices and strategies for a successful learning	<ul style="list-style-type: none"> • apply techniques and methods to promote the active participation. • stimulate and support the motivation of disabled students during the training.
Unit 5	45 min	Services to support the teaching staff of students with specific educational needs	<ul style="list-style-type: none"> • organize the resources map. • identify and select networks to promote the integration of people with special needs.
Peer-assessment tests	120 min	-	-
Self-assessment test	20 min	-	-
Learning Outcomes			



Knowledge	<ol style="list-style-type: none">1) Acquire an overview of the basic conditions for an effective adult learning,2) Understand the main role of the teacher,3) Be conversant the value and competence areas of the professional profile of teachers in inclusive education,4) Be acquainted with different methods and tools to assess the labor skills of people with disability,5) Identify possibilities to foster and support student motivation,6) Describe SMART approach,7) List the interactive techniques to favor active participation,8) Identify reference standards and resources,9) Acquire an overview of the supporting networks in order to help people with disability,10) Sources where to find the different actors involved.
Skills	<ol style="list-style-type: none">1) Determine the type of approach needed to handle a person with disability,2) Adjust actions or decisions on how to overcome the discrimination,3) Apply the four values in teaching and learning based on work,4) Arrange the evaluation of professional skills adapted to each person, with different tools and different contexts,5) Analyze an effective training approach in heterogeneous groups,6) Formulate clear and concise training objectives,7) Apply strategies to analyze the professional strengths,8) Categorize the supporting networks in order to help people with disability,9) Analyze the different resources and select the best one for each circumstance.
Competences	<ol style="list-style-type: none">1) Carry out the program to the needs of the students,2) Be responsible for eliminating of obstacles to the equal participation of people with certain types of disability,3) Accompany people with disability in their life-long learning process with the goal of helping them become autonomous,4) Ensure to implement the knowledge, skills and abilities related to the competence areas,5) Manage the assessment the conditions in order to identify the reinforce areas of the disabled people,6) Be responsible for creating personalized training programs that enhance the skills and potential of each person,7) Carry out the implementation of different teaching methods to improve the approach to the students,8) Monitor an individual mentoring,9) Encourage the positive expectations during the training,10) Evaluate the coping behavior to provide an adequate support,11) Be responsible for providing available resources, both public and private, to promote the integration of people with special needs.



Module 3: Accessible course or program design

European Project ALdia: Module 3

EQF level	4		
Module	Accessible course or programme design		
ECVET credits	0,4		
Overall Duration	600 min (10 hours)		
Units	Duration (minutes)	Title	Objectives
Unit 1	125 min	Design for All (DfA)	<ul style="list-style-type: none"> • Know the key concepts about of universal design for all. • Develop learning itineraries for the students with disabilities.
Unit 2	120 min	Accessible materials	<ul style="list-style-type: none"> • Know the ICT tools for the accessible learning for all. • Develop technical skills of accessibility in the development of trainings.
Unit 3	125 min	ICT programs	<ul style="list-style-type: none"> • Know the ICT tools for the accessible learning for all. • Design and use accessible materials via ICT in education and communication of students with functional diversity associated with the disability.
Peer-assessment tests	140 min	-	-
Self-assessment test	90 min	-	-
Learning Outcomes			
Knowledge	1) Knowledge of accessible materials in sensory disabilities and autism spectrum disorders, 2) Recall the spectrum of existing hardware and software tools for sensory disabilities and autism spectrum disorders.		
Skills	1) Make intervention decisions in accordance with the principles of universal design, 2) Design adaptation strategies based on different disabilities with accessible materials, 3) Design adaptation strategies based on different disabilities with ICT programs		



Competences

1) Encourage respect and tolerance for individual differences associated with disability, 2) Reflect on the teaching practice adaptation strategies with accessible materials, 3) Reflect on the teaching practice adaptation strategies with ICT programs.

Module 4: Accessible lectures, seminars and tutorials

European Project ALdia: Module 4

EQF level	4		
Module	Accessible lectures, seminars and tutorials		
ECVET credits	0,4		
Overall Duration	600 min (10 hours)		
Unit	Duration (minutes)	Title	Objectives
Unit 1	183 min	Architectural and psychological barriers for an accessible learning	<ul style="list-style-type: none"> distinguish diverse groups of people with disabilities. identify the barriers faced by people with disabilities in learning. promote the accessibility of educational programmes.
Unit2	117 min	Suitable and proper arrangement of the learning environment	<ul style="list-style-type: none"> prepare, encourage and facilitate the learning process. design successful courses with regards to the special needs of learners. bear in mind if and how much the disability limits the communication ability of a learner
Unit3	95 min	Accessible communicative spaces for fluid and enjoyable learning	<ul style="list-style-type: none"> determine factors and components of the class for an accessible communication. define the degree of coordinating the group and the effectiveness of the learning process. encourage the participants to actively get involved in the learning process.



Peer-assessment tests	185 min	-	-
Self-assessment test	20 min	-	-
Learning Outcomes			
Knowledge	1) Identify architectural and psychological barriers, 2) Identify differences in the type of disability and barriers faced, 3) Identify factors that prepare, encourage, facilitate or obstruct the learning process, 4) Show an understand the learning and working environment elements, 5) Identify types of spatial organization, 6) Describe the role of the trainer in the design of accessible communicative spaces, 7) Give space organizations practical examples for disabled students.		
Skills	1) Show and evaluate the architectural and psychological barriers, 2) Design the process of accessible learning, 3) Arrange the place setting according with the accessibility of this place, 4) Apply factors to prepare and facilitate the learning process, 5) Contrast/compare different spatial organizations, 6) Apply the role of the trainer in the design of accessible communicative spaces, 7) Show different kind of space organizations for disabled students.		
Competences	1) Deal with the architectural and psychological barriers, 2) Advice means for the accessibility of learners with different kind of disabilities and encourage the process of accessible learning, 3) Able to promote the learning physical nature and the environment in the classes, 4) Able to deal with the preferences of the learners during the learning process, 5) Able to anticipate the possible obstacles to the learning process to avoid them, 6) Enhance the relationship between the learners and the teacher, 7) Be responsible for reorganizing the most suitable spatial organization for disabled students, 8) Able to assess the role of the trainer in the design of accessible communicative spaces.		

Module 5: Accessible collaborative learning and practical classes

European Project ALdia: Module 5

EQF level	4		
Module	Accessible collaborative learning and practical classes		
ECVET credits	0,4		
Overall Duration	600 min (10 hours)		
Unit	Duration (minutes)	Title	Objectives



Unit 1	20 min	Building accessibility into the design and delivery of practical lab classes teaching, according to each disability	<ul style="list-style-type: none"> respond to the needs of disabled students in practical classes, with the use of accessible techniques. design accessible lab activities that promote collaboration between students.
Unit 2	130 min	Legal issues of accessibility in HEIs	<ul style="list-style-type: none"> identify the legal standards of accessibility in tertiary education apply accessible strategies according to the recommendations of the national policy for accessibility in HEIs
Peer-assessment tests	290 min	Activating UDL model in practical classes	<ul style="list-style-type: none"> describe the arrangements made in a typical examination day. describe the functions of UDL model
Self-assessment test	160 min	Accessible arrangements to practical classes	<ul style="list-style-type: none"> understand the definition of universal design. identify proper arrangements for the delivery of practical classes.
Learning Outcomes			
Knowledge	1) Become aware of the accessible techniques for designing a practical class according to the type of disability, 2) Find out best practices for promoting collaboration between all students in practical classes, 3) Identify the recommendations of the national policy for accessibility, 4) Find out good practices for lab classes in your country, 5) Identify any barriers for accessible lab classes.		
Skills	1) Design the accessibility rules of a practical class, according to different kinds of disability, 2) Develop a strategy to facilitate collaboration between all students in practical classes, 3) Apply the educational strategies for accessibility, 4) Apply good practises and evaluate/review your teaching strategy for accessibility.		
Competences	1) Ensure accessibility in the practical classes for students with different type of disability, 2) Implement collaborative activities within the practical classes, 3) Be able to implement accessible educational practices within the national framework, 4) Overcome legal barriers and act with autonomy in the accessible lab classes.		



Module 6: Accessible e-learning material

European Project ALdia: Module 6

EQF level	4		
Module	Accessible e-learning material		
ECVET credits	0,4		
Overall Duration	600 min (10 hours)		
Unit	Duration (minutes)	Title	Objectives
Unit 1	40 min	UDL model for accessibility	<ul style="list-style-type: none"> identify the principles of UPD model for accessible lectures for each disability
Unit 2	40 min	Designing and delivering accessible eLearning activities	<ul style="list-style-type: none"> design and develop accessible activities apply accessible e-learning activities in a lecture/practical lab.
Peer-assessment tests	290 min	Describe principles of UDL model for accessible resources and be able to design accessible activities.	<ul style="list-style-type: none"> become familiar with applications of assistive technology. identify general principles of editing a text, to promote readability
Self-assessment test	230 min	Characteristics of accessible e-learning material	<ul style="list-style-type: none"> transform e-learning material into an accessible form.
Learning Outcomes			
Knowledge	1) Describe the principles of the UDL model, 2) Describe the main features of an accessible curriculum, 3) Define the process for the design and development of an accessible resource.		
Skills	1) Evaluate the opportunities of UDL for accessible resources, 2) Design accessible resources for students with disability.		
Competences	1) Carry out the design of accessible resources based on UDL, 2) Produce accessible eLearning material for students with disability, 3) Incorporate accessible eLearning material in the teaching practice.		



Module 7: Accessible examinations and assessments

European Project ALdia: Module 7

EQF level	4		
Module	Accessible examinations and assessments		
ECVET credits	0,4		
Overall Duration	600 min (10 hours)		
Unit	Duration (minutes)	Title	Objectives
Unit 1	280 min	1. Quantitative and Qualitative assessment – Continuous quality assessment.	To provide the necessary equipment that sets a complete assessment in favor of educational development of students with disabilities.
Unit 2	240 min	2. Questionnaires of qualitative assessment.	Understanding and allowing questionnaires to be used to evaluate and distinguish these criteria
Peer-assessment tests	60 min	-	-
Self-assessment test	20 min	-	-
Learning Outcomes			
Knowledge	1) Knowledge of doing a valid assessment, that will highlight the capacity of the SD, 2) Knowledge of the different characteristics of qualitative and quantitative assessment, 3) Knowledge of understanding the progress of SDs, based on questionnaires of qualitative assessment.		
Skills	1) Implementing successfully a qualitative and/or quantitative assessment of an SD, 2) Developing questionnaires of qualitative assessment.		
Competences	1) Ability to accept formats of qualitative and/or quantitative assessment that are similar to standard assessment certain of the positive learning points that will result from it, 2) To accept the use of questionnaires of qualitative assessment as fair, effective and representative for SDs.		



Module 8: Accessible placements, study abroad and field trips

European Project ALdia: Module 8

EQF level	4		
Module	Accessible placements, study abroad and field trips		
ECVET credits	0,4		
Overall duration	600 min (10 hours)		
Units	Duration (minutes)	Title	Objectives
Unit 1	105 min	The contribution of mobility to education and employment	<ul style="list-style-type: none"> understand the importance of mobility experience as educational mean be aware of EU funding scheme specifically for learners with a disability/special needs
Unit 2	100 min	An individual mobility project with target-tailored objectives	<ul style="list-style-type: none"> find out what learning style fits best the different type of learners. write questions/statements which enable users to express and record the skills and competences they have illustrate a framework for self-assessment, career planning, and preparation for job interviews
Unit 3	105 min	Construction and modelling of a mobility accompaniment methodology	<ul style="list-style-type: none"> plan a full mobility process for all involved actors (hosting, sending, learner) identify the conditions for success and the possible difficulties learners might face adopt and adapt methods and tools for individual learner needs
Unit 4	60 min	Capitalisation and follow-up after the mobility learning experience	<ul style="list-style-type: none"> reflect on the competences acquired underlining the specific occasions in which the learning has been done and figuring out potential future situations (personal and professional) where these competences would be useful. make a comparison between the quality of life of a participant before and after mobility.



Peer-assessment tests	210 min	<ol style="list-style-type: none"> 1. Real life Mobility case study 2. Internationalization at home' 3. Mobility projects/initiatives 4. Put the Measures into action 	<ol style="list-style-type: none"> 1. To improve the ability to design a learner's mobility scenario (related to study, internship, volunteering, study abroad or field trips) also clearly de-scribing the student's disability and its complexity. 2. To be able to assess the level of In-ternationalization and Equality & Di-versity at your Institution. 2. To be able to compare different institutional contexts in a group setting through discussion. 2. To plan at least 3 aspects that learn-ers will investigate further and try to adapt at their own institutions as Good Practices. 3. To participate in anonymous discus-sion forums to deepen one of the se-lected topics. 4. To be able to report and advise (showing evidence if applicable) about their own institu-tions/organizationson how to put some mea-sures into action and ensure sustainability.
Self-assessment test	20 min	Full module as-sess-ment – Final quiz	<ul style="list-style-type: none"> • To test/review the content of the four sessions of the mod-ule. • To contribute to the final grade in view of the obtain-ment of the certifi-cate.

Learning Outcomes

Knowledge	<p>1) Attain a sound knowledge about mobility opportunities in Europe: benefits and challenges related to mobility learning experiences for students living with a disability, 2) Define the learners' individual profile (learning style and endeavoured learning objectives to be achieve through mobility), 3) Recall the comprehensive spectrum of existing tools and methods for mobility management, 3) Understand the trainers' role and the crucial skills for leading a disabled learner from a mobility experience to competences recognition.</p>
Skills	<p>1) To define and suggest a mobility project/initiative matching the individual profile and needs, 2) Guide learners categorise what they know in terms of knowledge and skills and what they want to achieve through the mobility, 3) Select among adequate existing tools and methods for a tripartite mobility responsibility: (i) sending and (ii) host organisation and the (iii) learners' themselves, 4) Stimulate the youngsters to discover and valorize their skills and identify skills required by the job market.</p>
Competences	<p>1) Be responsible for analysing and evaluating the best mobility option for the individual learner, 2) Carry out the process of preparing a skills portfolio and adopt it with different targets and in different learning settings, 3) Forecast, evaluate and prevent risky situations that might occur pre/while/post mobility, 4) Able to evaluate the global experience of the participant: professional and social life abroad.</p>

The role of trainees

According to the two main principles of the ALdia training Methodology and practice, the trainees are expected to be actively involved in the learning process contributing with their own initiative and experience. The main idea behind that consists in referring to both the learners and the trainers as peers even respecting the different roles, considering that each person attending the course can be a learning example for the others because of its peculiarities skills and knowledge. Everybody is a resource for the group.

The ALdia Training programme will involve the trainee in a personal path of improvement where the main steps will be:

- 1. Bringing the own experience into the Training:* as mentioned above, all participants of the Training are considered to be peers; each one has its own experience that can be a real value if it is shared with others. In this way, **the learning starts as a reciprocal process** where all actors are involved.
- 2. Focusing on the skills to be improved:* this phase of the path consists in sharing each learner's lacks that are coming from their previous learning experiences in the formal and non-formal education field. This phase brings the learners **to identify the challenge** that has to be overcome.
- 3. Creating new ideas to improve and update skills:* this is a core phase where learners will be actively involved in using their capacity of **creating new ideas** and finding solutions to the challenges highlighted in the previous phase. Generating new ideas will be the key to find innovative solutions to improve and update the skills required.
- 4. Transforming skills into competences:* this phase will lead participants to become aware of the learning process done and of its outcomes. In other terms, the learner has got new knowledge and competences that will be spent to enter the labour market with a higher qualification.
- 5. Entering for the labour market:* the learner will do an assessment to evaluate the knowledge acquired and to get the certification of the training course.

How to get the ECVET certification

The European Credit System for Vocational Education and Training, often referred to as ECVET, is a technical framework for the transfer, recognition and (where appropriate) accumulation of individuals' learning outcomes with a view to achieving a qualification. Guided by a European-level Recommendation, ECVET tools and methodology comprise a description of qualifications in terms of units of learning outcomes, a transfer and accumulation process and series of complementary documents such as learning agreements, personal transcripts and user guides. ECVET is intended to facilitate the recognition of learning outcomes in accordance with national legislation, in the framework of mobility, for the purpose of achieving a qualification.

ECVET aims to support the mobility of European citizens, facilitating lifelong learning (formal, informal and non-formal learning) and providing greater transparency in terms of individual learning experiences, making it more attractive to move between different countries and different learning environments. At a systems level, ECVET aims towards better compatibility between the different vocational education and training (VET) systems in place across Europe, and their qualifications.

From a geographical mobility perspective, ECVET aims at facilitating validation, recognition and accumulation of skills and knowledge acquired during a stay in another country, with a view to ensuring that such experiences contribute to the achievement of vocational qualifications. The ALdia Training programme has been developed according to the ECVET standards in order to provide a framework for the assessment, validation and recognition of learning outcomes, alongside a series of common tools and instruments able to support quality in mobility.

The trainees which want to get the ECVET certification trainees should attend all 8 ALdia modules.

Since **each module will count 10 hours (600 minutes)**, it means that a trainee will attend in total at least 80 hours.

Learning assessment and overall evaluation

In order to assess the competences acquired by the trainees, assessment exams criteria were designed by the ALdia consortium. The assessment will verify if the learning outcomes (LOs) have been assimilated.

Each exam will be composed of a set of questions in English, Greek, Italian or Spanish. In order to reach a successful conclusion, a performance assessment will be developed according to the Module needs. This assessment should aim to test the knowledge, skills and competences acquired during the module, and determine whether or not it was successful for each candidate.

There are various assessment methods which can be used, depending on the course material of each Unit, but the most common one among them, which is considered necessary for the ALdia modules, is an online examination through questionnaires, combined with peer-assessment assignments. This should be designed in such a way that will help candidates prove they have assimilated the theoretical and practical knowledge provided the course and are able to utilize it in their work.

For each module, the trainee will be asked to complete a questionnaire of **10 questions** and to do **at least 1 from 4 peer-assessment assignments**.

The most important points to be taken into account before designing these assessment exams are:

- There should be an online examination for each different module and only the participants that have passed it will be able to get a certification;
- It is crucial to align each Unit's LOs with its assessment, in order to know they were successful;
- Each module's examination will consist of a set of questions, at least 10 questions for each unit;
- The grading of these exams will be based on a point system. For a candidate to receive a pass, there needs to be a minimum grade of 60%;
- Flexibility and attention to the candidates' specific needs should be one of the main to also take into consideration when implementing the assessment.

Concluding remarks

The ALdia training programme provides students with disabilities and teachers with the opportunity to:

- reduce disparities in learning outcomes affecting learners from disadvantaged back-grounds,
- update their professional skills and knowledge,
- validate the acquired expertise through certification that will be based on the ECVET principles, thus facilitating its use across Europe.

The application of the EQF/ECVET framework allow the transparency, comparability, transferability and recognition of qualifications, between the participating countries and promotes labor mobility.

So, the proposed training program gives the opportunity to all the students and especially those with disabilities to participate in a transnational project and have access to a 'practice area' in the Aldia MOOC where they will be able to share their accessible learning designs. Finally, it is crucial to refer that the **ALdia certificate will allow the trainees to become trainers**, thus multiplying the impact of the project.