

Right to Connect: digital inclusion for persons with intellectual disabilities

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Competence framework

Deliverable D2.2



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1. Introduction

This deliverable reports on the development and implementation of a competence framework for eLearning course designers with and without disabilities.

Digital skills are increasingly important for full participation and inclusion in society. It is therefore important that everyone has the opportunity to access learning environments that aim at the development of digital skills. Such learning environments should be accessible and foster inclusive and participatory approaches, making sure that no one is left behind. Learning programmes are more effective if they are empowering, practical (e.g. learning by doing) and co-designed with the learners; individuals with diverse lived experience who can share their experience and ideas to ensure the project works for as many people as possible.

In the RightToConnect project men and women with and without intellectual disabilities along with support staff and other key stakeholders like technical partners and community partners have been working together in co-designing an e-learning platform with different modules for digital skills development. This process has not only led to innovative and accessible content for the benefit of others. It has also led to innovative methodologies for co-designing and co-creation of digital content and learning materials. During the co-design workshops participants have learned to value diversity, to understand each other challenges, to advocate for accessibility and for the right to be included and respected. It has been possible to reflect on this learning process and to systematically describe the learning in terms of outcomes, both for at individual and at group level. The resulting competence framework is the logical ordering of the descriptors of learning outcomes that the groups participating in the co-design workshops have reported. Not surprisingly these outcomes are not only in terms of digital skills, but also in terms of knowledge and awareness, constructive attitudes and personal outcomes. The impact of digital competences goes well beyond the mere ability to use digital tools, such as hard- and software, platforms and applications. The impact is potentially life-changing, allowing people to use these competencies in education, employment, and social environments. The RightToConnect project has managed to create co-design workshops in five EU cities through a train the trainer model with time and resources established to benefit the participants and the organisations they belong to. In section 2 of this deliverable, following a description of the process, the RTCN competence framework is described.

Section 3, in addition, includes an attempt to increase the impact of the project by reviewing the ENTELIS+ competence framework which systematically describes the needed competences of professionals in formal, non-formal and informal education that support learners with disabilities in



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developing digital skills. The ENTELIS+ framework was developed late 2021 and published as a deliverable of the ENTELIS+ project in 2022 and it incorporates elements of the DigCompEdu framework and the ATLEC framework. The lessons learned in the RightToConnect project are a welcome contribution to further improve the framework, highlighting or including specific competence descriptors related to co-design methodologies. The input for the review was provided by the staff of the organisations involved and based on their own learning during the project implementation.

The work presented here would not have been possible without the commitment of the participants in the project, their organisations, staff and workshop participants. A specific thanks to the team of SJOG in Dublin for their driving the importance of self-reflection and the practical competencies gained through the project with insight from all partners in the development of the RTCN competence framework.



2. The RightToConnect Competence framework

2.1. Background

The RightToConnect Competence Framework's self-assessment tool was developed to address the challenge of making competency frameworks accessible and comprehensible to a broad audience, particularly those unfamiliar with such concepts. Through a co-design process, this tool was created to be intuitive and user-friendly, allowing users to identify their strengths and areas for improvement in a flexible and personalized manner. This approach reflects a commitment to empowering individuals by providing a practical solution for mapping their learning journey, recognizing achievements, and pinpointing development needs, tailored to accommodate diverse preferences, and learning paths.

Recognising that competency frameworks can be abstract and challenging for many, the initiative focused on co-designing an intuitive, user-friendly, and adaptable tool for diverse learning and development needs. This approach was driven by the understanding that empowerment through self-assessment requires tools that resonate with the user's experiences and aspirations, allowing them to see their learning journey, acknowledge their achievements, and identify areas for growth. The co-design process, involving participants from various backgrounds, ensured the tool was grounded in real-world applicability, emphasising a personalised learning pathway over a one-size-fits-all model.

The Competency Self-Assessment tool explores nine key areas of learning divided into Skills, Knowledge, Proficiency, and Attitude, with levels ranging from Basic to Expert. The framework emphasises flexibility to accommodate individual needs, moving away from a linear progression model. Additionally, it features an online self-assessment tool, allowing individuals to identify their competencies and areas for improvement, tailored to be accessible and engaging for the target audience.

The 30 statements that the framework is based on include:

1. Give co-designers the opportunity to identify and share problems they believe digital tools can support.
2. Give co designers the opportunity to identify possible solutions and share ideas to solve the problem.
3. Introduce co designers to accessible design thinking tools to support problem and solving.
4. Support co designer to deeply understand and reflect on the problem and share their lived experience with others.
5. Provide opportunity for co designers to share challenges and barriers

6. Support co designers through accessible workshops to empathise with the needs of others.
7. Support co designers to manage expectations as they define the solution
8. Support the use of digital tech and accessible apps and tools to be Included in a meaningful way to the co design process
9. Opportunity to engage in a total communication collaboration and the creation of multimedia enabled resources to track the journey
10. Opportunity to be a part of a university campus for a semester
11. Understand accessibility for themselves and others
12. Collaborating with the university to improve environmental controls, onsite accessibility and reasonable accommodations
13. Collaborate with university to improve remote collaboration
14. Opportunity to work with peers from different locations and build social circle
15. Opportunity to be a part of a team and build capacity in social skills
16. Build capacity to be active participants in weekly co design sessions to design and build the solutions
17. Building competencies in digital design and accessibility
18. Building capacity to share challenges during testing
19. Building capacity to understand the development process and advocate for reasonable accommodation where needed
20. Build competencies in critical thinking and analysis and ability to evaluate a solution, a feature or an idea
21. Build transferable self-advocacy skills that can support other areas of their lives
22. Support in building competencies in compromise and other key team works skills
23. Building capacity to understand the scope of the project and to have an open mindset with willingness to learn new things including embracing new digital terminology
24. Constant support and iterating new accessible tools to support engagement and reward commitment and engagement of co designers
25. Commitment from the support teams to use person centered language and support positive representation
26. Build the capacity of the co-designers to change misperceptions or stereotypes held by others.
27. Supporting shared space and community inclusion
28. Opportunity to showcase equity and equality and raise confidence of co designers to ask hard questions
29. Give the co designers a sense of pride to be part of the final design solutions
30. Supporting actualization of new valued social roles

2.2. The design process

During a sequence of focus groups and collaborative design sessions, we gathered a diverse set of insights that participants had gained from their involvement in developing eLearning courses and collaborating with platform developers. Utilizing this rich collection of experiences, we embarked on a journey to collectively create the competency framework. This endeavour unfolded through a mix of face-to-face workshops across various countries and virtual discussions on online platforms. We organized the acquired knowledge into nine distinct themes, further categorizing these insights into

areas of Skills, Knowledge, Proficiency, and Attitude. Through multiple workshops, participants actively engaged in distributing these insights across different competency areas, assigning them a rank based on their significance. This process led to the establishment of a three-tiered level matrix: Basic, Intermediate (A Step Up), and Advanced (The Expert Zone), ensuring the framework's adaptability and relevance to diverse learning paths and experiences.

The design process for the RightToConnect Competency Framework, as illustrated in the provided PowerPoint presentation, involved a detailed and inclusive approach aimed at creating a framework that is accessible and meaningful for adults with intellectual disabilities. The process can be summarized in several key steps:

1. **Identification of Learning Themes:** Through focus groups and co-design sessions with co-designers, including adults with intellectual disabilities, a comprehensive list of learning outcomes was generated. These outcomes were based on the experiences and insights gained from co-designing eLearning courses and working on the platform development.
2. **Co-Design Workshops:** The framework was co-designed over a series of in-person workshops held in various countries and through online collaboration platforms. These workshops facilitated direct involvement from the target audience, ensuring that the framework was developed with their specific needs and preferences in mind.
3. **Development of Competency Areas:** The insights gathered were organized into nine thematic areas, further categorized into Skills, Knowledge, Proficiency, and Attitude. This categorization was aimed at covering all aspects of competency that the framework intended to address.
4. **Ranking and Structuring:** Participants in the workshops then engaged in activities to separate what they had learned into the identified competency areas. They ranked these based on their relevance and importance, leading to the creation of a structured competency matrix.
5. **Level Matrix Creation:** The competency levels were defined as "The Basics," "A Step Up," and "The Expert Zone," allowing for a progression that acknowledges the varied pace and style of learning among individuals with intellectual disabilities.
6. **Flexibility and Accessibility:** Recognizing the diversity within the target group, the framework was designed to be flexible, allowing individuals to navigate through the competencies in a manner that best suits their learning preferences rather than following a linear path.
7. **Implementation of Feedback Mechanisms:** Continuous feedback from participants was integral to refining the framework, ensuring it remained responsive to the needs of the co-designers and the broader community it aimed to serve.

This co-design process not only ensured that the framework was grounded in the real-world experiences and needs of its intended users but also fostered a sense of ownership and relevance among the participants, thereby enhancing the framework's effectiveness and adoption.

2.3. The resulting framework

Link to the Self Evaluation Competency Tool:

[CompetencyFrameworkRTCNCards.pptx](#) (Link in Teams)

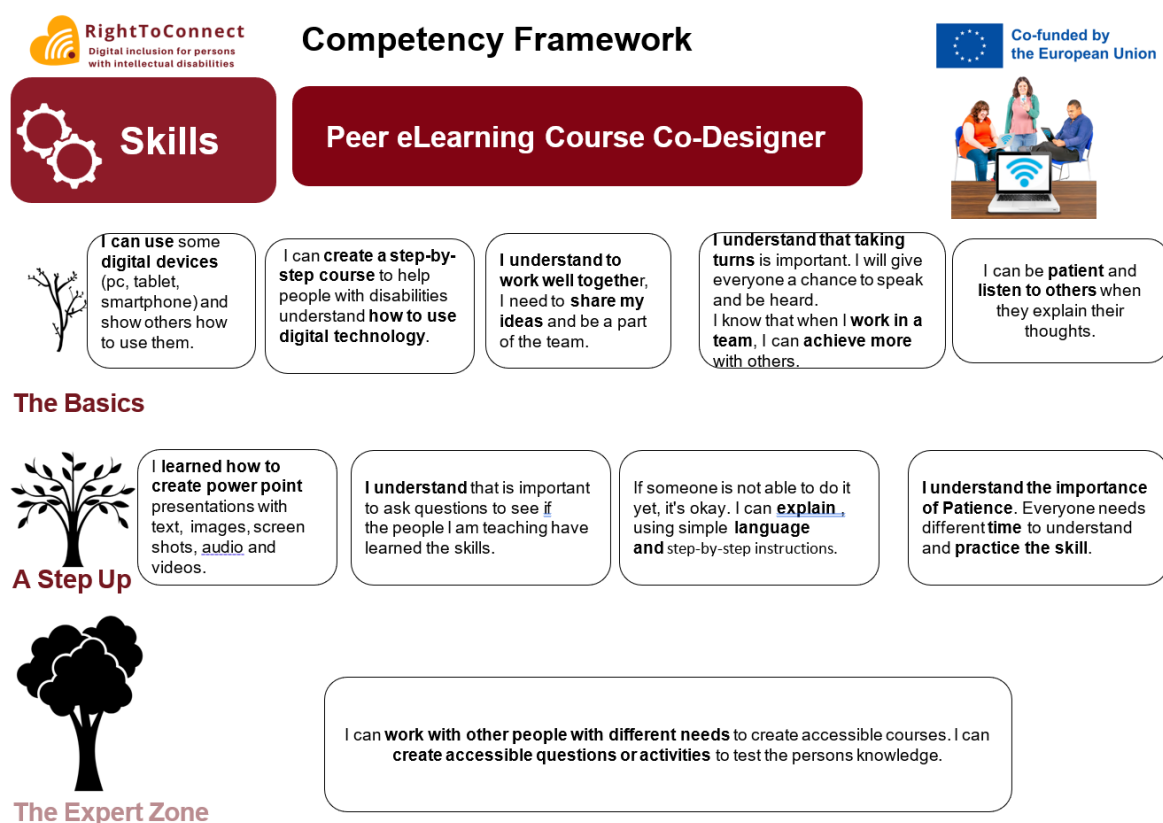


Fig. 1. High level overview of the RightToConnect Competence framework

2.4. The online self-assessment tool

The Right To Connect Self-Assessment Tool stands as a pivotal feature of the Right to Connect Project, co-designed to meet the needs of its co-designers. This comprehensive tool steers participants through an introspective journey, reflecting on the wealth of competencies garnered across nine pivotal areas: eLearning Course Co-Design, Diversity Awareness, Advocacy for Accessibility, Problem-Solving, Creative Skills, Digital Skills, Supporting Inclusive Spaces, Achievement, and Transversal Skills. As users delve into these segments, the tool prompts them with inquiries

about the skills, knowledge, proficiencies, and attitudes they've cultivated, emphasizing digital skills as a crucial component of modern competency.

Uniquely, the tool is engineered to generate nine distinct certificates, each corresponding to the participant's selections within the core learning areas and transversal skills, showcasing a tangible acknowledgment of their competencies. The co-design team have also created 9 accessible animation videos to give an overview of each of the key learning areas in the Right to Connect project. These feature not only celebrates the participants' achievements but also serves as a valuable asset in their professional and personal development endeavors and supports the co-designers to showcase their skills. Beyond facilitating self-reflection and recognition, the tool embodies the essence of accessibility and empowerment. It demystifies complex competency frameworks for those previously unfamiliar, offering a pathway to identify and articulate one's learning needs and achievements. Through a collaborative design process, the tool achieves unparalleled relevance and utility, ensuring it resonates deeply with its intended audience and effectively bridges learning gaps.

Moreover, the inclusion of a flexible learning trajectory allows individuals to navigate the competency framework in a way that best aligns with their unique learning styles and preferences, further enhancing the tool's efficacy.

The RightToConnect Self-Assessment Tool not only aids in personal and professional growth but also vividly illustrates the significant impact of co-design on fostering inclusivity and accessibility. It is a powerful testament to the collective effort's ability to transform educational and developmental landscapes, making a lasting impression on individuals and communities alike by championing the acquisition and acknowledgment of digital skills among its core competencies.

[Competency Self Assessment Tool – Right to connect \(entelis.net\)](https://righttoconnect.entelis.net)

<https://righttoconnect.entelis.net/competency-self-assessment-tool/>

3. The reviewed ENTELIS+ Competence framework

3.1. Background

The ENTELIS+ competence framework was one of the deliverables of the ENTELIS+ project. Together with other projects, the ENTELIS+ project was inspired by the first ENTELIS project and its main heritage, the ENTELIS network, an informal network wanted and supported by EASPD and AAATE. Although the network doesn't have a formal structure, the core interest of the organisations that

recognise themselves in the network is its mission to reduce the bridge the digital gap and to work for full digital inclusion of all. Core documents include the “Manifesto for full digital inclusion” (2015), the Self-assessment framework for schools (2016), the White Paper “Digital Inclusion” (2016), as well as the ENTELIS+ Training materials (2022). Also part of the ENTELIS+ results was the ENTELIS+ Competence framework (2022).

To come to the ENTELIS+ Competence framework different tasks were implemented, among which the most significant one was an assessment of existing frameworks. After examining the various existing ones, a task force identified in the “DigCompEdu framework” and the “ATLEC competence framework for ICT-AT trainers” the frameworks that came closer to the project's needs. The DigCompEdu was chosen because its focus is specifically on the digital competencies that educators and teachers need to have (including knowledge about available digital technologies and how to make effective use of them) to support the development of their students' digital skills. The ATLEC framework was chosen because it specifically focuses on the competencies needed for a professional to support and train persons with disabilities to become effective AT users. It should be noted that the ENTELIS+ framework does not substitute the DigCompEdu framework conceptually segregating learners with disabilities. On the contrary, its aim is to add a specific set of competence descriptors that are considered particularly relevant when working in inclusive settings in the presence of learners with accessibility challenges.

The task force took the following decisions:

- To refer to the DigEduComp framework areas for describing the pedagogical competencies, but to adapt them to the specific task of supporting learners with disabilities to develop digital skills.
- To define three progression levels -Core, Intermediate and Advanced- to reflect the wide variety of roles and responsibilities involved in supporting learners with disabilities and where the core is considered fundamental for those in formalised roles supporting persons with disabilities.
- To define proficiency statements for each level and for each area of competence to reflect the expected professional outcomes of those working at a given level.
- To use the term Domains rather than Areas in the final version ENTELIS+ Competence framework.
- To list for each level and domain competency descriptors, distinguishing between knowledge, skills, and attitudes. “Attitudes” was chosen because of its importance in working with people.

Based on the assessment of the frameworks, input received from ENTELIS+ project partners and the experience of the task force members representing different learning environments, a long list of

competence descriptors was drafted by the team members and mapped into the framework, which is still available on the ENTELIS.NET website.

The ENTELIS+ Competence framework 1.0., however, was never validated, reason why under the RightToConnect project a review took place that involved the project implementing teams, who were asked to review the framework based on the learning process they had gone through. The main suggestions are reported in Section 3.2. while the revised version of the framework is reproduced entirely under section 3.3.

The framework can be used for various purposes. It can help to identify learning needs, skills gaps, inconsistencies in professional preparation. It can also be used to develop teaching training programmes or assess existing training programmes on their completeness.

3.2. The improvements in the existing framework

The main lessons learned in the RightToConnect Project that have impacted on the ENTELIS+ competence framework V2.0 relate to:

- The need to stronger consider the group dimension of learning. Learning is an individual process, but most learning takes place in a group and the project has shown how the group can be a resource for positive dynamics, peer support, individual empowerment.
- Co-design and co-creation as an opportunity to involve learners in all phases of the learning process, thus making it an ideal opportunity for empowerment pathways and confidence in own means developed in the context of peer learning.
- The expansion of proficiency statements, depicting a clearer picture of essential competencies for better defined roles in supporting learners with disabilities. The progression is now better defined as ranging from conscious educators (core level) to educators able to effectively support individuals in inclusive education settings (intermediate) to expert of digital accessibility and assistive technology that can lead the uptake of assistive technology in accessible learning pathways for a wide variety of learners.

3.3. The resulting ENTELIS+ competence framework V2.0

3.3.1. Proficiency statements overview

Areas of competencies	Core level	Intermediate level	Advanced level
Assessment of challenges and needs <ul style="list-style-type: none"> ● Challenges and barriers ● Needs and opportunities 	<p>I understand the importance of digital participation for all, and I am aware of the physical, digital, societal and other barriers to digital participation for persons with disabilities.</p> <p>I am conscious that these barriers are not the same for each individual, although there are similarities for learners in similar conditions.</p>	<p>I can identify the specific challenges and constraints to access and use of technology by persons with disabilities.</p> <p>I can identify non accessible digital environments.</p> <p>I can identify the need for assistive technology and accessibility adaptations.</p>	<p>I can critically analyse the gap in competences of the learner for the effective use of assistive technology and accessibility options for digital inclusion.</p> <p>I can assess training options and recommend specific training plans for the use of assistive technology and support for digital inclusion.</p> <p>I apply evidence based tools to assess training needs and measure learning outcomes.</p>
Resource selection and use <ul style="list-style-type: none"> ● Select ● Create & Modify ● Share 	<p>I am aware of assistive technology and accessibility tools that learners might benefit from, or already use, and I am committed to encourage their use.</p>	<p>I can search, identify and select assistive technology and accessibility tools for the particular needs of individual learners.</p> <p>I can set up and configure the most commonly used assistive technology and accessibility tools.</p>	<p>I can compare, evaluate and critically select assistive technology and accessibility tools for a wide range of learners and user scenario's.</p> <p>I can implement assistive technology and accessibility tools with a broad range of users and contextualise, individualise and customise them for users. If necessary, I can make some alterations (modify) and new developments (create) with existing tools.</p>



<p>Inclusive teaching and learning</p> <ul style="list-style-type: none"> • Learning Design • Differentiation & Flexibility • Participation 	<p>I am aware of the basic principles of inclusive teaching and learning and of the importance of including all learners in activities that are meaningful for them and others.</p> <p>I put each learner’s need to participate, to communicate and to feel engaged at the centre of the learning process.</p> <p>I am conscious of the fact that technology can support inclusive teaching and learning.</p>	<p>I am aware of the principles of universal design for digital learning and digital skills development.</p> <p>I effectively integrate assistive technology and accessibility solutions in learning activities for different users’ needs and abilities.</p> <p>I put each learner’s active use of technology at the centre of the instructional process to develop digital competencies.</p> <p>I support personalised use of assistive technology and implementation of accessibility adaptations to support these efforts.</p> <p>In working with groups of learners I gear the available resources of individuals into an opportunity for the entire learning process.</p>	<p>I can design the whole learning process based on the principles and guidelines of universal design for learning with the integration of accessibility features and assistive technology, when appropriate.</p> <p>In working with groups of learners I gear the available resources of individuals into an opportunity for the entire learning process.</p>
<p>Creating inclusive environments</p> <ul style="list-style-type: none"> • Co-design principles • Organisation and Management 	<p>I involve learners in the design and evaluation of learning activities.</p> <p>I organise and manage the learning process assuring the contribution of all as well as the benefits for all.</p>	<p>I organise the learning environment (activities, resources, strategies, etc.) to promote interaction, participation and collaboration with respect for the</p>	<p>I co-design inclusive environments in collaboration with learners and other stakeholders (parents/carers/professionals). I support the process to identify positive and negative experiences and work together to find</p>





<ul style="list-style-type: none"> ● Attitudes and Emotions 	<p>I am mindful of the social and emotional dynamics in a learning environment and their impact on learning.</p> <p>I use inclusive language and diverse examples across disabilities, cultures, gender.</p>	<p>individual’s characteristics, abilities and learning needs.</p>	<p>more accessible solutions that support all stakeholders to learn and contribute.</p>
<p>Facilitating learners’ digital competencies</p> <ul style="list-style-type: none"> ● Information & media literacy ● Communication ● Content creation ● Safety (responsible use) ● Problem-solving 	<p>I encourage learners to use digital tools. When faced with barriers I support them to find solutions that can support them in accessing information and communication in digital environments, valuing the support of others (e.g. experts, expert peers).</p> <p>I support learners to understand risks and threats in digital environments (e.g. identity theft, fraud, stalking, phishing) and appropriately react.</p>	<p>I support learners in using assistive technology and make accessibility adaptations, including basic technical problems solutions.</p> <p>I implement learning activities in which learners use, if needed, assistive technology and implement accessibility requirements accessing and creating information and for communication/interaction in well-defined digital environments.</p>	<p>I encourage learners to be active participants in the digital society by effectively using digital competences for original content creation.</p> <p>I support learners to participate actively and contribute positively to digital media and media discourse, using multimedia channels for communication and identifying discriminatory language, practices and policies in digital and media environments.</p> <p>I support learners to understand their needs for assistive technology and accessibility requirements and request relevant adaptations when selecting or creating content and resources using different media.</p> <p>I encourage learners to look together for solutions for technical problems and privacy and</p>





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			safety issues in the use of technology and review together with them the findings.
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3.3.2. Core level

Domains Proficiency statements	Knowledge	Skills	Attitudes
<p>Assessment of challenges and needs</p> <ul style="list-style-type: none"> • Challenges and barriers • Needs and opportunities <p>Proficiency statements</p> <p>I understand the importance of digital participation for all, and I am aware of the physical, digital, societal and other barriers to digital participation for persons with disabilities.</p> <p>I am conscious that these barriers are not the same for each individual, although there are similarities for learners in similar conditions.</p>	<p>I know why it is vital that people with disabilities develop digital skills for participation and inclusion.</p> <p>I recognise different barriers to digital inclusion.</p> <p>I am familiar with the most common digital accessibility challenges and the diverse groups who might need support and training to access assistive technology.</p> <p>I have a working knowledge and comprehensive understanding of assistive solutions: hardware, software, and practices that allow persons with disabilities equal access to inclusive digital environments.</p> <p>I have some knowledge of accessibility legislation and other</p>	<p>I spot basic accessibility issues and support the search for solutions, including asking for expert advice.</p> <p>I support people with disabilities in using assistive technology to develop and gain independence.</p>	<p>I am convinced of the importance of digital accessibility as an enabler of the digital inclusion of people with disabilities.</p> <p>I am willing to raise awareness among the people I work with, supporting digital inclusion and encouraging them to self-advocate their rights while also ensuring that the organisation and I support them.</p>

	<p>policy frameworks, including Human Rights and the United Nations Convention on the Rights of People with Disabilities and the articles that advocate for digital inclusion, accessibility and the use of assistive technology.</p> <p>I have some knowledge of the rehabilitation, educational and social services that people with disabilities typically refer to, especially those relevant for AT provision and digital skills development</p>		
<p>Resource selection and use</p> <ul style="list-style-type: none"> ● Select ● Create & Modify ● Share <p>Proficiency statements</p> <p>I am aware of assistive technology and accessibility tools that learners might benefit from, or already use, and I am committed to encourage their use.</p>	<p>I am familiar with the most commonly used content creation software tools, digital platforms and media, and I know how to use them for effective communication.</p> <p>I am aware of the various assistive technologies available and software to access and create digital accessible content.</p>	<p>I am able to evaluate the appropriateness of the training material I use regarding its accessibility.</p> <p>I create training materials for learners with disabilities taking into account basic accessibility requirements.</p> <p>I create with some guidance learning materials to support learners with disabilities to build capacity to use assistive technology.</p>	<p>I am attentive to different needs in supporting learners with disabilities.</p> <p>I am willing to raise awareness among the learners I support about assistive technology and accessibility, understand human rights, and build capacity to self-advocate.</p> <p>I will support digital inclusion by enabling assistive technology trials that the organisation and I support.</p>

	<p>I know some effective best practices and current issues in the field of accessibility and user-centred approaches, including adaptations and modifications of products and environments that enable people to improve digital activity and participation.</p>	<p>I interact with ICT-AT technicians and others for expert advice, personalised devices, and accessibility solutions.</p> <p>I select and create training materials that support others to understand digital accessibility challenges.</p>	<p>I am willing to build the capacity of others to understand digital accessibility to support inclusion.</p>
<p>Inclusive teaching and learning</p> <ul style="list-style-type: none"> • Learning Design • Differentiation & Flexibility • Participation <p>Proficiency statements</p> <p>I am aware of the basic principles of inclusive teaching and learning and of the importance of including all learners in activities that are meaningful for them and others.</p> <p>I put each learner’s need to participate, to communicate and to feel engaged, at the centre of the learning process.</p>	<p>I understand the basics of education and learning processes, and I am aware of the reasons for a learner-centred and flexible approach.</p> <p>I am aware of the importance of involving all learners in the learning process and valuing their contribution for all.</p> <p>I can organise work in groups and by observing the interaction between the learners identify the gaps in competences and those already acquired.</p>	<p>I co-design the training materials with the learners and ensure they are accessible for the group.</p> <p>I adapt the training materials I use to the specific needs of each learner.</p>	<p>I am open to individual and flexible approaches to learning and value the input coming from the group of learners.</p>

<p>I am conscious of the fact that technology can support inclusive teaching and learning.</p>			
<p>Creating inclusive environments</p> <ul style="list-style-type: none"> ● Co-design principles ● Organisation and Management ● Attitudes and Emotions <p>Proficiency statements</p> <p>I involve learners in the design and evaluation of learning activities.</p> <p>I organise and manage the learning process assuring the contribution of all as well as the benefits for all.</p> <p>I am mindful of the social and emotional dynamics in a learning environment and their impact on learning.</p> <p>I use inclusive language and diverse examples across disabilities, cultures, gender.</p>	<p>I am aware of the importance of co-design in developing learning activities and interactive and collaborative approaches to teaching and learning.</p>	<p>I create inclusive learning environments with the involvement of the learners.</p> <p>I create learning materials that stimulate the learner's active participation in the learning process.</p>	<p>I demonstrate empathy, involvement and motivation in working with learners with disabilities.</p> <p>I seek to raise awareness among the people I support in digital accessibility and inclusion, encouraging them to use assistive technology to facilitate independence.</p>



<p>Facilitating learners' digital competencies</p> <ul style="list-style-type: none"> ● Information & media literacy ● Communication ● Content creation ● Safety (responsible use) ● Problem-solving <p>Proficiency statements</p> <p>I encourage learners to use digital tools. When faced with barriers I support them to find solutions that can support them in accessing information and communication in digital environments, valuing the support of others (e.g. experts, expert peers).</p> <p>I support learners to understand risks and threats in digital environments (e.g. identity theft, fraud, stalking, phishing) and appropriately react.</p>	<p>I am aware of the importance of having good digital skills and their impact on success in education, employment and social networking.</p> <p>I have good knowledge about the mechanisms involved in interpersonal communication.</p> <p>I know the importance of using appropriate means and technologies, including assistive technologies, for content creation and effective communication.</p> <p>I know about the role of the information and media industry, its impact and the need to select and interpret factual information critically.</p> <p>I am aware of the challenges for learners with less experience to critically select and elaborate media content.</p> <p>I am aware of the importance of effective media use by persons</p>	<p>I am able, with some guidance, to support the learners with disabilities to effectively use programmes for producing text documents, emails, text and voice messages, audiovisual productions.</p>	<p>I value co-creation, and I am willing to learn with my learners.</p>
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	<p>with disabilities for their participation and self-advocacy.</p> <p>I am aware of safety and privacy risks related to internet use and social media in particular.</p> <p>I am aware of the challenges for persons with intellectual disabilities to participate effectively in social media.</p>		
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3.3.3. Intermediate level

Domains Proficiency statements	Knowledge	Skills	Attitudes
<p>Assessment of challenges and needs</p> <ul style="list-style-type: none"> Identify accessibility and AT use barriers Identify opportunities for AT use and accessibility <p>Proficiency statements</p> <p>I can identify the specific challenges and constraints to access and use of technology by persons with disabilities.</p> <p>I can identify non accessible digital environments.</p> <p>I can identify the need for assistive technology and accessibility adaptations.</p>	<p>I have a broad theoretical and practical knowledge in the ICT, e-accessibility, and ICT-AT field.</p> <p>I can describe barriers to digital inclusion.</p> <p>I have a working foundation of knowledge and understanding of ICT-AT, including hardware, software, and practices that allow persons with disabilities equal access and create inclusive environments.</p> <p>I have a broad knowledge of relevant legislation and accessibility standards. I know how to differentiate between the legislation to support people with disabilities in different areas of their life.</p>	<p>I support learners with disabilities to identify personal goals in unlocking their potential in digital participation and learning pathways to reach those goals.</p> <p>I carry out training needs assessments addressing basic accessibility issues and support the application of an appropriate Assistive Technology Assessment model.</p> <p>I determine whether learners can effectively implement their assistive technology and accessibility requirements.</p>	<p>I am motivated to ensure the education and learning of people with disabilities.</p> <p>I am motivated to foster learners' active use of accessible digital technologies.</p> <p>I seek to work effectively with people with disabilities, families, and professionals.</p> <p>I recognise the importance of digital accessibility in addressing inclusion.</p> <p>I continuously seek to maintain and update my working knowledge of digital accessibility and emerging technology to enhance my skills.</p> <p>I appreciate and respond to the support and training needs of others to understand digital accessibility.</p> <p>I am curious to learn from others and to further develop my competencies to be better able to support digital inclusion.</p>
<p>Resource selection and use</p> <ul style="list-style-type: none"> Select Create & Modify 	<p>I have good knowledge of the technologies available to engage with digital accessibility and build</p>	<p>I select and integrate multidisciplinary knowledge elements from different sources and</p>	<p>I value and address the need for accessible documentation and websites</p>



<ul style="list-style-type: none"> • Share <p>Proficiency statements</p> <p>I can search, identify and select assistive technology and accessibility tools for the particular needs of individual learners.</p> <p>I can set up and configure the most commonly used assistive technology and accessibility tools.</p>	<p>the capacity of the people I work with to find the supports to match their needs.</p> <p>I know reliable sources of information about ICT-AT solutions at a local and national level.</p> <p>I am aware of funding mechanisms.</p>	<p>technical and non-technical resources to create personalised learning programmes.</p> <p>I anticipate accessibility issues in learning pathways and identify possible solutions.</p> <p>I effectively manage the set-up and implementation of AT and accessibility solutions for and during the learning process.</p> <p>I apply my breadth of knowledge of emerging technology trends to allow for forward-looking learning programmes.</p>	<p>and strive to ensure I follow the guidelines set out.</p> <p>I continue my competency development in digital accessibility to be familiar with new devices and software available to develop the digital skills of others.</p> <p>I continuously seek to maintain and update my working knowledge of emerging technology to enhance my skills.</p>
<p>Inclusive teaching and learning</p> <ul style="list-style-type: none"> • Learning Design • Differentiation & Flexibility • Participation <p>Proficiency statements</p> <p>I am aware of the principles of universal design for digital learning and digital skills development.</p> <p>I effectively integrate assistive technology and accessibility</p>	<p>I know the various strategies and approaches to ensure teaching and learning will be accessible regardless of disabilities.</p> <p>I know the requirements, including universal learning design, to ensure content is produced that is accessible for all regardless of disabilities.</p> <p>I know various devices and software available to foster digital accessibility, and that can help me</p>	<p>I develop personalised learning programmes that are responsive to the needs and context identified.</p> <p>I address fundamental accessibility issues by applying supportive accessibility amendments to ensure that all can access the information.</p> <p>I apply strategies for digital participation pertinent to specific requirements of learners.</p> <p>I anticipate the integration of assistive technology in the learning process.</p>	<p>I demonstrate initiative in managing training processes to develop an awareness of the benefits of developing digital competencies.</p> <p>I always seek to plan activities to reflect the importance of accessibility in ensuring the digital inclusion of people with disabilities.</p> <p>I seek to work effectively independently, and as part of a multi-disciplinary team.</p>



<p>solutions in learning activities for different users' needs and abilities.</p> <p>I put each learner's active use of technology at the centre of the instructional process to develop their digital competencies.</p> <p>I support personalised use of assistive technology and implementation of accessibility adaptations to support these efforts.</p> <p>In working with groups of learners I gear the available resources of individuals into an opportunity for the entire learning process.</p>	<p>design learning programmes that allow the participation of all.</p>		<p>I plan activities to reflect the importance of accessibility in ensuring digital inclusion.</p> <p>I value working effectively with others (e.g. people with disabilities, families, and professionals) to deliver inclusive approaches.</p> <p>I seek to be flexible in responding to changing learner needs.</p>
<p>Creating inclusive environments</p> <ul style="list-style-type: none"> • Co-design principles • Organisation and Management • Attitudes and Emotions <p>Proficiency statements</p> <p>I organise the learning environment (activities,</p>	<p>I know a range of strategies and approaches to ensure the learning process will be accessible for all regardless of disabilities, including universal design for learning and co-design approaches.</p>	<p>Through co-design with all participants, I create inclusive settings where everyone's ideas and lived experiences are considered and valued. I prepare accessible tools so that everyone can participate in the development and implementation of the session.</p> <p>I recognise and effectively address the environmental barriers that</p>	<p>I strive to work effectively with all people including people with disabilities, families, and professionals to produce shared approaches and strategies for inclusion and learning.</p> <p>I am motivated to ensure a positive learning environment.</p>

<p>resources, strategies, etc.) to promote interaction, participation and collaboration with respect for the individual's characteristics, abilities and learning needs.</p>		<p>create exclusion in any educational and collaboration setting.</p> <p>I address accessibility issues, communicate these clearly, and apply appropriate accessibility measures and where needed support the provision of assistive technology to support equal access.</p>	
<p>Facilitating learners' digital competencies</p> <ul style="list-style-type: none"> ● Information & media literacy ● Communication ● Content creation ● Safety (responsible use) ● Problem-solving <p>Proficiency statements</p> <p>I support learners in using assistive technology and make accessibility adaptations, including basic technical problems solutions.</p> <p>I implement learning activities in which learners use, if needed, assistive technology and implement accessibility requirements accessing and creating information and for</p>	<p>I continue my competency development in digital accessibility to be familiar with new tools, devices and software available.</p> <p>I can describe the various devices and software available to engage with digital accessibility and build the capacity of the people I work with to find the support to match their needs.</p> <p>I have a working foundation of knowledge and understanding of ICT-AT, including hardware, software, and practices that allow equal access for all and create inclusive environments.</p> <p>I know the relationship between good digital skills and education, employment and social networking success.</p>	<p>I implement activities that foster all learners' information and media literacy.</p> <p>I implement individualised learning programmes that are responsive to the needs and context identified, including privacy and security issues.</p> <p>I foster learners' active use of accessible digital and assistive technologies</p> <p>recognising their need to understand privacy and security issues.</p> <p>I identify accessibility issues and support the application of safe and supportive accessibility amendments to ensure that all can access the information.</p>	<p>I plan activities to reflect the importance of accessibility in ensuring digital inclusion all.</p> <p>I am motivated to ensure the principles and techniques of universal design support successful engagement with accessible technology</p> <p>I am confident to foster learners' active use of accessible digital technologies.</p> <p>I am open to learners finding alternative solutions and I am willing to learn and adopt their practices.</p>



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<p>communication and interaction in well-defined digital environments.</p>	<p>I have excellent knowledge about the mechanisms involved in interpersonal and mass communication and how these can facilitate or obstruct inclusion.</p> <p>I know the importance of using appropriate means and technologies, including assistive technologies, for content creating, effective communication and self-advocacy of persons with disabilities.</p> <p>I know strategies that learners with less experience can use to critically select and elaborate media content.</p> <p>I am aware of safety risks related to internet use and social media in particular.</p> <p>I am aware of the challenges for persons with intellectual disabilities to participate effectively in social media.</p>	<p>I monitor and encourage the use of accessibility features in learners' activities.</p>	
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3.3.4. Advanced level

Domains Proficiency statements	Knowledge	Skills	Attitudes
<p>Assessment of challenges and needs</p> <ul style="list-style-type: none"> Challenges and barriers Needs and opportunities <p>Proficiency statements</p> <p>I can critically analyse the gap in competences of the learner for the effective use of assistive technology and accessibility options for digital inclusion.</p> <p>I can assess training options and recommend specific training plans for the use of assistive technology and support for digital inclusion.</p> <p>I apply evidence based tools to assess training needs and measure learning outcomes.</p>	<p>I know my responsibility to support the rights of people with disabilities in the area of digital inclusion.</p> <p>I know most of the issues in the e-accessibility and ICT-AT field.</p> <p>I have in-depth knowledge of the relevant legislation and standards at the EU and local levels.</p> <p>I know a broad range of personal assistive solutions in their use context and expected outcome.</p> <p>I identify accessibility standards relevant to digital content</p> <p>I know the requirements needed to create accessible resources to support diverse groups who access information through appropriate assistive technology.</p> <p>I recognise the elements of an effective infrastructure to implement assistive and accessible technologies.</p>	<p>I can perform a context analysis before designing and implementing learning programmes.</p> <p>I identify both learning and organisational needs</p> <p>I identify the existing competencies of individual learners and compare them with the actual learning objectives of the training.</p> <p>I determine learners’ particular difficulties in implementing their assistive technology and accessibility requirements in specific digital activities.</p> <p>I identify opportunities for digital agency.</p> <p>I can make recommendations for accommodations and strategies based on integrating social and educational challenges.</p> <p>I identify inaccessible content and suggest appropriate remediation strategies.</p>	<p>I feel frustrated when realising accessibility barriers and inappropriate technology use for persons with disabilities.</p> <p>I am critical of digital barriers in digital applications, websites and services.</p> <p>I am accountable for identifying and supporting the accessibility needs of the people with disabilities and older persons</p> <p>I work with in digital inclusion and universal design.</p> <p>I am eager to listen to learners’ expressions of difficulties and barriers concerning digital inclusion.</p> <p>I advocate within my organisation and sector to ensure appropriate infrastructure to facilitate successful accessibility.</p> <p>I advocate for continuous infrastructure improvement to support the implementation and provision of assistive and technology and accessible digital content.</p>

	<p>I know the legislative instruments available for people with disabilities to enable their rights.</p> <p>I have good knowledge of effective best practices and current issues in accessibility and user-centred approaches, including adaptations and modifications that enable people to improve their quality of life.</p> <p>I know the referral routes, including access to funding as required to address student needs.</p>	<p>I apply a systematic framework to match user needs to technology within the context.</p> <p>I identify facilitators during the training that respond to personal training needs.</p> <p>I can identify the appropriateness of the solutions suggested for the learner.</p> <p>I can transform emerging technologies into opportunities for skills growth.</p> <p>I facilitate the engagement of the various stakeholders, including public sector authorities, to support the appropriate accessible and assistive technology is available for people with disabilities.</p>	<p>I am aware of my responsibility and that of others to support the rights of people with disabilities in digital inclusion.</p> <p>I am committed to creating inclusive opportunities supporting accessibility and using assistive technology if necessary.</p> <p>I have empathy, involvement and motivation in working with people with disabilities.</p> <p>I am open towards expert communities and willing to share my experience and expertise with others.</p>
<p>Resource selection and use</p> <ul style="list-style-type: none"> ● Select ● Create & Modify ● Share <p>Proficiency statements</p> <p>I can compare, evaluate and critically select assistive technology and accessibility tools for a wide</p>	<p>I know the requirements to ensure content will be produced to be accessible for all regardless of disabilities.</p> <p>I use the accessibility features within the authoring tools I use regularly.</p> <p>I know the AT market well and the main providers and</p>	<p>I create accessible materials to support understanding of information.</p> <p>I can search and find information about ICT-AT solutions at the local, national and international levels.</p> <p>I recognise the limitations of assistive technologies in use and seek continuous accessibility improvements.</p>	<p>I am committed to selecting and developing the best assistive technology and accessibility solutions for my learners.</p> <p>I critically perceive suggestions for accessibility and assistive technology resources for my learners.</p> <p>I am respectful to copyright issues concerning content creation and the use of assistive technology and accessibility</p>

<p>range of learners and user scenario's.</p> <p>I can implement assistive technology and accessibility tools with a broad range of users and contextualise, individualise and customise them for users. If necessary, I can make some alterations (modify) and new developments (create) with existing tools.</p>	<p>manufacturers in my area and abroad.</p> <p>I know an extensive range of AT and accessibility tools available for various possible users' needs.</p> <p>I am aware of the legislation, standards, and policies that support assistive technology.</p> <p>I am updated on new and upgraded AT and accessibility resources.</p> <p>I define the elements of an effective infrastructure to implement assistive and accessible technologies.</p>	<p>I master methods and tools in several areas of accessibility and assistive technologies.</p> <p>I can set criteria for comparing and evaluating existing assistive technology and accessibility tools for a particular use or need. In addition, I observe and identify barriers to digital inclusion.</p> <p>I can justify selecting particular AT and accessibility adaptations for particular settings/users/circumstances.</p> <p>I can make recommendations for existing/off-the-shelf AT and accessibility adaptations based on the integration of technical, social and educational issues.</p> <p>I can identify different uses/circumstances of application for the same assistive technology resource and accessibility adaptations.</p> <p>I identify critical issues during the training related to personal training needs and the appropriateness of the solutions identified for the learner.</p> <p>I implement accessibility standards.</p>	<p>software and applications I use with my learners.</p> <p>I seek to ensure that I support everyone to access information by creating accessible digital content and resources.</p> <p>I seek feedback on the accessibility of learning materials.</p> <p>I enjoy sharing resources and ideas with colleagues and collaborators.</p>
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<p>Inclusive teaching and learning</p> <ul style="list-style-type: none"> ● Learning Design ● Differentiation & Flexibility ● Participation <p>Proficiency statements</p> <p>I can design the whole learning process based on the principles and guidelines of universal design for learning with the integration of accessibility features and assistive technology, when appropriate.</p>	<p>I am familiar with universally designed learning objectives for the development of digital learning competencies.</p> <p>I know various frameworks and taxonomies of assistive technology and technology-enhanced learning</p>	<p>I can develop individualised learning programmes that are responsive to the needs identified.</p> <p>I can critically evaluate the appropriateness of the material and tools I use.</p> <p>I implement all principles of universal design for learning in terms of engagement, representation, action, & expression in all aspects of the learning process and design.</p> <p>I differentiate materials, learning objectives, teaching methodologies</p>	<p>I seek feedback on the accessibility of my teaching and learning approaches.</p> <p>I value the impact of universal design to support successful engagement with accessible technology.</p> <p>I have an inclusive pedagogy mindset with designing and implementing learning to upskill the digital competencies of my learners</p> <p>I believe that learners' engagement and motivation are core to successful learning processes.</p>

<p>In working with groups of learners I gear the available resources of individuals into an opportunity for the entire learning process.</p>		<p>and assessment approaches with assistive technology and accessibility requirements for each learner.</p> <p>I adapt my approaches according to learners' requirements and needs during the learning process.</p> <p>I create opportunities for participation for each learner using individual assistive technology and activation of accessibility requirements.</p> <p>I differentiate assessment options/methods for various learners concerning digital competence development.</p>	<p>I use inclusive and non-discriminatory language and discourse during the learning and instruction processes</p> <p>I feel confident in suggesting particular training paths for specific digital competence development</p>
<p>Creating inclusive environments</p> <ul style="list-style-type: none"> ● Co-design principles ● Organisation and Management ● Attitudes and Emotions <p>Proficiency statements</p> <p>I co-design inclusive environments in collaboration with learners and other stakeholders (parents/carers/professionals). I support the process to identify positive and negative experiences</p>	<p>I know the principles of co-design and learner-centred design with the participation of learners with disabilities.</p>	<p>I adapt learning programmes to the strengths and talents of learners with disabilities.</p> <p>I develop individualised training programmes responsive to the identified needs and context.</p> <p>I integrate the aims and objectives of the individualised programs in the whole group/class learning program for inclusive practices.</p> <p>I take the initiative to manage training processes to develop an awareness of</p>	<p>I enjoy collaboration and supporting peer-instructions during the training programs for developing digital competencies.</p> <p>I am committed to involving learners, families and other stakeholders in the process of co-design of the learning experience.</p> <p>I perceive learner participation in digital learning and social environments as the most important learning outcome.</p> <p>I advocate the use of assistive technology and accessibility as a human right and the vehicle to equality in the digital era.</p>

<p>and work together to find more accessible solutions that support all stakeholders to learn and contribute.</p>		<p>the benefits of developing digital competencies.</p> <p>I communicate and involve learners, families and other stakeholders in all phases of the co-design process.</p> <p>I can identify the roles and responsibilities of learners, team members, and other stakeholders to implement accessible learning processes successfully.</p> <p>I organize the implementation and use of assistive technology and accessibility adaptations in non-disruptive ways in the learning environment.</p> <p>I manage the set-up, maintenance, upgrades and safety of assistive technology and accessibility applications.</p> <p>I support and work with others to engage and develop accessible and assistive technology. I partner with the communities of practices to ensure the sustainability of robust ecosystems to bridge the digital divide and support inclusion.</p> <p>I regularly review practice and accommodations provided to learners.</p>	<p>I consider multi-disciplinarity and collaboration essential for the effective design and implementation of learning programs for developing digital competencies for persons with disabilities.</p> <p>I seek ongoing professional development in the area of access and inclusion.</p> <p>I am responsible for the design and implementation of inclusive digital competence training programs.</p> <p>In co-design experiences I can manage the expectations of all participants and ensure that they are all included in each phase.</p> <p>During Co-design participatory sessions with community members I ensure that everyone is treated as equal collaborators in the design process.</p> <p>I ensure that all co-designers are supported during each phase of the process from discovery, interpret, ideation, experiment and evolution.</p>
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<p>Facilitating learner’s digital competencies</p> <ul style="list-style-type: none"> ● Information & media literacy ● Communication ● Content creation ● Safety (responsible use) ● Problem-solving <p>Proficiency statements</p> <p>I encourage learners to become active participants in the digital society by effectively using digital competences for original content creation.</p> <p>I support learners to participate actively and contribute positively to digital media and media discourse, using multimedia channels for communication and identifying discriminatory language, practices and policies in digital and media environments.</p> <p>I support learners to understand their needs for assistive technology and accessibility</p>	<p>I can identify, and define responses, to the risks and threats in digital environments specific to persons with disabilities.</p> <p>I know how to use multimedia tools to promote the development of digital skills and effective self-advocacy.</p>	<p>I provide real-life opportunities for learners to practice and develop their digital competencies (e.g. setting up bank account, social media accounts and booking flight tickets)</p> <p>I provide real-life opportunities for learners to critically evaluate accessibility and use their assistive technology in digital environments and interactions.</p> <p>I build netiquette in collaboration with the learners of my training program. In addition, I take measures for my learners’ responsible use of technology.</p> <p>I provide opportunities to learners to search, identify and evaluate assistive technology and accessibility tools for their own needs.</p> <p>I integrate digital content development and communication opportunities to facilitate learners’ responsible use of technology.</p> <p>I enable learners to contribute to the development of digital tools that they can use to share the digital content they create.</p> <p>I create opportunities for learners to identify and solve or seek support for</p>	<p>I am conscious about the use of inclusive and non-discriminatory language in digital environments</p> <p>I am accountable for the provision of safe and ethical digital learning experiences for my learners</p>
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<p>requirements and request relevant adaptations when selecting or creating content and resources using different media.</p> <p>I encourage learners to look together for solutions for technical problems and privacy and safety issues in the use of technology and review together with them the findings.</p>		<p>technical issues concerning assistive technology and accessibility tools.</p> <p>I develop learning activities that facilitate learners to manage risks privacy and threats, using accessible methods.</p> <p>I develop accessible learning activities that facilitate learners to manage safety and ethical risks and threats.</p>	
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