

Digital Readiness

of Vocational Educational

Institutions

in an Inclusive Environment

PR2: Handbook

Chapter 1

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Abbreviations

* AT: Assistive Technology
* CV: Curriculum Vitae
* ETCF: ENTELIS+ Trainers Competence Framework
* EU: European Union
* ICT: Information and Communication Technology
* NGO: Non-Governmental Organization
* VET: Vocational Education and Training
* AIAS: Associazione Italiana per L'Assistenza Agli Spastici Provincia di Bologna
* DP BGCPO: Darzhavno predpriyatie "Bulgaro-germanski centur za profesionalno obuchenie"
* DTS: Daugavpils tehnikums
* EUC: European University Cyprus
* IB: Internationaler Bund
* JKU: Johannes Kepler Universität Linz
* TUD: Technische Universität Dresden
* DigCompEdu: Digital Competence Framework Educators
* DigComp: Digital Competence Framework Citizen 2.2

# Digital Competences Framework

## Introduction

The DIG-i-READY Competence Framework for Learners with Disabilities addresses the need for a framework specifically designed to cater to the digital competences of learners with disabilities, particularly in the context of vocational education. It recognizes the existing gap in current frameworks, such as the Digital Competence Framework for Citizen 2.2, Digital Competence Framework for Educators, the Entelis+ framework or the ATLEC framework, which primarily focus on the competences of educators rather than learners. Therefore, one significant aspect where the DIG-i-READY Competence Framework distinguishes itself is its emphasis on the learner's perspective. By shifting attention to the learner, it acknowledges the unique challenges and requirements they may face in developing digital competences. This learner-centered approach allows for a more comprehensive understanding of the digital skills and abilities necessary for learners with disabilities to succeed in vocational education and transition smoothly into the workforce or manage their daily lives effectively.

Furthermore, the DIG-i-READY Competence Framework recognizes the importance of accessibility, assistive technology (AT), and information and communication technologies (ICT) for learners with disabilities. Unlike existing frameworks that may not delve into these aspects in detail, the DIG-i-READY framework provides specific guidance and support in incorporating accessibility, AT, and ICT into the development of digital competences for learners with disabilities. Additionally, by focusing on the vocational education sector, the framework encompasses competences that are particularly relevant for learners with disabilities who are in a transitional phase from school to working life. It aims to equip these learners with the digital skills and abilities necessary to enter and succeed in the mainstream labor market or effectively organize their daily lives. The learner-centric approach of the

DIG-i-READY framework is a crucial aspect of its design. By focusing on the perspectives and needs of learners with disabilities, it aims to provide tailored support and guidance for their digital competence development. By addressing the digital competences specific to learners with disabilities, the framework recognizes the unique challenges they may face in acquiring and utilizing digital skills effectively. It takes into account the diverse range of disabilities and ensures that the framework is inclusive and accessible to all learners.

## Content

### Methodology

The DIG-i-READY Competence Framework is based on the Entelis+ Framework and the updated version of the Digital Competence Framework for Citizen (Version 2.2). The relevant competence areas were identified by the consortium and adjusted according to the identified gaps, the project’s needs and the learners with disabilities perspective.

The framework takes into account the existing frameworks and builds upon them to address the specific needs and perspectives of learners with disabilities. The relevant competence areas are identified by the consortium responsible for developing the framework. These areas are then adjusted based on the identified gaps, the project's needs, and the learners' perspective. By leveraging the existing frameworks and making necessary adjustments, the DIG-i-READY Competence Framework ensures that it covers the essential digital competences needed by learners with disabilities in the vocational education sector. This approach allows for a comprehensive and tailored framework that supports these learners in their transition from school to working life. The development process of the

DIG-i-READY Competence Framework was iterative and represents a cyclical and repetitive approach that involves multiple review and adjustment phases. In this context, it shall be indicated that the process was not a linear progression but rather a continuous cycle of evaluating, refining, and adapting.

The analysis of the selected frameworks was conducted by the following organizations:

* Associazione Italiana per L'Assistenza Agli Spastici Provincia di Bologna (AIAS)
* Darzhavno predpriyatie "Bulgaro-germanski centur za profesionalno obuchenie" (DP BGCPO)
* Daugavpils tehnikums (DTS)
* European University Cyprus (EUC)
* Internationaler Bund (IB)
* Johannes Kepler Universität Linz (JKU)
* Technische Universität Dresden (TUD)

Each of these partners analyzed two competence frameworks.

|  |  |
| --- | --- |
| Competence Framework | Assigned Partner |
| ATLEC ICT-AT competence framework for learners with disabilities | IB, TUD, DP BGCPO, AIAS, DTS |
| Entelis+ competence framework for competence related to digital accessibility | EUC, JKU, DTS |
| Digital Competence Framework for Educators | EUC, TUD |
| Digital Competence Framework for Citizen (updated version 2.2) | AIAS, JKU, DP BGCPO |

### Analysis of Competence Frameworks and identification of gaps

In this chapter, the results of the analysis conducted by the project partners are presented. The frameworks analyzed in this chapter follow a specific structure, which includes the following components: Each framework is introduced with a general description, providing an overview of its purpose and objectives (general description); the publication date of each framework is mentioned, indicating the time when it was released or made available; analysis of the scope and usability of each framework, assessing its applicability and effectiveness in practical settings (scope and usability analysis), the main target group for which the framework is intended is identified, analysis of main areas of digital competences covered by each framework, identifying the specific skills and knowledge addressed; evaluation about the alignment and relevance of each framework to the DIG-i-READY framework, assessing how well they complement or contribute to its objectives (relevance to DIG-i-READY framework); gaps or areas where the analyzed frameworks may be lacking in terms of digital competences or other relevant aspects are identified; provision of an assessment of the overall relevance of each framework to the DIG-i-READY framework, considering its potential value and contribution to the project.

By following this structured approach, the analysis chapter aims to provide a comprehensive evaluation of the selected frameworks, highlighting their strengths, weaknesses, and alignment with the DIG-i-READY framework. This analysis assists in determining the suitability of the frameworks for integration into the broader project context.

### ATLEC for end users with disabilities

The ATLEC framework offers a curriculum composed of units of study which are align with the four levels of the Competency Framework for the Education of Persons with Disabilities and Caregivers. The primary goal of this curriculum is to support the learning and skill development of individuals with disabilities, focusing on their specific needs related to employability. The ATLEC project aims to analyze the usage of AT and ICT by persons with disabilities. It also examines the training they receive to enhance their ability to utilize these technologies effectively. As a result of this analysis, the project developed a curriculum that empowers individuals with disabilities to become trainers in the use of ICT and AT. By becoming trainers, they can acquire new skills and enhance their employability, either by joining an appropriate company or working as self-employed consultants. The ATLEC framework, with its curriculum and mentorship support, provides a pathway for persons with disabilities to develop specific skills, gain employment-related competencies, and potentially pursue careers in the field of AT and ICT. It focuses on both personal skill development and fostering professional opportunities for persons with disabilities.

* **Publication date**: 2014
* **Scope and usability:** The ATLEC (Assistive Technology Learning Through a Unified Curriculum) framework is a broad framework that can be implemented at the national, European, and international levels. It aims to provide training and learning opportunities for individuals with disabilities, particularly in the field of assistive technology. However, it appears that there are some challenges regarding the nationwide use and usability of the ATLEC 2014 framework. Specifically, the learning opportunities, learning materials, and mobile applications associated with the framework are no longer accessible through the ViPi project platform. This limitation affects the availability and accessibility of the resources provided by the framework. Despite these difficulties, the ATLEC framework can still be valuable for training institutions operating at the national level, as long as they can obtain the necessary learning materials and resources independently. The framework's scope and applicability make it relevant for organizations working with various target groups that include persons with disabilities.
* **Main target group:** The target group of ATLEC 2014 covers people of all ages with different types of congenital or acquired disabilities. The level of access can also be applied to caregivers, as well as to trainers of persons with disabilities.
* **Areas of digital competences involved:** The digital competences included in the framework are related to its four levels and the scope of their target groups. Learning outcomes include the acquisition of knowledge and skills related to the relevant level of competence. The areas are:

1. Knowledge & Understanding: ICT-AT Knowledge, ICT-AT awareness and understanding, interacting areas of wider awareness and understanding
2. Skills: ICT-AT skills, wider (soft) skills related to ICT-AT learning, use or training (e.g., communication skills, teaching skills, etc.)
3. Competences/ Personal outcomes: Activity and participation, Independence
4. Mainstream devices & platforms (e.g., smartphones, etc.), Social media, Digital skills for learning/employment/social inclusion, use of special hard-or software, Assistive Technology Assessment skills, Competences in the assessment skills, ability to make choices, wider empowerment - for teachers, learners - upskilling learners with disabilities to enhance their employability

* **Competences relevant for DIG-i-READY:**
* Knowledge about the benefits of using and personalizing digital devices;
* knowledge about key components of the relevant electronic device;
* knowledge about getting help from competent persons;
* knowledge about the main categories of smart technological solutions and adaptations;
* knowledge related to the ICT-AT market and knowledge of the main suppliers;
* basic skills necessary for social integration;
* development of soft skills in using ICT-AT;
* skills for using personal ICT-AT solutions;
* abilities to apply skills in different environments;
* knowledge of ICT-AT solutions;
* knowledge about whom refer to for support in using ICT-AT solutions;
* knowledge about how to use ICT-AT solutions;
* use of ICT-AT for proficient participation in the community;
* use of ICT-AT to complete tasks of different personal contents (study, work, find information, communicate with others, reading, controlling an environment, etc...);
* managing and using AT correctly in order to teach learners with disabilities in a smooth way;
* knowledge to teach remotely and to address learners individually;
* the provision of adequate digitally accessible documentation, adjusted to learners with disabilities;
* adopted curricula to teach remotely/ with AT-systems;
* training of educators/ teachers in how they can use AT in their daily work routine;
* competences relating to learners’ perspective: knowledge about managing AT (including digital devices) in remote learning, competences about using AT in a balanced way in order to avoid "non-stop-working-moments", development of Soft Skills e.g. reliability, federal level/educational level: supporting schools to go digital, Initiation of the digital acceleration process by reducing bureaucratic barriers
* **Gaps:** The competence framework lacks in building independent decision-making skills and self-motivation for independent learning when applying ICT-AT to persons with disabilities of different types, creation of knowledge, skills and competences of persons related to support or training of persons with disabilities regarding adaptation of accessibility to ICT-AT according to the type of disability of the persons being trained. Gaps also refer to skills in recognizing and using (independently) ICT-AT devices. Additionally, soft skills related to ICT-AT learning are missing. The use and training (i.e. communication, self-esteem, participation and relationships) are barely considered in the ATLEC framework. Moreover, participation in the information and communication society, independence and decision making are not considered in the framework. Furthermore, the competence framework does not consider that learners with disabilities do not have full access to digital information because the majority of digital devices are standardized and not individualized. There is no specialized support when learners with disabilities stay at home available. The loss of habits, especially relating to social groups/spaces, the loss of soft skills (integration, communications, handling conflicts with others etc.) are not handled in the ATLEC framework. Additionally, the interruption of educational pathways, due to different information gaps is not considered. The framework does not refer to the right way how to handle and how to use AT and digital devices; there is a gap regarding to functionality of AT and how to use AT in various contexts. Gaps relating accessibility refer to the lack of accessible documents/ websites/ online platforms and the limited access to information for learners with disabilities due to standardization of devices.
* **Relevance for DIG-i-READY Competence Framework**: This framework is important for DIG-i-READY, as it provides the basic guidelines related to creating the necessary knowledge, skills and competences for persons with disabilities, support staff and trainers working with this target group. The framework is relevant for the project, as it brings high, individualized and specialized content to learners with the support of a mentor and AT. Knowledge about AT is important in order to guarantee access to digital education for persons with disabilities.

### Entelis+ framework

The Entelis+ framework serves two primary purposes: Firstly, it aims to identify and emphasize the competences required by trainers to effectively utilize the Entelis+ training materials. Secondly, it seeks to address a gap in other competence frameworks, as they do not offer a systematic description of the competences necessary for professionals working in the formal or non-formal educational sector. The Entelis+ framework builds upon the areas defined in DigCompEdu (Digital Competence Framework for Educators), which are referred to as domains. However, it alters the order of the domains and excludes the first domain. The framework provides a systematic breakdown of the competences that educators and trainers should possess to successfully implement the Entelis+ training materials. The Entelis+ Project is integrated into the ENTELIS Network, a collaborative network that focuses on enhancing digital inclusion for people with disabilities. Further information about the project can be found on the official webpage of the ENTELIS Network at <https://www.entelis.net/>. By tailoring the competence framework specifically to the needs of trainers and educators in the field of digital inclusion, the Entelis+ framework aims to enhance the professional development and competences of individuals working in the formal and non-formal educational sector.

* **Publication date:** 2021
* **Scope and usability:** EU, national, regional, also NGOs and professionals. The Entelis+ framework is available online and can be used by those who are interested.
* **Main target group:** Educators and trainers supporting learners with disabilities, professionals and volunteers, in formal and also non-formal education, including adult education, directed to those who support persons with disabilities and older citizens.
* **Areas of digital competences involved:** Competences can be divided in knowledge, skills and attitudes. Three progression levels (core, intermediate, advanced) exist. The areas of competences are called domains:

1. assessment of needs and barriers: identify accessibility and AT use barriers, identify opportunities for AT use and accessibility
2. resources selection and use: select, create and modify, share
3. inclusive teaching and learning: learning design, differentiation and flexibility, participation
4. creating inclusive environments: co-design, organization and management, attitudes and emotions
5. promoting learners’ digital competences: information & media literacy, communication, content creation, safety (responsible use), problem-solving

* **Competences relevant for DIG-i-READY:** For the DIG-i-READY competence framework, the areas ‘assessment of needs and barriers’, ‘resource selection and use’, (creating) ‘inclusive environments’ and (promoting) ‘learner's digital competences’ are relevant. The last two areas are relevant, because we should know what an inclusive environment is or what is needed to create such environments and we should be aware of what learners' digital competences can be and how they can be promoted.
* **Gaps:** The Entelis+ framework have certain limitations in addressing changing and emergent needs in education, particularly in relation to technology use. It may not directly differentiate between the needs arising from face-to-face technology use in education and the emergent use of technology or the transition between these two approaches. Additionally, the framework seems to primarily focus on empowering trainers rather than directly addressing the needs of learners with disabilities, only the last area refers more directly to learners with disabilities, which is also a bit specific to more social use of technology.
* **Relevance for DIG-i-READY Competence Framework:** The Entelis+ framework focuses specifically on digital competences of educators of persons with disabilities and takes into consideration the differentiation between knowledge, skills and attitudes. The Entelis+ framework is useful for DIG-i-READY as it helps to understand how a teacher can promote learners' digital competences and how an inclusive environment can be created. Moreover, the last area of Entelis+ is linked to the Digital Competence Framework 2.1 – which defines digital competences for all citizens.

### Digital Competence Framework Educators (DigCompEdu)

The DigCompEdu framework is a comprehensive European framework that provides a solid foundation for capturing and describing digital competences specific to educators. It aims to outline the essential digital competences required by educators by presenting a list of 22 elementary competences organized into six areas. The framework recognizes the importance of connecting didactical, methodical, and pedagogical strategies in the digital context. It acknowledges the need for a broader and more sophisticated set of competences that educators should possess to effectively integrate technology into their teaching practices. One of the key objectives of DigCompEdu is to enable educators to assess their own digital competences, identify areas for improvement, and determine the specific training needed to enhance their skills. The framework emphasizes the role of educators as both role models and facilitators in promoting the use of technology among learners. Furthermore, DigCompEdu captures and describes the specific digital competences that educators require to effectively utilize digital technologies in teaching. By addressing these competences, the framework aims to enhance educators' capacity to leverage digital tools and resources in their instructional practices. The DigCompEdu framework is built based on Bloom's taxonomy, a well-known educational taxonomy that categorizes cognitive processes involved in learning. This connection to Bloom's taxonomy provides a solid theoretical foundation for the competences outlined in the framework.

* **Publication date:** 2017
* **Scope and usability:** DigCompEdu is a framework that is applicable across European countries. It provides a shared understanding of digital competence for educators, regardless of national boundaries. DigCompEdu is recognized as a robust framework that serves as a solid foundation for developing digital competence among educators. The framework helps guide policymakers in shaping policies related to digital competence in education. It provides a reference for policy development at both national and regional levels. DigCompEdu can be directly adapted and implemented in regional and national education systems.
* **Main target group:** Educators with differentiated knowledge about digital education starting from beginners to experts. All levels of education are covered - from early childhood to higher and adult education, including general and vocational education and training, education for learners with disabilities, and non-formal learning contexts.
* **Areas of digital competences involved:** Competences can be divided in knowledge, skills and attitudes. Six progression levels (newcomer, explorer, integrator, expert, leader, pioneer) ranging from A1 (low) to C2 (high) and six areas of competences exist. The competences in areas 2, 3, 4 and 5 are considered as central (core), while competences in areas 1 and 6 are considered as marginal (area 1: directed at the broader professional, environment, area 6: details the specific pedagogic competences required to facilitate students’ digital competence). The areas 1, 2 and 3 are anchored in the stages characteristic of any teaching process, whether supported by technologies or not, while area 5 is transversal to areas 2, 3 and 4 in the sense that it contains a set of guiding principles relevant for and complementary to the competences specified in these areas. There is a logic of progression in digital competence in each area. The six levels are: 1. professional engagement, 2. digital resources, 3. teaching and learning, 4. assessment, 5. empowering learners, 6. facilitating learners' digital competence.
* **Competences relevant for DIG-i-READY**: all of them
* **Gaps:** There are some limitations in the DigCompEdu framework regarding the adaptation to learners' needs, particularly in vocational education and the consideration of urgent needs that may affect both education and families. Additionally, the framework does not adequately address the learners' perspective, except in area six, which focuses on facilitating students' digital competence. It also lacks specific consideration for the needs of adults and informal education. Furthermore, there is a lack of detailed specifications regarding AT such as braille or auditory amplification. While DigCompEdu touches upon issues of accessibility and inclusion, differentiation and personalization, and actively engaging learners in its "area 5: empowering learners," it does not provide comprehensive guidance on assistive technology needs. The framework primarily refers to a generic setting and does not address AT needs in detail.
* **Relevance for DIG-i-READY Competence Framework:** The DigCompEdu framework serves as a valuable starting point for addressing digital competences in education. It provides a foundation for understanding the digital skills and knowledge that educators should possess. However, the framework needs adaptation to better align with learners' needs and the specific educational environment in which it is applied. To understand the learner’s perspective, it is essential to tailor the competences to the diverse needs of learners.

### Digital Competence Framework Citizen 2.2 (DigComp)

DigComp aims to establish a shared understanding of the competences required to effectively navigate the challenges of the digital age. It provides a comprehensive overview of the knowledge, skills, and attitudes necessary for individuals to participate fully in a digitally-driven society. The framework serves as a guide for the development of digital skills by outlining the key areas of competence that individuals should possess. These competences encompass various aspects of digital literacy, including the ability to use digital tools, access and evaluate digital information, communicate and collaborate online, and engage in responsible and ethical digital practices. DigComp 2.2 represents an updated version of the framework, reflecting the evolving nature of digitization and the skills needed to thrive in a digital world. By incorporating the latest knowledge, skills, and attitudes relevant to the digital context, the framework strives to ensure that individuals are well-equipped to adapt to new technologies and digital environments. Furthermore, the goal of integrating DigComp more widely into the professional training of adults is to open up new opportunities and enhance the qualifications and competences of a larger number of people. By incorporating the framework into adult education and training programs, individuals can acquire the necessary digital competences to participate fully in the digital economy and society, thereby fostering their personal and professional growth.

* **Publication date:** 2022 (updated version)
* **Scope:** The DigComp framework extends beyond the European Union (EU) and is applicable in various contexts globally. While initially developed within the EU, the framework's principles and guidelines can be adapted and utilized by users, institutions, intermediaries, and other initiative developers outside the EU as well. Moreover, the influence of DigComp extends to national digital competence frameworks within EU member states. Some countries have based their own frameworks on the DigComp model, leveraging its comprehensive and well-established guidelines to develop their digital competence initiatives. This harmonization enables a shared understanding of digital competences across different nations within the EU, facilitating collaboration and exchange of best practices. Additionally, the DigComp framework serves as a basis for other EU projects and initiatives. It provides a common reference point and a shared vocabulary for various endeavors that aim to enhance digital competences, whether they are focused on education, training, employment, or social inclusion. By building upon the DigComp framework, these projects can ensure consistency, interoperability, and alignment with the overarching objectives of fostering digital skills and empowerment.
* **Main target group:** The DigComp is intended to be inclusive and applicable to all individuals, including persons with and without disabilities. It strives to promote digital inclusion and ensure that everyone has equal opportunities to develop the necessary digital skills and competences to participate fully in the digital age.
* **Areas of digital competences involved:** The competences provided by the framework are connected to digitization and can be categorized into five areas. The first three areas represent specific competences, while the last two are transversal competences that cut across multiple domains:

1. Information and Data Literacy: Browsing, searching, and filtering data, information, and digital content: The ability to effectively navigate digital platforms, search for relevant information, and filter out irrelevant or unreliable content, evaluating data, information, and digital content: The skill to critically assess the accuracy, reliability, and relevance of digital information and data, managing data, information, and digital content: The knowledge and techniques required to organize, store, and retrieve digital data and information effectively.
2. Communication and Collaboration: Interacting through digital technologies: The competence to engage in effective communication and social interaction using digital tools and platforms, sharing information and content through digital technologies: The ability to exchange and distribute digital information and content with others, engaging in citizenship through digital technologies: The understanding and utilization of digital platforms for active citizenship and participation in digital communities, collaborating through digital technologies: The skill to work collaboratively with others using digital tools, fostering teamwork and cooperation, netiquette: The knowledge and practice of proper etiquette and ethical behavior in digital communication and online interactions.

Managing digital identity: The awareness and management of one's online presence, reputation, and privacy

1. Digital Content Creation: Developing digital content: The ability to create and produce various types of digital content, such as text, images, audio, and video, integrating and re-elaborating digital content: The skill to combine, modify, and adapt existing digital content to create new and meaningful compositions, copyright and licenses: Understanding and respecting intellectual property rights, licensing agreements, and legal provisions related to digital content, programming: Knowledge and skills in computer programming, enabling the creation of interactive and dynamic digital content.
2. Safety: Protecting devices: Competence in implementing security measures to safeguard digital devices from unauthorized access and threats, protecting personal data and privacy: Understanding and applying strategies to protect personal information and privacy in digital environments, protecting health and well-being: Awareness and adoption of practices that promote digital well-being, including managing screen time, addressing cyberbullying, and ensuring online safety, protecting the environment: Consideration of environmental sustainability when using digital technologies, minimizing electronic waste, and promoting responsible consumption.
3. Problem Solving: Solving of technical problems: Competence in troubleshooting and resolving technical issues related to digital devices, software, and applications, Identifying needs and technological responses: The ability to recognize digital needs and identify appropriate technological solutions, creatively using digital technologies: Leveraging digital tools and technologies to foster creativity and innovation in problem-solving contexts, identifying digital competence gaps: Assessing one's own digital competences and identifying areas for improvement and further development.

* **Competences relevant for DIG-i-READY:** As the competence framework refers to the competences needed by citizens with and without disabilities to be part of the digital society, all of the areas are relevant for the DIG-i-READY competence framework.
* **Gaps**: To ensure digital inclusion and accessibility for all citizens, including those with disabilities, it is essential to consider their needs and provide guidance on how to develop digital competences that are inclusive and accessible. This includes promoting the use of assistive technologies, understanding accessibility standards and guidelines, and creating digital content that can be accessed and used by individuals with different types of disabilities. Outlining the competences to acquire in order to overcome the challenge of digitalization, the framework underlines the need to increase citizens’ digital literacy, addresses the sustainability aspects of interacting with digital technologies, and the challenges that arise from the overall digitization of all aspects of modern lives. Since the framework is aimed at all European citizens, there is a lack of specifics related to persons with disabilities.
* **Relevance for DIG-i-READY Competence Framework:** It is important to transmit the digital skill in a structured and effective way. The framework for citizens' digital competences provides the main pathways to acquire digital knowledge and skills that can be applied in different spheres of life and are in line with European policies, strategies and initiatives on improving digital skills and competences for digital transformation, as well as the promotion of a highly effective digital education system. The DigComp 2.2 is useful for the DIG-i-READY project, but the areas of competences need to be adapted in order to correspond to the needs of learners with disabilities.

### The DIG-i-READY Competence Framework for Learners with Disabilities[[1]](#footnote-1)

The areas of competence within the DIG-i-READY Competence Framework refer to broad domains for knowledge, skills and attitudes that are relevant for participation in and assessment of a digital inclusive learning environment. The areas specifically focus on digital skills of learners with disabilities and were developed based on the Entelis+ and DigComp 2.2 areas of competences.

|  |  |
| --- | --- |
| Areas of competences from Entelis+ | Adjusted areas of competences for DIG-i-READY Competence Framework |
| **creating inclusive environments**   * Co-design * Organization and Management * Attitudes and Emotions | **Learning in an inclusive environment**   * Digital participation * Involvement of social environment * Digital inclusion |
| **promoting learner's digital competences**   * Information & media literacy * Communication * Content creation * Safety (responsible use) * Problem-solving | **Evolving learner’s digital competences**   * Information & media literacy * Accessible and inclusive communication and collaboration * Accessible content creation * Safety (responsible use) and protection from fraud * Problem-solving and assistive technology adjustment |

|  |  |
| --- | --- |
| Areas of competences from DigComp 2.2 | Adjusted areas of competences for DIG-i-READY Competence Framework |
| **Information and data literacy**   * Browsing, searching and filtering data, information and digital content * Evaluation data, information and digital content * Managing data, information and digital content | **Information and data literacy**   * Browsing, searching and filtering data, information and digital content * Evaluation data, information and digital content * Managing data, information and digital content |
| **Communication and collaboration**   * Interacting through digital technologies * Sharing information and content through digital technologies * Engaging citizenship through digital technologies * Collaborating through digital technologies * Netiquette * Managing digital identity | **Accessible communication and collaboration**   * Interacting through digital technologies and adjustment of accessibility features * Sharing accessible information and content through digital technologies * Engaging citizenship through digital technologies * Collaborating through digital technologies * Netiquette and inclusion/ participation as well as disability identity * Managing digital identity and being part in the digital society |
| **Digital content creation**   * Developing digital content * Integrating and re-elaborating digital content * Copyright and licenses * Programming | **Accessibility digital content creation**   * Developing accessible digital content * Integrating and re-elaborating digital content * Copyright and licenses * Programming/ accessibility adjustments/ assistive technology adjustments |
| **Safety**   * Protecting devices * Protecting personal data and privacy * Protecting health and well-being * Protecting the environment | **Safety and prevention from fraud**   * Protecting devices * Protecting personal data and privacy, protecting from fraud * Protecting health and well-being |
| **Problem solving**   * Solving technical problems * Identify needs and technological responses * Creatively using digital technologies * Identifying digital competence gaps | **Problem solving and assistive technology adjustment**   * Solving technical problems/ problems with the individual assistive technology * Identify (accessibility) needs and technological responses * Creatively using digital technologies for (digital) participation * Identifying digital competence gaps |

### Target group for DIG-i-READY Framework

The DIG-i-READY Framework is designed to cater to the information needs of educators, learners with disabilities, and their supportive environment. It recognizes that learners with disabilities are a heterogeneous group with diverse support needs. The framework specifically focuses on addressing the requirements of learners with disabilities who utilize digital technologies and AT to enhance their learning experiences.

For educators, the framework aims to empower by equipping them with the necessary knowledge about inclusive learning environments that cater to the unique needs of learners with disabilities.

For learners with disabilities, the framework aims to enhance their educational experiences by leveraging digital technologies, accessibility and AT. It recognizes that accessible digital technologies can provide valuable support, enabling learners to access and engage with educational content, participate in activities, and demonstrate their learning in meaningful ways. The framework seeks to promote the use of appropriate digital tools and Assistive Technologies that can help learners overcome barriers and maximize their learning potential.

Additionally, the supportive environment surrounding learners with disabilities, including parents, caregivers, and other professionals, is an essential part of the target group for the DIG-i-READY Framework. It acknowledges that collaboration and cooperation among all stakeholders are crucial for the successful implementation of inclusive practices.

### DIG-i-READY Competence Framework - Proficiency statements overview

The framework is divided into different areas of competences, which were introduced in the previous chapter. The framework seeks to address the specific needs and goals of learners with disabilities at each level, providing a progression of competences that build upon one another. For each area of competence, proficiency statements are formulated. Proficiency statements are descriptive statements that indicate the level of proficiency or difficulty associated with a particular competence or skill. They provide a clear understanding of the knowledge, skills and attitudes at different proficiency levels. The proficiency statements follow a predefined scale that outlines different levels of proficiency: Core, intermediate and advanced. These statements provide detailed descriptions of what a learner with disabilities can do or demonstrate at each proficiency level, including the complexity of tasks they can handle, the depth of knowledge they possess, and the level of independence they exhibit. The proficiency statements aim to help learners and their educators to assess and track progress, identify areas for improvement, and provide a common language.

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| Areas of competences | Core level | Intermediate level | Advanced level |
| **Learning in an inclusive environment**   * Participatory design * Involvement of social environment * Digital inclusion | The learner understands the importance of digital participation for all and the role of barriers in hindering participation. | The learner communicates his/ her needs and reflect them within a digital learning environment.  The learner analyzes if the digital learning materials fit his/ her learning needs (accessibility, AT). | The learner proposes needed changes within a digital learning environment following his/ her analysis.  The learner evaluates digital offers corresponding to his/ her learning needs and propose changes. |
| **Information and data literacy**   * Browsing, searching and filtering data, information and digital content * Managing data, information and digital content * Evaluation data, information and digital content | The learner understands the need to express information needs, what tools to use to search for information and content.  The learner understands the importance to use internet tools for accessing digital content. | The learner access information, data and content.  The learner analyzes interdependencies between information, data and content and can filter for the desired search results. | The learner creates and modifies individual search strategies according to accessibility needs.  The learner critically evaluates data, information and digital content and the accessibility settings. |
| **Accessible Communication and collaboration**   * Interacting through digital technologies * Sharing accessible information and content through digital technologies * Engaging participation and citizenship through digital technologies * Collaborating through digital technologies * Netiquette and inclusion/ participation as well as representation of disability identity * Managing digital identity and being part in the digital society | The learner understands that he/ she can communicate and collaborate with others with the use of digital tools. | The learner can use accessible tools to collaborate with others and share data, information and content through these accessible tools. | The learner can evaluate collaboration tools and propose specific settings according to his/ her needs.  The learner can critically evaluate his/ her digital identity and seek self-empowerment within the digital society. |
| **Accessible digital content creation**   * Developing accessible digital content * Integrating and re-elaborating digital content * Copyright and licenses * Programming/ accessibility adjustments/ AT adjustments | The learner understands how accessibility and AT can support him/ her in entering the digital environment.  The learner understands that copyright and licenses apply to digital information and content. | The learner can apply accessibility settings and use his/ her AT for entering the digital environment.  The learner can analyze how copyright and licenses apply to digital content and information. | The learner can create digital content and can make use of copyright licenses and apply them to digital content if necessary.  The learner can evaluate accessibility issues and propose changes. The learner can evaluate AT according to his/ her needs and propose changes. |
| **Safety and prevention from fraud**   * Protecting devices * Protecting personal data and privacy, protecting from fraud * Protecting health and well-being | The learner is aware that there are dangers on the internet and understands that personal data needs to be protected.  The learner understands the importance of taking care of himself/ herself when acting within the digital environment. | The learner can protect personal data and privacy in digital environments and know whom to ask if he/ she is a victim of fraud.  The learner knows actions to prevent health-risks and threats to physical and psychological well-being while navigating through the digital environment. | The learner can apply actions to prevent health-risks and threats to physical and psychological well-being while navigating through the digital environment. |
| **Problem solving and assistive technology adjustment**   * Solving technical problems/ problems with the individual AT * Identify (accessibility) needs and technological responses * Creatively using digital technologies for (digital) participation * Identifying digital competence gaps | The learner understands how AT can support him/ her according to his/ her requirements when accessing the digital environment.  The learner understands that accessibility issues can hinder participation in the digital environment. | The learner can analyze functions of his/ her AT and propose changes according to his/ her requirements when accessing the digital environment.  The learner can analyze and identify accessibility problems when using digital environments. | The learner can adjust his/ her AT according to his/ her requirements when accessing the digital environment.  The learner can propose changes for accessibility reasons or undertake first steps to foster accessibility. |

### DIG-i-READY Competence Framework – levels of competences

The DIG-i-READY Competence Framework follows the structure used in the Entelis+ framework: Core level, intermediate level, advanced level.   
The core level refers to remembering and understanding, the intermediate level refers to applying and analyzing and the advanced level refers to evaluating and creating:

* Core Level: Remembering and Understanding

At the core level, learners with disabilities focus on understanding and remembering the basic information and skills necessary for digital inclusion in an educational context. They acquire knowledge about e.g. digital literacy, basic digital skills, and inclusive practices. Learners at this level are expected to recall and understand information.

* Intermediate Level: Applying and Analyzing

The intermediate level builds upon the core competences. Learners at this level apply their knowledge and use their skills in topics such as e.g. accessibility, AT, digital communication, and online collaboration. The intermediate level aims to empower learners to make use of and analyze inclusive practices and technologies in various contexts.

* Advanced Level: Evaluating and Creating

The advanced level represents the highest level of competence in the DIG-i-READY Competence Framework. The advanced level is designed for learners with disabilities who developed a solid understanding of digital inclusion, accessibility and educational strategies towards digitalization which is inclusive for learners with disabilities. At this level, learners demonstrate the ability to evaluate the effectiveness of digital inclusion strategies within the educational framework, accessibility and the use of appropriate AT. They are capable of critically assessing existing practices and proposing innovative solutions to promote digital inclusion.

### Core level

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| --- | --- | --- | --- | --- |
| Areas | Proficiency statements | Knowledge | Skills | Attitudes |
| **Learning in an inclusive environment**   * Digital participation * Involvement of social environment * Digital inclusion | The learner understands the importance of digital participation for all and the role of barriers in hindering participation. | The learner knows whom to address within his/ her social environment in case of problems with digital learning.  The learner knows that digital participation can be an advantage for all.  The learner recognizes different barriers which hinder his/ her digital participation. | The learner formulates problems and explains himself/ herself to his/ her social environment.  The learner participates in the digital environment.  The learner identifies barriers that keep him/ her from digital participation. | The learner is convinced that with the support of his/ her social environment he/ she can access digital learning.  The learner is willing and ready to participate in digital learning environments e.g. learning platforms. |
| **Information & data literacy**   * Browsing, searching and filtering data, information and digital content * Evaluation data, information and digital content * Managing data, information and digital content | The learner understands the need to express information needs, what tools to use to search for information and content.  The learner understands the importance to use internet tools for accessing digital content. | The learner knows what his/ her information needs are and how he/ she can express those information needs.  The learner has knowledge about the tools which he/ she can use to search for information and content.  The learner is familiar with accessing digital content. | The learner can spot his/ her information needs and articulate them.  The learner identifies tools which can be used to search for information and content.  The learner can access digital content. | The learner is willing to fulfill his/ her information needs in order to be part of the digital society.  The learner is aware of the benefits of accessing digital content. |
| **Accessible Communication& Collaboration**   * Interacting through digital technologies and adjustment of accessibility features * Sharing accessible information and content through digital technologies * Engaging citizenship through digital technologies * Collaborating through digital technologies * Netiquette and inclusion/ participation as well as disability identity * Managing digital identity and being part of the digital society | The learner understands that he/ she can communicate and collaborate with others with the use of digital tools. | The learner knows which accessible tools he/ she can use to collaborate with others.  The learner knows how to communicate through accessible digital tools.  The learner is aware of the existence of Netiquette, rules and know how to act in and use digital environments responsibly. | The learner can propose tools for accessible collaboration.  The learner can use accessible tools for communication.  The learner implements some rules for acting in digital environments. | The learner will collaborate while using accessible tools.  The learner is aware of the benefits of accessible tools for communication.  The learner is convinced that rules within the digital environment are necessary for responsible use of digital communication/ collaboration tools. |
| **Accessible digital content creation**   * Developing accessible digital content * Integrating and re-elaborating digital content * Copyright and licenses * Programming/ accessibility adjustments/ AT adjustments | The learner understands how accessibility and AT can support him/ her in entering the digital environment.  The learner understands that copyright and licenses apply to digital information and content. | The learner has some knowledge on how to use his/ her AT and set accessibility features to enter the digital environment.  The learner is familiar with licenses that apply to digital information and content. | The learner uses digital tools to access digital content with support.  The learner can use his/ her AT and accessibility features to enter the digital environment. | The learner values accessing digital content.  The learner is aware of the necessity to license digital information and content. |
| **Safety and prevention from fraud**   * Protecting devices * Protecting personal data and privacy, protecting from fraud * Protecting health and well-being | The learner is aware that there are dangers on the internet and understands that personal data needs to be protected.  The learner understands the importance of taking care of himself/ herself when acting within the digital environment. | The learner has some knowledge about possible dangers on the internet and knows that digital services use privacy policy to inform how personal data is used.  The learner is familiar with opportunities to take care of himself/ herself when acting in the digital environment. | The learner can access the privacy policy of digital services to inform himself/ herself how personal data is used.  The learner is able to judge if a website is trustable or not.  The learner can decide when he/ she should take breaks when acting in the digital environment. | The learner is fully aware of dangers on the internet and is convinced that personal data needs to be protected.  The learner is willing to take breaks during acting in the digital environment. |
| **Problem-solving and assistive technology adjustment**   * Solving technical problems/ problems with the individual AT * Identify (accessibility) needs and technological responses * Creatively using digital technologies for (digital) participation * Identifying digital competence gaps | The learner understands how AT can support him/ her according to his/ her requirements when accessing the digital environment.  The learner understands that accessibility issues can hinder his/ her participation in the digital environment. | The learner has knowledge about his/ her requirements when accessing the digital environment.  The learner knows how AT can support him/ her when accessing the digital environment.  The learner is familiar with barriers which arise from accessibility issues. | The learner uses his/ her AT to support him/ her remove barriers and access the digital environment.  The learner identifies barriers which arise from accessibility issues.  The learner can employ necessary digital competences for entering the digital environment. | The learner is convinced that his/ her AT can support him/ her in entering the digital environment.  The learner feels frustrated when encountering barriers which arise from accessibility issues.  The learner is willing to learn/ train digital competences for entering the digital environment. |

### Intermediate level

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| --- | --- | --- | --- | --- |
| Areas | Proficiency statements | Knowledge | Skills | Attitudes |
| **Learning in an inclusive environment**   * Digital participation * Involvement of social environment * Digital inclusion | The learner communicates needs and reflect them within a digital learning environment.  The learner analyzes if the digital learning materials fit his/ her learning needs (accessibility, AT). | The learner has knowledge about digital skills and his/ her learning needs.  The learner has an overview of possible physical, digital and societal barriers which can hinder his/ her digital participation. | The learner can improve his/ her digital skills with the support of an accessible, inclusive digital learning environment.  The learner can apply basic adjustments and adapt his/ her AT and accessibility settings to his/ her needs. | The learner is aware of his/ her digital skill needs and how they can affect him/ her within a digital learning environment.  The learner is willing to learn how different adjustments of his/ her AT are done and that accessibility settings can support him/ her in entering the digital environment. |
| **Information & data literacy**   * Browsing, searching and filtering data, information and digital content * Evaluation data, information and digital content * Managing data, information and digital content | The learner access information, data and content.  The learner analyzes interdependencies between information, data and content and can filter for the desired search results. | The learner knows how he/ she can access information, data and content.  The learner is familiar with applicable filters for searching. | The learner can access information, data and content.  The learner uses filters for the desired search results. | The learner is aware of interdependencies between information, data and content. |
| **Accessible Communication& Collaboration**   * Interacting through digital technologies and adjustment of accessibility features * Sharing accessible information and content through digital technologies * Engaging citizenship through digital technologies * Collaborating through digital technologies * Netiquette and inclusion/ participation as well as disability identity * Managing digital identity and being part in the digital society | The learner can use accessible tools to collaborate with others and share data, information and content through these accessible tools. | The learner has broad knowledge about accessibility features and how accessible tools can be used to collaborate with others.  The learner is mindful about his/ her needs when collaborating with others.  The learner has broad knowledge about Netiquette, rules and how to act in and use of digital environments responsibly. | The learner selects accessible tools to collaborate with others and share data, information and content through these accessible tools.  The learner proposes accessible tools according to his/ her needs. | The learner is motivated to search for accessible tools and propose them when collaborating with others.  The learner feels deeply frustrated when others suggest tools that are not accessible for him/ her.  The learner values Netiquette and is aware of the necessity of rules to act in the digital environment. |
| **Accessible digital content creation**   * Developing accessible digital content * Integrating and re-elaborating digital content * Copyright and licenses * Programming/ accessibility adjustments/ AT adjustments | The learner can apply accessibility settings and use his/ her AT for entering the digital environment.  The learner can analyze how copyright and licenses apply to digital content and information. | The learner has broad knowledge of copyright and licenses that apply to digital content and information.  The learner had good knowledge about accessibility settings and how he/ she can use his/ her AT for entering the digital environment. | The learner can access digital content in different formats without the support of others.  The learner applies accessibility settings and use his/ her AT for entering the digital environment. | The learner continuously seeks for digital content in different formats.  The learner appreciates accessibility settings and his/ her AT for entering the digital environment. |
| **Safety and prevention from fraud**   * Protecting devices * Protecting personal data and privacy, protecting from fraud * Protecting health and well-being | The learner can protect personal data and privacy in digital environments and know whom to ask if he/ she is a victim of fraud.  The learner knows actions to prevent health-risks and threats to physical and psychological well-being while navigating through the digital environment | The learner has broad knowledge on how digital services use personal data and how he/ she can change settings according to his/ her expectations.  The learner knows how to protect personal data and privacy in digital environments and can identify fraud.  The learner has good knowledge about actions to prevent his/ her health and well-being while navigating through the digital environment. | The learner can change privacy settings according to his/ her expectations.  The learner uses tools to protect personal data and from fraud.  The learner proposes actions which prevent him/ her from health risks and threats to physical and psychological wellbeing while navigating through the digital environment. | The learner is aware that digital services use personal data and that this might influence search behavior.  The learner strives to protect his/ her personal data and from fraud.  The learner is aware of potential health risks and threats to physical and psychological well-being which can arise while navigating through the digital environment and therefore value actions which can prevent him/ her from those risks. |
| **Problem-solving and assistive technology adjustment**   * Solving technical problems/ problems with the individual AT * Identify (accessibility) needs and technological responses * Creatively using digital technologies for (digital) participation * Identifying digital competence gaps | The learner can analyze functions of his/ her AT and propose changes according to his/ her requirements when accessing the digital environment.  The learner can analyze and identify accessibility problems when using digital environments. | The learner has broad knowledge about the functions of his/ her AT.  The learner has broad knowledge about accessibility features and barriers which can occur when accessibility is not given. | The learner proposes changes for his/ her AT according to his/ her requirements when accessing the digital environment. | The learner continuously seeks for opportunities which can optimize his/ her AT when entering the digital environment.  The learner feels deeply frustrated when encountering accessibility problems while using digital environments.  The learner communicates his/ her needs in order to develop his/ her digital competences. |

### Advanced level

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| --- | --- | --- | --- | --- |
| Areas | Proficiency statements | Knowledge | Skills | Attitudes |
| **Learning in an inclusive environment**   * Digital participation * Involvement of social environment * Digital inclusion | The learner proposes needed changes within a digital learning environment following his/ her analysis.  The learner evaluates digital offers corresponding to his/ her learning needs and propose changes. | The learner has a clear view on his/ her needs, knowledge and resources and what he/she needs to address and communicate them.  The learner knows how to adapt digital offers and how to adapt his/ her AT according to learning needs. | The learner can conduct a self-assessment to evaluate digital skill needs.  The learner adapts digital offers according to his/ her learning needs.  The learner can make use of his/ her AT to overcome possible barriers. | The learner is convinced that an improvement of his/ her digital skills and the use of his/ her AT can evolve participation within the digital environment.  The learner feels obligated to address accessibility barriers and inform responsible persons. |
| **Information & data literacy**   * Browsing, searching and filtering data, information and digital content * Evaluation data, information and digital content * Managing data, information and digital content | The learner creates and modifies individual search strategies according to his/ her accessibility needs.  The learner critically evaluates data, information and digital content and the accessibility settings. | The learner has deep knowledge about search strategies and how those can be used for accessibility needs. | The learner can adjust search strategies according to his/ her accessibility needs. | The learner critically evaluates data, information and digital content and give suggestions for accessibility settings. |
| **Accessible Communication & Collaboration**   * Interacting through digital technologies and adjustment of accessibility features * Sharing accessible information and content through digital technologies * Engaging citizenship through digital technologies * Collaborating through digital technologies * Netiquette and inclusion/ participation as well as disability identity * Managing digital identity and being part in the digital society | The learner can evaluate collaboration tools and propose specific settings according to his/ her needs.  The learner can critically evaluate his/ her digital identity and seek self-empowerment within the digital society. | The learner has deep knowledge about collaboration and communication tools and accessibility features of those tools.  The learner defines his/ her digital identity within the digital society. | The learner can use communication and collaboration tools without support from his/ her social environment.  The learner uses the digital society for self-empowerment. | The learner seeks to propose collaboration and communication tools with the accessibility settings which fit his/ her needs.  The learner critically reflects on his/ her digital identity and empower himself/ herself through sharing content within the digital society. |
| **Accessible digital content creation**   * Developing accessible digital content * Integrating and re-elaborating digital content * Copyright and licenses * Programming/ accessibility adjustments/ AT adjustments | The learner can create digital content and make use of copyright licenses and apply them to digital content if necessary.  The learner can evaluate accessibility issues and propose changes. The learner can evaluate AT according to his/ her needs and propose changes. | The learner has deep knowledge on how to create digital content and which tools he/ she can use.  The learner is aware of legislation, standards and policies that arise within the context of digital content production.  The learner has deep knowledge about his/ her AT and how he/ she can use it for digital participation. | The learner creates digital content within the digital society.  The learner identifies needed changes for his/ her AT in order to optimize his/ her digital participation. | The learner is aware that others view and judge digital content. The learner can handle the feedback in a way that fits his/ her personality.  The learner respects copyright licenses and apply them to digital content. |
| **Safety and prevention from fraud**   * Protecting devices * Protecting personal data and privacy, protecting from fraud * Protecting health and well-being | The learner can apply actions to prevent health-risks and threats to physical and psychological well-being while navigating through the digital environment. | The learner has deep knowledge about actions to prevent his/ her health and well-being while navigating through the digital environment. | The learner takes actions which prevent him/ her from health risks and threats to physical and psychological well-being while navigating through the digital environment. | The learner seeks different actions which can prevent him/ her from health risks and threats to physical and psychological well-being while navigating through the digital environment. |
| **Problem-solving and assistive technology adjustment**   * Solving technical problems/ problems with the individual AT * Identify (accessibility) needs and technological responses * Creatively using digital technologies for (digital) participation * Identifying digital competence gaps | The learner can adjust his/ her AT according to his/ her requirements when accessing the digital environment.  The learner can propose changes for accessibility reasons or undertake first steps to foster accessibility. | The learner has deep knowledge of his/ her requirements when accessing the digital environment.  The learner has deep knowledge on accessibility and how to foster accessibility.  The learner identifies personal digital competence gaps. | The learner can adjust his/ her AT according to his/ her requirements when accessing the digital environment.  The learner proposes changes for accessibility reasons or undertake first steps to foster accessibility. | The learner is sensitive to his/ her requirements and changes of his/ her requirements when accessing the digital environment.  The learner seeks to continuously develop his/ her digital competences. |

## Summary or Conclusions

The DIG-i-READY Competence Framework provides information on knowledge, skills and attitudes (following the ESCO logic) which learners with disabilities should have at different stages. Thereby, the framework is divided into core level which refers to remembering and understanding, the intermediate level which refers to applying and analyzing and the advanced level which refers to evaluating and creating.

Based on the Entelis+ framework and the DigComp 2.2 Framework, the DIG-i-READY Framework involves following areas of competences:

* Learning in an inclusive environment, Evolving learner’s digital competences
* Information and data literacy
* Accessible communication and collaboration
* Accessibility digital content creation
* Safety and prevention from fraud
* Problem solving and assistive technology adjustment

Overall, the DIG-i-READY Framework aims to promote inclusive education and empower educators, learners with disabilities, and their supportive environment by harnessing the potential of digital technologies, accessibility and AT to create meaningful and accessible learning experiences.

## Annex (tables, figures, links, additional resources etc.)

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

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1. The competence framework is based on the contributions of the consortium. The projects partners were also involved in the development process in the form of a feedback round. This ensured that the existing expertise of the consortium in this field was drawn upon. [↑](#footnote-ref-1)