

Competence Matrix for Trainers for Digital, Inclusive Learning

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Abstract

The UN Convention on the Rights of Persons with Disabilities has been binding in the European Union since 2011. Digital transformation and artificial intelligence offer people with disabilities new opportunities and technological assistance for equal education access. This social change makes it necessary for trainers outside of particular educational institutions to be sensitized and qualified for this heterogeneous target group's requirements, talents, and resources. Otherwise, there is a risk that the digital divide will widen, and education further exclude people with disabilities as a vulnerable group. The article presents a Competence Matrix for Trainers for Digital, Inclusive Learning based on a literature review and an interview study with 40 experts, affected persons, and stakeholders from Germany, Spain, and Finland. The research question is: What competencies do trainers need to create digital, inclusive learning opportunities and enable people with disabilities to have equal access to education? As a result, the competence matrix expands and concretizes the European competence framework for digital competence (DigComp 2.2) and the framework for teachers (DigCompEdu). The innovative research article provides a new impetus for a digital, inclusive society by exploring the qualification requirements for fulfilling digital accessibility.

This article reflects the research activities in the PaViVET project "Participatory Videobased VET in Special Needs Learning and Employment" (Erasmus+, KA220-VET, KA220-VET-0A2F1F73, <https://www.pavivetproject.com/>).

Keywords: digital skills training, digital inclusion, digital accessibility, learning with special needs, resource-orientation