SKILL IT

Digital Learning Planning Organisational Guide

Contents

Introduction to Digital Learning Planning

The digitalisation of society is transforming everyday life.

Youth organisations and non-formal learning spaces are changing the way they reach and support young people. Youth workers and educators are looking for ways to effectively technology enhanced services that support their work.

However, are youth organisations and non-formal organisations ready to make the most of digital technologies to support young peoples' personal and social development?

Our research shows that many things can still be improved.
To help organisations to strategically plan to improve their use of digital technologies we developed several easy-to-use tools.

Our Digital Learning Planning tools includes:
- This Digital Learning Planning Guide gives an overview of the whole process and includes a Digital Learning Planning Framework.
- An online course to train and guide managers to facilitate an organisational digital learning plan
- An online digital readiness self assessment tool and custom PDF report
- Digital Learning Plan template
- Data collection templates for staff survey, youth insights and a technology audit

The guide and tools are designed to specifically support youth organisations and non-profit youth organisations with a focus on young people.

How will you use your Customised Plan?

Hearing the voices of the whole organisation is essential. The self assessment report, findings from the staff survey, youth insights and technology audit can all be used by senior managers to start a conversation within the organisation and with wider stakeholders. Together they can create the Digital Learning Plan, i.e. a whole organisation strategic action plan to improve the use of digital technologies for the development of young people.

Every organisation is unique. Standards, statements, templates and survey questions are provided so that each organisation can adapt or add to these to suit its own situation.

By completing this self assessment, senior managers can assess their digital readiness across many different areas – organisational strategy, infrastructure, practice and service delivery to young people and much more.

This feedback is then used to generate a customised Digital Readiness Self Assessment Report. This provides a snapshot of where the organisation is at on its digital journey and recommendations of potential areas for improvement over the next 3 years.

Why was it developed?

The Skill IT – Digital Pathways for Youth Work Project identified that digital learning planning resources and design thinking resources are mostly aimed at formal educational institutions, or non-profits not specifically focussed on youth.

The guide, training course and tools are informed by international best practice. It draws on key publications; the European Framework for Digitally-Competent Educational Organisations and the Irish Department of Education and Skills Digital Learning Planning for Schools, National Quality Standards Framework (NQSF) and Better Outcomes, Brighter Futures Policy Framework, and P21 Framework for 21st Century Learning, amongst others.

How to Develop a Digital Learning Plan

The Digital Learning Plan is a tool to help organisations take a strategic, whole organisation and holistic approach to integrate digital technologies. It looks at the two areas of the organisation:

1. Leadership and management
2. Practice and provision of services to young people

This approach ensures that all voices across the organisation are heard and can contribute to the future direction of the organisation.

How to Start Your Digital Learning Plan Journey?

There are two ways we suggest and this will depend on the size of your organisation and the resources available to you:

1. You can take it as an opportunity to bring fresh thinking and new ideas into your organisation. We highly recommend doing the online course to develop your knowledge and confidence to lead a Digital Learning Planning process within your organisation using design thinking - a human centred approach to problem solving.

Or

2. Skip the training course and jump straight in! Read through the Digital Learning Planning guide. The Digital Readiness Self Assessment and Competence Self Assessment for staff will provide lots of rich data to build a plan. If you feel confident you can start to use the resources and tools provided here, straight away!

Either way we recommend forming a Digital Learning Planning Team to drive the process.

Section 1: Digital Learning Plan Introduction

The introduction section of the Digital Learning Plan provides background information on the organisation and plan.

In year 1, you may wish to focus on two priority areas for your organisation rather than trying to tackle everything. The design thinking workshop will help you to identify which areas are a priority for your organisation based on consultation across the whole organisation.

The Digital Readiness Self Assessment Tool for the organisation and Competence Self Assessment for staff will also have provided data to build the action plan.

We recommend starting small and build out your plan each year as part of your monitoring and continuous improvement process.

Section 2: Summary Action Plan

This section contains the organisation's priorities and the associated targets and tasks. Depending on the approach you take this information will be gathered during the design thinking workshop process on Digital Learning Planning. Or it can also be gathered through a review of existing organisational data and consultations with staff, volunteers and young people.

Section 3: Detailed Action Plan

This section is optional depending on the size of your organisation and the resources available to implement a Digital Learning process. It describes the action plan in detail with priorities, targets and tasks including:

- Timeframe during which the priorities will be implemented
- Person or persons responsible for the implementation of the priorities and/or
- Staff and volunteers who will assist in this activity
- Resources required to ensure the successful implementation of the priorities
- Criteria to be used in measuring the successful implementation of the priorities

It is important to note that the Summary (Section 2) and Detailed Action Plan (Section 3) can be adapted to suit individual organisations' requirements, depending on the size of the organisation. It is not a one size fits all.

Priorities

The organisation will by now have identified a number of priorities following the use of the Digital Learning Roadmap. The Digital Learning Plan will now describe how the organisation plans to implement these. The timescale for implementing these priorities may vary. Some priorities may be achieved in a short timeframe (e.g. over the course of an organisation's planning term), while others may take longer (e.g. 1 to 3 years). For each priority, the organisation will establish a target or a set of targets. Each target will have a number of associated tasks that need to be completed in order to achieve the target.

Example of Priorities

- That youth workers and volunteers use of digital tools focuses on the development of digital and media literacy and critical thinking skills for young people at risk of XX.

- That youth workers and volunteers use of STEM tools focuses on the development of project based learning, inquiry and critical thinking skills for young people at risk of XX.

Targets

Each priority is divided into a small number of attainable targets. These targets are used to aid the monitoring of the overall progress towards achieving the specific priority.

Example of Targets

- The Youth Arts team will procure appropriate digital hardware tools and online content for young people engaged the Garda Youth Diversion programme at risk of XX and evaluate progress in their use on a regular basis.

- The Outdoor Education team will procure appropriate STEM hardware tools and online content for young people engaged in the TULSA programme at risk of XX and evaluate progress in their use on a regular basis.

Tasks

Each target, in turn, is broken down into one or more tasks that will translate the desired targets into practical achievements.

Example of Tasks:

- The Youth Arts team will use the identified software titles/online content, focussing on specific learning outcomes of young people as risk of XX, and integrate these into the individual group plans. This will be carried out in the first quarter of 2019.

- The Outdoor Education team will use the soldering iron and mono speaker electronics kit with online content and tutorials from the Maker Education Initiative , focussing on specific learning outcomes of young people as risk of XX, and integrate these into the individual group plans. This will be carried out in the second quarter of 2020.

SMART

When setting tasks, organisations may find it useful to apply the SMART principle, thus ensuring that each task is Specific, Measurable, Achievable, Relevant and Time Bound.

S	SPECIFIC	Specify a task to be completed
M	MEASURABLE	Is this task measurable and how will it be evaluated? This will help indicate when the task has been accomplished.
A	ACHIEVABLE	Is the task achievable and what are the resources and actions required to achieve this task?
R	RELEVANT	Is the task relevant to achieving the particular stated priority? Is it relevant to the organisation's current circumstances?
T	TIME BOUND	How long will the task take and in what timeframe will it be achieved?

Figure 5: Outline of SMART Principle

Section 3: Detailed Action Plan

The Detailed Action Plan breaks down the organisation's priorities and targets into practical and more manageable tasks.

The action plan records the Digital Learning priorities already identified in Section 2

- Each Digital Learning priority identified will have one or more associated targets
- Each target will have one or more associated tasks

How to Complete Section 3

The action plan identifies:

- Who will carry out the task
- What resources are required to do this
- What are the expected outcomes and the
- Monitoring and evaluation procedures

This process is repeated for all priorities identified. When the overview and action plans have been completed, these are collated by the Digital Learning Team and together, they comprise the Digital Learning Plan.

Section 4: Conclusion

The final section of the plan should be completed by the Digital Learning Team when the other aspects of the Digital Learning Plan have been finalised. This includes details on what is to be purchased and the relevant costs, if available.

The Conclusion Section also includes a checklist of relevant organisation policies and a section for sign off by the organisational leader and where appropriate, the chairperson of the Board of Management.

Introduction to the Digital Learning Planning Framework

The framework was developed as a tool to guide youth organisations and non-profit education organisations with a focus on young people to engage in a Digital Learning Planning (DLP) process.

The Framework is divided into two parts with 5 sub-categories under each:

Part 1 - Leadership & Management
Part 2 - Practice & Provision Of Services To Young People

The standards in each sub-category are taken from the:

- Irish **National Quality Standards Framework** (NQSF) for youth work and
- **European Framework for Digitally-Competent Educational Organisations** (DigCompOrg)

These are referenced throughout as NQSF and DigCompOrg.

PART 1 - LEADERSHIP & MANAGEMENT

1.1 INTRODUCTION TO STRATEGY

In this section, we'll look at how the use of digital technologies is an integrated part of the overall vision, mission, strategy and culture of your organisation and championed by the senior managers and Board.

STANDARD
Youth work providers have a sustainable strategic plan that informs the direction and delivery of youth work. (NQSF 3.3.7)

Fives Stages of Digital Maturity				
Absent	**Initial**	**Effective**	**Highly Effective**	**Mature**
We are starting out on our journey using digital technologies, and to date it has not been a priority area for our organisation.	Our senior management team and Board are aware of and understand the importance of integrating digital technology across the whole organisation. They are committed to supporting the use digital technology to improve how the organisation is managed, and how we provide services to young people.	Our senior management team and Board proactively champion and articulate a vision for the use of digital technologies as part of the overall vision, mission, and strategy. They communicate this internally to staff, and externally to our wider stakeholder group and the community.	Our organisational strategy includes SMART goals related to the integration of digital technologies across the organisation. A Digital Learning Plan has been developed to manage the implementation of this through a whole organisation, holistic approach. The organisational culture inspires and supports all staff/volunteers to contribute to this. Young people are consulted and help to co-design the organisational strategy and how digital technologies can improve the services provided to them.	Our senior management team review and monitor progress against the Digital Learning Plan as part of the organisation's continuous improvement process. Adjustments to the plan are evidence-based to ensure it is up to date, sustainable and meeting the needs of the young people served by the organisation.

1.2 INTRODUCTION TO GOVERNANCE & OPERATIONS

In this section, we'll look at how digital technologies are used to manage the Governance and Operations of your organisation more effectively. This looks at the use of digital platforms and apps to store and manage policies, procedures whilst also looking at risk, safety, security and a look at the culture of the organisation towards the use of technology.

STANDARDS

Youth work providers document and implement transparent and effective governance and operational management systems. (NQSF 3.3.6)

All youth work is supported by appropriate policies and procedures, informing and enhancing the work of the organisation and its services. (NQSF 3.3.5)

Fives Stages of Digital Maturity				
Absent	**Initial**	**Effective**	**Highly Effective**	**Mature**
We use a paper system for the development and storage of all policies and procedures related to the governance and operational management of the organisation.	We use cloud based digital technologies and platforms (such as GSuite, Office365, Salesforce CRM software, Trello/Asana/Basecamp project management, etc.) for the Governance and operational management of the organisation. Challenges, risk assessment and potential barriers are examined and planned for. Policies and procedures adequately cover key areas such as confidentiality, safety, ethical use and security. Staff have received basic training in this with responsibilities and accountability clearly outlined.	We use cloud based digital technologies and platforms (such as GSuite, Office365, Salesforce CRM software, Trello project management) for the Governance and operational management of the organisation. Challenges, risk assessment and potential barriers are examined and planned for. Policies and procedures adequately cover key areas such as confidentiality, safety, ethical use and security. Staff have received basic training in this with responsibilities and accountability clearly outlined.	We use cloud based digital technologies and platforms to an advanced level to govern and manage our operations. Policies and procedures related to its use are adhered to by all staff, and monitored and reviewed by senior management on an ongoing basis. Any issues (such as safety or privacy) are effectively and efficiently resolved.	The policies and procedures are fully implemented and undergo a regular cycle of review and improvement informed by internal feedback from staff and external new developments. The policies and systems are future-proofed to meet the provision of services to young people. A benchmarking process takes place to compare with similar organisations and the organisation is active in sharing good practice with other organisations.

1.3 INTRODUCTION TO INFRASTRUCTURE

In this section, we'll look at the infrastructure from a digital, physical and virtual perspective and how this is planned and managed to enable staff to meet the evolving needs of your staff and the young people who access your services.

STANDARD Physical and virtual learning spaces designed for digital-age learning. The digital infrastructure is planned and managed. (DigiCompOrg 3.5)				
Fives Stages of Digital Maturity				
Absent	**Initial**	**Effective**	**Highly Effective**	**Mature**
We are starting to consider our digital infrastructure and how this can improve and enhance our service provision to young people.	We are aware of the importance to strategically plan and manage the digital infrastructure of the organisation. We do not have a Digital Learning Plan in place. Planning for and the maintenance of the existing digital infrastructure, or to procure and implement new digital technologies is managed on an ad hoc basis by staff who have an interest in technology.	We have a Digital Learning Plan with a section dedicated to the planning and maintenance of the organisation's digital infrastructure. Budget is allocated in the organisation's annual budget and a technology audit is conducted annually. This is based on staff planning and what is required for both the operational and service delivery goals to young people. Staff are encouraged by the senior management team to identify and integrate technology into their practice that is inclusive of all young people's needs (such as assistive technologies, sensory rooms, etc.)	We are committed to developing the digital infrastructure to enable staff to provide high quality youth services that meet the changing needs of young people. This includes access to digital tools to support innovative practices that engage young people in both physical (youth centres, community centres, etc.) and online learning environments (Facebook, Instagram, Snapchat etc.). Staff are trained in how to use the digital infrastructure to support young people's learning in new and existing learning environments. All investments in digital infrastructure are informed by the pedagogical needs of the young people and the technical expertise of staff and volunteers. The digital infrastructure (network, Broadband, wifi, cloud, etc.) is planned, managed and operates without interruption by a dedicated IT staff person or external service provider(s).	Our Digital Learning Plan is used to strategically review, plan and oversee the procurement, maintenance, interoperability and security of the digital infrastructure. All staff have access to digital tools (computers, creative software, camera equipment, STEAM equipment, 3D printers, etc.) to deliver high quality youth services and are maintained to a high standard. Our physical learning spaces are designed or adapted and furnished to harness the use of digital technologies for the effective personal and social development of young people. We have a vibrant culture of using online learning and social platforms as tools and spaces to engage and enhance young people's learning and development. Staff have access to online resources and communities of practice to support their development of digital technologies, knowledge and skills.

1.4 INTRODUCTION TO HUMAN RESOURCES (HR)

In this section, we'll look at the HR function of the of your organisation and how staff and volunteers are supported in their digital knowledge and skills attainment through continuous professional development. It also considers how the HR policies, recruitment and performance management practices are stored, shared and implemented.

STANDARD				
Youth work providers ensure the effective performance of both paid staff and volunteers, and offer appropriate support, supervision and development opportunities. (NQSF 3.3.9)				
Fives Stages of Digital Maturity				
Absent	**Initial**	**Effective**	**Highly Effective**	**Mature**
Our HR policy does not have a training and development plan to support staff to build their confidence and competence in the use of digital technologies.	We have a staff training and development plan that supports our staff to develop basic digital skills and confidently use the organisation's digital infrastructure to complete the administrative tasks related to their work.	We have a Digital Learning Plan with a section dedicated to Staff Training and Development. Staff receive continuous support to build their digital skill set. This includes the training in how to use of digital technologies and digital tools to design and deliver innovative programmes for young people. Staff are trained in the ethical, safe, security and privacy aspects of using digital technologies in their work. Our senior management team promote a culture of continuous learning and the importance of staff adopting an agile mindset to adapt to the changing needs of young people.	Our senior management team have incorporated the Digital Learning Plan into the annual HR performance management process to assess and plan for the digital needs of the staff to meet the organisation's goals. Evidence of digital competency is an integral part of the recruitment and promotion criteria. We are strongly committed to the continuous professional development of all staff in the area of digital competence.	Our organisation's staff are highly proficient in the use of digital technologies and digital tools in their work in line with the Digital Learning Plan. Young people have access to innovative services enhanced by digital technology as a tool, content or activity. The organisation is considered to be digitally competent, a leader in its field and shares best practice with other organisations in the sector.

1.5 INTRODUCTION TO COLLABORATION & COMMUNICATION

In this section, we'll look at how your organisation supports a culture of collaboration and communication and the appropriate policies, procedures, tools, infrastructure and support systems in place for staff and young people to engage in learning and exchange knowledge internally and externally beyond the organisation.

STANDARDS

Youth work providers operate collaboratively with other agencies and services to ensure an integrated response to the needs of young people. (NQSF 3.3.10 63-74)

Networking, sharing and collaboration is promoted, a strategic approach is taken to communication and partnerships are developed. (DigiCompOrg 3.5 54-62)

Fives Stages of Digital Maturity				
Absent	**Initial**	**Effective**	**Highly Effective**	**Mature**
Collaboration and communication in our organisation is mostly conducted through face-to-face interactions and the use of digital and online tools. To date this has not been a priority for us.	Our staff collaborate and communicate mostly through face-to-face, phone and email communications. Our staff are highly interested in using new tools, however, they require basic training to enable them to effectively use digital and online tools for collaboration and communication. We attend events and showcases and have a limited presence online, mostly through occasional use of our social media accounts (e.g. Facebook, etc.) . Our senior managers recognise the need to improve and are keen to progress the organisation in this area through staff training and investment in tools and platforms.	Our senior managers actively promote networking, sharing and collaboration amongst our staff with internal knowledge exchange expected. Our staff are encouraged to collaborate through online and in person networks and communities of practice both internally and externally with peers and organisations. We have a culture of sharing and exchanging knowledge and expertise to benefit young people. Our young people participate in opportunities to network and learn both nationally and internationally through showcase and knowledge exchange events.We have a communication strategy and an annual communication plan is developed that maximises our online presence through our website and relevant social media channels. Our organisation actively seeks out and engages in partnerships to progress and enhance our digital youth work practice and service provision.	We use an internal online knowledge management system within our organisation to store, exchange and share good practice amongst our staff. We use a range of real-time collaboration tools (such as GSuite, Office 365, Padlet, etc) and communication tools (such as Hangouts, Skype, Zoom, etc.). We also use online tools such as Loom to create good practice videos to exchange knowledge and share expertise with colleagues. Our organisation has a strong culture and track record of participating in national and international showcase events and knowledge exchange trips for young people. In addition, our organisation takes a strategic approach to communication with a dynamic presence online sharing rich stories of our youth outcomes and impact.	Our staff are highly proficient in a range of collaboration and communication tools that increase the awareness of our organisation, improve staff productivity and provide flexibility in how and when they work. We are an agile, value driven organisation with the ability to adapt to meet the needs of our young people and to engage our stakeholders. We have a long term communication strategy and a communications person(s) with expertise in this area. Partnerships are core to our work and we deliver multi-annual projects that create systemic impact.

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In this section, we'll look at the HR function of the of your organisation and how staff and volunteers are supported in their digital knowledge and skills attainment through continuous professional development. It also considers how the HR policies, recruitment and performance management practices are stored, shared and implemented.

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Our HR policy does not have a training and development plan to support staff to build their confidence and competence in the use of digital technologies.	We have a staff training and development plan that supports our staff to develop basic digital skills and confidently use the organisation's digital infrastructure to complete the administrative tasks related to their work.	We have a Digital Learning Plan with a section dedicated to Staff Training and Development. Staff receive continuous support to build their digital skill set. This includes the training in how to use of digital technologies and digital tools to design and deliver innovative programmes for young people. Staff are trained in the ethical, safe, security and privacy aspects of using digital technologies in their work. Our senior management team promote a culture of continuous learning and the importance of staff adopting an agile mindset to adapt to the changing needs of young people.	Our senior management team have incorporated the Digital Learning Plan into the annual HR performance management process to assess and plan for the digital needs of the staff to meet the organisation's goals. Evidence of digital competency is an integral part of the recruitment and promotion criteria. We are strongly committed to the continuous professional development of all staff in the area of digital competence.	Our organisation's staff are highly proficient in the use of digital technologies and digital tools in their work in line with the Digital Learning Plan. Young people have access to innovative services enhanced by digital technology as a tool, content or activity. The organisation is considered to be digitally competent, a leader in its field and shares best practice with other organisations in the sector.

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STANDARDS

Youth work providers operate collaboratively with other agencies and services to ensure an integrated response to the needs of young people. (NQSF 3.3.10 63-74)

Networking, sharing and collaboration is promoted, a strategic approach is taken to communication and partnerships are developed. (DigiCompOrg 3.5 54-62)

Fives Stages of Digital Maturity				
Absent	**Initial**	**Effective**	**Highly Effective**	**Mature**
Collaboration and communication in our organisation is mostly conducted through face-to-face interactions and the use of digital and online tools. To date this has not been a priority for us.	Our staff collaborate and communicate mostly through face-to-face, phone and email communications. Our staff are highly interested in using new tools, however, they require basic training to enable them to effectively use digital and online tools for collaboration and communication. We attend events and showcases and have a limited presence online, mostly through occasional use of our social media accounts (e.g. Facebook, etc.) . Our senior managers recognise the need to improve and are keen to progress the organisation in this area through staff training and investment in tools and platforms.	Our senior managers actively promote networking, sharing and collaboration amongst our staff with internal knowledge exchange expected. Our staff are encouraged to collaborate through online and in person networks and communities of practice both internally and externally with peers and organisations. We have a culture of sharing and exchanging knowledge and expertise to benefit young people. Our young people participate in opportunities to network and learn both nationally and internationally through showcase and knowledge exchange events.We have a communication strategy and an annual communication plan is developed that maximises our online presence through our website and relevant social media channels. Our organisation actively seeks out and engages in partnerships to progress and enhance our digital youth work practice and service provision.	We use an internal online knowledge management system within our organisation to store, exchange and share good practice amongst our staff. We use a range of real-time collaboration tools (such as GSuite, Office 365, Padlet, etc) and communication tools (such as Hangouts, Skype, Zoom, etc.). We also use online tools such as Loom to create good practice videos to exchange knowledge and share expertise with colleagues. Our organisation has a strong culture and track record of participating in national and international showcase events and knowledge exchange trips for young people. In addition, our organisation takes a strategic approach to communication with a dynamic presence online sharing rich stories of our youth outcomes and impact.	Our staff are highly proficient in a range of collaboration and communication tools that increase the awareness of our organisation, improve staff productivity and provide flexibility in how and when they work. We are an agile, value driven organisation with the ability to adapt to meet the needs of our young people and to engage our stakeholders. We have a long term communication strategy and a communications person(s) with expertise in this area. Partnerships are core to our work and we deliver multi-annual projects that create systemic impact.

PART 2 - PRACTICE & PROVISION OF SERVICES TO YOUNG PEOPLE

2.1 INTRODUCTION TO PLANNING

In this section, we will look at how digital technologies are used for organisational planning at all levels from operational plans to individual project work plans. It also considers how your organisation records, stores, shares planning documents for administration and implementation of services and the infrastructure that is in place for planning activities.

STANDARDS				
All youth work practice is planned and designed according to young people's needs, outlining a clear rationale, objectives and expected outcomes. (NQSF 3.3.1)				
Fives Stages of Digital Maturity				
Absent	**Initial**	**Effective**	**Highly Effective**	**Mature**
The integration of technology in our planning processes has not been a priority for our organisation. We use a paper based filing/folder system in our office for activities such as identifying young people's needs and stakeholders' inputs, outlining a rationale, setting objectives and outcomes, developing an operational plan, individual project work plans and a risk plan.	Our operational plan is developed using a word processing tool such as Word, which is shared with all staff by email or printed copies. The operational plan is implemented by senior managers via individual project work plans for youth workers, and reviews are conducted periodically. Our youth workers collect, analyze and share the young people's needs and other inputs from relevant stakeholders (parents, teachers, schools, etc.) to inform the development and delivery of services to our young people via documents created using tools such as Word, Excel and Powerpoint. These documents are stored on a local computer and shared by email with line managers and other staff.	The development and the implementation of the operational plan and individual project work plans are done in a shared file stored on networked server. We use a document versioning system to store revisions of each document on the server. Our overall results are monitored and reviewed periodically by our senior managers with individual reports from our staff and stored in a shared file/folder. Our staff collect, analyze and share the young people's needs and inputs from relevant stakeholders and insert the data in a shared document such as Word, Excel, Microsoft Project and stored on a networked server available to all staff on their local computers. Youth workers measure outcomes and results, and write up individual reports and store in a shared folder used by all staff.	Our operational plan and individual project work plans are developed and implemented using specific planning apps available on a cloud platform, for example, GSuite or Office 365, and available to staff from anywhere 24/7. The operational plan can be followed by staff and revisions are automatically stored in real time in the application. Our staff collect, analyze and share the young people's needs and inputs from relevant stakeholders. The data is collated in collated and stored online with outcomes and results reported on in real-time providing access to the most up to date information. These documents can be shared openly or restricted to relevant stakeholders only.	The development and the implementation of the operational plan and individual project work plans are done using customized planning cloud platforms and mobile apps. These apps are customised for our organization's specific needs, and allow our staff to consult and follow the plan from a cloud platform 24/7. Our staff can follow the activities they are responsible for and report against the tasks allocated to them, measure the outcomes and the results they obtain; generate online reports on their project deliverables and for the evaluation of the overall results of the organization. The organization supports our staff with the right infrastructure and training to use appropriate digital technologies (customized planning platforms and digital tools) to plan, collect, analyze and share information at the organizational level.

2.2 INTRODUCTION TO PRACTICE & SERVICE DELIVERY

In this section, we will look at how staff using digital technologies in their day to day practice with young people. It considers how staff use innovative practices and embed a range of digital tools and platforms to improve the quality of the services provided.

STANDARDS
All youth work is delivered by suitably skilled personnel according to principles of good practice and is outcomes-focused. (NQSF 3.3.2).

Fives Stages of Digital Maturity				
Absent	**Initial**	**Effective**	**Highly Effective**	**Mature**
Our staff and the young people we work with do not use digital technologies during their practice and service delivery. Implementation of digital technologies in the delivery of our services has not been a priority for our organisation.	Our staff and young people are encouraged to explore and diversify their creative practices by using digital technologies as enablers of creativity and creative expression. The potential of digital learning technologies is flagged.	Our staff select and use planning, preparation and evaluation practices that progress young people's learning. Our staff evaluate, demonstrate and reflect with peers on the use of digital technologies to innovate and improve their practice. The organisation's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices, geared towards more comprehensive learning outcomes.	Our staff collectively develop and implement consistent and dependable evaluation practices. Our staff develop and implement the ethical use of digital technologies to gather, share, and interpret relevant data on our young people's personal and social development with colleagues. Our staff use digital technologies to design and deliver a range of appropriate authentic evaluations of our young people's learning outcomes.	Our staff design and implement the ethical use of digital technologies to gather, share and interpret relevant data on our young people's learning outcomes in terms of their social and personal development. This data is used to help the organisation to continuously improve. Management actively encourage staff to engage with networks and professional/ discipline-based communities of practice that promote excellence and quality standards in relation to digital youth work in different contexts.. Through such engagement, staff can also access and contribute to the research and evidence base and the wider learning ecosystem.

2.3 INTRODUCTION TO PROGRESSION & YOUTH OUTCOMES

In this section, we will look at how young people are supported by the organisation and its staff to have access to quality, outcomes-focussed programmes and activities that meets their needs. It considers how digital technologies can be used to offer an improved experience both in terms of the activities available to young people and how data is collected and used to ensure progression.

<table>
<tr>
<td colspan="5">STANDARD
All youth work engages proactively with young people, offering strategies and supports that enable young people to progress and achieve. (NQSF 3.3.3)</td>
</tr>
<tr>
<td colspan="5" align="center">Fives Stages of Digital Maturity</td>
</tr>
<tr>
<td align="center">Absent</td>
<td align="center">Initial</td>
<td align="center">Effective</td>
<td align="center">Highly Effective</td>
<td align="center">Mature</td>
</tr>
<tr>
<td>Youth workers' practice does not respond to the needs of young people in relation to digital technology. No strategies or supports are in place for the Young People in terms of digital technology usage, learning or online safety. Progression and achievement of digital competence has not been planned for or measured.</td>
<td>The organisation is examining which areas of its Youth Work practice could better support Young People around the use of digital technology but this is mostly responsive. Policies and activities are in place to ensure the Young People's privacy, confidentiality and safety when using digital technology. Young people themselves are learning to deal with the risks associated with same. Progression and achievement is somewhat tracked and recognised. There is a plan in place to introduce the use of digital tech to showcase the learning outcomes of Young People.</td>
<td>In any area of their youth work activities where digital technology can be beneficially embedded to support Young People's development, the youth workers are proactive in doing so. The organisation has processes in place to ensure that Young People are confident and have an age appropriate understanding of how digital technology can be used in everyday activities. The Young People are able to manage personal, social and formal relationships in the digital era, can make informed decisions, and have good control of their digital identity and digital rights. They use digital technology to share information with peers and other people in their lives. Technical and user support is evident.</td>
<td>Youth work practices are chosen so to develop the Young People's ability to use digital technology to inform themselves and find useful resources that support them in other areas of life such as education, employment. Young People use appropriate digital tech for self-learning and to support themselves in attaining challenging learning outcomes. The Young People are developing digital, STEAM and media literacy skills, and are given opportunities to apply their digital competence in new situations or contexts. Risks relating to inequality and digital inclusion are addressed, and assistive technologies address special needs. Data relating to individual progress and achievements are aggregated and analysed at organisational level to inform processes including quality management and enhancement.</td>
<td>Young People are applying their digital competence in innovative ways to new situations or contexts, including expressing their voice and demonstrating social commitment digitally. Young People are content and solutions creators rather than only consumers of digital technology. The Young People are involved in co-designing the programmes and learning outcomes to be achieved.</td>
</tr>
</table>

2.4 INTRODUCTION TO MONITOR & ASSESSMENT

In this section, we will look at how the organisation manages it impact and implementation of evaluation plans. It considers how the organisation makes use of available digital technologies to design, collect, analyse and measure its impact so that it is constantly learning and developing.

STANDARDS				
All youth work is monitored and assessed to determine its effectiveness and efficiency, measure learning outcomes and enhance youth work provision. (NQSF 3.3.4)				
Fives Stages of Digital Maturity				
Absent	**Initial**	**Effective**	**Highly Effective**	**Mature**
The integration of technology in the monitoring and assessment process, for activities, such as monitoring the satisfaction or learning outcomes of the young people, measurement of activities and results, assessing the efficiency and effectiveness of services, sharing the activities' results and the lessons learned, has not been a priority for our organization.	The data about young people's satisfaction or their learning outcomes is collected face-to-face by youth workers which then report individually on the results obtained. Data is aggregated by senior managers using the basic technology for that (ex. The senior manager use a Word Document or an Excel Spreadsheet to summarize all the information received from youth workers). Measurements of process, activities and results and the assessment of efficiency and effectiveness are done through basic excel/word files managed by senior managers and youth workers and transferred and shared by emails. The results and the lessons learned are shared by email to relevant stakeholders, through short newsletters or messages.	The data about young people's satisfaction or their learning outcomes is collected by youth workers who record the information in shared files on a networked server. Measurements of process, activities and results and the assessment of efficiency and effectiveness is done through specialized computer-based software, and accessed locally by youth workers and senior managers.The results and the lessons learned, developed as .pdf designed files, are shared by email and the organization's website to relevant stakeholders.	The data about young people's satisfaction or their learning outcomes is collected online through cloud-based apps and tools, such as google forms, which could generate automatic reports. Measurements of process, activities and results and the assessment of efficiency and effectiveness is done through cloud-based tools and apps that can be easily used and 24/7 accessed by youth workers and senior managers, and which can generate reports automatically. The results and the lessons learned are shared with relevant stakeholders using email marketing services, but also other relevant websites from the field, beside the organization's website.	The organization uses relevant and customized user-centered technology (such as custom apps/plugins installed on the organization's website, online polls using social media channels) to collect and measure the young people's satisfaction and their learning outcomes towards the services it provides. Measurements of process, activities and results are done using customized technology collecting both quantitative and qualitative data, and aggregating automatically the results. Assessing efficiency and effectiveness process includes customized technology which allows both youth workers and senior managers to get information in real time and make decisions regarding services very fast. The organization use proper digital communication and all relevant social media and communication channels for sharing the results and lessons learned during the assessment process. The organization follows the service assessment results, and if it is the case, revises the services to introduce innovative, technology enhanced programmes and activities for young people.

2.5 INTRODUCTION TO POLICIES & PROCEDURES

In this last section, we will look at policies and procedures in relation to safeguarding staff, young people and all stakeholders in the organisation. It considers areas such as privacy, safety, security and data when using digital technologies.

STANDARD All youth work is supported by appropriate policies and procedures, informing and enhancing the work of the organisation and its services. (NQSF 3.3.5)				
Fives Stages of Digital Maturity				
Absent	**Initial**	**Effective**	**Highly Effective**	**Mature**
To date we have not used digital technologies to develop and store our organisational policies and procedures. We do not have well defined policies and procedures regarding the usage of digital tools for administration and service delivery.	Senior managers and other leaders in the organisation use digital technologies to enhance organisational communication with youth, their legal representatives/ parents and third parties making administrative procedures more transparent and accessible. There are procedures and policies on how to use digital tools in administration and service delivery such as those related to GDPR, Acceptable Use Policy, Privacy Statement, Child Safeguarding, etc. These policies are reviewed and improved, based on technological developments.	The organisation uses the embedded functionalities of administrative tools to reflect upon, analyse and better understand individual learners' educational needs and progress. Digital tools and content are licensed as required.	The organisation ensure appropriate policies, procedures and safeguards are in place to ensure the protection of individual privacy, confidentiality and the safe use of digital technologies and data for all members of the organization community to comply with GDPR and other legal requirements. The organisation leads the development of effective policies and practices to support innovation and creativity and embed digital technologies in all aspects of our service delivery to young people.	Managers and other leaders in the organization oversee the implementation, communication and ongoing review of appropriate and relevant policies, procedures and safeguards that pertain to the protection of individual privacy, confidentiality and the safe use of digital technologies and data for all members of the organization community.

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