ASSESSMENT TOOL
ON DIGITAL CAPACITIES
OF YOUTH WORK
ORGANISATIONS

The assessment tool on digital capacities of youth work is an outcome of the Digital Youth Work Strategic Cooperation between National Agencies (DYW SNAC). It has been developed and tested together with the European community of youth work practitioners between 2021 and 2023, with the support of the National Agencies for Erasmus+ and European Solidarity Corps (NAs).

The first analysis and concept have been published in the 2022 European report "Digital competences and capacities in youth work", while during 2022 and 202, additional efforts have been made to develop the full content of the tool and to test it together with youth workers from different parts of Europe,

The present assessment tool is the result of the efforts done within DIYW SNAC, Work Package 2 – led by the Estonian National Agency with the support of other 13 other NAs from Belgium (Flanders), Cyprus, Finland, France, Germany, Iceland, Ireland, Lithuania, Netherlands, Portugal, Romania, Slovenia and Turkey, and Verke – the Centre of Expertise for Digital Youth Work in Finland.

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WHAT IS DIGITAL YOUTH WORK?

Digital youth work aligns itself with European digital strategies and is based on research on the impact of digital transformation. It addresses the variety of digital youth cultures and empowers young people to creatively use and critically explore digital media. Young people enjoy digital means and become aware of their risks. The pedagogical cornerstones are critical digital literacy, young people's digital rights, their own agency and non-formal learning.

WHY AN ASSESSMENT TOOL FOR YOUTH WORK ORGANISATIONS?

The SALTO PI description [1] of "Digital Transformation" maintains "the fast-paced and disruptive nature of [digitalisation] means that most (if not all) areas of the youth field are impacted by the possible opportunities and challenges digital transformation might bring about." For the youth field to be able to follow, assess and manage this transformation, a self-assessment tool has been developed to make transparent and develop the capacity of youth work organisations in digital transformation.
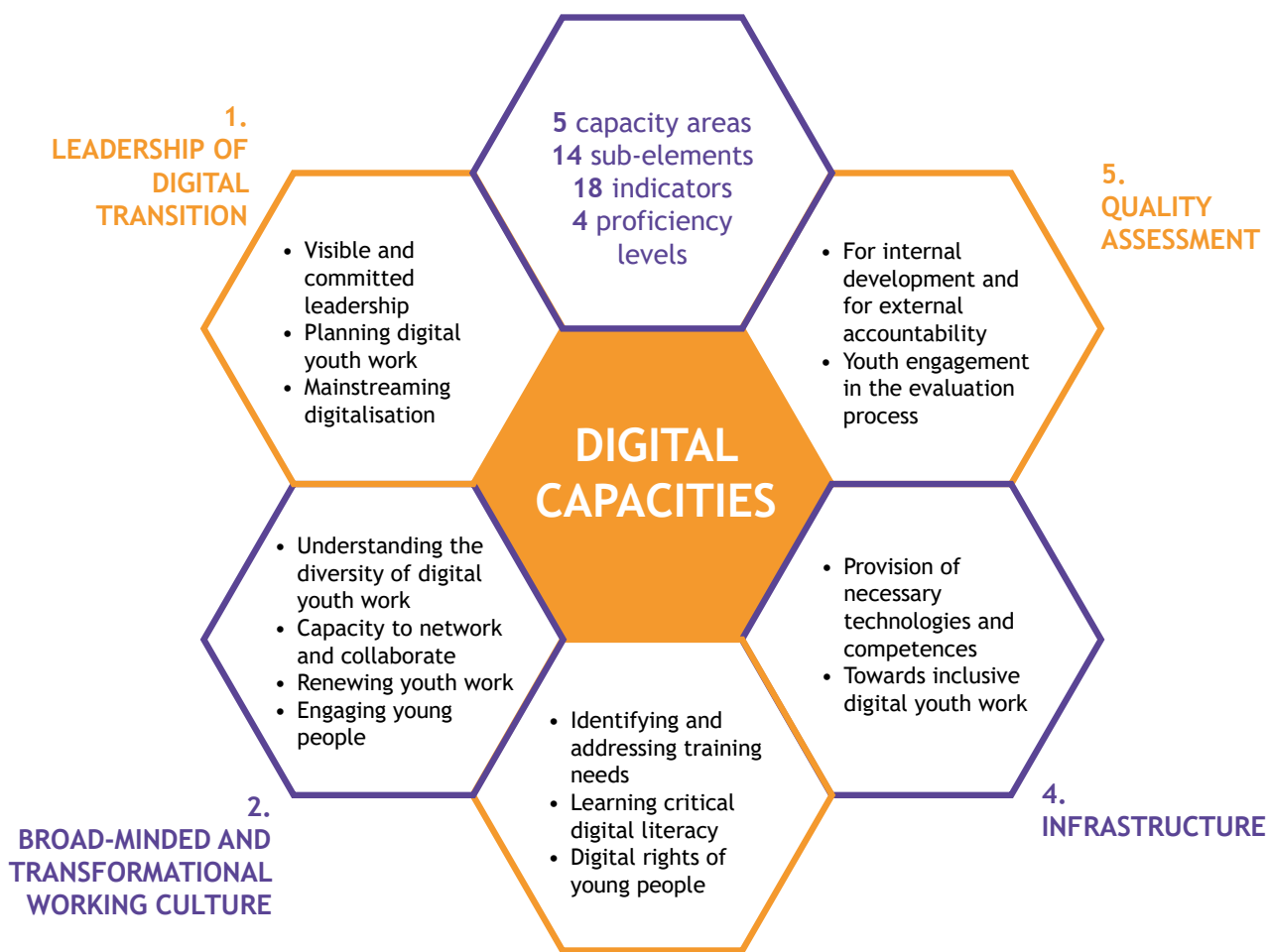
THE STRUCTURE OF THE TOOL

The assessment of the digital capacity of *organisations* is based on the following 5 competences:

1. Leadership of digital transition

2. Broad-minded and transformational working culture

3. Digital competences for youth workers and young people

4. Digital infrastructure

5. Quality assessment.

The competences are broken down into 15 sub-elements which are measured through 20 indicators. Indicators are rated through 4 proficiency levels: 1. elementary, 2. fair, 3. good and 4. Excellent and a "no capacity" option for those who feel they have not developed any capacities in that respective area. The tool provides a description for each level. The levels are cumulative in the sense that a selection of, say, level 3 'Good' presupposes the attainment of lower levels. 'Elementary', as the lowest level also includes those who are not yet well prepared to digital youth work. 'Excellent' is consciously defined as a hard-to-reach level. It sets ambitious tasks and goals, typically tasks to be achieved in the future, perhaps during the next two to five years. 'Fair' and 'good' are situated between the two extremes.

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[1] See https://participationpool.eu/resource-category/digital-transformation/

DIGITAL CAPACITIES
OF YOUTH WORK ORGANISATIONS

5 capacity areas
14 sub-elements
18 indicators
4 proficiency levels

DIGITAL CAPACITIES

**1.
LEADERSHIP OF
DIGITAL
TRANSITION**

- Visible and committed leadership
- Planning digital youth work
- Mainstreaming digitalisation

**2.
BROAD-MINDED AND
TRANSFORMATIONAL
WORKING CULTURE**

- Understanding the diversity of digital youth work
- Capacity to network and collaborate
- Renewing youth work
- Engaging young people

**3.
DIGITAL COMPETENCES
FOR YOUTH WORKERS
AND YOUNG PEOPLE**

- Identifying and addressing training needs
- Learning critical digital literacy
- Digital rights of young people

**4.
INFRASTRUCTURE**

- Provision of necessary technologies and competences
- Towards inclusive digital youth work

**5.
QUALITY
ASSESSMENT**

- For internal development and for external accountability
- Youth engagement in the evaluation process

CAPACITIES AND THEIR SUB-ELEMENTS

1. LEADERSHIP OF DIGITAL TRANSITION

Visible and committed leadership

Planning digital youth work

Mainstreaming digitalisation

2. BROAD-MINDED AND TRANSFORMATIONAL WORKING CULTURE

Understanding the diversity of digital youth work

Capacity to network and collaborate

Renewing youth work

Engaging young people

3. DIGITAL COMPETENCES FOR YOUTH WORKERS AND YOUNG PEOPLE

Identifying and addressing training needs

Learning critical digital literacy

Digital rights of young people

4. INFRASTRUCTURE

Provision of necessary technologies and competences

Towards inclusive digital youth work

5. QUALITY ASSESSMENT

For internal development and for external accountability

Youth engagement in the evaluation process

HOW TO USE THE TOOL?

As an example (below) see capacity 1: "Leadership of digital transformation", the sub-element 2: "Planning digital youth work" and the indicator 3: "Recognition and influence of a DYW plan". The indicator is primarily evaluated through four levels of proficiency ('elementary', 'fair', 'good' or 'excellent'). The ratings of the indicators are marked on a separate report sheet.
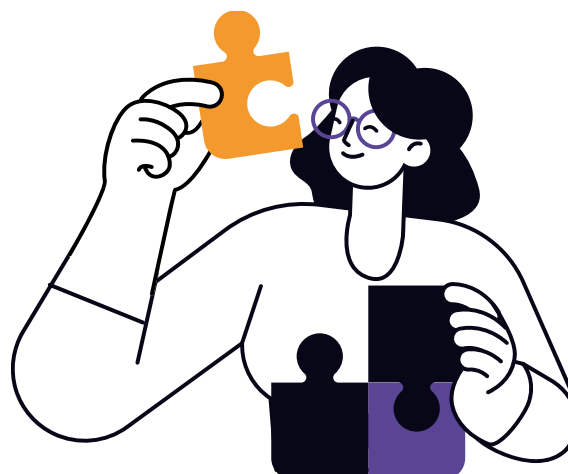
CAPACITY 1: **LEADERSHIP OF DIGITAL TRANSFORMATION**

SUB-ELEMENT 2: **Planning digital youth work. Capacity to analyse** how developed is the process of digital youth work (DYW) planning, or how broadly are the DYW plans communicated and how strong is its acceptance within the members of the team.

INDICATOR 3: **Recognition and influence of a digital youth work plan.**

PROFICIENCY LEVEL   DESCRIPTION OF THE LEVEL

	Level	Description
	Elementary	Our documents and discussion on DYW are not well known across the entire organisation.
	Fair	Our DYW plans are best known to those active in digital work. Beyond them those plans are not considered binding.
	Good	Our DYW plans are widely known in our organisation and officially adopted as guidelines for all.
	Excellent	Our DYW plans are based on previous experiences, broadly inspiring and recognized beyond our organisation, also facilitating partner collaboration and access to external resources.

WHO FILLS IN THE EVALUATION FORM?

Youth work organisations are very different in size, structure, organisational cultures and philosophy, content profiles, mandate, legal status, and composition. It is not possible to provide a simple guideline on who should fill in the evaluation form. In principle, it is those who are responsible for the organisation, in most simple terms, the manager and/or the management board. In smaller organisations like local youth organisations, it could be one person; in bigger organisations, it could be the management board, which often has a staff representative. It is reasonable that the organisation evaluating itself decides 'who is the organisation'.

The form and the descriptions of each level of the evaluation (whether to give 1 to 4 for each indicator) refers to "we", "our [plans, et cetera]", "the organisation", or use the collective term "the staff". However, despite these different formulations, the idea is that the manager or management board gives its own view and an honest account of the status and capacities of the organisation.

COMPONENTS OF THE TOOL

1. THE CAPACITIES AND THEIR SUB-ELEMENTS

1) **Leadership of digital transition.** Importance of strong leadership, reconciling differences, mainstreaming digital youth work, and driving continuous development.

   - **Visible and committed leadership** - *The commitment of the leaders and management to support digital transformation.*

   - **Planning digital youth work.** The degree of conscious planning, recognition of strategies and their implementation.

   - **Mainstreaming digitalisation** - *Making DYW applicable to all.*

2) **Broad-minded and transformational working culture.** Perception of digital youth work as a multiplicity of opportunities and challenges. Renewing youth work through collaboration and user-centrism.

   - **Understanding the diversity of digital youth work** - *Capacity to learn from and negotiate different views on digitalization, digital youth cultures and digital youth work,*

   - **Capacity of the organisation to network and collaborate** - *The degree of collaborative practice.*

   - **Renewing youth work** - *Addressing resistance to integrating digital means in youth work.*

   - **Engaging young people** - *Evaluating the different levels of young people's critical engagement.*

3) **Digital competences for youth workers and young people.** To navigate in the digital world, young people need technical skills and a broad understanding of digitalisation.

   - **Identifying and addressing training needs** – *Provision of training on technical skills and broad understanding of digital youth work.*

   - **Learning critical digital literacy.** *The capacity of the organisation to understand digitalisation in a big picture and to support critical digital citizenship of young people.*

   - **Digital rights of young people.** *Staff skills to help young people understand their digital rights.*

4) **Infrastructure.** The availability of the necessary technologies, competences, technological support, working time and funds. Promoting inclusiveness.

   - **Provision of necessary technologies and competences** - *Organisation provides the basic technology for DYW and focuses on low-threshold, educational on-the-job development of DYW.*

   - **Towards inclusive digital youth work.** *Digital youth work is for any young person also targeting disadvantaged youth.*

5) **Quality assessment.** The assessment tool as an instrument, an approximation of quality in developing Digital youth work and as an accountability measure for decision-makers.

   - **For internal development and for external accountability** - *Using the tool to reflect and improve youth work and to give feedback to management, stakeholders, and funders.*

   - **Youth engagement in the evaluation process** - *Young people can be involved in the assessment as an information source, as a participant in discussing the results or as an assessor.*

2. DESCRIPTION OF THE COMPETENCES

LEADERSHIP OF DIGITAL TRANSITION. Experience on the management of digital change in private and public organisations argues[1] that it is essentially a leadership and management challenge. The key elements are

(1) visible and committed leadership,

(2) a transition strategy, a plan and its implementation,

(3) mainstreaming; not leaving the task to digitally minded workers, external experts or to the IT unit of the organisation.

(4) a working culture which supports digitalisation (understanding diversity, networking capability, user-centrism, and focus on continuous development), see 'Broad-minded and transformational culture' below.

These principles are likely to apply to the management of digital youth work in public and 3rd Sector organisational contexts.

BROAD-MINDED[2] AND TRANSFORMATIONAL WORKING CULTURE. There are very diverse, even contradictory perceptions of digital transformation[3]. At the same time, there is a huge spectrum of digital youth cultures[4]. It is the task of managers to understand this diversity and to negotiate with the youth workers and the young people to find common ground through *a broad-minded and transformational mindset*: How to understand without prejudice the variety of digital realities of young people, the different views of digital youth work and how to transform youth work in the digital age.

Youth challenges, also in the digital world, fall within the competences of many actors and sectors. This calls for collaboration. Collaboration is seen as the most effective way of solving complex social problems as it gathers diverse expertise and resources. "There is growing evidence that multi-actor collaboration in networks, partnerships and inter-organizational teams can spur innovation"[5]. A collaborative mindset nurtures successful transformation.

Integrating digital means in youth work provides a unique opportunity for youth work to renew its working methods and retrain the staff. Youth workers are often relatively divided as to their understanding of what digital youth work should do[6]. There also are those who are strongly embedded in the face-to-face work with young people and who might be indifferent, even resistant to digital youth work. Digital transformation in youth work requires youth workers to perceive it as a complementary opportunity, not as an alternative.

An important way of renewing youth work is user-centrism: engaging the variety of young people and taking note of their different digital cultures in all processes of digital transformation. Such a working culture empowers youth workers and young people to experiment how digital means could be applied in youth work.

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[2] The term 'broad-minded' refers to being "unbiased, tolerant, free from prejudice, opposite to narrow-minded orientation, and not being unreasonably attached to a belief or assumption".

[3] see Kergel, D & Heidkamp, B. (2023) Perspectives on Education in the Digital Age, Siurala L. (2022) Perceptions of Digital Youth Work.

[4] Pasquier, D. (2020) Youth cultures in the digital age

[5] Sörensen and Torfing 2015: 145

[6] see Siurala (2022) Perceptions of youth work

DIGITAL COMPETENCES FOR YOUTH WORKERS AND YOUNG PEOPLE. A researcher on digital transformation maintains: "It's about the people, not the technology".[7] It is the responsibility of the organization to assess and address the training needs of its staff. And it is not so much about the technical skills than the understanding of digitalization and its influence on society, young people, and youth work

Young people need two kinds of competences to navigate in the digital world; technical mastery and a broader understanding of how digitalisation affects society and our lives. Technical skills are necessary to make full use of digital means and to have access to the digital offer and preserve privacy, safety, and well-being. A broader understanding is needed of the role and power of data, 'data economy'[8], the role of the very large digital corporations and the main elements of national and European digital policies.

Young people need to be aware of their digital rights; their right to their own data, freedom from manipulation, digital bullying, misinformation, and fake news, not to mention the awareness of the effects of digitalisation on democracy, human rights, the civic space, and social equality. A key challenge for the organization is to train youth workers to raise the awareness of young people to their digital rights.

INFRASTRUCTURE. The organisation needs the necessary technologies, competences, technological support, working time and funds. The technologies include the means that are needed in youth work to reach young people, search for youth-related information, have the programs and technologies to work with them and to collaborate within the organisation and with stakeholders. According to research, a key challenge has been the lack of time the organisation has allocated youth workers to do digital youth work[9].

Research[10] has also shown that the digital world is polarized. Disadvantaged, frustrated, and vulnerable youth tend to become also digitally excluded and most exposed to misinformation and fake news. Youth workers must have the orientation, means and competences to reach and support young people with fewer opportunities.

QUALITY ASSESSMENT. The self-assessment tool is applied to develop the quality of digital youth work and/or as an accountability measure for decision-makers, partners, and funders. Digitalisation is quickly changing, and it poses expectations for youth work to be constantly able to respond accordingly. Thus, it is vital to have a tool which regularly updates the skills and competences of youth workers and capacities of youth work organisations. A further use for the tool is to make youth work transparent. The assessment tool can be used for the visibility, recognition, and validation of youth worker competences and organisational capacities – especially if it is carried out as an external assessment, which can be either peer-assessment or external expert-assessment. Again, there are various ways to develop youth agency in quality assessment of digital youth work.

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[7] Verma (2021)

[8] 'Data economy' is an ecosystem of organizations for whom data is the main source of their business. Data economy raises concerns about privacy, ethics, the loss of control of data, and the ownership of data and related rights. Mathematical models and algorithms based on them are too often opaque, unregulated, and incontestable. The processed data are used for commercial purposes, governance and surveillance. The European Commission has enacted regulations (for example the 2012 GDPR): "This is why it is time to build a stronger and more coherent data protection framework in the EU, backed by strong enforcement that will allow the digital economy to develop across the internal market, put individuals in control of their own data and reinforce legal and practical certainty for economic operators and public authorities."

[9] Verke, Online Youth Work Survey 2021

[10] See fir example Global Connectivity Report 2022, Chapter 5

THE ASSESSMENT GRID

CAPACITY 1:

LEADERSHIP OF DIGITAL TRANSFORMATION

CAPACITY 1: **LEADERSHIP OF DIGITAL TRANSFORMATION.** Importance of strong leadership, reconciling differences, mainstreaming digital youth work and driving continuous development.

SUB-ELEMENT 1: **Visible and committed leadership.** The commitment of the leaders and management to support digital transformation.

INDICATOR 1: **Leaders as the vanguards of digital youth work**

☐ NO CAPACITY YET

Proficiency level   Description of the level

	Elementary	Our organisation has some experience and ideas of digital youth work but the management has not wanted to proceed too quickly.
	Fair	Our IT unit and/or our digitally oriented youth workers oversee our digitalisation process rather than the managers.
	Good	The management has plans to coordinate and develop our digital activities and services.
	Excellent	Our leader promoted DYW and made it publicly very clear that, at the moment, it is the organisation's key priority.

CAPACITY 1: **LEADERSHIP OF DIGITAL TRANSFORMATION.** Importance of strong leadership, reconciling differences, mainstreaming digital youth work and driving continuous development.

SUB-ELEMENT 2: **Planning digital youth work.** The degree of conscious planning, recognition of strategies and their implementation.

INDICATOR 2: **The level of planning of digital youth work**

☐ NO CAPACITY YET

Proficiency level   Description of the level

	Elementary	Our digital activities and services have developed on the go, project by project, rather than through long-term planning.
	Fair	We have a shared understanding of how we want to develop our DYW, but we do not have any detailed written plans for it.
	Good	We have an internal planning document for DYW.
	Excellent	We have a strategic DYW plan, adopted by the relevant decision-makers and assessed periodically.

CAPACITY 1: **LEADERSHIP OF DIGITAL TRANSFORMATION.** Importance of strong leadership, reconciling differences, mainstreaming digital youth work and driving continuous development.

SUB-ELEMENT 2: **Planning digital youth work.** The degree of conscious planning, recognition of strategies and their implementation.

INDICATOR 3: **Recognition and influence of a digital youth work plan**

☐ NO CAPACITY YET

Proficiency level   Description of the level

	Elementary	Our documents and discussion on DYW are not well known across the entire organisation.
	Fair	Our DYW plans are best known to those active in digital work. Beyond them those plans are not considered binding.
	Good	Our DYW plans are widely known in our organisation and officially adopted as guidelines for all.
	Excellent	Our DYW plans are based on previous experiences, broadly inspiring and recognized beyond our organisation, also facilitating partner collaboration and access to external resources.

CAPACITY 1: **LEADERSHIP OF DIGITAL TRANSFORMATION.** Importance of strong leadership, reconciling differences, mainstreaming digital youth work and driving continuous development.

SUB-ELEMENT 2: **Planning digital youth work.** The degree of conscious planning, recognition of strategies and their implementation.

INDICATOR 4: **The implementation responsibility.**

☐ NO CAPACITY YET

Proficiency level   Description of the level

	Elementary	Use of digital means in youth work is mainly the responsibility of those youth workers who are interested in digital youth work.
	Fair	We have a DYW plan which describes how the responsibility of implementation[11] is divided between the Leader, the management, and staff.
	Good	The management annually applies a monitoring system of the implementation[12].
	Excellent	Relevant young people have been engaged in the implementation plan as defined in the DYW plan.

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[11] 'Responsibility of implementation' refers to agreement of who is responsible for providing goas, resources and the working methods. In youth work it is typically agreed that youth workers have a large freedom of finding the concrete practices while the main role of management is to provide the goals, the necessary resources and follow up the processes and evaluate the results. Experience and research show that for both parties it is useful to concretely agree on the division of this responsibility.

[12] Monitoring system of implementation: How are the objectives and activities outlined in the DYW plan implemented in practice within the given deadlines? Measurable indicators should be set. A specific top management monitoring system is an option.

CAPACITY 1: **LEADERSHIP OF DIGITAL TRANSFORMATION.** Importance of strong leadership, reconciling differences, mainstreaming digital youth work and driving continuous development.

SUB-ELEMENT 3: **Mainstreaming.** Making digital youth work applicable to all.

INDICATOR 5: **Integrating digital youth work in everybody's work and in all functions of the organisation**

☐ NO CAPACITY YET

Proficiency level   Description of the level

	Elementary	In our organisation DYW is carried out mostly by the digitally most experienced youth workers.
	Fair	Many of our youth workers are interested in digital youth work, but the organisation should do more to develop the conditions for online work.
	Good	The leaders and the organisation have made it clear that DYW should be mainstreamed, but we are still a few bridges away.
	Excellent	Digital youth work is understood as a priority for all youth workers, there are training, resources, and reward systems. Recruitment and appraisal interviews take note of digital competence and performance.

THE ASSESSMENT GRID

CAPACITY 2:

BROAD-MINDED AND TRANSFORMATIONAL WORKING CULTURE

CAPACITY 2: **BROAD-MINDED AND TRANSFORMATIONAL WORKING CULTURE.** Perception of digital youth work as a multiplicity of opportunities and challenges. Renewing youth work through collaboration and user-centrism.

SUB-ELEMENT 1: **Understanding the diversity of digital youth work.** Capacity to negotiate different views on digital transformation, digital youth cultures and digital youth work.

INDICATOR 6: **Learning the diversity.**

☐ NO CAPACITY YET

Proficiency level   Description of the level

	Proficiency level	Description of the level
	Elementary	We need to know more about the multiplicity of ways that young people use digital means to plan our digital youth work.
	Fair	We have gathered knowledge about digital youth cultures and ideas of digital youth work to spark off broad-minded thinking.
	Good	We have successfully negotiated a shared understanding of what our digital youth work should look like (in writing).
	Excellent	We have engaged people who are willing to collaborate with us to run digital projects, and supported young people to join in.

CAPACITY 2: **BROAD-MINDED AND TRANSFORMATIONAL WORKING CULTURE.**

Perception of digital youth work as a multiplicity of opportunities and challenges. Renewing youth work through collaboration and user-centrism.

SUB-ELEMENT 1: **Understanding the diversity of digital youth work.** Capacity to negotiate different views on digital transformation, digital youth cultures and digital youth work.

INDICATOR 7: **Empowering the indifferent and resistant to see digital youth work as an opportunity**

☐ NO CAPACITY YET

Proficiency level   Description of the level

	Proficiency level	Description of the level
	Elementary	The organisation has identified the different ways that staff orients toward DYW, including those indifferent and resistant.
	Fair	The management has organised all-staff discussions on DYW. The various and controversial views are made transparent and discussed.
	Good	The organisation has provided training, inspiring examples of DYW, study visits, and peer learning opportunities.
	Excellent	Digital transformation is integrated into internal communication, recruitment, appraisal interviews, pay/reward systems, opportunities to develop competences through international/European trainings (including those offered through Erasmus+).

CAPACITY 2: **BROAD-MINDED AND TRANSFORMATIONAL WORKING CULTURE.**

Perception of digital youth work as a multiplicity of opportunities and challenges. Renewing youth work through collaboration and user-centrism.

SUB-ELEMENT 2: **Capacity to network and collaborate.** The degree of collaborative practice, within youth work sector or outside of it (eg. technology partners).

INDICATOR 8: **Orientation to and experience from networking**

☐ NO CAPACITY YET

Proficiency level | Description of the level

	Proficiency level	Description of the level
	Elementary	Our organisation has an idea of potential partners that could be involved in developing our DYW.
	Fair	The management is aware of the importance of partnerships and has started reaching out to potential partners.
	Good	We constantly encourage and train our staff to be 'network-minded' and reach out to others to develop new DYW practices.
	Excellent	Our organisation actively works together with a network of partners in running our DYW.

CAPACITY 2: **BROAD-MINDED AND TRANSFORMATIONAL WORKING CULTURE.**

Perception of digital youth work as a multiplicity of opportunities and challenges. Renewing youth work through collaboration and user-centrism.

SUB-ELEMENT 3: **Renewing youth work.** Integrating digital means into youth work. Finding new ways to express oneself and one's concerns using digital tools.

INDICATOR 9: **Reimagining and redesigning youth work**

☐ NO CAPACITY YET

Proficiency level | Description of the level

	Proficiency level	Description of the level
	Elementary	We have considered how digital tools could improve our traditional youth work activities/services.
	Fair	We have complemented our traditional activities with some digital activities/services, and vice versa (including through hybrid formats).
	Good	We have invested in training, study visits and other incentives to spark off reimagination of youth work through digital means.
	Excellent	We have redesigned existing youth work through digital tools; we have supported experimentation, critical out-of-the-box thinking and socio-emotional creativity[13].

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[13] 'socio-emotional creativity' is a generic term for learning, which is characterized by creativity, critical thinking, problem solving and judgement, working in collaboration, and also the capacity to recognize, exploit and adapt the potential of new technologies (Christovao et al. 2020).

CAPACITY 2: **BROAD-MINDED AND TRANSFORMATIONAL WORKING CULTURE.**

Perception of digital youth work as a multiplicity of opportunities and challenges. Renewing youth work through collaboration and user-centrism.

SUB-ELEMENT 3: **Renewing youth work.** Integrating digital means into youth work. Finding new ways for young people to express themself and their concerns using digital tools.

INDICATOR 10: **Young people developing digital youth work.**

☐ NO CAPACITY YET

Proficiency level   Description of the level

	Proficiency level	Description of the level
	Elementary	We sometimes discuss with young people about their expectations on our digital tools and equipment.
	Fair	We run surveys among young people on their wishes for our digital youth work and organise discussions with them about their ideas.
	Good	We have motivated young people to provide feedback on how our digital youth work and its equipment should be renewed and make respective proposals.
	Excellent	Our young people have participated in the decision-making of our digital youth work and its equipment and have suggested digital activities.

CAPACITY 2: **BROAD-MINDED AND TRANSFORMATIONAL WORKING CULTURE.** Perception of digital youth work as a multiplicity of opportunities and challenges. Renewing youth work through collaboration and user-centrism.

SUB-ELEMENT 4: **Engaging young people.** Evaluating the different levels of young people's critical engagement.

INDICATOR 11: **Making more space for young people's critical engagement.**

☐ NO CAPACITY YET

Proficiency level   Description of the level

	Proficiency level	Description of the level
	Elementary	We offer access to existing digital tools and content, such as gaming, communication platforms, movies, music, sharing photos and/or short movies.
	Fair	Youth workers discuss with young people about their online experiences and provide educational and critical comments and advice.
	Good	We embrace broad-minded approaches, such as pedagogical, equal-access games, and creating their own content.
	Excellent	To address both the opportunities and the challenges of digital transformation, we have encouraged young people to apply critical thinking; including by identifying how algorithms and management of personal data can be used to potentially generate dis/misinformation, create filter bubbles or perpetrate biases.

THE ASSESSMENT GRID

CAPACITY 3:

DIGITAL COMPETENCES FOR YOUTH WORKERS AND YOUNG PEOPLE

CAPACITY 3: **DIGITAL COMPETENCES FOR YOUTH WORKERS AND YOUNG PEOPLE.** To navigate in the digital world, young people need digital competences and a broad understanding of the impact of digital transformation on society and human rights.

SUB-ELEMENT 1: **Identifying and addressing capacity building needs.** Provision of training on digital competences and broad understanding of digital youth work.

INDICATOR 12: **Youth workers' capacity to support young people.**

☐   NO CAPACITY YET

Proficiency level   Description of the level

	Elementary	Staff can discuss with young people about their online experiences and can advise them.
	Fair	Staff can support young people to use digital media and tools in meeting their needs, such as meeting friends, leisure activities, job search, and finding international training opportunities.
	Good	The organisation has the conditions to offer technological activities, such as robotics, digital, basic programming or creation of podcasts/videos.
	Excellent	The organisation can provide minimum support to young people's own media creation, and to link with digital cultures of their own choice.

CAPACITY 3: **DIGITAL COMPETENCES FOR YOUTH WORKERS AND YOUNG PEOPLE.** To navigate in the digital world, young people need digital competences and a broad understanding of the impact of digital transformation on society and human rights.

SUB-ELEMENT 1: **Identifying and addressing capacity building needs.** Provision of training on digital competences and broad understanding of digital youth work.

INDICATOR 13: **Identifying and providing training needs.**

☐   NO CAPACITY YET

Proficiency level   Description of the level

	Elementary	Staff has the basic competences to deal with everyday digital programs and applications, including communication with management, colleagues, and partners. They can run online meetings.
	Fair	Staff can find online data and research on youth, carry out small digital surveys and prepare overviews of young people's use of digital media.
	Good	We regularly assess youth workers' digital competences, and their training needs are addressed.
	Excellent	Our digital training is not only technical, but also focuses on staff's broad understanding of digital transformation, data economy and their effects on society, young people and youth work.

CAPACITY 3: **DIGITAL COMPETENCES FOR YOUTH WORKERS AND YOUNG PEOPLE.** To navigate in the digital world, young people need digital competences and a broad understanding of the impact of digital transformation on society and human rights.

SUB-ELEMENT 2: **Learning critical digital literacy.** The capacity of the organisation to understand digital transformation and to support the critical digital citizenship of young people.

INDICATOR 14: **Creating conditions for critical digital agency.**

☐   NO CAPACITY YET

Proficiency level   Description of the level

	Elementary	The organisation has a general idea of the impact of digital transformation; its main positive and negative effects on society and young people.
	Fair	The organisation has training processes in place to equip youth workers with critical digital literacy.
	Good	The staff has the competence to advise young people on safety, privacy, issues of social media or gaming, fake news, hate speech, algorithmic bias and, if needed, to find help desks, or professional help.
	Excellent	The organisation has the dedication to support young people's critical digital agency, whether that means participation through institutional democratic structures or legal non-institutional forms of activism.

CAPACITY 3: **DIGITAL COMPETENCES FOR YOUTH WORKERS AND YOUNG PEOPLE.** To navigate in the digital world, young people need digital competences and a broad understanding of the impact of digital transformation on society and human rights.

SUB-ELEMENT 3: **Digital rights of young people.** Staff skills to help young people understand their digital rights.

INDICATOR 15: **Training staff to sensitise young people to their digital rights.**

☐   NO CAPACITY YET

Proficiency level   Description of the level

	Elementary	Staff is capable to discuss with young people some elements of basic digital rights such as use of passwords, platforms and applications, safe browsing, storing, and sharing of data.
	Fair	Staff can help young people reflect possible harms of their digital rights, such as harassment, censorship, violation of privacy or discrimination.
	Good	Staff knows the digital rights of young people and is familiar with the specific European and international documents/conventions (eg. EU's Digital Rights and Principles (2022), Digital Strategy (2020), Internet for Kids+ (2022), GDPR (General Data Protection Regulation 2018) and DSA (Digital Service Act 2022; UN's General Comment no. 25 (2021) on children's rights in relation to the digital environment).
	Excellent	Youth workers are competent to develop activities or projects to critically address digital rights and the impact of digital transformation.

THE ASSESSMENT GRID

CAPACITY 4:

INFRASTRUCTURE

CAPACITY 4: **INFRASTRUCTURE.** The availability of the necessary technologies, competences, technological support, working time and funds. Promoting inclusiveness.

SUB-ELEMENT 1: **Provision of necessary technologies and competences.** Organisation provides the basic technology and focuses on low-threshold, educational on-the-job development of digital youth work.

INDICATOR 16: **Technology adapted to youth work.**

<div style="border:1px solid orange;display:inline-block;width:2em;height:2em;"></div> NO CAPACITY YET

Proficiency level	Description of the level
Elementary	The organisation has in place the necessary technologies and competences: access to Internet, network connections, smartphones, laptops, tablets, etc. and basic technological competences of the staff.
Fair	The organisation provides access to user-friendly and safe platforms, online youth information, and educational games.
Good	The organisation provides resources, training opportunities and working hours for development of digital youth work.
Excellent	The organisation encourages experimentation and allows failure within given parameters.

CAPACITY 4: **INFRASTRUCTURE.** The availability of the necessary technologies, competences, technological support, working time and funds. Promoting inclusiveness.

SUB-ELEMENT 2: **Towards inclusive digital youth work.** Digital youth work is for any young person also targeting disadvantaged youth.

INDICATOR 17: **Securing young people's digital rights**

<div style="border:1px solid orange;display:inline-block;width:2em;height:2em;"></div> NO CAPACITY YET

Proficiency level	Description of the level
Elementary	The entire staff has some understanding about digital rights of young people.
Fair	The infrastructure is based on equal access, non-discrimination, and not allowing harmful behaviour in online environments (eg. gaming or extended reality)[14].
Good	We have safeguards in place to ensure privacy, confidentiality and safe use of technologies, and respective guidelines for staff and youth.
Excellent	The organisation applies ethical principles in manging data collected through youth work initiatives and actively advocates for protecting young peoples' digital rights.

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[14] 'Non-toxic gaming' is an educational approach to gaming coordinated by Helsinki City Youth Services: "Non-toxic – non-discriminatory gaming culture is a nationwide project in which gaming culture and gaming activities are developed into a hobby that is open and safe for all, free from hate speech and harassment."

https://nuorten.hel.fi/en/things-to-do-and-places/hobbies/gaming/non-discriminatory-gaming-activities/

THE ASSESSMENT GRID

CAPACITY 5:

QUALITY ASSESSMENT

CAPACITY 5: **QUALITY ASSESSMENT.** The assessment tool as an instrument, an approximation of quality in developing digital youth work and as an accountability measure for decision-makers.

SUB-ELEMENT 1: **For internal development and for external accountability.** Using the tool to reflect, improve youth work and to give feedback to management, stakeholders, and funders.

INDICATOR 18: **The role of the assessment tool in the development of youth work.**

☐ NO CAPACITY YET

Proficiency level   Description of the level

	Proficiency level	Description of the level
	Elementary	We have not used assessment tools but evaluate our work through information from youth workers, young people, statistics, or surveys.
	Fair	To assess our DYW, we have compared our aims with the experiences and available data, and reflected the result.
	Good	We have decided to occasionally use this tool or other similar tools to assess our DYW.
	Excellent	Our organisation has decided to use this and/or some other quality tool regularly and, based on the results, to adapt our digital youth work services and approaches.

CAPACITY 5: **QUALITY ASSESSMENT.** The assessment tool as an instrument, an approximation of quality in developing Digital youth work and as an accountability measure for decision-makers.

SUB-ELEMENT 1: **For internal development and for external accountability**. Using the tool to reflect and improve youth work and to give feedback to management, stakeholders, and funders.

INDICATOR 19: **The use of the assessment tool as an accountability measure.**

☐ NO CAPACITY YET

Proficiency level   Description of the level

	Proficiency level	Description of the level
	Elementary	Our quality assessment tools have been used for internal purposes for the youth workers to reflect their strengths and weaknesses.
	Fair	The key findings of the assessment results have been communicated, if so requested, to the management, stakeholders or the funders.
	Good	We always provide all the assessment results to the management, stakeholders and funders for information.
	Excellent	We organise meetings with management, stakeholders, and/or funders to discuss the results and to agree together on measures to be taken.

CAPACITY 5: **QUALITY ASSESSMENT.** The assessment tool as an instrument, an approximation of quality in developing digital youth work and as an accountability measure, for decision-makers.

SUB-ELEMENT 2: **Youth engagement in the evaluation process.** Young people can be involved in the assessment as an information source, as a participant in discussing the results or as an assessor.

INDICATOR 20: **Role of young people: source of information, partner or assessor[15]?**

☐ NO CAPACITY YET

Proficiency level   Description of the level

	Elementary	The organisation uses youth workers as key informants. They provide us with access to young people's views on our digital work.
	Fair	Before assessment tools, we run surveys or group discussions to ask young people their views on the key topics of the assessment.
	Good	The organisation has a practice to engage young people in discussing the results of the assessment, both young people involved in the everyday activities, as well as others not previously engaged.
	Excellent	Young people design or use their own quality tool to assess youth work and function as assessors. It is included with other assessments.

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[15] In a Finnish example (Nöjd, T and Siurala, L 2015: 24) young people have first been given training in the principles of assessment and the criteria. Then youth workers and young people have together, based on the adult version, redrafted the evaluation criteria to fit for the use of young people. Finally, supported by youth workers, young people have audited a neighboring youth centre in their home municipality for one evening.

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