Digital Skills Assessment Guide

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Contents

Glossary

Below are definitions of key terms utilized throughout this guide.

Case management information system (CMIS): A digital information management system that helps child protection workers store, organize, update, and share case information in a centralized place.

Child protection: Measures and structures to prevent and respond to abuse, neglect, exploitation, and violence affecting children.[1]

Digital ecosystem: Stakeholders, systems, and an enabling environment that, together, empower people and communities to use digital technology to access services, engage with each other, and pursue economic opportunities.[2]

Digital literacy: The skills required to achieve digital competence and the confident and critical use of information and communication technology (ICT) for work, leisure, learning, and communication. Digital literacy is underpinned by basic technical use of computers and the Internet.[3]

Digital skills assessment: An evaluation of the different types of digital skills that a person possesses, including how proficient they are at each skill—sometimes referred to as digital competency tests or assessments.

Process map: An illustration or drawing that describes the flow of work involved for a particular process. Process maps are often used to analyze or improve processes in the workplace.

[1] Definition from Save the Children, https://resourcecentre.savethechildren.net/document/save-childrens-definition-child-protection/
[2] USAID Digital Strategy: https://www.usaid.gov/sites/default/files/documents/Digital_Strategy_Digital_Ecosystem_Final.pdf
[3] Definition from the European Union Commission: https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Category:Education_and_training_glossary

Background: Data for Impact

The United States Agency for International Development (USAID) works in countries around the world to improve the lives of the most vulnerable children in keeping with the objectives established in the U.S. Government Strategy for Advancing Protection and Care for Children in Adversity (APCCA). In support of country priorities and in line with APCCA objectives, USAID-funded activities advance partner countries on their journey to self-reliance by helping governments build and strengthen their capacities to support, manage, and finance their child protection and care systems; using best available data for decision making; and employing research, implementation science, and programmatic learning to design evidence-based and evidence-informed policies, programs, and practices.

The USAID-funded Data for Impact (D4I) project builds on and reinforces current U.S. government support for priority countries to realize the power of data as actionable evidence that can improve policies, programs, and outcomes (https://www.data4impactproject.org). Under the MEASURE Evaluation Phase IV activity, USAID developed the Child Protection and Care Case Management Information Systems (CMIS) Framework (hereafter, the "CMIS framework") to consolidate lessons learned from those who have developed, implemented, and used such systems and agreed-upon best practices when approaching the design and strengthening of these systems. The CMIS framework presents three perspectives and related processes that should be considered together to ensure a holistic approach to CMIS development. Some of the processes have standardized tools and/or resources to draw upon for optimizing child protection/care, yet for many processes, standards do not exist. This guide builds upon the lessons learned and gaps identified through the CMIS framework and addresses a critical enabling factor: ensuring that digital solutions in child protection are designed and implemented considering the digital skills of the local workforce.

The guide is a product of a participatory design process, through which digital solutions and child protection technical experts validated the tool. The group included members from Armenia, Guatemala, Kenya, Moldova, Uganda, and the United States.

Introduction

Organizations, including government agencies that specialize in child protection, require reliable data and tools to address the needs of vulnerable children and to support the case management decision-making process. To this end, stakeholders can employ digital solutions such as a case management information system (CMIS) to ensure that caseworkers supporting children have the tools and resources needed to perform essential case management functions. The CMIS also helps organizations to track information longitudinally through the time the child is receiving social services to ensure that they are properly cared for and do not fall through the cracks of the system. A CMIS helps case workers and other child protection actors capture and generate visibility of the data related to the child protection and care needs, which helps when assessing the services available and determining who provides them and at what level.

The CMIS Framework published in 2020 under the USAID-funded MEASURE Evaluation Phase IV activity underscores the importance for child protection agencies and development partners to understand the local context and conduct a realistic assessment of a country's situation in terms of infrastructure, data security, and the digital literacy of caseworkers and other stakeholders. However, government agencies often lack clear and easy-to-use tools and/or methodologies to identify and assess the various competencies that caseworkers and other child protection actors need to manage digital tools and devices such as computers and smartphones, or to transform and exchange digital data securely. The D4I team, in collaboration with USAID, identified the need for an assessment tool to provide a framework for child protection government agencies that seek to assess the digital competencies of staff involved in the case management process and monitor their progress to advance.

What is the Purpose of This Guide?

This guide is intended to provide a general roadmap for the development and implementation of a custom digital skills assessment within a child protection government agency or organization. Given the ever-increasing significance of digital skills for all work, especially work requiring collection and use of sensitive data related to children in precarious situations, assessing and improving digital skills among the child protection workforce is of utmost importance.

Who Will Benefit from This Guide?

This guide was developed primarily for child protection agencies within governments, as well as private organizations dedicated to working in child protection and welfare. The guide was written with this audience in mind, and all activities and resources have been tailored to them in particular.

However, consideration was also given to secondary audiences during the development of this guide, including CMIS vendors looking to gauge the digital skills readiness of a client and social impact organizations and technology companies that are supporting child protection work. All activities and resources can be customized as needed to better reflect the user as well as the context, and, in fact, customization is actively encouraged throughout the guide.

How to Use This Guide

This guide is designed to be implemented by a team rather than an individual. Assembling your team will be the first order of business (see the next section for more information), and then, with the team, you can work through each step of the guide, utilizing the accompanying worksheets along the way. Section 1 will get you started with an exercise in reflecting on your organization's goals, targets, and digital context to prepare you for actual assessment development, which will begin in Section 2. Section 3 will offer guidance for developing a complementary training program as a counterpart to your digital skills assessment, before Sections 4 and 5 guide you through planning and executing your digital skills assessment implementation. Throughout your custom digital skills assessment, the guide will provide accompanying worksheets for your team to use, as well as ample references, examples, and considerations for the entire process.

Given that developing and implementing a digital skills assessment will take considerable time and effort from a team—at least a few months of work—we recommend maintaining a thorough record of all conversations, discussions, decisions, and activities that your team conducts throughout the process. This record can be kept either digitally or physically, so long as it is accessible to the team at all times. If possible, maintaining a dedicated meeting space is highly encouraged, as it will provide not only a physical location for housing documents and resources, but also be more conducive to project longevity and continuity.

Assembling a Team

The team you assemble for this initiative should include a variety of different perspectives from the child protection realm, as well as technology experts and those who can offer a gender balance perspective. If child protection work in your country skews toward having many women involved (as many countries do), your team should also similarly strive to have more women represented. We recommend that your team identify both core members, who will be involved in all activities and meetings, as well as secondary members, who can be brought in as needed. A suggested team breakdown is as follows:

Core members

- Education and learning specialist
- Information and communication technology (ICT) specialist
- Child protection supervisor
- Social worker or child protection worker

Secondary members

- Legal and policy experts
- Staff that leads strategic planning or monitoring and evaluation (M&E) at your organization
- Team managers across the organization
- Local university or training institute representatives

1. Reflect and Strategize

Before embarking on developing and conducting a digital skills assessment, it is important to take a step back to consider fundamental questions about what purpose the assessment will serve, how it fits into the broader child protection and digital skills spaces in your country, and what kinds of social, cultural, or political implications it may have for your workforce.

Understand the Digital Ecosystem

USAID's Digital Strategy defines a digital ecosystem as the "**stakeholders, systems, and an enabling environment that, together, empower people and communities to use digital technology to access services, engage with each other, and pursue economic opportunities.**"[4] No person or institution exists in a vacuum, and factors such as culture, language, gender, race, politics, and others do play into how digital skills are taught, shared, learned, and utilized, both within and outside of the workplace. Digital ecosystems evolve quickly, as the COVID-19 pandemic showed, and yet can vary greatly between geographic areas, as well as between populations. It is important to take the time to understand these environments, given that they form the backdrop of your worker's digital abilities and access. For better or worse, digital ecosystems will also determine the extent of digital skills development that is realistically possible within your organization—for example, it would be difficult for staff members living in a country with low Apple market penetration to have had opportunities to master using iPhone or Mac apps.

Child protection and social workers, too, operate within a very specific sphere of digital influence, which in turn varies by country and region. Their close proximity to children, households, and confidential data, for example, requires that they collect and manage sensitive data that necessitates higher level training on data and device security. However, if these social workers are primarily women, or if they primarily reside and work in a lower-income region, it's possible that their opportunities to be educated in even basic digital skills may have been much more limited, thus creating a steeper learning curve for the requisite higher-level skills. In this way, identifying the context and characteristics specific to the digital ecosystem of your country's child protection workforce is equally crucial to understanding the types of skills in need of assessment, as well as the types of training and support your staff will need to do their jobs effectively.

[4] USAID Digital Strategy: https://www.usaid.gov/sites/default/files/documents/Digital_Strategy_Digital_Ecosystem_Final.pdf

USAID's Digital Literacy Primer (2022), which uses the same DigComp 2.0 framework utilized in this guide, describes the importance of analyzing the digital ecosystem this way:

> "A community with a high rate of mobile penetration, strong Internet connectivity, inclusive digital policies, and affordable data and digital devices may need more support developing digital literacy in areas like Safety, rather than in more foundational competence areas like Information and Data Literacy. Although a population may benefit from developing digital safety practices, if personal devices are inaccessible or unaffordable, related safety competences such as protecting devices or protecting personal data and privacy could be difficult to develop effectively. And yet, it is possible to build complex skills in low resource environments and vice versa. This is meant to demonstrate the ways in which digital ecosystems can influence what kind of digital literacy competences a target population may **need** and which are actually **possible** to develop."

The sources for this type of research will be largely dependent on your organization's country and context, but global sources of data on digital ecosystems can serve as a good starting point for further investigation. These sources include:

- GSMA's Mobile Gender Gap Report 2022, which highlights current barriers and differences in women's access to mobile tools;
- GSMA's Digital Inclusion Report 2022, which describes the different groups, globally, who are disproportionately excluded from mobile Internet access;
- GSMA's Digital Exclusion of Women with Disabilities 2020 report, which illustrates how women with disabilities are systematically excluded from digital skills; and
- USAID Digital Ecosystem Country Assessments, that identify development opportunities and risks in a country's digital ecosystem.

As you conduct your landscape research, be sure to think more broadly than just the immediate digital skills that your organization wishes to prioritize. How can you use this assessment (and subsequent training) opportunity to improve the broader digital ecosystem in your country? How can you help strengthen equity within your organization's workforce: by offering specific trainings to subgroups identified as being marginalized, through the creation of subcommunities for peer learning, etc.?

Use questions 1-4 in ***Worksheet A*** to help start your broader digital ecosystem inquiry, as well as for pertinent questions to consider as you frame your assessment.

HISTORICALLY UNDERSERVED COMMUNITIES AND DIGITAL LITERACY

Unfortunately, historically, disproportionately served communities around the world are less likely to have had exposure to digital tools and training in digital skills—this is also referred to as the digital divide. Because of this, a truly comprehensive digital ecosystem review should pay special attention to those communities considered as underserved in your country, region, or population, any of whom could be included among your staff. Among the groups known to be affected by the digital divide are:

- women;
- people with vision, hearing, mobility, or other physical disabilities;
- people with intellectual or learning disabilities;
- racial or ethnic minority groups; and
- people from lower-income households.

When conducting your landscape review, consider how a digital skills assessment initiative could help bridge the digital divide for members of these groups in a respectful, dignified way. How can your organization, through your digital skills assessment initiative, best support those who may have been structurally left behind by society? For example, perhaps you could collect data on digital skills for different groups to make a case for developing training and educational programs customized for people with disabilities or other groups shown to need more support and training.

Define the Purpose and Audience

After you have examined the broader context in which your assessment will take place and set more holistic goals, it is time to think more specifically about the assessment's scope. Digital skills assessments can be conducted and utilized for a variety of reasons, depending on needs. It is important for your team to reach a clear consensus about the specific purpose(s) of a digital skills assessment, as well as who exactly will be undertaking the assessment. The assessment's purpose must be tightly defined, otherwise your team will face the risk of exceeding the scope with your assessment, requiring unnecessary extra work and time. For example, "To understand digital skills gaps" is too broad a statement of purpose, and one that will ultimately not help your team accomplish actionable results. Why do digital skills gaps need to be understood? How do these skills, or the lack thereof, ultimately impact the children that your organization seeks to serve? And more importantly, how will the results support workers and help them grow, instead of negatively impacting them or their careers? This last point is paramount—it is crucial to protect worker trust and solidarity by ensuring that any results from digital skills assessments are used only to support and enhance a worker's career, and never to harm it. Please refer to the box below for additional tips.

ENSURING YOU ARE LOOKING OUT FOR YOUR STAFF

Given that digital skills are so crucial to existing, and thriving, in the modern world, people who have not had the opportunity to learn or develop these skills may associate the topic with embarrassment, shame, guilt, anxiety, or other negative emotions. These emotions, in turn, may keep them from utilizing the assessment to learn new skills. Because of this possibility, the way a digital skills assessment is framed and implemented will be key to ensuring both its use and effectiveness. To this end, a few framing and wording considerations to keep in mind are:

- Referring to the assessment as a "skills assessment" and not a "test" of "competency" or "literacy," which may evoke feelings of judgment in assessment-takers
- Framing any identified areas for improvement in digital skills as "learning opportunities" for new skills rather than "gaps" or "lack of competency" in skills
- Emphasizing throughout that the assessment is intended only to support workers in achieving their full potential, and never to pose a risk to their jobs or careers, and ensuring that there are safeguards in place to prevent such a risk
- Communicating clearly that the skills assessment is in no way a personal judgment on someone, and that every person has different talents and different learning opportunities that do not reflect on their value as humans
- Offering opportunities with peer groups and mentors to support individuals with their learning, and to help them feel less alone in their educational journey

Take the time to discuss your assessment's purpose with your team. Will the digital skills assessment be used to:

- Determine the digital skills required to inform the development of new information systems and digital solutions that child protection staff will use in their jobs?
- Determine current digital skills gaps to inform the development of a new digital skills training program?
- Identify gaps in an existing digital skills training program?
- Aid in hiring decisions and planning for job candidates?
- Identify digital skills strengths that could be highlighted in organizational advocacy, growth, or promotional efforts (such as new funding applications)?
- Or something else?

Additionally, it is important to determine the exact audience for the digital skills assessment. Assessments can be limited to only certain levels of workers, or to only workers with a certain job function or title. However, they could also be broadly available to any full- or part-time worker of your organization. Take the time to ask yourself: who will be eligible to take the assessment and benefit from its results? And how does this audience impact, or how is it impacted by, the purpose of the assessment?

Use questions 5 and 6 in ***Worksheet A*** to determine the purpose and audience of your assessment.

Review Existing Data

To ensure that your team does not duplicate any efforts or create extra work that is not necessary, it is important to conduct a thorough review of any existing reviews or literature around digital skills in your organization or country. Even digital skills/literacy reports that are not directly related to child protection can be informative for your assessment, so be sure to expand your search to include those as well.

Examples of existing sources of data for your country could include:

- Wiley's Digital Skills Gap Index 2021, which does not index every country in the world, but does include many countries, nonetheless.
- Caribou Digital's Skills for a Digital Age report, which looks at a broader set of skills, extending beyond those typically described as "digital skills."

When conducting a review, you can search through existing data sources for any recent national digital skills assessments, including data about digital skills training, insights into the broader digital ecosystem (as mentioned above), and many other types of data. Try searching through national and subnational government data portals, as well as reviewing data from local universities or other educational institutions.

Once you have reviewed the existing resources and data available to you, take the time to consider whether gaps persist. What additional data are still needed to fill any gaps in data that remain? Use the table for question 7 in ***Worksheet A*** to address this question.

Survey Your Workforce

If you want to learn more about the types of digital skills your workforce uses and needs, the best solution is to ask them directly. In fact, this is a great way to ensure you are including your staff as collaborators in the assessment development process. Interviewing or sending out a survey to your staff members is a great way to gather information about the specific types of needs, challenges, opportunities, and requirements that your organization is facing on digital literacy. In an ever-evolving digital world, it is still a good idea to conduct research within your own organization, as this is the best way to tailor your assessment to your workers' wants and needs at any given time.

Questions you can ask your workers include:

- What are some baseline digital skills necessary for your work? What are more advanced skills that are needed or preferred for your work?
- What shortages or gaps in digital skills have you noticed within your own team?
- What types of digital skills are harder to find in candidates for jobs in your team? What do you think are the underlying reasons that these skills are harder to find?
- What are digital skills training opportunities you would like to offer your team?

Using Worksheet A

Worksheet A covers many—but not all—of the discussion questions in this section, in order of how they are presented. These questions are intended as conversation starters, though they should certainly lead to additional discussions, questions, and inquiry among team members. The last section of the worksheet offers space to include your own questions and discussion prompts, as needed.

As you answer each question, be sure to write your responses onto the worksheet itself. Once you have completed the worksheet discussions, you can keep the completed worksheet readily available to serve as a reference point and guiding light during the actual development and implementation of the assessment. We suggest displaying your completed worksheet in a common meeting area, if possible, to serve as a guidepost for assessment development.

2. Develop Your Assessment

Once your team has completed a deep dive into the background and context of the assessment, it is time to consider the assessment itself. To develop a comprehensive digital skills assessment program, it is important to think through the different sides of an assessment—the assessment itself, which this section will cover; and the support that will be offered for any skills that are lacking, which is covered in Section 3.

Planning the Assessment

Assessment Format

Before diving into the details of the assessment, it is important to consider the format in which the assessment will be administered, and who will administer it. Later in this guide, we will discuss a variety of considerations, but the most important question to answer now is: will this be a self-assessment or staff-administered?

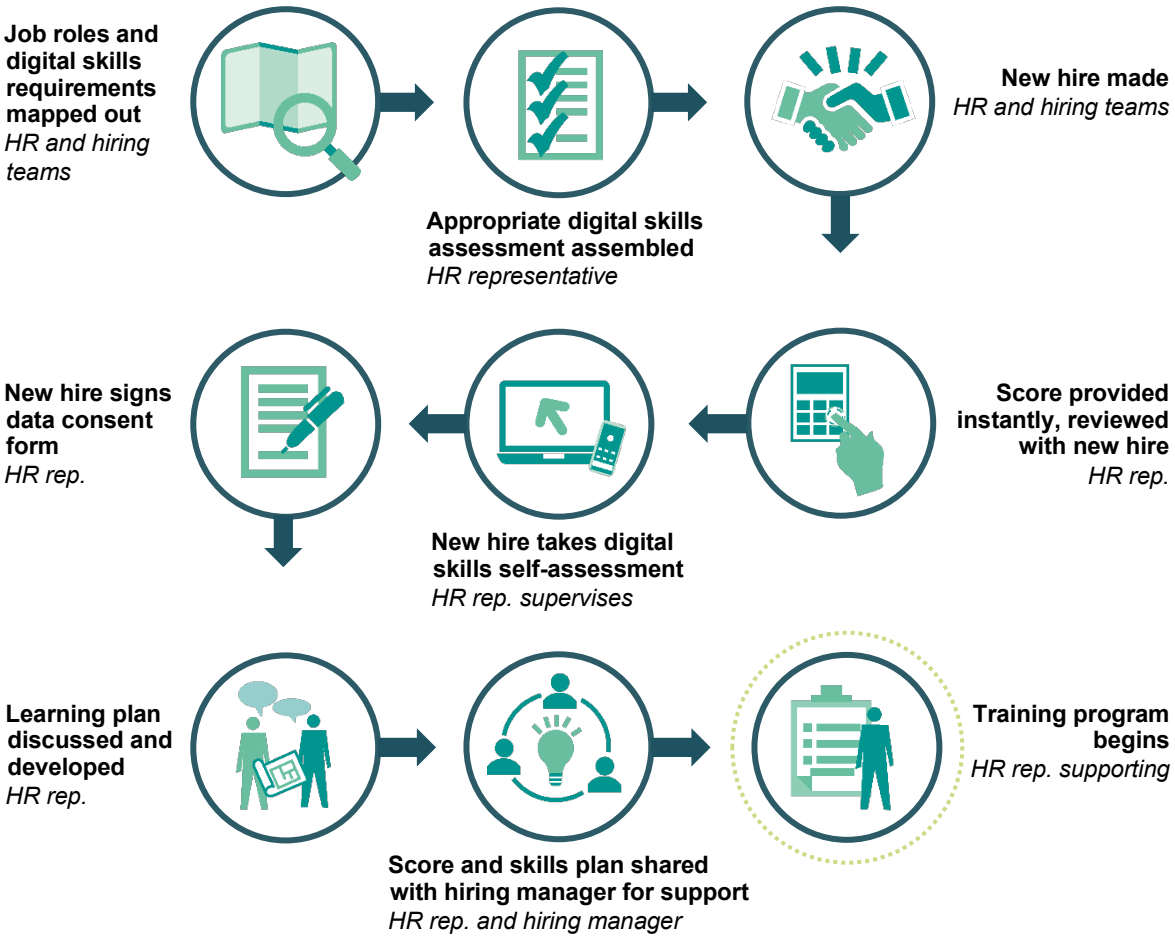
Allowing digital skills assessments to be self-administered is a much less resource-intensive method of assessment, but it requires careful attention to accessibility and usability. A web-based skills assessment quiz may be sensible if there is wide penetration and education of digital skills in your country, but if there are significant populations that may lack access to a computer, smartphone, or the Internet, a skills assessment administered through an office computer—or perhaps with someone to support its administration—may make more sense. Beyond issues of access, self-assessments may require additional funds to develop due to software costs, and they can also assume a baseline level of comfort with the format in which they are presented, meaning that participants with lower levels of digital literacy may not feel entirely comfortable or confident when taking a self-assessment.

The way in which the assessment is administered will impact the assessment process, as well as the resources required to develop, test, and implement the assessment, which is why it merits attention from the start.

Map Your Assessment Process

As you begin to envision the different pieces of the assessment, a useful exercise for your team is to map out what the assessment process will look like, and divide out the phases, roles, and responsibilities required to bring it to life.

For example, let's say that a government child protection agency wants to develop a national-level digital skills self-assessment tool to administer to all new hires. When mapped out, step-by-step, the assessment (and training) process would appear as follows:



The above sample map is one of numerous potential use cases or workflows that could be mapped. Another, for example, may show an assessment being administered to all current workers, or to all those on a specific team.

Now, together with your team, use ***Worksheet B*** to consider the different steps that will be required in the assessment process at your organization. Notice how the sample process map is detailed, task by task, accompanied by the name or role of the person or team responsible for the task. Your process map may be more detailed than this, but it should not be less detailed. It is important to understand what the "ideal scenario" for your assessment implementation may be, so you can begin to think about the different stakeholders involved and considerations necessary.

This mapping will be useful later as you begin to craft your assessment and think through the logistical details of your assessment implementation, and it will likely need to be updated as you continue to think through different aspects of your assessment and implementation.

Designing the Assessment

Once the assessment format has been established, it is time to finally consider the specific questions that will be included. This section is particularly subjective to organizational needs and context, but we have included here a suggested starting framework for skills related to child protection work, alongside a scale that can be used to measure proficiency in each skill.

The Child Protection DigComp 2.0 Framework

In 2013, the European Commission (EC) developed the first iteration of DigComp, the Digital Competence Framework for Citizens, to offer benchmarks for measuring digital skills in citizens around the world. Given the rapid pace of new technological developments in the modern world, in 2016, the EC released an updated version—DigComp 2.0—which adjusts and expands the original DigComp framework to better reflect technological skills needed in modern life. See the JRC Science for Policy Report for the full DigComp 2.0 framework.

In this guide, we have developed an adapted version of the DigComp 2.0 framework, referred to here as the Child Protection DigComp 2.0 Framework, that is customized to skills commonly utilized in child protection work. This adapted framework offers an excellent starting point for any kind of child protection digital skills evaluation as it provides both a set of initial "competency areas" (henceforth referred to as "skills") to measure, as well as proficiency levels by which to gauge ability in each skill. However, given that each organization's needs and context differ, your team will still need to go through the adapted framework to determine if it covers all the skills required for your particular purpose, audience, and digital ecosystem.

The Child Protection DigComp 2.0 Framework is divided into two sections: Skills, which offers an organized selection of relevant digital skills to assess; and Proficiency Levels, which offers a format for measuring and scoring these digital skills.

Competency Areas

The adapted Child Protection DigComp 2.0 Framework identifies three major domains of digital skills, with eight categories of skills contained within them. These domains represent three categories of skills required across the spectrum of child protection jobs: general technical skills that represent a baseline ability to navigate technology, data management and sharing skills that are relevant for any worker working with data of any kind, and direct care skills that are necessary digital abilities for those who work directly or very closely with children. The framework is presented at a high level in the box below, but Appendix 2 offers a more detailed description of each competency area.

Child Protection DigComp 2.0 Framework

Domain 1. General Technical Skills

Basic Technical Literacy

- Basic handling of hardware
- Navigating a computer interface
  - Browser
  - Email and calendar
  - Word processing, Excel, PowerPoint, etc.
  - CMIS and other information systems

Communication and Collaboration

- Interacting through digital technologies (Slack, Zoom, etc.)
- Sharing through digital technologies (Google platforms, cloud sharing, etc.)
- Collaborating through digital technologies (Google Docs, etc.)
- Netiquette
- Managing digital identity

Domain 2. Managing Data and Digital Content

Information and Data Literacy

- Browsing, searching, filtering data, information, and digital content
- Evaluating data, information, and digital content
- Managing data, information, and digital content

Digital Content Creation

- Developing digital content
- Integrating and re-elaborating digital content
- Copyright and licenses
- Software programming

Problem Solving

- Detecting and identifying technical problems
- Solving technical problems
- Creatively using digital technologies
- Identifying digital skills gaps

Data Privacy and Security

- Understanding and complying with digital child protection laws
- Upholding ethical standards with children's data
- Protecting children's identity, information, and devices
- Protecting personal identity, information, and devices

Domain 3. Direct Care Skills

Delivery and Coordination of Services

- Utilizing case management systems and tools
- Referring cases and sharing data with others

Protecting Children Online

- Managing children's access to the Internet and social media
- Ensuring child safety and well-being online

These skill categories are particularly valuable when considering the different types of skills you need to measure within your own organization, audience, and context. They can serve as a template for how to structure your assessment more broadly, or as a guide for the types of skills to measure during your assessment.

Proficiency Levels

The original DigComp 2.0 also identifies eight proficiency levels that can be used to evaluate the level of skill shown by a particular assessment-taker. The adapted version of proficiency levels presented here offers an additional level—level 0—to help characterize situations in which a user is completely unfamiliar with a particular skill. Each level corresponds to a particular level of proficiency in complexity of task, autonomy, and cognitive domain.

This proficiency scheme is a helpful way to think about the different levels at which a worker may be able to use a digital skill, ranging from the foundational ability to complete simple tasks to highly specialized abilities required to use a technology. These levels are useful when determining how to appropriately measure each assessment-taker's skill in a particular area, as well as how to score your assessment questions.

Customizing the Child Protection DigComp 2.0 Framework

Determining Skills

Given the specific nature of both child protection work as well as your organization, it is important to take the time to customize the competencies for your own purposes. This could mean customizing or adding more detail to existing skills, removing irrelevant skills, or adding skills. To do this, it will be crucial to delineate the different types of roles that exist within your organization, in order to then understand the types of skills needed for each of these roles. It is important to remember that not all workers must be proficient in all competency areas. In fact, different job roles will require different competencies, making it crucial to differentiate skill set requirements before administering an assessment.

To undertake this role analysis, complete ***Worksheet C*** with your team. Completing this worksheet may take more time than you expect, as it will be important to confirm the answers you enter with staff members who are working in those roles, or those who manage staff in those roles. Otherwise, it is easy to make assumptions about what types of skills staff have, want, and need. If you conducted a workforce survey of skills in Section 1, those survey results will make an

excellent foundation for completing this worksheet. (And if you did not administer a survey, it's not too late to send one around!)

Once you have completed ***Worksheet C***, you can then discuss the results with your team. Ask yourselves: what types of digital skills are common across roles? What skills are specific to certain roles? Which skills are particularly strong among staff members, and which could use more support?

Types of digital skills

When considering specific skills for your audience, there are two different types of digital skill sets to consider: Foundational and Tactical.[5]

Foundational digital skills

Foundational skills are those that are useful for the workplace, in addition to being more broadly applicable to a worker's personal, social, and economic life. Examples of foundational skills include basic computer and Internet skills, using Microsoft Office tools, and social media management skills.

Tactical digital skills

Tactical skills are those that are specifically relevant to a worker's workplace or employment sector. Examples of tactical digital skills for child protection workers could include CMIS usage and management, HR software skills, and the use of Slack or other professional communication tools.

The Child Protection DigComp 2.0 Framework presented here covers primarily tactical digital skills, but also includes foundational digital skills. As part of your customization exercise, ask yourselves: Are there any gaps in tactical digital skills needed by our staff? Are there any gaps in foundational digital skills? And: How does the digital ecosystem that you researched earlier, including the issue of differences in educational opportunities, contribute to these gaps?

Translating Skills into a Framework

Now that you have undertaken a preliminary analysis of the types of skills needed for different roles within your organization, you can begin to compare them to what is included in the Child Protection DigComp 2.0 Framework and make any necessary changes to the framework to customize it.

Use ***Worksheet D*** to review the framework and to complete a customization exercise to determine what, if anything, needs to change in the framework to reflect your organization's context and needs. The framework has been shared as a downloadable Google document,

[5] Source: USAID's Digital Literacy Primer: https://www.usaid.gov/sites/default/files/documents/USAID_Digital_Literacy_Primer.pdf

meaning that you can save a copy and edit it however you wish, either digitally or by hand if printed. After you have completed ***Worksheet D***, be sure to update any changes made to the framework into your own copy to ensure that you have a custom framework prepared.

Create Your Assessment

After completing ***Worksheet D***, your team will have a customized version of the Child Protection DigComp 2.0 Framework, adapted to your assessment's needs and context. Now, it is time to begin developing your assessment. While this section of the guide may be brief, the actual time required to create an assessment may be lengthy.

Throughout this guide, you have spent time carefully planning out your assessment, which will now serve you well. Each of the worksheets you have completed to this point can be referenced and utilized throughout the development process. Listed below are dependencies to consider, all of which can utilize ***Worksheets A, B, C***, and ***D.***

Purpose and use: The reason for and intended use of the assessment will guide its length, depth, and the range of topics it will cover. For example, if the assessment is to be used as a tool during hiring, it will only be administered once per worker; meaning it would be acceptable for it to be longer and more comprehensive, whereas an assessment administered annually may need to be shorter or more targeted.

Format: As discussed in Section 1, assessments can be implemented in a variety of forms—digital or paper-based, self-administered or administered by another person, question-based or activity-based. Digital assessments are easier to administer and can allow for more flexible self-administration if made available online. However, if Internet access is not widespread or reliable in your country, a paper-based assessment may be more appropriate. Digital assessments may also become problematic if the software is not offered in, or its developers are not familiar with, the language used by participants. Self-administration of a digital assessment also presumes a baseline level of digital fluency and reading literacy; if these basic skills are in question, either an organizationally-administered assessment or a paper-based assessment with an administrator might be more appropriate. People with disabilities may also require a particular format or feature, such as text-to-speech features for those with vision difficulties, to complete the assessment.

Types of questions: An assessment that seeks to measure skills rather than knowledge may opt for a more activity-based design (such as asking users to open a browser window), rather than a question-based one (such as asking what a particular type of video conferencing tool is called). Different types of questions—such as multiple choice, true/false, or short answer—may be better suited to certain topics as well, depending on the level of answer detail needed.

Question content: As mentioned in the DigComp Child Protection 2.0 Framework section, assessment-takers do not need to demonstrate each competency. ***Worksheet C*** offers insight into the types of skills that will need to be measured for different types of workers, and with those insights in mind, specific questions can be created. Additionally, pre-made question sets can be organized to be quickly accessible for different types of workers.

Scoring: For each question, be sure to develop a corresponding scoring mechanism using the DigComp 2.0 Proficiency Levels. A simple point system can suffice in most cases—such as 1 point for a correct answer and 0 points for an incorrect answer—with the total score associated with a particular proficiency level. However, weighted answers can be provided in some cases, with the answers to each question corresponding directly to proficiency levels. Activity-based questions, for example, can utilize the proficiency levels by assigning 0 points to someone unable to perform the task or 7-8 points for those able to solve a problem effectively. (Since weighted scoring can be a complex activity, an educational consultant may be able to better support your team with this option.)

Examples of widely-used digital skills assessments that may offer inspiration as you develop your own assessment include:

- The EU-based Digital Competence Wheel Assessment, an online assessment
- The US-based Northstar Digital Literacy Assessment, an online assessment
- The US-based Pearson Entry Level Essential Digital Skills Assessment, a paper-based assessment

Additionally, there are numerous online testing solutions and companies that provide platforms to assist you in assessment creation. A number of these options allow for both digital and physical formats, and while most are primarily in English, the custom questions and activities themselves can be written in any language. If your organization has an e-learning or any other standardized method(s) to test staff, you can consider using it for the assessment. Below are just a few of the sample software platforms and companies that can assist you in the creation of an assessment:

- Pointerpro, https://pointerpro.com/
- Brilliant Assessments, https://www.brilliantassessments.com/
- Survey tools such as TypeForm or Google Forms, for relatively simple assessments

Depending on your chosen assessment format, you may choose to either begin developing a digital assessment platform in parallel with the questions that will populate it, or focus solely on the questions and scoring mechanisms, if the assessment will ultimately be in paper format.

It is important to keep in mind that the documentation of individual results will be just as important as the scoring (documentation of aggregate results are discussed later in this section). As you create your assessment, be sure to build in an easy-to-understand documentation method for the assessment results so they can be shared with both the assessment-taker as well as any training advisors who need it. In a digitally administered assessment, this documentation could be automated to show a results page at the end, and in a paper-based assessment, documentation could take the form of a separate sheet with a table to track results from each section.

Though it may take time, this is when your assessment will really start to come together! Once you have completed developing the full set of questions and scoring mechanisms, it will be time to proceed to the testing and piloting stages.

Additional Resources

Presented below are additional resources to support you during assessment development:

- The original DigComp 1.0 framework, and the updated DigComp 2.0 Framework (from which the Child Protection DigComp 2.0 Framework was adapted)
- ITU Publications Digital Skills Assessment Guidebook, a guide to assessing the state of digital skills in a country—which may provide additional inspiration
- EU Guidelines on the Adoption of DigComp (which refers only to DigComp 1.0)

3. Develop a Complementary Training Approach

Another important element of a comprehensive digital skills assessment of any kind is the corresponding training that it should offer. Even if your assessment's purpose is not explicitly to identify training opportunities, resources should still be made available to any seeking opportunities to improve their identified digital skills gaps.

Guiding the development of a custom curriculum for digital skills training is outside the scope of this guide. However, ***Worksheet C*** and your organization's customized Child Protection DigComp 2.0 Framework's competency areas and proficiency levels will serve as anchoring points for identifying the types and levels of training that will need to be created and offered. Additionally, this section covers a few tips and considerations to make when identifying, mapping, and/or designing training materials for a digital skills assessment.

Training Resources Across the Spectrum of Ability

A truly comprehensive training program will provide access to a variety of resources intended to address a wide spectrum of digital skills training needs. The range of this variety will depend on the digital ecosystem of your country and what a realistic set of needs looks like, but regardless of the range, resources should still be made available for different levels within that range, from beginner to intermediate and even advanced, if possible.

Training should be offered across the spectrum of physical and cognitive ability as well—for example, for those with vision or hearing impairments or those with learning disabilities. While digital solutions exist to support people with disabilities, and they can certainly be incorporated into digital offerings, in the spirit of providing growth opportunities to all of your workers, offering a special training to any workers with disabilities would be both inclusive and beneficial for your team at large. A few resources to inspire your approach to this subject can be found below:

- Doing Digital Inclusion: Disability Handbook, from the Good Things Foundation, UK
- ENTELIS+, a project from the European Union that provides resources for digital accessibility and digital skills training to people with disabilities
- VMWare Aurora, an online training program for people with disabilities
- Roadmap for Inclusion: A Collaborative Digital Skills Training Model for Young Adults with Developmental Disabilities, a model specifically created for young adults with development disabilities

Utilizing Existing Training Resources

Your organization or country may currently have digital skills training programs available to offer to your workers. If this is the case, utilizing existing programs is always a good thing! Existing resources can often be used either as a base for a more customized program or used as-is.

Local schools, training programs, and universities are also often good places to search for existing digital skills opportunities for your workers. Depending on the size of your organization, you may be able to create an agreement with these programs to offer some form of training options.

Beyond local programming, there are numerous digital skills training options available online—some offered at no cost or at discounted rates for organizational access. Incorporating these programs into your offerings is not only economical, but also a good way to ensure your training offerings are in line with existing training standards across the globe.

Existing resources for digital skills training include:

- LinkedIn Learning's digital skills for jobs training program;
- Google's Applied Digital Skills initiative, which offers 100+ free short trainings; and
- Accenture's FutureLearn initiative, offering free short courses on essential digital skills.

Additionally, if training in a particular software platform is needed, the company that makes or sells the platform may offer training resources that your organization could use.

Utilizing Peer Learning

If developing appropriate training curricula is not feasible in the short term, an alternative form of complementary training can still be offered through setting up peer learning groups or mentoring systems within your organization. For example, workers who score highly on certain digital skills can be provided with support and incentives to help guide others who wish to improve those same skills, and general curricula or guidance could be offered for the mentors. Peer learning groups composed of workers hoping to improve their skills in a particular area or subject might also be a helpful resource, as they can share learning materials amongst themselves and offer moral support throughout their learning journeys.

To help organize your available resources, ***Worksheet E*** offers a table to support mapping out training resources to each competency area identified in your customized Child Protection DigComp 2.0 Framework. This simple worksheet offers a lens through which to plan current and future digital skills training initiatives offered by your organization.

4. Plan Your Implementation Strategy

In parallel to the development of your digital skills assessment and any corresponding training, a number of administrative and logistical details must also be considered. Remember when you and your team completed your assessment process mapping activity in ***Worksheet B***? It is now time to revisit that worksheet and dive into the details. This section of the guide covers considerations to make when planning how your assessment will be implemented and administered within your organization.

Revisiting the Assessment Process

Now that your team has a better sense of what your skills assessment and corresponding trainings will cover, it is worth taking a moment to review the process that was mapped in ***Worksheet B*** to see if it is still accurate. Given your discussions and decisions (reflected in ***Worksheets A***, ***C***, and ***D***), will the process still look the same? If not, what will need to change? Make any necessary changes to the process map now so that you have an updated visual to use as a reflection point for the following considerations.

Ethical, Legal, and Policy Considerations

Child protection is, rightfully, a highly regulated field given the sensitivity of the work, and there are many rules in place to ensure that the children and workers in the system are protected at all times. At the global level, conventions such as the United Nations Convention on the Rights of the Child and UNICEF's and The Gov Lab's Responsible Data for Children resource help determine the specific ways in which we should protect children digitally, as do related policies that exist at national, state, and sometimes even local levels. As such, it is important to ask: what laws and policies will guide our assessment administration strategy?

A few specific areas that could have implications on your assessment include:

- *Data protection laws:* Given that child protection workers work closely with data about children, all workers who interact with data will be subject to the many data protection laws that surround it. Part of developing a good assessment will require ensuring that these digital data protection skills are strong. Additionally, as mentioned in Section 1, protecting worker data (especially their assessment results) is not just a way to maintain trust, but is almost certainly included under privacy laws in your organization or country. Ensuring the secure storage of, and restricted access to, any worker data or skills evaluation results will be paramount to an effective digital skills assessment initiative. Developing an official assessment data use and protection policy that requires consent is also highly advisable, so that all assessment-takers can be informed of how their data and results may be utilized.

- *IT infrastructure requirements:* Given that this assessment covers digital skills, it will be important to check in with your organization's information technology (IT) department or technology center to ensure that the skills being assessed are consistent not only with their policies and preferences, but also with the infrastructure they provide. For example, assessing a worker's ability to utilize a current CMIS system may not be as relevant if the IT department is planning to roll out a new CMIS in the near future.

Use your completed ***Worksheet B*** and the new ***Worksheet F*** as guides when asking yourself the above questions, and write down your answers, as well as any additional notes worth considering from an ethical, legal, or policy standpoint.

Management and Personnel

As you plan your implementation strategy, knowing exactly who will be responsible for different aspects of the assessment is another crucial component. The process map in ***Worksheet B*** offers initial insights into the roles required for a successful assessment implementation, but now your team will dive deeper into these roles. A few specific roles will need to be considered for a digital skills assessment:

- *Who will create the assessment?* Developing an assessment is a resource-intensive process that will require a great deal of time and, ideally, the expertise of an education specialist who understands how to measure knowledge of digital skills. Additional people or time will also have financial implications—who will pay for it?
- *Who will administer the assessment?* Regardless of the format of your assessment, it will likely require at least one person to administer, with tasks such as preparing the assessment, overseeing its administration, and ensuring that results are scored properly. Depending on the size of your audience, this may only require one person, or it may require a team. It will be important for your team to establish which roles are necessary for assessment administration, and to identify who exactly will take on each role.
- *Who will follow up with assessment-takers for result interpretation, provision of training resources, etc.?* Not only will assessment results need to be scored, but they may also need to be discussed with the test-taker so that they have the option to pursue any training opportunities that they need or want. You may even consider bringing on an education specialist to support proper development of the training component.
- *Who will maintain, evaluate, and update the assessment?* Beyond the actual administration to individuals, someone (or a team) will need to be responsible for ensuring that the assessment itself, regardless of the format it is in, is maintained properly and updated according to current standards and needs. This may involve an annual or biannual review process—or it may simply mean regular check-ins about content—but identifying the team responsible for this aspect will also be crucial for the assessment's longevity and sustained use. It may also involve collecting and sharing aggregate results from the assessment.

Use the table in ***Worksheet G*** to list different roles—already categorized into buckets for you—and assign them to various team members who could support these roles. This worksheet can also help you with making any team expansion or hiring decisions as you plan your assessment's future.

Documenting and Sharing Aggregate Results

Thus far, this guide has focused on how to make results of the skills assessment useful as a way to support worker's careers. However, it is also necessary to consider how your digital skills assessments can provide aggregate data offering insight into broader trends within your workforce.

De-identifying assessment scores and then aggregating them can be a useful way to examine digital skills within your organization at large, which can in turn support the development of new training programs and policies, IT strategies, knowledge management tools, and general work and leadership direction and strategy. To this end, it is also important to plan out how to approach the documentation, aggregation, and sharing of assessment results, and how to determine access to those results.

Questions to consider for this endeavor include:

- Given the format and scoring of your assessment, how can you de-identify and aggregate results? What additional effort would be required to do so?
- How will these aggregate results be documented? How will they be made sharable?
- What types of uses could you foresee for aggregate data on digital skills? What departments in your organization might be interested in utilizing this kind of data?
- How will you control access to the aggregate results? And how will you adequately inform your assessment-takers of how this data will be used?

Budget

Last, but not least, thinking through the budget required for this digital skills assessment implementation will be crucial to guide your plan forward. With an insufficient budget, you may need to make adjustments to either the assessment itself or to its scope and reach. All of the above considerations will factor into the budget, but some specific areas to incorporate into a digital skills assessment budget include:

- assessment planning time for staff (like you are doing now);
- developing an assessment: User Experience (UX)/User Interface (UI) design, software development, question/activity writing, scoring and evaluation;
- identifying and creating training materials for digital skills in the assessment; and
- implementation: assessment administrators, scorers (if paper-based), assessment evaluators, skills training counselors, results dissemination, and use.

Of course, there may be other costs to calculate based on the specific context of your digital skills assessment, but the above list represents a good starting point.

5. Implement Your Assessment

Now that you have developed your assessment and crafted your implementation strategy, it is time to test and launch your digital skills assessment. There will be many factors that go into an effective test and launch strategy, including finding a way to build an M&E strategy for the assessment process. A number of these considerations are detailed below.

Testing Your Assessment

Before proceeding to a full launch of your implementation assessment, it is important to test your assessment with a select few people who fall into your identified audience. Think of this testing phase as a small pilot for your assessment before initiating a live implementation at scale, and an opportunity to address or refine any issues early on. Your team may even wish to consider bringing in a user experience designer or learning specialist to support your assessment testing and refinement. There are myriad aspects of the assessment tool and experience to test, but specific baseline aspects you might consider are detailed below.

User Experience

- How easy is it to use or administer the assessment?
- How does the consent process feel to the assessment-taker? How does it feel to the administrator?
- How easy or hard to understand are the questions or activities in the assessment? How contextually relevant are the questions to the assessment-taker (e.g., relevant to their job function, cultural context, education level, etc.)?
- How time- and resource-consuming is the assessment for the assessment-taker? For the assessment administrator?
- How does the assessment experience make the assessment-taker feel before, during, and after? How does it make the administrator feel?
- How easy or hard to understand is the scoring and evaluation mechanism?

Effectiveness

- How relevant are the digital skills measured in the assessment to the needs of the score recipients and assessment-taker?
- How accurate is the scoring and evaluation mechanism?
- How useful are the scores to the score recipients? To the assessment-taker?

It will also be important to test any follow-up processes to the assessment, including questions around both user experience and effectiveness, such as:

- How easy or hard is it to document and share assessment results with others?
- How easy or hard is it to determine responsive training resources for the assessment-taker?
- How timely and user-friendly is the process of determining remedial training resources and providing them to the assessment-taker?
- How considerate of the assessment-taker's context, culture, and resource availability is the remedial training process?
- Will staff need to get permission from anyone to participate in trainings?
- How will assessment-takers be held accountable for any training they choose to undergo?

Regardless of the specific aspects of the assessment process you end up testing, it is key to blend both a quantitative and qualitative approach when testing to fully understand how well the process is working. Including qualitative data is especially important for addressing any issues identified during your digital ecosystem research exercise in ***Worksheet A***.

Launching And Evaluating Your Assessment

After testing and refining your assessment, you can move into a live launch period. The implementation could be a gradual rollout or immediate, depending on its format and intended use. Regardless of the type of rollout, there are a few questions for the implementation team to keep in mind as the launch proceeds.

Goal and milestone setting: The first question is: how do you define scale? Earlier, in ***Worksheet A***, you determined the size of the audience. Does every audience member need to be assessed immediately? Or is "scale" simply ensuring that the option is available to all of them? It will be important to set implementation goals, and to ensure high enough participation to reach those goals, and to define milestones that are both realistic and reflective of your organization's current context, resources, and needs.

Evaluating results: Just because the assessment is tested and launched doesn't mean that the work of improving it ends. In a fast-moving digital world, regularly revisiting the assessment to update the skills measured—and their corresponding training opportunities—will be crucial to ensuring a sustainable tool. In ***Worksheet E***, you mapped out who would be responsible for maintaining the assessment, but just as important is the evaluation process. How will you determine changes that need to be made to the assessment? This will likely involve regularly revisiting the questions answered in ***Worksheet A***, alongside a robust documentation process describing how and why selections were made. An M&E expert will be able to provide detailed guidance on how your assessment can be measured and improved as it becomes part of your organization's leadership toolkit.

Sharing Your Experience

Congratulations on completing this guide and launching your assessment! This is a major goal you have worked toward, and you and your team should be proud.

If you are able and willing to share your experience and resources with the broader child protection community here at Data for Impact, or if you have any feedback for how we can improve this guide in future iterations, we are always thrilled to learn from you! Please feel free to share your experiences with us at Stuardo.Herrera@thepalladiumgroup.com.

Appendix 1.

Worksheet A. Assessment Key Strategy Questions

Digital Ecosystem
1. What is the socioeconomic landscape of your country? How might different parts of this landscape affect digital skills development?
2. In what specific contexts and circumstances do your child protection workers operate? What are some characteristics that define your child protection workforce and their environments that may impact workers' digital skills education or ability?
3. Could any of your audience members be from marginalized communities, particularly with regards to technology access or use? How could a digital assessment tool be used to benefit them in particular?

4. Given the digital ecosystem in your country, what are some realistic limitations that may be placed on digital skills development?

Purpose and Audience

5. What is the purpose of this assessment?

6. Who is the intended audience of this assessment? What is the size of this audience? (How will they benefit from the assessment? What potential harms could the assessment cause them? How can we ensure that we mitigate these harms?)

Existing Resources

What resources already exist to evaluate digital skills in your organization, country, or elsewhere? How could each resource benefit this digital skills assessment?

Existing Resource	Benefit to Skills Assessment

Additional Questions

If your team has additional questions, or if you would like to discuss a matter specific to your context, please use this space to add—and answer—them.

Q: **A:**
Q: **A:**
Q: **A:**
Q: **A:**
Q: **A:**
Q: **A:**

Worksheet B. Assessment Process Mapping

As part of your assessment planning, it is important to take a step back and think about how the assessment process will work within the larger context of your agency or organization. What will the actual implementation look like? Use this worksheet to think through the ideal experience of utilizing your digital skills assessment.

Initial Questions

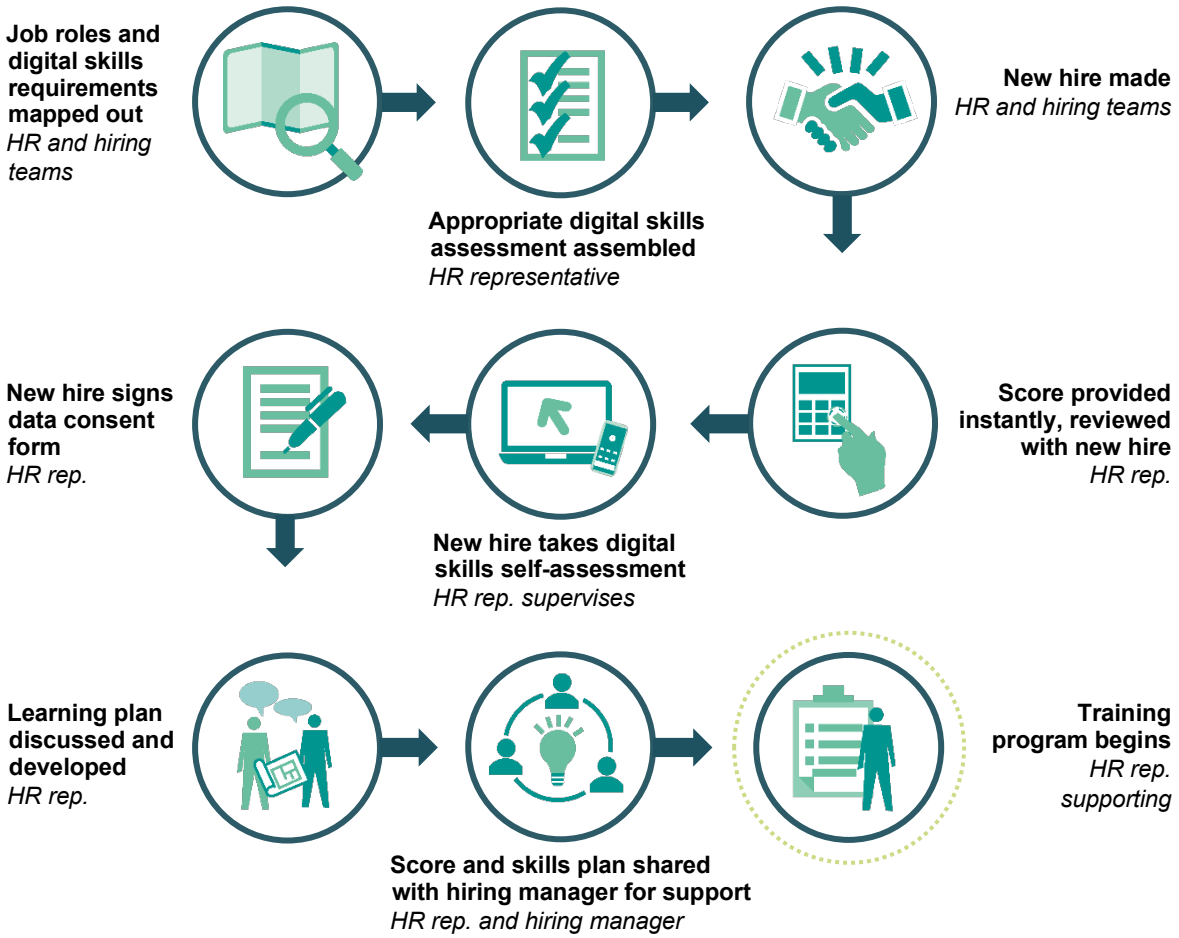
Two key initial questions to answer as you consider the digital skills assessment process are:

What is the size of the population that you hope to assess? Earlier, in ***Worksheet A***, you determined both the audience and its size. What implications does this audience size have for your implementation team?

How frequently will you be administering the assessment? How often are you envisioning administering the assessment? Will it be an annual activity, or only provided initially to new hires, or will it occur on some other schedule? The assessment frequency will have implications for the depth and length of the assessment—for example, an assessment that is only administered once during hiring could be longer and more detailed than one that is administered annually.

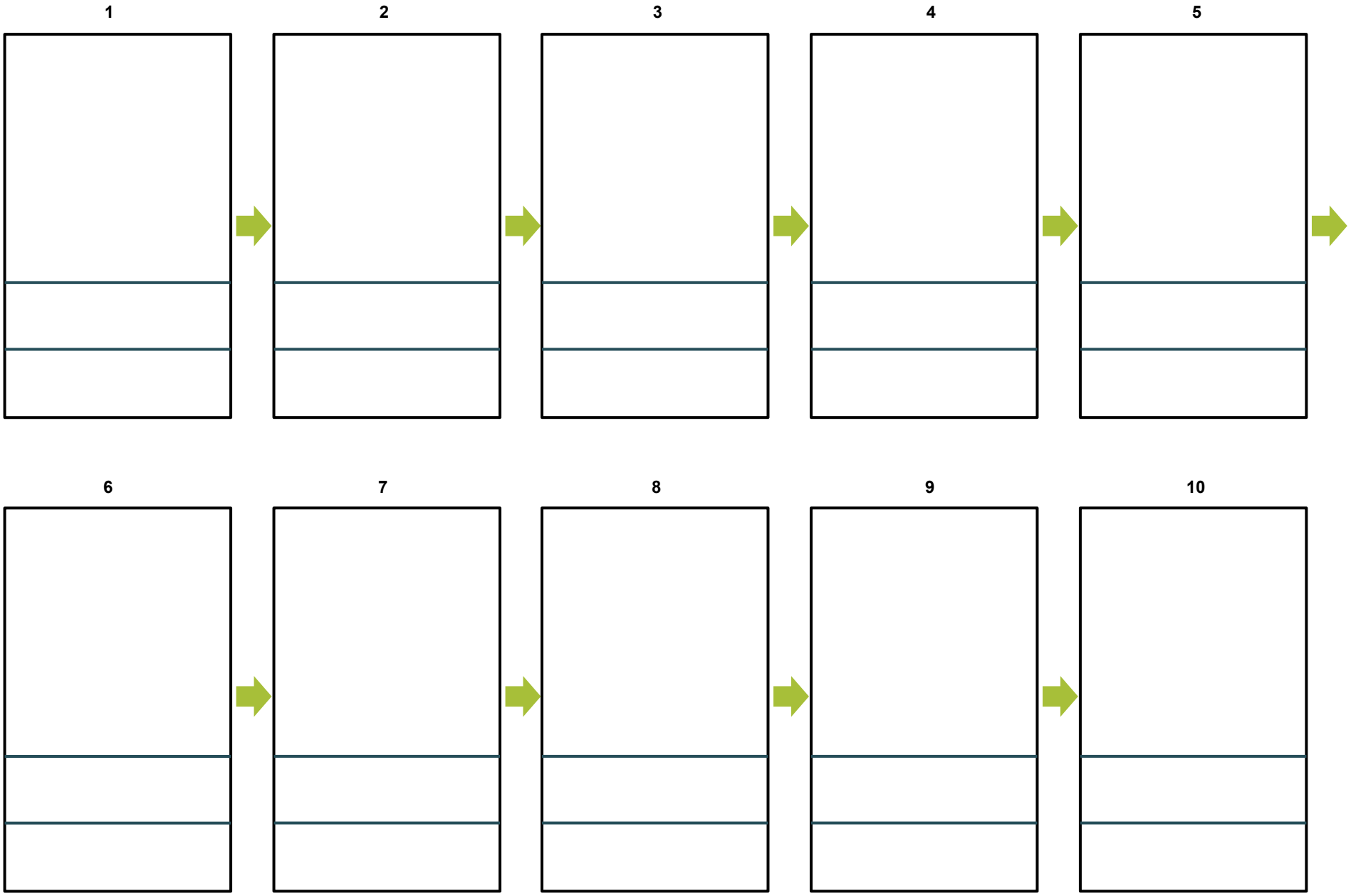
Assessment Process Map

Below is a sample process map for a situation in which a government child protection agency seeks to develop a national-level digital skills self-assessment tool to administer to all new hires.



Use the template below to think through and create your own process map for your stated purpose, audience, and organization. Notice the level of detail included in the example process map. More detail is always better, but do not include fewer details than shown above, as an overly general map will not be useful when you begin the process of analyzing each step. You are free to iterate on a process with your team and continue to update it as you proceed with your digital skills assessment plan.

Draw it out!
What is the action?
Who is responsible?


1
2
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5
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Analysis of Dependencies

It is now time to conduct preliminary analysis of your assessment process map. For each step, action, or task detailed in your process map, ask yourself: What dependencies exist? What will be necessary—be it resources, policies, or budget—to ensure that this action can happen smoothly and effectively?

Box #	Action or task	Who is responsible for this action or task?	What will be necessary to ensure this action happens smoothly and effectively?

Box #	Action or task	Who is responsible for this action or task?	What will be necessary to ensure this action happens smoothly and effectively?

Worksheet C. Analysis of Roles and Skills

Use this worksheet to identify the different types of roles that exist within your organization. The first row has been completed as an example to assist you. What tasks does this particular role entail? What types of digital tools and skills are utilized for each role?

Role	Primary tasks	Digital tools utilized	Digital skills utilized
Social worker	• Oversee care for children who are wards of the state • Collect and update information about children • Coordinate care services for children • Protect children • Advocate for children in their care	• Primero for management of children's data and care information • Mobile smartphones for remote data entry and coordination • Tablets for remote data entry • Desktop computers for reporting and accessing Primero	• Entering and updating data in Primero (on desktop, tablet, and mobile) • Navigating a smartphone interface • Navigating a tablet interface • Monitoring and safeguarding children's usage of digital tools • Sharing children's data for care referrals

Role	Primary tasks	Digital tools utilized	Digital skills utilized

Role	Primary tasks	Digital tools utilized	Digital skills utilized

Discussion Questions

- What types of digital skills are common across all roles?

- Which skills are more specific to certain roles?

- Which skills are particularly strong among your staff members?

- Which skills could use more support?

Worksheet D. Competency Areas Worksheet

Review the Child Protection DigComp 2.0 Framework described in detail, linked here.

Questions

Compare the different digital skills you identified in ***Worksheet C*** to the competencies included in the framework. What skills are the same? What skills did you identify that are not included in the framework's competencies, and where in the framework should they be added?

Now, looking at the framework overall, which competencies in the framework are relevant for your staff? Which competencies are not relevant?

Looking through the discussions you had for ***Worksheets A***, ***B***, and ***C***, what specific considerations, details, or requirements are missing from this framework for your context? What in the framework could be changed to better reflect these missing areas?

Finally, with the above changes in mind, what does a customized Child Protection DigComp 2.0 Framework look like for your organization? To make your own custom framework, download the digital version of the table in Appendix II, linked here, and manually make any changes necessary, either digitally or physically on a printed version.

Worksheet E. Mapping Training Resources

Competency area	Relevant training materials available

Worksheet F. Ethical, Legal, and Policy Considerations

What data protection laws, policies, and regulations exist in your organization and/or country that you will need to abide by? And how will you ensure adherence to these requirements? Use the table below to organize your answers.

	Relevant data protection laws, policies, and regulations	How will you ensure adherence to these laws, policies, and regulations?
Organizational laws		
National laws		

What child protection laws, policies, and regulations exist within your organization and/or country that will impact your digital skills assessment? And how will you ensure adherence to all requirements? Use the table below to organize your answers.

	Relevant child protection laws, policies, and regulations	How will you ensure adherence to these laws, policies, and regulations?
Organizational laws		
National laws		

What IT infrastructure and/or process requirements will need to be considered as you develop your digital skills assessments?

Are there any other ethical, legal, or policy considerations not already discussed that must be considered for your digital skills assessment?

Worksheet G. Mapping of Managerial Personnel

Who will create the assessment?	
Role:	Person:
Role:	Person:
Role:	Person:
Who will administer the assessment?	
Role:	Person:
Role:	Person:
Who will follow up with assessment-takers?	
Role:	Person:
Role:	Person:
Who will maintain the assessment?	
Role:	Person:
Role:	Person:
Role:	Person:

Appendix 2.

Child Protection Digcomp 2.0 Framework: Skills

(Adapted from DigComp 2.0)

Domain 1. General Technical Skills

1. **Basic technical literacy**
    - 1.1 Basic handling of hardware
    - 1.2 Navigating a computer interface
        - a. Browser
        - b. Email and calendar
        - c. Word processing, Excel, PowerPoint, etc.
        - d. CMIS and other information systems
2. **Communication and collaboration**
    - 2.1 Interacting through digital technologies (Slack, Zoom, etc.)
    - 2.2 Sharing through digital technologies (Google platforms, cloud sharing, etc.)
    - 2.3 Collaborating through digital technologies (Google Docs, etc.)
    - 2.4 Netiquette

Managing Digital Identity

Domain 2. Managing Data and Digital Content

3. **Information and data literacy**
    - 3.1 Browsing, searching, filtering data, information, and digital content
    - 3.2 Evaluating data, information, and digital content
    - 3.3 Managing data, information, and digital content
4. **Digital content creation**
    - 4.1 Developing digital content
    - 4.2 Integrating and re-elaborating digital content
    - 4.3 Copyright and licenses
    - 4.4 Software programming
5. **Problem solving**
    - 5.1 Detecting and identifying technical problems
    - 5.2 Solving technical problems
    - 5.3 Creatively using digital technologies
    - 5.4 Identifying digital skills gaps

6. **Data privacy and security**
    - 6.1 Understanding and complying with digital child protection laws
    - 6.2 Upholding ethical standards with children's data
    - 6.3 Protecting children's identity, information, and devices
    - 6.4 Protecting personal identity, information, and devices

Domain 3. Direct Care Skills

7. **Delivery and coordination of services**
    - 7.1 Utilizing case management systems and tools
    - 7.2 Referring cases and sharing data with others
8. **Protecting children online**
    - 8.1 Managing children's access to the Internet and social media
    - 8.2 Ensuring child safety and well-being online

Domain 1. General Technical Skills

COMPETENCY	DESCRIPTION	KNOWLEDGE EXAMPLES	SKILLS EXAMPLES
1. Basic technical literacy	This competency area measures baseline familiarity with different types of technologies, including desktop computers, laptop computers, and tablets. Mobile phones can also be considered under some of these categories, dependent upon whether it is a smartphone or a feature phone.		
1.1 Basic handling of hardware	Basic knowledge and skills that are fundamental to using digital devices of any kind, including understanding the differences between different types of devices and tools.	• Describing differences between types of devices • Explaining different modes of using a device (mouse, touch screen, etc.)	• Turning a computer on and off • Charging a device • Moving and clicking a mouse • Typing on a keyboard
1.2a Navigating a digital interface: browser	Demonstrating an understanding of the Internet and using a browser to access Internet sites and resources.	• Explaining what the Internet is and how it works • Naming different types of browsers • Recognizing a URL	• Opening a browser on a computer • Navigating to a specific website • Opening web links/URLs in a browser
1.2b Navigating a digital interface: email and calendar	Understanding and utilizing email and calendar functionality to send/receive messages and events.	• Describing how email works and how it is different from paper mail • Recognizing when it is appropriate to create a calendar event	• Composing a new email • Replying to an email • Creating a calendar event and inviting others to it • Accepting a calendar

COMPETENCY	DESCRIPTION	KNOWLEDGE EXAMPLES	SKILLS EXAMPLES
			event
1.2c Navigating a digital interface: office applications	Distinguishing between different office applications (word processing, spreadsheet software, etc.) and demonstrating the ability to use them.	• Describing the utility of word processing software • Explaining the difference between different office applications	• Typing a letter in a word processing document • Saving and sending a document • Creating a simple table in a spreadsheet document
1.2d Navigating a digital interface: CMIS	Utilizing a Child Management Information System (CMIS) to the extent necessary for a particular job function.	• Explaining what purpose a CMIS serves • Describing the types of data included in a CMIS	• Opening a child's record • Editing and saving a child's record • Attaching documents to a case file
2. Communication and collaboration	This competency area refers to general skills related to communicating and collaborating with colleagues in the workplace. In an increasingly virtual world, especially amidst the COVID-19 global pandemic, digital collaboration is a basic skill.		
2.1 Interacting through digital technologies	Understanding different methods of interacting with others through digital technologies, and choosing which ones are appropriate for different situations and audiences.	• Describing different forms of online communication • Articulating appropriate scenarios in which to use different interactive technologies	• Sending a WhatsApp message to a colleague • Starting a Zoom call with multiple people • Obtaining permission to record calls
2.2 Sharing through digital technologies	Digitally sharing information, data, and resources with others; describing the location of digital resources; and citing sources for digital resources.	• Determining the authenticity and value of a resource to be shared • Differentiating between shareable and non-sharable resources	• Forwarding a video to a colleague • Researching the source of a particular piece of information • Validating and attributing a digital photo to its creator/owner
2.3 Collaborating through digital technologies	To use digital tools and technologies for collaborative processes, and for co-construction and co-creation of resources and knowledge.	• Understanding what types of tools can be used to collaborate on different products • Articulating how to collaborate on a piece of work to a colleague	• Opening and editing a shared Google Doc • Tracking changes and leaving comments in a Word document

COMPETENCY	DESCRIPTION	KNOWLEDGE EXAMPLES	SKILLS EXAMPLES
2.4 Netiquette	To be aware of behavioral norms and know-how while using digital technologies and interacting in digital environments. To adapt communication strategies to the specific audience and to be aware of cultural and generational diversity in digital environments.	• Distinguish between appropriate and inappropriate ways to behave on the Internet • Gauging the digital skill level of a colleague • Understanding ethical concepts such as cyberbullying	• Blocking spam accounts and messages • Recognizing and reporting abuse, threats, or cyberbullying
2.5 Managing digital identity	To create and manage one or multiple digital identities, to be able to protect one's own reputation, to deal with the data that one produces through several digital tools, environments, and services.	• Understand the differences and linkages between online and real-life identities • Recognize how others can utilize one's personal digital information for harm	• Creating and managing online profiles safely • Determining the authenticity of other online identities

Domain 2. Managing Data and Digital Content

COMPETENCY	DESCRIPTION	KNOWLEDGE EXAMPLES	SKILLS EXAMPLES
3. Information and data literacy	This competency area covers the skills necessary to adequately navigate and utilize data and information on digital devices, especially in the context of child protection data and reporting.		
3.1 Browsing, searching, filtering data, information, and digital content	To articulate information needs, to search for data, information and content in digital environments, to access them, and to navigate between them. To create and update personal search strategies.	• Identifying what type of search engine is needed for a particular search request • Describing the difference between filters, search terms, and keywords	• Using keywords to find information in an online database • Utilizing filters in a database to identify children who have not yet been placed into foster homes
3.2 Evaluating data, information, and digital content	To analyze, compare, and critically evaluate the credibility and reliability of sources of data, information, and digital content. To analyze, interpret, and critically evaluate the data, information, and digital content.	• Describing markers of a credible source of information • Identifying common sources of trustworthy data and information	• Determining whether a website is legitimate or possibly fake • Critically evaluating a video sent through WhatsApp
3.3 Managing data, information, and digital content	To organize, store, retrieve, and utilize data, information, and content in digital environments. To organize and process them in a structured environment.	• Understanding how information and data storage work • Distinguishing between local and cloud storage • Recognizing opportunities to utilize data to support a goal	• Downloading a PDF from the Internet • Organizing files into folders on a computer • Extracting data from a CMIS to demonstrate a pattern
4. Digital content creation	This competency area is primarily about creative uses of digital technologies, including the development of new tools and products, as well as integrating tools together with appropriate crediting.		
4.1 Developing digital content	To create and edit digital content in different formats, to express oneself through digital means.	• Articulate differences between and purpose of different types of digital content (written reports, charts/graphs, videos, etc.) • Determine which type of content format is best for a particular context	• Writing and editing a project progress report • Creating a chart out of a table of numbers

COMPETENCY	DESCRIPTION	KNOWLEDGE EXAMPLES	SKILLS EXAMPLES
4.2 Integrating and re-elaborating digital content	To modify, refine, improve, and integrate information and content into an existing body of knowledge to create new, original, and relevant content and knowledge.	• Articulating difference between fair use and plagiarism • Describing an example of combining existing information into a new body of work	• Adding a new section to an existing report • Combining several sources of information into a new report
4.3 Copyright and licenses	To understand how copyright and licenses apply to data, information, and digital content.	• Distinguishing between different types of licenses • Describe how to properly cite copyrighted work	• Identifying what type of license is associated with a product • Licensing one's own work appropriately
4.4 Software programming	To plan and develop a sequence of understandable instructions for a computing system to solve a given problem or perform a specific task.	• Explaining how computers fundamentally operate on a logical level • Identifying different types of software languages and their purposes	• Writing and executing an Excel formula • Using the command prompt to install new software
5. Problem solving	Utilizing digital skills also necessitates the ability to solve any problems that accompany them, as well as recognizing when and where to request support. This competency area refers to skills around problem solving both individually and with support.		
5.1 Detecting and identifying technical problems	To assess needs and to identify, evaluate, select, and use digital tools and possible technological responses to solve them. To adjust and customize digital environments to personal needs (e.g., accessibility).	• Describing how digital devices can be customized according to personal needs • Distinguishing between user error and a software bug	• Recognizing and reporting a bug in software • Customizing a desktop
5.2 Solving technical problems	To identify technical problems when operating devices and using digital environments, and to solve them (from trouble-shooting to solving more complex problems).	• Understanding the different forms of technical support available for different tools • Recognizing when problems can be individually solved versus requiring IT support	• Referencing a self-help manual to address a technical issue • Contacting IT support with a technical issue

COMPETENCY	DESCRIPTION	KNOWLEDGE EXAMPLES	SKILLS EXAMPLES
5.3 Creatively using digital technologies	To use digital tools and technologies to create knowledge and to innovate processes and products. To engage individually and collectively in cognitive processing to understand and resolve conceptual problems and problem situations in digital environments.	• Describing different software tools that can be used for creative content development • Understanding how different software tools can be integrated	• Solving a data analysis problem using Excel formulas • Creating a new graphic in Adobe Illustrator
5.4 Identifying digital skills gaps	To understand where one's own digital skills need to be improved or updated. To be able to support others with their digital skills development. To seek opportunities for self-development and to keep up-to-date with the digital evolution.	• Distinguishing new features of a software tool from old ones • Recognizing when a colleague is struggling with a digital skill	• Finding a training course to use a new software • Identifying resources for colleagues to improve their data analysis skills
6. Data privacy and security	Protecting children in the modern age also means protecting their identity, information, and data. This competency covers a variety of skills necessary to ensure this form of protection.		
6.1 Understanding and complying with digital child protection laws	Understanding the legal and policy frameworks that must be followed for protecting children digitally	• Describing national digital child protection laws • Explaining organizational policies around protecting children online	• Recognizing violations of child protection laws • Recognizing violations of company digital policy (such as login sharing) for child protection
6.2 Upholding ethical standards with children's data	Recognizing and abiding by international, national, and local ethics, standards, and expectations for working with children's data.	• Describing all applicable ethical standards and guidelines for working with children's data • Explaining the importance of ethical handling of children's data • Describing the consequences of unethical handling of children's data	• Following ethical standards and guidelines for children's data • Distinguishing between ethical and unethical uses of children's data

COMPETENCY	DESCRIPTION	KNOWLEDGE EXAMPLES	SKILLS EXAMPLES
6.3 Protecting children's identity, information, and devices	To protect children's data and privacy in digital environments. To understand how to use and share children's personally identifiable information while still being able to protect the child from damages. To understand how different privacy policies affect how children's data will be used.	• Recognizing safe and unsafe times to share children's personal information • Describing tools that can be used to protect children's devices • Explaining when and how data and information on children will be collected, used, and shared	• Preventing children from sharing their location in real-time online • Utilizing a virtual private network (VPN) when transmitting children's data
6.4 Protecting personal identity, information, and devices	To protect personal data and privacy in digital environments. To understand how to use and share personally identifiable information while being able to protect oneself and others from damages. To understand that digital services use a "privacy policy" to inform how personal data is used.	• Recognizing safe and unsafe times to share personal information • Understanding the data privacy ramifications of a privacy policy of a specific tool	• Creating and securely storing a strong password • Using a VPN for sensitive transactions

Domain 3. Direct Care Skills

COMPETENCY	DESCRIPTION	KNOWLEDGE EXAMPLES	SKILLS EXAMPLES
7. Delivery and coordination of services	This competency area refers to the skills necessary to use digital care coordination tools for child protection work.		
7.1 Utilizing case management systems and tools	Understanding how to efficiently and safely use care management systems and tools to ensure continuity of care for children.	• Understanding what quality data entry looks like • Describing how to update information in the CMIS • Knowing how to make decisions using the CMIS • Demonstrating how to generate data from the CMIS	• Coordinating care handoffs using a CMIS • Creating, referring, and closing case files • Gathering summary data from a CMIS
7.2 Referring cases and sharing case data	Referring cases to other people in the child protection ecosystem in a secure and effective manner and sharing case data with them properly.	• Understanding what the process of digital referrals looks like • Understanding why and how to ascertain data sharing permissions • Describing the process of sharing case data with others	• Referring a case to another person through the CMIS • Validating someone's data sharing credentials and permissions • Sharing a child care development plan with another person through the CMIS
8. Protecting children online	Children in the child protection system are particularly vulnerable to exploitation and harm, including in digital spaces. This competency area covers a particular skill set relevant to protecting children's safety and well-being in digital spaces.		
8.1 Managing children's access to the Internet and social media	Ensuring that children in the system's care are provided only age-appropriate access to the Internet and social media.	• Understanding different types of popular social media and their uses • Describing different types of parental controls on devices	• Enabling and managing parental controls on a child's YouTube account • Viewing a child's social media accounts
8.2 Ensuring child safety and well-being online	Avoiding threats to children's physical and	• Describing modern threats to children's	• Monitoring children's

COMPETENCY	DESCRIPTION	KNOWLEDGE EXAMPLES	SKILLS EXAMPLES
	psychological well-being and safety on the Internet, such as from cyberbullying or predators.	physical and psychological well-being from the Internet (grooming, sexual exploitation, fraud, etc.) • Recommending strategies for mitigating risks to children's physical and psychological well-being on the Internet	social media usage • Regulating how much time children spend on the Internet • Recognizing signs of online bullying, grooming, abuse, and other predatory behaviors towards children

Child Protection Digcomp 2.0 Framework: Proficiency Areas

(Adapted from DigComp 2.0)

Proficiency Level	Complexity of task	Autonomy	Cognitive domain
0	Basic	Needing to be taught	Remembering
1	Simple tasks	With guidance	Remembering
2	Simple tasks	Autonomy, and with guidance where needed	Remembering
3	Well-defined and routine tasks, as well as straightforward problems	On my own	Understanding
4	Tasks and well-defined and non-routine problems	Independent and according to my needs	Understanding
5	Different tasks and problems	Guiding others	Applying
6	Most appropriate tasks	Able to adapt to others in a complex context	Evaluating
7	Resolve complex problems with limited solutions	Integrate to contribute to the professional practice and to guide others	Creating
8	Resolve complex problems with many interacting factors	Propose new ideas and processes to the field	Creating

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