

Assessing your CLC’s

digital literacy

‘Building Digital Capacity’ resources series

 

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| --- | --- | --- |
| **Resource type:** | **Strategic area:** | **Use it to:** |
| Guidelines + Checklist |  | * Evaluate your CLC’s digital and IT skills, and identify gaps areas.
* Inform skills development and learning opportunities.
 |

*Current as of June 2020*

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Other relevant resources in our **Building Digital Capacity resources series**:

* *IT/Digital Skills Training Resources*
* *IT P&Ps*

1 – DIGITAL LITERACY OVERVIEW

What is digital literacy?

Digital / information technology (IT) literacy broadly describes the set of skills a person has and uses to operate technical devices (e.g. computer, handheld device, phone system) and systems (e.g. email, databases, filing systems, softwares, cloud, etc.)

*‘A digitally literate person will possess a range of digital skills, knowledge of the basic principles of computing devices, skills in using computer networks, an ability to engage in online communities and social networks while adhering to behavioral protocols, be able to find, capture and evaluate information, an understanding of the societal issues raised by digital technologies (such as big data), and possess critical thinking skills.’* - WIKIPEDIA

Digital literacy is more important than ever, and skills that could perhaps be seen as nice-to-have in the past are now critical to an invidividual’s ability to do their job efficiently and effectively. By extension, they contribute to a community legal centre’s ability to operate efficiently and deliver high quality services to clients.

Digital literacy can be broken down into three main skills categories:

| Skills category | Best practices for skills building / training |
| --- | --- |
| * End-user device proficiency

Usage of hardware like computers, laptops, mobile devices, phones, printers, media players, smartboards, conferencing/presentation devices, etc. | * Usually done as a one-off and when a new device is allocated to a user.
* Easily accessible guidelines or resources for specialist equipment used on ad hoc basis (e.g. meeting room video conferencing / presentation devices).
* Should be supported by a policy on acceptable usage.

(See the *Technology devices usage policy template* in our **Building Digital Capacity resources series**). |
| * Applications and systems

Understanding and knowledge of how to use specific applications, systems and softwares to access and manage information, communicate and collaborate digitally, research and organise content, and support business processes. | * As part of the onboarding process (staff and volunteers)
* Initial basics training when a new system is made available to a team member
* When an existing sytem undergoes major changes
* As part of ongoing skills development as user access more advanced functionalities.
 |
| * Digital citizenship

The understanding and application of ethical and legal issues related to information technology, data privacy, cybersecurity and safe practices. | * As part of the onboarding process (staff and volunteers
* Easily accessible and up-to-date policies.
* As and when required when major changes are introduced (e.g. change to legislation on holding private client information).

(See the *Information security and privacy policy template* in our **Building Digital Capacity resources series**).  |

How to build digital literacy for your team



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assess digital literacy for both:* your centre as an organisation
* your team members as individuals.

You can include volunteers as well as staff.Use the checklists available in Part 2 of this document. |  | Based on the assessment, identify skills gaps and needs:* at a centre level
* at an individual level.

Develop a skills building plan and ensure:* communications with your team in this process
* support from your board/leadership team.

As part of your skills building plan, consider the end-to-end process of staff engagement:* the **recruitment** process, by ensuring digital skills are carefully considered as part of the role
* the **onboarding** process for staff and volunteers
* the **ongoing** people development process (performance measurement, ongoing training).
 |  | * Execute your plan, including communications with staff and volunteers.
* Make training resources available to your staff and volunteers (internal training guides, online or classroom training, blended training, etc. depending on your plan).
* Monitor skills building over time and adjust plans as needed: treat digital literacy assessment as on ongoing process.

See *Accessing good IT and digital skills training* in our **Building Digital Capacity resources series**. |

Putting in place a digital skills building program:

In practice,few organisations, especially smaller businesses and NFPs, have formal digital skills program in place. Capacity remains a big constraint and developing a comprehensive skills building plan can be a significant investment of time and effort. That being said, your plan can be as simple as making some basic resources available to your staff and volunteers (and giving them the time to use those).

No digital skills training program? You are not alone…

*‘…64% of not-for-profits are less than satisfied with the way they use technology, and more than half of their staff are either “not confident” or only “a bit confident” when using new technology. Despite this,* ***40% of not-for-profits are not currently offering their staff any opportunities to improve their digital skills****.’*

*Source:* [*Digital Technology in the not-for-profit sector 2019 report.*](https://www.infoxchange.org/au/digital-technology-not-for-profit-sector-2019)

See *IT/Digital Skills Training Resources* in our **Building Digital Capacity resources series**.

One challenge to watch for is a potential resistance to digital skills training. If members of your staff are hesitant to undertake training, here some are some ways you can approach this:

* + Building digital skills is not just about prodiving training; it’s very much about **valuing those skills in an individual** and recognising the difference having those skills can make. By integrating digital skills in ongoing performance management, you formally recognise and value those skills.
	+ Buidling digital skills is about **making someone’s life easier**, and staff are the first ones to benefit from it. Any digital skills acquired now contributes to each staff member’s personal skills base.
	+ Boundaries between work and personal lifes are becoming more fluid: **what your staff can learn at work can also serve them well outside work** (e.g. how to apply good passwords, how to handle phishing emails, how to share files with someone else).

2 – CHECKLISTS

Assessing your CLC’s approach to digital literacy

Use this checklist to evaluate how your CLC is currently doing at organisational level when it comes to promoting and supporting high digital literacy and IT skills development.

If you answer ‘No’ or ‘Partially / Not sure’ to most questions, you should consider putting in place a formal digital literacy program for your centre.

|  | **Yes** | **No** | **Partially / Not Sure** |
| --- | --- | --- | --- |
| 1. We are clear as a centre on what digital / IT skills we need to operate efficiently.
 | [ ]  | [ ]  | [ ]  |
| 1. We have a good understanding of our staff and volunteers’ digital literacy and IT skills.
 | [ ]  | [ ]  | [ ]  |
| 1. Overall, our centre is tech-savvy and staff and volunteers are well versed with using technology.
 | [ ]  | [ ]  | [ ]  |
| 1. We have a formal program and budget allocated to helping our staff build their digital and IT skills.
 | [ ]  | [ ]  | [ ]  |
| 1. Digital / IT skills requirements are clearly and specifically identified as part of each staff member’s roles & responsibilities.
 | [ ]  | [ ]  | [ ]  |
| 1. Digital / IT skills are formally considered and evaluated when we recruit new staff and volunteers.
 | [ ]  | [ ]  | [ ]  |
| 1. Digital / IT skills are fully integrated in our onboarding process for both staff and volunteers.
 | [ ]  | [ ]  | [ ]  |
| 1. We regularly check with staff and volunteers about whether they have specific digital / IT skills gaps and training needs.
 | [ ]  | [ ]  | [ ]  |
| 1. Digital / IT skills are reviewed as part of our ongoing performance management process.
 | [ ]  | [ ]  | [ ]  |
| 1. Our team members know where to access digital / IT resources and are encouraged to keep their skills up-to-date.
 | [ ]  | [ ]  | [ ]  |
| 1. We have designated ‘champions’ in the organisation who have advanced knowledge of specific digital tools.
 | [ ]  | [ ]  | [ ]  |
| 1. Our staff and volunteers are trained on IT and data security, and understand how to operate safely in the digital world.
 | [ ]  | [ ]  | [ ]  |

Assessing your staff’s digital literacy

Use this checklist to help your staff assess their digital literacy (you can also include voluteers). You can use this checklist either individually for every person to fill out, or you could run it as a survey.

‘No’ or ‘Partially’ answers will inform areas where digital skills building and training may be required. Use the ‘Comments’ column to quality your answer, add examples, or note specific systems or technologies where skills development is required.

Use this checklist as a baseline and add to it to reflect your centre’s specific environment (for example, ask questions about specific systems you use).

|  | **Yes** | **No** | **Partially** | **Comments** |
| --- | --- | --- | --- | --- |
| **End-user device proficiency** |
| 1. I know how to use devices allocated to me including laptop / computer, phone, mobile devices (smart phone / tablet) and headphones.
 | [ ]  | [ ]  | [ ]  |  |
| 1. I know how to use other office IT hardware such as printers, faxes, scanners, media players and other meeting room conferencing equipment.
 | [ ]  | [ ]  | [ ]  |  |
| 1. I can trouble-shoot basic technical issues (e.g. run an operating system update on my computer or mobile device, connect to a printer or network drive).
 | [ ]  | [ ]  | [ ]  |  |
| 1. I am comfortable working outside of the office and accessing systems and information remotely.
 | [ ]  | [ ]  | [ ]  |  |
| 1. I know where to get help and support on device usage.
 | [ ]  | [ ]  | [ ]  |  |

|  |
| --- |
| **Applications and systems** |
| 1. I am clear about the different applications and systems I need to use for my role.
 | [ ]  | [ ]  | [ ]  |  |
| 1. I am comfortable using these applications and systems and have the right level of knowledge to use what I need.
 | [ ]  | [ ]  | [ ]  |  |
| 1. I am comfortable navigating between systems and know which data / information should be held in one system vs another.
 | [ ]  | [ ]  | [ ]  |  |
| 1. I have little reliance on paper processes and am comfortable using software or online tools instead.
 | [ ]  | [ ]  | [ ]  |  |
| 1. I know how to use digital tools to collaborate and communicate with others, either within the centre or outside (e.g. email, collaboration tools, video conferencing, etc.)
 | [ ]  | [ ]  | [ ]  |  |
| 1. I know where and how to store files and documentation, and how to access and retrieve historical data and files.
 | [ ]  | [ ]  | [ ]  |  |
| 1. I know how to access and search for content and information online, and apply critical thinking to information published online.
 | [ ]  | [ ]  | [ ]  |  |
| 1. I regularly seek to update my digital skills and take part in learning opportunities (e.g. online courses, webinars, user communities).
 | [ ]  | [ ]  | [ ]  |  |
| 1. I can assist others in the team if they encounter issues or problems with using a system or technology.
 | [ ]  | [ ]  | [ ]  |  |
| **Digital citizenship** |
| 1. I understand the risks related to information security and data privacy, and the type of technology misuses that represent a breach (e.g. unauthorised download of material or software, sharing of login credentials with unauthorised parties, copyright infringement of content found online).
 | [ ]  | [ ]  | [ ]  |  |
| 1. I understand the risks that can arise through online interactions (e.g. through social networks and online forums) such as misrepresentation, bullying and trolling.
 | [ ]  | [ ]  | [ ]  |  |
| 1. I understand and apply the information security and privacy policy applicable for my centre.
 | [ ]  | [ ]  | [ ]  |  |
| 1. I apply good practices for system usage and information management including usage of passwords, file back-ups and version control.
 | [ ]  | [ ]  | [ ]  |  |
| 1. I understand and comply with requirements associated to clients’ information privacy requirements.
 | [ ]  | [ ]  | [ ]  |  |
| 1. I know what to do if I suspect a security event has happened (e.g. handling a phishing email, reporting theft or loss of a device, dealing with unauthorised attempts to login with your credentials).
 | [ ]  | [ ]  | [ ]  |  |