

DIGITAL

PARTICIPATION

CHARTER 

Understanding & Measuring Essential Digital Skills.



SCVO Essential Digital Skills Toolkit
digitalparticipation.scot

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The internet is part of everyday life for most people...

We use it to communicate, to shop, to work and to solve problems. We can use digital technology to do things that would have been unthinkable just a few years ago, and this pace of change will only get faster.

Digital is also increasingly being used as a primary route for engagement and activity across government and business. UK, national and local government are investing significantly in enhancing digital infrastructure and making public services 'digital first'.

To play our full part in modern society, it is crucial that we all have the digital skills needed for both life and work. Without these skills we will be at a significant disadvantage, and unable to access the best deals and services.

The most common reason for not using the internet is a lack of confidence, motivation or understanding.

The most common reason for not using the internet is a lack of confidence, motivation or understanding of how the internet might improve lives. 64% of those who don't use the internet think that it is "not useful or interesting"*. Research has shown that the formula for engaging people successfully is:

- Recognising that motivation to learn something new is unique to an individual.
- Hooking people in through a personal interest.
- Facilitating invaluable peer support.
- Embedding all of this in a service currently being accessed, when people can see an immediate practical application.

* Reference:

<https://www.ons.gov.uk/peoplepopulationandcommunity/householdcharacteristics/homeinternetandsocialmediausage/bulletins/internetaccesshouseholdsandindividuals/2017#household-internet-access-continues-to-rise>

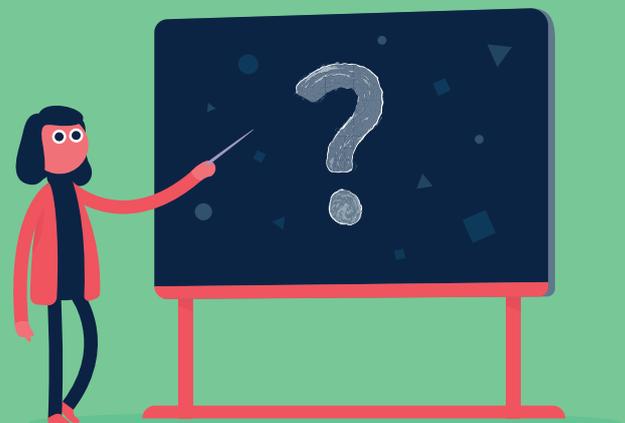


SCVO has been working in partnership with organisations to promote Digital Participation for the citizens of Scotland for more than five years. Through this work we have grappled with different approaches to define and explain digital skills.

There are limitations to any approach, but SCVO believes the Essential Digital Skills Framework offers organisations in Scotland a real opportunity to come together and to work under a consistent umbrella.

It is important to use the right language and conversational style when engaging with people.

Evidence from Digital Participation Charter Fund projects and other projects has shown that people learn best from repeated, informal, face-to-face and one-to-one support. It is also important to use the right language and conversational style when engaging with people to build relationships and facilitate future support networks.



Research shows that people who do not have these skills are more likely to be facing other forms of exclusion and inequality.

For people who are not confident in their own digital skills this can feel overwhelming. They may be older, have a disability or low income. Evidence also tells us that developing the motivation and skills are just as important as enabling access to equipment and broadband connections. Supporting more people to go online and develop Essential Digital Skills is crucial to ensure existing inequalities are not increased.

For people who are not confident in their own digital skills this can feel overwhelming. It can be difficult to know where to start.

The [Essential Digital Skills Framework*](#) gives a clear description of the skills that everyone needs for both life and work. It has been developed in consultation with employers, charities, national and local government departments, academics and individuals.

The framework provides a common language to explain what the core skills are. However, to practically use the framework, organisations need a set of assessment questions and a way of interpreting the results.



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The Essential Digital Skills Framework* outlines five key skills and provides examples of tasks that people should be able to complete to demonstrate each skill. Each skill has a distinct focus, but the fifth skill – being safe, legal and confident online – is also embedded across the other four.



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Framework Diagram.



The full framework can be downloaded and read [here](#).

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The framework includes a section on 'foundation' skills, which are typically required by those not currently using digital technology or using it in limited ways.

It is important to check that people feel comfortable with these foundation skills before introducing the 'Essential' Skills.

People who are lacking in foundation skills should not feel this is their fault or feel disadvantaged by not having them. It is important for people to feel comfortable asking questions and trying new things without feeling intimidated or excluded. Focussing on these foundation skills, and allowing enough time to do this properly, supports people to have the building blocks to be confident to move from device to device.



The checklist below is a way of establishing whether an individual is in possession of foundation skills:

Foundation Digital Skills	Answer (please tick where appropriate)		
I can turn on a device e.g. phone, tablet or laptop.	I can do this <input type="checkbox"/>	I can't do this <input type="checkbox"/>	I want to learn how to do this <input type="checkbox"/>
I can use the controls on my device e.g. turn up the volume.	I can do this <input type="checkbox"/>	I can't do this <input type="checkbox"/>	I want to learn how to do this <input type="checkbox"/>
I can use accessibility tools on my device to make it easier to use e.g. increase font size.	I can do this <input type="checkbox"/>	I can't do this <input type="checkbox"/>	I want to learn how to do this <input type="checkbox"/>
I can interact with the home screen on my device e.g. I can locate text messages.	I can do this <input type="checkbox"/>	I can't do this <input type="checkbox"/>	I want to learn how to do this <input type="checkbox"/>
I can connect my device to a safe and secure Wi-Fi network e.g. I can connect to Wi-Fi in my house.	I can do this <input type="checkbox"/>	I can't do this <input type="checkbox"/>	I want to learn how to do this <input type="checkbox"/>
I know that my passwords and personal information need to be kept safely as they have a value to others e.g. I don't write my passwords down or tell them to anyone else.	I can do this <input type="checkbox"/>	I can't do this <input type="checkbox"/>	I want to learn how to do this <input type="checkbox"/>
I can update and change my password when prompted to do so e.g. I can change my Netflix password.	I can do this <input type="checkbox"/>	I can't do this <input type="checkbox"/>	I want to learn how to do this <input type="checkbox"/>

For more resources on improving Foundation skills please see:

Let's Get Online:
www.letsgetonline.scot

Digital Unite:
www.digitalunite.com

Learn My Way:
www.learnmyway.com

Google Garage:
www.learn.digital.withgoogle.com/digitalgarage

When an individual or a group of people assess their skills against the framework, the results provide a snapshot of skill levels at a point in time. This record can then be used to:

Benchmark

The advantage of sharing a common language and assessment approach is that results can be compared across different organisations and in different settings. Organisations may ask all staff to complete the skills assessment, and then use the results to benchmark against other organisations. For example, Stirling Council have used it as part of a project within the organisation to measure digital skills.

Evidence a need

In order to access funding or make the case for a Digital Skills Intervention it is important to demonstrate the need. The results of the essential skills survey can be used to demonstrate that a community or group of people do not have Essential Digital Skills, and therefore make a case for investment of time or resources. Through accessing SCVO's Charter Fund, Edinburgh City Libraries used the Framework to introduce people to digital and assess their skills level. They no longer run generic courses and used the framework to help identify what other support was needed.

Highlight gaps

The results can demonstrate which skills people have, and which skills they need support to develop. For organisations or practitioners planning to deliver digital skills support this information can help to target a particular type of training. Edinburgh City Library found the framework useful to identify what people did, and did not, know, and will help them target the gaps in knowledge.

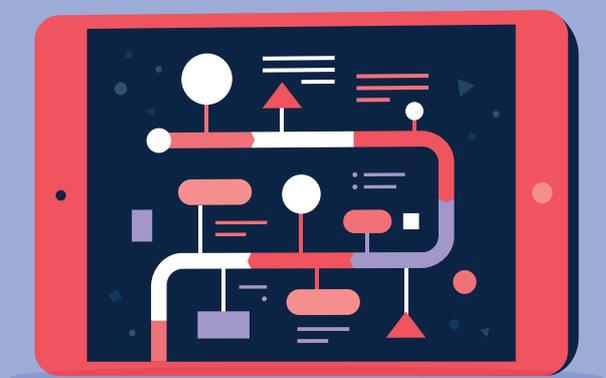
Measure the success of an intervention

By carrying out regular assessments using the framework, it is possible to demonstrate the impact of a digital skills support project. Tracking the change in how people complete the checklist can show their progress towards having all of the Essential Digital Skills. Recently, CLASP used the framework as a measure of impact, for assessing digital skills at the start and end of project to measure improvement over six training sessions.

The core checklist is designed to show whether or not people have got 'Essential' Digital Skills for life and for work.

The following points should be considered when using the checklist:

1. Plain English has been used as much as possible but there are some terms which may require explanation. See the glossary below for definitions of technical words.
2. The checklists are designed to take no more than five minutes to encourage a high completion rate.
3. Three key examples have been selected to demonstrate each skill. These reflect the minimum requirements.
4. A question is included at the start of the checklists to identify those lacking in foundation skills- these people will need to develop foundations skills before moving onto the Essential Skills. We acknowledge some people may feel excluded if they are not in possession of foundation skills, however we feel it is important to distinguish between Essential Skills and Foundation Skills. There are more details around assessing foundation skills in the previous section.
5. Skills for work build on skills for life and have been included in this checklist, but they can be removed if your project is not focusing on workplace skills.
6. The checklist might be completed independently by the learner, or it could be completed with help from a digital champion or member of staff, particularly if there are literacy or language barriers to take into account.
7. The checklist has been designed to be completed either online or offline in order to support learners who may not have the skills required. Paper versions are just as valid as online versions.



Essential Digital Skills Checklist.



This checklist has been designed to help you measure your Essential Digital Skills to identify what you are good at, and also any areas you might need to develop with some support.

But first – can you:

1. Turn on your computer?

If you are unable or struggle to do these things then you may need to build up your Foundation Digital Skills, before moving on to Essential Digital Skills.

2. Update your password?

If this sounds like you, please [click here](#) for resources that could support you.

3. Connect a phone to Wi-Fi?

4. Contact friends and family online?

If you are able to do these tasks then you have Foundation Digital Skills and can now find out about your Essential Digital Skills. Please read the instructions below and start the checklist when you are ready. It should take around five minutes to complete.

There are five sections to the checklist, each containing some examples of digital tasks relating to the section headings. You will be asked if you feel you are able to complete these tasks or not.

Communicating

1/5

Life Skills	Answer (please tick where appropriate)
I can communicate using tools like Email, WhatsApp, FaceTime or Messenger.	I can do this <input type="checkbox"/> I can't do this <input type="checkbox"/> I want to learn how to do this <input type="checkbox"/>
I can post on social media platforms e.g. Facebook or Instagram.	I can do this <input type="checkbox"/> I can't do this <input type="checkbox"/> I want to learn how to do this <input type="checkbox"/>
I can keep my emails and social media accounts safe.	I can do this <input type="checkbox"/> I can't do this <input type="checkbox"/> I want to learn how to do this <input type="checkbox"/>

Workplace Skills (Optional)	Answer (please tick where appropriate)
I can use online tools, systems and apps e.g. Outlook, Skype or Yammer to communicate within my workplace.	I can do this <input type="checkbox"/> I can't do this <input type="checkbox"/> I want to learn how to do this <input type="checkbox"/>
I can log in remotely to my email and other work-related communication tools.	I can do this <input type="checkbox"/> I can't do this <input type="checkbox"/> I want to learn how to do this <input type="checkbox"/>

Handling information & content

2/5

Life Skills	Answer (please tick where appropriate)
I can save information find it again from a different computer, tablet or phone.	I can do this <input type="checkbox"/> I can't do this <input type="checkbox"/> I want to learn how to do this <input type="checkbox"/>
I can use the internet to access entertainment legally e.g. Spotify, Netflix or BBC iPlayer.	I can do this <input type="checkbox"/> I can't do this <input type="checkbox"/> I want to learn how to do this <input type="checkbox"/>
I can check if online information is true or false.	I can do this <input type="checkbox"/> I can't do this <input type="checkbox"/> I want to learn how to do this <input type="checkbox"/>

Workplace Skills (Optional)	Answer (please tick where appropriate)
I can follow my organisation's IT policy when sharing, storing and handling information.	I can do this <input type="checkbox"/> I can't do this <input type="checkbox"/> I want to learn how to do this <input type="checkbox"/>
I can organise, store and share work-related information on different computers, tablets or phones.	I can do this <input type="checkbox"/> I can't do this <input type="checkbox"/> I want to learn how to do this <input type="checkbox"/>

Transacting

3/5

Life Skills	Answer (please tick where appropriate)
I can buy things online and know how to check if a website is safe.	I can do this <input type="checkbox"/> I can't do this <input type="checkbox"/> I want to learn how to do this <input type="checkbox"/>
I can use the internet for online services e.g Universal Credit or uploading passport forms.	I can do this <input type="checkbox"/> I can't do this <input type="checkbox"/> I want to learn how to do this <input type="checkbox"/>
I can use online banking websites and apps.	I can do this <input type="checkbox"/> I can't do this <input type="checkbox"/> I want to learn how to do this <input type="checkbox"/>

Workplace Skills (Optional)	Answer (please tick where appropriate)
I can view my payslips, submit holiday and sickness e-forms and make online expense claims.	I can do this <input type="checkbox"/> I can't do this <input type="checkbox"/> I want to learn how to do this <input type="checkbox"/>
I am able to book transport and accommodation online.	I can do this <input type="checkbox"/> I can't do this <input type="checkbox"/> I want to learn how to do this <input type="checkbox"/>

Problem solving

4/5

Life Skills	Answer (please tick where appropriate)
I can use online chat to ask for help with a website or app.	I can do this <input type="checkbox"/> I can't do this <input type="checkbox"/> I want to learn how to do this <input type="checkbox"/>
I can use the internet to find out how to do something online.	I can do this <input type="checkbox"/> I can't do this <input type="checkbox"/> I want to learn how to do this <input type="checkbox"/>

Workplace Skills (Optional)	Answer (please tick where appropriate)
I can use the internet to find solutions to work-related problems.	I can do this <input type="checkbox"/> I can't do this <input type="checkbox"/> I want to learn how to do this <input type="checkbox"/>
I can present and analyse information.	I can do this <input type="checkbox"/> I can't do this <input type="checkbox"/> I want to learn how to do this <input type="checkbox"/>

Being safe & legal online

5/5

Life Skills	Answer (please tick where appropriate)
I understand the importance of using, changing and not sharing passwords.	I can do this <input type="checkbox"/> I can't do this <input type="checkbox"/> I want to learn how to do this <input type="checkbox"/>
I can recognise suspicious weblinks.	I can do this <input type="checkbox"/> I can't do this <input type="checkbox"/> I want to learn how to do this <input type="checkbox"/>
I understand how to use privacy settings to control what people see.	I can do this <input type="checkbox"/> I can't do this <input type="checkbox"/> I want to learn how to do this <input type="checkbox"/>

Workplace Skills (Optional)	Answer (please tick where appropriate)
I can identify and report suspicious communications.	I can do this <input type="checkbox"/> I can't do this <input type="checkbox"/> I want to learn how to do this <input type="checkbox"/>
I follow my organisation's IT and data protection policies e.g. GDPR.	I can do this <input type="checkbox"/> I can't do this <input type="checkbox"/> I want to learn how to do this <input type="checkbox"/>

How to interpret the results

This checklist is designed to simply provide evidence of whether or not people have Essential Digital Skills. Individual responses can obviously be looked at in detail, but the most basic interpretation is:

1. Have got Essential Digital Skills

= Answer 'I can do this' to all of the questions

2. Have not got Essential Digital Skills

= Answer 'I can't do' or 'I want to learn how to do this' to any of the questions

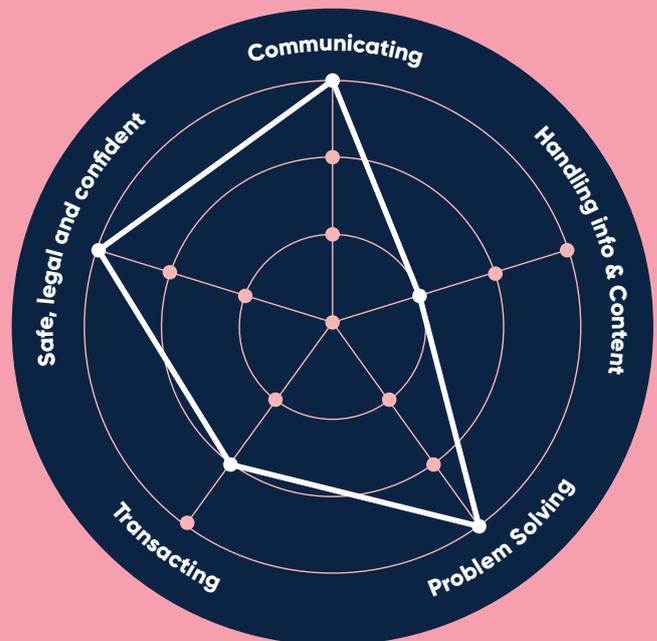
If there is a requirement to evidence individual progress on a more granular scale more measurement increments can be introduced as required. The results could also be displayed visually via an outcomes star or a traffic light scale.

Example: Traffic Light Scale

Communicating

Life Skills	
I can communicate using tools like Email, WhatsApp, FaceTime or Messenger	I can do this <input checked="" type="checkbox"/> I can't do this <input type="checkbox"/> I want to learn how to do this <input type="checkbox"/>
I can post on social media platforms e.g. Facebook or Instagram	I can do this <input checked="" type="checkbox"/> I can't do this <input type="checkbox"/> I want to learn how to do this <input type="checkbox"/>
I can keep my emails and social media accounts safe	I can do this <input type="checkbox"/> I can't do this <input type="checkbox"/> I want to learn how to do this <input checked="" type="checkbox"/>
Workplace Skills	
I can use online tools, systems and apps e.g. Outlook, Skype or Yammer to communicate within my workplace	I can do this <input checked="" type="checkbox"/> I can't do this <input type="checkbox"/> I want to learn how to do this <input type="checkbox"/>
I can log in remotely to my email and other work-related communication tools	I can do this <input type="checkbox"/> I can't do this <input checked="" type="checkbox"/> I want to learn how to do this <input type="checkbox"/>

Example: Outcomes Star



This checklist has been developed collaboratively with practitioners working to deliver digital skills support.

Our approach proposes that all organisations use a standard core checklist, and supplement it with additional questions from the provided question bank, or developed independently.

This allows organisations to address unique local needs, but also creates standard data that can be shared and used for benchmarking and comparisons. For example, to compare against the statistics from the annual [Lloyds Business Index](#).

We would encourage organisations to share copies of the final checklist they use back with SCVO and we will make these available to others and use them to deepen insight about use of the framework across the sector.

SCVO will be weaving the framework into our own support services (outlined at the end of this toolkit) and encourage organisations to find ways to do the same.

If you have used this framework and want to provide feedback you can complete this survey:

<https://app.surveymoz.com/build/build/id/90100285>

Limitations

It is worth noting that the framework is self-assessed so not as robust as some other routes for assessing skills development and competence.

It is also worth noting that practitioners/projects are also likely to be interested in more granular information such as digital confidence, understanding and motivation. These areas are not covered by the framework but examples of supplementary questions to assess these are provided in the question bank. There may also be a more accessible version available for download in the future to assist others with different needs.

Appendix 1: Question bank

As is outlined in point 3 above, only the top three examples for each skill are included in these checklists.

For comparability, it is best to always use the standard three examples. However, if you feel that there some tasks that are really important for your audience that have not been covered by the core questions, you may need to supplement the checklist.

This resource bank of additional questions draws on the framework and can be used to enhance the core checklist.

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Skill	Life/Work	Example
<p>Communicating</p>	<p>Life</p>	<ul style="list-style-type: none"> - I can use word processing applications to create documents, for example Microsoft Word, Google Docs. - I can share documents with others by attaching them to an email. - I can set up an email account. - I understand that the comments and views I share on social media or via email create a permanent, online record.
	<p>Work</p>	<ul style="list-style-type: none"> - I can use the email address book of my organisation to send emails to colleague and use the 'cc' option when needed. - I can work on a shared document with colleagues using an application like Google Docs or Office 365. - I can participate in video conference meetings using applications like Skype or Zoom. - I can use BCC instead of CC when sending an email.
<p>Handling information & content</p>	<p>Life</p>	<ul style="list-style-type: none"> - I can use search engines to find information and make use of search terms to generate better results. - I can use bookmarks to save and retrieve information on my web browser. - I can organise my information and content using files and folders on my device or on the cloud. - I can legally access online entertainment. - I can use multiple tabs on my internet browser. - I can upload, share and save photo and video content online. - I can use my devices to meet my online needs. - I can access clear my browser and search history.
	<p>Work</p>	<ul style="list-style-type: none"> - I can manage a calendar or appointments system on multiple devices, including work computer and phone or tablet. - I can store workplace files safely online. - I can store workplace files securely on encrypted hardware.

Skill	Life/Work	Example
<p>Transacting</p>	<p>Life</p>	<ul style="list-style-type: none"> - I can use different payment systems such as credit/debit card, bank transfer and phone accounts to make payments for goods or services online. - I can upload documents and photographs to complete an online transaction. - I can make appointments online, for example hairdresser or GP. - I can make, amend and cancel purchases online. - I can access online banking. - I can pay bills online. - I can make payments online. - I can book transport and accommodation online.
	<p>Work</p>	<ul style="list-style-type: none"> - I can use a system such as Eventbrite to create events people can book online. - I can access my payslips and pension information online.
<p>Problem Solving</p>	<p>Life</p>	<ul style="list-style-type: none"> - I can use online tutorials, FAQs and advice forums to solve problems and improve my skills in using devices, software and applications. - I can use digital to assist with navigation and travelling. - I can install updates on my devices.
	<p>Work</p>	<ul style="list-style-type: none"> - I can use appropriate software to present information to others. - I can understand that different tools improve my own and the organisation's productivity. - I can use spreadsheets to plan the cost of a project. - I can use analytic tools to monitor website usage and gather information. - I can support colleagues digitally to solve problems.

Skill	Life/Work	Example
<p style="text-align: center;">Being safe & legal</p>	<p>Life</p>	<ul style="list-style-type: none"> - I understand that viruses can damage my computer and that security software should be used to prevent this - I understand that my online activity produces a permanent record which could be accessed and used by others both now and in the future. - I understand that I must not share other people's data online without their consent. - I can respond to requests for authentication for my online accounts and email. - I understand why it is important to keep my computer systems and security software up to date and I allow them to be updated when prompted. - I understand online material is subject to copyright and cannot be used without the owners' permission. - I can tell an official, legitimate website from a potentially dangerous one. - I can create strong and secure passwords.
	<p>Work</p>	<ul style="list-style-type: none"> - I can alert the relevant person in my organisation to potential data breaches. - I understand GDPR and can apply it to my role within my organisation.

Questions to measure confidence, motivation etc.

Taken from the bank of questions included in the [DCMS Digital Inclusion Evaluation Toolkit](#).

Skill	Example
<p>Confidence in use of digital skills</p>	<p>Overall, how confident are you as an internet user?</p> <p><input type="checkbox"/> Very confident</p> <p><input type="checkbox"/> Fairly confident</p> <p><input type="checkbox"/> Neither confident nor not confident</p> <p><input type="checkbox"/> Not very confident</p> <p><input type="checkbox"/> Not at all confident</p> <p><input type="checkbox"/> Don't know</p>
<p>Commitment to using digital skills</p>	<p>Considering all the things you do on the Internet, for you, personally, how important is the Internet?</p> <p><input type="checkbox"/> Essential</p> <p><input type="checkbox"/> Important</p> <p><input type="checkbox"/> Neither important nor unimportant</p> <p><input type="checkbox"/> Unimportant</p> <p><input type="checkbox"/> Completely unimportant</p> <p><input type="checkbox"/> Don't know</p>

Skill	Example
<p>Quality of life</p>	<p>To what extent do you agree with the statement that “I consider my life to be better since I started using the internet.”</p> <p><input type="checkbox"/> Strongly agree</p> <p><input type="checkbox"/> Agree</p> <p><input type="checkbox"/> Neither agree nor disagree</p> <p><input type="checkbox"/> Disagree</p> <p><input type="checkbox"/> Strongly disagree</p> <p><input type="checkbox"/> Don't know</p>
<p>Realising the benefit of digital</p>	<p>People have different opinions about the Internet. To what extent do you agree or disagree with the statement “The Internet makes my life easier.”</p> <p><input type="checkbox"/> Strongly agree</p> <p><input type="checkbox"/> Agree</p> <p><input type="checkbox"/> Neither agree nor disagree</p> <p><input type="checkbox"/> Disagree</p> <p><input type="checkbox"/> Strongly disagree</p> <p><input type="checkbox"/> Don't know</p>

For further information on measuring the impact of Digital Inclusion initiatives see:

One Digital Project

Toolkit page on measuring impact of digital inclusion projects in general

<https://onedigitaluk.com/measuring-impact/>

DCMS:

Digital Inclusion Evaluation Toolkit (2017)

<https://www.gov.uk/government/publications/digital-inclusion-evaluation-toolkit>

LSE:

Measuring Digital Skills (2014) <http://www.lse.ac.uk/media-and-communications/assets/documents/research/projects/disto/Measuring-Digital-Skills.pdf>

BT SROI report (2011)

<https://www.btplc.com/Purposefulbusiness/Connectivity/Beingonlineisgoodforsociety/Digital-Inclusion-SROI.pdf>

Appendix 2: Glossary

App

Abbreviation for application: a computer program or piece of software designed for a particular purpose that you can download onto a mobile phone or other mobile device.

Attachment

A computer file that is added to an email message for other people to read and edit.

Device

A machine, for example a phone or computer, that can be used to connect to the internet.

Direct Messaging (DM)

A private message sent on a social media website, that only the person it is sent to can see.

Email

The system for using computers to send messages over the internet.

Facebook

The name of a website where you can show information about yourself, and communicate with groups of friends.

Instant Messenger

A computer program that allows you to exchange written messages very quickly with someone who is using the internet at the same time.

Internet

The large system of connected computers around the world that allows people to share information and communicate with each other.

Network

A number of computers that are connected together so that they can share information.

PDF

Abbreviation for portable document format: a system for storing and sending documents between computers that does not allow the contents to be changed.

Platform

The type of computer system or smartphone you are using.

Skype

A proprietary name for an application for communicating with other people over the internet using video or voice calls.

Smartphone

A mobile phone that can be used as a small computer and that connects to the internet.

Social Media

Websites and computer programs that allow people to communicate and share information on the internet using a computer or mobile phone.

Software

The instructions that control what a computer does; computer programs.

The Cloud

Cloud computing means storing and accessing data and programs over the Internet instead of your computer's hard drive.

Twitter

The name of a website where people or organizations can publish short remarks or pieces of information, and where you can see information published by people or organisations that you choose.

WhatsApp

The application allows the sending of text messages and voice calls, as well as video calls, images and other media, documents, and user location.

WiFi

A system for connecting electronic equipment such as computers and smartphone to the internet without using wires.

SCVO is working in partnership across Scotland to promote Digital Participation. Tell us about your success stories, challenges and best-practice.

Our current service offering includes:

[Digital Participation Charter](#)

The charter provides a framework for support and training to skill up Scotland and has a range of resources to help people develop their digital skills. More than 550 signatories have committed to digitally skilling up their workforce, members and stakeholders.

[Digital Charter Fund](#)

Applications recently closed (June 2018) for the sixth round of this funding. Small grants, typically around £10,000, are made to enable groups and organisations to improve the digital skills of their members.

[Digital Champion Training](#)

Free training for frontline workers to become Digital Champions and help people to feel more confident and able to get online. Over 700 digital champions trained to date.

[Digital Check-up](#)

A tool to help small to medium sized organisations assess their digital maturity and use this information to create a plan for change. One to one support available to create a plan for change.

[Events and Networking](#)

A rolling programme of events and workshops for digital inclusion practitioners and stakeholders.

[Senior Leaders Programme](#)

Building the confidence and knowledge of Third Sector leaders to drive forward digital change within their organisation, and for the people they support.

If you have a story to share, or would like to work with us, please get in touch:

 [@digiscot](https://twitter.com/digiscot)

 digital@scvo.org.uk

 www.scvo.org.uk/digital