



WELLBEING AND LEARNING SYSTEMS INNOVATION HANDBOOK

eduSOIL & Design for Change (DFC)

Applies to: Systems & Service Design Manager, AI Analytics Manager, Digital Development Lead

In consultation with: Programme Directors, Marketing & Sales Manager, eCommerce & Product Design
Manager

*Designing learning, technology and innovation in service of wellbeing,
ethics and access.*

1. Purpose of this Handbook	3
2. Organisational Context	3
3. Core Principles for Wellbeing & Learning Innovation	4
4. The eduSOIL Learning & Leadership Spine (Systems Context)	4
5. Operating Model: Roles & Boundaries	4
5.1 Systems & Service Design Manager	4
5.2 AI Analytics Manager	5
5.3 Digital Development Lead	5
6. Ways of Working & Co-Ownership Model	5
7. Safeguarding, Wellbeing & Ethical AI	6
8. Learning Systems, Data & Analytics	6
9. Digital Development & Integration Context	7
10. Collaboration with Programme, Sales & Product Teams	7
11. Tools, Systems & Documentation	7
12. Decision-Making, Risk & Escalation	8
13. RACI Matrix – Wellbeing & Learning Systems	8
14. Progression, Learning & Contribution	8

1. Purpose of this Handbook

This handbook defines how **wellbeing-centred learning systems, service design, AI analytics and digital development** are governed and delivered across eduSOIL and Design for Change.

It exists to:

- Protect learning integrity, safeguarding and wellbeing as systems scale
- Ensure technology serves people and purpose — not the other way around
- Prevent duplication, fragmentation or extractive innovation
- Support ethical use of AI, data and automation
- Enable sustainable, delivery-led innovation across countries

This handbook should be read alongside:

- Programme Directors Handbook
 - Finance, Fundraising & Governance Handbook
 - Sales & Marketing Handbook
 - eCommerce & Product Design Handbook
 - Safeguarding & Wellbeing Policies
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2. Organisational Context

eduSOIL CIC is an award-winning international arts, wellbeing and education social enterprise founded in 2011, delivering programmes across Northern Ireland, South Africa, Sudan and India, and globally through long-standing partnerships.

Design for Change (DFC) is a UN-recognised global movement empowering children and young people to design and lead solutions to real-world challenges using the FIDS framework (Feel–Imagine–Do–Share).

Learning and wellbeing systems must support:

- youth voice and agency
- safeguarding and consent
- cultural responsiveness
- delivery across onsite, online and blended contexts

Key links

- eduSOIL: <https://www.edusoil.com>
 - DFC Global: <https://www.dfcworld.org>
 - DFC NI: <https://designforchangenl.com>
 - DFC SA: <https://dfcsouthafrica.com>
 - DFC Sudan: <https://designforchangesudan.com>
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3. Core Principles for Wellbeing & Learning Innovation

All wellbeing and learning systems at eduSOIL must:

- Be **delivery-led**, not technology-led
- Reduce barriers to access, not create new ones
- Strengthen human relationships, not replace them
- Be safeguarding-aware by design
- Support reflection, regulation and agency
- Be culturally responsive and trauma-informed
- Be transparent, ethical and consent-led

Innovation is only valid if it **improves learning, wellbeing or access**.

4. The eduSOIL Learning & Leadership Spine (Systems Context)

All systems must support progression across the shared spine:

- **METime for Change** – wellbeing, reflection and grounding
- **Design for Change** – youth-led action and civic agency
- **Art for Change** – creative civic expression
- **Virtual Youth Exchange** – intercultural dialogue
- **Be the Change** – applied leadership
- **Student Council Leadership** – systems-level participation

No system may fragment or shortcut this progression.

5. Operating Model: Roles & Boundaries

5.1 Systems & Service Design Manager

Owns:

- End-to-end user experience across learning, wellbeing and service touchpoints
- Mapping of user journeys for:
 - youth
 - teachers
 - youth workers
 - parents
 - volunteers (individual & employee)
- Service design across onsite, online and blended programmes
- UX/UI logic across multiple platforms and systems

Does not:

- Own pricing, monetisation or sales strategy
 - Lead technical development or coding
 - Make safeguarding or governance decisions alone
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5.2 AI Analytics Manager

Owns:

- Learning and wellbeing analytics frameworks
- Ethical AI use in learning and wellbeing systems
- Data insight to improve:
 - engagement
 - retention
 - progression
 - accessibility
- Evaluation of no-code / low-code MVP strategies
- Advising development and service design with evidence

Does not:

- Build production systems
 - Own learning architecture or pedagogy
 - Make product or pricing decisions
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5.3 Digital Development Lead

Owns:

- Technical feasibility and implementation
- Integrations and automations between systems (e.g. LMS, community, CRM, ecommerce)
- API usage and system interoperability
- Supporting MVP builds and future funded development

Does not:

- Define learning pedagogy
 - Own UX or service design decisions
 - Set pricing or product strategy
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6. Ways of Working & Co-Ownership Model

These roles operate as a **triad**, not a hierarchy.

Shared expectations:

- Early escalation of risk or uncertainty
- Documentation of assumptions and decisions
- Clear handovers between design, analytics and development
- Respect for delivery realities and safeguarding constraints

No role operates in isolation.

7. Safeguarding, Wellbeing & Ethical AI

All systems must:

- Follow eduSOIL safeguarding policies
- Respect consent, data protection and boundaries
- Avoid manipulative or extractive design
- Support reflective, wellbeing-informed engagement

AI usage must be:

- Transparent
- Purpose-limited
- Culturally sensitive
- Supportive rather than directive

MEtime for Change principles apply equally in digital spaces.

8. Learning Systems, Data & Analytics

Learning systems work includes:

- Structuring existing validated materials (modules, slides, workbooks, assessments)
- Supporting AI-assisted course generation from approved content
- Designing onboarding and progression pathways
- Embedding reflective and wellbeing practices
- Supporting accessibility and inclusion

Analytics focus on:

- learning progression
- wellbeing indicators (non-clinical)
- participation and completion

- equity of access
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9. Digital Development & Integration Context

Current and planned systems include:

- Learning platforms (e.g. LMS)
- Online community environments
- Volunteer and participation tracking
- Ecommerce and product delivery systems
- Long-term wellbeing platforms (e.g. Metime Mandala)

All development must be:

- staged
 - user-tested
 - documented
 - ethically governed
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10. Collaboration with Programme, Sales & Product Teams

Wellbeing & Learning Systems roles work closely with:

- **Programme Directors** – delivery reality, safeguarding, pedagogy
- **Marketing & Sales** – clarity of offer, access pathways
- **eCommerce & Product Design** – translation of learning into products
- **Finance & Fundraising** – sustainability and fundability

Programme needs always shape system priorities.

11. Tools, Systems & Documentation

Tools are selected based on:

- safeguarding and consent
- accessibility
- interoperability
- sustainability

Documentation is mandatory and includes:

- system maps

- UX decisions
- analytics assumptions
- risk registers
- learning validations

12. Decision-Making, Risk & Escalation

High-risk decisions (data, youth access, AI use, wellbeing impact) require:

- consultation
- documentation
- Founder & CEO sign-off

No unilateral changes to learning integrity or safeguarding practices.

13. RACI Matrix – Wellbeing & Learning Systems

Area	Systems & Service Design	AI Analytics	Dev Lead	Programme Directors	Founder
User journeys & UX	R	C	C	C	A
Learning architecture	C	C	I	R	A
Ethical AI use	C	R	C	C	A
Data & analytics	I	R	C	C	A
Technical integration	C	C	R	I	A
Safeguarding in systems	C	C	C	R	A
MVP feasibility	C	R	R	C	A

14. Progression, Learning & Contribution

Contribution is assessed through:

- clarity created

- systems strengthened
- risks reduced
- learning integrity protected
- delivery enabled