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GREENBRIDGE Methodological guidebook

Digital Literacy in the Labor Market

1. Introduction

The aim of this methodological guidebook is to support VET teachers in planning, delivering, and adapting the course Digital Skills – 2.1 Digital Literacy in the Labor Market. It explains the main approaches and choices behind the course design and offers practical guidance for turning the online materials into effective training sessions for colleagues and learners. The document provides an overview of the course structure, including modules and subtitles, and shows how these elements work together to build understanding of labour-market signals, core digital competences, AI literacy, and inclusive digital practice in VET.

The guidebook is intended as a hands-on resource. It presents the teaching approaches used in the course, outlines suggested methods such as short lectures, video inputs, reflective tasks, and simple digital practice activities, and provides lesson plan guidance for each subtitle with expected duration, content focus, and comments for delivery. It also offers suggestions on how to adapt the course to different VET sectors, learner profiles, and institutional contexts, for example by selecting relevant sector examples or adjusting activities to local labour-market conditions.

2. Teaching approaches

The following chapter provides VET teachers with an overview of the teaching approaches used in the *Digital Skills – 2.1 Digital Literacy in the Labor Market* course, helping them understand the course structure and how the content is delivered. The first part, Structure of the course, outlines the three modules, explains the logic behind their sequencing, and gives a short overview of the main themes. This is followed by Teaching methods used in the course, which summarises the instructional approaches applied throughout the learning materials.

2.1. Structure of the course

The course *Digital Skills – 2.1 Digital Literacy in the Labor Market* is organised into three modules that build a clear progression from understanding labour-market demands to identifying essential digital competences and applying inclusive digital practices in VET settings. Together, they provide VET educators with the knowledge and tools needed to interpret labour-market signals, recognise core digital skills across vocational sectors, and design accessible digital learning materials.

Module 1: Labour-market signals and ESCO mapping introduces participants to the process of analysing job adverts, sector briefings, and other labour-market sources. It guides educators in extracting digital-skills terminology, normalising it for clarity, and mapping it to ESCO to identify priority competences and emerging trends relevant to their vocational fields. Subtitles include:

Sourcing and interpreting labour-market data, Extracting and normalising digital-skills terminology, and Connecting skills and standards.

Module 2: Core digital skills across VET-served sectors examines the foundational digital competences required in modern workplaces and highlights how these skills appear across different vocational sectors. It introduces the concept of AI literacy and its growing relevance in daily work tasks, while distinguishing between transversal digital skills that apply to all sectors and those that are sector-specific. Subtitles include: Building foundational digital competences, The role of AI literacy in VET, and Transversal and sector-specific skills.

Module 3: Barriers and inclusion strategies focuses on creating accessible and inclusive digital learning environments. It presents common barriers faced by learners, such as technical limitations, low confidence, or language challenges, and offers strategies for designing inclusive materials and simple dashboards that support all learners in digital contexts. Subtitles include: Identifying common barriers to digital learning, designing inclusive digital learning materials, and creating accessible dashboards and visual aids.

2.2. Teaching methods used in the course

The course employs a variety of teaching methods to support diverse learning styles and ensure engagement with the content. Across the modules, short explanatory texts are used to present core ideas, while video scripts help summarise key points and offer an alternative way to understand the material. Reflective activities encourage participants to think critically about their own context and make connections between labour-market demands and the digital skills needed in their sector. Practical examples from different vocational areas are included to illustrate real situations and support problem-solving, and self-paced study through the learning platform allows learners to explore the content independently at their own pace. In addition, a set of supporting resources, including the course presentation and methodological guidebook, provides useful tools and references to assist with lesson planning and delivery. These methods are designed to be flexible, allowing educators to adapt them to their teaching environment and learners' needs while fostering active and meaningful learning.

3. Lessons plan

This chapter provides VET educators with a detailed framework for delivering the *Digital Skills – 2.1 Digital Literacy in the Labor Market* course, outlining the learning goals, content, and practical guidance for each lesson. By the end of the course, educators are expected to understand how digital skills relate to labour-market needs, interpret labour-market signals and map them to ESCO descriptors, distinguish between transversal and sector-specific digital competences, apply AI literacy concepts in vocational contexts, and design inclusive and accessible digital learning materials for their learners. The chapter presents a structured lesson plan for each module and subtitle, detailing the expected duration, content, and comments to support effective implementation across diverse VET settings.

3.1. Module 1: Labour-market signals and ESCO mapping

Expected duration	Content	Comments
20 min	**Subtitle 1.1: Sourcing and Interpreting Labour-Market Data** Introduces participants to the main sources of labour-market information, such as job adverts, sector reports, company websites, and government briefings. It explains how these sources reveal the digital tools and competences increasingly required across vocational sectors and shows teachers how to observe patterns and trends in a structured way. The subtitle also highlights the importance of translating general descriptions from employers into practical digital skills that can be integrated into VET teaching.	This lesson helps educators develop a systematic approach to identifying digital-skills demand in the labour market. By learning to interpret real job information and extract relevant signals, teachers can ensure that their programmes stay aligned with current industry expectations and prepare learners for the technological requirements of modern workplaces.
20 min	**Subtitle 1.2: Extracting and Normalising Digital Skills Terminology** Explains how to identify digital-skills terminology that appears in job adverts and labour-market reports and how to group similar expressions under clear, consistent terms. It guides educators through the process of recognising repeated digital tasks, distinguishing between vague and specific employer language, and creating structured lists that reflect actual workplace requirements. The subtitle also shows how normalising terminology supports clearer analysis and prepares the ground for linking skills to recognised standards.	Strengthens teachers' ability to interpret labour-market data with accuracy. By learning to extract and normalise digital-skills terms, educators can develop a reliable skills overview for their sector and ensure that their programmes focus on competences that are both realistic and relevant for learners entering the labour market.
20 min	**Subtitle 1.3: Connecting Skills and Standards** Introduces participants to the process of linking the digital-skills terminology they have extracted to recognised frameworks, with a focus on ESCO. It explains how mapping skills to ESCO helps clarify competence definitions, identify priority skills across occupations, and align VET training with European labour-market expectations. The subtitle also highlights how this process supports consistency, improves	Reinforces the importance of connecting classroom planning with established standards. By understanding how to map skills to ESCO, educators can ensure that their teaching reflects industry language and requirements, helping learners build competences that are widely recognised and valued in the labour market.

	communication with employers, and offers insight into emerging competence needs.	

3.2. Module 2: Core digital skills across VET-served sectors

Expected duration	Content	Comments
20 min	**Subtitle 2.1: Building Foundational Digital Competences** Essential digital competences required across most modern workplaces, such as creating documents, managing data, communicating online, and using basic software tools. It explains how these competences form the starting point for all vocational digital learning and how learners often need support in transferring everyday digital habits into professional contexts. The subtitle also highlights the role of repeated practice and simple, work-related tasks in helping learners build confidence and fluency in foundational skills.	This lesson helps educators recognise the importance of grounding digital learning in practical, everyday tasks. By focusing on foundational competences and linking them to familiar workplace situations, teachers can support learners in developing the confidence and consistency needed to progress toward more advanced or sector-specific digital skills.
20 min	**Subtitle 2.2: The Role of AI Literacy in VET** The concept of AI literacy and how artificial intelligence is increasingly present in everyday work tasks across different vocational sectors. It shows how learners encounter AI through tools such as automated scheduling systems, writing assistants, translation applications, and workplace monitoring tools. The subtitle also highlights the importance of understanding how AI systems use data, recognising their limitations, and applying human judgement when evaluating automated outputs. These ideas connect AI literacy to wider digital competences such as data handling, communication, and problem solving.	Support for educators understanding why AI awareness is now part of digital readiness for the labour market. By recognising how AI tools shape workplace tasks and decisions, teachers can help learners develop the confidence to use these systems responsibly and effectively, preparing them for evolving digital practices within their vocational fields.
20 min	**Subtitle 2.3: Transversal and Sector-Specific Skills** The distinction between transversal digital skills, which are used across many professions, and sector-specific skills that relate to particular vocational areas.	Educators can design balanced digital learning experiences that address both general workplace expectations and the specialised needs of their vocational sector. By

	It shows how transversal skills such as digital communication, information handling, and basic software use form a foundation for all learners, while sector-specific tools and systems vary according to industry needs. The subtitle also demonstrates how linking labour-market analysis with ESCO can help educators identify which skills are widely required and which are unique to certain roles, supporting more accurate and relevant training planning.	understanding how transversal and sector-specific skills interact, teachers can better support learners in developing adaptable competences that strengthen both employability and sector readiness.

3.3. Module 3: Barriers and inclusion strategies

Expected duration	Content	Comments
20 min	**Subtitle 3.1: Identifying Common Barriers to Digital Learning** Examines the range of barriers that learners may face when engaging with digital tools, including technical limitations, low digital confidence, language challenges, and accessibility needs. It explains how these barriers can affect participation and progress, and highlights the importance of recognising them early in the learning process. The subtitle also shows how digital overload, motivation issues, and differing access to devices can influence learners' experiences, emphasising the need for awareness and sensitivity when planning digital tasks.	Help educators in developing a clearer understanding of the diverse factors that shape learners' digital engagement. By identifying common obstacles and considering how they appear in different vocational contexts, teachers can better anticipate learners' needs and create more inclusive conditions for developing digital competences.
20 min	**Subtitle 3.2: Designing Inclusive Digital Learning Materials** Introduces the principles of creating digital learning materials that are clear, accessible, and usable for all learners. It explains how simple language, structured layout, readable formatting, and meaningful visuals can improve understanding, particularly for learners with lower confidence or additional support needs. The subtitle also presents practical strategies such as using accessibility features in common software, offering materials in multiple formats, and simplifying online tasks to reduce cognitive load.	Encourages teachers to view accessibility as an integral part of digital pedagogy rather than an add-on. By applying inclusive design principles to everyday materials, educators can reduce barriers, support diverse learners, and create digital environments that allow all students to engage with content and develop the competences needed for modern vocational settings.

20 min	**Subtitle 3.3: Creating Accessible Dashboards and Visual Aids** Focuses on how dashboards and visual aids can be used to present information clearly and support learner understanding in digital contexts. It explains how simple tables, charts, and visual indicators can help track progress, highlight key information, and make data easier to interpret. The subtitle also introduces accessibility considerations, such as using readable text, clear labels, high-contrast colours, and structured layouts to ensure that visuals are understandable for all learners.	Educators can recognise the role of well-designed visual tools in inclusive digital teaching. By creating dashboards and visual aids that are both clear and accessible, teachers can support learners' confidence with digital information and prepare them for workplace practices where digital reporting and visual interpretation are increasingly common.

4. Adapting the course for different contexts

The course *Digital Skills – 2.1 Digital Literacy in the Labor Market* can be adapted to suit a wide range of VET contexts, institutional settings, and learner profiles. Educators may select sector-relevant examples when discussing labour-market signals, adjust foundational digital tasks to match learners' existing abilities, or highlight digital tools commonly used in their local industries. In settings where access to devices or connectivity is limited, teachers can simplify or modify activities by using offline materials, shared devices, or paper-based representations of digital tasks. The course's focus on transferable digital competences also allows teachers to tailor the content to different vocational areas.

5. Conclusion

The methodological guidebook for Digital Skills – 2.1 Digital Literacy in the Labor Market supports VET educators in implementing the course and adapting its content to their own teaching contexts. The course provides a structured approach to understanding labour-market expectations, identifying core digital competences, introducing AI literacy, and designing inclusive digital learning materials. Through clear explanations, practical examples, and opportunities for reflection, it helps educators strengthen their confidence in digital pedagogy and better prepare learners for the digital demands of modern workplaces.

By following the lesson plans, applying the suggested teaching methods, and tailoring examples to local sectors, educators can ensure that the course remains relevant and accessible to different learner groups. The guidebook also serves as a resource for ongoing adaptation as digital technologies and labour-market needs continue to evolve.