Co-funded by the European Union

Green Bridge

GREENBRIDGE Syllabus

Course on Digital Skills - 2.1 Digital Literacy in the Labor Market

General description of the course

Digital Literacy in the Labor Market

This course enables participants to read labour-market signals and translate them into clear digital-skills priorities and demands in VET-served sectors. Participants will learn about mapping job requirements to ESCO, distinguishing transversal from sector-specific skills, and designing evidence-based inclusive responses to participation barriers.

Learning outcomes

By the end of the course, participants will be able to:

1. Analyse labour-market signals from job adverts and sector briefings to identify and map digital skills to ESCO descriptors, revealing priority competences and trends.
2. Differentiate between transversal and sector-specific digital skills, including content creation, data, and AI literacy, to prioritise essential competences for VET provision.
3. Identify common participation barriers (e.g., connectivity, confidence, disability) and design inclusive, evidence-based mitigation strategies for learning materials and simple dashboards.

Structure and content of the course

Module 1: Labour-market signals and ESCO mapping

In this module, participants will learn to translate raw labour market data into actionable intelligence. They will develop a systematic approach to interpreting job adverts and sector briefings to extract and normalize key digital-skills terms. Subsequently, participants will map these terms to the official ESCO descriptors to reveal priority competences and emerging trends relevant to VET provision.

Topic 1.1

Sourcing and Interpreting Labour-Market Data: Learn to identify and interpret relevant data sources such as online job adverts, sector-specific reports, and official labour-market briefings.

Topic 1.2

Extracting and Normalising Digital Skills Terminology: Develop techniques to extract key digital skill terms from raw data and standardise them for consistent analysis.

Topic 1.3

Mapping Skills to ESCO for Trend Analysis: Use the normalised terms to map required skills to the ESCO framework, enabling the identification of key trends and priority competences.

Module 2: Core digital skills across VET-served sectors

In this module, participants will explore the landscape of essential digital skills required in the modern workforce. They will review foundational competences like digital content creation and data literacy, and examine the growing importance of AI literacy. A key focus will be on differentiating between transversal skills, applicable across many industries, and those unique to specific sectors.

Topic 2.1

Foundational Digital Competences: Review the definitions and applications of essential skills, including digital content creation, data literacy, and online communication.

Topic 2.2

The Role of AI Literacy in VET: Understand the practical implications of AI literacy. Explore case studies on how simple AI tools (e.g., chatbots for student support, AI-powered grammar checkers, image generators for course materials) can be used to solve common problems in VET settings.

Topic 2.3

Differentiating Transversal vs. Sector-Specific Skills: Practise classifying digital skills to distinguish between universal (transversal) needs and those unique to specific industries or job roles.

Module 3: Barriers and inclusion strategies

In this module, participants will focus on creating inclusive digital learning environments. They will learn to identify and categorize common barriers to participation, from technical and personal challenges to accessibility issues. Building on this understanding,

participants will apply universal design principles to develop accessible learning materials and create clear, user-friendly dashboards for diverse audiences.

Topic 3.1

Identifying Common Barriers to Digital Learning: Explore and categorise potential barriers to participation, including technical issues (connectivity), personal factors (confidence), and accessibility challenges.

Topic 3.2

Designing Inclusive Digital Learning Materials: Apply universal design principles using freely available or standard office software. This includes using built-in accessibility checkers, creating subtitled videos with online tools, and structuring documents for screen readers to create engaging content for learners with diverse needs.

Topic 3.3

Creating Accessible Dashboards and Visual Aids: Learn to develop simple, clear dashboards and visualizations using common spreadsheet programs (e.g., Microsoft Excel, Google Sheets) that effectively communicate information while remaining accessible to all users

Learning and teaching activities

- Self-paced online learning with provided materials; including text, images and AI-generated videos
- Sessions with lecturers to introduce the new material
- Discussions (Training session with lecturer)

Schedule and duration of the course

	Training session with lecturer (physically or online)	Independent learning / Self-learning
Module 1	1 hour	30 min
Module 2	1 hour	30 min
Module 3	1 hour	30 min
Total:	3 hours	1 hour and 30 min

Evaluation methods

- Self-assessment questionnaire will be provided after each module including single choice-answer questions.

Co-funded by
the European Union

Green
Bridge

CLEANTECH
BULGARIA

THE
BALKAN
FORUM

AVETAE - KOSOVO

FLAB
DIGITAL
FABRICATION
LABORATORY

B+P