Bridge4Mothers
Training of Trainers (ToT) Digital Literacy & Gender-Informed Digital Upskilling

MODULE 3 — Digital Skills & Teaching Digital Literacy

BRIDGE 4 MOTHERS

Co-funded by the European Union

Digital Skills & Teaching Digital Literacy

Inclusive, step-by-step facilitation for confident participation in learning, work and everyday life

ACCESS

CONFIDENCE

SAFETY

Trainer presentation • 10-part learning sequence • practical activities and facilitation prompts

Introduction to Digital Literacy

Digital literacy combines practical skills, critical judgement, communication and safe participation.

A PRACTICAL DEFINITION

Digital literacy is the ability to access, understand, evaluate, create and communicate information using digital tools safely and confidently.

It is not only about operating a device. It also includes deciding what to trust, how to communicate, how to protect information and how to keep learning.

Start from what learners already do: messaging, photos, online searches, school portals, health services or job applications.

FOUR CONNECTED AREAS

Use tools

Devices, software and applications

Find & evaluate

Information, sources and evidence

Create & communicate

Content, messages and collaboration

Stay safe

Privacy, security and responsible behaviour

DIGITAL SKILLS & TEACHING DIGITAL LITERACY

Why Digital Skills Matter

Digital skills expand access to services, learning, employment and independent participation.

A PATHWAY TO OPPORTUNITY



Everyday life

Access services, healthcare, finance and family communication.



Learning

Join courses, find resources, submit work and practise skills.



Employability

Search for jobs, create documents and communicate professionally.



Agency

Participate with greater independence, choice and confidence.



Digital confidence affects whether learners can reach opportunities—not only whether they can operate a device.

DIGITAL SKILLS & TEACHING DIGITAL LITERACY

Digital Exclusion & Accessibility Challenges

Barriers can be practical, emotional, linguistic, financial or created by poor digital design.

COMMON BARRIERS

- Limited devices, data, connectivity or private space
- Language, literacy or unfamiliar technical vocabulary
- Small text, complex navigation or inaccessible materials
- Fear of mistakes, shame or negative past experiences
- Care responsibilities, fatigue or limited time to practise

INCLUSIVE RESPONSE

Offer alternatives	Mobile-friendly, printable, audio or supported options.
Reduce complexity	Plain language, clear navigation and uncluttered layouts.
Design accessibly	Readable fonts, captions, contrast and keyboard-friendly materials.
Protect dignity	Avoid assumptions; allow time, privacy and respectful support.

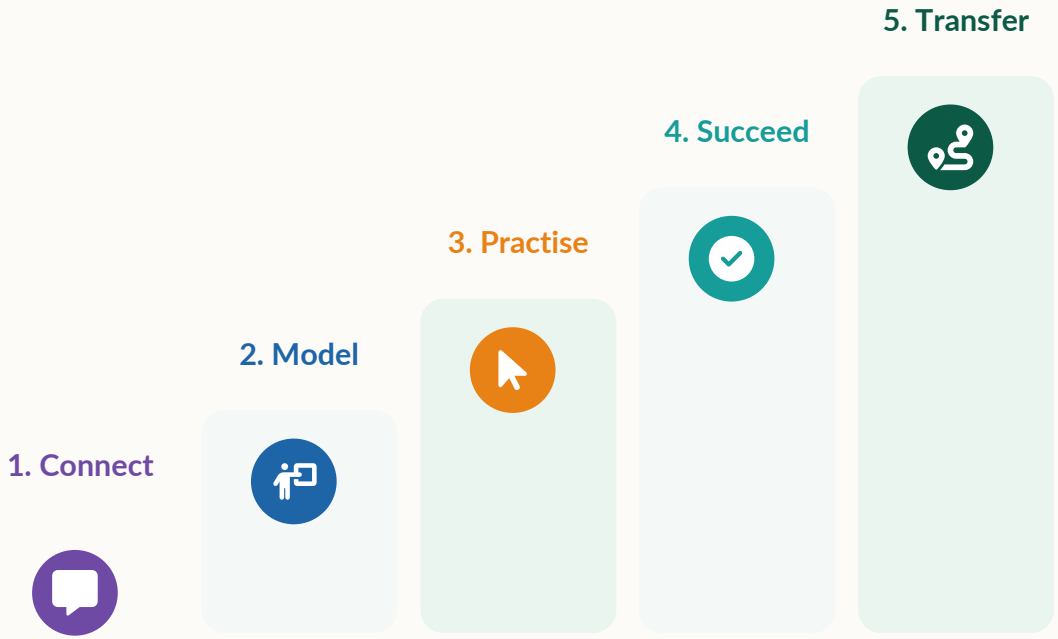
Ask: “What would make this activity easier to access and complete?”

DIGITAL SKILLS & TEACHING DIGITAL LITERACY

Supporting Low-Confidence Learners

Confidence grows through safety, meaningful practice, visible progress and respectful encouragement.

THE CONFIDENCE LADDER



FACILITATION CHOICES

- Normalise questions, pauses and mistakes.
- Teach one small task at a time.
- Use plain language, screenshots and demonstrations.
- Offer repeated practice without taking control away.
- Recognise effort, progress and existing strengths.

Helpful trainer language

"Let's try this together." • *"You can pause and repeat."* • *"What already feels familiar?"*

DIGITAL SKILLS & TEACHING DIGITAL LITERACY

Teaching Digital Skills Step by Step

A repeatable learning cycle helps learners understand the purpose, practise safely and apply the skill independently.

1 Explain the purpose

Link the skill to a real need or goal.

2 Demonstrate

Show the process slowly and narrate each step.

3 Guided practice

Learners try while support is available.

4 Independent practice

Repeat the task with less help.

5 Review & transfer

Reflect, correct and use the skill elsewhere.

Micro-task example: attach a file to an email

Open email → create message → attach file → check recipient → send → confirm it arrived

Trainer principle: model once, practise more than once, and connect the task to real life.

DIGITAL SKILLS & TEACHING DIGITAL LITERACY

Microsoft Office & Google Workspace

Teach transferable functions—create, save, organise, share and collaborate—rather than memorising one interface.

COMMON TASKS ACROSS BOTH ECOSYSTEMS

TASK	MICROSOFT	GOOGLE
Documents	Word	Docs
Spreadsheets	Excel	Sheets
Presentations	PowerPoint	Slides
Storage & sharing	OneDrive	Drive
Email & calendar	Outlook	Gmail / Calendar
Meetings	Teams	Meet

TRAINER FOCUS

- File naming and folders
- Save, download and upload
- Sharing permissions
- Co-editing and comments
- Readable, accessible formatting

Practice activity: create a short document, save it, share it with a partner and make one collaborative edit.

DIGITAL SKILLS & TEACHING DIGITAL LITERACY

Online Communication & Collaboration Tools

Different tools support different purposes: formal messages, quick updates, meetings, shared work and online learning.

CHOOSE THE RIGHT CHANNEL

Email	Formal messages, documents and clear records
Messaging	Short updates and quick coordination
Video meetings	Live discussion, demonstrations and feedback
Shared documents	Co-writing, comments and version control
Learning platforms	Resources, tasks, forums and progress tracking

POSITIVE DIGITAL COMMUNICATION

- Use clear subject lines and concise messages.
- Choose a respectful tone and check before sending.
- Protect personal information and ask before sharing.
- Use agendas, roles and notes for collaborative work.
- Offer captions, chat and alternative ways to participate.

Accessibility tip: explain how to mute, use chat, raise a hand and turn captions on before the meeting begins.

DIGITAL SKILLS & TEACHING DIGITAL LITERACY

Cybersecurity & Safe Digital Behaviour

Simple habits reduce risk and help learners participate online with greater confidence.

FIVE PROTECTIVE HABITS

Strong passphrases	Use unique passwords and multi-factor authentication.
Check links	Pause before clicking; inspect the sender and address.
Protect privacy	Share only what is needed and review permissions.
Update devices	Install updates and use trusted apps and networks.
Report concerns	Ask for help when something feels unusual or urgent.

Mini-scenario: suspicious message

"Your account will close today. Click this link and enter your password immediately."

Warning signs: urgency • unexpected request • password demand • unfamiliar link

STOP → INSPECT → VERIFY → REPORT

A safe response is often to pause, use a trusted contact method and ask for help.

DIGITAL SKILLS & TEACHING DIGITAL LITERACY

AI Tools for Learning & Employment

AI can support ideas, practice and productivity—but learners still need judgement, privacy awareness and human review.

Useful applications

- Explain a difficult concept in simpler language.
- Brainstorm ideas or create a first draft.
- Practise interview questions and workplace communication.
- Summarise notes or organise a learning plan.
- Adapt text for different audiences or formats.

RESPONSIBLE USE

- Check facts and compare with trusted sources.
- Do not enter personal, confidential or sensitive data.
- Review for bias, errors and inappropriate language.
- Follow education and workplace rules on AI use.
- Use AI as support—not as a substitute for learning.

A useful prompt structure: TASK + CONTEXT + AUDIENCE + FORMAT + CONSTRAINTS

Practice: compare an AI response with a trusted source, identify gaps, and improve the prompt.

DIGITAL SKILLS & TEACHING DIGITAL LITERACY

Inclusive Digital Facilitation Strategies

Plan access before the session, support participation during learning and build independence afterwards.

BEFORE

- Check devices, access and connectivity.
- Offer clear instructions and alternatives.
- Prepare accessible, mobile-friendly materials.

DURING

- Explain purpose and model each step.
- Use multiple formats, pacing and peer support.
- Let learners practise and make choices.

AFTER

- Recap the skill and provide practice.
- Give strengths-based feedback.
- Agree a realistic next step and transfer task.

FIVE PRINCIPLES TO CARRY INTO EVERY ACTIVITY

Accessible · Relevant · Safe · Learner-led · Progress

The goal is not to teach every tool. It is to help learners become confident, critical and independent digital users.

Reflection: What is one digital task you could redesign to make it more accessible, meaningful and confidence-building?

Co-funded by the European Union

BRIDGE 4 MOTHERS

IMPACT GRID

Cradle

Bulgarian Digital Cluster

NEXUS EDUCATION



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