



**Digital Skills &
Jobs Platform**

Guidelines for Digital Skills Academies

February 2026



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Glossary

Content item	A document whose content includes text and images that is uploaded to the Platform
Content type	Classification of the content item (article, event, training, etc.) denoting its intended purpose, with implications for how it appears on the Platform
Academy Introductory page	The first page the visitor sees when entering the Academy, which has a flexible content structure that can be tailored to each Academy's requirements.
Landing page	Customisable content type, in contrast with other content types, which have specific appearance and content according to their intended function.
Organisation	Organisational 'owner' of content items, which its affiliated users have rights to edit
Publication flow	The editorial steps that a content item passes through, from draft to publication
User profile	User's individual entity on the Platform, with required and optional information
User role	Defines which actions in the publication flow the user has access to.

Overview

This document gives an overview of the onboarding process for Academies onto the [Digital Skills and Jobs Platform \(DSJP\)](#) and presents a general guide to using the Platform.

It is followed by annexes that go into more detail on these processes and how to use and customize the Platform in a way that works best for your Academy.

Onboarding process

Anyone can visit and navigate the DSJP freely without an account. However, to access the extra functions available for Academies administrators, you must create an account and authenticate when connecting to be able to add and change your content.

Individual user profile

- ▶ The first step is to [register on the Platform](#), using EU Login to authenticate. There are mandatory fields (marked with *), and optional fields (such as adding a photo).

Academy member role

The next step is to get assigned an **Academy Member** role. These users have privileges to draft content and access Academy-specific features on DSJP.

The Academy will designate 2–3 people with the Academy Member role. One should be clearly defined as the **coordinator and main point of contact between the Academy and the DSJP editorial team**.

Onboarding meeting

The DSJP team will meet with the Academy's coordinator and its Academy Members for an onboarding session as early as possible in the process. This is an 1-hour online meeting.

Introductory page

What can an Academy do on the DSJP? The Academy can begin by introducing itself to DSJP visitors by creating an Introductory page.

Creating your Introductory page

- ▶ From the toolbar, click Content → Add → [Landing page](#)

The Academy's introductory page will contain useful information about its offerings. This takes the form of text and images, with a variety of formatting options and layouts.

You populate the Academy's introductory page by adding components.

Customising your page with components

Each component has a specific function. Detailed instructions for each type can be found in this document under [Component types](#).

After creating the Academy's introductory page, you may proceed to add more content relating to its actions (news, events, trainings, etc.) to reach your Academy's target groups.

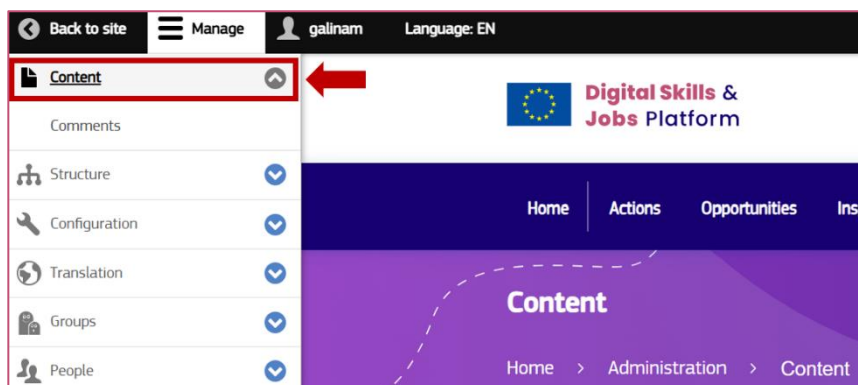
Adding content

Now we will review how you can add and enrich the Academy content that is hosted on the DSJP.

- ▶ Click the **Content** tab at the top left of the page to begin creating a new item.

- ▶ Choose by content type (a draft of this content type will open):
 - ▶ [News](#) (articles)
 - ▶ [Training opportunities](#) (courses, MOOCs, etc.)
 - ▶ [Digital skills resources](#) (case studies, podcasts)
 - ▶ [Skills intelligence publications](#) (reports)
 - ▶ [Events](#) (digital skills focus)
 - ▶ [Good practices](#) (proven initiatives)
 - ▶ [Learning paths](#) (tailored learning)
 - ▶ [Funding opportunities](#) (open calls, grants)
 - ▶ [Landing page](#) (information hub)

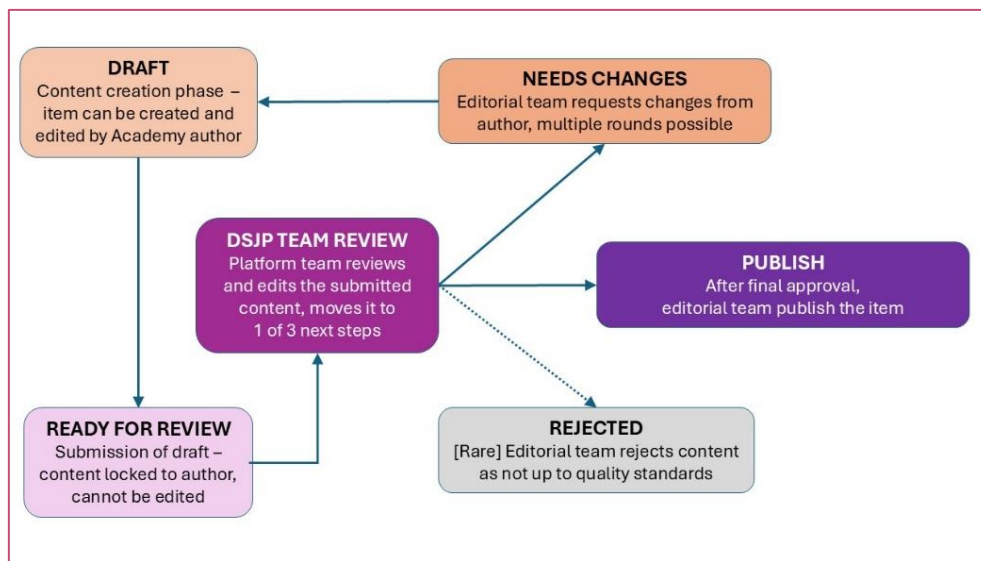
Next, we will outline the steps in the process to publish the content that you have drafted – this is called the editorial workflow.



Editorial workflow

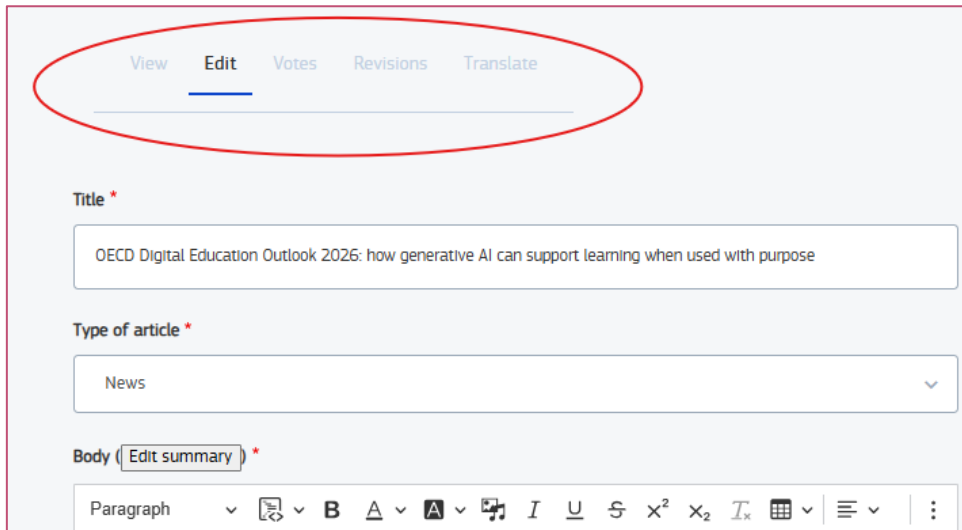
As content moves from drafting to publication, content items pass through these states:

- ▶ **Draft:** Content is editable by Academy Members.
- ▶ **Ready for Review:** Content item is locked for editing and sent to the DSJP editorial team.
- ▶ The DSJP team can respond with:
 - ▶ **Needs changes:** Edits are requested from the Academy Members.
 - ▶ **Publish:** Item is approved and published.
 - ▶ **Rejected:** Content does not meet standards (*rare*)



How do you effectively navigate those steps? By using one of the [Content management system actions](#).

Content management system actions



The screenshot displays a content management system interface. At the top, a horizontal menu contains five options: 'View', 'Edit', 'Votes', 'Revisions', and 'Translate'. The 'Edit' option is highlighted with a blue underline and is circled in red. Below the menu, there are three main sections: 'Title *' with a text input field containing 'OECD Digital Education Outlook 2026: how generative AI can support learning when used with purpose'; 'Type of article *' with a dropdown menu showing 'News'; and 'Body (Edit summary) *' with a rich text editor toolbar. The toolbar includes options for paragraph style, list creation, bold, italic, underline, strikethrough, superscript, subscript, text color, background color, and a menu icon.

- ▶ **View:** Preview the published page
- ▶ **Edit:** Add/update text, images, and components
- ▶ **Revisions:** Track and restore previous versions
- ▶ **Translate:** Create/edit language versions (auto-served to users)

Annex 1: Onboarding

Creating a user profile

If you are not a registered user of the DSJP, [create a user profile](#), the first step to getting your content online (authentication via EU Login).

- ▶ Ensure mandatory fields (marked with a red asterisk*) are filled in.
- ▶ Uploading a photo and short description is optional. Keep in mind that your profile is what community members see, so the more complete it is, the more chances you'll have for networking opportunities and connections.
- ▶ Your profile will initially appear **blocked**. This is a security measure, but your account will soon be enabled by the Editorial Team.
- ▶ If you have any questions, email editorial@digitalskillsjobs.eu

Academy member role

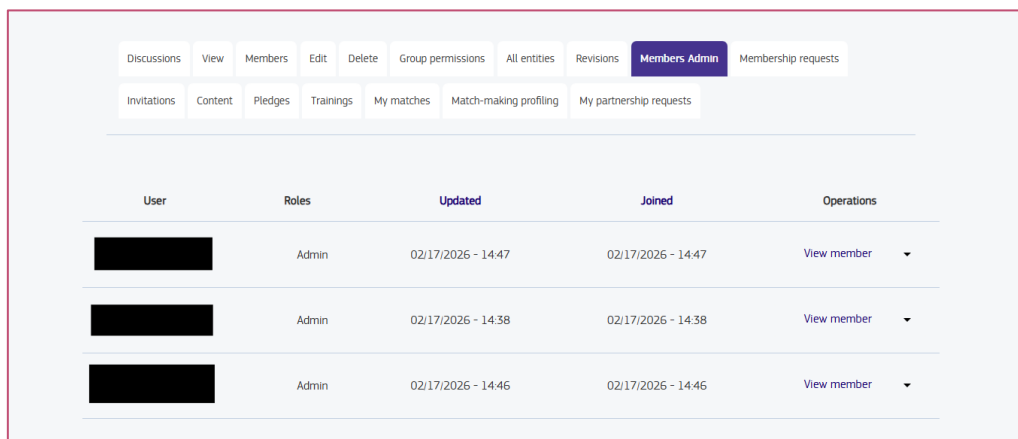
Academy members are assigned the **Academy member role** on DSJP, which gives Academy-specific privileges to these users, enabling them to draft content and access Academy-specific areas of the Platform.

As an Academy member, you have privileges that enable you to:

- ▶ Create your Academy's main page – we call it the Introductory page (content type Landing Page).
- ▶ Create content relating to the activities of your Academy (news, events, trainings)

Academy structure

- ▶ Under the group organisation, the Admin or Coordinator (or a DSJP Editorial team member) can view/add/remove a member
 - ▶ The date a user joined the group and the updated date are in this dashboard view



User	Roles	Updated	Joined	Operations
[REDACTED]	Admin	02/17/2026 - 14:47	02/17/2026 - 14:47	View member
[REDACTED]	Admin	02/17/2026 - 14:38	02/17/2026 - 14:38	View member
[REDACTED]	Admin	02/17/2026 - 14:46	02/17/2026 - 14:46	View member

Figure 1. Members admin on DSJP

- ▶ The navigation menu has three levels:
 - ▶ L1: Academies
 - ▶ L2: (Specific academy)
 - ▶ L3: (Specific academy) subpage 1
 - ▶ L3: (Specific academy) 2
- ▶ Instructions for creating an **Academy introductory page** can be found in [Annex 2](#).

Annex 2: Creating an Introductory page

This is used to provide a clear, high-visibility entry point for sectorial academies. It acts mainly as a “hub” of Academy-specific information leading the user to other content items.

Every Academy must have an Introductory page. It helps visitors quickly understand the Academy’s scope and structure and guides them toward specific actions, like learning more about a topic, exploring opportunities, or joining a community.

The introductory page can contain rich content because it is populated with a **set of components**:

- ▶ Each component has a specific layout and presentation that serves its intended function (e.g. showcasing highlights, embedding multimedia, creating a call-to-action).
- ▶ Components can be combined to produce visually appealing and structured layouts.

The [Cybersecurity Skills Academy](#) is an existing Academy landing page. You can see how they have structured their landing page and get ideas about how you’d like to make your own.

Create your Introductory page

From the toolbar, click **Content** → **Add** → **Landing Page**

- ▶ Enter a page title (*)
- ▶ Include a short summary or description (optional, add now or later)
- ▶ Leave most of the technical settings as they are
- ▶ Add components that you need for your content

Component types

You have full freedom on which components to use and what content to display among these options.

Top banner

The Top banner is the **visual starting point of your landing page**, which usually contains a large image, a clear headline, and (if needed) a short description or button linking to another part of the site.

- ▶ Every landing page should begin with a Top banner (immediately establishes context and tone)
- ▶ Choose an image that reflects the subject of the page, keep the headline concise, and ensure that any overlay text remains readable against the background

Text component

The Text component allows you to **add paragraphs, subheadings, or links**.

- ▶ This is the place for introductions, context, or explanations that connect one section to another
- ▶ Keep sentences short and clear
- ▶ Structure your content so it can be easily scanned by readers
- ▶ Subheadings (H2 or H3) help break long sections into digestible parts
- ▶ If you paste content from another source, use “paste as plain text” to avoid formatting issues

- ▶ **Images** can be inserted directly into the body of the text to support or illustrate content.
 - Ensure they are properly sized so they display neatly on **both desktop and mobile**
 - Ensure they include descriptive alt text for accessibility
 - Avoid large files, to avoid slow page loading

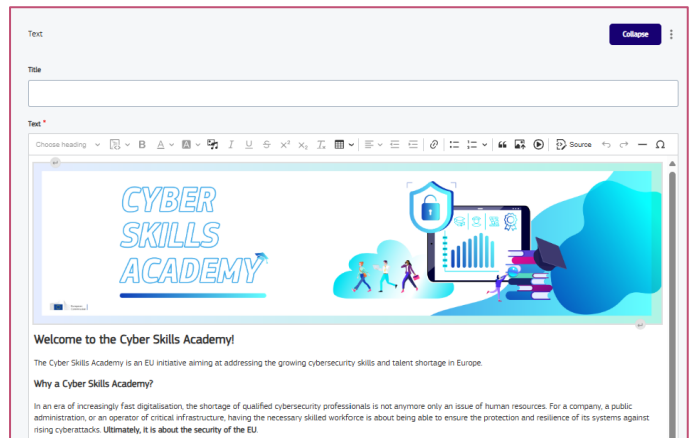


Figure 1. Landing page of the Cybersecurity Skills Academy – Text Component

Listing component

The Listing component automatically displays **content that already exists elsewhere on the Platform** (e.g. a feed of recent articles, training opportunities, or upcoming events).

- ▶ Use this when you want your landing page to feel dynamic, with updates appearing automatically
- ▶ Before saving, make sure to apply the correct filters (e.g. topic, country, content type), to ensure the correct items appear
- ▶ A short introductory sentence can help users understand what they’re seeing, for instance: “Browse the latest resources from our network”

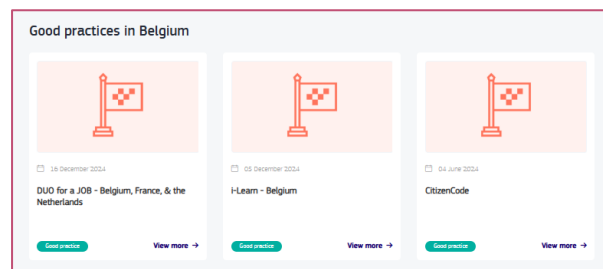
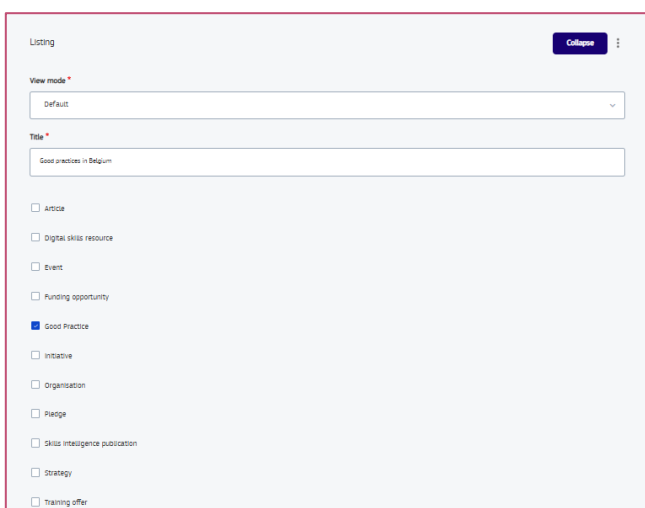


Figure 2. Listing components and available filters.

Highlighted listing

This works like the regular Listing component but is designed for **featured or high-priority content**.

- ▶ It draws more visual attention and is ideal for flagship projects, major news stories, or initiatives you want to promote prominently
- ▶ Use this sparingly (one or two highlighted listings per page are usually enough) and make sure the images are of good quality and the text is consistent in length

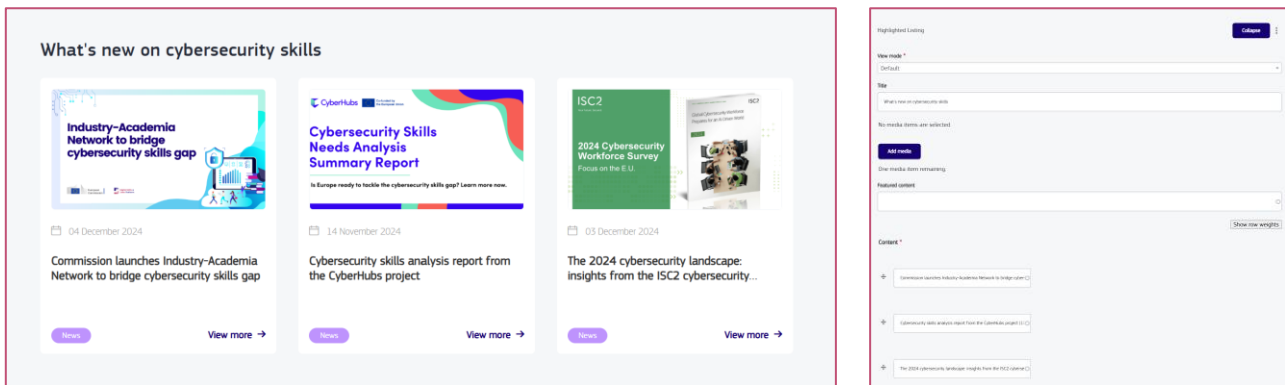


Figure 3. Highlighted listing

Cards

Cards are small, clickable blocks that combine an **image, a title, and sometimes a short description**.

- ▶ They are useful when you want to show several related items side by side (e.g. a set of featured articles, projects, or partners)
- ▶ Use a consistent writing style for all card titles and make sure that each links to an existing page
- ▶ Avoid mixing unrelated items within a single row of cards, as the visual repetition works best when the content has a shared theme

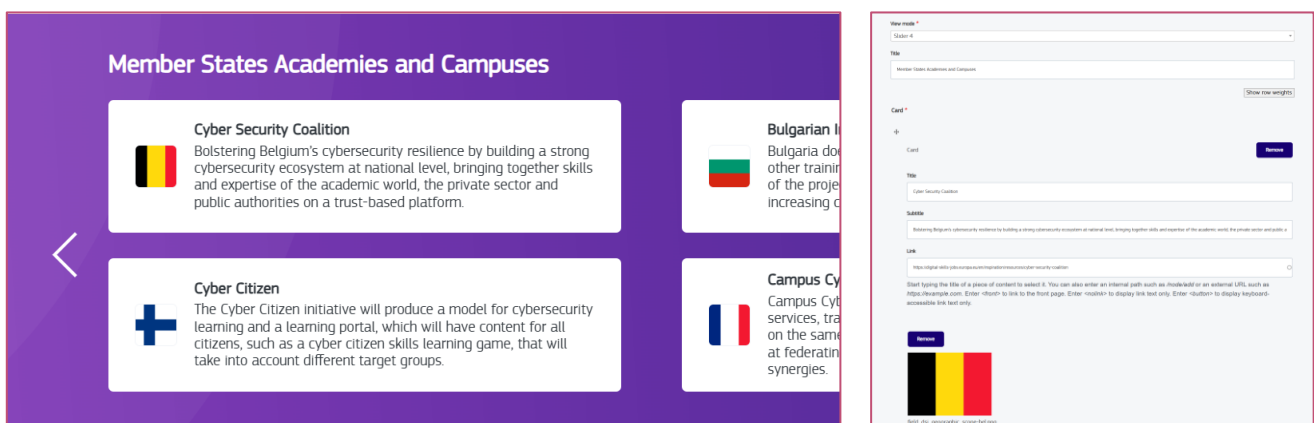


Figure 4. Cards

Grouped Cards

Grouped Cards allow you to collect **several sets of Cards under one thematic heading**.

- ▶ They are particularly useful for organising larger collections (i.e. *resources by country or EU Initiatives*)

- ▶ Each group should have a clear title and a brief introductory sentence that explains the section
- ▶ Keep the number of cards per group manageable (six to eight at most) so that the section doesn't feel crowded

Testimonials

Testimonials give your landing page a personal touch, used to display **short quotes from stakeholders, community members, or project participants**.

- ▶ A strong testimonial can illustrate the impact of a programme or highlight the value of participation in a specific initiative
- ▶ When possible, include the person's name, role, and organisation, and keep quotes brief (2–3 sentences are usually enough)
- ▶ If you include a photo, ensure that you have permission to use it, and that it fits the Platform's visual style

Call-to-Action (CTA) banner

The Call-to-Action banner is one of the most important components of a landing page, **guiding the visitor toward a clear next step**: registering for an event, joining a network, or exploring a specific area of the site.

- ▶ The text should be simple and direct, and the button label should use an action verb such as "Join," "Learn," or "Explore"
- ▶ Because the CTA banner stands out visually, you should only include one main call to action per page

Small banner

A Small banner works as a visual divider between sections or as a **secondary emphasis area within the page**, and might include a short slogan, an inspiring phrase, or a smaller CTA.

- ▶ It takes up less space than the Top Banner, so is useful for adding rhythm to longer pages or introducing a new section
- ▶ Keep the text short (ideally one sentence) and use strong colours or background images

Annex 3: Uploading content

To add content to the Platform, find click on the “Content” tab on the top left of the DSJP site (**Figure 1**).

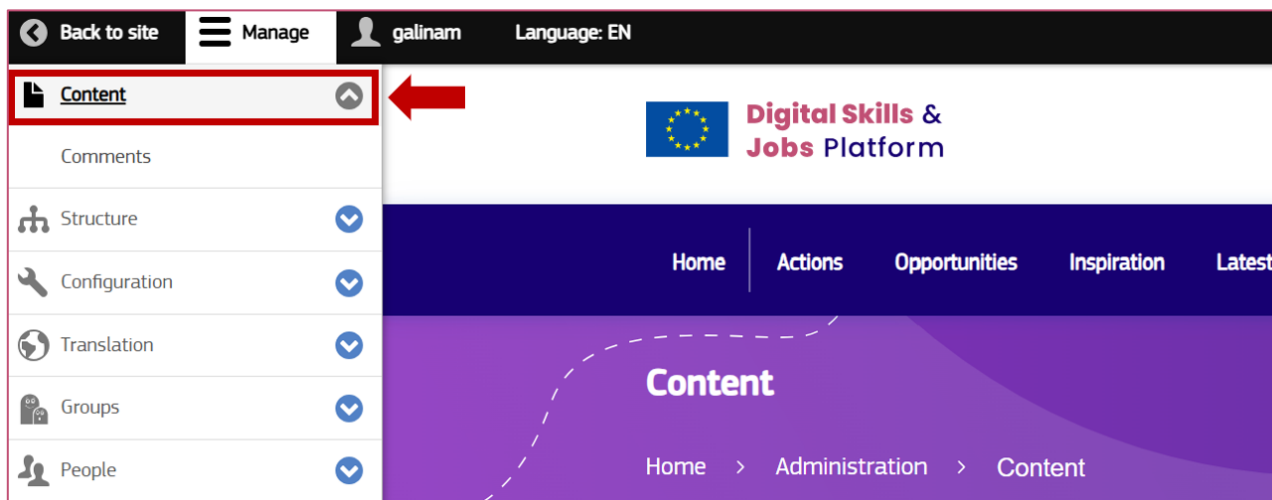


Figure 1. Content tab on the Platform.

Choose which content type to add (a draft will open if you are logged in):

- ▶ [News](#) (articles)
- ▶ [Training opportunities](#) (courses, MOOCs, etc.)
- ▶ [Digital skills resources](#) (case studies, podcasts, etc.)
- ▶ [Skills intelligence publications](#) (reports)
- ▶ [Events](#) (digital skills focus)
- ▶ [Good practices](#) (proven initiatives)
- ▶ [Learning paths](#) (tailored learning)
- ▶ [Funding opportunities](#) (open calls, grants)
- ▶ [Landing page](#) (information hub)

Platform sections and content types

The choice of content type defines the section in which your new content will be placed. Each content type has specific pieces of information that must be included (*) as well as a standard layout and presentation style.

Table 1 lists the content types, to help you decide how to classify your content, and includes links to the corresponding sections of the Platform, so you can see published content of that type.

Table 1. Guide to content types

Content type	Scope
<u>Articles</u>	<p>Updates from EU and national level, insights into current digital trends.</p> <p>Information on the latest relevant initiatives, projects, opportunities, and developments in digital skills and jobs.</p> <p><i>NB: Articles require an image ahead of publication. Please upload in the correct field (not SEO image) and make sure to note include copyright attribution.</i></p>
<u>Discussion</u>	<p>The Platform is the home to an active digital skills and jobs community of over 16,000 stakeholders. Community members can post discussion threads dedicated to key digital skills topics and technologies.</p> <p>They can also be used to collaborate across organisations, showcase best practices, and find experts and like-minded enthusiasts for joint activities and projects.</p>
<u>Events</u>	<p>A selection of events on a variety of topics related to digital skills and jobs – webinars, workshops, training sessions, and conferences at national and European levels.</p>
<u>Funding opportunities</u>	<p>This section presents a variety of funding opportunities for upskilling and reskilling to support the digital competencies of individuals and organisations (including loans, grants, and financial instruments and mechanisms).</p>
<u>Landing page</u>	<p>A “hub” that collects a range of items published across the Platform’s content sections with links to curated selections of training offers, learning resources, events organised by the project, etc. A landing page is constructed by the Academy user with components, “building blocks” that offer different ways to display digital information.</p>
<u>Pledges</u>	<p>A pledge is a commitment to launch a specific action or demonstrate a measurable impact on a dedicated target audience segmentation (i.e. education, ICT experts, all citizens, employees).</p> <p>Any organisation, regardless of its status, can make a pledge – so add yours, and make sure to regularly update its progress!</p>
<u>Training offer</u>	<p>Training offers on the Platform come in different shapes and forms: short bootcamps and workshop sessions, online MOOCs, blended courses, and even master-level degree programs.</p> <p>The description of a training offer should contain clear information about its topic, modules, format, onboarding, and outcomes that a learner can expect upon successful completion of the training.</p>

Editorial workflow

In the standard editorial workflow (**Figure 2**), the content item proceeds through specific content states:

► **Draft → Draft**

The content item can still be edited or updated by the author (or member of the same Academy). If you are working on the content but need to pause, you can save it as **Draft** and go back later to continue editing.

If you have drafted a time-sensitive item (such as an event that takes place soon and needs to be published quickly) please alert editorial@digitalskillsjobs.eu at soon as possible.

► **Draft → Ready for Review**

The content is locked and cannot be edited. It is sent to the Platform’s editorial team for review. Users with an “Academy member” role cannot proceed past the Ready for Review stage.

► **Ready for Review → Needs Changes**

The editorial team requests changes in content. Notification email is sent to the author, informing them of the required changes.

Or

► **Ready for Review → Publish**

After approval from the editorial team, the content item is published (notification email sent to author).

Or [Rare]

► **Ready for Review → Rejected**

Editorial team rejects content after being assessed as not up to quality standards. Notification email is sent to the author.

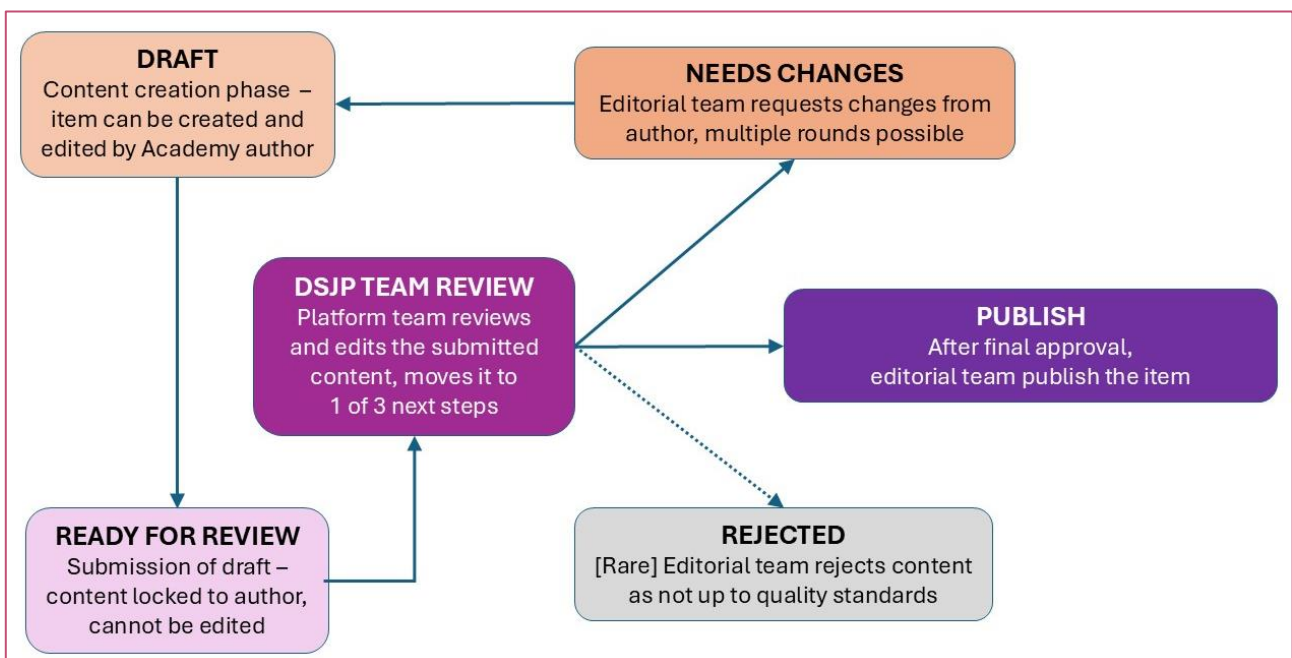


Figure 2. Editorial workflow

Content management system tools

The Content Management System is where you can create, manage, and modify content. On the top of each landing page, you will find 4 tabs: **View**, **Edit**, **Revisions**, and **Translate**. These tabs are your main tools for managing and updating content on the Digital Skills and Jobs Platform.

- ▶ **View:** Shows how the page will look to visitors when it is published.
- ▶ **Edit:** Here you fill in and update the page content, adding text, images, and components.
- ▶ **Revisions:** Keeps track of all saved versions, so you can view older versions and restore changes.
- ▶ **Translate:** Offers the ability to create and edit different language versions of the same content item. They will be automatically served to users according to the language of the original content item (**Figure 4**).

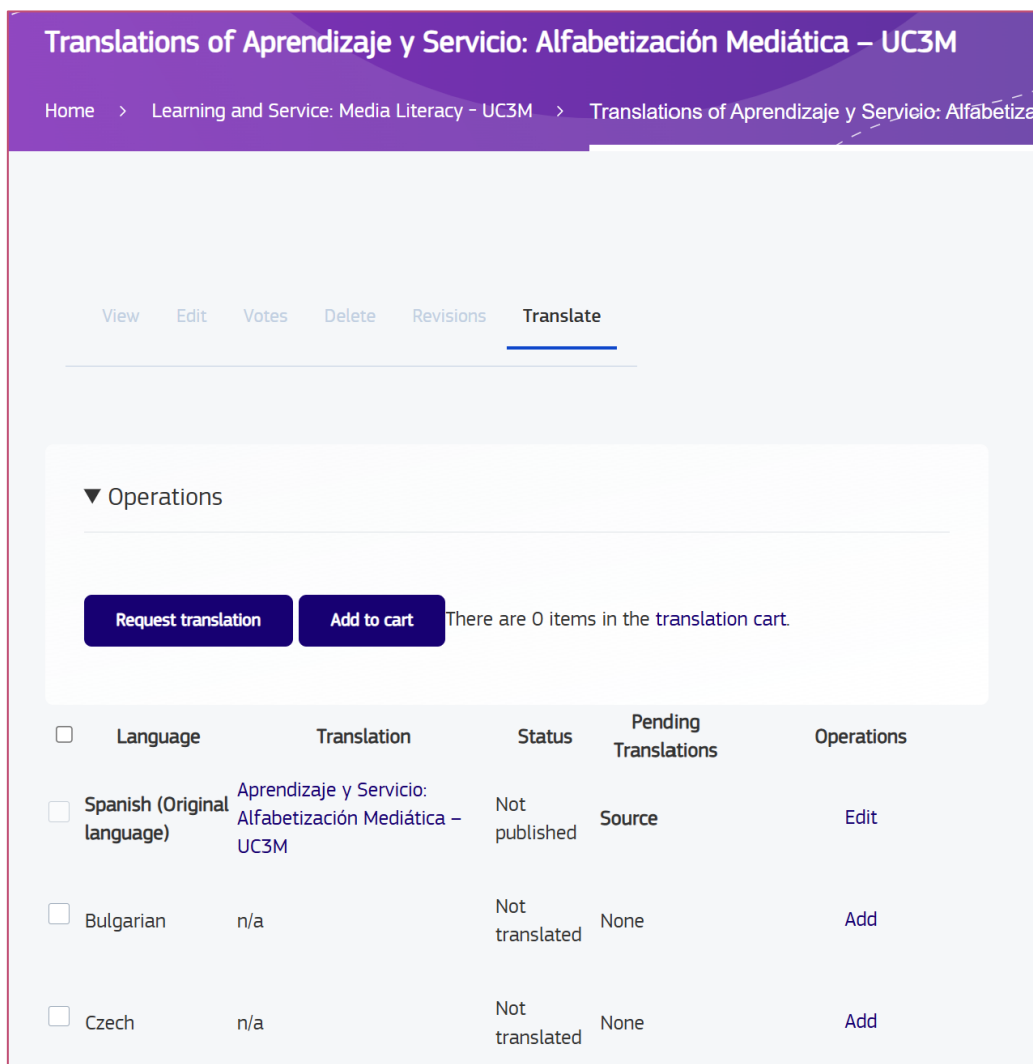


Figure 3. User profile with different language versions of an article

Response time frames

The Editorial team of the Platform, available at editorial@digitalskillsjobs.eu, will respond to review requests promptly.

- ▶ Please ensure that sufficient time is provided to the editorial team to accommodate your request.
- ▶ For cases in which social media promotion and stakeholder coordination is required, the editorial team should be notified as early as possible.
- ▶ For large numbers of requests, the editorial team reserves the right to publish content in batches and push back the publication timeline, especially in cases that are not time-sensitive.

Annex 4: Content and metadata for the most commonly used content types

Article (News)

Table 2 lists the fields that should be completed to publish a news item on the Platform.

Table 2. Publishing an article

Field	Instructions
Title (*)	Title of your article (90 characters maximum). The title influences whether or not the user clicks on your content. For inspiration, take a look at articles we have previously published: https://digital-skills-jobs.europa.eu/en/latest/news
Type of article	Select 'News'.
Body	You can compose your text directly in the Platform CMS, or use a Word document to prepare it and then paste once ready, in plain text format (typically 200–500 words). Use of headings is important. Use in chronological order, starting with <u>Heading 2</u> . Sub-headings are then <u>Heading 3</u> and <u>4</u> .
Summary	Include an engaging summary (200 characters maximum), summarising the main points or prompting the reader to click and find out more.
Image	Upload an image relevant to this content type (e.g. an image from an event, organisation logo, etc.). Fill in additional accessibility fields ("image description", "accessibility text"). Make sure to note image copyright, and use only images available for public (not commercial) use.
Website link (URL, Link text, Link type)	<i>Not needed with articles (unless necessary for context or listing supporting documentation). Articles should instead include hyperlinks within the text body.</i>
Digital technology/ specialisation (*)	Choose from drop-down menu. <u>Select only the main subject matter of the content, not all technologies briefly mentioned in the text.</u>
Digital skill level (*)	Choose between basic , intermediate , advanced , or digital expert (multiple possible). For general news on digital skills, choose all.
Geographic scope: country (*)	Select 'European Union' for EU-related news and specific country/countries that the news addresses.
Type of initiative (*)	<ul style="list-style-type: none"> ● EU institutional initiative: coming from and solely funded by European institutions: European Commission, Parliament, Council, agencies (e.g. ENISA, Cedefop). ● National initiative: national outreach, coordinated by national authorities and government agencies. ● International initiative: content from a global body (WEF, OECD, etc), or <u>when a national initiative has received European funding to be implemented (and therefore to achieve results).</u>

Event

Table 3 displays the fields that should be completed to publish an event item on the Platform.

Table 3. Publishing an Event

Field	Instructions
Title (*)	Official title of event (90 characters maximum).
Summary	Short summary of event, when it takes place, and what will occur.
Body	Description of the event, including: <ul style="list-style-type: none"> • Date and time of event • Main stakeholders targeted (Who is this event for?) • Agenda, how to register, link to registration form • Registration deadline (if any) • Other useful information: keynote, speakers, participants, location, format.
Image	Relevant image: could be the poster/banner for the event. For images that are not owned by you, <u>please include relevant copyright details.</u>
Author	<i>Not in use. Leave this field blank.</i>
URL	The URL for your target page.
Link text	Link text as it will be displayed on the Platform. Use a descriptive phrase such as ‘ <i>Online Forum 2021 Slovakia</i> ’, ‘ <i>CodoDojo Event Bulgaria</i> ’, ‘ <i>EU Industry Days 2022 in Czechia</i> ’, etc.
Link type	<i>Platform team selects this.</i>
Target audience (*)	Select one (or more) of the four pillars of the Digital Skills and Jobs Coalition: <ul style="list-style-type: none"> • Digital skills for all citizens • Digital skills for the labour force • Digital skills in education Digital skills for ICT professionals and other digital experts
Digital technology/ specialisation (*)	Select only the main subject matter of the content (i.e. AI, Quantum Computing, digital transformation, etc.)
Digital skill level (*)	Basic, Intermediate, Advanced, or Digital Expert (multiple selections possible).
Geographic scope: country (*)	Select the country where the event takes place (for online events, can be the country where the responsible organisation is based).
Industry – field of education and training (*)	Technology and digital skills-themed events go under the category ‘ <i>Information and communication technologies (ICTs)</i> ’. Include all other relevant areas such as e.g. ‘ <i>Education science</i> ’ if the conference targets educators, or ‘ <i>Manufacturing and transport</i> ’ if the event is on the topic of machine learning, or robotics usage in the manufacturing industry.
Target language (*)	Language of event , particularly if different from country language (e.g. an English-speaking event organised in Italy).
Type of initiative (*)	Select the type of initiative for this event – European, National, or International (e.g. if your event is supported by the European Commission).
Event start time/date	Date and time event starts.
Event end time/date	Date and time event ends.

Field	Instructions
Event organiser	Organisation responsible for the event.
Event setting	Online, On location, Virtual Live (i.e. online, streamed live), or Virtual pre-recorded
Event location	If event has a physical location, add full address (geolocation will be automatically generated based on address). <i>You can select a time zone by typing the country/city in the field.</i>

Training opportunity

Table 4 lists the fields that should be completed to publish a training opportunity on the Platform.

Table 4. Publishing a Training Opportunity

Field	Instructions
Title (*)	Title of your training (90 characters maximum).
Summary	Short text (2–3 lines) that summarises the training and its key points.
Body (*)	Description (150–300 words), including: main aims and objectives, target audience (e.g. students, teachers, workers, general public), deadlines for enrolment, assessment, or submissions, information on fees/financial aid (if not free). Include a description of learning outcomes: What happens after a user completes the training? What skills and knowledge can they expect to acquire upon completion?
URL	Link with which your course can be accessed.
Link text	Use a descriptive phrase that fits the content (e.g. ‘ <i>Digital Literacy MOOC</i> ’, ‘ <i>Online cybersecurity course</i> ’, ‘ <i>Master’s programme in AI</i> ’, etc.)
Link type	<i>Selected by Platform team.</i>
Digital technology/ specialisation (*)	Choose from: AI, cybersecurity, IoT, big data, blockchain, robotics, augmented reality, virtual reality, high performance computing, machine learning, cloud computing, 5G, telecommunications, WiFi, quantum computing, software, mobile application development, web development, microelectronics, digital skills, digital transformation, robotic process automation, edge computing, Cyber Skills Academy. ¹
Training opportunities (*)	Choose from: course, programme module, mentoring, MOOC, apprenticeship, study visit, short learning programme, internship, educational programme, class, service learning, thesis.
Learning effort (*)	Choose from: Part-time light, full time, part-time intensive.
Self-paced	Yes/No
Start date (*)	Date when your training starts.
End date (*)	Date when your training is due to finish.
Digital skill level (*)	Choose from: basic, intermediate, advanced, digital expert. Click on Next
Provider organisation	Check if organisation already exists by typing in the blank field. Select if it appears. If not, you must create a separate entry for the organisation. Open a separate window and click on ‘ Add Content ’ → ‘ Organisation ’, or contact the editorial team.

¹ Tag used explicitly for content from the Cybersecurity Skills Academy.

Field	Instructions
	For EU-funded projects with consortia of multiple partners, project coordinator can be inserted in Organisation field.
Location type (*)	Does the training take place online and remotely, or in person? Choose between: project-based, work-based, presential, online, blended (hybrid), research lab-based.
Geographic scope – country (*)	European Union
Target language (*)	Choose the correct language for the training from the list accessible via the drop-down menu. You can add several languages here,
Field of education and training	All digital skills trainings fall under the parent category “Information and communication technologies (ICTs)”. Select “ICTs not further defined” or a more specific term (“Computer use”, “Software applications and analysis”, etc.) should this fit. Other examples of suitable categories include: <ul style="list-style-type: none"> ▶ Engineering trades (“Construction and manufacturing”, “Transport”, “Electronics and automation”) ▶ “Work skills”, “Personal Skills”, “Literacy and Numeracy” ▶ Sector-specific skills (“Medicine”, “Law”, “Business and administration”, “Biology”, “Environmental Protection Technology”, etc.)
Target group	Select group(s) of learners targeted (e.g. education level, experience, language background, specific needs) from drop-down menu. Choose all that apply.
Is this course free?	Yes/No ²
Credential offered	Select type of credential learners receive upon successful completion. Choose from: learning activity, qualification award, diploma supplement, learning entitlement, or generic.
Type of funding	Information on funding that made the programme module, course, or MOOC possible. Options include: public, private, crowdfunding, public-private, DIGITAL ADS S04, and European Union Institutions, Bodies and Agencies.
Type of training record	Does the training exist on its own, or is it part of a larger database, with other courses? Choose between single offer and database.

² If the course is not free, additional fields will appear once you click on “No”, where the price to attend and other details can be inserted.

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