



Training Toolkit

WP 3 - Del 11

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Abbreviations

CECO – Community Engagement and Communication Officer

DigComp – European Digital Competence Framework for Citizens

DIGY – Digital Transformation Facilitator

EntreComp – European Entrepreneurship Competence Framework

ECVET – European Credit System for Vocational Education and Training

EQAVET – European Quality Assurance in Vocational Education and Training

EQF – European Qualifications Framework

EU – European Union

ICT – Information communication technologies

LMS – Learning Management System

MOOC – Massive Open Online Course

OER – Open Educational Resource

VET – Vocational Education and Training

WBL – Work Based Learning

WP – Work package

Introduction

The project BIBLIO addresses the skills gap in the library sector due to the digital transformation that is changing the role of libraries and library professionals. The project facilitates the acquisition of digital, entrepreneurial and transversal skills for library professionals, in order to respond to the digital transformation by setting up a system for skill assessment, learning offer and validation and recognition. BIBLIO is implemented by a consortium of ten organisations from five EU countries (Belgium, Bulgaria, Greece, Italy, Latvia) including four sectoral organisations, library networks and library/archives organisations, universities, VET providers, and two European networks.

This training toolkit on BIBLIO is specially designed for the tutors, teachers and other educators involved in the project. The aim of this training toolkit is to help the tutors trained in the BIBLIO methodology, which can include teachers and other educators. This toolkit is intended to be used together with the VET Methodology to receive a clear overview of the BIBLIO projects approach to training. Toolkit will provide an overview of the BIBLIO project, its approach to training, as well as course content both in MOOC training courses and specialized training courses. It is designed to assist tutors, teachers and other educators in creating a successful training initiative. It explains the approach of full three stage training process:

1. A Massive Open Online Course (MOOC)
2. A face-to-face specialized course
3. Work-based learning in a partner library

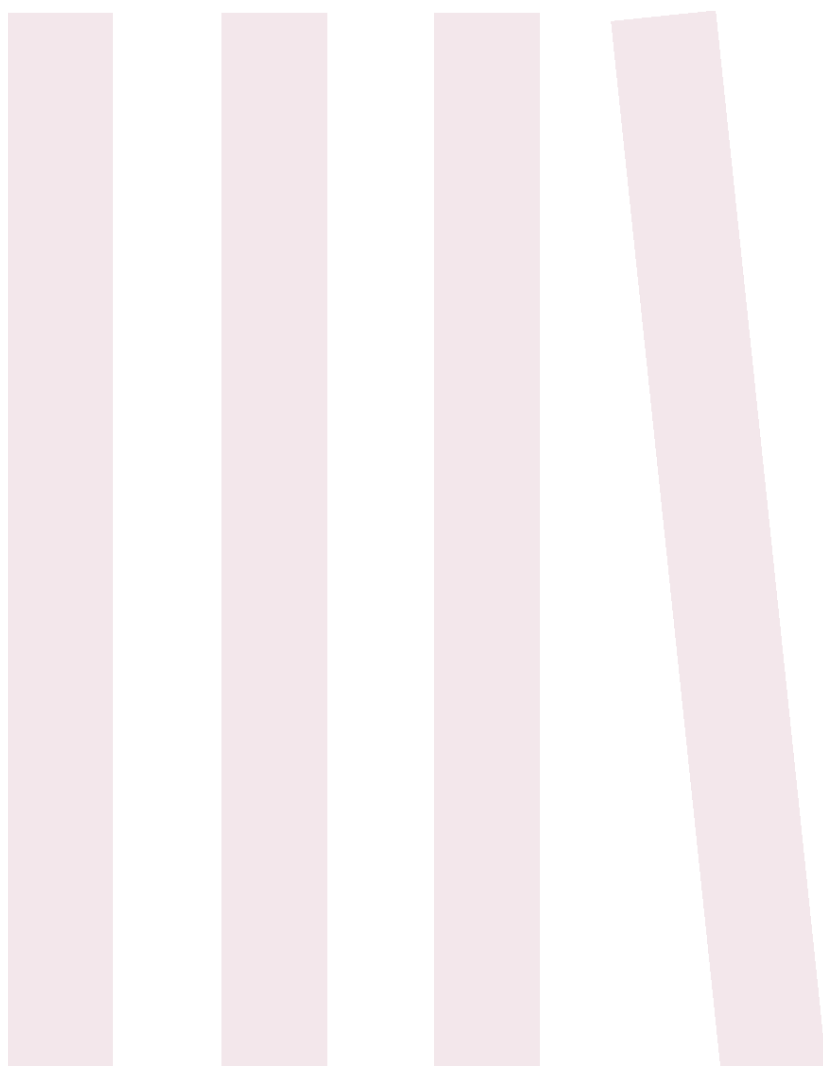
The toolkit introduces trainers to modular training content for both training profiles – the Community Engagement and Communication Officer (CECO) and the Digital Transformation Facilitator (DIGY).

It contains a training plan, guidelines, Open Educational Resources and learning outcomes to use along the way, it provides the guidance and resources that are appropriate for the lecturers.

Based on piloting conducted in four countries, the research suggests that the training program could be delivered using a modular approach. Initial research findings indicate that, in some instances, the full training course may not be necessary, and modules should be utilized based on the trainees' specific needs. To determine the appropriate approach, trainers should initiate an initial consultation involving both mentors and trainees. It is recommended that Work-Based Learning (WBL) be implemented, but its integration should be tailored to individual cases, either running parallel to theoretical training from the beginning or at the conclusion of the training process. Each case should be assessed individually, considering the trainees' and organizations' requirements.

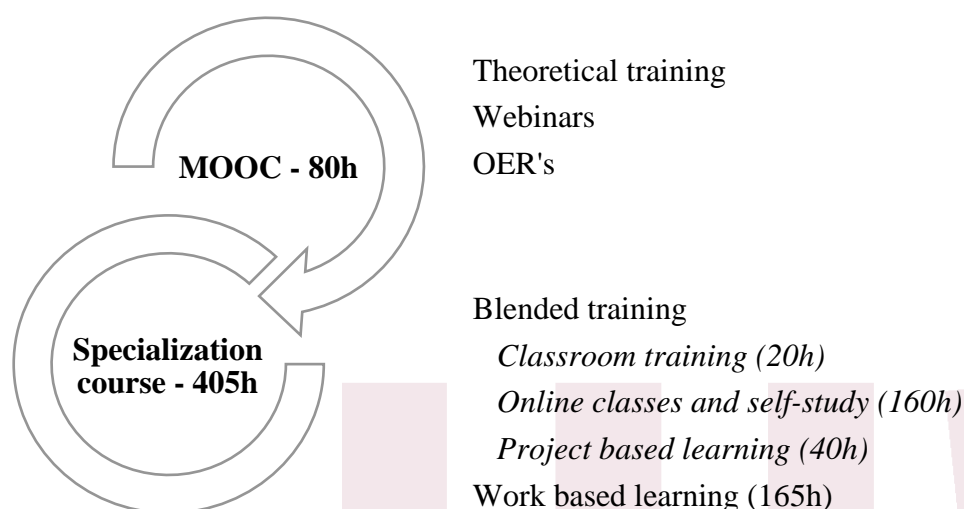


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1. Training approach

Training within the project consists of several approaches – MOOC online training and a specialization course. During the MOOC, training potential trainees will study the theoretical programme via an online interactive training content, expert webinars and further studies through OER's. Specialization courses will include blended training programs, project-based and work-based learning principles. All the mentioned approaches will be described in more detail in the next chapters.



The training programme will be tested in 4 piloting countries (Italy, Bulgaria, Latvia and Greece) and will be aimed at delivering the curricula that will be structured as follows:

- Massive Open Online Course (MOOC) 80 hours
- Specialization course:
 - Blended Training – in total 240 hours (20h assessment):
 - a. Face-to-face learning (20h)
 - b. Online classes and self-study (160h)
 - c. Project-based learning (40h)
 - Work-based learning – in total 165 hours (5h assessment)

The curriculum will be made publicly available for uptake by VET institutions teaching librarianship, specifically in partner countries, but also for other stakeholders in Europe.

1.1. Requirements for participation in training

BIBLIO project is aimed mostly towards library professionals, unemployed people in the library sector and libraries, by enabling them to manage and offer innovative digital tools and services for users. The training will apply to the above mentioned target groups, offering to participate in MOOC and in Specialization course. Also, the MOOC will remain available after

the project's ending giving learners the opportunity to subscribe and get involved into the project.

For piloting purposes, an online registration form has been developed, requiring credentials, contact information, general information (age, country, and educational background), current employment status and profession, as well as years or experience and information how did the participant heard about the course. All participants applying should be asked for consent to their data usage. MOOC has no limitations for participation but depending on the country national requirement for participation in specialization course may apply (documents of previous education, agreements of participation in the course etc.) Countries must follow and apply the rules and regulations of their National Agencies of Vocational education and training.

Requirements to start the module:

- Basic or intermediate digital competencies
- Basic entrepreneurial and transversal competences
- Skills to work with different sources of information in libraries and in the digital environment
- B2 English language level (MOOC is in English)

Requirements to complete the module:

- MOOC – completed with 75% of final online test
- Classroom training – differentiation of the class of teams and collective assessment/self-assessment
- Online learning – all assessments completed and 75% of all online tests
- Project based learning – project submitted and received positive evaluation from tutor
- Completion of Work based scenario (optional)

As the training course is modular, different modules require different levels of competence. For example, the most technical modules of the DIGI job role profile require in-depth digital skills.

1.2. MOOC training

The MOOC is based on the Learning Management System (LMS) “Moodle”, the most known open source LMS (compatible also with Android, iOS), which serves a vast community of learners and offers responsive design (mobile-friendly, included). The BIBLIO MOOC will be held in English and will start in October 2021, available to all interested learners worldwide.

Unlike a traditional “course”, a MOOC is delivered on-line. The lectures are videos and reading materials, which are available 24/7. Each week participants will be able to interact with highly experienced experts in 1-hour live webinars and will have the opportunity to watch them

afterwards. Participants who successfully complete the MOOC are awarded a certificate of completion.

The MOOC (Massive Open Online Course (open, informal learning) is part of the modular training programme for the development of the competences included in the CECO and DIGY job profiles. It will be followed by the blended training course and the work-based learning activities.

The MOOC uses videos, presentations and reading material and enhances tutor-learner collaboration and peer learning through forums and chats. At the end of each unit, learners can self-assess their progress with the help of online quizzes.

Learners who complete the MOOC will develop their skills on:

- Online and offline communication
- Communication and interaction with library users
- Creating digital content
- Exploring technological changes
- Up skilling in information, data, and media literacy
- Community assessment and facilitation.

Below in Table 1 - MOOC Modules, a complete list of modules included in the overall VET curriculum are displayed. The 26 modules highlighted have been selected for the MOOC and are grouped in thematic areas to facilitate the learning process and, for this reason, will be launched in a different order than the one in the list. The remaining modules will be delivered during the specialized course.

Table 1 - MOOC Modules

1 Introduction to digitization (CECO and DIGY)
2 Browsing, valuing, searching, and filtering trusted data, information, and digital content (CECO)
3 Identifying and evaluating fake data, information, and digital content (CECO)
4 Managing data, information, and digital content (CECO and DIGY)
5 Interacting through digital technologies (online meetings) (CECO and DIGY)
6 Collaboration and sharing through digital technologies (CECO and DIGY)
7 Digital citizenship (CECO)
8 Netiquette (CECO)
9 Managing digital identity (CECO and DIGY)
10 Digital tools and digital content development (CECO and DIGY)
11 Copyright legislation (CECO and DIGY)
12 Programming (DIGY)
13 Basic principles of data safety and security (CECO and DIGY)
14 Protecting devices (DIGY)

15 Protecting data and content (CECO and DIGY)
16 Protecting personal data and privacy (CECO and DIGY)
17 User support (Identifying needs and responses) (CECO and DIGY)
18 Problem/ crisis management (CECO and DIGY)
19 IT skills and troubleshooting (DIGY)
20 Competency management (CECO and DIGY)
21 Spotting opportunities (CECO and DIGY)
22 Valuing ideas (CECO and DIGY)
23 Development of sustainable digital services (CECO)
24 Design thinking (CECO and DIGY)
25 Motivation & perseverance (mobilizing others) (CECO)
26 Mobilizing resources (CECO and DIGY)
27 Marketing and promotion (CECO)
28 Advocacy (CECO)
29 Sales development (CECO and DIGY)
30 Fundraising and Crowdsourcing (CECO)
31 Project management (CECO and DIGY)
32 Strategic thinking (Business plan development) (CECO and DIGY)
33 Relationship management (CECO)
34 Change management (Change support) (CECO and DIGY)
35 Time management (CECO and DIGY)
36 Taking the initiative (CECO and DIGY)
37 Learning through experience (CECO and DIGY)
38 Risk management (CECO and DIGY)

1.2.1. Theoretical individual training

Theoretical training is designed for individual training and self-learning. Based on the curriculum, the length of a module varies from 1h to 2h of self-studies. It consists of several components published in MOOC – Introduction videos, theoretical presentations, Open Education Resources, tests and webinars (during the piloting phase webinars will be organized online, and recordings will be available afterwards).

Videos

Each MOOC training module will start with a short introduction video stating the aim of the module, learning outcomes and key topics of the training. The interactive video provides a brief overview of the content of the upcoming module.

Presentations

All training presentations are made as an introductory training material for individual studies. The presentation does not cover in-depth topics, but provides a general insight into the key topics of the module learning content. Theoretical presentations consist of learning materials for participants' self-study. Based on the knowledge gained through theoretical studies, participants will move on to more in-depth training (webinars, and later on, specialization course). Presentations will include materials for further reading and learning as well as OER's

Tests

An assessment test should be filled after each training module. It consists of Multiple-Choice Questions (minimum 6 questions per module). Test is evaluated and the Assessment criteria to pass the online test, 75% of the questions must be answered correctly. In case of unsuccessful it is possible to repeat the online test: each participant is granted to take the test 3 times.

1.2.2. Webinars

In addition to theoretical training, modules open during the respective week of the training will be complemented by a final webinar organized with the participation of experts, willing to share recent studies, examples of good practices and real life examples on the topics in question. Partners agreed to launch such webinars on the modules opened the previous week, so that - when meeting the experts - learners will already be acquainted with the subjects. Webinars are organized online as a discussion with experts moderated by project representatives with possibility to ask final questions by training participants. Webinars add practical aspects to the theoretical training participants have done through self-study in the MOOC. All webinar recordings will be published on the MOOC platform afterwards.

1.2.3. Further learning using OER's

The digital Open Education Resources (OER's) have been produced in order to support up-skilling of library professionals. The delivery of the VET curricula is based on a set of digital OERs that have been developed to support the acquisition of more than 40 digital, entrepreneurial and transversal competences. OER's are appointed to each of the training modules and integrated both in MOOC and Specialized courses.

1.2.4. MOOC training calendar

The MOOC includes training of 26 modules spread over 8 weeks. The recommended calendar of MOOC modules can be seen in Table 2 MOOC calendar. The 26 modules have been selected for the MOOC and are grouped together in thematic areas to facilitate the learning process. Modifications to the calendar can be made based on the national and/or target

audience needs. Each week will have 8-10 h of MOOC training, and the calendar has been developed to evenly cover both digital and entrepreneurial competences.

Table 2 - MOOC recommended calendar

Week		MOOC Modules		
1	Introduction to digitization	Strategic thinking (Business plan development)	Valuing ideas	
2	Spotting opportunities	Identifying and evaluating fake data, information, and digital content	Managing data, information, and digital content	
3	Interacting through digital technologies (online meetings)	Collaboration and sharing through digital technologies	Marketing and promotion	
4	Digital tools and digital content development	Copyright legislation	Sales development	
5	Managing digital identity	Basic principles of data safety and security	Mobilizing resources	
6	Protecting data and content	Protecting personal data and privacy	Change management (Change support)	Advocacy
7	User support (Identifying needs and responses)	Problem/ crisis management	Project management	
8	Competency management	Design thinking	Time management	Risk management

1.3. Specialization course

The specialization course is made of a) blended training course and b) work-based learning that can be adapted to national needs. The Specialization Training Course includes face-to-face, virtual learning, self-study, project-based learning and a work-based learning phase. Specialization courses will be delivered in partner country local languages and each of the piloting countries will train a minimum of 25 trainees. Training will be delivered via an online platform that stimulates sharing and exchange of knowledge, experiences and best practices. Before the specialization course trainers will be participating in a train the trainer's event - getting to know the methodology and the approach of the training. A crucial point of the specialization course is well established cooperation between project partners and libraries or other workplaces of trainees, as part of the training has to be held in a work environment. The specialization course consists of:

- b. Blended Training – in total 240 hours (20h assessment):
 - i. Face-to-face learning (20h)
 - ii. Online/virtual classes and self-study (160h)
 - iii. Project-based learning (40h)
- c. Work-based learning – in total 165 hours (5h assessment)

1.3.1. Blended learning

The blended training is planned as a modular course - first of all participants are able to choose their learning profile, and, before the training, a preliminary assessment will be made to understand the participants' existing knowledge and the need of training for each module. Based on the need some modules of training might be skipped if there are prior certifications or knowledge. Classroom training and online classes/self-study are held in parallel. Tutors are available for consultations during the blended training: they will be following up homework and assignments as well as helping trainees during studies and organizing workshops on the topic. There are two types of assessment:

- **formative assessment:** tutors will evaluate the assignments in order to make sure that learners have understood the concept, but a negative evaluation won't affect the accomplishment of the course;
- **summative assessment** to tests: learners are supposed to pass all tests providing at least 60% of correct answers in order to get the certificate.

Classroom training

The blended training will be delivered in local languages and will consist of 20 h face-to-face or online training with a tutor. Originally classroom training was created as a face to face in house training, but due to Covid-19 restrictions or other circumstances it can be delivered as online training with a tutor using online platforms based on trainers' preferences. The

blended course has been scheduled to start up to two months after MOOC training. Classroom training is complementary to the online classes and self-study. All of the modules do not require classroom training. The suggested face-to-face modules in classroom training are the modules 1-16, which are more focusing on digital competence development. The entrepreneurial and transversal competences can be learned on online classes and self-study and further with giving short course work and by the work-based learning.

Online classes and self-study

The Self-study phase consists of 160h self-training using provided materials and OERs. Tutors might be available based on students' needs (20h are planned as classroom training or online / face to face training with a tutor), but the main focus is on self-education. Workshops might be organized during the training.

Before the training following steps should be done:

1. a pre-fixed schedule introduced for online consultations of students with the relevant tutors.
2. at the request of the tutors, the type, structure and content of the organized workshops in the respective modules should be specified in advance.

For the online classes the same PowerPoint presentation as in MOOC could be used, also most of the materials for self-study (it is possible to add 1 or 2 new texts for case study), but the difference will be in the assessment.

The assessment methods and tasks will be concrete small course projects or writing opinions on some case study. Unlike MOOC online tests with close questions - open questions should be used, which have to be answered. The assessment criteria will be project submitted and evaluated. Qualitative evaluation criteria will be used. But on some of the themes an online test could be developed. The assessment requirements are given in every Module, but every person, who is responsible for the Module must formulate the concrete tasks. A combination of online tests for the basic definitions and open questions could be developed in the Module and up to 2 short course works to see if the learners have understood what they have read.

Example for Module 32 in the online test a question can be asked - What does the abbreviation SWOT stands for? The online test for MOOC can be used and it provides 4 possible answer possibilities. Further as course work tutor can ask - Please try to make a SWOT analysis for your library. For the special education we can ask - Define one strategic goal for your library and make it SMART.

Project based learning

Similar to work-based learning, project-based learning is also executed in a real life work based environment, to develop projects for trainees work place - for example a digital safety strategy for library, a marketing campaign of advocacy strategy. During the project-based

learning, the trainee together with the tutor and mentor from the workplace distinguishes the topic for the selected module, the needs of the library and then works on the project development – considering the theoretical basis, planning and development of the project. Project based learning is done on the specific module or modules selected by the trainee together with the tutor and workplace representative. The project could cover one or several competences from the training curriculum. Learners will be asked to develop a project in the form of an “action plan”, to be implemented during the work-based learning experience.

The action plan will be addressed to the library/organisation hosting the trainee and will have a double scope: 1) promote the digital innovation of the library and 2) promote library audience development. In order to achieve these objectives, the action plan will contain: - easy solution for the digitalization of the hosting organisation - audience-development techniques including e.g. a social media marketing strategy for libraries, “digital invasions” etc.

Example: for Module 32 it can be an attempt to make a market Analysis / target groups / products / services / programs in the concrete library.

During the 20 weeks blended course, the learners will be supported by tutors and trainers, regarding their needs for learning and further developing of their knowledge and skills. It is important to specify in advance for each module what type of project assignments students are able to do. The assessment of the learners, which will function as a mechanism for quality assurance for the attainment level of the acquired learning outcomes, namely for the knowledge, skills and competences they have attained from the blended course. Assessment will take place continuously during the course, based on peer evaluation, online test and project-based assignments. The execution of the project is evaluated jointly by the tutor and workplace representative/mentor.

1.3.2. Work based learning

Work based training is an educational strategy that helps to establish newly gained skills and knowledge in a real life environment - traineeships or job-shadowing sessions. BIBLIO project curriculum includes 160 h work-based training and 5h assessment session.

The work-based learning will last 10 weeks (165 h), including 160 h of practice in real work environment learning (placement) and 5 h of assessment. In addition to this, a short 1-hour face to face meeting between the trainees/apprentices and the trainers will take place every two weeks. This will provide an immersive experience for the learner where they can learn first-hand, by applying their knowledge and experience to a pre-defined situation via a live brief. This live brief will be co-created by the employer and academic/tutor identifying the specific activities to be delivered in the workplace during the placement; learning objectives and associated tasks; reporting and feedback mechanisms; and mentoring support.

In order to conduct Work based learning, it is necessary for each partner to determine in advance the basic organizations with which it will partner in the process of practical training,

on the basis of a concluded cooperation agreement. In this agreement it is important to specify the rights and obligations of the training organization (library, museum, etc.) and of the project partner (VET partners) carrying out the training. A key point is the appointment of a person in charge to control the Work based learning process. The practical training is conducted in a real work environment. In this case, the library can be a basic institution for practical work mainly in the area of digitalization and metadata creation.

Example for Module 32 for work-based learning, the learner is expected to create a simple business plan for using the service in a specific library, incl. Marketing - no more than 3 pages, but with all the elements of the business plan. This business plan is made by the trainee under the supervision of the director or a specific mentor from the basic organization in which the Work based learning takes place.

During the training, it is important to monitor any difficulties trainees might be facing and support the trainee in all steps of the way.

The rationale behind the implementation of the WBL will be the intergenerational approach, as the learning process will have a double purpose: on the one hand the employers hosting the trainees will teach and transfer their technical competences in the library sector to the youngest generations, on the other hand, young trainees will transfer the acquired digital skills to their experienced mentors. This will ensure a positive effect on both trainees and employers and to the hosting organisation at whole.

1.4. Profiles

Two distinct job profiles have been developed based on the training needs evoked by library professionals in the survey and in-depth interviews and national contexts: Community Engagement and Communication Officer (CECO) and Digital Transformation Facilitator (DIGY). The complete reports are accessible [here](#). The job profiles detailed further intend to respond to the communication and the community facilitation training needs for the former and the digitisation and technical support needed for the latter. Detailed information about the profiles can be accessed [here for Community Engagement and Communication Officer](#) and [here for Digital Transformation Facilitator](#).

The BIBLIO VET curricula mainly address EQF 4-5 in 38 modules:

- 18 modules for transversal competencies (communication, entrepreneurship – mapped into EntreComp, leadership etc.)

- 20 modules for digital skills that will be mapped into the DigComp framework related to: application design and development, electronic resource management, data access, blockchain, text and data mining, ICT quality strategy development etc.

1.4.1. Job role profile modules

BIBLIO proposes a VET curriculum of 38 modules, covering the skills and knowledge required by two emerging job profiles in the library sector – the community engagement and communication officer (CECO) and the digital transformation facilitator (DIGY). Out of the 38 modules, 25 are designed for both profiles, while 10 are especially targeted to the CECO and 3 to the DIGY profile. The difference between the two profiles is that CECO is oriented towards the library users, while DIGY is focused on the internal capacity of the library to function in the digital era.

Table 3 - Job role profile modules

	No.	Modules/profiles	Profile 1: Community engagement and communication officer		Profile 2: Digital transformation facilitator	
			Digital competences			
Information, data, and media literacy	1	Introduction to digitization	X		X	
	2	Browsing, valuing, searching, and filtering trusted data, information, and digital content	X			
	3	Identifying and evaluating fake data, information, and digital content	X			
	4	Managing data, information, and digital content	X		X	
Communication and collaboration	5	Interacting through digital technologies (online meetings)	X		X	
	6	Collaboration and sharing through digital technologies	X		X	
	7	Digital citizenship	X			
	8	Netiquette	X			
	9	Managing digital identity	X		X	

Digital content creation	10	Digital tools and digital content development	X	X
	11	Copyright legislation	X	X
	12	Programming		X
Safety	13	Basic principles of data safety and security	X	X
	14	Protecting devices		X
	15	Protecting data and content	X	X
	16	Protecting personal data and privacy	X	X
Problem solving	17	User support (Identifying needs and responses)	X	X
	18	Problem/ crisis management	X	X
	19	IT skills and troubleshooting		X
	20	Competency management	X	X
Entrepreneurial and transversal competences				
Ideas and opportunities	21	Spotting opportunities	X	X
	22	Valuing ideas	X	X
	23	Development of sustainable digital services	X	
	24	Design thinking	X	X
Resources	25	Motivation & perseverance (mobilizing others)	X	
	26	Mobilizing resources	X	X
	27	Marketing and promotion	X	
	28	Advocacy	X	
	29	Sales development	X	X
	30	Fundraising and Crowdsourcing	X	
Put into action	31	Project management	X	X
	32	Strategic thinking (Business plan development)	X	X
	33	Relationship management	X	

	34	Change management (Change support)	X	X
	35	Time management	X	X
	36	Taking the initiative	X	X
	37	Learning through experience	X	X
	38	Risk management	X	X

2. Modular course content

Training content designed for library professionals is part of the modular training programme to develop of the competencies included in the CECO and DIGY job profiles. Each of the profiles has a training curriculum developed, stating each module's requirements to engage in the course, learning aims, learning objectives, outcomes and suggested training approach as well as evaluation criteria. Full curriculum for both developed profiles can be found in this document (see Annex 1 and Annex 2), as well as online [here](#).

2.1. CECO

The Community Engagement and Communication Officer (CECO) is a flexible, proactive, and digitally aware worker. They use local and national data and information from community engagement to assess community needs and set priorities for outreach services. They work with communities and engage people outside the library walls through various channels, including neighbourhood meetings, community-based organizations and groups, networking, social media and other communication methods.

Table 4 – CECO Curriculum

Name of the curriculum				Community engagement and communication officer			
Amount (hours)	MOOC – 80		Specialization course (Blended training) - 240		Work based learning - 165		
Aim and outcomes of the curriculum	VET curriculum covers basic technical skills but also addresses modern (digital and soft) skills that librarians increasingly need but that are not covered by traditional training.						
Modules	Digital competences <ol style="list-style-type: none"> 1. Introduction to digitization 2. Browsing, valuing, searching, and filtering trusted data, information, and digital content 3. Identifying and evaluating fake data, information, and digital content 4. Managing data, information, and digital content 			Entrepreneurial and transversal competences <ol style="list-style-type: none"> 1. Spotting opportunities 2. Valuing ideas 3. Development of sustainable digital services 4. Design thinking 			

	<ol style="list-style-type: none"> 5. Interacting through digital technologies (online meetings) 6. Collaboration and sharing through digital technologies 7. Digital citizenship 8. Netiquette 9. Managing digital identity 10. Digital tools and digital content development 11. Copyright legislation 12. Basic principles of data safety and security 13. Protecting data and content 14. Protecting personal data and privacy 15. User support (Identifying needs and responses) 16. Problem/ crisis management 17. Competency management 	<ol style="list-style-type: none"> 5. Motivation & perseverance (mobilizing others) 6. Mobilizing resources 7. Marketing and promotion 8. Advocacy 9. Sales development 10. Fundraising and Crowdsourcing 11. Project management 12. Strategic thinking (Business plan development) 13. Relationship management 14. Change management (Change support) 15. Time management 16. Taking the initiative 17. Learning through experience 18. Risk management
<p>Requirements to start the study</p>	<p>Anyone who wishes to join the training learner, must have basic knowledge and skills to work with computer word processing programs and spreadsheets; skills for developing and using presentations; skills for creating electronic resources with the help of integrated documents containing text, graphics and spreadsheets; skills for working in an online environment.</p> <p>The program of each module specifies the requirements at the entry level of the trained students.</p> <p>Proposal: To create a form, a type of business card (brief description), in which each learner to indicate their basic computer skills before the start of training</p>	
<p>Requirements to complete the study</p>	<p>The program of each module specifies the requirements of the initial level of the learners.</p>	

2.2. DIGY

The Digital Transformation Facilitator (DIGY) is a flexible and proactive worker who can to support the library team in the transition to the digital era. They will provide technical support to their colleagues and the library’s activities as it adopts new digital tools. They are able to use online collaboration tools and platforms, design and/or select content and services for different purposes. They also support the cataloguing, archiving and digitisation of books and documents, and the curation of digital resources and collections.

Table 5 – DIGY Curriculum

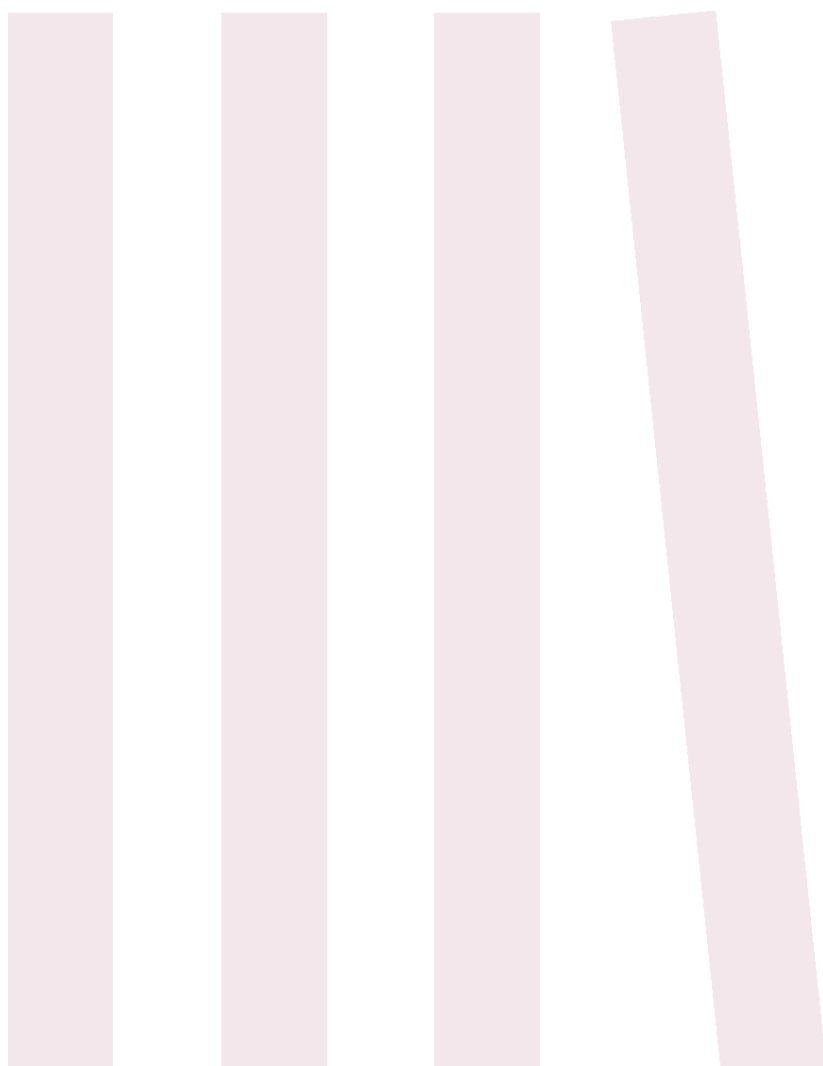
Name of the curriculum			
Digital Transformation Facilitator			
Amount (hours)	MOOC – 80	Specialization course (Blended training) - 240	Work based learning - 165
Aim and outcomes of the curriculum	VET curriculum covers basic technical skills but also addresses modern (digital and soft) skills that librarians increasingly need but that are not covered by traditional training.		
Modules	<p>Digital competences</p> <ol style="list-style-type: none"> Digital competences Introduction to digitization Managing data, information, and digital content Interacting through digital technologies (online meetings) Collaboration and sharing through digital technologies Managing digital identity Digital tools and digital content development Copyright legislation Programming Basic principles of data safety and security Protecting data and content Protecting personal data and privacy User support (Identifying needs and responses) 		<p>Entrepreneurial and transversal competences</p> <ol style="list-style-type: none"> Spotting opportunities Valuing ideas Design thinking Mobilizing resources Sales development Project management Strategic thinking (Business plan development) Change management (Change support) Time management Taking the initiative Learning through experience Risk Management

	<p>14. Problem/ crisis management 15. IT skills and troubleshooting 16. Competency management</p>
Requirements to start the study	<p>Anyone who wishes to join the training learner, must have basic knowledge and skills to work with computer word processing programs and spreadsheets; skills for developing and using presentations; skills for creating electronic resources with the help of integrated documents containing text, graphics and spreadsheets; skills for working in an online environment.</p> <p>The program of each module specifies the requirements at the entry level of the trained students.</p> <p>Proposal: To create a form, a type of business card (brief description), in which each learner to indicate their basic computer skills before the start of training</p>
Requirements to complete the study	<p>The program of each module specifies the requirements of the initial level of the learners.</p>



Title:	Research methodology and tools		
Authors:	DMG, EGIInA, HOU, UNIBA, ULSIT		
WP:	3	Deliverable:	11
Date	30/11/2021	Version:	0.3
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Annex 1 – CECO Training curriculum





Title:	Research methodology and tools		
Authors:	DMG, EGIInA, HOU, UNIBA, ULSIT		
WP:	3	Deliverable:	11
Date	30/11/2021	Version:	0.3
Page:			24

Annex 2 – DIGY Training curriculum

