

Summary of library staff training with key competences needed for library staff who work with the unemployed and curriculum

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Introduction

Model/curriculum of training for librarians, which could be used by other Libraries is one of the main results of project LinkINjob. It was developed as a need assessment by the participating libraries during project application preparation stage, and based on the training concept and curriculum for training in Linz. It is the result of common work and inputs from project team, participants of training and of five trainers. Trainers were:

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The Model is based on evaluation of the training on various stages. The first and very important place to start was to conduct research of the local and national environment of unemployment, and the services for the unemployed. The participants of the training, mainly Librarians, collected information prior the training, so that they had basic information about situation at their local and national level and share it with other participants of training.

By using these Guidelines it is important to remember, that the models used are just templates and a starting point for work and activities with the Unemployed. It is important to take into consideration local and national contexts and specifics, training needs and characteristics of specific group of librarians. That is way the concept of models for this training is modular – you can take and/or adopt what fits to your needs.

The main aim of the training is to gain knowledge, skills, competences, ideas and experiences for preparing and organising better programs and services for unemployed and job seekers in (public) libraries.

(1) List of key competences

Librarians who will provide services for unemployed people in libraries need to have a wide range of various competences – knowledge, skills and attitudes. Some of these were developed through the proposed program and are listed below.

Information competence:

- Search strategies for various information and learning resources in the library: fiction and nonfiction books, multimedia, e-resources (e-data based) regarding the topic – unemployment, job searching and lifelong learning.
- Information literacy
- Competences needed for using ICT

Knowledge and information about:

- **situation in the field of unemployment and on labour market** in own country and in European union in general
- **educational opportunities for the unemployed in local community** and learning activities for unemployed in public libraries
- **specifics of various groups of unemployed and job seekers** with special emphasis on their educational needs.

Didactical competence:

- to know the principles of andragogy, lifelong learning and adult education.
- to be able to recognise the need for learning and create spaces for learning
- to be able to analyse training needs.
- to be able to identify learning types, taking them into consideration while teaching
- to be able to use various types of learning methods (ICT based)
- to know the characteristics of learning cycle
- to be able prepare, carry out and evaluate learning offers.
- to be able to assess learning outcomes.
- to be able to facilitate a workshop with respective target group.
- to be able to help and support learners learning situations by bringing structure to their learning-process; and to assure that they reach their desired outcome.

Communication skills:

- Public speaking skills
- Verbal and non-verbal communication
- to manage stage fear
- Listens attentively to people's ideas and concerns.
- small talk, active listening, clear articulateness, questioning,
- giving feedback and providing constructive criticism
- the ability to notice, interpret, and anticipate others' concerns and feelings

Specific competences and knowledge:

- **about all phases of successful implementation and operation of the service in the public library:** Ideas - fund raising – partnership – implementation and sustainability plan – impact assessment and advocacy, Project management
- **entrepreneurial** thinking and development of entrepreneurship.

(2) Description/list of contents for modules

Module 1 Target groups of unemployed and job seekers in libraries, *Lilijana Pahor*

- **Situation in the field of unemployment and on labour market** in own country and in European union in general, especially unemployment policies, measures which are implemented by government and other decision makers to reduce unemployment
- **Specifics** (i.e. number, experiences, situation, habits, ICT skills, stereotypes) of **various target groups** of unemployed and job seekers, i.e.:
 - young unemployed and first job seekers,
 - older adults and old workers,
 - long-term unemployed and less educated,
 - migrants,
 - etc. (based on specifics of each community)
- **Educational needs of specific target** groups of unemployed and job seekers regarding the:
 - o learning content and learning methods,
 - o motivation for learning and motivation for education,
 - o organizational aspects.
- **Opportunities for unemployed** and job seekers **in community** (local, national, international)
 - o learning opportunities and other possible services in public libraries
 - o learning opportunities and other possible services in other institutions as learning centres, associations, chambers etc.
 - o specifics of local communities and specifics of libraries

Module 2 Characteristics of adult education, *Karmen Šemrl*

Unemployed and job seekers are adult learners

- Assumptions and principles of adult learners (by M. Knowles) and other important characteristics of adult learners
- Application of andragogy in trainings
- The variety of learning (summarised in the concept of 'Lifewide Education' by J. Reischmann)
- Training for unemployed (types of trainings, general purposes for training, the fundamental pillars of effective training, training matrix based on Dilts and Nicholls)

Learning cycle

- Experiential learning by D. Kolb
- Characteristics of learning types
- Application of experiential learning in training

Evaluation and self-evaluation of learning activities in library for unemployed and job seekers

- Types of evaluation, methods for evaluation, examples of evaluation sheets
- Self-evaluation by using questionnaires and interviews
- Self-evaluation by peer-observation (asking a colleague to observe and give feedback)
- Self-evaluation by being self-reflective (making notes on observations and experiences)

Module 3 Knowledge and development of learning methods, *Helene Hofmann*

- Background information about learning:
 - o learning styles in adulthood and learning experience in childhood.
- **How the brain works:**
 - o how our brain works and how it stores information
 - o right and left hemispheres and how we support them in working together.
- **Memory and sensory styles:**
 - o How to use our senses as a learning channel and why it is so important to learn with more than one learning channel.
- Why is it so important to find the right way of learning?
If you know what helps and what hinders your learning you are one step towards knowing more about your strengths and weaknesses as a learner.
- **Analysing learning styles and types:**
 - o Learning styles according to: preferred channels of perception; whether you are left- or right brained which intelligence you activate and many more.
- **Different ways of testing your learning style**
 - o to get to know different testing methods according to the age and specific needs of clientele.
- **How to learn and study successfully**
 - o tips for support for self-learning different ways of testing your learning style
 - o which study habits you can improve
 - o how to organize your learning materials or your study
 - o how to create a learning plan

Module 4: New skills: Rhetoric and public speaking, *Karmen Šemrl, Glotta Nova*

Public speaking skills (for unemployed and for library staff)

- How can information being delivered get deleted, distorted or generalised?
- Verbal and nonverbal communication
- Using visuals
- The structure of presentation

Module 5: New skills: Competences needed for using ICT, *Maija Lehtola*

- Why ICT skills are crucial for the unemployed?
- What are ICT competences?
- Necessary internet skills
- Computer & technical skills
- Finding and processing information
- Teaching ICT skills in public libraries
- Methods for teaching ICT skills (lecture, computer class, one-on-one instructions, workshops, peer instruction etc.)
- Information about e-learning programs
- Curriculum about ICT – learning activities
- How public libraries are helping the unemployed (cases from Finland)
- Case Studies from libraries (Vantaa and Finland and from participant's libraries)

Module 6: New skills: Entrepreneurship, *Lilijana Pahor*

- Why is entrepreneurship important?
- Development of entrepreneurship
- Types of entrepreneurship
- Entrepreneurial skills and competences
- The characteristics of successful entrepreneurs?
- Entrepreneurial thinking
- The myths of entrepreneurs:
 - o Entrepreneurs Are Doers, Not Thinkers
 - o Entrepreneurs Are Born, Not Made
 - o Entrepreneurs Are Always Inventors
- Entrepreneurs and possibilities for networking
- Entrepreneurships ecosystem / Stakeholders
- How can libraries encourage entrepreneurship?

Module 7: Step by step to successful service in the public library, *Breda Karun*

- Service line: idea – fund raising – partnership – implementation and sustainability plan – impact assessment and advocacy
- The library identifies and helps to solve the problem in the community (ie. unemployment)
- Sources of income, financial means (internal, external)
- Implementation of the service and plan for sustainability / project management
- Why and how to establish efficient cooperation with stakeholders in the field of unemployment on local, regional, national and European level
- Promotion of services for unemployed in public libraries
- How do we know if we were successful / have we reached the goals (impact assessment)
- How to gain and keep support (advocacy, dealing with the media)

(3) The training plan/schedule of the training concept for librarians

Module 1 Target groups of unemployed and job seekers in libraries, *Lilijana Pahor*

Time	Subject and method	Material	Comments
10'	General introduction to the whole training	PowerPoint	To present program, trainers, goals, organisational view
45'	Get to know each other Exercise: Create nameplate with personal "logo", present symbols of your county, state (library if the group is not international) (10 min). Followed with presentations of participants through presentations of nameplates with their logos (35 min). Experiences with work for/with unemployed in library.	Colour pencils, paper nameplates	Very important part for group dynamics, especially, if group is international and if participants are not familiar with each other. Team building.
10'	Why presentations are important – name possible exercises for "get to know" each other, which can be used in training for unemployed.	PowerPoint	Preparation of safe area for co-working and integration of the participants in the training Exchange of ideas and experiences
5'	Why networking is important: Watch video clip: How friends can help you get a job.	Computer with access to internet, speakers	
15'	Situation in the field of unemployment and on labour market and activities to reduce unemployment. Theoretical input from trainer with examples of participants.	PowerPoint	To understand situation in the field of unemployment and on labour market in own country and in European union in general
5'	Why is it important to know specifics and need of your target group? Watch video: Opas Ipad and discuss		
40'	Specifics of various target groups of unemployed (selected regarding the specifics of participants' local communities) in libraries. <i>Method: Group work with preparation of posters. Presentation of posters.</i> Trainer and participants from other group add ideas and information to the poster if necessary.	Posters, colour pencils	To understand specifics of various groups of unemployed and job seekers with special emphasis on their educational needs.
15'	Opportunities for unemployed and job seekers in community - local, national, international - oportunities in public libraries and in other institutions		

Module 2 Characteristics of adult education, *Karmen Šemrl*

Time	Subject and method	Material	Comments
5'	Introduction to Module 2	PPT/ poster	Warming up
60'	Assumptions and principles of adult learners <ul style="list-style-type: none"> - Instructions - Group formation - Work in groups on case study - Discussion - Input: Assumptions and principles of adult learners (by M. Knowles) and other important characteristics of adult learners - If there is time left: The variety of learning (summarised in the concept of »lifewide education« by J. Reischmann) 	Puzzles to form groups Case study (handouts or manual) PPT	Warming up with puzzles (which also gives participants opportunity to experience modern methods in adult education) To step into the shoes of adult learners To reflect on own experience as learners and trainers To raise awareness on principles of adult learners, their motivation and needs To gain knowledge
15'	Application of andragogy in trainings <ul style="list-style-type: none"> - Types of trainings - General purposes for organising training - The fundamental pillars of an effective training - Training matrix (based on Dilts and Nicholls) 	PowerPoint	To raise awareness and knowledge on modern role of trainer in adult education
90'	Learning cycle <ul style="list-style-type: none"> - What kind of trainers do you like when you are learning? (peer discussion) - Questionnaire on learning styles by Kolb (individual work) - Drawing a graph of own learning style - Mingle (participants try to find the person with most similar and then with most different graph) - Input on Kolb's learning types - Group work (what kind of activities do the four learning types like?) (participants are divided into groups according to their learning type) 	Poster to collect answers Questionnaire (manual or handouts), crayons PowerPoint Posters	To reflect on own learning experience To get information on one's own learning style To raise awareness how different we are (this activity is also a kind of energizer) To gain knowledge on learning types To get ideas how to conduct training for all learning types (learning content, methods, motivation)
30'	Evaluation and self-evaluation of learning activities for unemployed <ul style="list-style-type: none"> - Discussion (how have we assessed our own performance as trainers and training designers so far?) - Self-evaluation by using questionnaires and even interviews - Self-evaluation by peer-observation (asking a colleague to observe and give feedback) - Self-evaluation by being self-reflective (making notes on observations and experiences) - Examples of good practise, discussion 	PowerPoint Handouts (examples)	To reflect on evaluation and self-evaluation To gain knowledge on evaluation To share and get ideas how to evaluate and self-evaluate

Module 3 Knowledge and development of learning methods, Helene Hofmann
Part I.

Time	Subject and Method	Material	Comments
30'	Introduction <ul style="list-style-type: none"> - the group - the training (trainer and learner goals, the program) - the organization i.e. times, breaks, material, etc. <i>Method: report, presentation/group and single work</i>	PowerPoint Handout Flipchart Softball	To become familiar with the new situation To clarify the expectations of the training
15'	Talk about learning experiences The participants reflect about their own learning habits <ul style="list-style-type: none"> - negative and positive experience <i>Method: group work</i>	Softball Flipchart	Question: Which is your preferred learning place? The output gives a first, brief idea about the learning style
15'	How to teach learning? How can you teach this to somebody? <i>Method: Single work, discussion</i>	PowerPoint Cards	The group is reflecting about the meaning of teaching
60'	Background information about learning: <ul style="list-style-type: none"> - why adults and children have a complete different way of learning - learning in different stages of your life <i>Method: theoretical input by, trainer presentation</i>	PowerPoint	To reflect on own learning as an adult. Why is it so difficult to memorize the learning matter as an adult? To be aware about the situation
60'	Brain and memory: <ul style="list-style-type: none"> - the two hemispheres of the brain - why it's so important to make them work together - how we can support them working together - long and short time memory - additional theoretical input by the trainer if necessary <i>Method: theoretical input by trainer, presentation</i>	PowerPoint Handout: Brain-dominance questionnaire Handout: How to exercise	The different ways of thinking To reflect on personal needs (brain gym) To understand why is it so important to repeat
15'	Memory and sensory style <ul style="list-style-type: none"> - our sensory organs are learning channels <i>Method: theoretical input by trainer, presentation</i>	PowerPoint	To understand why we should learn and prepare our learning material for at least two sensory styles
15'	Summary of the workshop <i>Method: group work</i>	4 Posters	Feedback: Corner feed back Satisfied, would like more ...

Part II.

Time	Subject and Method	Material	Comments
30'	Introduction to the workshop <i>Method: theoretical input by trainer presentation /group and single work</i>	PowerPoint	Warming up Exercise with brain gym so we start the afternoon sticking on an input from the day before
60'	Learning <ul style="list-style-type: none"> - personal experience as a learner: Analyzing it in pairs look for a partner with whom you have in common at least one point. What are learning styles? What are learning types? <ul style="list-style-type: none"> - analyzing these two - different ways of testing your learning style <i>Method: single and group work</i>	PowerPoint Flipchart Flashcards Handout: Test-Worksheet-learning style	Describe yourself as a learner To reflect about his personal learning style – according to the preferred channel To compare and to know different types of learning
90'	How to learn successfully? <ul style="list-style-type: none"> - the 3 main categories auditory-visual and kinesthetic/tactile learner - input for each learning type with examples how the learning matter should be prepared according to the type by use of board games posters crosswords - ideas how to create and prepare the learning material - group exercise: every participant joins the respective group according to his learning type(tested out the day before) and each group works on the provided material reflecting the inputs - final presentation every group present their material <i>Method: theoretical input by trainer/ presentation /group - work</i>	PowerPoint Flipchart Flashcards Posters Cards, pencils, pins, etc.	To have an idea how to approach and convince future participants to prepare the material according to the learning type this supports them in the way of learning Exercise on transferring the training to practice
30'	Evaluation of the training and future activities <ul style="list-style-type: none"> - 5 finger feed back I'll take this with me/I didn't like/this was really important/this was great/not quite sufficient <i>Method: discussion, reflection</i>	Poster designed a hand and 5 fingers on cards	To get feedback from the participants To define next steps

Module 4: New skills: Rhetoric and public speaking, Karmen Šemrl

Time	Subject and Method	Material	Comments
5'	Introduction to Module 2 Why public speaking (Desired training areas - ADEC research findings: 2006)	PPT or poster	Warming up
30'	The communication process when presenting or conducting training <ul style="list-style-type: none"> - Exercise: Make sure information isn't lost! (telephone game) - Communication process (deletion, distortion, generalization) - What to do? (discussion) - Some optical illusions as example of the process 	Handout of a story of trainer + poster for the results of the game PowerPoint	To understand that "spoken" is not understood": an important reason for misunderstandings To experience and understand the tremendous influence of communication process when presenting or conducting training To gain knowledge on communication process
60'	Non-verbal communication <ul style="list-style-type: none"> - Why is non-verbal communication important? (according to Mehrabian, Hargie and Dickson) - Case study: video on unsuccessful presentation (analyse and discussion) - Case study: video on successful presentation - Discussion (What are the elements important to support learning? Creating an atmosphere of optimism and confidence to excite the learners' curiosity by means of non-verbal communication (mimic, gesticulation, appearance etc)? - Using visuals (tips) (video: How not to use power point) - Exercise: talk to your peer and change pace several times 	PowerPoint Video 1 (online) Video 2 (online) Video 3 (online)	To understand the tremendous influence of non-verbal communication To reflect on what happens if we are not focused on non verbal communication
60'	Accessing audience (How to structure presentation) <ul style="list-style-type: none"> - Transform ones own graph on learning styles into 4MAT graph - Input on the 4MAT system by Bernice McCarthy - Group work: prepare a presentation on activities for unemployed and job seekers and use the 4MAT system (preparation, performance, feedback by peers and trainer) 	Poster (instructions) PowerPoint Posters, markers	To understand how learning styles influence the structure of presentation To gain knowledge on the 4MAT system To perform To get feedback
15'	Open space for all questions/topics chosen by participants concerning the public speaking, stage fear, verbal and non-verbal communication, presentation structure, difficult participants etc.	Poster (key words)	To share experience To get answers and tips

Module 5: New skills: Competences needed for using ICT, *Maija Lehtola*

Time	Subject and method	Material	Comments
10'	Introduction: Why are ICT skills important for the unemployed? <i>Presentation</i>	PowerPoint	Warming up
5'	What are ICT competences? (according to Ananiadou, K. & M. Claro (2009), '21st Century Skills and Competences for New Millennium Learners in OECD Countries') - Functional skills - Learning skills <i>Presentation</i>	PowerPoint	To present variety of ICT competences
15'	What are the minimum requirements of ICT skills a person needs in order to find employment? Discuss in groups of 3 people for 5 minutes and share one point you discussed with the rest of the group <i>Discussion</i>	Paper	To share experience
10'	- Necessary Internet Skills - Computer & Technical Skills (Source: http://www.palomar.edu/areyouready/ComputerSkills.htm) <i>Presentation</i>	PowerPoint	To present variety of ICT competences
15'	What other ICT related skills can librarians teach to the unemployed? Discuss in groups of 3 people for 5 minutes and share the highlights of the discussion with the rest of the group <i>Discussion</i>	Paper	To share ideas and experience
5'	Finding and Processing Information - Efficient information seeking - Information literacy - Media critique skills - Librarians are experts at all of these! <i>Presentation</i>	PowerPoint	To present variety of ICT competences
10'	What other useful skills can libraries teach the unemployed? Discuss in groups of 3 people for 5 minutes and share the highlights of the discussion with the rest of the group <i>Discussion</i>	Paper	To share experience
5-10'	What kind of skills and competences librarians need in order to teach ICT skills? - problem solving - being able to work with different people - being curious and not afraid to try <i>Presentation</i>	PowerPoint	To stress importance of librarians competences
20'	How are ICT skill taught in you library? Choose a pair that works in a different library and discuss for 7 minutes. Share one thing your libraries have in common. <i>Discussion</i>	Paper	To share experience
15'	Methods for teaching ICT skills (lecture, computer class, one-on-one instructions, workshops, peer instruction etc.) <i>Presentation</i>	PowerPoint	To present variety of methods for teaching ICT
10'	Name one thing that piqued your interest the most or that you remember the best and share it with the rest of the group		To summarize

Module 6: New skills: Entrepreneurship, Lilijana Pahor

Time	Subject and method	Material	Comments
15'	Introduction to the program and goals <i>Method: presentation</i>	PowerPoint	To present the work, organisational view
15'	Why is entrepreneurship important? Why people/unemployed decide to be entrepreneurs? <ul style="list-style-type: none"> - Economic crisis - Unemployment - Lack of small and medium enterprises <i>Presentation, input from trainer.</i>	PowerPoint	To understand importance and backgrounds of entrepreneurship
30'	Types of entrepreneurship Examples of successful entrepreneurships. What is the attitude to entrepreneurs in individual countries? <i>Method: Theoretical input from trainer.</i> Discussion about examples (entrepreneurs and entrepreneurship development) and attitudes in individual countries. <i>Method: group work, discussion.</i>	PowerPoint Reports from participants	To stress the variety of entrepreneurship To identify common points
40'	<i>Common Characteristics of Successful and Effective Entrepreneurs (skills, competencies)</i> Entrepreneurial thinking <i>Method: Theoretical input from trainer.</i> Video: The 15 Characteristics of Effective Entrepreneurs And 25 Common Characteristics of Successful Entrepreneurs <i>Method: Discussion in 4 groups, preparation and presentation of posters.</i> <i>Are we entrepreneurs? Watch video You Only Need These 3 Things to Be an Entrepreneur and discuss.</i>	PowerPoint Flip charts, colour pencils, Video clip	To know what is needed for a successful entrepreneur. To reflect own entrepreneurial skills
30'	The myths of entrepreneurs: <ul style="list-style-type: none"> - Are Doers, Not Thinkers - Are Born, Not Made - Are Always Inventors <i>Method: Discussion in 3 groups each myth. Presentation of posters and pro/contra arguments.</i>	PowerPoint Flip charts, colour pencils,	To understand the characteristics of entrepreneurs
20'	How can libraries encourage entrepreneurship? (Creating confidence by listening, Motivating, Support with information, Offer non-formal education, Give the opportunity of networking, coaching) Entrepreneurships ecosystem. <i>Method: Examples presented from trainer</i>	PowerPoint Flip charts, colour pencils, posters preparations	To share and get ideas of how to encourage entrepreneurship in libraries
60'	<i>Method: In 4 groups discuss examples from various libraries and countries. Presentation examples and ideas.</i>		

Module 7: Step by step to successful service in the public library, Breda Karun
Part I

Time	Subject and method	Material	Comments
40'	<p>Introduction to the theme and participants</p> <p>Service line (idea-fund raising-partnership-implementation and sustainability-impact assessment and advocacy)</p> <p><i>Method: theoretical input by trainer-presentation</i></p>	PowerPoint	To get an overview of the whole service line
50'	<p>The idea</p> <p>Discussion in groups: <i>Which problems in your local community are addressed by the job centre /service for unemployed in your library? Only unemployment? What was the initial idea?</i></p> <p><i>Method: theoretical input by trainer-presentation + group work</i></p>	<p>PowerPoint</p> <p>paper</p>	To be aware of the importance of defining the right idea
50'	<p>Fundraising</p> <p>How to get funds to realise the idea, European and global opportunities,</p> <p>Discussion in groups: <i>Which of the listed programmes do you know? What were the sources of your unemployment service project?</i></p> <p><i>Method: theoretical input by trainer presentation + group work</i></p>	<p>PowerPoint</p> <p>paper</p>	Very short overview of opportunities in EU and globally
40'	<p>Implementation of the service and plan for sustainability</p> <p>Project cycle</p> <p>Benefits of project work</p> <p>Sustainability</p> <p><i>Method: theoretical input by trainer-presentation</i></p>	PowerPoint	The aim was not a session on project management, so this session was very brief

(4) Instructions and suggestions

Didactic principles:

- Interactive methods should be used (Role-plays, games, posters and pictures mindmaps, clusters, boardgames)
- Exchange of ideas and experiences between participants
- Examples and materials to share (worksheets, tests)
- Participants from various libraries, countries.
- Training to include breaks and relaxation exercises for learners. Depending on the group of participants, it is up to the trainer to decide at what time they should be used and which methods fit the training situation best.

Trainer(s):

Usually external trainers

It is good, when there are more trainers.

Trainers from various countries and backgrounds.

How to choose trainer:

- Basic qualification in adult education, including the corresponding competencies (didactics and methods of adult education)
- Additional qualification in counselling/coaching/expert services
- Sufficient experience in teaching/training
- Experience in the field of work with (public) libraries and unemployed
- With following characteristics: flexibility, stress-resistant, expert in knowing people, open minded personality, friendly, good time management
- Role model with good behaviour
- Able to provide learning material adapted to the group

Organisational principles:

Duration: 5 days in training

Additional self directed learning in e-class room

Number of participants: app. 16

One room for the whole training

(5) Recommended literature

1. Avis, James, Fisher, Roy, Thompson, Ron. Teaching in Lifelong Learning: A guide to theory and practice. McGraw-Hill Education, 2014. – 336 p.
2. Brockett, Ralph G. Teaching Adults: A Practical Guide for New Teachers. John Wiley & Sons, 2015. - 160 p.
3. Caffarella, Rosemary S., Ratcliff Daffron, Sandra. Planning Programs for Adult Learners: A Practical Guide. John Wiley & Sons, 2013. - 464 p.
4. Crane, Beverley E. How to Teach: A Practical Guide for Librarians. Rowman & Littlefield, 2013. - 198.
5. Crawford, John, Irving, Christine. Information Literacy and Lifelong Learning: Policy Issues, the Workplace, Health and Public Libraries. Elsevier, 2013. - 320 p.
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7. Hazzan, Orit, Lapidot, Tami, Ragonis, Noa. Guide to Teaching Computer Science: An Activity-Based Approach. Springer, 2015. - 296 p.
8. Jaffe, Clella. Public speaking: Concepts and skills for a diverse society. Cengage Learning, 2012. – 352 p.
9. Knowles, Malcolm S., Holton III, Elwood F., Swanson, Richard A. The adult learner: The definitive classic in adult education and human resource development. Routledge, 2014. – 402 p.
10. Merriam, Sharan B., Brockett Ralph G. The profession and practice of adult education: An introduction. John Wiley & Sons, 2011. – 400 p.
11. Merriam, Sharan B., Caffarella, Rosemary S., Baumgartner, Lisa M. Learning in adulthood: A comprehensive guide. John Wiley & Sons, 2012. – 560 p.
12. Reich, Justin , Daccord, Tom. Best Ideas for Teaching with Technology: A Practical Guide for Teachers, by Teachers. Routledge, 2015. - 384 p.
13. Rogers, Alan, Horrocks, Naomi. Teaching adults. McGraw-Hill Education.- 2010. – 348 p.
14. Singer, Victoria. Entrepreneurial Training for the Unemployed: Lessons from the Field. Routledge, 2014. - 136 p.
15. Titmus, Colin J. Lifelong education for adults: An international handbook. Elsevier, 2014. – 629 p.
16. Tomei, Lawrence A. Learning Tools and Teaching Approaches through ICT Advancements. IGI Global, 2012. - 440 p.
17. Wang, Victor C. X. Andragogical and Pedagogical Methods for Curriculum and Program Development. IGI Global, 2014. - 501 p.
18. Wang, Victor C. X. Handbook of Research on Technologies for Improving the 21st Century Workforce: Tools for Lifelong Learning. IGI Global, 2012. - 551 p.
19. Wang, Victor C. X. Integrating Adult Learning and Technologies for Effective Education: Strategic Approaches. IGI Global, 2010. - 334 p.
20. Wlodkowski, Raymond J. Enhancing adult motivation to learn: A comprehensive guide for teaching all adults. John Wiley & Sons, 2011. – 528 p.