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Advancing Digital Empowerment
of Libraries in Europe

ADELE Self-assessment tool: User manual for libraries

User guide explaining the different steps of the ADELE
self-evaluation process





Advancing Digital Empowerment
of Libraries in Europe

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Advancing Digital Empowerment
of Libraries in Europe

Why ADELE?

The ADELE tool can help your library gain a better understanding of how digital technologies are used to support its services. It involves users, library staff and managers in a collective reflection on the use of digital technologies in the library. Its results can highlight issues including:

- In what areas is digital technology used effectively and where can the library make improvements?
- Does the library have a vision for how it wants to use digital technology and, if so, do staff and users know what it is?
- What kind of training do library staff find most beneficial?

The ADELE tool can help a library make informed decisions by reviewing and continuously improving how digital technologies are used in the library.

The ADELE tool is:

- Free
- Customisable
- Currently available in English, Bulgarian, German, Irish and Italian.
- Other languages will be available at a later stage.
- Easy to set up and answer questions.
- Designed and tested with 100 libraries across Europe.



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How it works – step by step technical guidance

For guidance on general communication, evaluation, and action, see section “Discuss and act” below.

The ADELE tool is available in **English, Italian, Gaelic, Bulgarian, and German**. The tool will appear in the language on which your browser is set for the above-mentioned languages. For the others, it will appear automatically in English. If you want to set a different language from yours (*for example, an Italian library wants to see the tool in English*), you just need to change the language of your browser into English.

1. Choose a coordinator and set-up a coordination team

You will need to assign one process facilitator and small team in your library or library service who will be responsible for the conduction of the self-evaluation process. This might be a member of the management team. The group should also involve further staff members to create transparency and a sense of responsibility for the process.

The tasks of the team will include:

1. Monitor and implement the ADELE evaluation process
2. Develop an ADELE-based Action Plan (digital strategy)
3. Create awareness among the library staff and community
4. Help identifying training needs and actions
5. Assure a continuous evaluation of the action plan outcomes

2. Login and register your library

Login to the ADELE tool via **this [link](#)**. Login will be processed via **password login**.

- ⇒ **Username/Password:** you will need to assign a username and password to login. You will then be asked to register your personal details to create a new account for your library.

ACCESS THE TOOL

Authenticate with username and password.

Login

⇒ You will need to **register your library**.

Register to a library

Welcome, ml.moltmann@gmail.com!

It looks like you are a new user. We need some additional information about you, before you can add to the ADELE Tool.

Please, add your first name, last name and select the library you work for from the list below.

If your library is not yet in the list, please select "Add a new library" and hit "Submit". You will be presented with a form to add the data of your library and brought back to this form to complete registration.

Some info about you:

First name*:

Last name*:

Select the library you work for*:

Submit

⇒ Once logged in, you will land on the “**Dashboard page**”, where you can create questionnaires, activate and manage your evaluation sessions and monitor the active **sessions***.

(A ‘**session**’ refers to one set of questionnaires to be answered by different groups: manager, library staff and library user. A session can stay active for a 6-month period. You can create two sessions per year.)



Self-assessment tool

About Dashboard Results Resources Library

luca@pl2030.eu

[Sign out]

Manage sessions and questionnaires

Manage questionnaires >

Create or activate a session >

Monitor the active session

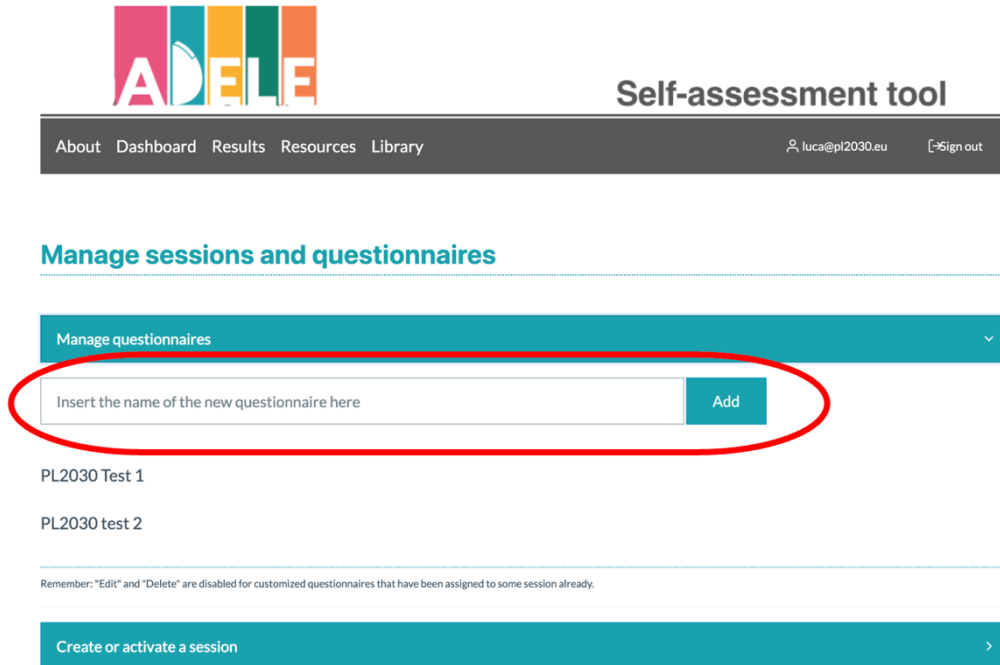
Check progress >

Viewing results >



3. Tailor your questions (create questionnaire)

- ⇒ To get started, create a new questionnaire under “**Manage sessions and questionnaires**”. You will need to give a name to the new questionnaire (ex. ADELE evaluation Brussels public library) and click ‘**add**’ to create the new questionnaire.



The screenshot shows the ADELE Self-assessment tool interface. At the top, there is a navigation bar with the ADELE logo and the title "Self-assessment tool". Below the navigation bar, there are links for "About", "Dashboard", "Results", "Resources", and "Library". The user is logged in as "luca@pl2030.eu" and can click "Sign out".

The main section is titled "Manage sessions and questionnaires". Below this title, there is a teal bar with the text "Manage questionnaires" and a dropdown arrow. Underneath, there is a form with a text input field containing the placeholder text "Insert the name of the new questionnaire here" and a teal "Add" button. This form is circled in red. Below the form, there are two existing questionnaires listed: "PL2030 Test 1" and "PL2030 test 2".

At the bottom of the section, there is a teal bar with the text "Create or activate a session" and a right-pointing arrow. A small note below the list of questionnaires reads: "Remember: 'Edit' and 'Delete' are disabled for customized questionnaires that have been assigned to some session already."

⇒ You will then be able to customise your questionnaire.

There are mandatory statements within the questionnaire that are fixed components for everyone and cannot be modified or deleted. Additionally, you can include optional statements or questions to customise your questionnaires.

For each of the 6 competence areas (see below), you can:

- View the mandatory statements that are fixed components of the questionnaire. These statements cannot be modified or deleted.
- Mark the checkboxes to add any optional statements.
- Add customised statements with additional questions.

ADELE competence areas



A. Management



B. Infrastructure, Equipment,
Support and Resources



C. Continuing
Professional Development



D. Self-reflection
on digital competences



E. Learning opportunities
on digital competences for users



F. Collaboration,
Networking, and Community

⇒ Click on the “complete” button in the “About you” final section to save your customised version of the questionnaire.

4. Start asking (create and activate session)

- ⇒ Next, you need to create your evaluation design by indicating a session label, a timeframe and the number of respondents for each respondent category (management, library staff, user) you target.
- The session label indicates the evaluation focus of your questionnaire, it could be “Digital readiness evaluation Brussels public library 2023”, for example.
 - The time frame is the period during which the session is open for questionnaires to be answered.
 - Under “target number” for the staff categories, you indicate the number of staff that is supposed to participate in the evaluation process.

⇒ Activate your session to start the evaluation process.

Self-assessment tool

About Dashboard Results Resources Library luca@pl2030.eu Sign out

Manage sessions and questionnaires

Manage questionnaires

Create or activate a session

Session label	Time-frame	Questionnaire	Managers	Staff	Users
<input type="text" value="New session's label goes here"/>	<input type="text" value=""/>	<input type="text" value="PL2030 Test 1"/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>
<input type="button" value="Add"/>					

Session label	Time-frame	Questionnaire	Targets	
PL2030 test 2	2023-S2 01/07-31/12	PL2030 test 2	1/1/1	<input type="button" value="Delete"/> <input type="button" value="Activate"/>

⇒ You can monitor your active sessions on the dashboard.

⇒ To view the links to the questionnaires you just created and to monitor the progress, enter the session “**Check progress**” under “**Monitor the active session**”:

Monitor the active session

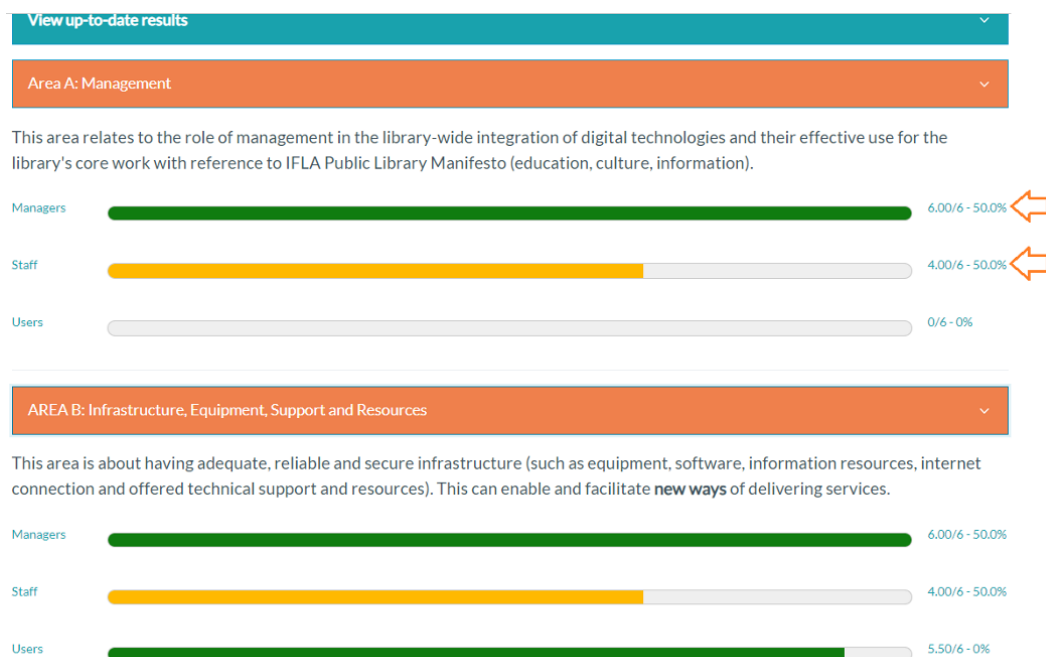
Check progress

Session label	Timeframe	Active since	Managers	Staff	Users
Prova 1	2023-S1 01/01-30/06	2023-05-09	14/2	9/4	13/15
<input type="button" value="close"/>					
Managers' survey	Staff members' survey	Users' survey			
adeletool.eu/beta/survey/9/m	adeletool.eu/beta/survey/9/s	adeletool.eu/beta/survey/9/u			

⇒ You can now share the links to the questionnaires with your respondents. Please, always bear in mind that **your respondents do not need to be registered in the ADELE tool.**

5. View current results

- ⇒ You can follow the up-to-date results to your survey via the dashboard in the "**View up-to-date results**" section, where you have a full overview of the areas divided by respondent groups. The indicated percentages (% next to the **orange arrow**) refer to the percentage of respondents that answered "I don't know" to a certain statement.



6. Access your results

- ⇒ Click on "**Results**" to have a look at all the sessions, both closed and active so you can check the assigned time frame and the questionnaire you selected for each of them.

Self-assessment tool

About Dashboard **Results** Resources Library

elisabettamei@egina.eu Sign-out

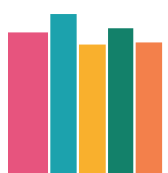
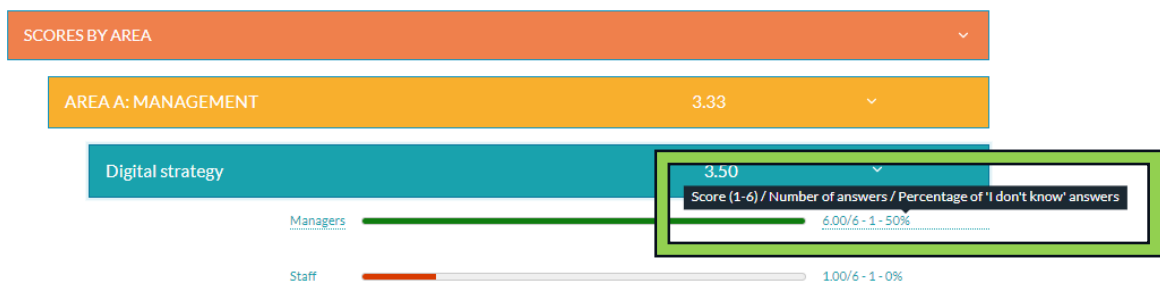
Session archive

Session	Time-frame	Questionnaire	Author	Status
Prova 1 con obbligatori	2023-S1 01/01-30/06	Questionario obbligatorio	elisabettamei@egina.eu	closed Results
Adele 1	2023-S2 01/07-31/12	Survey 1	elisabettamei@egina.eu	active Results

⇒ The results are grouped according to the categories “**AREA**”, “**ROLE**”, and “**PROFILE**”:

Overall Score		3.52
SCORES BY AREA		
AREA A: MANAGEMENT	3.33	>
AREA B: INFRASTRUCTURE, EQUIPMENT, SUPPORT AND RESOURCES	3.46	>
AREA C: CONTINUING PROFESSIONAL DEVELOPMENT	3.33	>
AREA D: SELF-REFLECTION ON DIGITAL COMPETENCES	3.15	>
AREA E: LEARNING OPPORTUNITIES ON DIGITAL COMPETENCES FOR USERS	4.14	>
AREA F: COLLABORATION, NETWORKING AND COMMUNITY	3.75	>
SCORES BY ROLE		
Manager	5.42	>
Staff	1.68	>
User	0	>
STATISTICAL INFO		
Manager		>
Staff		>
User		>

⇒ Under “**AREA**”, you will find an overview of each topic and see the difference between the target groups and their responses. As above, the percentage indicated on the right refers to the percentage of respondents who answered: “I don’t know” (50% means that 50% of the respondents chose “I don’t know” for the digital strategy). For example, in the session below (in green), we have recorded 2 answers for the managers. The graphic shows us that 1 person answered with a “6” and the other with “I don’t know”).

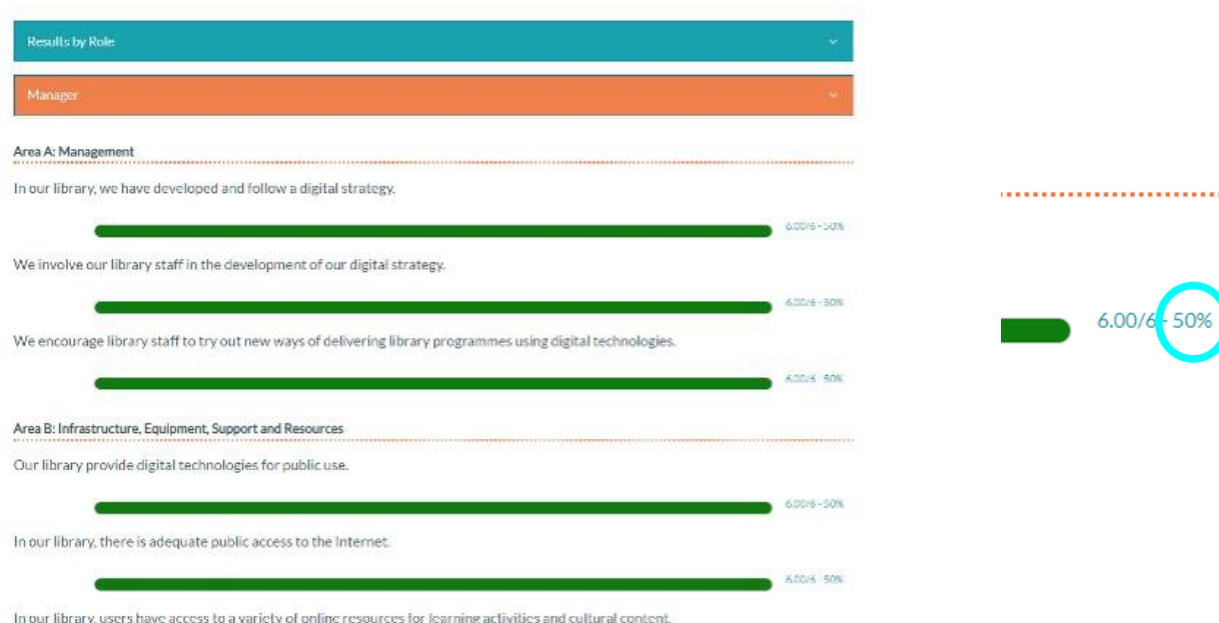




⇒ If you hover over the category with your mouse, you can have a look at the specific statement for that category, as shown above (in purple).

This visual representation of the average answers given by the target groups for the specific topic in the area will help the library quickly check if the topic is felt differently by the target categories involved. In the example above, the manager and the staff member are clearly not on the same page when it comes to the “Digital strategy”. This might be the starting point to begin a discussion with the managers and staff members to see what the issue is.

⇒ If you filter the results by “**ROLE**”, you can have access to all the statements and the average received per category. (The % **in blue** indicates the number of people who responded “I don’t know”).



When designing your ADELE questionnaire, if you included the optional section “Ratings of CPD activities in the last two years” in Area C, in order to check the results, you have to open the filtered results by “**ROLE**”, click on Area C, and you will see this table, with the summary of the collected responses:

AREA C: CONTINUING PROFESSIONAL DEVELOPMENT		5.67	▼
In our library, there is a clearly defined learning plan in place that support CPD needs for library staff.	Mandatory statement		
		6.00/6 - 1 - 0%	
Our library offers CPD training to staff on the use of digital technologies for library services	Mandatory statement		
		6.00/6 - 1 - 0%	
Our library organises sessions for library staff where they exchange information and ideas on the use of digital technologies.	Mandatory statement		
		5.00/6 - 1 - 0%	

Ratings of CPD activities in the last two years

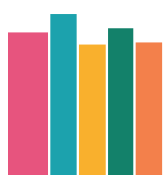
	N/A	Not at all useful	Not useful	A little bit useful	Useful	Very useful
Face to face courses, seminar or conferences	0	0	1	0	0	0
Online courses, webinars or online conferences	0	0	0	0	1	0
Online or offline peer learning	0	0	0	0	0	1
International networks and communities of practice	0	0	0	0	0	1
In-house mentoring or coaching or other training sessions	0	0	0	0	0	1
Study visits to other libraries or organisations	0	0	1	0	0	0



This is the only way to check the responses given by staff and managers for this section as they will not appear in the results filtered per "AREA".

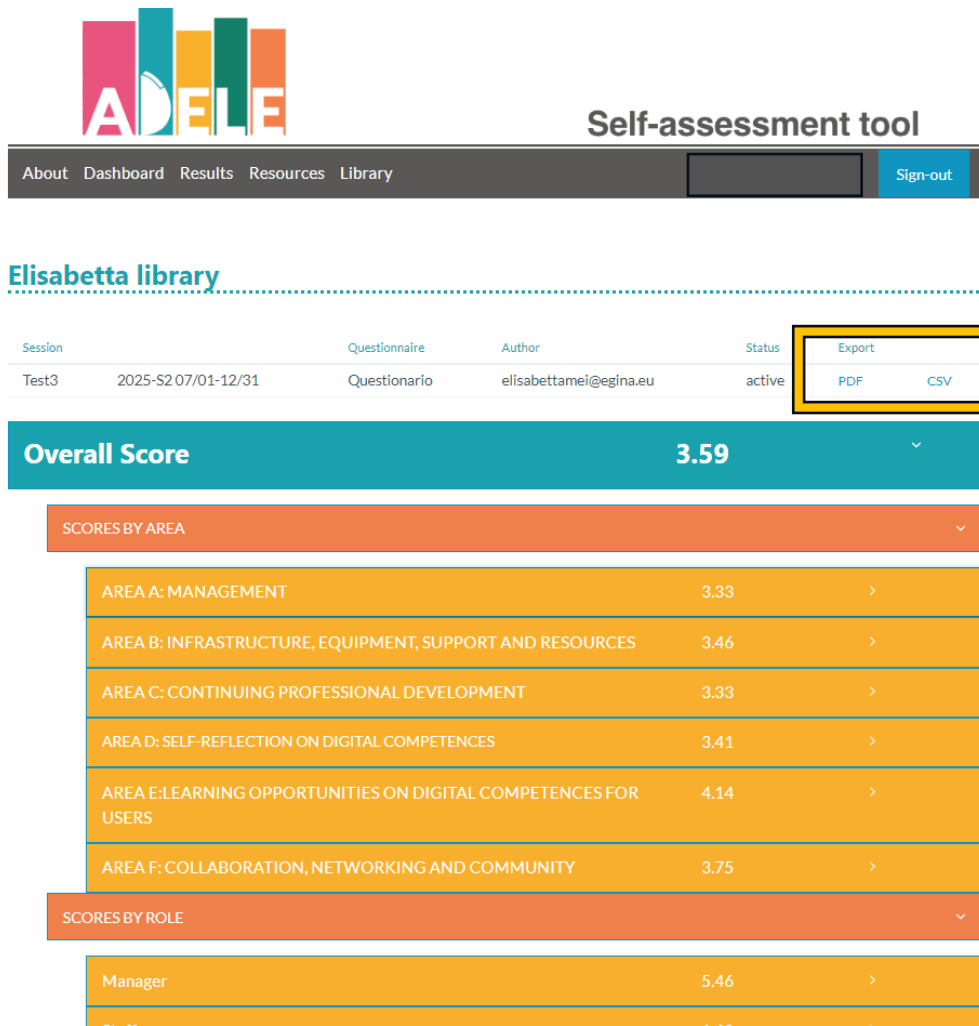
- ⇒ Under "profiles", you can have an overview of the answers collected in the "A bit about you" section, which will help you understand better the profiles of persons that answered the questionnaire.

Profiles	
Managers	
Is your library part of a bigger library service?	
Yes	1
No	1
Library Size	
Micro (up to 2 employees)	0
Small (3-5 employees)	1
Medium (6-20 employees)	0
Large (more than 20 employees)	1
Age	
Under 20	0
20-25	0
26-29	0
30-39	1
40-49	0
50-59	0
60-69	1
Over 70	0
Prefer not to say	0
Gender	
Male	0
Female	2
Other	0
Prefer not to say	0



7. Download your results

You can either download your results in PDF or CSV.



Self-assessment tool

About Dashboard Results Resources Library Sign-out

Elisabetta library

Session	Questionnaire	Author	Status		
Test3	2025-S2 07/01-12/31	Questionario	elisabettamei@egina.eu	active	<div style="border: 1px solid black; padding: 2px;"> Export PDF CSV </div>

Overall Score
3.59
▼

SCORES BY AREA ▼

AREA A: MANAGEMENT	3.33	>
AREA B: INFRASTRUCTURE, EQUIPMENT, SUPPORT AND RESOURCES	3.46	>
AREA C: CONTINUING PROFESSIONAL DEVELOPMENT	3.33	>
AREA D: SELF-REFLECTION ON DIGITAL COMPETENCES	3.41	>
AREA E: LEARNING OPPORTUNITIES ON DIGITAL COMPETENCES FOR USERS	4.14	>
AREA F: COLLABORATION, NETWORKING AND COMMUNITY	3.75	>

SCORES BY ROLE ▼

Manager	5.46	>
Staff	4.68	>



When download the results in **PDF**, it is important to have the options “*Headers and footers*” and “*Background graphics*” checked so to see the colours and project layout.

The screenshot shows the 'Elisabetta library' results page on the left and the print options menu on the right. The print menu is highlighted with a yellow box, showing the following options:

- Destination: Save as PDF
- Pages: All
- Pages per sheet: 1
- Margins: Default
- Options:
 - Headers and footers
 - Background graphics

Buttons for 'Save' and 'Cancel' are visible at the bottom of the print menu.

When downloading the results in CSV, a file called “scoresXX.csv” will be downloaded. Open Excel, go to “Data”, click on “From Text/CSV”, select the downloaded file and click on “Import” and then on “Load”:

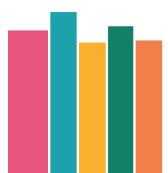
The screenshot shows the Microsoft Excel interface with the 'Data' tab selected. The 'From Text/CSV' option is highlighted with a yellow box. The 'Import Data' dialog box is open, showing the file 'scores75' selected in the 'Downloads' folder. The file name 'scores75' is entered in the 'File name' field, and the file type is set to 'Text Files'. The 'Import' button is highlighted with a yellow box.

The screenshot shows the 'Import Data' dialog box in Excel. The 'File Origin' is '1252: Western European (Windows)'. The 'Delimiter' is 'Comma'. The 'Data Type Detection' is 'Based on first 200 rows'. A table preview is shown with the following columns: KEY, STATEMENT, SCORE, VALID ANSWERS, and SKIPPED ANSWERS. An orange arrow points to the 'Load' button.

The file will appear as follows:

The screenshot shows the 'Table Design' ribbon in Excel. The table 'scores75' is loaded with the following data:

KEY	STATEMENT	SCORE	VALID ANSWERS	SKIPPED ANSWERS
ams1manager	In our library, we have developed and follow a digital strategy.	6	1	50
ams2manager	We involve our library staff in the development of our digital strategy.	5	1	50
ams3manager	We encourage library staff to try out new ways of delivering library programmes using digital technologies.	6	1	50
bms1manager	Our library provide digital technologies for public use.	0	0	100
bms2manager	In our library, there is adequate public access to the Internet.	6	1	50
bms3manager	In our library, users have access to a variety of online resources for learning activities and courses.	6	1	50
bms4manager	Our library staff support users in finding and assessing digital resources.	6	1	50
bms5manager	In our library, assistive technologies are available for users in need of special support.	5	1	50
bms6manager	In our library, library staff support users in the use of digital technologies.	6	1	50
bms7manager	In our library, technical support is available to library staff for technical problems.	5	1	50
cms1manager	In our library, there is a clearly defined learning plan in place that support CPD needs for library staff.	6	1	50
cms2manager	Our library offers CPD training to staff on the use of digital technologies for library services.	6	1	50
cms3manager	Our library organises sessions for library staff where they exchange information and ideas on digital technologies.	5	1	50
dms1manager	I can confidently browse, search and filter data, information and digital content.	5	1	50
dms2manager	I can confidently evaluate data, information and digital content.	10	2	0
dms3manager	I can confidently manage data, information and digital content.	10	2	0
dms4manager	I can confidently share data and digital content through digital technologies.	4	1	50
dms5manager	I can confidently collaborate through digital technologies.	5	1	50
dms6manager	I can confidently use library management system and basic office software.	5	1	50
dms7manager	I understand how to protect users' personal data and privacy.	4	1	50
dms8manager	I know how to solve minor technical problems.	5	1	50
dms9manager	I know how to identify technological needs and provide digital solutions, such as software, e-resources and digital content.	5	1	50
dms0manager	There is a way for me to suggest training opportunities that would help strengthen the technical skills of library staff.	6	1	50
ems1manager	Our library offers users learning opportunities to improve digital skills.	6	1	50
ems2manager	Our library offers users learning opportunities on information and data literacy.	6	1	50
ems3manager	Our library offers users learning opportunities on how to interact through digital technologies.	5	1	50
ems4manager	Our library offers users learning opportunities on the creation of digital content.	6	1	50
ems5manager	Our library offers users learning opportunities on online safety.	6	1	50
ems6manager	Our library offers users learning opportunities on how to use Social Media.	6	1	50
ems7manager	Our library offers users learning opportunities on advanced digital competences.	6	1	50
fms1manager	We collaborate with other organisations to promote digital skills development.	6	1	50
fms2manager	We engage with our local community to identify digital technologies which are relevant to the needs of our library.	6	1	50
fms3manager	In our library, we collect and review data on the public's use of digital technologies in the library.	6	1	50
fms4manager	We promote our digital services and activities.	5	1	50
ams1staff	In our library, we have developed and follow a digital strategy.	1	1	0
ams2staff	My library managers involve me in the development of the library's digital strategy.	1	1	0



- ⇒ The Column “Key” contains the code specifying the specific statement, whether it is a required or optional question, the question number, and to whom it was addressed (manager, staff, user):
For example, “asm1manager” tells us that “a” indicates the first area of the questionnaire, “ms” indicates that this is mandatory (os will indicate the optional statements, while cs will indicate the personalised statements), “1” indicates this is the first statement and “manager” indicates the target group.
- ⇒ The Column “Statement” contains the specific statement that was answered;
- ⇒ The Column “Scores” shows the total score received for the statement by summing the votes of all those who cast a grade;
- ⇒ The Column “Valid answers” indicates the number of answered questions;
- ⇒ The Column “Skipped answers” shows the percentage of “IDK” answers given to the statement.

For the answers given to the optional section “Ratings of CPD activities in the last two years” in Area C, the answers are shown differently:

84	cos31managerNotAtAllUseful	Face-to-face courses, seminars or conferences.	0	2	0
85	cos31managerNotUseful	Face-to-face courses, seminars or conferences.	2	2	0
86	cos31managerALittleBitUseful	Face-to-face courses, seminars or conferences.	0	2	0
87	cos31managerUseful	Face-to-face courses, seminars or conferences.	0	2	0
88	cos31managerVeryUseful	Face-to-face courses, seminars or conferences.	0	2	0
89	cos32managerNotAtAllUseful	Online courses, webinars or online conferences.	0	2	0
90	cos32managerNotUseful	Online courses, webinars or online conferences.	0	2	0
91	cos32managerALittleBitUseful	Online courses, webinars or online conferences.	0	2	0
92	cos32managerUseful	Online courses, webinars or online conferences.	1	2	0
93	cos32managerVeryUseful	Online courses, webinars or online conferences.	1	2	0
94	cos33managerNotAtAllUseful	Online or offline peer learning.	0	2	0
95	cos33managerNotUseful	Online or offline peer learning.	1	2	0
96	cos33managerALittleBitUseful	Online or offline peer learning.	0	2	0
97	cos33managerUseful	Online or offline peer learning.	0	2	0
98	cos33managerVeryUseful	Online or offline peer learning.	1	2	0
99	cos34managerNotAtAllUseful	International networks and communities of practice.	0	2	0
100	cos34managerNotUseful	International networks and communities of practice.	0	2	0
101	cos34managerALittleBitUseful	International networks and communities of practice.	1	2	0
102	cos34managerUseful	International networks and communities of practice.	0	2	0
103	cos34managerVeryUseful	International networks and communities of practice.	1	2	0
104	cos35managerNotAtAllUseful	In-house mentoring or coaching or other training sessions.	0	2	0
105	cos35managerNotUseful	In-house mentoring or coaching or other training sessions.	0	2	0
106	cos35managerALittleBitUseful	In-house mentoring or coaching or other training sessions.	0	2	0
107	cos35managerUseful	In-house mentoring or coaching or other training sessions.	1	2	0
108	cos35managerVeryUseful	In-house mentoring or coaching or other training sessions.	1	2	0
109	cos36managerNotAtAllUseful	Study visits to other libraries or organisations.	0	1	50
110	cos36managerNotUseful	Study visits to other libraries or organisations.	1	1	50
111	cos36managerALittleBitUseful	Study visits to other libraries or organisations.	0	1	50
112	cos36managerUseful	Study visits to other libraries or organisations.	0	1	50
113	cos36managerVeryUseful	Study visits to other libraries or organisations.	0	1	50
114	cos31staffNotAtAllUseful	Face-to-face courses, seminars or conferences.	1	1	0
115	cos31staffNotUseful	Face-to-face courses, seminars or conferences.	0	1	0
116	cos31staffALittleBitUseful	Face-to-face courses, seminars or conferences.	0	1	0
117	cos31staffUseful	Face-to-face courses, seminars or conferences.	0	1	0

- ⇒ The Column “Key” contains the code specifying this is an optional question belonging to Area C, it is targeting the “Managers” and then the valid options that can be answered (Not at all useful, not useful, a little bit useful, useful, very useful);
- ⇒ The Column “Statement” contains the specific statement that was answered;
- ⇒ The Column “Score” indicates how many answers were collected for that specific statement and for that specific option;
- ⇒ The Column “Valid answers” indicates the number of answered questions;
- ⇒ The Column “Skipped answers” shows the percentage of “IDK” answers given to the statement.

81	ems6user	My library offers learning opportunities on how to use Social Media.	0	0	0
82	fms2user	The digital technologies in my library are relevant to my needs.	0	0	0
83	fms4user	I receive information about my library's digital services and activities.	0	0	0
84	cos31managerNotAtAllUseful	Face-to-face courses, seminars or conferences.	0	2	0
85	cos31managerNotUseful	Face-to-face courses, seminars or conferences.	2	2	0
86	cos31managerALittleBitUseful	Face-to-face courses, seminars or conferences.	0	2	0
87	cos31managerUseful	Face-to-face courses, seminars or conferences.	0	2	0
88	cos31managerVeryUseful	Face-to-face courses, seminars or conferences.	0	2	0

In the example above, we can see that for the activity “F2F courses, seminars or conferences”, 2 managers graded this activity as “Not useful”.

For the “A bit about you” section, the votes appear like this:

145	hms1managerYes	Is your library part of a bigger library service?	0		
146	hms1managerNo	Is your library part of a bigger library service?	2		
147	hms2managerMicro	Library size	0		
148	hms2managerSmall	Library size	2		
149	hms2managerMedium	Library size	0		
150	hms2managerLarge	Library size	0		
151	hms3managerUnder20	Age	0		
152	hms3manager20-25	Age	1		
153	hms3manager26-29	Age	0		
154	hms3manager30-39	Age	0		
155	hms3manager40-49	Age	0		
156	hms3manager50-59	Age	0		
157	hms3manager60-69	Age	1		
158	hms3managerOver70	Age	0		
159	hms3managerPreferNotToSay	Age	0		
160	hms4managerMale	Gender	0		
161	hms4managerFemale	Gender	0		
162	hms4managerOther	Gender	0		
163	hms4managerPreferNotToSay	Gender	2		
164	hms5managerLessThan1Year	How many years of work experience do you have in the library sector in total?	0		
165	hms5manager1-2	How many years of work experience do you have in the library sector in total?	0		
166	hms5manager3-5	How many years of work experience do you have in the library sector in total?	0		
167	hms5manager6-10	How many years of work experience do you have in the library sector in total?	0		
168	hms5manager11-15	How many years of work experience do you have in the library sector in total?	1		
169	hms5manager16-19	How many years of work experience do you have in the library sector in total?	0		
170	hms5managerAbove20	How many years of work experience do you have in the library sector in total?	0		
171	hms5managerPreferNotToSay	How many years of work experience do you have in the library sector in total?	1		
172	hms6managerA1	The DigCompEdu framework defines 6 proficiency levels related to the digital competencies:	0		
173	hms6managerA2	The DigCompEdu framework defines 6 proficiency levels related to the digital competencies:	0		
174	hms6managerB1	The DigCompEdu framework defines 6 proficiency levels related to the digital competencies:	1		
175	hms6managerB2	The DigCompEdu framework defines 6 proficiency levels related to the digital competencies:	1		
176	hms6managerC1	The DigCompEdu framework defines 6 proficiency levels related to the digital competencies:	0		
177	hms6managerC2	The DigCompEdu framework defines 6 proficiency levels related to the digital competencies:	0		
178	hms1staffYes	Is your library part of a bigger library service?	1		
179	hms1staffNo	Is your library part of a bigger library service?	0		
180	hms2staffMicro	Library size	1		

From line 152 we can see that one manager picked the age range “20/25”, while the second chose the age range “60/69” (line 157).

The open answered questions will appear only in the Excel file and will be shown at the end:

245	KEY	STATEMENT	ANSWER		
246	cos37staff	Other CPD opportunities related to digital technologies (please specify)	Course on digital storytelling		
247					

Discuss and act



Once you have completed the evaluation process using the ADELE tool, you can start¹:

1. Reviewing and prioritising the ADELE output by identifying items for action and defining goals for improvement in your ADELE-based action plan.
2. Describing activities to tackle in pursuit of the priorities and goals identified for your library ADELE-based action plan.
3. Elaborating detailed actions and evaluation means and criteria.
4. Presenting the action plan to your staff.

You can find further resources to help you evaluate your results and develop your digital strategy under resources on the [ADELE website](#).

We also recommend consulting the guidance documents dedicated to the [SELFIE tool](#) for schools and the SELFIE pedagogical innovation assistant toolkit ([SELFIE PTK](#)).

¹ Recommendations are based on content of the SELFIE pedagogical innovation assistance toolkit ([SELFIE PTK](#)).

Communication kit

On the [project website](#), you will find communication material to facilitate your ADELE evaluation process and to communicate on the project. The toolkit includes:

- Branding guidelines
- Infographic on the ADELE tool
- 4-page leaflet on the ADELE tool
- Booklet highlighting 20 case studies from the collection of 100 best practices of digital innovation in public libraries.
- PowerPoint presentation on the ADELE tool and project

Privacy statement and use of data

This privacy statement provides information about the processing and the protection of your personal data.

All data collected via the ADELE tool will be kept safe and anonymous, in accordance with GDPR guidelines.

- ADELE is tool for libraries only. No personal data will be collected.
- All answers collected are anonymous, and the respondents of the questions will not be identified personally.
- EGIInA Srl will securely store the ADELE reports for a minimum period of 5 years' time.
- No other organisation or library will have access to the answers or reports of a library who used the ADELE tool.
- The anonymised and aggregated data can be used for policy and research purposes only.

If you would like to know more about the possibilities to use your data, please [contact us](#).

Glossary

Term	Definition
Assistive technologies	Products or systems that support and assist individuals with disabilities, restricted mobility or other impairments to perform functions that might otherwise be difficult or impossible
Data literacy	The ability to find, evaluate, organise, use and communicate information and data in all its various formats
Data management	Data management is the process of collecting, storing, organising and maintaining the data created and collected by an organisation.
Digital	All that involves computer technologies (that allow the production, storage and processing of information in binary code).
Digital competencies / Digital skills / Digital literacy	Digital competence involves the confident, critical, responsible and creative use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competencies related to cybersecurity), intellectual property related questions, problem solving and critical thinking.
DigCompOrg	A European Framework for digitally competent educational organisations developed by the JRC (Joint Research Center) of the European Commission. It can be used by educational organisations to guide a process of self-reflection on their progress towards comprehensive integration and effective deployment of digital learning technologies.
Digital content	Digital content is any content that exists in the form of digital data. Also known as digital media, digital content is stored on digital or analogue storage in specific formats. Forms of digital content include information that is digitally broadcast, streamed, or contained in computer files. Viewed narrowly, digital content includes popular media types, while a broader approach considers any type of digital information (e. g. digitally updated weather forecasts, GPS maps, and so on) as digital content.
Digital readiness / Digital maturity	Digital maturity is a measure of an individual and organisation's ability to create value through digital, which usually is a predictor of success for companies launching a digital transformation.
Digital resources	A digital resource is any material created through digital means or translated from an analogue (paper) state to a digital one. Digital resources can be internet based or offline: Internet Resources <ul style="list-style-type: none"> • Websites

	<ul style="list-style-type: none"> • Blogs • Forums/ Chat Rooms • Search engines • Online libraries and databases <p>Offline Digital Resources</p> <ul style="list-style-type: none"> • Photos/ Images • Videos • Audio recordings
Digital storytelling	A digital story is a multimedia presentation combining a variety of digital elements within a narrative structure (a story). Media may include text, images, video, audio, social media elements (e.g. Tweets) and interactive elements (e.g., digital maps).
Digital strategy	A digital strategy is a process of transformation and development to adapt to the changing environment of the digital age. It is an up-to-date document that provides a rationale and an action plan for efficiently integrating digital technologies into the management and activities and programmes of an organisation.
Digital technologies	<p>A diverse and increasingly broad range of products based on processors responding to binary code (0 or 1) instructions and used to create, store, process and communicate information. For example: computers, smartphones, digital cameras, printers, robots.</p> <p>(Digital technologies are electronic tools, systems, devices and resources that generate, store or process data. Well known examples include social media, online games, multimedia and mobile phones.)</p>
Digital working methods and tools	Digital (learning) tools include a wide variety of applications, websites, and learning platforms that facilitate learning by connecting students, teachers, and sometimes even parents. Digital learning tools can assist teachers and students with teaching, learning, and communication. While Digital learning tools may be hard to define, think of them as online programs, applications, or technology that can enhance a student's ability to access information and understanding. It is important to remember that there is a plethora of digital learning tools and that they are always expanding. Digital learning tools are mostly accessed via the internet but can be used at home or in a school setting. They can help students gain a deeper understanding of the content shared by their teacher.
E-government	<p>E-government (short for electronic government) is the use of technological communications devices, such as computers and the Internet, to provide public services to citizens and other persons in a country or region.</p> <p>E-government offers new opportunities for more direct and convenient citizen access to government and for government provision of services directly to citizens.</p>
Netiquette	Netiquette comprises the rules of etiquette on the

network, what should be done and what should not be done in online communication. They are behavioural recommendations that refer to online courtesy and the informal rules of cyberspace, a more complex communication channel as there is face-to-face on rare occasions (although connections such as videoconferences are increasingly frequent) and frequently connect unknown users.

The word netiquette is a colloquial acronym for “network etiquette”, a set of social conventions that facilitate interaction through networks, and that include from chats and emails to blogs and forums.