



# UNIONE DEI COMUNI VALLI DEL RENO, LAVINO E SAMOGGIA

COMUNI DI CASALECCHIO DI RENO, MONTE SAN PIETRO, SASSO MARCONI, VALSAMOGGIA E ZOLA PREDOSA

SERVIZIO PERSONALE ASSOCIATO – UFFICIO TRATTAMENTO GIURIDICO

## SELEZIONE PUBBLICA PER LA PER LA COPERTURA A TEMPO INDETERMINATO DI DUE POSTI DI ISTRUTTORE BIBLIOTECARIO CULTURALE CATEGORIA C

**UNO DEI QUALI RISERVATO AGLI INTERNI**

**COMUNE DI CASALECCHIO DI RENO  
(BOLOGNA)**

### **TRACCE PROVE ORALI 13.09.2021**

- A1. Le azioni di sostegno alle biblioteche e di promozione della lettura promosse dal Cepell
  - A2. Biblioteca come luogo terzo
  - A3. Procedure tecniche e amministrative dello scarto librario
  - A4. La carta delle collezioni in una biblioteca di pubblica lettura
  - A5. La biblioteca è un organismo che cresce: la quinta legge Ranganathan nella prassi di una biblioteca di pubblica lettura
  - A6. Ad ogni lettore il suo libro, ad ogni libro il suo lettore: la seconda e la terza legge Ranganathan nella prassi di una biblioteca di pubblica lettura
  - A7. I libri sono fatti per essere usati: la prima legge Ranganathan nella prassi di una biblioteca di pubblica lettura
  - A8. Risparmia il tempo del lettore: la quarta legge Ranganathan nella prassi di una biblioteca di pubblica lettura
  - A9. Creazione e gestione di una emeroteca in una biblioteca di pubblica lettura
  - A10. La valutazione dell'impatto di una biblioteca
  - A11. Information literacy in biblioteca
  - A12 Relazione tra sezioni di una biblioteca e classificazione dewey
  - A13. La dimensione internazionale delle biblioteche
  - A14. Giochi e gaming in biblioteca
  - A15. Biblioteche e *life long learning*
  - A16. Il ruolo della biblioteca nella riduzione del *digital divide*
  - A17. Promozione della lettura e dell'informazione nei confronti della popolazione straniera: strumenti e progetti
  - A18. La biblioteca per gli adolescenti
  - A19. Gruppo di Lettura in una biblioteca: modalità operative e integrazione con la vita della biblioteca
  - A20. Progettare una bibliografia di letture per una classe della scuola primaria
  - A21. Collocazioni possibili delle collezioni in una biblioteca di pubblica lettura
  - A22. Il Servizio bibliotecario nazionale
- B1. Gli organi del Comune



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SERVIZIO PERSONALE ASSOCIATO – UFFICIO TRATTAMENTO GIURIDICO

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- B2. Autonomia normativa degli Enti Locali
  - B3. Organi tecnici e politici nell'Ente Locale
  - B4. Atti degli organi del Comune
  - B5. Attribuzioni dei dirigenti del Comune
  - B6. Gestione del bilancio: le fasi dell'entrata
  - B7. Gestione del bilancio: le fasi della spesa
  - B8. Rendiconto, risultato di amministrazione e residui
  - B9. Il controllo di gestione nell'Ente Locale
  - B10. La "doppia veste" del Sindaco
  - B11. Competenze della Giunta
  - B12. Competenze del Consiglio
  - B13. Forme associative tra Comuni
  - B14. Il Comune è un ente pubblico territoriale dotato di autonomia, autarchia, autogoverno
  - B15. Lo Statuto dell'Ente Locale
  - B16. Funzioni del Comune.
  - B17. Il procedimento amministrativo
  - B18. Controllo di regolarità amministrativa e contabile
  - B19. Principi generali dell'attività amministrativa
  - B20. Il provvedimento amministrativo: efficacia e invalidità
  - B21. Potestà statutaria e regolamentare del Comune
  - B22. Le autonomie riconosciute ai Comuni

C1) One step being taken to reduce risks is to limit the number of people in the library at any one time. This makes it easier to maintain social distance. In Macao (China), the public libraries are using a ticketing system to limit numbers in the library.

C2) Libraries around the world are facing hard choices around which services to offer and how, ranging from minimal restrictions to full closure. We are aware that governments themselves are taking different approaches.

C3) Libraries around the world of all sorts have been working hard to provide access to collections and services remotely, often investing time and effort in updating websites and computer systems in order to deal with demand.

C4) This article assesses the information sources used by Tanzanian newspaper journalists to collect climate change information. The main sources of climate change information consulted by newspaper journalists in Tanzania are climate change experts and daily events.

C5) IFLA promotes the importance of libraries in advancing sustainable development. Libraries represent important development partners, both by providing access to information in all formats and by delivering services and programmes that meet the needs for information.

C6) Public libraries can help improve the quality of life by offering free and open access to diverse kinds and formats of information, free spaces for assembly and engagement, and opportunities for individual leisure. Their community contributions can help to realize the Agenda's goals.

C7) Public libraries promote gender equality by making available equitable and inclusive spaces and information access for women and girls, and indeed all sexes and gender identities. Public libraries provide safe meeting places, programmes and lectures on women's rights and health.

C8) Public libraries play significant roles in helping build and maintain inclusive and resilient communities. They 'function as robust community centers, often providing services that people cannot get elsewhere'. Their provision of open, equitable, inclusive and safe spaces are important factors in helping successful and sustainable cities.

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C9) Public libraries play essential roles in the development, safeguarding and preservation of cultural heritage in all forms from print to digital resources. Public libraries collect, organize, preserve and make accessible diverse kinds of cultural resources of their communities.

C10) Public libraries are learning environments providing safe spaces for education, where individuals can engage in study and research in order to increase their education, stimulate their imagination, and garner new perspectives and possibilities for self-discovery.

C11) Information literacy is widely considered to be an essential survival skill for life in the information age, a vital help to lifelong learning and critical for a democracy. One of a librarian's responsibilities is to encourage library users to achieve information literacy.

C12) This article will focus on the policies regarding the development of the public library system in communist Romania. Using oral history to document the professional practices in public libraries during the last decades of the regime, this article will discuss the focus of the policies that influenced the library system.

C13) In this context, a literature review will examine the strategies that libraries and museums have implemented successfully for engaging and retaining young and young related audiences. This paper aims to recommend learning strategies that invite children to the Latin American Children's and Youth Library (LACYL).

C14) This case study of one school library serves as an illustration of how one school transformed its school library from an underutilized space to one that was well-used by the students for reading. More importantly, it shows the different components that go into creating a library that effectively supports reading.

C15) Essays provide an informed analysis of viewpoints, trends, and controversies within the field of library and information science. For example, an essay may contribute an important conceptual analysis of policies that impact to the information environment.

C16) Libraries are essential in institutions of higher learning. The fact that libraries require adequate funding to provide the necessary information resources, facilities, effective service and training of staff cannot be disputed.

C17) The core of a library is its collection. Academic libraries are libraries attached to tertiary institutions such as universities, polytechnics, colleges of education, colleges of agriculture, colleges of technology and research institutes.

C18) Academic libraries in Nigeria suffer from poor funding. This is because they are operating in an era of economic recession where resources are not forthcoming. Nigerian academic libraries derive the greater part of their funds from the government.

C19) Long viewed as safe places and spaces, libraries serve as hubs of information services for students, researchers, academics, practitioners and the entire society including underprivileged communities.

C20) Conventional bibliometric analysis of output can indeed be complemented by metrics that assess the dissemination and impact of medical/health research through social media, usage of biomedical devices, and/or other methods that engage the public to improve health.

C21) Improve the digital skills of all citizens, to build public trust and support for digital health solutions, and to promote the application of digital health technology in the provision of, and access to, everyday health services.

C22) 'Digital inclusion' is the term most commonly used in the UK for people being able to use digital technologies, particularly the Internet, in ways that enhance their lives and help them overcome disadvantage.



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## TRACCE PROVE ORALI 14.09.2021

- A1. Caratteristiche della sezione ragazzi in biblioteca
- A2. Promozione alla lettura per un pubblico adulto: proposte e strumenti comunicativi
- A3. L'alfabetizzazione digitale in biblioteca
- A4. Attività in biblioteca per classi della scuola primaria
- A5. Le principali tipologie di biblioteche presenti sul polo UBO, sinergie e differenze
- A6. I diversi livelli del servizio di reference
- A7. Attività con la scuola secondaria di primo grado
- A8. Biblioteca e memoria civile: quali attività possibili per celebrare una ricorrenza come il il Giorno della memoria o il 25 aprile?
- A9. La sezione locale in una biblioteca di pubblica lettura
- A10. Attività con la scuola dell'infanzia in tema di promozione alla lettura
- A11. Quali sono gli spazi possibili di una biblioteca pubblica e quali le loro funzioni
- A12. Le reti bibliotecarie: quali servizi riceve e offre una biblioteca di pubblica lettura all'interno di un sistema cooperativo?
- A13. Sinergie e differenze tra catalogo, opac e bibliografie
- A14. Il ruolo della Regione Emilia Romagna nella gestione e nello sviluppo delle biblioteche
- A15. La carta dei servizi di una biblioteca di pubblica lettura
- A16. I servizi personali dell'opac a disposizione degli utenti
- A17. Catalogazione semantica e descrittiva e loro standard
- A18. Biblioteche fuori di sè: servizi e attività diffusi sul territorio
- A19. Diversità culturale e linguistica in una biblioteca di pubblica lettura
- A20. L'analisi o profilo di comunità di un territorio per la costruzione dei servizi bibliotecari
- A21. I servizi di front office
- A22. I servizi di back office
  
- B1. Nullità, annullabilità e annullamento d'ufficio dell'atto amministrativo
- B2. L'Impegno della spesa nei confronti dei terzi
- B3. Il diritto di accesso secondo la L. 241/90
- B4. L'autotutela: annullamento d'ufficio, ratifica e convalida dell'atto amministrativo
- B5. I principi del bilancio
- B6. I controlli interni nell'Ente Locale
- B7. Il principio di programmazione: DUP e bilancio annuale di previsione
- B8. Contabilità finanziaria e contabilità economico patrimoniale
- B9. Il Piano esecutivo di gestione
- B10. Principi generali in materia di pubblico impiego nel Codice di comportamento dei dipendenti pubblici
- B11. Principali criteri cui deve ispirarsi l'organizzazione delle Pubbliche Amministrazioni
- B12. Natura pubblicistica e privatistica del pubblico impiego
- B13. Il Codice di comportamento dei dipendenti pubblici.
- B14. Tutela del dipendente pubblico che segnala illeciti.
- B15. Le responsabilità del pubblico dipendente.
- B16. Obblighi del dipendente nei rapporti col pubblico, secondo il Codice di comportamento dei dipendenti pubblici
- B17. Le funzioni del Sindaco quale ufficiale del governo
- B18. Il regolamento sull'ordinamento degli uffici e dei servizi



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SERVIZIO PERSONALE ASSOCIATO – UFFICIO TRATTAMENTO GIURIDICO

B19. Funzioni del Comune e principio di sussidiarietà

B20. Le Unioni di Comuni

B21. Funzioni del Segretario comunale

B22. Variazioni di bilancio e assestamento generale

C1) The term *Digital inclusion* is often used interchangeably with digital skills, digital participation, digital competence, digital capability, digital engagement, digital literacy, etc. IFLA uses the term ‘digital literacy’ to describe the ability to manage the potential of digital tools.

C2) The three main barriers to digital inclusion are: lack of skills, lack of access, lack of motivation, but today lack of motivation, confidence and trust can be the most significant factor preventing a person moving from a reluctant, single-purpose user to someone who truly reaps the benefits of being online.

C3) There are certainly low levels of digital inclusion in rural areas, but some of the worst digital exclusion is still in some urban areas, reflecting worse levels of deprivation. However, there remains a core of people in later life who are not online and have no intention of getting online.

C4) young people are generally digitally confident and use digital tools in their everyday lives; older people are often using digital channels such as Skype and Facebook to keep in touch with friends and family. They can be surprisingly ready to use these channels for virtual consultations if they provide convenience (e.g. booking travels).

C5) Homeless people often have devices (particularly mobile phones) and often have the skills to use them.

Their needs can be more basic – a dry, safe, non-judgemental place where they can charge their phone and get online using free public wi-fi.

C6) Libraries are trusted community spaces, whose unique benefits include assisted digital access, health information resources and services, and the volunteering and recreational opportunities they provide. Libraries can deliver a range of health and wellbeing benefits to local communities.

C7) The American Libraries Association has held a Digital Inclusion Summit leading in a report that recognises the central role of libraries in building digitally inclusive communities, ensuring that nobody is left behind in the digital revolution. The report includes summaries of activities carried out by libraries.

C8) Public libraries have been working with Digital Communities to provide digital skills training and support information literacy. A half-day digital inclusion training course has been developed for staff and volunteers in libraries; many libraries are now holding Digital Fridays, where users are introduced to digital technology and tools.

C9) The Kenya National Library Service has been sponsored by a development corporation to provide laptops and wi-fi, with 640 new devices provided along with local cabling. There are also successful partnerships with international agencies including Book Aid International and EIFL (Electronic Information for Libraries).

C10) Universal access to digital health tools and services, with the skills to use them, has the potential to be one of the great public health advances of the 21st century. In the 21st century, those who lack access to the public utility of the Internet, will be at risk of increasing inequality and poorer health status.

C11) Libraries are on the front line in combating digital health inequality. In an era of austerity, libraries are having to justify their role. Today, they are showing the way as agents of equality – bridging the gap between the digital haves and the digital have-nots.

C12) This article examines the available literature on engaging young audiences to visit libraries, museums and performing arts shows, their strategies for developing permanent audiences and their



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ideas regarding program, partnerships, communication and promotion of libraries in the context of the 21st century.

C13) This study is interested in two types of audience: a direct audience, formed by children, adolescents and young adults; and an indirect audience formed by adults related to the former group, such as parents, carers, educators, writers, artists and researchers.

C14) The International Youth Library in Munich, Germany, is regarded as the largest library for international children's and youth literature in the world.

Based on Jella Lepman's vision, the library has two guiding principles, one for adults and one for children.

C15) Thanks to the extensive collection the library invites every year up to 15 researchers for a few months to study the collection, as well as offering the visitors access to the reading museums, current exhibitions and the children's lending library. There are books and other media in 15 languages available for children to read on site and to take home.

C16) the State Library of Victoria Centre for Youth Literature, Australia, has a clear vision and goals that have result in increasing audience: 'The Centre for Youth Literature connects Australia's young people, inspiring our young adults to engage with books, stories, writing and ideas' .

C17) The Centre understands the real need for young people to communicate with each other and build networks based on common interests, which in this case is literature. The Centre has built a strong programme encouraging youth participation; it includes creative writing workshops, meetings with authors and reading challenges.

C18) Among the activities for infants' reading promotion, we encourage the use of treasure baskets, picture books and puppets, participation in rhyme times, musical sessions, storytelling sessions – including stories in different languages – as well as invite families to share stories.

C19) The final section of this article was dedicated to the evaluation process, where the literature recommends measuring the impact of the library services in the community, which is fundamental to streamline all activities of the library and to reflect on the success or failure of programmes.

C20) Book clubs have been generally described as networks that are composed of people who meet regularly to discuss a book that they have agreed to read at a previous time, and their characteristics are: give participants the freedom to join or leave, welcome diversity in age, gender, culture, and education among participants...

C21) Book clubs are considered intellectual forums that offer their members the opportunity to participate in productive learning experiences. The personal goals for these clubs include the examination of individual knowledge, beliefs, feelings, and reactions.

C22) The majority of book clubs agreed on reading a particular book that all members discussed. The selection was mostly democratic in that members suggested and then voted on the book to be read. There was no restriction on the topics or genres that members could choose.

## TRACCE PROVE ORALI 17.09.2021

- A1. La biblioteca come centro informativo locale
  - A2. La biblioteca per tutti: utenti con bisogni speciali
  - A3. La sezione multimedia in biblioteca
  - A4. Attività con la scuola secondaria di secondo grado
  - A5. Accogliere un nuovo utente in biblioteca, dai nuovi nati agli over 80.
  - A6. Sviluppo della collezione della sezione ragazzi
  - A7. Elementi distintivi delle biblioteche nella storia
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- A8. Conservazione vs valorizzazione in una biblioteca di pubblica lettura
  - A9. Conoscenza della raccolta di una biblioteca e sviluppo della collezione
  - A10. Comunicare la biblioteca
  - A11. Organizzare un ciclo di eventi in biblioteca, per esempio per il *Maggio dei Libri*: modalità operative e strategie comunicative
  
  - B1. La determinazione a contrattare
  - B2. Responsabile del procedimento e suoi compiti
  - B3. Il Codice di comportamento dei dipendenti pubblici: in particolare regali, compensi ed altre utilità a favore del dipendente
  - B4. Il Codice di comportamento dei dipendenti pubblici: in particolare il comportamento in servizio e nei rapporti privati
  - B5. Il Codice di comportamento dei dipendenti pubblici: in particolare vincoli del dipendente nella conclusione di atti negoziali e nella partecipazione ad associazioni
  - B6. Responsabilità del dipendente, in particolare in caso di violazione del Codice di comportamento dei dipendenti pubblici
  - B7. Garanzie per il cittadino in materia di procedimento secondo la L. 241/90
  - B8. Funzione di indirizzo e controllo politico amministrativo nell'Ente Locale
  - B9. Dal DUP (Documento unico di programmazione) al PEG (Piano esecutivo di gestione): la programmazione nell'Ente Locale
  - B10. Programmazione e controllo strategico
  - B11. Sistema regionale delle autonomie locali e ruolo della Regione nei confronti del Comune.

C1) We examined five major projects conducted by library associations and related organizations between 2011 and 2016 that focused on the future of libraries and/or librarianship. We employed a sensemaking perspective as the foundation for our research.

C2) Much of the library and information science literature on advocacy are ‘guide-like’ books, articles or conference papers aimed at helping libraries and/or librarians understand the value of advocacy campaigns and how to plan them.

C3) The school library can serve a crucial role in encouraging reading: this paper details how one school transformed its school library, making it a central place for reading within the school. Data collected provided evidence of the kinds of strategies, programmes and design that works to encourage reading.

C4) The school library is often underutilized as a space for reading. This under-utilization may be due to uninspiring book selections, lack of programmes to encourage reading or lack of knowledge about how to design a space to encourage voluntary reading.

C5) This case study of one school library serves as an illustration of how one school transformed its school library from an underutilized space to one that was well-used by the students for reading; it shows the different components that go into creating a library that effectively supports reading.

C6) Reading corner: towards the rear of the library are eight armchairs arranged in a semi-circle. The chairs are positioned approximately 30 centimeters apart. This ensures that users occupying the space cannot engage in prolonged conversations with each other, and even if they do, they are limited to two participants only.

C7) More importantly, the library was designed with the specific purpose of encouraging reading and we were able to document the effectiveness of various design strategies between September 2016 and May 2017 through survey, observation and interview data.



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C8) Access to cultural products matters because it promotes social transformation, inclusion and personal development, is a human right, and ensures the sustainability of libraries in this new millennium. Library leaders must always reflect on their institution's role in today's dynamic cultural space.

C9) School libraries can motivate students to read by providing a wide variety of books for students to choose from, including magazines and comics and popular literature. A wide range of literature is important for appealing to the different interests of different readers, including avid or reluctant readers.

C10) The increased book loans demonstrate that it is not only the number of books in a collection that matters. Students' perception about the kinds of books and the environment for reading contribute to their desire to visit the library to borrow books or to read.

C10) The genres included fantasy, romance, science fiction, graphic novels and travel. Each section was designed attractively: in one of the sections, titled 'Discover', there are three components: science fiction, historical fiction, and graphic novels; the title suggests new worlds that students can explore.

C11) Libraries and librarians are important in the dissemination of cultural products, acting as cultural intermediaries as they present and organize material for public access. This process can be viewed as creating large reserves of cultural capital, a concept not normally associated with libraries.

## **CRITERI DI VALUTAZIONE DELLE PROVE ORALI**

**(ai sensi dell'art. 19 del D.lgs. 33/2013)**

I criteri di valutazione delle prove orali sono stati i seguenti:

- 1) conoscenza della materia e capacità di individuare gli aspetti essenziali;
- 2) capacità di interpretare e capire i contesti operativi;
- 3) capacità di sintesi;
- 4) completezza e chiarezza espositiva.