Where are you based?

- Service provider: 28%
- Research center: 10%
- Research library: 62%
<table>
<thead>
<tr>
<th>Percentage</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>15%</td>
<td>Support train-the-trainer approaches</td>
</tr>
<tr>
<td>14%</td>
<td>Fill gaps by developing and/or commissioning training</td>
</tr>
<tr>
<td>13%</td>
<td>Define minimum standards of training</td>
</tr>
<tr>
<td>12%</td>
<td>Catalogue existing provision of training (based on skills framework)</td>
</tr>
<tr>
<td>10%</td>
<td>Identify and communicate gaps in provision</td>
</tr>
<tr>
<td>9%</td>
<td>Catalogue provision of other skills resources, e.g. guides and handbooks</td>
</tr>
<tr>
<td>9%</td>
<td>Broker collaboration between institutions and infrastructures</td>
</tr>
<tr>
<td>9%</td>
<td>Certify training &amp; skills resources (based on the minimum standard)</td>
</tr>
<tr>
<td>9%</td>
<td>Provide recognition for completing professional development</td>
</tr>
<tr>
<td>0%</td>
<td>Something else</td>
</tr>
</tbody>
</table>
What forms of train-the-trainer support would you expect from EOSC?

- Events and materials on training skills: 17
- Networking with other trainers: 18
- Training materials on all relevant competences: 16
- Training materials relevant to ‘core’ EOSC services: 17
- Other: 2
What forms of skills resource would you expect EOSC to support?

- Day courses, tutorials, workshops: 20
- Intensive courses, summer schools: 12
- MOOCs: 11
- Role profiles, job descriptions: 10
- Self-paced online guides, handbooks: 16
- Skill descriptions for services provided: 15
- Staff exchanges, internships: 12
- User success stories, challenges: 17
- Webinars: 21
- Other: 0
Should every research group have a data steward?

- Yes, I strongly believe in this: 5
- Yes, I believe in this: 5
- No, I don’t believe in this: 1
- Regardless of what I believe, I think it is a matter of budget (or lack of it): 14
- Other: 2
What are your main interests in EOSC skills?

- Providing training for researchers within my own organisation: 6
- Providing training for researchers in other organisations: 4
- Consuming training from other universities and institutes: 2
- Consuming training provided by research infrastructures: 2
- Data skills and career development across the research sector: 14
- Other/don't know yet: 0
How feasible is it to make training materials FAIR using the following methods?

- Adding identifiers and standard metadata to ensure findability: 3.9
- Using standard protocols to make them accessible: 3.3
- Using standard formats and vocabularies for interoperability: 3.1
- Add non-restrictive licenses to encourage reuse: 4.2
What should institutions reward researchers and support professionals for?

- Making research outputs FAIR: 22%
- Encouraging the use and adopting open source tools: 10%
- Providing leadership and vision for Open Science: 9%
- Advocating for open science: 9%
- Developing FAIR and open policy: 9%
- Managing risks of access and preservation: 8%
- Demonstrating research integrity and ethical practice: 7%
- Contributing to educational curricula: 7%
- Obtaining funding for open science activity: 6%
- Engaging in cross-disciplinary collaboration: 5%
- Enabling societal groups to use/participate: 4%
- Maintaining peer visibility and esteem: 3%
- Something else: 1%