

LinkINjob
job hunting with help
of librarians

e-Guidelines

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CHAPTER 1

INTRODUCTION

CHAPTER 1 INTRODUCTION

LinkINjob: job search with the help of librarians is a project that supports the Europe 2020 strategy, strengthening knowledge and innovation as a driving force for future growth. One of the objectives of the strategy is to increase the employment rate of the population aged 20-64 years, which is currently 69% to at least 75% in order to increase the participation of women and older workers and to facilitate more effective integration of migrants into the workforce. This project is directly aimed at one of the main objectives of the strategy "Education and Training 2020": strategic framework for European cooperation in education and training (ET2020).

The main objective of the project is to improve employability, adaptability of the workforce and to create new employment opportunities in line with the labour market needs. The acquired knowledge will improve the prospects for sustainable employment for disadvantaged people, will support the unemployed for active behaviour in the labour market.

The lack of employment is a major cause of poverty and social exclusion among the unemployed and economically inactive. At risk in the labour market are the economically inactive young long-term unemployed and those on social assistance, with primary or lower education without qualifications or lack of key competencies, and people with disabilities.

Through successful cooperation of European countries in realizing the strategic objectives of the "Education and Training 2020", the partners will achieve greater personal, social and professional realization of all citizens. Sustainable economic prosperity and employability, whilst promoting democratic values, social cohesion, active citizenship and intercultural dialogue.

According to a survey of employers it was found that employment and requirements for working positions is associated with having basic computer literacy or skills, knowledge in the field of computer technology, creation of documents, presentation of materials, developing and processing information in a spreadsheet and working with Internet applications.

The rapid growth of IT development and its entrance in the socio-economic life in recent decades, requires not only the

need to possess basic knowledge and skills but also continuous improvement of the various IT literacy competences which are required for today's labour market.

Seasonally adjusted data by Eurostat shows that unemployment in the Euro zone decreased slightly, for example, in February 2016 it was 10.3% compared to February 2015 at 11.2%.

The reduction in unemployment is recorded among the majority of vulnerable groups in the labour market including youth under 29 years and persons over 50 years. A large number of registered unemployed have no qualifications, whilst a high number (who have completed secondary or higher education) have no professional experience. These are the main reasons for fewer chances for young people to gain employment. There is a high percentage of unemployed persons aged 50 or over who are without qualifications and specialty area.

Despite the reduction of unemployment among young people and people over 50, they continue to feature less competitive in the labour market and therefore are at a higher risk of unemployment, which puts them among disadvantaged groups. This requires continued efforts on employment policy to improve access for those persons to the labour market through training to improve the level of knowledge, skills and competencies tailored to the needs of employers.

Mr. Obreshko Nechev – director of
Directorate "Labour" - Veliko Tarnovo,
Bulgaria



CHAPTER 2

METHODOLOGY

- 2.1. TARGET GROUP OF UNEMPLOYED**
- 2.2. KEY COMPETENCES FOR LIBRARY
STAFF**

CHAPTER 2 METHODOLOGY

2.1. TARGET GROUPS OF UNEMPLOYED

[Eurostat](#) estimates that 23,815 million men and women in the EU-28, of whom 18.059 million were in the euro area ([EA-19](#)), were unemployed in January 2015. Compared with December 2014, the number of persons unemployed decreased by 156,000 in the EU-28 and by 140,000 in the euro area. Compared with January 2014, unemployment fell by 1,820,000 in the EU-28 and by 896,000 in the euro area.

One of the Europe 2020 Strategy aims is the employment rate of the population aged 20-64 should increase from the current 69% to at least 75%, including through the greater involvement of women, older workers and the better integration of migrants in the work force.

As unemployed are a heterogeneous group of library users, partner's libraries decided on seven target groups and individuals:

- long-term unemployed
- old workers
- less educated
- women
- immigrants
- people with special needs
- first job seekers

On the basis of research each partner defined at the most three groups of unemployed for whom learning activities will be prepared and run:

Partners:	long-term unemployed	old workers	less educated	women	immigrants	people with special needs	first job seekers
Austria			2		1		
Bulgaria	1	3					2
Finland	2				1		
Ireland	1	2		3			
Lithuania			1				2
Romania				1			2 (orphans)
Slovenia		1		2		3	

2.1.1. Definition of target groups:

First are stated definitions of target groups of unemployed and on second place are listed reasons why partners' libraries choose concrete target groups of unemployed.

Long- term unemployed

According to the International organisation, long-term unemployed is defined as "the number of people with continuous periods of unemployment extending for a year or longer". The OECD average of the long-term employed is 2.7% of the total labour force.

Long-term unemployment is a component of structural unemployment, which results in long-term unemployment existing in every social group, industry, occupation, and all levels of education. Current long- term unemployment is a result of a 6 year period of world crisis, which is the cause of an aggregate demand shortfall. Another factor of current long-term unemployment is the stigma among employers that long – term unemployed are not appropriate and skilled work force.

The long-term unemployed need places where they can develop their skills for free. They need activities and social integration; otherwise they are in danger of exclusion.

Bulgaria

According to data of the Employment Agency increased the number of long-term unemployed in Bulgaria (unemployed in Bulgaria are currently 351,000 people). In recent months, though little arrow pointing down. According to him, among the most serious problems of Bulgarian unemployment is swelling the share of those who do nothing and are not looking for any work, especially the Roma community - a third of working-age Roma fall into this category.

Ireland

Currently, 46% of those who are unemployed in Ireland are categorized as long-term unemployed; it is 9.2% of the total labour force. The location along the border with Northern Ireland has traditionally resulted in less economic development and persistent high levels of long-term unemployment.

Though the figures are all moving in the right direction clearly a lot more needs to be done to support people who are long-term unemployed to access paid employment within our area.

Finland

The other important group in Vantaa is long-term unemployed. They need places where they can develop their skills for free. They need activities and social integration; otherwise they are in danger of exclusion from the society. Special attention needs to be given to young adults with low education background. There are many young adults whose parents have also been unemployed and they find it hard to find a suitable job with no education when at the same time the amount of jobs have radically dropped. It is important to tackle these people in order to avoid exclusion which often leads to long-term unemployment.

Old workers

Older people are one of the most vulnerable categories, and day after day they are exposed to various risks. One of the risks is unemployment which results in deterioration of the financial situation and consequently in diminishing of the autonomy and the quality of life. It is hard for elderly people to get a new job, because they are considered less flexible, less ambitious, and less motivated for work. Their willingness to new knowledge is lower, their education is often inappropriate, in many cases they lack of skills needed for specific jobs. Labour market doesn't function anymore if so many skilled and experienced people finding themselves locked out of the workplace simply because of their age. Businesses have to be ensured of recognition the benefits of hiring older workers.

Slovenia

One of problematic group of unemployed is a group of older people. According to Eurostat, in Slovenia, older adults (65+) represent 16.5% of the population, and the numbers are rising fast, in 2060 every third citizen will supposedly be reaching or exceeding this age. In Slovenia in the age group between 55 and 64 years is employed only 33% of people. The EU average is 50%, in the Scandinavian countries 60%. The challenge is how to ensure knowledge to these workers or to the unemployed, that they will be fit for the job.

Bulgaria

This target group is the largest since Bulgaria's population is aging due to negative growth. This target group is at risk of dropping out of the labour market due to lack of time or resources they were not retrained or did not endeavoured to improve their professional competence or computer literacy.

The European Commission declared 2012 the year of intergenerational solidarity. Thus was born the idea of "shared jobs." Its meaning is to bring together workplace young, newly worker who has no practical knowledge and experience, and the old, long time employee who is already in retirement (an example of the realization of this idea is the European project E-scouts took place in Public Library Petko Rachev Slavejkov.

Ireland

In various reports, "older people" tend to be defined as over 50s. However, once a person reaches 65 they are taken off the unemployment register as they then receive the State Pension. For the purposes of this project we will define the older people target group as aged 50-65 years. County Monaghan has a higher than national average number of people aged 50-65 within its population. Whilst youth unemployment gains a lot of the headlines, the over 50s can often be overlooked. The library is keen to engage this section of our population.

Less educated

Less educated are group of unemployed with no education at all, and those with only the lowest level of education (maximum CSE), or people who went to school only for few classes/years and never have graduated. Particularly affected are women, elderly and people with migratory background. Unemployment among low-skilled adults help to highlight the impact of the crisis and the challenges ahead for adult learning and employment policies. For this group of unemployed reskilling and career transitions are very important. They need specific help for their issues, individual counselling and easy access to the educational infrastructures.

Austria

Less educated people do have fewer opportunities on the labour market and are therefore more at risk to become unemployed during their professional careers. They need specific help for their issues, individual counselling and easy access to the educational infrastructures that libraries offer.

Lithuania

According to the Lithuanian Labour Exchange statistics of the first half of 2014, the majority (about 80%) of young unemployed people have secondary or lower education, and only one-third of them are qualified. With higher education are only 17% of all young unemployed in context. In other words, the vast majority of young unemployed people in Lithuania do

not have professional qualifications and are not properly prepared for a successful integration into the labour market. The investigation "Evaluation of Public Libraries Requirement for Kaunas City Residents", which was carried out in 2014, residents with secondary and vocational education in Kaunas public libraries are looking for information related to employment opportunities.

Women

While the employment rate for men (aged 20-64) was 74.6% in 2012, for women, it was only 62.4 % in the same year. In all member states, female employment rates are lower than those for males with big variations across the EU. Employment rates for women remain high despite the impact of the economic crisis which results in higher unemployment in society as a whole and amongst women as well.

Parenthood is one of the main factors underlying the gender employment gaps. The employment rate for women who have children is much lower than for women without children in most member states while it is the opposite for men.

Furthermore, the longer women are out of the labour market or unemployed notably due to care duties, the more difficult it will be for them to find a job in the long term. The gender employment gap is widening through the life cycle and reaches a peak for the older cohort. The gap is around 8.3 percentage points for the young cohort (20-29 years old), 12.44 percentage points for the middle age cohort (30-54 years old) and reaches 14.5 percentage points for the older cohort (55-64 years old).

Women can achieve strength to have more influence and power through knowledge for emancipation, economic activity and political mobilization. Strength of the influence and power comes only when education is close to the everyday experiences of women and builds intellectual, emotional and cultural base of participants.

Slovenia

In December 2013, 124,015 unemployed persons were register at the Employment Service of Slovenia, 47.9% of them women. The unemployment rate for women was 14.2% (for men it was 13.0%). Most of the registered unemployed women were 30-39 years old (26.6%). 27.0% of women (11,914 women) were seeking employment for more than 24 months in 2012; most of the long-term unemployed women (2,900) were 25-29 years old. The at-risk-of-poverty rate of unemployed women was 45.5%, thus only slightly lower than the at-risk-of-poverty rate of unemployed men (48.1%).

The at-risk-of-poverty rate of unemployed women has grown by 25% since 2008.

Ireland

Although there are currently less women than men on the unemployment register in Ireland, the rate of unemployment amongst women remains almost static compared to male unemployment which has been in steady decline since 2012. In fact, there was an increase in the number of long-term unemployed women on the Register at a time when the number of males categorized as long-term unemployed is steadily. Research suggests that women's historical role as the secondary breadwinner together with other family responsibilities often means that women do not have the same level of urgency to seek employment.

Romania

Based on reality of Brasov labour market, on the studies conducted in the European project "Lady café – motivating activities for women aged 45+" target group includes: women within the age of 45-55; who have children; who live in rural area; who are interested to find job. No other public institutions or NGOs work with this group who is the most vulnerable group on the labour market.

Immigrants

High unemployment rates among immigrants could be in existence due to their recent arrival, their lack of information about the local labour market and (adult) education system, and their lack of social and business contacts. Especially immigrant women are in danger of exclusion from the society. Immigrants are heterogeneous group: immigrant from other EU countries; refuge seekers and persons who are being granted refuge; first (born abroad) and second generation.

The longer immigrants work in branch of economy unrelated to what they learned and in which they worked before, the more difficult it becomes to re-enter the originally learned profession. Know-How will be lost and to build up a new connection with the currently needed knowledge is difficult. These problems come hand in hand with the complicated, unstandardized formal recognition of training completed abroad.

Austria

On the labour market of Austria the group of immigrants is a heterogeneous and ever-growing group. Included are people with diverse knowledge and skills, directly correlating with their level of education, particularly vocational training. Thus the migrants are disproportionately mostly present in both the highest and lowest level of education.

The reasons why people, despite having completed compulsory education, do not have adequate basic training are difficult to define. Often several factors are responsible for this. On the other hand though, even immigrants who have a good education, have no guarantee to get a job befitting of their training. High rates of individuals in this target group have a lack of formal qualifications, they are often missing important information regarding their situation, and they have a lack of learning experience.

Finland

Integration is a big challenge in Vantaa, where the amount of immigrants is growing more rapidly than in other big cities in Finland. Especially immigrant women are in danger of exclusion from the society.

People with special needs

WEFD (World Education Foundation for the Disabled) defines disability not only physical or mental incapability but also in meaning of health problems, emotional problems, problems in partners' relations, poverty and low education.

The unemployment rate for persons with a disability is approximately 13 % higher than the rate for those with no disability.

Drug addicts and abstainers are one of the groups of people with special needs that need our special attention. They are often stigmatized and have difficulties finding employment and appropriate education. Rehabilitated addicts are left to themselves after getting better, and there is a high risk that they will return to old way of living. Therefore, for addicts, after several years of absence from home environment is extremely important reintegration, where education plays a key role. In terms of job search cured addicted person has reduced possibility to find a job. Most of them confront with stigma and prejudice of employers.

Slovenia

For drug addicts is particularly characterized they start using drugs very early (during the period of full-time education), result is that schooling is often not complete. Because they have mostly completed secondary schools, available to them are mainly low-paid jobs, but they are not willing to accept it and prefer to receive cash welfare assistance and occasionally perform various odd jobs. If the employment or participation in further education is not immediately available, the motivation declines and many descending into addiction.

It is extremely important to maintain a high level of motivation throughout the involvement of people in a given program. The learning process enables him to engage in self-discovery. Learning is a process of qualitative changing of existent concepts and views, a process of going through personal change and identity change. Education has, besides the benefit for removal on social scale, better economic conditions.

First job seekers / young unemployed

The phrase referring to youths as a “lost generation” is used in the reports of the International Labour Organization (ILO) and other studies that deal with world-wide unemployment and labour. The global youth unemployment rate (aged 15 to 24) is estimated by ILO to 12.6 % in 2013, close to that recorded during the peak of the crisis that is 12.7 % in 2009. In absolute values, this percentage means 73.4 million young people, and the trend is going up.

There is much talk about discrepancy between the skills of those looking for a job and the knowledge and skills required by employers. And the gap is widening. The lack of skills coexists with a contradictory fact: overqualified young candidates.

In European countries active inclusion in youth entrepreneurship is very important part of policies.

Bulgaria

In 2013, the annual rate of youth unemployment (15-24) in the EU was 23.3% in Bulgaria was 28.4%, which places Bulgaria in eighth place in the EU. Dynamics of youth unemployment in Bulgaria follows the general European trends. At the same time a number of factors resulting from structural problems labour market in the country, slightly reformed educational system, anachronistic labour legislation and some cultural characteristics imply lower economic activity rate among the Bulgarian young people and more difficult inclusion in the labour market.

Romania

In 15 % of Romanian young people are “too” educated compared to market demand. And this rate is higher in Romania than in Great Britain and Germany. All these persistent difficulties, along with the slowing global economic recovery in 2012 and 2013, led to indifference and pessimism. Increasingly more young people gave up searching for a job, and many are satisfied with jobs that are below their qualifications. Today 9.000 children are resident in institutions. Thousands of children have returned to their families, been adopted into loving homes.

For those children still resident in institutions becoming young adult means that they need to leave institutions and to live independent lives as young adults. For doing this they need to find a job to assure their subsistence. On a labour market where closed to teenagers, without the support of a family or friends is very difficult to resist. That's way the library wants to address a training programme for this category, because it's their final option and over the years we have had contact with them through different programme.

Lithuania

According to the latest data of the Lithuanian Labour Exchange, 42% of registered young unemployed persons in Lithuania do not have work experience. The part of the secondary, professional, high schools, colleges and universities graduates becomes unemployed. In Kaunas currently operate 5 colleges and 11 universities. A significant part of Kaunas population is young people. At the beginning of 2013 in Kaunas County lived nearly 600.000 the population, about 20% (120.000) of which consisted of 15-29 years old youth. According to the 2013 KCPL statistics, students of colleges and universities amounted to 62% (over 10 000) of all library users.

2.1.2. Situation in the field of unemployment, labour market, specific policies and educational opportunities for unemployed in local communities

Due to the worldwide economic crisis all modern industrial societies are faced with the same problem: unemployment. The most exposed groups are long term unemployed, persons under 25 and immigrants.

Neither the labour market institutions, nor the legislation which was available at the beginning of the transition period could deal with the newly created situation. On the one hand, the enterprises needed more flexibility, so that they could deal with the rapid economic changes, insertion of new technologies in order to increase the performances and the increasing competition on the market. On the other hand, the large number of unemployed individuals required assistance in searching for new jobs and adapting the level of qualifications to the new requirements of the market.

Labour Market Summary

The OECD reports that 65% of the working-age population aged 15 to 64 has a paid job. European Employment Strategy (EES) is the main instrument for coordination of Member States' efforts to reform the labour market and employment policies. In recent years, EES has been marked by a series of successive changes both in terms of policy guidance and coordination among Member States.

For preparing learning activities for unemployed it is very important to understand characteristics of labour market and politics in partners' countries. Better understanding of needs of local communities helps libraries to establish appropriate services for residents.

Short description of labour market in partners' countries:

Labour market and unemployment

Slovenia

Slovenia first faced with growing unemployment rate in nineties of the 20th century, when Slovenia became independent. Now we are once more facing the increase in unemployment since 2008, with emerge of the economic crisis. Unemployment rate is also affected by the development of technology; many companies are faced with technological surpluses. More and more companies go bankrupt. A lot of profiles such as construction workers, workers of the textile industry, furniture industry and similar professions are left without work. In 2014 in Slovenia registered unemployment is 120,000. Unofficially, the number is even higher.

Bulgaria

Bulgaria developed a National Strategy to overcome the demographic crisis. Therefore the focus in this analysis is on current and future demographic problems in the labour market and their respective threats and risks to employers. They were discovered and classified in several sources: declining population, aging population migration. If there are no major technological, economic and professional transformations towards modernization, the problems with employment potential will be critical for the labour market. After three years of contraction in the absolute number of workforce 15-64 (from 98.2 percentage points in 2008) in 2011 begins a process of stopping the negative dynamics. In 2012, the index is equal to 100.0 and in 2013 registered a symbolic growth index of 100.05.

For consecutive year the labour market was quite dynamic and increasingly competitive in terms of entry of new companies and expansion of existing ones. What is observed in the outsourcing industry is growing competition among large employers, the emergence of more specialized and expert positions and shorten the time in which people manage to find a new job if they are heading in this sector

Ireland

The last 15 years have seen major changes in Ireland's unemployment situation with an unemployment rate of 3.6% in 2001 rising to 15.1% in 2012. The vast majority of those who lost their jobs were in the construction sector where there was a 62% loss in employment, followed by agriculture and Industry. Many of those who lost their jobs within these areas have limited skill sets to transfer to other sectors of the economy. Latest figures published in December 2014 show that the unemployment rate has been falling steadily over the past number of months and has now reached 10.6%. This latest figure represents 356,112 people signing on the *Live Register*, a reduction of almost 40,000 people since the previous December.

Austria

While the overall percentage of unemployment in Austria has gone down 0.2% compared to November 2013 (5.1%) to 4.9% as of November 2014, and therefore is the lowest in the European Union (followed by Germany at 5.0%), this still is a constant rise since the year of 2008 (3.8%) which marks the beginning of the global economic crisis. Another current trend is the reversal of traditional gender unemployment rates (female higher than male) due to the major impact on traditional male-dominated parts of the economy (e.g. construction, industry, etc.) made by the aforementioned economic crisis starting in 2009. Currently (November 2014) the unemployment rates for males is at an all – time high (5.3 %, up from 3.6% in 2008), while the rate for females has remained relatively constant. (4.5% compared to 4.1% in 2008).

Romania

The Romanian labour market has gone through profound transformations further to the implementation of the new political, economic and social reforms. Before December 1989, the state used to guarantee the full employment, while nowadays Romania faces a relatively high unemployment level, whose duration is increasing. According to statistics, comparative with 1989, the indicators show us that the number of employees in Romania has constantly dropped from 9 million to 8 million, which are now. 2,2 million from those are persons employed in agriculture and 1,1 million persons

employed as authorized natural person, members of the family businesses. Also, over 2 million Romanian citizens are working abroad, in accordance with some unofficial statistics. The migration phenomenon has had a series of positive effects, such as reduction of unemployment, poverty and social problems, especially in the rural environment and at the level of the domains which were strongly affected by the economic restructuration in the last years, but in the same time led to a labour deficit in certain domains such as constructions, agriculture, tourism, construction materials, mechanical processing, clothing and leather goods industry.

Finland

Finland is suffering from depression. The unemployment rate was 8.8% in December 2014. This means that there were about 27,000 more unemployed persons than year before. Structural changes in labour market affect the society in all levels. Many traditional professions are being replaced by automation and self - service. There is a mismatch between the number of people who want to work and the number of jobs that are available. The unemployed workers may lack the skills needed for the jobs, or they may not live in the part of the country or world where the jobs are available. In Finland this means that the northern parts of the country are suffering from severe unemployment. However there are jobs available in some low-paid occupations especially in the south of Finland. These jobs are more and more done by immigrants.

Lithuania

During the last five years (2010 – 2014), the demand for labour power in Lithuania varied unevenly; however, lately the demand has been growing and the difference between the demand and supply for labour power is becoming less significant. Since the possibility of getting employed is growing, unemployment is becoming less frequent. Social security and labour system is also being revised in Lithuania. According to the statistics, the unemployment in Lithuania has decreased during the period of 2010 – 2014 (varying from 303,1 thousands to 263,6 thousands). The number of people employed in 2014 reaches 177,8 thousands (67% of the unemployed). Every third person of these people is younger than 29, every fifth person is older than 50, and every seventh person has been unemployed for a long period of time. The number of people who were pointed to various trainings is 59,000 (22% of the unemployed).

Policies

Policies play a role in determining how a country responds to the negative economic trends and general crisis. In this document active labour market policies and employment protection legislation and welfare reforms are exposed.

National and local policies in the field of unemployment determine also the work of public libraries with unemployed users.

Short description of policies in partners' countries:

Slovenia

The Government has adopted the implementing document (catalogue AEP) - The plan for the implementation of active employment policy measures for 2013 and 2014. In accordance with the definition of the law regulating the labour market active employment policy is (hereinafter: AEP) a set of labour market measures, which are aimed at increasing employment and reducing unemployment, increasing the employability of people in the labour market and increasing the competitiveness and flexibility of employers.

Employment Service of Slovenia is a national institution, which is responsible for carrying out activities in the field of employment, employment programs, scholarships, implementation of career guidance, unemployment insurance, providing temporary and occasional work for pupils and students, employment and work of foreigners. It has regional offices that perform professional and operational tasks related to the activities of the Institute in their area.

In the context of programs encouraging employment, the Employment Service of Slovenia provides subsidies or the partial reimbursement of the cost of recruitment of new employees (under certain conditions).

The European Commission has approved the Operational program for Slovenia for the implementation of cohesion policy for a period 2014-2020. The European Social Fund will contribute to the improvement of the employment of long-term unemployed, young people and older people and people with lower education.

Bulgaria

The strengthening of the strategic and integrated approach to planning and forecasting economic and social development of Bulgarian regions and municipalities continues to be on the agenda nowadays: National Strategy for Regional Development the Republic of Bulgaria (2012-2022); Regional development plans areas of level 2 (2014-2020); Regional Development Strategies (2014-2020); Municipal Development Plans (2014-2020).

The dynamics of the regional development is mainly determined by the development of the large cities and medium-sized towns in Bulgaria. The highest share in the formation of the national gross value added and gross domestic product has Sofia and the 6 major cities. The network

of large cities, which are key centres and generators of growth and development, is unevenly distributed in the territory of the country. This generates and accumulates problems of the kind "centre-periphery" and creates conditions for interregional and intra-regional differences/ disparities. There is no doubt that the differences between the South western region and the rest of the NUTS 2 regions, are due to the high rate of development of the capital Sofia. The capital, with its agglomeration area, dominates in the national space much greater than in the past periods and transfers the problem "centre-periphery" to the national level.

Ireland

In 2012 the Government of Ireland launched a four year strategy to tackle the problem of unemployment in Ireland. The "Pathways to Work" document contained a 50 point Action Plan which outlined the measures the Government would be taking under five major strands. It has formed the basis for a number of new policies and procedures in dealing with unemployment. The five strands are: 1) Better engagement with unemployed people; 2) More activation places & opportunities for those on the Live Register; 3) Remove disincentives to the take up of opportunities by unemployed people; 4) Incentivising employers to provide more jobs for those who are unemployed; 5) Reforming Institutions to deliver better services.

The Government is on track to beat the target of helping 75,000 long-term unemployed people back into work by the end of 2015 through the Pathways to Work strategy. More than 46,000 long-term unemployed people have returned to work since the Pathways strategy, overseen by the Department of Social Protection, was introduced in 2012.

Austria

Reducing unemployment and securing jobs, as well as achieving and maintaining full employment over the long term, are the most important objectives of Austria's labour market and employment policy. The core function of Austria's public employment service is to match labour supply and demand based on efficiency, economy and targeting criteria. Bridging the gap between federal and private institution, the AMS (Public Employment Service) is the most important service provider on the Austrian labour market. Founded in 1994, made possible by the passing of the Public Employment Service Act (AMSG, 1994), and following devolvement from federal administration and reorganisation to a separate legal entity, the AMS fulfils both the role of a public agency and a private-sector business enterprise. Its numerous tasks involve:

1) Implementing active labour market measures (information, counselling, placement and assistance to workers and employers); 2) Providing vocational training options to young people through placement in suitable apprenticeships and through a variety of supplementary measures, e.g. mandating training establishments to provide supra-company apprenticeship training under §30 of the Vocational Training Act (BAG); 3) Verifying claims for, and paying, wage-compensation benefits in the event of unemployment (Unemployment Insurance Act – A/VG); 4) Other labour market policies, such as the admission of third-country nationals to the labour market (Act Governing the Employment of Foreign Nationals – *Aus/BG*).

The last two points are enforceable within public administration, and are protected by federal legislation. Of special importance for the general public is the Unemployment Insurance Act, which covers Social Insurance (pension insurance, health insurance and partly work accident insurance) in the case of unemployment.

Unemployment insurance and unemployment benefits are primarily funded by wage-related contributions made by employers and employees.

Romania

First National Reform Program 2007-2010 NRP, result of identified as the main short and medium-term challenges of the labour market: low participation of young people and vulnerable groups in the labour market, significant employment rate in the agriculture and low quality of human resources. Directions employment policies contained in the NRP 2007-2013 refer to: 1) Labour market flexibility, reduce labour taxation and labour phenomenon undeclared; 2) Improving access to employment, including by increasing participation in active employment measure; 3) Measures to attract and retain labour market groups with low participation, namely young people (15-24 years), older workers (55-64 group) residents of rural areas especially unpaid family workers self-employed or engaged in subsistence agriculture groups at risk of social exclusion (with a focus on people with disabilities or those Roma) and Women (measures of equal opportunity between men and women); 4) The development of skills and competencies by increasing access to education and training.

In 2009, the Romanian Government adopted 28 anti-crisis measures among which maintaining the unemployment rate within acceptable limits, keeping the flat tax at 16% and VAT at 19% and the allocation of approximately 20% of the investment budget. According NRP labour market policies

aimed the development of partnerships with educational institutions and training providers. At the end of 2011 NEA have implemented 44 projects, as beneficiary, totalling employment and training services.

Finland

Citizens are encouraged to develop their skills and there are plenty of possibilities to study besides working. For long-term unemployed (over 500 days unemployment period) the unemployment offices offer various short working periods financed by the state and the municipalities. Special attention is paid for people under 25 years and people who are soon to be retired. Also people with disabilities are offered short working periods with unemployment benefit. People are also encouraged to start their own businesses. But because unemployment is structural, radical measures are needed to improve the competitive ability of the country. By investing in the young, the long-term unemployed and quality of working life in particular, we will raise employment level. Economic growth and general wellbeing are curtailed by high long-term unemployment and youth unemployment, which also unbalance the public economy. The availability of labour would be improved and the labour market mismatch eased, by lowering unemployment levels. Work can be made more attractive and careers lengthened by improving the quality of working life.

Lithuania

Constitutional rights of employment and occupation state guarantees for citizens in Lithuania are established and regulated by the Law on Employment Support by the Republic of Lithuania. Lithuanian Job Centre and its regional job centres follow and provide support by this law and it supports regulations to those who seek for employment. Meanwhile, the labour market monitoring and active labour market policy measure implementation conditions and procedures are regulated separately by the Republic of Lithuania legal laws: "Labour market monitoring conditions and order procedures"; "Active labour market measure implementation conditions and order procedures".

To reduce the unemployment in Lithuania active and passive strategic social policy packages are being used. Essential passive labour market measures are supported employment, professional teaching that provides qualification for unemployed and the working-age citizens, support for establishing new job places, support for unemployed territorial mobility.

The goal of passive labour market policy used in Lithuania is to provide the unemployed with allowances and other material support to ensure the person and his/her family with at least a minimal standard of living.

People in Lithuania that are in search for work can register to regional job centres. With this they have an opportunity to benefit from the state employment support measures such as the labour market services, active labour market policies and various employment support programs for free.

Educational opportunities for unemployed in local communities

In partners' local communities exist different learning opportunities for unemployed with regards to range of learning activities and their accessibility. Some providers come from non-profit or non-governmental sector others come from businesses. Beside information on different possibilities during job searching, they also encourage participants to pursue lifelong learning, personal development and especially to become more active in improving their position in society.

Slovenia

- Employment Service of Slovenia is one of the key institutions in the labour market. It is an independent legal entity with the status of a public institution that works uniformly for the territory of the Republic of Slovenia. Main activities of the institute are job placement and job counselling, implementation guidance, implementation of unemployment insurance, the implementation of active employment policy measures, the issuing of work permits and employment of foreigners, analysis, development and other technical materials relating to the activities of the Institute, providing information on the labour market and public information.
- Public institution Cene Štupar - Centre for Education Ljubljana is one of the major organizations in the field of adult education in Slovenia. Public institution is recognized for its diverse offer of formal and informal programs for all generations. In the last ten years has achieved great development in the field of secondary education for adults, acquiring licenses for the validation and verification of National vocational qualifications, extending and renewing the offer in the field of education in foreign languages and Slovenian language for foreigners.
- Institution Papilot is a leading Slovenian organization in the field of employment, training and development of human potential. Their mission is to care for the development of the quality of life of individuals and communities.

- Prah education centre implement formal education programs in the logistics and transport expertise, seminars, lectures, conferences in the field of logistics and transport in the concept of lifelong learning. They participate in the development projects of enterprises and other educational institutions in the local environment and in the projects competent ministries are launching.

Bulgaria

- Youth Activities Programme in the municipality of Veliko Tarnovo 2012 - 2015: the program aims to create favourable conditions for storage, development and investment in the youth of the municipality of Veliko Tarnovo. In the area of formal and informal education the programme goal is optimisation of institutional conditions for participation of young people in conducting various forums to improve the awareness, development of human resources and professional development.
- Centre for Interethnic Dialogue and Tolerance "Amalipe" - Veliko Tarnovo: educational integration is key for Equal Integration of Roma in Bulgarian society. It is an integral and necessary part of the process of modernization of Bulgarian education: without educational integration of the Roma community, the Bulgarian education system would remain alien to a large number of Bulgarian citizens and could not respond to the European requirements for inclusive education and the requirements of the labour market for well qualified workforce.
- Centre for qualification of St. Cyril and St. Methodius University of Veliko Tarnovo is a structural unit of the University "St. Cyril and St. Methodius ". The main activity is training for further education, retraining and specialization of students and graduates, conducting short-term courses, prospective students and others.
- Regional Public Library Petko Rachev Slavejkov as an educational centre of the local community: in the period 2010-2014 library organized within the program "Global Libraries-Bulgaria" and "Lady café 45+" different types of training for the unemployed and disadvantaged people.

Ireland

Educational and Training Opportunities within County Monaghan are provided by the Monaghan/Cavan Education and Training Board in a variety of locations and through a variety of means such as Full Time Courses at the Monaghan Institute for Further Education, Adult Education Classes which are run through local ETB Schools or Community locations.

- Adult Education Classes: Monaghan & Cavan ETB has expanded the range of certified courses available on its night class programme. This is in response to the increasing demand from learners and employers for certification. The range of courses includes basic literacy, basic computers, ECDL, languages, cookery and photography & computerised accounts software.
- Monaghan Institute of Further Education offers a range of full time courses under the following headings: artistic & creative studies, business and administration, caring studies, computing & engineering, early childhood studies, hair & beauty, leisure & tourism, science & environment.

As Monaghan is a rural county, located along the Border with Northern Ireland, the opportunities to achieve degree or postgraduate education are limited, it is usually necessary to travel outside of the County to some of the larger urban areas which offer Institutes of Technology and University Degrees. There are numerous Schemes & Grants in place which encourage those who are unemployed or in low income jobs to return to education. Under the VTOS (Vocational Training Opportunities Scheme) programme the long-term unemployed can participate in full-time training, without losing their benefits.

Austria

The adult education scene in Austria is characterized by a multitude of institutions which, with very different objectives, try to create an educational infrastructure for adult learners. Adult education in Austria is divided into vocational and general continuing education. Vocational continuing education is targeted at qualifications for professional life. It should help to secure jobs and make re-entry into a profession and career advancement possible. General education cannot be so functionally. Its aims are used more for personal development.

Amongst the largest training and further education institutions in Austria are:

- BFI – Careers Promotion Institute provides comprehensive training and education. These include corporate training, labour market training, apprenticeship, school and academic degrees as well as international recognized certificates.
- WIFI – Trade & Industry Promotion Institute constantly develops new education products in all areas - from languages to technical courses, coordinated with the economic needs.

- Adult Education centres offer a great variety of different courses and lectures. Focus is on culture, society, languages, health and IT, catching up on qualifications. There are also courses that are tailored to the needs of working people. Others are specifically aimed at the unemployed, homemakers and retirees.
- Rural further education institute is for people in rural areas, particularly for farmers.
- Vocational training centre provide vocational further education projects with the AMS at: job training, skills development opportunities at work.
- VFQ: Society for women and qualification which aim is to improve the situation of women and migrants in the labour market by providing advice, training and education.
- Education Account Upper Austria
- For jobseekers people, job- returners, marginal workers, persons on maternity leave, but also workers under certain conditions. About the Education Account of Upper Austria course fees, learning materials such as books and accommodation costs will be financed.

Romania

Training providers are distinguished according to the type selected training programs:

- On the one hand, there is a segment of organizations only or mainly offers training courses, retraining and initiation; these organizations often have a low degree of specialization, offering a wide range of courses and aiming to maximize the workload of the organization; they as a group target individuals (often unemployed registered in databases NEA), graduates or elderly people looking for a job. These organizations offer their selected according to the list of job vacancies published by the public employment service, sometimes contracted services training and / or employment funded by the NEA.
- A second category of suppliers is mainly geared to providing training courses and / or non-standard training courses (personal development); providers in this category have a more pronounced degree of specialization compared to organizations offering training courses or initiation both in the supply of courses (training of trainers, project management, accessing grants) and in terms of

- customer segmentation (corporations and their training departments, public institutions or NGOs). Specialized providers are targeting specific market niches such as training of public institutions, where officials are often required to reach a certain number of credits and hours of training professional teachers, staff in the health and social care, government or non-governmental organizations.

Finland

Training providers: Adult Education Institute, vocational schools apprenticeship, libraries, Open University, distance learning organized by Upper secondary schools, preparatory education for unemployed organized the Ministry of labour via local unemployment offices.

- Vantaa Adult Education Institute is an adult education centre that offers almost 2,000 courses in dozens of different subjects each year. One can study the skills required in the labour market, but one can also find new leisure-time hobbies like courses in crafts, the visual arts, music and home economics. One can also learn new languages or maintain one's current language proficiencies. In addition, the Institute offers plenty of IT and computer courses.
- The vocational school of Vantaa offers adult education in many fields. Libraries offer IT courses for unemployed and language courses for immigrants.
- Vantaa city offers possibilities for apprenticeship in public sector. Apprenticeship is targeted both to young adults and adults, especially for immigrants who have difficulties in finding their place in labour market. A typical case is a person who has been unemployed for a long time and gets a temporary job via city's unemployment services. If the person is found suitable for apprenticeship, she or he may be offered a possibility to accomplish a vocational examination. Apprenticeship is very popular so library has decided to prefer immigrants so they have a better possibility to integrate to the Finnish society.

Lithuania

Vocational training in Lithuania is either initial or continuing. While initial vocational training is only formal, continuing vocational training is both formal and informal. 74 state and 3 non-state vocational training institutions offer formal vocational training in Lithuania. In the institutions of initial vocational training one can acquire not only qualification but also basic or secondary education.

Formal continuing vocational training programmes are organised by 5 labour-market centres, adult education departments of the initial vocational training institutions, higher education institutions, companies, and others. Formal continuing vocational training is for the people who already have a qualification, but wish to improve it or acquire a new qualification. Informal continuing vocational training can be provided by any vocational training institution when a person or employer requests it.

All of these techniques to improve employment and activity are present at Kaunas Territorial Labour Exchange which makes sure that these techniques are applied in both Kaunas and Kaunas region (in 8 municipalities). The Lithuanian Labour Exchange is helping the unemployed by training and supporting the employment of people who seek for a job (by subsidising, supporting the gaining of certain skills, independent activity, and others). Emigration and structural unemployment that emerge from the economic restructuring of the country are still the issues of Lithuanian labour-market.

2.1.3. Public libraries as providers of learning activities in local communities

Modern public libraries run many different functions which support concept of four library spaces:

1. The learning space
2. The inspiration space
3. The meeting space
4. The performativity space

One of the basic library functions is to assure space, material and contents for learning and knowledge acquisition. On this way public libraries build stronger local communities. With their services for users public libraries support social, cultural and economic well-being and as social responsible

Institutions enable more quality life of residents in local community. Social responsible means for individual / library user obligation of library to work in benefit and development of all people, main elements of social responsible operating are tolerance, solidarity, social inclusion, compassion, honour and confidence.

For unemployed public libraries offer workshops, coaching, motivation meetings, lectures, basic computers skills training, support for writing applications, CVs, free of charge access to computers and printing of documents for applications, information brochures.

Some learning activities for unemployed that already exist in public libraries from partners' countries:

Country	Public Library	Activity	Web address
Slovenia	Ljubljana City Library	Employment Information Service (EIS)/	http://www.mklj.si/
	Mirana Jarca Public Library Novo mesto	Center for vocational guidance - PARTNERSHIP FOR THE FUTURE	http://www.nm.sik.si/si/
Bulgaria	"Global Libraries Bulgaria"	Information about the activities of Bulgarian libraries for the unemployed	http://www.glbulgaria.bg/bg/node/19428
	Bulgarian libraries and Employment Agency	Human Resources Development	http://www.navet.government.bg/en/nappo
Ireland	Dublin City Public Libraries	Start up start here: Dublin City Libraries Supporting Business in the Community	http://dublincity.ie/main-menu-services-recreation-culture/dublin-city-public-libraries-and-archive
Austria	Libraries of Vienna	<ul style="list-style-type: none"> - "Miniberatung für Bildung und Beruf" (Short Counselling for Education and Career) - The "Bildungsberatung" (Education and Training Guidance) - There are "Soft Skills-Classes" ("Gut zu Wissen") 	http://www.buechereien.wien.at/
	City Libraries of Salzburg	"BiBer" Education and Training Guidance	https://buch.stadt-salzburg.at/
Romania	County Library Octavian Goga Cluj	How to find a book to ... work? BaniIQ	http://biblionet.baniiq.ro/
Finland	HelMet-libraries (capitol region: 14 libraries)	<ul style="list-style-type: none"> - Language cafes in Computer courses (also in Swedish, Russian and other languages) - Web language courses, - Working periods for unemployed and vocational rehabilitation in collaboration with the unemployment office and the city's employment services, 	www.helmet.fi
Lithuania	Lithuania Labour Centre & association "Window to the Future" and 22 other partners among whom a fair share of Lithuania's public libraries	"Trust In Yourself"	http://www.ldb.lt/Informacija/Veikla/Naujienos/UserDisplayForm.aspx?ID=6987 http://www.pasitikeksavimi.lt/



Learning activities for unemployed already exist in partner's library

Partners' public libraries already recognized problems connected to unemployment in their local communities and educational needs of unemployed in libraries. Libraries have offered various spectre of non-formal and informal learning in the frame of lifelong learning activities:

- Training courses that support new skills and competences needed to find job easier.
- Training courses that support information, computer and digital literacy.
- Training courses that support language skills.
- Mediation of information in the field of unemployment and labour market.
- Counselling about and from library material connected with social affairs, unemployment, reintegration into the workforce, lifelong learning.
- Publishing information for unemployed on libraries' web pages.
- Creative workshops to involve unemployed to spend active free time in libraries (library space as third space).
- Offering information that support everyday life (balancing education, work and family).
- Library tours for groups of unemployed.

In last ten years librarians have gained through continuous professional development different new competences and skills that help them to provide better services for library users (methodological competence, where to find and acquire the information needed).

Detailed information about learning activities for unemployed that already exist in partners' libraries is published on project web page <http://www.linkinjob.eu/>.

2.1.4. Educational needs of selected target group (i. e. content, methods, motivation for education, organizational aspects)

Learning is always intertwined with feelings of fear, anxiety, anger, on the one hand and pride, joy, satisfaction, on the other hand. Strong negative emotions employ a lot of mental energy, so we are more superficial in the processing of information, positive mood is the basis for a more holistic approach to the information. Scope emotional and personal development, in which the learning is particularly large impact, the evaluation of oneself as a person and as a student.

Selected targeted groups could be coaxed back to education through informal 'Taster Sessions' which would allow them to explore various options and increase their self-confidence. By creating a positive learning environment and enabling those to have a positive learning experience without the pressure of formal exams should encourage them to build on core skills and progress into a more structured framework of education or training.

Within the project the partners' libraries can demonstrate new ways of learning; help the participants to get to know other learning methods and learning styles and to develop new competences, skills and knowledge that are important for better equipped unemployed in job hunting:

- Financial literacy.
- Computer and information literacy.
- Entrepreneurship (as Europe needs more entrepreneurs, more innovation and more high-growth SMEs it is necessary to stimulate the entrepreneurial mind-sets of young people – high educated first job seekers).

The methods will be used:

Informal forms of education, such as lectures, courses and learning with monitoring magazines, daily newspapers and information exchange with colleagues and friends, learning through radio and television - under the influence of knowledge humans raise interests and activities, relationship to culture and indirectly value system.

Methods of distance education, these methods replaced correspondence education; they are not limited to written sources. They also include films, television and radio educational broadcasts.

Methods of individual training enable high-quality educational communication.

E-Learning is the newest form of distance education, which is forehead develop at the onset of the Internet as a mass medium. In adult education theory and practice have so far been the most recognized following methods: tutoring, counselling, tracking or advisory mentoring (coaching).

The contents of learning activities of end users support self-learning, competence recognition, using different communication channels, e-media and e-learning and ICT skills.

Important element is motivation for education: many unemployed need help and information, they can get it easily and uncomplicated with the help of librarians.

Detailed information about educational needs in partners' libraries is published on project web page <http://www.linkinjob.eu/>.

CONCLUSION

Regards of public libraries in knowledge society is important to stress basic statement from IFLA/UNESCO Public Library Manifesto (1994):

Freedom, prosperity and the development of society and of individuals are fundamental human values. They will only be attained through the ability of well-informed citizens to exercise their democratic rights and to play an active role in society.

Constructive participation and the development of democracy depend on satisfactory education as well as on free and unlimited access to knowledge, thought, culture and information. The public library, the local gateway to knowledge, provides a basic condition for lifelong learning, independent decision- making and cultural development of the individual and social groups.

Libraries are open to everyone; all people are allowed inside during opening times. The roles of public libraries in local communities are cultural, informational, educational and social – they also assure their users place for social networking,

meeting others and spending active free time. Public libraries cooperate very close with other stakeholders in local communities; they are included in wide networks and have established different partnerships in the field of lifelong learning. Public libraries are visible and trusted partners in local communities.

The main purpose of the project LinkINjob outcome is development of new activities and services for unemployed or upgrades the existing ones. On the basis of research partners' libraries will be able to establish such activities and services for unemployed that really support needs in local communities.

As public libraries all around the world have similar mission the results of project's survey can be very simple transferred and used in other libraries environments.

2.2. KEY COMPETENCES FOR LIBRARY STAFF

2.2.1. 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:

- *Lilijana Pahor, Ljubljana City Library,*
Lilijana.pahor@mklj.si
- *Karmen Šemrl, Glotta Nova,* karmen@glottanova.si
- *Maija Lehtola, Vantaa City Libraries,*
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- *Helene Hofmann, Learning Centre Linz,*
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- *Breda Karun, Jara, Institute for Library Development,*
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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.

2.2.2. 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.

2.2.3. 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:
 - learning content and learning methods,
 - motivation for learning and motivation for education,
 - organisational aspects.
- **Opportunities for unemployed and job seekers in community** (local, national, international)
 - learning opportunities and other possible services in public libraries
 - learning opportunities and other possible services in other institutions as learning centres, associations, chambers etc.
 - 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 'Life wide 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:**
 - learning styles in adulthood and learning experience in childhood.
- **How the brain works:**
 - how our brain works and how it stores information
 - right and left hemispheres and how we support them in working together.
- **Memory and sensory styles:**
 - 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:**
 - 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**
 - to get to know different testing methods according to the age and specific needs of clientele.
- **How to learn and study successfully**
 - tips for support for self-learning different ways of testing your learning style
 - which study habits you can improve
 - how to organize your learning materials or your study
 - how to create a learning plan

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

- 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: *Entrepreneurs Are Doers, Not Thinkers, Entrepreneurs Are Born, Not Made, 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
- 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 (adv

2.2.4. 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 - opportunities 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 entrepreneurs. 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> <i>Method: In 4 groups discuss examples from various libraries and countries.</i>	PowerPoint Flip charts, colour pencils, posters preparations	To share and get ideas of how to encourage entrepreneurship in libraries
60'	<i>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

Part II.

Time	Subject and method	Material	Comments
60'	Partnership Forms of partnership, Why partnership – library's view, partner's view, Partnership for innovation, Successful/Failed partnership, Example of the excellent partnership in public library. Discussion in groups: <i>Who are your partners in the service for unemployed? How did you approach them? Are they still the same as at the beginning or were there any changes? What are main reasons for success/failure?</i> <i>Method: theoretical input by trainer- presentation + group work</i>	PowerPoint paper	To be aware that no service in the library can be realised without proper partnership; to learn how to build such partnership
40'	Assessing the impact of your library / service Why measuring impact? Methods of measuring impact, Impact planning and assessment, Logic model. Video: Public Libraries 2020 tour <i>Method: theoretical input by trainer- presentation + group work</i>	PowerPoint	To become familiar with new method (in libraries) of presenting results
80'	Advocacy Advocacy in the context of communication. Participants individually write the answer on the question to post-its: <i>What is the library? What are characteristics that makes it different from other public services in the community?</i> All participants choose the best answers. Video: Neil Gaiman on Libraries Library advocacy network Video: We Love Libraries , Discussion in groups: <i>How much your advocacy target audience know about the library / job centre?</i> Speaking out <i>Method: theoretical input by trainer- presentation + group and single work</i>	PowerPoint Post-it flipchart PowerPoint, video, hand outs PowerPoint, video	To stress that promotion is just one part of more complex advocacy process.

2.2.5 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

CHAPTER 3

LEARNING ACTIVITIES

3.1. Summary of learning activities

3.2. Examples of good practices of learning activities for unemployed (Austria, Bulgaria, Finland, Ireland, Lithuania, Romania, Slovenia)

CHAPTER 3

LEARNING ACTIVITIES

3.1. Summary report of learning activities

The economic and social changes in community pushed libraries to establish new services for groups of users who are disadvantage.

The objectives of the project LinkINjob partners are to develop learning activities for the unemployed using unconventional methods, the use of ICT, developing new competences and knowledge in order to equip the unemployed in their job hunting (computer and information literacy, entrepreneurship).

As the unemployed are a heterogeneous group, the libraries adapted learning activities to the needs of seven particular targeted groups of unemployed, as follows: (i) long term unemployed, (ii) older workers, (iii) less educated, (iv) women, (v) migrants, (vi) people with special needs and (vii) first job seekers.

Partners facilitated a total of 32 learning activities, of which 10 were based on ICT. A total of 350 unemployed people participated in the learning activities. 92% of the participants responded to the questionnaires.

Gender:

Male	Female
108	233

Age range:

15-25	26-35	36-45	46-55	56+
54	92	60	68	33

In questionnaire participants were asked two basic questions:

What best reflects participants' opinion on the learning activity?

	Very dissatisfied	Fairly dissatisfied	Neither satisfied nor dissatisfied	Fairly satisfied	Very satisfied
Content	1	1	9	116	195
Difficulty	2	1	24	143	145
The Trainer	1	0	8	59	255
The learning material	2	3	20	84	212
The atmosphere in the learning activity	1	1	17	59	242

How much participants agree or disagree with the following statements?

Statements:	Strongly disagree	Slightly disagree	Neither agree or disagree	Slightly agree	Strongly agree	Don't know
The learning activity has raised my expectations	6	8	21	89	188	10
The new knowledge I have gained can be used in practice	1	4	13	78	210	15
Participation in the learning activity increases my chances for employment	4	4	17	93	170	31

The majority of the participant's statements is in the spectrum of fairly satisfied, very satisfied and slightly agrees or strongly agrees. The Number of participants who were neither satisfied nor dissatisfied with the difficulty of contents shows that libraries need to prepare in future more difficult issues or to separate participants regarding their previous education and/or knowledge. The number of participants who answered 'Don't know' in all three categories shows that some participants still don't recognize the public library as a place of diverse opportunities for lifelong learning.

Participants found out about learning activity:

Library	52,1%
Internet, library web page, Facebook ...	15,9%
Educational institutions	15,5%
From friends	3,4%
Local Newspaper	3%
Other	10,1%

Top 20 comments and suggestions from participants in relation to learning activity:

1. Great workshop. Just continue in this manner. Very positive energy.
2. It would be perfect if you could provide videos with our presentations, so that we could repeat content at home.
3. The best part for me was practical examples, energy of trainer. I suggest more time for discussion and exchange of opinions.

4. Continue with an advanced course. Bigger classroom. Everything was very well explained!
5. I am very pleased with the course, especially since all the information was explained in the clearest mode. I managed to cover my many gaps.
6. I would like extension classes with more practical examples for a better understanding of all the concepts explained.
7. I enjoyed everything. I hope to visit this place and take part in the instruction, but of another subject. I would suggest dedicating less time for not so relevant websites.
8. The presentations are understandable, professional. It is good that the subjects are supported by examples of personal experiences. There were too little activities in groups, it was too much passive.
9. Some lecturers do not keep contact with the audience. I would suggest offering treats not at the beginning, but during the recess. Nevertheless it was really fun and I got to know a lot of new information.
10. I enjoyed everything a lot; the lecturers are really pleasant, good atmosphere.
11. Want to do more computer courses. Great environment to learn. Staff is excellent. Library a great place. Thank you.
12. I may use all I learned for my next job interview.
13. Enjoyed the presentation and the different learning techniques.
14. I am happy that I may keep on learning also from home.
15. Good explanation during the workshop and also good material to keep on learning.
16. I propose to increase the number of days and hours of computer training.
17. If possible, provide a longer training period for such future courses.
18. To be able to learn different modules of computer technology.
19. To have a summary of the results of all such courses which would be disclosed in an appropriate manner and easy to detect. Through it to see if there are practical results, meaning if people started work as a result of the invested money, effort and labour.
20. Please do one again.

These comments and suggestions indicates that the partners have achieved the aims of the project as well as showing us what we need to improve for future learning activities for the unemployed in public libraries.

Analysis of learning activities

Traditionally most public libraries monitor their performance using a range of input and output measures. Input measures may include staff numbers, collection size, user space, funds allocated, etc. Output measures may include training sessions held, loans, user attendance at events, partnerships formed, etc. In recent years there has been an increasing emphasis on the measurement of outcomes rather than inputs and outputs. This is because it is outcomes that capture the effect of usage, which is the real value that the service delivers for the end user. There are different categories of outcomes – economic, social, learning and research.

Public libraries can have an impact in their communities with five aspects of learning: (a) knowledge and understanding; (b) skills; (c) attitudes and values; (d) enjoyment, inspiration and creativity; (e) activity, behaviour and progression.

This analysis by all partners describes the needs, inputs, activities, outputs, outcomes and impact of the learning activities, as follows:

NEEDS (the problems the learning activities are attempting to solve or the issues it is addressing):

In a labour market seriously affected by the economic crisis and unemployment, any initiative designed to limit the decline can only be welcomed. There are a limited number of free programs available to unemployed people.

Directed at people who are looking for a job, the library gets involved and tries to facilitate their access to the labour market. When looking for jobs, the unemployed are faced with many problems such as how to successfully introduce oneself to the employer, how to find appropriate job announcements and prepare the perfect CV is the key to employment.

For this target group, job searching online can be daunting and a challenge. The workshop identified key websites for job searching, how to search them and also websites to create online profiles. One of the problems facing this group is the stigma that due to being unemployed for long periods, they don't possess enough skills for the current employment market.

With the ICT courses, we aim to help people who, for one reason or another, remain outside the labor market, to raise the basic level of general qualifications. Skills for computer and peripheral equipment are needed by default for most of the professions in a modern society.

During the workshops it's important to provide material which is comprehensible, interesting and helpful.

INPUTS (the resources which potentially enable or limit learning activities effectiveness):

Close contact (more formal than informal) with people who are searching a job and support during activities, practical tasks and exercises with open questions about their career, work experience, and future expectations. It will make "passive" participants become "active" participants.

Information and training in accordance with new requirements of employers, who are in a permanent change, provide people looking for a job a realistic approach in their efforts.

The learning needs to have informal communication, whilst striving to respond to group and individual needs. Interaction with participants, maintaining their active participation in the learning process is essential.

It can be difficult to conduct training when the participants are at different learning levels, especially the interview techniques/skills and a number of the IT workshops.

Staff conducted the following tasks: designing and running of workshops; writing invitations; preparing working materials; evaluating the workshops. We need appropriate learning and multifunctional room and working materials.

ACTIVITIES (the processes, techniques, events and actions of the learning activities):

There has to be an appropriate balance between the theory and practical teaching by using demonstrations with explanations and individual exercises on the workshop content.

Ongoing feedback of the teaching methods is taken from the participants and when necessary the teaching techniques are adapted in order to best engage the participants.

The learning is to be interactive, practical and using different formats/devices. The use of good examples of CV's, interview skills videos, recommended websites etc.

The participants should carry out some form of work to show that they are learning and developing skills i.e. Word processing workshop, by completing a document or searching a website for a job, show how they carried out the necessary steps in obtaining the information.

There is an advantage of having an overlap of taught themes, repeating and linking information with as many as possible visual devices (short movies, photography, pictures, interactive links, etc.) Periodic presentation of practical tasks during lectures helps to sustain audience activity and better assimilate basic information.

The teaching process has to take into account the different learning abilities of the participants. The teacher must have the technique of dealing with the different levels, so that the workshop is neither boring nor overwhelming for participants.

OUTCOMES (changes in the attitudes, behaviours, knowledge, skills, status, or level of functioning of the end-users of the learning activities):

1. Skills

Participants of learning activities have gained the basic and necessary IT skills such as preparing documents (CV's, cover letters), using email, and job profiling online, using reliable job websites. They have learnt how to prepare and adapt their CV for the job they will apply for. They have gained knowledge on how to prepare for an interview, how to deal with interview stress, how to present themselves at interviews and communication skills.

Proper self-presentation (communication with potential employer, how they dress, selection in social web profiles etc.), using the most reliable job searching sources, preparation of good quality CV and motivational letter, successful profile making and presentation on the internet.

Participants have increased their self confidence and what is expected of them in seeking employment, what an employer is looking for.

2. Attitudes and values

Recognizing their personal capacities and strengthening their personal values has been very important. Higher level of self-confidence.

3. Enjoyment, inspiration, creativity

The participants developed an enthusiasm for learning, open for knowledge and sharing ideas with people who have similar problems, situations and also interests. Sense of Belonging/Not on their own: By participating in the training in groups, it has given them a sense of community with others in similar circumstances, showing that they are not on their own. This has increased their motivation for work and to continue to seek opportunities of training etc.

4. Activity, behaviour, progression

Greater likelihood of successfully seeking employment, increased confidence in self-strength, knowledge of career planning and skills, increased motivation for work, and communication skills which leads to successful job interviews.

IMPACT (changes expected to result from learning activities):

The participation in the learning has given these people a sense of community, increased their social interaction, improving their own self esteem thus improving their quality of living.

The participants will have gained more knowledge and skills which should improve their opportunities in searching for employment. Employers will see that they are up skilling and are serious about wanting to work.

The newly developed skills support them in career planning with the basic needs for a job interview, as well as a change from low self-esteem to an increased self-confidence, increased quality of life, and social integration in society.

It is expected that improved skills in ICT area would assist participants in finding new employment through expansion of channels of information and skills to prepare adequately self-presentation in front of a potential employer.

Learning programs offered by us has the ability to integrate people into the labor market.

There is a definite need for more cooperation and coordination from the various local services in local communities who provide training for the unemployed – a more joint up approach.

The complete analysis and feedback of learning activities from partners' libraries is accessible on project web page <http://www.linkinjob.eu>

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3.2. Examples of good practices of learning activities for unemployed

AUSTRIA, Landeshauptstadt Linz, Volkshochschule, Lernzentrum

- 1. HOW TO LEARN SUCCESSFULLY?**
- 2. WHO'S SPEAKING - A PERFECT JOB CALL**

BULGARIA, Regional Public Library "Petko Rachev Slaveikov"-Veliko Tarnovo

- 1. BASIC COMPUTER SKILLS FOR UNEMPLOYED IN THE LABOR MARKET**
- 2. PROFESSIONAL ORIENTATION AND MOTIVATIONAL TRAINING AND INTEGRATION IN THE LABOR MARKET**

FINLAND

- 1. JOB SEEKING COURSE FOR LONG-TERM UNEMPLOYED**
- 2. WORD PROCESSING COURSE FOR UNEMPLOYED IMMIGRANT WOMEN**

IRELAND, Monaghan County Library Services

- 1. INTERVIEW SKILLS WORKSHOP**
- 2. JOB SEARCHING AND NETWORKING SKILLS**

LITHUANIA, Kaunas County Public Library

- 1. MAKING PRESENTATIONS ON THE INTERNET**
- 2. CREATING A PROFILE ON THE INTERNET; SOCIAL WEBSITES AND BLOGS**

ROMANIA, George Baritiu County Library

- 1. ENTREPRENEURSHIP ABC**
- 2. HOW TO MANAGE YOUR MONEY**

SLOVENIA, Ljubljana City Library

- 1. WOMEN IN BUSINESS WORLD**
- 2. CV COURSE FOR UNEMPLOYED**



HOW TO LEARN SUCCESSFULLY? – AUSTRIA

Type of activity: Workshop

Target group: Migrants and less educated

Background: Less educated people and migrants need additional support on how to learn, as many of them didn't attend or finish formal education. We choose this activity in order to improve the participant's learning skills, to make learning easier.

Objective:

- to get ideas how to improve the personal learning style
- to reflect about one's own way of learning
- to strengthen self- confidence
- to gain independence and enthusiasm for learning

Educational process:

1. *Why is it so important to find the right way of learning* – the participants get some theoretical information about how the brain works, long term and short term memory, if they know what helps and what hinders their learning they are one step towards knowing more about strengths and weaknesses as a learner.
2. *Talk about learning experience* – the participants discuss about positive and negative learning experience.
3. *My personal learning style* – the participants test and analyses their personal learning style and type, we offer them written or computer based tests.
4. *The 3 main categories* – the participants get examples of how an auditory, visual and kinesthetic learner should prepare his learning matter.
5. *Knowledge and development of learning methods* – now it's up to each learner to choose the style that fits them most, the one they feel the most comfortable with and the one they stick with.

Every part of this workshop is connected, and then assembled to form a working process.

ACTIVITY PLANNING

Duration of activity: 2 hours

Size of group: 10 participants, 1 trainer, if over 10 participants 2 trainers recommended

Material resources: Handouts regarding brain dominance questionnaire, short time and longtime memory, learning styles and learning types, we used power point, flashcards, flipchart, and poster.

RECOMMENDATIONS

The participants should bring along their personal learning matter, so they may prepare a part of it according to their learning style.



WHO'S SPEAKING - A PERFECT JOB CALL ! – AUSTRIA

Type of activity: Workshop

Target group: Migrants and less educated

Background: This workshop will support migrants and less educated to know the language they need and additional speaking skills, phrases for telephone calls regarding a job interview.

Objective:

- to understand the background of a job advertisement
- to get an idea from the skills needed
- to be well prepared for the telephone call (speaking skills)
- to use the telephone more effectively and with greater confidence

Educational process:

1. *Job advertisement* – to analyse a job advertisement, to understand what kind of job it is.

If the participant is able to fulfill the requests: What are needed skills, if there are any already present and which skills must be improved.

2. *Speaking skills* – the key language speaking tasks are introduced to the participants, skills they already have or skills which must be improved and exploited.
3. *Telephone etiquette for German-speaking world* – motivating role-plays (pair work) with speaking tasks. This training helps the participants to get firm in a job call.

ACTIVITY PLANNING

Duration of activity: 2 hours

Size of group: 10 participants for one trainer

Material resources: Computers for all participants, learning program specially for speaking skills e.g. tell me more, tablet to register the role play, beamer and handouts

RECOMMENDATIONS

Provide job advertisement from local newspapers regarding jobs, a person with low language knowledge may understand.



BASIC COMPUTER SKILLS FOR UNEMPLOYED IN THE LABOR MARKET - BULGARIA

Type of activity: Course

Target group: Long-term unemployed; First job seekers; Old workers

Background: The course will give participants clarity on what is computer configuration and which are the most important aspects of the operation and maintenance of system and peripheral components. Will create skills for handling file system and various storage devices - embedded and mobile. Learners will find new opportunities to seek for job on the Internet; also they will learn how to prepare documents with MS Word.

Objective: The course is aimed at people who have little or no ability to work with computer. The focus is for participants to learn the basic operations and not to hinder the use of the technique for general purposes. After completing the course, participants will be able to:

- Manipulate files and folders; work with flash memory, CD, mobile drives.
- Work with peripherals (printer, scanner, and projector).
- To create MS Word document and process with an existing one, to make formatting and alignment of text elements and to insert and position objects.
- To look for sites offering jobs, to make registrations; to be able to compile CVs and cover letters.

Educational process:

1. *Introduction to Computer Configuration* - components, peripherals, connectivity, service, potential problems.
2. *Operating system* - file system and navigation, launching programs, setting the working environment.
3. *Work with MS Word* – program interface, key features, case studies, additional functionality
4. *Work with Internet* – information search, e-mail creation, registration in sites for job search.

ACTIVITY PLANNING

Duration of activity: 4 courses, in 4 sections 32 hours – 26 training hours and 6 hours for coffee breaks and lunch

Size of group: 49 participants for 4 courses (an average of 12 participants per course)

Material resources: Computers for all participants, flip chart, stationery and multimedia

RECOMMENDATIONS

To increase the duration of the training for participants to better learn the material and train through practical exercise.



PROFESSIONAL ORIENTATION AND MOTIVATIONAL TRAINING AND INTEGRATION IN THE LABOR MARKET – BULGARIA

Type of activity: Course

Target group: Long-term unemployed; First job seekers; Old workers

Background: All theoretical aspects of these free modules were linked with visuals - presentation or display of the experience and skills through experience - participation in social role models specified by the participants. Practical tasks for work - output of goals, description of difficulties in achieving the objective; analysis of situations, structuring of resume and cover letter.

Objective: Skills that will be built or developed:

- analyzing the current situation;
- recognition of the difficulties that affect professional development or job;
- analyzing what we know and how to do best;
- summarizing skills;
- skills to prepare CV, cover letter for appearance before the employer;
- How to prepare an attainable goal and action plan.
- Improving communication skills

Educational process:

With the participants it was achieved:

1. Developing knowledge of career planning and skills;
2. Increasing motivation to work;
3. Communication skills that are leading for successful job interview;
4. Strengthening personal resources - upgrade personal skills and supporting the process of personal growth;
5. Supporting professional orientation and professional guidance;
6. Analyzing the situation on the labor market;
7. Improvement of practical skills for searching and finding a job.

ACTIVITY PLANNING

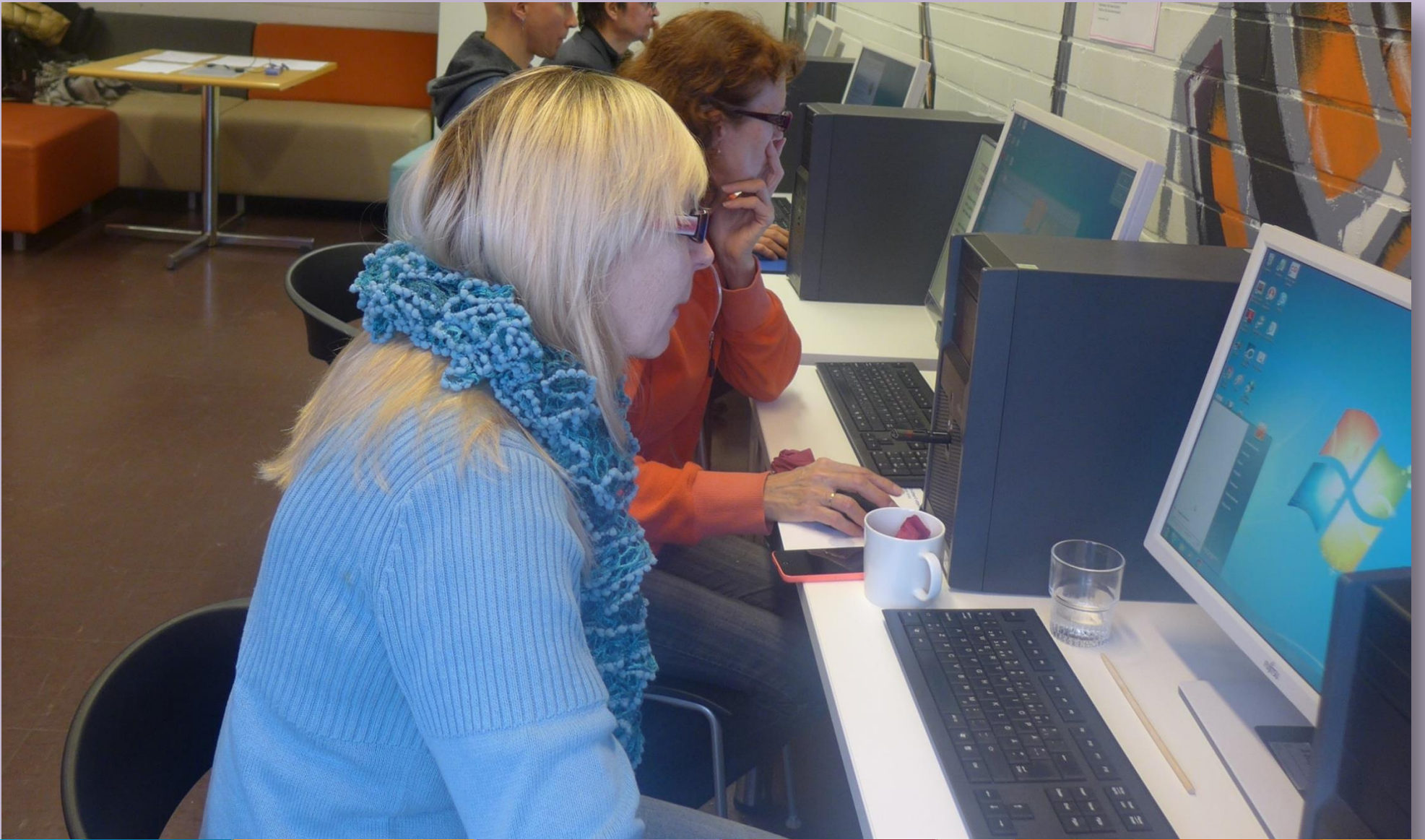
Duration of activity: 4 courses, in 4 sections 32 hours – 26 training hours and 6 hours for coffee breaks and lunch

Size of group: 49 participants for 4 courses (an average of 12 participants per course)

Material resources: Computers for all participants, flip chart, stationery and multimedia

RECOMMENDATIONS

To increase the duration of the training for participants to better learn the material and train through practical exercise.



JOB SEEKING COURSE FOR LONG-TERM UNEMPLOYED – FINLAND

Type of activity: Workshop

Target group: Long-term unemployed and immigrants

Background: It is important to know how to use different job listing websites and to have a CV that you can send to the employer when you are applying for a job. This learning activity combines two important things: how to make a CV and how to use job listing websites.

Objective:

- To help the participants to make their own CVs and use job listing websites

Educational process:

1. Introduction to LinkinJob and what this learning activity is about
2. Quickly mapping out the skill level of the participants: do they have a CV, are they familiar with job listing websites and how to use them
3. What makes a good CV and what to put in or leave out
4. How to write a good job application
5. Giving the participants a readymade CV template that they can use to write their own CVs
6. Introduction to the most common job listing websites in Finland
7. Demonstrating how to find jobs on different fields and letting the participants browse the sites
8. Helping the participants to find specific type of listings that suit their needs and even send applications of they find something suitable

ACTIVITY PLANNING

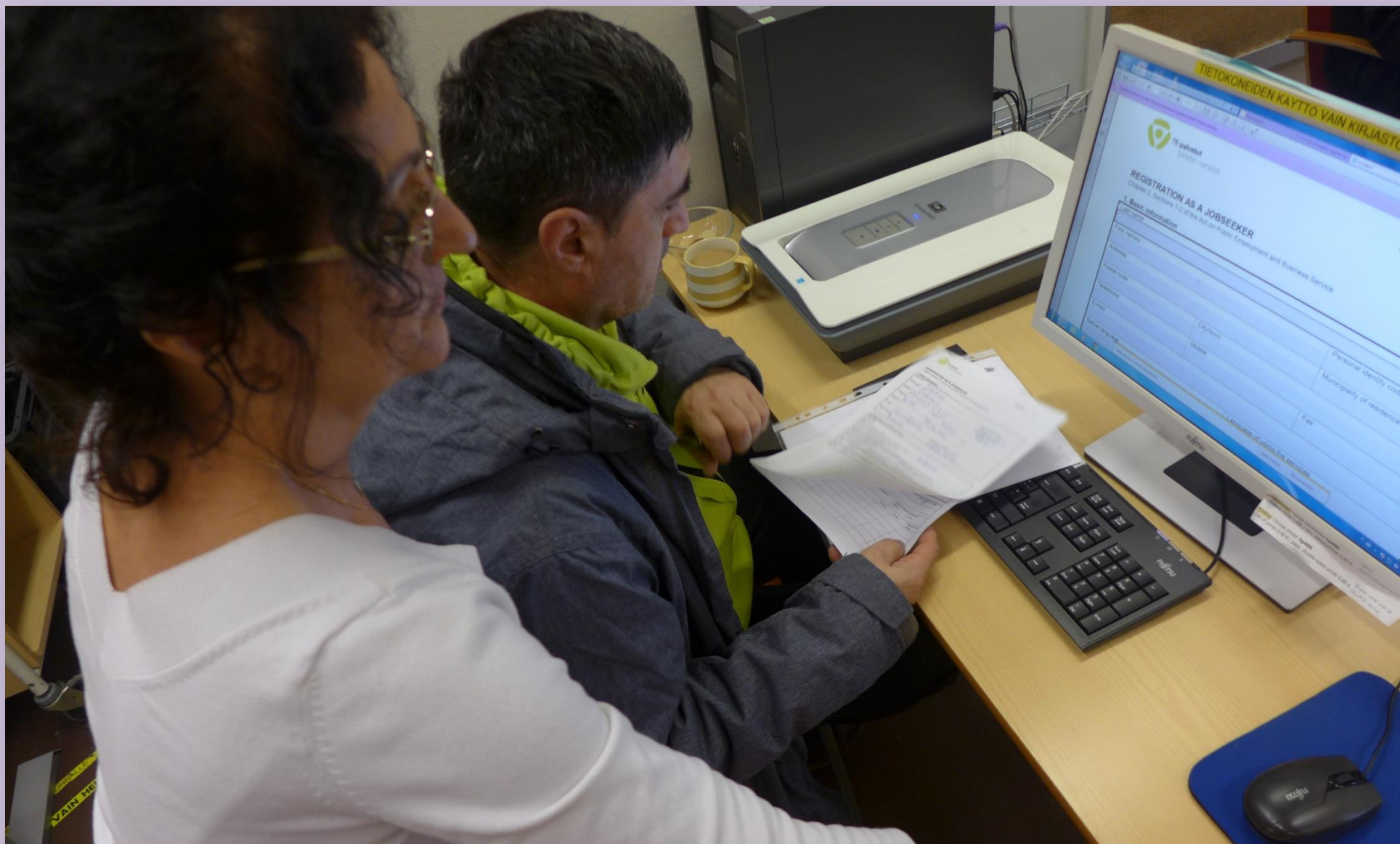
Duration of activity: 2 hours

Size of group: 10 participants

Material resources: Computers for all participants, flip chart, stationery and multimode One computer for every participant, video projector, coffee and some snacks for the participants

RECOMMENDATIONS

It might be a good idea to get some materials from a local employment office. It's also a good idea to find out beforehand if there is any specific job listing sites for different fields of work.



WORD PROCESSING COURSE FOR UNEMPLOYED IMMIGRANT WOMEN – FINLAND

Type of activity: Workshop

Target group: Unemployed immigrant women

Background: Word processing and text editing is needed in job seeking and working life

Objective:

- To teach the participants how to use a word processing program such as Word so they can use these skills in job hunting and working environment

Educational process:

1. Introduction to LinkinJob and what this learning activity is about
2. Mapping out the skill level of the participants: how well can they use word processing programs, what are their language skills
3. Going over the basic tools of Microsoft Word: how to open and save documents, how to format and edit the text, how to copy and paste text
4. All the participants open a readymade text document on their computers and format the text according to instructions
5. All the participants are given writing tasks: using the keyboard to make capital letters and special signs and symbols, writing a text with specific formatting, copying a text online
6. Saving the text document and attaching it to an email
7. After completing the tasks the participants will write a short letter about their own strengths and interests

ACTIVITY PLANNING

Duration of activity: 2 hours

Size of group: 10 – 15 participants

Material resources: Computers for all participants, video projector

RECOMMENDATIONS

Some materials, like a Word document so that the participants can edit it at some point, saved on all the computers' desktops beforehand so the participants would have easy access to them. As the participants are immigrants who still don't have a perfect grasp of the language, it's important to spend some time on spellchecking and helping them to write and understand words they don't know yet. It can also be a good idea to give the participants resources for language studies, because it can be hard to find employment without sufficient language skills. It's also good to have at least one or two additional instructors to help with language.



INTERVIEW SKILLS – IRELAND

Type of activity: Course

Target group: Long term unemployed, women and older people in County Monaghan.

Background:

This IT Course will cover basic computer skills and the essential applications, such as Word, those jobseekers will need when applying for employment. It will include workshops on Internet searching, setting up and using emails, searching for jobs online, how to download, save and upload documents.

Objective:

This specifically tailored IT Course for the unemployed will enable them:

- to have the basic skills to use a computer
- to use various applications such as Word for preparing documents like CV and cover letters
- to set up an email account, send email, etiquette of composing emails
- to use the internet, the fundamentals of how search engines work, searching for jobs on the internet, signing up for newsletters/alerts for particular job websites

Educational process:

The course will be in a group setting, with each participant having access to a pc or laptop. The tutor will have access to pc/laptop and projector when needed for certain workshops, otherwise the tutor will demonstrate by oral presentation, while answering and dealing with queries as they arise by the participants.

ACTIVITY PLANNING

- Preparation of lesson plans & notes for each workshop.
- Developing a tailored understanding of the group needs.
- Printing of notes.

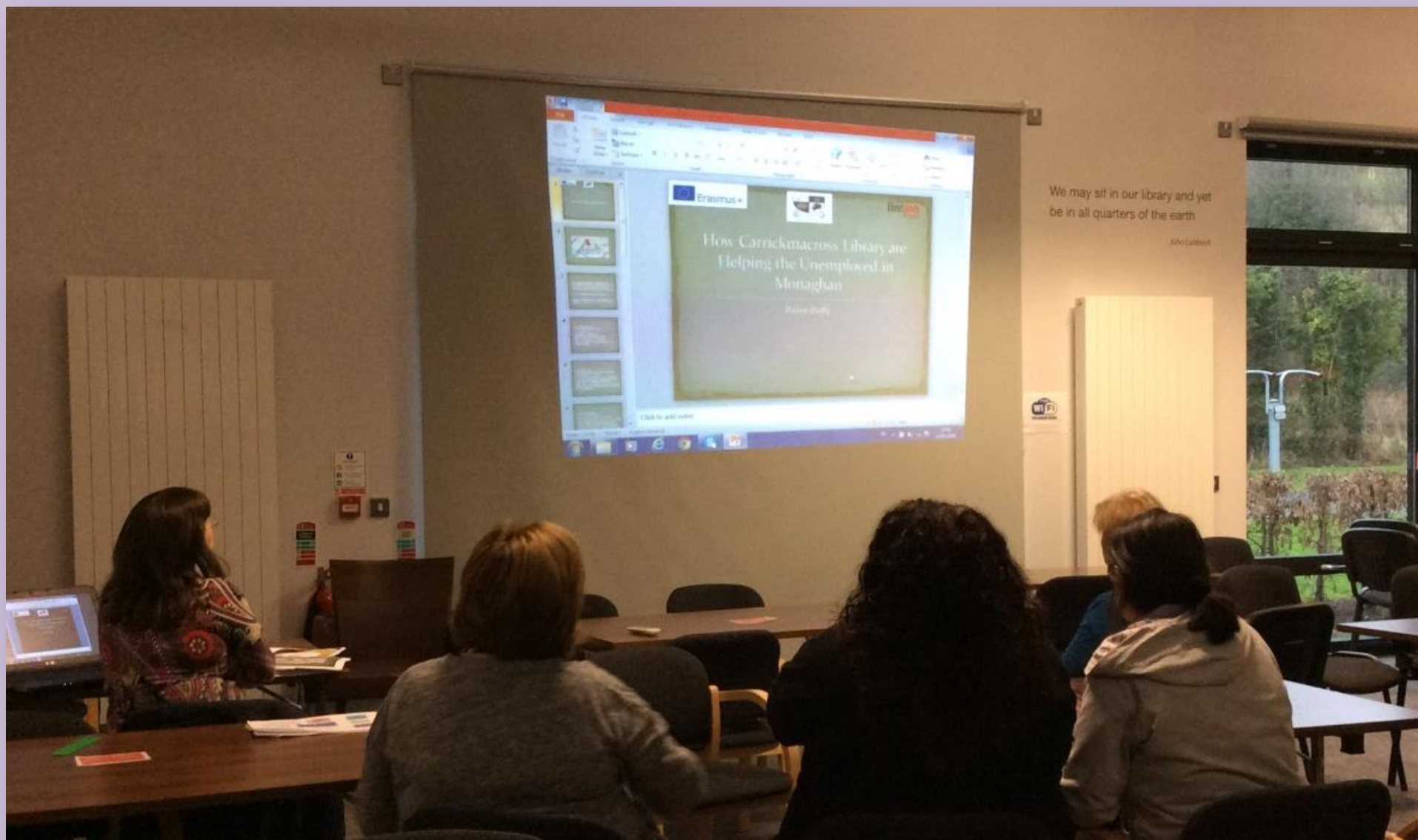
Duration of activity: Course is comprised of 10 x 3 hour workshops (30 hours course), with a 30 minute break allowed at each workshop.

Size of group: Maximum of 10 participants.

Material resources: Access to a computer or laptop with MS Office for all participants, computer/laptop and projector for trainer, access to internet/WIFI.

RECOMMENDATIONS

Shorter course or once off workshops on particular topics



JOB SEARCHING AND NETWORKING SKILLS – IRELAND

Type of activity:

Presentation Workshop - Group based presentation followed by questions and answers.

Target group:

Long term unemployed, women and older people in County Monaghan.

Background:

This workshop is specifically tailored for unemployed people/jobseekers who are not aware of the various means of searching for jobs i.e online, networks etc.

Objective:

- To enable attendees to understand how best to manage their job searching strategies.
- The presentation outlines the approaches needed in order to conduct job searching and networking activity as efficiently as possible.
- Attendees learn the value of targeting specific sectors, building their own network of contacts and selling their core strengths and competencies.

Educational process:

Use of a PowerPoint presentation and one-to-one questions and answers. This approach helps the attendees to maximise their learning during the workshop.

ACTIVITY PLANNING

- Preparation of the PowerPoint presentation.
- Developing a tailored understanding of the group needs.
- Preparations of the room prior to presentation.
- Printing of notes.

Duration of activity: Two hour workshops.

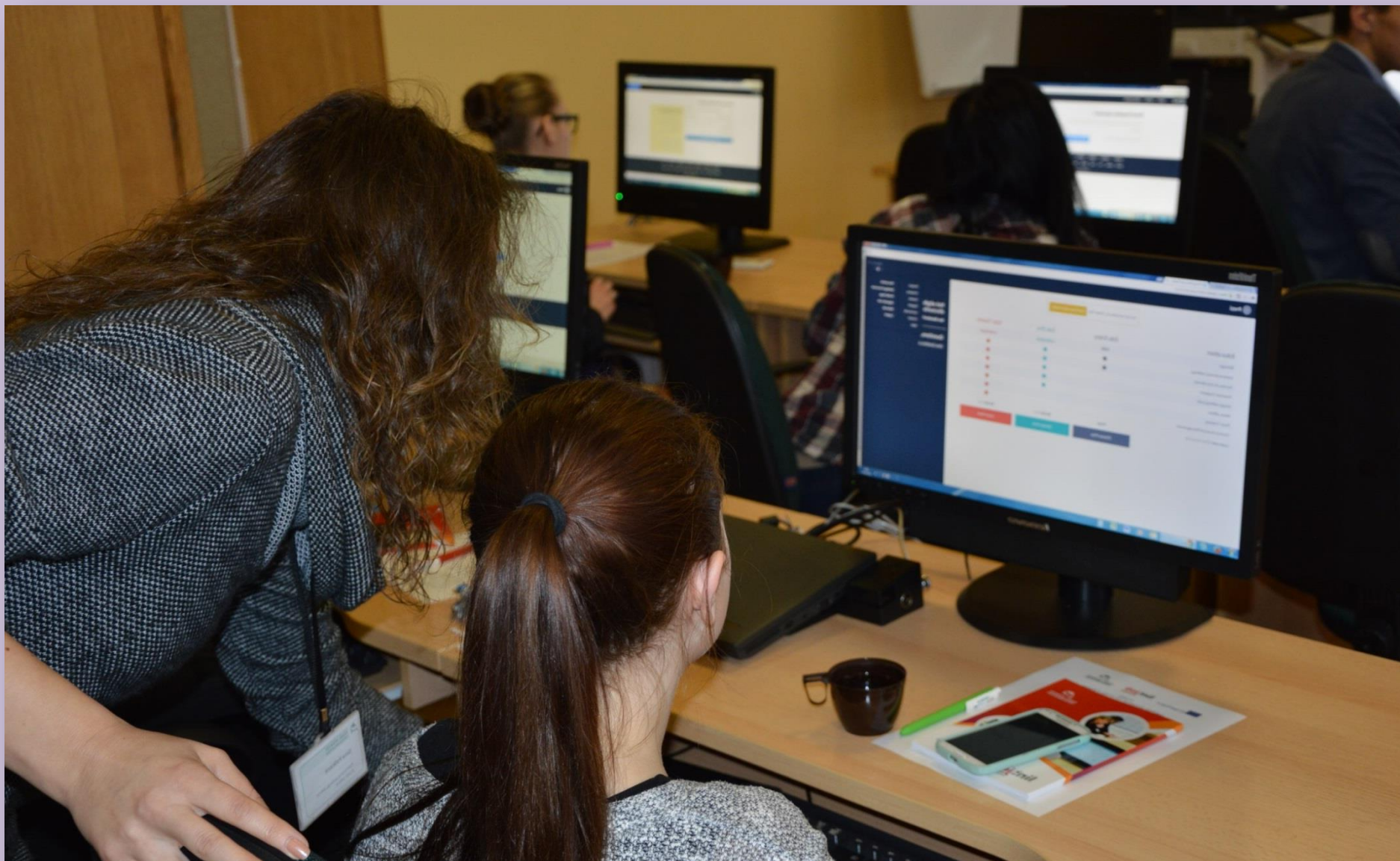
Size of group: Can facilitate up to 20 people.

Material resources:

- Pens and paper for note taking.
- Computer and projector for facilitator.

RECOMMENDATIONS

To have specific themed workshops such as on LinkedIn profile etc.



MAKING PRESENTATIONS ON THE INTERNET – LITHUANIA

Type of Activity: Workshop

Target Group: People who are looking for their first job, People who have a low qualification

Background: The need to have the knowledge of making presentations, which are part of many interviews today. To inform participants about materials on the internet which can be used for making presentations.

Objective: It is important to give information to participants about materials which can be used when making presentations as part of searching for a job.

- They will be able to choose the best and the most acceptable ways to make a presentation.

Educational Process: The workshop was covers 2 topics:

1. Plan of self-image; Introductory lecture/theory – Plan of Self-image. Participants will be introduced with theoretical material before presenting collections of slides on the internet. The plan of self-image: the main aim and content, social context, technology, choosing strategies of publishing, and etc.
2. Making presentations (collections of slides) Theoretical part with practical examples – collections of slides (*PowerPoint online (Office 365 part)*, *Sway (Office 365 part)*, *Google Docs slides*, *Zoho Show*, *Slideshare*, *Prezi*), a practical exercise using the interactive tool Prezi for making and presenting slides

Participants are practically introduced with the registration of the tool Prezi, choosing pattern, inserting media, using animation, publishing on the internet, and etc.

ACTIVITY PLANNING

Study material is prepared using Power Point program.

Duration of Activity: 1 hour practical workshop

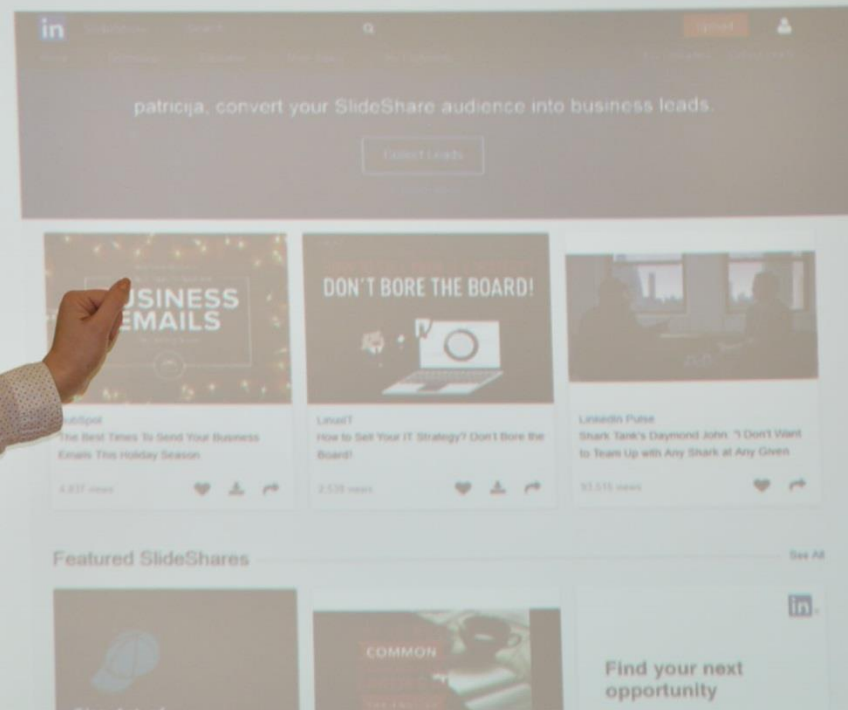
Size of Group: 11 participants

Material resources: Computers for all participants, video projector

RECOMMENDATIONS

Participants were very happy about workshop content. They actively participated in discussions and shared their personal experience with others. During the training a lot of attention was given to presentation tools such as Sway, Zoho Show. New visual material and links to promotional and practical examples were added to the workshop.

Skaidrių demonstravimo priemonė Slideshare <http://www.slideshare.net/>



1. Žingsnis pristatyti programą
2. Žingsnis pavišinti SlideShare

CREATING A PROFILE ON THE INTERNET; SOCIAL WEBSITES AND BLOGS – LITHUANIA

Type of Activity: Workshop

Target group: People who are looking for their first job, People who have a low qualification

Background: It is important to give knowledge to participants about possibilities of creating a portfolio for searching for a job. Participants who created their portfolio on the internet will be able to show their work, so other people will be able to easily contact them. Portfolio is the main criteria which attracts employer's attention.

Objective:

- To improve knowledge and experience of participants about creating an online profile, which will improve self-representation to potential employers.
- To constantly update one's portfolio so it can be used as a tool to share information about personal and professional life.

Educational Process:

1. Introductory lecture/theory – Creating a portfolio. Participants will be introduced to benefits of portfolio; the differences between portfolio and Home page, what portfolio should not be used for, how a good portfolio should look etc.
2. Theoretical part with practical exercises – theoretical and practical introduction to internet portal Wix. Wix offers modern technological solutions which are used to create and upload internet portals for free. It can be done without any knowledge of design and programs. The practical exercise consisted of creating a portfolio on Wix platform, choosing a pattern, editing texts, inserting components, publishing on the internet, editing a profile.

ACTIVITY PLANNING

Study material is prepared using Power Point program.

Duration of Activity: 1 hour practical workshop

Size of Group: 11 participants

Material resources: Computers for all participants, video projector

RECOMMENDATIONS

Participants were very happy with this special themed workshop. Participants had a chance to learn practically how to use the portal Wix and how it could be used in creating a personal portfolio. In consideration of needs and notes of objective groups, after the training it was decided to give more attention to Wix. Moreover, new visual material and links to promotional and practical examples were added to the workshop.



ENTREPRENEURSHIP ABC – ROMANIA

Type of activity: Course.

Target group: unemployed people who want to learn more about entrepreneurship

Background: This course is designed to anyone with a general interest in gaining a better knowledge and understanding of the skills needed by entrepreneurs to create successful business.

Objective:

- To develop an understanding of the common characteristics of an entrepreneur;
- To gain a good knowledge of the development process and of the planning process
- To know what are the best qualities of successful entrepreneurs;
- To understand the different kinds of risks that an entrepreneur faces when starting a business;
- To acquire the skills to start a business.

Educational process:

1. *The common characteristics of an entrepreneur* - participants will learn about how the entrepreneurs think;
2. *The planning process and the development process* - participants will learn about difference between planning and development, what are the basic steps in planning process and the development process, guiding principles and planning in practice;
3. *The best qualities of successful entrepreneurs* - the participants will know what are the best qualities of successful entrepreneurs;
4. *What are the risks involved*- the participants will know what are the different types of risk;
5. *What are the needed skills* - the participants will learn about the basic skills needed for a good entrepreneur, skills that they already have but must be improved and

ACTIVITY PLANNING

Study material is prepared using Power Point program.

Duration of activity: 5 sessions, 12 hours – 10 training hours and 2 hours for coffee breaks.

Size of group: 10 participants for one trainer.

Material resources: Computers for all the participants, because they must do everything in practice. A computer and a video projector for trainer.

RECOMMENDATIONS

To prepare as much practical exercises as you can for all participants during each session.



HOW TO MANAGE YOUR MONEY – ROMANIA

Type of activity: Course.

Target group: unemployed people who need help to efficiently plan their money.

Background: The course was designed as a response to the fact that a growing number of people lack knowledge of the basic personal economics they need to make informed financial judgments and manage their money effectively.

Objective:

- To create and use a budget;
- To manage debt successfully;
- To understand long-term savings and investment;
- To know what are their financial needs, goals and priorities;

Educational process:

1. *Financial management – Introduction* - participants will learn about managing their money, money management tasks, budgeting, why use budgeting, how can they create a budget and how to use a budget;
2. *Identifying and prioritising needs and goals* - participants will learn about the hierarchy of financial goals, what's needed and when, expected and unexpected events, factors that influence financial planning, guiding principles *Reviewing and revising a Financial Plan* - the participants will know about emergency fund, managing debt, short-term saving, employee wages and benefits;
3. *Running a home and raising a family* - the participants will learn the difference between Rent or Buy, about saving energy, saving money, encouraging children to be financially capable, long-term saving and investment and social security;
4. *Seeking help and advice* - the participants will learn about the importance to be kept informed, types of background information, sources of advice, range of sources, consumers' rights, and complaints and how to make a complaint.

ACTIVITY PLANNING

Study material is prepared using Power Point program.

Duration of activity: 5 sessions, 12 hours – 10 training hours and 2 hours for coffee breaks.

Size of group: 10 participants for one trainer.

Material resources: Computers for all the participants, because they must do everything in practice. A computer and a video projector for trainer.

RECOMMENDATIONS

Use different methods of teaching like: simulation, role play, study case etc.

Put the participants into position to transfer the knowledge in the real life by asking them to build a saving plan for the next year, to prepare a personal budget plan, to keep the balance of their own finance.



WOMEN IN BUSINESS WORLD – SLOVENIA

Type of activity: workshop

Target group: women

Background: Identification of own strengths and weakness, skills, competences, needs and understanding them for the business world can improve individual's situation in the labor market. By identifying the strengths of women, this can improve their self-esteem.

Objective:

- to understand characteristics of professional identity
- to get to know concept of “personal trademark”
- to identify own strengths and weakness, skills, competences and needs
- to get to know concept of personal quality world (W. Glasser)
- Prejudice and stereotypes about women in business world

Educational process:

1. Introduction
2. Get to know each other
3. Characteristics of professional identity
4. Identify own strengths and weakness, skills, competences and needs
concept of “personal trademark” and concept of personal quality world.

Methods: presentation, group work, preparation of posters, discussion.

ACTIVITY PLANNING

Duration of activity: 1 day workshop, 3-4 hours, possible also to prepare/extend workshop in more parts with more detailed focus on topics of extension of content on other questions (i.e. role of emotions, private and family life, ensuring gender equality in business etc.).

Size of group: app. 10–15 per trainer. If there are more participants, more time for discussion is needed.

Material resources: A computer and a video projector for trainer; posters, PowerPoint presentation, pencils, flipcharts, a small exhibition of relevant books.

RECOMMENDATIONS

It is important to establish a good learning climate and connections among participants, at the beginning of workshops, because topics in group work and exchange of views are about personal strengths and weaknesses, personal values, priorities so basic trust and positive attitudes among the participants are a basis for fruitful discussion and exchange of views on these topics.



CV COURSE FOR UNEMPLOYED – SLOVENIA

Type of activity: workshop, ICT based workshop,

Target group: special target group, unemployed former drug addicts, who are in a rehabilitation process

Background: (Former) drug addicts have reduced possibility to find a job, they are faced with stigma & prejudice of employers (and others), and so reintegration into the job market is extremely important for them. They need to know how to prepare a good CV to improve their chances for employment; ICT skills are essential in job seeking and working life; identifying own competences and strengths (for CV) can improve self-esteem

Objective:

- What type of CV is most suitable for an individual to present to the employer
- Become familiar with various types of CV
- To be able to choose a suitable form for own CV
- To prepare own CV
- To identify own competences, strengths

Educational process:

1. Introduction,
2. Get to know learning materials,
3. Presentation of various types and resources of CVs and
4. Preparing CV (practical work).

Methods: presentation, coaching and individual work. Include in workshop small exhibition of relevant books.

ACTIVITY PLANNING

Activity planning: workshop in 2 parts

Duration of activity: 2x3 hours

Size of group: smaller group (max. 6 participants)

Material resources: Hand outs, we used power point, flipchart, whiteboard, some short video presentations and web pages with information's about CVs. Computers for all the participants, because they must do everything in practice. A computer and a video projector for trainer.

RECOMMENDATIONS

It is easier to reach target group if you have established a partnership with the institutions who are working with them (in our case: Centre for Treatment of Addiction from illegal Drugs, University Psychiatric Hospital Ljubljana). List of participants and taking photos are not welcomed on workshops for this target group. It is helpful to have an additional mentor present in the workshop. The typical CV is not useful for this target group – they have been absent from the labour market for some time.



CHAPTER 4

IMPACT IN LOCAL COMMUNITIES

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The impact of LinkINJob project in the respective partner communities can be measured in both quantitative and qualitative means. The outcomes and outputs of the project have far exceeded what was originally envisaged and planned. Additional learning activities, information resources and local partnerships have been developed. In measuring the impact, each of the partners hosted valorisation meetings or project presentations in their community with key stakeholders such as other information professionals, representatives from the Education community, Employment agencies and organisations, health agencies, public elected representatives and other community workers.

A total of 143 people attended these meetings during May 2016, representing the following areas:

Libraries	64
Adult Education sector	25
Employment agencies/organisation	15
Other – Media, local authority staff, elected councillors, University/3 rd level, Youth Services, Drug addiction centre, Community workers, Entrepreneurs	39

At each meeting or presentation, each partner presented the aims, objectives, outcomes and outputs of the project activities. A discussion followed on the actual impact of the project in the respective local communities and future developments. Attendees were requested to fill in a questionnaire which asked specific questions about the impact in the community. The following is a summary of this questionnaire:

How many collaborated on other programmes with the partners?

A total of 38 or 26% reported they already collaborate on various programmes and projects.

How many were aware of the project in their community? And did any of them collaborate on the project?

25% responded that they were aware of the project in their

community. It is interesting that a number of the organisations collaborated with the partners as the project activities developed, which has incidentally led to new partnerships being established for future programming.

Impact of the project in the local area – what did the organisations say were the impacts?

One of the major impacts of the project in the local areas of each partner country was the development or improvement in collaboration or partnering with key stakeholders in providing information and services to unemployed people. Simply finding out what each agency or organisation provides and how this can be shared in future programming. We as librarians can now provide confidently more information about other service providers to unemployed people when they use our service and how to direct them to the correct organisation.

The project has allowed us as librarians to look at what services we provide to unemployed, what we can provide in terms of resources and how to develop these. We have gained new information on how we can support unemployed people, recognising their needs and develop activities accordingly.

As public libraries have become local community hubs, many of the stakeholders believe that we can reach more unemployed people as libraries are seen as a neutral relaxing welcoming space and a starting point for some people to return to education in an informal nature. In Austria, the Library Association wants to use the training programme for their further education programmes for librarians. In Bulgaria for example, they reported that of the 49 learners, 25 have actually found employment.

How did the organisations see Libraries supporting job seekers in the future?

As already mentioned, all the organisations see public libraries as very open, easily accessible, neutral welcoming, less informal place for job seekers to seek assistance and help. People feel more relaxed in accessing services in this environment, as they don't need to explain the reason for accessing information as they might need to do at an education or employment centre. A lot of adults have had negative experiences of education in the past and are nervous about returning to education, therefore using the library space as a way to ease them back into education is a key factor. It makes lifelong learning a natural way for all ages.

The learning provided in a library is very flexible and people are looking for more flexible ways of learning. By providing access to a varied range of resources, for free, is the key for public libraries to supporting job seekers in the future.

These resources range from books, periodicals to WIFI and IT access to providing key online resources and flexible free spaces for learning and study. The provision of learning activities facilitated by professional librarians will compliment or lead to the training provided by other organisations.

Librarians can offer personal guidance and support to job seekers in a neutral manner. In many rural communities, the library can be the only space for learning opportunities to be provided. Librarians know their communities therefore can target specific groups of people. Libraries can be the link between the unemployed and other organisations. This needs to be communicated and promoted more in all the partner countries.

Other suggestions that may be considered by libraries is to provide 'career centres' for job seekers; a space for the organisations to utilise in providing their training activities; newsletters about library services and other information particularly aimed at jobseekers/unemployed people; access to telephone for making private calls to prospective employers.

How did the organisations see themselves and libraries working together in the future on activities for the unemployed?

All of the organisations see a more collaborative approach in working with public libraries in the future on providing learning activities for unemployed people. A number of the organisations now see the public library as a space to run workshops and courses. The public library can be the platform for engaging more unemployed people back into education.

They see the access to a broader range of resources as complimenting their own. They will share information of library services to their clients and promote the work of the library too. In Ireland, it was suggested by the Adult Education service to carry out a local skills audit to see how we can move forward in developing learning activities. To look all the services being provided currently, identify any gaps in provision and look at how they can be implemented and by whom. While in Finland, there is an essential need for more cooperation and partnering up with certain stakeholders, as they identified new immigrants as a key target group whom will need more specialised training to gain employment. Indeed it may be the case that most of the partners will need to offer more multicultural tailored made services that are easily accessible due to the current migration into Europe.

Other suggestions put forward were monthly drop in services in the public libraries to promote their services; to continue

to investigate new and innovative services in partnership; the need to continue to disseminate and share information amongst agencies and organisations in terms of new services; to provide information boards/areas specifically aimed at jobseekers; to cooperate on different projects or programmes when opportunity arises; establish networks with essential key stakeholders to continue to share and exchange good practice; to establish career clubs; social entrepreneurship – exchange of content, information and users; specialised training for librarians and other professionals in developing future learning activities.

e-Guidelines – How many of the organisations felt they would use it in their work and how?

The provision of the e-Guidelines is regarded by 40% of the attendees, will be a good guidance in their work. The inclusion of good examples of learning activities, how they were organised, the content, and suggestions for improvement can be replicated across many organisations. The guide will stimulate them to develop new learning activities in their community. For many of the organisations, particularly public libraries, the guide will be used as a template to looking at the services currently being provided, how to improve them or to develop new services.

The guide will be very useful to many of the organisations as it allows them to find out how other EU countries are addressing unemployment issues and implementing best practice. As the content of the guide is about providing services at a local level in each EU country, there are similarities identified in terms of targeting this group of people to providing a service to them, so having a guide with examples of successful learning activities will inspire and assist many organisations.

The guide has identified new competences that staff, not only in public libraries, will need in order to develop services to unemployed people. They will need to be tech savvy, the ability to retrieve information from a broad range of resource which is credible, especially with the explosion of online information. Librarians will become content creators in developing information and access to information for unemployed people.

How did the organisations report on the importance of best outcomes and outputs for EU projects?

Although a number of the organisations had never participated in an EU project before, many of them can now see the advantages of developing and running an EU project, which can be very relevant at a local level. It allows them to gain an

insight into how other countries approach and deal with common issues. The project outcomes and outputs has demonstrated that by developing a network of partners to exchange information on the issues identified, discussing how to tackle the issues to sharing and exchanging ideas of good practice is an excellent method of creativity and innovation.

EU projects opens up intercultural learning, especially with migration patterns across the EU zone, the need for service providers to develop services that all citizens can avail is critical.

Therefore it is very important particularly in public libraries to learn new innovative methods for developing these services as the skills necessary in the labour market is rapidly changing.

Many of the organisations believe that EU projects have a big contribution for the integration of the unemployed persons in the labour market, as it creates better opportunities for them to plan their career.

The dissemination of this project outcomes and outputs across other EU member states is essential as all countries are tackling unemployment issues. As the project has carried out extensive research into unemployment in EU, particularly the participating countries, it has provided an analysis and therefore a platform for other organisations to implement ideas of good practice with very few adaptations.

Did the organisations suggest areas for improvement in the future of LinkinJob?

For many, they want to see the aims of this project to continue in whatever format the public library can continue to develop and facilitate. The project has opened up doors to new ideas of working with unemployed people and we need to continue to develop this into the future. The main area to improve is in terms of collaboration with all organisations who work with unemployed people, particularly in isolated areas or dealing with specific targeted groups of people. Many of the project activities can dovetail with other organisations programmes, so the need to have a good working relationship with key stakeholders is essential in improving these services.

Libraries need to identify and promote their key strengths whilst working closely with key partners in developing future services to unemployed people. There may be a need to identify other local service providers to work in partnership. The promotion of library services to key stakeholders, unemployed people and jobseekers is essential. Also the promotion of the project at a local, national and EU level was identified as crucial for future development in this area.

Conclusion

Overall the impact of the project in each of the partner areas has been very positive, both for the learners and the libraries. It has been a huge learning curve for many partners in how to deliver library services to unemployed people. It has opened up new avenues to explore and create new local partnerships with key agencies who work regularly with unemployed people. The project has been a platform for many of the partners in developing dedicated services for unemployed people.

The project has enabled partners to research collaboratively, share ideas and initiate good practice in their service. It is clearly evident from the evaluations, that the activities of LinkinJob can be replicated not just in public libraries but across various organisations due to the content developed and key resources identified.

For a number of the project partners, this project has been a platform to developing a more structured collaborative service to job seekers and unemployed people. It has given us a great opportunity to carry out a SWOT analysis on service provision, how we provide it, identified gaps and how we can make our services more accessible for unemployed people.

The project has been an eye opener of how public libraries target specific groups, particularly immigrants. This will be a challenge to develop services to new communities, and therefore is an essential need to work closely with agencies who deal with immigrants.

The following are examples of key areas they will continue to develop after the project finishes:

Dedicated webpage on their organisation website, dedicated annual budget, information leaflets with key information, staff training and up skilling in specialised areas, developing partnerships and identifying new ones, being proactive by going out into the community, new marketing strategies, dedicated space in library for jobseekers.

The impact on the learners has been very productive and positive. All partners report that learners feel more confident, motivated and that they are not alone. They have been given an opportunity through informal training, to share and exchange their experience of being unemployed and isolated.

Through participating in the project activities, it has broken barriers of isolation and opened up avenues to participating in education activities to improve their employability. It has improved their self-esteem and gives them a sense of community. A number of the learners have continued their learning or entered formal education programmes while a number have obtained employment.

The partners will continue to promote the activities of LinkINjob at a local and national level. LinkINjob can be used a success story in terms of strategically developing a service for specific groups of people, collaboration and innovation.

CHAPTER 5

RECOMMENDATIONS

CHAPTER 5 RECOMMENDATIONS

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Eurostat

http://ec.europa.eu/eurostat/statistics-explained/index.php/Unemployment_statistics

Global Challenge Insight Report, January 2016: The Future of Jobs Employment, Skills and Workforce Strategy for the Fourth Industrial Revolution:
http://www3.weforum.org/docs/WEF_Future_of_Jobs.pdf

Global Employment Trends for Youth 2013 – study.
 International Labour Organisation
<http://www.ilo.org/global/lang-en/index.htm>

EURES The European Job Mobility Portal
<https://ec.europa.eu/eures/page/homepage?lang=sl>

OECD – Better policies for better lives
<http://www.oecd.org/employment/>

EDAC – European Data Center for Work and Welfare
http://www.edac.eu/indicators_desc.cfm?v_id=121

European Commission, Employment, social affairs & Inclusions – Monitoring the job market
<http://ec.europa.eu/social/main.jsp?catId=955&langId=en>

Agenda for new skills and new jobs

<http://ec.europa.eu/social/main.jsp?langId=en&catId=958>

Global Employment Trends for Youth 2013 – study.

International Labour Organisation

<http://www.ilo.org/global/lang-en/index.htm>

European Commission The European Job Mobility Portal –
Jobseekers, Employers, Living & Working, Skills & Careers,
About us

<https://ec.europa.eu/eures/main.jsp?lang=en&catId=0&acro=news&function=newsOnPortal&myCatId=9828>



