

Analysis of results

Ljubljana City Library

Number of participants (unemployed): 47

M: 13

F: 44

NEEDS	<i>Describe the problem(s) the learning activities are attempting to solve or the issue(s) it is addressing.</i>	<p>Our target groups were older workers, women and former drug addicts.</p> <p>Learning activities consisted of 5 workshops: CV course for unemployed (ICT based learning activity), Body language in business world – face, Business dress is an important part of non-verbal communication in business, Job interview is a ticket to employment, Women in business world: First workshop was designed specially for group of former drug addicts, the last one was especially for women.</p> <p>At looking for jobs unemployed are faced with many problems. How to successfully introduce oneself to the employer, how to find appropriate announcements and prepare perfect CV are the key to employment.</p> <p>Quite a number of the participants had not attended an interview in some time, so the interview skills workshop taught them how to present themselves, how to deal with stress, listening skills etc. The CV preparation workshop taught them how to prepare a good CV, how to change it depending on the job they are applying for.</p> <p>For these targeted groups, 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.</p>
INPUTS	<i>The resources which potentially enable (or limit) learning activities effectiveness.</i>	<p>Staff conducted following tasks:</p> <p>Designing and running of workshops, writing invitations, preparing working materials, evaluating the workshops. We need appropriate learning and multifunctional room, working materials.</p> <p>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.</p>
ACTIVITIES	<i>The processes, techniques, events and actions of the learning activities.</i>	<p>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.</p> <p>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</p>

		workshop is neither boring or overwhelming for participants. The participants should carry out some form of work to show that they 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.
OUTPUTS	<i>The direct results of the learning activities.</i>	From September 2015 until end of January 2016, a total of 18 hours of workshops took place, were 57 persons who are currently job seeking attended the workshops.
OUTCOMES	<i>These are specific changes in the attitudes, behaviours, knowledge, skills, status, or level of functioning of the end-users of the learning activities.</i>	<p><u>Knowledge and Understanding</u>: understanding of the purpose of interview and the importance of well performed interview</p> <p><u>Skills</u>: mastering the principles of good interview. They have learnt how to prepare and adapt their CV for the job they 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.</p> <p><u>Attitudes and Values</u>: higher level of self-confidence and recognizing proper capacities</p> <p><u>Enjoyment, inspiration, creativity</u>: communicating with people with similar problems</p> <p><u>Activity, behaviour, progression</u>: greater likelihood of successful seeking employment, increased confidence in self-strength, knowledge of career planning and skills, increased motivation for work, communication skills which are leading to successful job interview.</p>
IMPACT	<i>Wider community, and/or societal changes expected to result from learning activities.</i>	<p>Improved social cohesion, enhanced quality of life, higher employment rate and more active social integration in society.</p> <p>The participants will have gained more knowledge and skills which should improve their opportunities in searching for employment.</p>

Feedback

Overall comments about running learning activities for unemployed

The feedback from the participants has been very positive. They were satisfied and happy with the content of the workshops, with a number of them wanting more training. Participants were very happy with the trainers of the workshops.

According to participants, teaching activities planned and submitted in a right, useful and understandable way. Most of participants were very pleased with this learning program. During the lectures and the brakes participants wanted to know more about sources of job searching, what lectures offer other institutions and services for people who are searching for a job.

What worked well for us?

Trainers work (average 4,91), Content (4,87) and the Atmosphere in the learning activity (4,85) –three criteria which teaching participants valued as the best.

At the workshops for former drug addicts:

- *already established partnership (it was easier to reach target group)*
- *combination of ICT knowledge with identification of strengths, competences, motivation, support*
- *workshop in 2 parts*
- *also mentor of the group was present*
- *smaller group (6 participants)*
- *small exhibition of relevant books*
- *pre-preparation of content*

That we included in workshop small exhibition and presentation of relevant books from library for further autonomous work at home after learning activities.

What did not work so well for us?

At the workshops for former drug addicts:

- *list of participants (initials, not full name)*
- *photos*
- *typical CV is not useful (absent from labour market for several years)*
- *one of participants didn't had basic ICT skills*

Regional Public Library "Petko Rachev Slaveikov"- Veliko Tarnovo
Number of participants (unemployed): 49

Male: 13

Female: 36

Module: "Information and communication technologies"

NEEDS	<i>Describe the problem(s) the learning activities are attempting to solve or the issue(s) it is addressing.</i>	With 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.
INPUTS	<i>The resources which potentially enable (or limit) learning activities effectiveness.</i>	Informal communication, striving to respond to group and individual needs. Interaction with participants, maintaining of their active participation in the learning process
ACTIVITIES	<i>The processes, techniques, events and actions of the learning activities.</i>	Appropriate balance between theory, demonstration with explanations and individual exercises on the covered material. Tracked are the individually behavioral responses of the participants and is taken a momentary solution for the technique of teaching in order to best engage the attention or alternatively provide a pause for rest.
OUTPUTS	<i>The direct results of the learning activities.</i>	Number of complex training - 4; period – July 2015, January-February 2016; Total number of students - 49, including 13 men and 36 women.
OUTCOMES	<i>These are specific changes in the attitudes, behaviours, knowledge, skills, status, or level of functioning of the end-users of the learning activities.</i>	The participants register an overall increase of common knowledge in the field of computer technology. There is an improvement of their skills to handle common tasks and specific learners with a wide background knowledge and self-interest in entering into more depth on the course material.
IMPACT	<i>Wider community, and/or societal changes expected to result from learning activities.</i>	It is expected that improved skills in computer work 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.

Feedback
Overall comments about running learning activities for unemployed

All participants were satisfied with the content of the training material, mode of presentation, educational techniques and the overall logistics of the learning process.

What worked well for us?

The immediate communication between teacher and participants appropriately selected themes of education - meeting the needs and opportunities of educational groups, and emphasis on specific services and tools from the Internet environment.

What did not work so well for us?

The experience that the organization and lecturers have doesn't allow the opportunity for participants to develop a negative attitude towards learning.

Suggestions for improving

As a general opinion and desire of the participants is the proposal to have more training of a similar nature, as well as to increase their duration to be able to examine more tools and services for self-improvement and self-presentation.

Module: "Professional orientation and motivational training and integration in the labor market"

NEEDS	Describe the problem(s) the learning activities are attempting to solve or the issue(s) it is addressing.	The tripping of the group was achieved by placing several group tasks. The need for long-time module is justified by the desire of the participants for wider practical orientation and visualizing of the information in the module - more role situations and training modules of work, more discussions and practical tasks.
INPUTS	The resources which potentially enable (or limit) learning activities effectiveness.	The expectations of participants were covered by displaying the main focus on their search - how to find the right job for themselves and how to present best in the labor market. Situations from the real life were used.
ACTIVITIES	The processes, techniques, events and actions of the learning activities.	<p>Basic skills on which it was worked:</p> <ul style="list-style-type: none"> • analysis of the current situation; • recognition of the difficulties that have influence on the development in professional aspect or finding a job; • analysis of what they can do best; • summarizing skills; • skills to prepare CV, motivation letter and appearance before an employer; • How to prepare achievable goal and action plan. <p>Used working tool in groups - presentation, social - role training</p>
OUTPUTS	The direct results of the learning activities.	Number of complex training - 3 ;period January-February 2016; Total number of students - 39, including 13 men and 26 women.
OUTCOMES	These are specific changes in the attitudes, behaviours, knowledge, skills, status, or level of functioning of the end-users of the learning activities.	<p>With the participants it was achieved:</p> <p>Developing knowledge of career planning and skills;</p>

		<p>increasing motivation to work;</p> <p>Communication skills that are leading for successful job interview;</p> <p>Strengthening personal resources - upgrade personal skills and supporting the process of personal growth;</p> <p>Supporting professional orientation and professional guidance;</p> <p>Analyzing the situation on the labor market;</p> <p>improvement of practical skills for searching and finding a job.</p>
<p>IMPACT</p>	<p>Wider community, and/or societal changes expected to result from learning activities.</p>	<p>All theoretical aspects of 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.</p>

Feedback

Overall comments about running learning activities for unemployed

Participants were satisfied with the form of conduct, from the actuality of the topics, the opportunity for everyone to share their experiences, from the given space to work situations on intrapsychic level. Were satisfied with the language of the presenter, availability of information and planning tasks. Each participant was able to build their CV in electronic format and structure their cover letter as part of the portfolio.

What worked well for us?

Especially important emphasis was made on the motivation of a person who has lost their skills to find a job; channels on job search and building literacy in preparing the documents representing the jobseeker in the labor market - CV, cover letter

What did not work so well for us?

The lack of sufficient time for role-playing games in which present different cases from practice.

Suggestions for improving

As a general opinion and desire of the participants is the proposal to have more training of a similar nature, as well as to increase their duration to be able to examine more tools and services for self-improvement and self-presentation.

Monaghan County Library Services

Number of participants (unemployed): 61

Male: 28

Female: 33

NEEDS

Describe the problem(s) the learning activities are attempting to solve or the issue(s) it is addressing.

Our target groups were the long term unemployed, older workers and Women.

Currently, 46% of those who are unemployed in Ireland are categorized as long-term unemployed. 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.

As with the long term unemployed, older people are facing the same stigma of not having the necessary or appropriate skills, perhaps lacking the knowledge or education needed for the jobs that may be available.

we categorised older people as being over 50 years of age

Traditionally in Ireland, the role of the woman was to be at home or the secondary breadwinner, thus resulting in high percentage of older women having attended lower education and have not the necessary skills to enter most employment opportunities.

As the three groups had similar issues, we amalgamated the groups together for the training needs that were identified in addressing these issues. The training consisted of IT course of workshops, CV preparation workshops, Interview skills & techniques workshops and Job searching skills on the Internet.

The IT course of 10 workshops consisted of basic pc skills to creating documents/CV's which are all necessary skills needed in searching for employment.

Quite a number of the participants had not attended an interview in some time, so the interview skills workshop taught them how to present themselves, how to deal with stress, listening skills etc.

The CV preparation workshop taught them how to prepare a good CV, how to change it depending on



	<p>the job they are applying for.</p> <p>For these targeted groups, 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.</p>
<p>INPUTS <i>The resources which potentially enable (or limit) learning activities effectiveness.</i></p>	<p>Certain workshops well well in groups, but some can be more informal and one-to-one sessions or allocated time. 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.</p>
<p>ACTIVITIES <i>The processes, techniques, events and actions of the learning activities.</i></p>	<p>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.</p> <p>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 or overwhelming for participants.</p> <p>The participants should carry out some form of work to show that they 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.</p>
<p>OUTPUTS <i>The direct results of the learning activities.</i></p>	<p>From October 2015 until end of January 2016, a total of 67 hours of workshops took place (20 x 3 hour IT workshops, 4 x 2 hour workshops on CV preparation/Interview skills/jobsearching) were 48 persons who are currently job seeking attended the workshops. 14 people participated in 'How to Use the Library Activity/Competition'</p>
<p>OUTCOMES <i>These are specific changes in the attitudes, behaviours, knowledge, skills, status, or level of functioning of the end-users of the learning activities.</i></p>	<p>Knowledge & Perception: The participants gained confidence and what is expected of them in seeking employment, what an employer is looking for.</p> <p>Skills: They have gained the basic and necessary IT skills such as preparing documents (CV's, cover letters), using email, job profiling online, using reliable job websites. They have learnt how to prepare and adapt their CV for the job they 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.</p>

Evaluating themselves: Over the 4 months, the participants have had the opportunity to evaluate themselves as to where they are now, and what other training needs they will need in order to pursue the job/career they want.

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, which they are not on their own. This has increased their motivation for work and to continue to seek opportunities of training etc.

Quite a number of the participants requested additional training workshops especially in IT.

IMPACT *Wider community, and/or societal changes expected to result from learning activities.*

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

They will more assured in the career paths they wish to pursue and what additional training/education they will need.

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.

More cooperation and coordination from the various local services in our County who provide training for the unemployed – a more joint up approach.

Feedback

Overall comments about running learning activities for the unemployed

The feedback from the participants has been very positive. They were satisfied and happy with the content of the workshops, with a number of them wanting more training. Many of the participants continue to come into the library to use the PC's or WIFI to continue to develop their skills and others have actually gone on to other training with the local Education and Training Board (ETB). The use of the library as a space for the training was seen as very relaxed, nice and informal setting. Participants were very happy with the tutors of the workshops.

What worked well for us?

Working with the local agencies & organisations who work daily with the unemployed was what worked well in delivering the workshops. We had several meetings with the agencies to identify and work together on the training needs. We used their network to get the information about the workshops out to the unemployed persons.

What did not work so well for us?

The 'How to Use the Library Activity/Competition' did not work as well as anticipated, and we believe it was down to asking them to carry out too many tasks, and the need to have more one-to-one interaction when giving out the forms to explain the activity more.

One of the CV preparation workshops at the beginning didn't have any attendees, because we organised it for the same morning that unemployed people are required to sign on at the local social welfare office.

We ran the workshops of this project in two of our libraries, one in the south of the county and the other in the north of the county. One of these libraries is a new modern library with sufficient space and rooms for running workshops, whilst the other is a smaller 1960's building, grown beyond its capacity and we can only run the workshops very early in the morning or use a room in a community building beside the library, which defeats the purpose of getting unemployed into the library to use the services.

Suggestions for improving

Due to the fact that Monaghan is a small rural county along the border with Northern Ireland, and there are a number of agencies who already provide training and services to the unemployed, we have concluded that it will be best practice to work in partnership with these agencies in delivering any future programming for jobseekers.

The unemployment rate is still be relatively high in our county, with 4494 people unemployed (7.4% of population of the county) at end of December 2015, of which 4046 are over the age of 25 years. We have a high number of either long term unemployed or older people who have become unemployed over the last number of years due to the economic downturn. We need to tailor any future programming to take these facts into account. We need to work very closely with the agencies in our county in identifying appropriate training and programmes for this group of unemployed people's. It was felt that we are all targeting the same people to attend programmes, so working in partnership is a more logical, efficient and effective means of reaching and engaging job seekers.

As Information Professionals, we see ourselves best suited in providing a good quality and up to date information service to jobseekers, with our collections, online resources and access to IT. We will review the information in the staff hand book on an annual basis. We will seek further training for staff in information provision for job seekers.

We are investigating running monthly clinics for job seekers to drop in for advice and assistance, and this will be in partnership with the local agencies. We will continue to provide IT classes in partnership with the local Education and Training Board.

An area we need to improve in is the promotion of the services we provide to jobseekers and unemployed more – we will do this through local newspaper articles, social media and local networks.

Landeshauptstadt Linz, Volkshochschule, Lernzentrum

Number of participants (unemployed): 50

M: 13

F: 37

NEEDS	Describe the problem(s) the learning activities are attempting to solve or the issue(s) it is addressing.	During the workshops it's important to provide material which is easy comprehensible, interesting and helpful. Due to the lack of language knowledge this group is facing a lot of problems e. g. understanding a job advertisement, to ask for and although how to write CV. To make them comprehensible also how to represent themselves properly in job interview the importance of correct behaviour and appearance.
INPUTS	The resources which potentially enable (or limit) learning activities effectiveness.	Small group, close contact and high support with the respective group, practical tasks and exercises (simple language expressions understandable wording), keep the participants active.
ACTIVITIES	The processes, techniques, events and actions of the learning activities.	Workshop with a wide range of variety as a lot of inter-group activities, make learning part attractive. Inputs should be presented with visual devices as pictures movies interactive links and so on. The diversity is important to keep the attention awake.
OUTPUTS	The direct results of the learning activities.	Number of workshops – 4, period of time – July 2015 – January 2016; 50 participants (target group migrants and less educated)
OUTCOMES	These are specific changes in the attitudes, behaviours, knowledge, skills, status, or level of functioning of the end-users of the learning activities.	<u>Knowledge and Understanding</u> : the participants improved speaking skills for job interview, got firm in requested skills for a good job interview. How to search in the Internet for a job. <u>Skills</u> : furnished with communication devices regarding language skills, using the most reliable job searching sources, be provided with good basic internet sources for a CV, know to handle this. Develop strategies what else may support myself finding a job. <u>Attitudes and Values</u> : recognize the personal capacities and strengthen the personal value be aware about this importance. <u>Enjoyment, inspiration, creativity</u> : developed enthusiasm for learning new context, open for new input and sharing ideas with people who have

		<p>similar situation and also interests.</p> <p><u>Activity, behaviour, progression:</u> know the correct communication skills for a job interview strengthen self- confidence, increased motivation for work and therefore integration.</p>
<p>IMPACT</p>	<p>Wider community, and/or societal changes expected to result from learning activities.</p>	<p>The skills support them in career planning the got the basic needs for a job interview, also a change from a low self-esteem- to an increased self-confidence, this enhanced quality of life, and a higher employment rate and social integration in society.</p>

Feedback

Overall comments about running learning activities for unemployed

The participants have been pleased about the new input regarding speaking skills concerning the job interview. Due to this support they don't get so easy somewhere else, they got firm in the special language needed for a job interview, telephone call for an appointment and also wording for a good CV.

The participants were very pleased with the activities and the way running the workshop.

For them the instructions given have been clear and understandable.

The interest of the participants to keep on working on the matter the learned was very high.

The new offer from Volkshochschule LeWis was really appreciated and they want to keep us on in this way.

What worked well for us?

The participants have been very motivated and tried to do their best.

Even facing language problems didn't hinder them to keep on working motivated – to improve their knowledge and get a job as soon as possible.

The keep on coming in the library, to use all the material we provided for them during the workshops working on their personal progress.

What did not work so well for us?

As our respective group migrants and less educated, need more and intensive support lack of language knowledge we need at least 2 trainers for 10 persons.

Not all are familiar with the computer and internet and so they need additional help.

Suggestions for improving

Instead of 2 hours run the workshops longer time (3 – 4hours), more time is needed for this specific group.

Workshops should be repeated and offered regularly.

George Baritiu County Library Brasov
Number of participants (unemployed): 44

Male: 8

Female: 36

NEEDS	<i>Describe the problem(s) the learning activities are attempting to solve or the issue(s) it is addressing.</i>	<p>In a labor market seriously affected by the economic crisis and unemployment, any initiative designed to limit the decline proportions can only be welcomed.</p> <p>Given the existence of a small number of free programs directed at women or people with special needs who are looking for a job, the library gets involved and tries to facilitate their access to the labor market.</p>
INPUTS	<i>The resources which potentially enable (or limit) learning activities effectiveness.</i>	<ul style="list-style-type: none"> • 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; • free access to new technologies that the library is equipped eases their efforts.
ACTIVITIES	<i>The processes, techniques, events and actions of the learning activities.</i>	<ul style="list-style-type: none"> • interactivity; • exchange of information; • widening network of knowledge; • creating new professional tools designed to increase the chances of occupying a job.
OUTPUTS	<i>The direct results of the learning activities.</i>	<ul style="list-style-type: none"> • number of done CV – 20, • period of time – 2015 September-December; • number of taught people who are searching for a job – 44; • average participant number in one teaching – 10.
OUTCOMES	<i>These are specific changes in the attitudes, behaviours, knowledge, skills, status, or level of functioning of the end-users of the learning activities.</i>	<p><u>Knowledge and perception:</u></p> <ul style="list-style-type: none"> • new knowledge of PC; • development of management skills own personal finances; • knowing the difference between idea and opportunity. <p><u>Skills:</u></p> <ul style="list-style-type: none"> • creating resumes targeted employers comply with the requirements; • search and drawing up a list of potential employers;

- creating professional portfolios that highlight the skills and qualities they have.

Approach and values:

- awareness the importance of experience by following personal passions.

Satisfaction, creativity:

- discovering new perspectives strategic approach to job search.

Activity, behaviour, progress:

- improved of career planning;
- increased confidence in self-strength;
- improved the quality of living, and more active social integration in society.

IMPACT	<i>Wider community, and/or societal changes expected to result from learning activities.</i>	Learning programs offered by us have proposed improving the ability to integrate people into the labor market. We offered thus people present learning programs, the opportunity to stay for a longer period of time socially active through information and training.
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Feedback

Overall comments about running learning activities for unemployed

The participants feedback from learning activities reveals that the thematic and methods used are conform with their needs, with an appropriate content to their level of understanding and in keeping with the current labor market. The activities of the workshops and learning atmosphere were appreciated as stimulating and exciting. Delivered information they considered as very useful and welcome.

What worked well for us?

Participants believe that improving CV and creating professional portfolios that put in value skills and personal competences increase their chances of employment for a job.

What did not work so well for us?

Workshops and courses offered required an extension of the period allocated to the program because of the busy schedules of participants. Searching a job consume a lot of resources of time and energy. Trying to find a convenient solution for all participants was a cumbersome and difficult process.

Suggestions for improving

It revealed the need to deepen the knowledge acquired and widening the area of developing new skills in the field of PC operation. Also, increasing the number of training hours and providing practical opportunities to exercise what they learned.

Vantaa City Library

Number of participants (unemployed): 41

Male: 15

Female: 26

Module: “Learning activities about CV making, word processing and job-seeking for long-term unemployed and immigrants”

NEEDS	<i>Describe the problem(s) the learning activities are attempting to solve or the issue(s) it is addressing.</i>	Long-term unemployed or immigrants are likely to have problems with their computer and writing skills which are both important when it comes to applying for a job and working in almost any field of work today. They might also have difficulties with constructing their CVs.
INPUTS	<i>The resources which potentially enable (or limit) learning activities effectiveness.</i>	Computer class with seats for all the participants, video projector, digital camera for taking pictures for the CVs, 1 day for designing and preparing each learning activity.
ACTIVITIES	<i>The processes, techniques, events and actions of the learning activities.</i>	Practicing word processing skills with pre-set exercises. Practical approach to job seeking: making an actual CV, browsing real job listing websites.
OUTPUTS	<i>The direct results of the learning activities.</i>	4 learning activities for groups, 41 participants in total.
OUTCOMES	<i>These are specific changes in the attitudes, behaviours, knowledge, skills, status, or level of functioning of the end-users of the learning activities.</i>	<p><u>Knowledge and Understanding</u>: understanding the importance of good CV and job application, understanding the importance of computer and word processing skills in the working environment</p> <p><u>Skills</u>: using word processing to make different texts like a CV and attaching a picture to it, being able to choose essential information to put on your own CV, being able to use job listing websites and apply for appropriate jobs</p> <p><u>Attitudes and Values</u>: improved understanding of one’s own skills and strengths, higher level of self-confidence</p> <p><u>Enjoyment, inspiration, creativity</u>: taking a photo for the CV, writing about one’s own interests</p> <p><u>Activity, behaviour, progression</u>: greater likelihood of employment</p>
IMPACT	<i>Wider community, and/or societal changes expected to result from learning activities.</i>	Better chances of employment, getting to know people with similar problems, finding support from the library.

Feedback

Overall comments about running learning activities for unemployed

There is clearly more demand for this type of activities than the library can offer. Still, many people don't realize that library is a place that can help them with employment, so that proved to be a pretty big challenge. In Finland, the employment office has a strong and established role, so libraries have to be creative in order to add to their services instead of just doing the same thing the employment office is already doing.

The target group of unemployed immigrants was somewhat challenging because there was a slight language barrier at times, but overall the learning activities were rewarding for both the instructors and the unemployed.

What worked well for us?

Länsimäki library has some regular patrons who are long-term unemployed and actively looking for a job, so it was easy to find suitable participants for the learning activities. When it came to promoting the activities, word of mouth and collaboration with some associations proved successful. Collaboration with the Nicehearts association for women also gave us access to an important target group (immigrant women) that could have been hard to reach otherwise.

In some of the learning activities the co-instructor's mother tongue is Russian, so she was able to help some of the Russian-speaking participants better than just in Finnish. It was also a good idea to offer some snacks and coffee for the participants, so they felt more at ease participating in the learning activities.

What did not work so well for us?

The skill levels of different participants is so different that it can be hard to accommodate all the participants in just one 2-hour-long learning activity and make sure that all the participants get the most out of the learning activity. Some of the participants might not be used to the fast pace of the learning activity, and they would probably have benefitted from a longer course instead of individual learning activities.

Even if we had some good experiences with collaborating with third party organizations, it didn't always work out. We tried contacting local associations for the unemployed, and even prepared a short course for them, but in the end it turned out that the members of the association were not interested in attending a CV course and they cancelled.

Suggestions for improving

The library staff might not always have the best or the most recent knowledge about the employment services. It would be a good idea to collaborate with the employment office more closely, and ask them to come and tell about their services at the library. It might also be a good idea that the employment office and library would arrange group visits to the library for the unemployed.

Kaunas county public library

Number of participants (unemployed): 48

Male: 23

Female: 25

NEEDS	<i>Describe the problem(s) the learning activities are attempting to solve or the issue(s) it is addressing.</i>	During the lectures it is seeking to provide information which is topical for every young man who is searching for a job. The main challenge these days is lack of motivation for work. During the lectures it will be given examples of successful career, which motivates young man and stimulates them to reach the best results. Another important step of these lectures is to teach young man how to represent themselves properly in job interview, how to write CV and motivational letter in good quality, how to give and analyse resources related with job searching. Despite that contemporary youth shine in computer and information literacy, however, there is lack of knowledge and skills then we are talking about job searching.
INPUTS	<i>The resources which potentially enable (or limit) learning activities effectiveness.</i>	Close contact (more formal then 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.
ACTIVITIES	<i>The processes, techniques, events and actions of the learning activities.</i>	Advantage – overlap of taught themes, repeating and linking information with as many as impossible 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.
OUTPUTS	<i>The direct results of the learning activities.</i>	Number of done complex exercises – 4, period of time – 2015 September-December; number of taught young man who are searching for a job – 48; average participant number in one teaching – 12.
OUTCOMES	<i>These are specific changes in the attitudes, behaviours, knowledge, skills, status, or level of functioning of the end-users of the learning activities.</i>	<u>Knowledge and perception:</u> improved job searching young man knowledge about Self-confidence and proper Self-presentation value in their life and career planning. <u>Skills:</u> proper Self-presentation (communication with potential employer, look, given information, 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 in the internet (it is one of the most important criterion which draws employers' attention and determine who will be lucky to have a job).

Approach and values: increased Self-Confidence and motivation for work, evaluating role importance of self, as a man who is searching for a job.

Satisfaction, creativity: communication and sharing ideas with people who have similar interests and working experiences.

Activity, behaviour, progress: increased confidence in self-strength, knowledge of career planning and skills, increased motivation for work, communication skills which are leading to successful job interview.

IMPACT *Wider community, and/or societal changes expected to result from learning activities.*

Improved career planning of young man, more suitable and potential individual professions/specialities, job selection, adequate evaluation of self-possibilities in labor market, decreased young man unemployment, improved young man quality of living, and more active social integration in society.

Feedback

Overall comments about running learning activities for unemployed

According to participants, teaching activities planned and submitted in a right, useful and understandable way. Most of participants were very pleased with this teaching program. During the lectures and the brakes participants wanted to know more about sources of job searching, what lectures offer other institutions and services for people who are searching for a job. Working with people without jobs, library role is quite clear and reasonable – information transmission, sharing and purposive group participants diversion is necessary “chain” sequence, reaching for the biggest and the most positive effect for this purposive group.

What worked well for us?

Teaching atmosphere, material, and lectures – three criteria which teaching participants valued as the best.

Teaching participants were very happy about topical teaching themes, which shown their active involvement in discussion about Self-Motivation, sharing their own experience. Interest was shown for measures of presenting preparation (Sway, Zoho, Show), social web (Facebook, LinkedIn), and examples of good experience in blogs.

What did not work so well for us?

Teaching participant hardly involved themselves into practical tasks and was in a “passive” audience role.

Suggestions for improving

After courses, considering to purposive group needs and notes, it was decided to pay more attention to assimilation of practical Wix tool. Teaching program is supplement with new visual materials and links to commercial and practical examples. Teaching content is supplement with various format practical tasks and discussion questions.