

Country: Austria

Name of the library: VHS-Stadtbibliothek Linz

1 Describe the situation in the field of unemployment and on labour market in your country.

1 Describe the situation in the field of unemployment and on labour market in your country. 500 Wörter

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).

		Unemployed in Austria in thousands								
Age		All			15-25			25-74		
Gender		All	Male	Female	All	Male	Female	All	Male	Female
Year	2010	187,7	105,0	82,7	51,3	27,8	23,5	136,3	77,2	59,2
	2011	179,0	92,8	86,3	48,8	25,1	23,8	130,2	67,7	62,5
	2012	191,1	103,2	87,9	52,1	28,3	23,8	139,0	74,9	64,1
	2013	214,9	114,3	100,7	53,9	27,8	26,2	161,0	86,5	74,5

Yet another worrying trend is the ever-rising level of Youth unemployment, while the youth unemployment rate has had a tendency to lower during the last year (down to 9.4% [Nov. 2014] from 9.7% [Nov.2013]), the yearly average in Austria has been on the rise since the year of 2011 (8.3%). In the fourth quarter of 2013 (9.9%), the unemployment rates of 15 to 24 year-olds almost topped the ten-year-high of 2009 (10.0%)

The situation is even more dire for people with migratory backgrounds and foreign people in general, those groups experienced a plus of 18.3% in comparison with last year's reference month (Dec. 2014). The rate for national residents was considerably lower at +5.9%.

There also is a considerable difference in unemployment rates in link with the level of education: the strongest absolute rise was with the social strata only possessing minimum compulsory schooling (+15.358 or +9.0%) and finished apprenticeships (+8.950 or +7.0%) respectively. By contrast with rates of those who at least have finished a vocational school (+1.129 or +6.8%), it becomes clear that there still is a rift between chosen educational measures and chances on the labour market.

On the other side, however, the job vacancy rate, which is the proportion of total vacant posts to total posts available, is on an above-average level when compared to the European Union. In quarterly reports, beginning with the fourth quarter of 2011 and ending with the third quarter of 2014, the average Austrian JVR (job vacancy rate) was **1.76%**, while the average within the EU was at **1,5%**. This could mean one of two things: either the Austrian people are unwilling to do menial tasks, which should be easy to supply, or they are not educated enough to supply

the workforce for more complex labour. Either way, the balance of supply and demand of qualified labourers and available openings in Austria is less than optimal, which points to some issues with the educational system and the more desired branches of the labour market. This makes it especially hard for young, unexperienced parts of the workforce to make the right decisions to determine their, and thus Austria's, economic future.

		Employed in Austria In thousands								
Age		All			15-25			25-74		
Gender		All	Male	Female	All	Male	Female	All	Male	Female
Year	2010	4 284,3	2 302,1	1 982,5	686,0	384,8	302,7	3 598,3	1 917,3	1 679,8
	2011	4 322,8	2 320,8	2 002,2	696,5	407,0	311,0	3 626,3	1 913,8	1 691,2
	2012	4 372,7	2 341,8	2 030,9	725,5	414,1	306,5	3 647,2	1 927,7	1 724,4
	2013	4 390,1	2 338,6	2 051,8	652,5	357,4	296,4	3 737,6	1 981,2	1 755,4
		Total Population: 8 573 000								

One could therefore conclude, that, while the Austrian labour market is, seen internationally, exceptionally well off, there are core problems remaining unsolved, mostly concerning the education system and, to a lower extent, the mind-set of the general population, regarding the most sought-after jobs and possible lack of interest in other, not as favourably seen career choices.

[length about 500 words]

2 Describe any specific policies in your country at national or regional level which are relevant for the field of unemployment and what measures government and other decision makers implement to reduce unemployment.

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. This policy approach is based on sustainable and stable economic growth and a competitive and open economy. The core function of Austria's public employment service is to match labour supply and demand based on efficiency, economy and targeting criteria. This is intended to ensure a high level of employment on the one hand, and the supply of workers to business and industry on the other. Bridging the gap between federal and private institution, the AMS (*Arbeitsmarktservice*; 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:

- implementing active labour market measures (information, counselling, placement and assistance to workers and employers);
- 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*).
- verifying claims for, and paying, wage-compensation benefits in the event of unemployment (*Unemployment Insurance Act – A/IVG*);
- 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*);

There is no enforceable entitlement to the first two categories; the other 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. After certain conditions (e.g. minimum period of employment before becoming unemployed; income below the marginal earnings threshold [up to €395.31 a month in 2014], being available to the labour market) are met, the unemployed individual is entitled to unemployment benefits (*Arbeitslosengeld*), the level of which will largely depend on the claimant's previous income earned.

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

If there are no suitable job openings to be found, beneficiaries of unemployment benefits must comply to take part in educational measures to increase his chances on the job market, should they fail to comply, their unemployment benefits will be suspended and, as a consequence, the duration of benefit entitlement will be reduced.

[length about 400 words]

3 Describe the educational opportunities for unemployed in your local community (institutions, contents, financial aspects).

Further Education

The adult education scene in Austria is characterised 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 functional. Its aims are used more for personal development.

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

BFI – Careers Promotion Institute <http://www.bfi.at>

Provides comprehensive training and education. These include corporate training, labor market training, apprenticeship, school and academic degrees as well as internationally recognized certificates

WIFI – Trade & Industry Promotion Institute <http://www.wifi.at>

It is constantly developing new education products in all areas - from languages to technical courses, coordinated with the economic needs.

Volkshochschulen – Adult Education centres <http://www.vhs.or.at>

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.

Ländliches Fortbildungsinstitut – Rural further education institute <http://www.lfi.at>

For people in rural areas, particularly for farmers. With educational training and consulting services, they are strengthening the personal and professional success of their customers and contribute to increase their quality of life.

Berufliche Fortbildungszentren (bfz) - Vocational training centres

<http://www.bfz-oesterreich.at>

The vocational training centres provide vocational further education projects with the AMS at: job training, skills development opportunities at work

VFQ: Society for women and qualification <http://www.vfq.at>

The aim is to improve the situation of women and migrants in the labor market by providing advice, training and education

There exist many other educational institutes

Bildungshäuser (educational establishments), Bildungswerke (educational work trust), Volkswirtschaftliche Gesellschaften (economic community), ...

And there are also numerous other private educational institutes.

Financial aspects - Fundings

Aktivpass Linz - Active Pass from the City Linz

It is a concern that people who live in Linz and get lower income or rare unemployed can actively participate in social life. With the Active pass they receive numerous reductions in different urban institutes museums, libraries, ... For example each Linzer who earns less than 1.160.—per month gets 50% discount on VHS courses.

[Bildungskonto Oberösterreich](#) Education Account Upper Austria

For jobseekers people, job- returners, marginal workers, persons on maternity leave, but also workers under certain condition. About the Education Account of Upper Austria course fees, learning materials such as books and accommodation costs will be financed.

[length about 400 words]

4 Describe learning activities for unemployed already exist in public libraries in your country (TOP 3).

- Contact details (including email address)
- Type of learning service
- When service began
- Target group
- What type of technologies are deployed
- Whether service offered in partnership with other organization
- Extent of service: opening hours, number and frequency of events etc.
- Use of service (number of users)
- Funding of learning services (from public budgets, at cost to user etc.)

Büchereien Wien (Libraries of Vienna): <http://www.buechereien.wien.at/>

Services for job-seekers:

Vocational orientation and applications are a focal topic in the main Library of Vienna, there is an extensive supply of relevant media, and also the necessary counselling, classes and infrastructure are readily available.

The computer lab, for instance, provides: templates for C.V.s and applications, scanners for photos and certificates, recruitment-test-simulations, software for the ECDL and business certificates, etc.

Another free service is the “Miniberatung für Bildung und Beruf“ (Short Counselling for Education and Career): Topics covered include: further advancing of already existing skills, financial support for those in educational measures, professional / school qualifications for adults (second-chance education), Schools, Universities and other educational institutes. This service is being conducted in cooperation with the „Trägerunabhängigen Wiener Bildungsberatung“ (Independent Viennese Education Counselling). The “Bildungsberatung”

(Education and Training Guidance) has been in existence since 2009 and takes place every other Monday from 13:00 - 17:00.

There are “Soft Skills-Classes” (“Gut zu Wissen”) as well as IT-classes. Since the IT-classes mostly attracted senior citizens (who aren’t subject of the European Social Funds), they have been taken out of the regular classes, and have been reintegrated as self-financing “SeniorInnen Aktiv-Kurse”.

Whereas the Education and Training Guidance and Soft-Skills classes are funded out of the European Social Funds. These short classes take places 6 times a month and the maximal capacity is at 8 persons per course. The organisation of aforementioned classes is via cooperation with the Volkshochschule (adult education centre).

Another important aspect are many tours with institutions who offer education classes to the unemployment, e.g. BBRZ, BFI, BEST, Mentor, some of these tours focus primarily on German as a foreign language.

Other than those, there is, for example, the „Frauencollege“, which is part of the viennese Plan for Education of female Migrants. This measure offers, beside the basic education classes, children day-care for those who need it.

There also is a conversation club for people with non-German native language, called „Deutsch um Fünf“ (“German at 5 o’clock”) – in cooperation with the language centre of the University Vienna.

Stadt:Bibliothek Salzburg (City Libraries of Salzburg) <https://buch.stadt-salzburg.at/>

Once a week: Free Education and Training Guidance in the “Stadt:Bibliothek

Now, at the new site within the “Stadt:Bibliothek” the “BiBer” Education and Training Guidance offers the people of Salzburg a new way of accommodating their various questions concerning all topics educational. Well-informed personnel with pedagogic and/or psychological training/background invest the time needed for every request, and competently accompany the search for opportunities and the tough decision-making process.

Every Wednesday from 16⁰⁰ - 19⁰⁰ in the library, and additionally Monday, Tuesday and Thursday 9⁰⁰ – 12⁰⁰ and 16⁰⁰ - 19⁰⁰ in the official counselling centre of the city of Salzburg.

[length about 200 words]

[length about 200 words]

[length about 200 words]

5 Describe learning activities for unemployed already exist in your library.

- Contact details (including email address)
- Type of learning service
- When service began
- Target group
- What type of technologies are deployed
- Whether service offered in partnership with other organization

- Extent of service: opening hours, number and frequency of events etc.
- Use of service (number of users)
- Funding of learning services (from public budgets, at cost to user etc.)

In 2007 a new building for the Public Library and the Adult Education Centre the “Tower of Knowledge” was opened. The Learning centre (<http://lewis.linz.at>) is a central area, situated in the library, but connecting both institutions. It has the function to support self-guided learning. The general public has the opportunity to carry out preliminary practical experiments with information technology. Costumers are helped to get information. They are supported by guidance, personal information and general information services. The aim is to create good framework conditions for learners and to match them to future needs.

The following consulting services for job-seekers are available since 2007:

„AK-Bildungsberatung“ (Education-counselling of the Chamber of Labour, Austria):

Free counselling (approx. 30 min) for everyone, who is: looking to enhance or change their current skillset; currently out of a job; looking for fitting educational measures and wants to be informed of possible supportive funding during a period of (re-)education. Topics often covered include:

- finding the best-fitting vocational training
- further advancing of already existing skills
- occupational realignment
- professional / school qualifications for adults (second-chance education)
- studying without a Higher School Certificate
- financial support for those in educational measures and possible ways of financing them
- balancing education, work and family
- reintegration into the workforce

„Bewerbungsberatung“ (Counselling for Applications):

- working out ones individual strengths and useful skills
- layout and expressions used in a CV and a letter of application, meaningful additions to the applicants dossier

„Lernbegleitung“ (Educational guidance):

Our counsellors are experts, who provide methodical, subject-specific and technical support to those willing to learn. They impart methodological competence, which is the ability to teach oneself new knowledge and skills, and, additionally, also where to find and acquire the information needed to do so. They furthermore help you recognise your own style of learning and analyse possible ways of improvement, so the desired result is reached in an optimal way.

Studying is generally seen as a process, rather than an immediate result, therefore it is highly recommended to utilise this offer more than once, if the intended success is to be made.

Steps: You arrange an appointment, either by phone or personally in the Lernzentrum:

1. A first appointment is made, in which a rough analysis of your current level of progress is conducted; additionally first steps to improve your learning are being made.
2. In the next meeting, a more detailed analysis will be made, trying to find the root of “bad” learning habits, and tries to replace them with more effective ones. New goals are being defined as well.

3. If new appointments are needed, from here on out they are being tuned to the individuals needs and wishes.

„Spezialführungen“: (140 Special tours per year)

To reach out to the target group of job seekers, we are cooperating with associations and education institutes, who want to get to know the tower of knowledge as a place of studying. Especially the learning centre ‘LeWis’ is being well received as a place for autonomous learning. To further familiarise the general public with the possible ways of studying (e.g. on audio-stations or on PCs), we established tours through the Tower of Knowledge with an extra focus on the learning centre.

The tour starts with a tour through the public library and through the building itself, explaining the various services available on the way. Then there is an introduction into the proper usage of the “Lernzentrum”, with the following available focal points:

- Introduction into interactive language-learning software, and how to utilise it ideally
- Introduction into proper research, including safeguards against fraud information
- Introduction to the digital library (e-books) and to the online catalogue of the public library Linz.

6 Define target unemployed groups for which you decide to prepare learning activities.

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

Migrants

- Immigrants from other EU countries
- Refuge seekers and persons who are being granted refuge
- Austrian persons with „migration background“:
 In the first generation: persons born abroad and at least one parent born abroad
 In the second generation: own birth in Austria, at least one of the parents born abroad
- Foreigners, who have been living in Austria for many years and are permitted to reside, and their children, who were born in Austria but don't have the Austrian citizenship

Less educated

People 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. We will take care of the following age group in our workshops: 18 – 60 years

[length about 100 words]

7 Describe why you chose this target group.

On the labour market of Austria the group of migrants 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. A specific problem is the high rate of immigrants, whose highest level of education barely is at the level of the minimally required compulsory 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 migrants who have a good education, have no guarantee to get a job befitting of their training.

A kind of vicious circle starts: Causes and effects alternate or even mix. The longer people work in a 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 (Nostrification, equal attitude) of training completed abroad.

Education is important for the future, especially for people with a migration background, and is one of the most important focal points of employment policies worldwide. 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.

Just as the causes of a lack of education and related labour market disadvantages and consequences are varied, so are the possible ways to support an improvement of the learning experience of each individual. This is where we can come in, to provide help and try to fix occurring problems.

We can demonstrate new ways of learning; help the participants to get to know other learning methods and learning styles and to develop new skills. We are able to provide a framework in which they can develop their own strengths, see their own weaknesses without fear and therefore ultimately are able to remove them with ease.

Special services in libraries and learning centres through which we can support our target groups are already available and can be expanded or modified for the needs of each group.

High unemployment rates among migrants 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.

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.

[length about 400 words]

8 Specify educational needs (i. e. content, methods, motivation for education, organizational aspects) of selected target group.

The teaching of linguistic and non-linguistic knowledge and skills, the support of independent learning, the knowledge about the offers of employment services, knowledge about the offers of training institutions, the acquiring of professional qualifications and additional professional knowledge and boosting self-confidence and personality are very important parts of professional integration.

Professional integration requires more than a language course. It requires knowledge of possibilities and options that exist within a country. It requires practical tips, hints and solutions that will help to address the specific target group's requirements and needs satisfactorily. The better a person can master tasks of this nature; the better he or she is integrated into local society and is able to become self-reliant.

1) Working on the computer - Course content:

- Professional and other interesting courses at adult education institutions (e.g. VHS / WIFI / BFI)
- Labour market Employment Service – Search
- Letter of application, curriculum vitae
- Search for accommodation
- Recognition of diploma and certifications
- Migrant counselling centres
- Understanding and filling out applications and forms
- Public Services (e.g. consumer protection); the internal workings of a social state (e.g. trade unions)
- Discounts, fee waivers, funding
- Information research (in library, Internet)

2) Learning - support for self-learning

Workshop „How to study successfully“

- why is it so important to find the right way of studying
- some background information about learning and how our brain works
- analysis of learning styles and types
- 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

3) Competence Recognition - Kompetenzerkennung

- Formal, non-formal and informal learning
- Competence dimensions (technical, methodological, personal, social and communicative skills)
- Tools and methods of competence assessment and documentation (presentation and testing)

4) eMedia and e-learning

- Overview of the possibilities of e-learning
- special e-learning classes, eTeaching, Blogs, Wikipedia
- computer-based learning environments, selected websites

Methods: Workshops, counselling, access to computers, online-classes, websites, links, etc.

Motivation for education: many unemployed need help and information, they can get it easily and uncomplicated with the help of librarians,

Organizational aspects: Libraries are open to everyone, all people are allowed inside during opening times, they are not only for educational, but also for recreational purposes, and, for the less fortunate, provide access to IT-infrastructure.

[length about 300 words]

Country: Bulgaria

Name of the library: Regional Public Library "Petko Rachev Slaveikov", Veliko Tarnovo

1 Describe the situation in the field of unemployment and on labour market in your country.

The demographic situation in Bulgaria is known and described, and the trends are predicted in short and longer term based on certain scenarios and certain assumptions. Bulgaria is the only country, that has developed a National Strategy to overcome the demographic crisis. In this case the interest of stakeholders and actors to demographic processes and issues should be focused on monitoring and analysis of the implementation of the strategy, and the policies and tools applied. Therefore the focus in this analysis is on current and future demographic problems in the labor market and their respective threats and risks to employers. They were discovered and classified in several sources: declining population, aging population migration. To these is added, as national contribution, another source: the quality of human capital. In the short term and in the current economic situation, the problem of the labor market is not so strongly associated with the quantitative parameters of the demographic potential. Regardless of official information that Bulgaria annually loses 30-40 thousand people, the situation on the labor market is characterized by a relatively high level of unemployment, a significant amount of discouraged unemployed and the population outside the labor force of 15-64 in endless emigrant attitudes and behavior. In the long term the problems in the labor market and threats to employers acquire complex character that generates a synergy effect. Above all, the long-term effect of the negative birth rate on the labor market is no longer so long. Since the middle and at the end of the first decade of the new century is running an outflow from the labor market after the war offspring. Its "rate" can not be offset by the inflow of births since 1990. Or in no more than ten years in the labor market will begin to manifest intense negative effects of low birth rate, the bottom of which is 1997 / almost 45-50% decline in live births compared to 1990 /. If there are no major technological, economic and professional transformations towards modernization, the problems with employment potential will be critical for the labor market. After three years of contraction in the absolute number of workforce 15-64 with indices: 98.2 in 2008 and 97.5 in 2009 and 98.4 percentage points 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. Unconditionally the processes in the absolute number of employees 15-64 have an impact on the level of economic activity of the population of this age group, with the lowest values of 65.9% which leads to the economic activity rate was in 2011. The increase of the economic activity is nourished by two sources: first in 2012 and 2013 there was a slight increase in the absolute number of population aged 15-64, and secondly, the absolute number of unemployment was much higher than in 2008. The reported increase in the rate of economic activity comes from the growth of unemployment. Or the "economic activity" of the labor force of 15-64 is fueled mainly by more active behavior of the population in search of work - compared to 2008 and the number of registered by the Employment Agency (EA) and observed by National Statistical Institute (NSI) unemployment are far higher.

The situation in the field of unemployment for all of 2014 companies from almost all industries, not just the IT and BPO sectors said that it was more and more difficult to find the right people - with the necessary skills and qualifications. The labor market has already felt the demographic crisis in Bulgaria and the theme for the liberalization of work of specialists in Bulgaria from countries outside the EU is becoming increasingly relevant and important for business.

For consecutive year the labor 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. Another trend that has emerged over the years is that more and more companies are seeking for access to alternative markets in terms of geography by opening offices in other cities outside the capital or expand existing operations in these cities.

Hiring in small settlements is seriously hampered by the lack of people in working age, there is a displacement of entire regions in Western countries, even at the cost of this to work menial tasks.

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[length about 500 words]

- 2 Describe any specific policies in your country at national or regional level which are relevant for the field of unemployment and what measures government and other decision makers implement to reduce unemployment.**

The main objective of the regional policy of the European Union is to strengthen economic, social and territorial coherence (cohesion) of regions and the Member States by reducing disparities between the levels of prosperity and achieve a harmonious, balanced and sustainable development.

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. In the context of the current objectives, principles, rules and procedures for the conduct of regional policy within the EU and in Bulgaria this approach is crucial. The wider and deeper use of strategic tools in the planning of regional and local development after 2013 will have a growing role and even greater importance for the future development of national policy for sustainable integrated

regional development.
 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 centers and generators of growth and development, is unevenly distributed in the territory of the country. This generates and accumulates problems of the kind "center-periphery" and creates conditions for interregional and intra-regional differences/ disparities. There is no doubt that the differences between the Southwestern 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 "center-periphery" to the national level.

General characteristics of NUTS 2 regions

Regions	Territory	Population	Density of population	GDP per capita in PPS, EU27=100%, 2008	Unemployment rate	Employment rate	Urban population	Number of districts and municipalities in the region
	sq.km.	number	people per sq.km.	%	%	%	%	number
Northwestern	19 070	847 138	44,42	28,0	11,0	40,0	63,2	5 / 51
North Central (V.Tarnovo etc.,)	14 974	861 112	57,50	30,0	11,5	42,0	66,5	5 / 36
Northeastern	14 487	966 097	66,68	37,0	14,5	45,9	72,7	4 / 35
Southeastern	19 798	1 078 002	54,45	36,0	10,6	45,1	71,3	4 / 33
South Central	22 365	1 479 373	66,14	30,0	11,4	45,1	66,7	5 / 57
Southwestern	20 306	2 132 848	105,03	73,0	6,8	54,0	83,1	5 / 52
BULGARIA	111 001	7 364 570	66,34	43,0	10,2	46,7	72,5	28 / 264

Source: National Statistical Institute of Bulgaria (NSI), 2011

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1.National Strategy for Regional Development the Republic of Bulgaria (2012-2022),www.mrrb.government.bg

[length about 400 words]

3 Describe the educational opportunities for unemployed in your local community (institutions, contents, financial aspects).

Youth Activities Programme in the municipality of Veliko Tarnovo 2012 - 2015

Veliko Tarnovo municipality develop a program for youth activities **2012 - 2015**

The program aims to create favorable conditions for storage, development and investment in the youth of the municipality of Veliko Tarnovo.

In the area of formal and informal education this program goals:

Optimisation of institutional conditions for participation of young people in conducting various forums to improve the awareness, development of human resources and professional development.

Institutions and organizations for the implementation of the program: - Veliko Turnovo - Regional health inspection(RHI) - Veliko Tarnovo - Regional direction of Ministry of Internal Affairs- Veliko Tarnovo - RS "FSPP" - Veliko Tarnovo - Youth Center - Veliko Tarnovo - European information center- Veliko Tarnovo - Bulgarian Red Cross - Municipal Children Complex - Youth organizations and clubs: 6 = City School Parliament BYRC = "Amalipe" = Club "K7" = AIESEC = I ESN = Student Council at the University "St. St. Cyril and Methodius" = Association" Evrotendantsii" = Clubs to RZI- = Veliko Tarnovo and other youth structures.

Center 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 labor market for well qualified workforce. Inclusive education is an important prerequisite for the overall process of modernization of the Roma community and largely determines the integration of the labor market, improving health status and improving the housing conditions of Roma.

Center for qualification of St. Cyril and St. Methodius University of Veliko Tarnovo

Center for qualification is a structural unit of the University "St. Cyril and St. Methodius", established by decision of the Academic Council in 1999 in accordance with Art. 43 and in accordance with Article 25, paragraph 3 of the Higher Education Act. Structure and functions of the Centre for qualification are set pursuant to Art. 6 para. 3 of the Rules of the University "St.. St. Cyril and Methodius" and the Rules of Organization and Operation of the Central Committee.

The main activity is training for further education, retraining and specialization of students and graduates, conducting short-term courses, prospective students and others. Training Center is carried out by the Academic Council approved curricula in part-time and distance, for a fee.

Regional Public Library Petko Rachev Slavejkov as an educational center:

For the period 2010-2014. Regional Library in Veliko Tarnovo within the program "Global Libraries-Bulgaria" and "Lady café 45+" organized different types of training for the unemployed and disadvantaged people.

Through the program "Global Libraries" the library built a training center with technical equipment in which were conducted computer literacy courses to different target groups in two projects: women over 45+, people with somatic and motor disabilities and unemployed.

Costs associated with training courses: Trainers, food, transport costs and others were covered by the resources provided for the two projects.

Bibliography:

1. Youth Activities Programme in the municipality of Veliko Tarnovo 2012 - 2015 , https://www.veliko-tarnovo.bg/obs2011/attachments/article/296/programa_mladeji.pdf
2. Center for Interethnic Dialogue and Tolerance "Amalipe", <http://amalipe.com>
3. Qualification centre of St. Cyril and St. Methodius University of Veliko Tarnovo, <http://www.uni-vt.bg/>

[length about 400 words]

4 Describe learning activities for unemployed already exist in public libraries in your country (TOP 3).

- Contact details (including email address)
- Type of learning service
- When service began
- Target group
- What type of technologies are deployed
- Whether service offered in partnership with other organization
- Extent of service: opening hours, number and frequency of events etc.
- Use of service (number of users)
- Funding of learning services (from public budgets, at cost to user etc.)

Information about the activities of Bulgarian libraries for the unemployed can be searched on the website of the "Global Libraries Bulgaria": <http://www.glbulgaria.bg/bg/node/19428>, Employment Agency: <http://www.az.government.bg/> and from the pages of the libraries.

[length about 200 words]

Trainings for long-term unemployed were carried out in Bulgarian libraries in partnership with the Employment Agency, which were organized by the "Labour Office". They were financed by the state budget and EU funds. Active procedures under Operational Program "Human Resources Development". Information is provided on the websites of the National Agency for Vocational Education and Training about Labor Offices opportunities for the unemployed to get information or to obtain financing in their desire to train and retrain in accordance with the needs of the labor market.

[length about 200 words]

Qualification training of unemployed and employed is carried out for professions required for appointment to vacancies announced, for future needs of the labor market, for skilled workforce and to maintain employment. Any specific training is based on pre-negotiated contracts between Directorates "Labour", educational institutions, students and employers.

[length about 200 words]

5 Describe learning activities for unemployed already exist in your library.

- Contact details (including email address)
- Type of learning service
- When service began
- Target group
- What type of technologies are deployed
- Whether service offered in partnership with other organization
- Extent of service: opening hours, number and frequency of events etc.
- Use of service (number of users)
- Funding of learning services (from public budgets, at cost to user etc.)

In April, May and June 2013 were conducted one-day workshops and two-day forums for library professionals from Veliko Tarnovo, Gabrovo and Lovech, together with the territorial structures of the Employment Agency - territorial directorates "Labour Bureau". At these information forums were presented opportunities for partnership and collaboration through which to improve services for the unemployed and their information literacy.

On the website of the library: www.libraryvt.com can be found information on job vacancies in the territory of Veliko Tarnovo and the region.

[length about 400 words]

6 Define target unemployed groups for which you decide to prepare learning activities.

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

Target group 1

Long term unemployed - number of people with continuous periods of unemployment extending for a year or longer, expressed as a percentage of the total unemployed.

This is defined in European Union statistics, as unemployment lasting for longer than one year. The United States Bureau of Labor Statistics (BLS), which reports current long-term unemployment rate at 1.9 percent, defines this as unemployment lasting 27 weeks or longer. 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 weak business hiring, which is the cause of an aggregate demand shortfall. Another factor of current long-term unemployment is the stigma attached to it that makes it harder for people seeking jobs to find employment in low and medium skill jobs because those employers care about long-term unemployment, while high skill jobs mainly focus on an applicants past experiences instead of

their long-term unemployment.

In the target group long-term unemployed appears need for retraining and refresher training in new technology. For these reasons, we foresee to organize related training refresher training in computer technology, and financial literacy.

[length about 100 words]

Target group 2- First job seekers

There's a lot that first-time job seekers bring to the table. They're often eager and enthusiastic, technologically-savvy and up-to-date on the latest skills and trends in their desired field. Yet there is still a lot that new job seekers have to learn when it comes to mastering the job search.

In this target group of unemployed it is necessary to organize training courses on preparation of documents for work, cover letter, CV, interview to increase their informational literacy, as this will contribute to find the most appropriate work.

[length about 100 words]

Target group 3 (if you chose 3 target groups)- Older workers

The international literature shows that the term older worker can apply to anyone aged from 40 years, while the OECD (2000) definition of an older worker is 55 years and upwards. Most international and local research defines the age band that has been used to collect data in the particular study but it is important to note that older worker research often compares and contrasts data across different age cohorts.

This target group is at risk of dropping out of the labor market due to lack of time or resources they were not retrained or did not endeavored to improve their professional competence or computer literacy. It is necessary to explore their interests and needs, and the needs of the labor market and then to organize the necessary training by applying the experience of the partners, working with this target group.

[length about 100 words]

7 **Describe why you chose this target group.**

Target group 1- Long-term unemployed

According to Mr. Asen Angelov - Executive Director 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. There are quite positive trends.

And in the words of Dimitar Brankov- Chairman of the Bulgarian Industrial Association on average in the European Union employed part-time are 20 per cent, while in Bulgaria this share is only 2.4%. Common in developed countries temporary employment agencies provide livelihoods of 2% of people in Europe, while in Bulgaria it is exactly ten times lower. Void is the number of offered paid corporate internships for young people, although opportunities for their subsidies have.

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.

World Bank study shows that because of not using the labor of Roma in Bulgarian economy the country annually loses at least half a billion euros. The continuous increase in the share of Roma among young people able to work, which is currently at 25%, will undoubtedly lead to a new increase in losses to the economy and social security system in Bulgaria, summarized the two experts. *(Cekov, N. In Bulgaria there is no work, <http://www.dw.de>)*

Therefore the library in partnership with center Amalipe intends to organize a series of training through to help long-term unemployed Roma to find appropriate work for them

Long-term unemployed have the most pressing need for inclusion in the program "Lifelong Learning" and retraining. Library in partnership with the Labor Office can provide facilities and to organize the necessary training for this target group.

[length about 200 words]

Target group 2 - First job seekers

Dynamics of youth unemployment in Bulgaria follows the general European trends. At the same time a number of factors resulting from structural problems labor market in the country, slightly reformed educational system, anachronistic labor legislation and some cultural characteristics imply lower economic activity rate among the Bulgarian young people and more difficult inclusion in the labor market.

In 2013, the annual rate of youth unemployment (15-24) in the EU is 23.3%, compared with

22.9% in the previous 2012 and 15.6% in 2008. In individual countries this level last year ranges from 58.3% in Greece and 55.5% in Spain to 7.9% in Germany and 9.2% in Austria. Level of the indicator for Bulgaria in 2013 was 28.4 percent, which places us in eighth place this indicator, level, higher than the EU average. (*Youth unemployment in Bulgaria: Reasons, Challenges, Consequences*, http://www.bednostbg.info/var/docs/reports/Youth_Unemployment_IME.pdf)

The newcomers in the labor market have the greatest need of advice and guidance to be confident in themselves and find the most appropriate work for them. The library can provide information and resources to prepare the young unemployed for the labor market.

[length about 200 words]

Target group 3 (if you chose 3 target groups) **Older workers**

This target group is the largest since Bulgaria's population is aging due to negative growth and has the potential need for constant training. Older workers have low computer and information literacy.

The European Commission declared 2012 the year of intergenerational solidarity. How does this solidarity of the Bulgarian labor market. One of widespread, even the everyday opinion is that generally there is no place for "solidarity". Rather, we tend to announce that there is "antagonism". On the one hand, employers are not looking for "old" workers because they are already "sung song" and prefer to hire "young", on the other hand "Old" workers "eat" places "young" and therefore it is best to retire.

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, longtime employee who is already in retirement. In terms of labor statistics both in the so-called. "Risk" groups. Both, if they are unemployed, have great difficulties to find new jobs. Practice primarily in the Scandinavian countries shows unexpectedly good effect if they gather them together in one workplace. Young gets a rare chance to learn the intricacies of the craft to master skills that any theory or training course can not give him. This saves his whole years of effort and a huge number of production errors (which are paid by the employer). Old worker has a unique opportunity to digest the enormous experience gained over decades of work, and store it in his young colleague. (*Who is more valuable - old or young worker*, <http://www.monitor.bg/>)

As an example of the realization of this idea is the European project E-scouts which in 2013 involved our library.

Project "eScouts: cycle of inter-age education for the benefit of the community" has sat complex, multidimensional and comprehensive initiative that aims to develop exchanges of innovative inter-age experience of learning and acquiring knowledge between people from different age groups, people older than 55 years and young volunteers in six EU Member States (Bulgaria, Germany, Italy, Poland, Spain and the United Kingdom). Project is supported

by KA3 ICT training program for life (LLP), which is managed by the European Commission for Education, Audiovisual and Culture Executive Agency (EACEA). Long-term unemployed have the most pressing need for inclusion in the program "Lifelong Learning" and retraining. Library in partnership with the Labor Office can provide facilities and organize the necessary training for this target group. (*Collaborative learning and empowerment between generations, <http://escouts.eu/bulgarian/bulgarian-page-4/>*)

[length about 200 words]

8 Specify educational needs (i. e. content, methods, motivation for education, organizational aspects) of selected target group.

Target group 1

Long-term unemployed need retraining to improve their technological competence. Jointly with the Bureau of Labor and other institutions or associations library may organize training and provide trainers computer, language and financial literacy.

[length about 300 words]

Target group 2

The newcomers in the labor market need to enhance their information literacy skills for competitiveness in the labor market. It is necessary to provide training for the preparation of applications for work and skills in conducting job interviews.

[length about 300 words]

Target group 3 (if you chose 3 target groups)

Older workers need to acquire competence in the field of new technologies and financial literacy. The library can arrange the necessary training in equipment training center, as well as to select competent trainers. In this way, the library will help the representatives of this group to be valued in the workplace or to seek better paid job.

[length about 300 words]

Country: Finland

Name of the library: Library and Information services/ City of Vantaa

1 Describe the situation in the field of unemployment and on labour market in your country.

Finland is suffering from depression. The unemployment rate was 8, 8% in December 2014. This means that there were about 27000 more unemployed persons than year before. Structural changes in labour market affect the society in all levels. Many traditional professions are being replaced by automatization 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.

[length about 500 words]

2 Describe any specific policies in your country at national or regional level which are relevant for the field of unemployment and what measures government and other decision makers implement to reduce unemployment.

Citizens are encouraged to develop their skills and there are plenty of possibilities to study beside 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 longterm unemployed and quality of working life in particular, we will raise employment level. Economic growth and general well being 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 labor market mismatch eased, by lowering unemployment levels. Work can be made more attractive and careers lengthened by improving the quality of working life.

[length about 400 words]

3 Describe the educational opportunities for unemployed in your local community (institutions, contents, financial aspects).

- Adult Education Institute
- Vocational schools
- Apprenticeship,
- Libraries,

- Open university,
- Distance learning organized by upper secondary schools.
- Preparational education for unemployed organized the ministry of labour via local unemployment offices.

Vantaa Adult Education Institute is an adult education center that offers almost 2000 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. Institute offers also language courses for immigrants in collaboration with unemployment office and immigrant services. The adult education institute publishes a study program 3 times a year (in Finnish).

The vocational school of Vantaa, Varia, offers adult education in many fields. Libraries offer It-courses for unemployed and language courses for immigrants. Unemployed have a possibility to study with unemployment benefit. They can study at school or at the university and there is also a wide range of distance learning possibilities. Unemployed are also offered preparatory education organized by the local unemployment offices.

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 labor 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. In Vantaa city library there are several immigrant employees with permanent position who have graduated as library assistants via apprenticeship. The city's apprenticeship office pays the studies and library pays a salary to the student. Apprenticeship is very popular so library has decided to prefer immigrants so they have a better possibility to integrate to the Finnish society.

[length about 400 words]

4 Describe learning activities for unemployed already exist in public libraries in your country (TOP 3).

- Contact details (including email address)
- Type of learning service
- When service began
- Target group
- What type of technologies are deployed
- Whether service offered in partnership with other organization
- Extent of service: opening hours, number and frequency of events etc.
- Use of service (number of users)
- Funding of learning services (from public budgets, at cost to user etc.)

- Language cafes in HelMet-libraries (capitol region): 14 libraries. (www.helmet.fi)
- Computer courses in most of the libraries, also in Swedish, Russian and other

languages (www.helmet.fi)

- Web language courses (www.promentor.fi) via HelMet library system,
- Apprenticeship in collaboration with vocational schools (www.keuda.fi, www.amiedu.fi, www.edupoli.fi)
- Working periods for unemployed and vocational rehabilitation in collaboration with the unemployment office and the city's employment services,
- Language trainees from adult education centre (www.vantaa.aikuisopisto.fi)

All the courses that library provides are free for customers and funded from the library budget. Language cafes in libraries are usually organized in collaboration with local organizations. Library gives the space and helps with the promotion. IT-courses are organized by the libraries and members of the library staff act as teachers. Libraries give also personal It-guidance to customers. A customer can book a time for the librarian who then helps him or her with a certain problem. One session lasts about 1,5 hours. Occasionally libraries co-operate with local organizations which have volunteers as teachers. Most of the libraries have a computer room with 10 to 15 computers. In the year 2014 Vantaa city library organized 544 it-courses. The number of participants was 13 228.

Trainees, vocational rehabilitation etc. are funded by the city from the public budget but not from the library budget. One of the goals in Vantaa's strategy is to promote sustainable development. Social employment is one part of it. It means that the city encourages different sectors to employ people who are in danger of being excluded and buys services from the companies who use social employment when recruiting people. If a library takes a language trainee she or he has to be given a possibility to train the Finnish language at the working place.

[length about 200 words]

[length about 200 words]

[length about 200 words]

5 Describe learning activities for unemployed already exist in your library.

- Contact details (including email address)
- Type of learning service
- When service began
- Target group
- What type of technologies are deployed
- Whether service offered in partnership with other organization
- Extent of service: opening hours, number and frequency of events etc.
- Use of service (number of users)
- Funding of learning services (from public budgets, at cost to user etc.)

Vantaa has ten libraries and two mobile libraries. In all libraries there is learning service in some form; language trainees, long term unemployed, vocation rehabilitation etc.

Language cafes are usually organized by some local associations together with libraries. Usually library provides the space and helps with the marketing. The target group is people who need and want to improve their Finnish language. There are also language cafes for other languages in HelMet-libraries. Libraries have also free IT-courses. They are organized by the

library and sometimes with the help of local associations. In most of the libraries there is a computer room with 10-15 computers, nowadays laptops. There are also tablets for teaching purposes. Target groups are unemployed, immigrants and senior citizens. Libraries offer also individual guidance in computer skills. One session lasts about an hour and a half and customers book times in advance via internet or by phone. In year 2014 Vantaa city library offered 97 IT-courses for groups, 92 of them in Finnish and five in Swedish language. There were 447 individual teaching sessions, 400 of the in Finnish, 30 in Swedish and 4 in Russian. The courses are funded from library budget. They are free of charge.

Libraries have language trainees from adult education institute. The average time for one trainee is 2 months.

[length about 400 words]

6 Define target unemployed groups for which you decide to prepare learning activities.

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

Long -term unemployed and immigrants.

[length about 100 words]

7 Describe why you chose this target group.

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. The other important group 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.

[length about 200 words]

8 Specify educational needs (i. e. content, methods, motivation for education, organizational aspects) of selected target group.

For long term unemployed the need is to be active and develop their working skills (for example computer skills, customer service). The motivation for learning new skills vary from

person to person. For a long-term unemployed to leave the house and look for possibilities to educate her- or himself may be difficult. He or she may not have studied for a long time and the study skills are weak. He or she may be shy and needs a lot encouragement in order to start a new hobby or study. Library can offer a safe and easily accessible place for these people. The teachers are required sensitiveness and patience in order to encourage these people. For younger people it's important to teach how to approach employers and how to write a CV. In courses for immigrants it's good to have a teacher who can speak the language of the target group. Cultural aspects need also to be taken into account. It may happen that some immigrant women don't want to study together with men. For language trainees the aim is to develop the communication skills and integration to Finnish society. For libraries it may be challenging to communicate with a trainee enough during a busy working day so special attention must be put to introducing the trainee to the working environment and to the staff. The staff must be aware of their responsibility to take care of the trainee and to try to make him or her feel at home.

[length about 300 words]

Country: Ireland

Name of the library: Monaghan County Library

1 Describe the situation in the field of unemployment and on labour market in your country.

The last 15 Years have seen major changes in Irelands 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.

Please note, the Live Register also includes Part Time Workers and Casual workers who are entitled to Job Seekers Benefit or Job Seekers Allowance.

83% (295,672 people) of those on the Live Register are Irish Nationals, 17% Non-National (60,440 People comprising of 51,366 from EU Member states and 9,074 from outside the EU))

The number of people in Long Term Unemployment, (i.e. unemployed for over 12 months) has also been decreasing but still accounts for a significant proportion of the overall figures (164,796 people or 46%). Although Long Term Unemployment is down in general, there are still some points to note amongst this cohort.

- The decline in long term unemployment was concentrated in the middle-age cohorts of 25-44 year olds where long term unemployment dropped by 17.7% y/y in Q3 2014 (down 15,800).
- A worrying trend is for the demographic of 45 years of age and older. Here, there is an effectively flat trend in the share of long-term unemployed relative to total number of unemployed
- The Number of Long Term Male Claimants decreased by 12.1% however the rate for Women increased by 0.3%.
- The Percentage of persons aged under 25 on the Live Register stood at 13.5% for December 2014. However these figures may be skewed somewhat by high levels of emigration, activation programmes and state training programmes, rather than jobs creation.

There are a range of Activation programmes targeted primarily at the Long Term unemployed. Figures show that in November 2014 there were 85,738 people in such programmes. These people are **not** counted as part of the Monthly Live Register.

It's estimated that since 2008, 400000 people have emigrated, many of them well educated and highly skilled.

Labour Market Summary

According to the latest figures from the Central Statistics Office, there are almost 3.6 Million people living in Ireland over the age of 15 with Labour Market potential.

59% of the working-age population aged 15 to 64 has a paid job. This figure is lower than the OECD employment average of 65%. Employment rates are generally higher for individuals with a higher level of education; in Ireland an estimated 79% of individuals with at least a tertiary education have a paid job, compared with an estimated 35% for those without an upper secondary education. This 44 percentage point difference is higher than the OECD average of 33 percentage points and suggests the job market in Ireland is relatively restrictive.

- 2 Describe any specific policies in your country at national or regional level which are relevant for the field of unemployment and what measures government and other decision makers implement to reduce unemployment.**

In 2012 the Government of Ireland launched a 4 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 5 Major Strands. It has formed the basis for a number of new policies and procedures in dealing with unemployment.

The 5 Strands are summarized as follows:

1. Better engagement with Unemployed People

- Aim to profile ALL clients on the Live Register and develop an engagement programme for those who are long term unemployed.
- Develop Work Activation interventions
- Review the capacity for work of those on Long Term Illness and Disability payments

2. More Activation Places & Opportunities for those on the Live Register

- Focus on Long Term Unemployed and Youth Unemployment
- Offer Value adding work experience, education and training activities
- Provide increased capacity for Labour Market focused Re-skilling & Up-skilling opportunities
- Develop 'Gateway' – a new Social employment Scheme in local authorities
- Develop 'Momentum Programme' – 6,500 training places for Long Term unemployed in identified areas where opportunities exist.
- Develop 'Springboard Programme' – A Higher Education initiative which offers

courses at Certificate, Degree and Masters Level leading to Qualifications in areas where there are employment opportunities in the Economy.

- Offer a 'Youth Guarantee' – To provide Young People under 25 with a good quality offer of employment, continued education, an Apprenticeship or Traineeship within 4 months of becoming unemployed.

3. Remove disincentives to the take up of opportunities by unemployed people.

- To insure that there is financial incentive to work and that tax, welfare, health & social accommodation policies do no 'trap' people in Welfare Dependency.
- To provide 'In-Work' income supports such as 'Family Income Support'

4. Incentivising employers to provide more jobs for those who are unemployed.

- To assist employers in recruiting from the Live Register
- Incentivise employers to offer opportunities to unemployed people – particularly Long Term unemployed.
- *Jobs Plus Recruitment Programme*: Up to €10,000 paid to those who employ someone on the Live Register for more than 24 months
- Local Enterprise Offices will ensure that their Client companies are aware of the benefit of taking someone off the Live Register
- Enterprise Ireland client skills unit will become a core contact point and will promote all schemes of relevance.

5. Reforming Institutions to deliver better services

- Ensure the resources of the State are combined effectively with resources from other sectors in the delivery of Income & Employment 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.

3 Describe the educational opportunities for unemployed in your local community (institutions, contents, financial aspects).

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 certified programmes are at Levels 5, 6, 7 & 8 on the National Framework of Qualifications and, as such, are well-regarded and very relevant qualifications for those seeking employment or wishing to progress to further training or to advance their career. The range of courses include Basic Literacy, Basic Computers, ECDL, Languages, Cookery, 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 & The Environment

The Courses on offer are Certificate or Advanced Certificate Level (FETAC Level 5 & 6). 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. For example, VTOS Vocational Training Opportunities Scheme. Under the VTOS programme the long-term unemployed can participate in full-time training, without losing their benefits. This in effect means that people who were in receipt of unemployment payments prior to going on VTOS will be paid a training allowance equivalent to the maximum standard rate of Unemployment Benefit. The allowance will be paid for the duration of the course-including all holiday periods. As it will not be means-tested, VTOS participants may also take up part-time work without affecting their payments.

Places are available on this scheme for those receiving:

- Unemployment Assistance/Unemployment Benefit
- One-Parent Family Payment
- Disability Allowance/Disability Benefit/Invalidity Pension

In order to make it attractive for the long-term unemployed to return to education an extra training allowance of €20 per week is payable to those in receipt of any of the above benefits for at least one year prior to joining the VTOS programme.

Funding measures are also in place to cover Childcare costs, Travel Costs etc. So as to ensure there are no barriers in place for those wishing to return to education.

4 Describe learning activities for unemployed already exist in public libraries in your country (TOP 3).

Apart from offering access to Computers and relevant printed materials, there are no standardised learning activities for unemployed people using Public Libraries in Ireland. Whilst many of the Libraries host computer classes, they are often taught by tutors from other agencies.

Likewise, whilst there may be workshops on how to put together a CV or how to prepare for a Job Interview, these are again often run by facilitators from local Jobs Clubs, Enterprise Boards, Vocational Training agencies etc.

An excellent example of a Library providing services to the Unemployed and Start Up Business is Dublin City Public Libraries and their 'Start Up Start Here' Service.

Start up start here: Dublin City Libraries Supporting Business in the Community

Monday - Thursday 10am - 8pm Friday & Saturday 10am - 5pm

Tel: 01 873 3996 Email: businesslibrary@dublincity.ie

The Business Information Centre is located in the Central Library, Ilac Shopping Centre, Dublin 1. It is a Dublin City Public Library quality support for enterprise, employment led government initiatives and reference services. It is a one stop service specialising in business research, consumers' economic activities, market profiling and career information. An experienced team has built up a reputation of providing quality tailored solutions to users needs.

The Centre holds relevant subscription research databases, business start up books, printed publications, reports, directories, print magazines and electronic periodicals, Irish company annual reports, daily and archived newspapers, Irish telephone books in print, city and county development plans with maps, newspaper/press cuttings for top Irish companies and organisations, social issues and a range of business related subjects, such as Entrepreneurialship, Innovation, Law, Management, Marketing, Health & Safety and Economics.

This library service is a key resource for those doing research, starting and/or growing a business, seeking career direction and employment skills, availing of retraining and/or up skilling opportunities, accessing valid stock collections and general business reference and related enquiries. The service is an embodied complementary enhancement and support to other Central Library's collections and services, as part of Dublin City Libraries' support for business in the community.

Other value added services include the provision of programmed business events, which

consist of free public lectures and facilitated workshops in the bi annual “Start and Grow Your Own Business Programme” in association with Dublin City LEO, “Career Direction and Development” lectures and the provision of Information & Advice Stands and Helpdesks to support employment led government initiatives, business start ups, social inclusion, adult learning, tailored specific guided tours and user education programmes.

Unfortunately it currently isn’t viable to offer similar services in other Counties due to a lack of staff resources and money.

5 Describe learning activities for unemployed already exist in your library.

- Contact details (including email address)
- Type of learning service
- When service began
- Target group
- What type of technologies are deployed
- Whether service offered in partnership with other organization
- Extent of service: opening hours, number and frequency of events etc.
- Use of service (number of users)
- Funding of learning services (from public budgets, at cost to user etc.)

Services/Events provided over the last 12 months;

- BenefIT4 Digital Literacy Training
- Form Filling Sessions (ETB)
- “Work for You” Information Stand (Acquired Brain Injury Ireland)
- Short Term Work Placement in Carrickmacross Library for person with Acquired Brain Injury
- National Learning Network. Groups visits for participants in TURAS, Fresh Start and Access courses
- 2 completed work placements and one current work placement in Library HQ for participants in National Learning Network Courses
- Open University Information Sessions
- National Council for the Blind IT Training Classes
- Department of Social Protection Information Sessions (Jobs Week)
- Engineers Week Information Sessions

6 Define target unemployed groups for which you decide to prepare learning activities.

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

Long Term Unemployed:

According to the International Labour Organisation, Long Term Unemployed is defined as *'the number of people with continuous periods of unemployment extending for a year or longer'*.

Currently, 46% of those who are unemployed in Ireland are categorized as 'Long Term Unemployed'.

This accounts for 9.2% of the total Labour Force, much higher than the OECD average of 2.7%.

Older People:

In Ireland, unemployment statistics are currently broken down as Under 25 and Over 25, with Under 25s generally categorized as 'Youth Unemployment'. However the term 'Older unemployed' doesn't apply to Over 25s. 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.

Women:

Females over the age of 15 who are eligible for the Labour Market and not currently in Education or Training.

7 Describe why you chose this target group.

Long Term Unemployed:

Our 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.

Older People:

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. We are keen to engage this section of our population.

Women:

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.



- 8 Specify educational needs (i. e. content, methods, motivation for education, organizational aspects) of selected target group.

As previously mentioned, many of those who have lost their jobs in recent years have come from the Construction, Agriculture and Industry Sector with limited Skill sets. Employment rates are much higher for those with higher levels of educational attainment therefore it is essential to engage our targeted groups in education and training schemes in order to upskill and make themselves relevant in today's labour market.

A skills Shortage has been identified in areas of IT and Engineering, this could be our starting point in developing a programme for our targeted groups.

Research carried out by AONTAS, the National Learning Organisation in Ireland has shown that the Community education sector is a highly efficient intervention in terms of engaging those most distant from the Labour Market in education and training, thus enhancing their employment prospects. Community education has been especially successful in targeting those most hard to reach to engage in education. The range of supports available to learners in this setting is particularly effective and has the capacity to support people to progress through the Qualifications Framework, onto Further Education, training and employment.

While initiatives such as Jobsbridge have demonstrated strong outcomes for people who are already qualified, they are less successful in supporting people who are long term unemployed.

We feel that our 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 them 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.

Country: Lithuania

Name of the library: Kaunas county public library

1 Describe the situation in the field of unemployment and on labour market in your country.

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. Lithuanian social model that deals with increasing activity, perfecting the regulation of working relationships, and sustaining social insurance is being created. The Lithuanian Labour Exchange is the institution that focuses on regulating the demand and supply for labour power by sustaining the balance of labour-market, maximising the possibility of getting employed, minimising social disjuncture, preventing unemployment, and improving the effect of the techniques used to encourage activity. 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.

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 59,2 thousands (22% of the unemployed).

The unemployment of people under 29 is, however, invariable. About 70 thousands of young unemployed people go to the Lithuanian Labour Exchange every year. Despite the number of young people being varied by emigration, the number of young unemployed people in Lithuania has not changed much during the last five years; every fifth unemployed person is young. During the last year a large part of the unemployed youth has been affected by the techniques to increase the activity and employment. In 2011, 15% (9,7 thousands) of the unemployed youth (16 – 24 years old) participated in training and other techniques to increase employment. In 2012, 16% (11, 9 thousands) and in 2013, 18,5% (12,6 thousand) of young unemployed people participated in the mentioned activities. Nevertheless, 52% of young unemployed Lithuanians are not qualified for the labour-market, 42% of the unemployed youth do not have working experience, and every third young person is unemployed for a long period of time (over 6 months). According to the statistics of 2014, more than half (55,7%) of the unemployed youth have a secondary education, but a quarter have no working experience. About 17 – 18% of the unemployed youth have a basic or higher education, 8% have an elementary education, and 0,1% have no elementary education.

According to the statistics of “Eurostat”, from May to July of 2014 the unemployment of youth under 25 in Lithuania was lower (19,6%) than the average of unemployment in the European Union (22,5%). General unemployment in Lithuania, however, was higher (11,5%) than the average of general unemployment in the European Union (10,2%).

2 Describe any specific policies in your country at national or regional level which are relevant for the field of unemployment and what measures government and other decision makers implement to reduce unemployment.

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 (2009-07-14, Nr. XI-334, 2009-07-21, Nr. 86-3638). Lithuanian Job Centre and its regional job centres follow and provide support by this law and its supporting 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“, 2009-08-04, Nr. A1-473, 2010-07-27, Nr. 89-4744; „Active labour market measure implementation conditions and order procedures“, 2009-08-13, Nr. A1-499, 2009-08-18, Nr. 98-4133).

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. Unemployment information, counselling, mediation in employment and employment support individual activity planning are all included in labour market services. Active labour market policy measures are defined in the legislation of the Republic of Lithuania and with their implementation it is sought to help those searching for employment to increase their employment opportunities and improve labour supply and demand. Active labour market policy measures that are implemented in Lithuania consists of unemployed and those who were warned about their dismissal vocational trainings, supported employment (employment subsidies, job skills promotion, job rotation, public works, and a support for employees working in enterprises facing economic difficulties), support for job creation, (job creation subsidies, local employment initiatives, projects, promotion of self-employment) the unemployed territorial mobility support. Additionally, the job centre in Lithuania provides an opportunity for unemployed to participate in unemployment prevention, territorial employment support, immigrants and ethnic minorities to integrate in labour market and other programs. At the moment the top priority of the employment promotion in Lithuania is aimed at young unemployed people under the age of 29. Active inclusion in the previously mentioned job centre policy measures and especially the youth entrepreneurship.

Since the start of 2014, the territorial Job centre of Kaunas are implementing youth guarantee initiatives, which goal is to decrease unemployment among young people and improve young people not in employment, education or training situation and help them to find work after graduation. Initiatives are implemented by close cooperation with job centre, local communities, local authorities, non-governmental and youth organizations and regional employers. Career days are systematically organized for those who are studying, also various meetings with potential employers are held.

3 Describe the educational opportunities for unemployed in your local community (institutions, contents, financial aspects).

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 request it.

One of the most popular techniques of labour-market politics and also of increasing activity is training the unemployed or the soon-to-be unemployed. If a person cannot find a job due to not being qualified or competent enough, the territorial labour exchange provides the possibility of participating in formal or informal vocational training programmes. People wishing to participate in such programmes are selected based on certain formal and informal criteria. Before enrolling into such programmes, tripartite (between the labour exchange, the employee, and the employer) or bilateral (when the unemployed study programmes that would make them suitable for the future jobs forecasted by the Lithuanian Labour Exchange) agreements are signed. The labour exchange cannot provide more than 6 Government approved minimal monthly salaries (later MMS) for one's training and 3 MMS for improving one's qualification. The labour exchange also pays for the person's who is enrolled into a certain programme accommodation and the trip to and from the training institution. The person also gets a scholarship (0,6 of the MMS or the equivalent of the social insurance allowance for the unemployed) during the training.

Another one of the techniques to improve activity is supporting the gaining of certain skills and job experience. This is aimed at the unemployed people who have a qualification, but cannot find a job due to the lack of certain skills. The need of acquiring or renewing certain skills for the unemployed is determined by the territorial labour exchange. The priority is for those unemployed people who have a demanded profession, seek a job according to their qualification for the first time, have been unemployed for a long period of time, have been unemployed for 2 or more years before registering at the labour exchange, or have finished a vocational rehabilitation programme. The employer who has employed people so they could gain experience is paid a subsidy of a salary which cannot exceed a MMS.

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). To actualise these techniques, Kaunas Territorial Labour Exchange co-operates with various vocational training institutions and interested employers who offer the possibility of working and studying for a new profession or improving one's skills at the same time. 14 vocational training institutions operate in Kaunas region and every territorial labour exchange has its own departments such as youth employment centres that seek to minimise the number of unemployed young people in the region. Such centre also operates at Kaunas Territorial Labour Exchange and it focuses on helping the youth with training and finding a job, teaching how to make a good impression during a job interview, and how to look for a job, prepare a CV, and write a motivational letter online. According to youth unemployment statistics in the five biggest cities of Lithuania, during the last year 2,8% of youth under 25 was unemployed in Kaunas which makes the city's youth least unemployed compared to the other four cities.

4 Describe learning activities for unemployed already exist in public libraries in your country (TOP 3).

- Contact details (including email address)
- Type of learning service
- When service began
- Target group
- What type of technologies are deployed
- Whether service offered in partnership with other organization
- Extent of service: opening hours, number and frequency of events etc.
- Use of service (number of users)
- Funding of learning services (from public budgets, at cost to user etc.)

[length about 200 words]

In 2010-2012 employees of public libraries in Lithuania participated on a national scale project “Libraries for Innovation” training. Teaching programs for citizens were prepared, training were held. 1276 public libraries participated in the project, among those, general public libraries, rural and urban branches and departments. Libraries were also provided with 3342 free of charge computers dedicated for visitors participating in the training course. Until this project some Lithuanian public libraries have never had this type of training, and from 2010 they are practically regarded as one of the library service. The libraries carry on teaching people even after the project is long over. In 2011 a survey among the managers of the public libraries was held, and the research show that 58% of managers were planning to strengthen computer literacy training activities for residents even more. The information about how many public libraries are suggesting the computer literacy courses for residents is not given. This type of training and acquired knowledge helps to lessen social and informational divide in society, also to better adapt when around different social groups too.

2013 October – 2015 May. Lithuania Labour Centre together with association “Window to the Future“ and 22 other partners among whom a fair share of Lithuania's public libraries, are implementing a social project “Trust In Yourself“, which is financed by European social fond funds. The association “Window to the Future“ has started their activity in 2002, it unites socially responsible businesses and cooperates with government authorities in order to promote the use of the internet in Lithuania and to raise the standard of living and the country's competitiveness in Europe and the world.

The goal of this project working together with non-governmental organizations is to promote the youth to integrate in to the labour market or education system providing social rehabilitation and preparation for employment in the labour market services.

The target group is the 16-25 years old young unemployed people who do not study or participate in the active labour market policy measures. With joined forces social rehabilitation and preparation for employment in the labour market program for the youth was prepared, which provides intensive long-term assistance. Its goal is to encourage vulnerable young people to responsibly create their personal life and participate in public and professional life, also to establish some ground skills, knowledge and levels of competence in their lives.

Project activities are applied in 16 Lithuanian cities such as Alytus, Anykščiai, Jonava, Marijampolė, Mažeikiai, Panevėžys, Šalčininkai, Šiauliai, Šilutė, Tauragė, Telšiai, Ukmergė, Utena, Vilnius, Visaginas, Zarasai, public libraries in these cities are also participating.

Lithuanian municipal public libraries involved in this project granting the opportunity for young people to develop computer literacy skills required for their jobs. The activities with this exact target group are fairly new to public libraries. Employment support services for the target group representatives during the project such as information on Lithuanian labour exchange services, consultations about professional opportunities in labour market, branches equipped with special information area and specially organized trainings are provided in the libraries. All computer-based and informational trainings for the youth are conducted by library employees. All services are free of charge. The planned number of participants in the projects target group is 2000.

5 Describe learning activities for unemployed already exist in your library.

- Contact details (including email address)
- Type of learning service
- When service began
- Target group
- What type of technologies are deployed
- Whether service offered in partnership with other organization
- Extent of service: opening hours, number and frequency of events etc.
- Use of service (number of users)
- Funding of learning services (from public budgets, at cost to user etc.)

[length about 400 words]

In Kaunas County Public Library (hereinafter referred to as KCPL) are being organized and conducted informational and computer literacy training courses for the population, which are of interest to job seekers and members of the community.

These training sessions are being organized by the Information Services Department, electronic information reading room staff. Contact person: D. Bandaraviciute, eis@kvb.lt.

In 2010-2012 employees of KCPL participated in a national scale project "Libraries for Innovation" training; teaching programs for residents were prepared, training courses were held. From the second half of 2013, according to the specific programs, these training courses are being organised and systematically implemented in KCPL. The training courses are being led at the time of the project prepared employees of KCPL - andragogues.

Informational and computer literacy training courses are intended for residents of Kaunas city and district. It can be argued, that part of the training participants are unemployed and/or those who are not competitive in the labour market. In 2014 organized training courses the majority of the participating population was 45 years old and more.

Training courses are being held in computerised training classroom of KCPL. The main tools used during training are computers and different computer programs (Microsoft Office 2010 package, Movie Maker), the Internet (e-banking, e-publishing, sound and image media, Drop box, One Drive, Google drive, Skype, social networks etc.).

Informational and computer literacy training courses for residents are being carried out in the library periodically. Residents register in the training courses in advance and in this way are being formed groups of training. The usual duration of training is from 12 to 16 academic hours, at an average in one training participate 10 residents. In 2014 training courses of residents were carried out 10 times: the theme "Work with Computer and with Internet" – 5 times, the theme "E-service Online – Live Comfortably" - 2 times, the theme "Learn to Use Microsoft Office Programs" - 2 times, the theme "Learn, Try, Customize!" – 1 time. Evaluation questionnaires are being divided for participants after each training session; evaluation questionnaires are being summarized and received conclusions are being used to improve the quality of training.

These training courses for residents are not being funded by any additional financial sources. Duties of KCPL employees - andragogues, who are leading training courses, are not only directly related with the main work in library, but organizing training courses too. Additional income from the library budget for these employees is not awarded. Residents also participate in these training sessions free of charge.

6 Define target unemployed groups for which you decide to prepare learning activities.

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

[length about 100 words]

Target groups of this project are:

- individuals with low qualification (vocational and lower education);
- people without work experience (first job seekers).

Expedience of these groups choice is based on the current Lithuanian labour market situation, which is being defined in the first reply of this issue.

7 Describe why you chose this target group.

[length about 200 words]

The first target group - individuals with low qualification (vocational and lower education).

According to the Lithuanian Labour Exschange 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 is qualified. With higher education is only 17% of all young unemployed people 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. According to Kaunas Territorial Labour Exchange statistics of 2014, the number of registered young unemployed adults (up to 25 years old) in Kaunas region accounted for 21% (10,9 thousand) of all unemployed registered in the region. The distribution by education of unemployed people registered in Kaunas region is not available to the public. In the meantime, according to the data of 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.

The second target group - people without work experience (first job seekers).

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 are young people. At the beginning of 2013 in Kaunas County lived nearly 600 thousand the population, about 20% (120 thousand) 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.

In view of the fact that students of colleges and universities make up a large part of the library users, KCPL is interested to create and propose new services related with better integration into the labour market for young persons who have completed their studies.

8 Specify educational needs (i. e. content, methods, motivation for education, organizational aspects) of selected target group.

[length about 300 words]

The needs of selected target groups in lifelong learning vary, but have certain points of contact. Unemployed persons with a low level of education and/or non-qualified, first of all, do not have enough knowledge and skills of the job search issues. This target group is needed practical training courses related to informational - computerized literacy, use of ICT, preparation of a CV and a motivational letter, preparation for job interview with an employer, presentations of labour market trends, favourite professions and qualification (retraining) opportunities.

According to the 2013 Kaunas Territorial Labour Exchange research "The Motivation of the Youth Without Profession to Learn And to Gain Useful to the Labour Market Profession", more than half of young unemployed people seek for job actively, 11% of them learn or study, and only 13% are planning to acquire a profession. The main reasons which prevent to acquire a profession for young people are the difficult material situation, failures in the sciences, training places in a big distance from the residence. The results of the same research revealed that every third unemployed person and the young man without profession, who participated in the research also does not have work experience.

For unemployed persons without work experience and first job seekers, as well are useful knowledge on the issue of targeted career planning opportunities and practical skills for preparation of a CV and a motivational letter, use of ICT, financial literacy, practical aspects of preparation for job interview with an employer and the cognition of labour market trends.

Country: ROMANIA

Name of the library: George Baritiu County Library

1 Describe the situation in the field of unemployment and on labour market in your country.

The Romanian labor 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. Neither the labor 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.*

According to statistics, comparative with 1989, the indicators show us that the number of employees in Romania has constantly dropped from 9 millions to 8 millions, which are now 2.2 millions 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 millions 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 restructuring in the last years, but in the same time led to a labor deficit in certain domains such as constructions, agriculture, tourism, construction materials, mechanical processing, clothing and leather goods industry.

The most alarming structural problem is the increase of the youth unemployment quota, respectively the long-term unemployment. The unemployment rate among youngsters is in Romania on a constant increasing curve, expressing the insufficiency of the new work places, poor education, and last but not least high level educated youngsters have more difficulties in finding a job than in the other Member States, resulting that Romania's educational system is not work market orientated.

The unemployment rate among youngsters under 25 years increased for the time span of 2000-2012 from 17.2% to 58,8%. This situation can be explained through the fact that the companies with problems protect their employees, dismiss the youngest persons and do not employ others. As a consequence, almost 60% of Romania's unemployed people are less than 35 years old, and this fact can have both economic consequences (there are wasted the most creative human resources) and social consequences (the youngsters behavior towards work is negatively affected).

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- 2 Describe any specific policies in your country at national or regional level which are relevant for the field of unemployment and what measures government and other decision makers implement to reduce unemployment.**

European Employment Strategy (EES) is the main instrument for coordination of Member States' efforts to reform the labor 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.

With a rate of unemployment in the crisis situated at around 7.5-8% and serious problems in the employment of youth and vulnerable groups, Romania folds on EU policies and recommendations on active measures of employment growth, together with fiscal consolidation.

First National Reform Program 2007-2010 NRP, result of identified as the main short and medium-term challenges of the labor market: low participation of young people and vulnerable groups in the labor market, significant employment rate in the agriculture and low quality of human resources. Directions employment policies contained in the NRP 2007-2013 refer to:

10.1.) Labor market flexibility, reduce labor taxation and labor phenomenon undeclared
 10.2.) Improving access to employment, including by increasing participation in active employment measures;

10.3.-10.4.-10.5.10.6.-10.7.) Measures to attract and retain labor 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).
 11.) 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. The Romanian Government adopted the Emergency Ordinance no. 13/2010 which provides that employers who hire the unemployed in 2010 will be exempted for six months from social security contributions related to them. This measure was part of the package of anti-crisis measures adopted at the beginning of 2010 together with the provision of facilities for young people under 35 years who set up companies. In 2011, another changes was made in the Labor Law. According NRP labor 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, totaling employment and training services.

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- 3 Describe the educational opportunities for unemployed in your local community (institutions, contents, financial aspects).**

Brasov City, seat of Brasov County, is the 7th largest city in Romania. It is located almost in the centre of the country, at 170 km. distance North from Bucharest, surrounded by the Carpathians Mountains and providing a mix of mountain scenery in the nearby Poiana Brasov and medieval history with German influences in the old town.

It has a population of 277,945 inhabitants¹, whose ethnic composition includes: Romanians: 90,66%, Hungarians: 8,54%, Ethnic Germans 0,60%, Roma: 0,26%, Other ethnicities (Russians, Greek, Italians): 0,31%.

Industrial development in Brasov started in the inter-war period and it was accelerated in the Communist era, with special emphasis being placed on heavy industry, attracting many workers from other parts of the country. Although the transition economies in Eastern Europe showed a general decline in recent years, and the industrial base has been in decline in Brasov, as well as in many other cities in Romania. According to the Local Plan for Sustainable Development of Brasov City **Agenda 21**, Unemployment in Brasov County was higher than the value recorded at national level in 2001. Unemployment in the municipality increased in 2003 and 2004 as a consequence of collective dismissals at the big firms in the municipality, reaching the unemployment rate recorded at county level. At the end of October 2004, the records indicated that in Brasov municipality 14,525 persons were searching for work.

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 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.

Training providers and employment services appeal to diverse funding sources through market mechanisms or nonmarket, especially for organizations offering integrated services. Public funding by ESF programs / HRD is a favorite target of integrated services or specialized suppliers because many funding lines open and consistent volume thereof; general attitude to this type of financing is rather ambivalent, negative perception is mainly due to systematic delays in reimbursement by management authorities or excessive bureaucracy. On the other hand, non-reimbursable financing programs have challenged organizations specialized in training courses by shifting the emphasis to beneficiaries belonging rather disadvantaged groups, the main target of training and employment in the ESF; another series of criticisms of reimbursable Community funding referred to shift the focus on quantity instead of quality training and employment services together with the lack of motivation beneficiaries who have received these services free regime.

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http://www.addjb.ro/uploads/proiecte/SDJBV/Documente/ADDJB_Strategia.pdf
2. Agenda 21 (2005). Local Plan for Sustainable Development of Brasov City
http://www.ncsd.ro/documents/local_agenda_21/AgLoc21_Brasov_rom.pdf

4 Describe learning activities for unemployed already exist in public libraries in your country (TOP 3).

- Contact details (including email address)
- Type of learning service
- When service began
- Target group
- What type of technologies are deployed
- Whether service offered in partnership with other organization
- Extent of service: opening hours, number and frequency of events etc.
- Use of service (number of users)
- Funding of learning services (from public budgets, at cost to user etc.)

County Library Octavian Goga Cluj

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bjc@bjc.ro

How to find a book to ... work? was conducted in 2011, had a budget of approx. \$ 2,500, and was the organization of training sessions that interested persons were given help in writing a CV correctly, a letter of intent, looking for a job in information technology and the Internet, and in support of the employment interview.

The training sessions were supported by librarians - approved format, each session was conducted over two days 4.5 hours each day (a total of 9 hours) and at the end, participants received course materials, supplemented by a course evaluation questionnaire and trainers.

The project was developed at the Centre County Libraries training, using equipment supplied in 20 public libraries in Cluj. In total, 111 were conducted training sessions attended by 433 people. In three public libraries in Cluj County (Mociu, Dej, Măguri Răcățäu) 46.6% of the participants in the training sessions were ninth and tenth grade students.

The service offered by the project is continued today, on request in all public libraries in Cluj who received facilities Biblionet Program.

<http://biblionet.baniiq.ro/>

BaniIQ is a program organized in collaboration with IREX, VISA and Junior Achievement Young Enterprise through which young people and adults are ready to build a financially healthy and whose purpose is to contribute to their sustainable development. Financial education pilot project brought together private sector and civil society, in order to develop financial literacy and financial management curriculum for 100,000 people in Romania.

This project aims at national coverage. The pilot project was conducted between May and September 2012 in 64 cities in Romania, and in 2013 expanded to other places in Romania, trying to reach as many people.

15 librarians from nine counties were participating in a training of trainers (TOT) held by the organization Junior Achievement Romania and trained in turn their local librarians. In local communities. They organized lectures with open participation on topics such as financial planning, organizing personal budget, ways of using online financial services, savings or investments. At the end of 2012, 300 members of the communities served by these libraries attended information sessions in this project and have joined the contest online

National Associations of Librarians and Public Libraries of Romania (ANBPR)
Bd. Unirii nr. 22, Biblioteca Națională a României, Corp F4, Mezanin, Camera M 06 (Sector 3 București 030833 Romania
Tel: 0374 052 437, Fax. 0374 094 724
Email: anbpr_ro@yahoo.com
Website: <http://www.anbpr.org.ro>

ECDL Certification Centers in public libraries

ANBPR approved and is implementing a project in partnership with the ECDL Romania, called generic eBibliotecar. Skills for the Modern Librarian. This approach aims to establish 10 ECDL Certification Centers in public libraries ANBPR network, and to develop digital competencies for 1000 librarians and auxiliary staff of the ANBPR network.

The European Computer Driving Licence — ECDL is the widest programme of certification of digital competencies acknowledged on an international level, in 150 countries; it enlisted so far 13 million people. Outside Europe, this certification is known as ICDL (International Computer Driving Licence).

ECDL Romania is the national operator of the ECDL license in the country. Its network includes 700 accredited training and testing centres throughout Romania

Advantages ECDL certification for libraries:

- Obtaining recognition of international level;
- Access to a modern certification system;
- Improve the performance of their employees;
- Increasing awareness education institution in ICT

5 Describe learning activities for unemployed already exist in your library.

- Contact details (including email address)
- Type of learning service
- When service began
- Target group
- What type of technologies are deployed
- Whether service offered in partnership with other organization
- Extent of service: opening hours, number and frequency of events etc.
- Use of service (number of users)
- Funding of learning services (from public budgets, at cost to user etc.)

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Fax: +40-268-415079
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ITC Training for adults was designed and implemented by the Library 'George Barițiu' Brasov in order to provide beneficiaries the skills required by informational society. The course addressed to adults between 25-65 years and was free. With a total of 60 hours of training, the course was structured in three modules: BASIC COMPUTER, INTERNET BROWSING and SOCIAL MEDIA, each module was organized on a week, 5 days, 4 hours per day and has addressed topics of interest such as familiarity with the computer, working with folders, surfing the Internet, assessing the information available on the Internet, writing and saving text in Word, create an email account and sending messages, communicating via Skype on chat, audio and video. The course was delivered by two librarian trainers and beneficiaries group consisted of 10 people. The service starts in 2010 and till 2014 was attend by 2000 people. The service was financially supported by the library.

This library service offered to adults fall within the type of lifelong learning services and is coordinated by librarians.

6 Define target unemployed groups for which you decide to prepare learning activities.

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

Target group 1 - 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.

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 (with the exception of Slovenia and Portugal) while it is the opposite for men. The employment impact of parenthood varies considerably across the Member States and is extremely high in some cases.

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).

BIBLIOGRAPHY:

1. Female labour market participation (2012)
http://ec.europa.eu/europe2020/pdf/themes/31_labour_market_participation_of_women.pdf

Target group 2 – FIRST JOB SEEKERS

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

Meanwhile, 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. According to the same study, 15 percent of Romanian young people are “too” educated compared to market demand. And this rate is higher in Romania than in 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.

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1. Matei, Mihaela (2013). Opinion: The unemployed generation in Romania – reality check
<http://www.romania-insider.com/opinion-the-unemployed-generation-in-romania-reality-check/104996/>
2. Global Employment Trends for Youth 2013 – study. International Labor Organisation
<http://www.ilo.org/global/lang--en/index.htm>

7 Describe why you chose this target group.

Target group 1 - WOMEN
<p>Based on reality of Brasov labor market, on the studies conducted in the European project “Lady Café – motivating activities for women aged 45+” , and on our own experience as librarians, we chose to work with:</p> <ul style="list-style-type: none"> - Women within the age of 45-55 - Who have children - Live in the rural area - Are interested to find a job <p>We chose to work with this category because is a real need, is a category non-addressed by other public institutions or NGOs and according with local and national reports is the most vulnerable group on the labor market.</p>

Target group 2 – FIRST JOB SEEKERS
<p>Today 9,000 children are resident in institutions. Thousands of children have returned to their families, been adopted into loving homes, placed with caring foster parents, cared for in Small Family Homes.</p> <p>The Government of Romania is committed to reforming its childcare system, supporting family-based care as an alternative to institutionalization. In last decade many things changed in the childcare system, but 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 labor market where closed to teenagers, without the support of a family or friends is very difficult to resist. That’s way our library wants to address a training program for these category, because it’s their final option and over the years we have had contact with them through different program.</p>

8 Specify educational needs (i. e. content, methods, motivation for education, organizational aspects) of selected target group.

Target group 1 - WOMEN
<p>We propose a training course of 30 hours (10 days, 3h/day), focus on the next themes :</p> <ol style="list-style-type: none"> 1. Skills Assessment 2. Interview preparation 3. Create a resume 4. Using job sites/Applying online 5-6 Financial education’ 7-8 Entrepreneurial education 9-10 ICT skills

Target group 2 – FIRST JOB SEEKERS

We propose a training course of 30 hours (10 days, 3h/day), focus on the next themes :

5. Internship

Job seekers looking for their first job must contend with a lack of experience. Internships are a great way to build some experience in the professional world. Some internships are paid, and often employers will extend a permanent offer to a high performing intern.

6. Skills Assessment

For a person which have never worked before, building a resume can be difficult. It's important to identify the skills that job seeker already have. Working with a career advisor would be a great place to start. A new job seeker may not know what job they want, but they should have an understanding of what types of jobs they might be interested in; this will help narrow the scope of job search.

7. Create a Simple Resume

Many first time or part time job seekers don't believe they need a resume. Having a resume to give to a prospective employer shows that he have put some effort into finding a job and it allows to showcase things about job seeker. Even if he has no work experience, he can still give the employer an idea of what he strengths are.

8. List of Places to Apply

Knowing and using sites that focus on part time jobs for teens to find part time jobs in desire area, but also knowing there other ways to find employers (eg local newspaper, 'Help Wanted' signs).

9. Prepare for "No"

Before apply anywhere, job seeker need to prepare himself for rejection. As a first time job seeker, he need to mentally prepare for someone to say, "No."

10. Stand Up Straight and Be Mature

Keep head up, maintain eye contact, have a firm handshake and confidence are desirable behaviors and attitudes. Employers look for certain qualities when a job seeker walks in the door.

11. Communication

Foremost of qualities is the candidate's ability to communicate. When speaking with a potential employer, he has to demonstrate that is eager to get the job.

8-10 ICT skills

Country: Slovenia

Name of the library: Ljubljana City Library

1 Describe the situation in the field of unemployment and on labour market in your country.

Due to the worldwide economic crisis all modern industrial societies are faced with the same problem: unemployment. 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.

Older adults: 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.

Over qualified unemployed people: Slovenian pupils, who finish primary school, are mostly interested in secondary general education, also, almost every student, even the ones included in secondary vocational and technical schools (whose purpose is the acquisition of profession); choose to continue with education on tertiary level. This is not in line with labor market needs. This problem occurred because most inquired professions are the ones that are not valued and are paid poorly. One of the problems in Slovenia is that there are a lot of over qualified unemployed people. A lot of those are ending up working in a different field, not the field of their education.

Young unemployed: According to the European Statisticians in Slovenia: last year there were 26.1 percent of unemployed young people. The fact is that the percentage of young unemployed people in Slovenia is not so high in compare to other European countries (Greece 55.3 percent of young unemployed people, over 30.0 percent Italy, Spain, Ireland, Slovakia, Portugal... (2012)), but this is only a reflection of extended education, temporary jobs, project work and the fact that there is a lot of "fake students", that are enrolled in education just so they gain status of student, which is allowing them to work as students. Student work is very popular in Slovenia (the extent of student work, converted into full-time employment, corresponds to approximately 30,000 full-time jobs). A lot of companies prefer employing students rather than hire a person to do a specific job, because it costs less to hire a student. Student work is a specialty of Slovenian system. In Slovenia there are kinds of Student services, that are not known (are not typical) in other countries. It is also hard for young educated people to get a job, because a lot of employers value work experience, which young

do not have many if some at all. Due to unemployment, many young people are leaving to the countries in the north of the old Continent, especially to Germany, Great Britain and Sweden. Country is losing many of the most educated and skilled young people, which has negative consequences for the future.

Problematic group is also a group of people with lower level of education.

The percentage of unemployed women is higher than percentage of unemployed men (women 14.4% and men 12.6% – unemployment rate is 13.4% (April 2014)) in spite the fact that Slovenian women are in average higher educated than men. Compared to men women are more difficult to employ and discriminated due to higher expenses related to maternity leaves, more sick days... Women also have fewer chances of promotion and are paid less than man.

The differences in unemployment also occur between regions. Among regions Zasavska region is the region, which has highest unemployment rate (18.3%). The region with the lowest unemployment rate is Gorenjska (10,1%) (April 2014).

[length about 500 words]

- 2 Describe any specific policies in your country at national or regional level which are relevant for the field of unemployment and what measures government and other decision makers implement to reduce unemployment.**

The Government has adopted the implementing document (catalog 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 labor market active employment policy is (hereinafter: AEP) a set of labor market measures, which are aimed at increasing employment and reducing unemployment, increasing the employability of people in the labor market and increasing the competitiveness and flexibility of employers. Unemployed persons and other job seekers have the right and obligation to become involved in active employment policy measures in accordance with the bases for their implementation - in order to increase their employment opportunities. AEP measures are: training and education, substitution in the workplace and job sharing, incentives for employment, creation of workplaces, promoting of self-employment.

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, monitor and study employment and unemployment trends, and advise and provide technical and operational assistance offices to work in the context of regional offices and cooperate with employers, operators and regional Service and local entities in the labor market.

In the context of programs encouraging employment, the Employment Service of Slovenia

(description below) provides subsidies or the partial reimbursement of the cost of recruitment of new employees (under certain conditions).

Unemployed individuals in Slovenia can obtain financial compensation if: they were insured to cover unemployment at least 9 months in the past 24 months prior to unemployment, if younger than 30 years and has been insured to cover unemployment at least 6 months in the past 24 months prior to unemployment, if contributions for unemployment insurance were paid (with the exception of persons who were involved in the insurance on the basis of an employment relationship, but the employer did not pay such contributions), if you are an unemployed person and your service was not terminated by your fault or will, if you meet others (provided by law) requirements and if you register with the Employment Service of Slovenia and file a request to establish the right to financial compensation within 30 days after termination of the compulsory insurance. By the *Act on balancing public finances* is defined that the financial compensation in the first three months amounts to 80% over the next nine months 60% and after the expiry of one year, 50% of the average monthly salary, received by the recipient in the last 8 months prior to unemployment. Paid financial compensation should not be higher than 892.50€.

The European Commission has approved the Operational program for Slovenia for the implementation of cohesion policy for a period 2014-2020. During this period Slovenia should received 3.011 billion Euros from the European Regional Development Fund, the Cohesion Fund and the European Social Fund. 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.

[length about 400 words]

3 Describe the educational opportunities for unemployed in your local community (institutions, contents, financial aspects).

EMPLOYMENT SERVICE OF SLOVENIA (ZAVOD RS ZA ZAPOSLOVANJE)

Employment Service of Slovenia is one of the key institutions in the labor 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 counseling, 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 labor market and public information.

Users of the Employment service of Slovenia are unemployed, employers, persons who require professional assistance with employment and career guidance, professional institutions and providers of employment programs, social partners and the public. Services are free.

PUBLIC INSTITUTION CENE ŠTUPAR (JAVNI ZAVOD CENE ŠTUPAR)

Public institution Cene Štupar - Center 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. It offers a rich range of informal programs and general validated programs - training for success in life. To all adults and adolescents it enables free completion of primary school, financed by the Ministry of Education, Science and Sport.

Educational workshops are generally payable, as well as educational programs, but there is also a lot of training that is free for the unemployed.

INSTITUTION PAPILOT (ZAVOD PAPILOT)

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. They work in the field of education, counseling and prevention, and the design and implementation of programs in the field of human resource development.

In their approaches they devote special attention to promote active involvement of citizens in work and social environments, and raise their overall level of satisfaction and quality of life.

PRAH EDUCATION CENTER (ZAVOD PRAH)

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.

Education center Prah offers quality education and training programs for the implementation of which it uses modern teaching methods and high-standard equipment.

[length about 400 words]

4 Describe learning activities for unemployed already exist in public libraries in your country (TOP 3).

- Contact details (including email address)
- Type of learning service
- When service began
- Target group
- What type of technologies are deployed
- Whether service offered in partnership with other organization
- Extent of service: opening hours, number and frequency of events etc.
- Use of service (number of users)
- Funding of learning services (from public budgets, at cost to user etc.)

The Ljubljana City Library Employment Information Service (EIS)

- **Contact details (including email address):** Ljubljana City Library, Kersnikova 2, SI 1000 Ljubljana, bd@mklj.si, + 386 (0)1 600 13 18, <http://eng.mklj.si/>
- **Type of learning service:** information service, workshops, lectures
- **When service began:** 1998
- **Target group:** job seekers
- **What type of technologies are deployed:** computers, telephones
- **Whether service offered in partnership with other organization:** Mainly provided by Ljubljana City Library, but in cooperation with various other institutions
- **Extent of service:** opening hours, number and frequency of events etc.
Monday, Wednesday, Thursday, Friday: 9.00–16.00, Tuesday: 10.00–16.00
- **Use of service (number of users):** Yearly 1.500 users, organizes 100 learning activities with 2.000 participants
- **Funding of learning services** (from public budgets, at cost to user etc.): Public budget

The Ljubljana City Library **Employment Information Service (EIS)** is a service intended for all sorts of job seekers. It gathers, actualises and provides information on labour markets in Slovenia, the European Union and other countries. It's free of charge and doesn't have any bureaucratic obstructions or conditions for users. At EIS there is always an informant available to advise, support, help, facilitate and motivate its users. Beside information on different possibilities during job searching, it also encourages members to pursue lifelong learning, personal development and especially becoming more active at improving their position in society.

EIS offers workshops, coaching, motivation meetings, lectures, basic computer skills training, support for application and CV writing, computer access and document printing free of charge and information brochures. With 4 computer working places it is also a place for searching for job announcements on the internet, writing applications etc. Yearly EIS has 1.500 users, organises 100 learning activities and cooperates with numerous partners.

LIBRARY AND CIPS (Center for vocational guidance) - PARTNERSHIP FOR THE FUTURE

- **Contact details (including email address):** Knjižnica Mirana Jarca Novo mesto, Rozmanova ulica 28, 8000 Novo mesto, <http://www.nm.sik.si/si/studijski/cips/>
- **Type of learning service:** Guidance service
- **When service began:** 2004–2010
- **Target group:** youth, students, job seekers, unemployed
- **What type of technologies are deployed:** computers, telephones
- **Whether service offered in partnership with other organization:** Partnership between public library Knjižnica Mirana Jarca Novo mesto and Center for vocational guidance
- **Extent of service:** opening hours, number and frequency of events etc.:
At the moment closed. Opening hours in the past:
Autonomous search for information: Monday-Friday 8.00–19.00, Saturday 8.00–13.00,
Work with help of informat: Monday-Friday 11.00–15.00
Work with professional vocational career guidance staff: Wednesday 14.00–16.30
- **Use of service (number of users):** cc. 1.000/year
- **Funding of learning services (from public budgets, at cost to user etc.):** public budget

The Miran Jarc Novo mesto library have joined forces together with CIPS (Centre for Vocational Guidance).

The main purpose is to provide to the target populations information on education, training, occupations, labor market, and other informations that a person needs for job search and career planning. In addition to the information, these centers usually provide other services of career guidance: individual counseling, group counseling methods, lectures or. presentations professions, employers and toys for independent career planning.

CIPS is for: School youth at all levels of school, university students, young people who, for various reasons, currently do not have access to information and careers advice for the unemployed who need information and / or an in-depth professional advice in finding a job or deciding to further education, redundant workers in order to avoid the transition to unemployment employment counselors, career counselors and other employees and other ... It provides information such as job descriptions and information on labor market information on opportunities for education and training (full time and part education, obtaining certifications, training,..), information about possible financial aid for education and training (Republican, staff, Zois scholarships, different Foundation, credits ...) information about employment opportunities in the profession (vacancies, the number of unemployed), manuals for writing applications, conduct interviews with employers, etc.

Benefits of partnership library and CIPS is the involvement of libraries in the area, city center, allowing to both individuality and desire for privacy as participation of librarians, library development with a capacity of customer support and altruism.

The Employment Information Service Network in Slovenian Public Libraries (2006-2012)

- **Contact details (including email address):** lilijana.pahor@mklj.si
- **Type of learning service:** information service, workshops, lectures
- **When service began:** 2006-2012
- **Target group:** job seeks
- **What type of technologies are deployed:** computers, telephones
- **Whether service offered in partnership with other organization:** Some Slovenian public libraries and other partners institution
- **Extent of service:** opening hours, number and frequency of events etc. : very divers, depend on opening hours of libraries.
- **Use of service** (number of users): ???
- **Funding of learning services** (from public budgets, at cost to user etc.): Public

The Employment Information Service Network in Slovenian Public Libraries (2006–2012) was organised on model of The Ljubljana City Library Employment Information Service. During this period same service war organised in public libraries in Maribor, Velenje, Celje and Novo mesto. Ljubljana City Library was Coordinator. Activity was financed through project “national public work” (costs of staff), and from public libraries (cost of materials, place).

- 5 Describe learning activities for unemployed already exist in your library.**
- Contact details (including email address)
 - Type of learning service
 - When service began
 - Target group
 - What type of technologies are deployed
 - Whether service offered in partnership with other organization
 - Extent of service: opening hours, number and frequency of events etc.
 - Use of service (number of users)
 - Funding of learning services (from public budgets, at cost to user etc.)
- 6 Define target unemployed groups for which you decide to prepare learning activities.**
- long term unemployed,
 - old workers,
 - less educated,
 - women,
 - migrants,
 - people with special needs,
 - first job seekers
- 7 Describe why you chose this target group.**
- 8 Specify educational needs (i. e. content, methods, motivation for education, organizational aspects) of selected target group.**

Target group 1 **Old workers**

Target group 2 **Women**

Target group 3 **People with special need - Addicted**

Target group 1 **Old workers**

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.

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. Risk society can help older unemployed persons at integration in the educational process and in this manner can contribute to risk control. For this reason older unemployed persons, registered at Employment Service, are integrated in measures of active employment politics, and in this way they become more employable in the labor market.

Unemployed persons older than 50 years of age are representing 31.8 percent of all unemployed persons. Unemployment is particularly acute in eastern Slovenia. This was the case in eastern Slovenia in August 2014, the register of unemployed persons enrolled 66,783 people, including 21,233 over 50 years.

Therefore it is necessary to promote active aging. Encouraging the unemployed to further education can reasonably contribute to improving their employability in particular, but also to improve their life satisfaction, mental and physical health.

We are developing a number of training programs for the unemployed, offering them appropriate counseling for education. We help them to develop their careers and also trying to attract in education and training, especially the older part of the unemployed population. This is the work of various institutions such as the Employment Service of Slovenia, CIPS, Public Institution Cene Štupar, University of the Third Age, Papilot Institute, Institute Prah, libraries,...)

Target group 2 **Women**

We want to contribute to solve the problem of social exclusion and vulnerable employment target groups of unemployed women covered in the population of structural unemployment, which are either long-term unemployed, older than 50 years, young women, mostly seeking their first job, have disabilities and other functional impairments and women with no or low levels of education.

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. Nevertheless, it needs to be noted that employment rates for women are still lower than employment rates for men (67.4 % in 2012).

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%). At the end of 2013 the fewest women were employed in construction (9.1%) and in mining and quarrying (12.6%), and the most in human health and social work activities (81.1%) and in education (79.2%).

According to the Labour force Survey, in 2012 almost a third of unemployed women found employment within 6 months; most of them were 25-29 years old (23.0% or 6,077 women). On the other hand, 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.

In 2012, the at-risk-of-poverty rate was 13.5%. Detailed data show that women in Slovenia were mostly at greater risk than men. Women over 64 were in the worse position (25.0% of them were living below the at-risk-of-poverty rate), particularly if they were living alone (44.0%). The at-risk-of-poverty rate of men over 64 living in one-person households was slightly lower (33.3%), but it was still high above the average. 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.

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.

When planning the curriculum we should pay attention to teaching methodology and the learning environment. Important part of methodology is also to follow woman preliminary knowledge, integration of women in determining their needs, problems, what they want to learn and how. It should be enabled that women transform power structures, both at the individual level and at the level of the community.

Women in the target group should gain the expertise and practical experience to carry out social welfare services, and entrepreneurial training for self-employment opportunities.

The overall objectives of the project are also to provide greater employability and social inclusion; reconciliation of work, private and family life; ensuring gender equality and reduce gender stereotyping and limiting the causes of inequality.

Target group 3 People with special needs – ADDICTED

Drug addicts and abstainers are often stigmatized and have difficulties finding employment and appropriate education. In Slovenia, programs of social reintegration of drug addicts from illegal drugs and abstainers are not developed sufficiently. Rehabilitated addicts are left to itself 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.

Employment opportunities and other positive career plans are prevented, due to police and prison records or dropping out of school - consequently lower education. The majority of drug addicts who are treated at centers for social work are unemployed. In terms of job search cured addicted person has reduced possibility to find a job. Mostly due to stigma and prejudice of employers. Therefore, finding a job highlights the dilemma of whether to tell a potential employer that you are (treated) a drug addict or not. Being able to find a job is harder due to the low education.

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, especially when it comes to the inclusion of a more long-term (eg.: in education to complete school) as there is a danger that the individual motivation declines and may leave the program early. The possibility of immediate inclusion in the program (immediately after drug treatment) is very important also in terms of building new social networks for former drug addicts (especially if you have been on treatment outside of their living environment). Their old social networking is often those who are led by the dependency. 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 (here we first of all mean on formal education, which helps us to achieve higher degree of education and with that better economic conditions) and greater reputation above all great psychological value.

There are several methods used with individuals with addiction.

1. 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. Way of life, whatsoever addicted knows from the time dependence, it no longer appears, therefore their daily activities, relationships between people and the quality of life and work gradually begins seek for a new goals.

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

3. Methods of individual training enables high-quality educational communication.

Adult Education Officer, constantly adapting to the needs of the person who learns, program is constantly changing. Both people who work in the dyadic relationship are socially and psychologically full engaged. Addicted person feel safer and more comfortable to be anonymous and with hidden identity.

4. 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, counseling, tracking or advisory mentoring (coaching) and tutoring. In addiction treatment, these methods develop in a very specific

method. This can be seen in the treatment of addiction in the model commune. In education, people, drug addicts, it is necessary to take into account their emotional state.

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.