1. **General – distance learning for the unemployed**

In order to find a job, the unemployed need to have various knowledge, skills and competence, all of which they can acquire by distance learning. This method of learning is especially favorable when in-person learning is not possible. Distance learning can take place in the form of individual guidance or it can be carried out in a group. The contents of distance learning for the unemployed can vary. It is crucial that the unemployed learn only what they need to know. The focus lies on the knowledge and skills that will be useful when they are looking for employment: exploring their needs and potentials, understanding the job market and accessing information, setting goals and making decisions, improving social skills and the skill of presenting oneself to the employer (applying for a job, CV, job interview). A person-centered approach is important when it comes to teaching the unemployed.

2. **Characteristics and obstacles of the target group**

The target group consisting of the unemployed is very diverse in gender, age, level of education, basic competence, experience with ICTs, the duration of their unemployment and other personal circumstances. A characteristic that all individuals in this target group share is that they are not permanently employed. Significant obstacles that the unemployed face include a low level of education and poorly developed competence, incompatibility of their level of education or skill with the needs of the job market, insufficient or negative past experience, various obstacles that affect their work and stem from personal circumstances (for example, working hours, amount of income), non-permanent forms of employment, low self-esteem, lack of confidence, and hindered access to information. Unemployment consequently increases the risk of poor financial capabilities, poorly developed social skills and social exclusion, problems within families and negative patterns of behavior that are passed on through generations, health issues, various forms of addiction, apathy, non-permanent forms of work and undeclared work, lack of trust in the system and in education, etc.

Due to various obstacles, especially financial struggles, the unemployed often have difficulty gaining access to digital devices and the internet, which are essential when it comes to their inclusion in the process of distance learning. Another feature of this target group is a poor general digital literacy, especially with those who are older and have a lower level of education. Their (un)readiness for distance learning is often affected by various stereotypes, distrust in modern technology, increased fear of devices and the uncertainty and disbelief in their own capabilities. Their motivation for inclusion in education is low. Therefore, prior to the inclusion in education, they need a lot of encouragement and help both accessing devices, as well as with their training to use online tools.

Throughout the process of distance learning, this group faces the risk of problems with concentration and memorization. This is why different disruptive elements in their environment can often impair their ability to pay attention. Because they have trouble

concentrating, they get tired faster and especially require forms of learning in which they are actively included. Despite this, members of this group can often be passive and distrusting, which is why they need plenty of support from their mentor and enough time allotted for active participation, giving opinions and asking questions.

Due to poorly developed social skills, the unemployed find it harder to build and establish relationships without any in-person contact. Since distance learning diminishes the possibilities of direct contact and the formation of authentic relationships, there is a risk that the unemployed couldn't form a true connection as a group. The lack of social skills may also be expressed as not knowing and/or not following the rules of etiquette (for example, being late, disregard for physical appearance, interrupting others while they are speaking, using inappropriate language…), which can bother and even discourage other participants.

3. Motivating the target group to participate in distance learning activities

The motivation of the unemployed stems from their desire to develop various skills and competences that they need in order to get hired by an employer. For them, education can represent a means of personal gain and a way of reaching their goals. They are also often motivated by the financial encouragement associated with their inclusion in the process of education. The specifics of certain groups of the unemployed can result in problems with inner motivation, which is why external encouragement is especially important when it comes to distance learning. Connection and collaboration with the national employment services play an important role in this context, while social media is important for spreading information.

One of the main issues that the unemployed face when taking part in distance learning is the lack of access to necessary devices and the internet. They may have a smartphone but they do not always have a computer at hand, which is why the online tools for distance learning need to be modified or the participants must be offered other forms of help with gaining access to such devices. They need a lot of encouragement when it comes to using digital devices and online tools. Due to their low level of digital literacy, they need help installing applications and registering, they require additional training to be able to use the online tools and need constant access to help with solving potential technical problems and issues. Their training can be conducted in groups, while some may prefer individual help. Instructions on how to use the devices can either be relayed in written form, as a video tutorial or via a phone call.

During the process of distance learning, mentors can take advantage of the fact that the unemployed are motivated by their need to socialize. Their meetings can be adjusted in a way that allows ample time to chat and exchange news. An encouraging learning environment can be created by giving out compliments and praise while enabling the participants to exchange their experiences and show progress. Since the unemployed will be drawn by the possibility of active cooperation and inclusion in education, the mentor should

choose dynamic, interactive and creative methods and work strategies that allow participants to enjoy themselves and have fun. The participants will find it easier to relate to content that they feel is useful and compelling and any potential monotony can be dispelled by visits from interesting guests. The duration of meetings may have to be adjusted (shortened) since the unemployed are prone to concentration issues. Another solution to this problem could be the inclusion of more breaks that would be intended for chatting and socializing.

Distance learning can motivate the unemployed because they can save on time and expenses and it is also more appropriate and safe from the point of view of health since it diminishes the risk of contracting Covid or any other contagious disease.

4. Methods of distance learning for target groups

Name of the workshop	This is Me
Method	Drawing
Purpose/goals	In a relaxed environment, the participants explore who they are, their job interests and become motivated for upcoming content. Their wellbeing is improved through creative expression.
Short description	Each participant draws a picture of themselves in any form (as a person, animal, plant, object, concept…). Everyone presents their drawing and their characteristics, interests and positive traits that are represented in the picture.
Online tools	Videoconference (such as Zoom, MS Teams…)
Didactic accessories	• Piece of paper • Pencils, colored pencils, colored pens • Music
Recommended number of participants	Up to 8
Duration	45-60 minutes
Step-by-step instructions for the workshop	1. The mentor gives instructions for drawing. The participants prepare the necessary supplies. 2. The mentor plays music that creates a relaxed atmosphere and encourages creativity. 3. The participants draw and color any form of themselves (as a person, animal, plant, object or concept). 4. Each participant presents their drawing. They show it to others through the camera and talk about themselves with the help of the picture. The mentor encourages them with further questions (traits, interests,

	feelings…) and helps them explore their characteristics, interests and advantages.
	5. The mentor writes down the answers of each participant. As the workshop concludes he or she shares their screen and sums up the purpose of the workshop.
	6. The workshop ends with a discussion – evaluation: What did the participants discover about themselves? How do they feel?
Adjustments to distance learning: what we need to pay attention to, possible obstacles…	1. It is important that the work is conducted in a relaxed atmosphere, that the group feels connected, that the drawing techniques are not judged and that the drawings are accepted as they are.
	2. The supplies should be provided beforehand in case any of the participants do not have paper and pencils.
	3. If possible, the participants should scan and send or share their drawings so everyone could see them properly.
	4. Later the participants can try to find and connect different occupations to the interests that they presented (the mentor presents the descriptions of different occupations).

Name of the workshop	What's the truth?
Method	Pro et contra
Purpose/goals	Through discussion, the participants try to dispel stereotypes about the job market.
Short description	The participants are divided into two groups. One group defends while the other rejects a certain opinion relating to job market stereotypes. The groups take turns defending or rejecting the opinions.
Online tools	Videoconference (such as Zoom, MS Teams...)
Didactic accessories	Pen and paper
Recommended number of participants	4 – 10
Duration	60 – 90 minutes

Step-by-step instructions for the workshop	1. The mentor provides a selection of negative statements or stereotypes relating to the job market. Examples:
	    a. Working is not worthwhile
	    b. There aren't any jobs
	    c. You need to have connections to get a job (you need to know the right people)
	    d. Employers do not hire older workers
	
	 2. The mentor gives instructions for work. He or she chooses and presents the first opinion that is to be discussed by the groups.
	
	 3. The mentor divides participants into two groups in two separate virtual rooms and decides which group will defend and which will reject the selected opinion.

	4. In their separate rooms, each group finds at least 5-6 reasons for or against. One member of each group writes down the answers on a piece of paper.
	5. When the groups return to the main room, they take turns presenting their reasons for and against. The group that defends the opinion starts the discussion and the group that rejects answers and so on. The participants can include additional responses during the exchange.
	6. The finished discussion is followed by a reflection, in which they talk about the experience and their findings.
	7. The mentor picks another opinion and reverses the roles of the groups (the group that defended the opinion before is now the group that rejects the opinion and vice versa).
	8. The participants return to separate virtual rooms, where they exchange opinions for and against and carry out a joint discussion in a main room.
	9. The exercise is concluded with a final evaluation in which the participants share their experience on how they felt in different roles and how the role affected their opinion.
Adjustments to distance learning: what we need to pay attention to, possible obstacles…	1. The mentor should have advanced knowledge of online tools (division of groups into separate rooms).
	2. It is reasonable for the exercise to include an even number of stereotypes so that every participant gets a chance to defend and reject at least one opinion.

	3. It is possible that one of the participants could find the opinion too difficult to defend or reject, or that they will refuse to do so due to strong personal opinions about the statement. In this case, they will need additional encouragement.

Name of the workshop	What color are your eyes?
Method	Method of observation, perception, and emotion
Purpose/goals	Developing social skills: the participants improve their confidence and learn about the importance of eye contact with the people they speak to.
Short description	The participants learn about the importance of eye contact through personal experience: they introduce themselves while watching a photo of eyes, while making no eye contact and while maintaing eye contact.
Online tools	Videoconference (such as Zoom, MS Teams...)
Didactic accessories	A photo of eyes
Recommended number of participants	Up to 10
Duration	45 – 60 minutes
Step-by-step instructions for the workshop 　　1.	2. The mentor describes how the workshop will be conducted. 3. The participants deliberate and write down three sentences about themselves. 4. The mentor and the participants decide on an order in which they will speak. 5. The mentor shares their screen which shows a picture of eyes. The participants take turns according to the agreed-upon order and say the three sentences that they wrote down while looking at the eyes on the screen. 6. After they are finished, the mentor carries out a short intermediate reflection to see how the participants felt and how they perceived their eye contact with the photo.

	7. The exercise continues in pairs. The mentor divides the participants into two separate virtual rooms. The paired participants read out the sentences that they have prepared, each of them does this twice:
	
	    a. In the first round, they say the sentences while facing away from each other
	    b. In the second round, they say the three sentences while maintaining eye contact with their partner
	    c. The pair reflects: after they finish the exercise they talk about how they felt, what they experienced, observed and discuss any differences between the two rounds etc.
	
	8. Reflection and discussion within the group. The participants are called back to the main room, where each pair describes the process and the findings of the exercise.
	
	9. The mentor sums up the findings and adds to them the theoretical bases of the importance of eye contact. Then he or she checks how the exercise affected the participants.

Adjustments to distance learning: what we need to pay attention to, possible obstacles…	1. The mentor should have advanced knowledge of online tools (division of groups into separate rooms). In case of technical difficulties, the exercise can be carried out with the whole group, without separation. 2. In case of technical difficulties or if the participants do not have access to adequate equipment, the first part of the exercise can be carried out by drawing a pair of eyes on a piece of paper while the role of the partner in the second part of the exercise can be filled by a member of the household. 3. If division into separate rooms is not possible, the mentor can pair up the participants and

	decide on the order in which they will speak. In this way, the whole group can carry out the exercise together.

Name of the workshop	Guess if you can
Method	Method of gamification
Purpose/goals	The participants familiarize themselves with different occupations through a game
Short description	The participants try to guess different occupations. By asking questions, they try to gather as much information about each occupation as possible. The game is finished when they guess all the occupations. They sum up the characteristics of each occupation and conclude with a group conversation in which they evaluate their newly-acquired knowledge.
Online tools	Video conference (such as Zoom, MS Teams…) Group digital whiteboard (such as Jamboard, Notepad…)
Didactic accessories	Photos of occupations: https://www.mojaizbira.si/novice/poklicne-kartice
Recommended number of participants	Up to 8
Duration	60 – 90 minutes
Step-by-step instructions for the workshop	1. The mentor prepares photos of occupations (one photo per participant) 2. Each participant receives their assigned photo in their private messages. The participant becomes the "guardian" of their assigned occupation. 3. The participants and the mentor decide on an order in which the participants will guess the occupations (for example, by alphabetical order). 4. The participants/guardians of the occupation take a piece of paper and write down the name and the characteristics of the occupation shown on the photo that they receive: a description, what he/she does, suitable workplace, equipment/tools,

	product/service, knowledge/skill, psychophysical capabilities, work conditions, risks…
	5. The participants guess the occupations of the guardians, one by one, following the agreed-upon order of speaking. They begin with the first occupation on the list. When it is their turn, each individual can ask one question. The question must be formed in a way that allows the guardian to answer with YES or NO. Each question should be different from the previous ones so that the participants can receive as much information about an occupation as possible. The mentor writes down the questions answered with YES on the group digital whiteboard. When enough information is revealed, the next participant can try and guess the name of the occupation. If he or she does not succeed, the participants continue asking questions. The game is finished when they guess the occupation.

6. The participant guarding the occupation summarizes the characteristics of the occupation with the help of the notes written on the digital whiteboard. The participants exchange any experience relating to the occupation.

7. The game continues with the participants guessing the next occupation.

8. When the game is finished it is followed by a discussion that helps the mentors check the effects of the game. The mentor can use questions to encourage the discussion (for example, What did you learn? Which occupation surprised you the most? Which occupation did you particularly like? Why? What are the key skills of each/all occupations?) |
| Adjustments to distance learning: what we need to pay attention to, possible obstacles… | 1. In case the participants cannot see their assigned photo well enough, the mentor can write down the name of the occupation instead. |

	2. Number of participants: If the group is large, the mentor can lower or limit the number of occupations (for example, two guardians per each occupation). The game can also be played with a single participant with whom the mentor can take turns trying to guess the occupations. 3. If the participants lose their focus, the mentor can add a break or come to an agreement with the participants to stop/conclude the game. 4. It is crucial for the order in which the participants will ask questions to be agreed upon ahead of time. This prevents everyone from asking questions at the same time and ensures that each participant will get their turn to guess. 5. The mentor encourages the participants to ask different questions and to try to gain as much information about the occupations as possible.

Name of the workshop	The best me
Method	Method of grading
Purpose/goals	Through this workshop, the participants learn about the importance of a written introduction to an employer, about key elements and most frequent mistakes and learn how to improve their written introduction.
Short description	The participants exchange the written introductions (CVs with an accompanying letter or applications for a job) that they use when seeking employment or that they prepared prior to the workshop based on the mentor's instructions. Each of them reads and then grades the written works of their colleagues and gives feedback with suggestions for improvement.
Online tools	Videoconference (such as Zoom, MS Teams…) Group digital whiteboard (such as Jamboard, Notepad…) E-mail or regular mail
Didactic accessories	Pens and paper
Recommended number of participants	Up to 10
Duration	60 – 90 minutes
Step-by-step instructions for the workshop	1. The participants are given instructions prior to the meeting: they choose one of the written introductions to the employer or prepare an introduction based on the mentor's instructions. Written introductions are sent to the mentor via e-mail or regular mail. The mentor gathers the written introductions and forwards them to another participant. When doing so, the mentor must be careful not to send the introduction back to its author. 2. At the meeting, the group receives instructions from the mentor.

	3. The participants first work individually: each of them assumes the role of the employer and reads the written introduction that they received via e-mail or regular mail. The mentor can help them during the preparation of feedback by asking further questions:
	
	   a. What did they like most about the written introduction?
	   b. What didn't they like? Is there any information missing?
	   c. Is there any excessive information?
	   d. Did the author appropriately introduce him / herself to the employer?
	   e. Suggestions for improvement…
	
	Further questions or reminders can be shared on the screen. The participants are encouraged to use the sandwich feedback technique.
	
	4. Then the mentor shares the written works on the screen, one by one. The participant who graded the piece of writing introduces themselves and relays their findings, opinion and suggestions for improvement. The other participants may also take part.
	
	5. After the presentations of all written works and their feedbacks, the participants and the mentor summarize the main features of a good written introduction to an employer. The mentor writes these features down on the virtual whiteboard.
	
	6. The mentor concludes the workshop with a reflection: the participants talk about their experience and how they felt while reading the introductions and receiving the grades from their colleagues. Did they find the feedback helpful? How will they change/improve their introduction? How did it make them feel?

Adjustments to distance learning: what we need to pay attention to, possible obstacles…	1. It is important for all the participants to prepare for the meeting ahead of time (choose and write their CV and send it to their mentor). 2. The mentor must ensure that the participants are well prepared and familiarized with the proper way of giving feedback. 3. The workshop is conducted in a group where the participants know each other well and the atmosphere is pleasant. 4. Prior to the workshop, the mentor assesses whether or not the participants are capable of reading a text and presenting their feedback. 5. The mentor can decide to leave out the individual grading of introductions. In this case, the mentor shares the written works on the screen and reads them out loud, while the participants give feedback and offer suggestions for improvement. 6. The mentor can also conduct this method individually, with only one participant, in which case the mentor prepares the feedback.

Name of the workshop	Let's role play
Method	Role play
Purpose/goals	Through personal experience (putting themselves in somebody else's shoes), the participants acquire the skills needed for a successful job interview. They become familiar with possible questions and answers, they become aware of their non-verbal communication and think about their feelings.
Short description	In groups of three, the participants act out the job interview: one of them plays the role of the employer, one of them plays the role of the jobseeker and one of them is an observer. If possible, the conversation should be recorded. The group watches the recordings, the participants share their experiences and feelings and assess the conversations.
Online tools	Videoconference (such as Zoom, MS Teams…)
Didactic accessories •	• Reminder for the jobseeker's introduction • Employer's list of questions for the interview • Reminder for the observer: verbal (content) /non-verbal communication (facial expression, voice, gaze, body language…)
Recommended number of participants	6 – 12
Duration	60 – 90 minutes
Step-by-step instructions for the workshop	1. The mentor gives instructions for role play. The participants and the mentor look through the material or the equipment. 2. In the chat, the mentor uploads material for all three roles: jobseeker, employer and observer. 3. The mentor divides the participants into groups of three and puts them in separate rooms. The mentor also selects the occupation for each job interview ahead of time.

	4. The participants come to an agreement on how to assign roles on their own. They use the material in the chat to prepare for their roles:
	   a. Jobseeker: prepares a short introduction for the employer (the introduction should last one minute)
	   b. Employer: picks 3-5 questions from the list of questions
	   c. Observer: gets acquainted with the reminder to observe; keeps track of time and encourages the start of the conversation
	
	5. Role play (10 minutes):
	   a. The jobseeker briefly introduces him or herself to the employer.
	   b. The employer asks the jobseeker questions and the jobseeker answers
	   c. The observer follows the conversation and the participants' verbal and non-verbal communication
	
	6. Evaluation in separate rooms: each participant describes their experience with their role:
	   a. Jobseeker: how the questions made them feel, how they decided on their answer, which parts they found challenging…
	   b. Employer: how/why they chose the questions, were they happy with the answers, how they felt during the interview, how they would answer the same questions…
	   c. Observer: how the jobseeker and the employer responded, observations of verbal and non-verbal communication, possible notes on what could have been done differently
	
	7. Joint evaluation: the participants leave the separate rooms and return to the main room. Each group gives a report on their job interview: how the introduction went, which questions the employer asked, how the

	jobseeker answered, how non-verbal communication was included in the conversation… The mentor asks further questions to encourage the presenters and elicit responses from other participants. 8. The mentor and the participants summarize the instructions on how to prepare for a job interview.
Adjustments to distance learning: what we need to pay attention to, possible obstacles…	1. In case the participants are not able to open the attachments (reminders), the mentor should present them in detail to the whole group. 2. The mentor should have advanced knowledge of online tools (division of groups into separate rooms). They need to check whether the participants are divided appropriately. In case of technical difficulties, the exercise can be carried out with the whole group, without separation. 3. If separation into different rooms is not possible, the role play takes place in front of the whole group. 4. Prior to the workshop, the mentor selects well-known occupations for the role play. The participants can change their assigned occupation if they wish. 5. If the participants cannot agree on how to assign the roles, the mentor assigns them instead. 6. During the role play, the mentor checks on the rooms and observes the participants, gives them notes and supports them. 7. If knowledge and technical capabilities allow, the mentor and the participants can record the job interviews. The group then watches the recordings during evaluation.

	8. If the mentor assesses that the workshop could be too demanding for the participants, they can put together a script for each room. 9. If there is enough time, the participants can switch roles (each of them plays all three roles).