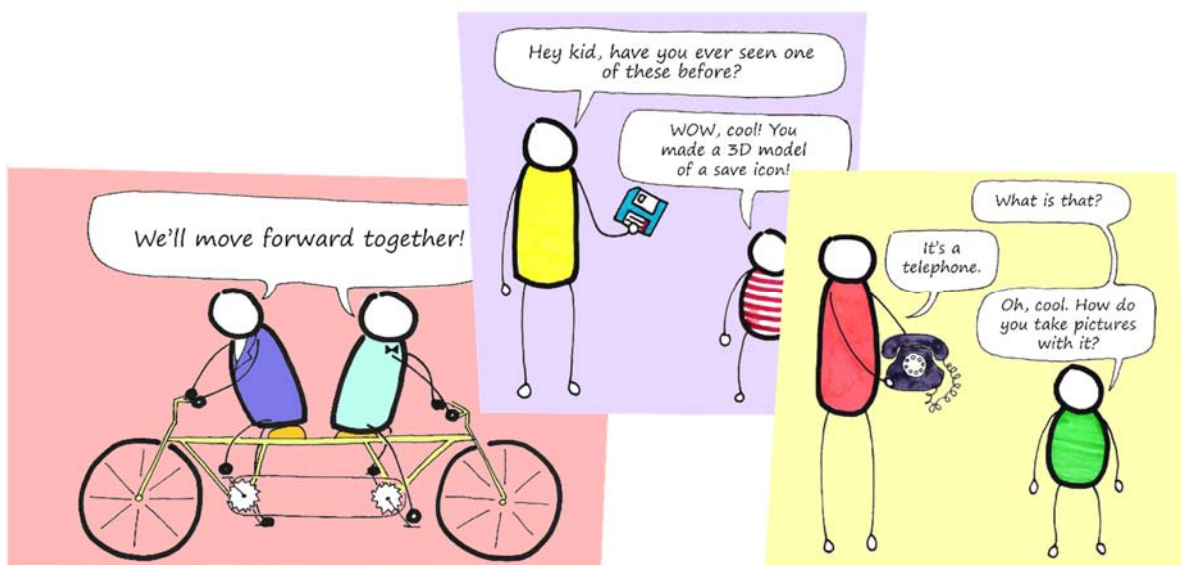


Intellectual Output 1 - Research on youth work in Croatia, Italy, Latvia and Lithuania

National Report Template (Lithuania)

Table of contents

Introduction.....	2
The current situation of Youth Work	4
<i>A thoughtful scenario of local/national Youth Work.....</i>	4
<i>The national legal framework of youth work</i>	4
<i>Cooperation with relevant stakeholder</i>	6
<i>Policy impact/influence</i>	8
<i>Reaching out to young people</i>	9
<i>Usage/exploitation of digital tools</i>	10
The Youth Work HD eLearning platform	13
<i>Challenges and opportunities for a blended training course for Youth Workers</i>	13
<i>Analytical review of local/national OERs for Youth Workers</i>	13



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Introduction

Max. 1 page

Please, describe here:

- ➔ The organization that was responsible for the research
- ➔ The information sources you have used for the identification of already existing open educational resources for youth workers
- ➔ The local/national/international stakeholders that have been involved in the conduction of the research (online survey and focus groups)

The organization, responsible for the project in Lithuania, is Association "Langas į ateitį". The mission of the "Langas į ateitį" alliance is to promote the use of internet and e-services in Lithuania and hereby stimulate the growth of the standard of living, as well as Lithuania's competitiveness among European and other countries of the world. "Langas į ateitį" is engaged in those fields of activities: establishment of public internet access points, training of the population to use information technologies, encouragement to develop and use e-services. "Langas į ateitį" in a close cooperation with Lithuanian Labour Exchange and Youth job centers actively contributes to work with young people and youth workers. There are 46 Youth job centers in Lithuania. The Youth job center is a place where young people can get different services like information and counseling on job search, career guidance issues. The youth can get important information how to write an appropriate CV or cover letter. Youth job centers organize series of events for different target groups like students, graduates or young people without a profession. All the events are organized in a close cooperation with relevant stakeholders. All the youth workers working with young people in Youth job centers have direct contact with youth, so various training methods are always needful and regularly used.

Various material and resources were used during the desk research, like online learning platforms, online publications, online learning guides, learning sets like Learning set Learning cards, which allows more creative way of learning, methodological material, official recommendations for institutions and organizations, working with troublesome behavior, open online training courses, internet websites as additional sources of learning, lists of youth organizations, which provides learning for youth workers, youth policy publications. The investigation of those materials was carried out through the online key-word search, the search of web-pages of organizations that work with young people. The search was conducted in Lithuanian and English languages. During the desk research no online educational platform specifically developed for youth workers that enables interaction and the knowledge tests was found. Mostly of resources are available in pdf. format. Some of them like learning set Learning cards (<http://www.jrd.lt/uploads/Methodiniai%20leidiniai/2013%20m.%20Mokymosi%20kortos.pdf>) present a way of learning in a form of game.

The public authorities, PES, business partners, youth workers, youth, start up members, youth policy makers have been involved in the conduction of the research (online survey

and focus groups). The stakeholders that work with young people on local and national level, included in the conduction of the research, were reached by using contacts database of organizations that work with the youth and partners lists of Lithuanian Labour Exchange as well as Youth job centers. Besides that, invitation for the online questionnaire was distributed via Youth job centers, organizations that work with young people. The organizations and companies involved in the research are as follows:

Lithuanian Labour Exchange, Youth job centers, company UAB "Dorega", public organization VšĮ "Unikategorija", company UAB "Ledausta", Center for special education and employment of Utena city, company UAB "Upa", company "S. Vaiginio IĮ", company UAB "Liutgaras", student organization of Vilnius Gediminas Technical university, Children and youth employment center, Youth affairs department under the Ministry of social security and labour.

The current situation of Youth Work

A thoughtful scenario of local/national Youth Work

Please, based on the results on the online survey and the focus groups, describe here:

- ➔ The national legal framework and major stakeholders
- ➔ The demographic and professional representation of youth workers in your country
- ➔ The most represented sectors where youth workers operate in your Country
- ➔ A general training needs analysis focused on the four thematic areas covered by the project

The national legal framework of youth work

According to the Description of the activities of youth workers, which was adopted by the Ministry of Social Security and Labour on 14 May, 2013, **Youth worker** is an adult person, who works with young people (in Lithuania people aged 15 to 29) in their spare time and seeks their personal and social development both through individual work with different people, as well as work in groups. Youth worker should have the necessary competencies to carry out functions, related to youth work. Youth workers can work in different areas of institutions and organizations. Youth work activities and work subjects are defined according to the needs of young people and priorities of public policy areas (sports, education, culture, health, etc.). The activities of youth workers are oriented to education process of young people and are focused on qualitative rather than quantitative results.

The majority of Youth workers are involved into the process of implementation of the Youth guarantee in Lithuania, which is coordinated by the Ministry of Social Security and Labour and implemented by the Department of the Youth Affairs, Lithuanian Labour Exchange and other partners (NGOs, employers' representatives and others). We do have also 46 Youth Job Centers, which operate under the Lithuanian Labour Exchange. The system of the Youth Job Centers allows the professional Youth workers reach the young people in the whole country. The Youth job center is a place where young people can get different services like information and counseling on job search, career guidance issues. The youth can get important information how to write an appropriate CV or cover letter. Youth job centers organize series of events for different target groups like students, graduates or young people without a profession. All the events are organized in a close cooperation with relevant stakeholders. All the youth workers working with young people in Youth job centers have direct contact with youth, so various training methods are always needful and regularly used. Youth job centers regularly organize guidance activities in educational institutions, communicate with career counsellors in schools.

The major stakeholders are public organizations, NGOs, employers' representatives, representatives of social, educational institutions, student organizations. In a field of youth work in Lithuania, most of stakeholders are represented in the process of

implementation of the Youth guarantee and the programs for youth, which are related to this initiative. Activities for youth are organized in partnerships with students organizations, media, public institutions and organizations as military service, State labour inspectorate, tourism and information centers, municipalities, youth culture and leisure clubs, Lithuanian National Union of Students, global platform for young people AIESEC, private employment agencies.

Lithuanian Labour Exchange implements ESF project "Discover yourself", by which cooperation, based on partnership is developed. The partners of the project are 10 local labour exchange offices, the Department of youth Affairs under the Ministry of social security and labour and 57 organizations, working with youth. The aim of the project is to increase the motivation and support transition from inactivity to work.

Project Management and Training Center together with 10 public and private partners is implementing the project "New communication and cooperation model for better information about the youth guarantee" in Lithuania, funded by ESF. This project is a pilot initiative to develop a new information and communication model between the social partners. This model is based on the concept that all documents, web pages and other publicly available information must be aggregated and systematized. Furthermore, it will enable quickly reach and engage young people, using IT solutions and additional publicity measures.

From September 2016, the Lithuanian Labour Exchange organizes 60 informative events' campaign in all municipalities. It includes discussions and visits to companies in cooperation with project partners. It is expected to strengthen cooperation at local level and increase youth awareness about the Youth guarantee benefits and accessibility to individualized information and services.

The results of an online research on the needs of youth workers in Lithuania

According to the research, the average age of youth worker in Lithuania is 34 years old, 9 % - male, 91 % -female. Most of the youth workers have either a Bachelor (56 %) or a Master degree (40 %). In the field of the participants' vocational backgrounds, a wide spectrum of professions was shown. The most represented sectors where youth workers operate in Lithuania are as follows: Public employment service, environment, ICT and digital, health-care, culture and heritage, music and arts. The results of our research show that the youth work is most represented in schools (39%) and community centers (21%). Moreover, it includes, outdoor work (7%), cultural centers (6%), libraries (5%), sport clubs (3%). In the "other" category (17%) participants stated employment services, universities, private companies, NGOs, public organizations.

In the research, the participants were supposed to sort the aspects of youth work according to their relevance. It is shown that the most relevant aspect is reaching out to young people (104 participants), followed by cooperation with relevant stakeholders (61 participants), usage/exploitation of digital tools (55 participants) and policy impact/influence (19 participants).

In order to increase the quality of youth work, participants of the research had to self-evaluate their competencies in the four areas of the Youth Work HD project's focus of research (with the estimation from 1.00 to 5.00, where 1.00 designates incompetent youth worker, and 5.00 an expert youth worker). The aim of the self-evaluation of the

participants was to estimate the needs of youth worker for developing specific competencies. In the area of cooperation with relevant stakeholders, low to medium level of competence was estimated (estimation range from 2.95 to 3.64). In the areas of policy impact/influence, reaching out to young people and usage/exploitation of digital tools, medium level of competence was estimated (estimation range from 3.10 to 3.90).

Cooperation with relevant stakeholder

Please, based on the results on the online survey and the focus groups, describe here:

- The most important competencies to be developed for the up-skilling of youth workers in this specific area
- A brief description, with links and useful reference, of the open educational resources that you have identified at EU and national level
- The learning methods identified during the focus group
- The composition and the characteristics of the participants at the focus group, by filling the table below

In the area of cooperation with relevant stakeholders, a set of three categories of competence was underlined:

(1) **communication and recognition of youth's needs**, which includes public speaking, persuasive communication, effective presentation and recognition of the youths' needs and goals

(2) **maintenance of the cooperation with stakeholders**, which includes building and maintaining collaborative relationship, through negotiation and adaptability, taking advantage of multi stakeholders cooperation and funding opportunities

(3) **legal and administrative framework of cooperation**, related to the strategic analysis of stakeholders' priorities and expectations, including the legal and administrative framework, as well as their relevance to the youths and community development.

During the focus group discussion, participants mentioned following additional competencies to be developed for the up-skilling of youth workers in this specific areas: effective negotiation, effective moderation of discussions, strategic analysis of stakeholders' priorities and expectations, including the legal and administrative framework, as well as their relevance to the youth and community development.

With the online research, self-evaluation of youth workers on their skills and competencies in the area of the cooperation with relevant stakeholders was established. The competencies, linked to the legal and administrative framework of cooperation, were evaluated with 2.95 out of 5.00. The competencies, linked to the communication and recognition of youth's needs, were evaluated with 3.64 out of 5.00 and the

competencies, linked to the maintenance of the cooperation with stakeholders, were evaluated with 3.43 out of 5.00.

Open educational resources in the area of cooperation with relevant stakeholders:

- Publication [*"Experiences of cooperation between the formal and non-formal sector in training youth workers"*](#). The publication is a result of a small practice mapping exercise, which was carried out in the framework of European Training Strategy of the Youth in Action Programme (2007-2013). The compilation of experiences described in this source serves to motivate the training providers in different educational sectors to cooperate in order to better equip youth workers with the competencies needed to work with and for youth.
- Lithuanian-Swiss cooperation Programme [*"Funding opportunities and planning"*](#). The study seeks to introduce relevant fundraising practises from abroad, identify potential local funding sources, outline the key areas to invest in order to grow organization's ability to attract alternative funds, strengths and weaknesses in relation to fundraising.
- Publication [*"Youth organizations setting up cooperatives"*](#). The toolkit urges youth organizations rethink their fundraising strategies, to encourage them to reposition themselves within a changing environment. The content of toolkit is based on various online resources and professional experiences in cooperation with experts and partners.

The learning methods identified during the analysis of the focus group: the most productive learning method would be mixed learning (online + face-to-face classroom meetings), because it is the best way to communicate and online communication will never replace face-to-face discussions. The other method proposed by the focus group is to record a video of face-to-face class learning and after that share the video with online participants who would like to use it. This kind of training would be more accessible to a wider audience. The learning should be simple to use, attractive, interactive.

- ⇒ The composition and the characteristics of the participants at the focus group, by filling the table below

	Type of participant	Gender	Age	Main field of work	Type of organisation	Age-range of youths (only for YWs)
1	Expert youth worker	Female	30-39	Sport	Public organization	17-20
2	Expert youth worker	Male	40-49	Politics	Public relations	21-25
3	Public officer	Male	50-59	Social environment	Municipality	
4	Business representative	Male	50-59	Business	Private company	
5	Start-upper	Female	30-39	Star-up	Self-employment	

Policy impact/influence

Please, based on the results on the online survey and the focus groups, describe here:

- ➔ The most important competencies to be developed for the up-skilling of youth workers in this specific area
- ➔ A brief description, with links and useful reference, of the open educational resources that you have identified at EU and national level
- ➔ The learning methods identified during the focus group
- ➔ The composition and the characteristics of the participants at the focus group, by filling the table below

In the area of policy impact/influence, two types of competencies were recognized:

(1) **policy impact through activities**, which includes strategic planning of activities for policy influence, monitoring and evaluation

(2) **policy understanding**, which includes analytical and critical understanding of policy documentation, statistics and socio-economic trends.

While self-evaluating their competencies in the area of policy impact/influence, participants of the online research estimated medium level of competencies: average estimate of 3.26 for policy understanding, and 3.10 for policy impact through activities.

Open educational resources in the area of policy impact/influence:

- Publication "[*Practical guide on cross-sectorial cooperation prepared by the Lithuanian Youth Council*](#)". The aim of this practical guide is to develop key competencies and provide tools to youth workers and specialists dealing with youth issues how to foster and implement cross-sectorial cooperation and create cooperation structures in their realities at local level.
- [*Methodology of national youth organization activities and quality improvement*](#). The methodology consists of description of efficiency research of youth organization, description of evaluation criteria giving a detailed determination of indicators in four main areas, and evaluation sheets, which let to find out what is the performance profile of organization.

The learning methods identified during the research of the focus group: most of the focus group members prefer blended courses and online learning. The most important thing in this field is that the personnel which is responsible for the youth and are practitioners in this field, would be included in the learning process.

- ➔ The composition and the characteristics of the participants at the focus group, by filling the table below

	Type of participant	Gender	Age	Main field of work	Type of organisation	Age-range of youths (only for YWs)
1	Expert in policy influence	Female	18-29	EURES network communication	Public Employment Service	
2	Expert youth worker	Female	18-29	Education	Public Employment Service	21-25
3	Expert youth worker	Male	18-29	Unemployment service	Public Employment Service	17-30
4	Youth policy maker	Female	18-29	Recruitment issues	Public Employment Service	17-30
5	Youth policy maker	Female	30-39	Recruitment issues	Youth job center	12-30

Reaching out to young people

Please, based on the results on the online survey and the focus groups, describe here:

- ➔ The most important competencies to be developed for the up-skilling of youth workers in this specific area
- ➔ A brief description, with links and useful reference, of the open educational resources that you have identified at EU and national level
- ➔ The learning methods identified during the focus group
- ➔ The composition and the characteristics of the participants at the focus group, by filling the table below

In the area of reaching out to young people, three sets of competencies were recognized:

(1) **analysis of the youth's needs**, which includes carrying out needs' analysis for the elaboration of individual mentoring and coaching plans

(2) **communication and social skills**, which includes effective public relation and communication through social media, emotional intelligence and social sensitivity

(3) **project management and organization skills**, which includes project management, logistic and organizational skills, problem solving and creativity.

During the focus group discussion, participants mentioned following additional competencies to be developed for the up-skilling of youth workers in this specific areas:

stress management, reading of body language, psychological aspects, influence making, generation differences (X-Y-Z) – how to reach them?

While self-evaluating their competencies in the area of reaching out to young people, participants of the online research estimated medium level of competencies: average estimate of 3.64 for communication and social skills, 3.36 for analysis of the youth's needs, and 3.66 for project management and organization skills.

Open educational resources in the area of reaching out to young people:

- Learning set "[Learning cards](#)". This set consists of learning experience and various training sessions. This set consists of different methods of quotes on different pedagogical attitudes like learning to learn, learning by doing, self learning, formal, non-formal education systems, learning values and practices and a variety of learning features like creativity, changes, pressure.
- Publication "[Recommendations for institutions and organizations, working with troublesome behaviour](#)". The objective of this publication is to deal with the problems of social excluded, delinquent behaviour, vulnerable or disadvantaged youth and to increase the employment opportunities.

The learning methods identified during the reserach of the focus group are: informal learning methods, experiential activities, inviting of professional lectors in this field, learning of new creative solutions, coaching.

- ⇒ The composition and the characteristics of the participants at the focus group, by filling the table below

	Type of participant	Gender	Age	Main field of work	Type of organisation	Age-range of youths (only for YWs)
1	Expert youth worker	Male	18-29	Education	Student organization	17-25
2	Expert youth worker	Female	18-29	Environment	Public organization	12-16
3	Youngster	Female	18-29	Student		
4	Youngster	Female	18-29	Student		
5	Expert in communication	Female	50-59	Business	Private company	

Usage/exploitation of digital tools

Please, based on the results on the online survey and the focus groups, describe here:

- ⇒ The most important competencies to be developed for the up-skilling of youth workers in this specific area
- ⇒ A brief description, with links and useful reference, of the open educational resources that you have identified at EU and national level

- ➔ The learning methods identified during the focus group
- ➔ The composition and the characteristics of the participants at the focus group, by filling the table below

In the area of usage/exploitation of digital tools, three sets of competencies were recognized:

(1) **digital creativity**, which includes open digital content production and digital creativity

(2) **usage of ICT tools in the conduction of activities**, which includes effective use of ICT tools for the training and working activities with the youths

(3) **usage of ICT tools in youth work**, which includes exploitation of digital and online collaboration tools for own personal work.

While self-evaluating their competencies in the area of usage/exploitation of digital tools, participants of the online research estimated medium level of competencies: average estimate of 3.90 for usage of ICT tools in youth work, 3.65 for usage of ICT tools in the conduction of activities, and 3.11 for digital creativity.

Open educational resources in the area of usage/exploitation of digital tools:

- [*“Methodological material for media and information literacy”*](#). The purpose of this material is to help education media and information literacy of young people as well as people working with youth, teaching them to search, select and critically evaluate information from a variety of sources, and to take advantage for possibilities.
- Open online training course [*“Safe communication in a virtual space”*](#). The main objective of this course is to form safe online communication skills. After this training course students and people working with youth are able to safely communicate in a virtual space.
- Internet website [*“epilietis.eu”*](#). This website is aimed to for those who want to improve their ICT skills and learn how to use public and private e-services. The learning material content presentation is designed for those who need encouragement and help in acquiring ICT skills: most relevant public and private e-services are presented in a simple way, along with useful links, helpful tips, learning material as well as tests for knowledge evaluation. In assistance of this website people can acquire skills enabling them to use e-services effectively and safely.

The learning methods identified during the focus group: interactive, includes webinars, visual elements, as well as quizzes/tests, multiple media and high-quality content.

- ➔ The composition and the characteristics of the participants at the focus group, by filling the table below

	Type of participant	Gender	Age	Main field of work	Type of organisation	Age-range of youths (only for YWs)
1	Expert youth worker	Female	40-49	Music and arts	Educational institution	12-30
2	Expert youth worker	Female	50-59	Environment	Public company	12-16
3	Digital/social innovator	Male	30-39	ICT and digital	Private company	
4	ICT expert	Female	18-29	ICT and digital	Private company	
5	Expert in web marketing	Female	18-29	ICT and digital	Private company	

The Youth Work HD eLearning platform

Challenges and opportunities for a blended training course for Youth Workers

Please, follow-up on the main issues discussed in occasion of the four national focus groups and provide an overview of the main challenges and opportunities for the piloting of the Youth Work HD course in your country. In particular:

- Argument on the favorite learning methodologies of youth workers and their actual experience with eLearning platforms
- List and justify the presence of the most mentioned features that the Youth Work HD platform should include in order to meet the needs and the expectations of the target group

To the question what are preferred features for online platforms, participants of the online research answered, that it should provide the opportunity to meet/cooperate with stakeholders (54 answers), include good practices and references for additional information (73), is fun and easy to use (77), structured into small learning blocks (54), include multiple media and of high-quality (50), is graphically appealing (54), include right answers and/or feedback to wrong ones (76), provide certificates (75), based on a badging system (15), should be in mother tongue (96), should be in English (31), should introduce to an international learning environments (49), support Peer learning (55), include team tasks (52), allow collaboration with other participants (82), include quizzes/tests (61), provide evaluation of tasks (49), include webinars (68), include online mentors (52), very visual (49), integrated with work to do with youths (115), include project based learning (38), interactive (66).

According to the focus groups discussions, the youth workers in Lithuania prefer blended learning (online + face-to-face classroom classes), because it is the most effective way of communication with each other and sharing of experience. The experience with eLearning platforms is not as good as it could be – eLearning platforms are usually quite difficult to use, they are not attractive visually, with lots of unnecessary information included. The youth workers in Lithuania would like to use professional assistance or mentoring in the learning process.

According to the focus groups discussions, Youth Work HD platform in order to meet the needs and the expectations of the target group should include: good practices and references for additional information, should be fun and easy to use, right answers and/or feedback to wrong ones, should allow possibility to collaborate/communicate/chat with other participants and/or stakeholders, provide evaluation of tasks, include online mentors, be highly interactive.

Analytical review of local/national OERs for Youth Workers

Various material and resources were used during the desk research, like online learning platforms, online publications, online learning guides, learning sets like Learning set Learning cards, which allows more creative way of learning, methodological material, official recommendations for institutions and organizations, working with troublesome behavior, open online training courses, internet websites as additional sources of

learning, lists of youth organizations, which provides learning for youth workers, youth policy publications. The investigation of those materials was carried out through the online key-word search, the search of web-pages of organizations that work with young people. The search was conducted in Lithuanian and English languages. During the desk research no online educational platform specifically developed for youth workers that enables interaction and the knowledge tests was found. Mostly of resources are available in pdf. format. Some of them like learning set Learning cards (<http://www.jrd.lt/uploads/Metodiniai%20leidiniai/2013%20m.%20Mokymosi%20kortos.pdf>) present a way of learning in a form of game.

During the desk research, 12 OERs were selected. 11 OERs were PDF handbooks and 1 webpage.

2 of selected OERs were in English language, 8 in Lithuanian and 2 in Lithuanian + English.

The following topics in OERs were covered:

Cooperation with relevant stakeholders – 3 OERs;

Reaching out to young people – 2 OERs;

Usage of ICT tools – 3 OERs;

Cooperation with relevant stakeholders + Policy impact – 3 OERs;

Cooperation with relevant stakeholders + Reaching out to young people – 1 OER.

All of selected OERs are recommended.

CONCLUSIONS

According to the Description of the activities of youth workers, which was adopted by the Ministry of Social Security and Labour on 14 May, 2013, **Youth worker** is an adult person, who works with young people (in Lithuania people aged 15 to 29) in their spare time and seeks their personal and social development both through individual work with different people, as well as work in groups. Youth worker should have the necessary competencies to carry out functions, related to youth work. Youth workers can work in different areas of institutions and organizations. Youth work activities and work subjects are defined according to the needs of young people and priorities of public policy areas (sports, education, culture, health, etc.). The activities of youth workers are oriented to education process of young people and are focused on qualitative rather than quantitative results.

The majority of Youth workers are involved into the process of implementation of the Youth guarantee in Lithuania, which is coordinated by the Ministry of Social Security and Labour and implemented by the Department of the Youth Affairs, Lithuanian Labour Exchange and other partners (NGOs, employers' representatives and others). We do have also 46 Youth Job Centers, which operate under the Lithuanian Labour Exchange. The system of the Youth Job Centers allows the professional Youth workers reach the young people in the whole country. The Youth job center is a place where young people

can get different services like information and counseling on job search, career guidance issues. The youth can get important information how to write an appropriate CV or cover letter. Youth job centers organize series of events for different target groups like students, graduates or young people without a profession. All the events are organized in a close cooperation with relevant stakeholders. All the youth workers working with young people in Youth job centers have direct contact with youth, so various training methods are always needful and regularly used. Youth job centers regularly organize guidance activities in educational institutions, communicate with career counsellors in schools.

By disseminating the online questionnaire, the stakeholders that work with young people on local and national level, included in the conduction of the research, were reached by using contacts database of organizations that work with the youth and partners lists of Lithuanian Labour Exchange as well as Youth job centers. Besides that, invitation for the online questionnaire was distributed via Youth job centers, organizations that work with young people.

The learning methods identified during the analysis of the focus group: the most productive learning method would be mixed learning (online + face-to-face classroom meetings), because it is the best way to communicate and online communication will never replace face-to-face discussions. The other method proposed by the focus group is to record a video of face-to-face class learning and after that share the video with online participants who would like to use it. This kind of training would be more accessible to a wider audience. The learning should be simple to use, attractive, interactive.