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## **Task 1.4: Development of National report- LITHUANIA | IO1: Assessment of prior IT-related learning background and skillset of third country nationals**



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## Brief national report structure

- 1) Brief summary of the desk research exercise identifying the prior learning background and existing skillset of TCNs in each partner country.

In Lithuania, there are almost **58,000 foreigners** (having temporary or permanent residence permits), which is about 2% from general population. This number has increased about 63% in last 5 years<sup>1</sup>. The clear majority is from Ukraine (28%), Belarus (20%) and Russia (21%), as well as arrivals from other EU countries. More and more foreigners from India, the United States, Turkey, Syria and other countries are coming to Lithuania. The information is based on a data from annual report of Migration Department of the Republic of Lithuania (2018).

*Asylum seekers.* Lithuania has three forms of asylum: refugee status (permanent), subsidiary protection (granted for two years with the possibility to be prolonged) and temporary protection. Lithuania usually grants subsidiary protection. Despite the European Union experiencing the biggest influx of migrants due to the conflicts that are happening around the world, the number of asylum seekers in Lithuania remains the same – on average 490 asylum applications per year. Most applications are received from Syria, Russia, Afghanistan, Belarus, Azerbaijan and Tajikistan<sup>2</sup>. In 2018 there were about 280 asylum seeker applications in Lithuania<sup>3</sup>.

The analysis of the political<sup>4</sup>, strategical<sup>5</sup> and law<sup>6</sup> documents shows that the integration of third-country nationals receives considerable attention and this is taken care of by the Ministry of Social Affairs and Labour through the established foundation. It is also shows that the integration of third-country nationals primarily organises through the teaching of the Lithuanian language, the organization of vocational training courses for foreigners and the recognition of their qualifications; no specific policy

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<sup>1</sup> Migration Department of the Republic of Lithuania. Official statistics (2018). <https://www.migracija.lt>

<sup>2</sup> The ministry of the Interior Issues of the Republic of Lithuania (2018). Migration Yearbook. <https://osp.stat.gov.lt/services-portlet/pub-edition-file?id=33220>

<sup>3</sup> Migration data portal <https://migrationdataportal.org>

<sup>4</sup> <https://socmin.lrv.lt/lt/veiklos-sritys/es-investicijos/prieglobscio-migracijos-ir-integracijos-fondas>

<sup>5</sup> The Strategic Document for Integration of Third-Country Nationals. <http://www.diversitygroup.lt/wp-content/uploads/2016/11/TCN-Integration.pdf>

<sup>6</sup> <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/31d148100a1911e98a758703636ea610?positionInSearchResults=6&searchModelUUID=e27a4cd7-4ffa-4784-ba08-210980bd79ec&fbclid=IwAR1NSNs7gcW7ecN2juis0SaYJhRKQIDcpdIIRCs-dBa6lfjPUbcFyjqCen0>

documents, strategies related to ICT training, digital competence and its improvement for third-country nationals were found.

The data from Employment Service<sup>7</sup> indicate the majority of TCN come to Lithuania to work - chefs, wide profile builders, carpenters, drivers of international passenger transport vehicles. Distribution of employability according sectors shown in fig. 1

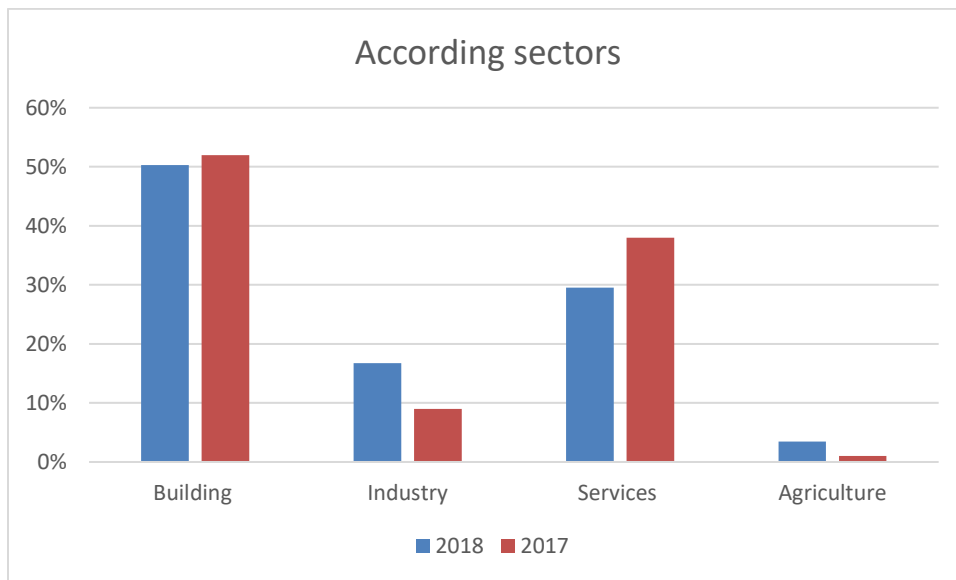


Fig.1. Distribution of employability according sectors

Other economical sectors in which TCN found employment are: Wood processing & production; }; Poultry manufacturing; Beauty & hairstyling; Food manufacturing; International service center; Automotive; Sewing & knitting.

Vocational training available for TCN (mostly in Russian and English language) only in large cities Vilnius & Kaunas: hairdresser, confectioner; builder, seamstress, painter, make-up artist.

Evaluation of professional competencies of TCN takes place at vocational education centres (VET) and at employer's workplace.

**Language learning and qualification confirmation.** One of the major obstacles that the new arrivals encounter is not being able to speak the language. It is quite difficult to learn the Lithuanian language; however, it is worth learning it if one wants to stay in Lithuania for a longer time. Several institutions organize courses in the Lithuanian language, and most them are in Vilnius. The individuals

<sup>7</sup> [https://www.ldb.lt/Informacija/Patarimai/PatarimaleskantiemsDarbo/Puslapiai/registracija\\_darbo\\_birzoje.aspx](https://www.ldb.lt/Informacija/Patarimai/PatarimaleskantiemsDarbo/Puslapiai/registracija_darbo_birzoje.aspx)



who have acquired a certain level of education and/or are holders of foreign qualifications willing to study at Lithuanian institutions of higher education may contact the appropriate institutions regarding assessment and recognition of foreign qualifications.

**Support and assistance**<sup>8</sup>. There are several websites, where migrants and foreigners can find a useful information related to different issues of moving/returning to Lithuania, concerning work, education, integration, socialization, housing and healthcare:

- The centre “**Renkuosi Lietuva**”<sup>9</sup>, using the method of single point of contact, provides consultations to those Lithuanians who are returning from abroad or anyone thinking of moving to Lithuania.
- The “**Return Home**”<sup>10</sup> organization
- The **IOM** (International Organization for Migration)<sup>11</sup> provides Assisted voluntary return and reintegration, Migration research, Integration and promotion of tolerance.
- The **Red Cross** organization<sup>12</sup> helps refugees to socialize, as well as provides a free social, psychological and legal assistance. . The organization is aimed at provision of services to promote the integration of third-country nationals and refugees, ensuring their safety, social and economic autonomy, guaranteeing basic needs and developing the competence to create a positive future in the host society. The services of the Center are intended for foreigners who have a residence permit but are not citizens of the Republic of Lithuania.

### **Digital literacy and ICT training**

Analyses of services in area of ICT identified that there are various events, promotions and separate ICT programs for adults. The employment services fund adult ICT courses by purchasing them from private

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<sup>8</sup> This chapter is based on in the Erasmus+ project report MyHandScraft Migrants` Hands & Skills to Create a Future Track

<sup>9</sup> <https://www.renkuosilietuva.lt/en>

<sup>10</sup> <http://www.returnhome.lt/en>

<sup>11</sup> <http://www.iom.lt/en/home.html>.

<sup>12</sup> <https://www.redcross.lt/pagalba-pabegeliams>.



suppliers. However, very few trainings targeted at third-country nationals has been identified. Also, such training is mostly in Lithuanian language<sup>13</sup>.

There are training on the basis of materials developed in transnational projects and based on a form of learning as a blended reversed training methodology is a good practice and an opportunity for third-country nationals to learn. Example could be ICARO project<sup>14</sup>. Using project capacity curriculum and training platforms for ICT skills prepared. The purpose is to provide learners with the basic skills required to use the internet for employment purposes including: searching for jobs online, creating and editing CV's, using employment websites, searching for employment information such as legislation. The module also equips learners with the knowledge required to keep their information safe online.

Another example could be DiSoCi<sup>15</sup>: Digital, Social and Civic Competences Development for Adult Educators Working with Migrants and Refugees. Intellectual outcomes as a result of projects usually is Open educational resources (OER) and could serve for TCN to develop ICT skills, as e.g. "JOB-YES: Choose a job not a dole"<sup>16</sup> Project No. 2014-1-LT01-KA204-000617

01.09. 2014 – 31.12. 2016. The Project offers innovative solutions to foster integration of people with disadvantaged background and fewer opportunities into the labour market by upgrading their low soft

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- <sup>13</sup> [https://www.aikos.smm.lt/Registrai/Kvalifikacijos-tobulinimo-programos/\\_layouts/15/Asw.Aikos.RegisterSearch/ObjectFormResult.aspx?o=KTP&f=KTPprog&key=205245&pt=of&ctx\\_sr=HgZ9eHhSO1JCtXEMkZ3pk2KiK1s%3d](https://www.aikos.smm.lt/Registrai/Kvalifikacijos-tobulinimo-programos/_layouts/15/Asw.Aikos.RegisterSearch/ObjectFormResult.aspx?o=KTP&f=KTPprog&key=205245&pt=of&ctx_sr=HgZ9eHhSO1JCtXEMkZ3pk2KiK1s%3d)
  - [https://www.aikos.smm.lt/Registrai/Kvalifikacijos-tobulinimo-programos/\\_layouts/15/Asw.Aikos.RegisterSearch/ObjectFormResult.aspx?o=KTP&f=KTPprog&key=86626&pt=of&ctx\\_sr=HgZ9eHhSO1JCtXEMkZ3pk2KiK1s%3d](https://www.aikos.smm.lt/Registrai/Kvalifikacijos-tobulinimo-programos/_layouts/15/Asw.Aikos.RegisterSearch/ObjectFormResult.aspx?o=KTP&f=KTPprog&key=86626&pt=of&ctx_sr=HgZ9eHhSO1JCtXEMkZ3pk2KiK1s%3d)
  - <https://www.prisijungusi.lt/renginiai/skaitmenine-savaite/>
  - <https://www.prisijungusi.lt/>
  - <http://vikc.lt/lt/pagrindinis-1/vyko-jau-tradicija-tap-skaitmeninio-ratingumo-mokymai-technologijos-ir-klas-2019--13611>
  - <http://pvkc.lt/wp-content/uploads/2019/01/Skaitmenines-rinkodaros-kursai.pdf>
  - <https://www.ldb.lt/LDBPortal/Pages/TrainingCourses/TrainingCourseList.aspx?branch=NotFormalTrainingCourses&pageId=c395b1c7-3a5e-47c9-8c8a-568ad1f35a41>
  - <https://www.codeacademy.lt/uzt-kursai/>

<sup>14</sup> [ICARO](http://www.icaro-softskills.eu) Project No: 2017-1-ES01-KA204-038271. [www.icaro-softskills.eu](http://www.icaro-softskills.eu)

<sup>15</sup> <http://disoci.eu/>

<sup>16</sup> <http://www.job-yes.eu/en/about>



skills coherent with the employment-related key competences: sense of initiative and entrepreneurship, social and civic competences, digital competences and learning to learn.

Third example could be Information System on Adult Learning, SMISS<sup>17</sup>, created under support of [European Regional Development Fund](#), project “Storage of Adult Learning programs and objects – online service”. It aimed: 1. Create and install interactive e-learning service, to enable Lifelong Learning of adults. The Project System aimed to expand opportunities of online learning. The content consists of teaching/learning material on soft skills development in 9 areas, including **IT and Digital literacy**. However system is in Lithuanian language.

## **2) Brief summary of the key findings reached through the online survey.**

Research was conducted in October-November 2019. An online questionnaire was sent to migration department, labour exchange, high schools, minority communities’ and placed on TCN group „Expats in Kaunas“ Facebook. In Lithuania, the biggest group of TCNs unqualified workers are from Ukraine and usually they don’t know English, or at least lack of proficiency in English. Therefore the research questionnaire was completed to a greater extent by English speaking TCNs, so the results could express the opinion of higher educated and younger generation TCNs.

Respondents’ learning background and achievements: 28 respondents were reached: 14 respondents have completed secondary education, 6 – bachelor degree and 6 – masters’ degree, 2 – other tertiary education. Less than half of respondents were employed currently (12) Few of employed have mentioned their job titles – the builder in a construction sector, lecturer, hotel chambermaid, management-training consultant, jobseeker consultant, cleaner.

Biggest part of respondents have been employed from 1 to 2 years (8), others from 2 to 5 (2) or from 5 to 10 years (2). Several of employed respondents (5) were working in the ICT department.

All the respondents have their personal PCs, Laptop and/or Smart Phone and use it every day. However, only every sixth of respondents has ever attended any ICT related training.

Research results show IT plays an essential role in respondents’ TCNs’ lives - they are using WORD, EXCEL and other Microsoft office programmes, also Internet for communication and searching for literature, information for a job. It’s important for their work, everyday routine and fun.

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<sup>17</sup> [www.smis.lt](http://www.smis.lt)



Review of Respondents' competences in ICT area. Every third or second (at least 35percent) of respondents has a perfect skills' setting for all the competence areas related to the ICT sector - Information and data literacy competence; Communication and collaboration, Digital content creation, Problem Solving and Social Media.

All the respondents can fluently or pretty good search for information online using search engine, half of them even can use very well an advanced search strategies. Assessing of reliability of information is a bit harder task but also managed perfectly by 40 percent of respondents and pretty good by all others. TCNs can save and share files and communicate with others perfectly using various digital tools. Also they are good in digital content creation. Few persons have average level of managing online services but others are fluent in it.

Slightly fewer skills are in managing content with collaboration tools - electronic calendars, project management systems, online proofing, online spreadsheets. Areas that could be improved are: using tools/editors for creating web page or blog using templates (e.g. WordPress); producing complex digital content in different formats (e.g. text, tables, images, audio files); applying licenses and copyrights; using several programming languages and creating webpages using programming language. Also is harder for them to configure or modify the firewall and security settings in personal digital devices.

TCNs' have very good skills at the users level and less at the level needed for a job in an ICT sector. But they have basics needed and so very good potency to be involved in a sector.

When it comes to the safety competence using digital tools, the most difficult thing looks to be installation of security programmes on the devices used to access the Internet. Encryption of e-mails and avoidance of health problems because of usage of ICT could be promoted and strengthened. As regard to problem solving, TCN's are less skilled in selection of a digital tool that suits their needs and assessment of its effectiveness.

Respondents are familiar with social media platforms very well. Half of them are free in using Social media Platforms for advertising purposes but others lack these skills.

Challenges. There were only few challenges mentioned by TCNs they could face when building their capacities on ICT skills. It's a lack of: language skills and motivation. However resume could be done by citing one of respondents "There are none (i.e. no challenges) If you want it, you can achieve it. There is a wealth of information, tools and education to be found on the internet, cheap if not free. It only takes drive, will and sticking to your goal".





Topics for the IT training course. According to ICT's, top important topics for the provision of a training course aiming at developing ICT skills and competences are: safety on internet; problem solving; browsing, evaluating, managing data; information and digital content.

Respondents' demography influence to research results.

Half of respondents (14) were young people from 18 to 24 years of age and 2 respondents – over 40. Others' age was from 25 to 39. Distribution of gender was equalled - half and half. Nationalities dominate European mainly: Dutch (2), Greek (4), Italy (6), Pakistan (2), Ukrainian (8), Belarus (4) and Fiction (2).

So demographic features of respondents – dominated very young persons, European and educated pretty well ones – it could cause and shape the research result in Lithuania that shows pretty high competence of TCNs in ICT area. The workers in factories, Ukrainian mainly, probably less educated, were not reached for the research because of their lack of proficiency in English. However research revealed there is a big potency for ICT's to be involved and choose to work in ICT sector.

### **3) Summary of the key findings reached through the organized focus groups with professionals working with adult ICT educators.**

There were ten trainers, educators and professionals providing ICT trainings or consultations in different educational or social institutions and having some experience to work with TNC as well – 5 respondents were from Kaunas municipality employment service, 1 teacher from higher education programs working with international students, 1 social worker experienced in refugee issues, 2 educators from Formal VET institutions and 1 businessman employer of TCNs. Participants highlighted that Employment departments allocate funds for ICT-related courses: such as digital communication, training on the numerical control (CNC) milling machine operator (apprenticeship form), general knowledge of IT and the most popular technologies used to create and administer modern web pages.

Participants from formal VET institutions mentioned two important institutions for TCN to get VET in LT and EN language and in some programs Russian language could be used:



1. Public institution *Vilnius jeruzale labour market training centre*<sup>18</sup> is an establishment that provides vocational training for adults including TCN, operates in the fields of construction, metal, energy and transport technology. Centre also provides ICT training within VET programs.
2. Public company *Vilniaus Žirmūnai Labour Market Training Centre*<sup>19</sup>. The Centre provides trainings for adults including TCN according to the demanded by the market study programmes, modifies skills, helps to improve skills and acquire new qualifications, organise validation and recognition of qualifications gained in the course of informal education and self- education, and provides trainee in the frame of apprenticeship. It also carries out trainings according to the competence coaches, primary vocational training, ECDL courses and delivers lectures for public employees. ICT training is the integral part of almost all VET programs.

However, almost all professionals mentioned the following main challenges that hinder the development of ICT skills for TCN: the lack of Lithuanian language skills and the lack of opportunities to expand ICT skills in other languages. It have been stressed that many newcomers TCN lack ICT skills. They use smartphones and connectivity apps, but they don't even have email account. There are no data about staff initiatives to special training for TCNs.

#### **4) Summary of the key findings reached through the organized focus groups with adults TCNs.**

Focus group with 15 TCNs have been carried out. Summarizing, they have some competences in ICT and education level as following:

- Attended Informatics lessons at school (from 7<sup>th</sup> till 11<sup>th</sup> grade), basic skills of working with Microsoft Office programmes – 6 participants.
- Received some additional ICT education during free online courses (1 person, lived in a big city) – basic information (Microsoft Office) and specific tools (Photoshop usage).
- Haven't received any ICT-related education (8 respondents, mostly from rural areas)
- Self-studying (using personal computer, smartphone) in terms of using Internet resources – social networks, email creation, using Skype, etc. – 10 respondents.

Their education levels:

- Secondary school education (11 grades);

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<sup>18</sup> <https://www.vjdrmc.lt/apie-mus-2/>

<sup>19</sup> <http://www.vzdrmc.lt/puslapiai/About-us>



- Professional education (Building and building supplies)
- Professional education (Enterprise safety and work security insurance)
- Bachelor's degree in nursing.

Current employment and occupation:

10 – employed

5 – unemployed, searching for a job.

Building industry: builder (2), wall painter (1), welder (1), tile specialist (1), roof building (1), electrician (1); food industry: cook (1); services: chambermaid (1), hairdresser (1).

Experience in working in the ICT labour market in the past:

One participant was working as an administrator, and had duties related to information communication skills utilization (organizing events, communicating via email, video- and audio conferencing, dealing with Microsoft Office WORD and Power Point programmes).

One participant was working as an accountant and had duties related to usage of Microsoft Excel and various tools and software for accountants.

Other 13 participants claimed they never had to deal with ICT professionally, only as private consumers.

The spheres of interest of TCNs in receiving training for developing ICT skills and competences, so as to be facilitated to enter to the ICT labour market:

- Skills in dealing with Microsoft Office basic programmes;
- Skills of using Internet resources: sending e-mails, using social networks;
- Organize events in the Internet space to create more links with other migrants in Lithuania, and involve them into labour market.
- Use video-communication tools (e.g. Skype)

Some participants (6) claimed that enhanced ICT skills would help them to get a promotion at their workplaces (to execute administration job, duties related to usage of Internet and computers).

Other respondents couldn't give an affirmative answer: some of them said "Don't know", "Perhaps", but did not provide any arguments about their opinions.

Main challenges faced by TCNs wishing to build their capacities/ knowledge on ICT skills:

- Language issues (Lithuanian and English);
- Lack of technical resources (do not have a personal PC)



- Lack of monetary resources (to attend courses, which are expensive, to buy technical devices, notebooks);
- Lack of time to attend courses due to full workload.
- Lack of possibilities to attend free ICT courses if you live in rural area.

General challenges faced by TCNs wishing to enter to the labour market have been mentioned by focus group participants:

- It is difficult to find a job without having a temporary residency permit
- Difficult to get employed without speaking at least some Lithuanian.
- You cannot do any highly qualified job without passing a language test.
- Some employers tend to hire migrants illegally, which causes a lot of problems later: absence of medical support, cheating while paying salary, receiving sometimes less, than Lithuanian citizens.
- A lot of requirements and obstacles for being employed, caused by legal regulations to preserve Lithuanian labour market form foreigners. That is why there is a need to get officially employed in Poland, where procedure is simplified, and in fact, work in Lithuania (Ukraine).
- Lack of job-related skills (language, ICT skills, specific professional skills)
- Need to compete with highly-qualified local Lithuanians.
- Refugee respondents: difficulties with language learning, impossible to be employed without at least some Lithuanian language, lack of skills, need for particular occupation, need to learn and obtain additional qualification. Some of the respondents mentioned that they did not tried to get employed, because they still have a period of adaptation and gain a governmental support.

##### **5) Summary of the key findings reached through the targeted consultation with selected key stakeholders.**

10 key stakeholders from Kaunas labor exchange office discussed and shared stakeholders' perspective, to exchange opinions, initiatives, experiences and capacity/ knowledge related inter alia to the following: TCNs integration in the labour market, TCNs profile, background and training needs.

The area of participating stakeholders relates to increasing employment and filling vacancies.

They pointed out that TCN, wishing to enter the labor market, face lack of knowledge of the Lithuanian language, incompatibility of competencies with Lithuanian market standards,



negative attitude of employers and colleagues to TCN, availability of housing, family circumstances and cultural differences that hinder the achievement of the desired employment in Lithuania.

The employment services do not provide any qualification or competency training for TCN. Not enough resources are available for this.

From the point of employers there have been mentioned following challenges to have TNC workers:

- Cultural differences and language barrier;
- Integration into team and organization;
- Different work ethic, learning, leadership.

The TCN challenges in the labor market have been identified based on group discussion with Kaunas labor exchange office participants:

- Language barrier, cultural differences, need for an interpreter;
- Different expectations regarding salary, career, working conditions;
- Lack of competitive competencies.

## **6) Summary of the conclusions reached through the selected good practice.**

Annual ongoing project “Connected Lithuania and Library”<sup>20</sup> project is implemented throughout Lithuania and is aimed at a large target group of the population - about 500 thousand. Individuals who are still not online or have insufficient digital skills. This also applicable to TCN. To train so many people, digital leaders have already been taught and e-learning courses are being developed. A network of volunteers brings together at least 2000 people. The network is also joined by 1,200 librarians throughout the country who advise residents on revamped public Internet access points. The project is funded by the European Regional Development Fund and the State Budget of the Republic of Lithuania.

Libraries offer free digital literacy courses for the society, where any person can register for trainings. Providing TCN jobseekers with digital skills throughout the country is a very important step towards their integration into the labor market and lifelong learning. However there is no data how many of them participated in trainings.

The aim of this training is to create real added value for jobseekers, especially the least qualified.

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<sup>20</sup> <https://www.prisijungusi.lt/apie-projekta/>



In the training project "Connected Lithuania", the Association uses even several programs tailored to different levels of excellence in the context of the European Digital Competence Framework.

The residents of all Lithuania are invited to attend the free digital literacy training of the “Connected Lithuania” project until March 2021. It is planned to hold 10 thousand trainings in all updated public Internet access points in libraries.

Such activities are user friendly and suitable to TCN, however some language skills are needed.

## Good practices

### Case 1

Good Practice	
<b>Title of the practice</b>	Connected Lithuania and Library
<b>URL of the practice</b>	<a href="https://www.prisijungusi.lt/apie-projekta/">https://www.prisijungusi.lt/apie-projekta/</a>
<b>Location /geographical coverage</b>	Whole Lithuania
<b>Brief description of the practice</b>	<p>About 500 thousand people will benefit from the project. Of the Lithuanian population</p> <p>The purpose of the project "Connected Lithuania" is to help people to learn how to use information technologies and the Internet and its opportunities efficiently, safely and responsibly.</p> <p>The "Connected Lithuania" project is implemented throughout Lithuania and is aimed at a large target group of the population - about 500 thousand. Individuals who are still not online or have insufficient digital skills. This also applicable to TCN.</p> <p>To train so many people, digital leaders have already been created and e-learning is being developed. A network of volunteers brings together at least 2000 people. The network is also joined by 1,200 librarians throughout the country who advise residents on revamped public Internet access points.</p>
<b>Institution/ Organisation/ Service provider/ Implementing agency</b>	The project is funded by the European Regional Development Fund and the State Budget of the Republic of Lithuania.



<b>Target Group(s)/ Beneficiaries</b>	Society members, adults
<b>Main Services provided</b>	Information, knowledge
<b>Are the provided services gender and cultural diversity sensitive?</b>	Free digital literacy courses for the society, where any person can register for trainings.
<b>Assessed effectiveness of/ Contribution that the practice has made to the integration of TCNs, along with tangible and not tangible results that reached</b>	Providing TCN jobseekers with digital skills throughout the country is a very important step towards their integration into the labor market and lifelong learning. However there is no data how many of them participated in trainings.
<b>Is the practice directly linked with the policy level, both affecting relevant policies and supporting in practice its implementation?</b>	<p>The aim of this training is to create real added value for jobseekers, especially the least qualified.</p> <p>In the training project "Connected Lithuania", the Association uses even several programs tailored to different levels of excellence in the context of the European Digital Competence Framework.</p>
<b>Is the practice tailor-made based on the cultural and socio-economic environment of each partner country, as well as on the specific needs and requests of TCNs regarding and their integration into the labour market</b>	<p>The residents of all Lithuania are invited to attend the free digital literacy training of the "Connected Lithuania" project until March 2021. It is planned to hold 10 thousand trainings in all updated public Internet access points in libraries.</p> <p>Such activities are user friendly and suitable to TCN, if they know language.</p>
<b>Is the practice suitable for local, regional or national implementation?</b>	All regions of the country are included.
<b>What are the elements of this practice which could be used in the capacity building programme (O2)?</b>	<p>Groups of beginners and those wishing to improve their skills should be separated.</p> <p>Beginners need to learn how to use a computer, smartphone or tablet; drafting text documents; surf the web safely and find relevant information; use electronic government, business and leisure services; share information and communicate online with loved ones and friends.</p>



	In order to improve skills programs should be aimed to learn how to securely and responsibly communicate and collaborate on e-learning. e-mail, process and share digital photos, create websites, publish content responsibly on the web, and browse safely, and create an exclusive resume, and more.
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## Case 2

Good Practice	
<b>Title of the practice</b>	JOB-YES: Choose a job not a dole
<b>URL of the practice</b>	<a href="http://job-yes.eu/en-gb/about">http://job-yes.eu/en-gb/about</a>
<b>Location /geographical coverage</b>	No limits
<b>Brief description of the practice</b>	The Project offers innovative solutions to foster integration of people with disadvantaged background and fewer opportunities into the labour market by 1) upgrading their low soft skills coherent with the employment-related key competences: sense of initiative and entrepreneurship, social and civic competences, digital competences and learning to learn. It is aimed for self-regulated learning
<b>Institution/ Organisation/ Service provider/ Implementing agency</b>	The project is funded by the European Commission.
<b>Target Group(s)/ Beneficiaries</b>	People with disadvantaged background and fewer opportunities, adult educators
<b>Main Services provided</b>	Information, knowledge, online training on soft skills coherent with the employment-related key competences
<b>Are the provided services gender and cultural diversity sensitive?</b>	Yes, as online training is organized through open educational resources
<b>Assessed effectiveness of/ Contribution that the practice has made to the integration of TCNs, along with tangible and not tangible results that reached</b>	The main impact on learners with disadvantaged background and fewer opportunities is upgrading their soft skills coherent with employment-related key competences with the longer-term benefit: fostering their integration into the nowadays labour market. Thus, the expected impact of the project after its lifetime is the reduction in number of low-skilled adults by increasing the level of their soft skills and increased





	employment rate of people with disadvantaged background and fewer opportunities. The same applies to TCN.
<b>Is the practice directly linked with the policy level, both affecting relevant policies and supporting in practice its implementation?</b>	The practice directly linked with policy level as new innovative educational methods are applied: reversed training, Open Educational Resources (OERs), blended-learning approach with new role of trainer as facilitator, and to increase the adaptability of employment-related learning to the nowadays labour market's needs by reinforcing social partnership between AE organisations, labour exchange offices and world of work (enterprises).
<b>Is the practice tailor-made based on the cultural and socio-economic environment of each partner country, as well as on the specific needs and requests of TCNs regarding and their integration into the labour market</b>	The prepared platform for self-learning improve understanding of soft skills related to the digital competences and about their importance for being successful in the labour market by linking various ICT-related abilities with these skills.
<b>Is the practice suitable for local, regional or national implementation?</b>	The regions of the countries Lithuania, Latvia, Italy, UK and Spain are included as platform developed in their languages.
<b>What are the elements of this practice which could be used in the capacity building programme (O2)?</b>	Open educational resources on: <ol style="list-style-type: none"> <li>1. Digital competence useful for being successful in labour market;</li> <li>2. Rules and instructions on working with Information and Communication Technologies</li> <li>3. Job Search Online</li> </ol>

**7) National level conclusions and recommendations that should be linked with the capacity building programme (O2).**

TCN wishing to enter the labor market face lack of knowledge of the Lithuanian language, incompatibility of competencies with Lithuanian market standards, negative attitude of employers and colleagues to TCN, availability of housing, family circumstances and cultural differences that hinder the achievement of the desired employment in Lithuania.



The summarized results from overall research show that when planning curriculum for ICT training it would be worth to include knowledge and skills on basic and advanced issues:

- Use computers to retrieve, assess, store, produce, present and exchange information
- Communicate and participate in collaborative networks via the Internet and to use Social media like Facebook, LinkedIn )
- Access internet search and use internet-based services
- Follow Rules / Manuals/ Guides while using ICT
- Apply ethical rules while use of ICT

***Groups of beginners and those wishing to improve their skills should be separated.*** Beginners need to learn how to use a computer, smartphone or tablet; drafting text documents; surf the web safely and find relevant information; use electronic government, business and leisure services; share information and communicate online with loved ones and friends. Advance level could be oriented to improve the digital skills, thus this part of the training program should aim on learning how to securely and responsibly communicate and collaborate on e-learning, use the e-mails, process and share digital photos, create websites, publish content responsibly on the web, and browse safely, and create an exclusive resume, and more.

It is important to stress that an active employment-related training could strengthen TCN capacities and increase learners' employability in various sectors.