

# VR EDUCATION

## **Name of the organisation**

Administration of Klaipeda city municipality

## **Website of the organisation**

[klaipeda.lt](http://klaipeda.lt)

## **Location of the organisation**

Liepų str 11, LT-92136 Klaipėda city, Lithuania

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## **Good practice aspect(s)/themes of youth work**

- Inclusion
- Disability
- Mental health and well-being of young people
- Digital youth work

## **Good practice category**

Concrete tool

## **Good practice aim & purpose**

The idea originated from the Klaipėda–European Youth Capital 2021 programme. The concept evolved from the initial “tolerance incubator” idea, after facing implementation challenges, a hackathon was organised, where young participants proposed interactive VR films with choice-based storytelling. The aim of the VR education is to create engaging learning experiences to help young people understand complex social situations and reflect on their decisions. Through immersive storytelling, the VR films allow participants to experience realistic scenarios related to friendship, personal choices, and the risks of harmful behaviours such as addictions. By placing viewers inside the story, the VR format encourages empathy and critical thinking, helping young people see how different decisions may influence their future and relationships with others. Now we have 4 educational movies about ERASMUS+ experience, bullying, disabilities and of friendship, choices, and the risks of addiction. Also we have methodological guidebook for youth workers how to facilitate the education. These films are designed to place young people directly inside realistic scenarios, allowing them to observe situations from a first-person perspective and emotionally engage with the story.

## Good practice description

We actively involved local NGOs, youth organisations, and young people themselves in the co-creation of the VR films. Their input was essential in shaping the themes, scenarios, and decision-making elements within the videos, ensuring that the content is relevant, relatable, and meaningful for the target audience. The key strength of this practice is the use of 360-degree VR technology to create immersive learning environments. Instead of passively receiving information, participants become active observers of the situations presented in the films. This approach helps young people better understand complex social dynamics, recognize the consequences of different choices, and develop empathy toward others. Topics such as bullying or living with disabilities become more tangible because the viewer can experience situations as if they were part of them. The educational sessions usually follow a **three-stage structure**: introduction, VR experience, and reflection. During the introduction, the facilitator prepares participants by discussing the topic and establishing a safe space for open dialogue. After watching the VR film, young people take part in guided discussions, group activities, or problem-solving exercises that help them interpret what they experienced and consider alternative actions or perspectives. Overall, the combination of immersive VR storytelling and structured facilitation demonstrates how technology can enrich youth work and create powerful learning experiences. This approach can inspire educators and youth workers in other contexts to experiment with immersive tools and interactive methods to address complex social topics and encourage meaningful reflection among young people. The target group of this initiative is young people, specifically those aged approximately 14 to 29, including both students in formal education and participants in youth centres and youth organisation activities. It can be also used for educators, teachers and youth workers for learning purposes. The tool is designed to be flexible and adaptable to different sub-groups within this age range. These sessions typically take place in schools, youth centres, or within youth group activities. A standard session lasts around 45 minutes and includes several stages: introduction to the topic, viewing of the VR film in groups up to 30 people, and a facilitated reflection and discussion.

## Good practice result & concrete effects

By combining VR technology with structured facilitation methods, the project has significantly increased young people's engagement in discussions about complex social topics. Participants report that experiencing situations through VR feels more realistic and emotionally impactful than traditional learning methods such as lectures or presentations. As a result, young people become more involved in the learning process and more willing to share their opinions and personal experiences during reflection sessions. Also we noticed the development of **empathy and social awareness** among participants. The VR films addressing bullying, disabilities, and friendship-related choices allow viewers to experience situations from perspectives they may not have previously considered. The film related to the **Erasmus+ experience** has also helped prepare young people for participation in international youth exchanges. Participants become more familiar with situations that may occur during intercultural mobility activities, such as communication challenges, teamwork with people from different cultures, and adapting to new environments. Youth workers also benefit from the practice. The **methodological guidebook** provides clear instructions on how to organise sessions, facilitate discussions, and create a safe learning environment. This has helped youth workers integrate digital tools into their educational activities and increased their confidence in using innovative methods. Many facilitators report that VR tools make it easier to start conversations about sensitive topics that are often difficult to address using traditional methods.

## **Good practice chapter of the European Charter on Local Youth Work**

Youth workers