



Education and Culture DG

Lifelong Learning Programme

*Guide me!*

## **National Report on the quality situation in guidance in group settings in LITHUANIA**

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## **1 Offer in scope of guidance in group setting measures in Lithuania**

Vocational guidance in group settings is wide used in the training of labour market participants. Different programs and measures are implemented to help people in job search, in activation and motivation for the work and self-realization.

Wide number of tools is used for unemployed who are registered in the Labour Exchange Office (main attention for those who are long-term unemployed), for social risks groups (returnees from imprisonment, drug addicts, disabled, ethnic minorities, youngsters out of the school, etc.) and for the disadvantaged in the social and work-situation people (elder persons, mothers growing small children, people taking care of the disabled family members, etc.).

Two forms of guidance exist: vocational information is the priority for educators, teachers (mostly in the schools or Vocational orientation centres for pupils, parents etc.) and vocational consultation is carried out by career guides, psychologists (working with unemployed and searching job people as well as with youngsters).

### **1.1 Initiator(s) of guidance measures**

*Vocational guidance strategy implementers:*

- Ministry of Education and Science and Lithuanian Chamber of Technical Creative Work of Students. Responsible for implementation of measures related to vocational advising and career development (vocational education) field.
- Ministry of Social Security and Labour and Lithuanian Labour Market Training Office. Responsible for implementation of measures related to vocational counselling field.
- Department of Statistics to the Government of LR
- Information Society Development Committee to the Government of LR
- Municipality administrations

*Vocational guidance main target groups:*

- Children and youth in the secondary and high schools.

- Youth and adults in the vocational training institutions.
- Working people.
- Youth without professional background.
- Unemployed.
- Long-term unemployed.
- Youth and adults from the social disadvantaged groups.

Vocational guidance according to the special needs of the main target groups include preventive, rehabilitation and corrective activity.

Vocational guidance institutions:

The following are two types of providers of vocational guidance services:

**Vocational Advising Stations (VAS)**, which provide vocational advising services. Vocational Advising Stations – accredited or other institutions that possess free access to the Internet locations installed, access to databases of education and labour market in the country or information stored in computer-readable medium, video tapes, printed material and the like. They inform people on possibilities of studying and employment in the country and abroad. At the Vocational Advising Stations, services are provided by career advisors. The following institutions are responsible for vocational advising: Ministry of Education and Science, Lithuanian Chamber of Technical Creative Work of Students, Centre of Information Technologies for Education, an establisher of a vocational advising station, secondary education schools and vocational schools.

**Vocational Guidance Centres (VGC)** that provide not only advising services but also are consulted by persons regarding issues that are important to people applying special kind methods, and implement preventive, rehabilitation and corrective activities. Vocational Guidance Centres – accredited institutions that provide information for all residents, prepare and execute preventive, corrective and rehabilitation programmes, apply psycho-diagnostics testing, provide counselling services regarding vocational purposefulness, suitability and vocational career planning issues. At these Centres, vocational advisors, vocational counsellors and psychologists provide services. The following institutions are responsible for vocational counselling: the Ministry of Social

Security and Labour, Lithuanian Labour Market Training Office, territorial labour market training and counselling offices, Lithuanian Labour Exchange and territorial labour exchanges, an establisher of a Vocational Guidance Centre.

In this country, the activity of vocational advising and counselling is coordinated by Vocational Guidance Council that consists of the Minister of Education and Science and the Minister of Social Security and Labour.

## 1.2 Organisations carrying out the training measures

*The network of institutions is as follows:*

**Lithuanian Labour Market Training Office** (<http://www.ldrmt.lt>) under the Ministry of Social Security and Labour includes 7 territorial labour market training and counselling offices in the biggest cities – Vilnius, Kaunas, Klaipeda, Siauliai, Panevėžys, Alytus and Utena, also there are sub-divisions in Taurage, Ignalina, Akmene and Kursenai. Eleven labour market training centres fall into regulation sphere of the Office (two items in Vilnius, four ones in Kaunas, also Klaipeda, Siauliai, Panevezy, Alytus and Utena have got one Centre each, and there is Vilnius-Zirmunai Labour Market Training Centre Branch in Druskininkai, stations in Zarasai and Pakruojis, Siauliai Labour Market Training Centre stations in Telsiai, Plunge and Mazeikiai, Vilnius Jeruzale Labour Market Training Centre branch in Vilnius). Their activity covers the entire territory of this country. Working with persons possessing special needs is under expansion, such groups include the convicts, the disabled, soldiers and persons released from imprisonment, long-term unemployed people, national minorities, immigrants and trafficking and prostitution victims. Highly competent counsellors with a professional degree in psychology and considerable working experience are working at the territorial offices.

*Lithuanian Labour Market Training Office* prepares programmes of integration into the labour market, career planning, social adaptation and those of career and personal development (The Digest of Active Job Search Programmes has been prepared and implemented), adapts, standardizes and implements methods for diagnostics, executes programmes of sequential improvement in advisor qualification, prepares and executes purposive programmes for

integration into the labour market of persons with special needs. The activity of territorial offices is planned and coordinated, activity quality supervision is conducted, and investigation concerning evaluation and efficiency of services provided is carried out.

**Lithuanian Labour Exchange** (<http://www.ldb.lt>) that consists of Labour Exchange of the Republic and 46 territorial labour exchanges, carries out vocational advising and employment counselling and provides agency services for those who address the Office at the territorial labour exchanges, and sends them for professional psychological counselling to the territorial labour market training and counselling offices. To provide services at the territorial labour exchanges, 5 job centres, 3 job centres for the young, 46 centres for advising and counselling and 1 centre for vocational advising have been established.

At the **Lithuanian Pedagogical-Psychological Centre** under the Ministry of Education and Science with 8 county divisions in Alytus, Kaunas (<http://www.kppt.lm.lt>), Panevezys, Klaipeda, Taurage, Utena and Vilnius and 26 territorial psychological-pedagogical offices (under municipality administrations), special and social pedagogues, speech therapy specialists and psychologists are working that perform psychological and pedagogical evaluation of a child, and are consulted by parents and teachers, who have teaching problems concerning learning of special need students, disorders in behaviour, emotions and communication. Also the specialists prepare recommendations concerning future studies of such persons. The psychologists at several pedagogical-psychological offices provide vocational guidance services.

**Lithuanian Chamber of Technical Creative Work of Students** (<http://www.lmitkc.lt>) provides secondary education and vocational schools, vocational advising stations and the Lithuanian Labour Market Training Office with publications intended for vocational advising (regarding possibilities of learning and studies, qualifications, profiling and other) and teaching tools; provides secondary education and vocational schools and vocational advising stations with methodology resources for vocational advising; distributes and delivers publications intended for vocational advising (on professions, labour market and other) and also resources obtained from the Office for secondary

education and vocational schools, vocational advising stations and other institutions that are classified as belonging to the regulation sphere of the Ministry of Education and Science; is responsible for staff training at vocational advising stations; each year prepares Plan for Vocational Advising, in which vocational advising activity measures, their implementation terms and financing methods (state budget, EU funds and other) are presented.

**Centre of Information Technologies for Education** (<http://www.itc.smm.lt>) manages Open Information, Counselling and Guidance System (AIKOS) and its website on the Internet, and also is responsible for its functioning.

233 psychologists and almost 600 social pedagogues are working at **secondary education schools in Lithuania**. These positions depend on priorities given by the authorities and also on finance allotted. In psychologist job descriptions, it is only recommended to provide vocational guidance services, while in those for social pedagogues such functions are not provided at all.

At four biggest universities (KTU, MRU, VDU, VU), **Centres for Vocational Guidance and Career** are functioning, where professionals advise the future students of universities regarding issues of career choosing, provide information to students and graduates and also to Lithuanian companies and those from abroad regarding professional career, advise on planning, staff management, organization of practice for young specialists, employment problems, observes careers of graduates, advise on job search strategy and tactics.

In Lithuania, about 30 **private type advisory offices** are functioning with their head-quarters in the biggest cities, which provide services of high competence personnel selection, counselling concerning business, personnel, project management and the like.

### **1.3 Setting in which guidance measures are carried out in Lithuania (either in single coaching, group coaching, group training etc.)**

#### ***Single Coaching***

Most frequently, during single coaching sessions, the following issues are discussed: career choosing; career change, job search methods, and analysis and correction of behaviour during employment interview, advising regarding filling out job search documents (CV, motivation letters, questionnaires and the like); vocational advice search (i.e., provision with information on educational

institutions, where a speciality may be acquired; information on jobs abroad; information on possibilities of getting a job for disabled); awareness concerning personal abilities, assessment; critical situations and ways out. During single coaching sessions, when working with persons that address the specialists and are bothered with career choosing or changing issues, their future possibilities are discussed and analysed, and also variants of potential choices. Coaching sessions assist the clients in making decisions regarding studies at higher education institutions, a specialty acquisition or attending the courses provided by labour market training offices. Recently, an increase in number of persons with already acquired higher education still showing interest in chances of studying the second time has been observed. Those with high education at colleges demonstrate interest in possibilities of studies at university level higher education schools aiming at Bachelor's degree in some field. Also increase in number of persons that finished high education schools earlier is observed, as those institutions recently have been reformed into colleges. Those persons wish to obtain college leaving diplomas. Also increase in number of persons who are interested in possibility to obtain vocational school finishing certificates taking equivalency examinations is noticeable. After the new order has come into effect regarding disability and capacity at work establishment, some persons address vocational guidance specialists expressing wish to be informed and be advised on vocational training courses and suitable careers.

### ***Group coaching***

Quite significant part of those who have been advised in single coaching groups express their wish to participate and do so during group coaching sessions (active job search groups and those of vocational abilities development) as well. Group psychological coaching involves persons being counselled into programmes of psychological activation, social – psychological rehabilitation and integration into labour market. These programmes (over 30 of them have been prepared so far) are oriented towards needs of purposive group persons and they differ in duration.

The participants in group coaching sessions are encouraged to know better themselves, own ambitions and goals, they are taught emotional self-

regulation, ability to make contact, communicate and cooperate easily. During group coaching sessions, the people get to know where and how to search for a job, to write a curriculum vitae and present himself/herself to the employer.

Basic directions of activity of labour market centres – vocational training, re-qualification, qualification improvement of adults, among them unemployed and persons warned on making them redundant. These services provide a person with a possibility to learn new craft and improve professional level. Persons sent by employers and labour exchanges are admitted to training, and those who come without sending as well. Labour Exchange finances training of unemployed, using assets from Employment Fund. If a person comes on his/her own, independently, he/she will pay their own money. At the centres, they teach according to labour market vocational curriculum intended for vocational and non-formal and adult education programmes. After the programme has been finished, examinations are taken. Those who finish labour market vocational training programmes, which are on the list in the Register of Study and Training Programmes, are awarded a certificate, which is acknowledged by the state. Different forms of studies are applied at training centres – theoretical and practical teaching, laboratory activities and remote studies that become more and more popular, and equivalency examination taking as well. Training duration according to labour market training programme is not longer than 1 year. This is determined by a curriculum chosen.

#### **1.4 Requested initial and further training of guidance staff in Lithuania**

*The following programmes are provided in the Register of Labour Market Study and Training Programmes<sup>1</sup>:*

- The introductory training programme for career counsellors. Minimal education: higher psychological or pedagogical. Competence to be acquired – ability to plan and give vocational guidance courses for adults.

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<sup>1</sup> [http://213.197.179.229/mod/nf\\_reg/](http://213.197.179.229/mod/nf_reg/) interactive, 03/12/2009



- Analyses of professional activity in sectors. Minimal education – higher. Competence to be acquired – to conduct analysis of professions in the sectors.
- Curriculum of emotional (interpersonal and intra-psychic) competence at non-formal educational institutions. Minimal education – higher. Competence to be acquired – ability to know and accept himself/herself as an employee at a non-formal education institution.
- Reports on non-formal education topics: programme for teaching how to control the audience. Competence to be acquired – ability to create effective and suggestive reports on non-formal education topics.
- Curriculum of social interaction psychology at non-formal education institutions. Competence to be acquired – ability to develop social interaction skills at an organization providing non-formal education services.
- Working group psychology: curriculum of team work processes at non-formal education institution. Competence to be acquired – ability to organize an effectively working team at a non-formal education institution.
- Curriculum of teaching to enhance team concentration at non-formal education institutions. Competence to be acquired – ability to recruit a united team when working at a non-formal education institutions.
- Career counselling, assistance to employees when changing a job. Competence to be acquired – ability to assist employees when they are changing their career.
- Curriculum of personnel selection at a non-formal education institution. Competence to be acquired – ability to apply different methods of selection.
- Curriculum of customer service quality at non-formal education institutions. Competence to be acquired – ability to enhance the quality of customer service at non-formal education institutions.
- Psychological counselling. Competence to be acquired – effective

counselling methods and ability to apply suitable solution methods to psychological problems.

- Analysis of vocational activity. Competence to be acquired – ability to conduct vocational activity analysis independently.
- Curriculum for a communication working group: group decision making in non-formal education institutions. Competence to be acquired – ability to conduct meetings at a non-formal education institution.
- Curriculum for creativity development at non-formal education institutions. Competence to be acquired – ability to know himself/herself better and evoke one's creativity when working at non-formal education institutions.

*Second level study programme for Master's degree (Career designing) prepared at Vytautas Magnus University (<http://www.vdu.lt>) was registered at MES in May 2006. One of the objectives of the Programme is as follows: to prepare professionals that would be able to develop person's single career counselling culture and institution's organizational culture at education and labour market institutions, when they would control, evaluate and improve strategies of most effective usage of human resources in the regions and Lithuania, taking into account permanently varying needs of education and labour market.*

### **1.5 Requested quality certificates from the guidance institutions**

Order issued by LR Minister of Social Security and Labour "REGARDING APPROVAL OF DESCRIPTION OF TERRITORIAL LABOUR MARKET TRAINING AND COUNSELLING ACCREDITATION ORDER" (No. A1-195, July 12th 2007)<sup>2</sup>.

Experts assessing territorial office preparation to take up vocational guidance activity – members of Evaluation Commission. The Evaluation Commission – a group of professionals that conduct evaluation of territorial office preparation to be engaged in vocational guidance activity on the basis of accreditation criteria. The main objective of territorial office accreditation – to ensure quality of

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<sup>2</sup>[http://www.lps.lt/usr\\_img/PO%20vykdymo%20tvarkos%20apraso%20projektas%2071023%20trk+.doc](http://www.lps.lt/usr_img/PO%20vykdymo%20tvarkos%20apraso%20projektas%2071023%20trk+.doc) interactive, 23/11/2009

vocational guidance service and its provision to the persons concerned.

**Territorial Labour Market Training and Counselling Office** (hereinafter – Territorial Office), pursuing to gain status of Vocational Guidance Centre providing right to be engaged in vocational guidance activity should have to possess in its disposition the following:

1. Staff providing the following services: specialists conducting vocational guidance functions, specialists performing vocational advising actions and psychologists as follows:

- A specialist performing vocational advising actions (Higher education in social sciences field; training and (or) working experience in vocational advising field).
- A specialist performing vocational counselling functions (Higher education in social sciences field; not fewer than one-year working experience in vocational advising, counselling and (or) similar activity area; training in the field of vocational counselling).
- Psychologist (University education, psychologist qualification or equal another qualification; not less than one-year working experience in vocational and psychological counselling field).

2. The following rooms: Information Technology Room, Single Vocational Counselling Room, Single Psychological Counselling Room, A Room for Group Coaching; inventory; technical resources;

3. The following information material: publications and films about professions (systematized information about various professions – descriptions of jobs, personal features, vocational prospects); publications about labour market (information on labour market supply and demand, unemployment level and tendencies); publications about higher education schools in this country, colleges and vocational schools, information publications about adult teaching centres, curriculum, profession descriptions, vocational preparation standards; information publications about potential studies abroad, information publications about institutions providing social and psychological assistance;

4. The following methodology material: self-evaluation methodology means (questionnaires and inventories intended for evaluation of predispositions, interests, abilities and personal traits, which are conducted by a client himself/herself); methodology means for self-evaluation of vocational purposefulness (questionnaires and tests for evaluation of vocational purposefulness and values that are conducted by a client with assistance of vocational counsellor or psychologist); methodology means for psychological evaluation; programmes for preventive activity (specialized programmes intended for strengthening motivation and capacity of a person participating in learning or labour market systems to pursue vocational career); programmes for corrective and rehabilitation activities; methodology recommendations for conducting information events (information on vocational preparation, education, labour market, career designing submission recommendations).

5. At least one permanent financing source<sup>3</sup>.

## **2 Quality programmes in continuous and further group training in Lithuania**

The aim of group training – motivation enhancing and activating on the labour market. Group counselling is conducted according to the following curriculums that are permanently updated:

- Vocational decision making and career designing programmes;
- Programmes for development of abilities to compete on the labour market;
- Programmes for self-confidence and active job search.

Vocational advising, guidance and career counselling are conducted in different counselling groups according to the following programmes:

### ***Programmes for vocational decision formation***

These intended for group coaching programmes include awareness of one's needs and feelings, self-understanding and ability to assist oneself, development of one's potential activity and strong sides, knowledge of the world of professions, one's vocational career designing.

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<sup>3</sup> <http://svietimas.pakruojis.mok.lt/pofinfor2006.doc> interactive, 02/11/2009

### ***Programmes for development of occupational abilities and skills to compete successfully on the labour market***

During group coaching sessions, people are taught to cope with anxieties and stress that occur in connection with long lasting unemployment, ability to make contacts, easy communication, understanding of other people's wishes and requirements, predicting relations between people, ability to make impact, recognize and change a socially non-adaptable behaviour starting with refinements of introduction to employers and finishing with effective control of conflicts.

### ***Programmes for self-confidence and adaptation to changes***

During coaching sessions conducted according to these programmes, positive evaluation of one's possibilities is enhanced and also self-confidence concerning one's strength, the nearest and further goals and ambitions are formulated. Methods and possibilities regarding achievement of these goals are named and potential obstacles that may disturb achievement of these goals are analysed.

### ***Job possibility programme***

- The Job Possibility programme (it lasts for 192 hours) consists of the following four parts:
- What is it I want?
- In this programme part, the participants analyze their values, interests, name their wishes, realize their expectations.
- What is it I can?
- Participants are taught to evaluate more accurately their existing abilities and skills, weak and strong sides of personalities, factors that determine their successful activity.
- Is it possible that my wishes come true?
- Participants seek for as much information as possible regarding labour market and regional enterprises; effectiveness of various job search methods is experienced, possibilities of improvement in the qualification possessed are analyzed.
- Action plan and its fulfilment

It foresees how, when and where the participants will fulfil the goals set. The sessions are conducted by Lithuanian LMTC and psychologists from other city offices that are advised on employment issues by the following social partners: labour exchanges, municipalities, trade unions, business associations, educational institutions, non-governmental and other type organizations that assist in solving occupational and employment problems.

*By objectives, the group coaching programmes are divided into the following three groups:*

Group I – vocational decision making and career designing programmes intended for persons that need assistance when making decisions regarding career acquisition or change, planning the future career. For instance, “Self-Awareness and Active Search for Vocational Career” (40 hours). During the Programme, the participants are encouraged to know and evaluate their own possibilities on the labour market, develop communication skills, enhance self-respect of a person, formulate more justified personal vocational career plan. “Job possibilities” (192 hours). During this Programme, it is taught to cope with psychological and social barriers that make obstacles for participation in public life; a plan of integration into labour market is created and fulfilled, for implementation of which local social partners provide support.

Group II – programmes of abilities to compete on the labour market intended for persons, for whom it is necessary to develop communication skills, more rationally solve psychological type problems, be able to adapt to changes in the labour market. For instance, “Coping with Non-adaptive Behaviour” (16 hours). During the programme, efficient methods are taught that help to control emotions, solve problems, cope with stress. “Encouraging Motivation” (10 hours). During the programme, responsibility, initiative are developed, effective methods for job search are taught.

Group III – programmes for self-confidence and active job search, intended for persons who have lost self-confidence because of unemployment, who are under emotional stress caused by failure when searching for a job and those who do not see any possibility to change the existing situation. For instance, “Self-confidence” (18 hours). During the programme, positive assessment of the self is enhanced, feelings of worthlessness are shaken with assistance of

specialists, social skills are developed, real vocational expectations are formed and rational solutions are made. "Positive Self-Evaluation" (12 hours). During the programme, one is encouraged to know oneself more deeply, to find out, perceive and enhance traits of character and adapt them when fulfilling one's own vocational ambitions.

Group coaching programmes for students at schools are more oriented towards suitable and responsible choice of future profession – the most popular among them are 12 hour programme "I Design My Own Future" and "Self-awareness when Choosing Career".

For young people that are lacking motivation concerning studying and career acquisition, we may offer programmes "Active Position when Designing Vocational Career) of 80 to 120 hour duration.

For persons searching for a job there are 40-hour duration programmes "Self-awareness and Active Vocational Career Search, "Development of Abilities and Skills to Compete Successfully on the Labour Market" and other. The latter programme has been created specially for elderly unemployed<sup>4</sup>.

### **3 Quality situation in guidance in group settings in Lithuania**

"DESCRIPTION OF REQUIREMENTS FOR VOCATIONAL ADVISING AND COUNSELLING SERVICE PROVISION" has been approved by order No. ISAK-739/A1-116, dated April 29th 2005, issued by the Minister of Education and science of the Republic of Lithuania and the Minister of Social Security and Labour of the Republic of Lithuania. Still, there are no requirements for qualitative vocational guidance in groups in the Description.

To fulfil successfully the objectives named in Vocational Guidance Strategy approved in 2003, qualified specialists are necessary that are working in the vocational advising and counselling field. Lithuanian higher education institutions do not prepare them, while attention is not paid enough to improvement in qualification of such specialists. Taking into account the prospect of Lithuanian economic and social development, the increasing

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<sup>4</sup> <http://vilnius.darborinka.lt> interactive,20/11/2009

demand for vocational advising and counselling services determines need to prepare a programme for qualification improvement of vocational counselling specialists (hereinafter - the Programme). The Programme intended for vocational counselling specialist qualification improvement will help to ensure quality of vocational counselling services.

Programme for Qualification Improvement of Vocational Counselling Specialists, prepared at Vytautas Magnus University, approved by director of Lithuanian Labour Market Office by Order NR. V(4)-26 dated 11-02-2008<sup>5</sup>. Programme for Qualification Improvement of Vocational Counselling Specialists consists of the following four modules: "Vocational Career Survey", "Labour Market Management and Survey", "Evaluation of Abilities and Search for Job", "Single and Group Coaching".

### 3.1 Existing problems on the system and meta level

- The valid Law Acts do not make a homogeneous legal environment. The Law adapted, orders of the Ministers of Education and Science or Social Security and Labour do not make proper legal environment that would assist in occurrence of efficient and smooth vocational guidance system and its functioning. They mostly in fragments describe elements of the system or declare necessity of vocational guidance services development. There is lack of Law that would regulate national policy of vocational guidance, structure of the system, principles of coordination and activity, would warrant quality and efficiency of the services being provided. Responsibility for vocational guidance is provided for Ministries of Education and Science and Social Security and Labour, still their functions have not been defined in the system of vocational guidance and development of this kind of services.
- There is no continuous vocational guidance system and executing institution that would plan and coordinate activity of all institutions related to vocational guidance and advising services. As the network has

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<sup>5</sup>[http://www.vdu.lt/skc/downloads/prof\\_orient/profesinio\\_konsultavimo\\_specialistu\\_kvalifikacijos\\_tobulinim.pdf](http://www.vdu.lt/skc/downloads/prof_orient/profesinio_konsultavimo_specialistu_kvalifikacijos_tobulinim.pdf) interactive, 02/11/2009



not been properly developed, only slight part of schoolchildren prior to profession choosing have a possibility to use services of vocational guidance at the moment. Most part of schoolchildren may be advised regarding career choice at six territorial labour market training and counselling offices – about 15 thou. or 10 – 15 % of all school-leavers. At educational institutions, during one-year time interval, only 1 – 2 % of all schoolchildren are advised. Vocational advising and counselling of schoolchildren starts rather late – in 10 – 12 forms only. In the activity of vocational guidance, municipalities and representatives of different scientific fields are too slow to show interest. The survey conducted by Labour and Social Survey Institute has demonstrated that 20 per cent of all respondents have not known where it is possible to acquire an attractive profession. Part of the persons that wanted to improve qualification or re-qualify themselves, did not know where to study and which programme should be chosen. Some part of the young people also did not know where such kind services are provided, or they did not have a possibility to address vocational guidance specialists.

- Insufficient accessibility to vocational guidance, especially for young people from outside the cities. Slightly better conditions are there for schoolchildren from the biggest cities in this country and also for their parents and teachers that have possibilities to visit vocational guidance institutions (at territorial labour market training and counselling offices, territorial labour exchange advising centres or at other vocational guidance offices, pedagogical-psychological offices). Citizens in the cities also possess more favourable conditions to participate in lectures or programmes of vocational guidance. Those who have access to the Internet, may acquire information from various databases, still countryside inhabitants reach such kind information with more difficulty.
- Insufficiently paid attention is allotted for preparation of vocational guidance specialists and improvement in their qualification. Higher education institutions in this country do not prepare vocational guidance specialists. At the organizations that provide vocational guidance services, mostly specialists with psychological education are working. At

secondary education schools, there are persons appointed that are responsible for vocational guidance, still their activity is not sufficiently regulated and they most frequently do not possess proper knowledge so that they would be able to take care of vocational guidance.

- There is no finance allotted to vocational guidance development, creation of service provider infrastructure, and other financing sources are not provided. The activity of territorial labour exchanges and territorial labour market training and counselling offices currently is being financed from the assets of the Employment Fund. Pedagogical-Psychological Offices are financed from municipality budgets. Still allotted finance is not sufficient amount to improve material base of service providers and obtain new methodology tools. The finance intended for information technology hardware is not distributed evenly.
- Vocational guidance support via methodology tools or resources is not provided. The employees at vocational guidance offices use outdated or illegal methods from other countries. In the institutions that belong to regulation sphere of MES, diagnostics methodology means are adapted, standardized and implemented at the territorial labour market training and counselling offices.
- There is lack of counsellors that provide vocational guidance services. Because of lack of the specialists, the services are provided for those clients who actively pursue assistance (to schoolchildren, adults), while non-motivated persons and not knowing where and how to find information or specialist counselling ("eliminated" from training and/or labour market systems) remain out of the way.
- This info from "VOCATIONAL GUIDANCE STRATEGY", which was signed by Order No. ISAK-1635 / A1-180 dated November 19th 2003, issued by the Minister of Education and Science of the Republic of Lithuania and the Minister of Social Security and Labour of the Republic of Lithuania<sup>6</sup>.

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<sup>6</sup> [http://www.smm.lt/teisine\\_baze/docs/isakymai/03-11-19-ISAK-1635-A1-180.htm](http://www.smm.lt/teisine_baze/docs/isakymai/03-11-19-ISAK-1635-A1-180.htm) interactive, 08/12/2009

### **3.2 Suggestions by experts to improve the situation or solve the problems**

According to the opinion of the career guidance expert from the Kaunas Labour Market Training and Counselling Office G. Motiejaitiene the qualification does not vary if the guidance in single or group settings is given. According to quality management The Public Employment Service has developed Standards for Accreditation of the Centres for Vocational Orientation (widely established under educational system of LT). Moreover, the Ministry of Education and Science of LT initiated in corporation with Vytautas Magnus University (Kaunas) the development of standards for: the vocational information, the profession of vocational consultant, the training of the vocational consultant and the open IT system of information, consultation and orientation. In LT there is a lack of quality management in LT from vocational orientation to training, assessment and recognition of qualification.

There are no approved specific requirements for qualification, specialization or development of skills for trainer or counselors in vocational guidance. There are no systematic professional supervisions or requirements for that; as well as standards. But also there is a huge lack of qualification requirements to work with groups. Many specialists - psychologists, consultants, social workers - work with groups of job-seekers without any special training for group training. Usually only psychotherapists get training for working with groups<sup>7</sup>.

The vocational orientation in Lithuania includes both concepts of vocational information and vocational consultation. Vocational information is the priority for educators, teachers (mostly in the schools or vocational guidance centres for pupils, parents etc.) and vocational consultation - for career guides, psychologists (working with unemployed and searching job people as well as with youngsters). There are described requirements for the staff working in those areas as "Position description" involved their education, skills, knowledge, qualification etc. as special requirements and actions foreseen for the position as main functions. But there is no division between guidance in group or individual setting. Every vocational informer or vocational counsellor can work

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<sup>7</sup> Expert interview with Ginte Motiejaitiene, Kaunas LMTCO, LT on 16 December, 2009

in both according to the work conditions (room, time, number of people), clients' needs, institutional demands etc. Usually consultants evaluate the group processes and results of the work after group session (or block of sessions) using verbal feedback or questionnaire.

## **4 Existing quality standards in guidance in group settings**

### **4.1 Quality certificates used in the Lithuania**

There are many programs designed to work with groups in Lithuania. Guidance training in group settings takes place mainly for unemployed job-seekers, for social risk groups (returnees from imprisonment, drug addicts, disabled, ethnic minorities, youngsters out of the school, etc.) who are registered at the Labour Exchange Office. Also disadvantaged people like elder employees, mothers with small children and people taking care for disabled family members are target groups for guidance trainings.

There are developed Standards for Accreditation of the Centres for Vocational Orientation (widely established under educational system of LT), but there was no demand for the accreditation of such centres during 2008 in Kaunas region (*Kaunas is the second biggest city in LT*). As well as there was no demand for training of the work quality evaluators (experts) in any field during 2008 in Kaunas region. There are premises to draw a conclusion that quality management in this area is deeply not sufficient and there are only first steps in standardization and accreditation procedures in institutional level and very few signs of striving for quality in practical work.

The Ministry of Education and Science of LT initiated and in corporation with Vytautas Magnus University (Kaunas) has developed standards for:

- the vocational information;
- the profession of vocational consultant;
- the training of the vocational consultant;
- the open IT system of information, consultation and orientation.

The Ministry of Education and Science of LT initiated and in corporation with Vytautas Magnus University (Kaunas) has recently created:

- The methodological recommendations of vocational consultation for the

vocational consultants.

- The work guide for vocational information and consultation.
- The method of vocational information.
- The training program for vocational information.
- The training program for the development of the competences for vocational career planning.
- The method of the development of the competences for career planning.

#### **4.2 Quality efforts or individual quality programmes by the initiators, training institutions or trainers' organizations**

Main quality measure dedicated to the quality issues in the vocational guidance including career information and counselling is "Guide for the Career Information and Counselling Work" created in the frame of the EU and LR project "Creation and Implementation of the System for the Vocational Guidance".

There is a methodological measure "Guide for the Career Information and Counselling Work" for the executers of the Career Information and Counselling prepared by the Ministry of Education and Science of LR and Vytautas Magnus University (2008, Vilnius)<sup>8</sup>:

- The training programmes for the competences' development for the career informers and counsellors, school psychologists and social pedagogues, teachers and vocational teachers are presented in the introduced measure as well as methods, recommendations, standards and reviews. Main place where career guidance actions are held and services are provided – Career Information Points. After the expansion of their activities and when career centres are established, here the teams of the career informers, psychologists and social pedagogues work.
- The Profile of the Career Informers with the requirements for the competences, functions and responsibilities is described in the methodological measure.

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<sup>8</sup> "GUIDE FOR THE CAREER INFORMATION AND COUNSELLING WORK" executed by the Ministry of Education and Science of LR and Vytautas Magnus university Developed in the EU and LR Project "Creation and Implementation of the System for the Vocational Orientation", Vilnius, 2008

- The Standard for the Vocational Information describes the career information system's schema, demands for the career information activity organization and execution, main areas for the career information professional activity, functions and responsibility and career information counsellor ethic norms.
- In the Programme of the Career Information Training is presented wide information about the content of the career information specialist's teaching and learning, as well as structure and organization and also certification issue. Here is also described management of the programme, referring to the responsibility of the trainer and trainees, feed-back, evaluation and further development of the programme. Besides the parameters of the creation of the programme (philosophy of the teaching and learning, evaluation strategy and methodology, help for the participants of the programme), the requirements for the supply for the programme and also A and B methods for the career information are provided.
- Activities of the career information are performed also by the social pedagogues and school psychologists. In the Guide of their work are the profiles for this kind of specialists provided with the references to their duties, responsibilities and demands.
- The Programme for the Development of the Vocational Career Planning Abilities is prepared for the career counsellors to acquire main competences in the career guidance, to get the knowledge about research data in the vocational career, management of the labour market, evaluation of the job search abilities and individual and group counselling.
- On purpose to increase the social collaboration in the sector of the career information and counselling, there are methodological recommendations for the teachers, vocational teachers and lectors' for collaboration with the social partners, showing the principles for the identification of the social partners, social partnership development and criteria of the evaluation the efficiency.

- There are Requirements for the Career Information Points (CIP) Quality Evaluation provided in the Guide: the description of the CIP quality assessor, methodological instructions for the CIP audit, accreditation and financing, training programme for CIP audit and accreditation and also methodology for CIP audit and accreditation are proposed.
- There is also Profile for the Career Counsellor provided in the Guide, Career Counsellor's Professional Standard and Standard for the Professional Training, methodological recommendations for career counselling, development programme for the career counsellors' qualification, method for the career counsellors qualification needs' evaluation.
- The description of the Training for the Career Informers and Career Counsellors aims to create the possibility to acquire main competences in the career guidance and in career planning abilities development for the teachers, vocational teachers and vocational informers and counsellors.
- The mission of the On-line Training Programme for the Career Informers and Career Planning Abilities Development is to encourage an adaptation of the new gained knowledge in organization and providing the high-quality career information for the students and to help them in the better planning of their future vocational career by the independent learning.
- The aim of the Training Programme for the Career Information Points (CIP) Audit and Accreditation is to prepare the specialists who are able to perform the assessment and evaluation of the CIP. With the competences they acquire during the training CIP evaluators can collect, analyze, interpret and summarize the information about the CIP activities and to assess the quality of the CIP services. The evaluation of the CIP activities' quality means the collection of the information about provided actions, its analyzing and interpretation, generalization in order to assess if the activity of the CIP is relevant to the requirements defined in the Methodology of the CIP Audit and Accreditation.
- In the Guide is the Programme for the Development of the Career Counsellors' Qualification described which is designed for the development of the main competences in career counselling area, when

provided description of the seminar “Recommendations for the Career Guidance Activity” introduce the implemented actions and achieved results in the project “Creation and Implementation of the System for the Vocational Guidance” for the career counsellors and all interested persons working in the system of the career guidance and concerned with the development of that system.

## **5 Important quality domains in scope of guidance measures with regards to the specific problems in Lithuania**

According to the opinion of the career guidance expert from the Kaunas Labour Market Training and Counselling Office G. Motiejaitiene<sup>9</sup> the issue in the quality system of the vocational guidance to be concerned is the practical execution of the provided methodological measures for quality in the vocational guidance. There is a great lack of the quality management system from the vocational orientation to the training, assessment and recognition of qualification.

Although there are prepared methods and standards for the audit and accreditation for the Career information Points in Lithuania, Lithuanian labour market training authority is ready to provide such services, but there is a lack of the demand of such evaluation in the country. Similar situation is in the area of the training for the activity quality evaluators of the Career information Points. The Authority is prepared to provide the training, but demand for such a development is low in the region (*Quality domain 5: Quality Assurance on System Level*).

There is a huge lack of qualification requirements for work with groups as well. Career guidance specialists - psychologists, consultants, social workers - work with groups of job-seekers without any special training for the group work. Usually only psychotherapists get training namely for working with groups (*Quality domain 3: Personnel Policy, Quality and Qualification Required of Trainers*).

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<sup>9</sup> Expert interview with Ginte Motiejaitiene, Kaunas LMTCO, LT on 16 December, 2009



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