

Career guidance in Lithuania

Coordination and cooperation among national, regional and local stakeholders

The Lithuanian Ministry of Education and Science and **Lithuanian Ministry of Social Security and Labour** are responsible for providing guidelines and objectives for guidance in the education and employment sector, respectively. **Lithuanian Ministry of Economy** is engaged in career guidance in the framework of development of human resources.

The law on Education (last edition in 2017) defines career guidance as one of the forms of educational assistance.

The law on Vocational Education and Training (last edition in 2017) defines career guidance as integral part of VET.

The law on Studies and Science (last edition in 2017) declares “a higher education institution must provide career consultations to students”.

The law on Education and Law on Vocational Education and Training is followed by the Procedure on Implementation of Career Guidance (2012) adopted by the Minister of Education and Science together with the Minister of Social Security and Labour. This document defines the way career guidance services (namely – career education, career information and counselling) are to be implemented in the educational sector on national, municipality and local (school) level. Procedure on Implementation of Career Guidance will be revised and updated during 2018 by the respective ministries and subordinate institutions.

Lithuanian Center for Non-Formal Youth Education (Career Education Unit) is the national institution responsible for the implementation of the guidelines in the educational sector. It transfers the responsibility for the actual design and implementation of career guidance methods, including guidance courses to local municipalities and individual educational institutions. Organisation (infrastructure, state funding, training, etc.) of guidance services in general education is operated by municipalities. As such, there is an increased level of freedom in the implementation of guidance activities, however, in many cases this is made in accordance with the national curricula: **Career education programme** (adopted in 2014). The programme defines the career competences that have to be developed by the pupils at general education schools and VET schools and the way career education may be implemented throughout the curriculum. The scope of guidance service depends on volition and support of the administration of each education institution. Thus, in the appropriate general education schools the variety of guidance services covers career education lessons, individual and group consultations, vocational activation activities, etc. In other many cases, only some career guidance services are provided to pupils.

In the employment sector, regional PES services are responsible for implementation of career guidance services, with a certain degree of autonomy in defining the target groups and priorities according to the regional or local labour market needs. **The law on Support for Employment** (last edition in 2016) defines that Lithuanian Labour Exchange through its territorial offices ensures provision of career guidance services to unemployed.

This law is being updated on a regular basis, regulates several issues such as objectives and principles within public employment services as well as services provided and labour market activities. In general, the interests

of employers and employees are integrated within labour policies, since the **Lithuanian Ministry of Social Security and Labour** collaborates with their representatives for the drafting of labour policies.

National Council for Career Guidance – the national advisory body for career guidance has been established by the Ministry of Education and Science and the Ministry of Social Security and Labour in 2006, but has not been operational since 2008. The Council was composed of representatives from the Ministries responsible for the career guidance service provision, career guidance services provider's organisations, associations of education and training institutions (General education schools, VET, HE), pupil's and student's organisations, association of municipalities, social partner's organisations, Education Exchanges Support Foundation (i.e. National Agency for Erasmus+). In the period of the European Lifelong Guidance Policy Network, (ELGPN project implementation in 2013-14 and 2015) the informal **national ELGPN reference group for career guidance** has been established. It composed of almost all representatives of the institutions and organisations responsible for career guidance in education, labour market, social inclusion and other sectors. The group was led by the Lithuanian Euroguidance Center and aimed at supporting the cooperation and networking among various stakeholders in the field of lifelong guidance via sharing and discussing the newest developments in the field of lifelong guidance policy and practice, however, this group has not an advisory status for career guidance in Lithuania.

The strategy for lifelong guidance (2004) was defined and endorsed both by **Lithuanian Ministry of Education and Science** and **Lithuanian Ministry of Social Security and Labour** and aims to achieve the following objective: creating of a conducive environment for the career guidance system and development of career services in Lithuania taking into account the perspectives of the country's economic and social development and the individual needs of each member of society. The strategy has not been revised since 2004.

In the past few years ESF funding was provided by the Ministry of Education and the Ministry of Social Security and Labour to support institutions and organisations (including NGO) in organisation and promotion of voluntary work, training of mentors. These activities were targeted at NEETs and included career guidance services – in form of career education, information and counselling. Moreover, since January 2014, the Youth Guarantee Initiative has been implemented in Lithuania. In order to consolidate efforts and build inter-institutional and cross-sectoral cooperation, in 2014, a Memorandum of Cooperation was signed on the implementation of the Youth Guarantee Initiative. Memorandum was signed by: Ministry of Social Security and Labour, Ministry of Education and Science, Ministry of Economy, Ministry of Agriculture, Department of Youth Affairs, Lithuanian Chamber of Commerce, Industry and Crafts, Lithuanian Trade Union Confederation, Lithuanian Trade Union "Solidarity" and Lithuanian Labour Federation. Ministry of Social Security and Labour, Labour Exchange and Department of Youth Affairs targeted at young people who have already dropped out of the education system or the labour market. The Ministry of Education and Science and its subordinate institutions took preventive measures aimed at young people to keep them in the education system. The role of the Ministry of Economy and the public institution "Versli Lietuva" is directed at youth entrepreneurship and self-employment measures. The mandate of the group covers the years 2014-2020.

Access to guidance

There is universal access to careers information, guidance and counselling. All citizens are entitled to career support services according to national legislation. Specific regulations in the education and employment sector define specialised services to different target groups and distinct levels of provision. The services are provided mainly by two established publicly funded systems.

1) Schools have the main responsibility for vocational and educational guidance. The Ministry of Education is responsible for the organisation of guidance and counselling services in comprehensive and upper secondary schools and in higher education. The law on Education (last version December 2017, Article No. 18) states that the purpose of career guidance is “by measures of career information, career counselling and career education to help a person to choose education and employment, to acquire career planning and management competences and to actively shape his professional career”. It also states that career guidance shall be provided in most educational institutions (general education schools, vocational training and other educational institutions, higher education institutions and other career guidance organisations) in accordance with the procedure laid down by the Minister of Education and Science together with the Minister of Social Security and Labour, and in higher education schools – in accordance with the procedure laid down by these schools.

In the country career education is a voluntary element in the curriculum. General education or vocational education institutions allocate appropriate amount of hours for career guidance services according to their financial opportunities and support of the administration of the institution. Usually career education elements are integrated into related school subjects or discussed with pupils during the class meetings with the class tutor on the regular basis.

In school based IVET tracks career education is integrated into appropriate vocational subjects (economy, ethics, language subjects, IT, etc.) and the transition skills are developed in co-operation with local employment offices, companies and local youth services.

For higher education there is no explicit legal framework in career guidance but the student entitlement for individual study plans is included in the legislation for universities. However, there are several HE institutions (f.e. Vilnius university) which provide career guidance services (especially individual consultations on employability tendencies and labour market opportunities) to their students.

2) Ministry of Social Security and Labour is responsible for career guidance policy related to the provision of quality career information and counselling services for job-seekers (youth, adults, NEETs). The mandate for coordination of career guidance services on national level is given to Lithuanian Labour Exchange. Career guidance (i.e. information and counselling) services for jobseekers (adults and youth) are provided by territorial labour exchanges, and its structural divisions – youth job centres. There are plans to implement structural changes in above mentioned institutions. In the near future, these organisations will change their main title into Employment Service Offices.

Territorial labour exchanges provide services for employers in order to help them find employees. These services are free of charge and accessible for all interested customers.

Moreover, these institutions provide information on all aspects of the labour market related issues: job vacancies, situation in the labour market, skills demand. Information is provided in the local labour exchange offices individually, in groups, either directly (face-to-face) or remotely (by phone, e-mail, the internet, etc.).

Territorial labour exchanges specialists usually provide information and counselling on:

- labour market information, free job vacancies and requirements for applicants, job description, functions and terms of payment;
- choosing occupation, training and study opportunities;
- labour market services and procedures of providing these services;
- employment support measures and the conditions of participation;
- job search (e-services, EURES) and career opportunities.

Deep guidance support mainly covers provision of consultations on evaluation of career management skills and their development, labour market tendencies, as well support in dealing with emotional, personality and communication problems that impede client's successful employment action.

Within a forthcoming reform of national public employment services (territorial labour exchange services and youth job centres) in 2018 the current employment services will gain the new quality. The reform has three main goals: the change of identity, the purification and strengthening of essential functions of the Labour Exchange, optimization of human and other resources, appearance of new and effective cooperation relations with employees and employers. It is planned that the new Employment Service will consist of seven departments. Five of these departments will be evenly distributed on a regional basis and will include the regions of North, East, West and South Lithuania (Vilnius, Kaunas, Klaipeda, Siauliai, Panevezys). The other two departments will be in the central employment office. The new Employment Service institution will work in co-operation with the Employment Board. The main objective of the Board will be to identify labour market needs reflecting the regional labour market situation and improve the work of the Employment Service institution. The Board will be made up of representatives of the Employment Service, the Ministry of Social Security and Labour and other ministries and employers. The Board will select the employers who have created the largest number of jobs in different branches of economic activity and whose paid remuneration is higher than the national average.

All foreign citizens can access the PES guidance and counselling services, which also provide information on residence and work permits. PES are also responsible for minorities and migrant integration programmes.

Associations and NGO's of people with disabilities or any different special educational needs provide specific career guidance to their target groups. The range of offered services varies and depends on type and priorities of NGO (e.g. SOPA). Some organisations offer employment mediation and various training programmes (building confidence and motivations, developing career planning skills, etc.) for persons of disadvantaged groups (including persons with disabilities).

In last few years more private companies, individual psychologists and career counsellors entered the field of career guidance and offer various types of career guidance services – psychological diagnostic testing, counselling, assistance in preparation of individual career plan, advising on career decision making, etc.

Some private/social initiatives encourage volunteer work by inviting professionals of different fields to act as career role models and share their experience with school students and young people (by visits to schools, giving lectures, seminars and workshops, etc.).

Quality Assurance

In education sector the **Ministry of Education and Science** is responsible for career guidance policy related to the provision of quality career education, information and counselling services for pupils, students, adult learners, etc.

According to the **Procedure on Implementation of Career Guidance** (2012) the Lithuanian Centre of Non-Formal Youth Education (Career Education Unit) participates in **monitoring of career guidance services of pupils on national level. Monitoring data** is processed with support of Information **System of Career Education Monitoring** (<http://uksis.emokykla.lt/>). The System gathers data according to the 14 indicators of context, input, process and output. Since 2014 **Monitoring reports on the career guidance services in general education and VET schools** are being annually prepared by the Lithuanian Centre of Non-Formal Youth Education (Career Education Unit) and publicly available at their website.

Information Technologies in Education is responsible for the quality information provision at the national database on learning opportunities – Open Information, Guidance and Counselling System (AIKOS) as well as for providing technical platform for **System of Career Education Monitoring**.

Part of the **Career Management Information System** (KVIS) which is currently being developed and is dedicated to the HE institution students and aims to assist students in career problem solving and career decision making via provision of information, career education and counselling services is specifically targeted at planning and monitoring of career services provided by career counsellors at HE institutions' career centres. Moreover, HE institutions follows the **Framework of Quality assurance of career management services for students** (2012). The Framework encompasses description of principles for ensuring the quality of career resources, career practitioners, code of ethics, etc.

General education and VET schools are being regularly audited according to the External Audit procedures for schools implementing secondary education programmes, which include indicators related to the provision of career guidance services at schools.

The last audit which took place in 2014 distinguished main challenges of the career guidance system which are related to the need for better access for quality career guidance services, development of the system of training and professional development of career counsellors, ensuring quality of career guidance services, ensuring sustainable funding of career guidance services. These findings were based on evidence gathered by the State Audit and are still topical issues in 2018.

The **Report of the State Audit of the Organisation and Implementation of the Career Guidance for Pupils** (2014) identified four main areas for improvement of the services and provided following recommendations:

1. In order to ensure development of pupil's career competences **better conditions for provision of career education, information and counselling services** should be created.
2. In order to ensure equal pupil's **access for quality career guidance services**:
 - Requirements for career counsellor qualification, their area of responsibilities and scope of professional activities should be clearly defined;
 - System of training and professional development of career counsellors should be developed.
3. In order to ensure **quality of career guidance services**, taking well-grounded decisions based on analysis and assessment of current state and changes of career guidance:
 - Quality and quantity indicators of career guidance monitoring should be developed;
 - System of quality assessment and self-assessment should be developed.
4. In order to ensure **sustainability of career guidance** and broader usability of Information system for pupil's career education:
 - Sharing of the examples of good career guidance practices should be ensured;
 - Career guidance methodology and information should be regularly updated;
 - Municipalities and schools should be regularly informed on projects and plans for further development of career guidance.

Moreover, the **Monitoring report on the career guidance services in general education and VET schools in 2015-16** (2017) identified following areas of career guidance system improvement at schools:

- **Lack of funding of career guidance services;**
- **Lack of national career specialists' competences development system ;**

- Lack of motivation in submission of data into the **System of Career Education Monitoring (analysis provides a partial view of the national situation on the quality of career guidance services)**.

Counsellors within Lithuanian Labour Exchange system are working according to the Quality Standard of Provision of Guidance Services. The standard defines the rules and procedures of providing guidance services for jobseekers.

Lithuanian Labour Exchange also has a special Central Department of Internal Audit. This department contributes to quality assurance of the system. Moreover, a special methodology for evaluation of active labour market measures is in action.

The effectiveness of Youth Job Centres is evaluated by analysing quarterly activity reports, action plans, feedback from social partners and public opinion as well as organising monitoring and customer surveys.

Ethical principles, guidelines and occupational descriptions for career guidance staff have been developed in 2008. The standards used by the practitioners are: validity, professional image, respect, objectiveness and relevance. The Principles for Ethics in Career Guidance are a part of Qualification Standard of the career specialist which was prepared through the ESF project "Designing and development of national career guidance system" (2008).

Qualification Standard of the career specialist (2008) covers areas of activities, functions and career services. The standard is the basis for planning, developing and evaluating the initial training and professional development programs of career specialists and study (Career designing) providers. Moreover, the content of studies (defining study objectives, choosing other elements of study content), recognition of the qualification acquired in the study process, determining the criteria for the final evaluation, implementation of a quality assessment of the training of career specialists have to be undertaken according to the criteria mentioned in the standard. The comprehensive description of competences presented in the standard makes it prerequisite to use the standard not only for the initial preparation of career specialists, but also for the purposeful organization of their professional development.

Field of validation and recognition of prior non-formal and informal learning is still under development stage. These services are available only for adults seeking for further education in order to acquire qualifications and/or increase their opportunities in the labour market. A person who has acquired competences in a non-formal or informal way can apply to a training institution (higher or vocational school) in order to recognize his/her competencies in order to continue to study.

Career Management Skills

The State Education Strategy 2013-2022 provides the strategic framework for the development of the education system in Lithuania. One of its objectives is to strengthen the "non-formal" education at schools, especially focused on leadership, creativity, entrepreneurship. Moreover, the Strategy defines the importance of career guidance services. In order to achieve one of the goals set out in the Strategy (Guaranteeing the effectiveness of the education system, creating a system of incentives and equal conditions for lifelong learning, based on provision of effective support for self- assessment and making career decisions consistent with state planning) it is foreseen to enable individuals to manage their careers individually by provision of a variety forms of assistance in a real and virtual environment, increasing the skills and capabilities needed to act in this environment, development of the important competences, supporting the appearance of the ability to make appropriate choices of career life.

ESF support was actively used for the development of guidance (careers) services in the first (2004-2006) and second programming periods (2007-2013).

In the second programming period, the focus was put on the transferability of career services between different levels of education (general education, vocational training, and higher education). Through these projects specific career guidance tools (aimed at development of the career management skills) were developed: a curriculum model for general education schools and vocational education and training institutions, a model for vocational activation, a career education and career development program for students, a model for student career management services, student career management service quality guidelines, career information system for students, etc.

Procedure on Implementation of Career Guidance (2012), developed during the second programming period, provides general guidelines for career guidance and indicates that schools have freedom in organisation of these services on local level. Since 2014, **Career Education Programme** aimed at development of pupil's career management skills through the curriculum in schools. Usually the school community adopt annual career guidance plan that constitute integral part of the annual educational plan. The team of school staff (typically composed of school psychologist, headmasters – subject teachers, social pedagogues, other) compose the career guidance group and shares responsibilities for provision of career guidance services – **career education** (seminars, courses, lessons), **career information** (events, info sessions, etc.) and **career counselling** (psychological counselling, diagnostics, coaching, etc.).

The framework of pupils' career management skills is a part of Career Education Programme. These competences are divided into 4 thematic groups: self-assessment; career opportunities; career planning and career implementation. According to the programme, the main career management skills acquired are the following: the ability of relation the personality traits to learning, working and other activities, getting to know the social environment and understanding of the diversity of social roles; achieving the level of good understanding of the variety of learning and work opportunities; finding and analysing career information, as well as taking advantage of the lifelong learning opportunities; based on a comprehensive knowledge of the self and the world of work, having an ability to make appropriate career decisions;

building a career plan based on a personal vision of the future, career goals, and continually updating it; having an ability to successfully move to another career (learning or work) environment; having an ability to effectively apply and improve key competences in the development process of a career.

The framework of students' career management competences was described in the Student Career Management Competence Development Programme (2013). The main career management competences identified in this program have a similar division as in the Career Education Programme. However, the main difference is that the definition of each career management competence covers three main parts: knowledge, skills and attitudes.

In the area of employment and social policy, in the second stage of the programming period (2008-2013), individual institutions also received support for projects aimed at young people and adults, the unemployed, people with social exclusion and people with disabilities. These projects had a focus on the development of the appropriate target group career management competences. The following projects aimed at development of career management skills could be mentioned: the project of the Lithuanian Labour Exchange targeted at young people "Building Self-Confidence " and the "Practical Career Guidance for the Parental Guardians in a Constructive Projection to a Successful Professional Career", the Kaunas Territorial Labour Exchange project targeted at the persons suffering the social exclusion "My choice", the Centre for Social Integration of Unemployed and Unemployed Youth project "Integrated Development of Youth Career Initiatives. Discover Yourself ", project of the Lithuanian Business Employers' Confederation for NEETs "Volunteering - the first step towards a successful career ", etc.

Moreover, the task of the fourth priority (Enabling young people and adults to successfully be engaged in professional, social and cultural life) of the **Strategical Action Plan of the Ministry of Education for 2017-2019** and the task of second priority of Action plan for the development of lifelong learning for 2017-2020 (adopted by the Ministry of Education and Science in July 2017) is to provide assistance and strengthen the career management skills of individuals. The main measure identified for implementing this task is the provision of face-to-face and **virtual career counselling services to individuals**. The government allocated financial (2017- 360 thousand EUR, 2018 – 332 thousand EUR and 2019 – 1,4 mln. EUR, 2019 – 188 thousand EUR) support for the implementation of above-mentioned measure.

However, currently, development of career management skills of concrete target groups is under the responsibility of the appropriate education or labour market institutions. The scope and practice of these services rely on the allocation of the financial and other resources. This practice could be defined as fragmented services (usually project-based activities) which might have a minor impact on the persons' future career.

Evidence, monitoring and assessment of the effectiveness of career guidance

The Lithuanian Centre of Non-Formal Youth Education (Career Education Unit) collects evidence on the effectiveness of the career guidance and monitors of career guidance services of pupils on national level. These activities cover data collection, data analysing, preparing the reports and recommendations. Data is being gathered via local municipalities and general education and VET schools and processed with a help of Information System of Career Education Monitoring. The main groups of monitoring criteria are as follows: context (scope of services, qualification of career specialists, etc.), contribution (funding of the services, etc.), process (access to the services, NEETs etc.), result (acquisition of career management skills, etc). The results of the monitoring analysis and recommendations are periodically presented to the respective policy makers.

Career Management Information System (KVIS) is specifically targeted at planning and monitoring of career services provided by career counsellors at HE institutions career centres. The results of this monitoring analysis are used to improve the services of HE institutions' career centres.

Guidance services provided by territorial labour exchanges and its youth job centres are monitored by organising user satisfaction surveys both of jobseekers and employers. Special surveys are also organised in order to analyse the motivation of jobless clients. The outcomes of these surveys are being analysed and summarised and particular improvements implemented.

Career Information and ICT in Lifelong Guidance

Aiming to reach to a higher number of users, the national guidance providers have introduced also access to ICT-based services. Development of the **Open Information, Guidance and Counselling System** (AIKOS, www.aikos.smm.lt) was supported by ESF funds (2005-2008). The system is a national database on learning opportunities which provides information on occupations, study programmes on all levels of education, qualifications, licenses, education and training institutions, other. Part of AIKOS is dedicated for individual career planning (it is possible to collect personal career information and store it in the career portfolio tool). In order to access the part of the system intended to individual career planning, personal identification is needed. Other part of the system has a free access without need of registration. Moreover, the system is linked to the EU portal "Learning Opportunities and Qualifications in Europe".

Career Education for Pupils Information website (MUKIS, www.mukis.lt) is dedicated to general education schools and VET schools and aims to assist individual pupil's career planning, provides resources for career

counsellors work and information for parents. Free access to the system is available through the account appointed by the system administrator to the appropriate general education and VET institutions.

Career Management Information System (KVIS, <https://karjera.lt/>) is developed and dedicated to the HE institutions' students and aims to assist students in self - assessment (tests, articles, advices), career problem solving and career decision making via provision of information, career education and counselling services. Personal identification is needed in order to access the system. Career centres of 10 universities and 16 colleges has joined the system since 2010. Students of these universities and colleges have an opportunity to use the system during their studies period and 5 years after the end of the studies.

"Euroguidance LT" website (www.euroguidance.lt) offers information and methodology materials on career guidance for career specialists and their clients. Some political and practical information (career tests and description of some methodological tools) on national career guidance system is now available on the website in English. Furthermore, in 2016 "Euroguidance LT" developed the new portal (www.mobilityguide.lt) focused on strengthening the mobility counselling competences of career specialists and their clients. Both above mentioned ITC tools has option for referrals to other career guidance service providers (other EU tools and systems, links to others career service providers).

Website of Lithuanian Labour Exchange (www.ldb.lt) presents the main labour market information, services for jobseekers and employers, as well as career prospects information (<https://www.ldb.lt/Informacija/DarboRinka/Puslapiai/situacija.aspx>).

Website of Research and Higher Education Monitoring and Analysis Centre (MOSTA; <http://mosta.lt/lt/interaktyvus-duomenys>) provides evidence-based information and guidance regarding adoption of decisions on formation and implementation of research, higher education, and innovation policy relevant to the public. In near future (end of 2018) MOSTA will develop online tool targeted at guidance counsellors focused on provision information on different careers (HE and VET), their prospects on national level, further learning and career opportunities of chosen profession, etc.

Training and qualifications

Career guidance counsellor is not a state-regulated occupation, thus professionals in guidance are recruited according to separate sectorial/corporate standards and requirements.

Requirements for school career coordinators and career counsellors as well as their functions are defined in their job descriptions.

School career coordinator who works within the school level is required to: have a higher education degree; have at least 3 months working experience with tasks related to activities with school students or counselling; be aware of careers education related legislation; have a good command of ICT related to guidance tasks; be aware of basics of document processing and record keeping; be fluent in Lithuanian language; has at least B2 level command of any foreign language, preferably English, French or German.

School career counsellor, who coordinates a group of assigned school career coordinators, is required to: have a higher education degree; have at least 1 year of working experience with tasks of counselling or consulting activities; have a good knowledge of national guidance policies, systems and legislation; have some experience in performing management tasks; have a good knowledge of pedagogy and andragogy and ability to use it in practical work; be aware of basics of document processing and record keeping; have a basic computer literacy qualification according to national standard; be fluent in Lithuanian language; have at least B2 level command of any foreign language, preferably English, French or German.

Requirements for counsellors of **territorial labour exchanges and it's youth job centres** are as follows: degree of higher or equivalent education; at least 1 year of work experience in the field of employment policy; knowledge of relevant legislation; information management and analytical skills; skills of written and verbal communication, ability to produce official documentation; good command of Microsoft Word, Excel, Power Point, Outlook, Internet Explorer; knowledge of foreign language (English, German or French) at C2 level.

Private companies set up their own requirements and standards for guidance practitioners.

There are several study programmes for guidance professionals at Lithuanian HE institutions:

- Vytautas Magnus University – Career counselling programme (Bachelor);
- Siauliai university – Career education science programme (Master);
- Klaipeda university – Career-designing programme (Master).

At some of the HE institutions short specialised courses (2-4 credits) on career development and career counselling are offered.

In education sector courses for further development of school staff (including professionals acting as career counsellors or career coordinators) are being regularly offered by licensed educational institutions. The Public Employment Service provides also mandatory specialized training to its staff, including continuous training on LMI themes and relevant ICT tools.

Career trainings are also provided by the following organisations:

- “Euroguidance LT”;
- Lithuanian Centre of Non- Formal Youth Education;
- Lithuanian Labour Exchange;
- NGOs (such as SOPA);
- Private organizations.

Funding careers guidance

Career guidance services are funded from diverse resources. **In education sector** these services are funded by:

- **State budget** via pupil's basket (i.e. amount of money dedicated to one student's education) for guidance and cognitive activities) for general education and VET schools (which provide general education alongside VET). Part of overall pupil's basket (approx. 3 EUR per student) is dedicated to career guidance and study visits / activities.
- **State budget** and **own institution resources** of HE institutions;
- **ESF funds**.

Since 2004 (and until 2016) substantial part of **ESF support has been targeted at career guidance system development at national level**. This source of funding helped to create methodology resources, train guidance practitioners, develop national career guidance related portals, develop systems for monitoring of guidance services, etc.

According to the **Monitoring report on the career guidance services in general education and VET schools in 2015-16** (2017), 286.819 EUR (the average was 1,11 EUR per pupil) were used to finance guidance services in education, through the state budget. However, this shows only partial view, as only 717 out of 1203 schools provided information requested by the monitoring tool. Funds related to guidance services are allocated according to the number of pupils and are a part of “pupil's basket” which covers budget dedicated to cognitive

activities (excursions, etc.) and career guidance services. This budget is estimated locally by municipalities and managed by schools.

In employment sector career services are funded by:

- **Funds for Active Labour Market measures /Funds for unemployed / Funds for Youth Guarantee Initiative;**
- **ESF funds.**

Currently, the governments' investments in education and guidance focus on:

- Decreasing a number of drop outs from education sector (focus on provision of support systems and increasing academic and personal achievements of pupils);
- Improving the quality of HE institutions (implementation of structural changes, decreasing the number of HE institutions);
- Bridging the gap between education and labour market (recognition of non-formal, informal ways of learning, structural changes of national PES network);
- Increase of VET attractiveness (quality of studies, optimization of network).

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