



## National Survey Analysis, LITHUANIA

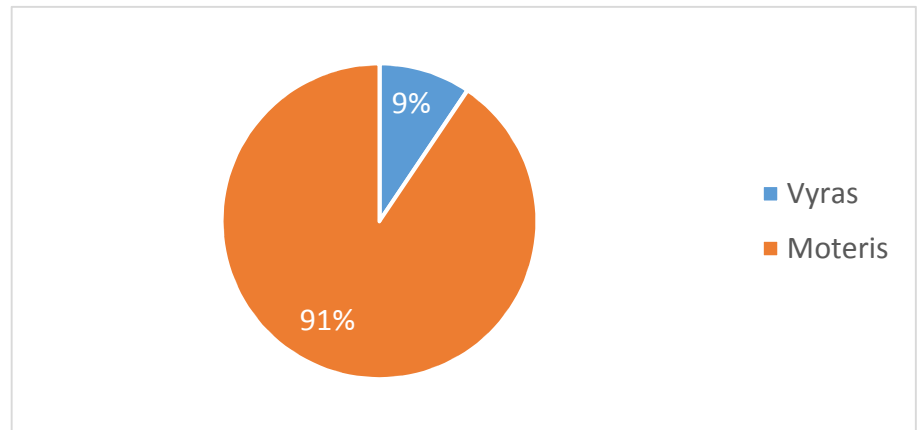
**Objective of the survey** – to find out the career guidance specifics and identify problems.

**Survey methodology.** To find out information on the practical implementation of career guidance (later - CG) activities in partner countries, there was the questionnaire disseminated among both career guidance providers (specialists) and clients (young people). The survey was carried out in October – November 2018. There were created 2 separate questionnaires (designed for providers and clients), adopted into the Google Forms and disseminated among the target groups. The questionnaire for CG providers consists of 12 questions closed and open type, there were 53 responses (53(N) gathered. The questionnaire for CG clients consists of 10 questions closed and open type, there were 52 responses (52(N) gathered.

### Survey Analysis of CG providers

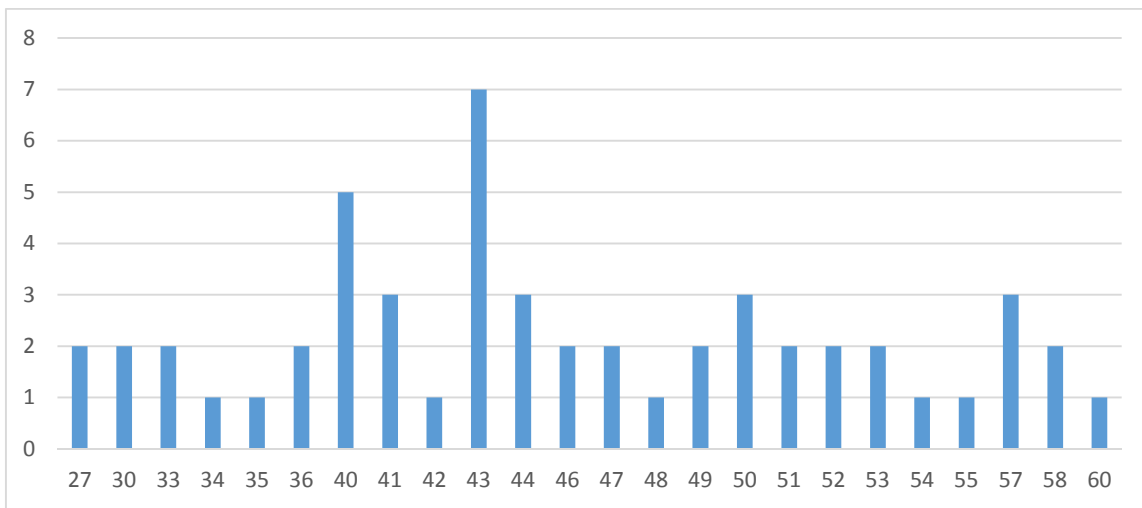
#### **I. PROFILE (1-6)**

##### **1. Gender distribution:**



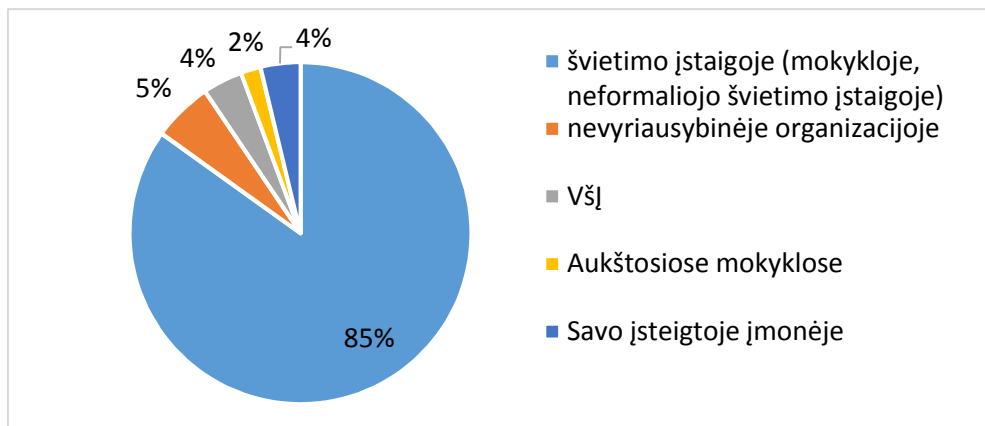
The main part of the respondents – females (91%).

##### **2. Age of the respondents:**



The majority of respondents were 43 years old. The youngest – 27, the oldest – 60. The average - 45,25.

### 3. The respondents are employed:



Majority of respondents (85%) are employed in educational institutions.

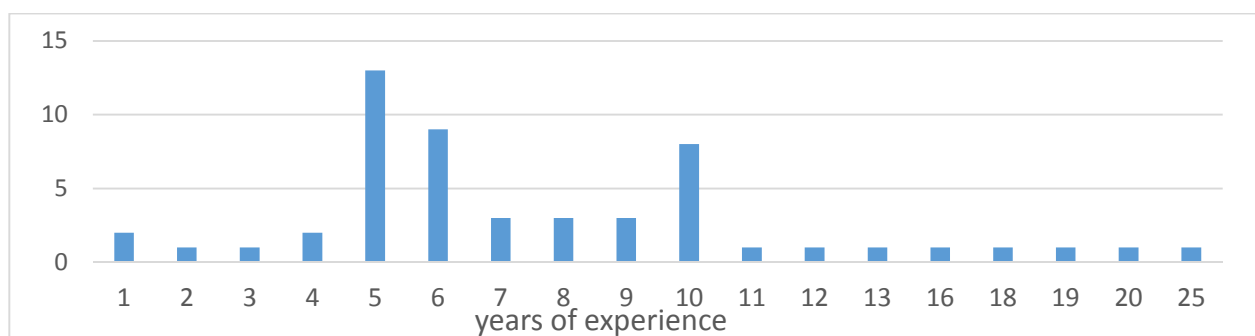
### 4. Job positions of the respondents:

Job positions	N-53	%
Vice-director	8	15
Teacher of a subject	7	13
Psychologist	5	9
<b>Career specialist, working with pupils</b>	<b>5</b>	<b>9</b>
<b>Career specialist, working with adults</b>	<b>3</b>	<b>6</b>
Career specialist, working with pupils + subject teacher + class mentor	3	6
Social pedagogue	3	6
Career specialist, working with pupils + social pedagogue	2	4
Director	1	2
Director + psychologist	1	2
Subject teacher + project manager	1	2
Manager of the non-formal education group	1	2
Subject teacher + librarian	1	2
Subject teacher, vocational supervisor	1	2
Career specialist, working with pupils + class mentor	1	2
Career specialist, working with adults + psychologist	1	2
Director + career specialist working with adults	1	2
Director + Career specialist, working with pupils + career specialist working with adults + manager of the non-formal education group	1	2

Career specialist, working with pupils + class mentor + manager of the non-formal education group + librarian	1	2
Career specialist, working with pupils + career specialist working with adults + class mentor	1	2
Director + career specialist, working with pupils + career specialist working with adults	1	2
Career specialist, working with pupils + career specialist working with adults + manager of the non-formal education group	1	2
Career specialist, working with pupils + career specialist working with adults	1	2
Career specialist, working with pupils + career specialist working with adults + lector	1	2
Director + Career specialist, working with pupils + Coach + supervisor	1	2
Career specialist, working with pupils + career specialist working with adults + manager of the non-formal education group + head of the Educational Department	1	2

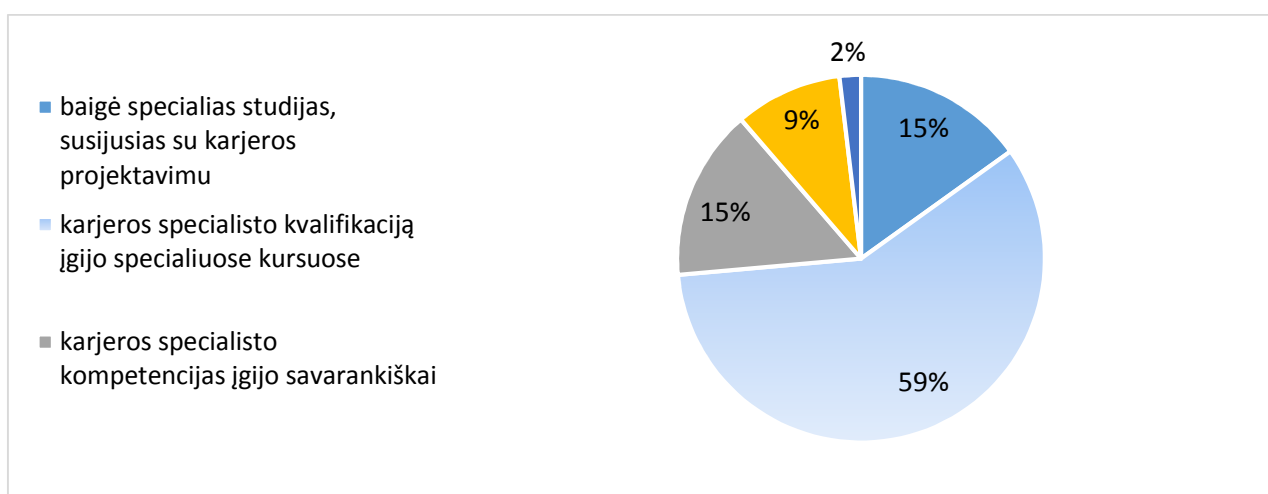
The results reveal that just for few respondents (9% - working with pupils and 6% working with adults) the duty of career guidance is the main duty of their work. For the rest of the respondents the career guidance is a secondary duty, combined with others.

### 5. Respondents' experience in career guidance:



Majority of the respondents have 5 years of experience. The shortest experience – 1 year, the longest – 25. The average – 7.87.

### 6. Respondents' qualification in career guidance:

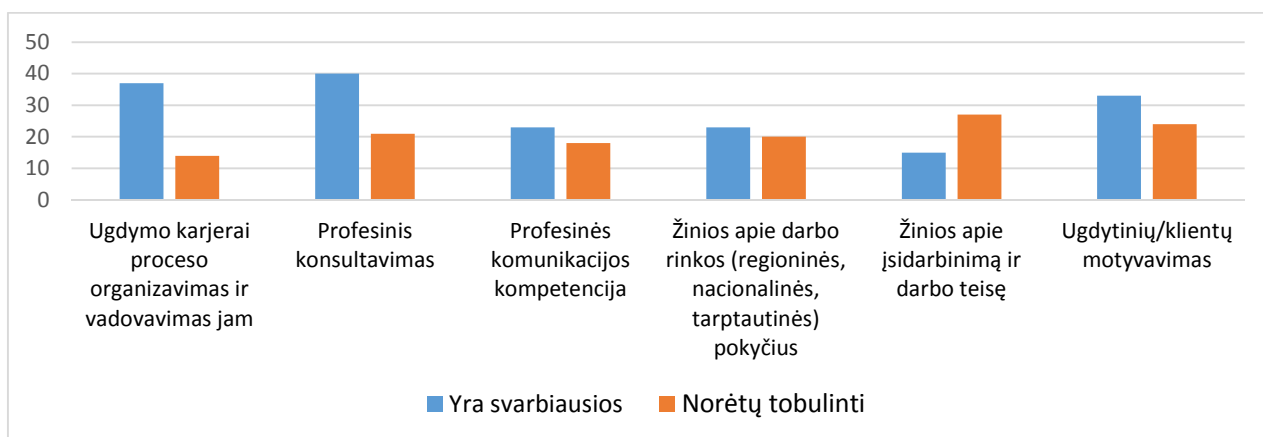


Majority of the respondents (59%) have obtained the career guidance qualification in specialized short-term courses. Only 15% have graduated from the career guidance studies. Other respondents have no competencies or have obtained them by self-learning.

## II COMPETENCES: WHICH (NAME THREE) ARE THE MOST IMPORTANT

### AND WHICH (THREE) TO BE IMPROVED

#### 7. The most important competencies of career specialists and ones they would like to develop:



The most important competencies in career guidance:

1. Vocational counselling;
2. Organization and management of CG processes;
3. Motivation of clients.

The competences to be developed:

1. Knowledge about employment and labour law;
2. Motivation of learners/clients;
3. Vocational counselling.

## III. WHICH CLIENTS' COMPETENCES ARE THE MOST SUCCESSFUL IN GUIDING AND WHICH ARE THE MOST DIFFICULT. WHAT METHODS ARE THE MOST SUCCESSFUL (NAME 2) AND WHICH ARE THE MOST POPULAR (2)

#### 8. Success of clients' competences development: assessment of CG providers

Competencies	Value minimum	Value maximum	Average
Knowledge of personality characteristics (self-knowledge)	2	5	3,98
Knowledge of career opportunities	2	5	3,92
Career planning	1	5	3,82
Career implementation	1	5	3,28

CG providers indicated that, when working with clients, they are at most successful in development of the personality characteristics (self-knowledge) competence and the least successful – to develop the competence of career implementation.

#### 10. The most popular and most effective working methods:

Use %	Not use %	Working methods	Value min	Value max	Average
100	0	Conversations	2	5	4,23
90	10	Discussions	1	5	3,91
84	16	Games	2	5	3,95
81	19	Independent work	1	5	2,89
79	21	Movie reviews and discussions	1	5	3,38
73	27	Examining stories of extraordinary personalities	1	5	3,34
70	30	Role play	1	5	3,56
58	42	Project activities	1	5	4,09

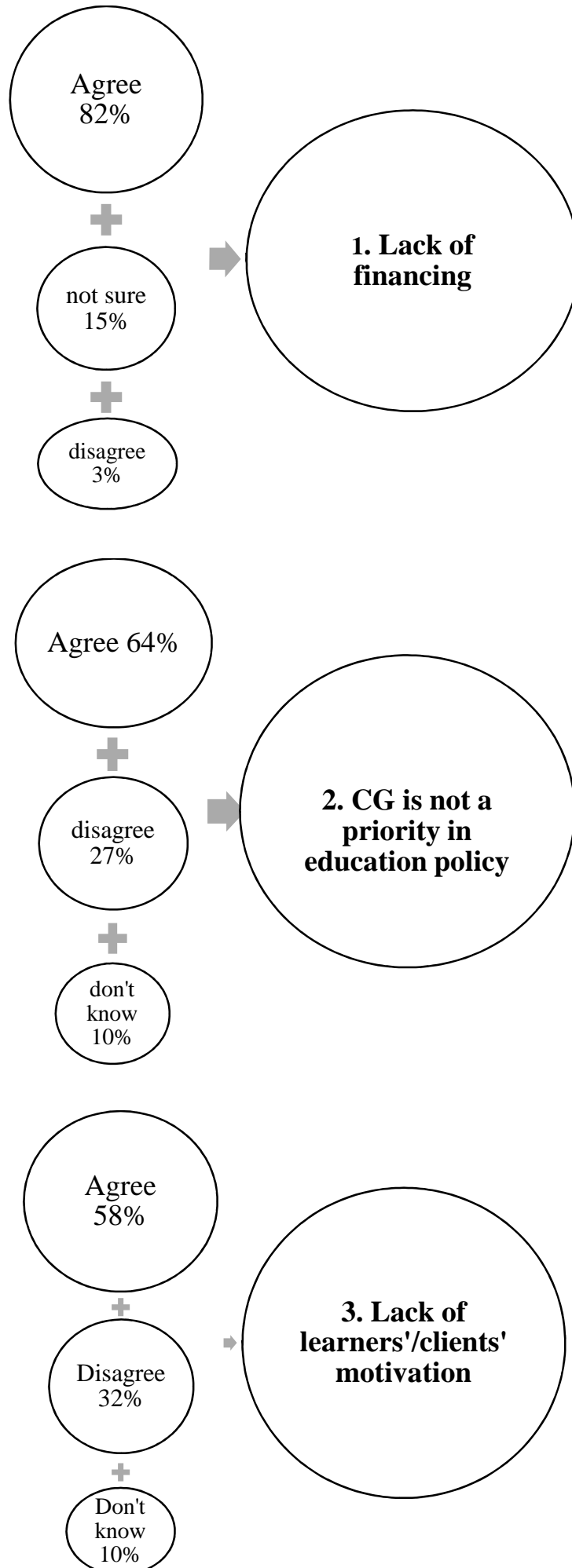
Most of the respondents use all the mentioned methods. The most popular are: conversations, movie reviews and discussions, discussions and games. The most effective methods are: conversations, discussions and project activities. Unfortunately, the project method is used not often.

#### **IV. FACTORS THAT RESTRICT AT MOST THE PROVISION OF THE CG SERVICES (NAMING 3 FACTORS)**

##### 9. Restricting factors:

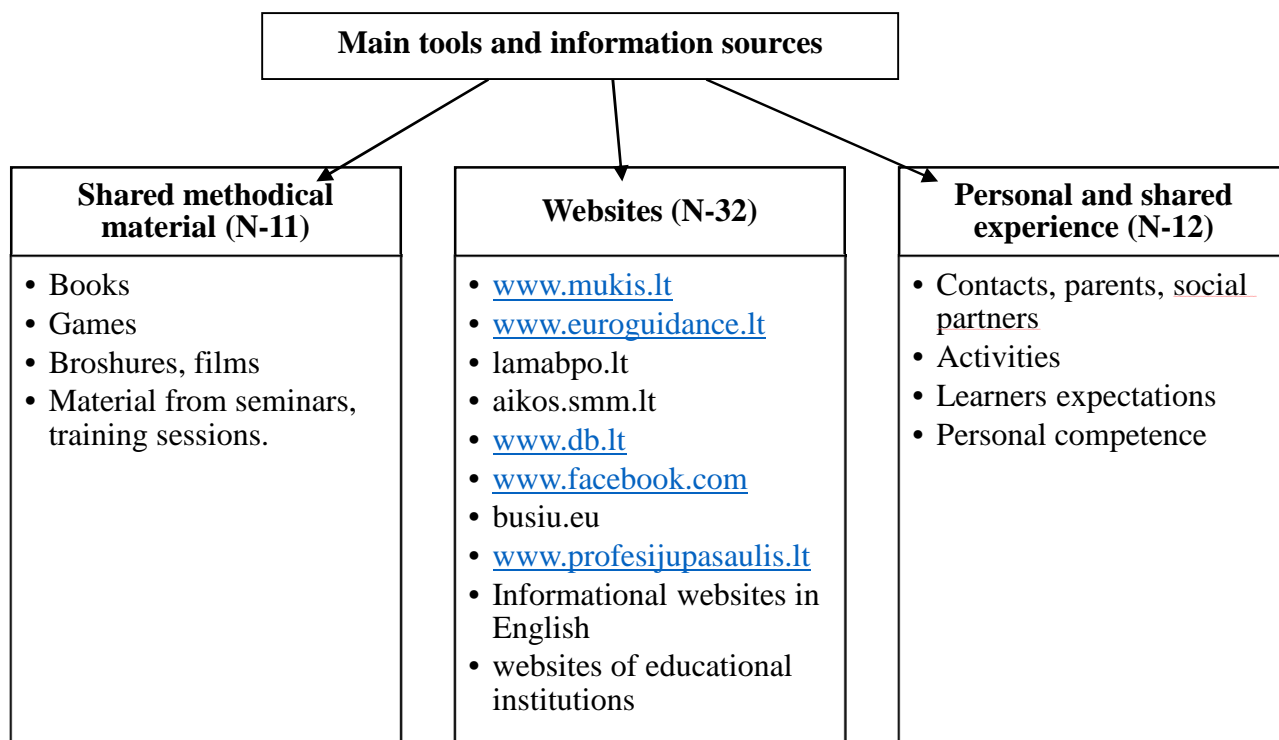
Factors	Absolutely agree		Agree		Don't know		Disagree		Absolutely disagree	
	N	%	N	%	N	%	N	%	N	%
Lack of financing to carry out CG activities	22	41	22	41	8	15	1	2	0	0
CG is not a priority in the educational policy	15	28	19	36	5	10	9	17	5	10
Lack of motivation of learners/clients	8	15	23	43	5	10	11	21	6	11
Lack of methodical material and other tools for CG implementation	4	8	23	43	9	17	16	30	1	2
Lack of in-service courses and seminars for CG specialists	3	5	20	38	7	13	20	38	3	5
In the institution, there are no professionals able to provide high quality services.	7	13	14	26	4	8	20	38	8	15
Due to indifferent attitude of business enterprises, sometimes it is hard to find social partners to implement CG activities.	3	5	18	34	13	24	16	30	3	5
Lack on information regarding CG services	1	2	19	36	9	17	23	43	1	2

Most restricting factors:



## V. THE MOST POPULAR INFORMATION SOURCES USED FOR CG ACTIVITIES

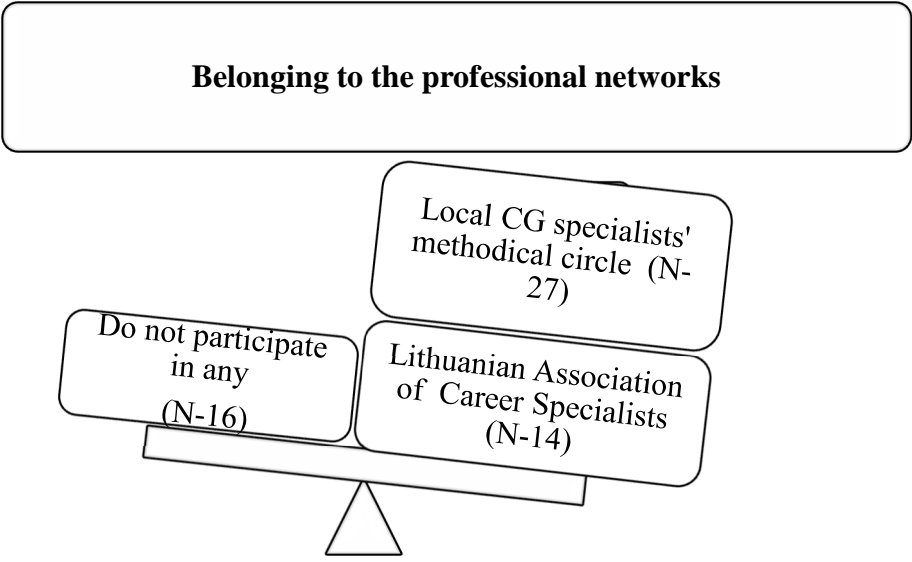
### 11. Tools and information sources helping in CG services:



Most of the respondents indicated that the websites are very most useful in their work. Mainly they use the sites like [www.mukis.lt](http://www.mukis.lt), [www.euroguidance.lt](http://www.euroguidance.lt), lamabpo.l, etc. They also use shared methodical material as well as shared personal experience.

## VI. WHAT PERCENTAGE OF THE CG PROVIDERS BELONG TO THE LOCAL AND INTERNATIONAL PROFESSIONAL NETWORKS. PLEASE NAME THE NETWORKS THEY BELONG TO.

### 12. Inclusion of CG providers into local and international networks.



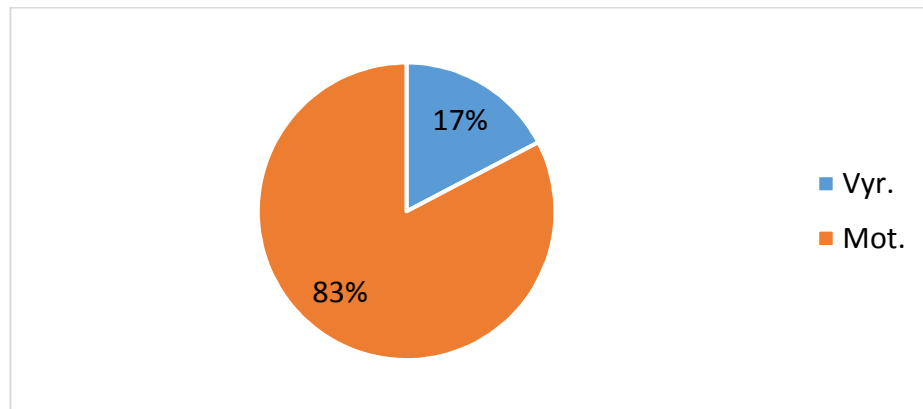
Majority of the respondents (51%) are involved into methodical activities of the local (town or region) circle of CG specialists. 26,4 % belong to the Lithuanian Association of Career Specialists. Some of them belong to both networks.



## Survey Analysis of CG clients

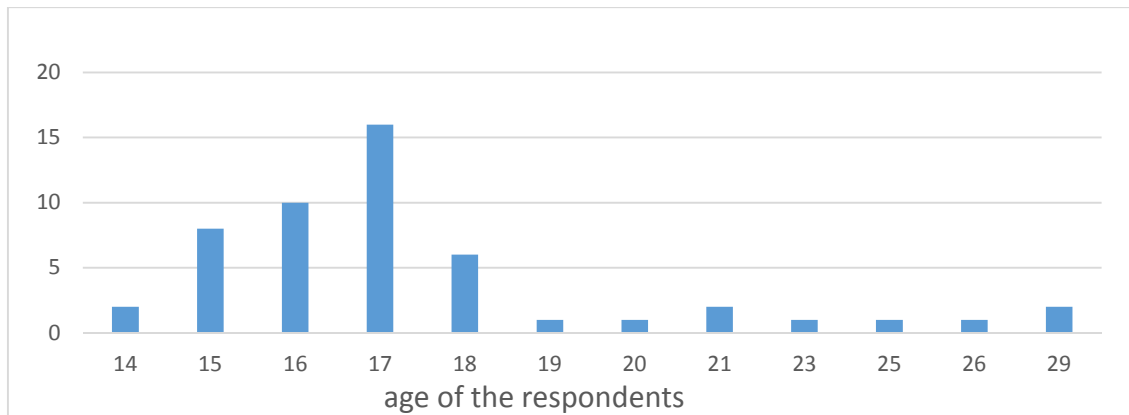
### I. PROFILE

#### 1. Gender distribution:



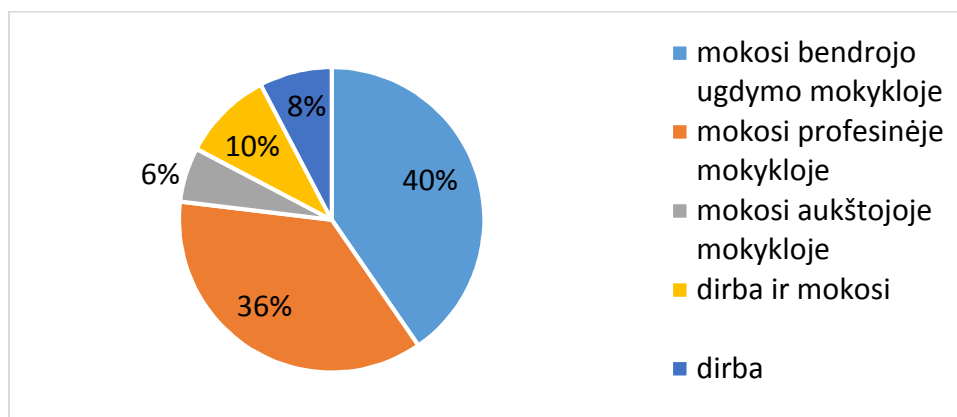
Majority of the respondents - females (83%).

#### 2. Age of the respondents:



Majority of the respondents are 17 years old. The youngest – 14, the oldest – 29. The average - 18.

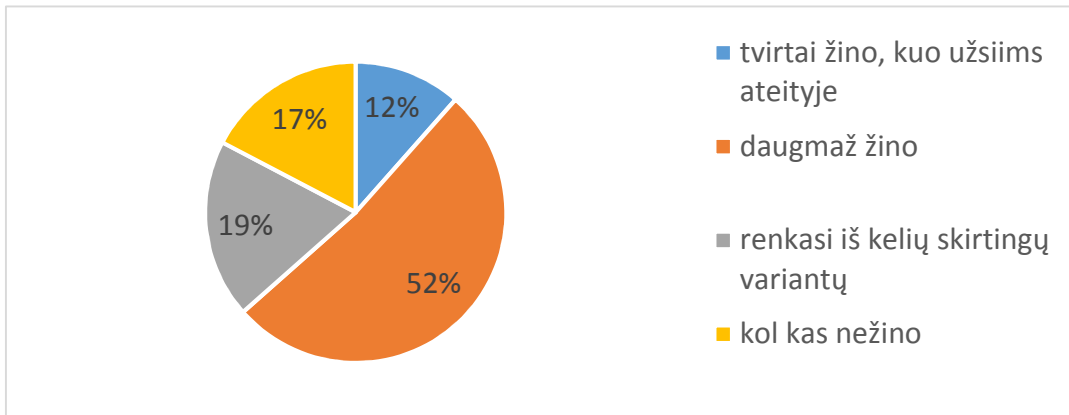
#### 3. Current activity of the respondents



Majority of the respondents study at secondary school (40%) or vocational school (36%).

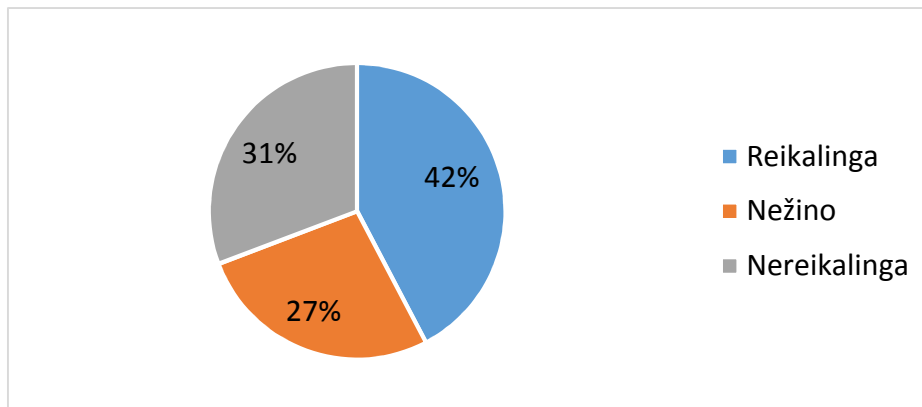
## **II. NEEDS FOR THE CG SERVICES: ARE THE CLIENTS AWARE OF THEIR PROFESSIONAL FUTURE, DO THEY NEED ANY ASSISTANCE AND IF THERE IS A POSSIBILITY FOR HAVING THE ASSISTANCE**

### **4. Awareness of the professional future**



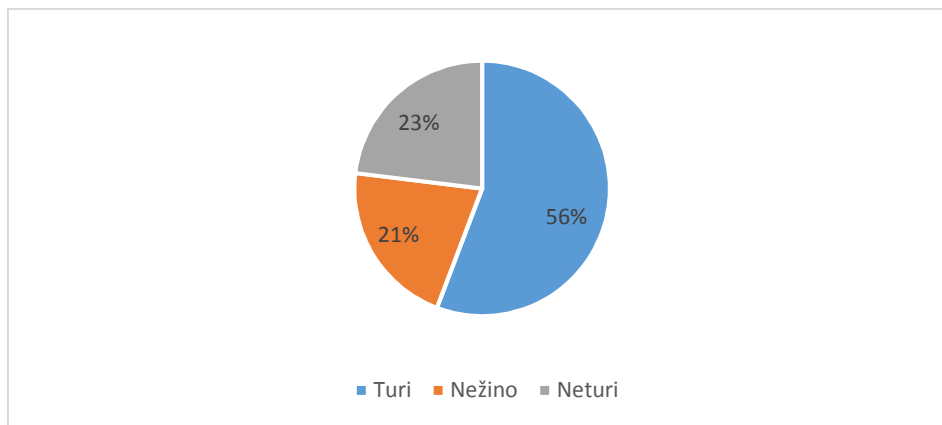
Only 12% of the respondents know for sure what they are going to do in the future. 52% of the respondents say that they know more or less, 19% trying to choose from several different options, 17% do not know what they will do in future.

### **5. Needs for assistance in planning a career**



The majority (42%) indicate that they need an assistance. 31% say that they can manage without any assistance. 27% do not know if they need any assistance or not.

### **6. Possibility to have an assistance in learning, choosing a profession, planning a future:**



The majority (56%) say that they have a possibility to be guided by a specialist when planning a career, 23% indicated that there is no possibility to be guided, 21% do not know about such a possibility.

### **III. FACTORS HELPING TO CHOOSE A PROFESSION (MENTION 3)**

#### **7. Helping factors in choosing a profession:**

<b>Factors</b>	<b>Value min</b>	<b>Value max</b>	<b>Average</b>
Parents, family	1	5	3,50
Information in the internet	1	5	3,17
Career specialist	1	5	2,63
Friend	1	5	2,59
Well known people, celebrities	1	5	2,55
Teacher, mentor	1	5	2,09
Other people in your institution	1	5	2,00
After class mentor	1	5	1,86

According to the respondents, the parents, family, information on the Internet and friends are at most helpful in questions related to the choice of career / career planning.

### **IV. WHICH COMPETENCES FOR BUILDING A CAREER ARE THE BEST SELF-ASSESSED AND WHICH ARE THE MOST DIFFICULT.**

#### **8. Self assessment of competences planning a career:**

Competences	Very good		Good		Weak		Very weak	
	N	%	N	%	N	%	N	%
Self-knowledge (personal characteristics)	8	15	41	79	2	4	1	2
Knowledge of the career possibilities	9	17	29	56	14	27	0	0
Ability for planning future activities/career	16	31	26	50	8	15	2	4
Ability to implement future activities/career	12	23	30	58	10	19	0	0

Majority of the respondents all mentioned career competences assessed as “good” or “very good”. The competence of “self-knowledge” mostly is rated as “good”(15%)and “very good” (79%). One third of the respondents (31%) their ability to plan their future career rated as “very good”. A few respondents their ability to plan their future career rated as “very weak” (4%). A number of respondents rated the competence of “Knowledge of the career possibilities” as a weak one, likely, the most difficult for them.

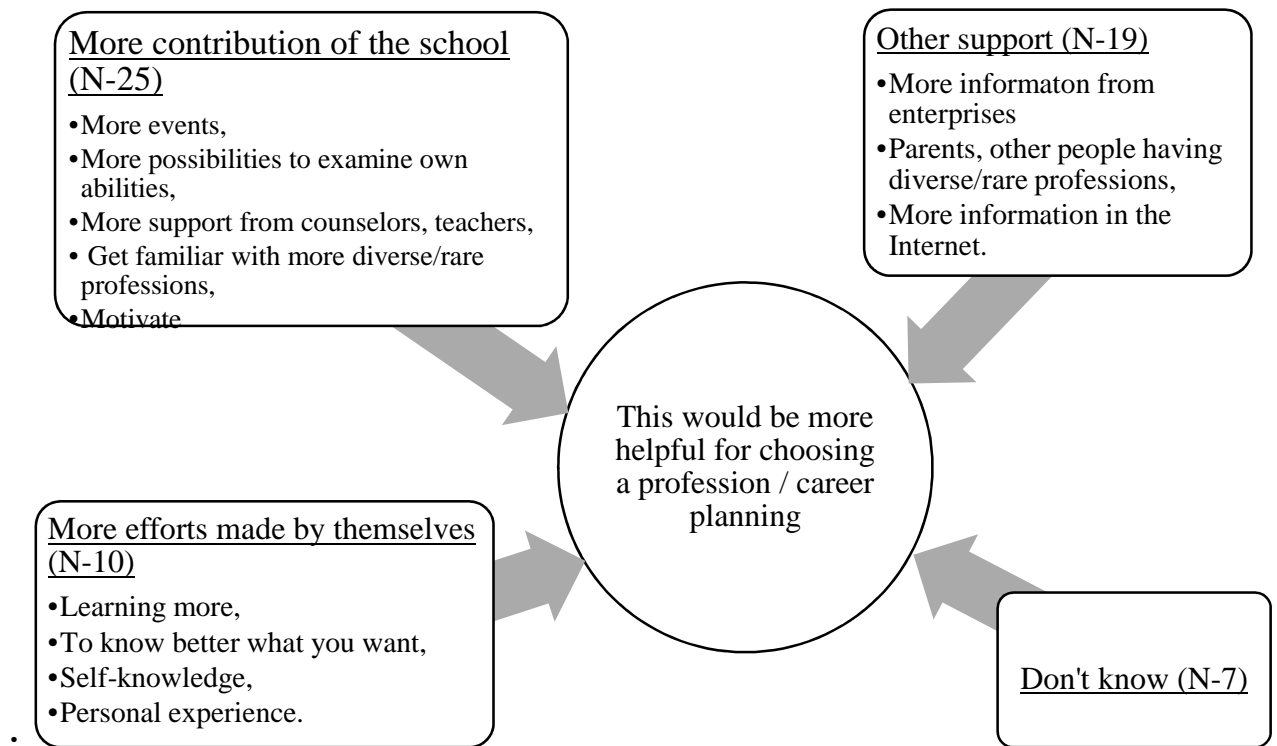
**V. WHAT ACTIVITIES HELPING TO CHOOSE A PROFESSION ARE THE MOST POPULAR (NAME 3)**

**9. Participating in CG activities and its significance in choosing career path/profession**

Mostly the respondents were participating in:

1. Events (Career days, study fairs, competitions, etc.) (73%);
2. Career training seminars, lectures (short / single sessions)(69%);
3. Occupational vocational visits (excursions to enterprises)(64%).

**VI. WHAT ARE THE EXPECTATIONS AND WISHES FOR CG PROVISION**



## CONCLUSIONS:

The survey results reveal that even if CG is carried out in educational institutions, it is not a priority in education policy yet.

1. The results of the CG providers show that career specialists use various means and methods in their work, participate and share their experience in national professional networks (Local methodical circle, Lithuanian Association of Career Specialists). In their services provision, the websites such as [www.mukis.lt](http://www.mukis.lt), [www.euroguidance.lt](http://www.euroguidance.lt), lamabpo.lt, etc. are at most helpful. According to the CG providers, their work is mostly restricted by **lack of financing**. The fact that many of CG providers at the same time have another work positions witnesses that there is **no much of attention** for CG in education policy. **Preparation of career professionals is not sufficient** as well: just a minor part of them (15%) have graduated from special studies, the majority (59%) have obtained some qualification at various short-term courses, the rest of the respondents have no competence at all or have some knowledge by self-learning.

2. The CG clients' survey results show that even if there is a possibility to consult with specialists, **not all of young people think they need it**. According to the survey, at most significant factors in choosing a profession or planning a career are: **parents', family opinion and information in the Internet**.

Regarding the CG activities and their impact, the *most popular for young people are: career events and lectures, and the most significant for them – events and intense vocational engagement.*

Expressing their expectations, young people would like to have:

- more events,
- introduce with professions that are more diverse and rare,
- get better motivated,
- get more possibilities to explore themselves.

In choosing a profession, they expect more assistance from CG specialists and teachers.