



**CEDEFOP**

European Centre for the Development  
of Vocational Training



Education and Culture DG

Lifelong Learning Programme

## Study visit group report

<b>Group</b>	400
<b>Title</b>	Lifelong Guidance System in Lithuania
<b>Theme</b>	Guidance and Counselling
<b>City, Country</b>	Vilnius, Lithuania
<b>Type of visit</b>	Mixed
<b>Group reporter</b>	Cynthia Fulton

## I. Section: Findings

This section summarises the findings that the group makes while visiting host institutions, discussing issues with the hosts and in the group. You will be reflecting about the things you learnt during each day. But to put them together and give an overall picture, you need to devote a special session to preparing the final report on the last day of the visit.

**In this section, it is important that you describe not only things you learnt about the host country but also what you learnt about the countries which you represent.**

1. Summarising your impressions, please describe what in your opinion are the 3 most important things you learned during the visit.

*The group was impressed with the progress Lithuania has made in developing a guidance system, policy and strategy in a relatively short time. It was evident at a number of visits that funding must be made available to meet future costs.*

*The use of volunteers in provision of language clubs at Kaunas Labour Exchange Youth Labour Centre allows young people in Lithuania to access free language skills and intercultural skills to enable them to work and live in other countries.*

*We were impressed by the enthusiasm of Kaunas “Maironio” Gymnasium’s approach to careers guidance which extends beyond the school to the community and the municipality as a Careers Information point (CIP)*

2. One of the objectives of the study visits programmes is exchange of good practices among the hosts and participants. Cedefop will select examples of good practices and disseminate them among former participants and wider public, including potential partners for future projects.

Describe each of the good practices you learn about during the visit (both from the hosts and from each other) indicating the following:

title of the project/programme/initiative /...	name of the institution that implements it (website)	contact person (if possible), who presented the programme to the group	whom the project/ programme/ initiative addresses	what features of the project/programme/initiative make it an example of good practice
<i>Visit to Ministry for Education and Science</i>	<i>www.aikos.smm.lt</i>	<i>Aleksandra Sokolova</i>	<i>The Ministry has worked over ten years to</i>	<i>The AIKOS portal is a comprehensive database of information about all educational courses available in Lithuania. It</i>

			<i>develop an all age Guidance system in Lithuania</i>	<i>is divided into three sections and covers education at all levels including courses for those already in the workforce. It can be accessed at six hundred Careers Information points, making it an excellent use of the funding that is available. The use of language in the section for young readers is simple to ensure meeting their needs.</i>
<i>Visit to Ministry for Education and Science</i>	<i>Training programmes for Guidance workers</i>	<i>Aleksandra Sokolova</i>	<i>The Ministry has put training in place for guidance workers throughout Lithuania</i>	<i>There are training programmes of varying duration – from two hours to two hundred and eighty hours depending on the role of the person being trained. 3600 teachers have received training</i>
<i>Visit to Lithuanian Labour Market Training Authority System</i>	<i>Short training programmes</i>	<i>Jone Sikorskiene</i>	<i>School pupils, employees, unemployed, especially those who are disadvantaged, and who are trying to enter the labour market</i>	<i>The empathetic nature of the mission statement, and the motto, ‘Find Yourself in Activity’</i>
<i>Norway</i>	<a href="http://www.utdanningdirektoratet.no">www.utdanningdirektoratet.no</a>	<i>Anne Brit Stangeland</i>	<i>Timetabled careers education</i>	<i>In Norway, in all secondary schools there is a subject called choice of education – pupils must decide which course of study to take – general study or vocational training. They have 150 lessons over 5 weeks.</i>

				<i>This system gives students a good basis to help them make the right choices.</i>
<i>Northern Ireland</i>	<a href="http://www.belfastmet.ac.uk">www.belfastmet.ac.uk</a>	<i>Cynthia Fulton</i>	<i>Guidance service promotional video for college website</i>	<i>On the Guidance and Counselling section of the Belfast Metropolitan College website there is a video that students can access and find out about the service that the Careers Counselling department can provide, including information on help with choosing a course, finding a job, further study as well as any personal problems students may have.</i>
<i>Spain</i>		<i>Juan A. Sánchez</i>	<i>Work experience</i>	<i>In Cantabria, Spain, at the end of compulsory education (age 16), students are encouraged to spend one or two weeks in a company doing a work experience placement. This gives students an overview of the world of work and helps to prepare them for future employment.</i>
<i>Turkey</i>		<i>Hicran Cetin Salih Zeki Sahin</i>	<i>Careers programme for all pupils</i>	<i>All classes in all primary and secondary schools in Turkey offer a developmental class guidance programme for 1 hour per week as part of compulsory curriculum. Class guidance teachers and school counselors provide a guidance service during this time.</i>
<i>Slovenia</i>		<i>Tamara Kavc</i>	<i>Pro active approach to clients</i>	<i>Guidance practitioners in adult education visit clients as opposed to</i>

				<i>waiting for clients to come to them. They visit clients in their workplace, other internal offices in other towns as well as visiting clients with different needs such as those in prisons.</i>
<i>Denmark</i>		<i>Anni West</i>	<i>Transition year programme</i>	<i>In the transition period between compulsory school and youth education, there is a structured communication system to help support students and reduce the number of dropouts.</i>
<i>Bulgaria</i>	<i>Ministry of State Administration and www.jobtiger.bg</i>	<i>Antoaneta Aneva</i>	<i>Job fairs for students</i>	<i>Job fairs for students are organized by the Ministry of State Administration and the job portal JobTiger.bg. The fairs provide an opportunity for students to apply for trainee programmes to gain some experience in a range of fields, for example in HR, IT and many more. The events are funded by private companies, for example in 2008 the sponsor was Nestle. They are organised in many towns across the country giving all students the chance to attend.</i>
<i>Romania</i>		<i>Diana Ghergu</i>	<i>Accessible information and guidance</i>	<i>In every major state university there is a centre for careers guidance to help with job opportunities for students; and work experience exchange programmes with other countries in the European Union.</i>

<i>Hungary</i>		<i>Endre Hajdu</i>	<i>Psychometric testing</i>	<i>In 2008, the National Lifelong Guidance Council was set up in Hungary. This helps to coordinate guidance across all levels and ages. In Budapest tests for mental abilities of all levels i.e. memory skills to psychometric testing, are available to clients, and counselors make recommendations to clients based on their results.</i>
<i>Great Britain</i>	<i>www.career seurope.co. uk</i>	<i>Jennifer Florance</i>	<i>Opportunities for guidance practitioners</i>	<i>Organises training and information sessions about European opportunities and transnational guidance. Runs the Guidance Exchange programme, sending counselors from the UK to other European countries as well as welcoming their counterparts to the UK.</i>

*\* You can describe as many good practices as you find necessary. You can add rows to the table.*

3. The study visits programme aims to promote and support policy development and cooperation in the field of lifelong learning. That is why it is important to know what you learnt about such policies and their implementation during your visit. You are invited to describe your findings concerning the following:

3.1. common approaches, if any, that are met in all or some countries (both host and participants’) regarding the theme of the visit:

*In some countries guidance systems are well established and well developed. In others they are relatively new. All countries value training for professional practitioners and also ongoing professional development.*

*There is a strong commitment to careers guidance as an entitlement for all.*

*EU study projects and other networking opportunities have been welcomed and utilised.*

- 3.2. common challenges that are faced by all or some countries (both host and participants’) in their effort to implement policies related to the theme of the visit:

**Visit to Ministry for Education and Science:** *The ministry has written Guidance policy into many of the key documents in Lithuania; one policy in 2003 is specifically for careers Guidance. The challenge is to have careers guidance given more importance among stakeholders in government, particularly to gain further funding, and to ensure that there is commitment to continuing the building of a strategy which is still new in the country.*

**Visit to Lithuanian Labour Market Training Authority System:** *The team is small – just eight persons delivering training courses and successfully reaching 10,000 clients per year. In times of financial crisis, guidance interventions are not valued by government nor by society, and there is an ongoing threat of funding cuts.*

**General:** *Funding of services is a concern for all countries represented. Funding can be most efficiently used if the stakeholders form closer partnerships.*

- 3.3. effective and innovative solutions you have identified that the countries (both host and participants’) apply to meet the challenges you mentioned in question 3.2:

**Visit to Ministry for Education and Science:** *The study group was impressed by the effective use of EU funding in developing the AIKOS resource and making it available at 640 career information points. Potential exists to develop this resource further, perhaps as an occupational/career descriptive database.*

**Visit to Lithuanian Labour Market Training Authority System:** *The group was impressed with the client-centred ethos of this initiative, and could feel that it was a safe environment for anyone seeking to explore issues of self esteem and to develop employability skills. The team clearly engages clients in learning using methods developed by educational psychologists.*

*The use of volunteers in provision of language clubs at **Kaunas Labour Exchange Youth Labour Centre** allows young people in Lithuania to access free language skills and intercultural skills to enable them to work and live in other countries.*

*We were impressed by the enthusiasm of **Kaunas “Maironio” Gymnasium’s** approach to careers guidance which extends beyond the school to the community and the municipality as a Careers Information point (CIP)*

**General:** *Policies already exist, but should be further developed and written into law as a right to career guidance for all.*

- 3.4. policies and practices that can be further explored and possibly transferred to other countries:

*Visit to Lithuanian Labour Market Training Authority System: The team considered that there is scope to integrate entrepreneurial training and skills to the workforce*

*The model of the AIKOS website available at 640 CIPs would be beneficial to other countries.*

*The model for the Lithuanian Career Guidance Council is considered to have potential for further development in some countries*

4. Creating networks of experts, building partnerships for future projects is another important objective of the study visit programme.

Please state whether ideas for future cooperation have evolved during meetings and discussions.

*The group feel that practitioners in the field should have the opportunity to engage in future study visits in order to gain first hand examples of good practice.*