



ERASMUS+program “ ACTIVE CITIZENSHIP AND DECENT WORK “ (NR. 2015-1-ES01-KA204-016067).

## I. THE SITUATION IN LITHUANIA

### 1.1. GENERAL YOUTH ABILITIES

Youth – future labour force, the problems of its occupation and economical activity are in priority both in Lithuania and in the whole European Union. Global financial crisis which started in the USA several years ago affected Lithuania too. Due to this crisis long term negative consequences the growth of economics slowed down, financial inhabitants’ situation became worse, the unemployment increased rapidly. (1)

In different countries the definition of youth differs. It depends on country’s cultural political and institutional factors. In Lithuanian state youth politics conception the youth is a young person who is 16 – 29 years old. In the law of Lithuanian Republic Youth politics (2005) young people are people who are 14 – 29 years old. According to the view of Lithuanian work labour politics youth is 16 – 24 years old. (1)

#### THE REVIEW OF THE YOUTH SITUATION 2015

##### DEMOGRAPHICS

- During the five years the number of young people decreased almost 93 000.
- 572 902 young people lived in Lithuania in the beginning of 2015.
- 20,5% of all country’s people were young people in 2015.

1 table

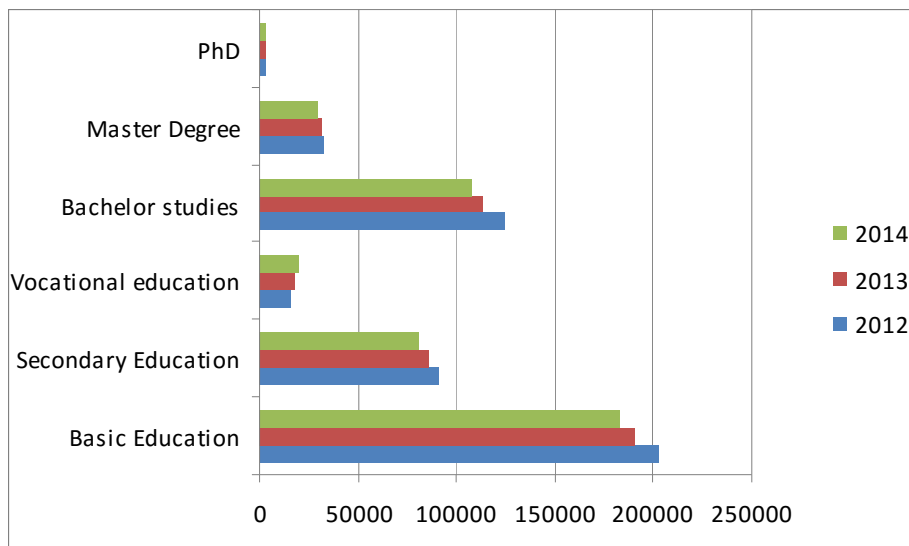
The number of young people (15-19 years old) in 2010 - 2015				
Year	15 – 19 (age)	20 – 24 (age)	25 – 29(age)	15 – 29(age)
2010	229 406	229 750	206 416	665 572
2011	215 622	218 764	194 190	628 576
2012	187 705	214 721	192 347	608 950
2013	201 882	214 878	194 659	597 242
2014	177 196	213 059	194 446	584 701
2015	170 398	207 167	195 337	572 902

- in the beginning of 2015 14-29 years old girls made 49% and boys 51%.

- In the beginning of 2015 there were twice more people in the cities than in villages of 15-29 years old.
- During 3 years the number of young people in cities decreased 30 000 while in the villages this number decreased in 6000.

#### Education:

- The number of schoolchildren and students in Lithuania decreased more than 120 000 since 2010.
- The number of learners decreased in all education stages since 2012.
- Only the number of students at vocational schools increased stable.



Picture 1. Learners' number in Lithuania in 2012-2014 (2)

- In 2014 the number of young people with an university degree decreased 5000 in comparison with the data of 2013.
- At the same time the number of people with college degree stayed almost identical, if to compare 2013 and 2014.

#### IT:

- Almost all young people (16-24) use a computer and Internet.
- Most often youth communicate on Internet: e-mails, forums, chat sites. A lot of young people read newspapers, news online, look for information about goods, services, listen to music, play, share photos.

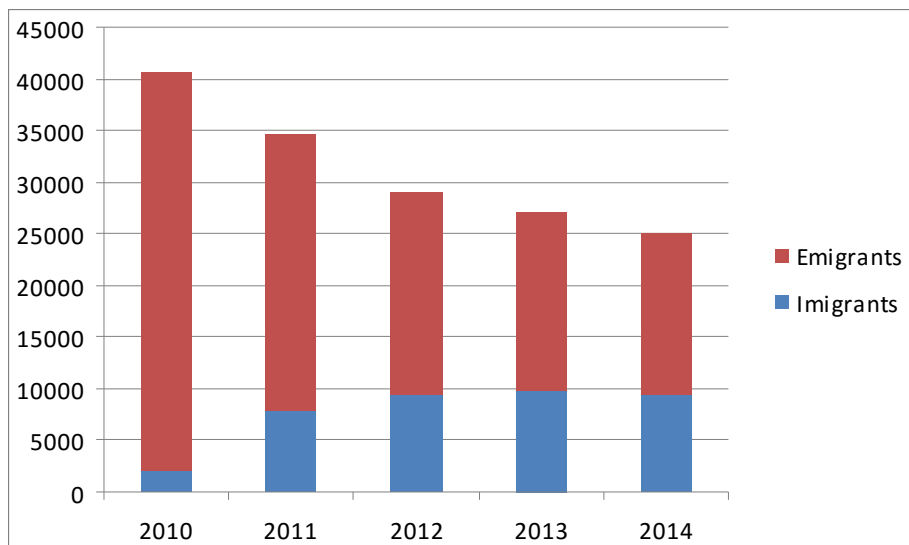
- More and more young people every year buy or book goods or services online.

Harmful habits:

- In 2014 smoking and sometimes smoking young people (19-24) were 20,2%.
- At the same time often using alcohol (from every day to 2-3 times a week) were 10,7%.
- Most often youth use alcohol because of these reasons: a wish to feel happier, a wish to forget problems, a wish to get dizzy, not having what to do or unwillingness to be different from friends.

Migration:

- About 15 000 young people emigrated from Lithuania in 2014.
- Most often young people of 20-24 and 25-29 years old emigrate.
- During the last years the emigration decrease stable.
- If to compare the ratio of emigrants and immigrants in 2014 more young people emigrated than immigrated (i.e. Neto international migration was negative).
- The main reasons of young people emigration are:
  - Not able to find a job in Lithuania
  - Not be able to find a job in Lithuania according to the profession
  - Too small salary in Lithuania
  - A wish to study abroad, to learn foreign language.



Picture 2. Data of the migration 2010-2014 in Lithuania (2)

## 1.2. JOINING THE LABOR MARKET

According to the Lithuanian Republic Law of Employment Support (2012)- “unemployed people – not working people who are of working age, who do not study according to the full time program or permanent education form and is registered in Lithuanian Labour Exchange.

Specific labour market structure has formed in Lithuania, which differs from the traditional one (employment-unemployment), because it has two segments: hidden unemployment and unofficial employment. It is uncontrolled part of labour market. Hidden work and unofficial employment covers 15-20% economically active Lithuanian inhabitants.

Labour market:

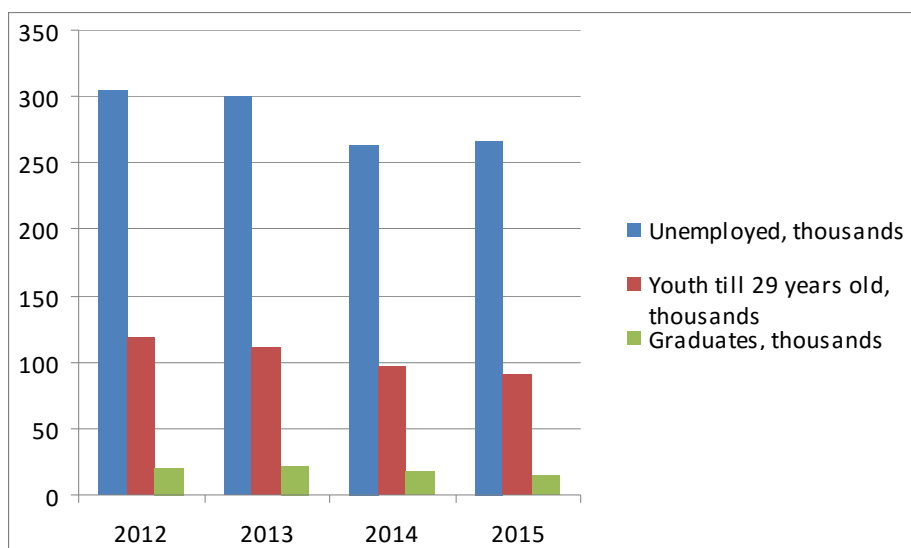
- The unemployment of youth (15-24) decreased since 2010. In 2014 the unemployment reached 19,3 %. The same year Lithuanian general unemployment level reached 10,7%.
- 25 400 young people (15-24) were unemployed in 2014.
- The number of graduates who applied to the Lithuanian Labour Exchange since 2014 decreased almost in 4000 in comparison with 2012.
- In 2014 in Lithuania the unemployment level of youth till 25 years old was better than the average of European Union countries (21,9%).
- In Germany this indicator reached 7,4% in 2014. i.e. almost 3 times less than in Lithuania.
- In Spain (53,5%), Greece (49,8%), Croatia (45,5%), Italy (43,9%) the unemployment level of youth was especially high in 2014.

The Institute of Work and Social Research did the research about youth unemployment. It showed very sad tendency – the education of unemployed youth is becoming poor. A lot of young people gain not needed professions. In Lithuania it is very difficult to get job for specialists of agriculture, chemistry, building material engineering. Young unemployed people and people looking for a job – is the poorest layer of people in Lithuania.

## **Young Unemployed**

Lithuanian Labour Exchange also helps to integrate youth into labour market, while giving various services and means helping to get a job. Various means are used in order to integrate young unemployed into labour market. They can be divided into two groups. First group includes permanent or fixed-term employment. The second group includes means of active labour market, which include supportive employment (I.e. Gaining working skills, employment with subsidies, public works), vocational education, work rotation, making new working places ( the Law of Occupation Support of the Republic of Lithuania, 2012). (1)

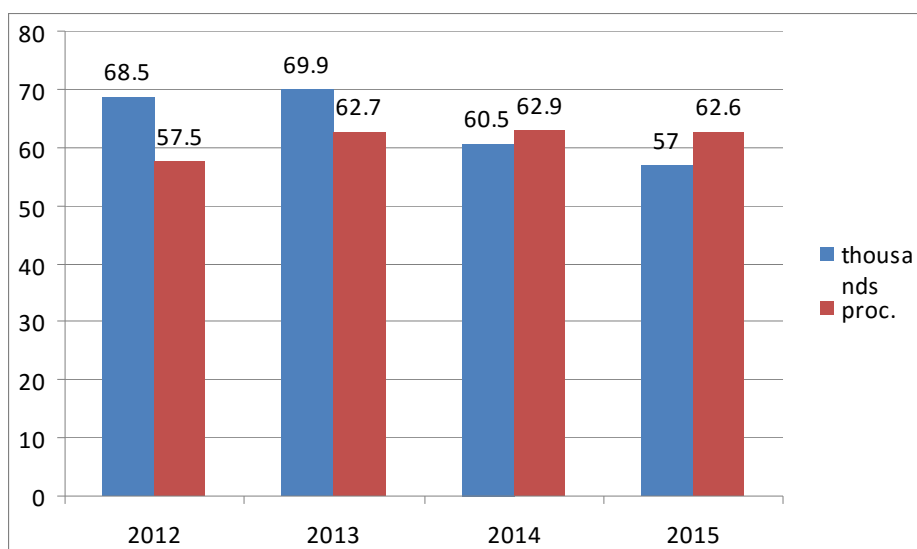
In 2015 the number of registered young unemployed decreased. 91 000 young unemployed (age 16-29) applied for a job to Labour Exchange, in 2014 there were 96 200. Young unemployed people made a less part of unemployed than a year ago, 34,2% of all unemployed people were younger than 30 years old (2014 – 36,5%). There were less registered youngsters under 25 years old. There were 51 900 or 19,5% of all unemployed people, 2014 – 57 400 (21,8%).



Picture 3. The structure of registered unemployed people 2012 – 2015 (2)

14 600 postgraduates registered in the Labour Exchange in 2015, in 2014 – 17 100. A number of postgraduates among registered young unemployed people decreased, in 2015 they made 16,1%, in 2014 – 17,7%.

57 000 unemployed young people (age 16-29) were employed in 2015 ( it is 62,6% of all registered young unemployed people). 28 100 young people under 25 years old were employed (54,2%), in 2014 – 29 800 (51,9%).



Picture 4. Employment of unemployed people (age 16 -29) in 2012 – 2015 (2)

Even though the number of long term unemployed people is decreasing, the problem of youth long term unemployment stayed. More than half of unemployed people belong to long term unemployed group because they do not have job longer than 6 months. The Law of Occupation Support (2011) states, that “ long term unemployed people are people under 25 years old, which do not work longer than 6 months and people over 25 who do not work longer than 12 months, counting from the day they were registered in territory Labour Exchange. (1)

#### **TAKING PART IN MEANS OF ACTIVE LABOUR MARKET POLITICS:**

20 100 young unemployed people (age 16 – 29) were sent to means of active labour market policy in 2015 (2014 – 21 000), 11 300 of them youth under 25 years old (2014 – 13 000). Under the means: 6 200 youngsters under 29 years old took part in vocational training, 11 400 took part in supportive employment, 2 300 took part in support for making new working places, 200 took part in territory movement means.

The ones who were employed and oriented to the means composed 84,8% of registered youth.

#### **YOUNG UNEMPLOYED:**

28 500 young unemployed people of age 16 – 29 were registered on 1 January 2016. It is 2 600 less than a year ago (on 1 January 2015 there were 31 100). 13 300 of them was a youth under 25 years old and 1900 less than a year ago when there were registered 15200 unemployed youth of this age group. On the 1 January 2016 youth made 17,5% of all unemployed people 1 January 2015 it was 18,4%).

#### **YONG LONG-TERM UNEMPLOYED( 8%)**

21 100 young long-term unemployed people of age under 25 were registered on 1 January 2016. They made 4,7% of all long term unemployed. 1500 long-term unemployed were of 25-29 years old.(3,3%). 2600 registered young long-term unemployed under 25 years old were on the 1 January 2015. They made 4,9% of all long-term unemployed. 2300 long-term unemployed were of 25-29 years old (4,3%). During the year young long-term unemployed of the age 16-29 decreased in 1300.

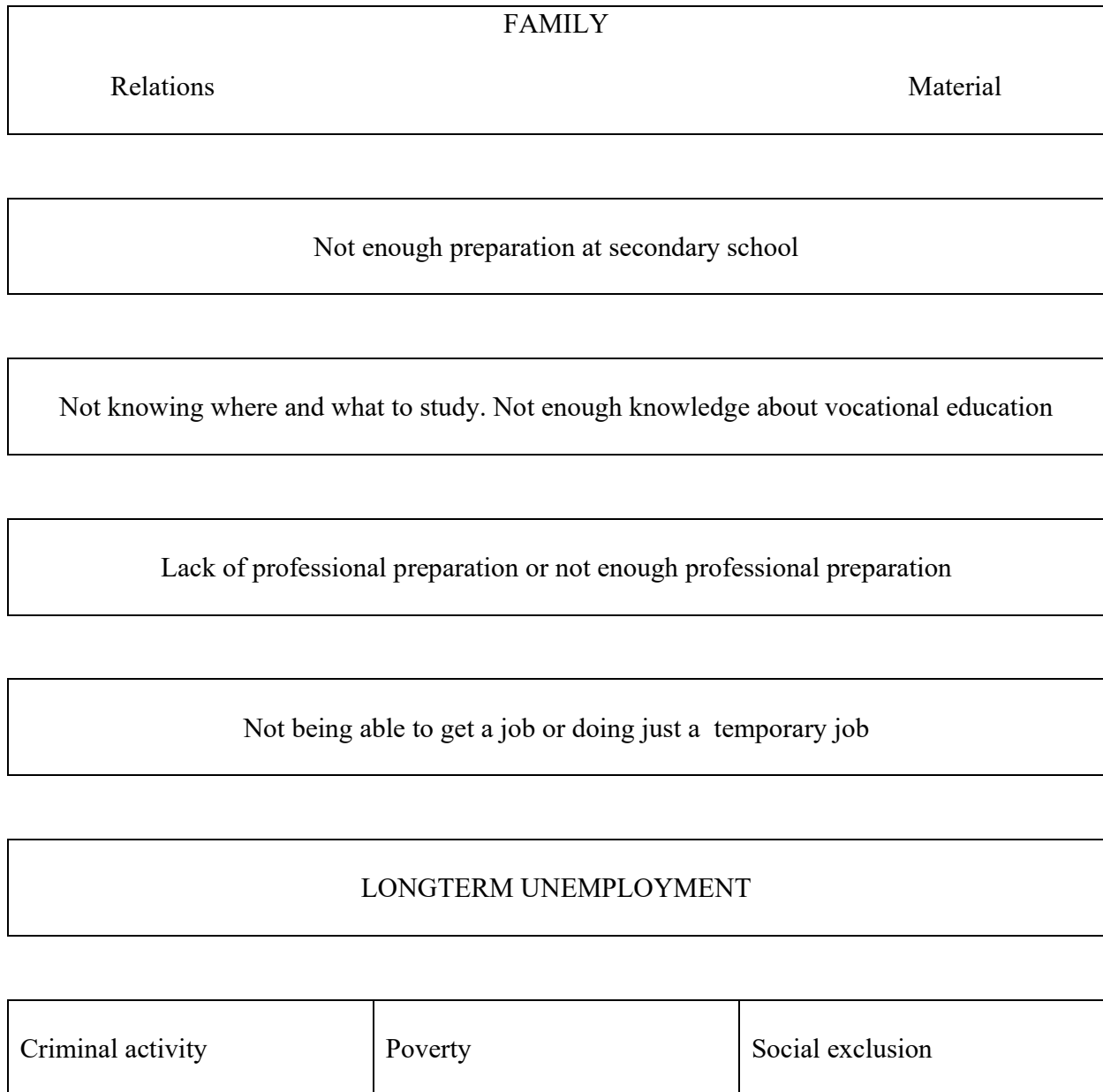
#### **PROFILATION OF YOUNG UNEMPLOYED**

HAVIN VOCATIONAL EDUCATION (62,3%) 37,7% of young (16-29 years old) unemployed did not have profession qualification on the 1 January 2016.

HAVIN WORK EXPERIENCE (67,7%) 32,4% of young (16-29 years old) unemployed were starting working activity for the first time , on the 1 January 2016.

V.Whelan, V.Whelan (1995 : 29) states, that long-term unemployed are socially the most vulnerable group of society, which risk to be poor. There is a huge risk for people of this group to be socially isolated. Social exclusion- involuntary drifting from economical and social values (Zaleckiene, 1998 : 18). Social exclusion covers poor financial living conditions, inability to take part in social, economical, political and cultural life productively. Social exclusion may mean

apartness from all community and active life (Duffy, 1995 : 33). Long-term unemployment can be named as one of the main factors influencing social exclusion (see Picture 1). (1)



Picture 5. Factors influencing social exclusion in the view of profession activity (1)

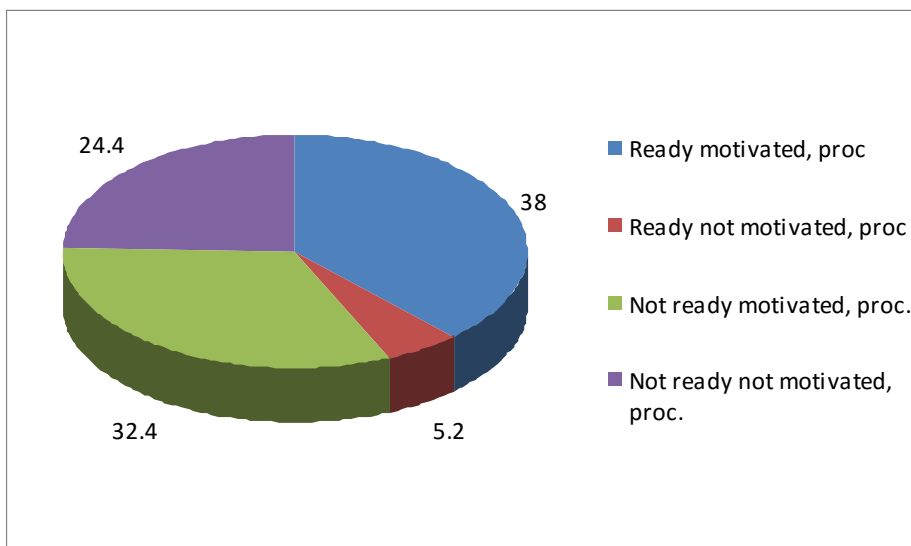
There are two main reasons why youth do not get job: low qualification and short work experience. All reasons which impede to get a job can be divided into subjective, objective and no control. **Subjective reasons:** negative employers' view to young workers, inability to speak foreign languages, lacking mobility, no motivation, etc. **Objective reasons:** small salary, no need of work force so much, etc. uncontrolled reasons: economical stagnation, demographic explosion, income level, country's law system, etc. There are other reasons too not letting to get

a job: **lack of motivation, alcohol usage problems, bad behavior of young people:** small misdemeanor and violation of moral behaviour norms which do not cause big danger and do not make big harm (e.g. episodic usage of alcohol, running away from lessons, etc.) (1)

Different authors distinguished specific barriers which youth meet while integrating into labour market. They are: small salary and not qualified job, lack of experience, lack of required qualification. The phenomena of globalization can be distinguished as one more factor promoting integration. Due to globalization youth gets more opportunities to be employed abroad or at international companies established in Lithuania. (1)

A lot of employers while choosing employees into vacant places first of all take people having experience, not young people just starting working career. Youth meet with difficulties of adjusting or training at work. (1)

An important reason of young people for not getting job is their **unwillingness to work, lack of communication skills and motivation.** Businessmen state that young people lack such personal features as: honesty, responsibility, flexibility, initiative, ethics and etc. education is important too. They state that education and practical skills are the basis of successful integration into labour market. Employers state that during studies period not only theoretical knowledge is gained, but also personal features are improved. New competencies are gained which help to adjust easier at the new working surrounding. According to the businessmen youth' view to the work must change. Government support and tax relief would help younger people to get a job. All employers agree that young people need practical skills. Employers tell that young people should have these personal features: responsibility, honesty, ethics, motivation, initiative, dutifulness, sociability, reliability. He/she must be able to work not only individually, but in a team too. Young employee must be hard-working, punctual, having constructive thinking.

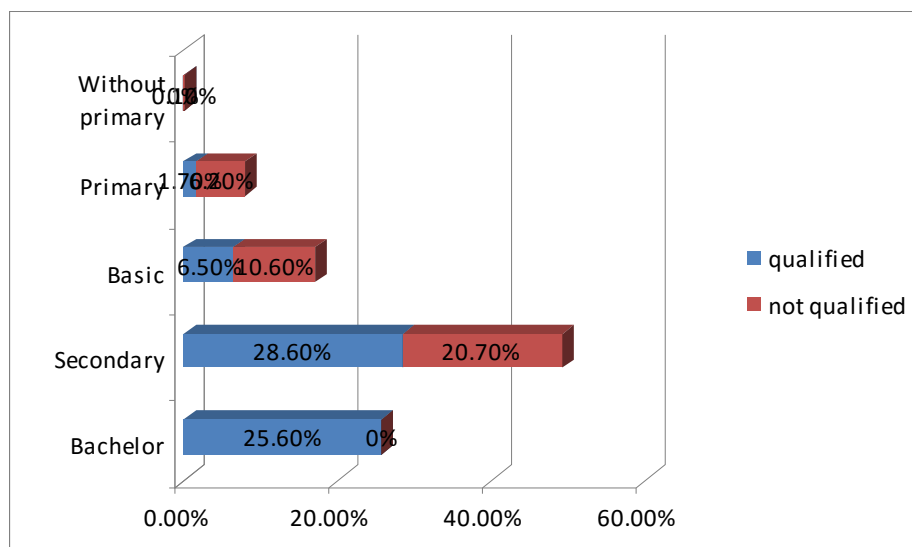


Picture 6. Education and gained qualification, 1 January 2016.

About 80 % of young unemployed do not have family. They live together with their parents and get their financial support. In such a way dynasties of unemployed are being formed. Children



take from their parents the way of living, view to the life, lack of motivation, unwillingness to study and seek for career. Youth, who live in unemployed families where pessimistic mood prevails, lack parents' support, encouragement and motivation. Most often they join long-term unemployed people. It is more difficult for them to get into job market. More than every third young unemployed lives in the village.



Picture 7. Qualification of registered young unemployed in 2015 (2)

Young long-term unemployed is 16-24 years old wanting to find a good paid job, but not wanting to do little qualified job, do not have a profession, of poor education. Lack of education is an important reason of long-term unemployed not to find a job. However, the lack of motivation to look for a job is more important. A lot of young people want to emigrate, want to work abroad, but not in Lithuania. (1)

THE PORTRAIT OF A YOUNG PERSON (16-29 years old) (According to the data of Labour Exchange)

01 01 2015		01 01 2016
18,4	Percentage of young unemployed from all unemployed	17,5
5,6	Percentage of young unemployed from all population of 16-29 years old	5,3
47,4	Female	47,1
17,7	Long-term female unemployed	14,2
52,6	Male	52,9
13,5	Long-term male unemployed	11,1,37,7
36,5	Without qualification	32
29	Having not worked	4

Young long-term unemployed as the main reason for not getting a job state the lack of experience, but the job offered to them by employment consultants do not satisfy them. They lack the skills of looking for a job, information about free working places. (1)

Unemployment problems in Lithuania are similar like in Europe: long-term unemployed, employment of youth, women. Therefore our unemployment has its own “national” features – we want to have job which does not require much efforts while the unemployment is big. In Lithuania a lot of people look for working place, not a work itself, because many people want to have easy and not much effort requiring job. That’s why in Lithuania while there is a big unemployment, there are thousands of vacant work places. A lot of people come to Labour Exchange just for support, but not for a job. Only 3 of a thousand start their own business.

According to the data of Labour Exchange 10 000 young people (age 16-29) in 2015 started their own business. In 2014 – 6300.

### 1.3. MAIN TRENDS – MEANS OF DECREASING UNEMPLOYMENT

Work supply can be increased:

1. **While improving the services of labour market.** Some people are unemployed because they do not have the required information about vacant work places.
2. **While improving the preparation of deficit professions professionals.** Education programs prepared by the government for preparing lacking employees would help to unemployed to get a job quicker.
3. **while adjusting state’s support to unemployed.** Right now municipalities have more rights while evaluating the need support to unemployed and dividing funds.
4. **While decreasing discrimination in the labour market.** It is very remarkable in the works done by men and women, accepting to a job or paying for the same job, etc.

Thinking of people in Lithuania is a little bit different than in Europe. The nowadays situation shows that situation for most unemployed people is quite good, it does not motivate to look for a job. Supporting unemployed by increasing benefit would not make any changes in labour market.

Right now Labour market requires from the employees not only to be able to work with a computer, but also good professional knowledge, wide range of education. So, the most effective way of decreasing unemployment is the preparation of more qualified work force, including competences into education programs required for people who want to create working place for oneself. Unemployed who can not find a job, or those who are not satisfied with the getting salaries and having a small amount of money can create small company and start ones own business. Good IT knowledge let to have good conditions to work at home.

### THE FORECAST OF LABOUR EXCHANGE 2016 (3)

According to “Eurostat” data GDP increase for Lithuanian economics in 2016 is 3%. Average salary will increase 5-6% and should reach 795,3 Eur. Average registered unemployment should decrease till 8,5%.

In the structure of unemployment 24% will be unemployed with bachelor degree (45% of them having university bachelor degree), 39% with vocational education, 37% without any vocational qualification.

As technologies are developing very quickly, a successful employment will depend not only on good education, qualification, skills, but also on general abilities and additional competencies. In order to integrate or stay in labour market it will be very important to study all life long.

## LABOUR MARKET VOCATIONAL TRAINING

The term “Labour market vocational training” was legalized in Lithuania in 1997 when the law of Vocational training was adopted. Its task is to harmonize the need of qualified employees and their need. Due to changing technologies, geopolitical and economical situation, especially training of unemployed people is marked.

Unemployed is usually that group of people who mostly need vocational education programs and psychological preparation. So, the Labour Exchange tries to divert unemployed to programs giving professional knowledge and developing professional abilities. The supply of such programs in Lithuania is quite big:

- Courses of Business Basis
- Programs of vocational education and retraining
- Consulting for choosing profession and psychological consulting

Vocational education at schools meets not having of clear vision by the state, lack of initiative from the employers while supporting practical education at vocational schools, lack of finances for serious education reforms.

Very often unemployment is not a problem of gained qualification, but personal problems ( a person does not want to look for a job, is not happy with the salary, work place is faraway from home, shift work, etc)

## II. EDUCATION OFFERS, GOOD EXPERIENCE

From the above mentioned review of youth situation it is possible to see the main barriers of successful integration in work market: inadequate ( or not of this profile) vocational preparation and competencies, necessary for willing to create their own working places, lack of motivation and psychological preparation for job looking.

The Ministry of Education in Lithuania and other institutions and the Confederation of Employers look for opportunities to change the nowadays situation in the labor market. The programs of vocational education are being changed. Vocational schools are proceeding to modules education when all education program is divided into separate modulus. Students can choose:

- to learn all program at once or only one, several modulus;
- the duration of studying is selected according to the wish – the time of studying is not restricted

- the certificate is given after completing each modulus, and the diploma of qualification only after finishing all modulus of the program.

Pilot projects are started at vocational schools where in order to get better practical skills the method of apprenticeship is applied. There students do training practice at companies with real masters – practice teacher.

Lithuanian vocational schools actively take part in project activities with other EU countries.

International projects let our students to do 2 – 4 weeks practice abroad. It has a lot of advantages: improving foreign language knowledge, getting acquainted with the culture of a different country, features of business and technologies, etc. A lot of students get acquainted with local employers and if they do well, later they come to work there.

Our school is situated in the region where farming is based on very good soil., so many activities at school is connected with agriculture. Our school offers courses for future farmers where without agricultural knowledge they gain business and book-keeping basis. Courses for gaining tractor licences. When people finish these courses and get tractor licence they can start small scale agriculture business.

## **ECVET AND MODULE EDUCATION**

Four vocational schools from Lithuania (Joniskis Agricultural School), Norway (Mo and Oyrane vidergaende skule), Germany (BSZ Wurzen), Finland (Central Ostrobothnia Vocational College, Vocational Campus Kannus) implement international project “Using ECVET for Agricultural Program” ( No. 2014-1-LT01-KA202-000507) under ERASMUS+KA2 strategic partnership action., 2014 – 2016.

In Europe, many people undertake learning activities outside their own country. The appeal of this kind of mobility is nonetheless limited by various factors, in particular the absence of provisions for the transfer, validation and recognition of learning outcomes acquired abroad. The same applies to the transition from one system of vocational education and training to another, or from an informal learning situation to a formal training context. What is therefore needed is a system whereby people can follow through the process of qualification while moving from one learning context to another. ECVET thus aspires to be an information exchange tool to help individuals take full advantage of learning acquired, in particular as a result of transnational mobility. It aims to promote transnational mobility and access to lifelong learning. It is not intended to replace national qualification systems, but to achieve better comparability and compatibility among them. ECVET applies to all outcomes obtained by an individual from various education and training pathways that are then transferred, recognized and accumulated in view of achieving a qualification. This initiative makes it easier for European citizens to gain recognition of their training, skills and knowledge in another Member State.

The partnership of this project seeks to create and adopt ECVET system among partner schools for the one education program - Farming (Agricultural Education), which will help students to move easily for practice period among these countries and gain different experience and knowledge.

The partners of this project are vocational education schools from Lithuania, Norway, Finland and Germany having in their education program based on Agriculture (Farming) for many years.

In all partner countries ECVET system is a new thing. We will prepare the same evaluation system of FARMING TEACHING PROGRAM, which is not used yet. ECVET is considered as a logical and coherent further step within VET reform since 2007, but in all European countries it is more just in the plans, but not yet used practically. ECVET for Farming teaching and training program is expected to improve the possibilities for recognition of learning outcomes and thus to enable people to build on what they have learned abroad, in a different education and training institution or in different situations. In other words, thanks to ECVET, it should become easier to fully integrate mobility into learners' learning pathways and to make visible and recognized what they have learned abroad. The success of ECVET will depend on the development of mutual trust among competent institutions. Using ECVET will help to implement high quality mobility exchanges. Schools take part in mobilities and send students to each other for several years to get experience in Farming in each other schools as some things are better in one school, some in other school. All partner schools will create ECVET evaluation system for farming program that students could easily move among these countries and their experience abroad will be approved and counted into their education process with the help of prepared ECVET among these partners. The prepared ECVET for Farming program can be adopted and used by all European schools.

Our school tries to help adults to gain required knowledge. We offer a way of learning when theoretical part and tasks are done with the help of IT (in Moodle system) and practical training is organized in the evenings and at the weekends. This way of learning is very suitable for young families growing children, unemployed, those who want to change profession or get additional qualifications. Right now the school offers two professions: decorative greenkeeping and accountant. They study for one year.

Module education is very popular. Our school also applies this kind of education. We apply it for those who study to be accountants. Module training is very modern because the content is done according to the topics and there is a possibility to get as quick as possible separate professional competence.

There appeared a possibility to get a qualification not studying everything in order, but you can reach it in parts by learning different modulus in different schools or even countries. The one who studies can quicker join the labour market, do practice abroad and later he/she can return to vocational school.

The main advantages while learning in Modulus system:

- It is possible to choose a willing part (narrower), e.g. builder can learn only plastering or gluing tiles, accountant – only counting salary or property accounting..
- Learning is flexibly combined with the needs of the learner while making personal learning plans.

The main disadvantage of module learning:

- Economics and Business basis and preparation for work market are taken away from the program.

Module system gives more possibilities to choose learning forms, but do not prepare learners for labor market.

The Ministry of Education told that in order to increase learners' competencies to integrate into labor market for the third year students to offer the module of Career basis. There are these topics: self-knowledge, choosing profession, looking for a job..... The module is more adjusted to gymnasium students who are choosing future studies.

In order to adjust such a module for young not qualified or low qualification unemployed it needs to have more topics on how to create ones own business and for self-evaluation, forms of organizing small scale business and finance studies. More attention should be paid to psychological preparation of young people for labor market.

Young unemployed lack not only professional knowledge, but also general abilities, so, short courses could help to complete gaps of education or qualification:

- specific foreign language teaching ;
- teaching entrepreneurship and small scale business basis;
- Separate IT programs;
- “employment guideline”

Employment guideline course could consist of these separate main modulus (parts):

1. **Self-knowledge module.** Main purpose – to set the psychological portrait of each participant, weak and strong sides:
  - *Setting the type of personality*, describing the features of character (questionnaires, consultations, individual interview or group exercises, role plays, analyses of the situations...).
  - *The identification of weakness and strengths.* After naming them, separate course groups could be made according to the needs of each participant.
  - *Setting the possible trends of future activities* (service or manufacturing, individual activity or group work...):
    - level of feign language;
    - Usage of IT;
    - Entrepreneurship;
    - Professional qualification (seminars, courses of profession developing)
    - Giving a profession (for not qualified)
  - *Making a plan of development*
2. **The module of choosing the activity.** Main purpose – to set the most suitable activity trends and forms for a person from the list of activities spheres in the I module:
  - “shadowing” in business companies, when a person during the settled time (day, week..) in business companies directly observes the employee of a chosen activity, his/her activity, tasks being done...
  - Practice period in business companies (apprenticeship or other forms).

At the end of the modulus the person should decide where he foresees his future working activity.

3. **the module of looking for a job.** Its main purpose – to give knowledge helping to get a job for people who decided to be hired:

- the sources of information about vacant working places;
- the ways of looking for a job and preparation of the required documents;
- interviews for a job and the process of employment;
- making the plan of a career.

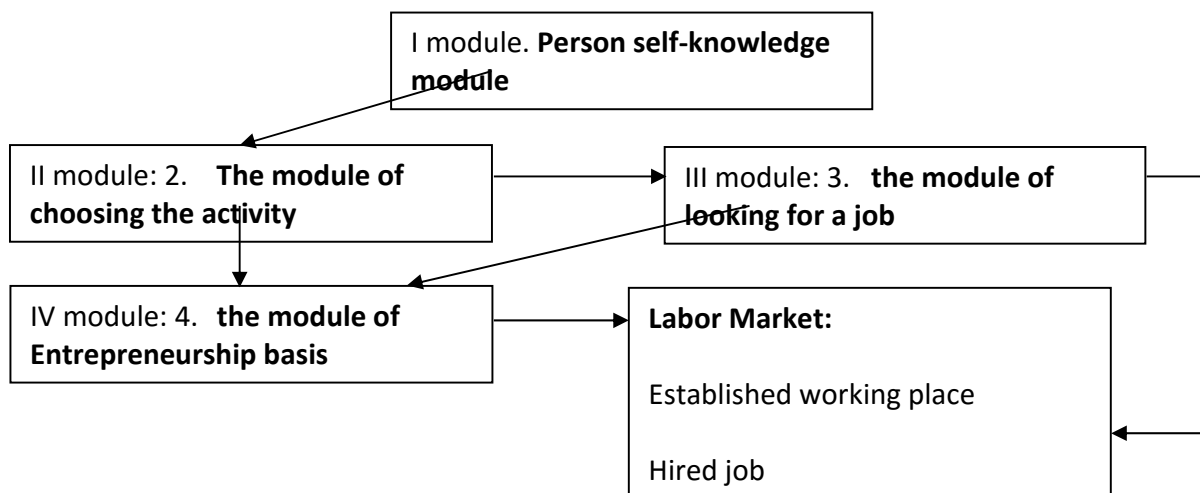
4. **the module of Entrepreneurship basis.** Its main purpose - to help people who decided to make their own business by giving the required knowledge:

- the possibilities and ways of independent activity;
- the features of small scale business;
- the basis of economics, accounting and business management for small scale business.

The advantage of preparing for labor market module is that each person after finishing the I module can make individual development plan. After the I module (or at the end of it) people additionally can gain lacking competencies in networking groups: foreign languages, IT or entrepreneurship....

After the II module it is possible to choose:

- if a person decides to be hired, III module;
- if a person wants to create his own working place or small scale business, IV module;
- if a person at first want to gain more practical skills as hired and only then make his own business, first choose III, then IV module.



The option of each module should be reached for a person at suitable time and suitable form.

## CONCLUSIONS

1. Youth – future working force, problems of his/her occupation and economic activeness are in priority not only in Lithuania, but in the whole European Union. The number of young people as in the whole Europe in general inhabitants number is decreasing. The reasons are not only decreasing birth, but also economic emigration and other factors.
2. Not clear definition of what is unemployed makes difficult to see the exact number of unemployment because Labor Exchange involve only those unemployed who are registered. Such situation lets to be “hidden” unemployment, which consists of people working illegally or neither working nor registered.
3. the definition of unemployed youth in different countries also differ: since 14 or 16 till 24 or 29. This paper talks about youth of 16-29 years old.
4. The Institute of Work and Social Researches made the survey of young unemployed and they found these tendencies – on the one side the decreasing education of unemployed youth, on the other side – gained high qualifications, but not needed professions. More and more people having higher education agree to change their activity and get a new profession at vocational schools or at the Labor Market Education Centers.
5. Low self-evaluation, motivation to work, lack of communication skills, harmful habits and propensity for crime disturb to get a job for not qualified youth. Unemployed people dynasties appear in the country. It is difficult for youth to get out of it and jump into labor market successfully.
6. Qualified young youth don want to change a profession. They expect for easy, well paid job. They lack of motivation, willingness to develop oneself constantly and to adjust to changeable working conditions.
7. Lithuanian Labor Exchange give various services and means helping to get a job for youth integration into labor market: permanent or terminated em-ployment and active means of working market. 84,8% of young registered unemployed used these possibilities in 2015.
8. the lack of entrepreneur knowledge disturbs to get a job, especially for qualified unemployed people. They do not trust their strength, are not interested in the opportunities to create ones own business. Even though the survey shows that youth use IT possibilities, but the material about finding a job does not help to look for a job, because they lack personal motivation, ability to apply it for one self.
9. According to the employers, youth can not get a job because they can not speak a foreign language, not able to travel, lack of motivation, bad behaviour, etc.
10. Business people tell that youth lack of these personal features: honesty, responsibility, flexibility, initiative, etc. Education is also important. They say that during the studies period are gained not only theoretical knowledge, but personal features are developed too. They gain new competencies which help to adjust in the new working surrounding. According to business people, the view of point of young people to work should change.
11. all means offered by state institutions in order reduce unemployment are oriented to new professions or teaching professions. But it can not solve the problems when people lack motivation, self-confidence or communication. A big amount of unemployed don't want to study because due to many personal reason long studies do not suit them.
12. Right now the vocational teaching system in Lithuania changes into modules system. It gives more possibilities to choose a profession, forms of studying, but do not prepare students for integration to labor market.



13. in order to help young unemployed, and especially for qualified and long-term it is better to give skills of being able to adjust to labor market.
14. Prepared module programs could help to activate young unemployed people to prepare for employment or make ones own business. Such programs are easier adopted to individual needs of youth, so it could let to reach better employment results.

## SUMMARY

Youth – future working force, problems of his/her occupation and economic activeness are in priority not only in Lithuania, but in the whole European Union. The definition of unemployed youth in different countries also differs. It depends on country's cultural, political or institutional factors. In Lithuania youth is 16-29 years old.

Youth in general country's number is constantly decreasing due to decreased birth, harmful habits or emigration. Youth of 20-24 and 25-29 years old are those who emigrate most often. They look for a job abroad, better salaries or opportunities to improve foreign languages, etc.

According to the Lithuanian Republic Law of Employment Support (2012)- “unemployed people – not working people who are of working age, who do not study according to the full time program or permanent education form and is registered in Lithuanian Labour Exchange.

Specific labour market structure has formed in Lithuania, which differs from the traditional one (employment-unemployment), because it has two segments: hidden unemployment and unofficial employment. It is uncontrolled part of labour market. Hidden work and unofficial employment covers 15-20% economically active Lithuanian inhabitants

While evaluating the situation of Lithuanian youth unemployed, it is said, that all young unemployed people can be divided into two groups: qualified, but having not popular professions unemployed people and not qualified unemployed. In both groups to most of them is popular the lack of motivation and not being prepared for labor market.

While integrating youth into labor market the state applies various means: Lithuanian Labor Exchange give various services and means helping to get a job for youth integration into labor market: permanent or terminated employment and active means of working market.

While applying mentioned means the number of registered young unemployed decreased in 2015. even though the number of young long-term unemployed decreases, the long-term unemployment problem stays. More than half young unemployed belong to long-term unemployed group because they not have job longer than 6 months.

Unemployment problems in Lithuania are similar like in Europe: long-term unemployed, employment of youth, women. Therefore our unemployment has its own “national” features – we want to have job which does not require much efforts while the unemployment is big. In Lithuania a lot of people look for working place , not a work itself, because many people want to have easy and not much effort requiring job.

Business people tell that employees need competencies which would help to adjust easier in the new working surrounding. According to business people, the view of point of young people to work should change. State support is also important. Employers agree that youth needs practical skills and personal features: honesty, responsibility, flexibility, initiative, etc.

He/she must be able to work not only individually, but in a group too. Young employee should be hard-working, punctual, of constructive thinking.

All means offered by state institutions in order reduce unemployment are oriented to new professions or teaching professions. But not enough attention is given to developing personal features.

Changing into modules vocational education system gives more possibilities to individualize unemployed people teaching both qualification and personal skills. Such programs are easier adopted to individual needs of youth .

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