

CAREER EDUCATION IN GYMNASIUM: CAREER SPECIALIST POSITION

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Abstract

Career education services is an important occupation policy element, a constituent part of labour market. For the education system, young person's independence, career management competence development must be urgent. An appropriate personal career management and ability to make decisions must become education priority. Already at school young people have to be taught to consciously and purposefully make a career choice. Career education specialists, providing qualitative professional information, consultation, and career education services, can help them.

Having carried out an individual interview, career education specialist opinion was analysed about students' career education organisation in gymnasiums. The research results showed that various career education services are provided in educational institutions and this has an impact on students' professional self-determination. However, according to all inquired informant opinion, they are insufficient, because students' expectations are not completely satisfied. Besides, career education services are provided not systematically, and specialists are not provided the possibility to qualitatively provide services, proper financing is not allocated. Career education specialists think that in order this work is performed systematically and become useful for students, first of all, an attitude to this career position has to change, full time positions established in education institutions, for the work is carried out consistently and systematically.

Keywords: *career education, qualitative research, upper-secondary school (gymnasium).*

Introduction

Career education process, taking place in general education schools, is a purposeful process because namely here a student has to choose the teaching content, according to his expected profession, to foresee school leaving exams, necessary for further studies, a well thought out professional consultation activity is realised, including professional orientation, professional activation, advice making a rational professional decision. Career education aim is – to help people consciously choose education and occupation possibilities suitable for them, make conditions to actively create their career (Career education implementation Schedule of procedures (2012). Career education administrators are responsible for the high quality of their provided career education, professional information,

orientation, and professional consultation services. It is obvious that school must guarantee that every student learning in it knows where, when and how he can get career education, professional information and consultation services. According to General education school and vocational teaching institution students' career education model (2011), career specialists are – the specialists having an appropriate career service provision competence, for whom provision of these services and activities related to them, form a significant (usually – the main) part of their carried out work functions. In the mentioned model, career consultants and career coordinators belong to this group. Various earlier carried out research show that career specialist role is significant and on the other hand, very diverse (Vanin, 2015), and the school stage on the whole is a crucial stage with which the student's mind is gradually being shaped to face the challenges of the transition to adulthood (Nneka, 2013). And this involves all students, including the ones having special needs (Kimura & Kikuchi, 2012), for whom career specialist's support is very important.

Career education specialist provided support is important not only for the student, but also at a state level. Being high unemployment and emigration, the right self-determination of a young person is inevitably important. Therefore, the state, seeking to improve students' professional orientation/career education, has to be interested to make tremendous efforts, and to act responsibly in this sphere.

In Lithuania, still not enough attention is devoted to career education, though youth unemployment grows and already exceeds the level of general unemployment in the country. Their and especially the students' demand for professional consultation and career education, is not satisfied in the country. Professional consultation specialists are not sufficiently professionally prepared to provide qualitative services, therefore, have an insufficient influence choosing and further modelling career possibilities (Augienė & Lamanauskas, 2017).

Professional orientation (career) services for students are most often related to education support, to non-formal education services or to students' cognitive activity, therefore, the requirements raised for these service providers (career specialists) so far, are similar to the qualification requirements raised for teachers and for education support specialists. School administration appoints a person (career coordinator), who guides career service provision (career education, professional information, and consultation), the specialist, career education group work, coordinates and carries out related activities. Education career coordinator or professional orientation/career education group organise and provide career education services at school. The status of school career specialist is not regularised in Lithuania so far, only in some schools, career specialist full time job is established, general duty instructions are not confirmed, the requirements for their professional competences are not set. The earlier research carried out in Lithuania showed that career education efficacy in a comprehensive school is high, because students' professional decision is improved, motivation, responsibility are strengthened, abilities, competencies are developed, knowledge and information are provided (Lamanauskas & Augienė, 2017).

Contemporary world of work dynamics and a variety of learning possibilities raise plenty of requirements for a human in his career path: career competences necessary for him are defined as attitude, knowledge, understanding and ability wholeness, on which it is grounded the person's self and his own career cognition, its planning, managing and matching with the other life aspects. Career competence is - the ability and personal trait (i.e. personal, social, learning, professional competence) wholeness necessary for a person in this contemporary world of work, which can be successfully applied in professional activity. Career competences include four competence spheres: self-cognition (to cognise personality characteristics important for career, to cognise social environment and social roles), career possibility cognition (to find and to effectively use career information, to cognise lifelong learning opportunities, to cognise the changing world of work), career planning (to raise life and career goals, to make career decisions, to create and renew career plan) and career implementation (to apply and improve the most important general competences for career, to successfully move to another (learning and work) environment, to effectively search for work) (Career education programme (2014). Thus, all efforts to deeper understand career education peculiarities are significant. Career understanding, accentuating important career priorities for an individual, allows deciding what career model is acceptable for young people, whether they are ready for mastering the changes, and what their career realisation possibilities are in today's changing labour market and society (Lamanauskas & Augienė, 2016).

Career specialists provide professional information and professional consultation services for career education, professional information and professional consultation services in general education schools, professional teaching and other education institutions, professional orientation centres and other institutions, keep relations with employers, consult professional teaching institution students and higher school students regarding work possibilities according to the acquired qualification, participate in carrying out career observation of the people having finished professional teaching and study programmes. A wide spectre of provided career management services is foreseen for career specialists/consultants: consulting on work, career choice questions, person cognition, profession and so on... research, person's professional purposefulness evaluation, providing knowledge about learning, studies, labour market, skill development, carrying out motivation encouragement programme and other (Navickienė, 2010). A great responsibility falls on them for person's readiness for career and prospects to successfully realise himself in the labour market, usually they encounter various challenges and problems realising career education in gymnasium.

Research aim was to analyse the opinion of career education specialists, working in gymnasiums, about career education realisation problems and possibilities.

Research Methodology

General Research Characteristics

A standardised (structured) interview was carried out. Topical interview was used, the researcher mostly drew attention to one research problem, seeking to consistently analyse it. The research was carried out in the period September to November 2018. Carrying out a holistic research, a holistic attitude to object was followed, when the object is perceived as a whole complex system. The wholeness of the object components, elements is more than their sum, it is sought to understand the essence of education phenomenon, to define a situation of a person and education programme (Bitinas, 2013).

Participants

Five career education specialists working in municipality gymnasiums participated in the research. The research aim was to ascertain career education organisation in gymnasiums, therefore, first of all, it was sought to ascertain, who carried out professional orientation/ career education in gymnasiums. These specialists were asked, what their main duties were, how many years they carried out these activities, where they acquired knowledge, necessary for performing this activity, what length of their pedagogical work was. The answers are presented in Table 1.

Table1

Career education specialist working in gymnasiums distribution according length of work, education and acquired knowledge

Gymnasiums	Specialists' main duty	Career education specialist's activity experience	Acquired knowledge for carrying out career education activities	Length of pedagogical work
In A gymnasium	Social pedagogue	15 y.	Pre-professional preparation teacher	25 y.
In B gymnasium	Project organiser	1,5 y.	In a seminar	Not a pedagogue
In C gymnasium	Non-formal education teacher - librarian	10 y.	Lithuanian students' non-formal education centre (further - LSNEC) teachings	18 y.
In D gymnasium	English teacher	10 y.	In LSNEC teachings	31 y.
In E gymnasium	Social pedagogue	10 y.	In LSNEC teachings	17 y.

All specialists are women. The answer results show that specialists, having higher university education carry out professional information and consultation and career education in gymnasiums. Three of them have acquired pedagogical, and two – librarian specialty. Carrying out the main duties, quite a big pedagogical work experience has been accumulated: from 17 to 35 years.

Research importance and use were explained for the research participants, seeking to motivate to sincerely participate in the research. Every research participant was informed about the research aims and had the right to independently decide regarding participation/non- participation in the research or withdrawal from it.

Research Instrument

Topical interview was used, the researcher mostly drew attention to one researched problem, seeking to exhaustively analyse it.

- In the interview it was sought to analyse such essential parameters:
- Methodologies and devices used by career education specialists
- Career education specialist need and possibilities to raise qualification
- Career education specialist type of support
- Emerging difficulties for students choosing career from the point of view of specialists
- The most useful activities for students, carrying out career education
- Career education specialist provided support for students and their parents
- Changes, necessary for career education service improvement

Data Analysis

The qualitative data gathered during the interview were analysed applying content analysis method. A multifaceted interview transcript reading, later grouping were carried out. Informant answers were coded – A, B C, D, E. Restructured ordinary qualitative analysis was applied without a preliminary plan.

Research Results

Career education specialists working in gymnasiums were asked, what methodological devices they used, helping students to choose career (Table 2)

Table 2

Career education specialist working in gymnasiums used methodological devices

Participants	Answers
A informant	Internet cafes: Career education information café for students (Further – SCEIC), Lithuanian higher school association for organising general enrolment (further – LHSA GEO), Open information consultation and orientation system, (further – OICOS) and other. Study journals.
B informant	Available at internet café MUKIS.Lt.
C informant	Student's and teacher's book available in internet cafe MUKIS.Lt, tests available on internet, use a lot of material in English.
D informant	For work with students, search for information on internet.
E informant	Methodologies and good experience recommendations, presented in internet cafe MUKIS, books for student and teacher, career education programme.

Career education specialists, providing professional information services for students, usually use information and methodological devices available in internet cafes. However, only for three

specialists, having participated in the survey, the material available in the mentioned internet cafes is sufficient. In their opinion, little time is allotted for this work, therefore devices for carrying out activities cannot be used a lot either. In one specialist's opinion, there is lack of systematicity in methodological devices, distribution according to age groups. In her opinion, in the methodological recommendations, Career education programme, the material is repeated without taking into consideration student's age. Therefore, there is a lack of knowledge and abilities to use the presented programme. Methodological recommendations, in her opinion, are complex, when not a pedagogue uses them. Tests prepared in MUKIS system are useful, students like to do them, the information is presented exhaustively. C gymnasium specialist thinks that being a large number of students in classes, it would be useful to have IT devices with implemented necessary programmes, with the help of which all students could perform activities together. For example, all class would perform tests during the lesson, and during discussion would discuss the emerging questions. Besides, during the lessons the specialists use Project Human resources development action programme of 2007-2013 Priority direction 2 "Lifelong learning" tool VP1-2.3-ŠMM-01-V "Improving and Development activities in the Vocational Orientation system" state project No VP1-2.3-ŠMM-01-V-01-002 "Career education and observation model creation and development in general education and vocational teaching (1st stage)" created Teacher's book for Career education. In this book, the methodology is prepared for lesson organisation, work with students. Nevertheless, one can claim that there is not enough of methodological devices.

In the changing society, there is a constant need to improve, not only new knowledge is needed, but also the understanding of these novelties. Therefore, specialists were asked if they had a possibility to raise qualification. The answers are presented in Table 3.

Table 3

The demand for career education specialists working in gymnasiums and possibilities to raise qualification

Participants	Answers
A informant	No full-time job position, therefore, I do not burden myself with looking for methodological devices.
B informant	Possibilities are formed, enough finances are allocated, however, I choose only seminars, necessary for project leaders. Transport communication with the biggest cities bothers, therefore, I choose seminars, which take place nearer.
C informant	Because of lack of finances, to go to teachings sometimes is complicated. To go to Vilnius is complicated, and in this city as it is known, usually LSNEC courses take place. In Marijampole such teachings are not organised. Therefore, self-education remains, or LHSA GEO organised teachings in Marijampole in spring.
D informant	Have a possibility to go to seminars. Once a year I go to LHSA GEO presentations.
E informant	Possibility is given to raise qualification; enough finances are allocated.

Having analysed the presented answers, one can claim that enough finances are allocated to education institutions, financing for specialists does not cause problems. The biggest problem for specialists is that teachings on these questions are organised in Vilnius LSNEC and getting to the place and coming back causes disadvantages. Topics very often are repeated, not many novelties are given, and there is no need to repeat yourself. For all specialists, the most useful are the teachings organised in spring in Marijampole, Sūduva gymnasium, introducing to LHSA GEO system presentation. All specialists are trying to take part in these courses because the necessary information is presented exhaustively and clearly. These teachings are also useful for students however, not all school specialists having participated in the research take advantage of them. In specialists' opinion, the attitude of the state and gymnasium administration to such activity need has the biggest influence on the willingness to seek knowledge. As they state, no one can see prospects to certify themselves in this sphere.

The specialists were asked how much time was allocated to them for the work with students carrying out career education activities. The answers are given in Table 4.

Table 4*The forms of career education and the time amount (hours per week) allocated for student career education in gymnasium*

Participants	How much time (e.g., hours per week) is allocated for students' consultation or other activity, related to career education/professional information?
A informant	For non-formal education 3 hours per week – like a club for a group of students. There are no optional subject lessons.
B informant	A few years ago, there was a full-time position for professional orientation specialist. Professional orientation lessons are given for students during a free lesson or during teachers' illness. Currently, optional subject lessons do not take place. 45 professional orientation lessons took place in the 5 th -8 th and 1 st -4 th forms in 2017-2018. It is sought that at least one such lesson take place in every class during the year.
C informant	For professional orientation is allocated 3,5 hours per week of total time, 3 hours for the lessons, 1,5hours - for the social events. For the 2 nd forms in the second term -2 optional subject lessons during the week.
D informant	2 lessons a week according to a freely chosen schedule, coordinating activities with the class teachers.
E informant	5% bonus is added to the salary for the carried-out career education coordinator activities. 3 lessons per week for optional career education subject.

Students can choose career education optional subject lessons only in two out of five gymnasiums. In one of them -1st form students can choose – one weekly lesson, 3rd form students – 2 weekly lessons. In another gymnasium 2nd form students can choose 2 weekly lessons. In the other – individual consultations are given for students, meetings are organised with specialists, class hours on professional orientation, self-cognition topics are organised having coordinated with the class teacher. Many specialists stated that teachers being absent (the teacher being ill, being away on business and so on), free lessons are used for professional orientation, career information presentation, or for carrying out other activities. It is sought that during school year students of every class could devote at least one lesson for getting this information. Career education specialists are paid differently for the carried-out work. In one gymnasium – these are the functions included in the duty instructions. In one – 5 percent bonus is given which is calculated in a salary coefficient. In the remaining three – 2-3 non-formal education lessons are allocated. The payment for the carried-out work differs, which determines teacher's work motivation.

During the research it was sought to ascertain what number of students were provided support (type of service) by career education specialists in gymnasiums. The answers are given in Table 5.

Table 5*The number of students receiving career education specialist's support in gymnasiums and the type of the obtained service*

Gymnasiums	The number of students who are provided career education support	The type of career education service
A gymnasium	In total -750 students: 1 st -4 th form gymnasium students	For the 1 st 4 th form gymnasium students – individual or group consultations, social events, meetings, trips and other activities.
B gymnasium	In total– 531 students: 239- 5 th -8 th form students, 292- 1 st -4 th form gymnasium students	Professional information services are provided for the 5 th -8 th form students and for the 1 st -4 th form gymnasium students
C gymnasium	In total - 580 students 1 st -4 th form gymnasium students	For the 1 st -3 rd -4 th form gymnasium students, individual consultations, social events, meetings, trips, etc. are provided For the 2 nd forms in the 2 nd term- 2 optional subject lessons.
D gymnasium	In total – 270 students 1 st -4 th form gymnasium students	For the 1 st -4 th form gymnasium students Meetings, social events, lectures, consultations.

Gymnasiums	The number of students who are provided career education support	The type of career education service
E gymnasium	In total – 479 students: 246- 5 th -8 th form students, 233 – 1 st -4 th form gymnasium students	For the 5 th -8 th form students and for the 2nd-4 th form gymnasium school students -individual or group consultations, meetings, events, lectures or other activities are provided. For the 1 st form gymnasium students - 1 weekly optional subject lesson. For the 3 rd form gymnasium students - 2 weekly optional subject lessons

Having generalised the obtained answer results, one can claim that gymnasiums, first of all, differ in the number of students learning in them. In three gymnasiums only gymnasium form students learn. In two of them – career education specialist has to provide support also for the 5th-8th form students. Unfortunately, one must acknowledge that not enough attention is devoted to this age group students. In the gymnasium, in which 750 students learn, 3 hours per week are given to non-formal education club. Unfortunately, only a small part of students take part in its activity. In the gymnasium, in which 270 students learn, 2 hours per week are given for career specialist activities. The services provided by specialists in different gymnasiums are also provided differently. To provide qualitative services for students, 2-3 hours is not a sufficient time. As the informants claim, three gymnasiums refused recommended student career planning and preparation teaching because there was not enough time to meet with the students to perform this activity. Education career activities cannot disturb education process therefore, they can be carried out only during free lessons. It is known that career education activities are foreseen after the lessons in the gymnasium plan, however, very often students are taken home at that time, or they take part in extra-curricular non formal educational activities. Therefore, career education often takes place not actively enough. Referring to research results, one can make an assumption that these specialists are seeking to organise a lot of activities in schools, however, they are not rewarding, therefore, there is no motivation to improve, to spend more time with the students. One can claim that appropriate conditions are not made for the specialists to carry out activities, and episodically provided service not always is a qualitative one.

To provide qualitative service for the students, one has to know what services the students lack. Seeking to find out, it was necessary to ask the specialists, what difficulties the students meet making a career choice (Table 6).

Table 6

Difficulties emerging for students, making a career choice (career education specialist opinion)

Participants	Answers
A informant	A lack of knowledge about studies, self-cognition, do not know what job they would like to do, a lack of motivation.
B informant	Students do not know what they want, what would suit them. When one has to choose, indecision is felt. As many of the students learn average, abilities do not show up in one field or another, therefore, it is more difficult to make a decision.
C informant	Three main problems can be named: 1. Students' inner motivation. The 1st -3rd forms do not want to burden themselves with additional information, though it is recommended to start accumulating information as early as possible. Part of the students are motivated, and you have only to help them. However, for the others, only help is not enough, one has also to work with them. 2. There is no possibility to get acquainted with specialties practically, because not many institutions or enterprises want to collaborate with students. Not many try shadowing (e.g.: last year- 16), because wishes happen to be unrealistic, or there is no wish at all. 3. There is lack of financing for getting to workplaces, education institutions and so on. 4. Information, which the students receive in the 2nd form, up to the 4th form is forgotten, therefore, a possibility has to be provided to revise it.
D informant	The students usually do not know what they want in life, what profession to choose, what they like, where to enter.

Participants	Answers
E informant	Students lack motivation not only to be interested in specialties, but also motivation to look for a job. I think the reason for this is – the biggest unemployment in X municipalities in Lithuania, students do not see prospects in labour market.

Specialists think that students lack knowledge about study programmes, profession choice possibilities. Also, they lack information about labour market demand and supply. Knowledge and information in this sphere are constantly changing, therefore, in order to provide suitable information, one needs additional time expenditure. Besides, specialists claim that there is lack of possibilities to get acquainted with professions practically, there is lack of activation activities, in order students acquire more knowledge, skills, and find out about the appropriateness of the chosen profession. Quite often, there is lack of finances for activation. There is no possibility to provide individual consultations for students. Specialists also state that students lack motivation. As the main reason they name big unemployment existing in municipality. Students lack abilities to cognise themselves, information about studies, possibility to get employed.

Career education specialists carry out a lot of activities in gymnasiums, devoted to professional information and consultation, activation. It was asked, what activities they thought were the most useful for students choosing a career. The answers are presented in table 7.

Table 7

The most useful activities for students, carrying out career education

Participants	Answers
A informant	Career day (December week), meetings with college, university members. Previous student good experience dissemination during the meetings. Class teachers' organised trips to organisations.
B informant	Visual devices in the lessons – for the younger students, for the senior ones – good experience dissemination. Teaching, useful meetings with the specialists, alumni good experience dissemination.
C informant	“Face to face” meetings with profession representatives and students, answers to the emerged questions and possibilities to try practically. In February an organised non-traditional Career education day, when enterprise, institution or organisation members come together. Students have 45 min. (about 50 min.) meetings, to which class teachers register them. In the corridors Higher school fair takes place.
D informant	In my opinion, the most useful are the trips to other teaching institutions – both higher, and professional, visiting various social events, in which well-known people share their success stories. It is very useful to visit workplaces, because students see and meet representatives of a particular profession. Trips to higher school fairs are very useful too, where students have a possibility to consult students, lecturers.
E informant	Previous student stories, good experience spread, explanations how to behave in particular situations, and so on. Meetings with specialists, when students are directly given answers to the emerging questions, advice is given. Visits to enterprises, institutions, Higher school fairs, career days.

Having analysed the answers, one can claim that all specialists name meetings with the previous students, good experience dissemination as the most useful activities for gymnasium students. Alumni personal example is the most effective, revealing sometimes difficult to foresee hindrance, which future students come in touch with. The students get answers to the emerging questions. In students' opinion, alumni provided information is the most truthful. It is more useful for the students when college and university representatives speak about professions because they can directly answer the questions related to the study programmes in the Higher school, conditions to study in it. The information is definitely more useful when the students hear it, when they come to the higher school or professional training centre. In order the students acquire necessary knowledge, and at

the same time saving school's finances, they are taken to Higher school fairs. However, opinions are heard that though the obtained knowledge flow in this fair is rather abundant, there is lack of information concreteness and focus of attention. Also, they claim that it is useful for students to hear professional representative presentations, pieces of advice, to observe their performed work. Quite often, attitudes about professional representative activity have an impact on motivation choosing a profession. Therefore, practical profession cognition is necessary. Professional representative activity observation and participation in it, allow students to make decisions themselves about the appropriateness of the profession. Senior form students want to make decisions themselves very much, therefore, they have to get objective and exhaustive information.

Career education activities can be carried out in various meeting, social event, lesson, consultation, activation ways. Career education specialists were asked what support they provided for the students and their parents (Table 8).

Table 8

Career education specialist provided support for students and their parents

Participants	Career education consultant provided support for the students	Career education consultant provided support for the students' parents
A informant	Career education programme integrated into subjects	Not provided
B informant	Group and individual consultations, consultations. Meetings with specialists are organised. Class teachers organise trips to study fairs, presentations.	Support is not provided for parents because there was no need. Parents apply to class teacher.
C informant	Optional subject lessons, individual and group consultations. Events, meetings, lectures for students, teachers, parents.	Every year lectures are read for parents; consultations are organised for parents together participating a student.
D informant	Trips are organised for students, career month, meetings are prepared, individual consultations are provided, class hours on professional information questions are organised. Career education programme is integrated into teaching subjects.	Individual consultations.
E informant	Optional subject lessons. Group and individual consultations, meetings, social events, lectures. Career education programme is integrated into subjects.	Individual consultations.

Having analysed the answers, one can claim that in three gymnasiums career education programme is integrated into subjects during which subject teachers try to relate the material of the teaching subject to knowledge application in further life. Individual and group consultations are provided for the students. Four specialists claimed that they organise social events, meetings, lectures and so on. Because of this reason, specialists visit gymnasiums presenting their professions. Besides, very often Career or Profession days are organised. During these days, more students can get useful information for them. Parents, who present their profession, are also invited to participate during these activities.

It was sought to find out whether services were provided to the students' parents. It turned out that in two gymnasiums this service was not provided, in other two – parents could apply for individual consultations. Only in one gymnasium consultations, seminars were organised for parents, lectures were given, in which students could participate as well. However, the specialist asserted, this did not capture big parents' interest.

During the research, it was sought to get career education specialist opinion, how career education services could be improved, made more effective (Table 9).

Table 9*Changes, necessary for career education service improvement (career education specialist opinion)*

Participants	Answers
A informant	Full time job position of career education coordinator is necessary, in order the activity is carried out systematically and usefully.
B informant	There is a lack of systematised methodology according to age periods. In methodology there is little validity, concreteness.
C informant	A specialist is necessary working exactly in this activity, not alongside with another activity because there is a lot of work. The activity is very important: you have to know the child and work with him in order to help him, advise. When such an activity is carried out episodically, support does not give the desired result. Financing is necessary. Being in this position, a clear duty instruction is necessary.
D informant	Career education consultant full time job position should be established, then a sufficient attention would be given to this question.
E informant	A specific position has to be established with a clearly defined activity, carrying out of it and responsibility, payment.

Having analysed the answers, one can claim that career education specialists think that a specific and clear position is necessary, and a full-time job allocated, that a person could carry out these activities consistently and systematically, without wandering between duties. Providing career education services, the allocated time is not sufficient, therefore, quite often the desired result is not achieved, the service happens to be not qualitative. Students very often do not know when, at what time the person performing other duties carries out the duties of the career education coordinator. Support is provided not systematically, episodically, therefore, students lack not only motivation, but also information about study programmes, about professions, labour market supply and demand, and so on. Besides, not enough finances are allocated to students' activation activity financing, therefore, practical profession presentation takes place very rarely. Specialists also name methodological device, methodological recommendation shortage. The bigger choice of them would create a possibility to individualise career education.

Conclusions and Implications

Different field specialists carry out career education activities: education support specialists, subject teachers, librarians, or project leaders. The knowledge for carrying out these activities, specialists acquired during teachings or seminars. Specialists are not sufficiently motivated to seek qualification improvement in this sphere, there are not enough qualification raising events.

Career specialists point out that there are not enough methodological devices for career education. There is a lack of systematicity, activity differentiation according to age groups in the available methodological devices. Methodological recommendations are complex when not a pedagogue uses them. Tests prepared in MUKIS system are useful, students like doing them, information is presented exhaustively. Career education specialists usually use "Teacher's book for career education". In this book, methodology is prepared for lesson organisation, tasks are presented for students.

The allocated time is not enough for career education in order to qualitatively realise career education aims. Students only in some gymnasiums (and not all form gymnasium students) can choose one – two weekly career education lessons. Students can choose an optional subject for career education lessons only in two gymnasiums (and not all form gymnasium students). Part of career education activities take place not systematically. Career education activities are usually foreseen after the lessons in the gymnasium plan. Therefore, career education takes place not sufficiently active.

Specialists think that students lack knowledge about study programmes, profession choice possibilities, they lack information about changes in the labour market. Knowledge and information in this sphere are constantly changing, therefore in order to give appropriate information,

one needs extra time expenditure. Students lack possibilities to get acquainted with professions practically, there is lack of activation activities. Very often there is no possibility to give students individual consultations.

Career education specialists name the meetings with the previous gymnasium students as the most useful activity for gymnasium students. Alumni personal example is the most effective. It is useful for students when college and university representatives speak about professions. Students are taken to Higher school fairs. Meetings with professional representatives, their advice and information, their activity observation are useful for students. Professional representative activity observation and participation in it allow students to make a decision themselves about the appropriateness of the profession.

One can claim that career education specialists seek to organise a lot of activities in schools, however, they are often not rewarding, therefore, there is no motivation to improve. Payment for carried out work differs, which also determines the specialists' work motivation. Consultations, seminars, lectures for parents are organised rarely. There is lack of parents' interest. One can claim that insufficient attention is devoted to career education, proper conditions are not made for specialists to carry out activities, and episodically provided services are not always qualitative.

Career education specialists think that in order this work is carried out systematically and become useful for students, first of all, the attitude to this position has to change, full time job position has to be established in education institutions, for this work is carried out consistently and systematically.

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