

**MYKOLAS ROMERIS UNIVERSITY
FACULTY OF SOCIAL TECHNOLOGIES
INSTITUTE OF EDUCATIONAL SCIENCES AND SOCIAL WORK**

**EGLĖ SENDŽIKAITĖ
COMPARATIVE SOCIAL POLICY AND WELFARE**

**YOUTH EMPLOYMENT SITUATION AND POLICIES IN
LITHUANIA AND FINLAND**

Master thesis

Supervisor: lecturer Inga Gaižauskaitė

Vilnius,
2014

CONTENTS

DEFINITIONS.....	4
INTRODUCTION	5
1. KEY CONCEPTS OF WORKING LIFE	10
1.1. Definition and meaning of work	10
1.2. Main transitions in contemporary labour market.....	12
1.3. Labour market possibilities in the process of globalization	13
2. DIFFICULTIES FOR YOUTH IN THE LABOUR MARKET.....	16
2.1. Qualification mismatches	16
2.2. Labour migration.....	20
2.3. NEET in Europe.....	22
3. YOUTH EMPLOYMENT POLICIES OF EUROPEAN UNION. LITHUANIA AND FINLAND	26
3.1. EU Youth activation programs	27
3.2. Youth employment policies in Lithuania	31
3.2.1. Policies of education in Lithuania	31
3.2.2. Activation programs for youth employment in Lithuania	32
3.3. Youth employment policies in Finland	36
3.3.1. Policies of education in Finland	37
3.3.2. Activation programs for youth employment in Finland	39
3.4. Comparison between youth employment policies in Lithuania and Finland	42
4. YOUTH EMPLOYMENT IN LITHUANIA AND FINLAND.....	44
SITUATION OVERVIEW	44
4.1. Unemployment rates in EU.....	44
4.2. Youth unemployment rates in Lithuania and Finland	46
4.3. Youth labour migration in Lithuania and Finland.....	48
4.4. Mismatches between education and labour market systems in Lithuania and Finland.....	50
4.4.1. Over education of youth in Lithuania and Finland.....	50
4.4.2. Under educated youth in Lithuania and Finland	52
4.5. Alternative working opportunities for young people in Lithuania and Finland	53
4.5.1. Young people in part-time and temporary work in Lithuania and Finland	53
4.5.2. Entrepreneurship of youth in Lithuania and Finland.....	55
4.6. Rates of NEET in Lithuania and Finland	56

5. EXPERIENCES OF ENTERING LABOUR MARKET: QUALITATIVE RESEARCH OF LITHUANIAN UNEMPLOYED YOUTH WITH HIGH EDUCATION.....	61
5.1. Research methods.....	62
5.1.1. Research sample	62
5.1.2. Organization and process of data collection	63
5.1.3. Processing data and data analysis method	65
5.2. Results	65
5.2.1. Characteristics of informants	66
5.2.2. Professional choice	68
5.2.3. Working experience.....	71
5.2.4. Process of job searching.....	73
5.2.5. Activeness of unemployed youth	75
5.2.6. Difficulties to find appropriate working position.....	77
5.2.6. EU support for youth employment.....	80
5.2.7. State support in case of unemployment.....	82
5.2.8. Future expectations.....	85
CONCLUSIONS	89
RECOMMENDATIONS	91
REFERENCES	92
SUMMARY	100
SANTRAUKA.....	101
ANNOTATION	102
ANOTACIJA	103
ATTACHMENTS.....	104

DEFINITIONS

1. **Youth** - young people aged between 15-29 years old (European Commission, 2007). Defined age of youth could differ in different countries and documents;
2. **Qualification mismatches** – the process, when worker’s qualification level is not adequate to employer’s requirement (Organization for Economic Co-operation and Development, 2011);
3. **NEET** – young people who are not in employment, education and training. Usually NEET is defined as a group of inactive young people aged 15-29 years. (European Foundation for the Improvement of Living and Working Conditions, 2012);
4. **Tertiary education** – it is upper educational level after secondary education. It is usually provided on formal education system – at the university or college (European Foundation for the Improvement of Living and Working Conditions, 2012);
5. **Vocational education and training** – education and training which help to gain qualification and improve ability to engage with appropriate professional activities. It aims to provide knowledge, skills and competences required in the labour market (Ministry of Education and Science of the Republic of Lithuania, 2009; Terminology of European education and training policy, 2008);
6. **Internship** – period of working experience provided for students and graduates in order to give an exposure to the working life. Usually it gives specific skills and is related with field of studies (European Regional Development Fund, 2011);
7. **Apprenticeship** – long-term training alternative for working which could be provided in educational institution, working place or training centers. Apprenticeship is legally based on contract and provided with wage or allowance. Employer have responsibility to provide methods of training useful for specific occupation (Terminology of European education and training, 2008);
8. **Entrepreneurship** – activities related with identification and implementation of new opportunities in the labour market. It is the process of discovering new ways for combining and investing financial resources. The most appropriate example of entrepreneurship is starting of new business which leads economy to change and grow in relation with innovative ideas. (Sobel R.S., 2008; European Commission, 2006);

INTRODUCTION

There are still discussions in the European Union how to define young people and in what period of age persons should be included in the group of young people. However, nowadays youth in Europe is defined as a group of people who are facing transitional period from dependent childhood to independent adulthood and from the education system to the labour market. Young people are defined as persons aged between 15-29 years old, however, age and definition of young people could vary in different countries and different sources of reports, depending on legislation system of the country and specification of the research questions (European Commission, 2007).

There were around 95.2 million of young people aged between 15-29 years old living in the EU countries at the beginning of 2011. It constitutes about 19.3 % of all population. Young people made up 21 % of country population in Lithuania and there were 18.5 % of young people in Finland in 2011. Statistical data shows that proportion of young people in the population has been steadily and strongly decreasing during the past 25 years and between 2000 and 2010 number of young people decreased by over 4 million in the EU. These population changes were affected by reduction of the fertility rate and the demographic boom between 1950 and 1970. Fewer births, longer life expectancy and population aging have led the present population having less young people in the societies. Nowadays EU faces the risk to lose 14 million more of young people in the nearest 50 years, if the trend of decline will not change. Changes in population directly affect economy of the country and situation of working age people (EU Youth report 2012). Therefore measures of social policy have to be created in order to regulate changes in the society and social support system.

Young generation influences the rest of our Lithuanian society. They also face a lot of challenges starting from education system to labour market, financial status and family creation. At the beginning of independent life, young people make important decisions: change their living place, moving from the villages/small towns to the cities, even to the other countries. Therefore, significant changes are happening in the society: population decreasing in rural areas, while population increasing in urban areas, economy of the country decreases because of emigration of youth and increases when young people enter the labour market successfully. While changes in society could be affected because of young generation, youth could also be affected by these changes. Therefore, it is very important in a public policy to react quickly to all changes in the society and make changes in youth policy in order to create more opportunities for young people in educational system and employment (Okunevičiūtė Neverauskienė, Pocius, 2008; Okunevičiūtė Neverauskienė, Moskvina, 2008).

Youth face a lot of difficulties when trying to enter the labour market. It is because of lack of experience, insufficient vocational education, inadequacy between professional education and requirements of specialists in labour market. Moreover, employers usually do not trust young people who are entering labour market for the first time, because young people tend to change working places until they find the best position for the career opportunities. Therefore, companies prefer to hire more experienced employees, who are already more acquainted with realities of labour market and have more constructive self-evaluation skills. According to the sociological research made by Braziene R., Dorelaitiene A. (2012) young people, who are entering the labour market at the first time, lack constructive and adequate self-esteem, expect to get high salaries, without realizing their lack of experience, required in particular working position. At the same point, according to trends and changing aspects in the current educational system, employers usually have doubts about young person's qualification level and motivation in studying profession, while professional prestige becomes crucial aspect among young persons in our modern societies. Moreover, difficulties in youth employment could also be related with social problems of young people, such as delinquent behavior, lack of motivation, reluctance in seeking for education, alcohol or drug addiction. (Okunevičiūtė Neverauskienė, Moskvina, 2008).

In all European countries unemployment rates of youth are always higher in comparison with general unemployment rates. Level of youth participation in labour market depends on many economical, social and political factors. Young people as a separate group of society require special attention in social policy, especially in policies of the labour market. There are different measures incorporated in youth employment policies in different countries, related with specific national issues which are aimed to improve youth employment, education, volunteering, social inclusion and creativity in all over the Europe. EU put strong efforts in combating youth unemployment in international level; number of strategies is prepared with recommendations for member states. EU strategy "Youth – Investing and Empowering" created in 2009 emphasized importance of youth participation in labour market and defined measures for more constructive implementation of youth policies in EU (The Council of the European Union, 2009). "Youth in action" EU programme for the period of 2007 – 2013 was created for the young people aged 15-28 in order to mobilize the potential of young Europeans. This programme aims to inspire active citizenship, mobility, solidarity and tolerance between young people. (Official Journal of the European Union, 2006). "Youth on the Move" is EU policy initiative which aims to improve educational system and employability of young people (European Commission, 2010). At present European Commission proposes programme "Erasmus for All 2014-2020" which seeks to

improve education and training for youth, also includes new pattern – sports in order to encourage activeness of youth (European Commission, 2011). Also, there are different programs, government measures, plans and initiatives for the improvement of youth employment at the national level. Thus number of different political measures and initiatives are created at national and international levels in order to promote youth employment. However, unemployment rates still remain high. Hence, the question about uncertainty and real implementation of actions could be raised, and necessity to search for other reasons of youth unemployment appears.

Choosing of the profession and career possibilities plays really important role in person's life. Young people have to choose their profession during the difficult transitional period of life, when social status, living place is changing, young people transits from dependent childhood to independent adulthood. Young people have to adjust to a new situation, react quickly to many changes in the labour market and to realize relation between labour market supply and demand at early age (International Labour Organization, 2013). Right decision in choosing professional way leads people to realize themselves, improve their skills and feel the importance of their role in the society. Meaningful and interesting work activities help young people to realize their values, to analyze their characters and improve internals. Employability not only gives financial resources, social guarantees and other measurable valuables; work is also one of the expressions of life satisfaction. Importance of working position is included in the Maslows's hierarchy pyramid, which is basement in psychological motivation. Fourth and fifth levels of human needs are related with working position, where people reach certain status, confidence and self-actualization, where each individuals use their talents and potential (Hagerty M.R., 1999).

People, who are in unemployment suffer psychologically, face demoralization. Experience is also important issue, which is lost during the period of unemployment. Difficulties in trying to enter the labour market lead to psychological illnesses, delinquent behavior, suicides, divorces, drug and alcohol addiction, etc. (Tartilas, 2005). Economic loss and social costs in the societies are very high because of youth unemployment and valuable skills of young people are lost. Higher level of economic stability would be achieved if number of motivated young people would be engaged with the labour market in the position appropriate for their qualifications (International Labour Organization, 2013). Young generation is the future of society, so when youth unemployment reach high numbers, it becomes necessary to think about social problems and changes in the social policy system, which would help to improve labour market system to become more available for young people.

In our global world labour market is rapidly developing and requires the labour market policy to be developed, too. When different programs and political plans are created, a lot of investigations and researches are made at national and international levels (Okunevičiūtė Neverauskienė, Pocius, 2008; Okunevičiūtė Neverauskienė, Moskvina, 2008; Ministry of Education and Culture, Finland, 2012; Country Sheet of Youth Policy in Finland, 2011; International Labour Organization 2013, 2014; European Commission, 2012; European Employment Observatory Review, 2010). All the researches related with youth participation in a labour market should be continued periodically since they show new results according to demands in labour market, supply in educational system and young people's abilities to adjust.

Research **problem** is difficulties for young people to enter the labour market after the high education in Lithuania and Finland. Situation overview of youth employment reveals relations between statistical data and implemented national youth employment policies. Qualitative empirical research explains how political measures help young people to avoid obstacles in trying to enter the labour market after the high education.

The **aim** of the research is to empirically investigate what kind of difficulties youth face when trying to enter the labour market after the high education and how youth employment policies help to avoid these obstacles in Lithuania.

The **object** of the research is effectiveness of youth employment policies in Lithuania and Finland.

These **objectives** were raised to achieve the aim of the research:

1. To explore main difficulties in the labour market for youth;
2. To explore priorities of youth employment policies of European Union;
3. To compare measures of youth employment policies in Lithuania and Finland;
4. To make an overview of youth employment situation in Lithuania and Finland;
5. To investigate empirically effectiveness of youth employment policies in Lithuania.

Research methods. Documents, statistical data, scientific literature, and scientific articles related with the topic of youth employment in Lithuania and Finland were analyzed. Literature have been collected and reviewed in Lithuanian and English languages. International statistical data was collected in order to explore the situation of youth employment in Lithuania and Finland, also to compare situation between selected countries and reveal the situation in the context of EU. Analysis of international documents was used in order to reveal EU priorities of youth employment policies and to explore kinds of obligations and recommendations for member states. Moreover, national documents of Lithuania and Finland reviewed in order to find specific measures implemented in the countries to improve

youth employment. Scientific articles and researches reviewed which gave specific knowledge about what have been done already in the scientific field related with research topic.

Empirical research is composed of two parts. Situation overview of youth participation in the labour market was made by using collected statistical data from the past international researches. International databases were overviewed in order to find existing researches in youth field. The most important criteria in choosing suitable researches for the analysis, was that Lithuania and Finland should be included into the same research, in order to find comparable data. New comparable charts and author analysis of existing statistical data is provided in the situation overview. Secondary analysis of existing data has been chosen as the most appropriate method to collect comparable data of selected countries avoiding time consuming and financial expenses of traveling to another country.

The second part of empirical research was performed in Lithuania by using qualitative research method, which provide the possibility to find out new information in youth employment field. Semi-structural in depth interviews were performed with unemployed young people with high education in Lithuania, who are registered in Lithuanian Labour Exchange. Interviews with unemployed youth revealed their experiences regarding difficulties in the labour market and effectiveness of youth employment policies in Lithuania.

The main **questions** of the research are:

1. What kind of difficulties young people face when trying to enter the labour market after high education?
2. How youth employment policies help young people to find an appropriate job?

Statistical data shows that Lithuania is one of the European countries with the highest rates of youth unemployment (26.4%), while Finland has one of the best rates of youth employment (unemployment rate – 19%) in 2012. Social policy of Finland pays a lot of attention for the welfare of young generation, use prevention measures to safe youth from unemployment. Lithuanian social policy follows strategies and recommendations offered by EU and try to improve situation of youth employment. However youth participation in the labour market is insufficient. Therefore **hypothesis** raised that youth employment policies are working successfully in Finland and labour market policy is constructively adopted for young generation, while there are not enough constructive measures in Lithuania or it is not effective enough. While these two countries are quite different, when talking about existing youth policy, it is useful to compare it. Results of the comparative analysis reveal effectiveness of social policy measures in youth sector and show good practices of Finland.

1. KEY CONCEPTS OF WORKING LIFE

Different kinds of work exist in everyday life of all individuals, people have to work in order to earn money, to get shelter, things they need for living and also to get some remaining incomes for entertainments. Money is not the single reasons of working, people also work in order to use their potential in appropriate sphere, to reach self-respect and self-identification, and also individuals are forced to work because of tradition, norms and social values of the societies (Volti R. 2008, Strangleman T., Warren T. 2008, Noon M., Blyton P. 2007, Sweet S., Meiksins P. 2008).

1.1. Definition and meaning of work

Work plays important role and takes the biggest part of waking hours of individuals, therefore to define what work is could seem as easy task. However authors agree (Strangleman T., Warren T. 2008 and Noon M., Blyton P. 2007) that definition of work is the complex one, and depends on history, shifting according time concepts and culture of different societies. Work has variety of forms such as domestic, care, voluntary and illegal work. *In this study and empirical research author talks only about legal work formally rewarded by payments and based on working contracts, without insights into other forms of hidden work.*

According to Strangleman T. and Warren T. (2008), in the middle of twentieth century in socialist and communist states, work was seen a solution for all kinds of social problems. Policies have been devised to make work the central concept of individual's life. Later, scientists have started to talk about quality of job, environmental and psychological concepts in working place Finally authors agree that there are positive and negative sides of working life (Strangleman T., Warren T. 2008, Volti R. 2008, Sweet S., Meiksins P. 2008). Work can provide psychological and social satisfaction, when the job position serves sufficient level of incomes, individual fulfilment and self-esteem and prestige in the society. Workplace serve opportunities to develop new skills and abilities, challenges in the workplace could strengthen the motivation to reach purposes of life. Work could also unite people for the common goals and create strong social network. On the other hand, work has negative side as well. Piennar J. (2008) talks about stress in the working place, which exists based on different reasons, when the job does not provide intrinsic satisfaction and sufficient financial incomes. Discontent about the working position influence economic situation of employees, as well as organizations, and also has strong impact on individual and societal health, psychological atmosphere and interaction between members of societies.

According to Volti R. (2008), level of income, occupational prestige, emotional environment, infrastructure, and career possibilities are stated as key job characteristics which affect satisfaction of work. Contentment or alienation of work depends on complexity and diversity of performed tasks, perceived significance of the responses, the meaning of achieved results and feedback of employer, co-workers or clients. However, author emphasized that mentioned conditions explain only objective reasons of dissatisfaction of job. Individual expectations and values should be also taken into account, when evaluating particular workplace. The same job could be evaluated differently by different groups of people. Person, who get a job after long period of unemployment, tend to express satisfaction with any job which provides an income, without deep interpretation about quality of work. People with low educational level tend to be more satisfied with physically active job which does not require a lot of intensive contemplation and admission of important decisions. Furthermore, women tend to express the same level of satisfaction with their jobs as men do. If the working place would be evaluated from the objective side, results would show that women usually work in less paid positions, with less interesting job specific and less opportunities for advancement in comparison with men occupational positions. Therefore authors, who have analysed sociology of work and interactions in the working place (Volti R. 2008, Strangleman T, Warren T. 2008, Piennar J. 2008, Naswall K. Hellgren J. Magnus S. 2008) agree that personal life conditions, values, social skills and particular expectations for occupational environment, feedback and future opportunities play a key role on job satisfaction.

Volti R. (2008) claims that younger workers tend to express lower level of satisfaction with their working positions in comparison with older workers. Comparatively high level of young workers dissatisfaction makes strong impact on youth employment situation. High level of youth dissatisfaction with their jobs is explained by different expectations of particular groups of workers. According to Volti R. (2008) young people at the beginning of working life are likely to have high expectations about career opportunities. Young people are enthusiastic to make changes in the companies and expect to quickly achieve significant results, while older workers tend to be more realistic about jobs. Furthermore, it is difficult to face realities of labour market system with existing inequalities, problems and bureaucracy processes, for young people. Result of it dissatisfaction about work could reach the highest level and inspire young people to quit the job. While quality of job and possibilities for self-expression in the working place are sharply important for young people, efforts to improve quality of working life become crucial question in the current labour market institutions.

1.2. Main transitions in contemporary labour market

Many changes and transitions have appeared in the working life during the recent decades. These changes include technological improvement in all spheres of labour market, improvements of informational technology and communication instruments. Labour market was also affected by the processes of globalization, mobility of employees and international market systems. New conditions and changes in the labour market were created in order to improve situation of working life for the employees also to make working process easier and more effective (Naswall, Hellgren, Sverke, 2008). Modern transitions in the working life become more flexible and have opened new opportunities, especially for those who usually face difficulties in trying to enter the labour market: people with disabilities (e. working, distance working, teleworking etc.), nonqualified workers (possibilities to look for a job with higher salaries abroad). Young generation was also strongly affected by these transitions in the labour market. Distance working provide the possibility to combine work and studies more easily, communication instruments and free mobility through the European countries opened the possibilities to gain international working experience. Moreover, modern technologies have speeded up the working processes and lightened the process of acquiring new trends in working place for the people without any working experience.

On the other hand, changing circumstances in the labour market were also welcomed with contradictory opinions and consequences. Implementation of modern communicational instruments caused increased interruption during working day and also made it more difficult to disengage from job in the individual personal life after working hours, what means harm for the leisure time and social activities. Secondly, technological advances made it easier to tackle some objectives in the labour market; however it caused redundant of employees, decreased number of working places and large working groups, lower possibilities to enter the labour market for non-qualified workers (Blyton, Jenkins, 2007). There are opinions that part of workers skills are embedded in the technological machines and devices, therefore employees loose the possibilities to use all their skills and potential in the working place. In summary of these opinions it could be claimed that implementation of new technologies promote “deskilling” of labour force. Moreover, there was started to talk about “crisis of work” or even the “end of work”, while shifts in the working relations have lost the meaning of work as it have been many years ago with strong consequences for the individuals, families and communities (Strangleman T., Warren T., 2008).

It is important to mention that during the time of many changes in the working life, labour market faces transition from manufacturing to the service job implementation. In the spheres oriented to the services provision, workers enjoy less physical demands requiring jobs, face fewer risks for physical health and have more ideological space to use their potential in appropriate way. However, labour market transition from manufacturing oriented jobs to service oriented, caused vacancies concentration more in urban areas and decreasing of working places in rural areas. Hence, migration inside the country became unavoidable, especially for young people. Finally, after many new circumstances came to the labour market, the importance of job quality, social relations and individual perspectives in the working context, became serious aspect for the companies as well as for employees.

1.3. Labour market possibilities in the process of globalization

International and national trade unions and NGOs have used various tactics and measures in efforts to achieve higher job quality, to reduce international working inequality, poor health and social protection, to remove cases of long working hours and to create appropriate labour standards in the international level (Blyton, Jenkins, 2007). These new trends caused better job quality and better conditions in working places for both sides in working relations. On the other hand, changing of working places became more frequent. Unemployment became the phenomenon which appears not only in the case of organizations bankruptcy or product downsizing; even qualified and experienced workers face the risk to become unemployed. Hence, closed circle in working conditions and relations could be found – employees change their working place in order to find better conditions and employers change their workers in order to find more skilled ones. Unfortunately, social interaction between colleagues face challenges and working environment suffer from workers fluctuation (Naswall, Hellgren, Sverke, 2008). According to Landy F.J. and Conte J.M. (2007) speed changing of the employees are expensive, time, attention and energy demanding for selection, orientation and trainings for the new employees. These issues especially relevant for young people, during transitional period from education system to the labour market, changes of working places are hardly avoidable, till young employee found satisfactory working occupation. This aspect is closely related with high expectations about the working place and career of young people mentioned above (Volta R., 2008) and difficulties for young people to enter the labour market because of high requirements and distrust on young people of employers mentioned above by Okunevičiūtė-Neveauskienė L., Moskvina J. (2008).

Running process of globalization has touched number of spheres of individual's daily life with no exception of working life. There is no doubt that in the developed world and welfare states, globalization processes have opened new ways and opportunities to improve goods of labour market. However there is another side of globalization which is not as positive as the first one. Globalization is beneficial for the consumers because open the possibilities to find goods and services for the best price, also for those employees who are looking for the best working conditions independent on geographical location. In the other hand, some industries and working places have been lost because of inability to stay stable in a global competition, while number of working places has been created because of expansion of export market possibilities (Volti R., 2008). Author claims that economic globalization turns to lower costs of production in the industries what results lower prices for consumers and relatively higher salaries for workers, higher spending of incomes, bigger demand of services and profit, finally growing economy overall. To sum up, economic globalization process has positive and negative consequences, which is similar with implementation of lots of new modern technologies in. Some small companies lose the competition in the global economy and some small communities economically eradicate because of lack of economical stability in local firms which are not strong enough to survive in the global economy. According to Blyton P. and Jenkins J. (2007) some employment groups, especially low skilled workers in labour-intensive industries have been inevitably adversely affected by globalization. At the same time companies in well developed economies faced number of advantageous conditions for the labour improvement inside the companies, such as better transport and infrastructure, higher qualified and well skilled employees, finally high valued market systems have become better available. Workers with low level of qualification feel redundancy in the possibilities to enter the labour market and, while new technologies have been implemented and various apparatus created to make the biggest part of physical job (Blyton, Jenkins, 2007).

In conclusion, the main shifts in the labour market during the last decades – globalization process and implementation of various new technologies shape higher level of inequality between different economies, firms and group of individuals. It also brings new challenges for young generation who is leaving educational system and trying to enter the labour market, while possibilities are very low without professional qualification. There is also a risk to loose skills in the companies where high level of implementation of new technologies promotes “deskilling” of workers. Moreover, there are a lot of opened possibilities for young people to look for a better working conditions and higher salaries in all around the world and different systems of the labour market. In the other hand possibilities to

get better working conditions in the stronger economies make damage for weaker states. The question is relevant in the research while two cases of states are quite different (Finland and Lithuania), therefore interesting results could be revealed. Inequality promotion, because of new shifts in the labour market, could be confirmed in theoretical analysis at least, starting from the process of migration which is closely related with employment situation among young persons.

2. DIFFICULTIES FOR YOUTH IN THE LABOUR MARKET

Young people face higher risk to become unemployed generally in comparison with the rest of adults. Most of the problems are related with lack of working experience and difficult transitions from education to working life. Mismatches between educational and labour market supply determines number of over-qualified and under-qualified youth, who are not able to find appropriate job. Labour migration is growing among young people because of obstacles in native countries and opened opportunities by globalization processes. Loss of motivation is one of the most harmful outcomes of difficulties for youth in a labour market. Growing numbers of young people not in employment, education and training (NEET) shows high importance of youth employment obstacles they face. These trends will be discussed in more detail in the sections below.

2.1. Qualification mismatches

Qualification mismatches occur when qualification level of the workers is higher or lower than it is required for their occupation. This process has become widespread among European labour market systems and got high concern of policy makers' attention. According to investigation of Organization for Economic Co-operation and Development (2011) over-qualification, the process when qualification level of employee is higher than it is required in the working place, received significantly more attention than under-qualification over the Europe, because it is related with growing supply of young workers graduated from universities and colleges in the labour market. The process of over-qualification as well as under-qualification has a significant impact for the labour market system in different levels. First of all, it affects level of salaries and job satisfaction of individuals. Therefore, it means that graduated young people are more likely to feel dissatisfaction with their working position, while they agree to work unqualified job in order to enter the labour market in the short period after graduation. From the prospective of employers, it affects higher turnover of workers, productivity of work and higher consume of resources for recruitment of workers. Finally, skill mismatches mean reduce in GDP growing and higher level of unemployment in the macro economical level, while part of human capital could be lost. Productivity of labour power could be reduced significantly (Organization for Economic Co-operation and Development, 2011).

Employers designing specific of jobs according to changing situation of the market economies, labour demand, and specific skill required for particular occupational position. Candidates for job are also coming to the labour market with a high variety of their educational abilities, working and training experience, and theoretical knowledge. Moreover, employers do not always get the right information about the potential workers, while provided information at the beginning of employment do not always fit the reality. Therefore mismatches between supply and demand of the labour market exist in modern economies and sometimes are inevitable (World Economic Forum, 2014).

The strongest affect of skill mismatches occurs when young people enter the labour market at the first time. However, it affects individuals at the different stages in their working life as well, especially when they are trying to reach the higher career prospective, changing working places or trying to re-enter the labour market after the period of temporary or permanent unemployment. Therefore, processes such as qualification mismatch, skill shortage, skill gap, over-(uder-)schooling, over-(under-)qualification, over-(under-)education and over-(under-)skilling receive huge concern of attention of different authors and researchers, where the most important attention is appointed on affection of these processes on youth enter and participation in the labour market (Oosterbeek H., 2000; Belfield C., 2009; Cabral Vieira J.A., 2005; Nordin M., Persson I., Rooth D.O.,2010; McGuinness S., Sloane P.J., 2010).

Attention for over-educated workers was noticed already in 1976, when Freeman R. introduced the first study of over-educated Americans in the labour market (Oosterbeek H., 2000). It has been an inspiration for other researches to investigate the field of over-education. There have been created simple methodology to measure education mismatch with the labour market participation, at the beginning. Duncan and Hoffman (1981) (Oosterbeek H., 2000) counted attained years of schooling of particular workers and than compared the number with the years of schooling required for occupational place. Difference between these numbers indicated that worker is over-qualified or under-qualified. Later, there were more issues, such as field and results of education, skills and expectations of workers, were included in the counting of qualification and occupation mismatches. Number of informative articles with new significant results in over-educational studies was introduced later in different states. Belfield C. (2009) emphasized that job satisfaction, income level and over-education have a significant impact on each other. Moreover author highlighted important issues of over-education consequences for employers and firms. The research show that when number of over-educated people entering the labour market starting to raise, employers are trying to control the process by lowering wage and evaluating expectations for

wages of new people in the firms. However, workers and firms still suffer from the high level of over-education, which creates damage for the harmony and emotional environment in the working place. The research confirmed earlier investigations of Cabral Vieira J.A. (2005), where it was introduced that skill mismatches matter on job payments, security, job specific, inappropriate working hours and on job satisfaction overall. The research show that the most vulnerable groups is young people with degree of high education, who see themselves as having particular qualifications to do more demanding work comparing with their resent occupation. Moreover, it was found that wage is important indicator for overall job satisfaction but it could not guarantee job satisfaction with a lack of other important issues, such as job specific, variety of tasks and possibilities to gain important experiences.

Nordin M., Persson I. and Rooth D.O. (2010) have investigated impact of education-occupation mismatches on income level in Sweden and the results were compared with US. Authors found that wage penalty are highly significant among workers with high educational degree. Moreover, authors found out that the wage penalty decrease proportionally when experience of work grows; it means that young people with high education face the strongest impact on their income level because of educational-occupational mismatches. Furthermore, McGuinness S. and Sloane P.J. (2010) include the issue of over-skilling together with over-education in their research, and aimed to reveal the impact on wages and job satisfaction among young working graduates in UK. Investigation shows that over-skilling has stronger negative consequences on job satisfaction between young workers in comparison with over-education. Over-educated workers tend to choose occupational place which suggest higher level of job security, the same tendency was not found about over-skilled graduates. Further, over-educated workers are more likely to choose jobs, where reconciliation between working and family life could be reach in order to choose working place with a higher level of payments. Results of the survey revealed that over-educated employees pays higher emphasis on quality of job in comparison with over-skilled workers, who are more concentrated on getting higher salaries without high requirements for their working environment. Different articles express investigations which include different indicators in working life of individuals. All of them reveal that educational and skill mismatches in the labour market causes significant harm for workers as a professionals of particular working areas as well as for employers in creating substantial possibilities for their workers, and developments of economical activities.

2.1.1. Causes of qualification mismatches

There are a lot of investigations, where consequences of skill mismatches in the labour market are analyzed and affects represented. However there are not many articles, where causes of education mismatches would be presented. Organization for Economic Co-operation and Development (2011) represents a summary of different authors' findings about reasons of qualification and skill mismatches in the labour market. It is clear that skill mismatches appear because of imbalance between the labour demand and supply. First of all, implementation of new technologies could cause that imbalance, because it requires particular skills which sometimes are not immediately available in labour market supply, as well as current workers have to adjust to a new situation or retrain during short period. Therefore, firms face a lack of workers' skills and lack of particular employees to fill vacancies. The institutional framework plays a key role in this issue, while it has to regulate duration of the period for the firms to be available to adapt structural changes in their working activities.

According to Marsden (2002) number of workers in small companies, the case of long-term unemployment and union density cause increasing of skill mismatches. Author also revealed that globalization process and international competition between firms in different welfare states impacts reduction of skill mismatch. Possibilities for free geographical mobility inside and outside the countries also reduce the risk of over-qualification. Moreover, expenditure on education, vocational training and tertiary education, institutional coordination of wage negotiation should reduce level of skill mismatches in the labour market. On the other side of scale are working places, where high level of qualification and specific knowledge in technologies are not required. Investigations show that workers in part-time work, shift-work and those who are working on temporary contracts are more likely to be over-qualified in comparison with more stable and full time jobs. This kind of reasons of over-qualification are especially relevant for youth, who are working while studying; however studies combined with job do not reduce credibility of over-qualification after graduation (Organization for Economic Co-operation and Development, 2011). In addition, it is notable, that there is no statistically significant meaning of all the explanatory variables, which make an impacts on skill mismatch, moreover there is no stable longitudinal measurement instrument, which lead to make significant cross-country comparative analyses of skill mismatch as a dependant variable.

2.2. Labour migration

According to Volti R. (2008), process of globalization stimulates movements of financial goods, capital and information. The large scale of people movement across the borders in all over the world is also encompassed by globalization. There are number of different reasons to leave their home country and to go abroad to look for a better living conditions. According to statistics, improvement of the economical situation for individuals is the main reasons for going abroad. Moreover number national statistical data show that labour migration is especially popular among young people. Question about labour migration of youth is relevant in Lithuania as well as in Finland though countries have different flows of emigration and immigration (Okunevičiūtė Neverauskienė, Pocius, 2008, Nordic Social Statistical Committee, 2011).

In Lithuania, there is a huge problem of international emigration from the country, since it is a small country with small amount of citizens and, still huge number of people leaves the country. According to Statistics Lithuania (2012), the highest number of emigrants, who declared their departure from Lithuania during 2009, is at age from 20 to 29 years old. Statistical data shows that the most important reason of departure from the country is desire to earn more money. In 2009, 86.6% of emigrants from Lithuania, working possibilities in another country defined as the most important reason of departure from the country (Statistics Lithuania, 2012). Unemployment and low salaries are widely characterized as a reason of emigration in migration research of Lithuanian Free Market Institute (2006). In 2011 there were 15.4% of unemployed persons in Lithuania, while youth unemployment rate in the country was 34.4% in the same period.

There is another kind of challenges of youth participation in labour market related with migration in Finland. Since Finland became attractive country for immigrants in 1990, huge amount of people from other countries started seeking participation in Finnish labour market. It affects youth employment, especially employment rates of young immigrants from non-Western countries. In 2008 general employment rate of youth in Finland was 62%, while participation in a labour market of non-Western immigrants was only about 28% (Nordic Social Statistical Committee, 2011). There was 7.8% of unemployment in Finland in 2011 and 19.9% of youth unemployment in the country (Eurostat, 2012).

Process of migrations is closely related with development of economies. It is natural that countries with well developed economies and high level of industrial growth feel lack of available skilled and qualified as well as physically strong labour force. While in such countries, where economical growth is stocked, individuals face a shortage of available and appropriate vacancies. Therefore, the large scale of labour migration inside the countries and between the countries exists (Blyton P. Jenkins J., 2007). Authors emphasize joining in the European Union for the countries as an important event, which have promoted flows of migration inside the Europe. Citizens faced enthusiasm about new working possibilities abroad and used free movements as advantage for their financial situation. Therefore, immigration flows has been a core question and dispute in political topics in many OECD countries as well as in Council of European Union in order to create national and international regulation policies for immigration (Menz G. Caviedes A., 2010). Recent debates in political institutions are not only concentrated on the question where immigration should be accepted and where it should not be allowed anymore. According to financial, economical and social changes in the Europe made because of different migration forms and processes, political debates concentrate on questions such as what kind of migration should be allowed in the Europe, how the process of admission should be organized by governments and international institutions and when the promotion of returning to native countries should be performed. It is aimed to control migration flows and to ease adaptation in new country in order to keep labour market quality in particular high level. It is also intended to prevent violations of workers rights, while migrant workers are group of high level of diverse.

According to Blyton P. and Jenkins J. (2007) some group of emigrants are professional workers, those with high qualification level and educational background. They are severe loss for the home country for getting educational level there by using national resources and after that going to suggest gained professional labour force in another country. Usually, they get appropriate working place with comparatively high level of wages and salaries. However, the bigger part of labour migrants are workers with less qualified labour power and lower educational level, which are looking basically for higher incomes without paying a lot of attention for job quality. Such workers get lower salaries, working long hours per day, receive poor job security and face hazardous conditions in working places. Moreover, this group of migrants experience mismatch between their skills and job requirements, get the salary inappropriate with long working hours, weaker understand of foreign language, feel the risk of discrimination in the working place, finally all the negative consequences refers to the risk of social exclusion.

Migration is also relevant with significant shifts in salaries. Volti R. (2008) has analyzed the migration effect on financial incomes. Author found out that salaries tend to increase in general in countries, where immigration flows reach quite high level, because of competition between qualified but unskilled immigrants and native workers with high qualification level. Usually employers are more likely to suggest wages which are at normal market-level for qualified immigrants in order to promote them to stay in the country rather than return to native country, where the risk of deskilling exists. At the same time employers face the pressure to pay more for the qualified workers who are native in the country and have already gained experience in their working sphere. In the other side of scale there are unqualified immigrant workers, who tend to work illegally and long hours without paying any taxes for the state. It is clear that this process make significant damage for the state and legal tax payers of the country. According to Lithuanian Free Market Institute (2006) in the countries with a high flow of emigrants positive changes of salaries level are also significant. Unemployment rates in the countries reduce, when number of individuals leaves the country and more vacancies appears. Moreover, employers tend to pay higher salaries because of lack of employees in particular sectors. Political powers of the states also promote employers to raise salaries as the preventive measure for emigration.

Finally, talking about migration affection on working life, it is important to mention that analysis of both types of countries – with flows of immigrants and emigrants, show noticeable improvement of working quality in order to keep good workers in stable occupational positions. It is especially important for young people with high level of education, who are coming to the labour system without particular working experience, but have comparatively high expectations for occupational position, salary and career opportunities.

2.3. NEET in Europe

Young people who are coming into the labour market after the high education has a potential for strong motivation and tend to bring new ideas. According to statistical data of Eurostat, there are over 94 million of young people aged between 15-29 years; therefore number of young people in Europe could be substantial recourse of successful labour market. However, if the states want to fully exploit the potential of young motivated people, they have to be employed in particular working place, which provides the possibilities to become productive professional. (European Foundation for the Improvement of Living and Working Conditions, 2012). Unfortunately, part of young people does not succeed in education and in transition from educational system to adult working life. They face discrimination in the

labour market because of lack of experience, skill mismatches between education and labour supply. Sometimes it happens that young people agree to work in dissatisfactory working position, become unemployed or even economically and socially inactive overall. Wasting of young people potential has significant consequences not only for economical situation of the country. Disengagement from the labour market creates irreversible consequences for personal future life and career prospective of youth. Furthermore, growing rates of youth unemployment creates the limits to reach long term political goals, and possibilities to create sustainable and economically growing system of country decrease. Finally, unemployed young people put high contribution into social tension in society, while they are more likely to be dissatisfied with various conditions of life and disengage from public activities, which also create a challenge for democratic processes.

The problem of youth unemployment in Europe has reached extremely high numbers during the economic crisis. According to Eurostat, there were over 5.5 million of unemployed young people in Europe in 2012 and it is 22.4% of youth. In comparison with youth unemployment figures at 2007, there were 1.5 million more unemployed young people in 2012. Therefore this phenomenon attained high concentration of policy makers attention during the last years and there were start to talk about youth activity overall.

Young people face various difficulties in accessing formal or non-formal education, international mobility and labour market system. Some part of young people also do not actively participate in social life, citizenship and do not have empowerment for full social inclusion because of social, economic or geographical obstacles, educational difficulties, mental or physical disabilities and health problems, cultural differences. Definition of “Young people with fewer opportunities” is used in EU to define young people who have fewer opportunities in comparison with their peers, because of various obstacles (SALTO-YOUTH). There was emerged the need for a new indicator in the analysis of youth participation in the labour market in UK in late 1980 mainly because of new reforms performed during this period in the labour market which left the youngest working age generation without any benefits in the case of unemployment. Later, the term of “NEET” was formally introduced in political level of UK in order to define the group of young people who are not in employment, education or training in 1999. The concept of NEET and new definition has obtained high importance among politics of youth field in UK. Later, at the beginning of the last decade definition of NEET were adopted in many EU member states (European Foundation for the Improvement of Living and Working Conditions, 2012). Nowadays most European countries define NEET as a group of young people age between 15 and 24 years old, who are not in employment, education or training. Establishment of new

definition in youth employment field show that problem of youth inactiveness has reached significant numbers across the countries, and also has attained high concentration of policy makers' attention.

Youth unemployment and NEET are closely related concepts which create similar consequences in the societies. However, there is significant difference between the concepts, which is very important to emphasize. According to International Labour Organization (ILO) unemployed persons are those unemployed but actively seeking for employment during the past month and would be able to start working in two weeks. Persons who are in education could be also included into defined group of unemployed. Definition of NEET includes only those young people who are not in employment, education or training and are economically inactive. Youth unemployment rate are always higher than NEET because it counts young people disengaged only from the labour market.

According to statistical data (EUROSTAT, 2013) there were around 14 million of NEET in 2011 in EU countries; it means that 12.9 % of all young people were not in employment, education or training. The level of NEET is higher than 15% in most EU member states (EU27 average is 15.4%). Statistical data show that youth inactiveness in education and labour market system is significant problem EU-wide and it brought economical loss of 153 billion euros during 2011. There were 13.9 % of NEET in Lithuania and 8.6 % of NEET in Finland in 2011 between young people (European Foundation for the Improvement of Living and Working Conditions, 2012), which estimates to difficult situation of youth employment in selected countries.

According to Logez K. (2013) disengagement from the educational system and labour market is a problem caused by a complex of determinants. First of all, discrepancies between educational system and labour market supply cause high difficulties in transition from education to work. Higher employment rates and lower level of NEET is observable in those regions and countries, where vocational education and training programs are well developed in comparison with those countries which do not have developed experience of vocational training. Secondly, level of NEET could be caused by economical situation of the state. During the economical recession there was much harder to enter the labour market at the first time for young people, while they have to compete with more experienced workers. Therefore the risk to lose motivation and become NEET after finishing the education appeared. Author emphasized that during the time of economical crisis, young people tend to stay longer in education, instead of trying to enter the labour market, which is good consequence while they gain higher qualification level. In the other side of scale there still remain the risk to loose gained qualification in case of facing mismatch between labour

supply and qualification level of young people. Sissons P. and Jones K. (2012) confirmed that young people tend to go on further education or training, when they face difficulties to enter the labour market. However, some part of young people fail in transition into work after the education, which is the most difficult period and need a support at different stages until they successfully start working life. When there is a lack of such support and policy measures the risk for young people to become member of NEET group appears.

Level of NEET is also affected by main shifts in the labour market during the last decades. While young people face challenges in high competitive labour market, have to learn a lot of new skills according to changing labour supply and react quickly to upcoming changes in the working life, there are also positive future trends. Demographic trends show positive attitude for young people. Population is ageing across Europe, therefore employment and education participation rates of youth should increase in the nearest future significantly. Furthermore, slight cultural shifts are also observable in working life. According statistical analysis (Logez K., 2013) young women in Europe are more likely to become NEET in comparison with young men. There still exist cultural stereotypes that young women should concentrate more on family creation instead of seeking career in some countries. However, youth labour market is significantly less gendered nowadays that it used to be some decades ago and it is continuing decrease. Young men and women tend to compete for the same type of works and increasingly get equal career possibilities in the modern labour market (Logez K., 2013, Sissons P. and Jones K., 2012).

There are number of significant economical as well as social consequences of growing numbers of NEET across countries. Inactiveness at young age could also reduce employability overall in the future, while young people loose not only qualification skills and knowledge, but also self-motivation, time management and even communicational skills during the period of economically and socially inactive life. Lack of skills reduces self-confidence and enthusiasm in the process of looking for a job. Increased participation in crimes, rise in violence and risk behavior, drug and alcohol abuse are also particular as the most observable consequences of being NEET. Moreover, brain drain, emigration, waste of human capital is also significant consequences of youth belonging for the group of NEET. Finally, economically and socially inactive young people feel less life satisfaction and happiness overall in comparison with those successfully integrated into education system, social life and labour market (European Foundation for the Improvement of Living and Working Conditions, 2012, Sissons P. and Jones K., 2012, Northern Ireland Assembly, 2009).

3. YOUTH EMPLOYMENT POLICIES OF EUROPEAN UNION. LITHUANIA AND FINLAND

There were 5.5 millions of unemployed young people in EU at 2011; it means that every fifth person under 25 years old could not find the job. About 7.5 millions of youth at age of 15 to 24 were not studying and not working at the same period. The level of unemployment was over 20% and it is almost 3 times higher than unemployment level of elder adults (European Commission, 2012). Young generation plays greatly important role in shaping the future of European social and political model. According to the process of ageing society, young generation face new challenges in the nearest future, hence they should be prepared to pay higher contributions. Difficulties in entering the labour market determine long-term unemployment, loss of social skills and economical contributions. High level of youth unemployment rates in member states will have detriment consequences in the nearest future because of inability to sustain states in providing welfare for retired people (Besamusca J., Stanescu I., Vauhkonen J., 2012). Therefore, question of youth employment policies is one of the most recent priorities in Europe.

European Council has created general plan, recommendations for member states and concrete measures to combat youth unemployment in Europe. EU mobilise all capable instruments and financial resources in order to reduce level of youth unemployment and to improve quality of youth employment in member states. According to *European Council conclusions* (2013 JUNE 27/28) main objectives of EU youth employment field are following:

- to modernize vocational and educational systems in member states;
- to facilitate transition from education to labour market for young people by improving cooperation between educational system and business sector;
- to integrate low-skilled young people into appropriate labour market institutions, empower them to gain experience and encourage to raise qualification;
- to reduce operation of skill mismatches between education and labour market system;
- to promote traineeships, apprenticeships, entrepreneurship and start-ups of young people in all member states;
- to promote additional job creation and competitiveness by reducing taxations and social contributions existing in the labour market system.

Number of documents, programs and policy strategies were created in order to implement stated objectives by European Council in field of youth employment. Main EU measures will be discussed in sections below. After that, youth employment policies in Lithuania and Finland will be analysed in order to reveal influence of EU policies on implementation of national strategies.

3.1. EU Youth activation programs

In order to achieve objectives European Council states concrete tools by creating various programmes, projects and initiatives followed by member states. First of all, *European Youth Guarantee* (firstly introduced by Nordic Council in 1981) protects universal right to work for young people. Initiative has been changed, improved and implemented in some European countries. The latest recommendations on establishing Youth Guarantee in member states introduced in 2012 by European Commission (European Commission, 2012). The main objective of this guarantee is to protect youth from unemployment by preventing this problem. Youth guarantee entitles particular group of young people to be engaged with labour market, training or education and implies obligations for the National Employment Services to provide services, create and implement programmes for helping young people to be employed (International Labour Organization, 2012). European Youth Guarantee seeks to provide employment, training or apprenticeships for young people under 25 years old within four months after they get education and are not able to find working place by themselves. Moreover, idea of youth guarantee reflects on social democratic ideology and maintains that youth unemployment is not only an individual problem but it is response of whole society (Besamusca J., Stanescu I., Vauhkonen J., 2012). According to European Council recommendations (2013/C 120/01) Youth Guarantee contributes to three important targets intended to reach in the strategy “Europe 2020”, which are: *to reach that 75% of people aged 20-64 years should be employed, to reduce early school-leaving level till 10% in Europe and to reach that at least 20 millions of people to be lifted out of poverty and socially integrated into society*. Specific attention in Youth Guarantee is appointed for NEET as well, EU promote to find quality employment, education, trainings and apprenticeship opportunities for NEET within the shortest possible period after they become member of NEET group and to react rapidly in order to avoid problems related with long term unemployment, to reduce the risk of poverty, social exclusion and segmentation. In order to achieve the main objectives of Youth Guarantee it should be performed and implemented in national, regional and local levels and follow 6 important guidelines stated by European Council: “building up partnership-based approaches, early intervention and activation, supportive measures enabling

labour market integration, use of Union funds, assessment and continuous improvement of the scheme, and its swift implementation.” (Council Recommendation of 22 April 2013 on establishing Youth Guarantee (2013/C 120/01)). Member states are taking various actions in order to improve youth employment situation in Europe, however more efforts should be implemented based on European Youth Guarantee.

Recommendations for member states, on introducing and implementing Youth Guarantee, are included in *Youth Employment Package* (2012) requested by European Council, European Parliament and European Commission. Recommendations commit member states to strengthen institutional collaboration and partnership by using all the possible resources of European Social Funds in order to improve youth employment situation, to ensure effective and early intervention of national employment services as well as to improve early labour integration of youth. Youth Employment Package provides professional consultations for member states on Quality framework of traineeships in order to ensure possibilities for young people to gain useful experiences before entering the labour market. Moreover, Youth Employment Package also declares *European Alliance for Apprenticeships*, which aims to share the best schemes of apprenticeships through all member states as well as to improve its supply and quality. This measure also strengthens mobility of young Europeans (European Commission, 2012).

In 2006 European Parliament and the Council adopted programme called *Youth in Action* for the period 2007 - 2013, which aims to promote non-formal learning and activities of young people. The priority of Youth in Action programme corresponds to need of young people who face transitional period from adolescence to adulthood. The most important objective of the programme is to create more opportunities for education and employability of young people, at the same time to encourage active participation, full integration into society and solidarity of young people. Target group of the programme is young people aged between 13-30 years old in Europe. The best projects from all over EU are granted from the Youth in Action programme in order to promote mobility, full citizenship, cultural identity, solidarity and tolerance among young people as well as to improve European cooperation in the youth field. Youth in Action supports more than 8 thousand of various youth projects in the member states (European Commission, 2013). There is intended to reach full participation of young people in the society, including the concept of qualitative education, employment and reduction of risk to become unemployed in the future.

EU Youth Strategy for nine years (2010-2018) was adopted in 2009. The main objectives of this strategy are to create more and better opportunities for young people in the member states and to promote active citizenship, solidarity and youth inclusion into the active social life. The main priorities of EU and its member states in the field of youth employment intend to incorporate needs of youth into employment strategies and provide possibilities for young people to gain particular skills which are required by employers. Moreover it is aimed to improve mobility of young people with a goal to find employment and training possibilities, to improve entrepreneurship and encourage apprenticeship and quality of internships of young people as well as to upgrade career guidance and consultations. Finally, strategy was created with intention to improve child care system in order to reach higher level of reconciliation of career opportunities and personal life for young families. In order to reveal the situation of strategy implementation in member states, the report has to be created in every three years. The report of 2012 shows, that all member states have been following the objectives of this strategy. Youth situation in health care, employment and education has been improved (European Commission, 2012).

Crucial attention for youth activeness and employment is imposed in the strategy *Europe 2020* for smart, sustainable and inclusive growth, where exact priorities, targets, initiatives and actions are stated in order to achieve main objectives of the strategy (European Commission, 2010). Number of political initiatives and programmes for youth responds to the targets of strategy Europe 2020. *Youth on the Move* is one of the flagship initiatives of Europe 2020, which seeks to facilitate the process of entering the labour market for young people as well as to improve quality and efficiency of educational system in EU and member states. Initiative Youth on the move corresponds to one of the most important aims of Europe 2020 strategy – to reach that level of employment of people aged between 20-64 years old reach 75%. There is intended to encourage young people to use beneficiary of EU suggested grants for mobility to study, train and work in other countries as well as make educational system and labour market correspond more on the needs of young people and encourage member states to simplifying transitional period from education to the labour market (European Commission, 2010).

The most recent programme dedicated for youth in Europe, *Erasmus+* for the period of 2014-2020, was created in order to relieve effects of socio-economic crisis in Europe especially among young people, with the aim to enhance working opportunities for youth, to improve social inclusion and equity. The programme continues the actions and implementation of the objectives intended in the previous youth initiatives and programmes with a new trend of sports included in the programme Erasmus+. There is planned to promote

cooperation of European policy in the field of sport in order to warrant particular possibilities for young people to gain knowledge about different sport activities, its benefits and opportunities for physical activeness in all member states. This measure should improve the development of human capital in Europe, to reduce negative consequence because of physical inactiveness as well as social and economic damage related with youth inactiveness. In order to improve educational level, employment and social inclusion of young people in Europe programme Erasmus+ also intends to confirm the principle of lifelong learning, non-formal and in-formal education opportunities. Moreover, it seeks to improve cooperation and qualification of professionals in the field of youth work. Programme also corresponds to the main features of Europe 2020 strategy with the urgent attention paid on welfare of young people (European Commission, 2014).

All EU initiatives and programmes have similar priorities and targets which are planned to be implemented by different measures and actions in Europe. Therefore, all member states are encouraged to follow guidelines of the programmes in order to improve youth education, employment and active participation in the society. *Open Method of Coordination* (OMC) helps to support youth policy frameworks among member states and to achieve main EU goals by spreading out the best practices of youth policies without strict requirements for the states to change their national policies (European Commission, 2012). According to C. de la Porte and P. Pochet (2012) the method of OMC provides information about reforms suggested in EU level, helps to find particular solutions of the problems in labour market, provides the frameworks how to build sustainable society and restructure welfare state. Moreover, authors claim that political competence achieved by the method of OMC is used by selecting concrete measures and by changing it according to national policy frames in order to achieve the best results and highest effectiveness.

In conclusion, it could be claimed that EU creates various measures in order to improve youth employment situation and social activeness as well as give frameworks for member states about the best ways of actions implementation, while states could adopt it according to economical, social and historical status of the country. Though EU provides general guidelines and tools, each member country can differ in a manner of adoption of these tools and national employment policies. In the sections below cases of Lithuania and Finland will be presented analysing youth employment policies in two countries.

3.2. Youth employment policies in Lithuania

Contemporary youth policy in Lithuania is concentrated on two main directions:

- Improvement of youth situation in educational system, labour market, health security, culture, sports, accommodation etc;
- Development of youth work – informal education, which aims to encourage young people to experiment and to get knowledge from experience.

3.2.1. Policies of education in Lithuania

Educational level, its specialization and especially its connection with the labour market are the core aspects determining youth engagement with the labour market. Youth situation in education system, opportunities to gain professional experience during the studies is core aspect which influences youth employment possibilities in the future (Brazienė R., Mikutavičienė I., 2013). According to statistics Lithuania (2013), there were 31% of young people with high education in Lithuania in 2011. Statistical data shows that during the past 5 years, number of high educated young people increased from 26,3% to 31% and its higher than average of EU (25,1%). Therefore, it is important to discuss education policy in the country before starting to talk about employment policies.

National strategy for education 2013-2022 is the core document of Lithuanian education policy. First of all, there is intended to reach higher level of inclusion to the educational system of particular groups, which still have low level of participation in education, especially young people of social risk group. During the period of strategy implementation there is planned to reach 4 main objectives:

- To implement the culture of education, where social partnership, municipal autonomy and leadership exists;
- To reach that majority of pedagogical communities would be competitive experts, who continually reflects and improve their skills;
- To develop the system of non-formal education in order to provide possibilities for children and young people to reveal their individual skills and supply for their selected educational needs;
- To create effective system of lifelong learning education, with provision of help in the process of self-recognition and choosing the way of practices and activities.

It could be claimed that the most important issue of the national strategy for education is improvement of quality of education in the country. Moreover, high attention imposed for the individual abilities and needs, while it is important issue in selecting professional field. Positive trend is observable in comparison with National strategy for education 2003-2012, where the main goal was to include more people into education system. According to statistical data, which shows that number of educated people significantly increased, it could be claimed that aim of the strategy was reached and future trends are directed for the strengthening of education quality.

According to growing numbers of young people with high education level the competition in the labour market increase, the gap between professional education and labour market supply appears, therefore necessity for lifelong learning and skills improvement emerged. Duration of school-to-work transitional period is important indicator, while it shows the effectiveness of education policies and shapes frameworks for national employment policies.

3.2.2. Activation programs for youth employment in Lithuania

National youth policy development programme 2011-2019 is the basic document in Lithuania, which defines the main features of contemporary and future youth policy in the country. The programme is based on international EU documents, strategy Europe 2020 and other international programmes, which define the main attitudes of youth employment policies. The main objective of the programme is to give possibilities for young persons to become active and motivated citizens in our modern society by improving the systems of social security, education and health. It is intended to compose better possibilities for youth participation in labour market, to encourage youth to create enterprises and to make better conditions for work and family reconciliation. Programme also defines provision of consultations for youth about changing attitudes and demands of the labour market as well as professional consultations and perfection for youth workers. Moreover, it is aimed to create better conditions for young people to use their abilities and experience in Lithuania in order to avoid international emigration (Resolution on the National Youth Policy for 2011-2019 development program, 2010).

Specific attention for youth employment is appointive in the *National government programme of Lithuania Republic*. It is intended to reconstruct and create new job centres for young people, to create a map of job vacancies according to professional groups and qualification requirements, to finance professional trainings for young unemployed persons. In order to promote establishment of enterprises, government intends to

impose subsidies for young people. Government also imposes subsidies for those who are entering the labour market at the first time in order to reduce taxes. In addition, subsidies are imposed for those employers, who hire young person without working experience to the position adequate to his/her professional education. Employers have an opportunity to get subsidies to 50% of salaries, if they hire young people without adequate experience and provide skills improvement programme in the working place up to 6 months. This measure was implemented during the project *Youth employment promotion* initiated by national employment service since August of 2012. More than 1300 of qualified graduates used suggested possibilities of the project and received benefit by successful integration into the labour market during 2012 (Republic of Lithuania Ministry of Social Security and Labour, 2012).

Starting from the August of 2012 initiative *Grants for the first job* in Lithuania has been implemented. In order to encourage employers to hire young people, there were established subsidies for employers by 23,3% of wages of young people aged between 16-29 years old, who have never worked based on labour contract before. Young people do not have to be gained particular qualification and employers are not committed to provide special skills improvement measures in order to get subsidies of this initiative. There is an opportunity to get this kind of subsidies up to 12 months after the young people come to the working place. Initiative for youth employment promotion continues till September of 2015 in the country (National Reform Agenda, 2013).

Youth in Lithuania is one of the target groups in using promotion measures to start new enterprises. More than 40% of all the credits for new enterprises are given to young people till 29 years old. Moreover, youth is provided with possibilities to learn new issues related with individual enterprise and its development, during the first year of establishment. Individual consultations for young entrepreneurs are organized on the issues of starting, financing and developing enterprises (Lithuanian Central credit union, 2013). According to data provided in *National Reform Agenda* (2013) youth unemployment rates were reduced by 5.8% in Lithuania during the period when various policy measures were implemented in the country. Balkienė K. and Jagminas J. (2011) made analysis on development of entrepreneurship in Lithuania. Authors claims that there is variety of political initiatives in the country promoting the development of entrepreneurship, corresponding to European priorities in this field and it helps to integrate more young people into the labour market. On the other side, initiatives in entrepreneurship field in Lithuania is implemented too slowly, therefore it is not able to correspond to rapidly changing economical and social situation in the labour

market system. Hence it could be claimed that promotion measures for entrepreneurship still not work successfully in Lithuania and leave difficult obstacles for young people in this field.

The latest measure approved by Lithuanian government called *More Jobs 2014-2020* also seeks to improve youth employment situation by strengthening the possibilities for entrepreneurship and increasing job matching. The goal of job matching is to make a strong cooperation between schools and social partners in order to ensure that every young person should get suggestion of internship, apprenticeship or job vacancy in three months after finish the education and start to seek for a job (Bussi M., Geyer L., 2013). Intended measures in the field of youth in Lithuania correspond to recommendations of EU and go in line with the goals of EU Youth Guarantee.

Since the beginning of 2013 it is intended to improve effectiveness of active labour market policies in Lithuania by implementation of *result-oriented measures*. There is planned to evaluate individual skills, motivation, and preparation level for participation in the labour market. According to results of evaluation, individual plan, with concrete active labour market measures, is composed (National Reform Agenda, 2013). Based on national documents regulating the field of youth employment, national employment services provide these measures of active labour market (Lithuanian Labour Exchange under the Ministry of Social Security and Labour, 2014):

- *Subsidies* for the employers and grants for the professional skills improvement (mentioned above);
- *Labour rotation* – which aims to create effective opportunities for the harmonization of labour demand and supply, to integrate young people into the labour market who face difficulties in searching for the job and to promote temporary employment of youth during the period of purposive leaves of other employees;
- *Public jobs* – provides opportunities for job seekers to maintain their skills and to earn necessary means for subsistence. Moreover it helps to save working places for the companies facing difficult economic challenges. Public jobs is temporary measurement of active labour market, it could last up to 6 months and helps to develop social infrastructure of communities and provide social profit for the societies;
- *Support for the geographical movements for working purposes* – Lithuanian Labour Exchange provide financial support for those who are working in the place which is far away (more than 30 kilometers) from living place;

Grants for the young entrepreneurs, support for individual enterprises and various initiatives, programs, projects implemented in the country which aims to improve situation of youth employment, professional education and rehabilitation are also ascribable to active labour market policy measurements. Individual evaluation and plans helps to find the best way to integrate into the labour market every person who faces difficulties in trying to achieve for employment by themselves.

Urgent attention in youth employment policies in Lithuania is dedicated to life-long learning and its connection to the labour market demands, release of school-to-work transitional period by creating and implementing effective models of apprenticeships. It is intended to provide apprenticeship in the working place (in the company, agency or farm). Moreover, there is planned to seek for more active participation of young people in the field of agriculture in Lithuania through the development of effective apprenticeships (National Reform Agenda, 2013).

Furthermore, policy makers in Lithuania pay attention for all different groups of young people, in order to achieve active participation in the labour market and society. There was established national program for the *Support of Young Artists 2007-2015*, which aims to encourage activities and creativity of young artists with wide opportunities to be integrated in the labour market. At the same time creative young generation contribute to the development of countries cultural development and image as well as popularization of art (Partnership between the European Commission and the Council of Europe in the field of Youth, 2010).

According to analysis of measures implemented against youth unemployment in member states (Bussi M., Geyer L., 2013) the paces of apprenticeships will be doubled in Lithuania in 2020 if all the mentioned measures will be implemented successfully. It means that activity of youth in the labour market would grow significantly during the forthcoming years. Moreover, there is mentioned that government of Lithuania proposed comparatively cheap loans, which aims to support youth employment in poor regions of the country in small companies and high qualified positions.

Finally, the government of Lithuania has already prepared the first draft of *National Youth Guarantee* and working on the final version of the initiative. There is planned to revise existing initiatives and national programs in youth employment field as well as to create and strengthen new partnerships among different institutions of social policy (European Commission, 2013). It shows that Lithuania follows the best practices of other member states and seeks to implement number of effective measures for tackling youth unemployment in the country.

In conclusion, it could be claimed that Lithuanian youth employment policies corresponds for the main attitudes of EU recommendations in the youth field and involves variety of different policy measures and respects different need of young people in order to achieve higher level of youth inclusion into the labour market. Positive results are already observable (increased level of youth employment), however these processes remain to be slow in Lithuania and youth unemployment level is still high.

3.3. Youth employment policies in Finland

Youth unemployment rates in the Nordic countries used to be quite low in comparison with other European countries all the time and educational participation at relatively high level (Nordic Social Statistical Committee, 2011). Youth unemployment rates in Finland were 26.6% in 2001 and 19% in 2012, while average of EU27 corresponds to 16.8% in 2001 and 23% in 2012 (Eurostat, 2014). Concepts in social policy system such as Nordic model and Scandinavian welfare policy regime are analyzed in the international studies on living conditions and social welfare developments between the states and it still remain as successful example of welfare model for the countries of all over the world.

High attention in the Nordic welfare policy is directed for the needs of youth, therefore successful system for trainings and entering the labour market for youth is created in Scandinavian countries. Level of high educated young people in the Nordic countries is higher in comparison with other European countries and the level of early drop-outs from the school and inactive youth are low (Nordic Social Statistical Committee, 2011). However, there exist significant differences between Nordic countries also in the field of youth. Finland has considerably higher youth unemployment rates in comparison with other Nordic countries and even in the broader context of other European countries (Olofsson J., Wadensjo E., 2012). Finland have to increase employment rates, especially youth participation in the labour market, in order to keep welfare state growing, sustainable and filled with the labour resources, both: supply and demand. Hence it is important to talk about education and employment policies in the country.

3.3.1. Policies of education in Finland

There is observable higher level of education among young people who are engaged with the labour market at present times in Finland. The proportion of young graduates from the universities among young people also increased significantly during the recent years in the country (Olofsson J., Wadensjo E., 2012). However, the state of Finland still has very high intentions for enhancing youth education and employment rates. According to the recent report of the Ministry of Education and Culture of Finland (2012) the main goal of country's government is to take all the possible and necessary policy measures in order to make Finland the most competent state in all around the world by 2020. The most important attention in the country should be paid on minimizing gender differences as much as possible in the process of education: participation, outcomes and studies completion. Furthermore, government of Finland is seeking that country would be placed among the top countries in OECD regarding the lowest numbers of early school drop-outs, the highest numbers of high educated people among youth as well as older adults and also highest level of learning outcomes in the society.

First of all, education policy in Finland is based on *principle of lifelong learning*. The policy of lifelong learning intended to make transitional movements from one education level to another and transition from education to the labour market as flexible as it is possible. Moreover, skills and knowledge gained throughout all the levels of education, even outside education system, should be counted as particular qualification as well (Ministry of Education and Culture, 2012). Finnish school system is created in order to provide wide range of possibilities to continue education, independently if the academic or vocational way of studies is chosen. While primary and secondary schools prepare children for the further academic studies in the universities, there are also possibilities provided for those who finish vocational trainings to study in technological colleges or to choose further education in apprenticeship trainings (Olofsson J., Wadensjo E., 2012).

According to Duell N., Grubb D., Singh S. (2009) Finnish education system is based on strengthening the relations between school and labour market, because existing mismatches create the biggest part of difficulties for young people to enter the labour market after finishing education, while youth have no contact with employers and face lack of required experience. Higher level of inclusion of more practical experiences in the educational system of Finland could be observable during the past decade. On-the-job learning modules were included in the credit system of vocational education, therefore trainings become more attractive for young people, the linkage between trainings and working life increased, and

finally drop-outs from school decreased. On-the-job training is the practical education system implemented for youth under 25 years, who feel the lack of vocational education and seeks for the state subsidy. The goal of this kind of training is to improve professional skills of young people, to provide possibilities to become more familiarised with working life and chosen profession and to encourage active participation in the labour market of young people. The longest possible period for on-the-job training is 12 months as it is stated in the *Finnish Youth Guarantee 2013*.

In order to reach the main goals in educational system, the Ministry of Education and Culture of Finland have prepared *development plan for the period of 2011-2016*, where concrete measures of social policy are stated and the most important intentions for education development are revealed:

- *Preparation of action programme in order to promote equal opportunities in educational system* – there is intended to improve gender equality in competencies and education, to reduce the effect of socio-economical background for the educational possibilities, to avoid obstacles because of regional differences and to improve situation of disadvantageous groups and individuals with special need in education field;
- *The process of admission into upper secondary education will be reviewed by the government* in order to promote young people to go directly to a higher education after school finishing (the goal is to reach 95% of school-leavers attendance);
- Analysis of labour market supply will be done and recommendations for educational system prepared in order to reach that *educational skills and qualifications meet requirement of labour market*;
- At the beginning of 2014 the reform for *immigrants' preparation to study in upper secondary school* will be started to implement. The aim of the reform is to overcome the obstacles, which do not let to gain particular qualification in Finland for the immigrants with special attention for young people coming to country;
- *Links between education and working life will be strengthened by changing educational programmes*, making it more work-oriented and creating more possibilities for on-the-job practices in all levels of education.

After the short review of Finnish education policy, it could be claimed that government reacts adequately to the changing situation in the society, intends to include all groups of society's members into educational system. Measures of education policy corresponds to the strong linkage between education level and working possibilities in the future and seeks to strengthen relations between school and working life since early age of youth.

3.3.2. Activation programs for youth employment in Finland

Finland has successfully developed youth employment and activation policies in order to reduce difficulties for youth to enter the labour market and to shorten transitional period from education to work. According to International Labour Office (2012) Nordic countries were the first in Europe by implementing the national youth guarantees with intention to improve youth education and employment situation. Finland has implemented Youth Guarantee in 1996 with the main goal to make the period of young people spent in unemployment and inactivity as short as possible. The first *Finnish Youth Guarantee* was changed and current Guarantee was introduced in 2005 revised in 2010 and the final one was represented in 2013 in connection with *national plan of Ministry of Education and Culture* (European Foundation for the Improvement of Living and Working Conditions, 2012; Youth Guarantee, 2013). The goal of Finnish Youth Guarantee 2013 is to warrant that every person under the age of 25 years and recently graduated youth under 30 years would get a job, on-the-job training, professional rehabilitation, workshop or study place offer within three months after becoming unemployed. Secondly, all the school leavers have to be integrated into upper secondary education, vocational or apprenticeship trainings, youth workshops or rehabilitation or suggested by other means in order to avoid full inactivity of young people after education. In order to achieve goals of *Youth Guarantee* number of concrete policy measures and tools are stated:

- Creation of more possibilities for vocational education of youth in the regions of country where it is most required;
- Implementation of the pilot project of apprenticeship trainings, which seeks to develop the system of apprenticeship training in the most effective way and to provide employers with additional resources;
- To strengthen and improve the programs of language learning and skills for young immigrants in order to improve their situation in the Finnish labour market;
- Implementation of temporary skills program for young adults under 30 years and for those without basic education, who have stay without place for further education because of youth guarantee were not adopted yet;
- Promotion of responsibilities of municipalities to provide guidance and counselling for young people after they finish basic education, while part of young people feel the lack of particular information about further education possibilities and sometimes are not able to find the right service by themselves and to strengthen cohesion between different institutions, services providers;

- Youth workers have to provide psychosocial support for young people in order to prevent them from the problems related with unemployment;
- Strengthen the system of On-the-job trainings and make its period more flexible than it used to be before implementation of Youth Guarantee;
- Encouragement of young people in the process of job seeking, organization of supporting groups of professionals, who provide face-to-face consultations for youth;
- Facilitating youth employment through paying subsidies for the employers in order to compensate the lack of experience of young people entering the labour market at the first time. Until the end of 2011 young people in Finland have been provided with a Sanssi card by a public employment campaign, which provided subsidies for employers with these cards. After the initial was finished, Youth Guarantee intendeds to make the system of Sanssi card a permanent measure in youth employment policy;
- Promoting of youth employment by encouraging an active job coaching system, which is aimed to provide assistance for young people in finding working place for those who face difficulties in finding job by themselves or have special needs according to the labour market demands;
- Vocational training should be also suggested for those young people who have not finished vocational education or upper secondary education or those, who have significantly poor results from the studies, in order to promote and improve their skills;
- Facilitating and supporting entrepreneurship of youth and providing professional help and guidance for young people when they consider starting business. There is also intended to develop new forms of advancing self-employment of youth by providing special trainings and start-up grants;
- Providing of professional rehabilitation services for young people in order to prevent long-term unemployment for youth in case of special situation and needs, such as long-term of illness or reduced working skills during the temporary working of unqualified job;

As it is mentioned in Finnish Youth Guarantee 2013, collaboration between different institutions of the country, as well as international cooperation, is key issue in tackling youth unemployment in Finland and whole Europe. Therefore, promotion of cooperation is mentioned together with all the measures in preventing youth unemployment.

While Youth Guarantee is the key initiative which suggests and regulates main measures of social policy in youth employment field, there is also *Finnish Youth Act* - the basic document which obliges Government of Finland to revise, develop and improve youth policy programme in every four years. This programme is called *Child and Youth policy*

programme and the latest one valid for the period of 2012-2015. The purpose of the programme, as well as of the Youth Act, is to promote active citizenship, full social inclusion and sustainable growth of young people. Child and Youth policy programme 2012-2015 confirms measures and strategies stated in the Youth Guarantee 2013 in order to promote employment of young people, it also includes strengthening wellbeing of children as well as emphasises aspects of full social inclusion of vulnerable groups, who are at risk to face social exclusion (Ministry of Education and Culture, 2012).

Furthermore, *Finnish Working Life Development Strategy 2020* is created with the aim to improve working conditions, employment rates of all the population of working age and to reach higher level of working productivity by strengthening wellbeing of individuals in the working places. The strategy is focused on four main areas of working life, which are the following: *innovation and productivity, trust and cooperation, health and wellbeing at work and competent workforce* (National Working Life Development Strategy to 2020, 2012). Strategy is also important for young generation, while it seeks to improve quality of job for all individuals of working age.

Finally, in 2011 there has been adopted *National strategy for developing lifelong guidance* in Finland which also includes important measures of social policy in order to improve youth employment situation. There is intended to support individuals in all the stages of their working life while making important decisions, it includes choosing of the profession, supporting career management skills and improving the system of guidance to make service available for everyone.

According to Nordic Social Statistical Committee (2011) vocational education should be proposed not only for unemployed young persons, but also for those at risk to become unemployed in Finland and financed by labour and industrial administration. The aim of vocational education is to provide possibilities to get specific professional abilities and make an early intervention in order to avoid unemployment. Moreover, information, guidance and follow-up services could be provided by youth in case of long-term unemployment. If the person could not find job for a long time, he/she have a possibility to be guided by a service centre for labour, professional assistance from health, labour consultants, social workers and psychologist, while emotional support is also highly important during the long period of unemployment.

As it is stated in the European Foundation for the Improvement of Living and Working Conditions (2012), employment and Trade office in Finland provides help for young unemployed persons and prepare jobseeker's plan, which includes services and initiatives in a process of job seeking. Young people also participate in a process of preparing jobseeker's plan and present their intentions and willingness, while youth participation in the employment initiatives is also mentioned as the key aspects in Finnish employment strategies. It is the best way to hear voice of youth, in the process of improving quality of services and make policy measures more effective.

In conclusions, it is important to mention that Finnish Youth policy is well developed, includes wide variety of the youth life aspects and creates concrete measures in order to prevent youth problems related with inactivity and unemployment at the early stage. Moreover, created strategies make obligations for different national political bodies in seeking for successful implementation of the long term goals.

3.4. Comparison between youth employment policies in Lithuania and Finland

After overview of national youth employment policies in Lithuania and Finland it is useful to mention that both selected countries have well developed educational policies. It is agreed that educational background is significant step to successful integration to the labour market. There is intended to improve lifelong learning system and non-formal education in both countries. Moreover, significant attention of policy makers is paid on working experience integration into educational system through vocational training, internships, and apprenticeships in both countries.

However, there could be distinguished number of differences between education policies in Lithuania and Finland. First of all, Finland seeks to become the most competent state in the world till 2020 with lowest rates of drop-outs, while Lithuanian policy measures are directed on strengthening inclusion to the educational system of most vulnerable groups. Such a gap between accepted challenges of the countries shows that Finnish educational system has already reached high level; hence it is able to compete with other countries around the world. While, intentions of Lithuanian educational policy show that discrimination and inaccessibility into education system is still common in the country. Furthermore, gender equality is one of the priorities in Finnish educational policy, while there is no significant attention for this issue imposed in Lithuanian policy. Finally, measures are created in the Finnish educational policy in order to prepare young immigrants for participation in education system, while there is no observable attention for migration influence on school attendance in Lithuania.

According to analysis of national youth employment policies in Lithuania and Finland, there is observable high interest for strengthening youth inclusion into the labour market in both selected countries. It could be claimed that Lithuania and Finland are following recommendations of EU in the field of youth employment by implementing and improving number of policy measures. Decreasing of mismatches between labour demand and supply, shortening of transitional period from education to work and more possibilities for vocational education of youth are the main priorities of youth employment policies in both countries. Moreover, similar measures of active labour market policies, such as subsidies, career guidance and grants for the first job are implemented in Lithuania and Finland.

Some significant differences are observable between selected countries according to implementation of youth employment policies. Firstly, Finland was one of the first countries in the Europe, which implemented national Youth Guarantee, whereas Lithuania is just at the beginning of creating Youth Guarantee. Secondly, significant attention for avoiding youth unemployment problem and for early intervention is paid in Finnish youth employment policies. Meanwhile, youth employment policies are more oriented on solving of already existing problem of unemployment. Furthermore, institutional collaboration in the process of job searching for young people is more highlighted in youth employment policies in Finland, while there is no concrete plan for net of support creation for unemployed young people in Lithuania. In conclusion, it could be mentioned that both selected countries react rapidly to the problem of youth unemployment; however there are more universal concepts included in Finnish employment policy in comparison with Lithuanian.

4. YOUTH EMPLOYMENT IN LITHUANIA AND FINLAND. SITUATION OVERVIEW

When talking about youth employment many issues could be included: volunteering, political activity, active participation in public social life and leisure activities. In this research term “youth employment” is used only to describe formal youth participation in a labour market. Statistical data is provided in order to reveal youth employment situation and the most important issues affecting youth situation are analyzed in overview. First of all, comparison between youth unemployment and general unemployment rates leads to understand that it is more difficult to integrate young people into labour market than the rest of citizens of working age. Rates of youth labour migration reveal level of existing obstacles for employment in particular country. Moreover, statistical data about skill mismatches between education and labour market systems show qualification level of employed youth and how educational background impacts career opportunities. Level of youth participation in part-time and temporary work and youth entrepreneurship shows flexibility of labour market system and how it reflects on changing employment situation in particular society. Finally, rates of NEET show how many young people are inactive in education, labour market and trainings. Young people with low level of education and migrant background are more likely to become NEET than other (European Foundation for the Improvement of Living and Working Conditions, 2012). Hence, analysis of NEET level in selected countries summing-up youth employment issues mentioned above such as labour migration and skill mismatches as well as lack of labour market flexibility. Situation overview of youth employment in Lithuania and Finland is referred to previous national and international investigations with new insights of author.

4.1. Unemployment rates in EU

According to statistical data (Eurostat, 2014), youth unemployment rates are always significantly higher in comparison with general unemployment rates in member states of EU 27. *Figure 1* provides comparative statistical data about youth (aged between 15-24 years old) and general unemployment rates, which show that youth unemployment rates are two times higher during all the period of last decade.

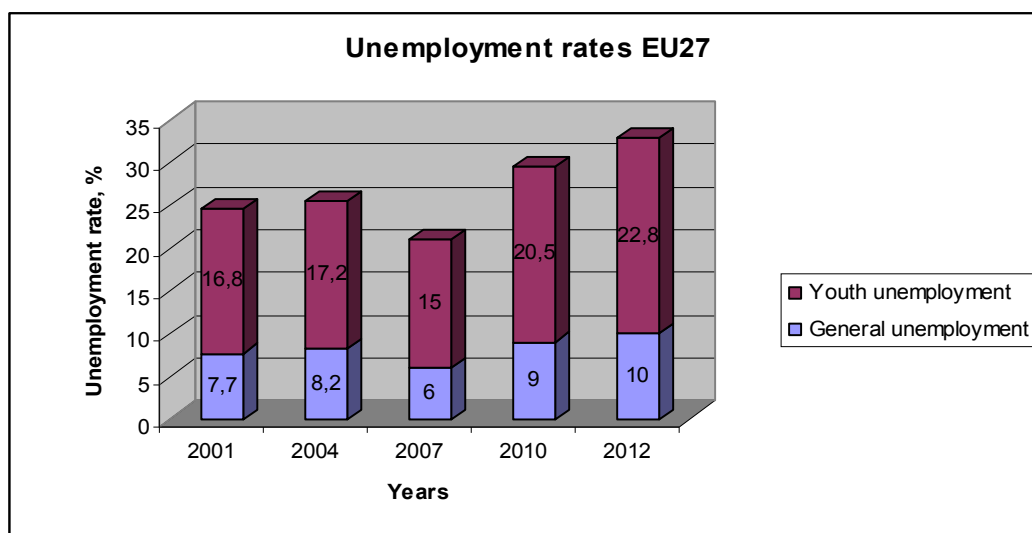


Figure 1. Youth unemployment and general unemployment rates during 2001-2012 in EU27

Unemployment often leads to many other social risks for young people. Firstly, they lose the possibility to live economically independent life. Moreover, they experience the problems relates with mental and psychological health, stress, etc. In addition, unemployed youth are at risk of marginalization in the labour market. It is important to mention that the longer the period of unemployment the more negative consequences it raises (European Foundation for the Improvement of Living and Working Conditions, 2012; Nordic Social Statistical Committee, 2011).

There is observable increase of working supply and competitive abilities of young people in Lithuania during the last decade. Improvement of educational system, openness of labour market, amount of emigration in the country, increasing possibilities of mobility for young people improve amelioration of youth employment possibilities and situation in Lithuania. However, according to the survey of Okunevičiūtė Neverauskienė and Moskvina performed in 2008, low level of salaries, insufficient professional trainings and lack of experience are the most important difficulties of youth integration to the labour market and it causes that big part of young people still stay economically inactive in Lithuania. According to the authors, increasing of economically inactive citizens in young generation in Lithuania brings a lot of damages for development of economy and creation of GDP in the country.

Situation of youth participation in a labour market have changed significantly in the Nordic countries during the last decade, too. In Finland, as in the most of other Nordic countries, there were low unemployment rates and high rates of youth participation in a labour market in 2000. However, in 2008 economical crisis started and it was the year, when unemployment rates increased and youth employment was significantly declined in Finland.

Unemployment rates of young people became two or three times higher than rates of the rest employees. Most of the young people went to unemployment after finishing the education and went to the risk to be unemployed for a long time period (Nordic Social Statistical Committee, 2011).

In Finland, most of young people face short period of unemployment after finishing their education and before entering labour market. This is called friction unemployment and considered as a natural process in the Nordic countries. However, the longer the period of friction unemployment is, the more difficult it becomes for youth to find a job. In the rapport of Nordic Social Statistical Committee (2011), poor and incomplete education is mentioned as one of the most important reasons of youth unemployment. Moreover, young people as a separate group pay a very high price for the reorganization process in the labour market during the economical recession. When unemployment rates increasing, older workers strongly hold on their working positions, therefore no places for younger workers appear. Furthermore, seniority rules are another kind of difficulties of youth integration in to labour market in Finland. In the case if lay-offs important factor is working experience and recommendations of the last employer. Therefore young people are at the highest risk to loose their working place. In addition, youth more often get temporary job contracts than the rest of labour force.

4.2. Youth unemployment rates in Lithuania and Finland

According to Eurostat (2014), it is seen (*Figure 2*) that youth (aged between 15-24 years) unemployment rates significantly changed in both countries Lithuanian and Finland in 2007 and 2010, EU average as well. These changes could be mainly explained by the affection of economical recession. Youth unemployment rates decreased in 2007 before the economical crisis and increased significantly in 2010 when the countries have already been affected by the recession. However, the changes in Finland are not as significant as they are observable in Lithuania. Youth unemployment rates increased in Finland after the recession, however it remains below the EU average (23% in 2012), while in Lithuania it reached 35.1% in 2010; reduced it till 26.4% in 2012, but it still above average.

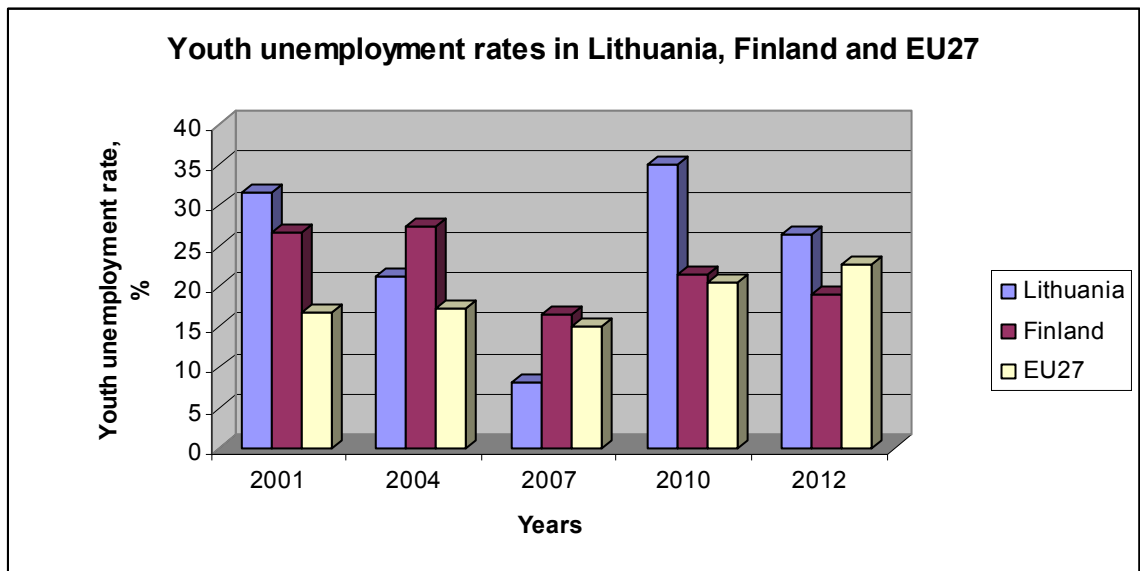


Figure 2. Youth unemployment rates in Lithuania, Finland and EU27 during 2001-2012

According to final report of European Commission “How to fight youth unemployment” (2012) situation of such unstable level of youth employment in Lithuania is mainly caused by significant lack of social dialogue, mismatches between education and labour supply as well as high emigration levels. According to Statistics Lithuania, 24.1% of young people aged between 15-24 years old and 36.7% of aged between 25-34 years have declared their emigration from Lithuania in 2010. Similar situation remains in 2012 (27.6% of aged 15-24 and 32.4% of aged 25-34). The numbers show that Lithuania loses big part of skilled youth workers. European Employment Observatory review presented by European Commission (2011) also confirmed that the most important obstacle for youth in Lithuania to find a job is inadequate mismatches between the labour market demands and supply of highly educated youth. There are too many young people with the level of high education and too little people with gained vocational education. Therefore, labour market system is not able to suggest particular vacancies for youth who are finishing high education. The problems of mismatches between education and labour market supply and emigration are closely related to each other, because young people after high education tend to go abroad, when they could not find the job particular to their education level in Lithuania. In the same report, there is mentioned that youth unemployment problem in Finland is only related with lack of education (European Commission, 2011). Early school leavers and those low skilled youth tend to be excluded from the labour market system in Finland. Unemployment level among those who are highly educated young persons tended to be quite low (4-6%) in 2008-2010 in comparison with low-skilled young people unemployment rates from 19% to 34% during 2008 and 2010.

It is obvious that Lithuania and Finland faces visible different levels of youth unemployment and also different challenges related with youth participation in labour market. Hence different measures should be included in youth policies of the countries in order to decline mismatches between labour market demand and education supply.

4.3. Youth labour migration in Lithuania and Finland

On March of 2014 European Commission has performed international conference where key question was labour mobility and transnationalism in the Nordic and Baltic countries. Exceptional attention in the conference was paid on youth labour migration, while it has been stated that age of labour migrants tend to be younger during the last years. There have been stated that Lithuania is still one of the countries with the highest rates of emigration and face huge remittances and negative impact of loss of young workers. Moreover, there have been represented tendency that young migrants used to be higher educated during the past few years. It confirms that there are more over-qualified young people in the Baltic region; therefore they better choose to go to work abroad instead of staying unemployed in native country. Despite the economic loss country face because of loss of young graduated specialists, labour emigration is more beneficial for both sides – youth and the state than growing unemployment rates (European Commission, 2014).

In the joint report of renewed framework in the youth field European Commission provides statistical data about young people from Lithuania and Finland who are going abroad to work for a short periods (*see Figure 3*).

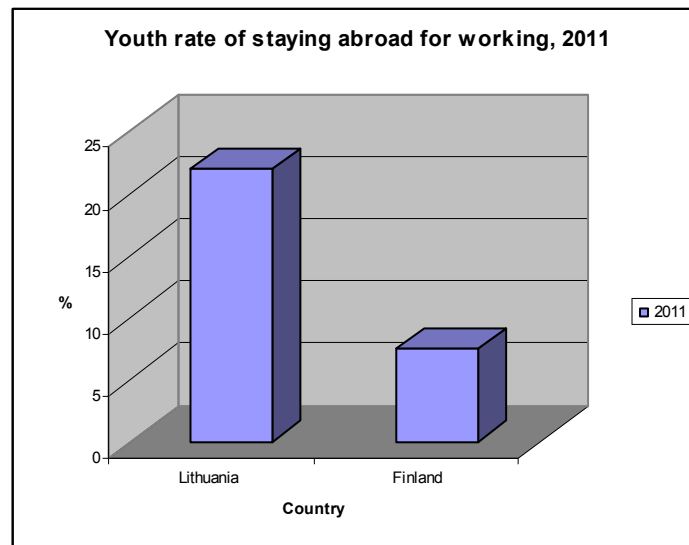


Figure 3. Rate of young people (15-29 years), who are staying abroad for working purposes for at least one month from Lithuania and Finland in 2011.

According to high unemployment rates among young people mobility from Lithuania for working reasons remains at a very high level – 22% in 2011. At the same years emigration from Finland of youth is comparatively low – 7.5%. EU-27 average seeks 10%, hence it could be claimed that Finland has quite enough working places for young people, while mobility from Lithuania of youth remains more than two times higher than average of EU27 (European Commission, 2012).

As it was mentioned in the international conference of European Commission on labour mobility, labour emigration from economically instable countries, could show positive trends, while it could bring flows of coming back young people with important and useful working experiences abroad (European Commission, 2014). However, it is difficult to compare selected countries according to the question of youth labour migration, while the countries deal with significantly different flows of emigrants (Lithuania) and immigrants (Finland) (Nordic Social Statistical Committee, 2011; International Organization for Migration Lithuania, 2011). There is a lack of available data and analysis which would lead to compare economic loss due to youth labour mobility and flows of returned emigrants in Lithuania and Finland.

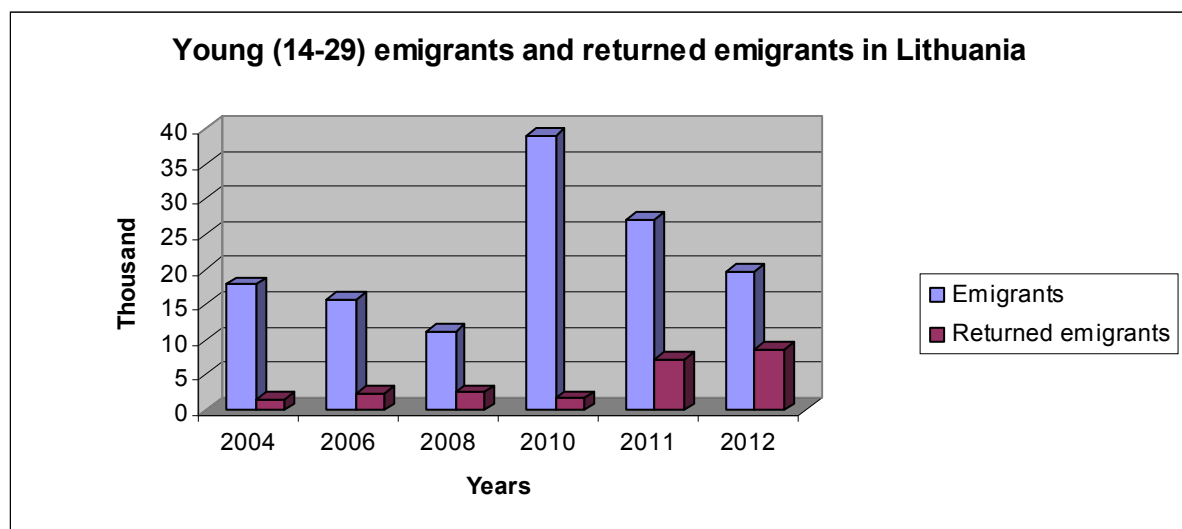


Figure 4. Level of young (14-29 years) emigrants and returned emigrants in Lithuania.

Statistical data about youth returned emigrants in Lithuania are also available (see Figure 4). Coming back of youth emigrants means positive trends of the labour market and economy of the country, even if it is difficult to explore what kind of knowledge, experience and financial capital they are bringing back. According to statistical data, the level of young returned emigrants in Lithuania used to be very low till 2011. The most dramatic number of emigrated youth from the country was reached in 2010 – 39.1 thousands of young

people aged between 14 – 29 years old have emigrated from the country and only 1.7 thousand came back to Lithuania. Positive trend is observable in Lithuania since 2011 – level of youth emigration decreased (27.2 thousand) and number of returned emigrants increased significantly in comparison with past few years – 7.3 thousand of young people came back to Lithuania. This trend still keeps in a slight progress during 2012 as well. 9.4 thousands of young people immigrated in Lithuania in 2012 and 92% of them consist of returned emigrants, who decided to come back to Lithuania (Statistics Lithuania, 2013).

Unfortunately, positive changes in national level do not look such positive in the context of EU. Lithuania still takes the last position in EU according the gap between youth immigration and emigration rates. The gap was -30.8 for 1 thousand young people in Lithuania in 2011, while in Finland it was 6.8 during the same period (Statistics Lithuania, 2013). There was no available statistics found about returned young emigrants in Finland, however it is clear that country face higher flows of immigrants. Moreover, Finland keeps lower level of youth emigration than average of EU27. Hence, it could be claimed that Lithuania and Finland have opposite situation related with youth migration, even if there are no specific comparable data.

4.4. Mismatches between education and labour market systems in Lithuania and Finland

Wide study of the youth employment field performed by International Labour Organization “Global Employment Trends for Youth 2013” confirms that particular mismatches between labour market and education level exist in both selected countries: Lithuania and Finland.

4.4.1. Over education of youth in Lithuania and Finland

First of all, it is important to mention that data about over-education level in Lithuania is not available until 2008 in the international databases (the research of ILO is based on data from European Social Survey and Norwegian Social Science Data Services). The lack of national data could be related with missing of social dialogue in the country, as it was mentioned before. Until 2012 youth unemployment was not represented in Lithuania as serious challenge. Only in 2012 after the European summit with youth unemployment on agenda, government of Lithuania addressed high level of youth unemployment as sharply important issue in Europe and Lithuania (European Commission, 2012).

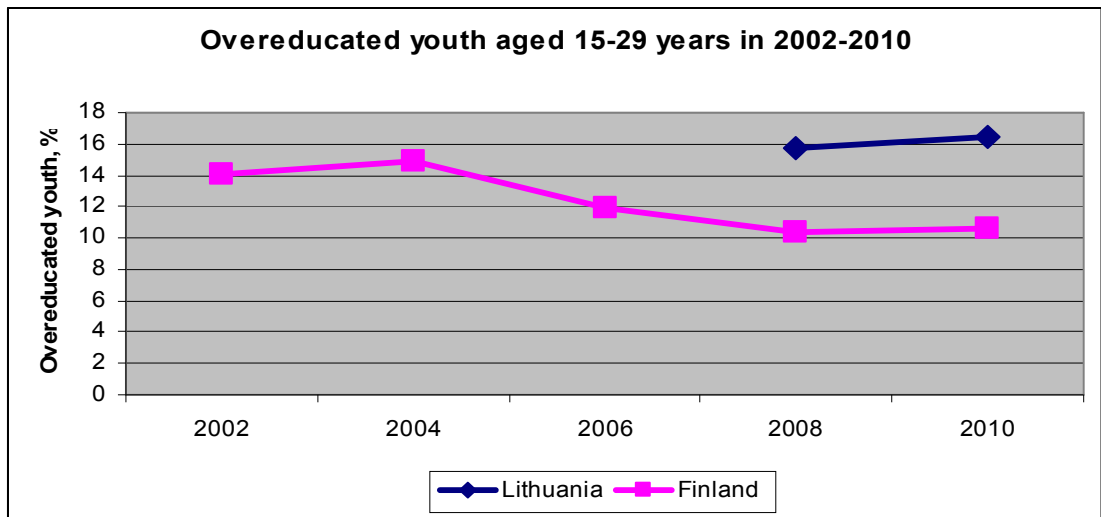


Figure 5. Level of over-education of youth aged 15-29 years in Lithuania and Finland 2002-2010

As it is seen from the *Figure 5*, level of over-educated youth in Finland stated to decrease in 2004 (from 14.9% in 2004 till 11.9% in 2006 and 10.4% in 2008). Therefore, it could be claimed, that youth policies in Finland react quickly according to labour market demands and implements measures in order to avoid mismatches between education and labour market. Different situation is observable in Lithuania. Data show (from the period when it is available) that number of over-qualified youth is quite high in the country in comparison with Finnish situation and it continues to increase slightly (from 15.7% in 2008 to 16.5% in 2010). Data, presented in the international survey confirms the fact, that there are too many high educated youth in Lithuania and not enough places in the labour market system for high qualified young workers, which was already mentioned in the report of European Commission (2012).

4.4.2. Under educated youth in Lithuania and Finland

Furthermore, ILO also represents the scale of under-educated youth in different countries of the world. It is relevant to compare situation of under-educated youth in Finland and Lithuania, while it is already known that youth participation in Finland is significantly higher than it is in Lithuania.

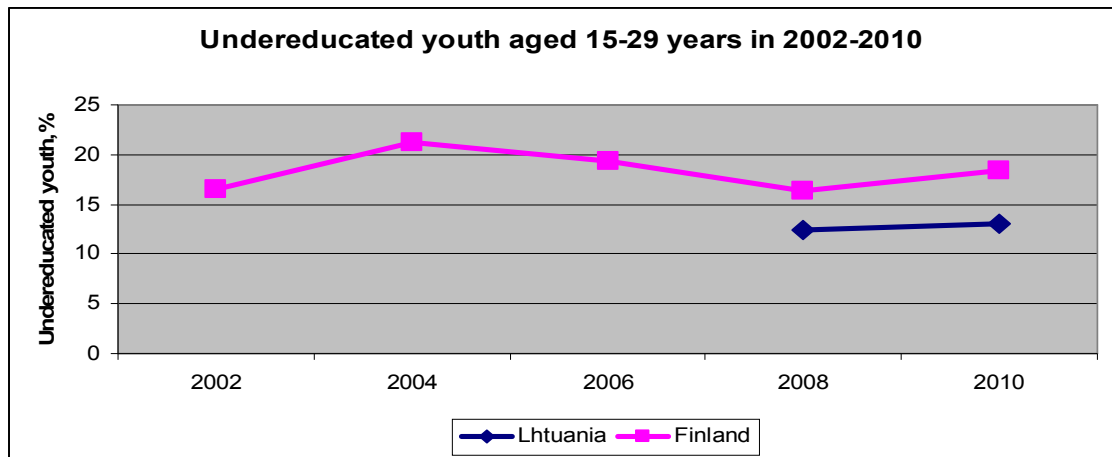


Figure 6. Level of under-education of youth aged 15-29 years in Lithuania and Finland 2002-2010

Figure 6 show that level of under-qualified youth aged between 15-29 years in Lithuania is quite low in comparison with situation in Finland. The picture of *Figure 6* follows the logical sequence of that presented in Table 3, under-education level in Finland decrease at the same period when over-education decrease also. It confirms that education mismatches to the labour supply is reduced and youth participation in the labour market improved in particular level. Data indicators also confirm high level of education and labour market mismatches in Lithuania. While the level of over-education is high (*Figure 5*), under-education level is lower (*Figure 6*). It is a good trend, while it shows high competence of young generation in Lithuania; however high education level does not warrant the place in the labour market and participation level of youth in the labour market still remains in comparatively low level.

It is difficult to make clear comparative inferences according to the level of over-educated and under-educated young people in Lithuania and Finland, while data of Lithuania was started to collect quite late in comparison with Finland. However, it could be claimed that there is significantly sharp differences between educational system adequacies for the labour market demands in Lithuania and Finland and it would be right to claim that Finland is more successful in matching it, while Lithuanian youth policies only starts the observation and preparation of particular measurements in this field.

4.5. Alternative working opportunities for young people in Lithuania and Finland

Young people are more likely to be employed in part-time jobs working based on temporary contracts, while it make an opportunities for young people to reconcile studies and work. Table 5 shows that there are over 12% in Lithuania and about 40% in Finland young people (aged between 15-24 years old) working part time jobs. According to statistics it could be claimed that in Finland there is high level of youth in part time jobs and comparatively low level in Lithuania, while EU-27 average is 30% in 2011 (in comparison, EU-27 average of working age population of 25-54 used to be around 16% during the last ten years) (European Commission, 2012). Therefore, it could be stated that labour market system in Finland is more flexible in comparison with Lithuania, while there is more opportunities to be engaged to the labour market through part-time jobs in Finland.

4.5.1. Young people in part-time and temporary work in Lithuania and Finland

Part-time jobs is a positive trend in the labour market while it gives an opportunity for those young people who wants to reconcile studies and job at the same time. On the other side of scale, part-time job could also be chosen because of young people could not find full-time job. There were around 25% of young people (aged between 15-24 years old) working part-time jobs involuntary in Finland in 2011 (*Figure 7*). The numbers of youth engaged in involuntary part-time job in Finland are not so scaring, while EU-27 average was around 29% in 2011 (European Commission, 2012). However, it shows that part of young people choose part-time jobs when have no other opportunity to find suitable job and it more likely to be temporary work during the transitional period from education to the labour market. As it is seen in *Figure 7* there are no available data about youth involuntary part-time job in Lithuania. It shows that there are not such kind of investigations in Lithuania, hence it could be claimed that there is still not enough attention paid on job quality of youth in Lithuania.

Temporary contracts could also help for young people to transfer from education to labour market. It provides opportunities for young people to gain working experience and to come closer to permanent job. As it is seen from the *Figure 7* temporary job contracts are quite popular in Finland among youth (15-24 years) – over than 40%, while it is not so common in Lithuania – around 10% of youth in 2011. Again, it shows that labour market system is not as flexible in Lithuania as it is in Finland. While there are more alternative job contracts for youth available in Finland, when they face difficulties in finding a job, in Lithuania bigger part of youth go to unemployment. On the other hand, attainment in temporary work could also be an indicator of insecure jobs, lower social security and worse working conditions. However, young people who attained in temporary working contracts have more possibilities to find a permanent working position in the future in comparison with those who went to unemployment after the education. Hence it could be claimed that attainment in temporary contracts of youth in Finland does not show negative working trends for youth (in comparison it does not exceeds EU-27 average – 40%) (European Commission, 2012). According to statistics Lithuania have significant low level of youth attainment in temporary contracts and comparatively high level of youth unemployment, therefore it could be claimed that there are not enough alternative working contracts suggested for youth in the country.

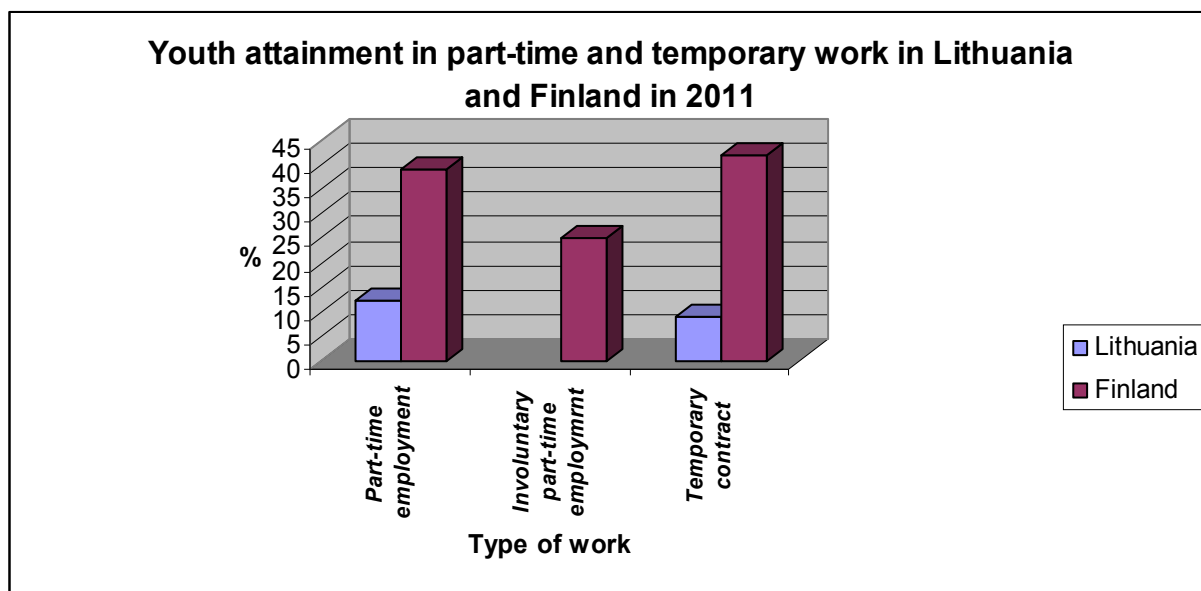


Figure 7. Youth (aged between 15-24 years old) attainment in part-time jobs and temporary work in Lithuania and Finland 2011

4.5.2. Entrepreneurship of youth in Lithuania and Finland

Interesting trends are observable, when talking about another alternative sort of youth employment – entrepreneurship and self-employment in Lithuania and Finland during the past ten years. According to the question of self-employment youth is divided in two age groups because age is an important indicator here. Self-employment rates are significantly higher between those aged 25-29 years old in comparison with 20-24 years old youth. Generally, statistics show a significant decrease of youth self-employment in 2010 in comparison with 2000. Interesting is that youth self-employment rates used to be sharply higher in Lithuania – 9% in comparison with Finland – 2.2% in 2000. However, Lithuanian youth self-employment rates were so low that it is even not observable at the international level in 2010, while Finnish rates increased to 3.8%. Hence, inference could be made that youth entrepreneurship has disappeared in Lithuania during the past 10 years among those aged between 20-24 years, conversely Finnish labour market system makes some shifts in order to encourage entrepreneurship of the youngest members in the labour market. Lithuanian youth self-employment rates also significantly decreased among those aged between 25-29 – from 13% in 2000 to 3% in 2010. Statistics show that a huge gap has appeared in Lithuanian labour market system according to the question of youth-self employment during the period of 2000-2010. Opportunities to start an entrepreneur for the young people were significantly declined. At the same time Finland keeps almost the same rates of youth (aged 25-29) self-employment during the period of ten years (2000-2010) – around 6% (European Commission, 2012). During the past years youth self-employment rates are higher in Finland in comparison with Lithuania significantly. There are not enough measures in labour market and social policy system of Lithuania, which encouraged the youngest part of the society to start their own business.

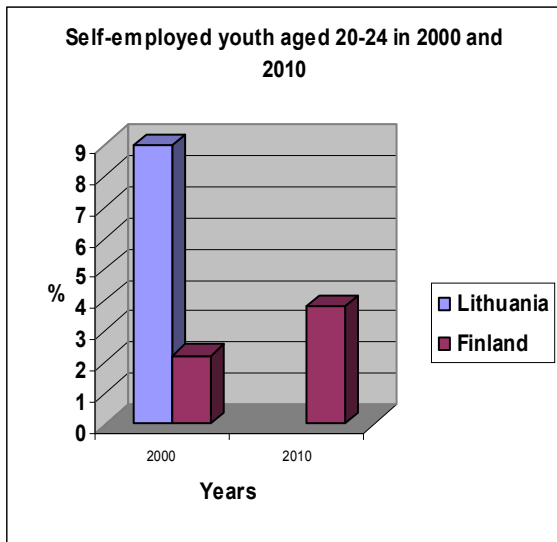


Figure 8. Rate of self-employed youth aged 20-24 in Lithuania and Finland (2000-2010)

Figure 9. Rate of self-employed youth aged 25-29 in Lithuania and Finland (2000-2010)

4.6. Rates of NEET in Lithuania and Finland

According to youth employment study “Global employment trends 2014” performed by International Labour Organization (2014), youth employment and financial activity were sharply declined during past few years. Statistical data show that 74.5 million of young people from all around the world aged between 15-24 years old were unemployed in 2013. It means that global youth unemployment rates have increased by more than 700 thousand of young persons in comparison with the year of 2012. More scaring numbers appears when it starts to compare youth employment rates before global economical crisis in 2007 and recent years (2013). It shows that there were 37.1 million of young people fewer engaged with the labour market in 2013 than it used to be in 2007, while population of youth have been declined of 8.1 million persons during the same period. The numbers of youth who are not in employment, education or training have also increased significantly and it confirms the relevance of youth inactivity problem defined in theoretical level as well as importance of policy makers’ concentration on active labour market measure dedicated for young people.

The analyses of NEET problem are comparatively new thus it is difficult to compare statistical data in different countries and different surveys show diverse results. Table 5 shows NEET aged between 15-29 years old rates in Lithuania and Finland in 2007 and 2011-2012 (most relevant years) provided by International Labour Organization (2014). Table 6 provides rates of NEET (15-29 years) at the same years (2007 and 2011) according to Eurostat databases which are used in the analysis of European Foundation for the Improvement of Living and Working Conditions (2012).

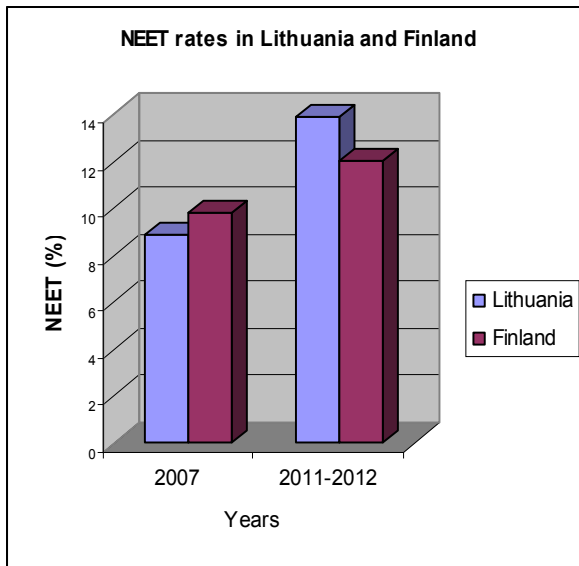


Figure 10. NEET (aged 15-29) rates according to ILO

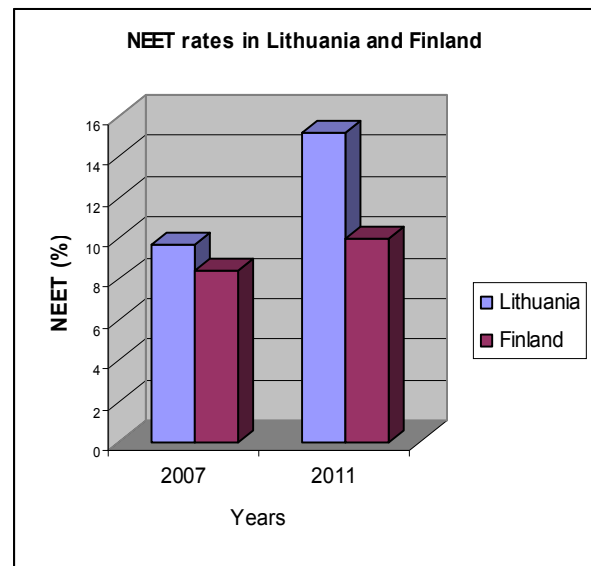


Figure 11. NEET (aged 15-29) rates EUROSTAT

According to statistical data it is seen that NEET rates are higher in Lithuania in comparison with Finland, only according to data of ILO NEET rates in Finland was slightly higher in 2007 (9.8%) than in Lithuania (8.9%) (See Figure 10). During the past few years NEET rates increased in both selected countries and reached 13.9% in Lithuania and 12% in Finland according to ILO database and 15.2% in Lithuania and 10% in Finland according to Eurostat (see Figure 11). While the concept of NEET still does not lose its heterogeneity, results of comparative analysis in different countries are not very reliable and it is difficult to say which one of two resources provides more representative results. However, results of both surveys shows tendency of increasing of target group in both countries. According to European Foundation for the Improvement of Living and Working Conditions (2012) NEET rates are increasing when youth employment rates decreasing and higher rates of inactive youth in recent years in comparison with 2007 could be explained by global economical recession in 2008.

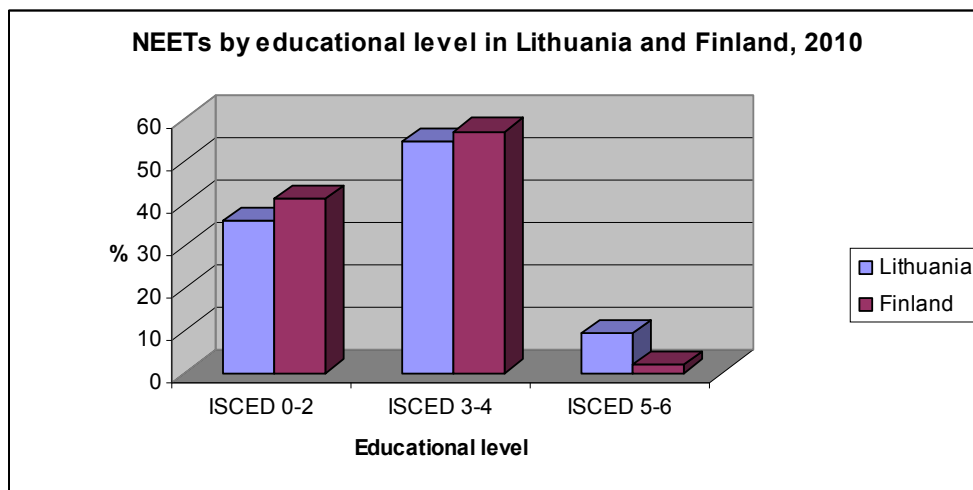


Figure 12. Educational level of NEETs in Lithuania and Finland in 2010 International Standard Classification of Education: ISCE 0-2 – pre-primary to lower secondary; ISCED 3-4 – upper secondary to post-secondary; ISCED 5-6 – tertiary. Source: European Foundation for the Improvement of Living and Working Conditions (2012).

According to the survey made by European Foundation for the Improvement of Living and Working Conditions (2012) being a NEET affects all the population of young people independently of their educational level and every young person could be felt into the NEET group when face various forms of social risks. As it is seen in the Table 7, the largest group of NEET is consisted of those who have secondary education (54.6% in Lithuania and 57% in Finland). Lower level of NEET is consisted of those who have primary to lower secondary education, while bigger part of those young people likely to continue their studies in the upper educational level. It is comparatively high number (36% in Lithuania and 41% in Finland) of NEET who only have primary or lower secondary education. This group of young people is in highest level of risk to face long-term unemployment in the future, while they have lowest educational level and slight motivation to gain higher educational level. Finally, the smallest group of NEET has tertiary education – 9.4% of NEETs in Lithuania and 2% of NEETs in Finland. The numbers confirm that there is high level of overeducated people in Lithuania. These trends are also important when talking about skills mismatches in selected countries. It could be claimed that there are a lot of measures in order to attract young people to the working place suitable for their educational level in Finland, while in Lithuania there is quite a big part of young people who are not able to find suitable job after they finish high education, therefore lose their motivation and finally become economically and socially inactive.

In conclusion to sections 4.1. – 4.6., it is meaningful to mention that overview of youth employment situation in Lithuania and Finland reflects previous analysis in theoretical level about youth policies and different measures implemented in selected countries. While youth guarantee were started to implement in Finland in quite early times, a lot of changes in youth policy by government have been done according changing shifts of labour market in the country. Various measures of social policy is implemented in Finland in order to meet demands and intentions of youth in educational and labour market field, hence positive trends in statistical data of youth employment is observable. On the other side of scale is Lithuania, where general and youth unemployment rates remain comparatively high and national youth policy standards are just starting to meet international EU intentions in order to raise youth employment and active participation in labour market.

Statistical data confirms that Lithuania and Finland face different situation according to youth labour migration. There is high level of youth leaving the country in Lithuania, while Finnish labour market face inflows of youth labour force from another countries. There is already taken actions in order to help for young immigrants to be integrated in Finnish labour market, while there are no specific measures created in Lithuania in order to reduce emigration. Hence, it could be claimed that policies of labour market in Finland react to changing shifts in the society more quickly than it does in Lithuania.

Furthermore, previous researches show that education system and labour market demands are more related to each other in Finland in comparison with Lithuania. Data about skill mismatches in Lithuania is available only from 2008, it shows that problem different supply and demand in education and working life was observed quite late in the country. While statistical data confirms that number of over-educated and under-educated youth in Finland slightly reduced during the past few years.

It was found that youth participation in alternative labour market sorts, such as part-time working, temporary contracts and entrepreneurship is higher in Finland than it used to be in Lithuania. Therefore, it could be claimed that Finnish labour market is more flexible and suggest various opportunities for young people to be integrated into working life. Finally, similar trends in selected countries are observable when talking about rates of NEET. Level of economically and socially inactive youth tend to slightly increase in Lithuania as well as in Finland during the past years. The biggest gap between NEET in Lithuania and Finland is observable among those with highest educational level and Lithuania has clearly higher level. It confirms previous statement that Lithuania is just starting to combat skill mismatches between education and labour market, therefore comparatively high level of high educated youth stays inactive.

Situation overview of youth participation in the labour market and implemented policy measures in Lithuania and Finland revealed significantly different situation in selected countries. Analysis of qualitative research, based on semi-structural interviews of youth experiencing unemployment after high education, is provided below in order to get deeper insights in youth unemployment problems in Lithuania. Recommendations, based on theoretical and statistical overview of Finnish youth employment policies, are provided.

5. EXPERIENCES OF ENTERING LABOUR MARKET: QUALITATIVE RESEARCH OF LITHUANIAN UNEMPLOYED YOUTH WITH HIGH EDUCATION

Reasoning the choice of research method. There are a lot of measures created in order to improve youth situation in the labour market in national and international levels. Those are various continuing projects, initiatives by youth workers, governments, youth organizations, volunteer sectors, government action plans, changes in the law system, international measures, etc. After the projects or initiatives ends, the reports are prepared in order to measure effectiveness of the taken actions and to count the number of young people entered to the labour market. Usually those reports provide only numbers of young people entered or reentered to the labour market, concrete measures preceded, amount of expenditures and visible changes in the policy of labour market. However, usually important information, such as motivation of the participants, personal experiences, gained knowledge, struggles, aims and reasons of participating in proceeding actions of young people are not taken into account. Therefore, it could be claimed that reports in the field of youth employment activation do not fully reveal the real effectiveness for youth of implemented policy measures. Before empirical investigations started, three arguments were stated in order to argue that qualitative research includes new information in the process of valuing effectiveness of youth employment activation measures:

- Research reveals the reasons why young people employ state support in order find working position. Some part of young people is looking for a job actively, so employ all the possibilities to find working place, therefore state support is another possibility for them helping to find a job. From the view of another part of young people, youth employment activation measure is seen only as temporary financial benefit (social allowance, financial support of government, subsidies, etc.). Finally some of young people really expect that state should provide appropriate working suggestion, therefore participate in activation programs, and however do not put any efforts to find a job by themselves. Hence, it could be claimed that reasons for joining employment activation measures are very important for effectiveness and results of support.

- Personal characteristics and motivation of young people also plays important role for the effectiveness of youth employment policies. When person have strong personal motivation to find a job, policy measures are just additional mean in the process of looking for a working position. In this case, policy measures reach the highest effectiveness while it is much more difficult to achieve its efficiency when lack of personal motivation is high.

- Finally, young people could not use all possibilities to find a job because of lack of information. Part of young people accept working suggestions, even job does not suit their qualification and does not give place for self-realization, because of lack of information about activation measures for youth to work in their professional field. Hence, young people do not realize that professional skills are losing during inadequate working period and quality of job suffers significantly.

5.1. Research methods

Empirical research was performed in Lithuania by using qualitative research method, in order to find out new information related with youth policies implementation and its effectiveness in Lithuania. Though it is aimed to explore how youth policy works in reality and how effective it is, qualitative research method enables to collect specific information from the perspective of particular youth group who faced difficulties in trying to enter the labour market after the high education. Qualitative method gives the possibility to get more verbal information, to see emotions and reactions to the questions of informants. Moreover, it provides the possibility for informants to reveal all the relevant and useful information related with the topic, which could not be familiar to the interviewer, therefore, not included in the questionnaire. Semi-structural in-depth interview was chosen as the most effective method of qualitative research, while it is aimed to get individual opinions of young people who already have an experience in trying to enter the labour market and are somehow affected by existing national and international youth employment policies.

Preparation for the field work, participants' recruitment, and ethical issues of the survey research, time planning and methods of analysis are based on methodical recommendations of Hennink, Hutter, Bailey (2011).

5.1.1. Research sample

Source of the research data are unemployed young people who have finished high education and are registered in Lithuanian Labour Exchange. Since Labour Exchange is the main institution which provides employment services in Lithuania, institution was selected as a gatekeeper for recruitment of participants. Young people registered in Lithuanian Labour Exchange were chosen as the most appropriate informants who could provide useful information about implementation of youth employment policy measures.

According to theoretical background, young people with high education have more possibilities to find appropriate job in comparison with those of lower educational level. However, statistics show that there still is high level of highly educated youth in unemployment. Hence informants of the research are youth with high education, in order to reveal what kind of obstacles they face when trying to enter the labour market. According to principle of confidentiality, Lithuanian Labour Exchange could not share the contacts of registered young people. Hence, institution provided the possibility to recruit informants during the events, so it plays role of gatekeeper in the research. Moreover, purposive recruitment method was used in order to select young people with high education among unemployed youth.

Author of the research got invitations to 3 events – seminars organized by Lithuanian Labour Exchange for young unemployed persons. Before events have been started, author has a possibility shortly introduce herself, topic and the aim of the research, and to invite young people to participate in the interview. Researcher has invited young persons to confirm if they agree to participate in a research, after the seminars. Contacts of the author also have been shared in order to be available for potential informants at any convenient time. Participation in the events for youth gave the possibility to gain more knowledge about youth employment situation from the perspective of particular specialists, ask important questions and make notes. Moreover, participation helped to show for youth that author is interested in the topic and also to become more familiar for potential informants. There were 17 of young unemployed persons in the first seminar and 4 of them accepted the invitation to participate in the research. In the next two seminars participation of youth was not as active as in the first one. During the second event there were arranged meeting for the interviews with 2 young persons from 8 participated and 2 of 9 participated during third seminar. After the 8th interview, researcher has observed that information starts repeating, principle of saturation has been reached, and therefore it was decided to stop the field work of research.

5.1.2. Organization and process of data collection

Guide of the in-depth interview was created before field work of the research started. Interview guide was created with the possibility to change formulation of questions in the process of interview considering emotions, experiences, knowledge of the informants. Interview guide is designed of main questions which reveal important interests of the research and number of narrow questions, with references to the topic, prepared in case of the informant have only few information and could not provide informative answer. Interview guide begins with introductory questions in order to get information about informant, to create

cozy emotional environment between interviewer and informant. Further, open questions related with the research topic is included to encourage informants start to think about special issues of youth employment policies and personal experience in the labour market. After that, key questions, such as difficulties in trying to enter the labour market, government support programs, and effectiveness of implemented youth employment policies and how measures work in reality are included in the questionnaire guide. In the end of the in-depth interview, some closing questions are planned to ask in order to let the informant make a distance with the discussed issues and disassociate with the emotions aroused through the process of interview. Moreover, thankful words and usefulness of informant participation in the survey are planned to express in the end of the interview.

In-depth interviews took place on time convenient for the informants in comfortable place, usually at the place suggested by interviewer, without any interference of outsiders. Some places for interview were suggested by informants because of obstacles and financial expenses of traveling. Majority of interviews took place in the working office of researcher, one of the interviews performed in the auditorium of university, with agreement of university administration. When interviewer suggests the interview place it is more grateful for researcher, because in this situation there is time to prepare for the interview before informant comes to the place. During the in-depth interview, researcher and informant sit in front of each other without any furniture between them. This kind of environment created before the interview starts in order to enable interviewer to observe body language and gesticulation of informant, also to keep the eye contact.

Ethical issues. Informants participated in the research only with their voluntary agreement. Moreover, before the interview started, informants were asked if they agree with the recording of the answers. Confidentiality were guaranteed for the participants and ensured that results of the research will only be used for scientific objectives. Interviews were performed in Lithuanian in order to let informants speak fluently in their native language, to avoid language barrier and not to lose important information. However some insignificant meaning could be lost inevitably, because of translation to English in analyzing information.

Break after the each interview in order to take enough time to transcribe information before starting the new interview. In this way, researcher seeks not to loose important information and not to forget significant details, which could be not marked during the interview. Furthermore, when transcribing and revising received information, some ideas about improvement of questions were raised for the next interviews.

5.1.3. Processing data and data analysis method

After the interview researcher gave the codes for the informants in order no one else could identify their personality. Moreover, some specific information about living place and other personal details were also coded, if provided information could be helpful to recognize informant. Information provided during the interview were transcribed word by word without elimination of pauses, emotions, gesticulations, rise or lower of voice. Analysis of collected data has been started when the last interview was transcribed. Categories and subcategories were distinguished by reading and reviewing answers. Quotations, reasoning the meaning of each category and subcategory were marked with different colors and signs. Written analysis is provided based on most informative quotations of the informants corresponding particular categories and subcategories. Received results, most important insights and generalization are provided in the analysis and recommendations proposed.

5.2. Results

Analysis of the information collected during the interviews of informants is provided bellow. Information is grouped in main categories and subcategories. Number of important quotations is included in analysis in order to reveal individual opinions of informants. Generalizations of provided information are made by author and referred to theoretical background.

5.2.1. Characteristics of informants

First of all, in the process of exploring youth employment situation in Lithuania, individual characteristics such as age, educational level and profession, period of unemployment and gender become an important issue. There are provided main characteristics of informants in *Table 1* for better understanding of their position and opinion about youth employment situation and policies. According to ethical principles of qualitative research, names of participants are not included in the list of characteristics in order to keep their confidentiality.

Table 1. Characteristics of informants

AGE	EDUCATION	PROFESSION	PERIOD OF UNEMPLOYMENT	GENDER
25	Bachelor degree (College)	Preschool education	3 months	Female
27	Master degree (University)	Art	6 months	Female
28	Bachelor degree (University)	Law	4 months	Male
23	Bachelor degree (College)	Social science	9 months	Male
24	Bachelor and non-finished master degree (University)	Social work and Tourism management	3 months	Female
27	Master degree (University)	Bio-mechanics	2 months	Female
26	Master degree (University)	Social work	10 months	Female
26	Bachelor degree (University)	Business administration	4 months	Male

As it is seen in Table 1, age of informants vary from 23 to 28 years, 5 of them are women and 3 men, 5 of them have bachelor degree and 3 master degree. It was observed, that young women are more active in participation in events of Lithuanian Labour Exchange, they were more likely to participate in the survey also, in comparison with young men. Professions of informants vary between different spheres, however 3 of them graduated from social science. All of the informants are in temporary unemployment (period of long-term

unemployment in Lithuania is 1 year). Therefore, it could be claimed that at the beginning of unemployment young people tend to be more active in activation programs organized by Lithuanian Labour Exchange.

It is interesting that most of informants do not recognize themselves as representatives of youth group, even if they know that according to Lithuanian legislation people till 29 years are included in group of young people: *“Individually, I think till the age of 26, but it is written under 29 years <...>”*. Moreover, some informants claimed that young people in Lithuania are defined as group of people under the age of 25-26 years: *“<...>as I know at the age from 18 till 26 years, so I am already adult.”* Hence it could be claimed that some part of young people do not use all their possibilities to participate in activation programs and to get state support because they think they are too old. Even if people get information about activation programs, they are not willing to participate, because tend to think that it is not appropriate for their age. Perspective possibilities could be lost because of ***lack of basic information***. Moreover, moral barrier, to participate in programs for youth, appears even if there is enough information, when people individually do not define themselves as youth. ***Inappropriate self-perception*** could be a strong barrier to use activation measures.

5.2.2. Professional choice

Educational background is an important issue in investigation of employment possibilities. Choosing of the professional field influences future of working life and career possibilities. Therefore, it was asked about decision made about studies at the beginning of the interview. Informants were asked to tell about time, place (educational institution) and field of the profession they have chosen to study.

Table 2. Professional choice

Category	Subcategory	Quotations
1. Professional choice	1.1. Individual motivation	<i>“I expected to become educated, productive and self-confident personality.”</i>
		<i>“I was not sure about what kind of specialist I want to become in the future <...> it was popular profession<...>”</i>
	1.2. External pressure	<i>“It was a possibility to study for free <...> I could not lose such a possibility”</i>
		<i>“You worth nothing without diploma in our country<...>prestige of studies are also important determinant. My parents both are doctors; I had to study something in this field.”</i>
	1.3. Accidental choice	<i>“My decision was not rationally considered, I was thinking about name of the profession, but did not even look at the programme of studies.”</i>
		<i>“Funny situation, I have chosen pedagogical field, and after that I realized that I would never work with children<...> I have chosen totally accidentally.”</i>

Informants agree that choosing of the profession is important determinant for their future life. According to provided answers, it is seen that young people were not self-confident about making important decision at early age after school graduation: *“I did not know exactly what I want to do<...>”*. The elements of external pressures and accidental choice are quite common in the decision making of informants even if they also have some individual motivation. Informants expressed, that there was not enough information about studying programs and career opportunities in particular field. It could be claimed, that most of young people decide to go directly to high education system after school education mostly because of existing stereotypes in society: *“<...>of course I was too young to decide what*

*kind of studies to choose. I even did not know where to find appropriate information about studying programs and compare it. But I did not even think about not to study. It is normal. You could not work without diploma, so I did not want to lose a year<...>”. It was found out that participation in high education sometimes is the best possibility to move from native village to the city. Moreover, it was mentioned that it was necessary to go studying directly after school, because of reforms in educational system. There was a risk to pay higher amount of money for studies in the future. Generally, it could be claimed that all informants had motivation to start studying in high school after graduation from secondary school, while there was intention to learn new things and realize individual potential. The biggest problem was to make a right decision in choosing of the profession. Hence, inference could be made that there is a **lack of information and career guidance for youth in secondary school**.*

Furthermore, informants indicated that choosing of their profession was strongly determined by external pressure. External force becomes very important and powerful, when young people could not feel self-confident about particular decision: *“My parents want me to doctor also. But did not feel a passion for medicine and have no such a good grades<...>they would never let me to study art, for example, if I would consider that idea<...>”. Close relatives make a strong impact on making decisions in study field. However, popularity in the society is also very important for young people, therefore they feel pressure of whole society to choose profession with high prestige: “<...>to say true I have not been able to say about what my studies will be, if someone would have been asked<...>; I have imagine that I will be working in the office and communicate with a lot of people<...>”. Hence, young people decide to study in field, where society presses them to study, without deep analysis of self intentions and abilities. Financial possibilities are also one of the most important determinants in choosing the profession. While different kind of studies is charged by different costs, sometimes young people have no choice and are pushed to study in the field, what their parents could afford: “I would have been like to study law, <...>, but it was too expensive for my parents<...>”.*

Finally, accidental choice was also found as common aspects among young people: *“Funny situation, I have chosen pedagogical field, and after that I realized that I would never work with children<...> I have chosen totally accidentally.”* Hence it could be claimed that young people did not realize importance of decision making about professional field at early age. Moreover, it is common tendency to choose another profession now, if it would be the possibility. Therefore, it could be claimed that bad decision made about professional field in the early age could determine unsuccessful integration into labour market.

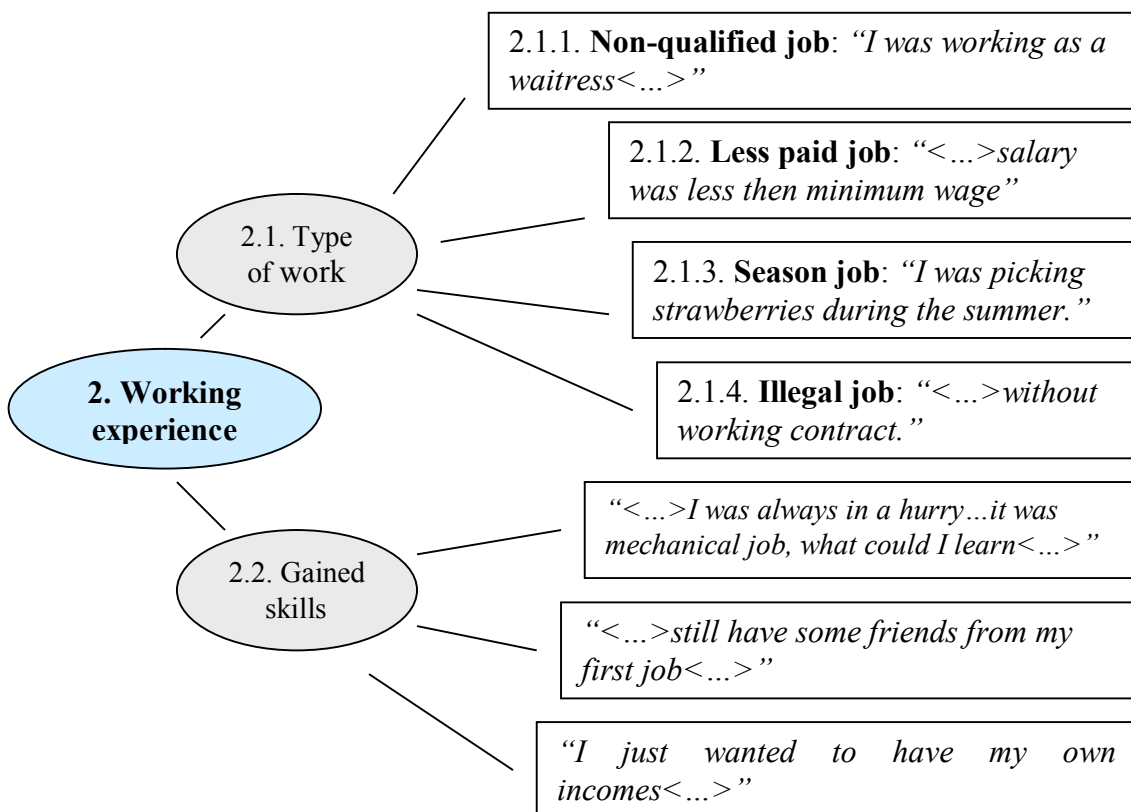
Interviews revealed that *educational system does not match supply of labour market*. There are too much graduated specialist with high education, while there are not enough working places for them in the labour market: “<...>there are ten times more graduated lawyers then it is free vacancies for them<...>”; “<...>high schools usually suggest studying programs, which is more useful for sustainability of school institutions, instead of professional fields which are more required in working life.”. It could be related with expressed opinion that diploma of high school is the factor of success by itself independently of professional field. Young people often think that they will get a job when finish high school and it determines irresponsible choice of profession. Finally, inexpedient choice of professional field influence difficult situation of youth in the labour market – young people get diploma but have no job. It is observable in the research, while all informants have high educational level but are unemployed though. Informants appointed that there are too much young people with high education, while there are not enough non-qualified workers in Lithuanian labour market: “<...>tendency of application to professional schools of those with master degree started to observed in our country, as heard in the press.”. Hence it could be claimed that young people notice the problem of over-qualification in Lithuania. Moreover, it was found out that there was no information about youth entrepreneurship during the studies at all. Informants claimed that there was talking about entrepreneurship as good possibility to be integrated into the labour market; however there was a lack of encouragement to start it: “<...> one of the professors told us that there is such a possibility, but it was only a hint<...>”. Research revealed that quality of studies mainly depends on self-sufficiency of students: “<...>they gain as much knowledge as they want to<...>and how many efforts I gave<...>”. It means that young people realize importance of self motivation during the studies and it determines big part of quality of studies.

Overall, informants claimed that they are happy about having possibility to study in a high school, independently on their profession: “<...>it gave for me more skills like for personality, not like a future specialist.” There was expressed that people in high education inevitably learn useful things, such as: “<...>public speech<...>” ; “<...> ethical communication with other people, ability to find appropriate information<...>”. Hence, it could be claimed that high education helps to improve young people abilities to be prepared for labour market; even expectations about professional field are not justify enough. Finally, high education prepares young people to become full members of the society and public life, to get more self-confidence.

5.2.3. Working experience

According to previous theoretical analysis about youth employment, lack of working experience is the most important obstacle for youth to enter the labour market. Usually, young people start to try their skills and abilities to work during their studies. Therefore informants were asked to tell about their past working experience in order to reveal what kind of jobs young people attend and how it helps for future working possibilities.

Table 3. Working experience



Informants indicated that they had some working experience during studies or after graduation of high school. It was found out that first working position is usually for temporary work, non-qualified and less paid. Moreover, first working experience does not provide possibility to gain professional skills but improves abilities to adjust to new working environment and to deal with financial incomes. Students realized that they are not able to find satisfied job without qualification and any working experience, therefore did not raise high requirements for the first working place. Additional incomes were mentioned as the main reason for taking the first job. It is important that informants mentioned their first job as temporary working, without expectations to seek for career: “<...>the main point was to

combine work and studies<...>”; “*I wanted to have my own incomes<...>*”. Expressed opinions show that time flexibility is also one of the main criteria for the first job.

Informants pointed that all their past working experience was in non-qualified and less-paid working positions: “*I was working as a waitress<...>legal salary was very low...but tips...I was able to pay my rent by only spending tips<...>*”; “*<...>was working in a shoe store, after that a little bit of administrative job<...>salary was very low, but for me as a student it was better than nothing.*” It was found out that season jobs, during the summers after secondary school graduation and during studies in the university, are quite common for young people. Illegal job is also one of the sources of additional incomes for youth. Therefore, it could be claimed that young people agree to work non-qualified and less paid jobs, while realize that it is temporary source of incomes. There are no possibilities for youth to work in their professional field during studies, because of inflexibility of working hours: “*<...>normal jobs required to attend all day, when you are student only evenings are free.*” The same tendency is observable for those, who started to work after graduation of high school.

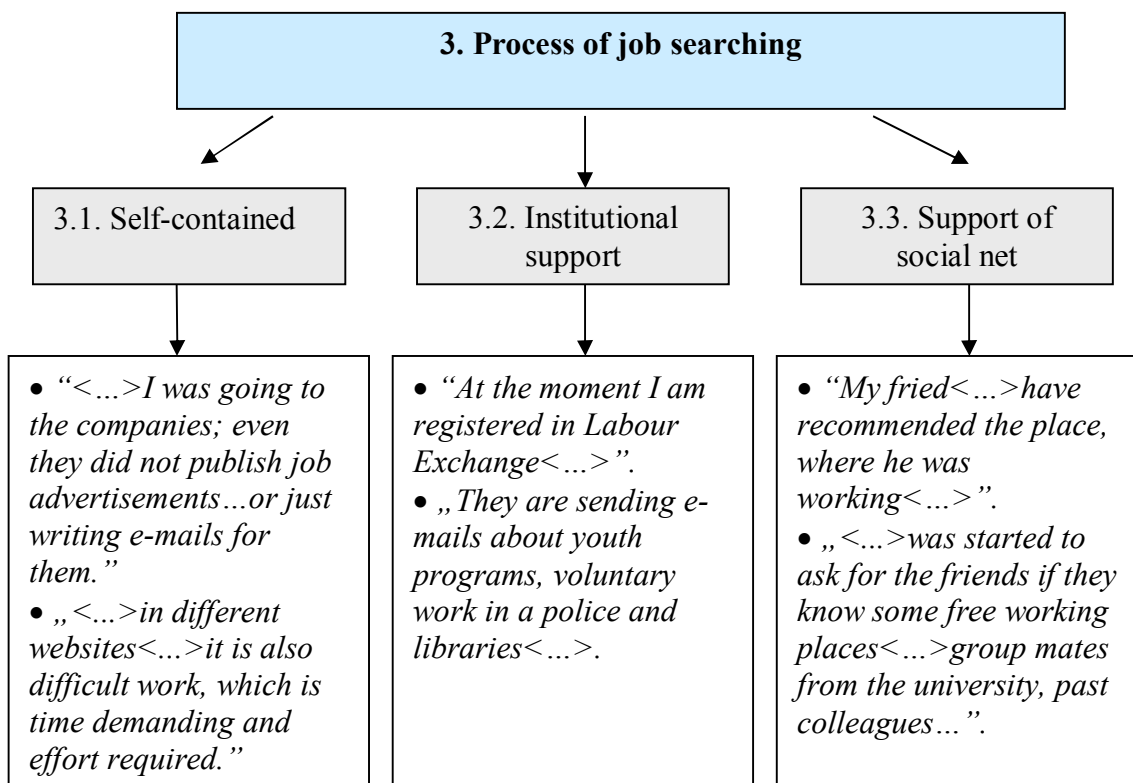
Furthermore, experience in working life has been mentioned as the second reason for taking the first jobs. It was pointed that experience in non-qualified working position is better than no experience at all. Unfortunately, past experience in temporary non-qualified jobs does not help to integrate into labour market: “*<...>employers do not look at waitress job as serious experience<...>*”; “*<...>they suggest me to come back to field of sales<...>during job interview.*” ***Priorities of employers for those who have experience in particular field*** is mentioned as the most important issue, which create obstacle for youth to use their past working experience in better working position.

Overall, working experience in different kinds of temporary jobs gave important skills, which are also important for participants of the labour market. Ability to deal with money – to count incomes and expenses, understanding how difficult it is to earn money and abilities to adjust in working environment, to communicate with colleagues and boss was mentioned as the most important skills learned during temporary employment (*see Table 3*). Therefore, it could be claimed that young people could be prepared to enter the labour market and quickly integrate themselves in working environment. Unfortunately, expectations that such kind of experience will be better than no working experience at all are not proved. It is recognized that employers do not value past experience if it is not relevant to suggested position. It is required to have experience corresponding to particular skills in concrete professional field.

5.2.4. Process of job searching

There are number of different methods for job searching. It is important how young people are able to employ methods in order to find desirable working position. Hence, informants told about their experience in job searching and how methods have changed, when previous did not give successful results. Some key aspects, which could determine successful job searching, were also mentioned during in-depth interviews.

Table 4. Process of job searching



First of all, it is clear that informants use institutional support in the process of job searching, while all of them are registered in Lithuanian Labour Exchange. It is interesting that asking about methods and the process of job searching it was possible to detect a path of job searching. Firstly self-contained methods are being used. Young people are looking for a job mostly through the internet (advertisements and websites of different companies), newspapers and contact with companies of their interests as it was mentioned during interviews. One of important factors in searching of job is CV. However, in job search of youth there are two different patterns: searching job with CV and searching job without CV prepared: *“Every time, after failed job interview, I was looking through my CV and looking for what changes could I do...<...>if motivation letter was required, I am writing different*

one for every position<...>”. Therefore inference could be done, that young people do not pay enough attention for CV preparation and improvement, while only few of informants mentioned it as a method of job searching. It was observed, that young people tend to lose their motivation after number of unsuccessful job interviews: “<...>*I gave up and did nothing for finding a job<...>now I return in this process again.*” Lack of motivation could determine long-term unemployment and unsuccessful integration into labour market.

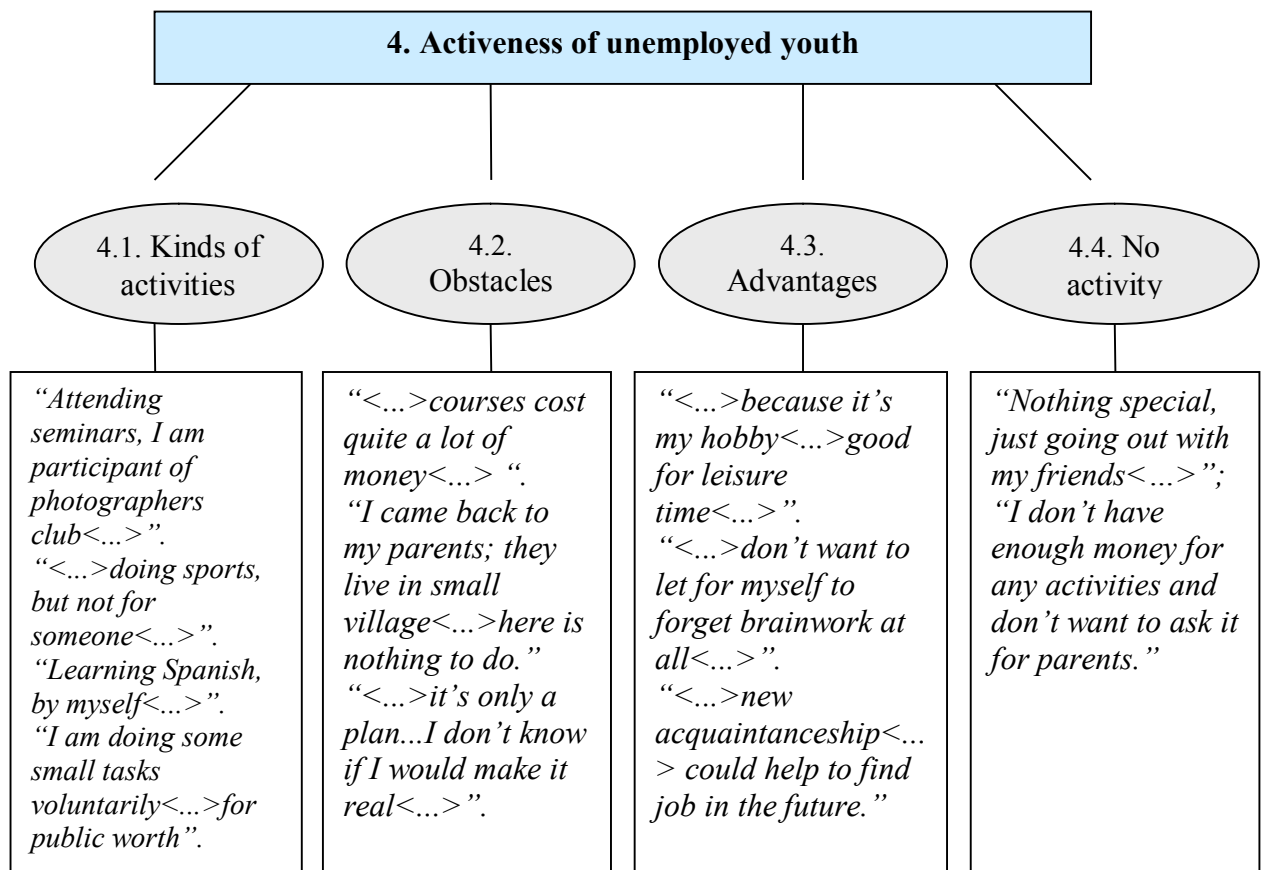
It was determined that young people entered Lithuanian Labour Exchange after short period of unsuccessful job search. Informants claimed that they have entered institution in order to get financial support. Intention to get support in the process of job searching is in the second place, according to youth opinions. Another was found that participation in Labour Exchange make information about vacancies more available: “<...>*organize seminars...it is interesting...and useful I think, because told a lot of information about different fields of working<...>*”. Unfortunately, institutional participation of Labour Exchange in Lithuania is not very active and effective, as it was observed during interviews. Young people claims that they are still looking for a jobs, while are registered into Labour Exchange only for getting financial support. Youth do not expect to get appropriate job suggestion because of weak collaboration between companies and institution of Labour Exchange: “<...>*I have to go there one time per month, only to get sign<...>she did not even told me about advertisement which I have seen at the same day on their website...<...>*”. Hence it could be claimed that Lithuanian Labour Exchange does not work effectively enough in field of youth employment activation, and young people feel the lack of institutional support.

Support of social net is also important determinant in the process of job searching. It was revealed that family members and friends are permanent source of interesting job suggestions (*see Table 3*). Informants indicated that they included support of social net after number of unsuccessful job interviews. Moreover, support of family and friends is important, while it helps to sustain youth motivation for active job search. Finally, decreasing requirements for salary and decision to look for job inappropriate for high qualification was mentioned as the main changes in the process of job searching. It is relevant example of ***lost motivation and reject of purposes***. In conclusion, young people usually combined different methods of job research at the same time, what is positive determinant. However, there is feeling a lack of support and informational services for youth from Labour Exchange in case of lost motivation.

5.2.5. Activeness of unemployed youth

Since combination of mixed methods is more effective in the process of job searching, non-formal activities such as sports, social events, language courses and non-formal learning, etc. are included in the priorities of EU youth employment policies and implemented in member states by taking different actions. Participation of youth in non-formal activities could also be one of methods to find a job and to develop social net. Moreover, active life helps to sustain self-motivation, gives the possibility to gain experience and to improve qualification. Hence, it was trying to reveal what kinds of activities are popular among young people during the period of unemployment.

Table 5. Activeness of unemployed youth



It was found out that unemployed youth usually stay active in social and public life or improve their skills in non-formal environment, during the period of unemployment. Some of young people could not mention any activities they are attending from the moment they become unemployed. The rest of informants mentioned at least one kind of activity in their life. It was observed that different kinds of activities are popular among unemployed youth. Activities of youth are mainly related with their leisure time: **sports, photography**, and

improvement of *foreign language skills* (see Table 5). Informants have also mentioned such activities as:

- **conferences**: “*I used to be quite active during studying times, so I am still getting invitations from academic community<...>participate when have possibility.*”;
- **qualification courses**: “*<...>qualification courses related with my master studies<...>at the moment I am finishing ones.*”;

However, activities mentioned above are not very popular among young people. Furthermore, past experience of active life at the beginning of unemployment was pointed out: “*<...>started to work voluntary in one of NGOs<...>*” ;”*<...> became member of political coalition, but did nothing there<...>it’s not for me<...>*”. Hence, it could be claimed that young people tend to be more active (try different kinds of activities) at the beginning of unemployment and their activities tend to be temporary. Finally, intentions to start activities, related with educational field were expressed. Desire to start studies in professional school was also found during the research, while there are more possibilities to get a job in Lithuania when you have apprenticeship skills. Opinion confirms the problem of over-education is common among young people.

Research shows that unemployed youth face financial, geographical and motivational obstacles (see Table 5) for participation in various activities. Lack of time was also mentioned as an obstacle for participation in activities: “*I am too much concentrated on job searching to give my time for other things<...>*”. It is interesting that informants, who mentioned specific obstacles, are more active in comparison with those, who did not define exact reasons of being slightly active or inactive at all. Hence, it was found out that financial obstacle is the most relevant among active youth in order to attend more activities. At the same time, motivational obstacle is mainly observable among inactive persons (usually for those who face longer period of unemployment). **Lack of self-motivation** could also be important reason of being in unemployment.

According to the answers of informants, it was observed that participation in various activities during the period of unemployment helps young people to have useful leisure time, not to lose their skills and abilities, and to develop social network (see Table 5). It was also found out that various activities are one of the reasons “*<...>to get out from home<...>*” and “*<...>to broaden outlook<...>*”. Hence it could be claimed that unemployed young people feel a **lack of communication** and **lack of being in public**. Therefore, possibilities to participate in any activities should be warrant for every unemployed young person.

5.2.6. Difficulties to find appropriate working position

It was found that youth face number of difficulties when trying to enter labour market, in literature analysis. Empirical research revealed that it is not very difficult for youth to find their first job, while it used to be temporary work in non-qualified position. The main obstacles are observable when youth are trying to find a job appropriate for their educational level after the graduation of high school. Qualitative research revealed what kind of difficulties young people face when trying to find desirable working position.

Table 6. Difficulties to find appropriate working position

Category	Subcategories	Quotations
5. Difficulties to find appropriate working position	5.1. Educational mismatches	5.1.1. Lack of practice: <i>“1 month is too short period to learn practical thing<...>”</i>
		5.1.2. Lack of encouragement for entrepreneurship: <i>“<...>I have to search by myself<...>”</i>
		5.1.3. Inadequate attitude of employers during the internship: <i>“Let us admit, they don’t look at us like equal with other workers<...>”</i>
	5.2. High requirements from employers	5.2.1. Specific experience: <i>“I have no experience of 5 years in a similar position (laughing) as it is required now<...>”</i>
		5.2.2. Strong competition: <i>“<...>too less vacancies for such numbers of unemployed<...>”</i>
		5.2.3. Gender issues: <i>“<...>often have to explain that I’m not going to get married and have a baby<...>I call is discrimination already...but who cares?...”</i>
	5.3. Personal characteristics of unemployed	5.3.1. Self-representation: <i>“I’m not used to lye<...>don’t know how to make an impression<...>”</i>
		5.3.2. Lack of motivation: <i>“I don’t think it would be helpful<...>”</i>
	5.4. Expectations about working place	5.4.1. Financial: <i>“It should be 1500-2000 Lt (~435-580 EUR)¹ at the beginning with the possibility to be raised<...>”</i>
		5.4.2. Self-realization: <i>“<...>not to do the same every day<...>”</i>
		5.4.3. Quality: <i>“<...>normal working hours, good place, nice people<...>”</i>
	5.5. Lack of social net	<i>“I have no influential parents as it is popular in our “country of relatives”²<...>”</i>

¹ Note of the author

² “Country of relatives” – Lithuanian expression which means that influential relatives are very important for successful career. Meaning could be lost because of translation to English.

Informants have mentioned number of different existing obstacles to achieve working place adequate for their interests and qualification level, during in-depth interviews. First of all, collected data confirms that ***educational system in Lithuania does not match supply and demand of labour market***. It was mentioned that high school provides only theoretical background of professional field, while there is a lack of internship or its period is too short. Moreover, internship does not fit its function to learn practical issues in professional field, while employers are not tend to trust on students. Therefore, worksheets do not provide possibilities to gain practical professional skills. According to theoretical data, youth entrepreneurship is one of the effective alternative methods of employment. While empirical research reveals the lack of knowledge about entrepreneurship possibilities in the country during studies. Hence, young people are not encouraged enough to create their own business after graduation in Lithuania (see Table 6).

Data of the research confirms theoretical statement that lack of experience is the main obstacle for youth to get employed. It is highlighted that employers required specific experience for every position: “<...>*sometimes I wondering if I should include experience of waitress to my CV at all<...>he looked to me as a loser<...>*”. Work experience in non-qualified position is not valued as important experience in the labour market when youth are trying to find a job adequate to their qualification level. Informants also confirm that labour supply does not match the number of graduated youth specialists. Therefore number of candidates pretend to one position and high competitions appears. Hence, part of young people loses possibilities to be hired in desired position. Gender issues were also found as relevant obstacle to find a job during the research. Young women face higher risk to stay longer in unemployment because of maternity leaves, what is usual for young women: “<...>*and than she asked me if I live alone or with my boyfriend...I know what she meant<...>*” .

Incapability for good self-representation in appropriate way during job interview was mentioned as important reason of unemployment. It is interesting that the same informants do not think that correctly written CV and motivation letter is such an important in job searching. Considerable open minding during job interview was mentioned as negative characteristic which create one more difficult to become integrated to the labour market. Moreover, distrust on institutions and measures for youth employment activations were also observed as an obstacle to find a job (see Table 6). Finally lack of motivation was recognized as an obstacle again, which lead to stay in unemployment for a longer period.

Furthermore, sometimes working conditions does not fit expectations and moral principals of young people. Therefore it was found out that particular expectations about

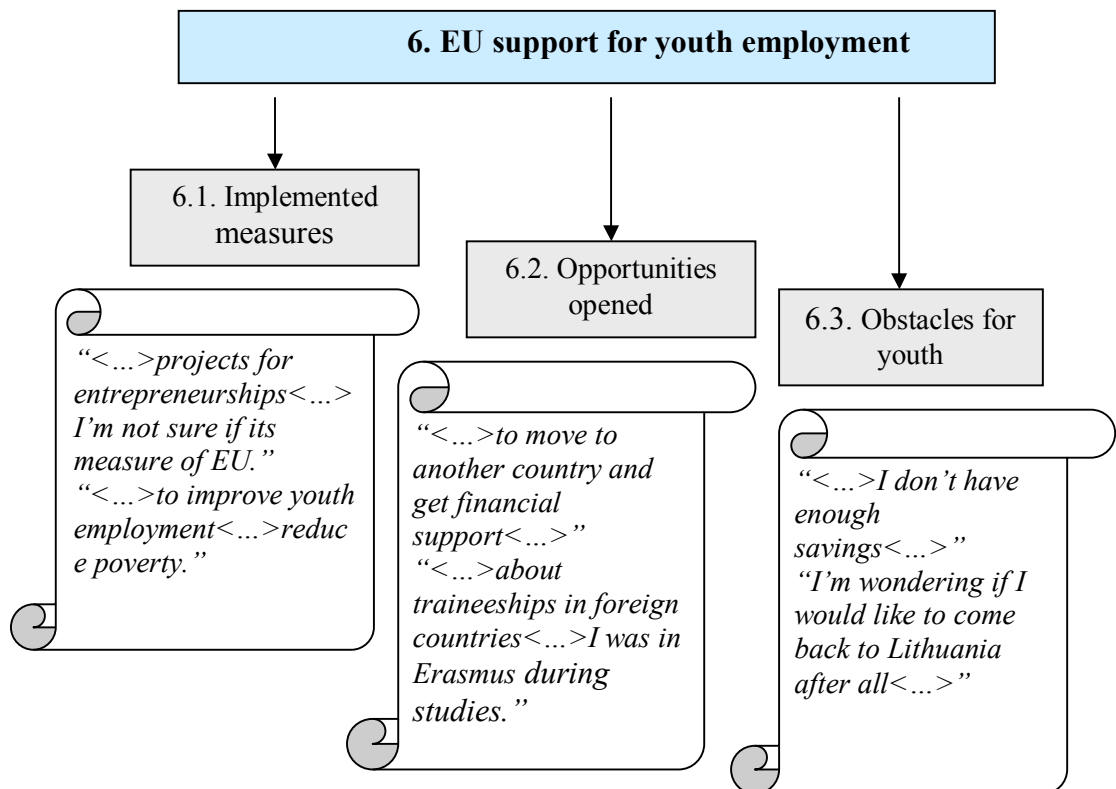
working position could also create an obstacle to enter the labour market. First the question related with amount of salary is the most important for youth. Financial obstacle to get engaged with the labour market appears, when youth expect to get higher salary than employer could suggest: “<...>*if job is interesting and noticeable, suggested salary will be very low<...>*”. Possibility for self-realization at the working place and quality of job are also important expectations of youth for job. Young people tend to be enthusiastic about new job, therefore they want to reveal their potential and adopt new ideas for working purposes. Moreover working hours, infrastructure and emotional climate in the working place should be at satisfactory level: “<...>*I used to work long hour in the evenings, so I know how difficult it is<...>sometimes I have to say no.*” If the working place does not fit these requirements, it creates another barrier for youth employment. Finally, lack of influential relatives is also one of relevant obstacles to find appropriate job. Hence, influence on employment situation of social net is highlighted.

In conclusion, three main difficulties for youth employment could be marked. First of all there are ***lack of internships*** in educational system, ***too high requirements*** of working experience from the perspective of employers and finally, ***low salary*** for qualified workers from the perspective of youth.

5.2.6. EU support for youth employment

There are created number of different programs and policy measures of EU in order to promote youth employment and recommendations for member states prepared. Therefore, it was seeking to explore how it works in Lithuania, from the perspective of youth. Informants were asked to mention specific measures of EU which helps them in the process of job seeking. Moreover it was revealed how informed are young people in Lithuania about employment activation possibilities suggested by EU.

Table 7. EU support for youth employment



Qualitative research revealed that youth in Lithuania are very suspicious to use international activation measures and do not feel its practical effectiveness. When talking about specific measures of EU in Lithuania most of informants were not feeling very self-confident. They were not able to mention concrete policy actions in youth employment field and usually mentioned only one program or something they heard about. According to reactions of informants to questions about EU policy in Lithuania, it is seen that they are not minded to talk a lot about it, while fear to be incorrect: “<...>young people have the possibility to learn professional skill<...>I didn’t use it, and my friend too, as I know...I couldn’t tell something more about it.” Only one concrete experience of participation in employment activation program implemented by EU was mentioned during the research:

“<...>I was in Portugal long time ago for temporary traineeship – job shadowing³<...>now I’m thinking about voluntary work in South countries if I won’t find a job here.” Therefore, it could be claimed that young people are not actively included in youth employment programs implemented by EU in Lithuania and have not enough information about its aims and possibilities to participate.

It is interesting that informants were feeling more confident to talk about general purposes of EU youth employment policies (see Table 7). It was mentioned main strategies and documents where the main intentions of EU are declared: “There are **youth guarantees**<...>**White paper** – it’s like the main documents for whole EU in area of youth employment<...>such programs as **Youth on the Move, Erasmus+ and life long learning programs**. I’m not sure how to participate in it, but there is a lot of information on internet, I think.” Hence, there was observed that young people have enough theoretical information about EU youth employment policies, unfortunately does not feel its real effect in a system of labour market in Lithuania.

Moreover, research revealed that free movement among member states is the most appropriate possibility for youth employment activation, implemented by EU. Informants have mentioned opened possibilities to go to another country for working purposes as well as possibilities to seek for better education in foreign countries. It was found out that part youth in Lithuania already have an experience of working abroad in order to earn more money: “<...>our family needed more money, I quit my job and went to Sweden<...>”. It confirms theoretical inference that young people emigrates from Lithuania usually because of economical reasons. Moreover intentions to go abroad in order to find a job is observable between young people in Lithuania: “<...>if it is going to last longer, maybe I will try to go somewhere.” Plans of youth in Lithuania to go to another country are mainly related with economical reasons and bad situation in the labour market.

Financial support of EU for employment activation was also mentioned during interviews; however informants were not able to mention real effectiveness of it in Lithuanian labour market. According to opinions of informants it could be claimed that EU youth employment priorities are not realized in Lithuanian labour market: “It’s working in another EU countries, Lithuania didn’t reach that level so far<...>”. Moreover, informants expressed number of obstacles to participate in EU youth employment programs such as language barrier, financial difficulties and fear to leave native country (See Table 7).

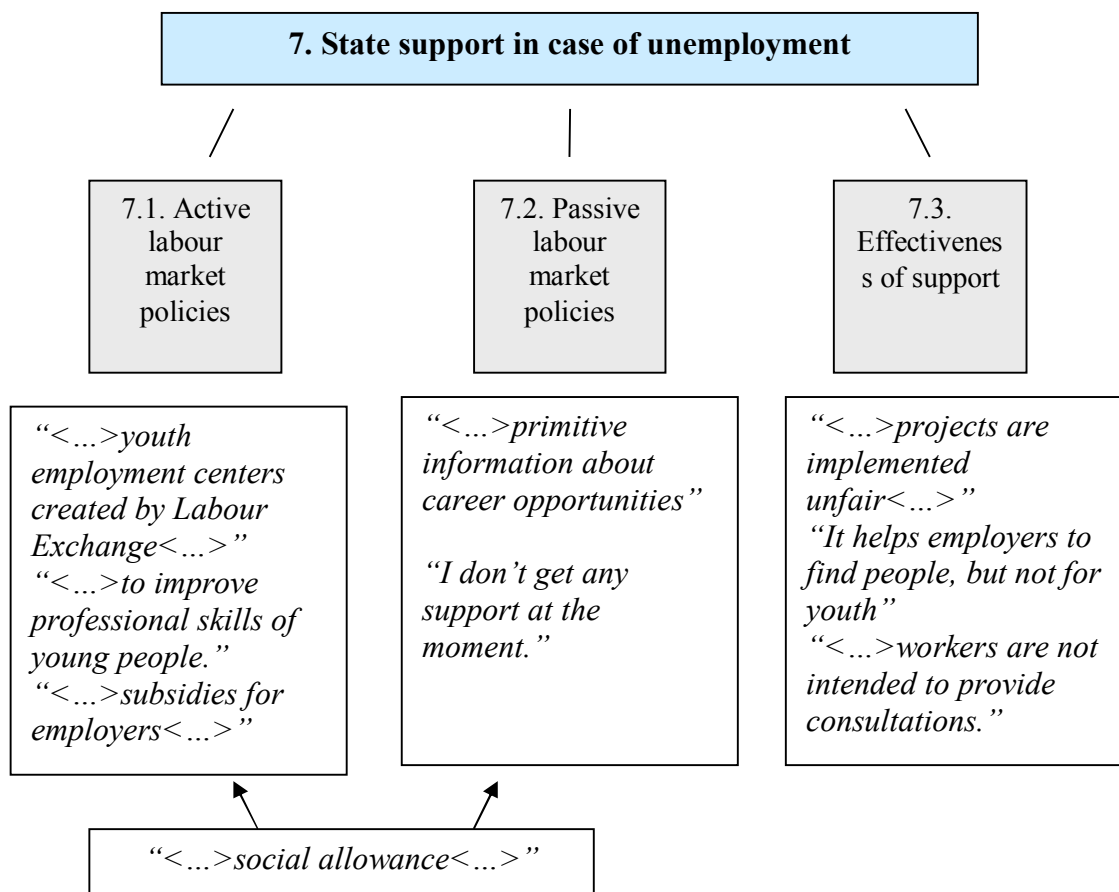
³ Informant have mentioned definition in English.

In conclusion, it is important to mention that youth have *theoretical knowledge about EU youth employment* purposes, however *does not feel* its *practical usefulness* in reality. Moreover, youth employment policies are mainly related with *mobility* to other countries, according opinions of informants. Therefore inference could be done that there is a lack of information about implemented EU youth employment policies in Lithuania or it is not working effective enough in the country.

5.2.7. State support in case of unemployment

Participants of the survey were recruited of those who are registered in Lithuanian Labour Exchange. Therefore it is noticed that all informants get some kind of state support in order to improve their situation during the period of unemployment. Lithuanian Labour Exchange is institution which not only seeks to improve youth employment situation, but also have to inform about other possibilities of state support and implemented policy measures. Hence, it was intended to explore what kind of support young people use and how it improves their situation.

Table 8. State support in case of unemployment



According to opinions of unemployed youth, activities of Youth labour centers, programs for improvement of professional skills and subsidies for employers (*see Table 8*) are most relevant actions of active labour market policies in Lithuania. However, there was expressed negative side of all actions mentioned above: “<...>, *but it is more relevant for those with no education at all.*” Hence, it was observed that most of active employment measures are not appointive for those with high education, while young people graduated from high schools are not interested in programs for professional skills improvement. When talking about subsidies for the first job, it was found out that employers do not always use it in appropriate way: “<...>*sometimes it happens that employers lie in order to get payments<...>, but job in reality is far away from qualification...*” Subsidies for the first job are one of the best measures of social policy in Lithuania, while most of young people mentioned it as appropriate method for youth activation. Unfortunately, it was observed that mentioned action is not implemented in appropriate way in reality of labour market. Therefore, it could be claimed that there is a ***lack of coordination for implemented subsidies*** for employees in Lithuania.

Moreover, some other measures for improvement of youth employment situation were mentioned: projects, development of agriculture and loans for entrepreneurship and business. However, informants were not able to mention concrete actions in order to achieve goals of mentioned fields and do not know how it is working in reality: “<...>*it’s hard to say<...>I was not very interested during the few months*”. Informants have only theoretical information about intentions of youth employment policies in Lithuania, while they do not feel comfortable to answer about concrete actions implemented. Hence, it could be claimed that there is not enough information about possibilities to use state support and activation measures in practice or it is not working effectively.

Informants mentioned that they get information from Labour Exchange about working suggestions, statistics and possibilities to participate in informational events (“<...>*mostly via e-mail<...>*”). However, there is a lack of individual consultations, as it should be one of employment activation measure (***individual career guidance***). Therefore, provided information could be defined as passive form of youth employment, while it is not effective enough to support young people in the process of job searching. Furthermore, implemented projects for youth inclusion to the labour market are more concentrated on quantity but not on quality of work in Lithuania: “<...>*to attract more people in order to observe more money<...>doesn’t really care about kind of job.*” Financial sources are not

used properly for promotion of youth employment in the country, according to young people, therefore effectiveness of employment policies remains at low level.

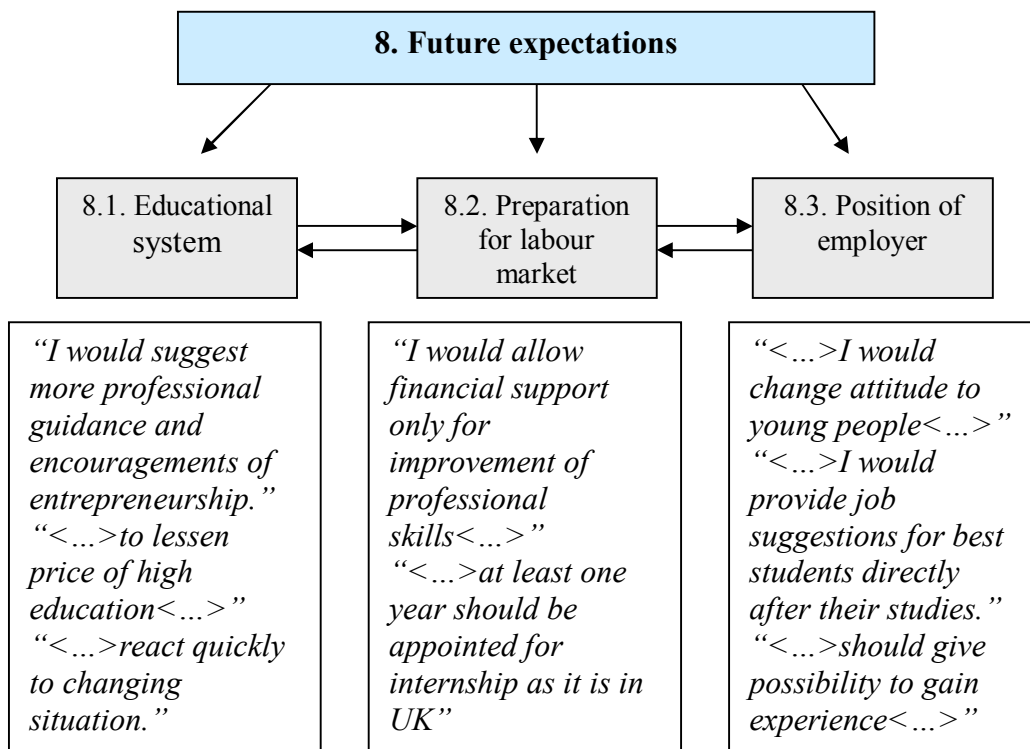
Some of informants mentioned they do not get support from the state while they are unemployed. It is interesting while all informants are participants of Lithuanian Labour Exchange which is the main institution in the country to provide support for unemployed people. It means that part of young people does not feel effectiveness of provided stated support at all. Furthermore, interesting trend was found out about financial state support in case of unemployment. Some young people define financial allowance as active measure of employment policy: “<...>*it is so low that encourage finding a job as soon as possible*”, at the same time other part of informants define it as passive measure: “*I got the same amount of money when I was working during my studying times, so maybe it would be better not to do anything and money then...*”. Hence, opinions of informants are quite opposite when talking about financial support because of different demands and life purposes as well as individual motivation for career.

In conclusion it is important to mention that youth employment policies in Lithuania are not working effectively enough in practice, because unemployed youth does not feel effectiveness of state support. Moreover, there are not enough measures created for those with high education in order to keep their skills during the period of unemployment, while most actions are concentrated on those with low educational level. Finally, there is a lack of coordination of subsidies implemented for employees with high education, while quality of youth work remains in comparatively low level.

5.2.8. Future expectations

Young unemployed people have experienced how state support works in practice and mentioned number of disadvantages of youth employment policies in Lithuania. Therefore, it is important to express what kind of changes should be done in order to improve youth employment situation in the country. In the end of interviews, informants were asked to define concrete measures which would be useful to implement in Lithuanian social policy.

Table 9. Future expectations



According to young people, there is necessary to make changes of youth employment policies in three main stages: education, beginning of working life and transitional period. It was also mentioned importance of strengthening of relations between different institutions in order to achieve better results of youth employment. Longer period of internship and higher integration of professional skills improvement should be achieved in future of educational system. There was also mentioned necessity of internship in secondary school in order to achieve early preparation for the labour market. Furthermore, young people feel a lack of collaboration between educational system and labour market, therefore improvement of its collaboration was also mentioned as one of the most important priorities in youth employment, according to informants: *“<...>education and working life should be more related to each other.”*

When talking about changes in educational system, quality and period of internships should be improved in the future. It means that young people are intended to see educational system more flexible in the future, which confirms necessity of stronger collaboration between education and labour market: “<...>*educational programs should be change according to labour demand and supply<...>*”. Moreover, universal right of accessible education for everyone should be improved in the future, while some kind of studies is too expensive nowadays in Lithuania (*see Table 9*).

Moreover, informants agree on prolonged period of internship during studies in high schools and universities: “*There is too much of theories and only one month of practice<...>*”. Therefore, youth would suggest providing possibilities for students to gain practical working experiences during the longer internship in order to reduce difficulties in transitional period from education to labour market. Longer internships would lead young people to be prepared for working life in the early stage. Moreover, financial state support in transitional period should be used more effectively. One of the most appropriate ways to spend financial support is to invest for improvement of professional skills. There would be created more strict guidelines for using financial state support in order to encourage youth activation.

Finally, empirical research confirms that lack of experience is one of the most relevant difficulties for youth in the labour market. Therefore young people would be intended to change attitudes of employers to young people: “<...>*it is like a close circle now<...>they want to hire people with long experience, but give no possibilities to try and gain that experience.*” There was suggested two concrete actions in order to make employers’ position more friendly for young people: to prolong tentative period from 3 months to 6 months for those who entering the labour market at the first time. Moreover, employers should effectively use the function of tentative period: “*They should provide possibilities for young people to learn specific of job. While employers get subsidies from the state, they should use it for preparation to work. <...>Moreover, during tentative period it should be intended to explore abilities and skills of new workers, but not to look at it as the possibility to fire employee without serious reason.*” The second suggested concrete action is stronger coordination of state, in order to reduce period of experience required for new employees: “<...>*it is required for experience of 5 years<...>. I could pretend for this position only when I’ll be 30 years old, in best way.*” Most of unemployed youth are certain - they would successfully integrate to the labour market, if the possibility to demonstrate their abilities would be provided.

Hence, it was found out that *stronger collaboration between different systems* and institutions and *flexibility* are key goals in the future of youth employment activation, according to youth voices. Moreover, youth *preparation for working life* should be integrated into *early stage of education* in order to make transitional period less difficult.

Conclusions. According to empirical research it was found that the most appropriate problem in educational field is lack of career guidance and too short period appointed for internship. It is intended to improve system of learning with stronger support in choosing the way of practice and professional activities in Lithuanian National education strategy 2013-2022. However, lengthening of professional internships is not mentioned in the strategy. Moreover, lack of flexibility and collaboration between educational system and labour market was observed during the research. Stronger partnership should be achieved, according to national strategy; unfortunately, employers are not mentioned as the main partners. Moreover, educational system in Lithuania is not flexible enough to react quickly to changing situation in the labour market, while national strategy is prepared for 10 upcoming years.

In the field of youth employment, it was found out that policies diverted for youth entrepreneurship are not working successfully in the country, while there is not enough information and encouragement during studies in secondary or high schools. Moreover, statistical data and empirical research confirm the fact that significant mismatches between education and labour market system exist in Lithuania and create difficulties for educated youth to become employed. There is intended to create more possibilities for youth entrepreneurship and job matching in the strategy More Jobs 2014-2020. However, integration of encouragement of youth entrepreneurship is not highlighted in educational programs; hence lack of collaboration is still observable.

Young people have mentioned number of difficulties to enter the labour market after education. Therefore it was confirmed that transitional period is difficult for youth and stronger support should be concentrated during this period. However, youth feel a lack of state support and emphasize that support of social net is important during preparation and integration to the labour market. According to analysis of youth employment policies, it is intended to make transitional period as short as possible by suggesting various alternative suggestions for youth activation. However, it does not work in reality yet, according to empirical research.

Furthermore, it was found out that young people often lose the possibilities for support in case of unemployment because of lack of information. It is one of the most appropriate reasons why young people tend to stay inactive since they become unemployed and do not participate in any activation programs. Hence it could be claimed that Lithuanian Labour Exchange does not successfully implements one of its responsibilities – informational services and especially there is a lack of individual consultations for youth. Moreover, there still leaves the place for discussions about effectiveness of financial state support for youth in case of unemployment, while there was not found out one opinion if it encourages youth activeness or not.

CONCLUSIONS

1. Implementation of new technologies and process of globalization have created new challenges in the labour market for youth. It opened possibilities to reach higher level of quality of work, while free movements between EU states have shaped higher inequality among different economies. According to rapidly changing situation in the labour market and growing numbers of highly educated people, specific requirements for employers in different positions increase. Mismatches between labour supply and demand exist and youth with high education is the most vulnerable group touched by this process. Young people face difficulties to enter the labour market because of lack of experience, high competition in the labour market and inadequate employees' attitude to young people. Increased concern of policy makers on young people who are not in employment, education and trainings and development of new definition of NEET reveal that problem of youth inactiveness have reached significant level across the countries. High rates of inactive youth create obstacles to reach long term goals in political field and sustainable growing of economy as well as inevitably affect social life of young people and their future career possibilities.

2. According to growing rates of youth unemployment in Europe, EU has mobilized financial resources and policy measures in order to combat youth unemployment. Objectives of EU youth employment policies involve all stages of preparation and integration into working life: from education to integration of the most vulnerable young people and creation of additional jobs. There is intended to facilitate transition from education to working life and reduce mismatches between working supply and demand. EU policies also seek to promote alternative sorts of work for youth and create construct competitiveness by reducing taxations in member states. Open Method of Coordination helps to control implementation of EU recommendations in member states by spreading out the best practices of youth employment policies.

3. Youth employment policies in Lithuania and Finland follow frameworks of EU recommendations; however some important differences between selected countries should be mentioned. Finland was one of the first states in Europe, which implemented National Youth Guarantee. Educational and employment policies in Finland are more concentrated on seeking of higher quality, while Lithuanian policies more intended on quantity and higher inclusion. Lithuania is only at the beginning in creating National Youth Guarantee. Therefore it is claimed that youth employment policy is better developed in Finland in comparison with Lithuania.

4. Situation overview of youth employment in Lithuania and Finland confirms that implementation of youth employment policies is more effective in Finland in comparison with Lithuania. Statistical data and analysis of previous researches in youth employment field reflects positive trend in Finnish labour market system, while problem of youth unemployment and general inactiveness remains at comparatively high level in Lithuania. It was found that statistical data about qualification mismatches is better investigated in Finland than in Lithuania. Hence it is claimed that Finnish labour market policies reacts quickly to upcoming problems, while they are detected quite late in Lithuania.

5. Empirical qualitative research reveals the most important difficulties to enter the labour market for youth with high education: mismatches between education and labour market, lack of specific experience, high requirements of employee, high competition in labour market, gender issues, and lack of encouragement for entrepreneurship and low quality of working conditions. Young people do not feel effectiveness of state support in case of unemployment in practice, with exception of slight and temporary financial allowance. Lack of information about national and international youth activation measures is one of the most relevant disadvantages of youth employment policies in Lithuania. Hence, Lithuania has not successfully implemented all youth employment policy measures recommended by EU.

RECOMMENDATIONS

1. Young people did not feel self-confident when choosing professional field because of lack of information about studying programs and confusion about their intentions in educational field. Therefore individual career guidance should be improved in the early stage of schooling in Lithuania.

2. Youth feel the lack of information about implemented policy measures in youth field in national and international level, possibilities to gain states support and participate in youth activation programs. Hence, informational services of Lithuanian Labour Exchange have to be improved. Individual career guidance should be implemented during the period of unemployment for young people.

3. Lithuanian youth employment policies should be intended to promote entrepreneurship of young people, according to EU recommendations. There should be created support system for youth who decide to start own business. It should include help of professionals, guidance and special trainings for young entrepreneurs by following example of Finland.

4. There should be paid more attention for gender issues in policies of youth employment in Lithuania, while empirical research shows that young women face discrimination when trying to enter the labour market. Lithuania should follow good practice of Finland, while gender equality is highly emphasized in youth employment policies there.

5. Internship should be started to implement in early stage of schooling and prolonged during the studies in high school in order to provide possibility for young people to gain more working experience before entering the labour market and improve their professional skills.

6. Collaboration between educational system and labour market should be strengthened by following EU recommendations and good practice of Finland.

7. Labour market system should become more flexible in order to let young people to get some working experience in their professional field during the studies. Possibilities should be provided for youth to work qualified part-time jobs in more flexible hours.

REFERENCES

1. Arnkil R. European Employment Observatory Review. Youth employment measures 2010. Publications Office of the European Union, 2011. <http://www.eu-employment-observatory.net/resources/reviews/Finland-YMRvw2010.pdf>> [viewed 28 March 2014];
2. Balkienė K., Jagminas J. Up-To-Date Awareness of Entrepreneurship Policy: Focus on Innovation. Mykolas Romeris University, Vilnius, 2011. <[file:///C:/Documents%20and%20Settings/user/My%20Documents/Downloads/public_policy_and_administration_No10\(4\)_2011_December_p_188.pdf](file:///C:/Documents%20and%20Settings/user/My%20Documents/Downloads/public_policy_and_administration_No10(4)_2011_December_p_188.pdf)> [viewed 27 March 2014];
3. Belfield C. Over-education: What influence does the workplace have? Economics of Education Review 29 (2010) 236-245. Department of Economics, Queens College, City University of New York, 2009. <http://ac.els-cdn.com/S0272775709001009/1-s2.0-S0272775709001009-main.pdf?_tid=9371037a-9882-11e3-8221-00000aacb35f&acdnat=1392717414_fcde31369ca5cc786e1241db954ff712> [viewed 27 March 2014];
4. Besamusca J., Stanescu I., Vauhkonen J. The European Youth Guarantee: a reality check. FEPS Young Academics Network, Brussels, 2012;
5. Blyton P. & Jenkins J. Key Concepts in Work. London, 2007;
6. Brazienė R., Dorelaitienė A. Transition of Youth from Education to the Labour Market: the Case of Lithuania. Kaunas University of Technology, 2012;
7. Brazienė R., Mikutavičienė I. Youth Transition from Education to the Labour Market: Dimension of Labour Market and Education Policy. Public Policy and Administration. Kaunas University of Technology, 2013;
8. Bussi M., Geyer L. Youth Guarantees and recent developments on measures against youth unemployment. A mapping exercise. ETUI aisbl, Brussels, 2013;
9. Cabral Vieira J.A. Skill mismatches and job satisfaction. Economics Letters 89 (2005) 39-47. University of the Azores, Department of Economics and Management, Portugal, 2005. <http://ac.els-cdn.com/S0165176505001837/1-s2.0-S0165176505001837-main.pdf?_tid=af3f1dc6-9882-11e3-817e-00000aacb361&acdnat=1392717460_d5c2f3532bd73b401440300f02d6068c> [viewed 13 February 2014];
10. Council of the European Union. Council Resolution of 27 November 2009 on a renewed framework for European cooperation in the youth field (2010-2018).

- Brussels, 2009. <http://ec.europa.eu/youth/pdf/doc1648_en.pdf> [viewed 21 February 2014];
11. Croce G., Ghignoni E. Demand and Supply of Skilled Labour and Overeducation in Europe: A Country-level Analysis. *Comparative Economic Studies* (2012) 54, 413-439, 2012. <www.palgrave-journals.com/ces/> [viewed 10 April 2014];
 12. Davos-Klosters. World Economic Forum. Matching Skills and Labour Market Needs. Building Social Partnership for Better Skills and Better Jobs. Switzerland, 2014;
 13. De la Porte C., Pochet P. Why and how (still) study the Open Method of Coordination (OMC)? *Journal of European Social Policy*, 2012.
<<http://esp.sagepub.com/content/22/3/336.full.pdf>> [viewed 20 March 2014];
 14. Duell N., Grubb D., Singh S. Activation Policies in Finland. OECD Social, Employment and Migration Working Papers, No. 98, OECD Publishing, 2009;
 15. European Commission Education and Culture Youth, Sport and Relations with the Citizen. Inclusion Strategy of the “Youth in Action” programme (2007-2013). Brussels, 2007. <http://ec.europa.eu/youth/documents/inclusion-strategy_en.pdf> [26 February 2014];
 16. European Commission. Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions. Youth on the Move. An initiative to unleash the potential of young people to achieve smart, sustainable and inclusive growth in the European Union. Luxembourg: Publications Office of the European Union, 2010.
<http://europa.eu/youthonthemove/docs/communication/youth-on-the-move_EN.pdf> [viewed 26 February 2014];
 17. European Commission. Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions. Brussels, 2012.
<http://ec.europa.eu/youth/documents/national_youth_reports_2012/eu_youth_report_communication_final.pdf> [viewed 26 February 2014];
 18. European Commission. Communication from Commission of the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions. Youth on the Move. An initiative to unleash the potential of young people to achieve smart, sustainable and inclusive growth in the European Union. COM (2010), Brussels, 2010.
<http://europa.eu/youthonthemove/docs/communication/youth-on-the-move_EN.pdf> [viewed 29 January 2014];

19. European Commission. Communication from the Commission. Europe 2020. A strategy for smart, sustainable and inclusive growth. COM (2010), Brussels, 2010.
<<http://ec.europa.eu/eu2020/pdf/COMPLET%20EN%20BARROSO%20%20%20007%20-%20Europe%202020%20-%20EN%20version.pdf>> [viewed 15 March 2014];
20. European Commission. Employment, Social Affairs & Inclusion. 2012.
<<http://ec.europa.eu/social/main.jsp?catId=950&langId=en>> [viewed 27 February 2014];
21. European Commission. Entrepreneurship Education in Europe: Fostering Entrepreneurial Mindsets through Education and Learning. Oslo, 2006.
<http://ec.europa.eu/enterprise/policies/sme/files/support_measures/training_education/doc/oslo_report_final_2006_en.pdf> [viewed 24 April 2014];
22. European Commission. Erasmus+. Programme Guide. Brussels, 2014.
<http://ec.europa.eu/programmes/erasmus-plus/documents/erasmus-plus-programme-guide_en.pdf> [viewed 17 March 2014];
23. European Commission. EU Youth Report 2012. Luxembourg: Publications Office of the European Union, 2012;
24. European Commission. Eurostat. Youth unemployment, 2011Q4 (%).<http://epp.eurostat.ec.europa.eu/statistics_explained/index.php?title=File:Youth_unemployment,_2011Q4_%28%25%29.png&filetimestamp=20120502094632> [viewed 19 January 2014];
25. European Commission. How to fight youth unemployment? Project No. VS/2011/0044. Final report with recommendations, 2012;
26. European Commission. Youth Employment: Commission propose package of measures. Brussels, 2012.
<<http://ec.europa.eu/social/main.jsp?langId=en&catId=1036&newsId=1731&furtherNews=yes>> [viewed 21 March 2014];
27. European Commission. Youth in Action. Programme guide, 2013.
<http://jaunatne.gov.lv/sites/default/files/web/Jaunatne_darbiba/2013/programme_guide_2013.pdf> [viewed 28 January 2014];
28. European Commission. The European Commission proposal for the new programme for education, training, youth and sport 2014-2020.
http://ec.europa.eu/education/erasmus-for-all/doc/leaflet_en.pdf [viewed 28 January 2014];

29. European Council. European Council 27/28 June 2013 Conclusions. Brussels, 2013. <http://www.consilium.europa.eu/uedocs/cms_Data/docs/pressdata/en/ec/137634.pdf> [viewed 20 March 2014];
30. European Foundation for the Improvement of Living and Working Conditions. Youth Guarantee: Experiences from Finland and Sweden. Ireland, 2012. <<http://www.eurofound.europa.eu/pubdocs/2012/42/en/1/EF1242EN.pdf>> [viewed 23 April 2014];
31. European Foundation for the Improvement of Living and Working Conditions. NEETs Young people not in employment, education or training: Characteristics, costs and policy responses in Europe. Luxembourg: Publications Office of the European Union, 2012;
32. European Regional Development Fund. Investing in Your Future. Graduate Advantage, 2014. <<http://www.graduateadvantage.co.uk/home>> [viewed 25 April 2014];
33. Gruževskis B., Blažienė I. European Employment Observatory Review. Youth employment measures 2010. Institute of Labour and Social Research, 2010. <<http://www.eu-employment-observatory.net/resources/reviews/Lithuania-YMRvw2010.pdf>> [viewed 28 March 2014];
34. Hagerty M. R. Testing Maslow's Hierarchy of Needs: National Quality-of-Life Across Time. Netherlands, 1999. <<http://link.springer.com/article/10.1023/A:1006921107298#page-1>> [viewed 16 February 2014];
35. Hellgren J., Naswall K., Sverke M. The Individual in the Changing Working Life. Cambridge University Press, 2008;
36. Hennink M., Hutter I., Bailey A. Qualitative Research Methods. London, 2011;
37. Hughes D., Bors Borbely-Pecze. Youth Unemployment: A Crisis in Our Midst – The role of lifelong guidance policies in addressing labour supply and demand. The European Lifelong Guidance Policy Network, Finland, 2011. <<http://elgpn.eu>> [viewed 18 January 2014];
38. International Labour Office. Youth guarantees: a response to the youth employment crisis? <http://www.ilo.org/employment/Whatwedo/Publications/WCMS_209468/lang--en/index.htm> [viewed 20 March 2014];
39. International Labour Organization. Global Employment Trends 2014. Risk of a jobless recovery? Geneva:ILO, 2014;

40. International Labour Organization. Global Employment Trends for Youth 2013. A generation at risk. Geneva:ILO, 2013;
41. Kourilsky M.L., Walstad W.B., Thomas A. The Entrepreneur in Youth. An Untapped Resource for Economic Growth, Social Entrepreneurship, and Education. Cheltenham, 2007;
42. Landy F.J. and Conte J. M. Work in the 21th Century: An Introduction to Industrial and Organizational Psychology, Malden MA: Blackwell Publishing, 2007;
43. Lietuvos darbo birža. Vyriausybės siūlomos priemonės jaunimo užimtumui didinti. Vilnius, 2012.
<<http://www.ldb.lt/jaunimui/naudinga/tyrimai/Vyriausyb%C4%97s%20priemoni%C5%B3%20planas%20jaunimo%20u%C5%BEimtumui%20didinti%202012-2013.pdf>> [viewed 27 February 2014];
44. Lietuvos Respublikos Vyriausybė. Jaunimo politikos pagrindų įstatymas, Nr. IX-1871, 2003.
<<http://www3.lrs.lt/pls/inter3/oldsearch.preps2?Condition1=223790&Condition2=>>> [viewed 26 February 2014];
45. Lietuvos Respublikos Vyriausybė. Nutarimas dėl nacionalinės jaunimo politikos 2011-2019 metų plėtros programos patvirtinimo, Nr. 1715. Vilnius, 2010.
<http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=387971> [viewed 27 February 2014];
46. Lithuanian Free Market Institute. Migration: the Main Reasons and Guidelines for Changes. Vilnius, 2006;
47. Lithuanian Labour Exchange. Active Labour Market Policies. Vilnius, 2013.
<<http://www.ldb.lt/TDB/Vilnius/Paslaugos/Puslapiai/Aktyviosdarborinkospolitikospriemon%C4%97s1.aspx>> [viewed 26 March 2014];
48. Logez K. What Make a NEET? Education Today, 2013.
<<http://oecdeducationtoday.blogspot.fr/2013/05/what-makes-neet.html>> [viewed 4 March 2014];
49. McGuinness S., Sloane P.J. Labour market mismatch among UK graduates: An analysis using REFLEX data. Economics of Education Review 30 (2011) 130-145. Economic and Social Research Institute, Ireland, 2011. http://ac.els-cdn.com/S0272775710001020/1-s2.0-S0272775710001020-main.pdf?_tid=b6df7f8a-9882-11e3-b1f8-0000aacb35e&acdnat=1392717473_93cb3c77cebd5b815d22afa53e9cbdd8

50. Marsden, D., C. Lucifora, J. Oliver-Alonso and Y. Guillotin. The Economic Costs of the Skills Gap in the EU, Istituto per la Ricerca Sociale, Milan, 2002;
51. Menz G. Caviedes A. Migration, Minorities and Citizenship. Labour Migration in Europe. Great Britain, 2010;
52. Ministry of Education and Culture. Education and Research 2011-2016. A development plan, Finland, 2012;
53. Ministry of Education and Culture. Child and Youth Policy Programme 2012-2015. Finland, 2012.
<<http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2012/liitteet/OKM8.pdf?lang=en>> [viewed 17 March 2014];
54. Ministry of Education and Culture. National Strategy for Developing lifelong guidance in Finland. Finland, 2011.
<<http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2011/liitteet/tr15.pdf>> [viewed 19 March 2014];
55. Ministry of Education and Science of the Republic of Lithuania Methodological Centre for Vocational Education and Training. Vocational Education and Training in Lithuania, 2009.
<<file:///C:/Documents%20and%20Settings/user/My%20Documents/Downloads/PROFESINIS-MOKYMAS-lietuvoje-2009-ENG.pdf>> [viewed 20 February 2014];
56. National Reform Agenda 2013. Vilnius, 2013.
<http://ec.europa.eu/europe2020/pdf/nd/nrp2013_lithuania_lt.pdf> [viewed 24 March 2014];
57. National Working Life Development Strategy to 2020. Finland, 2012.
<http://www.tem.fi/files/35434/Tyoelaman_kehittamisstrategia2020_A4_eng.pdf> [viewed 18 March 2014];
58. Noon M. & Blyton P. The Realities of Work. Experiencing Work and Employment in Contemporary Society. New York, 2007;
59. Nordic Social Statistical Committee. Youth Unemployment in the Nordic Countries. Copenhagen, 2011;
60. Nordin M., Persson I., Rooth D.O. Education-occupation mismatch: Is there an income penalty? Economics of Education Review 29 (2010) 1047-1059. Department of Economics and Centre for Economic Demography, Lund University, Sweden, 2010. <http://ac.els-cdn.com/S0272775710000646/1-s2.0-S0272775710000646-main.pdf?_tid=1129d3f4-98b1-11e3-bee2-

- [00000aab0f01&acdnat=1392737381_cfe151dad724ef5d55ff18a81512962c](#)> [viewed 26 January 2014];
61. Northern Ireland Assembly. Research and Library Services. Young People Not in Education, Employment or Training (NEETS), 2009;
 62. Official Journal of the European Union. Decision No 1719/2006/EC of the European Parliament and of the Council of 15 November 2006 establishing the “Youth in Action” programme for the period 2007 to 2013. Brussels, 2006.
<http://ec.europa.eu/youth/youth-in-action-programme/overview_en.htm> [viewed 19 February 2014];
 63. Okunevičiūtė Neverauskienė L., Moskvina J. The problems of socially vulnerable youth integration into labour market. Vilnius, 2008;
 64. Okunevičiūtė Neverauskienė L., Pocius A. Development Trends of Youth Situation in the National Labour Market and the Methodological Calculation Problems of Labour Market Indicators. Ekonomika, 2008;
 65. Olofsson J., Wadensjö E. Youth, Education and Labour Market in the Nordic Countries. Similar But Not the Same. 2012. <<http://library.fes.de/pdf-files/id/09468.pdf>> [viewed 17 March 2014];
 66. Oosterbeek H. Introduction to special issue on overschooling. Economics of Education Review 19 (2000) 129-130. University of Amsterdam, Netherlands, 1999.
<http://ac.els-cdn.com/S0272775799000400/1-s2.0-S0272775799000400-main.pdf?_tid=b90eab46-9882-11e3-93fe-00000aacb362&acdnat=1392717477_1e8680b0fb13848527427e60856fdee1> [viewed 13 February 2014];
 67. Organization for Economic Co-operation and Development. Education at a Glance. 2011 OECD Indicators, OECD Publishing, 2011.
<<http://www.oecd.org/education/skills-beyond-school/48631582.pdf>> [viewed 22 February 2014];
 68. Quintini G. Organisation for Economic Co-operation and Development. Employment, Labour and Social Affairs Committee. Over-qualified or Under-skilled: a review of existing literature. France, 2014;
 69. Republic of Lithuania Ministry of Social Security and Labour. News in Youth Policies, 2012. <<http://www.socmin.lt/index.php?-1641333474>> [viewed 6 January 2014];
 70. Resolution for the national strategy for education 2013-2022. Parliament of Lithuanian Republic, Vilnius, 2012;

71. Sissons P. and Jones K. Lost in Transition? The Changing Labour Market and Young People Not in Employment, Education or Training. The Work Foundation, Part of Lancaster University, 2012.
<http://www.theworkfoundation.com/DownloadPublication/Report/310_lost_in_transition%20%282%29.pdf> [viewed 4 March 2014];
72. Sobel R.S. The Concise Encyclopedia of Economics. Entrepreneurship, 2008.
<<http://www.econlib.org/library/Enc/Entrepreneurship.html>> [viewed 24 April 2014];
73. Statistics Lithuania. Emigrants who have declared their departure by sex, age and year, 2012.
<<http://db1.stat.gov.lt/statbank/selectvarval/saveselections.asp?MainTable=M3020103&PLanguage=1&TableStyle=&Buttons=&PXSId=7371&IQY=&TC=&ST=ST&rvar0=&rvar1=&rvar2=&rvar3=&rvar4=&rvar5=&rvar6=&rvar7=&rvar8=&rvar9=&rvar10=&rvar11=&rvar12=&rvar13=&rvar14=>>> [14 March 2014];
74. Strangleman T & Warren T. Work and Society Sociological Approaches, Themes and Methods. London and New York, 2008;
75. Sweet S. & Meiksins P. Changing Contours of Work. Jobs and Opportunities in the New Economy. Pine Forge Press, California, 2008;
76. Tartilas J. The problem of Unemployment. Mykolas Romeris University, Vilnius, 2005;
77. Terminology of European education and training policy. A selection of 100 key terms. Office for Official Publications of the European Communities, Luxembourg, 2008.
<http://www.cedefop.europa.eu/EN/Files/4064_en.pdf> [viewed 20 February 2014];
78. The Council of the European Union. Council Recommendation of 22 April 2013 on establishing a Youth Guarantee. Official Journal of the European Union, 2013;
79. Theodoropoulou S. Skills and education for growth and well-being in Europe 2020: are we on the right path? Europe's Political Economy Programme, 2010.
<http://www.epc.eu/documents/uploads/pub_1160_skills_and_education.pdf> [viewed 18 January 2014];
80. Partnership between the European Commission and the Council of Europe in the field of Youth. Country Sheet on Youth Policy in Lithuania, 2010. <http://youth-partnership-eu.coe.int/youth-partnership/documents/Questionnaires/Country/2010/Country_sheet_Lithuania_2010.pdf> [viewed 24 March 2014];
81. Volti R. An Introduction to the Sociology of Work and Occupations. Pine Forge Press, California, 2008;

Youth employment situation and policies in Lithuania and Finland

SUMMARY

Young people face a lot of difficulties when trying to enter the labour market after high education, because of qualification mismatches, lack of experience and high requirements of employers. Statistical data show that unemployment rates of youth are significantly higher in comparison with the rest of working age society. Youth face psychological damage, lose their skills and possibility to gain experience during the period of unemployment. Economic loss and social costs are very high among the states because of youth unemployment.

EU have mobilized all capable instruments to combat youth unemployment and prepared recommendations for member states. According to statistical data Lithuania is one of EU countries with the highest rates of youth unemployment, while Finland has comparatively high rates of youth employment. While countries follow EU recommendations, but implement specific measures in different ways, comparative analysis reveals effectiveness of policy measures in youth employment sector and show good practice of Finland. Therefore, the aim of performed research is to empirically investigate what kind of difficulties youth face when trying to enter the labour market after the high education and how youth employment policies in Lithuania help to avoid these obstacles.

Situation overview of youth employment in Lithuania and Finland revealed that positive trends of youth employment situation are observable in Finland, while youth employment rates in Lithuania are just starting to meet international EU standards. It shows that youth employment policies in Finland are implemented more successfully in comparison with Lithuania.

Young unemployed people with high education in Lithuania were interviewed during qualitative research, while they are the most appropriate informants to provide information about effectiveness of implemented youth employment policies. Qualitative research revealed that youth does not get appropriate state support during the period of unemployment in Lithuania and implemented measures do not improve activeness of youth in labour market. Lack of information about national and international policy measures shows that youth employment policies in Lithuania are not effective enough.

Jaunimo užimtumo situacija ir politika Lietuvoje ir Suomijoje

SANTRAUKA

Jaunimas, baigęs aukštąjį mokslą susiduria su daugeliu problemų siekiant įsidarbinti dėl išsilavinimo ir darbo rinkos neatitikimų, patirties stokos ir aukštų darbdavių reikalavimų. Statistiniai duomenys rodo, kad jaunimo nedarbo lygis žymiai aukštesnis palyginus su kitais darbingo amžiaus žmonėmis. Nedarbantis jaunimas patiria psichologinę žalą, netenka įgūdžių ir neįgyja patirties. Jaunimo nedarbas stipriai įtakoja ekonomikos nuosmukį ir socialinių išlaidų padidėjimą visose šalyse.

ES sutelkė visas įmanomas priemones kovai su jaunimo nedarbu ir parengė rekomendacijas valstybėms narėms. Tačiau, pagal statistiką Lietuva yra viena iš pirmaujančių ES šalių pagal jaunimo nedarbo rodiklius, tuo tarpu Suomijoje jaunimo užimtumas palyginus yra gana aukštas. Abi šalys vadovaujasi ES rekomendacijomis, tačiau politikos priemonės įgyvendina skirtingais būdais. Lyginamoji analizė atskleidžia didesnę jaunimo politikos įgyvendinamos Suomijoje efektyvumą ir gerą šalies patirtį. Atlikto tyrimo tikslas yra empiriškai išnagrinėti su kokiais sunkumais jaunimas, įgijęs aukštąjį išsilavinimą, susiduria įsidarbinimo srityje ir kaip Lietuvos jaunimo užimtumo politika padeda šių sunkumų išvengti.

Jaunimo užimtumo Lietuvoje ir Suomijoje situacijos analizė atskleidė teigiamus pokyčius jaunimo užimtumo srityje Suomijoje, tuo tarpu jaunimo užimtumas Lietuvoje dar tik pradeda artėti prie tarptautinių ES standartų. Tai rodo, kad Suomijos jaunimo užimtumo politika veikia efektyviau palyginus su Lietuvos politika.

Kokybinio tyrimo metu buvo apklausti jauni Lietuvos bedarbiai, turintys aukštąjį išsilavinimą, nes jie gali pateikti tiksliausią informaciją apie jaunimo užimtumo politikos šalyje efektyvumą. Kokybinis tyrimas parodė, kad gauna nepakankamą valstybės paramą bedarbystės laikotarpiu, o Lietuvoje įgyvendinamos priemonės neskatina jaunimo aktyvumo darbo rinkoje. Ryškus informacijos trūkumas jaunimo tarpe apie įgyvendinamas nacionalines ir tarptautines jaunimo užimtumo priemones rodo, kad Lietuvos jaunimo užimtumo politika nėra pakankamai efektyvi.

Sendžikaitė E. Youth Employment Situation and Policies in Lithuania and Finland. Comparative Social Policy and Welfare. Master thesis. Supervisor lect. Inga Gaižauskaitė. Vilnius, Mykolas Romeris University, Faculty of Social Technologies, 2014.

ANNOTATION

Youth face a lot of problems when trying to enter and sustain in the labour market after high education. According to statistical data, youth unemployment rates are significantly higher in comparison with common unemployment level in all European countries. Level of youth integration into the labour market in Lithuania is one of the lowest in the context of Europe. Institutions of European Union and member states implements measures, initiatives and programs in order to improve youth situation in employment after education as soon as possible. Comparative overview of youth employment situation in Lithuania and Finland reveals data of implemented international surveys in youth employment field and highlights differences between selected countries. Qualitative research seeks to reveal what kind of difficulties youth in Lithuania face when trying to enter the labour market and how implemented youth employment policies helps to combat with these obstacles.

Key words: labour market, qualification, youth employment, youth employment policies.

Sendžikaitė E. Jaunimo užimtumo situacija ir politika Lietuvoje ir Suomijoje. Lyginamoji socialinė politika ir gerovė. Magistro baigiamasis darbas. Vadovė lekt. Inga Gaižauskaitė. Vilnius, Mykolo Romerio universitetas, Socialinių technologijų fakultetas, 2014.

ANOTACIJA

Jaunimas, įgijęs aukštąjį išsilavinimą, susiduria su daugeliu problemų siekdamas įžengti ir įsitvirtinti darbo rinkoje. Statistiniai duomenys rodo, kad jaunimo nedarbo lygis yra ženkliai didesnis už bendrąjį nedarbo lygį visose Europos šalyse. Lietuva Europos kontekste atsiduria vienoje iš paskutinių pozicijų pagal jaunimo integracijos į darbo rinką lygį. Europos Sąjungos institucijos ir valstybės narės įgyvendina priemones, iniciatyvas, programas, kuriomis siekiama suteikti jaunimui daugiau galimybių įsilieti į darbo rinką kuo greičiau po mokslo laipsnio įgijimo. Lyginamoji, jaunimo užimtumo situacijos Lietuvoje ir Suomijoje, apžvalga pateikia tarptautinių tyrimų duomenis jaunimo užimtumo srityje ir atskleidžia pagrindinius skirtumus šalyse. Kokybiniu tyrimu siekiama išsiaiškinti su kokiais sunkumais jauni žmonės susiduria, siekdami įsilieti į darbo rinką, baigę aukštąjį mokslą Lietuvoje ir kaip šalyje įgyvendinamos politinės priemonės padeda šiuos sunkumus įveikti.

Pagrindinės sąvokos: darbo rinka, kvalifikacija, jaunimo užimtumas, jaunimo užimtumo politika.

ATTACHMENTS

ATTACHMENT 1

INTERVIEW GUIDE

1. ***Could you please shortly introduce yourself:*** age, gender, educational level (bachelor or master degree/university or college)?

2. ***Of what age people are included in group of youth in Lithuania?*** Do you recognize yourself as youth?

3. ***Why did you decided to study in a high education?***

What field have chosen and why? Did the studies meet your expectations? How do you evaluate quality of your studies? Do you think that studies prepared you for participation in labour market? Did you think you are going to work in the professional field you have chosen, when you was a student?

4. ***Have you been engaged with the labour market before becoming unemployed?***

Have you been working during the studies? Was it related with your profession? How did you find your first job? Did you participate in any youth activation programs or use state support? How long are you in unemployment now?

5. ***Tell me about the ways you are looking for a job.***

What kind of job searching methods are you using? Did it change during the period of unemployment, while you could not find suitable working position for some period of time? Are you looking for job in the same ways as you used to at the beginning of unemployment? Do you participate in any youth activation programs, do you know about the possibilities to participate in it? What do you know about policy measures in order to promote youth employment? What do you know about the possibilities to get state support for youth in case of unemployment?

6. ***In what kinds of activities do you participate during the period of unemployment after you finished high education?***

Vocational training, language courses, sports etc... Do you feel you still have the same skills as it used to be at the moment when you finished your studies? How does the social activities, politics interests, active citizenship could be helpful in finding a job?

7. *Could you name kind of difficulties/barriers you face which disturb you to find a job?*

Tell me about your experiences from the job interviews. What kind of jobs is most relevant in the labour market supply? Do you think there are enough job vacancies which fit your qualification? What kind of working position are you looking for? Is it related with your educational field?

8. *What is the most relevant reason why you could not find a job?*

9. *What is your requirements concerning working position and place?*

Working hours, quality of work, infrastructure of working place, colleagues, salary etc... What are your special skills, which would be useful in the working place? Have you participated in any kind of mobility programs during your studies?

10. *What do you think about educational system and labour market supply, does it match each other?*

Quality of studies, vocational training, internship opportunities etc... What kind of knowledge did you get about possibilities of apprenticeship and entrepreneurship for youth in your country during the studies?

11. *What do you know about youth mobility in EU concerning job relations and opportunities?*

Do you have any intentions to go abroad to look for a job? What kinds of possibilities are opened for you according to free movements? How youth mobility affects your country and its economical stability?

12. *Tell me what do you know about EU policies concerning youth employment promotion?*

What are the main intentions of EU in youth field? What kinds of opportunities are available for you according to EU implemented social policy measurements?

13. *What kind of social policy measurements in Lithuania would you able to mention, which promotes youth employment in Lithuania?*

How do you think Lithuanian youth employment policies are related with EU policies? In which way does Lithuanian social policy follows EU standards in youth employment field?

14. *Did you get any support from the state while you are in unemployment?*

Financial support, encouragement to participate in vocational trainings, apprenticeship etc... Did you get such services as information, individual consultations, and career guidance?

15. How the state support helps for you to find a job?

Could you mention positive and negative issues of provided state support in case of unemployment?

16. What would you change in Lithuanian social policy system in the field of youth employment if you would be able to?

Could you name some particular suggestions for the governing bodies in Lithuania for creating measurements to promote youth employment in the country? Could you mention some particular measurements of EU or other EU member state which implementation would be useful in Lithuania?

CATEGORIES AND SUBCATEGORIES

Categories	Subcategories
1. Professional choice	1. Individual motivation
	2. External pressure
	3. Accidental choice
2. Working experience	1. Type of work
	2. Gained skills
3. Process of job searching	1. Self-contained
	2. Institutional support
	3. Support of social net
4. Activeness of unemployed youth	1. Kinds of activities
	2. Obstacles
	3. Advantages
	4. No activity
5. Difficulties to find appropriate working position	1. Educational mismatches
	2. High requirements from employers
	3. Personal characteristics of unemployed
	4. Expectations about working place
	5. Lack of social net
6. EU support for youth employment	1. Implemented measures
	2. Opportunities opened
	3. Obstacles for youth
7. State support in case of unemployment	1. Active labour market policies
	2. Passive labour market policies
	3. Effectiveness of support
8. Future expectations	1. Educational system
	2. Preparation for labour market
	3. Position of employer