Aspects of Youth Participation in the Globalized Labour Market: Cases in Lithuania and Belarus

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Summary. One of the key factors of youth social welfare both in Lithuania and Belarus, are employment and integration into the labour market. This article analyses participation of youth in the labour market in the view of occupational socialization and the role of education for participation in the labour market. The results demonstrate that the level of education and professional qualification have impact on participation of youth in the labour market and occupational socialization; young people, who have higher level of education, integrate into the labour market easier.

Keywords: youth, the labour market, education, employment, unemployment, professional adaptation, occupational socialization.
Introduction

In a contemporary society with developing science and technologies and globalization of the world, cultural values and behaviour of an individual in various areas of life change. Youth is not an exception to the rule, which as a relatively large social group, is also affected by these processes and have to overcome these challenges. Youth employment and unemployment is one of those challenges in Lithuania and Belarus. Youth both in Lithuania and Belarus¹ consider employment as one of the most significant values in their lives, thus employment and staying in the labour market is very important to youth.

According to Lithuanian Labour Exchange, currently youth unemployment reaches 18.7% in Lithuania. Every fifth young person is unemployed. Therefore, the complicated integration of youth into the labour market results in the problems of supplementing the labour market with new labour force, losing a part of potential gross domestic product, loss of taxes, covering of unemployment costs and additional appropriations, facing social and political tension, recession in labour values, violation of law, health protection costs, etc. (Bajorūnienė, Patašienė, Bieliūnaitė, Stanionytė, Zaburaitė, 2011, 46). Unsuccessful integration into the labour market and lack of employment are major factors determining a number of other youth problems: social exclusion and spread of harmful habits, inability to cover education costs, education fees and so on. According to the analysts of employment policy, social losses of unemployment are much more painful for an individual and the society in comparison to the economic ones.

The issues of youth unemployment have been a concern of researchers and practitioners of different fields of science all over the world: G. Martin, K. V. Gough, R. Gomez-Salvador, N. Leiner-Killinger, O. Demidova and others. They analyse economic, psychological, social and legal aspects of youth unemployment. Considerable attention is drawn towards the issues of the “brain drain” and deviant behaviour (alcohol addiction, crimes, and suicides) of youth. Successful occupational socialization is also one of most important factors seeking to stay in the labour market.

Objective of this article is to analyse problems of integration into the labour market of youth in Lithuania and Belarus.

Objectives of the article:
1. To define the situation of youth employment;
2. To analyse the extent and causes of youth unemployment;
3. To reveal the position of the young unemployed in the labour market;
4. To discuss and assess measures for youth integration into the labour market and their influence on occupational socialization.

¹ Demonstrated by the primary data within the framework of the research “Peculiarities of Youth as an Object of Social-Cultural Environment under Globalization and Information Society Conditions”.  

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**Research methods:** analysis of scientific and statistical literature, analysis of strategic documents of the EU, Lithuania and Belarus.

**Theoretical Aspects of Professional Adaptation and Occupational Socialization**

In Sociology the phenomenon of adaptation in the labour market as a social process began to be investigated since the 70’s of the last century and this was connected with the emergence of finding the solutions to vocational adjustment problems of young workers in the workplace. Traditional definitions of organizational adaptation define adaptation as “a process that occurs when there is a change in an organization’s environment that sparks a response from the organization” (Zilwa, 2010). Such Belarusian and Russian sociologists as T. N. Smotrova, L. V. Korel, T. A. Antonova, T. B. Polonevich, T. M. Churekova, L. L. Shpak and others contributed to the investigation of this problem. They studied the process of adaptation as the term for successful socialization in different social contexts and, first of all, in the conditions of professional activity. The Russian researcher S. I. Rozum (2006) suggests a systematic definition of “social adaptation”, which is understood as “the achievement of dynamic balance of a person who is included into the new social environment for the first time, that is simply a process of adaptation, getting use to the role, occurrences, development, etc.”

Social adaptation in its basic forms is realized in the process of socialization, but socialization is a broader concept. “Without active adaptation of an actor to the social environment socialization is impossible: while adapting, the subject is socialized. At the same time the success of social adaptation depends on the previous socialization” (Rozum, 2006). A person is socialized throughout his life, and adaptation is certain “steps” in life, especially at the professional ways. So, in this research we focus more on professional adaptation, that is how successfully individuals learn professional standards, professional ethic and integrate into the working staff.

**Professional adaptation** is a process and the result of individual adjustment to the demands of profession, mastering of professional and social standards of behaviour required to perform job functions. Professional adaptation is usually associated with the initial stage of professional and employment activity of a person. But in fact, it starts since studying the profession, while getting professional education, when not only professional knowledge, skills, rules and standards of behaviour are learned, but also it forms the professional lifestyle, which is typical for the workers. The adaptation process is completed when a person finds himself and his place in the situation which is new for him, so it happens in the professional area. Especially vividly it happens when young professionals get their professional skills in their first job.
It should be noted that researchers have distinguished a number of directions to professional adaptation. Such aspects of professional adaptation as environmental, biological, physiological, operational, informational, communicative, personal and socio-psychological are marked in scientific literature. B. G. Ananiev in this case defined professional adaptation as the unity of the individual adaptations to the physical conditions of the professional environment (the first aspect, psycho-physiological), adaptation to the professional tasks, professional information, and so on (the second aspect, professional) and adaptation of the individual to the social components of the professional environment (the third aspect, socio-psychological aspect) (Ananiev, 1967). Socio-psychological adaptation means the inclusion of the individual in the specific conditions of the activity within the first working staff in its objective-social activity. In the study of social and psychological adjustment of personality, the focus should be on his or her personal activities, the behaviour according to the status of this person in the staff, the role and attitude to working environment.

Scientists have dealt with such issues as management of the adaptation processes to the working staff. They examined the important components of the employees: the socio-psychological environment, the problem of individual education of the staff, methods of employee impact studying. Accordingly, social adaptation was defined as “the degree of emotional and positive participation of the young worker in the core activities of the working group, with the gradual assimilation of perceived socially important values, norms, ideas and traditions in this group” (Terekhova, 1975).

In the world of sociological literature the problem of professional adaptation is given both as a product and a process. As a product, an adaptation can be given a formal definition, but as a process it is a creation and reception (Hutcheon, 2006). Most of the sociologists in America and European countries consider the problem of adaptation as a process of market regulation where all roles and positions are strictly distributed. In the capitalistic way of economic development Leidner and Bolton suggest the trilateral idea of organizing work. The relationship between employer, worker and customer are mainly based on meeting the goals specified by management and satisfying the customer. On the other hand, some sociologists, in particular for Belanger and Edwards (2013), contrast the idea of triangle relationships by the proposition that “service work is not all about consumption but all about work. They move away from the idea of the customer-worker-employer triangle and instead present customers as a form of interaction with other elements of the economy, holding the employer-employee relationship stable” (Belanger, Edwards, 2013). From psychological perspective European sociologists distinguish organizational and individual levels. Environmental aspects of work adaptation were investigated by Horatio Blidaru, Eva Cifre-Gallego and Rodriguez-Sanchez (2012). The adaptation strategies for optimizing work contentment were developed by Takala, Urrutia, Hämäläinen, Saarela (2009). They found out the interdependence between the individual and societal requirements from work. “The
individual is concerned about a rise in one’s career, which will ensure a growth of income, working time, prestige, quality of life through access to other type of services, of a higher level. And the society requires education, training, wishes to meet, namely mobilization to create, adopting a healthy lifestyle in harmony with nature, can influence genetically a person” (Takala, 2009).

Controversial terms in social sciences and interpretation of the occupational socialization is encumbered by terms such as profession (professional, occupational) socialization, education, training based on different theoretical paradigms even within the framework of one academic subject.

According to R. Merton, “socialization” refers to the processes through which an individual acquires the knowledge, skills, and dispositions needed to perform a social role effectively. “Professional socialization” refers to the processes through which one becomes a member of a profession and, over time, develops an identity with that profession (Parkay F. Wet, 1992).

It follows that the “result” of occupational socialization is due performance of the professional role. In the view of the final result we can single out three interrelated prospects of occupational socialization:

Socialization prior to occupational work, which takes place in the family and at school. During this process the individual gets familiar with personal qualities and skills required for the world of professions.

Socialization by the occupation. These processes focus on the experiences made in the organisation and work process, which influence the person’s attitudes towards the contents, conditions and results of work.

Socialization besides occupation. Due to the requirement to learn in a lifelong sequence, experiences with continuing education, retraining and unemployment as well as biographical counselling (for instance coaching) are becoming important aspects of occupational socialization.

As W. N Heinz makes a good note that we should not identify socialization to the professional education. Occupational socialization is a much wider process. Whereas occupational education and training is a more or less methodical and systematic instruction and promotion of work orientations and abilities, qualification is the acquisition of occupational knowledge and skills in the context of specific training and learning arrangements. Occupational socialization is intentional but also an incidentally occurring process of active acquisition of beliefs, orientations and competences by which work experience and personality characteristics are being connected (Heinz, 2008).

Theories of occupational socialization can be divided into several relative groups:

Role theory. The sociological theory of roles defines occupations from the point of view of social norms and skill demands of companies. Occupational roles are not just related to the company but they also refer to societal standards of achievement and values, which also concern the social status of the employee. According to the role theory, the main
objective for socialization is the social shaping of motivation, abilities and orientations, which are instrumental for working in defined occupations.

Subject-oriented theories. The interrelationship between social structures and individual qualifications contributes to the societal constitution of occupations. In socialization processes, different combinations of skills become connected with the work capacities of individuals. The subject-oriented theories of occupational socialization concentrate on the question, which programmes of human development, in the sense of options of subjective commitment to the various occupations, are implied.

Psychological theories of learning and action. Here the demands concerning the regulation of actions, which are embedded in the work tasks, are emphasized.

Occupational habitus. When there is a close connection between family, school and employment, the outcome may be an “occupational habitus”. This concept has been used primarily in connection with the occupational socialization of members of the professions (e.g. medical doctors, lawyers, architects), to characterize the traditional types of the wage worker and the civil servant.

Interaction between occupational work and personality. By socialization processes prior to, by and besides work, people develop patterns of identity, which tend to be reinforced in interaction with other members of the work organisations. Interaction processes result in a range of interrelationships between occupational work and personality development. The formation and stability of identity are influenced by the continuity and discontinuity of the employment career, the lifestyle and the criteria for accepting or rejecting different work conditions.

Occupational biography and self-socialization. Due to increasing de-standardization of the employment career, active shaping of one’s occupational biography becomes the main challenge. Persons are required to search for new connecting links for orientation in the labour market and the restructuring of firms in order to cope with discontinuities in the work life course, it becomes necessary to develop not only occupational competences, but also modes of shaping one’s occupational biography, which support the person in responding to the changing work demands and employment conditions (Heinz, 2008).

Review of the Situation of Youth Employment in Lithuania

It is essential to observe certain criteria when analysing youth employment. Citizens of 15–29 years of age are attributed to young people involved in economic activities, who during the research period had a paid job of not less than an hour per week and received a salary paid in money or in kind (food or other products). This category of the employed involves:

- employers who work independently and provide full-time employment (for at least three months);
persons who have a business and work without hired staff, i.e. owners of private companies, working under license, and small farmers;
employees who have entered into a written or verbal hire contract with private or state-owned companies, institutions or organizations and are working full or part-time;
paid and unpaid students and trainees on a working placement in a company, institution or organization;
citizens serving in private homes (nurses, nannies and servants);
employees who are temporarily out of work due to the annual leave, illness, pregnancy, maternity leave, etc.

According to Statistics Department of Lithuania, the employed category involved 1,319.0 thousand citizens in 2014, out of them 106.6 thousand of young people. Table 1 shows that the employment level of young people aged 15-24 was 24.6 % in 2013, whereas it increased up to 25.9 % in 2014; every fourth citizen aged 15–24 was employed. An increase in youth employment has been noticed in Lithuania over the past years.

<table>
<thead>
<tr>
<th>Table 1. Employment of Lithuanian population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of the employed, thousand</td>
</tr>
<tr>
<td>Level of employment, %:</td>
</tr>
<tr>
<td>Total (15–64 years of age)</td>
</tr>
<tr>
<td>Females</td>
</tr>
<tr>
<td>Males</td>
</tr>
<tr>
<td>Senior age (55–64)</td>
</tr>
<tr>
<td>Young age (15–24)</td>
</tr>
</tbody>
</table>


The distribution of youth according to their economic activities is similar to the distribution of the overall working population of the country. The largest number is employed in the following sectors:

- wholesale and retail trade;
- manufacturing;
- education;
- agriculture, forestry and fisheries;
- transport and storage and
- construction.

In comparison to the youth in rural areas, professional readiness of urban youth is higher and better-paid. About 391 thousand of young people live in the city of Lithuania and have better possibilities to study, develop their qualification and find employment in accordance to the gained profession. Therefore, integration of urban
youth into the contemporary labour market is more intensive and effective. The situation in rural areas, though, is much worse. There is a shortage of working places in all economic sectors.

According to Statistics Department of Lithuania, the level of labour force was 58.9% in Lithuania in 2014; the level of labour force of youth (aged 15–24) was 34.2%. The level of youth participation increased due to the common tendencies of the rise of employment rate. It shows youth’s aspiration to participate in the creation of public property and gross domestic product.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Aged 15–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>56.8</td>
<td>28.4</td>
</tr>
<tr>
<td>2011</td>
<td>57.4</td>
<td>28.2</td>
</tr>
<tr>
<td>2012</td>
<td>57.7</td>
<td>29.3</td>
</tr>
<tr>
<td>2013</td>
<td>58.0</td>
<td>31.5</td>
</tr>
<tr>
<td>2014</td>
<td>58.9</td>
<td>34.2</td>
</tr>
</tbody>
</table>

Table 2. Participation rate of labour force (%)


Despite the fact that the level of youth participation and employment has increased over the past years, the statistics for the past decades demonstrates that the participation and employment of young people has been decreasing over a period of a few decades. For instance, the participation rate of youth labour force was 58.8% in 1998, and 51.4% in 2001; whereas the total participation rate was 48.3% in 1998 and 43.7% in 2001.

Youth participation and employment levels are largely affected by several positive and negative economic factors. First, the interest of Lithuanian youth to pursue for higher education for the sake of own future has revived. This pursuance is illustrated by the growing level of enrolment rate (gross). The level of enrolment rate in higher education was 17.8% in 1996, whereas it reached 31.1% in 2000, and 58.4% in 2013 (Education, 2013, http://osp.stat.gov.lt/services-portlet/pub-editon-file?id=3070). Hence, advanced youth return to all the levels of education and abandon the labour market. A number of sociological researches in Lithuania and other countries demonstrate that youth’s willingness to study and their striving for knowledge are conditioned by their awareness of the significance of science, as well as aspirations for prospective career and financial wellbeing.

Second, the levels of youth participation and employment are inhibited by the inability of young specialists to adapt to the changing conditions of the labour market. The majority of employers believe that young staff lacks professional training and have insufficient working experience. According to labour market studies, approximately 60% of the young unemployed without working experience consider that the main reason of their unemployment is lack of professional training.
Third, youth competition for vacancies in private and state-owned structures has become more acute in Lithuania. The level of competition is rather high not only among highly-qualified specialists, but also among those with low qualifications. Therefore, labour has become a social value in all labour market segments irrespectively of staff qualifications, education and wage rate.

Fourth, the indicators of economic participation and employment of Lithuanian youth are aggravated by the rapid migration of labour force to other countries: the United Kingdom, Ireland, Germany, Norway, the United States, Spain and Sweden. High unemployment rate, poor access to well-paid and promising workplaces pushes the youth into despair and increased migration. According to Statistics Department of Lithuania, 415.5 thousand of Lithuanian population emigrated in 2004-2012. According to EUROSTAT forecast, 2.8 million people will reside in Lithuania in 2050 (currently population here is 2979.3 thousand) (International migration of Lithuanian population, 2013, http://osp.stat.gov.lt/documents/10180/637156/Pasaulio_lietuviu_bendr_Gyv_+_tarpt_+_migr_130509.pdf/48e90937-3bd1-4590-8aa6-68087cdf46dd).

Belarusian Youth Labour Market

The state of the labour market and employment status is closely related to the economic situation in the country. Belarusian society is currently undergoing a transitional period from industrial to post-industrial stage of development. The complexity and contradictions of this process is that transition to a post-industrial state is accompanied by incomplete technical transformation development. Second, the heritage of the previous socialist way of life has had a negative impact on the pace of market awareness and behaviour of citizens. According to the population census the rate of unemployed is 6 % from the active part (Population census 2009). But according to the statistical data of recent years (2014) this rate is 0.6 %. We should take the fact into account that statistical methodology of Belarus differs from the one in European countries. Nevertheless, more than third part of unemployed is youth (16–30 years old) and makes 37.1 % (Population census 2009) (Table 3).

Table 3. Unemployment rate of youth in Belarus (%)

<table>
<thead>
<tr>
<th>Age / Year</th>
<th>2000</th>
<th>2005</th>
<th>2010</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>16–19</td>
<td>22</td>
<td>18.5</td>
<td>7</td>
<td>6.4</td>
<td>5.3</td>
</tr>
<tr>
<td>20–24</td>
<td>18.9</td>
<td>18.3</td>
<td>17.2</td>
<td>16.1</td>
<td>14.7</td>
</tr>
<tr>
<td>25–29</td>
<td>13</td>
<td>12</td>
<td>13.9</td>
<td>14.</td>
<td>13.9</td>
</tr>
<tr>
<td>30–34</td>
<td>10.9</td>
<td>10.1</td>
<td>11.7</td>
<td>12.1</td>
<td>12.3</td>
</tr>
</tbody>
</table>
From 2010 till 2012 there was economic crisis that influenced the labour vacancies for Belarus people. Gradually the level of unemployed young people is decreasing in comparison with previous years. Less unemployment is noticed among young people from 16 till 19. Current development of the labour market of Belarus is that there is a lack of workers in the area of services and those positions, which do not require special training and education at universities, for example, agricultural area, constructions and service staff. So, the demand for these jobs is prevailing in Belarus labour market. The next figure proves this, as the highest employability is observed among those with secondary education – 28.5 % (i.e. who is involved in mass service jobs without obligatory qualification) (Figure 1).

![Employment rate in Belarus according to education in Belarus in 2010, %](image)

**Fig. 1. Employment rate in Belarus according to education in Belarus in 2010, %**

The statistics shows that the vacancies for these positions are much more than jobs to which highly-educated people are legible for. Moreover, not only professional misbalance in different professional fields is observed but also a territorial one. Very few young people wish to make a life career in countryside or small towns but most of them tend to find a job in a city. In this connection a distribution system of young professionals was maintained in Belarus. According to the law “About first workplace” those graduates who studied on a budge base are obliged to work for 2 years in those locations, which officials decided for them. During this period they have a legal status of “young professionals”, which provides them with a number of benefits, for example, they are not allowed to be fired, have accommodation support and have some financial benefits (e.g. countryside workers have 30 % wage higher). On the other hand, not all graduates prefer to have a job according to the distribution. As a result many young people feel frustration towards the job and their career starts slower.

The experts say that engagement in the profession should take place at the stage of career guidance at school. In contemporary schools it is not enough for career decision-making. Social-professional orientation is expressed, first of all, in effort to join the professional community, which is engaged primarily in mental or manual labour.
This is particularly evident in the fact that most of the graduates from urban and rural schools, who come from families of labour workers and employees claim to have professions that require higher education. Moreover, the question of choice is often of a secondary importance. This is indicated by the selection committee during the entrance exams when applicants move documents from one professional department to another focusing on the competitive passing score but not on its contents. Considering these circumstances, it is not surprising that only half of the graduate students are going to work according to their profession. When entering the universities, most attention is drawn to the prestige of the profession rather than future employment. This leads to a competition of young professionals in the labour market. A considerable part of young unemployed people are seeking job according to their profile, which may lead to migration. Secondly, the employers are not interested to hire graduates because of their lack of experience. Third, the activities of most Belarusian companies are aimed at self-preservation and survival rather than expansion of production and attraction of new staff. All this lead to the exclusion of young Belarusians from the labour market and search for other alternatives abroad.

**The Level of Youth Unemployment in Lithuania and the EU**

Youth unemployment is increased by the decline in their participation and insufficient number of vacancies. In accordance with the methodology of International Labour Organization, the unemployed are persons of working-age who are registered or not with the Labour Exchange and conforming to the following requirements: they do not have working or private activity, have searched for employment over the past four weeks and are ready to assume labour within two weeks after the proposal. The provided description does not comply with the legal definition of an unemployed person that is proposed by our law. Law on Support for Employment of the Republic of Lithuania provided for that “the unemployed shall be persons who are capable of work, do not undergo education in terms of general educational or formal vocational training curriculum, or higher educational full-time programmes and who are registered with the local labour exchange”. Hence, Lithuanian Labour Exchange provides the status of the unemployed to persons who have registered with the local labour exchange. Statistics Department of Lithuania annually conducts research in the labour force pursuing to identify the actual number of the unemployed and to determine the level of unemployment. The research data are based on the population survey and it differs from the data obtained by the Labour Exchange in terms that it ascribes persons to the unemployed, who are registered with private institutions of support for employment, persons who seek for employment independently, persons who turn to media advertisements for job vacancies, or search for work in other different ways.
Youth unemployment was identified as a sore issue of the EU back in 2008-2009 in Lithuania. At that time, the number of the young unemployed drastically increased from 11 to nearly 30%. Later, Lithuania was among the eight countries with the highest unemployment rate alongside with Spain, Greece, Slovakia, Italy, Portugal, Latvia and Ireland, when the rate of youth unemployment reached 34%. This can be explained by the changes of short-term economic cycle phases. The global economic crisis and depression that started in 2008 had a negative effect on Lithuanian economy. Economic growth rates were reduced, large numbers of small and medium-sized companies went bankrupt; consequently, the rate of unemployment increased. However, around 2013 economic downturn was changed by the recovery in economic activity, which resulted in economic growth.

According to EU statistics agency EUROSTAT, the level of unemployment in Lithuania, taking into account seasonal variations, decreased from 10% in December 2014 to 9.8% in January 2015. The unemployment rate in Europe amounted to 10.6% in January 2014, whereas it decreased to 9.8% in January 2015. In the Euro zone, the level of unemployment amounted to 11.2% in January 2015 – the lowest unemployment indicator since April 2012. In December last year it was 11.3%, whereas in January of this year it was 11.8% Eurostat news release 36 / 2015 – 2 March 2015, http://ec.europa.eu/eurostat/documents/2995521/6664116/3-02032015-AP-EN.pdf/28d48055-3894-492d-a952-005097600ee0).

According to EUROSTAT, 23.815 million people were unemployed in the EU in January 2015, whereas there were 18.059 million in the Euro zone. In comparison to December 2014, the number of the unemployed persons decreased by 156 thousand in the EU, and by 140 thousand in the Euro zone. In comparison to January 2014, the number of the unemployed decreased by 1.820 million in the EU, and by 896 thousand in the Euro zone.

The lowest unemployment rate (4.7%) was registered in Germany and 4.8% in Austria in January 2015; whereas the highest unemployment rate was observed in Greece (25.8%) and Spain (23.4%) in November 2014. Compared to January 2014, the unemployment rate decreased in 24 member states in January 2015; it remained stable in Belgium and increased in Cyprus (from 15.7 to 16.1%), Finland (from 8.4 to 8.8%) and France (from 10.1 to 10.2%). The greatest fall was observed in Spain (from 25.5 to 23.4%), Estonia (from 8.5 to 6.4%) and Ireland (from 12.1 to 10%).

4.889 million people (12.2%) under the age of 25 were unemployed in the EU in January 2015; 3.281 million (22.9%) out of them in the Euro zone. In comparison to January 2014, the youth unemployment rate decreased by 562 thousand in the EU member states, and by 259 thousand in the Euro zone. The lowest level of youth unemployment was observed in Germany (7.1%), Austria (8.2%) and Denmark (10.8%); whereas the highest unemployment among youth was noted in Spain (50.9%), Greece (50.6%), Croatia (44.1%) and Italy (41.2%).
The youth unemployment in Lithuania constituted 18.2% in January 2015 Eurostat news release 36 / 2015 – 2 March 2015, http://ec.europa.eu/eurostat/documents/295521/6664116/3-02032015-AP-EN.pdf/28d48055-3894-492d-a952-005097600ee0). The indicator of youth unemployment was by 6.4% lower than the average in the EU (21.9%). Among the 28 EU member states, this indicator is higher in 21 states compared to Lithuania.

The level of unemployment among young workers and specialists in Lithuania is twice as high in comparison to the general unemployment rate. Youth and general unemployment rates and their dynamics are presented in Table 3. It is noteworthy that the rate of youth unemployment has been decreasing over the past year. The rapid growth of Lithuanian economy assures an increase in general employment rate and a decrease in the rate of unemployment. However, it is difficult to forecast how long this stage of economic growth will last.

Table 4. Unemployment of Lithuanian population

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of the unemployed, thousand</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unemployment rate, %:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total (the age of 15–64)</td>
<td>17.8</td>
<td>15.3</td>
<td>13.4</td>
<td>11.8</td>
</tr>
<tr>
<td>Females</td>
<td>14.4</td>
<td>12.9</td>
<td>11.6</td>
<td>10.5</td>
</tr>
<tr>
<td>Males</td>
<td>21.2</td>
<td>17.7</td>
<td>15.2</td>
<td>13.1</td>
</tr>
<tr>
<td>Youth (aged 15–24)</td>
<td>35.1</td>
<td>32.2</td>
<td>26.7</td>
<td>21.9</td>
</tr>
</tbody>
</table>


Social Portrait of a Young Unemployed Person in Lithuania

The surveys of the young unemployed conducted in Lithuania reveal a social portrait of a young unemployed person. A typical, i.e. statistically average, young unemployed person is 21–24 year old, who has poor education, no professional that is attractive in the labour market, no permanent source of income, not married and living at his / her home on their expense. Such a person can hardly position him / herself on the labour market; and even if he / she receives some employment, he / she tends to lose the job quickly.

According to the data provided by Lithuanian Labour Exchange, 4,8 thousand long-term young people under the age of 29 were registered with the Labour Exchange on 1 January 2015, this is by 3.2 thousand less that on 1 January 2014 (there were 8,0 thousand young people registered at that period) (Lithuanian Labour Exchange. Youth on the labour market. 2014, http://www.jrd.lt/uploads/Jaunimo%20situacija_2014-01-01.pdf). This form of long-term unemployment is of the greatest concern. The long-term unemployed experience the most severe social, economic and psychological losses, suffer from social
exclusion and are subject to degradation. The largest impact on jobseekers is produced by education, as well as the acquired profession and working experience.

On 1 January 2015, 41.5 % of the young unemployed under the age of 29 had no professional qualification; therefore, they could not compete in the labour market. In terms of education obtained by the youth registered with the Labour Exchange, 24.3 % have higher education, 49.4 % have secondary education. 18.0 % have basic education, 8.2 % have primary education and 0.1 % have no primary education. In terms of location in largest cities, the greatest unemployment is registered in Panevėžys (7.5 %), Šiauliai (5.5 %), Kaunas (5.4 %), Klaipėda (5.2 %), Vilnius (4.5 %).

The Labour Exchange is overflowed with graduates. 4.1 thousand graduates were registered with the Labour Exchange on 1 January 2015. The greatest number of the registered graduates had higher education and acquired professions in law, social work, public administration, business management and economics, etc. The registered graduates with vocational education had the following professions: car mechanic, cook, decorator (builder), hairdresser and so on. (Lithuanian Labour Exchange. Youth on the labour market. 2014, http://www.jrd.lt/uploads/Jaunimo%20situacija_2014-01-01.pdf).

<table>
<thead>
<tr>
<th>Table 5. Distribution of the registered young unemployed in terms of professions in 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The greatest number of graduates on 1 January 2015</strong></td>
</tr>
<tr>
<td><strong>Graduates having higher education and qualification in:</strong></td>
</tr>
<tr>
<td>law – 123,</td>
</tr>
<tr>
<td>social work – 80,</td>
</tr>
<tr>
<td>public administration – 74,</td>
</tr>
<tr>
<td>business management – 69,</td>
</tr>
<tr>
<td>economics – 81,</td>
</tr>
<tr>
<td>physical therapy – 58,</td>
</tr>
<tr>
<td>accountancy – 48,</td>
</tr>
<tr>
<td>social pedagogy – 46,</td>
</tr>
<tr>
<td>automotive technical operation – 36,</td>
</tr>
<tr>
<td>finance – 35,</td>
</tr>
<tr>
<td><strong>Graduates having vocational training and qualification of:</strong></td>
</tr>
<tr>
<td>• car mechanic – 124,</td>
</tr>
<tr>
<td>• cook – 118,</td>
</tr>
<tr>
<td>• decorator (builder) – 94,</td>
</tr>
<tr>
<td>• hairdresser – 68,</td>
</tr>
<tr>
<td>• waiter and bartender – 56,</td>
</tr>
<tr>
<td>• machinery maintenance staff – 46,</td>
</tr>
<tr>
<td>• accountant and cashier – 44,</td>
</tr>
<tr>
<td>• hotel staff – 43,</td>
</tr>
<tr>
<td>• hygienic cosmetician – 42,</td>
</tr>
<tr>
<td>• computer and office equipment operator – 38</td>
</tr>
</tbody>
</table>

Hence, it is obvious that the group of the unemployed includes not only persons who have lost their job, but also school and university graduates. The youth who seek jobs for the first time face a greater number of problems than those who have lost their job. A young person often becomes unemployed right after graduation before being employed. A complicated situation is observed in the labour market, where an employer demands both good education and experience. Employment of an inexperienced person demands investment into his/her knowledge and training, which leads to losses of an employer if the person leaves the job and seeks for employment in a different place. On the other hand, a young person generally has a qualification demanded by the employer but lacks
experience; whereas an older person may have sufficient experience but lack the qualification needed. In both cases, a young person faces difficulties in establishing in the labour market.

**Causes of Youth Unemployment**

As it was mentioned above, youth unemployment is nearly twice as high as general unemployment level in the country. Such a situation is of great concern as it produces long-term after-effect on national economy development and well-being of the population. Let us consider a few.

1. The increasing level of unemployment results in the open destruction of public labour force. Young employees and specialists that have no permanent employment and source of living gradually lose their qualification, professional skills and acquired knowledge, lose their caste and join groups of social risk. Sociologists and psychologists believe that the rapid spread of socially dangerous manifestations among youth has been a direct outcome of unemployment over the past decades. In the eighth decade of the 20th century, the American researcher M. Harrey Brenner from John Hopkins University conducted a sociological survey and determined that unemployment or part-time employment, frequent company bankruptcies, danger of becoming redundant and other phenomena related to unemployment negatively affect human well-being and enhance social tension in the society, which results in the larger number of suicides, mental disorders, crimes and violent behaviour (Wonnacott, Wonnacott, 1994, 123). Having extrapolated the obtained results of the presented survey into the less stable social and economic environment of our country, it is possible to claim that youth unemployment increases the abovementioned negative social phenomena as compared to the increased unemployment rate.

2. The consequences of unemployment are unequally distributed among different social layers. The most vulnerable group is young people, who do not have adequate education or job experience. Job-seekers lose their professional qualification and self-confidence and are no longer able to autonomously adapt to market demands. This situation is especially painful to long-term unemployed youth, the number of whom is constantly increased in the labour market. Special teaching, qualification development and requalification programmes are essential for their adaptation. Moreover, they often need psychological support.

3. The growth of youth unemployment reduces gross domestic product and narrows the system of taxation. Young people aged 15–29 that are forced out of the labour market assume odd jobs or get involved in illegal (shadow) economic activities. As a result, part of taxes collected from natural persons does not fall into the
national budget. Moreover, implementation of youth employment programmes increases unemployment costs and demands more and more additional subsidies from the national and municipal budgets.

4. Youth unemployment is one of the major causes of the poverty of younger generation. The young unemployed do not have guarantees and rights to unemployment benefits. The minimal unemployment insurance benefit is 102 Euros. It does not suffice even basic needs and cannot be considered a source of living. The young unemployed frequently become long-term unemployed or are permanently pushed out of the labour market. They become residents of poverty zones and terminate any relationships with labour market institutions. Nevertheless, even employed youth live in worse conditions in comparison to older employees. The salary of youth is frequently 30–40% lower than the national average wage².

Youth integration into the labour market is affected by a number of different factors: development of service and production sectors, education, job motivation, health, family living expenses and living standards, etc., which can be grouped according to different criteria and depending on the aim of the research. The factors that affect youth integration into the labour market can be grouped into objective and subjective (exogenous and endogenous, or external and internal) factors. Specialists of other countries that explore unemployment, maintain that unemployment is most frequently caused by the structural changes within labour market, and least affected by personal features and personal motivation.

Subjective and objective causes determine high unemployment rate. Subjective causes of unemployment include scientific and technical progress, the increasing productivity of social work, permanent reconstruction and modernization of economic branches, as well as growing competition on the labour market. The number of persons employed is being reduced in the sectors of industry, building, agriculture and other branches of material production. The professional and qualification structure of the employed in economic sector has also undergone certain changes. Modern economy necessitates for new types of employees having expertise in a few branches of science, as well as higher education and qualification. Poorly qualified or non-qualified physical labour has lost its former significance. Consequently, non-qualified and unsalable labour force faces problems related to job hunting and employment, and starts forming the so-called reserve army of labour. The second half of the 20th century saw unemployment of persons with higher university and non-university education in the fields of social sciences and humanities, who were unable to adapt to the changing conditions. Currently almost all industrial countries have entered into the long-term crisis of employment, which is characterized by: 1) high unemployment rate; 2) a growing number of the unemployed persons with poor qualification, as well as female and youth unemployment; 3) growing public expense on the implementation of

² The average salary (gross) was 714.5 Euro in Lithuanian economy in the fourth quarter of 2014.
employment programmes; 4) increasing inequality between the payment for qualified and non-qualified labour; 5) increasing migration of cheap labour force from developing countries, which encourages labour competition on national markets.

**Subjective causes of unemployment** are related to intellectual, mental and physical abilities of individuals, their personal assumptions to strive for knowledge, education and career. The studies conducted in Lithuania demonstrate that company leaders are guided by the following criteria when recruiting a new employee:

- professional capacities of an employee,
- working experience,
- education,
- initiative and autonomy,
- ability to communicate,
- age,
- appearance,
- foreign language knowledge, IQ level, etc.

All the above-mentioned demands are characteristic of the most advanced youth. The majority of other young people are not ready to enter the labour market, do not have an attractive profession or appropriate working skills.

What does sociological research in youth unemployment reveal in terms of its causes? The question *Why don’t young people work?* was asked by Youth Affairs Department by the Ministry of Social Security and Labour, when conducting a survey of 15–29 year old unemployed youth in 2013. A third of the survey participants stated that they could not find a job, 24 % claimed that they did not search for a job, 27 % maintained that they could not find a job that would satisfy them, and 19 % stated that they could not find a job for a reasonable salary (Statistical Portrait of Youth. Statistics Department of Lithuania, 2013, http://osp.stat.gov.lt/documents/10180/259432/Lietuvos_jaunimo_statistinis_portretas.pdf).

Representative of the older group most often indicated that they could not find a job that would satisfy them. Under-age unemployed persons stated that they could not find a job for a reasonable salary.

33 % of males (by 12 % more than females) indicated that they could not find a job that would satisfy them; the same number stated that they could not find any job (by 7 % more than females). 22 % of males and 15 % of females could not find a job for a reasonable salary.

Uneducated and unemployed youth applied different ways of seeking for a job. They usually applied more than one way, the most frequent way was to turn to the Labour Exchange (53 %), friends and acquaintances (52 %), job advertisements on the Internet (45 %) and newspapers (37 %); however, hardly any young unemployed person (4 %) searched for work via the services of Youth Labour Centre. 24 % of the unemployed and uneducated youth claimed searching for no employment.
Youth Affairs Department conducted a survey of 14–29 year old respondents in 2007 (N = 732). The research findings revealed that 64 % of respondents had no employment. 72.9 % of the unemployed youth stated that they were unemployed due to their education in different institutions. 14.6 % claimed that they were unemployed because they could not find a job. 6.2 % of respondents were on a maternity/paternity leave (44 females and 1 male). 4.6 % of the unemployed did not specify the reason of their unemployment (Youth Unemployment, http://www.jrd.lt/jaunimo-nedarbas).

61.4 % of the total number of respondents were men, 5.9 % of them were aged 14–18, 51.7 % – aged 19–24 and 42.4 % – aged 25–29. The greatest number of the unemployed who claimed being unable to find a job came from rural areas (46.7 %) compared to 19 %, who came from the cities. The unemployed stated that they could not find a job for 6 months on average.

The respondent stated that the most helpful factors of finding a job were:
- acquaintances 75.8 %,
- Good education 45.5 %,
- Knowledge of foreign languages 28.6 %,
- Professional competence and qualification 26.3 %.

According to the respondents, team working skills and good appearance have least significance in job-seeking (8.5 and 8.2 % respectively).

Every fifth respondent would like to have a permanent well-paid job that would conform to the acquired qualification. The same number of respondents would agree to do any other well-paid job. 37.5 % could not specify the job they would like. It is noteworthy that as far as half of the unemployed respondents could not specify the job they would like to have. Every third employed respondent indicated he/she would like to have any well-paid job if he/she did not have a job (Figure 2).

![Fig. 2. What job listed below would you like to have? If you did not have a job, which job would you choose?](image-url)
A legal job is among the most often mentioned causes (22.3 %) that the youth stated when asked if they would leave for a foreign country for a period of over two years. 11.9 % of respondents stated they would leave Lithuania for a job or business, and 4.2 % for illegal work. 36.4 % of research participants claimed that they had sufficient information about legal employment in other countries. A relatively smaller number – 35.4 % stated having sufficient information about illegal employment abroad.

**Prevention of Youth Unemployment and Participation of the Young Unemployed in the Measures of Labour Market Policy**

The government, business and non-governmental organization of the Republic of Lithuania have been proposing a number of measures promoting employment of young persons since 2011. Pursuing to solve the problem of youth employment, the Ministries of Social Security and Labour, Finance, and Education, Science of the Republic of Lithuania and their subordinate institutions are actively involved in its promotion. A part of measures are financed from the structural funds of the Government and the European Union. The number of the participants in these programmes has been increasing since 2011. 21.0 thousand of young unemployed aged 16–29 were sent to the active measures of labour market policy (19.3 thousand in 2013, 15.7 thousand in 2012 and 14.6 thousand in 2011).

The following measures have been applied to promote youth employment:

- **Entrepreneurship promotion fund.** The aim of this fund is to provide conditions for small and very small companies and natural persons to start private business; to help social companies in developing own business; as well as to promote entrepreneurship and independent employment by providing financial support in the form of loans and consulting the beginners on the fundamentals of business. One of the priority groups is young people aged 16–29, which is most active. Representatives of this age group are provided with more than 40 % of loans.

- **The project “Trust Yourself”, 2013–2015.** The aim of the project is to promote youth integration into the labour market or system of education alongside with non-governmental institutions by providing the services of social rehabilitation and preparation for employment in the labour market. The target group is youth aged 16–25 that are not employed or seek no education. 1981 youth participated in the project in 2013–2014, 1353 of them finished the programme and 650 (48 %) integrated into the labour/education system (http://www.socmin.lt/lt/darbo-rinka-uzimtumas/uzimtumo-ir-darbo-z6qc/2012-2014/2012-2015/jaunimo-uzimtumo-skatinimas/jaunimosituacija-darbo-rinkoje.html).

- **Support for the first employment (assumed in 2012).** According to this measure, an employer who has recruited a person aged 16–29 that had no previous employment (in public or private sector) receives a compensation ranging up to
23.3% of the employee’s salary (http://www.invega.lt/lt/klausimai/-atsakymai/parama-pirmajam-darbui.htm).

- Active measures of the labour market. These measures are provided for by the Law on Support for Employment of the Republic of Lithuania (http://www3.lrs.lt/pls/inter3/dokpainesa.showdoc?p_id=478633), and aim at the enhancement of employment possibilities for job-seekers: Vocational training (the unemployed and persons warned about possible dismissal are provided with a possibility to acquire a profession, develop their qualification or requalify with regard to labour market demands); Supportive employment: subsidy-based employment, when additional labour market support is provided to groups of persons who seek permanent employment; support for working skills acquisition, when support is provided for graduates to acquire the necessary skills in the work placement; job rotation, when persons registered with the Labour Exchange are temporarily employed as substitutes for those on a special leave or on conditions provided for in collective contracts; public work and other measures. In terms of these measures, 9.7 thousand young people under the age of 29 have received subsidy-based employment, 4.2 thousand have done public work, 2.7 thousand have acquired a profession, whereas 2.1 thousand participated in the measure of the support for working skills acquisition.

- The divisions of Lithuanian Labour Exchange, Youth Employment Centres, help youth to orientate in the social environment and labour market. There are 29 centres that provide the youth and prospective employers with information and consultation services (https://www.ldb.lt/jaunimui/apie/Puslapiai/paslaugos.aspx). 5.6 thousand events were organized by the centres in 2014 that were attended by 76.1 thousand participants.

According to the data of Labour Exchange, 60.6 thousand unemployed aged 16–29 received their employment in 2014 (64.2% out of the total number of the registered unemployed aged 16–29 with the Labour Exchange), 69.8 thousand or 65.5% in 2013, 68.5 thousand or 62.1% in 2012, and 70.6 thousand or 78.9% in 2011. Since the number of youth that applied for the proposed measures and their employment have been growing, it is possible to claim that these measures have obvious results and help to acquire professional qualification and skills.

The Role of Educational System in Youth Integration into the Labour Market

The modern society needs fewer people to work in agriculture and industry; however, the number of people working in the service and information supply sector is increasing. Due to the intensive processes of information interface, global society is developing on
the basis of information. From the point of view of most industrially advanced countries, the aim of the model development of state progress is knowledge, competence and information society. New attributes of competition in the age of information occur: efficient and multi-dimensional informational infrastructure and labour force that is able to employ its potential (Okunevičiūtė-Neverauskienė, 2003, 10–11). In the modern informational society, knowledge is a genuine developed economic capital and the main force of economy. Hence, it is possible to claim that successful and versatile integration of an individual into the labour market cannot be pictured without distant education. Development of new technologies as well as changes in industry and business demand diverse qualifications and good working skills.

The productivity and quality of the system of education and science are one of the key factors that determine economic efficiency and competitiveness.

The strategic documents of the European Union and Lithuania (European Commission Communiqué Europe 2020, European Economic and Social Committee on Youth Employment, Professional Qualification and Mobility SOC / 421) provide for the application of educational system to the diversity and needs of economic and labour markets. Lithuanian Strategy on Education 2013–2022 provides for the development of lifelong learning and integrity of working experience through practical training, study trips, vocational training and establishment of apprenticeship; the provision of the conditions for persons to manage own career; as well as initiation and support for quality popularisation of study programmes and professions, especially the most prospective ones (Lithuanian Strategy on Education 2013–2022, 13–14). Seeking to implement the measures outlined in the strategy Europe 2020 and to promote youth employment, Lithuania pursues to improve the infrastructure of vocational training institutions, to encourage young people continue studies in vocational training institutions, to preserve the number of persons aged 30–34 and having higher education (not less than 40 %), as well as to assure that the number of youth who have left the sector of education early will not increase and not exceed 9 % (Lithuania: Agenda of National reforms, 2012, 23–24). The CEDEFOP forecasts demonstrate that the demand for specialists who need higher education, will not increase in Lithuania. On the contrary, the demand for specialists having vocational training will be observed (Future skill needs in Europe, 2008, 80).

<p>| Table 5. The number of graduates from vocational training institutions |
|---------------------------------|------------------|</p>
<table>
<thead>
<tr>
<th>Academic year</th>
<th>Number of graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009–2010</td>
<td>13,855</td>
</tr>
<tr>
<td>2010–2011</td>
<td>15,865</td>
</tr>
<tr>
<td>2011–2012</td>
<td>16,382</td>
</tr>
<tr>
<td>2012–2013</td>
<td>15,954</td>
</tr>
<tr>
<td>2013–2014</td>
<td>16,177</td>
</tr>
</tbody>
</table>

It is obvious that the number of graduates from vocational schools has increased over the past years. Measures promoting youth employment and popularization of vocational training could have affected the growth.

The increase in the choice of vocational training among youth is also shown by the graduates’ decision to continue their studies after having gained education in a different institution.

Table 6. Graduates continuing their studies the same year (%)

<table>
<thead>
<tr>
<th>Institution of graduation</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>Institution where studies are continued</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary school</td>
<td>24.8</td>
<td>23.6</td>
<td>25.2</td>
<td>24.8</td>
<td>25.6</td>
<td>24.3</td>
<td>College</td>
</tr>
<tr>
<td>Vocational training institution</td>
<td>6</td>
<td>3.8</td>
<td>3.3</td>
<td>3.3</td>
<td>0.7</td>
<td>0.9</td>
<td></td>
</tr>
<tr>
<td>College</td>
<td>0.7</td>
<td>0.2</td>
<td>0.2</td>
<td>0.2</td>
<td>–</td>
<td>–</td>
<td></td>
</tr>
<tr>
<td>University</td>
<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
<td>–</td>
<td>–</td>
<td></td>
</tr>
<tr>
<td>Secondary school</td>
<td>5.2</td>
<td>6.7</td>
<td>8</td>
<td>8</td>
<td>8.4</td>
<td>9.4</td>
<td>Vocational training institution</td>
</tr>
<tr>
<td>Vocational training institution</td>
<td>1.1</td>
<td>1.3</td>
<td>6.6</td>
<td>9.9</td>
<td>10.4</td>
<td>13.4</td>
<td></td>
</tr>
<tr>
<td>College</td>
<td>–</td>
<td>0.3</td>
<td>–</td>
<td>0.1</td>
<td>0.2</td>
<td>0.8</td>
<td></td>
</tr>
<tr>
<td>Secondary school</td>
<td>53.8</td>
<td>50.5</td>
<td>42</td>
<td>41.3</td>
<td>40.8</td>
<td>41.6</td>
<td>University</td>
</tr>
<tr>
<td>Vocational training institution</td>
<td>1</td>
<td>1.2</td>
<td>1.1</td>
<td>0.7</td>
<td>0.3</td>
<td>0.3</td>
<td></td>
</tr>
<tr>
<td>College</td>
<td>8.4</td>
<td>6.5</td>
<td>4.6</td>
<td>3.5</td>
<td>2.9</td>
<td>6.4</td>
<td></td>
</tr>
<tr>
<td>University</td>
<td>0.8</td>
<td>0.4</td>
<td>0.4</td>
<td>0.5</td>
<td>0.2</td>
<td>0.2</td>
<td></td>
</tr>
</tbody>
</table>


As it is seen, the choice of vocational training among youth increased not right after the graduation of a secondary school, but also at later periods to gain professional qualification or requalification. During the same period, the choice of higher education decreased: the number of entrants to universities diminished, whereas college graduates chose studies in vocational training institutions.

The theory of human capital, which can be applied to analyse the processes of the labour market, illustrate that the human capital (acquired education, profession and skills) frequently determine better conditions to integrate into the labour market. A contemporary employee should have extensive knowledge of the field he/she works in, know several foreign languages, have knowledge of information technologies, be ready to change the living place, and, most important, to be willing and able to constantly develop. The majority of youth has strong motivation for job-seeking, assume professional career and earn. Unfortunately, not all of them are able to meet the new requirements. According to the statistical data of Lithuania and the world, person who are least educated and have insufficient skills tend to become unemployed. The data obtained by MOSTA3 demonstrate

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strate that unemployment rate in Lithuania is considerably higher among persons with secondary education (aged 20–64) (2013, ISDEC\textsuperscript{4} 3–4 – 14.5\%) as compared to persons with higher education (2013, ISDEC 5–6 – 5.2\%) (Review of Studies in Lithuania, 2014, 123, 128). Employment of the same age group of Lithuanian population having higher education is one of the greatest (2013, ISDEC 5–6 – 87.6\%) in the European Union; employment of those having secondary education was 64\% in 2013, ISDEC 3–4. The discrepancy in employment rate between persons with higher and secondary education is one of the largest in the EU (Review of Studies in Lithuania, 2014, 123, 130). Hence, it is assumed that it is easier for a person with higher education to establish in the labour market and find a job.

**Discussions and Conclusions**

The process of socialization and adaptation strategies development for young people of Belarus spontaneous character due to a change in the socio-economic and political realities and the influence of globalization processes that enhance the adaptive burden on youth. On the one hand, the pace of social change extends the adaptive capacity in the implementation of the plans for life and on the other hand, it increases the risk of falling behind by these changes and keep up with the course of social changes. Under the influence of globalization forces social profile of modern societies involved in this process is changing and this is youth who is the most mobile and active subject of these relations both on the global and on the national level (Zubok, 2003).

Contemporary labour market performance is weak and the unemployment rates remain high. As Gallup distinguished only 13\% of employees worldwide are engaged at work, according to Gallup’s new 142-country study on the State of the Global Workplace (Gallup, 2013). In other words, about one in eight workers – roughly 180 million employees in the countries studied – are psychologically committed to their jobs and likely to be making positive contributions to their organizations. The bulk of employees worldwide – 63\% – are “not engaged”, meaning they lack motivation and are less likely to invest discretionary effort in organizational goals or outcomes. And 24\% are “actively disengaged”, indicating they are unhappy and unproductive at work and liable to spread negativity to co-workers. In rough numbers, this translates into 900 million not engaged and 340 million actively disengaged workers around the globe.

These data proves the inadequate social-professional adaptation of people in Belarus. This is not only due to the lower economic development in Belarus but also the value of profession among people gradually loses its priority. Belarusian youth completely agree that the most important thing in work is remuneration and safety. These are two essential

\textsuperscript{4} ISDEC – International standard classification of education.
factors which are needed for social formation. However, the quality of work outcome can’t be high if there is lack of involvement and interest to the profession.

Employment of youth in Lithuania (aged 15–24) was almost stable in 2010–2013 and increased only by a few per cent; the labour force (aged 15–24) participation also increased. This could have happened due to the tendencies of general employment increase in the country and due to the application of active measures of promoting employment. Unemployment of Lithuanian youth has decreased over the past five years. Currently it amounts to 18.2 %, i.e. it is by 6.4 % lower than the average in the EU (21.9 %). However, on the level of youth unemployment and compared to general unemployment rate, youth unemployment remained twice as high in 2013 (11.8 %).

The social portrait of unemployed youth (aged 15–29) is quite homogeneous: a greater part of unemployed youth have no professional qualification or have higher education and search for work. Persons having graduated from higher education and searching for their first employment or having registered with the Labour Exchange to obtain social guarantees tend to become the young unemployed; however, they get successfully involved in the labour market at a later stage. The statistical data reveal that the employment rate of persons with higher education is higher than those with the secondary education.

The causes of youth unemployment can be objective and subjective. The objective causes of unemployment are related to the general tendencies of economic progress in the world and Lithuania, whereas subjective ones are related to personal abilities, efforts and occupational socialization. Therefore, unemployment is frequently caused by subjective reasons, when a young person is dissatisfied with own job because of low salary or prestige. The government, business and non-governmental organizations of Lithuania implement a number of measures to promote youth employment and solve problems related to youth unemployment. As a social group, youth are provided with several additional measures alongside with the ones that are generally applied to the unemployed and that are provided for by the Law on Support for Employment of the Republic of Lithuania. According to the statistical findings, alongside with the national economic growth that has promoted the development of new job vacancies, these measures constitute one of the factors that have affected decrease in youth unemployment, i.e. either the increase in their employment or return to the system of education to acquire or improve their professional skills.

Youth participation in the system of education pursuing for both the first and the second professional qualification without retracting or returning to the system of education, provides a possibility to successfully integrate into, compete and stay on the labour market. The provided statistical data show that the level of education remains an important factor while integrating into the labour market: the higher the education, the easier it is to find a job. It is possible to state that national measures to promote youth employment in the social and educational spheres are effective enough and help to solve problems related to youth unemployment.
As we can see the research shows that in order to stay in the labour market professional qualification and education play a significant role. We can state that occupational socialization of young people with higher education can be more successful in the future.

Sociologists affirm that today’s young people grow up and are socialized in high-risk environment. Firstly, the problem of adaptation to the rapid technological development. Today youth need to be flexible in the choice of job samples and therefore there is a need to improve education and training. As a consequence there is a problem of uncertainty about prospects for employment. Secondly, disappearance of traditional models of social maturity attainment, that is identity and integration into society. The process of inclusion of all young people into adulthood, adaptation to their roles, rights and responsibilities appropriated for adult individuals becomes much more complicated. Thirdly, the difficulties faced by young people in interaction with the institute of education often make it impossible to obtain the knowledge and skills necessary for successful integration into employment sector (Chuprov, 2001). The consequence of this is the exclusion of certain categories of young people from professional fields and as a result, there is the deficiency of their civil rights and alienation from social institutions and from the world of adulthood. The youth of today is experiencing prolonged dependence on parents’ generation. All the rights and duties are realized with the help of parents.

Unemployment as a social risk and as a life experience is an element of youth individualization, which is demonstrated through the acceptance of flexible solutions, including the readiness to change place of residence and professional qualifications (Machacek, 2009). These are the challenges which new generation in most European countries and in Belarus as well face up. Successful start in the labour market is a key condition that determines the participation of young people in society and its impact on social development. This circumstance also determines high social importance of labour market as a sphere of formation and development of the employment potential of the youth, the most active part of society. But market conditions remain difficult for hiring of young workers who do not have professional skills, work experience and suitable qualifications.

Summing up the results of scientific sociological research on the state of occupational socialization of young professionals we pointed out that difficult situation of young professionals in the labour market is due to the following quality characteristics and organizational factors: economic anomie in most European countries, which prevents from the development of the labour market; lack of professional experience, absence of necessary qualification and skills that creates uncertainty for employers in labour productivity of a young man applying for a job; high self-esteem and excessive demands in terms of wages; lack of initiative in employment matters, the unwillingness to independent activity on the labour market and the reluctance to work well and improve the vocational qualification level; low awareness about the state of the current labour market, as a consequence, the subjective confidence of self-employment according to the gained profession.
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Jaunimo dalyvavimo globalizuotoje darbo rinkoje aspektai: Lietuvos ir Baltarusijos atvejai

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Santrauka

Šiuolaikinėje visuomenėje, vykstant visuotinai mokslo, technologijų plėtrai, keičiasi kultūrinių vertės, individo elgsena įvairiose gyvenimo srityse. Ne išimtimis yra ir jaunimas, kuris kaip gana didelė socialinė grupė taip pat yra veikiamas šių procesų ir turi priimti šiuos iššūkius. Vienas iš tokiai iššūkių Lietuvoje ir Baltarusijoje yra jaunimo užimtumas ir nedarbas. Jaunimas Lietuvoje ir Baltarusijoje darbą laiko viena svarbiausių vertybių jų gyvenime, todėl jaunimui yra svarbu turėti darbą ir išlikti darbo rinkoje. Šiame straipsnyje jaunimo dalyvavimas darbo rinkoje Lietuvoje ir Baltarusijoje analizuojamas per profesinės adaptacijos ir profesinės socializacijos prizmą ir, kaip pastebima, šiems procesams įtakos turi jaunimo turimas išsilavinimas. Jaunimas, turintis aukštesnį išsilavinimą ar profesinę kvalifikaciją, greičiau integruojasi į darbo rinką ir sėkmingiau vyksta jų profesinė socializacija.

Esminiai žodžiai: jaunimas, darbo rinka, švietimas, užimtumas, nedarbas, profesinė adaptacija, profesinė socializacija.

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