



# Boys in Care. Strengthening Boys to Pursue Care Occupations Lithuanian Country Report

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## ***I. National insights on caring occupations/professions & gender (approx. 10 pages)***

### **Introduction**

#### **Men in gender equality policies**

Regardless the progress of gender equality in Lithuania and constant efforts of the Government of Lithuania to improve the national and local governance with regard to gender advancement, gender mainstreaming is poorly integrated in the policy and decision-making process as well as institutional work culture. Lithuania approved legislation on equality of women and men, transposed the regulations of the EU directives into the national legislation, implemented three National programs on equal opportunities for women and men (2003-2004; 2005-2009; 2010-2014, 2015-2021). Nevertheless research highlights that many economic and social indicators show that the real situation of women and men in Lithuania is very different. Data of the World Economic Forum proves reverse trends of gender equality advancement in Lithuania which dropped down from 14<sup>th</sup> position in 2007 to 28<sup>th</sup> in 2013<sup>1</sup>. In 2016 Lithuania is ranked 25 position on gender equality index. In the developed European Gender Equality Index Lithuania is far below average on gender equality in Europe.<sup>2</sup> Some other research indicates that economic globalization which favors more flexible and mobile labor force has negative impact on women's situation. Women's employment rates are lower than men, poverty level is higher, and they are constantly forced to choose between family and work. Education of women and their qualifications are often used inefficiently on the market (Zaleniene, Grigogloviciene, Rakauskiene, 2013)

Gender statistics in Lithuania shows that men dominate in decision-making positions/structures. Men occupy leadership position in all policy levels (European, national and local) while women hardly reach 25 percents in decision-making. In 2014, one woman and ten men were elected to the European Parliament. On national level in 2012 parliamentary elections, 107 men (76%) and 33 women (24%) were elected to the Parliament of the Republic of Lithuania<sup>3</sup>. Eleven out of 15 parliamentary committees (73.3%) and nine out of 11 parliamentary commissions (81.2%) are chaired by men (consequently only four parliamentary committees (26.7%) and two commissions (18.2%) are chaired by women). There are similar tendencies on low women's political representation in the national parliament since 2016. In 2016, 30 women (20%) and 111 men (80%) were elected to the *Seimas* (Parliament) of the Republic of Lithuania. Two women and

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<sup>1</sup>World Economic Forum (2013), The Global Gender Gap, 2013, p. 8, available at [www3.weforum.org/docs/WEF\\_GenderGap\\_Report\\_2013.pdf](http://www3.weforum.org/docs/WEF_GenderGap_Report_2013.pdf)

<sup>2</sup>European Gender Equality Institute. Gender Equality index, available at: <http://eige.europa.eu/content/gender-equality-index>

<http://eige.europa.eu/content/gender-equality-index>

<sup>3</sup> The Central Electoral Commission of the Republic of Lithuanian (*Lietuvos Respublikos vyriausioji rinkimų komisija*), Candidates by sex, age and nationality, (2012 m. Lietuvos Respublikos rinkimuose išrinktų kandidatų pasiskirstymas pagal lytį, amžių ir tautybę), 2012, available at: [www.vrk.lt/lt/2012\\_seimo\\_rinkimai/statistika.html](http://www.vrk.lt/lt/2012_seimo_rinkimai/statistika.html)



thirteen men chair *Seimas* committees. On 1 July 2017, there were three (21 per cent) female ministers in the seventeenth Government of the Republic of Lithuania; 14 out of 40 vice ministers (35 per cent) and 6 out of 14 ministry chancellors (43 per cent) are women. On local level in 2015, 363 women (25 per cent) and 1 110 men (75 per cent) were elected to the municipal councils of the Republic of Lithuania.<sup>4</sup> Men make up to 90% mayors (54 out of 60) and women – only 10% (6 out of 60)<sup>5</sup> (For more details see Annex 1). Similarly, in economic decision making women reach up to 25% of leadership positions (Annex 2).

In Lithuania child-care leave is fully institutionalised and aligned with workforce participation of women and men. The Law on Sickness and Maternity Social Insurance define the principles of paid child-care leave and provides the fixed duration for maternity leave (fifty six calendar days for mothers after the child's birth), paternity leave (one month for a father from the birth of child till child's one month age<sup>6</sup>) and parental leave (under the choice of a parent or guardian until a child reaches one year or two years old age).<sup>7</sup> Parental leave allows a parent to choose either one-year fully paid child care leave without possibility to work or two—years leave with the possibility for part-time work during the second year of leave, distributing social benefits as to 70 percent of compensated salary in the first year, and 40 percent – in the second year. Statistics<sup>8</sup> below in the Table 1 demonstrates that the allocation of child-care leave between women and men remains very uneven. Women continue being the main carers in the family.

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<sup>44</sup> Lithuania, Motery ir vyrų staitstika 2016. <https://osp.stat.gov.lt/statistikos-leidiniu-katalogas?eventId=158501>

<sup>5</sup> Lithuania, Ministry of Social Security and Labour (*Socialinės apsaugos ir darbo ministerija*) (2012), Statistics of equality of women and men (*'Motery ir vyrų lygybės statistika'*), available at: [www.socmin.lt/index.php?2044783319](http://www.socmin.lt/index.php?2044783319).

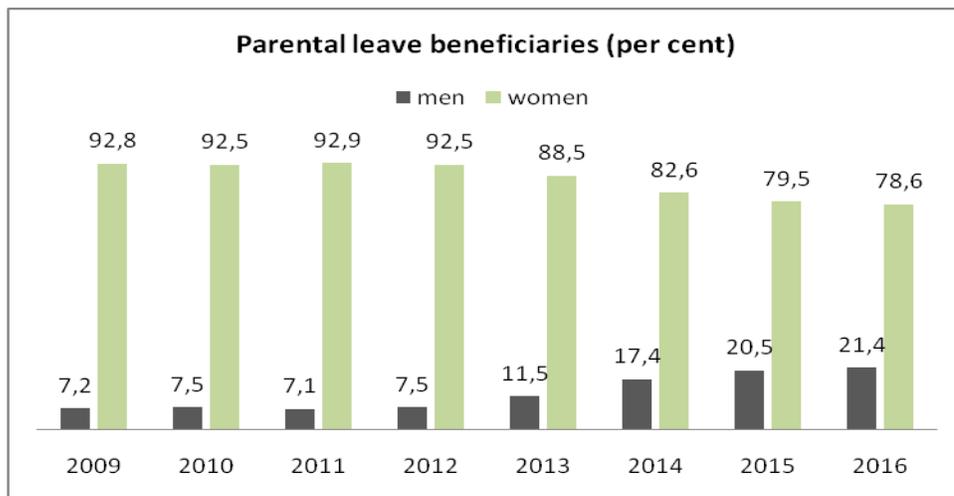
<sup>6</sup> Since July 1, 2017, paternity leave could be taken by a father within 3 months from the birth of a child.

<http://www.sodra.lt/lt/tevystes-ismokos-naujoves>

<sup>7</sup> Parliament of Lithuania (2013) Ligos ir motinystės socialinio draudimo įstatymas (Law on Sickness and aternity Social Insurance) 2013-05-09, No. IX-110 available at [http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc\\_l?p\\_id=449689](http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=449689)

<sup>8</sup> Data provided by the State Social Insurance Agency of the Republic of Lithuania under the request of the Office of the Ombudsperson for Equal Opportunities. 01-08-2017

Table 1. Distribution of parental leave between women and men, 2009-2016

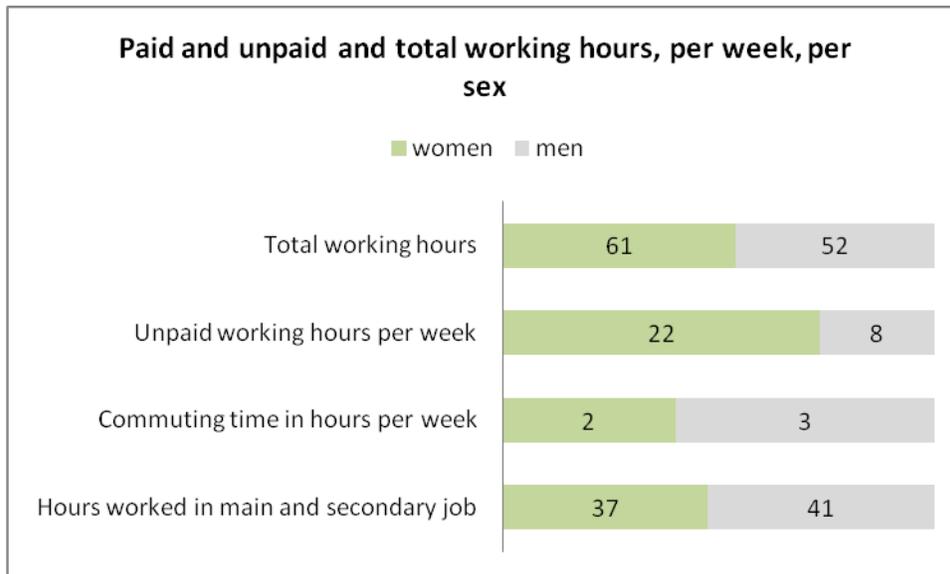


Source: Valstybinis socialinis draudimas (SODRA), 2017. Calculated by authors.

The financial arguments are the most common explanation by men to justify their decision for not taking paternity leave. Though statistical data shows an increase of men on parental leave more research on motivation and experiences of fathers on parental leave is needed. Some earlier qualitative research has shown that deeper cultural and ideological factors about gender roles and parenthood are at play. For most men, taking parental leave is perceived as part of normal masculine identity. However, they still emphasized the role of breadwinner and childcare was seen as primarily woman's activity (Tereškinas, 2006). Similar tendencies were identified by other studies indicating that distribution of child-care and household tasks among women and men remains unequal in the majorities of Lithuanian families (for overview see Tretjakova, Sumskaitė, 2014). Quantitative research identifies a remarkable gap in distribution of paid and unpaid work along gender lines.<sup>9</sup> Table 2 shows that women spent 4 hours less than men for paid work per week, but 14 hours more for unpaid work.

<sup>9</sup> Source: Eurofound, 2015 European Working Condition Survey at 2017 Report on equality between women and men in the EU.

Table 2. Distribution of paid and unpaid working hours between women and men



Source: Eurofound, 2015 European Working Condition Survey at 2017 Report on equality between women and men in the EU.

The scholars in Lithuania argue that gendered imbalance of sharing unpaid duties is not problematized and inequality in private sphere is not considered in policy discourse. Qualitative research on fatherhood practices demonstrates strong correlation of fatherhood and masculine identity. Breadwinners' role is highly internalised in men's perception about fatherhood. Interviews with fathers on parental leave show that men highlight their leadership role and authority to discipline in caring activities. (Tereškinas 2011, Sumskaitė, 2014, 2014a). The other research on childless heterosexual men about their visions on fatherhood suggests strong perception of a cultural ideal about a father as breadwinner who is strict, tough and is the main family provider. Regardless the prevailing vision of the father-breadwinner, the alternative ideas about a father were present in some interviews. These young men noted that a father should undertake an active role in childrearing (Tretjakova, Sumskaitė).

Studies on men and masculinities develop slowly in Lithuania. The rise of academic interests about men and masculinities could be identified during the period of 2000-2005 when single texts about men's identities and masculinities' crises occurred (Tereškinas 2001, 2004; Kublickienė 2003, 2004, Atviros Lietuvos fondas 2002). Interests about homophobia and heteronormative masculinities also developed in the period of 2005-2007. (Reingardė, 2007, 2007a, Zdanevičius, 2007, Tereškinas, 2007, 2008a, 2011) Few researchers systematically continue investigating the social and cultural issues of men and masculine identities in Lithuania (Tereškinas, 2005, 2007, 2008, 2011, Sumskaitė, 2014, 2014a).

Though research on gender equality has been extended, the main focus on women's conditions has prevailed. Many researchers investigating women's disadvantaged position in labor market, society and



culture argue that Lithuania's society continues to prioritize traditional gender system and maintain traditional gender-role stereotypes such as women's duties as care-takers and men's as breadwinners (for overview see Bucaite-Vilke et al., 2012; Pilinkaite-Sotirovic, 2014). Developed policies on equal opportunities for women and men have encouraged women's public roles in employment rather than men's role in care work. If men take on parental leave this is strongly incorporated into their understanding about norms of hegemonic masculinity. Men on parenting leave could hardly justify their breadwinner role, nevertheless they justify their authority as a teacher for a child, his/her patron and a father who disciplines. Interestingly enough that understanding about a father who should discipline his children is often supported by his spouse or partner. Research highlights the preferences about hierarchical rather than egalitarian relationships in family in interviewed fathers' perception. It concludes that gender power hierarchies remain strongly integrated in the personal mindset. (Sumskaitė, 2014).

### 1.1 Data on education disaggregated by gender<sup>10</sup>

The programming documents of the Government of Lithuania on Equal Opportunities for women and men since 2003 till 2014 identify the critical tendencies on education of women and men in Lithuania. They show that the number of girls and boys is almost equal in primary and secondary school, however, at the universities more women than men seek university degree. Statistics indicate that women comprise 59% of all students at the studies of bachelors' degree, 64% at the studies of master's degree and 58% - in doctoral studies. However, regardless high number of women with university and doctoral degrees, Lithuania occupies the last position in the EU according to the number of women in leading management and board positions at the universities and institutes (Valstybinė moterų ir vyrų lygių galimybių 2010-2014 metų programa). CEDAW recommendations for Lithuania in 2014 included critical remarks about gender stereotypes concerning the roles and responsibilities of women and men in the family and society, which continue to be reflected in the education materials, traditional educational choices of women and their disadvantaged position in the labour market. The Committee recommends to review textbooks and materials at all levels of education to eliminate gender stereotypes.<sup>11</sup>

Research on education achievements among girls and boys in secondary school within 2003-2008 suggests the existing differences among girls and boys indicating higher achievements by girls in many fields and all age groups. (Europos Komisija, Lyčių skirtumai švietime, 2009). However, till present there is no policy strategies developed to reduce the existing differences of education achievements between girls and boys at school.

The number of girls and boys in secondary schools are equal according to the data of the Department of Statistics. Differences occur in vocational and higher education. In 2016-2017, among all students enrolled in vocational schools, women accounted for 43%, men – for 57 %; in higher education establishment,

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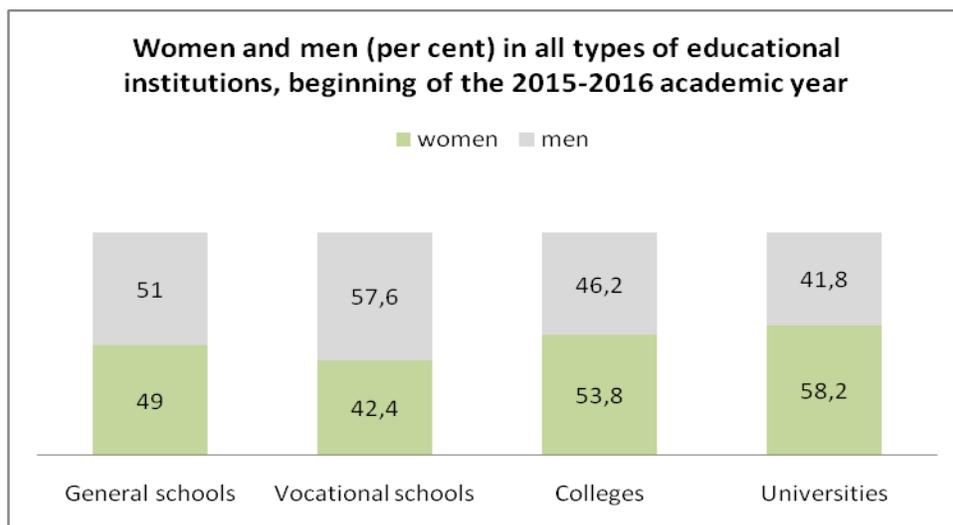
<sup>10</sup> Data on education are normally provided by the Ministry of Education, Eurostat, OECD. See also Eurydice report on Gender Differences in Educational Outcomes: Study on the measures taken and the current situation in Europe. [http://eacea.ec.europa.eu/education/eurydice/documents/thematic\\_reports/120EN.pdf](http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/120EN.pdf).

<sup>11</sup> CEDAW/C/LTU/CO/5, July 18, 2014.

<http://www.efhr.eu/download/Concluding%20observations%20on%20the%20fifth%20periodic%20report%20of%20Lithuania.pdf>

women accounted for 57 %, men – for 43 %. Thus statistics shows that more women than men choose higher (university degree) education (Table 3).

Table 3. Women and men in education, 2015-2016



Source: Department of Statistics. Moterys ir vyrai Lietuvoje. 2016

Analysis of statistical data suggests a clear horizontal segregation along gender lines in professional choices. In vocational training men prefer to choose engineering professions, construction and transport, while women – social service-based professions. In higher education establishments, women accounted for the largest proportion in welfare (84%), journalism and information (82%), health (79%), and humanities (76%), men – in information and communication technologies (86%), engineering (84%), and transport services (81%).<sup>12</sup> Annex 3 provides data on male students in vocational schools, colleges and universities from 2004 till 2016. Statistics shows the tendencies of low men's involvement in care professions throughout the period more than 10 years. Data in Annex 4 demonstrates that men's choices in teacher training occupation significantly decreased from 20.7 % in 2004-2005 to 5.3% in 2015-2016. Low men's involvement in health care and welfare professional fields did not change during the last decade and remained stable up to 11.5%. According to the data of the Adult education survey carried out in 2016, 591.3 thousand persons aged 25–64 took part in different forms of education. Women (59.8 %) more often than men (40.2 %) attended learning courses, seminars, conferences. The most popular fields of education among women were education (88.3 %), health and social services (80.0 %), social sciences, business and law (66.7%). Men tend to choose engineering, manufacture and building (75.8 %), agriculture and veterinary (62.6 %), services (60.6 %). (Statistikos departamentas, 2016). Data from Lithuania resembles very similar tendencies in global world. Recently the results of opinion polls in OECD countries show that girls are 4,4 times more likely than

<sup>12</sup> Lithuania, Moterys ir vyrų statistika 2016. <https://osp.stat.gov.lt/statistikos-leidiniu-katalogas?eventId=158501>



boys to expect career in health professionals. Boys are 1,3 times more likely than girls to expect a career as scientists and engineers.<sup>13</sup>

In 2016, the number of women and men with a scientific degree engaging in R&D is almost equal: women – 51%, men – 49%. The difference occurs in professional preferences. Male researchers with a scientific degree accounted for a larger proportion in technical (69%) and physical (66%) sciences, female researchers with a scientific degree – in social sciences and humanities (62% and 61%) and medical sciences (56%). Some academic research concluded about vertical and horizontal segregation in the female and male educational choices and in labour market. (Zaleniene, Rakauskiene, Grigoloviciene, 2013). There are more women than men with higher education, however, the higher education degree does not guarantee better career opportunities for women. The features of female and male education or the choice of study programmes correlates with the trends in labour market. Women prefer professions in the so-called feminised field of employment. Education, health care or social care, humanities and arts are the areas where women dominate – their employment amounts to 80 - 90%. Even though there are more women in higher education institutions, they most often opt for traditionally female study programmes, therefore upon graduation their career paths and material conditions are not so promising. Research also highlights disproportionately low number of women scientists that occupy highest scientific and managerial positions in Lithuania. This is closely tied to the persistence of traditional patriarchal gender stereotypes in society that affect women choices in education and labour market (Zaleniene, Rakauskiene, Grigoloviciene, 2013, Novelskaite, Purvaneckiene, 2011, Novelskaite, 2014).

Another research on attitudes of school children in their occupational choices argues about the deeply-rooted gender stereotypes in education that affect professional choices of school students. Analysis of the school students' attitudes shows that motives of girls and boys for professional choices are very similar. Both groups would like to study in order to have good prospects for career, get well-paid jobs and improve their capacities. Nevertheless, school students reflected gender stereotypes in their professional preferences. Girls prefer "female" professions such as health care and social care professions (pre-school educators, social work etc), while boys – engineering and IT. Boys differently than girls highlighted the importance of prestige of the profession they would like to obtain. (Domeikyte, 2010)

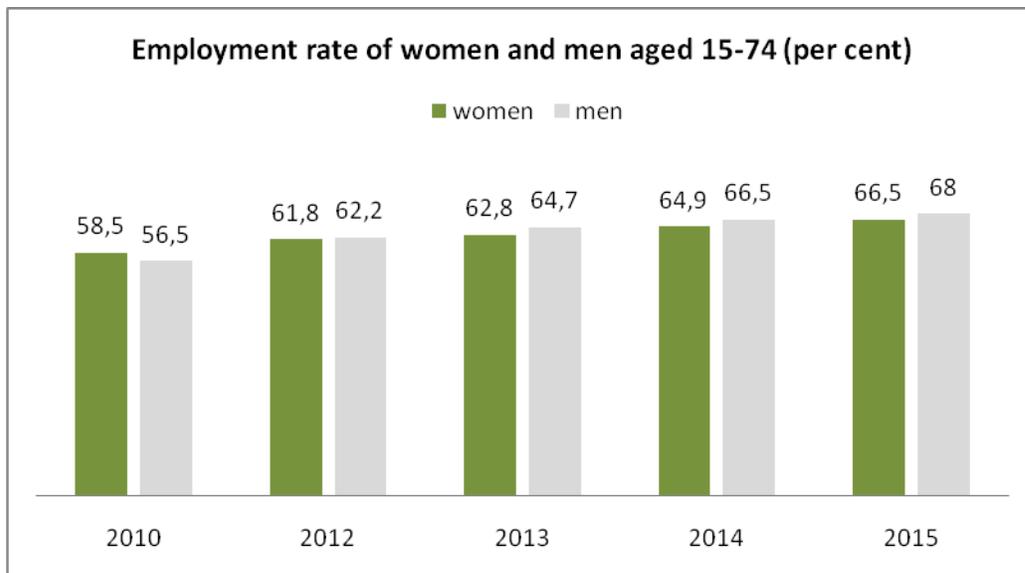
## 1.2 Data on occupation disaggregated by gender

In Lithuania women's employment rate is relatively close to men's employment rate and grew steadily since 2010. In 2010-2015 women's employment rate grew 8 points from 58.5% to 66.5%, men's – 11.5 points from 56.5% to 68%. Though economic crises in 2010 significantly affected men's employment, recovery of men's economic sectors in recent years was faster in the sectors of male employment, as shown in the Table 4.

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<sup>13</sup> Data available at <http://www.oecd-ilibrary.org/docserver/download/76e7442c-en.pdf?expires=1494424253&id=id&accname=guest&checksum=48B2B6ED6BA1EC438151628AA4667BDC>

Table 4. Employment rate of women and men, 2010-2015

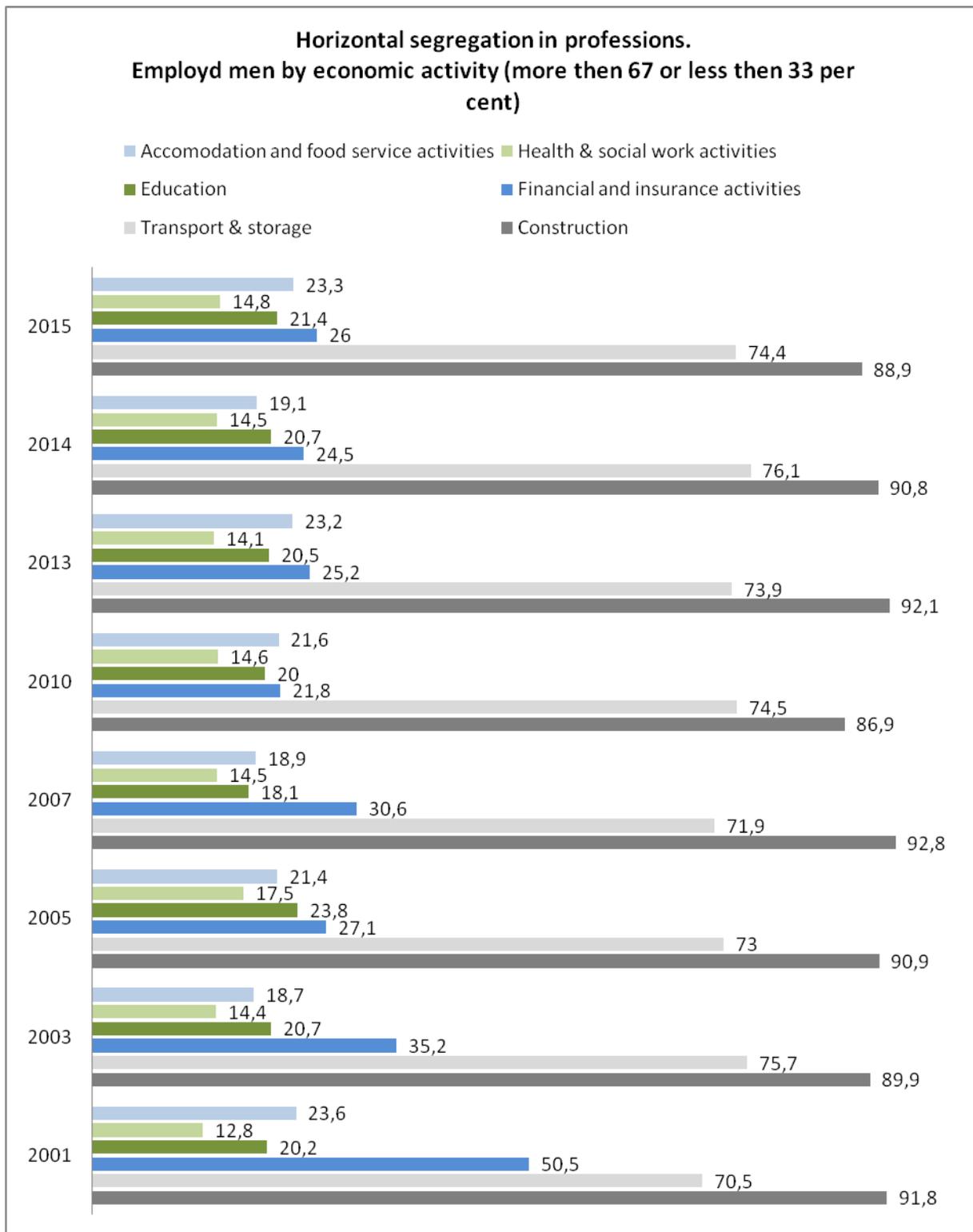


Source: Department of Statistics. Moterys ir vyrai Lietuvoje, 2014, 2016. Calculated by authors.

Part-time employment is significantly low in Lithuania. In general, up to 10% of employees work part time. Nevertheless the differences along gender in part-time employment resemble the similar tendencies as in many EU countries. Women more often than men work part time. The gap between part-time female and male workers slightly increases from 2.6 points in 2010 to 4.4 points in 2015 (see Annex 5)

Till present research on labor market conditions from gender perspective has mainly concentrated on women's conditions in labor market (for literature overview see Maslauskaitė 2008, Šumskaitė 2014). Though women's employment has been high in Lithuania the attitudes about gender roles, life and work imbalance and biological roots of gender identity dominate in society (Stankuniene, Maslauskaite 2007, Tereškinas 2008). Men and women are engaged in different areas of activities indicating that the traditional patterns of men's and women's jobs are still prevailing. Researchers identified certain tendencies in education and employment policies to focus on women to break the existing practices to work in "feminized" sectors and move to "masculine" sectors such as financial entrepreneurship, transport or construction industries (Daukantienė, 2006, Novelskaitė, Purvaneckiene, 2011). However, there is no in depth investigation of men's choices in occupation market or men's employment trajectories and their move from "masculine" to "feminine" occupations. There is a very limited attention in policies and activities to encourage men to turn to caring occupation. Statistics below, as shown in Table 5 demonstrate horizontal segregation of male employment.

Table 5. Men's employment according to professions, 2005-2015.





Source: Department of Statistics. Moterys ir vyrai Lietuvoje, 2002, 2004, 2006, 2008, 2011, 2014, 2015, 2016. Calculated by authors

Some research describes the choices of men to work in care professions. Completed qualitative research shows that men tend to change profession and work in care field as social workers after some personal crises or other difficult personal experience. All interviewed men told the stories that previously they had chosen professions not related to care work. Their choices to move to social work were all connected to certain personal issues. In their narratives about the choices to become a social worker the interviewed men highlighted the importance of male identity while being a social worker as a manager in the community. As social workers they demonstrated their leadership skills, power and authority and success in their work and activities. (Mazeikiene, Dorelaitiene, 2011)

Statistical data shows that men do not choose caring professions, but those in the field gain better career perspective. For example, only 69 men (0.51%) and 13304 women (99.48%) work in pre-school educational institutions (Department of Statistics 2016). Women dominate in this sector of occupation. Regardless high numbers of women teachers at school (in total 87.7% of teachers are women and 12.3% - men), there are 37.4% men serving as head of general schools.<sup>14</sup> There is a tendency that the number of male teacher increases in high educational institutions. In vocational schools there are 30.8% male teachers, in colleges – 32.7% and in universities – 47.4% male academic staff. Though male professionals in vocational and high education levels is lower than 50%, male leadership dominates in all type of educational settings: in vocational schools male heads compose 59.4% of all heads of vocational schools, in colleges – 50%, in universities – 85,7%. (Annex 6)

National definition of care work or of different professions that are related to care work, (see the above list) (e.g. by National Institute of Statistics)

In Lithuania the definition about care work hardly could be identified. Some legal documents define the concepts and objectives of social services and social work rather than care work or care services<sup>15</sup>. Social work, for example, is defined as a professional activity that enables people, families, communities and society to deal with mutual relationships and social issues, promoting social change, improving quality of life, and enhancing solidarity and social justice.<sup>16</sup>

Occupations usually are tied to the professions related to care work such nursing, primary and pre-primary education teachers, social pedagogues, social workers, specialists for social work. All these professions require obtaining university or non-university (college) degree and annually improve their skills and knowledge in the respective professional field.<sup>17</sup> The professionals working in each sector of care work have

<sup>14</sup> Lithuania, Motery ir vyru statistika 2016. <https://osp.stat.gov.lt/statistikos-leidiniu-katalogas?eventId=158501> p. 37.

<sup>15</sup> Lietuvos Respublikos socialinių paslaugų įstatymas (Law on Social Services). <https://www.e-tar.lt/portal/lt/legalAct/TAR.91609F53E29E/bsMubOclPi>

<sup>16</sup> Lietuvos Respublikos socialinių paslaugų įstatymas (Law on Social Services). <https://www.e-tar.lt/portal/lt/legalAct/TAR.91609F53E29E/bsMubOclPi>

<sup>17</sup> <http://lsveikata.lt/aktualijos/busimiems-slaugytojams-pasirinkimo-kryzkele-5230>  
<https://www.ikimokyklinis.lt/index.php/straipsniai/specialistams/ikimokyklines-ugdymo-istaigos-aukletejo-pareigos-ir-atsakomybe-i-dalis/10031>; <https://www.ikimokyklinis.lt/index.php/straipsniai/bendri-straipsniai/profesija-vaiku->



their own descriptions of duties and obligations, functions and organization of work, their rights and responsibilities. For example, social work could be carried out by:

- 1) a person who has acquired a social work qualification (professional bachelor, bachelor, master),
- 2) a person, who by 2014 December 31 has completed another qualification (professional bachelor, bachelor, master) and a social worker qualification or graduated from a social work study program or after completing the training for a social worker in preparation for the practical social worker according to the procedure established by the Minister of Social Security and Labor; or
- 3) a person who has acquired a qualification degree in social pedagogy (professional bachelor, bachelor, master) or a social pedagogue qualification if he or she works with children and / or social risk families.
- 4) a social worker continuously, at least 16 academic hours per calendar year, develops professional competence, his practical activity is assessed in accordance with the procedure established by the Minister of Social Security and Labor.<sup>18</sup>

Each profession is regulated by legal acts that covers the field of professional operation. The Law on Education and Science, for example, instructs about the demands for teachers/pedagogues in formal and informal education (Article 48 of the Law on Education and Science).<sup>19</sup> A person has the right to work as pre-school education pedagogue and pre-primary education pedagogue if s/he has attained a higher education level (a post-secondary education level acquired before 2009 or a specialised-secondary education level attained before 1995); persons must, within two years from the beginning of work as a teacher according to pre-school, pre-primary and general education curricula, acquire a pedagogue's qualification, taken in accordance with the procedure laid down by the Minister of Education and Science a pedagogical-psychological knowledge course<sup>20</sup>. Since 2010 future pedagogues are introduced by an additional motivation test that examines the entrees' conscious decision to study within the pedagogical programmes, strive for teacher/educator career (Sidlauskiene, 2015 Addressing gender bias)

The Order of the Ministry of Health Care regulates the functions, rights and responsibilities of nursing personnel.<sup>21</sup>

### 1.3 System of vocational training/counselling

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[darzelio-aukletejas/18564](https://www.e-tar.lt/portal/lt/legalAct/TAR.91609F53E29E/bsMubOclPi); Lietuvos Respublikos socialinių paslaugų įstatymas (Law on Social Services). <https://www.e-tar.lt/portal/lt/legalAct/TAR.91609F53E29E/bsMubOclPi>

<sup>18</sup> Lietuvos Respublikos socialinių paslaugų įstatymas (Law on Social Services). <https://www.e-tar.lt/portal/lt/legalAct/TAR.91609F53E29E/bsMubOclPi>

<sup>19</sup> Lietuvos Respublikos švietimo įstatymas <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/TAIS.395105/ZPzOxUEnvH>

<sup>20</sup> Republic of Lithuania Law on Education, available at:

[http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc\\_l?p\\_id=1050203](http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=1050203)

<sup>21</sup> Lietuvos Respublikos sveikatos apsaugos ministro įsakymas Dėl Lietuvos medicinos normos MN28:2011 „Bendrosios praktikos slaugytojas. Tesės, pareigos, kompetencija ir atsakomybė“ patvirtinimo, 2011-06-08 Nr. V-591



In Lithuania two key documents provides a general guidelines on vocational training and counseling system:

- 1) The law on vocational education system<sup>22</sup>
- 2) Regulations on implementation of vocational counseling<sup>23</sup>

The Law on vocational education system defines three sectors. Primary vocational training is a formal education for persons since 14 years with the possibility to obtain basic, secondary and vocational education. Continuous-learning vocational training covers both formal and informal training and approves skills and competences obtained and/or improved in informal education. Finally, vocational counselling is regulated by the Order of the Minister of Education and Science and Minister of Social Security and Labour. It aims at vocational information, consultation and career orientation for a person to guide and obtain necessary skills and competences for professional career. Following these regulations vocational counselling is organized at general education schools, vocational schools, centres of professional counselling and labour exchange offices.<sup>24</sup> The Law defines the aims for the educational information assistance which targets schools, teachers, students and any interested person in Lithuania to obtain information about education, its quality and demand in labour market.<sup>25</sup>

The Regulations on implementation of vocational counselling provide the guidelines of implementation of vocational counselling at general education schools and vocational schools. These schools are obliged to inform their school students about the available services of vocational counselling in their settings and responsible teachers who provide these services. The document lists all the potential actors who can provide vocational counselling, including informal education settings, pedagogical-psychological centres, education assistance offices and other institutions which provide educational services. According to the Regulations schools should provide necessary measures for the students to obtain knowledge, skills and competences for self-realization, career preferences, planning and perspectives<sup>26</sup>. Recently State Audit made an evaluation of the implementation of the professional counselling in Lithuania and concluded that professional counselling system is very fragmented without clear regulations on how it should be organized. No clear guidelines exist for teachers who can do professional counselling and improve their competences, no clear methodological guidelines for materials to be used in vocational counselling.<sup>27</sup>

The Minister of Education approved the Program on Career Education in 2014 (the Program).<sup>28</sup> The programme indicates that vocational counselling should be integrated into all disciplines and each grade in

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<sup>22</sup> Lietuvos Respublikos profesinio mokymo įstatymas <https://www.e-tar.lt/portal/lt/legalAct/TAR.44FA08A7226F/MrAIVBKaBL>

<sup>23</sup> Lietuvos Respublikos švietimo ir mokslo ministro ir Lietuvos Respublikos socialinės apsaugos ir darbo ministro 2012-07-04 įsakymu Nr. V-1090A1-314 "Profesinio orientavimo vykdymo tvarkos aprašas"

<sup>24</sup> Lietuvos Respublikos profesinio mokymo įstatymas <https://www.e-tar.lt/portal/lt/legalAct/TAR.44FA08A7226F/MrAIVBKaBL>

<sup>25</sup> Lietuvos Respublikos profesinio mokymo įstatymas <https://www.e-tar.lt/portal/lt/legalAct/TAR.44FA08A7226F/MrAIVBKaBL>

<sup>26</sup> Lietuvos Respublikos švietimo ir mokslo ministro ir Lietuvos Respublikos socialinės apsaugos ir darbo ministro 2012-07-04 įsakymu Nr. V-1090A1-314 "Profesinio orientavimo vykdymo tvarkos aprašas"

<sup>27</sup> Valstybės audito ataskaita. 2014. Kaip organizuojamas ir vykdomas mokinių profesinis orientavimas. 2014-11-27, Nr. VA-P-50-1-16

<sup>28</sup> Švietimo ir mokslo ministro įsakymas Dėl Ugdymo Karjerai Programos patvirtinimo, Nr. V-72; 2014-01-15 <https://www.e-tar.lt/portal/lt/legalAct/99c37290cf9011e3a8ded1a0f5aff0a9>



general education. Career competences should be trained according to the age groups: first level covers elementary school (1-4 grades), second level covers 5-8 grades, third level – 9-10 and fourth level 11-12 grades. This program aims to train career competences for school students. As defined in the Program education for career should be mainstreamed in the content of knowledge about the world or other disciplines. For other levels there should be organized cycle of the activities.

Thus the career education aims at helping school students to identify their potentials and opportunities to independently choose profession and develop career-based competences. The structure of career competences is described as following:

- self-awareness
- learning of career opportunities
- career planning
- career realization.

This basic structure of career competences is integrated in each produced methodological materials on career education.

There are three main subjects in the system of educational career services:

- At school level - vocational counsellors and teachers
- At regional level – informal education institutions, municipal institutions, employers, voluntaries
- At national level – authorised institution by Ministry of Education

In 2010-2014 Lithuanian Centre for Informal Students' Education created diverse methodological tools to improve vocational counselling services: Program for career education (approved on 15 January 2014)<sup>29</sup>, Student's book, Teacher's Book, Student's folder for career education, interactive website MUKIS which provides various information on career education, visual materials (photos and short videos) on promotion students career. The State Audit positively evaluated the developed methodological tools and means, which assist teachers to organize vocational counselling at schools. Nevertheless, the State Audit has critically assessed the potentials of MUKIS website. Research has demonstrated that materials are not updated, no forum or discussions possible on-line to exchange good practice or raise important questions. Additionally, the State Audit highlighted the following gaps in vocational counselling services:

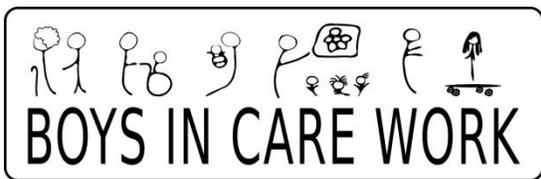
- absent information on the state long-term vocational counselling plans and vision. Till present any vocational counselling was based on projects and their activities which do not guarantee consistency and sustainability after the project ends.
- absent methodological assistance for schools and particularly school teachers in organizing vocational counselling and evaluating its results.<sup>30</sup>

It should be noted that critical evaluation of the professional counseling system by the state audit addressed issues of accessibility, quality and transferability of the services of vocational counseling. Gender equality aspects were not addressed in the evaluation.

In Lithuania no any specific initiatives targeting the area of boys in care professions could be found. Thus below several initiatives illustrate activities promoting girls in their entry into STEM:

<sup>29</sup> <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/11018e70d00711e39b2ab5bbcc4f49fb>

<sup>30</sup> Valstybės audito ataskaita, 2014



- The first mentoring program “**Women Go Tech**”<sup>31</sup> was implemented in the January-June of 2017. This program targeted female students and young professionals who are interested in career in technologies. Association INFOBALT and Youth network GLOBAL SHAPERS under the World Economic Forum encouraged women to enter TECH sector. Selected participants had the possibility to meet and learn from the experts of the field of technologies. Each mentee had the possibility to communicate informally with a mentor at least once per month. This mentorship program has aimed to break stereotypes about women’s participation in TECH sector and actively engage and motivate to work in TECH sector.
- **School Education Gateway**<sup>32</sup> is an informational thematic website which provides examples and role models to inspire girls to seek career in natural sciences. In 2016 Center for Natural Science and Technology organized workshops in natural sciences, technologies, engineering and mathematics and hosted 100 girls in the age of 11-16 to practice their skills in these STEM workshops. The event was organized by the company AIG and non-profit organization Greenlight for Girls. The workshop aimed to motivate girls to choose STEM studies and learn about career prospects in this field.<sup>33</sup>
- **FB: Mothers for STEM**.<sup>34</sup> This initiative was undertaken by a mother initiated support group of mothers to encourage girls at schools to actively engage in STEM sector. These mothers’ groups provide support, motivation and assistance for girls to learn more about STEM sector.

#### 1.4 National data/studies on boys’/men’s role in caring work, job preference, caring masculinities etc.

There is very limited investigation of men’s choices in occupation market or men’s employment trajectories and their move from “masculine” to “feminine” occupations.

Studies on men on parental work and male social workers shows how gender power hierarchies enshrined in the public discourse affect personal mindset. (Tereskinas, 2008a, Sumskaite 2014, Mazeikiene, Doreliaitiene, 2011). Analysed 30 semi-structured interviews revealed that the normative masculinity conceptions prevailing in Lithuanian society are manifested in interviewees’ fathering practices. Men continue to highlight their leadership role in being patron and teacher. Similarly research on men in social work reflects men’s roles as leaders in the sector of care work. Interviewed 7 male social workers admitted that they chose social work as a second profession when experienced certain difficulties in their private life. They admitted that regardless their work in a feminised profession for a low salary, this work allowed them improve career opportunities and maintain leadership and authority. Researchers concluded that in their narratives, male social workers attempted to combine traditional hegemonic masculinity norms with the practices of male caregivers (Mazeikiene, Doreliaitiene 2011).

Scientific inquiry into working class experiences demonstrates their social exclusion, difficulties to adapt to the economic challenges, particularly unwillingness to shift towards more feminized service-based economy. Regardless their age many working class men expressed their disappointment of their current situation, disrespect by others, fear to lose job, uncertainties about future and limited possibilities to

<sup>31</sup> <https://www.womengotech.lt/>

<sup>32</sup> [https://www.schooleducationgateway.eu/lt/pub/experts/role\\_models\\_leading\\_girls\\_into.htm](https://www.schooleducationgateway.eu/lt/pub/experts/role_models_leading_girls_into.htm)

<sup>33</sup> [http://www.smm.lt/web/lt/pranesimai\\_spaudai/naujienos\\_1/mergaites-skatinamos-rinktis-stemgamtos-technologiju-inzinerijos-ir-matematikosstudijas](http://www.smm.lt/web/lt/pranesimai_spaudai/naujienos_1/mergaites-skatinamos-rinktis-stemgamtos-technologiju-inzinerijos-ir-matematikosstudijas)

<sup>34</sup> <https://www.facebook.com/Mamos-u%C5%BE-STEM-604594513049577/>



survive in present moment. Many of them experienced unemployment, work without contracts and long hours and exploitation. However, the study shows that heteronormative masculinities continue prevailing in the attitudes of working class men. Physical strength of man's body, active agency, potency and toughness are identified as man's characteristics regardless the discrepancies between imagined masculinities and experienced realities. (Tereskinas 2011). The issues of inequalities, social isolation and public/social exclusion are usually silenced by working men.

Researchers demonstrate the tendencies that regardless patriarchal norms, values and gendered roles in society women try to break the existing practices to work in "feminized" sectors and move to "masculine" sectors such as financial entrepreneurship, transport or construction industries (Daukantiene, 2006, Bagdonas et al. 2007). Though research on gender equality has been extended, the main focus on women's conditions has prevailed. Many researchers investigating women's disadvantaged position in labour market, society and culture argue that Lithuania's society continues to prioritise traditional gender system and maintain traditional gender-role stereotypes such as women's duties as care-givers and men's as breadwinners (for overview see Bucaite-Vilke et al., 2012; Pilinkaite-Sotirovic, 2014). Developed policies on equal opportunities for women and men have encouraged women's public roles in employment rather than men's role in care work.

A recent study on women's career in natural and technological sciences analysed the social-cultural obstacles, gendered stereotypes and cultural prejudices about women's role in society from school up to university and the scientific community. The study argues that traditional attitudes and patriarchal norms about gender relations and system which persist in Lithuanian society significantly influence girls' professional orientation and their limited choices for natural and technological sciences. (Novelskaite, Purvaneckiene). Women scientists argue that segregation of occupations in the universities shows the tendency that social sciences are more often chosen by women than technical and natural sciences. Though the growth of number of women (not men) could be noticed in technical and natural sciences through the period 2001-2009, however, men are still in leading positions of the educational and scientific structures. Data on attitudes of school students towards professional orientation also shows that women are hardly motivated to choose technical and natural sciences for their career. They usually devalue their own abilities and consider themselves incapable to study technical and natural sciences. Gender stereotypes that persist in society, family and school directly and indirectly influence women and, consequently, men's choices in their occupation (Urboniene, 2011).

The other research report on women's low engagement in R&D summarises the problems of women's career prospective in science. One of the macro-level issue is the poor conditions for reconciliation of family and work. These include gender stereotypes in society, limited access to and flexibility in child-care services and no systematic policies to encourage men to take parental leave. The study also highlights micro-level problems that target gender stereotypes within the academic community that also negatively affect women's career perspectives in STEM particularly. (Tereskinas, Leonavicius, 2011)

Some earlier studies on school students' preferences in their professional choices show that both students and teachers divide professions between "masculine" and "feminine". Usually "feminine" professions are tied to care works which are low paid and not very popular. School students prefer prestigious and well-paid professions. (Domeikyte, 2010).



## ***II. Analysis of material for occupational orientation/vocational education (approx. 20 – 30 pages)***

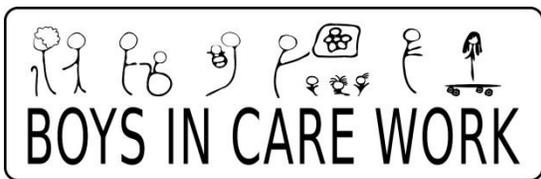
### **2.1 Selection/Material corpus:**

#### **2.1.1. Which sources are available in our country?**

In Lithuania development of vocational counseling started since 2005 under the support of EU structural funds. The main goal of the vocational counseling was to provide information and consultations about schools of vocational training, recruitment procedures, professions and possible employment opportunities. For this purpose the open access portal was created [www.aikos.lt](http://www.aikos.lt). The projects on vocational counseling allowed to develop centers on vocational counseling at schools, public libraries and municipal offices. However, the report of the State Audit identified that only 42% of the schools could establish a center for vocational counseling and majority of them became inactive when the project ended (State Audit, 2014).

In 2007 the vocational consultants initiated to set up the association of vocational counselling and combine the efforts of professional at labour exchange training and consultation centres and specialists at school for proactive work in this field. However, the institutional reform of the Ministry of Social Security and Labour in 2010 negatively affected this initiative. The operation of training and consultation centres (*Darbo rinka mokymo ir konsultavimo centrai*) was terminated under this reform. Thus the initiative was hardly developed and the Association did not undertake follow-up activities to improve counselling services or content of vocational counselling. In 2012 some initiatives came from the Euroguidance project under the the Fund of Support for Education Exchange which operated as the information and methodological resource centre for specialists of vocational consultation. They have organized number of seminars on career competence education. The webpage provides some materials published in 2008-2012 that covers materials to parents to support their children in career choices and for school children to complete some tests and exercises. (<http://www.euroguidance.lt/karjeros-planavimas/renkuosi-karjeros-kelia/leidiniai/euroguidance-leidiniai/metodiniai-leidiniai>)

In May 2010 the Information Education Centre of Lithuanian Pupils started the project “Career Education and Development of Monitoring Models in general and vocational education”. This project aimed at developing national professional orientation system and ensuring sustainability, equal opportunities and accessibility of career education. For this purpose the methodological materials were prepared for teachers (Teacher’s Book) and school students (Student’s Book), interactive website MUKIS.LT was developed where all informational materials about different professions including photos, videos, narratives of professions are provided. Additionally career consultants and coordinators were trained and employed at schools. As the report of state audit shows the trained career consultants were the staff of the schools such as directors, deputy directors, teachers of different disciplines, school psychologist, social worker, librarian and other). During the project implementation these career consultants received payments from the project funds. In general, the school career consultant provided information, consultation and career training



services for the students in their classes, workshops or thematic seminars. The State Audit critically evaluated the organization of vocational counseling at schools stating that in general school career consultants provided information and consultation services about vocational training, professions, recruitment procedures, however, career training was very limited. Only 20% of schools indicated that vocational services were systematically organized and carried out. In general career training was fragmented and lacking complex approach to combine different activities such as information, consultation and career education (State Audit, 2014).

The vocational counseling planned for 2014-2020 continues being implemented with the support of the EU structural funds. The coordinator of this program is the Ministry of Education and Science.

### **2.1.2. Which material did we chose and why?**

The State Audit analysis and impact assessment of the independent institution on vocational counselling provide evaluation of the organization process, preparation of the consultants, funding possibilities and challenges, sustainability (Viešosios vadybos ir politikos insitutas, 2013). No one study found in Lithuania that would assess materials and methodological tools produced during the implementation of the projects since 2010. More over gendered approach in the development of the content and analysis of methodological materials could be hardly identified.

As mentioned above, available methodological materials on career education and vocation counseling have been mainly produced as an outcome of some project activities. In implementation of the project “Career training and developing monitoring models in general and vocational education” in 2010-2014 the webpage was created and developed the sectors on information and consultations on vocational counseling for school students, teachers and parents ([www.mukis.lt](http://www.mukis.lt)). The project implementation team consulted with the specialists of the Ministry of Education, the Education Development Centre (the associate partner in this project) and Informal Education Centre of Lithuanian Pupils. All approached stakeholders guided the researchers to the website Mukis.lt and suggested to analyze materials available on this website.

This webpage provides written methodological material separately for school students (Student’s book) and for teachers (Teacher’s Book). There is a separate 5-pages information sheet about the importance of gender equality in the students’ career training (*Lyčių lygybės aspektas mokinių ugdyme karjerai*). This brief informational material proposes teachers to take into consideration of gendered stereotypes which might negatively reflect on students’ professional choices. Thus, teachers are encouraged to teach their students to critically reflect upon social context and impact of gendered aspects on policies, culture and science. Some emphasize is particularly on mothers who has “masculine” profession and could become roles models for girls to seek for the profession they want. It should be noted that no articulation about boys’ choices for care work is discussed in this informational material.

Additionally there are photographs and videos about the professions. It should be noted that the webpage includes videos created in other European countries, particularly those which represent men in teachers



occupation. Thus, the available materials on the website were analyzed in this project. The website is the main information tool for (1) school students to obtain information about vocational education and career possibilities and (2) teachers to prepare career training at schools and parents to discuss, guide or assist their children in the career planning.

Some materials produced as a result of projects implementation provide an important information for teacher during the last ten years. The materials cover different guidance, games about professional orientation, methodological materials for teachers on how to consult on vocational choices, materials for university students and lecturers. ([http://www.mukis.lt/lt/literaturos\\_sarasas.html](http://www.mukis.lt/lt/literaturos_sarasas.html))

In general the written available material is produced in gender neutral language and gender is not mainstreamed in the texts. Nevertheless analysis of the texts helps to identify several examples describing occupations in the light of gender stereotypes. The visual material, particularly photographs, resembles very clearly gender stereotypes in the professional opportunities.<sup>35</sup>

## 2.2 Analysis, following the 3-R method

### 2.2.1 Visual material “Try a profession”<sup>36</sup>

The analysis will start with in-depth examination of the visual materials. Analysis of the content of advertising short video reportages reveals gender stereotypes in the representation of the professions for young people regardless the modern and attractive form. This is evident by doing quantitative analysis of the visual information materials. In the section “Vocational films” up to 50 short 7-minutes films are presented under the common name “Try a profession”. A common idea in the plot unites all these films. The team of three school students meets an expert to learn about a profession. Only 16 (up to 32%) out of 50 films<sup>37</sup> show women experts who shared their experiences. Similar proportion, namely 33,3% of women, could be noticed in representation of school students who visited an expert. In all films the team of three students was composed by two boys and one girl. Thus the visual representation of both young school students looking for the job and experts talking about the profession suggests the notion that boys “naturally” dominate in the field of professions. Though women were present in the videos, nevertheless their representation does not reach gender-balance criteria (at least 40% of all representation).

Low women’s representation in the visual materials on professions mismatches the contextual realities in Lithuania. In fact, more than 60% of women are actively engaged in labor market highlighting significantly high percentage of women’s employment in Lithuania. Statistics shows minor changes between women and

<sup>35</sup> [http://www.mukis.lt/lt/profesiju\\_nuotraukos.html](http://www.mukis.lt/lt/profesiju_nuotraukos.html)

<sup>36</sup> [http://www.mukis.lt/lt/profesiju\\_nuotraukos.html](http://www.mukis.lt/lt/profesiju_nuotraukos.html)

<sup>37</sup> [http://www.mukis.lt/lt/profesiju\\_filmai.html](http://www.mukis.lt/lt/profesiju_filmai.html)



men's active involvement in labor market in the last seven years. The gap between women and men's employment fluctuated within the interval of 0.4 and 2.0 percent points.

Analysis of the content of 50 films shows that those professions, which cover care sector are underrepresented on the webpage. Women experts are visible in the videos about medical doctor's profession, financial expert or nutrition specialist. Only one film among 50 demonstrated the profession of a medical nurse which specializes in therapeutic methods to rehabilitate health. This profession was represented by a woman-expert who described in detail the specificities of her work. The analysis of video material suggests that care professions are in general invisible in the context of vocational counseling and therefore not attractive either for girls or boys. Girls and boys are encouraged to learn about prestigious and status-ensuring professions. Girls are guided to learn more about "men's" professions, however potentials about "women's" professions are silent and boys do not appear in the field of so-called women's professions.

There are 101 pictures provided on this webpage representing diverse professions "Pictures of Professions". The title of a profession under each picture is written in generic language signifying male grammatical ending. Similar tendencies of representation of women and men could be identified. Women are represented in 34 out of 101 pictures. This makes 33.6% of women's representation in total. Four pictures (3.96%) represent care professions.



Pictures representing professions.<sup>38</sup>

Women represent all the care professions such as a massage specialist, social worker, nurse and specialist on rehabilitation of disable people (neįgaliųjų reabilitacijos darbuotojas) (see the pictures below). Social worker's profession in the picture is represented by three women. The profession of a specialist on rehabilitation of disable people is represented by a woman and a man. A woman works with a patient and a man stands nearby with some papers and observes the scene. This kind of representation does not suggest a woman and man are on equal footing in their status rather a man has a task to control a woman's work.<sup>39</sup>

<sup>38</sup> [http://www.mukis.lt/lt/profesiju\\_nuotraukos.html](http://www.mukis.lt/lt/profesiju_nuotraukos.html)

<sup>39</sup> [http://www.mukis.lt/lt/profesiju\\_nuotraukos.html](http://www.mukis.lt/lt/profesiju_nuotraukos.html)



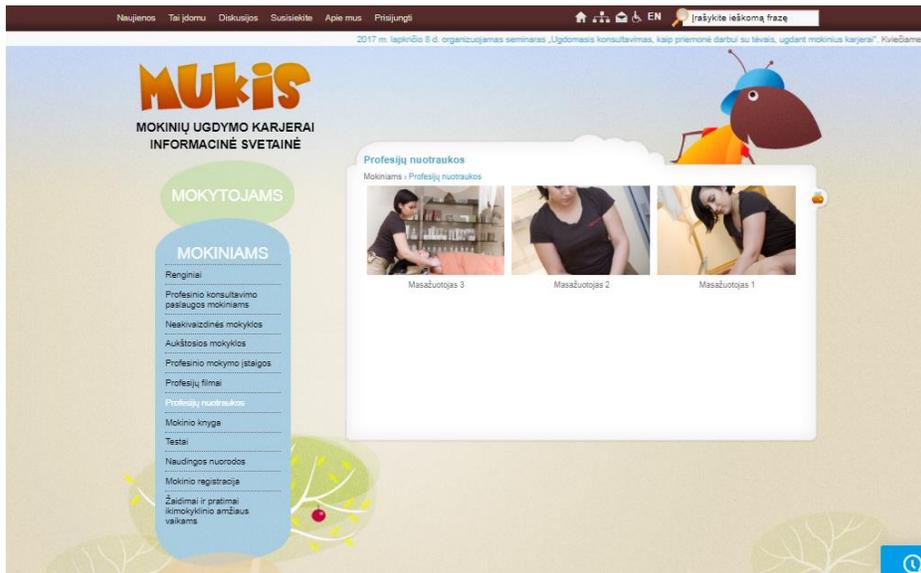
Pictures representing professions. Nurse<sup>40</sup>



Pictures representing professions. Social workers<sup>41</sup>

<sup>40</sup> [http://www.mukis.lt/lt/profesiju\\_nuotraukos/alb\\_75.html](http://www.mukis.lt/lt/profesiju_nuotraukos/alb_75.html)

<sup>41</sup> [http://www.mukis.lt/lt/profesiju\\_nuotraukos/alb\\_76.html](http://www.mukis.lt/lt/profesiju_nuotraukos/alb_76.html)



Profession photos. Masseur<sup>42</sup>



Profession photos. Rehabilitation of the disabled<sup>43</sup>

The pictures of 101 professions represent age diversity of women and men in their professional work. Other diversity aspects such as ethnicity, disability, religion or other are absent.<sup>44</sup>

<sup>42</sup> [http://www.mukis.lt/lt/profesiju\\_nuotraukos/alb\\_62.html](http://www.mukis.lt/lt/profesiju_nuotraukos/alb_62.html)

<sup>43</sup> [http://www.mukis.lt/lt/profesiju\\_nuotraukos/alb\\_67.html](http://www.mukis.lt/lt/profesiju_nuotraukos/alb_67.html)



In the sector “Unusual present professions”, designed for pupils, there is no one care profession introduced<sup>45</sup>. Pupils are informed about the following professions: 3D graphic design, nutrition scientist, cruise ship director, animal behaviour analyst, robotics technician or personal shopping manager. Visually girls’ representation is higher than boys. There are 25 pictures that girls demonstrate certain profession and 18 – boys. The analysis suggests that provided professions are designed for modern generation. The absence of care professions signifies that these professions are associated to traditional sphere which is outdated and therefore not interested for present generation of girls and boys.

Analysis of the Lithuanian adverts shows that men are not present in care professions. This is evident in pictures and videos on the webpage designed for school students to inform them about professions and help in their vocational choices. Gender stereotypes to certain extent are broken in terms of women representations in men’s professions such as engineering, scientist in natural science, chemistry and train operator. There are 15 films in the sector “Men’s not women’s professions – where comma should be put?” Only two films out of 15 represent men in the profession of primary school teacher<sup>46</sup> and nursery<sup>47</sup>. This makes only 13.3 % of all vocational counselling material in the sector. It should be noted that both films about men in care profession are made in the UK (not in Lithuania) and presented in English language. There are no clear criteria identified how and why these two films were selected and located in this sector. Review of the content of these short films suggests that men in care professions maintain “normative masculinity”. For example, teacher’s representation starts with a male principal of the primary school who started as a teacher and now is a principle. All interviewed men have “masculine” dress-code – ties, suite trousers – the attributes that has symbolic meaning of social status. In the video film on men nurses some emphasis is made on previous professions such as fireman. The focus on previous profession strengthened by some visual insights symbolises certain masculine status quo. As mentioned above, research findings on men in the profession of a social worker in Lithuania show that social work was not their primary choice. All interviewed men stated that they had more “masculine” professions at the beginning. (Mazeikienė, 2011). Additionally, men’s representation in care professions is provided in foreign video films. This also strengthen the attitude that the represented men’s choices in care professions could be interpreted as something “foreign”, “exotic” and “not local”.

2.2.2 Material used in schools. **Guidelines for Career: Student’s book** (Stanišauskienė V., Naseckaite A. 2012. *Karjeros vadovas- Mokinio knyga*)<sup>48</sup>

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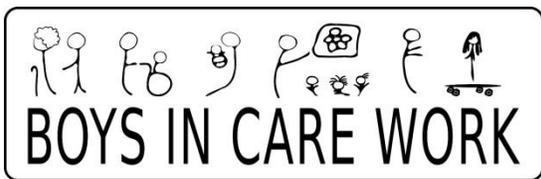
<sup>44</sup> [http://www.mukis.lt/lt/profesiju\\_nuotraukos.html](http://www.mukis.lt/lt/profesiju_nuotraukos.html)

<sup>45</sup> <http://www.mukis.lt/lt/zaidimai.html>

<sup>46</sup> Mit males in teaching. <https://www.youtube.com/watch?v=CE7Cqtd7yrY>

<sup>47</sup> Why not men in nursing. <https://www.youtube.com/watch?v=9RoEbfrCFA>

<sup>48</sup> Stanišauskienė V., Naseckaite A. 2012. *Ugdymas karjerai. Mokinio knyga*. [www.mukis.lt](http://www.mukis.lt)



**Guidelines for Career: Student's book (*Karjeros vadovas- Mokinio knyga*.** Further: Student's Book) consist of 195 pages. The Student's Book aims at helping a young person to develop career vision and suggests:

- tips for self-awareness and the context a person lives;
- information about career possibilities and learning;
- development of skills to make career plan and its implementation.

Authors of the Student's Book have stated that each chapter will help to improve a student's competences necessary for career. The first chapter "I am" has described the impact of personal characteristics, talents, interests, skills and values on professional choices. There are exercises and tests that help to evaluate strengths and possibilities for personal improvement and identify current and future social roles. Obtained self-awareness is necessary to assist in planning career.

The second chapter "Opportunities for my career" provides information about career opportunities, life-long learning as a strategy for improvement career and labor market conditions, diversity of professions. The third chapter "The Plan of my Career" provides number of exercises and tests to help in composing a personal career planning. The final fourth chapter "Implementing my career" the authors provides tips for job search, preparation of CVs, preparation for interviews in the recruitment and preparation the folder about personal competences.

The narratives of the book are mainly provided in gender neutral language addressing generic words in the text. There is very little visual material therefore visual presentation of the Student's Book is not analyzed. The Book contains very little theoretical insight and mainly provides tests, exercises, examples, information sources, tips for students in their thinking about future career. Thus the analysis is based on provided examples and narratives about girls and boys thoughts, strategies for choosing professions and ideas about professions. There is an equal representation of girls' and boys' experiences and examples. However equal representation of both genders does not eliminate gender stereotypes in the content of provided examples. Analysis of the Student's book helps to grasp the gendered notions about how and what girls and boys do differently and resembles social roles and gendered expectations in society.

On page 11 examples provides the mapping of career ideas and resembles certain gendered notions in the map. The map draw career at the center of the picture and then provides the road to "women's career" which is represented by high-heels shoe. The drawing presents certain ideas about difficulties for women to advance in their career. It is shown that reconciliation of family and career is impossible and there is no time for family which is considered to be the main source of happiness.

Verbal examples on values and career resemble gendered choices. For example on page 40, there is a description that a girl Monika is in the last year of the gymnasium. She is very good student. Her



achievements are very high in all disciplines including natural sciences, social sciences and humanities. She intends to study economics at the university because her parents have strongly advised her. However, Monika would like to study philology because she has a talent in writing and wishes to be a writer. Nevertheless she understands that it would be silly to abandon the opportunity to study very popular professions in a prestigious university. Thus she decided to study economic, but will it be her way? (p. 40). This example is left for the school students to discuss whether Monika's values will be realized if she will work under obtained education? The material briefly indicates that Monika values creativity, freedom, adventures, self-education and self-respect which are on the top of her scale while power and money are on the bottom.

In the section on self awareness (p. 45-46) the emphasis is on student's personal experiences and their reflection in helping to identify certain competences that were built in his/her childhood. There is a table in three columns. A person can indicate timing, emotions and experiences and, finally, personal characteristics/qualifications. For better explanation of the exercise an example is provided about experiences of 16-years boy Justas. At the beginning his experiences are based on the stories of his parents. In the early childhood he was very active, cheerful and a bit spoiled child, but he got a sister when reached 2,5 years old. Then he became a big and responsible guy to take care of his sister. Responsibility is one of his qualifications in present age. Justas went to the kindergarten where he demonstrated his leadership skills to organize group for common games or tricks. His teachers in the kindergarten called him a "boss", most probably due to his ability to manage and consolidate the group for some activity. Thus, the skills to lead and persuade a group or team developed. Later in his early school age he continued on exercising his leadership skills though not successfully at the beginning. Thus it was a challenge to find the new ways of leadership.

In sum this example provides narration of a boys experience emphasizing "masculine" norms of leadership as one of the personal experiences. There are no other examples provided. This makes certain suppositions about the development masculine characteristic for boys from their childhood. The emphasis on personal experiences from early childhood in the Book signifies its importance in future career preferences. The gendered notions prevail in the individual boy's and girl's experiences that stereotypically represents different values and experiences.

The section of social roles describes the diversity of roles undertake by each person and impact of these roles on a personal career. In general the text is presented in gender neutral language, but examples are gendered.

On page 48, reconciliation of social roles is discussed as a problem in the Student's Book. The narratives describe a single man's story: a young lawyer is an employee in a very perspective enterprise and devotes all his time and energy to improve his career. He works 10 hours per day in the enterprise, then 3 hours he spends in a sport club to keep his good physical and psychological condition, at least once per month he



goes to business trip abroad. The story ends with some questions: how will the lawyer's life change when he will marry? What could be challenges to pursue career after child's birth?

On the page 58 there is a picture visualising how and where to look for the information. There is a boy at the centre and then arrows guide to school represented by a male teacher, internet by a man, library by a woman, home by a mother feeding a child, friends in the car

In the section on career vision students are encouraged to write down their own visions of career. Certain gendered notions could be found in some examples about career vision:

- There is an example about male traditional profession. The example illustrates a start of a person's career from 16 years old when he was at a vocational school to get profession of car mechanics. Then employment in some private enterprise and studies at the university allowed him to obtain university degree in transport engineering. In the next stage he continues to work as a deputy director of the car center and plans opening his own business. In early thirties he succeeds to start his own business in car maintenance and successfully develops it. In the late 50s he transfers the business to his elder son and retires. (p. 90-91)
- In description about the choice for female journalist or editor, it is emphasised her preferences to be an editor of journal in fashion. There are short narratives but they resemble the imbedded stereotypes about women's choices to work in women's journals (p. 93)

Gender stereotypical notions could be identified in the presentation of decision making models (p.104-105). A young man Martynas applies a rational model in decision making, and two girls, Milda and Gabija, make either intuitive decision or dependent decision. Examples provide how all these three young people made decisions to study their professions. Martynas describes that he went to the career centre at school, answered to all consultant's questions and received a list of professions according to his profile. Then he evaluated his scores, exams results, perspectives of certain professions, opportunities to study free of charge etc. These criteria helped him to select two professions: financial management and business administration. Then he took a sheet of paper and evaluated plusses and minuses of both professions. Then he counted and easily decided to study finances. This was fast and simple (Martynas, the first-year-student in finance management)

Milda is in the last year of her school. She is very concerned about what and where to study. It is clear for her that she will choose social sciences, particularly psychology. She has very good scores so she could choose any university. Her friends would like to go to study in Vilnius, anything only that it would be Vilnius. Her parents suggest her to go better to study in Kaunas, because it is closer to their hometown. But she would like to go to Klaipeda. She visited university there and felt very well, so she has to decide and her preference will be Klaipeda (Milda, school student in the 12-grade)



Gabija told her story why she chose medicine. This was unrealised dream of her mother. Since her childhood Gabija heard her mother's story that when she graduated from the school she gave birth to Gabija and could not study. The mother develops the most favourite conditions for Gabija to pursue medical doctor's profession. Gabija is more interested in arts and management of artistic events but she cannot disappoint her mother. So, she studies medicine, it is difficult and not interesting for her but she has to graduate. (Gabija, the first-year-student in medicine).

Narratives on criteria of career decision suggest that a person chooses profession according to his/her characteristics, interests, values etc. Then two examples illustrate difference in choices between a boy and girl which has certain gendered stereotypes in describing the choice. (p. 111)

Matas, the 10<sup>th</sup> grade-school- male student identified the following criteria

- Willingness to earn lots of money (more than average salary in Lithuania)
- Opportunity to live in the capital
- Opportunity to go on business trips abroad,
- Opportunity to reconcile work and personal life
- Opportunity to apply excellent English language skills
- Opportunity to realize rational thinking.
- Opportunity to work in the sector which is connected to counting
- Opportunity to work in the field which is growing

The classmate Giedre, a female student, from the same 10<sup>th</sup>-grade-class at school develops different list of criteria:

- Opportunity to assist humankind in its efforts to save the world,
- Opportunity constantly create something and not to be bored
- Opportunity to study in Lithuania
- The choice is approved by parents
- Opportunity constantly communicate with diverse people, particularly children and youth
- Opportunity to apply inner and interpersonal intellect
- Opportunity to have a big family and have enough time to be with them together
- Opportunity to live in a small town
- Flexible work schedule.

The task for the students is to identify what professions they should choose.

Example about the adaptation in the new work place describes and experience of a girl Agne who has university degree in social sciences and started to work in a sales company. There are all steps how she got to the office the first day, mistakes of human resources personnel to inform security about Agne as a new staff member in the company, unclean working table, no orientation what she has to do. There was only an IT specialist Justas who showed her the company's computer programming documents and was very friendly. He guided her in the office and advised where to have lunch. This example supposes that anybody could experience very similar adaptation moments in the work place. Nevertheless highlighted certain



individual characteristics suggest the proposition that having degrees in social sciences girls should be guided by boys who have education in IT or other pragmatic sciences. Gendered notions of professions are “naturalised” in the text.

The other two examples enshrine the “naturalised” understanding about gendered choices in profession.

- There is a case analysis of a nurse about her first day in the hospital. The text starts as following: “Please imagine a nurse – a young woman who successfully graduated from medical school. Today it is her first day in the hospital in the child’s health sector. Please describe what circumstances can cause challenges for her”. Then a picture of a young women in the dress of nurse is presented and the table to be fill-in (p. 180). It is interestingly to note that the authors did not try to talk about a boy nurse and his challenges experienced during the first working day in the hospital.
- An example how the team leader should select a person for the team proposes a young man’s story. A young man is a prospective young architect. He graduated from the Gediminas Technical University and has been awarded for some projects in the competition of the young architects. Currently he works in the interior design company. (P. 184.)

In conclusions the analysis of the Student’s Books allows to identify certain tendencies about dominant norms and values in verbal representation of vocational material. There are nine examples of boys’ representation and six examples of girls. The stereotypical notions about gendered expectations and choices are present. Usually girls are represented as those who choose arts, humanities and social sciences, while men are in a “masculine” field of professions such as engineering, IT, transport and car industry, marketing. There is one example about nurse which visually and verbally represented as woman’s profession. Social roles of women also present in some examples when choosing the career paths. Different gendered values are present in describing the opportunities for women and men. Men choices presented as being rational and career oriented, based on personal knowledge and skills, desires to explore and discover (go abroad). Women’s choices are described stereotypically as opportunities to help and assist those in need, communication with children, desires to be in the known context, wished to have a family. The authors of the Student’s Book describes these norms as “natural” and resembles gender stereotypes deeply embedded in the society in Lithuania.

Material 3: etc. **“Education for Career. The Teacher’s book** (Stanišauskienė V., Naseckaite A. 2012. *Ugdymas karjerai. Mokytojo knyga*)<sup>49</sup>

The same authors, who composed Student’s Book, wrote a book “Education for Career. The Teacher’s book (Ugdymas karjerai. Mokytojo knyga; further: Teacher’s Book). The Book is divided into Introduction and four

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<sup>49</sup> Stanišauskienė V., Naseckaite A. 2012. Ugdymas karjerai. Mokytojo knyga. [www.mukis.lt](http://www.mukis.lt)



chapters following the structure of the Student's Book. Introduction provides some insights the theoretical insights on basics of education for career. The first chapter covers the education of students' competences for self-awareness. The second chapter is about training students' competences for career. The third chapter is on training students' competences to plan their career and fourth chapter is on training students' competences to implement career. The Teacher's Book aims at helping general school teachers and vocational school pedagogues to guide and assist students to obtain necessary career competences in modern labor world. The Teacher's Book consists of 356 pages.

Similarly to the Student's book, there are very limited visual materials. Thus the results of the content analysis of the texts in book are provided. The gender neutral language prevails in narratives of the book. However, examples and texts are gendered about girls and boys thoughts, strategies for choosing professions and ideas about professions. There is an equal representation of girls' and boys' experiences and examples. However equal representation of both genders does not eliminate gender stereotypes in the content of provided examples. Analysis of these texts help to grasp the gendered notions about how and what girls and boys do differently and resembles social roles and gendered expectations in society.

Some examples about misinterpretation about professions and stereotypes about social status are discussed. The authors emphasize how certain stereotypes mislead young people in their vocational choices. For example, the understanding that a banker or lawyer is a prestigious profession rather than tailor or trolleybus driver might shape young peoples' mind about certain high social status defining professions. This thinking, according to the authors, can make a negative impact on students' choices in the search for career. The authors suggest teachers to educate their students to understand that any profession is respectful and its success depends on a person's interests, values, talents and competences. (page 37). In general there is no any specific reference to care work and particularly guiding boys to professions on care work.

The Book presents a lot of instructions for exercises that teachers could use in their classroom for the specific task in students' education for career. The target group of exercises is indicated and could be either for school students in the grade 5-8 or 9-12.

In the discussion about the social roles (p. 81) the authors present the situation that resembles traditional and stereotypical understanding about women's role as mother. It is described that when a woman become a mother she will avoid business trips, study visits abroad or overtime work, because she has commitments to her family and the social role of being a mother will affect significantly her decisions. Thus teachers are encouraged to discuss the social roles and how they affect career choices. However no tips are provided for teachers to help them in deconstructing this stereotypical gendered notion of social roles.

There are many instructions for exercises that teachers could conduct in the classroom. All the instructions are in gender neutral language. The students are encouraged to think about their day as if they would be bankers, scientists, financial analysts. Caring professions are not in the focus of the Teacher's Book. At the



end of the Book there are 35 annexes as supplementary and/or explanatory materials for a teacher to assist in preparing specific exercises that provided in the content of the Book. Analysis of these materials suggests certain stereotypical gender attitudes in describing girls' and boys' choices.

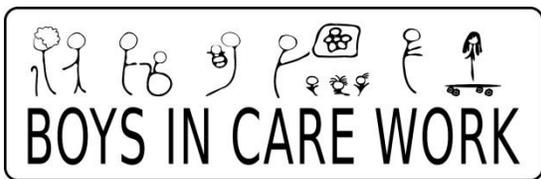
For example, Annex No. 6. (p. 324) amends the exercise No. 21 on "key words". This exercise in the Book aims at teaching the students to learn how to search effectively for the information by using keywords. The students are divided to 5 groups and obtain one situation per group. There are five descriptions of the different situations that teacher should provide for his/her students. Students are requested to identify keywords in each situation. Three situations out of five specifically describe experiences of two men and one woman.

- **The first situation** is about research indicators. "Research shows that successful career depends on human capital and social-demographic factors. The main indicators for successful career are high salary and career promotion. This could be achieved through excellent education, in-depth experience in a certain field of work and broad social network. Research also shows that a man has greater advantage than a woman to achieve higher career prospects, or a white man over a black man."
- **The second situation.** "A woman refused to have a family and devoted all her time for work. She tried to become similar to a man. She was like a computer which could calculate income and expenditures. The management was very satisfied with her work. She could be a head of a small division in the organization. She will not be promoted because she lacks creativity and innovative thinking. When she will reach 40 or 45 years old she will understand that professionally she has not reached very high career post though invested a lot. At the end she will be promoted to become the head of the archive department. "
- **The third situation.** "My neighbor dropped in to my accommodation in the evening and informed that he suffers from pre-crises panic attack due to possible sacking. The employer pressed my neighbor to sign a statement about voluntary leave from job. The neighbor was concerned about his situation and did not know what to do. So I explained him what steps he should undertake. Later I thought that I can prepare an informational leaflet to anybody who could fear sacking."

All three situations resemble very clearly gendered stereotypes. Basically the students should identify the keywords in these situations that are gendered and no critical reflection to these situations is provided. The teachers thus unintentionally reproduce gendered stereotypes in their exercises.

Similarly in the Annex 16 certain gendered notions are "naturally" imbedded in the supplementary material for exercise 44 "List of purposes, values and priorities".

- The exercise is for the students in the grade 9-11. There are different 3 situations where a boy and two girls present their career purposes, personal values and priorities. The students who should



analyze these situations should identify the relations among tasks, priorities and values. Interestingly enough boy and girls' descriptions identifying their wishes and values differ. A boy is presented as having purpose to be a president of Lithuania, to be healthy, climb to Everest and have a wife with 8 children. In regard to his personal values he prefers to be recognized and famous, free and independent, and have constant opportunities for self-improvement. Economic independence, security and family life are secondary and non-important.

- The examples about girls' priorities and values show that girls would like to obtain the profession of children's doctor or something in management position. Both girls would like to own an apartment, to travel or have rest twice per year in resorts of Turkey, to read psychological or self-improvement books. One girl presumably values inner harmony, order, stability, and hardly prefers wealth (money) and different pleasures (celebrations, entertainment and so on). The other girl seeks to meet a rich man and obtain financial stability, attachment (love, care, stable relations, fidelity).

The students are obliged to identify the priorities of these examples towards family, career and leisure. The teachers do not have instructions about stereotypical representation of women's and men's goals, preferences and values. It seems that gender stereotypes in these examples are not targeted in teacher's materials.

It seems that at the end of the Teacher's book some example to deconstruct the naturalized gendered notions about professional choices for boys is suggested. In Annex 18 (p. 338) story of a boy Mantas tells as his preferences to develop his strong leadership skills and independent and purpose-oriented qualifications. He prefers humanities over technical studies and mathematics. He would like to work in the field where he could be useful for other people, improve others' life and have possibilities to communicate with diverse people. His professional choice is public relations.

Thus the Teacher's Book does not provide any narratives of care professions. Throughout the Book gendered notions about the social roles, choices, preferences and values are described as something common and "natural". No instructions and methodological insights are provided to deconstruct the gendered notions in developing individual student's career and life perspective.

#### Material 4: **Ministry of Economy. 2015. *A guide for social enterprise*<sup>50</sup>.**

This Guide does not explicitly cover the topics of gender equality or men in care professions. Nevertheless, the guide provides material about how to create a social business which aims at improving social conditions for those in need rather than business driving for profit.

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<sup>50</sup> Ūkio ministerija. 2015. *Socialinio verslo gidas*. www.mukis.lt; <http://ukmin.lrv.lt/lt/veiklos-sritys/verslo-aplinka/smulkiojo-ir-vidutinio-verslo-politika/socialinis-verslas>

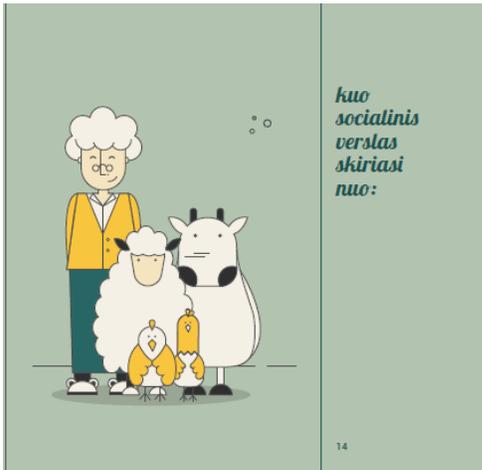
Visual animated material is provided to illustrate the purpose of social business, steps of its development and final results. In general there are four groups of acting heroes in the book: young women, old women, young men and old men. Young women make 45.65 % of all representation in the book. Old women cover 10.87%, young men – 21.74% and old men – 21.74% of all representation. The main initiator and innovator of social business is a woman who decided how to develop social business that serves society to solve social problems, for example care for elderly.



Guide for Social Enterprise. Cover page

Both women and men visually are portrayed in the Guide and women more often than men. Certain difference in representation of both genders could be noticed.

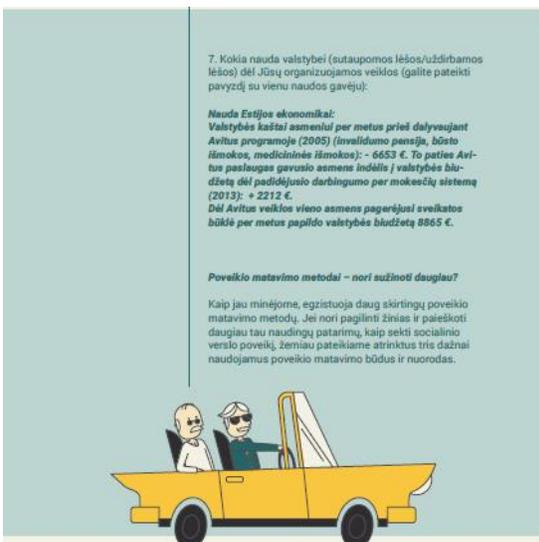
An old woman from a village represents a grandmother of a businesswoman who decided to invest in developing care services that an elderly grandmother could function alone in her house in the village and also have possibility to communicate with an external world via new technologies. New technologies are the basis for the social enterprise in the field of care for elderly. One elderly woman is located always indoors with her domestic animals.



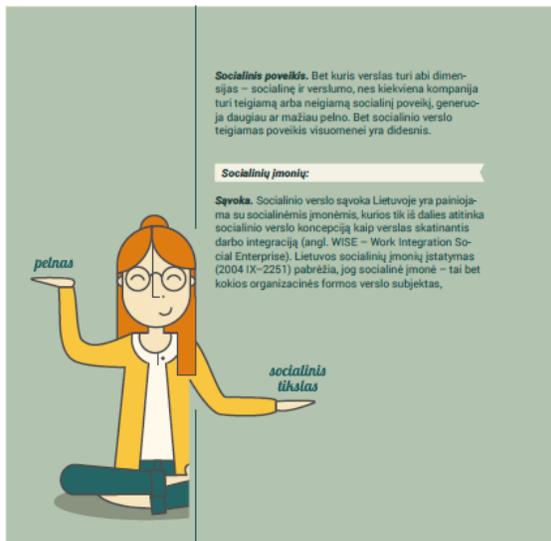
Guide for social enterprise.

There are three different young women: two of them are the key figures in the Guide and one female person appears only once.

There are seven male heroes portrayed in the Guide. Four of them are elderly men who are mobile and located outdoors. Three young men also are located outdoors, in the car, in the context of universe while women located in more closed environment (courtyard, room ).



Guide for social enterprise



Verbal text and visual representation correlates to certain extent to women and men's roles. Men are represented in the sections about specificities of social enterprise, assisting a community and meeting its needs, adapting best foreign practice and instruments for assessment of good business idea. A very desperate man is represented in the chapter what to do if business fails.

Women are represented in chapters about the start of social enterprise, first steps for its development, motivation and drives for success. They are located mainly indoors.

The gendered definition of a person engaged in social enterprise is provided. The book creates an image of a businesswoman who is emphatic, driven for social change, innovator, motivated and happy because seeks to help and promote good emotions for others. A businesswoman in social enterprise can find an innovative way to solve social problem by doing business (p. 15-16).

i. Other material

Material 5: **Who will we be in future?** <sup>51</sup>

The training material "Who will we be in future?" is designed for school pupils in the 5-6 grade.

This material is divided in four chapters: self-awareness, dreams about yourselves in future, learn about professions and try professions. In total 40 pages. The materials contain tests and exercises for pupils and provides a lot of visual material.

The book contains drawings representing girls and boys in a certain situation. In general throughout the book there is an equal representation of 9 girls and 10 boys. Every page contains both genders represented.

<sup>51</sup> Sereičikienė J., R. Bernatoniene R. 2014. *Kuo užaugę būsim?* Šviesa.



Both genders are almost equally represented in the professions that require knowledge, communication, networking. For example a girl would like to be a scientist that develops new medicine to cure people from their heavy diseases. Meanwhile a boy on the same page dreams about profession of lawyer who has in depth knowledge about laws and knows how to communicate and negotiate. He has skills to persuade his own opinion and peacefully resolve conflicts. However the verbal expressions still imply some hints that a woman chooses her profession because she would like to help sick people, while a boy is very confident in himself and has strong leader and negotiator skills. (p. 10)

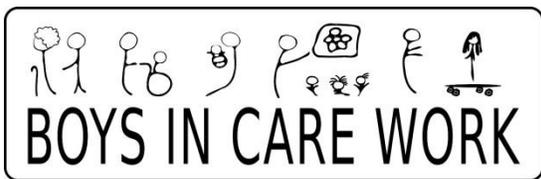
In the other example about personal values and skills, a girl would like to be a journalist and work in a journal. She would like to write articles, conduct interviews, visit “hot” spots. She thinks that it is important now to develop a good network of interesting people. Meanwhile a boy dreams to be a manager or organizer of different events, which could make people to feel very well. Thus he dreams about work in cruise ships. (p. 11). These examples suggest that care work is absent and silenced in general. This leads to preposition that care work is not attractive to be occupied either for girls or boys.

In the section about dreams there is a picture of a girl with photo camera taking picture of a flying bird. The other picture represents two boys playing chess. The task for a student is to identify what are the dreams of presented actors. The picture implied a notion that a girl builds her dreams on some emotional and creative aspects, while boys playing chess are involved in certain intellectual and strategic thinking activities. (p. 19)

In the section about the professions there are 10 pictures representing diverse professions. 7 men represents professions of a cooker, dentist, photographer, fireman, chef, scientist in physics and painter. Three women represent hair dresser’s profession, operator and one more profession which is hard to identify, because a women holds a notebook and a pen and no context behind. All professions are presented in some context of work place, but one is without the context at all. (p. 23)

In the section of work place similar stereotypical gendered professional choices are visible (p. 32). There are 12 photographs of work place represented by professions. Equal representation of women and men is provided: 6 pictures of men representing work place and 6 pictures of women. Men traditionally represent transport sector (a truck driver, an aircraft pilot and navy staff), professional musician (piano player on a stage) and fish industry (fishermen). Women represent traditionally women’s sector of the economy – a nurse taking care of elderly person, a librarian, a school teacher, a ballerina who is in room to rehearse (differently from a man on the stage), two women actors in the theater and a worker in the dog shelter.

In general the book is based on equal visual representation of girls and boys. The norms, however, reveal traditional understanding about girls’ and boys’ professional choices. Men are represented in masculine work places such as transport, professional art, technological sciences, dentist, and women in their traditional sectors connected to care such as nursery, teacher at school or work in dogs’ shelter. Analysis of narratives suggests that there are certain efforts to provide equal footing of women and men in professions, but differences occur. In verbal representation some leadership skills are inherent in boy’s narratives – a boy would like to be a lawyer because he has good leader and negotiator’s skills. Different qualities for girls



are highlighted. A girl would like to work in pharmacy (a scientific choice), but the emphasis is put on social roles and values to help people to fight their disease. Similarly the pictures represent professional artists, but differences occur in the context. A man professional piano player is on the stage, and a ballerina is in her rehearsal room. Thus gendered notions about traditional understanding in professional world still persist in Lithuania. No de-construction of this notion could be identified.

### ***III. Conclusions and ideas for national projects (2 to 10 pages)***

Analysis of the situation in Lithuania on caring occupations/professions suggests that caring professions in general are not strongly promoted for young people to choose. Statistics and visual materials suggests that women dominate in these professions and men are hardly encouraged to move to caring professions. Gender statistics in Lithuania presents that men significantly more often than women predominates in political and economic decision making. Men rarely take parental leave (around 20%) and usually justify that they earn more than women and thus financial family would experience significant loss. Child-care continues to be a gendered occupation, a woman's job. Research in Lithuania shows that women spent 4 hours less than men for paid work, but 14 hours more than men for unpaid work. The gendered imbalance of sharing unpaid duties is hardly researched in Lithuania, thus very limited discussions exist on gaps and unequal distribution of caring duties along gender lines in academic community and policy discourses.

In Lithuania vocational counselling and career education have strongly depended on European financial support since 2004 through various programming initiatives. This indicates that informational materials and methodological tools were mainly developed by implementing various projects and conducting informal education. Thus professional counselling activities at schools are fragmentic, without systematic approach and often lack consistency.

The report presents the analysis of visual materials, manuals for students and teachers produced by the Lithuanian Centre for Informal Students' Education in 2010-2014. Some material on social business was produced by the Ministry of Economy provides an insights of business possibilities for young people to adhere to social needs in society. It should be noted that no any initiatives targeting the area of boys in care professions could be found in these project. Examples could be identified which targeted girls and supported their entry into STEM.

The analysis of the materials in this report allows to identify certain tendencies about dominant norms and values in verbal representation. The stereotypical notions about gendered expectations and choices are present. Usually girls are represented as those who choose arts, humanities and social sciences, while men are in a "masculine" field of professions such as engineering, IT, transport and car industry, marketing. Social roles are present in examples identifying choices for men and women. Men choices presented as being rational and career oriented, based on personal knowledge and skills, desires to explore and discover (go abroad). Women's choices are described stereotypically as opportunities to help and assist those in need, communication with children, desires to be in the known context, wished to have a family. The



research findings suggests that gendered norms are mainstreamed as “natural” in the analysed materials. This resembles the general notion how gender stereotypes are embedded in society in Lithuania.

Lithuania can learn from the partners in the current projects how to shift discourses on professional choices to encourage boys’ interests in caring professions. The trainings for the teachers and professional counselors should include critical reflections on gender stereotypes and potential risks in reproducing stereotypes when appealing to both girls in their choices in STEM and boys in informing about care professions. In the trainings foreseen in this project the teachers in Lithuania might obtain arguments to prove the importance of care professions and make them more attractive to students in general. The teachers should obtain knowledge to motivate both boys and girls to enter to care professions which can be the potentials for self-realization, innovation and change in society

Mutual learning seminars provide possibilities to apply innovative teaching methods in the trainings for school teachers and vocational counselors that challenge gender stereotypes in professional trainings. Additionally, the project presents a possibility to share good practice on practical activities at schools such as girls’ day and boys’ day. The produced materials in other countries serve as a good framework to transfer the best practices and adapt them to the local context.

The caring professions are invisible in Lithuania though the need for teachers, social workers and/or nurseries grows due to social- demographic trends. Thus the project also helps to collect the arguments from the other countries to promote a better reflection on caring professions and make visible the value of care work.

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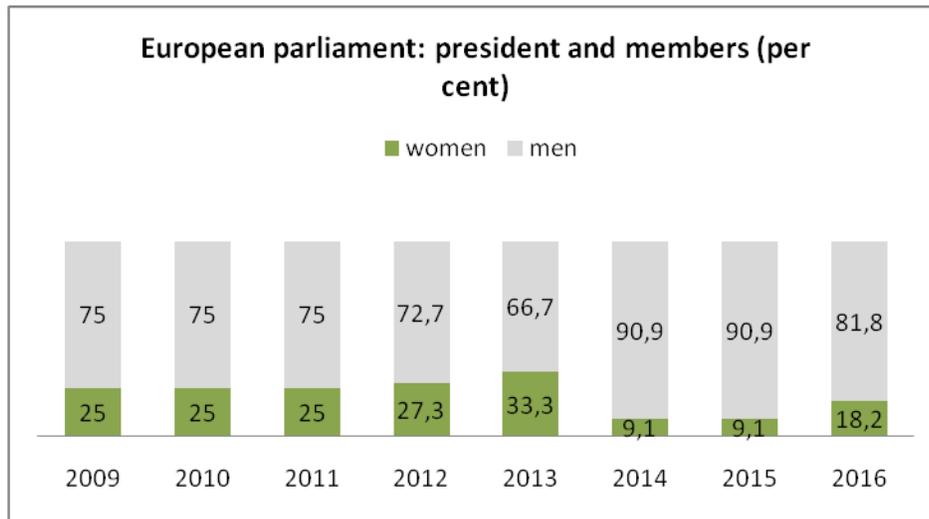
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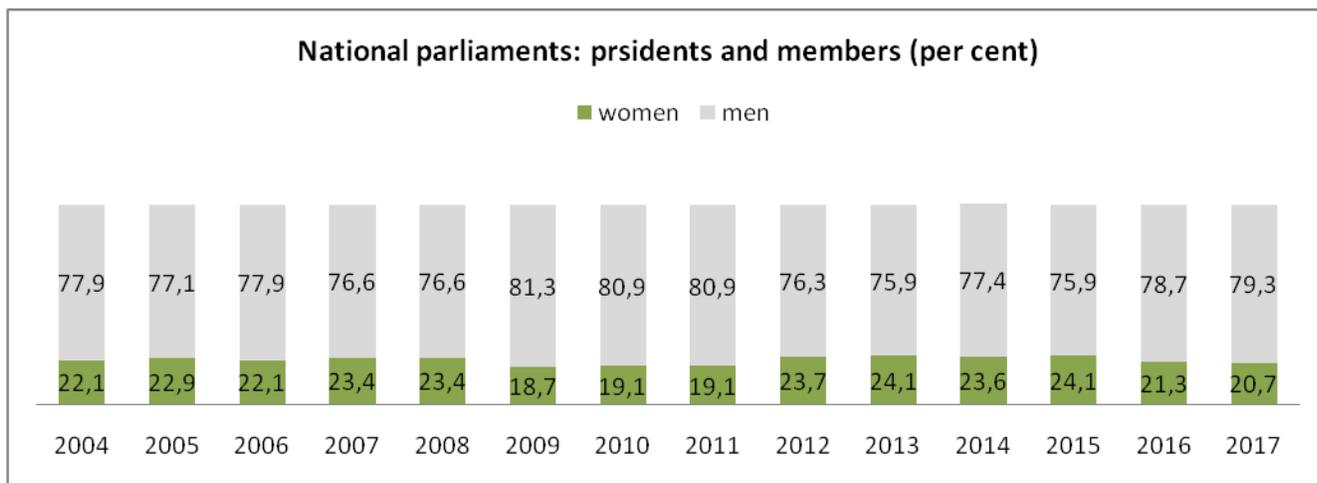
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***V. Attachment (tables & figures / material used in analysis/ ...)***

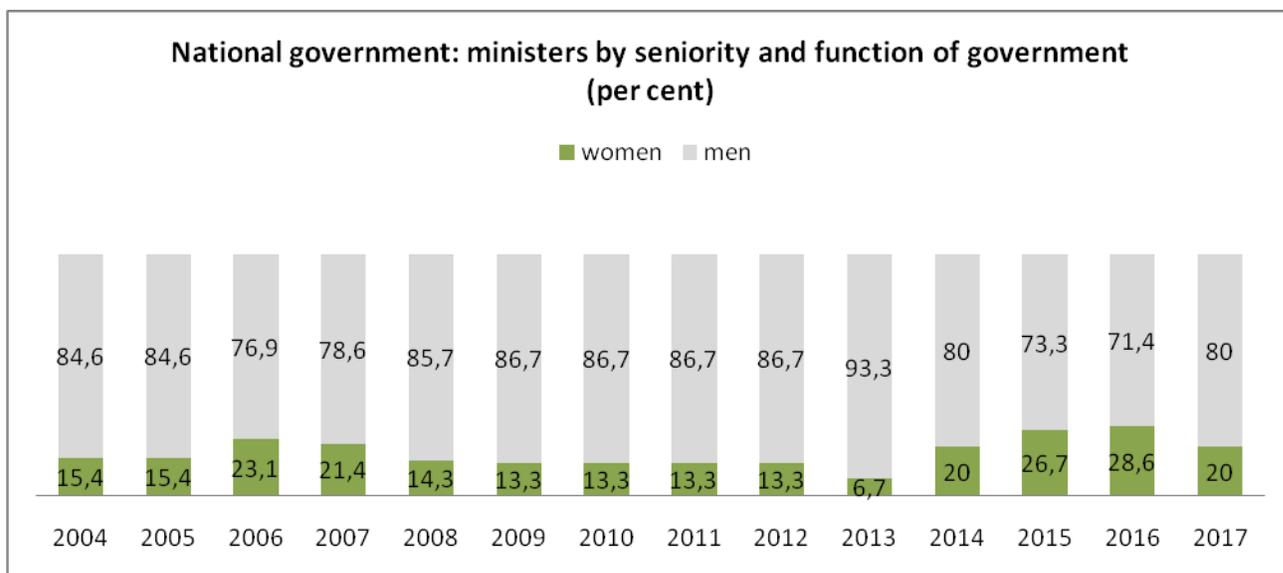
Annex 1. Political decision-making.



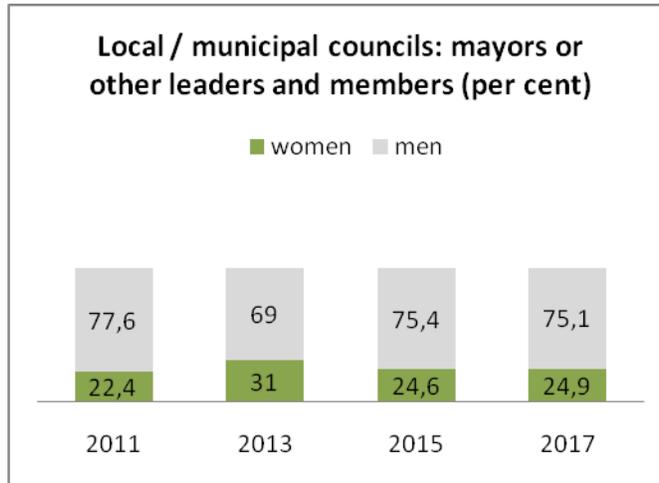
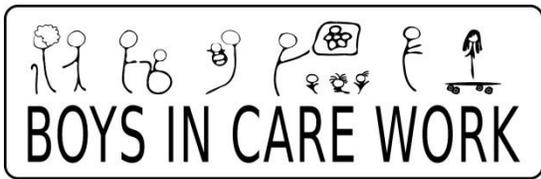
Source: EIGE. Gender Statistics Database. European parliament: president and members.



Source: EIGE. Gender Statistics Database. National parliaments: presidents and members.



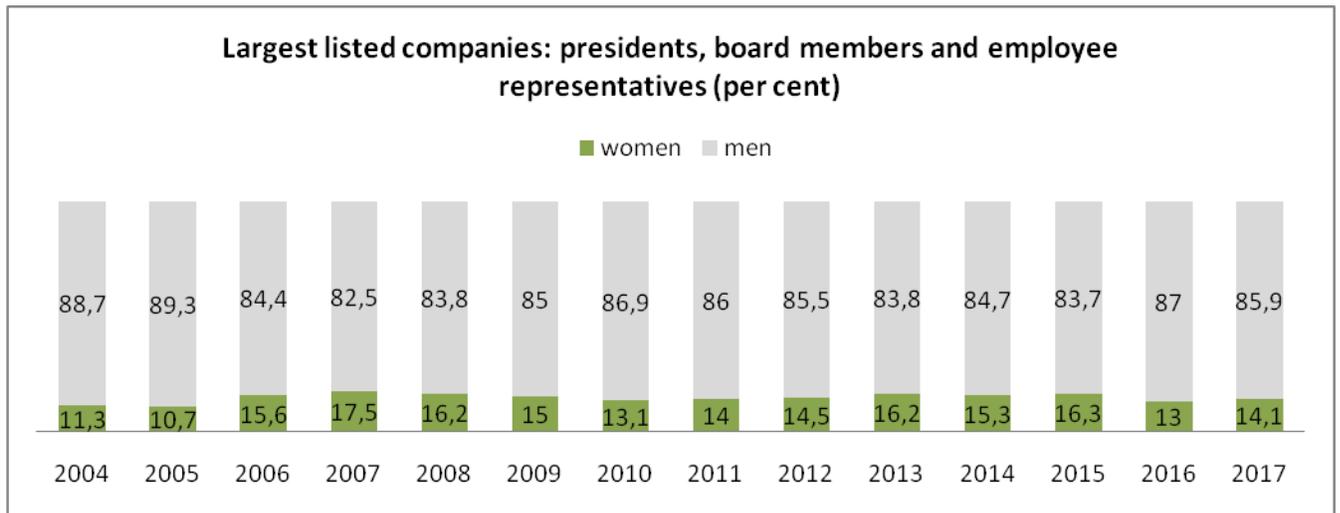
Source: EIGE. Gender Statistics Database. National government: ministers by seniority and function of government.



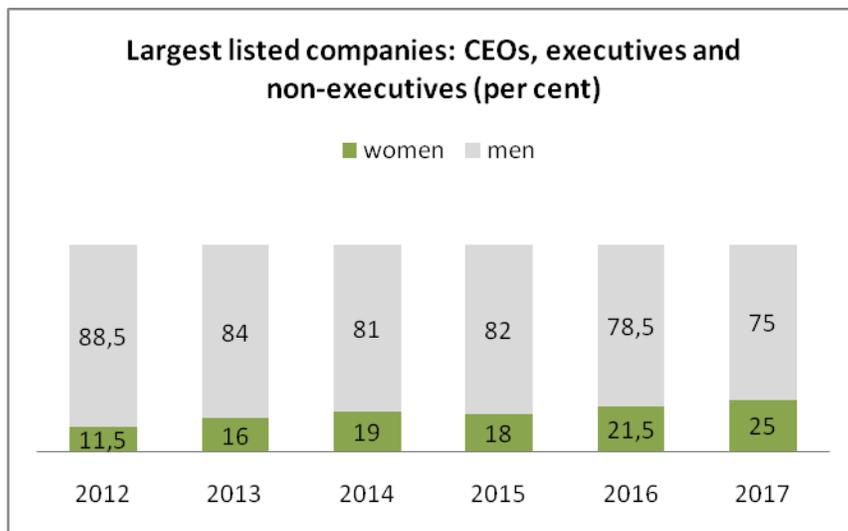
Source: EIGE. Gender Statistics Database. Local / municipal councils: mayors or other leaders and members.

## Annex 2. Economic decision making

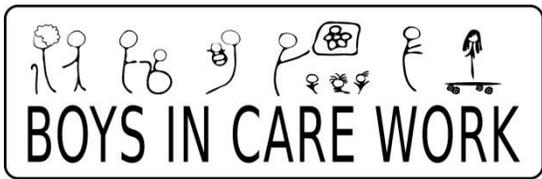
The tables below demonstrate that women in economic decision making make less than 20 per cent of representation in the leadership bodies. Thus, men continue to dominate in economic decision making.



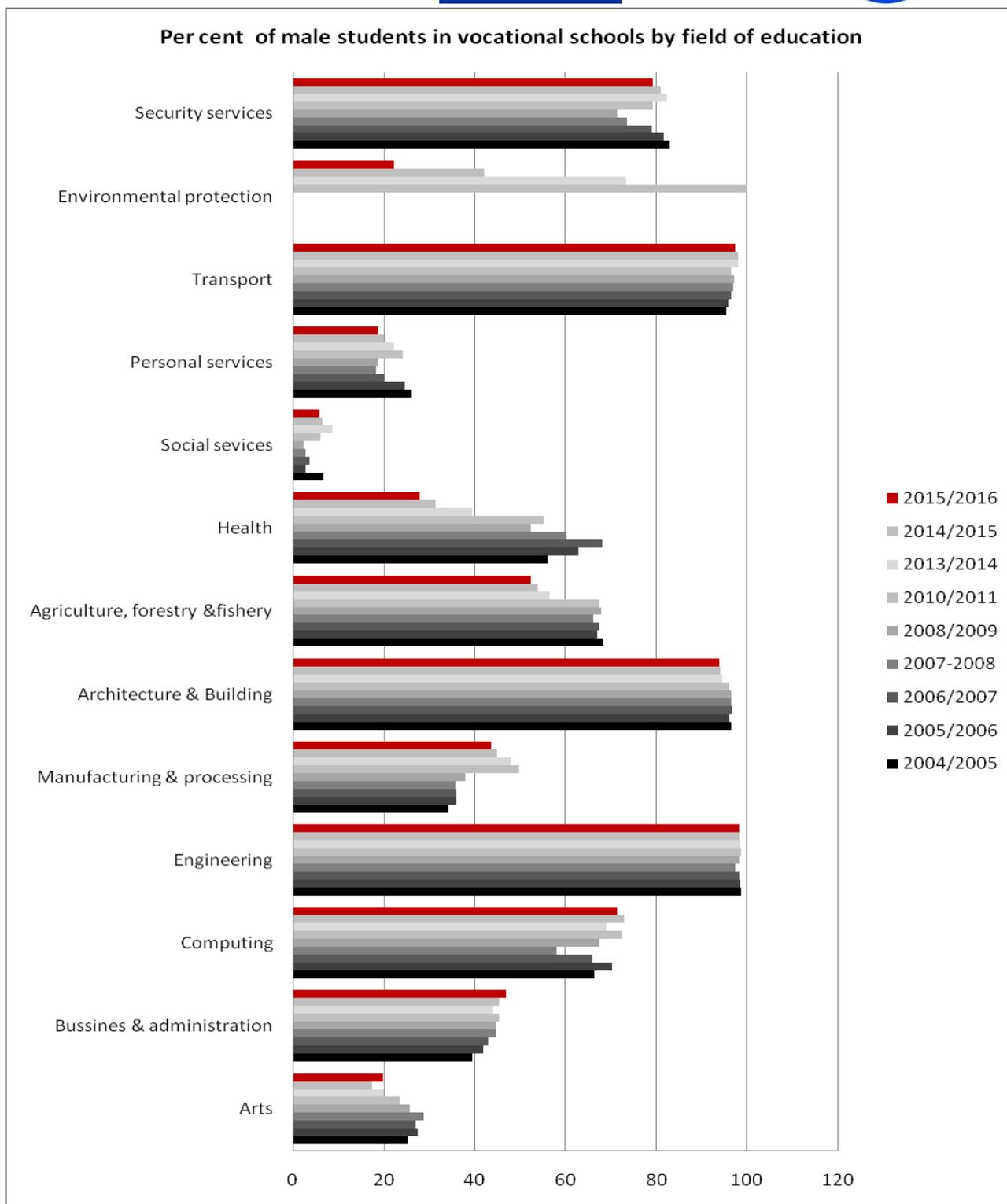
Source. EIGE. Gender Statistics Database. Largest listed companies: presidents, board members and employee representatives



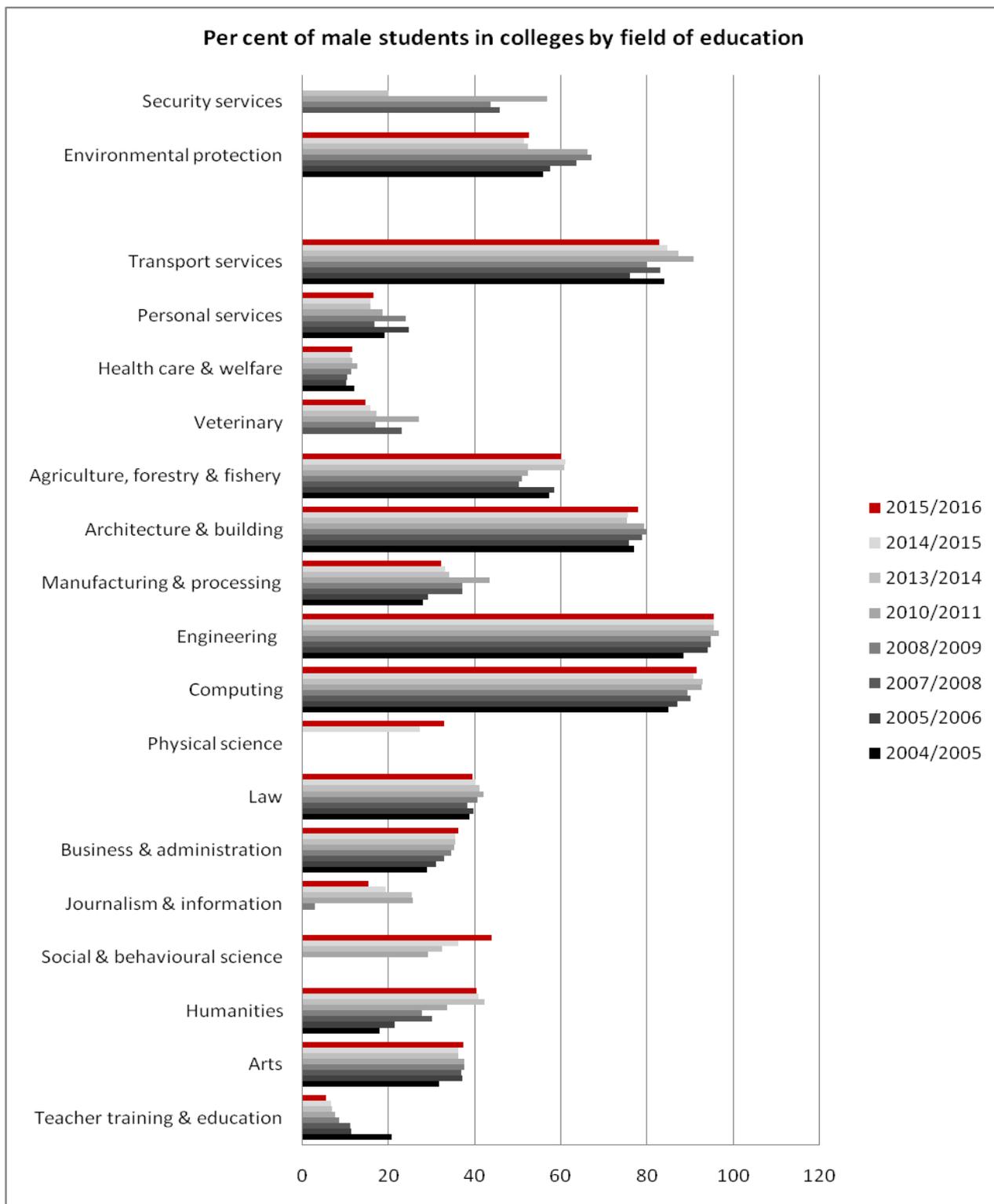
Source. EIGE. Gender Statistics Database. Largest listed companies: CEOs, executives and non-executives.



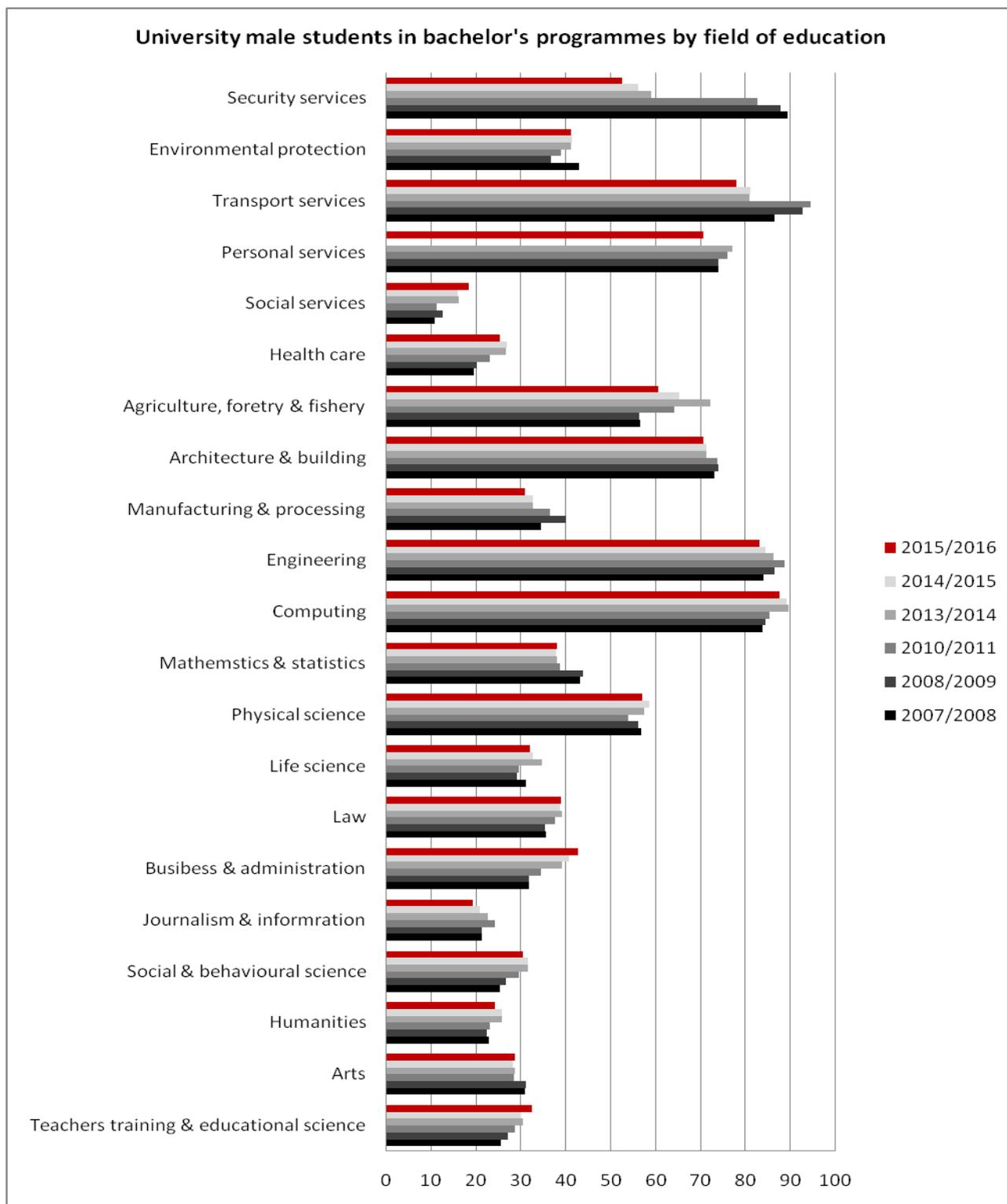
Annex 3. Male students in vocational schools, colleges and universities by the field of education



Source. Department of Statistics. Moterys ir vyrai Lietuvoje. 2005, 2006, 2007, 2008, 2009, 2011, 2014, 2015, 2016. Calculated by authors.



Source. Department of Statistics. Moterys ir vyrai Lietuvoje. 2005, 2006, 2007, 2008, 2009, 2011, 2014, 2015, 2016. Calculated by authors.



Source. Department of Statistics. Moterys ir vyrai Lietuvoje. 2008, 2009, 2011, 2014, 2015, 2016. Calculated by authors.

Number of tertiary education students by level and sex (thousands)

	Tertiary			Bachelor's or equivalent			Master' or equivalents			Doctoral or equivalent		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
2015	140,63	59,66	80,97	108,08	48,17	59,91	29,91	10,43	19,48	2,64	1,063	1,572
2014	148,39	62,21	86,18	113,88	50,30	63,58	31,82	10,82	21,00	2,69	1,093	1,593
2013	159,7	66,45	93,25	124,52	54,42	70,1	32,5	10,93	21,57	2,68	1,097	1,584

Source: Eurostat. Students enrolled in tertiary education by education level, programme orientation, sex, type of institution and intensity of participation.<sup>52</sup>

Number of tertiary education students by level and sex (per cent)

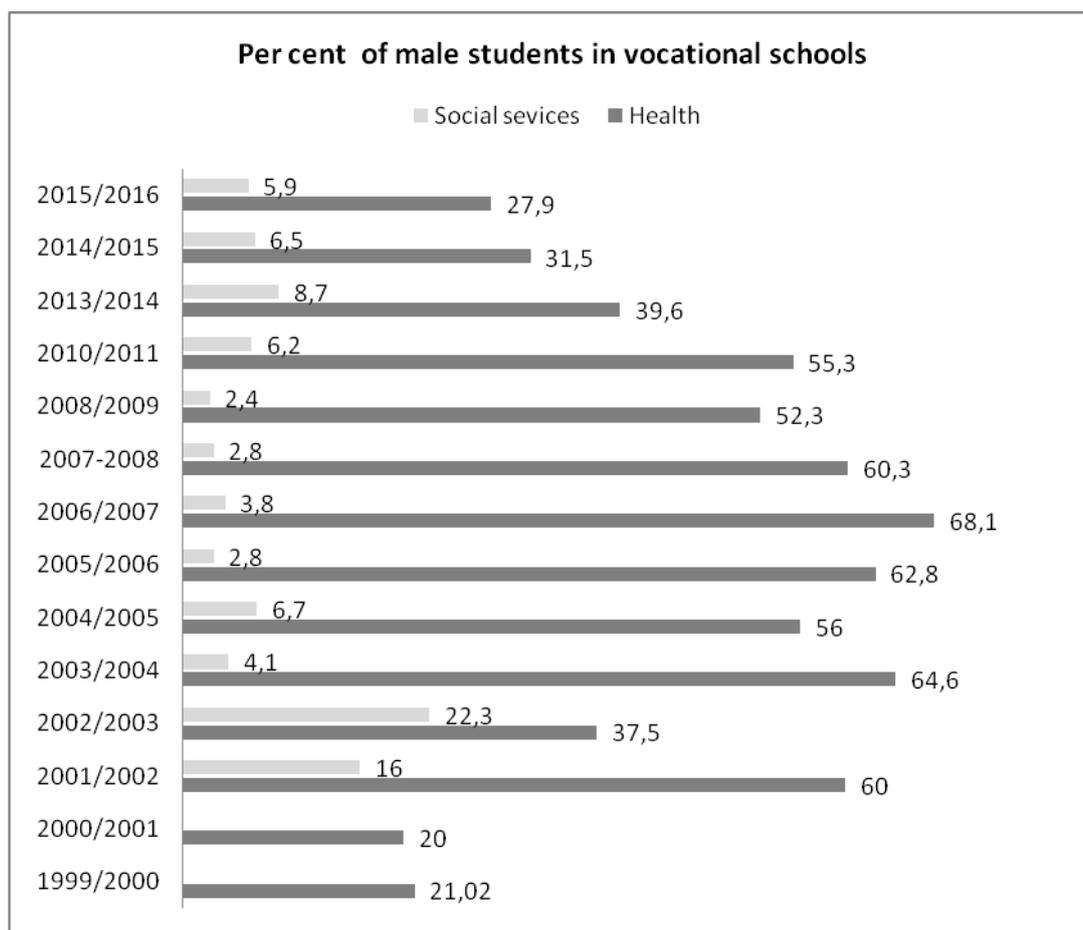
	Tertiary		Bachelor's or equivalent		Master' or equivalents		Doctoral or equivalent	
	Male	Female	Male	Female	Male	Female	Male	Female
2015	42,43	57,57	44,57	55,43	34,87	65,13	40,34	59,66
2014	41,92	58,07	44,17	55,83	33,99	66,01	40,69	59,31
2013	41,61	58,39	43,71	56,29	33,63	66,37	40,92	59,08

Source: Eurostat. Statistics explained. Students enrolled in tertiary education by education level, programme orientation, sex, type of institution and intensity of participation. Calculated by authors.

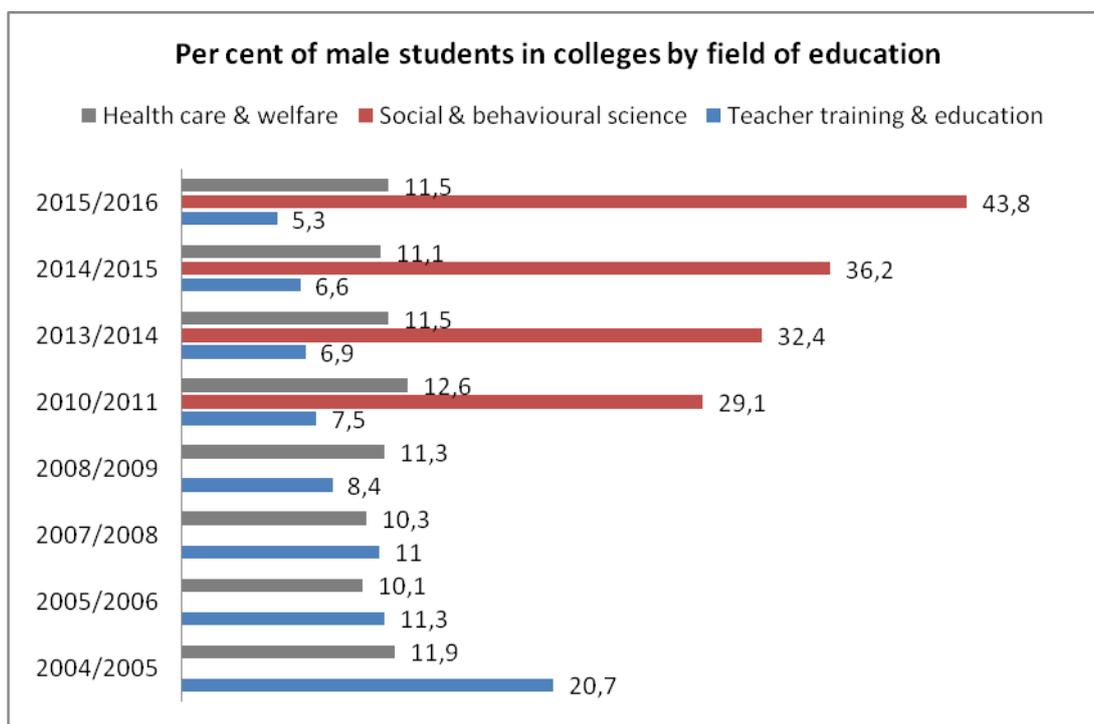
<sup>52</sup> Information available: Eurostat.

[http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=educ\\_uae\\_enrt01&lang=en](http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=educ_uae_enrt01&lang=en)

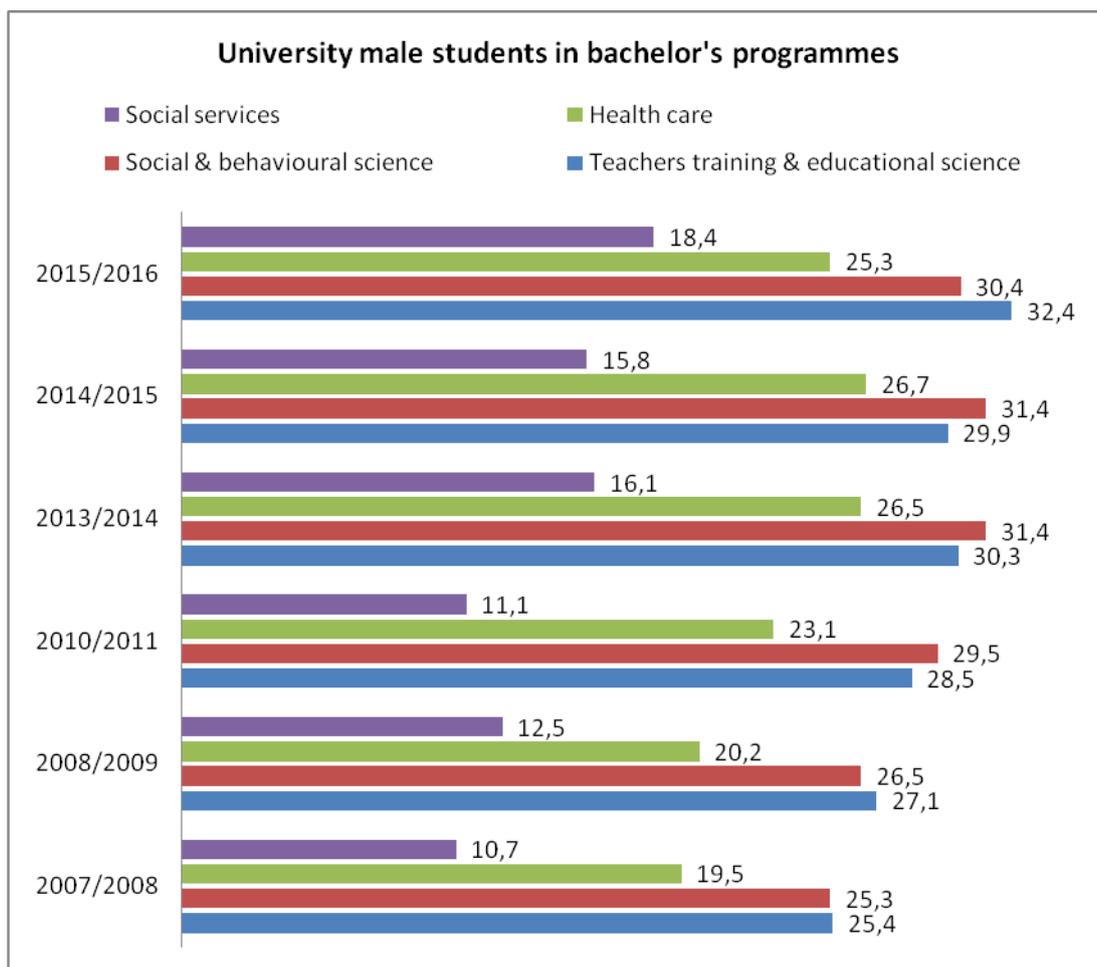
#### Annex 4. Male students in care occupations by the level of education



Source: Department of Statistics. Moterys ir vyrai Lietuvoje. 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2011, 2014, 2015, 2016. Calculated by authors.

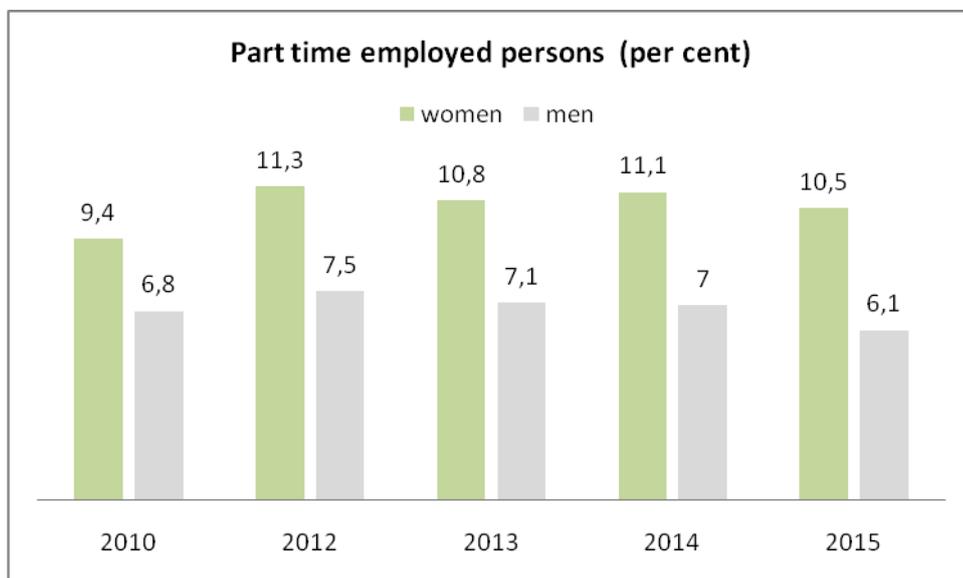


Source: Department of Statistics. Moterys ir vyrai Lietuvoje. 2005, 2006, 2007, 2008, 2009, 2011, 2014, 2015, 2016. Calculated by authors.



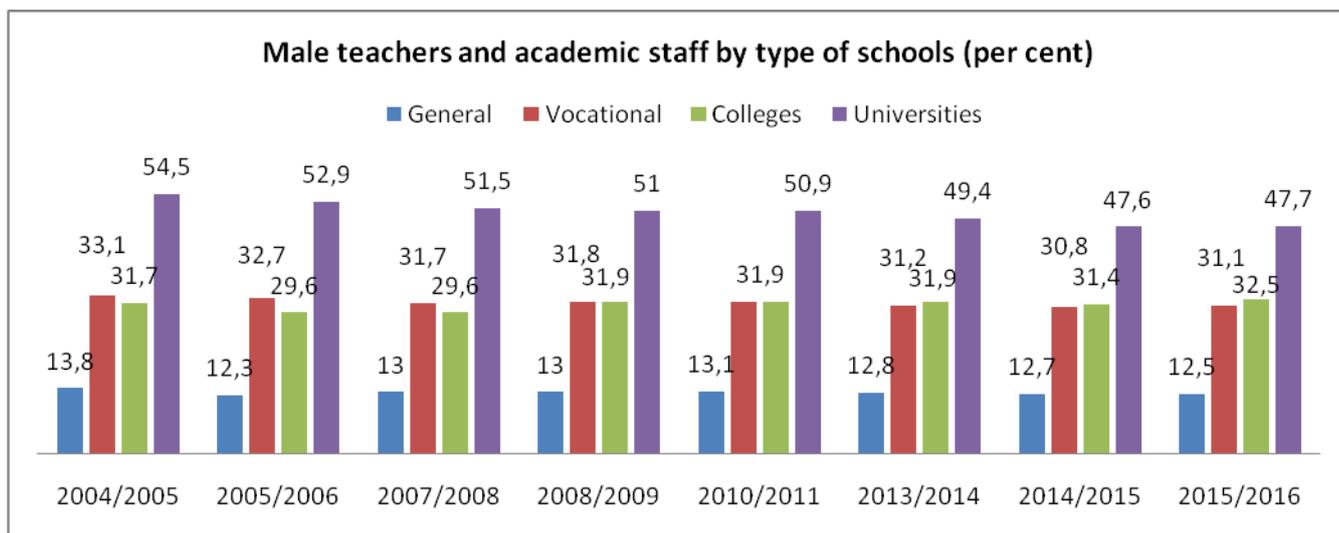
Source: Department of Statistics. Moterys ir vyrai Lietuvoje. 2008, 2009, 2011, 2014, 2015, 2016.  
Calculated by authors.

Annex 5. Gap. Between part-time female and male workers



Source: Department of Statistics. Moterys ir vyrai Lietuvoje. 2014, 2015, 2016.

Annex 6. Male teachers by the type of schools



Source: Department of Statistics. Moterys ir vyrai Lietuvoje. 2005, 2006, 2008, 2009, 2011, 2014, 2015, 2016. Calculated by authors.

Male teachers of general education schools providing assistance to the pupil (per cent)<sup>53</sup>

	2012- 2013	2013- 2014	2014- 2015	2015- 2016	2016- 2017
All pedagogical staff	7,5	7,69	8,11	7,86	7,4
Speech therapists	1,19	1,53	1,65	1,72	1,55
Special educators	2,01	2,08	1,48	1,7	1,52
Surdopedagogos	4,17	4,76	4,55	4,35	5,26
Tiflopedagogas	20	12,5	16,67	20	25
Psychologists	2,1	2,91	3,52	3,18	2,17
Social pedagogues	3,1	3,1	3,03	2,9	2,99
Art educators	27,87	25	25,95	27,91	27,65
Non-formal teachers	30,4	30,54	31,27	28,43	27,74
Teachers not attending school	5,01	5,45	6,15	5,63	5,4
Other educators	18,24	15,26	16,37	23	20,83

Source: Department of Statistics.2017. Calculated by authors.

Male teachers and managers of general education schools (per cent)<sup>54</sup>

	2012- 2013	2013- 2014	2014- 2015	2015- 2016	2016- 2017
Total according to positions held	13,06	12,84	12,66	12,53	12,27
Pre-primary education teacher	0,3	0,47	0,16	0,63	0,32
1-4 class teacher	2,05	2,1	1,97	1,98	2
Teacher of 5-12 and 1-4 gymnasium classes	16,02	15,78	15,69	15,72	15,56
School head	39,93	39,4	38,94	38,33	37,45
Deputy Head of Educational Affairs	7,85	7,68	7,63	8	7,64

Source: Department of Statistics. Calculated by authors

<sup>53</sup> Statistical data received by authors through e-mail communication with the specialists of the Department of Statistics 31 July 2017.

<sup>54</sup> Statistical data received by authors through e-mail communication with the specialists of the Department of Statistics 31 July 2017