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#### PhD Project:

##### **How Schools Plan Their Career Guidance Profiles: Perspectives of Stakeholders on Systemic and Strategic Career Guidance Development**

With the rising tendencies of decentralization in the educational sector, policy becomes a provider of general guidelines (on Federal and Länder level) whereas schools are officially urged to develop their own “school profiles” of career guidance. Such profiles should be established in a systemic manner by collaboration of external and internal interest groups (stakeholders) as well as be constantly further developed. The study had an aim to present the voices of all stakeholders of career guidance in the school context to understand how they perceive implementation, constant development and improvement of their guidance profiles and to measure to what extent these perspectives can be linked to systemic and strategic thinking.

The principal question guided research: *How did schools and their external stakeholders perceive the implementation and constant development of career guidance in the schools context?* Supporting questions were: *a) what frameworks, strategies or logic models for development of career guidance may be traced in the perceptions of stakeholders? b) to what extent the development oriented strategies for career guidance development are compatible with the factors for systemic and strategic planning by Kaufman? c) what are the differences or similarities among different stakeholder groups in terms of their perceptions of career guidance improvement in schools?*

The study has been implemented by applying mixed methods approach. Four focus groups, seven in-depth individual interviews and one unstructured observation were conducted (n=27) during the qualitative phase of the study, additionally a quantitative survey has been implemented with 50 school principals.

#### Curriculum Vitae:

##### **Academic positions**

- **PhD fellow in Education and Sociology** at the Graduate Research School Education and Capabilities, Technische Universität Dortmund from 01/12/2008

##### **Education**

- **Master of Education (M. Ed.) in Career Designing** 1/9/2006 - 1/2/2008 Vytautas Magnus University, Kaunas
- **BA of Arts in English Language and Literature (BA)** 1/9/1994 - 1/6/1999 Vytautas Magnus University, Kaunas

##### **Lecturing Experience**

- Invited lecturer at Bachelor level course at the Faculty of Education, TU Dortmund, Germany, winter semester 2010/2011, “Career Education in Schools” (Berufsorientierung in der Schule)
- Senior EFL Lecturer at the Lithuanian Military Academy 1/8/2005 - 25/4/2008
- EFL Senior Specialist Kaunas NCO School 29/9/1999 - 31/7/2005

## Publications and Presentations:

- TISSA International Conference 2009, August 26<sup>th</sup> - 28<sup>th</sup>, Vilnius, Lithuania  
**A scientific paper** "Vocational Counselling for Individual of Societal Good?"
- JIVA IAEVG International Conference 2010, October 8<sup>th</sup>-10<sup>th</sup>, Bangalore, India.  
**A scientific paper** "Assessing Vocational Counselling: The Role of Needs Assessment in Vocational Counselling and the Problem of Aims, Results and Definitions"
- Conference of the HDCA 2011, September 6<sup>th</sup> – 8<sup>th</sup>, "Innovation, Development & Human Capabilities"  
**A scientific paper** (peer reviewed) "Planning or Evaluation for Human Development: Closing Gaps in Needs and Capabilities? Comparing and Contrasting Capability Approach with Kaufman's Needs Assessment Model as two Methodological Applications for the Facilitation of Human Development" – FORTHCOMING
- International ECER Conference 2011, 13<sup>th</sup> – 16<sup>th</sup> September, Berlin, Germany  
**A scientific paper** "How Stakeholders' Perspectives on Planning of Vocational Guidance Theoretically Predispose Social Justice" – FORTHCOMING

## Further Information:

**Academic research interests:** Career Guidance /Needs assessment for individuals and organizations / Human Performance Development / Capabilities Approach **Language skills:** Lithuanian – mother tongue; Other languages: English – proficient user, Russian – proficient user, German – conversational level, Polish – conversational level.  
**Computer skills and competencies:** MS Office; Statistical data processing programmes: SPSS, MAXQDA.