

The review of 6 assessed programmes (5 Social Pedagogy – 4 Bachelor level (Professional bachelor of Social pedagogy Social Pedagogue), 1 Master level (Master of Social Pedagogy) and 1 Special Pedagogy (Master of Special Pedagogy ,Special Pedagogue) October 22-27, 2012

The IPAT members

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The social economical situation in Lithuania completely justifies the necessity of social pedagogues, to support families, children in their development, to improve the quality of life of different social groups, to help the state to improve the social situation in different parts of the country. In this situation the input and support of Universities and colleges for the development of social infrastructure in the country is very necessary and in time.

The implemented programmes fit in logically among other study programmes in Universities and colleges. They serve as a support for the Lifelong Learning processes in the country.

The programmes are worked out and implemented according to Bologna process and Dublin s descriptors and professional standards, they are based on reaching the aim and learning outcomes of the programmes.

Different interactive forms and methods are used to reach the learning outcomes.

Quality assurance systems are being developed.

In despite of economical crises the material basis is good.

During the study practice the students have the possibilities to enrich their knowledge and develop the understanding of the work of social pedagogue.

Graduates in all evaluated programmes find themselves well prepared to be social pedagogues at schools, different centres, work in a number of other jobs or further their studies at Master's or PhD degree level.

The employers are satisfied with the quality of specialists they receive for independent work in different parts of the country.

In general the purposes of the programmes are in conformity with European educational policies, Lithuanian laws and regulations.

During the site visits and analyzing the self assessment reports of the implementation of the programmes the IPAT **came across the problems that could be solved in the nearest future to develop further the programmes and the staff that implements them.**

1. There is a need to develop further the use of the information technology creating the possibilities for e-learning, distance education not only in the Lithuanian, but also in the English and Russian languages thus attracting foreign students and students from other parts of the country as well. There are chances to realise this possibility jointly, it would save finances for all Universities. The number of students is quite small in all programmes.

2. It is necessary to create a strategy for the development of foreign language policy in the Universities not only for students, but for the staff especially. It could increase the mobility of the students and the staff. Additionally this could improve the use of different foreign language sources that are available in the libraries for the study process and research.

All together it will give an input in the internationalization of the study process.

It is necessary to state that the necessity of the use of distance education and improvement of the foreign language skills were pointed out already 2 years ago analyzing similar programmes.

3. The aging of the staff requires to develop strategies to involve the young researchers in the study process.

4. Still the topical is the problem of attracting boys to the study programme and ensuring the environment for people with special needs.

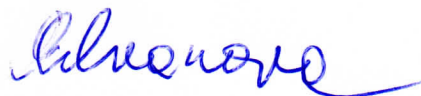
5. It is a great necessity for University and college departments to think about deeper cooperation, joint programmes in the field of social pedagogy.

It would be advisable for Study Programme Evaluation Centre -

- to work out a small Lithuanian–English dictionary of the terminology used in programme evaluation, that would avoid misunderstandings of the translated text,
- to think about avoiding such situation as it is in Kaunas and Kedainiai college. The one programme is implemented in both places, the same staff is working in both places, but 2 evaluation reports are required.

The same remarks refer to the Master degree programme of Special Pedagogy.

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08.01.2013