

The review of 6 assessed programmes (4 Social Pedagogy – 3 Bachelor level, 1 Master level) and 2 Special Education (Bachelor and Master level) November 7-14, 2010

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The social situation in Lithuania completely justifies the necessity of social pedagogues, the necessary input and support of Universities for the development of social infrastructure in the country.

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

The programmes fit in logically among other study programmes in Universities, it serves as basis for on going education in the field of social education, supports the Lifelong Learning processes.

The offered programmes are completely relevant and appropriate according to demand for social pedagogues to develop infrastructure in the country, to satisfy needs of the labour market, demand for the programme among applicants and position of the programme among other study programmes.

The analysis of the aims and purposes and the way of the implementation of the programmes prove that Universities try hard to base the programmes on the learning outcomes and student's orientated approach, directed to Lifelong Learning, knowledge based society, but at the same time there is not unified understanding of these topics by the academic staff members in all three Universities. Discussions with the academic staff proved it.

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

Evaluating 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.

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 as well. 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.

3. Modular system has to be introduced thus avoiding small courses, making closer links with clustering courses, practicing more cooperation of teaching staff, working in teams to develop study process.

4. There is a necessity to look for measures to minimize the load for the academic staff, especially professors to give them possibility to contribute them more for the development of science in Lithuania.

5. The professional development of the staff should be competence-based and aligned with the needs of the students' learning-centred approach and competences as outcomes based approach.

6. Universities would think about strategy of attracting boys to the study programme.

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

8. The experts recommend to rethink the policy of attracting students to research work carried out by their teaching staff.

9. To practice to prepare and deliver the course in the English or other foreign language to attain more foreign students.

On the state level it would great to organize discussions considering a distinction between professional competences of social pedagogues and social workers. By the Lithuanian national legislation there are differences between social work and social pedagogy concerning academic standards, target groups, and context.

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 carry out evaluation of Bachelor and Master degree programmes of the same field simultaneously, because it gives the possibility to see the differences of these programmes and the level of deepening of the content of the programmes.

The same recommendations could be referred to both fields of the evaluated programmes.

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