



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VŠĮ KOLPINGO KOLEGIJOS  
**STUDIJŲ PROGRAMOS *SOCIALINIS DARBAS* (valstybinis kodas  
– 653L50005)  
VERTINIMO IŠVADOS**

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**EVALUATION REPORT  
OF *SOCIAL WORK* (state code -653L50005)  
STUDY PROGRAMME  
at KOLPING COLLEGE, Public Institution**

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2. **Assoc. Prof. dr. Mare Leino,** *academic,*
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4. **Mr. Almantas Abromaitis,** *students' representative.*

Išvados parengtos anglų kalba

Report language – English

Vilnius  
2014

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Socialinis darbas</i>
Valstybinis kodas	653L50005
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Socialinis darbas
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3), iššęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Socialinio darbo profesinis bakalauras ir socialinio darbuotojo profesinė kvalifikacija
Studijų programos įregistravimo data	<b>2001-08-31</b>

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Social Work</i>
State code	653L50005
Study area	Social sciences
Study field	Social work
Type of the study programme	College studies
Study cycle	First
Study mode (length in years)	Full-time (3), part-time (4)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional bachelor in Social work and Social worker's professional qualification
Date of registration of the study programme	<b>2001-08-31</b>

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 The Centre for Quality Assessment in Higher Education

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## **I. INTRODUCTION**

### ***1.1. Background of the evaluation process***

The evaluation of on-going study programmes is based on the **Methodology for evaluation of Higher Education study programmes**, approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

The evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: 1) *self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter – HEI)*; 2) *visit of the review team at the higher education institution*; 3) *production of the evaluation report by the review team and its publication*; 4) *follow-up activities*.

On the basis of external evaluation report of the study programme SKVC takes a decision to accredit study programme either for 6 years or for 3 years. If the programme evaluation is negative such a programme is not accredited.

The programme is **accredited for 6 years** if all evaluation areas are evaluated as “very good” (4 points) or “good” (3 points).

The programme is **accredited for 3 years** if none of the areas was evaluated as “unsatisfactory” (1 point) and at least one evaluation area was evaluated as “satisfactory” (2 points).

The programme **is not accredited** if at least one of evaluation areas was evaluated as "unsatisfactory" (1 point).

### ***1.2. General***

The Application documentation submitted by the HEI follows the outline recommended by the SKVC. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI before, during and/or after the site-visit:

No.	Name of the document

### ***1.3. Background of the HEI/Faculty/Study field/ Additional information***

KUAS is a non-profit limited liability public entity acting as a Public Institution (PI) and its mission is to prepare specialists with higher college education, with underlying Christian morality in their activities. It aims to educate and refine society by developing its spirituality, humanitarian, professional and information culture, solidarity and subsidiarity, by fostering Catholic values, understanding of the universal good, by using the spiritual care, competence and contacts of the International Kolping Society. From 1 September 2004, KUAS is offering a study program of undergraduate professional Bachelor of Social Work, which is designed to develop students' general knowledge, to convey theoretical background for the study field and to form professional skills necessary for independent work.

KUAS is an accredited institute and counts overall 480 students, 125 from them in social work. In 2013 no first year started because of different reasons, such as the popularity of the new curriculum 'Child welfare and social security', changing national regulations and competing other universities, reducing their fees for students. Part-time students are only in the fourth year. In 2014 a group of ten students started in social work, thanks to a special fund and additional financing from the international Kolping Society. This assessment report has been produced in the following way: The experts of the group received the Self-Assessment Report (SER) of the program on October 2014. Members of the assessment group were individually reading the report by making notes and posing questions based on their own experience on social work education. The next step of the process was that the expert group discussed about their observations and questions and formulated those issues that should be discussed with the administration, self-evaluation-group, staff, students, graduates and employers of the institution during their visit to the institution. During the visit the review team was provided with extra written material, like the list of names of each group members (staff, students, employers and etc.) and the thesis from the last two years. The experts also consulted the public websites of KUAS. After the visit, the review team held a meeting to discuss the contents of the External Assessment report so that it does represent the opinion of the whole group.

The review team values the quality of the report and the annexes, however was disappointed that no student was a member of the self-evaluation group. Asking the self-evaluation-group they referred to a meeting with students regarding the SER. From the appr. 25 students the review team met no student could tell anything about this consulting meeting.

#### ***1.4. The Review Team***

The review team was completed according *Description of experts' recruitment*, approved by order No 1-55 of 19 March 2007 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 14/11/2014.

- 1. Prof. dr. Hans van Ewijk (team leader).** *University of Humanistic Studies, Utrecht. Em. Professor Social Work Theory. Tartu University, Visiting Professor International Social Policy and Social Work.*
- 2. Assoc. Prof. dr. Mare Leino,** *Tallinn University, Institute of Social Work, Associate professor, Estonia.*
- 3. Ms. Ann Bens,** *University College Ghent, Head of International Office, Belgium.*
- 4. Mr. Almantas Abromaitis,** *graduate of Vilnius University master study programme European Studies.*

## **II. PROGRAMME ANALYSIS**

### ***2.1. Programme aims and learning outcomes***

The description of the programme submitted for the expert evaluation complies with the regulations of general and specific requirements for Bachelor study programmes and the mission of KUAS. Overall aims of the programme and learning outcomes are to prepare qualified social work professionals with necessary knowledge, general and professional skills for the professional activities, who are able to provide social assistance to the individual, family, and (or) group of clients to their optimal social functioning in the changing society, with underlying Christian morality in their activities, able to perform the practice-oriented empirical research, constantly evolving as reflected in the statement of the SER. The programme is developed on competence and learning outcomes based approach. The study programme is designed for full time and part time studies.

The KUAS social work aims, competences and learning outcomes demonstrate a good knowledge and feeling about current trends, needs and social policy developments. Its emphasis on community, reflectivity, entrepreneurship (managerial qualities) and the broad scope of the social worker appeals to current dominant ideas about social work. The learning outcomes are in line with this ambition. KUAS has underpinned the outcomes and competences with reference to national and international standards.

However, the start of a new separate curriculum 'Child welfare and social security' is endangering the social work curriculum. For 2013 only six students have chosen for social work, all other students preferred 'Child Welfare and Security'. For that reason, in 2013 a first year in social work is lacking. In 2014 ten new students are registered. The review team compared the learning outcomes of 'Social Work' and 'Child Welfare and Security' and concludes that there is a substantial overlap in defined outcomes as well as in subjects mentioned in the curricula. The review team analysed theses and placements of students and observes that most of them are not in the specialisations 'Elderly care' and 'Social services' but in the field of child welfare.

A side effect of starting a competing program in the field of social work maybe that the social work curriculum will focus to strong on social care, leaving the field of children and families to the other curriculum or as is stated in the report 'The Social Work' study program is focused on social work with old people and the elderly and organization of social services, while the 'Child Welfare and Social Security' study program is focused on preparing social work professionals in the field of child welfare'. For those reasons, for the review team it is not clear why the new

curriculum is not integrated in social work and from there developed as a specialisation within social work.

KUAS is a Christian based college. It stresses the Christian values, spiritual care and Christian morality. In the discussion with the administration, SER-group and staff we found an un-transparent perception of Christian, catholic, human, civic and social work values. Learning outcomes and objectives in the subject of Christian Social Teaching were among others formulated as 'Understanding the necessity of private property and its justification' and 'Examine the Church's critique of socialism and capitalism'. At the same time we learned from the conversations with different groups and in particular from the employers that the dominant idea and feeling is that the emphasis is on the creation of a tolerant, open, motivated attitude based on principles of solidarity and social justice, and that the impact of Christian values and views are not hampering students attitude to empower clients to take their own decisions.

## ***2.2. Curriculum design***

The curriculum meets the formal demands and covers the learning outcomes. Theory and practice are in balance. The curriculum reflects a rather high academic standard for bachelors social work and a rather well developed social work research level. Entrepreneurship is strongly developed and to recognize in learning outcomes of different subjects. In the meeting with teachers it was clear that in most subjects bridges between discipline and social work and between theory and practice were made.

Students are exposed to a wide theoretical body of knowledge that develops from introductory, to deepening to specialist. From the study plan the Review Team could conclude that the subjects are gradually distributed throughout the academic year, which enables students to acquire necessary theoretical knowledge and develop skills for practical activities.

However, the expert group is critical about some of the subjects, starting with the foreign language modules. The objectives are to improve the basics of the language skills (daily conversations) and there is not an objective to learn to understand 'social work language'. The Review Team is critical about some learning outcomes of the subject Christian Social Teaching, as mentioned above. In the social work fundamentals, we are missing a list of important social work theoretical perspectives, such as critical, anti-oppressive, faith based and citizenship based approaches. The emphasis on empowering communities in the aims of social work is hardly to recognize in the learning outcomes of the subjects.

International mobility and 'internationalisation at home' are both there but the number of outgoing students in Erasmus programs is moderate. KUAS pretends to educate students for the international market. The experts wonder if this ambition is to realize and so far it is not to recognize in the learning outcomes in the subjects.

Mobility and internationalisation at home asks for ongoing development. In the eyes of the Review Team the Kolping network could be used more and maybe short international visits and virtual international meetings can expand the international experience of social work.

### ***2.3. Teaching staff***

The experts are positive about the educational level of the staff, being all masters and three doctors. 11 out of 22 staff were in 2012 involved in researches. The list of researches, projects, articles, international partners is rather convincing. The ambitions are even bigger. There may be a certain risk to be too academic, but the experts are definitely positive about the developments in this respect.

In the list of projects are a number of rather innovative and creative subjects, many of them aiming at youth and children. A number of staff is quite active in (international) networks, like ERIS, the Baltic German Liaison, Lithuanian Kolping Society, Leonardo Vinci partnership and the special link to the University of Eichstatt-Ingolstadt. One of the teachers was actively involved in the development of a certificate in social care.

Teachers has opportunities and are using them for professional development. It is stimulated to learn by informal learning and there is an overall strategic plan to improve innovative learning.

Because of the relative low numbers of students most staff members are for just one or two days involved in the curriculum and no staff member is full time employed in the social work curriculum. According to the SER, in 2012-2013 six teachers 'were employed as their main job, their workload was from 0.2 to 0.6; the remaining worked as their second job, their workload varied from 0.1 to 1 full position'. The full positions are in Kolping College, not just for the social work curriculum.

Therefore a strong team development and development of shared ideas about social work (and values) is more difficult to achieve. The decreasing number of students is even making it more difficult to create strong teamwork and a strong team spirit.

#### ***2.4. Facilities and learning resources***

KUAS is housed in two buildings in the old centre of Kaunas. One building is a new one, built in an attractive architecture and fully geared to education. The second one, opposite the new one, is a very old building but effectively renovated. The number of recently renovated classrooms and their equipment meet the standards or more than that. The new building is fully accessible for students with special needs. A childcare centre is in the building present and open for staff children.

KUAS has a library connected with LABT. KUAS is a member of Academic Lithuanian Libraries (LABIIMSPPK) and Lithuanian Research Library Consortium (LIMBA). Students have access from home to the databases. The most essential books on social work are in hard copy present.

The library is open for students, teachers and employees of KUAS during working hours. During the practical workshops and professional practices, students are using services of the library and reading room - computers, the Internet and databases. Distance learning, a learning digital environment and blended learning are not developed. It is not seen as a first priority for the profession of social work and regarding the small number of students.

Practice placement is regulated and supervised and placements are in the region or hometowns of students.

'Kolping Consulting Clinic' is a highly interesting professional workplace for students to get involved in consulting processes for children and adolescence.

#### ***2.5. Study process and students' performance assessment***

According to the SER, social work students are students with higher education with the best achievements and a good motivation. In 2013 by lack of a sufficient number of students the first year did not start. In 2014 ten students are taking part in social work. The average of competitive scores of the students fell back from 11,86 in 2011 to 8.18 in 2012. The teachers informed the Review Team that this was a challenge and asked some adjustments to the program but that they were keeping up the learning outcomes.

The ration between admitted students and those who completed the study is 70% for full time students. There are hardly part time students any more. Reasons for dropping out are mainly for financial and personal and motivational reasons, is reported.

There is an increase of students participating in research. Students are involved in different projects, such as 'Creating the Republic of Lithuania' aiming at civic competences of youth, 'What's on the web', an intergenerational project and 'Multipliers in Lithuania' to promote youth involvement in education. However in interviewing the students, only one student could mention a research project he was involved in. Volunteering is promoted for students and done by many of them - as stated in the meeting - and most teachers are volunteering.

For students information, consultation and counselling are organised. In a range of individual programs students are supported 'to regain their dignity' and stimulated in loyalty to KUAS. There is support and there are facilities for students in need.

Students results are evaluated according the principles validity, reliability, clarity, utility and fairness. Each subject is assessed and there is a whole range of forms of assessments. The final theses demonstrate a clear structure, use of a broad range of literature, however a low number of international literature references. The average score is above 8 and 26 out of 47 were rewarded with a 9 or 10. In the eyes of the Review Team a debatable high scoring of theses.

Overall, students are positive, evaluating their education with 4.55 (out of 5), the highest among the KUAS departments. Employers, students and alumni were very positive about the curriculum in the meeting with the Review Team.

The number of registered students developed in the last 5 years as follows: 24, 29, 49, 22, 0, 10. The increase in 2014 is mainly due to a new systems of funds for students and investing by the Kolping Society in the costs of the curriculum. Contact hours are 35%, 65% is for self-study.

According the interest for international mobility is growing, actually the number of outgoing students in the Erasmus program is modest: 3, 0, 2, 1, 1 over the last 5 years.

From a survey, it is concluded that 65 out of 86 student found a job, 28 of them in social work, 21 are continuing their study. Asking the students during the meeting with the Review Team, more than half of them are considering a master social work.

To promote academic honesty a campaign was promoted at KUAS with involvement of students. It is reported that students at KUAS are answering the demands of honesty.

## ***2.6. Programme management***

KUAS has an ISO certificated Quality Management system. Next to it KUAS applies a Study Quality System, based on yearly surveys and questionnaires among students, teachers, graduates and social partners. As mentioned under 5 the outcomes are very positive. Each subject and teacher are evaluated at least once a year. There is a strong focus on the teacher qualifications.

The combination of ISO qualification and a well implemented Study Quality system guarantees a thorough continuing evaluation process.

All program subjects are attested by a specific committee appointed by the Director of KUAS, consisting of not less than five members.

The management structure is steered by the General shareholders' meeting as its supreme governing body and the director is the sole governing body within the organisation and responsible for the implementation of the strategic plans. The Academic Council approves study programs and coordinates external evaluation and accreditation of studies. KUAS Student Union represents the interests of students. A number of units are operating for all kind of specific issues, such as International Relations, Students Service Centre and Library. The structure and arrangement of responsibilities are positive evaluated in the survey. Everybody in the management process knows his responsibilities and carries them out purposefully. It is noted that not many researchers/scientist are involved in program management. Students were not present in the SER-group.

### **III. RECOMMENDATIONS**

1. To analyse and monitor the impact of the start of the curriculum 'Child welfare and social security' on the number of students choosing for Social Work, and on the social work curriculum and if needed, to reconsider the current construction and overlapping learning outcomes.
2. To clarify and to make more transparent the perception of catholic, Christian, human, civic and social work values and to be alert on too pronounced 'ideological' learning outcomes.
3. To improve certain subjects: to gear the language courses to social work language, to include better in learning outcomes the aimed orientation on community and to strengthen the social work identity and social work model by expanding the knowledge of social work theories.
4. To analyse deeper - and develop a strategic plan for - the low number of students finding a job according to their profession, the relative high number of drop outs and the steep decrease of students registering for social work.

### **IV. EXAMPLES OF EXCELLENCE \***

'Kolping Consulting Clinic' is a highly interesting professional workplace for students to get involved in consulting processes for children and adolescence.

### **V. SUMMARY**

The aims and learning outcomes are very well formulated and constructed. There is a certain lack of transparency in the Christian values with regard to human and social work values but overall the Christian based attitude was open and convincing. The start of a 'Curriculum Child Welfare and Security' has a great impact on the Social Work Curriculum, threatening the number of students and narrowing social work to social care and social services.

At average the curriculum is of a high standard, however there are problematic flaws in some subjects. In international orientation and research KUAS meets the standards but an ongoing development is needed.

The educational level and the engagements of teachers in projects, articles, presentations etc. are more than adequate. The 'fragmentation' of the curriculum over 24 teachers is making teamwork difficult.

The buildings are impressive, the library is connected to national and international databases to access by students from home as well. Placements and facilities for students with need meet the standards.

The overall figures demonstrate a mixed picture. Positive things are the quality of theses, the quality of the assessments, the very positive evaluation of the curriculum of students, employers and alumni and the project campaigning honesty. Reasons for concern are the low number of students finding a job according their profession, the 30% drop outs, the low numbers of outgoing students (and no foreign students coming in) and in particular the steep drop in students registering for social work (49, 22, 0) but with an increase in 2014 (10).

Quality management and programme management are on a good level in KUAS /social work. Formal involvement of students can be improved.

## VI. GENERAL ASSESSMENT

The study programme Social Work (state code – 653L50005) at Kolping College, Public Institution is given **positive** evaluation.

*Study programme assessment in points by evaluation areas.*

<b>No.</b>	<b>Evaluation Area</b>	<b>Evaluation of an area in points*</b>
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	3
6.	Programme management	3
	<b>Total:</b>	<b>19</b>

\*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;

2 (satisfactory) - meets the established minimum requirements, needs improvement;

3 (good) - the field develops systematically, has distinctive features;

4 (very good) - the field is exceptionally good.

Grupės vadovas: Team leader:	Prof. Dr. Hans van Ewijk
Grupės nariai: Team members:	Assoc. Prof. Dr. Mare Leino
	Ms. Ann Bens
	Mr. Almantas Abromaitis

VŠĮ KOLPINGO KOLEGIJOS PIMOSIOS PAKOPOS STUDIJŲ PROGRAMOS  
**SOCIALINIS DARBAS** (VALSTYBINIS KODAS – 653L50005) 2015-01-14  
 EKSPERTINIO VERTINIMO IŠVADŲ  
 NR. SV4-9 IŠRAŠAS

<...>

**V. APIBENDRINAMASIS ĮVERTINIMAS**

VŠĮ Kolpingo kolegijos studijų programa *Socialinis darbas* (valstybinis kodas – 653L50005) vertinama **teigiamai**.

<b>Eil. Nr.</b>	<b>Vertinimo sritis</b>	<b>Srities įvertinimas, balais*</b>
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	<b>Iš viso:</b>	<b>19</b>

\* 1 - Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)

4 - Labai gerai (sritis yra išskirtinė)

<...>

**IV. SANTRAUKA**

Tikslai ir studijų rezultatai yra labai gerai suformuluoti ir parengti. Aiškiai trūksta krikščioniškų vertybių, susijusių su žmogiškosiomis ir socialinio darbo vertybėmis, skaidrumo, tačiau apskritai krikščioniškas požiūris yra atviras ir įtikinantis. Naujai vykdoma programa *Vaiko*

*gerovė ir socialinė apsauga* turi didelį poveikį *Socialinio darbo* studijų programai, kelia grėsmę studentų skaičiui ir susiaurina socialinį darbą iki socialinės globos ir socialinių paslaugų.

Apskritai, studijų turinys yra pavyzdinis, tačiau yra problemišku kai kurių dalykų trūkumų. Tarptautiškumo orientacijos ir mokslinių tyrimų požiūriu Kolpingo kolegija atitinka standartus, tačiau reikia nuolat tobulėti.

Dėstytojų išsilavinimo lygis ir dalyvavimas projektuose, rengiant straipsnius, pranešimus ir t. t., yra daugiau nei pakankamas. Studijų turinio išskaidymas 24-iesiems dėstytojamas apsunkina komandinį darbą.

Pastatai įspūdingi, bibliotekoje yra prieiga prie šalies ir tarptautinių duomenų bazių, prie kurių studentai turi prieigą ir iš namų. Patalpos ir įranga atitinka studentų, turinčių specialiųjų poreikių, reikalavimus.

Bendrieji skaičiai leidžia susidaryti nevienareikšmį vaizdą. Teigiami dalykai yra šie: baigiamųjų darbų kokybė, vertinimo kokybė, tai, kad studentai, darbdaviai ir alumnai labai teigiamai vertina studijų turinį, ir kad vykdomas sąžiningumo kampanijos projektas. Susirūpinimą kelia tai, kad nedaugeliui studentų pasiseka rasti darbą pagal profesiją, kad nubyrėjusieji sudaro 30 proc., kad yra mažai išvykstančių studentų (ir nėra iš užsienio atvykusių studentų), ir kad ypač sumažėjo socialinį darbą pasirinkusių studentų skaičius (49, 22, 0), bet padidėjo 2014 m. (10).

Kolpingo kolegijos / socialinio darbo programos kokybės valdymo ir programos vadybos lygis yra geras. Galima gerinti studentų formalų įtraukimą.

<...>

### **III. REKOMENDACIJOS**

1. Analizuoti ir stebėti, kokį poveikį turės naujai pradėta vykdyti programa *Vaiko gerovė ir socialinė apsauga* socialinį darbą pasirinkusių studentų skaičiui ir socialinio darbo studijų programai ir, jei reikės, iš naujo apsvarstyti esamą struktūrą ir studijų rezultatų persidengimą.
2. Patikslinti ir užtikrinti katalikiškų, krikščioniškų, žmogiškųjų, pilietinių ir socialinio darbo vertybių suvokimo skaidrumą ir stebėti, kad studijų rezultatai nebūtų pernelyg ideologiniai.
3. Pagerinti kai kuriuos studijų dalykus: pritaikyti kalbos kursus prie socialinio darbo tematikos, į studijų rezultatus įtraukti į bendruomenę orientuotus aspektus, sustiprinti socialinio darbo identitetą ir socialinio darbo modelį išplečiant žinias apie socialinio darbo teorijas.

4. Giliau išanalizuoti (ir parengti strateginį planą), kodėl tik mažam studentų skaičiui pavyksta susirasti darbą pagal profesiją, kodėl santykinai didelis nubyreusių studentų skaičius ir labai sumažėjęs stojančiųjų į socialinio darbo programą skaičius.

<...>