

KLAIPĖDA UNIVERSITY

**Raimundas Čepukas**

**A NON-UNIVERSITY TRAINING  
TENDENCIES OF SOCIAL PEDAGOGUES  
AND THEIR EVALUATION IN LITHUANIA**

*Summary of doctoral dissertation*

*Social Sciences, Educology (07S)*

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The dissertation was developed in the period of 1999–2003 at Vilnius Pedagogical University.

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KLAIPĖDOS UNIVERSITETAS

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**SOCIALINIŲ PEDAGOGŲ  
NEUNIVERSITETINIO RENGIMO  
TENDENCIJOS IR JŲ ĮVERTINIMAS  
LIETUVOJE**

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## Introduction

**The scientific problem being analysed in the dissertation.** The change of the Lithuanian society, the processes of European Integration, economy reform, the establishment of the society of information, the progress of science and technology stimulate the whole educational system of Lithuania to renovate. The changes in labour market require from every member of society to reach for better education. Higher education is not a privilege of the favoured, it becomes a general phenomenon in most of the cases. The number of students in higher schools in Lithuania increases this way demanding for the creation of a flexible binary system of higher education where higher non-university education (oriented towards the acquisition of a profession) functions alongside with higher university (academic) education. Its improvement attracts much attention recently. 1st September, 2000 the Law of Higher Education of the Republic of Lithuania (2000) validated the binary system of higher education in which two levels are stressed: university and non-university. Then the training of social pedagogues on a non-university level was started.

The science of social pedagogy that has been initiated in the interwar Lithuania by J. Vabalas-Gudaitis, S. Šalkauskis, J. Laužikas and developed in the last decades of the XX century by J. Vaikevičius has acquired new meaning. The relevance of social pedagogy in today's Lithuania is highlighted due to the consequences of the establishment of industrial, post-industrial and knowledge society. The dynamic character of society life points out many problems of youth education. School finds it difficult to deal with those problems. According to J. Vaitkevičius (1995) the solution of the problems ask for social pedagogues having broad understanding and knowledge in the areas of general pedagogy, education theory, psychology, history, literature, economics, ecology, ethics, aesthetics, law, art, applied medicine, family science, sociology, public and other sciences and arts.

Taking into consideration the changing social situation, the state of the whole educational system and the theoretical and practical experience of foreign countries in social area, Lithuania has started solving theoretical and practical issues of social pedagogy. Under the initiative of professor B. Bitinas, in 1990, Vilnius Pedagogical University has started the training of social pedagogues. In 1989 the first people were employed to work in this position in the following schools: Kaunas Palemonas secondary school (the director Dr. I. Leliūgienė) and Kėdainiai district Akademija secondary school (the director Dr. R. Lengvinas).

There are two models of the training of social pedagogues prevailing in the world – applied (professional non-university) and university. The first model makes the emphasis on the subject training of a social pedagogue and pays less attention towards general (fundamental) and pedagogical training. The second model (university) acknowledges the priority of the fundamental sciences (Miškinis, 2001). The Law of

Higher Education of the Republic of Lithuania validates the realisation of the mentioned training models of social pedagogues on a non-university level as well.

The training of social pedagogues on a non-university level that started in 2000 determined the **problem**: *what should be a non-university training of social pedagogues and what should be the possibilities for its practical realisation?*

The formulation of the problem allows defining **the research object** – *the training of social pedagogues on a non-university level*. The scientific solution of the research object that corresponds the subject of cognitive activity (the solution of the research object) is orientated towards the theoretical reasoning of a social pedagogues' training model on a non-university level and the assessment of the consequences of its practical realisation.

A non-university training model of social pedagogues has been chosen as an *independent variable* for the scientific analysis of the research object in order to assess the possibilities of its practical realisation and its relevance in the training of social pedagogues in a higher non-university school. The following components of the construct under research (a non-university training model of social pedagogues) are chosen to act as *dependent variables of the research* – professional competences of social pedagogues, areas of their activity, the attitude of the students and teachers towards professional competences, study aims, the attitude of the working social pedagogues towards the areas of professional activity and professional competences.

The selection of the variables for the solution of the problem issue **aimed at the theoretical reasoning of a non-university training of social pedagogues and the evaluation of the possibilities for its practical realisation.**

To achieve the foreseen aim the following **research objectives** were sighted in the dissertation:

1. To analyse non-university training of social pedagogues in theoretical and practical terms.
2. To develop an empirical testing of the professional standard for the training of social pedagogues.
3. Develop a non-university study program of social pedagogy and assess it in the context of the future professional competences of social pedagogues and goal realisation.

The logics for solution of the research aim, objectives and epistemology is based on a *nomotetive (normative) and ideographical (interpretative) paradigm* of social sciences, reasoning itself on *quantitative* and *qualitative* attitude towards research. Its scientific value is described by quantitative (an attempt to make an insight into the regularity of the characters under research) and qualitative (connected to the competences of a social pedagogue) indexes.

### **Theoretical significance and scientific novelty of the dissertation research.**

The theory of the development of professional competences has been reasoned and non-university training of social pedagogues has been tested empirically.

The areas of professional activity and professional competences of social pedagogues identified.

Professional competences of the future social pedagogues in the realisation of study goals assessed.

Theoretical novelty of the research is created by the transition of fundamental theoretical personal competences and the problems of his/her system of professional activity into reality when the interaction between the activity of social pedagogues and professional competences is assured, when the processes of change become typical and overall paradigms of public life and education.

**Practical significance and application prospects of the research.** Scientifically reasoned and empirically tested a non-university training standard of social pedagogues is significant in the analysis of the binary system of higher education in Lithuania. The mentioned standard highlights interactive tendencies between competence and activity context. In addition, it presents the description of the areas of activity and competences of social pedagogues that allow developing new study programs.

The competences typical to the profession of social pedagogues have been revealed in the dissertation. They serve as general aims of a study program that are taken into account when formulating subject study aims.

The standard for the professional training of social pedagogues has been developed. This standard is vital for the development of non-university study programs of social pedagogy and in-service training. Its general attitudes may be applied in the training of pedagogues of different areas.

### **The defended statements of the dissertation:**

Non-university training of social pedagogues is a new phenomenon in Lithuania that reflects the tendencies of education development of modern society and indicates that professional non-university studies are typical for the training of social pedagogues and which belong to the level 5b (according to ISCED, 1997), i.e. more practical study programs and of professional orientation are attributed there.

The developed professional standard for the training of a social pedagogue defines the areas of his/her professional activity, professional competences, study aims and the final evaluation.

The highlighted interactive tendencies between competence and activity context, defined areas of activity and competences of social pedagogues allow developing study programs that aim at the development of professional competences.

## **The research methodology**

**The second part of the dissertation** presents the research methodology. The analysis of the Lithuanian references on the training of social pedagogues on a non-university level and the reasoning of the research problem indicates that the construct under research in Lithuania created by the author of the dissertation is an educational phenomenon that merely lacks any attention and discussion. Thus, it requires for more consistent and thorough research, asks for the reasoning of the instrumentation of its dependent variables and their assessment criteria.

**Conceptual ideas of the research** are based on the following:

- *A concept of competence*, as a measure for reasoning the content of educational programs (Mertens, 1974; Bowden, 1997);
- *The theoretical outline of the study programmers based on the professional competencies* (Barnet, 1995);
- *Cognitive constructive attitude towards competence*. It makes a stresses academic teaching, there arises a relation problem between the profoundness of understanding and long-term activity (Eraut, 1990);
- *Consistency of the theories of the foreign countries' experience modernisation and dependence* (Postlethwaite, 1998).

**The methods of the research.** The research on the training of social pedagogues on non-university level in Lithuania is reasoned by the principle of triangulation, i.e. the attitude that one research method is insufficient to receive a deep understanding of a phenomenon under research, reveal its peculiarities and in an empirical way (method) reason the model of non-university training of social pedagogue. Thus, basing on the *nomotetive (normative)* and *ideographical (interpretative)* paradigms of social sciences which serve as the basis for the triangulation principle (Kardelis, 2002), quantitative and qualitative methods have been selected for the research on the non-university training model of social pedagogues: a questionnaire based analysis of the attitudes of social pedagogues, students and teachers ( a quantitative research) and the identification of the professional competences of social pedagogues and the analysis of the content of documents (qualitative research).

*A questionnaire based inquiry method* on the attitudes of social pedagogues aimed to analyse the professional competences of social pedagogues and the areas of their practical activity. The questionnaire addressed the teachers and students from higher non-university educational institutions that are training social pedagogues and aimed to find out their attitude towards the professional competences of non-university social pedagogy study programs, study aims and the activity areas of a social pedagogue. The questionnaires for social pedagogues, teachers and students are reasoned in the



subchapters 2.4.1. – 2.4.3. of the dissertation and their examples are presented in the annexes No 9, 10 and 11.

Professional competences of social pedagogues have been identified by an *observation method*. A questionnaire based analysis served to find out the attitudes of the respondents but the author of the dissertation found it insufficient for the question of the research. Thus he employed observation which helped to reveal deeply the variables of the construct under research. The reasoning of the application of the method mentioned above is presented in the subchapter 2.3. of the dissertation.

*An expert method* was employed to assess the professional standard for the training of social pedagogues. It is described in the subchapter 2.5. Its application allowed receiving not only essential information about the activity areas, professional competences of social pedagogues, study aims but also to supplement by other methods applied the received analogical data collected within the research.

*The method of documentation analysis* was employed to assess the professional competences of social pedagogues, study aims and the objectives of study subjects (the method is described in the subchapter 2.2. of the dissertation).

### **The participants of the research.**

Five independent sets of respondents were constructed within the research. The activity of 52 social pedagogues, selected randomly, was observed to identify the professional competences of social pedagogues.

To find out the attitude of the students towards professional competences and study aims the research involved 308 1<sup>st</sup>–4<sup>th</sup> year students of a social pedagogy study program at non-university level (42 male respondents and 276 female respondents) from Utena, Marijampolė, Klaipėda and Vilnius colleges. The representative set made 84,61% of the total general set.

Analogical teacher survey involved 55 teachers teaching the subjects of the profession that aim at the acquisition of professional competences within non-university study program of social pedagogy, selected randomly from Utena, Marijampolė, Klaipėda and Vilnius colleges. The total number of teachers that teach the subjects mentioned above is 82. The chosen set covered 67% of the total number of teachers.

A questionnaire based survey was employed to interview 80 social pedagogues, selected randomly from various educational institutions. The total number of social pedagogues working in Lithuania at the moment of the survey was 365. The set of this research involved 22% of all the working social pedagogues.

The application of expert assessment method involved 9 teachers of Social Pedagogy Department at Vilnius Pedagogical University, who got acquainted with the project of the standard for the professional training of social pedagogues and presented their comments and recommendations for its improvement during the

meeting of the Social Pedagogy Department. The project has also been discussed by 11 members of the working group from the Ministry of Science and Education that initiated the introduction of a social pedagogue's position. 3 scientific readers of the dissertation (prof. I. Leliūgienė, prof. A. Bagdonas, the director of Baltupiai secondary school V. Blinovas) have written their reviews (Annex 2). The project has also been discussed and evaluated in a qualified way by the workers of Professional Training Centre Standard Department and 8 people expert group from the economy branch "Health Care, Social Work" (Annex 3) and was presented for approval by the Minister of Science and Education (Annex 4).

### **The organisation of the research**

The research was carried out in the period between 1999–2003. It was performed in five stages.

*The first stage* (1999–2000) involved the analysis of scientific references and documents. A non-university training of social pedagogues was analysed in theoretical and practical terms, a non-university study program of social pedagogy was developed.

*The second stage* (2000–2001) involved the development of the professional training standard for social pedagogues. The activity of 52 social pedagogues was observed for five days according to a beforehand developed observation plan; 260 observation protocols were written in total.

*The third stage* (2001–2002) involved the empirical assessment of the professional standard of the training of social pedagogues. A questionnaire based inquiry was employed to find out the attitude of the students and teachers from higher non-university schools and social pedagogues towards the professional competences of non-university studies of social pedagogy, study aims and the areas of activity of a social pedagogue.

*The fourth stage* (2002–2003) covered an expert method that was employed to assess the professional standard for the training of social pedagogues. The opinion of the experts on the areas of activity of social pedagogues, professional competences and study aims was generalised. The data on the professional competences of social pedagogues was collected by observing social pedagogues in action and discussing with them. The generalised opinion was evaluated by the following experts: the teachers of Social Pedagogy Department at Vilnius Pedagogical University and the members of the working group from the Ministry of Science and Education that initiated the introduction of a social pedagogue's position. The set was made of 9 teachers of Social Pedagogy Department of Vilnius Pedagogical University, 11 members of the working group from the Ministry of Science and Education that initiated the introduction of a social pedagogue's position and the workers of Professional Training Centre Standard Department and 8 people expert group from the economy branch "Health Care, Social Work".

*The fifth stage* (2003) involved the analysis of the research data that was performed using usual *methods of mathematical statistics* and *interpreted results of the research*. The answer rate (in percent) of the respondents (students, teachers and social workers in practice) was assessed. The reliability of answer rate difference was tested by applying  $\chi^2$  criterion (chi square). The following reliability levels of statistical conclusions were applied:  $p > 0,005$  – unreliable;  $p < 0,05$  – reliable;  $p < 0,01$  – very reliable and  $p < 0,001$  – an extremely reliable conclusion. The following statistical indicators were applied: arithmetical average ( $\bar{\chi}$ ) and its standard bias (s), factorial analysis, correlation analysis, a Kolmogorov-Smirnov test and non-parameter criteria (Mann-Whitney U, Wilcoxon, Kruskal-Wallis).

Statistical data analysis was carried out applying SPSS software (Statistical Package for the Social Sciences).

## Content

### Introduction

1. Prerequisites for non-university training of social pedagogues (an overview of the researches)
  - 1.1. Non-university training of social pedagogues in Lithuania and foreign countries
  - 1.2. Expression of the professional competences in social pedagogy study programs
2. The reasoning of the methodology and organisation of the research on non-university training of social pedagogues in Lithuania
  - 2.1. Logics of the construction of the research on non-university training of social pedagogues in Lithuania
  - 2.2. Reasoning the application of the analysis method of the scientific references and documentation
  - 2.3. Reasoning the application of an observation method
  - 2.4. Reasoning a questionnaire based inquiry method
    - 2.4.1. The inquiry of social pedagogues
    - 2.4.2. The inquiry of teachers
    - 2.4.3. The inquiry of students
  - 2.5. An expert method
  - 2.6. The organisation of the research on non-university training of social pedagogues in Lithuania
3. The development of a non-university training standard of social pedagogues
  - 3.1. The concept of a non-university training model of social pedagogues
  - 3.2. The standard for a non-university training of social pedagogues
  - 3.3. Assessment of non-university social pedagogy study programs

4. Tendencies of a non-university training of social pedagogues (the data of the empirical research)
  - 4.1. Results of the assessment of the professional areas of activity of social pedagogues
    - 4.1.1. Assessment of the professional areas of activity of social pedagogues in student inquiry
    - 4.1.2. Assessment of the professional areas of activity of social pedagogues in teacher inquiry
    - 4.1.3. Assessment of the professional areas of activity of social pedagogues in the inquiry of social pedagogues in practice
  - 4.2. Dissemination of social pedagogues' professional competences
  - 4.3. Peculiarities of the realisation of a non-university training model's study aims
    - 4.3.1. Discussion of the factorial validation and internal consistency of study aims
    - 4.3.2. Assessment of study aims
  - 4.4. Interconnection between the demographical variables of the respondents and the assessment of the professional areas of activity of social pedagogues, professional competences and study aims

Discussion of the results

Conclusions

Recommendations

References

Annexes

## **The results of the research**

**The first part of the dissertation** focuses on the experience of the training of social pedagogues on a non-university level.

Lithuania lacks research on professional education and the scientific explorations in the area of professional training on a non-university level are at their beginning. For example, K. Pukelis (1998, 6), when developing an idealistic model of teacher training analysed theoretical and practical experience of the world in the area of teacher training which showed that the essence of teacher training theory is constituted by these basic dimensions: 1) educational aims being declared; 2) the character of theory and practice interaction and relation in the process of pedagogical studies; 3) the understanding of human nature and the purport of life arising from it. This is suitable for the development of a training model of social pedagogues on a non-university level in Lithuania.

The author of the dissertation finds the interrelation between professional training system and professional competences relevant to his research. Lithuanian scientists (Tamošiūnas, 1998, Miškinis, 2001, Lepaitė, 2001) have analysed aspects of training of separate subjects (primary school teachers, the specialists of physical education and sports, business administration professionals) at a university level. For example, K. Miškinis (2001, 8) in his habilitation dissertation “Development of the Training of the Professionals of Physical Education and Sports” has identified and assessed the interrelation between the system of training of the professionals of physical education and sports and the competences of their activity. The scientist reasons the essence of the training model of the mentioned professionals and tries to prove its suitability for the situation in Lithuania as the country undergoing social transformations. After the execution of the research on the competences of the professionals of physical education and sports in addition to study content and change, he has concluded that the fundamental (professional) teacher training is more important than the applied one (special practical) due to the fact that the second one is a derivative of the first.

Teacher’s profессиogram has also been analysed in Lithuania. T. Tamošiūnas (1998, 5) has analysed the interaction between professional and pre-professional teacher training and has revealed the basic components of the profессиogram of a primary school teacher and tested its content empirically.

Lithuanian scientists were interested in competence issue. D. Lepaitė (2001,6) has reasoned a new methodology based on the concept of competence that is suitable to identify the profile and level of business education and business administration programs.

It should be noted that the relevance of social competence has been revealed. When analysing the peculiarities of a social pedagogue training R. Malinauskas (1999, 4) has identified the significance of social competence. The whole volume of the professional competences of a social pedagogue is not still examined. L. Sajienė’s (2000, 5) research should also be noted. Her analysis addressed the acquisition and improvement of a pedagogical qualification of a nurse, the scientist has developed a pedagogical model of the training of these professionals and the project of their study program, highlighted its educational potential, but did not reasoned the holistic model of the training of a nursing professional.

Professional competence of a teacher is a very complex phenomenon that demands for various dimensions to describe it. When analysing the peculiarities of primary school teachers’ competences, E. Juršaitė-Harbison (2000, 76) identified that competences can be treated as the parameters of modern education.

When deepening and developing theoretical research of professional education, it is advisable to take into account positive foreign experience in the area of professional education from Germany, Switzerland and Austria. Nearly all the universities have

established within their structure departments or scientific centres of professional pedagogy, where scientific applied research is carried out in pedagogical and labour institutes of separate lands. The most famous researchers of professional training are R. Dubs (1995, 1996), W. Compter (1996), Bowden, 1997, Barnet, 1995, B. Bonz (1982, 1991, 1994), A. Lipsmeier (1978, 1987, 1991), H. Nolker (1980, 1985), D. Mertens (1974, 1984, 1989), J. Munch (1982, 1989, 1995), L. Reetz (1991, 1995), M. Schmiel (1991, 1992), K. H. Sommer (1992). The scientists have identified the basic theoretical sketch of professional training: of the professional activity, professional competences and the dimensions of study aims; the methodologies for the construction of professional training standards; the place of non-university professional education in the system of higher education; theoretical sketches of the study programs based on professional competences.

Thus, the questions relevant to the author of the dissertation have been solved: the concept of competence has been reasoned (Bodwen, 1997); the forms of competences and the study programs based on professional competences have been identified (Barnet, 1995). The interrelations between the training of professionals and professional competences have been overviewed (Tamošiūnas, 1998, Miškinis, 2001, Lepaitė, 2001); an ideal model of teacher training has been discussed (Pukelis, 1998); the methodology of the construction of professional training standards has been developed (Laužackas, 1997). The author of the dissertation did not come along the papers that analyse consistently the training of social pedagogues on a non-university level. Thus, there was made a decision to analyse the issue mentioned above in theoretical and practical terms.

The analysis of scientific references and documentation has certified that the evolution of social pedagogy as a science constituted the appearance of social pedagogues' profession and the formation of their professional training system. In the context of undergoing very significant integration processes in Europe the coherence of political, economical, social and cultural elements is very important. Compatibility of the training of professionals, including social pedagogues and social workers, becomes a very important issue as it is urgent to train professionals whose acquired education would be acknowledged in European Countries and they could join foreign labour markets. The Law of Higher Education of the Republic of Lithuania (2000) validated the binary system of higher education, i.e. non-university and university studies. Non-university studies are the studies of higher education oriented towards practical activity, and which create possibilities to acquire professional qualification based on the usage of applied research. University studies are consistent studies that create possibility for people acquire higher education and qualification based on the usage of theoretical studies and scientific research.

The expedition of higher non-university schools in changing study content is

notable alongside with quick reaction to the constantly changing conditions of market economy, stressing of practical training, flexibility of teaching forms, especially in meeting the learning needs of working people. All that is achieved by a close cooperation with social partners: organisations representing employers and professional unions.

The training of social pedagogues in Europe takes place in: 1) only universities; b) only non-university schools; c) both, universities and non-university schools.

P. Marcon (1998) makes an overview of the raining systems of social pedagogues in Europe and notes that sometimes a university training of social pedagogues that is based on “rationalist intellectualism” would hardly be able to provide with sufficient knowledge “to think basing on practical experience”, compare “scientific idea with practical experience”. A professional social pedagogue is trained with reference to multidisciplinary principle, a person is being analysed in philosophical, educational, sociological, legal, psychological and medical terms.

*The comparison of the European concepts of social pedagogues* points out some similarities in stressing the activity with individuals of various ages having different social and psychological problems. Unlike Norwegian, Estonian, Swedish and German descriptions the Dutch description of a social pedagogue stresses out help of such kind in close environment of a client. German and Estonian descriptions of a social pedagogue point out the independence of actions of these professionals and their ability to apply strategically psychological and pedagogical technologies when working with clients. Swedish description of a profession stresses mostly ethics and values of these professionals.

In Europe social pedagogical work is described as education, care, nursing that aims to help an individual to solve his/her personal problems and the unity with external environment. Social pedagogical work involves children, youth, adults, aged disabled people together with individuals from marginal groups.

The analysis of social pedagogy study programs in those countries has revealed that the composition of their elements and volume is different: subjects of general education (6–30 credits); subjects of the profession (19–61 credits); subjects of social sciences (28–44 credits); practices (7–33 credits).

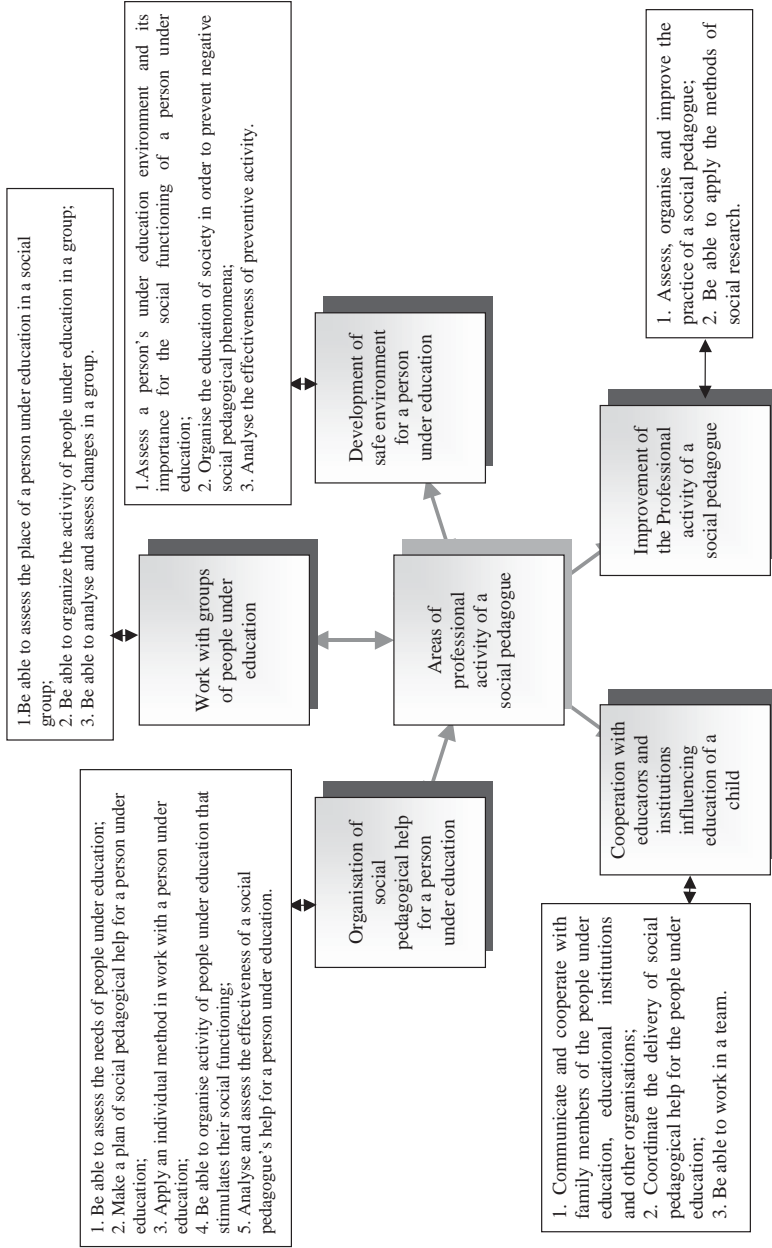
The characteristic features of the analysed study programs of social pedagogy that are based on professional competences correspond to the 5b level of the international standard educational classificatory ISCED (UNESCO, 1997), i.e. more practical and orientated towards professional area study programs are attributed to the mentioned level.

**The third part of the dissertation** is devoted to the development of a non-university training standard of social pedagogues. The profession of social pedagogues in Lithuania is very new, thus it is very important to reason scientifically a non-university training model. *A model* – (Latin modus – measure), reflection of the

original, identical on the selected level of a structure or selected functions. We say that a model is such a description of reality which indicates an ideal situation under present conditions. That means, we have to speak about characteristics that are typical to an ideal social pedagogue. This concept of a social pedagogue differs from the so called statistical model, i.e. an average, frequently met personality of a social pedagogue. An ideal personality is an extreme, rarely met case, but in terms of personality formation is treated to be not incidental but regular as it expresses the aim of this formation (Bitinas, 1988). Certainly, an aim is not identical to a law, but it determines conscious activity of people like a law does. Thus, a non-university training model of social pedagogues acts like a law.

The analysed functional model of social pedagogues created preconditions to model the activity of social pedagogues in the research of professional competences in foreseeing study aims and developing social pedagogy study aims. It is presented in the **subchapter 3.2. of the dissertation**. The research on the qualifications of social pedagogues has pointed out the professional areas of their activity and professional competences (see picture 1).



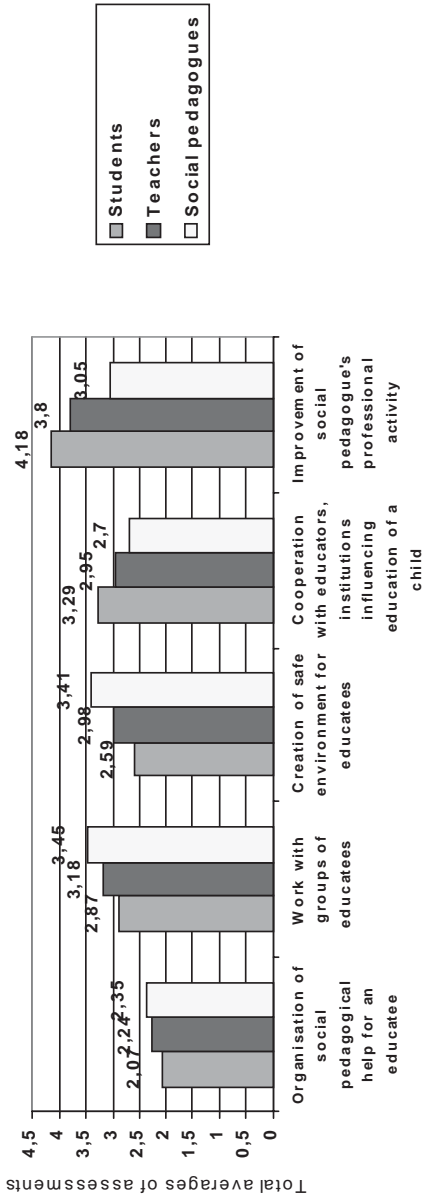


The results of the research served as the basis for the development of the professional training standard of social pedagogues which is at the same time a non university training model for social pedagogues. Following the model all non-university study programs of social pedagogy that are realised in Lithuania were developed. The competences of a social pedagogue are the aim of the study programs that assure qualitative training of a professional. The pointed out tendency of the interaction of competence and activity context, the defined areas of activity and competences of a social pedagogue enable to develop study programs. Their aim is the development of competences. They are reasoned by the earlier mentioned professional competences and study aims. Study programs are constructed so that the study aims would be closely related to the subjects. Every aim of the training of a professional is detailed in the programs (modules) of certain subjects, it is foreseen which subjects are important for the realisation of the professional competences of a social pedagogue. Competences that are important for the profession of a social pedagogue serve as general aims of a study program and serve as the basis to formulate study aims of the subjects that enable to reveal adequate didactic activity parameters.

The analysis of study programs in the **subchapter 3.3. of the dissertation** has pointed out that despite the big attention paid to the development of various competences there still prevail elements of operational management, and the formulation of aims stresses the dimensions of understanding and knowing. Analytical and problem solving skills of the group of cognitive activity competence support the development of social competence and are integrated into it, but integration relations are not reflected in the formation of study objectives. Study programs have characteristics of specialisation in certain areas despite the fact that the development of competence in the activity areas of social pedagogy is general characteristics of all the programs.

**The fourth part of the dissertation** presents the assessment results of the realisation of the developed non-university training model (standard) of social pedagogues. The results of the research support the idea that the developed non-university training model of social pedagogues meets the expectations of the students (future social pedagogues), teachers and social pedagogues in practice.

The results of the assessment of professional areas (**subchapter 4.1. of the dissertation**) indicate that the most important area of activity is the organisation of social pedagogical help for a person under education (see picture 2). This conclusion is coherent with the Article 21 of the Law of Education (2003) "Social pedagogical help", which makes the delivery of social pedagogical help legal. Improvement of professional activity of a social pedagogue is evaluated worse by the respondents; especially the future social pedagogues pay less attention to this area of professional activity whereas social workers in practice evaluate it highly.



Picture 2. Total assessment averages of the areas of activity of social pedagogues

The biggest differences are between the evaluations of the students and social pedagogues in practice. This can be explained by the fact that due to practical experience social pedagogues are better aware of the professional areas.

A very important part of the dissertation was devoted to the research on the professional competences of social pedagogues (**subchapter 4.2. of the dissertation**). 16 analysed and described competences were assessed by social pedagogues, teachers and students (future social pedagogues). All three respondent groups value positively professional competences of social pedagogues, i.e. negative evaluations are absent (see picture 3).

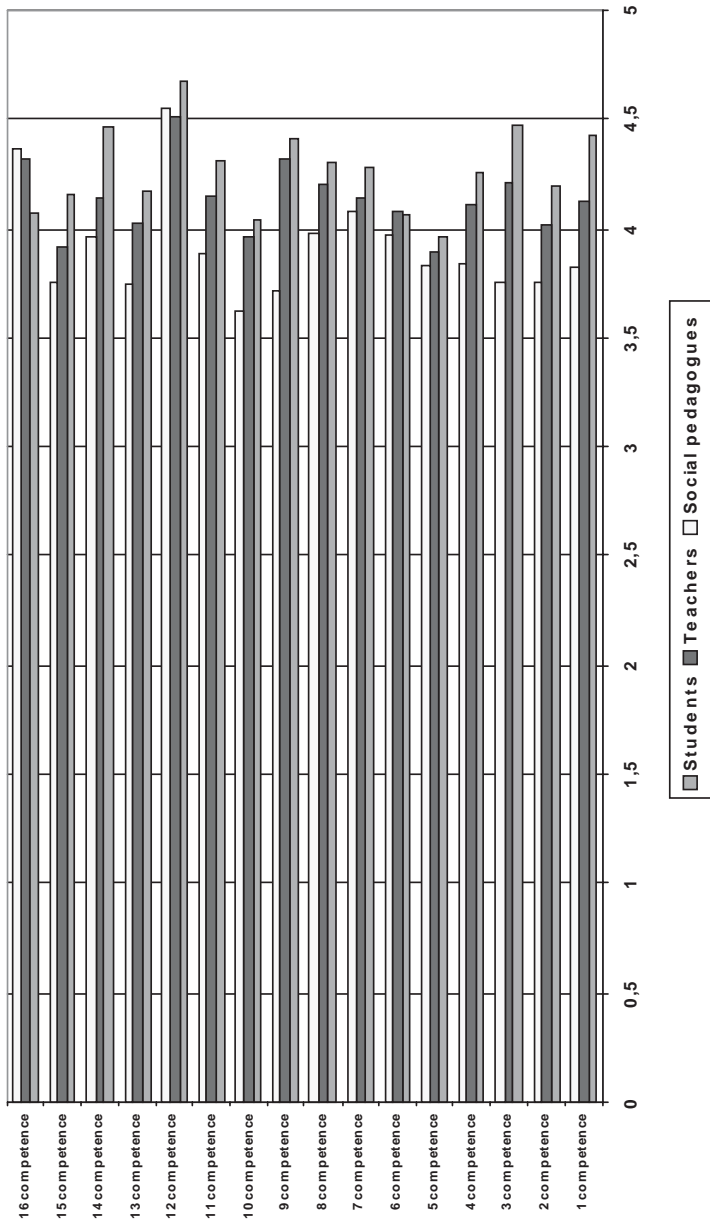
The total assessment averages range from 3,62 to 4,67 (when the assessment scale is from “totally negative” (1) to “totally positive” (5)), a standard deviation is from 0,53 to 0,98. It should be noted that the evaluation of professional competences by the students is the highest ( $\bar{\chi} = 4,27$ ), the evaluation of the teachers ( $\bar{\chi} = 4,13$ ) takes the middle position between the evaluations of the students and social pedagogues in practice whereas the evaluation of the social pedagogues in practice is the lowest ( $\bar{\chi} = 3,91$ ).

Thus, the part of social pedagogues’ professional training standard, that has been developed basing on a non-university training model of social pedagogues and describing professional competences meets the expectations of the students, teachers and social pedagogues in practice.

The research within the dissertation (**subchapter 4.3. of the dissertation**) treats study aims as the basic educational parameter constituting the basis of both - the developed study programs and subject programs. The analysis shows that the students value positively ( $\bar{\chi} = 4,28$ ) the study aims of social pedagogy (when the assessment scale is from “totally negative” (1) to “totally positive” (5)). A Kolmogorov-Smirnov test was applied to check if the evaluations of the students differ from a normal assessment distributive. The expectancy of the received fault is less than  $p < 0,05$ . This result indicates that the evaluation of the students differs very much from a normal assessment distributive. The averages of assessments range between totally positive and totally negative.

The teachers indicated the aims that they are achieving while teaching their subjects. The data of the research allows stating that all the study aims are realised in various subjects (Annex 12). Thus, the teachers are aware of the importance to realise the aims of social pedagogy in training social pedagogues.

After checking the internal coherence of study aims ( $n=80$ ), it emerged that study aims are heterogeneous. The indicator of internal consistency Cronbach Alpha is  $\alpha = 0,21$ . A minimal inter-item correlation meaning of the study aims is  $-0,04$ .



Picture 3. Total assessment averages of the professional competences of social pedagogues

This kind of quality indicators of study aims show their sufficient reliability, i.e. the study aims are concerted.

The application of non-parameter criteria (Mann-Whitney U, Wilcoxon and Kruskal-Wallis tests) did not indicate the interconnection between the gender, age, education and other demographical factors of the social pedagogues, teachers and students under research with the evaluation of the areas of professional activity of social pedagogues, professional competences and the study aims.

A non-university training model of social pedagogues that has been scientifically reasoned and empirically tested is significant in the analysis of binary higher education system in Lithuania. It highlights the tendency of competence and activity context interaction. The revealed competences, which are peculiar to the profession of a social pedagogue that are serving as general aims of study programs enable to formulate study aims of the subjects. Their implementation allows revealing adequate parameters of didactical and educational activity.

The developed professional training standard of social pedagogues is relevant for the development of non-university social pedagogy study programs and programs for the improvement of qualification, and its general attitudes could be applied in training of teachers of other areas.

## Conclusions

Theoretical and empirical research of non-university training of social pedagogues enabled to identify the tendencies of non-university training of social pedagogues in Lithuania.

1. Theoretical and practical analysis of non-university training of social pedagogues enabled to treat the process as multidisciplinary education, reasoning itself by philosophy, educology, sociology, psychology and other areas of science that allow creating theoretical fundament for the development of a person (education and self-education) and setting preventive perspectives and their realisation taking into account the socio-economical changes of life. This is a new phenomenon in post-social countries that meets the educational development trends of modern society and indicates that the training of social pedagogues bears the demand for professional non-university studies that stress practical training of the professionals.
2. Non-university training of a social pedagogue consists of the following components: *picture of the profession* (it reflects the purpose and the areas of activity of a profession), *standard of the profession* (in addition to the characteristics peculiar for the profession, the standard covers professional competences), *the standard of the professional training* (is supplemented by the study aims) and a *study program* (in addition to all the above mentioned variables it involves study

methods, means and assessment). Based on the model the developed standard of the professional training of a social pedagogue covers the areas of professional activity of a social pedagogue, professional competences and study aims.

3. The empirical testing of the developed standard of the professional training of a social pedagogue allowed distinguishing the following:
  - a) the areas of activity of a social pedagogue:
    - organisation of social pedagogical help for a person under education;
    - creating optimal conditions for socialisation and development for a person under education working systematically with groups of people under education in an adequate environment;
    - working with an environment influencing a person under education (creating safe environment for a person under education);
    - Cooperating with educators, other professionals and institutions that influence the education of a child;
    - improving professional activity of a social pedagogue;
  - b) there exist certain professional competences peculiar to the professional activities that characterise the following competence groups – social, reflective, of personal behaviour and communication, that result from the levels of holistic, integrated and behaviour competences;
  - c) study aims directed towards ability:
    - assess and realise the needs of a person under education;
    - organise group activity of people under education, analyse the undergoing changes;
    - assess the effectiveness of social pedagogical help for a person under education;
    - assess the influence of the environment for the socialisation of a person under education;
    - organise the education of society;
    - coordinate the delivery of social pedagogical help for people under education;
    - work in a team;
    - carry out social research.
4. Theoretical construct of the developed non-university study program of social pedagogy allows stating that:
  - non-university study programs of social pedagogy should correspond to the level 5b of ISCED 1997, to which more practical study programs of professional orientation are attributed;
  - the level of integrated behaviour competence that is characterised by integrated knowing stimulating for creative activity, should be predominant;

- the epistemological basis of a study program consists of the change of internal and external conditions of social pedagogical activity that are oriented towards perfect learning to carry out work and the interrelation between cognitive learning and constructivism.
5. The research of the areas of professional activity of social pedagogues, the evaluation of the professional competencies and the study aims in terms of teachers, students and social pedagogues indicated that:
- the students studying under non-university study program of social pedagogy and the teachers together with social pedagogues in practice evaluated positively professional competences of social pedagogues (their general evaluation mark in a five-mark scale reached 4,14);
  - the future social pedagogues and their teachers have evaluated study aims, the average total mark in the same scale reached 4, 28;
  - the opinion of the respondents differed in the evaluation of the areas of professional activity of a social pedagogue. The opinions of the students and social pedagogues differed mostly (difference in rank – 0,68) on the following areas of the professional activity: improvement of professional activity of a social pedagogue (difference in rank – 1,13) and creating safe environment (difference in rank – 0,82). The opinions of the social pedagogues and teachers differed less (difference in rank – 0,36) while the opinions of the teachers and students – the least (difference in rank – 0,32).

The **implementation of the results** of the dissertation research has been carried out in the training system of social pedagogues. The research served as the basis for the development of the professional training standard of a social pedagogue which was approved by the expert group of the economy branch “Health care, social work” (at the Ministry of Education and Science) in a meeting dated 05-02-2002 and approved by the order of the Minister of Education and Science, No 1697, 04-10-2002.

### **Recommendations**

1. The developed standard of a non-university training of social pedagogues is recommended for the development of social pedagogy study programmers and the regulation of the study field. There should be designed a work group that would improve the documentation regulating the training of social pedagogues in the binary system of higher education.
2. The national priority task concerning the change of the social pedagogues’ professional training should be adjusted to the European Union challenges:



qualification transparency and their acknowledgement increase (including the ones acquired in non-formal way); improving the quality of the professional training; life long learning and the development of the consultancy lasting the whole professional life of a person.

3. To develop the system for social pedagogues' in-service training based on the concept of competence development this way ensuring the tendency of activity and professional competence interaction.

**Approbation of the results of the doctoral research** took place *by the author reading the papers on the topics of the dissertation:*

- Čepukas, R. (November, 1999). *The concept of the professional competences of social pedagogues*. The paper read in the conference “The aspects of professional activity of social pedagogues”, the Seimas of the Republic of Lithuania.
- Čepukas, R. (November, 2003). *The experience of the training of social pedagogues on a non-university level in Lithuania and foreign countries*. The paper read in the conference “Professional activity of social pedagogues: theoretical and practical aspects”, Utena College.

**The basic statements of the dissertation were discussed in the following publications that meet the requirements of the Science Board:**

- Čepukas, R. (1999). The reality and Perspectives of the Activity of Social Pedagogues. *Special education: science works*, 2(31), 3238.
- Čepukas, R. (2001). The Relation between Social Pedagogue's Activity, Professional Competences and Study Aims. *Pedagogy*, 53, 21–28.

Other editions:

- Čepukas, R. and Kaušylienė, A. (2002). Peculiarities of Social Workers' Professional Competence Training in Lithuania. *Europahandbuch Weiterbildung – EuHWPB*, Art.–Nr.00570, Nr.25, 1–18.
- Чепукас, Р. (1999). Особенности деятельности социального педагога в Литве: реальность и видение. *Подготовка социальных педагогов и социальных работников: проблемы, тенденции, опыт: Материалы международной научно – практической конференции* (pp. 202–204). Минск.
- Čepukas, R. (2001). Dimensions of Social Pedagogues' Professional Activity, Professional Competences and Study Aims. *The 5th national conference of Educology doctoral students: reports* (p. 16–17). Kaunas: Karminas.
- Čepukas, R. and Kaušylienė, A. (2002). Education of the Professional

Competence of Social Workers in Qualification Update Courses. *Development and Perspectives of Social Work: international conference material* (p. 16–17). Kaunas: VDU Publishing House.

- Čepukas, R. (2001). Draft of Social Pedagogues' Professional Activity and Professional Competences. *Papers read in the conference dedicated to the 10th anniversary of the social work profession in Lithuania* (p. 96–100). Utena: Utena Printing House.
- Čepukas, R. (1998). Peculiarities of social Pedagogues' Activity: Reality and Vision (Final Master's Thesis, Kaunas University of Technology, 1998).

**The structure and volume of the dissertation:** the dissertation consists of the introduction, four chapters, conclusions, the list of references and annexes. The volume of the dissertation is 166 pages (21 pictures, 11 tables), there are 121 positions in the list of references (59 positions in Lithuanian language and 62 in foreign languages).

**Short information on the doctoral student.** Raimundas Čepukas was born 14 06 1960, in Dusetos, Zarasai district. In 1978 he left from K. Būgos secondary school and in 1983 he graduated from Vilnius Pedagogical University acquiring the profession of a biology and agriculture basics teacher. 1996–1998 R. Čepukas studied in Kaunas University of Technology and defended Master's thesis in Educology. 1999–2003 he followed doctoral studies in Educology at Vilnius Pedagogical University.

Since 1983 R. Čepukas worked in Vaikutėnai basic school in Utena district as a teacher, since 1984 as a vice director for teaching and education. In 1986 he was approved as the director of Tauragnai secondary school in Utena district and in 1995 as the head of Education Department at Utena County Governor's administration. Since 1997 he worked at Utena Medical College as vice director for studies (since 2000 as vice dean of the Faculty of Health Care and Social Care of Utena College).

R. Čepukas took part in internship in foreign countries on the issues of social pedagogy: Norway (17/26–04–1997), Belarus (19/24–04–1999), Denmark (6/14–05–2002), Germany (8/14–04–2002), Hungary (24/30–05–2002), Russia (5/12–10–2002), France (05–12/24–11–2002), the Netherlands (22/31–03–2003).

R. Čepukas takes part in a group assigned by the Minister of Education and Science working on the establishment of social pedagogue's position in educational institutions. He is an expert of the Center for the Assessment of Study Quality and an expert at the Methodological Center of Professional Training (in the area of non-university training of social pedagogy).

# SOCIALINIŲ PEDAGOGŲ NEUNIVERSITETINIO RENGIMO TENDENCIJOS IR JŲ ĮVERTINIMAS LIETUVOJE

## Reziumė

Lietuvos visuomenės kaita, Europos integracijos procesai, ekonomikos reforma, informacinės visuomenės kūrimas, mokslo ir technikos pažanga skatina atsinaujinti visą Lietuvos švietimo sistemą. Darbo rinkos pokyčiai reikalauja, kad vis daugiau visuomenės narių turėtų kuo geresnį išsilavinimą. Lietuvoje nuolat daugėja studijuojančiųjų aukštosiose mokyklose, todėl atsiranda poreikis turėti lanksčią, binarinę aukštojo mokslo sistemą, kai šalia tradicinio universitetinio (akademinio) atsiranda neuniversitetinis (orientuotas į profesijos įgijimą) aukštasis mokslas. Pastaruoju metu jo tobulinimui skiriamas dėmesys. Lietuvos Respublikos aukštojo mokslo įstatymas (2000) nuo 2000 metų rugsėjo 1 dienos įteisino Lietuvoje binarinę aukštojo mokslo sistemą, kurioje išryškino du lygmenis: neuniversitetinį ir universitetinį. Tada ir pradėta rengti socialinius pedagogus neuniversitetiniu lygmeniu.

Šiandieninėje Lietuvoje socialinės pedagogikos aktualumas išryškėja dėl industrinės, poindustrinės, informacinės visuomenės kūrimosi pasekmių. Visuomenės gyvenimo dinamiškumas iškėlė įvairių jaunimo ugdymo problemų. Mokykla sunkiai šias problemas sprendžia. Anot J. Vaitkevičiaus (1995), tam reikia socialinių pedagogų, turinčių platų akiratį, nusimanančių bendrosios pedagogikos, ugdymo teorijos, psichologijos, istorijos, literatūros, ekonomikos, ekologijos, etikos, estetikos, teisės, meno, taikomosios medicinos, šeimotyras, sociologijos, visuomeninių ir kitų mokslų, menų srityse.

Prasidėjęs 2000 metais socialinių pedagogų neuniversitetinis rengimas sąlygoja **problema**: *koks turėtų būti socialinio pedagogo neuniversitetinio rengimo modelis ir kokios jo praktinio realizavimo galimybės?*

Problemos formulavimas leidžia apibrėžti **tyrimo objektą** – socialinių pedagogų neuniversitetinis rengimas. Mokslinis šio tyrimo objekto sprendimas, atitinkantis pažintinės veiklos (tiriamąjį klausimą sprendimo) dalyką, yra orientuotas į teorinį socialinio pedagogo neuniversitetinio rengimo modelio pagrindimą bei jo praktinio realizavimo galimybių įvertinimą.

Mokslinei tiriamojo objekto analizei *nepriklausomu kintamuoju* pasirinktas socialinių pedagogų neuniversitetinio rengimo modelis, siekiant įvertinti jo praktinio realizavimo galimybes bei tinkamumą rengiant socialinius pedagogus neuniversitetinėje aukštojoje mokykloje. *Priklausomais tyrimo kintamaisiais* pasirinkti šie tiriamojo konstrukto (socialinių pedagogų neuniversitetinio rengimo modelio) komponentai:

socialinių pedagogų profesinės kompetencijos, jų veiklos sritys, studentų ir dėstytojų požiūris į profesines kompetencijas, studijų tikslus, dirbančiųjų socialinių pedagogų požiūris į profesinės veiklos sritis ir profesines kompetencijas.

Pasirinkus šiuos kintamuosius probleminiam klausimui išspręsti, siekta šio **tikslo** – teoriškai pagrįsti socialinių pedagogų neuniversitetinį rengimą ir įvertinti jo praktinio realizavimo tendencijas Lietuvoje.

Siekiant numatyto tikslo, disertacijoje keliami pagrindiniai **tyrimo uždaviniai**:

1. Teoriniu ir praktiniu aspektu išnagrinėti socialinių pedagogų neuniversitetinį rengimą.
2. Parengti ir empiriškai patikrinti socialinių pedagogų profesinio rengimo standartą.
3. Parengti neuniversitetinę socialinės pedagogikos studijų programą ir ją įvertinti būsimųjų socialinių pedagogų profesinių kompetencijų bei studijų tikslų realizavimo kontekste.

Tyrimo tikslo ir uždavinių sprendimo logika bei epistemologija grindžiama *nomotetine* (*normatyvine*) ir *ideografinė* (*interpretacine*) socialinių mokslų *paradigma*, besiremiančia *kiekybiniu* ir *kokybiniu* požiūriu į tyrimą. Jo mokslinę vertę nusako kiekybiniai (bandymas išvelgti tiriamų požymių dėsningumus) ir kokybiniai (susiję su socialinio pedagogo profesinėmis kompetencijomis) rodikliai.

**Disertacinio tyrimo teorinis reikšmingumas ir mokslinis naujumas.** Profesinių kompetencijų plėtojimo teorija pagrįstas ir empiriškai įvertintas socialinių pedagogų neuniversitetinis rengimas Lietuvoje.

Nustatytos socialinių pedagogų profesinės veiklos sritys ir profesinės kompetencijos.

Įvertintos būsimųjų socialinių pedagogų profesinės kompetencijos realizuojant studijų tikslus.

Teorinį tyrimo naujumą sudaro fundamentaliųjų teorinių asmens kompetencijų ir jo profesinės veiklos sistemos problemų perkėlimas į realybę, kai užtikrinama socialinių pedagogų veiklos ir profesinių kompetencijų sąveika, kuomet kaitos procesai tampa būdingomis ir visa apimančiomis visuomenės gyvenimo ir ugdymo paradigmomis.

**Tyrimo praktinis reikšmingumas ir taikymo perspektyvos.** Mokliškai pagrįstas ir empiriškai patikrintas socialinių pedagogų neuniversitetinio rengimo standartas reikšmingas tiriant Lietuvos binarinę aukštojo mokslo sistemą. Minėtas standartas išryškina kompetencijos ir veiklos konteksto sąveikos tendenciją. Be to, šiame standarte apibrėžtos socialinių pedagogų veiklos sritys ir kompetencijos, leidžiančios kurti neuniversitetines socialinės pedagogikos studijų programas.

Darbe atskleistos socialinio pedagogo profesijai būtinos kompetencijos, kaip ben-

drieji studijų programos tikslai, pagal kuriuos formuluojami dalykų studijų tikslai.

Parengtas socialinių pedagogų profesinio rengimo standartas būtinas neuniversitetinių socialinės pedagogikos bei kvalifikacijos tobulinimo programų kūrimui, bendrosios jo nuostatos gali būti taikomos ruošiant kitų sričių pedagogus.

Disertacinio tyrimo **rezultatai įdiegti** socialinių pedagogų rengimo sistemoje. Tyrimo pagrindu sukurtas socialinio pedagogo profesinio rengimo standartas, kuriam pritaria ūkio šakos „Sveikatos apsauga, socialinis darbas“ ekspertų grupės (prie Švietimo ir mokslo ministerijos) 2002 metų vasario 5 dienos posėdyje ir patvirtintas Švietimo ir mokslo ministro įsakymu Nr.1697 2002 metų spalio 4 dieną.

Ginami disertacijos teiginiai:

Socialinių pedagogų neuniversitetinis rengimas yra naujas reiškinys Lietuvoje, atliepiantis šiuolaikinės visuomenės ugdymo raidos kryptis bei rodantis, jog socialinio pedagogo rengimui būdingos profesinės neuniversitetinės studijos, kurios priklauso 5b lygmeniui (pagal 1997 metų ISCED), t.y., priskirtos praktiškesnės, profesinės orientacijos studijų programos.

Sukurtas socialinio pedagogo profesinio rengimo standartas apibrėžia jo profesinės veiklos sritis, profesines kompetencijas, studijų tikslus ir baigiamąjį įvertinimą.

Išryškinta kompetencijos ir veiklos konteksto sąveikos tendencija, apibrėžtos socialinių pedagogų veiklos sritys ir kompetencijos leidžia kurti studijų programas, kurių tikslas – profesinių kompetencijų plėtra.

## **Mokslinių publikacijų disertacijos tema sąrašas**

**Disertacinio tyrimo rezultatų aprobavimas** vyko *autoriumi skaitant pranešimus disertacijos tematika:*

- Čepukas, R. (1999, lapkritis). *Socialinių pedagogų profesinių kompetencijų samprata*. Pranešimas skaitytas konferencijoje „Socialinių pedagogų profesinės veiklos aspektai“, Lietuvos Respublikos Seimas.
- Čepukas, R. (2003, lapkritis). *Socialinių pedagogų neuniversitetinio rengimo Lietuvoje ir užsienio šalyse patirtis*. Pranešimas skaitytas konferencijoje „Socialinių pedagogų profesinė veikla: teoriniai ir praktiniai aspektai“, Utenos kolegija.

**Pagrindiniai disertacijos teiginiai paskelbti Lietuvos Mokslo Tarybos reikalavimus atitinkančiuose leidiniuose:**

- Čepukas, R. (1999). Socialinių pedagogų veiklos realybė ir perspektyvos. *Specialusis ugdymas: mokslo darbai*, 2(31), 32–38.
- Čepukas, R. (2001). Socialinių pedagogų veiklos, profesinių kompetencijų ir studijų tikslų santykis. *Pedagogika*, 53, 21–28.

### **Kituose leidiniuose:**

- Čepukas, R. ir Kaušylienė, A. (2002). Peculiarities of Social Workers' Professional Competence Training in Lithuania. *Europahandbuch Weiterbildung – EuHWB*, Art.–Nr.00570, Nr.25, 1–18.
- Чепукас, Р. (1999). Особенности деятельности социального педагога в Литве: реальность и видение. *Подготовка социальных педагогов и социальных работников: проблемы, тенденции, опыт: Материалы международной научно – практической конференции* (pp. 202–204). Минск.
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**SOCIALINIŲ PEDAGOGŲ NEUNIVERSITETINIO RENGIMO  
TENDENCIJOS IR JŲ ĮVERTINIMAS LIETUVOJE**

*Daktaro disertacijos santrauka  
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