

**Examples of initiatives for secondary education teacher trainers in Lithuania: How to teach student teachers to deal with diversity**

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# General system of teacher training in Lithuania

## *Pathways to teacher profession and admission criteria*

The responsibility for the education policy and teacher training in Lithuania lies within the Ministry of Education and Science. The most conventional route to become a teacher in Lithuania is via a higher education degree programme which integrates pedagogical and subject area studies and award teacher qualification together with the degree. Bachelor degree in education is sufficient to become a teacher in lower/upper secondary education schools in Lithuania.

Teachers and other pedagogues in secondary education institutions are required to have the following qualifications[[1]](#footnote-1): higher education degree (post-secondary degree if obtained before 2009 or special secondary degree if obtained before 1995), pedagogue qualification and specialisation in a particular teaching subject. There is a possibility to enter the profession without an official degree in pedagogy; however the employee should obtain such qualification within 2 years after having started working in secondary education institution.[[2]](#footnote-2)

In addition, secondary education pedagogues should complete the Courses of Special Pedagogy and Special Psychology (*Specialiosios pedagogikos ir specialiosios psichologijos kursai mokytojams*) as stipulated in the Programme of Special Pedagogy and Special Psychology Qualification Development Courses (*Specialiosios pedagogikos ir specialiosios psichologijos kvalifikacijos tobulinimo kursų programa*).[[3]](#footnote-3) These courses have to be completed within a year after having started working as a secondary education pedagogue if comparable courses (of 2 ECTS or 60 hours) have not been completed before or during studies. Such requirement does not apply to teachers who have a degree from special pedagogy or special psychology study programmes.

ITE for secondary school teachers in Lithuania is delivered within the framework of the consecutive model (ECORYS, 2016). As stipulated in the Regulation of Teacher Training (2012) (*Pedagogų rengimo reglamentas*), those enrolled in a general university degree programme can complete educational (pedagogical) studies as an elective academic minor module; this way, in addition to the main degree, the student may acquire a Bachelor’s degree in pedagogy as well as a teacher qualification.

Overall, 9 universities and seven universities of applied sciences/higher education colleges are providing initial teacher training in Lithuania, offering the total of 73 study programmes awarding the teacher qualification (Jevsejevienė, 2015, p. 3). In addition to the subject area/specialisation studies, educational (pedagogical) minor (corresponding to 60 ECTS credits) awarding the teacher qualification consists of a theoretical component and a school practice component. Minimum length of in-school placement for teacher students (ISCED levels 1, 2 and 3) is 800 hours (30 ECTS) (European Commission/EACEA/Eurydice, 2013).

Students who are willing to study to become secondary education teachers most often have to pass three Matura exams (*Brandos egzaminas*) and participate in a motivation evaluation. In some HEIs Matura exam results are sufficient to receive state-funded scholarship for Bachelor studies. Master studies admissions are most often based on previous academic achievements and an admission exam.

## *Governance and quality assurance of ITE institutions*

The Law of Science and Studies (2012) (*Mokslo ir studijų įstatymas*) ensures that higher education institutions in Lithuania are granted with autonomy, which encompasses academic, administrative and financial activities. Following this, universities have a high degree of freedom in developing the curricula for ITE. Notably, the curricular policy has to conform to provisions listed in the Description of the Study Area of Education and Training (2015) (*Švietimo ir ugdymo studijų krypčių grupės aprašas*).

ITE institutions are free to determine specific qualifications required for their teaching staff, provided they meet minimum standards. Notably, teacher trainers do not have to have a teacher qualification (European Commission/EACEA/Eurydice, 2013). It is required that at least 30% of teacher educators in universities would have practical pedagogical experience of at least three years; they are also required to regularly upgrade their scientific and/or pedagogical competences (MoES, 2015).

The Centre for Quality Assessment in Higher Education *(Studijų kokybės vertinimo centras, SKVC*) is the only body in Lithuania responsible for external quality assurance of ITE (European Commission/EACEA/Eurydice, 2013).

## *Focus on diversity during teacher preparation*

Overall, the majority of ISCED-5, ISCED-6 and ISCED-7 level study programmes awarding teacher qualification or providing educational science background in Lithuania do not explicitly mention teaching in multicultural environment as one of their learning goals. Preparation for diversity can mostly be found in the field of social pedagogy, rather than in teacher education for general curricula subjects.

On the provider level, developing multicultural competencies in initial teacher training through specific targeted courses is, in most cases, not mandatory, while relevant elective courses are lacking (Mägi and Siarova, 2014). The responsibility for developing teacher competencies in the area of inclusive education primarily falls on lecturers preparing specific study modules (The European Agency for Special Needs and Inclusive Education, undated).

## *Sources*

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# Good examples

Below we provide examples of courses and programmes that incorporate elements of diversity into their content and teaching methods.

## *Social Pedagogy BA in the University of Applied Sciences (Vilniaus kolegija, VIKO)*

University of Applied Sciences (Vilniaus kolegija, VIKO) is offering a professional Bachelor degree in Social Pedagogy (three years, 180 ECTS) with a possibility to obtain a pedagogical specialisation in cultural diversity or intercultural education.[[4]](#footnote-4) The goals of the degree are to prepare a critically thinking social pedagogue who is able to perform in a changing diverse sociocultural environment, provide social pedagogical support for students of different needs, mediate between students and various institutions, organise preventive activities and seek for individual and professional growth.

Both courses focus on the intercultural competence, which help to understand the impact of cultural differences in social interaction and professional environment. As a result of participation in these courses, students should be able to professionally and efficiently work in various cultural environments and situations. Moreover, courses aim to improve the ability of students to reflect on cultural relativity of their decisions, behaviour and approaches. The university expects that courses would help to improve the situation of equal opportunities and increase social inclusion of diverse groups.

### *Intercultural Education course*

Course of Intercultural Education was suggested by lecturer Aušra Simoniukštytė in 2011. She has completed a Master course on “Intercultural Understanding: Community, Culture, Learning” in Lund University (Sweden), which inspired her to introduce similar programme in Lithuania, which would consider cultural differences and their impact to society and education. In 2004 Ms Simoniukštytė started working in Lithuanian University of Applied Sciences and noticed a lack of understanding of how cultural differences affect pedagogical processes and socioeconomic background of different groups.

In 2008 Ms Simoniukštytė suggested University to organise an international academic conference “Education development and multiculturalism: experiences, issues, perspectives” which hosted experts from a number of countries. In 2011 the University began teaching the subject of Intercultural education as a compulsory course for students in Social Pedagogy programme. Unfortunately, course is not available for students studying in other programmes.

Over the course, lecturer covers the following themes: 1) understanding of culture and its elements and differences; 2) Culture and socialisation (connection between culture and individual); 3) ‘Between cultures’ (ethnocentric and cultural relativism and their impact); 4) Social minorities and majorities (minorities in Lithuania, conditions for minorities in education); 5) Theoretical models of multiculturalism/inter-culturalism; 6) Principles of intercultural communication (effective communication with pupils from different background); 7) Methods of intercultural education (preparing children for diverse sociocultural environment, their intercultural competences).

Tests or examination helps to evaluate progress of theoretical knowledge during the course while team and individual practical tasks reveals students’ abilities and approach to the issues. For instance, during the course of Intercultural education, students analyse a case of intercultural conflict between pupils or pupils and staff and suggest a solution for the issue.

### *Cultural Diversity course*

Cultural Diversity course was included into BA Social Pedagogy curriculum in 2013 as an obligatory course. It is a result of the cooperation with Social Studies Faculty, Zuyd University of Applied Sciences (the Netherlands). This joint course amounts to 15 ECTS, however, as Vilnius University of Applied Sciences does not have a module system currently used in Zuyd, it is taught as a separate subject. This course uses innovative methods: lecturers in Zuyd provide videos of the lectures for students in Vilnius. Students from Zuyd and Vilnius universities share examination and evaluation process as well as course tasks and literature.

Over the course, lecturers elaborate on the following topics: 1) Essentialist and constructivist approach to culture; 2) Cultural diversity, identity and power; 3) Colonialism, globalisation and migration; 4) Mechanisms of belonging to a group and marginalisation; 5) Stereotypes, media representation and its impact to cultural interaction; 6) Identities and their importance in intercultural interaction; 7) Ethnic and cultural policy; 8) Intercultural communication; 9) Visit of a guest lecturer (representative of an ethnic, religious or other minority); 10) Presentation and discussion on “Together to get there” project (two discussions with guest experts on a theme related to cultural diversity); 11) Presentation of the Cultural diversity journal and discussion; 12) Discussion on the course, its impact and gaps.

Students work on the individual task to interview people with sociocultural minority background and analyse the results. In addition, students are working in groups and organise discussions with various groups on specific cultural diversity theme, invite experts, arrange expert lectures for other students, etc.

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| Screenshot 2016-09-21 15.14.36  Image 1. Excerpt from the article on “Issues for Asylum seekers in Lithuania” in the Cultural Diversity journal prepared during Cultural Diversity course (University of Applied Sciences, Vilnius). | **Journal on Cultural Diversity**  An interesting initiative of the Cultural Diversity course is a journal on diversity related topics. Journal focuses on most of the issues presented during the course.  Students contribute to the journal with their own articles on selected themes. Students are free to choose and analyse topics which are particularly interesting to them. This is one of the key tasks for students during the course and is a part of the final grade.  The journal often has a specific key theme of the issue. For instance, the issue published in January, 2016 focused on refugees, migrants as well as their integration in Europe and, specifically, in Lithuania.  Some of journal issues are available online on the [university website](http://pdf.viko.lt/kulturines-ivairoves-zurnalas/). |

Box 1. Initiative of the Journal on Cultural Diversity in University of Applied Sciences, Vilnius

Cultural Diversity course is also available in English to ERASMUS exchange students, however, due to the difficulty to coordinate extensive course (15 ECTS) with their original studies, the course has not been taught in English in recent years.

Lecturer noticed that at the beginning of the course, some students have biases towards various population groups (e.g., LGBT, ethnic minorities and migrants, etc.). Most often, these are accumulated negative attitudes, rather than isolated discrimination against single minority group only. The key didactical challenge is to encourage students to critically evaluate their perceptions without undermining students’ point-of-view. According to the lecturer, informal tools based on experience are the most effective learning methods. Therefore, during lectures on more sensitive themes, she often invites guest expert from abroad who apply informal learning methods. For instance, direct communication with refugees in 2015 significantly changed students’ perceptions. There is an increase of respect for cultural diversity and self-reflection among students over the course. Moreover, students become more resistant and critical to the biased info broadcasted by the media on specific groups. As the course requires independence, responsibility and cooperation skills, lecturer only has an advisory role in this course.

## *Social Pedagogy BA at Kaunas University of Technology*

Kaunas University of Technology is also offering a Bachelor degree programme on Social Pedagogy (4 years). It includes practical experience in refugee centres as well as develops skills in solving issues faced by people from different countries.

The courses were established as a result of cooperation between Faculty of Educational Sciences at KTU and NGOs such as Lithuanian Red Cross, Caritas and others. The course ‘Education in Multicultural environment’ was included into programme curriculum in 2010 when University noticed that students lack knowledge on educational challenges in a changing, multicultural environment and capabilities to solve arising issues.

### *Education in the multicultural environment*

In addition to other courses, third semester of the study programme contains a mandatory module ‘Education in the multicultural environment’ (3 ECTS), which aims to foster multicultural competences and the ability to work with people from different cultural backgrounds. This course is available to students from other KTU bachelor level programmes with approximately five additional students attending every year. After attending the course, students will be introduced to sociological and cultural diversity theories, various approaches to multiculturalism and globalisation, aspects of education in multicultural environment; will be able to interpret signs of sociocultural diversity, communicate with people from different cultures and develop competences as well as create learning networks in multicultural environment.[[5]](#footnote-5)

Course topics include: Multiculturalism in contemporary society, sociological theories on diversity in society, multicultural education, education paradigms in contemporary society, educational strategies in multicultural society, tolerance and multicultural education in general education schools etc.

### *Social-Educational work with migrants*

In addition, study programme features a compulsory ‘Social-Educational work with migrants’ (6 ECTS) course in 7th semester. It is also available to students from other KTU bachelor level programmes. The goal of the course is to provide knowledge about processes of migration, globalisation, understanding of community and social education concepts, integration process of migrants, refugees and asylum seekers as well as cultural and social specifications of communication with such groups; to learn how to diagnose, evaluate migration processes in the society, apply social education tools in tackling issues related to migrants and refugees.

After the course, student will know main educational, sociological and psychological aspects of migration process, relation of social exclusion and migration processes; will be able to analyse sources of migrant social empowerment, impact of migration processes and provide recommendations for migrant social inclusion. One of the main aims of the course is to develop communication skills in multicultural environment and with people from different cultures.[[6]](#footnote-6)

Themes of the course include: Migration as a global process, Socio-educational work with migrants and refugees (incl. education help for refugees). Students’ competences are evaluated in their practical activities such as internships or voluntary work.

### *Cultural and social diversity in the society*

An elective course on ‘Cultural and social diversity in the society’ (6 ECTS) is also available, touching upon tolerance and intercultural dialogue. The goal of the course is to provide understanding of main educational, sociological, cultural theories on diversity as well as knowledge on multiculturalism, globalisation impact to the society and close environment; interpret social cultural signs of diversity and apply knowledge in practical terms.[[7]](#footnote-7)

Course lecturer noticed that after meeting asylum seekers students become more tolerant and active in discussions, some joined the volunteer team in Kaunas Refugee Support Centre.

## *Intercultural Education and Mediation MA at Šiauliai University*

A notable case which to a certain extent deviates from various social pedagogy programmes is a Master’s programme on Intercultural Education and Mediation (two years; 120 ECTS) at Šiauliai University introduced in 2004[[8]](#footnote-8). The MA programme was designed to expand students’ intercultural competence by preparing specialists who are able to creatively teach in a changing multicultural educational environment, effectively deal with the social and cultural issues, and apply intercultural mediation in pedagogical work[[9]](#footnote-9). Based on the similar study programmes found across the EU, it follows EU regulations on intercultural cooperation. Programme gradates can work in gymnasiums and secondary education schools and other entities where intercultural competence is required. Taught courses include ‘Intercultural psychology’ (6 ECTS), ‘Intercultural consulting’ (5 ECTS), among others.[[10]](#footnote-10)

Intercultural Education and Mediation programme was established after Siauliai University participated in Erasmus/Socrates CDA (Curriculum Development Advanced Studies) C.A.N.E. (Cultural AwareNess in Europe) project. IEM is adjusted to many similar programmes in other EU universities and aims to cover aspects of increased diversity and to solve issues of xenophobia, racism, antisemitism, sexism etc. The programme has already been offered for 14 years and seen upgrades according to society and labour market needs. IEM is an interdisciplinary programme and its courses are available to students of other study programmes, however, such choices are not common as graduates prefer to choose the programme itself as a major.

A significant share of graduates start working as teachers in various schools while others choose career opportunities in international companies or project coordination. All graduates have a direct daily link with intercultural communication, education. Such relation enables tolerance and openness values acquired during studies. Students who finished the programme are often working in the areas of education, academia, culture in addition to social care services and migration agencies. According to [the programme evaluation in 2016](http://pluto.skvc.lt/_layouts/ListAttachment.aspx?Attachment=Lists%2fPublicUnderwayStudyProgram%2fAttachments%2f994%2fSU_Tarpulturinis+ugdymas+ir+tarpininkavimas_M_2016.pdf), it is important to further strengthen the inter-cultural aspect of the programme.

### *Ethnic minority education and migrant integration[[11]](#footnote-11)*

Programme offers ‘Ethnic minority education and migrant integration’ (8 ECTS) as the main compulsory course in the sixth semester. It aims to introduce students to theories of ethnic minorities and migration and their application in educational practice as well as to mediate between culturally and ethnically diverse groups. Course mark depends on three variables: participation in the seminar (20%), team empirical research in the community (50%) and individual essay (30%).

## *Russian philology pedagogy and intercultural communication BA at Lithuanian University of Educational Sciences*

Programme of ‘Russian philology pedagogy and intercultural communication’ is of particular importance and interest in Lithuanian context as it combines learning of second most used language with preparation to deal with diversity related issues.[[12]](#footnote-12) LUES established the programme in 2006 after one of the lecturers had raised it as the initiative in the faculty committee and renewed the programme in 2012.

This bachelor programme in Lithuanian University of Educational Sciences offers an ‘Introduction to Intercultural Communication’ as a compulsory course in the first semester of the studies. Students of ‘Russian philology pedagogy and intercultural communication’ will obtain knowledge on Russian history and culture as it is seen as a crucial element in working with this ethnic minority. The programme provides students with Russian language knowledge and intercultural understanding as well as both Russian philology and pedagogy Bachelor degrees and teacher qualification.

As ‘Russian philology pedagogy and intercultural communication’ programme has a very specific focus, only a small group of students select it as their study choice (around 10 each year). During recent years a fraction of the programme graduates has been selecting teacher profession as their career choice. Faculty of Philology aims to attract as many students as possible to select teacher profession. According to the head of Russian philology and intercultural education department, students from Lithuanian-language schools select the programme most often followed by Polish and Russian speaking schools, respectively.

Themes of intercultural education feature in most subjects including language-related or history courses. Quality assurance and evaluation of programme also includes intercultural topics as one of the criteria. As programme highlights the focus on intercultural education, evaluation experts pay particular attention to study courses related to diversity and their curricula (aims, tasks, themes, literature etc.)

The programme includes 3 pedagogical practical placements during four years. In year 2016/2017 students will attend an additional language practice in Moscow, Russia which will provide a possibility to learn language in local environment and to acquaint them with Russian culture.

### *Intercultural communication course*

‘Intercultural communication course’ provides the competences which are necessary to deal with ethnicity or language based conflicts and other related issues. The course is compulsory and is not available to students from other programmes. However, according to the interviewees, university includes related topics in other courses and offers similar subjects related to diversity, inter-culturalism and multiculturalism.

After this and other courses of the programme university administration anonymously collect feedback from the students to implement necessary adjustments and improvements. University representatives have observed gaps in students approach to diversity, multiculturalism and intercultural communication during the courses and in the feedback forms. As a result, faculty board aims to cover these insufficiencies by including new courses or improving the content of current ones.

# Other examples

Below we provide examples of other courses and programmes that feature elements of diversity in their descriptions

## *Social Pedagogy BA (part-time) at Klaipėda University*

Part time ‘Social Pedagogy’ Bachelor studies in Klaipėda University provides students with qualification to work with social-pedagogical issues among children. The aims of the course are to provide students with knowledge needed to recognize inequality in multi-ethnic society, strategies of dealing with the issue, understanding of intercultural education and skills of communication in multicultural environment. Most of the topics covered in the course are directly related to education for diversity and migrant or integration of ethnic minorities into society.[[13]](#footnote-13)

## *Intercultural education course at Klaipėda University*

There is an elective course ‘Intercultural education’ (4 ECTS) available for the teacher training programme for primary education in Klaipėda University (however, **it may be available to other pedagogical programmes if requested**); it enables students to develop intercultural competence, and an ability to work in a multicultural environment. Objectives of this course include teaching structural elements of intercultural education; becoming able to explain importance of intercultural education to the results of pedagogue professional activities; execute the programme of intercultural education and analyse situations concerning acceptance of cultural diversity.[[14]](#footnote-14)

## *Applied linguistics and intercultural communication MA at Lithuanian University of Educational Sciences*

Even though ‘Applied linguistics and intercultural communication’ lacks a direct relation to education, this programme broadly focuses on the intercultural communication. This Master programme in Lithuanian University of Educational Sciences pays significant attention to intercultural education and includes courses such as ‘Theory of culture and intercultural communication’, ‘Expression of cultural elements in interlanguage communication’, ‘Intercultural communication’.[[15]](#footnote-15)

## *History and Civil education BA at Lithuanian University of Educational Sciences*

‘History and Civil education’ bachelor programme in Lithuanian University of Educational Sciences (LEU) has a ‘History of International migration’ (3 ECTS) course which is particularly relevant in current circumstances. Even though the course is connected with diversity issue remotely, it is important to mention this case as it is **one of very few such examples in training for regular secondary education teachers**. Most of the other examples focus on special pedagogy, which prepare education specialists who seldom work with secondary education classes directly.[[16]](#footnote-16)

## *Social Pedagogy MA at Klaipėda University*

A part-time Master’s programme of Social Pedagogy (two years; 90 ECTS) in Klaipėda University helps to obtain competences in communicating with children of different cultural and social status backgrounds.[[17]](#footnote-17) One of the elective courses available during the studies is ‘Socio-educational work with migrants’ (6 ECTS) which teaches extensively on migrant integration, migration policy, and working with migrant families. [[18]](#footnote-18) After participating in the course student will be able to understand changes in society which result into migrant welfare development policies, integration and social education activities; provide recommendations for local, regional, national migrant policy improvements; work with integration related projects in education system and solve pedagogical challenges in various situations. Particularly important are the topics of pedagogical work with migrant children and their families in education institutions.

## *Intercultural education in Lithuania’s schools: helping the teacher*

Intercultural education tool “Intercultural education in Lithuania’s schools: helping the teacher” was published in 2012 as a result of joint efforts of experts and teachers. It provides the main principles of intercultural education, methodological approach, content integration possibilities and examples of good practice. The book has been prepared in order to tackle various issues of intercultural education, analyse specific measures which could be applied in Lithuanian school education process using common curricula, integrated curricula, diagnosis and development of school cultural field, maintaining positive dialogical relationship and teacher competences.[[19]](#footnote-19)

# Interviews

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| --- | --- | --- | --- | --- |
|  | **Name** | **Job Title** | **Organisation** | **Email Address** |
| 1. | Aušra Simoniukštytė | Lecturer/Project Manager | University of Applied Sciences (Vilniaus Kolegija) | a.simoniukstyte@pdf.viko.lt |
| 2. | Edita Štuopytė | Professor, educology | Kaunas University of Technology | edita.stuopyte@ktu.lt |
| 3. | Eglė Gerulaitienė | Assoc. professor/Senior researcher in Human Welfare Centre | Šiauliai University | egle.gerulaitiene@su.lt |
| 4. | Jovita Ruseckaja | Lecturer/Head of Russian philology and intercultural communication department | Lithuanian University of Educational Sciences` | jovita.ruseckaja@leu.lt |

1. Qualifications obtained abroad are also accepted upon request to the Centre for Quality Assessment in Higher Education (*Studijų kokybės vertinimo centras). https://www.smm.lt/web/lt/smm-studijos/isilavinimo-pripazinimas-patvirtinimas/uzsienyje-igyto-issilavinimo-pripazinimas* [↑](#footnote-ref-1)
2. Dėl Pavyzdinio auklėtojo pareigybės aprašymo patvirtinimo. http://www3.lrs.lt/pls/inter2/dokpaieska.showdoc\_l?p\_id=266043&p\_query=&p\_tr2= [↑](#footnote-ref-2)
3. Lietuvos Respublikos švietimo ir mokslo ministro 2007 m. gruodžio 18 d. įsakymu Nr. ISAK-2481 „Dėl Specialiosios pedagogikos ir specialiosios psichologijos kvalifikacijos tobulinimo kursų programos patvirtinimo“. https://www.e-tar.lt/portal/lt/legalAct/TAR.14F637A77204 [↑](#footnote-ref-3)
4. More information available at: <http://pdf.viko.lt/socialine-pedagogika/>. [↑](#footnote-ref-4)
5. More information available at: [http://stojantiesiems.ktu.edu/study-program/socialine-pedagogika/#kompetencijos](http://stojantiesiems.ktu.edu/study-program/socialine-pedagogika/" \l "kompetencijos) (3 semestras) [↑](#footnote-ref-5)
6. More information available at: http://stojantiesiems.ktu.edu/study-program/socialine-pedagogika/#kompetencijos [↑](#footnote-ref-6)
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   In English: <http://www.studyinlithuania.lt/en/study_programs/interculturaleducationandmediation>. [↑](#footnote-ref-8)
9. More information available at: http://su.lt/index.php?option=com\_content&view=article&id=4449:tarpkultrinis-ugdymas-ir-tarpininkavimas&Itemid=1391&catid=501&lang=lt [↑](#footnote-ref-9)
10. More information available at: http://www.su.lt/images/Stojantiesiems/2016\_Priemimas/SP\_dalykai\_2016/Tarpkulturinis\_ugdymas\_M\_NL\_2016.pdf [↑](#footnote-ref-10)
11. Additional information on the impact of the course, as well as specific details on teaching methods is being expected from the course lecturer. [↑](#footnote-ref-11)
12. More information available at: http://leu.lt/lt/stojantiesiems/stoj\_bakalauro\_studijos/stoj\_bak\_studiju\_programos/programs/100315/dalykai\_nl.html [↑](#footnote-ref-12)
13. More information available at: https://web.liemsis.lt/kuisr/stp\_report\_ects.mdl\_ml?p\_kodas=S000B098&p\_year=2015&p\_lang=LT&p\_stp\_id=782 [↑](#footnote-ref-13)
14. More information available at: <https://web.liemsis.lt/kuisr/stp_report_ects.mdl_ml?p_kodas=S000B959&p_year=2015&p_lang=LT&p_stp_id=2198>. [↑](#footnote-ref-14)
15. More information available at: http://leu.lt/lt/stojantiesiems/stoj\_magistro\_studijos/stoj\_mag\_studiju\_programos/programs/100098/1.html [↑](#footnote-ref-15)
16. More information available at: http://leu.lt/lt/stojantiesiems/stoj\_bakalauro\_studijos/stoj\_bak\_studiju\_programos/programs/100350/dalykai\_nl.html [↑](#footnote-ref-16)
17. More information available at: <https://web.liemsis.lt/kuisr/stp_report_ects.mdl_ml?p_kodas=S000M307&p_year=2016&p_lang=LT&p_stp_id=785>. [↑](#footnote-ref-17)
18. More information available at: https://web.liemsis.lt/kuisr/stp\_report\_ects.mdl\_ml?p\_kodas=S000M307&p\_year=2015&p\_lang=LT&p\_stp\_id=785 [↑](#footnote-ref-18)
19. http://www.pagalba.org/images/leidiniai/1402299877\_kulturines\_kompetencijos\_ugdymas\_tarpkulturinis\_ugdymas\_lietuvos\_mokykloje.pdf [↑](#footnote-ref-19)