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**Intellectual Output 4:** *Qualitative and quantitative analyses of interactions of the created network*

**KLAIPĖDA UNIVERSITY**  
Faculty of Social Sciences and Humanities  
Department of Public Administration and Political Sciences

**SELF-ASSESSMENT OF KLAIPĖDA UNIVERSITY MASTER'S PROGRAM REGIONAL  
GOVERNANCE**

March 2021

Note: The report expresses an opinion of the authors. The EC doesn't have responsibility for any utilization of included information.

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# I. SELF-ASSESSMENT OF THE MASTER PROGRAM REGIONAL GOVERNANCE

Klaipeda University

STUDY PROGRAM REGIONAL GOVERNANCE (state code - 6211LX080)

SELF-ASSESSMENT

**Table 1.** Data on the evaluated program

Title of Study Program	Regional Governance
State code	621N70009
Field of study	Management and Public Management
Direction of study	Public Administration
Type of study program	University studies
Degree of study	Second
Form of studies (duration in years)	Part-time (2)
Volume of the study program in credits	90
Degree and / or professional qualification awarded	Master of Pulic Administration
Date of registration of the study program	2013-05-08

These studies are university studies of higher education, which are studied in the second cycle - master's degree. The aim of these studies is to enable students to develop an integrated vocabulary of the latest knowledge of public administration, to develop an understanding of effective and democratic regional governance based on a sustainable regional development economy. The Regional Governance program is designed for undergraduate students. This program is implemented in Lithuanian in a part-time form - 2 years.

## 1.1 Mission, goals and competencies

Mission and goals. The mission of the study program of Regional Governance: to promote the cohesion and development of the country and its regions, especially the regions of Western Lithuania and the Baltic Sea, by expanding and developing lifelong learning opportunities. ***The aim of master program of regional governance is enabling professionals to gain understanding of theory and practice of regional governance. It emphasizes the question of how can be dealt with the public policy implementation issues related to cohesion policy of regions in most sustainable, effective and democratic ways. The objective is for students to developing competences to 1) advance discussions***

*on regional issues and solutions; 2) accomplish research; initiate change; 3) take responsibilities of leadership; 4) master regional projects; 5) consolidate interests; coordinate governance networks*

Competencies. Graduates of the Regional Governance Program acquire the competencies of a Regional Governance Researcher, Expert, and Public Administration Specialist. The program develops understanding and competencies for effective and democratic regional governance based on integrated thinking, cohesion policy and the economics of sustainable regional development. Upon successful completion of the program, graduates are able to: 1. Initiate discussions of complex problems and solutions; 2. Carry out regional research; initiate change; 3. Lead responsibly in regional institutions; 4. To prepare and implement EU, Lithuanian and regional projects; 5. To mobilize and coordinate the activities of regional administrative networks.

In summary, the goals of the study program are coordinated with the mission, Klaipėda University contributes to the development of the knowledge society, is a socially responsible and active institution, solving unemployment and employment problems, training professionals for the regions. In this way, the activities of the university correspond to the priorities provided for in the Lithuanian Progress Strategy “Lithuania 2030” and the EU Strategy for Baltic the Baltic Sea Region. University students and other stakeholders can get acquainted with the goals of the program and the abilities of graduates on the website of the university (in the KU academic information system [www.liemsis.lt](http://www.liemsis.lt) and on the AIKOS website).

## **1.2. Joining the program**

### **Prerequisites and admission.**

1. Persons with a university bachelor's degree or a professional bachelor's degree and meeting the requirements specified in the admission rules are admitted to the study program of Regional Government. Persons who have obtained a professional bachelor's degree must study the established additional study subjects during the studies and pay for them in accordance with the established procedure.

2. Applications can be submitted or adjusted only online at [https://web.liemsis.lt/kuis/priem\\_mag.pirmas](https://web.liemsis.lt/kuis/priem_mag.pirmas). The application must also be completed with the necessary information about the person, education and other necessary data.

Selection procedures for entrants: Entrants to the study program are admitted by competition according to the competitive score.

Principles of compiling the competitive score: The competitive score for graduates of the first cycle studies and entering the second cycle studies are calculated according to the formula:  $KB = V \times 0.6 + B \times 0.4 + PB$ , where KB is the competitive score, V is the appendix to the first cycle diploma ) a weighted average of subject assessments, B - assessment of the final thesis and/or final examination (s), PB - additional points. The competitive score for those who have completed

additional studies for a master's degree and are entering the second cycle studies is calculated according to the formula:  $KB = V_k \times 0,4 + P \times 0,6 + PB$ , where KB is the competitive score,  $V_k$  is the supplement to the diploma of higher education college or university studies (Annex ) weighted average of subject assessments, P - weighted average of the certificate of additional study results, PB - additional points. One point is added to the competitive score for applicants to the second cycle studies who have scientific articles published in a peer-reviewed periodical, the one-time or continuous publication (electronic copies must be submitted). Only persons with a competitive score of at least 6 points may be admitted to master's studies.

Following these procedures and criteria, 49 students have been admitted to the Regional Governance study program since 2017. See Table 2.

**Table 2.** Number of students admitted/rejected in the study program of Regional Government

Year of admission to the study program of Regional Government	Number of candidates who applied to study the program	Number of people admitted to the program	Number of people disqualified from the program
2017	40	12	28
2018	64	21	43
2019	48	16	32

In assessing the conditions of admission, they are justified in terms of the procedures adopted. Candidates for study are required to have an appropriate bachelor's degree, and those who have only a professional bachelor's degree are required to study the additional study subjects specified during the studies. Admission to the study program is carried out by means of competition according to the competitive score. The system is clear, published on the website of Klaipeda University, therefore entrants can calculate their entrance score in advance.

### 1.3. Curriculum structure

The form of the study program of Regional Government is part-time studies. Duration - 2 years. Academic classes take place in periodic sessions, twice a year - in autumn and spring, for a total of 4 semesters, at the time specified in the study calendar. The study calendar is approved by the order of the Rector.

The scope of the program (state code 6211LX080) is 90 credits, which are distributed over four semesters. The first semester consists of 18 credits, the second semester consists of 24 credits, the third semester consists of 18 credits, the fourth semester is the most extensive and consists of 30 credits, it should be noted that students who obtain a professional bachelor's degree have an additional 6 credits each semester. See Table 3 for a flow chart.

**Table 3.** Subject scheme with credits by semesters

	<b>Main Subjects</b> (titles with ECTS numbers)	<b>Specialization subjects</b> (titles with ECTS numbers)	<b>Electives</b> (titles with ECTS numbers)
1 semestr	Regional Development. 6 ECTS. Economic globalization and internationalization. 6 ECTS.	Methodologies of Regional Governance. 6 ECTS.	
2 semestr	Scientific work 1. 6 ECTS.	Participatory governance at regions. 6 ECTS. Interinstitutional and organizational networks. 6 ECTS. Sustainable organizational development. 6 ECTS.	
3 semestr	Scientific work 2. 6 ECTS.	Evaluation of Regional Programs. 6 ECTS. Elective specialization subject 1. 6 ECTS.	Creation of Organizational Culture. 6 ECTS. Strategic communication. 6 ECTS. EU regional policy. 6 ECTS. Accountability of civil servants . 6 ECTS. Work with GIS: analysis and mapping making . 6 ECTS.
4 semestr	Master thesis. 30 ECTS.		
Viso:	5 subjects: 54 ECTS.	6 subjects: 24 ECTS.	5 elective subjects (each 6 ECTS).

Until 2016, the Regional Governance program was only available in full-time studies over three semesters. However, from 2016 the study program has been changed to part-time studies. These studies are usually chosen by people already working in the public sector, so the form of part-time studies is an attractive form, as studies take place only twice a year. However, it is noted that the credits are unevenly distributed, with the highest load in the second and fourth semesters.

## 1.4. Curriculum

The integrity of the individual parts of the curriculum must be taken into account when designing the curriculum. All parts of the program must be compatible with each other. All parts of the program must be compatible with each other. Therefore, the curriculum must be selected based on the objectives of the program. Table 4 provides an annotation of the Regional Governance Program, indicating the program, the content of the program and the main objective

**Table 4.** Program annotation

<b>Semesters</b>	<b>Learning concepts (program)</b>	<b>Program content</b>	<b>The main objective</b>
<b>I</b>	Regional Development	Classification of regions, ways of their formation. The concept of regional development, growth theories and models. Innovative cities and regions and their factors. Structure of Lithuanian regions. Economic and social disparities between regions. Analysis of border regions. Analysis of regional investment attractiveness, analysis of companies in the region.	To analyze and understand the ways of regional formation in the world, the EU and Lithuania, the factors and reasons determining the development of regions. To single out, analyze and evaluate socio-economic problems in them, to present solutions to the problems and to anticipate further opportunities for regional development.
	Economic globalization and internationalization	Concepts of globalization and internationalization. Historical forms of business globalization. Formation of global markets, transformations and international trade. Globalization of the financial system. Indicators of financial globalization. Multinational corporations and denationalization of production. Coherence and perspectives of globalization and localization.	Acquire a comprehensive knowledge of economic globalization, understand the interaction of local and global economic factors, develop a systematic approach to assessing the processes of economic globalization and internationalization, and analyze the impact of these processes on business organizations.
	Methodologies of Regional Governance	Types of Regional Government (RG) definitions and surveys. RG research scenarios. RG discursive research. RG fundamental quantitative and qualitative research. RG applied quantitative and qualitative research.	To enable master students of public administration to assimilate methodological knowledge of regional government, experience in conducting research and preparation of research

		Applied research on regional cohesion in the EU and Lithuania.	reports relevant to the regional government.
<b>II</b>	Participatory governance in the regions	Governance: from state orientation to society orientation. Participatory governance and democracy. Concepts of citizen participation. Objectives of participation Benefits and impact on regional governance. Decentralization, participatory budgets and other participatory development measures. Perspectives on participatory governance.	To provide knowledge about participatory governance, to develop the ability to assess the context and problems of the region, taking into account the needs of society and citizens
	Interinstitutional and organizational networks	New public governance and inter-organizational networks. New forms of interinstitutional cooperation. Policy networks. Analysis of social networks. Network management theories. Strategies for interinstitutional cooperation and network management. Involving stakeholders in network management. Development of regional and sectoral networks. IT and interinstitutional organizational networks. Democracy and network governance. Reporting problem in networks.	To reveal the theoretical aspects of the management of inter-institutional organizational networks and to form independent abilities to manage and evaluate inter-institutional networks.
	Sustainable organizational development	Sustainability and sustainable development: concepts and essence; possible installation and support methods. Methods of implementation and support of sustainable development (SD), organizational learning. Peculiarities of realization of sustainable development in a public sector organization. Factors influencing the effectiveness and efficiency of SD.	To provide knowledge about the possibilities of realization of sustainable development in the activities of public organizations, planning, organizational learning, networking methods. To form the ability to practically implement the provisions of sustainable development in the context of the organization.
	Evaluation of Regional Programs	Concept, types and functions of evaluation. The intersection of public policy and evaluation in the process of decision-making and implementation. The logic of public interventions. Relationships between policy, program and project. Determining the chain of intervention	To provide knowledge about the theoretical models of evaluation of public policy and regional programs and to form the ability to perform evaluations independently.



<p style="text-align: center;"><b>III</b></p>		<p>effects. Evaluation standards and the importance of quality in decision making. Meta-evaluation. Evaluation models. Impact assessment. Presentation and dissemination of evaluation results. Valuation services market, its participants and size. Participation in evaluation networking.</p>	
	<p>Creation of Organizational Culture</p>	<p>Description of the concept of organizational culture, its place in the management process, typologies, levels of research, elements, methods of communication. Interfaces between organizational culture and image. Using organizational culture to create CSR. The role of organizational culture in national cultures, diagnostic tools, the importance of change, formation models and their use in team building.</p>	<p>To reveal the tendencies of organizational culture development, to find out the place of organizational culture in the management of organizations. To develop basic skills of organizational culture diagnostic methods.</p>
<p style="text-align: center;"><b>IV</b></p>	<p>Master thesis</p>	<p>The thesis reflects the overall level of the graduate's academic education. The work must demonstrate the ability to: (1) orientate in the context of the research topic and competently evaluate the material and its quality; (2) to select, structure and summarize the theoretical, empirical and methodological components of the problem in order to form the presentation, place and significance of the topic and its problematic expression in the context of theoretical or applied research in public administration; (3) to make correct use of the conceptual, empirical and methodological work already developed on the research topic and to combine theory and facts, methodological abstractions and meaningful illustrations in a proportionate way.</p>	<p>Objectives to form independent analytical-qualification and research skills and to develop the skills of theoretical structuring and methodological construction.</p>

The data presented in Table 4 show that the curriculum of the program coincides with the objectives of the program. After completing these studies, Regional Government specialists are able to initiate discussions of complex problems and solutions, conduct regional research and initiate

changes. There are attempts to improve the content of the program - by moving from full-time to part-time studies, leaving only one of the two electives.

### **1.5. Didactic approach**

In order to achieve the already mentioned goals of the program, the following curriculum is applied: in the first semester, students study fundamental subjects such as Regional Development, Methodologies of Regional Governance, Economic Globalization and Internationalization. In the second semester, the knowledge is deepened in the following courses: Inter-institutional organizational networks, Sustainable organizational development, Participatory governance in the regions. In the third semester, courses are chosen from different disciplines: European Democracy Models, Organizational Culture Development, Strategic Communication, EU Regional Policy, Civil Service Responsibility, Working with GIS: Analysis and Mapping; the Evaluation of Regional Programs is also studied. From the first semester, students prepare a master's thesis, after which they achieve a master's degree.

The program uses teaching methods such as: lectures, seminars, preparation of projects and reports, case studies, group work and projects, etc. Study results are assessed by credit test, exam, colloquium. Students are introduced to the results in person (orally or by e-mail) and the results are presented in the online KU academic system [www.liemsis.lt](http://www.liemsis.lt)

Thus, after the assessment, it can be stated that the objectives of the program are related to the curricula, i.e. students are taught the subtleties of sustainable development, delved into regional governance programs, and how inter-institutional networks work, and so on. All this allows graduates to delve into the latest and most democratic knowledge of regional governance. Teaching methods are also related to the learning plan, as not only theoretical lectures but also practical classes are conducted, students are taught to work in a team. However, when it comes to feedback, it is often a bit complicated because teachers do not follow a unified system when presenting results and assessments. Some teachers provide assessment and comments via e-mail, in person, while some teachers provide feedback through an e-learning system. Therefore, there is a gap in the program in terms of feedback.

In summary, graduates of the Master of Public Administration should have a thorough knowledge of public management tools, be able to critically evaluate public management theories, and be able to implement changes in public policy management, all of which are addressed in the program. It has been established that the program is being improved and new elective study fields are emerging, as well as the increasingly practiced virtual learning environment (VMA), which makes it easier for KU students and lecturers to communicate, complete tasks and receive consultations.

Teachers can monitor student performance during lectures and at any other time from anywhere in the world and provide feedback more quickly.

### 1.6. Student assessment

In order to ensure the active work of students throughout the study semester, the ability to apply theoretical knowledge in practice, objective assessment of study results, the University applies cumulative assessment. In the application of cumulative assessment, study results are assessed by interim assessments (test, individual work, report, defence of laboratory work, etc.), and the final grade sums up the marks of intermediate assessments and exams.

Each study program ends with an assessment of the graduate's education - final examinations (sometimes the defence of the final thesis (project)). It should also be mentioned that if a student fails or fails to pay for the semester assignments and does not collect a transitional score - the minimum score for a set number of interim assessments - it is not allowed to take the final exam. The university has a ten-point grading system. The areas of assessment overlap with the teaching methods (mentioned in section 1.5) and also relate to the programs already mentioned in section 1.5. All this is clearly set out in Table 5.

**Table 5.** Interfaces of assessment methods with teaching methods and concepts

<b>Learning program</b>	<b>Study methods</b>	<b>Evaluation of achievements</b>
Regional Development	Group work, individual project, literature analysis, presentation of literature review, practical tasks, seminar, discussion.	Exam - 50%, individual work - 20%, exercise payment - 10%, individual project - 20%.
Economic globalization and internationalization	Discussion, interactive lecture, literature analysis, presentation of literature review, seminars, group work, team project.	Exam - 50%, group work - 25%, individual work - 25%.
Methodologies of Regional Governance	Case study (case studies), discussion, interactive lecture, literature analysis, practical tasks, seminar, group project.	Exam - 60%, Activity reflection - 20%, individual work - 20%.
Participatory governance in region	Seminar, lecture, case study (case studies), group work, discussion, seminar.	Exam - 50%, Seminars - 30%, individual work - 20%.
Interinstitutional and organizational networks	Debate, group project, literature analysis, seminar, lecture, individual project, problem-based learning, information retrieval tasks.	Exam - 50%, seminar - 20%, report - 20%, colloquium - 10%.

Sustainable organizational development	Group work, individual project, literature analysis, presentation of literature review, seminar, work with simulation models, discussion.	Exam - 50%, individual work - 20%, individual project - 20%, exercise settlement - 10%.
Evaluation of regional programs	Debate, group project, literature analysis, seminar, lecture, individual project, problem-based teaching, information retrieval tasks, discussion.	Exam - 50%, seminar - 20%, group project - 20%, colloquium - 10%.
Creating an organizational culture	Discussion, problem-based teaching, modelling of real-life situations (projects), lecture, analysis of scientific articles, study tours, working visits.	Exam - 50%, individual project - 20%, semester work - 10%, control work - 10%, control work - 10%.
European models of democracy	Case study, group work, discussion, interactive lecture, seminar, literature analysis, individual consultations.	Exam - 50%, report - 20%, seminars - 10%, group work - 20%.
Strategic communication	Discussion, lecture, literature analysis, practical tasks, individual project	Exam - 50%, individual project - 30%, Seminars - 20%.
EU regional policy	Literature analysis and review, individual project, information retrieval tasks, problem-based learning, seminars, group (team project), idea (thought) mapping, concept mapping, lecture.	Exam - 50%, individual project - 10%, seminar - 10%, Preparation and presentation of literature review - 10%, Group (team) project - 20%.
Accountability of civil servants	Group work, analysis of a scientific article, seminar, lecture	Exam - 50%, Individual work - 20%, Colloquium (interview) - 15%, Case study - 15%.
Working with GIS: analysis and mapping	Group (team) project, exercises, individual project	Exam - 50%, Individual work - 20%, Individual project - 30%

From the data presented in Table 5, we can see that learning concepts are related to certain teaching methods that are assessed, summed up and thus present the final assessment of the student. It is observed that both teaching methods and assessment subjects are similar in different concepts and only slightly different. Also in 90% of fields of study, the exam accounts for 50% of the final grade.

It is also positive that the curriculum encourages students to do research independently, as all curricula require individual or group work, which is then used to write a master's thesis. It is true that student assessment does not pay much attention to the ethical dilemmas that graduates may face in work practice, so it cannot be said that student assessment is fully developed because students lack practical knowledge of potential ethical issues. It should be mentioned that the assessment of students is completed by the public defence of the final thesis, in which the knowledge, skills and abilities of the graduate specified in the description of the study program are researched and assessed.

### **1.7. Preparation for the labor market**

After graduating from the studies of the Regional Government, students become ready for the labor market, acquire the following theoretical and practical knowledge<sup>1</sup>: 1. Knows and understands the essence of regional governance and related thematic knowledge, describes it, illuminates discourses, theories, facts and their interrelationships; 2. Ability to prepare regional and regional government research projects, combine empirical, prognostic, evaluative, normative and other principles of creative work; 3. Is able to critically evaluate the context and practical problems of the region, to conceptually conceptualize them and transform them into the problems of regional governance; 4. Ability to prepare strategies, programs and projects necessary for the implementation of Regional Governance, to construct scenarios for regional governance research, improvement, public needs research, information, consultation and transparency of activities; 5. Ability to make innovative decisions, assessing the possible social and ethical consequences of activities.

The Regional Governance Program is designed to train professionals who are able to continuously assess, manage and monitor the situation so that all regions develop in an equally sustainable way. A specialist who is ready to work must be able to oversee many institutions, build a network, connect institutions and work together, and help regions to develop in order to close the gap between regions. Regarding the readiness of students for the labor market, we can say that students who have graduated from the program are ready to work, for the following reasons:<sup>2</sup>

- The objectives and learning outcomes of the program are clearly defined, clear and publicly available, i. goals are set based on the knowledge, competencies required for research, and courses are selected that will help to achieve learning outcomes;
- The objectives and learning outcomes of the program are based on academic and professional requirements, the needs of society and the labor market (Based on the data of the draft

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<sup>1</sup>Aikos. Regional governance. Access through Internet: <  
[<sup>2</sup> STUDIJŲ KOKYBĖS VERTINIMO CENTRAS. 2016. Klaipėdos universiteto STUDIJŲ PROGRAMOS REGIONŲ VALDYSENA \(valstybinis kodas - 621N70009\) VERTINIMO IŠVADOS \[interaktyvus\], Vilnius. Prieiga internetu: \[https://www.ku.lt/shmf/wp-content/uploads/sites/6/2016/07/KU\\\_Regional-governance\\\_MA\\\_2016.pdf\]\(https://www.ku.lt/shmf/wp-content/uploads/sites/6/2016/07/KU\_Regional-governance\_MA\_2016.pdf\);](https://www.aikos.smm.lt/Registrai/_layouts/15/Asw.Aikos.RegisterSearch/ObjectFormResult.aspx?o=PROG&f=Prog&key=2988&pt=of&ctx_sr=za5dHDvp0IGJ2%2FD6Fkt7rIse6a8%3D&fbclid=IwAR36EPyq1dYyDDVMBiQxl_xWC TciYnvZ-KmvjRoFuNKOIRX_EYHNCO4PJO4>.</a></p></div><div data-bbox=)

Strategic Action Plan of KU 2019-2021)<sup>3</sup>, KU is dominated by research, artistic and academic activities that are not developed by other Lithuanian universities, one of which is the Regional Government Program. However, the niche in some specific areas is not exploited in the labor market, so there is a lack of specialists in various fields (such as “regional administration and planning specialist”, etc.);

- The content of subjects and/or modules corresponds to the type and level of the subject in studies. Studies focus on students' knowledge and understanding of the public administration system, public policy administration process, ability to cooperate with citizens, analyze and solve public management issues, therefore graduates should have extensive knowledge of public management tools, be able to critically evaluate public management theories and be able to implement changes in public policy management;

- ● the study program is taught by employees who meet the legal requirements, their qualifications are suitable for ensuring learning outcomes. The higher education institution also creates conditions for the professional development of teachers, and the teachers of the program participate in research aimed at evaluating and improving the program;

- Appropriate student internship measures are provided in a higher education institution. The internship is not provided for in this program, for the following reasons: 1) in master's level programs, according to the Ministry of Education, an internship is not necessary; 2) students often have practical experience as they already work in the public sector; 3) often students have completed the Bachelor's study program in Public Administration, where the internship was compulsory. However, students who did not have practical experience have the opportunity for internships (internships) abroad according ERASMUS+ program.

Thus, in summary, it can be stated that after graduating from this study program graduates are based on theoretical knowledge, are able to understand essential information about public administration institutions, decision-making, understand the essence of cooperation, are able to predict, research, draw conclusions related to public administration phenomena. , is able to identify problems of regional governance and solve them by developing strategies, research and cooperation with other institutions and the community. In terms of students' readiness for the labor market, the goals and learning outcomes of the study program are very clearly defined, based on the needs of the labor market and society, all subjects and modules meet the goals of the study program and knowledge required in the labor market. It is very important that the lecturers of the study program meet the requirements of the university, have the necessary qualifications and opportunities for improvement, therefore students can be assured of the quality of knowledge and competencies provided, which is

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<sup>3</sup> KLAIPĖDOS UNIVERSITETAS. 2018. 2019-2021 METŲ STRATEGINIO VEIKLOS PLANO PROJEKTAS [interaktyvus], Klaipėda. Prieiga internetu: [https://www.ku.lt/wp-content/uploads/2018/10/2019-2021-strat.-08mėn\\_.pdf](https://www.ku.lt/wp-content/uploads/2018/10/2019-2021-strat.-08mėn_.pdf);

inseparable from quality work preparation. Although the study program does not provide for student internships, students have the opportunity to do internships abroad. Nevertheless, the study program emphasizes theoretical knowledge, which is provided qualitatively, ensuring the necessary knowledge and competencies of students at work, therefore, in the opinion of the evaluator, students are ready for the labor market, i. work in a public institution.

## 1.8. Results

### a. Completion rates

The results are significant in assessing the success of the study program, and perhaps the less successful aspects. Therefore, it is important to be able to show the extent of students who have completed the program on time and have the promised competencies.

**Table 6.** Completion rates

Year of accession	Number of students admitted	% of dropped out students	% of students still participating in the program	% of students who graduated after the nominal duration of the program	% of students who graduated from the program after the nominal duration of the program +1 year	Total% of students with a degree
2017	12	3stud. (25%)	0%	8stud. (66,70%)	1stud. (8,3%)	9stud. (75%)
2018	21	10stud. (47,62%)	2stud. (9,52%)	9stud. (42,86%)	Not yet clear	9stud. (42,86%)
2019	16	3stud. (18,75%)	13stud. (81,25%)	Not yet clear	Not yet clear	Not yet clear

From the data presented in Table 6, we can see that in no year, the same number of students are successfully completed. 2018 A really large number of people wishing to study was admitted, however, the number of dropouts is extremely high and reaches almost half of the admitted students, as a result of which they successfully graduated, as well as in 2017. This means that there is a need to monitor and evaluate the results of the coming years, and seeing that this is not a one-off bad dropout but a recurring phenomenon, there should be an appropriate response and explanation (eg dropout surveys) of the reasons for students' decision to drop out. studies.

### b. Acquisition of competencies

The ability to demonstrate that graduates have acquired defined competencies and are able to operate effectively in the field of public administration and elsewhere demonstrates how effective and efficient the program is. We can see what competencies graduates acquire after graduation.

In order to find out how the obtained degree determined further employment opportunities, the graduates of the KU Regional Governance Program were interviewed. The questionnaire was sent to 27 graduates, and 7 respondents provided answers. Questions such as: how long did it take to find a job; how intensely he was sought; what kind of job was sought; and finally, what field he is currently working on. 42.86% of respondents indicated that they were looking for a job intensely, and the search took 3-4 months, 57.14% of respondents lost their job search because they were already working or had the promised job during their studies. The vast majority of 66.67% of job seekers stated that they were not looking for a job according to the most important criteria (communication, work schedule, and of course salary), the remaining 33.33% of graduates said they were looking for a job related to the acquired speciality. Be that as it may, to date, 71.43% of all surveyed graduates work in jobs not related to their studies, and the remaining 28.57% by speciality. It can be concluded that when choosing a field of study, students think more not about how to link their future to a certain position, but consider a higher education document as a priority. True, graduates unanimously acknowledged that graduation led to higher pay and career opportunities.

Also, after checking the competitions published on the websites of all Lithuanian municipalities and on the Civil Service portal for various positions, we were convinced that the successful completion of the Studies in Regional Government significantly increases the opportunities for employment in the public sector. In eleven municipalities (Anykščiai, Alytus, Kaunas, Klaipėda, Kėdainiai, Rokiškis, Šakiai district, and the cities of Neringa, Kaunas, Klaipėda, Visaginas), priority is given to those with a degree in public administration, namely after graduation from the Regional Government. higher university education in a certain field or other higher university education (depending on the position for which the competition is announced) is indicated as compulsory, which means that education in the field of public administration is also suitable for the position. At present, in publicly announced competitions, education in the field of public administration is not relevant if a civil servant is sought in the Department of Education and Culture (they need a teacher's qualification).

Renaldas Kulikauskas, a master's student at Klaipėda University, who, while studying Regional Governance, was distinguished by his excellent academic results and active scientific and social activities, was also awarded the Presidential Algirdas Brazauskas Scholarship. Such nominal scholarships of the Presidents of the Republic of Lithuania are awarded only to the best Lithuanian students.<sup>4</sup>

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<sup>4</sup>Prezidentinę stipendiją laimėjęs KU magistrantas: „Esu įpareigotas studijas tęsti deramai“. Internetinė prieiga: <https://www.ku.lt/blog/ku-magistrantui-isskirtine-prezidentine-stipendija/>



## **1.9. Quality monitoring and improvement**

Achieving the best results, no matter what area it covers always requires attention and effort. In order to successfully implement the program, first of all, the most important thing is to find out the demand side, what is relevant for potential students, what they expect and aspire to, then it is possible to think about supply. Therefore, as one of the tasks of the KU, to be able to offer an acceptable and in-demand Regional Governance Program. Successful results can be expected from continuous or periodic monitoring of the quality of the program so that effective remedial action can be taken in a timely manner. Stakeholder involvement and external reviews are also significant. Therefore, in order to achieve quality, it is important that the program has mechanisms in place to help improve its performance.

### **a. Monitoring.**

If necessary (for example, when the teacher needs attestation), the KU administration organizes and conducts a student survey. In the past, department-level surveys were conducted every semester, yet in the long run, they were abandoned. Although this type of survey should seem to be a great opportunity to participate directly in the improvement of studies and influence the decisions made by KU, as well as a way to provide quality feedback to teachers and subjects in general, students have to admit that students unrepresentative results and conclusions that do not reflect the majority opinion. At present, there is simply a daily observation and appropriate response to the situation (for example, if a student has certain complaints and responds with a reasoned request, the situation is responded to, the situation is clarified, and solutions to the problem are sought).

### **b. Stakeholder involvement.**

To this day, social partners, graduates, and people working at KU are involved in the process of quality monitoring and improvement. Employers are involved in the defense of master's theses. Klaipėda city, Klaipėda district municipalities send topics for master's theses. Also, when the program is proposed in June, efforts are being made to cooperate with district municipalities. The participation of graduates is when they are later included in the diploma defense commission through the social partners, so a dual situation arises, they are first assessed when defending their research papers and then gaining the opportunity to find themselves in the position of the assessor. Periodically, surveys of graduates are conducted to find out their experiences.

### **c. External reviews.**

During the last seven years, the external evaluation of the activity was performed by the Study Quality Assessment Center (hereinafter SQAC), conclusions and recommendations were presented. The aspects to be adjusted and what has been done are given in Annex 2.

### **1.10. Faculty**

Detailed information of KU and the faculty implementing the program is provided in Appendix 2, from which we can see that the number of employees is sufficient, which allows for effective implementation of the program, as the services are provided in a quality manner. It was also mentioned that KU recognizes the provisions of the Grand Charter of Universities, the Common Study Area of the European Union and other advanced international academic community, and fosters the principles of democratic self-government; students' activity, self-government, participation in social, scientific and artistic activities are encouraged; competence and professionalism, initiative, duty and responsibility are developed and respected. The competencies and experience of the faculty reflect the competencies required to implement the program as intended, as more than half of the Department of Public Administration and Political Science holds a doctoral degree or an equivalent academic degree (i.e., 56 per cent). Of the 16 employees, 9 have a doctorate.

### **1.11. Diversity**

More detailed information on diversity can be found in Annex 2, Table 10, which reveals the diversity of employees. There is enough diversity among employees that can lead to better employee engagement, productivity, efficiency, better psychological well-being, loyalty to the organization, and tolerance for dissent. Diversity is seen as an opportunity to create added value. The diversity of staff is reflected in the different areas of teacher training and interest.

### **1.12. Responsibility and independence**

Study program coordinator prof. Jaroslav Dvorak, Preparatory Faculty - Department of Public Administration and Political Science.

Each study program is provided with a self-control mechanism, which ensures constant maintenance of study quality, updating of study content, methodology and information environment, supervision of teachers' competence and qualification, objective assessment of students' knowledge and skills. Self-analysis of study programs is performed and study programs are updated every three years. The self-analysis of the study programs is performed by a group formed by the head of the department and approved by the dean of the faculty. The group must include active, experienced, competent administrative staff, lecturers, students, and other stakeholders. The results of the self-assessment are discussed with the community of the respective unit and published on the University website. Nowhere is the size and structure of the budget mentioned, which affects uncertainty and can pose challenges for future planning.

### **1.13. Ancillary services and facilities**

Ancillary services and tools are not discussed in the study program description.

The teaching of the study program does not require many tools or equipment. Classrooms have the necessary training resources. The library is rich, with 450,000 holdings. copies of books, about 80% in the electronic catalogue, about 170 titles of periodicals and 30 electronic databases are

subscribed annually. The library's reading rooms have 300 workplaces, of which 53 are computerized. Students receive access to the university library.

The distance learning center is equipped with distance learning classes, over 250 study subjects are taught remotely, over 100 teachers are competent to teach remotely.

The IT center has 1050 personal computers, there are 25 computer classes.

The Career Center provides vocational guidance and relations with social partners and monitors the career of graduates. There is a Psychological Assistance Center, a Language Counseling Point, etc. similar divisions.

1996 a student union was established. The Arts Center and Sports Club, concert hall, educational theatre, special rehearsal halls, students play sports in 3 gyms for students' activities. Every person who has entered, signed a study agreement and is studying at Klaipeda University acquires the status of a student, which is confirmed by a Lithuanian student certificate, which provides the student with the opportunity to use the established benefits and services provided by the university:

- compulsory health insurance with state funds;
- a 50 percent discount for intercity public transport is applied to a full-time student, an 80 percent discount for the purchase of a permanent ticket for city public transport;
- grants the right to use the university library, inventory or other services;
- gives the right to take exams in study subjects;
- grants access to university academic information, etc. systems;
- grants the right to use other benefits in Lithuania.

Ancillary services and tools are broad-spectrum, meeting the need for anchoring and learning methods that build trust in the university as a service provider.

#### **1.14 Basis of the research**

**Research topics.** The main programs of the regional government, which employ government staff, are related to the Baltic Sea region, to the sustainable development of the region, the implementation of management quality models, and library evaluation. Employees have also been involved in various projects related to the topics already mentioned. Research conducted by employees helps in training programs.

The main topics of the research programs, which include regional government staff, are the following: Diversity of the welfare society in the Baltic Sea region: the Lithuanian imperative; Application of small and medium business dimensions in the sustainable development of the region; Implementation of total quality management models in Klaipeda region; Evaluation of libraries as public sector institutions.

Over the last five years, the staff of the Regional Governance Program have carried out 6 research projects, which can be found in Annex 3. We can see that the staff of the regional government program are involved in projects, preparing research, the results of which are applied in student curricula.

The project “E-participation in local government: development of a comparative structure” creates a comparative structure that would enable the exchange of existing results of the study on e-participation in local government in the Baltic States and Germany. In the Baltic States, e-participation is applied to a rather limited extent, based only on individual initiatives. The ongoing project will help to develop a comparative structure for the exchange of existing research results on e-participation in the Baltic States and Germany. In addition to the scientific and practical benefits of the project for the Baltic region, the internationally recognized Master's Degree Program in Regional Government will be improved<sup>5</sup>.

The benefits of another study in the curriculum relate to the influence of the role of cities in the world. Science is actively delving into the role of cities in the world in addressing global issues of global warming, sustainable development, peace, terrorism, security and more. This role as a phenomenon is named in the context of City Diplomacy and analyzed in the contexts of international cooperation of cities, smart cities, the role of mayors and alternative diplomacy. The staff also assessed the capitals of the Baltic States (Tallinn, Riga and Vilnius) and the port city of Klaipeda using the contexts listed above. The city of Klaipeda is not inclined to prioritize global development, solving topical issues at the global or regional level together with international partners. Therefore, it is concluded that Klaipeda, for various reasons, does not seek to establish diplomatic relations for the solution of global problems (eg, climate change, sustainable development, security, etc.) by joint forces with international partner cities. This shortcoming can be addressed through a regional governance training program<sup>6</sup>.

Currently, the project “Empowering of the Participatory Budget in the Baltic Sea Region” (EmPaci) has been launched, in which the municipalities of Telšiai District and Rietavas are preparing to implement the Participatory Budget Initiative. The aim of the project is to involve more municipalities and mobilize various groups of the population by developing the capacity of municipal administrations, developing transnational clusters and cooperation between municipalities and residents. As far as the Regional Government training program is concerned, such research results can be examined, processes can be evaluated, how the local government applies participatory budget

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<sup>5</sup>Dvorak, Jaroslav. Pradedamas įgyvendinti E-dalyvavimo vietos valdžios projektas. Prieiga per internetą: <http://valdysena.lt/?p=681>

<sup>6</sup>Burkšienė, Valentina. Klaipėdos miesto diplomatija. Prieiga per internetą: <http://valdysena.lt/?m=20190219>

schemes.<sup>7</sup> Several teachers in 2020 September. taught young people the basics of political literacy: why to go to the polls, how not to get lost in party games and the diversity of candidates, what to look for. The project "Let 's make Klaipeda great again about politics easily" taught to become the creators of the Constitution through practical tasks, and analyzed the significance of local self - government in the political system. There were also projects on public speaking, body language training, and political debates. This is the platform of the project “Klaipeda - European Youth Capital 2021” “Dialogues“<sup>8</sup>.

In summary, the main publication issued by the staff of the Regional Governance Program. A collection of articles entitled “Regional Governance: From Theory to Practice” was published in 2016, in which research related to public governance and public policy was recorded.

### **1.15. Internationalization**

The internationalization of higher education is a response, one of the ways in which a country responds to the challenges of globalization, while at the same time preserving its national individuality and identity (Knight, 1999, p. 14).

In order to strengthen the internationalization of academic research, the reasons for internationalization are politically more related to the national than to the institutional level. Looking at international education from a historical perspective, it has always been seen as a valuable foreign policy tool for national security and peaceful international cooperation. Klaipeda University (hereinafter KU) has been actively involved in the EU CONEXUS project, the aim of which is to create a new generation European university operating model. The Head of the Department of Public Administration and Political Science is a member of the Joint Master's Committee of the EU CONEXUS University Project. This project offers great new opportunities for today and even greater opportunities for the future. The year 2019 was marked by many very different events and achievements, which were united by the desire to work for the benefit of Klaipeda University.

KU's strategic goals are focused on strengthening internationality in all areas, ensuring the quality of studies and research, efficient financial management, fostering community well-being, growth of knowledge commercialization, the impact of environmental research on the region, training of specialists, development of innovation ecosystem. As for foreign students who intend to study at the University of Klaipeda, namely the Regional Governance Program, there is an approved network, the necessary lecturers are available, all study subjects are available and, if necessary, studies take place accordingly:

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<sup>7</sup>Dvorak, Jaroslav. Dalyvaujamojobiudžeto taikymas gerovės visuomenėje. Prieiga per internetą: <http://valdysena.lt/?p=842>

<sup>8</sup> Mokys politinio raštingumo. Prieiga per internetą: <https://www.atviraklaipeda.lt/2020/09/16/mokys-jaunima-politinio-rastingumo/>

First, lectures are given by KU lecturers in English, when a separate group of students is formed or in Lithuanian, if a group is still formed and foreigners have a need to study in Lithuanian. It should be emphasized that international students do not have the opportunity to apply for funding for our state studies and they pay all study-related expenses from their own personal funds;

Second, under the ERASMUS program, foreign lecturers coming to KU University give lectures in English. As an example, during the current period, lecturers from the University of Pardubice in the Czech Republic, from the University of Sofia „St.Klimentiski“ in Bulgaria, from the University of Wroclaw in Poland came to KU University.

Under the ERASMUS program, KU provides students with the opportunity to study at various foreign universities. Throughout his lifetime, one student went to study in Sweden, another student went to study science in Romania. It is important to mention that there are discussions and KU has ideas to cooperate with foreign universities and give students the opportunity to obtain a double diploma. For the time being, the priority of obtaining a double diploma in the Public Administration Program is to cooperate with the National University "Kiev Mohyla Academy".

Significant increase in the internationalization of publications: 6% was published. more publications in foreign publications and 15 percent. more publications with foreign co-authors. Publications are successfully published in international journals of increasing citation, KU actively participates in national and international projects. It should be emphasized that KU is currently implementing two international projects related to E-participation and the Participatory Budget, and at the same time research activities related to these projects are being carried out. An example is the Interreg V-A South Baltic Program - “Empowering Participatory Budgeting in the Baltic Sea States”, an innovative Participatory Lab, which promotes citizen participation in national (city) budget management.

In summary, it can be stated that Klaipeda University is a future-creating university with recognized international achievements in science and studies and innovations significant for the well-being of the Baltic Sea region. The University justifies its mission because the academic, social and business partnership for scientific progress is dedicated to the well-being of society and the development of creative personalities. The internationalization of KU higher education is determined by political, economic, academic, social and cultural factors, as the internationalization of KU is an integration into the common European educational area, where programmatic and organizational strategies are applied to achieve this goal.

#### **1.16. SWOT analysis**

After the evaluation of the Study Program of Regional Government of Klaipėda University (hereinafter - KU) (hereinafter - the Program) by the SWOT analysis method, the strengths, weaknesses, threats and opportunities of this Program were identified.

### *Strengths*

- Clear definition of the objectives and results of the Program, appropriate publicity;
- Academic and professional requirements of the program for public needs and the labor market;
- The program meets the requirements of the Master's study program, as its module consists of 90 credits;
- The content of the program module is comprehensive and meets the requirements for regional government study programs;
- The teaching methods and application areas of the Program are properly selected to ensure the achievement of the results of the Program;
- The content of the program corresponds to the latest scientific and technological achievements;
- The education and competence of the persons teaching the Program meet the requirements for teaching the Program;
- The number of people teaching the program is sufficient to ensure positive results;
- The Program is taught by several lecturers, which ensures proper and competent implementation of the Program;
- The learning aids and devices provided to the students of the Program meet the requirements of the Program;
- The organization of the study process ensures the proper delivery of the program and the achievement of learning outcomes;
- The program's student performance appraisal system is clear, appropriate, and publicly available;
- Clearly distributed responsibilities for decisions and monitoring of program implementation  
KU has appropriate institutional means to manage the Program;
- Information and data on the implementation of the Program are regularly collected and analyzed;
- The results of internal and external evaluations of the program are used to improve the program;
- Students and social partners are involved in the Program development processes.

### *Weaknesses*

- Students of the program who have a college higher education not related to public administration or who do not work in the public sector are not provided with opportunities to do internships in public sector institutions;
- Currently, the Program does not provide for the possibility to extend studies for more than 2 years, except in unforeseen cases;
- Internships in foreign countries are rarely organized or not organized at all for the students of the Program, which could have a significant impact on using their acquired knowledge in foreign practice, as well as applying the knowledge acquired in foreign practice in the Program and work practice;
- The Program does not specify the need for interaction between teachers and students, as distance learning potentially degrades the quality of studies, more tasks are performed without individual participation of teachers, which potentially reduces the attractiveness of the Program;
- Only about 50 percent. Graduates of the program secure jobs in the public sector (public administration institutions);
- The potentially insufficient contribution of the social partners in promoting the Program is currently being observed, encouraging students to choose it as promising, providing an opportunity for internships in the public sector.

#### *Threats*

- Decrease in the number of students enrolling in the Program due to a large demographic decrease in the population;
- The decrease in the number of students enrolling in the Program due to the wide choice of other study Programs;
- The decrease in the number of students enrolling in the Program, especially abroad, due to the threat of Global Pandemics, e.g. 2020 Covid-19 pandemic.
- The lack of experience of new teachers of the Program in the pedagogical context and its non-requirement may affect the persuasive layout and presentation of the subject.

#### *Possibilities*

- The higher education institution creates conditions for the professional development of teachers, which is necessary for the implementation of the Program;
- Teachers of the program participate in research directly related to this study program;
- Admission requirements for those entering the studies of the Program are eligible.

Applicants to the Program are subject to the same requirements, but if a person has graduated from college and obtained a college higher education, his / her Program is supplemented by another 30 credits, total credits -120 credits;



- Students of the program are encouraged to participate in research, artistic and applied research activities;
- The professional activities of most graduates of the Program meet the expectations of the Program providers.

### **1.17. Context**

**National education system.** The Lithuanian national education system is formed by the Seimas of the Republic of Lithuania, the Government, the Ministry of Education, Science and Sports, and other ministries. Laws and resolutions are adopted, in accordance with which the education policy is implemented, responsible institutions (municipalities, educational institutions) are assigned, which are responsible for quality education.

One of the main documents regulating the Lithuanian national education system is the Law on Education of the Republic of Lithuania (No. I-1489 of 25 June 1991, Vilnius). This law establishes the goals of education, the principles of the education system, the structure of the education system, the basis of educational activities, educational relations, and the obligations of the state in the field of education. The main principles of education are equal opportunities, contextuality, efficiency, and continuity.

Science is available to all citizens or foreigners of the Republic of Lithuania who have the right to permanent or temporary residence in the Republic of Lithuania. Education in Lithuania: 1. Formal education (primary, basic, secondary education, formal vocational training and higher education); 2. Non-formal education (pre-school, pre-school, adult education); 3. Self-education; 4. Educational assistance (vocational guidance, education information, psychological, social pedagogy, special pedagogy, school health care, counselling, teacher training and other assistance).

Each educational institution is evaluated (education monitoring, research, self-evaluation and external evaluation of school activities, certification of teachers and educational support specialists, evaluation of learning achievements) in order to ensure the quality of education and its improvement.

#### **National evaluation system.**

***Evaluation and accreditation of higher education institutions.*** In Lithuania, the external evaluation of the activities of higher education institutions is performed by the Study Quality Assessment Center (hereinafter SKVC). The authorization was granted by the Minister of the Republic of Lithuania and the Minister of Science in 2010. December 22 by order no. V-2356. The evaluation of the higher school is initiated by the Ministry of Education, Science and Sports of the Republic of Lithuania, the evaluation according to the approved methodologies must be performed at least every 7 years. Evaluation criteria: management, quality assurance, study and science (art) activities, and the impact on the region and the development of the whole country.

***The evaluation takes place in the following stages:*** 1. Preparation of the self-assessment report (data for the last 5 years are provided, in case of re-evaluation - 2 years).

2. Formation of an expert group and examination of the self-assessment report (upon receipt of the composition of the expert group, the higher education institution has the right to reasonably request to change the expert).

3. Visit of a group of experts to the higher school (duration of the visit 2-4 days, depending on the size of the higher school and the scope of activities).

4. Preparation and publication of evaluation conclusions (conclusions, recommendations are submitted no later than within 1 month from the end of the visit, the higher education institution has the right to a motivated complaint if it does not agree with the evaluation conclusions).

5. Follow-up activities (the higher education institution, taking into account the conclusions and recommendations, eliminates the shortcomings, envisages measures for the improvement of activities and submits a report to SQAC).

***Assessment and accreditation of study fields.*** Only accredited study programs may be implemented in Lithuania (Law on Science and Studies of the Republic of Lithuania, No. XI-242, 30 April 2009, Vilnius). Assessment and accreditation are performed in order to improve study programs and determine whether they meet the requirements of legal acts. The institution responsible for the external evaluation and accreditation of study fields is SQAC, the evaluation is carried out in accordance with the Order of the Minister of Education, Science and Sports of the Republic of Lithuania No. V-835 “On the Approval of the Description of the Procedure for External Assessment and Accreditation of Studies, Areas of Assessment and Indicators” in 2019. July 17 However, at the request of a higher education institution, the evaluation may be performed by another higher education quality assurance agency included in the European Register of Quality Assurance Agencies for Higher Education (EQAR). The evaluation is carried out in accordance with the methodology of external evaluation of study fields (approved by Order No. V-149 of the Director of SQAC, 31 December 2019, an amendment by Order No. 46, 14 April 2020). There are 7 main areas of assessment: 1. Study objectives, results and content; 2. Links between science (art) and study activities; 3. Student admission and support; 4. Studying, study achievements and graduate employment 5. Lecturers; 6. Study material resources. 7. Study quality management and publicity. Each criterion is evaluated on a 5-point scale. The evaluation and accreditation stages correspond to the evaluation and accreditation stages of higher education institutions.

All the above requirements do not bypass Klaipeda University, and of course the evaluated program. The requirements must be met in order for the program to run.

### **1.18. Faculty data sheets**

**Table 7.** Summary table of main subject teachers

Name, surname	Subjects taught	Research interests
Prof. dr. Jaroslav Dvorak	Interinstitutional organizational networks Evaluation of regional programs	EU policy and administration Community participation in self-government (e-participation, participatory budget) Corruption and its prevention Governance of state (municipal) owned enterprises Program evaluation
Prof. dr. Linutė Juškevičienė	Methodologies of Regional Governance	Research methodology Public policy of social justice Ethical governance
Assoc. prof. dr. Valentina Burkšienė	Sustainable organizational development	Public Administration Management of public organizations Quality management Regional development project management Tourism management
Assoc. prof. dr. Remigijus Riekašius	Participatory governance in the regions	Public administration reforms Political participation Citizen participation in public governance Participatory governance
Assoc. prof. dr. Daiva Verkulevičiūtė-Kriukienė	Regional Development	Social geography, territorial studies of living standards and quality
Prof. dr. Vytautas Juščius	Economic globalization and internationalization	Corporate social responsibility Green economy The circular economy Socio-ethical marketing Economic globalization

From the table above, we can see that the study program teaches seven subjects taught by six lecturers. The 8th thing is writing a research paper. Four of them are from the Department of Public Administration and Political Science, one from the Center for Social Geography and Regional Studies

and one from the Department of Economics. Dr. Jaroslav Dvorak teaches two subjects, the remaining teachers one at a time. All lecturers of the Department of Public Administration and Political Science have a doctoral degree. The whole study program consists of 96 ECTS, of which 42 ECTS are allocated for research work.

**Table 8.** Summary table of teachers of elective subjects

Name, surname	Subjects taught	Department
prof. dr. Ligita Šimanskienė	Development of Organizational Culture	Management
lect. prof. dr. Rosita Vaičiulė	Strategic communication	Philosophy, art and communication
Assoc. prof. dr. Eduardas Spiriajevas	EU regional policy Working with GIS: analysis and mapping	Center for Social Geography and Regional Studies
Lect. dr. Vaidotas Granickas	Accountability of civil servants	Public Administration and Political Science

Five subjects are offered as electives. All of them are taught by lecturers from other departments. One teacher teaches two electives, the other one. All lecturers have a doctoral degree.

### 1.19. Description of the module

In accordance with the priority of the module description established by the EAPAA Accreditation Committee and based on the data of Klaipėda University, Table 9 provides a detailed description of the module and indicates the mandatory information in the description of each course.

**Table 9.** Course description

Course number, name, ECTS number	Course instructors, during self-assessment and on-site visit	The main goal of the course is in terms of teaching program	The main topics, parts, chapters	Books and readings have been written Basic literature	Evaluation type / methods Knowledge and skills evaluation procedure
<b>Regional development S000M252 6 kr.</b>	Coordinating lecturer <b>dr. Daiva Verkulevičiūtė-Kriukienė</b>	To analyze and understand the ways of regional formation in the world, the	Classification of regions; Theories of regional economic development;	Fischer, M., M., Nijkamp, P. ed. (2014). Handbook of regional science.	Case study (case studies), Discussion, Individual consultations, Literature analysis,

		<p>European Union and Lithuania, to understand the factors and reasons determining the development of regions. Based on various scientific criteria and methods, to identify, analyze and evaluate socio-economic problems in them, to provide solutions to problems and to anticipate further opportunities for regional development.</p>	<p>The concept of regional development; Innovative cities and regions; Factors shaping innovative cities and regions; Lithuanian regional structure; Problematic and depressed regions of Lithuania, their exclusion criteria; Clustering of problematic Lithuanian municipalities according to socio-economic indicators; Assessment of sustainable development of Lithuanian regions; Selection and methodological principles of the development of sustainability indicators and indices; Application of indicators and indices to assess sustainable development; Factors of sustainable development and their calculation; Regional development priorities of the European Union countries; Regional production formation and its research; Analysis of the region's investment attractiveness; Business analysis in the region;</p>	<p>Heidelberg [etc.] : Springer Reference. Čiegis, R., Ramanauskienė, J., Šimanskienė, L. (2010). Lietuvos regionų darnaus vystymosi vertinimas. Klaipėda: Klaipėdos universiteto leidykla, 124 p. Kilijonienė, A. (2010). Regionų ekonominė plėtra. Klaipėda: Klaipėdos universiteto leidykla, 103 p. Čaplikas, V. (2006). Lietuvos ir Europos Sąjungos regioninė politika. Kaunas: atmintis, 174 p. Pike, A., Rodríguez-Pose, A., Tomaney, J. (ed.) (2011). Handbook of local and regional development. London : Routledge. 642 p. Mačys, G. (2006). Regionų ekonomika, politika ir valdymas Lietuvoje. Vilnius:Mykolo Romerio universitetas, 168 p.</p>	<p>Practical tasks, group work, Scientific article analysis, Traditional lecture.</p> <p>A ten-point criterion scale and a cumulative evaluation scheme are applied. The tasks of the semester's independent work are evaluated with a grade, the final grade is determined during the examination session, the individual grades are multiplied by a weighting factor and the products are summed.</p>
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