



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vytauto Didžiojo universiteto  
***SOCIALINĖS IR POLITINĖS KRITIKOS*** STUDIJŲ  
PROGRAMOS (621L20008) VERTINIMO IŠVADOS

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**EVALUATION REPORT**  
***OF SOCIAL AND POLITICAL CRITIQUE STUDIES***  
**(621L20008) STUDY PROGRAMME**  
at Vytautas Magnus University

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Išvados parengtos anglų kalba  
Report language - English

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## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Socialinė ir politinė kritika</i>
Valstybinis kodas	621L20008
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Politikos mokslai
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinės (2 metai)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Politikos mokslų magistras
Studijų programos įregistravimo data	2006-03-06, No. ISAK-410

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Social and Political Critique Studies</i>
State code	621L20008
Study area	Social Sciences
Study field	Political Sciences
Kind of the study programme	University Studies
Study cycle	Second
Study mode (length in years)	Full time (2 years)
Volume of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master of Political Sciences
Date of registration of the study programme	06-03-2006, No. ISAK-410

# CONTENTS

CONTENTS .....	3
I. INTRODUCTION.....	4
II. PROGRAMME ANALYSIS .....	6
1. Programme aims and learning outcomes.....	6
2. Curriculum design .....	6
3. Staff .....	7
4. Facilities and learning resources .....	8
5. Study process and student assessment.....	9
6. Programme management .....	10
III. RECOMMENDATIONS .....	13
IV. SUMMARY .....	14
V. GENERAL ASSESSMENT .....	15

## I. INTRODUCTION

The Master programme *Social and Political Critique Studies* is implemented by the *Department of Social and Political Theory, the Faculty of Political Sciences and Diplomacy, Vytautas Magnus University (VMU)*. The programme started in 2009. In the academic year of 2013/2014 the total number of students is 16 (with two dropouts), among them the first year students – eight (one dropout). 11 lecturers (4 full professors, 5 associate professors, 1 assistant professor with a doctoral degree and 1 assistant professor without a doctoral degree) are responsible for the implementation of the study programme.

The evaluation team, lead by Prof. dr. Jörg Hackman, Professor of East European History at the University of Szczecin, Poland, consisted of Prof. dr. Aleksandras Dobryninas, Professor of Sociology at Vilnius University, Prof. Dr. Joakim Enwall, Professor of Chinese Language and Culture at Uppsala University, Prof. dr. Irmina Matonytė, Professor of Political Sciences of the ISM University of Management and Economy and Mr. Matthew Kitching, Membership Services Manager – Bucks Students' Union, United Kingdom (student representative). According to the agenda the evaluation team visited VMU, and had meetings with administration staff (on 12.11.2013), as well as with academic staff, students, graduates and social partners (on 14.11.2013); members of the team also had an acquaintance with infrastructure, libraries used by the students and with diploma theses of students of the study programme.

The Evaluation Report is based on the following documents (a ring binder of 166 pages) and sources:

- Self-evaluation report (33 pages) and seven Annexes:
  - Program curriculum & course outlines (69 pages).
  - List of academic staff (four pages).
  - Resumes of academic staff members (44 pages).
  - Study plan (two pages).
  - List of Master theses (2011-2013) (six pages).
  - Voluntary activities, on-going lecture series (five pages).
  - Statistics of admission (three pages)
- Meetings with the Faculty administration, Study programme Self-evaluation team and teaching staff.

- Meetings with 1<sup>st</sup> and 2<sup>nd</sup> year students, and graduates.
- Meeting with social partners.
- Inspection of the facilities: the library and reading room, the resource centre, the computer rooms and the lecture rooms.
- Evaluation of students' Master theses.

## II. PROGRAMME ANALYSIS

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

The programme aims and learning outcomes are properly defined; however the statement that the programme “is aimed at preparing qualified social critique or political analysis professionals” (Self-assessment report, p. 8) is a bit vague and need further clarification. Description of the study programme is publically accessible via system “AIKOS” and university website. Probably, the programme’s title as “Critical social and political studies” would be more recognizable for an international audience, however the Self-evaluation team and teaching staff intentionally use the current expression “social and political critique” as, according to their opinion, more appropriate to the aims and outcomes of the programme.

The Self-evaluation team and teaching staff mentioned international roots in the idea of the Study programme and refer to the intellectualist critical movement in European culture, as well as appropriate study programmes in the leading Western European universities. The neediness of professionals in the field of social criticism is obvious and programme’s orientation to produce “social critics” should be positively evaluated, especially in Lithuania, where public discourse is very often occupied by narrow minded, intolerant, aggressive and dogmatic rhetoric. It is worthwhile to mention that according to the alumni analysis made in May 2013, 80% of respondents pointed on the usefulness of the programme for the general education, and significantly less – 53% - for the professional practice.

The title and the content of the programme rather refers to theoretical as opposed to practical issues. It could be attractive for those who prefer “table”, but not “field” studies. On another hand, students during the meeting with the expert team expressed their satisfaction with the “theoretical” mode of the programme and were rather skeptical about its possible “practical” orientation.

### *2. Curriculum design*

The programme meets legal requirements of Higher Education in Lithuania. Its volume consists of 120 ECTS credits: 10 obligatory courses, which are research oriented and amount to 56 ECTS credits; elective courses with 34 ECTS credits; 30 ECTS credits are assigned to Master Thesis writing. The programme is well designed, has inner logic and proper consequences of

courses. Generally, the courses are updated with current academic literature, some of them based on the original professors' publications. The content of courses is appropriate for the achievement of declared learning outcomes.

The Self-evaluation team and teaching staff point to the interdisciplinary character of the study programme emphasizing the role of such disciplines like philosophy, political science, sociology, etc. However in practice the interdisciplinarity appears inside teaching courses rather than in the scope of the programme as such. Probably, such optional and "pure" philosophical, psychological, or linguistic courses could seriously contribute to the practical interdisciplinarity of the programme.

Some critical remarks also could be made concerning three aspects of the programme's curriculum design:

- First, obligatory courses occupy 67% of all the programme's taught courses, elective courses, consequently, – only 33 %. It looks like there is too much educational *control* for the master programme devoted to the *critical* social studies.
- Second, in order to strengthen critical and research skills of the students, some courses like *Applied social research methods* or courses on various aspects of *Social control* in contemporary societies could be added to the curriculum. However, some students and lecturers were a bit skeptical about research methods courses. They suppose, that the majority of students already have basic knowledge about research methods from appropriated courses on the bachelor level. They also insist that other specific social research methods could be learned (in the case of neediness) individually under the guidance of their thesis supervisors.
- Third, the students' (research) practice is not formally presented in the study plan. At the same time the neediness as well as difficulties in organizing such practice is understandable for majority of teaching staff and students.

### **3. Staff**

Unfortunately, the data presented in the self-evaluation report and in the Annex 2 "List of academic staff" do not correspond to each other. According to the first source there are 11 professors and lecturers involved in the implementation of the programme, according to the second one – 19. The second source also presents various ranges of scientific degree's qualifications: PhD; Dr; Prof.; Hab. Dr. Prof. Also, differently from the first source, the second

source presents any lecturer without doctoral degree. The lack of clarity produced some problems for the evaluation of the readiness of teaching staff to ensure the programme's learning outcomes. However, these factual and writing mistakes have been explained during the meeting with the Self-evaluation team and teaching staff.

Generally, the qualifications of teaching staff are adequate to ensure learning outcomes. The composition of academic staff presents a good combination of experienced outstanding professors and young ambitious lecturers. They have solid publications in prestigious academic journals and publishing houses; their articles and monographs are relevant to the teaching courses. They are actively involved in the international and national research programs and have sufficient teaching experience. Some courses are taught by experienced foreign professors and lecturers. The administration of the Faculty and University create proper conditions for their professional development: professors and lecturers participate at national and international conferences, academic exchange programs, raise professional qualifications at the international academic centers.

The meeting with the teaching staff demonstrated very good motivations of presented professors and lecturers, their professionalism and vast erudition, ability to establish open and productive contacts with students.

#### ***4. Facilities and learning resources***

The educational process is supported by the well-developed organizational infrastructure. The premises for studies, teaching and learning equipment (including hard- and software), are accessible. Generally, the library facilities are sufficient for the successful implementation of the study programme. It provides periodicals in print and electronic format, basic books and access to databases.

However, in some cases the lack of professional scientific literature, especially in foreign languages can be observed. At least one of the problems concerning learning resources is mentioned in the Self-assessment report: the lack of up-to-date textbooks and professional literature. The same problem was mentioned during the discussions with current and former students of the programme. The academic staff and administration are acquainted with the problem and trying to find a proper solution.



### ***5. Study process and student assessment***

According to the Self-assessment report the majority of students are satisfied with the quality of the programme which is designed to provide students with a broad intellectual base and skill set rather than a course which is more market orientated. This was reinforced by the graduates the team met, a high percentage of whom had progressed to study at doctoral level. The team also found that graduates entering the private sector felt equipped for employment as a result of the advanced analytical skills that the programme helped them develop. Although the Study programme is not market oriented, the Self-assessment report shows enough high programme graduates' employability rate.

The admissions process is robust; students are required to have background knowledge in social sciences or humanities with a Bachelor's degree. A good command of English is also required as is a sample of written work and a letter of motivation. The Self-evaluation team was clear that recruitment is a challenge and student numbers may potentially drop in future due to reductions in state funding and the difficult economic climate in Lithuania. The University is taking several steps to address this including the establishment of offices in the Ukraine and US. The team acknowledges this and the continued work at Programme level to support recruitment as important activity.

Whilst the evaluation team acknowledges the attempt of the University to increase international student recruitment onto the programme they were somewhat hesitant about the likely success of that strategy given the international appeal of the programme title and the existence of similar courses at potentially competitive institutions in other European countries.

The academic staff tries to make the programme attractive to the students and regularly renew the curriculum taking into account developments and innovations in social and political science. However it looks like students are not strongly encouraged (at least in their research papers) to apply critical analyses to acute national social and political problems. The quality of master papers with rare exceptions is on the high level.

There is student involvement with conferences and research projects which include DEMOS and LUNI though, as with all programmes reviewed during the visit, the team were of the opinion that increased involvement of social partners could deliver additional benefits back into the study programme.

Students are provided with proper academic, financial and social support. They are involved in various volunteer and practice based activities, conferences and academic research. Students participate in exchange programs (University of Helsinki (Finland), and University of Zadar (Croatia)). Students spoke positively about mobility links which exist with Erasmus and Nordplus even though a significant amount of students met by the team had not taken up the opportunity. Current students did however reflect that the involvement of incoming Erasmus students, whilst providing challenges in terms of the group dynamic on occasion was largely positive and offered a fresh perspective.

A number of current students were in the early stages of their programme and had not selected their thesis topic but they were very clear about how to access support and understood the assessment requirements of the programme.

Among problems mentioned in the Self-assessment report (dropouts, internship, internalization of the programme), probably, the proper organization of the internship is an issue that should be carefully considered and that requires additional educational and administrative efforts.

## **6. Programme management**

The programme management is basic and common to the VMU Internal Study Quality Assurance System. Having in mind that managerial approach in contemporary society is one of the popular themes for social criticism, it would be ironic to require from this kind of the programme exceptionally positive and innovative attitude towards the existing managerial principles.

Basic features of the system of the program management of the *Social and Political Critique Studies* MA might be summarized as following:

- Sophisticated conceptual framework of the program within a complex structure of decision-making and implementation of the programme on the university (VMU) level;
- Regular and standardized collection of information and data on the implementation of the programme; this collection is designed and administered by one central office of the university (VMU Centre for Quality and Innovations here on in referred to as 'CQI') and it creates little value for this particular MA programme, enrolling very few yet very talented students and staff;

- Cooperation with the social partners is driven by the principle “be our guest”, without any deeper involvement of stakeholders into the process of implementation, evaluation and adaptation of the programme;
- Quality assurance measures, when their efficiency and effectiveness is measured by student-centered indicators, are satisfactory; less effective they are if assessed in a labor-market-centered way; and are very productive if evaluated from the stand-point of civil-society at large (critical and creative thinking, broad humanistic knowledge and interest, language competences, etc. of lecturers, students and their audiences).

Complexity of the structure of decision-making and implementation of the programme is underscored in the Self-evaluation report of the program and was further highlighted in the site visit. VMU internal rules of students’ admission hinder admission of foreign students into this particular (and other) program. The head of the program prof. G. Mažeikis explained how the VMU administration is working on liberalization of the entrance calendar of foreign students (particularly those from the former USSR). Particularly interesting is the role of the VMU Centre for Quality and Innovations (CQI), responsible for supervision and maintenance of VMU Internal Quality Assurance System. As stated in the Self-evaluation report, the mission of the Centre refers to both (a) the development of university internal quality assurance system (procedures and mechanisms) considering the tendencies of European Higher Education Quality culture development, and (b) counseling institutional academic personnel (faculty members, institutional administrators, programme managers) on quality assurance issues. Yet, the site visit and discussions with the representatives of the program reveal that the CQI is mostly a top-down supervising body, offering little practical, tailor-made help for this (and other) Study programme.

Hierarchically (down the ladder), a number of bodies, committees and units within VMU, its Faculty of Political Science and Diplomacy and the Department of Social and Political Theory are responsible for the programme management and decision-making procedures and they all seem to “muddle through” quite well and on the whole achieve their purpose. The SER and discussion during the site visit reveal that the programme management group is aware of the strengths and deficits of the programme, and has a vision how to sustain and improve the quality of the programme.

From the point of view of management, the major ways and means to ensure the quality of the programme contain very simple but very necessary (and demanding) measures such as 1) regular, well recorded and in different formats accurately discussed all types of data on the

programme content and modalities of implementation (in-class discussions with students, teaching quality assessment conducted via centrally VMU CQI designed student surveys and tailor-made surveys of the students and the staff of this particular Study programme; at informal and formal department meetings; etc.); 2) more systematic steps involving the academic community and social partners in the development of the Study programme and its outreach activities, and 3) more efforts to enroll students from abroad in order to create a truly international (cosmopolitan) atmosphere congenial with the conceptual vision of the programme.

In general, the Study programme is managed “adequately”: it meets its major study goals and its internal mechanisms and procedures of quality assurance are pretty understandable. Yet, as to the orchestration of decision making in the program on and by different levels of the university administration, it has a considerable potential for improvement, mostly aiming at “lean management”, involving in a transparent and efficient manner not only department administration and faculty members, but also students and other stakeholders. Cooperation with alumni and employers (here, civil society at large) in the study process might be better structured and oriented towards more concrete goals (not only “dissemination of ideas”, but also towards organization of social actions, concrete public-interest driven projects).

### III. RECOMMENDATIONS

1. Carefully prepare the Self-assessment report, escaping mistakes and contradictions.
2. Decrease the number of obligatory and increase the number of optional courses; introduce the students' practice in the Study plan.
3. Introduce courses on social research methods and on social control aspects in contemporary society.
4. Turn to the practical and local aspect of social criticism, encourage student to choose the objects of their research rather in the area of "here and now", than - "apart and in the past".
5. International contacts with other universities should not be formal and have to reflect goals and outcomes of the programme.
6. Consider more multi-faceted student feedback mechanisms and stronger orientation of the programme towards its "clients" (students, various NGOs in Lithuania and abroad, mass-media outlets, and global civil society at large).
7. Broaden the network of social partners. Streamline the system of institutional quality management of the programme (the Study programme committee and the MA thesis defense committees might more credibly involve social partners and not only "listen to", but also effectively "use" their opinion, advise and suggestions).
8. Integrate better into the international and Lithuanian academic community and civil society (intensify collective cooperation with similar study programs abroad and with the relevant *think tanks* and NGOs world-wide).

#### IV. SUMMARY

Generally, the Master study programme “Social and political critique studies” meets requirements for such a kind of study programme. The aim and learning outcomes are properly formulated, curriculum design is logic and sufficiently grounded. The study programme is unique in the Lithuanian educational context in its attempt to develop among students the culture and skills of social and political critique. The teaching staff consists of outstanding professors and young ambitious lecturers that make the implementation of the programme attractive for students with a good background in humanitarian and social sciences. University and Faculty administration provides sufficient resources for the achievement of the aims and learning outcomes of the programme. The study process and students assessment is properly organized and highly evaluated by students. Programme management is run in accordance to the University Internal Study Quality Assurance System.

However there are some problems, which need closer attention and proper solutions. Aims of the programme should be better defined. The structure of obligatory and elective course has to be revised in a way of increasing the share of elective courses. Also it is advisable to strengthen interdisciplinarity and practical research potential of the programme introducing in the study plan proper selective courses (like Applied social research methods, courses in philosophy, psychology, linguistics, etc.) and interim practice. The study programme looks like a bit exceptional, non-practical, and anti-market oriented. From the critical intellectualist point of view such programme image can be attractive for proper audience; nevertheless the study programme sustainability very much depends not only on its attractiveness, but also on very practical and “marketing” decisions. Due to this fact it is advisable to improve the management of the programme providing more scrutiny and analysis of the process of implementation of the programme and the evaluation of prospects for its future development in the changing and challenging academic environment. The establishment of strong and effective social links with partners and potential employers, as well as with alumni, also is needed.

## V. GENERAL ASSESSMENT

The study programme *Social and Political Critique Studies* (state code – 621L20008) at Vytautas Magnus University is given **positive** evaluation.

*Study programme assessment in points by evaluation areas.*

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Staff	4
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	3
	<b>Total:</b>	<b>19</b>

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

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

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

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

Grupės vadovas:

Team leader:

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Grupės nariai:

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**VYTAUTO DIDŽIOJO UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ  
PROGRAMOS *SOCIALINĖ IR POLITINĖ KRITIKA* (VALSTYBINIS KODAS –  
621L20008) 2014-02-17 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-74 IŠRAŠAS**

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## V. APIBENDRINAMASIS ĮVERTINIMAS

Vytauto Didžiojo universiteto studijų programa *Socialinė ir politinė kritika* (valstybinis kodas – 621L20008) vertinama **teigiamai**.

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

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

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 - Labai gerai (sritis yra išskirtinė)

&lt;...&gt;

## IV. SANTRAUKA

Apskritai, magistro studijų programa „Socialinė ir politinė kritika“ atitinka tokios rūšies studijų programai keliamus reikalavimus. Studijų programos tikslas ir studijų rezultatai yra tinkamai suformuluoti, studijų turinys logiškas ir pakankamai pagrįstas. Iš kitų Lietuvos aukštųjų mokyklų ši studijų programa išsiskiria tuo, kad ja siekiama ugdyti studentų socialinės ir politinės kritikos kultūrą ir įgūdžius. Programos dėstytojai – žymūs profesoriai ir jauni ambicingi lektoriai, kurių tvirtų žinių humanitarinių ir socialinių mokslų srityje pagrindu įgyvendinama programa yra patraukli studentams. Universiteto ir fakulteto administracija užtikrina programos tikslams ir studijų rezultatams pasiekti pakankamus išteklius. Studijų procesas ir studentų



vertinimas organizuoti tinkamai ir palankiai vertinami studentų. Programa vykdoma vadovaujantis universiteto vidaus studijų kokybės užtikrinimo sistema.

Tačiau yra ir tam tikrų problemų, kurias reikėtų išsamiai išnagrinėti ir rasti tinkamus būdus joms spręsti. Programos tikslai turėtų būti apibrėžti aiškiau. Privalomųjų ir pasirenkamųjų dalykų struktūra turėtų būti peržiūrėta padidinant pasirenkamųjų dalykų dalį. Taip pat rekomenduojama stiprinti programos tarpdalykiškumo aspektą ir jos praktinio mokslo tiriamojo darbo potencialą į studijų planą įtraukiant daugiau atitinkamų pasirenkamųjų dalykų (tokių, kaip socialinių tyrimų metodai, filosofijos, psichologijos ar lingvistikos kursai), taip pat tarpinę praktiką. Studijų programa yra šiek tiek neįprasta, nepraktiška ir neorientuota į rinkos poreikius. Kritiniu intelektualo požiūriu, tinkamai auditorijai toks programos įvaizdis gali būti patrauklus; vis dėlto studijų programos tvarumas labai priklauso ne nuo jos patrauklumo, bet nuo labiau praktinių ir rinkodaros sprendimų. Būtent dėl šios priežasties rekomenduojama tobulinti programos vadybą, išsamiai išanalizavus ir išnagrinėjus jos įgyvendinimo procesą ir įvertinus tolesnės šios programos plėtros besikeičiančioje ir iššūkių kupinoje akademinėje aplinkoje perspektyvas. Taip pat būtina užmegzti stiprius ir veiksmingus socialinius ryšius su partneriais ir potencialiais darbdaviais, taip pat su programos absolventais.

### III. REKOMENDACIJOS

1. Savianalizės suvestinę rengti kruopščiai, stengiantis išvengti klaidų ir prieštaravimų.
2. Sumažinti privalomųjų studijų dalykų ir padidinti pasirenkamųjų studijų dalykų skaičių; į studijų planą įtraukti studentų praktiką.
3. Į studijų programą įtraukti socialinių tyrimų metodų ir socialinės kontrolės aspektų šiuolaikinėje visuomenėje dalykus.
4. Daugiau dėmesio skirti praktiniams ir vietiniams socialinės kritikos aspektams, skatinti studentus jų tiriamųjų darbų objektais rinktis su vietinėmis sąlygomis ir dabartimi, o ne su tolima praeitimi susijusias temas.
5. Tarpautiniai ryšiai su kitais universitetais neturėtų būti formalūs ir turi atitikti programos tikslus ir rezultatus.
6. Įvertinti galimybę sukurti įvairiapusiškesnio studentų grįžtamojo ryšio mechanizmą ir užtikrinti, kad programa būtų aiškiau orientuota į tuos, kuriems ji aktuali (studentus, įvairias NVO Lietuvoje ir užsienyje, žiniasklaidos priemonės ir pasaulinę pilietinę visuomenę).
7. Išplėsti socialinių partnerių tinklą. Racionalizuoti institucijos programos valdymo sistemos kokybę (Studijų programos komitetas ir Magistro baigiamųjų darbų komitetas

galėtų labiau įtraukti socialinius partnerius, labiau jais pasitikėti ir ne tik išklausti, bet ir pasinaudoti jų nuomone, patarimais bei pasiūlymais).

8. Siekti geriau integruotis į tarptautinę ir Lietuvos akademinę bendruomenę ir pilietinę visuomenę (stiprinti kolektyvinį bendradarbiavimą su panašiomis studijų programomis užsienyje, atitinkamomis „idėjų kalvėmis“ ir NVO visame pasaulyje).

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Paslaugos teikėja patvirtina, jog yra susipažinusi su Lietuvos Respublikos baudžiamojo kodekso<sup>1</sup> 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)

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<sup>1</sup> Žin., 2002, Nr.37-1341.