ANALYSIS OF PROBLEMS OF EDUCATION: MASTER STUDY PROGRAM "COMMUNITY AND ESTABLISHMENT ADMINISTRATION" IN THE CONDITIONS OF COMMUNITY'S DEMOCRATISATION IN LATVIA

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Abstract

This research is focused on philosophical basis of the master study program "Community and Establishment Administration" in the context of community's democratization in Latvia. Integration into European Union is a main priority for the nearest future as it is defined in the documents of Ministry Cabinet of Latvian Republic. The majority of administration staff in European Union countries has a status of official and their activity is regulated in accordance with the law of civil cervices. It is necessary for the civil service of the state level to have a systematic analysis of its activity and problems connected with that activity, assessment and further development of its further perspectives of development and timely realization of the corresponding study program and professional training of the staff members.
The offered professional master studies in the program «Community and Establishment Administration» widen students' knowledge and professional competence in many aspects of establishment administration issues. The research envisaged by and done within the framework of the program carries the problem of changing the life quality of people, and this pertains to Latvia's integration with the European Union as well.
Key words: *master study program, management, leadership, sustainability.*

Introduction

Latvia's government has given a priority to the administrative territorial and state administration reform. The reform of education of the Republic of Latvia depends fundamentally on the progress achieved in solving those issues that applies to all dimensions of Latvia's policy and reach far beyond the boundaries of education. After Latvia has joined EU, these are very important aspects for establishing such sub national, regional structure that will be able to function well. To the great extent, this depends on the education level and qualification of employers working in the State Administration institutions and enterprises, which directly affects the quality of education.

Integration into European Union is the main priority for the nearest future as it is defined in the documents of Ministry of Latvia Republic. The majority of administration in European Union countries has official status and their activity is regulated in accordance with the law of civil service. It is necessary for the civil service of the state level has a systematic analysis of its activity and problems connected with that activity, assessment and forecast of its further perspectives of development and timely realization of the corresponding study program and professional training of staff members.

Integration into European Union is in close relation with:

- EU legislation with national legislation of Latvian Republic;
- Practical realization of laws;
- Administrative structure and its implementation corresponding to financial support;
- Training of specialists of a corresponding field.

The legislation in accordance with the EU requirements, development and implementation of the principle and strategy of civil service in the State depends on ability and professionalism of the civil service staff to meet those requirements. There is a lack of such people who have an academic and professional education corresponding to requirements for institutions of local governance in Latgale region as well as in State in general. At the moment there is an exigency of specialists who are able to promote the development of structure of civil service and realization of functions in the processes of changes in which political, economic, social and environmental factors are not in concordance as in cooperation as well as in its inner development. Under such circumstances there emerges an exigency for implementation of professional study program, which will provide a possibility for theoretical and practical training in the field of community and administration.

In most of the European Union countries there is developed structure of education of state official staff, which provide different levels of educational programs as well as research possibilities in philosophy and methodology of such programs, its content, methods and connected with state official staff specific activity investigation and assessment. Thus, there was a realization and development of a study program "Community and Establishment Administration". Realization of this professional postgraduate study program is necessary for state official's staff's education.

The professional master study program "Community and Establishment Administration" designed at Daugavpils University is vital for educating new employers as well as for those who are already working in State administration institutions, but have not yet received education adequate to the requirements for such kind of employers. Though, these problems are especially topical for Latgale. They concern the whole Latvia as well, because during the last decade, crucial changes have taken place in its political system, in the systems of establishment management, economic planning and human values, in ethnical relations etc.

In most of the EU member states, the majority of those employed in the administration have a status of a clerk with the adequate education. In Latvia, too, it is essential to promote purposeful activities of State establishments and enterprises for the benefit of people, by ensuring efficient management of these establishments and achieving loyalty to the state and local governments as self-controlling, stable and decision-taking institutions. All this would enable to improve the life quality of Latvia's people in a comparatively short time.

Methodology of Research

The study is based to the theoretical study of the philosophy underlying the content and the structure of the master program "Community and establishment administration". The study presents a deep and analysis study of the program as well as highlights its impacts and significance in fostering a sustainable society

The aim of the research

The main aim is to determine the philosophical basis of the professional master study program "Community and Establishment Administration" and evaluate how this basis is reflected in the program content and in the program implementation.

Research methods:

- The analysis of literature on educational philosophy and education sources related to the philosophical background of the study, as well as the analysis of the content, structure and functioning of the program; The study presents the content analysis of the program.

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- The analysis of the program's students' opinion about the quality of the program.
- The study presents SWOT analysis of the quality of the program that covers week aspects, strengths, and the possibilities of further development.

Philosophical background of program

Latvia, being a small country with an open economy and limited resources, is especially interested in getting integrated with global economic cooperation. We live in the world in which transnational and global processes are already an everyday reality. We have to be able to live in this world and take the new opportunities which these processes offer to Latvia's state and society.

By understanding education as a united system, we emphasize a holistic view on education, which is one of the many trends in contemporary philosophy – the trend of holism. Holism is a philosophic category which deals with the understanding of mutual relations between the integrated whole and its parts. Holism includes integrated knowledge, empiricism, the development of intelligentsia, orientation to education, orientation to the humanities; it focuses on the dimensions of qualitative and quantitative values, economic basis of education (Nava, 2001).

The ideas of holism have been discussed in works by several authors (Salite, 1993; Nakagawa, 2000; Nava, 2001; Forbes, 2003 etc.).

Holism does not exclude but supplement the existing approaches to education philosophy. Formal education has often pragmatic features. The founders of ideas of pragmatism are Ch.S. Peirce and J. Dewey. A characteristic feature of pragmatism is the transformation of empiricism, which is based on understanding experience in its widest sense, and stresses the significance of science, social research, education and democracy. The philosophy of pragmatism helps a person in the flow of experience move on towards concrete goals.

Globalization is an inevitable part of world development, therefore, under the conditions of globalization, the integration of our state into international economic, cultural and political processes has to be implemented so that Latvia's peculiarities and – what is the most important thing – human intellectual potential should be preserved.

Democratic changes in the society are closely connected with the humanity in all levels - state (criteria for state policy – welfare of each person), state institutions (criteria – main care about culture, education, mastering professional competence and health) as well as interrelatedness. Humanism determines a person, freedom of persons' potential, self realizaion and possibilities of self development (pona, 2001).

Humanism has many sides, its not possible to locate one definition of humanism, because humanism may have different phylosophical, scientific and technological basis.

As the most particular characteristics of humanism according to I. Salite and A. Pipere is:

- Respoct towards the person pret cilvēku and his or her potential, his or her freedom, responsibility about one's abilities;
- Determination, that nobody has a complete truth towards the beautiful and the truth;
- The mind of a person is the basis for solving problems;
- The basis of everything is universal human values (Salite & Pipere, 1998).

Bruking (2001) one of the most recognized researchers of human intellectual capital, notes: "…human assets – these are properties that are characteristic of people. No enterprise could function without people. Unlike other components of intellectual capital, human assets do not belong to the enterprise, they are knowledge which is adapted in every person's mind, belongs only to this person and nobody else. Therefore, it is essential to know what skills and abilities each of the employers has. Knowing this it is possible to assess the value degree of each particular employer and decide on his adequate role in the enterprise" (p. 31-35).

Person is an indicator, bearer and user of knowledge resources; in our contemporary society he/she becomes the principal development and value creating factor. Creating knowledge implies generation and synthesis of new ideas, creative use of brain potential, and introduction of innovations. However, a rapid growth in flows of information, a general access to information (speed, easiness, completeness), and, at the same time, overload of information make an impact on person's activity.

Global scale of knowledge processes, the large and growing number of contact partners with whom all kind of information is being exchanged, make the information processing very complicated. This position allows us to conclude that person's experience and his/her analytical abilities can no longer independently and spontaneously cope with the large amount of information to be processed and the growing need for it.

Analyzing the system of education opportunities for professional perfections we have to admit that changeability, diversity and flexibility of impacts of outer environmental factors can be observed in it. In an unbalanced state, the dynamics of the system becomes non-linear, new properties appear suddenly, and in order to understand them, we have to apply holistic approach (Siliņš, 1999). This is why the education of professional perfection incorporates contexts of various education philosophies. However, after analyzing the peculiarities of the process of professional perfection of education as well as its specific structure, we have to admit that such philosophical trends as existentionalism and constructivism characterize its essence most directly.

Professional perfection philosophy is grounded on existentionalism, because every individual is a subject who searches for sense of life realization, and existentionalism emphasizes the priority of subjectivity. As Latvian scientists Irena Žogla (2001), M. Kule and R. Kulis (Kule & Kulis, 1996) observes, the philosophy of existentionalism tried to find a solution to the problem of how to help an individual to preserve himself, to feel free in the world of things and processes created by people themselves, which in their turn, dictated to people merciless rules. Existentionalism is a subjective philosophy which results from the individual's viewpoints.   It is philosophy which is interested in "I" and in how this "I" lives. Representatives of existentionalism try to give an answer to cardinal issues pertaining to the crisis of Western culture and the meaning of personal life, to the essence of man and his place in the world. The basic concepts in the works of existentionalists are such concepts as "freedom" "individuality", "responsibility", and "choice".

By analyzing the ideas of the humanistic existentionalist M. Heidegger, we can conclude that man himself finds sense and fulfils his life. Thus, we are able to understand people's attempts to find their place in the world, to find the fulfillment of their existence. Having analyzed Heidegger's ideas, B. Megi (Megi, 2000) observes that we are always obliged to take into account the unforeseen future and make innumerable choices, without knowing what expects us. Man craves for finding safe metaphysical foundation and sense for his life, but we do not have any guarantee that such things really exist. The only sense which our life may have is the sense we ourselves impart to it. In this world, we ourselves have to find the motivation of our system of values. If Jaspers' (Jaspers, 2003) ideas are considered, we have to observe that he reveals a very essential aspect of existentionalism by mentioning communication and some aspects as existence components of freedom.

Communication envisages intelligible conversation; therefore it pertains to people only. Communication is a way to one's peers; the way to the peers, in its turn, is a way to oneself. Communication is possible only, in case the self chooses itself in its own freedom and desires the self of others in their freedom. Freedom is the unconditioned basis of existence, where existence without freedom is not possible. The limitation component emphasizes an individual's ability to overcome difficulties, accidents, world's unreliability, death. The way the individual experiences these limitations often makes the basis for what he/she becomes in his life. According to Jaspers (2003), any of our actions entail certain consequences; overcoming difficulties means also change. In this way existentionalism reminds us about responsibility (responsibility for our own education, too).

Having analyzed the theoretical approaches of the before mentioned authors, we may conclude that the philosophy of existentionalisms can serve for a methodological basis of the designed professional master study program "Community and Establishment Administration", because this theory focuses on the meaningful manifestations of subjectivity, sense of life, communication, responsibility, overcoming difficulties and freedom.

On analyzing the essence, process and structure of the offered professional master study program, we have to state that features characteristic of constructivism can also be observed in the offered education process. Constructivism is a theory of developing contexts of meaning. According to this theory, people in everything create their own meaning and understanding, by linking what they already know and consider true with the new experience they have gained (Richardson, 1997).

Constructivism grows from fenomenological philosophy and interpretative understanding of

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E. Husserl, V. Diltejs, psychologists K. Levin, K. Keller, A. Kofka at the beginning of 20th century. In a contemporary view cconstructivism has been researched by such scholars as G.K. Brook and M.G. Brooks (Brook & Brooks, 1993), P. Cobb (Cobb, 1994), G.K. Gender (Gender, 1995), P. Taylor (Taylor, 1998), Pipere (Pipere, 2005) etc. Social constructivism underlines the idea of assessing people's meaningful activity rather than the orientation to correct answers (Wood, Cobb, & Yackel, 1995). In our professional master study program, this principle manifests itself in various students' study activities – discussions, group work, presentations of themes, experience exchange etc. Taylor in his theory deals also with critical constructivism, which is treated within the social and cultural context. Taylor's theory strongly focuses on promoting communicative ethics. It is concerned with the care for maintaining empathic and confidence-based relations, for dialogue-based relations, where the partners orient themselves to achieving common goals and to mutual understanding in joint activity (Taylor, 1996).

At summarizing the ideas on constructivism expressed by different authors, we have to observe that, within a wider context, constructivism is a philosophical position, according to which any reality is a mental construction developed by those who are of the opinion that they themselves have discovered and researched it. According to constructivism, those who study are actively involved in the study process: they analyze, compare, investigate, cooperate, generate new ideas etc. Everything they do is based on the existing knowledge and previous experience in understanding various processes. From this we can make a conclusion that the analysis of the offered study program shows that the program is really based on constructivism ideas, because, during the study process, the experience of every individual is being respected, and the student himself constructs the needed knowledge by interacting with other students' knowledge, lecturers' opinions, opinions developed by theoreticians and, of course, interacting with the surrounding environment.

On the basis of the analysis of various authors' opinions on the philosophical foundation of education, we can state that the philosophy of education is extremely diverse.

The philosophical basis of our study program lies in existentionalism, constructivism and holism, which elucidate three essential aspects of education: personal, social and formal.

The program content and implementation procedures

The aim of the study programme "Community and establishments administration" is to educate qualified specialists who meet Latvian and international requirements and are able to implement in full the state and municipal establishments administration and development in accordance with interests of state and community.

The tasks of the programme are as follows:

1. To promote development of the state and municipalities administration system by means of
   - providing a possibility for students to form a monolithic concept on state administration structure and functions;
   - developing students' ability to analyse and solve the problems corresponding to existed legislation and choose theoretical ground of the problem, which is integrated in many different scientific fields;
   - developing professional need to make critical assessment of own activity and decisions in the context of Latvian State and EU development.
2. To provide such type of organization of the study programme, which could develop practical skills necessary for achievement of practical experience of state and municipality official staff, that is very important in this professional sphere;
3. To promote development of professional abilities to realize professional functions of state and municipality structure and involve them in the process of practical realization and perfection.

The most important features in the quality of the study programme are:
   - Analysis of the content of the study programme, its realization and assessment is confirmed on DU Study Council meetings, DU methodological conferences,

international forums involving foreign cooperation partners;
- Analysis of the study process and its control is carried regularly on DU EMF Council and Department Meeting (by means of analysis of students opinion poll after each study course, their progress in studies, competitive capacity, etc.);
- Integration of study process and researching activity, accepted as an important part of the quality of studies;
- Strategic planning of the study process analyzing further developmental possibilities and other aspects connected with the study programme.

The scope of professional postgraduate study programme "community and establishments administration" is 80 credits (CP). It consists of 50 CP of theoretical and practical courses included in A,B and C parts of the programme, 20 CP takes development of master' s thesis and its defence and 10 CP goes to specialized practice in state administration (corresponding to DU regulation on practice). There are 2 final examinations included in the programme: Integrated exam in "Administration of establishment activity" and defence of master's thesis.

Table 1. **Structure of the study programme "Community and establishment administration".**

Nr.	Part of the programme	CP	Scope %
1.	A	25	31,25
2.	B	19	23,75
3.	C	6	7,5
4.	Practice	10	12,5
5.	Master's thesis	20	25
	Total:	**80**	**100%**

Courses included in programme's part A are compulsory to all students. There are economics, political science, social psychology, administration, theoretical and practical courses of legislation, etc. All these courses offer knowledge in the most important fields of state administration.

Part A provides a possibility to deeper explore the basic concepts of different sciences that is a necessary condition in the field of civil service and develop students' skills to integrate this experience in corresponding state administration activity.

Courses included in Part B of the programme offer deeper knowledge in economics, politics and administration science in the offered fields. Students have possibilities to achieve knowledge related to planning and administration of establishments, carrying researching activity, and preparing scientific article for publication.

Courses included in Part C of the programme are offered as optional possibility for students to develop practical skills, which is necessary for the effective administrative activity.

Practice is an important part of professional postgraduate study programme "community and establishments administration" and is an integration of theory and practical activity. It takes 10 CP of the programme and is developed in accordance with DU practice regulations.

The aim of the field work is to learn about work of State and Municipal Institutions to learn skills, necessary for international and State criteria in a corrisponding field which would be able to maintain structures of State nd Municipal institutions about the development of management structures and functions in accordance with ar Latvia state interests.

The tasks of the field work:
- To offer students to develop holistic view about the essence of structures of state management and functions;

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- To develop skills to evaluate analyticaly problems and their context according to legislation of the state;

- To develop skills of problem solving which integrates knowledge from any sciences;

- To develop professional need of students to evaluate critically one's actions in a wider context of tendencies of development of state processes in Latvia and European context;

- To develop professional skills to develop carry on one's duties and functions in fulfillment of politics in state structures.

The aim of master's thesis is to carry out an independent research of some topical practical problems. There should be found possible ways how to solve the tasks, which are connected with deeper understanding of the problem. Master's thesis develops the students' skills to carry out research independently and promotes creative thinking and analytical ability. The main sources of a master's thesis are fundamental scientific researches, Latvian and other states' legislation, normative documents, general and specific scientific references, statistical data, periodicals, and other published materials. Development of the master's thesis occurs in accordance with plan of the programme: the topic of the master's thesis and scientific advisor should be confirmed in the beginning of the 1st year of studies. Scientific advisor cooperates with student during the whole researching process. By the end of the 1st term each student should complete introduction part where the structure of work, its scientific importance and methods of the research would be clearly represented. There are developed definite criterions for assessment of the master's thesis of this programme.

Dissertation is written according to set requirements: at the beginning of the first year the theme and a scientific advisor is being selected. The leader cooperates systematically with the student during the whole research project and is planning regular meetings with the student with the means of electronic communication. At the end of the semester each student has to submit the beginning of the research, where the whole structure of work can be foreseen. Student needs to formulate scientific categories. At the end of a study process, student has to defend Master theses. For the defense of Master theses, there is a scientific committee, which is confirmed by the faculty. Presents the aim, procedure, results of the research, as well as a report of the review and a discussion with other students and professors, that helps students to show readiness for an independent research, and to master one's professionalism. The majority of Master papers have gain at a certain workplace.

In a professional study programm 'Community and Establishment Administration' the level of knowledge of students has been evaluaeted by independent forms of work: scientific reports, colloquiums, tests, participation at the seminars, practical tasks, as well as exams (in a written form), and tests. During the sessions students demonstrate their skills, present paper, by demonstrating their view on a number of issues and literature, which student is using for studies in a certain study course. The number of the exams and tests in each semester is determined by the curriculum.

Each study course ends with written or oral examination. Evaluation of a study course is being developed according to set aims and tasks – by evaluating critically theories, by evaluating how to use knowledge in practice and developing independent skills for studies:

- Exams, to evaluate students' critical thinking skills, independent decision making skills;

- Presentation of the research, that demonstrates students' understanding about what he/ she has learned at the course, as well as skills to express arguments and demonstrate one's understanding;

- Discussions about different theories, analysis of theories that demonstrates students' ability to integrate theories of foreign scientists and traditions of management experience in Latvia in the context of a contemporary situation;

- Reports demonstrate students' ability to work with diverse sources and to integrate knowledge, to develop skills of presentation, and the use of contemporary technologies;

- Seminars are directed towards systematic study of theoretical sources;

- Self evaluation is being practiced in all forms of self evaluation in accordance with the evaluation of the teacher;

Theoretical evaluation of one's professional experience in presentations of practical work

Evaluation is a continuous process. All study courses include independent work, discussions during the seminars to prepare students for independent research. Results are being evaluated at the end of the course. Such practice provides individualized, objective, and systematic evaluation, where participants are the students themselves.

To ensure the quality of a study course, the study program is constantly, improved, based on democratic principles. Professors and teachers are involved in the process of, exchange with information, in fostering reflectivity.

To ensure the quality of the educational process:

- The analysis of the content of study process, and the evaluation of the programm has been discussed at the management meetings at university, at the conferences, in educational study programs, discussion in international forums in cooperation with foreign experts;
- By the analysis of educational process, carried out on a regular basis, discussions at the faculty meetings, ensuring study quality;
- Ensuring integrity of study and research processes by evaluating an essential part of educational process;
- Strategical planning of the educational process, by analyzing perspectives of further development of educational programms and related aspects.

By suring the quality of the programm, in DU Senate, *study programm commitee sets the following activities:*

- Seminars in study programm before each study year by offering space for program professors to discuss about the fulfilment of a study course during the whole year, as well as to participate in the evaluation process;
- In introductory seminars, as well as final seminars students discuss requirements and the procedure of the study process;
- Evaluation of a study course takes place after the student passes the test. The evaluation of the content of the course takes palce by evaluating if it includes latest literature, new developments, new scientific literature according ot a state requiremants in standarts in Europe. Each professor is responsible about the quality of ones own study course;
- Evaluation of the coursework takes place at the end of each course;
- Problems and issues of a study courses are being submited to the program Commitee;
- Self evaluation is done by the head of the program at the end of a study year and is submited in SK and published in Home page (http://dau.lv/post/sknc.php).

The quality of the program: students' opinion

The quality of teaching is assessed by the results of the students' opinion poll. It is regularly practised that during the study process of each course a staff member receives information on necessity of this course, quality of teaching, students' satisfaction with lectures and practical activities, literature and study material support, teaching style of academic staff and its effectiveness, psychological climate during the lessons, etc. The results of the latest opinion poll are represented below on figure 1.
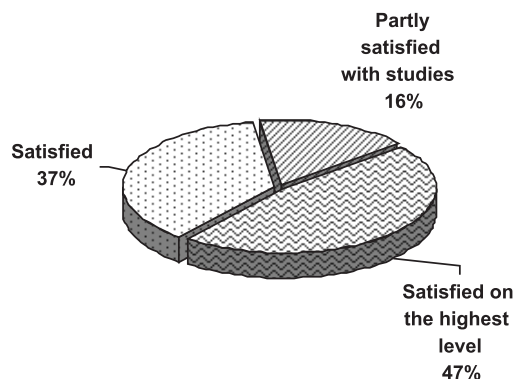
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Figure 1.   Students satisfaction with studies.

Analysing the results of the students' opinion poll it is evident, that students in general evaluate the programme as very important with a very high level of teaching. Answering the question *"Are you satisfied with chosen study programme in general?"* it is turned out, that 47% of students assessed their satisfaction on the highest level, 37% are satisfied with their studies and 16% are satisfied in party. Analysing students' opinion on cooperation with academic staff – 100% of students agreed that its cooperation is on a high level. Processing students' proposals on quality of the study programme the most of expressions were like:

- *"This programme emerged, because it increases our labour market's capacity";*
- *"You should keep that way: to get accreditation for the programme and offer that for students";*
- *"We would like to meet good administrators, participate in video trainings in order to be able to assess ourselves from the outside".*

There also some critical notices like:

- "There is a lack of study books in the library for all students";
- "It would be nice to invite more foreign lecturers".

The most of students would like to increase the number of hours for the course in "Political sociology", Training of professional growth", "Introduction to practical psychology", "Management psychology", "Work with staff and process of cooperation", "Labour legislation". Some of the students have pointed out that reduced hours for "Macroeconomics", "Thinking systemology", "General formulations of European Union", "Introduction to computer science" are necessary. Assessing students satisfaction with study materials and books –approximately 50% of students found it satisfied, but approximately another 50% found unsatisfied.

The ideas of the students' opinion poll allow us to distinguish the following features of the study process as more effective:

- Management style of the academic staff;
- Ability of academic staff to direct their attention to useful information;
- Attitudes towards the students;
- Scientific importance of proposed topics;
- Problems discussed on seminars.

The main problems in the process of studies are related to:

- Lack of literature;
- Problems with foreign languages;
- A big quantity of work for each lesson.

Analysis of students' suggestions for the improvement of the study programme it is necessary to notice:

- To increase a number of practical activities such as seminars;

- To obtain of new books and study materials.

Sometimes academic staff practises work assessment activities right after each lesson. This helps them to plan correction activities and to be better methodologically prepared in order to adequately react to any possible situation.

In general, majority of graduates have chosen study of educational and highly evaluate gained knowledge.

To evaluate efficiency of the study process, several questionnaires have been offered. The aim was to evaluate the appropriateness of study programs with market requirements. Questionnaires were offered for the managers of educational establishments, were graduates are involved.

The results of the questionnaires indicate that:

- Master degree programm respond to market requirements;
- Programm offers professional knowledge for mastering knowledge;
- Programm helps students in career development;
- Knowledge gained in study program can raise competitiveness of the enterprise;
- Programm gives proper professional satisfaction;
- Offered study courses can fully satisfy emploees.

The main advantage of the program is a good balance between practice and the theory, and the ability of students to use knowledge in parctice.

System of study quality assessment

Study quality assessment is aimed at controlling the implementation of the study programme and planning its development so that to achieve head advanced aims and carries out tasks assigned by the programme.

The system of quality assessment consists of:

1. Evaluation and harmonizing the content of study courses;
2. Assessment of the teaching of study courses;
3. Assessment of the level of students' knowledge;
4. Evaluation and analysis of lecturers' methodological and scientific activities;
5. Evaluation of material and technical assurance of studies.

The evaluation and harmonizing of the content of courses are carried out by the respective chairs, which determine the conformity of the course content with the latest achievements in science with the latest teaching literature. The courses are also compared with the corresponding courses in the higher education establishments of Latvia, USA and EU states. A lecturer appointed by the chair is responsible for working out the programme of each study course.

The assessment of quality of teaching study courses is carried out on three levels:

- by the results of the students' opinion poll. The faculty administration carries out a written master students' opinion poll after they have finished a full course of studies and their knowledge's has been assessed. The results of the evaluation are discussed at the chair meetings of the academic staff;
- after visits of lectures and classes. The results of the visits are discussed at the meetings' of the academic staff;
- at joint seminars of master programme graduates, employers and lecturers, which are organized once a year.

The level of students' knowledge is controlled during the period of studies by using different forms of control such as essays, colloquiums, tests, presentations on seminars, practical activities, etc. as well as during examination sessions using oral and writing exams and differentiated tests. The study plan determines the number of examinations and test for each semester. Students undertake examinations and tests in accordance with a special timetable. The level of knowledge is assessed by 10-grade scale.

At the beginning of the academic year each lecturer makes up an individual plan of study, meth-

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odological and scientific activities. It is discussed and adopted by the chair meeting of the academic staff. At the end of the academic year the lecturers hand in a report about the implementation of the plan. The report is again discussed at the Chair of Social psychology meeting.

The material and technical assurance of studies (technical facilities of lecturer rooms and premises, audio-, video- and computer technologies, assurance of the programme with literature and periodicals) is evaluated at annual reviews organized by the Study Department at the beginning at the academic year.

Analysing the content and realization process of the program, as well students' opinions about quality of this program the following directions of the program development were determined:

- improvement of the quality of the study process;
- changes in the programme's structure and content;
- organisation of the laboratory of administrative science within the framework of Institute of sustainable development;
- expansion of the research of the academic staff and students;
- establishment of new international relations;
- organization of regional and international scientific conferences;
- enlarging the library tends with new scientific literature and periodicals;
- participation of the lecturers and master students at the international conferences and in professional seminars;
- improvement of material and technical basis, renewal and modernization of facilities.

Table 2.   Professional master degree program "Community and establishment management" and SWOT analysis.

Stronger sides	Disadvantages
Educational process	*Educational rocess*
The content has been enriched with the content	Students participate at the scientific reserch (competitions, conferences, grants)
Students have a chance to influence study process. Master degree research is used in a professional work	Students' research has not been popularized
Material basis according to the requirements	*Students*
Students	Immatriculated students have different level of knowledge
Qualitative education gas been offered	Students are busy at work
High educational prestige and good professional career oportunities	
High motivation to develop professionally	*Academic personal:*
Possibilities to use libraries and technical basis	Lack of books in latvian
Academic personal	Professors are very busy, the number of professors are limited
Cooperation within the programm fosters relatedness of study courses	Not many foreign lecturers
Professors took part in differs scale projects and are publishing research findings a swell as presenting in scientific conferences, by raising their competence	
Good relatedness between teachers in the program	*Other factors*
Other *factors*	High number of students
High interest about the program	Nor much sources from the outside being used
High percentage of students	

Possibilities	Difficulties
⬜ To cooperate with other universitues programs;	⬜ Lack of statre financing
⬜ To master program and work on continuity of the programm- doctoral program	⬜ Difficilties with low ability of payment of students for their studies
⬜ To investigate and to solve societal problems in master research papers	
⬜ To involve master degree students in scientific conferences and reserch projects.	

Conclusions

1. In the Conditions of Community's democratization in Latvia the professional master study program "Community and Establishment Administration" is designed at Daugavpils University and is State vital for educating new employers as well as for those who are already working in State administration institutions, but have not yet received education adequate to the requirements for such kind of employers.

2. The philosophical basis of study program "Community and Establishment Administration" designed at Daugavpils University lies in existentionalism, constructivism and holism, which elucidate three essential aspects of education: personal, social and formal. Philosophical basis can be seen in the content of the program.

3. Analysing the content and realization process of the program, as well students' opinions about quality of this program the main directions of the program development were determined.

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