



EUROPEAN
Higher Education Area

**National Report regarding
the Bologna Process
implementation
2012-2015**

Lithuania

Data entry: (VIII QUESTIONNAIRE DETAILS)

For which country have you completed the questionnaire?

Lithuania

Name(s) of the responsible BFUG member(s)

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• Government representatives ""

Contributors to the report:

• Employer representatives ""

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• Other representatives (please specify) ""

Data entry: (I_Degrees_qualifications)

I.1. Do your higher education steering documents address demographic projections for your country?

Yes

I.1.1. How do these projections affect higher education policy planning?

It is projected that the number of students by 2020 will diminish rather noticeably. Demographic projections influence directly the number of state funded study places which Government of Republic of Lithuania approves every year.

Also in December 2012 the National Programme for the Development of Studies, Scientific Research and Experimental (Social and Cultural) Development for 2013–2020 was developed with a view to defining the main directions of studies, scientific research and experimental (social and cultural) development (hereinafter – SR&ED), which would encourage sustainable development of people and society, improve the country's competitiveness. The Programme states that due to the increase in the share of the elderly in the country and constant intensive emigration of young people (in 2011, individuals aged 20–24 accounted for 21.8% of emigrants), it is forecast that the number of students at Lithuanian institutions of higher education will drop significantly. Although consultancy and career centres and a common student enrolment system function at institutions of science and education, various studies financing mechanisms (scholarships, loans, other types of support, and individualised study placements) are available, and the system of provision of support to students was restructured with consideration to social factors, nevertheless, due to the consequences of the economic recession, the scope and number of options of this support must be increased, funds from business and other sources must be raised to fund studies, and training of highly qualified specialists satisfying the needs of the State and of the labour market must be ensured. According to data from the General Admission Office of the Lithuanian Association of Institutions of Higher Education (LAMA BPO) and from the Lithuanian Department of Statistics, social sciences are normally preferred by pupils who received good marks for their final examinations at high school and with students who choose second cycle studies. Most students of third cycle studies also prefer social sciences. Lithuania is behind the EU average in terms of the number of students choosing physical and engineering studies. This distribution of student flows does not satisfy the needs of the labour market. We therefore must improve the attractiveness of physical and engineering specialisations. With a view to ensuring access to studies and openness of studies to diversity, activities will be implemented and resources will be directed with the aim to improve access to studies, i.e.: expansion of the scope and diversity of financial and non-financial support to students; development of academic, vocational and partial studies of all study cycles as well as of the forms and methods of studies, including distance learning and learning at the workplace and other lifelong learning instruments; recognition of professional experience and knowledge acquired in non-formal settings; and use of a qualifications structure. Institutions of science and studies will be encouraged to expand their academic communities: use traditional and new enrolment and selection instruments with regard to students who have just finished high school and with regard to older people who are employed; aim at maintaining the older people in the labour market as long as possible; and involve students in SR&ED activities implemented by institutions of higher education and scientific research institutes and in the process of solving problems in outlying areas.

Also, due regard is paid to the promotion of the international dimension in Lithuanian higher education: in September 2013, the Action Plan for Promotion of the International Dimension in Higher Education in Lithuania for the years 2013-2016 was adopted wherein promotion, among other things, of the development and delivery of joint study programmes is deemed to be one of the strategic tenets for internationalisation of the higher education system in Lithuania. In April 2011, a Profile of Procedure on Provision of Support for Study to Foreigners Admitted to Full-time Second-cycle Study Programmes at Lithuanian Higher Education Institutions was adopted. The Profile regulates the size, allocation and payment of scholarships and allowances to cover the cost of study to third country nationals admitted to full-time second-cycle study programmes at Lithuanian higher education institutions. The aim of granting scholarships and allowances is to attract talented foreigners to study in Lithuania.

I.2. Please indicate the types of higher education institutions that exist in your country.

- Universities
 Higher education institutions other than universities

I.2.1. Please specify

There are two types of higher education institutions: universities and colleges.

The university shall carry out university studies, conduct research, experimental (social, cultural) development and/or develop high-level professional art. The name of a higher education institution must contain a word "university" or "academy", or "seminary". The college shall carry out college studies, develop applied research and/or professional art. The name of a higher education institution which carries out such activities must contain a word "college" or "higher education institution".

I.3. Which of the following statements correspond to structural distinctions in your national higher education system?

- Higher education institutions are either academically or professionally oriented There are two types of higher education institutions: universities and colleges.
 The profile of higher education programmes is either academic or professional There are two types of higher education programmes: university studies and college studies.
 Higher education institutions are either public or private Higher education institutions may be state and non-state.
 Other distinction between higher education institutions or programmes (Please specify in the text field on the right!)
 None of the above

I.3.1. What is the number of institutions in the categories identified?

There are 24 colleges (13 state and 11 non-state colleges) and 23 universities (14 state and 9 non-state universities).

I.4. Comments

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

180 ECTS "42.3"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

210 ECTS "9.9"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

240 ECTS "47.8"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

Other duration "0"

I.5.1. What other duration do bachelor programmes have, if it is not 180, 210 or 240 ECTS?

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

180 ECTS "29.7"

L6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

210 ECTS "15.3"

L6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

240 ECTS "55"

L6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

Other duration "0"

L6.1. Please specify

L7. Please note that short cycle programmes are treated in a separate section below.

L8. Are there differences in the structure of programmes depending on whether they are academically or professionally oriented (or are located in HEIs that are academically or professionally oriented)?

Yes (please explain in the field on the right)

According to the Law on Higher Education and Research study programmes of the first cycle shall be designed to foster general erudition, to provide the theoretical basis of a study field and to form professional skills necessary for independent work. University first cycle study programmes shall be more oriented towards universal general education, theoretical preparation and professional capacity of the highest level, while college first cycle study programmes shall be more oriented towards preparation for professional activities.

L9. Do degree programmes exist with more than 240 ECTS which are considered as first cycle programmes?

No

L9.1. In which study fields do these study programmes exist?

L9.2. What is the typical duration of these degree programmes outside the Bologna model?

L9.3. What percentage of first cycle students is enrolled in these programmes?

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

60-75 ECTS "0"

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

90 ECTS "29.6"

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

120 ECTS "70.4"

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

Other duration "0"

L10.1. What other duration do second cycle programmes have, if it is not 60-75, 90 or 120 ECTS?

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

60-75 ECTS "0"

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

90 ECTS "43.5"

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

120 ECTS "56.5"

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

Other duration "0"

L11.1. Please specify

L12. Do integrated/long programmes leading to a second cycle degree exist?

Yes

L12.1. Is the duration of the above programmes calculated in...

ECTS credits (or other credits)

L12.2. What is the typical duration of these degree programmes?

The Law on Higher Education and Research stipulates that the scope of an integrated study programme shall be not less than 300 credits, but no more than 360 credits. The first part of an integrated study programme (240 credits) shall be attributed to studies of the first cycle and the remaining part shall be attributed to studies of the second cycle.

L12.3. In which study fields do these study programmes exist?

In the study area of Biomedical Sciences, study programmes in the following study fields exist: Pharmacy, Medicine, Dentistry, and Veterinary Medicine. In the study area of Humanities, study programmes in study field of Religious Studies exist. In the study area of Social Sciences, study programmes in study field of Law exist. In the study area of technological Sciences, study programmes exist in the following study fields: Maritime Technology, Maritime Engineering and Aerospace Engineering.

L12.4. What percentage of first cycle students is enrolled in these programmes?

5

L13. Do second cycle degree programmes exist outside the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?

No

L13.1. What is the typical duration of these second cycle programmes outside the Bologna model?

L13.2. What percentage of second cycle students is enrolled in these programmes?**L13.3. In which study fields do these study programmes exist?****L14. Is the minimum total duration of the Bachelor & Master programmes set nationally in your country?**Yes **L14.1. What is the minimum duration of the Bachelor & Master together?**

The Law on Higher Education and Research stipulates that the scope of an integrated study programme (bachelor + master) shall be not less than 300 credits, but no more than 360 credits. The first part of an integrated study programme (240 credits) shall be attributed to studies of the first cycle and the remaining part shall be attributed to studies of the second cycle.

L15. Comments**L16. What percentage of first cycle programmes give access to at least one second cycle study programme?**

51-75%

A university bachelor degree (1st cycle) is an eligibility criterion for entry to Master's studies (2nd cycle) without any additional requirements. Professional bachelors (1st cycle) are accepted to Master's programmes (2nd cycle) usually after additional courses. 1st cycle study programmes distributes: 54.6 percent university bachelor degree, 45.4 percent – professional bachelor degree.

L16.1. Please provide a source for this information.

Ministry of Education and Science of the Republic of Lithuania

L17. What percentage of first cycle graduates continue to study in a second cycle study programme (within one year)?

26-50%

L17.1. Please provide a source for this information.

Ministry of Education and Science of the Republic of Lithuania.

L18. What are the requirements for holders of a first cycle degree to access a second cycle programme?**L18.1. All students...**...must sit an entrance exam Yes No In some cases No answer...must complete additional courses Yes No In some cases No answer...must have work experience Yes No In some cases No answer...must meet other requirements (please specify below) Yes No In some cases No answer**L18.2. If other requirements apply and/or requirements apply only in some cases, please specify:****L18.3. Holders of a first cycle degree from a different study field..**...must sit an entrance exam Yes No In some cases No answer...must complete additional courses Yes No In some cases No answer...must have work experience Yes No In some cases No answer...must meet other requirements (please specify below) Yes No In some cases No answer**L18.4. If other requirements apply and/or requirements apply only in some cases, please specify:**

Second-cycle (Master's) studies admit persons: - who have graduated from first-cycle university studies and fulfil the requirements set by the university; - who have graduated from first-cycle studies and have finished additional courses and fulfil the requirements set by the university. Additional courses are organised in the following cases: - when a person has graduated from college studies, with the exception of the cases when the university senate has adopted a decision that to be admitted to respective study programmes eligible are entrants with work experience, requirements for the nature and duration of which are set by the university, the shortest duration of the required work experience being one year; - when the chosen field of second-cycle (Master's) study does not correspond to the major or minor study field of the first-cycle university studies from which the person has graduated, with the exception of the cases when the university senate has adopted a decision that to be admitted to respective study programmes eligible are entrants with work experience, requirements for the nature and duration of which are set by the university.

L18.5. Holders of a first cycle degree from the same study field coming from a different higher education institution......must sit an entrance exam Yes No In some cases No answer...must complete additional courses Yes No In some cases No answer...must have work experience Yes No In some cases No answer...must meet other requirements (please specify below) Yes No In some cases No answer**L18.6. If other requirements apply and/or requirements apply only in some cases, please specify:**

Second-cycle (Master's) studies admit persons: - who have graduated from first-cycle university studies and fulfil the requirements set by the university; - who have graduated from first-cycle studies and have finished additional courses and fulfil the requirements set by the university. Additional courses are organised in the following cases: - when a person has graduated from college studies, with the exception of the cases when the university senate has adopted a decision that to be admitted to respective study programmes eligible are entrants with work experience, requirements for the nature and duration of which are set by the university, the shortest duration of the required work experience being one year; - when the chosen field of second-cycle (Master's) study does not correspond to the major or minor study field of the first-cycle university studies from which the person has graduated, with the exception of the cases when the university senate has adopted a decision that to be admitted to respective study programmes eligible are entrants with work experience, requirements for the nature and duration of which are set by the university.

L18.7. Holders of a professionally oriented first cycle degree seeking access to an academically oriented second cycle programme......must sit an entrance exam Yes No In some cases No answer...must complete additional courses Yes No In some cases No answer...must have work experience Yes No In some cases No answer...must meet other requirements (please specify below) Yes No In some cases No answer

below)

L18.8. If other requirements apply and/or requirements apply only in some cases, please specify:

Second-cycle (Master's) studies admit persons: - who have graduated from first-cycle university studies and fulfil the requirements set by the university; - who have graduated from first-cycle studies and have finished additional courses and fulfil the requirements set by the university. Additional courses are organised in the following cases: - when a person has graduated from college studies, with the exception of the cases when the university senate has adopted a decision that to be admitted to respective study programmes eligible are entrants with work experience, requirements for the nature and duration of which are set by the university, the shortest duration of the required work experience being one year; - when the chosen field of second-cycle (Master's) study does not correspond to the major or minor study field of the first-cycle university studies from which the person has graduated, with the exception of the cases when the university senate has adopted a decision that to be admitted to respective study programmes eligible are entrants with work experience, requirements for the nature and duration of which are set by the university.

L19. What percentage of all second cycle programmes give access without further studies to third cycle studies?

100%

L19.1. Please provide a source for this information.

Ministry of Education and Science of the Republic of Lithuania.

L20. What percentage of second cycle graduates eventually enter into a third cycle programme?

2.0000000000

L20.1. Please provide a source for this information.

Ministry of Education and Science of the Republic of Lithuania

L21. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?

No

L21.1. Please specify the criteria

L21.2. What percentage of third cycle students enter without a second cycle qualification?

Please choose

L22. If you would like to make any additional comments on the progression between cycles, please provide them here

L23. Do higher education steering documents mention doctoral education/training?

Yes

L23.1. Please provide a reference to the relevant steering document(s):

Law on Higher education and Research

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Traditional supervision-based doctoral education "100"

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Structured doctoral programmes "0"

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Professional doctoral programmes "0"

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Industrial doctoral programmes "0"

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Other "0"

L24.1. Please specify which other types of doctoral programmes exist

L25. Do doctoral and/or graduate schools exist in your higher education system?

No

L25.1. What are the main features of these schools and how many doctoral schools are there?

L25.2. Please provide an estimate of the share of doctoral candidates who study in doctoral/graduate schools

Please choose

L26. What is the most common length of full-time third cycle (PhD) study programmes?

In theory / according to regulations: "4"

L26. What is the most common length of full-time third cycle (PhD) study programmes?

In empirical reality: "5"

L27. Are doctoral studies included in your country's qualifications framework?

Yes

L28. Apart from doctoral degrees, are there other degrees /qualifications referenced to level 3 of the QF-EHEA (level 8 EQF) in your national qualifications framework?

No

L28.1. Please specify

What are the names of such degrees? ""

L28.1. Please specify

What is the typical duration of programmes leading to such degrees? ""

L28.1. Please specify

What is the purpose/function of those degrees? ""

L29. Are ECTS credits used in doctoral programmes?

Yes, for taught elements only

L30. Comments

L31. In your system, do short cycle programmes linked to the first cycle of higher education exist?

No

L31.1. Please specify the name(s) of the qualification(s) awarded at completion of short cycle programme(s)

L32. How are short cycle HE programmes linked to the Bachelor-Master structure?

Holders of short cycle qualifications when continuing their studies in the same field towards a bachelor degree...

- gain full credit for their previous studies
- gain full credit, but only if there is agreement between the institution providing the short cycle programme and the institution where the bachelor programme is taught
- gain full credit for their previous studies but in professional bachelor programmes only
- gain substantial (>50%) credit for their previous studies
- gain some (<50%) credit for their previous studies
- gain little (<5%) or no credit for their previous studies

L33. Are short cycle programmes legally considered to be an integral part of your higher education system?

Yes, part of higher education

L34. Comments

In the legislation at the moment there is no description of short cycle programmes.

L35. Do your steering documents mention the concept of student-centred learning?

Yes

L35.1. How do steering documents in your country define student-centred learning in higher education?

There is no precise definition.

L35.2. How important are the following elements of student-centred learning in your steering documents in a scale from 0 (not important) to 5 (very important)?

- Independent learning 0 1 2 3 4 5 No answer
- Learning in small groups 0 1 2 3 4 5 No answer
- Training in teaching for staff 0 1 2 3 4 5 No answer
- Assessment based on learning outcomes 0 1 2 3 4 5 No answer
- Recognition of prior learning 0 1 2 3 4 5 No answer
- Learning outcomes 0 1 2 3 4 5 No answer
- Student/staff ratio 0 1 2 3 4 5 No answer
- Student evaluation of teaching 0 1 2 3 4 5 No answer
- Other 0 1 2 3 4 5 No answer

L35.2b. Please evaluate the following elements of student-centred learning in a scale from 0 (not important) to 5 (very important)

- Independent learning 0 1 2 3 4 5 No answer
- Learning in small groups 0 1 2 3 4 5 No answer
- Training in teaching for staff 0 1 2 3 4 5 No answer

Assessment based on learning outcomes 0 1 2 3 4 5 No answer

Recognition of prior learning 0 1 2 3 4 5 No answer

Learning outcomes 0 1 2 3 4 5 No answer

Student/staff ratio 0 1 2 3 4 5 No answer

Student evaluation of teaching 0 1 2 3 4 5 No answer

L35.3. Please specify which other elements of student-centred learning are referred to in your steering documents.

L35.4. Please provide a reference for your steering documents on student-centred learning

Law on Higher education and Research, The National Programme for the Development of Studies, Scientific Research and Experimental (Social and Cultural) Development for 2013–2020

L36. Comments

L37. In your country, do you use...

ECTS

L37.1. Please provide details of how your national credit system is linked to ECTS and describe its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes)

L37.2. Please describe the main characteristics of your national credit system (e.g. how credits are calculated and whether the system is based on learning-outcomes)

L38. In your country, what percentage of higher education institutions and programmes use ECTS for accumulation and transfer for all elements of study programmes?

Percentage of higher education institutions 100% 76-99% 51-75% 1-50% 0% No answer

Percentage of programmes 100% 76-99% 51-75% 1-50% 0% No answer

L39. In the majority of higher education INSTITUTIONS in your country, what is the basis to award ECTS?

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

L39.1. Please specify

L40. In the majority of higher education PROGRAMMES in your country, what is the basis to award ECTS?

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

L40.1. Please specify

L41. If student workload is part of the award of ECTS credits, is there a standard measure of the number of hours per credit?

Yes

L41.1. What is the number of hours per credit?

The Law on Higher Education and Research (Article 4.21) define study credit. Study credit means a unit of the volume of studies, by which study results and student's working time are measured. 1600 hours of one academic year shall equal to 60 credits.

L42. Are ECTS credits linked with learning outcomes in higher education programmes in your country? (This means that learning outcomes are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired.)

In all programmes

L43. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?

Yes, this is done through compulsory measures (law, regulations, etc.)

L43.1. Does your country take specific support measures on the national level?

No.

L44. Does national policy steer student assessment procedures to focus on learning outcomes?

Yes, this is done through compulsory measures (law, regulations, etc.)

L45. Is there an offer of training programmes on topics such as student-centred learning and learning outcomes for academic staff?

Compulsory Yes, for all academic staff Yes, for some academic staff No No answer

Voluntary Yes, for all academic staff Yes, for some academic staff No No answer

L45.1. Please indicate the approximate percentage that participate

L45.2. Please specify for which members of academic staff training programmes are offered

L46. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?

Yes

L46.1. Please explain how, and provide a reference to further information

The Methodology of design, external evaluation and accreditation of intended study programmes requires to provide in the description of study programme learning outcomes and its relation to study subjects. This part is also monitored by quality assurance procedures.

The Methodology of design, external evaluation and accreditation of intended study programmes (in Lithuanian only): http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc?p_id=448416

L47. If you would like to make any additional comments on ECTS and/or learning outcomes, please provide them here

L48. Is the Diploma Supplement issued in higher education institutions and to BA/MA students in all fields of study?

The Diploma Supplement is issued..

- ...automatically to all students:by 100% of HEIs
- ...automatically to all students:by 76-99% of HEIs
- ...automatically to all students:by 51-75% of HEIs
- ...automatically to all students:by 26-50% of HEIs
- ...automatically to all students:by 1-25% of HEIs
- ...automatically to all students:by 0% of HEIs
- ...automatically to some students:by 100% of HEIs
- ...automatically to some students:by 76-99% of HEIs
- ...automatically to some students:by 51-75% of HEIs
- ...automatically to some students:by 26-50% of HEIs
- ...automatically to some students:by 1-25% of HEIs
- ...automatically to some students:by 0% of HEIs
- ...upon request:by 100% of HEIs
- ...upon request:by 76-99% of HEIs
- ...upon request:by 51-75% of HEIs
- ...upon request:by 26-50% of HEIs
- ...upon request:by 1-25% of HEIs
- ...upon request:by 0% of HEIs
- ...in certain fields of study:by 100% of HEIs
- ...in certain fields of study:by 76-99% of HEIs
- ...in certain fields of study:by 51-75% of HEIs
- ...in certain fields of study:by 26-50% of HEIs
- ...in certain fields of study:by 1-25% of HEIs
- ...in certain fields of study:by 0% of HEIs
- ...to no students :by 100% of HEIs
- ...to no students :by 76-99% of HEIs
- ...to no students :by 51-75% of HEIs
- ...to no students :by 26-50% of HEIs
- ...to no students :by 1-25% of HEIs
- ...to no students :by 0% of HEIs

L48.1. Please specify to which students

L48.2. Please identify the fields of study in which the Diploma Supplement is issued

L49. Is the Diploma Supplement issued to graduates in the third cycle?

No

L49.1. Please specify

L50. Is there any monitoring of how employers use the Diploma Supplement?

No

L50.1. Please provide the most recent results regarding the level of satisfaction of employers:

L50.2. Please provide a reference to the source of this information:

L51. Is there any monitoring of how higher education institutions use the Diploma Supplement?

Yes

L51.1. Please provide the most recent results regarding the level of satisfaction of institutions:

The Recommendations of DS information filling is approved by the Ministry of Education and Science. Ministry consults HEI and takes into consideration of suggestions coming from HEIs for the Recommendations of DS information filling.

L52. In what language(s) is the Diploma Supplement issued?

Lithuanian and English.

L53. The Diploma Supplement is issued..

free of charge

L53.1. Please specify the categories of students

L53.2. Please provide the amount and the reason for the fee

L54. Comments

L55. Do national higher education steering documents mention joint or double degrees?

Yes

L55.1 Please provide a reference to the legislation and/or cite the relevant articles

Law on Higher Education and Research, General Requirements for Joint Study Programmes approved by Order No. ISAK-2833 of the Minister of Education and Science of the Republic of Lithuania of 31 December 2009 (revised on 3 February 2014).

L56. Does higher education legislation explicitly allow:

- Establishing joint programmes** Yes No Legislation not clear Legislation does not mention joint degrees No answer
- Awarding joint degrees** Yes No Legislation not clear Legislation does not mention joint degrees No answer
- Recognition of QA decisions on joint degrees** Yes No Legislation not clear Legislation does not mention joint degrees No answer

L57. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.

- Award joint degrees** 100 % 76-99 % 51-75 % 26-50 % 11-25 % 6-10 % 1-5 % 0 % No answer
- Participate in joint programmes** 100 % 76-99 % 51-75 % 26-50 % 11-25 % 6-10 % 1-5 % 0 % No answer

L58. Please estimate the percentage of students in your country that graduated in the academic year 2012/13...

- ...with a joint degree** >10 % >7.5-10 % >5-7.5 % >2.5-5 % >0-2.5 % 0 % No answer
- ...from a joint programme** >10 % >7.5-10 % >5-7.5 % >2.5-5 % >0-2.5 % 0 % No answer

L59. Please estimate the share of joint programmes in the three cycles

First cycle (%) "34.4"

L59. Please estimate the share of joint programmes in the three cycles

Second cycle (%) "65.6"

L59. Please estimate the share of joint programmes in the three cycles

Third cycle (%) "0"

L60. Do you have information about study fields in which joint programmes / joint degrees are most common?

Yes

L60.1. Please explain briefly and mention/link to the source of this information

Study fields of joint degrees study programmes are various. There are study programmes in management, political sciences, social work, law, finances and economics, mechatronics. All information about registered joint degree study programmes in HEI is from the Register of Studies and Teaching programmes.

L61. Comments

L62. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing an NQF. Please choose below the stage that best describes your national situation.

6: The NQF has been adopted in legislation or in other high level policy fora
Description of Lithuanian qualifications framework was approved by decree of Government of Republic of Lithuania in 2010 (http://www.kpmpe.lt/LTKS_EKS/LTQF_official_translation.pdf).

L62.1. Please provide the date when the step was completed.

05-04-2010

L62.2. Is information on the development and/or revision of your NQF available through a national QF website?

Yes

L62.3. Please provide the link to the website:

<http://www.kpmpe.lt/>

L63. At what level of the European Qualifications Framework (EQF) do you place school leaving qualifications giving standard access to higher education?

EQF level 4 or equivalent
School leaving qualifications giving standard access to higher education are placed at EQF level 4

L64. Have you referenced your higher education qualifications against EQF levels?

Yes: first, second and third cycle qualifications have been referenced against EQF levels 6,7,8

L64.1. Please provide a reference to official documents

Description of Lithuanian qualifications framework (http://www.kpmpe.lt/LTKS_EKS/LTQF_official_translation.pdf; http://www.kpmpe.lt/LTKS_EKS/LTKS_EKS_ataskaita_ENG.pdf)

L65. Have you referenced your short-cycle higher education qualifications against EQF levels?

No: there are no short-cycle qualifications in our system

L65.1. Please provide a reference to official documents

L66. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of ACADEMIC STUDY in your country?

National ENIC/NARIC centre
Higher education institution whose decision is made based on ENIC/NARIC centre advice are also eligible to make final decision on recognition foreign qualification for the purpose of academic study.

L67. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of PROFESSIONAL EMPLOYMENT in your country?

L68. Which of the following statements is specified in national legislation?

- Applicant's right to fair assessment of qualification
- Recognition of qualification provided that no substantive differences can be proven
- Where recognition is not granted or is granted only partly, demonstration of substantial differences by the competent authority
- Where recognition is not granted or is granted only partly, the applicant has the right to appeal
- None of the above

L68.1. Please provide a reference to the relevant legislation

- Governmental Resolution regulating recognition of foreign qualifications concerning higher education (in Lithuanian only):
LRV nutarimas 2012 m. vasario 29 d. nutarimas Nr. 212 „Dėl išsilavinimo ir kvalifikacijų, susijusių su aukštojo mokslo ir įgytų pagal užsienio valstybių ir tarptautinių organizacijų švietimo programas, pripažinimo tvarkos aprašo patvirtinimo“ (Žin., 2012, Nr.29-1290).
http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=419285.
- Order of the Minister of Education and Research regulating the appeal procedure (in Lithuanian only):
ŠMM įsakymas 2012 m. kovo 21 d. įsakymas Nr. V-519 „Dėl išsilavinimo ir kvalifikacijų, susijusių su aukštojo mokslo ir įgytų pagal užsienio valstybių ir tarptautinių organizacijų švietimo programas, pripažinimo apeliacinės komisijos nuostatų patvirtinimo“ (Žin., 2012, Nr. 35-1736).
http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=420813&p_query=&p_tr2=2.
- Order of the Director of the Centre for Quality Assessment in Higher Education regulating the methodology of recognition of foreign qualifications concerning higher education (in Lithuanian only):
SKVC direktoriaus įsakymas 2012 m. gegužės 28 d. įsakymas Nr. V-48 „Dėl išsilavinimo ir kvalifikacijų, susijusių su aukštojo mokslo ir įgytų pagal užsienio valstybių ir tarptautinių organizacijų švietimo programas, vertinimo metodikos patvirtinimo“ (galioja pateikusiems paraiškams nuo 2012 m. gegužės 31 d.) (Žin., 2012, Nr. 61-3108).
http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=425678&p_query=&p_tr2=2.
- Not full legal texts, but their synopsis in English is available at: http://www.skvc.lt/files/KVS/Recognition_of_Qualifications.pdf

L68.2. What measures exist to ensure that these legal statements are implemented in practice?

As a state body (public administration institution) the SKVC (and accordingly - Lithuanian ENIC/NARIC, which is one division within SKVC) is subject to various levels of supervision and accountability, which ensures that relevant legal statements are implemented in practice. There is also internal quality assurance system implemented in SKVC, covering all processes (core processes, leadership processes, improvement processes), including recognition of qualifications. Among other, internal audits are performed to check proper implementation of legal provisions and following the best practice in the field.

There is a possibility to appeal the recognition decisions of the Lithuanian ENIC/NARIC and higher education institutions to external appeal committees, applicants do use it.

Only higher education institutions, which demonstrate sufficient preparedness (are familiar with the provisions of the Lisbon Recognition Convention, have sufficient competent staff and other resources) can make recognition decisions regarding foreign qualifications for their own purposes independently. Legal acts foresee such possibility for HEI to issue recognition decisions, however, till the moment none of HEI applied to the Ministry of Education to receive such a right. In any case, all higher education institutions are obliged to follow the methodology and recommendations developed by the Lithuanian ENIC/NARIC and provide information on their recognition decisions taken.

The methodology for recognition of foreign qualifications concerning higher education is constantly reviewed to reflect the good practice and developments in education. For many years since joining LRC in 1999, Lithuanian ENIC/NARIC actively takes part in international projects, e.g. was partner in the project on defining substantial differences in recognition, contributed to development of EAR Manual, then EAR-2 Manual, EAR-HEI Manual, on use of qualification frameworks towards recognition, EARN etc.

It is planned that recognition of foreign qualifications will become an integral part of the quality assurance mechanisms in higher education after the new version of ESG is adopted and SKVC methodologies for external reviews will be changed accordingly in 2015.

L69. How is a foreign qualification giving access to first cycle higher education in another country considered in an application for a first cycle higher education programme in your country?

The qualification is considered in a different way to the national qualification

L69.1. Please specify

Nationally issued qualifications are not subject to recognition procedures by Lithuanian ENIC/NARIC, as they are automatically recognized in Lithuania, but all foreign qualifications are subject to evaluation and recognition.

A foreign qualification is assessed in accordance with the provisions of the Lisbon Recognition Convention, other legislation, and recommendations for good practice (EAR Manual). If no substantial differences are identified, the foreign qualification is considered to be comparable to a qualification giving access to higher education in Lithuania. Comparability is established on system level. Consequently, for admission purposes, holders of such foreign qualifications are considered in the same way as holders of home qualifications.

L70. How is a foreign qualification giving access to second cycle higher education in another country considered in an application for a second cycle higher education programme in your country?

The qualification is considered in a different way to the national qualification

L70.1. Please specify

Nationally issued qualifications are not subject to recognition procedures by Lithuanian ENIC/NARIC, as they are automatically recognized in Lithuania, but all foreign qualifications are subject to evaluation and recognition.

A foreign qualification is assessed in accordance with the provisions of the Lisbon Recognition Convention, other legislation, and recommendations for good practice (EAR Manual). If no substantial differences are identified, the foreign qualification is considered to be comparable to an appropriate first cycle qualification in Lithuania. Comparability is established on system level in terms of cycles, not on the study field or programme. Consequently, for admission purposes, holders of such foreign qualifications are considered in the same way as holders of home qualifications.

L71. How is a foreign qualification giving access to third cycle higher education in another country considered in an application for a third cycle higher education programme in your country?

The qualification is considered in a different way to the national qualification

L71.1. Please specify

Nationally issued qualifications are not subject to recognition procedures by Lithuanian ENIC/NARIC, as they are automatically recognized by the state in Lithuania, but all foreign qualifications are subject to evaluation and recognition.

A foreign qualification is assessed in accordance with the provisions of the Lisbon Recognition Convention, other legislation, and recommendations for good practice (EAR Manual). If no substantial differences are identified, the foreign qualification is considered to be comparable to an appropriate second cycle qualification in Lithuania. Comparability is established on system level in terms of cycles, not on the study field or programme. Consequently, for admission purposes, holders of such foreign qualifications are considered in the same way as holders of home qualifications.

L72. Do higher education institutions typically:

Other

L72.1. Please explain

Practices of higher education institutions may differ depending on their internal structure, level of education to be recognised, etc.

L72.2. If you wish, please comment on the (possibly several) practical procedures of recognition at institutional level

L73. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?

General provisions for recognition of study and training periods abroad are centrally regulated by the Ministry of Education and Research. Higher education institutions are obliged to follow the principles outlined by the Ministry.

L74. Comments

Notably, educational institutions belonging to Lithuanian formal education system are only issuing state recognized qualifications, thus are not subject to evaluation procedures within Lithuanian ENIC/NARIC, in that sense Lithuanian qualifications and foreign qualifications are never treated in the same way, because all foreign qualifications are subject to recognition procedures.

The formulation and answer options for questions 4 to 6 did not seem to reflect the recognition principles outlined in the Lisbon Recognition Convention. None of the answer options reflected our country practice fully as automatic recognition of foreign qualifications is not yet in place in Lithuania and in most other European countries. The pathfinder group for automatic recognition is still working on how to implement this concept in practice in Europe. Due to this, an option, which allowed us to comment on our practice, was chosen.

It must be said, that statistics of the last 10 years taken, Lithuanian ENIC/NARIC recognized 97% of all foreign qualifications processed (from more than 18 thousand cases), 1% of cases resulted in non-recognition, 2% in partial or conditional recognition.

Data entry: (II_Quality_assurance)

II.1. Which situation applies in your country?

A single independent national agency for quality assurance has been established

II.1.1. Please specify

II.2. What is the main outcome of an external review?

A decision granting permission for the institution or programme to operate, or that is a pre-requisite for the institution or programme to operate

II.2.1. For each of the agencies, what is the main outcome of an external review?

II.2.2. Please specify

II.3. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

No

II.3.1. Please specify the normal impact of an external review

II.4. Does the agency cover:

All higher education institutions

II.4.1. Considered together, do the agencies cover:

II.5. Do the agencies cover:

II.5.1. Please specify:

II.6. What is the main focus of the external evaluations undertaken?

Institutions and programmes

II.6.1. Are all institutions included?

Please choose.. ▾

II.6.2. Please specify

II.6.3. Are all programmes in all cycles included?

Please choose.. ▾

II.6.4. Please specify

II.6.5. Are all institutions and all programmes included?

All institutions, but not all programmes

Review of the third cycle programmes is not part of the agency's mandate, only 1st and 2nd cycle according to Bologna framework.

II.7. Are the outcomes of Quality Assurance evaluations made available to the public?

All reports are publically available

All positive and negative reports are publically available(except of applications to establish new study programmes and applications to acquire licence to start studies of higher education in newly established HEI)

II.8. Are the following issues typically included in external Quality Assurance Evaluations ?

- | | | | | |
|--|--------------------------------------|-------------------------------------|-------------------------------------|---------------------------------|
| Teaching | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Research | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student support services | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Lifelong learning provision | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Admissions processes | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student progression, drop-out and completion | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Employability | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Internal Quality Assurance / Management system | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Recognition policy and practice | <input type="radio"/> Yes | <input checked="" type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |

II.8.1. Please specify

II.8.2. For those issues that are typically included in external QA evaluation, please provide details on the criteria used. Please also provide the full reference to relevant documents

In case of Programme evaluation:

III. EVALUATION AREAS AND CRITERIA

1. A study programme evaluation shall involve examination of 6 areas: the aims and learning outcomes of the study programme, curriculum design, teaching staff, facilities and learning resources, study process and students' performance assessment and programme management.
2. Each evaluation area shall be analysed according to the established criteria, i.e. on the basis of evidence pointing to the quality of the studies.
3. The programme aims and learning outcomes shall be evaluated according to the following criteria:
 - 3.1. the programme aims and learning outcomes are well defined, clear and publicly accessible;
 - 3.2. the programme aims and learning outcomes are based on the academic and/or professional requirements, public needs and the needs of the labour market;
 - 3.3. the programme aims and learning outcomes are consistent with the type and level of studies and the level of qualifications offered;
 - 3.4. the name of the programme, its learning outcomes, content and the qualifications offered are compatible with each other.
4. The curriculum design shall be evaluated according to the following criteria:
 - 4.1. the curriculum design meets legal requirements;
 - 4.2. study subjects and/or modules are spread evenly, their themes are not repetitive;
 - 4.3. the content of the subjects and/or modules is consistent with the type and level of the studies;
 - 4.4. the content and methods of the subjects/modules are appropriate for the achievement of the intended learning outcomes;
 - 4.5. the scope of the programme is sufficient to ensure learning outcomes;
 - 4.6. the content of the programme reflects the latest achievements in science, art and technologies.
5. The teaching staff shall be evaluated according to the following criteria:
 - 5.1. the study programme is provided by the staff meeting legal requirements;
 - 5.2. the qualifications of the teaching staff are adequate to ensure learning outcomes;
 - 5.3. the number of the teaching staff is adequate to ensure learning outcomes;
 - 5.4. teaching staff turnover is able to ensure an adequate provision of the programme;
 - 5.5. the higher education institution creates conditions for the professional development of the teaching staff necessary for the provision of the programme;
 - 5.6. the teaching staff of the programme is involved in research (art) directly related to the study programme being reviewed.
6. Facilities and learning resources shall be evaluated according to the following criteria:
 - 6.1. the premises for studies are adequate both in their size and quality;
 - 6.2. the teaching and learning equipment (laboratory and computer equipment, consumables) are adequate both in size and quality;
 - 6.3. the higher education institution has adequate arrangements for students' practice;
 - 6.4. teaching materials (textbooks, books, periodical publications, databases) are adequate and accessible.
7. Study process and students' performance assessment should be evaluated according to the following criteria:
 - 7.1. the admission requirements are well-founded;
 - 7.2. the organisation of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes;
 - 7.3. students are encouraged to participate in research, artistic and applied research activities;
 - 7.4. students have opportunities to participate in student mobility programmes;
 - 7.5. the higher education institution ensures an adequate level of academic and social support;
 - 7.6. the assessment system of students' performance is clear, adequate and publicly available;
 - 7.7. professional activities of the majority of graduates meets the programme providers' expectations.
8. Programme management should be evaluated according to the following criteria:
 - 8.1. responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated;
 - 8.2. information and data on the implementation of the programme are regularly collected and analysed;
 - 8.3. the outcomes of internal and external evaluations of the programme are used for the improvement of the programme;
 - 8.4. the evaluation and improvement processes involve stakeholders;
 - 8.5. the internal quality assurance measures are effective and efficient.

Full document:

- In Lithuanian: Vykdomų studijų programų metodika (http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=390053&p_query=&p_tr2=;
- In English: Methodology for Evaluation of Higher Education Study programmes <http://www.skvc.lt/files/metodikos/metodika.pdf>

In case of Institutional review:

6. An institutional review of a higher education institution shall assess the operation of the institution according to the following areas:
 - 6.1. strategic management;
 - 6.2. academic studies and life-long learning;
 - 6.3. research and/or art activities;
 - 6.4. impact on regional and national development.
7. Where the review covers from 6.1 to 6.4 review areas, it is necessary to analyse and evaluate their interaction with the relevant components of strategic management.
8. Criteria of strategic management shall include: the strategic plan's fitness for purpose, publicity, guarantees for its implementation and management effectiveness.
 - 8.1. In order to ascertain the strategic plan's fitness for purpose, its publicity and guarantees for implementation it is necessary to analyse the following:
 - 8.1.1. alignment of the strategic plan with the higher education institution's mission, the strategic documents of the national policy on research and studies, the principles of the European Higher Education Area and the European Research Area;
 - 8.1.2. validity and interoperability of the strategic plan components (analysis of the existing situation, strategic directions, purposes, objectives, implementation measures, resources, projected outcomes);
 - 8.1.3. reasonableness and comprehensiveness of the quantitative and qualitative indicators of the strategic plan implementation;
 - 8.1.4. relevance of the procedures for monitoring the strategic plan implementation;
 - 8.1.5. adequacy of the information on the strategic plan implementation made available to the founders, stakeholders, the academic community and the public at large.
 - 8.2. Evaluation of the effectiveness of the management of a higher education institution shall be based on the analysis of the following:
 - 8.2.1. effectiveness of the internal quality assurance system for higher education studies (including policies on quality assurance, conformity of the qualifications to the national and European Qualifications Framework, enhancement of the quality of study programmes and student performance, improvement of the teaching staff competence, guarantees of support to students, organisation of data collection and published information);
 - 8.2.2. appropriateness of the changes in the organisational structure to the implementation needs of studies, research and experimental (social, cultural) development and/or art activities;
 - 8.2.3. process management – decision-taking effectiveness, distribution of responsibilities and accountabilities, allocation of resources, stakeholders (partner) involvement; orientation to strategic goals and outcomes;
 - 8.2.4. management of human resources (analysis of needs, alignment with the implementation of the strategic plan, improvement of qualifications, involvement of the staff in the decision-taking process);
 - 8.2.5. management of change (process optimisation) – analysis of process quality, prerequisites for improvement, risk analysis;
 - 8.2.6. infrastructure (learning resources) management;
 - 8.2.7. rationality of the use of the institution's funds for the attainment of its purposes;
 - 8.2.8. procedures to ensure adherence to academic ethics.
9. Criteria for the evaluation of the conditions for studies and for life-long learning comprise their alignment with the requirements for Lithuanian higher education and harmonisation with the principles of the European Higher Education Area.
 - 9.1. In order to ascertain the suitability of the conditions for studies and for life-long learning, it is necessary to analyse the following:
 - 9.1.1. alignment of the qualifications awarded under the study programmes (including joint programmes) and in the course of life-long learning with the institution's mission and strategic documents, also with the needs of the national economy and social and cultural development;
 - 9.1.2. variety of life-long learning forms and conditions;
 - 9.1.3. the system of monitoring the employment and career of graduates and its contribution to the improvement of the studies;

9.1.4. cooperation with the institution's academic, social and business partners and their impact on the life-long studies and learning provided by the higher education institution (including the development of new and the improvement of old study programmes).

9.2. In order to ascertain how well the conditions for studies and for life-long learning align with the provisions to date of the European Higher Education Area, it is necessary to analyse the following:

9.2.1. alignment of the strategic documents relating to studies and life-long learning with the provisions of the European Higher Education Area and the EU documents relating to higher education;

9.2.2. dynamics of the international (incoming and outgoing) mobility of teaching staff and students and its impact on the activities of the higher education institution

10. Evaluation criteria for research (applied research) and/or art activities comprise their relevance, international links and harmonisation with the provisions of the European Research Area.

10.1. In order to ascertain the relevance of research (applied research) and/or art activities, it is necessary to analyse the following:

10.1.1. alignment of research (applied research) and/or art activities with the institution's mission and strategic documents;

10.1.2. alignment of research (applied research) and/or art activities (and cycle 3 study programmes) with the priorities of the national and/or regional economic, cultural and social development;

10.1.3. impact of academic, social and business partners on the research (applied research) and/or art activities of the higher education institution.

10.2. In order to ascertain the international links of research and/or art activities of the universities and their alignment with the provisions of the European Research Area, it is necessary to analyse the following:

10.2.1. alignment of the higher education institution's strategic documents relating to research and/or art activities with the priorities of the European Research Area;

10.2.2. participation in international research and/or art projects;

10.2.3. researchers' and/or artists' international mobility and the impact of the visiting researchers and artists on the research and/or art activities of the higher education institution.

Amendments to the clause:

Nr. V-39, 2013-07-12, Žin., 2013, Nr. 77-3916 (2013-07-18)

11. Criteria for assessing the institution's impact on the national and regional development comprise the effectiveness and relevance of its contribution and impact on the economic, cultural, social and environmental development. The institution's impact may take various forms including but not limited to the following: applied research and/or transfer of research outcomes to businesses, public institutions, non-governmental institutions; popularisation of science (art), diffusion of modern culture and cultural heritage; both internal and external activities directed to socially excluded groups; environmental protection and sustainable use of resources and other practical projects within the institution and the local community. In order to evaluate the impact on the national and regional development, it is necessary to analyse the following:

11.1. measures of impact in the institution's mission and strategic documents;

11.2. effectiveness of the implementation of specific measures of impact;

11.3. alignment of the impact with the priorities of the national and/or regional economic, cultural and social development;

11.4. inclusion of themes pertaining to national and regional development in students' training practice and graduation projects;

11.5. recognition of the participation of the teaching and administrative staff in voluntary service activities (including participation in elected professional bodies (boards, committees, strategic planning working groups, etc.) also participation in voluntary organisations which are not directly related to the staff's professional activities).

Full document:

• In Lithuanian - Aukštosios mokyklos veiklos vertinimo metodika: http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc?p_id=384688&p_query=auk%F0%F8j%F8%20mokykl%F8%20vertinimo&p_tr2=2

• In English - Methodology for Conducting an Institutional Review in Higher Education: http://www.skvc.lt/files/metodika_institut_vertin/Methodology_IVS.pdf

II.8.3. Additional comments

Programme aims and learning outcomes, facilities, management of HEI, impact on regional and national development are also included in external Quality Assurance evaluations.

II.9. Does your national Quality Assurance system or legislative framework explicitly allow higher education institutions to choose a Quality Assurance Agency from outside your country as part of the initial and/or periodic external QA review?

Yes, all institutions are able to choose, and the evaluation outcomes are treated in the same way as an evaluation from a/the national quality assurance agency

II.9.1. Please explain the differences

II.9.2. Please specify which institutions are able to choose

II.10. Which conditions apply to the choice of a Quality Assurance Agency for cross border review?

The agency is required to be listed in the European Quality Assurance Agency Register (EQAR)

II.10.1. How many higher education institutions have used this opportunity?

In total, less than 10% of all study programmes were assessed by foreign agencies per year in 2013 and 2012; about 2% of all HEI in Lithuania used this opportunity.

II.11. In the case of international joint and double degree programmes, are quality assurance decisions of QA agencies registered abroad recognised in your country?

Yes, the QA agency is required to be listed in the European Quality Assurance Agency Register (EQAR)

II.11.2. Please specify

II.12. Additional comments

II.13. Does your legislation or steering documents encourage your national QA agency(ies) to be:

Listed in EQAR

The aim to be full member of ENQA and EQAR was included in the Strategic Plan of SKVC as of 2010; this was achieved in 2012.

Member of ENQA

The aim to be full member of ENQA and EQAR was included in the Strategic Plan of SKVC as of 2010; this was achieved in 2012.

There is no specification within the current legislation or steering documents

Yes, for an application to EQAR

Yes, for the purpose of ENQA membership

Yes, for other purposes

An evaluation is planned before the 2015 Ministerial Meeting in Yerevan but has not yet taken place

No

II.15. Is there a formal requirement that students are involved

In governance structures of national QA agencies Yes, it is compulsory Yes, it is advised No In some cases No answer

- As full members in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer
- As observers in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the preparation of self evaluation reports Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the decision making process for external reviews Yes, it is compulsory Yes, it is advised No In some cases No answer
- In follow-up procedures Yes, it is compulsory Yes, it is advised No In some cases No answer

II.15.1. Please specify

II.16. Is there a formal requirement that international peers/experts are involved?

- In governance structures of national QA agencies? YES, it is compulsory YES, it is advised NO In some cases No answer
- As full members in external review teams YES, it is compulsory YES, it is advised NO In some cases No answer
- As observers in external review teams YES, it is compulsory YES, it is advised NO In some cases No answer
- In the decision making process for external reviews YES, it is compulsory YES, it is advised NO In some cases No answer
- In follow-up procedures YES, it is compulsory YES, it is advised NO In some cases No answer

II.16.1. Please specify

II.17. Is there a formal requirement that academic staff are involved

- In governance structures of national QA agencies? Yes, it is compulsory Yes, it is advised No In some cases No answer
- As full members in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer
- As observers in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the decision making process for external reviews Yes, it is compulsory Yes, it is advised No In some cases No answer
- In follow-up procedures Yes, it is compulsory Yes, it is advised No In some cases No answer

II.17.1. Please specify

II.18. Is there a formal requirement that employers are involved

- In governance structures of national QA agencies? Yes, it is compulsory Yes, it is advised No In some cases No answer
- As full members in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer
- As observers in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the decision making process for external reviews Yes, it is compulsory Yes, it is advised No In some cases No answer
- In follow-up procedures Yes, it is compulsory Yes, it is advised No In some cases No answer

II.18.1. Please specify

II.20. Are there formal requirements for higher education institutions to develop internal quality assurance systems?

Yes

II.20.1. Please specify these requirements and the relevant source

Lithuanian Law on Higher Education and Research only requires HEI to create their internal QA systems in line with ESG, but whether it is ISO-certified, or EFQM, or any type of original QA system, it is up to them to choose. HEI are obliged to approve internal quality enhancement strategy for their own purpose to assure quality education provision.

II.21. Who is primarily responsible for deciding the focus of internal quality assurance processes?

Higher education institutions

II.21.1. Please specify

II.22. Are there formal requirements for students to be involved in internal quality assurance systems?

Yes

Lithuanian Law on Higher Education and Research requires HEI to create their internal QA systems in line with ESG.

II.22.1. Please specify

II.23. Is there a requirement for students to be involved in the preparation of self evaluation reports?

- Yes
- No
- In some cases

II.23.1. Please specify

II.24. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?

Yes

Both SKVC methodologies - on external evaluation of running study programmes (ex-post review) and the Institutional review - demand students be included in the self-analysis group.

II.24.1. Please specify

II.25. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?

75 - 99%

II.26. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

100%

II.26.1. Please describe what kind of arrangements are in place.

There are various arrangements, starting from a designated person in charge of quality within the institutional leadership (typically, this function is assigned to vice-rectors for academic affairs), to central level quality offices, to faculty (division) level responsible people, then to programme committees in charge of every programme implemented. Student surveys and feedback gathering from the stakeholders are regular practice, tracking of careers of graduates is also increasing (the system to gather data on the national level is being created, currently the project in progress). The overall responsibility for approval and monitoring of study quality rests with University Senates or Academic Councils of colleges of higher education.

II.27. How many higher education institutions publish up to date and objective information about the programmes and awards offered?

100%

II.28. How many higher education institutions publish critical and negative outcomes of Quality Assurance evaluations?

75 - 99%

As a rule, HEI do publish critical reports (that still lead towards accreditation), however, publishing of negative reports that result in non-accreditation is a very rare case. SKVC as quality agency publishes both critical and negative reports.

A link to SKVC analysis regarding publishing of external review reports after study programme evaluations (only in Lithuanian):

http://www.skvc.lt/files/Naujienlaiskis/2014_vasaris.pdf

Regarding institutional reviews of HEI, examples of critical/negative reports are as follows:

Lithuanian Sports University (report only in LT) <http://www.lsu.lt/apie-akademija/lkka-isorinis-vertinimas>

Zemaitija College of Higher Education (report only in LT) <http://www.zemko.lt/go.php/Kolcgijos%20vertinimo%20i%C5%A1vada36>

Regarding reviews of running study programmes (ex-post), examples of critical reports are as follows:

Link to Šiauliai University programme evaluation reports: <http://www.su.lt/studijos/studiju-kokybe/sp-vert-akred/5219-sp-vert-rez>

Regarding reviews of running study programmes (ex-post), examples of negative reports are as follows:

Lithuanian Health Sciences University http://ismuni.lt/media/dynamic/files/2476/bioverslo_vadyba_621n11001_2013.pdf

II.29. Are higher education institutions' recognition policy and practice typically evaluated in Internal Quality Assurance processes within the institution?

Sometimes

II.29.1. Please explain

There is no direct or special attention given, how HEI implement the Lisbon Recognition Convention in the external quality assurance reviews. However, according to the Evaluation methodology for running study programmes, experts analyse study processes, including the following criteria: admission requirements, so that they are well-founded; student opportunities to participate in student mobility programmes; level of academic and social support; the assessment system of students' performance so that it is clear, adequate and publicly available.

Data entry: (III_Social_dimension)

III. Policy background: In the framework of the Bologna Process, the ministers responsible for higher education agreed that the student body entering, participating in and completing higher education at all levels should reflect the diversity of the population living in the different European regions (London Communiqué, 18 May 2007).

III.1. How is the objective of widening participation reflected in steering documents of your country?

It is reflected through a set of concrete measures

III.1.1. Please indicate these measures in the form of bullet points:

Lithuanian government increases and widens participation of underrepresented groups by using several measures: 1)The system of state supported loans with state guarantee are created (http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=377539&p_query=&p_tr2=)
2)There are social scholarships for the students with low socio-economical background (http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=390234&p_query=&p_tr2=)
3)Support measures for students with disabilities studying in HEIs (http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=353728&p_query=&p_tr2=)
4)Financial support for the students with Lithuanian origin, living abroad (http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=362101&p_query=&p_tr2=)

III.2. Do steering documents of your country refer to any quantitative objectives to be reached regarding the population entering, participating in and/or completing higher education?

Yes, there are quantitative objectives WITHOUT reference to any underrepresented groups of the student population

III.2.1. Please indicate which statement(s) best describe(s) your country-specific situation: The quantitative objectives are formulated in terms of...

- student population entering HE
- student population participating in HE
- student population completing HE
- graduates entering the labour market

III.2.2. Please specify the quantitative objectives and the period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

Quantitative objectives are set in the National Programme for the Development of Studies, Scientific Research and Experimental (Social and Cultural) Development for 2013–2020 (<http://www.smm.lt/web/en/science1/-programme-for-development-of-studies-and-rd-for-2013-2020>)

The National Programme for the Development of Studies, Scientific Research and Experimental (Social and Cultural) Development for 2013–2020 approves following indicators:

- share (percentage) of individuals aged 30–34 who acquired higher education or equivalent education (target for 2020 – at least 40)
 - share (percentage) of individuals aged 25–34 who study within the formal education system (target for 2020 - 8)
 - share (percentage) of students studying physical and engineering sciences, compared to the total number of students (target for 2020 - 27)
- (<http://www.smm.lt/web/en/science1/-programme-for-development-of-studies-and-rd-for-2013-2020>).

III.2.3. Please indicate which underrepresented groups are covered by the quantitative objectives, what they are and which period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

Students with disabilities:Objective set and period covered

Students with disabilities:Policy document (reference and link)

Adults/mature students:Objective set and period covered

Adults/mature students:Policy document (reference and link)

Students from lower socio-economic background/lower socio-economic group:Objective set and period covered

Students from lower socio-economic background/lower socio-economic group:Policy document (reference and link)

Male/female (gender groups):Objective set and period covered

Male/female (gender groups):Policy document (reference and link)

Ethnic, cultural, religious or linguistic minorities (please specify):Objective set and period covered

Ethnic, cultural, religious or linguistic minorities (please specify):Policy document (reference and link)

Students living in specific geographical areas (e.g. rural areas):Objective set and period covered

Students living in specific geographical areas (e.g. rural areas):Policy document (reference and link)

Migrants:Objective set and period covered

Migrants:Policy document (reference and link)

Migrants' children:Objective set and period covered

Migrants' children:Policy document (reference and link)

Other groups:Objective set and period covered

Other groups:Policy document (reference and link)

III.2.4. Comments

III.3. Are there any mechanisms in your country, which encourage or oblige higher education institutions to participate in a systematic monitoring of the composition of the student body?

No

III.3.1. Please provide a short description of the mechanisms in place:

III.4. Please indicate the stages at which the composition of the student body is subject to systematic monitoring and the student characteristics which are taken into account at these stages. If there is no systematic monitoring at the given stage, please tick "not applicable".

Disability:At entry to HE

Disability:During HE studies

Disability:At graduation

Disability:After graduation

Labour market status prior to the entry to HE:At entry to HE

Labour market status prior to the entry to HE:During HE studies

Labour market status prior to the entry to HE:At graduation

Labour market status prior to the entry to HE:After graduation

Age:At entry to HE

Age:During HE studies

Age:At graduation

Age:After graduation

Type and level of qualification achieved prior to entry to HE:At entry to HE

Type and level of qualification achieved prior to entry to HE:During HE studies

Type and level of qualification achieved prior to entry to HE:At graduation

Type and level of qualification achieved prior to entry to HE:After graduation

Socio-economic background:At entry to HE

Socio-economic background:During HE studies

Socio-economic background:At graduation

Socio-economic background:After graduation

Gender:At entry to HE

Gender:During HE studies

Gender:At graduation

Gender:After graduation

Ethnic, cultural, religious or linguistic minority status (please specify in comments):At entry to HE

Ethnic, cultural, religious or linguistic minority status (please specify in comments):During HE studies

Ethnic, cultural, religious or linguistic minority status (please specify in comments):At graduation

Ethnic, cultural, religious or linguistic minority status (please specify in comments):After graduation

Religion:At entry to HE

Religion:During HE studies

Religion:At graduation

Religion:After graduation

Migrant status (migrants or migrants' children):At entry to HE

Migrant status (migrants or migrants' children):During HE studies

Migrant status (migrants or migrants' children):At graduation

Migrant status (migrants or migrants' children):After graduation

Other characteristics:At entry to HE

Other characteristics:During HE studies

Other characteristics:At graduation

Other characteristics:After graduation

Not applicable (no systematic monitoring at the given stage):At entry to HE

Not applicable (no systematic monitoring at the given stage):During HE studies

Not applicable (no systematic monitoring at the given stage):At graduation

Not applicable (no systematic monitoring at the given stage):After graduation

III.4.1. Please specify how ethnic, cultural, religious or linguistic minority status is taken into account:

III.4.2. Please specify which other student characteristics are taken into account in the monitoring:

III.4.3. Comments

III.5. Please specify who monitors the composition of the student body

HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE

HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies

HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation

HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation

- HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE
- HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies
- HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation
- HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation
- Ministry/governmental body:At entry to HE
- Ministry/governmental body:During HE studies
- Ministry/governmental body:At graduation
- Ministry/governmental body:After graduation
- Independent bodies/agencies:At entry to HE
- Independent bodies/agencies:During HE studies
- Independent bodies/agencies:At graduation
- Independent bodies/agencies:After graduation
- Other:At entry to HE
- Other:During HE studies
- Other:At graduation
- Other:After graduation
- No systematic monitoring:At entry to HE
- No systematic monitoring:During HE studies
- No systematic monitoring:At graduation
- No systematic monitoring:After graduation

III.5.1. Please specify which other organisation monitors the composition of the student body

III.5.2. If at certain stages you chose several options, please explain the distribution of responsibilities between different parties involved:

III.5.3. Comments

III.6. In your country, are there legal restrictions on collecting or publishing data on certain student characteristics (e.g. ethnic background of students)?

- ...collect data on certain student characteristics No legal restrictions apply to... Some legal restrictions apply to... No answer
- ...publish data on certain student characteristics No legal restrictions apply to... Some legal restrictions apply to... No answer

III.6.1. Please specify which data cannot be collected or published and why.

According to the Law on Legal Protection of personal data of the Republic of Lithuania (in Lithuanian only <https://www.e-tar.lt/portal/forms/legalAct.html?documentId=TAR.C90729CAD468>) personal data may be collected for statistical purposes, but to make it public possible only with the person's consent.

III.7. Are the results of monitoring activities related to different stages (i.e. at entry, during studies, at graduation, after graduation) publicly available?

III.7.1. How are these results published?

III.7.2. Please provide details on where the results of the monitoring activities can be consulted.

III.8. From the data collected in your monitoring system, what have been the main changes in the composition of the student body during the last ten years?

Not applicable.

III.9. Please choose the statement that best describes your country-specific situation:

Individuals that meet standard entry requirements have...

- a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:Universities
- a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities
- a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:Universities
- a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities

a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities

no guaranteed right to higher education:Universities

no guaranteed right to higher education:HEIs other than universities

III.9.1. Please specify which fields are excluded:

III.9.2. Comments

III.10. Please explain on what basis higher education institutions most commonly select students:

Level of achievement in standard entry requirements:Universities

Level of achievement in standard entry requirements:HEIs other than universities

Entry examinations for all programmes:Universities

Entry examinations for all programmes:HEIs other than universities

Entry examinations for some programmes, and level of achievement in standard entry requirements for others:Universities

Entry examinations for some programmes, and level of achievement in standard entry requirements for others:HEIs other than universities

Other:Universities

Other:HEIs other than universities

III.10.1. Please specify which other criteria apply:

III.10.2. Comments

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 1 "entry with a school leaving certificate"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 2 "entry with a vocational education certificate"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 3 "entry with a higher education diploma"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 4 ""

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 5 ""

III.12. The different routes are opening access to...

{III_11_SQ001} all HEIs /HE programmes some HEIs / HE programmes No answer

{III_11_SQ002} all HEIs /HE programmes some HEIs / HE programmes No answer

{III_11_SQ003} all HEIs /HE programmes some HEIs / HE programmes No answer

{III_11_SQ004} all HEIs /HE programmes some HEIs / HE programmes No answer

{III_11_SQ005} all HEIs /HE programmes some HEIs / HE programmes No answer

III.12.1. For routes that only open access to some HEIs or programmes, please specify to which institutions/programmes they do open access and to which institutions/programmes they do not open access:

III.13. Please provide the percentages of students entering through each access route. If you cannot provide the exact percentages, please provide at least approximate data (estimates). Please indicate in the appropriate text field whether the information is based on official data or an estimate.

{III_11_SQ001}:% of students entering HE through this access route 85

{III_11_SQ001}:Official data based on central level monitoring, including surveys

{III_11_SQ001}:Estimates

{III_11_SQ001}:Impossible to say (no official data and impossible to estimate)

{III_11_SQ002}:% of students entering HE through this access route 10

{III_11_SQ002}:Official data based on central level monitoring, including surveys

{III_11_SQ002}:Estimates

{III_11_SQ002}:Impossible to say (no official data and impossible to estimate)

{III_11_SQ003}:% of students entering HE through this access route 5

{III_11_SQ003}:Official data based on central level monitoring, including surveys

{III_11_SQ003}:Estimates

{III_11_SQ003}:Impossible to say (no official data and impossible to estimate)

{III_11_SQ004}:% of students entering HE through this access route

{III_11_SQ004}:Official data based on central level monitoring, including surveys

{III_11_SQ004}:Estimates

{III_11_SQ004}:Impossible to say (no official data and impossible to estimate)

{III_11_SQ005}:% of students entering HE through this access route

{III_11_SQ005}:Official data based on central level monitoring, including surveys

{III_11_SQ005}:Estimates

{III_11_SQ005}:Impossible to say (no official data and impossible to estimate)

III.13.1. Please indicate the source of the official data:

III.13.2. Comments

Data source: Student register.

III.14. Are there any incentives for higher education institutions to admit non-traditional students?

No ▼

III.14.1. Please indicate which incentives exist and how they operate.

Do they apply to all HEIs or only to some HEIs? If they only apply to some HEIs, please indicate to which ones.

III.15. Comments

III.16. In your country, are there any bridging programmes for HE candidates who do not possess standard qualification(s) opening access to higher education?

- Yes, such programmes exist and they are targeted at those who left school prior to the completion of any type of upper secondary education.
- Yes, such programmes exist and they are targeted at those who have completed an upper secondary programme which does not allow direct access to higher education.
- No, such programmes do not exist.

III.16.1. Please provide details on these programmes, the qualifications they lead to (e.g. standard upper secondary school leaving certificate, qualification/certificate that differs from the standard upper secondary school leaving certificate) and the number of participants completing the courses (latest available statistics):

III.17. Comments

III.18. Can higher education candidates without standard qualifications be admitted to higher education on the basis of the recognition of their prior non-formal and informal learning?

No, this is not possible (i.e. all HE candidates must hold a HE entry qualification).

III.18.1. Please indicate the steering documents on which admission to HE on the basis of recognition of prior non-formal and informal learning is based (if any):

III.19. Please choose the statement that best applies to your country-specific situation:

III.20. In your country, do steering documents refer to any specific requirements for HE candidates who would like to gain access to HE based on the recognition of their non-formal and informal learning?

- Yes, steering documents refer to specific age requirements
- Yes, steering documents refer to requirements related to the duration of prior professional experience
- Yes, steering documents refer to other requirements
- No, there is no reference in steering documents to any requirements

III.20.1. If steering documents contain references to specific requirements, please provide the details on the exact formulation here:

III.20.2. Please also provide the full reference(s) to relevant document(s) here:

III.21. Based on official statistics or estimates please indicate the proportion of students entering higher education through the recognition of non-formal and informal learning (i.e. without standard HE entry qualifications):

Please choose

III.21.1. Please indicate the source of this information

Please choose

III.21.2. Please specify:

III.22. Comments

III.23. Is student retention and/or completion defined as an objective in the steering documents in your country?

No ▼

III.23.1. Please specify how this objective is defined:

III.23.2. Please also provide the full reference(s) to all relevant document(s).

III.24. In your country, are targets set to measure progress regarding student retention and/or completion?

No

III.24.1. Please describe the targets:

III.24.2. Please also provide the full reference(s) to all relevant document(s).

III.25. Are under-represented groups of students specifically targeted in your policies to increase completion rates?

Please choose

III.25.1. Please specify the groups of students that are targeted:

III.25.2. Please also provide the full reference(s) to all relevant document(s):

III.26. In your country, are there any specific measures to improve retention rates of first year students?

Yes

III.26.1. Please describe the measures:

Main features are described in the Law on Higher Education and Research (Article 70): 1) Rotation (among the students) of the state funded study places in the mid-term of the study programme; a person who loses state funding must pay for his studies a tuition fee fixed by a higher education institution and his state-funded student place shall be occupied by a person whose study results in a student place which is not funded by the State are the best. 2) students who studied in state-funded student places, who have been excluded from a higher education institution or have terminated their studies, must return into the state budget the funds (or part thereof) intended to cover the tuition fee in state-funded student places; 3) A person whose studies are funded by the State in accordance with the procedure shall have the right to change a study programme within the same study area, without losing the remaining part of state funding of the studies, where such part does not exceed the standard tuition fee of that study programme.

III.26.2. Please also provide the full reference(s) to all relevant document(s):

Law on Higher Education and Research (http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=438419)

III.27. Are there any incentives in your country encouraging students to complete their studies within a limited period of time (e.g. 3-4 years for a bachelor degree)?

Yes, there are financial incentives encouraging students to complete their studies within a limited period of time

III.27.1. Please provide details on the incentives that exist in your country:

Main features are described in the Law on Higher Education and Research (Article 70): 1) Rotation (among the students) of the state funded study places in the mid-term of the study programme; a person who loses state funding must pay for his studies a tuition fee fixed by a higher education institution and his state-funded student place shall be occupied by a person whose study results in a student place which is not funded by the State are the best. 2) students who studied in state-funded student places, who have been excluded from a higher education institution or have terminated their studies, must return into the state budget the funds (or part thereof) intended to cover the tuition fee in state-funded student places; 3) A person whose studies are funded by the State in accordance with the procedure shall have the right to change a study programme within the same study area, without losing the remaining part of state funding of the studies, where such part does not exceed the standard tuition fee of that study programme.

III.27.2. Please also provide the full reference(s) to all relevant document(s):

Law on Higher Education and Research (http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=438419)

III.28. Does the improvement of completion/drop-out rates have an impact on HEIs' funding?

- Yes, within a funding formula
 Yes, as a performance-based mechanism
 No

III.28.1. Please provide details how:

III.28.2. Please also provide the full reference(s) to all relevant document(s):

III.29. Are there any other non-financial mechanisms/incentives in place to help HEIs improve student completion rates?

No

III.29.1. Please provide details:

III.29.2. Please also provide the full reference(s) to all relevant document(s).

III.30. Comments

III.31. Are student completion rates systematically measured in your country?

- Yes, at the end of the 1st cycle
 Yes, at the end of the 2nd cycle
 No, completion rates are not measured

III.31.1. Please also provide the full reference(s) to relevant document(s):

Report on situation of higher education in Lithuania (in Lithuanian only) http://www.mosta.lt/images/leidiniai/Lietuvos_studiju_bukles_apzvalga.pdf

III.31.2. Comments

The data on entrants and graduates in universities and colleges at national level is used for the assessment of running study programmes. The data is also published annually in the Report on situation of higher education in Lithuania.

III.32. In your country, are completion rates calculated for underrepresented groups of students?

No

III.32.1. Please specify for which underrepresented groups data is calculated:

III.32.2. Please also provide the full reference(s) to relevant document(s):

III.33. Based on your official data, please provide the following information:

Completion rate of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	88
Completion rate of 1st cycle programmes, most recent available year:Year	2012
Completion rate of 1st cycle programmes, most recent available year:not available	
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring	
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):Year	
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):not available	not available
Completion rate of 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring	86
Completion rate of 2nd cycle programmes, most recent available year:Year	2012
Completion rate of 2nd cycle programmes, most recent available year:not available	
Completion rate of 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring	
Completion rate of 2nd cycle programmes 5 years earlier:Year	
Completion rate of 2nd cycle programmes 5 years earlier:not available	not available
Completion rate of programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring	
Completion rate of programmes not divided into two cycles, most recent available year:Year	
Completion rate of programmes not divided into two cycles, most recent available year:not available	not available
Completion rate of programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring	
Completion rate of programmes not divided into two cycles 5 years earlier :Year	
Completion rate of programmes not divided into two cycles 5 years earlier :not available	not available

III.34. Comments

III.35. Are student drop-out rates systematically measured in your country?

Yes, at the end of each year

The data on entrants and graduates in universities and colleges at national level is used for the assessment of running study programmes. The data is also published annually in the Report on situation of higher education in Lithuania.

III.35.1. Please also provide the full reference(s) to relevant document(s):

Report on situation of higher education in Lithuania (in Lithuanian only) http://www.mosta.lt/images/leidiniai/Lietuvos_studiju_bukles_apzvalga.pdf

III.36. In your country, are drop-out rates calculated for underrepresented groups of students?

No

III.36.1. Please specify for which groups data is calculated:

III.36.2. Please also provide the full reference(s) to relevant document(s):

III.37. In your country, how are students who change study programme considered?

They are counted as "drop-outs" from the programme in which they enrolled

III.37.1. Please specify

III.38. Are data on drop-out rates publicly available in your country?

Yes

III.38.1. Please specify by which organisation and how frequently:

The data are published annually in the Report on situation of higher education in Lithuania.

III.38.2. Please also provide the full reference(s) to relevant document(s) or websites:

Report on situation of higher education in Lithuania (in Lithuanian only) http://www.mosta.lt/images/leidiniai/Lietuvos_studiju_bukles_apzvalga.pdf

III.39. Based on your official data, please provide the following information:

Drop-out in first year of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	
Drop-out in first year of 1st cycle programmes, most recent available year:Year	
Drop-out in first year of 1st cycle programmes, most recent available year:not available	Not available
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring	
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):Year	
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):not available	Not available

Drop-out in 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	12
Drop-out in 1st cycle programmes, most recent available year:Year	2012
Drop-out in 1st cycle programmes, most recent available year:not available	
Drop-out in 1st cycle programmes 5 years earlier:% according to official data based on central level monitoring	
Drop-out in 1st cycle programmes 5 years earlier:Year	
Drop-out in 1st cycle programmes 5 years earlier:not available	Not available
Drop-out in 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring	14
Drop-out in 2nd cycle programmes, most recent available year:Year	2012
Drop-out in 2nd cycle programmes, most recent available year:not available	
Drop-out in 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring	
Drop-out in 2nd cycle programmes 5 years earlier:Year	
Drop-out in 2nd cycle programmes 5 years earlier:not available	Not available
Drop-out in programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring	
Drop-out in programmes not divided into two cycles, most recent available year:Year	
Drop-out in programmes not divided into two cycles, most recent available year:not available	Not available
Drop-out in programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring	
Drop-out in programmes not divided into two cycles 5 years earlier :Year	
Drop-out in programmes not divided into two cycles 5 years earlier :not available	Not available

III.40. Comments

III.41. Note: While higher education institutions offer multiple services, in the following questions the focus lies on academic guidance services, career guidance services and psychological guidance services.

III.42. What kind of student services are commonly provided by higher education institutions?

- Academic guidance services
- Career guidance services
- Psychological counselling services
- Other
- No services

III.42.1. Please specify

III.43. In your country, can prospective higher education students receive professional advice about their further studies and careers?

Yes, advice is available to ALL prospective students

III.44. Information, advice and guidance services are provided to prospective HEs students...

- by upper secondary schools:free of charge
- by upper secondary schools:for a fee
- by higher education institutions:free of charge
- by higher education institutions:for a fee
- by external services:free of charge
- by external services:for a fee
- by other service providers:free of charge
- by other service providers:for a fee

III.44.1. Please specify which other service providers offer information, advice and guidance services:

Use of infrastructure, computers, libraries, special catering paces, bookstores, special centres for physical education and etc.

III.44.2. If steering documents refer to professional advice about further studies and careers for prospective students, please provide the details on the exact formulation here:

III.44.3. Comments

III.45. Do information, advice and guidance services specifically target certain categories of prospective higher education students? If yes, please provide details on the groups targeted and the services provided:

No.

III.46. Are there any measures/incentives in your country encouraging HEIs to provide support for the transition of newly admitted students to higher education?

III.46.1. There are measures/incentives encouraging HEIs to provide...

- introductory courses

- tutoring or mentoring programmes
- support to acquire learning skills and/or organisational skills
- other measures / incentives

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

introductory courses ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

tutoring or mentoring programmes ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

support to acquire learning skills and/or organisational skills ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

other measures / incentives ""

III.46.3. Comments

III.47. In your country, is public funding allocated to improve career guidance services in HEIs?

- Yes, to career guidance services for current students
- Yes, to career guidance services for graduates/alumni
- No

III.47.1. Please provide the details here:

During 2007-2013 state project "Development of models for monitoring and implementation of higher education students' carrier education and carrier development, professional development of professionals working with students and development of working materials and tools for them" was implemented. The total value of the project – 11 million litas. Project was implemented within 11 universities and 15 colleges.

III.47.2. Please also provide the full reference(s) to relevant document(s):

Information about project <http://www.tavokarjera.eu/>

III.48. In your country, are there any career guidance services targeting underrepresented groups of students?

No ▾

III.48.1. Please provide the details on such services here:

III.48.2. Please also provide the full reference(s) to relevant document(s):

Data entry: (IV_Fees_support_portability)

IV. The focus of the questions is on all first and second cycle students and is not limited to full-time daytime students. Third cycle students are excluded except when explicitly mentioned. Similarly, the focus is on home students or equivalent. International students are only included when explicitly mentioned.

IV.1. In your country, does any higher education home student at a public higher education institution have to pay a fee of any kind? (Contributions to student unions are not included!)

Yes ▼

IV.2. Which home students at public higher education institutions have to pay fees?

- 1st cycle All students Specific groups of students No students No answer
2nd cycle All students Specific groups of students No students No answer

IV.3. Which amount of fees do home students at public higher education institutions pay in the first and second cycle?

1st cycle:Most common amount	The cost of studies according to study fields or study programme groups are fixed by a higher education institution. Therefore, higher education institution may set different study costs for programmes of the same study field.
1st cycle:Minimum amount	For full-me university studies – approx. 16000 LTL, for full-time non-universities studies – approx. 9000 LTL
1st cycle:Maximum amount	For full-me university studies – approx. 72000 LTL, for full-time non-universities studies – approx. 45000 LTL
2nd cycle:Most common amount	The cost of studies according to study fields or study programme groups are fixed by a higher education institution. Therefore, higher education institution may set different study costs for programmes of the same study field.
2nd cycle:Minimum amount	Approx. 14000 LTL (for full time studies)
2nd cycle:Maximum amount	Approx. 43000 LTL (for full time studies)

IV.3.1. Which amount of fees do home students at public higher education institutions pay in the first cycle?

1st cycle:Most common amount
1st cycle:Minimum amount
1st cycle:Maximum amount

IV.3.2. Which amount of fees do home students at public higher education institutions pay in the second cycle?

2nd cycle:Most common amount
2nd cycle:Minimum amount
2nd cycle:Maximum amount

IV.4. Which of the following criteria determine whether a student has to pay fees?

- Need
 Merit
 Part-time/Full-time/Distance learning
 Field of study

A student has to pay a tuition fee when he studies in a place which is not funded by the state which the student chooses of his own accord (o he has not got the state-financed place on the basis of competition). Programmes of all study cycles offer state-financed and self-financed places. The general number of student places (and the cost of studies in student places which are not funded by the state are fixed by a higher education institution, taking into consideration the possibilities for quality assurance in studies.

IV.5. Concerning fees, are international students treated differently in your country from home students?

No ▼

IV.6. Which amount of fees do international students pay in the first and second cycle?

1st cycle international students:Most common amount
1st cycle international students:Minimum amount
1st cycle international students:Maximum amount
2nd cycle international students:Most common amount
2nd cycle international students:Minimum amount
2nd cycle international students:Maximum amount

IV.7. Who defines the fee amounts?

- 1st cycle home students HEIs HEIs, within limits set by government Government Other No answer
2nd cycle home students HEIs HEIs, within limits set by government Government Other No answer
1st cycle international students HEIs HEIs, within limits set by government Government Other No answer
2nd cycle international students HEIs HEIs, within limits set by government Government Other No answer

IV.7.1. Please specify

IV.8. Comments

IV.9. This section concerns only 1st and 2nd cycle studies. Only national support should be taken into account. Support from EU programmes or private initiatives are not within the scope of this section.

IV.10. Please shortly describe what kinds of student financial support are offered in your country.

Students may receive grants which may be social and incentive ones. There are three kinds of loans: There are three kinds of loans: 1) to pay tuition fees; 2) to cover living expenses; 3) to pay for periods of study abroad.

IV.11. Please shortly describe what student financial support arrangements from your home country can students use if they study abroad.

There is no support for students studying abroad in degree studies. Students can receive scholarship or loan only for study periods abroad (credit mobility).

IV.12. Do at least some students receive public financial support in the form of grants/scholarships?

First cycle Yes No No answer

Second cycle Yes No No answer

IV.13. What is the proportion of students receiving grants/scholarships by cycle?

% of students receiving grants:First cycle 26

% of students receiving grants:Second cycle 30

IV.14. Can students use grants/scholarships for studying abroad?

Some grants are portable

IV.15. Are there any additional requirements for using the grant/scholarship abroad?

No

IV.16. Which additional requirements need to be met for using the grant/scholarship abroad? Please check any that apply.

Citizenship:Grant 1

Citizenship:Grant 2

Citizenship:Grant 3

Citizenship:Grant 4

Residency:Grant 1

Residency:Grant 2

Residency:Grant 3

Residency:Grant 4

Recognised HEIs/programmes only:Grant 1

Recognised HEIs/programmes only:Grant 2

Recognised HEIs/programmes only:Grant 3

Recognised HEIs/programmes only:Grant 4

Course load (e.g. full-time):Grant 1

Course load (e.g. full-time):Grant 2

Course load (e.g. full-time):Grant 3

Course load (e.g. full-time):Grant 4

Only certain countries:Grant 1

Only certain countries:Grant 2

Only certain countries:Grant 3

Only certain countries:Grant 4

Only certain study programmes (e.g. where mobility is mandatory):Grant 1

Only certain study programmes (e.g. where mobility is mandatory):Grant 2

Only certain study programmes (e.g. where mobility is mandatory):Grant 3

Only certain study programmes (e.g. where mobility is mandatory):Grant 4

Equivalency condition:Grant 1

Equivalency condition:Grant 2

Equivalency condition:Grant 3

Equivalency condition:Grant 4

Programme not available in the national system:Grant 1

Programme not available in the national system:Grant 2

Programme not available in the national system:Grant 3

Programme not available in the national system:Grant 4

Other:Grant 1

Other:Grant 2

Other:Grant 3

Other:Grant 4

IV.16.1. If there is more than one type of grant, please specify:

IV.16.2. Which other requirements exist?

IV.17. Can at least some students take publicly subsidised or guaranteed student loans to cover their expenses during their higher education studies?

First cycle Yes No No answer

Second cycle Yes No No answer

IV.18. What is the proportion of students who take out student loans? Please provide link(s) or full reference(s) to relevant document(s).

5 percent of students take loans (<https://www.vsf.lt/lt/statistika>).

IV.19. Can students use loans for studying abroad?

Some loans are portable

IV.20. Are there any additional requirements for using the loan abroad?

No

IV.21. Which additional requirements need to be met for using the loan abroad? Please check any that apply.

Citizenship:Loan 1

Citizenship:Loan 2

Citizenship:Loan 3

Citizenship:Loan 4

Residency:Loan 1

Residency:Loan 2

Residency:Loan 3

Residency:Loan 4

Recognised HEIs/programmes only:Loan 1

Recognised HEIs/programmes only:Loan 2

Recognised HEIs/programmes only:Loan 3

Recognised HEIs/programmes only:Loan 4

Course load (e.g. full-time):Loan 1

Course load (e.g. full-time):Loan 2

Course load (e.g. full-time):Loan 3

Course load (e.g. full-time):Loan 4

Only certain countries:Loan 1

Only certain countries:Loan 2

Only certain countries:Loan 3

Only certain countries:Loan 4

Only certain study programmes (e.g. where mobility is mandatory):Loan 1

Only certain study programmes (e.g. where mobility is mandatory):Loan 2

Only certain study programmes (e.g. where mobility is mandatory):Loan 3

Only certain study programmes (e.g. where mobility is mandatory):Loan 4

Equivalency condition:Loan 1

Equivalency condition:Loan 2

Equivalency condition:Loan 3

Equivalency condition:Loan 4

Programme not available in the national system:Loan 1

Programme not available in the national system:Loan 2

Programme not available in the national system:Loan 3

Programme not available in the national system:Loan 4

Other:Loan 1

Other:Loan 2

Other:Loan 3

Other:Loan 4

IV.21.1. If there is more than one type of loan, please specify:

IV.21.2. Which other requirements exist?

IV.22. Additional comments on public grants and loans

IV.23. This section concerns only outbound mobility, namely the opportunities to take financial support from the home country for studies abroad. It includes only 1st and 2nd cycle studies, for which both credit mobility and degree mobility are considered. Only national support should be taken into account.

Additional support for studying abroad in this context means funding that is available from national sources in addition to regular student grants or loans that might be portable.

IV.24. Is there any additional public financial support for studying abroad?

Yes ▼

IV.25. What kinds of additional public financial support are available for studying abroad?

Grants/scholarships for...

- 1st cycle credit mobility:Study costs/ fees abroad (host institution) ▼
- 1st cycle credit mobility:Travel costs ▼
- 1st cycle credit mobility:Living cost difference ▼
- 1st cycle credit mobility:Language courses ▼
- 1st cycle credit mobility:Other ▼
- 2nd cycle credit mobility:Study costs/ fees abroad (host institution) ▼
- 2nd cycle credit mobility:Travel costs ▼
- 2nd cycle credit mobility:Living cost difference ▼
- 2nd cycle credit mobility:Language courses ▼
- 2nd cycle credit mobility:Other ▼
- 1st cycle degree mobility:Study costs/ fees abroad (host institution) ▼
- 1st cycle degree mobility:Travel costs ▼
- 1st cycle degree mobility:Living cost difference ▼
- 1st cycle degree mobility:Language courses ▼
- 1st cycle degree mobility:Other ▼
- 2nd cycle degree mobility:Study costs/ fees abroad (host institution) ▼
- 2nd cycle degree mobility:Travel costs ▼
- 2nd cycle degree mobility:Living cost difference ▼
- 2nd cycle degree mobility:Language courses ▼
- 2nd cycle degree mobility:Other ▼

IV.25.1. Please specify which other additional public grants/scholarships are available:

IV.26. Higher loans for...

- 1st cycle credit mobility:Study costs/ fees abroad (host institution) ▼
- 1st cycle credit mobility:Travel costs ▼
- 1st cycle credit mobility:Living cost difference ▼
- 1st cycle credit mobility:Language courses ▼
- 1st cycle credit mobility:Other ▼
- 2nd cycle credit mobility:Study costs/ fees abroad (host institution) ▼
- 2nd cycle credit mobility:Travel costs ▼
- 2nd cycle credit mobility:Living cost difference ▼
- 2nd cycle credit mobility:Language courses ▼
- 2nd cycle credit mobility:Other ▼
- 1st cycle degree mobility:Study costs/ fees abroad (host institution) ▼
- 1st cycle degree mobility:Travel costs ▼
- 1st cycle degree mobility:Living cost difference ▼
- 1st cycle degree mobility:Language courses ▼
- 1st cycle degree mobility:Other ▼
- 2nd cycle degree mobility:Study costs/ fees abroad (host institution) ▼
- 2nd cycle degree mobility:Travel costs ▼
- 2nd cycle degree mobility:Living cost difference ▼
- 2nd cycle degree mobility:Language courses ▼
- 2nd cycle degree mobility:Other ▼

IV.26.1. Please specify which other additional public loans are available for studying abroad:

IV.27. Additional comments

There is no technical possibility not to choose answer for the question "Higher loans for". There is no additional higher loans than mentioned in the section before.

IV.28. Are there any specific eligibility criteria for receiving additional public financial support?

Yes

IV.29. Please specify the eligibility criteria for receiving additional public financial support.

If there are more types of additional support, please add them in the text field below.

Need-based criteria:Grant/loan 1

Need-based criteria:Grant/loan 2

Need-based criteria:Grant/loan 3

Need-based criteria:Grant/loan 4

Merit-based criteria:Grant/loan 1

Merit-based criteria:Grant/loan 2

Merit-based criteria:Grant/loan 3

Merit-based criteria:Grant/loan 4

Course load (e.g. full time):Grant/loan 1

Course load (e.g. full time):Grant/loan 2

Course load (e.g. full time):Grant/loan 3

Course load (e.g. full time):Grant/loan 4

Criteria based on field of studies:Grant/loan 1

Criteria based on field of studies:Grant/loan 2

Criteria based on field of studies:Grant/loan 3

Criteria based on field of studies:Grant/loan 4

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 1

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 2

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 3

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 4

IV.29.1. If there is more than one type of grant or loan, please specify:**IV.29.2. If there are more than 4 types of additional support, please specify and provide details on the eligibility criteria here:****IV.30. Please provide links and/or full references to relevant documents related to public funding of grants and loans:**

www.smpf.lt; www.vsf.lt

IV.31. Additional comments**IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?**

Student

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?**IV.33. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?**

As with students of the first and second cycle, a third-cycle student may receive a state-funded place or he may have to pay a tuition fee when he/she studies in a place which is not funded by the state. The number of state-funded student places of the third cycle is fixed each year by the Government according to study fields. State-funded doctoral student places are distributed for higher education and research institutions by the Ministry of Education and Science in accordance with the results of research (artistic) activities and doctoral studies. Third-cycle students in state-funded places receive state grants.

IV.34. Please explain any differences in the fees that third cycle candidates are required to pay, compared to your answers for first and second cycle students, as well as differences in grants, loans and other support that may be provided.

Self-financing students pay tuition fees fixed by a higher education institution. The normative cost of study in a corresponding year is each year approved by the Ministry of Education and Science pursuant to Government-approved rules of procedure of calculation of normative costs of study and allocation of state budget funds to cover the cost of study in state-financed study places. In the ministerial order establishing the normative cost of studies for the academic year 2014/2015, with regard to third-cycle study, the same normative cost of study is set for all study fields. As with the first and second cycles, the cost of study per year is lower for part-time students as compared to full-time students. Third-cycle students in state-funded places receive state grants. The size of the grant for a first-year third-cycle student is 1079 LTL per month, for a second-, third- and fourth-year student, 1248 LTL per month. In addition, doctoral students actively engaged in academic research may receive a doctoral scholarship and / or support for (doctoral) academic visits from the Research Council of Lithuania. Third-cycle students, as is the case also with students of the first and second cycle, may receive state-supported loans (loans with a state guarantee): decisions on loan allocation are made by the State Studies Foundation, but loans are paid by credit institutions selected through a public procurement procedure and using money of the credit institutions. There are three types of state-guaranteed loans: • State-supported loan to cover tuition fees; • State-supported loan to cover living expenses; • State-supported loan for periods of study abroad. A self-financing doctoral student may receive an annual income tax refund, i.e. the amount of the tuition fee may be deducted from his/her income during the tax period. In the case when a doctoral student is not a payer of income tax or has no possibility to exercise his/her right to deduct amounts of tuition fees from his/her income, the said expenses may be deducted from their income by one of his/her parents (adoptive parents), guardians and/or the spouse. The non-cash support for full-time third-cycle students is the same as for the first- and second-cycle students: Full-time third-cycle students are eligible for and covered by compulsory health insurance. Full-time third-cycle students have a right to obtain with a 50 percent discount: • a single ticket for long-distance travel on regular transport buses, • a single or fixed term individual ticket for local (suburban) travel on regular transport buses and on passenger trains. Full-time third-cycle students have a right to obtain the following fare reductions for travel on local (urban) regular transport buses and trolleybuses: 1) 80 percent for those acquiring a fixed term individual transport ticket; 2) 50 percent for those acquiring a single transport ticket.

IV.35. Additional comments on doctoral education

Data entry: (V_Employability)

V.1. Do higher education steering documents focus on issues related to employability (e.g. higher education institutions' need to respond to labour market demands, involving employers, their responsibility in educating graduates who can find employment soon after graduation, etc.)?

Yes ▾

V.1.1. Please provide the details on the exact formulation here, including references to the 1st or the 2nd cycle if necessary. Please also provide the full reference(s) to relevant document(s).

The National Programme for the Development of Studies, Scientific Research and Experimental (Social and Cultural) Development for 2013–2020 states that the following directions will therefore be followed now: periodical updating of study programmes with a view to integrating results of scientific research and latest practices into the programmes, taking into account the needs of employers and of the labour market, basing academic results on the European system for credit accumulation and transfer, and relying on academic results when evaluating and recognising achievements resulting from non-formal education and self-education; and development of the qualifications system and analysis of changes in the labour market.
The National Programme for the Development of Studies, Scientific Research and Experimental (Social and Cultural) Development for 2013–2020 (<http://www.smm.lt/web/en/science1/-programme-for-development-of-studies-and-rd-for-2013-2020>)

V.1.2. Are there references made to under-represented groups of students in connection with employability issues in the steering documents?

No ▾

V.1.3. Please define the under-represented groups of students mentioned in relation to the above issues and indicate the nature of the connection. Please also provide the full reference(s) to relevant document(s).

V.2. In your country, are there any initiatives in the area of labour market/skills forecasting?

No ▾

V.2.1. Are there initiatives in labour market/skills forecasting on national level?

Please choose.. ▾

V.2.1.1. Is forecasting on national level done in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.2.1.2. Are there initiatives in labour market/skills forecasting on regional level?

Please choose.. ▾

V.2.1.3. Is forecasting on regional level done in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.2.1.4. Please provide the details here (institutional mechanisms, sectors included, regularity, scope of forecasting studies, etc.). Please also provide the full reference(s) to relevant document(s).

V.2.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

Please choose.. ▾

V.2.2.1. Please specify which educational authorities use this kind of labour market information and indicate the mechanisms through which such information is used (e.g. through quantitative targets for study fields in the 1st or the 2nd cycle etc.). Please also provide the full reference(s) to relevant document(s).

V.3. In your country, are employers involved in higher education planning and management?

Yes ▾

V.3.1. How are they involved?

- | | | | | |
|--|---|--|---|---------------------------------|
| Curriculum development in higher education | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Teaching | <input type="radio"/> Employers have to be involved | <input type="radio"/> Employers can be involved | <input checked="" type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Participation in sectoral/national/regional bodies that influence decision-making in higher education institutions | <input type="radio"/> Employers have to be involved | <input type="radio"/> Employers can be involved | <input checked="" type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Participation in governing bodies of HEIs | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |

V.3.2. Please provide the details and the source of evidence here.

Law on Higher Education and Research provides possibility to HEI to involve employers in curriculum development and governing bodies of HEI.

V.3.3. If employers can be, or they have to be involved in other ways than described in the previous question, please provide the details and the source of evidence here.

V.3.4. In your country, is public funding allocated into cooperation projects between the higher education sector and business?

Yes ▾

V.3.5. Please provide the details on how public funding aims to facilitate university-business cooperation projects. Please also provide the full reference(s) to relevant document(s).

Ministry of Education and Science allocates funds for preparation and implementation non-formal education programmes when HEI cooperates with specific employer.

V.3.6. In your country, are there any specific degree programmes that have been developed with the close involvement of employers?

No ▾

V.3.7. Please describe these specific higher education degree programmes here. Please also provide the full reference(s) to relevant document(s).

V.4. Within the European Union, Directive 2013/55/EU on the recognition of professional qualifications regulates the insertion of practical training into certain, professionally oriented study

programmes (these programmes lead to the following professions: doctor/specialised doctor, midwife, nurse responsible for general care, dental practitioner/specialised dental practitioner, veterinary surgeon, pharmacist and architect).

In your country, are there requirements on the inclusion of work placements/practical training in higher education programmes leading to other qualifications?

Yes, requirements exist regarding the inclusion of work placements/practical training in other programmes

V.4.1. Please provide the details on the regulatory framework here. Please also provide the full reference(s) to relevant document(s).

Law on Higher Education and Research states that in the cases when study programmes include student's placements, an enterprise, an establishment or an organization in which the placement takes place, the student and the higher education institution, in which he studies, shall conclude a contract of practical training. A higher education institution shall be responsible for organization of student's placements.

(http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc?p_id=438419)

V.4.2. Please provide the (approximate) proportion of students participating in work placements/practical training during their studies as part of the programme they are studying in for the latest available year.

1st cycle 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer
2nd cycle 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer
1st and 2nd cycle combined 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer

V.4.2.1. Please provide the source information here.

Not available

V.4.3. In your country, are there any incentives given to higher education institutions to include work placements/practical training for students in the 1st or 2nd cycle or both in higher education programmes (e.g. through covering the costs of internships by public funding)?

No

V.4.3.1. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

V.4.3.2. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

V.5. Besides quality assurance (QA), are there any other mechanisms to evaluate the employability performance of higher education institutions/programmes?

No

V.5.1. Please provide the details on these mechanisms, their compulsory/optional nature and the consequences of evaluation (financial or other). Please also provide the full reference(s) to relevant document(s).

V.5.2. Do graduate employment rates have an impact on higher education institutions' funding?

- Yes, within a funding formula
 Yes, as a performance-based mechanism
 Yes, within a different funding mechanism (please specify)
 No

V.5.2.1. Please provide details how. Please also provide the full reference(s) to all relevant document(s).

V.6. In your country, is the labour market situation of recent graduates examined through graduate tracking/tracer studies?

No

V.6.1. Are there tracer studies conducted on national level?

Please choose..

V.6.1.1. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.6.1.2. Are there tracer studies conducted on regional level?

Please choose..

V.6.1.3. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.6.1.4. Are there tracer studies conducted on institutional level?

Please choose..

V.6.1.5. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.6.1.6. Please provide the details about tracer studies here. Please also provide the full reference(s) to relevant document(s), especially to results published.

V.6.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

Please choose..

V.6.2.1. Please specify which educational authorities use information on the labour market situation of graduates and indicate the mechanisms through which such information is used (e.g. through performance evaluation/payment by results/Quality Assurance). Please also provide the full reference(s) to relevant document(s).

Data entry: (VI_Lifelong_learning)

VI.1. Do steering documents for higher education in your country contain a definition of lifelong learning?

No ▼

VI.1.1. Please provide the details on the exact formulation here (including references to relevant steering documents):

VI.1.2. Please explain the common understanding of lifelong learning in higher education in your country:

The definition of lifelong learning is approved in the Strategy for lifelong learning (<https://www.e-tar.lt/portal/forms/legalAct.html?documentId=TAR.B8EAA8531C24>). Lifelong learning – all learning activity, going in any age group with the aim of developing personal, civic, social and professional competences. This understanding of lifelong learning concept is used in all education levels.

VI.2. Is lifelong learning a recognised mission of higher education institutions?

Yes, all institutions

VI.2.1. Please indicate whether there are any legal requirements for higher education institutions to offer lifelong learning provision. Please also provide references to relevant steering documents:

As lifelong learning includes, i.a., mainstream programmes for part-time students, and as all institutions of higher education provide part-time studies, lifelong learning is a recognised mission of higher education institutions. Special mention should be made of the Association of Continuous Higher Education Institutions of Lithuanian Universities (LUTSIA) comprising seven universities: Vilnius University, Lithuanian Educology University, Siauliai University, Klaipeda University, Vytautas Magnus University, Mykolas Romeris University, Vilnius University International Business School. Among the main objectives of LUTSIA is requalification (specifically that of teachers) as well as professional development. Universities also provide the services of the recognition of non-formal and informal education. A good example of HEIs becoming more relevant and more responsive to LLL and the work force according to labour market needs is the initiative of the Vilnius University International Business School offering post-university courses in Management Education thus responding to challenges of market globalisation and international integration as well as innovations. On 15 May 2009, a Profile of full-time and part-time forms of studies was approved by order No. ISAK-1026 of the minister of education and science whereby requirements for programmes of part-time studies are laid down. Recommendations on the recognition of non-formal and informal education at HEIs approved by order No. V-2319 of the minister of education and science on 15 December 2010. These recommendations are applicable to assess a person's competencies acquired while learning non-formally and in-formally. The person may want to acquire a higher education qualification, or he/she may want to have his/her competencies validated and recognised with the view to enhance his/her opportunities in the labour market. Law on Non-formal Adult Education (1998) established the right of participants in non-formal education (Article 11) to receive an assessment of the knowledge they have acquired as well as a state recognised document testifying to the acquisition of a certain level of formal education, stage thereof or a separate regulated part of the programme (i.e. module), after passing examinations in formal education, science or studies institutions.

VI.2.2. Please provide details on the institutions for which it is/it is not a recognised mission:

VI.2.3. If necessary, please provide comments here:

VI.3. What are the main forms of lifelong learning in which higher education institutions are involved? For each form, please indicate approximate % of institutions involved.

Formal HE programmes provided under flexible arrangements	<input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input checked="" type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer
Non-formal courses open to all (e.g. languages)	<input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input checked="" type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer
Preparatory courses for HE entrance examinations	<input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input checked="" type="radio"/> % impossible to provide <input type="radio"/> No answer
Professionally-oriented upgrading of already achieved qualifications	<input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input checked="" type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer
Tailor-made provision for industry	<input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input checked="" type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer

VI.3.1. Are there any other forms of lifelong learning in which higher education institutions are involved?

No ▼

VI.3.2. Please specify which forms and provide % of HE institutions involved.

VL3.3. If you have any comments regarding different forms of lifelong learning in which HE institutions are involved, please provide them here.

VL4. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?

No ▼

VL4.1. Please explain these restrictions.

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

General public higher education budget (%) "20"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Special budget for lifelong learning (%) "0"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Private contributions from students (%) "20"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Private contributions from business and industry (%) "20"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Other (%) "40"

VL5.1. If relevant, please specify the option "other" here. You can also use this space to provide any comments regarding the previous question.

EU structural funds or national funding schemes.

VL5.2. If you have any further comments regarding this section, please provide them here:

VL6. In your higher education policy, is there a focus on promoting the flexible provision of higher education studies/programmes (e.g. changing the intensity of study programmes according to personal circumstances)?

No, there is no specific focus in HE policy on promoting the flexible provision of HE studies/programmes

VL6.1. Please provide a short description of specific policy measures that exist in your country.

VL7. Which of the statements on student statuses best describes the situation in your country?

There are several student statuses (e.g. 'full-time', 'part-time', etc.)

VL7.1. Please explain what student statuses exist in your country and how you define them.

There are a full-time and part-time student statuses in higher education. The Law on Higher Education and Research (Article 50) legislates that part-time studies are when a student pursuant to a part of a study programme, which provides knowledge and skills which are evaluated and attested by a certificate.

VL7.2. If there is only one student status without any further distinctions, please specify whether HE students in your country can change the pace of their studies (e.g. apply for a limited number of credits) and follow de facto part-time studies.

VL7.3. Please indicate which fees apply to students studying part-time.

Students studying part-time pay the same amount of fees for the same volume of study (i.e. the same number of credits) as students enrolled in typical study arrangements
Part-time students are not treated differently from rest of the students.

VL7.4. Please indicate which fees apply to de facto part-time students.

VL7.5. Please indicate the amount of financial support, to which are eligible students holding a formal alternative student status.

Students studying part-time are eligible for the same amount of financial support for the same volume of study (i.e. the same number of credits) as students following typical study arrangements
Part-time students are not treated differently from rest of the students.

VL7.6. Please indicate the amount of financial support, to which are eligible de facto part-time students.

VL8. Are there any higher education programmes in your country designed as 'part-time' programmes?

Yes ▼

VL8.1. Please provide details on these programmes (in particular, how they differ from conventional higher education programmes). Please also specify whether students following these programmes pay the same amount of fees (or higher/lower fees) and are eligible for the same amount of support (or higher/lower support) as students enrolled in conventional programmes.

The Law on Higher Education and Research (Article 50) legislates that part-time studies are when a student pursuant to a part of a study programme, which provides knowledge and skills which are evaluated and attested by a certificate. Part-time students are not treated differently from rest of the students.

VL9. Which of the following statements best describes the extent to which HE institutions offer part-time studies or other alternative forms of study?

Higher education institutions have autonomy to decide but most of them offer part-time studies or other alternative forms of study

VL9.1. If you have any further comments regarding this section, please provide them here:

VL10. In your country, can prior non-formal and informal learning be taken into account/accredited towards fulfilment of a higher education study programme?

Yes

VL10.1. Please choose the statement that best applies to your country-specific situation.

It is a legal right for candidates to have their prior non-formal and informal learning recognised towards fulfilment of a HE study programme and HE institutions must provide relevant procedures

VL10.2. Please specify whether the process can lead to a complete award of a higher education qualification or whether it can only lead to a limited number of credits.

Recognition of non-formal and informal learning can only lead to a limited number of credits (please use comments to specify the maximum amount of credits)
No more 75 percent of study programme credits could be gained through recognition of non-formal and informal learning.

VL10.2.1. Please specify whether this possibility applies to all higher education qualifications or only to some higher education qualifications.

Please also specify whether this possibility is commonly used in practice.

VL10.3. If your answers to the three preceding questions were based on steering documents please specify the source (i.e. title of the document and link). If they are based on other sources (e.g. common practice of HE institutions), please specify it as well.

Recommendations on the recognition of non-formal and informal education at HEIs approved by order No. V-2319 of the minister of education and science on 15 December 2010 (Lithuanian only
<https://www.e-tar.lt/portal/forms/legalAct.html?documentId=TAR.A0B18D56FBEB>)

VL10.4. Do steering documents in your country refer to any specific requirements towards those HE candidates/students who would like to fulfil their higher education modules/programme through the recognition of non-formal and informal learning?

No

VL10.4.1. Please specify these requirements.

- Specific age requirements (please specify)
- Requirements related to the duration of prior professional experience (please specify)
- Other (please specify)

VL10.5. Is it possible to provide data on the proportion of HE institutions which commonly use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies)?

Yes, there are official data based on central level monitoring, including surveys

VL10.5.1. Please indicate the proportion of higher education institutions which use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies).

51-75%

VL10.5.2. Please indicate the source and the reference year.

Ministry of Education and Science, year 2013.

VL10.6. Is it possible to provide data on the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements?

There are no official data but it is possible to provide estimates

VL10.6.1. Please indicate the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements.

300-500 students per year (Data source: HEIs survey done by the Ministry of Education and Science).

VL10.6.2. Please indicate the source and the reference year.

VL10.7. Are there any plans to create such a possibility? If yes, please provide details on the on-going debates.

VL10.6.3. If you have any further comments regarding this section, please provide them here:

VL11. Besides the approaches mentioned throughout the LLL section, are there any other approaches to enhancing lifelong learning and flexibility of higher education in your country?

Yes ▾

VL11.1. Please specify what they are.

The low lifelong learning indicator in Lithuania may have negative consequences for the economic growth of the country. Seeking to improve the involvement of employers and other social partners in initiatives connected with lifelong learning and encourage institutions of higher education to expand cooperative cooperation with the business world Ministry of Education and Science of the Republic of Lithuania from 2013 supports initiatives by developing services for lifelong learning based on institutional cooperation.

Data entry: (VII_Internationalisation_mobility)

7.1. Do higher education steering documents refer to internationalisation of higher education?

Yes ▼

7.1.1. In your higher education steering documents, there are:

- Clear aims and objectives regarding internationalisation of higher education
- Concrete measures for implementing internationalisation of higher education

7.1.2. Please specify:

One of goals of the National Programme for the Development of Studies, Scientific Research and Experimental (Social and Cultural) Development for 2013–2020 approved by the Government of the Republic of Lithuania by the Resolution No. 1494 on 5th of December 2012 is to expand the international dimension in studies and to strengthen the international recognition of Lithuanian higher education.

Action Plan for Promoting the International Dimension in Higher Education for 2013–2016 approved by the Minister of Education and Science of the Republic of Lithuania by the Order No. V-878 on 20th of September describes objective, tasks and concrete measures for development of international dimension in the Lithuanian higher education system.

Action Plan for Promoting the International Dimension in Higher Education for 2013–2016 approved by the Minister of Education and Science of the Republic of Lithuania by the Order No. V-878 on 20th of September describes objective, tasks and concrete measures for development of international dimension in the Lithuanian higher education system.

List of measures:

- To encourage Lithuanian institutions of higher education to develop and implement international study programmes.
- To support studies of emigrants and foreigners of Lithuanian origin at Lithuanian institutions of higher education.
- To implement a national system for international internships/teaching placements of students and teachers of Lithuanian institutions of higher education.
- To fulfil obligations connected with the Bologna Process intended for the creation of a common higher education area.
- To implement the memorandum concerning Nordic languages.
- To support the mobility of students and teachers of Lithuanian institutions of higher education.
- To stay in touch with emigrants and foreigners of Lithuanian origin.
- To support activities aimed at attracting foreign students and teachers.
- To participate in solving migration-related problems encountered by incoming foreign students and teachers.
- To strengthen Lithuanian (Baltic) studies centres abroad and encourage their activities.
- To encourage cooperation of Lithuanian (Baltic) studies centres abroad and Lithuanian institutions of science and studies and cooperation of individual centres.
- To implement in Lithuania a system of assessment and recognition of qualifications acquired abroad.
- To develop the infrastructure intended to increase awareness about, and the international recognition of the Lithuanian system of higher education.
- To expand cooperation of Lithuanian institutions of higher education with foreign institutions of higher education.

7.2. Which national level public institutions are involved in the internationalisation of higher education in your country?

- No designated institution
- Specific Department in the Ministry responsible for Higher Education
- Agency for the internationalisation of higher education
- Stakeholder organisations
- Other

7.2.1. Please specify the name and provide a link to its website (if available) and a brief description of its main activities:

7.3. Does your country have a formal national strategy for internationalisation of higher education?

Yes ▼

7.3.1. Please provide a reference and link to the document (if available, also in English):

Action Plan for Promoting the International Dimension in Higher Education for 2013–2016 (<https://www.c-tar.lt/portal/forms/legalAct.html?documentId=TAR.C4AA.15D65B70>)

7.3.2. Has the impact of the strategy been assessed?

Yes ▼

7.3.2.1. Please specify by whom, and provide a reference/link:

The main responsibility for the implementation of Action Plan for Promoting the International Dimension in Higher Education for 2013–2016 belongs to the Ministry of Education and Science. Annual impact of implementation of action Plan is evaluated in annual report of the Ministry of Education and Science at the end of every year.

The impact of implementation of Programme on Internationalization of Higher Education in 2011–2012 was evaluated by the Ministry of Education and Science in the beginning of 2013 and described in Action Plan for Promoting the International Dimension in Higher Education for 2013–2016 (Part II. Analysis of the current situation).

7.3.3. What percentage of higher education institutions have adopted an internationalisation strategy?

1–25%

7.3.3.1. Please provide a source for this information:

Ministry of Education and Science of the Republic of Lithuania

7.3.4. What percentage of higher education institutions are engaged in internationalisation actions without having adopted a formal strategy?

76–99%

7.3.4.1. Please provide a source for this information:

Ministry of Education and Science of the Republic of Lithuania

7.4. Has your country defined targets for mobile students (if yes, please state the target)?

Credit mobility:Outgoing mobility	Share (percentage) of students who passed a certain period of their studies abroad, compared to the total number of students (target – 20 percent in 2020)
Credit mobility:Incoming mobility	Ratio of incoming and outgoing students for temporary studies from the Bologna Process region accounting for Lithuania (target – 1 : 2 in 2020)
Degree mobility:Outgoing mobility	No target
Degree mobility:Incoming mobility	No target

7.4.1. Has your country defined targets for incoming international students with a first degree obtained outside the EHEA?

No ▼

7.4.1.1. Please specify:

7.4.2. Has your country defined other targets related to the internationalisation of higher education (e.g. mobile academic staff, types of partnership in higher education and research etc.)?

Yes ▼

7.4.2.1. Please specify:

- Share (percentage) of teachers who took part in the Erasmus mobility programme (target – 10 percent in 2020)
- Number of successfully implemented joint study programmes (target – 30 programmes in 2020)
- Share (percentage) of institutions of higher education engaged in academic recognition of education and qualifications connected with higher education (target – 30 percent in 2020)

7.5. Is there a specific budget for funding internationalisation activities in higher education in your country?

Yes ▼

7.5.1. Please specify:

Ministry of Education and Science allocates every year funding from state budget and European structural funds for funding internationalisation activities in higher education.

7.6. Are there other incentives for higher education institutions to engage in internationalisation activities in your country?

Yes ▼

7.6.1. Please name and describe them:

Higher education institutions participate as project promoters or project partners in different projects aimed to increase international dimension in higher education funded from European structural funds.

7.7. Does your country provide specific, additional funding to higher education institutions for the development and implementation of joint/double degree programmes?

Yes ▼

7.7.1. Please explain this funding, and how it is allocated:

To finance development of joint degree programmes a total of 18,5 million € from European structural funds have been allocated.

7.8. Is there a legal requirement for higher education institutions to publish vacancy notices for academic staff in media operating outside your country?

No, such practice is not required and would be very unusual

7.8.1. Please provide a reference:

7.9. Do any higher education institutions have campuses abroad?

Yes ▼

7.9.1. How many campuses do your higher education institutions have abroad?

1.0000000000

7.9.2. In which countries do they have these campuses?

In Kazakhstan

7.10. Do any higher education institutions (HEIs) in your country offer massive open online courses (MOOCs) in your country?

No ▼

7.10.1. Please provide:

The percentage of HEIs offering MOOCs (%) ""

7.10.1. Please provide:

The number of MOOCs currently offered (1,2,3 n) ""

7.11. Does your country have main regions of operation for international student mobility?

Yes ▼

7.11.1. Which are the main regions of operation for student mobility?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and southern Africa
- Australia, New Zealand
- Other

7.11.2. Please specify

Neighbour countries, North European and Scandinavian countries

7.11.3. Does your country have main regions of operation for joint/double degrees?

Yes ▼

7.11.4. What are the main regions of operation for joint/double degree programmes?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East

- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.5. Please specify

Neighbour countries, North European and Scandinavian countries

7.11.6. Does your country have main regions of operation for campuses abroad?

Yes

7.11.7. What are the main regions of operation for campuses abroad?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.7.1. Please specify

7.11.8. Does your country have main regions of operation for international cooperation in research?

Yes

7.11.9. What are the main regions of operation for international cooperation in research?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.9.1. Please specify

Neighbour countries, North European and Scandinavian countries

7.11.10. Does your country have main regions of operation for other forms of internationalisation (please specify the forms)?

No

7.11.11. What are the main regions of operation for other forms of internationalisation (please specify the form)?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.11.1. Please specify

7.12. Comments:

7.13.1. Please tick the three most important obstacles to incoming student mobility for your country.

- Funding
- Recognition
- Language
- Curriculum/Study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.1.1. Please specify:

7.13.2. Please tick the three most important obstacles to outgoing student mobility for your country:

- Funding
- Recognition
- Language
- Curriculum/study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.2.1. Please specify:

7.14. Are at least some of the obstacles that you ranked above particularly important in / relevant for:

- Specific study cycles** Yes No No answer
- Specific fields of studies** Yes No No answer
- Credit mobility** Yes No No answer
- Degree mobility** Yes No No answer

7.14.1. Please specify:

7.15. What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?

In case of credit mobility language and motivating are the most important obstacles. Funding can be obtained from Erasmus and other EU programmes of HE, as well as in the framework of international agreements between countries.

Funding is the biggest obstacle for degree mobility student. In case of outgoing students most of them confronts with the lack of funding. Only those students that have provisions from family or receive grants / scholarships / loans can afford studying abroad. From 2011 Ministry of Education of Science provides scholarships and grants for international students studying in master degree studies. For dissemination of information about study possibilities in Lithuania and possibilities to get scholarship or grant the website www.studyinlithuania.lt was launched.

7.16. Has your country monitored the effects of these measures/programmes?

Yes ▼

7.16.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) "Ministry of Education and Science"

7.16.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) "Research and Higher Education Monitoring and Analysis Centre (MOSTA)"

7.16.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) "Numbers of incoming and outgoing students credit and degree mobility are increasing."

7.17. Comments:

7.18. Do you have a central website which provides information about all mobility schemes for national and international students?

Yes ▼

7.18.1. Please provide a link to the website:

www.smpf.lt; www.studyinlithuania.lt

7.18.2. Is the website linked to Bologna website?

No ▼

7.19. Do your national institutions/agencies responsible for internationalisation:

Provide information exclusively on national programmes and higher education institutions

7.19.1. Please provide a link to such information:

7.20. Do higher education programmes taught in widely spoken, non-native languages fall under the same legal regime as programmes taught in official languages of the country?

Yes ▼

7.20.1. Do students have to pay additional fees?

Please choose.. ▼

7.20.2. Are there any other differences? Please specify:

7.21. Comments:

7.22. Since 2012, has your higher education minister participated in:

- the 2012 Bologna Policy Forum
- other bilateral and/or multilateral ministerial dialogues
- international events other than ministerial meetings

7.22.1. Please specify with which countries:

During the second semester of 2013 (Lithuanian Presidency to European Council) minister participated in many international events, ministerial dialogues and meetings.

7.22.2. What were the main higher education issues addressed in these events?

7.23. Comments:

7.25. Are there national policy goals regarding staff mobility in higher education?

Yes ▼

7.25.1. Please specify and provide reference:

Indicator "Share (percentage) of teachers who took part in the Erasmus mobility programme (target – 10 percent in 2020)" is approved in the Action Plan for Promoting the International Dimension in Higher Education for 2013–2016.

7.26. Are there any national mobility programmes for higher education staff?

- Researchers** Yes No No answer
Teaching staff Yes No No answer
Doctoral candidates Yes No No answer
Technical staff Yes No No answer
Administrative staff Yes No No answer
International officers Yes No No answer
Guidance counsellors Yes No No answer
Others Yes No No answer

7.26.1. Please provide details and a link for further information on relevant programmes

The Research Council of Lithuania (www.lmt.lt) provides support for researchers and teaching staff mobility. Education Exchanges Support Foundation (www.smpf.lt) provides support for teaching and administrative staff mobility. Ministry of Education and Science provides support for international teaching staff mobility (<http://www.smm.lt/web/lt/smm-studijos/studiju-tarptautiskumas/parama-uzsienicciu-destytoju-vizitams>).

7.27.1. Does your country define quantitative targets for any incoming staff mobility?

- Researchers** Yes No No answer
Teaching staff Yes No No answer
Doctoral candidates Yes No No answer
Technical staff Yes No No answer
Administrative staff Yes No No answer
International officers Yes No No answer
Guidance counsellors Yes No No answer
Others Yes No No answer

7.27.1.1. Please specify any targets that exist:

There is no specific target for incoming staff mobility.

7.27.2. Does your country define quantitative targets for any outgoing mobility?

- Researchers** Yes No No answer
Teaching staff Yes No No answer
Doctoral candidates Yes No No answer
Teaching staff Yes No No answer
Administrative staff Yes No No answer
International officers Yes No No answer
Guidance counsellors Yes No No answer
Others Yes No No answer

7.27.2.1. Please specify any targets that exist:

Share (percentage) of teachers who took part in the Erasmus mobility programme (target – 10 percent in 2020)

7.28. For each staff group, is information collected on participation rates in mobility?

- Researchers** Yes No No answer
Teaching staff Yes No No answer
Doctoral candidates Yes No No answer
Technical staff Yes No No answer
Administrative staff Yes No No answer
International officers Yes No No answer
Guidance counsellors Yes No No answer
Others Yes No No answer

7.28.1. Which organisation(s) collect this information? Please provide a link.

Education Exchanges Support Foundation (www.smpf.lt), Centre of Information Technologies in Education (www.itc.smm.lt).

7.29. Are there any mechanisms to reward staff who participate in mobility?

- Career development advantages** Yes No No answer
Financial benefits Yes No No answer
Non-financial benefits Yes No No answer
Other Yes No No answer

7.29.1. Please specify how staff who participate in mobility are rewarded:

No mechanisms to reward staff who participate in mobility.

7.30. Is there a website which provides information about all international mobility schemes for staff?

Yes ▼

7.30.1. Please provide a link:

www.smpf.lt

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Immigration restrictions "5"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Recognition issues "7"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Language issues "3"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of funding "1"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Administrative burden "4"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of personal motivation and interest "2"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Incompatibility of pension and/or social security systems "8"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Legal issues "6"

7.31.1.1. Additional comments:

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Immigration restrictions "6"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Recognition issues "7"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Language issues "1"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of funding "3"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Administrative burden "4"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of personal motivation and interest "2"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Incompatibility of pension and/or social security systems "8"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Legal issues "5"

7.31.2.1. Additional comments:

7.32. What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?

To encourage incoming staff mobility Ministry of Education and science has been supporting teachers from foreign HEIs, who come to teach in Lithuanian HEIs. Duration of the financed visit is from week to 2 months. Duration of a visit of world known scientists, artists and practitioners can be shorter. Since 2012 the support has been allocated to 257 foreign teachers' visits in total. Most of the teachers arrive from universities in the USA, UK, Germany, Portugal. Lithuanian students also have an opportunity to communicate with teachers from such faraway countries as China, Australia, Malaysia, Taiwan.

7.33. Has your country monitored the effects of these measures/programmes?

No ▼

7.33.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) ""

7.33.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) ""

7.33.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) ""

7.34. Please provide any additional comments on internationalisation and mobility that should be taken into consideration: