

EUROPEAN
Higher Education Area

**National Report regarding the Bologna
Process implementation
2009-2012**

Lithuania

Part 1.0 BFUG Data Collection: administrative information

For which country do you fill in the questionnaire?

Lithuania

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

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Contributors to the report

Government representatives =

Contributors to the report

Employer representatives =

Contributors to the report

Student representatives =

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Academic and other staff representatives =

Contributors to the report

Other (please specify) =

Part 1.1 BFUG Data Collection on Context and Structures

1. Do your steering documents for higher education policy explicitly take account of demographic projections for your country?

Yes

2. How do these projections affect higher education policy planning?

It is projected that the number of students by 2020 will diminish rather noticeably. With this in mind, currently efforts at optimisation of the network (mapping) of the universities are made. Also, due regard is paid to the promotion of the international dimension in Lithuanian higher education: in February 2011, a Programme for Promotion of the International Dimension in Higher Education in Lithuania for the years 2011-2012 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. Currently, the Education Exchanges Support Foundation (a Lithuanian national agency responsible for implementing the EU Lifelong Learning Programme and a number of other EU and national programmes and projects within the field of education and training) has been implementing a project on the development of the international dimension in higher education in Lithuania. The objectives of the project are the following: • Dissemination/Communication of measures of policy and reform of Lithuanian higher education in priority foreign countries with the aim of fostering the interest of foreign universities in Lithuanian higher education; • Presentation of Lithuanian higher education to foreign countries with the aim of attracting foreign students to Lithuania; • Promotion of learning mobility of students of Lithuanian higher education institutions on the basis of EU higher education programmes.

3. Which of the following statements correspond to your higher education system?

- Higher education institutions can be either academically or professionally oriented There are two types of higher education institutions: universities and colleges.
- Higher education institutions are only academically oriented
- Higher education institutions are either public or private
- All higher education institutions are public

4. What is the number of institutions in the categories identified?

There are 23 universities (out of them 14 are public), and 24 colleges (out of them 13 are public).

5. GENERAL DATA ON HIGHER EDUCATION SYSTEMS

5.1. Please provide the (approximate) percentages of first cycle study programmes across the following categories:

180 ECTS = 47

240 ECTS = 50

Other number of ECTS = 3

5.2. Please provide the (approximate) percentage of the total number of first cycle students enrolled in programmes of the following length:

180 ECTS = 28

240 ECTS = 70

Other number of ECTS = 2

5.3. Do degree programmes exist outside the typical Bologna 180-240 ECTS first cycle model (and/or calculated in years rather than credits)?

These may include integrated/long programmes leading either to a first or a second cycle degree.

Yes

5.4. 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, 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.

5.5. What is the typical length of these degree programmes outside the Bologna 180-240 ECTS model?

The Law on Higher Education and Research (as revised in 2009) stipulates that the scope of an integrated study programme shall be not less than 300 credits, but not 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.

5.6. What (approximate) percentage of all students studying for a first degree (including students enrolled in the Bologna cycle structures) is enrolled in these programmes?

5 percent

5.7. Please provide the (approximate) percentage of second cycle (master) programmes of the following length:

60-75 ECTS = 0

90 ECTS = 25

120 ECTS = 73

Other = 2

5.8. Please provide the percentages of the total number of second cycle students enrolled in programmes of the following length.

60-75 ECTS = 0

90 ECTS = 32

120 ECTS = 65

Other = 3

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

No

5.10. What is the typical length of these second cycle programmes outside the typical Bologna model?

5.11. What percentage of all second cycle students is enrolled in these programmes?

0

5.12. In which study fields to these programmes exist?

5.13. Please provide any additional relevant comments for consideration regarding general data on your country's higher education system.

Alongside first-, second-, third-cycle and integrated (those outside the typical Bologna model) programmes, there are also non-degree study programmes (study programmes which do not award a degree). Non-degree study programmes are designed for acquisition of a qualification or preparation for an independent practical activity (e.g., teacher training programmes, residency studies). The Law on Higher Education and Research (as revised in 2009) stipulates that the scope of non-degree study programmes (except residency studies) constitutes not less than 30 credits, but not more than 120 credits. The scope (duration) of residency studies is established in Government-approved resolutions.

6. PROGRESSION BETWEEN CYCLES

6.1. What percentage of first cycle programmes give access to at least one second cycle programme?

>50-75%

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.

6.1.1. Please provide a source for this information.

Ministry of Education and Science, Statistics Department at the Government of the Republic of Lithuania

6.2. What percentage of first cycle students continue to study in a second cycle *programme* after graduation from the first cycle (within two years)?

>25-50 %

6.2.1. Please provide the source for this information.

Ministry of Education and Science, Statistics Department at the Government of the Republic of Lithuania

6.3. What are the requirements for holders of a first cycle degree to access a second cycle programme?

- | | | | | |
|---|--------------------------------------|--------------------------|---------------------------------------|--------------------------|
| All students (Scale 1) | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> Some | <input type="radio"/> No |
| | answer | | | |
| All students (Scale 2) | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> Some | <input type="radio"/> No |
| | answer | | | |
| Holders of a first degree from a different study field (Scale 1) | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Some | <input type="radio"/> No |
| | answer | | | |
| Holders of a first degree from a different study field (Scale 2) | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Some | <input type="radio"/> No |
| | answer | | | |
| Holders of a first degree from a different higher education institution (Scale 1) | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Some | <input type="radio"/> No |
| | answer | | | |
| Holders of a first degree from a different higher education institution (Scale 2) | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Some | <input type="radio"/> No |
| | answer | | | |

6.3.1. When you selected 'some' in any of the answers above, please explain.

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.

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

100 %

6.4.1. Please provide a source for this information.

Ministry of Education and Science, Statistics Department at the Government of the Republic of Lithuania

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

6 percent

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

No

6.6.1. Under which criteria is this possible?

6.7. What percentage of third cycle students enter into that cycle without a second cycle qualification?

0%

6.8. Please provide any additional relevant comments for consideration regarding the progression between cycles.

N/a

7. LINKING BOLOGNA AND NON-BOLOGNA PROGRAMMES

7.1. Is access to degree programmes outside the typical Bologna model organised in a different manner than for Bologna first cycle programmes?

Please choose..

7.1.1. Please explain the differences.

7.2. Is access to the second cycle specifically regulated for students holding a degree from a programme outside the typical Bologna model?

No

7.2.1. Please specify how it is regulated.

7.3. Is it possible for graduates of a first cycle degree outside the typical Bologna model to enter a third cycle programme without a second cycle degree?

No

7.3.1. Please specify for which graduates.

8. DEVELOPMENT OF THIRD CYCLE PROGRAMMES

8.1. What types of doctoral programmes exist in your higher education system? (These may include, but are not restricted to, traditional supervision-based doctoral education, structured doctoral programmes, professional doctoral programmes etc).

The term 'doctoral programme' is not used in Lithuanian legal acts. It is laid down by the Research Doctorate Bylaws approved by the Government in May 2010 that pursuant to the Doctorate Regulations, i. e. rules of procedure for the provision of the doctorate as drawn up and approved by a university, an individual doctoral plan shall be drawn up for each doctoral student wherein the stages and timeframe for doctoral studies, research and thesis preparation shall be outlined.

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

No

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

8.3. Is the length of full-time third cycle (PhD) study programmes defined in your steering documents?

Yes

8.3.1. Please specify the number of years.

A doctoral degree may be awarded to an individual having successfully completed a full-time (up to 4 years) or part-time (up to 6 years) doctorate, and having written and defended a thesis; or an individual having written a thesis on a non-resident basis

8.3.2. What is the average length (in years) of full-time third cycle (PhD) study programmes?

4

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

Yes

8.5. Are ECTS credits used in doctoral programmes?

Yes, for taught elements only

The Research Doctorate Bylaws approved by the Government in May 2010 stipulate that the scope of doctoral studies shall encompass the total of at least 20 credits, and as of 1 September 2011 – at least 30 credits.

8.6. Please provide any additional relevant comments for consideration regarding development of third cycle programmes.

The Research Doctorate Bylaws approved by the Government in May 2010 stipulate that an individual university or a university together with other Lithuanian and/or foreign universities and/or research institutes conducting high-level research are authorized to provide the doctorate by the Ministry of Education and Science following its approved Rules of Procedure for Authorization to Provide the Doctorate. According to the Rules of Procedure for Authorization to Provide the Doctorate, an individual university or a university together with other Lithuanian and/or foreign universities and/or research institutes pursuing authorization to provide the doctorate, shall submit to the Ministry of Education and Science a project of the doctorate, a list of candidates to the Doctoral Committee, a list of other scientists to be involved in the provision of the doctorate, who work at the institution(s) that pursue authorization to provide the doctorate, as well as draft Doctorate Regulations. 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.

9. TREATMENT OF SHORT CYCLE HIGHER EDUCATION PROGRAMMES

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

No

9.2. How are short cycle higher education programmes linked to the Bologna structures? Please tick the most appropriate case(s) for your country.

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

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

Please choose..

9.4. Please provide any additional relevant comments for consideration regarding the treatment of short cycle higher education programmes.

10. INTERNATIONAL JOINT DEGREES AND PROGRAMMES

10.1. Does national higher education legislation mention joint degrees?

Yes

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

The Law on Higher Education and Research (2009, as revised) (http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=366717) stipulates that “Higher education institutions may implement joint study programmes on completion of which a joint qualification degree is awarded, as well as programmes on completion of which a double qualification degree is awarded. A joint qualification degree shall be awarded in the event when a study programme is implemented by at least two higher education institutions, usually from different countries. A double qualification degree shall be awarded when a study programme satisfies not only the requirements of the principal study field, but also the minimum requirements of the other study field. General requirements of these programmes shall be laid down by the Ministry of Education and Science.” A ministerial order of July 2011 approved the general requirements for joint study programmes (as revised) (http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=404475). A ministerial order of February 2011 approved a Programme for the Promotion of the International Dimension in Higher Education for 2011-2012 (http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=392173&p_query=&p_tr2=) wherein the development and delivery of joint study programmes is deemed to be one of the strategic tenets for the promotion of the international dimension in higher education.

10.2. Does higher education legislation allow:

- Establishing joint programmes
- Yes
 - No
 - Legislation not clear
 - Legislation doesn't mention joint degrees
 - No answer

Awarding joint degrees Yes No Legislation not clear Legislation doesn't mention joint degrees
 No answer

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

Award joint degrees > 75-100% > 50-75% > 25-50% > 10-25% > 5-10% > 0-5%
 0% No answer

Participate in joint programmes > 75-100% > 50-75% > 25-50% > 10-25% > 5-10% > 0-5%
 0% No answer

10.4. Please estimate the percentage of students in your country that graduated in the academic year 2009/10 ...

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

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

Yes

10.5.1. Please explain briefly.

More than 70 percent of joint study programmes have been designed in the study area of social sciences (sociology, law, business studies, political science, management studies), several joint study programmes are in the study areas of humanities (baltic philology) and biomedical sciences (public health).

10.6. Please provide any additional relevant comments for consideration regarding your joint degrees and programmes.

The Ministry of Education and Science promotes the design and development of joint study programmes and deems the latter to be one of the major criteria for promoting an international dimension in higher education. Significant budget allocations and European structural funds have been assigned for the development of new joint study programmes and delivery of the joint study programmes already designed and developed. It is hoped that by 2013 the number of joint study programmes will increase by 100 percent.

Part 1.2 BFUG Data Collection on student-centred learning

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

Yes

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

There is no precise definition.

1.2. How important ('1' not important, '5' very important) are the following categories in your steering documents and national policies?

- | | | | | | |
|--|-------------------------|------------------------------------|------------------------------------|-------------------------|------------------------------------|
| Independent learning | <input type="radio"/> 1 | <input checked="" type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Learning in small groups | <input type="radio"/> 1 | <input checked="" type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Initial or in-service training in teaching for staff | <input type="radio"/> 1 | <input checked="" type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Assessment based on learning outcomes | <input type="radio"/> 1 | <input checked="" type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Recognition of prior learning | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Learning outcomes | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Student/staff ratio | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 |
| Student evaluation of teaching | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 |

1.3. Are there any other important concepts on student-centred learning in your steering documents?

Yes

1.4. Please specify.

State-funded student places according to study programmes of the first cycle and integrated study programmes shall be allocated to higher education institutions in accordance with the choice between higher education institutions made by enrolling persons who have completed the secondary education programme with the best results, without exceeding state funding established for each study area

2. Please provide a reference for your steering documents covering student-centred learning.

Law on Higher Education and Reserch (2009), Common requirements for study programmes of I and II cycle and integrated studies approved by the Order No. V-501 of the Minister of Education and Science of 9 April 2010.

3. Please provide any additional relevant comments for consideration regarding the student-centred learning.

Other documents covering student-centred learning: Recommendations for HEIs on inclusion of study results approved by the Order No ISAK-1603 of the Minister of Education and Science of 12 November 2003. Recommendations for HEIs on inclusion of study results obtained in a way of non-formal adult education approved by the Order No V-2319of the Minister of Education and Science of 15 December 2010.

4. LEARNING OUTCOMES

4.1. Are learning outcomes defined in your national steering documents? If so, please provide the definition.

There is no precise definition however the learning outcomes are mentioned in these documents: Law on Higher Education and Research (2009); Methodology for Evaluation of Higher Education New Study Programmes approved by the Order No. 1-01-163 of the Director of Centre for Quality Assessment in Higher Education, 20 December 2010 - while formulating learning outcomes it is to be identified "knowledge and understanding, fields and conditions of their application, also special and general abilities". Other related documents are following: General requirements for the 1st cycle and integrated study programmes were approved by the Order No. V-501 of the Minister of Education and Science, 9 April 2010. General requirements for the 2nd cycle master programmes were approved by the Order No. V-826 of the Minister of Education and Science, 3 June 2010. Methodology for Evaluation and Accreditation of Higher Education Study Programmes was approved by the Order No. ISAK-1652 of the Minister of Education and Science, 24 July 2009. Currently Lithuanian higher education institutions (HEIs) run projects "Improving the quality of studies, increasing internationalisation". They are also strongly related with learning outcomes.

**4.2. 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 the majority (>50-<100 %) of programmes

According to the Law on Higher Education and Research from 1st of September, 2011 Lithuanian HEIs will switch to a new credit calculation system that will define not only the student's workload and curriculum, but also the outcomes to be achieved by a student.

4.3. 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.)

4.3.1. Does your country provide specific support measures on the national level?

Seeking to create favorable conditions for higher education institutions to adopt the new credit system Lithuania runs the following projects: 1) Development of the Concept of the European Credit Transfer and Accumulation System (ECTS) at the National Level: Harmonisation of the Credit and Implementation of the Learning Outcomes Based Study Programme Design (coordinated by Vilnius University); 2) The Development of the Structure of Study Cycle Descriptors and Study Field Descriptors (coordinated by Centre for Quality Assessment in Higher Education).

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

Yes, this is done through advisory measures (guidelines, recommendations etc)

4.5. 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

4.5.1. Please specify for whom and give approximate % that participate.

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

Yes

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

According to Methodology for Evaluation of Higher Education New Study Programmes approved by the Order No. 1-01-163 of the Director of Centre for Quality Assessment in Higher Education, 20 December 2010, and Methodology for Evaluation and Accreditation of Higher Education Study Programmes approved by the Order No. ISAK-1652 of the Minister of Education and Science, 24 July 2009, there are requirement regarding the study programmes learning outcomes and the students assessment

(assessment criterion, methods etc.) In every HEIs study programme the study programmes learning outcomes and the students assessment is described. These components are necessary for the positive external study programmes assessment.

4.6. Please provide any additional relevant comments for consideration regarding learning outcomes.

n/a

5. IMPLEMENTATION OF THE EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS)

5.1. In your country, do you use

a national credit system compatible with ECTS

5.1.1. Please provide details of how it is linked to ECTS (when applicable) and its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes).

1 national credit is equal to 1,5 ECTS credits (the multiplier 1,5 is used to convert national credit to the ECTS one). The Diploma Supplements indicate both national and ECTS credits the graduate has earned. Currently the national credit is based on student workload only and equals 40 conditional student work hours. According to the Law on Higher Education and Research study credit will be based on student workload and learning outcomes from 1st of September, 2011.

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

100%

5.3. In your country, what percentage of programmes use ECTS for accumulation and transfer for all elements of study programmes?

100%

5.4. In the majority of higher education institutions and/or programmes, what is the basis to award ECTS in your country?

Combination of learning outcomes achieved and student workload

5.4.1. Please specify.

5.4.2. For student workload, is there a standard measure for the number of hours per credit?

Yes

5.4.3. What is the number of hours per credit?

40

5.4.4. What is the number of student teacher contact hours per credit?

0

5.4.5. Please provide any additional relevant comments for consideration regarding ECTS implementation.

1 national credit equals 40 hours of student workload. 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.

6. DIPLOMA SUPPLEMENT

6.1. Is the Diploma Supplement issued in higher education institutions and to students in all fields of study?

- All students >75% of HEIs 50-75% of HEIs 25-49% of HEIs 0-24% of HEIs 0% No answer
- Some students >75% of HEIs 50-75% of HEIs 25-49% of HEIs 0-24% of HEIs 0% No answer
- Upon request >75% of HEIs 50-75% of HEIs 25-49% of HEIs 0-24% of HEIs 0% No answer
- In certain fields of study >75% of HEIs 50-75% of HEIs 25-49% of HEIs 0-24% of HEIs 0% No answer
- No students >75% of HEIs 50-75% of HEIs 25-49% of HEIs 0-24% of HEIs 0% No answer

6.1.1. Please identify those fields.

6.1.2. Please specify to which students.

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

No

6.2.1. Please provide the most recent results regarding the level of satisfaction of employers.

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

Yes

6.3.1. Please provide the most recent results regarding the level of satisfaction of institutions.

The procedure of DS information filling is approved by the Ministry of Education and Science. Ministry taking into consideration of suggestions coming from HEIs and provide information for HEIs if there are any changes of DS content.

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

The Diploma Supplement is being issued in Lithuanian and English languages.

6.5. Is the Diploma Supplement issued

free of charge

6.5.1. Please provide the amount and the reason for the fee.

6.6. Please provide an example of your national Diploma Supplement (in pdf or similar format) and send it to data.collectors@ehea.info

6.7. Please provide any additional relevant comments for consideration regarding your diploma supplement.

Lithuanian HEIs provide Diploma Supplement as a compulsory document for BA (professional bachelor, bachelor – first cycle) and MA (second cycle) graduates.

7. NATIONAL QUALIFICATIONS FRAMEWORKS (NQFs)

7.1. Have you started the process to develop a National Qualification Framework in your country?

Yes

7.2. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing a national qualification framework.

Please choose below the stage that best describes your national situation.

7. Implementation of the NQF has started with agreement on the roles and responsibilities of higher education institutions, quality assurance agency(ies) and other bodies

The National Qualifications Framework was introduced by the Resolution of the Government of the Republic of Lithuania on 4 May 2010. The NQF consists of eight levels and the last three levels cover higher education cycles and they are compatible with the Dublin descriptors. According the Resolution of the Government of the Republic of Lithuania on 13 October 2010 No 1457 “Affirmation of the Regulation of the Ministry of Education and Science” (Official Gazette 2010; No 123–6294) policy development of the NQF was transferred from the Ministry of Social Security and Labour to the Ministry of Education and Science.

7.2.1 Please provide the date when the step was completed.

04.05.2010

7.2.2. Please provide a reference for the decision to start developing a NQF.

The development of National Qualifications System was indicated as one of the Single Programming Document for 2004-2006 activities, approved by the Order of the Government of the Republic of Lithuania of 2 August 2004. The English version of the document may be found: http://www.esparama.lt/ES_Paramam/angliskas_medis/spd_for_2004_2006_tree/about_the_spd/files/SPD_2007-12-14.doc. See priority 2: Human Resource Development.

7.2.3. Please provide a reference outlining the purpose of the NQF.

7.2.4. Please provide a reference to a document establishing or outlining the process of NQF development. Please also report, which stakeholders have been identified and which committees have been established.

7.2.5. Please provide a reference describing the agreed level structure, level descriptors and credit ranges.

7.2.6. Please provide a reference outlining the form and the results of the consultation. Please provide a reference for the design of the NQF as agreed by the stakeholders.

7.2.7. Which stakeholders have been consulted and how were they consulted?

7.2.8. Please provide a reference document for the adoption of the NQF.

7.2.9. Are ECTS included in the NQF?

Please choose..

7.2.10. Please provide a reference for the decision to start the implementation of the NQF, including a reference to the roles of the different stakeholders.

Law on Education (last amended on 17/03/2011) Article 13.4. Graduates of higher education study programme awarded by higher education qualification which corresponds certain level in Lithuanian qualification framework. Law on Higher Education and Research (amended on 30/04/2009): Article 48.3. The Ministry of Education and Science shall approve general and special requirements (descriptions of a study field, a set of study fields or a study area) for a study programme of the first cycle, an integrated study programme and a Master's degree study programme; Article 4.21. 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; Article 95.2. Paragraph 21 of Article 4 and paragraphs 3, 4, 5, and 6 of Article 47 of this Law shall enter into force on 1 September 2011. Until 1 September 2011 the following definition of "study credit" shall apply: a unit for measuring the scope of studies, equalling forty conditional student work (academic, laboratory, independent, etc.) hours, i.e., one week of the student's work. Resolution No. 154 of 10 February 2010 of the Government of the Republic of Lithuania The Register of Study Programmes transformed to the Register of Study Programmes and Qualifications (Official Gazette 2010; No 21–996) Resolution No. 535 of 4 May 2010 of the Government of the Republic of Lithuania on the Approval of the Description of Lithuanian National Qualifications Framework (Official Gazette 2010; No 56–2761, in Lithuanian only): http://www.lrv.lt/bylos/Teises_aktai/2010/05/15258.doc

7.2.11. Please provide a reference for the redesign of study programmes based on learning outcomes.

7.2.12. Please provide a reference outlining how qualifications have been included in the NQF.

7.2.13. Please provide a reference to the self-certification report.

7.3. Does a website exist in your country on which the National Qualification Framework can be consulted?

Yes

7.3.1. Please provide the link to that website.

http://www.kpmc.lt/LTKS_EKS/Qualifications_frameworks.html

8. RECOGNITION OF QUALIFICATIONS

8.1. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of academic study and work in your country?

- Recognition for academic study Higher education institution Central government authority (e.g. ministry) Regional government authority (e.g. ministry) National ENIC/NARIC centre Regional/local specialised independent institution Social partner organisation (employers' organisation, trade union etc) Individual employers Other No answer
- Recognition for professional employment Higher education institution Central government authority (e.g. ministry) Regional government authority (e.g. ministry) National ENIC/NARIC centre Regional/local specialised independent institution Social partner organisation (employers' organisation, trade union etc) Individual employers Other No answer

8.1.1. Please specify.

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

Where recognition is not granted, demonstration of substantial differences by the competent authority

It is a must in the public administration procedures to explain grounds for the decision taken and to inform of the appeals procedure.

8.2.1. Please provide a reference to the relevant legislation.

Resolution No. 60 of 21 January 2005 of the Government of the Republic of Lithuania on Approval of Regulations of Assessment and Academic Recognition of Foreign Qualifications Giving Access to Higher Education and Higher Education Qualifications stipulates: "The Lithuanian Centre for Quality Assessment in Higher Education shall analyse produced documents and identify substantial differences between the requirements for assessment of learning (study) results, the scope (duration), content, outcomes and the corresponding requirements applied in the Republic of Lithuania." and "A decision concerning the assessment shall be formalized in a document on the assessment of the foreign qualification, issued by the Lithuanian Centre for Quality Assessment in Higher Education, which shall be confirmed by the signature of the Director of the Lithuanian Centre for Quality Assessment in Higher Education and a seal of this Centre and shall be given to the applicant." Full text available at: www.skvc.lt/files/Legal_acts_qualifications/Resolution-60.doc

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

Resolution No. 60 of 21 January 2005 of the Government of the Republic of Lithuania appointed the Lithuanian Centre for Quality Assessment in Higher Education (further – SKVC): 1) as an institution for carrying out assessment of foreign qualifications giving access to higher education and higher education qualifications; 2) as a member of the European Network of National Academic Recognition and Mobility and Information Centres (ENIC); 3) as an institution executing functions of the National Academic Recognition Information Centre (NARIC). SKVC is an active member of aforementioned networks. Since establishment in 1995, SKVC has evaluated around 12 700 qualifications received abroad. There is the inter-institutional appeals commission established and the applicants do use this opportunity, as well as dispute qualifications' evaluation decision in courts.

8.4. Do higher education institutions typically:

make recognition decisions at central level

8.5. Are higher education institutions' recognition policy and practice typically evaluated in external Quality Assurance processes?

No

8.5.1. Please explain.

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

According to the steering documents in HEIs a person who had a part studies in another HEI or HEI abroad, where his/her stay was based on the bilateral agreement between home HEI and HEI abroad, results are certified if no contravention of the bilateral agreement is met.

8.7. Please provide any additional relevant comments for consideration regarding your system of recognition of qualifications.

n/a

Part 1.3 BFUG Data Collection on Quality Assurance

1. CHARACTER OF EXTERNAL QUALITY ASSURANCE SYSTEM

1.1. Which situation applies in your country?

A single independent national agency for quality assurance has been established.

1.1.1. Please explain the main elements of your external quality assurance system. Which ministry or government-dependent agency is responsible for quality assurance? How is this responsibility managed in practice? If there are external evaluations of institutions and/or programmes, by whom are these evaluations undertaken, how often, and how are the outcomes of evaluation used?

1.1.2. Please explain the main elements of your external quality assurance system (if it exists). If there is no system of quality assurance, please state this explicitly.

1.2. What are the main outcomes of an external review undertaken by the different QA agencies?

Please choose..

1.3. 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

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

Yes

1.4.1. Please specify the normal impact of an external review.

Accreditation decision and recommendation for further quality improvement are given. HEIs only have right to admit students to accredited study programmes.

1.5. Does the agency cover:

All higher education institutions

1.5.1. Collectively, do the agencies cover:

Please choose..

1.6. What is the main "object" of the external evaluations undertaken?

Institutions and programmes

1.6.1. Are all institutions subject to external evaluation?

Please choose..

1.6.1.1. Please specify

Evaluation of running study programmes and reviews of HEIs institutions typically include foreign experts, vast majority of review teams are international ones. Evaluation of running study programmes taking place in every 6 years.

2. CROSS-BORDER EVALUATION

2.1. Does your national quality assurance system or legislative framework allow higher education institutions to choose a quality assurance agency from outside your country (instead of your national quality assurance agency)?

Yes, all institutions are able to choose

2.1.1. If some institutions are able to choose, please specify which ones.

2.1.2. If no, please go to section XVII.

2.2. Which conditions apply to the choice of a quality assurance agency from another country?

The agency must be a member of the European Quality Assurance Register (EQAR)
This is foreseen in the Lithuanian Law on Higher Education and Research (2009), Article 42,1.

2.3. Please provide any additional relevant comments for consideration regarding Cross-Border Evaluation.

HEIs can choose a quality assurance agency from outside the country only for study programme evaluation. The accreditation decision is taken by the national Agency. Institutional evaluation is done only by national Agency.

3. EVALUATION OF THE EXTERNAL QUALITY ASSURANCE SYSTEM AGAINST THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EUROPEAN HIGHER EDUCATION AREA (ESG)

3.1. Has the agency been evaluated against the European Standards and Guidelines?

- Yes, for the purpose of ENQA membership
- Yes, for an application to EQAR
- Yes, independently of ENQA/EQAR
- Such an evaluation is planned but has not yet taken place
- No

3.2. If an evaluation has been conducted, was the application successful?

4. INVOLVEMENT OF STAKEHOLDERS IN EXTERNAL QUALITY ASSURANCE

4.1. Is there a formal requirement that students are involved in any of the following? For each answer, please specify the relevant source.

- Student involvement in governance structures of national quality assurance agencies
- As full members in external review teams
- As observers in external review teams
- In the preparation of self evaluation reports

- In the decision making process for external reviews
- In follow-up procedures
- Other, please specify

4.2. Is there a formal requirement that international peers/experts are involved in any of the following:

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

4.3. Is there a formal requirement that academic staff are involved?

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the preparation of self evaluation reports
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

4.4. Are there any formal requirements regarding the involvement of employers in external QA processes.

Yes

It is recommended to involve employers to external quality assurance according to the Description of Expert selection approved by the order of Director of the national Agency.

4.5. Please provide any additional relevant comments for consideration regarding the involvement of stakeholders in external QA.

5. INTERNAL QUALITY ASSURANCE

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

Yes

5.1.1. Please specify these requirements and the relevant source.

According the Law on Higher Education and Research (Article 41) every HEI must have an internal system of quality assurance in studies based on the provisions of quality assurance in studies of the European Higher Education Area and on the strategy of improvement of activity quality approved by the higher education institution itself; must provide for action methods and measures which help to ensure the quality of higher education provided by the institution. Higher education and research institutions shall constantly carry out self-assessment of research (artistic) activities.

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

Higher education institutions

5.2.1. Please specify.

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

Yes

5.3.1. Please go to Question 5.6.

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

Yes

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

Yes

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

More than 75%

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

All

5.5.1. Please describe what kind of arrangements are in place.

According to the Law on Research and Higher Education, institutions should “inform the founders, members of a legal person and the public about quality assurance measures in studies and research activities, and in case of state higher education institutions – also about their financial, economic and research activities and the use of funds; the results of external quality evaluation and accreditation of their study programmes”, however, there is no formal mechanism to achieve implementation of this requirement.

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

25-50%

5.7. How many higher education institutions publish critical and negative outcomes of quality assurance evaluations?

None

5.7.1. Please provide a source for this information, and links to examples of critical/negative evaluations.

Centre for Quality Assessment in Higher Education (Agency) <http://pluto.skvc.lt/default.aspx> <http://pluto.skvc.lt/StudyProgramResults.aspx> <http://pluto.skvc.lt/InstitutionPracticeResults.aspx>

5.8. Please provide any additional relevant comments for consideration regarding Internal Quality Assurance.

Part 1.4 BFUG Data Collection on Lifelong Learning

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

Yes

2. How do your steering documents define lifelong learning?

Lifelong learning: all learning activity, going on in any age group with the aim of developing personal, civic, social and professional competences.

3. What is the common understanding of lifelong learning in your country?

4. What are the main forms of lifelong learning provision in which higher education institutions are involved in your country?

The main forms of lifelong learning provision are: mainstream programmes for part-time students, continuing education/training courses, distance learning.

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

Yes, of all institutions

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 four universities: Vilnius University, Vilnius Pedagogical University, Šiauliai University, and Klaipėda University. Among the main objectives of LUTSIA is requalification (specifically that of teachers) as well as professional development. Three higher education institutions (Vytautas Magnus University, Mykolas Romeris University, and Kauno Kolegija/Kaunas University of Applied Sciences) provide the services of the recognition of non-formal and informal education. An ESF-funded project on the establishment of the system of formalisation of non-formally and in-formally acquired knowledge and skills is about to be launched this spring. 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 International business school at Vilnius University offering post-university courses in Management Education thus responding to challenges of market globalisation and international intergration as well as innovations.

6. For which institutions is lifelong learning a recognised mission?

7. Are there legal requirements for higher education institutions to offer lifelong learning provision?

Yes

8. Please provide a reference to the relevant legislation or regulation.

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.

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

No

10. Please explain these restrictions, and provide a reference to relevant legislation/regulations

11. Which are the three (maximum) most significant groups of intended users of lifelong learning services offered by higher education institutions?

- Adults in employment
- Unemployed adults
- Retired citizens
- Part-time students
- Adults without higher education qualifications
- Other, please specify: Adults aiming for a qualification.

12. Where does the funding of lifelong learning provision in higher education come from?

- general higher education budget
- special budget for lifelong learning
- private contributions from students
- private contributions from business and industry
- other: EU structural funds

13. To what degree is the provision of lifelong learning in higher education funded from the public budget?

With the higher education reform started in 2009, the cost of studies of a part-time form in higher education institutions may also be covered with the state budget funds (whereas prior to the reform, the state budget funds covered only full-time studies).

Part 2.1 BFUG Data Collection on policies to widen participation and increase flexibility

1. Do you want to answer this section now or later?

Now

2. Do individuals that meet higher education entry standards have a guaranteed right to higher education?

Yes in all fields

2.1 Please specify.

3. Which statement best describes your country's policy approach regarding the goal that the student body entering, participating and completing higher education should reflect the diversity of the population?

There is a combination of the two previous approaches.

4. UNDERREPRESENTED GROUPS

4.1. Please describe how your country's steering documents define underrepresented groups (e.g. based on socio-economic status, gender, ethnicity, disability, geography, other).

Laws and other legal acts of the Republic of Lithuania define as underrepresented groups the (1) students with low socio-economic background, also (2) orphans and (3) students with disabilities.

4.2. For each of these groups, please briefly describe the national/regional policies and measures that are put in place to address under-representation. These may include, but are not restricted to laws, regulations, campaigns, incentives, other actions etc.

There is a special measures of financial aid to HE students from the underrepresented groups: Students from all groups (students with low socio-economic background, students with disabilities) - can receive the "social scholarship" (every month), students hostel are with discounts or free of charge. There are additional financial aid measures for disabled students: 1. to supply they special needs; 2. to cover the part of tuition fees who studies in places which are not financed by Government. Also students with lithuanian origin, who lived abroad and are coming to study in Lithuanina HE can receive some financial support.

4.3. How does your higher education system determine whether an individual belongs to a particular group (e.g. self-declaration)?

According the self-declaration procedure which taking place when student enters to the HEI

4.4. Is there any funding reserved for measures to increase participation of under-represented groups?

Yes

4.4.1. Please specify.

HEIs receive support from EU Structural Funds (EU SF) to create proper conditions and environment for students from underrepresented groups (esp. students with disabilities) to study in HEIs.

4.5. Do you have national targets/goals for participation of those groups that you identify as under-represented in higher education?

Yes

4.5.1. Please explain these targets briefly and name the groups to which they apply.

The support for underrepresented groups is provided irrespectively of ownership and type of HE institution, form of studies, despite the fact whether the student are state financed or paying tuition fees, etc.

4.6. Does your country offer more public funding to higher education institutions to stimulate access for underrepresented groups?

No

4.6.1. Please specify and identify variation between different groups, where they exist.

4.7. Is the effect of measures to increase participation of each of the groups monitored in your country?

No

4.7.1. Please specify.

4.8. Please provide details on how the higher education participation and graduation of each of the groups that you identify as underrepresented is monitored in your country.

4.8.1. What data is collected?

4.9. Is there a system to monitor the composition of the student body (in terms of groups identified as underrepresented) by subject?

No

4.10. When are data generally collected?

Please choose..

4.10.1. Where an approach different from the general approach is used for any group, please specify.

4.11. Where is information provided by this monitoring system published (provide a reference and link)?

5. GENERAL POLICY APPROACH TO WIDENING PARTICIPATION

5.1. If your country has a general policy approach to increase and widen participation and to overcome obstacles to access, please explain your approach briefly and provide reference to relevant documents.

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_1?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_1?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_1?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_1?p_id=362101&p_query=&p_tr2=)

5.2. How does your country's policy explicitly identify the obstacles that it addresses?

The remit of issues of students from underrepresented groups is delagated to the Ministry of Social Security and Labour and Ministry of Ecation and Science.

5.3. What are the criteria used to measure and evaluate the success of specific initiatives and measures?

n/a

5.4. In your country, is the composition of the student body monitored according to certain criteria?

No

5.4.1. Who monitors on the basis of which criteria?

5.5. How is this data used in higher education policy?

n/a

5.6. How are measures to remove obstacles to access primarily funded? If your country has a mixed system, please choose all adequate boxes. Please only indicate the most important source(s).

- From the general higher education budget
- From a specific budget
- From university budget
- There are no measures to remove obstacles to access

6. DIFFERENT APPROACH TO WIDENING PARTICIPATION

6.1. Please explain the characteristics of your country's policy to achieve the goal that the student body reflects the diversity of the population.

6.2. Does your country's policy approach explicitly identify obstacles to higher education?

Please choose..

6.2.1. Please describe these obstacles.

6.3. Does your country's policy approach make reference to parts/groups in the population?

Please choose..

6.3.1. Please describe these groups.

6.4. What measures does your country's policy take?

6.5. How does your country assess whether its policy has been successful?

7. COMPLETION OF STUDIES

7.1. Does your country have policies aiming to increase the level of completion of studies?

Yes

7.1.1. Please describe the main features of these policies.

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.

7.2. Are student completion rates monitored in your country?

Yes, at the level of higher education institutions

7.2.1. What use is then made of the data?

The data on entrants and graduates in universities and colleges at national level is used for the assessment of running study programmes.

7.3. Are there any incentives for higher education institutions to improve student completion rates?

No

7.3.1. Please specify the nature of these incentives.

7.3.2. Are there any other incentives (e.g. it is a subject covered in external quality assurance procedures)?

n/a

8. STUDENT SERVICES

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

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

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

8.1.1. Please specify.

Other existing services: use of infrastructure, computers, libraries, special catering paces, bookstores, special centres for physical education and etc

8.2. Who are the main users of the services?

All students

8.2.1. Please specify.

8.3. Please provide the main source(s) of funding.

From the budget of HEIs.

8.4. What are the main tasks of the services?

To create the appropriate environment and conditions for HE students

8.5. Please provide any additional relevant comments for consideration regarding your national policies to widen participation.

All students from HEIs can receive the discounts for public transport. Students studying in the continual study form receive a compulsory health insurance from the State.

9. Do you want to answer this section now or later?

Now

10. Does your country's higher education policy focus on promoting the flexible provision of higher education (e.g. changing the intensity of study programmes according to personal circumstance through part-time study, distance learning and e-learning)?

Yes

10.1. Please provide details of specific policy measures.

Order of a Minister of Science and Education (2009, May 19) states that contact hours of work might have distant form. The curriculum of studies and the ways of studying is the responsibility of particular higher education institution.

11. Does your country's policy on flexible provision of higher education contain a special focus linked to the goal of widening participation for underrepresented groups?

Yes

11.1. Please explain how higher education policy aims to attain this goal.

HEIs can receive the EU SF allocations to create better conditions for students from underrepresented groups (esp. for students with disabilities)

12. Are there regulations or other policy measures regarding the relationship between employers and higher education institutions in fostering flexible learning?

Yes

13. Please provide details of these measures.

Some specific professions are regulated by other Ministries or Associations. When requirements for these professions are changing the HEIs in agreement with employers offers some study courses for employees.

14. 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) and, if possible, provide approximate percentages of students entering through this route in parenthesis (). If less than five main routes exist, please write "n/a" in the remaining fields.

Route 1: = Entry with a school leaving certificate (approximately 85%)

Route 2: = Entry with a vocational education certificate (approximately 10%)

Route 3: = Entry with a higher Education diploma (approximately 10%)

Route 4: = n/a

Route 5: = n/a

15. Do higher education regulations and steering documents promote flexible entry to higher education, e.g. through alternative access routes?

No

15.1. Please briefly describe these measures.

16. PART-TIME STUDY

16.1. In your country, is there any official status other than full-time student?

Yes

16.1.1. If yes, what formal status does exist?

There is a part-time student status in higher education.

16.1.2. How do you define it?

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.

16.1.3. What are the reasons for offering a different student status?

Part-time study programs are orientated to individual needs of students

16.1.4. How are these students treated differently (e.g. fees, student support, etc.)?

Part-time students are not treated differently from rest of the students. Only "free listeners" who do not have student status are treated differently.

16.1.5. Please describe the most common understanding/concept of part-time studies.

16.2. In your country, do you have an explicit policy to encourage part-time study provision by higher education institutions?

Yes

16.2.1. Please describe briefly the main elements and provide the source.

Since 2009 the part-time students are treated the same as other students in tuition fee, student support and other cases.

16.3. Which one of the following statements best describes the current situation in your country?

Higher education institutions have autonomy to decide, but most of them offer part-time studies

16.3.1. Please specify

17. RECOGNITION OF PRIOR LEARNING

17.1. In your country, is there a legislation regulating recognition of prior non-formal and informal learning?

Yes

17.1.1. How does your legislation in higher education define prior learning?

The Lithuanian Law on Education defines non-formal education as “education according to a variety of programs geared to satisfy individual education needs, to provide in-service education and to provide for acquisition of an additional competence.” The Lithuanian Law on Non-Formal Adult Education defines non-formal adult education as “education, training or studies designed to meet the needs of an individual and society, on successful completion of which no State recognised document testifying to the acquisition of a certain level of education, stage thereof or a separate regulated module, or State regulated qualification, is issued.” The Lithuanian Law on Education defines self-education (informal) as “continuous independent learning, based on information a person obtains from various sources and practical experience.”

17.1.2. Do your steering documents in higher education define prior learning?

Please choose..

17.1.3. How do your steering documents in higher education define prior learning?

17.2. In your country, apart from formal learning, what can be taken into account and recognised as prior learning in higher education?

- Prior non-formal learning (e.g. various non-certified courses)
- Prior informal learning (e.g. work experience)
- Other: HEIs recognises learning outcomes acquired through voluntary activities, leisure activities and through self-directed studies

17.3. Prior learning as defined by your steering documents can ...

- be used to gain admission to a higher education study programme
- be taken into account as partial fulfilment of a higher education study programme (e.g. to reduce the required amount of courses to be taken/credits to be gained)
- Other: The recognition of non-formal education contributes to increase the chances in the labour market

17.4. Based on your steering documents or legislation, can applicants for higher education have prior non-formal or informal learning assessed and recognised?

Legislation expressly permits higher education institutions to implement procedures for validation of non-formal and informal learning

17.5. If recognition of prior non-formal or informal learning is permitted by legislation but is not a right, is it:

Standard practice in few higher education institutions (5 - 35%)

17.6. What measures are in place to ensure that assessment of learning is based on reliable and valid evidence?

On 15 December 2010 the Recommendations for the Assessment and Recognition in Higher Education Institutions of the Competences acquired through Non-Formal Adult's Education System were passed by the order of the Lithuanian Minister of Education and Science of the Republic of Lithuania. The Recommendations introduce the main principles of non-formal and informal learning recognition. It is up to HEIs responsibility to set the rules for the procedure of learning assessment. If the procedure of learning assessment is laid down by HEI, this should ensure reliable and transparent assessment of non-formal and informal learning.

17.7. Is institutional practice in recognition of prior learning explicitly included in the quality assurance processes used to evaluate institutions and/or programmes?

No

17.8. Please provide any additional relevant comments for consideration regarding flexibility of higher education studies.

In the Law on Higher education and Research recognition for part-time studies is assured to: results of student's part-time studies in a higher education institution of a foreign state, results of part-time studies by students of a Lithuanian higher education institution in another Lithuanian higher education institution of the same or different type, the results of part-time studies by students of a Lithuanian higher education institution pursuant to any other study programme of the same higher education institution.

Part 2.2 BFUG Data Collection on student contributions and support

1. STUDENT FEES AND CONTRIBUTIONS

The focus of the questions is on students, and is not limited to full-time daytime students. Furthermore, all first and second cycle students are included. 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.

1.1. Do you want to answer this section now or later?

Now

2. 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

3. In which currency are contributions to higher education institutions and other study costs paid in your country?

Fees and other study costs are paid in national currency - Litas , 1 EUR = 3,45 LTL

4. In principle, which home students at public higher education institutions have to pay fees?

- During studies All students Specific groups of students No answer
- After studies All students Specific groups of students No answer

4.1. Which main exemptions to this principle exist in your country?

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

Need

A person whose studies of the first cycle or integrated studies are funded by the state shall, after the first two years of studies and in the case of part-time studies – after the completion of half of the study programme, lose state funding for studies if the mean of the results of his studies during a respective period is more than 20 percentage points lower than the mean of the results of studies of a respective study programme and form by higher education institution students of the same year of studies during a respective period. 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.

Merit

Part-time/Full-time/Distance learning

Field of study

Other

A student has to pay a tuition fee when he/she studies in a place which is not funded by the state which the student chooses of his own accord (or he/she 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.

Other

1. The following persons shall not have the right to state-funded student places or reimbursement of a tuition fee: 1) persons who repeatedly study according to a study programme of the same or lower cycle, if they have acquired more than a half of the credits of that study programme with the state budget funds; 2) persons who simultaneously study according to two or more study programmes which award a degree of the same cycle or according to study programmes which do not award a degree, if their studies are financed with the state budget funds according to at least one of these study programmes (they themselves pay for the second or other study programmes); 3) foreign nationals, with the exception of the citizens of the Republic of Lithuania who have lived abroad at least three years or citizens of foreign states who have lost the citizenship of the Republic of Lithuania and are regarded as Lithuanians living abroad, also citizens of the member states of the European Union and other states of the European Economic Area, unless otherwise provided for by international agreements or other legal acts of the Republic of Lithuania; 2. The following persons shall pay for studies a tuition fee which is proportionate to the scope of a subject (modules): 1) persons who study according to non-formal education programmes; 2) persons who repeatedly study individual subjects of a study programme.

5. With regard to fees, are home students in the second cycle treated differently to those in the first cycle?

Please choose..

5.1. In principle, which second cycle students at public higher education institutions have to pay fees?

- During studies All students Specific groups of students No answer
- After studies All students Specific groups of students No answer

5.2. What main exemptions to this principle exist in your country?

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

Need

Merit

Part-time/Full-time/Distance learning

Field of study

Other

A student has to pay a tuition fee when he/she studies in a place which is not funded by the state which the student chooses of his own accord (or he/she 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.

Other

1. The following persons shall not have the right to state-funded student places or reimbursement of a tuition fee: 1) persons who repeatedly study according to a study programme of the same or lower cycle, if they have acquired more than a half of the credits of that study programme with the state budget funds; 2) persons who simultaneously study according to two or more study programmes which award a degree of the same cycle or according to study programmes which do not award a degree, if their studies are financed with the state budget funds according to at least one of these study programmes (they themselves pay for the second or other study programmes); 3) foreign nationals, with the exception of the citizens of the Republic of Lithuania who have lived abroad at least three years or citizens of foreign states who have lost the citizenship of the Republic of Lithuania and are regarded as Lithuanians living abroad, also citizens of the member states of the European Union and other states of the European Economic Area, unless otherwise provided for by international agreements or other legal acts of the

Republic of Lithuania; 2. The following persons shall pay for studies a tuition fee which is proportionate to the scope of a subject (modules): 1) persons who study according to non-formal education programmes; 2) persons who repeatedly study individual subjects of a study programme.

6. What is the minimum, maximum and most common amount of fees payable by home students in the first cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount = For full-time university studies – approx. 16 000 LTL; for full-time non-universities studies – approx. 9 000 LTL

Maximum amount = For full-time university studies – approx. 72 000 LTL; for full-time non-universities studies – approx. 45 000 LTL

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 institutions may set different study costs for programmes of the same study field.

6.1. Which home students pay the minimum and the maximum amount in the first cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

Self-financing students pay tuition fees fixed by a higher education institution. The normative cost of studies of a respective study field or a set of study programmes 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 in respective study fields (study programme groups) 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 2010/2011, with regard to first-cycle university study programmes, the lowest cost is set for study fields of humanities (with the exception of philology) and social sciences (with the exception of psychology, education, public security), whereas the highest study cost is set for pilot training programmes and the study field of music; with regard to non-university study programmes, the lowest cost is set for study fields of humanities (with the exception of philology) and social sciences (with the exception of social work, public security, education), whereas the highest cost is set for the study field of music. The study cost in the corresponding study field or a set of study programmes is lower for part-time students as compared to full-time students.

6.2. Please provide the percentage of students paying the minimum and the maximum amount in the first cycle. If precise data are not available, please provide an estimate.

The percentage of students paying tuition fees in the first cycle is approx. 50 percent of the total number of students in the first cycle (without making distinction as to the minimum and maximum amount paid).

7. What is the minimum, maximum and most common amount of fees payable by home students in the second cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount = Approx. 14 000 LTL (full-time)

Maximum amount = Approx. 43 000 LTL (full-time)

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 institutions may set different study costs for programmes of the same study field.

7.1. Which home students pay the *minimum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

Self-financing students pay tuition fees fixed by a higher education institution. The normative cost of studies of a respective study field or a set of study programmes 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 in respective study fields (study programme groups) 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 2010/2011, with regard to second-cycle university study programmes, the lowest cost is set for study fields of humanities (with the exception of philology) and social sciences (with the exception of psychology, education, public security). The study cost in the corresponding study field or a set of study programmes is lower for part-time self-financing students as compared to full-time self-financing students.

7.2. Which home students pay the *maximum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

Self-financing students pay tuition fees fixed by a higher education institution. The normative cost of studies of a respective study field or a set of study programmes 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 in respective study fields (study programme groups) 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 2010/2011, with regard to second-cycle university study programmes, the highest study cost is set for pilot training programmes and the study field of music. The study cost in the corresponding study field or a set of study programmes is higher for full-time self-financing students as compared to part-time self-financing students.

7.3. Please provide the (approximate) percentage of students paying the minimum and the maximum amount in the second cycle. If precise data are not available, please provide an estimate.

The percentage of students paying tuition fees in the second cycle is approx. 40 percent of the total number of students in the second cycle.

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

No

8.1. What is the minimum, maximum and most common amount of fees (including registration, tuition, administration and graduation fees) payable by international students in the first cycle?

Minimum amount =

Maximum amount =

Most common amount =

8.2. According to your country's steering documents, students from which countries are considered international students?

International students are students from non-member states of the European Union and of the European Economic Area.

9. Who defines the fee amounts for any student in the first cycle?

- Each higher education institution defines its own fees
- Higher education institutions can define their fees, but there are limits set by the central/regional authority
- Higher education institutions can define their fees, but they have to be approved by the central/regional authority
- Central/regional authority defines the value range of fees

10. Who defines the fee amounts for any student in the second cycle?

- Each higher education institution defines its own fees
- Higher education institutions can define their fees, but there are limits set by the central/regional authority
- Higher education institutions can define their fees, but they have to be approved by the central/regional authority
- Central/regional authority defines the value range of fees

11. Do students have to pay compulsory contributions to student unions/representations?

No

11.1. Please provide the payable amounts and explain differences between cycles and students, where they exist.

12. Do you want to answer this section now or later?

Now

12.1. Please identify the main focus of your country's student support system.

A combination of grants and loans for students and of tax benefits for parents

Comment: 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 pursuant to international (interdepartmental) agreements.

12.2. The following questions deal with public grants and loans separately. If there is a combined system of grants and loans in your country, please provide information about your system here. In this case, please still answer the questions on grants/scholarships and loans, keeping in mind the relevant parts of your combined system.

1. Social grants from the state budget funds may be granted to socially-disadvantaged students of the first and second cycles and the integrated studies. The following persons may receive a social grant: - those having a right to social support; - persons with disabilities; - persons orphaned prior to coming of age (18 years).

2. Incentive grants from the funds of higher education institutions or other funds may be granted to the best students taking into consideration their study results or other academic achievements.

3. Doctoral students receive grants to cover living expenses.

Students may get state-supported loans: 1) to pay tuition fees;

2) to cover living expenses;

3) to pay for periods of study pursuant to international (interdepartmental) agreements.

13. PUBLIC GRANTS AND SCHOLARSHIPS

13.1. Does any student receive public financial support in the form of grants and/or scholarships?

Yes, students of all cycles

13.2. Which first cycle students are eligible for grants and/or scholarships?

Specific groups of students

13.2.1. Which groups of students receive grants and/or scholarships?

Need-based

Social grants from the state budget funds may be granted to socially-disadvantaged students. The following persons may receive a social grant: - those having a right to social support; - persons with disabilities; - persons orphaned prior to coming of age (18 years).

Merit-based

Incentive grants from the funds of higher education institutions or other funds may be granted to the best students taking into consideration their study results or other academic achievements.

Part-time/Full-time/Distance learning

Field of study

Pedagogy, Andragogy, Law and Police Activity, Marine Navigation

13.2.2. What percentage of first cycle students receives a grant and/or scholarship?

26

13.3. What is the minimum, maximum and most common value of grants/scholarships available to first cycle students in higher education?

Minimum = 260

Maximum = 400

Most common = n/a

13.4. Which second cycle students are eligible to receive grants and/or scholarships?

Specific groups of second cycle students

Comment: 1. Social grants from the state budget funds may be granted to socially-disadvantaged students. The following persons may receive a social grant: - those having a right to social support; - persons with disabilities; - persons orphaned prior to coming of age (18 years). 2. Incentive grants from the funds of higher education institutions or other funds may be granted to the best students taking into consideration their study results or other academic achievements.

13.4.1. Which groups of students receive grants and/or scholarships?

- Need Social grants from the state budget funds may be granted to socially-disadvantaged students. The following persons may receive a social grant: - those having a right to social support; - persons with disabilities; - persons orphaned prior to coming of age (18 years).
- Merit Incentive grants from the funds of higher education institutions or other funds may be granted to the best students taking into consideration their study results or other academic achievements.
- Part-time/Full-time/Distance learning
- Field of study Pedagogy, Andragogy, Law and Police Activity, Marine Navigation

13.4.2. What percentage of second cycle students receives a grant and/or scholarship?

31

13.4.3. What is the minimum, maximum and most common value of grants/scholarships available to second cycle students in higher education?

The size of incentive grants depends on a higher education institution. It may vary from 260 LTL to 390 LTL, and may even amount to more than 390 LTL. The size of a social grant is 390 LTL.

13.5. What percentage of all students receives a grant and/or scholarship?

33

14. STUDENT LOANS

14.1. In your country, can any student take out publicly subsidised or guaranteed loans to cover their expenses of higher education studies?

Yes, students of all cycles

14.2. Are all first cycle students eligible to receive loans?

Yes

14.2.1. On what criteria are the groups of first cycle students eligible for loans differentiated?

- Need-based criteria
- Merit-based criteria

- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in

14.2.2. What is the minimum, maximum and most common value of loans that first cycle students receive? Please provide the amount per year.

Minimum first cycle = 100 LTL

Most common first cycle = 6500 LTL

Maximum first cycle = 18850 LTL

14.2.3. Are all second cycle students eligible to receive loans?

Yes

14.2.4. On what criteria are the groups of second cycle students eligible for loans differentiated?

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in

14.2.5. What is the minimum, maximum and most common value of loans that second cycle students receive? Please provide the amount per year.

Minimum second cycle = 700 LTL

Most common second cycle = 6500 LTL

Maximum second cycle = 17540 LTL

14.3. If different types of loans exist in your country, please provide the details here.

Students of all cycles 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 – no more than the normative cost of study set by the minister of education and science per year; • State-supported loan to cover living expenses - up to 6500 LTL (1882 EUR) per year; • State-supported loan for periods of study abroad (Erasmus) – up to 7800 LTL (approx. 2260 EUR) per year.

14.4. What percentage of students takes out loans?

In the first cycle = 3

In the second cycle = 3

Of all students = 3

14.5. Are student loans publicly subsidised or guaranteed?

Yes

14.5.1. Please explain the form of this guarantee/subsidy.

All students who meet settled requirements can get state guaranteed loans. Students have to pay only interests while they study. The repayment of the loan begins one year after the graduation or termination of the studies and the loan should be repaid within 15 years. For students, who take loans to cover tuition fees, the state pays the interest that exceeds 5 %. Nevertheless, all students can apply for interest payment during their studies. Priority is given: (in the descending order) to students with social needs, disable students, students who are in custody; students taking loans for studies abroad, students taking loans to cover tuition fees, students taking loans to cover living expenses; and finally depending on the study cycle, form of studies, and merit.

14.5.2. What conditions govern the cancellation or reduction of a state guaranteed/subsidised debt incurred by students after completion of their study period?

- Income too low
- Studies successfully completed on time
- Exceptional merit in studies
- Age or length of period in debt
- Disability
- Parenthood
- Death
- Early repayment of loan
- No debt cancellation
- No debt reduction

14.6. Please provide any additional relevant comments for consideration regarding your grants and loan system.

There is no fixed minimum size of loans that students can apply for. The maximum size of loans (loans to cover tuition fees) depends on the cost of a study programme concerned. The maximum size of loans for living expenses is 6500 LTL per year. Due to the possibility to apply for more than one loan per year the data on the percentage of students that take out loans is only an estimation. In 2010/2011, the following number of loans were received (loan agreements were signed): by first-cycle students – 4 948, by second-cycle students – 616, by students of integrated study programmes – 333..

15. Do you want to answer this section now or later?

Now

16. Do any student's parents receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

- 1st cycle Yes No No answer
- 2nd cycle Yes No No answer

17. Which students' parents are eligible to receive such non-tax based benefit?

Some

17.1. What are the criteria upon which eligibility is decided?

- Income of parents too low
- Income of student too low
- Age of student (child)
- Disability

- Parenthood of student (child)
- Other

17.1.1. Please specify.

17.2. Are parents of students in the first or in the second cycle treated differently?

No

17.2.1. Please explain the difference.

18. Can the parents of any student enrolled at a higher education institution receive tax-based financial benefits (tax relief)?

Yes

19. What are the forms and values of the granted tax relief? The information you enter may be an absolute amount or a share of a person's taxable income expressed as percentage.

19.1. Is there a difference for parents whose children are first or second cycle students?

No

19.2. Please explain the difference.

20. Please provide any additional relevant comments for consideration regarding your benefits for students' parents (including guardians).

Not only students' parents are eligible for annual income tax refund, but also other family members (permanent residents) who have paid tuition fees for the student (e.g., spouse, custodians and guardians) if the student receives his/her first degree. The income tax refund is up to 15 % of the paid tuition fee.

21. Do you want to answer this section now or later?

Now

22. Does any student receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

- 1st cycle Yes No No answer
- 2nd cycle Yes No No answer

22.1. What are the criteria to determine who is eligible?

- They are enrolled as a student at a recognised higher education institution
- They are under a certain age (please specify)
- They have another particular civil status (e.g. married, parenthood, other)
- Income-dependent
- Other full-time student

23. In your country, do any forms of public non-cash student support exist?

1st cycle Yes No No answer

2nd cycle Yes No No answer

24. What forms of public non-cash student support exist?

Subsidised accommodation:1st cycle

Subsidised accommodation:2nd cycle

Subsidised health insurance:1st cycle

Subsidised health insurance:2nd cycle

24.1. Please specify the details of existing subsidies.

Full-time students of higher education institutions of the Republic of Lithuania, as well as nationals of the Republic of Lithuania and foreign nationals and stateless persons permanently residing in the Republic of Lithuania, who are full-time students of higher education institutions of the member states of the European Union are eligible for and covered by compulsory health insurance. Full-time students of higher education institutions of the Republic of Lithuania, nationals of the Republic of Lithuania and other member states of the European Union who are full-time students of higher education institutions of the member states of the European Union 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 students of higher education institutions of the Republic of Lithuania, nationals of the Republic of Lithuania and other member states of the European Union who are full-time students of higher education institutions of the member states of the European Union 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.

25. Who is eligible to receive such non-cash support?

Subsidised accommodation All students Specific groups of students based on pre-defined criteria No answer

Subsidised health insurance All students Specific groups of students based on pre-defined criteria No answer

Other subsidies All students Specific groups of students based on pre-defined criteria No answer

25.1. What are the criteria to determine who is eligible?

Income of parents too low

Income of student too low

Age of student

Disability

Parenthood of student

Other: Full-time students: Full-time students of higher education institutions of the Republic of Lithuania, as well as nationals of the Republic of Lithuania and foreign nationals and stateless persons permanently residing in the Republic of Lithuania, who are full-time students of higher education institutions of the member states of the European Union are eligible for and covered by compulsory health insurance. Full-time students of higher education institutions of the Republic of Lithuania, nationals of the Republic of Lithuania and other member states of the European Union who are full-time students of higher education institutions of the member states of the European Union 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 students of higher education institutions of the Republic of Lithuania, nationals of the Republic of Lithuania and other member states of the European Union who are full-time students of higher education institutions of the member states of the European Union 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.

25.2. Is there a difference in eligibility between first and second cycle students?

No

25.3. Please explain the difference.

There is no difference in eligibility between first and second cycle students, the only criteria in eligibility is the fact that they be full-time students.

26. Please provide any additional relevant comments for consideration regarding public non-cash student support.

The aim is to make arrangements to offer non-cash support also for part-time students.

27. Do you want to answer this section now or later?

Now

28. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

- Student
- They hold and employment contract with a HEI

28.1. Please explain why you selected multiple options?

not applicable

28.2. Are there differences between students of different subject areas?

Yes

28.3. Please explain the difference.

There are different requirements for the academic research (science) doctorate and the art doctorate.

29. 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.

30. Please explain any differences in the fees they 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 2010/2011, 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 764 LTL per month, for a second-, third- and fourth- year student, 884 LTL per month. In addition, doctoral students actively engaged in academic research may receive a grant the size of which is not more than 390 LTL per month. 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 (Erasmus). 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 of higher education institutions of the Republic of Lithuania, as well as nationals of the Republic of Lithuania and foreign nationals and stateless persons permanently residing in the Republic of Lithuania, who are full-time students of higher education institutions of the member states of the European Union are eligible for and covered by compulsory health insurance. Full-time third-cycle students of higher education institutions of the Republic of Lithuania, nationals of the Republic of Lithuania and other member states of the European Union who are full-time students of higher education institutions of the member states of the European Union 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 of higher education institutions of the Republic of Lithuania, nationals of the Republic of Lithuania and other member states of the European Union who are full-time students of higher education institutions of the member states of the European Union 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.

31. Please explain the nature of the contracts candidates preparing a PhD have with their higher education institution.

32. Please specify any fees third cycle candidates that are typically neither "fully student" nor "fully employee" have to pay, as well as any support that may be provided.

Candidates applying for a doctoral degree on a non-resident basis are required to cover only those costs which are directly related with the acquisition of the doctoral degree.

33. Please provide any additional relevant comments for consideration regarding your doctoral education.

Due to technical problems, some questions in Part 2.2 have been answered erroneously or not fully answered. Account should be taken of the following: 5 [III.4] : The tick at "Specific groups of students" and "After studies" should be disregarded. 9 [III.5.11] : The tick at "Specific groups of students" and "After studies" should be disregarded. 33 [IV.4.2] : About 26 percent of first-cycle students in state-financed places receive incentive grants and 100 percent of socially-disadvantaged (meeting the set criteria) students receive social grants, which account for 8 percent of first-cycle students in state-financed places. 34 [IV.4.3] : The size and beneficiaries of incentive grants are within the discretion of the higher education institution. Social grants are state-regulated. The size of a social grant is 390 LTL per month. The following persons may receive a social grant: - those having a right to social support; - persons with disabilities; - persons orphaned prior to coming of age (18 years). Targeted grants for students in the study field of education (pedagogy and andragogy) are state-regulated. The size of these grants is 400 LTL. The beneficiaries of these grants are within the discretion of the higher education institution subject to the beneficiaries' merit. Also, students in the said study field receiving a targeted grant may in addition receive an incentive grant which is at the discretion of the higher education school. 38 [IV.5.3] : Also available are targeted grants for students in the study field of education (pedagogy and andragogy) which are state-regulated. The size of these grants is 400 LTL. The beneficiaries of these grants are within the discretion of the higher education institution subject to the beneficiaries' merit. Also, students in the said study field receiving a targeted grant may in addition receive an incentive grant which is at the discretion of the higher education school. 49 [IV.11.6] : at the bullet "of all students" provided is the percentage of students that have taken out loans in the first and second cycles out of the whole body of students. 72 [VI.5] : The tick at "All students" and "Subsidised accommodation" should be disregarded.

Questionnaire on student and staff mobility

A Preliminary remarks

In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers responsible for higher education agreed that “mobility shall be the hallmark of the European Higher Education Area”. They called upon each country to increase mobility of students, , to ensure its high quality and to diversify its types and scope. At least 20% of those graduating in the European Higher Education Area should have had a study or training period abroad in 2020”. They also called for mobility of teachers, early-stage researchers and staff. At the same time, the Ministers underlined the importance of more balanced mobility across the European Higher Education Area. The findings of the Bologna Process Independent Assessment which were presented on the occasion of Bologna Ministerial Anniversary Conference in Budapest/Vienna on 11/12 March 2010 again underlined the need for action to enhance and better balance student and staff mobility.

This questionnaire on mobility is part of the general questionnaire used to collect information for the 2012 integrated implementation report. To give the BFUG Working Group on Mobility sufficient time and the necessary material to fulfil its terms of reference of drafting a European Higher Education Area Strategy for Mobility to be decided by the Ministers in 2012, the questions on mobility are being asked a few months earlier than the questions on the other themes. However, when the general questionnaire is sent out in early 2011, each country will have the opportunity to update its responses to the mobility questions should any significant changes have occurred.

When completing this questionnaire, please pay particular attention to the following two points:

- Information provided in this questionnaire should be supported by references whenever they are available. Please include the title and internet links, where available, for all publications and texts (national policy documents, national and/or international empirical surveys etc) which you have used to provide your responses to the specific questions.
- When providing a response for your country, please be aware that different stakeholders in the higher education system may have varying opinions or experience with regard to the issue at hand. Please make every effort to consult with stakeholders before finalising your answers to ensure that a balanced and consensual response is provided.

Please return this questionnaire to the Bologna Secretariat at data.collectors@ehea.info until 30 September, 2010 at the latest. If you have any queries on the questionnaire, please contact: data.collectors@ehea.info.

B Details on the completion of the questionnaire

B.1. Who contributed to the completion of this report? Please provide the names and functions.

B.1.a Government representatives

Ms. Ruta Ramanauskiene, Senior Officer, Academic Mobility and Continuing Education Unit,
Ministry of Education and Science of the Republic of Lithuania

Ms. Virginija Rinkeviciene, Head of the Academic Mobility and Continuing Education Unit,
Ministry of Education and Science of the Republic of Lithuania

Education Exchange Support Foundation

B.1.b Stakeholder representatives

B.1.c Other contributors

C National strategies and action plans

The following questions look at national quantitative targets and at policies aiming to foster mobility.

C.1. Does your country have national strategies or action plans to foster mobility?

Yes

No → please continue with section C.6.

C.1.a If yes, please provide a reference.

Programme on Internationalization of Higher Education in 2008-2010 (Decree of the Government)

C.1.b If yes, when was the national strategy or action plan adopted, and when was the most recent revision?

Adopted: July 9, 2008

Most recent revision: Autumn 2010. A project of a new programme on Internationalization of HE for the year 2011 -2012 is going to be adopted shortly.

C.2. Does the strategy include national quantitative targets for the different forms of student mobility in higher education?

Please specify the target, including the date, in the appropriate box (e.g. 20% by 2020).

	All forms of mobility	Credit mobility ¹	Degree mobility ²
Inbound		no less than 400 students per year*	
Outbound		no less than 800 students per year*	
No target			

* Mobility in the framework of international exchange programmes between Lithuanian Government and foreign countries, as well as EU programmes of HE.

C.2.a Please provide a reference for the target.

Programme on Internationalization of Higher Education in 2008-2010

¹ Mobility to a different country in the context of a programme in the home institution for which credits are awarded

² Mobility for an entire degree programme

C.2.b Are these targets the same for students in all cycles or are there differences?

- Same
 Differences

C.2.b.i If there are differences according to the degree cycle, please specify.

C.3. Does your country's national strategy/action plan include staff mobility in higher education?

- Yes
 No

C.3.a If yes, does it include quantitative targets for staff mobility?

- Yes
 No

C.3.a.i If yes, please specify

The number of inbound lecturers per year – no less than 50

The number of outbound lecturers per year – no less than 200

C.4. Does your national strategy/action plan prioritise particular geographic regions for student and/or staff mobility?

- Yes
 No

C.4.a If yes, please complete the following table by ticking the boxes where applicable.

Priority Region	Incoming students	Outgoing students	Incoming staff	Outgoing staff
EHEA	X	X	X	X
USA/Canada*	X	X	X	X
Latin America**	X	X	X	X
Australia, New Zealand*	X	X	X	X
Middle East***	X	X	X	X
Africa				
Asia****	X	X	X	X

Neighbour countries; North European and Scandinavian countries;	X	X	X	X
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* Non EU-countries providing competitive higher education: Japan, USA and Australia.

** In the National strategy plan one of the priority countries are Argentina, Brazil, as well as Ireland, UK, Spain, Russia, Germany – countries where the biggest Lithuanian communities are settled down.

*** Priority countries set in the programme of cooperation development on political issues – Azerbaijan, Armenia, Georgia.

**** Priority is set on the fast developing non-EU countries: China, India

C.4.b If you have regional priorities, please give reasons.

See the explanations above.

Does your country monitor the impact of your national strategy or action plan?

Yes

No

C.4.c If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

The main responsibility for the Programme (Strategy) belongs to the Ministry of Education and Science. Other institutions responsible for implementation of the Programme are the Ministry of Foreign Affairs, the Ministry of Internal Affairs, Department of Migration, Education Exchanges Support Foundation, Centre for Quality Assessment of Higher Education, Center for observing and analyzing Research and Higher Education, National Foundation for Higher Education and HEI of Lithuania. These institutions report to the Ministry of Education and Science at the end of every year.

C.5. Are there, in your country, any strategies or programmes below the national level (e.g. regional, institutional) to foster mobility?

Yes

No

C.5.a If yes, please explain and/or give examples.

C.6. Can national students who study in a higher education institution in another country receive a grant/scholarship under the same conditions as students studying in the country?

Yes, for degree mobility

Yes, for credit mobility

Yes, for both

No

C.6.a If yes, do the following restrictions apply?

	Degree mobility	Credit mobility
Grants/scholarships are restricted to specific countries (if so, please specify which countries, e.g. EU member states, EHEA countries, other countries/world regions)	-	-
Grants/scholarships are restricted to specific programmes (if so, please specify)	-	-
Other restrictions apply (please specify)	-	-
No restrictions apply	-	-

C.7. Has your country implemented any of the following financial support measures to foster student mobility?

Measure	Credit mobility	Degree mobility
loans for incoming students	-	-
grants/scholarships for incoming students	In the framework of governmental agreements between LT and foreign countries	EU citizens
Loans for outgoing students	In the framework of governmental agreements between LT and foreign countries, Erasmus students	-
Grants/scholarships for outgoing students	In the framework of governmental agreements between LT and foreign countries, Erasmus students	-
Other: (please specify)		

C.8. Has your country implemented other support measures or programmes to foster student mobility? (Measures may include, but are not restricted to, accommodation/transport subsidies for international students, improvements in recognition practice, exchange programmes, targeted guidance services etc.)

International students receive transport subsidies;

Various contracts are being formed and implemented between institutions;

The Ministry of Education and Science has launched a number of various projects that are supported by EU Structural Funds.

D Identifying and removing obstacles to mobility

D.1. Has your higher education policy been informed by any surveys or research that have considered obstacles to student mobility?

Yes

No

D.1.a If yes, please provide references to those surveys and/or research that have influenced your policy on mobility?

Empirical research: "Internationalisation of Higher Education as a global practice and its application in Lithuania".

Lithuania participates in an international project of social and economic conditions of student life in Europe and collected national data for "Eurostudent III" and "Eurostudent IV". The data was used for national consideration as well.

D.2. In this context, please rank the three most important obstacles to incoming and outgoing student mobility addressed in national programmes and measures? (Most important = 1, second most important = 2, and third most important = 3)

Obstacles to student mobility	Incoming mobility	Outgoing mobility
Funding	1	1
Recognition		
Language		2
Curriculum/Study organisation	2	
Legal issues		
Motivating and informing students	3	3
Other, please specify:		

D.3. Are at least some of the obstacles that you ranked above particularly important in specific study cycles?

Yes

No

D.3.a If yes, please specify.

D.4. Are at least some of the obstacles that you ranked above particularly important in specific fields of studies?

Yes

No

D.4.a If yes, please specify.

D.5. Are the obstacles that you ranked above particularly relevant for credit mobility?

Yes

No

D.5.a If yes, please specify.

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

D.6. Are the obstacles that you ranked above particularly important for degree mobility?

Yes

No

D.6.a If yes, please specify.

Funding is the biggest obstacle for degree mobility students. 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. Language and curriculum are also barriers for incoming students to study in LT (lack of study programmes in foreign languages), as well as lack of information disseminating/ promoting studies in LT.

D.7. What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?

In a National Programme for Higher Education, which is being implemented, particular tasks are foreseen in order to solve obstacles to student mobility and how EU Structural Finances should be used to achieve these goals in the best results.

Projects for internationalisation:

1. A project enabling and stimulating HEI of Lithuania to create and implement joint degree programmes, was launched recently;
2. A project that allows HEI of Lithuania to update a curriculum of old study programmes and adapt them to foreign students;
3. A project for ECTS implementation;
4. A project for advertising studies in Lithuania;
5. A project for improving recognition of qualification.

D.8. Has your country monitored the effects of these measures/programmes?

Yes

No (the projects are quite new and not implemented yet)

D.8.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

D.9. Has your higher education policy been informed by any surveys or research that have considered obstacles to staff mobility?

Yes

No

D.9.a If yes, please provide references to those surveys or research that have influenced your policy on staff mobility?

Empirical research: "Internationalisation of Higher Education as a global practice and its application in Lithuania".

D.10. In this context, please rank the three most important obstacles to incoming and outgoing staff mobility? (Most important = 1, second most important = 2, and third most important = 3)

Obstacles to staff mobility	Incoming mobility	Outgoing mobility
Immigration restrictions		
Recognition issues		
Language issues	1	2
Incompatibility of pension and/or social security systems		3
Legal issues		
Other, please specify: difficulties to leave from work		1

D.11. What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?

Finances are allocated for improving staff qualification, as well as foreign language courses.

D.12. Has your country monitored the effects of these measures/programmes?

Yes

No

D.12.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

E Balanced student mobility flows

When looking at global and intra-European mobility flows, significant imbalances between continents, countries, regions and institutions become visible. In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers therefore asked the BFUG to consider how balanced mobility could be achieved within the EHEA. With the 2009 Bologna Policy Forum Statement, Ministers from across the world declared that they “advocate a balanced exchange of teachers, researchers and students between [their] countries and promote fair and fruitful ‘brain circulation’”.

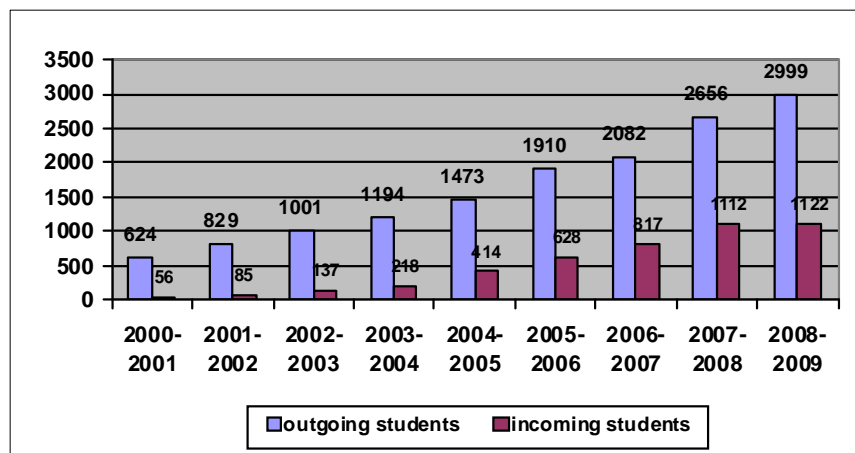
The following questions aim at collecting information on the understanding of the term “balanced mobility and on national strategies and measures to achieve more balanced mobility.

E.1. Which of the following situations for student mobility applies to your country?

	Total mobility	Credit mobility	Degree mobility
more incoming than outgoing students			
more outgoing than incoming students	X	X	X
approximately the same number of incoming and outgoing students			
No information available			

E.1.a What is the statistical source for this information? Please supply statistical data.

Data received from National Department of Statistics, Education Exchange Support Foundation, Lithuanian Higher Education Institutions.



This data was presented by Education Exchange Support Foundation in order to show the distribution of outgoing and ingoing Erasmus students.

E.2. Is the situation described above regarded as balanced mobility?

Yes

No

E.2.a Please explain and include a definition of “balanced mobility” as it is used in your country.

Lithuania is a small country that is not far known and not very popular among those people who plan their studies in foreign countries. Difficult and not well-known language can also be counted as an obstacle to choose studies in Lithuania. Nevertheless the mobility in Lithuania is getting more balanced, as you can see in the chart above.

“Balanced mobility” could be described as equal distribution of incoming and outgoing students and staff.

E.3. Does your country have significant imbalances of student mobility flows with particular countries or regions?

Yes

No

E.3.a If yes, with which countries or regions are mobility flows most imbalanced?

Germany, Finland, Denmark – the most popular countries among outgoing students

Poland, Germany, Latvia, Finland – the most popular countries among outgoing staff

E.4. Does your mobility strategy/action plan for higher education address the issues of balance of student mobility flows?

Yes

No

E.4.a If yes, what are the main concerns addressed?

1. How to balance out the numbers of inbound/ outbound students and staff.
2. Concern about what steps should be taken to increase the number of incoming students and staff.

E.4.b If yes, which measures have been undertaken to address these concerns regarding the balance of student mobility flows?

A number of EU projects were launched. For more details see D 7.

Space for Comments:

ERRATA
National Report regarding the Bologna
Process implementation
2009-2012
Lithuania

Part 1.1 BFUG Data Collection on Context and Structures

7.1. Is access to degree programmes outside the typical Bologna model organised in a different manner than for Bologna first cycle programmes?

The answer should be **No**.

Part 1.2 BFUG Data Collection on student-centred learning

5.4.4. What is the number of student teacher contact hours per credit?

0 should be deleted.

Part 1.4 BFUG Data Collection on Lifelong Learning

11. Which are the three (maximum) most significant groups of intended users of lifelong learning services offered by higher education institutions?

The answer should be as follows:

- ✓ Adults in employment
- ✓ Unemployed adults
- Retired citizens
- ✓ Part-time students
- ✓ Adults without higher education qualifications
- ✓ Other, please specify: Adults aiming for requalification

Part 2.1 BFUG Data Collection on policies to widen participation and increase flexibility

17.8. Please provide any additional relevant comments for consideration regarding flexibility of higher education studies.

The text should be amended as follows (the new inscriptions are in **bold**):

In the Law on Higher education and Research recognition for ~~part-time studies~~ **periods of study** is assured to: results of student's ~~part-time studies~~ **periods of study** in a higher education institution of a foreign state, results of ~~part-time studies~~ **periods**

of study by students of a Lithuanian higher education institution in another Lithuanian higher education institution of the same or different type, the results of ~~part-time studies~~ **periods of study** by students of a Lithuanian higher education institution pursuant to any other study programme of the same higher education institution.

Part 2.2 BFUG Data Collection on student contributions and support

6.1. Which home students pay the minimum and the maximum amount in the first cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

The text should be amended as follows (the new inscription is in **bold**):

Self-financing students pay tuition fees fixed by a higher education institution. The normative cost of studies of a respective study field or a set of study programmes 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 in respective study fields (study programme groups) 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 2010/2011, with regard to first-cycle university study programmes, the lowest cost is set for study fields of humanities (with the exception of philology) and social sciences (with the exception of psychology, education, public security), whereas the highest study cost is set for pilot training programmes and the study field of music; with regard to non-university study programmes, the lowest cost is set for study fields of humanities (with the exception of philology) and social sciences (with the exception of social work, public security, education), whereas the highest cost is set for the study field of music. The study cost **per year** in the corresponding study field or a set of study programmes is lower for part-time students as compared to full-time students.

7.1. Which home students pay the *minimum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

The text should be amended as follows (the new inscription is in **bold**):

Self-financing students pay tuition fees fixed by a higher education institution. The normative cost of studies of a respective study field or a set of study programmes 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 in respective study fields (study programme groups) 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 2010/2011, with regard to second-cycle university study programmes, the lowest cost is set for study fields of humanities (with the exception of philology) and social sciences (with the exception of psychology, education, public security). The study cost **per year** in the corresponding study field or a set of study programmes is lower for part-time self-financing students as compared to full-time self-financing students.

7.2. Which home students pay the *maximum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

The text should be amended as follows (the new inscription is in **bold**):

Self-financing students pay tuition fees fixed by a higher education institution. The normative cost of studies of a respective study field or a set of study programmes 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 in respective study fields (study programme groups) 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 2010/2011, with regard to second-cycle university study programmes, the highest study cost is set for pilot training programmes and the study field of music. The study cost **per year** in the corresponding study field or a set of study programmes is higher for full-time self-financing students as compared to part-time self-financing students.

12.2. The following questions deal with public grants and loans separately. If there is a combined system of grants and loans in your country, please provide information about your system here. In this case, please still answer the questions on grants/scholarships and loans, keeping in mind the relevant parts of your combined system.

The text should be amended as follows (the deleted text is redundant):

1. Social grants from the state budget funds may be granted to socially-disadvantaged students of the first and second cycles and the integrated studies. The following persons may receive a social grant: - those having a right to social support; - persons with disabilities; - persons orphaned prior to coming of age (18 years). 2. Incentive grants from the funds of higher education institutions or other funds may be granted to the best students taking into consideration their study results or other academic achievements. 3. Doctoral students receive grants to cover living expenses. Students may get state-supported loans: 1) to pay tuition fees; 2) to cover living expenses; 3) to pay for periods of study pursuant to international (interdepartmental) agreements. ~~Students may get state loans or state supported loans: 1) to pay tuition fees; 2) to cover living expenses; 3) to pay for periods of study pursuant to international (interdepartmental) agreements.~~