

Development of HE system in Lithuania in the context of Bologna Process

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Topics of presentation

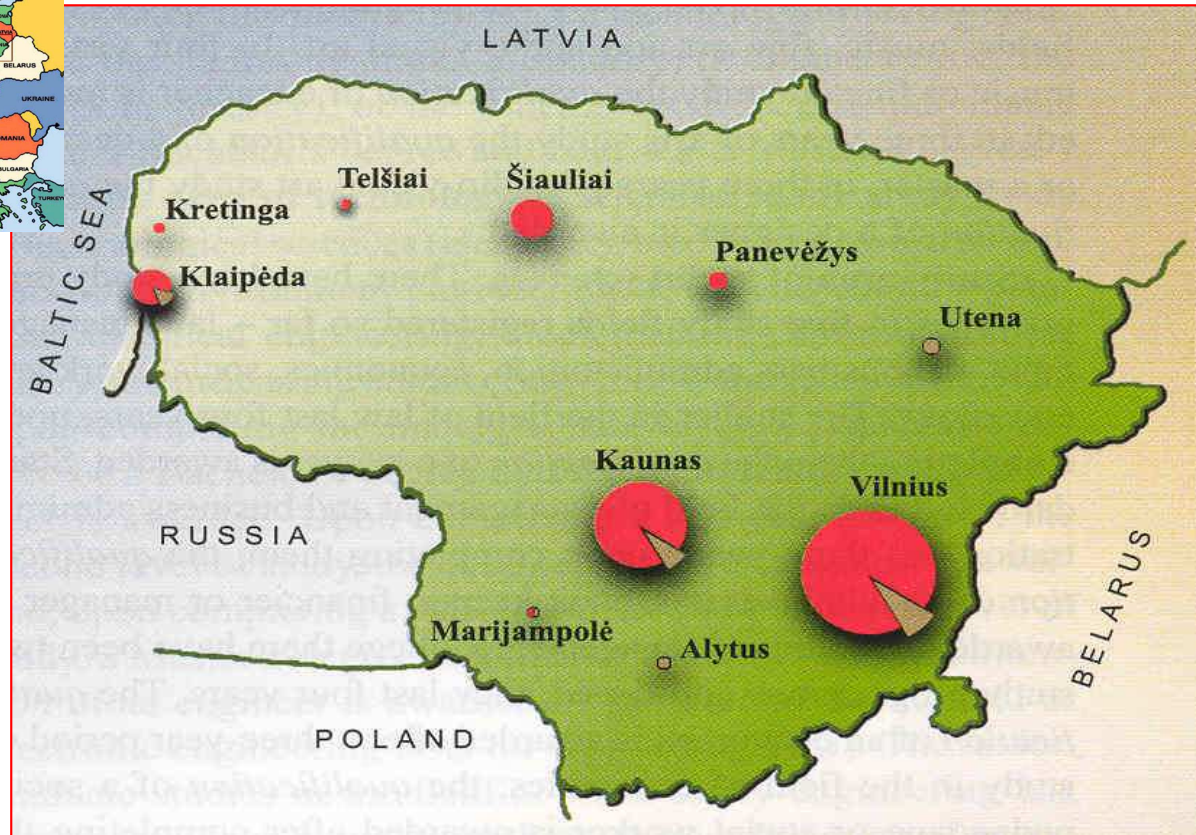
1. System of Lithuanian HE
2. Development of Lithuanian HE
3. Bologna Process and Lithuanian HE



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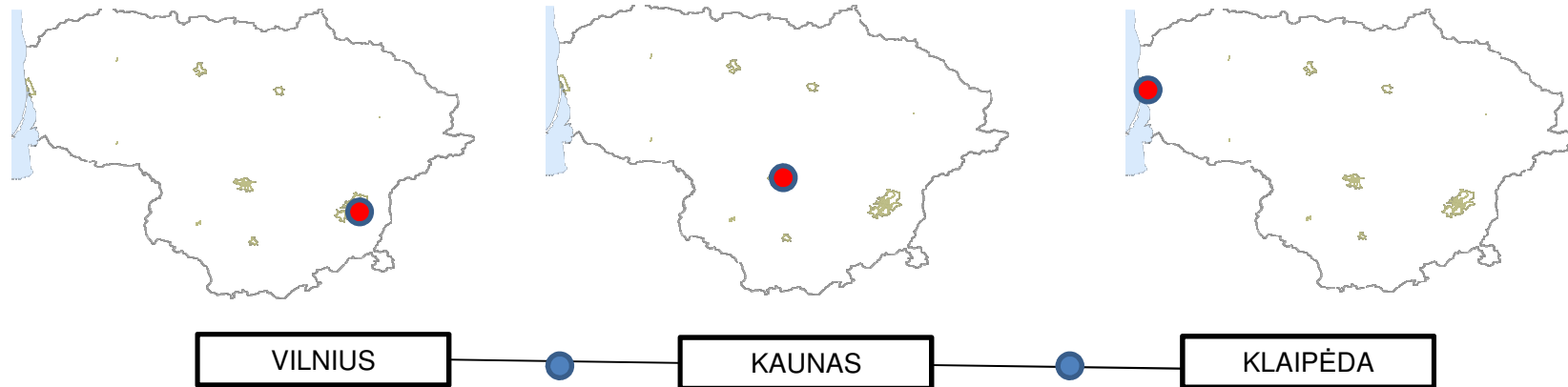
Geographical location



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Backbone of LT HE system



1. Vilnius University
2. Vilnius Gediminas Technical University
3. Mykolas Romeris University
4. Vilnius Academy of Arts
5. Lithuanian Academy of Music and Theatre
6. Military Academy of Lithuania
7. ISM Intl University of Economics and Management (private)
8. Vilnius College
9. Vilnius Design and Technology College

1. Vytautas Magnus University
2. Kaunas University of Technology
3. Lithuanian University of Health Sciences
4. Lithuanian Sports University
5. Kaunas College
6. Kaunas Technology College

ŠIAULIAI

1. Branch of Vilnius University
2. Šiauliai State College

ALYTUS, UTENA, MARIJAMPOLĖ
Local colleges

1. Klaipėda University
2. LCC university (private)
3. Klaipėda State College
4. Lithuanian Maritime Academy

PANEVĖŽYS

1. Branch of Kaunas University of Technology
2. Panevėžys College



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R&D infrastructure

Integrated Science, Study and Business Valleys



MARINE VALLEY

- Marine environment
- Marine technologies

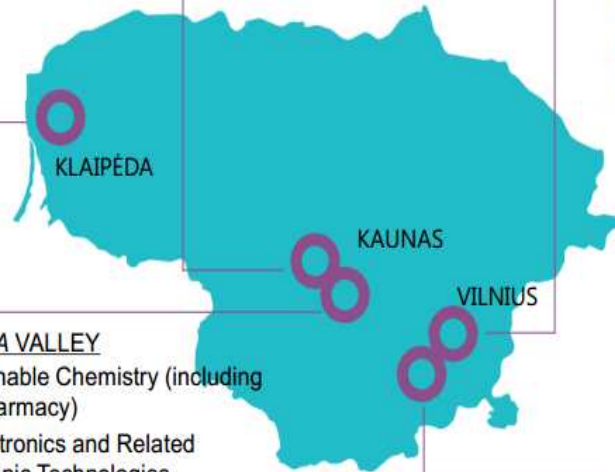
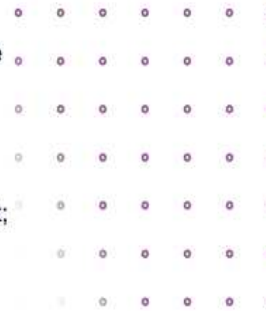


NEMUNAS VALLEY

- Agrobiotechnology, Bioenergy and Forestry
- Food technology, safety and health

SANTARA VALLEY

- Biotechnology; Innovative Medical Technologies, Molecular Medicine and Biopharmacy
- Ecosystems and Sustainable Development; Informatics and Communication Technologies



SANTAKA VALLEY

- Sustainable Chemistry (including Bio pharmacy)
- Mechatronics and Related Electronic Technologies
- Future Energy and (including Environmental Engineering)
- Information and Telecommunication Technologies



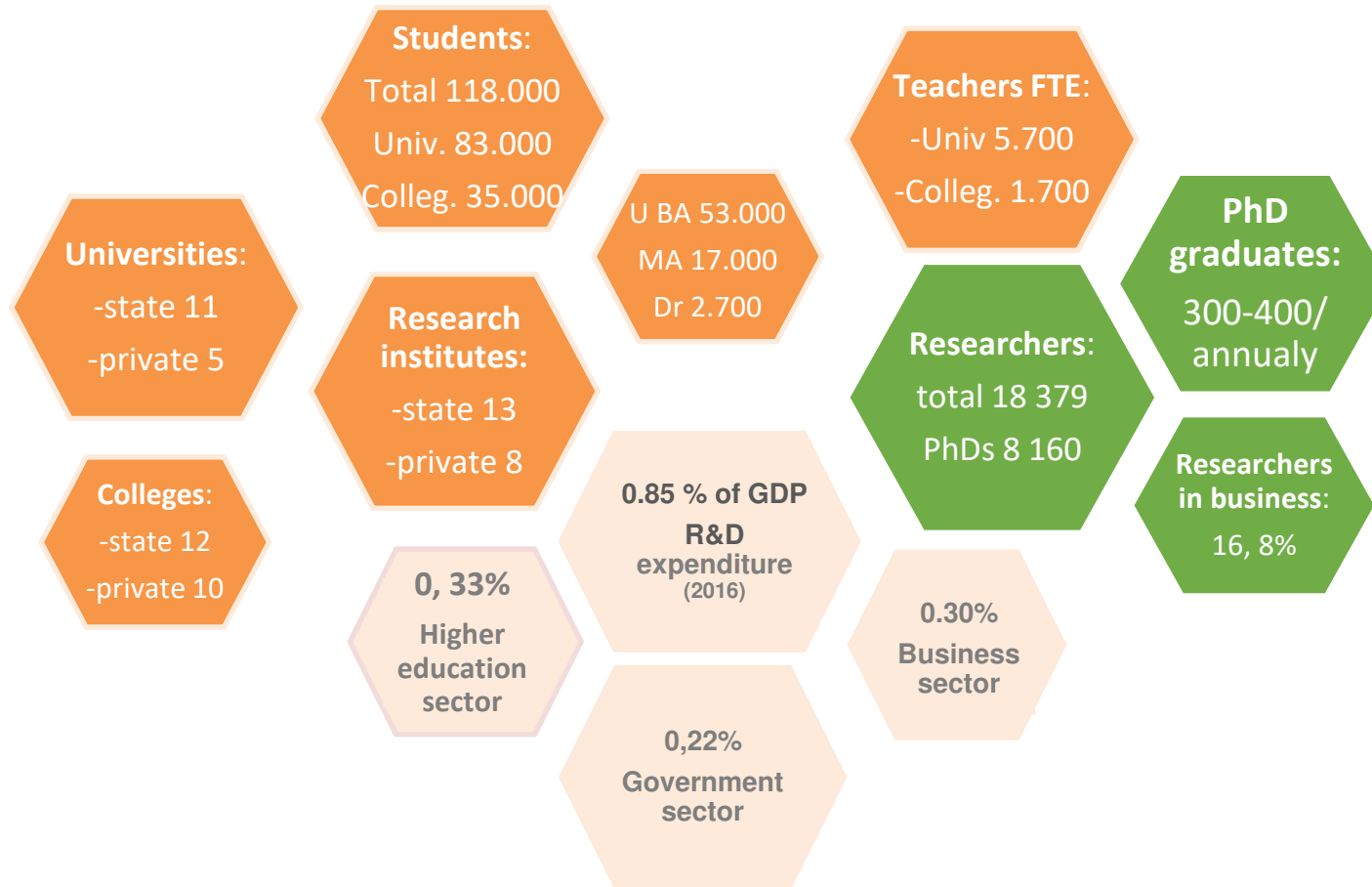
SAULĖTEKIS VALLEY

- Laser and Light Technologies
- Materials Science and Nanotechnologies
- Semiconductor Physics and Electronics
- Civil Engineering



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Lithuanian HE&RDI: some F&F



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Development of HE in Lithuania

- Vilnius University 1579-1832, 1940 onwards
- University of Lithuania, later VMU (Kaunas) 1922-1950
Stephan Batory University (Vilnius) 1919-1939
- Telšiai Yeshivot 1873-1940
- HEIs of Agriculture, Arts, Military Science, Teacher Training, Sports, Veterinary, Merchandise in Kaunas, Klaipėda, Šiauliai, Vilnius 1924-1941
- Šiauliai Teachers Training Institute 1948
Vilnius Institute of Construction Engineers 1969
- Lithuanian Military Academy, Police Academy, Klaipėda University 1990-1992
- System of Colleges of HE 2000-2002

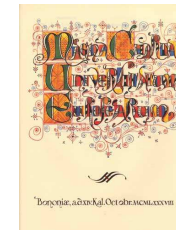


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Internationalization of Lithuanian HE after 1990

- Magna Charta Universitatum, 1988
- Cycles of HE studies 1991
- System of credits (national) 1993
- Establishment of QA agency SKVC, 1995
- Lisbon Recognition Convention, 1998
- Signing the Bologna Declaration, 1999
- Dual system of HE 2000-2001
- Education Exchanges Support Foundation, 2007
- NQF 2010, referenced to EQF 2012
- Adoption of ECTS, 2011
- Adoption of European Approach of QA in JSP, 2018



EUROPEAN
Higher Education Area



European Research Area

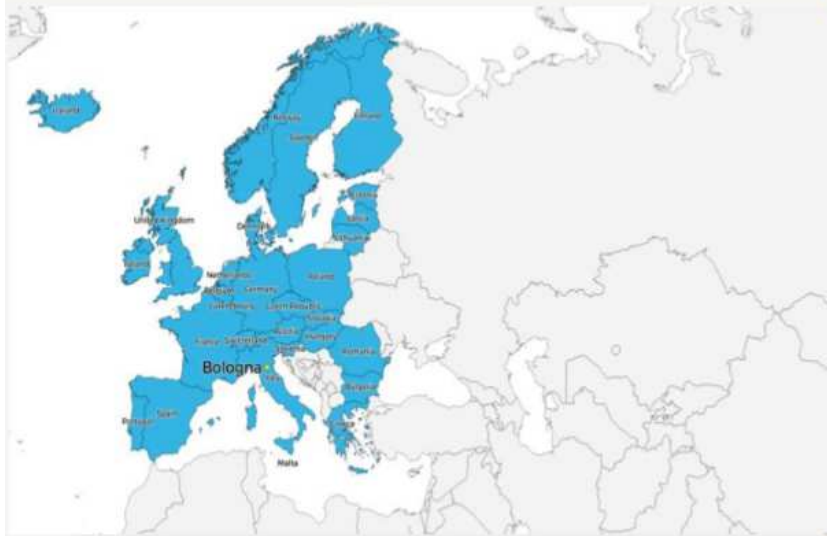


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Key Commitments of Bologna Process

- The Bologna Process vision



European Higher Education Area

- building a cultural Europe
- international competitiveness

comparable degrees

credit system

Mobility for students and staff

European dimension for QA

29 countries



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More detailed commitments

| | | | | | | | | |
|--|--|--|---|--|---|--|--|---|
| Mobility of students and teachers | Mobility also for researchers and administrative staff | Social dimension of mobility | Portability of loans and grants | Attention to visa and work permits | Attention also to pension systems and recognition | Benchmark of 20 % by 2020 for student mobility | Explore path to automatic recognition of academic qualifications | Implementation of key commitments |
| A common two-cycle degree system | Easily readable and comparable degrees | Fair recognition Development of joint degrees | Inclusion of doctoral level as third cycle | QF-EHEA adopted National Qualifications Frameworks (NQFs) launched | NQFs by 2010 | NQFs by 2012 | Roadmaps for countries without NQF | Implementation of key commitments |
| | | Social dimension | Equal access | Reinforcement of the social dimension | Commitment to national action plans | National targets for the social dimension to be measured by 2020 | Widening access and completion rates | Social inclusion |
| | | Lifelong learning (LLL) | Alignment of national LLL policies Recognition of Prior Learning (RPL) | Flexible learning paths | Partnerships to improve employability | LLL as a public responsibility Focus on employability | Enhance employability, LLL and entrepreneurial skills through cooperation with employers | Employability |
| Use of credits | A system of credits (ECTS) | ECTS and Diploma Supplement (DS) | ECTS for credit accumulation | | Coherent use of tools and recognition practices | Implementation of Bologna tools | Ensure that Bologna tools are based on learning outcomes | Adoption of ECTS Users Guide |
| European cooperation in quality assurance (QA) | European cooperation in quality assurance (QA) | Cooperation between QA and recognition professionals | QA at institutional, national and European level | European Standards and Guidelines for quality assurance (ESG) adopted | Creation of the European Quality Assurance Register (EQAR) | Quality as an overarching focus for EHEA | Allow EQAR registered agencies to perform their activities across the EHEA | Adoption of revised ESG and European Approach to QA of joint programmes |
| Europe of Knowledge | European dimensions in higher education | Attractiveness of the EHEA | Links between higher education and research areas | International cooperation on the basis of values and sustainable development | Strategy to improve the global dimension of the Bologna Process adopted | Enhance global policy dialogue through Bologna Policy Fora | Evaluate implementation of 2007 global dimension strategy | |
| | | | | | | | | Learning and Teaching: Relevance and quality |
| 1998 Sorbonne Declaration | 1999 Bologna Declaration | 2001 Prague Communiqué | 2003 Berlin Communiqué | 2005 Bergen Communiqué | 2007 London Communiqué | 2009 Leuven/ Louvain-la-Neuve Communiqué | 2012 Bucharest Communiqué | 2015 Yerevan Communiqué |



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Further challenges in LT HE in the perspective of Bologna Process

1. Social dimension
2. QA beyond Bologna
3. Aligning with labor market
 - Standards and descriptors
 - Involvement of stakeholders
 - Short cycle
4. Modernization of learning and teaching
 - Curricula
5. Internationalization



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Ačiū!
Təşəkkür edirəm!

