

NATIONAL REPORT ON CURRICULUM INNOVATION LITHUANIA

15th December 2001

1 Introduction¹

1.1 The system of higher education

Higher education institutions in Lithuania are of two types: universities and colleges. They can be both state and non-state. In the academic year 2001/2002 there have been 35 institutions of higher education providing higher education and issuing certificates (diplomas) of higher education: 22 state institutions (15 university-type higher education institutions and 7 colleges) and 13 non-state institutions (4 and 9 respectively).

There are 29 research institutes in Lithuania founded by the Government. These institutions have some degree of autonomy. Institutes also take part in the preparation of graduates.

TYPES OF HIGHER EDUCATION INSTITUTIONS

UNIVERSITY-TYPE INSTITUTIONS

This is a higher education institution where university studies prevail and the majority of students comprise those studying according to the university study programmes, research is carried out, Master's degree and Doctoral studies are organised and (or) professional artistic creative activity of high level is developed, and postgraduate art studies exist. The status of the university may be granted to a higher education institution performing the above mentioned functions even if its name does not include the word "university". Academy is a more specialised higher education institution in comparison with the university, offering less number of study programmes.

Universities provide education on all three levels of higher education, as well as offer professional studies on two levels. The Council and Senate are the governing bodies of universities. Universities confer academic titles: Professor, Docent, issuing appropriate awards.

Not less than 50% of the teaching staff of the university must hold a Doctor's degree. Branches of Doctoral studies have to be approved by the decree of the Government following recommendations of the Science Council of Lithuania.

The university research institute, in accordance with an agreement with the university, establishes a research base for university students' studies and for the preparation of scientists in Doctoral studies, as well as for the improvement of research qualifications of the academic staff.

¹ This report is far from being exhaustive, and readers of the report are invited to come forward with their own suggestions and proposals. (Contact Jone Grigaliuniene at the following address: Julius@aiva.lt)

COLLEGE

The College is a higher education institution where non-university studies prevail and the majority of students are those studying in accordance with the non-university study programmes where applied research or professional arts are developed. The College name must not include the words "university" and "academy".

STATE AND NON-STATE HIGHER EDUCATION INSTITUTIONS

STATE HIGHER EDUCATION INSTITUTIONS

When fulfilling its functions, a State higher education institution must: offer equal opportunities to all permanent residents of the Republic of Lithuania to acquire higher education in accordance with their abilities and knowledge; prepare specialists taking into consideration the needs of the State and labour market; carry out periodical self-analysis of its main spheres of activities and improve them; inform the society and public authorities about its activities, measures for the assurance of study quality and the use of the funds; provide consultations to students regarding employment. A State higher education institution is a non-profit-making organisation.

State universities (except for the General Jonas Zemaitis Military Academy of Lithuania) are established, reorganised and liquidated and their Statutes are approved by the Seimas of the Republic of Lithuania. New State universities can be established only by way of reorganisation of a branch of the university, a functioning higher education institution or several higher education institutions.

State colleges are established by the Government on the proposal of the Ministry of Education and Science.

NON-STATE HIGHER EDUCATION INSTITUTIONS

Non-State higher education institutions or their branches having the rights of a legal person may be founded by Lithuanian legal and natural persons as well as higher education institutions of other states. Higher education institutions which are established jointly with foreign partners have the status of a higher education institution not belonging to the State.

Requirements for the quality of education, as well as quality assessment, are similar to those of State higher education institutions.

TYPES, LEVELS AND MODES OF STUDIES

Higher education institutions provide two types of studies: consecutive studies (studies leading to a degree) and selective courses. Selective courses are separate subjects or subject cycles studied with the intention to improve or change qualifications, and for the development of one's professional or general education. Consecutive studies are studies after the completion of which higher education is acquired and/or a qualification is awarded, and Doctoral or postgraduate art studies.

Consecutive studies are organised on the following levels:

- 1) undergraduate studies - Bachelor's degree studies (the first level),
- 2) Master's studies, residency, specialised professional studies (the second level);
- 3) Doctoral studies and postgraduate art studies (the third level).

The main modes of consecutive studies on the first level are as follows: **daytime**, evening and **extramural** studies.

GENERAL REQUIREMENTS FOR STUDY PROGRAMMES

Undergraduate study programmes are intended to provide a theoretical basis to a profession and to form professional skills necessary for independent work. Graduates of undergraduate university studies are awarded a professional qualification and (or) a Bachelor's degree and graduates of non-university undergraduate studies - a professional qualification. A total of 160 credits is required for a Bachelor's degree. One national credit (one week = 40 hours of work) is equal to 1,5 ECTS credits.

Master's study programmes are intended to prepare for independent research or artistic activities or activities for which more profound scientific knowledge and stronger abilities are required. Master's studies are pursued at universities where research corresponding to a subject area is conducted. General requirements for Master's study programmes are approved by the Ministry. A total of 80 credits is required for a Master's degree. One national credit (one week = 40 hours of work) is equal to 1,5 ECTS credits.

Doctoral studies. This is the highest level of studies. Requirements for Doctoral studies admission: a Master's **degree**. **Doctoral** degree is not a higher education qualification, but a research degree. It is awarded to graduates of a Doctoral programme having prepared and defended a Doctoral thesis.

Higher education institutions may create conditions for a student to study according to the individual study programme.

GENERAL ORGANISATION AND ADMINISTRATION OF HIGHER EDUCATION

STATE REGULATION AND CO-ORDINATION

The Ministry of Education and Science of the Republic of Lithuania is an institution of the executive power of the Republic of Lithuania, forming and implementing the State policy of education, higher education and research.

The Department of Science and Higher Education (including the Ministry of Education and Science):

- analyses and generalises the practice of application of laws of the Republic of Lithuania, decrees of the Government of the Republic of Lithuania related to studies at higher education institutions and issues on research and technologies;
- prepares drafts of by-laws;

- coordinates and implements foreign programmes in the field of studies, research and technologies;
- makes proposals for the establishment, re-organisation and liquidation of higher education and research institutions;
- organises preparation and registration of documents on academic (research) degrees and titles. Together with higher education institutions determines conditions for student enrollment;
- makes proposals concerning scholarships, credits, for studies and research in other countries among them.

Science Council of Lithuania is a scientific expert and consultant to the **Seimas** and the Government in solving strategic issues of research and higher education. It:

- analyses situation in the system of research and higher education in Lithuania;
- makes proposals and drafts decrees to the Department of Science and Higher Education;
- puts forth proposals concerning the right of the institutions to confer Doctor's degrees and supervises the award of research degrees and academic titles;
- provides **nostrification** of doctoral degrees issued for Lithuanian citizens abroad.

Higher Education Council is an expert institution to the Ministry of Education and Science on issues of strategic development of higher education. The main tasks and functions of the Council are

- to analyse and evaluate strategy of development of higher education of Lithuania;
- generalise the implementation of its tasks;
- to consult the Ministry of Education and Science;
- to make proposals to it and draw conclusions on issues of the development and quality enhancement of higher education.

Lithuanian Centre for Quality Assessment in Higher Education was founded with the purpose to maintain a high level of higher education. This Centre:

- carries out the examination of new study programmes,
- analyses data received after self-evaluation of institutions, if necessary;
- analyses the situation in some particular institution;
- makes proposals for the Department of Science and Higher Education;
- consults citizens on recognition of higher education (except for Doctoral degrees).

Lithuanian Universities Rectors' Conference is an independent public institution, members of which are rectors of higher education institutions promoting the development of Lithuanian science, culture and economy, analysing various draft decrees prepared by the Department of Science and Higher Education. Lithuanian Universities Rectors' Conference also makes recommendations concerning registration of new higher education institutions providing Master's and Doctoral study programmes.

HIGHER EDUCATION INSTITUTIONS, PUBLIC AUTHORITIES AND MUNICIPAL INSTITUTIONS

Interrelations between higher education establishments and relations with the public authorities and municipal institutions are co-ordinated also by the Directors' Conference (Conferences) of Lithuanian Colleges, the Union (Unions) of Student Representatives and other societies of higher education establishments, non-profit and other organisations and associations

HIGHER EDUCATION INSTITUTIONS, ADMINISTRATION, MANAGEMENT SELF-GOVERNMENT BODIES OF THE STATE UNIVERSITY AND THE COLLEGE

THE SENATE

The Senate is the supreme body of the academic self-government of the State University. The members of the Senate are elected in accordance with the procedure established by the university Statute for a five-year period.

The senate can make amendments in the Statute of the institution and apply for the approval of these amendments to the Parliament. The Senate exercises the following functions:

- organizes elections of the Rector, Vice-rectors, representatives to the University Council, approves deans of faculties, heads of departments, directors of institutes, etc.;
- establishes the procedure for performance evaluation of the academic staff and researchers for the organization of competition to hold a post;
- in the order established by the Government, awards the titles of Professor and Docent to teachers holding appropriate offices;
- controls the quality of studies and training of scientists;
- considers and approves study programmes, research programmes and development thereof;
- approves rules of the internal order of the University and documents regulating the administration of academic affairs;
- exercises other functions provided for in the Statute.

THE ACADEMIC COUNCIL OF THE COLLEGE

The supreme body of the academic self-government of the State College is the Academic Council. The Academic Council is formed in accordance with the procedure established by the College Statute for five years. The Academic Council exercises such principal functions:

- appoints representatives to the College Council;
- approves or elects heads of the College units;
- establishes a procedure for the performance evaluation of the academic staff and for organisation of competitions to hold a post;
- presents study programmes for the approval of the Ministry of Education and Science;

- establishes the procedure for quality assurance of studies and controls the quality of studies;
- approves rules of the internal order of the College and documents regulating the administration of academic affairs;
- exercises other functions provided for in the Statute.

THE UNIVERSITY COUNCIL AND THE COLLEGE COUNCIL

The University council and the College Council are public supervision body of the State University and the College. The State University Council and the State College Council (hereinafter referred to as the *Council*):

- makes conclusions concerning the projects of a long-term plan for the development of the higher education institution and prepares the agreement of the institution with the Ministry;
- presents recommendations on study programmes, research programmes and the development thereof, as well as on structural changes necessary for the implementation of such programmes;
- exercises other functions.

The Council is formed for a period of 4 years and consists of three parts: one-third of the council members is appointed by the Senate (Academic Council) in order established by the Statute, another third of the council members (not employed by the higher education institution) representing the spheres of science, culture, art and economy, local self-government institutions or public authorities, is appointed by the Minister; the remaining third of the council members is appointed by consensus of the Minister and the Rector (Director).

- **Rector** governs the administration of the university. He/she is elected by the Senate for a five-year period and may be reelected usually not more than once. Rector bears financial responsibility and acts on behalf of the institution without any special power of attorney.
- **College Director** governs the administration of the college. The State college Director is confirmed by the Ministry of Education and Science for a period not exceeding five years and for not more than two subsequent terms of office by way of an open competition, by secret ballot in accordance with the procedure established by the Ministry.

FINANCING, BUDGET FOR HIGHER EDUCATION

The State budgetary funds are allocated to the State higher education institutions for implementation of projected programmes in accordance with the agreement concluded between the Ministry and the higher education institution for a period of three years.

The Ministry may conclude agreements with non-State higher education institutions with view to training specialists in certain subject areas, in case such specialists are not trained at State higher education institutions or they are trained in insufficient numbers, and to allocate State funds for this purpose.

State budget allocations for the higher education and research system of Lithuania in 2000 are 454,2 m Lt (comprises 6,62% of the state budget), for the universities -336,2 m Lt (1 Lt =0,25 USD).

Higher education institutions are free to receive money in other ways. Higher education institutions act as public institutions. They can make agreements with partners from industry or ministries. Universities and academies can organise short-term courses and charge fees for them, admit students paying for tuition.

1.1.1. Recent changes in the system of higher education

Lithuania started higher education reform in 1990. Some higher education institutions were reorganised into universities, some into academies. Three-level (Bachelor, Master, PhD) education system was introduced. New universities were founded in big cities of Lithuania: Klaipėda and Šiauliai.

The system of higher education and research in Lithuania is based on the *Law on Research and Higher Education* passed on 12 February 1991 by the Supreme Council of the Republic of Lithuania and the *Law on Higher Education* of 21 March 2000. According to the Constitution of the Republic of Lithuania the principles of autonomy, academic freedom and integration of research and higher education are enforced. The State supports and promotes research and higher education, ensures social and professional guarantees of scientists and pedagogues, the aid for students. State Constitution guarantees free of charge education for “good students”. On the other hand, the state can regulate the activity of research and higher education institutions by financial means, state orders for student places and some other means.

1.1.2. The impact of the Bologna Declaration

The Sorbonne Declaration, signed in Paris in 1998, has become a huge impulse for promoting integration and creating more favourable conditions for mobility. The next very significant event on the way to developing the Sorbonne initiative became the Bologna Declaration. Lithuania signed a Joint declaration of the European Ministers of Education, convened in Bologna on the 19th of June 1999 "The European Higher Education Area".

1.2 Identification of relevant changes in the social, political, cultural, professional and economic environments

Political. The adoption of the Decree on the Lithuania SSR Official Language Usage on 25 January 1989 led, among many other things, to important changes in the language curricula. The Lithuanian language was proclaimed to be the principal means of official communication for the people of Lithuania and it had to be used in carrying out the business of state and social bodies, in all spheres of education, culture, science, industry, public services, communications and other areas of social life, in all enterprises, institutions and organizations of Lithuania. The highest bodies of state power and government, ministries, departments, social organizations, enterprises, institutions and other organizations had to conduct their business and correspondence in the Lithuanian language. Enterprises, institutions and organizations whose internal language had been Russian had to begin to make transition to conducting their business and correspondence in Lithuanian within two years from the date of the entry into force of that Decree. Such organizations and persons whose native language was a language other than Lithuanian had to be provided with appropriate facilities and opportunities to learn the Lithuanian language. In 1995, the Law on the State language was passed, which now regulates, protects and controls the use of the state language in public life in Lithuania.

Economic. Any kind of change in an economic mechanism of the country directly or indirectly determines and affects changes in all spheres of life. In the case of Lithuania there were several clear stages in the transformation of the economy: the period prior to 1994, and that after. The first stage saw vast decrease in total industrial production, an upsurge in inflation, a decrease in domestic turnover and international trade, new directions in the restructuring of enterprises, a quest for new partners, a fall in the standard of living, a weakening in labour and financial control and the beginning and consolidation of private business.

After 1994, nearly all of the macroeconomic indicators characteristic of economic transformation began to change in a positive direction. Inflation decreased significantly and there was stable growth in GDP and investment. Positive changes in the Lithuanian economy reflected favourably on human and social development in the country and the growth in the standard of living. In 1998, GDP in Lithuania grew by 5.1%, the largest increase among countries striving for entry into the EU.

The economic crisis in Russia, which broke in August 1998, understandably had a negative effect on the standard of living in Lithuania. Nevertheless, in spite of this influence social indicators continue to improve, though at a lower rate. The economy is picking up again. (For more information visit the UNDP website: www.undp.lt).

Social. In present-day Lithuania, education is becoming an important precondition for personal fortune and the general quality of life.

According to the data provided by the Department of Statistics, only 13.6% Lithuanians have a higher education. It is therefore very important to create favourable conditions for everyone interested in obtaining higher education to do so. The total number of students in Lithuania is well behind other European countries. After 1990, this number decreased noticeably, but since 1995, has started a rapid increase (Table 1).

Number of Students at Lithuanian Institutions of Higher Education for 1970 – 1998

Academic Year	1970/71	1975/76	1980/81	1985/86	1989/89	1990/91	1991/92
No. of Students	57,000	63,000	71,000	65,000	69,547	67,000	60,523
Academic Year	1992/93	1993/94	1994/95	1995/96	1996/97	1997/98	1998/99
No. of Students	55,000	52,840	51,482	53,986	58,776	67,068	74,532

Data as of 01 October of each year provided by the Lithuanian Department of Statistics

An analysis of 1997 secondary school graduates shows that almost half (44.7%) enter institutions of higher education, nearly a third (31.4%) various junior colleges, a small number (8.4%) professional schools and 15.5 % discontinue education.

The typical age of undergraduate students is between 18-21, the age group for those who enter higher education institutions immediately after graduating secondary schools. The age of the largest group in undergraduate studies is 19, in second level studies, 23 and in Doctoral programmes, 27. Over the past three years, the number of students has been constantly increasing. This is connected with the constantly changing social and economic situation and the strong belief that higher education will help to avoid unemployment and ensure better

professional career opportunities. The demand for unqualified labour is constantly diminishing, while the demand especially for highly skilled specialists in the new professions is growing. There is growing demand for lawyers, highly-qualified managers, foreign language teachers, etc.

Although there is a tendency for the number of students to increase, the state finances only a limited number of students at institutions of higher education. Such institutions can admit a certain number of students paying for their own studies. The number of students paying for their education is to be determined by the institution, subject to agreement with the Department of Science and Higher Education under the Ministry of Education and Science. This number, however, cannot exceed 50% of those awarded state scholarships for that year for that particular programme. Of the 26 000 students who entered institutions of higher learning in 1998, 7000 paid tuition fees themselves. In 1999/2000, 23.9% of all students in state universities paid for their tuition. This proves the fact that more and more young people are pursuing a higher education.

Professional. Studies at Lithuanian institutions of higher education are being developed on the basis of the tendencies in international higher education. Through implementation of the Qualifications Regulations for Higher Education approved by the Lithuanian Government in 1993:

- A system of academic levels (undergraduate, etc.) was introduced;
- New programmes were created;
- Assessment of how these programmes are implemented is being developed;
- A forecast for the demand of various specialists with a higher education is being prepared.

Lithuania has also benefited from TEMPUS Programme, which aims to promote the quality and support the development and renewal of higher education and to encourage cooperation with EU counterparts, as well as other community programmes, such as SOCRATES/ERASMUS projects and inter-governmental, interuniversity exchange programmes. Lithuania has signed inter-governmental agreements in the field of education, higher education, science and culture with Bulgaria, Greece, Italy, Israel, the USA, the UK, China, Poland, Romania, Sweden, Turkey, Ukraine, Uzbekistan, Venezuela, and Germany. Many Lithuanian students travel abroad for periods of study on a self-supporting basis or with financing provided by various foreign funds.

Teachers and scientists carry out research or work under contracts abroad, while foreign teachers and scientists visit Lithuania or come to work here for various periods of time.

LANGUAGE DEGREE PROGRAMMES

2 Innovations in language degree programmes offered by universities

2.1. Traditional language programmes

2.1.1. Content, objectives, and structures of programmes

Lithuania has a very long tradition, with important scholastic institutions and honourable history. However, the fact that Lithuania was part of the Soviet empire meant that every sphere of its public life, education including, was strictly centralized and followed a unified model handed down from Moscow. It used to be a five-year study programme ending in a graduation

paper and state examinations. Since 1990, a radical restructuring of higher education took place resulting in a two-level study scheme of BA and MA studies. Although nowadays universities are quite free in designing their courses, there is some cooperation between similar departments of different institutions in restructuring and putting the courses together. Thus, for instance, most English Philology study programmes would comprise in Year One such disciplines as Practical English Language 1, Introduction to Linguistics, Latin, Phonetics, Morphology, Lexicography, World Literature 1; in Year Two Practical English Language 2, Syntax, Lexicology, World Literature 2, Second Foreign Language, British Studies; Year Three: Practical English Language 3, Stylistics, English Literature, Pedagogy; etc. Year Four: English Literature, American Literature, Introduction to the Theory and Practice of Translation, Seminar in English Linguistics, etc. At the MA level, depending upon the specialization, such subjects as General Linguistics, Contemporary Methods of Linguistics; Seminar in English Linguistics, etc. are offered. The academic BA and MA degrees are conferred on the basis of the successful completion of the study programmes and the defence of BA and MA theses respectively.

2.1.2. Career prospects for graduates

The career prospects for language graduates are very good and varied. Thus, for example, the Department of English Philology at the University of Vilnius has prepared hundreds of qualified teachers, linguists, translators/interpreters, and its graduates work in schools and higher education establishments as well as in mass media, banks, ministries, businesses; they occupy responsible diplomatic and governmental posts, are elected as members of parliament, university rectors or engaged as managers in commercial enterprises.

It is also notable that the profession of a teacher is gaining more prestige and there is a slight tendency for language graduates to return to schools.

2.1.3. Recent changes in content, objectives, and/or structure of programmes

In Lithuania, there are 5 institutions of higher learning which offer traditional language programmes: Vilnius University (Faculty of Philology); Vilnius Pedagogical University (Faculty of Foreign Languages and the Faculty of Lithuanian Philology); Kaunas Vytautas Magnus University (Faculty of Humanities); Klaipeda University (Faculty of Humanities); Siauliai University (Faculty of Humanities). Most of them, with the exception of the University of Vilnius (Faculty of Philology) and Vilnius Pedagogical University (Faculty of Foreign languages; Faculties of Lithuanian Philology; Faculty of Slavonic Philology) are quite recent developments. Thus, the Humanities Faculty of Kaunas Vytautas Magnus University, although originally founded in 1922, was closed in 1940 and reopened only in 1989; the Faculty of Humanities at Siauliai University was founded in 1997 upon the reorganization of the Faculty of Philology of Siauliai Pedagogical Institute; Klaipeda University is a new university established in 1990.

Vilnius University, the oldest institution of higher learning in Lithuania and one of the oldest in Eastern Europe, was founded in 1579. Since its foundation, the university has been the main research and cultural centre in the country and the region. It is in the policy of Vilnius University to further intensify and extend study programmes of Western, Eastern, classic and modern languages, cultures and civilizations. The Faculty of Philology with its 17 departments alongside 2 civilization study and research centres offer approximately 30 foreign languages on various academic statuses. All these languages are incorporated into degree programmes either on compulsory, optional or free elective status depending on a particular curriculum and are available for students from all the Faculties of the University.

Until 1990, the Faculty of Philology offered courses in five major specialities: Lithuanian Philology, Russian Philology, English Philology, German Philology and French Philology. Since 1990, many new specialities and departments have been added to the list: Classical Philology, Scandinavian Studies, Lithuanian Studies, Polish Studies, Oriental Studies etc. Some of the new initiatives have been even more successful than originally expected. Thus, the Department of Lithuanian Studies, set up 1st September 1990 with the aim of teaching contemporary Lithuanian to foreigners and conducting courses of the Lithuanian language to the speakers of other languages has developed into a very modern centre meeting the demands of a much broader and varied audience. The Department has also developed a plethora of new-generation textbooks of the Lithuanian language. The teachers of the Department together with their partners from abroad designed a whole package of tests for assessing the knowledge of the Lithuanian language. The Department has elaborated and published a series of functionally oriented Lithuanian language descriptions “Threshold” and “Vantage” (modelled along the lines the Council of Europe publications “Threshold” and “Vantage”). At present the Department is working on the last addition to a series “Waystage”. The publications will provide a sound basis for a comprehensive, realistic assessment of the communicative requirements of non-native speaking residents using the state language.

The Department of English Philology has also very successfully adapted to the sweeping changes that have occurred in the economic, political, educational systems of the country. Set up in 1944 as the Department of English Language and Literature, it was the first institution in post-war Lithuania to offer academic studies of English. Currently the Department offers a wide variety of courses which can be roughly divided into the following areas: language proficiency classes which comprise the study of grammar, phonetics, academic writing, vocabulary enhancement, translation and interpreting. Considerable emphasis is placed on developing oral fluency and writing skills of the students.

The second block of courses comprises theoretical subjects such as Introduction into Germanic Linguistics, History of English language, as well as Theoretical Syntax and morphology and innovative courses in many areas. The latest developments in linguistic theory are discussed in courses on Semantic Syntax, Psycholinguistics and Sociolinguistics. Areas of applied linguistics, very popular with students, are ELT Methodology and Second Language Acquisition.

Finally, the department offers courses on Culture Studies of English-speaking countries, which include exploration of history, geography, culture and civilization of these countries. Besides British and American Studies, students are welcome to choose courses in the field of Canadian and Irish Studies.

Of special importance in the education of students is research paper writing, which creates opportunities for one-to-one interaction and comes close to tutorials. The students are expected to pursue research in linguistics, both theoretical and applied, ELT, Culture Studies and Literature (papers on literature are supervised by the World Literature Department).

The Department offers programmes of study at the undergraduate and graduate levels leading to the following degrees: BA in English Philology; MA in English Linguistics; PhD in Linguistics.

The study process in the Faculty of Philology has also undergone significant changes. Since 1990, many new study programmes have been developed at the Faculty. Among them, the most notable are the so-called combined study programmes, e.g. Lithuanian Philology and Finnish; Lithuanian Philology and Dutch; Lithuanian Philology and Turkish (Lithuanian Philology and

Italian is under consideration. The Centre of Italian Studies was opened at the end of last year). The Faculty is also considering the idea of establishing major and minor studies at the university.

Vilnius Pedagogical University (former Pedagogical Institute) is preparing in the first place future teachers for different educational establishments. The Faculty of Foreign Languages is trying to keep up with an ever-growing demand for new teachers, of English in particular. The Faculty prides itself on a well-designed Requalification programme, where well-experienced, highly-qualified teachers train and retrain teachers of foreign languages. (see Section 3)

Vytautas Magnus University, closed after WWII, was reestablished in 1989 with the help of Lithuanian scholars and institutions in the USA. The first academic year began in the university's reestablished Faculties of Economics, Humanities and Sciences September 1, 1989. The reestablished university was the second in what was then Soviet-occupied Lithuania, and the first school of higher education that was independent of governmental institutions. The most important principle in the university's activity became academic freedom, while its main purpose was to prepare graduates with a broad humanistic orientation for Lithuania's needs in research, culture, education and economy. A common programme of study in humanities and general education for the first two years of study for all students appeared in 1990. In 1991, the university was the first in Lithuania to establish a system of study based on several levels, the completion of which resulted in the granting of Bachelor's or Master's degrees. The feature of this university still remains exceptional in Lithuania today: this is a liberal policy for studies, according to which students are admitted not into specific specializations but into fields of study. The students themselves put together their plan of study and make a final choice of their programme after the first two years of study. Particular attention is given to foreign languages and computer skills thus making this university different from other schools of higher education in the country. The Department of English language and Literature is central to the university, since English is a required course for all its students. Special courses in business English are also offered.

Klaipeda University was founded on 5th October 1990. Klaipeda University, the only university in the Western region started its academic activities on 1st January 1991. The main reasons to establish the university were: integration of the Western Lithuania as seaside region into the country's economy, necessity to decentralize and demonopolise Lithuanian education and study process, solution of specific problems (preparation of specialists for marine and coastal jobs). The faculty of the university seek to create a profile of its own, by drawing on the regional historical affiliations and connections. There is an emphasis on the historical relations to German culture and language, and the Department of German Philology gets even more students than the Department of English Philology. The university is trying to innovate and meet the ever-changing demands of its students and times: thus, almost every Department has got its own Centre, e.g. the department of Baltic Linguistics has got the Centre of Baltic Studies, there are also separate Centres of Oriental Studies, Japanese language and Scandinavian Studies. It is in the plans of the university to offer a new programme in the year 2001: the Russian philology and the Lithuanian language, the idea of which is to train specialists who would teach Lithuanian in Russian schools.

Siauliai University. The Faculty of Humanities was founded in 1997 upon the reorganization of the Faculty of Philology of Siauliai Pedagogical Institute (the Department of the Lithuanian Language was established in 1948 in Siauliai Teachers' Institute). The academic staff of the faculty are open-minded, well qualified enthusiastic teachers who maintain active contacts with other institutions of higher learning. The Faculty has a very strong study programme of Lithuanian philology and carries out research and offers courses in ethnolinguistics,

computational linguistics, linguistic pragmatics, textual analysis and the methodology of language teaching.

2.1.4 Examples of good practice.

This section presents a small number of examples of “good practice”, i.e. some projects or initiatives that have shown innovative approach to the language study process or produced up-to-date, new generation language teaching and testing materials. The examples have been proposed by the Deans of the respective Faculties. The list is far from being exhaustive and the readers of the report are invited to come forward with their own proposals. For the examples of good practice visit the website of the Faculty of Philology of Vilnius University (www.vu.lt); the website of Siauliai University (www.su.lt)

Vilnius University: The Department of Lithuanian Studies (see above: 2.1.3); the Department of English Philology (see above: 2.1.3.);

Siauliai University: the Department of Lithuanian Philology.

2.1.5. Reasons underlying these changes.

Even before the restoration of Lithuanian independence, some institutions of higher education had already begun discussing a reform of course content and structure as well as improvements in the management of these institutions. After the rebirth of democracy, Vytautas Magnus University was reestablished in 1989 through the efforts of Lithuanian scientists living in Lithuania and abroad, using programmes and experience from Western universities as a basis. In addition, in 1989, many Lithuanian institutions of higher education had already prepared drafts of their statutes. All this formed the basis for the changes in the structure of the higher education system that started after the reestablishment of Lithuanian independence.

2.1.6. Identification of needs

2.1.6.1. Seen in relation to the development of language studies

The University of Vilnius sets the following goals in the area of languages:

- to improve philological programmes by wide spectrum of disciplines leading to additional skills of graduates;
- to create double degree philological programmes where one of the languages will be less spoken EU language;
- to create double degree programmes (language & field of specialization) answering the needs of market economy;
- to develop the Department of Translation and Interpreting Studies by introducing less spoken EU languages
- to strengthen the newly established Institute of Foreign Languages as a separate University unit in order to keep and promote its role in teaching university's students as well as population at large through the courses offered;

2.1.6.2. Seen in relation to non-academic requirements

- Labour market needs should be taken into account when designing courses;
- Computing facilities should be improved and better access to the Internet provided;
- Library resources should be updated and considerably enriched;
- Remuneration of teachers should be reviewed ;

2.1.7. Measures to be taken at institutional, regional, national, and European level to meet the needs identified

2.1.7.1. At first-degree level

National/regional level

- Language programmes should get more attention and resources; the national policy on languages should be worked out;
- Language proficiency assessment and certification issues should be dealt with;
- Issues of the external examination should be discussed;
- There should be more cooperation between different language departments and more discussion of various language related issues;

Institutional level

- The number of academic contact hours should be reduced, students should be given more time for their independent study and research;
- The issues of the load of teaching should be dealt with; at present, the teaching takes too much of each teacher's time;
- Facilities for independent learning should be developed; students should have access to computers, to the Internet, various language corpora as well as other multimedia means for language study;

2.1.7.2. At postgraduate level

National/regional

See 2.1.7.1.

Institutional

- double degree (language & field of specialization) programmes should be created;
- quality enhancement procedures of language study programmes should be introduced;

2.2. 'Alternative' programmes (Applied Language Studies, Cultural Studies, etc.)

2.2.1. Content, objectives, and structures of programmes

There is only one study programme in Lithuania that fits the definition of 'Alternative' programme, namely the BA programme for Information and Communication at Kaunas Technological University.

The aim of the programme is to train specialists for the career of translators and interpreters of technical language by providing both the foreign language skills and the basics of engineering sciences. A professional employee in the field of information and technical communication should know the basics of engineering as well as languages. The programme is arranged the following way: students are given 28 credits of engineering technologies, 34 credits of a foreign language (FL1), 16 credits of a second foreign language (FL2), 28 credits of the Lithuanian language and optional subjects (social sciences, humanities). All the subjects are arranged strictly according to the requirements of the Ministry of Education.

2.2.2. Career prospects for graduates

The graduates can proceed studying translation at Vilnius University or management at any faculty or school of management. They can find jobs at joint ventures or companies dealing with international correspondence and negotiations; they can also make translations of technical literature.

2.2.3. Recent changes in content, objectives, and/or structure of programmes

The programme has just started (autumn 2000).

2.2.4. Examples of good practice

For more information please visit the website www.ktu.lt

2.2.5. Reasons underlying these changes

The world has moved towards a knowledge-based society where access to high-quality information should not be denied to anyone. On the other hand, the knowledge of a foreign language plus a special field improves the graduates' chances for employability.

2.2.6. Identification of needs

Prior to the Bachelor's programme, the professional study programme for technical literature translators was introduced (2 terms). Having analysed the needs of the learners, the duration of the course was extended to 3 terms. Present and future demand for translations of technical documents, manuals, instructions has been taken into consideration as well as EU quality requirements.

2.2.7. Measures to be taken at institutional, regional, national, and European level to meet the needs identified

2.2.7.1. At first degree level

See 2.1.7.1

2.2.7.2. At postgraduate level

See 2.1.7.2.

PROGRAMMES FOR LANGUAGE AND LANGUAGE RELATED PROFESSIONS

3. Innovations in the training of language teachers.

3.1. Language teaching and learning in primary and secondary school education.

In Lithuania, children start their compulsory education at the age of 6 or 7. Pupils have to start learning a first foreign language (English/German/French) between the age of 7 or 9 (depending upon the type of school they go to). A second foreign language (English/Russian/German/French) is only mandatory in the "Humanities" area of study, while in the "Sciences" area of study it is taught as an optional subject. Linguistic minorities (Russians, Poles, Belorussians) are able to teach their children their mother tongue, their national history and to foster their culture.

More information on the position and role of foreign languages in primary and secondary schools of Lithuania can be obtained from the *Eurydice* database, where the results of an extensive study on foreign language teaching in the education systems of every European country was published at the end of the year 2000 (www.Eurydice.org).

3.2. Pre-service training.

3.2.1. Institutions responsible for training.

Qualification requirements for **teachers (except lecturers at institutions of higher learning)** are determined by the Ministry of Education and Science of the Republic of Lithuania in accordance with the Law on Education of the Republic of Lithuania (1998). The following general requirements have been set for teachers:

- at least three years of study at an institution of higher education or a junior college;
- professional training (successful completion of the subject curriculum);
- a pedagogical qualification.

A junior college diploma grants the right to work as a teacher in an education establishment providing education no higher than general basic (lower secondary) or in a vocational training establishment.

A higher education diploma grants the right to work in all education institutions. Persons who have completed a programme in a non-pedagogical field at an institution of higher education, can acquire a pedagogical qualification after completing additional studies provided in accordance with the established procedure.

The Ministry of Science and Education provided the following data on the numbers and qualifications of foreign language teachers in all types of Lithuanian secondary schools.

Secondary schools

Subject	Total no. of teachers	No. of adequately qualified teachers*	Percentage of adequately qualified teachers
English	3330	1831	54.98
French	410	343	83.66
Russian	2775	2530	91.17
German	1714	1066	62.19

Vocational schools

Subject	Total no. of teachers	No. of adequately qualified teachers	Percentage of adequately qualified teachers
English	100	43	43.00
French	18	12	66.67
Russian	81	76	93.83
German	57	33	57.89

Colleges

2.1 Subject	Total no. of teachers	No. of adequately qualified teachers	Percentage of adequately qualified teachers
English	93	80	86.02
French	16	16	100
Russian	21	21	100
German	54	49	90.74

* *An adequately qualified teacher is the one who meets the above-mentioned qualification requirements.*

There are several institutions responsible for training teachers in Lithuania.

Vilnius Pedagogical University is the main school of higher learning preparing in the first place future teachers for different educational establishments. **Siauliai University** offers an additional one-year specialized professional course, which can be chosen by those language

degree graduates who want to acquire a pedagogical qualification and work in all types of secondary schools.

There are also a number of colleges (Klaipeda pedagogical school, Marijampole pedagogical school, Rokiskis Radvilu college, Kedainiai college) that train language teachers for work in lower secondary schools and vocational training establishments. Graduates of such colleges can enter Vilnius Pedagogical University and complete a 2-3 year additional course to be granted the right to teach language in all types of schools at various levels.

3.2.2. Content, objectives, and structures of programmes

The content of the study programme is similar to that of other language degree programmes (see 2.1.1.) with the exception of a wide range of pedagogical, psychological subjects, such as Social Psychology, Development and Pedagogical Psychology, Pedagogy, Didactics, etc. See also: 2.1.3.

3.2.3. Career prospects for graduates

Until now the profession of a teacher has not enjoyed great popularity among graduates. This was mainly due to the low prestige of the job, poor salaries and a great demand for people with foreign languages (people who knew foreign languages could easily find more lucrative jobs outside the educational system). Nowadays the situation has started to change and the graduates are returning to schools.

3.2.4. Recent changes in content, objectives, and/or structure of programmes.

There is a tendency nowadays to reduce the number of contact hours and to put more emphasis on independent work (in libraries, laboratories, etc).

A number of new subjects have been introduced into the study programmes: Political Science; Management (as electives); Language for Special Purposes (Business; Law), Language Testing, Cultural Studies, Civilization Studies, Teaching Literature Cross-Culturally; Afro-American Literature; Sociolinguistics, etc.

See also: 2.1.3.

3.2.5. Examples of good practice

Visit the website of Vilnius Pedagogical University www.vpu.lt

3.2.6. Reasons underlying these changes

The prestige of the profession of a teacher is growing, which allows the institutions training future teachers select the best of the applicants who, in turn, place high requirements on the quality of studies.

3.2.7. Identification of needs

3.2.7.1. Seen in relation to the development of language studies

- The introduction of new technologies, computer facilities and multimedia resources in language teaching and learning;
- The replenishment of library resources;
- The development of self-access language learning laboratories;
- The need to develop courses for teachers working with young learners;

Also see: 2.1.6.1.

3.2.7.2. Seen in relation to non-academic requirements

- Need to develop closer cooperation/communication between language teachers;
- Need to organize more professional development seminars for teachers;
- Need to teach some other disciplines in foreign languages;

See 2.1.6.2.

3.2.8. Measures to be taken at institutional, regional, national, and European level to meet the needs identified

National:

- The EU objective that all European citizens should have acquired a command of at least two Community languages by the end of their schooling should be implemented in Lithuania;
- Foreign language learning at an earlier stage of schooling should be encouraged;
- More funding for the introduction of new technologies in language learning;

Institutional:

- Institutions training/educating language teachers should introduce courses focusing on teaching foreign language to young learners;

3.2.8.1. At first degree level

See 2.1.7.1.

3.2.8.2. At post graduate level

See: 2.1.7.2.

3.3. In-service teachers training

3.3.1. Institutions responsible for training

There are several institutions offering in-service teacher training in Lithuania: Vilnius University (Institute of Foreign Languages); Vilnius Pedagogical University (Requalification Centre); Teacher Professional Development Centre in Vilnius; Klaipeda Teachers Training Institute; In-Service Training Institute at Siauliai University).

3.3.2. Content, objectives, and structures of programmes

As most requalification programmes now grant a BA degree plus the professional qualification of a teacher, the in-service teacher training study programmes are similar to BA degree in languages programmes. The programmes provide both practical and theoretical disciplines (Linguistics, phonetics, morphology, syntax, world literature, civilization studies, etc.).

See: 2.1.1 and 3.2.2.

3.3.3. Career prospects for graduates

See: 3.2.3.

The teachers who complete in-service courses acquire the right to teach languages in all types of schools at all levels.

3.3.4. Recent changes in content, objectives, and/or structure of programmes

See: 3.2.4.

3.3.5. Examples of good practice

Visit the website of Vilnius Pedagogical University: www.vpu.lt

3.3.6. Reasons underlying these changes

After the collapse of the Soviet Union and the restoration of independent Lithuania, the demand for language teachers, especially the English language, was immense. In order to overcome the shortage of language teachers a great number of requalification centers and courses were set up.

3.3.7. Identification of needs

3.3.7.1. Seen in relation to the development of language studies

The following needs can be identified:

- Need to improve students' proficiency in languages
- Need to develop cultural competence
- Need to develop students' computing literacy

See also 2.1.6.1.

3.3.7.2. Seen in relation to non-academic requirements

See: 2.1.6.2.

3.3.8. Measures to be taken at institutional, regional, national, and European level to meet the needs identified

3.3.8.1. At first- degree level

See: 2.1.7.1.

3.3.8.2. At postgraduate level

See: 2.1.7.1.

4. *Innovations in the training of translators and interpreters*

4.1. Description and analysis of the current spectrum of professional activities

Lithuania faces an urgent need for interpreters qualified to work at the highest level. A small elite of some 25-30 freelance or public service interpreters generally manages to cover most of the top-level assignments to-date, but at peak periods the shortage of suitable professionals can reach crisis proportions. Although translation courses at various levels exist in most of the higher education establishments (where language degree programmes or specialized courses are offered), the most serious approach to professional interpreting is at the University of Vilnius.

4.2. Institutions responsible for training

Interpreter training at the University of Vilnius, Faculty of Philology, forms part of the promotion of Lithuania's candidacy for accession to the European Union in terms of establishing on a professional basis of conference interpretation training at the highest possible level to ensure that within the next few years Lithuania will have at its disposal a sufficient number of conference interpreters who are qualified to interpret at EU level, among other things in connection with the pre-accession process and accession negotiations and at high-level meetings within the Lithuanian administration itself.

The University of Vilnius has since 1994 been providing courses for interpreters and translators. Until 1997 the courses were offered by the Department of English Philology at MA

level and postgraduate Diploma-courses. From 1997 a new unit was established for organizing and delivery of the courses.

4.3. Content, objectives, and structures of programmes

Currently, the Department of Translation Studies is offering two-year courses at MA level and one-year courses at Diploma level.

Most of the students have English, French, German and Polish as their B languages. There is a growing interest in Spanish, Danish, Swedish, Norwegian and Finnish, with the interest in Russian starting to revive. Most classes are taught by the local academics who are practicing interpreters, with sporadic contributions from visiting native informants and part-time lecturers.

The main subjects taught:

- The theory of interpretation (1st semester) 32 hours
- General linguistics (1st and 2nd semesters) 64 hours
- Terminology (1st semester) 16 hours
- Introduction to Law (2nd semester) 32 hours
- International Law (3rd semester) 32 hours
- The EU and International Organizations (4th semester) 32 hours
- Written translation (1st –3rd semesters) as optional classes 240 hours
- Training in consecutive and simultaneous interpretation 438 hours (MA), 176 (Diploma courses)

4.3.1 At first-degree level

At present the Department offers no programmes at BA level, although it is in the plans of the Department to admit a small group of students at undergraduate level and to put special emphasis on the improvement of “B” and “C” language enhancement training.

4.3.2. At postgraduate level

See 4.3.

4.3.3. At the level of continuing education

See 4.3.

4.4. Career prospects for graduates

The career prospects for highly-qualified interpreters with specialist knowledge in the field of law, economics and international relations who could work at high-level meetings and negotiations as well as EU level are very good. The job of an interpreter enjoys high prestige and is well-paid.

4.5. Recent changes in content, objectives, and/or structure of programmes

The Department of Translation Studies is a relatively recent development, established only in 1997.

4.6. Examples of good practice

Please visit the website of the Department of Translation Studies at www.vu.lt

4.7. Reasons underlying these changes

See 4.1.

4.8. Identification of needs

4.8.1. At first-degree level

To set up a BA study programme at the faculty of Philology, Vilnius University.

4.8.2. At postgraduate level

In the longer-term perspective the aim of the Department of translation Studies is to qualify for an accreditation to launch the “European Master’s Programme in Conference Interpretation” This requires to restructure the existing Curriculum (see 4.3) with an emphasis to be given to the enhancement of participative training methods; organization of subjects within the respective curriculum frameworks and the development of methods for assessment, evaluation and quality assurance.

As the Department is engaging lectures from various departments of philology there is a rather urgent need for well-structured intervention in order to consolidate the present methodologies applied by various teachers. A professional input is needed in the form of guest-lecturers who should be experienced conference-interpreters. Guest=lecturers are needed to provide lectures in selected subjects, advise the staff on methodology issues and to participate in the assessment and evaluation of the performances of students. Finally, there is a need for external examiners during examination sessions, the examiners’ task comprising not only actual participation in exams but also advice on the organization, contents and form to be applied.

The Department has a reasonable basic reference library (mostly donations from EU programmes, embassies, etc.), but very little in the way of specialized glossaries or research papers, and no access to term-banks, corpora. The expansion of the library though subscription for the major periodicals in the field and acquisition of dictionaries and glossaries is an important goal. IT hardware and software is needed to ensure on-line access to the variety of existing terminology resources.

4.8.3. At the level of continuing education

There is a need for practicing translators and interpreters to further develop and refresh their knowledge and skills.

4.9. Measures to be taken at institutional, regional, national, and European level to meet the needs identified

4.9.1. At first-degree level

- Introduction of courses at first-degree level;

4.9.2. At postgraduate level

- Enhancing the language proficiency of students before they start translation courses;
- Improving the overall proficiency of the second foreign language;
- Introducing new teaching methods, new technology;

4.9.3. At the level of continuing education

- To develop and run a post-diploma conference interpreting programme for practicing translators.

PROVISION FOR STUDENTS OF OTHER DISCIPLINES

5. Innovations in language provision for students of other disciplines

5.1. Language studies integrated into non-language programmes

Note: At present, in Lithuania, there is only one degree programme where a language component is integrated into it as a compulsory element (see also 2.2.). However, it is in the plans of the universities to introduce such programmes in the future (e.g. the faculty of Philology and the Faculty of Law at the University of Vilnius are considering setting up a Law programme with the Lithuanian language as a minor, supporting component).

5.2. General and subject-oriented language courses accompanying non-language programmes

5.2.1. Content, objectives, and structures of programmes

In the Lithuanian higher educational establishments a foreign language is one of the mandatory disciplines. The teaching of foreign languages is accorded great importance because foreign languages, especially English, give access to information and research conducted in foreign countries as well as facilitate the process of international cooperation and exchange of thoughts and ideas between the Lithuanian and Western academic communities.

Most of the foreign language courses offered at higher educational establishments are subject-oriented and designed to meet the specific communicative needs of the students of different disciplines. At tertiary level, a foreign language is seen as a tool in the students' professional studies. Therefore the courses concentrate on the development of academic skills as well as professional language. These courses are, as a rule, provided by separate Departments of Foreign Languages (English, German, Romance languages, etc.) or Foreign Language Centres. Thus, for example at the University of Vilnius there is a newly-established Institute of Foreign Languages, which offers various foreign language courses to the university students as well as the population at large.

The duration of the courses vary from institution to institution, however, almost in all higher education establishments of Lithuania students have at least two terms (128 hours) of foreign language study, mostly 4 terms (256 hours).

5.2.2. Recent changes in content, objectives, and/or structure of programmes

In 1990, the need for foreign languages, especially English, became more than apparent. This need was most acutely felt in the faculties of economics, law and public administration. Business English courses were introduced at the University of Vilnius Faculty of Economics as early as 1992. The response on the part of the students was very positive, as the teachers used the textbooks and materials published by foreign publishing houses. The objective of the newly-designed Business English courses was not only to teach English, develop the students' special vocabulary, but also to acquaint them with the business skills and western management styles.

In 1993, the EuroFaculty was established on the initiative of Hans Dietrich Genscher and Uffe Ellerman-Jensen, former foreign ministers of Germany and Denmark respectively, to assist in reforming higher education in law, economics, public and business administration at the leading universities of the Baltic states and creating the conditions necessary for teaching and research according to international standards. To carry out the reform language was necessary.

In January 1994, the EuroFaculty language coordinator ran a four-day staff training seminar to prepare the teachers for a new Academic Preparation Course. The purpose of the APC course was to prepare students to follow lectures and participate fully in the courses taught in English

in their specialized disciplines. The APC courses taught valuable academic skills to the students and at the same time improved their knowledge of English and prepared them for academic courses taught in English.

In 1995, the APC was fully integrated into a brand new English language training curriculum developed by a group teachers of the Department of English. The main idea of the new course was to marry the Academic English and the ESP (Business English, Legal English etc.). The students are taught academic skills, such as Reading, Writing, Listening, Speaking as well as ESP classes during which they develop and enrich their specialist vocabularies, acquire the skills necessary in a business environment.

The British Council has also been very active in funding projects, related to different aspects of teaching and learning English at different levels and institutions.

5.2.3. Examples of good practice.

The Department of English for Social Sciences at the University of Vilnius can be an example of good practice as its staff actively and successfully participated in the pioneering work of the EuroFaculty and other projects funded by the British Council.

5.2.4. Reasons underlying these changes

With the collapse of the command economy and the socialist system, and the end of isolation from the West, the need to restructure and boost language courses became obvious.

5.2.5. Identification of needs

5.2.5.1. Seen in relation to the development of language studies

- Teaching materials for new specialities should be developed;
- New teaching methods should be applied;
- University graduates should have a command of at least two widely-used European languages

5.2.5.2. Seen in relation to non-academic requirements

- Greater support and understanding from the authorities

5.2.6. Measures to be taken at institutional, regional, national, and European level to meet the needs identified

5.2.6.1. At first-degree level

- To develop open-access language learning facilities for the students
- To introduce a compulsory study period abroad

5.2.6.2. At postgraduate level

n/a

5.3. Language provision and support for mobile students

5.3.1. For incoming students

All universities offer the Lithuanian language courses at various levels and of different duration. International students can also choose Russian and Russian studies.

5.3.2. For outgoing students

Students who apply for study periods abroad are as a rule proficient in several foreign languages and can follow academic courses delivered in these languages.

5.4. Non-language programmes or parts of programmes taught through one or several other languages

5.4.1. Disciplines involved

There is a great variety of courses delivered in foreign languages in Lithuanian higher educational establishments. The disciplines involved are: Anthropology; Archaeology; Arts; Business and management studies; Cultural studies; Communication and information science; Economics; Education; Educational science; Ethnology; Law; Philosophy; Linguistics; political science; Psychology; History; Literature; Lithuanian culture; Oriental studies etc.

5.4.2. Levels at which (parts of) programmes are taught

The courses are taught at all levels: undergraduate, graduate as well as at Doctoral level.

In some institutions of higher learning, e.g. International Business School at the University of Vilnius, there are special groups at undergraduate level where all or part of the academic subjects are delivered in English. Students enrolled on such courses have priority when applying for study abroad.

5.4.3. Language used

English, German, French, Russian, Polish, etc.

5.4.4. Target groups

The courses in foreign languages are at all study levels and targeted at a wide range of subject areas and students.

5.4.5. Policies and objectives underlying the practice described

The higher education establishments take part in various international projects and international exchange programmes, therefore courses should be delivered in foreign languages to attract more foreign students and make universities more international.

The University of Vilnius issued the European Policy Statement (EPS), which describes the university's overall development policy and foresees some tangible aims. The EPS lists among the medium-term aims the initiative to expand the range of courses in foreign languages (English, German, French) for international and home students integrated into regular Vilnius University curricula in order to foster both-way student mobility and enabling to address both international and home students with the same sets of flexible courses.

5.4.6. New measures proposed

More courses in foreign languages should be offered.

The idea of double degrees should be developed.

6. CONTINUING EDUCATION

6. Innovations in language studies in continuing education (excluding language specialists)

6.1. Target groups

There are several target groups in this category: first, businessmen who come to enhance their professional skills, refresh their specialist knowledge and foreign language skills; second, general public who choose courses offered by university language schools; third, university students who take foreign language courses outside their degree programmes.

6.2. Content, objectives and structures of programmes and courses

The students are offered both general and special foreign language courses at various levels and of different duration.

6.3. Recent developments

Language schools and courses have recently mushroomed in Lithuania, creating fierce competition among them.

6.4. Identification of new needs

There is a great need for self-study courses for busy professionals.

6.5. Measures proposed to meet the needs identified

Self-study courses/packages for businessmen should be developed.

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