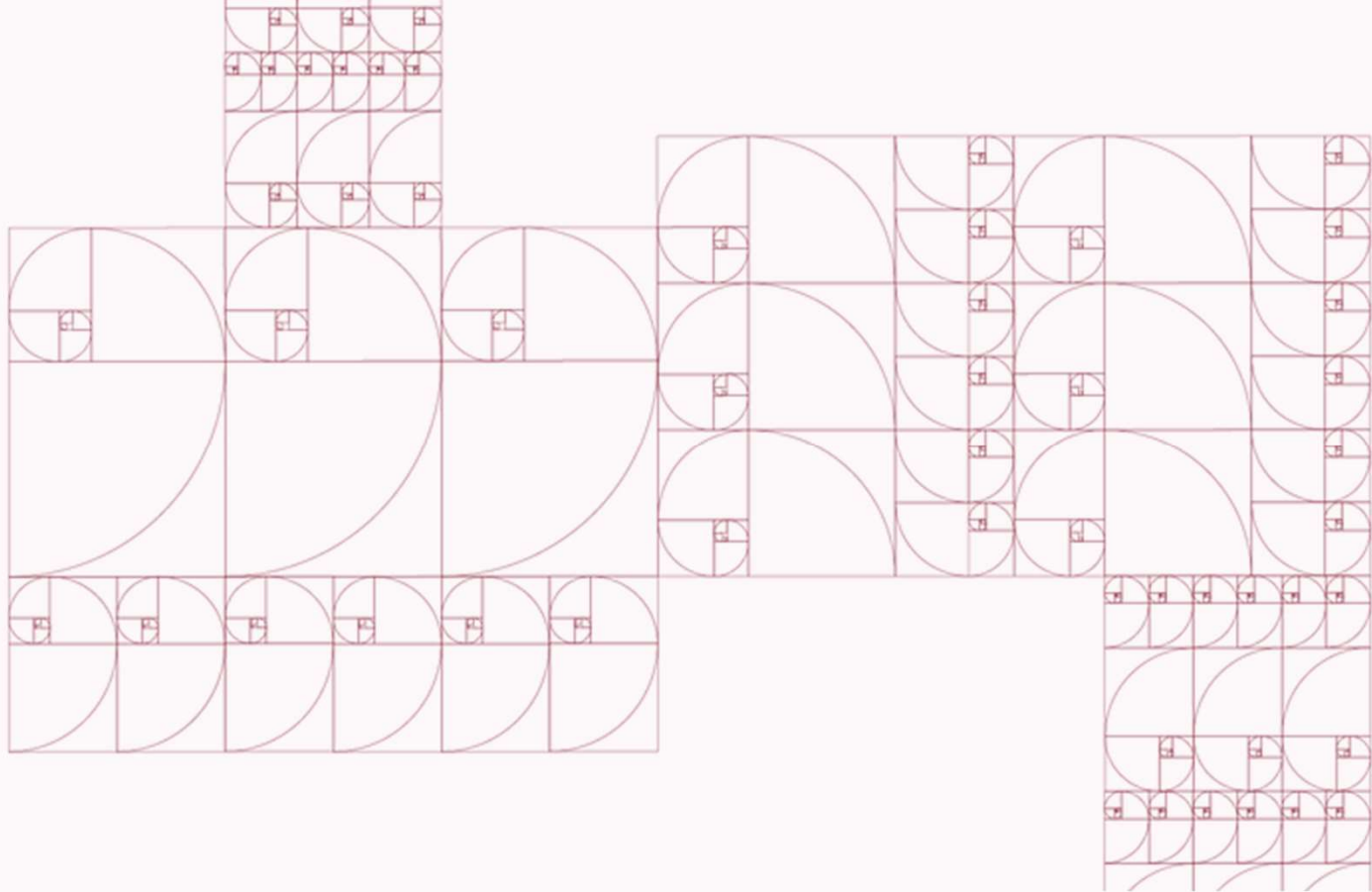




# **Centre for Quality Assessment in Higher Education**

**Annual Activity Report  
2025**



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The report approved by SKVC Council on 25/03/2026, as per protocol No. 1 of 31/03/2026.

# Director's Word

The year 2025 was a year of significant decisions and purposeful pursuit of the goals set for SKVC. We operated under difficult human resources conditions, but consistent work, clear priorities and open dialogue with partners allowed us to achieve our annual targets.

One of the most important results of the year is the development of a new quality assurance model. Conceptual methodological solutions and proposals for amendments to the Law on Higher Education and Research have been prepared. The model introduces a modern approach to quality assurance based on effective European practices, based on a balance between development and compliance with quality requirements, reduces administrative burden and strengthens the transparency of the higher education system.

An important step has been taken in supporting innovations in studies – a draft Description of the Interdisciplinary Study Field has been prepared. It creates preconditions for higher education institutions to develop study programmes that combine knowledge from several disciplines and are oriented towards solving complex problems. This strengthens the ability of the higher education system to respond to the changing needs of society and the labour market.

In developing the quality assurance model and preparing the description of the Interdisciplinary Study Field, we worked together with universities, colleges, student representatives and the Ministry of Education, Science and Sports. The insights of the partners helped to create sustainable and efficient solutions.

We have strengthened the Centre's digital infrastructure and the use of digital data in our activities. To this end, we have updated the national Electronic Recognition Space Information System (EPE IS), contributed to the promotion of the digitalization of scientific and study achievement evaluation processes, implemented data-based profiles of higher education institutions, and developed national and European integrations of the EPE IS, which improve the availability of services and reduce administrative burden.

Organizational decisions were no less important. In 2025, the Centre managed to stabilise its activities, strengthen its human resources policy and reduce staff turnover. The updated remuneration system, the 34 percent increase in the salary fund and the start of monitoring the well-being of employees have created a stronger basis for the sustainable functioning of the organization.

**I would like to thank the staff and partners of the Centre** for their professionalism, responsibility and joint work in strengthening the quality of Lithuanian higher education. The 2025 results confirm that even in challenging circumstances, focused work and dialogue allow for meaningful change.

**Director** Zinaida Manžuch

# About the Centre

SKVC is the national public administration institution that implements the Lithuanian state science and HE studies policy in the following areas:

- **External quality assurance of higher education and institutions.** We promote the quality of Lithuanian HEIs and the quality culture through evaluation, monitoring, analytics and dissemination of best practices.
- **Academic recognition of qualifications.** We assess and recognise foreign qualifications at all levels except for the third cycle. We are an information and recognition centre and a member of the ENIC/NARIC networks.
- **Expert support for drafting of legislation.** We provide proposals for national and international legislation on academic recognition and quality assurance in higher education, and other study issues.

The SKVC **also carries out other functions**, such as the licensing of vocational education and training, the establishment of comparability in secondary education and the transfer of grades for admission to vocational and higher education institutions, the assessment of research and study performance for the purpose of incentive funding, the assessment of applications to gain the status of a teacher training centre, dealing with student complaints regarding quality etc.



**Our values**  
Professionalism  
Impartiality  
Openness  
Collaboration



**Mission**  
Promoting the quality of higher education and helping people to make use of their qualifications



**Vision**  
Lithuanian higher education is attractive and valued widely

# Management of the Centre

In 2025, the Centre's structure consisted of an administration and 4 structural units: the Institutional Review Division, the Qualifications Assessment Division, the Study Evaluation Division, and the Legal and General Affairs Division.

The Centre was assisted in its decision-making processes by:

- ▶ **The Council**, which is the main collegiate body for strategic management. In 2025, the following members sat in the Council:
  - Prof. Dr. Kęstutis Petrikonis, delegate of the Conference of Rectors of Lithuanian Universities; Chairman of the Council;
  - Dr. Inga Stravinskienė, delegate of the Conference of Directors of Lithuanian Colleges; Vice-Chair of the Council;
  - Danukas Arlauskas, delegate of the Lithuanian Employers' Confederation;
  - Daiva Bartninkienė, delegate of the Lithuanian Confederation of Industrialists (in the course of the year she was substituted by Raminta Radavičienė);
  - Prof. Dr. Liudvika Leišytė, delegate of the Committee on Education and Science of the Parliament of the Republic of Lithuania;
  - Daina Lukošūnienė, representative delegated by the Minister of Education, Science and Sport of the Republic of Lithuania;
  - Dr Vyda Mozūriūnienė, delegate of the Lithuanian Chamber of Commerce, Industry and Crafts (in the course of the year, she was substituted by Laimonas Rimkus);
  - Rūta Skyrienė, delegated representative of the Investors' Forum Association;
  - Prof. Dr. Marius Pranas Šaliamoras, delegate of the Conference of Rectors of Lithuanian Universities;
  - Paulius Vaitiekus, delegate of the Lithuanian Students' Union (in the course of the year, he was substituted by Ieva Vengrovskaja);
  - Nerijus Varnas, delegate of the Lithuanian Conference of College Directors.
- ▶ **Advisory bodies**, which are comprised of stakeholders of higher education (from HEIs, students, employers – private, NGOs and public sector organisations):
  - **The Study Evaluation Commission**, which considers the assessment reports drawn up by the panels of experts on the study programmes (ex-ante) and study fields (ex-post evaluation of clusters of study programmes) in terms of their objectivity, completeness and reasoning;
  - **Commission of Higher Education Institutions' Review**, which examines the findings of the external institutional review of higher education institutions;
  - **The Appeal Commission of SKVC**, which hears appeals against the proposed institutional review decisions of HEIs or assessment of study programmes or study fields.

# Our Team

The Centre had 36 employees: 100% of them with higher education qualifications, incl. three with a doctoral degree; 64% are employed by the organisation for up to 5 years; 80% of those working at the Centre are women.

In 2025, in the Center:

- staff turnover was stabilised, amounting to **9%** over the year;
- **salaries** for the employees of the Centre **increased**;
- **the system of remuneration** for the work of civil servants and other employees of SKVC has been substantially **updated**;
- a survey of the Centre's staff was carried out, in which as many as **91%** of the staff participated;
- control over the declaration and coordination of public and private interests has been strengthened.

The staff of the Centre participated in **44** trainings:

- they expanded the digital competences in artificial intelligence;
- engaged in training for working with the Microsoft Office 365 package,
- updated their knowledge by participating in trainings organized by other public institutions.

We participated in the national cybersecurity exercise PhishEx.

The senior leadership of the Centre – Director and Deputy Director – completed the extended training of the *Leadership Academy* commissioned by the Public Administration Agency and implemented by the ISM University of Management and Economics. They also participated in designated networking events for the heads of public sector organisations.



Internal training  
organized



Participated in **44**  
external trainings and  
**11** methodological  
consultations



For the first time, a  
survey of the well-being  
of SKVC employees  
was carried out



the salary fund  
increased by **34 %**

# We are



## Civic-minded

- We participated in training on preparation for mobilization and civil resistance in case of war or other emergencies.
- We continued to actively use the signs of solidarity with Ukraine in the internal and external communication of the Centre.



## Transparent

- We publish the results of all quality assessments (both positive and negative) in the European database [DEQAR](#). We also publish them in the State Register of Studies, Training Programmes and Qualifications, which can be seen in the [AIKOS](#) system.
- We publicize our activities on [SKVC.LRV.LT](#) and in the social media.
- We declare interests and manage conflicts.
- We take care of the prevention of corruption.



## Socially responsible

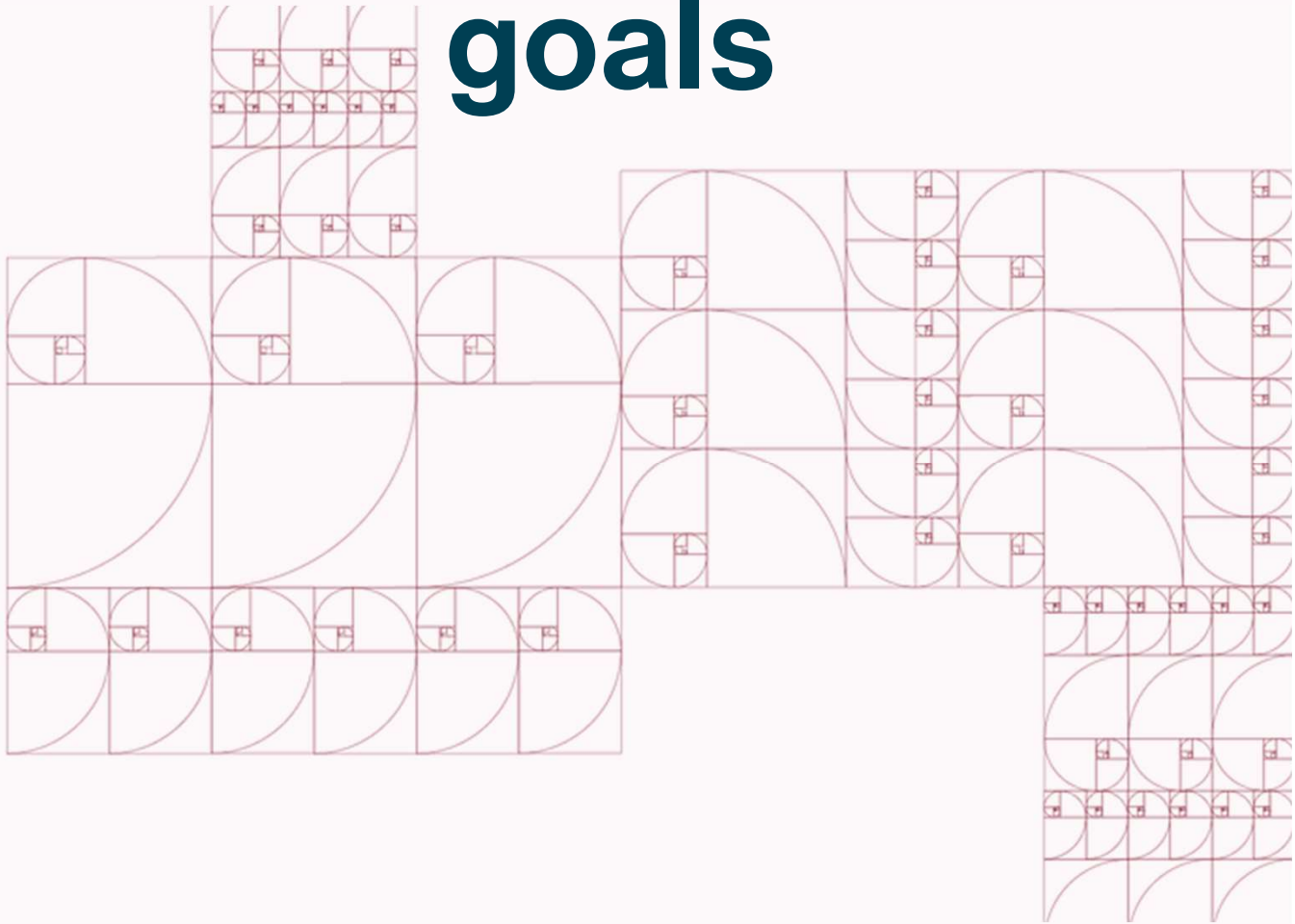
- We cherish the tradition of organizing a social action at least once a year.
- In the fourth quarter of 2025, we joined the campaign "Maltese Soup" organized by the Order of Malta's Relief Service in Lithuania. We organized a cake tasting, and donated the collected funds to feed single seniors.



## Environmentally friendly

- We prepare and sign electronic documents, we have reduced the use of paper.
- We sort packaging and save other resources. On 19/11/2025, we organized an education for employees on the topic of sorting.
- All public procurements are green.
- We apply a hybrid model of work organization, we work more from home, we avoid traffic jams. In this way, we saved time and contributed to reducing air pollution and reducing the use of fossil fuels.

# Strategic goals



# Strategic goals

In 2025, SKVC has committed to implement several strategic tasks with a long-term impact – to submit proposals for amendments to the legislation on the new external quality assurance model, to prepare the Description of the Interdisciplinary Studies Field, and to update the EPE State Information System.

We have prepared conceptual solutions for the new model of quality assurance in Lithuanian higher education and proposals for amendments to the Law on Higher Education and Research.

## A new quality assurance model:

- builds on **European best practices**;
- allows HEIs that have demonstrated maturity of their internal quality assurance to **independently evaluate** study programmes;
- reduces the burden of assessments by applying **selective assessment of study programmes** based on risk monitoring data;
- **strengthens student engagement and transparency** in assessment through greater student integration.

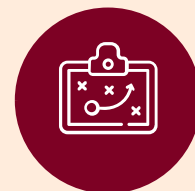
We have prepared a description of the **Interdisciplinary Studies** Field, which paves the way for the implementation of a new type of master level study programmes in universities. Characteristics of the interdisciplinary study programmes include:

- **integrity** – coordination of study fields in various elements – goals, methods, learning outcomes;
- **coherence** of results means the consistent approach to the design of all elements of the programme;
- orientation to solving **complex problems**; combining different approaches, theories, technologies in the development of such solutions.

The updated EPE information system of national importance has been expanded to include modules for VET qualifications and automatic recognition, which allow to inform individuals faster and more clearly about the status of their qualifications in Lithuania and further opportunities they have.



**13** consultations with stakeholders and **12** meetings with the MoE in the development of a new quality assurance model

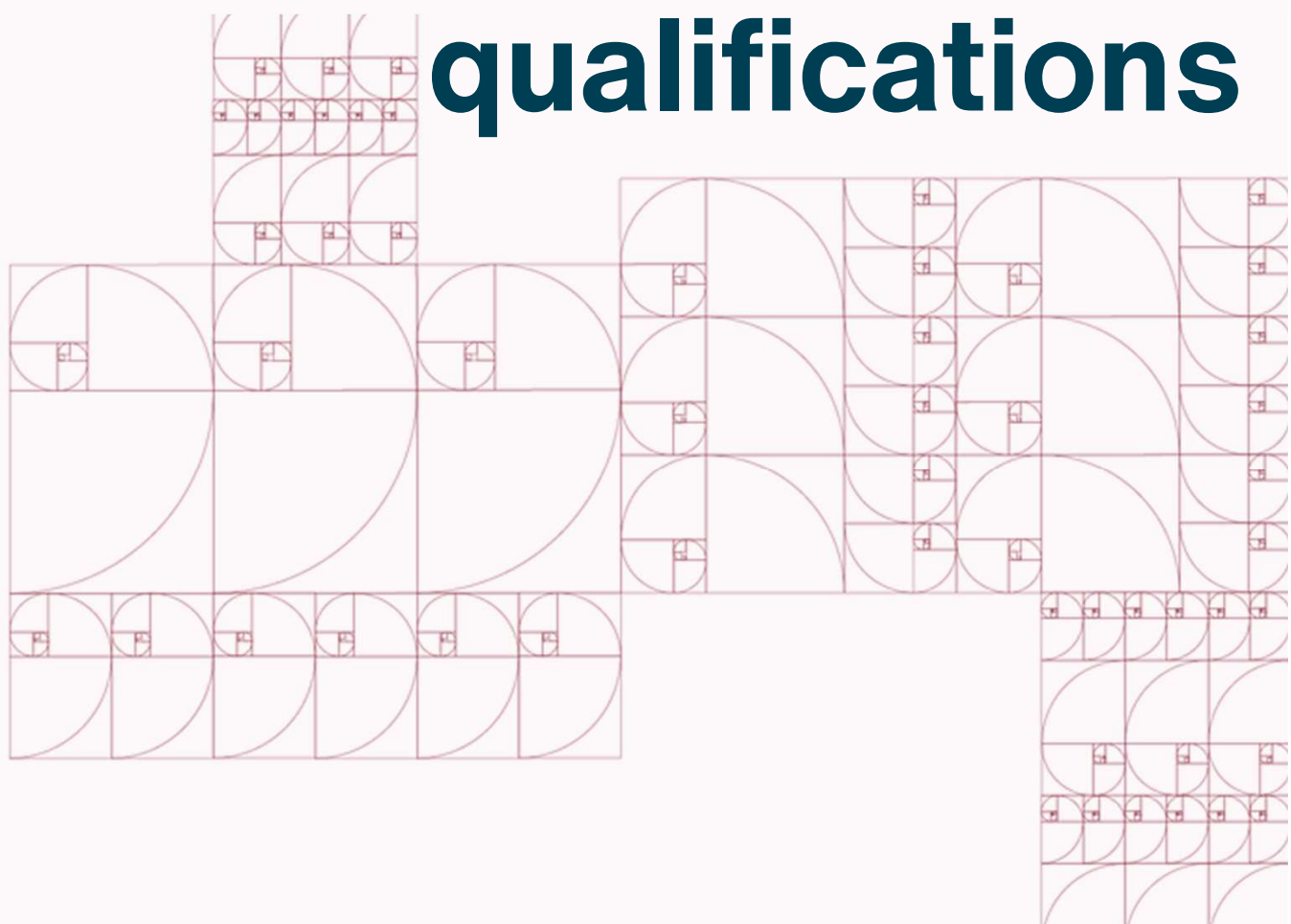


Interdisciplinary studies integrate two or more fields of study



EPE IS is available in Lithuanian and English

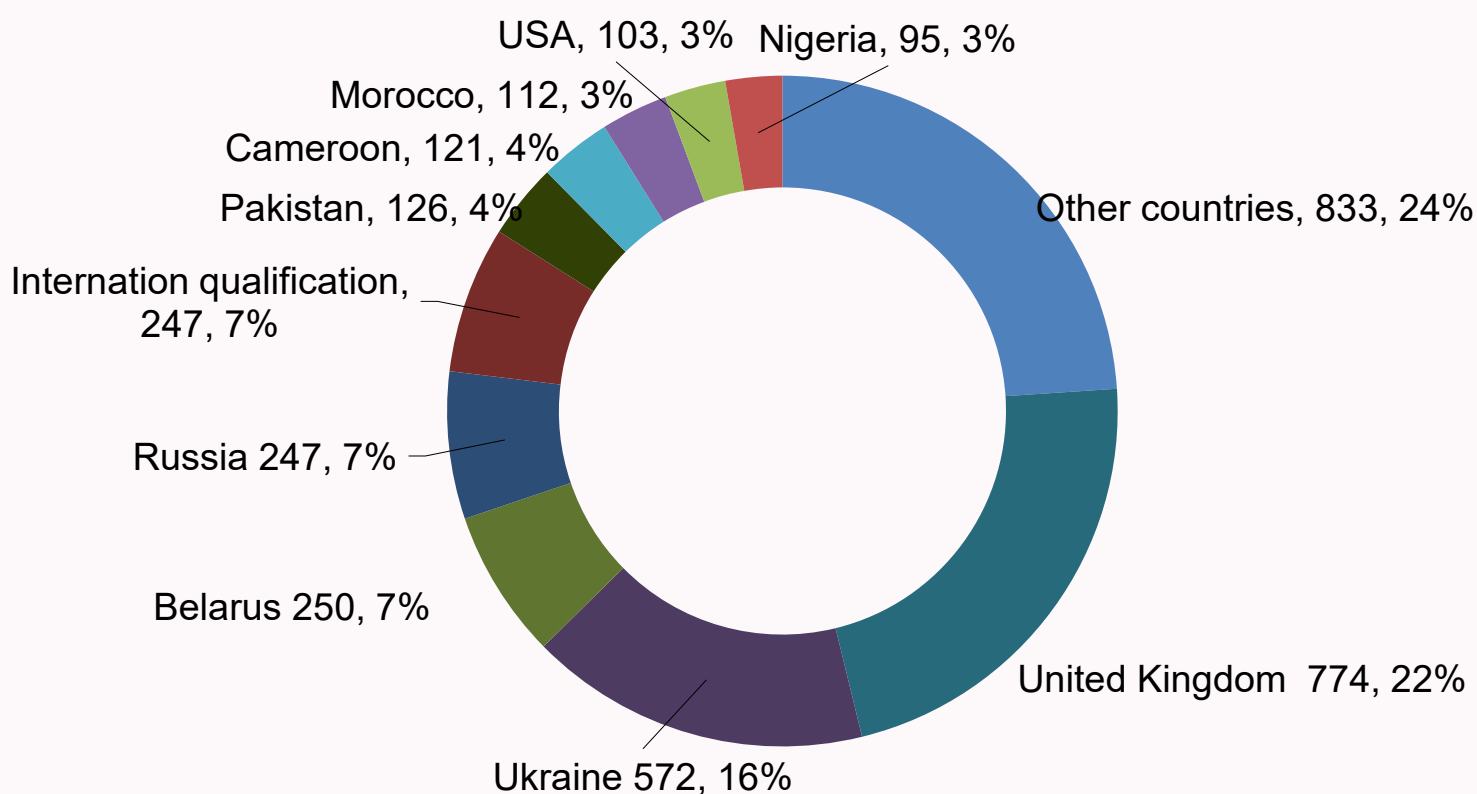
# Academic recognition of qualifications



# We helped people with foreign qualifications to gain access to further study and work

The Centre carries out academic recognition of higher education qualifications acquired abroad (except doctoral degrees). In this way, we help people to continue learning, studying and working in Lithuania. Majority of our assessed qualifications are in secondary education and higher education, less – in vocational education and other level qualifications.

In 2025, we received **3,480** applications for academic recognition of qualifications acquired in **95** countries and territories around the world.



We adopted 2,600 decisions for natural persons on the academic recognition of qualifications, which represented an increase of about 35% from last year (1918 in 2024, 1564 in 2023).

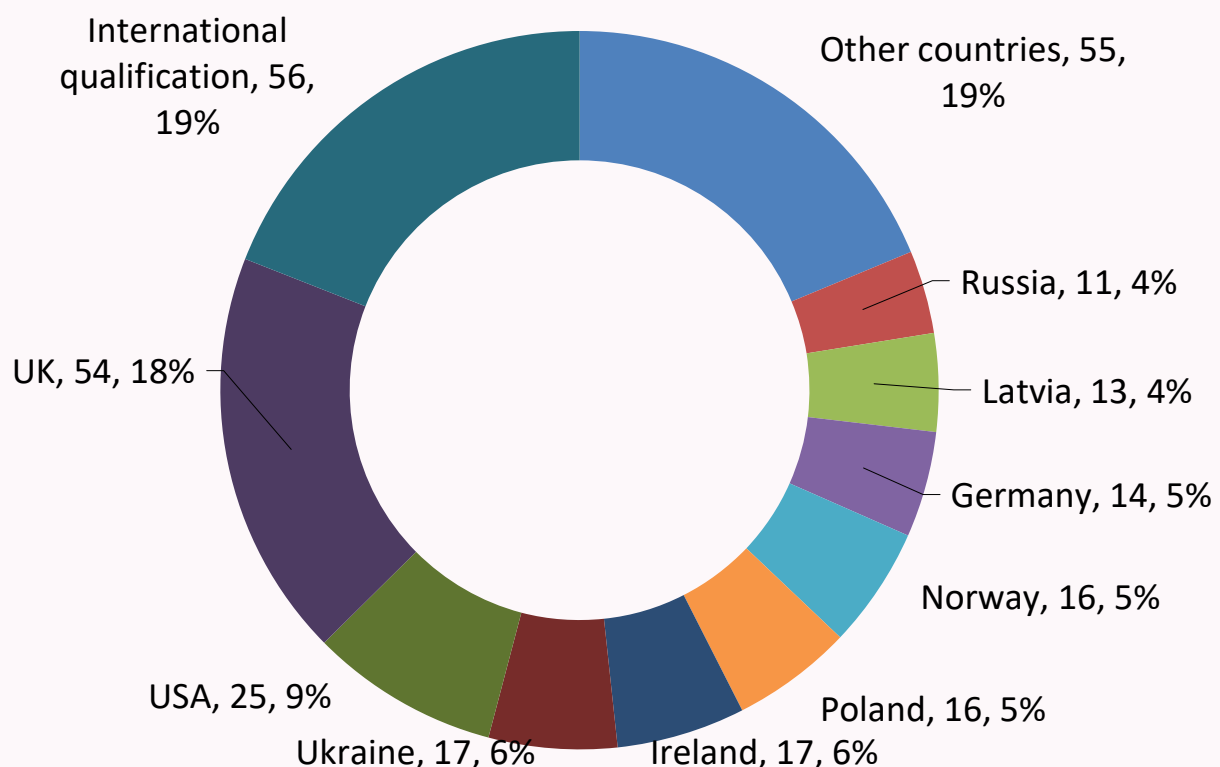
Due to the war inflicted by Russia in 2022, an increased need for recognition of Ukrainian qualifications is observed every year: in 2025, as many as 16% (572) of all applications were submitted for academic recognition of qualifications acquired in Ukraine (in 2024 – 14%, 477 applications were submitted).

# We helped people who have acquired qualifications abroad to enter vocational and higher education institutions in Lithuania

The Centre establishes comparability of secondary education school subjects and does the transfer of grades; this data are required for those who have acquired secondary education abroad for admission to Lithuanian higher education institutions.

We examined **294** applications from graduates coming from **30** countries around the world (including with international qualifications) for the establishment of school subject comparisons and the transfer of grades. This data is processed by LAMABPO in order to establish the applicants' place in competition for entrance into VET or higher education.

In this way, we helped applicants to Lithuanian vocational schools and state-funded short and first-cycle and integrated studies of higher education institutions. This is 19% more than in 2024, when 248 applications were received from 25 countries.



# We worked for improvement of recognition of academic and professional qualifications

The Centre provides recommendations to higher education institutions, employers, and other legal entities related to the assessment and recognition of foreign qualifications and partial studies. We also provide data for the monitoring of academic recognition by the Ministry of Education, Science and Sport.

In 2025 the Centre submitted two detailed reports to the Ministry of Education, Science and Sport on the academic recognition carried out by the SKVC and other institutions (higher education institutions, the Research Council of Lithuania, vocational schools).

In 2025, we used the "Spotlight" tool to improve academic recognition in higher education institutions. All Lithuanian higher education institutions have tested the elements of the "Spotlight" tool. It is a self-analysis instrument specially developed for higher education institutions during an international project. After analysing the reports of higher education institutions, the Centre provided them with feedback and specific recommendations for the improvement of institutional practices during the seminar held on 21/10/2025. The seminar received a very favorable evaluation from the participants.

The need for the Centre's consultations continues to grow – in 2025, **926 requests for recommendations** regarding foreign qualifications were received:

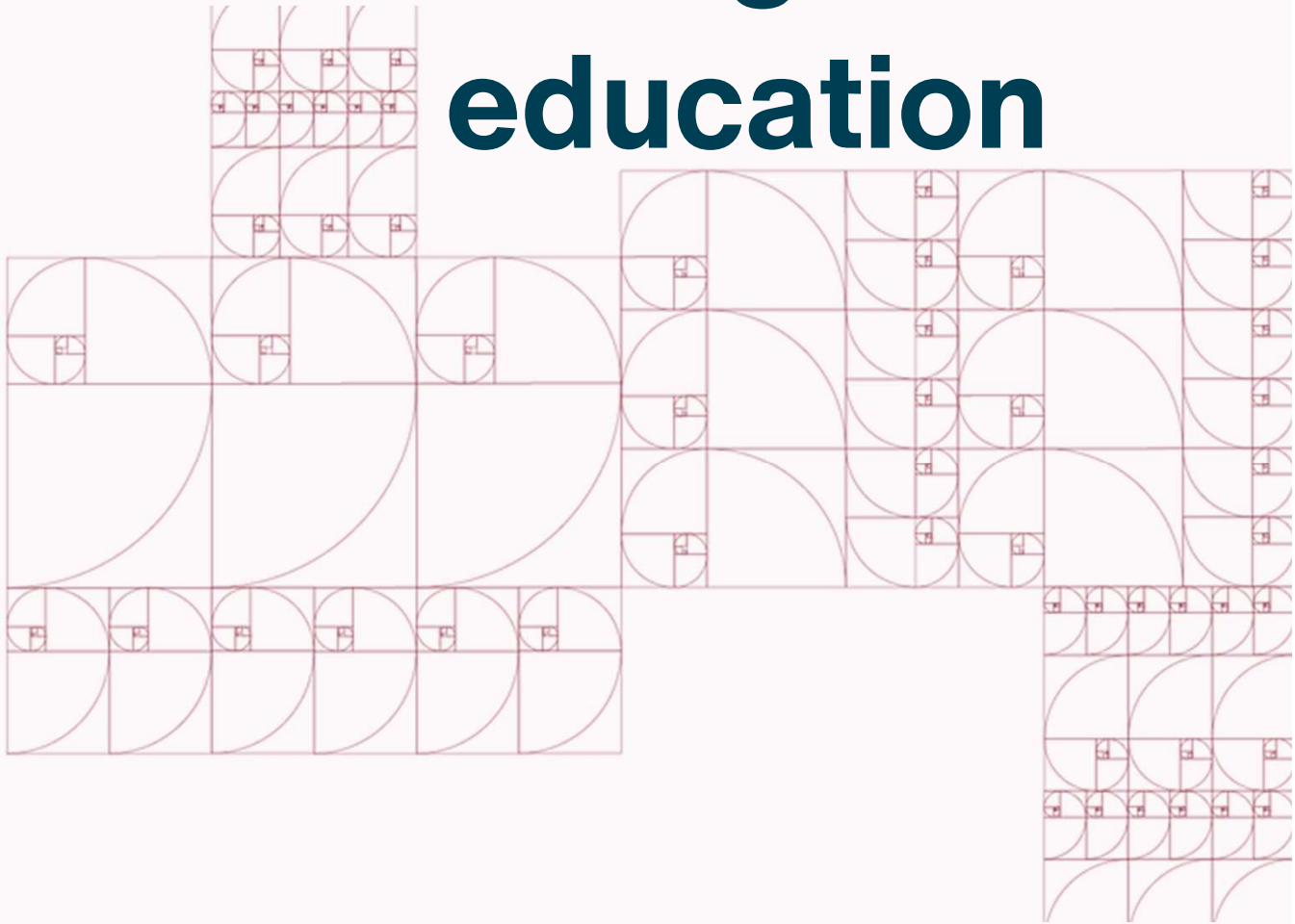
- 325 – from employers, professional recognition institutions and other legal entities, which helped them decide on employment or licensing in the case of state-regulated professions (25% increase compared to 2024 – 259);
- 601 – from the Lithuanian higher education institutions with the right to academic recognition – this helped them to decide on the suitability of candidates to study and the admission of foreign students (1 % less than in 2024 – 607).

We organized **2 training events** for higher education institutions:

- one training was held for newly employed admission officers of Lithuanian higher education institutions, whose areas of responsibility include academic recognition of foreign qualifications;
- in another event we shared information on education systems and the experiences in assessment of qualifications in Morocco, India, Pakistan and Nigeria.

We have expanded our **methodological support** and information provided by the Centre to higher education institutions.

# Quality Assurance of Higher education



# We carried out repeated evaluations and follow-up

Following the completion of the first cycle of the institutional review of higher education institutions, the focus in 2025 was on strengthening its impact and implementing the recommendations made. Evaluation of follow-up activities was carried out, re-evaluation of negatively evaluated higher education institutions was started.

The follow-up activities allow higher education institutions to assess how the recommendations are being implemented and to have constructive discussions with foreign experts.

Follow-up activities begin with the evaluation of the higher education institution and are carried out in several stages:

- the HEI prepares and publishes a plan of measures for the improvement of activities;
- in the progress report, the higher education institution declares the progress achieved;
- SKVC, after analysing the progress report with the help of external experts, provides feedback to the higher education institution.

**Expert evaluations of follow-up activities completed at 6 HEIs:** Bialystok University Branch, ISM University of Management and Economics, Kolping College, Lithuanian Academy of Music and Theatre, St. Ignatius Loyola College, Vilnius Academy of Arts.

**6 visits of the SKVC administration to higher education institutions took place:** ISM University of Management and Economics, Klaipėda University, Kolping College of Applied Sciences, Lithuanian Business College, Panevėžys College, Utena College. During the visits, the organisation of the institutional evaluation process for the purpose of its improvement and the impact of the evaluation were discussed.

**Repeated reviews of previously negatively evaluated colleges were organized** - consultations were held for St. Ignatius Loyola College and Vilnius Business College, and visits of international panels of experts took place.



Expert panels **100**  
% international



Follow-up at **6** higher education institutions completed, SKVC representatives visited **6** higher education institutions



Repeated reviews of **2** colleges were organised

# We carried out an analysis of the institutional reviews' results of HEIs done in 2020-2024

In the report, we completed an overview of the situation in higher education institutions, identified trends, strengths and weaknesses, and made recommendations for the development of areas at the institutional and national level. Four areas were evaluated in higher education institutions: management, quality assurance, studies and research (art) activities, impact on the development of regions and the country as a whole.

**The most positively evaluated area of activities** both at colleges and universities have been their regional impact. **The most problematic area** within universities – quality assurance, and management – in colleges.

Best results were demonstrated by ISM University of Management and Economics and Vilnius University.

Experts identified **244 examples of good practices** and made **737 recommendations**. The largest number of examples of good practice is in studies and research activities, the least in quality assurance. Overall, the highest number of recommendations was made in the area of governance, the least in the area of regional impact.

## Common strengths of the Lithuanian higher education system:

- involvement of social stakeholders in the management of institutions and implementation of teaching and learning;
- the close alignment between the supply of HE programmes and the labour market needs;
- attention to internationalisation;
- diversification of financial sources;
- development of lifelong learning activities.

## Weaknesses found in higher education institutions:

- alignment of strategic management and its elements;
- decision-making is not based on adequate data;
- insufficiently developed quality assurance systems;
- staff development and evaluation systems;
- proper integration of research and education.

The analysis included results of reviews of

**35** HEIs :

**19** colleges, **15** universities and **1** branch of a foreign university



International expert panels were formed for the reviews, in which 208 experts from 28 countries participated



After reviews,  
**1** college discontinued working,  
**5** were reorganised

# We encouraged HEIs to ensure the quality of study programmes

The Centre assesses the new study programmes and study programmes grouped into study fields according to 7 evaluation areas.

We assessed the readiness of higher education institutions to expand their study offer – decisions were made on **18** new study programmes, and an external evaluation of another **14** new programmes was still in progress in 2025.

**3** decisions were made on the permission to carry out first-cycle study programmes in the territory of another municipality. **1** new study programme was evaluated by an international group of experts.

Of the 105 fields of study planned to be evaluated during the second evaluation cycle (since 2020), by the end of 2025 we evaluated **72 (68 %)**, of these:

- **5** study fields, in which studies were delivered by 33 HEIs (11 colleges, 22 universities),
- **11** study fields were repeated evaluated at 17 HEIs (3 colleges, 14 universities).

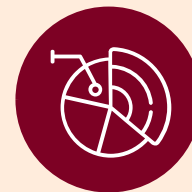
We took **69** decisions:

- in 58 cases (84 %) – the quality of studies was evaluated as being very good or good and so the study fields were accredited for 7 years;
- in 8 cases (12 %) quality needed much improvement and decisions were to accredit for 3 years;
- in 3 cases (4 %) the evaluation result was negative and the accreditation was denied.

In the second half of 2025, external evaluation of 10 fields of study in 38 higher education institutions started and will be completed at the beginning of 2026.

We organized **2 training events** – for experts tasked with the assessment of study fields and for students who were new members of panels.

We evaluated **5** professional study programmes in teacher training regarding their compliance to the requirements set out in the Teacher Training Regulation by the Ministry of Education.



Studies within **16** study fields were accredited:

Environmental Engineering (Repeated)  
Architecture  
Biology (repeatedly)  
Ecology (repeatedly)  
Electronics Engineering  
Manufacturing Engineering  
Information services (re-routed)  
Cinema (repeatedly)  
Political Science  
Application Systems  
Religious Studies (Repeatedly)  
Marketing (repeatedly)  
Statistics  
Civil Engineering (repeatedly)  
Theatre (repeatedly)  
Journalism (repeatedly)

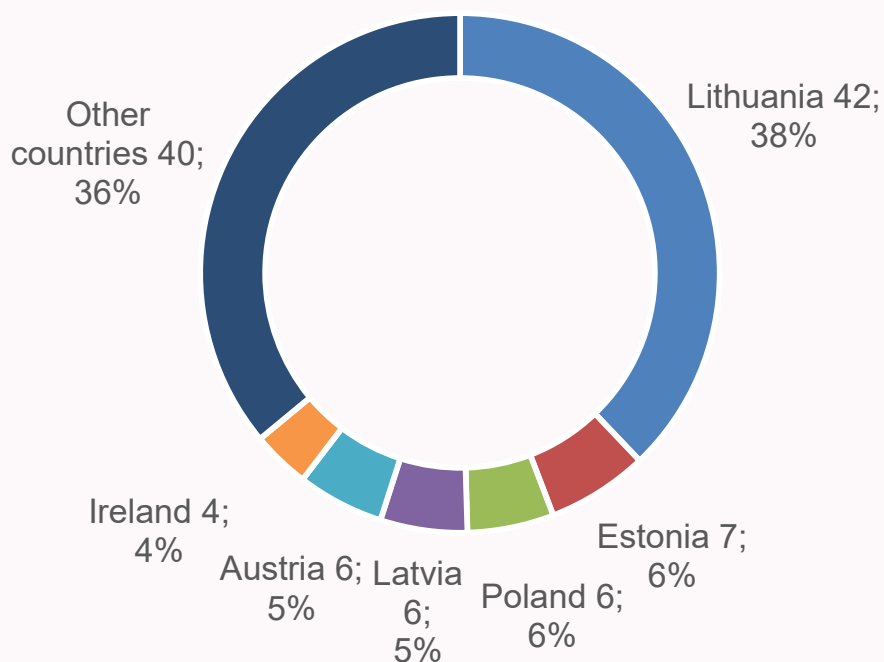


We collect structured feedback from all HEIs

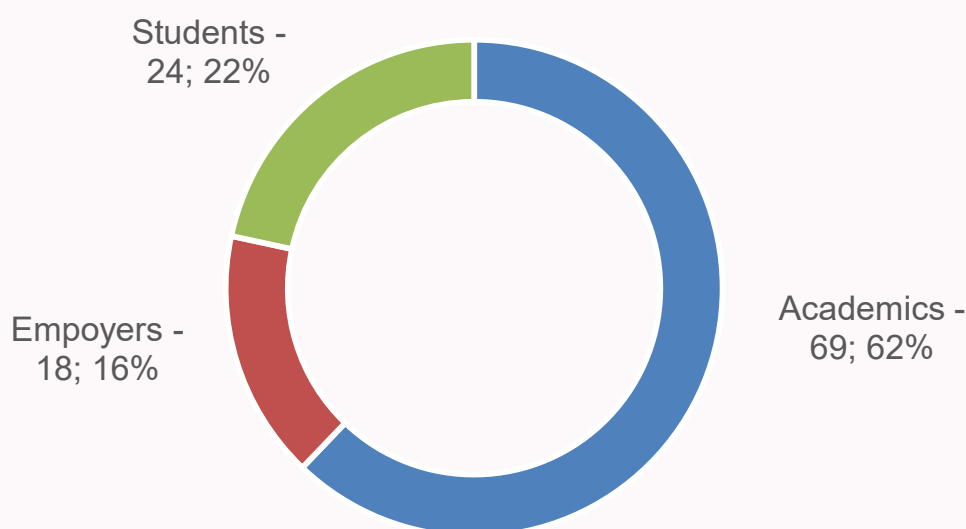
# We have composed teams of experts for assessments of studies

We commissioned **93** experts for the evaluation of the new study programmes.

**111** experts from **23** countries participated in the evaluation of study fields:



3 groups of higher education stakeholders participated in the evaluation of study fields:



**100 %** The expert groups evaluating the fields of study were international, consisting of local and foreign experts



**100 %** Expert panels included student representatives

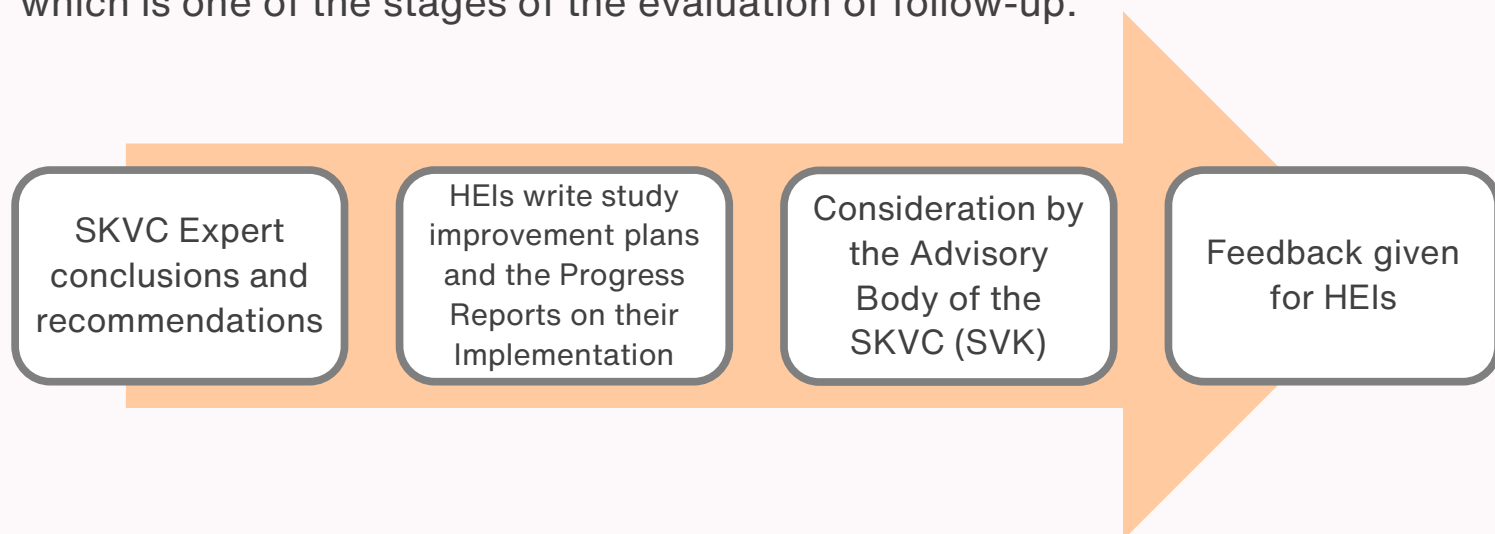


Stakeholders – representatives of the labour market from private business, public sector, non-governmental organisations

# We helped higher education institutions to improve their studies

The Centre monitors the follow-up activities of higher education institutions aimed at implementing the suggestions and recommendations submitted during the external evaluation of studies – study programmes or fields of study. The aim is to improve the performance of the higher education institution and to ensure that the weaknesses identified during the external evaluation are addressed and the performance is improved.

In 2025, we continued to monitor the results of the improvement of studies carried out by higher education institutions that have already been evaluated, which is one of the stages of the evaluation of follow-up.



In 2025, **25** higher education institutions' progress reports (on the assessment of study fields and study programmes to be carried out) were evaluated and feedback was provided to higher education institutions.

We carried out an annual monitoring of study fields according to six study field monitoring indicators, analysing cases where a change of 30% or more was detected between 2021 and 2023.

The analysis showed **34 cases of negative** and **20 positive changes**. After considering the explanations provided by higher education institutions, it was not established that these changes would have a significant negative impact on the quality of studies.

Although significant changes in three or more indicators were recorded in 10 higher education institutions within three years, after delving into the context, there were no grounds found to initiate extraordinary external evaluations. The external evaluation of these study fields was either planned in the near future or was carried out at the same time as the calculation of the indicators was done, and the experts did not identify any material deficiencies, so these study fields were accredited until 2028-2029.

# We evaluated the achievements of higher education institutions' study activities

In cooperation with the Ministry of Education, Science and Sports of the Republic of Lithuania, the National Education Agency, the Research Council of Lithuania and the State Studies Foundation, the Centre performs an assessment of the study achievements of research and higher education institutions. This evaluation aims to incentivise higher education institutions which perform well in accordance with the established six main criteria.

In 2025, together with the National Education Agency (NSA) the Centre was involved in the planning and implementation NSA's digital tool for performing calculations.

Achievements are evaluated according to 6 criteria:

1. study effectiveness;
2. internationalisation of studies;
3. recruitment of students for science, art and study activities;
4. career success of graduates;
5. access to studies;
6. funds received from organisations and natural persons (from orders for studies and support agreements) for the implementation of study activities.

SKVC examines the reports of higher education institutions to measure achievement according to the sixth criterion. Data relating to the other criteria are provided by other institutions. On the basis of the data provided by them, the Centre shall carries out calculations of achievements against all the criteria.

According to the calculations made by the Centre, the Ministry of Education and Science has allocated incentive funding to a total of **38** research and higher education institutions:

- **15** universities,
- **13** colleges,
- **10** research institutes.

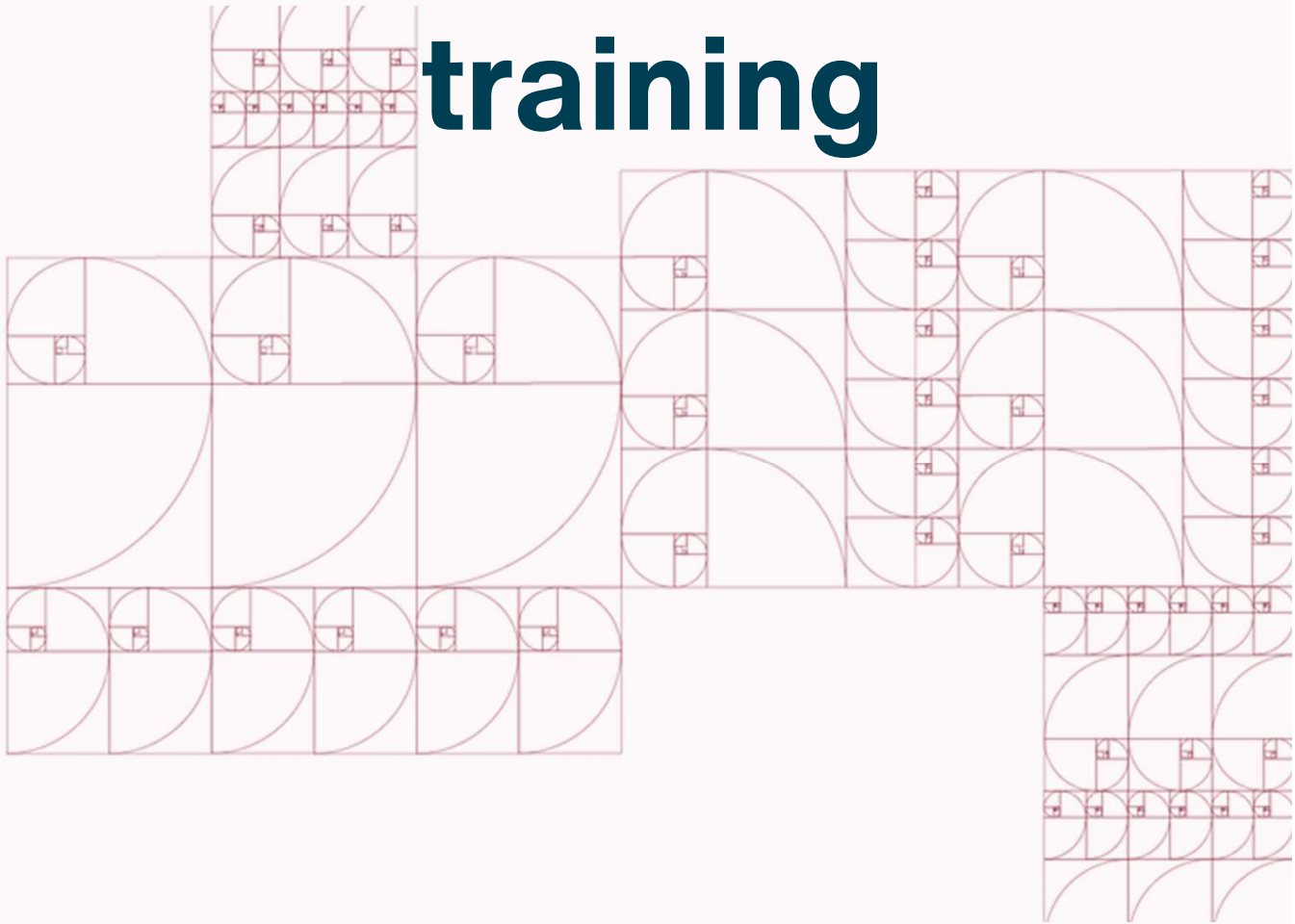


**22** HEIs sent in **37** reports on academic achievement in accordance with the sixth criterion.

**12** universities sent in **19** reports (8 about study contracts and 11 about the donations received)

**10** colleges sent in **18** reports (10 on study contracts and 8 on donations received)

# Licensing of vocational education and training

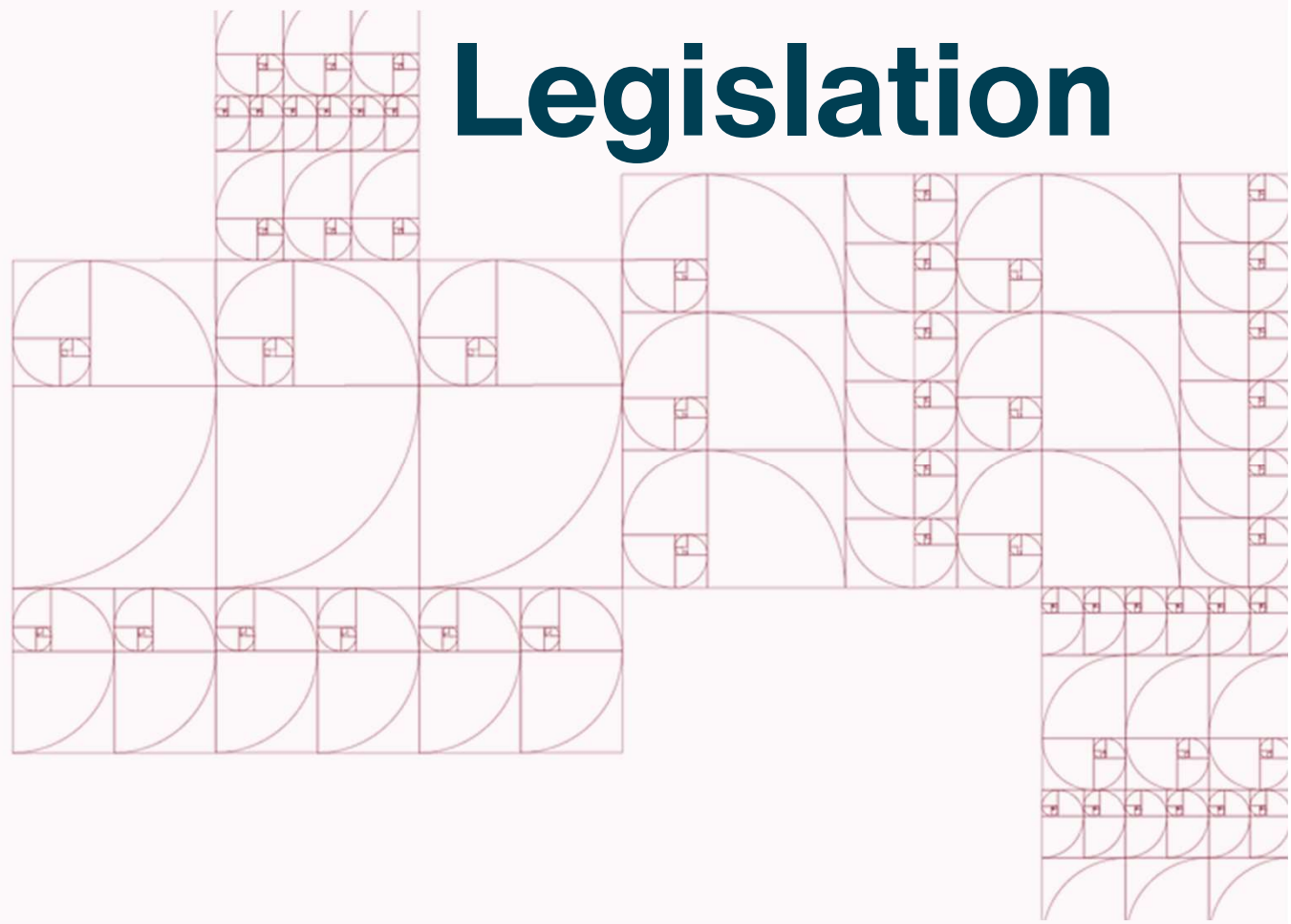


# We have contributed to the development of the VET offer

The Centre is responsible for the licensing of vocational education and training. We issue, supplement and revise licenses, and make other decisions related to licenses. In this activity, we cooperate with the Centre for the Development of Qualifications and Vocational Education and Training (KPMPC) and the National Agency for Education (NSA).

- We examined **286** applications from **111** VET providers.
- We have issued **10** licenses to conduct vocational education and training under **11** modular vocational education and training programmes and **15** modules in **8** sub-areas of education.
- Under the licenses issued, providers will be able to award **10** qualifications.
- We have supplemented **128** licenses (after conducting an expert's examination). They will allow formal vocational education and training to be carried out under **281** modular vocational education and training programmes and **40** modules covering **48** sub-areas of education.
- Under the supplemented licenses, training providers will be able to provide a variety of qualifications. The **14** most frequently sought to award qualifications were:

| qualification                                      | frequency number |
|----------------------------------------------------|------------------|
| Road Operator                                      | 14               |
| Warehouse operator                                 | 11               |
| Teaching Assistant                                 | 10               |
| Individual care taker                              | 10               |
| Junior programmer                                  | 9                |
| Driver of motor vehicles for the carriage of goods | 8                |
| ICT Technical Services Technician                  | 7                |
| Drone manager                                      | 7                |
| Accountant                                         | 6                |
| Therapeutic massage specialist                     | 6                |
| Marketing Communications Officer                   | 6                |
| Nurse Assistant                                    | 6                |
| E-seller consultant                                | 5                |
| Junior tester                                      | 5                |



# Legislation

# We contributed to the drafting of legislation

Using its competences in the fields of quality assurance in higher education, recognition of academic qualifications and internationalisation, the Centre makes proposals for national legislation regarding research and higher education, and prepares its own legal acts, as well as provides expert opinions on the international legislation being drafted.

## The field of quality assurance of higher education

We coordinated the activities of the inter-institutional working group, which prepared the draft **Description of Interdisciplinary Studies**.

We submitted suggestions and comments to the Ministry of Education regarding:

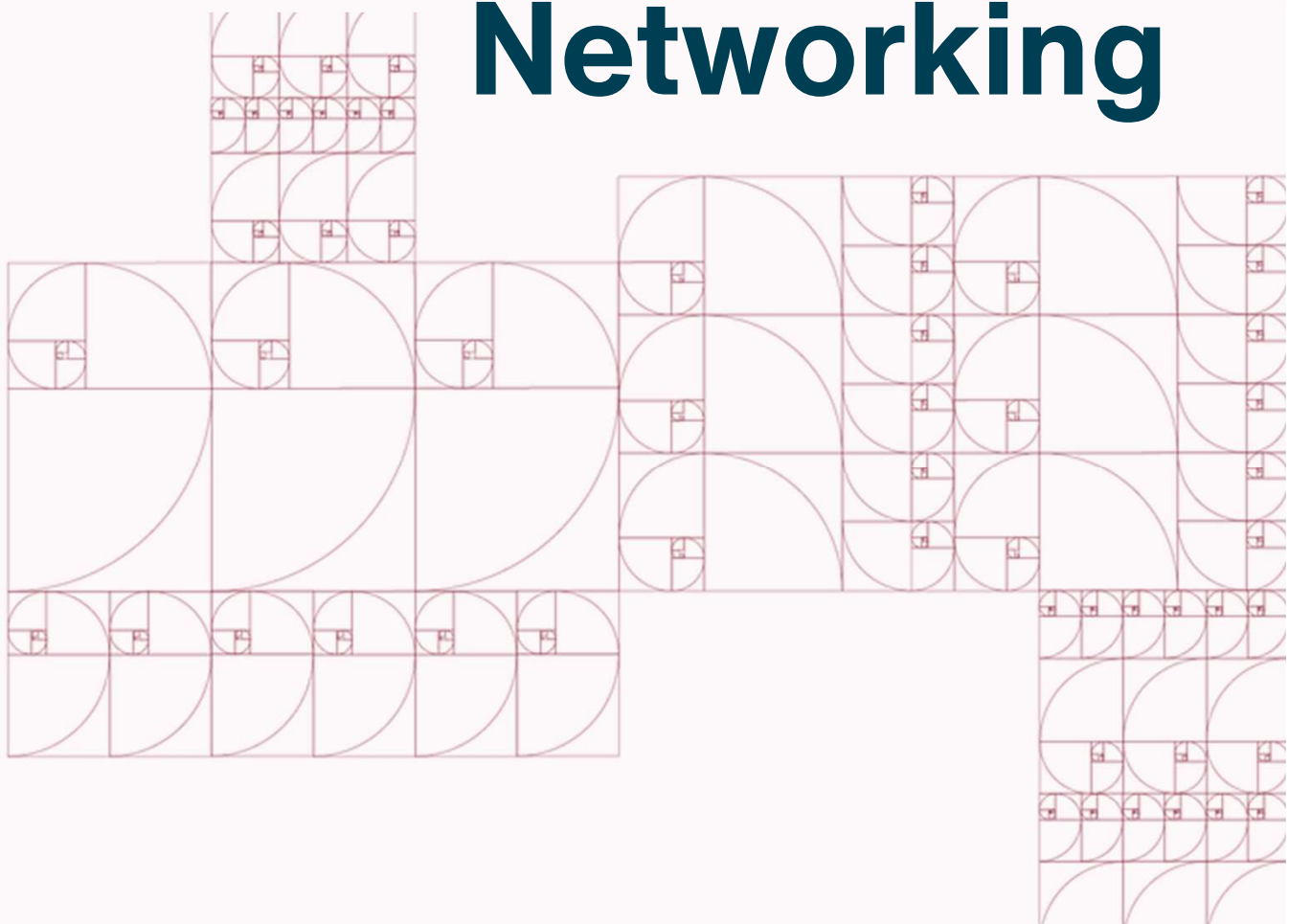
- Amendment of the Law on Higher Education and Research;
- Amendments to the Description of the Procedure for External Evaluation and Accreditation of Studies;
- on the draft List of Study Fields and Groups of Fields of Study under which Studies in Higher Education Institutions are Conducted, the Procedure for Changing It, the Structure of Degrees and the Principles for Drawing Up the Names of Study Programmes;
- on the amendment of the recommendations for the preparation of the description of the study field(s);
- licensing of vocational education and training;
- assessment of study achievements of research and higher education institutions;
- the Statute of Vytautas Magnus University and the implementation of college studies;
- participated in meetings and gave an opinion on the implementation and regulation of short cycle studies.

We coordinated expert groups that updated the descriptions of 2 fields of study (*rehabilitation studies*; *animal science studies*). These descriptions of study fields were approved by the orders of the MoE. We continued to work on the description of the Group of Educational Study Fields.

## The field of recognition of qualifications

- We provided an expert opinion on the new version of the [ENIC-NARIC Charter of Activities and Services](#), this document was approved at the meeting of the Committee of the Lisbon Recognition Convention on 22/10/2025.
- We participated in a survey, on the basis of which the [ENIC-NARIC Global Dimension of Activities was analysed](#).
- We participated in consultations and provided an expert opinion toward [CEDEFOP working paper on recognition of VET qualifications](#).

# Networking



# Project activities

Every year, the Centre carries out several international and national projects with the aim of developing international best practices and developing new tools, professional development and expanding cooperation networks.

During 2025, the Centre completed tasks in **5** international projects, continued its activities in **3** projects and started implementing **7** new ones:

- 5 international projects,
- 2 national projects.



## Quality assurance (2):

Strengthening the Higher Education and Vocational Education and Training Assessment and Quality Assurance System in Lithuania, PEQA-FRAME



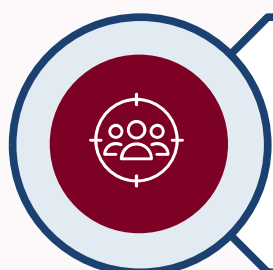
## Recognition of qualifications (7):

DIGI-AR, AR25, EQUAL, AR2030, BRAVO II, ONREQ (2022–2024; 2025–2027)



## Digitization (4):

Modernization and standardization of the licensing process, Integration of state information resources into the data lake, Development of a data management model, Digital services platform



## Several topics – quality, recognition, digitalization, internationalisation (2):

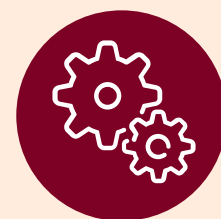
PRI(SI)PAŽINK, DIGI-REQA



In total, in 2025 we carried out **15** international and national projects



We have created an international portal for automatic recognition between the Benelux and the Baltic States



We coordinated **2** international projects (AR-GO and DIGI-REQA)

# The role of the Centre in the international and national context

The Centre is an active member of international networks for quality assurance and recognition of qualifications in higher education, integrating European best practices into national decisions and strengthening dialogue with the Lithuanian higher education community.

## International networks of which we are members:

- In the field of quality assurance – ENQA, CEENQA, INQAAHE
- In the area of recognition – ENIC, NARIC

## As a reliable higher education quality agency, we are recognized by:

- EQAR, WFME

## The Centre's expert contribution through participation in working groups:

- we work in 2 international thematic groups of the Bologna Process on quality assurance and recognition of qualifications under the Lisbon Recognition Convention;
- we are members of the Working Group on the Implementation of the Global Recognition Convention.

## Regional cooperation:

- we have organised business visits to quality assurance agencies in Northern and Central European countries,
- we are regular participants in the annual meetings of the Baltic Quality Agencies and the Baltic ENIC-NARIC centres.

## Cooperation at national level:

- We developed a dialogue with higher education institutions, student organizations and employers.
- We are involved in national inter-institutional working groups.



We actively participate in the activities of **5** international networks



We exchanged experiences with quality agencies of **4** European countries



**18** members of staff (50%) went to international events or visits

# The Centre's contribution to international and national dialogue

In 2025, the Centre's staff as experts purposefully shared their expertise at the international, regional and national level, strengthening the Centre's visibility and position in partner networks.

## International Discussions and Contributions

- At the **OECD** event in Vilnius, we discussed the prospects for quality assurance of vocational education and higher education.
- At the **EQAR** event in Brussels, we gave a presentation on tools for the automatic recognition of qualifications.
- At the **ENQA** seminar in Madrid on the external evaluation of agencies, at the General Assembly in Brussels, at the experienced expert seminar in Warsaw, we discussed the revision of the [Standards and Guidelines for Quality Assurance in the European Higher Education Area \(ESG\)](#).
- We co-authored two chapters toward the **INQAAHE Global Study II 2023-2025**, in the Central and Eastern Europe subgroup (the study is published by Brill Publishing House and is [freely available](#)).

## Dialogue at the Baltic and Nordic meetings

- At the meeting of representatives of the **ENIC-NARIC centers** of the Baltic States in Viljandi, we discussed automatic recognition, implementation of the Global Recognition Convention, special cases of qualification assessment.
- At the meeting of representatives of the **Baltic quality assurance agencies** in Riga, we discussed institutional evaluation and development of quality culture of higher education institutions.
- We visited 3 **Nordic quality agencies** – FINEEC (Finland), UKÄ (Sweden) and NOKUT (Norway) – and exchanged good practices which among other are pertinent to the development of a new quality assurance model in Lithuania.

## We continued dialogue with social partners in Lithuania

- At the events of the **Lithuanian Rectors' Conference** and the **Conference of the Directors of Lithuanian Colleges**, we presented the Centre's activities, discussed the new QA system, interdisciplinary studies, etc.
- We gave presentations at the international forum organized by **Kauno kolegija**, at the events of **Vytautas Magnus University** and the **Education Exchange Support Foundation**.
- At the Assembly of the **Lithuanian Students' Union**, we moderated a discussion on the new model of quality assurance in higher education.

# The international conference – a platform for dialogue

The international conference "*Quality and Internationalisation of Higher Education: Management, Enhancement, Partnerships*" dedicated to the 30th anniversary of the Centre became a platform to summarize the accumulated expert experience and initiate a high-level discussion on the quality and internationalisation of higher education.

## Anniversary of the Centre

SKVC was established on **24-01-1995** by the order of the Minister of Education and Science Dr. Vladislavas Domarkas. At that time, the Centre performed two functions (assessment of the quality of studies, and recognition and information provision on foreign qualifications), which are still relevant today.

**The international conference** took place on 17/12/2025 remotely. It was dedicated to the 30th anniversary of the Centre. Highlights of the event included presentations on:

- the quality of higher education,
- internationalisation,
- partnerships and governance.

## Speakers

- Representatives of the academic community (prof. em. Hans de Wit, Boston College, USA-Netherlands; dr. Genevieve Le Fort, University of Applied Sciences and Arts of Western Switzerland (HES-SO); dr. Sonja Kiko, Heidelberg University, Germany; dr. Anca Prisacariu, Swiss American Institute of Applied Sciences).
- **Quality and Recognition Experts** (Chiara Finocchietti, President of ENIC network, Italy; Ruth Burchell, QAA of the United Kingdom).
- **Student representatives** (Shirley Tian, QAA Student Strategic Advisory Committee; Daciana Pop, President of European Students' Union).



**150** participants joined the conference online

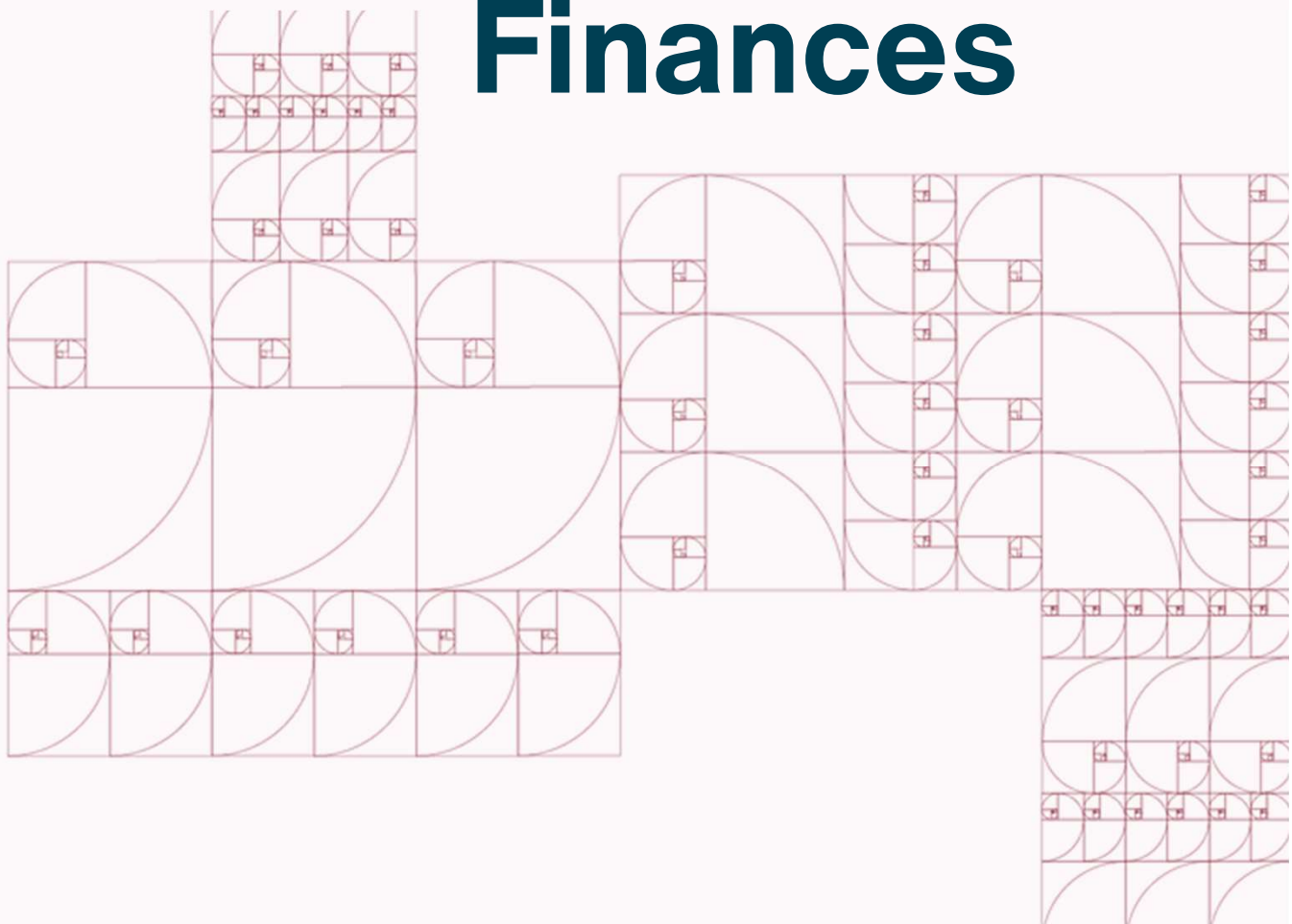


**8** speakers from **7** foreign countries



In the round-table panel - **7** participants from Lithuania and **1** from abroad

# Finances



# Finances of the Centre

In 2025, the Centre's main financial sources were state budget funds and a very small part – project funds. In accordance with the procedure established by the Law on Charity and Support of the Republic of Lithuania, the Centre may receive donations, but there was no such income in 2025.

The state budget estimate for the year of **2025 amounted to EUR 1,577 thousand. euros**. This was ~5.6% more than the budget appropriations allocated in 2024 (EUR 1,493 thousand).

In 2025, the state budget funds used – **EUR 1 573.1 thousand. euros**. This represents **99.8%** of the allocated public appropriations.

| Budget cost categories                                            | Amount,<br>thousand. EUR | Share of<br>expenditure, % |
|-------------------------------------------------------------------|--------------------------|----------------------------|
| Remuneration and social security of permanent staff of the Centre | 1 088,8                  | 69,2                       |
| Expert and consultant services                                    | 246,1                    | 15,7                       |
| IT goods and services                                             | 57,1                     | 3,6                        |
| Rent and utilities                                                | 46,9                     | 3                          |
| Costs of acquiring other goods and services                       | 40,5                     | 2,6                        |
| Business trips in Lithuania and abroad                            | 36,2                     | 2,3                        |
| Transportation services and maintenance                           | 23,8                     | 1,5                        |
| Other costs                                                       | 33,7                     | 2,1                        |
| <b>Total expenditure</b>                                          | <b>1573,1</b>            | <b>100</b>                 |

*The report used a photo. 2 p. from Canva and free infographics from Slidesgo and Freepik.*



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