

# 2025 REPORT OF SOCIAL RESPONSIBILITY AND SUSTAINABLE DEVELOPMENT



IN  
**HARMONY**  
with SELF and  
OTHERS

# CONTENT

|                                                                                                          |    |                                                                                                              |    |
|----------------------------------------------------------------------------------------------------------|----|--------------------------------------------------------------------------------------------------------------|----|
| 1. Social responsibility and sustainable development at Vilniaus kolegija / Higher Education Institution | 4  | 9. Strengthening Lithuanian culture, statehood and the continuity of historical memory                       | 22 |
| 2. Sustainable education, science and competences for sustainable development                            | 5  | 10. Preserving national heritage and promoting Lithuanian ethno-culture                                      | 24 |
| 3. Social partnership                                                                                    | 8  | 11. Developing sustainable business and sustainable economy                                                  | 26 |
| 4. Ensuring social inclusion and equal opportunities                                                     | 11 | 12. Volunteering, civic engagement and social support initiatives                                            | 28 |
| 5. Promoting information literacy and the digital society                                                | 13 | 13. Vilniaus kolegija/HEI's activities of 2025 in line with the United Nations Sustainable Development Goals | 30 |
| 6. Developing creativity, innovation and entrepreneurship                                                | 15 | 14. Vilniaus kolegija/HEI Social Responsibility and Sustainable Development SWOT                             | 42 |
| 7. Enhancing public health                                                                               | 17 |                                                                                                              |    |
| 8. Developing environmental initiatives                                                                  | 20 |                                                                                                              |    |

The Social Responsibility and Sustainable Development Report of Vilniaus kolegija / Higher Education Institution (hereinafter referred to as VIKO) has been prepared in accordance with the [Vilniaus kolegija / Higher Education Institution Social Responsibility and Sustainable Development Programme for 2022–2025](#), which emphasises the following principles of social responsibility and sustainable development:

- **Community** – the desire to work together, to collaborate, to create and develop joint projects.
- **Initiative and leadership** – the drive and motivation to act and develop new initiatives in line with personal and community value priorities.
- **Equal opportunities** – to ensure that all persons have non-discriminatory working conditions and to promote social inclusion.
- **Environmental responsibility** – the aim to improve the quality of the environment and making responsible environmental choices.
- **Citizenship** – the aim to prioritise the needs of the society, active participation in building the well-being of the state and the community, participation in civic action, respect for the historical memory of the state, the democratic system and statehood.

- **Volunteering** – the aim of making an unpaid personal effort to contribute to public initiatives or to the solution of a public need.
- **Transparency and accountability** – the commitment to carry out its activities in a fair, open and informative manner and to provide information to all interested parties.

The Vilniaus kolegija / Higher Education Institution Report on Social Responsibility and Sustainable Development supplements the VIKO's annual activity report, which presents the key results of performance monitoring and self-assessment

This report uses the following abbreviations for VIKO faculties:

|     |                                           |
|-----|-------------------------------------------|
| ATF | Faculty of Agrotechnology                 |
| DIF | Faculty of Design                         |
| EIF | Faculty of Electronics and Informatics    |
| EKF | Faculty of Economics                      |
| MTF | Faculty of Arts and Creative Technologies |
| PDF | Faculty of Education                      |
| SPF | Faculty of Health Care                    |
| STF | Faculty of Civil Engineering              |
| TEF | Faculty of Engineering                    |
| VVF | Faculty of Business Management            |

---

## Ethical Use of Artificial Intelligence (AI) in the Preparation of this Report

In preparing 2025 Report of Social Responsibility and Sustainable Development, the principles of the ethical and responsible use of artificial intelligence were applied (based on the [Vilniaus kolegija / Higher Education Institution Guidelines for the Ethical Use of Artificial Intelligence](#), approved by Resolution No. AT N–3 of the Academic Council of Vilniaus kolegija / Higher Education Institution on 21 January 2026).

Given the exceptionally large volume of information provided, which included descriptions of numerous departments, projects, initiatives and activities, artificial intelligence solutions (Microsoft 365 Copilot) were used as a tool to refine, structure and organise the information. It should be emphasised that AI was not used to generate new factual content or interpret data independently. All information presented in the report is based on data provided by the departments of Vilniaus kolegija / Higher Education Institution, and final decisions regarding content selection, contextualisation, and presentation were made by the report's lead author. This approach was intended to ensure transparency, reliability, academic integrity, and data protection.

---

# Social responsibility and sustainable development at Vilniaus kolegija / Higher Education Institution

**As the largest institution of vocational higher education in Lithuania and the Baltic States, Vilniaus kolegija / Higher Education Institution bases its activities on the principles of social responsibility and sustainable development, which are integrated into its academic programs, applied research, artistic activities, partnerships, community building, and efforts to minimise negative environmental impacts. The VIKO views the role of higher education as extending beyond the development of professional competencies—the learning process consistently fosters values, encourages critical thinking, citizenship, ethical decision-making, and responsible behaviour.**

Considering the changing needs of society, technological advances, the challenges of climate change, and social diversity, Vilniaus kolegija / Higher Education Institution systematically implements social responsibility and sustainable development initiatives that involve students, academic staff, administrative staff, and social partners. The greatest emphasis is placed on the development of sustainable education (more on this in the [2<sup>nd</sup>](#), [5<sup>th</sup>](#), [6<sup>th</sup>](#), and [11<sup>th</sup>](#) chapters of this report), social inclusion (in the [4<sup>th</sup>](#) chapter), environmental protection (in the [8<sup>th</sup>](#) chapter), community well-being (in the [7<sup>th</sup>](#), [8<sup>th</sup>](#), [9<sup>th</sup>](#), and [10<sup>th</sup>](#) chapters), and partnerships with business, the public sector, and non-governmental organisations (in [3<sup>rd</sup>](#), [11<sup>th</sup>](#), and [12<sup>th</sup>](#) chapters). These activities are summarised in annual social responsibility and sustainable development reports.

An important part of these activities is the promotion of internationalisation, which the VIKO views not merely as mobility, but as a means of enhancing the quality of studies, lifelong learning, R&D, the arts, and other activities, as well as fostering intercultural dialogue and a sense of global responsibility. Participation in the Erasmus+ programme, blended intensive programmes (BIPs), international projects, staff exchanges, and academic events has created opportunities to share best practices, apply innovative teaching methods, and develop the ability to operate in a multicultural environment.

The activities of Vilniaus kolegija / Higher Education Institution are consistently linked to the United Nations 2030 Agenda for Sustainable Development, whose goals are not treated as a formality but are integrated into study programmes, international projects, R&D and artistic activities, and community initiatives (see [13<sup>th</sup>](#) chapter of this report for further details). In this way, social responsibility and sustainable development at VIKO are understood as a long-term commitment to creating a positive impact on society by contributing to social welfare, environmental protection, and sustainable economic development.

**In summary, social responsibility and sustainable development at VIKO are understood as a long-term commitment to creating a positive impact on society by contributing to social well-being, environmental protection, and sustainable economic development.**

# Sustainable education, science, and competences for sustainable development

**Vilniaus kolegija / Higher Education Institution regards sustainable education as one of the most important aspects of its social responsibility and sustainable development. Study and research activities at the VIKO focus not only on the transfer of professional knowledge and skills but also on the development of responsible, critical-thinking, socially conscious individuals. The holistic development of competencies encompasses the ability to adapt to a changing labour market, tackle complex societal challenges, operate in a multicultural environment, and make ethical and sustainable decisions in professional practice.**

In 2025, Vilniaus kolegija / Higher Education Institution systematically updated its study content to align with the principles of sustainable development, green course directions, digital transformation, and labour market needs. Study programmes continued to strengthen themes related to sustainability, social responsibility, environmental protection, ethics, digital (particularly AI) and interdisciplinary competences. This approach enabled students not only to acquire professional qualifications but also to develop the values essential in modern society.

An important part of sustainable education at Vilniaus kolegija/HEI is the improvement of teaching and learning methods. During the reporting year, the VIKO applied innovative study methods that encouraged active student engagement, problem-solving, project-based work, collaboration and independent learning. The development of digital learning environments and the application of hybrid study solutions contributed to increased study

accessibility, greater study flexibility, and the fulfilment of individual learning needs.

Internationalisation is an integral part of sustainable education and competence development at Vilniaus kolegija/HEI. During the reporting year, the VIKO actively participated in international academic initiatives to enhance the quality of studies, develop intercultural competencies, and promote the exchange of good practices. The participation of students and lecturers in international exchange programmes, joint study activities and blended intensive programs (BIPs), provided opportunities to apply international experience and a global perspective within the study process.

Internationalisation is an integral part of sustainable education. Participation in Erasmus+ exchange programmes, joint study activities and BIPs has enabled the application of international experience in the study process, the development of intercultural competences and the strengthening of foreign language skills. VIKO students and lecturers participated in the following Blended Intensive Programmes (BIPs): ATF: [“Beisbroek transformation: biodiversity, education and sustainable management”](#) at VIVES University of Applied Sciences (Belgium), STF: [“From Waste to Byproducts: New Paradigms to Construction Engineering”](#) at Polytechnic University of Coimbra (Portugal), SPF: [“Relax to Wellness”](#) at the Polytechnic University of Guarda (Portugal), PDF: [“Preventative family work”](#) at Satakunta University of Applied Sciences (Finland), [“Parental Resilience in a Polarised Society”](#) at Leuven-Limburg University of Applied Sciences (Belgium), [“Creativity and Social Innovation”](#) at University of Paris (France), [“Domestic Violence”](#) at HOWEST University of Applied

Sciences (Belgium), MDF: [“JUMP – Creative Ideas to Business Creation 2025”](#) at the Polytechnic University of Porto (Portugal), TEF: [“Robotics, AI and Virtual Reality \(VR\)”](#) at the University of Bydgoszcz (Poland), EIF: [“Quality Engineering: Quality4People, Planet, Performance”](#) the National University of Science and Technology POLITEHNICA (Romania), DIF: [“Form, Sequence, Texture. The making of an editorial object”](#) at Lycée Bréquigny de Rennes high school (France), EKF: [“Green Finance: Perspectives and Challenges”](#) at Kazimierz Wielki University (Poland), [“New Economy and New Green Deal using the Example of accounting”](#) at West University of Timișoara (Romania), VVF: “Planet fashion or Fast fashion” at Thomas More University of Applied Sciences (Belgium), [“Boosting Students’ Employability through the Enhancement of Soft Skills”](#) at the University of Rijeka (Croatia).

BIP events were also organised by VIKO, e.g. PDF: [“13 Reasons Why: Student Symposium on Suicide”](#), SPF: [“Lifestyle Matters”](#) and „A.C.T.I.O.N 1.0“, TEF: [“The robots intellect: robotic arm”](#) and [“Development of a University Student’s Registration System”](#), STF: [“Redevelopment of existing urban areas of Vilnius city to improving the quality of life”](#), VVF: [“Applying AI in Social Media and Communication”](#) and [“International Retail Challenge 2025”](#). Such events attract students and lecturers from various countries to address a range of topical issues through experiential learning (learning by doing).

International staff mobility and participation in projects have contributed to updating study content and implementing innovative teaching methods (more on this [in VIKO’s 2025 Annual Activity Report](#)).

Vilniaus kolegija / Higher Education Institution also emphasises R&D and artistic activities, as well as the development of students’ practical skills. The link between studies, R&D and artistic activities enable students to gain real-world problem-solving experience by working with partners from the business sector, the public sector and non-governmental organisations (see the [3<sup>rd</sup>](#) chapter of this report for more details). The themes of R&D and artistic activities, final-year projects and practical assignments were increasingly linked to sustainable development (more in the [11<sup>th</sup>](#) chapter

of this report), social innovation, environmental protection and public welfare.

In 2025, 41 projects were carried out, and partnerships with businesses, local authorities and foreign institutions were developed. Here are just a few examples:

- In 2025, implementation began on the Erasmus+ project ‘Partnerships for Innovation – Blueprint for Sectoral Cooperation on Skills’ [“VITAL: Vocational Innovation and Training for Animal Livestock”](#), which aims to address skills shortages in the European livestock sector by modernising vocational training and higher education programmes and integrating the principles of digitalisation, sustainability and innovation into the training process. The project focuses on the implementation of precision livestock farming, artificial intelligence solutions and sustainable farming practices, with the aim of strengthening the sector’s competitiveness, animal welfare and environmental protection.
- The Erasmus+ funded project [“INTELLIGENT: INnovative TEaching and Learning of GENerations Z and Alfa in Higher Education”](#), which aims to ensure more effective and technologically advanced entrepreneurship teaching and learning practices for Generation Z and Alpha students through collaboration between European higher education, adult education and business organisations.
- [“Summer schools on environmental protection, sustainability & ecological behavior to support the integration and inclusion of migrants & refugees in the higher education – enhance the university professors competences under the Erasmus+ programme \(IntegratEU\)”](#), which aims to create an innovative, multidimensional and interactive method to enhance the competences of the university’s academic community through an environmental summer school and to implement an educational process on a social theme. The inclusion, integration and support of people from vulnerable groups, migrants and refugees (mainly Ukrainian refugees) to help them understand and better adapt to the

current European context and to understand, respect and value common European values.

- The Erasmus+ project “[Mainstreaming Inclusive Innovation and Social Entrepreneurship in Higher Education \(INNOSOCIAL\)](#)” has been completed. Its aim was to facilitate the integration of inclusive innovation and social entrepreneurship education and training into university curricula, thereby promoting the wider integration of the social dimension of the “into knowledge- and competence-based practices carried out by higher education institutions.
- The project “[Building a Sustainable Future through the Arts \(SUFA\)](#)”, funded by the State Studies Fund (VSF), has been completed. Its aim is to encourage the active participation and engagement of Vilniaus kolegija / Higher Education Institution students in the cultural life of Vilnius, to strengthen inter-faculty cooperation among Vilniaus kolegija / Higher Education Institution students, cooperation within the Didlaukis academic campus, and cooperation with cultural organisations in Vilnius.
- The implementation of the Erasmus+ project “[TransInnovate: Bridging Disciplines for Innovation](#)” has begun, with the aim of creating and implementing a comprehensive, evidence-based framework that would enable educators to apply transdisciplinary, STEAM-based teaching by integrating the fields of technology, the arts and the humanities, thereby promoting innovation, cross-sectoral competences and employability in European higher and vocational education.
- The ongoing EIT Climate KIC project “[CLIMATE-ENGINE: Empowering HEIs as engines of climate innovation through Climate Innovation Labs, entrepreneurship training, and cross-sector collaboration](#)”, which aims to transform higher education institutions into regional drivers of climate innovation by es-

tablishing five new climate innovation laboratories, strengthening entrepreneurship, accelerating the path of innovation to market, and embedding long-term institutional change processes.

- Equally significant are the project activities of [the European university alliance HEROES](#), which only began in 2025
- And many others (more information [on the VIKO's website](#)).

A total of [164 publications were](#) also published during the reporting period.

Sustainable competence development at Vilniaus kolegija/HEI also focused on lecturers' professional development. In 2025, opportunities were provided for lecturers to participate in professional development activities, international training courses, seminars and conferences, thereby strengthening their pedagogical, digital and international competences. These activities helped ensure the quality of the study process and the implementation of the long-term institutional sustainable development strategy. On 1 September of the reporting year, VIKO [Centre for Teaching Excellence](#) (DMC) was established with the primary aim of strengthening lecturers' didactic competences and enabling them to create engaging, modern learning environments that meet students' needs.

**In summary, through its activities in the field of sustainable education and research, Vilniaus kolegija / Higher Education Institution has made a targeted contribution to the United Nations Sustainable Development Goals, particularly those relating to quality education, equal opportunities, social inclusion and partnerships. Sustainable education at the VIKO is understood as a long-term process in which the content of studies, teaching methods, internationalisation and cooperation with social partners function as an interrelated whole, creating added value for both the academic community and society.**

## Social partnership

**The VIKO views social partnership as long-term cooperation with business, the public sector, non-governmental organisations and international partners, based on mutual benefit and trust. Such partnerships ensure the relevance of the study process, strengthen the development of R&D and artistic activities, promote social innovation and enhance the social impact generated by the institution.**

In 2025, Vilniaus kolegija / Higher Education Institution continued to consistently strengthen the involvement of social partners in study and research processes. Partners actively participated in the improvement of study programmes, practical training activities for students, the formulation of themes for R&D and artistic activities and final projects, and initiatives for competence development. Cooperation with organisations in the business and public sectors enabled students to tackle real-world problems, work on current cases and better prepare for their professional careers.

Vilniaus kolegija / Higher Education Institution is developing partnerships with organisations across various sectors – construction, engineering, transport, finance, healthcare, creative industries, information technology, public administration and social services. These partnerships involve participation [in the VIKO Council](#), study programme and department committees (thus contributing to the improvement of study programme content), the preparation and defence of final-year projects (FYP), round-table discussions, career days organised by faculties and other VIKO events, the organisation of lectures by social partners or educational visits to organisations, the implementation of student team projects, and participation in career events;

VIKO lecturers also take part in these activities. In this way, social partners become active participants in the study process, rather than merely external stakeholders.

Social partners provided financial support to VIKO students (e.g., targeted incentive grants were awarded by the Ministry of Agriculture of the Republic of Lithuania, and one-off named grants were provided by UAB Thermo Fisher Scientific Baltics, UAB YIT Lietuva, AB “Ignitis Group”, UAB “Idex Paneriškės”, UAB “Euroglass”, UAB “Esemda”), as well as by funding and providing study infrastructure (e.g., Toyota Baltic AS, AB “Lietuvos geležinkeliai”, UAB “Melga”, UAB “ALTAS komercinis transportas”, UAB “Moller Auto”, UAB “Inter Cars Lietuva”, UAB “Grigeo Packaging”, UAB “Grigeo Baltwood”, UAB “Grigeo Recycling”, UAB “IN RE”, UAB “Darbo laiko registravimo sistema”), by providing modern equipment and software for studies (e.g., the Chemical Research Department of the National Food and Veterinary Risk Assessment Institute) and R&D activities. Such support strengthens cooperation between the business and VIKO, encourages students to engage with their studies, and enhances their financial security during their studies.

Vilniaus kolegija / Higher Education Institution has collaborated with foreign higher education institutions, international academic networks, and organisations to implement joint study, research, and project activities. International partners have contributed to the organisation and implementation of intensive blended learning programmes (IBL), international weeks, conferences and other academic events.

**Vilniaus kolegija / Higher Education Institution is a [member of various international networks and](#)**

**associations**, such as: the European Association of Institutions in Higher Education [EURASHE](#), the European Higher Education Consortium [HEROES](#), the [PRIME Networking](#) Association of Higher Education Institutions, the European Association for International Education ([EAIE](#)), the International Higher Education Network [BUSINET](#), the European Association of Teachers and Social Educators in Higher Education [Comenius](#), the European Economic Interest Grouping [ULIXES](#), which brings together legal entities seeking to jointly develop international projects (to carry out joint training, research and other activities), the European Network of Higher Education Institutions Training Veterinary Nurses ([VETNNET](#)), the European Network of Nursing and Midwifery ([Florence](#)), the European Network of Higher Education Institutions in Physiotherapy ([EN-PHE](#)), the European Federation of Associations of Dietitians ([EFAD](#)), the Federation of European Microbiological Societies ([FEMS](#)), the European Federation of Radiology Societies ([EFRS](#)), the Association of International Certified Professional Accountants ([AICPA&CIMA](#)), the European Chemistry Thematic Network ([ECTN](#)), the European Network of Textile and Fashion Studies ([NETFAS](#)), the European Association of Music Teachers ([EAS](#)), the European Sociological Association ([ESA](#)), the International Sociological Association ([ISA](#)), the International Parenting Studies and Research Network (IPCN), the Association of European Music Schools ([AEC](#)), the International Society for Soil Mechanics and Geotechnical Engineering ([ISSMGE](#)), the International Federation of Hotel, Restaurant and Hospitality Education Institutions in Europe ([EuroCHRIE](#)), the World Association of Business Simulation Centres ([PEN World-wide](#)), NordPlus, and, of course, [the United Nations Global Compact](#).

**VIKO is also a member of several national organisations**, such as the Consortium for the Maintenance and Development of the Lithuanian Science and Studies Information System ([EDINA](#)), the Digital Technologies Sector (DigiTech) Association [Infobalt](#) Lithuania, the Lithuanian Science and Studies Computer Network ([LITNET](#)), the Lithuanian Engineering and Technology Industry Association ([LINPRA](#)), the Association of Human Resource Management Professionals ([PVPA](#)), the Lithuanian Project Management Association ([LPVA](#)), the Lithuanian Marketing

Association ([LiMa](#)), the Lithuanian Conference and Event Association ([LKRA](#)), the Lithuanian Hotel and Restaurant Association ([LVRA](#)), the Lithuanian Social Innovation Cluster ([LSIK](#)), [the Lithuanian Association of Social Work Schools](#), the Lithuanian Association of Economics Lecturers ([LEDA](#)), the Lithuanian Association of Accountants and Auditors ([LBBA](#)), the Lithuanian Association of Student Companies ([LIBA](#)), the National Electrical Engineering Business Association ([NETA](#)), the Technical Committee LST TK 30 'Technical Product Documentation' of the Lithuanian Department of Standardisation, the Lithuanian Builders' Association ([LSA](#)), [the Lithuanian Plumbers' Association](#), the Lithuanian Design Companies' Association ([LPJA](#)), the Lithuanian Quality Management and Innovation Association ([LAQM](#)), the National Electrical Engineering Business Association ([NETA](#)), the Lithuanian National Association of Freight Forwarders and Logistics ([LINEKA](#)), the Lithuanian Rural Network ([LKT](#)), [the Lithuanian Chemical Industry Association](#), the Lithuanian Radiology Technologists Association ([LRTA](#)), the Lithuanian Clothing and Textile Industry Association ([LATIA](#)), the Lithuanian Artists' Union ([LDS](#)), the National Association of Creative and Cultural Industries ([KIK Lithuania](#)), the Lithuanian Design Association ([LDA](#)), the National Association of Creative and Cultural Industries ([KIK Lithuania](#)), [the Lithuanian Union of Architects](#), the Lithuanian Design Forum ([Design Forum](#)), the Lithuanian Design Council under the Ministry of Education of the Republic of Lithuania, the [LATGA](#) Association, the Lithuanian Neighbouring Rights Association [AGATA](#), [the Lithuanian Mu-](#)

**Table. Commissioned final projects**

| Faculties      | Number of BSc |
|----------------|---------------|
| ATF            | 25            |
| DIF            | 8             |
| EIF            | 38            |
| EKF            | 4             |
| MTF            | 4             |
| PDF            | 1             |
| SPF            | 3             |
| STF            | 40            |
| TEF            | 27            |
| VVF            | 87            |
| <b>BENDRAS</b> | <b>237</b>    |

[sicians' Union](#), the Lithuanian Choral Union ([LCHS](#)), the Musical Theatre Teachers' Alliance, [the Lithuanian Theatre Union](#), and [the Lithuanian Actors' Guild](#).

VIKO SPF and [the Medardas Čobotas University of the Third Age](#) (MČTAU) have enjoyed a close, long-standing and meaningful partnership in the fields of social responsibility and sustainable development, as well as research into R&D and artistic activities.

The VIKO's lecturers are members of various organisations and actively participate in their activities.

To foster close cooperation with Lithuanian schools, various lectures are given to school pupils, who are also welcomed to VIKO's faculties and to organised events, and competitions are held for them.

The VIKO's lecturers and students contribute to various events through their performances.

Cooperation with non-governmental organisations and local communities has enabled Vilnius kolegija / Higher Education Institution to actively participate in social initiatives, volunteering, and civic engagement. Students and staff have been involved in initiatives to provide support, social as-

sistance, and public education, and to strengthen community spirit, which have helped reduce social exclusion and enhance public welfare.

Social partnership at Vilnius kolegija / Higher Education Institution was also linked to the principles of sustainable development and responsible business. In 2025, VIKO's students and lecturers collaborated with partners to address issues in environmental protection, social responsibility, ESG, and the circular economy, whilst organising R&D and artistic activities, as well as final-year projects. Such partnerships encouraged the search for sustainable solutions and the practical application of sustainability principles.

**In summary, social partnership at Vilnius kolegija / Higher Education Institution in 2025 was implemented as an integral part of study programmes, R&D and artistic activities, and community initiatives. The systematic involvement of social partners contributed to the relevance of study programmes, the development of practical skills, and the achievement of sustainable development goals. Social partnership at the VIKO is regarded as a strategic tool that enables the creation of long-term academic, social, and societal value.**



## Ensuring social inclusion and equal opportunities

**At Vilniaus kolegija / Higher Education Institution, social inclusion and ensuring equal opportunities are consistently implemented as part of the social responsibility and sustainable development strategy, covering the areas of studies, R&D and artistic activities, the working environment, internationalisation and community relations. The VIKO aims to create an open, safe and respectful academic environment in which every member of the community has equal opportunities to learn, work and develop, regardless of individual or social circumstances.**

For socially vulnerable students studying at Vilniaus kolegija / Higher Education Institution, the study process is adapted in accordance with the provisions of [“The Description of the Procedure for Organising an Individualised Study Process, Considering the Individual Needs of Students”](#). The VIKO ensures equivalent, high-quality studies for students with special needs and for those from socially vulnerable groups. In accordance with the principles of confidentiality and ethics, the student's needs regarding the study environment (access to lecture theatres, need for additional equipment, need for parking spaces, etc.), study materials and study methods are identified (individual consultations at the VIKO, the virtual learning environment VMA Moodle, MS Office 365 and Teams), and methods and tools for assessing academic achievement that are convenient for the student are identified (extending the duration of exams, access to additional software). Students feel like full participants in the study process and do not experience discrimination or exclusion.

The VIKO consistently implements social inclusion measures designed to improve access to education and meet students' individual needs. Students with disabilities or special educational needs are provided with personalised study solutions, flexible assessment and study organisation methods, and counselling and psychological support. The VIKO continues to develop universal design principles to ensure the accessibility of the physical and information environment (this is covered in detail in the [2024 report](#) and is therefore not repeated in this year's report).

Project activities played a significant role in strengthening social inclusion. In 2025, projects aimed at including people with disabilities and other socially vulnerable groups in studies, professional development, and community life were implemented and continued. These included the 'Design2Freedom' project, focused on the application of design solutions to enhance the independence and quality of life of people with disabilities, as well as the 'Improving the Competences of Sign Language Interpreters' project, which contributed to the expansion of information accessibility and communication opportunities.

In 2025, meetings of the VIKO community, VIKO and various other events, as well as PDF Council meetings, Department of Social Welfare meetings, the start of the academic year and graduation ceremonies, and other PDF events were interpreted into sign language due to a genuine need – there are people with hearing impairments within the community, and this also helps to fulfil the social responsibility and sustainable development guideline to 'strengthen and promote the Lithuanian Sign

Language study programme as a means of meeting the specific needs of the country's citizens'.

Volunteering and social responsibility are no less important expressions of this commitment. VIKO's focus on volunteer activities is crucial to strengthening social inclusion (discussed in more detail in the [12<sup>th</sup>](#) chapter). The faculties actively organise projects and events aimed at helping socially vulnerable people. Volunteering initiatives, such as helping children, the elderly or people in need of social support, contribute to strengthening the community and foster empathy among students and staff. 9 November 2025: 'Cake Day' organised by the SPF Student Council to support the non-governmental organisation 'Mothers' Union'. Every year in November, the "Cake Day" initiative is held in collaboration with the Mothers' Union to raise funds for children with cancer. On 12 December, the "Maltese Soup" campaign took place to raise funds for elderly people in need. On social media and other Faculty communication channels, students were invited to join the Youth Line volunteering scheme. EIF participates in the "We Recycle" project; in 2025, 129 kg of electronic waste, 11 kg of batteries, and 1 tonne of wastepaper were sent for recycling.

Social responsibility projects. The VIKO community participates in international and regional pro-

jects focused on social responsibility and inclusion. One of the key areas is education and lifelong learning opportunities, which enable the inclusion of a broader section of society by promoting their independence and ability to contribute to the common good (discussed in more detail in the [2<sup>nd</sup>](#) chapter).

Vilniaus kolegija / Higher Education Institution has also focused on the interplay between internationalisation and social inclusion. In 2025, students from various countries studied at VIKO, with opportunities to integrate into the academic community, participate in academic and community activities, and access advisory and informational support. International students and lecturers were involved in joint academic, cultural and social initiatives that promoted intercultural dialogue and mutual understanding.

**In summary, the social inclusion policy applies not only to students but also to staff. In 2025, the VIKO supported initiatives to enhance staff wellbeing, promoting a respectful, non-discriminatory and safe working environment. Attention was paid to psychological well-being, work-life balance, opportunities for professional development, and the equal provision of opportunities in all areas of organisational activity.**



## Promoting information literacy and the digital society

Digital transformation and the enhancement of information literacy at Vilniaus kolegija / Higher Education Institution are regarded as key factors in ensuring the quality of studies, organisational efficiency and the institution's resilience in a constantly changing technological environment. Digital technologies are viewed at the VIKO not only as technical means but also as strategic tools that enable the modernisation of the study process, strengthen inclusion, promote innovation, and foster the responsible use of technology.

Vilniaus kolegija / Higher Education Institution is consistently developing a digital study and work environment, ensuring a reliable and secure information technology infrastructure. Digital platforms such as MS Office 365, MS Teams and VMA Moodle have been widely adopted in academic and administrative activities, facilitating effective remote and blended learning, collaboration and the dissemination of information. These measures have increased the accessibility of studies, ensured flexibility and responded to the diverse learning needs of students. Digital opportunities also contribute to greater social inclusion. Digital solutions enable students living in regional areas, those with special educational needs, or those combining study with work to study and participate in academic activities. In this way, technology has become a means of bridging the gap and promoting equal opportunities in education.

During the reporting year, attention was focused on students' and staff's ability to critically evaluate information, use digital resources responsibly, protect personal data and identify disinformation. Information literacy skills were integrated into

course modules, the library's educational activities, training and consultations, and non-formal education initiatives.

Specialised laboratories and practical learning spaces played a significant role in digital transformation in 2025. Vilniaus kolegija / Higher Education Institution developed technological and creative laboratories focused on fostering digital, engineering and creative skills, including robotics workshops, digital innovation spaces and a cybersecurity laboratory. These spaces enabled students to apply digital technologies in practice, work on real-world cases and tackle current technological challenges.

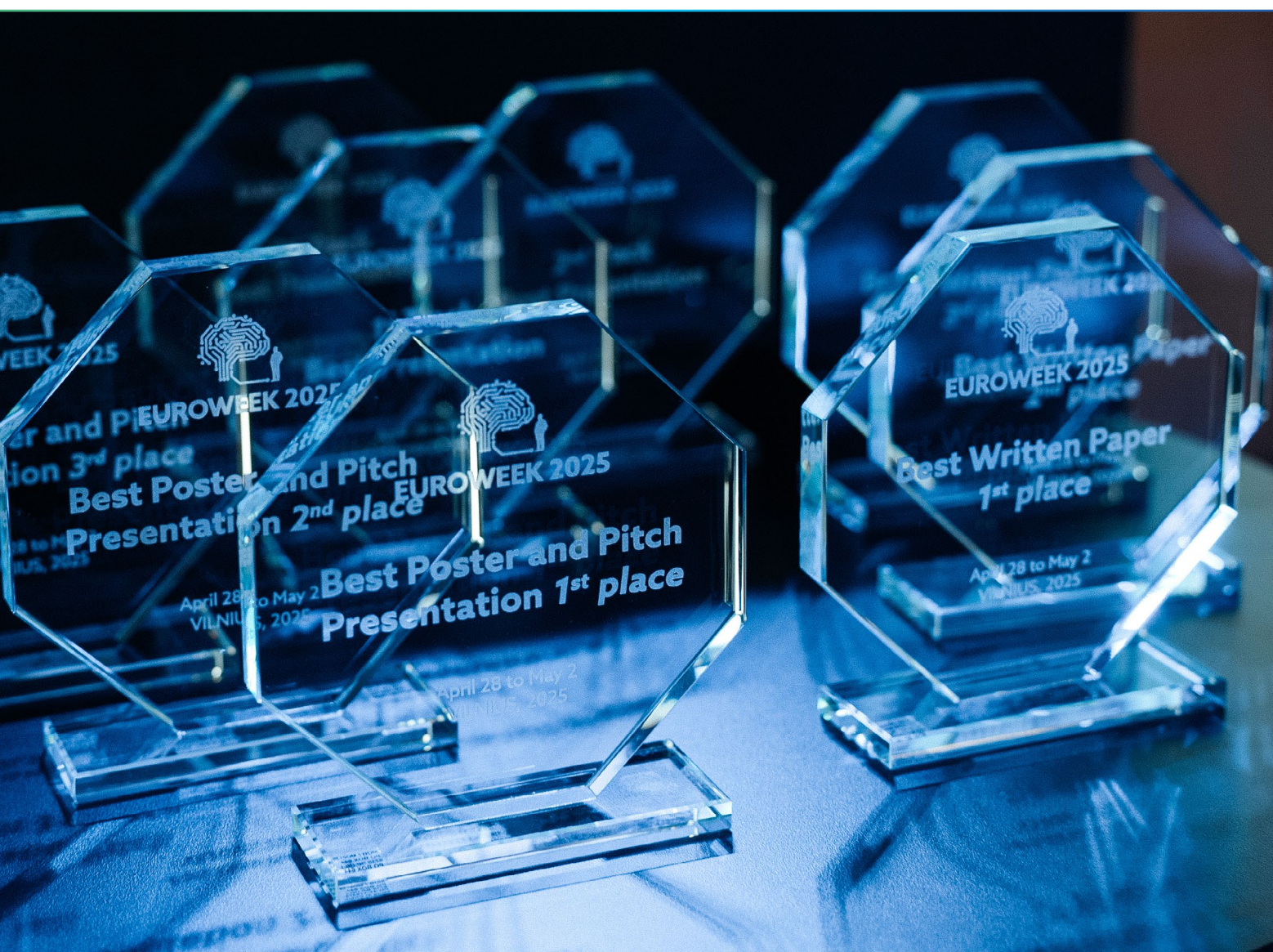
Digital transformation was closely linked to the promotion of innovation and interdisciplinary collaboration. In 2025, Vilniaus kolegija / Higher Education Institution hosted hackathons, project-based activities, and creative workshops designed to encourage collaboration between students and lecturers to address issues related to technology, sustainability, social innovation, and entrepreneurship. These initiatives strengthened problem-solving, teamwork and creative thinking skills. For example, from 29 April to 2 May 2025, Vilniaus kolegija / Higher Education Institution was the only higher education institution representing Lithuania at the international 'Euroweek' conference, held in Lithuania and bringing together students and researchers from 18 countries. Patricija Tomašun, a SPF student, Aušrinė Pupšytė, an ATF student, and students from Greece and Finland conducted research and prepared a scientific article on 'The Application of Artificial Intelligence in the Insurance Sector' (*The Impact of Artificial In-*

telligence on Insurance Science), which [won first place](#) in the 'Best Scientific Article' (Project Paper) category.

The responsible and ethical use of artificial intelligence featured prominently in the activities planned for 2025. Vilniaus kolegija / Higher Education Institution promoted the conscious application of artificial intelligence in the processes of study, teaching, research and organisational activities. The principles of academic integrity, data protection, human responsibility, and critical evaluation regarding the use of artificial intelligence tools were emphasised to students and staff. Artificial intelligence was treated as a tool to assist in analysing information, structuring data and increasing work efficien-

cy, but not as a substitute for human decision-making or responsibility. Guidelines for the ethical use of artificial intelligence at Vilniaus kolegija / Higher Education Institution were drawn up.

**In summary, by 2025, digital transformation, digital literacy and the responsible application of artificial intelligence at Vilniaus kolegija / Higher Education Institution had paved the way for the targeted modernisation of study programmes, the strengthening of social inclusion and the achievement of sustainable development goals. These activities contributed to the institution's long-term resilience and the development of the competencies required in modern society.**



# Developing creativity, innovation and entrepreneurship

**The promotion of creativity, innovation and entrepreneurship is closely linked to sustainable education, digital transformation and students' readiness for the modern labour market. The VIKO aims to foster the ability to solve problems creatively, apply innovative solutions in real-life situations, and develop entrepreneurship and initiative, whilst adhering to the principles of social responsibility and sustainable development.**

The development of creativity, innovation and entrepreneurship is integrated into the study process (across all study programmes) through project-based activities, interdisciplinary formats and practical learning initiatives. During the reporting year, students and lecturers actively participated in project weeks, creative workshops, and interdisciplinary team projects that addressed real-world challenges in business, the public sector, and society. Such activities encouraged the generation of new ideas, experimentation and the practical application of knowledge.

In 2025, new study programmes focused on advanced technologies – [“Building Maintenance Management”](#) and [“Drone Engineering”](#) – were developed and launched. VIKO also operates a study quality monitoring system, which enables continuous analysis of indicators and the improvement of programmes in line with labour market needs and employer recommendations.

The development of modern infrastructure, such as E-MakersLAB, E-ProtoLAB and other laboratories, smart lecture theatres, and various specialised digital equipment and software, also contributes significantly to the organisation of modern studies.

VIKO hackathons played a significant role in 2025, organised as intensive creative sessions focused on innovation, digital solutions, sustainability and solving social problems. During the hack-

athons, students worked in mixed teams, created prototypes of their ideas, analysed problems, and presented solutions to panels of lecturers and social partners. These events became an important platform for fostering creative thinking, teamwork and entrepreneurial skills.

STREAM activities, which combine science, technology, engineering, art, and mathematics, were also used to promote creativity and innovation. In 2025, STREAM workshops, creative sessions and practical sessions took place, in which students applied an interdisciplinary approach, combined technological and artistic solutions, and developed experimental projects. STREAM initiatives provided opportunities to develop complex problem-solving and creative thinking skills.

An important part of fostering creativity and entrepreneurship was the creative workshops in the laboratories, including robotics, digital technology and design spaces. In these, students took part in practical creative activities, prototype development, testing of design solutions, as well as joint projects with lecturers and social partners. These activities encouraged initiative, experimentation and an innovative approach. In 2025, entrepreneurial competences were strengthened through entrepreneurship workshops, meetings with business representatives, practical case study sessions and student project presentations. Students had the opportunity to present their ideas, receive feedback, improve their presentation and argumentation skills, and familiarise themselves with the principles of responsible business and sustainable solutions.

International student conferences provide excellent opportunities for the dissemination of ideas, as students have the chance to present their research to a wider audience and receive feedback.

Erasmus+ BIP projects are a prime example of how international cooperation can enrich the experience of both students and lecturers, and foster creativity and technological thinking

In 2025, the promotion of creativity, innovation and entrepreneurship was closely linked to the context of social responsibility. Student initiatives and projects were often focused on solving social problems, creating sustainable solutions, environmental protection and the needs of communities. In this way, creativity and entrepreneurship at Vilniaus kolegija / Higher Education Institution were understood as a means of creating not only economic but also social value.

Equally important are innovations in artistic projects and creativity. A variety of innovative artistic activities are held, including creative projects, exhibitions, and performances. In 2025, 246 works of art were created, and the VIKO maintains its leadership among VIKOs.

We are delighted to announce that Lukrecija Vasiliauskaitė, a Musical Theatre student at MTF (stage name Amoralu), will be taking part in [the final of the Eurovision 2025 national selection](#) (15 February 2025). Her song “Freedom”, accompanied by fellow student Toma Pauraitė and Vaiva Vilpišauskaitė, who has just graduated with a degree in Musical Theatre, received particular attention. During the broadcast, the performer’s vocal abilities and expressive interpretation were repeatedly highlighted by music professionals – members of the jury – and were awarded the highest marks by more than one of them.

The Centre for Teaching Excellence, which began its activities last year, also contributes to promot-

ing creativity, innovation and entrepreneurial skills among VIKO’s staff.

R&D activities focus on applied research, technology transfer, and collaboration with businesses **and the region.**

The project “[Strengthening the competences of innovation and technology transfer centers](#)”, which aimed to develop the innovation ecosystem, was launched during the reporting year. [Specialised centres](#) are in operation: [TechSpace](#), [ArtSpace](#), the Centre for [Social Sciences and Humanities](#), and the Centre [for Medicine, Health and Agricultural Sciences](#). By strengthening ties with social partners, research and project activities directly address real-world problems. Commissioned research increases the organisation’s revenue and researchers’ income. However, it must be acknowledged that commissioned research remains a significant challenge, and the organisation is learning to commercialise its services in line with its scientific interests.

Participation in the European university alliance HEROES, Erasmus+ and other international projects will also make a significant contribution to the development of creativity, innovation and entrepreneurship.

**In summary, creativity, innovation and entrepreneurship are regarded at the VIKO as the foundation for the institution’s long-term competitiveness, social impact and sustainable development. The activities carried out, particularly international projects, strengthen VIKO’s integration into the European Research Area.**

## Enhancing public health

**Enhancing public health at Vilniaus kolegija / Higher Education Institution is a key area of social responsibility and sustainable development, focused on ensuring the physical and mental well-being of the academic community, promoting a healthy lifestyle and implementing preventive measures. The VIKO views health promotion as a long-term process directly linked to the quality of study and work, community resilience, social connections and quality of life.**

In 2025, Vilniaus kolegija / Higher Education Institution implemented various initiatives to promote physical activity, a healthy lifestyle, and mental well-being among students and staff. One of the most significant initiatives was active participation in the national physical activity initiative 'WALK15', which became a community-building activity. In 2025, 727 members of the Vilniaus kolegija / Higher Education Institution community took part in the "WALK15" programme, collectively clocking up [198,648,019](#) steps, thereby contributing not only to improving their personal physical health but also to fostering a sense of community and increasing motivation to be active.

In 2025, the promotion of physical activity was also implemented through sports and exercise activities. Students and staff at Vilniaus kolegija / Higher Education Institution actively participated in sporting events, training sessions, competitions and physical activity initiatives designed to foster daily exercise habits. These activities encouraged healthy competition, team spirit and active leisure.

The 25th Lithuanian VIKO Students' Games 2025 – first place in the overall standings for both the men's and women's teams. Placings in individual sports: men's basketball first team – 2nd place, men's basketball second team – 1st place, women's

basketball – 1st place, men's volleyball first team – 2nd place, men's volleyball second team – 1st place, women's volleyball – 2nd place, athletics – both the women's and men's teams took 1st place, table tennis – women's 1st place, men's 4th place, cross-country athletics – men's 2nd place, women's 1st place, indoor football – 1st place and weightlifting – 1st place.

In 2025, Vilniaus kolegija / Higher Education Institution had two men's basketball teams. The men's basketball teams took part in the Capital Basketball League (SKL) Group A regular season, finishing in 5th place. They finished 10th at the start of the Capital Basketball League Group C regular season. They finished second in the SKL Autumn Cup and second in the SKL Spring-25 tournament.

The men's football team took part in the Vilnius Futsal Indoor Football Championship, where they finished fourth. They also took part in the Lithuanian Student Indoor Football Championship, where they finished fourth.

The women's volleyball team took part in the Vilnius Women's Amateur Volleyball League, finishing in 5th place. They took 1st place in the MRU 'Didlaukio Community Tournament'. They finished in 3rd place in the VILNIUS TECH women's volleyball tournament.

The VIKO Sports Centre organised a three-stage VIKO Cup Championship, in which six teams competed; the women's team finished in second, third and fourth places.

In 2025, Vilniaus kolegija / Higher Education Institution has two men's volleyball teams. The men's first volleyball team competed in the Vilnius Volleyball A League, finishing in 6th place. The second men's volleyball team finished fourth in League B. They finished 5th–8th in the Lithuanian

Student Games. They won first place in the VIKO Cup Championship. They finished second and third in the VILNIUS TECH men's volleyball tournament.

The men's team took part in beach volleyball tournaments running throughout the summer, reaching the Top 8 stage.

On 18 March 2025, three students took part in the VILNIUS TECH table tennis tournament and finished in 1st place.

14 May 2025: Lithuanian VIKOs' staff sports festival in Šventoji.

On 29 May 2025, to mark the 25th anniversary, the Vilniaus kolegija / Higher Education Institution community held a celebration titled "VIKO's Path to Olympus", where matches, team presentations, and a mass flash mob were seen as a way to bring the community together, rather than merely striving for results.

In 2025, significant attention was paid to promoting mental health and supporting emotional well-being. Lectures, seminars, and discussions on mental health and emotional well-being were organised for the academic community, focusing on stress management, emotional resilience, balancing work and study loads, and preventing burnout. Students and staff were given the opportunity to receive individual consultations and access psychological support services.

In 2025, health promotion activities at Vilniaus kolegija / Higher Education Institution were linked to educational and preventive initiatives. Topics related to healthy lifestyles, nutrition, physical activity, and psychological well-being were organised for members of the academic community and integrated into community events, lectures, and information campaigns. These activities contributed to the development of a conscious approach to health and the fostering of long-term healthy lifestyle habits. For example, In pursuit of the objective set out in Vilniaus kolegija / Higher Education Institution's 2021–2025 strategy – the dissemination of the results of applied research, experimental development, professional art and project activities – in the 2024/2025 academic year, students from the SPF study programmes 'General Practice Nursing', "Biomedical Diagnostics", "Dietetics", "Radiology" and "Physiotherapy" produced [31 educational posters](#) for the public on the topics of the onset, spread,

diagnosis and prevention of oncological diseases. On 2 January, third-year students of the STF study programme "Transport Logistics", whilst studying the subject "Sustainable Development" (lecturer Vaiva Mickevičienė), shared the knowledge they had acquired with the faculty community – the students implemented sustainable initiatives such as [a campaign to boost the immunity](#) (distributing lemons, morning exercise instructions, etc.), watched a film together about future scenarios for the world, taught one another, organised quizzes on sustainability and sustainable development, conducted surveys on what sustainability means to us, and so on. The semester's efforts culminated in a public lecture with a guest speaker – lecturer Egle Kislovski, a board member of the Lithuanian Health Enthusiasts' Union, organiser and leader of youth camps, founder of 'GRL PWR', and social activist. During the meeting, we discussed the conscious choice to start each morning in a healthier way – by respecting our physical, emotional and mental health – and how important it is to cultivate self-discipline when there are so many temptations around. On 27 March, Alina Bažanovienė and Jurgita Stankūnienė, lecturers at the SPF Department of Nursing, and lecturers Diana Žėkienė and Aurelija Kūgytė from the Department of Beauty Therapy organised a seminar for people with psychosocial disabilities entitled 'Healthy Lifestyle and the Benefits of Physical Activity for People with Psychosocial Disabilities'. On 8 October, the Adomas Mickevičius Public Library in Vilnius County hosted the event "[The Spices of Life: Health, Movement and a Smile](#)", dedicated to Older People's Week. During the event, SPF lecturers and students presented talks on health promotion, the importance of physical activity and cognitive training, and improving quality of life in older age. [A recording of the event is available on YouTube](#). October–November: Giedrė Janušienė, a student in SPF DT23 group (supervised by Lecturer R. Jonušienė) delivered lectures as part of the "Healthy Eating Workshop" project organised by the Lithuanian Multiple Sclerosis Society "Feniksai" (3 lectures were filmed).

Hygiene kits were distributed free of charge to girls and women across the VIKO's faculties.

Vilniaus kolegija / Higher Education Institution is the national centre for the European Institute of

Innovation and Technology (EIT Food) educational programme “FoodEducators”, responsible for implementing and disseminating the programme in Lithuanian schools. “FoodEducators” is a science-based educational programme (teaching materials) developed by European experts, which offers primary and secondary school teachers and pupils fun, creative and engaging activities on food and health, food and sustainability, so that pupils become better-informed and more conscious consumers and take an interest in science, work and career opportunities in the agri-food sector. The topic of healthy eating has added another practical dimension to health and well-being, as it is a daily choice that can be taught as early as primary school. Evidence-based solutions were presented at the national ‘FoodEducators’ forum. VIKO has achieved significant results: more than 100 schools have joined the programme; 278 teachers have successfully completed the training and received certificates; 558 registered users on the Lithuanian platform; 14 out of 28 lessons have been translated and adapted into Lithuanian to make the programme easier for the country’s teachers to use; 11,500 pupils took part in the lessons, deepening their food literacy skills through practical activities; 4 nationwide events were organised (career days, forums, educational trips). [Students from the Faculty of Education analysed how the programme’s lesson plans influence children’s understanding of nutrition in Lithuanian and Spanish classrooms.](#) It

was emphasised that pupils began to identify food groups and portion sizes more accurately, understood the importance of moderation, and that the activities were integrated with STEAM and inquiry-based learning. It was also shown that, in the curriculum, the topic of nutrition is not a separate one-off lesson but is integrated across several subjects, thus ensuring continuity. Taking a critical view, it would be useful to monitor whether this knowledge translates into real family eating habits, as schools alone cannot change everything, especially if families have different means. Overall, in 2025, nutrition initiatives promoted health through practical lesson plans and interdisciplinary teaching. As EIT Food will no longer fund this programme at the European level from 2026, it is important for VIKO to decide how to further develop this activity.

The promotion of public health was also closely linked to social inclusion. In 2025, health initiatives were tailored to the diverse needs of community members, offering opportunities to participate in both more intensive and less physically demanding activities. The aim was to ensure that physical activity and wellbeing initiatives were accessible to as wide a section of the community as possible.

**In summary, a healthy, physically and psychologically strong academic community at the VIKO is regarded as an essential prerequisite for the institution’s sustainable development and social responsibility.**

## Developing environmental initiatives

**The development of environmental initiatives and the sustainable use of resources at Vilniaus kolegija / Higher Education Institution focuses on reducing negative environmental impacts, promoting conscious consumption, and applying circular-economy principles. The VIKO views environmental protection as an integral part of academic, organisational and community activities, requiring long-term solutions, educational activities and the involvement of the entire community.**

In 2025, Vilniaus kolegija / Higher Education Institution consistently implemented environmental initiatives related to the responsible use of resources, waste reduction and the adoption of sustainable solutions. The VIKO continued to implement waste-sorting and waste-reduction measures, encouraging the academic community to consume responsibly and minimise the negative impact on the environment in their daily activities. These measures were combined with information and educational initiatives aimed at fostering long-term sustainable behaviour habits.

Vilniaus kolegija / Higher Education Institution has also focused on energy efficiency and the challenges of climate change. Energy-saving solutions continue to be implemented in VIKO's buildings, and environmental initiatives are linked to climate change mitigation goals. The VIKO community was involved in initiatives to raise climate awareness and foster a responsible attitude towards the environment.

Every year, during the last week of November, Europe celebrates *the European Week for Waste Reduction*. The VIKO's faculties, in response to an initiative by the Ministry of the Environment of the Republic of Lithuania, have participated in this

project on more than one occasion. In 2025, Waste Reduction Week took place from 25 to 29 November. Students from the Faculty of Management and Technology at Vilniaus kolegija / Higher Education Institution, by taking part in the "[Youth Sustainability Festival](#)" held at the Litexpo Exhibition and Congress Centre, aimed to promote new ideas and practical solutions for a cleaner, more sustainable environment, and a healthier lifestyle, presented creative works related to sustainable fashion and the experimental reuse of various materials. Lecturers invited festival participants to creative workshops, where, using a heat press, they decorated pre-loved but cherished garments and made sustainable and clever use of textile and paper scraps in graphic artworks.

A significant part of the environmental activities during the reporting year focused on applying circular economy principles. Initiatives promoting the reuse, repair and longevity of items were implemented at Vilniaus kolegija / Higher Education Institution. One of the most notable activities was the 'FixLab' initiative at EIF, focused on practical repair and refurbishment solutions that encourage reduced consumption and waste generation. STF operates a drop-off point for items to promote the sustainable reuse of items and reduce waste. This initiative also has educational value, giving students the opportunity to gain practical experience with the principles of sustainable consumption (more information is provided in the [2024 report](#)).

Environmental themes were also integrated into study and creative activities in 2025. Students and lecturers participated in projects on sustainable fashion, responsible design and environmentally friendly solutions, which analysed the impact of

clothing and consumer culture on the environment and developed sustainable solutions and alternative design models. These activities encouraged a critical approach to consumption and environmental issues.

For example:

- EIF students are developing solutions for the use of renewable energy. Examples include a linear solar-tracking system and heat-pump retrofits. Principles of energy efficiency and sustainability are integrated into the study programmes.
- On 6 November, students from group TE25 went on a field trip and, accompanied by Rasa Bražulienė, a lecturer in sustainable development, [visited the Vilnius wastewater treatment plant](#) – [the largest in Lithuania](#) and the most modern in the Baltic states.

The implementation of environmental initiatives is closely linked to educational activities. Educational activities, lectures, and projects on environmental protection, sustainability, the circular economy, and climate change were organised for the academic community. These activities raised

environmental awareness, encouraged discussion and fostered active community engagement.

For example, on 5 June 2025, to mark World Environment Day, the “[Green Ideas Festival 2025](#)” took place in the courtyard of the Presidential Palace, bringing together members of the public interested in environmental protection and sustainability. Among the 26 participants, the Vilniaus kolegija / Higher Education Institution team, led by the VIKO’s social responsibility activities coordinator Dalia Karlaitė, presented their stand. It is heartening that, for the second year running, the Faculty of Arts and Creative Technologies is joining this wonderful initiative. At the event, the Vilniaus kolegija / Higher Education Institution team presented a stand displaying sustainable fashion garments created by students from the Fashion Technology and Business study programme. Students from the Cultural Activities Management study programme helped visitors to view and try on the garments.

**In summary, environmental protection at the VIKO is understood as a consistent process encompassing all levels of the institution’s activities, creating long-term social and environmental value.**



## Strengthening Lithuanian culture, statehood and the continuity of historical memory

**Vilniaus kolegija / Higher Education Institution regards the promotion of culture, the strengthening of statehood, and the preservation of historical memory as important parts of social responsibility and sustainable development. The academic community is seen not only as a space for the transfer of knowledge, but also as an active shaper of cultural identity, citizenship and social dialogue. Cultural and civic initiatives at the VIKO contribute to cultivating values, strengthening community spirit, and developing a responsible relationship with our historical and cultural heritage.**

In 2025, Vilniaus kolegija / Higher Education Institution organised and conducted cultural activities to commemorate Lithuanian statehood and significant historical dates. The academic community actively participated in the commemoration of national holidays and days of remembrance, such as 13 January – Defenders of Freedom Day, 16 February – Lithuanian State Restoration Day, and 11 March – Lithuanian Independence Restoration Day. Other dates of significance to Lithuania are also commemorated: Press Restoration; Language and Book Day (7 May); Day of Mourning and Hope (14 June); State, National Anthem, and Coronation of King Mindaugas Day (6 July); and Black Ribbon and Baltic Way Day (23 August). These initiatives contributed to the strengthening of historical awareness, civic responsibility and democratic values.

Cultural activities in 2025 encompassed various artistic and educational forms. Vilniaus kolegija

/ Higher Education Institution organised cultural events, concerts, exhibitions and artistic initiatives involving students, lecturers and staff. Artistic initiatives encouraged creative self-expression, cultural dialogue and the cultivation of aesthetic values. Culture was integrated into both formal education and community activities, strengthening the VIKO's role as an open cultural space.

Members of the VIKO community are also encouraged each year to take part in civic initiatives such as [the National Economics Exam](#), [the Europe Exam](#), [the National Dictation](#) (a competition promoting literacy), [the Citizenship Exam](#) (designed to test knowledge of citizenship, national defence, mobilisation and other important topics), [the Constitution Exam](#) (aimed at testing knowledge of the Constitution of the Republic of Lithuania), [the Environmental Protection Exam](#), and so on.

The promotion of ethnoculture and national heritage also played an important role in cultural activities, which, in 2025, were implemented through educational initiatives, projects, and creative activities.

Students had the opportunity to familiarise themselves with Lithuanian folk traditions, cultural heritage and forms of expression of national identity, and to participate in various activities and creative projects. These initiatives promoted a respectful relationship with cultural heritage and its interpretation in a contemporary context.

In 2025, Vilniaus kolegija / Higher Education Institution also actively contributed to strengthening

civic awareness and social engagement. Discussions on citizenship, democracy, social responsibility and societal resilience were encouraged within the academic community. Cultural and civic initiatives were linked to reflection on current affairs, critical thinking and the values of an open society.

In an international context, promoting culture was also a significant part of our activities. In 2025, international students and lecturers at Vilniaus kolegija / Higher Education Institution were involved in joint cultural activities, celebrations of national

holidays and community events. This facilitated intercultural dialogue, deepened understanding of Lithuanian culture, and fostered mutual cultural exchange, strengthening the community's openness and inclusivity.

**In summary, culture at the VIKO is perceived as an essential part of a sustainable society and a responsible academic community, strengthening social cohesion and the backbone of values.**



## Preserving national heritage and promoting Lithuanian ethno-culture

**The VIKO perceives national heritage as a living, evolving phenomenon, whose understanding and interpretation in a contemporary context are important to both the academic community and wider society.**

In 2025, Vilniaus kolegija / Higher Education Institution carried out activities aimed at bringing national heritage, ethnoculture and traditions to the fore in the study process and community initiatives. The theme of national heritage was integrated into study modules, project-based activities, creative tasks and artistic initiatives, enabling students to explore the forms of expression of Lithuanian ethnoculture and their connections with contemporary trends in culture, design and society. Themes of national heritage and Lithuanian ethnoculture are included in various study programmes:

- The subject 'Food Technologies of Ethnic Heritage' is taught in the Food Technology study programme at the Faculty of Food Technology.
- In the MTD Design study stream, within the Fashion Design and Image Design programmes, students study subjects such as National Identity, History of Costume, Creative Projects, and others.
- One of the topics covered in the STF module 'Building Architecture and Structures' examines cultural heritage and small-scale architecture; consequently, themes relating to cultural and national heritage are analysed. A practical seminar is also organised on UNESCO heritage sites in Lithuania and the craft of cross-making

(examining small-scale architecture such as crosses, memorials, baptismal fonts, wayside shrines, etc.; lecturer Airida Tylienė).

- VVF Tourism Management students analyse Lithuanian tourism resources as part of their course.

The promotion of ethnoculture in 2025 was carried out through educational and creative activities that fostered interest in Lithuanian folk traditions, customs, folk art, and intangible heritage. The VIKO hosts [art groups](#): the dance and song ensemble 'Voruta' and the girls' choir 'Vaidilutės', which take part in various cultural projects, festivals, competitions, celebrations and concert tours. Students and staff took part in themed activities aimed at exploring, reflecting on and interpreting national heritage, thereby strengthening a respectful relationship with historical and cultural memory.

Vilniaus kolegija / Higher Education Institution also focused on the connections between national heritage and ethnoculture with contemporary art, design and the creative industries. In 2025, ethnocultural motifs and traditional forms of expression were analysed in creative projects, exhibitions, and artistic initiatives that presented traditions in a modern context. For example, at the 'Silver Crane 2025' National Film Awards, the award for best make-up artist went to Vaida Navickaitė, a make-up lecturer at the SPF Department of Beauty Therapy, who created the make-up for the actors in the film 'The Chronicles of Pietinia'. On 6 March 2025, a discussion entitled 'The Splendour and Poverty of Creators of National Heritage Products' took place

at the Centre for Studies and Academic Resources at Vilniaus kolegija / Higher Education Institution. On 13 May 2025, an informative presentation was given at a meeting of the Council for the Protection of Ethnic Culture on “The results of the quantitative study ‘The views of Lithuanian market participants on folk art and products created by masters of national heritage’ and the qualitative study of interested market participants”. Such activities fostered a creative dialogue between tradition and innovation, as well as the continuity of national heritage in contemporary culture.

The promotion of national heritage was also closely linked to the strengthening of community spirit. Members of the academic community were encouraged to get involved in initiatives that strengthen mutual ties, shared cultural awareness and the institution’s identity. In this way, ethnoculture became not only an object of study but also a unifying factor for the community.

In 2025, national heritage was also presented to international students and partners. Participation in cultural activities provided members of the international community with opportunities to familiarise themselves with Lithuania’s national heritage, traditions and cultural identity, thereby promoting cultural dialogue and mutual understanding. For example: on 1 December 2025, the physical week of the ‘Blended Intensive Programme’ (BIP) week ‘Green Multimodal Transportation’ began at the STF Department of Sustainable Management, during which participants visited the “[Vilniaus meduoliai](#)” workshop, where they learnt the secrets of traditional gingerbread making, created their own decorations and spent a cosy and creative time together, 4 December 2025: an excursion to the Palace of the Grand Dukes of Lithuania.

8 April 2025: Educational trips to the Museum of Wooden Architecture were organised by the STF for BIP participants.

6 March 2025: PDF lecturer Dovilė Miknaitytė led practical sessions on [the spirit of community in Lithuanian polyphonic songs and dances](#) during International Week in Belgium, whilst students were

introduced to songs from Aukštaitija and tried out elements of singing and movement. Such practical activities allow national heritage to be seen as a living practice, rather than merely a theory. Furthermore, international dialogue forces us to clearly identify what makes Lithuanian traditions unique, and thus it also functions as cultural diplomacy. Taking a critical view, a single record is insufficient to assess whether such activities are ongoing and how they feed back into the study process in Lithuania; for example, whether lesson plans or methodological tools are being developed for ethnocultural education.

Furthermore, the promotion of national heritage would be even stronger if, alongside international visits, there were more local events where students could interact with communities, folk artists or folklore groups. It would also be useful for the report to highlight specific learning outcomes: what methodologies are being developed, how many students are involved, which partners are participating, and how schools or nurseries are being reached. Viewed critically, communication often consists of one-off messages rather than demonstrating continuity, which risks the heritage theme appearing as a nice extra rather than an integral part of the curriculum. In summary, it is worth planning ongoing activities in this area and publicising them more consistently to ensure a clear impact.

On 6 February 2025, the ‘Amres Art Gallery’ will present a collection featuring woven and knitted textiles with traditional patterns. The collection “[White Narcissus](#)” exudes femininity, elegance, refinement and subtle sensuality; it is dominated by exaggerated forms, and a large proportion of the garments are transformable. This collection [was also presented at Riga Fashion Week](#).

**In summary, the VIKO regards the preservation of national heritage and the promotion of Lithuanian ethnoculture as a key prerequisite for the long-term harmonious development of society and the preservation of identity.**

# Developing sustainable business and a sustainable economy

At Vilniaus kolegija / Higher Education Institution, sustainable business and sustainable economic development are key areas of social responsibility and sustainable development, linking the content of study programmes, R&D and artistic activities, partnerships with business, and the needs of society. The VIKO views sustainable business as responsible economic activity that creates value not only in economic terms but also in social and environmental terms, contributing to the long-term well-being of regions and society.

In 2025, the principles of sustainable business and a sustainable economy were systematically integrated into Vilniaus kolegija / Higher Education Institution’s study programmes, particularly in economics, business, management, finance, logistics, engineering, creative industries, and social sciences. Course modules explored topics such as responsible management, social responsibility, the circular economy, environmental protection, employee well-being and ESG (environmental, social and governance).

The study process encouraged a critical approach to contemporary economic challenges, to the impact of business on society and the environment, and to the practical application of sustainable business models. Students analysed real-life cases, worked on practical tasks and addressed challenges presented by the business and public sectors. This approach to education has created the conditions for developing well-rounded specialists capable of combining economic efficiency with social and environmental responsibility.

**Table.** Number of final projects addressing sustainable development goals in 2025

| Fakulties          | Number of theses |
|--------------------|------------------|
| ATF                | 13               |
| DIF                | 7                |
| EIF                | 68               |
| EKF                | 16               |
| MTF                | 34               |
| PDF                | 81               |
| STF                | 28               |
| SPF                | 64               |
| TEF                | 11               |
| VVF                | 55               |
| <b>Total VIKO:</b> | <b>377</b>       |

The development of sustainable business and a sustainable economy in 2025 was closely linked to ongoing R&D and artistic activities. A significant proportion of students’ final dissertations and research projects focused on sustainable development, social innovation, ESG, responsible business, environmental protection and the regional economy.

It is encouraging that students are presenting papers on sustainability at young researchers’ conferences:

STF 20 March 2025. The annual Young Scientists’ Conference ‘Research and Innovation – 2025’ was held at STF. Eight student presentations, supervised by lecturers from the Faculty of Civil Engineering, were delivered at the conference. Five papers were published in the conference proceedings as articles

in an e-publication. This reflects the significant contribution of lecturers to ensuring the quality of students' research activities and the active involvement of the academic community. The presentations covered sustainable building materials, building energy efficiency, and research analyses of the transport sector, demonstrating a broad spectrum of research and an interdisciplinary approach.

On 16 April 2025, the Faculty of Economics and Business (FEB) hosted the annual international student scientific-practical conference 'Economics. Business. Management'. Of the 37 papers prepared by FEB students, 9 addressed topics of social responsibility or sustainability.

On 21 May 2025, the Faculty of Technology and Engineering (FTE) hosted the annual international scientific and practical conference "[Modern Technologies for a Sustainable Environment 2025](#)".

On 3 December 2025, the STF traditionally hosted the student conference 'Construction and Logistics '25: Science and Practice'. The themes of sustainable development and social responsibility were reflected in the students' presentations.

On 4 December 2025, the VVF hosted the 14th international student scientific-practical conference "[Youth in a Changing Society](#)", at which 92

scientific presentations were delivered via both in-person and remote participation.

R&D and artistic activities are often carried out in collaboration with business, the public sector and non-governmental organisations. This has enabled the resolution of pressing economic and social challenges, strengthened the practical nature of research, and contributed to the development of sustainable solutions. Research activities have also fostered an interdisciplinary approach, combining perspectives from economics, management, technology, environmental protection and the social sciences.

Vilniaus kolegija / Higher Education Institution's R&D and artistic activities in the field of sustainable economics contributed to regional development, the implementation of innovative solutions and the strengthening of a responsible business culture, whilst creating added value for society.

**In summary, the principles of a sustainable economy and sustainable business have been integrated into creative and innovative activities. Student projects, entrepreneurial initiatives, and innovative solutions, as well as researchers' scientific and research activities, often focus on environmental issues, efficient resource use, social impact, and community needs.**



## Volunteering, civic engagement and social support initiatives

**Volunteering, civic engagement, and social support initiatives at Vilniaus kolegija / Higher Education Institution are an important part of social responsibility and sustainable development, contributing to the fostering of community spirit, solidarity and active citizenship. The VIKO views volunteering by every member of the community – students, lecturers, staff and social partners – as an integral part of studies and academic culture, helping to foster socially responsible, empathetic and socially active individuals.**

In 2025, students and staff at Vilniaus kolegija / Higher Education Institution actively participated in voluntary activities, collaborating with non-governmental organisations and social partners. One of the most significant areas of focus was collaboration with the public institution 'Maisto bankas', in which members of the academic community contributed to the collection, packaging, and distribution of food aid to socially vulnerable groups. These activities not only provided direct assistance but also strengthened social awareness and a sense of responsibility.

In 2025, members of the VIKO community continued to contribute to social initiatives organised by charitable and support organisations such as "[Mamų unija](#)", "[Maltiečiai](#)", "[Jaunimo linija](#)" and "[Maisto bankas](#)". Cakes are baked in the faculties and sold for a donation (e.g. "Cake Days" and "[Bite of Kindness](#)" taking place in November), jars are collected, and similar activities are carried out.

The Vilniaus kolegija / Higher Education Institution community has been involved in fundraising campaigns, charitable initiatives and social

activities aimed at children with cancer and their families. These initiatives have fostered empathy, community cohesion, and active participation in addressing social issues.

Civic engagement at Vilniaus kolegija / Higher Education Institution in 2025 was promoted through various community and social initiatives. Students and staff were invited to take part in celebrations of national holidays, civic campaigns, solidarity initiatives and voluntary activities that strengthened democratic values, civic awareness and responsibility for the welfare of society. Volunteering was understood not only as providing assistance to specific social groups, but also as active participation in public life.

At Vilniaus kolegija / Higher Education Institution, volunteer activities were also integrated into the study process. Students were given opportunities to integrate voluntary activities into practical learning, project-based tasks and community initiatives. In this way, volunteering became a meaningful educational experience, helping to develop social, communication and organisational skills.

In 2025, volunteering and social support initiatives were also linked to efforts to respond to societal challenges and crises. The Vilniaus kolegija / Higher Education Institution community actively engaged in support activities for vulnerable groups, contributing to solidarity initiatives and public support projects. These activities demonstrated the institution's ability to bring the community together and act responsibly in the context of social challenges.

We cannot help but rejoice at the awarding of the 'Star of Kindness' to PDF lecturer and social partner Rasa Noreikytė-Ustinavičienė, who was awarded [the 'Star of Kindness'](#), which is linked to the implementation of a social services quality system, research and efforts to improve the accessibility of services for vulnerable groups. Such awards are important not only as a message but also as a symbolic standard for students, showing what professional conduct in social work is valued.

**In summary, volunteering and support activities emphasise community spirit and social responsibility through everyday, easily achievable actions and are a key prerequisite for building a harmonious society and strengthening social cohesion.**



# Vilniaus kolegija/HEI's activities for 2025 in line with the United Nations Sustainable Development Goals

Vilniaus kolegija / Higher Education Institution's activities in 2025 were specifically aligned with the United Nations 2030 Agenda for Sustainable Development. The VIKO regards the Sustainable Development Goals as a systemic framework integrated into its teaching, research, R&D and artistic activities, community engagement, partnerships and organisational management. Below is an overview of how Vilniaus kolegija / Higher Education Institution's activities align with the individual United Nations Sustainable Development Goals.

## UN SUSTAINABLE DEVELOPMENT GOALS

## ACTIVITIES



- The ratio of the average monthly salary (AMS) of a VIKO employee to the Lithuanian AMS is over 110%, and for lecturers it is well over 140% (as set out in the Vilniaus kolegija / Higher Education Institution Strategy for 2021–2025)
- VIKO students receive social grants from the State Studies Fund, as well as additional targeted payments.
- The VIKO community contributes to various charities and support organisations (e.g. "[Maisto bankas](#)", "Mamų unija", "Maltiečiai", and others) (events, fairs, etc.) and collects donations in the form of goods and monetary contributions.

## UN SUSTAINABLE DEVELOPMENT GOALS

## ACTIVITIES



- In most VIKO faculties (e.g. EIF, EKF, MTF, SPF, STF, TEF and VVF), students and lecturers are provided with facilities to heat up food they have brought with them.
- The VIKO VVF and other faculty communities actively [collect half-litre jars](#) for the "Maisto bankas" charity and support fund, which aims to combat food waste and provide food for those in need.

**In the study process:**

- Students and lecturers on the Dietetics programme organised by the SPF are actively involved in educational activities (conferences, seminars, educational sessions), promoting better and healthier eating habits among all age groups in society and sharing the latest knowledge with one another.

**UN SUSTAINABLE  
DEVELOPMENT GOALS**

**ACTIVITIES**
**Healthcare sector:**

- Annual staff health checks are organised (paid for by the employer).
- VIKO faculties encourage discussion of the importance of mental health. Information is provided on where [to seek help when facing psychological difficulties](#).
- A new first-aid room has been set up at STF (renovation work is currently underway); from 2025, a room at STF will be dedicated to psychological counselling.
- The faculties are equipped with automated external defibrillators.
- SafeTALK training was organised for EKF students to provide knowledge on how to prevent suicide. The training included practical exercises and communication with students, who were keen to clarify any points that were unclear.

**Nutrition issues:**

- Canteens operate at ATF, EKF and PDF (Studentų g. 39A), EIF (J. Jasinskio g. 15), the DIF and TEF (Olandų g. 16), STF (Antakalnio g. 54) and SPF (Didlaukio g. 45), therefore members of VIKO community (students, lecturers and other staff) have the opportunity to maintain a regular eating routine and receive freshly prepared food every day.
- EIF, EKF, MTF, SPF, STF, TEF and VVF have provided facilities for staff and students to heat up their own food (microwave ovens, fridges and kettles are available).
- There are also vending machines for snacks and hot drinks in the faculties.

**Physical activity:**

- VIKO offers an optional physical education module, 'Athletic Training', across all study programmes. The module 'Physical Education' is included in the study programme PDF. Physical activity was promoted during an event for teachers in Vilnius.
- In 2025, members of the VIKO community actively took part in a variety of sporting activities: basketball, football and volleyball training sessions; they exercised independently in state-of-the-art gyms, and yoga classes were held. Student sports teams took part in the Lithuanian VIKO Sports Games Championship. The VIKO community actively engages in sport to improve physical health and achieve a sense of balance.
- Students dance in the 'Voruta' ensemble.
- Events organised by the SPF cover various areas of healthcare, ranging

from radiology and home care to the health and nutrition of older people. Members of the VIKO community can attend these events as audience members free of charge.

- During the autumn semester of 2025, the Vilniaus kolegija / Higher Education Institution community actively participated in the national higher education mobility challenge organised by WALK15 by walking. A total of 727 members of the Vilniaus kolegija/Higher Education Institution community participated in the challenge. Together, from 16 September to 16 November, 198,648,019 steps were taken.

#### Organisation of active leisure:

- VIKO staff and students are provided with opportunities for self-expression and to pursue individual interests. In the recreation and leisure areas of most faculties (e.g., EKF, STF, VVF), students can spend their time actively playing table tennis and table football.

## UN SUSTAINABLE DEVELOPMENT GOALS

## ACTIVITIES



- Lecturers continuously improve their subject-specific and teaching/learning competences and collaborate with one another to ensure that studies meet the needs of modern society and are of high quality. Competences are developed both in Lithuania and through placements abroad (e.g. under the Erasmus+ programme).
- The teaching process involves not only the VIKO's full-time lecturers but also guest lecturers: practitioners from organisations and foreign higher education institutions.
- Part-time and full-time study programmes, organised according to a term-based timetable, enable the implementation of the 'lifelong learning' initiative, providing opportunities for people of all ages to study, as it is easier to balance studies and work. Students are given the opportunity to study according to an individual timetable.
- The organisation of studies, either partially or fully remotely, on the MS Teams and VMA Moodle platforms enables people who wish to combine their studies with work, who live in Lithuanian regions, abroad or who have a disability, to obtain an education.
- The VIKO study environment is adapted for people with various disabilities and special needs (adaptations for people with mobility impairments: lifts, doors of suitable width and without thresholds, toilets suitable for people with special needs; for the visually impaired – stairs marked with bright strips, the VMA Moodle environment adapted for those with visual impairments; for the deaf, more information is provided in writing, etc.).
- Introduction to Studies courses or lectures are organised.
- In order to reduce the number of students dropping out, student surveys are organised, and meetings are held between department heads and academic groups; department heads and staff from the faculties' study

departments conduct motivational interviews with students who have expressed a wish to drop out, and other alternatives are offered: deferral of studies and academic leave.

- [Student satisfaction with their studies](#) is monitored.
- The development of competencies in sustainable development and corporate social responsibility is incorporated into all study programmes organised by VIKO.
- To foster students' civic awareness and promote Lithuanian statehood, VIKO students and lecturers are invited each year to take part in the Constitution Exam and the Europe Exam.
- To support a modern and innovative learning process, most faculty lecture theatres are equipped with smart boards, digital screens or projectors.
- Library and reading room resources are constantly updated in line with demand. The library's opening hours are longer than the administration's, and during exam periods, it also stays open later. Meetings are organised for first-year students with library staff, who explain how to use the library's resources.
- STF also has equipment and aids for students with disabilities (assistive technology for visual impairments – 4 portable video magnifiers 'eMag 70HD, Schweizer'; assistive technology for visual impairments – 'Dolphin EasyConverter' software (2 units); assistive technology for mobility impairments – 'ergoM1R-1000/680E' height-adjustable desks (2 units); mobility impairment assistive equipment – adjustable chairs (2 units).
- Free internet access is available throughout all VIKO premises, buildings and halls of residence, ensuring a comfortable environment for study and work.
- To ensure high-quality written work, VIKO has drawn up [General Requirements for Written Academic Papers](#).
- The STF has seven computerised lecture theatres, where students have access to free software required for their studies. In the STF library and reading room, students have access to 32 computerised workstations.
- STF has 4 lecture theatres equipped for blended learning. VVF has 7 portable equipment sets, and any lecture theatre can be adapted for blended learning.
- The VIKO runs 10 [international study programmes in English](#), which is why VIKO is attended by students from various foreign countries. Arrangements have been made for students from Ukraine to study free of charge, with scholarships available. Every year, international students from partner higher education institutions come to the VIKO to study under the ERASMUS+ programme. This promotes cultural diversity and equality among students.
- EKF runs a non-formal adult education programme entitled 'Fundamentals of Accounting and Taxation + B1.It Work Programme'.
- EKF is implementing the ERASMUS+ project "[Design2Freedom: promoting person-centred design applied to disability in higher education](#)", which

aims to promote students' awareness and creativity in addressing the everyday challenges faced by people with functional diversity through the application of person-centred, inclusive design.

- EKF is implementing the ERASMUS+ project “Promoting people with disabilities’ employment by enhancing their digital skills and competences to support a remote working scheme for people with disabilities ([DigitAbility](#))”, which aims to promote the employment and employability of people with disabilities by improving their digital skills and supporting vocational training providers to develop more inclusive educational services for people with disabilities. [The results](#) have been published.
- EKF is implementing the ERASMUS+ entrepreneurship project “[Youth, believe in yourself and become entrepreneur YOU-CAN-BE!](#)” is aimed at young entrepreneurs with their own social business ideas. During the project, teams of students developed business ideas. The young entrepreneurs visited the social enterprise “Verslas ar menas” (“Taško istorija”), which publishes books for blind children, and took part in educational activities: participants, blindfolded, tried to find pictures on objects, and in a “dark room” touched and analysed pictures created by blind people. Project participants had lunch at social enterprises: “Mano guru”, which employs former prisoners and people who have struggled with addiction, and “Pirmas blynas”, which employs people with various disabilities – including Down’s syndrome, cerebral palsy and others. The project participants attended a lecture given by Vismantas Satkauskas, director of the company UAB “Sėkmės sprendimai”. The topic of the lecture was “Business opportunities and social entrepreneurship, innovation, environmental issues, socially vulnerable people, and EU funding”.

## UN SUSTAINABLE DEVELOPMENT GOALS

## ACTIVITIES



- The requirements and conditions for holding the competition posts are the same for both men and women.
- In implementing the gender equality plan approved by Vilniaus kolegija / Higher Education Institution, working groups are formed with a view to ensuring the participation of both genders in decision-making.
- Salaries for staff of both genders are determined according to clear criteria for setting remuneration.
- Both men and women are given equal opportunities for childcare.
- A survey is conducted among lecturers, staff and students at Vilniaus kolegija / Higher Education Institution regarding the state of gender equality within the organisation.
- We collaborate with the association ‘Lyderė’, which aims to encourage women to pursue their careers with greater confidence and to contribute to the advancement of gender equality and leadership in Lithuania.
- EIF actively encourages girls and women to choose technology-related specialisations by organising various motivational initiatives, such as the

“Girls in the World of Technology” events. Mentoring programmes are also in place, in which successful women from share their experience in the fields of technology and engineering, and there are more women working at the faculty.

## UN SUSTAINABLE DEVELOPMENT GOALS

## ACTIVITIES



- VIKO ensures a centralised supply of clean drinking water for all students, lecturers, staff and visitors, and the discharge of used water into the centralised municipal wastewater treatment system.
- Some faculties and the administration have drinking water facilities, and the community is encouraged to drink tap water.
- The STF's water usage infrastructure is designed to conserve water.
- There is access to showers located near the sports halls.
- The premises are cleaned and maintained on a regular basis.
- Lecturers from the Department of Chemistry and Food Technology at the Faculty of Applied Sciences carry out chemical water analyses for individuals and organisations at cost price.
- The state of water resources in Lithuania and globally is examined in the courses 'Sustainable Environment and Human Safety' and 'Sustainable Development'. The condition of water and the efficiency of resource use in buildings are analysed in the course 'Building Water Management'.

## UN SUSTAINABLE DEVELOPMENT GOALS

## ACTIVITIES



- Motion sensors installed in the public spaces of the EKF, SPF, STF, TEF and VVF help to conserve electricity consumption for lighting.
- VIKO staff, lecturers and students are encouraged to use lighting in the premises judiciously, not to leave electrical appliances switched on when not in use, and not to use additional electric heating appliances or electric kettles in offices.
- Solar panels installed on the roofs of DIF and STF (16 Olandų St.), SPF (45 Didlaukio St.) and VVF (49 Didlaukio St.) generate renewable electricity, thereby contributing to the sustainable use of resources.

### Additional initiatives have been implemented within the study process:

- EIF students develop solutions for the use of renewable energy. Examples include a linear solar tracking system and heat pump retrofits. Principles of energy efficiency and sustainability are integrated into the study programmes.

## UN SUSTAINABLE DEVELOPMENT GOALS

## ACTIVITIES



- The departments, in collaboration with social partners (organisations, companies, institutions), contribute to the training of specialists for the labour market. Career Days and networking fairs are organised annually at VIKO's faculties, where members of the community interact and discover opportunities to collaborate with leading companies in the transport and construction sectors.
- Students have the opportunity to interact regularly with representatives from organisations through public lectures and company visits. During these events, significant attention is paid to discussing employment opportunities, analysing the skills required in the workplace, and assessing their own potential as future participants in the labour market, whilst also establishing many useful contacts.
- Students take part in ERASMUS exchange programmes for partial studies, placements or short-term visits (BIP, hackathons, etc.) abroad, during which they acquire international competencies.
- Internships (30 to 40 credits) form part of all study programmes.
- Final projects are prepared in response to requests from organisations, directly contributing to sustainable, inclusive and balanced economic growth, productive employment and the promotion of decent work.
- Graduates' employment rates are monitored and evaluated annually, with particular attention paid to employment in their chosen field, and graduates' career paths are tracked. Graduates of most of the programmes offered by VIKO are in high demand in the labour market.
- VIKO graduates participate in faculty life – they come to give lectures, take part in round-table discussions, and visit schools together to promote the faculty's study programmes.
- Members of the VIKO community participate annually in scientific and practical conferences with presentations, e.g. 'Challenges and Prospects of Sustainable Development'.
- VIKO took part in [the Green Ideas Festival 2025](#).
- STF students and lecturers take part in various competitions organised by the local council or associations – here they can learn from one another – in digital design, entrepreneurship, etc.
- The Faculty of Economics and Finance (EKF) runs the Erasmus BIP "[Green Finance](#)".

## UN SUSTAINABLE DEVELOPMENT GOALS

## ACTIVITIES



- In the field of creativity and innovation, we collaborate with Lithuanian and foreign academic institutions. For example, VVF collaborates with the Lithuanian Social Innovation Cluster (LSIK).
- Lecturers conduct research on social enterprise and sustainability.
- Innovation at VVF and student creativity are fostered through annual creativity camps, which utilise the creative playground methodology.
- EIF, EKF, STF and VVF students take part in the national VIKO student competition 'Profadienis', where they explore aspects of socially responsible business, generate innovative ideas, and strengthen their negotiation and public speaking skills.
- Final-year projects are commissioned by organisations, directly contributing to the development of resilient infrastructure and the promotion of comprehensive and sustainable industrialisation and innovation.
- EIF students develop technological solutions for infrastructure modernisation: from robotic systems to management software that helps optimise production processes; the Student Scientific Society is active in this field.
- When preparing coursework, STF students analyse real-world problems brought in by companies and conduct related research within those companies.
- At the student scientific and practical conference 'Economics. Business. Management' organised by the Faculty of Economics and Business, students are encouraged each year to prepare papers on the theme of 'Challenges of the Green Economy and Digitalisation'.
- The merchandise purchased by the VIKO is carefully selected based on its necessity, importance, potential uses and durability. For example, EIF has purchased T-shirts (made from 100% cotton, 50% of which is recycled) with the faculty logo printed on them. We choose sustainable, recycled materials that ensure quality, durability, recyclability, and faster decomposition.

## UN SUSTAINABLE DEVELOPMENT GOALS

## ACTIVITIES



- The VIKO employs five foreign lecturers.
- The VIKO runs 10 [international study programmes in English](#), which is why students from various foreign countries study at VIKO. Arrangements have been made for students from Ukraine to study free of charge, with scholarships available. Every year, international students from partner higher education institutions come to the VIKO to study under the ERASMUS+ programme. This promotes cultural diversity and equality among students.
- People with disabilities work at the VIKO.
- The study environment in most faculties is adapted for people with various

disabilities and special needs (adaptations for people with mobility impairments: lifts, doors of suitable width and no thresholds, toilets suitable for people with special needs; for the visually impaired – stairs marked with bright tape, the VMA Moodle environment adapted for those with visual impairments; for the deaf, more information is provided in writing, etc.).

- Students are eligible for social grants from the State Studies Fund.
- VIKO lecturers actively improve their qualifications (through seminars, projects and placements) by learning how to work with students with disabilities.
- [The DIF](#), [STF](#) and [TEF](#) websites now feature a text enlargement option, making it easier for people with visual impairments to read the information.
- A project entitled '[Improving the Competences of Sign Language Specialists](#)' is currently underway, with the aim of increasing social inclusion.

Further details are provided in [Chapter 4](#) of this report.

## UN SUSTAINABLE DEVELOPMENT GOALS

## ACTIVITIES



- Bins have been installed throughout VIKO's premises and public areas to collect rubbish, which is then handed over to licensed waste management operators for disposal.
- Bicycle parking facilities have been installed near the faculties (e.g. SPF, TEF, VVF).
- STF students analyse current issues facing the city of Vilnius and/or Lithuania in their final projects and coursework, considering the country or region's strategic plans when selecting solutions. In this way, the faculty's activities align with the EU Green Deal, Lithuania's vision for the 'Lithuania 2050' and other relevant documents.
- EIF students' final projects cover automated safety devices, such as cleaning robots, infrastructure monitoring systems, etc., which contribute to the city's sustainability and safety.

### Participation in competitions:

- 85 first-year students from the Faculty of Environmental Engineering took part in the 'Waste Culture' exam on 16 April 2025 (organised by the Vilnius County Waste Management Centre). 80 first-year students received diplomas: 24 – Expert, 40 – Specialist, 16 – Advanced.

## UN SUSTAINABLE DEVELOPMENT GOALS

## ACTIVITIES



- Green public procurement is being implemented.
- VIKO promotes sustainable consumption and production through environmental initiatives. Waste sorting points have been set up in the faculties and the administration building; electricity is conserved, and responsible water consumption is encouraged.
- Paper usage has been rationally reduced (only essential documents are printed). Paper is often reused (provided this does not breach personal data protection).
- The subjects taught in most of VIKO's study programmes analyse the themes of sustainable consumption and production. For example, the topics covered in the subjects of the ATF Food Technology study programme are relevant to regional and national development and are aligned with sustainable development trends.
- Students writing their final dissertations choose to analyse topics related to social responsibility and sustainable development (e.g. environmental issues linked to initiatives aimed at increasing the conservation of renewable and non-renewable natural resources in production and consumption).
- Students submit only electronic versions of their written work, final theses and related documents (no hard copies are printed).
- STF operates a drop-off point for items, which promotes reduced consumerism and a culture of sharing.
- During every VIKO FLOROS plant fair, plastic pots are collected from private individuals and horticultural businesses, which are later used for propagating and growing ornamental plants in the ornamental plant teaching nursery.
- The Faculty of Economics organised a lecture by a social partner. On 24 March 2025, the Faculty of Economics hosted a lecture by Sergejus Abakumovas, a partner and head of the audit department at Grant Thornton Baltic, who has over 20 years' experience in audit and consulting "[Corporate Sustainability Reporting: The Role and Responsibilities of an Accounting Specialist](#)", during which students had the opportunity to familiarise themselves with one of the most important topics in the modern business environment – sustainability reporting.

## UN SUSTAINABLE DEVELOPMENT GOALS

## ACTIVITIES



- Environmental and climate awareness activities were integrated into studies, projects and community initiatives.
- Proper waste management (sorted batteries, waste).
- The VIKO promotes a responsible approach to energy consumption, environmental conservation and an understanding of the challenges of climate change, contributing to the reduction of long-term environmental impact.
- Lecturers conduct research on sustainability.
- Students writing their final theses choose to analyse the importance of sustainability.
- The VIKO community is actively involved in activities related to climate change and adaptation to its effects; students are encouraged to explore climate change issues, change their habits, and discuss ways to help reduce their impact on the climate: both during lectures, through various meetings with social partners, and whilst preparing assignments.
- The EIF has established the Fix Lab for students, where repairs to the faculty staff's electronic equipment are carried out.

## UN SUSTAINABLE DEVELOPMENT GOALS

## ACTIVITIES



- Proper waste sorting.
- Environmental initiatives are being implemented.

## UN SUSTAINABLE DEVELOPMENT GOALS

## ACTIVITIES



- Waste generation is being reduced at the VIKO. E.g., documents are signed and managed using the electronic document management system (DMS) Kontora; students and lecturers use the virtual learning platform (VLP) MOODLE; paper notices are printed less frequently and are increasingly displayed on TV screens; furniture is not replaced frequently, etc.
- Faculty communities participate in the 'Mes rūšiuojam' platform, through which they hand in used batteries and other electronic waste. For example, in 2025, the EIF collected and sent for recycling 129 kg of electronic waste, 11 kg of batteries, and 1 tonne of wastepaper.
- Participation in the ["Darom"](#) clean-up campaign has become a tradition.
- On 18 March 2025, the Faculty of Agriculture (ATF) held a seminar to mark [World Earth Day](#). The aim was to draw the faculty community's attention

to the intensive use of natural resources, the causes of biodiversity loss, and the consequences of economic activity.

- On 24–25 November 2025, the ATF, together with its partner, the EIT FOOD centre for digital innovation in Lithuania, 'AgriFood Lithuania DIH', organised [the 'HACK AgriFood'25 Challenge Lab](#) – an event where students from various study programmes develop and present prototypes addressing challenges in regenerative agriculture, innovative IT solutions and technologies in the agri-food sector, sustainable food packaging, and the utilisation of food production by-products.

#### Initiatives in the study process:

- STF students learn to design timber construction projects, optimise transport company routes, and discover ways to help conserve land resources and maintain their quality.
- STF conducts research into concrete mixes, incorporating recycled waste and other additives.
- Students on the EIF Programme Systems study programme develop websites, mobile applications and other information systems that help streamline work and provide smoother access to electronic documents, thereby eliminating the need for paper versions.

Further information can be found in [Chapter 8](#) of this report.

## UN SUSTAINABLE DEVELOPMENT GOALS

## ACTIVITIES



- All faculties contribute to the preparation of VIKO's Social Responsibility and Sustainable Development Reports through their initiatives ([since 2019 and from 2023 an English versions](#)).
- Vilniaus kolegija / Higher Education Institution promotes civic engagement, democratic values, national identity and the preservation of historical memory. Civic initiatives, volunteering, social support, academic discussions and cultural activities have helped to build a responsible, values-based academic community.

## UN SUSTAINABLE DEVELOPMENT GOALS

## ACTIVITIES



- Partnerships with the business community, the public sector, non-governmental organisations, and international partners have been a key part of Vilniaus kolegija / Higher Education Institution's activities.
- In 2025, the VIKO actively collaborated with national and international partners in the areas of study programmes, projects, research, social initiatives and internationalisation, creating added value and strengthening the implementation of sustainable development.

More on social partnerships in [Chapter 3](#) of this report.

# Vilniaus kolegija / HEI Social Responsibility and Sustainable Development SWOT

The SWOT analysis of social responsibility and sustainable development at Vilniaus kolegija / Higher Education Institution (HEI) was prepared by summarising the activities, initiatives, and experiences described in this 2025 report. The analysis enables a systematic assessment of the institution's strengths and challenges, and the identification of development opportunities and potential external threats that may influence the implementation of social responsibility and sustainable development initiatives in the future.

| STRENGTHS:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | WEAKNESSES:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• The principles of social responsibility and sustainable development are consistently integrated into the academic process, research and development, artistic activities, partnerships, voluntary work, environmental protection and community activities.</li> <li>• A wide variety of activities, covering social inclusion, health, environmental protection, culture, citizenship and sustainable business, enables the creation of tangible social and environmental impact.</li> <li>• An active and engaged academic community that voluntarily participates in social, civic and environmental initiatives.</li> <li>• Strong partnerships with the business sector, the public sector and non-governmental organisations, creating the conditions for the practical application of sustainable development principles.</li> <li>• Consistent integration of internationalisation as a tool for sustainable development (Erasmus+, BIP, international projects).</li> <li>• Responsible and ethical use of digital technologies and artificial intelligence in activity analysis and organisational processes.</li> </ul> | <ul style="list-style-type: none"> <li>• There are differences in the level of staff engagement in social responsibility and sustainable development initiatives.</li> <li>• Social responsibility activities are often based on individual involvement, which may pose sustainability and workload risks.</li> <li>• There is a lack of a unified system for measuring the impact of social responsibility and sustainable development (clear indicators and KPIs). <b>NOTE</b> – This issue is scheduled to be addressed in 2026 as part of the development of a new Social Responsibility and Sustainable Development Program.</li> </ul> |

| STRENGTHS:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | WEAKNESSES:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Digital transformation offers the opportunity to increase the accessibility, impact, and transparency of activities.</li> <li>• The growing focus of society, students, and employers on sustainability and social responsibility creates favourable conditions to strengthen these themes in academic programmes and partnerships.</li> <li>• International programmes and EU funding opportunities enable the expansion of social responsibility and sustainable development projects.</li> <li>• The development of interdisciplinary initiatives facilitates the integration of social responsibility, innovation and science.</li> <li>• The opportunity to position Vilniaus kolegija / Higher Education Institution/HEI more clearly at the institutional level as a socially responsible and sustainable institution of higher education.</li> </ul> | <ul style="list-style-type: none"> <li>• Changing public expectations and attitudes towards social responsibility and sustainability may increase pressure on the HEI to adapt quickly and meet newly emerging standards.</li> <li>• Rapid technological changes may pose additional challenges, requiring continuous investment in technology upgrades and staff skill development.</li> <li>• Economic instability and financial challenges may limit the ability to secure sufficient funding for social responsibility and sustainable development initiatives, thereby hindering their continuity and expansion.</li> </ul> |

**In summary, the SWOT analysis shows that Vilniaus kolegija / Higher Education Institution/HEI had a solid foundation for social responsibility and sustainable development in 2025, supported by an active community, partnerships, and a variety of initiatives. To achieve a long-term impact, it is important to strengthen the systematic coordination of activities, impact measurement, and strategic planning by leveraging existing strengths and emerging opportunities. This approach will enable Vilniaus kolegija/HEI to continue to be a significant contributor to building a sustainable society.**



## VILNIAUS KOLEGIJA

**58** studijų  
programos

**14** studijų  
programų,  
vykdomų  
nuotoliniu  
būdu

**11**

**11**

studijų  
programų,  
vykdomų  
tik Vilniaus  
kolegijoje

Vilnius HEI,  
Science Department,  
Saltoniškių st. 58,  
08105 Vilnius