VIKO Action Plan for Implementing SDGs for 2030

2024

Introduction

The United Nations' Agenda 2030 for Sustainable Development is a global benchmark that is adopted by all United Nations Member States in 2015, the SDGs are a set of 17 interconnected goals addressing various social, economic, and environmental challenges facing the world. The SDGs recognize that achieving sustainable development requires a balanced approach that addresses economic, social, and environmental dimensions. They emphasize the importance of leaving no one behind, ensuring that progress benefits all people, irrespective of their age, gender, ethnicity, or socioeconomic status.

They are a set of 17 goals designed to address various global challenges, including poverty, inequality, climate change, environmental degradation, peace, and justice. The aim of the SDGs is to improve the quality of life for current and future generations by promoting economic prosperity, social inclusion, and environmental sustainability.

Higher Education Institutions (HEIs) have a crucial role in promoting sustainability. They serve as pivotal players in educating future leaders who will actively contribute to the successful implementation of the United Nations Sustainable Development Goals (SDGs). Although the implementation of SDGs varies significantly across regions within EU and beyond, HEIs are essential for fostering a mindset that promotes the spread of SDG principles.

This document is a part of the project "Universities for Sustainable Development", focusing on assessing the participating organizations. Within this document, we outline an Action Plan for VIKO after PRIA workshop results arranged in spring 2023.

1. Background Process to Form the Action Plan

VIKO Diagnosis of indicators

The purpose of SDGs indicators diagnosis at Vilniaus kolegija / Higher Education Institution (VIKO) was to assess, track, and improve the institution's contribution to sustainable development. For those reasons, a PRIA workshop was held in April 2023. The Prospective Rapid Impact Assessment (PRIA) methodology is a tool used for diagnosing the potential impact of policies and programs on human security. The purpose of PRIA is to identify and analyze the potential positive and negative impacts of development interventions on people's lives and to provide recommendations on how to mitigate risks and maximize positive outcomes. This can help policymakers and development practitioners design more effective policies and programs that maximize the positive impacts on the SDGs and minimize any unintended negative consequences.

But at the same time, conducting an SDGs indicators diagnosis at HEIs can be challenging due to various reasons, including lack of data, lack of awareness, lack of resources, lack of expertise, lack of coordination, and lack of engagement.

Many tasks were undertaken to establish the set of indicators at VIKO. These tasks provided the necessary information to determine the calculation method, sources, and data for the indicators.

The following methodology was used for the purpose of diagnosis.

Figure 1. Five steps process

Defining a starting point and outlining the scope of activities and services to be analyzed at VIKO posed a notable methodological challenge. For those reasons, PRIA workshop was focus on following areas:

o   Research, development and innovation (RDI)
o   Education
o   Partners point view

2. Key Actors (Stakeholders)

An important aspect of the process was that fifteen individuals from different areas within the University actively participated in it, i.e. Active Researchers in Sustainability field, Lecturers, Sustainability project team, Vice Rectors, Head of International Relations Department, Students. They undertook many tasks to establish the set of indicators at VIKO, which provided the necessary information to determine the calculation method, sources, and data for the indicators. The set of indicators was successfully established, and it was used to assess the current status of the institution's activities and identify areas where they could contribute to the SDGs.

3. PRIA Workshop (SWOT Analysis)

This section presents the process of PRIA workshop carried out to assess the weaknesses, strengths, opportunities and threats in relation to the contribution of the VIKO to the 2030 Agenda. As, the analysis was carried out with the help of other participants (top to bottom level), it can help VIKO to identify strengths and weaknesses related to the SDGs, as well as external opportunities and threats that may impact institution ability to achieve the SDGs. **Strengths** are VIKO's internal factors that give it an advantage in achieving the SDGs. Understanding these strengths allows the VIKO to leverage and build VIKO them to contribute effectively to SDGs. **Weaknesses** are VIKO's internal factors that could hinder its ability to achieve the SDGs. Improving weaknesses can enhance the VIKO's capacity to work towards SDGs effectively.

Opportunities are the external factors that could present themselves as opportunities for the VIKO to achieve the SDGs. Recognizing and seizing these opportunities can enhance the institution's impact on SDGs. **Threats** are the external factors that could pose challenges to VIKO's efforts to achieve the SDGs. By understanding these threats, the VIKO can develop contingency plans to mitigate risks and navigate challenges effectively.

By understanding these factors, VIKO can develop informed strategies, allocate resources wisely, and foster collaborations to contribute meaningfully to the achievement of Sustainable Development Goals.

Figure 2. The steps in Action Plan creation and implementation

The steps are:

1. **VIKO Diagnosis of Agenda 2030 indicators.** Status in 2020-2021 was listed (the results are disclosed in 3.1 subsection).
2. **PRIA workshop** (SWOT analysis). PRIA workshop helped to find out the strengths of VIKO in implementing Agenda 2030. The results are disclosed in 3.2 subsection.
3. **Action plan for 2030**. The first draft of the action plan for 2030 is listed in the subsection below. The improvements and specifications of actions are required and will be provided in the next draft.
4. **Involvement of stakeholders**. Involving stakeholders helps to reach the settled goals and improve sustainability and responsibility of organization.
5. **Implemented Agenda 2030**. This is not the final destination. Implementation should be a continuation (non-stop) process.

3.1. The result of VIKO diagnosis of Agenda 2030

The list of indicators was generated in spring 2023. The data was collected for the period what it was possible to get the statistical data. So, it is seen that some data starts from early years, such as 2000, and the most part is recent (starting from 2020 and later). Some of the listed indicators were not provided/counted before, but in the closest future, it could be implemented to avoid those gaps.

The data is collected from official (annual reports) and unofficial (from the persons who are responsible for the issue) providers.

VIKO included 28 targets with 48 indicators (responding to 15 from 17 SGDs) - see Figure 3.
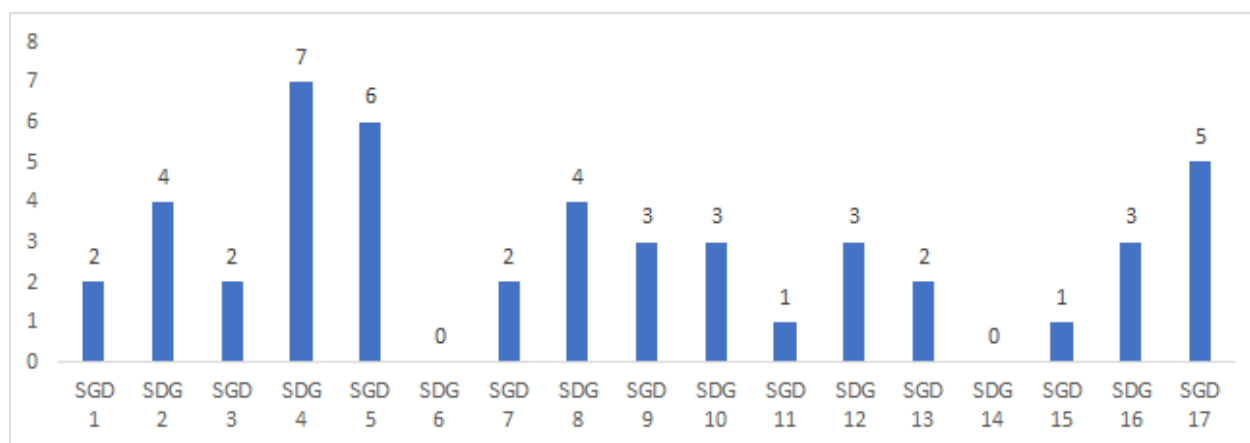

Figure 3. Number of VIKO indicators per goals, 2023

The detailed indicators (results of Diagnosis) are found online.

3.2. The results of PRIA workshop

During PRIA workshop participants generated 87 ideas (see Annex 1) falling to 6 criteria:

- Actions to utilise Strengths, existing capacities
- Actions to improve Weaknesses, missing capacities, vulnerabilities
- Actions to enable Opportunities, possible worlds
- Actions to prevent Threats, risks, fears
- Action to fulfil Values, hopes, goals
- Actions, strategies, means

Later on, participants evaluated generated ideas with the following 3 criteria:

- Education
- RDI
- Partners' point of view

Using the Core Value Calculation in PRIA tool, the 17 most voted ideas by VIKO workshop participants are the following:

Actions to utilise strengths, existing capacities

- Position on the top of ratings (VIKO is No1)
- Impact in the regions
- To become Entrepreneurial university
- Openness and enthusiastic to other (international) students and staff
- Sustainable development being one of the horizontal priorities in VIKO strategy plan
- Work-Life Balance (Students and lectures)

Actions to improve weaknesses, missing capacities, vulnerabilities

- To Have sustainability related criteria for choosing VIKO partners so that our values coincide
- To increase the number of partners that have experience in Sustainable Development
- Digitalisation in document management (use of less papers, having e-signature)

- To be more digitalized (exams, e-books, tablets, have more recycle paper devices)

Actions to enable opportunities, possible worlds

- To Have strong international partnerships with universities and firms

Actions to prevent threats, risks, fears

- Improvement of (internal & external) communication. Goal - fluent communication. Risk - lack of communication.
- Be ready for the new technologies, AI. (risk - do they replace humans?)

Action to fulfil values, hopes, goals

- Transparency in all the activities
- To have strong VIKO brands
- Collaborative culture in the institution
- Good quality of education

The participants were voting not actively for the Actions, strategies, means, so they were not listed in the final list.

4. ACTION plan

An action plan for Sustainable Development Goals (SDGs) is a strategic and specific steps and initiatives to be taken by HEIs to contribute to the achievement of the SDGs. It serves as a roadmap for implementing sustainable development practices and addressing various global challenges, such as poverty, inequality, better education, climate change, environmental conservation, and more, as defined by the United Nations' 2030 Agenda for Sustainable Development.

Action plans are important because they help to ensure that everyone is working towards the SDGs in a coordinated and focused way. They also provide a roadmap for tracking progress and making adjustments as needed.

Draft list of Actions for VIKO to achieve in 2030 (see Table 1).

Table 1. VIKO's Vision for 2030 and Beyond

1 NO POVERTY	Indicators	Status in 2021-22	Preliminary Goal for 2030
VIKO 1.2	College lecturer average monthly salary (AMS) and Lithuanian AMS ratio	125	145 (Strategy for 2021-2025)
VIKO 1.4	Percentage of students who receive scholarships or aid for low-income students with respect to the total number of students enrolled	5,3	Not set yet
2 ZERO HUNGER	Indicators	Status in 2021-22	Preliminary Goal for 2030
VIKO 2.1	Number of graduates from study program 'Food technology'	6	Not less than 20
VIKO 2.2	Number of graduates from study program 'Dietetics'	18	Not less than 20
VIKO 2.2	People from the university community participating in initiatives/campaigns to promote a healthy lifestyle (sports, nutrition, prevention, training)	59	Min 100
VIKO 2.4	Number of graduates from study program 'Agribusiness Technologies'	13	Not less than 20
	Indicators	Status in 2021-22	Preliminary Goal for 2030
VIKO 3.4	Areas devoted for student/staff exercise	43 610,94 Sq. m	45 000 Sq. m
VIKO 3.4	People from the university community participating in initiatives/campaigns to promote a healthy lifestyle (sports, nutrition, prevention, training)	270	More than 400

	Indicators	Status in 2021-22	Preliminary Goal for 2030
4 QUALITY EDUCATION			
VIKO 4.3	Number of new students (student enrolment)	594	700
VIKO 4.3	Number of students with functional diversity enrolled	28	To be more open minded
VIKO 4.4	Dropout rate	32	Lower than 15
VIKO 4.7	Degree of students' satisfaction with the VIKO	3,7	4
VIKO 4.7	Percentage of teachers' who are satisfied with the work conditions at VIKO	77,5	90
VIKO 4.7	Number of consolidated research groups that contribute to the SDGs	44	50
VIKO 4.7	Percentage of the university population that participates in programs that promote education for sustainable development	100	Not less than 100
5 GENDER EQUALITY	Indicators	Status in 2021-22	Preliminary Goal for 2030
VIKO 5.1	Percentage of enrolled women out of total students	61.63	Closer to 50/50
VIKO 5.1	Percentage of female new students out of all new students	63.56	Closer to 50/50
VIKO 5.1	Percentage of women participating in research and innovation projects	71.33	Closer to 50/50
VIKO 5.1	Gender pay gap. Salary variation by sex in the jobs	20	Lower than 12
VIKO 5.5	Percentage of leading researchers of research groups (by sex)	90.91 women (F)	Closer to 80 F/ 20 M

	Indicators	Status in 2021-22	Preliminary Goal for 2030
		9.09 men (M)	
VIKO 5.5	Percentage of female professors or full professors with respect to the total	72.94 % lecturer female	Closer to 65 F/ 35 M
6 CLEAN WATER AND SANITATION	**Indicators**	**Status in 2021-22**	**Preliminary Goal for 2030**
	0 indicators		To have some
7 AFFORDABLE AND CLEAN ENERGY	**Indicators**	**Status in 2021-22**	**Preliminary Goal for 2030**
VIKO 7.2	Renewable energy consumption per graduated student (kWh per person)	Not available	Make it available
VIKO 7.3	Energy consumption per graduated student	Not available	Make it available
8 DECENT WORK AND ECONOMIC GROWTH	**Indicators**	**Status in 2021-22**	**Preliminary Goal for 2030**
VIKO 8.5	Employment rate of students graduating at three years	100%	100%
VIKO 8.5	Salary difference between the staff with the lowest and highest remuneration	10 times	Target is not set yet
VIKO 8.5	Percentage of students who carry out internships within the framework of their studies	100 %	100%
VIKO 8.5	Percentage of VIKO staff with a permanent contract	66,18 %	Target is not set yet (changing law)
9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	**Indicators**	**Status in 2021-22**	**Preliminary Goal for 2030**

	Indicators	Status in 2021-22	Preliminary Goal for 2030
VIKO 9.5	Percentage of the VIKO's annual budget dedicated to research and development (R&D)	6.29	10
VIKO 9.5	Number of RDI on SDGs only research	112 SDG-oriented research.	130
VIKO 9.5	Number of teachers who participate in innovation projects for sustainability	85	100
10 REDUCED INEQUALITIES	**Indicators**	**Status in 2021-22**	**Preliminary Goal for 2030**
VIKO 10.2	Percentage of VIKO staff with disabilities	4,52 %.	6%
VIKO 10.2	Percentage of students with disabilities/at risk of social exclusion	0.51%	4%
VIKO 10.2	Number of male and female students assisted in inclusion activities	127 consultations (?M/ ?F)	
11 SUSTAINABLE CITIES AND COMMUNITIES	**Indicators**	**Status in 2021-22**	**Preliminary Goal for 2030**
VIKO 11.2	Number of parking spaces for bicycles	35	55
12 RESPONSIBLE CONSUMPTION AND PRODUCTION	**Indicators**	**Status in 2021-22**	**Preliminary Goal for 2030**
VIKO 12.5	Usage of paper	Not available	Make it available
VIKO 12.5	Re-usage of paper	Not available	Make it available
VIKO 12.7	Percentage of green public procurement procedures	Not available	Make it available
13 CLIMATE ACTION	**Indicators**	**Status in 2021-22**	**Preliminary Goal for 2030**

VIKO 13.3	Number of investigations on climate change	1 publication	3 publications
VIKO 13.3	Number of research teams formed on sustainability, sustainable development and the environment	36 teams	45 teams
14 LIFE BELOW WATER	**Indicators**	**Status in 2021-22**	**Preliminary Goal for 2030**
	0 indicators		To have some
15 LIFE ON LAND	**Indicators**	**Status in 2021-22**	**Preliminary Goal for 2030**
VIKO 15.4	Scientific production: number of studies or projects on the study and preservation of local flora and fauna	Not available	Make available
16 PEACE, JUSTICE AND STRONG INSTITUTIONS	**Indicators**	**Status in 2021-22**	**Preliminary Goal for 2030**
VIKO 16.6	VIKO Transparency and Accountability Reports	Available yearly	Continuation
VIKO 16.7	Participation of the university community in decision-making	Not available	Make available
VIKO 16.10	Percentage of cases resolved with respect to those reported to the university ombudsman	Not available	Make available
17 PARTNERSHIPS FOR THE GOALS	**Indicators**	**Status in 2021-22**	**Preliminary Goal for 2030**
VIKO 17.16	Number of public-private partnerships for Development. Number of agreements with companies, organizations and business associations	47	60
VIKO 17.16	Number of students/teachers who participate in development cooperation activities	Not available	Make available

VIKO 17.16	Participation of the VIKO in Networks related to Sustainable Development	25	30
VIKO 17.17	Percentage of the budget devoted to Development Cooperation	Not available	Make it available
VIKO 17.17	Number of development cooperation projects	72	90

ANNEXES

Annex 1. During PRIA workshop generated 87 ideas falling into 6 criteria

DURING PRIA WORKSHOP GENERATED 87 IDEAS FALLING INTO 6 CRITERIA

Actions to utilise strengths, existing capacities

- DVS - no paper, e-documents
- E-library
- Good food, cheap. Like homemade.
- Green requirements for public procurement processes are respected.
- Impact in the regions
- Loyalty of staff.
- More multicultural events to have more international students.
- Openness and enthusiastic to other (international) students and staff.
- Paying attention to SD as a horizontal priority - strategical framework/plan, policy.
- Position on the top of ratings (VIKO is No1).
- Studies on Moodle, Distance learning, consultations on Teams.
- Sustainable development being one of the horizontal priorities in VIKO strategy plan.
- To become Entrepreneurial university
- Usage of infrastructure in sustainable way
- Work-Life Balance (Students and lectures).

Actions to improve weaknesses, missing capacities, vulnerabilities

- All VIKO buildings to be fully accessible for handicapped people.
- Digitalisation in document management (use of less papers, having e-signature)
- First aid training provided to VIKO community periodically.
- Free hanging out green spaces for students in the campus (with plants, possibility to exchange the used books)
- Frequent usage of already existing tools at VIKO (e.g., Creativity Platform)
- Have one big campus of VIKO where faculties and hostels are located together (it will result in less driving around)
- Having one integrated system for different softs (subject descriptions, annual reports etc.)
- Having psychologist in every VIKO faculty

- Managing waste (organic, plastic, paper) in every VIKO building
- More food canteens in each VIKO faculty
- One of the tasks for students when having a practice in a company can be to evaluate what the practice institution is doing good in terms of sustainable development.
- Public transport discounts for staff to encourage them using public transport rather than cars.
- Raise the participation of VIKO community in volunteer work by giving a free day from work.
- Seminars to VIKO staffs about Sustainable Development - what it is and how to use in practice.
- To activate, renew already existing research groups at VIKO on Sustainable Development
- To be more digitalized (exams, e-books, tablets, have more recycle paper devices)
- To encourage students, use the green transport (having more bicycle stands)
- To have mentors who can teach NEW VIKO staff about systems, documentation etc.
- To Have sustainability related criteria for choosing VIKO partners so that our values coincide
- To increase the number of partners that have experience in Sustainable Development
- To raise awareness about Sustainable Development (by means of increasing components in every study subject in faculties)
- To raise awareness about Sustainable Development (by means of introducing sustainable development as free election subject)
- Trainings to teachers in VIKO faculties about Sustainable Development - how they can teach students, from which point of view and perspective.

Actions to enable opportunities, possible worlds

- Attract more international students.
- Educate the VIKO Community with sustainable practices.
- Group mobilities
- Increase the quality of specialize research at VIKO.
- Lifelong learning courses
- Modernising dormitories. (opportunities).
- New more sustainable education courses
- Solar energy - 2 faculties have installed solar panels (opportunities).
- The partners can suggest ideas for final work for students.

- To attract national and international projects funding
- To choose sustainable partnership for internships
- To develop research competencies in Sustainability.
- To Have strong international partnerships with universities and firms
- To improve soft skills of students and teachers.
- To increase engagement with big firms

Actions to prevent threats, risks, fears

- Ageing of teachers. To attract more younger teachers.
- All activities (studies, research) should be linked with SDGs. (Risk - we do, but we do not identify).
- Be ready for Z generation. Use more attractive study methods; Real life cases (risk - unexpected needs, future workers).
- Be ready for the new technologies, AI. (Risk - do they replace humans?)
- Compete with a qualitative study, required by the job market. Competition between HEIs.
- Cooperation between faculties solving the SD problems.
- Improvement of (internal & external) communication. Goal - fluent communication. Risk - lack of communication.
- Motivation is decreasing (not only for studies, but even for the additional activities) - To find out what would be attractive.
- Number of students is decreasing. New possibilities abroad.
- To ensure accessibility to science/studies. External factor - social inequality.

Action to fulfil values, hopes, goals
- Collaborative culture in the institution
- Create a management system.
- Demand based research.
- Favourable conditions for the people with specific needs
- Good quality of education
- High qualified researchers
- Membership in European university alliance
- To become a green university. Have planting workshops.
- To have more team building
- To have strong VIKO brands

- To increase the number of internationals students and staff
- To take care of the well-being of the VIKO community.
- Transparency in all the activities
- Valued Certifications

Actions, strategies, means
- A training culture being formed where our own lecturers are teaching VIKO community on different topics.
- Having a program of social responsibility
- Having document and regulations on Code of Ethics
- Having documentation and formal regulations in mobbing and gender equality
- Having partners that have experience in Sustainable Development
- Organised movements among VIKO community related to sustainability (collection of used books, toy collections etc.)
- Possibility for remote studies at VIKO faculties
- Study and well-being related questionnaires being filled periodically to VIKO staff and colleagues.
- Sustainable development being one of the horizontal priorities in VIKO strategy plan.
- VIKO involvement in as many projects about Sustainable Development as possible