Sustainable Development Aspects in Cultural Management Studies

Assoc. Prof. dr. Inga Kepaliene, Prof. Dr. Birute Zygaitiene[2], Andrius Guoba[3]

[1,2,3]Vilniaus Kolegija / Higher Education Institution (Lithuania)

Abstract

The article analyses the case of the Cultural Activity Management study programme of the Faculty of Arts and Creative Technologies of Vilniaus Kolegija / Higher Education Institution (VIKO HEI) in the context of sustainable development. The aim of the research is to examine how the study process of Cultural Management at VIKO HEI and the events organised by the faculty aim to achieve sustainable development goals. Research methods: theoretical – analysis of literature and documents, empirical – qualitative research (semi-structured interviews). The research analysed the expression of sustainable development goals in the VIKO documents. Semi-structured interviews were conducted with experts in this field (members of the VIKO HEI Working Group on Social Responsibility and Sustainable Development) and alumni of the Cultural Activities Management study programme. The analysis of the documents showed that the Sustainable Development Goals are reflected in the Strategy of Vilniaus Kolegija / Higher Education Institution and the Social Responsibility and Sustainable Development Programme of Vilniaus Kolegija / Higher Education Institution for 2022-2025. The results of the research revealed that the Sustainable Development Goals are implemented in the Cultural Activity Management studies through various activities, including the reducing social exclusion, conducting research on sustainable development issues, implementing environmental and citizenship projects, volunteering initiatives, and cooperation with social partners and alumni. The Sustainable Development Goals (SDGs) were found to be the most widely reflected in Cultural Management Studies: Goal 4 (Ensure inclusive and equitable quality education and promote lifelong learning), Goal 10 (Reduce inequalities within and between countries), Goal 13 (Take urgent action to combat climate change and its impacts), Goal 17 (Strengthen implementation measures and revitalise the global partnership for sustainable development).

Keywords: sustainable development, cultural management, higher education institution
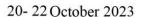
1.   Introduction

A growing interest in issues related to sustainable development has been observed in recent years, along with a growing role of the cultural sector in fostering this development.

The Brundtland Report "Our Common Future" prepared by the World Commission on Environment and Development defines sustainable development as "development that meets the needs of present generations without compromising the living conditions of future generations". It aims to reconcile economic development with the protection of social and environmental balance (European Commission, 2001). Sustainable development is emphasised in each organisation according to its field of activity, but reflects the essence of the definition – to operate in a way that does not compromise the ability of future generations to meet their own needs.

The definition of sustainable development emphasises the responsibility of today's generations of humanity towards future generations, and recognises that there are threats/challenges to humanity's future development. The definition emphasises the long-term pursuit of well-being and quality of life. As the definition of sustainable development is abstract, different scientific works or policy documents define sustainable development in different ways, emphasising different criteria, trends of change or target objectives (Staniškienė et al., 2022). The researchers (p. 28) state that "Sustainable development can be described as a vision of a better future where environmental, social and economic aspects are balanced". In order to make a successful transition from the understanding of the theory of sustainable development towards its implementation, it is important to identify the current needs of the individual or of humankind, to try to predict the needs of future generations, and to coordinate the decision-making and scenarios of long-term development, taking into account environmental and economic indicators.

The World Bank Education Overview states that we cannot predict what jobs will be available in the future, but we know that higher education needs to cover what is needed to meet future needs. There is a growing global demand for access to higher education and a growing expectation of what higher education can deliver. Higher education benefits both individuals and societies, and people with quality education are not only more employable, better paid, but also are able to better cope with economic challenges (World Bank Education Overview, 2018).

The research explores the issue of how to assess the importance of integrating sustainability into higher education and the spectrum of how higher education institutions that engage in and share sustainability initiatives can assess their impact. In the last decade (Shi & Lai, 2013), higher education institutions (HEIs) have recognized their unique leadership roles in society to showcase sustainability in their campus operations and, more importantly, to teach the next generation about promoting sustainability in practice. In this context, several university sustainability assessment frameworks have been developed that incorporate HEIs' commitment to climate change.

Farias et al. (2019) identified three different perceptions of sustainability among business management students at university. These conceptions were grouped into three categories – "opportunity", "resources" and "sense of collectivity" – which reflect the different depth of perception and level of involvement of students. The concept of "opportunity" reflects a superficial understanding of sustainability, focusing on financial aspects; the concept of "resources" emphasises the sustainability of material, environmental and human resources, and stresses the importance of preserving, maintaining and renewing these resources, but is nevertheless more intermediate. The concept of "sense of collectivity" reflects the deepest and most inclusive understanding, focusing on the common good, social aspects and the well-being of future generations. Students in all courses were found to be most focused on the 'resource' concept of sustainability, but the concept of "sense of collectivity" was found to be most prominent in the upper years of study It can be assumed that there is a consistent shift towards a deeper holistic understanding of sustainability in the upper years.

Aleixo et al. (2021) investigated the attitudes towards sustainable development of 1,257 Portuguese public higher education students. The researchers found that students recognise the importance of sustainable development and that the majority of them have heard of the Sustainable Development Goals, but 16 % of students have never heard about it. The results showed that most students would accept a lower salary from a company under certain circumstances, provided that the company has good social and environmental performance. This shows students' awareness and willingness to emphasise not only the financial aspects, but also the social and environmental responsibility on the basis of which they would choose an employer.

Zobra (2023), analysing the perceptions of 360 undergraduate students at a Turkish university on the Sustainable Development Goals (SSGs), found that the participants perceived the SDGs as a complex whole with various interrelated elements, but that they associated the SDGs most strongly with environmental and social issues, and that they underestimated the economic aspects of the implementation of these goals.

Different models of sustainable practices in higher education institutions are being developed and tested in different countries around the world, depending on their specificities. Drahein et al. (2019) analyse the developed Sustainability Assessment for Higher Technological Education (SAHTE) model, which includes five dimensions: governance/policy, people, food, energy/water, and waste/environment. Interviews conducted with faculty, staff and students in higher education institutions in seven Brazilian higher education institutions show a lack of governmental incentives for sustainability, with sporadic initiatives observed in the institutions studied, mostly related to solid waste management. The heads of the researched HEIs agree that their educational programmes do not adequately address sustainability issues, which creates a barrier to the academic community's understanding of the importance of developing a sustainability model for HEI management.

In regional Australia, Charles Sturt University (CSU) claims to be the first Australasian university to be accredited as carbon-neutral, with a 'green' agenda framework in place that

explains the role of accounting and reporting in justifying different value groups in the context of universities (Moerman et al., 2023).

Tools, such as sustainability literacy tests, e.g. Sulitest, are developed for HEIs, which allow them to assess whether they are producing sustainability literate graduates. This provides a snapshot of current sustainability literacy assessments around the world and an opportunity to raise awareness of sustainability. With the growing importance of sustainability, progressive organisations require their students, staff and faculty to have a basic understanding of current global challenges and their responsibilities in addressing them (Décamps et al., 2017). The authors emphasize that in order to support, develop or improve the practice of integrating sustainability, it is essential to be able to monitor its impact. One of the main objectives of integrating sustainability in higher education is to equip future graduates with sufficient knowledge and skills to face global challenges and make changes towards a sustainable future.

McCarthy & Eagle (2021) found that while employers value a wide range of skills and competences related to sustainability, their support for sustainability in training programmes and business practices, especially when it comes to the recruitment or hiring process of new employees, is contradictory. Employers state that sustainability is one of the key factors for future business success, but when asked what business management students should be taught about sustainability and sustainable development, their responses were marked by a lack of clarity and vagueness, and no mention of the Sustainable Development Goals (SDGs).

Transforming our world: the 2030 Agenda for Sustainable Development adopted by the General Assembly at the 70th session of the United Nations on 25 September 2015 sets out 17 Sustainable Development Goals and 169 targets based on the 5 Ps: people, planet, prosperity, peace and partnership, and demonstrates the scale and ambition of this new global agenda (United Nations, 2015). They are integrated and indivisible, balancing the three dimensions of sustainable development: economic, social and environmental. Higher education has a key role to play in building a sustainable future, by educating people who can fulfil their potential to take on the major challenges of the 21st century, to deal with complex situations, to initiate change, and to foster the collective building of a sustainable future. The link between higher education and sustainable development is underlined in Sustainable Development Goal 4 on quality education: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". Documents in place in Lithuania (Resolution No 998 of the Government of the Republic of Lithuania of 9 September 2020 "On the Approval of the National Progress Plan for 2021-2030") identify 5 systemic challenges for 2021-2030, which are the focus of attention: low economic productivity; social exclusion and inequalities; quality of education and disparities in educational attainment; regional disparities; and climate change and the state of environment.

The Sustainable Development Report (2023) shows that progress has been made towards achieving the SDGs since they were endorsed by 193 UN Member States in 2015. Lithuania

ranks 37th among 166 countries in 2023 in terms of achieving the Sustainable Development Goals, with more details on how it is doing presented in Fig. 1.
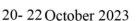
Figure 1. Overview and trends of Sustainable Development Goals (current situation in Lithuania)

Source: Sustainable Development Report. Lithuania, 2023.
https://dashboards.sdgindex.org/profiles/lithuania

Lithuania has made positive progress towards Goal 1 (eradicate poverty in all its forms), Goal 4 (ensure inclusive and equitable quality education and promote lifelong learning) and Goal 5 (achieve gender equality). It faces significant challenges with Goal 3 (ensure healthy lifestyles and promote well-being for all ages), Goal 6 (ensure access to water, sustainable management and sanitation for all), Goal 7 (ensure access to affordable, reliable, sustainable and modern energy for all), Goal 8 (promote sustained, inclusive and sustainable economic growth, productive employment and decent work), Goal 9 (build resilient infrastructure, (promote inclusive industrialisation and foster innovation), Goal 11 (make cities and human settlements inclusive, safe, resilient and sustainable), Goal 14 (conserve and sustainably use the oceans, seas and marine resources), Goal 16 (promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels), and Goal 17 (strengthen implementation measures and revitalise the Global Partnership for Sustainable Development). We can be proud of the fact that Goals 6 (clean water and sanitation) and 15 (life on earth) have already been achieved, but Goal 13 (mitigate the impacts of climate change) has shown a negative shift.

While sustainability has always had an impact on higher education, it has been particularly strengthened by the Higher Education Sustainability Initiative (HESI), an open partnership between several United Nations entities and the higher education community, launched in the run-up to the 2012 Rio+20 conference, which still is very successful. Working closely with the United Nations, HESI aims to provide a link between higher education, research and policy-making by raising the profile of the higher education sector in support of sustainable development, by convening multi-stakeholder discussions and actions, and by sharing information and best practice. The HESI 2023 Global Forum focused on understanding the challenges and opportunities to accelerate the recovery from COVID-19 and the full

implementation of the 2030 Agenda at all levels. The HESI Action Group follows the principle that everyone has something to offer, regardless of the stage at which the SDGs are integrated into their curricula, research, programmes or university practice (Higher Education Sustainability Initiative, 2023).

Lithuanian researchers analyse sustainable development issues from various aspects, but there is not enough research on sustainable development in higher education. Higher education institutions are contributing to the implementation of the Sustainable Development Plan through their activities, but this is a long-term process and its results have not been systematically analysed in the last decade. Dagilienė & Mykolaitienė (2015) examined the presentation of social reporting information in the annual activity reports of 12 Lithuanian universities, selecting three areas: environmental performance, economic performance, and social performance (labour practices and decent work, human rights, society, product responsibility), also including an educational dimension. The authors concluded that sustainability reporting is not common in Lithuanian public universities as a separate strategy for implementing social responsibility, and made recommendations for improving sustainability reporting to allow comparisons between universities and countries.

Klimavičienė & Vaičiulėnaitė (2019) stated that higher education institutions not only follow the principles of the UN Global Compact and implement the provisions of sustainable development in their activities, but also shape the responsibility of future professionals – future decision-makers. The authors argue that the social responsibility of higher education institutions is higher than that of business enterprises, as higher education institutions have a much broader range of opportunities to develop a conscious attitude towards social and environmental issues, educate the public, and cooperate with social partners and state institutions. The structural analysis of social reports of the three Lithuanian state universities of applied sciences (Panevėžys, Kaunas and Vilnius), members of the UN Global Compact revealed that each university of applied sciences emphasises the indicators of socially responsible activity relevant to it, describing in detail the practical activities and achievements in the implementation of the principles of the Global Compact and the sustainable development goals in the organisations. Klimavičienė & Vaičiulėnienė (2022) stated that HEIs' reports show strategic attitudes towards sustainable development describing practical activities and achievements.

Higher education institutions benefit greatly from social responsibility reporting, which, among other goals, helps to measure progress towards the Sustainable Development Goals illustrating the current situation and achievements, also allowing to see weaknesses and plan for the future and for change. This is highlighted in Practical Guide for HEIs (2012), which defines a Communication on Progress as a public communication to partners (e.g. students, administration, faculties, staff, social partners, the public, employers, the media, government) on the progress HEIs have made in contributing to the goals of the 2030 Agenda for Sustainable Development.
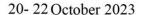
1.1 Methodology

In order to determine how to achieve sustainable development goals in the field of Cultural Management studies, the following research was conducted: literature and document were analysed, also conducting a qualitative research, the instrument of which was a semi-structured interview, also conducting a case study analysis of the Cultural Activity Management study programme of the Faculty of Arts and Creative Technologies of Vilniaus Kolegija / Higher Education Institution (VIKO HEI).

The study analysed the expression of sustainable development goals in the reports of the Cultural Activity Management study programme at the VIKO HEI in the field of social responsibility and sustainable development. In order to find out what sustainable development goals are contributed to in the preparation of Cultural Activity managers and how sustainable development goals are achieved in the field of Cultural Activity Management, the case study of the VIKO HEI Cultural Activity Management study programme was analysed, also holding a semi-structured interview with experts in this field (members of the working group on Social Responsibility and Sustainability of VIKO HEI). In order to check whether the alumni of the Cultural Activity Management study programme are implementing sustainable development objectives in the labour market and what they contribute to the implementation of these objectives, a semi-structured interview was conducted with the alumni of the Cultural Activity Management study programme. Permission from the Dean of the VIKO HEI was obtained to carry out the research.

The research was conducted in March – August 2023. Interviews were recorded on a dictaphone and later transcribed into a word document. A qualitative data management and analysis process – transcription, coding and categorization – was used. The method of data analysis used was qualitative analysis of text content, which identified meaningful categories and subcategories, interpreted on the basis of the research questions asked.

Purposive sampling was used to select the informants, with the researcher decides which informants to select. The informants were provided with information about the research, explaining to them the purpose of the research. The participants agreed to answer the questions freely and without getting paid for it. The anonymity, confidentiality and privacy of the participants were protected. In order to maintain the confidentiality of the informants, their names were replaced by their respective numbers: experts – members of the Working Group on Social Responsibility and Sustainable Development – were coded E1-E4 and alumni – A1-A5.

The case study of the VIKO HEI Cultural Activity Management study programme, interviews with members of the Social Responsibility and Sustainable Development Working Group and alumni have allowed for a multidimensional analysis of how the field of Cultural Activity Management is meeting the goals of sustainable development. The qualitative research involved 4 members of the Social Responsibility and Sustainable Development Working Group of the VIKO HEI (a representative of the Dean's Office of the VIKO HEI, a representative of the Projects and Competences Development Unit, a representative of the

Study Organisation Unit, a member of the Cultural Activity Management Study Programme Committee): three women and one man, 42 to 56 years old, working at the institution 2 to 19 years. The alumni interviewed are successfully working in the labour market: these are a Director of an event organisation company, a curator of educational activities at a library, a Head of a cultural centre, a community chairperson, an event organiser, and a Project Department Manager. The alumni interviewed are in the 24 to 58 age group, having 2 to 33 years of work experience.

2.   Results and Discussion

2.1 Expression of the Sustainable Development Goals in Documents of Vilniaus Kolegija / Higher Education Institution

Vilniaus Kolegija / Higher Education Institution aims to contribute to the implementation of the 2030 Strategy for Progress in Lithuania and the UN Sustainable Development Goals by 2030 by promoting openness of the academic community to sustainable development ideas, socially responsible initiatives, cooperation, innovation and creativity. Vilniaus Kolegija / Higher Education Institution contributes to Lithuania's priorities: to create an effective lifelong learning system, a favourable environment for education and research, to strengthen social partnership, to create a rich cultural environment by encouraging voluntary participation of the community in a variety of environmental, social and cultural initiatives, to foster ecological awareness and individual social responsibility, to promote sustainable consumption and a responsible approach to economic and societal development (Strategy 2021-2025 of VIKO).

The Social Responsibility and Sustainable Development Report 2021 and Operational Guidelines of Vilniaus Kolegija / Higher Education Institution emphasize that the higher education institution seeks to foster the responsibility of each individual for his/her own actions and to actively care not only about himself/herself, but also about his/her environment, community, and country. Since December 2018, VIKO has been participating in the United Nations Global Compact and has become a member of the network, committing to creating and promoting the well-being of society based on the principles of social responsibility and sustainable development. The social responsibility of VIKO is linked to the sustainable development of the region by working with local community, business and government groups and by developing the capacity of individuals and communities to think and act independently and creatively.

The Programme of Social Responsibility and Sustainable Development of VIKO for 2022-2025 defines sustainable development as a purposeful development policy and activities of the organisation aimed at purposefully fostering the economic, social and environmental needs of the society in the short and long term, taking into account the national, regional and international priorities in the context of sustainable development. The Programme has been
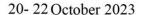
prepared in light of the strategic priorities and needs of the United Nations, the European Union, the Republic of Lithuania and the municipalities of the Vilnius Region in the field of social responsibility and sustainable development, with a particular emphasis on the potential for the adaptation of education and applied research, experimental development (R&D), and the professional arts (Vilniaus Kolegija / Higher Education Institution. Social Responsibility and Sustainable Development Report…, 2022).

The pandemic situation has allowed societies around the world to reassess the need and importance of social responsibility. Today, sustainable development and social responsibility are dynamic and complex activities that constantly require new competences and skills: to motivate and encourage the HEI community to take an interest in sustainable development issues and to foster personal and professional social responsibility. The document identifies important aspects in the areas of sustainable development: the aim is to update the content of study programmes and their accessibility at a distance, ensuring inter-faculty cooperation, to involve as many social partners as possible, whose activities are focused on social responsibility and sustainable development, to create as many opportunities as possible to educate the Lithuanian society on the topics of social responsibility and sustainable development (Vilniaus Kolegija / Higher Education Institution, Social Responsibility and Sustainable Development Report 2021).

The Social Responsibility and Sustainable Development Programme of VIKO (Vilniaus Kolegija / Higher Education Institution. Social Responsibility and Sustainable Development Report, 2022) emphasises the following principles of social responsibility and sustainable development: community, initiative and leadership, equal opportunities, environmental responsibility, citizenship, volunteering, transparency and accountability. Sustainable development is defined as a focused policy and activity for the development of an organisation, which aims to purposefully promote the economic, social and environmental needs of the society in the short and long term, taking into account national, regional and international priorities in the field of sustainable development

2.2 Aspects of Sustainable Development in Cultural Management Studies (Expert Interviews)

The aim of the Cultural Activity Management study programme of the Faculty of Arts and Creative Technologies of Vilniaus Kolegija / Higher Education Institution (VIKO HEI) is to prepare cultural activity managers who are able to work independently or as team members in organisations and institutions providing various types of cultural services and products, as well as to develop cultural and creative industries, contributing to the objectives of the cultural economy. In order to meet the 2030 Sustainable Development Goals, one of the learning outcomes of the Cultural Activity Management Study Programme is to be guided by the ideas of sustainable development, taking into account cultural, social and other contexts. The experts interviewed mentioned that the following subjects contribute to the achievement of the Sustainable Development Goals in the Cultural Activity Management study
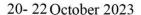
programme: Social Responsibility and Sustainable Management, Cultural Project Management, Cultural Policy, students learn to present projects through Creative Communication in a Foreign Language, the Art of Public Speaking, and develop their practical skills through internships: entrepreneurship development internship, management activity internship, project activity internship, and graduation internship. This is in line with Sustainable Development Goal 4 – to ensure inclusive and equitable quality education and promote lifelong learning.

In order to find out how the interviewed experts – members of the Social Responsibility and Sustainable Development Working Group of VIKO HEI – describe of the fostering of sustainable development in Cultural Management Studies, the following question was asked: *How do you perceive the manifestation of sustainable development in Cultural Management Studies*? Tab. 1 shows the answers of the informants, which are divided into sub-categories.

Table 1. Sustainable Development in Cultural Management Studies

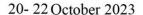| Category	Subcategory	Supporting statements
Sustainable Development in Cultural Management Studies	Sustainable development in the study programme	<...> the content of the study subjects integrates sustainable development topics of regional, national and global relevance <...> (E1); <...> students study Social Responsibility and Sustainable Governance, Entrepreneurship Education, and develop sustainable development competences through internships<... > (E2, E4); <...> students are offered topics for their essays, projects and final theses that reflect the objectives of sustainable development<...> (E3);
	Cooperation with social partners	<...>we engage in joint campaigns <...>we do charity projects <...> (E1), <...>Students often host events at festivals organised by social partners, e.g. <...> our partners, e.g. the Fair of Nations, Culture Nights <...>(E2, E3); <...> our social partners, e.g. for example the Institute for Social Integration, the day centre for people with intellectual disabilities Mažoji Guboja, hold events at VIKO HEI <...> (E4);
	Research on sustainable development	<...> analyse sustainable cultural management, social responsibility <...> (E1); conduct research <...> present papers on sustainable development at conferences <...> (E3); <...> the programme of the Students' Research and Arts Society always includes presentations on sustainable development <...> (E2, E4);
	Implementing environmental projects	<...>Students carry out environmental projects and take actions, such as: <...> "Let's build culture - strong as an oak tree" <...> (E1); <...> project "Protect the planet - protect yourself", "The Biggest decoration made of shoes" environmental event <...> (E2, E3); <...> "The European Week for Waste Reduction" (E3); <...>creating art out of recyclables (E4);
	Citizenship education	<...> Participation in civic actions <...> Respect for the country's historical memory and statehood <...> Event "Reading to Lithuania" <...> (E1, E2); <...>Students host events during Lithuanian national holidays, the HEI community participates in commemorating historical dates <...> (E3); <...> we hold ethno-cultural events <...> (E4);
	Volunteering and civic engagement initiatives	<...> I volunteer with social partners, involving students<...>(E1, E3); <...> students participate in environmental projects <...> gratuitously contribute to weekend events <...> (E2); <...> the faculty community willingly participates in social responsibility events <...> social initiatives<...> (E4).

All the informants mentioned the integration of sustainable development objectives in the study process: the course descriptions are systematically updated to include new topics related to social responsibility and sustainable development. Teaching staff encourage students to choose topics for their projects and theses that promote the solution of social problems relevant to the region. Events are an integral part of the activities of a Cultural Manager. The experts having participated in the research identify the manifestation of sustainable development through active socially responsible activities. The members of the Social Responsibility and Sustainable Development Working Group of the VIKO HEI systematically meet to identify areas where Cultural Activity Managers could express themselves, contribute to the achievement of the Sustainable Development Goals and have an impact on the region, which is in line with the Strategy of VIKO 2021-2025.

Sustainability in higher education goes beyond the knowledge and skills acquired through subjects with content related to the Sustainable Development Goals (European Commission, n.d.). It is an institution-wide approach that goes beyond the content of the curriculum to include infrastructure, community activities involving students, faculty and alumni, and social partners. The experts were asked questions based on the School Sustainability Assessment – Sulitest (Décamps et al., 2017) to assess aspects of sustainability in the field of Cultural Management. Below is a summary of the experts' responses.

The informants answered the question *How are negative environmental impacts reduced in your institution?* noting that the community actively participates in various environmental activities, such as the European Waste Reduction Week events, identifying activities which achieved two sustainable records in Lithuania: the largest knotted carpet made of unused textiles (https://rekordai.lt/rekordai/didziausias-ristinis-kilimas/) and the largest decoration made of non-wearable shoes (https://rekordai.lt/rekordai/auksciausia-batu-dekoracija/). The Faculty promotes the recycling of items, holding book and textile sharing campaigns and swaps. The E1 expert pointed out that the student exhibition "Creative Plastic Recycling" contributed to waste reduction, made people responsible for their actions, unleashed their creativity and had a practical benefit, with the creation of various bags that had a practical function. E3, E4 experts described the faculty's second-hand and new clothes and accessories exchange area "Take-Back", and the alternatives to disposable bags presented at the exhibition: various sewn bags made from old curtains and netting.

The Faculty organises lectures-discussions with students of general education schools on environmental problems, education on the ways of using secondary raw materials, and activities for meaningful leisure time (creating bags, animal beds, accessories, Christmas decorations out of unwanted textiles). The E2 expert mentioned that "...social partners – nearby educational institutions – are contributing to the activities: kindergarten children took part in making toys, doll clothes from textile waste, pupils from grades 5-7 collected broken umbrellas and used the discarded fabrics to make raincoats, and they used discarded sweaters to make animal beds, which were donated to animal shelters. Older pupils listened to a lecture on waste sorting and recycling, fast and sustainable fashion, and an educational and creative workshop demonstrating Zero Waste clothing production."
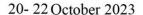
They create sustainable decorations for events, contribute to the preservation of the environment: planting oak trees, engaging in the project "Let's build culture – stong as an oak tree", expanding green spaces – the leisure area where events are planned to take place, emphasising the importance of green spaces. Informants report that the faculty builds human and institutional capacities for climate change mitigation by raising public awareness of waste reduction and green spaces, thus contributing to Sustainable Development Goal 13 ('tackling climate change').

In their answers to the question *How does social responsibility relate to access to the external environment (local community, institutions, partners, alumni), partnership with your schools and its offered services?, the* experts emphasised active participation of the local community in free events organised by students and teaching staff of the Cultural Activity Management study programme held at the Faculty. Many of the events are traditional – students' term events, e.g. "Reading to Lithuania", "Christmas Concerts" projects to celebrate memorable days, e.g. "Dance Day". Partners take part in projects organised by the Faculty, give lectures free of charge, e.g. a social project "Living Library" was held, focusing on the problems of social exclusion. Alumni play an important role as they tell students about the needs of the labour market in round table discussions. Alumni are members of the Study Programme Committee, participate in the development of the curriculum and host students for internships. Students improve their practical skills by participating in city events, e.g. organising management processes during the Nations Fair, or hosting the concert programme "Me and You are Vilnius". The activities offered by Cultural Activity Managers are publicised on the Faculty's website, sending information by e-mail and offering educational activities to the public.

In their answer to the question *How do we ensure fairness and equality for all those willing to study?* experts mentioned that all those who want to study can do so, regardless of gender, race, religion, etc. There are conditions created for Students with disabilities: there is a ramp and lifts to enable them to access the premises, while the library offers Braille publications. Timetables are flexible, offering hybrid learning opportunities; some lectures are held remotely at the request of students, lecturers provide individual counselling to them. There is a psychologist working at the Faculty. Referring to SDG 10 (reducing inequalities), Expert E1 mentioned "...that in order to reduce inequalities, material support is available for students in difficult financial situations, such as social grants and concessions for student accommodation in student hostels".

In their answers to the question *What aspects of sustainability have been included in your school's curricula (ongoing/planned research, topics offered to students, sustainability aspects in events)?*

Experts mentioned that students are offered topics that address local community issues that have an impact on the region, e.g. analysing the situation of the use of a park near the faculty for community purposes. The choice of topics for final theses emphasises the aspect of social responsibility, and each year a few students from the group choose thesis topics that

5ᵗʰ International Conference on Applied Research in
EDUCATION
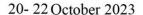**20- 22 October 2023**   Rome, Italy

reflect the challenges of sustainable development. Students participate in the Student Research and Art Society, present research at conferences, analyse which events are sustainable, e.g. the importance of Sustainable Development projects, Sustainable management in organisations. A study is planned to explore the concept of sustainable events, and systematic surveys are being conducted on the quality of studies and satisfaction with studies. Students are invited to bring their own cup during the events and prepare own sustainable decorations. Green procurement is in place for purchasing materials and supplies.

When answering the question about participation of the public in activities of the HEI *Is public opinion important? How does it manifest?, the* experts answered that public opinion is important in decision-making and the community is invited to express its opinion, e.g. the community was invited to propose ideas and express their opinion on the use of the nearby park, on activities to be held there, voting thereon. Students are actively involved in the planned activities of the Student Research and Art Society, requesting to engage in wall decoration, renovation of the courtyard, clean-ups, and expansion of the green recreation area.

When answering the question *How do you contribute to waste reduction (school, study programme)?* the experts mentioned that in order to reduce waste, the Faculty participates in sustainable activities, sorts waste, considers essential purchases, and if there is an opportunity to "give things a second life", accepts charity donations from businesses, e.g. gets a pallet and mattress charity which was used to create a leisure area. Eco-culture is promoted sharing good practices, e.g. a sustainable exhibition has taken place painting in coffee.

One of the Sustainable Development Goals – Mitigating Climate Change – is of particular importance, as there is a negative shift towards Goal 13 (mitigate climate change) in Lithuania. Sustainanle development report (2023). When answering the question *Where and how can/do volunteers contribute to waste reduction?* experts mentioned that the community, including lecturers and students, volunteer at events organising educational activities for the public in order to reduce climate change, using recycled materials and natural materials, holding workshops for people of all ages, e.g. a carpet made of natural materials was created at the festival together with the Cultural Centre, also contributing to activities to celebrate commemorate various occasions (Dance Day, Cake Day, Animal Care Day, etc.), volunteered at events such as Revolution, the largest conference of event organisers in the Baltic States. Partnerships with NGOs, the community and educational institutions contribute to the achievement of the goals (Sustainable Development Goal 17 – Partnership in achieving the goals).

The HEI of VIKO places a great emphasis on the integration of socially vulnerable groups. In response to the question *Do you pay more attention to increasing the participation of people with disabilities and the elderly in events (please give examples)?,* experts answered that the Faculty cooperates with the Institute of Social Integration, *Mažoji Guboja*, *Mamų Unija*, Medardas Čobotas University of the Third Age, and organisations of the elderly (Baltupiai Self-Governance Centre *Cedronas*). The events organised together with partners

help students to understand the problems of socially vulnerable groups and reduce social exclusion. The representatives of the social partner the Centre for the Disabled *Mažoji Guboja* presented a memorable performance of the pantomime troupe "Long Way Home" (directed by Povilas Krivickas). Successful social integration starts with understanding what we can do to accept people with disabilities as equal members of the community. A discussion followed the performance. The event "Living Library" held in cooperation with the Institute for Social Integration featured books by people in social exclusion, who shared their thoughts and talked about the difficulties they experience as a result of social exclusion. Participants had the opportunity to interact and understand how people with disabilities, refugees, and people suffering from various illnesses feel. The University community is in close contact with the immediate community: we collected toys for families in need in the Baltupiai community, baked cookies, hosted events, took part in the Mardi Gras Carnival, hosting there a programme free of charge. The elderly are invited to events and are among most frequent guests at public events organised by students.

The interviews included such questions as *Do employees know about sustainable development, sustainability and social responsibility? Where do employees find information? Is there a need to improve staff knowledge about sustainability and sustainable development?* Answering them the informants mentioned that the VIKO HEI has a Social Responsibility Working Group which holds regular meetings, makes proposals and reviews activities every semester. The faculty has two strands of social responsibility and sustainable development: Strengthening Lithuanian Culture and Developing Sustainable Fashion. Employees are familiarized with these activities, publishing information at meetings and online (posting resolutions on the intranet). Regular surveys are held on staff satisfaction with working conditions, the possibility of joining the team, and self-fulfilment, summarising survey results and making recommendations on ways to improve working conditions and self-fulfilment opportunities. The specifics of the VIKO HEI Cultural Activity Management studies are inseparable from active activities, various events, information whereon is published online. The Faculty's website has a section on social responsibility, which provides information on events that are in line with the objectives of sustainable development, and is dominated by events aimed at reducing social exclusion, citizenship education, environmental protection, and internal training sessions, where colleagues learn from each other.

The mission and main objective of Vilniaus Kolegija / Higher Education Institution is to train highly qualified specialists, develop applied research activities and meet the region's development needs. In summary of the experts' opinions, the study programme in Cultural Activity Management provides lifelong learning opportunities for all, focuses on the quality of studies (Sustainable Development Goal 4), provides equal opportunities for everyone to learn and participate in a range of activities, and meets Sustainable Development Goal 10: Reduce inequality within and outside the country, contributing to the reduction of climate change (Goal 13) (Sustainable Development Report, 2023).
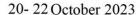
2.3 Work Activities of Alumni of the Cultural Activity Management Study Programme: Acquired Competences in Sustainable Development and Their Application in Practice

The Sustainable Development Goals (SDGs) are not only a broad vision for a more sustainable future for the world and humanity, but also a specific framework based on targets and indicators. Therefore, a fundamental knowledge of social, economic, cultural and environmental trends, value-based and systems thinking, and the critical ability to assess and apply the knowledge acquired in personal and professional activities are essential for students of various study programmes, as well as for cultural activity managers. Cultural Activity Managers (CAMs), graduates of the Faculty of Arts and Creative Technologies (ACTM) of Vilniaus Kolegija / Higher Education Institution, easily find employment in the labour market and make an impact on the region by organising and contributing to cultural activities that bring community members together. This is reflected in the answers of graduates of the Cultural Activity Management programme to questions about the implementation of sustainable development principles at work presented below.

The alumni interviewed said that they have received a lot of information about sustainability, the Sustainable Development Goals, and social responsibility while studying Cultural Activity Management. They put the knowledge they gained during the lectures on social responsibility and sustainable management into practice: using a simulation method, they presented the concept of a sustainable event, created a scenario for the event, searched for partners and sponsors, created posters and estimates. The internships provided them with the opportunity to develop practical skills in organising cultural activities in line with the Sustainable Development Strategy 2030. All the alumni who took part in the study mentioned that during their studies, they developed systems thinking, critical thinking, the ability to analyse situations, to grasp the complexity of phenomena, to develop a holistic approach, and to think creatively. Integrated tasks provided the basis for applying knowledge in a variety of real-life contexts, acting responsibly and making decisions in different situations. Working in cooperation and group tasks enabled responsible action, listening to others, sharing responsibilities and reaching agreements in decision-making. The alumni indicated that they gained knowledge during their studies which they have successfully applied in their working life. The alumni are positive about lifelong learning and say that it is always a pleasure to come back to the College for further training, conferences or workshops. They say that they have received a quality education (SDG 4) and would recommend their studies to their friends. The study on students' satisfaction with their studies conducted by Adomaitienė (2023) also mentions that the practical applicability of the acquired knowledge and skills in professional activities has the greatest impact on the level of student satisfaction. The challenge faced by educational institutions is making sure that they will train graduates with sustainable development skills who are able to put theoretical knowledge into practice.

In order to find out how alumni contribute to the Sustainable Development Goals in their work, a question was asked about their understanding of the term "sustainable development" in relation to cultural activities. In summary of the answers, the following was mentioned: activities accessible to all, inclusion of socially excluded and socially sensitive groups, and
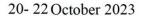
73

focus on the integration of foreigners and speakers of other languages. The main objectives are: to protect nature, to use resources sparingly, to organise charity campaigns and events to promote health, to promote charitable activities, and to cooperate with various organisations in order to solve problems of the community. The alumni's answers echo the World Sustainable Development Goals in the 2030 Agenda, which places a strong emphasis on human rights and gender equality, and has as a core principle "No One Left Behind". The informants interviewed, graduates of the Cultural Activity Management study programme, mentioned that it is very important to ensure that their activities are accessible to all, regardless of gender, race, income or social status, and to ensure that events are accessible to people with disabilities and the less advantaged population. Tab. 2 shows the responses of the informants, broken down into sub-categories.

Table 2. Accessibility of events for socially excluded groups

Category	Subcategories	Supporting statements
Accessibility of events for socially excluded groups	Accessibility of events for people with disabilities	<...> if the event is outdoors, we mark out a wheelchair accessible area near the stage and provide seating for people with mobility difficulties<...> (A1); <...> for a family celebration, we invited everyone in the community <...> and provided areas where wheelchair users could easily access <....> children with disabilities participated in the camp, and funding was obtained to allow these children to participate for a symbolic price. (A2); <...> we always plan for people with disabilities to come to events <...> events are often held in old people's homes, in social care homes, e.g. "We choose venues that are adapted for people with special needs, with ramps and lifts to allow wheelchair access <...> (A3); <...> each venue is accessible for wheelchair users, transport is organised to bring people, and support staff is assigned for the blind and mentally ill<...>' (A4); <...> conditions are created for the disabled to participate<...> (A5, A6);
	Access to events for the less advantaged public	<...> we seek funding and organise free events for the elderly, seniors, communities <...> (A1); <...> we organise camps and invite children from underprivileged families who stay at home during the summer holidays to join in activities in the library, to create from recycled materials, to "discover" fairy tales <....> For three years now, the library has been hosting free events for senior citizens every Tuesday, Thursday and Friday <...> (A2); <...>The library tries to make the events accessible to all, attempting to involve various social minority communities<...> (A3); <...> The community activities place great emphasis on making the events accessible to all <...> (A4); <...> it is particularly important to reach socially excluded groups <...> (A5); <...> events are held free of charge, looking for sponsors, writing projects for municipal support so that all willing can participate <...> (A6).

All the informants interviewed emphasised that they organise events in a way that makes the venue accessible to people with disabilities and the less advantaged. Informants mentioned that when looking for venues, they pay attention to whether there are ramps, lifts or elevators to ensure that everyone who wants to enter the venue can do so and that those with mobility problems, such as people with disabilities or walking difficulties, can do so. If

events are organised outdoors or in other non-traditional spaces, areas for wheelchairs, seniors and children are ensured. The informant (A4) said that "People with disabilities are equally willing to participate in cultural events and can contribute to the Sustainable Development Goals, e.g. contributing to reducing climate change, creating from secondary raw materials". Alumni mentioned that people with disabilities are included in the activities organised, and according to the informant (A3), people with intellectual disabilities are involved in community cultural projects, organising workshops for them and exhibiting their works created in the community park where they can be seen by all. The informant (A2) also mentioned that activities were planned for children with disabilities where "they could draw and colour; there were places adapted for people in wheelchairs, providing them with tables".

All alumni interviewed say that cultural initiatives and various activities are accessible to the general public. Equal opportunities is an important topic in the organisation of events. Alumni pay attention to ensuring that people are not discriminated on the basis of gender, race, sexual orientation, social status, place of residence, etc. Efforts are made to take into account all these indicators and to create a common event system that ensures equal opportunities. Most of the informants emphasised that they organise activities for seniors or other socially vulnerable groups (large families, families with a disabled child). Cultural diversity is supported and events are made accessible to immigrants and refugees. Emphasis is placed on making events affordable and accessible to all who want to attend, regardless of their social status, and on the principle of inclusiveness, reducing social exclusion between different groups of the society. Alumnus A3 states that "we are looking for sponsors for socially vulnerable groups to get involved in cultural life, i.e. to attend paid concerts, theatre performances etc."

According to the informant (A1), who organises most of the activities for elderly people living in care homes, this is an audience that does not get much attention and events, thus always radiates sincerity and authenticity, and gets actively involved in the activities. "It is a very meaningful activity, these people are very sincere, and I find it very rewarding and meaningful to organise activities with these groups". The event organiser says that she feels a sense of satisfaction after such music events as "Seniors' Songs", because the seniors are actively involved in the activities. An alumna working at the library (A2) says that there are a lot of activities are aimed at young people, and summer camps are organised for children with disabilities: "There are some children who have been participating for several years, there is a boy with an intellectual disability participating for the third year now, and other children who have previously participated in the camps are helping out as volunteers, inviting others to join in the activities. Socially sensitive groups such as children from large families, families with a disabled child, immigrants and children from Ukraine are also taking part." The alumna mentioned that she writes projects for the municipality, which allows children from socially vulnerable backgrounds to reduce the camp fee to 1 euro per day.

Alumni were asked about cooperation with social partners and support organisations. All the informants mentioned that they cooperate with a variety of organisations, including local communities and organisations, non-profit organisations such as University of the Third Age,
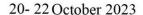
<...these are people who are no longer active in the labour market, but perfectly blend in and complement today's relevant activities, share experiences...> (A1)", with care homes, and the social service centre. Informants mentioned that they are looking for sponsors, inviting local businesses to take part and support products of local producers, setting up giveaways > (A1, A4, A5). Collaboration, according to informant A4, is one of the more important indicators for the success of the event and for the purposeful continuity of the event", while long-term partnerships ensure the success and diversity of the activities <"We are looking for partners for long-term development so that they can become part of sustainable and long-lasting events">... <We are cooperating with organisations of the disabled, focusing on the disabled people in the communities and encouraging them to get involved in activities (A3). Partnership for the Goals is essential and reflects Sustainable Development Goal 17 (Partnership for the Goals).

Alumni emphasised that sustainable events are those that take into account social, economic and environmental aspects in order to reduce negative environmental impacts. These events aim to promote sustainable movements, address community issues and provide education on environmental protection and social responsibility. Below is a summary of alumni answers to the question "How do you contribute to the Sustainable Development Goals in your activities?". All informants mentioned that the environmental aspect is very important when organising events. In the fight against climate change, such aspects as waste avoidance are taken into account, refraining from buying unnecessary items, setting up exchange groups, reducing the use of paper and plastic. Goods are chosen through green procurement procedures, supporting production from recycled materials. The informant (A1) mentioned that when buying gifts, they look for environmentally friendly products, e.g. buying pens made of straw or recycled plastic. All the alumni who participated in the study mentioned that they do not use disposable utensils at all when organising events, or they reduce the use of disposable utensils and find different alternatives, e.g. making one-bite sandwiches for convenience and thus avoiding the need for disposable utensils, offering a single type of drink to avoid the need to change glasses (A1, A4), and inviting visitors to bring their own cups to the event (A2, A3). To reduce paper consumption, paper flyers are discontinued, community members are invited to join groups on FB, distributing information through authorised persons. An alumna (A1) shared her experience on involving participants in the programme, "we don't print the lyrics, but in order to get everyone involved in the activities and actively participate in the programme, we play the lyrics on a multimedia screen".

Informants A4 and A6 mentioned that decorations made of secondary raw materials are very often used at events. Also, in an effort to protect the environment, decorations are reused several times and recycled rather than thrown away. When it comes to the use of paper, all interviewees confirmed that the use of paper was reduced, with the abolition of paper contracts, accreditations, and a variety of leaflets and posters.

One alumna (A1) mentioned that she supports sustainable fashion and encourages people not to buy clothes for every occasion, but to have their own style and to wear the same

clothes, changing accessories, "I try to wear the same clothes at least 5 times when I am hosting an event, and we discuss with colleagues that a sustainable image is very important to support slow fashion, thus contributing to the reduction of textile waste... The informant A3 mentioned that opened in community members opened a Flea Market where people can exchange clothes, give away or sell unwanted items". All the alumni mentioned that there are various campaigns to promote the reuse of objects, especially the popularity of making things out of scraps of textiles, paper and plastic. In Lithuania, a fee on plastic bags was imposed at the point of sale from July 2023, which has encouraged to make reusable bags: "we gather in community rooms and come up with all kinds of activities, one of the current ones is to sew reusable bags out of unwanted thin materials, curtains, thus contributing to mitigating climate change, changing the way we think about consumption and the use of plastics". One alumna (A2) told that there are educational activities organised at the library to make placemats, chair cushions, clothes, quilts and accessories for holidays, especially for Christmas, which make a great gift. The community participates in an initiative to knit socks for premature babies, newborns and preemies of leftover yarn.

The alumni highlighted the integration of the Sustainable Development Goals (European Commission, n.d.) into the Cultural Activity Management study programme through subjects, topics, research and practical management experience. The informants said that their studies have provided them with the knowledge and skills they need for their working life. All the alumni interviewed said that the Sustainable Development Goals are reflected in the events they organise, the initiatives they take, their desire to improve themselves, and that this is reflected in their professional careers. Alumni indicated in their answers that the activities organised are accessible to all, with the aim of involving socially excluded and socially sensitive groups, focusing on the integration of foreigners and speakers of other languages (which is in line with SDGs 4 and 10). The main objectives of the activities are: to protect nature, to use resources sparingly, to volunteer and organise charity campaigns, health-promoting events, to promote charitable activities, and to cooperate with various organisations to address issues of concern to the community – 13 and 17 SDGs. The Sustainable Development Goals enable the higher education institution to become an example of a socially responsible and sustainable educational and research institution, with the priority objective of training socially responsible graduates who follow the principles of sustainable development and social responsibility in their professional activities.

3.   Conclusion

The aim to contribute to the Sustainable Development Goals is reflected in the Strategy of VIKO and the Social Responsibility and Sustainable Development Programme of VIKO for 2022-2025. The University aims to contribute to the implementation of the UN Sustainable Development Goals by 2030 by promoting openness of the academic community to sustainable development ideas, socially responsible initiatives, cooperation, innovation and creativity. Sustainable development is defined as a targeted development policy of the organisation and activities aimed at purposefully nurturing economic, social and
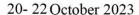
environmental needs of society in the context of national, regional and international priorities for sustainable development.

Expert interviews revealed that the prepared Cultural Activity Managers acquire knowledge and skills by studying subjects related to sustainable development, and during their internships, they observe, analyse, organise and implement sustainable projects that are in line with the Sustainable Development Goals. The expression of sustainable development in Cultural Management studies is seen through joint activities with social partners, the reduction of social exclusion, research on sustainable development issues, the implementation of environmental projects, citizenship education, volunteering and civic engagement initiatives.

Alumni of the Cultural Activity Management study programme have an impact on the region by organising cultural activities and contributing to the implementation of cultural activities, for example, they hold activities for socially excluded groups, facilitating the participation of people with disabilities. Sustainable development goals are reflected in the events and initiatives that they hold, their desire to improve, organising activities that are accessible to all, including socially excluded and vulnerable groups, foreigners, speakers of other languages, and meeting the following goals: to protect nature, to use resources efficiently, to volunteer, to organise charity campaigns and events promoting health, to promote charitable activities, and to work with various organisations to address issues of concern to the community.

The following Sustainable Development Goals are most widely reflected in Cultural Management studies: Goal 4 (ensure inclusive and equitable quality education and promote lifelong learning), Goal 10 (reduce inequalities within and between countries), Goal 13 (take urgent action to combat climate change and its impacts), Goal 17 (strengthen implementation measures and revitalise the global partnership for sustainable development).

References

Adomaitienė, K. (2023). Pasitenkinimas studijomis – nuo studento iki absolvento [Satisfaction With Your Studies – From Student to Graduate]. *Mokslo Taikomieji tyrimai Lietuvos kolegijose*, 1(19), 49-57. https://doi.org/10.59476/mtt.v1i19.573

Aleixo, A. M., Leal, S. and Azeiteiro, U. M. (2021). Higher Education Students' Perceptions of Sustainable Development in Portugal. *Journal of Cleaner Production*, 327, N.Pag. https://doi.org/10.1016/j.jclepro.2021.129429

Dagilienė, L. and Mykolaitienė, V. (2015). Disclosure of Social Responsibility in Annual Performance Reports of Universities. *Procedia - Social and Behavioral Sciences,* 213, 586-592. https://doi.org/10.1016/j.sbspro.2015.11.454

Décamps, A., Barbat, G., Carteron J., Ch., Hands, V., Parkes, C. (2017). Sulitest: A Collaborative Initiative to Support and Assess Sustainability Literacy in Higher Education, *The International Journal of Management Education*, 15(2), 138-152. https://doi.org/10.1016/j.ijme.2017.02.006

Drahein, A., D., Pinheiro De Lima, E., Gouvea Da Costa, S., E. (2019). Sustainability Assessment of the Service Operations at Seven Higher Education Institutions in Brazil. *Journal of Cleaner Production*, 212, 527-536. https://doi.org/10.1016/j.jclepro.2018.11.293

European Commission. (2001). *Communication from the Commission A sustainable Europe for a better world: A European Union strategy for sustainable development (Commission's proposal to the Gothenburg European Council).* EUR-Lex. https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A52001DC0264

European Commission. (n.d.). *Sustainable Development Goals.* https://international-partnerships.ec.europa.eu/policies/sustainable-development-goals_en

Farias, L., C., Coelho A., L. and Coelho, C. (2019). Sustainable Development Goals and Education for Sustainability: Analysis of the Sustainability Conceptions of Business Management Students in a Public Higher Education Institution. *Administração: Ensino e Pesquisa*, 20(3), 747–785. https://doi.org/10.13058/raep.2019.v20n3.1494

Higher Education Sustainability Initiative (2023). *Department of Economic and Social Affairs Sustainable Development.* https://sdgs.un.org/HESI

Klimavičienė, I. and Vaičiulėnaitė, J. (2019). Goals and Indicators of the Implementation of Sustainable Development. *Mokslo taikomieji tyrimai Lietuvos kolegijose,* (15), 115-121. https://www.lituanistika.lt/content/85156

Klimavičienė, I. and Vaičiulėnaitė, J. (2022) Lietuvos kolegijų socialinių ataskaitų tyrimas [A Study on Social Reporting of Lithuanian Colleges]. *Mokslo taikomieji tyrimai Lietuvos kolegijose*, 18(1), 111-118. https://www.lituanistika.lt/content/97577

Lietuvos Respublikos Vyriausybės 2020-09-09 nutarimas Nr. 998 „Dėl 2021–2030 metų nacionalinio pažangos plano patvirtinimo" [Resolution of the Government of the Republic of Lithuania No 998 of 9 September 2020 "On Approval of the National Progress Plan for 2021-2030"]. (2020). https://byt.lt/G705A

McCarthy, B. and Eagle, L. (2021). Are the sustainability-oriented skills and competencies of business graduates meeting or missing employers' needs? Perspectives of regional

employers. *Australian Journal of Environmental Education*, 37(3), 326–343. https://doi.org/10.1017/aee.2021.11

Moerman, L., Murphy, D., van der Laan, S., McGrath, D. (2023). Accounting and Accountability in Competing Worlds: An Overview. *Social and Environmental Accountability Journal,* 43(2), 95-104. https://doi.org/10.1080/0969160X.2023.2222113

Practical Guide to the United Nations Global Compact for Higher Education Institutions: Implementing the Global Compact Principles and Communicating on Progress. (2012). https://d306pr3pise04h.cloudfront.net/docs/issues_doc%2FPRME%2FPractical_Guide_HEI.pdf

Shi, H. and Lai, E. (2013). An Alternative University Sustainability Rating Framework with a Structured Criteria Tree. *Journal of Cleaner Production*, 61, 59-69. https://doi.org/10.1016/j.jclepro.2013.09.006.

Staniškienė, E., Balžekienė, A., Budrytė, P., Dagilienė, L., Gurauskienė, I., Gražulevičiūtė-Vileniškė, I., Jurkevičienė, J., Kliučininkas, L., Ramanauskaitė, J., Stankevičiūtė, Ž., Stasiulaitienė, I., Šeduikytė, L., Telešienė, A., Urniežaitė, I., Valušytė, R., Varžinskas, V. (2022). *Darnus vystymasis* [Sustainable Development]. Vilniaus universiteto leidykla.

Sustainable Development Report. Lithuania OECD member (2023). https://dashboards.sdgindex.org/profiles/lithuania

United Nations. (2015). *Transforming our world: the 2030 Agenda for Sustainable Development* (General Assembly Resolution A/RES/70/1). https://sdgs.un.org/2030agenda

Vilniaus kolegija. (n.d.). *Socialinės atsakomybės ir darnios plėtros 2021 m. ataskaita ir veiklos gairės* [Corporate Social Responsibility and Sustainable Development 2021 Report and Operational Guidelines]. https://www.viko.lt/wp-content/uploads/sites/8/2022/06/E-SOCIALINES-ATSAKOMYBES-IR-DARNIOS-PLETROS-ATASKAITA-2021.pdf

Vilniaus kolegija. (n.d.). *Socialinės atsakomybės ir darnios plėtros 2022 m. ataskaita ir veiklos gairės* [Corporate Social Responsibility and Sustainable Development 2022 Report and Operational Guidelines]. https://www.viko.lt/wp-content/uploads/sites/8/2023/03/SOCIALINES-ATSAKOMYBES-IR-DARNIOS-PLETROS-ATASKAITA-2022.pdf

Vilniaus kolegijos Strategija 2021-2025 [Vilnius College Strategy 2021-2025]. (n.d.). https://www.viko.lt/wp-content/uploads/sites/8/2014/07/VIKO-strategija-2021-2025.pdf

World Bank Education Overview: Higher Education (English). (2018). World Bank Education Overview Washington, D.C.: World Bank Group. http://documents.worldbank.org/curated/en/610121541079963484/World-Bank-Education-Overview-Higher-Education

Zorba, M. G. (2023). Exploring EAP Students' Conceptualization of Sustainable Development Goals: Implications for Higher Education. *Novitas-ROYAL*, 17(2), 112–127. https://doi.org/10.5281/zenodo.10015841