

Lietuvos
inžinerijos
kolegija

STRATEGY

of Lietuvos Inžinerijos Kolegija HEI

2026–2030

TABLE OF CONTENT

Executive Summary	02
Introduction	05
Strategic Context and Swot Analysis	07
Strategic Directions and Priorities for 2026–2030	17
Strategic Development Directions Until 2035	24
Principles of Strategy Implementation and Financial Logic	27
Strategic Risk Management Plan For 2026–2030	31

EXECUTIVE SUMMARY

This Strategy sets out the framework through which Lietuvos Inžinerijos Kolegija Higher Education Institution shall respond to fundamental national and international changes in higher education, technological development, the labour market, and regional development during the period 2026–2030. The Strategy is aligned with the principles of applied higher education within the University of Applied Sciences (UAS) model, focusing on the development of practical engineering competencies, the implementation of applied solutions, and the generation of measurable economic and societal impact in Lithuania.

The Higher Education Institution operates in an environment characterised by an increasing demand for engineering, technological and digital competencies, intensified competition for students, funding and partners, and higher education policy frameworks that increasingly link institutional performance to the value created for the labour market, industry and regional development. In this context, Lietuvos Inžinerijos Kolegija Higher Education Institution shall continue to strengthen its position as a specialised engineering higher education institution, clearly defining and differentiating its mission.

The vision of Lietuvos Inžinerijos Kolegija Higher Education Institution **is to become the largest and strongest specialised engineering higher education institution (UAS) in Lithuania, successfully competing within the international Universities of Applied Sciences (UAS) space.**

LIK shall be distinguished by a clear engineering orientation, practice-based studies, close cooperation with industry, and active participation in international networks, preparing highly qualified engineering specialists ready for the labour market and creating applied technological value for regional, national and societal development.

The Strategy is built upon five interrelated strategic directions:

01

Teaching and Learning Excellence and Employability

high-quality, practice-based engineering studies oriented towards graduate readiness for the labour market and successful professional integration.

02

Internationalisation and Global Reach

integration of international competencies into studies, applied activities and organisational culture.

03

Organisational Excellence, Sustainability and Governance

a mature, data-driven and financially resilient organisation.

04

Applied Research, Innovation and Industry Engagement

creating direct technological and economic value.

05

Institutional Positioning, Focus and Leadership

clear positioning within the national engineering studies landscape and strengthening market share.

A key component of this Strategy shall be an advanced system of key performance indicators (KPIs), enabling systematic monitoring of progress, evaluation of the effectiveness of strategic decisions, and evidence-based adjustment of actions where necessary. The core indicators shall include, inter alia, graduate employability, income from applied research and experimental development (R&D), internationalisation indicators, assessments of study quality, organisational maturity, and external recognition.

The financial logic of the Strategy shall be based on a balanced combination of public funding, income generated from applied activities, and project-based funding. Financial resources shall be treated as a strategic asset directly linked to institutional priorities rather than as a separate administrative function. The Higher Education Institution shall adhere to the principle that financial decisions shall follow the Strategy and shall serve to reinforce its implementation.

In view of uncertainty in higher education policy and anticipated institutional evaluations in 2028–2029, this Strategy is not designed as a fixed long-term plan extending to 2035. Instead, a scenario-based approach has been adopted, enabling the Higher Education Institution to adapt to potential systemic changes while maintaining a clear strategic direction, mission and institutional identity.

This Strategy is intended not only as an internal planning instrument, but also as a basis for structured dialogue with public authorities, social partners, industry, and international networks. It affirms the aspiration of Lietuvos Inžinerijos Kolegija Higher Education Institution to act as an active, responsible and strategically oriented institution of applied higher education, creating measurable and sustainable value for students, the economy and society.

INTRODUCTION

Lietuvos Inžinerijos Kolegija Higher Education Institution (hereinafter referred to as LIK) is a specialised engineering higher education institution that has consistently developed its institutional identity since 1920 as a centre of practice-based studies, engineering competence development and applied research. Over the course of its development, LIK has expanded and strengthened its institutional capacity in response to the needs of Lithuania's industrial and technological development, ensuring the preparation of engineering specialists for the labour market and contributing to national and regional development.

Operating within a continuously evolving economic, technological and demographic environment, LIK has maintained a clear strategic focus on engineering education, practical training and close cooperation with business and the public sector. These principles have enabled LIK to develop a competitive portfolio of engineering study programmes, implement a modern study process based on practice- and project-based learning, attract motivated students, and build a community of highly qualified academic staff, practitioners and researchers actively engaged in applied research.

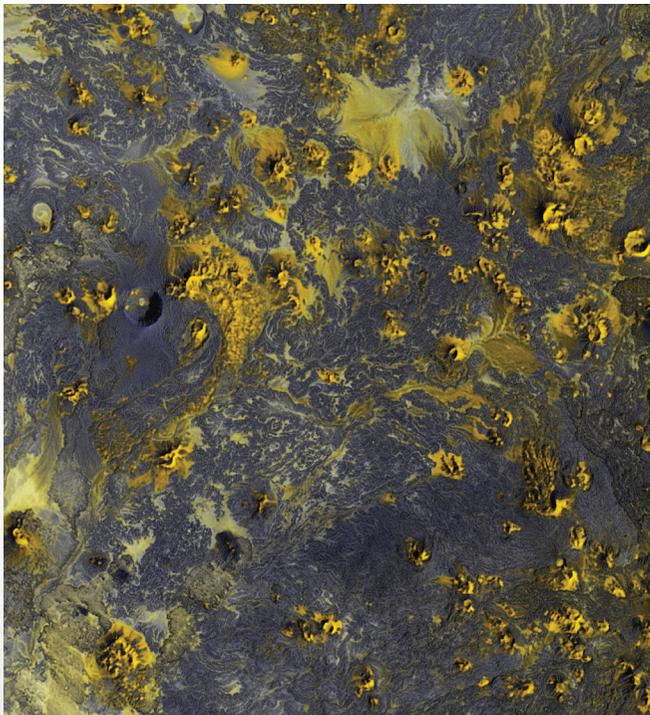
At present, the academic community of LIK may justifiably take pride in its established partnerships with industry and public sector institutions, the steadily expanding scope of applied research and service activities, international cooperation, and infrastructure adapted to the requirements of contemporary engineering education and practical training. LIK consistently contributes to Lithuania's technological advancement, regional competitiveness and the development of a knowledge-based society, acting as a reliable partner to business, the State and society.



This Strategy constitutes the strategic framework governing the development of LIK for the period 2026–2030. It is intended to consolidate the results achieved and to further strengthen the position of LIK within the system of applied higher education by enhancing the quality and labour-market relevance of study programmes, expanding applied research and innovation activities, strengthening international engagement, and systematically reinforcing the position of LIK as one of the leading specialised engineering higher education institutions in Lithuania and the Baltic region.

In the development of this Strategy, it is acknowledged that the higher education sector is likely to face significant external uncertainties in the near future. The evaluation of scientific and applied activities of higher education institutions scheduled for 2029 may result in substantial changes to institutional status, scope of activities or missions within the national higher education system. For this reason, strategic planning beyond 2030, including detailed projections up to 2035, is not undertaken in this document. Nevertheless, the defining characteristics, strategic directions and value-based principles set out herein establish a basis for institutional continuity and adaptability, ensuring alignment with potential future scenarios and developments in the higher education system beyond 2035.

STRATEGIC CONTEXT AND SWOT ANALYSIS



The Strategy of Lietuvos Inžinerijos Kolegija Higher Education Institution for the period 2026–2030 has been developed in response to significant structural changes in European and Lithuanian higher education, technological development, labour market dynamics and regional development. These changes are transforming the roles, responsibilities and operational models of higher education institutions, particularly within the field of applied higher education.

Applied higher education is increasingly recognised as a critical factor in ensuring the rapid transfer of knowledge, technologies and innovation to the economy, the public sector and society. European Union policy documents consistently emphasise the responsibility of higher education institutions to educate specialists capable of addressing complex, interdisciplinary and real-world challenges. In this context, higher education institutions are assuming a strategically autonomous role rather than an auxiliary one, particularly in engineering and technological fields.

1.

Trends in Higher and Applied Education Development

A clear trend in European higher education is the strengthening of orientation towards practical competencies, labour market relevance and applied value. The University of Applied Sciences (UAS) model is increasingly recognised as an equivalent form of higher education with a distinct mission, pedagogical approach and applied research profile.

Institutions of applied higher education are increasingly operating as integral components of regional innovation ecosystems, combining studies, applied research and development (R&D), and cooperation with industry and the public sector. Study processes are based on project-based, problem-based and workplace learning models, while applied research is directed towards the development of concrete technological and organisational solutions.

The Strategy of Lietuvos Inžinerijos Kolegija Higher Education Institution interprets these trends as a guiding framework for strengthening the practice-based engineering education model, expanding applied R&D activities, and integrating international UAS practices within the national context.

National and Regional Context

Lithuania's higher education policy increasingly emphasises competency-based education, lifelong learning and responsiveness to labour market needs. The development of micro-credentials, modular studies and flexible study formats creates new learning pathways that enable rapid adaptation to economic and technological change.

These developments impose additional requirements on study programme design, academic staff competencies and institutional governance. The Strategy views these processes as an opportunity to expand lifelong learning provision, target working professionals and reskilling and upskilling groups, and strengthen the position of LIK as a specialised engineering institution.

In the context of regional development, higher education institutions remain a key factor in ensuring access to higher education, regional economic vitality and labour market stability. However, regional competition is intensifying, as institutions increasingly compete at national level through distance and blended learning formats. This reduces traditional territorial advantages and necessitates a strategic shift from quantitative expansion towards qualitative growth and clear institutional specialisation.

3.

Labour Market and Technological Change

Labour market analysis indicates a steadily increasing demand for specialists in engineering, digitalisation, industrial automation, energy, sustainability and infrastructure. Employers and public sector representatives increasingly emphasise not only technical knowledge but also the ability to work in project-based environments, apply technological solutions in real-world contexts and collaborate effectively within interdisciplinary teams.

These expectations place increased demands on higher education institutions to strengthen the linkage between studies and the labour market, systematically involve social partners in the study process and expand workplace learning models. LIK identifies these developments as key strategic drivers influencing curriculum renewal, practical training models and applied activity priorities.

Technological progress, including the development of artificial intelligence solutions and the deployment of digital platforms, is fundamentally transforming both teaching and applied research. Higher education institutions are therefore required to educate specialists who are capable not only of utilising advanced technologies, but also of critically evaluating their impacts and of developing and applying such solutions responsibly in practical contexts.

Institutional Comparability and Competitive Environment

The strategic context is characterised by increasing competition within Lithuania's engineering higher education sector. This sector comprises institutions of different types competing for students, funding, partners and reputation. University-sector institutions maintain strong positions in fundamental and applied research; however, their study models are often oriented towards longer academic trajectories. By contrast, institutions of applied higher education operate closer to the labour market, offering shorter, practice-oriented study programmes, while facing challenges related to institutional identity, scale of activities and international visibility.

In the field of engineering studies, competition is particularly intense due to demographic factors, a limited number of prospective students, and rising labour market requirements. Students increasingly choose study programmes based on employment prospects, opportunities for practical training, technological infrastructure, and links with industry. This encourages higher education institutions to invest in infrastructure, modern laboratories, and innovative models of study organisation.

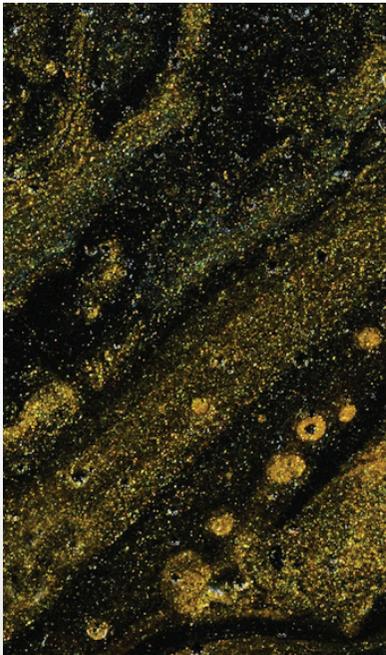
At international level, the Universities of Applied Sciences (UAS) sector is becoming increasingly visible and competitive. UAS institutions in Northern and Western Europe have successfully established themselves as regional innovation and technology transfer centres, attracting students, project-based funding and strategic partners. The orientation of Lietuvos Inžinerijos Kolegija Higher Education Institution towards the UAS model enables international experience to be used as a key competitive benchmark, while recognising the need to systematically strengthen institutional capacity and organisational maturity.

5.

LIK Today

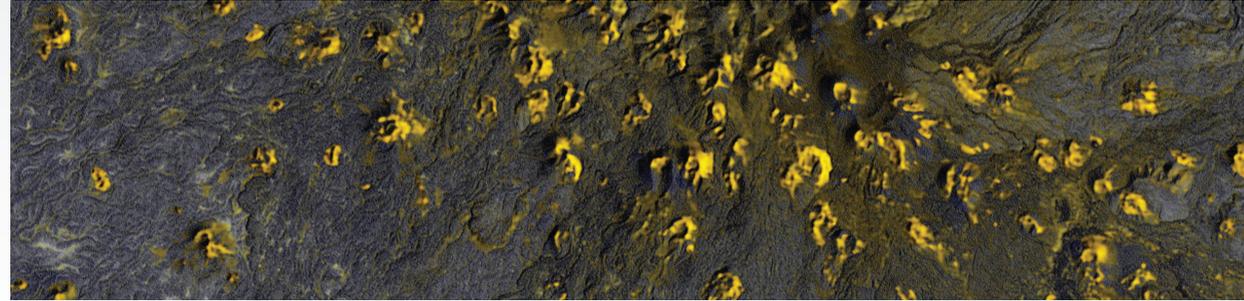
Since its establishment, Lietuvos Inzinerijos Kolegija Higher Education Institution and its community have undergone continuous transformation and development in response to the needs of industry, technological progress and societal change. Despite operating in a dynamic environment, the fundamental principles of LIK's activities have remained focused on professional excellence, the development of practical engineering competencies, the creation of societal well-being, and the promotion of technological and economic development at national and regional levels.

At present, the community of LIK may justifiably take pride in:



- a competitive and specialised portfolio of engineering study programmes based on practical training and close cooperation with employers;
- motivated students and highly qualified academic staff possessing significant professional experience in engineering and technological fields;
- the highest levels of academic and staff remuneration within the Lithuanian higher education institution sector over the past two to three years (according to data from Atvira Sodra);
- the largest volume of applied research and experimental development (R&D) activities among Lithuanian higher education institutions;
- a growing capacity for the development and transfer of technological and engineering solutions to business and society;
- consistently modernised infrastructure ensuring favourable conditions for high-quality studies and the expansion of applied activities;
- a responsible, collaborative and goal-oriented community that fosters the institutional identity of LIK and strengthens its role within the system of applied higher education.

SWOT ANALYSIS



S

Strengths

- Clear institutional specialisation in engineering
- Strong practice-based study model
- Established cooperation with industry and regional stakeholders
- Growing portfolio of applied research and experimental development (R&D) projects
- Institutional flexibility and capacity for rapid adaptation
- Active participation in the ACE2-EU European University Alliance

W

Weaknesses

- Limited financial and human resources
- Uneven maturity of R&D across disciplines
- High dependence on state funding
- Fragmented internationalisation
- Risk of change fatigue
- Limited international visibility

O

Opportunities

- Increasing demand for engineering specialists
- Strengthening of the European Universities of Applied Sciences (UAS) sector
- Micro-credentials and lifelong learning
- International projects and joint programmes
- EU funding for applied research
- Development of digitalisation and AI solutions

T

Threats

- Demographic decline in the number of applicants
- Uncertainty in higher education policy
- Competition with universities in R&D
- Risk of staff burnout
- Rapid obsolescence of technologies
- Growing international competition

STRATEGIC DIRECTIONS AND PRIORITIES FOR 2026–2030

VISION

Lietuvos Inžinerijos Kolegija Higher Education Institution **shall be the largest and strongest specialised engineering higher education institution (UAS) in Lithuania, successfully competing within the international Universities of Applied Sciences (UAS) space.**

LIK shall be distinguished by a clear engineering orientation, practice-based studies, close cooperation with industry, and active participation in international networks, preparing highly qualified engineering specialists ready for the labour market and creating applied technological value for regional, national and societal development.



MISSION

Engineering Competence for the Advancement of a Smart Society and Industry

The Mission defines the essence of LIK's activities and its responsibility towards society, students, partners and the academic community.

It shall be grounded in the principles of applied higher education and oriented towards the development of practical engineering competencies, the application of technological solutions and the creation of measurable impact on the development of society and the economy.

The LIK community shall ensure the quality of studies, applied research and experimental development, shall foster an institutional ecosystem based on trust, cooperation and professional excellence, and shall responsibly assess the added value created by LIK Higher Education Institution.



For society

LIK shall contribute to the creation of a smart, sustainable and technologically advanced society and to industrial development by educating engineering specialists and conducting R&D activities aligned with national economic, industrial and public sector challenges.



For students

LIK shall ensure practice-based studies aligned with labour market needs, fostering professional autonomy, adaptability and the ability to create value in real professional contexts.



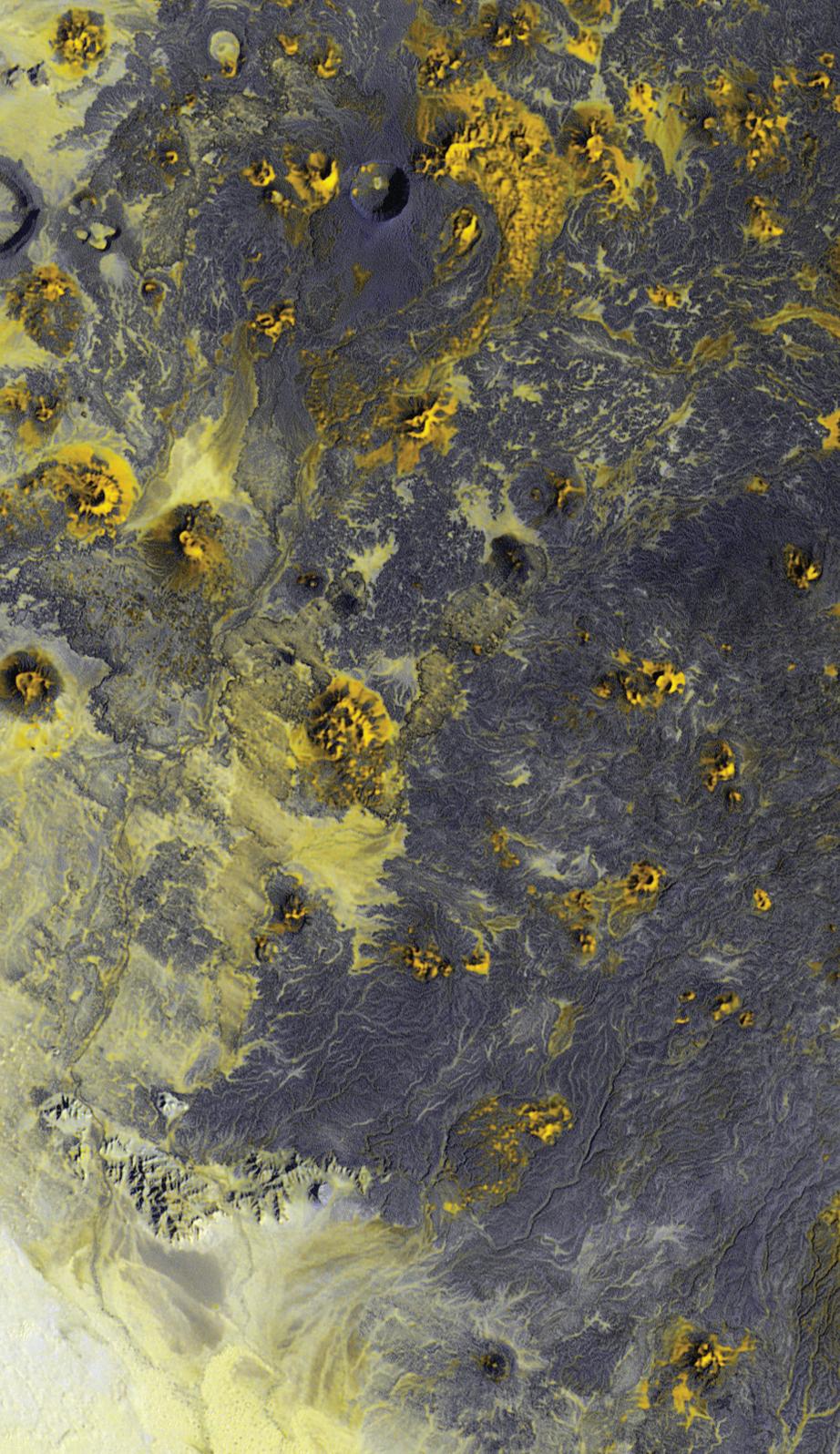
For partners

LIK shall develop reliable cooperation with industry, the public sector and international partners through joint R&D activities and the application of technological and engineering solutions, thereby strengthening regional and organisational competitiveness.



For the LIK community

LIK shall foster a motivating working and learning environment based on cooperation, responsibility and continuous improvement, enabling each member of the community to contribute to institutional objectives and professional excellence.



VALUES



Expertise and Quality

LIK shall maintain a clear focus on engineering and shall ensure high quality in studies, applied activities and services.



Practicality and Innovation

LIK shall develop and apply solutions addressing real technological challenges, promoting innovation and advanced learning methods.



Partnership and Openness

LIK shall operate in close cooperation with industry, the public sector and international partners, remaining open to the exchange of ideas and global experience.



Responsibility and Impact

LIK shall act responsibly and sustainably, seeking measurable positive impact on regional, national and societal development.

STRATEGIC DIRECTIONS AND PRIORITIES FOR 2026–2030

The Strategy of Lietuvos Inžinerijos Kolegija Higher Education Institution for the period 2026–2030 shall be formulated in response to a rapidly evolving technological, economic and social environment. Industrial digitalisation, green transformation and the increasing complexity of engineering solutions shall impose new requirements on the education and preparation of engineering specialists. The labour market shall require not only strong theoretical foundations but also the demonstrable ability to apply knowledge and skills in real professional and industrial contexts. At the same time, students shall increasingly seek clearer, shorter and more labour-market-oriented learning pathways. In this context, applied higher education shall continue to gain strategic importance at both national and international levels.

Acting as a specialised engineering higher education institution, Lietuvos Inžinerijos Kolegija Higher Education Institution (hereinafter – LIK) shall purposefully position itself within the European and national space of applied higher education, including Universities of Applied Sciences (UAS). The core of LIK's activities shall be grounded in the systematic development of practical engineering competencies and their application in real-world contexts. The Strategy shall emphasise a consistent transition from process-based management to results- and impact-based governance. This transition shall require a clear and demonstrable link between the content of studies, applied research and experimental development activities, and the professional success of graduates. The value created by LIK shall be assessed primarily through graduate employability, employer satisfaction and measurable impact on regional and national economic development.

Strategic directions shall be formulated to reflect both the Mission of LIK and its long-term ambition to become a leading specialised engineering higher education institution in Lithuania. Each strategic direction shall define a clear focus of activity and a set of priority areas. These directions shall be closely interrelated and mutually reinforcing. Teaching and learning, internationalisation, applied research and experimental development, institutional positioning and leadership, and organisational maturity shall together constitute an integrated strategic system. No strategic direction shall be implemented or assessed in isolation from the others.

The implementation of the Strategy shall be based on a clear, coherent and measurable system of strategic criteria and key performance indicators (KPIs). Specific indicators assigned to each strategic direction shall enable objective monitoring and assessment of progress. The KPI system shall ensure transparency, accountability and the timely adjustment of actions where necessary. It shall also provide a basis for institutional self-assessment and comparability at national and international levels. In this manner, the Strategy shall function not merely as a declarative policy document but as a practical and operational management instrument guiding institutional decision-making and development.

STRATEGIC AREAS OF ACTIVITY



Strategy

Development



The Objective

LIK shall ensure high-quality studies and strong graduate employability through the systematic development of practice-based engineering programmes aligned with labour market needs.



Target outcome by 2030:

Leadership in engineering education shall be ensured through study programmes developed in partnership with business and industry, aligned with current and emerging labour market requirements and societal expectations, delivered in accordance with the highest quality standards, and ensuring the exceptional preparedness of graduates for a continuously changing labour market.

Teaching & Learning Excellence and Employability



Performance indicators:

1,800

Number of students

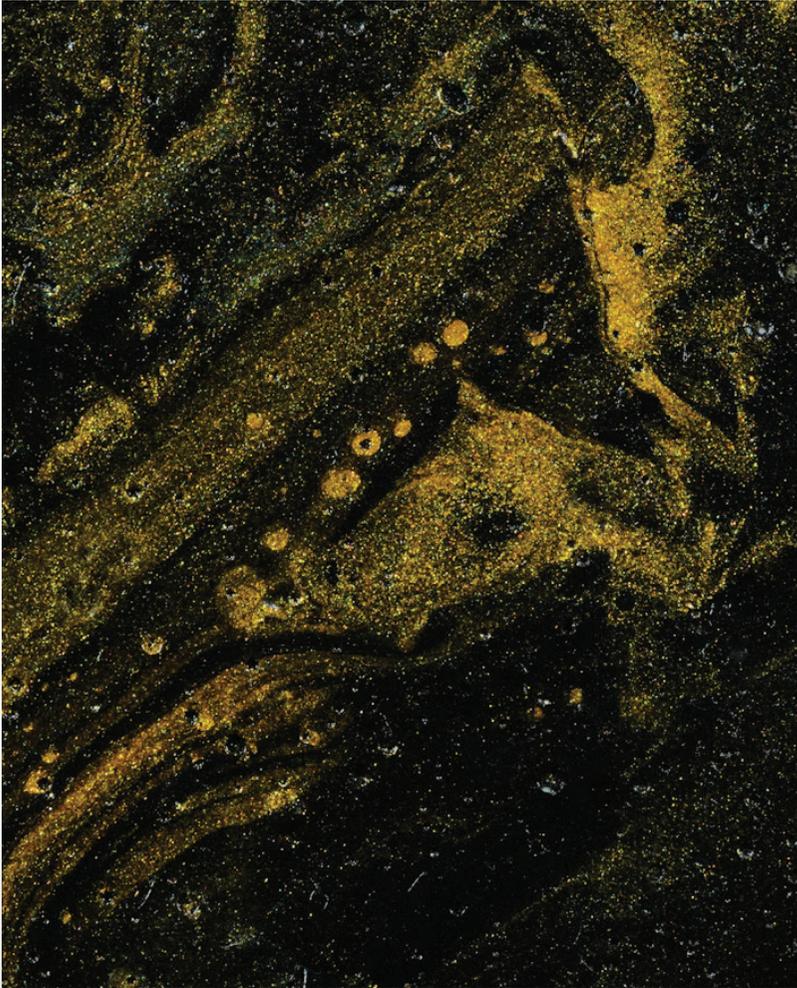
55%

Share of engineering-field students in LIK within Lithuania

90%

Alignment of graduate competencies with employer expectations

Internationalisation and Global Reach



Strategy

Development



The Objective

LIK shall strengthen the quality of studies, increase the level of applied research and projects, and enhance institutional maturity through purposeful international cooperation and active participation in international networks.



Target outcome by 2030:

LIK shall be an active participant in shaping European UAS policy, operating within the ACE²-EU European University Alliance, and shall be internationally recognised as a reliable partner in academic and applied research activities.

Performance indicators:

20%

Share of international students

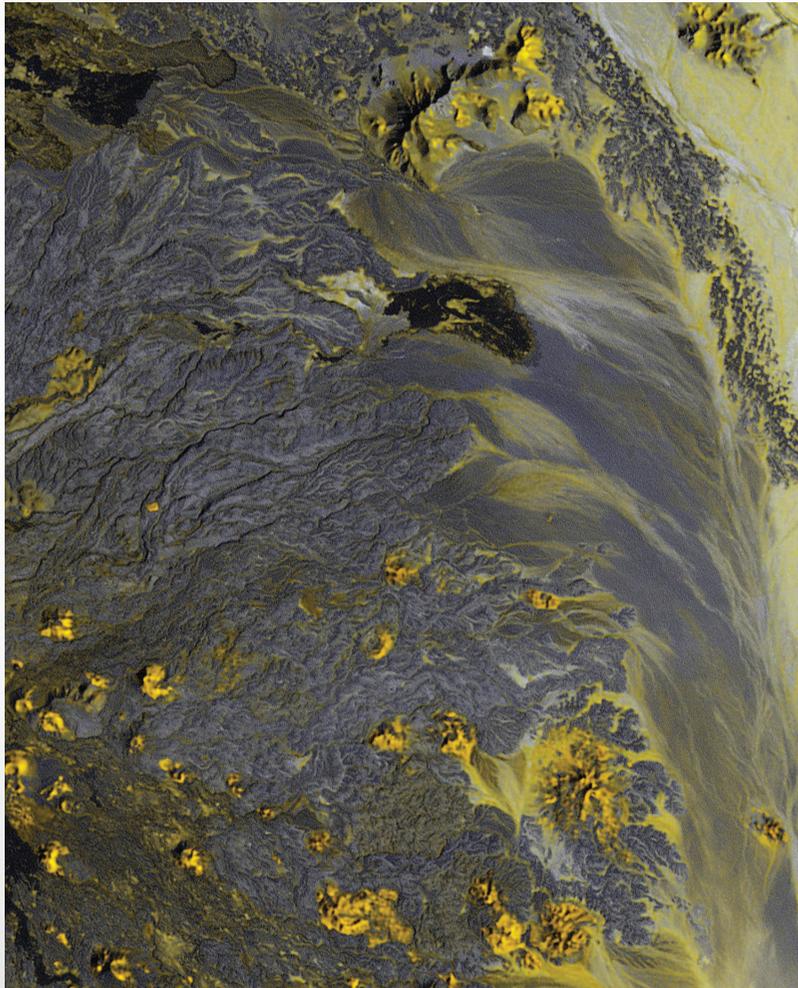
15%

Share of international academic staff

60

Number of active international partners (UAS, universities, networks) with real joint activities (at least 2 activities per year)

Applied Research, Innovation and Industry Engagement



Strategy

Development



The Objective

LIK shall develop applied research and experimental development (R&D) and innovation by integrating these activities into the study process and by creating measurable technological and economic value in cooperation with industry and the public sector.



Target outcome by 2030:

A sustainable ecosystem of applied research, experimental development and innovation shall be established, bringing together academic staff, researchers, students and business and industry representatives, within which science-based solutions and products are created for industrial and societal development.

Performance indicators:

50%

Increase in the number of publications in ISI Web of Science, Scopus and similar scientific journals

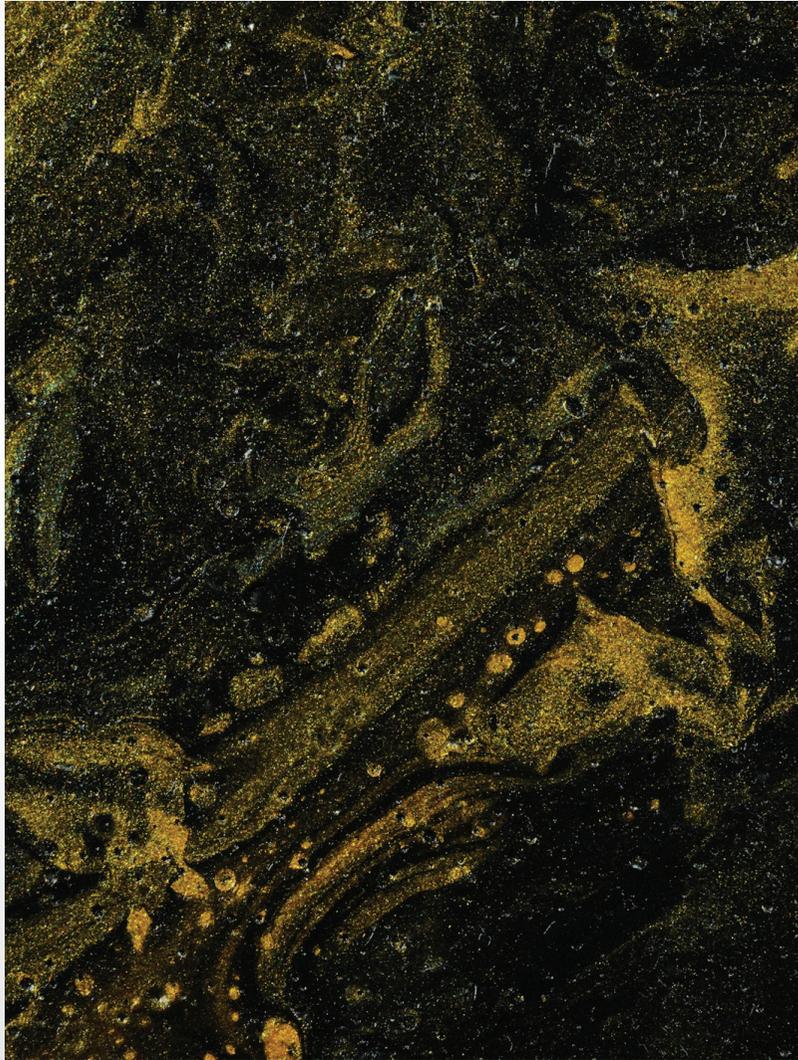
10

Number of actively operating R&D competence centres/ research groups

32

Number of R&D contracts or projects per year

Institutional Positioning, Focus and Leadership



Strategy

Development



The Objective

LIK shall strengthen its institutional position and leadership as the largest and strongest specialised engineering higher education institution in Lithuania within the national higher education system.



Target outcome by 2030:

LIK shall become a clearly recognisable national centre of engineering competencies and a reliable partner for business and industry in education, training and expert services.

Performance indicators:

90%

Reputation assessment: share of respondents in employer surveys identifying LIK as the engineering leader among higher education institution

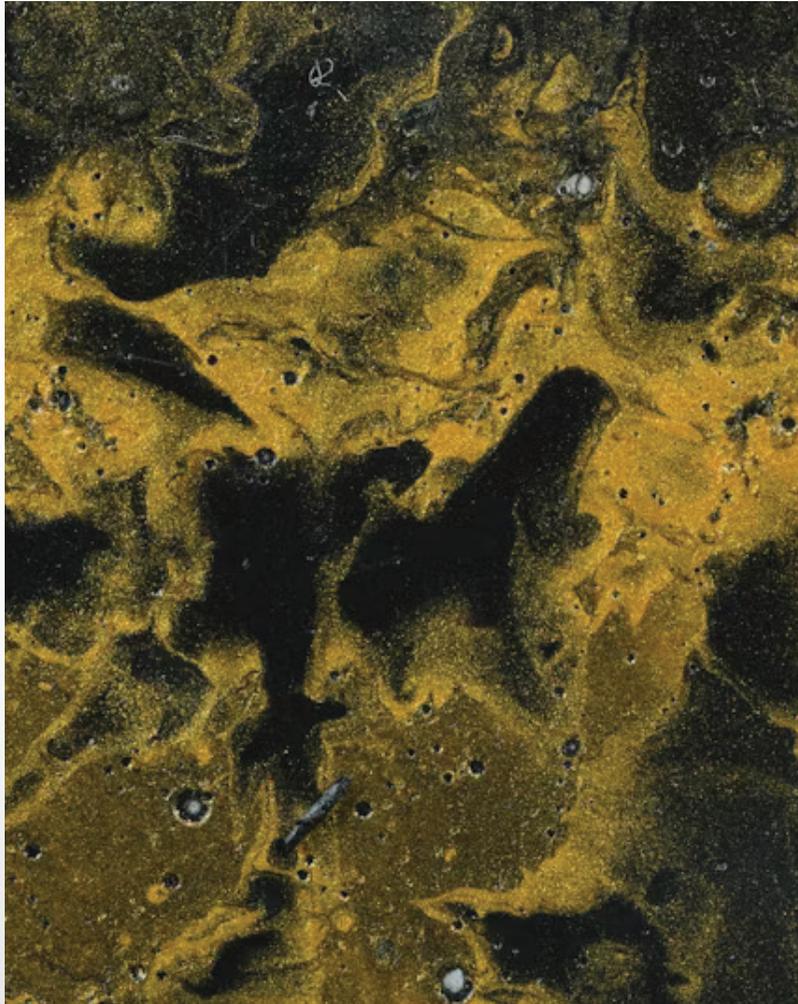
500 000 €

Share of revenue generated from training services in the budget

16

Number of initiatives to establish/use joint laboratories, equipment or competence centres with national partners

Organisational Excellence, Sustainability and Governance



Strategy

Development



The Objective

LIK shall ensure efficient, sustainable and data-driven organisational performance, creating the necessary preconditions for long-term implementation of the Strategy and institutional resilience to change.



Target outcome by 2030:

LIK shall operate as a competitive, attractive and resilient organisation, consistently applying sustainability principles, ensuring effective governance and institutional maturity, fostering staff well-being, and empowering members of the community to pursue strategic objectives and high professional excellence in a focused and coherent manner.

Performance indicators:

1st place

Institutional position in the international sustainability ranking UI GreenMetric among UAS-type institutions in the Baltic region

85%

Staff satisfaction index with working conditions

<130%

Average academic staff remuneration compared to the national average wage

STRATEGIC DEVELOPMENT DIRECTIONS UNTIL 2035

The strategic development of LIK until 2035 shall be based on a long-term perspective on the role of applied higher education in the context of technological, industrial and labour market transformation. International UAS practice demonstrates that institutional sustainability and competitiveness increasingly depend on the capacity to rapidly adapt study content, operational models and partnerships to changing economic and technological conditions. Accordingly, the Strategy shall prioritise the strengthening of institutional capacities rather than forecasting specific structural changes, enabling successful operation under varying policy and regulatory scenarios.

Until 2035, the work-based learning (WBL) model shall be systematically developed in partnership with business and industry, ensuring the distinctiveness and competitive advantage of graduates in the labour market. The management of the study portfolio shall be based on clearly defined engineering competencies, the integration of micro-credentials and close alignment with occupational standards. Study quality and graduate employability shall constitute the principal indicators of long-term strategic success.

Internationalisation shall be pursued as a means of strengthening study quality and institutional maturity. Priority shall be given to the quality rather than the quantity of international partnerships, focusing on joint study activities, joint modules and international applied projects. Participation in the ACE2-EU Alliance and other international networks shall be integrated into the core activities of LIK, ensuring that international experience is accessible to the majority of students and staff.

Applied research and innovation until 2035 shall be developed as an integrated system encompassing studies, partnerships and regional development. LIK shall purposefully concentrate applied activities in priority engineering fields with the greatest potential for competence development and impact. R&D and project management shall be based on a portfolio approach, enabling structured planning of outcomes, revenues and impact. Student involvement in applied activities shall be regarded as an integral component of studies.

Organisational governance shall be oriented towards data-driven decision-making, clear accountability and the strengthening of institutional capacities. The KPI system shall be used not only for accountability but also for the adjustment of strategic decisions. Human resources policy shall be based on a hybrid model combining pedagogical academic expertise with active engagement in industry. Sustainability principles shall be integrated into infrastructure management, study content and everyday organisational practices.

Given the uncertainty of Lithuania’s higher education policy environment, strategic development until 2035 shall be based on scenario planning. Among possible scenarios, LIK shall prepare primarily for a scenario in which engineering and technology become a national strategic priority. Under this scenario, LIK shall be positioned as the principal national centre of engineering competencies and professional development, integrating formal studies, reskilling and applied R&D activities.

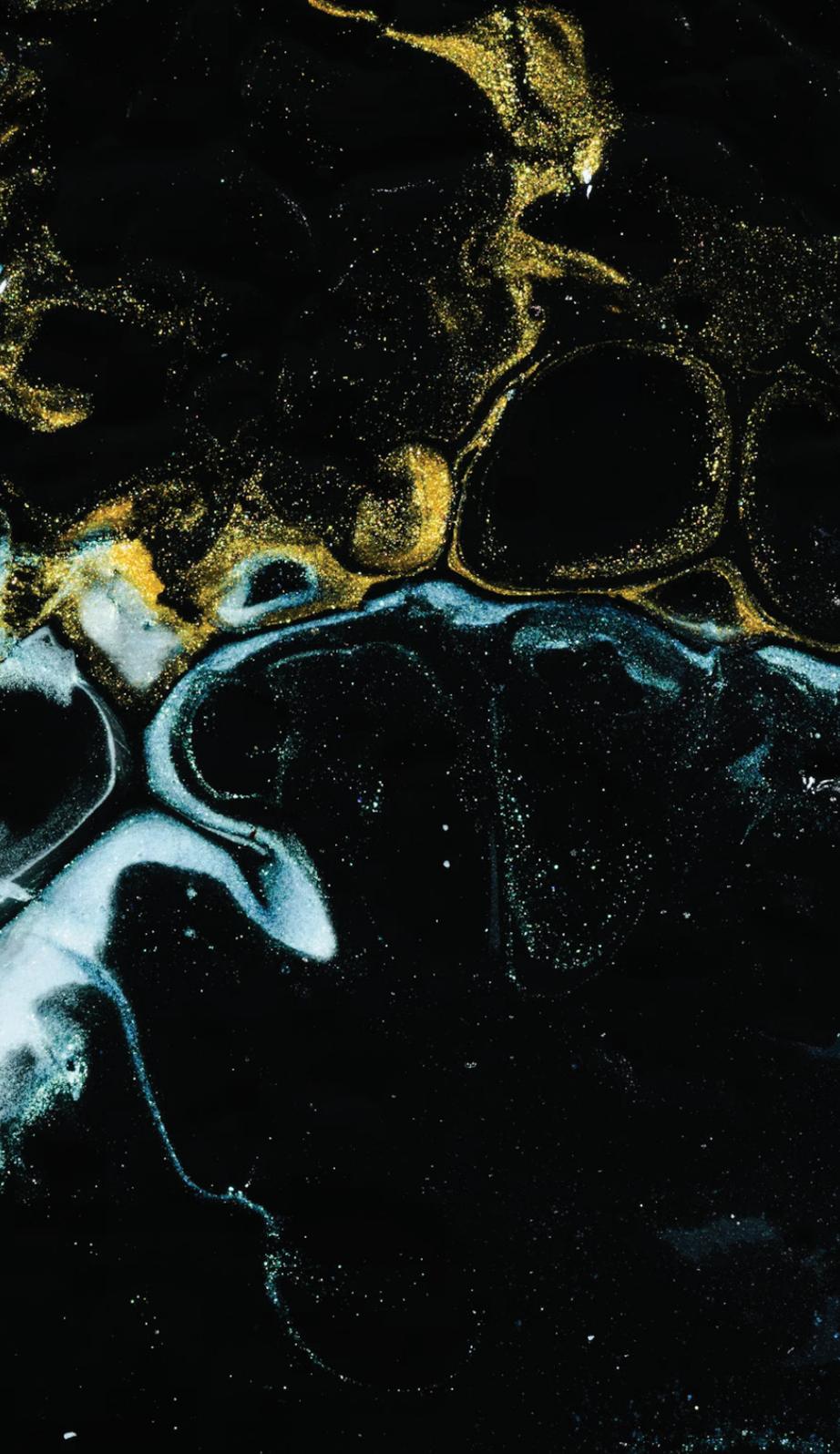
<p>A. Scenario - Status quo</p>	<p>External Environment</p> <p>Increasing quality and R&D requirements</p>	<p>Strategic Response</p> <p>Strengthening study quality and specialisation</p>	<p>Main Focus</p> <p>Quality and employability</p>
<p>B. Scenario - Consolidation</p>	<p>External Environment</p> <p>Sector mergers and restructuring</p>	<p>Strategic Response</p> <p>Clear engineering identity within integrated models</p>	<p>Main Focus</p> <p>Focus and leadership</p>
<p>C. Scenario - Engineering priority</p>	<p>External Environment</p> <p>State focus on engineering; development of the concept “Lithuania – the country of engineering”</p>	<p>Strategic Response</p> <p>National centre of engineering competencies</p>	<p>Main Focus</p> <p>Growth and impact</p>

Scenario C shall be identified as the preferred development scenario, as it most closely aligns with the strategic directions of Lietuvos Inžinerijos Kolegija Higher Education Institution, namely a clear engineering specialisation, institutional growth and a significant impact on national economic and technological development. This scenario shall be consistent with the strengthening state-level focus on engineering and with the strategic direction “Lithuania – the country of engineering” as shaped by national industry and business stakeholders.

At the same time, it shall be recognised that the development of the external environment remains uncertain and cannot be predicted unambiguously. Unlike Scenario A, which is primarily oriented towards adaptation to increasing quality and R&D requirements, and Scenario B, which is characterised by higher education sector restructuring and the absence of a distinct engineering identity, Scenario C shall enable LIK to purposefully pursue its strategic ambitions irrespective of final sectoral or policy decisions.

Even in the event that the external environment were to evolve in accordance with the logic of Scenarios A or B, the strengthening of engineering competencies in line with Scenario C shall enhance institutional resilience, strategic autonomy and negotiating capacity. Scenario C shall create the preconditions for LIK to operate not only as a reactive institution adapting to external change, but also as a proactive actor capable of shaping policy proposals and strategic initiatives for the state, regions and industry.

Accordingly, Scenario C shall be regarded as a preferred strategic reference point, rather than as a predetermined or exclusive development assumption. It shall enable Lietuvos Inžinerijos Kolegija Higher Education Institution to purposefully strengthen its institutional identity and to prepare effectively for multiple potential future development pathways.



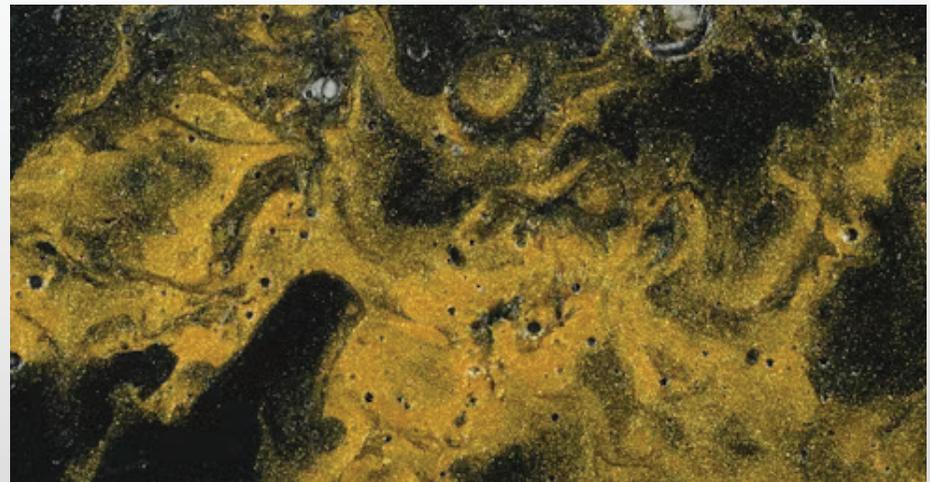
PRINCIPLES OF STRATEGY IMPLEMENTATION AND FINANCIAL LOGIC

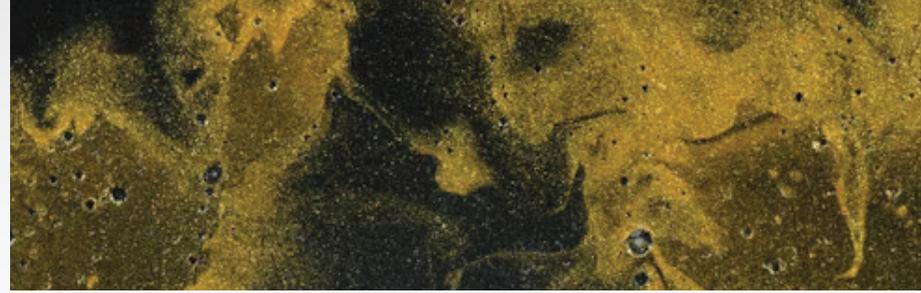
The implementation of the Strategy of Lietuvos Inžinerijos Kolegija Higher Education Institution for the period 2026–2030 shall be based on clear, realistic and sustainable financial logic, ensuring the feasibility of strategic priorities, long-term financial sustainability and institutional resilience to external change. Within the framework of this Strategy, finance shall be understood not as a separate administrative function but as a strategic resource directly linked to institutional directions, priorities and expected outcomes, as defined by the key performance indicators (KPIs). LIK shall adhere to the principle that financial decisions shall follow the Strategy and shall not determine it. Accordingly, annual financial planning and budgeting processes shall be oriented towards long-term value creation in the areas of teaching and learning, applied research and experimental development, internationalisation, institutional positioning and organisational maturity.

Finance as a Strategic Resource: Governance Logic

Financial resources shall be treated as limited and purposefully managed. Each significant financial decision shall be assessed in terms of its contribution to the achievement of strategic objectives, progress against KPIs and the added value created for students, partners, regions and society. The Strategy shall deliberately avoid detailed multi-year line-item budgeting, which shall remain the subject of annual operational planning. Instead, it shall define principles, priorities and indicative investment directions that ensure continuity of strategic implementation even in the event of changes in the higher education funding environment or policy framework.

Annual operational plans and the annual budget shall be developed on the basis of the Strategy, commencing with strategic directions and expected outcomes (including graduate employability, applied income, international partnerships, completion rates and R&D performance) and only subsequently defining specific activities, resource allocation and costs. This approach shall prevent the maintenance of routine operations without generating strategic impact or institutional advancement.





Principle of Revenue Diversification (Resilience and Growth)

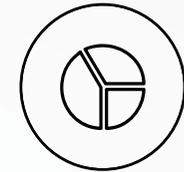
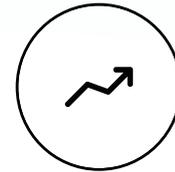
A core financial principle of the Strategy shall be the diversification of revenue sources in order to reduce dependence on a single funding stream and to strengthen institutional financial resilience. The implementation of the Strategy shall be based on a balanced combination of the following primary revenue streams:

- State funding, ensuring the stability of studies and the performance of core institutional functions;
- State incentives for applied research and experimental development, serving as a driver for R&D activity and performance;
- Earned income, including services to industry, professional training and lifelong learning, providing institutional flexibility and autonomy.
- Business investment and support, contributing to strategic initiatives and applied infrastructure.

Project-based funding from European Union and national programmes shall be regarded as an important additional source of growth. However, project funding shall be managed responsibly through a portfolio approach and shall not constitute the sole or dominant basis for the achievement of strategic objectives, taking into account policy uncertainty and variability in project success rates.

Link between Finance and Strategic Priorities

The financial logic of the Strategy shall be directly linked to the five strategic areas of activity. For this purpose, foreseen budget shall be defined in order to ensure alignment between financial planning and strategic priorities. An indicative annual budget model of EUR 16 million, presented below, shall serve as a governance reference rather than as a binding financial plan:



Strategic Direction	Main Funding Sources	Indicative Annual Share
Quality of studies and employability	State funding + earned income + projects	44%
Applied research and experimental development	Incentive funding + earned income + projects	33%
Internationalisation and global integration	Erasmus+/international projects + state funding/earned income	7%
Institutional positioning, focus and leadership	State funding + earned income + business investment	8%
Organisational excellence, sustainability and governance	State funding + projects + earned income	8%

STRATEGIC RISK MANAGEMENT PLAN FOR 2026–2030

This Strategic Risk Management Plan shall define the principal strategic, operational, financial, academic and reputational risks that may affect the implementation of the Strategy of Lietuvos Inžinerijos Kolegija Higher Education Institution for the period 2026–2030. The Plan shall be prepared in accordance with recognised risk management principles applied within higher education institutions and shall be fully integrated into the system of strategic directions, key performance indicators (KPIs) and implementation measures. This integration shall ensure that significant risks are systematically identified, assessed and addressed in the course of strategic, financial and organisational decision-making.

Risk management at Lietuvos Inžinerijos Kolegija Higher Education Institution (hereinafter – LIK) shall be based on the principles of prevention, proportionality, integration, accountability and continuous monitoring. These principles shall ensure that risk management is understood not as a separate control function, but as an integral component of strategic governance, supporting the protection of strategic priorities and the strengthening of institutional resilience in a changing environment.

Risk management activities shall be primarily oriented towards the early identification and prevention of risks rather than solely towards reactive responses after risks have materialised. Risks shall be identified during strategic planning processes and shall be systematically assessed when preparing annual operational plans, making significant financial decisions and implementing key strategic initiatives. Particular attention shall be paid to risks that may directly affect the achievement of strategic objectives and key performance indicators.

The principle of proportionality shall ensure that risk management measures are commensurate with the likelihood and potential impact of identified risks, avoiding excessive administrative burden or inefficient control mechanisms. For each significant risk, targeted, clearly defined and practically implementable mitigation measures shall be selected, focusing on risk reduction and impact mitigation rather than on formal risk registration.

The principle of integration shall require that risk management is embedded within strategic planning, KPI monitoring, financial planning and organisational governance processes. Identified risks and corresponding mitigation measures shall be explicitly linked to strategic objectives, performance indicators and assigned responsibilities, ensuring that decision-making takes into account both opportunities and potential adverse scenarios.

The principle of accountability shall ensure a clear allocation of responsibilities for risk monitoring and management. Responsibility shall rest not only with the institutional leadership, but also with Vice-Rectors, Directors, Heads of strategic directions, organisational units and project teams within their respective areas of competence. This approach shall contribute to the development of a shared risk awareness culture and to increased organisational maturity.

The principle of continuous monitoring shall require that risks are reviewed on a regular basis, but no less than once per year, and updated without delay in the event of significant internal or external changes, including changes in higher education policy, funding conditions, demographic trends or labour market developments. Risk monitoring shall be closely linked to the assessment of progress in implementing the Strategy, enabling the timely adjustment of actions and ensuring continuity of strategic implementation.

Risk Matrix of Strategic Activity Areas

Strategic Area	Risk Category	Risk Description	Likelihood	Impact on Strategy	Potential Impact	Management and Mitigation Measures	Responsible Persons/Offices
Quality of Studies and Graduate Employability	Academic/ Financial	Declining number of applicants	Medium	High	Loss of revenue, reduced market impact	Optimisation of the study programme portfolio; strengthening practice-based studies and marketing activities	Deputy Director for Academic Activities, Faculty Deans, Study Communication Office
	Academic	Misalignment between study content and labour market needs	Medium	High	Graduate competencies not meeting employers' expectations	Strengthening programme committees; enhancing the value and benefit package for social partners	Deputy Director for Academic Activities, Faculty Deans, Heads of Study Field Programmes
	Human Resources	Academic staff burnout	Medium	Medium	Deterioration of study quality	Workload management, professional development, staff recruitment	Deputy Director for Academic Activities, Faculty Deans, Personnel Department
Internationalisation and global integration	Organisational	Fragmentation of internationalisation activities	Medium	Medium	Limited international impact	Integration of internationalisation into studies; activation of activities within the ACE ² -EU Alliance	Director, International Relations Office
	Strategic	Insufficient engagement in international networks and alliances	Low-Medium	Medium	Weak international visibility	Insufficient engagement in international networks and alliances	Director, International Relations Office, Institutional Coordinator (Alliance)
	Administrative	Insufficient administrative capacity for international projects	Medium	Medium	Underutilised international opportunities	Strengthening project management competencies	International Relations Office, Administration
Applied research and experimental development	Academic	Insufficient involvement of academic staff and researchers in R&D activities	Medium	High	Failure to establish a sustainable R&D ecosystem	Improvement of incentive systems; integration of R&D into studies	Director, Head of the R&D Centre, Faculty Deans
	Financial	Instability of project-based funding	Medium	Medium	Instability of R&D activities	Long-term partnerships; diversification of revenue sources	Director, Head of R&D, Administration
	Strategic	Limited engagement of industry and business	Medium	Medium	Low value creation	Development of joint research and laboratory models	Director, Faculty Deans, Head of R&D

Strategic Area	Risk Category	Risk Description	Likelihood	Impact on Strategy	Potential Impact	Management and Mitigation Measures	Responsible Persons/Offices
Institutional positioning, focus and leadership	Reputational/ Financial	Strong competition in the engineering services market	Medium	Medium	Failure to achieve planned revenue	Revision of service sales and communication strategies	Director, Administration
	Human Resources	Shortage of experts	Medium	Medium	Underdeveloped expert activities	Attraction of experts; improvement of motivation systems	Faculty Deans, Personnel Department
	Strategic	Limited joint initiatives with national partners	Low-Medium	Medium	Weak institutional positioning	Strengthening the partnership strategy	Director, Administration
Organisational excellence, sustainability and governance	Organisational	Detachment of the Strategy from day-to-day operations	Medium	Medium	Slow implementation of the Strategy	Integration of KPIs into management processes	Director, Administration
	Organisational	Resistance to change	Medium	Medium	Slow implementation of the Strategy	Change management plan and communication	Director, Administration
	Governance	Lack of data-driven management	Medium	Medium	Decline in decision-making quality	Strengthening analytical skills	Administration, Strategy and Quality Management Centre

The Risk Matrix shall be reviewed at least once per year together with the assessment of progress in implementing strategic KPIs and the associated action plan. This review shall ensure a consistent evaluation of the relationship between identified risks and achieved results. Risk monitoring shall be based on quantitative and qualitative data, periodic management reviews and structured strategic discussions, enabling the timely identification of deviations from planned objectives.

This Strategic Risk Management Plan shall constitute an integral part of the Strategy of Lietuvos Inžinerijos Kolegija Higher Education Institution and shall be directly linked to strategic directions, the KPI system, the action plan and long-term development scenarios up to 2035. Risk analysis shall serve as a supporting instrument for strategic decision-making, ensuring that the achievement of strategic objectives is safeguarded against systemic, operational and external threats.