Universum International College
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REPORT ON SDGs

2025

Universum International College

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REPORT ON SUSTAINABLE DEVELOPMENT GOALS (2025)

INTRODUCTION

Following the establishment of the SDG Working Group in 2021, Universum International College (UNI) continues to strengthen the integration of the United Nations Sustainable Development Goals (SDGs) into its institutional strategy, academic provision, applied research and community engagement. The 2025 reporting period reflects a further emphasis on translating sustainability commitments into practical educational resources, professional partnerships, work-based learning and institutional capacity.

The updated report draws on UNI's 2025 Erasmus+ project sustainability portfolio. It distinguishes activities and outputs already documented during 2025 from planned contributions under projects that remain ongoing. It does not treat expected project outputs as completed achievements.

VISION AND INSTITUTIONAL COMMITMENT

UNI's institutional vision is to contribute to the development of Kosovo and the wider region through relevant, inclusive and purpose-driven higher education, teaching, applied research and engagement with society. The SDGs provide an overarching framework for connecting this mission with global priorities for social, economic and environmental sustainability.

UNI's commitment is reflected in the development and modernization of courses, the use of practical and digitally supported learning, the strengthening of academic staff competencies, and cooperation with companies and professional organizations. Through these activities, students are prepared to apply knowledge and professional skills to challenges related to sustainable development.

INSTITUTIONAL FRAMEWORK AND INTEGRATION

UNI established its SDG Working Group in 2021, bringing together representatives from its Schools and programmes to support institutional coordination and the integration of

sustainability across academic areas. The institution has also reported the inclusion of SDG-related content in the third year of its Bachelor's programmes as a means of helping students understand and apply sustainability principles in their future careers.

During 2025, Erasmus+ projects provided an additional mechanism for translating sustainability into academic practice. Project outcomes include course-development work, teaching units, digital learning resources, industry-needs research, supervised internships and approaches to work-based learning. Their long-term institutional value depends on continued use, periodic review and integration into regular academic and quality-assurance processes.

UNI's participation in European cooperation projects also supports knowledge exchange and partnerships with educational institutions, employers and professional stakeholders. The projects documented in the 2025 sustainability portfolio include completed initiatives as well as ongoing projects whose planned outputs are still being developed.

SDG AREAS REFLECTED IN UNI'S ACTIVITIES

UNI's 2024 SDG report identified six institutional priority areas: SDG 3, SDG 4, SDG 5, SDG 7, SDG 11 and SDG 17. The 2025 project sustainability report provides further evidence of activity relevant to several SDGs. The descriptions below present areas of contribution supported by the project record; they should not be interpreted as a new formal ranking or a measured SDG impact score.

SDG 3 – Good Health and Well-Being

The e-PHYSIO project strengthened the basis for digitally supported physiotherapy education and telerehabilitation. Four Physiotherapy modules were identified for the 2024/25 spring semester: Osteomuscular Physiotherapy (6 ECTS, semester IV); Physiotherapy in Rheumatology (8 ECTS, semester IV); Sports Medicine (3 ECTS, semester VI); and Clinical Practice II (8 ECTS, semester VI). The project supports the use of clinical demonstrations, rehabilitation exercises and case-based online learning in physiotherapy education.

M3DTECH, an ongoing project, is expected to further support health-sciences education through virtual-reality scenarios, digitally supported simulation and faculty development. These are expected contributions and are not reported as completed outcomes for 2025.

SDG 4 – Quality Education

Quality education is supported across the portfolio through curriculum modernization, reusable teaching resources, digital learning and practice-oriented approaches. Under reZEB, UNI's course portfolio comprises five 6-ECTS courses: MA Financial Management; MA Energy Management; BA Life Cycle Management; BA Sustainable Development Economics; and BA Understanding Energy Resources and Consumption. The course-development record identifies four new modules and one modernized module.

UNI faculty prepared four teaching units under WARP: Introduction to Sustainable Waste Management; Understanding Green Practices in VET; Entrepreneurship and Innovation; and Interpreting Industry and Market Trends. The units include learning outcomes, digital exercises, cases and applied assessments. Their piloting and wider reuse remain part of the ongoing project pathway.

TEACH-UP is expected to strengthen student-centred pedagogy, active learning, applied assessment and reflective teaching. DELTA is preparing data-literacy courses and teacher-training resources, with piloting planned for a subsequent semester. These planned activities are not counted as completed 2025 results.

SDG 5 – Gender Equality

UNI's 2024 SDG report identified gender equality as an institutional priority and described equality between women and men across its study programmes, alongside efforts to support women's and girls' access to education, healthcare, employment and leadership opportunities.

The 2025 UNI Project Sustainability Report does not provide new gender-disaggregated participation figures, gender-pay data, or specific 2025 outcomes for gender-equality initiatives. Accordingly, this updated report retains SDG 5 as a previously identified institutional priority but does not introduce unsupported new numerical claims or claim measured progress for 2025.

SDG 7 – Affordable and Clean Energy

SDG 7 is directly reflected in the reZEB project, which focuses on renewable energy, energy efficiency and near-zero-energy buildings. The project supports academic content in sustainable finance, energy management, life-cycle approaches, sustainable development economics and the understanding of energy resources and consumption.

By September 2025, UNI had completed eight first-round student internships through company and institutional arrangements. The placements included Termokos, Banka për Biznes, Byroja Kosovare e Sigurimit and Agjencia për Informim dhe Privatësi. These placements connected learning in energy management, sustainable finance, responsible administration and project-cycle competencies with practical settings. The second internship round belongs to the 2025/26 academic period and is not counted as a 2025 achievement.

EMPHASIS, an ongoing project, is intended to introduce green-energy learning resources and hybrid practical exercises. Its outputs should be reported as planned until implementation is evidenced.

SDG 8 – Decent Work and Economic Growth

UNI's sustainability portfolio supports employability and links between education and professional practice. The eight first-round reZEB internships completed by September 2025 provide documented evidence of supervised workplace exposure. CO-HOST, completed in 2025, strengthened approaches connecting hospitality and tourism education with workplace learning, mobility preparation, green competencies and entrepreneurship.

DUALKO is expected to develop a more systematic model of work-based learning through company agreements, supervised placements, shared assessment and an e-learning environment for recording student activities and mentor feedback. LEAD is expected to support employability-oriented learning outcomes, digital competence and interpersonal skills. These are ongoing project contributions.

SDG 9 – Industry, Innovation and Infrastructure

BIM4WB contributed to UNI's understanding of digital construction skills needs. UNI led industry-needs research and seminars during 2025, gathering evidence from professionals and employers in Kosovo and Albania. The findings identified demand for structured training in 3D modelling, visualization, coordination and digital construction workflows.

The planned BIM curriculum, staff training and digital learning resources are expected to build on this evidence. The project provides a basis for aligning future learning provision with demonstrated industry needs; the planned curriculum and training outputs should not be presented as already completed.

SDG 11 – Sustainable Cities and Communities

UNI's 2024 SDG report identified sustainable cities and communities as a priority area. The 2025 sustainability portfolio contains relevant educational and professional themes, particularly through reZEB's focus on energy efficiency and near-zero-energy buildings, and WARP's work on sustainable waste management and circular-economy practices.

These projects provide opportunities to develop knowledge and competencies relevant to more resource-efficient buildings, responsible resource use and sustainable practices. The 2025 source does not provide quantified institutional or community-level environmental impact measurements, so no such impact is claimed here.

SDG 12 – Responsible Consumption and Production

WARP directly addresses sustainable waste management, waste hierarchy, circular economy and green occupational skills. UNI faculty prepared teaching units that address these themes alongside sustainable venture design and the interpretation of industry and market trends. The project's next steps include piloting, refining and reusing the materials in relevant training and academic activities.

reZEB also contributes relevant learning content through life-cycle management and the understanding of energy resources and consumption. These educational contributions support awareness and skills related to more responsible resource use.

SDG 16 – Peace, Justice and Strong Institutions

EUfutur, completed in 2025, strengthened UNI's capacity to address European integration and EU policy issues through teaching, student inquiry and academic dialogue. Its reusable themes and discussion formats can enrich law, governance and political science courses.

MEDIATOR, an ongoing project, is expected to support practice-oriented education in mediation and alternative dispute resolution through teaching resources, role-play, case analysis and staff development. These activities are relevant to learning about dialogue, dispute resolution and access to justice, but the project's expected outputs should not be reported as completed.

SDG 17 – Partnerships for the Goals

International and cross-sectoral cooperation is a central feature of UNI's sustainability portfolio. Erasmus+ projects connect UNI with higher education institutions, employers, professional

organizations and other project partners. The portfolio includes cooperation on health education, energy, tourism, digital construction, waste management, data literacy, virtual exchange, mediation and work-based learning.

Documented examples include reZEB's internship arrangements with Termokos, Banka për Biznes, Byroja Kosovare e Sigurimit and Agjencia për Informim dhe Privatësi, as well as BIM4WB's 2025 industry-needs research and stakeholder seminars in Kosovo and Albania. Ongoing projects such as DUALKO, VISTA and SustainTour are expected to extend institutional and professional cooperation as their activities progress.

SUMMARY OF 2025 DOCUMENTED OUTPUTS

The following figures and outputs are explicitly documented in the 2025 UNI Erasmus + Project Sustainability Report. They are presented as project-level evidence and should be interpreted as project-level evidence and not institution-wide SDG performance.

Documented item	2025 evidence	Relevant SDG area
reZEB course portfolio	5 courses, each 6 ECTS; 4 new modules and 1 modernized module	SDG 4, SDG 7, SDG 11
reZEB student internships	8 first-round internships completed by September 2025	SDG 4, SDG 7, SDG 8, SDG 17
e-PHYSIO curriculum	4 identified Physiotherapy modules with specified ECTS and semesters	SDG 3, SDG 4
WARP teaching resources	4 teaching units prepared by UNI faculty	SDG 4, SDG 12
BIM4WB industry evidence	2025 industry-needs research and seminars in Kosovo and Albania	SDG 4, SDG 9, SDG 17

FUTURE OUTLOOK AND CONTINUOUS IMPROVEMENT

UNI will continue to strengthen the integration of sustainability into teaching, learning, applied research and institutional cooperation. The next stage is to ensure that project outputs are not limited to funded activities but are retained, reviewed and used within academic programmes and institutional processes.

Priority follow-up areas include piloting and evaluating WARP teaching units; continuing the reZEB course and internship pathways; developing BIM learning provision based on employer evidence; progressing the planned DELTA data-literacy pilot; and integrating relevant outputs from ongoing projects into curricula and staff development. For projects such as M3DTECH, DUALKO, MEDIATOR, VISTA, TEACH-UP, LEAD, EMPHASIS and SustainTour, progress should be reported as outputs are implemented and evidenced.

UNI should continue collecting measurable evidence for each SDG contribution, including course adoption, student participation, completed placements, staff training, employer engagement and environmental or community outcomes where these are measured. Future SDG reporting should distinguish activities, outputs and demonstrated outcomes, and should use verified data for any external ranking claims.

CONCLUSION

UNI's 2025 sustainability-related work demonstrates how international cooperation and project-based development can support the integration of sustainable development into higher education. Documented achievements include course development and modernization, eight first-round reZEB internships, the preparation of WARP teaching units, and BIM industry-needs research and seminars. Completed projects have also provided reusable educational approaches in physiotherapy, tourism, critical thinking, media literacy and European policy.

At the same time, a substantial part of the portfolio remains ongoing. Its contribution to the SDGs will depend on completing planned outputs, integrating them into regular academic provision, evaluating their effectiveness and maintaining partnerships. Through this evidence-based approach, UNI aims to strengthen the relevance of its educational provision and contribute to sustainable development in Kosovo and beyond.

REPORTING NOTE

The 2024 report included Times Higher Education (THE) Impact Rankings results and ranking bands. The 2025 UNI Project Sustainability Report does not provide updated THE ranking results or SDG ranking bands. Those historical figures have therefore been removed rather than carried forward or replaced with estimates. The SDG links in this report are based on the

documented focus and outputs of the 2025 project portfolio. Where alignment is interpretive, it is presented as relevance or contribution, not as a measured impact. The 2025 source does not provide new evidence for SDG 5 outcomes; the prior institutional priority is acknowledged without inventing updated results.

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