



Integration of SDGs in

- ☐ Institutional governance/strategic level
- ☐ SDGs in research
- ☐ SDGs in campus operations
- ☐ SDGs in curriculum development
- ☐ SDGs in student engagement activities
- ☒ SDGs into community activities
- ☐ SDGs at a whole-institution level

Focus on

- ☐ Goal 1 - No poverty
- ☐ Goal 2 - Zero hunger
- ☐ Goal 3 - Good health and wellbeing
- ☐ Goal 4 - Quality education
- ☐ Goal 5 - Gender equality
- ☐ Goal 6 - Clean water and sanitation
- ☐ Goal 7 - Affordable and clean energy
- ☐ Goal 8 - Decent work and economic growth
- ☐ Goal 9 - Industry, innovation and infrastructure
- ☐ Goal 10 - Reduced inequalities
- ☐ Goal 11 - Sustainable cities and communities
- ☐ Goal 12 - Responsible consumption and production
- ☒ Goal 13 - Climate action
- ☐ Goal 14 - Life below water
- ☐ Goal 15 - Life on land
- ☐ Goal 16 - Peace, justice and strong institutions
- ☐ Goal 17 - Partnerships for the goals

SDG Accord Case Study

Summary:

The Warsaw School of Economics is actively involved in climate action. The main campus is located in the center of Warsaw. However, approximately 70 meters west of the campus is a nature and landscape complex. The park, with an area of 1.65 ha, is home to a number of rare species of trees and shrubs. There are also trees that are monuments of nature. SGH, however, has no direct or indirect impact on the biodiversity of the park. It does not generate noise, pollution or take up groundwater. It also does not conduct activities that could result in the introduction of alien species, soil or groundwater pollution. Nevertheless, the University attaches great importance to environmental activities and implements a number of pro-ecological projects.

As part of climate action, the University is involved in the following important projects:

The University held an inaugural meeting of **the Round Table for Climate Education**, the aim of which is to initiate a broad dialogue on the introduction of climate education in Polish schools. Over 70 people participated in the inaugural meeting of the Round Table for Climate Education - representatives of government and local government administration, representatives of the UN system, the world of politics and science, teachers, youth and non-governmental organizations, who unanimously emphasized the need to introduce climate education in Polish schools.

The Rector of the Warsaw School of Economics joined the Program Council of **the Climate Leadership** project - a program building a community of leaders of real change in business to counteract irreversible climate changes taking place on Earth. Prominent representatives of the world of science, business, non-governmental organizations as well as the United Nations Environment Program (UNEP) are invited to participate in the Council. Collaboration between experts and business is critical to our planet's climate in the near future. The program council will enable the implementation of the program assumptions to an even greater extent and will build lasting relationships between the scientific, expert and business communities. The program supports activities undertaken by companies to achieve climate neutrality.

Climate webinars of the Working Group for University Social Responsibility operating at the Ministry of Funds and Regional Policy - The University was a co-organizer of two climate webinars:

- "Dissemination of knowledge about climate change and sustainable development
- "Zero waste - the best practices of Polish universities in the field of environmental protection

The Warsaw School of Economics, together with two other universities, concluded an agreement on the creation of a unique in the country **Intercollegiate Academy of Climate** - a consortium of postgraduate studies. It is a unique initiative of three universities - technical, economic and humanities - with significant support from the banking and business sectors. The Intercollegiate Academy of Climate is a comprehensive offer addressed to professionals who want to increase their knowledge and practical skills in connection with climate change. The study was developed for the employees of city and city offices, government and local government administration, representatives of business, production and service companies, including consulting, legal and financial companies.

Outline the 3 key benefits of integrating this theme:

1. Ensuring a coherent program of climate education at every stage of learning, from kindergarten to higher education, including the systemic implementation of climate education, taking into account all participants of the education system.
2. Developing a modern model of educating students in the field of climate education, including the transfer of comprehensive and interdisciplinary knowledge in this field.

SDG Accord Case Study

3. Systemic and regular involvement of all universities in Poland in the process of climate education by providing comprehensive and systematic knowledge in this field.

Outline the barriers or challenges encountered in integrating this theme and how you overcame these:

1. Low awareness of Polish society in the area of climate change and support for actions for its healing. Introducing climate education at all levels of education can significantly improve knowledge in this area.
2. Meeting the challenges related to climate policy is associated with a whole series of sacrifices and a great social effort related to the fight against climate change. That is why universal access to reliable climate education is so important.
3. Difficulty in accessing reliable educational tools in the field of climate knowledge for teachers, educators, parents and knowledge promoters. As a result of undertaken activities, institutions responsible for education should prepare information and materials consistent with scientific knowledge in this field.

Outline your conclusions and recommendations to others:

Climate education is closely related to the missions of universities, which emphasize the need to respond to contemporary civilization challenges. A university graduate should be ready to fulfill social obligations and co-organize activities for the climate as a fundamental civilization challenge. Social competences are also very desirable in the education of university graduates, future leaders of change, sensitive to environmental threats. Universities have a key role to play in tackling climate change, but the complex and multi-faceted nature of the issue poses challenges to the traditional functioning of institutions. While there is an increasing amount of work and research related to sustainable development and climate issues on campuses in the curriculum, there is a need for a more holistic understanding of the forms of impact that universities have on society and the environment. The role of universities in this area is important because they should participate in solving problems related to the current climate crisis within the broadly understood ecosystem (including various stakeholders), as well as shape leaders who will undertake such activities. The current role of universities is key in creating a future based on the concept of sustainable development, and initiating debates on important social issues - such as climate challenges, is a duty and a necessity for universities.



Inauguration of the Round Table for Climate Education
at the Warsaw School of Economics