Environment and fight against climate change

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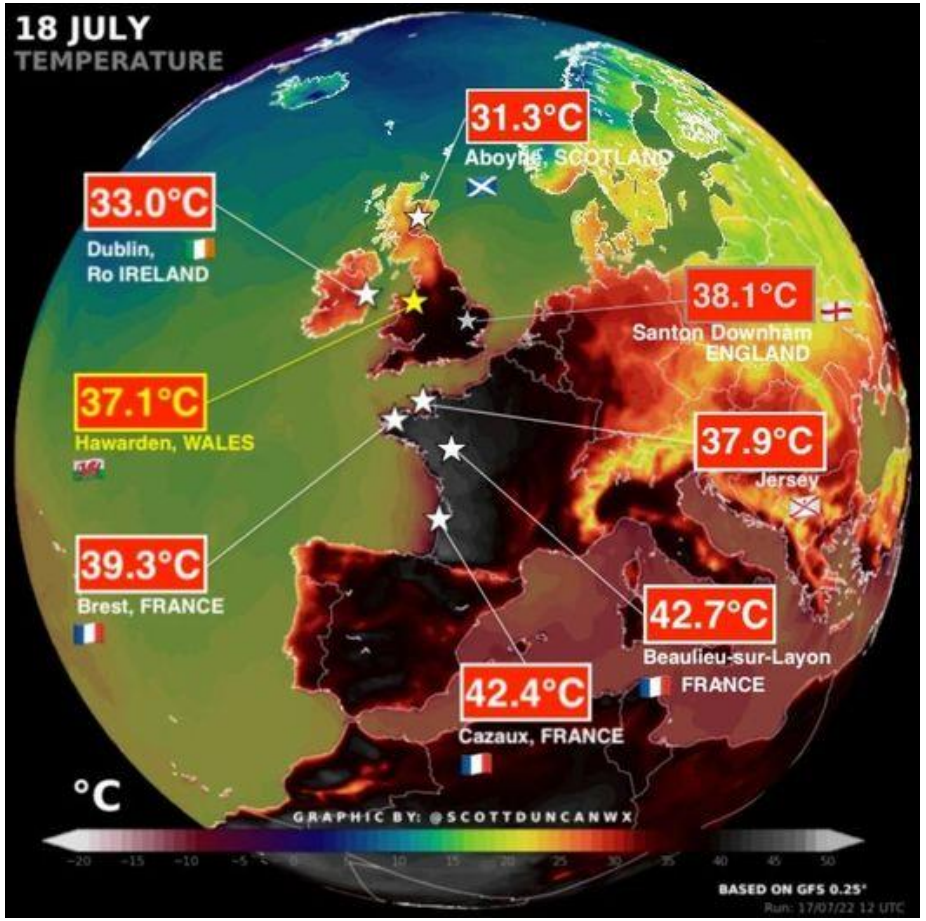
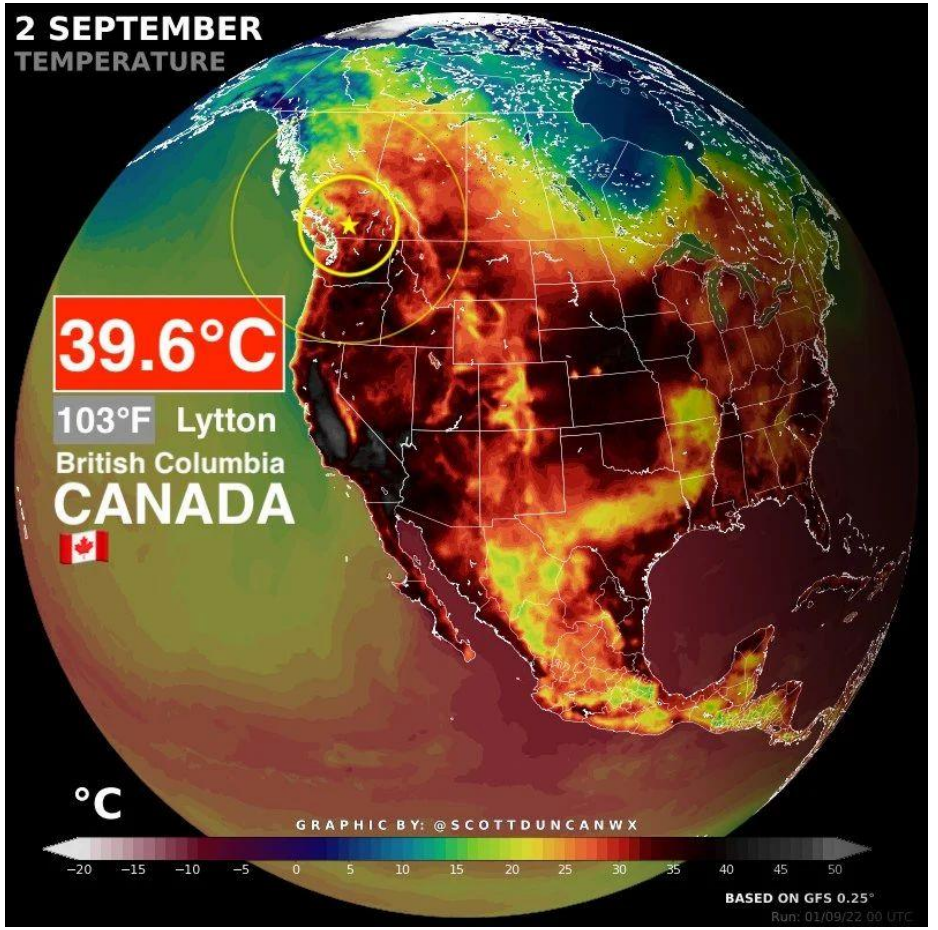
Why environment and climate actions are so important?





source: FB Scott Ducan (Professional meteorologist | Communicating weather & climate through engaging graphics)

Biodiversity loss. Species are going extinct faster than any time in history, and this worrying trend is projected to accelerate according to a 2021 UN report, where approximately 1 million animal and plant species are at risk of extinction, many of which could be completely wiped out within the next few years.

Deforestation. Every year the world loses 10 million hectares of forest. Deforestation and forest degradation accounts for 11 per cent of carbon emissions.

Plastic pollution. Every minute, the equivalent of one garbage truck of plastic is dumped into our ocean. Plastic pollution can alter habitats and natural processes, reducing ecosystems' ability to adapt to climate change, directly affecting millions of people's livelihoods, food production capabilities and social well-being.

Limitation of fresh water. Only 2.5% of the world's water is fresh – the water on which the world's terrestrial life depends.

source: UNEP

"Environment and climate action are key priorities for the EU now and in the future. The European Green Deal Communication is the European new growth strategy and recognises the key role of schools, training institutions and universities to engage with pupils, parents, and the wider community on the changes needed for a successful transition to become climate neutral by 2050."

European Green Deal

The **European Green Deal**, approved 2020, is a set of policy initiatives by the European Commission with the overarching aim of making the European Union (EU) climate neutral in 2050.

An impact assessment plan will also be presented to increase the EU's greenhouse gas emission reductions target for 2030 to at least 50% and towards 55% compared with 1990 levels. The plan is to review each existing law on its climate merits, and also to introduce new legislation on the circular economy, building renovation, biodiversity, farming and innovation.

https://en.wikipedia.org/wiki/European_Green_Deal

The benefits of the European Green Deal

The European Green Deal will improve the well-being and health of citizens and future generations by providing:

fresh air, clean water, healthy soil and biodiversity

renovated, energy efficient buildings

healthy and affordable food

more public transport

cleaner energy and cutting-edge clean technological innovation

longer lasting products that can be repaired, recycled and re-used

future-proof jobs and skills training for the transition

globally competitive and resilient industry

https://ec.europa.eu/info/strategy/priorities-2019-2024/european-green-deal_en

SUSTAINABLE DEVELOPMENT GOALS

https://www.un.org/sustainabledevelopment/

European Commission

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EU programme for education, training, youth and sport

The Programme supports the use of innovative practices to make learners, staff and youth workers true factors of change (e.g. save resources, reduce energy use and waste, compensate carbon footprint emissions, opt for sustainable food and mobility choices, etc.). Priority will also be given to projects that – through education, training, youth and sport activities – enable behavioural changes for individual preferences, cultural values and awareness for sustainable development, consumption habits, and lifestyles. Therefore, organisations and participants involved should strive to incorporate green practices in all projects through an environmental-friendly approach when designing the activity, which will encourage them to discuss and learn about environmental issues, to reflect about local actions and to come up with alternative greener ways of implementing their activities.

How to incorporate sustainable development into schools / institutions – the case study from the UK

The National Framework for Sustainable Schools was published in 2006 as an initiative of the Department for Education (DfE) entered into a partnership with the Sustainable Development Commission (SDC), the advisory body on sustainability, independent of government.

The framework encouraged schools to apply sustainable practices across their three-core architecture: „Curriculum", „Campus" and „Community", and developed through **the Eight Doorways:**

- **Food and drink**
- **Travel and traffic**
- **Energy and water**
- **Purchasing and waste**
- **Buildings and grounds**
- **Inclusion and participation**
- **Local well-being**
- **Global Citizenship**

"Sustainability in England's schools: evaluation of government approaches since 2004" by Yazmin Hall, Liverpool College: 2021 https://routesjournal.org/2021/04/07/r2063/

 Food and drink	Are model suppliers of healthy, local and sustainable food and drink, showing strong commitments to the environment, social responsibility and animal welfare in their food and drink provision, and maximising their use of local suppliers.
 Energy and water	Are models of energy efficiency, renewable energy and water conservation, showcasing opportunities such as wind, solar and biomass energy, insulation, rainwater harvesting and grey water recycling to everyone who uses the school.
 Travel and traffic	Are models of sustainable travel, where vehicles are used only when absolutely necessary and where there are exemplary facilities for healthier, less polluting or less dangerous modes of transport.
 Purchasing and waste	Are models of waste minimisation and sustainable procurement, using goods and services of high environmental and ethical standards from local sources where practicable, and increasing value for money by reducing, reusing, repairing and recycling as much as possible.
 Buildings and grounds	Manage and, where possible, design their buildings in ways that visibly demonstrate sustainable development to everyone who uses the school. Through their grounds, we would like schools to bring pupils closer to the natural world, capture their imaginations in outdoor play, and help them learn about sustainable living.
 Inclusion and participation	Are models of social inclusion, enabling all pupils to participate fully in school life while instilling a long-lasting respect for human rights, freedoms, cultures and creative expression.
 Local well-being	Are models of corporate citizenship within their local areas, enriching their educational mission with activities that improve the environment and quality of life of local people.
 Global dimension	Are models of global citizenship, enriching their educational mission with activities that improve the lives of people living in other parts of the world.

The Eight Doorways (Department for Children, Schools and Families, 2008).

"Sustainability in England's schools: evaluation of government approaches since 2004" by Yazmin Hall, Liverpool College: 2021
https://routesjournal.org/2021/04/07/r2063/

Strategic actions that the University of Warsaw wants to take in connection with climate change and the biodiversity crisis. They are divided into six "milestones":

• sustainable transport: reducing the carbon footprint generated by the UW community through commuting to work and studies, trips to conferences and business trips; achieving the goal requires the implementation of new, internal regulations and the improvement of bicycle infrastructure on campuses; **Travel and traffic**

• balanced nutrition: reducing the carbon footprint of eating meat and animal products and reducing the amount of food wasted; **Food and drink**

• sustainable consumption: extending the lifetime of electronic equipment by purchasing equipment that is cost-effective to repair in the event of a failure; reducing the carbon footprint by purchasing the highest-class energy-saving equipment; implementation of a platform that facilitates the exchange of devices, equipment and office supplies between employees; **Purchasing and waste**

• sustainable use of natural resources and energy: implementation of the principles accompanying the construction of new facilities, emphasizing energy efficiency, reduced energy consumption and reduced water consumption, and smart solutions; **Buildings and grounds / Energy and water**

• preparation for the effects of climate change: preparing the infrastructure for sudden and unprecedented weather phenomena, thoughtful location of the critical infrastructure, which will increase its resistance to these phenomena; preparation of work and study regulations that will take into account and systematize the method of operation in the event of violent meteorological phenomena; **Buildings and grounds**

• education and research: increasing the number of activities and open events on climate, the environment and the consequences of the climate crisis; intensification of research, including international research, devoted to issues related to the climate crisis and its consequences (scientists from developing countries will also be included in the research); **Inclusion and participation**

Thank you for your attention

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