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Education for Sustainable Development POLAND

Introduction:

Education for Sustainable Development (ESD) in Poland plays a crucial role in shaping the nation's future by fostering environmentally conscious, socially responsible, and economically sustainable practices. This document provides a current perspective on the status of ESD in Poland, focusing on key initiatives, policies, and outcomes.

1. National Policies and Frameworks:

- National Strategy for Sustainable Development 2030: Poland has a dedicated strategy that emphasizes sustainable development, including educational aspects. The National Strategy for Sustainable Development 2030 provides a framework for integrating sustainability principles into various sectors, with education as a key component.

- National Curriculum: The Polish education system incorporates ESD principles into the national curriculum, emphasizing environmental awareness, social responsibility, and economic sustainability. Subjects such as environmental education and civics play a crucial role in nurturing a sustainable mindset among students.

2. Educational Institutions and Initiatives:

- Higher Education Institutions (HEIs): Many universities and higher education institutions in Poland offer programs and courses related to sustainability and environmental studies. These cover disciplines such as environmental science, sustainable development, and renewable energy.

- Green Universities: Some universities in Poland actively engage in sustainability initiatives, earning recognition as "green universities." These institutions integrate sustainable practices into their operations, research, and curricula.

- Student Initiatives: Student-led initiatives, clubs, and organizations within universities promote sustainability and ESD. These groups often organize events, workshops, and campaigns to raise awareness and drive positive change.

3. International Cooperation:

- European Union Programs: Poland actively participates in European Union programs focused on sustainability and education, such as Erasmus+ and Horizon Europe. These

programs facilitate collaboration, knowledge exchange, and the implementation of best practices in ESD.

- UNESCO Initiatives: Poland collaborates with UNESCO in promoting ESD. UNESCO's Global Action Programme on ESD provides a framework for national efforts, fostering international cooperation and sharing of successful strategies.

4. Challenges and Opportunities:

- Challenges: Despite progress, challenges persist, including the need for more comprehensive integration of ESD across all levels of education, resource constraints, and the necessity for continuous teacher training in sustainable development.

- Opportunities: The growing interest in sustainability issues among students, educators, and policymakers presents an opportunity to further enhance ESD in Poland. Leveraging digital technologies for innovative educational approaches and promoting interdisciplinary collaboration are avenues for improvement.

5. Future Directions:

- Policy Enhancement: Continued refinement and implementation of policies supporting ESD are essential. This includes regular reviews of the national curriculum to ensure the inclusion of emerging sustainability issues.

- Capacity Building: Investing in teacher training programs and professional development opportunities focused on ESD will strengthen the capacity of educators to effectively impart sustainability concepts.

- Public Awareness: Increasing public awareness through campaigns, media, and community engagement will contribute to building a more sustainable and environmentally conscious society.

Conclusion:

Education for Sustainable Development in Poland is an evolving field, with notable progress in policy frameworks, institutional initiatives, and international cooperation. As the nation works towards a more sustainable future, ongoing efforts to integrate ESD into education at all levels will be crucial for shaping environmentally responsible and socially conscious citizens.

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