



SUBJECT DATASHEET

Introduction to the issue of the UN's 17 Sustainable Development Goals

BMEGT42VVV1000-00

I. SUBJECT DESCRIPTION

1. SUBJECT DATA

Subject name

Introduction to the issue of the UN's 17 Sustainable Development Goals

ID (subject code)

BMEGT42VVV1000-00

Type of subject

contact unit

Course types and lessons

<i>Type</i>	<i>Lessons</i>
Lecture	2
Practice	0
Laboratory	0

Type of assessment

mid-term
grade

Number of credits

3

Subject Coordinator

<i>Name</i>	<i>Position</i>	<i>Contact details</i>
Szalmáné Dr. Csete Mária	associate professor	csete.maria@gtk.bme.hu

Educational organisational unit for the subject

Department of Environmental Economics and Sustainability

Subject website

<https://edu.gtk.bme.hu>

Language of the subject

magyar - HU

Curricular role of the subject, recommended number of terms

Direct prerequisites

Strong None

Weak None

Parallel None

Exclusion None

Validity of the Subject Description

Approved by the Faculty Board of Faculty of Economic and Social Sciences, Decree No: 580439/11/2024 registration number. Valid from: 29.05.2024.

2. OBJECTIVES AND LEARNING OUTCOMES

Objectives

The aim of the course is to familiarise students with the 17 Sustainable Development Goals passed by the United Nations General Assembly's 2030 sustainable development agenda, which offer a better future for our planet as a whole and billions of people worldwide. The goals call for action by both developing and developed countries to end poverty, tackle inequality and climate change. The goals address not only the root causes of poverty, but also the enhancement of economic growth and prosperity, as well as people's health, education, and social needs, while also focusing on environmental protection.

Academic results

Knowledge

1. The student is familiar with the UN's Sustainable Development Goals (SDGs) for the period up to 2030, and is aware of their main topics and dimensions;
2. is aware of planetary boundaries and their effects on growth;
3. knows the main issues related to gender equality, fair work and education;
4. knows the challenges and opportunities related to achieving good health and well-being;
5. knows the processes of sustainable cities and urbanization, as well as the possibilities of urban resilience;
6. knows the basic scientific consensus, negotiation series and policies related to climate change and the mitigation and prevention of its consequences;
7. knows the threats affecting biological diversity and the policies and measures aimed at mitigating and preventing them;
8. knows the basics of the symbiosis of businesses and the circular economy;
9. is aware of the importance of promoting accountable and inclusive institutions and legislation and policies related to sustainable development;
10. knows the role of individuals in the implementation of sustainable development goals.

Skills

1. The student is able to identify the UN Sustainable Development Goals (SDGs) and their main dimensions;
2. is able to recognize the limits of the planet and its support and its effects on sustainable development and growth;
3. is able to interpret the effects of individual SDGs on society and their individual members, as well as the opportunities and limitations inherent in them;
4. is able to clearly see the policies related to the SDGs, as well as apply the tools and knowledge necessary to mitigate and prevent the consequences of climate change.

Attitude

1. The student cooperates with the instructor and fellow students during the expansion of knowledge;
2. constantly monitors the dialogue related to climate change and expands their interests through continuous learning;
3. seeks to understand climate change and its consequences as a complex system;
4. strives to prioritize decisions that maximize the quality of social well-being and environmental protection.

Independence and responsibility

1. The student independently follows the evolution of the UN's Sustainable Development Goals and changes in policies;
2. accepts well-founded critical comments with an open mind;
3. assumes responsibility for compliance with professional, legal and ethical standards and rules related to their work and conduct.

Teaching methodology

Lectures and seminars, problem-solving, oral and written communication. Application of IT tools and techniques.

Materials supporting learning

- Glied, Viktor – Pánovics, Attila (2022): Fenntartható fejlődés és környezetpolitika a 21. században – Egy paradigmaváltás küszöbén. Pécs, Kontraszt Plusz Kft., 177 p. ISBN: 9786158182249
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- Thomas Homer-Dixon (2013): Környezet, szűkösség, erőszak. Typotex Kiadó, Budapest.
- Kiss, Ferenc; Szabó, Árpád: Környezet-tudomány-történet Nyíregyháza, Magyarország : Bessenyei Könyvkiadó (2005) , 247 p. ISBN: 9637336214
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- Ernst Schumacher [1991]: A kicsi szép , Közgazdasági és Jogi Könyvkiadó, Budapest.
- Tomas Sedlacek [2012]: A jó és a rossz közgazdaságtana. A Gilgames-eposztól a Wall Streetig. HVG, Bp.

- World Economic Forum (2023): Global Gender Gap Report 2022, https://www3.weforum.org/docs/WEF_GGGR_2022.pdf
- <http://ffcelok.hu/celok/nemek-kozotti-egyenloseg/>
- Commission of the European Communities, (2001). Promoting a European framework for corporate social responsibility. Green paper, Brussels.
- Kotler, p. and Lee, N. (2007): Corporate Social Responsibility Doing the Most Good for Your Company and Your Cause, John Wiley & Sons
- Barna Orsolya; Szalmáné Csete Mária: Zöld készségek a felsőoktatásban. EDUCATIO 30 : 4 pp. 682-693. , 12 p. (2021)
- Barna Orsolya; Szalmáné Csete Mária: Integrating Sustainable Competences and Green Skills in the Hungarian Environmental Engineering Education. In: Järvinen, Hannu-Matti; Silvestre, Santiago; Llorens, Ariadna; Nagy, Balázs (szerk.) SEFI 2022 50th Annual Conference of The European Society for Engineering Education Proceedings: Towards a new future in engineering education, new scenarios that European alliances of tech universities open up. Barcelona, Spanyolország : Universitat Politècnica de Catalunya (2022) pp. 93-100. , 8 p.
- Brundiers, K., Barth, M., Cebrián, G. et al. Key competencies in sustainability in higher education—toward an agreed-upon reference framework. Sustain Sci 16, 13–29 (2021). <https://doi.org/10.1007/s11625-020-00838-2>
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- Andrea Óhidy: Oktatási expanzió és társadalmi egyenlőtlenség – aktuális tendenciák a németországi felsőoktatásban https://www.researchgate.net/publication/344379174_Oktatasi_expanzio_es_tarsadalmi_egyenlotlenseg_-_aktualis_tendenciak_a_nemet
- Fónai Mihály: A térbeli mobilitás mintázatai joghallgatók körében https://www.mjsz.uni-miskolc.hu/files/egyeb/mjsz/201801/3_fonaimihaly.pdf
- Boncz Imre Lampek Kinga Pusztafalvi Henriette (szerk): KÉZIKÖNYV AZ EGÉSZSÉGFEJLESZTÉSHEZ, 2022. Pécsi Tudományegyetem Egészségtudományi Kar, ISBN: 978-963-626-047-7 Letölthető: <https://www.etk.pte.hu/public/upload/files/efop343/KezikonyvAzEgeszsegfejleszteshoz2022net.pdf>
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- United Nations Environment Programme (2021). Smart, Sustainable and Resilient Cities: The Power of Nature-Based Solutions - A Working Paper for the G20. <https://wedocs.unep.org/20.500.11822/36586>
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- Peter Wohlleben [2022]: A fák titkos élete. Park Kiadó, Budapest.
- Tóth Gergely [2016]: Gazdasággép – A fenntartható fejlődés közgazdaságtanának kettős története. L'Harmattan Kiadó – KÖVET, Budapest.
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- Európai zöld megállapodás (europa.eu)
- Irány az 55%! – Az uniós zöld átállási terv - Consilium (europa.eu)
- Az igazságos átmenet mechanizmus (europa.eu)
- Youth for just transition toolkit_0.pdf (europa.eu)
- What is the European Year of Youth? | European Youth Portal (europa.eu)
- UNEP (2020) The Little Book of Green Nudges (link: <https://www.unep.org/explore-topics/education-environment/what-we-do/little-book-green-nudges>)
- ISSUE ERASMUS+ projekt keretében elkészült anyagok (link: <https://uni-bge.hu/hu/issue>)

II. SUBJECT REQUIREMENTS

TESTING AND ASSESSMENT OF LEARNING PERFORMANCE

General Rules

The learning results stated in point 2.2 are evaluated as follows: summative evaluation of the competencies acquired during the semester in the form of one summative assessment (1 mid-term exam).

Performance assessment methods

Detailed description of the performance evaluations carried out during the study period: Summative assessment: a complex, written assessment of the subject's knowledge and ability-type competence elements in the form of an online mid-term exam. The mid-term exam

focuses on the assessment of the acquired knowledge and its application, thus placing the focus on problem recognition and solution. The course material on which the evaluation is based, and the date of the mid-term exam are determined by the lecturer of the subj

Percentage of performance assessments, conducted during the study period, within the rating

- summative assessment: 100
- total: 100

Percentage of exam elements within the rating

Conditions for obtaining a signature, validity of the signature

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Issuing grades

Excellent	90
Very good	85-89
Good	73-84
Satisfactory	65-72
Pass	50-64
Fail	0-49

Retake and late completion

1) Pursuant to the current CoS, the summative assessment can be retaken, repeated or completed late. 2) The summative assessment can be retaken, repeated or completed late for the first time during the late completion period free of charge. In the event of a retake, the new result always overwrites the old one. 3) If the student is unable to obtain a grade other than 'Fail' even with the retake, repeat and late completion possibilities according to point 1), they may make a second attempt to successfully complete the course after paying the fee specified in the regulations.

Coursework required for the completion of the subject

participation	28
preparation for contact lessons	22
preparation for summative assessment	10
autonomous learning	30
total	90

Approval and validity of subject requirements

Consulted with the Faculty Student Representative Committee, approved by the Vice Dean for Education, valid from: 06.05.2024.

III. COURSE CURRICULUM

THEMATIC UNITS AND FURTHER DETAILS

Topics covered during the term

In order to achieve the learning outcomes set out at point 2.2, the subject consists of the following thematic blocks. In the syllabi of the courses announced in each semester, these topics are scheduled according to the calendar and other conditions.

- 1 Sustainable development is a dilemma
- 2 The only Earth? The Finite Earth
- 3 Planetary boundaries
- 4 Cases on gender equality
- 5 Decent job creation
- 6 Sustainability competencies in modern higher education
- 7 Inequalities and quality in higher education
- 8 Social, cultural and environmental determination of health
- 9 Money and happiness, inequality
- 10 Circular economy in cities, circular city model
- 11 Circular economy, related EU regulations-subsidies-policies
- 12 The role of forest-based economy in mitigating climate change
- 13 The importance and role of green space and nature-based solutions in climate change mitigation and adaptation
- 14 Water treatment and water purification solutions - the water cycle
- 15 Protection of terrestrial ecosystems, preservation of biodiversity
- 16 Green logistics
- 17 Industrial and electronic waste in the circular economy
- 18 A legal approach to the concept of sustainability
- 19 "Biosquirrel": What can we draw hope from and how can we be positive "planetary heroes"?
- 20 The role of young people in the implementation of the green transition
- 21 What can a university student do for sustainability?

Additional lecturers

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Approval and validity of subject requirements