

2025 Sharing Information on Progress **(SIP) Report**

Wroclaw University of Economics
and Business

Table of Contents

| | |
|--------------------------|----|
| 1. About PRME | 3 |
| 2. About SDGs | 5 |
| 3. Getting Started | 6 |
| 4. Purpose | 11 |
| 5. Values | 15 |
| 6. Teach | 18 |
| 7. Research | 24 |
| 8. Partner | 34 |
| 9. Practice | 38 |
| 10. Share | 42 |

About the Principles for Responsible Management Education (PRME)

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 that aims to raise the profile of sustainability in their classrooms through Seven Principles focused on serving society and safeguarding our planet.

PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact. Driven by its mission to transform management education, PRME equips today's business students with the understanding and ability to deliver change tomorrow. As a voluntary initiative with over 800 signatories worldwide, PRME has become the largest organized relationship between the United Nations and management-related higher education institutions.



“*The PRME initiative was launched to nurture responsible leaders of the future. Never has this task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals (SDGs).*

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.



Practice

We adopt responsible and accountable management principles in our own governance and operations.



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

The Sustainable Development Goals (SDGs)

In September 2015, all 193 Member States of the United Nations adopted a plan for achieving a better future for all – laying out a path over the next 15 years to end extreme poverty, fight inequality and injustice, and protect our planet. At the heart of Agenda 2030 are 17 Sustainable Development Goals (SDGs) and 169 related targets that address the most important economic, social, environmental and governance challenges of our time. The SDGs clearly define the world we want – applying to all nations and leaving no one behind. Successful implementation of the SDGs will require all players to champion this agenda; the role of higher education is critical to this.





Getting Started

This section provides foundational information about Wroclaw University of Economics and Business, including key details and basic institutional data.

Mission

Wrocław University of Economics and Business operates under the mission to "create experts and business leaders by establishing an environment for the development of knowledge, skills, and competences of the future." This mission naturally aligns with PRME's Seven Principles through our commitment to fostering responsible management education that addresses contemporary global challenges. Our institutional values of **Responsibility** - recognizing our moral and legal obligation for actions and their consequences - and **Community** - emphasizing cooperation and knowledge sharing - directly support PRME's emphasis on accountability to society and the planet.

As a "University of business – leader of changes," WUEB develops competences of the future through modern educational approaches while maintaining our commitment to developing "in harmony with the environment creating a better world." Our strategic priorities of cooperation with business, practice-inspired research, and outstanding education of experts and business leaders demonstrate our dedication to the PRME principles of Partnership, Research, and Teaching. Through our core values of Truth, Freedom, Excellence, and Entrepreneurship, we create an academic environment that not only discovers and proclaims truth but also prepares future leaders to identify and utilize development opportunities responsibly, contributing to inclusive prosperity in a world of thriving ecosystems.

Vision

WUEB Vision: Advancing Responsible Management Education as a Leader of Changes

Wrocław University of Economics and Business envisions itself as a "University of business – leader of changes," positioning the institution at the forefront of responsible management education transformation. Our vision encompasses five interconnected dimensions that directly support PRME's commitment to fostering inclusive prosperity and thriving ecosystems. We aspire to be a **university that stands out in the region, carrying out original research significant for international science**, thereby contributing to PRME's Research principle through studies that inspire responsible management practices. As a **university that develops the competences of the future in a modern way**, we align with PRME's Teaching principle by transforming learning environments to address contemporary global challenges including sustainability, social responsibility, and ethical leadership. Our vision as a **valued business partner and source of talents, competences, and knowledge** embodies PRME's Partnership principle, fostering collaboration between academia, business, government, and civil society to advance responsible management education. We strive to be an **attractive work and development environment** that practices the responsible management principles we teach, supporting PRME's Practice principle through our own governance and operations. Finally, as a **university based on the organization and technologies of the future**, we commit to continuous

innovation in responsible management education delivery, ensuring our graduates are equipped to lead positive change in an interconnected world while contributing to the UN Sustainable Development Goals and creating shared value for all stakeholders.

Strategy

strategia_2030_ang

View document  Download document 

Strategy Alignment

Strategic alignment

Wrocław University of Economics and Business has systematically aligned its Strategy 2030 (adopted in 2021) with five priority Sustainable Development Goals that "correspond with Strategy 2030": SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), SDG 9 (Industry, Innovation and Infrastructure), SDG 11 (Sustainable Cities and Communities), and SDG 13 (Climate Action). Our strategic framework demonstrates comprehensive integration through six strategic priorities, each with defined SDG alignments and measurable key performance indicators.

Strategic Priority 1 (Committed Personnel) directly supports SDG 8 through measurable "employees' level of satisfaction" and creates attractive growth conditions with individualized career development paths. **Strategic Priority 2 (Modern Organisation)** advances SDG 9 with "level of digital maturity" as the primary KPI, emphasizing digital transformation and renewable energy adoption commitments.

Strategic Priority 3 (Cooperation with Business) contributes to SDG 8 through the "value of cooperation with social and economic environment" indicator, establishing WUEB as an innovation center and startup environment.

Strategic Priority 4 (Recognised Research Inspired by Practice) and **Strategic Priority 5 (Distinctive Education)** both align with SDG 4, measured through "graduates' professional success" and "scientific achievements" KPIs, implementing modern didactics and phenomenon-based learning while addressing current economic and social research problems. **Strategic Priority 6 (Continuous Development of Competencies of the Future)** supports SDGs 11 and 13, tracked through "amount of revenue from continuous education" and environmental cooperation value, providing re-skilling and up-skilling for changing economic models.

This alignment is institutionalized through systematic development since 2008, including our 2019 PRME membership, 2022 Social Impact Manager appointment and Diversity Charter signing, and 2023 Sustainable Development Office opening. Our commitment is validated through formal stakeholder dialogue conducted in May 2023, where diverse participants including academic staff, business representatives, and students confirmed our focus on SDG 4 as the prevailing goal while supporting complementary SDGs. Measurable outcomes include our Individual Business Study Programme (32


students in 2023), mentoring programs (40 students with 33 mentors in 2023), and DT HUB initiatives engaging over 200 students with 11 firms in 2023, demonstrating concrete progress toward sustainable development goals while maintaining educational excellence.

Graduates & Enrollment



| 2024 Statistics | Number |
|---|--------|
| Graduates | 2963 |
| Faculty & Staff at the University | 1105 |
| Faculty & Staff at the Institution | 1105 |
| Student Enrollment at the University | 12176 |
| Student Enrollment at the Institution | 12176 |
| Undergraduate Attendance | 5837 |
| Masters-Level Postgraduate Attendance | 2959 |
| Doctoral Student Attendance | 67 |
| Certificate, Professional Development, or Continuing Education Attendance | 3313 |

Degrees Offered


Bachelor Programs

 Bachelor


Masters Programs

 Master  Master of Business Administration (M.B.A.)

Doctoral Programs

 Doctor of Philosophy (Ph.D.)

Additional

 Engineer

Postgraduate Degree Programmes

 Doctoral School of Wrocław University of Economics and Business



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.

Letter of Commitment



RECTOR

Wrocław, 15th of September 2025

Letter of Commitment from Senior Officer

Document Title: Rector's Letter of Commitment to PRME Principles

As Rector of the Wrocław University of Economics and Business, I am proud to reaffirm our commitment to the Principles for Responsible Management Education (PRME). WUEB is a dynamic institution with a long tradition of excellence in teaching, research, and international cooperation. For seventy-eight years, we have educated thousands of students each year, preparing future business experts and leaders who are ready to meet the challenges of a rapidly changing world.

Our mission, according to Strategy 2030, is to "create experts and business leaders by establishing an environment for the development of knowledge, skills, and competence of the future". We are recognized for our innovative teaching, strong business partnerships, and a culture of openness and responsibility. The Strategy 2030, developed with broad participation from our academic community, guides us as we respond to global megatrends such as digital transformation, climate change, and evolving business models.

We are proud to be a leading business university, an academic incubator for start-ups, and a center for original research and modern education. Our students benefit from state-of-the-art facilities, including the unique Business Processes Simulation Center, and participate in projects that build strong connections between academia, business, and society. As a public institution, we are dedicated to social and environmental responsibility, equipping our students with the knowledge and tools to support the transition to a low-carbon and sustainable economy.

Our values—community, truth, freedom, responsibility, modernity, excellence, and entrepreneurship—shape our approach to education and research. We strive to be a leader of positive change, supporting sustainable development and the UN Sustainable Development Goals. We are also proud to hold prestigious accreditations and to be an active member of the global business education community.

Wrocław University of Economics and Business

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www.uew.pl/en



RECTOR

Since 2021, the implementation of Strategy 2030 has been a collective effort, involving academic mentoring, digitalization, and the development of new platforms for teaching and professional growth. We are committed to integrating social and environmental responsibility into all aspects of university life and to fostering a supportive environment for our staff and students.

Together with our faculty, staff, students, and partners, we will continue to advance responsible management education, foster innovation, and contribute to a more sustainable and inclusive future. We look forward to further collaboration within the PRME community and to sharing our progress in the years ahead.

Sincerely,

Professor Dr hab. Czesław Zajac


Rector

Wrocław University of Economics and Business

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Portrait of professor Czesław Zajac - Rector of Wrocław University of Economics and Business, photographed in formal academic regalia suitable for official university communications and international reporting.

Definition of Purpose

WUEB's purpose is to educate future-ready experts and leaders who drive sustainable value for business and society. We foster an inclusive environment for developing knowledge, skills, and competencies, aligning with the UN's SDGs. Our Strategy 2030 ensures we contribute to a thriving, responsible global economy.

Institutional Engagement

26% - 50% of faculty at Wrocław University of Economics and Business actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



How We Define Values

WUEB places organizational responsibility at its core, embedding values like community, truth, and sustainability into our practices. We hold ourselves accountable to society and the planet, fostering ethical leadership and responsible decision-making. Our commitment ensures a positive impact on both local and global scales.

Who Champions Responsible Management Education at Our Institution

- ❖ Centralized sustainability office

Student Awareness

26% - 50% of students at Wroclaw University of Economics and Business are aware that we are a PRME Signatory Member.

Student Engagement

26% - 50% of students at Wroclaw University of Economics and Business actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.

Celebrating Values

The following demonstrates a way in which our institution celebrates values in various specializations.

Commitment statement - Vice-Rector for International Cooperation

In line with the PRME Values principle—*We place organizational responsibility and accountability to society and the planet at the core of what we do*—I am pleased to share how Wrocław University of Economics and Business (WUEB) celebrates and lives its values.

Our values, as defined in the Strategy 2030 of WUEB, are deeply rooted in the historical heritage of our university and reflect the enduring attitude of our academic community. These values provide a solid foundation and guide our response to current global challenges. They shape our activities in teaching, research, and collaboration with external stakeholders, ensuring that responsibility and accountability remain central to our mission.

WUEB actively promotes lifelong learning and social engagement through several key initiatives. The University of the Third Age (U3A) which empowers seniors with knowledge and skills to remain active in society [source](#). It offers seniors educational and social activation programs, including new classes such as yoga, dance, memory training, and language courses, supported by European Union funding and regional grants. For younger generations, we run the Children's University of Economics, a nationwide project fostering economic education among children [source](#), it educates young learners in economic principles, engaging 180 children and their parents in editions of academic year 2023/24. Similarly, the Young Economist Academy [source](#) provides economic education to youth, with 145 children participating in the 2023/24 academic year.

Community-building events such as the World Café foster dialogue on the future of education, involving university authorities, students, and socio-economic partners. Integration Day and the DT Hub provide spaces for collaboration, innovation, and inclusion, including adaptations for people with disabilities.

WUEB also demonstrates social responsibility through health awareness campaigns like Pink October [source](#), promoting cancer prevention and support.

A highlight of our community engagement is the II Charity Christmas Concert held in December 2024 at the Continuous Education Centre (CKU). This event brought joy to children and raised funds for local causes, exemplifying our commitment to social solidarity and cultural heritage [source](#).

These activities, among others, are documented in our Sustainable Development Goals (SDG) reports for 2023 and 2024, showcasing our commitment to embedding values into concrete actions. Through these efforts, WUEB honors its heritage while actively contributing to a responsible and sustainable future, fully embodying the spirit of the PRME Values principle.

Sincerely,

Prof. dr hab. Bogusława Drelich-Skulska
Vice-Rector for International Cooperation



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



How We Define Teach

At WUEB, Teach means transforming learning environments through phenomenon-based learning and modern didactic methods that integrate responsible management concepts into our curriculum. We focus on developing "competences of the future" by combining theoretical knowledge with practical applications, preparing business leaders who understand their responsibility to society and sustainable development principles.

Educator Recognition

At Wrocław University of Economics and Business, we recognize educators for quality of teaching in the following ways:

- ❖ Annual teaching excellence awards
- ❖ Course evaluation scores
- ❖ Faculty promotion and tenure consideration
- ❖ Financial incentives
- ❖ Professional development opportunities

Teaching Voices

The following statement demonstrates ways in which educators at Wrocław University of Economics and Business support sustainability and responsible management in their classrooms.

Statement of Dean for Education of WUEB

Realization of the PRME Principles in Teaching and Student Learning at Wrocław University of Economics and Business (WUEB) 2023-2024

As the Dean of Education at Wrocław University of Economics and Business (WUEB), I am pleased to affirm that our educational practices are explicitly aligned with the PRME Purpose Principle. We are committed to advancing responsible management education that fosters inclusive prosperity within thriving ecosystems. This letter outlines how our curricula, pedagogy, assessments, and student learning experiences collectively embody this purpose.

The Wrocław University of Economics and Business (WUEB) is an organization that serves its community, which in practice means that it not only listens to and responds to the expectations of its socio-economic environment, but also strives to anticipate and even create them. In the area of education, the University is perfecting its teaching methods to meet the evolving perceptions of its current audience. Consultations with employer representatives within the advisory collegial bodies

known as the Faculty Councils play a significant role in the process of creating and improving its curricula. These consultative bodies support faculty managers in fulfilling their responsibilities. Active collaboration with representatives of the socio-economic environment, monitoring graduates' careers, systematic analysis of student satisfaction, and strategic analysis of the competitive local, regional, national, and international education market for the implementation of Strategy 2030 allow us to conclude that, given the uncertainty, volatility, complexity, and ambiguity of the future job environment for graduates, our university's goal is to develop meta-skills—the willingness to acquire new skills, including openness to diversity, critical thinking, and teamwork—which are key in educating experts and leaders.

For many years, our university has consistently strived to build its position as a socially responsible organization and undertakes various activities to achieve the Sustainable Development Goals. A socially responsible educational process supports the expansion of study programs to include topics in ethics and corporate social responsibility, sustainable development, and social innovation. Curricular learning outcomes at all levels include provisions for shaping the social and civic attitudes of future elites, fostering community building, creativity, openness, and communication, as well as social sensitivity and a culture of work.

Our undergraduate and graduate programs integrate learning outcomes that emphasize Environmental, Social, and Governance (ESG) and Sustainable Development Goals (SDG) knowledge, alongside critical social competencies such as ethics, stakeholder engagement, teamwork, and communication. WUEB offers a comprehensive portfolio of sustainability-related courses across diverse fields, including but not limited to: Sustainable Development; Business Sustainability (in English); Strategies for Sustainable Development of Organizations; Ethics and Corporate Social Responsibility; Sustainable Finance; Non-Financial and Integrated Reporting; Cities' Climate neutrality strategies; Environmental Protection and Natural Resources Economics; and Ethics and CSR, Green Economy.

Our teaching methods emphasize case- and project-based learning. For example, in flagship courses like "ESG in Financial Management," students critically analyze non-financial reporting, assess ESG performance, and connect sustainability decisions to enterprise value through research and collaborative projects.

Experiential learning is a cornerstone of our approach. The Climate Academy (Akademia Klimatu) exemplifies this by bringing together students, faculty, and external practitioners in hands-on, multi-stakeholder learning environments. Recent editions have combined expert presentations with interactive workshops, enabling participants to translate climate and ESG concepts into actionable strategies across sectors such as finance, construction, energy, inventory management, and resource extraction. These events regularly attract over 60 participants, including students, university staff, and entrepreneurs, focusing on real-world sustainability challenges faced by small and medium-sized enterprises.

We have also implemented extended English-language editions of the Climate Academy that utilize a sprint methodology. In these editions, small interdisciplinary teams of students from multiple Wrocław universities collaborate intensively over a short period to address real-world sustainability challenges posed by impact startups and foundations. This format fosters inclusive teamwork, creative problem-solving, and practical application of ESG frameworks in a dynamic, multi-stakeholder learning environment.

Our courses and events incorporate contemporary regulatory frameworks, ratings and scorings.

We prioritize authentic assessments such as case analyses, projects, and presentations over traditional recall-based exams. These assessments evaluate students' abilities to synthesize ESG evidence, reason ethically, and propose feasible, balanced pathways toward sustainability. Our students actively engage in sustainability-related research, with hundreds of undergraduate and master's theses completed on topics including corporate social responsibility, sustainable development, ESG integration, and environmental management. These projects are supervised by faculty across multiple disciplines, reflecting both the breadth of our expertise and sustained student commitment to responsible management.

Due to the rapid development of generative artificial intelligence, we are realigning principles and values (responsibility, autonomy, transparency, data protection, etc.) along with their dissemination, and introducing new tools for developing knowledge, skills, and competencies, while recognizing the limitations and potential of this technology. We also promote and implement a continuous and methodical process of lifelong learning (through initiatives such as the Young Economist Academy, University of Leaders, Student Mentoring, Business Individual Study Program, a wide range of postgraduate and MBA programs, etc.) addressed to all University stakeholders. We are also rebuilding the value of the study process, especially among young people with the specific characteristics of Generation Z and Generation Alpha, who are dominated by digitization, computerization, and the virtual world, and whose knowledge decoding and social behavior patterns differ from previously known models and methods of education.

Complementing this, university-wide initiatives focused on "competencies of the future" provide structured teaching hours to enhance teamwork, communication, and digital literacy—skills essential for fostering inclusive prosperity and effective sustainability practice. We bring in practitioners to the classroom; they conduct tailor made classes for selected courses.

Our teaching units regularly update syllabi and case studies to reflect evolving ESG standards and regional transition priorities. Faculty integrate practitioner insights from experiential learning formats into coursework and assessments to enhance relevance and impact. Moving forward, we will expand the use of real-world cases (e.g., SME decarbonization pathways, sustainable finance instruments), deepen literacy in CSRD/ESRS standards, and increase opportunities for interdisciplinary teamwork in both English and Polish.

WUEB's teaching and learning processes embody the PRME Purpose Principle by equipping students with the knowledge, skills, and social competencies necessary to foster inclusive prosperity while safeguarding natural ecosystems. We welcome verification of these commitments through our syllabi, course portfolios, experiential learning programs, student work samples, and comprehensive documentation of our educational initiatives.

dr hab. Agnieszka Sokołowska-Durkalec, prof. UEW

Dean for Education

Wrocław University of Economics and Business

Fostering Innovation



A lot

Our institution supports innovation significantly through teaching and learning.

Experiential Learning



To a great extent

Teaching and learning at our institution strongly encourage experiential learning.

Learning Mindset



To a great extent

Teaching and learning at our institution strongly promote a lifelong learning mindset.

Method of Teaching and Learning



In person

Traditional classroom-based learning with face-to-face instruction.

Barriers to Innovative Curriculum

In 2024, Wrocław University of Economics and Business identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- ❖ Accreditation constraints
- ❖ Assessment challenges
- ❖ Change fatigue
- ❖ Faculty expertise gaps
- ❖ Institutional culture
- ❖ Limited interdisciplinary collaboration
- ❖ Overloaded faculty
- ❖ Time constraints

Barriers to Innovative Pedagogy

In 2024, Wrocław University of Economics and Business identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

- ❖ Accreditation limitations
- ❖ Administrative hurdles
- ❖ Budget constraints
- ❖ Faculty resistance
- ❖ Digital divide
- ❖ History and institutional tradition
- ❖ Overloaded faculty
- ❖ Time constraints



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.

How We Define Research

At WUEB, Research means conducting "practice-inspired research" that addresses current economic and social problems to inform responsible management education and practice. We study real-world challenges facing organizations, institutions, and society, generating knowledge that bridges academic inquiry with practical solutions for sustainable development and ethical business practices.

Research vs Research for RME/Sustainable Development



Research Funding

In 2024, Wrocław University of Economics and Business was awarded funding for research that is:



Socializing Research

In 2024, Wrocław University of Economics and Business contributed research findings to:

- ❖ Community organizations
- ❖ Government and policy makers
- ❖ Industry and business networks
- ❖ International media
- ❖ Local media
- ❖ National media
- ❖ Open-access platforms
- ❖ Public events and lectures
- ❖ Research collaborations

❖ Social media and digital outreach

Publications Related to RME and/or Sustainability

How do lifecycle, employment and childcare support contribute to the gender pension gap in Europe? The clustering methods analysis

| [DOI](#)

Authors: Anna Jędrzychowska, Wrocław University of Economics and Business | Ilona Kwiecień, Wrocław University of Economics and Business | Ewa Poprawska, Wrocław University of Economics and Business | Ewa Gałęcka-Burdziak, SGH Warsaw School of Economics, Warsaw, Poland; LCC Australia, Sydney, Australia | Ewa Cichowicz, SGH Warsaw School of Economics, Warsaw, Poland

Date of publication: October, 2024

Department: Finance

Despite ongoing efforts in Europe to tackle discrimination against women in the labor market and societal roles, gender inequality remains entrenched. This study shifts focus from the design of pension systems to explore other key factors impacting women's careers. By examining life cycle demographics, career paths, and childcare support systems, we utilize clustering to categorize European countries based on factors influencing women's pension capital accumulation, excluding pension design. Our innovative approach highlights the significance of these factors in the gender pension gap. Findings suggest demographic and social similarities across countries do not necessarily equate to equitable retirement scenarios for women compared to men, underscoring the potential of pension system design to mitigate disparities. Using Ward's method and the silhouette index for country classification on 10 variables, our analysis reveals distinct differences in gender pension gaps across Southern, Northern, Western, and Eastern Europe. This divergence, alongside observed differences in retirement outcomes for women affected by prior pension regulations, points to increasing challenges for younger European women in achieving pension parity with past generations.



Children's Diets and Planetary Health: A Study in Wrocław, Poland, and Sydney, Australia

| [DOI](#)

Authors: Agnieszka Orkus, Wrocław University of Economics and Business | Diana Bogueva, Curtin University Sustainability Policy Institute, Australia

Date of publication: November, 2024

Department: Nutrition Education

Meals served to children should not only satisfy hunger and taste preferences but also be nutritionally adequate. Nutrition in early childhood is critical, as children spend a significant portion of their day in kindergarten or preschool, making these settings key contributors to their overall dietary intake. With the rising prevalence of nutrition-related health conditions among children, early interventions are essential for developing and establishing lifelong healthy eating habits. This study assessed the nutritional value and quality of children's diets in two distinct settings: kindergartens in Wrocław, Poland, and preschools in Sydney, Australia, evaluating their alignment with the planetary health diet. The research analysed 10-day menu cycles from five kindergartens in Wrocław and the contents of lunchboxes from five preschools in Sydney's Upper North Shore area. A total of 100 menus were reviewed in Poland, while 100 children's lunchboxes were assessed in Australia. Different analytical methods were employed: the Diet 6D software program for the Polish menus and the Food Consumption Score for the Australian lunchboxes. Both methods revealed dietary imbalances, such as excessive intake of protein, vitamin A, salt, and sugar, alongside deficiencies in calcium, vitamin C, and vitamin D. The study concluded that children's diets should adhere to nutritional guidelines, meeting both Polish and Australian standards, and align with the principles of the planetary health diet. To achieve this, nutritional education is essential for kindergarten staff in Poland, while targeted educational interventions are needed for parents and children in both Poland and Australia, promoting health and environmental sustainability through better nutrition.



Understanding crypto-asset exposure: An investigation of its impact on performance and stock sensitivity among listed companies

| [DOI](#)

Authors: Aleksander Mercik, Wrocław University of Economics and Business | Tomasz Słoński, Wrocław University of Economics and Business | Marta Karaś, Wrocław University of Economics and Business

Date of publication: February, 2024

Department: Finance

This paper examines how adding crypto-assets onto companies' balance sheets changes their risk profile, affecting the price of their stocks. By incorporating the risk factor related to crypto-assets and employing the Fama-French 6-factor model as a control mechanism, we find that crypto-assets are fundamental in explaining the stock returns of the companies that engage in crypto markets and are more influential than Fama-French factors. The results reveal that crypto-asset influence on companies' risk profile is substantial, highlighting the importance of considering this asset class when evaluating investment decisions. The study makes significant contributions to academic literature, providing new insights into the impact of companies' exposure to crypto-assets, portfolio performance, and the dynamics of this exposure over time. The findings can help corporations and investors make informed decisions about allocating crypto-assets and assess the potential implications of their involvement in the crypto-asset market.



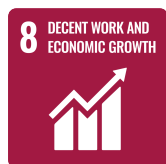
Interaction effects in the cross-section of country and industry returns | [DOI](#)

Authors: Zaghum Umar, College of Business, Zayed University | Adam Zaremba, Montpellier Business School | Mehmet Umutlu, Accounting and Finance Subject Group, The Business School, Edinburgh Napier University | Aleksander Mercik, Wrocław University of Economics and Business

Date of publication: May, 2024

Department: Finance

We comprehensively examine the interaction effects in the cross-sectional predictability of country and industry returns. Using nearly five decades of data from 68 countries, we construct all possible double-sorted portfolios based on 44 portfolio characteristics and uncover numerous significant interactions. An out-of-sample value-weighted strategy that selects the top long-short country (industry) interactions generates a monthly World CAPM alpha of 0.33% (0.62%) with a Sharpe ratio of 0.58 (0.75). The strongest interactions stem from implementing momentum and technical analysis signals in small and illiquid countries or industries. Furthermore, the return patterns mainly emanate from frontier and weakly integrated markets—highlighting the role of market frictions and segmentation in the occurrence of abnormal returns. Consistent with these interpretations, the interactions decline over time as global markets mature and become more integrated.



Environmental awareness and sustainable behavior of respondents in Germany, the Netherlands and Poland: A qualitative focus group study

| [DOI](#)

Authors: Boermans, Diana D, Amsterdam University of Applied Science | Jagoda, Agnieszka, Wrocław University of Economics and Business | Lemiski, David, Ruhr University Bochum, Center for Environmental Management | Wegener, Jana, Amsterdam University of Applied Science | Krzywonos, Malgorzata, Wrocław University of Economics and Business

Date of publication: September, 2024

Department: Management

The diverse European landscape of climate consciousness is shaped by political values, financial constraints, and country-specific point of view. The aim of the study was to unravel age-specific ecological awareness, forms of engagement, and perceptions, contributing to a nuanced understanding of climate dynamics.

Selected regions: Germany (Rheinisches Revier), the Netherlands (Amsterdam Metropolitan Area), and Poland (Upper Silesia/Metropolis GZM) present different states regarding recycling/Circular Economy principles, and different environments.

The research design incorporates an inductive qualitative approach to investigate environmental awareness and attitudes toward ecologically friendly behaviors. Six FGIs (Focus Group Interviews) were conducted across three European regions, involving participants from diverse age groups (20–39 years and 40–60 years) in each region.

The study shows that ecological awareness varies between countries and generations, reflecting distinctive environmental strategies shaped by cultural and developmental factors. Participants in each region and age group exhibit diverse levels of engagement in sustainable activities, and highlight issues such as the need for tailored strategies, concerns related to eco-labelling, greenwashing, and inadequate waste treatment, as well as information gaps.

These variations in pro-environmental attitudes and behaviors across age groups and regions underscore the need for tailored strategies and regional policies. Transparency in waste management, eco-labelling, and sustainable transportation alternatives should be prioritized. Educational initiatives addressing information gaps, especially regarding lifestyle choices, are crucial. Collaboration and interdisciplinary approaches are essential for fostering positive change and a sustainable future across the European Union. Transparent communication, regulatory measures, and accessible eco-friendly options encourage widespread adoption of pro-environmental behaviors.



Effect of R&D activity on level of innovation of EU countries in 2014 and 2020

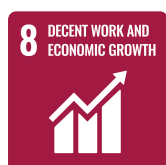
| [DOI](#)

Authors: Piotrowska, Katarzyna, Wrocław University of Economics and Business | Szymura, Aleksandra, Wrocław University of Economics and Business | Wanicki, Piotr, Wrocław University of Economics and Business

Date of publication: February, 2024

Department: Management

Research and development carried out by companies are pivotal for innovative economies of countries, especially in the unpredictable and changing social, economic and political environment. In this context, it is very important to answer, which factors identify the effectiveness of measures in relation to R&D activity and innovativeness in EU countries and how should the degree of development of a country be assessed in terms of R&D activity? The purpose of this article is to verify level of innovativeness and degree of research and development (R&D) activity in EU countries in the years 2014 and 2020 using Hellwig's measure of development. To achieve this, qualitative and quantitative analysis, synthesis, deduction and induction, comparative analysis, and reasoning by analogy of phenomena were employed. The research was conducted on the basis of the expertly selected variables for their relation to R&D activity from a number of sources, such as Eurostat, World Bank Data, etc.. The indicated variables were analysed using statistical methods and then subjected to a linear ordering procedure based on the Hellwig development pattern method. Thanks to the research results, it is possible to indicate areas in which the initiation of activities would have the greatest degree of influence on development of R&D activity, thus influencing the increase in the level of innovativeness of a country. Indicators relating to R&D activity were selected and then used as variables to study the effect of the degree of R&D activity in EU countries in the years 2014 and 2020 on the level of innovativeness of these countries. The conducted research coincides with the results presented in the European Innovation Scoreboard. There is a significant correlation between the development of R&D activities and innovation performance.



The impact of petrol and diesel oil taxes in EU member states on CO₂ emissions from passenger cars

| [DOI](#)

Authors: Ptak, Michal, Wroclaw University of Economics and Business | Neneman, Jaroslaw, University of Lodz | Roszkowska, Sylwia, Jagiellonian University

Date of publication: January, 2024

Department: Economics

The article aims to explain road CO₂ emissions, including passenger car emissions in the EU member states, with the rates of indirect taxes (except VAT) for petrol and diesel oil. Apart from tax rates, the analysis includes some selected variables concerning economies and transport infrastructure, which impact CO₂ car emissions. Compared to the existing literature, we focus on emissions from passenger cars and analyse more countries over a more extended period using more updated data. Our findings confirm that fuel taxes have a generally negative but limited impact on emissions from passenger cars. This impact is independent of whether we relate emissions to the number of inhabitants or GDP and is generally stronger in EU member states with higher taxes. In many countries, the economic affordability of fuels has significantly increased over the last few years. This phenomenon is another argument for a more active tax policy, i.e., general adjustment of the tax rates in line with inflation. There is also great importance for those adjustments in times of high fuel prices when governments are under tremendous pressure not only to stop tax increases but to reduce them, which was the case in 2022 after the Russian aggression on Ukraine.



COVID-19 IMPACT ON LABOUR MARKET IN EU COUNTRIES - DIFFERENCES IN MEN AND WOMEN EMPLOYMENT RATE TENDENCIES

| [DOI](#)

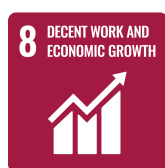
Authors: Markowska, Malgorzata, Wrocław University of Economics and Business | Strahl, Danuta, WSB University

Date of publication: March, 2024

Department: Economics

This paper aims to identify the differences in the employment rate dynamics in economy sections, considering gender, in the European Union countries in 2020, compared to the 2008–2019 period. Two methods were used. The first method compares forecasts from models describing employment changes in the pre-pandemic periods with information concerning the actual employment rate in 2020, using three indices measuring the significance of the observed discrepancies. The second method

uses dynamic cluster analysis for the 2008–2020 period, and evaluates the changes in composition of groups that occurred in 2020. The proposed methods were applied separately to the data concerning the employment of females and males (employment rates) in the EU countries, always divided into economy sections and section groups (A, B-E, F, G-I, J, K, L, M and N, O-Q, R). The application of the “Triple 2 Rule” helped to identify the changes in the previous employment trends (“Interventions”). The evaluation of changes in the dynamics of the employment rate in total and in section groups and according to gender in the EU countries in 2020 – compared to the forecasts from the 2013–2019 trends – revealed that the EU labour market responded differently to the COVID-19 pandemic situation.



Technological social responsibility: A stakeholder theory-based measurement scale

| [DOI](#)

Authors: Iqbal, Qaisar, IRC for Finance and Digital Economy, KFUPM Business School, King Fahd University of Petroleum and Minerals | Piwowar-Sulej, Katarzyna, Wrocław University of Economics and Business

Date of publication: May, 2024

Department: Business Analytics

Considering the blurred understanding of technological social responsibility (TSR) and the scarcity of research in this domain, it is high time for a reliable and valid measurement to assess how firms are executing different facets of this phenomenon. Illustrated using stakeholder theory and five separate samples obtained from Saudi Arabia, the United Arab Emirates, China and Malaysia, this study offers a valid measurement scale for TSR relating to specific policies and activities designed to contribute to the welfare of diverse stakeholders, taking into consideration employee-, customer-, supplier-, social-, environmental-, and shareholder-orientation within an organizational context. Current empirical evidence on the basis of exploratory factor analysis, a series of confirmatory factor analyses, and structural equation modelling, confirms the convergent, discriminant, and incremental validity of this newly-established TSR scale. Using a time-lagged study, this study also enriches stakeholder theory by exhibiting that the higher-order TSR construct significantly and indirectly relates to organizational commitment through organizational pride, going beyond the contribution of the orientation towards technological justice. This newly-developed scale can be used in future research and thus further contribute to advancing knowledge in the field of social responsibility.



Research Voices

The following statement demonstrates a way in which researchers at Wroclaw University of Economics and Business bring sustainability and responsible management into their research.



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.

How We Define Partner

At WUEB, Partner means actively engaging diverse stakeholders—business, government, civil society, and academia—to advance responsible management education and practice. Through our Strategic Priority of "Cooperation with business" and formal stakeholder dialogues, we create collaborative platforms that bridge theory and practice, fostering innovation and knowledge exchange for sustainable development.

Institutional Partnerships

- ❖ EFMD (European Foundation for Management Development)
- ❖ Local institutions and associations
- ❖ Network for Business Sustainability (NBS)
- ❖ CEEMAN (Central and East European Management Development Association)
- ❖ AMBA (Association of MBAs)
- ❖ AACSB (Association to Advance Collegiate Schools of Business)

Student Organization Partnerships

- ❖ Enactus
- ❖ PRME Global Students

Partnerships

The following provides more details on 1 key partnership at Wrocław University of Economics and Business.

Enactus

As a faculty advisor for **Enactus** at the Wrocław University of Economics and Business, I support students in developing socially responsible entrepreneurial projects. My role involves mentoring teams, guiding them in project design and implementation, and helping them connect their ideas with broader sustainability goals.

I work closely with students to strengthen their skills in project management, teamwork, and communication, while encouraging them to approach challenges with creativity, empathy, and accountability. Through Enactus, I help bridge academic knowledge with real-world practice, enabling students to test innovative solutions that address social and environmental issues in their communities.

This work is particularly meaningful because it aligns with my own academic focus on responsible management and marketing orientation in public organisations. Supporting Enactus allows me to contribute to shaping future leaders who are not only entrepreneurial but also mindful of their responsibility to society and the planet.

Partner Voices

The following statements from our partners demonstrate ways in which our collaborations at Wrocław University of Economics and Business support sustainability and responsible management education.

School Climate Conference Partnership

Statement of Collaboration from School Climate Conference

As co-founder and vice president of the School Climate Conference, I'm proud to highlight our ongoing collaboration with Wrocław University of Economics and Business (WUEB) as a strong example of putting PRME Principle 5 into practice. This principle calls for meaningful engagement between academia, business, government, and civil society to advance responsible management education and practice—something we actively embody through our partnership.

The 5th edition of the School Climate Conference, held at UEW from March 13-15, 2024, was a clear demonstration of how this collaboration works in action. Nearly 1,500 young participants from primary and secondary schools joined us, alongside 40 speakers representing key sectors including business, government, academia, and civil society. Together, we created a vibrant space for learning and dialogue about the climate crisis.

Our lectures and workshops use modern, interactive methods designed to engage participants deeply, focusing on activating their potential and learning through real-life case studies. For example, students took part in workshops on sustainable fashion, circular economy, and renewable energy solutions, led by experts from both academia and industry. We also hosted panel discussions featuring representatives from the Wrocław City Office and local businesses, who shared practical insights on climate policy and green entrepreneurship.

Thanks to this partnership, WUEB is integrating climate issues into its economic and management curricula, helping future leaders understand the urgent challenges we face.

The School Climate Conference is a movement by youth, for youth—an energetic part of civil society that mobilizes young people to engage in meaningful dialogue and take action on climate issues. At the same time, our 40 expert speakers bring essential perspectives from business, government, and research, promoting responsible ecological practices and management approaches that are crucial for addressing the climate crisis.

Together, we fill an important educational gap by providing reliable knowledge and fostering responsible attitudes among the next generation of leaders. This collaboration is not just about education—it's about empowering young people to be active, informed participants in shaping a sustainable future.

Lidia Prabucka

Co-founder & Vice President

School Climate Conference

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Cooperation with ACCA

On behalf of ACCA Poland, I am pleased to confirm our long-standing partnership with Wrocław University of Economics and Business (WUEB). WUEB has been ACCA accredited since 2014, and we continue to collaborate to advance responsible and accountable management education and practice in line with PRME's Partnership principle.

Our partnership bridges academia, the profession, employers, and wider society to equip future finance leaders with the capabilities needed to create sustainable value. In practical terms, this means:

- - Aligning WUEB curricula with ACCA's global qualification standards, embedding ethics, corporate governance, ESG reporting, and sustainable finance across teaching and assessment.
 - Bringing practitioners from business and the public sector into the classroom through guest lectures, case discussions, and mentorship, exposing students to real-world dilemmas and decision-making contexts.
 - Facilitating employer engagement and internship pathways via ACCA's Approved Employer network, and co-hosting public events that convene business, government, and civil society around topics such as sustainable finance regulation and high-quality ESG reporting.

Through these activities, students gain not only conceptual knowledge but also the professional judgement, integrity, and stakeholder orientation expected of responsible finance professionals. The collaboration supports WUEB's mission and contributes to the broader aims of PRME by building a community of practice across sectors and fostering evidence-based, ethical management.



Practice

We adopt responsible and accountable management principles in our own governance and operations.

How We Define Practice

Practice embodies WUEB's commitment to implementing responsible management principles throughout our governance and operations. We demonstrate institutional integrity through sustainable procurement regulations, our Sustainable Development Office, Gender Equality Plan, Diversity Charter commitment, and digital transformation initiatives - modeling the ethical leadership and environmental responsibility we teach to ensure accountability.

Institutional Policies and Practices

- ❖ Employee equity, diversity, inclusion
- ❖ Accreditation body recommendation documents
- ❖ Curriculum guidelines
- ❖ Ethical data sourcing guides
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Open-access guides
- ❖ Professional training opportunities
- ❖ Responsible procurement policies
- ❖ Campus operations guides
- ❖ Buildings/real estate

Policy Documents Related to RME and/or Sustainability

Erasmus Guide - 2023-2024

[View document](#)  [Download document](#) 

GENDER-EQUALITY-PLAN-FOR-THE-WROCLAW-
UNIVERSITY-OF-ECONOMICS-AND-BUSINESS

[View document](#)  [Download document](#) 

wroclaw university of economics and business iep
final report follow-up

[View document](#)  [Download document](#) 

Practice Voices

The following statements from stakeholders at Wrocław University of Economics and Business demonstrate our commitment to sustainable and responsible practices.

Statement from the Head Groundskeeper – Wrocław University of Economics and Business

Statement from the Head Groundskeeper - Wrocław University of Economics and Business

The campus of the Wrocław University of Economics and Business is a green space of high natural and landscape value. A distinctive feature is the historic Chestnut Avenue next to the “Ślężak” student residence, which is listed in the register of monuments and formed by impressive, long-lived chestnut trees. At the main entrance, a monumental plane tree grows, which, due to its size and age, could be recognized as a natural monument.

The campus hosts many native tree and shrub species, including pedunculate oak (*Quercus robur*), European yew (*Taxus baccata*), small-leaved lime (*Tilia cordata*), and common hornbeam (*Carpinus betulus*). In the understory, one can find meadow and herbaceous species such as clovers and plantain, fragrant violets, and purple dead-nettle which support local pollinators.

Maintenance practices are carried out in harmony with natural cycles - lawns are mowed only after flowering, allowing insects to collect nectar. Rainwater is also collected to water seasonal plants and flowers, ensuring sustainable irrigation. New trees are planted regularly, and biodiversity is enhanced through the introduction of nectar - bearing species.

A flowering meadow, rich in legume species, provides an important food source for wild pollinators and honeybees, improves soil structure, and, due to its location near a busy street, also helps purify the air. The university maintains its own apiary - four honeybee colonies located on the green roof of the CKU building. This location provides access to diverse forage without competing with wild pollinators. The hives also have an educational function, allowing students and staff to directly observe their role in the ecosystem.

We also care for insects by installing insect hotels and water stations during the summer. The abundance of trees, shrubs, and lawns gives the campus a park-like character, with vegetation flowering and fruiting throughout the seasons. Sheltered by surrounding buildings, the site creates a specific microclimate that benefits overwintering species.

The diversity of greenery also supports rich birdlife. Swifts, treecreepers, sparrows, crows, woodpeckers, tits, starlings, and blackbirds are among the species commonly observed on campus. Their presence further emphasizes the role of the university grounds as a green island within the urban fabric.

The Wrocław University of Economics and Business is systematically developing its green infrastructure with a focus on biodiversity conservation, improving the quality of life for the academic community, and promoting ecological education. The campus is not only a functional space but also a living classroom where nature plays an integral role in the learning process.

Magdalena Książkiewicz, Environmental Specialist
Wrocław University of Economics and Business

Statement from the Vice President of Operations

Statement from the Vice President of Operations

Statement from the Chancellor's Office – Wroclaw University of Economics and Business

Introducing change across the campus of the Wroclaw University of Economics and Business is a significant challenge. Our infrastructure is based on a historic complex of buildings that must be adapted to today's standards of efficiency, comfort, and environmental responsibility. Rather than building anew, we are modernizing step by step, giving existing facilities new quality and functionality. In recent years, we have completed major thermal retrofitting projects, including Building G (financed entirely from the university's own resources) and Building C, while during the reporting period a full modernization of Building D was underway. These investments reduce energy use and operating costs while improving the comfort of students and staff. At the same time, we are expanding the use of renewable energy through rooftop photovoltaic installations on selected facilities.

Our efforts are systematic: we conduct energy audits to identify priority areas for action and prepare funding applications to ensure that, over time, all campus buildings meet modern energy standards. These modernizations are not only investments in infrastructure - they are also investments in people. Our goal is to ensure that the WUEB campus is a place that supports learning, work, and daily life, where respect for tradition goes hand in hand with care for the environment and future generations. Through consistency and responsibility, we are creating a university space that is both sustainable and ready for the challenges ahead.

Wiesław Witter, Chancellor

Wroclaw University of Economics and Business



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.



How We Define Share

Through comprehensive SDG reporting, stakeholder dialogues, and active PRME participation, WUEB embraces Share as transparent communication of our sustainable development journey. We openly document both achievements and challenges in our annual reports, engage diverse stakeholders in meaningful dialogue, and contribute to collective learning within the global responsible management education community.

Engagement Opportunities

Wrocław University of Economics and Business offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

- ❖ Annual reports
- ❖ Community events and consultation forums
- ❖ Feedback mechanisms (e.g., surveys, suggestion boxes)
- ❖ Open faculty and student meetings and town halls
- ❖ Public events and panel discussions
- ❖ Partnerships with local organizations
- ❖ Boards and advisory committees
- ❖ Publicly accessible sustainability data and dashboards
- ❖ Student and staff volunteer programs
- ❖ Sustainability-focused research and collaboration Opportunities

Communication Audiences

Wrocław University of Economics and Business communicates its policies and progress on sustainable development and responsibility with:

- ❖ Accreditation bodies
- ❖ Boards and advisory committees
- ❖ Business and industry partners
- ❖ Faculty and staff
- ❖ Media and public relations channels
- ❖ Prospective and current students
- ❖ Research and academic networks
- ❖ Alumni and donors
- ❖ Chamber of commerce and local communities
- ❖ Government and policy makers

- ❖ Non-governmental organizations (NGOs)

Sharing Voices

The following statement from stakeholders at Wroclaw University of Economics and Business demonstrates our commitment to sharing and learning from sustainability and responsible management practices.

Strategic Communication for Sustainability: The Role of the WUEB Office for Communication and Promotion

Strategic Communication for Sustainability: The Role of the WUEB Office for Communication and Promotion

At the Wroclaw University of Economics and Business (WUEB), the Office for Communication and Promotion perceives its role not merely as disseminating institutional information, but as cultivating spaces for dialogue, education, and engagement around values that matter—particularly sustainability, social responsibility, and ethical leadership.

One of our core strategic priorities is the consistent communication of the University's sustainability-related efforts. Through carefully crafted campaigns, we amplify initiatives that support the United Nations Sustainable Development Goals (SDGs) and the PRME Principles. We work closely with various units to design communication strategies that make academic knowledge accessible and engaging to a broad and diverse audience.

Highlighted Sustainability Events and Our Communication Support

1. Climate Academy & Climate Academy 2.0 (2023–2024)

We supported the first and second editions of the innovative *Climate Academy* workshops, organized by the WUEB Office for Sustainable Development. Our communications work included:

- - Creating consistent and coherent visual branding for social media and promotional materials;
 - Producing photo and video reports across official WUEB channels (Instagram, Facebook, LinkedIn);
 - Preparing educational content promoting green startups, pro-climate action, and responsible consumption practices.

2. 3rd Forum Green Region: “Transformations in the Economy” (2024)

We co-led communication for this expert forum, highlighting WUEB's role as a regional knowledge hub in energy transition and sustainable business practices. Our contributions included:

- - Event announcements and summaries published across social media;

- Infographics illustrating key outcomes and takeaways;
- Visual and textual content featuring expert quotes and panel discussions.

3. Forum for Sustainable Development (Annual Event)

This flagship event is aligned with WUEB's strategic mission of integrating sustainability into academic and institutional processes. Our communication approach focused on:

- - A curated series of educational posts and expert commentaries;
 - Graphic content demonstrating SDG integration within university projects;
 - Bilingual (Polish-English) dissemination of materials to ensure international visibility and engagement.

Engaging Storytelling with Impact

Rather than relying solely on informational content, we focus on **narrative communication**. We present individual stories, behind-the-scenes moments, and project outcomes in accessible formats—videos, graphics, and social media “stories”—to generate authentic engagement.

For example, the *Climate Academy* became a storytelling platform about youth responsibility, climate creativity, and cross-cultural collaboration. It allowed us to demonstrate that WUEB is not only an educational institution, but an active participant in driving change.

Our campaigns have reached a wide audience, increasing both visibility and engagement. In close cooperation with event organizers, we ensured real-time responses, high-quality content, and consistent messaging aligned with PRME values and WUEB's 2030 Development Strategy.

Mission-Driven Communication as a Bridge

Although we are not the organizers of these events, as the Office for Communication and Promotion, our mission is to serve as a bridge between university initiatives and the wider community. Through coherent storytelling and creative communication formats, sustainability efforts gain stronger reach, credibility, and impact.

By positioning WUEB as a socially responsible university, we show that transformation begins with awareness—and awareness can be effectively cultivated through strategic and empathetic communication.

Communication Barriers

Wrocław University of Economics and Business faces the following barriers in transparent communications:



**Engagement
gaps**



**Feedback
loops**



Media visibility



**Ownership
issues**

SIGNATORY

Wroclaw University of Economics and Business



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