

# MCESD: Mediterranean Committee on Education for Sustainable Development



Union pour la Méditerranée  
Union for the Mediterranean  
الإتحاد من أجل المتوسط



Venice Office  
Regional Bureau for Science  
and Culture in Europe



## 2nd Meeting of the Mediterranean Committee on Education for Sustainable Development (ESD) Executive Meeting & Regional Workshop on ESD Heraklion, Crete Greece, 24 – 26 June 2019

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**Barcelona, Catalonia, Spain**

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AND CULTURE



# ESD in UPC, Barcelona

1. Is there any Plan / Strategy / Policy / Document  
**(institutional framework)** on ESD:

YES

NO

If YES:

**Title**

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**Level** of implementation:

Already applied

In reviewing phase

In the pipeline

# ESD in UPC, Barcelona

2. If there is no particular framework solely for ESD, is there any Plan/Strategy/Policy Framework on Education (general) or Sustainable Development or on SDGs in which **ESD is addressed?**

YES

NO

If YES:

**Title : UPC Plan for Sustainability** (*UPC Sostenible, in catalan*)

**Level of implementation:**

Already applied

In reviewing phase

In the pipeline

# ESD in UPC, Barcelona

3. Is ESD mainstreamed in formal education **curricula**? Check the level of education in which ESD is mainstreamed:

Primary Level,

Secondary level,

Tertiary level, please specify:

undergraduate courses on, or, related to ESD

post-graduate courses on, or, related to ESD

# ESD in UPC, Barcelona

4. Is ESD mainstreamed in **Training** Programmes of educators?

YES

NO

*Please add here any general comments / remarks about ESD in your country*

In summary, from the Catalan Government (transferred competences in Education), the last efforts were done in 2002, with the report of the “Catalan Strategy of Environmental Education”, guideline for institutions of all levels. Big push during 2000’s to SD and ESD, lots of institutions were involved with huge budget. During the 2009-20xx crisis, \*sustainability\* (wild card) was the first subject to fall down. It was the most expendable, dispensable thing in the government portfolio. Only with volunteering efforts, some projects have been maintained because are critical (for some of us) or cost-effective (for government and big companies).

# Case studies on the four themes

	A. School Subjects or Projects	B. Tertiary Education Courses	C. Educators Trainings	D. Projects of non-formal education by NGOs, UN bodies, CSOs, Centres, etc.
<b>I. Education on Sustainable Consumption &amp; Production</b>		XX		
<b>II. Marine Litter/Plastics</b>		X		
<b>III. Education on Biodiversity, Biosphere Reserves</b>		X		
<b>IV. Human Rights &amp; Inclusion Education (refugees, gender, vulnerable groups, disabled, excluded due to poverty, etc.)</b>			X	

# Case study 1 on Education on Sustainable Consumption & Production: Master's degree in Sustainability Science and Technology

- Stakeholders involved: Teaching staff at Technical Univ of Catalonia UPC, students, companies
- Duration: 2 years
- 40 students per year in average
- International attendance: 80% national, 20% international
- Resources: standard master's fee, some internships
- Lessons learnt:
  - (a) . Very motivated people: students and instructors as well
    - . Interesting subjects, quite new for engineers
    - . Real practices in local and international companies
    - . Possibility to do the Doctorate in Sustainability at UPC
  - (b) . Non-homogeneous students, different degrees and sk
    - . Low recognition of the master

Picture: Cooperative class in open space



# Case study 2 on Education on Sustainable Consumption

## & Production: Generic Competence on Sustainability and Social Commitment in all the degrees at UPC

- Stakeholders involved: teaching staff, students, companies
- Duration: 2 subjects per degree plus the MsC Thesis
- Beneficiaries: all the students at UPC (30,000)
- Geographical spread: at the University but for local and international students as well
- Resources: common university resources
- Lessons learnt:
  - (a) . Many involved people: staff, students, companies
  - . Rethinking of classical subjects: enthusiastic staff
  - (b) . Lack of budget for material and laboratories
  - . Not all the teaching staff is involved



Pictures: Robotic Lab with humanoids and students

# More explanations and examples

- I can show the presentation for the Master's degree in Sustainability Science and Technology, and the Doctorate in Sustainability at UPC, if time permits
- I can show the MsC Thesis proposal (set of videos for students) to include Environmental, Social and Economic aspects in the Generic Competence of Sustainability and Social Commitment, if time permits