

## GLOBAL CHALLENGE

(#Globalchallenge > Cambia Tu Universidad, Cambia Tu Mundo)



<b>City &amp; organisation</b>	Madrid, ONGAWA, Engineering for Human Development
<b>Urban challenge(s) addressed</b>	Sustainable Mobility, Climate Change, Energy, Circular Economy or Waste
<b>Name/title of learning practice</b>	#Global Challenge > Cambia tu Universidad, cambia tu mundo
<b>Type of case study</b>	Extracurricular
<b>Programme level learning practice/ case study</b>	National (country wide)

# BACKGROUND AND HISTORY

**Years of establishment:** 2017

## **Motivation behind intervention**

In the beginning, this initiative was created under the name of University Group ONGAWA, with the aim of connecting engineering students with the social and environmental consequences of technology, considering ONGAWA's expertise in human rights and the management of natural resources. At a later stage, an interest in connecting students with the reality of the city in a more local level was identified, which motivated the change of name of the initiative to Global Challenge and its opening to a wider audience.

Currently, the objective of the initiative is to demonstrate that there are alternative models to the existing ones that are viable both technically and economically.

## **General content of intervention**

Climate emergency is at the heart of the initiative and it is used as the basis to deal with an unsustainable lifestyle. The starting point of Global Challenge was the understanding of the major causes of global warming, which foster emissions in the city of Madrid. Now, the initiative has evolved towards an intervention paradigm focused on the "crisis of life sustainability", whose topic is changing every year. To achieve SDGs, the initiative considers 6 deep transformations for sustainable development that will have to be considered into a global strategy:

- Education, gender and inequality.
- Health, wellbeing and demography.
- Decarbonisation of energy and sustainable industry.
- Food system, land, water, oceans.
- Sustainable cities and communities.
- Digital revolution for sustainable development.

In the upcoming academic course, Global Challenge's plan will be focused on the topic of Waste in the city of Madrid as a scenario of inequality.

**Target group:** University students of any course and level.

**Length of the course:** One term / one academic course.

**Average number of students attending:** 50-60 students ("Grupo Motor") start the initiative every term and approximately half of them finish it.

# URBAN CHALLENGES ADDRESSED AND THE CONTEXT

**Which urban challenge:** Mobility, energy model and global warming, food system, circular economy and waste.

## **Why was it addressed**

In 2017-2018, the topic of climate emergency became more popular and it was used as a leverage to treat more sensitive topics such as unsustainable lifestyles, mainly discovering the main causes of the emissions that cause global warming and their impacts to the climate emergency in the city of Madrid and other cities across the world.

## **How is it addressed**

Different actions are implemented for each urban challenge:

**Mobility:** students conducted a poll at University to measure mobility patterns of students to University and translate these patterns into emissions, analyzing its distribution per collective. This is key for students to understand how their daily choices impact climate change.

**Energy:** students lack a global vision of the energy model, which is responsible for 70% of emissions. Therefore, it is important to provide relevant information in this topic and make students aware of their energy consumption.

**Food system:** Students are already very aware of sustainable practices such as veganism or the reduction of plastics, so this topic is related to the provision of information regarding further sustainable food practices.

**Circular economy:** mainly related to textile, technology, tourism and leisure. Students come from a diverse social background but overall they have access to higher education and a certain level of consumption, which they are not always willing to change. It is important they talk about their consumption practices so that they can change them through awareness.

**Waste:** waste management, same as the distribution of green areas in the city and mobility infrastructure, is very linked to inequalities that affect certain neighborhoods and social groups. The goal is for students to understand the relationship between inequality and circular economy and to adopt an alternative consumption model.

# ORGANISATIONAL DESIGN

## **Stakeholders involved:**

ONGAWA

Observatory of the Development Cooperation of Spanish Universities (OCUD)

Universidad Politécnica de Madrid

Universidad Carlos III

Universidad de Alcalá

Universidad Rey Juan Carlos

Universidad de Castilla La Mancha

Universidad de Valladolid

Universidad Politécnica de Valencia

Universidad de Extremadura

Universidad de Sevilla

Universidad de Granada

Universidad de Girona

Ayuntamiento de Madrid

## **Resources required (human, capital, physical)**

### **Funded by:**

Spanish Cooperation Agency.

Global Citizenship call for proposals, Madrid Municipality.

La Caixa Foundation (ends in November 2021).

**Coordinated by** the NGO ONGAWA and supported by 10 Universities at a national level (3 Universities in the city of Madrid).

### **Another cooperating actors:**

Neighborhood associations.

Cultural Initiatives of International Cooperation for Development (ICCID)

Al trapo Lab.

### **Human resources:**

80 professors and researchers involved.

40 administrative and services staff from 4 working areas: cooperation, sustainability, equality, communication.

# LEARNING DESIGN

ECTS: N/A

## Learning objectives

The initiative uses an approach based on competencies, which provides a relevant learning process to students and also reinforces attitudes, motivations and skills beyond the strictly cognitive elements of traditional learning. This model has several elements in common with the 8 key competences for life-long learning established by the EU and has been built on the basis of the UNESCO Competences in Education for Sustainable Development.

**Training methodologies:** Global Challenge is based on transformative learning processes focused on the paradigm of intervention: Life sustainability crisis.

## Format:

The goal is to make students reflect and act to a lifestyle that is unsustainable both to nature and to the reproductive nature of the human being (body, spirit, participation, creativity, education, etc.).

- Global Challenge in an integrating initiative both ways for every specific challenge they aim at addressing:
- With the collaboration of the most knowledgeable entities or research centers on that topic.
- With students' proposals of change, analyzing the proposal of change, the actual change that needs to be done and who are the related actors.

Activities that have been implemented so far:

- 25 training events
- 13 processes for the mobilization of the University community
- 1 Manifesto for a fair and sustainable solution for the crisis
- 5 audiovisual productions about climate change, mobility and energy

**Student support systems:** Students take part voluntarily in the initiative or action and can leave at any time, only compromising their time.

## Assessment methods

Assessment methods are based on the abovementioned competences, which have been used both ex ante and ex post to evaluate the degree of maturity of these competences for each participating student, especially regarding the critical thinking, systemic thinking and the self-consciousness.

## Integration into curricula (if applicable)

As Global Challenge works within the UNESCO Competences in Education for Sustainable Development (learning for the future, 2015) and it is related to the 8 key competences for lifelong learning, it is complementary to traditional academic practices and it is recognized as ECTS for its integration into the students' curricula.

# HINDERS

## In relation to urban challenges

90% of the population would like to do something about global challenges but they don't find the time. This is applicable to students, with the added pressure of excelling academically and dedicating their time to productive activities. They are under pressure from families, professors and colleagues to focus solely on career development activities or leisure activities, including a consumption lifestyle. It is difficult for them to change their lifestyle or they think their participation won't have an impact.

## In relation to delivery of intervention

The activity goes against the traditional vision of the world, a different way of thinking and acting. Therefore, there are several hinders such as:

- ◊ Students' lack of time and a fear of losing their time.
- ◊ University includes this initiative amongst many others, sometimes even contrary to the purpose of this one.
- ◊ Counter culture of the proposal: it is not aligned with a dominant culture of competitiveness, individualism, knowledge at the service of the private sector or the current economic model.

# ENABLERS

## In relation to urban challenges

The University is the perfect environment to change students' beliefs and traditional behaviors that are harmful for the environment, but it is difficult to do so without falling into political indoctrination. Therefore, Global Challenge offers the perfect affective space to students that is complimentary to the knowledge transfer offered by the University but could not be assumed directly by the academic institution.

## In relation to delivery of intervention

Global Challenge complements the academic offer and has no intention to overlap with other sustainability activities implemented by the University. Therefore, it is supported by the University, where it was born, and there is academic recognition associated to the participation. It also reinforces key competences such as leadership, listening, teamwork or the creation of networks.

# REFLECTION

## Success factors

The initiative has reinforced competences for a sustainable human development, which train the students to effectively commit to Earth and people. It has increased their knowledge and understanding of climate emergency and has brought them more optimism and engagement. The feeling of belonging to the group, the feeling of connection and the peer support has infused more confidence not only in students' personal behavior but also in the public sphere.

The student engagement in this initiative validates the demand of likewise activities within the higher education ecosystem, pushing Universities to launch similar initiatives further than simple SDGs workshops that have zero impact on the academic community.

## Outputs, outcomes and impact

Students are the ones proposing changes, both in the University and their lives, but they have a feeling they are not taken into consideration. They also mistrust institutions, political parties or even large corporations.

## Lessons learned and recommendations

Most involved students are not interested in claiming the ECTS but in actually having an impact with their activities and learning about new sustainability practices.

Encouragement from the professors is actually very relevant when it comes to participating in the initiative.

**Other:** N/A

**Note:** The information contained on this description was extracted from the "Case Study report" (published by the Urban GoodCamp consortium in March 2022), available at: [https://www.urbangoodcamp.eu/uploads/1/6/2/1/16214540/ucamp\\_-\\_case\\_study\\_report\\_1.pdf](https://www.urbangoodcamp.eu/uploads/1/6/2/1/16214540/ucamp_-_case_study_report_1.pdf)

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