

3. Conclusion

Sustainable energies and climate change mitigation are important educational issues that universities should include in their curricula because are based on economics and social needs. From experiences from our university, we conclude that it is not necessary a specific technical formation when sustainable energy sources are analysed. In this way, students of degrees such as: electrical engineering, industrial electronics and automation engineering, and mechanical engineering, are able of developing research related with sustainable energy sources despite their curricula contain few specific subjects linked with the sustainability topic. Technological formation of other degree studies, as computer science, are also able to work with sustainable energy sources and climate change mitigation without any specific formation subject.

Synergies between universities and external entities are also developed. The contact with Ordis council is an example that allow us to extend the research to be developed outside of the university walls. Students can improve their competences by developing solutions for real world problems. Ordis council agreement permit us a technological collaboration where the need of a wind map suitable for mini-wind aero generators is pointed out. Collaboration is not constrained to public institutions, belonging to RIS3CAT energy community is an opportunity to contact with other research groups and industrial companies interested on developing research within the field of sustainable energies. From our relationships with ICMA B and Solarworkcat, other fields of research as energy storage started.

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