

The Survey

Part 1

- 1) What engineering course are you enrolled in? (if you are enrolled in more than one, indicate the course where you have more subjects)

1 st	2 nd	3 rd	4 th
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- 2) What engineering degree are you doing?
 - Electrical Engineer (EE)
 - Industrial Electronic and Automatic Engineer (IEAE)
 - Mechanical Engineer (ME)
 - Erasmus students

Part 2

- 3) On the following definitions of Sustainable Development, which one is most familiar to you?
 - a) Create a public welfare system that guarantees universal access to education, health care, and social services
 - b) Meet the present needs without compromising the capacity of future generations to meet their own needs.
 - c) Build a neighbourhood that is both, socio-demographically and economically diverse
 - d) Don't know
- 4) In 2015, within the United Nations, world leaders adopted a set of 17 goals, in the framework of the 2030 agenda known as the SDGs. The SDGs' purpose is:
 - a) Take action to fight climate change
 - b) Fight for social justice on a global scale
 - c) Generate an economic and social transformation of today's world
 - d) Apply comprehensive policies to protect life on earth
 - e) Don't know

Part 3 (Scales)

IMPORTANCE:		INSERTION_LEVEL:					
6) Rate the importance for engineering studies from 1 (not important) to 5 (very important) the following activities, to...		5) In the activities that you have carried out in your training during your Engineering courses, either when working on theoretical aspects, when solving problems, when doing projects or internships or seminars, did you...					
1, 2, 3, 4, 5	Item No.	Items					
		Item No.	In no subject	In some Subjects	In many subjects	In most of the subjects	In all subjects
	6.1	... analyse the impact of an adopted solution on biodiversity; for example, considering whether it affects fauna and flora, or protected areas.	5.1				
	6.2	... consider the complete lifecycle of elements, devices or facilities; taking into account, for example, their recycling or reuse	5.2				
	6.3	... consider as a design parameter to minimize the consumption of materials or resources; for example, in manufacturing processes, in constructions or in facilities	5.3				
	6.4	.. identify measures to minimize contamination or damage in an environment; for example, when an harmful industrial activity is carried out, or polluting elements are used (Hg, coolants, oils, fluorides ...)	5.4				
	6.5	... assess that the desired solutions are energy efficient; for example, choosing devices or systems with low energy consumption, or substituting some components for others with higher efficiency	5.5				
	6.6	... Identify the damages and / or benefits that the adopted solution will have for users or specific	5.6				

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1, 2, 3, 4, 5	Item No.		Item No.	In no subject	In some Subjects	In many subjects	In most of the subjects	In all subjects
		social groups; for example, improvements or deterioration in their living conditions.						
	6.7	... identify the occupational hazards involved in certain projects or tasks; for example, through safety and hygiene studies.	5.7					
	6.8	... assess the use of sensitive raw materials whose extraction harms specific populations, such as coltan in the Congo or gold in South America	5.8					
	6.9	... consider the accessibility aspect to design friendly or ergonomic tools or solutions; for example, for groups with special difficulties or for users in general.	5.9					
	6.10	... make decisions in accordance with the ethical principles of the profession; for example, considering safety, health and public welfare.	5.10					
	6.11	... evaluate economic costs of a given solution in a comprehensive way; for example, considering social and environmental costs.	5.11					
	6.12	... critically analyse business actions, considering; for example, their impact on employment or social justice.	5.12					
	6.13	consider the viability of long-term solutions, avoiding, for example, short-term and speculative returns.	5.13					
	6.14	... identify the social and environmental commitment of institutions and companies, reviewing, for example, their corporate plans or management systems.	5.14					
	6.15	... work in development cooperation scenarios, for example, in international cooperation projects or at the local level.	5.15					

Part 4

7) Did you participate in the activities that the university promote in the area of sustainable development?
(Select all that apply)

	Yes	No
Development cooperation activities	<input type="radio"/>	<input type="radio"/>
Carry out the Final Degree Project including topics related to sustainability (Campus bizia lab, FYP for development cooperation ...)	<input type="radio"/>	<input type="radio"/>
Service learning activities	<input type="radio"/>	<input type="radio"/>
Environmental footprint evaluation programs (Ecoscan, GAP...)	<input type="radio"/>	<input type="radio"/>
Sustainability / SDG courses	<input type="radio"/>	<input type="radio"/>
Courses on gender equality	<input type="radio"/>	<input type="radio"/>
Others s	<input type="radio"/>	<input type="radio"/>

7.1) If you have answered "others" in the previous question (question 7), please indicate which one.

8) Have you participated in any activity that promotes sustainable development outside the university?
such as collaborating with NGOs, in associations for environment protection, or neighbourhood associations, etc.

Yes	No
<input type="radio"/>	<input type="radio"/>

8.1) If the answer is affirmative and if you like, you can indicate what is/are the activity/es below:

Part 5

9) How important do you consider sustainable development for...

	Not important	Somewhat Important	Important	Very important	DK / NA
You as Engineer					
You as a Person					
Future Generations					
Society					
Your Country					
Your University					

10) Do you think that incorporating sustainable development into your training would be a positive value to access the labour market?

Not positive at all	Somewhat Positive	Quite positive	Very positive	DK / NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>