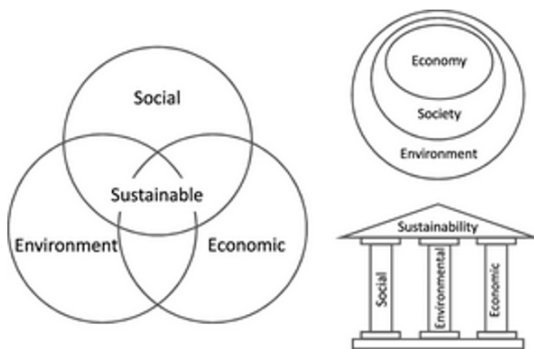


Evaluation of use – work package 3

The evaluation of the use of the results has taken place in a variety of steps:

1. Step 1 was the evaluation of the 17 SDG`s:



Sustainability is often described as having three dimensions (or pillars):

environmental, economic, and social.

The UN created **17 Sustainable Development Goals** (SDGs) in 2015 to be met by 2030. The SDGs are a call for action by all countries – poor, rich and middle-income – to promote prosperity while protecting the planet.

The SDGs also reflect an understanding that sustainable development everywhere must integrate **economic growth, social well-being and environmental protection.**

We used the SDG`s to make a pre-evaluation in the following way (highlighted in colour).

Questions were:

- ***Which SDGs are essential in the field of Building Service Engineering?***
- ***Which competences do our students need to act and work sustainably with regard to the three dimensions?***

Please take a look at the SDGs and decide if you think this goal is relevant for a sustainability competence in Building Service Engineering or not. If you think a goal is relevant, briefly note why in the field below.

SDG	Description	relevant	not relevant
Ecological Dimension			
2	Zero Hunger: End hunger, achieve food security and better nutrition and demand sustainable agriculture		
Why relevant?			
6	Clean water and sanitation: Ensure availability and sustainable management of water and sanitation for all	5	
Why relevant?	- Water system has to be kept clean and under control in terms of quality crirerias, physical and chemical safety and cleaners as well as temperature - Ensuring drinking water quality through suitable installations. - Save water and energy with the aid of technology. - Reducing the consumption of drinking water through the adoption of water-saving technologies - Ensure sanitation and prevent disease by installing sound water systems. E.g. water trap		
13	Climate action: Take immediate action to combat climate change and its effects	3	
Why relevant?			
14	Life below water: Conserving and sustainably utilising oceans, seas and marine resources for sustainable development	2	
Why relevant?			
15	Life on land: protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, halt and reverse land degradation and halt biodiversity loss	3	
Why relevant?			
Economic Dimension			

7	Affordable and clean energy: ensuring access to affordable, reliable, sustainable and modern energy for all	5	
Why relevant?	• Get rid of fossil fuels and replace it with renewable energy sources alike solar , wind (biofuel) and electricity • Energy consumption must be controlled and reduced with the aid of building system technology. • Energy Efficiency in Buildings, Renewable Energy Integration • If a building uses less energy, the energy usage is more affordable. The modern buildings include modern energy production systems. • Delivering personnel for a tight labour market leads to lower costs		
8	Decent work and economic growth: Promote long-term, inclusive and sustainable economic growth, full and productive employment and decent work for all	1	
Why relevant?			
9	Industry, innovation and infrastructure: Building resilient infrastructure, promoting broad-based and sustainable industrialisation and supporting innovation	4	
Why relevant?	• Hydrogen innovations for wide use • Incorporating new technology into company portfolios. Being open to new and sustainable technologies. • Supporting innovation via innovative training courses/modules • Innovation LAB		
10	Reduced inequalities: Inequality within and between countries reduced	1	
Why relevant?			
12	Responsible consumption and production: Ensuring sustainable consumption and production patterns	4	
Why relevant?	• integrating sustainable practices and technologies • Our students have to act as the trigger of responsible consumption of the customer • Installing sustainable components • Sustainability as an elective		

Social Dimension			
1	No poverty: ending poverty in all its forms and everywhere	1	
Why relevant?			
3	Good health and well-being: Ensure a healthy life for all people of all ages and promote their wellbeing promote	3	
Why relevant?	- It is important to be able to work with dangerous goods and in hazardous environments in a safe manner by using safety equipment etc. - It is further important to inform co-workers about possible dangers from ones own work. - Materials used in construction and the operation/maintenance of building systems may not be hazardous to health for their inhabitants. - Indoor Air Quality, thermal control, noise control, water quality - A well built building will reduce disease and increase wellness.		
4	Quality education: Ensure inclusive, equitable and quality education and promote lifelong learning opportunities for all	2	
Why relevant?			
5	Gender equality: achieving gender equality and self-determination for all women and girls	2	
Why relevant?			
11	Sustainable cities and communities: Making cities and communities inclusive, safe, resilient and sustainable	1	
Why relevant?			

2. We then defined general criteria for the second survey and created the questionnaire based on the pre-evaluation and created the second matrix for sustainability. Evaluation here had the same process like in work package 2:

- **Please check whether you generally understand the competence matrix.**
 - a. Check whether the matrix is comprehensible and understandable for you. What is unclear here? Are there any suggestions for improvement in general?
 - b. Please **check the units** as far as possible. Do the units represent a progression in competence development? Are there any suggestions for improvement or things you don't understand?
- **Presentation and discussion of questions/comments/notes...**