



ENVIRASMUS



SUSTAINABLE ERASMUS MOBILITY IN VET

Pre-Mobility Questionnaires Report



Co-funded by
Erasmus+ Programme
of the European Union

Project summary

The project seeks to create materials that help achieve the aims that the EU Green Deal seeks to pursue, promoting cooperation and innovation in European VET education. Although there is no such thing as “Green Offices” for VET education, Educators and Mobility Project Managers have a central role in achieving a green Erasmus for VET students, as they have a direct impact in the experiences they live abroad. This means that they can foster the societal change needed to transform our world into a greener one. Moreover, hosting organisations that receive participants in different European destinations, are key to promote a sustainable way of life by sharing practical recommendations and useful tips at their specific local level.

The project aims to standardize sustainability information for Erasmus VET participants. It actively promotes examples of good environmental and consumption practices that students will be able to use in their everyday lives, while measuring their behaviour, their carbon footprint and the quality and impact of materials. This will be achieved following the recommendations that the EU has published:

- measuring the carbon footprint of Erasmus + VET students
- creating digital tools like pre-mobility online courses
- creating a digital app with information about different possible Erasmus destinations.

Pre-mobility Questionnaire: aims and description

The general objectives of the **Envirasmus Research – Investigating about the environmental behaviour of Students**, are:

- to investigate about Erasmus VET students' behaviour regarding their environmental sustainability practices, comparing their behaviour at home vs their behaviour during their Erasmus exchange programme;
- to raise awareness and motivate students during mobility activities towards developing individual changes to reduce their carbon footprint;
- to measure and analyse the individual carbon footprint of Erasmus VET students during their exchange programme and analyse if the project materials are being effective.

To this end, the Envirasmus partnership created a pre-mobility and a post mobility questionnaire with the specific objectives of:

- **identify environmental choices and individual carbon footprint** of Erasmus VET participants, after their Erasmus experience and their choices at home;
- make participants identify, take the time to answer, and **be aware of their sustainable behavior during their Erasmus experience**;
- measure quality and usefulness of the rest of WPs by **progressively including questions** about the rest of materials while the project develops.

Over the life of the project, three reports, at the 9th, 15th and 22nd month, are planned to analyse the survey results.

Questionnaires has been and will be answered by VET Erasmus students, around 14-25 years old, living an Erasmus experience to/from the organisations that participate in the project.

The questionnaires has been and will be administered before the mobility experiences (premobility questionnaire), during the pre-mobility workshop prepared in WP3, and at the end of the mobility experiences (post mobility questionnaire).

The survey has been based on qualitative and quantitative data.

Quantitative data include demographic information. Qualitative data include daily routine behavior when it comes to living sustainably, sustainability and carbon footprint.

The survey is structured, with end questions and multiple rating systems, in 3 sections.

SECTION 1: DEMOGRAPHIC INFORMATION

SECTION 2: DAILY ROUTINE

SECTION 3. SUSTAINABILITY AND CARBON FOOTPRINT

Each country took the responsibility to translate the survey questionnaire to the official language of their country. The questionnaire in English was made on Google Form. Each partner chose the digital platform to be used for administration to the students.

Survey's collective submission have been organized in 5 partner countries (Slovenia, Italy, Spain, France and Sweden) between March and May 2023.

Report

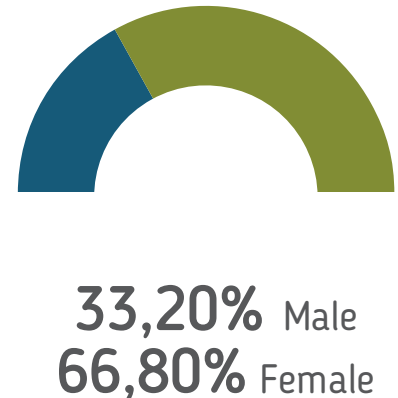
This report is the first of three foreseen. The second one will be released on the 15th month and the third one on the 22nd month of the project life.

This document represents the report of the all questionnaires received at this stage, with main findings, suggestions and quantitative evidences.

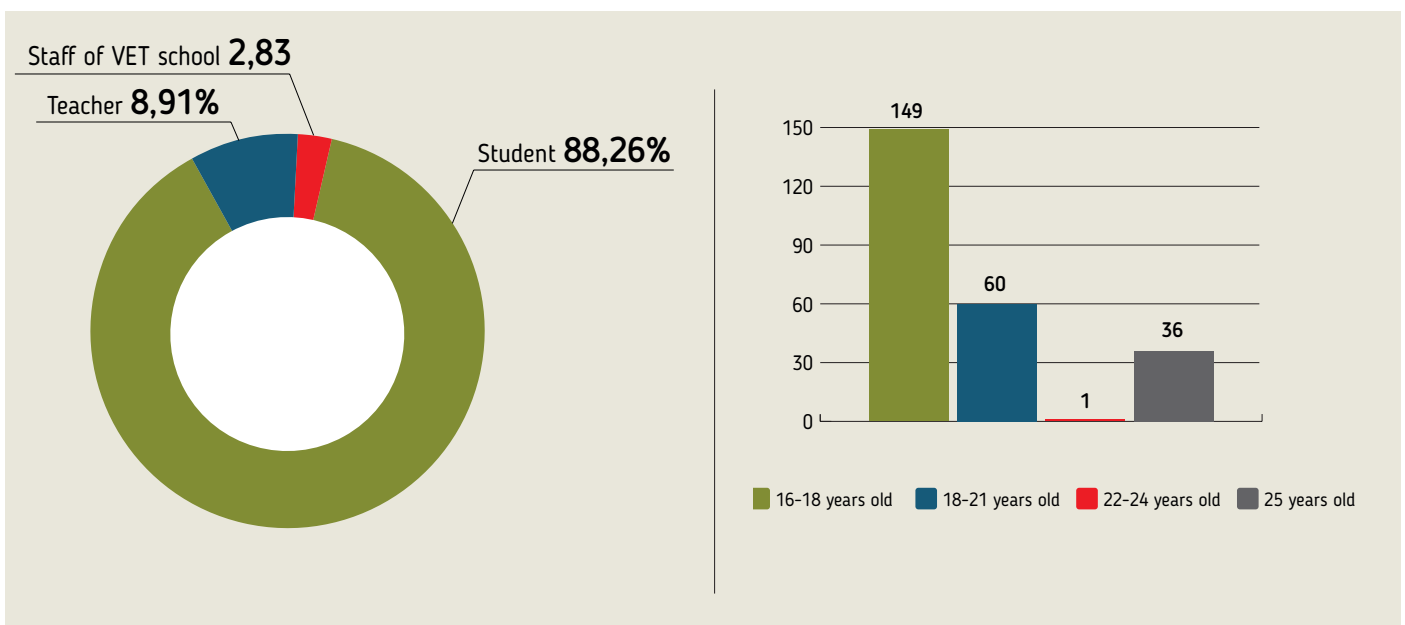
The report reflects the original structure of the surveys but adds two final sections to collect evaluation and comments about the questionnaire and, overall, on the sustainable behavior as it emerged from the surveys in each country.

On the basis of these results, the Envirasmus partnership will proceed to update the questionnaires under the light of the suggested improvements.

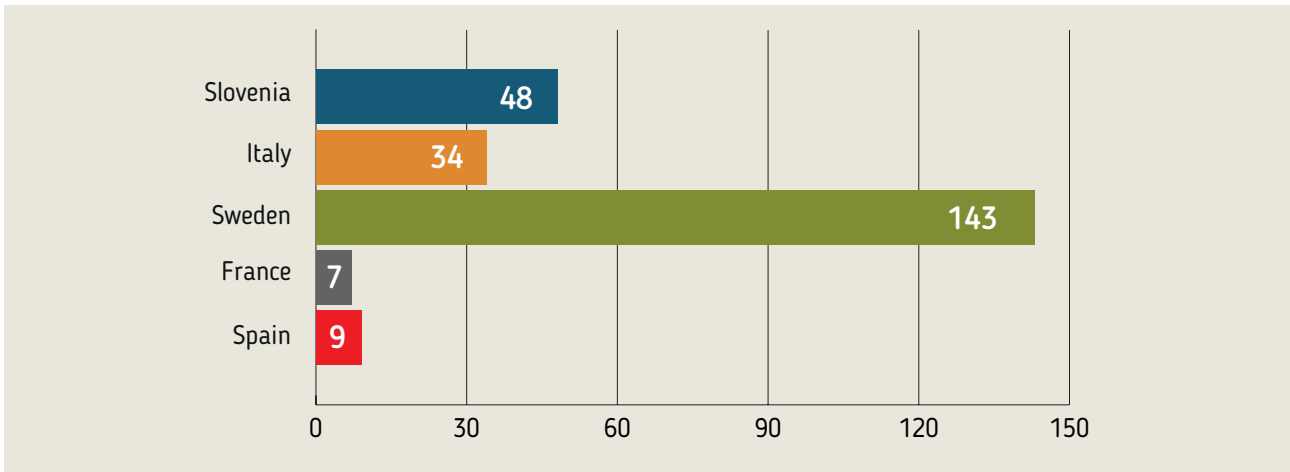
Section 1: demographic information



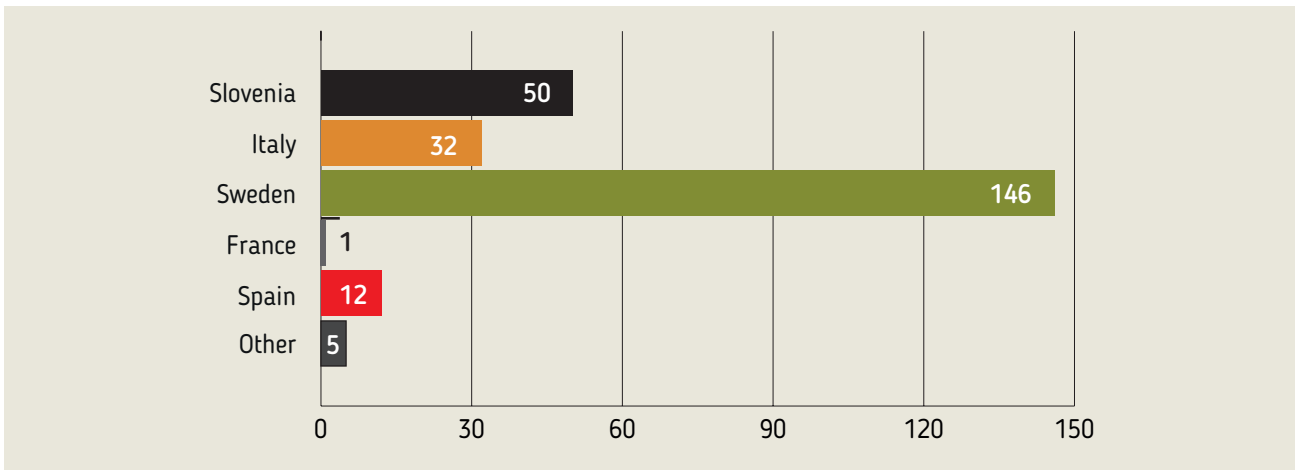
Profile and age of the respondents



Respondents per country



Country of origin



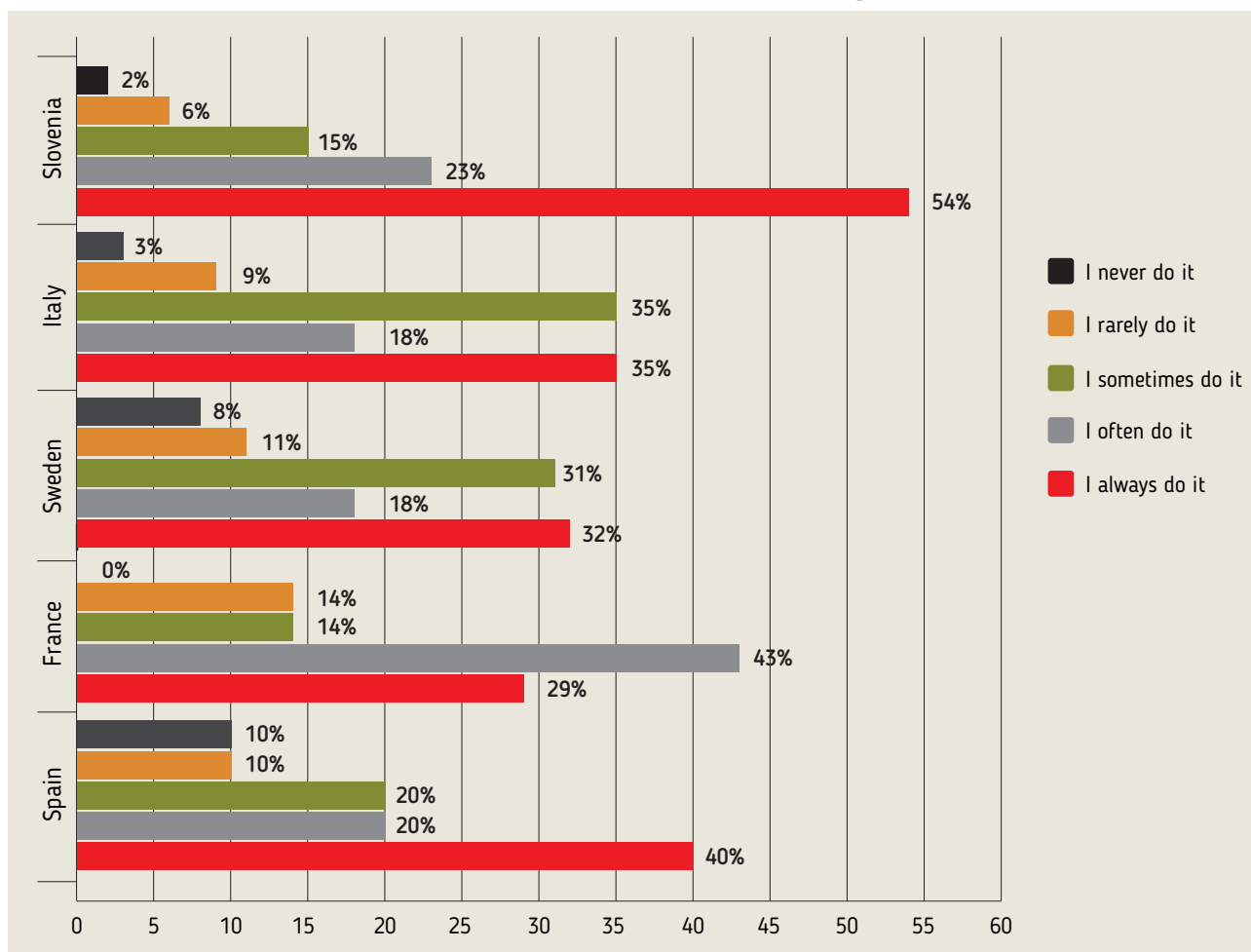
Section 2: Daily routine

In the following section, the respondents were asked the following 10 questions about their daily routine. They indicated, on a scale from 1 to 5, to which extent they apply these actions (where 1. I never do it; 2. I rarely do it; 3. I sometimes do it; 4. I often do it; 5. I always do it)

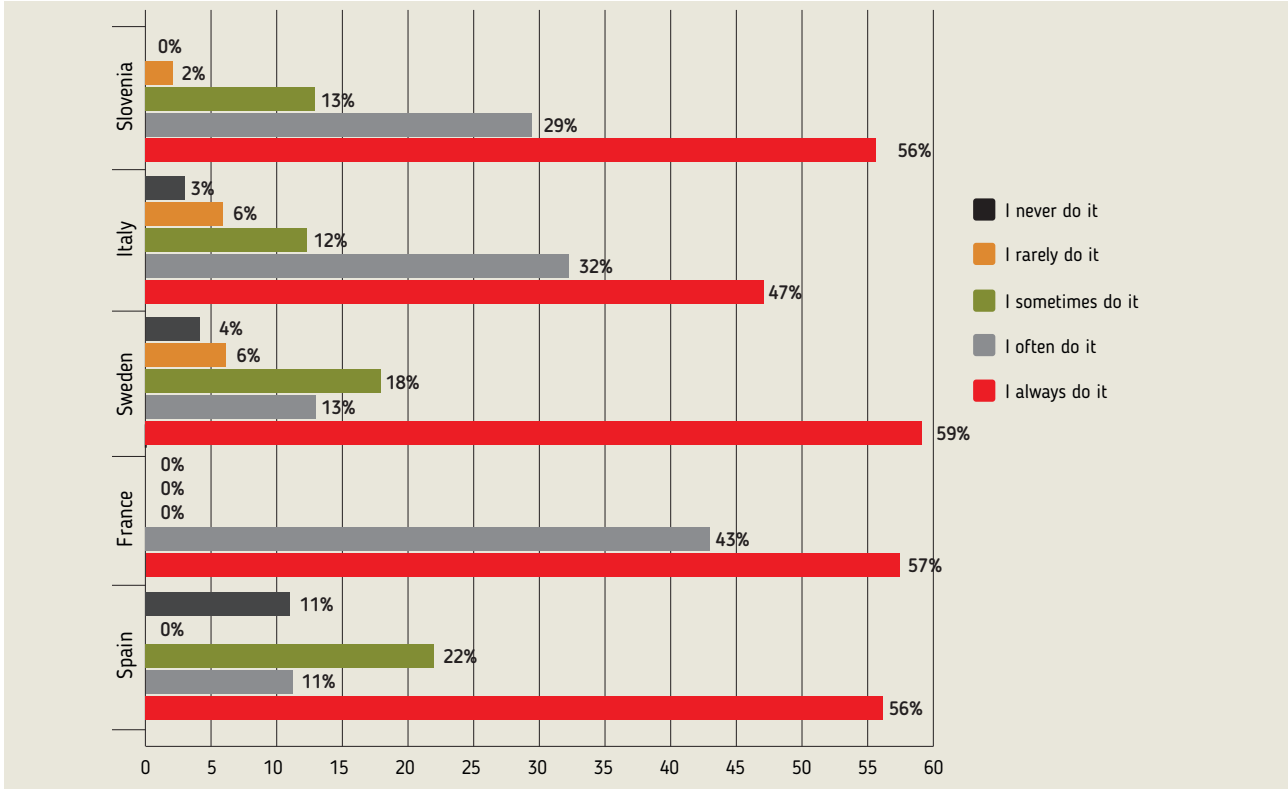
When I shower, brush my teeth, or wash the dishes, I turn the tap off if I don't need/am not using water.

1. I turn the light off when I am not in a room.
2. I use heating or air conditioning (AC).
3. I switch off my devices if I am not using them (computer, tablet...).
4. I use public transport (bus, tram, metro, train...) over private transport (car, taxi...).
5. I prioritise walking or biking instead of using other means of transport.
6. I eat meat every day.
7. My family and I purchase locally produced goods.
8. My family and I purchase organic goods rather than non-organic goods.
- 9- I recycle.

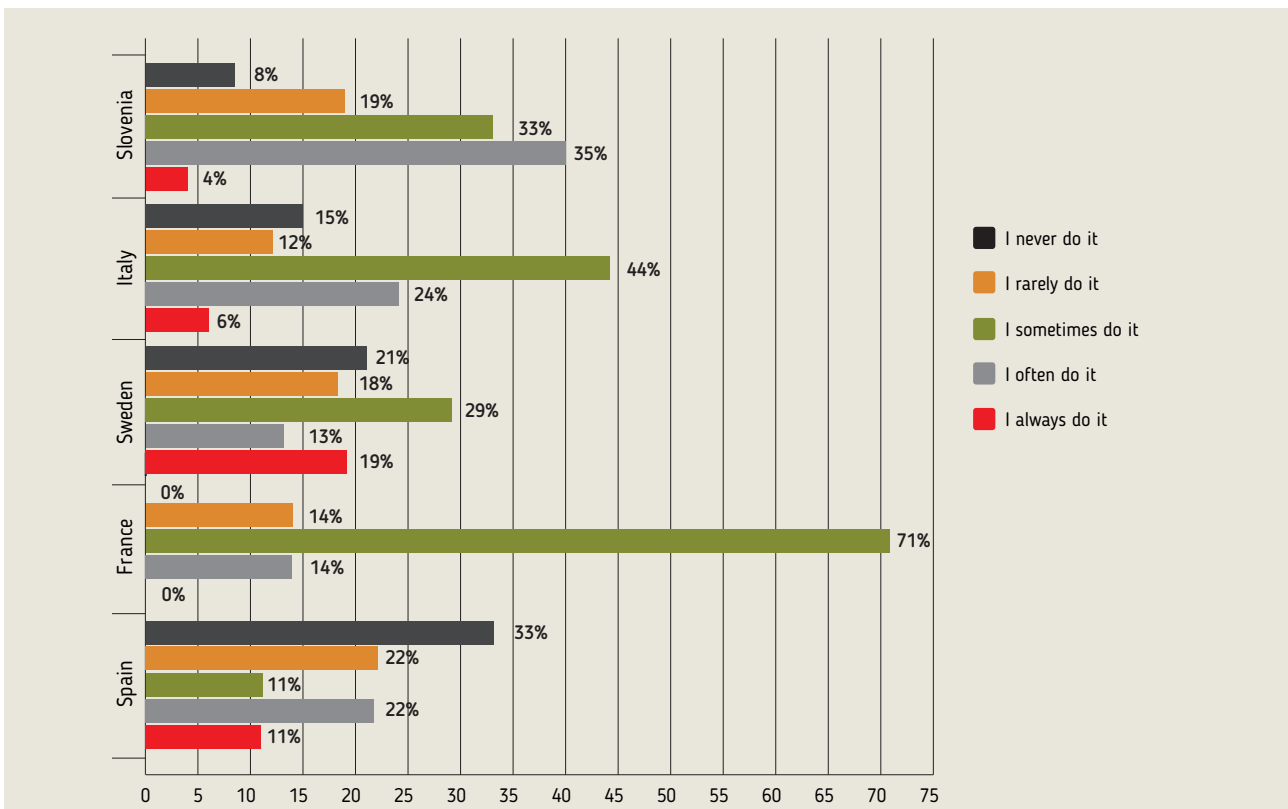
1. When I shower, brush my teeth, or wash the dishes, I turn the tap off if I don't need/am not using water



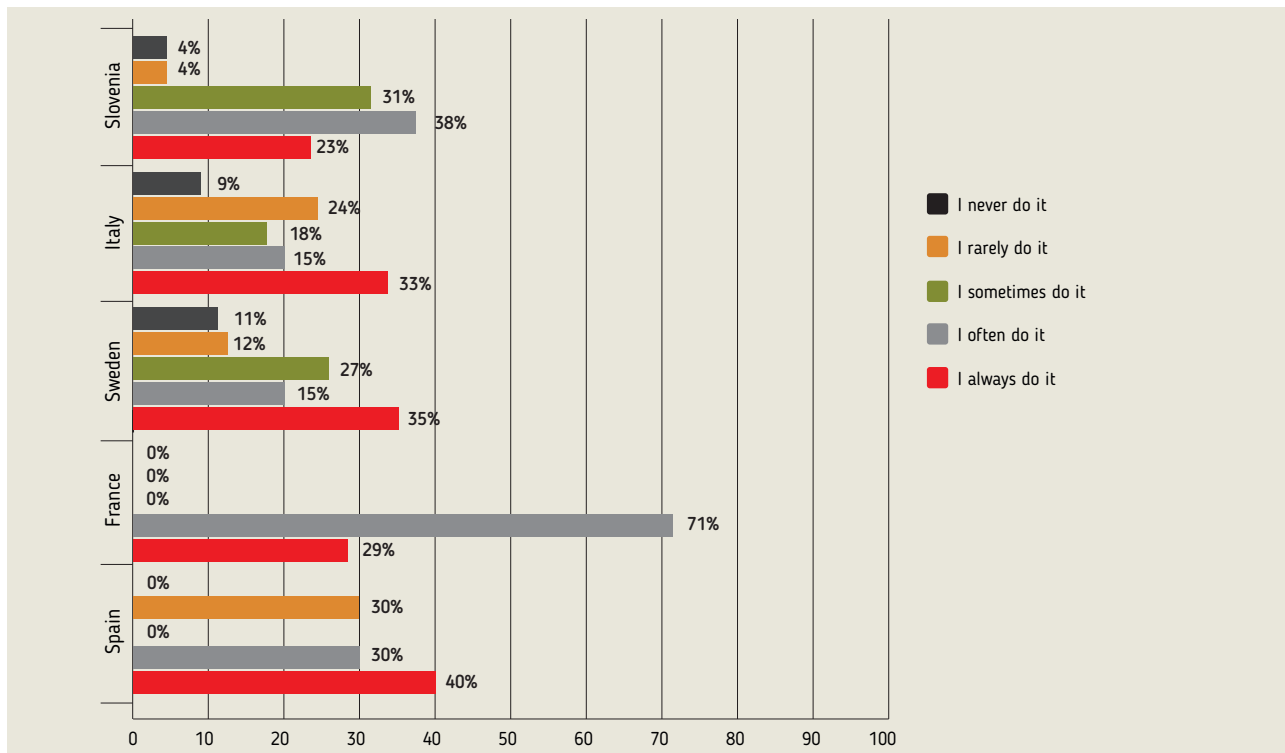
2. I turn the light off when I am not in a room



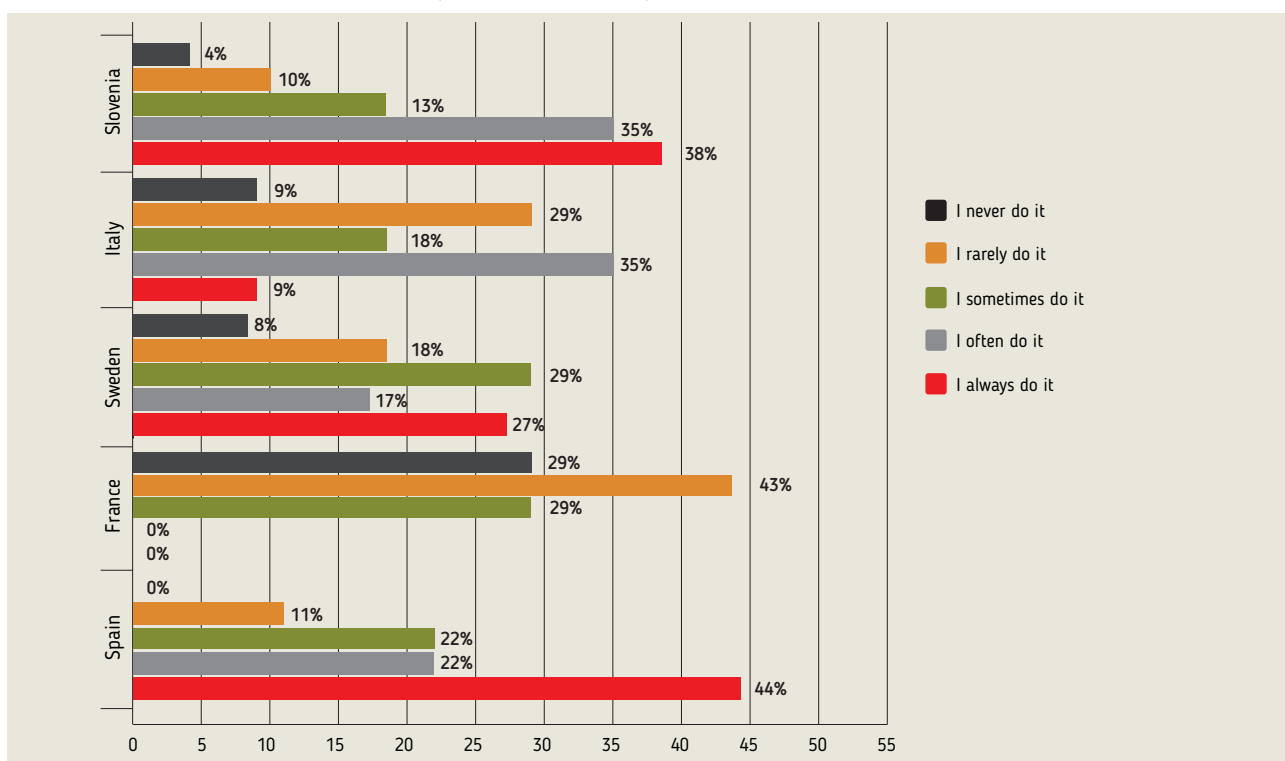
3. I use heating or air conditioning (AC)



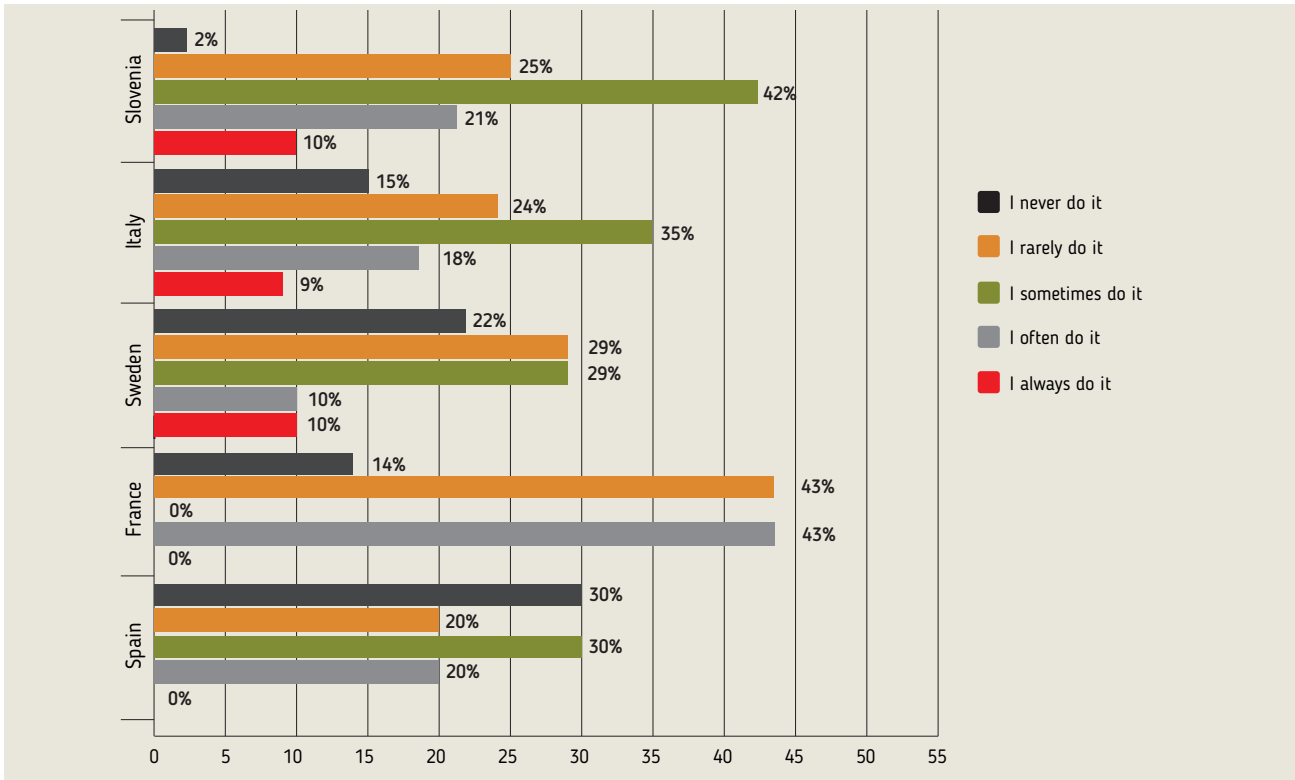
4. I switch off my devices if I am not using them (computer, tablet...)



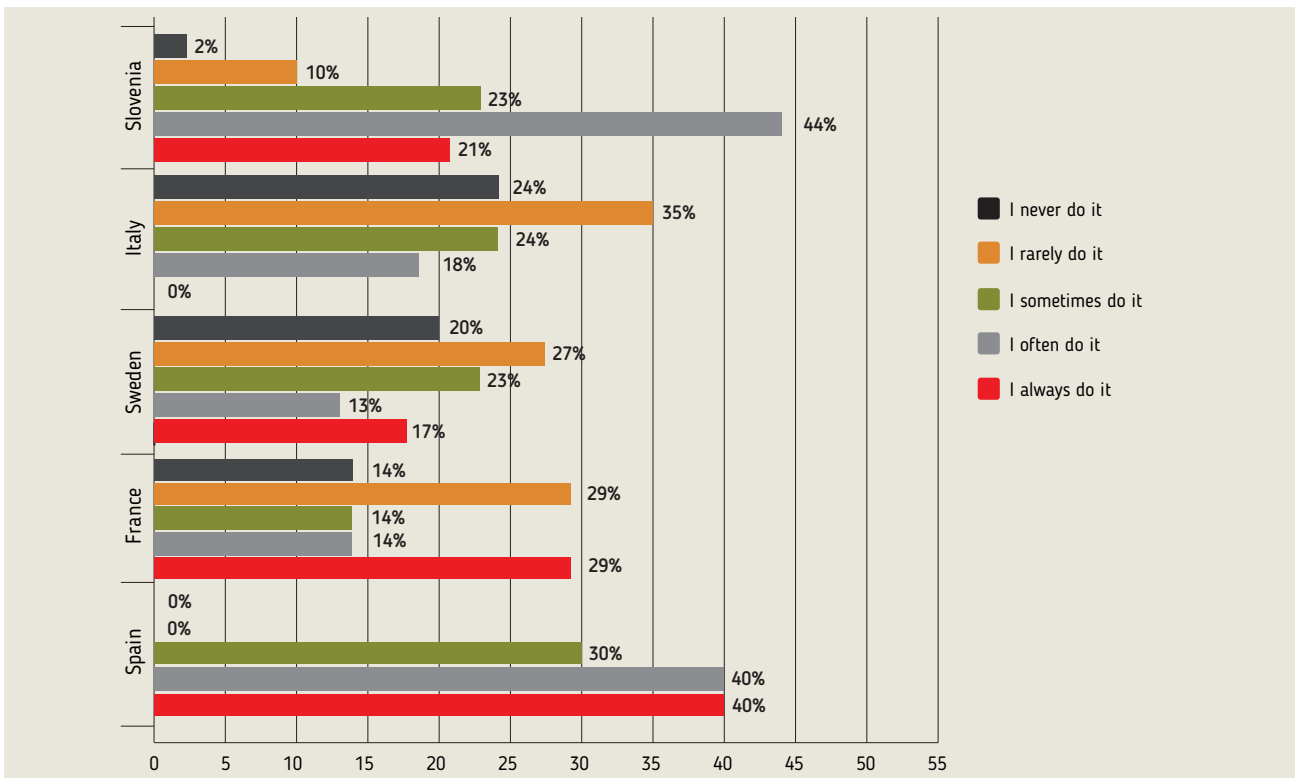
5. I use public transport (bus, tram, metro, train...) over private transport (car, taxi...)



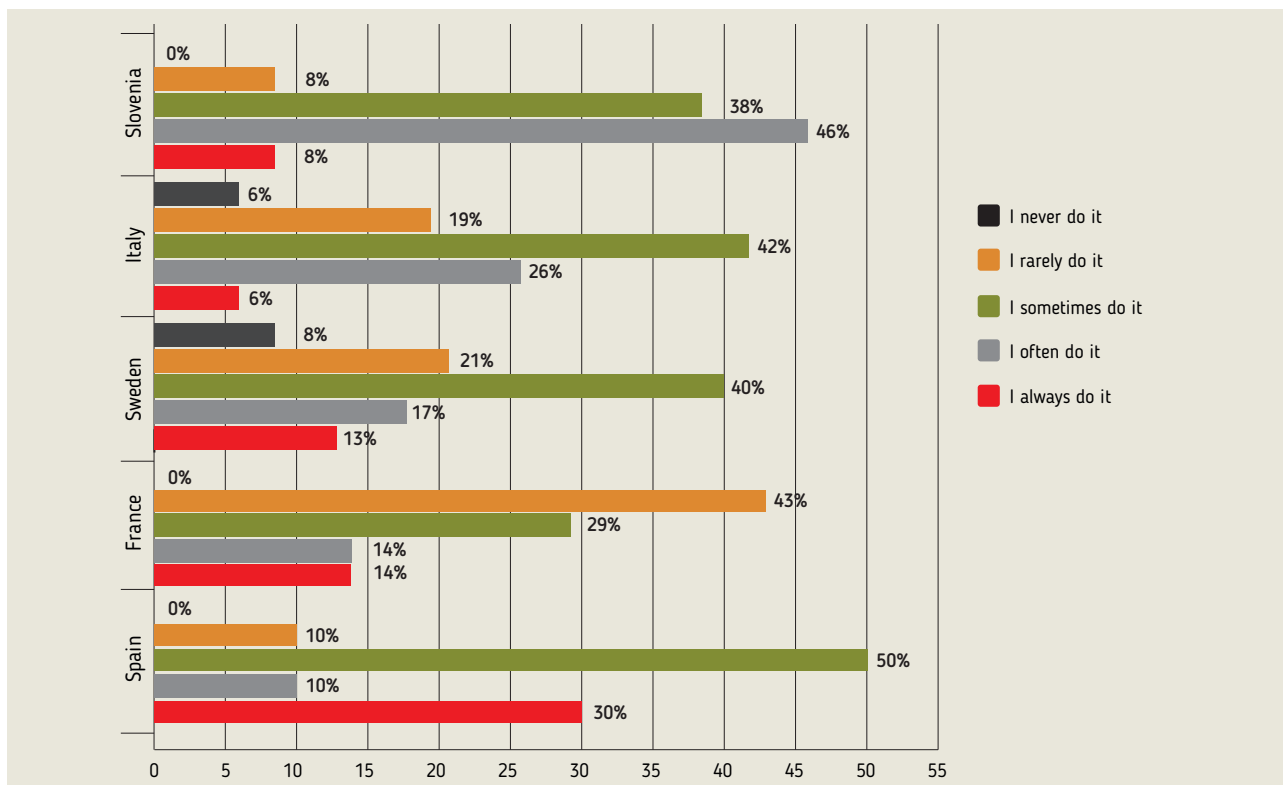
6. I prioritise walking or biking instead of using other means of transport



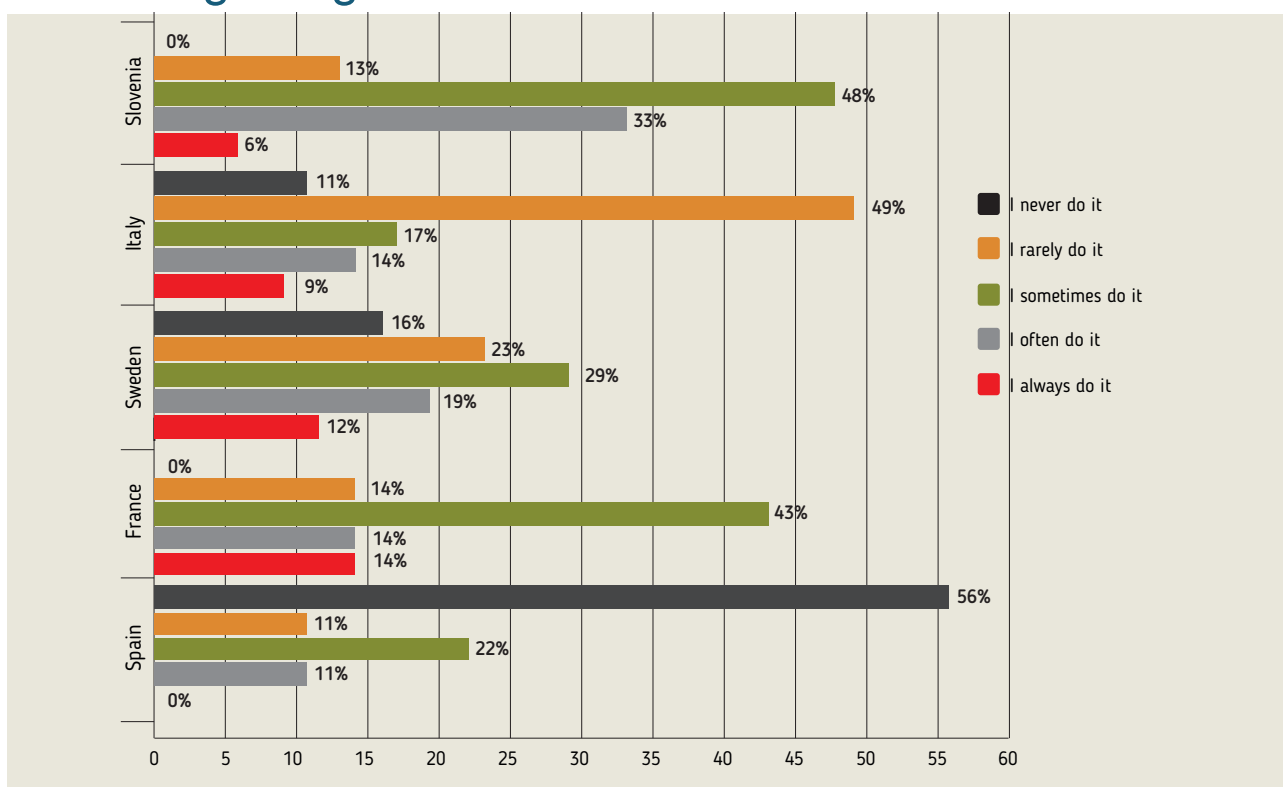
7. I eat meat every day



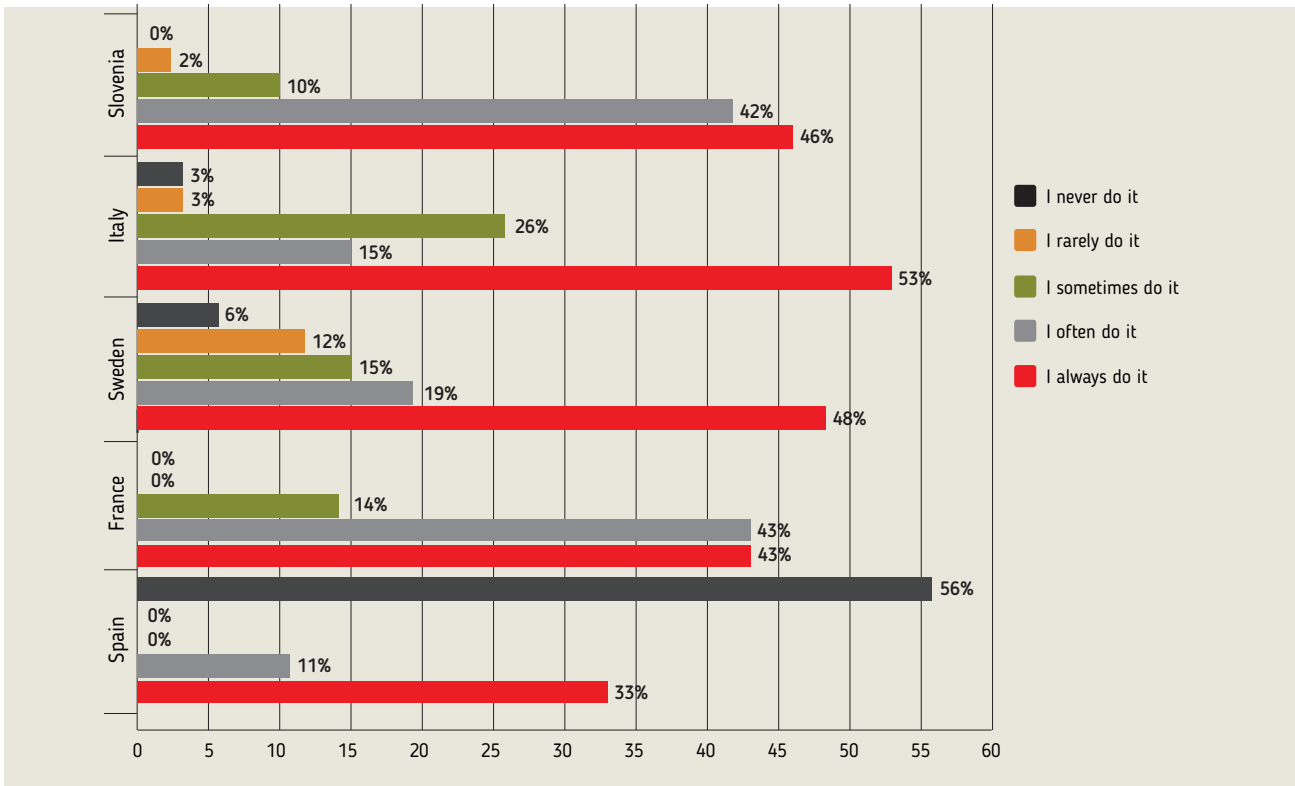
8. My family and I purchase locally produced goods



9. My family and I purchase organic goods rather than non-organic goods

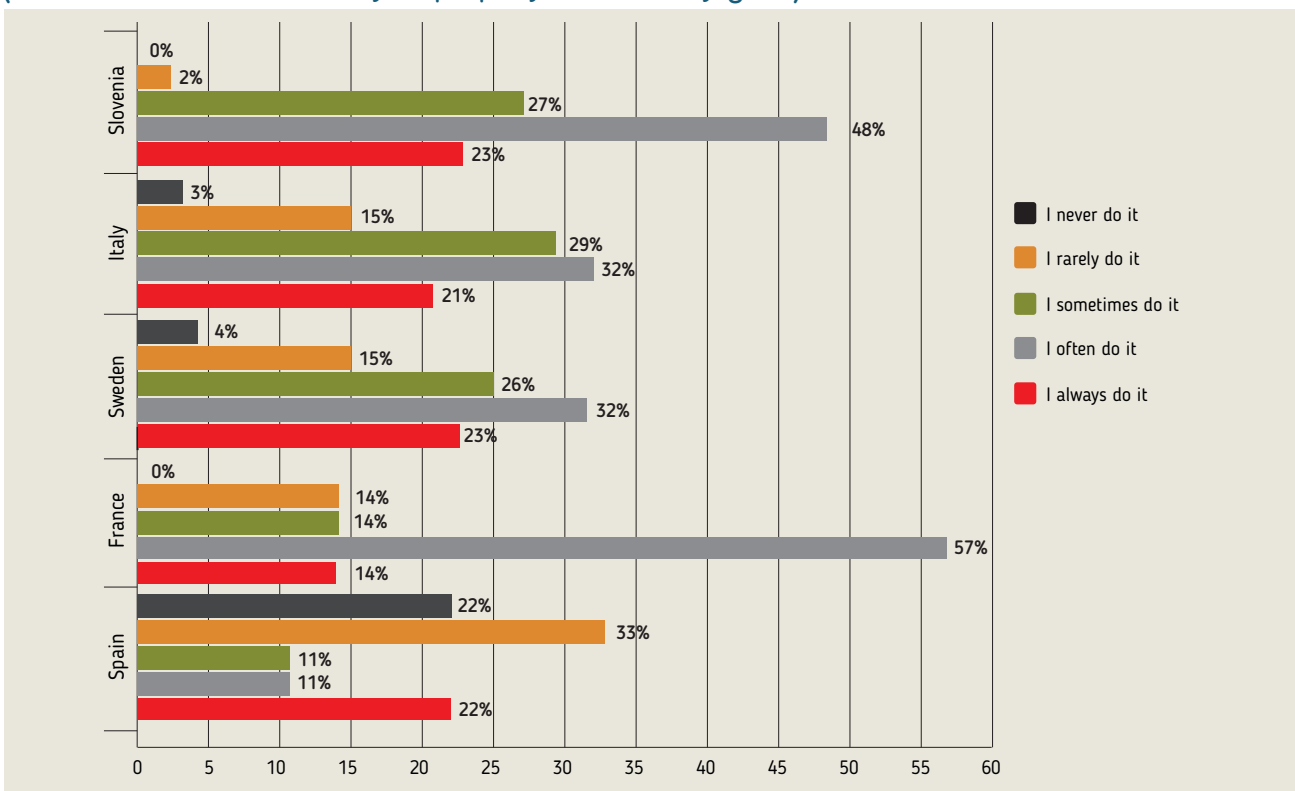


10. I recycle



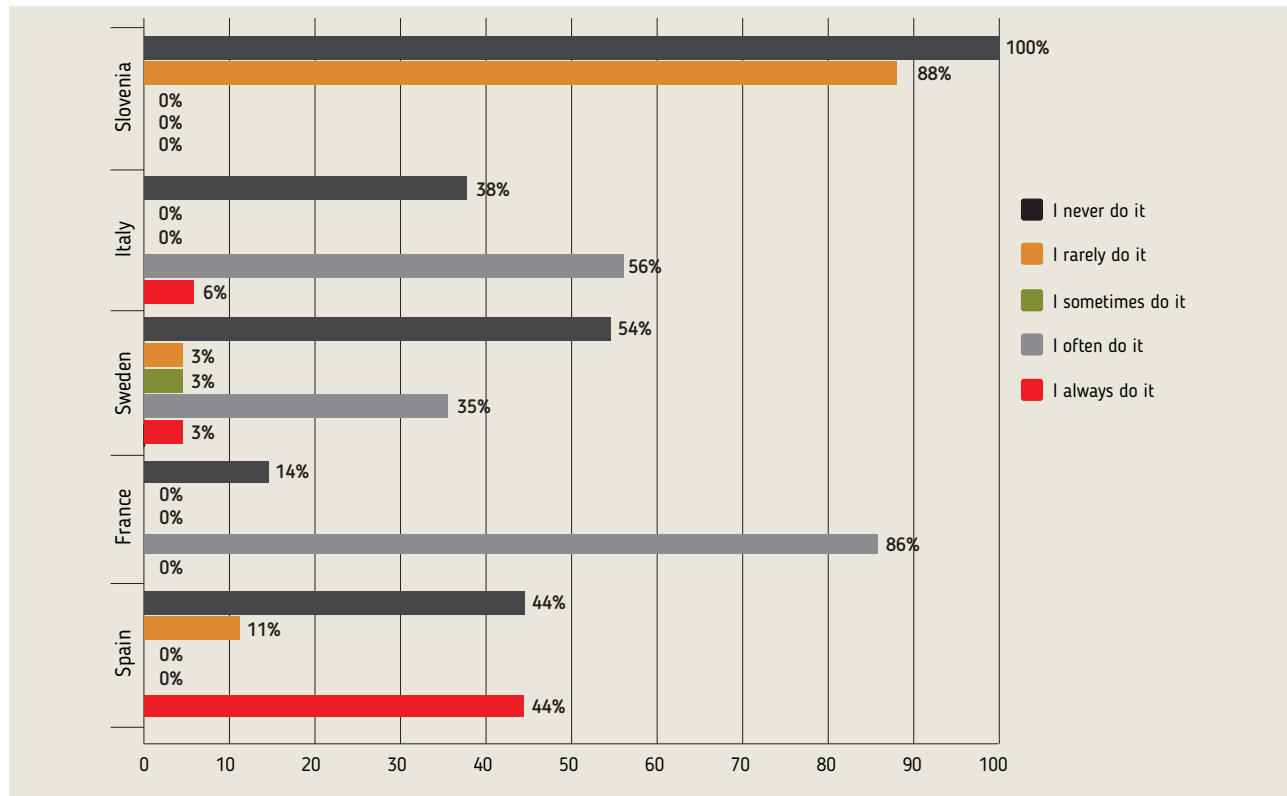
How do you rate your recycling?

(1. I don't know how to recycle properly; 5.I am very good)



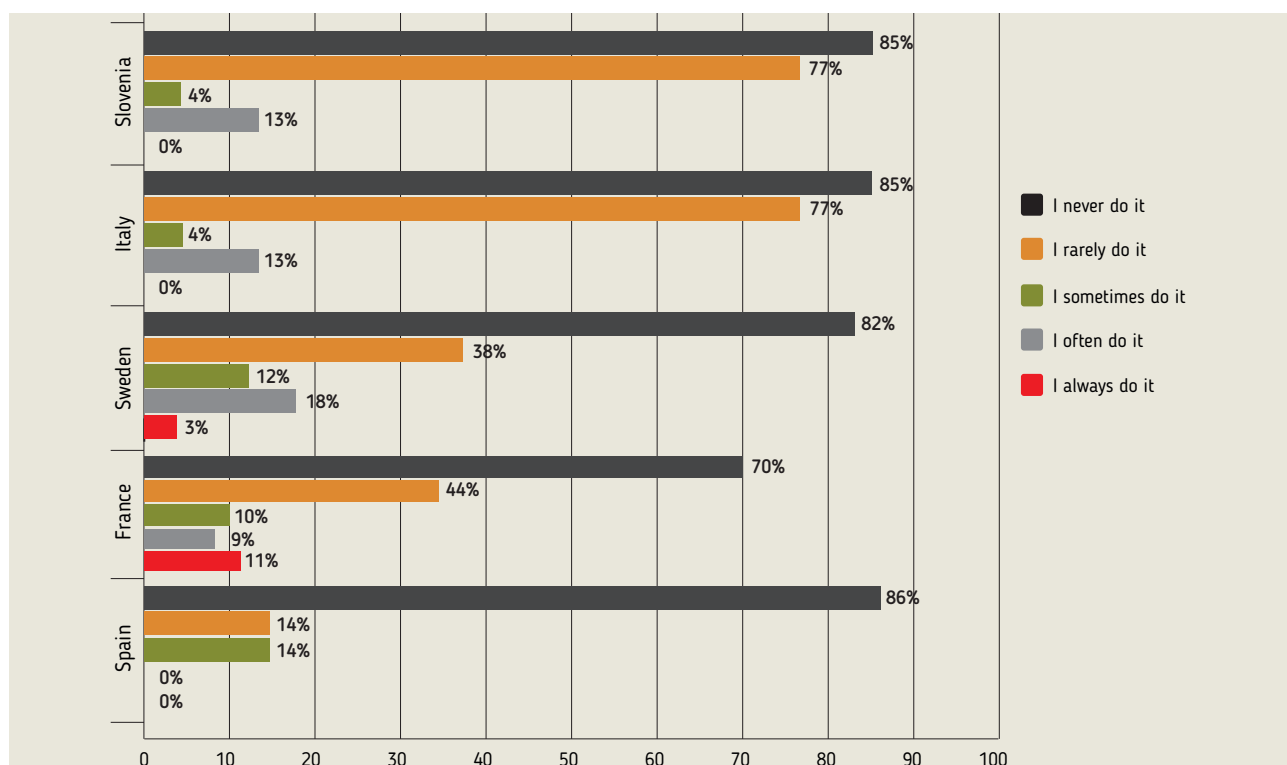
Where do you recycle?

Multiple-choice questions with the possibility of selection of one or more answer options



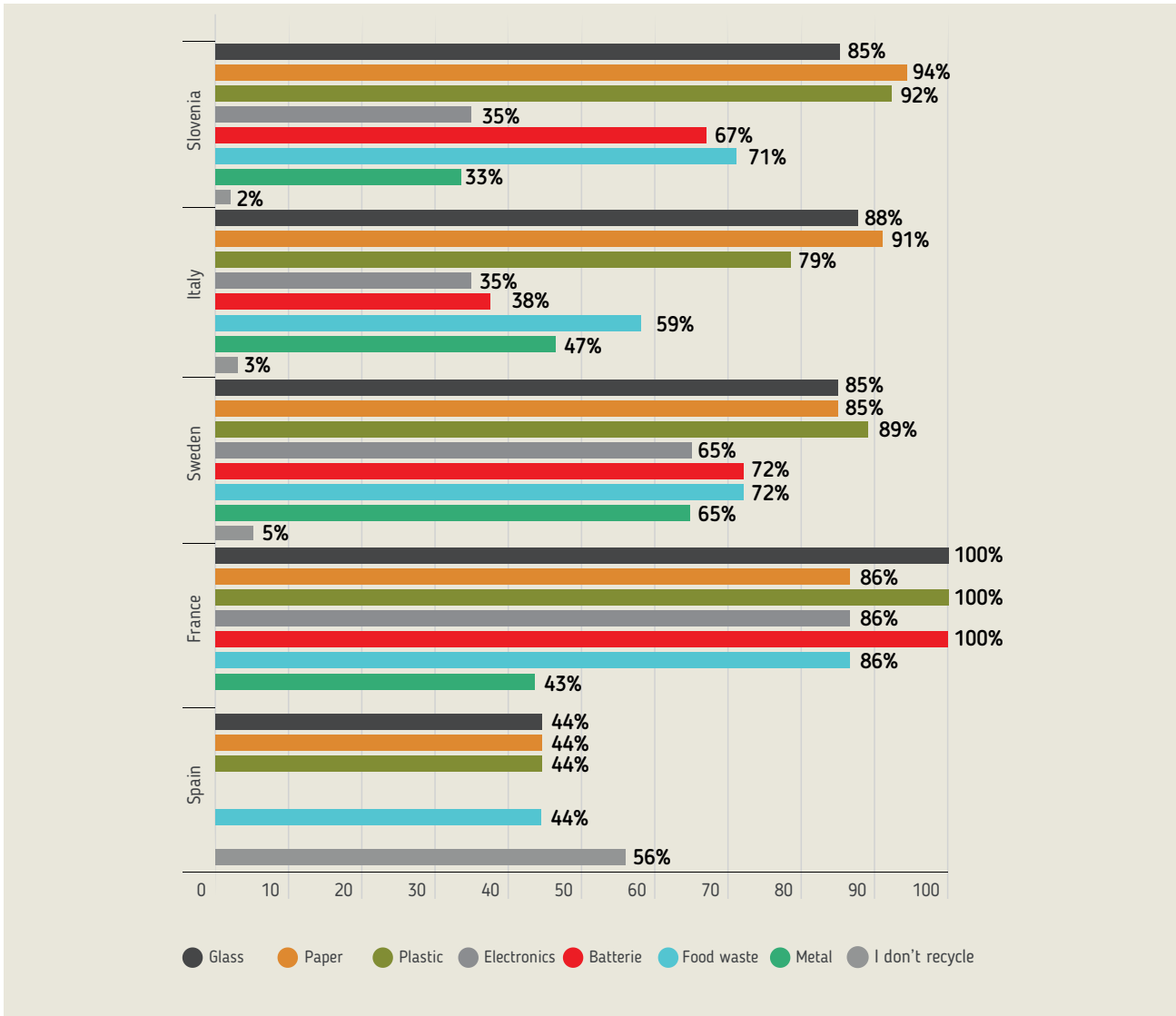
How/where did you learn about recycling?

Multiple-choice question with the possibility of selection of one or more answer options

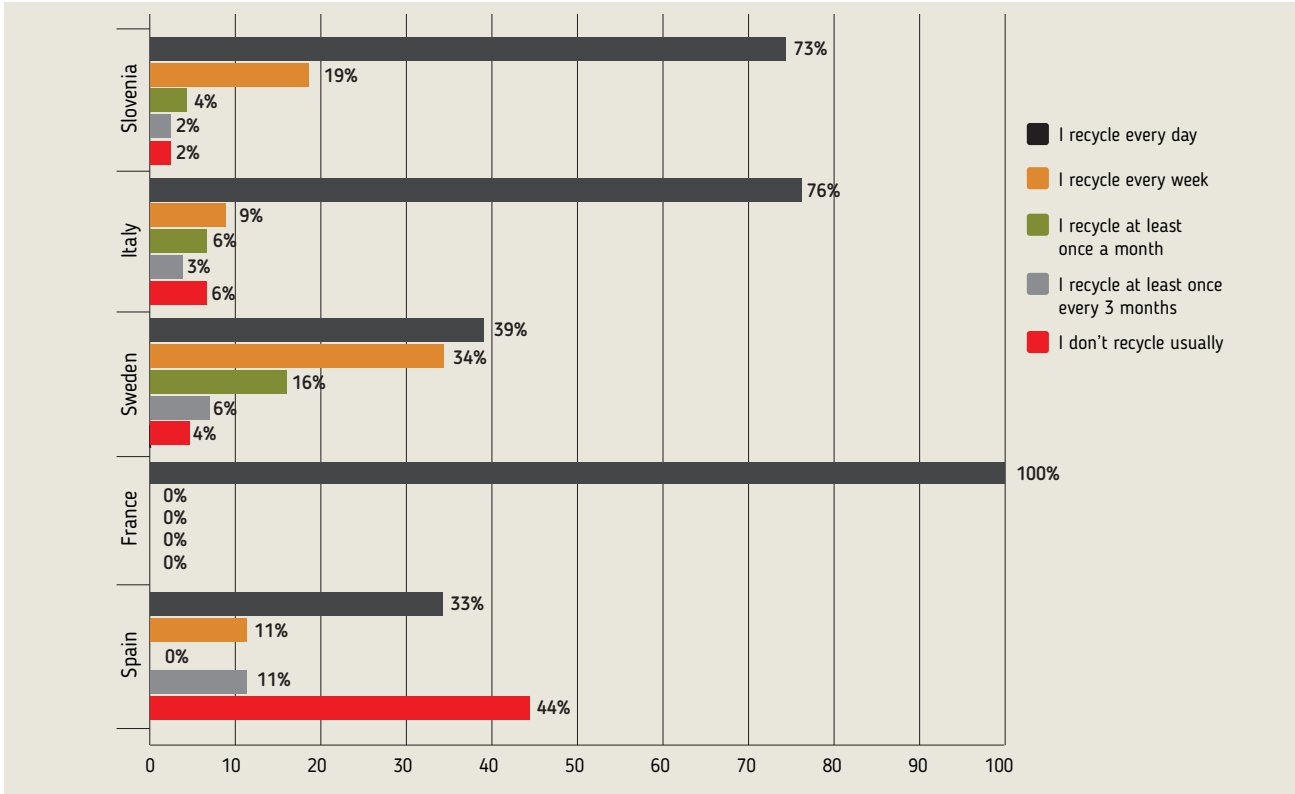


What do you recycle?

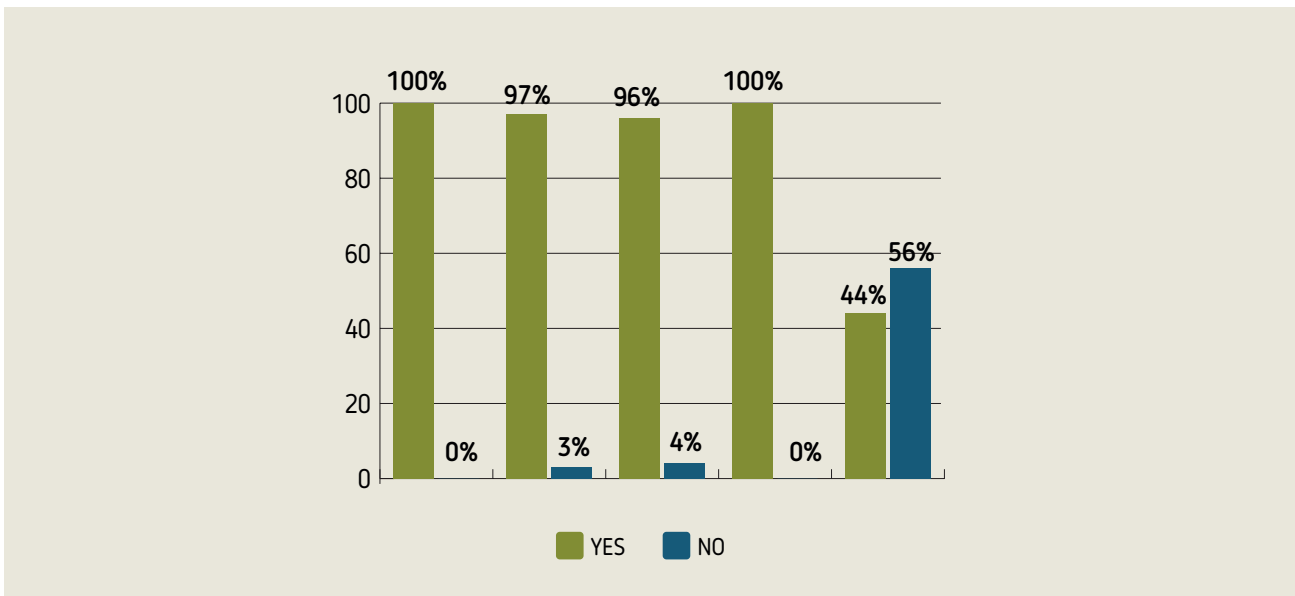
Multiple-choice question with the possibility of selection of one or more answer options



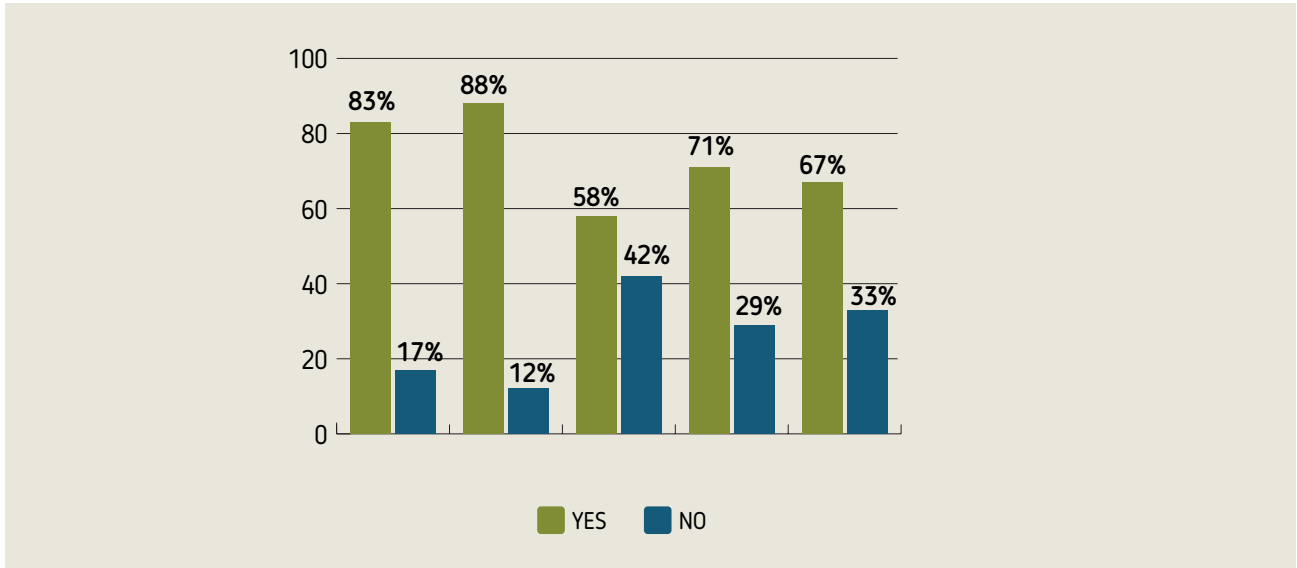
Is recycling a habit that you do regularly?



Do you, and/or you and your family recycle?



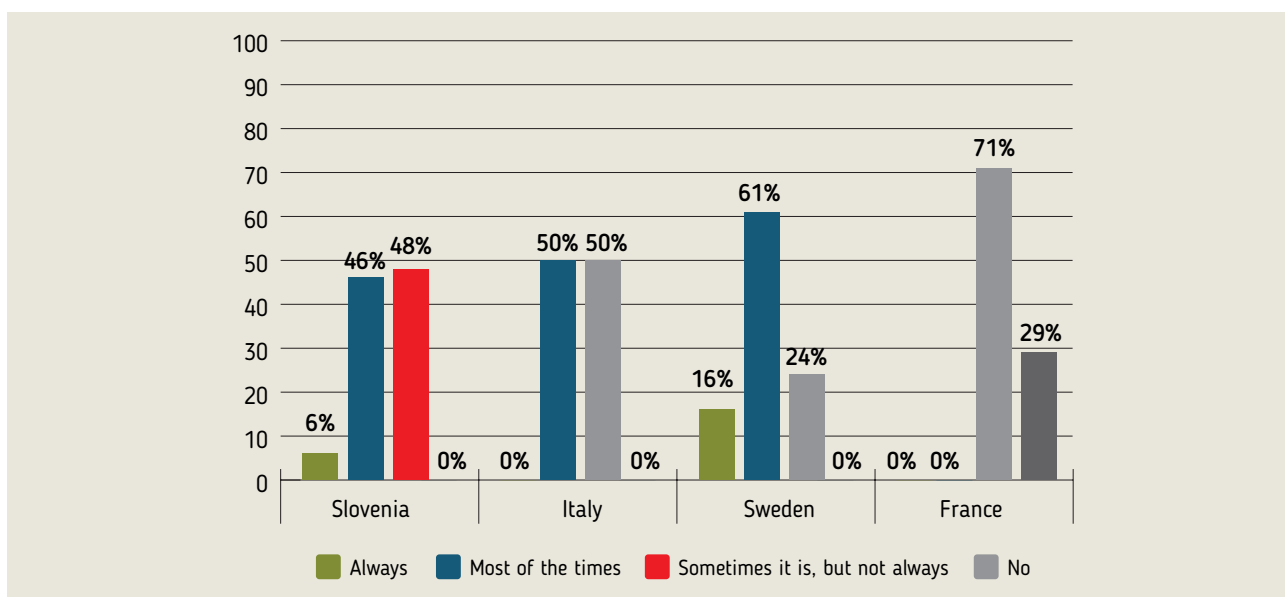
Would you like to know how to recycle in your host country?



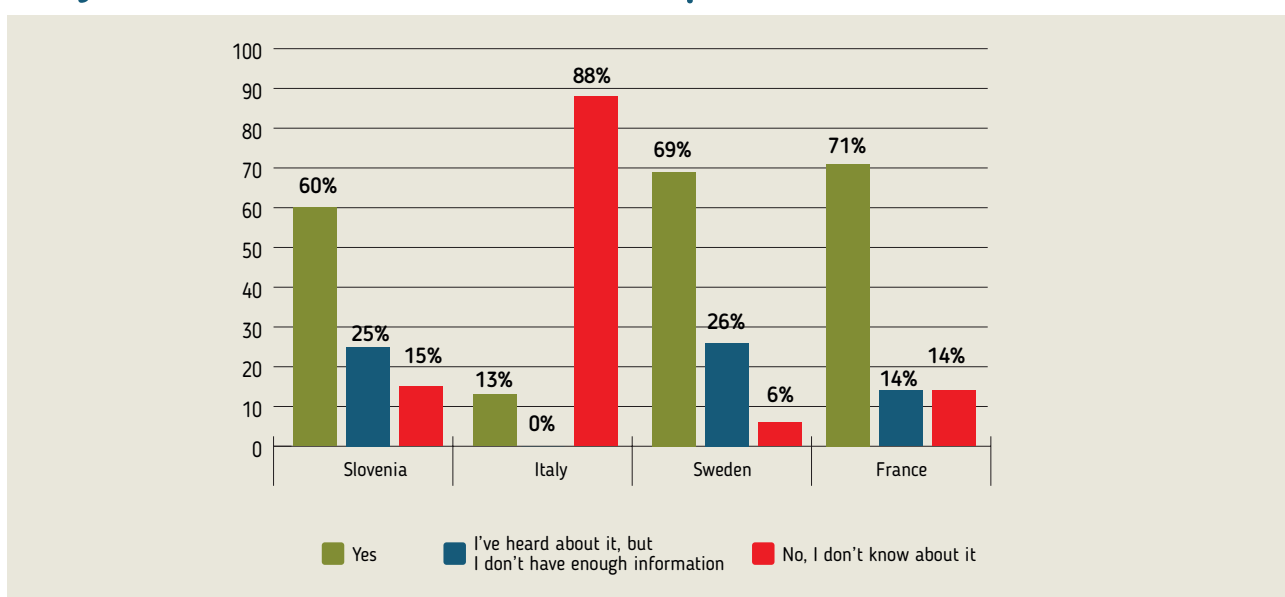
Section 3: Sustainability and carbon footprint

When evaluating the data in this section, please note that due to a technical problem in the original questionnaire, some respondents did not answer this section.

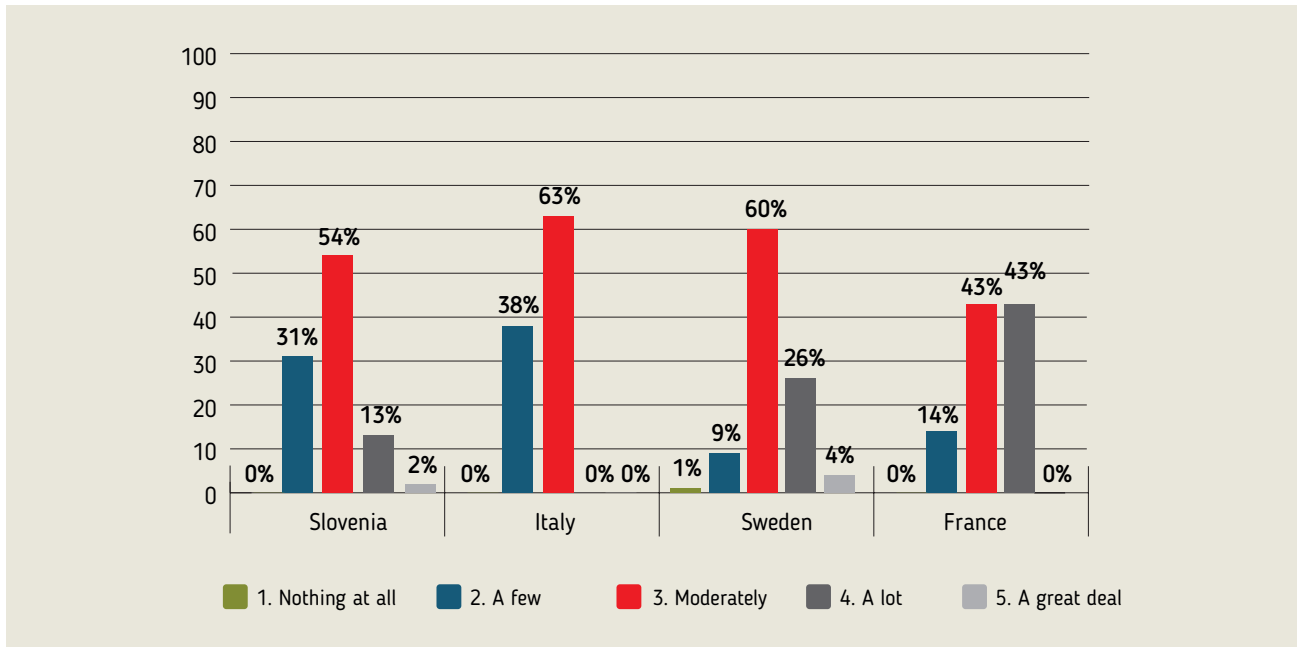
Do you think your lifestyle is sustainable?



Do you know what carbon footprint is?



Do you think you pollute in your daily activities? (Garbage, transport, energy, water...)



Feedback & Conclusions

This last section is devoted to present comments and feedbacks from the partnership both on the questionnaire in itself and on the results of the survey conducted in each country.

Questionnaire

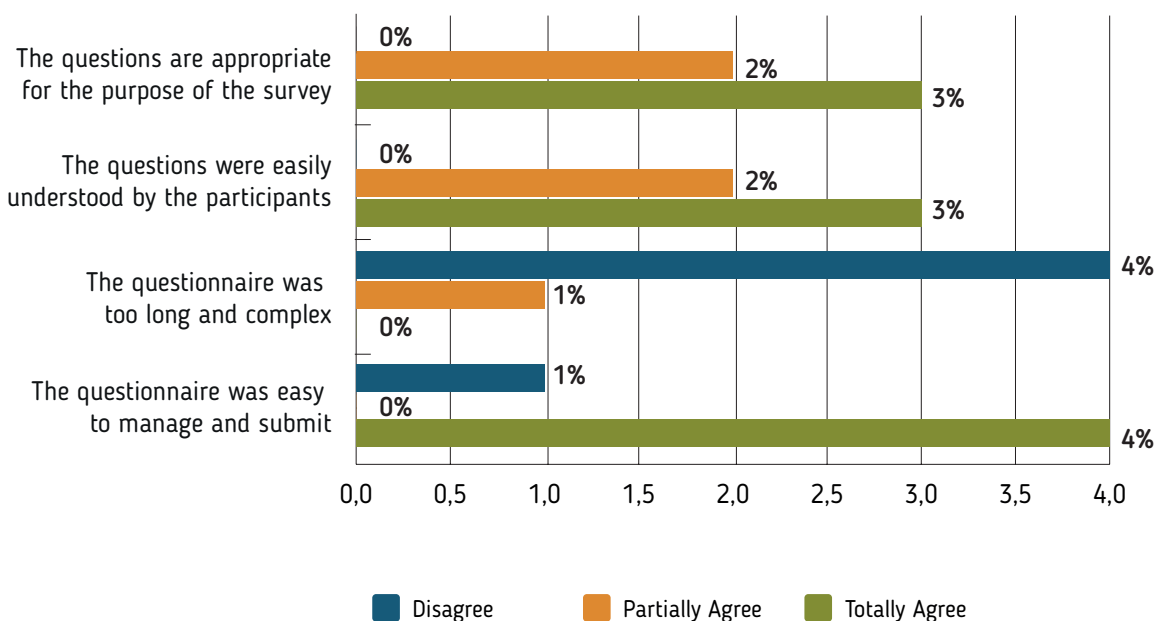
Partnership evaluated the questionnaire in itself using a Trafficlight ranking system (RAG). It has been evaluated positively in terms of its structure and comprehensibility by the students.

However, there was a negative evaluation from France regarding the ease of handling and sharing the questionnaire.

Furthermore, it has been suggested to add a few questions about using of public transports and buying local food because the survey is dominated by the topic of recycling.

Evaluation of the Questionnaire, using Traffic-light ranking system

Blu = Disagree - Orange = Partially Agree - Green = Totally Agree



KEY Results

Conclusions from this first survey must be drawn with caution, given the low overall number of responses.

- The practice of recycling is quite deeply rooted in the habits of the family, and this also has an impact on the behaviour at school or at work in the case of adults;
- Daily habits and behaviour certainly show areas for improvement in terms of information and awareness with respect to transport and food;
- Overall awareness on the issue of sustainability, referring to all areas that impact on the environment and referring to the concept of carbon footprint, is an area where much work still needs to be done.

Some data highlights

With regard to the following questions, Different countries have experienced varying results, with each displaying its own distinctive peaks and lows specific to its circumstances:

- *Would you like to know how to recycle in your host country?*
In Sweden, there is a high number of people who express no interest.
- *Do you know what carbon footprint is?*
In Sweden, there is a strong majority for “yes,” while in Italy, there is a majority for “no.”
- *Do you, and/or you and your family recycle?*
In Spain, there is a majority of “no,” while in all other countries, there is a clear majority for “yes.”
- *Is recycling a habit that you do regularly?*
In Spain, there is a majority of non-recycling, while in the other countries, most respondents answer “yes” for daily recycling.
- *How do you rate your recycling?*
In Spain, a majority of individuals rate their recycling behavior as low, while in the other four countries, people attribute rather high values between 4 and 5.

Note: when comparing these results with the answer to “Do you think your lifestyle is sustainable?”, where median values are assigned, it appears that most interviewees believe they are accustomed to recycling but not practicing overall sustainability in all aspects of life.

- *I prioritize walking or biking instead of using other means of transport?*
In this case, France stands out with a significant majority of 4, while the other countries have more moderate values.

Based on the data collected in your country, please highlight recurring elements and peculiarities. Additionally, provide your analysis of the data along with any recommendations and suggestions

Out of the total number of students, 78% belong to the age group of 16–18 years, while 22% are in the age group of 19–21 years. Among them, 56% are females and 44% are males. When asked about their previous participation in Erasmus+ mobility, 84% stated that they had not attended Erasmus+ mobility before filling out the questionnaire, while 16% reported that they had previous experience with Erasmus+ mobility. The survey findings indicate that the majority of students are already aware of energy-saving practices, such as switching off lights when not in use. They also engage in recycling and water-saving habits, such as turning off the water while brushing their teeth or taking showers. On average, they use air conditioning or heating only occasionally, and not very frequently.

Additionally, they sometimes purchase ecological and local products. The students primarily recycle at home and at school, where they have gained the most knowledge about recycling. Regarding recycling frequency, 73% of respondents stated that they recycle every day, which is consistent with 77% recycling at school and 85% recycling at home. The most commonly recycled materials are paper (94%) and plastic (92%), followed by glass (85%), food waste (71%), and batteries (67%). Electronic waste and metal are the least commonly recycled items. Only 2% of students reported that they do not recycle at all. The survey results also show that the majority of students would be interested in learning how to recycle in the host country during their mobility experience. In terms of sustainable lifestyles, 6% of students consider their lifestyle always sustainable, 46% believe it is sustainable most of the time, and 48% think it is sometimes sustainable but not always. No student responded with “no” to this question, indicating that the majority of students have awareness of sustainable practices and their contributions to a sustainable way of living.

Regarding awareness of carbon footprint, only 15% of students had not heard about it. The remaining 85% either knew exactly what it was (60%) or had heard about it (25%). When asked about their pollution levels, 2% believed they pollute a great deal, which aligns with the 2% who stated they do not recycle at all.

The majority of students evaluated their pollution levels as moderate (majority), with 13% considering themselves heavy polluters and 31% perceiving their pollution levels as minimal. None of the respondents indicated that they do not pollute at all.

Overall, the survey analysis emphasizes the students’ awareness and engagement in environmentally friendly practices, particularly recycling and energy-saving habits. It also highlights their interest in learning and expanding their knowledge about sustainability during their mobility experiences. It is interesting to see the low levels of self-perceived pollution as very few students (2%) believe they pollute a great deal, while none of the respondents indicated that they do not pollute at all.

The majority consider their pollution levels to be moderate or minimal. The perception that their lifestyle is mostly sustainable or sometimes sustainable among the respondents reflects a general understanding of the

importance of sustainable behaviours.

While only a small percentage perceive their lifestyle as always sustainable, the majority acknowledging the need for improvement indicates a willingness to engage in sustainable practices and make positive changes. A considerable portion of students (73%) reported recycling every day, indicating a strong commitment to recycling practices. The survey highlights the students' engagement in recycling practices, with a focus on materials such as paper, plastic, glass, food waste, and batteries. Recycling is mentioned as a common behaviour both at home and at school.

Students mentioned saving water by turning it off while brushing their teeth or taking showers, indicating a conscious effort to conserve water. The majority of students demonstrate awareness of energy-saving habits, such as turning off lights when not in use and using air conditioning or heating only occasionally.

These facts suggest a strong inclination towards responsible waste management, recycling and sustainability. This aligns with the growing emphasis on recycling and environmental education in schools and communities. The focus on recycling paper, plastic, and glass shows an understanding of the importance of recycling commonly used materials. This awareness at a young age is encouraging, as it establishes good habits that can contribute to long-term sustainability.

The students' answers to the questionnaire seem to clearly outline certain elements. With respect to daily habits, attention to electricity consumption emerges, especially in relation to home lighting. Less attention seems to be paid to the unnecessary consumption of water and to the topics of transport and food.

Regarding this set of questions, in the Italian sample there seems to be a difference between VET and school students. The latter are more attentive to the topics of transport and water consumption than their VET colleagues.

As far as recycling is concerned, students learn to recycle basically at home and then apply the behaviour in all everyday areas, i.e. at home, at school, at work. The habit of recycling is daily for more than 70% of the respondents and the totality of their households recycle, testifying to the entrenchment of the practice of recycling, evidently also on the part of city administrations. The materials most recycled seem to reflect the pattern of separate collection in the various city administrations.

In fact, the most recycled are paper, plastic, glass and organic waste. More than 88% of respondents express interest in learning about the recycling habits and rules of their host country for Erasmus. Section 3 of the questionnaire, relating to sustainability and carbon footprint, due to an oversight in the construction of the questionnaire on Google Form, was initially not reported, so we do not have the responses of the 22 who completed the questionnaire before the error was corrected. Of the 34 respondents to the questionnaire, only 8 answered this section, which is therefore not sufficiently representative. However, it is worth noting that out of 8 respondents, 7 did not know what a carbon footprint was.

With regard to the two questions on sustainability (Do you think your lifestyle is sustainable? and How much do you think you pollute in your daily activities?), the 8 answers are distributed around the median values. None of them think they have, or definitely do not have, sustainable behaviour, but on the other hand, they think they pollute moderately or little with their behaviour. The results of the questionnaire however have to be confirmed (or not) by the next two reports.

The Swedish version of the Envirasmus pre-mobility questionnaire was carried out between 8th of March and 9th of June, 2023. In our monthly internationalisation e-mail sent out to Erasmus+ coordinators, we informed that this survey was mandatory and was added to our Erasmus+ mobility checklist. A list used by coordinators to plan, manage, realise and assess their school's Erasmus+ mobility for VET learners. That's also, part of why we managed to gather so many answers and also, the fact that we have a large number of granted Erasmus+ mobilities in the school year.

We gathered 146 responses in total where of 84.2% were learners, pedagogues 13.7% and remaining 2.1% were other school staff, e.g. principals, vice principals, learner/teacher assistant, mentor etc. The largest age groups in the survey are corresponding to our schools age group between 16–20 years and since, our schools have predominantly learners who identify as female due to the VET programmes that we offer, unsurprisingly 74.7% of the survey respondents identify as female. We can also, add that a larger number of pedagogues in these VET programmes also, identify as female.

One suggestion for when the complete survey with workshop are tested next school year, would be to, more in detail, identify what different age-groups and gender groups have answered to the questions regarding recycling and sustainable living. This in order to identify whether we need to add more promoting and inclusive measures regarding the Envirasmus- platform and application.

The survey results revealed that of the Swedish respondents a majority were very involved and knowing in recycling and also, knew about the carbon footprint. Many recycle mostly in their home because in Swedish households the houses/ apartments etc. are already equipped with recycling bins.

We received a low number of learners and pedagogues who choose to walk or bike to their school but also, a majority choosing public transportation instead of private. This could perhaps be explained by that a large number of learners in our schools commute from other parts of the city/neighbouring municipalities and walking or riding a bike/electric scooter isn't an option because it would take longer than commuting. However, further interviews would have to be carried out in order to understand this.

The most surprising survey result was when respondents were asked whether they would like to know more about recycling in the host country: 58.2% said yes, but quite a large number; 41.8% answered no. A number of reasons to why so many answered no must be investigated. For instance, is it because:

- They don't care?
- They already know how to recycle and by feeling that they already know it, independent of country, they feel they don't need that information?
- They are in the host country for a short amount of time and feel that it would not be meaningful to know?

Nevertheless, we must remember that a small majority do want to learn more on this topic and also, that in despite of what the learners feelings are they are still going to go through the workshop, have access to platform and application. However, one thing to take into consideration is that the amount of information the participants will take in might be affected.

One final thing to mention is that many of the respondents feel that they have a sustainable lifestyle: 60.6% say often, 23.6% say sometimes and 15.7% say always. 0% has answered never.

But this result doesn't quite match with question 14, where 59.1% feel they pollute sometimes, 25.2% say often and 3.9% say always. We also, have 11% saying they seldom pollute and 0.8% (1 person) say they never pollute.

I would expect these two questions answers to correlate a little bit more but one possible reason for this might be the learners understanding of "sustainable lifestyle".

We give examples of what we mean with pollution but we don't quite explain the meaning of a sustainable lifestyle. Again, this needs to be further investigated through in-depth interviews.

In summary, the pre-mobility survey carried out in Sweden has illustrated that respondents have a good sense of what recycling is and the carbon footprint. On a daily basis the majority chooses activities to reduce their carbon footprint. However, a small majority shows interest in wanting to know how to recycle in the host country. Overall attitude among respondents is that they feel that they have a sustainable lifestyle but paradoxically, a larger number feel that they pollute on a a daily basis.

We only received 7 responses (4 from VET learners and 3 from VET staff), which is still too small a sample to really observe any clear trends, but the results are nonetheless interesting. This low response rate can be explained by the fact that the launch of the questionnaire coincided with the end of the school year and the exams, a period when we send relatively few learners on international mobility.

The results reflect a relative awareness of the need to adopt more environmentally-friendly habits. Among the habits most practised by respondents are turning off the water tap when not in use, switching off the light when leaving a room and, above all, recycling waste. This is really the most frequently observed behaviour.

The large majority even rate their recycling as "pretty good", and recycle at home, at school and at work. Learning to recycle seems to have been learned at home, which seems logical given that it was primarily at home that the various sorting garbage cans were imposed by municipalities. All respondents recycle every day, especially glass, plastic and batteries. What is also interesting is that the questionnaire revealed that a large majority of respondents would like to know how recycling works in their host country, which reflects a real interest in the issue, even in the context of international mobility. Furthermore, the issue of carbon footprint seems to be widely known, which can be explained by the fact that the majority of respondents are between 19 and 21 years old, and that the subject of the carbon footprint of our habits and existing alternatives has been discussed quite frequently in the news or on social networks for some time now.

Finally, half the respondents think they have an eco-friendly lifestyle most of the time and the other half sometimes, which makes sense with a majority of "sometimes" answers to the question "how much do you think you pollute?". This reflects a relative awareness of the impact of their daily habits on the environment and sustainable development, even if more awareness-raising work needs to continue. Indeed, habits that are still (too) little practiced include preferring public transport to private vehicles, and buying local and organic products.

This could perhaps be explained by the fact that most of our respondents are adults, and therefore potentially vehicle-owners, who are not "obliged" to take public transport, but also by the fact that the purchase of organic products is still rather expensive, which doesn't necessarily fit in with an apprentice's financial resources.

Here, then, are the trends observed in this first phase. They may or may not be verified, depending on the feedback we receive in the next phase, which we hope will include many more responses.

The EU-funded Envirasmus project aims to address environmental awareness among young Europeans during their Erasmus mobilities, focusing on issues such as recycling, the environment and carbon footprint. A study carried out in Spain has revealed that young people in Spain show a worryingly low level of awareness of these issues, while young girls stand out as the most aware group.

The methodology of the study involved surveys of a representative sample of young Spaniards, addressing key aspects of environmental awareness. The results were surprising. Despite growing global concern about climate change and sustainability, awareness of recycling, the environment and carbon footprint among young Spanish people was found to be quite low overall.

One of the most striking findings is the gender disparity. Young girls showed a higher awareness and concern for the environment compared to their male counterparts. This may be due to a number of factors, including differences in education received, access to relevant information and the social expectations they face. It is vital to recognise this gender disparity to develop specific strategies to actively engage young men in protecting the environment.

The results of the study also highlighted a significant gap between the environmental awareness of young people in Spain and that of other Envirasmus consortium partners.

This gap can be attributed to several factors, such as the lack of comprehensive environmental education in school curricula, as well as the need for greater promotion of awareness-raising campaigns at national level.

Furthermore, it is crucial to take advantage of the higher awareness among young girls to inspire and motivate the rest of the youth population. By encouraging female participation and leadership in environmental initiatives, greater awareness and collective action towards sustainability could be fostered.

In conclusion, the Envirasmus project has revealed that young Spaniards show a low level of awareness of recycling, the environment and carbon footprint. However, it has also revealed that young girls are more committed to these issues. This gender disparity and the gap with other consortium partners emphasise the need for concrete measures to promote a stronger environmental awareness among Spanish youth. With collective efforts and appropriate strategies, positive change towards a more sustainable and environmentally responsible future can be fostered.

