Project No.609096-EPP-1-2019-1-IT-EPPKA3-VET-NETPAR

ENVIRASMUS

SUSTAINABLE ERASMUS MOBILITY IN VET

Pre-Mobility Questionnaires
2nd Report

Co-funded by
the European Union

Project summary

ENVIRASMUS
SUSTAINABLE ERASMUS MOBILITY IN VET

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-mombility 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 environmenta 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;
- make participants identify, take the time to answer, and **be aware of their sustainable behaviour 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 suvey is structured, with end questions and multiple rating systems, in 3 sections:

SECTION 1: DEMOGRAPHIC INFORMATION
SECTION 2: DAILY ROUTINE
SECTION 3: SUISTAINABILITY 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 October and December 2023.

Report:

ENVIRASMUS
SUSTAINABLE ERASMUS MOBILITY IN VET

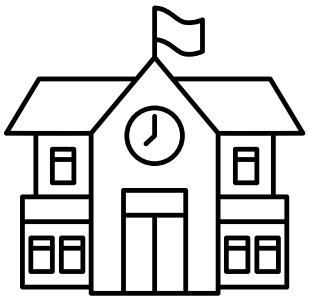
This report is the second of three foreseen. The first one was released on the 9th month and the third one will be released on the 22nd month of the project life.

This document represents the report of the all questionnaires received during October - December 2023, with main findings, suggestions and quantitative evidences.

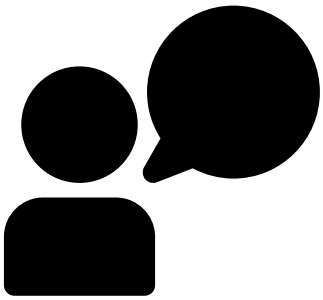
The report reflects the original structure of the surveys but adds two final sections to collect evaluation and comments about the questionnaire and, overall, on the sustainable behavior as it emerged from the surveys in each country.

For the second report, changes has been implemented follwing feedback from the first report. **On the basis of thes results in the second report, the Envirasmus partnership will proceed to update the questionnaires under the light of the suggested improvements.**

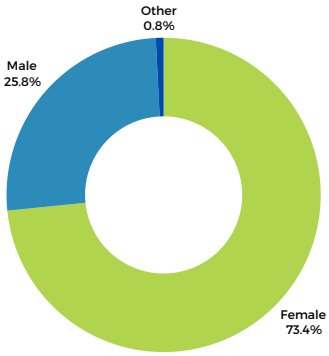
Section 1: demographic information



6 organizations from 5 countries

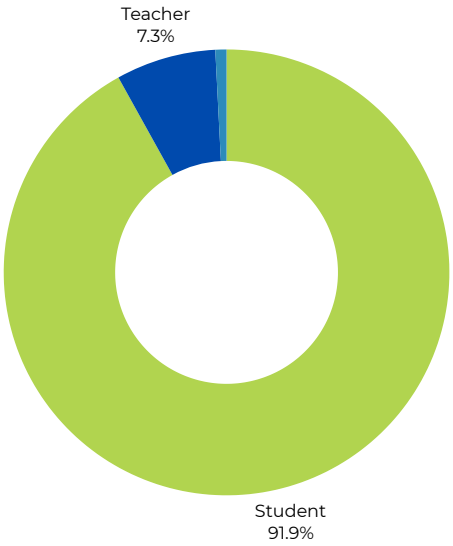


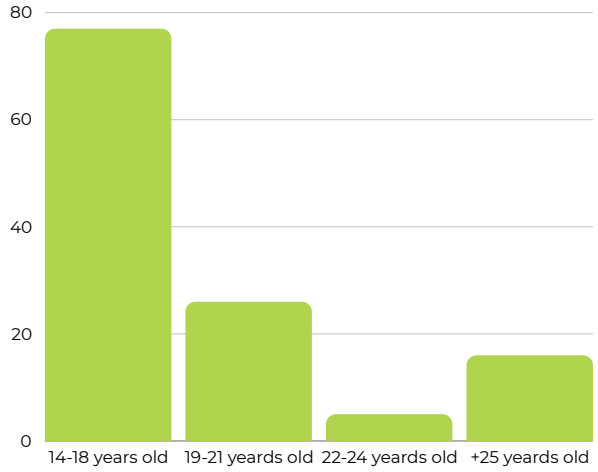
124 respondents from 5 countries



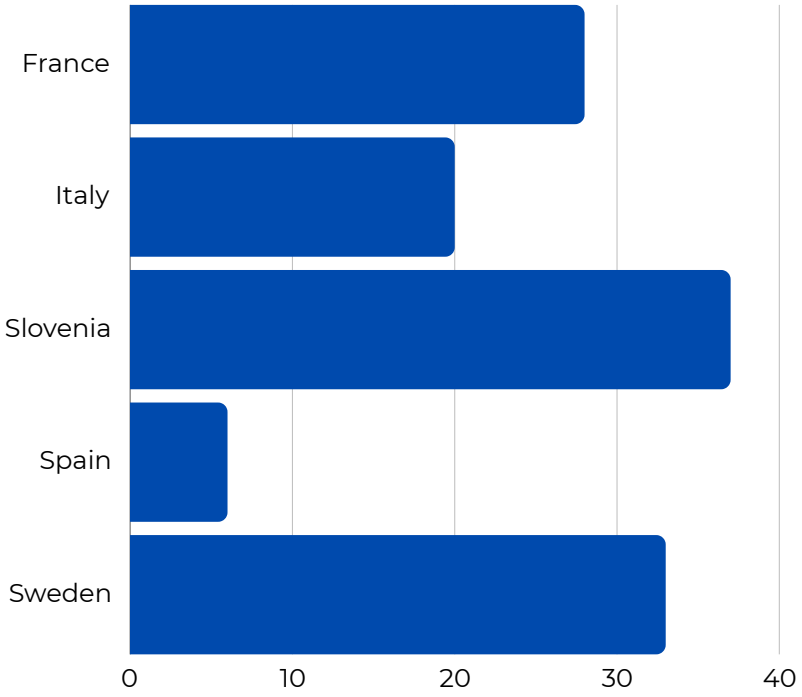
Gender

Profile and age of the respondents

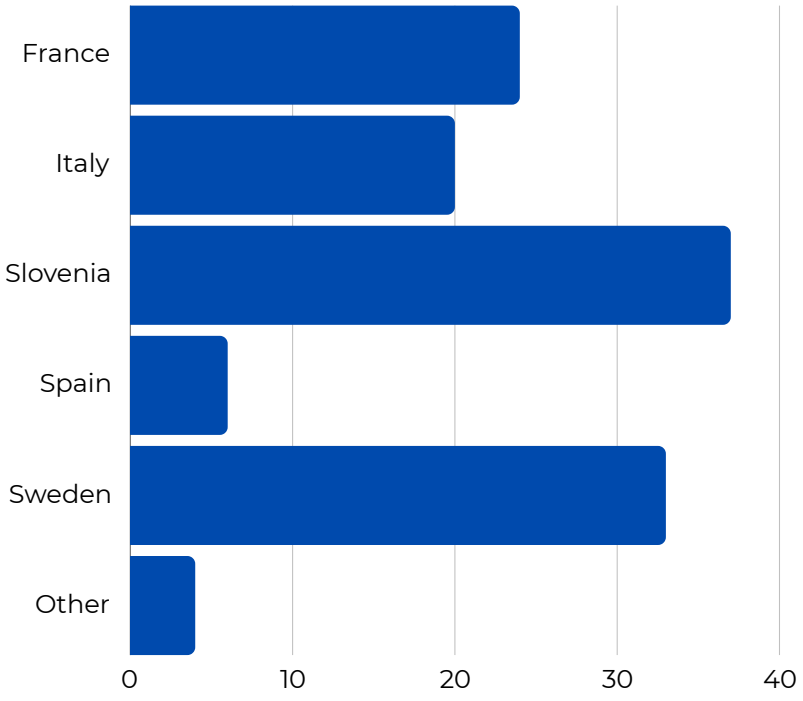




Respondents per country



Country of origin



Section 2: daily routine

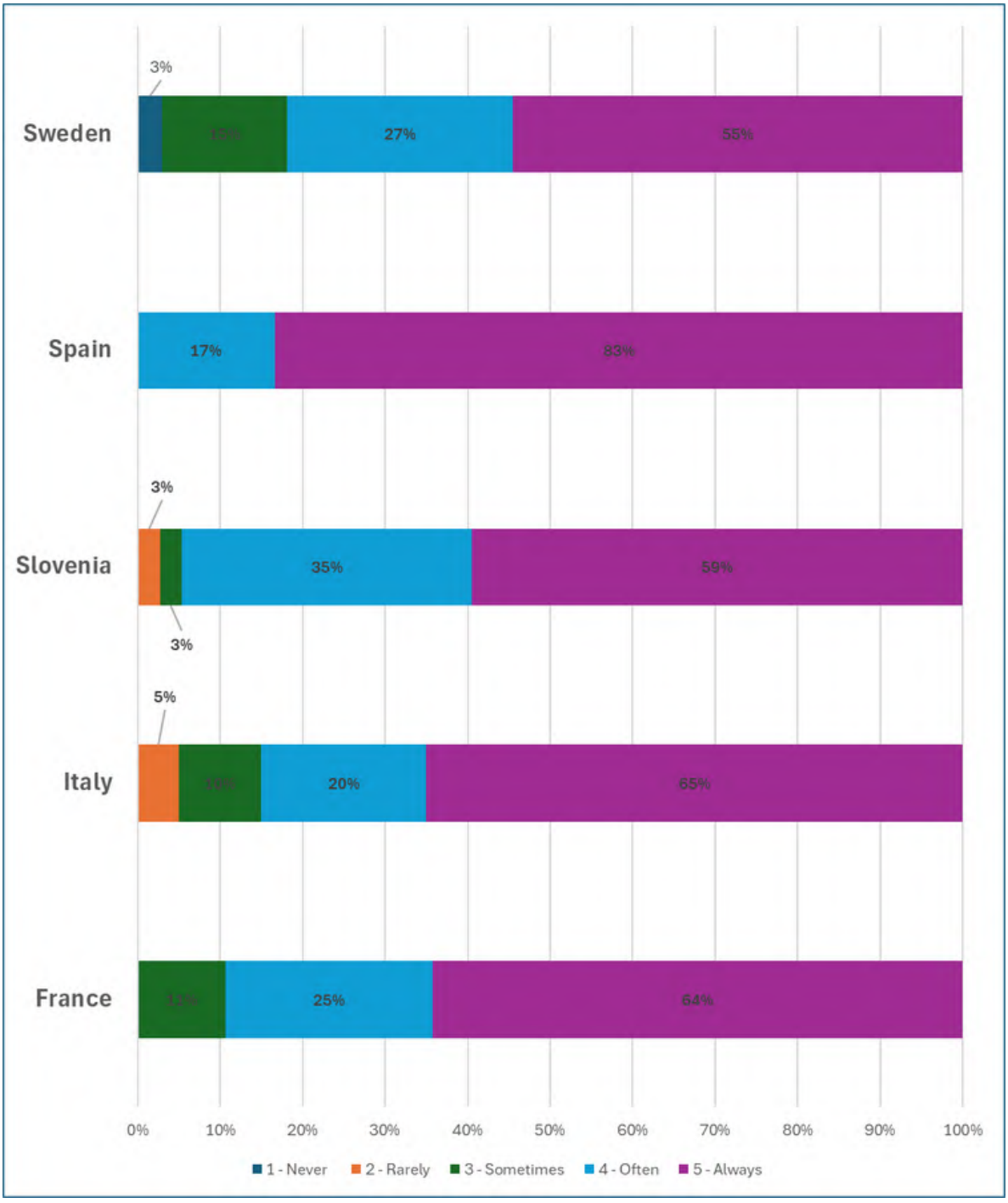
In the following section, the respondents were asked the following 10 questions about their daily routine.

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):

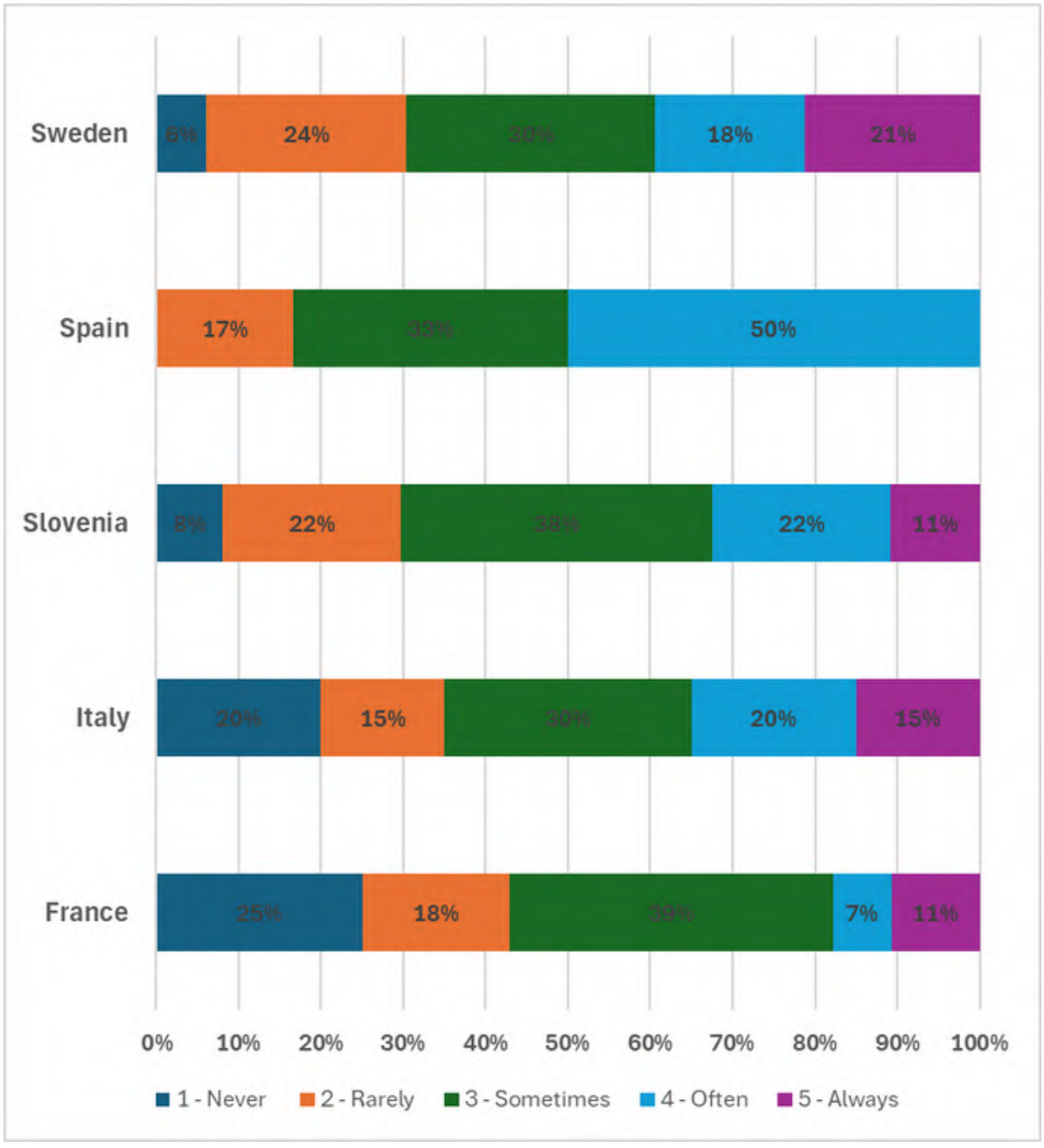
1. When I shower, brush my teeth, or wash the dishes, I turn the tap off if I don't need/am not using water.
2. I turn the light off when I am not in a room.
3. I use heating or air conditioning (for example AC or fun).
4. I switch off my devices if I am not using them (computer, tablet...).
5. I use 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.

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

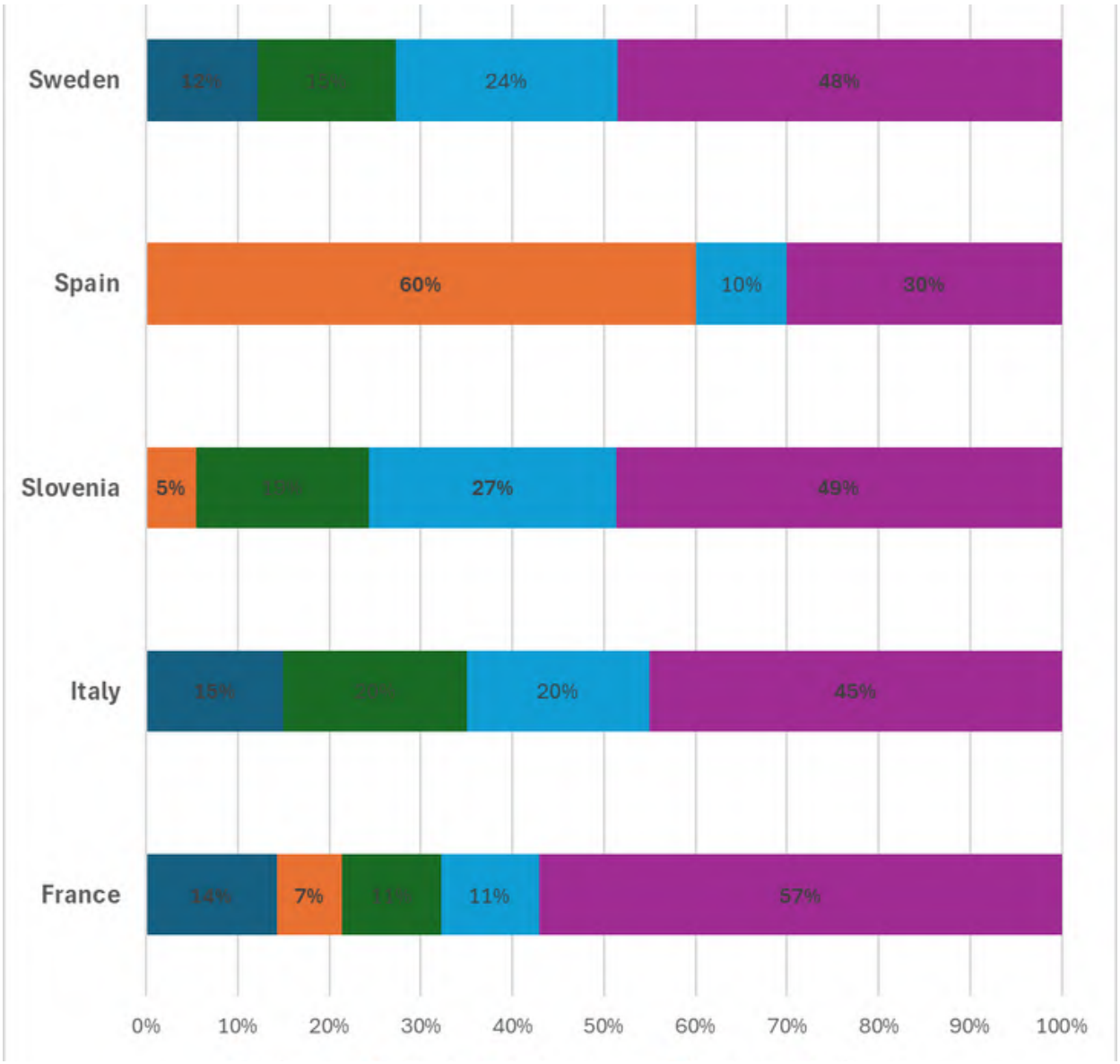
2. I turn the light off when I am not in a room.



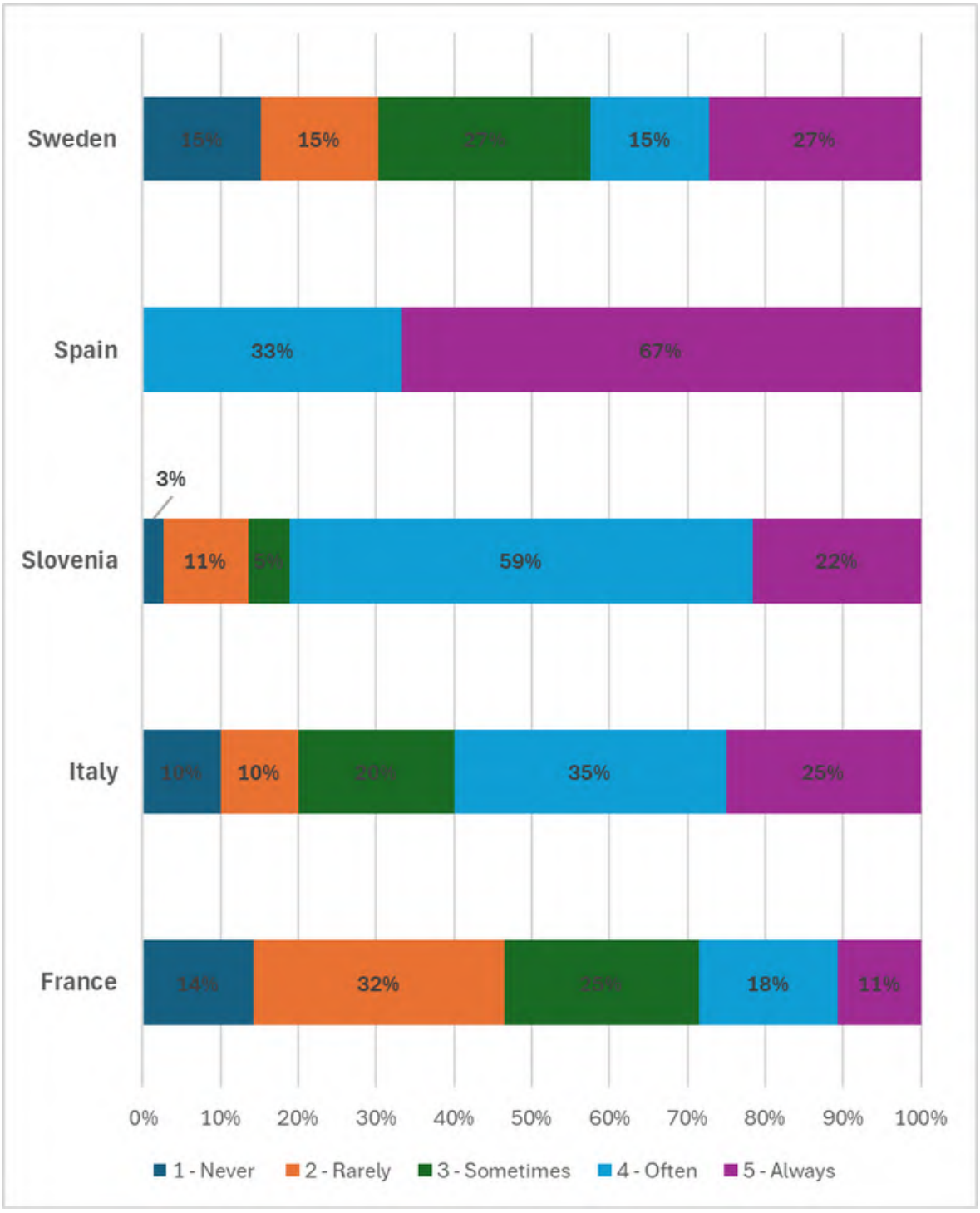
3. I use heating or air conditioning (for example AC or fun).



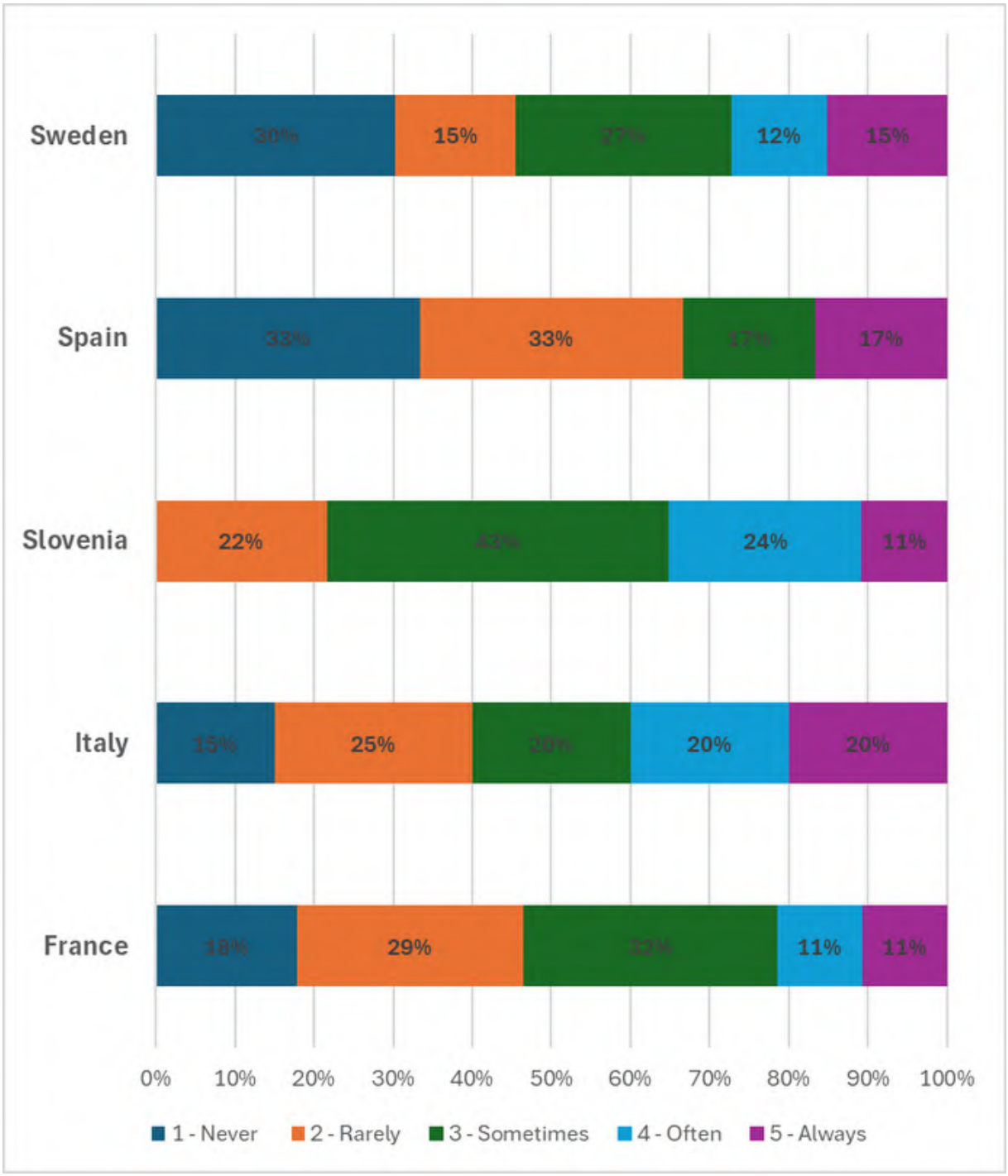
4. I switch off my devices if I am not using them (computer, tablet...)



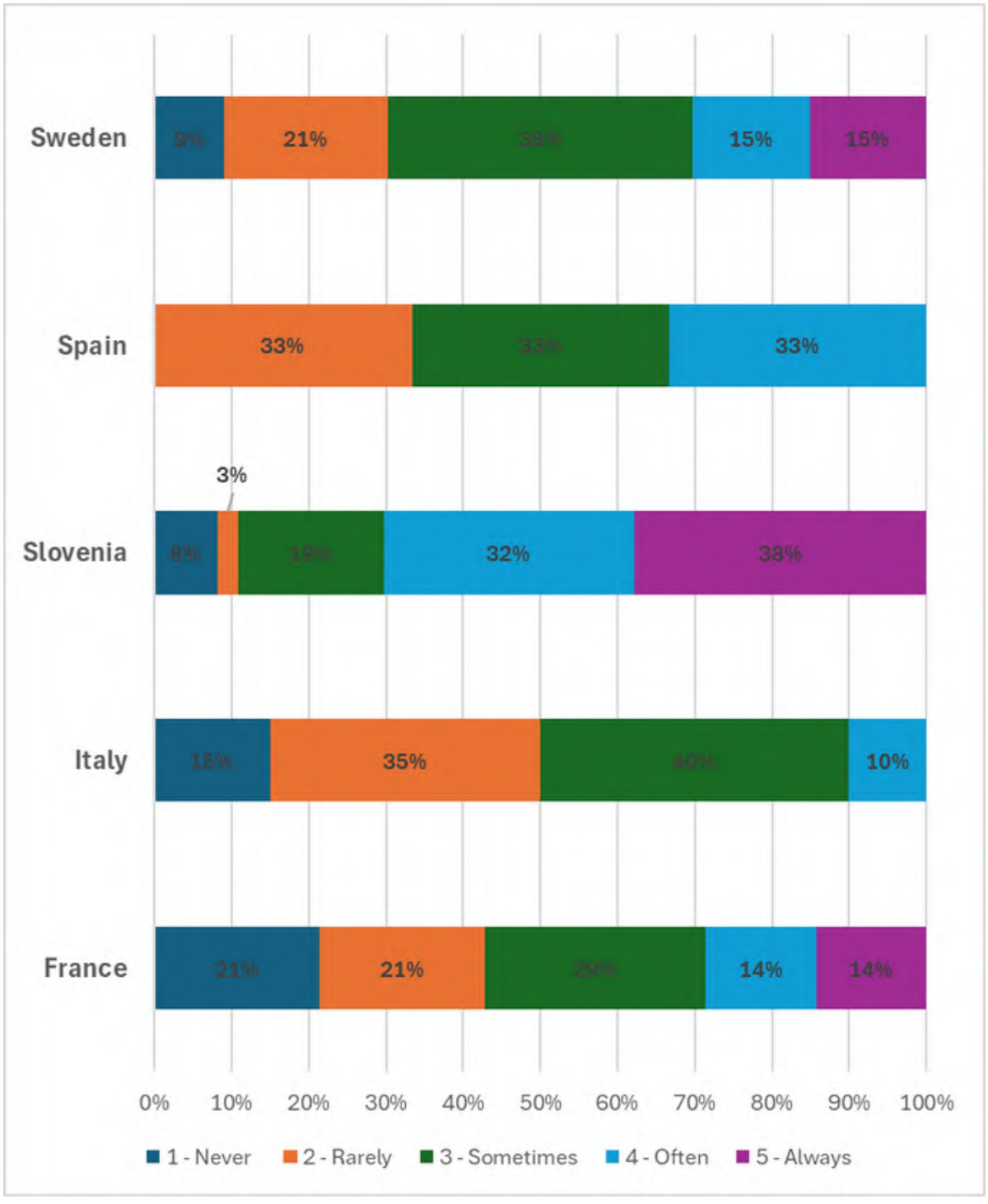
5. I use public transport (bus, tram, metro, train...) over private transport (car, taxi...).



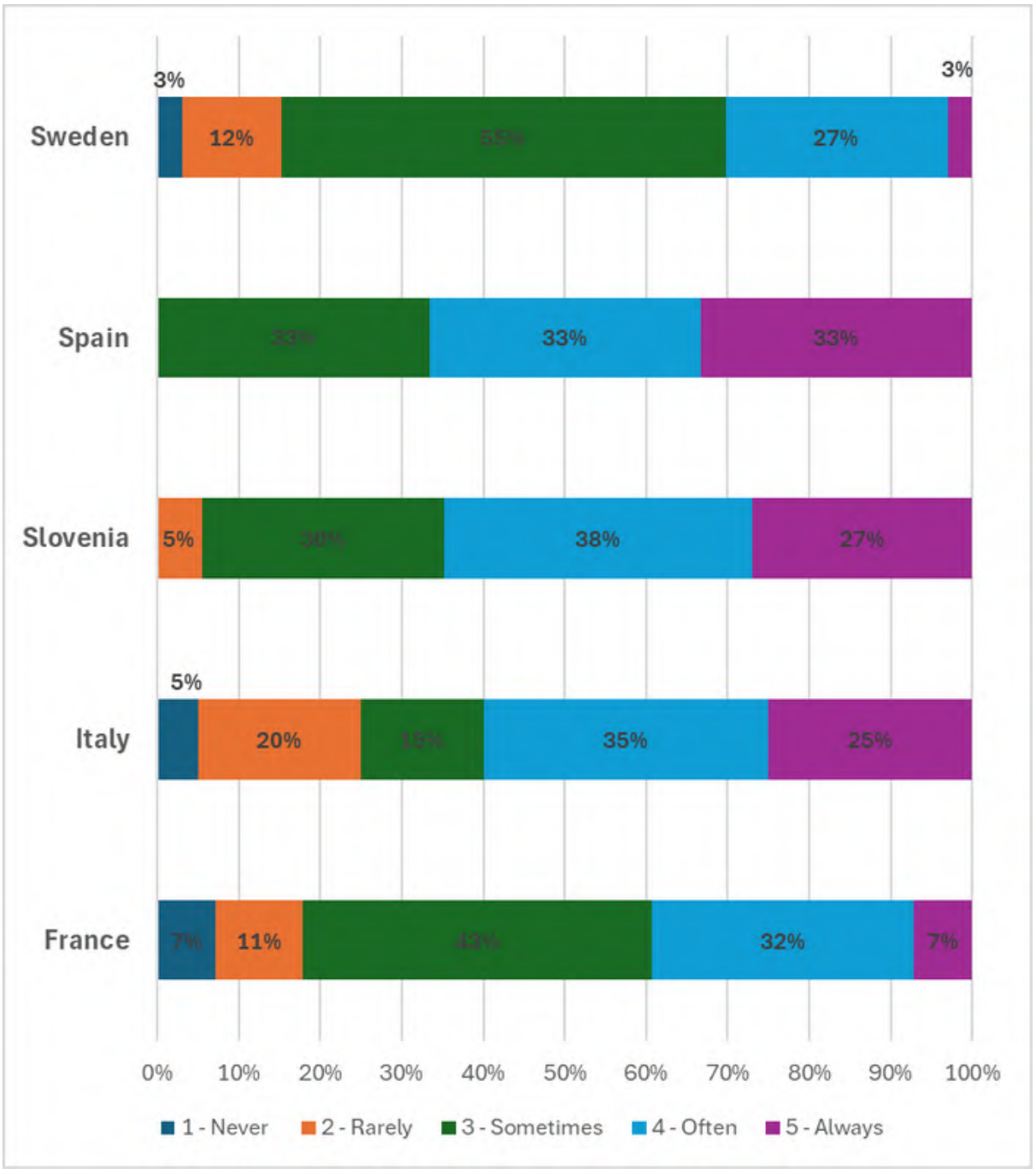
6. I prioritise walking or biking instead of using other means of transport.



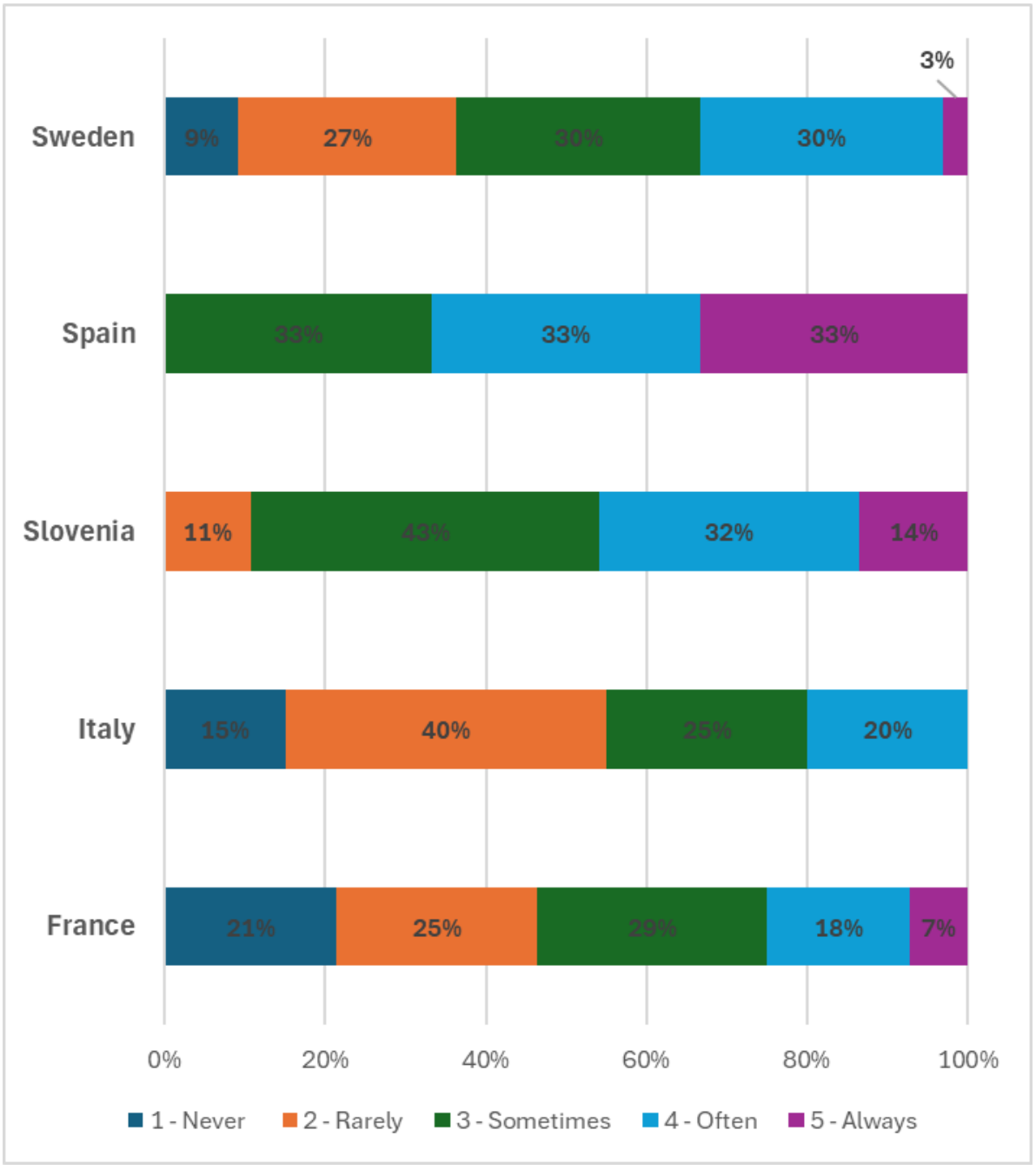
7. I eat meat every day.



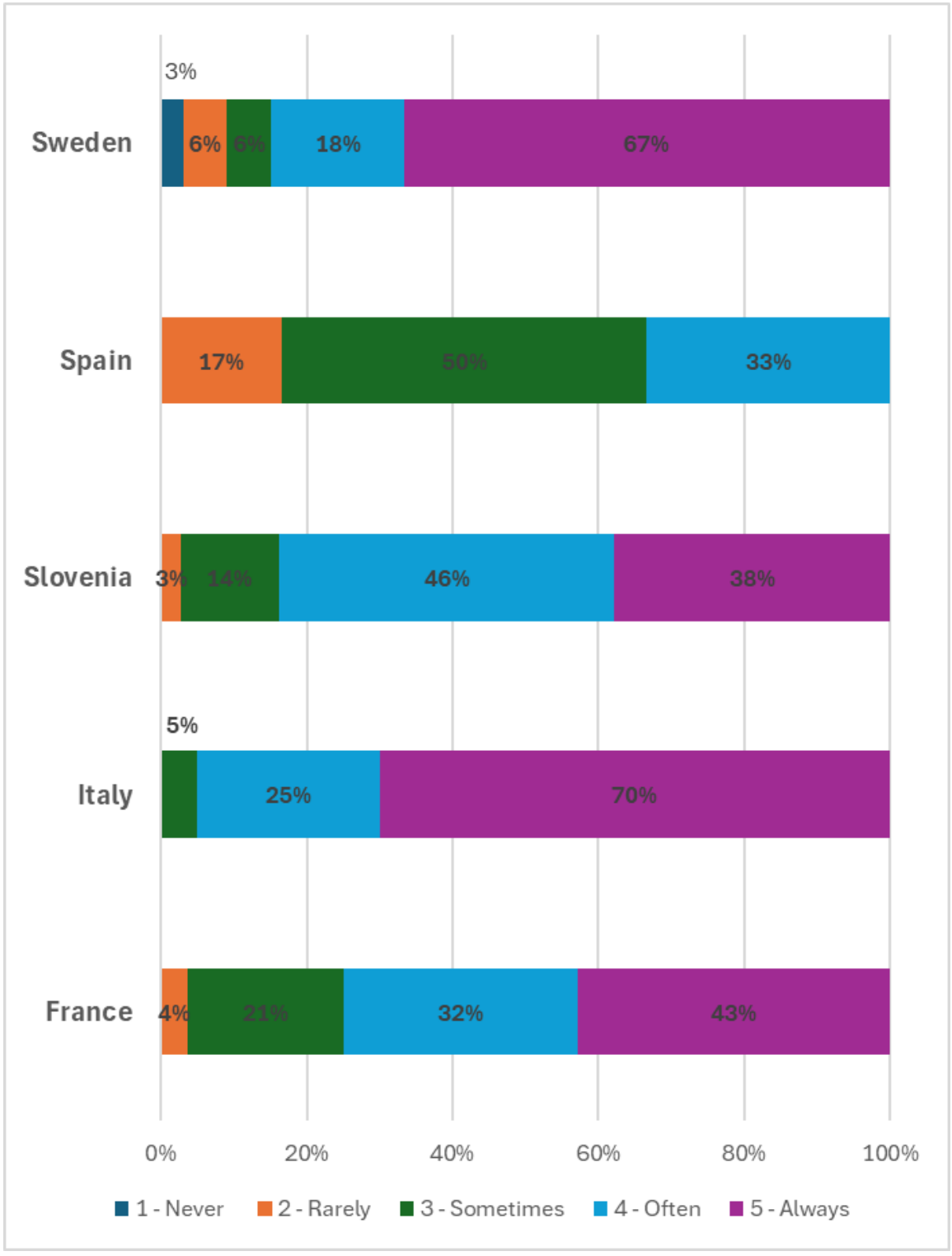
8. My family and I purchase locally produced goods.



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

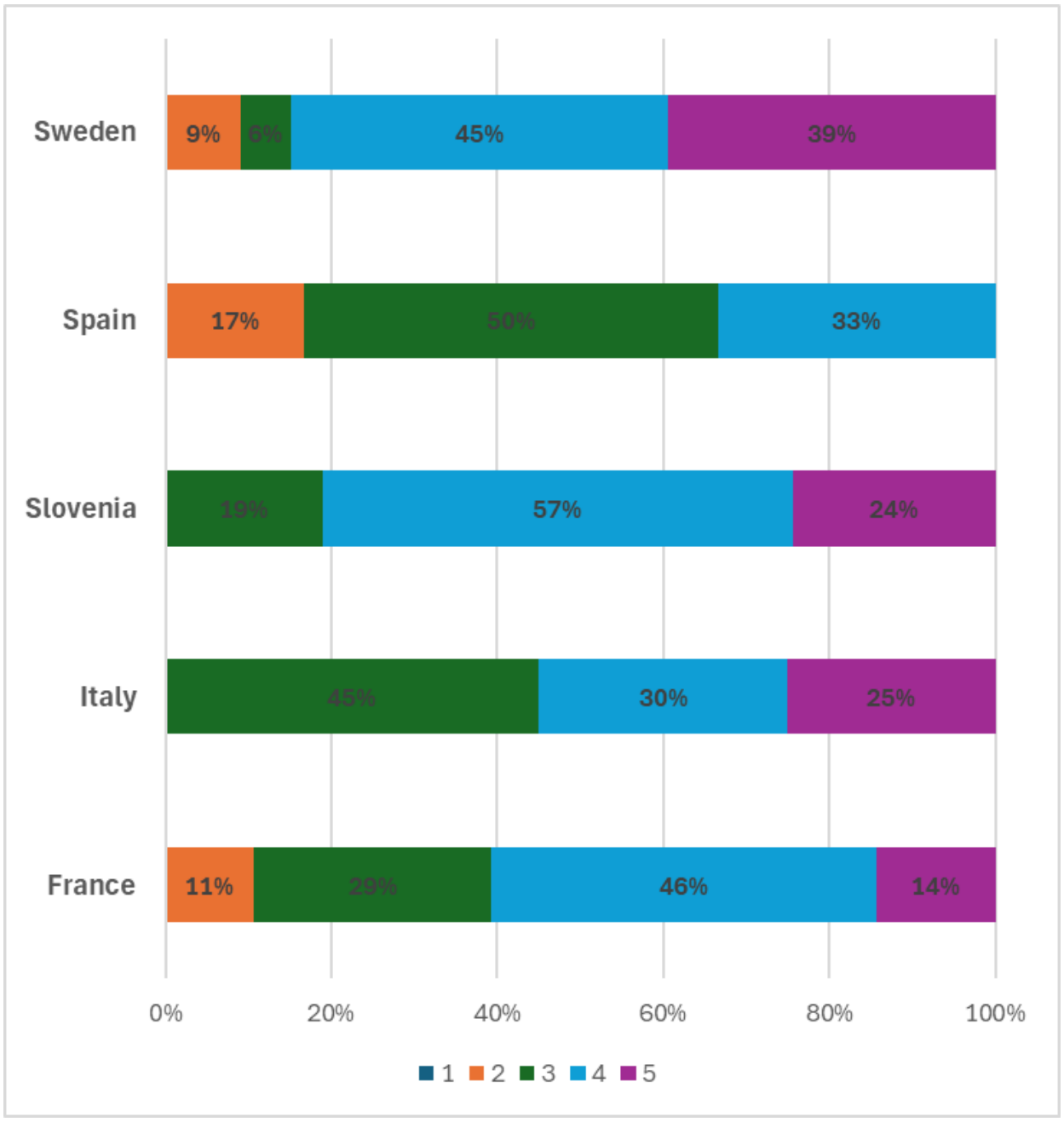


10. I recycle.


Sweden
3%
6%
6%
18%
67%
Spain
17%
50%
33%
Slovenia
3%
14%
46%
38%
Italy
5%
25%
70%
France
4%
21%
32%
43%
0%
20%
40%
60%
80%
100%
1 - Never
2 - Rarely
3 - Sometimes
4 - Often
5 - Always

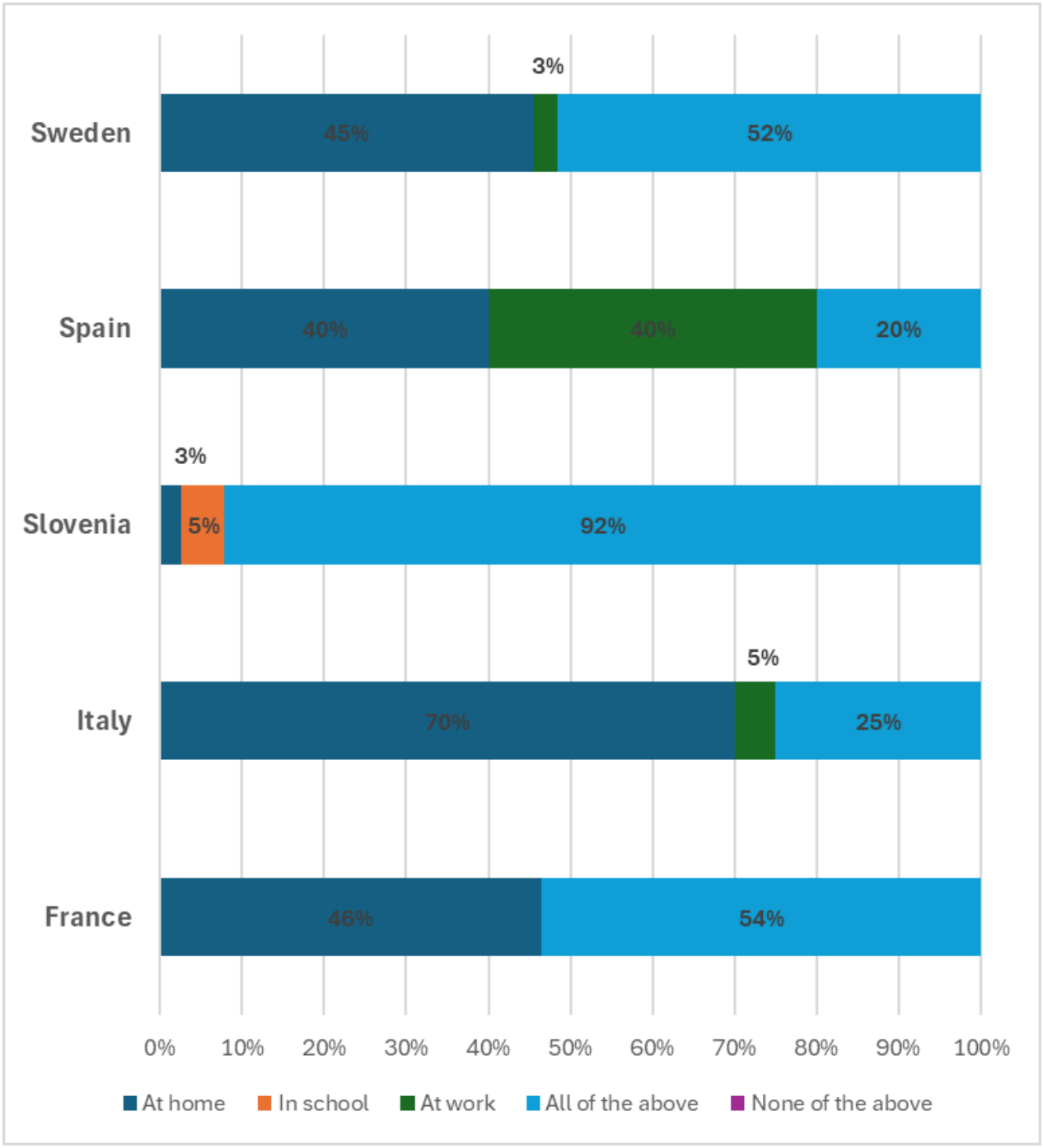
How do you rate your recycling?

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



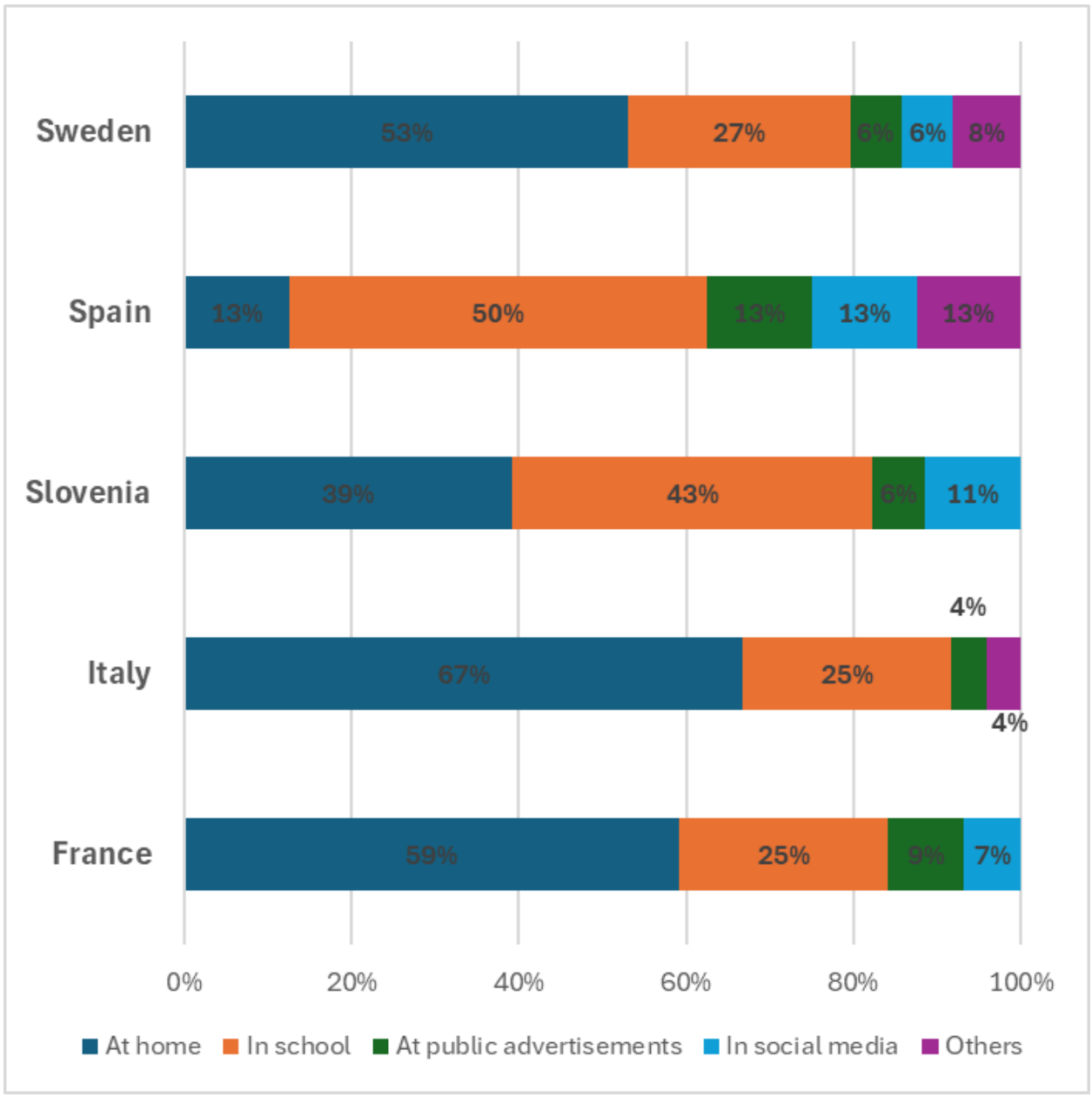
Where do you recycle?

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



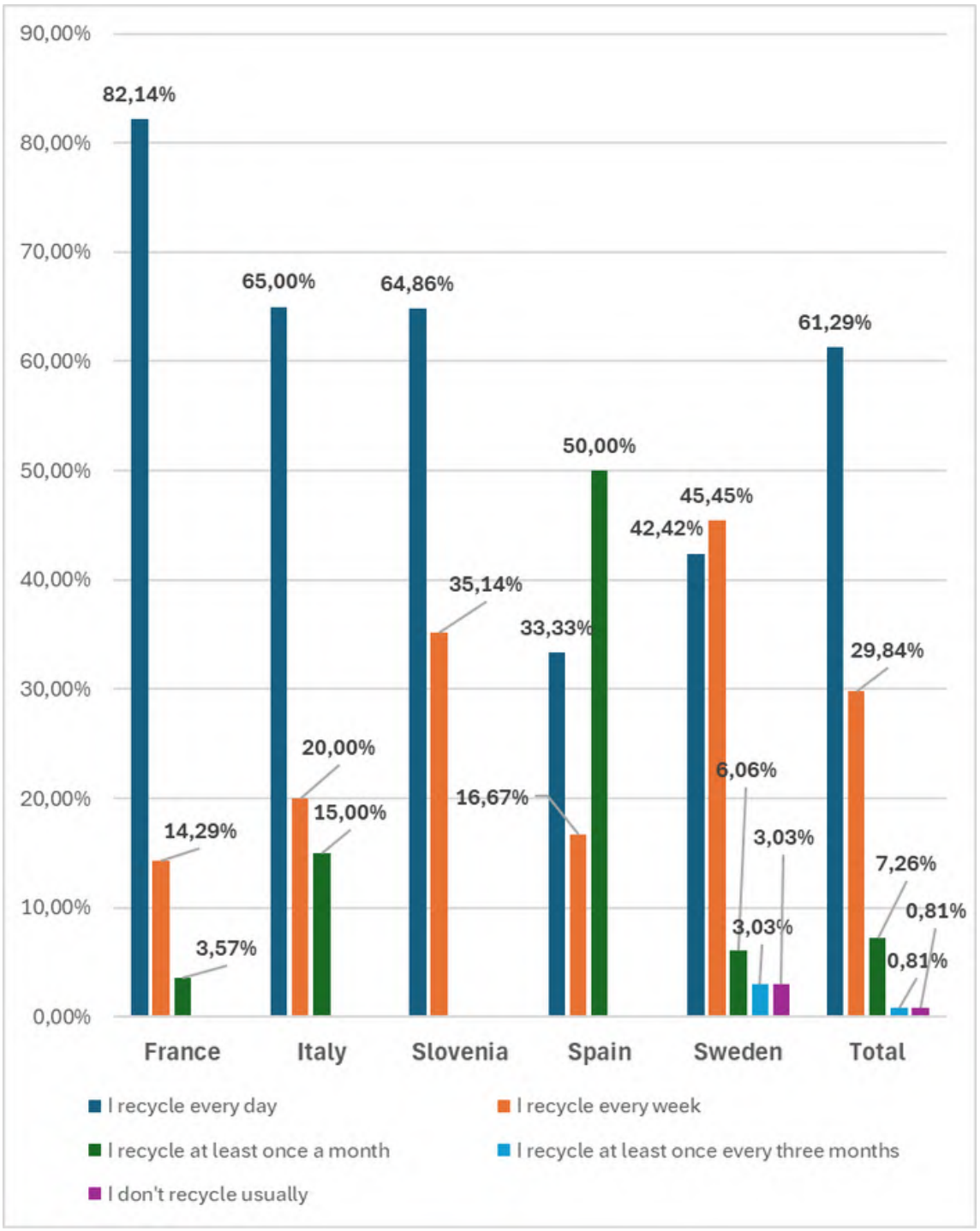
How/where did you learn about recycling?

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



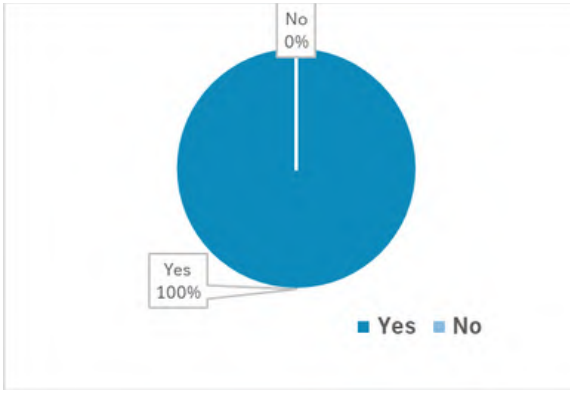
Is recycling a habit that you do regularly?

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

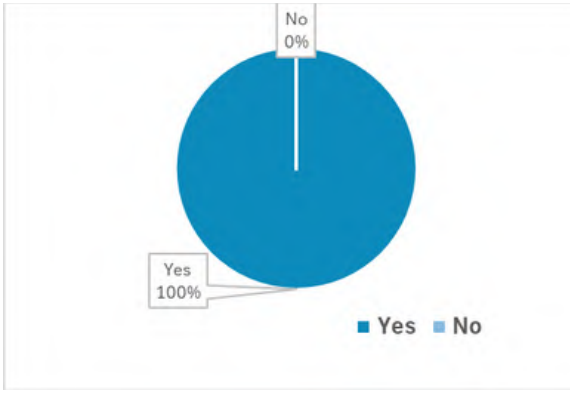


Do you, and/or you and your family recycle?

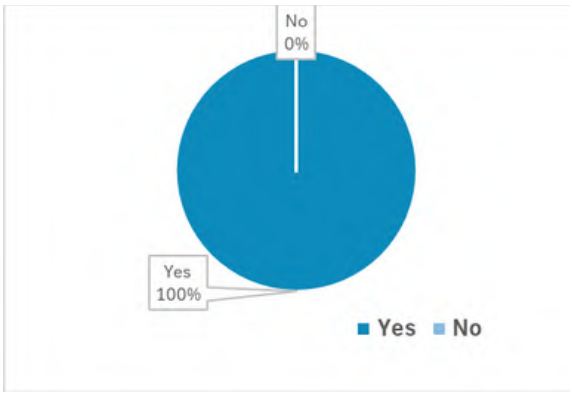
France



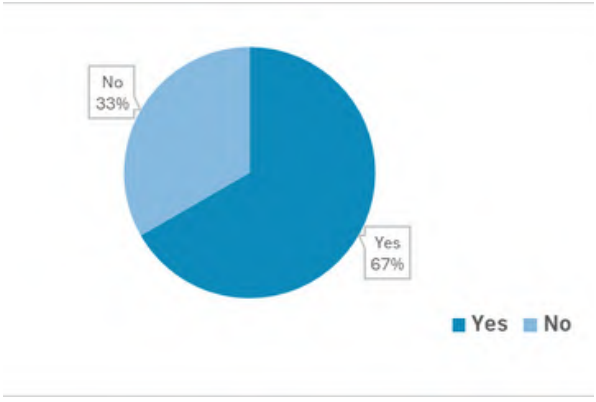
Italy



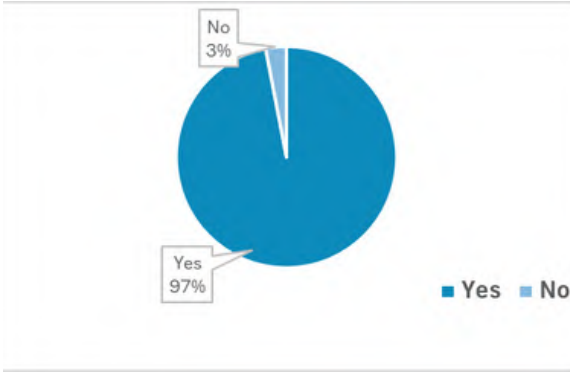
Slovenia



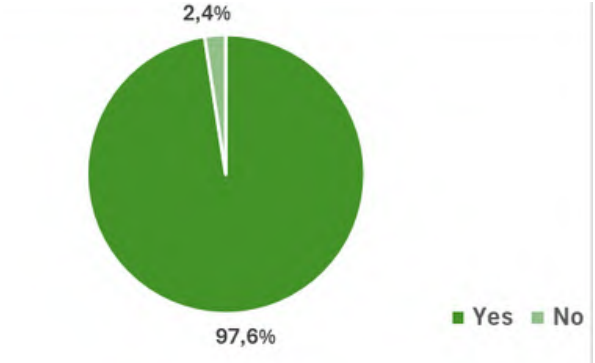
Spain



Sweden

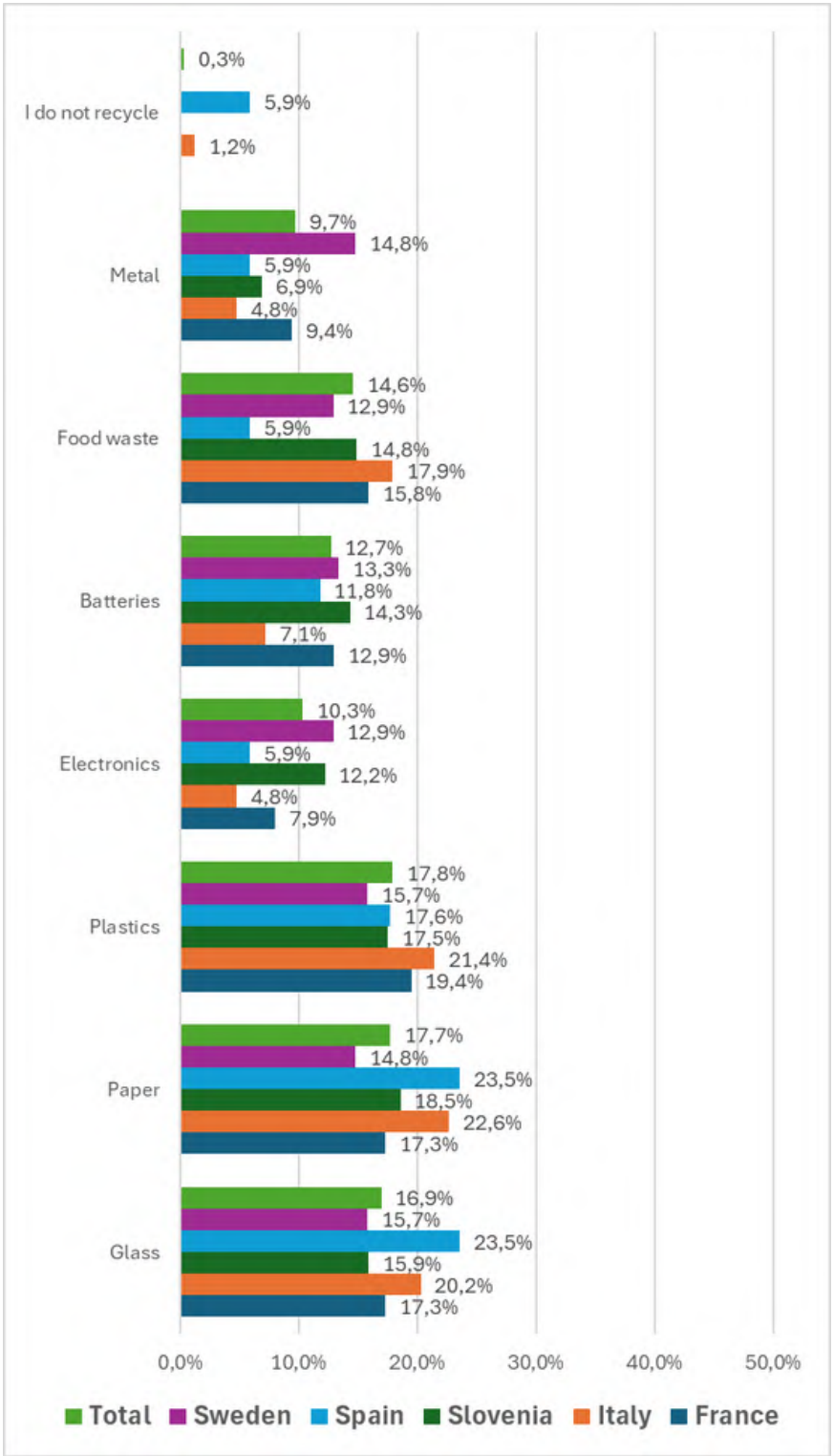


Total

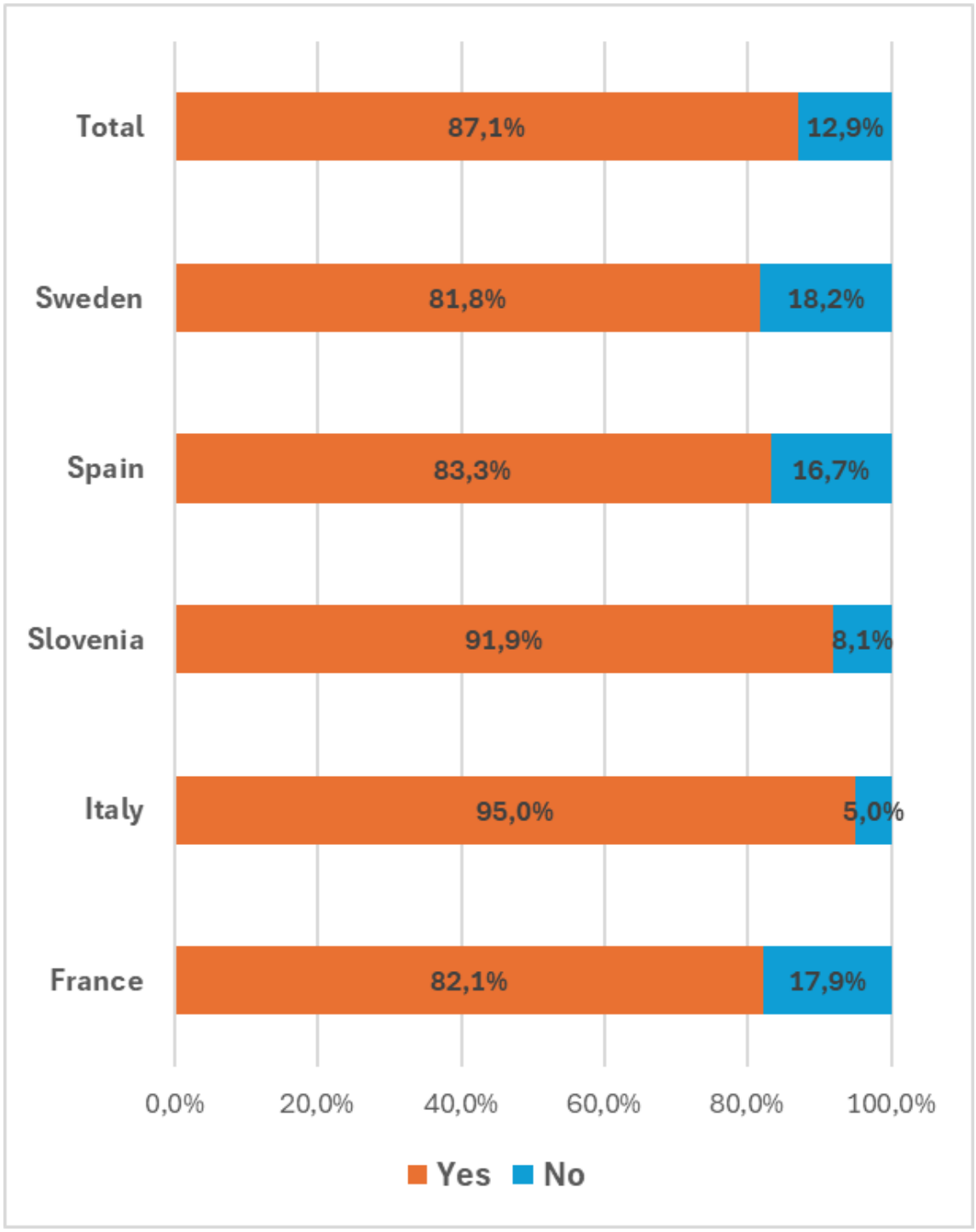


What do you recycle?

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

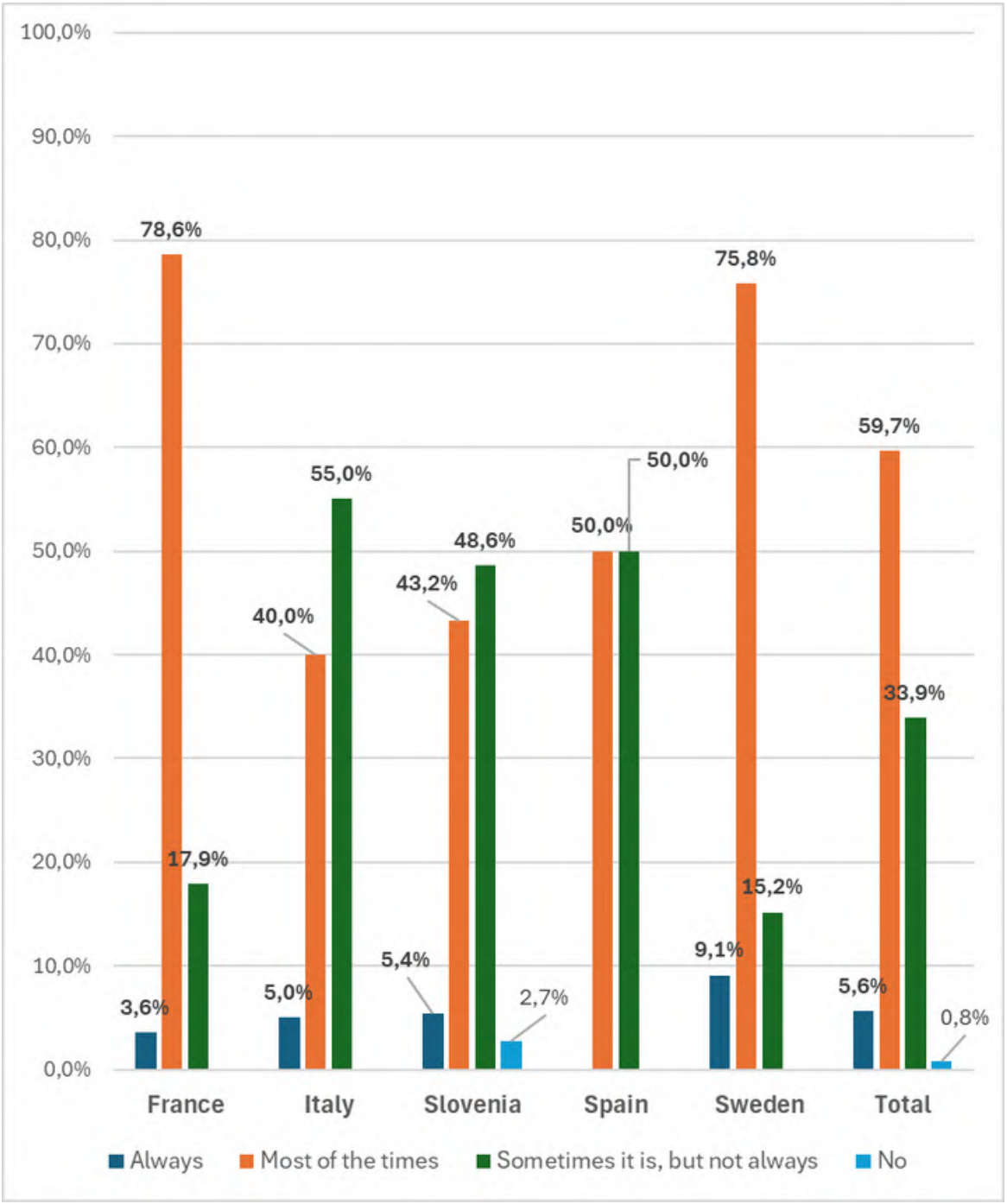


Would you like to know how to recycle in your host country?



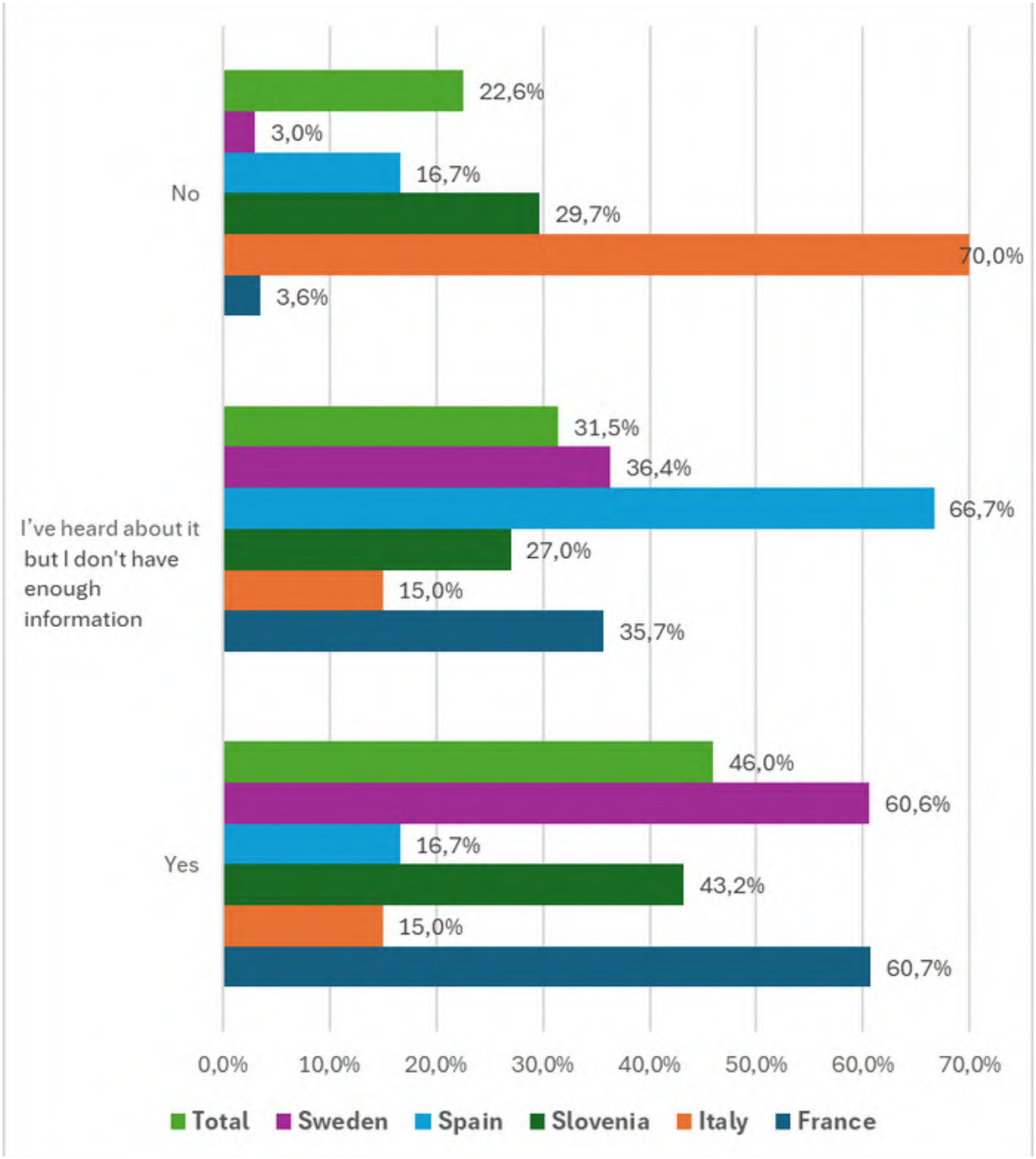
Section 3: Sustainability and carbon footprint

Do you think your lifestyle is sustainable?



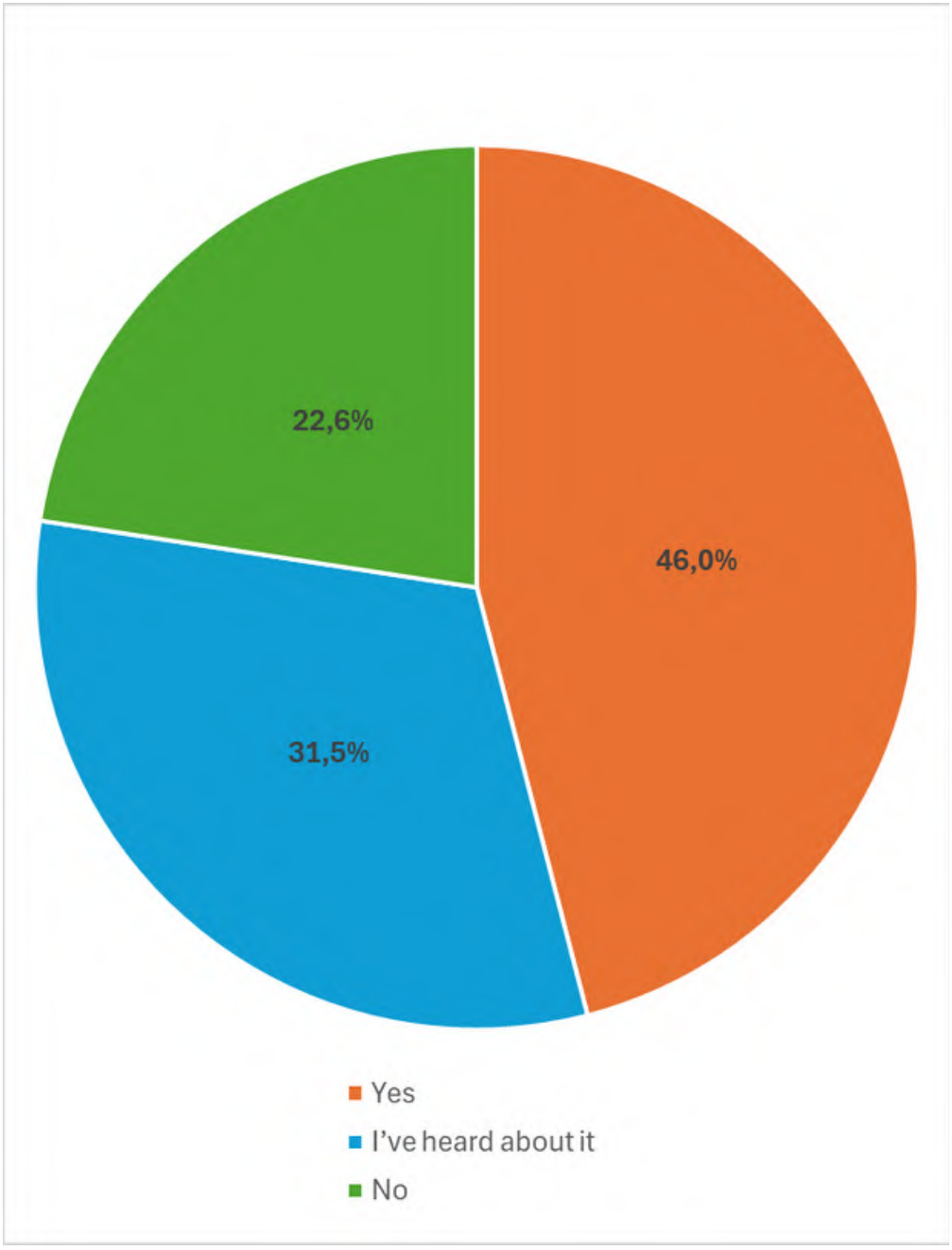
Do you know what carbon footprint is?

By country

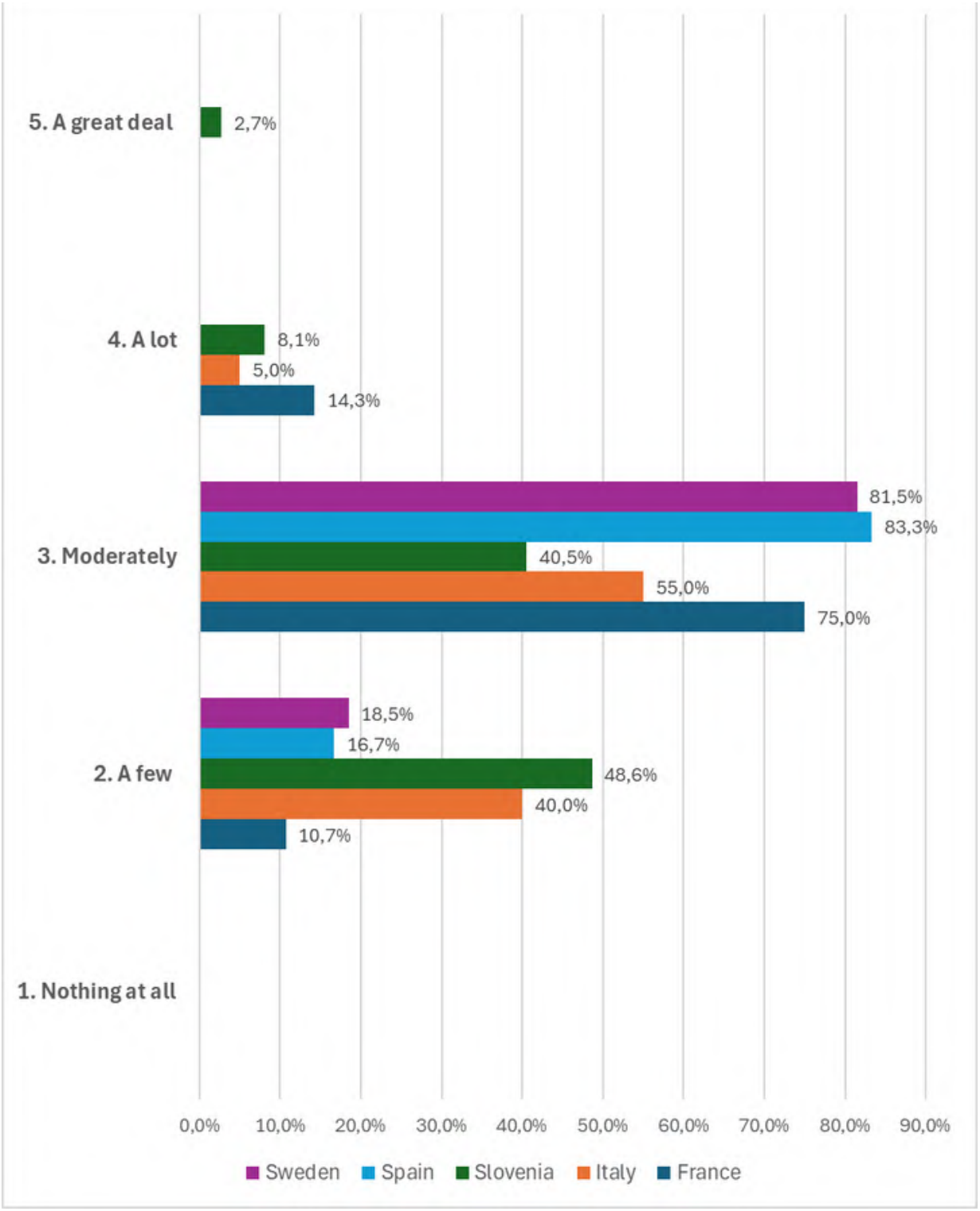


Do you know what carbon footprint is?

Total



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



Feedbacks and 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.

The partners designed this questionnaire for the second report according to the feedback received in the questionnaire for the first report.
It has been evaluated positively in terms of its structure and comprehensibility by the students. However, it has been decided among all partners to modify/remove some questions. These changes will be reflected in the questionnaires answered from February 2024 and in the third report.

Key results

Conclusions from this first survey must be drawn with caution, given the low overall number of responses and the difference between the number of responses to the questionnaire in each country.

As in the first report:

- 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

- Most of the respondents are students between 14-18 years old. The second largest group is the 19-21 years old.
- Women are the majority, 73% of respondents.
- Most of the students are Slovenian (37). In second place Swedish (33), in third place French (33). They are followed by Italians (20) and a minority of Spaniards (6). 4 are of other nationalities.
- At the level of daily routine, there are practices such as turning off the tap when you are not using water or turning off the light when you are not in a room, which are widely established and carried out by the majority of respondents, regardless of the country they are from.
- The use of public transport depends very much on the country, with France being the country with the lowest use of public transport. In contrast, Slovenia and Spain tend to make more use of public transport. Respondents in Sweden are most likely to walk.

- The results from Slovenia are the only ones that show that the majority of respondents eat meat every day
- In all countries except Spain, the majority of respondents say that they recycle a lot or completely.
- In all countries, the majority of respondents say that they do want to learn how to recycle in their host country.
- Respondents from Slovenia, France and Sweden are mostly aware of the carbon footprint. However, in Spain and Italy there is a large percentage of respondents who say they have heard of it, but do not know what it is.

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

This semester, we received a larger number of responses to both questionnaires: 28 for the pre-mobility questionnaire and 11 for the post-mobility questionnaire.
This may be the result of better information and dissemination of these tools to the mobility referents, but also because we took the time to contact learners personally by email or telephone and to encourage them to do so.

As regards the results of the two questionnaires, almost all the responses came from learners (only one response from a VET staff), but this is logical, as the vast majority of mobilities are carried out by VET learners. They were all from France (the four "other" responses were due to an error in the question that we modified) and the age range most represented was between 19 and 21. Again, this is logical, as the vast majority of our candidates for long term international mobility do so in the year following the end of their apprenticeship.
As far as the results of the post-mobility questionnaire are concerned, this is the first half-year that we have tested it. The participants who answered were moderately or not at all satisfied with the information they had received about sustainable development prior to their mobility. This can be explained by the fact that only one person who answered the questionnaire admitted having attended the pre-mobility workshop before leaving.

We can therefore imagine that in future, those who followed the workshop before leaving will respond positively to this response. It will be more interesting to talk about satisfaction and the impact of the workshop on the next report. Regarding their everyday practices during the mobility, unsurprisingly, the most popular are the same as those in the pre-mobility questionnaire. However, the practices of switching off devices when not in use is less common and eating meat every day is more popular, which is not a good result and shows a room for improvement. The positive point in these responses is that the use of public transport seems to be more common. This may be explained by the fact that they had to use it in their host country as they did not have their own car.

As far as recycling is concerned, the most recycled products are the same in the mobility country as in France, with the exception of paper. They still stated that their lifestyle was sustainable most of the time and sometimes while on the move, perhaps due to air travel.

The fact that none of them had calculated their carbon footprint in the last three months and that only a few of them admitted to having learned new environmentally-friendly practices during their mobility shows also that some progress could be done in this field. This is confirmed by the answers to the question on obtaining more information to be more sustainable. Only 3 people asked to know more about recycling, saving water and energy, but 8 people said they were already well informed. This can also demonstrate the necessity to raise awareness in a better way the participants about the importance of this environmental topic before, during and after the mobility.

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

Based on the data collected from our sample in Italy, several recurring elements and peculiarities regarding recycling behaviour can be identified.

Here's a breakdown of the analysis along with recommendations and suggestions:

- **Demographics**: Mostly students (14-21), with both genders involved (slightly more females). They come mainly from CIOFS-FP institutions.
- **Recycling**: Many participants recycle actively, with some doing it daily. However, frequency varies.
- **Awareness**: Most participants understand recycling and separate waste. Common items include glass, paper, plastic, and food waste. Notably, many also recycle electronics, batteries, and metal.
- **Room for Improvement:** While trends are positive, there are challenges. Some don't recycle at all, highlighting a need for education and awareness campaigns. Inconsistencies in frequency and knowledge suggest gaps in outreach efforts. Collaboration between schools, authorities, and communities can improve recycling rates and environmental consciousness.

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

The outcomes derived from the pre- and post-mobility questionnaires underscore a notable level of consciousness and active involvement in sustainable practices among the participants.

Among the respondents, 25% of whom have already participated in an Erasmus+ programme, the majority regularly carry out activities to protect the environment, such as turning off the tap while showering (average 4.5/5), switching off the lights (average 4.6/5), and recycling materials such as paper (88%), plastics (84%), and glass (36%). The majority of respondents also switch off devices they do not use (average 4.4/5) and prefer to use public transport or walking/biking as an alternative to private transport (average 4.3/5). Respondents also indicate that they buy locally produced/manufactured and organic products (average 3.6/5). Almost all respondents (97%) or their families recycle regularly, with paper (88%), plastic (84%) and food waste (76%) being the most commonly recycled materials.

Awareness of environmental issues is high, with most respondents wanting to know how recycling is done in their host country. 52% of respondents consider their lifestyle always or most of time as sustainable. Before going on a mobility, 73% of respondents knew already what carbon foot print is, and most (90%) defined themselves as small or moderate polluters.

Respondents who participated in the Envirasmus pre-mobility Workshop considered that it had a significant impact on their mobility habits and sustainable practices. Although a small minority of respondents expressed that the information they received at the pre-mobility preparatory workshop did not influence their awareness of environmental sustainability, the majority expressed that this information had an impact on their awareness. The evaluation of daily activities during mobility shows that participants rated their sustainability practices during mobility highly, with most reporting high levels of implementation of sustainable practices such as energy saving (rating 4.5/5), use of public transport (rating 4.3/5) and recycling (rating 3.9/5).

After returning from mobility, 88% of participants said that they had calculated their carbon footprint in the last three months and 97% of them considered that their lifestyle was most of the time sustainable during their Erasmus+ mobility. In addition, 40% of participants expressed that they had learnt new sustainable practices during their mobility that they would like to implement in their daily life at home. The high level of implementation of sustainable practices during mobility shows the potential for long-term behaviour change and contributes to more sustainable lifestyles both among participants and in their home environments.

Interest in adopting more sustainable lifestyles at home is shown by 56% of participants, with the highest interest in learning more about sustainable waste management (19%), water saving (24%) and eating locally produced food (27%). Taken together, the results show a positive trend towards awareness raising and implementation of sustainable practices during Erasmus+ mobility, with the potential for long-term behavioural change and contribution to more sustainable lifestyles both among participants and in their home environments. However, despite the high level of awareness, there is still a need for further education and awareness-raising on the details of recycling and reducing the carbon footprint.

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

For the pre-mobility questionnaire, we have received 6 answers. In order to get them, we have been in direct contact with the participants, 6 learners: all of them Spanish girls between 16 and 24 years old.

Firstly, if we analyse their everyday sustainable development practices, turning off the tap, switching off lights when not in use or needed, and using public transport are the most common. However, although for many of the daily routine questions the answer is not always, the overall average is between 3 and 4 for all the questions in this section. This means that, in general, all respondents are aware of sustainable habits and practices. In fact, only 1 person answered that she rarely recycles, while the others either recycle sometimes or frequently. We can see that, although there is still a lot of room for improvement to reach the "always" level, recycling habits are positive.

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Home and work are the first places where they recycle, although most of them learn to recycle at school. The most recycled products are glass, paper and plastic.

Regarding their interest in the topic, more than 80% would like to know how to recycle in their host country; this means, 5 out of 6 people interviewed.

Only 1 respondent knew what the carbon footprint is, but 67% have listened about it (4 people); 1 person did not know what carbon footprint is. Despite this, 100% of the responses indicate that respondents think that their lifestyle is sustainable sometimes/most of the time, but not always. In this sense, he responses to the questionnaire in Spain are very different from the total responses to the questionnaire from all countries, with a total of 43% of respondents knowing what a carbon footprint is.

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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

January 2024 the Swedish version of Envirasmus has been carried out in its nearly complete format.

Meaning we have administered the pre-and post mobility questionnaires and the Swedish version of the pre-mobility workshop with two groups of VET-learners in a somewhat controlled environment.
The controlled environment equal that of a mobility coordinator/teacher has been in charge of preparing the learners, carrying out the questionnaires and workshops in a learning environment, i.e. an online or physical meeting with the learners (individually or in groups). It also, means that at least two mobility groups and at least 6 VET staff has completed a full cycle of VET mobility in various activities, e.g. VET-short term mobility or VET-STA jobshadowing.

Between 18th of September until 18th of December 32 VET learners and school staff have completed the pre-mobility questionnaire and pre-mobility workshop. However, only 14 have answered the post-mobility questionnaire and this is due to the fact that some have not completed their VET mobilities abroad.

Of these 32 respondents appr. 78,5 % were VET learners in the age group 16-18 and the remainder were teachers (VET or other) over 25 years of age. We still have a large number of VET learners in our Drottning Blanka Schools who identify as female and therefore the surveys answer also reflects this: 92% identifies as female of the VET learners. However, a slight difference since the first report is that the pedagogues in this period's VET mobility jobshadowing activities identify as male, appr. 57% of vet-sta short-term mobility.

The most noticeable difference in the 2nd round of Envirasmus workshop with premobility QNR, is that the answer on Q.11: whether participants are interested in knowing how to recycle in the host country the respondents answering NO have decreased significantly from 1st round. We now also know with more certainty WHY they have answered NO. The foremost reason being that they feel they already know enough.
Pleasingly enough, we can clearly see with 4 out of 5 respondents answering the post-mobility QNR that the Envirasmus workshop has had a positive impact on their sustainable behaviour in the host country. Also, all respondents have given the highest rating to how pleased they are with the workshop.

However, we have also noticed that the 5 participants answered that they have not calculated their carbon footprint in the past 3 months. This may be that they have participated in the workshop over 3 months before post-mobility was carried. This part has also been changed.

We have also received feedback that the link to the carbon footprint doesn't seem to work and therefore participants haven't been able to calculate their footprint. We don't know why this is because it seems to work with a majority of the participants. We have therefore provided the links directly in our mandatory preparatory meetings with the participants to avoid any further technical issues.

Further analysis, that is not visible in the data collected, but has been gathered via oral feedback in qualitative interviews with VET mobility instructors is that carrying out the Envirasmus workshop in a group with an instructor is the most efficient and impactful approach to a sustainable behaviour while abroad.
It has also had a positive effect on the group dynamic before mobility and they have been able to support one another while carrying out certain sustainable tasks, such as locating recycling stations and participating in other sustainable activities.

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ENVIRASMUS

SUSTAINABLE ERASMUS MOBILITY IN VET

Post-Mobility Questionnaires
2nd Report

Co-funded by
the European Union

Project summary

ENVIRASMUS
SUSTAINABLE ERASMUS MOBILITY IN VET

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-mombility online courses,
- creating a digital App with information about different possible Erasmus destinations.

Post-mobility Questionnaire: aims and description

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The general objectives of the **Envirasmus Research – Investigating about the environmenta 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;
- make participants identify, take the time to answer, and **be aware of their sustainable behaviour 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 suvey is structured, with end questions and multiple rating systems, in 2 sections:
SECTION 1: DEMOGRAPHIC INFORMATION
SECTION 2: DAILY ROUTINE AND SUSTAINABILITY

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 October and December 2023.

Report:

ENVIRASMUS
SUSTAINABLE ERASMUS MOBILITY IN VET

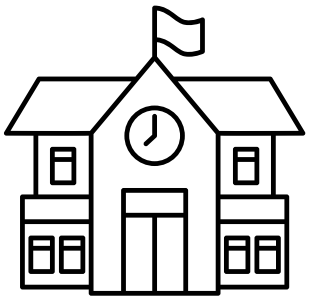
This report is the second of three foreseen. The first one was released on the 9th month and the third one will be released on the 22nd month of the project life.

This document represents the report of the all questionnaires received during October - December 2023, with main findings, suggestions and quantitative evidences.

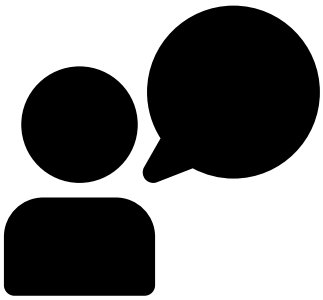
The report reflects the original structure of the surveys but adds two final sections to collect evaluation and comments about the questionnaire and, overall, on the sustainable behavior as it emerged from the surveys in each country.

For the second report, changes has been implemented follwing feedback from the first report. **On the basis of thes results in the second report, the Envirasmus partnership will proceed to update the questionnaires under the light of the suggested improvements.**

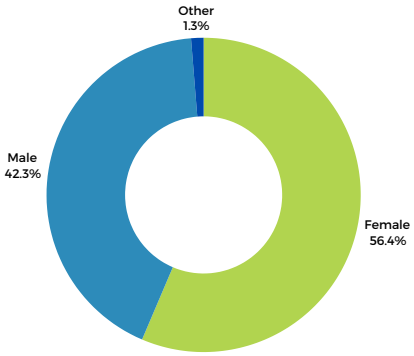
Section 1: demographic information



6 organizations from 5 countries

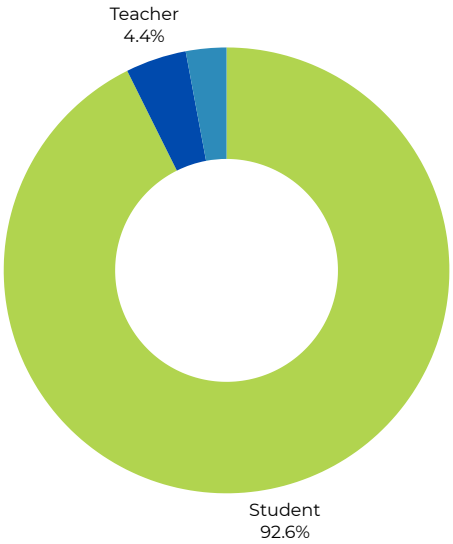


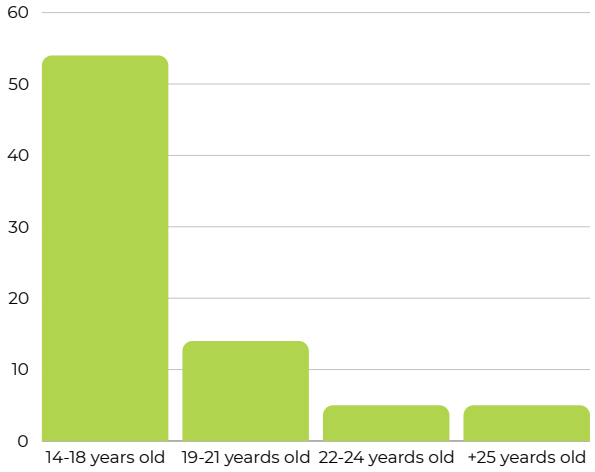
78 respondents from 5 countries



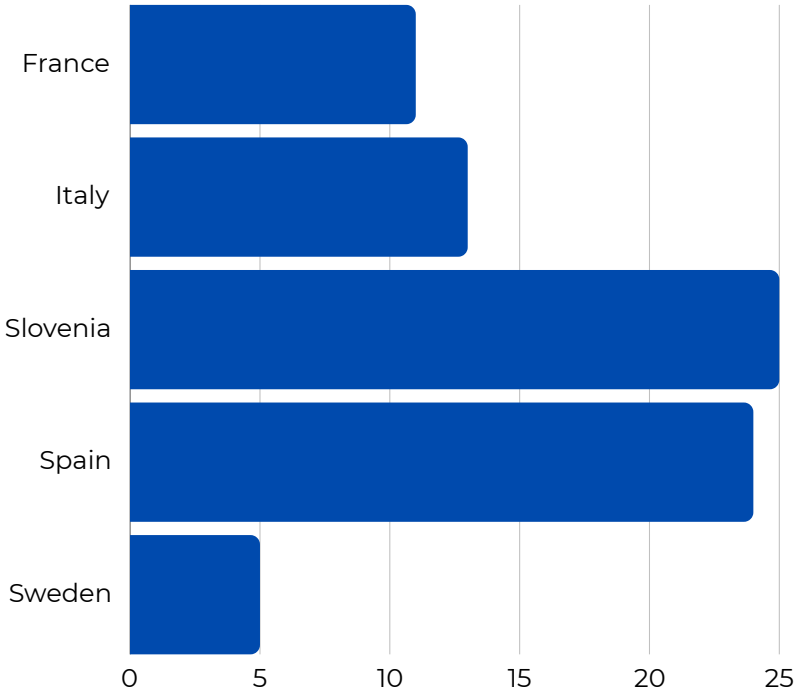
Gender

Profile and age of the respondents

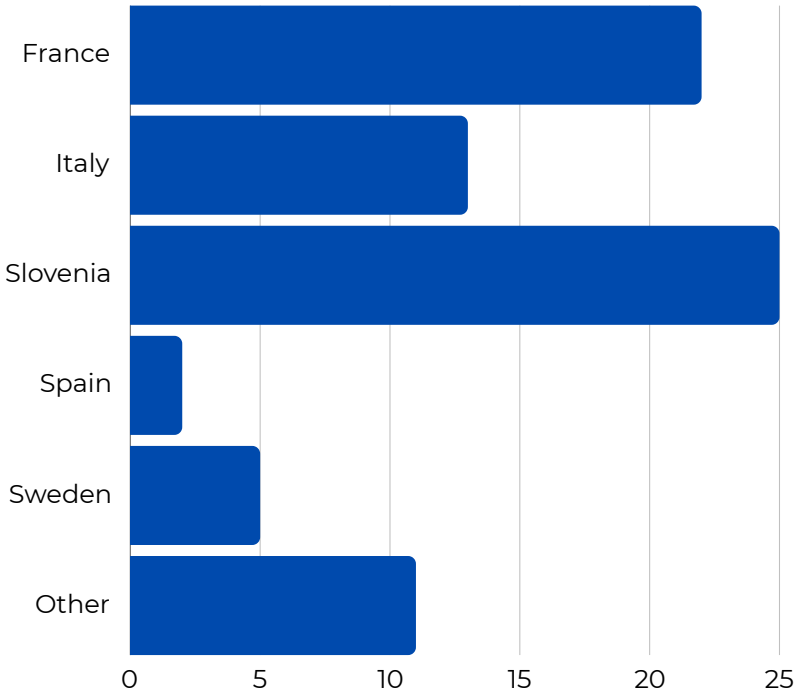




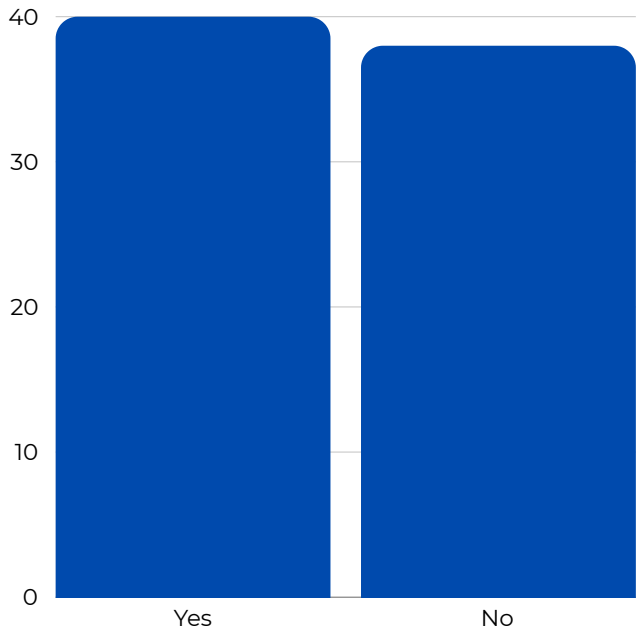
Respondents per country



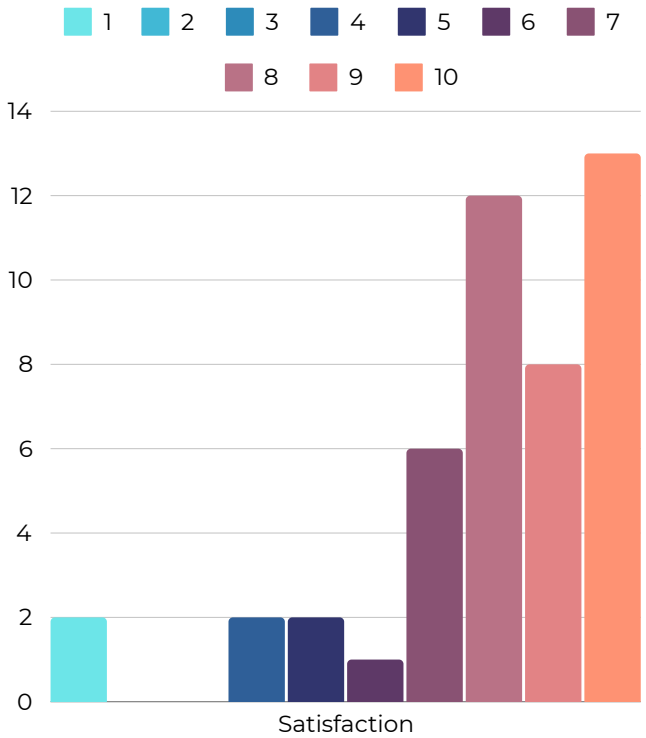
Country of origin



Have you attended the pre-mobilty workshop?



If yes, how satisfied are you?



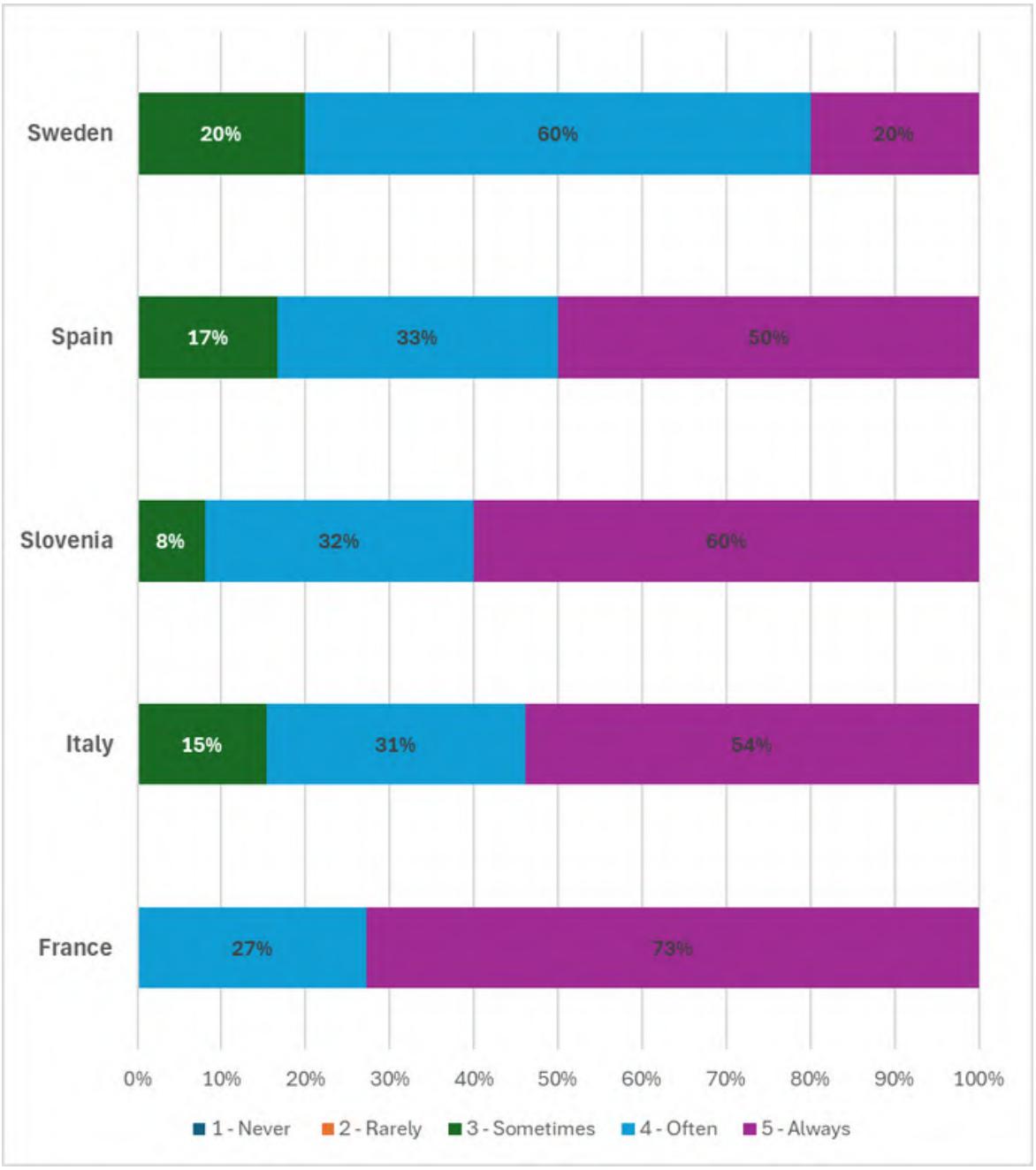
Section 2: daily routine and sustainability

In the following section, the respondents were asked the following 10 questions about their daily routine.

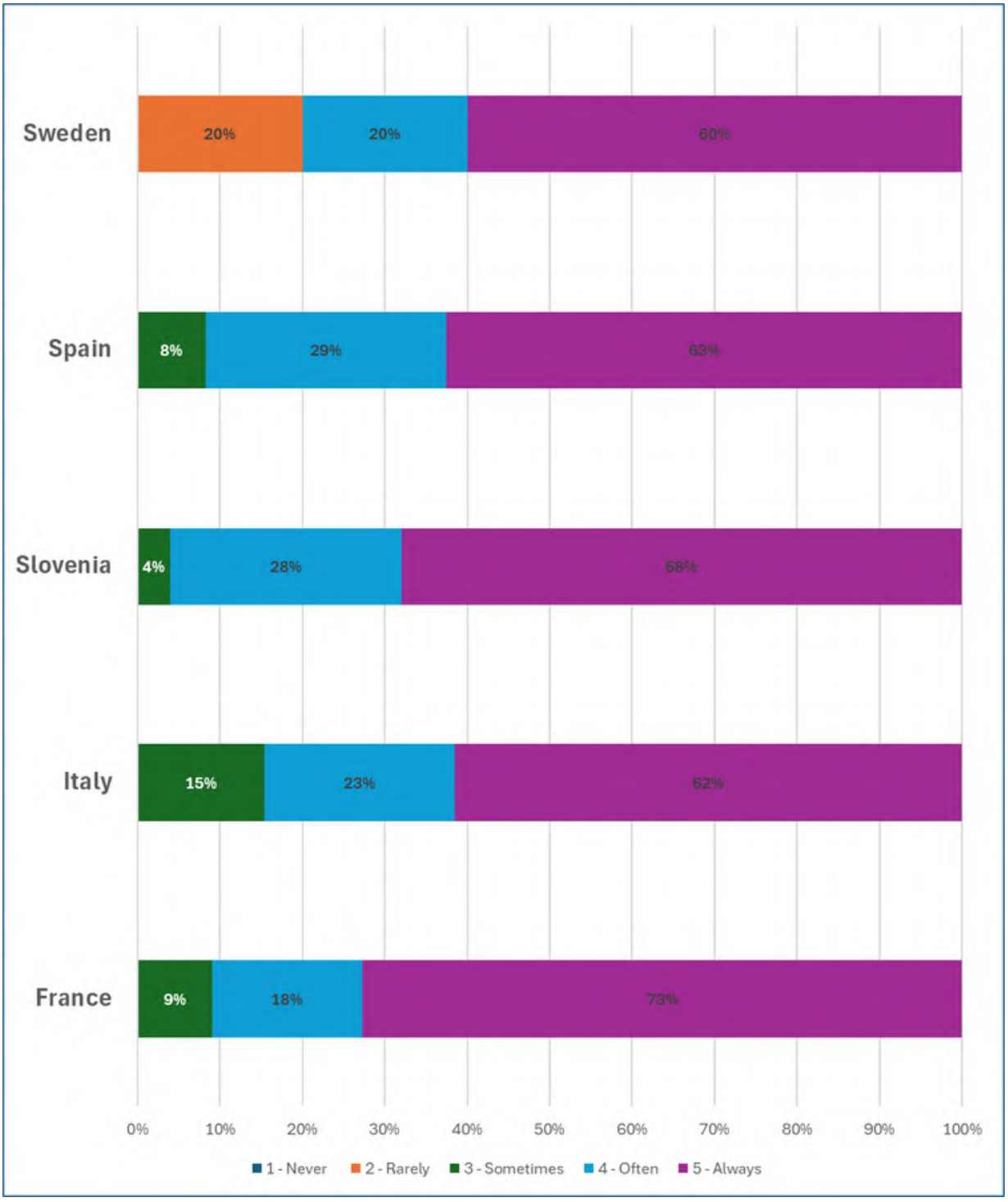
They indicated, on a scale from 1 to 5, to which extent they applied these actions (where 1. I never do it; 2. I rarely do it; 3. I sometimes do it; 4. I often do it; 5. I always do it):

1. When I took the shower, brushed my teeth, or washed the dishes, I turned the tap off if I didn't need/was not using water.
2. I turned the light off when I was not in a room.
3. I used heating or air conditioning (for example AC or fun).
4. I switched off my devices if I was not using them (computer, tablet...).
5. I used public transport (bus, tram, metro, train...) over private transport (car, taxi...).
6. I prioritised walking or biking instead of using other means of transport.
7. I ate meat every day.
8. I purchased locally produced goods.
9. I purchased organic goods rather than non-organic goods.
10. I recycled.

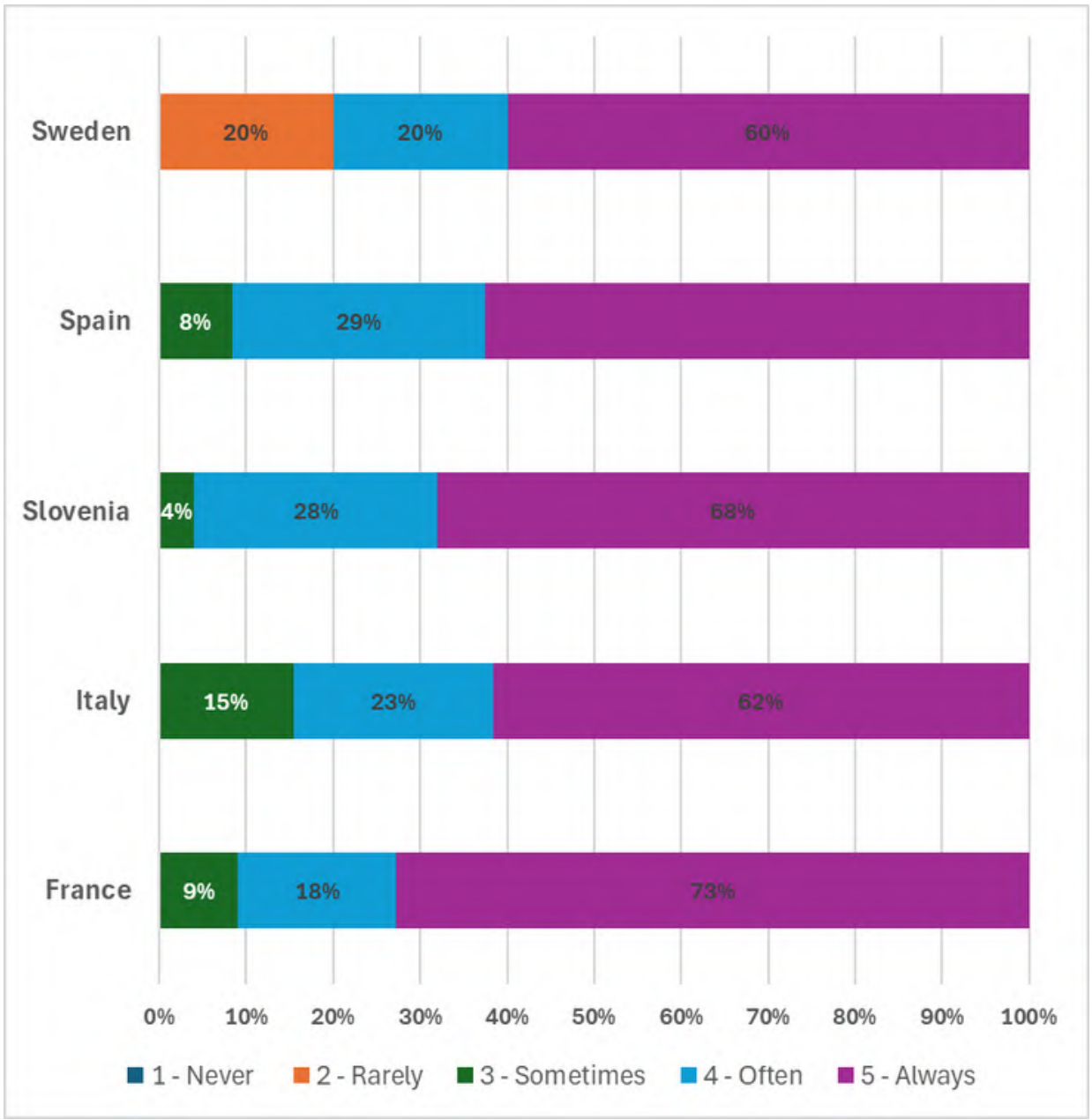
1. When I took a shower, brushed my teeth, or washed the dishes, I turned the tap off if I didn't need/wasn't using water.



2. I turned the light off when I was not in a room.

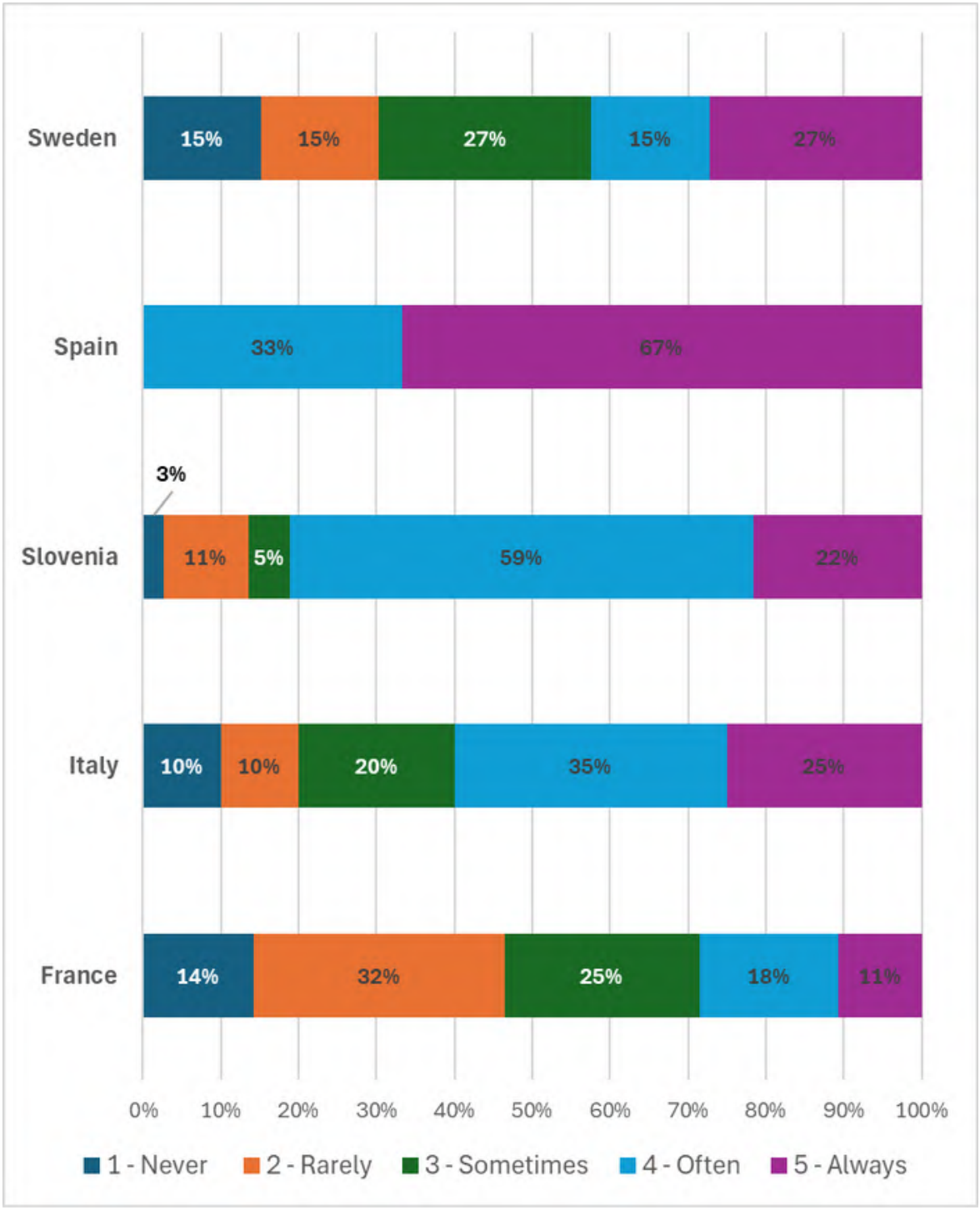


3. I used heating or air conditioning (for example AC or fun).

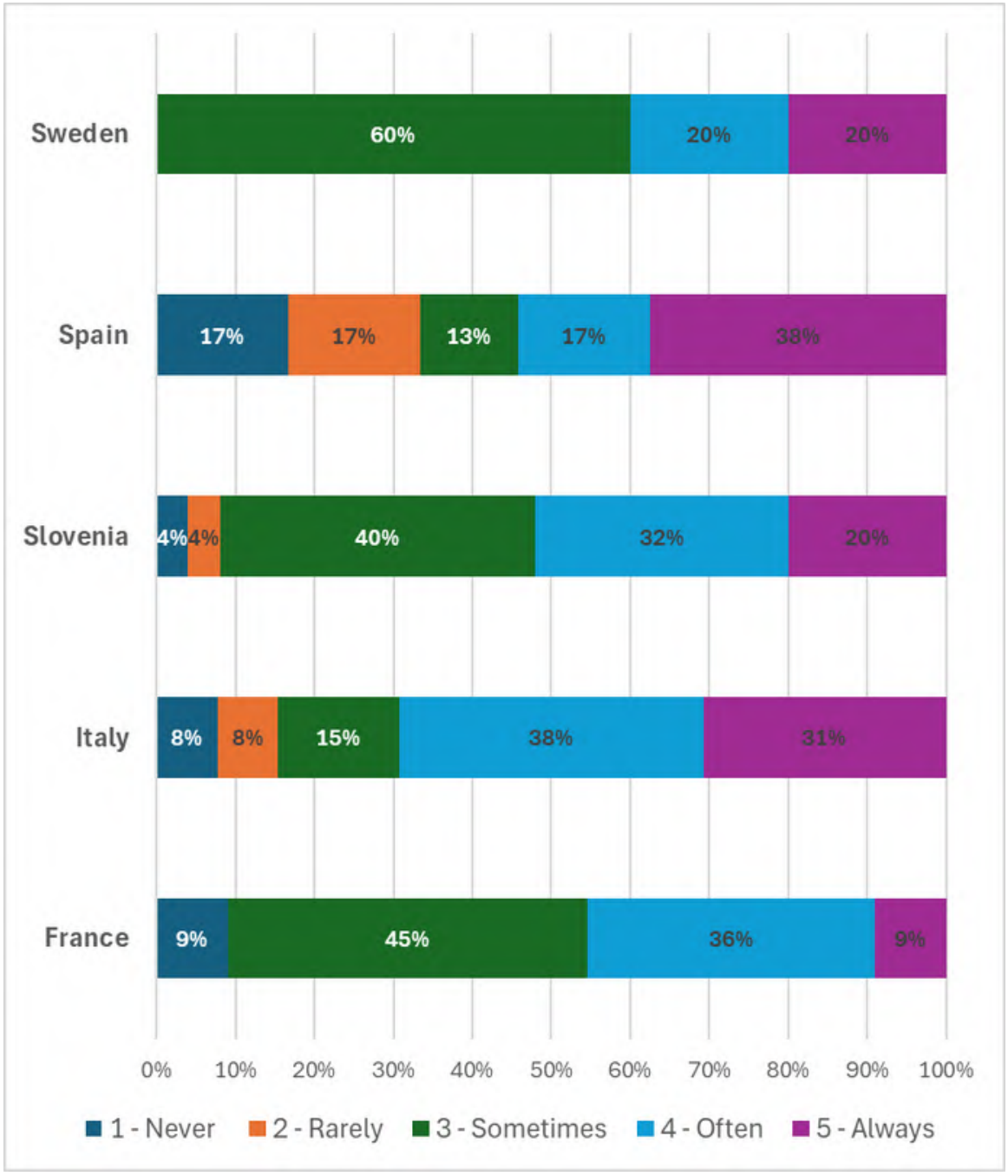


4. I switched off my devices if I was not using them (computer, tablet...)

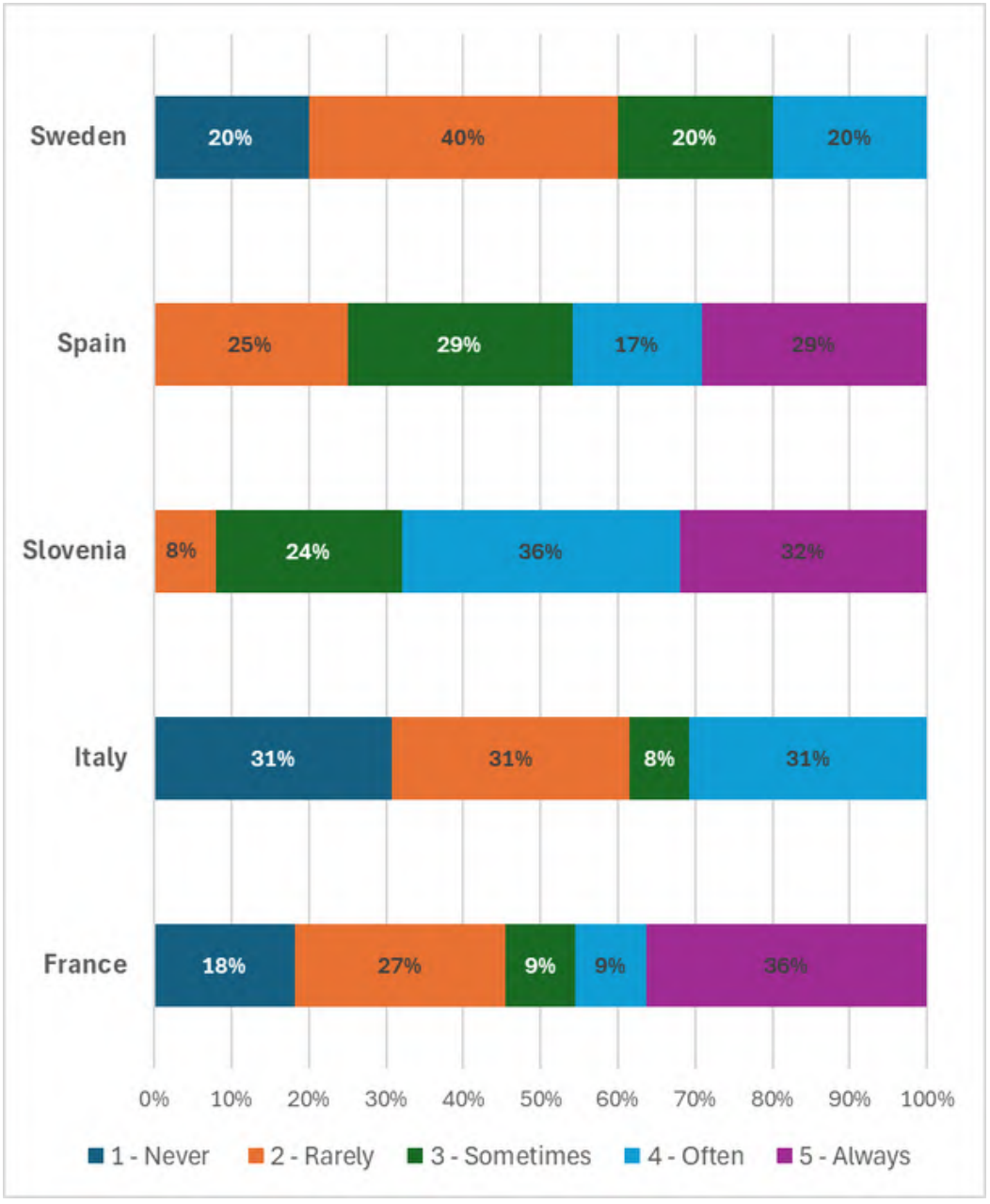
5. I used public transport (bus, tram, metro, train...) over private transport (car, taxi...).



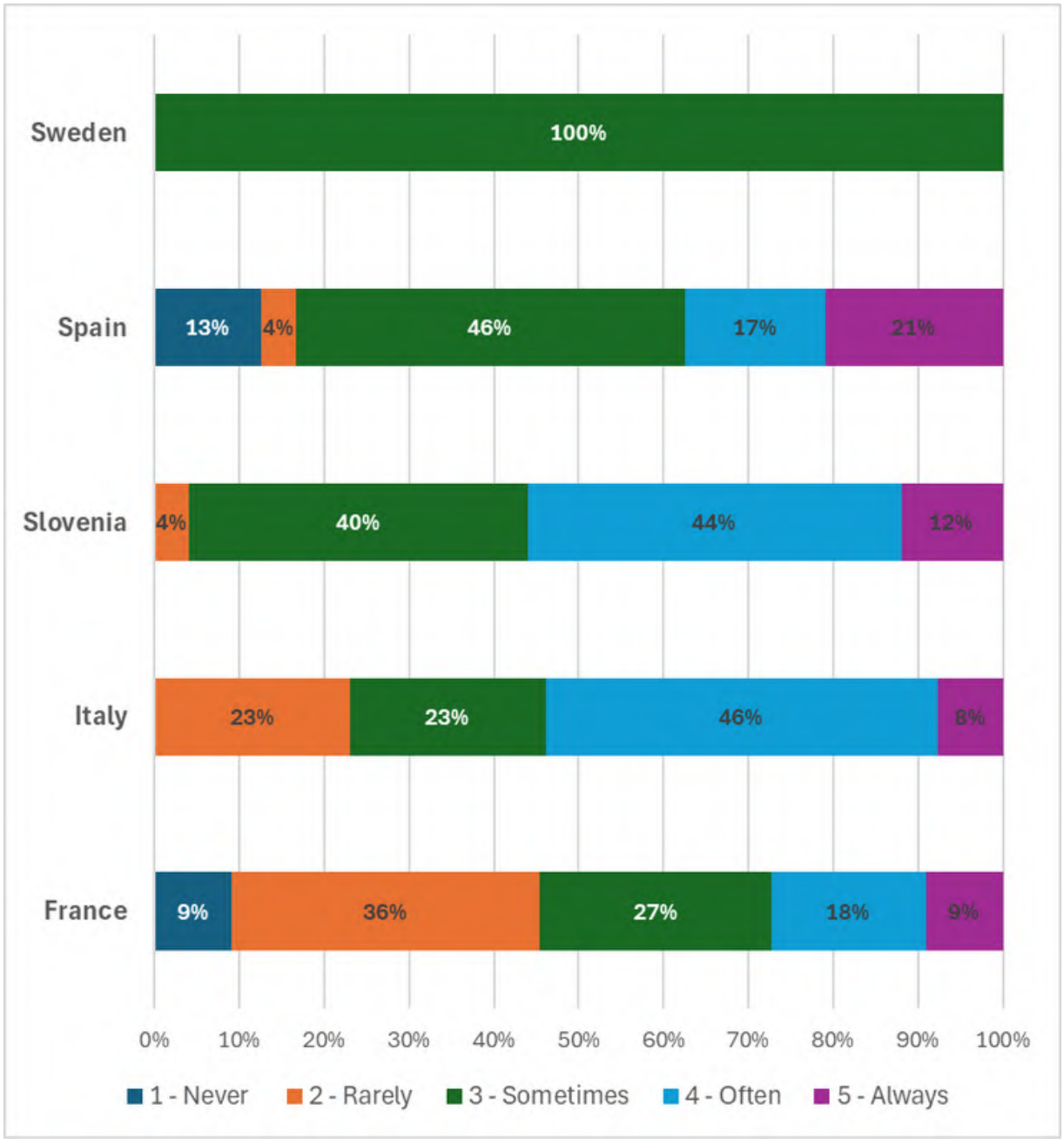
6. I prioritised walking or biking instead of using other means of transport.



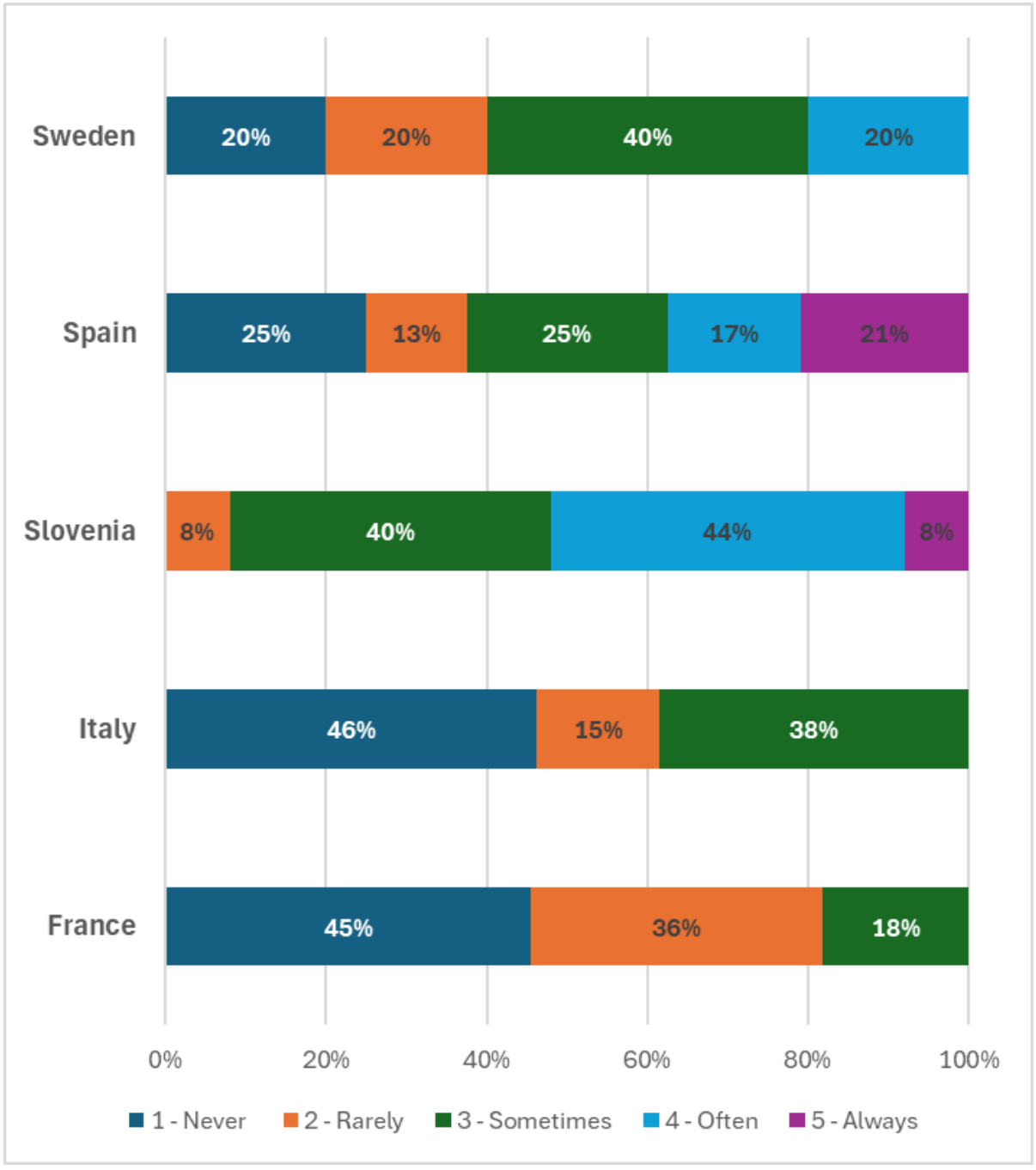
7. I ate meat every day.



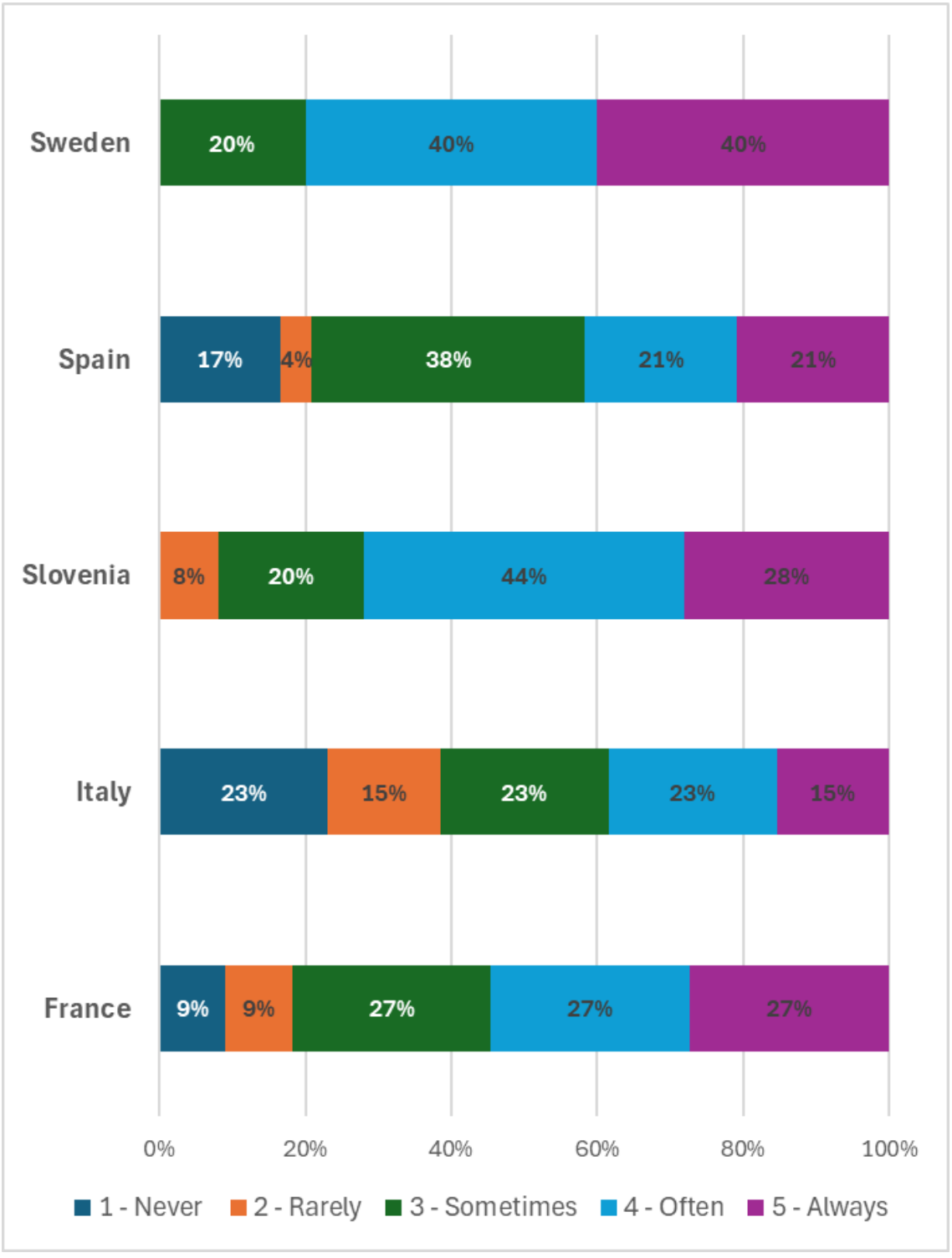
8. I purchased locally produced goods.



9. I purchased organic goods rather than non-organic goods.

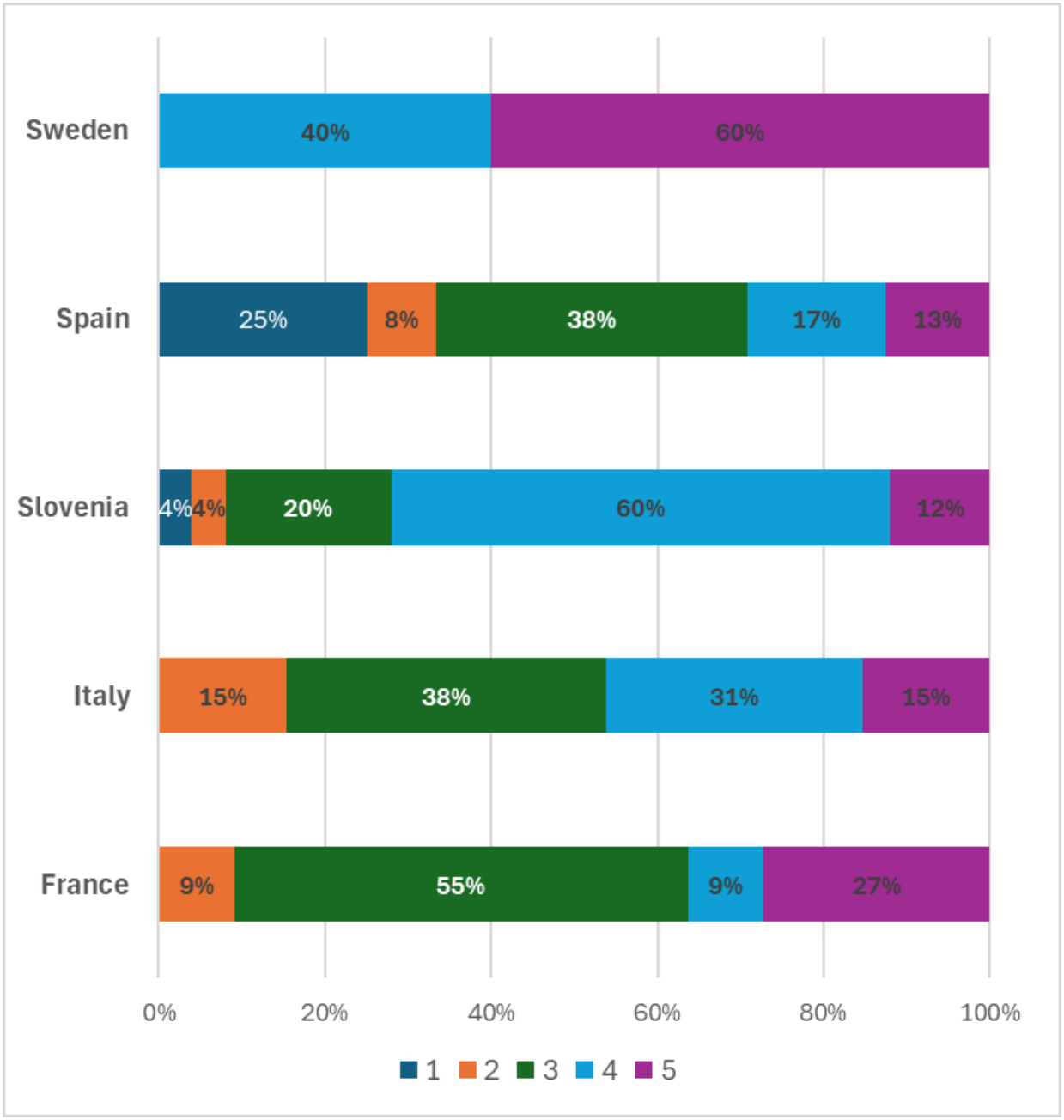


10. I recycled.

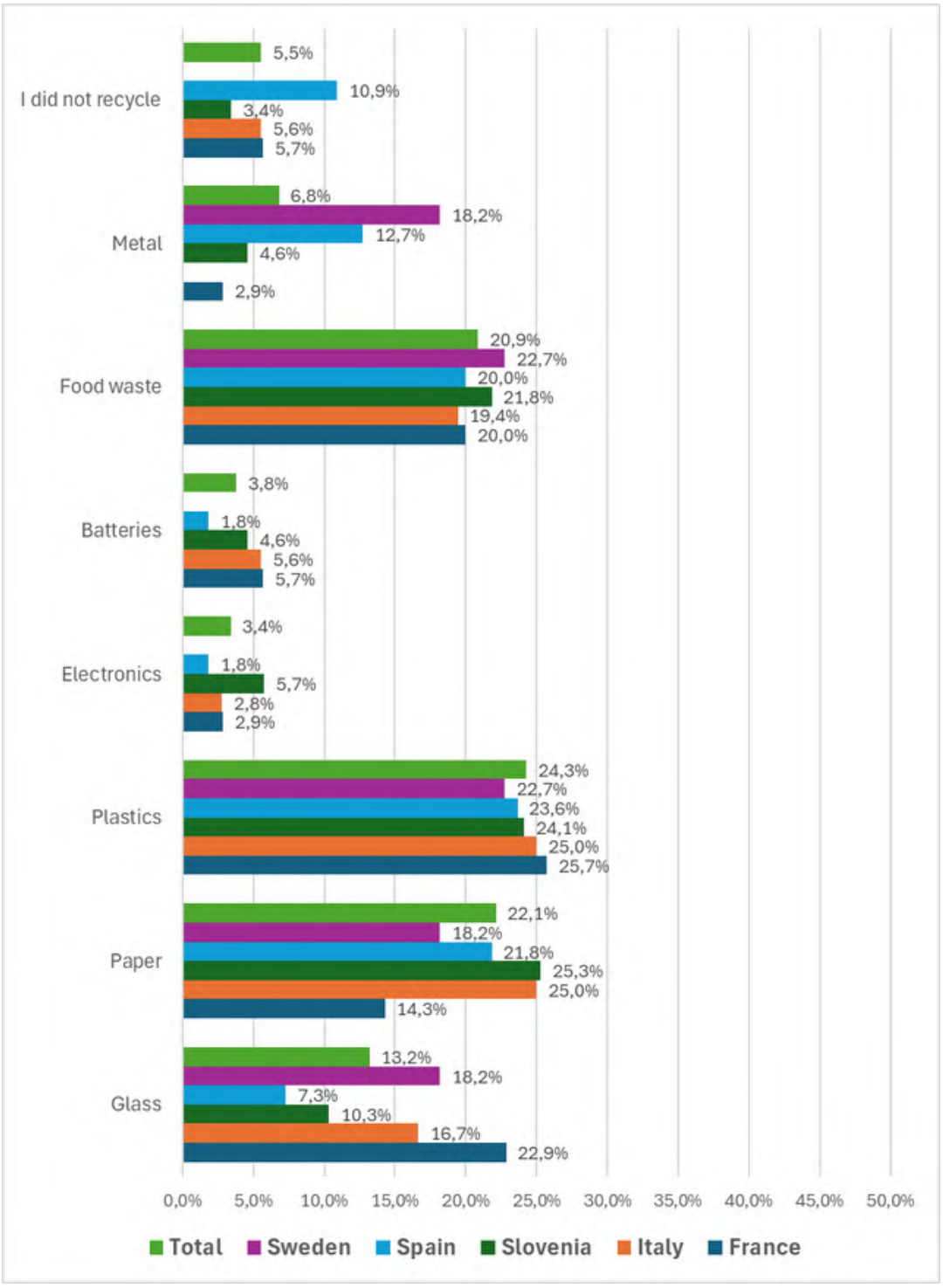


How do you rate your recycling?

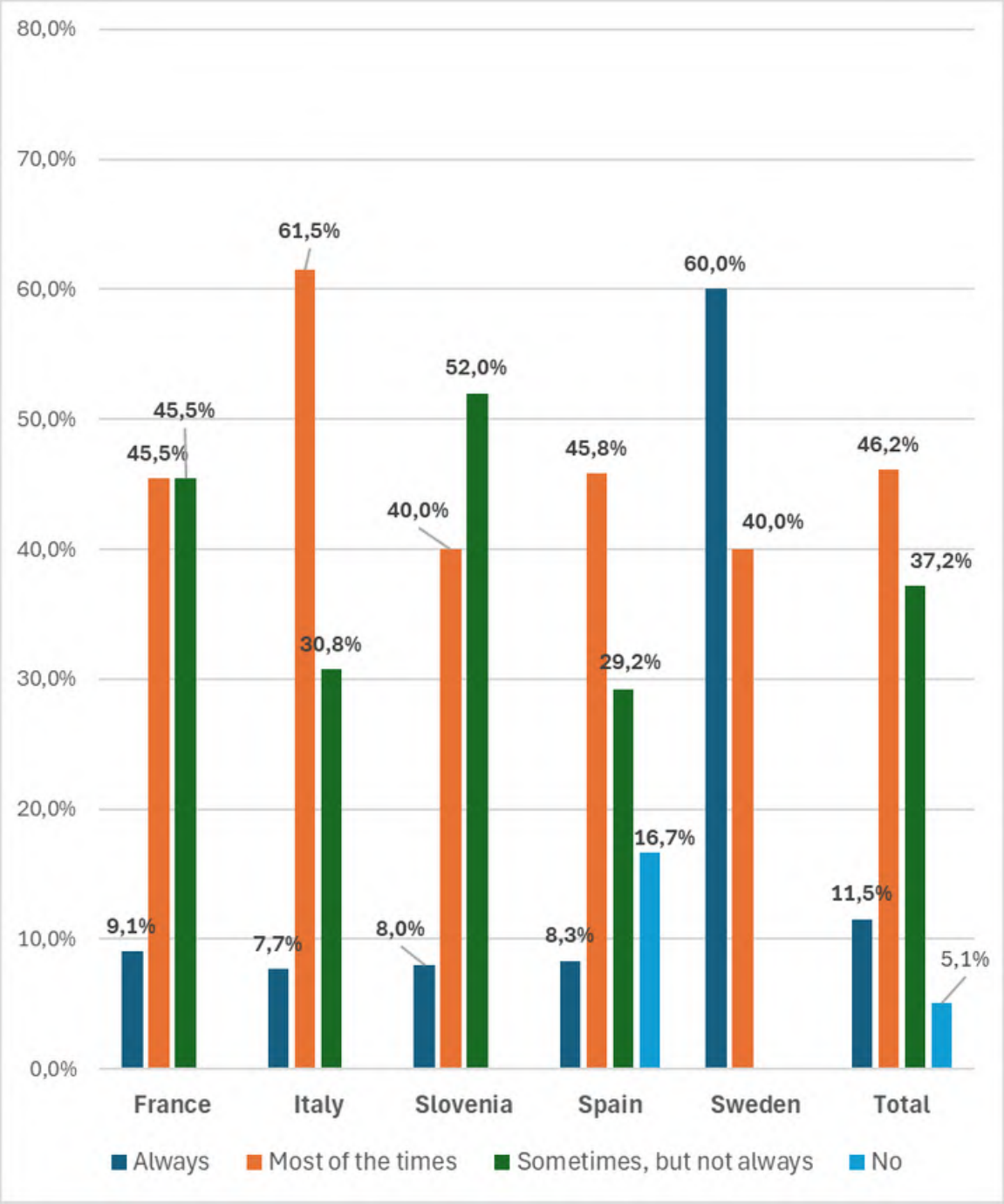
(1. I don't know how to recycle properly; 5.I am very good)



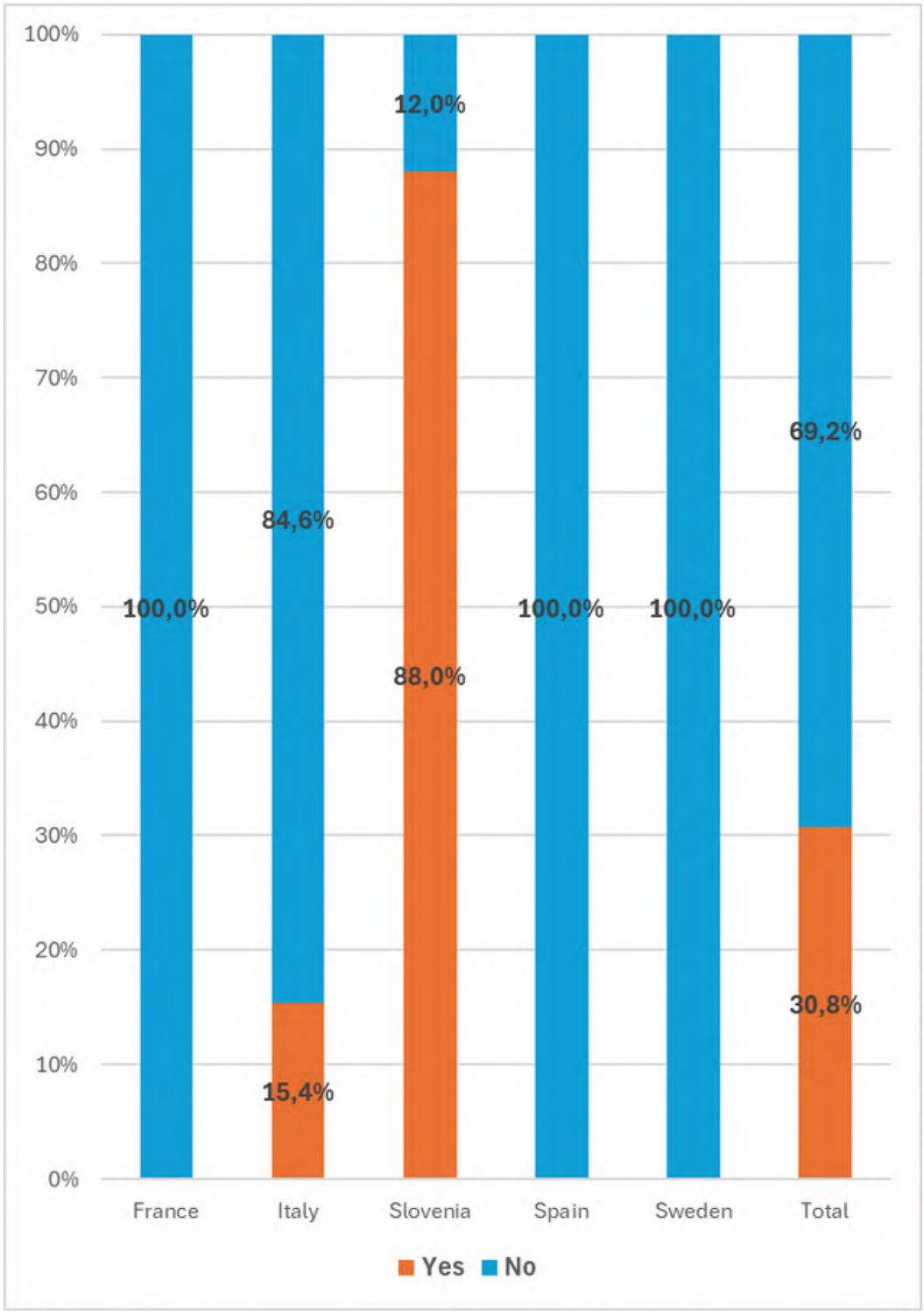
What did you recycle during your mobility?



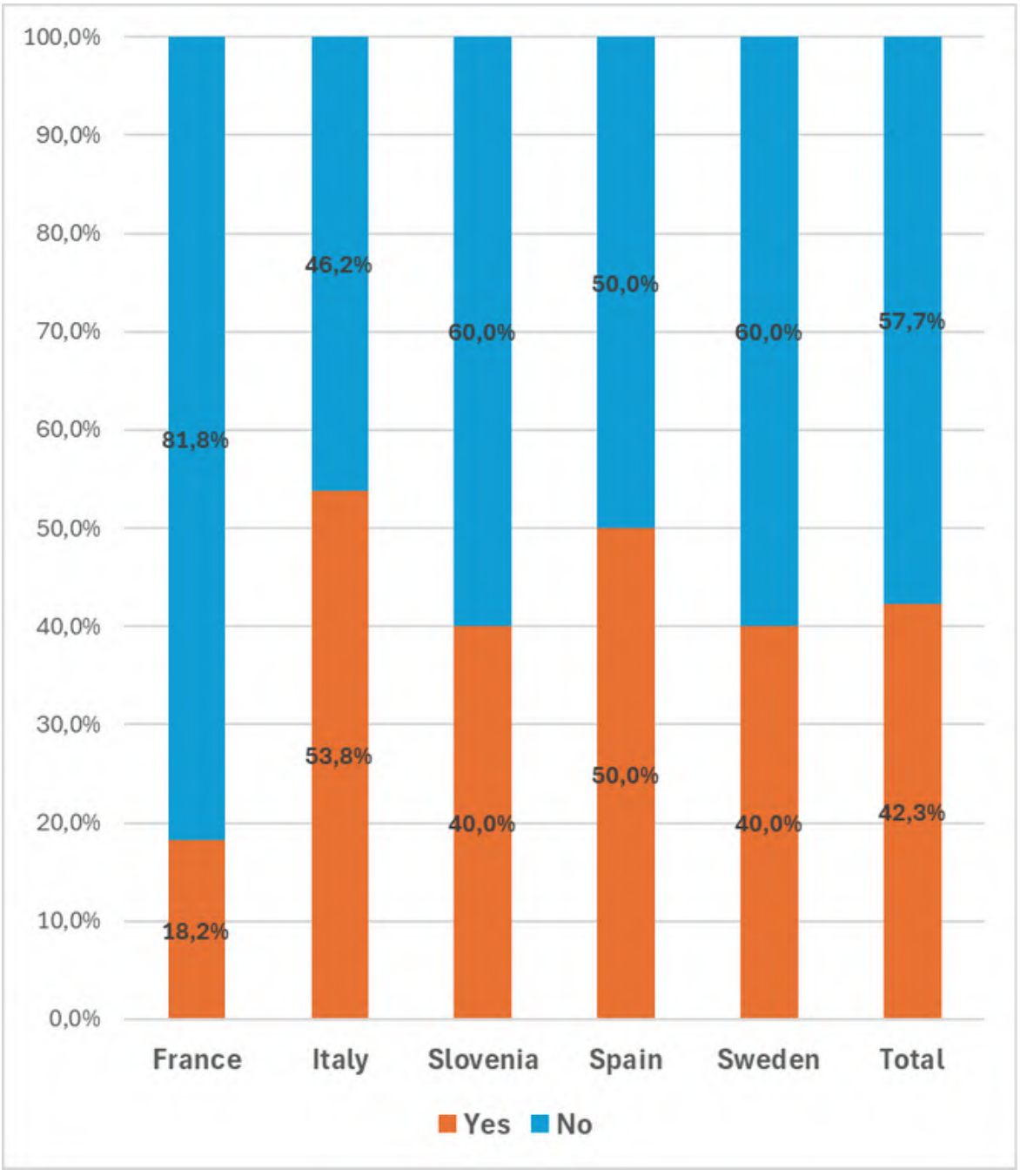
Do you think your lifestyle has been sustainable during your mobility?



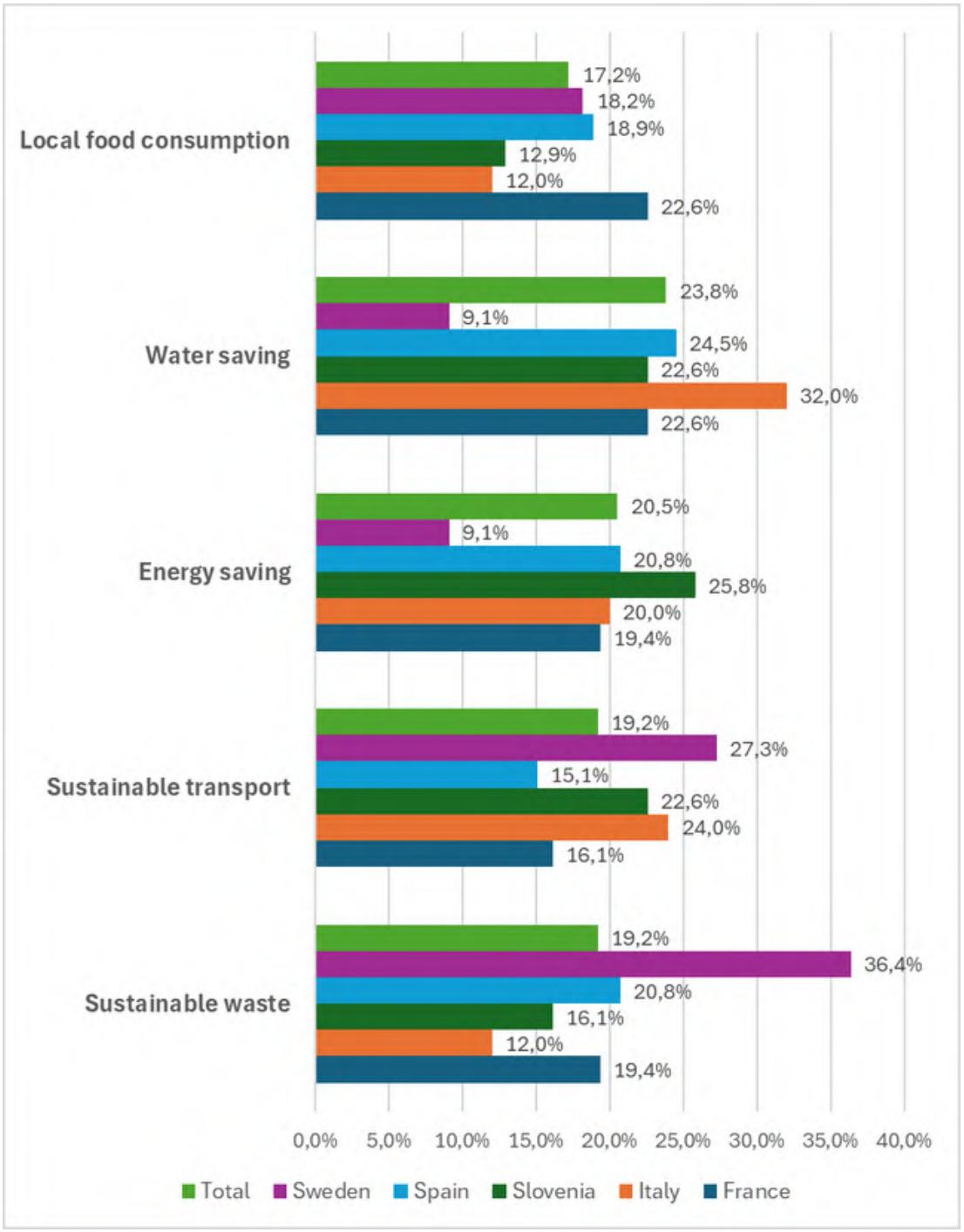
Did you calculate your carbon footprint in the last three months?



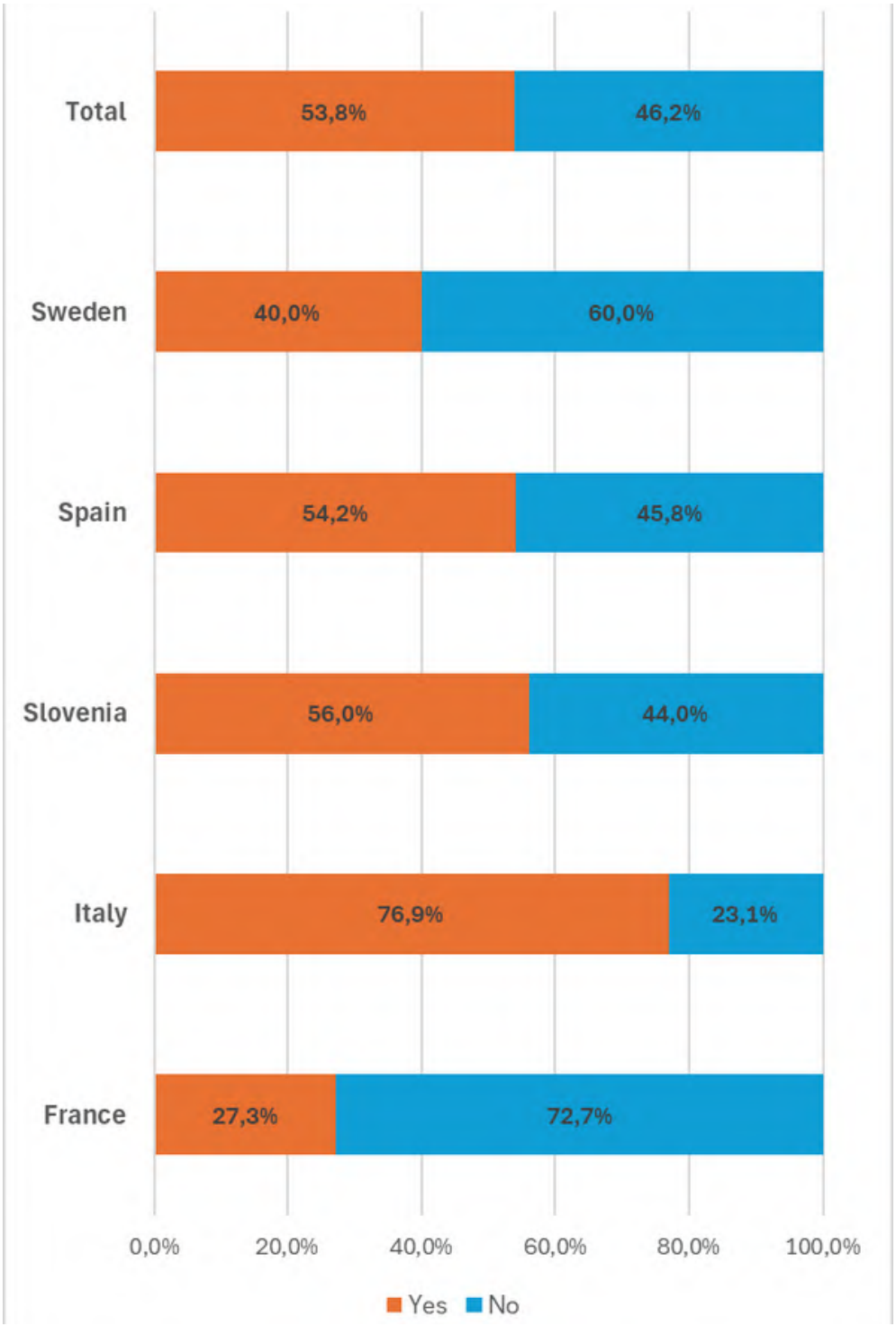
During your mobility, did you learn new sustainable practices that you want to adopt in your daily life at home?



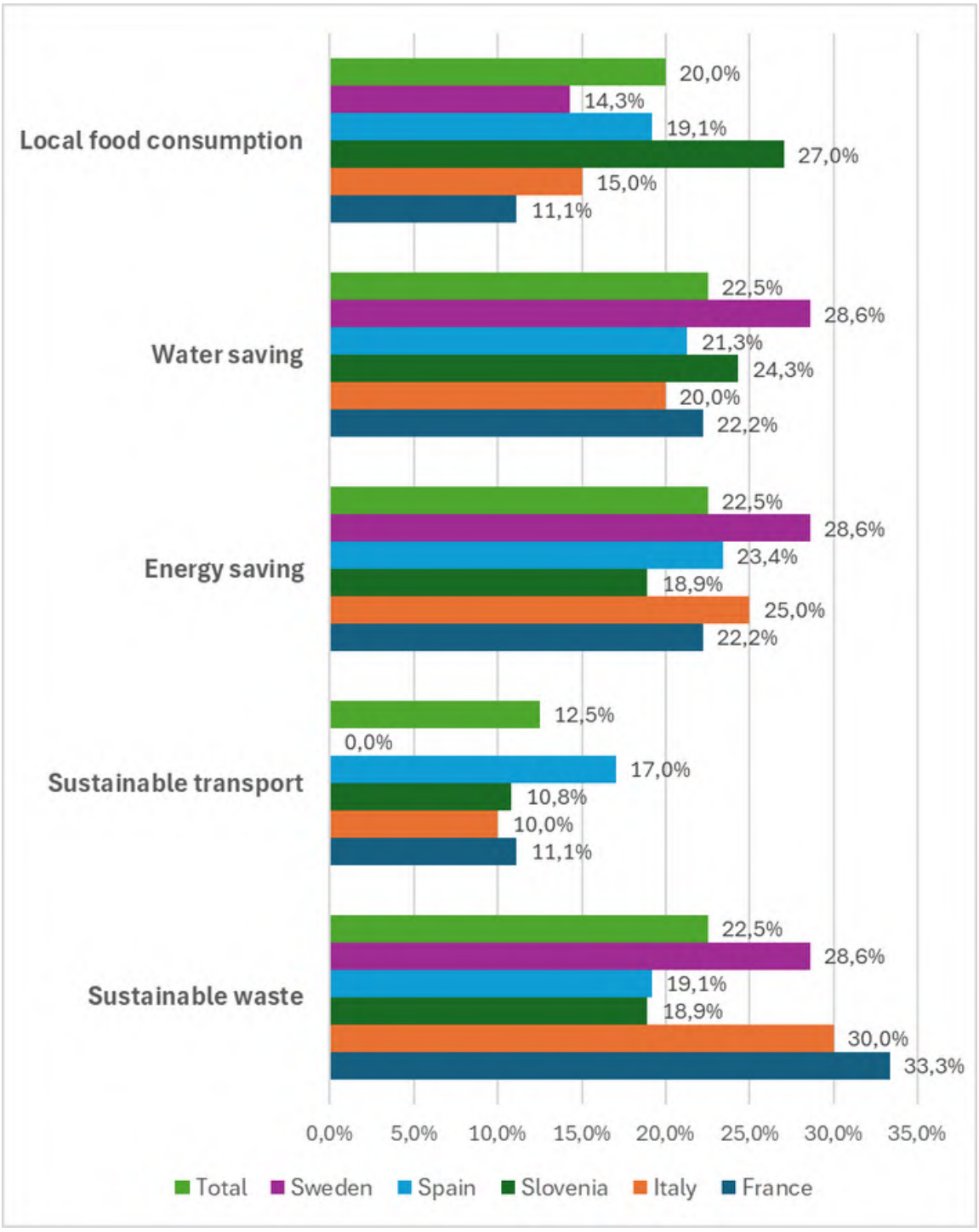
If yes, which kind of practices did you learn?



Would you like to know more on how to make your lifestyle more sustainable in your daily life at home?

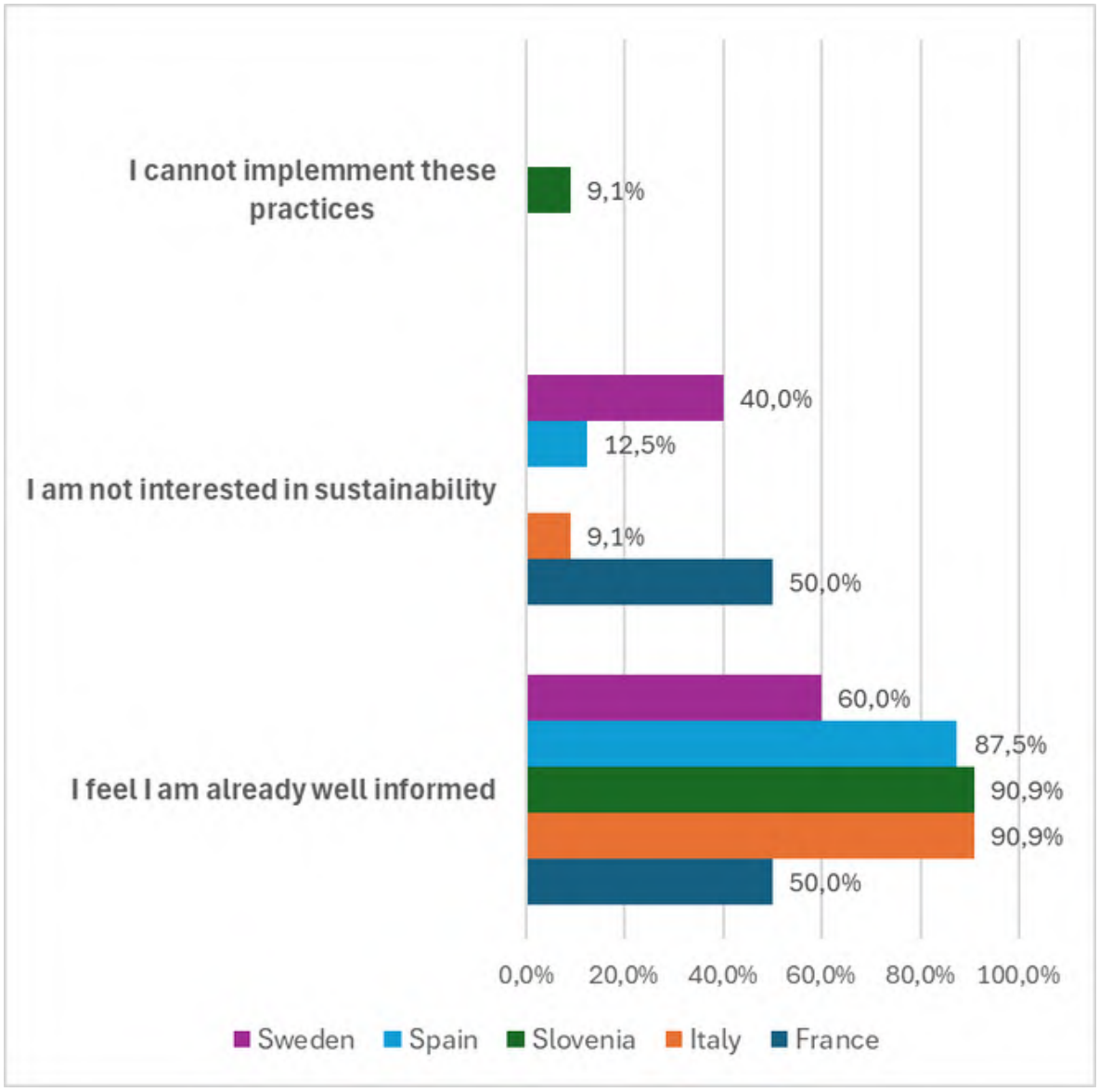


If yes, which kind of practices?



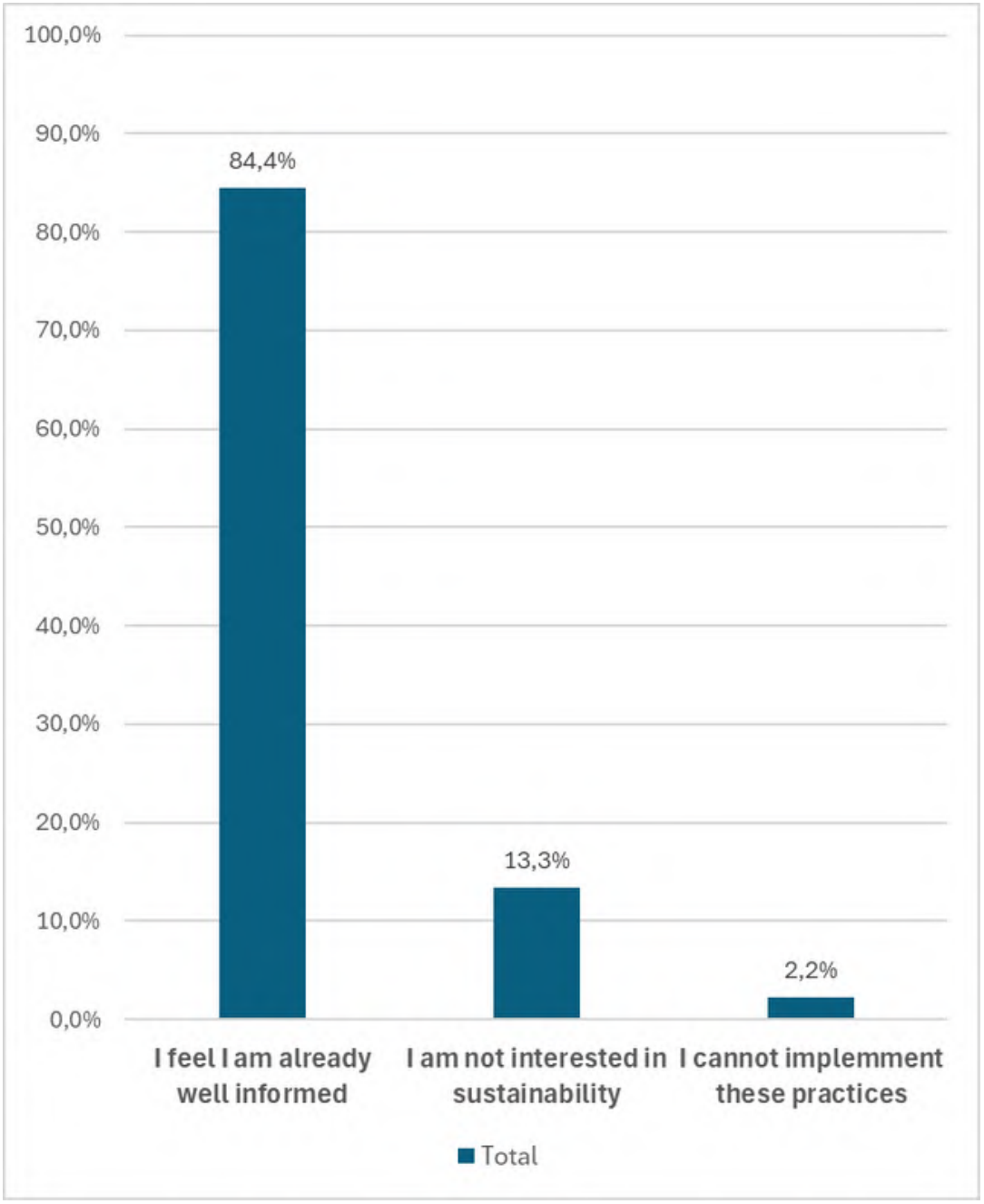
If not, why not??

Per country



If not, why not??

Total



Feedbacks and 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.

The partners designed this questionnaire for the second report according to the feedback received in the questionnaire for the first report.
It has been evaluated positively in terms of its structure and comprehensibility by the students. However, it has been decided among all partners to modify/remove some questions. These changes will be reflected in the questionnaires answered from February 2024 and in the third report.

Key results

Conclusions from this first survey must be drawn with caution, given the low overall number of responses and the difference between the number of responses to the questionnaire in each country.

As in the first report:

- 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.

Conclussion from the pre and post mobility report are very similar. They change in terms of sample and number of respondents. In post-mobility there are fewer respondents (about 30 fewer). The number of respondents from Sweden decreases significantly to 5 and the number of respondents from Spain increases to 24.

Some data highlights

- Most of the respondents are students between 14-18 years old. The second largest group is the 19-21 years old.
- The difference between men and women is not very big, but there is still a majority of women (56%).
- Most of the respondents are Slovenian (25). In second place French (22), in third place Italians (13). They are followed by Swedish (5) and a minority of Spaniards (2). 11 are of other nationalities.
- Although it is worth noting that if we analyse it by the country that conducted the survey, 25 respondents were surveyed in Spain.
- Around 50% of respondents did attend the pre-mobility workshop, the other half did not.
- Most of those who attended are satisfied. The average out of 10 is 7.95.

- At the level of daily routine, there are practices such as turning off the tap when you are not using water or turning off the light when you are not in a room, which are widely established and carried out by the majority of respondents, regardless of the country they are from.
- The use of public transport depends very much on the country, with France being the country with the lowest use of public transport. . Respondents in Spain and Italy are most likely to walk.
- The results from Slovenia and Spain both show that the majority of respondents eat meat every day
- The country where most people bought locally produced goods is Spain. Is the same for organic goods.
- On the question of whether they have recycled, the average would be 3/5. Only Slovenia stands out, with a majority of responses at levels 4 and 5.
- For France, Italy and Spain the answers as to how they recycle are in the majority 3/5. In Sweden and Slovenia the average is higher.
- Overall, the least recycled has been electronics and metal.

- In general, in most cases the lifestyle of the respondents in their host country has been sustainable. Sweden stands out because the majority of respondents said it has always been sustainable.
- Except for Slovenia, in the rest of the countries it is significant that respondents have not calculated their carbon footprint, except for a few in Italy. In Slovenia a clear majority have done so.
- Only in Italy is there a majority of respondents that have learned sustainable practices during their mobility.

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

This semester, we received a larger number of responses to both questionnaires: 28 for the pre-mobility questionnaire and 11 for the post-mobility questionnaire.
This may be the result of better information and dissemination of these tools to the mobility referents, but also because we took the time to contact learners personally by email or telephone and to encourage them to do so.

As regards the results of the two questionnaires, almost all the responses came from learners (only one response from a VET staff), but this is logical, as the vast majority of mobilities are carried out by VET learners. They were all from France (the four "other" responses were due to an error in the question that we modified) and the age range most represented was between 19 and 21. Again, this is logical, as the vast majority of our candidates for long term international mobility do so in the year following the end of their apprenticeship.
With regard to the pre-mobility questionnaire, 6 respondents indicated that they had already undertaken international mobility. We can assume that they have probably undertaken short-term mobility before. This means that they have probably already seen and thought about how to live abroad and how to continue their lifestyle outside their own country.

As regards the results of the two questionnaires, almost all the responses came from learners (only one response from a VET staff), but this is logical, as the vast majority of mobilities are carried out by VET learners. They were all from France (the four "other" responses were due to an error in the question that we modified) and the age range most represented was between 19 and 21. Again, this is logical, as the vast majority of our candidates for long term international mobility do so in the year following the end of their apprenticeship.
With regard to the pre-mobility questionnaire, 6 respondents indicated that they had already undertaken international mobility. We can assume that they have probably undertaken short-term mobility before. This means that they have probably already seen and thought about how to live abroad and how to continue their lifestyle outside their own country.

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

Based on the data collected from our sample in Italy, several recurring elements and peculiarities regarding recycling behaviour can be identified.

Here's a breakdown of the analysis along with key points:

- **Awareness:** Most participants (78%) reported moderate or high sustainability awareness. They attended a pre-mobility workshop (average satisfaction: 8/10) which moderately impacted their sustainable practices during travel.
- **Practices**: Participants showed a strong commitment to sustainable practices, especially in energy and water conservation or waste management
- **Learning:** While 56% considered their travel lifestyle "sometimes" or "mostly" sustainable, only 22% calculated their carbon footprint. However, 89% learned new sustainable practices they intend to adopt at home.
- **Interest:** The majority (78%) want to learn more about everyday sustainability, focusing on areas like energy/water conservation, waste management, local food, and sustainable transportation. However, 22% are not interested in further exploration.

Conclusion:

Participants demonstrated good sustainability awareness and commitment during mobility. The pre-mobility workshop was positive but needs strengthening. There's a strong interest in learning and adopting new sustainable practices in daily life.

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

The outcomes derived from the pre- and post-mobility questionnaires underscore a notable level of consciousness and active involvement in sustainable practices among the participants.

Among the respondents, 25% of whom have already participated in an Erasmus+ programme, the majority regularly carry out activities to protect the environment, such as turning off the tap while showering (average 4.5/5), switching off the lights (average 4.6/5), and recycling materials such as paper (88%), plastics (84%), and glass (36%). The majority of respondents also switch off devices they do not use (average 4.4/5) and prefer to use public transport or walking/biking as an alternative to private transport (average 4.3/5). Respondents also indicate that they buy locally produced/manufactured and organic products (average 3.6/5). Almost all respondents (97%) or their families recycle regularly, with paper (88%), plastic (84%) and food waste (76%) being the most commonly recycled materials.

Awareness of environmental issues is high, with most respondents wanting to know how recycling is done in their host country. 52% of respondents consider their lifestyle always or most of time as sustainable. Before going on a mobility, 73% of respondents knew already what carbon foot print is, and most (90%) defined themselves as small or moderate polluters.

Respondents who participated in the Envirasmus pre-mobility Workshop considered that it had a significant impact on their mobility habits and sustainable practices. Although a small minority of respondents expressed that the information they received at the pre-mobility preparatory workshop did not influence their awareness of environmental sustainability, the majority expressed that this information had an impact on their awareness. The evaluation of daily activities during mobility shows that participants rated their sustainability practices during mobility highly, with most reporting high levels of implementation of sustainable practices such as energy saving (rating 4.5/5), use of public transport (rating 4.3/5) and recycling (rating 3.9/5).

After returning from mobility, 88% of participants said that they had calculated their carbon footprint in the last three months and 97% of them considered that their lifestyle was most of the time sustainable during their Erasmus+ mobility. In addition, 40% of participants expressed that they had learnt new sustainable practices during their mobility that they would like to implement in their daily life at home. The high level of implementation of sustainable practices during mobility shows the potential for long-term behaviour change and contributes to more sustainable lifestyles both among participants and in their home environments.

Interest in adopting more sustainable lifestyles at home is shown by 56% of participants, with the highest interest in learning more about sustainable waste management (19%), water saving (24%) and eating locally produced food (27%). Taken together, the results show a positive trend towards awareness raising and implementation of sustainable practices during Erasmus+ mobility, with the potential for long-term behavioural change and contribution to more sustainable lifestyles both among participants and in their home environments. However, despite the high level of awareness, there is still a need for further education and awareness-raising on the details of recycling and reducing the carbon footprint.

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

For the post-mobility questionnaire, there are 24 answers. In order to get them, we have been in direct contact with the participants, which are from three different countries: France, Germany and Spain.

Except three of them, which are staff from VET centres and a teacher, all of them are learners between 16 and 24 years old.

The participants who answered were moderately or not at all satisfied with the information they had received about sustainable development prior to their mobility. Only six people who answered the questionnaire admitted having attended the pre-mobility workshop before leaving, which means 25% of the total of the respondents.

Regarding their everyday practices during the mobility, the most followed practices are turning the tap off when not using water, turning the light off when leaving a room, and using public transport. On the other hand, one of the practices with the fewest positive responses is “I purchased organic goods rather than non-organic goods”. Also, the responses to the use of public transport are also very positive, this can be explained by the fact that they had to use it in their host country as they did not have their own car.

As far as recycling is concerned, the combined responses to never and rarely recycle add up to 23%, which is positive, as it indicates that more than 70% of the respondents do recycle, either sometimes, often, or always. The most recycled materials are paper, plastic and food waste. Here we see a difference with the pre-mobility report, as glass is no longer included, but food waste is now included.

More than 50% of the respondents consider that their lifestyle has been sustainable during their mobility and that they have learned new sustainability practices abroad, yet none of them have calculated their carbon footprint in the last 3 months. In this sense, we can conclude that much remains to be done to improve the results. Some of the practices in which respondents are most interested in learning are: water saving, energy saving and sustainable waste.

An overwhelming majority (over 80%) of those who responded no to if they would like to know more on how to make their lifestyle more sustainable in their daily life at home is because they feel they are already well informed.

ENVIRASMUS
SUSTAINABLE ERASMUS MOBILITY IN VET

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

January 2024 the Swedish version of Envirasmus has been carried out in its nearly complete format.

Meaning we have administered the pre-and post mobility questionnaires and the Swedish version of the pre-mobility workshop with two groups of VET-learners in a somewhat controlled environment.
The controlled environment equal that of a mobility coordinator/teacher has been in charge of preparing the learners, carrying out the questionnaires and workshops in a learning environment, i.e. an online or physical meeting with the learners (individually or in groups). It also, means that at least two mobility groups and at least 6 VET staff has completed a full cycle of VET mobility in various activities, e.g. VET-short term mobility or VET-STA jobshadowing.

Between 18th of September until 18th of December 32 VET learners and school staff have completed the pre-mobility questionnaire and pre-mobility workshop. However, only 14 have answered the post-mobility questionnaire and this is due to the fact that some have not completed their VET mobilities abroad.

Of these 32 respondents appr. 78,5 % were VET learners in the age group 16-18 and the remainder were teachers (VET or other) over 25 years of age. We still have a large number of VET learners in our Drottning Blanka Schools who identify as female and therefore the surveys answer also reflects this: 92% identifies as female of the VET learners. However, a slight difference since the first report is that the pedagogues in this period's VET mobility jobshadowing activities identify as male, appr. 57% of vet-sta short-term mobility.

The most noticeable difference in the 2nd round of Envirasmus workshop with premobility QNR, is that the answer on Q.11: whether participants are interested in knowing how to recycle in the host country the respondents answering NO have decreased significantly from 1st round. We now also know with more certainty WHY they have answered NO. The foremost reason being that they feel they already know enough.
Pleasingly enough, we can clearly see with 4 out of 5 respondents answering the post-mobility QNR that the Envirasmus workshop has had a positive impact on their sustainable behaviour in the host country. Also, all respondents have given the highest rating to how pleased they are with the workshop.

However, we have also noticed that the 5 participants answered that they have not calculated their carbon footprint in the past 3 months. This may be that they have participated in the workshop over 3 months before post-mobility was carried. This part has also been changed.

We have also received feedback that the link to the carbon footprint doesn't seem to work and therefore participants haven't been able to calculate their footprint. We don't know why this is because it seems to work with a majority of the participants. We have therefore provided the links directly in our mandatory preparatory meetings with the participants to avoid any further technical issues.

Further analysis, that is not visible in the data collected, but has been gathered via oral feedback in qualitative interviews with VET mobility instructors is that carrying out the Envirasmus workshop in a group with an instructor is the most efficient and impactful approach to a sustainable behaviour while abroad.
It has also had a positive effect on the group dynamic before mobility and they have been able to support one another while carrying out certain sustainable tasks, such as locating recycling stations and participating in other sustainable activities.