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OCTOBER 2024



ENVIRASMUS



SUSTAINABLE ERASMUS MOBILITY IN VET



IO₂ - FINAL REPORT

PRE AND POST MOBILITY QUESTIONNAIRES



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Project summary

ENVIRASMUS project seeks to create materials that support the objectives of the EU Green Deal by promoting cooperation and innovation in European VET education. Although there are no established "Green Offices" for VET education, educators and mobility project managers play a central role in achieving a green Erasmus for VET students, as they directly influence the experiences students have abroad. This means they can promote the societal change needed to transform our world into a greener one. Moreover, hosting organizations that receive participants in various European destinations are key in promoting sustainable lifestyles 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 can apply in their everyday lives, while measuring their behaviour, carbon footprint, and the quality and impact of materials. This will be achieved by following the recommendations published by the EU:

- Measuring carbon footprint on Erasmus+ VET students,
- Creating digital tools like pre-mobility online courses,
- Creating a digital App with information about different possible Erasmus destinations.

IO2 – ENVIRASMUS research. Investigating about the environmental behaviour of students. Survey and report.

General objectives

The general objectives of the **ENVIRASMUS Research – Investigating about the environmental behaviour of the 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 VTE students during their exchange programme; and analyse if the project materials are being effective.

To this end, the ENVIRASMUS partnership created two questionnaires: pre-mobility and post-mobility, with the specific objectives of:

- **Identify environmental choices and individual carbon footprint** of Erasmus VET participants, after their Erasmus experiences and their choices at home.
- 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 have been prepared to analyse the questionnaires results, to be presented in the 9th, 15th, and 22nd months.

The questionnaires have been answered by VET Erasmus students, aged 14-25, participating in the Erasmus experience with the organizations involved in the project. These questionnaires have been administered before the mobility experiences (pre-mobility questionnaire), during the pre-mobility workshop prepared in WP3; and at the end of the mobility experiences (post-mobility questionnaire). The questionnaires are based on both qualitative and quantitative data. Quantitative data include demographic information, while qualitative data cover daily routine behaviour related to sustainable living, sustainability, and carbon footprint.

Report

As part of IO2, three reports have been produced. The first was presented in month 9, the second in month 15; and now, in September 2024, we are presenting this third and final report.

This document, the third and final report, analyses the responses from the third period in which questionnaires were administered to students, from January to July 2024. In addition, at the end, a section has been added in which the results from the three periods in which questionnaires were administered to students are analysed, with the aim of drawing general conclusions.

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 behaviour as it emerged from the surveys in each country.

In the different rounds of questionnaires given to students, questionnaires have been modified based on the results obtained in the previous reports, with the aim of improving them. For example, after reviewing the second report, we began collecting information about sustainable fashion lifestyle choices.

Since two types of questionnaires have been conducted—pre-mobility and post-mobility—this report is divided into two main parts. First, the analysis of the responses to the pre-mobility questionnaires. Second, the analysis of the responses to the post-mobility questionnaires.

Pre-mobility questionnaire

The questionnaire is structured, with end questions and multiple rating systems, in the following 3 sections:

SECTION 1: **DEMOGRAPHIC INFORMATION**

SECTION 2: **DAILY ROUTINE**

SECTION 3: **SUSTAINABILITY AND CARBON FOOTPRINT**

Firstly, the questionnaires were created in English in a digital version on Google Forms. Based on this version, each partner translated the questionnaire into their respective languages to distribute it to the students. Additionally, each partner chose the platform on which to administer the questionnaires, depending on their preferences and methods of working with the students.

Responses to the questionnaires were collected during the last round, starting in January 2024 and concluding in July 2024. All participants shared the common factor that their origin or destination was one of the member countries of this consortium: France, Italy, Slovenia, Spain and Sweden.

Section 1: demographic information

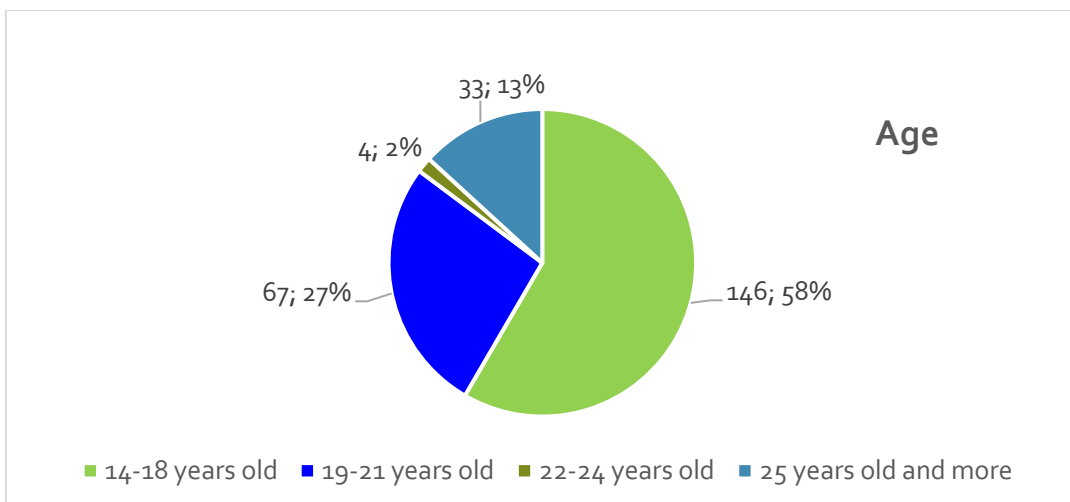
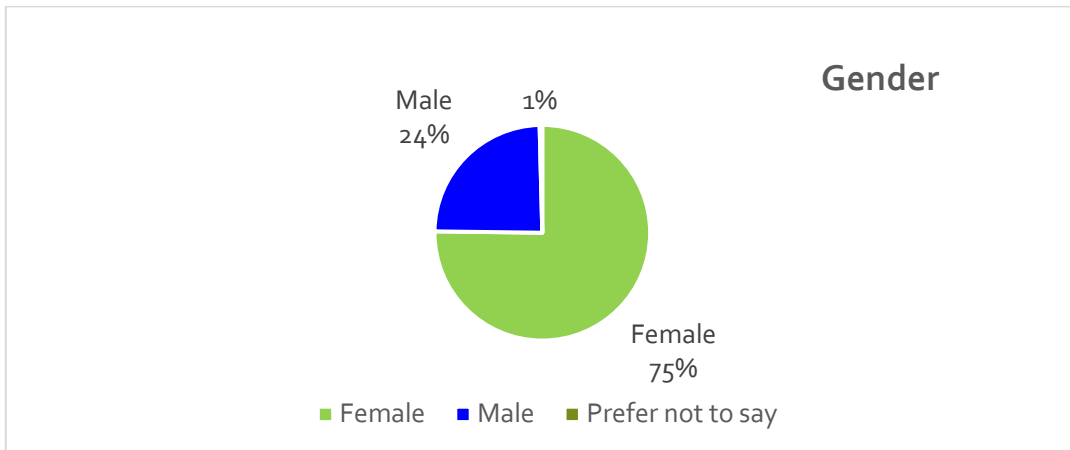


6 organizations from 5 countries

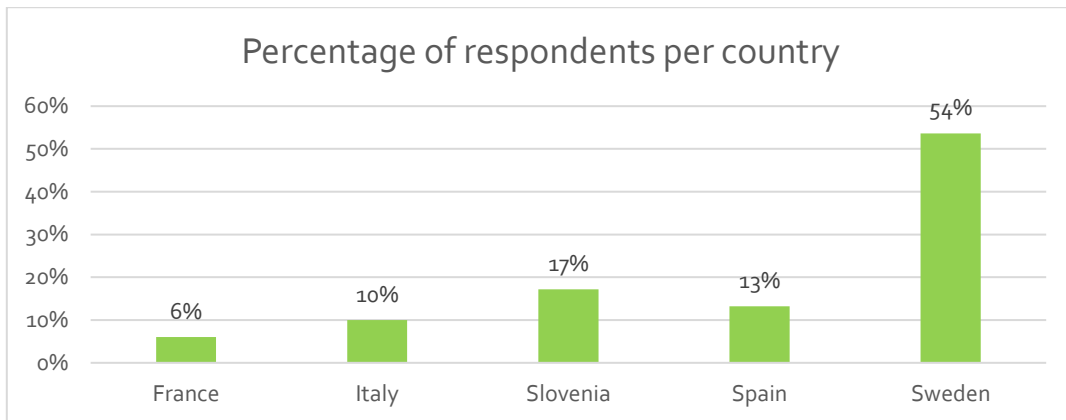
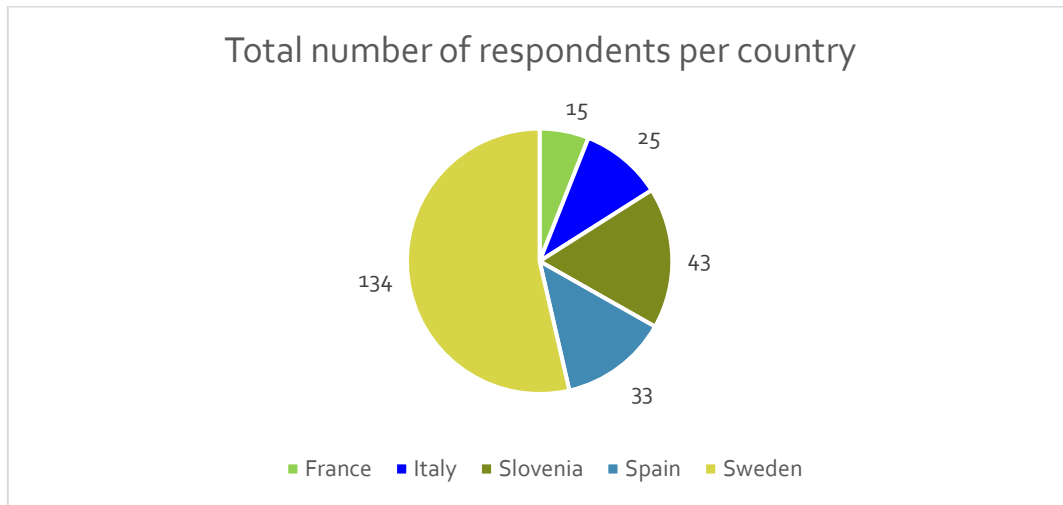


250 respondents

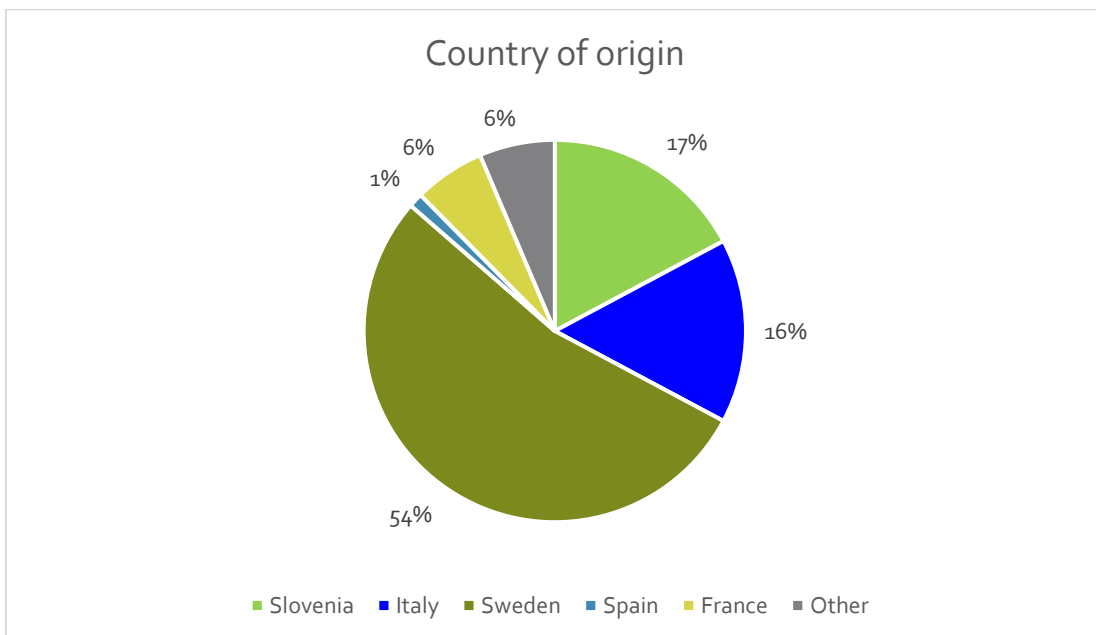
Profile and age of the respondents



Respondents per country



Country of origin

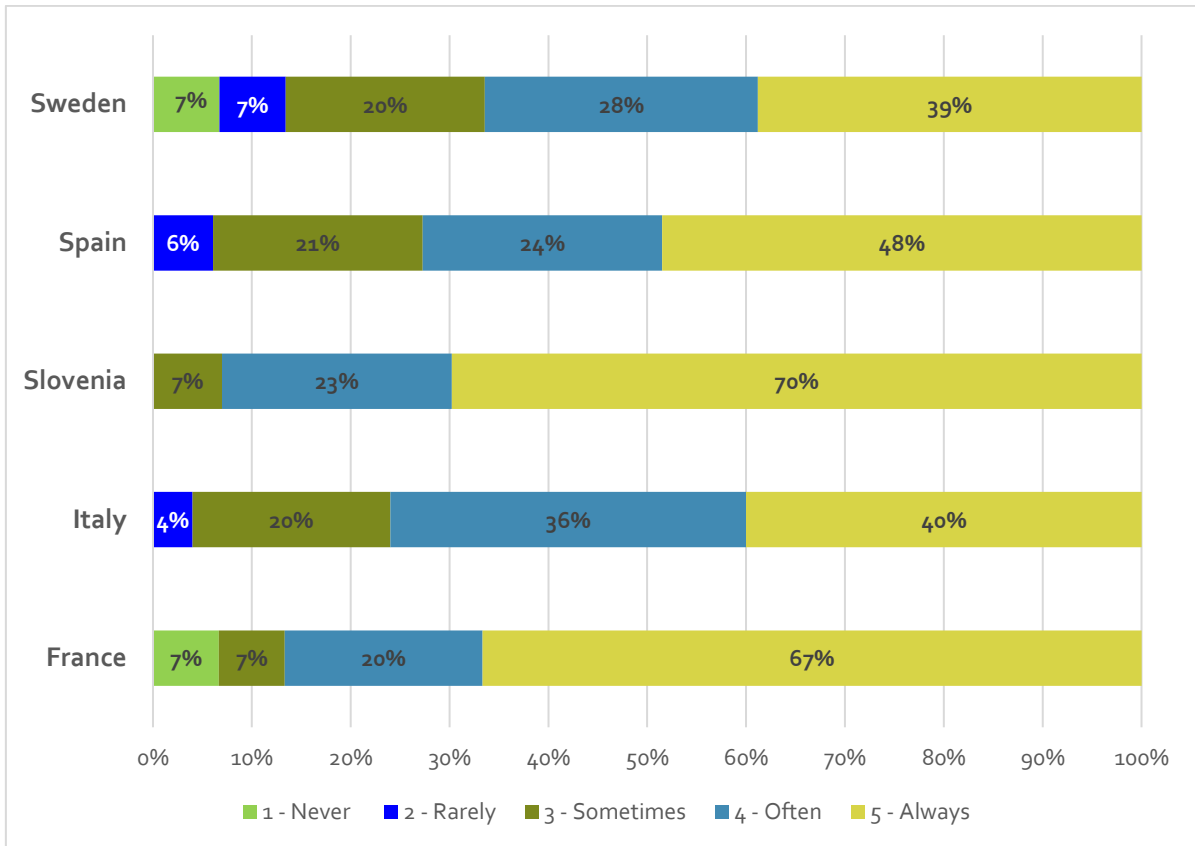


Section 2: daily routine

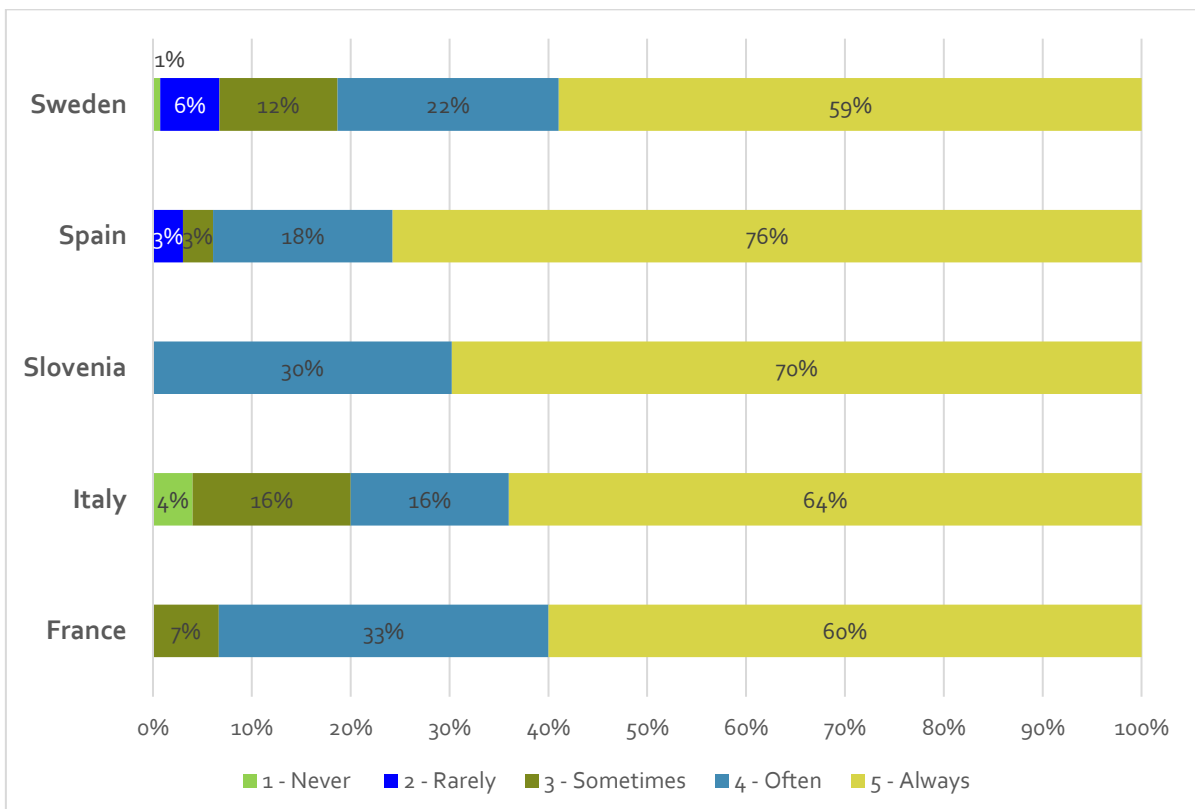
In the following section, the respondents were asked the following 10 questions about their daily routine. They indicated, on a scale from 1 to 5, to which content they apply these actions (where 1. I never do it; 2. I rarely do it; 3. I sometimes do it; 4. I often do it; 5. I always do it).

1. When I shower, brush my teeth, or wash the dishes, I turn the tap off if I don't need/aren't using water.
2. I turn the light off when I am not in a room.
3. I use electric heating or cooling (for example AC or fan)
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.

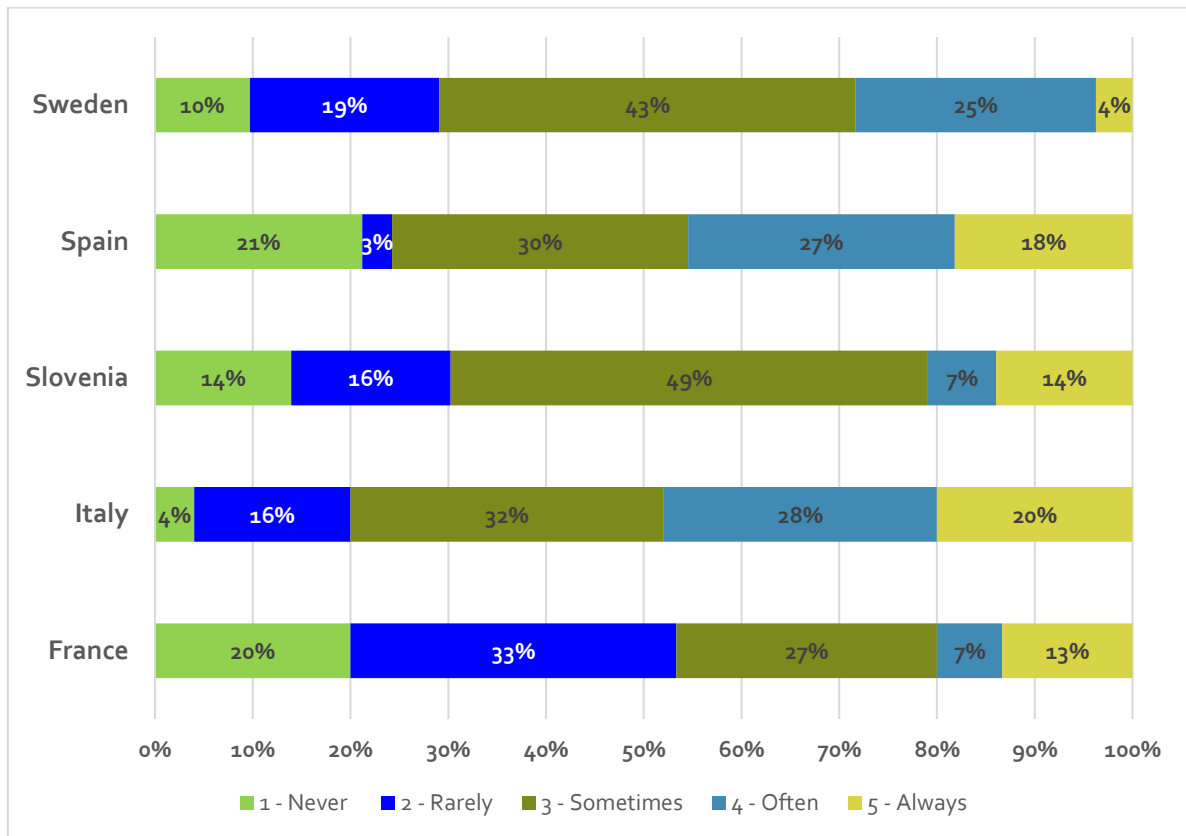
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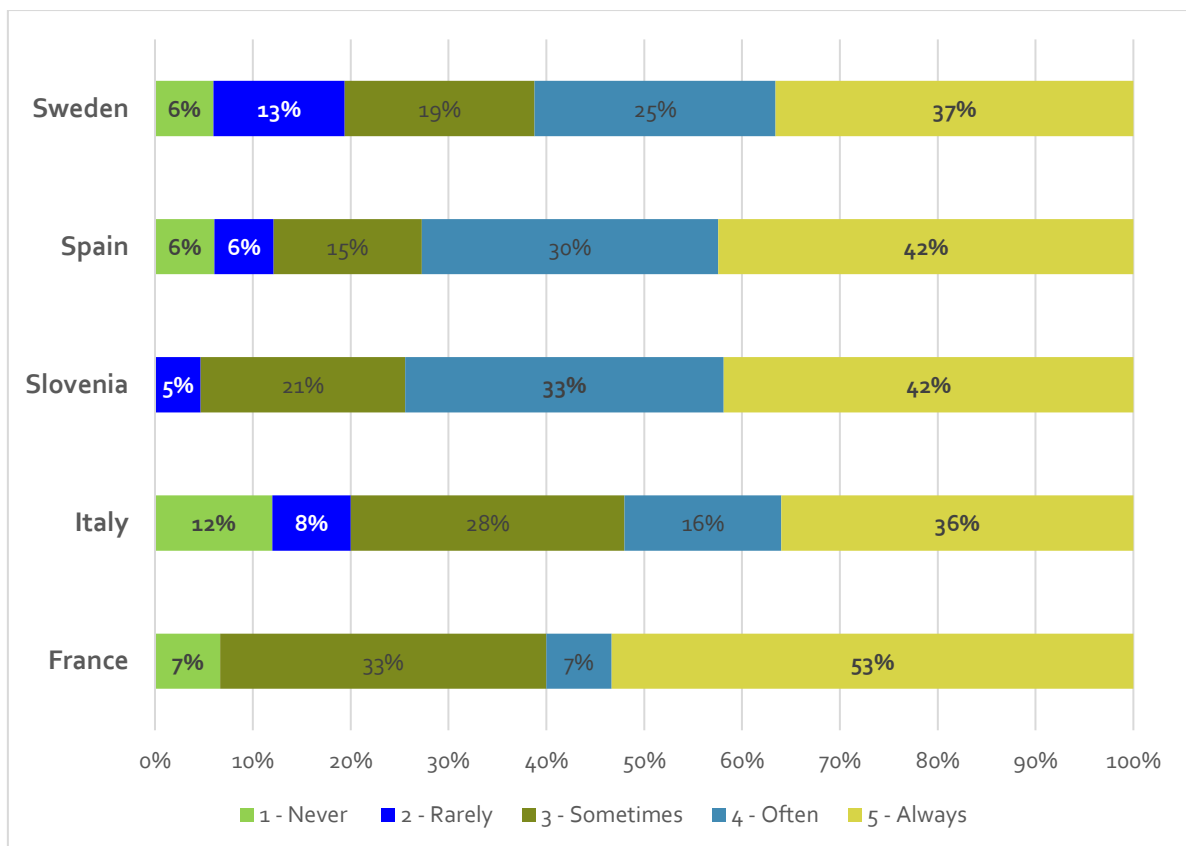
2. I turn the light off when I am not in a room.



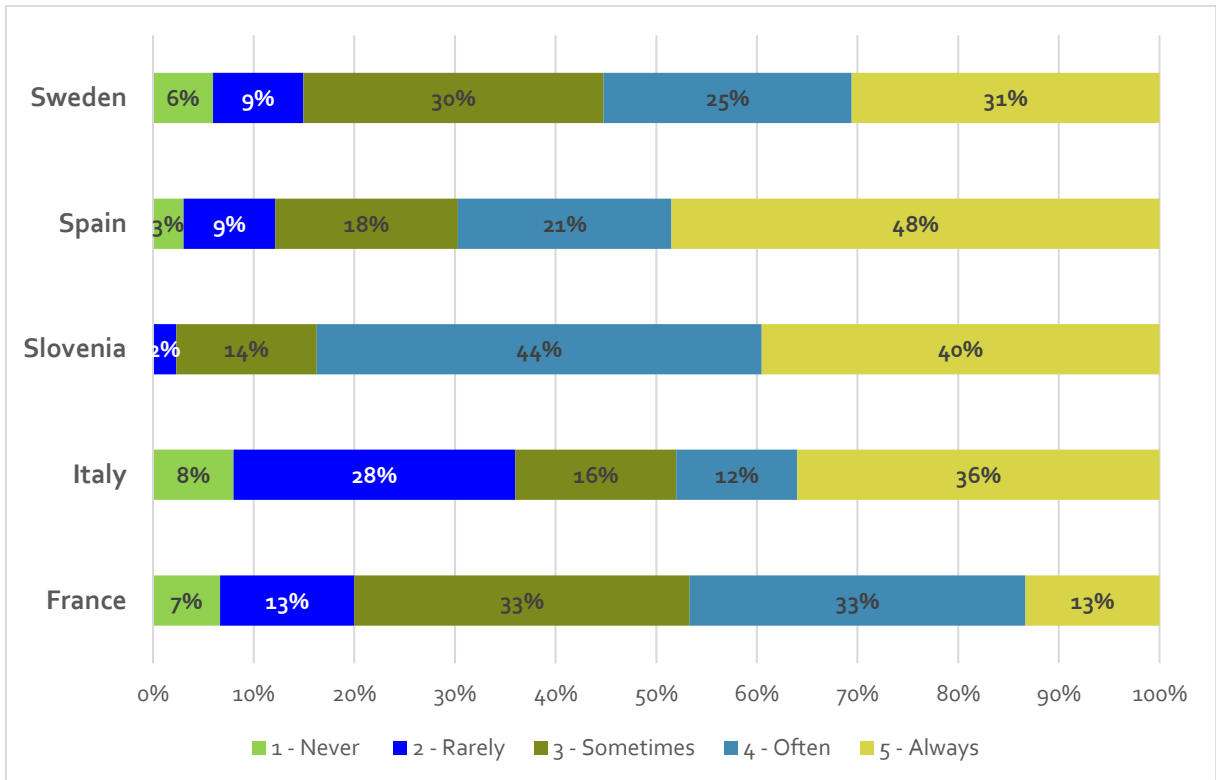
3. I use electric heating or cooling (for example AC or fan).



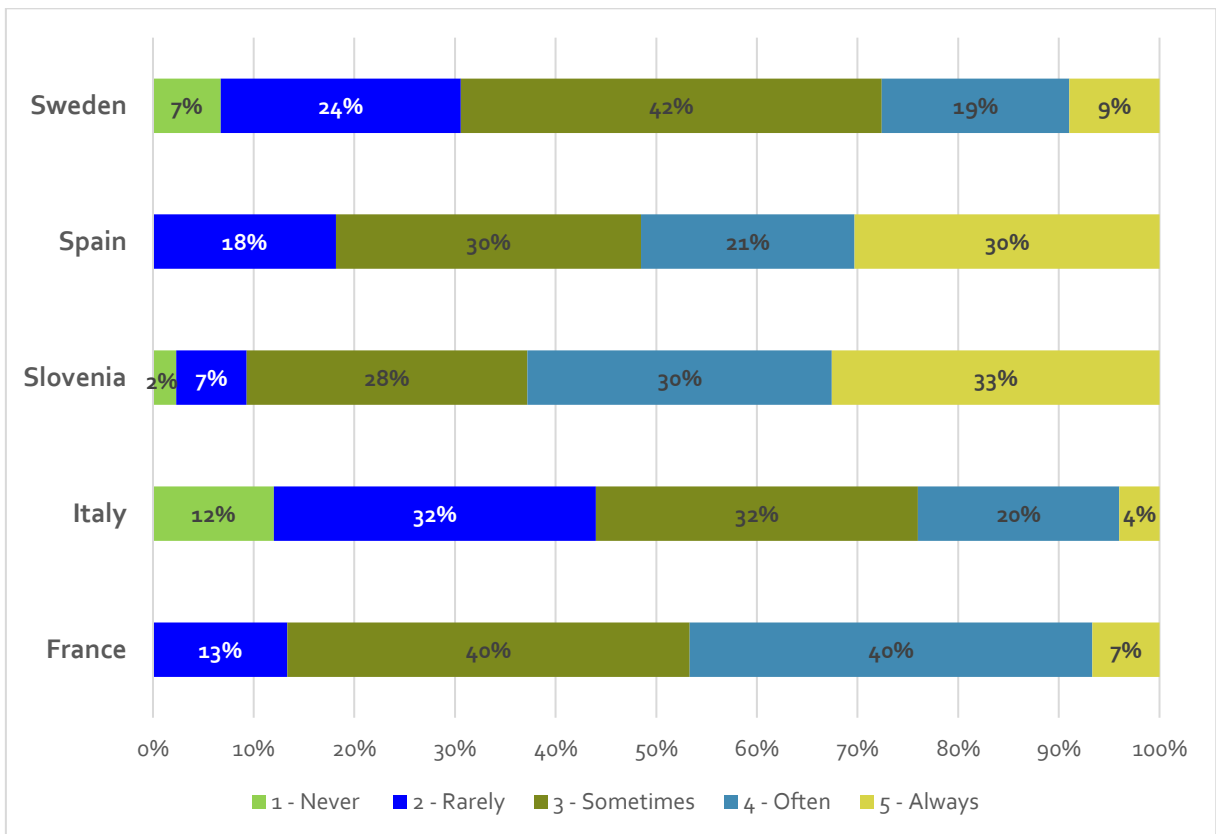
4. I switch off my devices if I am not using them (computer, tablet...).



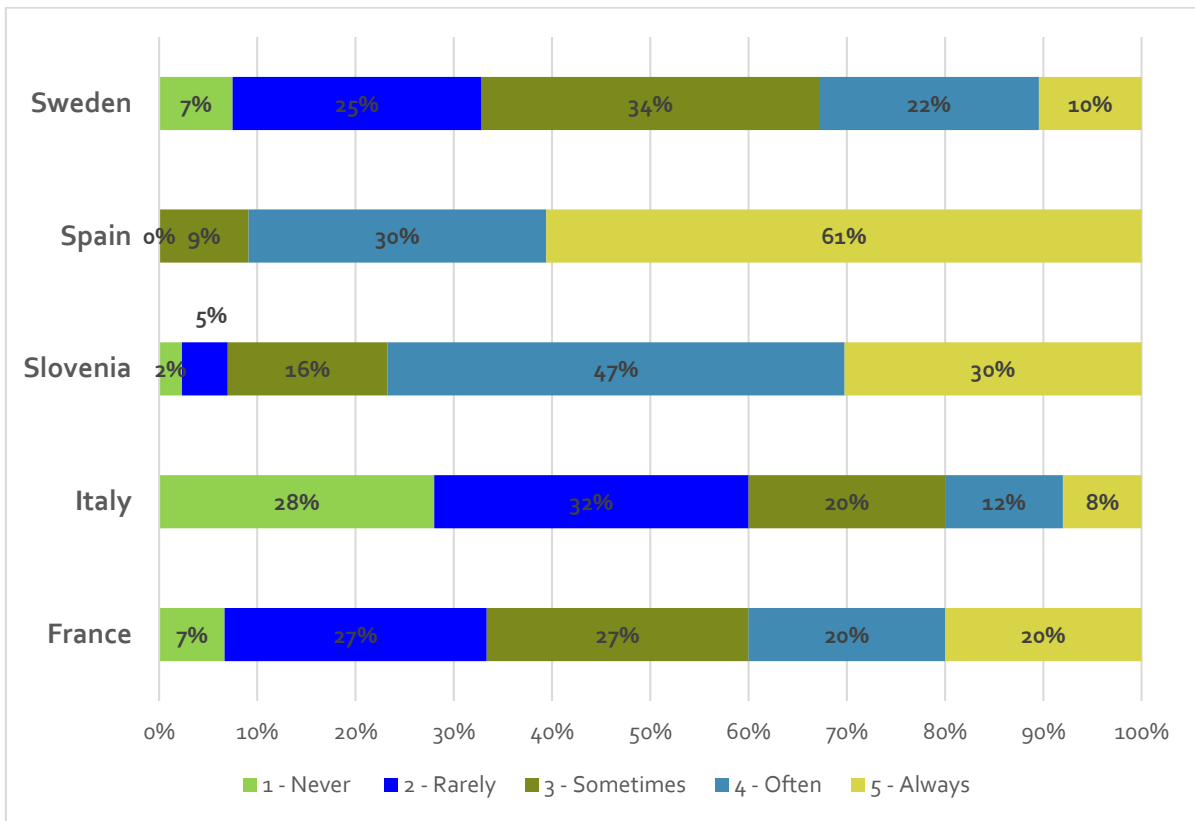
5. I use public transport (bus, tram, metro, train...) over private transport (car, taxi...).



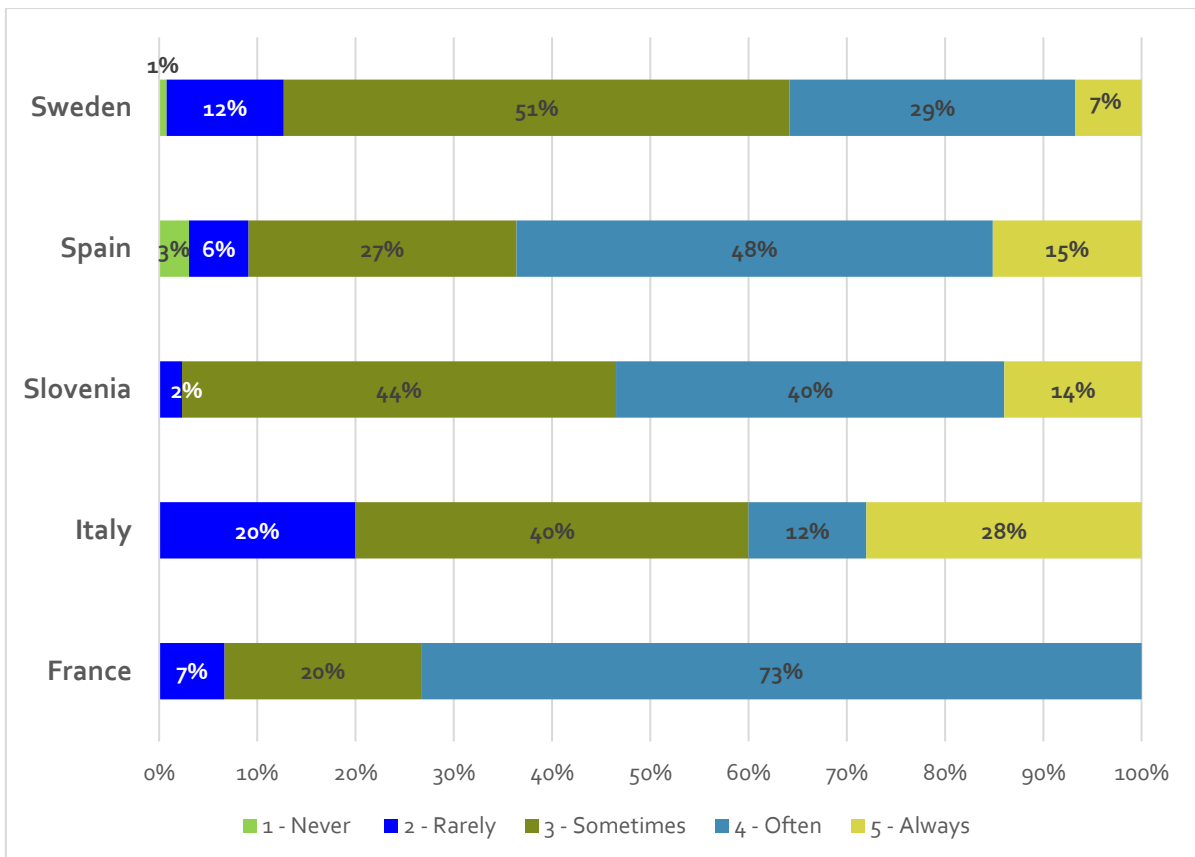
6. I prioritise walking or biking instead of using other means of transport.



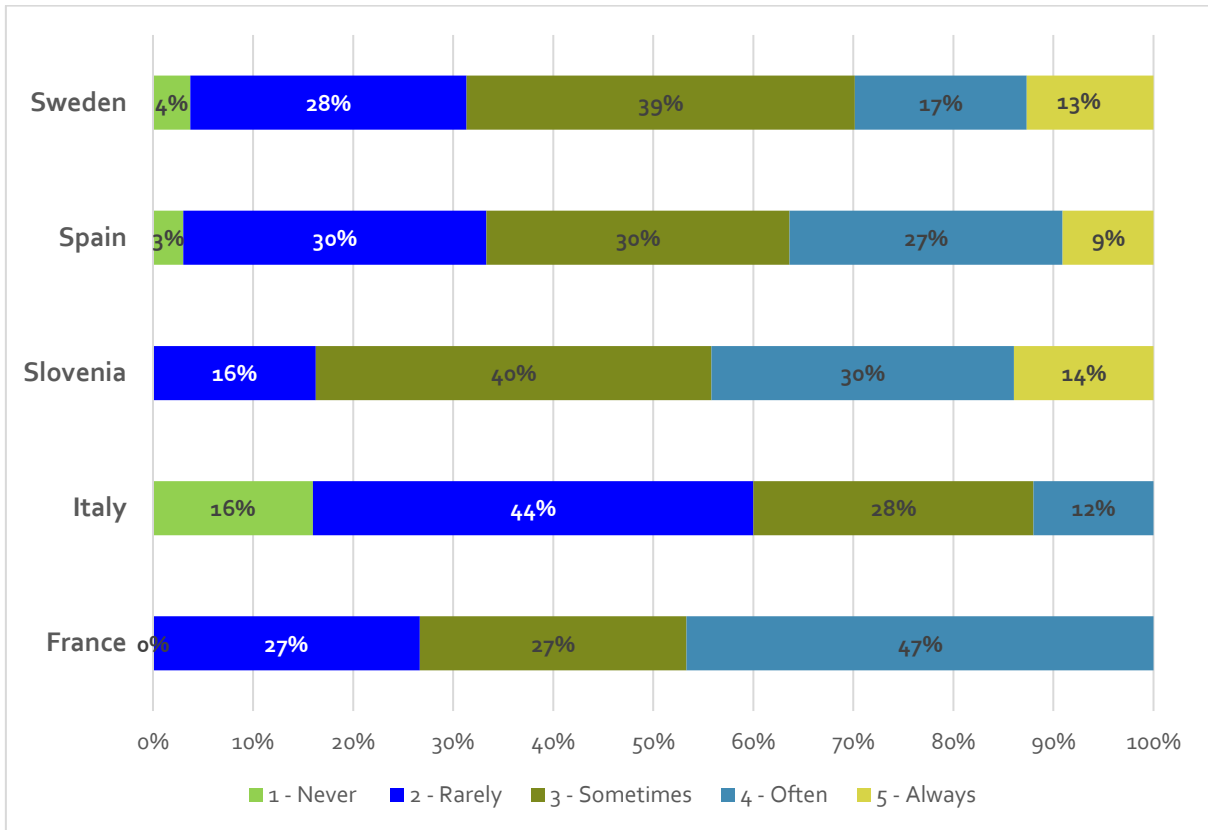
7. I eat meat every day.



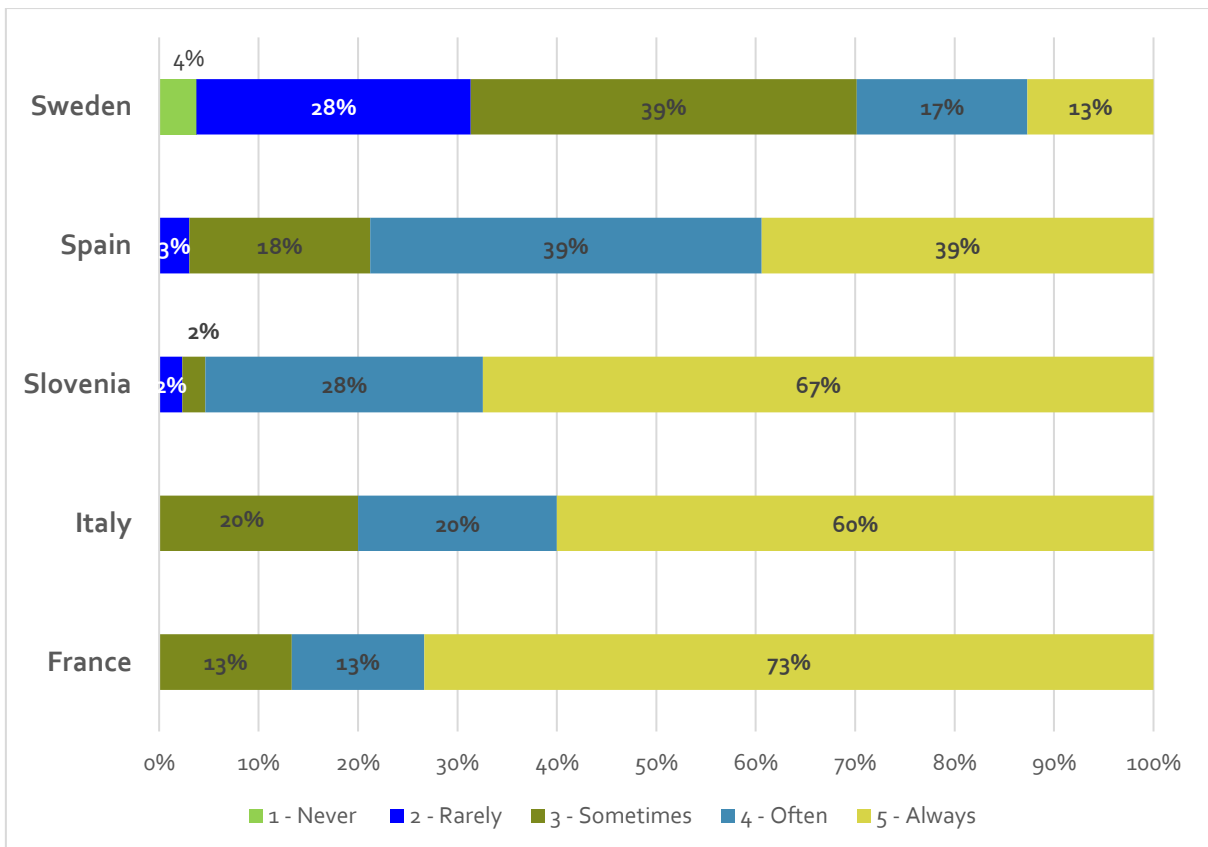
8. My family and I purchase locally produced goods.



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

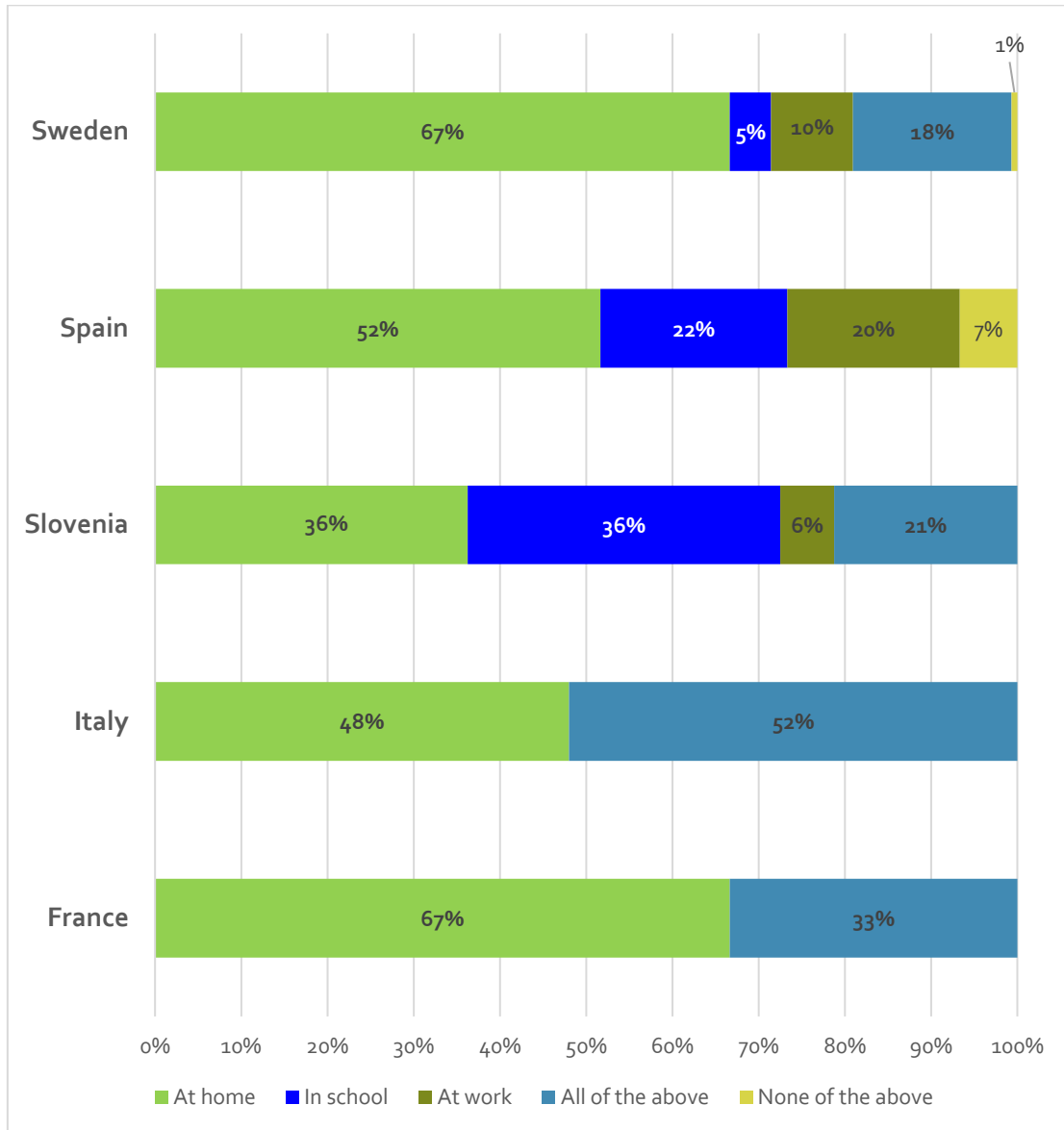


10. I recycle.



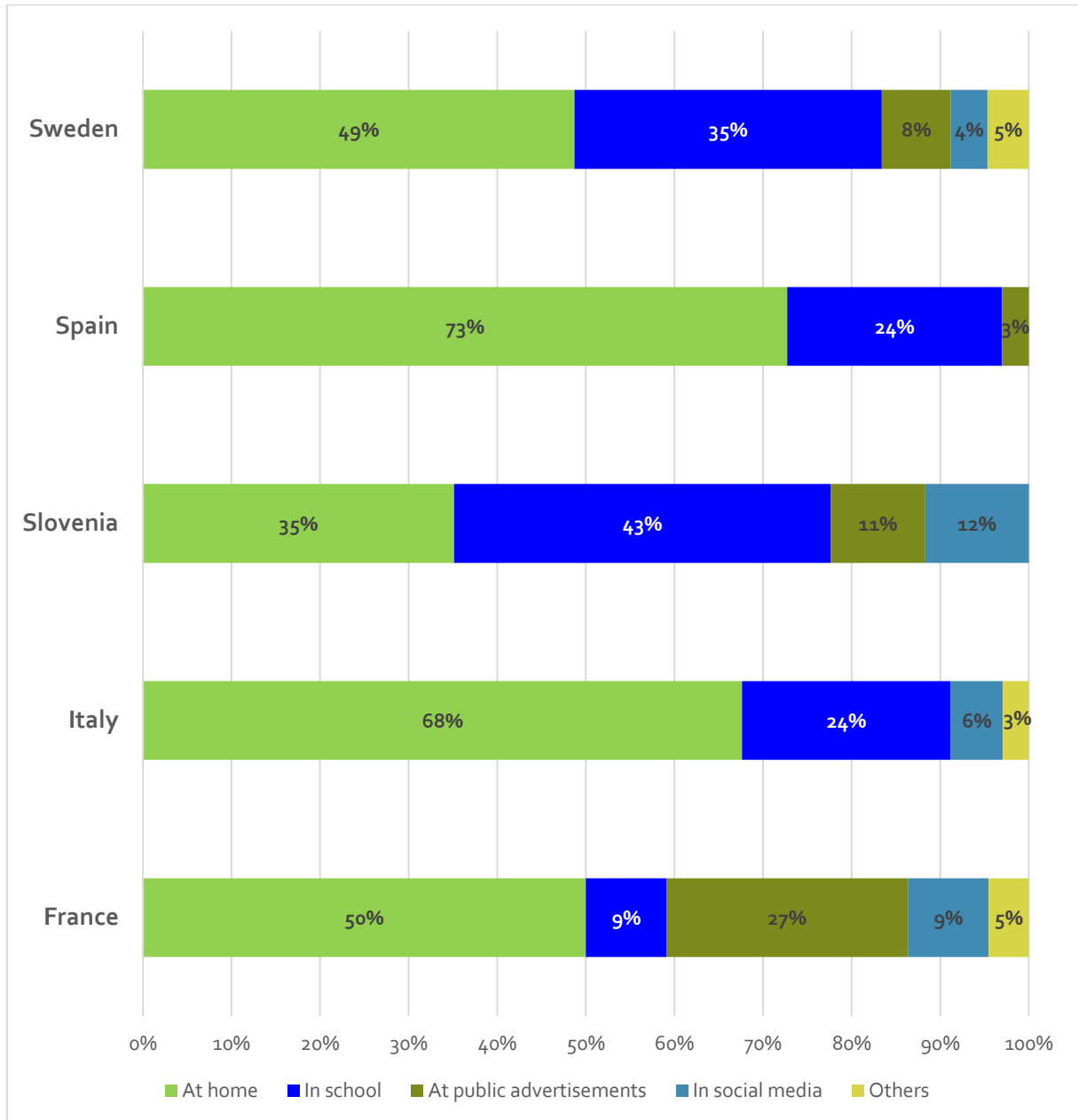
- **Where do you recycle?**

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



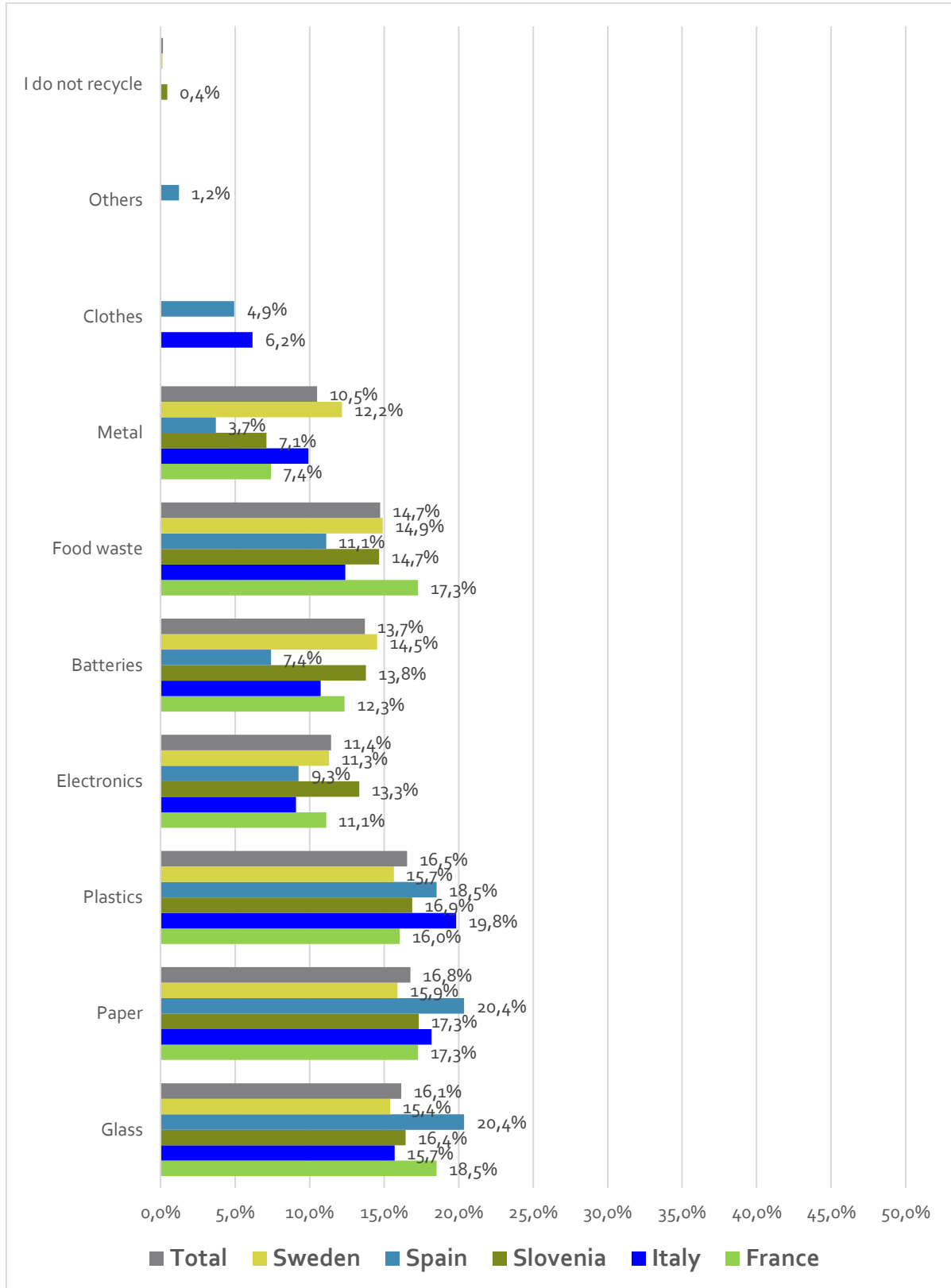
- **How/were did you learn about recycling?**

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

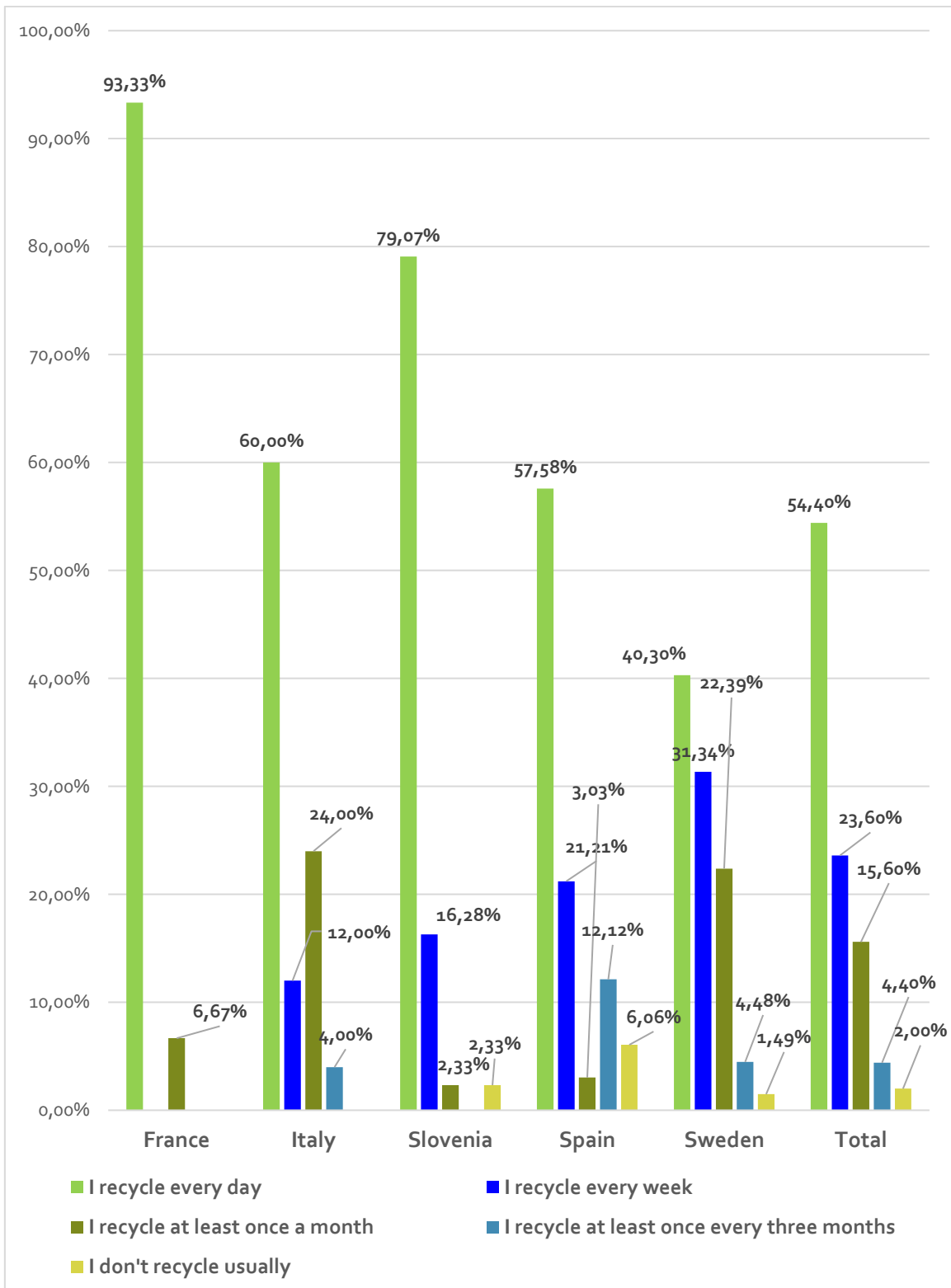


- What do you do recycle?

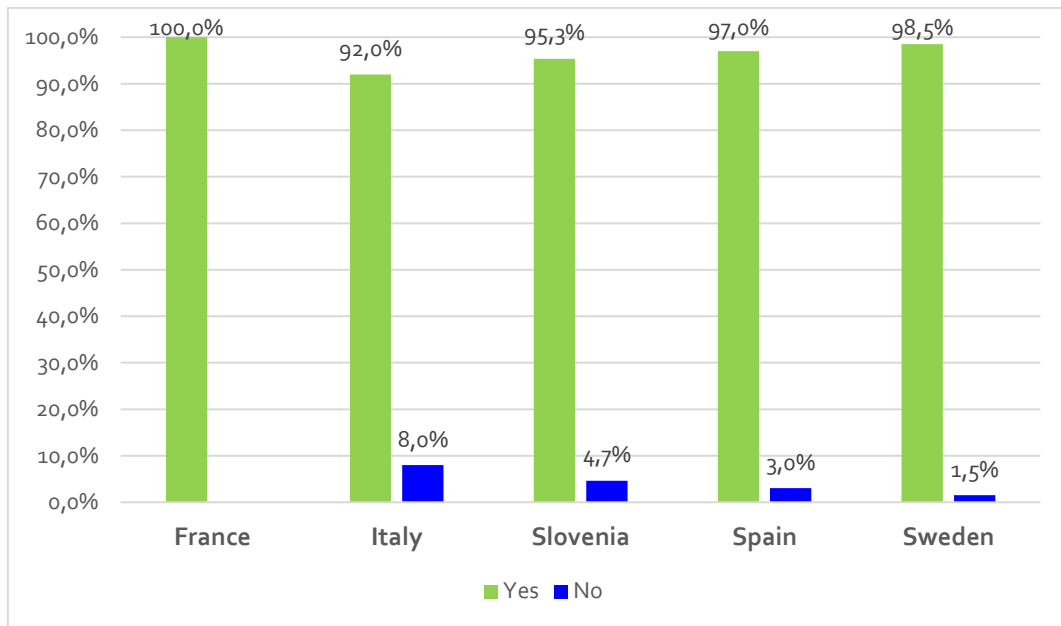
Multiple-choice questions with the possibility of selection of one or more answer options.



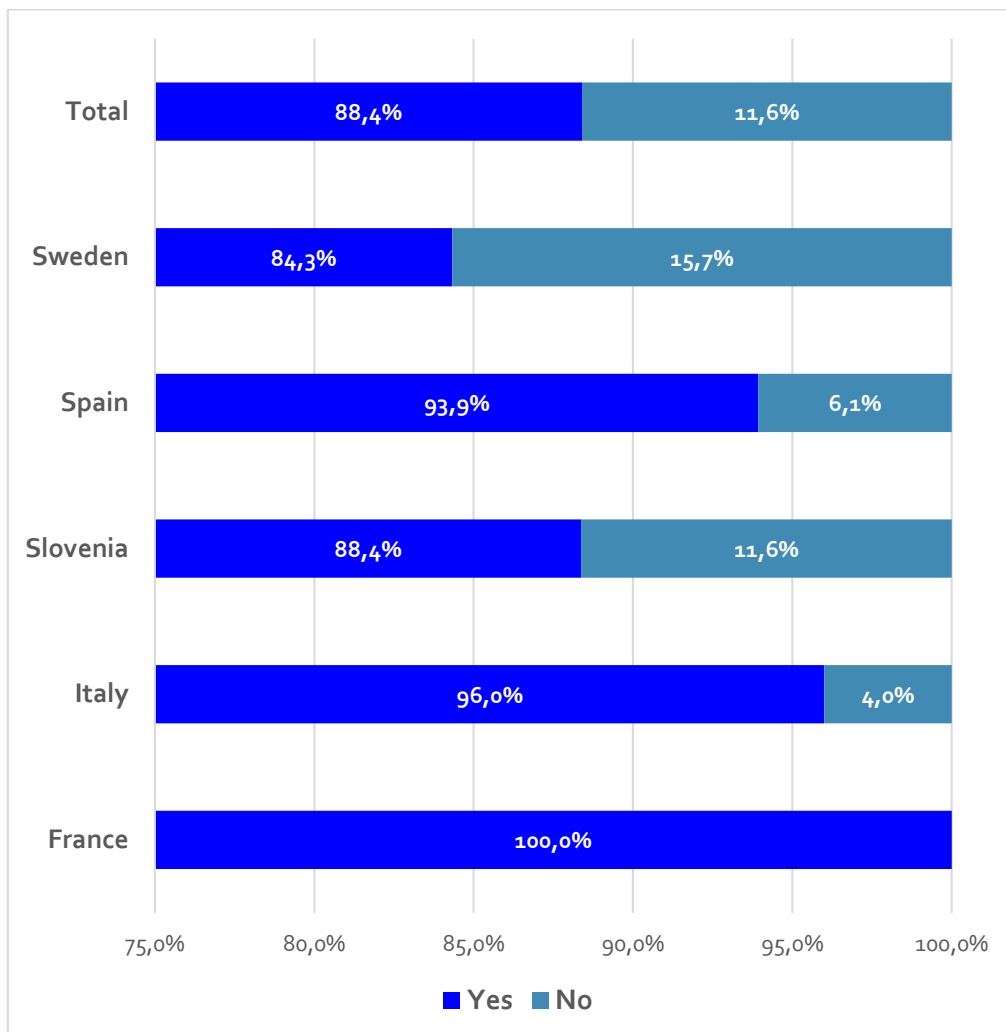
● Is recycling a habit that you do regularly?



● **Do you and/or your family recycle?**

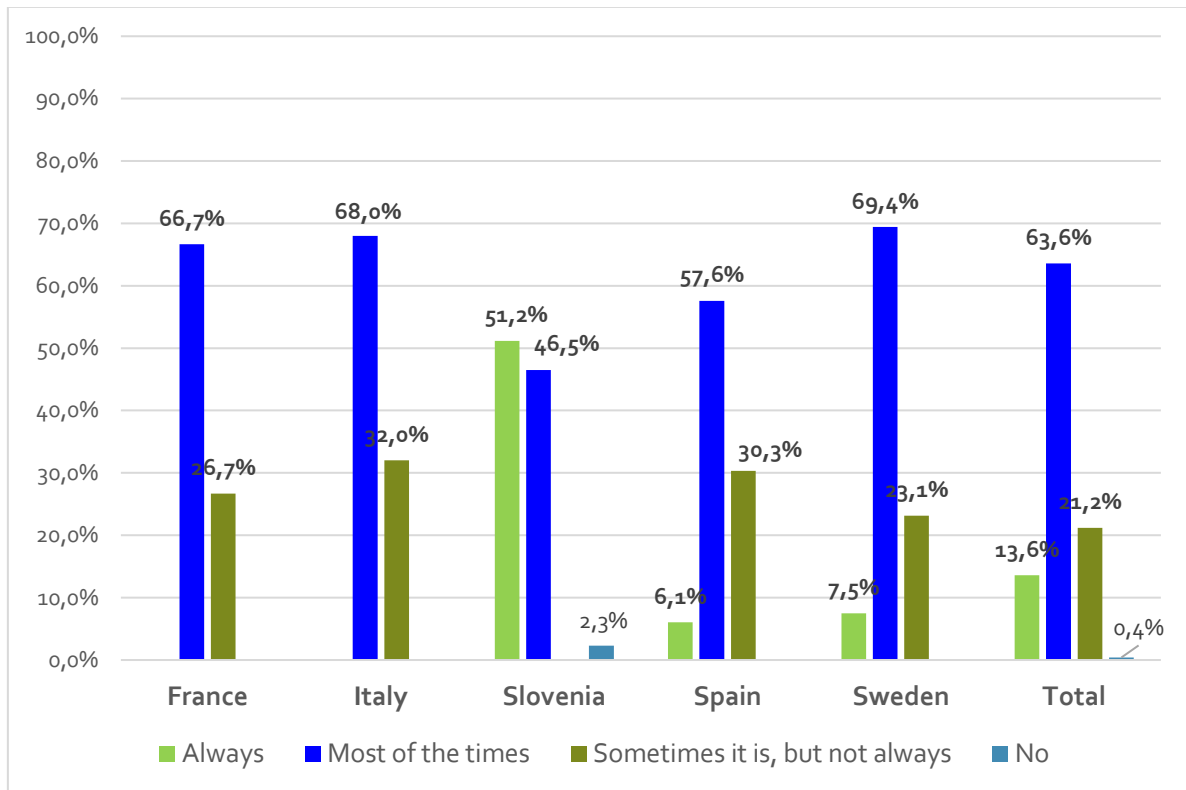


● **Would you like to know how recycling in your host country?**

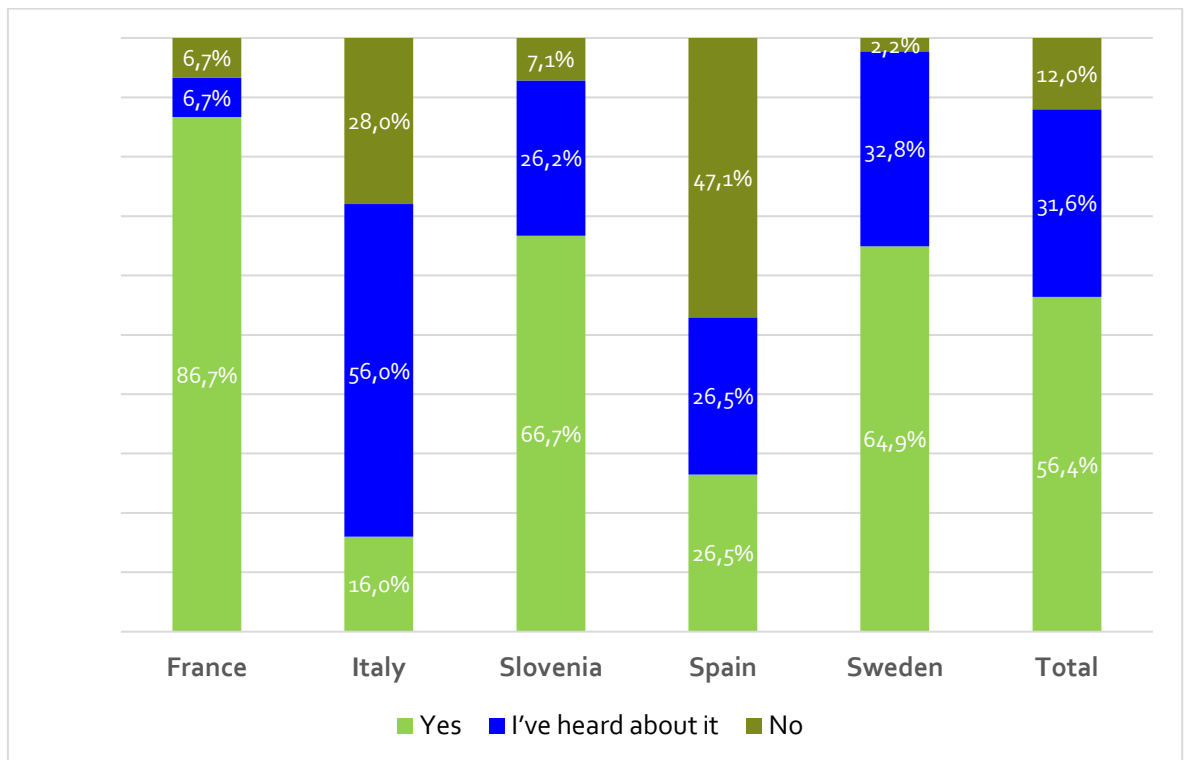


Section 3: sustainability and carbon footprint

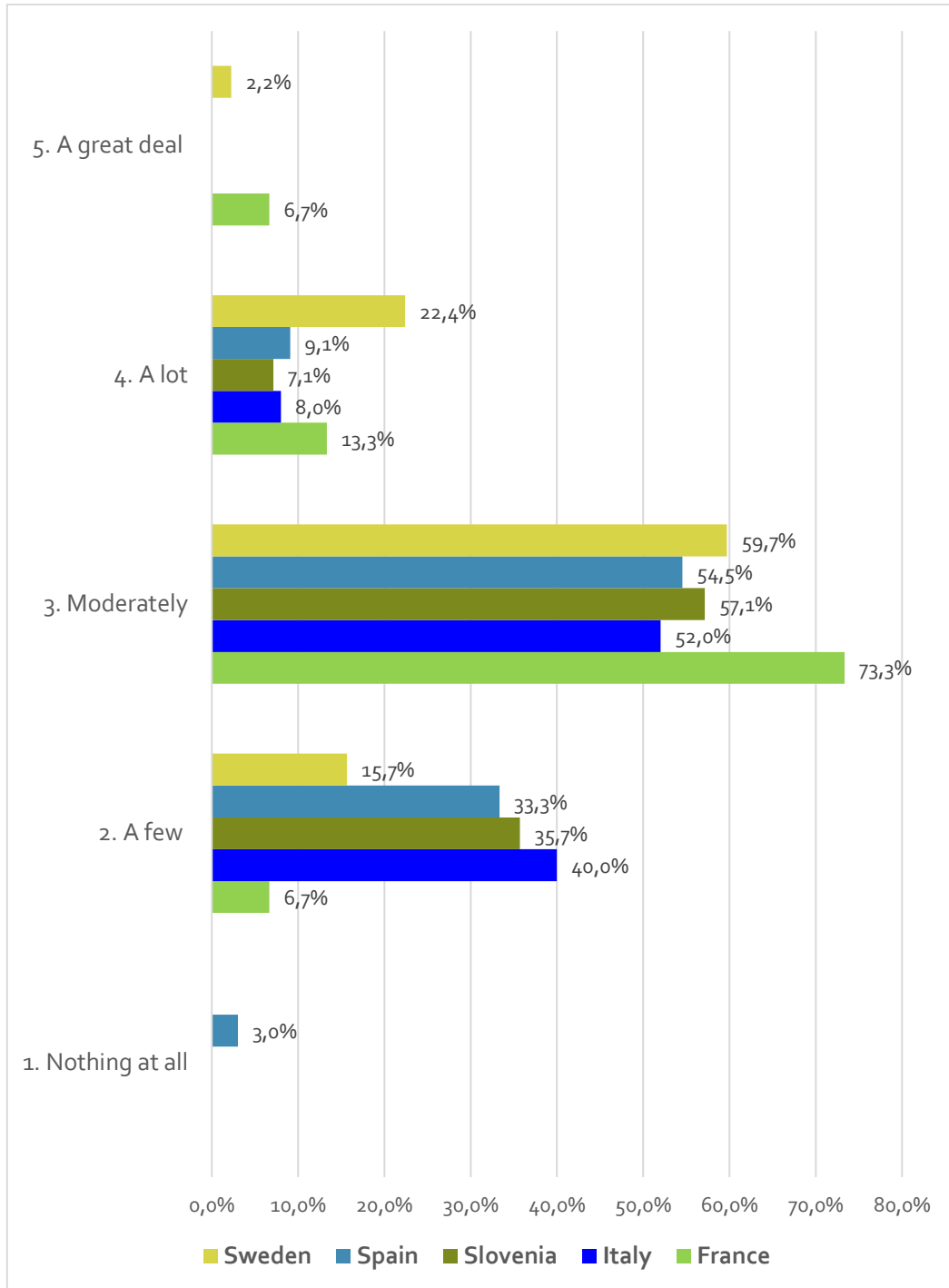
- Do you think your lifestyle is sustainable?



- Do you know what carbon footprint is?



● How much do you think you pollute in your daily activities?

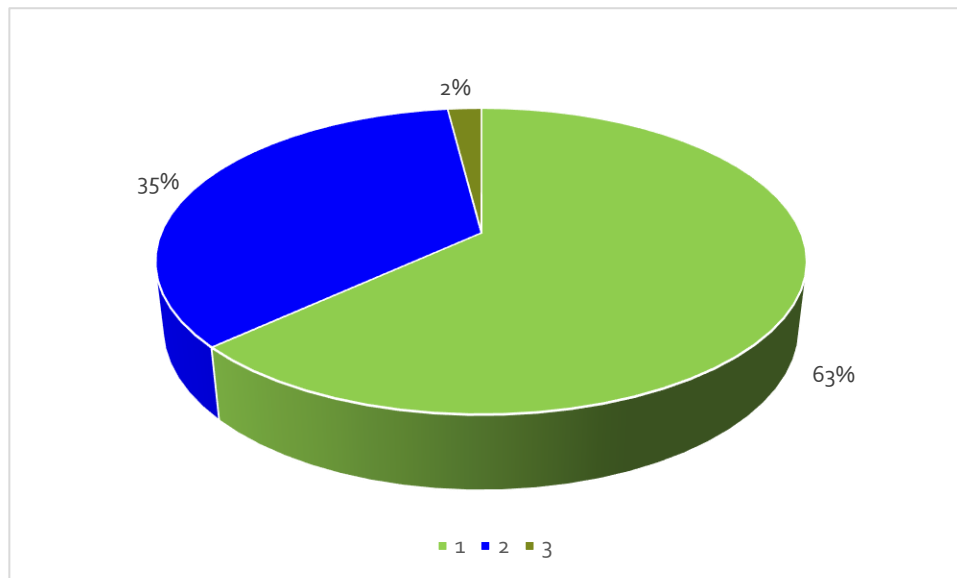


Satisfaction pre-mobility questionnaire

Partnership evaluated the questionnaire from 1 to 3, being 1 the best rating and 3 the worst rating.

It has been evaluated positively in terms of its structure and comprehensibility by the students.

We found 63% of responses indicating absolute satisfaction with the questionnaire (1); while only 5 people, 2%, responded that they were not satisfied. 35% of respondents gave the questionnaire a score of 2.



Average rating: 1.39 points.

Post-mobility questionnaire

The questionnaire is structured, with end questions and multiple rating systems, in the following 3 sections:

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SECTION 2: **DAILY ROUTINE**

SECTION 3: **SUSTAINABILITY AND CARBON FOOTPRINT**

Firstly, the questionnaires were created in English in a digital version on Google Forms. Based on this version, each partner translated the questionnaire into their respective languages to distribute it to the students. Additionally, each partner chose the platform on which to administer the questionnaires, depending on their preferences and methods of working with the students.

Responses to the questionnaires were collected during the last round, starting in January 2024 and concluding in July 2024. All participants shared the common factor that their origin or destination was one of the member countries of this consortium: France, Italy, Slovenia, Spain and Sweden.

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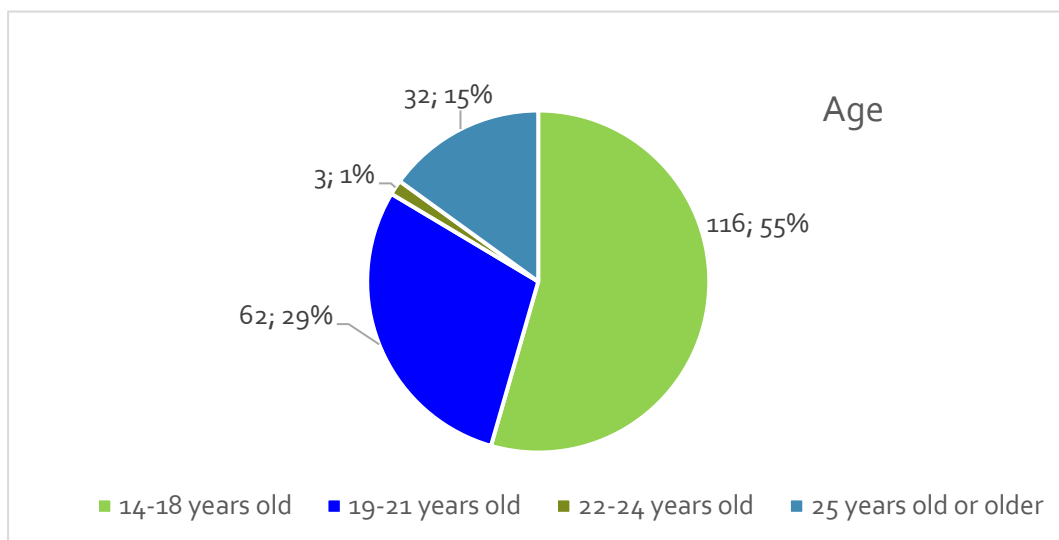
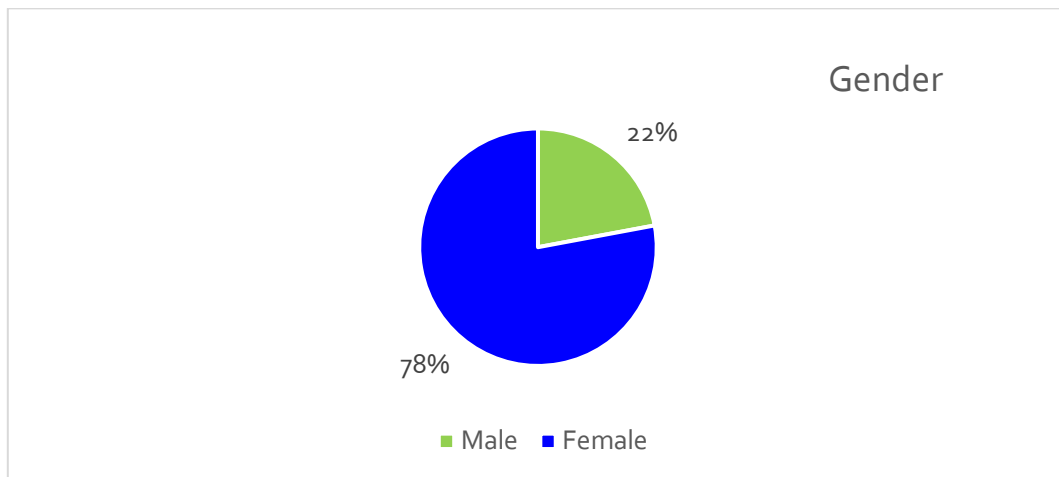


6 organizations from 5 countries

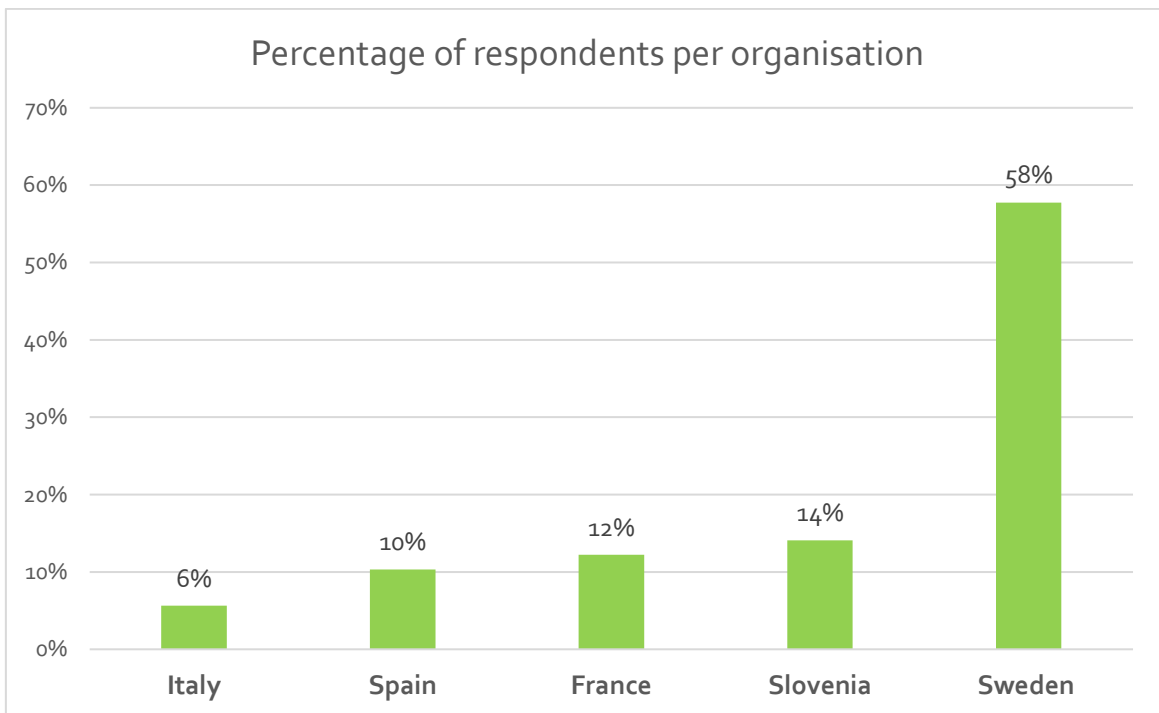
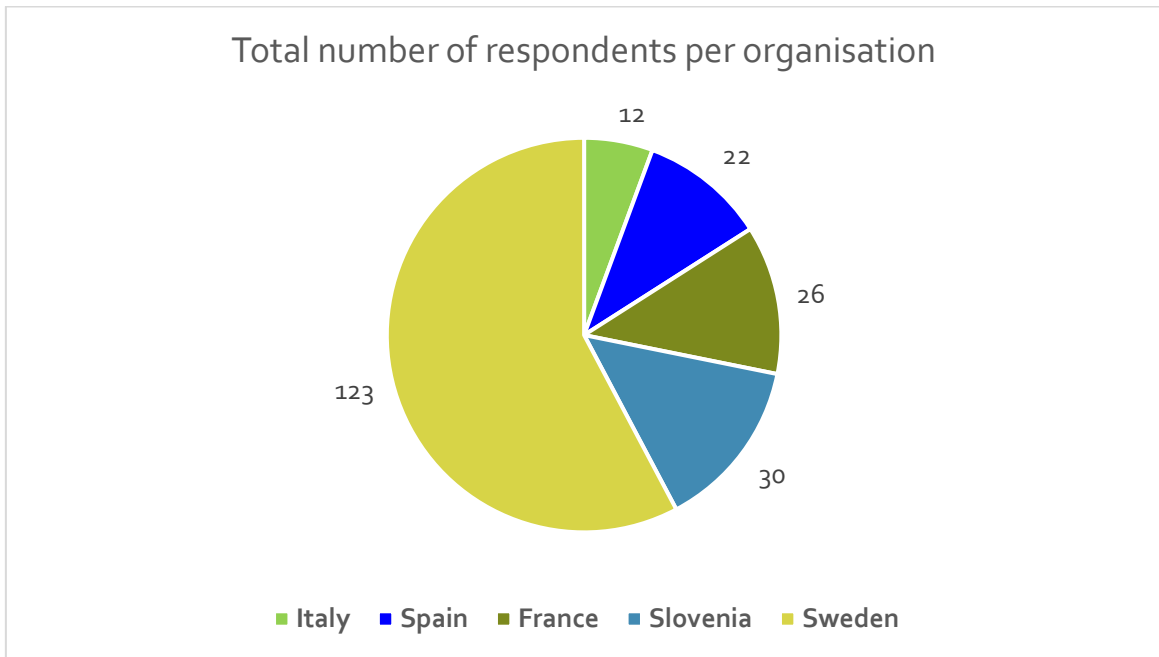


213 respondents

Profile and age of the respondents



Respondents per organisation

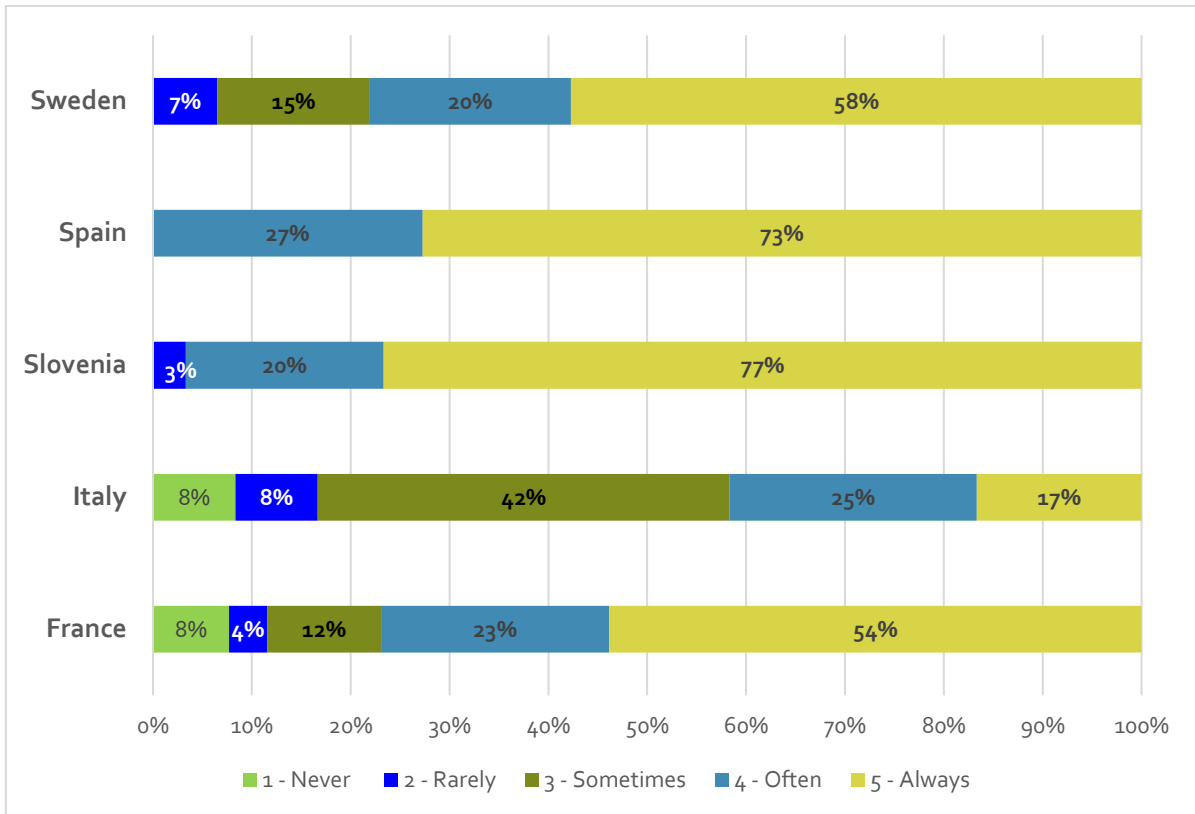


Section 2: daily routine

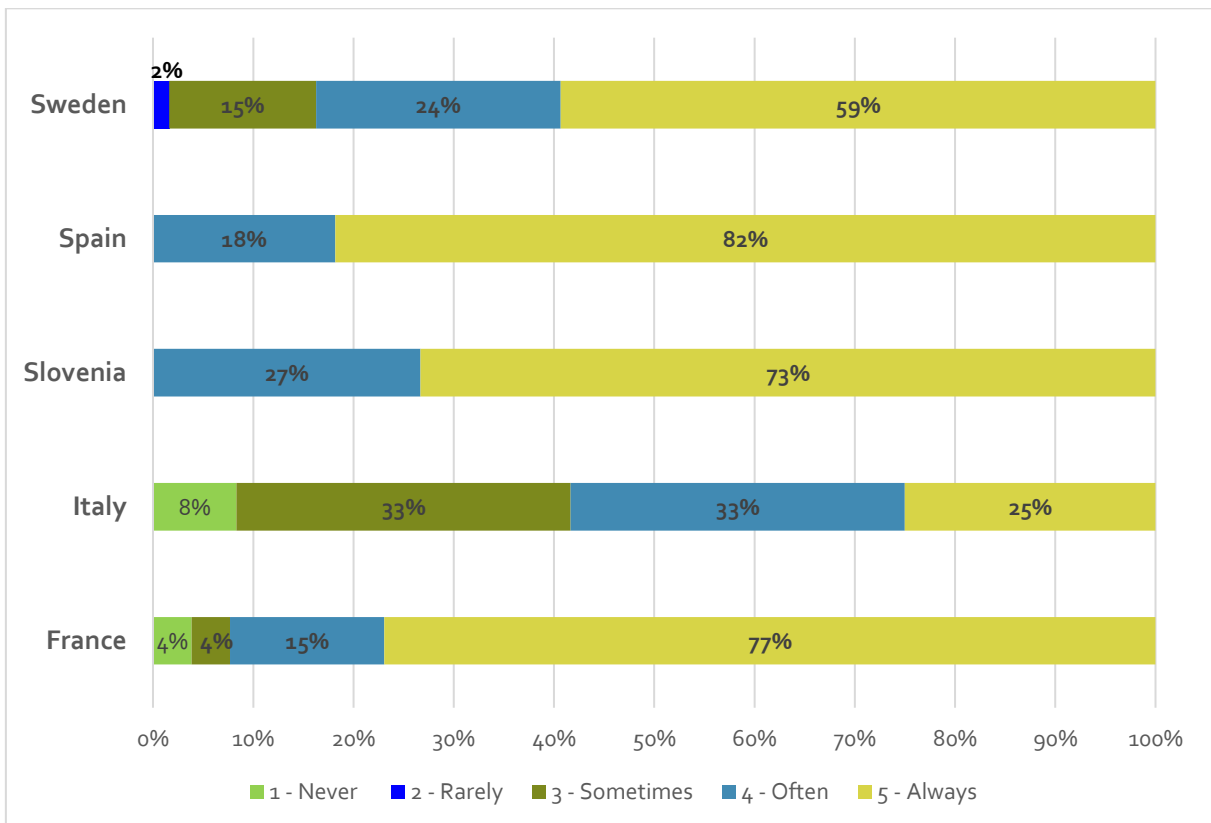
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2. I turned the light off when I was not in a room
3. I used heating or air conditioning (AC)
4. I switched off my devices if I was not using them (computer, tablet...).
5. I used public transport (bus, tram, metro, train...) over private transport (car, taxi...)
6. I prioritised walking or biking instead of using other means of transport
7. I ate meat
8. I purchased locally produced goods
9. I purchased organic goods rather than non-organic goods
10. I recycled

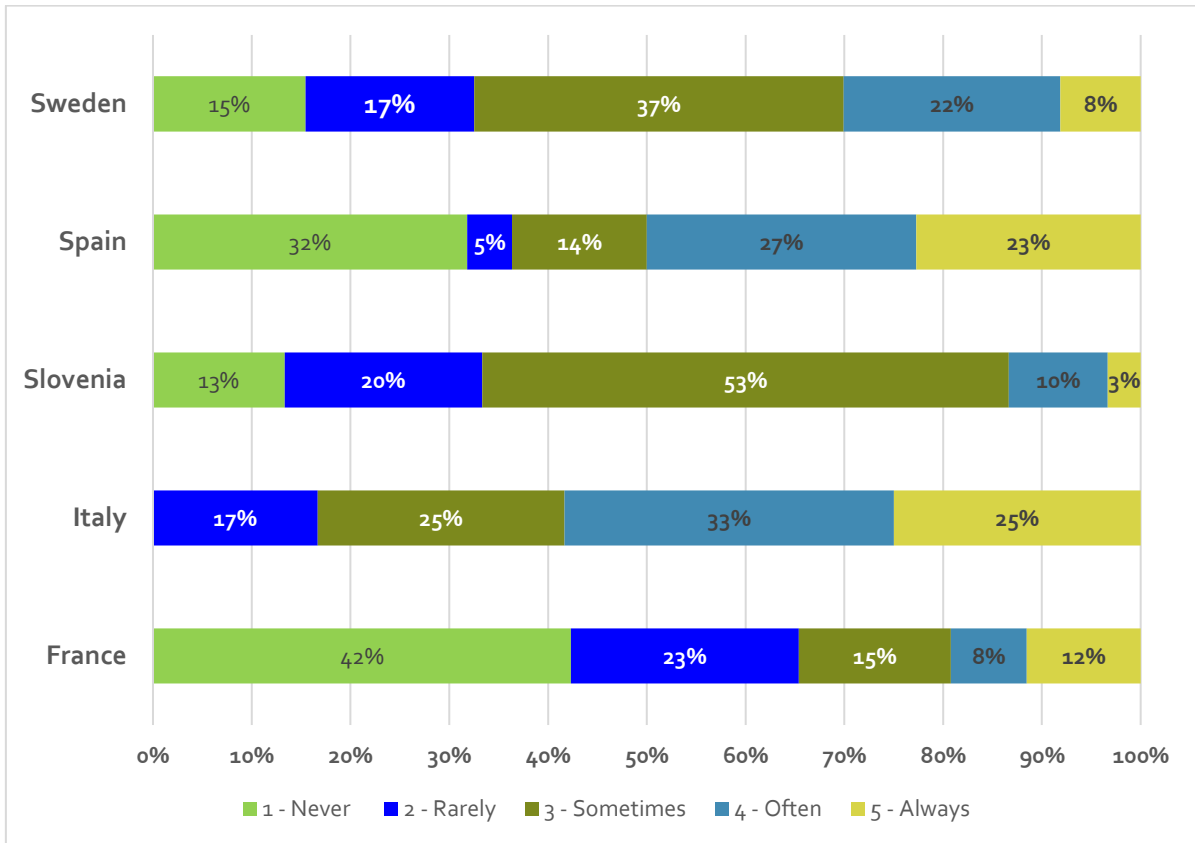
1. When I took the shower, brushed my teeth, or washed the dishes, I turned the tap off if I didn't need/was not using water.



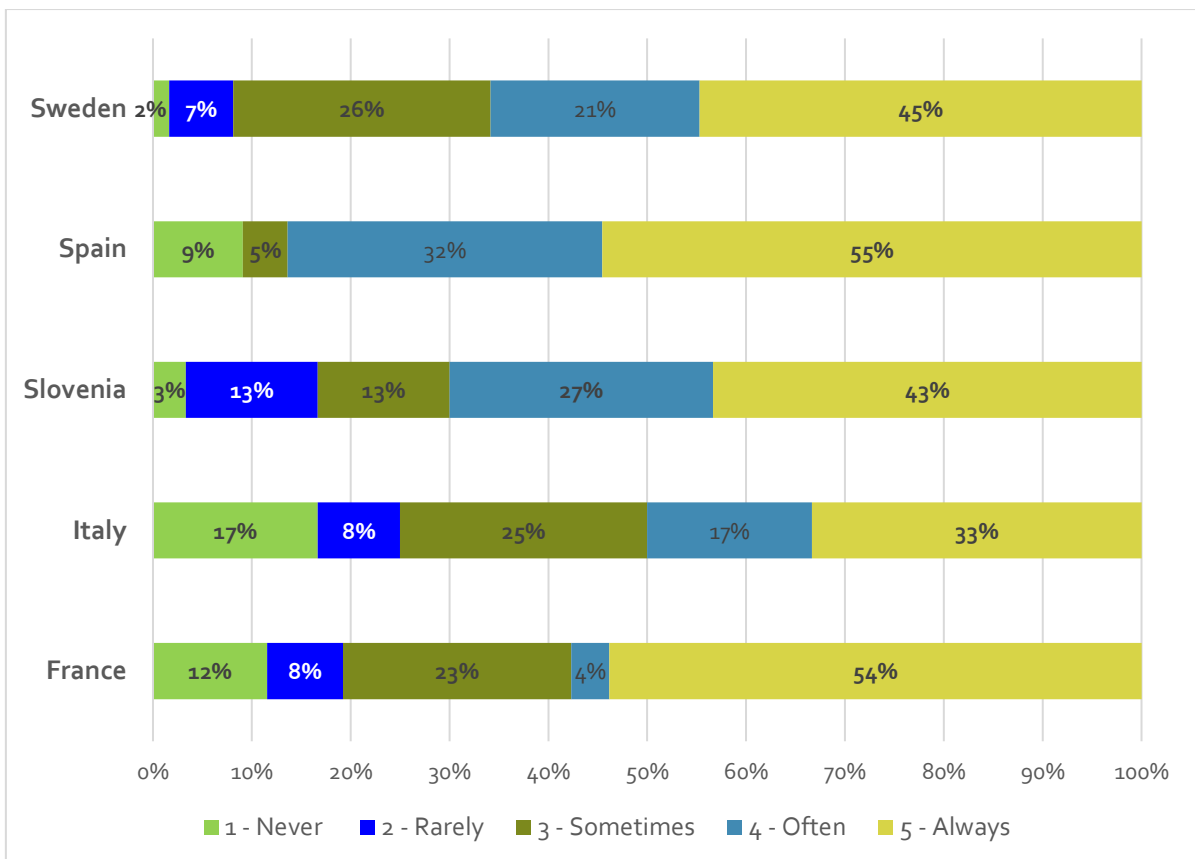
2. I turned the light off when I was not in a room



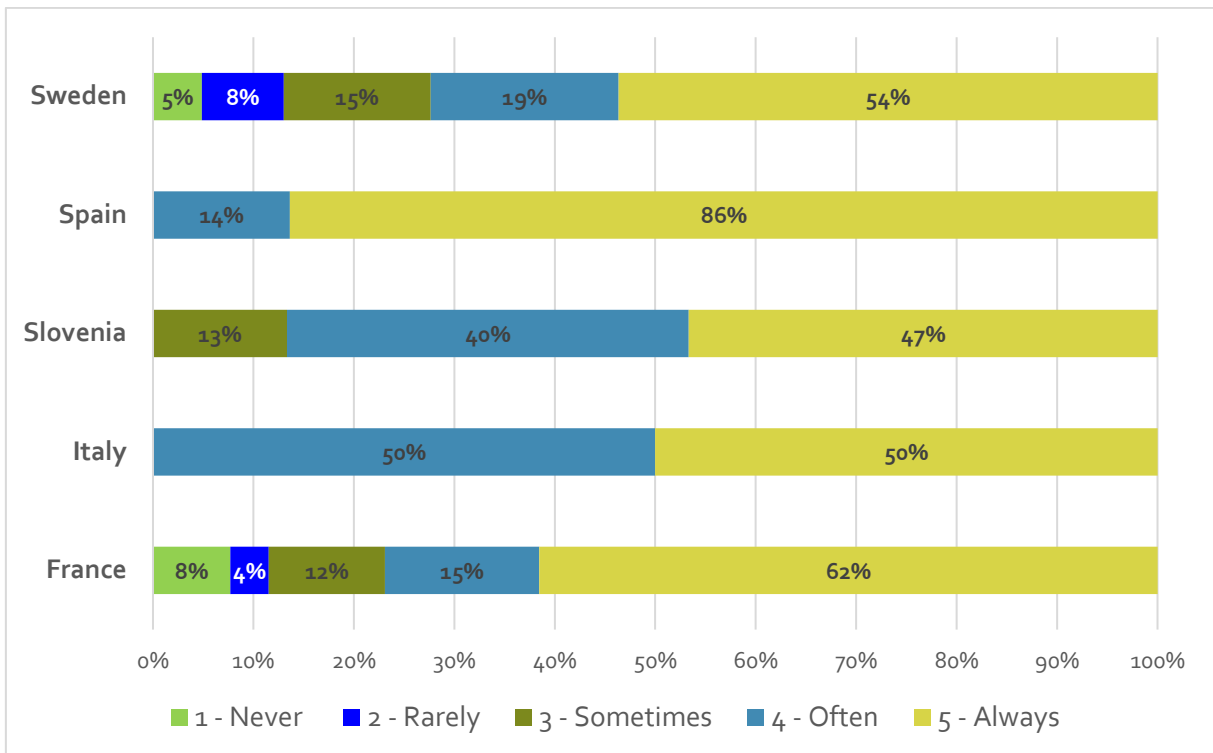
3. I used heating or air conditioning (AC)



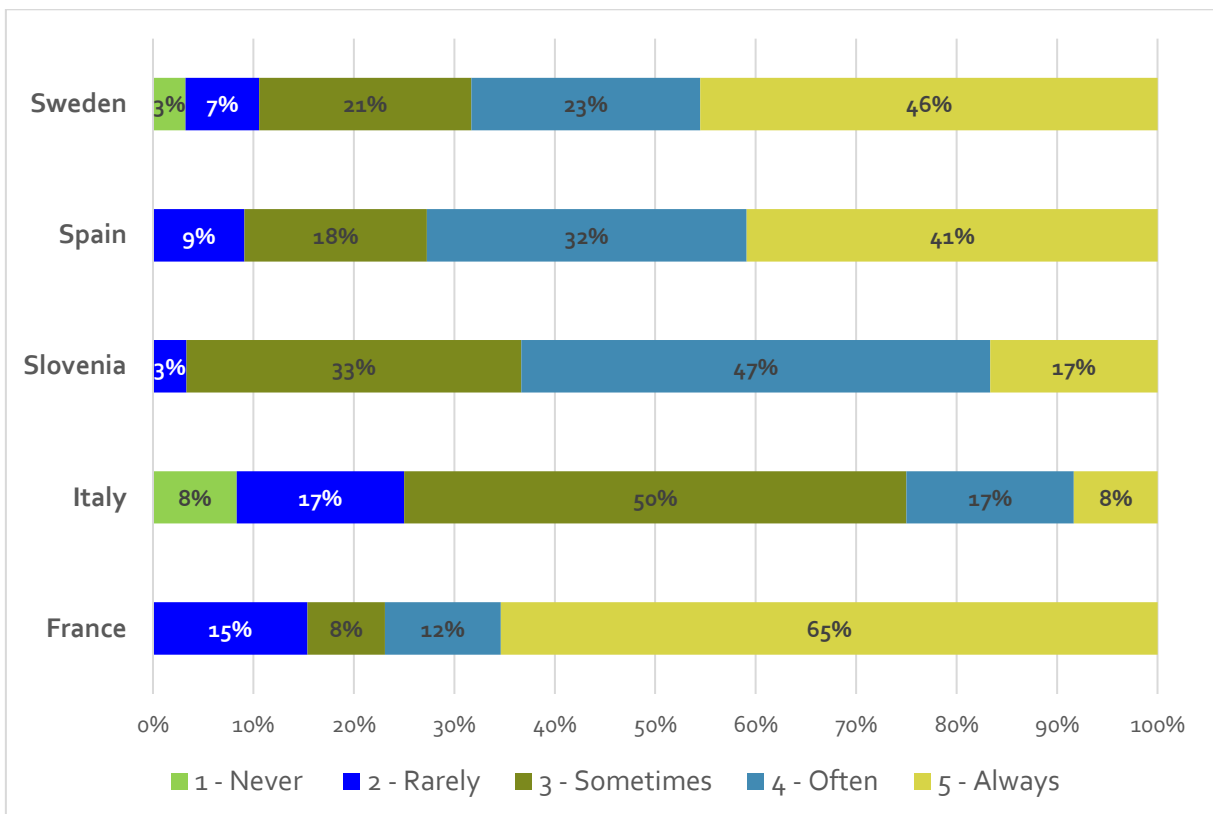
4. I switched off my devices if I was not using them (computer, tablet...).



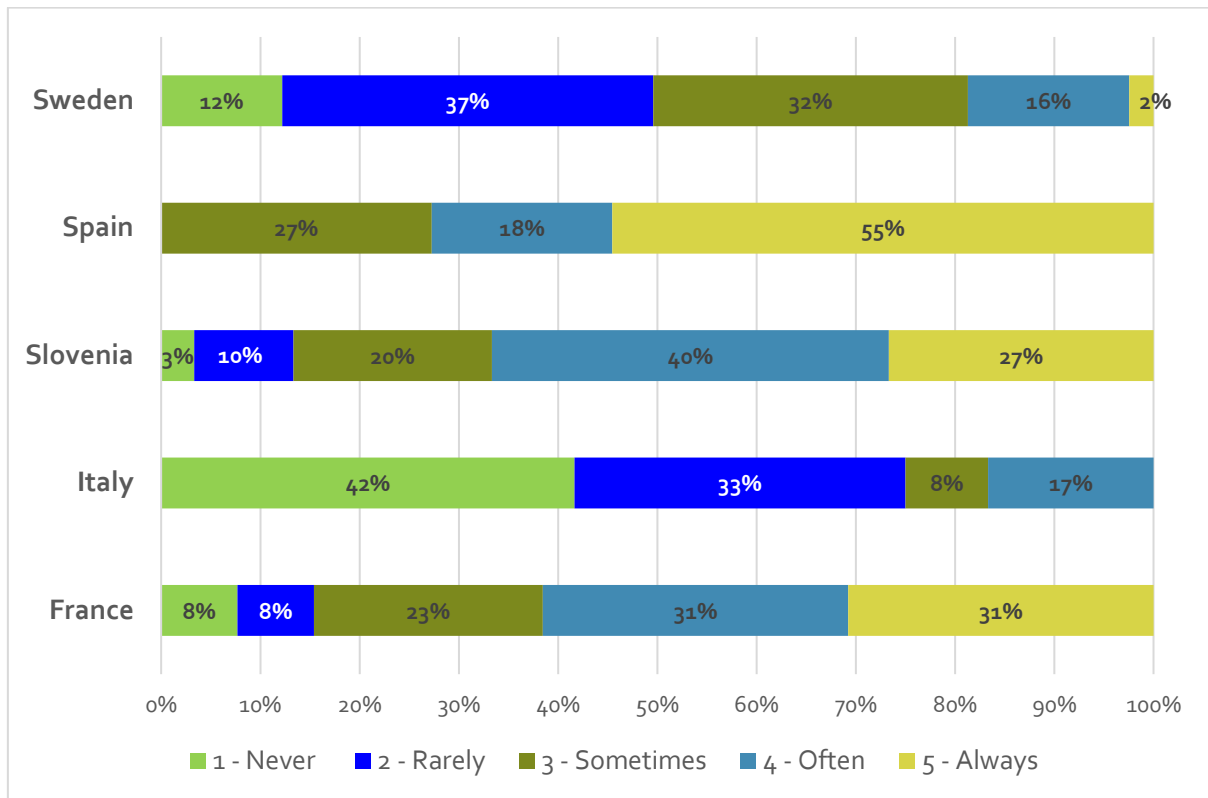
5. I used public transport (bus, tram, metro, train...) over private transport (car, taxi...)



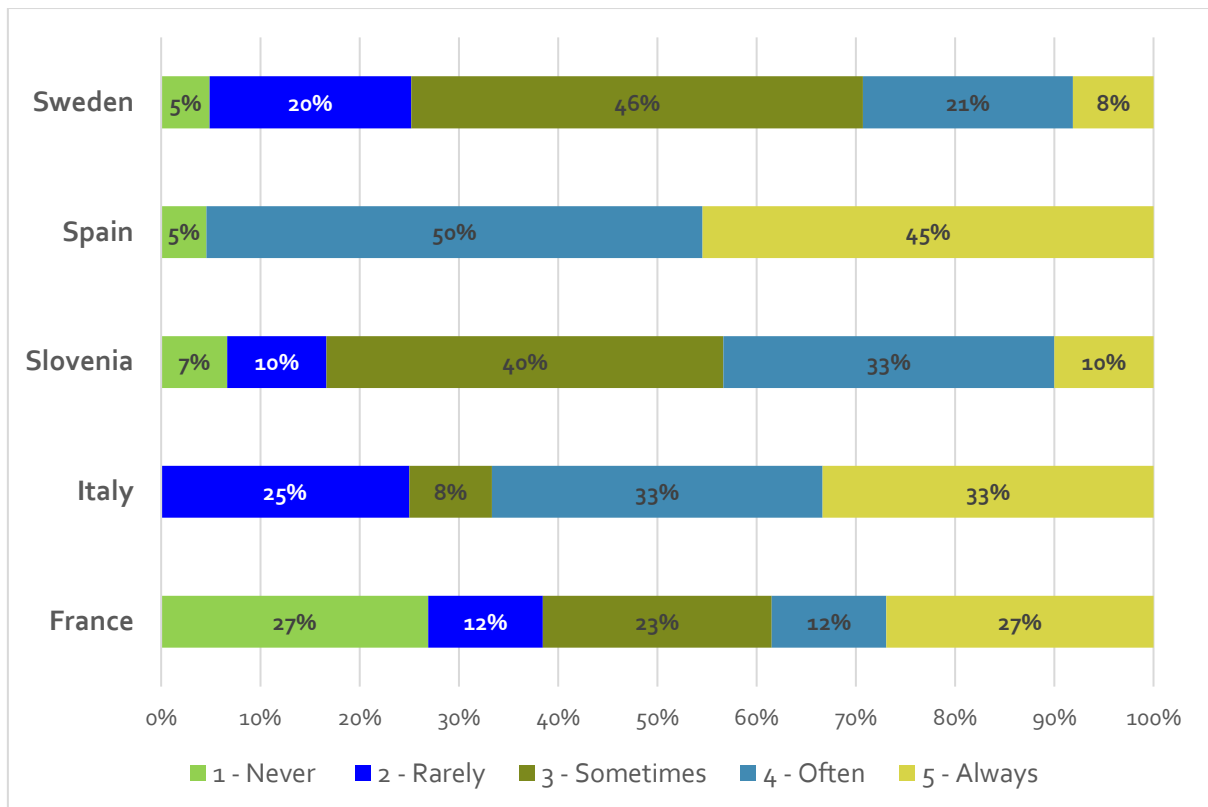
6. I prioritised walking or biking instead of using other means of transport



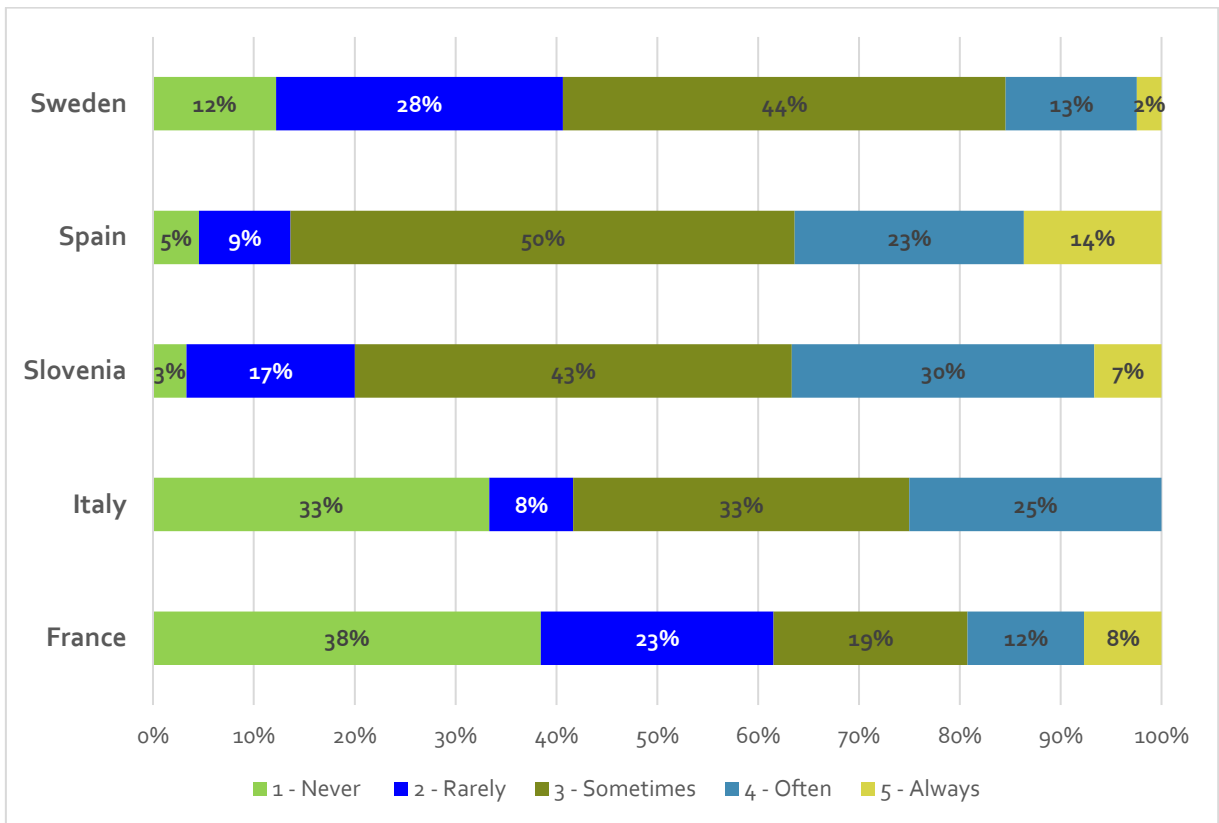
7. I ate meat



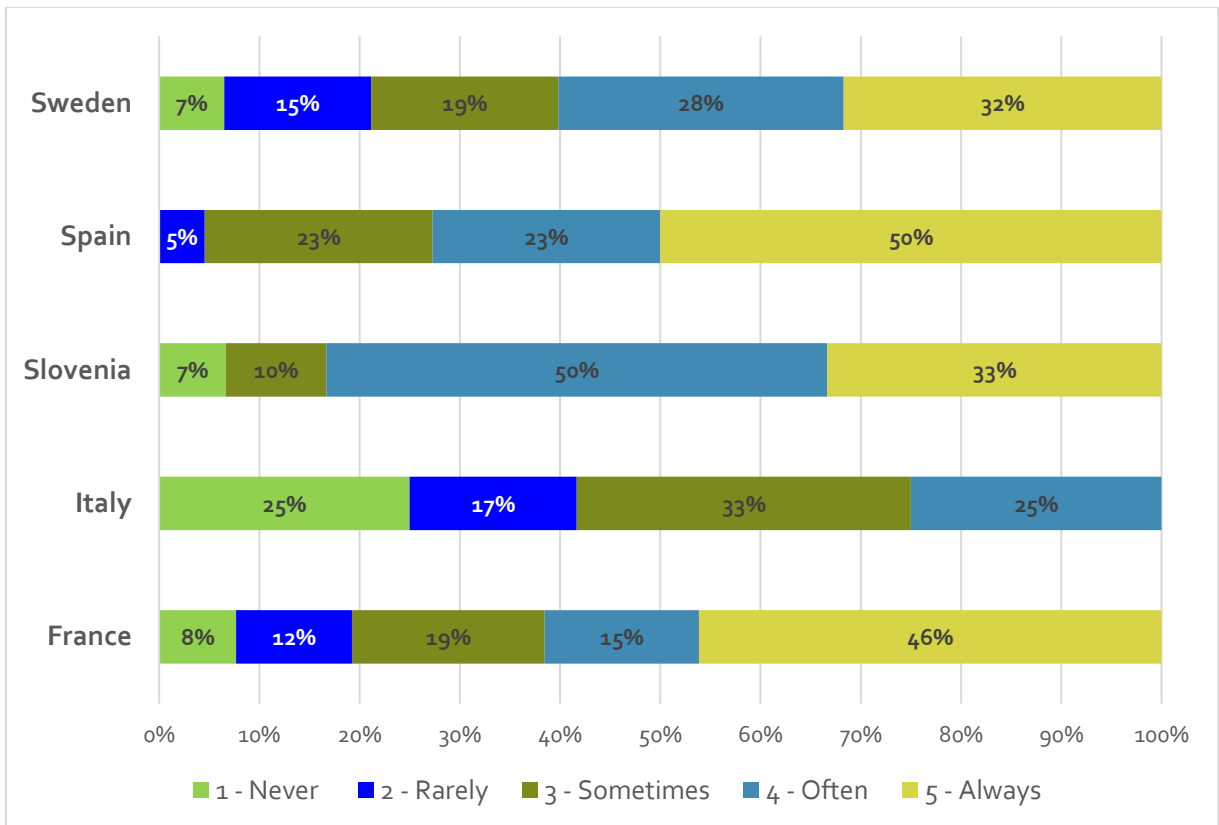
8. I purchased locally produced goods



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

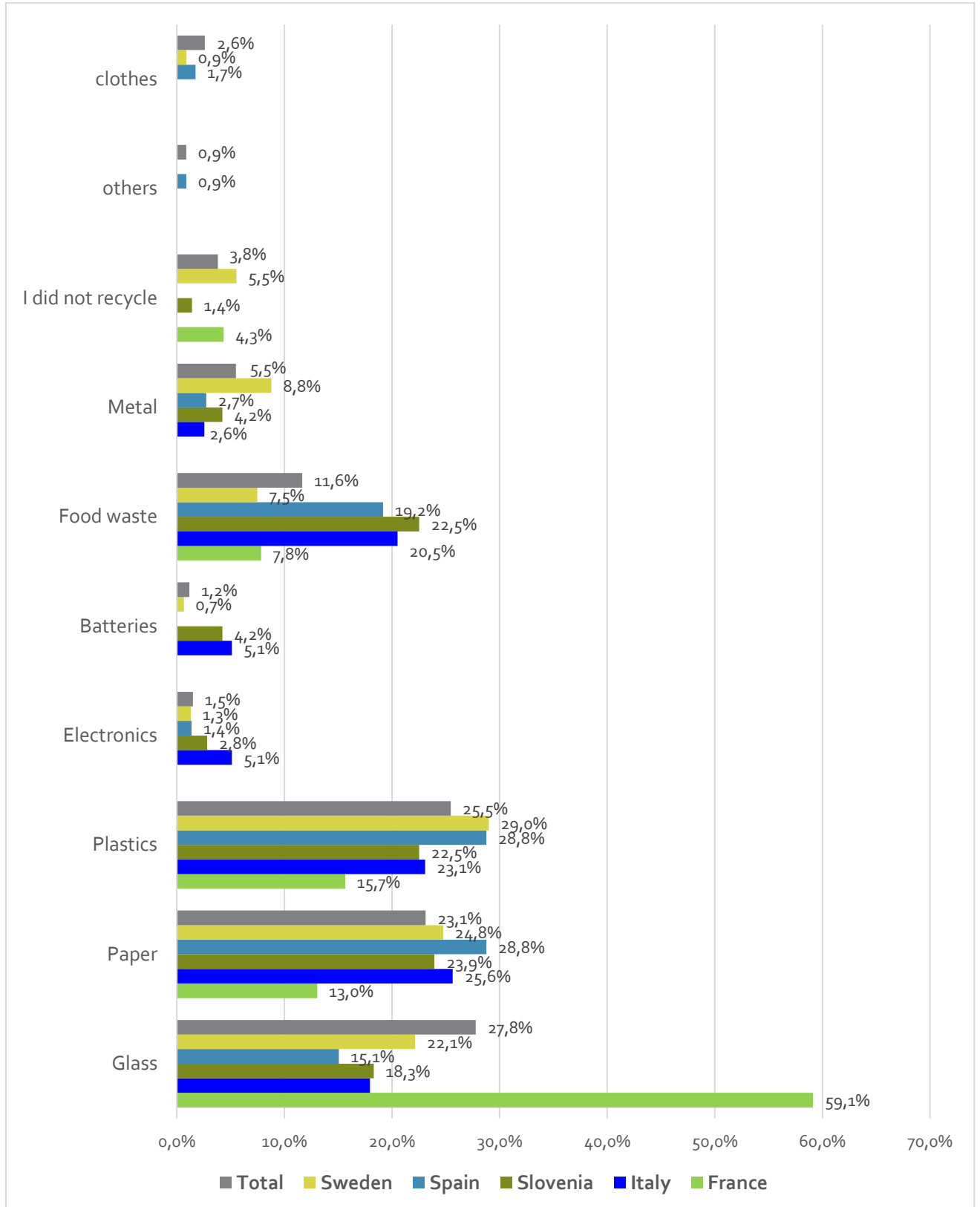


10. I recycled



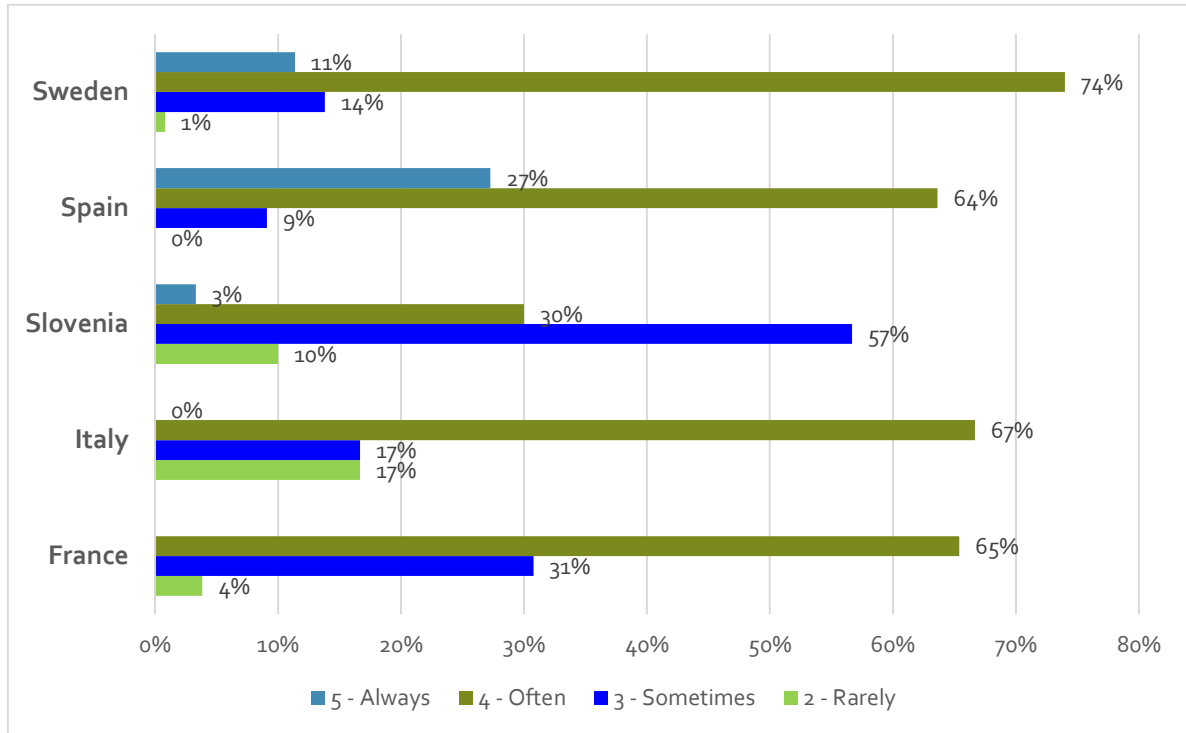
- **What did you recycle during your mobility?**

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

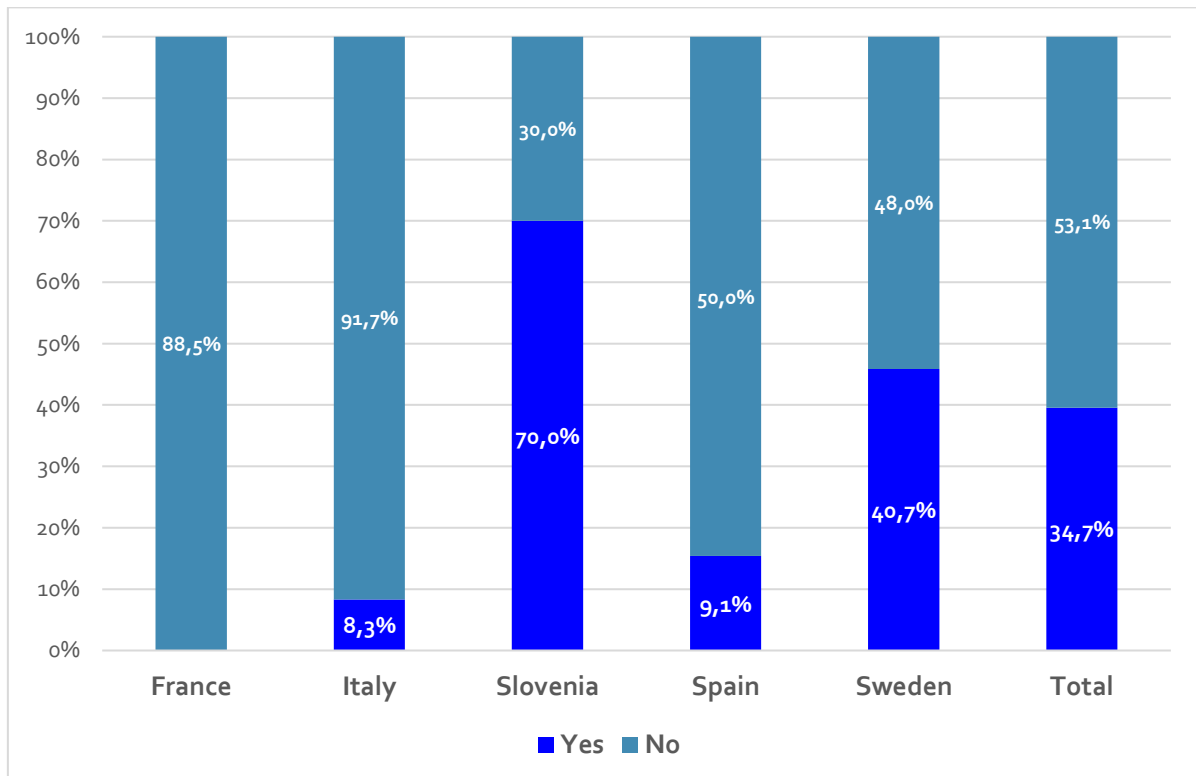


Section 3: sustainability and carbon footprint

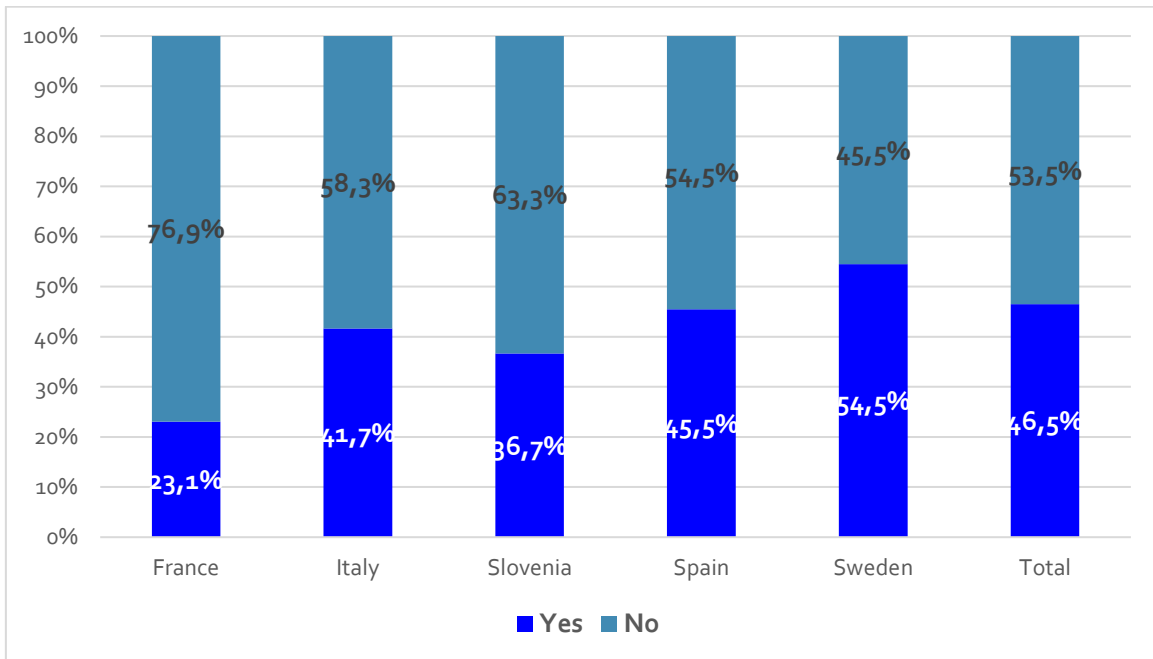
- Do you think your lifestyle has been sustainable during your mobility?



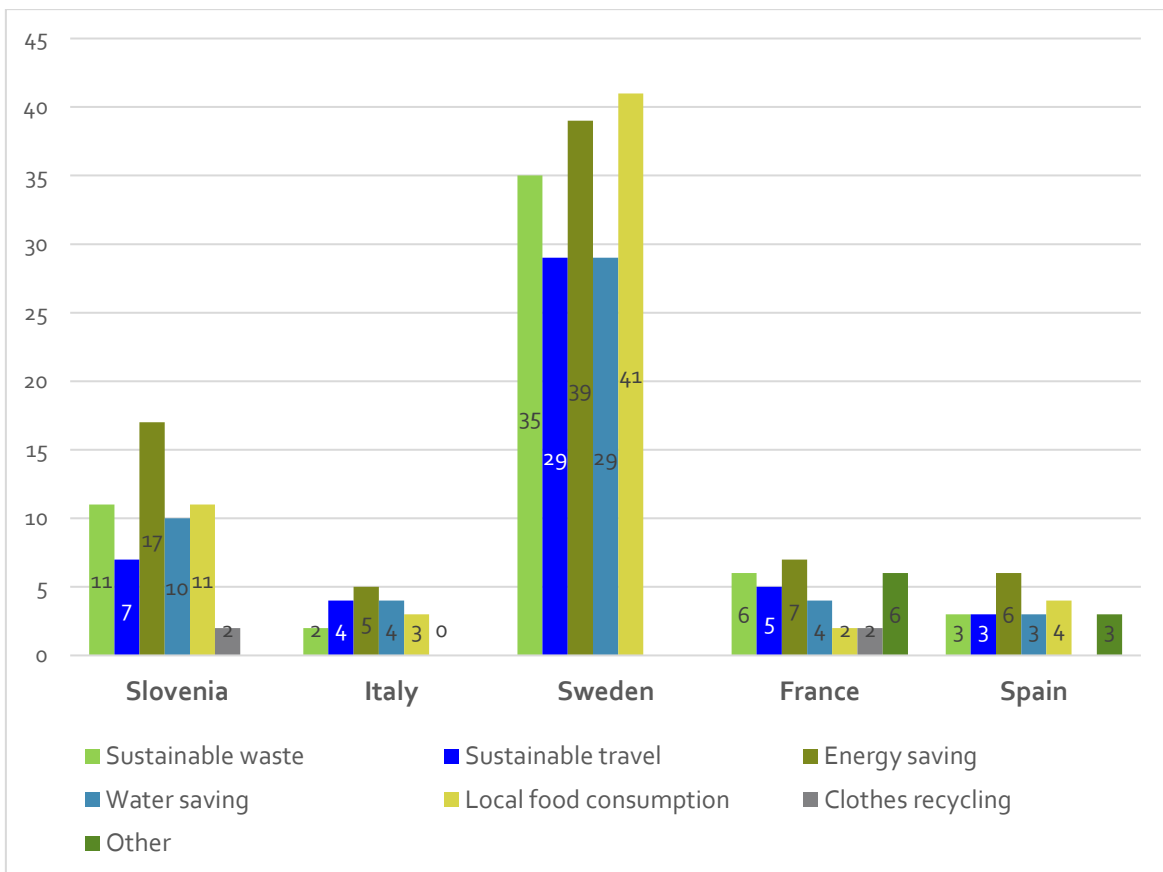
- Did you ever calculate your carbon footprint?



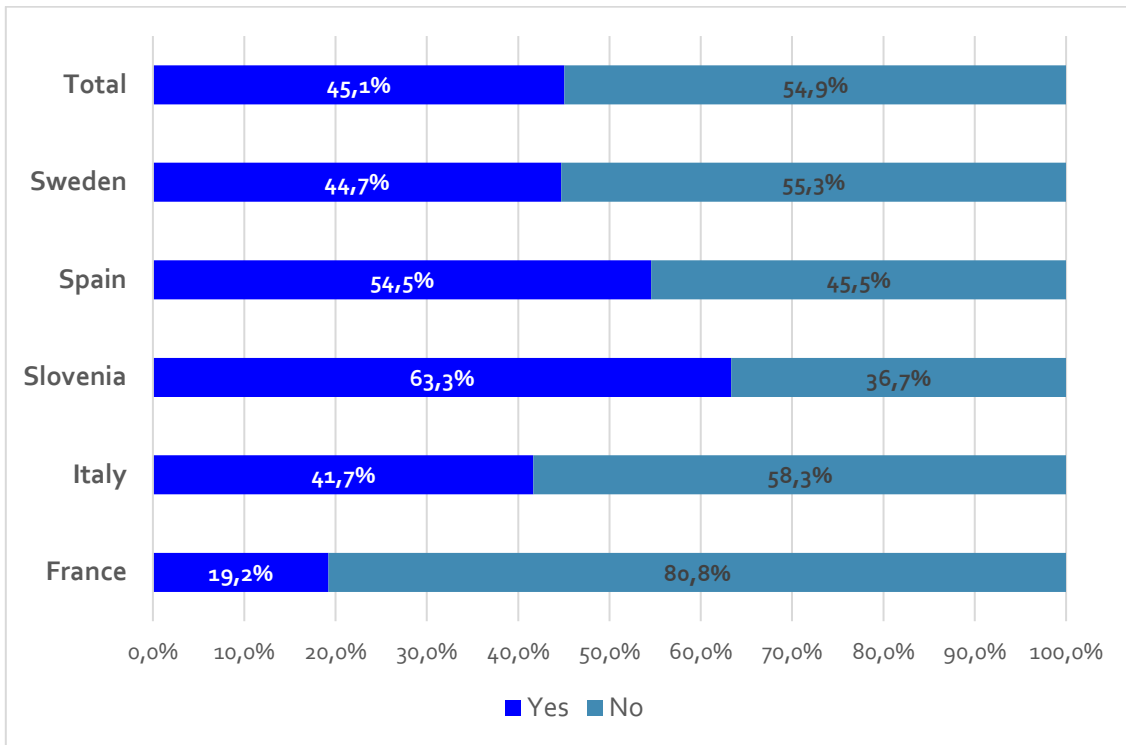
- During your mobility, did you learn new sustainable practices that you want to adopt in your daily life at home?



- If yes, please state which kind of practices. Tick all the boxes that apply

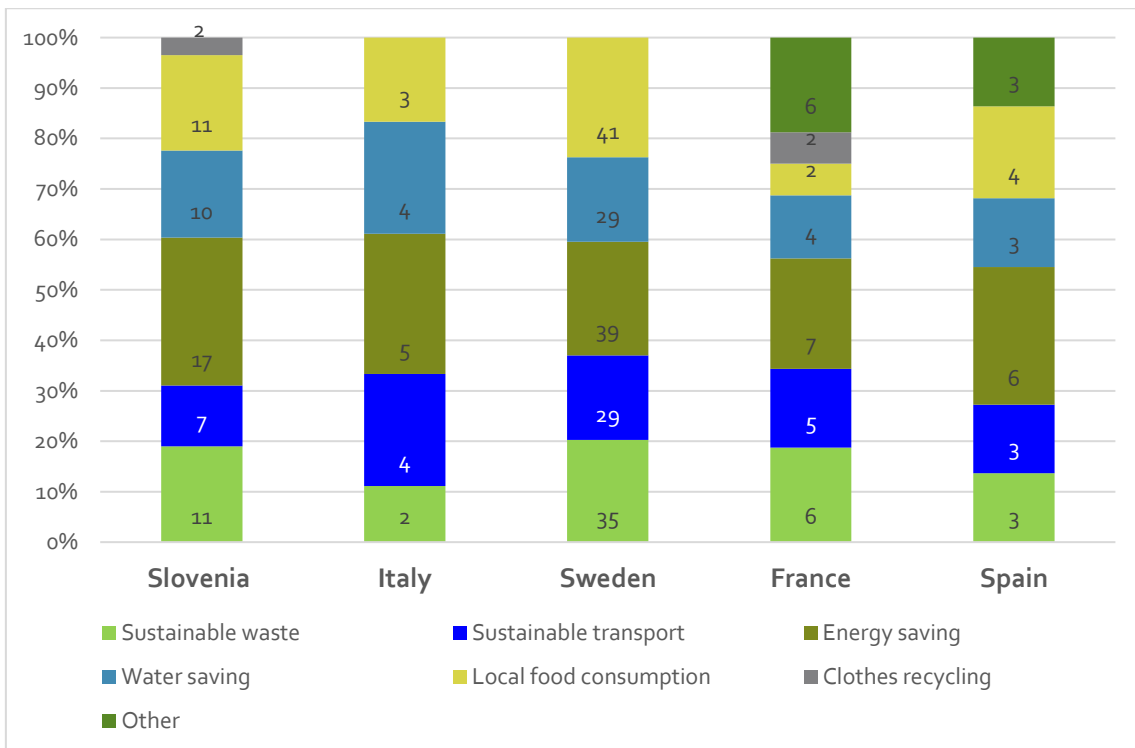


- **Would you like to know more on how to make your lifestyle more sustainable in your daily life at home?**



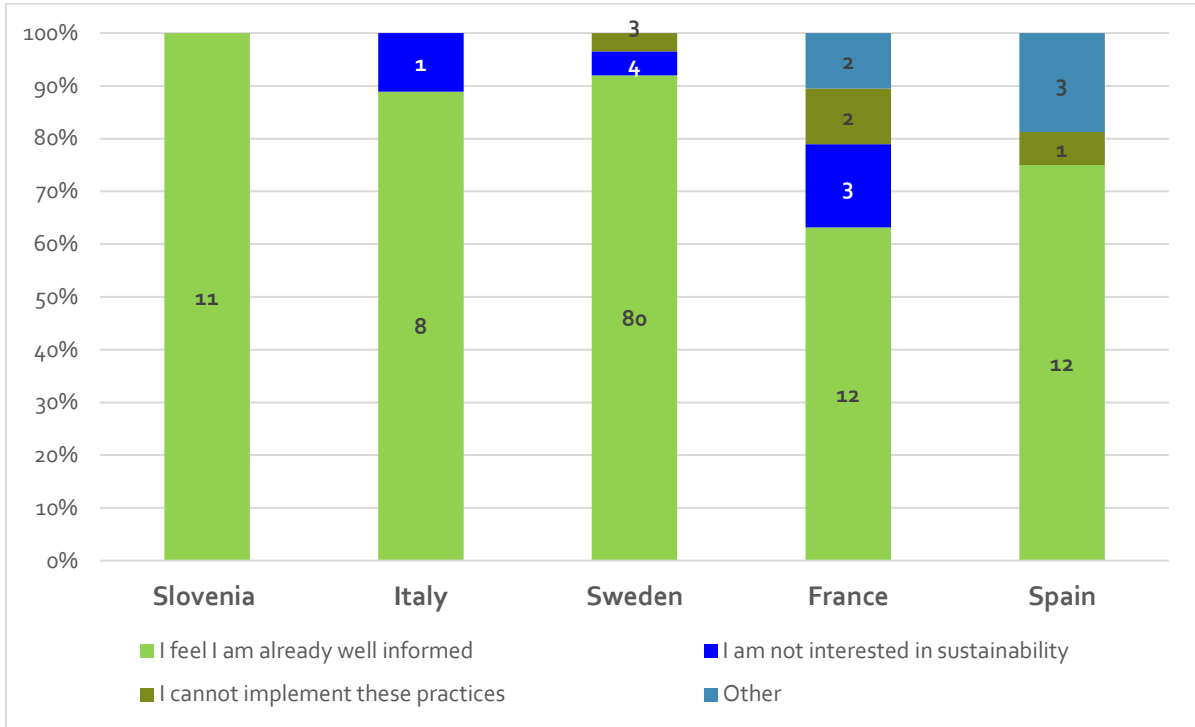
- **If yes, please state which kind of practices**

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

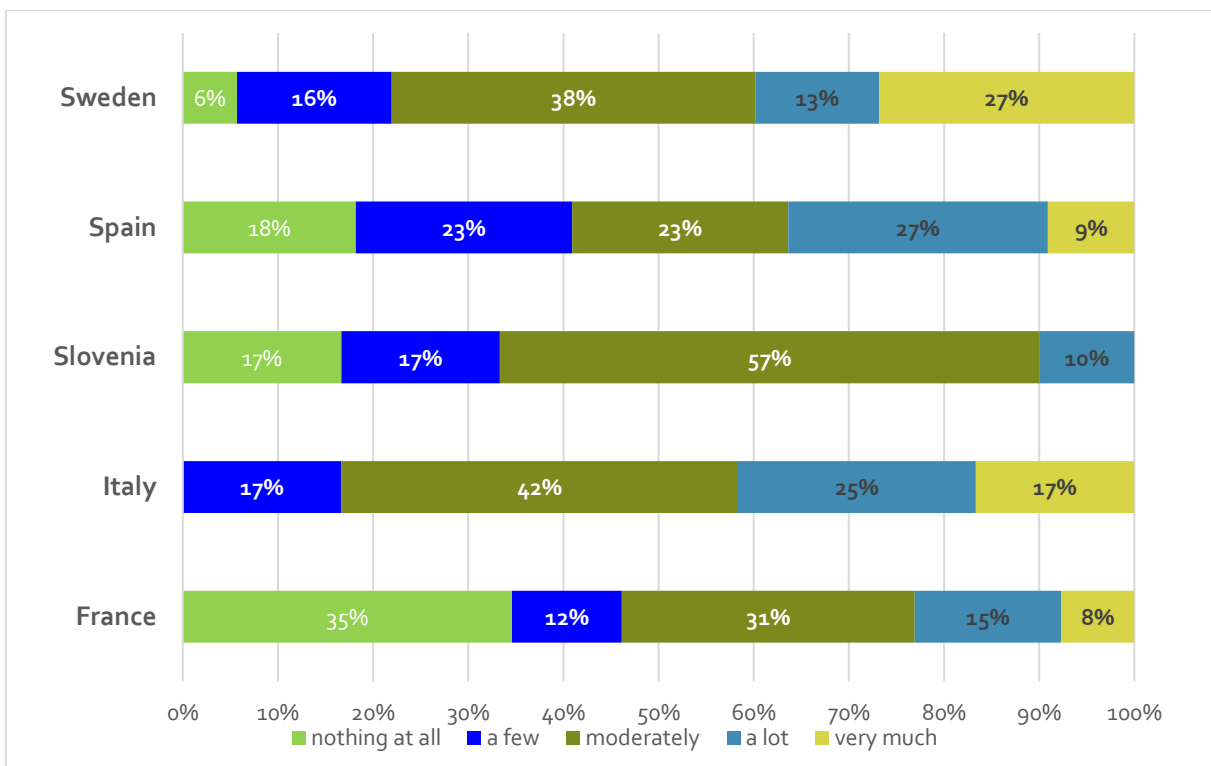


- If not, please state why not. Tick all boxes that apply

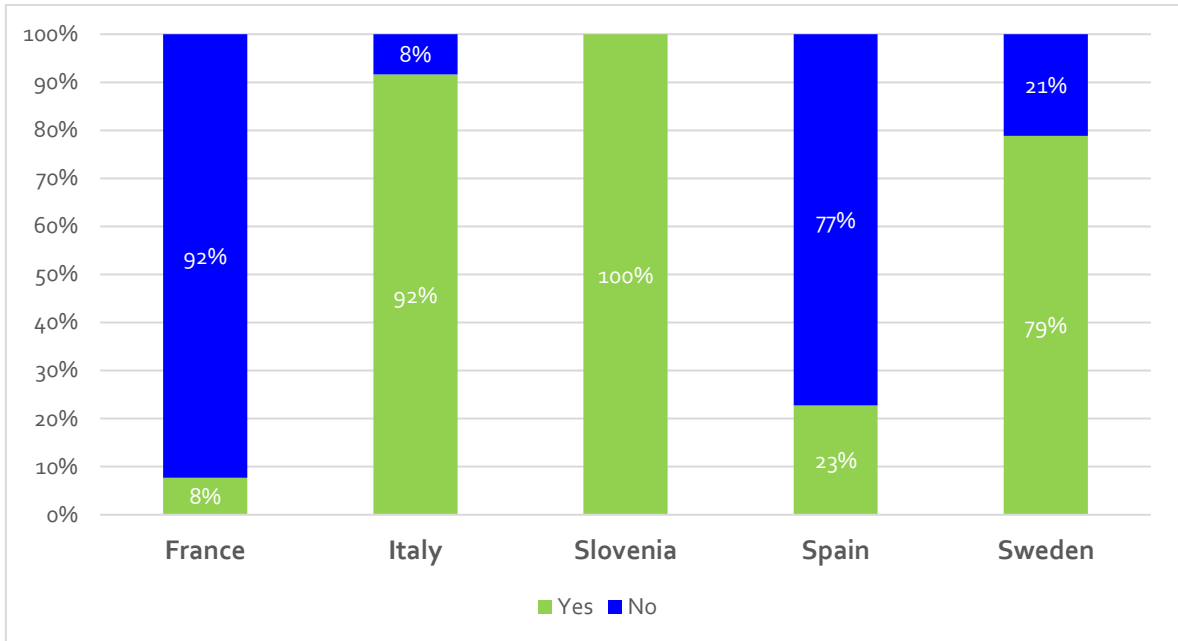
Multiple-choice questions with the possibility of selection of one or more answer options.



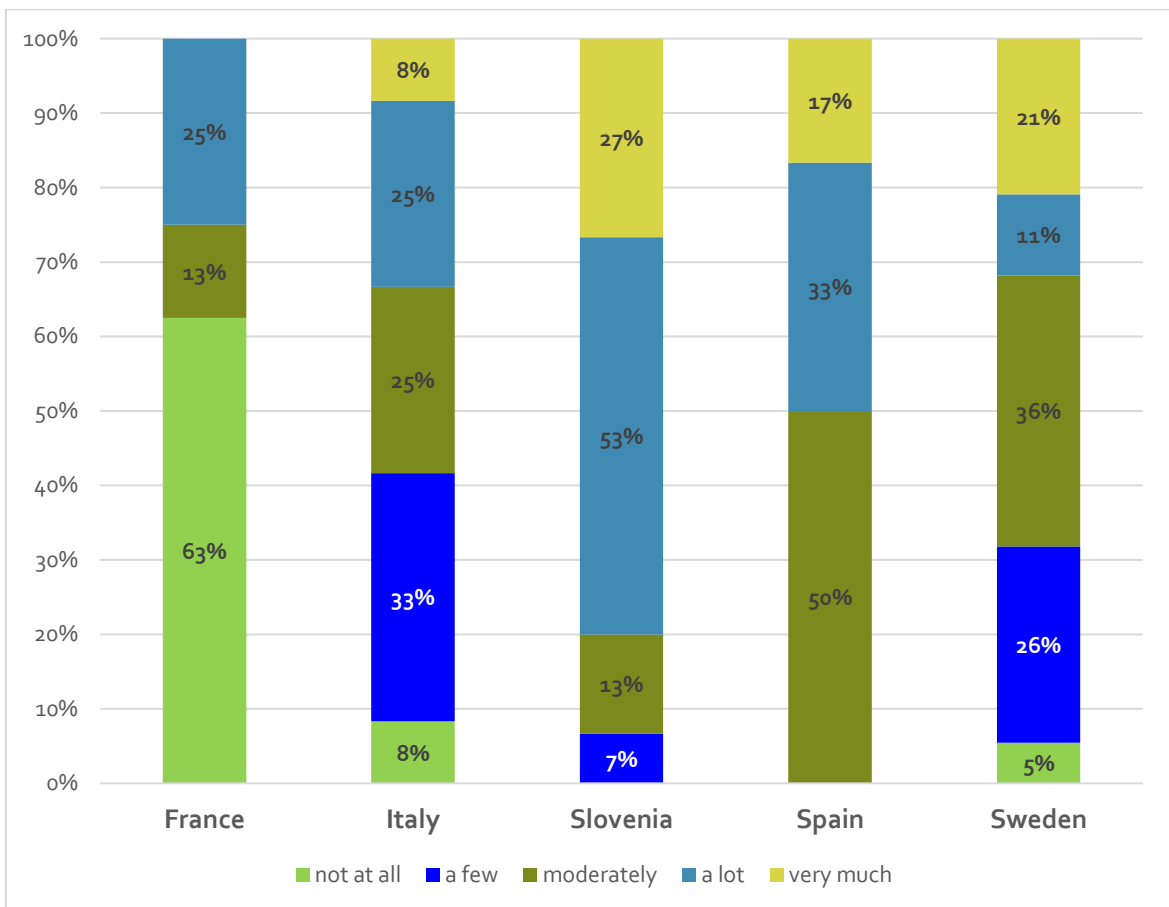
- To what extent did the information you received before your move make you more aware of sustainable development?



● **Did you attend the premobility workshop?**



● **Did this workshop have an impact on your sustainable habits during your mobility?**



Feedback and conclusions – 3rd round

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

Key results

Recycling is a well-established habit within families, which also influences behaviour at school or in the workplace for adults.

Daily routines and actions show considerable room for improvement in terms of awareness and information, particularly regarding transportation and food choices. Overall awareness of sustainability, including all areas that impact the environment and the concept of the carbon footprint, remains an area where significant progress is needed. Depending on the country, the concept of the carbon footprint is more or less understood, and students have calculated it to varying degrees

Regarding the students who attended the pre-mobility workshop, there are also differences between countries. We found a very low percentage for France and Spain, while Italy, Sweden, and Slovenia had much higher participation rates. Among the students who did attend the workshop, the workshop's impact was especially significant for Slovenian participants.

Some data highlights

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

- In both questionnaires, the majority of respondents are between 14 and 18 years old.
- In both questionnaire, Sweden contributed more than 50% of the responses (54% and 58%).
- For the pre-mobility questionnaire, Sweden and France stand out for using less public transportation compared to the other countries.
- For the pre-mobility questionnaire, there is a notable difference in responses from MEIC participants regarding meat consumption, showing a higher percentage than the rest.
- For the pre-mobility questionnaire, Italy stands out with lower percentages in "My family and I purchase organic goods rather than non-organic goods."
- In the pre-mobility questionnaire, Sweden is the country with the fewest responses for "I recycle always" and "often." Could this be explained by the country's higher recycling standards?

- For the post-mobility questionnaire, 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. Italian participants show lower percentages than the rest.
- For the post-mobility questionnaire, highlight the high percentage of public transportation use among MEIC students. Is the same with eating meat.
- For the question "I recycled," Italy stands out with the highest percentage of responses indicating "never" and no responses for "always."

Partners individual analysis

France

For this final period of investigation (from January to July), we received 15 answers to the pre-mobility questionnaire and 26 to the post-mobility questionnaire. We are on the same proportion as the 2nd report thanks to a good dissemination of these tools and information to the mobility referents. As in the previous report, the large majority of the answers came from learners (only 4 responses from teachers) but it is still logical because there are many more VET learners' mobilities than staff's mobilities. They are all from France and the age range most represented is between 19 and 21 which can be linked to the fact that most of our learners go on a mobility within a year of completing their apprenticeship.

Pre-mobility questionnaire

Regarding the pre-mobility questionnaire, the everyday sustainable development practices seem to be well understood and applied, but two actions stand out. Firstly, the use of heating and air conditioning, which according to the results is used sparingly (average of 2.6). This can be explained by the temperate climate in France, where it rarely gets very hot, so very few homes or establishments are air-conditioned, and winters are less harsh than in other European countries. Then, as we saw and explained it on the previous report, recycling is a deep-rooted habit. The majority recycles every day at home and also learned how to recycle at home because it was the first place, they have been encouraged to do it. So logically, they are all interested about knowing how to recycle in their future host country. As on the 2 previous reports, the most recycled products are glass, paper, food waste and the less recycled is metal. Also, the respondents seem to be already well clear-sighted on the topic of environmental sustainability, 3 quarters declared that their lifestyle is sustainable most of the time and almost all of them already knew what carbon footprint is.

Post-mobility questionnaire

As far as the post-mobility questionnaire is concerned, the results are more mixed. Indeed, we received much more answers than on the 2nd report. This can be explained by the fact that long-term mobility often takes place from autumn to summer and that participants therefore returned during the period covered by this report, but overall, the results are mixed.

Only a small part of the answers (6 on 26 answers) declared that the information received before the mobility help them to become more aware of the sustainable development very much or a lot. This can be linked with the fact that only 2 participants admitted having attended the pre-mobility workshop. Logically, we should have had more positive responses to this question, given that the workshop test in the mobility

preparation phase began in June 2023. This could be explained by the fact that a year later, the learners no longer remember having attended it, but also because it takes time for the referents to integrate it into their process.

Globally, the results regarding the everyday sustainable development practices are the same as on the pre-mobility questionnaire even if two of them stand out. The habit of walking or biking instead of using any other way of transports is really more present. This is due to the fact that participants rarely have their car with them during their mobility, but also because they are often supported and encouraged to find accommodation close to their place of work. However, recycling is really less practiced than on the pre-mobility results where it is the most common practice, for example 5 participants have declared that they did not recycle. It is difficult to find an explanation for this issue, but it may be due to the fact that some hosting countries are not yet very advanced on the subject of recycling, even in Europe.

Another result remains to be interpreted: all of the participants in this questionnaire stated that they had never calculated their carbon footprint, which is not logical since some of them had taken part in the mobility preparation workshop. It might be worth encouraging Erasmus mobility participants to calculate their carbon footprint before and after their mobility in order to better understand the impact of their mobility on their individual emissions. This result and the fact that 6 people (out of 26) admitted to having learned new environmentally friendly practices (particularly on the subject of sustainable waste) during their mobility also show that there is still progress to be made in this area.

To conclude on this second questionnaire, there is still work to be done on the subject of sustainable development with our learners. While half of them say they are fairly well informed, only 5 would like to know more about how to live a more sustainable lifestyle and 3 say they are not interested in the subject. Thus, the work of raising awareness must therefore begin at the very start of their learning.

Italy

Between December 2023 until September 2024, 35 VET learners and school staff have completed the pre-mobility questionnaire and pre-mobility workshop. However, only 12 have answered the post-mobility questionnaires.

The difference in numbers between pre- and post-mobility is essentially due to two factors. The first factor is that many students left between July, August, and September and have therefore not yet returned at the time of this report's closure. The second, more structural factor, relates to the fact that, as these are adult students who have completed their training with us, in many cases we do not have their availability to complete the questionnaire upon their return from mobility.

The national mobility coordinator for the students has included the workshop among the preparatory activities for mobility and manages it directly. The workshop is always held online, as are most of the preparatory activities, since the groups consist of students from different regional locations.

Among the collected data, several recurring elements provide an interesting overview of habits and awareness regarding sustainability and recycling.

Pre-Mobility Questionnaire: Key Insights

The pre-mobility data highlights a strong commitment to recycling among participants, with glass, paper, plastic, and food waste being the most commonly recycled materials. Many participants reported recycling daily, though some only did so weekly or monthly, showing a range of engagement levels. Younger participants (aged 14-18) were generally less confident in their recycling abilities compared to older respondents, such as teachers. Despite a widespread awareness of sustainability, most participants admitted to only having a superficial understanding of concepts like the carbon footprint, particularly among younger individuals.

Energy and water conservation were common habits, with participants regularly turning off lights and taps when not needed. However, fewer participants were diligent about turning off electronic devices, indicating potential for improvement in this area. Transportation habits varied widely, with some participants opting for public transport, while others relied on private vehicles or chose sustainable modes like walking or cycling.

Recycling was primarily done at home, though some participants also recycled at school or other environments, showing that immediate surroundings significantly influenced these habits. A noticeable variation was found in the range of materials recycled, with fewer participants recycling electronics, batteries, and metals compared to common household items.

Post-Mobility Questionnaire: Key Insights

Following their mobility experience, participants reflected on the impact of the program, particularly the ENVIRASMUS workshop. Most had received moderate to significant information on sustainable development before mobility, and many attended the workshop. Satisfaction with the workshop varied, with ratings from 1 to 10, and its impact on sustainable habits was mixed. While some participants reported adopting more sustainable practices, others saw little change.

The most commonly adopted practices during mobility included water and energy conservation, such as turning off lights and limiting water use. Sustainable transport was another key area, with public transport favoured over private vehicles, and some

participants opting to walk or bike. In terms of diet, many participants shifted towards local or organic food, though some continued to consume meat.

Recycling habits remained strong during mobility, with participants consistently recycling glass, paper, plastic, and food waste. However, less effort was made to recycle batteries and electronics, highlighting a potential area for further education.

Sustainable Lifestyle Perception

Most participants felt their lifestyle during mobility was fairly sustainable, though there was recognition of room for improvement. Some felt they were already well-informed on sustainability, while others saw the experience as an opportunity to learn and adopt new practices, particularly in energy and water savings, sustainable transport, and local food consumption.

Learning and Interest in Sustainability

Many participants expressed a desire to continue learning about sustainability, with a focus on energy and water conservation, waste management, and local food consumption. This indicates a growing interest in sustainable living, though some participants believed they were already well-informed and did not seek further information.

Conclusion

The data reveals a strong commitment to sustainability and recycling among participants, but also highlights variations based on age, environment, and personal habits. While younger participants could benefit from additional education and support, older respondents demonstrated a higher level of confidence in their sustainable practices. The ENVIRASMUS workshop had a positive impact for many but could be improved to ensure a more consistent effect.

There is room for improvement in certain areas, particularly around recycling specialized materials like batteries and electronics, and promoting the full adoption of energy-saving behaviours. Expanding education efforts, especially for younger participants, and refining the content of sustainability workshops could further enhance participants' commitment to sustainable living, both during mobility and beyond.

Slovenia

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, 18% 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 4.6/5), switching off

the lights (average 4.7/5), and recycling materials such as paper (91%), plastics (88%), and glass (86%). The majority of respondents also switch off devices they do not use (average 4.1/5) and prefer to use public transport or walking/biking as an alternative to private transport (average 3.2/5). Respondents also indicate that they buy locally produced/manufactured and organic products (average 3.7/5). Almost all respondents (93%) or their families recycle regularly, with paper (91%), glass (85%), plastic (88%) and food waste (77%) 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. 50% of respondents consider their lifestyle always or most of time as sustainable. Before going on a mobility, 64% of respondents knew already what carbon footprint is, and most (89%) 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 3.9/5), use of public transport (rating 4.3/5) and recycling (rating 4.0/5).

After returning from mobility, 70% of participants said that they had calculated their carbon footprint in the last three months and 90% of them considered that their lifestyle was most of the time sustainable during their Erasmus+ mobility. In addition, 37% 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 63% of participants, with the highest interest in learning more about energy saving (89%), sustainable waste management (58%), water saving (53%) and eating locally produced food (58%). 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.

Spain

Between January and July 2024, at MEIC we administered 33 pre-mobility questionnaires, while 43 post-mobility questionnaires were completed. The number of students who responded to the post-mobility questionnaire after previously attending the pre-mobility workshop is 16. The fact that only slightly less than half of them completed it is due to the diversity of students we host from different countries and institutions, meaning we cannot offer the same pre-mobility program to all. Additionally, time constraints mean that some groups who complete the pre-mobility workshop do not have time to participate in the post-mobility.

Compared to the first and second reports, we observe a significant increase in the number of responses for both questionnaires; in previous reports, there were a total of 15 responses for the pre-mobility questionnaire, and 24 for the post-mobility.

As mentioned in the previous paragraph, the respondents come from various European countries, including Germany, France, Italy, and Sweden.

Pre-mobility questionnaire

Regarding the responses to the pre-mobility questionnaire, everyday sustainable development practices seem to be well understood and applied, although a few areas stand out. Firstly, it is encouraging to see that the majority of these students, as well as those from other countries, have made it a habit to always turn off the lights when leaving a room. However, even with such a well-established practice, there is still room for improvement. This becomes even more interesting when compared to the responses to the statement, "I switch off my devices when I'm not using them," where the percentage of positive responses is noticeably lower.

It's also worth noting that students generally rate their recycling efforts quite modestly, with most giving themselves a score of 3/5, and none rating their recycling a 5/5. In terms of materials recycled, both these students and the overall average show that glass, paper, and plastic are the most commonly recycled, with rates around 20%.

Lastly, we highlight the students' positive attitude, as nearly 100% express a willingness and eagerness to recycle and continue learning about recycling.

Post-mobility questionnaire

The most commonly adopted practices during mobility included switching off devices when not in use, turning off lights, and limiting water consumption. Additionally, public transportation usage stood out, with 86% of respondents saying they "always" used it,

and the remaining 14% indicating "often." This is likely due to the high quality of public transport in Valencia, combined with the limited access to private transportation options while being away from home.

In terms of diet, many participants shifted towards local or organic foods, though most continued to consume meat; no one reported rarely or never eating meat, and meat consumption remained quite high.

Recycling habits stayed strong throughout the mobility experience, with participants consistently recycling glass, paper, plastic, and food waste. This trend was similar to the habits of participants from other countries, such as Italy and Slovenia.

Most participants felt their lifestyle during mobility was fairly sustainable, though they acknowledged there was room for improvement. While some believed they were already well-informed about sustainability, others saw the experience as a chance to learn and adopt new practices, particularly in energy and water conservation, sustainable transport, and local food consumption.

Regarding the calculation of the carbon footprint, the percentages of MEIC students align perfectly with the overall percentage of respondents in the post-mobility questionnaire, with around 55% having never calculated their carbon footprint. In this sense, we can say that, although there is still much work to be done, the mobility experience has helped them learn new sustainability practices that they wish to adopt in their lives once they return home.

Conclusion

The analysis reveals a strong commitment to sustainability among participants, though differences in habits and knowledge emerge based on age, environment, their country of origin and personal routines. While older respondents displayed greater confidence in their sustainable practices, younger participants would benefit from additional education and support. The pre-mobility workshop has been valuable in raising awareness among those who participated. But not everyone was able to participate or benefit from it in the same way, so we find inconsistencies due to varying backgrounds and time constraints, which limit the program's reach. Nonetheless, the mobility experience has positively influenced behaviours like turning off lights, using public transport, and recycling, though there is room for improvement in more specialized practices like recycling electronics and fully adopting energy-saving habits.

Notably, only 55% of participants had ever calculated their carbon footprint, indicating the need for further education in this area. Despite these gaps, most students expressed a willingness to continue learning and adopt sustainable practices, both during mobility and in their daily lives after returning home. Strengthening workshops, particularly for younger participants, and focusing on areas like energy conservation and specialized recycling could further enhance their commitment to sustainable living.

Sweden

Between January until June 2024 the Swedish version of Envirasmus has been carried out in its 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 having overseen 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 have completed a full cycle of VET mobility in various activities, e.g. VET-short term mobility or VET-STA job shadowing.

Between 8th of January until 17th of June 2024, 135 VET learners and school staff have completed the pre-mobility questionnaire and pre-mobility workshop. However, only 123 have answered the post-mobility questionnaires. According to feedback from the schools, the reason is that those VET mobilities occurring quite late in the school year, do not gather the students when having completed their mobilities. Hence leaving learners and staff to carry out the concluding questionnaire on their own. In order to correct this and ensure that as many as possible complete the entire Envirasmus training, we advise our schools that they must gather students and staff for a concluding session, online or in the school.

Of these 135 respondents appr. 59% were VET learners in the age group 16-18, age group 19-21, appr. 22% and the remainder were teachers or other school staff (VET or other) over 25 years of age: 18.5%. We still have many VET learners in our Drottning Blanka Schools who identify as female and therefore the surveys answer also reflects this: 85,6% identify as female of the VET learners. We also see this among school staff who have answered the workshop, appr. 98% identify as female.

However, what we have noted in this survey run is that 16 respondents in the post-mobility QNR (equivalent to 13%) have answered that they haven't taken the Envirasmus workshop. Of these 13%, 2,5% were school staff, which means that a considerable number of learners have not taken the workshop. Again, as of last reports, we can assume that there is a misunderstanding of the term workshop, but we will have to verify this assumption, whether correct or not.

We have in May during this trial period added a clarifying text to the website: "Click a flag to download the Envirasmus workshop in your language!" because Sweden received feedback that participants didn't understand where to download the workshop.

This may be a plausible reason for saying that you have not participated in the workshop.

The most noticeable differences that we would need to address further in future Envirasmus workshops is that participants respond that they have not calculated their carbon footprint. 47% have answered that they haven't done this calculation and in our opinion that is far too many. This is because this part of the workshop of calculating one's carbon footprint has a specific value in raising awareness of one's impact on the environment. We would need to address this further by making this part of the workshop more obvious and understandable of its purpose.

Despite being aware of one's environmental impact, 54% have confirmed that they have developed sustainable practices abroad that they can consider continuing when home. The predominant ones were: Reducing energy consumption, buying more locally produced goods and choosing sustainable travel options.

45,5% have also stated that they would like to receive more information on how to live more sustainably domestically.

Approximately 91% of respondents who have answered "NO" question 8 gave the foremost reason to be that they think that they already know enough.

Further analysis that remains the same since the previous reports 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.

General conclusions

The analysis of responses from the pre- and post-mobility questionnaires across five countries—France, Italy, Slovenia, Spain, and Sweden—reveals a significant engagement with sustainability practices among VET learners and staff. A total of 917 responses were collected during the three rounds of questionnaires, indicating a robust participation rate.

In the following table, the total number of responses is displayed, broken down by country and differentiating between pre- and post-mobility questionnaires:

	Pre-mobility questionnaire	Post-mobility questionnaire	Total
CMA	50	37	87
LULA + CIOFS	79	25	104
BIC LJ	128	55	183
MEIC	48	57	105
DROTTNING BLANKAS	310	128	438
Total	615	302	917

The three rounds of surveys conducted in **France** highlight both progress and challenges in fostering sustainable practices among VET learners. In the first round, despite a small sample size, participants showed an awareness of recycling and eco-friendly habits, with daily recycling being the most practiced activity. However, habits like using public transport or buying local products were less common, possibly due to financial constraints. By the second round, participation increased, and while recycling remained consistent, there were concerns about participants' low engagement in sustainability workshops and a lack of significant improvement in adopting new eco-friendly behaviours. This trend continued in the third round, where there was increased use of sustainable transport, yet recycling practices declined, with five participants reporting they did not recycle at all. Additionally, none of the participants had calculated their carbon footprint, indicating room for growth in understanding and applying sustainability concepts. Overall, while there is a growing awareness, efforts need to be strengthened to improve sustainable behaviours, particularly through more effective education and engagement in mobility preparation workshops.

Italy experienced lower post-mobility response rates due to participant availability but noted a solid commitment to recycling. The findings over the three rounds of questionnaires show a progressive awareness and commitment to sustainability, although some challenges remain. In the first round, students demonstrated significant awareness of energy-saving and recycling practices, with a majority engaged in these

activities. However, their understanding of concepts like carbon footprint was still limited. By the second round, while most students continued recycling, there were variations in frequency and the types of materials recycled, indicating a need for further education. In the third round, despite a strong commitment to recycling and some sustainable practices during mobility, gaps remained, particularly in recycling specialized materials like electronics and batteries. Additionally, younger students appeared less confident in their knowledge, suggesting room for improvement in education and awareness programs.

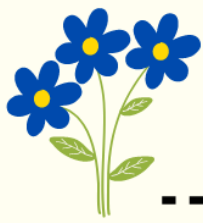
Slovenia showed a high level of active engagement in sustainability practices, with many participants claiming to have calculated their carbon footprints. Most respondents engage in daily recycling, with paper, plastic, and food waste being the most common materials. Pre- and post-mobility questionnaires reveal that participants improve their sustainable habits during mobility, such as using public transport and reducing energy consumption. Pre-mobility workshops have a positive impact, though some participants suggest improvements. Overall, learners express a willingness to adopt more sustainable practices, especially in waste management and energy conservation, but continued education is needed to deepen this engagement.

Spain has seen the number of responses increase with each round of questionnaires, demonstrating improved awareness and engagement in sustainable practices, particularly in public transportation use. A general conclusion from the pre-mobility questionnaires is that most students expressed interest in learning about recycling practices in their host countries. Despite the gaps, most respondents believed their lifestyle was sustainable, though there is still significant room for improvement, especially in areas like carbon footprint awareness. Overall, the mobility experience encourages adopting sustainable habits, but further education on sustainability is needed.

Sweden had the highest response rate, revealing a high level of awareness about recycling and carbon footprints among participants. Most respondents already practice sustainable habits, such as recycling at home, facilitated by Sweden's infrastructure, and using public transportation. However, some show little interest in learning about recycling in other countries, which could be due to their perception that they already know enough about the subject. Despite the self-perception of leading a sustainable lifestyle, there is a paradox: many admit they still pollute, reflecting a need to improve education on what a sustainable lifestyle truly entails. Additionally, the carbon footprint calculation, a key part of the workshop, has not been effectively completed, with a high percentage of participants failing to do it due to technical issues or lack of understanding. The workshop has had a positive impact on participants' sustainable behaviour, especially when conducted in groups with an instructor, reinforcing mutual support in tasks such as locating recycling stations. While many already engage in

sustainable practices, there are areas for improvement, particularly in raising awareness about carbon footprints and promoting long-term sustainable habits.

We can conclude this final report with the overall conclusion that, while there is a commendable commitment to sustainable practices across countries, the results highlight a need for enhanced educational efforts, particularly regarding specialized recycling and carbon footprint awareness. Continuous improvement of pre-mobility workshops could bolster participants' sustainable behaviours, ensuring they carry these practices into their daily lives after their mobility experiences.



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