



GREENMOBILITY

Lifelong Learning on sustainable urban mobility

Report for Training for the Greenmobility Self-Assessment Toolkit

WP4: Pilot Testing

A2 – Training for the Greenmobility Self-assessment toolkit

Deliverable D4.2 – 3



**Funded by
the European Union**

Deliverable information

Grant Agreement No.	
Project acronym	Greenmobility
Project title	Life-long Learning on sustainable urban mobility
Project timeframe and duration	31-12-2022 - 30-12-2024
Project reference number	2022-1-LT01-KA220-HED-000085575
WP	WP4 Pilot testing
Task	A2. Training for the Greenmobility Self-assessment toolkit
Deliverable	Protocol for training for the Greenmobility Self-Assessment Toolkit
Status	Final
Version number	Final version
Deliverable responsible	Jean Pierre Candiotti Bustamante
Dissemination level	Public
Date of submission	2024

Project coordinator

Name	
Organization	Kaunas University of Technology
Email	zivile.stankeviciute@ktu.lt
Postal address:	K. Donelaičio g. 73, Kaunas, Lithuania

Author list

Name	Organisation
Jean Pierre Candiotti	The International Sustainability Collaborative
Stefania Savva	SYNTHESIS Center for Research and Education
Giulia Carrabino	LAND Impresa Sociale
Konstantina Ragazou	UTH -University of Thessaly
Živilė Stankevičiūtė	Kaunas University of Technology, Lithuania
Eglė Staniškienė	Kaunas University of Technology, Lithuania
Asta Savanevičienė	Kaunas University of Technology, Lithuania

Table of Contents

Executive summary.....	6
WP4: Pilot Testing.....	8
A2 - Training for the Greenmobility Self-assessment toolkit.....	8
1. Objectives	8
2. Methodology	9
Data Collection	10
Evaluation Criteria	10
Data Analysis.....	11
3. Results based on Quantitative Data	12
3.1 . Evaluation of the TOOLKIT	12
Data for all the countries	13
Data for each country	16
Average per Country	18
Conclusion	18
3.2 Evaluation of the TRAININGS	19
Data for all the countries	19
Data for each country	22
Average per Country	29
Conclusion	30
4. Results based on Qualitative Data	32
General evaluation of Toolkit.....	32
General evaluation of Trainings	34

Country-Specific Qualitative Analysis.....	35
Sweden	35
Lithuania	36
Italy.....	36
Cyprus.....	37
Greece	38
Conclusion	39
5. General Conclusions and Recommendations.....	40
Annex 1.....	42
Questions.....	42

Executive summary

Objectives

This document summarises the feedback received on the toolkit and on the training activities using the Greenmobility self-assessment tools. It includes quantitative and qualitative data from all partners: Kaunas University of Technology in Lithuania, SYNTHESIS – Center for Research and Education in Cyprus, LAND Impresa Sociale in Italy, University of Thessaly in Greece, and The Sustainability Collaborative in Sweden.

Description

The Greenmobility self-assessment toolkit is one of the main outputs of the project. The aim is to create a toolkit that will increase the understanding of the target group and inspire them to follow a greener way of moving around their cities. This will strongly support the main objective of the project, which is to raise awareness and seek behavioural change. The main activity under WP4 A2 is to provide training on the GreenMobility self-assessment tool.

This report summarises the feedback received on the 9 questions about the toolkit and the 9 questions about the training in all partner countries. Regarding the toolkit, the assessed criteria included usefulness and effectiveness in behaviour assessment and change motivation. The questions about the tools also assessed clarity and usefulness of the feedback and recommendations.

Regarding the training, the general organisation of the Greenmobility self-assessment toolkit training, the way in which information was shared and the methods used, and whether the objective of the training was met were

evaluated. Furthermore, the participants were asked to specify the most valuable aspects and the weakest elements of the training.

Results and conclusions

In order to validate the tool's usability in all partners' countries, we are considering cultural and geographical differences; therefore, all of the tools were evaluated by all partners/countries.

The feedback gathered from participants demonstrates that the toolkit and associated training were well-received and largely validated across these countries. Participants across all regions appreciated the toolkit's ability to raise awareness about sustainable urban mobility and its effectiveness as a self-assessment tool. Many found the training sessions to be enlightening, offering new perspectives and valuable knowledge that helped them reflect on their personal behaviors and how they can contribute to sustainability efforts.

The toolkit was particularly praised for its capacity to foster meaningful discussions and for providing structured guidance on how to evaluate one's eco-friendly habits. In Lithuania, for example, participants appreciated the clear and targeted recommendations, while in Italy and Cyprus, the discussions and interaction facilitated by the toolkit were highlighted as significant strengths. Greece also reported that the training helped update knowledge and encouraged practical changes in behavior.

Furthermore, the toolkit was validated by the participants as a useful educational resource, with some expressing interest in using it for teaching or raising awareness in their communities. This endorsement across multiple countries underscores the toolkit's relevance and adaptability to various cultural and educational contexts.

Overall, the positive reception across these diverse regions confirms the toolkit's effectiveness and validation as a valuable resource for promoting sustainable urban mobility.

WP4: Pilot Testing

A2 - Training for the Greenmobility Self-assessment toolkit

1. Objectives

This document summarises the feedback received on the toolkit and on the training activities using the Greenmobility self-assessment tools. It includes quantitative and qualitative data from all partners' countries.

The Greenmobility self-assessment toolkit is one of the main outputs of the project. The aim is to create a toolkit that will increase the understanding of the target group and inspire them to follow a greener way of moving around their cities. This will strongly support the main objective of the project, which is to raise awareness and seek behavioural change. The main activity under WP4 A2 is to provide training on the Greenmobility self-assessment tool.

All partner countries effectively provided trainings and collected feedback on the 9 questions about the toolkit, and the 9 questions about the training itself. Regarding the toolkit, the assessed criteria included the following: usefulness, and effectiveness in behaviour assessment and change motivation. The questions about the tools also assessed clarity, and usefulness of the feedback and recommendations.

Regarding the training, general organisation of the training on Greenmobility self-assessment toolkit; the way in which information was shared and the methods that were used; and whether the objective of the training was met were evaluated. Furthermore, the participants were asked to specify the most valuable aspects and the weakest elements of the training.

2. Methodology

The methodology for validating the Green Mobility self-assessment training involved a multi-step process to gather comprehensive quantitative and qualitative data across various cultural and geographical contexts. The process was carried out in the five partner countries. Each country conducted assessments of the training and the complete toolkit, focusing on design, usefulness, and quality.

The quality assurance of the project will be monitored and evaluated according to a combination of quality and quantitative indicators to measure the quality of the proposed project's deliverables, results, and outcomes which will be in full alignment with both the objectives of the WP and the overall objective.

The key quantitative indicators that will be applied are the followings:

- Number of people attending the trainings;
- Evaluation from the people attending the trainings in regard to the training and to the toolkit.

The qualitative indicators that will be introduced in this WP and will be applied during the project's lifecycle comprising internal as well as external indicators of success are:

- Level of satisfaction of target group with the trainings.
- Level of satisfaction of target group with the toolkit.

Data Collection

1. Selection of Participants:

Participants were selected to represent a broad demographic, including both the general public and experts in urban transport and sustainable mobility. This ensured a diverse range of perspectives on the tools.

2. Tool Distribution:

Each participant received access to the six self-assessment tools, which were designed to evaluate attitudes, thoughts, and behaviors related to urban transport and the promotion of green, sustainable urban transport.

3. Survey Instruments:

Quantitative data were collected using structured surveys, with a scale ranging from 1 (poor) to 5 (very good). The surveys assessed various aspects of the tools, including their design, usefulness, quality, and training activities.

Qualitative data were gathered through open-ended questions in the surveys, allowing participants to provide detailed feedback on their experiences.

Evaluation Criteria

About the Toolkit

1. Design:

Structure: Evaluation of the logical organization and ease of navigation within each tool.

Coherence and logic: Assessment of how well the toolkit as a whole presented information in a consistent and logical manner.

2. Usefulness:

Conformance to User Needs: How well the tools met the intended use for self-assessing urban transport behaviors and promoting green mobility.

Relevance of Content: The extent to which the tools provided valuable insights and practical recommendations for users.

3. Quality:

Impact: Measurement of the tools' effectiveness in influencing user attitudes and behaviors towards sustainable urban transport.

About the Training

The evaluated aspects/components of the training include: general organisation of the training; the way in which information was shared and the methods that were used; and whether the objectives of the training were met.

Data Analysis

1. Quantitative Analysis:

Average ratings for the overall toolkit and training performance were calculated for each country.

Comparative analysis was conducted to identify trends and variations across different countries.

2. Qualitative Analysis:

Responses were coded and categorized to identify common themes and specific suggestions for improvement.

Feedback was analyzed to understand the strengths and weaknesses from the perspectives of both general users and experts.

3. Cross-Country Comparison:

Data from all partner countries were consolidated to provide a holistic view of the tools' performance and identify any cultural or geographical factors influencing the results.

3. Results based on Quantitative Data

Considering the reports provided by the partner countries, this data set evaluates the performance of the toolkit and the trainings across the five partner countries: Sweden, Italy, Greece, Cyprus, and Lithuania.

3.1 . Evaluation of the TOOLKIT

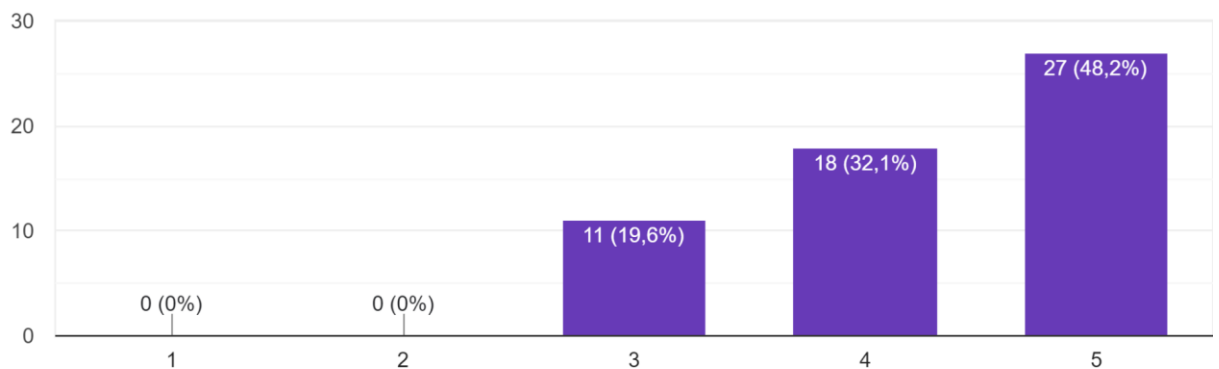
The Toolkit has been reviewed by 56 persons in 5 countries. The answers below are presented on a scale from 1 (poor) to 5 (very good).

Data for all the countries

All the participants gave average or above average ratings when asked about how useful the toolkit is.

1. In general, on a scale 1 to 5 how useful is the toolkit for you?

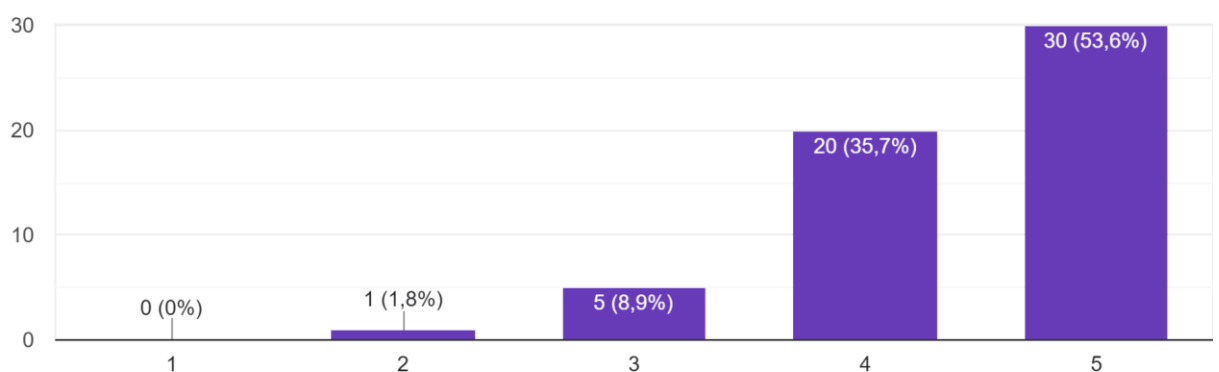
56 respostas



98% of the participants gave average or above average ratings when asked if the toolkit helped them to assess their attitudes, thoughts and behaviour in relation to sustainable urban mobility.

3. On a scale 1 to 5, how useful is the toolkit in helping you to ASSESS your attitudes, thoughts and behaviour in relation to your sustainable urban mobility?

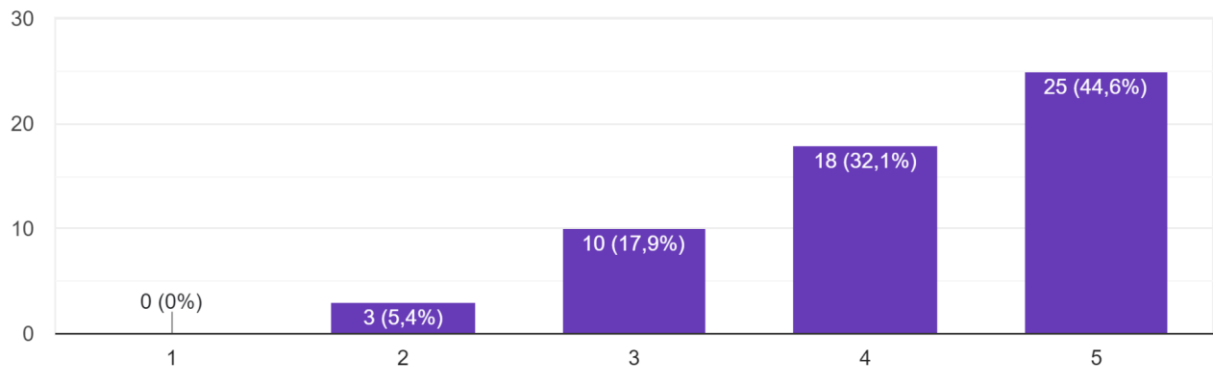
56 respostas



Here, about 95% of the participants voted 3 or more in regard to how useful the toolkit is in motivating a change in their attitudes and a new, more green and healthy, sustainable urban mobility behaviour.

4. On a scale 1 to 5, how useful is the toolkit in MOTIVATING a change in your attitudes and a new, more, green, and healthy sustainable urban mobility behaviour?

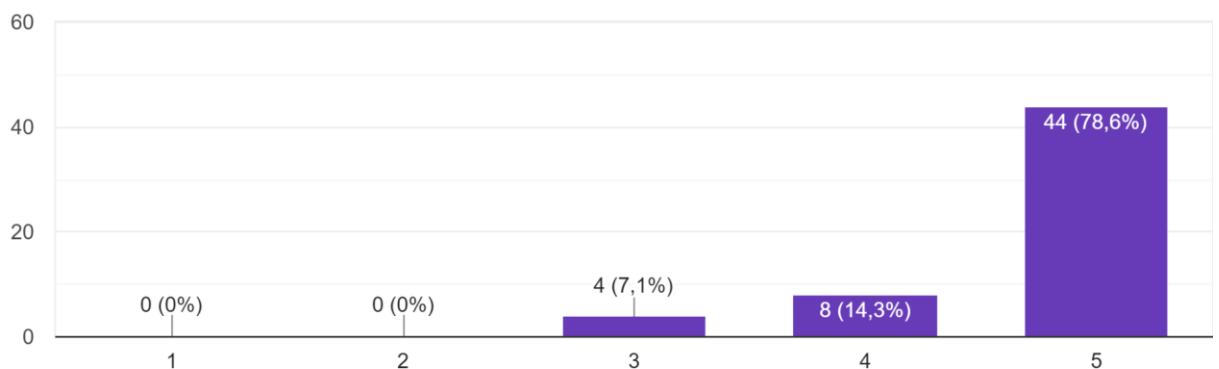
56 respostas



The questions were considered very clear and easy to understand for 78,6% of the participants.

5. On a scale 1 to 5, how clear and easy to understand are the questions?

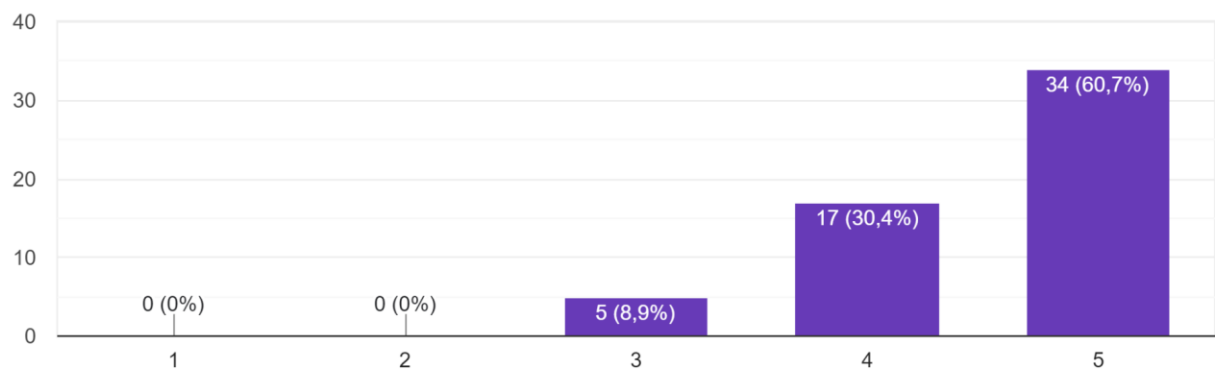
56 respostas



The feedback given had good ratings, with 100% of the participants giving more than average ratings.

6. On a scale 1 to 5, how would you rate the given feedback?

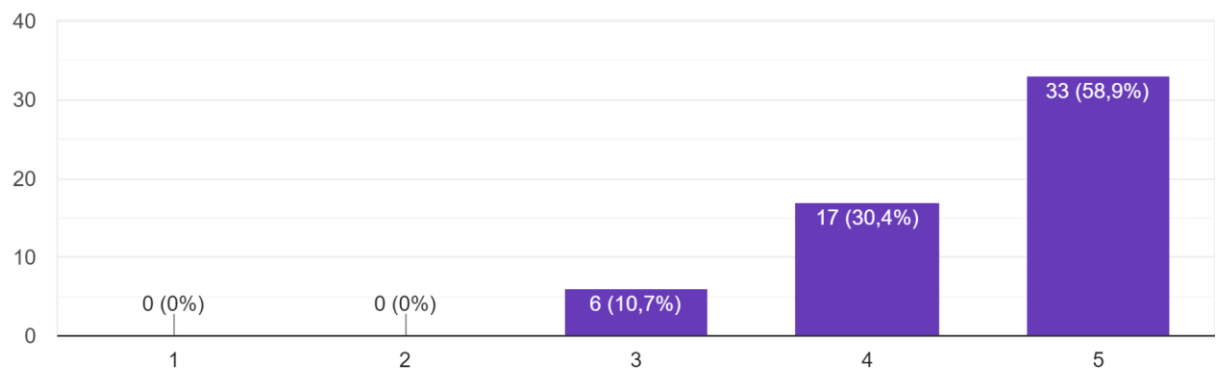
56 respostas



The given recommendations also had good ratings, with a 100% of the participants voting 3 or more.

7. On a scale 1 to 5, how would you rate the given recommendations?

56 respostas



Data for each country

This chart shows all respondents' answers organized by the number of questions and country. The answers below are presented on a scale ranging from 1 (poor) to 5 (very good).

		Q1. In general, on a scale 1 to 5 how useful is the toolkit for you?	Q3. On a scale 1 to 5, how useful is the toolkit in helping you to ASSESS your attitudes, thoughts and behaviour in relation to your sustainable urban mobility?	Q4. On a scale 1 to 5, how useful is the toolkit in MOTIVATING a change in your attitudes and a new, more, green, and healthy sustainable urban mobility behaviour?	Q5. On a scale 1 to 5, how clear and easy to understand are the questions?	Q6. On a scale 1 to 5, how would you rate the given feedback?	Q7. On a scale 1 to 5, how would you rate the given recommendations?
1.	Sweden	4	4	3	5	3	3
2.	Sweden	3	4	3	3	4	4
3.	Sweden	3	3	3	4	3	3
4.	Sweden	3	3	2	3	4	4
5.	Sweden	5	5	5	5	5	5
6.	Sweden	4	4	4	5	4	5
7.	Sweden	3	3	3	5	3	3
8.	Sweden	5	5	4	5	5	5
9.	Sweden	3	4	4	4	4	4
10.	Sweden	4	5	4	5	4	4
1.	Lithuania	3	5	3	5	5	4
2.	Lithuania	5	5	5	5	5	5
3.	Lithuania	5	5	5	5	5	5

4.	Lithuania	5	5	5	5	5	5
5.	Lithuania	4	4	3	5	4	4
6.	Lithuania	3	4	4	5	4	4
7.	Lithuania	5	5	5	5	5	5
8.	Lithuania	4	5	4	3	4	5
9.	Lithuania	4	4	4	5	5	5
10.	Lithuania	5	5	5	5	5	5
1.	Italy	3	2	5	5	4	4
2.	Italy	5	5	3	5	5	4
3.	Italy	3	4	2	5	4	3
4.	Italy	4	4	2	5	5	3
5.	Italy	3	3	4	3	3	3
6.	Italy	4	5	5	4	4	4
7.	Italy	5	5	5	5	5	5
8.	Italy	5	5	5	5	5	5
9.	Italy	4	5	5	5	5	5
10.	Italy	4	4	3	5	3	4
1.	Cyprus	4	4	4	4	4	4
2.	Cyprus	4	4	4	5	5	5
3.	Cyprus	4	4	4	5	5	5
4.	Cyprus	4	4	4	4	4	4
5.	Cyprus	5	4	4	4	4	4
6.	Cyprus	5	4	4	5	4	5
7.	Cyprus	5	5	5	5	5	5
8.	Cyprus	5	5	5	5	5	5
9.	Cyprus	4	4	4	5	5	4
10.	Cyprus	4	4	4	5	4	4
1.	Greece	4	5	5	5	5	5
2.	Greece	5	5	5	5	5	5
3.	Greece	5	5	5	5	5	5
4.	Greece	5	5	5	5	5	5
5.	Greece	5	5	5	5	5	5
6.	Greece	5	5	5	5	5	5
7.	Greece	4	4	4	4	5	5
8.	Greece	5	5	5	5	5	5
9.	Greece	3	3	3	4	4	4
10.	Greece	5	5	5	5	5	5

11.	Greece	5	5	5	5	5	5
12.	Greece	4	4	4	5	5	5
13.	Greece	5	5	3	5	5	5
14.	Greece	5	5	5	5	5	5
15.	Greece	5	5	5	5	5	5
16.	Greece	5	5	5	5	5	5

Average per Country

Below are presented the calculated average of ratings per country in each question and per country in average.

		Q1	Q3	Q4	Q5	Q6	Q7	Average per country
1.	Cyprus	4.60	4.60	4.40	4.70	4.80	4.60	4.61
2.	Greece	4.75	4.75	4.63	4.94	4.81	4.75	4.77
3.	Italy	4.00	4.30	4.10	4.70	4.50	4.10	4.28
4.	Lithuania	4.30	4.70	4.30	4.60	4.70	4.70	4.55
5.	Sweden	3.70	4.00	3.50	4.40	3.90	4.00	3.91

Conclusion

The toolkit has generally received positive feedback across various countries, indicating its effectiveness in promoting sustainable urban mobility behaviors.

Greece stands out as the country with the highest overall satisfaction. Participants found the toolkit particularly useful in all aspects, including assessing attitudes, motivating change, and providing clear guidance and recommendations.

Cyprus and Lithuania also rated the toolkit highly, suggesting that it is well-received and effective in these regions. The toolkit's ability to clarify concepts and motivate sustainable behaviors is particularly appreciated in these countries.

Italy presents a positive but slightly more moderate response, indicating that while the toolkit is useful, there might be specific areas where it could be further tailored to better suit the needs of Italian users.

Sweden had the lowest overall scores, suggesting that the toolkit is less effective in this context. The primary areas for improvement include enhancing the toolkit's ability to motivate behavior change and providing clearer, more actionable feedback.

3.2 Evaluation of the TRAININGS

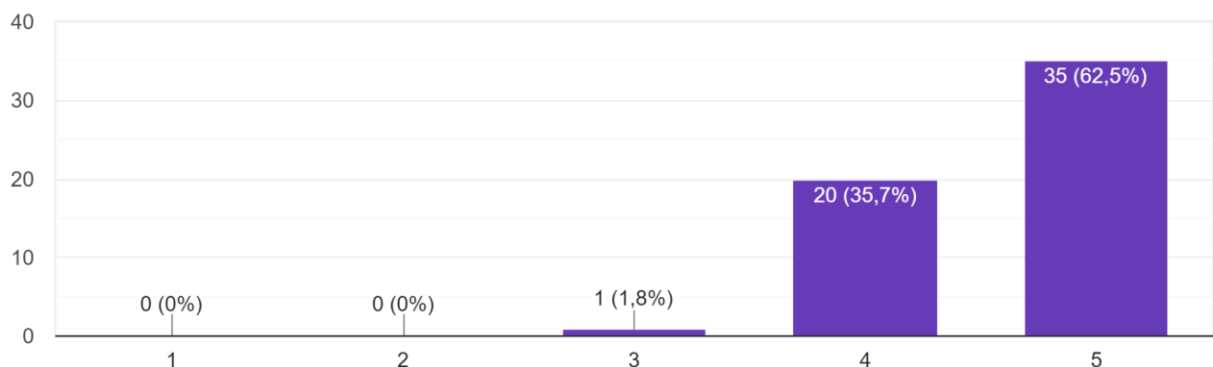
56 people in 5 countries reviewed the training. The answers below are presented on a scale from 1 (poor) to 5 (very good), while others vary from “Unsatisfactory” to “Excellent”.

Data for all the countries

When asked about their participation in the training/workshop, 98% of the participants gave above average ratings.

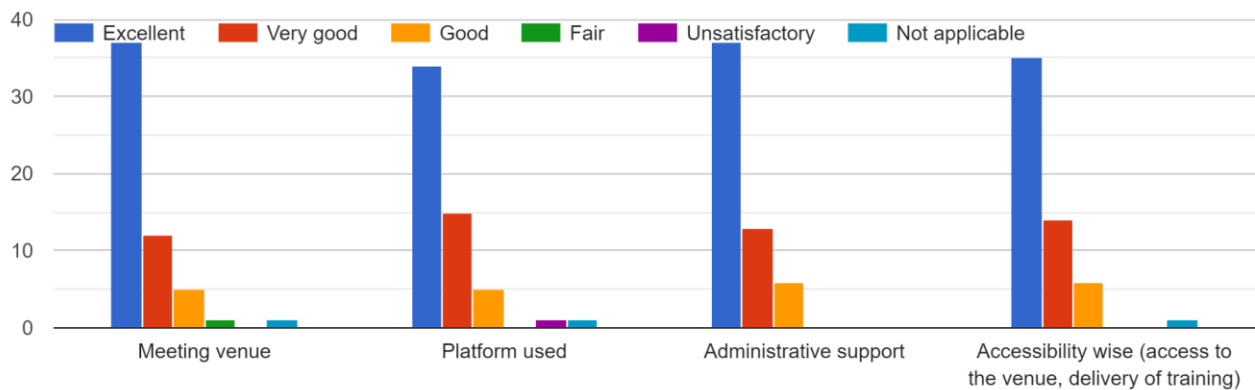
1. In general, on a scale 1 to 5, how would you rate the participation in the training/workshop?

56 respostas



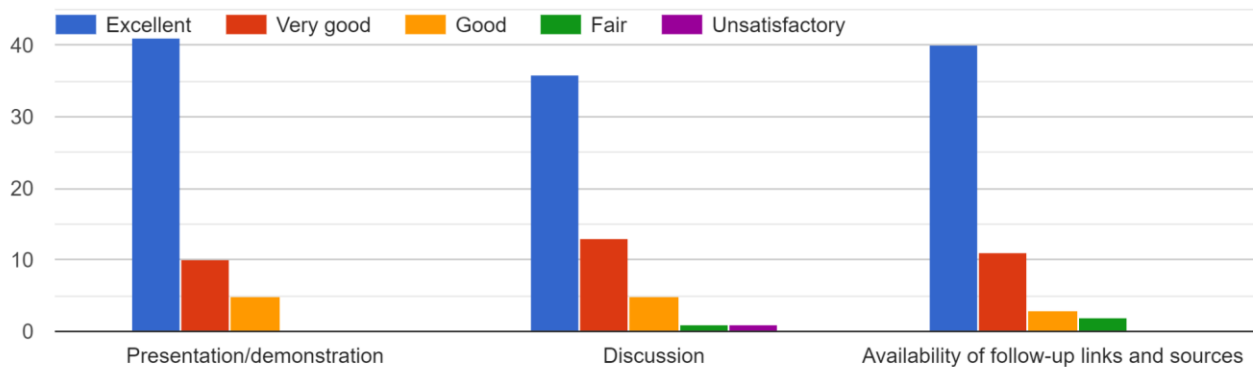
In regard to the general organisation of the training, at least 60% of the participants rated all the elements (meeting venue, platform used, administrative support and accessibility wise) as “Excellent”.

2. How do you evaluate the general organisation of the training on Greenmobility self-assessment toolkit?



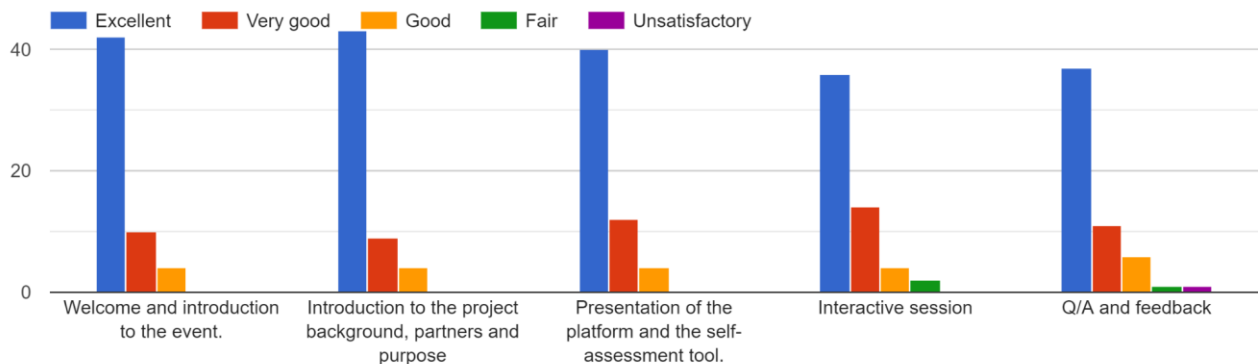
When asked about how the information was shared and the methods used, at least 64% of the participants evaluated the elements as “Excellent”. In the presentation/demonstration, 73% of the participants voted “Excellent”.

3. How do you evaluate the way in which information was shared and the methods that were used?



At least 64% of the participants voted that the objectives of the training had been met to a very high degree. The introduction to the project, background, partners, and purpose received the highest rating.

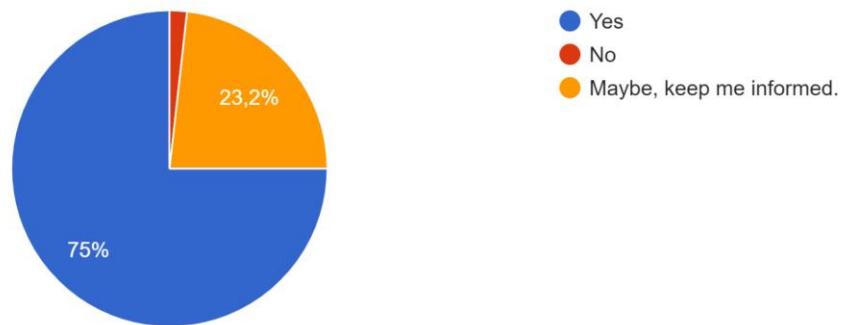
4. Please evaluate how the objectives of the training have been met.



About 98% of the participants are open to participate or, at least, be informed about upcoming trainings part of this project.

8. Would you be interested in participating in upcoming trainings as part of this project?

56 respostas



Data for each country

Question 1.

		Q1. In general, on a scale 1 to 5, how would you rate the participation in the training/workshop??
1.	Sweden	4
2.	Sweden	4
3.	Sweden	4
4.	Sweden	4
5.	Sweden	5
6.	Sweden	4
7.	Sweden	3
8.	Sweden	5
9.	Sweden	4
10.	Sweden	5
1.	Lithuania	5
2.	Lithuania	5
3.	Lithuania	5
4.	Lithuania	5
5.	Lithuania	4
6.	Lithuania	4
7.	Lithuania	5
8.	Lithuania	4

9.	Lithuania	5
10.	Lithuania	5
1.	Italy	5
2.	Italy	5
3.	Italy	4
4.	Italy	5
5.	Italy	4
6.	Italy	4
7.	Italy	5
8.	Italy	5
9.	Italy	5
10.	Italy	4
1.	Cyprus	4
2.	Cyprus	5
3.	Cyprus	5
4.	Cyprus	4
5.	Cyprus	4
6.	Cyprus	4
7.	Cyprus	5
8.	Cyprus	4
9.	Cyprus	5
10.	Cyprus	4
1.	Greece	5
2.	Greece	5
3.	Greece	5
4.	Greece	5
5.	Greece	5
6.	Greece	5
7.	Greece	5
8.	Greece	5
9.	Greece	4
10.	Greece	5
11.	Greece	5
12.	Greece	5
13.	Greece	5
14.	Greece	5
15.	Greece	5

16.	Greece	5
-----	--------	---

To analyze the next questions, the qualitative evaluations (e.g., "Good," "Very Good," "Excellent") were converted into a numerical scale. According to this approach, Unsatisfactory: 1, Fair: 2, Good: 3, Very Good: 4, Excellent: 5, Not Applicable: Discarded.

Question 2

		Q2. How do you evaluate the general organisation of the training on Greenmobility self-assessment toolkit? [Meeting venue]	Q2. Platform used	Q2. Administrative support	Q2. Accessibility wise (access to the venue, delivery of training)
1.	Sweden	3	3	3	3
2.	Sweden	3	3	4	3
3.	Sweden	3	3	3	3
4.	Sweden	3	4	3	3
5.	Sweden	5	5	5	5
6.	Sweden	4	4	4	4
7.	Sweden	4	4	4	4
8.	Sweden	5	5	5	5
9.	Sweden	3	4	4	3
10.	Sweden	5	4	5	4
1.	Lithuania	5	5	5	5
2.	Lithuania	5	5	5	5
3.	Lithuania	4	4	4	4
4.	Lithuania	5	5	5	5
5.	Lithuania	4	5	5	4
6.	Lithuania	4	4	4	4
7.	Lithuania	5	5	5	5
8.	Lithuania	5	5	5	5
9.	Lithuania	5	5	5	5
10.	Lithuania	5	5	5	5
1.	Italy	5	5	5	5

2.	Italy	5	5	5	5
3.	Italy	5	5	3	5
4.	Italy	5	5	5	5
5.	Italy	2	1	3	3
6.	Italy	Not applicable	4	4	Not applicable
7.	Italy	5	5	5	5
8.	Italy	5	5	5	5
9.	Italy	5	Not applicable	5	5
10.	Italy	4	4	4	4
1.	Cyprus	5	5	5	5
2.	Cyprus	5	5	5	5
3.	Cyprus	4	5	5	5
4.	Cyprus	5	4	5	5
5.	Cyprus	5	5	5	4
6.	Cyprus	4	5	4	5
7.	Cyprus	4	5	4	4
8.	Cyprus	5	5	5	5
9.	Cyprus	5	5	5	4
10.	Cyprus	4	3	4	4
1.	Greece	5	4	5	5
2.	Greece	5	5	5	5
3.	Greece	5	4	5	5
4.	Greece	5	5	5	5
5.	Greece	5	5	5	5
6.	Greece	5	5	5	5
7.	Greece	4	4	4	4
8.	Greece	5	5	5	5
9.	Greece	4	3	3	4
10.	Greece	5	5	5	5
11.	Greece	5	5	5	5
12.	Greece	5	4	5	5
13.	Greece	5	5	5	5
14.	Greece	5	5	5	5
15.	Greece	5	5	5	5
16.	Greece	5	4	4	4

Question 3.

		Q3. How do you evaluate the way in which information was shared and the methods that were used? [Presentation/demonstration]	Q3.Discussion	Q3.Availability of follow-up links and sources
1.	Sweden	3	3	3
2.	Sweden	4	4	4
3.	Sweden	3	3	3
4.	Sweden	3	2	2
5.	Sweden	5	5	5
6.	Sweden	3	4	5
7.	Sweden	4	3	3
8.	Sweden	5	5	5
9.	Sweden	3	3	4
10.	Sweden	5	4	5
1.	Lithuania	5	5	5
2.	Lithuania	5	5	5
3.	Lithuania	4	4	4
4.	Lithuania	5	5	5
5.	Lithuania	5	5	5
6.	Lithuania	4	4	4
7.	Lithuania	5	5	5
8.	Lithuania	5	5	5
9.	Lithuania	5	5	5
10.	Lithuania	5	5	5
1.	Italy	5	5	5
2.	Italy	5	5	5
3.	Italy	5	5	5
4.	Italy	5	5	5
5.	Italy	4	1	2
6.	Italy	5	5	5
7.	Italy	5	5	5
8.	Italy	5	5	5
9.	Italy	5	5	5
10.	Italy	4	4	4
1.	Cyprus	5	4	5
2.	Cyprus	5	5	5
3.	Cyprus	5	5	5

4.	Cyprus	5	5	5
5.	Cyprus	5	4	4
6.	Cyprus	5	4	4
7.	Cyprus	4	4	4
8.	Cyprus	5	5	5
9.	Cyprus	5	5	5
10.	Cyprus	4	4	4
1.	Greece	5	5	5
2.	Greece	5	5	5
3.	Greece	5	5	5
4.	Greece	5	5	5
5.	Greece	5	5	5
6.	Greece	5	5	5
7.	Greece	5	4	4
8.	Greece	5	5	5
9.	Greece	4	3	4
10.	Greece	5	5	5
11.	Greece	5	5	5
12.	Greece	5	5	5
13.	Greece	5	5	5
14.	Greece	5	5	5
15.	Greece	5	5	5
16.	Greece	4	4	5

Question 4.

		Q4.Please evaluate how the objectives of the training have been met. Welcome and introduction to the event.	Q4. Introduction to the project background, partners and purpose	Q4.Presentation of the platform and the self-assessment tool.	Q4. Interactive session	Q4.Q/A and feedback
1.	Sweden	3	3	3	3	3
2.	Sweden	4	4	4	4	4
3.	Sweden	3	3	3	3	3
4.	Sweden	4	3	3	2	2

5.	Sweden	5	5	5	5	5
6.	Sweden	5	5	5	5	4
7.	Sweden	4	4	4	3	3
8.	Sweden	5	5	5	5	5
9.	Sweden	3	3	4	3	3
10.	Sweden	5	4	5	5	3
1.	Lithuania	5	5	5	5	5
2.	Lithuania	5	5	5	5	5
3.	Lithuania	5	5	5	5	5
4.	Lithuania	5	5	5	5	5
5.	Lithuania	5	5	5	4	4
6.	Lithuania	4	4	4	4	4
7.	Lithuania	5	5	5	5	5
8.	Lithuania	4	5	5	4	4
9.	Lithuania	5	5	5	5	5
10.	Lithuania	5	5	5	5	5
1.	Italy	5	5	5	5	5
2.	Italy	5	5	5	5	5
3.	Italy	5	5	5	5	5
4.	Italy	5	5	5	5	5
5.	Italy	4	5	3	2	1
6.	Italy	5	5	5	5	5
7.	Italy	5	5	5	5	5
8.	Italy	5	5	5	5	5
9.	Italy	5	5	5	5	5
10.	Italy	5	4	5	4	4
1.	Cyprus	5	5	5	4	5
2.	Cyprus	5	5	5	4	5
3.	Cyprus	4	5	5	5	5
4.	Cyprus	5	5	5	5	5
5.	Cyprus	4	4	4	4	4
6.	Cyprus	5	5	4	5	4
7.	Cyprus	4	4	4	4	4
8.	Cyprus	5	5	5	5	5
9.	Cyprus	5	5	5	4	5
10.	Cyprus	5	4	4	4	5
1.	Greece	5	5	5	5	5

2.	Greece	5	5	5	5	5
3.	Greece	5	5	4	4	5
4.	Greece	5	5	5	5	5
5.	Greece	5	5	5	5	4
6.	Greece	5	5	5	5	5
7.	Greece	4	5	4	4	4
8.	Greece	5	5	5	5	5
9.	Greece	3	4	4	4	3
10.	Greece	5	5	5	5	5
11.	Greece	5	5	5	5	5
12.	Greece	5	5	5	5	5
13.	Greece	5	5	5	5	5
14.	Greece	5	5	5	5	5
15.	Greece	5	5	5	5	5
16.	Greece	5	5	4	5	5

Average per Country

Below are presented the calculated average of ratings per country in each question and per country in average.

		Q1	Q2	Q2	Q2	Q2	Q3	Q3	Q3	Q4	Q4	Q4	Q4	Q4	Average
1.	Cyprus	4.4	4.6	4.7	4.7	4.6	4.4	4.6	4.6	4.7	4.6	4.5	4.6	4.6	4.58
2.	Greece	4.94	4.88	4.69	4.88	4.88	4.88	4.81	4.81	4.88	4.88	4.75	4.81	4.81	4.84
3.	Italy	4.6	4.55	4.33	4.4	4.66	4.8	4.5	4.6	4.9	4.9	4.8	4.6	4.5	4.62
4.	Lithuania	4.7	4.7	4.8	4.7	4.8	4.8	4.8	4.8	4.9	4.9	4.8	4.7	4.7	4,77
5.	Sweden	4.2	3.8	3.9	3.8	3.6	3.6	3.9	4.1	3.9	4.0	3.9	3.7	3.5	3.83

Conclusion

The data suggests that participants across all countries generally had a positive experience with the trainings, as evidenced by the high average scores.

Cyprus received a strong participation rating, indicating that participants were highly engaged and satisfied with their involvement in the training. In terms of general organization, the country performed well, particularly in administrative support. This suggests that logistical and support aspects were effectively managed. However, the meeting venue scored slightly lower, possibly pointing to some minor issues with the location or setup.

Cyprus excelled in providing follow-up resources for information sharing. This indicates that participants had good access to additional materials and support after the training. The presentation and demonstration, while still positive, scored slightly lower, suggesting there might be room for improvement in how initial information was delivered.

Regarding the training objectives, Cyprus met them effectively across the board, with particularly strong scores in presenting the platform and the self-assessment tool. The consistently high ratings in other areas like the introduction and interactive session reflect a well-rounded and successful training event.

Greece achieved an exceptionally high participation rating of 4.81, reflecting very positive feedback on participant engagement and satisfaction. This is complemented by excellent scores in general organization, where Greece excelled in meeting venue and accessibility. These high marks suggest that the training was well-organized and accessible.

In terms of information sharing, Greece also performed well, with all aspects, including presentation, discussion, and availability of follow-up materials, receiving high scores. This indicates that the training was clear, engaging, and well-supported.

Greece scored very well in meeting the training objectives, particularly in the welcome and introduction, and the presentation of the platform. The slightly lower score for the platform and self-assessment tool is still high, suggesting that the core content was effectively communicated and that participants were generally satisfied with the training outcomes.

Italy's participation rating of 4.5 is strong, though slightly lower than that of Cyprus and Greece, suggesting good but not exceptional levels of engagement. The general organization scores reveal some areas for improvement, particularly in administrative support and accessibility, which may have impacted the overall participant experience.

On the positive side, Italy performed well in the presentation and demonstration aspect, scoring 4.8. However, the discussion aspect scored lower, indicating that there might be opportunities to enhance participant interaction. The availability of follow-up materials scored 4.6, reflecting good support for participants after the training.

Italy achieved high scores in meeting training objectives, especially in presenting the platform and conducting interactive sessions. This suggests that Italy effectively delivered the core content and engaged participants in interactive ways.

Lithuania's participation rating of 4.6 is quite positive, indicating good participant engagement. The country performed strongly in general organization, particularly in administrative support and accessibility. This suggests that Lithuania effectively managed logistical aspects and ensured the training was accessible to participants.

In terms of information sharing, Lithuania scored consistently high across all methods, with presentation, discussion, and follow-up materials all receiving scores of 4.8. This indicates a high level of effectiveness in delivering and supporting the training content.

Lithuania excelled in meeting training objectives, with particularly high scores for presenting the platform and interactive sessions. This reflects a strong alignment with training goals and effective delivery of the training content.

Sweden's participation rating of 3.9 was the lowest among the countries, suggesting lower levels of engagement and satisfaction. The general organization scores also reflect challenges, particularly in platform used, administrative support, and accessibility. Part of the lower scores are due to the fact that one of the trainings was in person while the other one was online.

Despite these challenges, Sweden's scores in information sharing were somewhat better, with presentation, discussion, and availability of follow-up materials averaging around 3.9.

4. Results based on Qualitative Data

General evaluation of Toolkit

In Sweden, participants generally found the toolkit informative, with some expressing that it opened dialogue on sustainable urban mobility and helped them reflect on their habits. However, there was a sentiment that the toolkit did not offer much new information, or was not instrumental for promoting behavioral change. The participants believe that their current decisions on urban commuting are based on their needs and resources.

In Lithuania, the toolkit was well-received, particularly for its ability to provide clear recommendations and opportunities for self-evaluation. Participants appreciated how the toolkit helped them recognize their personal attitudes and behaviors toward sustainable mobility. The toolkit was also valued for its role in fostering discussions within communities and among students. Some participants mentioned that they were already adopting sustainable practices, such as using public transport, and found the presentation of information appealing.

In Italy, the toolkit was recognized for its methodological approach and its effectiveness in raising awareness about environmental issues. Some participants expressed interest in using the toolkit for educational purposes, while others noted that, while the toolkit was helpful for awareness, practical incentives are necessary to drive behavioral change. There was also an appreciation for the toolkit's ability to help users evaluate their environmental practices and consider how to implement changes. One participant referenced the "Project GreeNexUs di UNIBO" as a related initiative.

In Cyprus, the toolkit was considered comprehensive and useful for gaining insights into sustainable urban mobility. Participants appreciated the practical applications and the knowledge they gained, which they felt they did not have before. The toolkit was also valued for its emphasis on sustainable practices and the introduction of new ideas for creating a more sustainable urban environment.

In Greece, the toolkit was highly valued for promoting sustainable urban mobility and offering incentives for green behavior. Participants found it particularly insightful in areas such as the transition to electric vehicles, environmental protection, and the value of the sharing economy. The toolkit was also noted for encouraging changes in behavior and lifestyle, with participants recognizing the importance of connecting their lifestyle

choices to environmental impact. There was a strong appreciation for the toolkit's role in facilitating new ways of thinking about green mobility and the environment.

General evaluation of Trainings

Participants in Sweden found value in the discussions, particularly in listening to others' opinions and exploring new perspectives. However, some expressed that there was not enough time to delve deeply into topics and felt that certain questions were irrelevant or too broad. They suggested improvements like more compact and focused questions, increased time for interaction, and the inclusion of more situationally specific questions. There were also calls for better alignment between discussions and practical realities, especially regarding urban transport and the feasibility of sustainable options in different conditions, such as winter.

In Lithuania, participants appreciated the knowledge shared, the clear presentation, and the opportunity for discussion. They were generally satisfied with the training but noted that the time allocated was short, which limited participation. Some suggested including more ways to improve sustainable mobility conditions at local levels. The training was seen as an opportunity to confirm personal commitments to sustainable practices and reflect on different mobility approaches.

Italian participants valued the debate and the opportunity to discuss personal experiences. However, there were concerns about the hybrid mode of delivery and the limited time for discussion. Some participants noted that online participation was less engaging, and there were suggestions for better time management and extending the duration of the workshop. The discussions were appreciated, but there was a desire for more practical applications and ways to improve sustainable mobility.

In Cyprus, participants found the training practical and appreciated the opportunity to familiarize themselves with the toolkit and self-assessment methods. They were largely satisfied with the content and did not identify significant weaknesses. Some suggested that more time for discussion could enhance the experience, and a few noted that the training could be made more user-friendly.

Participants in Greece highlighted the value of learning about sustainable urban mobility, the presentation by the professor, and the practical examples provided. However, they felt that the timing of the event was not optimal and that more time should be allocated for sessions. Suggestions for improvement included inviting more participants, enhancing virtual participation, and providing more practical sessions and detailed explanations of the platform. There was also feedback on logistical issues, such as the lack of vegan food options and the need for better internet connectivity.

Country-Specific Qualitative Analysis

Sweden

Strong Points:

- Participants appreciated the opportunity for discussions and the exchange of perspectives on sustainable mobility.
- The toolkit facilitated reflection on personal habits and sustainability practices.
- Some participants found the content engaging and expressed interest in continuing their involvement with future trainings.

Areas for Improvement:

- Questions were not always relevant to participants' personal situations, especially for those who do not own cars or bikes.
- There was insufficient time allocated for interactive discussions and engagement.
- Some skepticism was expressed regarding the practicality of sustainable mobility options in harsh winter conditions, highlighting a need for more context-specific examples.

Lithuania

Strong Points:

- Participants valued the toolkit's recommendations and the opportunity for self-evaluation.
- The training provided clear and practical information, which was well-received.
- The content was beneficial for participants who were less familiar with sustainable mobility practices.

Areas for Improvement:

- Participation in discussions was somewhat limited, suggesting a need to encourage more active involvement.
- The content could be further enhanced to cater to those already practicing sustainable mobility, offering more advanced strategies and actions.
- There was a suggestion to introduce personalized elements or characters to increase user engagement.

Italy

Strong Points:

- The debates and discussions were particularly valued, with participants expressing interest in using the toolkit for educational purposes.
- The methodological approach was appreciated, and the training effectively raised awareness of sustainable practices.
- The toolkit was seen as useful for creating environmental awareness and for self-assessing lifestyle choices.

Areas for Improvement:

- The hybrid delivery mode was less effective, with participants feeling that there was not enough time for thorough discussions.
- There was a desire for more practical applications to complement the theoretical knowledge presented.
- Participants suggested extending the duration of the sessions to allow for deeper exploration of the topics.

Cyprus

Strong Points:

- Participants found the training practical, informative, and relevant to their needs.
- The toolkit was appreciated for its focus on sustainable practices and self-assessment.
- There was general satisfaction with the content, and participants expressed interest in continuing their education on sustainable mobility.

Areas for Improvement:

- More time for discussions would be beneficial, as participants felt that the allotted time was insufficient.

- Improving the user-friendliness of the toolkit could enhance its effectiveness and make it more accessible to a wider audience.
- While the training was well-received, incorporating more interactive elements, such as breakout sessions, could further enrich the learning experience.

Greece

Strong Points:

- The training was valuable in raising environmental awareness and providing practical applications.
- Participants appreciated the clarity of the presentations and the engagement of the organizers.
- The toolkit was seen as a useful resource for fostering behavioral change and improving sustainable mobility practices.

Areas for Improvement:

- Time constraints were a common concern, with participants suggesting that more time should be allocated for discussions and practical exercises.
- Participants expressed a need for better logistical support, such as providing laptops and improving internet connectivity during sessions.
- There was a desire for more thorough explanations and additional practice with the self-assessment tools, indicating a need for more detailed guidance during the training.

Conclusion

The evaluation of the toolkit and training across the five countries—Sweden, Lithuania, Italy, Cyprus, and Greece—reveals a generally positive reception, with participants recognizing the toolkit's value in raising awareness and fostering discussions on sustainable urban mobility.

Participants in all countries appreciated the toolkit for its educational value, particularly in helping them reflect on personal habits and encouraging community discussions. The training sessions were also well-received, with participants valuing the knowledge shared and the opportunity to engage in discussions. However, across the board, participants noted a need for more time for discussions, better alignment with practical realities, and more user-friendly and interactive elements.

Specific suggestions for improvement include making the toolkit more engaging and relevant to those already practicing sustainable mobility, enhancing the interactivity of training sessions, and addressing logistical issues like time management and the effectiveness of hybrid or online training formats.

In Sweden, participants found the toolkit informative but felt it offered little new information or practical applicability, particularly in challenging conditions like winter. Lithuania appreciated the clear recommendations and self-evaluation opportunities, though more advanced content for those already practicing sustainable mobility was suggested. Italian participants valued the toolkit for raising awareness but noted that the hybrid delivery mode and limited time for discussions hindered its effectiveness. In Cyprus, the toolkit was praised for its practicality, but participants desired more time for discussions and improved user-friendliness. In Greece, the toolkit effectively promoted behavioral change,

but logistical challenges and the need for more detailed guidance were highlighted.

Overall, while the toolkit and training have been effective in promoting sustainable urban mobility awareness, there is room for improvement in terms of practicality, engagement, and the depth of content offered.

5. General Conclusions and Recommendations

The toolkit and training programs were generally well-received across the five countries, demonstrating their effectiveness in promoting sustainable urban mobility and fostering behavioral change. Greece and Cyprus showed the highest levels of satisfaction, with participants particularly appreciating the clarity, practical applications, and motivational aspects of the toolkit. Lithuania and Italy also provided positive feedback, though with a more moderate response in Italy, where participants suggested that the toolkit could be better tailored to their specific needs. Sweden, however, had the lowest satisfaction scores, indicating that the toolkit was less effective in this context. Participants in Sweden felt that the toolkit did not sufficiently motivate behavior change and required more actionable feedback. Across all countries, while the toolkit was valued for its educational and self-assessment capabilities, there were consistent calls for more practical, interactive elements, extended discussion time, and better alignment with participants' local conditions and needs.

Enhancing the practicality and relevance of the toolkit is essential. It should be tailored to better suit the specific needs and contexts of each country, particularly in Sweden where the toolkit was less effective. This could involve incorporating more context-specific examples, especially for

challenging conditions like harsh winters. The toolkit should also offer more actionable feedback to motivate behavior change.

Improving the interactivity and engagement of the training sessions is another key recommendation. Participants across various countries expressed a desire for more time to engage in discussions and interactive elements. Extending the duration of sessions and incorporating more interactive methods, such as breakout sessions, can help deepen participants' understanding and engagement.

Strengthening logistical and technical support is also crucial, particularly in Greece and Sweden, where issues like internet connectivity and accessibility were noted. Providing better logistical arrangements, such as reliable internet access, appropriate venues, and necessary materials like laptops, will enhance the overall training experience.

Finally, providing more detailed guidance and follow-up materials can improve the effectiveness of both the toolkit and training. Participants in several countries mentioned the need for thorough explanations and additional practice with self-assessment tools. Offering more comprehensive support through detailed guidance and accessible follow-up resources will help reinforce the training objectives and encourage sustained behavioral change in sustainable urban mobility practices.

Annex 1

Questions

About the Greenmobility Self-assessment toolkit

1. In general, on a scale 1 to 5 how useful is the toolkit for you?
2. Optional. Please give comments about the usefulness of this toolkit.
3. On a scale 1 to 5, how useful is the toolkit in helping you to ASSESS your attitudes, thoughts and behaviour in relation to your sustainable urban mobility?
4. On a scale 1 to 5, how useful is the toolkit in MOTIVATING a change in your attitudes and a new, more, green, and healthy sustainable urban mobility behaviour?
5. On a scale 1 to 5, how clear and easy to understand are the questions?
6. On a scale 1 to 5, how would you rate the given feedback?
7. On a scale 1 to 5, how would you rate the given recommendations?
8. What is interesting or new for you after using this toolkit?
9. (Optional) Do you have any media, video, article or tool that may be relevant for the objectives of this toolkit?

About the Training/ Workshop

1. In general, on a scale 1 to 5, how would you rate the participation in the training/workshop?
2. How do you evaluate the general organisation of the training on Greenmobility self-assessment toolkit? [Meeting venue]
2. How do you evaluate the general organisation of the training on Greenmobility self-assessment toolkit? [Platform used]
2. How do you evaluate the general organisation of the training on Greenmobility self-assessment toolkit? [Administrative support]
2. How do you evaluate the general organisation of the training on Greenmobility self-assessment toolkit? [Accessibility wise (access to the venue, delivery of training)]
3. How do you evaluate the way in which information was shared and the methods that were used? [Presentation/demonstration]
3. How do you evaluate the way in which information was shared and the methods that were used? [Discussion]
3. How do you evaluate the way in which information was shared and the methods that were used? [Availability of follow-up links and sources]

4. Please evaluate how the objectives of the training have been met. [Welcome and introduction to the event.]
4. Please evaluate how the objectives of the training have been met. [Introduction to the project background, partners and purpose]
4. Please evaluate how the objectives of the training have been met. [Presentation of the platform and the self-assessment tool.]
4. Please evaluate how the objectives of the training have been met. [Interactive session]
4. Please evaluate how the objectives of the training have been met. [Q/A and feedback]
5. What was the most valuable aspect of the training for you?
6. What was the weakest element of the training for you?
7. Which aspects could have been improved?
8. Would you be interested in participating in upcoming trainings as part of this project?
9. (Optional) Leave any other comment about the training or a suggestion relevant to the objective of the Greenmobility project.



GREENMOBILITY

Lifelong Learning on sustainable urban mobility

Partners



KAUNAS UNIVERSITY OF TECHNOLOGY

Lithuania

ktu.edu



SYNTHESIS CENTER FOR RESEARCH AND EDUCATION LIMITED

Cyprus

www.synthesis-center.org



Land Impresa sociale s.r.l.

Italy

impresasocialeland.org



PANEPISTIMIO THESSALIAS

Greece

www.uth.gr



The International Sustainability Collaborative Ek. för.

Sweden

sustainability-collaborative.earth



Funded by
the European Union

KA2 Cooperation Partnership Project