Fit 4 Green

IMPACT ASSESSMENT, PROJECT EVALUATION REPORT AND SUSTAINABILITY PLAN

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IMPRESSUM

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EXECUTIVE SUMMARY

The Fit4Green project (June 2024–November 2025) aimed to raise environmental awareness and promote sustainable lifestyles by using grassroots sport events as practical learning tools. Activities in Austria, Slovenia and Latvia combined co-creation workshops, student-led event planning and green campus sport events to support behavioural change and strengthen sustainability competences among young people. The project applied a dedicated Impact Management function to ensure objectivity, quality of evidence and transparency in performance assessment.

Quantitative Performance Indicators

Across countries, engagement levels were strong and exceeded expectations in several core areas. Co-creation workshops reached **244 young people** (target 60–70), and **180 young volunteers** supported planning and delivery (target 30–50). Green campus sport events attracted **1,173 participants**, far surpassing the target of 300. Staff involvement also exceeded expectations, with **47 staff members** participating in co-creation and **32 staff members** engaged in programme delivery.

Overall, the project excelled in most quantitative indicators, particularly those related to co-creation, event participation, and staff involvement and the partnership as a whole significantly overperformed initial expectations. This is most probably due to the project methodology, which created a space where creativity, interpretation, experimentation, and the freedom to fail were not only allowed but actively encouraged. This enabled partners to develop their own versions of the green-event concept, resulting in distinct forms, activity combinations, and implementation intensities.

Impact Assessment

A structured pre- and post-assessment, based on the European Sustainability Competence Framework (GreenComp), measured changes in sustainability competences, attitudes and habits among participating students. The Austrian dataset (75 pre- and 68 post-responses / 18% of the overall student population of around 400) served as the primary quantitative basis.
Three findings stand out in particular:

1. **Physical activity and social engagement strengthened.**
   10.3% of respondents reported doing more sport, **64.7%** maintained their activity level and **25%** found the question not applicable. Team and mixed sports became more common, indicating **growing social engagement** and aligning with EU sport policy's emphasis on participation, inclusion and community building.
2. **Willingness to change habits increased.**
   Awareness, motivation and readiness to act sustainably all strengthened. Students increasingly combined multiple sustainable habits (recycling, reducing plastic, energy saving, active mobility), showing that sustainability became **part of daily life**, not limited to project activities.
3. **Expectations for sustainable sport events rose most strongly.**
   The belief that sport events should be organised sustainably recorded the largest improvement across the entire survey, increasing from 2.80 to 3.48 (+0.684). Students increasingly saw sustainable organisation as an expected standard, showing that sport became a **tool for sustainable behaviour,** linking physical activity with responsibility for environmental and personal wellbeing.

Beyond these findings, participants showed more frequent reflection on environmental impacts, modest improvements in selected competences and credible, incremental behaviour change. Slight declines in self-assessments of leadership

or initiative reflected more realistic self-evaluations rather than loss of confidence. Qualitative feedback highlighted that sport deepened connection with nature, encouraged conscious mobility choices and supported healthier routines.

Project Evaluation

An anonymous Lessons Learned survey (16 respondents) assessed coordination, implementation, capacity building, financial management and collaboration quality among partners.

Coordination and management were seen as clear strengths of the project, with partners highlighting smooth cooperation, well-defined roles and effective communication (4.19). Planning and implementation were also rated very positively (4.38 and 4.19), and organisations reported that the **project helped them build capacity** (4.13) and introduce concrete improvements, from better waste management and low-waste event formats to more sustainable practices and targeted staff training. **Financial procedures were considered manageable** (3.81), though partners noted the need for clearer internal calendars and deadlines. **Collaboration quality emerged as a major asset: high trust, active knowledge exchange and improved skills for transnational cooperation (4.25) point to a partnership that learned and grew throughout implementation**. Environmental effects on campuses were visibly positive (zero-waste and low-waste practices reduced litter and raised awareness), although the project duration limited longer-term observation. The s**trong intention to continue using Fit4Green methods** (4.31) underscores both the practicality of the approach and its potential for sustained impact.

Lessons Learned

Key success factors included strong youth engagement, visible reductions in waste, well-structured teamwork and the opportunity to test innovative, impact-driven approaches. Improvement areas concerned earlier methodological onboarding, more structured communication, a narrower activity focus and increased involvement of local stakeholders. Partners emphasised the importance of incremental improvements, realistic expectations and practical, hands-on learning.

Sustainability Plan

The extended evidence from all partners shows that Fit4Green has evolved from a project into an **innovative sustainability framework for green sports events** with strong adoption potential across Europe. The **integration of Fit4Green principles into institutional policies, multi-year event planning, staff training, national sport structures and European networks demonstrates long-term viability**. Partners are not only maintaining the practices introduced during the project but actively scaling them up, adapting them to national contexts and embedding them into governance structures.
With commitments spanning schools, universities, national sport bodies, European associations and innovation-oriented organisations, Fit4Green is positioned to remain a relevant and influential model for green, health-promoting and youth-driven sport events well beyond the project's lifetime.

Conclusion

Fit4Green achieved high engagement, strengthened environmental awareness and supported concrete behavioural and organisational change. Sport proved to be an effective, relatable and socially engaging platform for sustainability learning. The project demonstrated that when youth co-creation, institutional change and impact-oriented methods are combined, they reinforce each other and create credible, policy-relevant results that can be sustained beyond the project's lifetime.

INTRODUCTION

The Fit for Green project aimed to raise environmental awareness by using sport and physical activity as practical tools for behavioural change. The EU-funded project, running from June 2024 to November 2025 (18 months), used the organisation of grassroots sport events in Austria, Latvia and Slovenia as an educational and participatory tool to engage young people in learning and adopting healthier and more sustainable lifestyles. Young people played a central role by co-creating and delivering green campus sport events, which served not only as community activities but also as learning spaces for developing sustainability competences.

This report presents the impact assessment and overall evaluation of the Fit4Green project. It brings together the **project's quantitative performance indicators, qualitative evidence of change, the consortium's reflections and lessons learned, and the strategy for sustaining results beyond the project period.** The aim is to provide a comprehensive and transparent account of how the project performed, what effects it generated, and how it can continue to create value in the future.

The impact assessment examines both the **quantitative and qualitative outcomes**, focusing in particular on improvements in environmental awareness and sustainability competences among participants. In parallel, the project evaluation reviews the **project design, coordination and management functions**, reflecting on strengths and areas for improvement.

To ensure objectivity and high-quality evidence, the project applied a dedicated **Impact Management** approach. This function supported the consortium throughout the delivery process by advising on quality enhancement, guiding data collection, and helping partners maintain an overview beyond day-to-day administrative and operational tasks. By separating monitoring and impact management from coordination duties, the project strengthened the credibility, transparency, and accountability of its results.

QUANTITATIVE PERFORMANCE INDICATORS

Table 1: Quantitative Indicators

Indicator Name	Initial Target	Austria	Slovenia	Latvia	Overall Total
Young people in co-creation workshops	60–70	48	6	190	244
Young volunteers in programme planning & execution	30–50	33	87	60	180
Young people in campaigns & activations (audience)	3,000–5,000	4,400	8,900	1,400	14,700
Young participants in green campus sport events	300	194	739	240	1,173
Educational staff in co-creation workshops/process	15	7	4	36	47
Educational staff volunteers in planning & execution	30	13	4	15	32
Activities during programme execution	50-100	15	9	7	31

The data from Austria, Slovenia, and Latvia show good levels of engagement across all planned activity types, although with variation between indicators. When aggregating the numbers from all three partner organisations, the project reached **244 young people in co-creation workshops, significantly exceeding the initial target of 60–70 participants**. This demonstrates a much broader involvement of young people in the early design stages than originally foreseen.

Volunteer engagement was similarly high: **180 young people supported the planning and delivery of activities, far above the target of 30–50**. This reflects the participatory nature of the project and the willingness of students to take an active role in shaping greener sport environments.

Campaigns and activations reached over 14,700 people, which well exceeded the already ambitious target of 3,000–5,000. This can be explained by the project's focus on local, hands-on activities on campuses, combined with a larger online mass-outreach. While the active engagement did not match these numbers, partner reports indicate that **the activities achieved deeper engagement and more meaningful behavioural influence among participants.**

The green campus sport events attracted 1,173 young participants that also exceeded the original target of 300. This impressive turnout highlights how effectively sport can serve as an attractive and engaging platform for environmental education across all partner countries.
Staff involvement also surpassed expectations: **47 staff members participated in co-creation workshops (target 15),**

and 32 staff members guided programme planning and delivery (target 30). These numbers indicate that the project successfully mobilised staff and **strengthened institutional commitment to sustainability.**

The three partner organisations collectively implemented **31 activities** during the programme execution, compared to the originally planned **50–100**. Although the total number remained below the initial target, the qualitative evidence shows that partners prioritised educational value and focused on **fewer but more meaningful, community-engaging activities**, that required more preparation and engagement than initially foreseen. Moreover, **some activities were organised as recurring event series but reported as a single item**, which further explains the lower numerical count.

Overall, the project excelled in most quantitative indicators, particularly those related to co-creation, event participation, and staff involvement and the partnership as a whole significantly overperformed initial expectations. This is most probably due to the project methodology, which created a space where creativity, interpretation, experimentation, and the freedom to fail were not only allowed but actively encouraged. This enabled partners to develop their own versions of the green-event concept, resulting in distinct forms, activity combinations, and implementation intensities.

QUALITATIVE IMPACT ASSESSMENT

To assess the project's educational and behavioural impact, a pre- and post-assessment survey has been conducted among students. The assessment framework was based on the **European Sustainability Competence Framework (GreenComp)**, a key policy initiative under the European Green Deal that promotes environmental sustainability learning across the EU. GreenComp provides a comprehensive reference for defining the knowledge, skills, and attitudes that enable individuals to think, plan, and act responsibly and empathetically toward the planet and public health.

Relevance of GreenComp for Impact Assessment

GreenComp recognises that systemic change toward sustainability cannot be achieved solely through regulation, finance, or technology. Long-term transformation requires **lifelong learning** and the cultivation of a **sustainability mindset**, a way of understanding and acting that aligns human behaviour with ecological and social limits.

The framework defines **four competence areas** encompassing **12 sustainability competences** that together form the foundation for developing sustainability-oriented knowledge, skills, and attitudes. These areas focus on empowering learners to:

- Embodying sustainability values and reflecting on their own behaviours, beliefs, and resource use;
- Embracing complexity in sustainability through thinking systemically and critically about the complex and interdependent nature of sustainability challenges;
- Envisioning alternative, more sustainable futures through creativity and imagination;
- Acting for sustainability by taking collective and individual action that drives change.

In the context of ***Fit4Green***, key competences have been defined and translated into survey questions adapted to the sport event setting. The questions explore changes in students' awareness, attitudes, and perceived agency regarding sport and environmental sustainability and healthy living.

Relevant Key Competences of the Framework for Impact Assessment

At the heart of GreenComp lies the understanding that **humans are part of nature**, and sustainability requires maintaining the health of ecosystems alongside social and economic wellbeing. The most relevant competences were drawn from the first and second competence areas: **Embodying Sustainability Values and Embracing Complexity in Sustainability**. These were operationalised through tailored survey questions adapted to the context of grassroots sport events.

Embodying Sustainability Values

The competence area ***Embodying Sustainability Values*** supports reflection and responsibility on personal and societal values and sustainability in everyday actions. Within the project, two specific competences were emphasised:

- Valuing Sustainability (1.1): encouraging participants to reflect on their personal values and how these align with sustainability principles.
- Promoting Nature (1.3): developing understanding that humans are part of nature and that ecosystem health underpins human health. The survey examined participants' empathy towards nature.

To translate these competences into measurable indicators, **knowledge, skills, and attitudes (KSA)** statements from the framework were adapted into survey items. For instance:

- *Knowledge*: understanding that human wellbeing depends on the health of natural ecosystems.
- *Skills*: assessing one's own environmental impact and identifying ways to reduce resource use.
- *Attitudes*: caring for nature, recognising its intrinsic value, and demonstrating willingness to act sustainably.

Additionally, a set of questions explored **entrepreneurial and proactive attitudes**, inspired by GreenComp's competence on Individual Initiative (4.3). These items examined confidence in decision-making, willingness to take on challenges, persistence in efforts, capacity to mobilise others, and belief that individual actions contribute to broader change. This integration reflected the project's aim to nurture personal agency and leadership in sustainability.

Embracing Complexity in Sustainability

The second relevant competence area, ***Embracing Complexity in Sustainability*** focuses on understanding sustainability as a complex and interconnected system. In ***Fit4Green***, this area was addressed through the application of the **Cynefin framework** in the project's planning phase, especially through co-creation sessions, and post-event reflections. This approach has been a valuable tool for making sense of the complex relationship between sports and ecological sustainability.

Key competences reflected in this part of the assessment included:

- **Critical Thinking (2.2)**: questioning assumptions, evaluating information, and reflecting on the influence of personal and cultural perspectives;
- **Problem Framing (2.3)**: formulating sustainability issues by identifying their causes, actors involved, and possible responses.

Application of the Framework to the Fit for Green Project

By applying the key competences of the **European Sustainability Competence Framework (GreenComp)**, the ***Fit4Green*** project aimed to evaluate to what extent its activities, including the organisation and execution of green sport events and the preceding campaign activities, foster the development of sustainability competences among young participants in alignment with **GreenComp's central objective: empowering individuals and communities to become proactive agents of systemic change within planetary limits.**

Impact Assessment: Pre- and Post-Assessment Surveys

The evaluation relied on **pre- and post-assessment surveys** designed directly around the GreenComp framework. The framework's Knowledge, Skills, and Attitudes (KSA) statements (described above) were systematically analysed and translated into targeted survey questions. The survey consisted primarily of 1–5 Likert-scale items, complemented by selected checkbox and open-ended questions to capture more nuanced perspectives. These questions measured competences relevant to Fit for Green's educational context, focusing on the following dimensions:

- **Environmental awareness** – understanding human–nature interdependence and recognising personal impact on the environment;
- **Sustainability competences** – reflecting on sustainability values, empathy towards nature, and readiness to take responsible action;

- **Management and entrepreneurial skills** – assessing initiative, confidence, decision-making, and capacity to mobilise others for a sustainable cause;
- **The role of sport in environmental transformation** – exploring how sport events can model and promote sustainable behaviours.
- **The role of sport in healthy lifestyles** – exploring attitudes towards wellbeing and collective engagement.

The survey was structured into five thematic sections:

1. **Demographics and sport participation frequency,** capturing basic respondent data and engagement in sport activities;
2. **Sustainability competences**, including environmental awareness and entrepreneurial skills;
3. **Sport and ecological sustainability**, assessing perceptions of sport's role in promoting environmental responsibility;
4. **Experiential and social aspects of sport and healthy lifestyles**, exploring attitudes toward wellbeing, and collective engagement;
5. **(Post-assessment only)** Reflections and feedback based on the Cynefin Framework, used to capture participants' understanding of complexity and their ability to navigate sustainability challenges collaboratively.

For the purposes of quantitative analysis, the **Austrian pre- and post-assessment datasets** were selected as the most representative samples, comprising **75 pre-assessment and 68 post-assessment responses**. These represent approximately 18% of the overall student population of around 400, and **35%** of the 194 students who participated in the Green Sport Event. The Slovenian and Latvia datasets were excluded due to limited sample sizes and lower statistical reliability (total 44 responses to the pre-assessment and 8 responses to the post-assessment surveys).

Through this structured approach, the project's impact assessment links GreenComp's theoretical competences to practical behavioural indicators observable within the sport-based learning environment. The survey results thus provide a basis for understanding how grassroots sport events can serve as effective instruments for sustainability education and mindset development.

Pre-Assessment and Post-Assessment Survey Questions

Pre-Assessment Survey Questions	**Post-Assessment Survey Questions**
1. Demographics and Background	**1. Demographics and Background**
1.1. What is your current age?	1.1. What is your current age?
1.2. What is your gender?	1.2. What is your gender?
1.3. Which country are you currently studying or living in?	1.3. Which country are you currently studying or living in?
1.4. How often do you participate in sports or physical activities?	1.4. How often do you participate in sports or physical activities?
1.5. What type of sports do you most frequently engage in?	1.5. What type of sports do you most frequently engage in?

	1.6. Since the beginning of Fit4Green (September 2024), has your participation in physical activity increased, stayed the same, or decreased?
2. Sustainability Competences	**2. Sustainability Competences**
2.1. Do you enjoy taking on new challenges and responsibilities?	2.1. Do you enjoy taking on new challenges and responsibilities?
2.2. How confident do you feel in your ability to make informed and timely decisions?	2.2. How confident do you feel in your ability to make informed and timely decisions?
2.3. Are you open to reviewing your beliefs based on new information?	2.3. Are you open to reviewing your beliefs based on new information?
2.4. Are you able to take initiative and persist in your efforts?	2.4. Are you able to take initiative and persist in your efforts?
2.5. Could you mobilise others for a good cause?	2.5. Could you mobilise others for a good cause?
2.6. Do you believe that everyday actions matter?	2.6. Do you believe that everyday actions matter?
2.7. Are you willing to change your habits for a more sustainable future?	2.7. Are you willing to change your habits for a more sustainable future?
2.8. How important is environmental sustainability to you?	2.8. How important is environmental sustainability to you?
2.9. Are you concerned about the short- and long-term impacts of your personal actions on others and the planet?	2.9. Are you concerned about the short- and long-term impacts of your personal actions on others and the planet?
2.10. What actions do you take to reduce your environmental impact?	2.10 Rate how each of the competences has changed for you since taking part in Fit4Green events/activities (September 2024): • Making decisions • Mobilising others • Taking initiative • Reflecting on values • Believe in daily actions' impact
	2.11. What actions do you now take to reduce your environmental impact? • Recycling • Reduce plastic waste • Using public transportation • Reducing energy consumption • None • Other
	2.12. Describe one sustainable habit or initiative you adopted as a result of participating in a Fit4Green activity.

3. Sport and Ecological Sustainability	**3. Sport and Ecological Sustainability**
3.1. How often do you consider the environmental impact of your sports activities?	3.1. How often do you consider the environmental impact of your sports activities?
3.2. Do you think sports events should have a focus on environmental sustainability?	3.2. Do you think sports events should have a focus on environmental sustainability?
3.3. What sustainable practices would you like to see implemented at sports events?	3.3. What sustainable practices would you like to see implemented at sports events? • Renewable energy use • Efficient water use • Biodiversity protection • Active transport options • Waste reduction • Sustainable materials • Healthy/local food
3.4. Do you think incorporating sustainability into sports can influence your everyday habits?	3.4. Do you believe sport can influence your environmental habits? (Please describe how.)
3.5. What challenges do you foresee in making sports events more sustainable?	
4. Experiential and Social Connections	**4. Experiential and Social Connections**
4.1. How important is healthy lifestyle to you?	4.1. How important is healthy lifestyle to you?
4.2. Do you think (group) sports activities can help promote healthy lifestyle habits?	4.2. Do you think (group) sports activities can help promote healthy lifestyle habits?
4.3. In your experience, do you think sports can be a platform for environmental education?	4.3. Do you see sport as a platform for environmental education more than before?
4.4. What would motivate you to participate in a sustainable sports event?	4.4. Have you influenced others (friends, teammates, etc.) to act more sustainably through sport?
4.5. Have you ever made a decision related to a sports activity based on environmental considerations?	4.5. Have you made any decisions about sports activities based on environmental impact?
5. Workshop and Event Co-production	**5. Reflection and Feedback (Cynefin Framework)**
5.1. What topics would you like to explore in a workshop focused on sustainable sports?	5.1. Have you taken part in any Fit4Green events or activities as a participant?
5.2. How would you prefer to contribute to the planning of a sustainable sports event?	5.1.1. Did you see sustainability in a new way during the Fit4Green event or activity?
5.3. What types of activities would you find engaging in a sustainability-focused sports event?	5.1.2. Did you feel confused, challenged, or inspired at any point?
5.4. Would you be interested in leading or co-leading an activity related to sustainability in sports?	5.1.3. Did you take any action during the event that you feel proud of?
5.5. What support or resources would you need to participate in or organise a sustainable sports event?	5.1.4. Did you or others behave differently compared to other events?
	5.1.5. Did you have a memorable conversation during the event?

	5.2.1–5.2.5. Reflections based on the **Cynefin Framework:** • Simple: Was there a moment that felt clear and easy to act on? • Complicated: Was there a moment where expert help or planning was needed? • Complex: Did you experience a situation where • solutions became clear only through trying? • Chaotic: Did you have to act quickly without a plan? • Disorder: Were there moments when you felt unsure or stuck?
	5.3.1. Have you noticed any change in your habits or thinking since the event?
	5.3.2. Do you have new questions about sustainability, leadership, or event planning?
	5.3.3. Was there someone or something during the event that influenced you?
	5.3.4. Do you think events like this could make a lasting impact?
	6. Skills, Leadership and Future Plans
	6.1. Have you volunteered in a community, environmental, or sports-related activity?
	6.2. How confident are you in your ability to organise sustainable events?
	6.3. Would you like to lead or co-lead a sustainability-focused sports activity in the future?
	6.4. What support or resources would you need to do that?

Impact Assessment Process

In the impact assessment process, several analytical steps were undertaken to ensure a comprehensive interpretation of the survey results:

- **The changes in responses for each survey question** were quantified by comparing pre- and post-assessment data, focusing on increases or decreases in agreement levels, average scores, and overall distribution patterns.
- **Significant shifts in perception, awareness, or behaviour** among participants were identified, highlighting areas where project activities appeared to have the most influence on knowledge, skills, competences or attitudes.
- **The meaning and potential drivers of these changes** were interpreted in context, considering whether

observed differences could be attributed to genuine learning outcomes or explained by **demographic variables.**

Impact Assessment Results

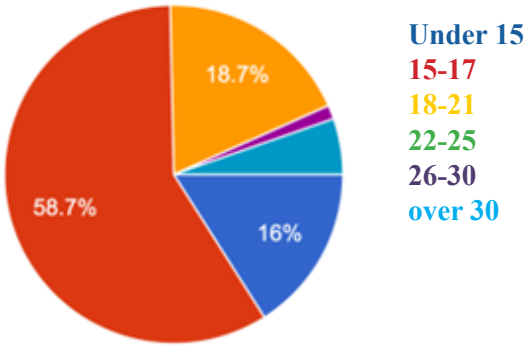
The study compared answers from two rounds of surveys before and after the planning and execution of the green campus sport event and accompanying campaign, namely in September 2024 and June 2025. Both used five-point Likert scale, checkbox and open questions to see how opinions and habits changed.

Demographics

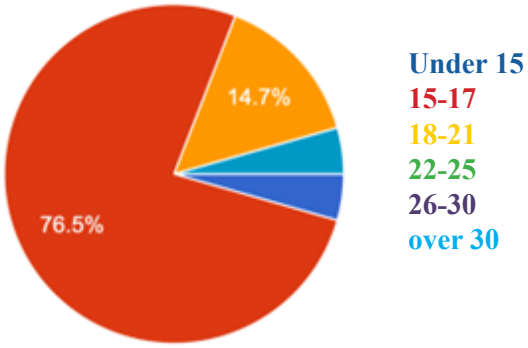
Regarding demographics, the group who answered after the programme was a bit younger: the share of 15–17-year-olds rose from **58.7% to 76.5%**, while 18–21-year-olds dropped from **18.7% to 14.7%**. Because of this, some results, especially those about confidence, should be read with care, as younger participants tend to judge themselves more strictly. Gender balance stayed about the same with around 80% of respondents being male.

Pre- and post-survey question 1.1. What is your current age?

1.1. What is your current age?
75 responses



1.1. What is your current age?
68 responses

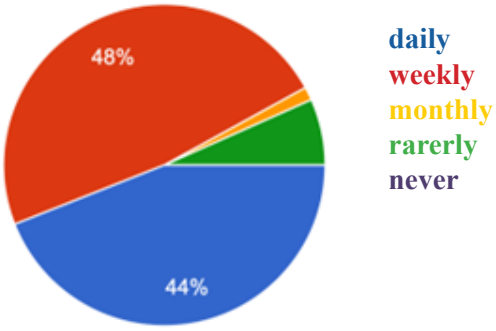


Sport Habits and Participation

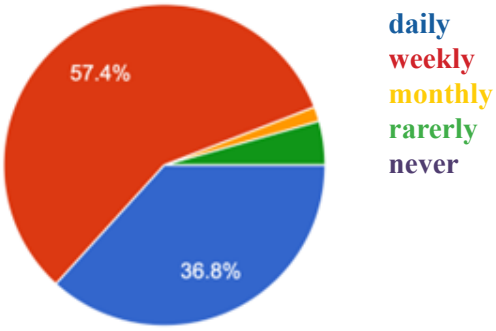
Participants stayed very active overall. Daily sport became slightly less common **(44.0% → 36.8%)**, while weekly activity rose **(48.0% → 57.4%)**. Only about **5–7%** said they did sport rarely or monthly. Between September 2024 and June 2025, about **10.3% said they now do more sport**, 64.7% said their level stayed the same, and **25.0%** said the question didn't apply to them.
The types of sport shifted more toward **team and mixed activities**, showing a trend toward more social and varied forms of participation.

Pre- and post-survey question 1.4. How often do you participate in sports or physical activities?

1.4. How often do you participate in sports or physical activities?
75 responses



1.4. How often do you participate in sports or physical activities?
68 responses



Sustainability Competences

The questions related to sustainability competences focused on how participants view their own environmental awareness, responsibility, and readiness to take initiative for sustainability. **Overall, the direction of change is positive, though modest.**

Participants' sense of responsibility (−0.226), confidence in making timely decisions (−0.242), initiative (−0.215), and ability to mobilise others (−0.228) all showed slight declines in the second wave. Their belief that everyday actions matter (−0.164) and openness to revising their opinions (−0.086) also dipped a little. **These small decreases are not signs of regression but rather of more realistic self-assessment: after exposure to sustainability workshops and campaign activities, younger participants tended to rate themselves more strictly.**

In contrast, **attitudes linked to commitment and motivation moved upward. The willingness to change personal habits increased** from 3.43 to 3.63 (+0.206), showing **stronger readiness to act** on sustainability values. The perceived importance of sustainability and concern about environmental consequences also rose slightly (+0.069 and +0.044), suggesting that **sustainability has become more firmly anchored in participants' mindset**.

The behavioural data supports this. In the post-survey, 71.9% of respondents listed multiple sustainable actions rather than isolated efforts. Recycling (31.3%), reducing plastic (22.4%), using public transport (21.8%), and saving energy (10.9%) together made up around 86% of all reported behaviours. This pattern indicates that **sustainability is becoming an integrated daily practice rather than a single-issue concern**.

Since the programme's start, some **participants reported tangible skill improvements**:

- 17.2% felt better able to reflect on their own values,
- 15.6% expressed a stronger belief in the impact of everyday actions, and
- 2.5% reported better mobilisation and initiative.
- About 7.8% said their decision-making had improved.

Most others saw no change, and almost none reported decline. These results show a **solidifying awareness and confidence in sustainability-related competences**, particularly among a motivated subset of participants.

Sport and Ecological Sustainability

In this domain, results show a **clear and encouraging strengthening of environmental awareness** and expectations. Participants after the project think more often about the ecological consequences of their sporting activities, with average ratings rising from 2.12 to 2.44 (+0.318). **The belief that sport events should be designed sustainably shows the largest single improvement across the entire survey, increasing from 2.80 to 3.48 (+0.684). This indicates that sustainability has become not only a preferred principle but an expected standard among the respondents**.

When asked what kinds of sustainable measures they would like to see more often at sport events, participants focused on practical, tangible actions:

- Waste prevention and sorting (**18.4%**)
- Regional or healthy food (**18.4%**)
- Efficient water use (**13.3%**)
- Active mobility such as cycling (**12.8%**)
- Sustainable materials (**11.7%**)
- Biodiversity protection (**9.7%**)
- Renewable energy (**9.2%**)

Beyond rating scales, respondents also shared **concrete examples** of how sport has influenced their environmental habits. Several mentioned that through sport, they **feel more connected to nature and more conscious of their surroundings**. One participant reflected, *"When doing water sports, I often think about what can get into the water."*

Others spoke of everyday adjustments inspired by their sporting routines, such as *"walking instead of driving to the shops"* or *"regular jogging to work instead of driving."* Cycling featured prominently as a conscious environmental

choice - *"Cycling more, less CO_2 emissions"* - along with broader reflections like *"less electricity consumption"* and *"appreciation of the beauty of nature."*

Health and wellbeing were also linked to sustainability. As one respondent wrote, *"Sport keeps the body healthy. A healthy mind in a healthy body."* Others emphasised stress relief and mental clarity: *"I can relieve my stress through sport and thus concentrate on what is most important again."* A few respondents drew a connection between athletic motivation and environmental responsibility, such as *"Motivation and that you can also reach your maximum potential in an environmentally conscious way."* Another linked diet and consumption, saying, *"I believe sport can influence my environmental habits, by eating healthily and avoiding plastic."*

These remarks illustrate how **sport acts as a gateway to sustainable behaviour**, helping participants relate environmental choices to their personal wellbeing and daily lives. The belief that sport can influence greener everyday routines also increased slightly from **3.10 to 3.20 (+0.107)**, confirming a gradual but real shift toward integrating ecological awareness into lifestyle decisions.

Experiential and Social Aspects of Sport and Healthy Lifestyles

Attitudes toward health and wellbeing remained very positive but became slightly more moderate after the programme. The importance attached to a healthy lifestyle fell modestly (**−0.343**), and the perceived contribution of sport to such a lifestyle declined similarly (**−0.386**). Both results are consistent with "ceiling effects": participants already rated these aspects highly in the first round, leaving little room for further increase.

By contrast, participants became more discerning about the educational potential of sport. Agreement that sport itself is a platform for environmental learning dropped from **3.16 to 2.55 (−0.613)**. This should not be seen as disinterest but as a **maturing expectation: young people now want structured, explicit learning about sustainability within sporting contexts rather than relying on indirect influence.**

Peer influence is beginning to emerge but remains modest. In the post-survey, **12.5%** said they had inspired others to act sustainably through sport, **34.4%** said no, and **53.1%** were unsure. Decision-making guided by environmental considerations stayed around **24%**, but the share of uncertain responses grew from **26.7% to 31.7%**, showing that participants often need clearer prompts, like checklists or default "green" options, to translate awareness into consistent choices.

Overall Interpretation

Across all sections, the findings point to a **steady, credible improvement in environmental awareness and sustainable thinking among participants**. The strongest change concerns **expectations for sustainable sport events (+0.684)**, supported by more frequent reflection (**+0.318**) and greater willingness to change habits (**+0.206**). Most participants now practise several sustainable behaviours at once (**71.9%**), and a meaningful minority (**8–17%**) report improved skills in reflection, initiative, and motivation.

Small decreases in self-ratings of leadership or decision-making are best understood as a response to higher internal standards rather than actual loss of confidence. Because the most common sustainability actions, recycling, plastic reduction, use of public transport, and energy saving, are simple and repeatable, their **continuation over time is highly likely**.

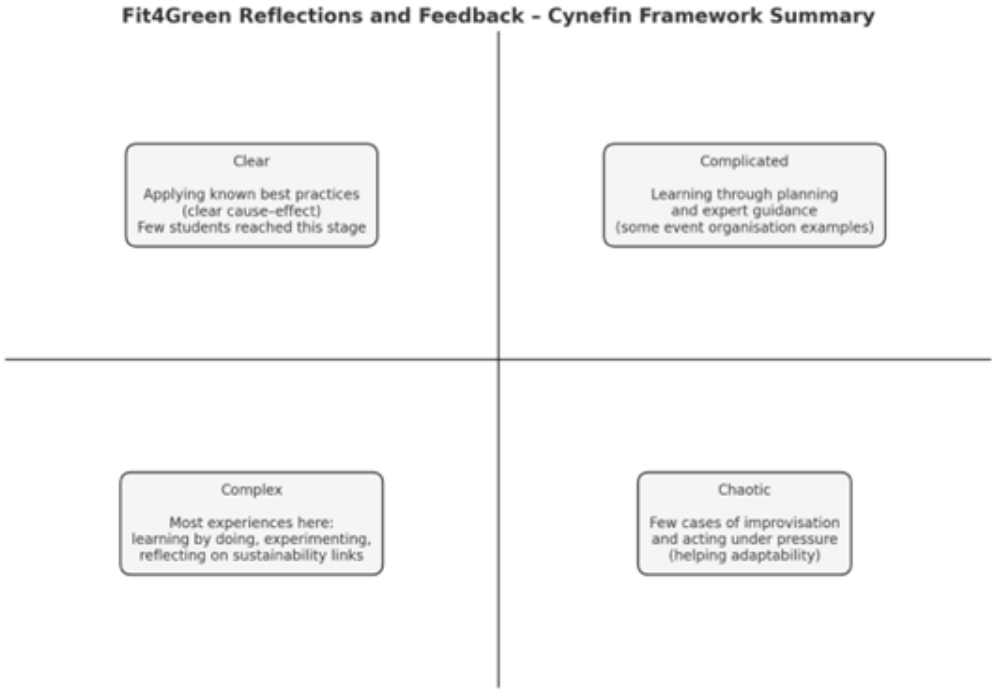
Overall, Fit4Green project in Austria has succeeded in demonstrating impact by making sustainability thinking more conscious, more actionable, and more embedded in everyday sporting life.

Reflections and Feedback based on the Cynefin Framework

The Cynefin framework is a valuable tool for making sense of complex problems and guiding decision-making. By using the Cynefin framework, sport event organisers could effectively guide students in making sense of the complex relationship between sports and ecological sustainability. This approach could ensure that the planning and co-production process have been both systematic and innovative, ultimately leading to impactful campus events under the Fit4Green project.

The Cynefin framework helps understand different types of situations and how to act in them. It has five "domains" or categories:

1. Clear – situations are easy to understand, and there is one right answer.
2. Complicated – there are several possible answers, but experts can analyse and find the best one.
3. Complex – cause and effect are not obvious; experiment and learn by doing are necessary.
4. Chaotic – things change quickly, and people must act immediately to bring stability.
5. Confused (Disorder) – it is unclear which of the other domains people are in.



In the Fit4Green post-assessment survey, most students had taken part in at least one event. When asked about their experiences, many said they were not sure if they had learned something new about sustainability or if their behaviour had changed. This shows that students are mostly in the **Complex domain**: they are learning through experience, trying things out, and slowly understanding how sports and sustainability are connected. Learning in this domain takes time and reflection.

Some students said they knew exactly what to do in certain moments or that they needed specific knowledge or planning skills. These examples belong to the **Complicated domain**, where learning happens through guidance from teachers or experts, and where analysis helps to find clear solutions; for example, in planning a sustainable event.

A few students said they faced situations where they had to react quickly or improvise without a plan. This fits the **Chaotic domain**, where action must come first and learning follows. Such experiences are useful because they help students build confidence and adaptability when things do not go as expected.

Overall, many students were still uncertain about their progress or the long-term effect of the activities. This uncertainty reflects the **Confused (Disorder) domain**, meaning students might need more help to make sense of their experiences; for example, through discussions, reflection, or feedback.

In the section on **Skills, Leadership, and Future Plans**, only a few students said they wanted to organise future sustainability-focused events. Most answered "maybe" or "no." Their confidence in leading sustainable events was average. This shows that **participants are beginning to move from the Complex to the Complicated domain**: they are starting to understand what leadership involves but still need guidance, practice, and support materials (like information, mentoring, or funding).

In short, the **Fit4Green programme created space for learning through experience, which is a good foundation for growth related to complex topics such as sustainability**. The next step could be to provide more structure and mentoring so that students can gain confidence, move toward the Clear and Complicated domains, and apply sustainable leadership skills more independently in the future.

PROJECT EVALUATION

Evaluation is a key element of effective project management and provides a structured assessment of the project's design, coordination, implementation, and cost efficiency. In Fit4Green, the evaluation phase took place during the final months of the project to systematically reflect on experiences, identify lessons learned, and outline improvements for future cooperation. Although long-term impact is often difficult to measure quantitatively, the project defined clear expectations related to capacity building, the adoption of eco-friendly solutions, and interest in further application of the methodology.

To understand partners' perceptions of the Fit4Green Project, the consortium conducted a structured and fully anonymous Lessons Learned questionnaire. The anonymity of the survey was an intentional design choice to encourage sincere reflection and open feedback on all aspects of the project.

The objective of the questionnaire was to explore experiences related to coordination and management, project implementation, financial and administrative processes, partnership dynamics, project impact, and overall lessons learned in alignment with predefined indicators. The survey combined 1–5 rating scales with qualitative open-ended questions, allowing respondents to provide both quantitative assessments and richer narrative insights. In total, 16 partners completed the survey, offering a comprehensive and balanced overview.

Consortium Coordination and Communication

Objective

To assess effectiveness of partnership coordination and internal communication.

Survey Questions

1.1. How effective was the overall coordination and management structure of the project?

1.2. How clear were the **roles and responsibilities** among consortium partners?

1.3. What **worked well** in the project's communication and coordination processes?

1.4. What **improvements** would you recommend for future projects regarding coordination or communication?

Results

Respondents rated the effectiveness of the project's coordination and management at 4.19, confirming that the consortium perceived the project as well organised. The clarity of roles and responsibilities reached 4.19, reflecting that partners understood their tasks and could navigate their contributions effectively. In addition to national-level co-creation with youth, **the project ensured the active participation of young delegates from all partner organisations at each transnational project meeting**, demonstrating that **the consortium consistently embedded co-creation into its project management practices** as well. Several comments underline the value of clear communication and accessible information. One respondent emphasised:

"Clear communication between partners ensures the smooth implementation of the project."

The results indicate a solid coordination approach with minor opportunities to further refine responsibility allocation in complex work packages.

Work Planning and Implementation

Objective

To evaluate efficiency of planning, timelines, and resource use.

Survey Questions

2.1. How satisfied are you with the **project's planning and task allocation** processes?

2.2. In your opinion, were project activities **implemented as planned** in terms of timing and resources?

2.3. What were the **main factors** that contributed to smooth implementation or caused delays?

2.4. To what extent did you strengthen **capacity** (knowledge, skills, competences, etc) to develop eco-friendly and sustainable solutions?

2.5. Which types of improvements were made (or planned) within your organisation?

- New or improved waste management practices
- New or improved practices in energy or water use
- Adoption of sustainable procurement
- New sustainability policy or internal guidelines
- Staff training on sustainability
- Other. If other specify

2.6. Please describe one or two **key organisational changes or outcomes** linked to the project.

Results

Satisfaction with project progress received one of the highest ratings at **4.38**. Partners also rated the relevance and feasibility of activities positively (**4.19**), demonstrating that the project followed a realistic and purposeful work plan. The project strengthened organisational capacities at **4.13**, particularly in areas related to sustainable event management and environmental practices. Respondents reported that their teams gained practical knowledge useful beyond the project context.

The responses to question 2.5 confirm that the **project stimulated tangible and diverse organisational improvements**. Rather than converging on a single model, partners interpreted and translated the idea of a green event differently, shaping implementation according to their specific institutional realities. Most organisations did not select only one measure but adopted several improvements simultaneously, demonstrating a **broad and integrated approach to sustainability**. The most frequently mentioned developments included new or improved waste management practices, staff training on sustainability, and the adoption of sustainable procurement procedures. This **diversity**, combined with the breadth of improvements, shows that the project not only increased awareness but also catalysed multiple parallel organisational changes that partners embedded deeply into their structures and processes. **Importantly, partners interpreted the green-event concept in diverse ways**, reflecting their varied contexts, capacities and organisational cultures, which **led to different forms, activities, combinations and intensities of implementation.**

The answers to question 2.6 further illustrate how these improvements translated into **concrete organisational change**. Many organisations reported that they began **applying the project's ideas and tools in everyday activities**, including

events and programme planning. Several partners described the successful implementation of **zero-waste or low-waste approaches**, particularly during sports days or school festivals, noting reduced waste levels and improved cleanliness on campus. Others highlighted a shift towards **more sustainable event organisation**, integrating environmental criteria systematically into future programmes, meetings, and project activities.

A number of organisations emphasised increased **awareness and mindset change**, both among staff and students. Examples included students' greater consciousness about sustainability, improved behaviours such as maintaining cleaner school grounds, and the introduction of small but meaningful innovations; for example, producing drinks in-house and serving them in reused glass bottles. Some respondents also mentioned organisational outcomes beyond environmental practices, such as gaining valuable competences in **project management, collaboration, and intercultural teamwork**.

Taken together, these insights show that the project generated **practical, behavioural, and organisational shifts**, demonstrating that Fit4Green's tools and methodology are not only theoretical but effectively applied in real-life settings.

A recurring message appears in the qualitative feedback:

"There is always a way for improvement."

This shows that the project encouraged reflection and motivated organisations to continue developing their sustainability competences.

Financial Management and Administration

Objective

To understand administrative workload and financial management experience.

Survey Questions

3.1. How clear were the **financial management and reporting procedures**?

3.2. How would you rate the **administrative workload** in proportion to project size and funding?

Results

Financial management (clarity of rules and procedures) was rated at 3.81, and administrative workload at 3.69. These scores are slightly lower than other categories but remain within an acceptable range. They reveal that while partners managed the procedures, some aspects required more guidance or clearer timelines.

Comments point to areas where processes can be improved in future projects. One partner wrote:

"Having clearer deadlines."

This highlights the importance of more precise internal scheduling and streamlined documentation requirements.

Partnership and Collaboration Quality

Objective

To capture relational and trust-based aspects of cooperation.

Survey Questions

4.1. To what extent did the partnership foster a **spirit of collaboration and mutual trust**?

4.2. Did the partnership composition (expertise, geographical balance, capacities) prove **appropriate for project objectives**?

4.3. What **partnership-related lessons** would you highlight for future consortia?

4.4. To what extent did your team improve its **capacity to work transnationally** (communication, coordination, problem-solving)?

4.5. Which specific **skills or know-how** were gained through transnational collaboration?

4.6. What challenges did your team face in working transnationally?

Results

The consortium valued the cooperative spirit and the composition of the partnership. The ability to foster knowledge exchange scored **4.00**, and the suitability of partner expertise reached **4.13**. Respondents also highlighted internal learning effects, with **4.25** for improved cooperation capacities within their organisations. This confirms that the partnership structure supported continuous learning and skill development. A typical comment summarised this dynamic:

“More organizations are involved – more changes will come for the better.”

Partners gained **important insights into cooperation processes and conditions for effective consortium work**. Many highlighted the value of **co-creation workshops**, in-person meetings, and opportunities to observe how other organisations structured their activities. Others emphasised the importance of **setting clear expectations and contribution criteria in advance**, ensuring that all partners share an understanding of responsibilities and project methodology. Several respondents stressed the need for **early and consistent training** on innovative and impact-driven approaches, noting that lack of shared methodological understanding created challenges at later stages. Additional lessons included the importance of **openness to different perspectives**, structured exchange formats, and close collaboration between partners and project managers.

The survey shows that transnational collaboration generated **significant skills development** across the consortium. Partners reported gaining competencies in **intercultural dialogue, linguistic skills, international networking, and understanding cultural nuances** in transnational settings. Many improved their ability to **compare and contextualise good practices**, communicate effectively in diverse teams, and apply project management principles in an EU context. Some mentioned more specific competences such as closer cooperation with students. Respondents also appreciated insights into **how larger organisations operate** and valued the exchange of expertise brought by experienced partners.

Regarding challenges faced in transnational cooperation, a few organisations did not experience major difficulties, others reported challenges related to **scheduling across countries**, differing administrative or billing systems, and **language barriers**. Several partners noted issues in establishing **clear, coherent processes**, managing workloads, or ensuring shared understanding of methodologies. One recurring theme was that some partners required deeper orientation in the project’s innovative approaches, which occasionally hindered smooth collaboration or impact assessment. Additional

challenges included the geographical distance and the reality that teams work **independently within different institutions**, which can complicate alignment.

Overall, the qualitative feedback confirms that the partnership offered strong added value while also revealing **practical lessons** for improving future collaboration. These insights underline the importance of early methodological alignment, structured communication formats, and continued intercultural exchange as foundations for effective transnational teamwork.

Environmental Impact on Pilot Campuses

Objective

To assess perceived lower/higher level of littering and contamination compared to the initial state.

Survey Questions

5.1. Based on your observation or monitoring, how would you assess **changes in campus cleanliness and environmental awareness**?

5.2. What measures contributed most to improving campus environmental conditions?

Results

Partners assessed the project's progress toward objectives and observed effects on target groups at 3.94. This score reflects good impact, with some variation across respondents depending on local contexts and implementation realities.

The results suggest that Fit4Green delivered visible improvements in awareness of green practices in sport, supported behavioural change, and strengthened capacity for environmentally conscious event organisation.

The qualitative responses provide more detailed insights into **which measures most effectively contributed to improving campus environmental conditions**. Many partners highlighted the **zero-waste event concept** as the most influential measure. These events demonstrated in practice how waste can be avoided, and in several cases, partners reported that **no waste was produced at all**, offering a powerful example of what can be achieved with structured planning and clear sustainability guidelines. Co-creation workshops were also frequently mentioned for their role in **raising awareness and promoting collective responsibility**, especially among students.

Several respondents emphasised that **working directly with students**, discussing environmental topics, and engaging them in practical activities contributed significantly to behaviour change. Awareness-raising activities helped students understand **how much waste is generated in everyday situations** and what can be done to avoid it. At the same time, some partners noted that the project duration was too short to observe **lasting or campus-wide behavioural changes**, even though the activities demonstrated strong immediate effects. These results reinforce the relevance of the Fit4Green methodology for promoting sustainable practices through practical, experience-based learning.

Dissemination and Future Uptake

Objective

To assess dissemination opportunities and future plans

Survey Questions

6.1. Has your organisation expressed or received **interest from others** to apply the Fit for Green concept?

6.2. If yes, please name or describe the interested organisations (if known).

6.3. Does your organisation plan to **replicate or scale up** similar activities in the future?

6.4. Please suggest how the **Concept Catalogue** could be improved or made more useful.

Results

With 4.31, the intention to continue applying the project's methodologies and tools received strong support. Many partners indicated that Fit4Green outputs fit well into their long-term strategies and will be replicated in upcoming events or organisational processes.

This readiness for uptake confirms the sustainability potential of the project approach.

A representative comment states:

"Practical approach."

Reflections

Objective

To assess dissemination opportunities and future plans

Survey Questions

7.1. What do you consider the **main success factors** of the Fit for Green project?

7.2. What would you **improve or do differently** in a future project?

7.3. What was the most valuable **lesson learned** by your organisation?

Results

Success Factors

Partners perceived a broad range of success factors that contributed to the project's positive outcomes. Many highlighted visible and concrete results, particularly reduced waste, real-life implementation of sustainability concepts, and the opportunity to demonstrate environmentally responsible behaviour through sport events. Youth engagement was repeatedly mentioned as a strong driver of impact, as was the high level of participation from students, teachers, and partner organisations.

Several respondents emphasised the importance of cooperation, communication, and knowledge-sharing within the consortium. Partners acknowledged the role of ambitious and motivated organisations, as well as the supportive project coordination and guidance provided throughout the process. Others pointed to the effectiveness of the project's innovative and impact-driven design. Given that impact demonstration is still the exception rather than the norm in this field, this result stands out as a strong proof of concept and a noteworthy advancement for the project. Additional success factors include clear project timelines, structured teamwork, and the ability to integrate environmental topics into everyday school and organisational routines.

What Should Be Improved

The responses reveal a consistent set of improvement priorities for future projects. Partners frequently noted the need for a shared internal project calendar, clearer deadlines, and more structured communication processes to support planning and coordination. Several organisations recommended narrowing the project's thematic focus to allow deeper engagement with selected activities, while others requested more regular reflection sessions or interim analysis to monitor progress.

Some partners suggested early and systematic training on the project's innovative methodology, emphasising that not all organisations fully understood the evidence-based, impact-driven approach from the outset. Strengthening partner accountability, ensuring better preparedness for potential disruptions, and involving more local stakeholders were also mentioned. A few respondents highlighted the need for more time and flexibility, given the demanding schedules of students and educational institutions.

Most Valuable Lessons by Partners

The lessons learned reflect both organisational development and personal reflections. The insight that not everything can be improved at once and that small, concrete steps often outperform broad, abstract goals appeared repeatedly. Respondents also recognised the value of incremental improvement, maintaining motivation, and ensuring strong internal cooperation. Some noted that traditional sport or educational institutions may require targeted support to understand and adopt innovative, impact-oriented methods. Partners reported that the project strengthened their understanding of sustainability as a long-term, effort-intensive process, requiring detailed planning, cooperation, and consistent follow-up. Several organisations emphasised that communication, teamwork, and shared ownership are essential for achieving common goals. Others highlighted the importance of student engagement, intercultural learning, and applying sustainability principles through practical examples.

Comparison of Planned Indicators and Actual Survey Results

At the project design and application phase, the consortium defined a set of indicators to measure the impact on participating organisations:

1. 60-70% of participating team members claim they have **built know-how to work transnationally** in cross-border cooperation.
2. 60-70% of participating organisations claim they have **built human resource capacity to develop eco-friendly solutions, sustainable practices** and improve the organisation.
3. **Lower level of littering and contamination on the campuses** of pilot organisations compared to initial state.
4. There are **more eco-friendly solutions and sustainable practices** (planned or developed) compared to initial state.
5. At least 10 organisations express their interest in implementing similar activities using the Concept Catalogue (final name: Fit4Green Manual in Action).

Know-how for transnational and cross-border cooperation

The project clearly achieved its intention to strengthen partners' capabilities in transnational collaboration. The related question scored an average of **4.25**, indicating that most partners felt better prepared to work in EU and international project environments. In general, scores above 4 represent a high level of positive agreement, corresponding to approximately 75–85%, which surpasses the targeted **60–70%** threshold. This demonstrates that **the project successfully fostered the know-how needed for effective cross-border cooperation**.

Human Resource Capacity in Sustainability and Eco-Friendly Practices

The indicator linked to organisational capacity was also met. Partners rated their strengthened capacity at **4.13**, showing that the majority of organisations experienced meaningful improvement in their ability to develop eco-friendly solutions and sustainable practices. As in general, scores above 4 represent a high level of positive agreement, corresponding to approximately 75–85%, the result aligns fully with the planned target of reaching **60–70%** of participating organisations. The results suggest that **Fit4Green contributed significantly to organisational learning** and readiness for sustainability-oriented work.

Reduction of Littering and Contamination on Campuses

Although the survey did not include a direct measurement of litter levels, responses show clear behavioural improvement. The question related to awareness and behaviour change received a rating of **3.94**, indicating moderate to strong progress in how students and staff engaged with environmental topics. Qualitative comments referred to zero-waste events and increased responsibility among students. While the evidence is indirect, it suggests that conditions improved compared to the initial baseline. Thus, **the indicator was likely achieved**.

Growth of Eco-Friendly Solutions and Sustainable Practices

The project also reached its objective of encouraging more sustainable practices across partner organisations. This is reflected in capacity-building scores above 4.0 and supported by numerous qualitative statements describing new waste-management practices, energy-saving measures, sustainability policies, and staff training initiatives. **Even in the absence of a direct count, the responses clearly indicate that partners planned or introduced more eco-friendly solutions than before the project.** The indicator can therefore be considered **achieved**.

Interest in Implementing the Fit4Green Manual in Action

The intention to replicate or use project outputs received one of the strongest levels of agreement, with an average score of **4.31**. Given that the survey had 16 respondents from partners, the results clearly show that **the majority of partner organisations intend to use the Fit4Green Manual in Action or similar Fit4Green methodologies in future activities**.

The indicator referring to external organisations, however, was not achieved. This was mainly due to the late completion of the Fit4Green Manual in Action and the very limited dissemination window as well as some organisations (a municipality and universities) expressed informal interest during events or communication activities but did not provide written confirmations.

Emergent Innovations Beyond the Planned Indicators

In addition to the indicators defined at the application stage, the project generated **several unplanned yet highly valuable**

innovations. The project ensured the **active participation of young delegates from all partner organisations at each transnational project meeting**: an element not foreseen in the original plan but one that proved instrumental for **embedding co-creation directly into project management structures**.

Partners also interpreted and translated the green-event concept in notably diverse ways, shaped by their institutional contexts, capacities and organisational cultures. This resulted in **distinct forms, activity combinations and intensities of implementation, demonstrating the flexibility and adaptability of the Fit4Green approach**.

Furthermore, the close, **eye-level interaction with young people** at educational institutions created new perspectives on educational principles, enriching the pedagogical dimension of the project and strengthening the relevance of sustainability learning in real-life settings.

LESSONS LEARNED

Reinforcing Dynamics Across the Project

The Fit4Green project shows that several strands of work reinforced each other and led to coherent progress. **High student engagement**, **active staff involvement**, and **co-creation processes** created a learning environment in which sustainability became visible, practical and personally relevant. Although the number of activities remained below the initial target, the choice to focus on **fewer but more engaging interventions** resulted in better learning outcomes, both for individuals and organisations. Quantitative indicators, qualitative feedback and partner reflections all point in the same direction: when sport events are designed with **clear environmental objectives**, they can effectively stimulate behavioural change, organisational learning and campus-level improvements.

Interaction Between Youth Engagement, Organisational Change and Partnership Work

Three elements proved mutually reinforcing across countries.

1. Young people acted as **co-creators rather than passive participants**, strengthening ownership and making sustainability part of everyday routines.
2. Organisations adopted concrete improvements, such as waste reduction and separation, especially on sports days, participation in food-sharing programme and training, implementation of home-grown herb garden at campus, collaboration with public transport company and environmental organisations, etc., which gave credibility to the educational messages and created **visible proof of concept**.
3. The transnational partnership provided innovative methodological guidance and opportunities for comparison, supporting a more **professional and impact-driven approach**.

A further insight emerged from local implementation: the close, **eye-level interaction** with young people at educational institutions **opened new perspectives on educational principles** and reinforced the relevance of sustainability learning in real-life settings. Together, these components formed a virtuous circle in which engaged youth, committed institutions and supportive partnership structures amplified each other's effects.

Impact Assessment: Relevance to EU Sport and Sustainability Policy

The impact assessment reveals three central findings directly aligned with EU policy ambitions at the intersection of sport, sustainability and health.

1. **Strengthening Physical Activity and Social Engagement**

The project contributed to stable or slightly increased activity levels, with **10.3% reporting doing more sport**, the majority maintaining their level, and only a small share indicating non-applicability. A shift towards **team and mixed sports** points to stronger social engagement, echoing EU goals that position sport as a driver of community building and cohesion.

2. **Integration of Sustainability Into Daily Life**

Willingness to change habits increased, and students increasingly combined several sustainable practices. This indicates that sustainability became **embedded in daily routines**, demonstrating that sport can serve as an effective entry point for the environmental objectives in alignment with the Green Sport Manifesto. Rather than remaining theoretical, sustainable behaviour became **practical, repeated and personal**.

3. **Rising Expectations for Sustainable Sport Events**

The most pronounced improvement concerned expectations toward event organisation. The belief that sport events should be sustainable increased more strongly than any other indicator, showing a shift from preference to **perceived standard**. This aligns directly with EU ambitions to **green sport events**, to reduce waste and to integrate responsible resource use. Sport thereby evolved into a **visible tool for sustainable behaviour**, linking physical activity with responsibility for the environment and health.

Importance of Project Design and Methodological Alignment

The evaluation highlights that **impact-driven methodology and project design are as decisive as content**. High ratings for coordination and clarity of roles provided stability, while partners stressed the need for earlier methodological onboarding to all partners, especially more traditional institutions and sport organisations, clearer calendars and more structured reflection points. The project showed that innovative concepts, such as impact management, competence-based assessment, and complexity thinking, require **early orientation and continuous support to partner organisations**. Once established, these tools helped partners plan more coherently, evaluate more accurately and integrate sustainability principles more consistently.

Mutual Reinforcement of Organisational and Student Learning

Organisational improvements and student development supported each other throughout the project. As institutions adopted **concrete sustainability practices**, students could experience environmentally responsible behaviour directly on campus, reinforcing credibility and strengthening learning outcomes. Meanwhile, students' more realistic and self-critical assessments signal that the project raised expectations and improved understanding of what sustainable leadership entails. **Higher internal standards**, rather than reduced confidence, explain slight declines in self-evaluation.

Added Value of Transnational Cooperation

Cross-border collaboration strengthened capacity building beyond initial targets. Partners improved their **intercultural communication**, **impact-oriented planning** and **knowledge of EU project standards**. By observing how others organised events and integrated sustainability, partners were able to refine their own approaches and confirm that change is achievable across different institutional settings. The strong intention to continue using Fit4Green tools demonstrates that the project achieved **durable organisational learning**, not just one-off activities.

An important additional lesson was that **the partnership as a whole significantly overperformed initial expectations**. **The project methodology created a space where creativity, interpretation, experimentation and importantly, the freedom to fail was** not only permitted but **encouraged**. This enabled partners to develop their own versions of the **green-event concept**, resulting in distinct forms, activity combinations and implementation intensities. The diversity of these outcomes illustrates **the flexibility and adaptability of the Fit4Green approach** and confirms that **innovation thrives when project structures allow partners to shape solutions according to their contexts**.

Across all dimensions, Fit4Green demonstrates that when **youth co-creation**, **institutional change**, **structured impact management** and **transnational exchange** are combined within a sport-based framework, they reinforce each other and produce credible, policy-relevant progress. The project shows that sport can be **an effective vector for sustainability**, provided that activities are designed to link physical activity, environmental responsibility and organisational learning in a systematic, participatory way.

SUSTAINABILITY PLAN

The sustainability of Fit4Green builds on **a set of project components that have demonstrated strong capacity for continuation**: **youth co-creation** as a driver of behavioural change, concrete **organisational improvements** that make environmental responsibility visible in daily routines, and a partnership that developed a coherent methodological approach for greener sport events. **The elements with the strongest potential to maintain impact** beyond the project lifetime include the **green campus sport events** as a tool to promote healthy and environmentally conscious lifestyles, the **Fit4Green methodology** and **Fit4Green Manual in Action** as an established good practice reference.

Embedding Fit4Green Outcomes Into Institutional Practice

The project showed that sustainability becomes meaningful when it is experienced directly. Students took on active roles as co-creators, while institutions implemented tangible improvements from waste separation systems and food-sharing cooperation to home-grown herb gardens and collaboration with environmental organisations. These **practices reinforced the educational messages and established clear proof of concept**. For sustainability efforts to continue, **partners will integrate these improvements and the Fit4Green methodology into their regular planning cycles**:

The Commitment of Holztechnikum Kuchl, Austria

In Austria, the Holztechnikum Kuchl will apply Fit4Green principles at its **annual sports day**, continue showcasing the project during **open days** in 2025 and 2026, and use its presence at **fairs** throughout the school year to promote sustainable sport practices. The **cooperation with the Salzburg "Umweltzeichen"** (**a regional environmental quality label** awarded in the federal state of Salzburg (Austria), recognising organisations that systematically implement environmentally responsible practices) will remain an important channel for sharing the project's methods within an established environmental programme. These measures will be **embedded into the school's event organisation procedures** to ensure they form part of standard operational routines.

The Commitment of Latvian University Sports Federation, Latvia

In Latvia, the Latvian University Sports Federation (LUSF) will **continue organising sports events using environmentally responsible formats**, maintain the established **Eco-Challenge** as an annual activity, and reuse creative outputs such as the **upcycled Tic-Tac-Toe games** as educational elements during competitions. University sports clubs and student councils will **incorporate Fit4Green elements into student activity calendars**, while **trained volunteers will help new generations of students implement sustainable practices**. LUSF will also **integrate sustainability into staff training, event guidelines and internal policies** to guarantee structural continuity.

The Commitment of the University of Ljubljana, Slovenia

The University of Ljubljana (UL) will **systematically embed sustainability into all its events in line with its new institutional sustainability strategy**. **Future editions** of the Faculty Run (*Tek od faksa do faksa* – campus green sport event) **will maintain and expand the sustainability standards** introduced during the project:

- zero- or low-waste event concepts
- local and seasonal food
- promotion of active mobility

- digital materials instead of printed ones
- sustainable materials and equipment
- equipment exchange points
- workshops on sustainable nutrition
- carbon footprint measurement and awareness tools

Sustainability will become part of the participant experience through thematic educational stations offering interactive activities on carbon reduction, circular economy, and the link between sport, health and the environment. **Events will engage students as co-creators and build on partnerships** with municipalities, local environmental organisations and environmentally responsible companies.

Communication will play a key role: social media campaigns will share practical tips and challenges for sustainable living, while broader outreach will include media coverage, website updates, and collaboration with influencers.

Progress will be monitored through clear indicators, such as the number of events applying sustainability measures, participant feedback on habit changes, and reductions in waste and plastic use. An **annual report will summarize achievements and propose improvements**.

Long-term integration will be ensured by embedding sustainability guidelines into UL's internal event organisation policies, appointing a sustainability coordinator, and providing regular training for staff and students on sustainable event management.

The Commitment of NYSA Sweden

The NYSA Sweden (National Youth Sport Association) will **continue promoting and integrating the Fit4Green methodology within its national and European sport–education networks**. The Fit4Green Manual in Action will be used in future programmes, organisational collaborations and project applications.

From 2026 onwards, NYSA Sweden aims to align Fit4Green with the sustainability ambitions of *Ettan Fotboll* (32 Swedish football clubs), **supporting the introduction of Fit4Green methods into football club operations, training materials and youth-led sustainability activities**. Workshops and capacity-building sessions will ensure broad national dissemination.

Fit4Green's impact-driven and co-creation methodology will be used in future Erasmus+ Sport applications, Swedish MUCF-funded projects, and cross-sectoral partnerships involving football clubs, universities, municipalities and youth organisations. NYSA Sweden also envisions contributing to a future "Fit4Green 2.0" model under larger European lump-sum funding schemes, scaling the methodology across Europe.

The Commitment of the European University Sports Association (EUSA) and its Institute

The outcomes and recommendations of the Fit4Green project will be used to revise the Green Policy of the European University Sports Association (EUSA) and its Institute. This means that also future EUSA events organisers will consider the guidelines and be able to directly implement some of the methods and solutions from the Fit4Green Manual in Action. A **dedicated session will be organised during the 2026 EUSA Convention in Slovenia** to present the practical implications of the Fit4Green approach to our members and event organisers.

To reach its broad membership base, EUSA will **produce a comprehensive info pack and distribute it across its network** of:

- 47 national university sport bodies
- 118 associated universities from 23 countries
- 30 strategic partners

Public communication will include dissemination on organisational websites and a Europe-wide press release summarising the project's key outcomes, distributed as a press wire service.

Building Long-Term Value Through Methodological Innovation

A further dimension of sustainability emerges from the project's methodological innovation. **Fit4Green demonstrated that impact-driven planning and evaluation can significantly enhance the ability of EU-funded initiatives to demonstrate alignment with key European sport policy priorities**. The experience confirmed that when project design combines impact logic, result-based assessment and clear policy orientation, projects gain credibility and measurable outcome indicators. This approach has value well beyond the project and could be replicated more widely across Europe to strengthen the strategic quality of sport and sustainability initiatives. Building on this momentum and drawing on the expertise of **Innovationsmanufaktur** (Germany), one of the project partners with a long-standing background in innovation management, **a new social entrepreneurship, Sport.Impacts.Europe**, has been established **to support organisations across the sport and sustainability ecosystem**. Its mission is to help sport managers and social entrepreneurs drive sustainable innovation through designing impact-oriented initiatives that generate funding opportunities and meaningful benefits for individuals, communities and the environment. Through this work, the initiative aims to build a European landscape where organisations are empowered to drive positive change and people are given opportunities to thrive.

Sustaining the Fit4Green Methodology, Tools and Network

A major legacy of the project is the Fit4Green methodology and **Fit4Green Manual in Action**, which translated abstract environmental principles into practical tools for the sport sector. The partnership intends to **keep resources publicly accessible under creative commons open licence on institutional websites for at least three years** following the project's end, ensuring that schools, universities and sports organisations can adopt or adapt them.

The **partnership network** will remain a central driver of continuation. Partners plan to maintain **annual coordination exchanges** to review progress, identify new opportunities and ensure that Fit4Green principles remain visible in their institutions. These exchanges will build on the strong transnational cooperation experienced during the project, which partners identified as a source of innovation, methodological clarity and professional development.

At the same time, partners recognise that not all planned sustainability mechanisms materialised. The collection of "Expressions of interest" from external organisations proved unfeasible, and the project learned that such mechanisms require a longer lead time and a more formalised outreach strategy. Instead, efforts will now concentrate on consolidating internal capacity, strengthening existing networks and embedding practices into institutional routines.

Scaling Up and Linking to European Priorities

The impact assessment confirmed that Fit4Green supports key EU goals by linking physical activity, sustainability and health. Students increased their willingness to adopt sustainable behaviour, combined several environmentally responsible habits, and developed higher expectations for green sport events. **These findings align with the European Commission's sport policy and Green Sport Manifesto** and the broader push for responsible resource use in sport.

Building on this alignment, partners will promote Fit4Green methods to broader networks:

- Baltic universities (via LUSF)
- Municipal partnerships (via LUFS and UL)
- National sport structures (e.g., Ettan in Sweden via NYSA)
- European university sport networks (via EUSA)
- Social entrepreneurship and innovation ecosystems (via Sport.Impacts.Europe)

Annual workshops and webinars will be offered to build capacity in green sports management in Latvia and Sweden, and partners will explore follow-up opportunities through Erasmus+ Sport, local environmental grants and collaborations with eco-conscious enterprises.

Monitoring and Long-Term Governance

To maintain coherence beyond the project, partners will conduct a **light annual follow-up meeting** to review which sustainability actions have been implemented and identify new opportunities for applying or expanding the methodology. This annual check-in will not be burdensome but will ensure that the project's outcomes remain active, relevant and visible.

Each organisation has defined internal responsibilities for the continuation of Fit4Green activities:

- In Holztechnikum Kuchl (Austria), management and sports coordinators will oversee the green sports day and outreach actions.
- Latvian University Sports Federation (Latvia) will lead on the continuation of sustainable event guidelines, Eco-Challenge activities and staff training. Student councils and active volunteers will help ensure continuity at the operational level.
- University of Ljubljana will appoint a sustainability coordinator, and provide regular training for staff and students on sustainable event management.
- The National Youth Sport Association will disseminate and integrate the Fit4Green methodology across national networks.
- EUSA Institute will revise its Green Policy and disseminate the project transnationally.

This clear distribution of responsibilities demonstrates that sustainability is not dependent on a single individual but embedded across organisational functions.

Conclusion

Across all organisations, a clear trend emerges: sustainability is moving from project-based experimentation toward **formalised institutional integration**. Partners increasingly embed sustainability into:

- internal policies and event guidelines
- long-term organisational strategies
- training systems for staff, volunteers and students
- monitoring and reporting structures

- national or Europe-wide sport governance frameworks

This shift indicates that Fit4Green has contributed not only to behavioural change at the participant level but also to strategic transformation within institutions.

The extended evidence from all partners shows that Fit4Green has evolved from a project into an **innovative sustainability framework for green sports events** with strong adoption potential across Europe. The integration of Fit4Green principles into institutional policies, multi-year event planning, staff training, national sport structures and European networks **demonstrates long-term viability**. Partners are not only maintaining the practices introduced during the project but actively scaling them up, adapting them to national contexts and embedding them into governance structures.

With commitments spanning schools, universities, national sport bodies, European associations and innovation-oriented organisations, Fit4Green is positioned to remain a relevant and influential model for green, health-promoting and youth-driven sport events well beyond the project's lifetime.

Fit 4 Green

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