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## TASK 2.13 : GUIDELINES ON GREEN MOBILITY (D55)

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# **ENGAGE.EU**

## **Guidelines on Green Mobility**

### **INTRODUCTION**

The phrase “Green mobility” sounds like an oxymoron, as the two notions seem to be opposed at first glance. While mobility is usually understood as a set of movements relative to human activity, it seems at odds with today’s environmental imperatives that we are all aware of. Therefore, the notion of green mobility invites us to consider new forms of mobility and rethink our practices at all levels and in a sectional way.

#### *Objective*

The overarching objective of these guidelines is to provide higher education institutions with a framework for action to help them transform their mobility activities into more environmentally-friendly practices.

At the scale of the Engage initiative, because green mobility is a highly transversal topic that relates to all teaching activities, these guidelines will constitute a tool for other actions within WP2, from “signature courses” (2.7) to “micro-credentials” (2.12), including “joint programs” (2.9-2.11)<sup>1</sup>.

#### *Context*

Green mobility is part of a legislative and political context that places environmental issues at the forefront. Thus, in addition to the new Erasmus + program, which includes a clear environmental objective through the allocation of additional grants to promote the use of "green" transport, the European Union launched the "Green deal" in December 2020 as a structuring plan to respond to environmental issues and achieve environmental neutrality by 2050.

Besides, the COVID-19 epidemic has accelerated a certain number of reflections and transformations, notably concerning mobility, whether through the use of telecommuting or virtual education. The lessons learnt from these experiments, which were often carried out at a rapid pace, provide a new background for these guidelines.

#### *Methodology*

As a task team made of representatives of each partner university of the Engage consortium, we have met on a regular basis to work on the content of these guidelines. Thus, this document is the sum of different mobility cultures and practices, but also the product of rich and fruitful discussions.

At the very start of those meetings, the task team has chosen to distinguish physical mobility (with clean means of transport) from virtual mobility (through online classes).

With this perspective in mind, a mapping of the best practices of the consortium institutions has been carried out, in addition to reflections on the measures to be implemented. This mapping results from a benchmark of experiments and studies carried out on the subject.

#### *Target*

These guidelines target first and foremost university governance and its administrative services/departments, which have to foster green mobility among the three groups - students, administrators and professors. The guidelines must be considered as a tool for institutional actors, which are invited to support and disseminate some (or all) measures proposed in this document.

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<sup>1</sup> Those new forms of courses will have to be conceived with a green prospect, for instance in the frame of hybrid courses combining physical and virtual mobility, or remote classes like the “Online Exchange Initiative”.

Lastly, these guidelines are destined to a larger public outside the consortium. They propose practical measures to be applied on university campuses. In the long run, these measures will hopefully be mentally integrated or internalized by a maximum of actors worldwide.

## **I. STRUCTURE OF THE GUIDELINES**

This document has been written to make the measures easily accessible for students, professors, staff and institutions themselves. After a theoretical part dedicated to specific terminology and to the gains and costs of mobility (traditional and virtual), a SWOT analysis of green mobility is proposed in order to assess the present situation.

In the last part of the document, the different measures are listed in the following order: a set of general actions (part IV, table A) and a set of specific actions (part IV, table B) targeting the 3 groups - students, staff and professors. Lastly, three documents are annexed to the text (list of resources, carbon assessment tools, inventory of mobility options within the Engage consortium).

## **II. THEORETICAL BACKGROUND**

### **Terminology**

Green mobility: can be understood either as virtual mobility (or online classes), or physical mobility through “clean” means of transportation (train, bus, etc...)

Remote / online classes: courses offered on the internet or on a dedicated digital network, created by professors

Virtual mobility: pedagogical scheme aiming at offering a virtual experience of mobility through interactive intercultural classes, peer work, serious games... Virtual mobility requires solid linguistic and digital skills among students and professors alike.

Mobility: it can refer either to the act of moving through a given means of transport, or to the experience of student exchange mobility or the type of mobility (blended, virtual or physical)

Exchange mobility: concerns classical student exchange mobility from one’s home university to the host university (single two-way trip)

Local mobility: refers to the “touristic” mobility of students during their studying period, often on a local or national scale, sometimes in a given European distinctive area like Scandinavia or Southern Europe (several trips over the studying period)

Inclusive: means that green mobility must concern groups of people that are not traditionally exposed to mobility experiences.

### **The gains and costs of virtual and physical mobility**

Virtual mobility has proven very useful, but also highly unsatisfactory during the sanitary crisis, both in the eyes of students and professors. Classical mobility, when practiced through clean modes of transport, has also its drawbacks.

### Virtual mobility

<u>GAINS</u>	<u>COSTS</u>
<p><u>environmental gain</u>: With the “flight shame movement” and the covid19 crisis, zoom meetings and remote classes have gained considerable ground. The carbon footprint is thus reduced, albeit not inexistent.</p> <p><u>pedagogical gain</u>: development of digital skills among students and professors</p> <p><u>financial gain</u>: foreign courses accessible to students with financial issues (for whom physical mobility is not affordable)</p> <p><u>personal gain</u>: useful for groups of students with family constraints or working students</p>	<p><u>environmental cost</u>: the carbon footprint of virtual mobility should not be neglected. The digital exchange of data is often presented as abstract and harmless for the environment. Still, its carbon footprint will for sure expend in the future<sup>2</sup>.</p> <p><u>pedagogical and scientific costs</u>: The pedagogical cost refers to the learning difficulties induced by virtual mobility. Professors often deplore their lack of interaction with students, or among students outside the classroom. This is especially true for courses with a strong theoretical focus - which necessitate discussions and explanations, or for group work<sup>3</sup>. The scientific cost refers to the researchers’ difficulties in setting up durable scientific cooperation in a context of online conferences or seminars. It is particularly true for young researchers who need intense physical networking at an early stage of their career.</p> <p><u>intercultural cost</u>: it refers to the lack of interactions among students coming from different countries. Virtual mobility slows down or prevents the acquisition of intercultural skills.</p>

### “Clean” physical mobility

<u>GAINS</u>	<u>COSTS</u>
<p><u>environmental gain</u>: the carbon footprint is less heavy than for airfare mobility, but heavier than virtual mobility.</p> <p><u>pedagogical gain</u>: the contact between professors, or between professors and students facilitates learning processes.</p>	<p><u>environmental cost</u><sup>4</sup>: Mobility in the broad sense is one of the main sources of carbon and greenhouse gases emissions. More specifically, in 2016, road transport accounted for 72% of CO2 emissions (of which 60.7% was from private cars). Aviation represents 13.4% of CO2</p>

<sup>2</sup> Online data flows represent 3,7% of world CO2 emissions, 3,8% of greenhouse emissions, 4,2% of the primary energy consumption worldwide, 4% of human environmental impact

<https://www.bbc.com/future/article/20200305-why-your-internet-habits-are-not-as-clean-as-you-think>

<sup>3</sup> A new phenomenon called “zoom fatigue” has been observed during the covid pandemic. Further studies by e-learning specialists need to be achieved so as to assess the precise pedagogical cost of remote learning/teaching.

<sup>4</sup> Overall, Germany, France and Italy are the three European countries with the highest greenhouse gas emissions. On a per capita basis, Luxembourg, Estonia and Ireland are the top emitters of greenhouse gas per capita.

<https://www.touteurope.eu/environnement/les-emissions-de-gaz-a-effet-de-serre-dans-lunion-europeenne/>

<p><u>intercultural gain</u>: students and professors can acquire intercultural skills faster than online through physical interaction.</p>	<p>emissions, maritime transport 13.6% and rail transport 0.5%<sup>5</sup>.</p> <p><u>financial cost</u>: Train and bus fares cost much more than low-cost flights, even if train companies are expected to be more heavily subsidized in the future.</p> <p><u>personal/human cost</u>: Because of longer travel durations, train or bus trips force students or staff to be away from their families for longer periods.</p>
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Admittedly, virtual mobility is a field we need to explore further, even if we already know and master it to a certain extent. Still, most students and professors have expressed their preference for face-to-face courses after the Covid episode. As a consequence, physical mobility can certainly become “cleaner” in the long run, with the help of proper tools and schemes.

### Issues at stake

At first glance, virtual mobility seems harmless for the environment and thus greener, but given the numerous studies on the topic, online courses and meetings pollute to a certain extent, notably when regular courses are held online and archived on a cloud. With the covid19 crisis, remote classes have increased worldwide, at the same pace as digital pollution, while face-to-face education has been re-considered in a new light.

Obviously, the experience of traditional mobility seems to be favored by students, professors and administrators alike<sup>6</sup>. “Clean” physical mobility follows different scales: it can happen in the framework of a long or short studying stay or internship, within the host country or in a given area outside the host country (for students enrolled in joint degrees for example). The length of the stay and distance are also useful indicators that we will have to take into account.

While designing the different measures, we should not neglect the delicate balance between innovation and feasibility, ambition and realistic implementation. Each partner will have to assess its own situation before contemplating substantial changes.

Lastly, we have to keep in mind the necessary inclusion of all groups, even those who tend to remain in their home university for their mobility period. In their case, virtual mobility can be a first phase before physical mobility, especially for adult learners who need time to organize their stay abroad.

<sup>5</sup> <https://www.europarl.europa.eu/news/en/headlines/society/20190313STO31218/co2-emissions-from-cars-facts-and-figures-infographics>

<sup>6</sup> It seems too soon to back up this assertion with scientific studies, but the dissatisfaction of many university actors with fully remote classes has been expressed in the microcosm of academia, and relayed in the media.

### III. SWOT ANALYSIS OF GREEN MOBILITY<sup>7</sup>

<p><b>STRENGTHS</b> (Internal)</p> <ul style="list-style-type: none"> <li>Impetus from ENGAGE partners with good practices</li> <li>Improvement of practices and mentalities among students and staff on environmental issues</li> <li>Knowledge and expertise of the research staff on environmental issues</li> <li>Dedicated administrative staff in some universities</li> <li>Operational approach on environmental issues</li> </ul>	<p><b>WEAKNESSES</b> (Internal)</p> <ul style="list-style-type: none"> <li>General underfunding of HEIs</li> <li>Potential lack of strategy</li> <li>Potential insufficient political support of green actions</li> <li>No dedicated team within some universities</li> <li>Administrators' lack of interest or time for European mobility</li> </ul>
<p><b>OPPORTUNITIES</b> (External)</p> <ul style="list-style-type: none"> <li>Legislative and policy framework at national and European level</li> <li>Green campus rankings</li> <li>Public awareness on environmental issues</li> <li>Travel discount policies (train companies, localities, states, or universities themselves)</li> <li>National or European funding support of European universities or European projects</li> <li>Exchanges of practices &amp; experiences with other HEIs</li> <li>European Student Card with access to local transport</li> </ul>	<p><b>THREATS</b> (External)</p> <ul style="list-style-type: none"> <li>Dependency on external actors (cities, regions...)</li> <li>Potential lack of students' interest in physical mobility in the post-Covid era</li> <li>Decreasing Erasmus funds with Europe's financial crisis to come</li> <li>Large number of low-cost travel to compete with train travel</li> <li>Travel restrictions due to the Covid-19 crisis</li> </ul>

### IV. GREEN MOBILITY MEASURES

The objective of the following list of measures does not aim at offering a single doctrine but several possibilities, given the different contexts observed within the alliance. The measures are presented according to 5 "categories" and 2 "levels". The "levels" (commitment and feasibility) indicated in the following tables are the result of a consensus within the task team.

<b>Categories</b>	
<b>Analysis</b>	Analysis or assessments to be conducted as basis for strategic reflection
<b>Strategy</b>	Measures requiring political support and to be implemented as part of a global policy of the institution
<b>Networking/ Lobbying</b>	Measures toward the exchange of practices at a national or international level
<b>Incentive</b>	Measures to encourage the change of practices among the academic community
<b>Awareness</b>	Measures toward the change of mindsets among the academic community

<sup>7</sup> Green mobility is understood as physical and virtual.

Level of commitment required			Level of feasibility of the measures		
C	Strong	Need for a strong political backing and involvement of the teams	F	Hard	Need for a strong financial backing and resources (HR, time, etc.), linked to a long-term and strong commitment
C	Medium	Need for medium commitment from teams	F	Medium	Medium feasibility which can require some extra resources
C	Weak	Easily achievable without particular commitment	F	Easy	Easy feasibility with existing resources

### A. POSSIBLE ACTIONS AT THE INSTITUTIONAL LEVEL

C	F	Measure	Description	Category
C	F	Conduct a University-wide analysis of the carbon footprint	Conduct a full analysis of carbon emissions to identify the sources before and after the guidelines Get the support of external actors (when possible) to produce statistics.	Analysis
C	F	Conduct a University-wide analysis on existing mobility schemes	Conduct a full analysis of mobility schemes and modes of travel for daily mobility, domestic and international travel	Analysis
C	F	Set up an institutional policy and strategy for a sustainable university	Formalize a strategy which outlines the University's plans and goals regarding research, education and campus life (based on the UN Sustainable Development Goals for example) to reduce the environmental impact	Strategy
C	F	Create a Vice Rector position for environment and sustainability	Create a Vice Rector position on the matter to foster and conduct the strategy at the highest level of the University	Strategy
C	F	Create a staff unit dedicated to environment and sustainability	Create a staff unit or green office to implement the university strategy and actions and bridge the gap between students, staff and professors/researchers	Strategy
C	F	Get involved in international institutional networks and associations dedicated to university transformation toward sustainability	Get involved in international institutional networks and associations to exchange on best practices and experiences	Networking/ Lobbying
C	F	Lobbying at a national level	Get involved in lobbying activities at a national level to foster or influence national decisions on the transformation of universities toward sustainability	Networking/ Lobbying
C	F	Get involved in initiatives and projects at a national and international level	Get involved in specific initiatives and projects (Erasmus projects for example) to share experiences and develop new methods, tools, practices	Networking/ Lobbying
C	F	Organize internal institutional events dedicated to environment and sustainability	Promote measures toward environment and sustainability by organizing events to bring together students, staff, professors/researchers around these issues and foster their involvement	Awareness
C	F	Lead communication campaigns through social networks (Instagram...) on green mobility	Trigger awareness among students and staff	Awareness

### B. SPECIFIC ACTIONS TARGETING GROUPS OF BENEFICIARIES

- Group 1 : Students**

C	F	Measure	Description	Category
C	F	Conduct an analysis of carbon footprint of student mobility	Conduct a full analysis of carbon emissions and environmental impact of student mobility	Analysis
C	F	Involve student associations dedicated to environmental issues	Involve student environmental associations in the institutional strategy and implementation of the guidelines	Strategy
C	F	Organize virtual mobility whenever relevant	Define a clear policy on virtual mobility: target, format, objectives and organize virtual mobility whenever relevant	Strategy
C	F	Organize virtual intercultural preparation and training, or offer courses on “intercultural skills”	Define a clear policy on virtual intercultural preparation and training: target, format, objectives and organize virtual mobility to foster inclusive and green practices	Strategy
C	F	Offer academic programmes dedicated to environmental issues and sustainability	Provide inclusive programmes, short programmes, modules dedicated to environmental issues and sustainability	Strategy
C	F	Provide additional grants to outgoing students who travel by train	Use the new Erasmus grants for green travel. Provide additional support for train travel	Incentive
C	F	Provide a list of green destinations	Provide a list of green destinations to students, i.e countries/ cities accessible by green modes of transportation	Incentive
C	F	Promote green daily modes of travel	Promote green daily modes of travel (train, metro, bike) to the whole student community	Incentive
C	F	Support students’ initiatives	Provide financial support to foster students’ initiatives on environmental issues	Incentive
C	F	Encourage outgoing students to travel green	Promote green modes of transportation among outgoing students for their mobility travel. Develop action to raise awareness on the environmental impact of mobility Examples of train assets: wifi, no luggage fees, group travel	Awareness
C	F	Write a handbook on green mobility for incoming students	Short document, webpage or other material with green tips to experience green mobility on a daily basis : green transportation (bikes), green destinations to visit, local or second-hand products, environmental associations, etc.	Awareness
C	F	Promote students’ experiences and initiatives	Promote and communicate within the university and outside the university on students’ experiences and initiatives through former outgoing students’ testimonies (i.e, bike or train travel throughout the host countries, etc.) Creation of a pool of ambassadors for green mobility (can be found among class representatives)	Awareness
C	F	Organize student contests	Organize student contests or challenges to foster initiatives toward environmental issues	Awareness
C	F	Create a label for students’ green initiatives	Create a label to reward students’ initiatives on environmental issues	Awareness
C	F	Promote hybrid or virtual mobility whenever relevant	Promote virtual mobility whenever relevant to foster inclusive and green practices	Awareness

- Group 2 : Administrative staff**

C	F	Measure	Description	Category
C	F	Provide a green travel policy for administrative staff	Provide a unique official travel policy to administrative departments in order to reduce the environmental impact of travel (modes of travel, virtual activities, etc.). Adapt the internal management system accordingly.	Strategy
C	F	Provide green mobility guidelines for administrative staff	Provide official travel guidelines explaining the rules and procedures of the travel policy to help administrative staff choosing the proper mode of travel.	Strategy
C	F	Encourage virtual meetings whenever possible	Organize virtual meetings and activities whenever possible.	Strategy
C	F	Prescribe justification for air travel	Administrative staff have to justify the use of air travel. Without justification, the trip cannot be funded.	Incentive
C	F	Encourage international travel by train	Encourage international travel by train: always finance train travel even if it is more expensive, provide 1 <sup>st</sup> class tickets in some cases.	Incentive
C	F	Prescribe domestic travel by train whenever possible	Recommend train travel, provide a list of cities which are easily accessible by train.	Incentive
C	F	Organize voluntary carbon tracking among administrative staff	Voluntary individual carbon tracking among administrative staff to raise awareness (daily mobility, domestic and international travel).	Awareness

- Group 3 : Teaching staff - researchers**

C	F	Measure	Description	Category
C	F	Provide a green travel policy for teaching and research activities	Provide a unique official travel policy to research centers and departments designed to reduce the environmental impact of travels (modes of travel, virtual activities, etc.). Adapt the internal management system accordingly.	Strategy
C	F	Provide green mobility guidelines for teaching and research activities	Provide official travel guidelines explaining the rules and procedures of the travel policy to help teaching staff/researchers choosing the proper mode of travel.	Strategy
C	F	Encourage - when relevant - virtual conferences or courses	Favour face-to-face conferences for junior researchers who need to network early in their career; avoid physical mobility for professors/professionals teaching a few hours	Strategy
C	F	Help professors rethink teaching methods and adapt them to online classrooms	Prefer face-to-face courses when they require a social dimension or have a complex theoretical focus, or encourage homework among students to induce interaction during class. Fields to explore: quizzes, serious games, business games, inverted classrooms, etc...	Strategy
C	F	Prescribe justification for air travel	Teaching staff/researchers have to justify the use of air travel. Without justification, the trip cannot be funded.	Incentive
C	F	Encourage international travel by train	Encourage international travel by train: always finance train travel even if it is more expensive, provide 1 <sup>st</sup> class tickets in some cases.	Incentive
C	F	Prescribe domestic travel by train whenever possible	Recommend train travel, provide a list of cities which are easily accessible by train.	Incentive
C	F	Support research activities dedicated to environmental issues and sustainability	Provide financial support or help to find financial resources to foster research activities dedicated to environmental issues and sustainability.	Incentive
C	F	Organize carbon tracking for professors' mobility	Voluntary individual carbon tracking among teaching staff/researchers to raise awareness (daily mobility, domestic and international travel).	Awareness

C	F	Encourage researchers to sign a self-commitment document	Encourage teaching staff/ researchers to sign a self-commitment to fly less or to lengthen their research stays (present norm : 3 days)	Awareness
C	F	Encourage researchers to create their "Climate CV"	This Climate CV shows how often and how far the teaching staff/ researchers travel for research events (conferences, meetings, etc.) as well as their modes of travel.	Awareness
C	F	Promote research activities dedicated to environmental issues and sustainability	Promote and communicate within the university and outside the university on activities dedicated to environmental issues and sustainability.	Awareness

## CONCLUSION

Green mobility, as we have seen, is a concept almost everybody agrees on but whose implementation is not always taken for granted. This is why, at first stage, we have endeavored to provide precise term definitions and to think on the gains and costs of virtual and physical mobility. With this in mind, a list of "green mobility measures", which include the best practices among Engage partners, has been established for our 3 groups (students, professors and staff).

Those measures, whether they rely on analysis, strategy, lobbying, incentive or awareness, are mere proposals that may be applied according to specific degrees of commitment and feasibility within the Engage consortium. The recent "greening" trend - as evidenced by the flourishing of clean campus rankings - will be a favorable background for the 7 Engage partners, whose green practices are presently quite heterogeneous.

We have to keep in mind that these guidelines also target universities outside the Engage consortium, within and outside the Erasmus area. The present document will be spread outside the consortium as far as possible, and freely available on the ENGAGE.EU project website<sup>8</sup>.

The successful implementation of these guidelines certainly lies in the impetus given by universities' governance, in particular on what Alfred Andersson calls the "need for organizational conditions"<sup>9</sup>. For him and his co-authors, managers and political authorities are expected to disseminate good practices within their institution, while setting an example. This "culture encouraging environmentally-friendly behavior"<sup>10</sup> may eventually lead to communities of green mobility ambassadors in our universities.

<sup>8</sup> <https://engageuniversity.eu/>

<sup>9</sup> Alfred Andersson, Lena Winslott Hiselius, Jessica Berg, Sonya Forward, Peter Arnfalk (Sustainability, 2020): "Evaluating a mobility service application for business travel - lessons learnt from a demonstration project". According to the authors, this "top-down" impetus has to go beyond soft measures like campaigns of awareness, through the introduction of a clear "travel policy with long-term goals" and incentives.

<sup>10</sup> Ibid.

## ANNEXES

- **Annex 1: Resources**

European Commission, Environmental sustainability - education and training, proposal for a recommendation

[https://ec.europa.eu/info/law/better-regulation/have-your-say/initiatives/12985-Environmental-sustainability-education-and-training\\_en](https://ec.europa.eu/info/law/better-regulation/have-your-say/initiatives/12985-Environmental-sustainability-education-and-training_en)

UN Environment programme, The Little Book of Green Nudges at University

<https://www.unep.org/explore-topics/education-environment/what-we-do/little-book-green-nudges>

Alfred Andersson, Lena Winslott Hiselius, Jessica Berg, Sonya Forward, Peter Arnfalk (Sustainability, 2020): "Evaluating a mobility service application for business travel - lessons learnt from a demonstration project"

- **Annex 2: Tools**

- ✓ **Austria**

<http://nachhaltigeuniversitaeten.at/english/>

ClimCalc, greenhouse gas accounting tool for universities:

<http://nachhaltigeuniversitaeten.at/arbeitsgruppen/co2-neutrale-universitaeten/>

- ✓ **Bulgaria**

Greenhouse gas emissions reporting tool

<http://eea.government.bg/bg/r-r/r-te/registry>

- ✓ **France**

Tool for analysis of carbon emission on Campus

<https://avenirclimatique.org/bilan-carbone-campus/>

- ✓ **Italy**

Italian program for the evaluation of the environmental footprint

<https://www.mite.gov.it/pagina/italian-environmental-footprint-program>

- ✓ **Germany**

Tools for carbon emission measurement:

[https://uba.co2-rechner.de/de\\_DE/](https://uba.co2-rechner.de/de_DE/)

<https://www.klimaktiv.de/de/304/co2-rechner.html>

Sustainability platform for knowledge exchange & networking for German universities:

<http://hochnwiki.de/index.php?title=Hauptseite>

- ✓ **The Netherlands**

Tools for measuring carbon emissions :

[http://www.ecopassenger.org/bin/query.exe/en?L=vs\\_uic](http://www.ecopassenger.org/bin/query.exe/en?L=vs_uic)

<https://www.co2emissiefactoren.nl/>

### Annex 3

#### Inventory of mobility options within the Engage consortium

PLANE	Bergen	Mannheim	Rome	Sofia	Tilburg (= Amsterdam plus 2 hours train)	Toulouse	Vienna
<b>Bergen</b>		4.5 hours; EUR 300+; <b>Multistop</b> ; 0.5 tons	5.5 hours; EUR 200+; <b>Multistop</b> ; 0.5 tons	7.5 hours; EUR 300+; <b>Multistop</b> ; 0.5 tons	4 hours; EUR 200+; <b>Nonstop</b> ; 0.25 tons	5+ hours; EUR 400+; <b>Multistop</b> ; 0.5 tons	5 hours; EUR 250+; <b>Multistop</b> ; 0.5 tons
<b>Mannheim</b>	4.5 hours; EUR 300+; <b>Multistop</b> ; 0.5 tons		2 hours; EUR 200; <b>Nonstop</b> ; 0.25 tons	2.5 hours; EUR 170+; <b>Nonstop</b> ; 0.25 tons	not found	3.5 hours; EUR 250+; <b>Multistop</b> ; 0.5 tons	1.5 hours; EUR 200+; <b>Nonstop</b> ; 0.25 tons
<b>Rome</b>	5.5 hours; EUR 200+; <b>Multistop</b> ; 0.5 tons	2 hours; EUR 200; <b>Nonstop</b> ; 0.25 tons		2 hours; EUR 180+; <b>Nonstop</b> ; 0.25 tons	4 hours; EUR 180+; <b>Nonstop</b> ; 0.25 tons	4.5 hours; EUR 180+; <b>Multistop</b> ; 0.5 tons	2 hours; EUR 100; <b>Nonstop</b> ; 0.25 tons
<b>Sofia</b>	7.5 hours; EUR 300+; <b>Multistop</b> ; 0.5 tons	2.5 hours; EUR 170+; <b>Nonstop</b> ; 0.25 tons	2 hours; EUR 180+; <b>Nonstop</b> ; 0.25 tons		5 hours; EUR 170+; <b>Nonstop</b> ; 0.25 tons	6+ hours; EUR 500; <b>Multistop</b> ; 0.5 tons	1.5 hours; EUR 150; <b>Nonstop</b> ; 0.25 tons
<b>Tilburg (= Amsterdam plus 2 hours train)</b>	4 hours; EUR 200+; <b>Nonstop</b> ; 0.25 tons	not found	4 hours; EUR 180+; <b>Nonstop</b> ; 0.25 tons	5 hours; EUR 170+; <b>Nonstop</b> ; 0.25 tons		4 hours; EUR 180+; <b>Nonstop</b> ; 0.25 tons	4 hours; EUR 130+; <b>Nonstop</b> ; 0.25 tons
<b>Toulouse</b>	5+ hours; EUR 400+; <b>Multistop</b> ; 0.5 tons	3.5 hours; EUR 250+; <b>Multistop</b> ; 0.5 tons	4.5 hours; EUR 180+; <b>Multistop</b> ; 0.5 tons	6+ hours; EUR 500; <b>Multistop</b> ; 0.5 tons	4 hours; EUR 180+; <b>Nonstop</b> ; 0.25 tons		4.5 hours; EUR 200+; <b>Multistop</b> ; 0.5 tons
<b>Vienna</b>	5 hours; EUR 250+; <b>Multistop</b> ; 0.5 tons	1.5 hours; EUR 200+; <b>Nonstop</b> ; 0.25 tons	2 hours; EUR 100; <b>Nonstop</b> ; 0.25 tons	1.5 hours; EUR 150; <b>Nonstop</b> ; 0.25 tons	4 hours; EUR 130+; <b>Nonstop</b> ; 0.25 tons	4.5 hours; EUR 200+; <b>Multistop</b> ; 0.5 tons	

<b>PUBLIC TRANSPORT (Train, Bus...)</b>	<b>Bergen</b>	<b>Mannheim</b>	<b>Rome</b>	<b>Sofia</b>	<b>Tilburg</b>	<b>Toulouse (discount : - 25 years)</b>	<b>Vienna</b>
<b>Bergen</b>		1,5 days - EUR200 interrail pass*	3 days - EUR 350**	3 days - EUR 350**	1,5 days - EUR200 interrail pass*	2,5 days - EUR 350**	2,5 days - EUR 350**
<b>Mannheim</b>	1,5 days - EUR200 interrail pass*		16 hours EUR 96 (Night train, one way, youth fare), 1x change	24 hours EUR 65-127 (bus, one way, youth fare), no change	4.5-10 hours EUR 34-EUR 67 one way, youth, 2-4x change	8.5 hours EUR 131+ (Train, one way ticket), 1x change	7.5 hours Train EUR 170,80 (Sparschiene EUR 55,90); 1x change
<b>Rome</b>	2 days and 11 hr EUR 190 - 250 (bus drive, one way) 1x change	16 hours EUR 96 (Night train, one way, youth fare), 1x change		NOT FOUND	17 hours EUR 250-470 (Train, one way ticket,	19 hours EUR 156+ (Train, one way ticket)	13 hours
<b>Sofia</b>	3 days - EUR 350**	24 hours EUR 65-127 (bus, one way, youth fare), no change	NOT FOUND		1,5 days, info not available at this time	2 days EUR 90+ (Bus, one way ticket)	16 hours
<b>Tilburg</b>	1,5 days - EUR200 interrail pass*	4.5-10 hours EUR 34-EUR 67 one way, youth, 2-4x change	21-24 hours; 3-5x change, price not available at this time	30 hours; no info at this time		9.5 hours EUR 152+ (Train, one way ticket)	11-12 hours; 200 EUR one way; 2-5 changes
<b>Toulouse</b>	2,5 days - EUR 350**	8.5 hours EUR 131+ (Train, one way ticket), 1x change	21 hours	1,5 days	9.5 hours - 16.5 hrs EUR 180-EUR244		1 day
<b>Vienna</b>	2,5 days - EUR 350**	7.5 hours Train EUR170,80 (Sparschiene EUR55,90); 1x change	14 hours Train EUR99 (Sparschiene from EUR29), Nightjet EUR209; Nonstop	16 hours Bus EUR 50.- (one way)	12 hours Train EUR 237; 3x change	1 day EUR 226+ (Train, one way ticket)	

\* 4 days travelling during 30 days for adult

\*\* 7 days travelling during 30 days for adult

CAR	Bergen	Mannheim	Rome	Sofia	Tilburg	Toulouse	Vienna
Bergen		1.700 km; 22 hours	2.800 km; 1,5 days	3.000 km; 1,5 days	1.600 km; 22 hours	2.700 km; 1,5 days	2.100 km; 1 day
Mannheim	1.700 km; 22 hours, 0.5+ tons		1.200 km; 13 hours	1.700 km; 18 hours	400 km; 4.5 hours	1.100 km; 11.5 hours	750 km; 8 hours
Rome	2.800 km; 1,5 days	1.200 km; 13 hours		1.300 km; 21 hours	1.600 km; 17 hours	1.300 km; 14 hours	1.100 km; 12 hours
Sofia	3.000 km; 1,5 days	1.700 km; 18 hours	1.300 km; 21 hours		2.100 km; 22 hours	2.300 km; 24 hours	1.000 km; 11 hours, 0.3+ tons
Tilburg	1.600 km; 22 hours	400 km; 4.5 hours	1.600 km; 17 hours	2.100 km; 22 hours		1.100 km; 12 hours	1.100 km; 12 hours
Toulouse	2.700 km; 1,5 days	1.100 km; 11.5 hours	1.300 km; 14 hours	2.300 km; 24 hours	1.100 km; 12 hours		1.700 km; 17 hours
Vienna	2.100 km; 1 day	750 km; 8 hours	1.100 km; 12 hours	1.000 km; 11 hours	1.100 km; 12 hours	1.700 km; 17 hours	