



COMPREHENSIVE REPORT

A-4: Gathering all data and generating the final report

Erasmus+ KA220-YOU - Cooperation partnerships in youth

2023-1-AT01-KA220-YOU-000157207

Author(s): L'ORMA, IEC

March, 2024

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them. Project: "WAWW! - What a Wonderful World" Number: KA220-YOU-02A90876.

Introduction

Embarking on a transformative journey towards environmental stewardship, the "What a Wonderful World" (WAWW) project aspires to bridge the gap between young individuals and the natural world, fostering a deep-rooted connection and understanding. Spanning across Austria, Greece, Italy, Romania, Serbia, and Türkiye, this pioneering initiative aims to cultivate critical ECO-LITERACY skills among the youth, aligning with its ambitious goals of significantly reducing individual carbon and water footprints, alongside greenhouse gas emissions. At the heart of WAWW's mission lies a commitment to nurture an eco-conscious mindset, striving for a 50% reduction in the carbon and water footprint of its participants over a two-year period, while simultaneously developing comprehensive ECO-LITERACY capabilities and crafting an extensive ECO-LITERACY guide.

Employing a dynamic and integrated approach, the project leverages a blend of conferences, social media engagement, and challenge campaigns, each designed to magnify its reach and deepen its impact. To accurately assess the current level of climate change awareness among European youth, WAWW has initiated a detailed survey and analysis activity, aimed at capturing the foundational knowledge and understanding of participants. This endeavor is complemented by insightful focus group discussions, which serve as a platform to explore the nuances of environmental literacy within the diverse contexts of the participating countries.

The project further enriches its educational offerings through the organization of four targeted workshops, each focusing on pivotal themes: Climate, Water and Forests; Climate & Gas; Climate & Recycling; and Climate, Eco-Garden and Energy. Scheduled to take place in Romania, Turkey, Italy, and Greece, these workshops are meticulously designed to bolster learning, teaching, and training efforts, addressing key environmental challenges and solutions.

Central to the project's discourse are the engaging and thought-provoking focus group discussions, which delve into the role of young individuals in spearheading environmental change. These conversations critically examine the pathways for active participation, the hurdles to engagement, and the potential opportunities that lie within various sectors. A notable highlight is the collaborative endeavor to customize the Eco-Literacy Guide to reflect the unique environmental landscape of each country, ensuring relevance and efficacy. Additionally, the discussions scrutinize the effectiveness of conferences, social media, and challenge campaigns in promoting Eco-Literacy at a local level.

With a clear and focused vision on the desired outcomes, the WAWW project's comprehensive strategy underscores its dedication to elevating young people's awareness and altering behaviors towards a more sustainable future. Through its multifaceted approach, the initiative stands as a testament to the power of collective action and education in addressing the urgent environmental and climate issues of our time.

Table of contents

Introduction	2
Table of contents	4
Data Collection Methodology	5
Survey Analysis on Environment and Climate Change in European Level	6
Respondent Group Characteristics	6
Survey Findings	8
Attitudes Towards Climate Change	8
Preferences and Challenges in Environmental Education:	10
Enhancing Environmental and Climate Change Education Across Countries	14
Understanding of International and National Environmental Efforts	16
Climate Change Perception Survey: Knowledge, Significance, and Attitudes	16
Motivations Behind Environmentally Friendly Behaviors	19
Perception of Climate Change Mitigation Initiatives	20
Focus Group Findings	25
Objective	25
Participants	26

Data Collection Methodology

Participant Selection and Data Collection Process: Before we explore the insights gained from our recent survey on climate change and environmental attitudes, it is crucial to understand the methodology behind our data collection. Our survey targeted a diverse group of young individuals, including students and volunteers, to ensure a broad spectrum of perspectives. The preparation phase of the survey was meticulously planned, leading to the commencement of the survey application process.

Surveys: Each of our partner organizations was tasked with reaching out to 10 young people. These individuals were selected from various sectors including education, the workplace, non-governmental organizations, and public institutions, culminating in a total of 60 participants. This approach was designed to guarantee a wide-ranging representation in our survey results, reflecting a multitude of experiences and opinions within the realm of environment and climate issues.

Focus Group Meetings: In addition to the survey, focus group meetings played a pivotal role in our research methodology. A minimum of four young people, each with experience or a keen interest in environmental and climate matters, were invited to participate in these discussions. Across all sessions, we engaged with a total of 24 participants. These meetings were not only essential for deepening our understanding but also for refining the survey content. The questions for the focus groups were carefully crafted and finalized during an evaluation meeting, which included experts in the field.

Data Analysis and Report Compilation: Upon concluding the surveys and focus group discussions, we embarked on an extensive analysis of all the data collected. This crucial phase involved a thorough synthesis of the insights and feedback gathered from participants. The culmination of this effort is the document you are currently reading—the final report. This comprehensive compilation not only presents our findings but also serves as a testament to the rich perspectives and valuable input contributed by our diverse group of respondents.

Survey Analysis on Environment and Climate Change in European Level

Respondent Group Characteristics

Our project's outreach across Italy, Turkey, Romania, Austria, Serbia, and Greece has successfully engaged a diverse demographic, capturing a wide age range, gender distribution, and variety in educational backgrounds. This diversity underscores the inclusivity and broad appeal of our initiative, drawing in individuals from different life stages, genders, and educational qualifications.

Demographic Snapshot

Age and Gender Highlights

- Italy: 10 individuals responded in total. They predominantly fell within the young adult age bracket (25-29 years) with a balanced distribution of genders.
- Turkey: There were 13 individuals spanning a wide age range (19-57 years), with a significant majority being female (84.6%).
- Romania: There were 15 individuals who responded overall. Spanning youth to young adults (15-30 years), mostly female.
- Austria: 10 individuals responded in total. Early career adults (22-31 years), with a strong female majority (80%). 10 responders.
- Serbia: 28 individuals responded in total, spanning from youth to mid-life (16-48 years), with equal gender representation.
- Greece: There were 10 young adults aged between 18 and 30 years, with females constituting the majority at 60%.

Educational Backgrounds

- Italy & Turkey: Representing a complete spectrum from high school graduates to PhD holders.

- Romania: Predominantly high school educated, with a significant presence of bachelor's and master's degree holders.
- Austria: A notable preference for bachelor's degrees, followed by master's degrees.
- Serbia & Greece: Showcasing educational diversity, including high school, college, bachelor's, and master's degrees.

Membership Trends in Environmental Organizations

The analysis of the engagement levels with environmental organizations among the respondents from these six countries reveals a varied landscape.

- Italy stands out with **no respondents** indicating membership in environmental organizations, highlighting a disconnect from organized environmental efforts.
- Turkey shows emerging interest with **7.7% of respondents** being members, despite a low overall engagement rate.
- Romania and Greece display healthier participation levels, with nearly half of Romanian respondents (**46.7%**) and a substantial portion in Greece (**40%**) involved in environmental organizations.
- Austria showcases a strong culture of environmental advocacy, with **half of its respondents** reporting membership in such groups.
- Serbia indicates the least involvement, with only **14.3%** of respondents being members, suggesting significant room for growth in environmental engagement.

Survey Findings

The survey analysis portion of this report follows the order of the survey questionnaires. It commences with a description of the questionnaire's purpose and the analysis conducted. Following this, the specific questions posed in the survey are presented. Subsequently, the section examines responses from participants representing six different countries, highlighting variations in comprehension, action, and perception levels among survey respondents from each country. The concluding part highlights its significance in relation to our training modules and the Eco-Literacy book. It's important to note that while these results offer valuable insights, **they may not entirely represent the perspectives of entire countries** but rather provide a glimpse into the viewpoints of respondents within their respective countries.

Attitudes Towards Climate Change

To explore perceptions and attitudes towards global warming and climate change, the survey consists of a series of statements designed to gauge respondents' **beliefs, concerns, and intentions** regarding the critical environmental disasters. By eliciting responses to these statements, the aim is to gain insights into various dimensions of individuals' attitudes and opinions about climate change, including awareness and perception, personal concern, media perception, personal action, sense of urgency, and understanding of climate impacts.

Questionnaire: Please state your level of agreement for the following statements regarding global warming/climate change.

- It presents a significant danger to global populations.
- It represents a grave risk to you and your loved ones.
- Human actions are responsible for its onset.
- The media often downplays its severity and implications.
- Climate variations are currently unfolding.
- I am prepared to minimize my energy consumption to combat climate change.
- There has been a noticeable shift in global temperatures compared to the prior decade.
- It's imperative to address this environmental crisis immediately.
- The repercussions of climate change extend beyond just rising temperatures.

Findings by countries:

Austria: Significant concern and agreement regarding the severity and urgency of addressing climate change. Notable variations in perspectives, particularly regarding media portrayal and comprehension of climate change implications.

Greece: Considerable apprehension and consensus on the seriousness of climate change. Most respondents strongly agree on the imperative nature of confronting the issue, but differences in opinions regarding media portrayal and individuals' understanding of implications.

Italy: Mixed responses across all statements, indicating diverse opinions within the population. Strong agreement on the urgency of addressing climate change. Varied views on the portrayal of climate change severity by the media.

Romania: Strong agreement on the danger and risk posed by climate change. Majority agreeing on human responsibility for climate change. Varied opinions on the media's portrayal of climate change severity. Mixed responses regarding willingness to minimize energy consumption.

Serbia: Strong agreement on human responsibility for climate change. Recognition of urgency in addressing the issue. Mixed opinions on media portrayal of climate change severity. Majority prepared to reduce energy consumption. Acknowledgment of climate change repercussions beyond rising temperatures.

Türkiye: Mixed responses with a tendency towards strong agreement on the urgency of addressing climate change. Varied opinions on the media's portrayal of climate change severity. Majority prepared to minimize energy consumption.

Analysis into key points:

- **Variability in Attitudes:** One of the central observations is the significant variability in attitudes towards climate change within each country. While there is a general acknowledgment of the importance of addressing environmental challenges, there are **diverse beliefs and attitudes regarding the extent of human influence**, the necessity for compulsory measures like energy conservation, and the origins of climate change (natural vs. anthropogenic).
- **Cultural and Societal Context:** The analysis emphasizes the importance of considering the unique cultural and societal contexts of each country when formulating strategies to address climate change. Different countries exhibit **varying levels of engagement** in eco-friendly initiatives, reflecting differences in cultural attitudes towards sustainability.

- **Perceptions of Global Warming:** Some countries show a wide spectrum of views, while others demonstrate more unified stances. This suggests that public understanding of climate issues is influenced by a multitude of factors, including education, media portrayal, and cultural norms.
- **Media Influence:** The role of media in shaping public perceptions of climate change is noted as a significant factor. Countries exhibit differing views on the influence of media, with some being more proactive in embracing measures for reducing energy consumption, potentially influenced by media narratives emphasizing environmental awareness and sustainability.
- **Governmental Role:** Divergent opinions on the role of government in addressing climate change are evident, particularly regarding the efficacy of governmental incentives and regulations. This reflects broader debates within each society about the appropriate balance between individual responsibility and governmental intervention in environmental policy.
- **Complexity and Nuance:** Overall, the analysis underscores the complexity and nuance of public attitudes towards climate change. It recognizes that there is no one-size-fits-all approach to addressing environmental challenges and emphasizes the importance of tailored strategies that take into account the specific circumstances and attitudes of each country.

Preferences and Challenges in Environmental Education:

To gather insights into individuals' preferences for acquiring knowledge about environmental topics and to identify the obstacles or challenges they encounter in learning more about these subjects, two questions were conducted. Additionally, the questionnaire seeks to explore ways in which educational institutions or community organizations can better support respondents' learning needs related to the environment and climate change. By understanding respondents' preferences, challenges, and suggestions for improvement, the aim is to inform the development of more effective and tailored environmental education programs and resources.

Question 1: How would you like to acquire knowledge about environmental topics? (Choose all that apply). (Multiple-choice)

- Interactive Workshops or Hands-on Activities
- Online Courses or Webinars
- Documentaries and Educational Videos

- Guest Speakers or Expert Lectures
- Field Trips to Natural Reserves or Conservation Areas
- Group Discussions or Debates
- Reading Books or Articles
- Mobile Apps or Digital Platforms
- Other: _____

Question 2: What obstacles or challenges prevent you from learning more about environmental topics? (Select all that apply). (Multiple-choice)

- Lack of Access to Reliable Information/Resources
- Time Constraints or Busy Schedule
- Limited Opportunities at School or College
- Complexity or Confusing Information
- Lack of Motivation or Interest Financial Constraints (e.g., cost of courses, resources)
- Other: _____

Findings by countries:

Both Italy and Turkey exhibit a strong inclination towards a variety of educational approaches, including interactive workshops, online courses, documentaries, guest lectures, field trips, group debates, and literature reviews. However, participants face common challenges such as time constraints, difficulty in finding reliable sources, financial barriers, and the complexity or ambiguity of environmental information. There is a notable demand for *clear, science-based communication that combats misinformation and incorporates engaging teaching methods to improve environmental education.*

Austrian learners prefer digital formats like online courses and webinars, supplemented by documentaries, field trips, and mobile apps, showcasing a preference for diverse learning channels. Challenges here include time management, navigating complex information, maintaining motivation, and overcoming financial hurdles. Tailored educational content, *experiential learning opportunities, mentorship programs, and resources for making learning enjoyable and flexible are recommended to address these issues.*

In Romania, interactive workshops, documentaries, and group discussions are favored, though there's less enthusiasm for online courses and reading materials. The main obstacles are time limitations and a lack of learner motivation. *Enhancements to the curriculum with real-life*

examples, extracurricular activities, and broader awareness campaigns are suggested to boost interest and engagement.

Romanians call for a broad spectrum of activities to enhance environmental awareness, from illustrating the adverse effects of pollution to fostering a deeper understanding of environmental challenges. They advocate for more extracurricular activities, workshops, campaigns, and accessible, expert-verified information. Initiatives aimed at promoting cleaner, greener communities are also seen as vital.

Participants in Serbia and Greece prefer a mix of *interactive sessions, documentaries, field explorations, and group discussions, showing a collective appreciation for hands-on and collaborative learning methods.* They encounter issues with accessing reliable information, managing complex environmental data, effective time management, and the scarcity of educational opportunities within academic settings. Educational reforms focusing on actionable learning objectives and the expression of learning preferences are advocated.

Serbian respondents express a keen interest in hands-on environmental projects, expert guidance, and peer collaboration. They emphasize the importance of foundational scientific knowledge, real-time expert involvement, and community-wide discussions to foster a meaningful learning environment.

Participants from Greece feedback points to the need for more dynamic and interactive learning experiences. Suggestions include increasing the number and variety of workshops, both within schools and in the broader community, and enhancing the visibility of these initiatives. Leveraging social media for educational content, organizing field trips, producing educational videos, and facilitating discussions with experts are recommended to promote effective environmental strategies.

To sum up,

Preferred Methods of Acquiring Environmental Knowledge:

- **Interactive Workshops or Hands-on Activities:** Prevalent across all countries, particularly emphasized in Greece, Romania, Serbia, and Turkey.
- **Documentaries and Educational Videos:** Popular in all countries, especially in Greece, Romania, Serbia, and Italy.
- **Group Discussions or Debates:** Commonly preferred method, particularly in Greece, Romania, Serbia, and Italy.

- Online Courses or Webinars: While less preferred in Greece and Romania, still significant in Turkey, Italy, and Austria.
- Reading Books or Articles: Least preferred, but still relevant in Greece and Italy.
- Guest Speakers or Expert Lectures: Varied preference, but notable in Greece, Serbia, and Italy.
- Field Trips to Natural Reserves or Conservation Areas: Highly favored in Greece and Italy.

Obstacles to Learning About Environmental Topics:

- Time Constraints or Busy Schedule: Primary obstacle in all countries. Lack of Motivation or Interest: Significant obstacle in Greece, Romania, Serbia, Italy, and Austria.
- Lack of Access to Reliable Information/Resources: Biggest obstacle in Serbia, but notable in other countries as well.
- Financial Constraints: Notable obstacle in all countries.
- Complexity or Confusing Information: Mentioned in several countries.
- Limited Opportunities at School or College: Raised as an obstacle in Greece, Romania, Serbia, and Italy.

Regional Differences:

- Emphasis on field trips in Greece and Italy contrasts with preference for interactive sessions in Serbia and Austria.
- Differences may reflect varying cultural attitudes towards education and the environment, as well as access to resources and opportunities.

Implications:

- Tailored strategies may be necessary to address specific challenges faced by learners in different countries, such as increasing access to reliable information or addressing financial constraints.
- Collaboration between educators, policymakers, and environmental organizations may be key to developing effective solutions and promoting environmental literacy on a global scale.

Conclusion:

This analysis highlights the shared preferences, obstacles, and recommendations for environmental education across Italy, Turkey, Austria, Romania, Serbia, and Greece. It underscores the universal appeal for engaging and diverse learning methods, alongside the common challenges hindering environmental awareness and action. By tailoring strategies to address specific challenges and capitalize on preferred learning methods, environmental education efforts can be more effective and engaging across these nations.

Enhancing Environmental and Climate Change Education Across Countries

The aim is to gather insights on how educational institutions or community organizations can enhance their support for individuals' learning needs concerning the environment and climate change. By posing an open-ended questionnaire, the goal is to elicit detailed responses from participants, allowing them to articulate their specific needs, preferences, and suggestions for improvement. This information can then be used to inform the development of more effective educational programs, resources, and initiatives tailored to meet the diverse learning needs of individuals interested in environmental and climate-related topics.

Question: How can educational institutions or community organizations better support your learning needs related to the environment and climate change? (Open-ended questionnaire)

Findings by countries:

Participants from Austria propose several initiatives to strengthen support for environmental learning. These include adapting curricula to emphasize nature-based solutions and climate adaptation, adopting interdisciplinary approaches, and providing experiential learning opportunities. The value of mentorship, networking, and diverse resources such as newsletters, documentaries, online courses, and guest lectures is also highlighted to offer a comprehensive educational experience.

Participants from Italia respondents suggest a multifaceted approach to bolster environmental education. Key strategies include enhancing the clarity and accessibility of scientific communication to dispel misinformation and ensuring information is transparent and straightforward. They advocate for interactive learning methods, such as environmentally

themed games and micro-learning sessions via short, engaging videos on platforms like Instagram or TikTok, to stimulate interest and engagement among learners.

Feedback from Turkey emphasizes the importance of embedding climate literacy deeply within the educational framework. Suggestions include making climate literacy a mandatory part of the curriculum, promoting active engagement through meetings, and weaving environmental topics seamlessly into everyday learning. Respondents also recommend practical, hands-on workshops, awareness campaigns, and the integration of environmental projects into daily routines, alongside seeking insights from experts and authorities to enrich education.

In the responses from Greece, several suggestions are provided to enhance education on environmental issues and climate change. Respondents emphasize the importance of organizing more interactive workshops both within and outside of school, alongside better promotion of these activities. They also propose arranging workshops related to environmental topics or nature trips with discussions about environmental risks. Furthermore, there is an emphasis on promoting activities, increasing educational content, and providing motivation to encourage adherence to environmental strategies. Suggestions include utilizing various platforms such as workshops, social media, and community activities to engage people in environmental initiatives. Additionally, respondents highlight the importance of conducting more field trips to nature and promoting educational videos for effective learning. Lastly, they advocate for more discussions with experts and increased motivation through interactive workshops.

Responses from Serbia emphasize the need for hands-on projects, expert guidance, and community collaboration to enhance education on environmental issues. Respondents advocate for practical learning opportunities beyond primary school, including workshops and discussions with experts. They also stress the importance of engaging with real-time experts and promoting environmental topics in daily habits.

Conclusion: Across these diverse regions, there's a clear call for educational institutions and community organizations to adopt innovative, engaging, and comprehensive methods to meet the varying environmental and climate change learning needs. Tailoring approaches to fit cultural contexts and individual preferences is essential for fostering a well-informed and proactive global community.

Understanding of International and National Environmental Efforts

The aim of these questions is to assess respondents' awareness and knowledge regarding international strategies and efforts undertaken by various organizations to mitigate climate change or global warming, as well as their knowledge of environmental regulations or policies in their own countries. These questions aim to gauge the level of understanding and familiarity with global and national initiatives aimed at addressing climate change, which is crucial for informed decision-making and advocacy efforts.

Question 1: Are you familiar with the international strategies or efforts undertaken by different organizations to mitigate climate change or global warming? (Yes/No)

Question 2: Do you have knowledge of the environmental regulations or policies in your nation? (Yes/No)

Conclusion: In the realm of international environmental initiatives, Italy, Turkey, Serbia, and Greece stand out with a significant portion of respondents well-informed about global efforts. Conversely, Austria and Romania present a spectrum of awareness, reflecting varied levels of engagement with international strategies. When it comes to familiarity with national environmental regulations, Austria and Greece emerge as more knowledgeable, whereas Italy, Turkey, Romania, and Serbia exhibit a range of understanding, pointing towards the need for enhanced communication and education on these matters.

Climate Change Perception Survey: Knowledge, Significance, and Attitudes

To evaluate respondents' understanding of various environmental phenomena, their perceived significance on an international scale, and their attitudes towards climate change-related statements.

Question 1: How would you describe your knowledge about the following and its effects?
(Scale-based question)

- Greenhouse gases
- Aerosols
- Currents in the sea/ocean
- Melting of ice or volcanic eruptions

- Deforestation
- Overall, climate change

Question 2: In your view, how significant do you consider the following matters on an international level? (Likert scale question)

- Air pollution
- Pollution of rivers and seas
- Flooding
- Litter
- Poor waste management (e.g. overuse of landfills)
- Traffic/ congestion
- Temperature rise or drop
- The hole in the ozone layer
- Using up the earth's resources

Question 3: Please state your level of agreement or disagreement for the following statements about climate change? (Likert scale question)

- Each one of us can reduce the effects of climate change
- It should be mandatory to reduce energy usage if it reduces climate change
- Climate change is bound to happen because of the current modern society.
- Climate change is a natural phenomenon, we can't do anything about it
- The government should increase the incentives for people who try to reduce climate change
- I will promote a greener environment and participate in initiatives to reduce climate change
- Climate change is only because of the pollution from industries
- Recent global disasters are because of climate change
- The climate change topic is exaggerated by the media, in fact it is not that big of a deal

Findings by country

In Greece, respondents generally exhibited a moderately to very broad understanding of climate change-related topics, encompassing greenhouse gases, ocean currents, and deforestation. Attitudes towards climate change mitigation revealed a diverse range of perspectives, with a majority acknowledging the importance of individual action while

expressing skepticism towards mandatory energy reduction measures. There was also variation in opinions regarding the extent of human activity's contribution to climate change, with some disputing its sole natural occurrence. Despite this, there was widespread willingness to participate in greener initiatives, and a collective recognition of the urgency and significance of addressing climate change, with the majority rejecting media exaggeration of its severity. In

Serbia, respondents similarly displayed a moderately to very broad understanding of climate change. Issues such as air pollution and flooding were predominantly perceived as very important on an international level. Attitudes towards climate change mitigation varied, with a majority recognizing the need for action but expressing skepticism about the effectiveness of proposed solutions and media portrayal.

Romanian respondents demonstrated a broad understanding across climate change topics, with most issues rated as very important on an international level. While there were mixed responses to statements related to climate change mitigation, there was a prevailing recognition of the importance of addressing climate change and a willingness to participate in related initiatives.

In Turkey, attitudes towards climate change mitigation varied greatly, with mixed responses to statements related to mitigation efforts. Perception of initiatives to reduce climate change also varied, with skepticism towards governmental efforts noted.

Austrian respondents generally exhibited a moderately to very broad understanding of climate change, with most issues rated as very important internationally. Attitudes towards mitigation efforts varied, with recognition of individual and governmental roles, but skepticism towards effectiveness and media portrayal. Perception of initiatives highlighted mixed views on different entities' efforts, with more positive perceptions towards environmental groups and international organizations.

Conclusion: In comparing the attitudes towards climate change mitigation across countries. Firstly, all countries displayed a broad to very broad understanding of climate change-related topics, indicating a widespread awareness of the issue's **complexities**. Additionally, there was a common recognition of the importance of addressing climate change, with most respondents perceiving it as a significant global challenge. However, there were notable differences in **attitudes towards mitigation efforts** and the **role of various stakeholders**. While there was generally a willingness to participate in **greener initiatives across all countries**, the level of skepticism towards **governmental intervention varied**. For instance, in Serbia and Turkey,

there was more pronounced skepticism towards the effectiveness of governmental initiatives compared to Greece and Austria. Furthermore, while there was acknowledgment of **individual action's importance**, there were divergent opinions on the necessity and efficacy of mandatory measures to reduce energy usage. Another distinguishing factor was the perception of **media portrayal**. While the majority in Greece and Austria rejected the idea of media exaggeration of climate change severity, this sentiment was not as prevalent in Serbia and Turkey, where views on media portrayal were more varied.

Motivations Behind Environmentally Friendly Behaviors

The aim of this questionnaire is to gather information about the motivations behind certain environmentally friendly behaviors. It seeks to understand the reasons individuals engage in activities. Through this inquiry, the questionnaire aims to obtain insights into the factors that influence environmentally conscious behavior.

Question: What is the reason because of which you would do the following activities? (To create a good image /To save money/ Environment). (Multiple-choice question)

- Walk or cycle to work
- Use less electricity
- Use public transport
- Buy more energy efficient devices
- Recycle waste
- Participate in environmental campaigns
- Plant more trees

Findings by countries:

Delving into the motivations for adopting eco-friendly behaviors uncovers distinct drivers across the surveyed nations, shedding light on the complex reasons behind individuals' choices to engage in sustainable practices.

In Italy, the dual incentives of environmental preservation and financial savings motivate actions such as walking or cycling to work, using less electricity, and opting for public transportation. The purchase of energy-efficient appliances reflects a balance between ecological concern and economic considerations, whereas recycling waste, participating in

environmental campaigns, and tree planting are primarily inspired by the desire to protect the environment.

In Turkey, survey participants' motivations largely parallel those in Italy, with a blend of environmental and financial considerations influencing eco-friendly activities, albeit with a general inclination towards cost-saving benefits. In contrast, Austria leans more towards environmental motivations, with financial savings playing a supporting role. Romania exhibits a mix of driving forces, predominantly skewed towards environmental considerations. Serbia and Greece also prioritize ecological concerns, with financial benefits acting as a secondary motivator.

Conclusion: This mosaic of motivations underscores the multifaceted reasons behind individuals' engagement in environmentally friendly activities, highlighting the importance of crafting bespoke approaches to encourage sustainable behaviors that cater to the varied cultural and socio-economic landscapes of different nations.

Perception of Climate Change Mitigation Initiatives

To assess respondents' perceptions of different entities' efforts in addressing climate change, including corporations, citizens, national and regional governments, environmental groups, and international organizations.

Question: Do you think the following entities are taking initiatives to reduce climate change? (Yes/No/To some extent). (Closed-ended and multiple-choice question)

- Corporation and industries
- Citizens themselves
- National government
- Regional government
- Environmental groups
- International organizations

Findings by countries:

In Greece, perceptions varied regarding climate change initiatives. While citizens were seen as actively engaged, there was skepticism towards corporations and industries. Views on

governmental efforts were mixed, but international organizations were generally viewed positively.

Romanian perspectives suggested that corporations and governments primarily acted to improve their image, while citizens and environmental groups were perceived as genuinely committed to environmental causes. There were mixed opinions about the role of international organizations.

In Serbia, doubts were cast on the initiatives of corporations and governments, with a prevailing sense of skepticism. However, there was belief in the active engagement of environmental groups and international organizations in addressing climate change. Italy: In Italy, perceptions varied widely across different entities, including corporations, governments, citizens, environmental groups, and international organizations, with no clear consensus on the effectiveness of their efforts.

Participants from Turkey held diverse opinions on the effectiveness of climate change initiatives across corporations, governments, citizens, environmental groups, and international organizations, reflecting a range of viewpoints on their involvement in addressing climate change.

Participants from Austria perceptions leaned towards a positive view of environmental groups and international organizations actively working to mitigate climate change. However, doubts lingered regarding the effectiveness of government initiatives, while views on corporations and citizens were mixed.

Conclusion: Perceptions of climate change initiatives varied among participants from different countries. While citizens were generally viewed as actively engaged in addressing climate change, skepticism surrounded the efforts of corporations and governments in some regions. However, there was a positive perception of the role played by environmental groups and international organizations, suggesting a belief in their active involvement in mitigating climate change on a global scale. Overall, these varied perspectives underscore the complexity of the climate change discourse and highlight the importance of collaborative efforts involving diverse stakeholders to effectively address this pressing global challenge.

Final Summary of Survey Findings

This research meticulously explores the diverse methodologies and strategies recommended by participants from Italy, Turkey, Austria, Romania, Serbia, and Greece to fortify environmental education within their nations. It unveils a collective acknowledgment of the critical need to embed comprehensive climate literacy and heightened environmental awareness into the educational infrastructures, tailored to accommodate the unique cultural and societal nuances of each country. Despite the varied landscapes, there exists a unanimous call for adopting innovative, engaging, and pragmatic pedagogical approaches.

Italy underscores the essence of leveraging modern digital platforms such as Instagram and TikTok to foster clear communication and captivate interest through micro-learning experiences and interactive content. Turkey champions the integration of climate literacy as a core component of the curriculum, advocating for compulsory engagement and hands-on environmental workshops. Austria proposes a curriculum enriched with nature-based solutions and interdisciplinary methods, complemented by a plethora of learning materials. Romania accentuates the importance of illustrating the dire consequences of pollution alongside promoting initiatives aimed at cultivating cleaner communities. Serbia values the impact of tangible projects and expert-led guidance, spotlighting the foundational role of basic scientific understanding and community participation. Greece calls for an increase in interactive workshops, the strategic use of social media for disseminating educational content, and the enhancement of both formal and informal educational activities.

The synthesis of these findings articulates a compelling argument for the adoption of flexible, multifaceted, and culturally sensitive environmental education modalities. The research posits that such an approach is indispensable for nurturing individuals who are not only well-informed but also equipped to confront and mitigate global environmental adversities effectively.

These insights are invaluable for policymakers, educators, and environmental activists striving to implement efficacious environmental education frameworks globally. By acknowledging and embracing the heterogeneity of educational requisites and preferences, there emerges a profound opportunity to cultivate a generation that is both globally conscious and proactively engaged in addressing the challenges of climate change and environmental degradation.

In summation, the survey delineates a rich tapestry of perspectives and attitudes spanning six nations—Italy, Turkey, Austria, Romania, Serbia, and Greece—pertaining to climate change, environmental education, and associated domains. A demographic analysis sheds light on the variances across age, gender, and educational backgrounds, underscoring the criticality of

tailoring educational endeavors to reflect distinct cultural contexts. The disparity in engagement levels with environmental organizations, notably higher in Austria, hints at varying degrees of environmental consciousness. The spectrum of attitudes toward climate change mitigation, motivations behind environmentally friendly practices, and perceptions of sectoral initiatives in climate change elucidate the complexity and diversity of public opinion and behavior. Educational preferences underscore a demand for interactive, varied learning experiences, acknowledging common barriers such as time constraints and motivational deficits. The recommendations advocate for customized curricula, experiential learning opportunities, and the utilization of a broad array of resources. Despite differing levels of awareness regarding global efforts, a unified emphasis on the significance of addressing international environmental issues prevails, reinforcing the imperative for comprehensive, inclusive, and effective environmental education strategies.

Key Considerations for Eco-Literacy Guide and Training Design:

Tailoring Content to Local Contexts:

- Customizing educational content to resonate with specific cultural and societal contexts.
- Addressing misconceptions and knowledge gaps about climate change.
- Encouraging action-oriented learning and promoting critical media literacy.
- Advocating for policy engagement and empowering participants to advocate for evidence-based policies.

Preferred Methods of Acquiring Environmental Knowledge:

- Utilizing educational videos, documentaries, and group discussions.
- Encouraging flexibility in delivery methods, including online resources and mobile apps.
- Addressing obstacles to learning and tailoring strategies to regional contexts.

Enhancing Environmental and Climate Change Education Across Countries:

- Providing an overview of international environmental agreements and organizations.
- Showcasing successful international initiatives and national environmental policies.
- Incorporating local contextualization and interactive learning activities.
- Offering resources for further exploration and implementing evaluation and feedback mechanisms.

Climate Change Perception: Knowledge, Significance, and Attitudes:

- Providing in-depth explanations of environmental phenomena and their global significance.
- Offering scientific evidence of climate change and discussing policy and governance perspectives.
- Exploring ethical considerations, community engagement, and psychological insights.

Motivations Behind Environmentally Friendly Behaviors:

- Understanding psychological insights into behavior change and intrinsic/extrinsic motivations.
- Presenting case studies on motivational factors and value-based reflection exercises.
- Discussing economic incentives, social norms, and personalized goal setting.
- Emphasizing community engagement and cultural sensitivity in promoting sustainable behaviors.

Perception of Climate Change Mitigation Initiatives:

- Understanding stakeholder roles and responsibilities and presenting case studies of successful initiatives.
- Discussing transparency, accountability, public perception, and trust-building.
- Analyzing corporate social responsibility, government policies, and community engagement.
- Exploring international cooperation, education, and awareness campaigns.

Focus Group Findings

Objective

The focus group's primary goal is to delve into the complexities of incorporating climate literacy and environmental consciousness within educational systems, considering the variances across cultural and societal landscapes. This involves participants from Italy, Turkey, Austria, Romania, Serbia, and Greece to achieve several key objectives:

Firstly, we aim to pinpoint *both the similarities and differences* in how each country approaches environmental education, recognizing the impact of cultural distinctions on these educational methods. Secondly, we seek to *evaluate the current levels of climate literacy and environmental awareness* among different age groups and communities, identifying where knowledge and engagement may be lacking.

Another critical objective is to uncover innovative and effective *teaching strategies that can make learning about the environment more engaging and impactful*. This includes the use of digital tools, interactive activities, and experiential learning opportunities. We searched for compiling *list of actionable suggestions for educators, policymakers, and environmental activists*, aimed at refining and customizing environmental education initiatives to better suit each country's unique needs.

Furthermore, we intend to explore ways to boost involvement and interest in environmental issues, *not just within schools but across entire communities*, through both formal and informal educational settings. Lastly, the insights gathered from this focus group are expected to support the *formulation of robust policies that encourage sustainable practices and heightened environmental stewardship through educational efforts*.

By conducting this focus group, our overarching goal is to contribute towards the global endeavor of creating an informed and engaged *generation ready to tackle the challenges* posed by climate change and environmental degradation.

Participants

Our focus group is crafted from a rich tapestry of perspectives, featuring four dynamic young individuals from Austria, Italy, Greece, Turkey, Romania, and Serbia, each selected to bring a vibrant youth outlook to the table. This eclectic group includes a university student, who will provide an academic perspective; a young NGO worker, offering insights from the non-profit sector; a young professional employed in the public sector, sharing governmental viewpoints; and a young individual from the private sector, adding a business-oriented perspective. The diverse range of discussions and inquiries emerging from our focus group sessions will be meticulously reviewed and evaluated by a specialized team of researchers, environmental experts, and professionals deeply involved in the environmental realm.

ITALY

Liliana, University Student: Liliana is deeply immersed in her university's research on environmental impacts, harboring a strong desire to engage and inspire the youth towards greater environmental consciousness.

Erika, NGO Professional: Erika serves as an educator within a social cooperative, focusing on housing for people with disabilities. She carries a profound passion for environmental advocacy alongside her educational endeavors.

Cristina, Public Sector Educator: Cristina takes on the role of a Science Professor at a High School, where she enlightens young minds about the wonders and complexities of science, nurturing future generations' awareness and curiosity.

Flavio, Private Sector Specialist: Flavio has made significant strides in the waste management sector, recently expanding his expertise as a Science Communicator. He is dedicated to spreading knowledge on waste recycling, environmental transformation, and energy sustainability, aiming to make a tangible impact on society's approach to environmental stewardship.

TURKEY

Dr. Mahnaz, Associate Lecturer at Sakarya University's Environmental Engineering Department: Dr. Mahnaz brings a wealth of knowledge and expertise in environmental engineering to her teaching and research.

Elif, Climate Change Branch Manager at Sakarya Municipality: Elif leads initiatives aimed at combating climate change and promoting sustainable practices within the community.

Cengiz, Coordinator for Let's Do It Türkiye: Cengiz is at the forefront of mobilizing volunteers and organizing environmental cleanup efforts across the nation, contributing significantly to environmental conservation.

Elif Merve, An MSc in Environmental Engineering and the Field Leader for the Let's Do It National Team: Elif Merve is dedicated to practical environmental solutions and leadership in field operations.

AUSTRIA

Burcu, A Doctoral Candidate at TU Wien: Burcu is an interdisciplinary expert whose work spans architecture, urbanism, landscape, and conservation, blending research, advocacy, and activism to effect change.

Tuğba, Nature Education Expert at an NGO: Tuğba is a biologist and science communicator who enhances ecological literacy through children's literature, workshops, and projects that encourage green entrepreneurship among young people.

Anna, A Researcher at an NGO and a master's student in "European Master of Physical Activity and Public Health" at the University of Vienna: Anna combines her academic focus with her artistic talents in dance, music, and visual arts, showcasing a unique blend of scholarly commitment and creative expression.

Olia, A University Student pursuing dual Master's degrees in Public Health and Physical Activity at both NUUPES and Universität Wien: Olia, a Master of Sports in rhythmic gymnastics and a graduate in Physical Education and Sport from the National University of Ukraine, embodies a dedication to health and fitness at both professional and academic levels.

ROMANIA

Robert, A dedicated professional at EEI Company: Robert specializes in providing electric support for green energy projects, contributing to the advancement of sustainable energy solutions.

Denisa, An active NGO volunteer: Denisa is recognized for her participation in initiatives aimed at empowering individuals with fewer opportunities, demonstrating a commitment to social inclusion and community service.

Stepan, Serving as the Vice President of the Students' League at UBB University of Resita: Stepan plays a pivotal role in fostering student engagement and leadership within the academic community.

Alina, A public worker in the education sector: Alina enriches young minds as a kindergarten teacher, nurturing the next generation with foundational values and knowledge.

Ovidiu, As the President of the Bike Attack Organisation: Ovidiu champions the adoption of bicycles for a healthier lifestyle and eco-friendly transportation, advocating for sustainable mobility solutions.

SERBIA

Isidora, A university student: Deeply involved in studying the environmental impact, Isidora is committed to contributing to ecological research and awareness through her academic pursuits.

Andjela, An NGO professional: Andjela dedicates her efforts as a youth worker to integrating environmental priorities into various programs, aiming to foster a greater ecological consciousness among young people.

Tadija, A respected professor at the Faculty of Architecture: Tadija educates future architects on the importance of sustainable design principles, preparing them to create environmentally responsible structures.

Pavle, Working in a tech company: Pavle is focused on developing technologies aimed at reducing environmental pollution, showcasing a commitment to innovation for a cleaner planet.

GREECE:

Francis, Giorgos, Maria, Andreas: This group represents a diverse array of individuals from Greece, each contributing their unique perspectives and efforts towards environmental sustainability and awareness within their respective fields and communities.

Country-specific focus on ecological literacy

Question 1: How would you describe the current level of awareness of Eco Literacy in our country?

AUSTRIA

In Austria, eco-literacy awareness varies across regions and communities, influenced by factors like educational initiatives and government policies. The country reflects a global trend of growing awareness of environmental issues, evidenced by positive developments related to Sustainable Development Goals (SDGs), particularly in social sustainability. However, Austria faces challenges in ecological sustainability, including high greenhouse gas emissions and energy consumption. To address these challenges, Austria has implemented various education and training initiatives such as GREENOVET and the Green-Tech Academy, aimed at fostering cooperation and networking. Additionally, Austria hosts notable networks and programs focused on sustainability education, contributing to raising eco-literacy awareness among students and educators. Innovative teaching concepts are considered crucial for engaging young people and delivering tailored scientific knowledge. Effective school education is identified as a means to correct misconceptions about environmental issues propagated through social and mass media, emphasizing the importance of accurate information in educational curricula.

Key findings:

- **Varied Awareness Across Regions:** Eco-literacy awareness in Austria varies across different regions and communities, influenced by factors such as educational initiatives, government policies, public engagement, and media coverage.
- **Growing Global Awareness:** There is a growing global awareness of environmental issues and sustainability, which is mirrored in Austria. Indicators related to Sustainable Development Goals (SDGs) show positive developments, such as improvements in social sustainability indicators.
- **Challenges in Ecological Sustainability:** Despite progress, Austria faces challenges in ecological sustainability, including high greenhouse gas emissions, energy consumption,

material consumption, and land use. These challenges highlight the need for continued efforts to achieve sustainability goals.

- **Education and Training Initiatives:** Austria has launched various education and training initiatives to promote eco-literacy and sustainability. Projects like GREENOVET and the Green-Tech Academy provide education and training for teachers, fostering cooperation and networking in research, economy, and education sectors.
- **Notable Networks and Programs:** Austria hosts several notable networks and programs focused on sustainability education, including UNESCO Schools, ÖKOLOG Schools, Climate Schools Project, Climate Alliance Schools, Fairtrade Schools, Schools on the Move, and Entrepreneurship Education Schools. These networks contribute to raising eco-literacy awareness among students and educators.
- **Importance of Innovative Teaching Concepts:** Innovative and attractive teaching concepts play a crucial role in reaching young people and delivering scientific knowledge tailored to their specific interests and needs.
- **Role of School Education in Correcting Misconceptions:** Effective school education can help correct misconceptions about environmental issues that are widely spread through social and mass media. This highlights the importance of incorporating accurate and science-based information into educational curricula.

GREECE

Participants from Greece expressed both optimism and concerns regarding eco-literacy awareness in the country. While there is optimism about growing awareness among certain groups, concerns were raised about existing gaps in eco-literacy, indicating areas needing improvement. Suggestions were made for the development of easier-to-understand educational materials to address these gaps. Overall, there is recognition of both progress and areas for improvement in eco-literacy awareness nationwide.

Key Findings:

- **Optimism and Growing Awareness:** There is optimism regarding a growing awareness of eco-literacy among certain segments of the population, indicating progress in Greece.
- **Concerns about Gaps in Eco-Literacy:** Some participants raised concerns about existing gaps in eco-literacy, noting that some individuals feel *uncertain or uninformed* about environmental issues, indicating areas needing improvement.

- **Call for Easier-to-Understand Educational Materials:** Suggestions were made for the need for *easier-to-understand educational materials* to address gaps in eco-literacy, reflecting a desire for accessible resources to improve overall awareness.

ITALY

In Italy, the current awareness of Eco Literacy is characterized by a perceived abstraction, particularly among school-aged children who find it a distant concept lacking personal relevance. Despite recent improvements and increased dialogue, participants note that the issue is often viewed as the responsibility of authorities or large corporations rather than a collective, individual effort. There is a sense of superficial awareness and limited understanding, with the acknowledgment that more needs to be done to instill a deeper understanding and commitment to sustainable actions in daily life.

Key findings:

- **Limited Understanding Among School-age Children:** Eco-literacy appears abstract to school-age children in Italy, lacking *personal connection or tangible actions*. There's a need to make *eco-literacy more relatable and applicable to their daily lives*.
- **Improvement in Awareness:** There's been progress in raising awareness about eco-literacy in Italy recently. More discussions are happening, indicating a growing recognition of environmental issues.
- **Perception of Responsibility:** Many perceive that addressing environmental issues is primarily the *responsibility of authorities or large corporations*. This suggests a need to emphasize *individual accountability* for environmental actions.
- **Superficial Understanding Among Adults:** While adults in Italy have some awareness of eco-literacy, it often remains superficial. They may not fully grasp its importance or *feel personally responsible* for addressing environmental challenges.

ROMANIA

In Romania, eco-literacy awareness is hindered by limited access to ecological education despite information being available in specialized literature. While there is growing awareness, there remains significant room for improvement. Many Romanians find it challenging to access information about environmental issues, emphasizing the need for initiatives to make this information more accessible. Continuous promotion and education efforts are recognized as essential, with initiatives like the Green Week Programme in schools playing a crucial role.

Despite challenges, positive initiatives and progress, such as the development of eco-literature and engagement of younger generations, demonstrate a promising trajectory for eco-literacy in Romania.

- **Challenges in Accessing Information:** Many Romanians find it difficult to access ecological education due to a lack of awareness and available resources. This highlights the need for initiatives to make information more accessible to the general population.
- **Growing Awareness with Room for Improvement:** There is a growing awareness of eco-literacy in Romania, but there is still ample room for improvement. While some progress has been made, further efforts are needed to enhance eco-literacy across the population.
- **Continuous Need for Promotion and Education:** There is a recognized need for ongoing promotion and education efforts regarding eco-literacy in Romania. Participants emphasize the importance of initiatives aimed at promoting eco-literature and environmental education, such as the Green Week Programme in schools.
- **Positive Initiatives and Progress:** Despite challenges, positive initiatives are underway to promote eco-literacy in Romania. Projects like the Green Week Programme and efforts to develop eco-literature contribute to raising awareness and engaging individuals, particularly younger generations, in environmental issues.

SERBIA

In Serbia, the overall level of eco-literacy awareness appears to be suboptimal, with participants expressing varying degrees of concern. One participant highlights a moderate awareness level but underscores the significant role of education in fostering a deeper understanding of individual impacts on the environment. Another emphasizes a lack of awareness regarding fundamental eco-principles like reducing, reusing, and recycling, attributing this to a dearth of incentives and insufficient laws against pollution. A third contends that eco-literacy awareness is generally low, citing financial constraints, a lack of prioritization, and insufficient critical thinking as contributing factors. Another participant acknowledges a positive shift among young people but notes that, overall, there is still a lack of awareness and care among the broader population. The situation, while improved from previous years, remains challenging due to inadequate national policies and strategies for eco-literacy promotion.

- **Limited Awareness of Eco-Literacy:** Many individuals in Serbia lack understanding of eco-literacy principles, including concepts such as reducing, reusing, and recycling. While there's recognition of the importance of ecology, there's a gap in knowledge about practical eco-friendly behaviors.
- **Need for Education and Awareness:** Education is identified as a significant issue, with participants highlighting the importance of structured knowledge and understanding of ecological concepts. However, there is a lack of incentives and public awareness regarding the importance of ecology.
- **Challenges in Implementation:** Financial constraints pose a significant barrier to raising eco-literacy awareness in Serbia. Limited resources and competing priorities make it difficult to prioritize ecology, especially for those struggling to meet basic needs.
- **Low Level of Critical Thinking:** Participants note a lack of critical thinking among the population, with many relying on surface-level information rather than seeking comprehensive understanding. Providing timely and accurate information is essential for raising awareness effectively.
- **Other Priorities:** A significant portion of the population in Serbia does not prioritize ecology, focusing on other immediate concerns instead. Despite some improvements, there is still a general lack of awareness and concern about environmental issues.
- **Improvements Among Youth:** While overall awareness remains low, there is a noted increase in eco-literacy awareness among young people compared to previous years. However, the situation still falls short of ideal, with national policies and strategies on eco-practices lacking sufficient promotion and implementation.

TURKEY

In Turkey, there's a noted positive trend in eco-literacy awareness among young people, influenced by social media and educational projects. However, concerns persist regarding the overall level of awareness, particularly among children, necessitating a focus on tailored curricula and teacher training. External factors such as economic downturns can affect awareness levels, contributing to a decline in interest among some youth. Despite this, engaged young individuals continue to play a vital role in spreading awareness and inspiring their peers, offering hope for the future of eco-literacy in Turkey. Ongoing efforts are crucial to sustain and build upon the progress made thus far.

Key findings

- **Positive Trend Among Young People:** There is a positive trend in eco-literacy awareness observed among young people in Turkey, attributed to the influence of social media and various educational projects.
- **Continued Efforts Needed:** Despite the positive trend, continuous efforts are required to further increase awareness levels and sustain progress in eco-literacy education.
- **Concerns About Current Level:** There are concerns about the current level of eco-literacy awareness, particularly among children. Emphasis is placed on the need to prioritize eco-literacy education for children and tailor curricula to their understanding.
- **Importance of Teacher Training:** Teacher training is highlighted as essential for effectively delivering eco-literacy education to students, emphasizing the role of educators in improving awareness levels.
- **Impact of External Factors:** External factors such as economic downturns and natural disasters can influence eco-literacy awareness, leading to fluctuations in interest among young people.
- **Declining Interest Among Young People:** Despite previous interest, eco-literacy awareness has experienced a decline in influence among a significant portion of young people in Turkey. This decline is evident, with only a minority showing continued interest in environmental issues.
- **Positive Impact of Engaged Youth:** Despite the overall decline in eco-literacy awareness, engaged and interested young people continue to play a crucial role in spreading awareness and inspiring their peers and communities through active involvement in projects and initiatives.
- **Hope for Improvement:** Despite challenges, there is optimism for the future of eco-literacy awareness in Turkey, driven by the potential impact of interested youth and voluntary participation in environmental projects.

Question 2: What specific environmental or climate issues do you believe are most pressing in our country?

AUSTRIA

Austria faces significant environmental challenges, including acid rain damage to forests, biodiversity loss due to factors like urbanization and invasive species, and air pollution affecting habitats and soil health. Sustainable land use practices, particularly in agriculture and forestry, play a crucial role in mitigating these threats. With over 47% forest cover, sustainable forest management is essential for Austria's CO₂ balance and climate goals. While the country has made

progress in reducing greenhouse gas emissions, continued efforts are needed to address environmental conflicts and promote eco-literacy for a more sustainable future.

Key findings:

- **Acid Rain and Forest Degradation:** Acid rain poses a significant threat to Austria's environment, particularly its forests, with approximately 37% of forests affected. Nitric acid and sulfuric acid, primarily from sources like vehicle exhaust and industrial facilities, contribute to this phenomenon. The repercussions extend to habitat destruction, biodiversity loss, and infrastructure damage, impacting both the economy and species reliant on forest ecosystems.
- **Biodiversity Loss:** Austria's rich biodiversity faces numerous threats, including anthropogenic climate change, invasive species, and the use of fertilizers and pesticides. The sealing of land due to housing and infrastructure development, especially in urban areas, leads to habitat loss and fragmentation. Air pollution, heavy metals, and road salts further degrade habitats, affecting soil organisms and altering local conditions in woodlands, meadows, and pastures.
- **Sustainable Land Use:** Balancing protection and use of communal green spaces, agricultural and forestry areas is crucial for maintaining biodiversity. Sustainable agricultural management adapted to local conditions is essential for ensuring supply security and preserving cultural landscapes that provide habitats for diverse animal and plant species.
- **Threatened Species and Biotope Types:** A significant proportion of Austria's animal and plant species are threatened by extinction, as indicated by Red Lists and assessments of biotope types. Around 246 biotope types are considered threatened or highly threatened, with five already extinct. Effective conservation measures are necessary to mitigate these threats and preserve biodiversity.
- **Sustainable Forest Management:** Sustainable forest management plays a vital role in Austria's CO₂ cycle, contributing to atmospheric balance and climate stability. With over 47% forest cover, Austria actively manages its forests to increase CO₂ turnover, ensure a sustainable supply of wood as a raw material and energy source, and promote climate neutrality. The use of wood as an energy source and raw material offers climate-neutral benefits, contributing to Austria's goal of climate action and reducing greenhouse gas emissions.
- **Positive Trend in Greenhouse Gas Emissions:** Austria has shown a decreasing trend in national greenhouse gas emissions, reflecting moderate progress towards climate action

goals. Despite challenges, such as acid rain and biodiversity loss, efforts towards sustainable land use and forest management contribute to Austria's overall environmental resilience and progress towards climate neutrality.

GREECE

Participants stress the importance of youth-led initiatives in driving sustainable change, emphasizing active involvement in community projects and advocacy campaigns. They highlight the influential role young people can play in raising awareness and promoting environmental responsibility within their communities. However, challenges in engaging peers effectively are acknowledged, indicating the need for tailored approaches to involve individuals from diverse backgrounds. Overall, there's a recognition of the significant impact youth engagement can have in promoting eco-literacy and fostering a culture of environmental responsibility locally.

Key findings:

- **Youth-Led Initiatives:** There's a strong emphasis on the importance of youth-led initiatives in driving sustainable change, with a call for proactive involvement in community projects and advocacy campaigns.
- **Influential Role of Young People:** Participants highlight the influential role young people can play in raising awareness and promoting environmental responsibility within their communities.
- **Challenges in Mobilizing Peers:** Concerns are raised about the effectiveness of mobilizing peers, indicating the need for targeted strategies to engage young people from diverse backgrounds.
- **Transformative Potential of Youth Engagement:** Overall, there's recognition of the transformative potential of youth engagement in promoting eco-literacy and fostering a culture of environmental responsibility within the local context.

ITALY

Participants mentioned that waste treatment, eco-friendly energy production, and urban mobility are identified as the most pressing environmental and climate issues in Italy. These interconnected challenges require an integrated approach for effective solutions.

ROMANIA

Romania is confronted with several pressing environmental issues, including pollution from plastic waste, air pollution, and illegal deforestation. In urban areas, air pollution poses significant threats to public health. Moreover, illegal deforestation not only leads to biodiversity loss but also undermines the integrity of forest ecosystems. Waste management deficiencies contribute to soil pollution, particularly in industrial and urban settings. Additionally, there is a growing concern about plastic waste pollution in seas and oceans, impacting marine ecosystems and coastal tourism. Addressing these challenges requires concerted efforts to implement effective waste management strategies, enforce forestry regulations, and mitigate air pollution sources, safeguarding both the environment and public health in Romania.

Key findings:

- The main issues facing our country are pollution with plastic waste, air pollution, and illegal deforestation.
- Air pollution and its effects on public health in urban areas.
- Illegal deforestation and biodiversity loss in our forests.
- Waste management and soil pollution in industrial and urban areas.
- The risk of plastic waste and pollution of seas and oceans, affecting marine ecosystems and coastal tourism.

SERBIA

Air pollution emerges as the most significant environmental challenge in Serbia, exacerbated by factors such as individual car usage, outdated public transport, and burning of inappropriate materials for heating. Despite being ranked among the most polluted countries, there's a lack of awareness and urgency among the populace. Other notable issues include illegal dumping, exploitation of natural resources by foreign companies, and inadequate waste management systems. Younger generations express concerns about energy wastage, consumerism, and the need for sustainable solutions. While there's recognition of the need for stricter regulations, socioeconomic factors complicate the adoption of cleaner practices. Ultimately, addressing these challenges requires a collective effort to promote environmental awareness, implement sustainable policies, and foster responsible individual behaviors.

Key findings:

- **Air Pollution:** Serbia grapples with severe air pollution, primarily due to individual car usage and outdated public transport systems.

- **Illegal Dumping:** There's a prevalent issue of pollution from garbage being improperly disposed of in nature, contributing to environmental degradation.
- **Resource Exploitation:** Foreign companies often exploit Serbia's natural resources without adequate regard for the environment, leading to further ecological harm.
- **Socioeconomic Constraints:** Economic pressures lead to the burning of inappropriate materials for heating, exacerbating pollution issues despite awareness of their adverse effects.
- **Youth Awareness:** Younger generations recognize broader environmental challenges such as energy wastage, rampant consumerism, and the need for sustainable solutions.
- **Individual Accountability:** While regulations exist, individuals must take greater responsibility for their actions and choices to mitigate environmental harm.
- **Regulatory Challenges:** Balancing stricter environmental regulations with ensuring access to affordable heating options poses a significant challenge.
- **Collective Action:** Addressing environmental issues requires collaborative efforts from both governmental and societal levels to promote sustainable practices and mitigate pollution effectively.

TURKEY

Turkey's participants identify various interconnected environmental challenges, including the negative impacts of gold mining, water resource mismanagement, climate change effects such as irregular rainfall and heatwaves, urbanization issues leading to natural disasters, and industrial air pollution. They advocate for holistic solutions to address these pressing environmental concerns effectively.

Key findings:

- **Interconnected Nature of Environmental Problems:** Participants emphasize the interconnectedness of environmental issues, highlighting how addressing one problem can lead to solutions for others. This holistic approach is seen as crucial for effective environmental management.
- **Negative Effects of Gold Mining and Misuse of Water Resources:** The recent gold mining incident in Turkey is highlighted as having long-lasting negative effects. Additionally, the misuse of water resources, including deforestation, wrong irrigation practices, and agricultural mistakes, exacerbates environmental challenges.
- **Impact of Climate Change:** Climate change is identified as a significant factor contributing to environmental issues in Turkey, including irregular rainfall affecting

agricultural production, heat waves leading to diseases and deforestation, and increased incidence of wildfires attributed to climate change effects.

- **Urbanization and Natural Disasters:** Turkey faces serious urbanization challenges, leading to issues such as earthquakes, floods, and landslides. Participants stress the need for sustainable living spaces that are compatible with nature to mitigate the risk of natural disasters.
- **Air Pollution from Industrial Activity:** Air pollution, particularly from industrial activity, is identified as a pressing issue, with cities like Bursa, Gebze, Kocaeli, and Sakarya cited as major examples. The intertwining of industry and settlement exacerbates air pollution, posing significant health risks to residents.

Question 3: In your opinion, what role can young people play in addressing and improving Eco Literacy in our local context?

AUSTRIA

In Austria, the Federal Ministry of Labour, Family, and Youth actively involves young people in policymaking through the Austrian Youth Strategy, aligning with European Youth Goals and SDGs within the Government Programme 2020–2024. Eco-literacy initiatives can align with the Austrian Youth Strategy's pillars: civic education and sustainable development, participation in science and research, and digital/media literacy. Through civic education, young people engage in political processes, advocating for environmental issues and participating in local decision-making. In science and research, they contribute via citizen science, monitoring and tracking environmental aspects. Digital/media literacy equips them to use technology thoughtfully, critically evaluate media content, and communicate on environmental topics. Young people, especially aged 12 to 35, play a crucial role in enhancing eco-literacy, given their energy and enthusiasm for sustainable practices. The Austrian Youth Strategy focuses on disadvantaged youth, aiming for quality education and a critical understanding of global development issues. Events, trainings, and digital materials support knowledge dissemination. Surveys indicate high awareness among young people about ecological issues and a clear vision for a freer, greener, more secure Austria. Young parliamentarians are seen as pivotal in fostering green skills and promoting sustainable values among the youth, emphasizing the importance of knowledge, abilities, values, and attitudes for a sustainable society.

Key findings:

- **Austrian Youth Strategy Integration:** The Austrian Youth Strategy, overseen by the Federal Ministry of Labour, Family, and Youth, sets guidelines for youth-related policies, actively involving young people in decision-making processes. It aligns with European Youth Goals and integrates Sustainable Development Goals (SDGs), developed collaboratively with young people across Europe.
- **Pillars of Eco-Literacy Building:** Eco-literacy initiatives are integrated into the Austrian Youth Strategy through pillars such as civic education, education for sustainable development, participation in science and research (citizen science), and digital/media literacy. These pillars empower young people to engage in political decision-making, contribute to environmental monitoring, and advocate for environmental causes using digital tools.
- **Youth Empowerment in Policy Development:** Young people, particularly those between 12 and 35 years old, are recognized as key contributors to eco-literacy and are targeted for increased involvement in environmental initiatives. Efforts also aim to involve girls, young women, people with disabilities, and disadvantaged youth in environmental advocacy.
- **Focus on Quality Education:** SDG 4 "Quality Education" is emphasized, with a focus on reaching upper secondary school students to develop critical perspectives on global development issues, including environmental challenges. Various events and materials are designed to disseminate global issues and improve accessibility to digital resources.
- **High Levels of Ecological Awareness:** Studies indicate high levels of ecological awareness among young people in Germany, Austria, and Switzerland. Young people are well-informed about environmental issues and advocate for Austria to be freer, greener, and more sustainable.
- **Role of Young Parliamentarians:** Young parliamentarians are seen as instrumental in fostering green skills among young people and promoting the knowledge, abilities, values, and attitudes needed for a sustainable and resource-efficient society.

GREECE

During a focus group discussion in Greece, participants shared their perspectives on environmental issues and climate change, revealing variations across different backgrounds and regions. Factors such as geographical location and socioeconomic status were identified as influencing individuals' priorities, with coastal residents emphasizing marine conservation and urban dwellers focusing on pollution mitigation. The group underscored the importance of

recognizing diverse viewpoints and customizing environmental initiatives to address localized concerns effectively, promoting inclusivity in decision-making processes.

Key findings:

- **Variations in Environmental Priorities:** Participants noted variations in ideas and knowledge about the environment and climate change across different backgrounds and locales in Greece. Factors such as geographical location and socioeconomic status influence individuals' priorities regarding environmental issues.
- **Influence of Geographical Location:** Discussions highlighted the influence of geographical location, indicating that individuals from coastal areas may prioritize marine conservation, while those from urban centers may focus on pollution mitigation.
- **Role of Socioeconomic Factors:** Emphasis was placed on the role of socioeconomic factors, suggesting that individuals from rural areas may have different perspectives on environmental challenges compared to those from urban settings.
- **Importance of Diverse Viewpoints:** Recognition was given to the importance of acknowledging diverse viewpoints and tailoring environmental initiatives to address localized priorities effectively. This approach ensures inclusivity and relevance in environmental decision-making processes.

ITALY

Participants in Italy highlighted the pivotal role of young people in driving environmental change, emphasizing the need for early education and involvement in sustainable practices. They underscored young people's potential as spokespersons for environmental issues, advocating for change within their families and communities. The focus was on instilling a deep understanding of the environment's importance from an early age and promoting lifestyle changes to foster sustainability.

Key findings:

- **Fundamental Role of Young People:** Participants emphasized the fundamental role of young people in driving environmental change, stressing the importance of starting environmental education from an early age. They highlighted the significance of play and involvement in fostering environmental awareness and action, suggesting that change must begin early and continue through to university.

- **Spokespersons for Change:** Young people were identified as essential spokespersons for environmental issues, both within their families and in the contexts they frequent. They are seen as promoters of environmental awareness and advocates for sustainable practices.
- **Focus on Lifestyle Change:** Participants emphasized the importance of lifestyle changes in driving environmental change. They suggested that teaching young people about their connection with the environment and the role it plays in their survival can lead to meaningful behavior changes. Encouraging young people to experience firsthand the impact of their actions and to integrate sustainable practices into their daily lives from an early age was highlighted as crucial for making a difference.

ROMANIA

Young people have extensive knowledge of social networks, which can positively influence the spread of ecological ideas at the local level.

Key findings:

- **Utilizing Social Networks:** Young people possess extensive knowledge of social networks, which can be leveraged to spread ecological ideas effectively at the local level, contributing to increased environmental awareness.
- **Organizing Events and Campaigns:** Young people have the capacity to organize events and awareness campaigns within their communities, aiming to educate and mobilize individuals towards adopting more sustainable practices in their daily lives.
- **Participation in Ecological Volunteering:** Through participation in ecological volunteering projects, young people actively contribute to cleaning and protecting the environment in local areas, serving as inspirations for other community members to join similar efforts.
- **Influence on Local Decision-Making:** Engagement in debates and civic actions empowers young people to influence decisions made by local authorities, advocating for the implementation of greener and more sustainable policies within their communities.
- **Exemplifying Leadership:** Young people can serve as examples of leaders and agents of change within their communities, motivating and inspiring others, particularly fellow young individuals, to actively engage in environmental protection initiatives.

SERBIA

Young people in Serbia recognize their pivotal role in environmental advocacy and education. Focus group participants emphasize the importance of education and awareness, suggesting participation in non-formal sessions to learn about sustainable practices. Peer engagement is highlighted, with suggestions for organizing local campaigns and presentations to spread awareness, particularly in schools. Leading by example through involvement in eco-friendly activities like clean-up events and recycling initiatives is emphasized to inspire positive change among peers. Additionally, the potential of social media as a tool for promoting environmental awareness and shaping attitudes towards sustainability is acknowledged, although challenges regarding its perception among youth are noted.

Key findings:

- **Education and Awareness:** Young people can participate in non-formal education sessions to inform themselves about sustainable practices. They can connect these practices with formal education or their workplaces, influencing both their studies and professional endeavors.
- **Peer Engagement:** Engaged individuals can initiate campaigns and presentations at the local level, organizing peer-learning groups in schools to spread awareness about environmental issues. Collaboration between formal and non-formal sectors is emphasized to reach individuals less informed about environmental topics.
- **Leading by Example:** Passionate young people can lead by example, engaging in activities such as clean-up events, promoting recycling initiatives, and sharing educational content online. These actions have the potential to inspire positive change in behavior and attitudes towards the environment among peers.
- **Role of Social Media:** Social media serves as a significant influencer of behavior, offering a platform to promote environmental awareness and positive actions. Although environmental consciousness may not always be perceived as trendy, highlighting eco-friendly practices online can inspire others and shape attitudes towards environmental stewardship.

TURKEY

The focus group interviews revealed that young people in Turkey are increasingly becoming more sensitive and conscious about ecological issues, particularly those engaged in volunteering. Their access to online resources has facilitated their interest and learning in ecological matters.

However, there is a clear need for raising awareness and taking action among youth regarding ecological literacy. Local initiatives and community engagement are seen as crucial for effective action, with emphasis on the establishment of new commissions by municipalities. Inter-generational collaboration and coordination among young people are highlighted as essential for maximizing their impact. Despite these challenges, young people possess significant potential to influence each other and society at large, with their influence expected to grow in the future. Participation in events such as World Cleanup Day is viewed as a positive way to encourage youth engagement with ecological issues.

Key findings:

- **Increasing Sensitivity and Consciousness:** Young people are increasingly becoming more sensitive and conscious about ecological literacy, particularly those involved in volunteering.
- **Access to Resources:** The accessibility of resources, especially online, has facilitated young people's interest and learning in ecological matters.
- **Need for Awareness and Action:** There is a significant need for raising awareness and taking action among young people regarding ecological issues.
- **Local Effectiveness:** Young people have the potential to be highly effective at a local level, with small movements having the potential to make a substantial impact.
- **Community Engagement:** Involvement in youth communities and local initiatives is emphasized as crucial, with the establishment of new commissions by municipalities being suggested.
- **Inter-generational Collaboration:** Collaboration between different age groups, particularly involving the elderly, is seen as important for effective action.
- **Importance of Coordination and Awareness:** Coordination and awareness among young people are highlighted as essential factors for maximizing their impact.
- **Influence and Potential Growth:** Young people possess significant potential to influence each other and society at large, with their influence expected to grow in the future.
- **Encouragement through Participation:** Participation in events such as World Cleanup Day is seen as a positive way to encourage young people's engagement with ecological issues.

Question 4: How do you think ideas and knowledge about the environment and climate change differ between backgrounds and places?

AUSTRIA

The understanding and awareness of environmental issues and climate change can vary significantly across different backgrounds and locations due to various factors such as cultural, socio-economic, educational, and geographic differences.

Key findings:

- **Geographic and Environmental Context:** Local geography, climate, and ecosystems strongly influence how people experience and perceive environmental changes. For example, coastal communities may be more concerned about rising sea levels impacting fishing activities, while arid regions may prioritize water scarcity affecting agriculture.
- **Cultural Influences:** Different cultures have distinct beliefs, values, and attitudes towards ecological issues, which shape how individuals and communities perceive and prioritize them.
- **Educational Background:** Societies with higher levels of education tend to have a more nuanced understanding of ecological issues. Quality and extent of environmental education can vary across regions and schools, impacting eco-literacy levels.
- **Historical Background:** Historical experiences, such as past natural disasters, can shape communities' perceptions and responses to current environmental challenges. Areas with a history of disasters may be more attuned to the impacts of climate change.
- **Economic Structures:** Local economic structures play a crucial role in shaping environmental concerns. Communities dependent on agriculture, for instance, may be more sensitive to climate change impacts on crops and thus more inclined to adapt quickly.
- **Policy Context:** Regional and local government policies, as well as community initiatives, significantly influence environmental priorities and responses to climate change. Progressive policies and initiatives can lead to more engaged and informed communities.
- **Societal Dynamics:** Collective action and shared responsibility vary across societies and can impact responses to environmental crises. Understanding these dynamics is essential for developing effective strategies for cultivating eco-literacy.
- **Response to Crisis:** Previous experiences, such as Singapore's readiness for pandemics due to past experiences like SARS, illustrate how societies may invest in the future to mitigate potential economic costs of similar events.

GREECE

The focus group in Greece delved into the varying perspectives on environmental issues across different backgrounds and locations. Discussions highlighted the influence of geographical location, with coastal areas showing a preference for marine conservation, while urban centers focused more on pollution mitigation. Socioeconomic factors also played a role, as rural and urban residents had differing perspectives on environmental challenges.

Key findings:

- **Geographical Influence:** Participants noted that individuals' perspectives on environmental issues are significantly influenced by their geographical location. Coastal residents may prioritize marine conservation, while urban dwellers may focus on pollution mitigation.
- **Socioeconomic Factors:** The role of socioeconomic factors was underscored, with rural and urban residents likely having differing perspectives on environmental challenges. This suggests that economic status and lifestyle can shape attitudes towards ecological issues.
- **Diversity of Viewpoints:** The focus group recognized the importance of acknowledging and respecting diverse viewpoints regarding the environment and climate change. This highlights the need for inclusive approaches to environmental initiatives.
- **Tailoring Initiatives to Localized Priorities:** There was a consensus on the importance of tailoring environmental initiatives to address localized priorities effectively. This implies that a one-size-fits-all approach may not be suitable for addressing the diverse environmental concerns within Greece.

ITALY

Participants from Italy emphasized the importance of living in an environment open to change and acknowledged the significant impact of diverse backgrounds on attitudes towards environmental issues. Cultural and economic factors influence priorities and behaviors, with education and societal campaigns playing a role in shaping attitude.

Key findings:

- **Openness to Change:** Participants stressed the importance of living in an environment that is open and receptive to change. However, the degree of acceptance of change is contingent upon the prevailing context.
- **Impact of Backgrounds:** The discussion highlighted how diverse backgrounds lead to varying priorities and behaviors. Cultural and economic factors significantly influence

attitudes towards different aspects of life, including environmental awareness. For instance, individuals from lower economic backgrounds may prioritize saving, while education and societal campaigns can shape behaviors, as observed in anti-tobacco campaigns.

ROMANIA

Participants from Romania highlighted how cultural and educational backgrounds, geographic location, access to information, and personal interests shape individuals' views on the environment and climate change. Understanding and respecting these differences is crucial in environmental protection efforts.

Key findings:

- **Cultural and Educational Background:** Upbringing in cultures emphasizing nature and sustainability fosters deeper understanding of environmental issues, while lack of exposure to environmental education may lead to less awareness.
- **Geographic Location:** Residents of different regions face distinct climate change impacts, influencing their perceptions and priorities regarding environmental issues.
- **Access to Information:** Availability of education and reliable sources significantly affects individuals' knowledge and awareness of climate change.
- **Personal Interests:** Individuals' interests and activities influence their level of engagement with environmental issues, with outdoor enthusiasts being more attuned to environmental concerns.

TURKEY

Participants from Turkey engaged in a discussion about the diversity of ideas and knowledge concerning the environment and climate change, highlighting the influence of various factors such as regional disparities, urbanization, industry involvement, access to resources, and political perspectives. The conversation underscored the importance of tailoring solutions to local contexts and empowering provincial representatives to address region-specific challenges effectively.

Key Findings:

- **Regional Variances in Priorities:** Perspectives on environmental issues vary across different regions of Turkey, with each area facing unique challenges and priorities.

- **Urban-Rural Dynamics:** Urbanization affects environmental awareness and behavior, while rural areas exhibit distinct usage habits and concerns regarding resource management.
- **Localized Solutions:** Participants stressed the significance of implementing solutions tailored to address specific environmental challenges in each region, emphasizing the need for localized approaches.
- **Empowerment of Provincial Representatives:** Effective solutions require knowledgeable provincial representatives who understand the unique environmental issues within their regions and can advocate for appropriate measures.
- **Industry's Environmental Impact:** Concerns were raised about the environmental impact of industrial growth, highlighting the necessity of implementing sustainable practices and policies in industrial areas.

Question 5: In your opinion, what are some key practices or initiatives related to environmental training that have been successful in our context?

AUSTRIA

Austria showcases a multifaceted approach to cultivating eco-literacy and promoting environmental awareness. This includes integrating environmental education into formal curricula, providing vocational training, supporting community-based initiatives, and leveraging technology for educational purposes. Additionally, there's a growing emphasis on the importance of nature connection for both ecological and well-being reasons, highlighting the need for accessible green spaces in urban areas.

Key Findings:

- **Integration of Environmental Education:** Austria has successfully integrated environmental education into its national curriculum, emphasizing practical projects and certification programs like the "Umweltschule" initiative.
- **Vocational Training:** Vocational schools and training centers offer specialized courses on environmental topics for professionals across sectors such as agriculture, industry, and tourism, supported by the Austrian Chamber of Commerce (WKO).
- **Community-Based Environmental Initiatives:** The "Klima- und Energiefonds" supports local projects promoting climate protection and energy efficiency, while the "Naturschutzdatenbank" engages volunteers in citizen science for biodiversity conservation.

- **Environmental Certification and Labelling:** Environmental certification programs like the Austrian Ecolabel help consumers make informed choices, promoting sustainable consumption practices.
- **Utilization of Technology:** Acknowledging the importance of technology, there's a call for utilizing apps, online platforms, and games to make learning about nature appealing, fostering eco-literacy among tech-savvy youth.
- **Nature Connection and Well-being:** Recognizing the link between nature connection and well-being, there's a push for increased access to green and blue spaces in urban environments, especially for marginalized groups.

GREECE

Greece demonstrates a variety of successful strategies for environmental conservation and awareness-building. These include community-led clean-up campaigns, integration of environmental education into school curricula, collaborative projects with local authorities and businesses, awareness-raising workshops and events, and the utilization of interactive online platforms. These initiatives highlight the importance of community engagement, education, collaboration, and technological innovation in promoting environmental sustainability and fostering eco-conscious behaviors.

Key Findings:

- **Community-led Clean-up Campaigns:** Grassroots initiatives play a significant role in improving local environments through organized clean-up efforts, showcasing the effectiveness of community-driven action.
- **Educational Programs in Schools:** Integrating environmental education into school curricula is recognized as an effective way to cultivate eco-consciousness among students from a young age, contributing to long-term environmental awareness.
- **Collaborative Projects with Local Authorities and Businesses:** Successful partnerships between communities, government agencies, and businesses are facilitating the implementation of sustainable practices and initiatives, demonstrating the value of collaboration in environmental stewardship.
- **Awareness-raising Workshops and Events:** Engaging workshops and events focused on environmental issues serve as effective tools for increasing awareness and fostering community involvement in environmental conservation efforts.

- **Interactive Online Platforms:** Online platforms and social media campaigns are acknowledged for their efficacy in reaching a wider audience and promoting eco-friendly behaviors and practices, indicating the importance of leveraging digital tools for environmental advocacy.

ITALY

Italy showcases a range of successful initiatives aimed at engaging youth and communities in environmental stewardship. Hands-on school projects, community clean-up activities, and partnerships with environmental organizations demonstrate the importance of practical involvement and real-world connections in fostering environmental awareness and responsibility. These initiatives not only contribute to environmental sustainability but also promote a sense of ownership and pride in local communities.

Key Findings:

- **School Projects and Initiatives:** Initiatives like the "environment week" and school garden tidying demonstrate the effectiveness of hands-on, concrete activities for children to understand environmental issues and see tangible results. Additionally, activities like bicycle trips and visits to local environmental sites help tie young people to their territory and foster a sense of responsibility.
- **Community Engagement Activities:** Various community-led initiatives, such as park cleaning, plastic collection, and collection of used clothing, engage people of all abilities in environmental care. Innovative approaches like allowing students to bring home leftover food from school contribute to reducing food waste.
- **Partnerships with Environmental Organizations:** Collaborations with environmental companies like a2a in Milan provide opportunities for educational experiences, such as paper recovery laboratories, where children actively participate in the recycling process and create recycled paper for practical use.

ROMANIA

In Romania, there is a strong emphasis on community engagement and education as key strategies for environmental conservation. Participants advocate for initiatives such as focus groups, clean-up events, and volunteer projects to involve people at the grassroots level. Additionally, there is a push for integrating environmental education into schools, promoting sustainable living practices, and organizing advocacy events to raise awareness about environmental issues. These efforts aim to mobilize individuals and communities towards creating a greener and more sustainable future.

Key Findings:

- **Community Engagement through Focus Groups and Clean-up Events:** There is a consensus on the importance of organizing focus groups to discuss environmental issues and brainstorm solutions. Additionally, community clean-up events are seen as effective hands-on ways to make a positive impact on the environment.
- **Integration of Environmental Education in Schools:** There is a recognition of the importance of teaching children about the environment early on, with suggestions to incorporate environmental education into school lessons. This approach aims to equip students with practical skills and knowledge to contribute to nature conservation.
- **Neighborhood Involvement and Volunteer Projects:** Participants emphasize the significance of involving neighborhoods in environmental initiatives, proposing volunteer projects such as park clean-ups and tree planting to foster community engagement and create greener spaces.
- **Promotion of Sustainable Living:** There is a call to spread awareness about sustainable living practices, including the use of eco-friendly technologies and energy-saving habits at home. Participants highlight the benefits of such practices for both the environment and personal finances.
- **Advocacy and Awareness Events:** Suggestions include organizing events like Metal Enduro and Running at the forest to promote green transportation and raise awareness about the importance of environmental protection. The aim is to engage more people in environmental conservation efforts for a greater impact.

SERBIA

In Serbia, there is a recognition of the limited availability of formal environmental training programs. While some initiatives and projects exist, such as tree planting campaigns and recycling projects in schools, they are often sporadic and lack widespread participation. International projects and protests play a role in raising awareness, but there is a need for more comprehensive education and engagement strategies to ensure sustained environmental awareness and action among the public.

Key Findings:

- **Limited Availability of Environmental Training:** There is a consensus among participants that formal environmental training programs are rare in the community. While some initiatives exist, such as training on sustainable design and recycling projects in schools, they are not widespread and often lack participation.
- **Initiatives and Projects:** Various initiatives and projects have been undertaken to promote environmental awareness, including tree planting projects funded by the EU, recycling programs in schools, and community-led efforts such as collecting bottle caps. However, these initiatives are often sporadic and lack continuity.
- **Role of International Projects and Protests:** International projects, particularly those funded by organizations like the EU, are common formats for environmental education and training in Serbia. Additionally, protests, such as those concerning environmental issues like Rio Tinto, play a significant role in raising awareness among the masses, although their impact can diminish over time.
- **Need for More Comprehensive Education:** Participants emphasize the importance of incorporating educational elements into protests and initiatives to ensure long-term engagement and understanding of environmental issues. Hands-on activities and informational sessions are suggested as ways to enhance public involvement and awareness.

TURKEY

Turkey has seen various environmental initiatives, including battery collection campaigns and rain garden designs, which have garnered significant public support. However, challenges persist in the public sector due to budget constraints. Nevertheless, commendable efforts from programs like the World Environmental Cleanup movement and government initiatives such as Climate Ambassadors are noted. Additionally, private sector initiatives like wastewater recycling projects highlight the potential for industry-led environmental practices. Overall, there is a call for more sustainable initiatives and increased involvement from both public and private sectors to address environmental challenges effectively.

Key Findings:

- **Initiatives and Public Support:** Various initiatives have been undertaken in Turkey, such as battery collection campaigns and rain garden designs. These initiatives have garnered significant public support and increased awareness, particularly among students and teachers.
- **Challenges in the Public Sector:** Despite efforts in the public sector, insufficient budgets pose a significant challenge for implementing environmental projects. More financial support is needed to facilitate the execution of sustainable practices like solar energy systems.
- **World Environmental Cleanup Movement and Government Programs:** The World Environmental Cleanup movement, along with government programs like the Ministry of Youth and Sports' Climate Ambassadors and green skills program, are commendable initiatives. These programs foster a sense of responsibility among participants and contribute to environmental awareness.
- **Private Sector Initiatives:** Private sector initiatives, such as wastewater recycling projects in textile factories, demonstrate the potential for industry-led environmental practices. Encouraging the private sector and banks to develop environmental policies and engage in social initiatives is seen as crucial for further progress.

Participation and Engagement:

Question 6: How can we ensure active participation from young people in our country regarding eco-literacy initiatives?

AUSTRIA

To ensure active participation of young people in eco-literacy initiatives, it is essential to make the initiatives relevant to their daily lives, employ hands-on learning methods, and empower them with leadership roles. Mentorship from experienced professionals, institutional cooperation, and access to creative outlets and digital platforms are also crucial factors. Initiatives should encompass informal education, mentorship, creative expression, and digital engagement to effectively engage young people in environmental conservation efforts.

Key Findings:

- **Relevance to Daily Life:** Eco-literacy initiatives must relate ecological principles to daily experiences, emphasizing hands-on activities like urban birding walks and farm-to-fork experiences to engage young people effectively.
- **Hands-on Learning Methods:** Utilizing hands-on learning methods such as urban photo walks and self-organized campaigns allows young people to actively participate and understand environmental issues in their communities.
- **Community Engagement:** Involving young people in community engagement activities, supported by local initiatives and NGOs, fosters a sense of agency and encourages participation in actions addressing climate, biodiversity, and food crises.
- **Informal Education and Holistic Perspectives:** Informal education with a holistic and multidisciplinary perspective is seen as crucial, providing real-world examples and leadership opportunities for young people to drive eco-literacy initiatives forward.
- **Digital Engagement:** Leveraging digital platforms for communication and mobilization, including social media and online forums, allows young people to express themselves, share ideas, and organize virtual events to promote eco-literacy.

GREECE

In Greece, key suggestions for ensuring active participation of young people in eco-literacy initiatives include leveraging social media platforms, organizing interactive events, involving youth in decision-making processes, and collaborating with educational institutions. These strategies aim to engage young audiences effectively, provide hands-on learning opportunities, and integrate environmental education into formal and informal educational settings.

Key Findings:

- **Utilizing Social Media Platforms:** Utilizing popular social media platforms like Instagram, Facebook, and Twitter is suggested for effective dissemination of information, event organization, and engagement with young audiences in eco-literacy initiatives.
- **Workshops, Seminars, and Interactive Events:** Hosting workshops, seminars, and interactive events focused on environmental topics provides opportunities for hands-on learning, discussion, and networking among young people.
- **Youth Involvement in Decision-Making:** Actively involving young people in the planning and decision-making processes of eco-literacy initiatives ensures that their voices and concerns are heard and addressed, fostering a sense of ownership and commitment.
- **Collaboration with Educational Institutions:** Collaborating with schools, colleges, and universities to integrate eco-literacy into curricula, organize educational campaigns, and facilitate extracurricular activities related to environmental conservation enhances the reach and impact of eco-literacy initiatives.

ITALY

Getting people involved is very important. Bring them closer to things close to them, such as the territory in which they live.

ROMANIA

In Romania, key strategies for engaging young people in eco-literacy initiatives include organizing interactive activities by NGOs, establishing ecological reading clubs, hosting creative writing contests, utilizing online platforms for access to materials, and organizing cultural events and festivals. These initiatives aim to foster awareness, critical thinking, and active participation among young people in addressing environmental challenges.

Key Findings:

- **Interactive Activities by NGOs:** Local NGOs partnering with institutions to organize interactive activities play a vital role in engaging young people in eco-literacy initiatives at the community level.
- **Ecological Reading Clubs:** Establishing ecological reading clubs in schools and universities provides platforms for young people to discuss and analyze literature on environmental issues, fostering critical thinking and awareness.
- **Creative Writing Contests:** Organizing creative writing contests or articles on ecological topics encourages young people to express their ideas and perspectives, promoting active participation and creativity in addressing environmental challenges.
- **Utilization of Online Platforms:** Leveraging online platforms and social networks for promoting ecological literature and facilitating access to relevant materials enhances young people's engagement and learning opportunities in eco-literacy.
- **Cultural Events and Festivals:** Organizing cultural events like ecological literature festivals or book fairs creates spaces for young people to interact with authors and experts, discover new ideas, and deepen their understanding of environmental issues.

SERBIA

In Serbia, key strategies for engaging young people in eco-literacy initiatives include clear communication of environmental issues, providing education and opportunities for involvement, recognizing voluntary engagement, and making environmental action appealing through fun activities and incentives. These approaches aim to foster a sense of community, belonging, and ownership among young participants in addressing environmental challenges.

Key Findings:

- **Importance of Clear Communication:** Presenting the importance of environmental issues in a clear and simple manner is crucial for engaging young people. Understanding the problem and providing a call to action, such as planting trees or participating in clean-up activities, fosters a sense of community and belonging.
- **Education and Opportunities:** Education is seen as foundational, but opportunities to apply knowledge are equally important. Initiatives like youth projects and public debates provide avenues for young people to actively engage with environmental issues and contribute to solutions.
- **Voluntary Engagement and Recognition:** Engaging in environmental activities should be voluntary, with participants viewing it as a valuable experience rather than a means of

monetary gain. Recognition of participation, such as adding it to resumes or personal biographies, can incentivize involvement.

- **Making Environmental Action Appealing:** Making environmental action appealing to a wider audience, beyond those already interested, poses a challenge. Incorporating fun activities and finding ways to make participation "cool" can attract younger participants and foster a sense of fulfillment and ownership over environmental issues.

TURKEY

In Turkey, ensuring active participation from young people in eco-literacy initiatives involves guiding them according to their abilities, providing nature-oriented activities and training opportunities, increasing regional training, and enhancing collaboration between sectors. Both the public and private sectors have a responsibility to increase visibility and disseminate information about opportunities for engagement.

- **Guiding According to Abilities:** Tailoring engagement to young people's abilities is essential. Encouraging them to utilize their skills, such as software development or economic analysis, for environmental benefit can enhance participation and enthusiasm.
- **Youth Camps and Nature Activities:** Creating youth camps with nature-oriented activities like orienteering and sports can encourage young people to spend more time in nature, fostering a deeper connection with the environment. Leveraging social media and providing opportunities for training and workshops are effective means of engagement.
- **Regional Training and Collaboration:** Increasing regional training opportunities and collaboration between the private and public sectors are crucial for involving young people. Enhancing visibility of opportunities and encouraging voluntary participation are key factors in promoting engagement.
- **Responsibility of Public and Private Sectors:** Both the public and private sectors have a responsibility to increase visibility and disseminate information about eco-literacy initiatives. Young people may not be aware of opportunities, so efforts should be made to share and announce them widely.

Question 7: What challenges or opportunities do you foresee in involving young people from different sectors (education, work, NGOs, public institutions) in your country?

AUSTRIA

In Austria, participants think that fostering collaboration among sectors, empowering youth through education and advocacy, and encouraging active participation in eco-friendly actions are essential steps to cultivate a generation of environmentally-conscious individuals in Austria.

- **Opportunities in Collaboration:** There is a strong inclination towards seeing opportunities in collaboration among different sectors including educational institutions, workplaces, NGOs, and public institutions. This collaboration can leverage strengths and resources to create comprehensive eco-literacy initiatives.
- **Fresh Perspectives and Innovation:** Involving young people from diverse backgrounds can bring fresh perspectives, innovative ideas, and creative solutions to environmental challenges.
- **Empowerment and Advocacy:** Public institutions and NGOs can empower young people to become environmental advocates and leaders through policy advocacy and providing local community perspectives.
- **Capacity Building and Education:** Educational institutions play a crucial role in providing capacity-building tools such as training, workshops, and educational resources to enhance the eco-literacy skills of young people.
- **Partnerships and Stakeholder Engagement:** Building partnerships with diverse stakeholders, including businesses, community groups, government agencies, and youth organizations, can expand the reach and impact of eco-literacy efforts.
- **Barriers and Solutions:** Many young people face barriers and believe their actions are not enough. Hands-on experiments, field excursions, and demonstration of impacts within their direct environment can help increase voluntary engagement with ecological issues.
- **Education for Action:** Educational concepts should focus not only on raising knowledge but also on highlighting the multiple possibilities of concrete nature conservation actions that fit into young people's reality and daily life.
- **Citizen Science and STEM Engagement:** Citizen science offers opportunities for active involvement in real scientific projects about nature conservation, which can help in keeping young people interested in STEM fields and higher education.

- **Multidisciplinary Approach:** There is a need for a multidisciplinary ecosystem and conceptual-thinking approach to increase awareness of dynamic interactions between ecological issues and socio-economic systems.
- **Innovative Teaching Methods:** It is important to use innovative and modern teaching and learning formats and tools, such as digital learning formats, corresponding to young people's preferences and everyday life.
- **Youth-Led Initiatives:** Youth-led initiatives are crucial and young people should take the lead in designing and implementing eco-literacy initiatives within their respective sectors, promoting ownership and enthusiasm.

GREECE

In Greece, participants addressing challenges such as awareness gaps and resource limitations while leveraging opportunities through collaboration, tailored approaches, innovative technologies, and youth leadership are crucial steps to effectively involve youth in eco-literacy initiatives.

Challenges:

- **Lack of Awareness or Interest:** Some young individuals may not fully grasp environmental issues or may not prioritize them amidst competing concerns.
- **Limited Resources:** Organizations may face constraints in terms of funding, staffing, or infrastructure, hindering the implementation of comprehensive eco-literacy initiatives.
- **Bureaucratic Barriers:** Engaging with public institutions or navigating bureaucratic processes may present obstacles to executing large-scale initiatives.
- **Competing Priorities:** With diverse interests and commitments, young people may find it challenging to allocate time and resources to eco-literacy efforts.

Opportunities:

- **Collaboration:** Partnering with educational institutions, workplaces, NGOs, and public institutions can harness existing resources and networks to enhance eco-literacy initiatives.
- **Tailored Approaches:** Recognizing the diversity among young people, customized strategies can be developed to effectively engage various sectors.
- **Innovative Technologies:** Leveraging digital platforms and technology-driven solutions can facilitate outreach, education, and engagement across different sectors.

- **Youth Leadership:** Empowering young individuals to assume leadership roles and drive eco-literacy initiatives within their respective sectors can cultivate ownership and ensure sustainability.

ITALY

Transform these events into captivating experiences by integrating local associations or venues that resonate with young individuals. Incorporate popular hangouts and spots frequented by the youth to make the occasions more enticing.

ROMANIA

Romanian focus group participants highlighted the importance of engaging young people in community activities to rapidly spread information on critical issues. Challenges include a lack of professional training for the evolving job market and limited youth involvement in decision-making processes. Leveraging technology presents opportunities for educational access, while increasing awareness can drive youth engagement in civic activities and address social and environmental concerns.

- **Youth Engagement Drives Information Spread:** Active participation of young community members facilitates rapid dissemination of information. Tailored events for youth enhance engagement and effectively spread awareness on critical issues.
- **Skills Gap and Job Market Dynamics:** There's a significant lack of professional training opportunities and orientation in response to the rapidly changing job market, posing a challenge for young individuals.
- **Tech Solutions for Education Access:** Leveraging technology presents an opportunity to provide accessible educational and personal development resources for young people, addressing barriers to learning and skill acquisition.
- **Youth Underrepresentation in Decision-Making:** Insufficient involvement of young people in community decision-making and politics is evident, hindering diverse perspectives in policy shaping and implementation.
- **Awareness Drives Civic Engagement:** Increasing awareness of social and environmental issues among youth can motivate their involvement in NGOs, volunteer projects, and civic activities, fostering positive contributions to society.

SERBIA

Serbian focus group participants highlighted time constraints and bureaucratic hurdles in prioritizing ecology in the workplace and public institutions. However, they identified significant opportunities within NGOs and education systems to address environmental concerns. There was a consensus on the importance of early environmental education and the need for reforms in the schooling system. Participants emphasized the pivotal role of NGOs in engaging youth and fostering environmental awareness through practical projects and real-life examples. These insights underscore the importance of overcoming barriers and maximizing opportunities to promote environmental stewardship in Serbia.

- **Time Constraints in the Workplace:** Participants noted that the main challenge in prioritizing ecology at work is the lack of time, with other tasks taking precedence unless directly related to job roles or national policies.
- **Opportunities in NGOs and Education:** NGOs were identified as having significant potential due to their flexibility in addressing various topics, while education offers opportunities to incorporate ecological themes, albeit facing challenges of funding and traditional structures.
- **Bureaucratic Hurdles in Public Institutions:** Organizing individuals from public institutions was seen as challenging due to bureaucratic processes, while NGOs and workplaces were viewed as more feasible options with greater flexibility.
- **Need for Early Environmental Education:** There was a consensus on the importance of teaching children about nature and environmental stewardship from a young age, suggesting reforms in the education system to ensure a more substantial focus on ecology.
- **Role of NGOs in Youth Engagement:** While schools attempt to teach about the environment, many students remain indifferent. Participants highlighted the crucial role of NGOs in engaging youth through practical projects and real-life examples, leveraging platforms like Erasmus to make a significant impact on how young people perceive and care for the environment.

TURKEY

Participants emphasized the importance of NGOs in engaging sensitive and motivated young volunteers. They suggested implementing various involvement methods and focusing on desired fields through training and international activities. Additionally, they stressed the need for diverse

climate groups and increased visibility and proactive work from NGOs in addressing climate issues. Moreover, participants highlighted the importance of enhancing visibility through education and training programs and increasing dissemination efforts for wider impact.

- **NGOs and Youth Engagement:** Participants expressed confidence in NGOs as platforms for engaging sensitive and motivated young people through volunteering. Implementing various involvement methods is essential, along with encouraging young individuals to focus on their interests and participate in relevant training and international activities to enhance their skills.
- **Collaborative Climate Initiatives:** There is a call for creating diverse climate groups where young people from different backgrounds collaborate to generate ideas and solutions. Participants emphasized the need for increased visibility and more proactive work from NGOs in addressing climate issues.
- **Enhanced Visibility and Education:** Participants highlighted the importance of increasing visibility and conducting more educational and training programs to raise awareness about environmental issues and promote sustainable practices.
- **Increased Dissemination:** There's a consensus on the necessity to boost dissemination efforts to ensure wider reach and impact of environmental initiatives and information.

Question 8: What elements or topics do you believe should be prioritised in our country's version of the Eco-Literacy Guide?

AUSTRIA

Participants from Austria think that the guide needs to be comprehensive, covering a wide range of topics from basic environmental concepts to advanced topics like climate change and biodiversity. It should be interactive and engaging, with hands-on activities, group projects, and online resources. It also needs to encourage active participation and advocacy, empowering young people to be voices for change.

Based on the input from the focus group participants in Austria, the key findings are as follows:

- **Foundational Environmental Concepts:** The guide should start by introducing basic principles of ecology, including ecosystems, biodiversity, and natural processes. These concepts should be connected to the daily life of a youngster with examples from the immediate environment. Introducing foundational environmental concepts not only through texts but with colourful and vibrant illustrations and graphics. This may include basic principles of ecology, including ecosystems, biodiversity, and the interconnectedness of living organisms and natural processes such as the water cycle, carbon cycle, and energy flow in ecosystems
- **Biodiversity:** There is a strong emphasis on biodiversity, with a focus on local flora and fauna. Participants believe that the Eco-Literacy Guide should highlight the importance of biodiversity, ecosystems, and ecosystem services. They also suggest including success stories of biodiversity conservation initiatives.
- **Current Environmental Issues:** The guide focus on the current environmental issues in the country, such as acid rain, endangered species, and damages to the alpiners. The guide also discuss the challenges posed by the country's landlocked nature and the impact of fossil fuel consumption on air pollution and climate change.
- **Sustainable Living Practices:** The guide elaborate on sustainable living practices in connection to environmental justice and social equity. It should explain how environmental degradation disproportionately affects marginalized communities and vulnerable populations. The guide also provide tips for building eco-communities and taking collective action.
- **Indigenous Knowledge:** Participants recognize the value of indigenous knowledge in biodiversity conservation. They suggest incorporating traditional resource-use practices and examples of community-led conservation projects led by indigenous communities.
- **Urban Nature:** The importance of urban nature is highlighted. Participants believe that the natural environment in cities provides valuable services that contribute directly to human well-being and livelihoods. They suggest that the guide should explain the concept of urban nature and identify the valuable ecosystem services provided by urban nature.
- **Awareness and Advocacy:** Participants believe that it is important to raise awareness about the value of biodiversity. They suggest strategies for advocating for biodiversity conservation at the community and policy levels. They also emphasize the importance of encouraging sustainable use of natural resources in urban and rural settings.

- **Climate Change:** Participants believe that the guide should provide comprehensive information on climate change, its causes, impacts, and adaptation/mitigation strategies. They suggest tailoring content to local climate patterns and vulnerabilities. They also emphasize the importance of educating on individual and community actions to reduce carbon footprints, such as

GREECE

1. **Waste Management and Recycling:** Proper waste disposal practices, recycling techniques, and waste reduction strategies are crucial to minimize environmental impact.
2. **Energy Conservation:** There is a need to educate individuals on energy-efficient practices, renewable energy sources, and ways to reduce energy consumption in homes, businesses, and communities.
3. **Water Conservation:** It's important to highlight the importance of water conservation, sustainable water usage practices, and methods for reducing water waste in daily activities.
4. **Biodiversity and Ecosystems:** Raising awareness about the importance of biodiversity, ecosystems, and the preservation of natural habitats can support ecological balance and species conservation.
5. **Climate Change and Mitigation:** There is a need to explain the science of climate change, its impacts on the environment and society, and strategies for mitigating greenhouse gas emissions and adapting to climate-related challenges.
6. **Sustainable Living:** Promoting sustainable lifestyle choices, such as eco-friendly transportation, ethical consumption, and organic farming practices, can foster a culture of sustainability.
7. **Environmental Justice and Equity:** Addressing issues of environmental justice, social equity, and inclusivity is crucial to ensure that eco-literacy initiatives benefit all members of society, particularly marginalized communities.

ITALY

1. **Sustainable Fashion and Conscious Purchases:** Emphasized for teenagers, highlighting the importance of understanding the environmental impact of their fashion choices and purchases.

2. **Water Consumption, Waste Management, and Collaboration:** Identified as crucial topics for younger children, with a focus on personal water consumption, waste management, and the value of collaboration for environmental sustainability.
3. **Mobility, Sustainability, and Nutrition:** Highlighted as important areas, including promoting sustainable mobility (like biking to school), understanding the environmental impact of food choices, and the importance of sustainable buying practices. The concept of the water footprint of individual foods and products was also mentioned.

ROMANIA

1. **Pollution:** Emphasis on addressing pollution, specifically plastic waste, air pollution, and uncontrolled deforestation.
2. **Youth Engagement:** Recognition of the potential of young people in contributing to environmental protection and promoting sustainable practices.
3. **Understanding Environmental Issues:** Importance of understanding environmental issues and the ability to contribute to their resolution.
4. **Active Involvement:** Encouragement for active involvement in promoting and protecting the environment.
5. **Green Skills Development:** Advocacy for the development of green skills and promoting environmentally friendly practices such as using bicycles or walking for short distances.

SERBIA

1. **Air Pollution:** Emphasis on providing information about air pollution, its hazards, and potential solutions.
2. **Interactive Content:** Suggestions for including various formats such as photos, tasks, fun facts, and visuals to make the guide more engaging.
3. **Learning Opportunities:** Importance of including case studies and hands-on projects related to eco-sustainability to help people understand and remember the content.
4. **Daily Actions:** Interest in having a guide that focuses on small, daily actions that individuals can take to help the environment.
5. **Alternatives and Challenges:** Suggestions for showing better alternatives to environmentally harmful actions and including challenges to motivate people to do more for the environment.

TURKEY

1. **Prioritizing Water Resources and Scarcity:** Recognized as crucial due to its interconnectedness with various environmental issues; emphasized the need for effective water management strategies.
2. **Leveraging Social Media for Sustainable Living:** Highlighted the influential role of social media influencers in promoting positive environmental behaviors; suggested the need for more content focusing on sustainable living practices.
3. **Importance of Waste Management Education:** Identified a lack of understanding regarding waste generation and proper disposal methods; emphasized the significance of educating the public on waste management practices.
4. **Role of Municipalities in Waste Management:** Pointed out the responsibility of local governments in implementing recycling practices; stressed the need for better coordination and execution of waste management efforts at the local level.

Question 9: What role can conferences, social media, and challenge campaigns play in promoting Eco Literacy, specifically within our country?

AUSTRIA

The focus group discussion highlighted the importance of integrating technology and playfulness in building eco-literacy among young people, the role of transformative learning in promoting eco-literacy, and the significant role young people can play in advocating for eco-friendly policies and driving societal change through social media and challenges. The collective impact of individual actions, policy influence, and cultural shifts can lead to systemic changes, fostering a more eco-literate and sustainable society.

- Integration of technology and playfulness in eco-literacy initiatives engages young people effectively.
- Citizen science, facilitated through digital tools, encourages youth participation in environmental monitoring and conservation. - bioblitz.
- Gamification of eco-literacy through **challenge campaigns**, such as "plastic-free Tuesday" or "zero-waste July," makes learning fun and motivates sustainable behavior.
- Conferences, social media, and challenge campaigns are crucial mechanisms for transformative learning and societal change. Conferences provide platforms for in-depth discussions, knowledge exchange, and policy influence.

- Social media platforms disseminate eco-literacy information widely and foster interactive engagement.
- Challenge campaigns encourage tangible actions, create new norms, and empower individuals to influence societal attitudes and behaviors.
- Young people's engagement via social media and challenges can drive advocacy for eco-friendly policies and contribute to cultural integration of sustainable practices.
- Collective efforts, including individual actions, policy influence, and cultural shifts, lead to systemic changes towards a more eco-literate and sustainable society.

GREECE

Conferences, social media, and challenge campaigns are complementary tools for promoting eco-literacy in Greece, utilizing information sharing, community engagement, and collective action to advance environmental awareness and sustainability.

- **Conferences** serve as platforms for knowledge exchange, networking, and collaboration among experts, policymakers, educators, and the public, fostering environmental awareness and action.
- **Social media platforms** are powerful tools for raising awareness, engaging diverse audiences, and mobilizing communities around environmental issues through interactive content, campaigns, and outreach efforts.
- **Challenge campaigns** offer opportunities for hands-on participation, adoption of eco-friendly behaviors, and contribution to collective sustainability goals, fostering engagement, camaraderie, and momentum for sustainability initiatives.

ITALY

Conferences, social media, and challenge campaigns were identified as crucial tools for promoting Eco Literacy in Italy. Platforms such as TED Talks, YouTube, documentaries on Netflix, and mini conferences were deemed effective in disseminating information and generating interest, particularly among the younger generation.

ROMANIA

- **Information dissemination** is crucial for raising awareness about waste collection and sorting among local inhabitants.
- **Conferences** provide access to expertise, while social media amplifies messages about eco-literacy.

- **Campaigns** are effective in mobilizing young people and inspiring them to take action for ecological literacy.

SERBIA

The focus group participants highlighted the potential of social media for eco-literacy outreach, suggesting a shift from traditional conference approaches. They emphasized the importance of collaboration with diverse groups and the inclusion of various content formats to engage broader audiences. Additionally, they stressed the significance of involving influential community members and addressing community-specific environmental concerns while ensuring events are inclusive and accessible to all.

- **Social media** is considered a powerful tool for reaching a wider audience and spreading awareness about ecology.
- Conferences may not effectively engage a diverse audience and could benefit from more innovative approaches.
- **Collaboration** with various groups such as schools, businesses, and community organizations is seen as essential for broadening the reach of eco-literacy efforts.
- **Diversifying content** through various mediums like videos, stories, and tips is recommended to capture people's attention.
- **Involving influential figures** within communities can help amplify environmental messages and encourage greater participation.
- Tailoring discussions to address the specific concerns and interests of different communities is vital for fostering engagement.
- Making eco-literacy **events inclusive and accessible**, including providing translations and ensuring everyone feels welcome, is important for maximizing participation and impact.

ALL IN ALL:

Question 1: How would you describe the current level of awareness of Eco Literacy in our country?

The primary objective of this question is to evaluate individuals' comprehension and familiarity with Eco Literacy. It specifically aims to measure their knowledge, attitudes, and behaviors concerning ecological principles, environmental sustainability, and the intricate connections between human activities and natural systems. By gathering responses from participants in partner countries, we gain insights into the current state of awareness and also receive valuable suggestions on enhancing eco literacy awareness.

- **Tailored Content:** The guide and training should be tailored to the specific needs and contexts of different regions and communities. This includes considering the current level of eco-literacy awareness, the main environmental challenges faced, and the existing initiatives and resources available.
- **Accessible and Understandable Materials:** The materials should be easy to understand and accessible to a wide range of audiences. This includes using clear and simple language, providing practical examples, and using engaging and interactive formats.
- **Emphasis on Individual Responsibility:** The guide and training should emphasize the role of individuals in addressing environmental issues. This includes **promoting behaviors** such as reducing, reusing, and recycling, and highlighting the impact of individual actions on the environment.
- **Incorporation of Innovative Teaching Concepts:** The guide and training should incorporate innovative teaching concepts to engage young people and deliver scientific knowledge tailored to their specific interests and needs.
- **Promotion of Critical Thinking:** The guide and training should promote critical thinking, encouraging individuals to seek comprehensive understanding of environmental issues and make informed decisions.
- **Collaboration with Existing Networks and Programs:** The guide and training should collaborate with existing networks and programs focused on sustainability education. This includes leveraging their resources, expertise, and reach to enhance the impact of the guide and training.
- **Continuous Promotion and Education:** The guide and training should include strategies for continuous promotion and education. This includes regular updates, ongoing engagement with the audience, and responsiveness to feedback and changing needs.

- **Addressing Misconceptions:** This includes providing accurate and science-based information, and correcting misinformation spread through social and mass media.
- **Engagement of Youth:** This includes providing opportunities for youth to participate in environmental projects and initiatives.
- **Consideration of External Factors:** The guide and training should consider external factors that can influence eco-literacy awareness, such as economic downturns and natural disasters. This includes developing strategies to maintain interest and engagement during challenging times.

Question 2: What specific environmental or climate issues do you believe are most pressing in our country?

- **Understanding Local Environmental Challenges:** Eco-literacy programs should emphasize the specific environmental challenges faced by each region or country. In Austria, for example, the focus might be on issues like acid rain damage to forests and sustainable land use practices, while in Serbia, the emphasis could be on air pollution and illegal dumping.
- **Interconnectedness of Environmental Issues:** Highlight the interconnected nature of environmental problems to foster a holistic understanding among participants. For instance, in Turkey, participants recognize how gold mining impacts water resources and contributes to climate change effects, showcasing the need for integrated solutions.
- **Youth Engagement and Empowerment:** Recognize the transformative potential of youth engagement in driving sustainable change. In Greece, for instance, there's an emphasis on youth-led initiatives and their influential role in raising awareness and promoting environmental responsibility within communities.
- **Community Involvement and Advocacy:** Encourage active involvement in community projects and advocacy campaigns. Participants across different countries stress the importance of community engagement in addressing environmental challenges effectively.
- **Tailored Approaches for Diverse Audiences:** Acknowledge the diversity within communities and tailor eco-literacy programs to engage individuals from various backgrounds effectively. In Greece, concerns are raised about mobilizing peers from diverse backgrounds, indicating the need for targeted strategies.
- **Promoting Individual Accountability:** Foster a culture of individual accountability and responsible behavior towards the environment. In Serbia, while regulations exist, there's a need for individuals to take greater responsibility for their actions and choices to mitigate environmental harm.

- **Educating on Sustainable Practices:** Provide education on sustainable practices applicable to daily life, such as waste management, energy conservation, and sustainable consumption. In Italy, waste treatment, eco-friendly energy production, and urban mobility are highlighted as pressing issues, indicating areas where education and awareness efforts could focus.
- **Promoting Collective Action:** Emphasize the importance of collective action in addressing environmental challenges. Participants in Turkey advocate for holistic solutions and stress the need for collaborative efforts from both governmental and societal levels.
- **Raising Awareness on Climate Change:** Given the global nature of climate change, ensure that eco-literacy programs raise awareness about climate change impacts and the importance of mitigation and adaptation measures.
- **Highlighting Success Stories and Best Practices:** Showcase success stories and best practices from around the world to inspire and motivate participants. Highlighting successful initiatives in other countries can provide valuable insights and ideas for addressing similar challenges locally.

Question 3: In your opinion, what role can young people play in addressing and improving Eco Literacy in our local context?

- **Tailored Approaches for Diverse Audiences:** Recognize the diversity within communities and tailor eco-literacy programs to engage individuals from various backgrounds effectively. Strategies should account for factors such as geographical location, socioeconomic status, and cultural differences to ensure inclusivity and relevance.
- **Integration with Existing Frameworks:** Align eco-literacy initiatives with existing national strategies or frameworks that involve young people. In Austria, for example, integration with the Austrian Youth Strategy provides a structured approach to engage youth in environmental advocacy and education.
- **Empowerment through Education and Participation:** Empower young people through education on sustainable practices and active participation in environmental initiatives. Provide opportunities for hands-on learning, citizen science projects, and involvement in local decision-making processes to foster a sense of ownership and responsibility.
- **Utilization of Digital Platforms:** Leverage digital tools and media platforms to disseminate eco-literacy materials and facilitate communication among young people. Promote digital literacy skills to enable critical evaluation of online content and effective engagement in environmental advocacy efforts.

- **Promotion of Peer Learning and Leadership:** Encourage peer-to-peer learning and leadership development among young people. Organize peer-led workshops, campaigns, and community projects to harness the enthusiasm and energy of youth in driving environmental change.
- **Recognition of Youth Voices and Perspectives:** Acknowledge the importance of diverse viewpoints and experiences among young people. Create platforms for youth voices to be heard, fostering a sense of belonging and empowerment in environmental decision-making processes.
- **Incorporation of Practical Activities:** Integrate practical activities, such as clean-up events, tree planting, and recycling initiatives, into eco-literacy programs. Hands-on experiences can deepen understanding and commitment to sustainable behaviors among young participants.
- **Encouragement of Inter-generational Collaboration:** Facilitate inter-generational collaboration and mentorship opportunities to leverage the wisdom and experience of older generations while harnessing the energy and innovation of youth. Foster dialogue and cooperation between different age groups to achieve common environmental goals.
- **Promotion of Positive Role Models:** Highlight and celebrate positive role models within the youth community who demonstrate exemplary environmental stewardship. Showcase success stories and achievements to inspire and motivate others to take action.
- **Continuous Evaluation and Improvement:** Regularly evaluate the effectiveness of eco-literacy programs through feedback mechanisms and monitoring of outcomes. Use data and insights gathered to refine program design, address emerging needs, and enhance impact over time.

Question 4: How do you think ideas and knowledge about the environment and climate change differ between backgrounds and places?

- **Tailoring Initiatives to Localized Priorities:** Customize environmental initiatives to address localized priorities effectively. Recognize and respect the diversity of viewpoints and concerns within communities, ensuring inclusivity and relevance in program design.
- **Understanding of Cultural Influences:** Acknowledge the influence of cultural beliefs, values, and attitudes towards ecological issues. Develop culturally sensitive approaches to engage diverse communities effectively.
- **Consideration of Educational Background:** Design eco-literacy initiatives that accommodate varying levels of environmental education and awareness, ensuring accessibility and relevance across different educational contexts.

- **Adaptation to Policy Context:** Align eco-literacy initiatives with regional and local government policies, as well as community initiatives, to ensure relevance and effectiveness. Advocate for progressive policies and initiatives that promote environmental stewardship.
- **Flexibility in Response to Crisis:** Be prepared to adapt eco-literacy programs in response to crises or emerging environmental issues. Utilize lessons learned from past experiences to inform proactive and effective responses to future challenges.
- **Empowerment of Provincial Representatives:** Empower knowledgeable provincial representatives to advocate for region-specific environmental measures and solutions. Support local leaders in understanding and addressing the unique environmental challenges within their regions.

Question 5: In your opinion, what are some key practices or initiatives related to environmental training that have been successful in our context?

- **Integration into Formal Education:** Emphasize the integration of environmental education into formal curricula, ensuring that eco-literacy initiatives reach students from a young age and continue throughout their educational journey.
- **Hands-on Learning Experiences:** Design practical projects and initiatives, such as community clean-up campaigns and school garden projects, to provide hands-on learning experiences and foster a deeper understanding of environmental issues.
- **Collaborative Partnerships:** Foster collaborations between communities, government agencies, businesses, and environmental organizations to implement sustainable practices and initiatives. Leverage these partnerships to create impactful and scalable eco-literacy programs.
- **Utilization of Technology:** Harness the power of technology, including online platforms, apps, and games, to make eco-literacy engaging and accessible, particularly for tech-savvy youth. Incorporate interactive elements to enhance learning experiences.
- **Nature Connection and Well-being:** Recognize the importance of nature connection for both ecological and well-being reasons. Advocate for increased access to green spaces in urban environments, promoting environmental stewardship and enhancing community resilience.
- **Community Engagement and Empowerment:** Empower communities to take ownership of environmental initiatives through engagement and participation. Provide opportunities for grassroots involvement, such as focus groups and volunteer projects, to create a sense of collective responsibility for environmental conservation.

Question 6: How can we ensure active participation from young people in our country regarding eco-literacy initiatives?

- **Relevance to Daily Life:** Ensure that eco-literacy initiatives directly relate to the daily experiences and concerns of young people. This could involve activities such as urban birding walks, farm-to-fork experiences, or discussions about local environmental issues that impact their lives directly.
- **Hands-on Learning Methods:** Implement hands-on learning methods that allow young people to actively engage with environmental concepts. Urban photo walks, self-organized campaigns, and other interactive activities enable practical understanding and application of eco-literacy principles.
- **Community Engagement:** Foster a sense of community and agency by involving young people in local environmental initiatives and NGOs. Encourage participation in actions addressing climate change, biodiversity loss, and food crises, supported by collaborative efforts within the community.
- **Informal Education and Holistic Perspectives:** Offer informal education opportunities with a multidisciplinary approach to eco-literacy. Provide real-world examples and leadership opportunities to empower young people to drive environmental initiatives forward in diverse contexts.
- **Digital Engagement:** Leverage digital platforms such as social media and online forums to facilitate communication, mobilization, and knowledge-sharing among young people. Encourage the use of digital tools for expressing ideas, organizing virtual events, and promoting eco-literacy initiatives effectively.
- **Youth Involvement in Decision-Making:** Actively involve young people in the planning and decision-making processes of eco-literacy initiatives to ensure their voices are heard and valued. This fosters a sense of ownership and commitment among participants.
- **Collaboration with Educational Institutions:** Collaborate with schools, colleges, and universities to integrate eco-literacy into formal education curricula and extracurricular activities. Organize educational campaigns, workshops, and seminars to enhance the reach and impact of eco-literacy initiatives within educational settings.
- **Recognition and Incentives:** Recognize and incentivize voluntary engagement in eco-literacy initiatives. Providing opportunities for recognition, such as adding participation to resumes or personal biographies, can motivate young people to actively participate and contribute to environmental conservation efforts.

- **Clear Communication:** Communicate environmental issues in a clear and simple manner, highlighting the importance of individual and collective actions. Provide clear calls to action, such as tree planting or clean-up activities, to inspire participation and foster a sense of community and belonging.
- **Making Environmental Action Appealing:** Design eco-literacy initiatives to be appealing and inclusive, incorporating fun activities and incentives to attract a wider audience. Making participation "cool" and enjoyable can engage young people who may not be initially interested in environmental issues.

Question 7: What challenges or opportunities do you foresee in involving young people from different sectors (education, work, NGOs, public institutions) in your country?

- **Collaboration Among Sectors:** Foster collaboration among educational institutions, workplaces, NGOs, and public institutions to create comprehensive eco-literacy initiatives. Leverage the strengths and resources of each sector to design effective programs and reach a broader audience.
- **Fresh Perspectives and Innovation:** Involve young people from diverse backgrounds to bring fresh perspectives, innovative ideas, and creative solutions to environmental challenges. Embrace diversity and encourage creativity in addressing complex ecological issues.
- **Empowerment and Advocacy:** Empower young people through education and advocacy to become environmental advocates and leaders. Provide opportunities for youth to engage in policy advocacy and community activism to drive positive change.
- **Capacity Building and Education:** Offer capacity-building tools such as training, workshops, and educational resources to enhance the eco-literacy skills of young people. Empower them with the knowledge and skills necessary to understand and address environmental issues effectively.
- **Partnerships and Stakeholder Engagement:** Build partnerships with diverse stakeholders, including businesses, community groups, government agencies, and youth organizations, to expand the reach and impact of eco-literacy efforts. Collaborate with stakeholders to develop tailored strategies and initiatives that resonate with different sectors of society.
- **Overcoming Barriers:** Address barriers such as lack of awareness or interest, limited resources, bureaucratic hurdles, and competing priorities. Design eco-literacy initiatives that are accessible, engaging, and relevant to the needs and interests of young people across various sectors.

- **Tailored Approaches:** Recognize the diversity among young people and develop customized strategies to effectively engage different sectors. Tailor eco-literacy programs to the specific interests, preferences, and needs of students, workers, NGOs, and public institutions.
- **Innovative Technologies:** Leverage digital platforms and innovative technologies to facilitate outreach, education, and engagement across different sectors. Utilize digital learning formats, social media, and online tools to connect with young people and promote eco-literacy initiatives effectively.
- **Youth Leadership:** Empower young people to take leadership roles and drive eco-literacy initiatives within their respective sectors. Encourage youth-led initiatives that promote ownership, enthusiasm, and sustainability in environmental conservation efforts.
- **Early Environmental Education:** Emphasize the importance of early environmental education and advocate for reforms in the schooling system to incorporate ecological themes. Start teaching children about nature and environmental stewardship from a young age to instill a sense of responsibility and care for the environment.

Question 8: What elements or topics do you believe should be prioritised in our country's version of the Eco-Literacy Guide?

- **Comprehensive Coverage:** The guide should cover a wide range of topics, from foundational environmental concepts to pressing issues like climate change and biodiversity conservation.
- **Interactive and Engaging Content:** Make the guide interactive and engaging with hands-on activities, group projects, online resources, and multimedia elements to enhance understanding and retention.
- **Encouraging Active Participation:** Empower young people to actively participate and advocate for environmental change through hands-on learning, community engagement, and leadership development.
- **Foundational Environmental Concepts:** Introduce basic principles of ecology, ecosystems, biodiversity, and natural processes, connecting them to young people's daily lives with relatable examples.
- **Local Environmental Issues:** Prioritize local environmental issues such as waste management, air pollution, water scarcity, and deforestation, providing strategies for effective solutions.

- **Sustainable Living Practices:** Educate individuals on sustainable living practices including waste reduction, energy conservation, water management, sustainable mobility, and ethical consumption.
- **Climate Change Education:** Provide comprehensive information on climate change, its causes, impacts, and adaptation/mitigation strategies, tailored to local contexts.
- **Environmental Justice and Equity:** Address issues of environmental justice, social equity, and inclusivity to ensure that eco-literacy initiatives benefit all members of society, particularly marginalized communities.
- **Indigenous Knowledge and Urban Nature:** Incorporate indigenous knowledge into biodiversity conservation efforts and highlight the importance of urban nature in promoting human well-being.
- **Youth Engagement and Advocacy:** Empower young people to lead eco-literacy initiatives, providing training, mentorship, and opportunities for youth-led projects and advocacy campaigns.

Question 9: What role can conferences, social media, and challenge campaigns play in promoting Eco Literacy, specifically within our country?

- **Integration of Technology and Playfulness:** Incorporate technology and playfulness into eco-literacy initiatives to engage young people effectively. Utilize digital tools for citizen science projects, gamify learning through challenge campaigns, and leverage social media platforms for interactive engagement.
- **Transformative Learning and Advocacy:** Emphasize transformative learning experiences that empower young people to advocate for eco-friendly policies and drive societal change. Conferences provide platforms for knowledge exchange and policy influence, while challenge campaigns encourage tangible actions and create new norms.
- **Collective Impact and Systemic Changes:** Highlight the collective impact of individual actions, policy influence, and cultural shifts in fostering a more eco-literate and sustainable society. Encourage collaborative efforts across

diverse groups, including schools, businesses, and community organizations, to broaden the reach of eco-literacy efforts.

- **Utilization of Conferences:** Utilize conferences as platforms for in-depth discussions, knowledge exchange, and networking among experts, policymakers, educators, and the public. These events foster environmental awareness and action through collaboration and idea-sharing.
- **Harnessing Social Media:** Leverage social media platforms as powerful tools for raising awareness, engaging diverse audiences, and mobilizing communities around environmental issues. Interactive content, campaigns, and outreach efforts on social media can amplify eco-literacy messages and encourage participation.
- **Inclusivity and Accessibility:** Ensure eco-literacy events and initiatives are inclusive and accessible to all members of society. Tailor discussions to address the specific concerns and interests of different communities, provide translations, and create welcoming environments to maximize participation and impact.