

**EcoYOU – Clean and green Minds for Environmentally Friendly Behaviour**  
***A1.18 Developing a Joint Study that includes a Blue-Map used to raise awareness on  
environmental protection for youth in BSB regions***

**Survey analysis- Quantitative research**

One of the key tools employed in the Joint Study methodology is a survey questionnaire specifically designed to capture the perspectives of young people from all partner countries. The questionnaire served as an important means of collecting first-hand insights into the experiences, opinions, and expectations of the younger generation, allowing for a comparative analysis across different national contexts.

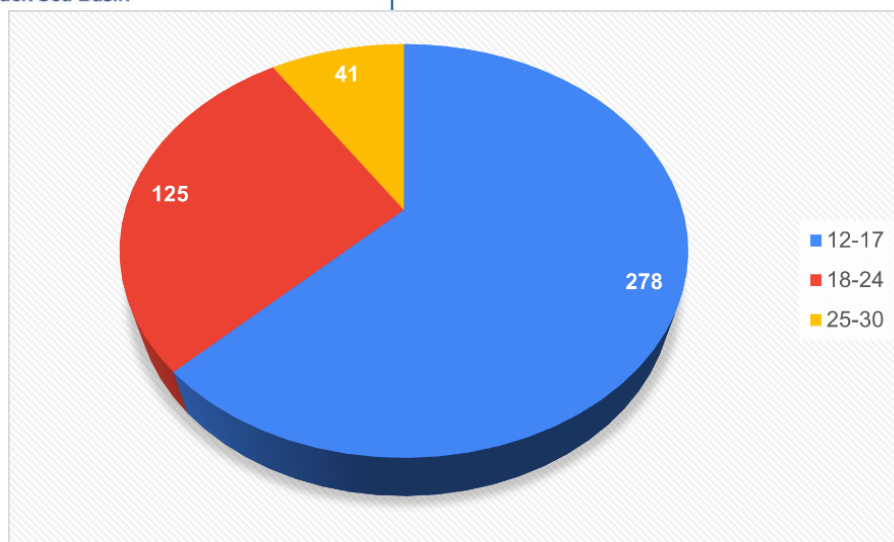
To ensure broad participation and inclusivity, the survey was distributed through multiple channels. For young people enrolled in schools and universities, teachers played a supportive role in facilitating access and encouraging completion of the questionnaire. At the same time, social media platforms were used as an additional dissemination tool, reaching those outside formal education and ensuring that a more diverse range of voices was represented.

This dual approach helped maximize participation and contributed to the richness and reliability of the collected data.

**Section 1: Demographics**

***Age group***

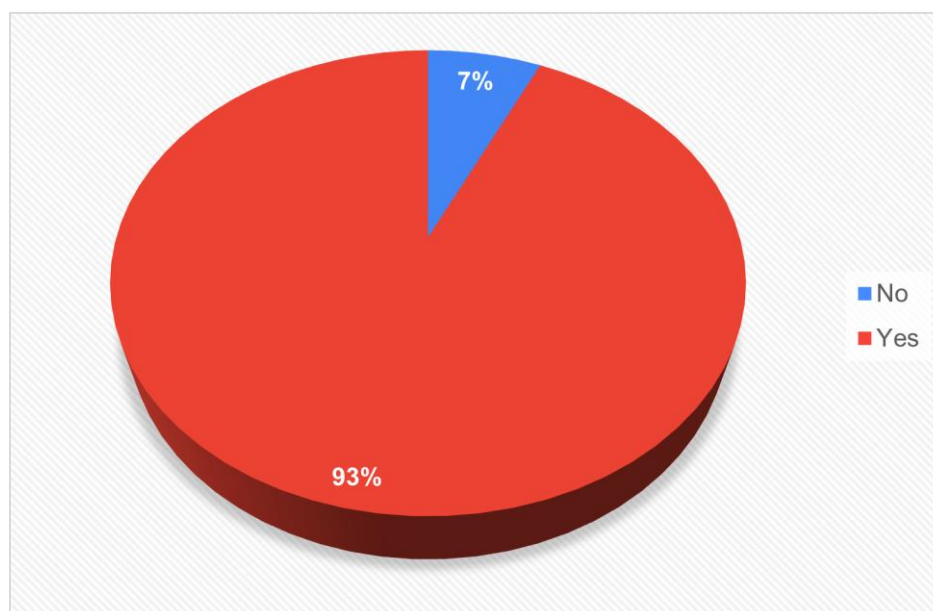
A total of 444 young people, aged between 12 and 30, completed the survey questionnaire. The majority of respondents (63%) were in the 12–17 age group, reflecting a strong representation of adolescents still in formal education. Meanwhile, 28% were aged 18–24, a stage often associated with higher education or early entry into the labour market, and 9% fell within the 25–30 age group, providing valuable insights from young people who are further along in their personal and professional development.



**Fig. 1** The participation rate of survey respondents by age group

### ***Educational institution enrolment***

The vast majority of respondents (93%) are currently enrolled in an educational institution, while only 7% are no longer studying. This outcome is not surprising, given the relatively young age profile of the participants in the survey.

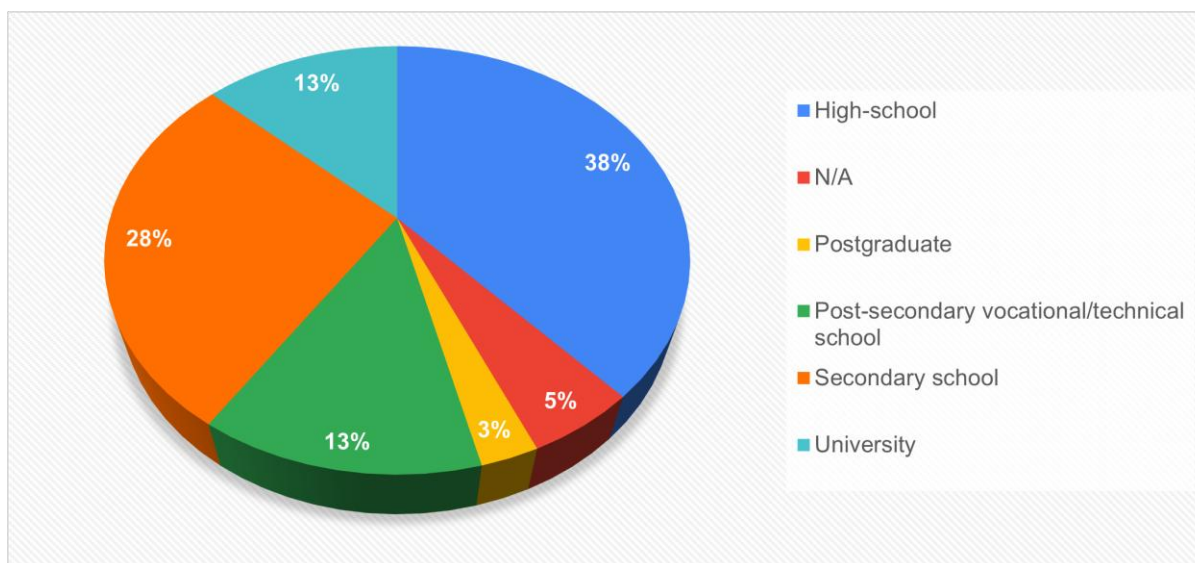


**Fig.2** The enrollment rate of respondents in an educational institution

Looking more closely at the distribution of students across different levels of education, the largest share is represented by high school students (38%), followed closely by those attending secondary school (28%).

University students and those enrolled in post-secondary vocational or technical programs each account for 13% of the respondents, showing a balanced representation of these two groups. A smaller portion of the respondents (3%) are engaged in postgraduate studies, while 5% have already completed their formal education and are either active in the labour market or currently taking a break from further studies.

These results illustrate that the sample is predominantly made up of young people still in formal education, reflecting the intended target group of the survey.

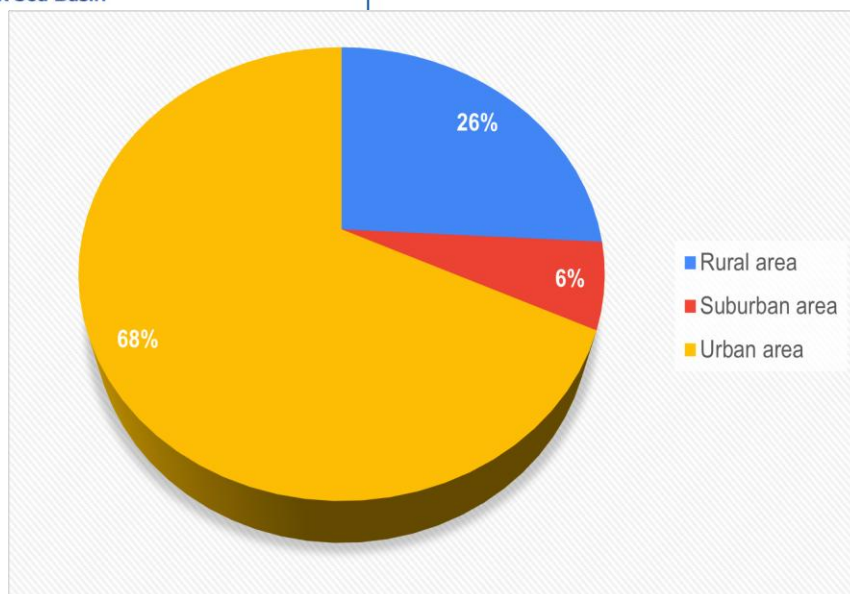


**Fig. 3 Distribution of respondents across educational levels**

### ***Living areas and national representation***

To gain a more complete understanding of the respondents' profiles, they were also asked to indicate their current place of residence in terms of urban, rural, or suburban areas. The majority, representing 68% of participants, reported living in urban areas. In comparison, 26% reside in rural areas, while a smaller share of 6% live in suburban settings.

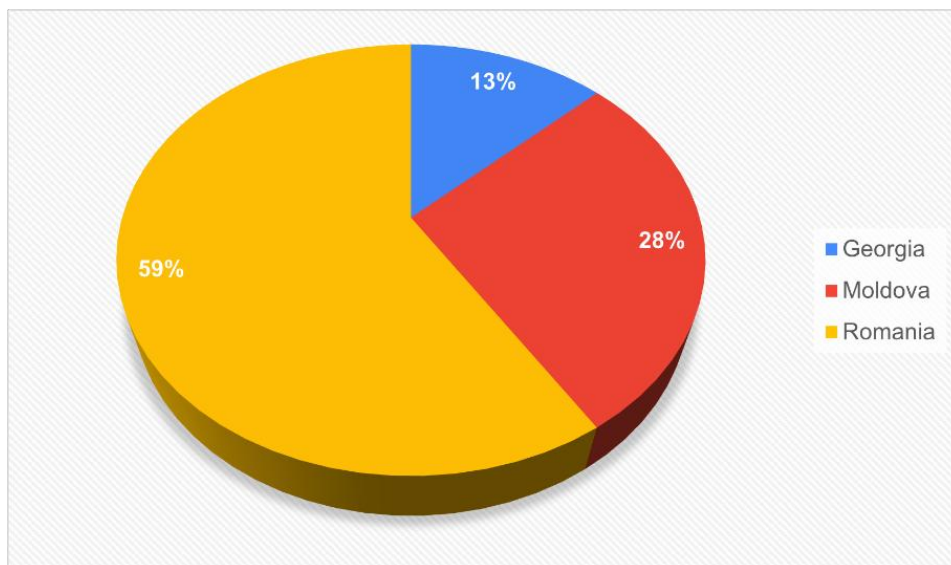
This distribution highlights the predominance of urban youth within the sample, while still ensuring that perspectives from rural and suburban communities are also reflected.



**Fig.4 The respondents' area of residence**

In terms of country of origin, the majority of respondents came from Romania, representing 59% of the total sample. Participants from Moldova accounted for 28%, while 13% of the respondents were from Georgia.

The higher share of Romanian participants can be partly explained by the fact that two project partners are based in Romania, which facilitated wider dissemination of the questionnaire and encouraged greater involvement of young people from this country. This distribution reflects both the collaborative nature of the project and the balanced engagement of youth across all partner countries.



**Fig. 5 Distribution of respondents by nationality in the study**

## **Section 2: Knowledge of Environmental Concepts**

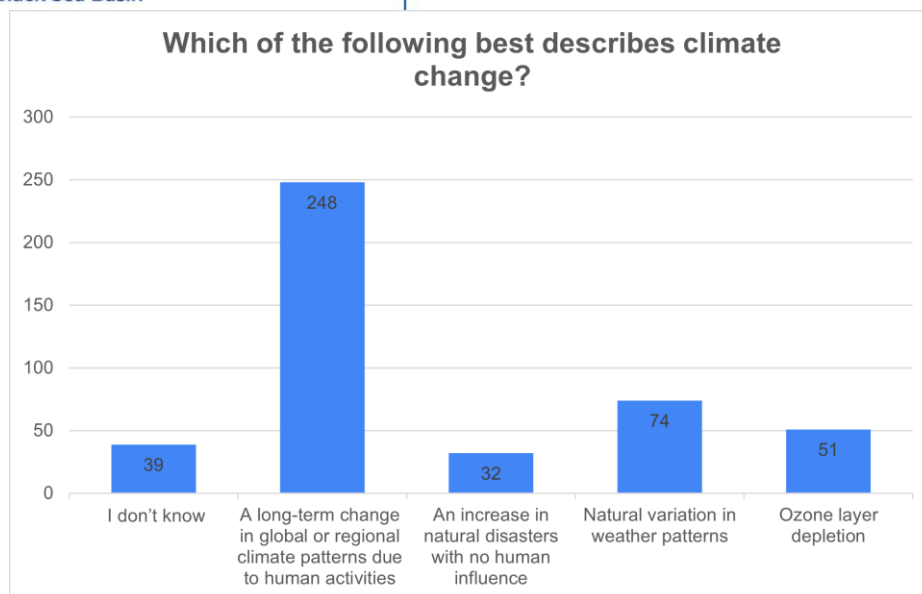
This section aimed to evaluate young people's understanding of key environmental issues and terminology. It included questions on topics such as climate change, biodiversity, waste, and sustainable practices, allowing the study to identify both accurate knowledge and common misconceptions among respondents.

The first question addressed under the section was **“Which of the following best describes climate change?”**, with the following answers to choose from:

- Natural variation in weather patterns
- **A long-term change in global or regional climate patterns due to human activities (CORRECT ANSWER)**
- Ozone layer depletion
- An increase in natural disasters with no human influence
- I don't know

The majority, 248 participants, correctly identified climate change as a long-term change in global or regional climate patterns due to human activities. However, the remaining responses reveal some gaps in knowledge and common misconceptions. A total of 74 respondents considered it merely a natural variation in weather patterns, while 51 associated it with ozone layer depletion, and 32 believed it to be an increase in natural disasters without human influence.

Additionally, 39 participants admitted that they did not know the answer. These results suggest that while most young people demonstrate an accurate understanding of climate change, a significant minority still hold misunderstandings or lack sufficient knowledge on the topic.



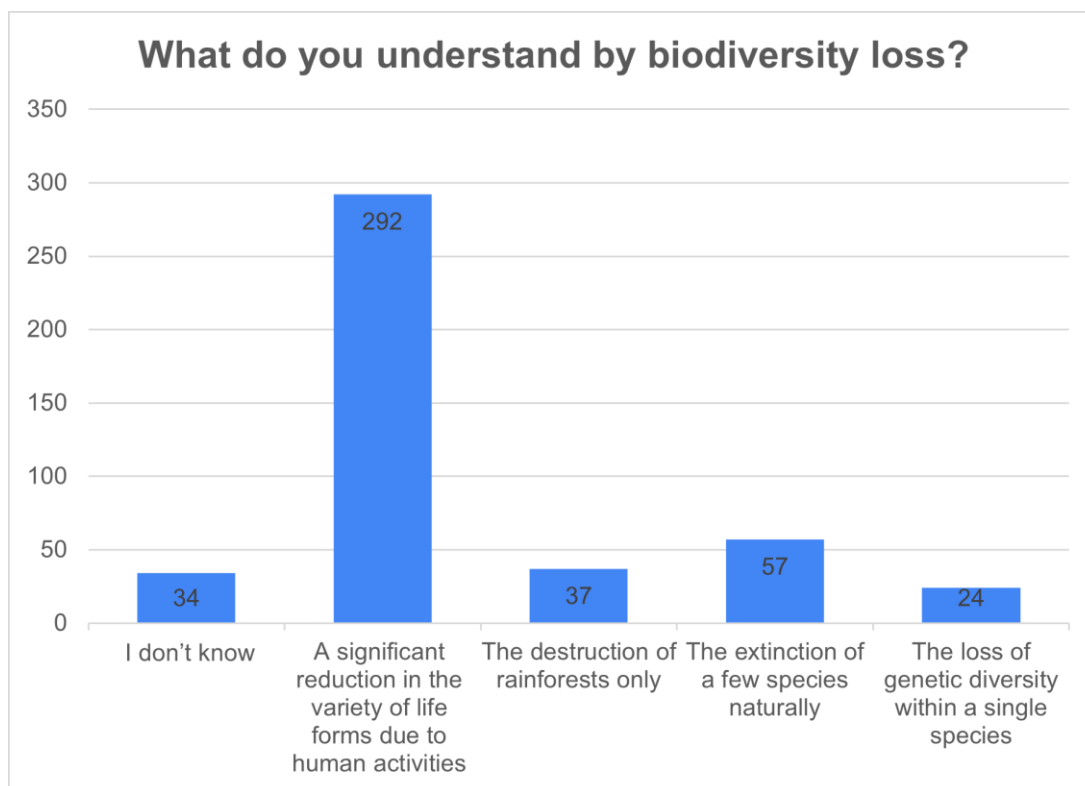
**Fig. 6 Proportion of correct answers on knowledge of the term 'climate change**

The second question in Section 2 asked respondents, “What do you understand by biodiversity loss?” and provided several possible answers:

- The extinction of a few species naturally
- **A significant reduction in the variety of life forms due to human activities (CORRECT ANSWER)**
- The destruction of rainforests only
- The loss of genetic diversity within a single species
- I don't know

The majority of participants, 292, correctly identified it as a significant reduction in the variety of life forms due to human activities. However, other responses indicate some misunderstandings among the respondents. A total of 57 participants thought biodiversity loss refers to the natural extinction of a few species, 37 associated it solely with the destruction of rainforests, and 24 believed it involves the loss of genetic diversity within a single species. Additionally, 34 respondents admitted that they did not know the answer.

Overall, these results show that while most young people possess an accurate understanding of biodiversity loss, there is still a notable portion of respondents with partial knowledge or misconceptions about the concept.



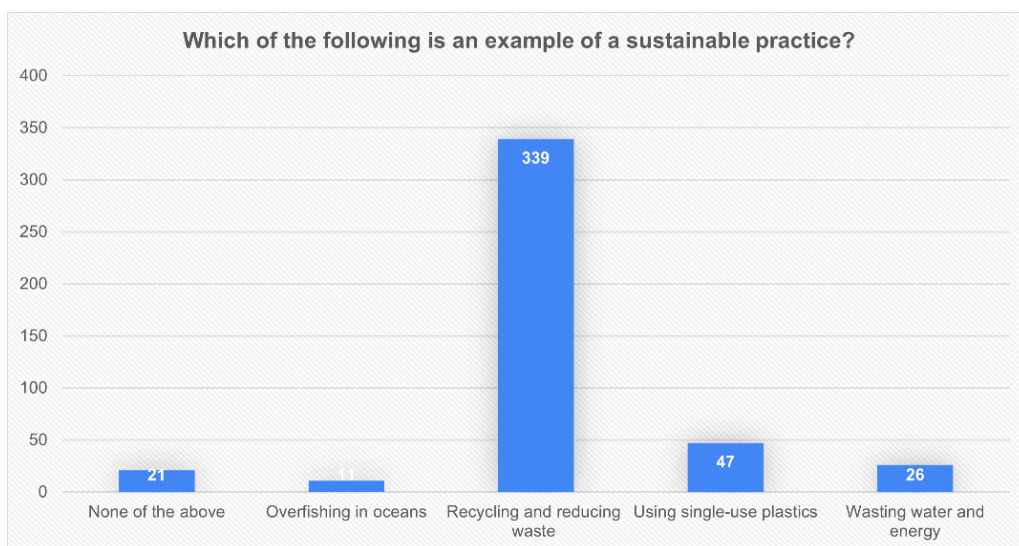
**Fig.7 The proportion of correct responses regarding the term biodiversity loss**

In the survey, young people were also asked to indicate which of the following options represents a sustainable practice:

- Using single-use plastics
- **Recycling and reducing waste (CORRECT ANSWER)**
- Overfishing in oceans
- Wasting water and energy
- None of the above

Most respondents, 339 in total (more than 76%), correctly identified “recycling and reducing waste” as an example. A smaller number of participants chose incorrect options, with 47 selecting “using single-use plastics”, 26 choosing “wasting water and energy”, 11 identifying “overfishing in oceans”, and 21 opting for “none of the above”.

These responses indicate that while awareness of sustainable practices is generally high among the participants, a minority still confuse harmful or unsustainable actions with environmentally responsible behaviour.

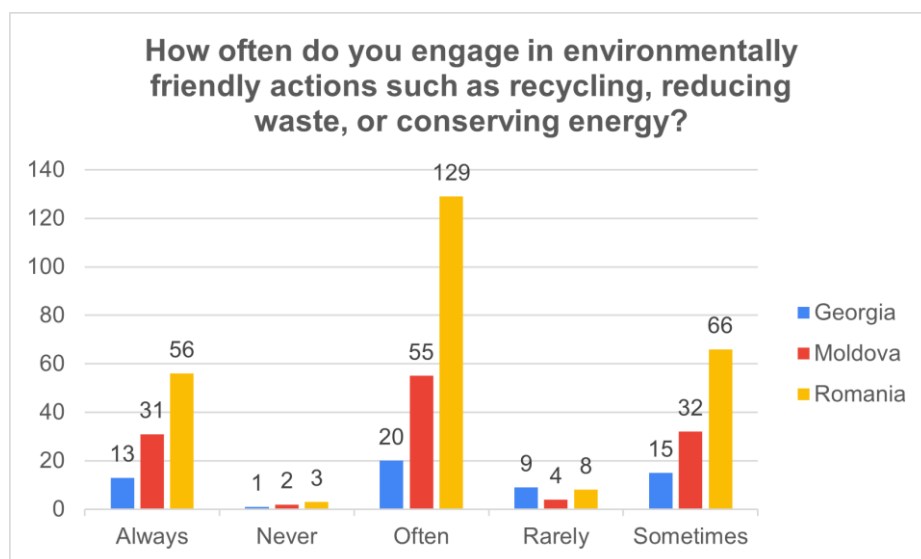


**Fig. 8 Respondents' perceptions of sustainable actions**

### **Section 3: Engagement in Pro-Environmental Behaviours**

Section 3 of the survey explored young people’s involvement in environmentally friendly actions and initiatives, as well as changes they have made in their lifestyles to reduce environmental impact. The questions aimed to capture both habitual behaviours and active participation in environmental efforts. Regarding the frequency of environmentally friendly actions, the survey shows that a large majority of respondents demonstrate consistent pro-environmental behaviour, with 23% reporting that they “always” engage in actions such as recycling, reducing waste, or conserving energy, and 46% indicating they do so “often”. Only a small portion reported engaging in these actions “rarely” (5%) or “never” (1%).

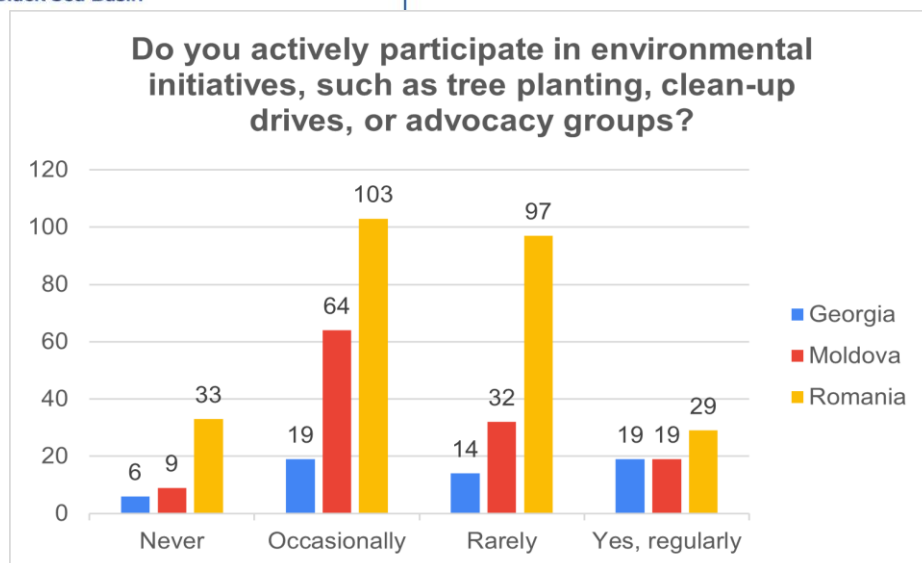
In terms of country of origin, there are no significant differences between young people from Romania, Moldova, and Georgia, as the results are similar across all three groups. This suggests that most young people are regularly involved in sustainable practices in their daily lives.



**Fig. 9 Frequency of respondents' participation in sustainable actions, by partner country**

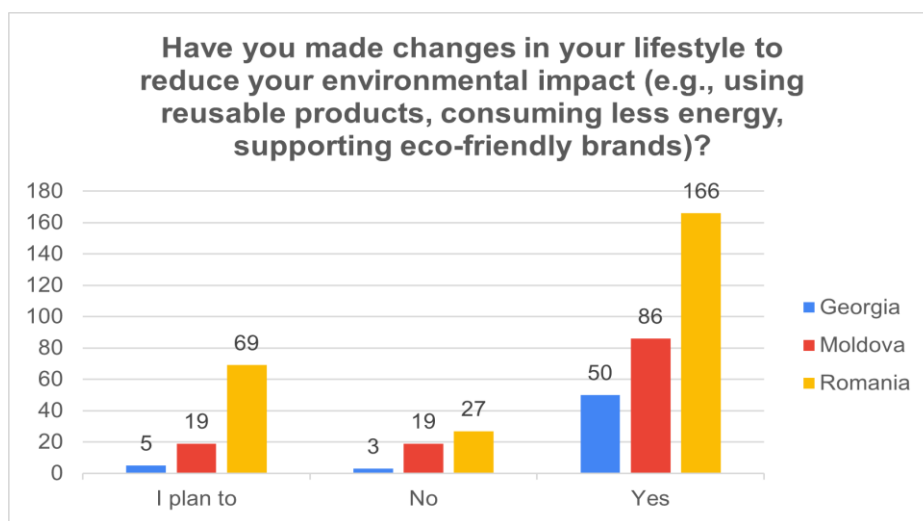
When it comes to participation in environmental initiatives, while fewer respondents are actively involved in organized environmental initiatives, nearly 57% participate either “regularly” (15%) or “occasionally” (42%). About one-third (32%) engage “rarely”, and 11% have never participated.

There are slight differences between young people from Romania, Moldova, and Georgia, but overall, these variations are not significant. This indicates moderate engagement in community or group-based environmental activities, with room to encourage more active involvement.



**Fig.10 Respondents' mode of participation in sustainable actions by partner country**

The last question of the section addressed lifestyle changes to reduce environmental impact. A substantial majority of young people (68%) have made lifestyle changes, such as using reusable products, conserving energy, or supporting eco-friendly brands, while an additional 21% plan to implement such changes in the future. Only 11% have not made any changes and don't plan to. The results are similar across Romania, Moldova, and Georgia, suggesting that young people from the three countries share similar mindsets and approaches when it comes to adopting sustainable practices in their daily lives.



**Fig.11 Respondents' approach from partner countries to lifestyle changes for environmental impact reduction**

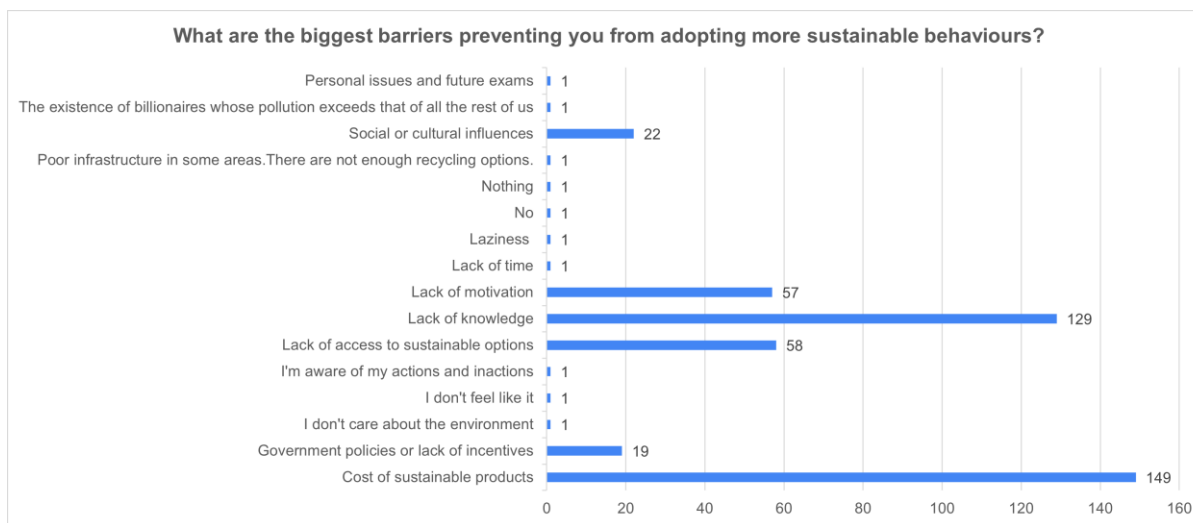
## Section 4: Barriers to Sustainable Practices

Under this section, the survey explored the obstacles that prevent young people from adopting more sustainable behaviours and their perceptions of individual impact on environmental issues. Section 4 aimed to identify both practical and psychological barriers to pro-environmental actions, providing insight into areas where support, information, or policy interventions might be needed.

A list of potential barriers preventing young people from adopting more sustainable behaviours was provided and they were asked to choose all applicable options, but also to contribute with their own ideas, if needed.

The main obstacles reported by young people were the cost of sustainable products (149 responses) and lack of knowledge about sustainable options (129 responses). Other factors included lack of access to sustainable options (58), lack of motivation (57), social or cultural influences (22), and government policies or lack of incentives (19). A small number of respondents (10) mentioned personal reasons such as exams, laziness, or poor infrastructure.

These results highlight that both practical barriers (cost and availability) and informational barriers (knowledge) are the most significant challenges for young people in adopting sustainable lifestyles.



**Fig. 12 Challenges encountered by respondents in adopting sustainable practices**

Respondents were asked whether they agree with the statement: “It is difficult for individuals to make a real impact on environmental issues.” Overall, 42% of young people agreed or strongly agreed, 25% disagreed or strongly disagreed, and 33% remained neutral.

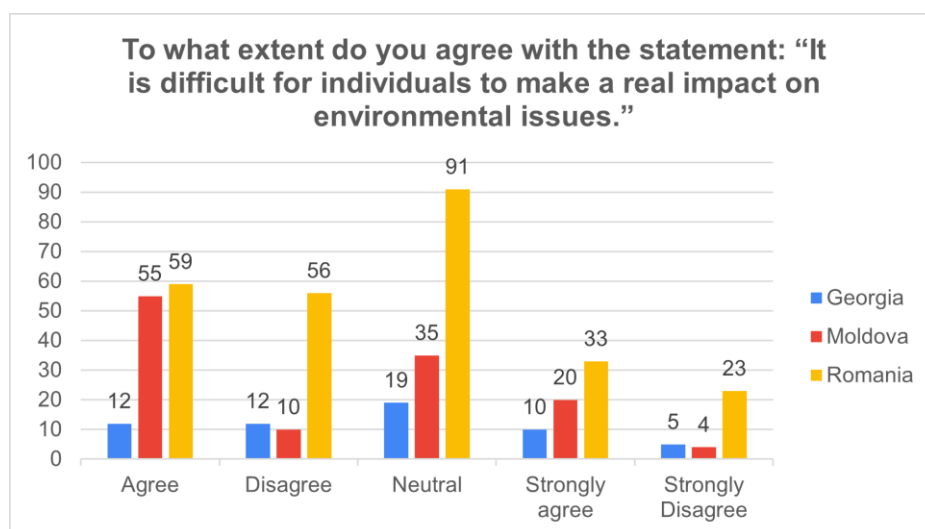
Looking at the data by country, the distribution shows some differences in trends.

Georgia: Responses are relatively balanced, with 38% agreeing or strongly agreeing, 29% disagreeing or strongly disagreeing, and 33% neutral. This suggests a mix of optimism and scepticism among Georgian youth.

Moldova: A majority of respondents (60.5%) agreed or strongly agreed that individual actions have limited impact, while only 11.3% disagreed or strongly disagreed. About 28% remained neutral. This indicates that young people in Moldova tend to feel that individual actions alone have a smaller effect.

Romania: Responses are more evenly distributed, with 35% agreeing or strongly agreeing, 30% disagreeing or strongly disagreeing, and 35% neutral. The trend is similar to Georgia, showing a balanced perception with both scepticism and optimism.

So, while there are slight differences between countries, the overall perception among youth is mixed: many recognize the challenges of making a tangible impact individually, but a substantial proportion remains neutral or optimistic. Moldova shows a somewhat stronger trend toward believing that individual actions have limited effect, whereas Georgia and Romania show more balanced opinions.



**Fig. 13 Respondents' beliefs from partner countries on the impact of their involvement in environmental issues**

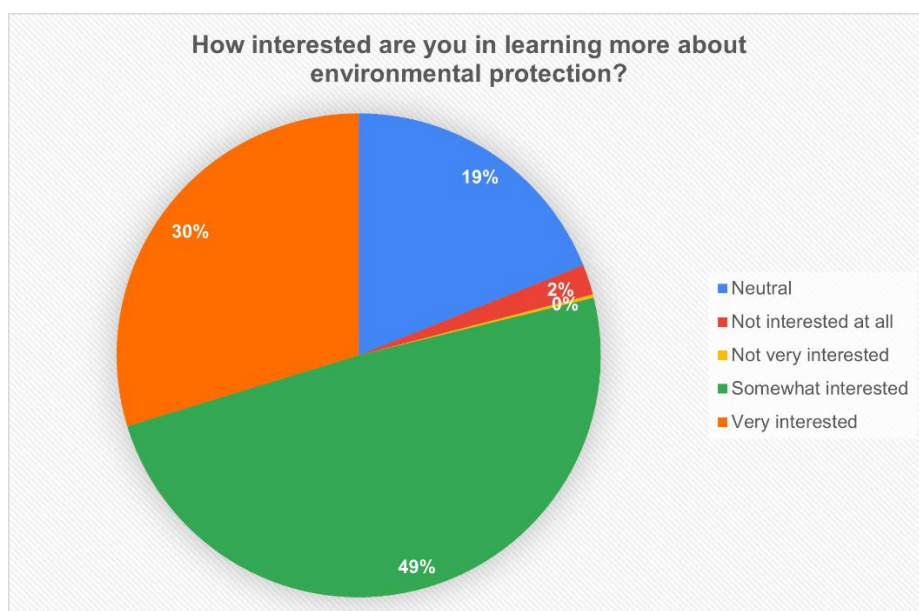
## **Section 5: Learning Preferences and Interests**

Understanding how young people prefer to learn about environmental issues is essential for designing effective educational strategies. In this section, respondents were asked about their level of

interest in environmental topics, the areas they would most like to explore, and the methods they find most engaging. The results highlight both the strong motivation among youth to deepen their knowledge and the diverse ways in which they prefer to access information.

When asked about their interest in learning about environmental protection, most respondents expressed a strong interest in expanding their knowledge, with 30% reporting that they are “very interested” and 49% “somewhat interested”. About 19% were neutral, while only 2% reported no interest, and none indicated being “not very interested”.

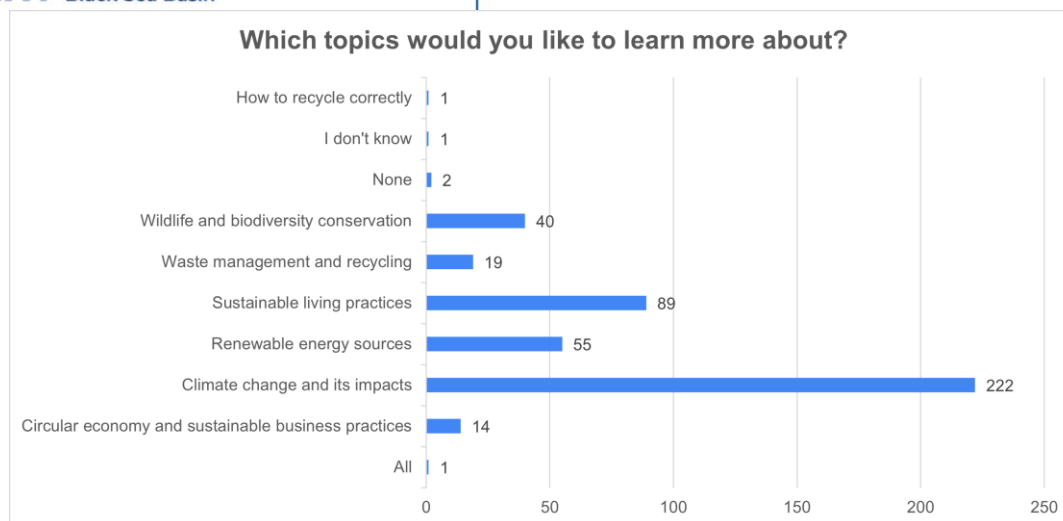
This demonstrates a high overall motivation among young people to engage with environmental topics. No significant differences were noticed between the 3 countries.



**Fig.14 Respondents' interest in environmental education**

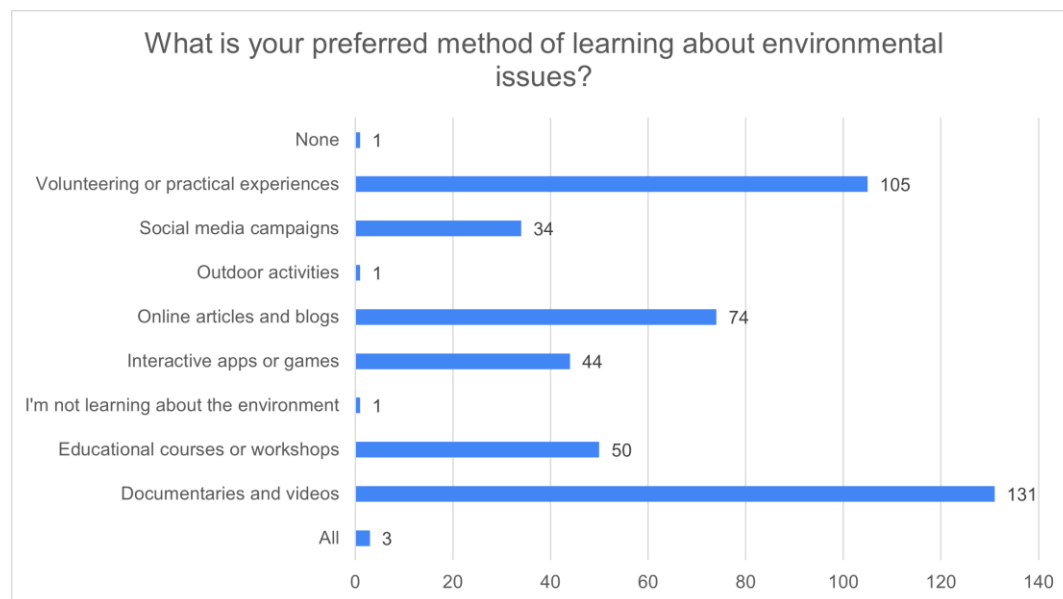
In terms of topics of interest, climate change and its impacts emerged as the most popular topic, chosen by 222 respondents. Sustainable living practices were also highly valued (89), followed by renewable energy sources (55), wildlife and biodiversity conservation (40), and waste management and recycling (19). Circular economy and sustainable business practices received fewer responses (14), while a small number (5) indicated other or unspecified topics.

These results indicate that youth are primarily interested in broad, impactful environmental issues and practical ways to live sustainably.



**Fig.15 Respondents' topics of interest in environmental education**

The third and last question targeted the preferred learning methods of young people about environmental issues. Respondents favoured a mix of visual and experiential learning. The most popular methods were documentaries and videos (131) and volunteering or practical experiences (105), followed by online articles and blogs (74) and educational courses or workshops (50). Interactive apps or games were chosen by 44 participants, while social media campaigns attracted 34. This shows that young people prefer engaging, hands-on, and multimedia approaches rather than purely text-based learning.



**Fig.16 Preferred learning methods of respondents regarding environmental education**

### **Final Comments from Respondents**

The last section of the survey invited young people to share additional thoughts, and while many responded with “no comments,” several participants offered meaningful, inspiring, or light-hearted reflections. A selection of the most relevant and interesting remarks is highlighted below:

“In my opinion, people should take action for the environment without being pushed by social media, monetary rewards, and so on.”

“I believe that important changes require both individual actions and large-scale solutions, such as government policies and industry involvement. Every contribution counts, but a collective effort is needed.”

“I’m sorry that I don’t know a lot about this topic, but when it comes to recycling and respecting nature, I do what I can.”

“We have to take care of our planet!”

“If you truly want to get involved, create more volunteer activities.”

“I hope we get more practical experience to help us learn 😊.”

“I want to participate in all kinds of outdoor-related programs.”

“It is essential that young people are provided with more accessible, real, and easy-to-understand information about environmental issues - especially about what each of us can do on a personal level. Because change begins with small steps. Thank you ❤️”

“Thank you for such initiatives 💚.”

“We are the future; it is our duty to protect the environment so that we ourselves are protected in the future! ❤️”

These comments reflect a mix of thoughtful reflections, constructive feedback, and motivational messages, showing both the enthusiasm and the sense of responsibility young people feel toward environmental protection.