

# Understanding and empowering spillover behaviour for low carbon consumption among young Austrians

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## Background and Objectives

- Personal activities incurring greenhouse gas emissions are not independent but interact, influence and trade off against each other. Behavioural change in one domain may therefore act as a seed for following changes in other domains. There is wide agreement that cross-activity spillover effects matter.
- SPILOVER accompanies young Austrians in the constitutive biographical phase before, during and after their final schoolyear in order to assess where and why spillover emerges, and how positive spillover may be encouraged.
- On the one hand, the project tracks how consumption activities and preferences of 17- to 19-year old Austrians persist, are rearranged and modified over time. On the other hand, the project co-designs a learning programme to empower young people to reflect and revise their own consumption patterns.



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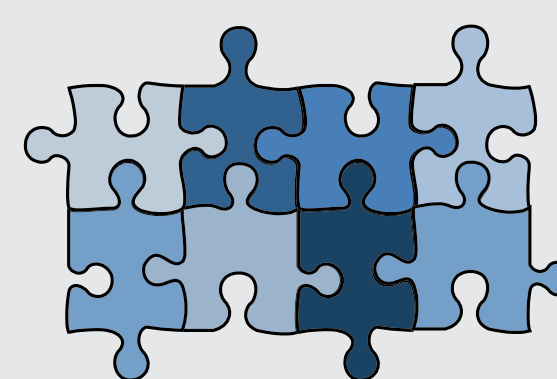
[spillover.joanneum.at](http://spillover.joanneum.at)

## Understanding Spillover

### Wave 1 of a two-wave longitudinal survey on consumption activities and preferences.

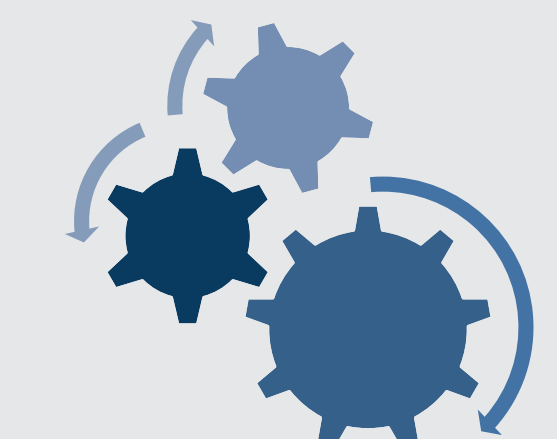
#### Behaviours under autonomous control and with peergroup relevance

- Electrical devices
- Waste avoidance
- Heating
- Warm water
- Transportation
- Diet
- Consumer goods
- Public sphere

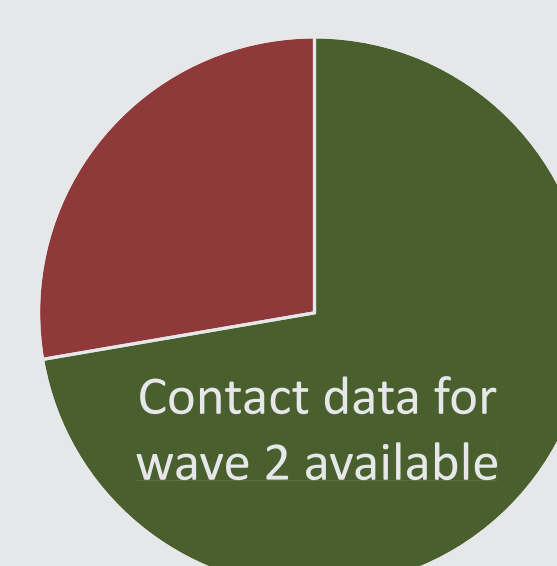
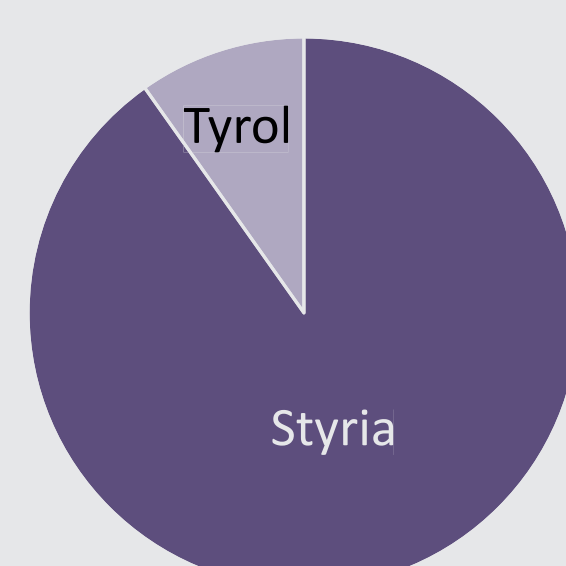
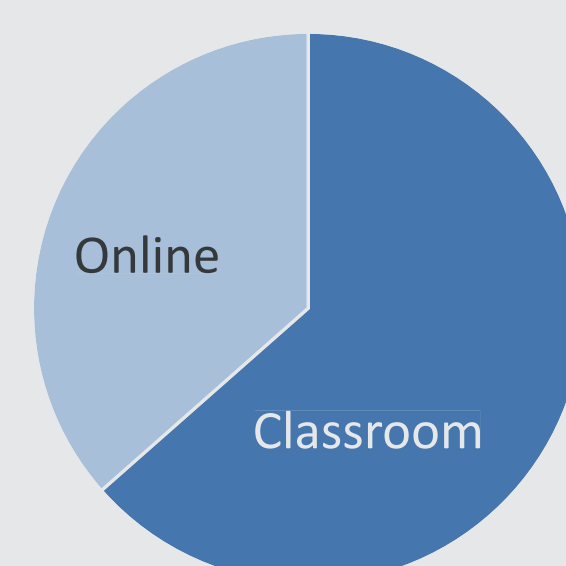


#### Spillover mechanisms investigated

- Pro-environmental self / collective identity
- Similarity of activities
- Self / participative / collective efficacy, efficacy affect
- Competencies



Wave 1 sample collected in March-May 2020  
n=502 students from 24 schools



## Empowering Spillover

### Pilot phase for co-designing and testing of learning modules.

#### Learning approach

- Critical constructivist setting
- Self-determinant
- Participatory
- Reflective
- Hands-on

#### Building competencies

- Factual knowledge
- Practical skills
- Self-efficacy beliefs

#### Joint effort by...

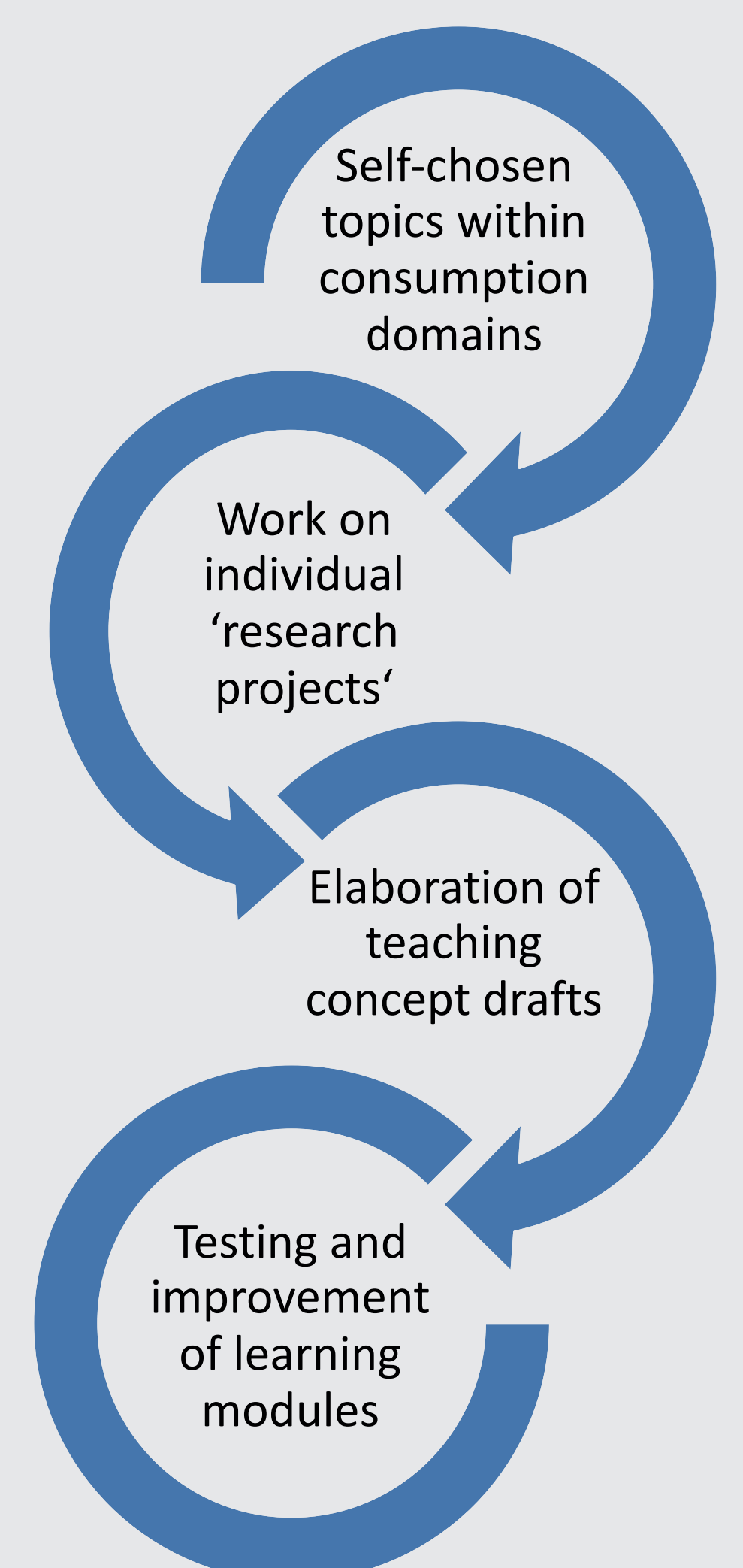
- Three pilot classes & teachers
- 13 student teachers

#### ... in order to establish

- Nine teaching concepts/modules

#### ... for implementation in

- Testing classes in Styria & Tyrol in autumn 2020



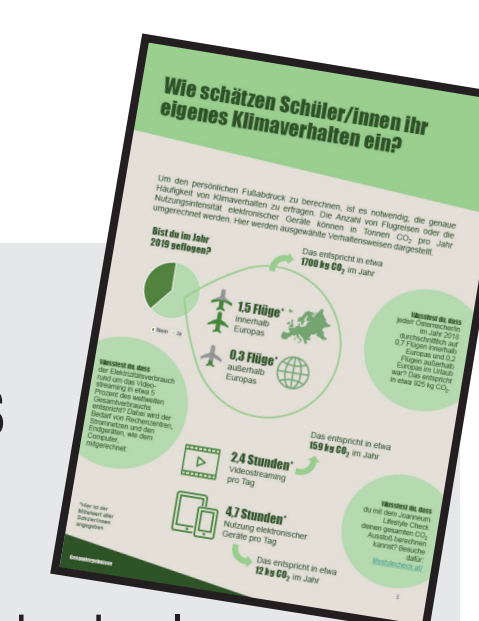
## Highlights & Difficulties

### Dealing with the COVID-19 crisis

- Shift to online survey in the middle of wave 1 data collection
- Limited availability and monitoring of teachers and students during homeschooling
- Additional wave 1.5 on efficacy transfer between the COVID-19 and the climate crisis (n=113 students)

### Collaborating with schools and companion projects

- Project consent from school principals and educational authorities
- School-specific factsheets on selected wave 1 survey results
- Companion projects workshop on 17 Dec 2019 in Bern with 13 researchers from D, AT, CH and UK



### Focus on competencies

- Competencies as an important source of self-efficacy
- Competencies enable cross-domain transfer and learning
- However, action-related competencies are only vaguely defined in education for sustainable development (ESD)