

SPILLOVER

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



EMPOWERING young adults to understand and balance their carbon impact



UNDERSTANDING how and why some consumption activities encourage or discourage other activities



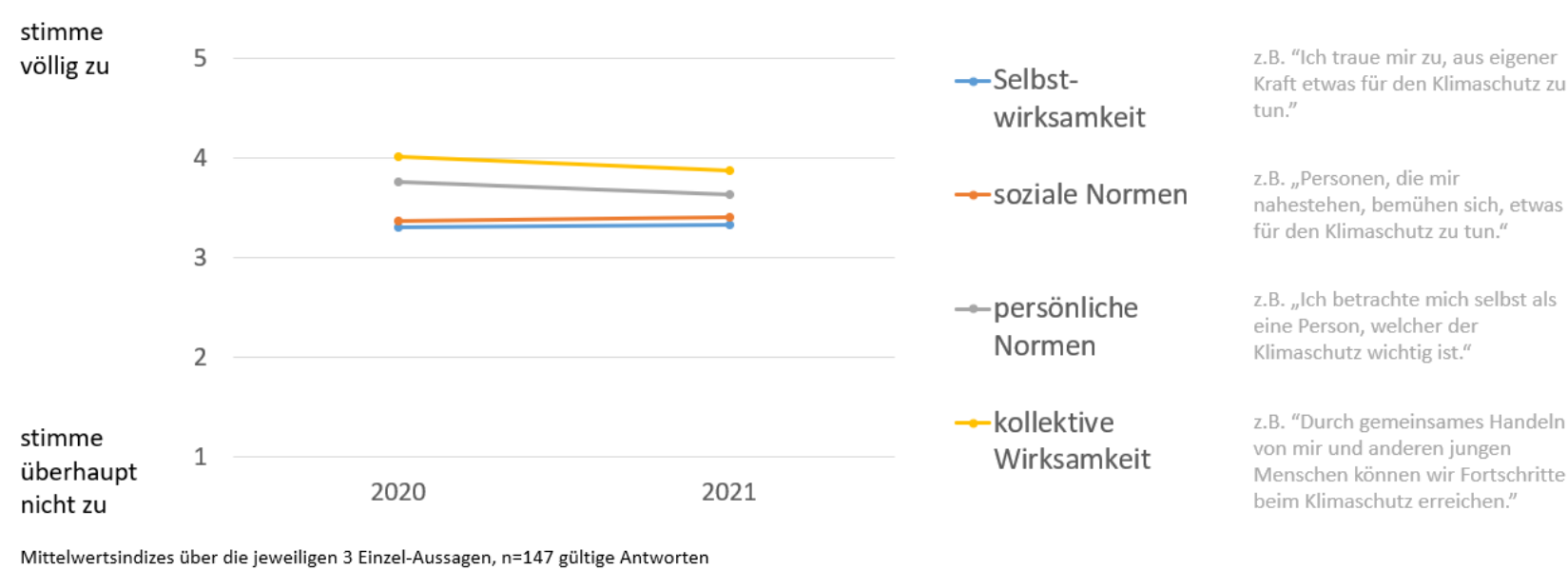
TRANSFERRING knowledge into skills and hands-on action in real-world projects

Spillover behaviour among young Austrians
International and national policies call on private citizens to enact behavioural change across multiple consumption domains covering all areas of life. However, a consumer's activities are not independent from each other but interact, influence and trade off against each other. Undertaking a certain consumption activity may infect consumption in other domains, also known as spillover effect. This may cut both ways: for instance, eating less meat may encourage a person to take up even more ambitious behaviours like cycling to school, or may be used to justify carbon-intensive consumption like going on holiday by air travel. Consequently, the SPILLOVER project investigates how behavioural change in one domain may act as a seed for following changes in other domains. Positive and negative spillover effects may play a critical role in estimating the scope of potential behavioural changes. There is wide agreement that cross-activity spillover effects matter; it is less clear, though, where and why spillover emerges between particular behaviours, or, which learning interventions could help consumers gradually rearrange their everyday routines. SPILLOVER accompanies young Austrians in the constitutive biographical phase before, during and after their final schoolyear, on the one hand collecting detailed longitudinal data how their consumption activities and preferences evolve, and on the other hand co-designing a learning programme ready for upscaling to other schools all over Austria.

- Which consumption activities advance or limit other private consumption as spillover within and between consumption domains unfolds dynamically over time?
Which psychological and social mechanisms govern spillover between consumption activities?
- How can young people be encouraged to reflect their own consumption patterns?
In how far do they translate those reflections into real-world behavioural change?

Fragebogenerhebung 2020 und 2021

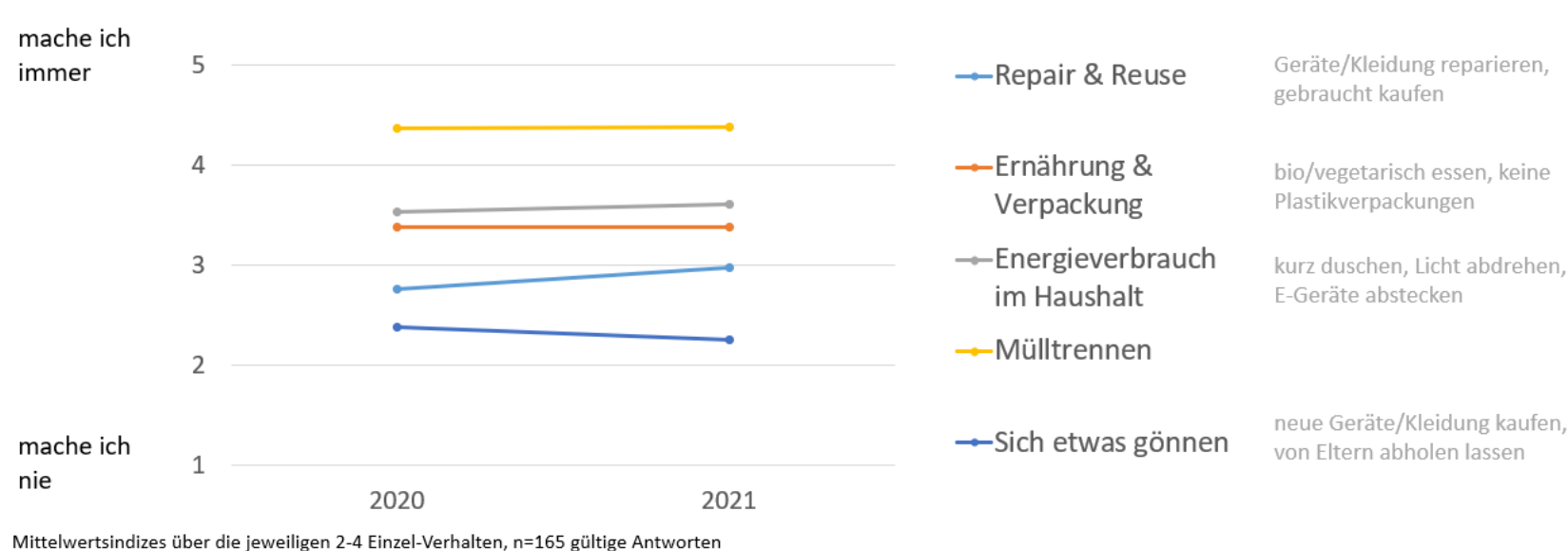
Klima-Einstellungen ändern sich (fast) nicht



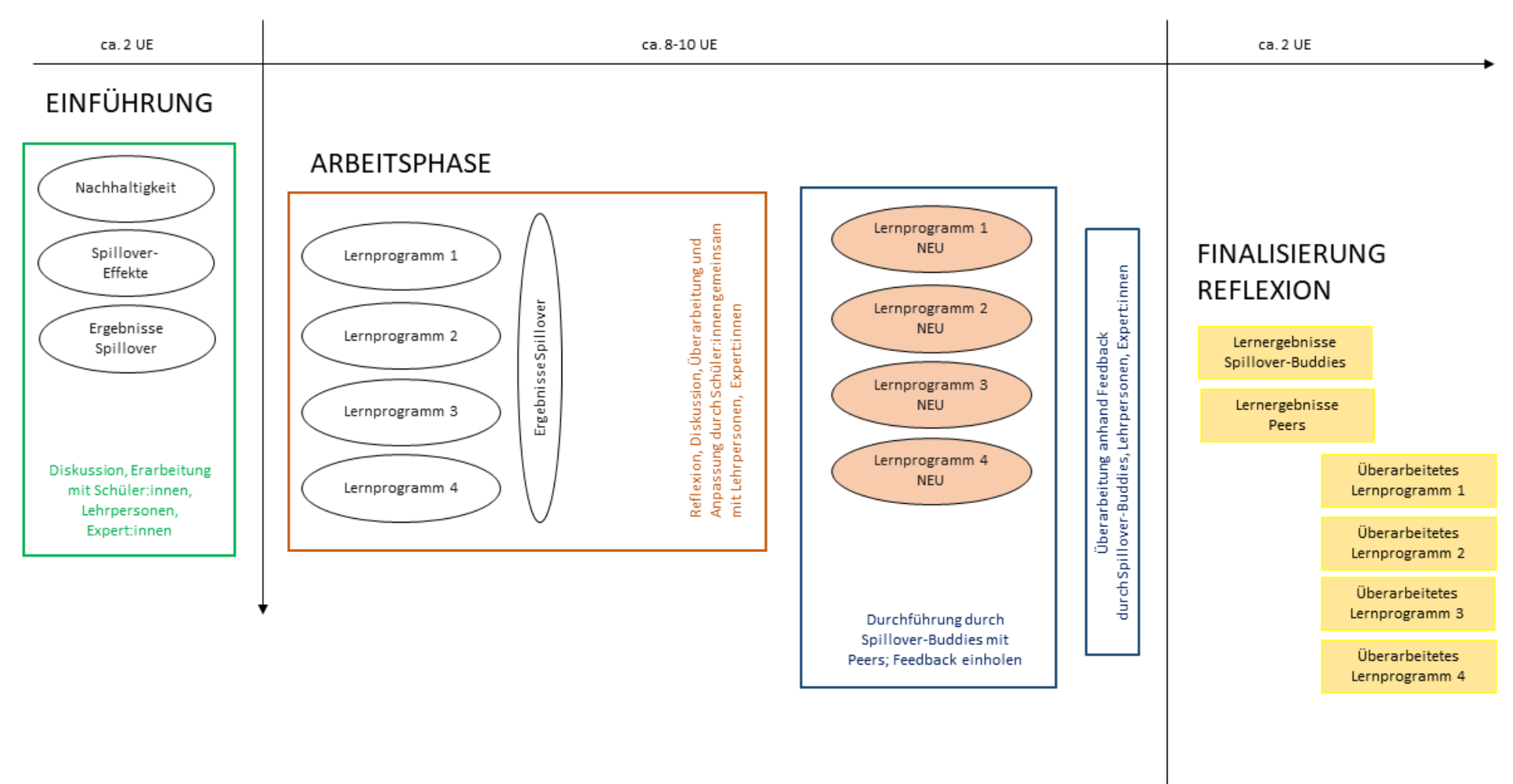
Erstellung Lernprogramme mit Studierenden, Lehrpersonen und Schüler:innen



Klimarelevantes Verhalten ändert sich (fast) nicht



Einbettung der Lernprogramme in konstruktivistisches Setting



Fokusgruppeninterviews 2022

- Familie und Freunde haben größten Einfluss bezüglich Klima-Einstellungen und klimarelevanten Verhaltensweisen
 - Wenig Einflussnahme durch Schule und Unterricht, BNE-Themen wenig behandelt
- These: Es passiert wenig bis gar nichts bezüglich BNE in Schulen, deshalb sind Maturant:innen bzw. Schulabgänger:innen, denen diese Werte und Verhaltensweisen nicht aus dem Elternhaus mitgegeben werden, gar nicht in der Lage nachhaltig zu leben (Kompetenzen diesbezüglich fehlen!)

FRAGEBOGEN-ERHEBUNG unter Lehramtsstudierenden im Bachelor an Universität Innsbruck und weiteren Universitäten in Österreich

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