



## PR1 Greenfluence Practice Collection

### Executive Summary

2021-1-HU01-KA220-HED-000027563

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**GreenCool** - Let me influence your green self! - Skill development in the encouragement of mindset towards environmental awareness and sustainable development in the alliance of ECoC

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## 1. Introduction

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### 1.1 General Information

Programme:	Erasmus+
Key Action:	Cooperation Partnership in the field of Higher Education (KA220)
Project title:	GreenCool - Let me influence your green self! - Skill development in the encouragement of mindset towards environmental awareness and sustainable development in the alliance of ECoC
Acronym:	GreenCool
Project period:	28/02/2022 – 28/10/2024

### 1.2 Objectives of the project

The general goal of the project is to develop environmental awareness among university students and to spread the thought of sustainable development among the widest possible age groups at events that attract large audience. There is an aim hierarchy, which means partners regard the GreenCool project as the next jigsaw in their strategic framework to reach continuity in the field of university students' skill development. Therefore we committed to develop an innovative online course material and to mainstream sustainable development in all curricula for higher education students. Recognizing the convincing power of young influencers, the project aims to reach out to all age groups of audience at cultural events and festivals in the various European Capitals of Culture to encourage environmentally conscious activity and to be active members and beneficiaries of sustainable development. Furthermore our goal is to equip students with communication tools and sustainable attitude to become effective advocates for advancing EU green economy and culture.

In the following the Project Result 1 result is elaborated in the PR1 Executive Summary.

Before that the description of the aim and tasks of PR1 is exhibited.





## 2. Executive Summary of PR1

### 2.1. Introduction

The secondary and primary analyses aim was to gather information about youth knowledge and attitude on two main issues: social media (following and using) especial focusing on influencers and green-related topics. The data collection and analyses period was between 28 February and 31 August 2022. The secondary research was a desk top analysis looking at articles, best practices, past and ongoing projects nationally and internationally to examine the similarities and differences among the 4 countries: Estonia, Hungary, Lithuania and Romania. The primary research included questionnaire and focus group interviews. The data were analysed with qualitative and quantitative data methods in order to have thorough and deep results and to identify the online training material green and communication themes. The results and the recommended themes is now summarised in the **Greenfluence Practice Collection and research**.

The aim of the desktop research as secondary data analyse was two-folded: firstly to examine the best practices, previous results and literate on and about youth attitude towards 'green', 'influencer' and 'communication' issues. Secondly, to provide a solid bases in order to develop a questionnaire and focus group questions to exploring the targeted 4 countries' youth attitudes in the previously mentioned topics. In the following the outcomes of the focus group interviews and questionnaire are summaries in reflection and connection to the secondary data analyse. The detailed reports of all research (desktop research, focus group and questionnaire) are at the end of the Report in the appendix as follows: *Appendix 1. Desktop research; Appendix 2. Focus group analyses; Appendix 3. Questionnaire result.* The outcomes are based on 4 countries' focus group interviews with 27 participants and 701 respondents of the questionnaire with youth age between 18-25. Before the detailed results it must be mentioned that there are slight differences among Hungarian, Romanian, Lithuanian and Estonian results. As the research outcomes give the base of PR2, 'Developing MOOC material for ECoC Greenfluencer course' the similarities are more emphasized in the report to have a more internationally applicable learning material.





## 2.2 Outcomes on communication platform and attitude

The majority of the respondents use the following social media platforms for communication to get information, post their thoughts and feeling and to follow opinion leaders, friends and influences on various topics. Instagram is the most preferred platform, followed by *Facebook, You Tube and TikTok* though the last two varies between countries. Interestingly WhatsApp, Telegram and Twitter are country specific. As for communication techniques *Instagram considered creative, TikTok considered funny but very powerful if it comes to specific videos (such as green topics), You Tube is perfect for storytelling that is relevant and give audience instantly what they want.* Subgroups on FB are for information and event sharing that would take place offline in an action. Snapchat is used by younger kids and mainly in Lithuania, while LinkedIn and Pinterest are rarely used.

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## 2.3 Outcomes considering influencers

Most influencers are followed in *Instagram, TikTok and You Tube* in all 4 countries. The highest values of influencers are in Hungary and the lowest is in Estonia. Interesting topics, quality pictures and entertaining content are the most important factors why youth choose to follow an influencer. The most influential influencers are those who inspire people's confidence and share unique experiences. Interestingly the majority of the interviewed influencers do not consider themselves influencers but rather opinion-sharers or opinion leaders. In general *influencer is someone (on or offline) who shares opinion or does and act that has impact on others who either share further or act upon those issues.* Influencers have the skills to mobilise others and set examples for an important issue in the society. They should *share daily, realistic image, short visualized stories.* The *credibility* of an influencer is gained by *exemplary behaviour and charity deed* that is in connection with social issue. Youth follow both *local and international influencers* (language is not a barrier as 96.5% of the respondents speaks good English) and they follow local but also well-known influencers. The influencers themselves want to *improve their content and storytelling script video writing skills.*





According to the questionnaire however *influencers and politicians are less trusted* in general among these youth. *Parents and experts by 90% are the most trusted* followed by teachers and friends. Regarding *green and environmental issues experts and teachers are the most trusted*, followed by friend and NGO's, and the least trusted are the public institutions. Youth *stop following influencers* mostly when the *get bored; not producing quality content; no longer represent the issue they started with or post too many advertisements. Two thirds of the respondents in the questionnaire follow influencers who post environmental issues* and half of them share news related to environmental topics. This means that youth are interested both in theory and in action considering green issues.

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## 2.4 Outcomes on green issues

The exploratory research did not want to limit the definitions of 'green' to just environmental topics, in order not to limit but broader the online teaching material varieties. Therefore the young people identified different kinds of green issues and approaches. Issues such as: *nutrition, responsible consumption, urban lifestyles, urban mobility, sustainability of public spaces, small household habits, energy saving, air quality, carbon footprint, critical recycling techniques, circular economy, zero waste/waste management, climate-phobia and anxiety, greenwashing, ethical thinking, green mobility and collective social responsibility*. About green education and communication youth want to feel these relevant, important, trendy and sexy. "*Small steps, big results*" and "*be proactive*" and "*take social responsibility*" what green influencers emphasised. The *negative side of 'green'* was also considered: company using green as marketing and also pay influencers to do that, misinterpretation of labels (bio, but what it is really?). The concept of *green guilt* appeared, meaning that young people are afraid to be green as the majority might mock them. Also there are lots of misinformation on green topics, so 'grey zone', a kind of skill to filter green information is needed. Influencers should be simple and authentic on green issues to convey the right information and attract people to pay attention and act.

## 2.5 Communication and green topics to the ECoC Greenfluencer course (PR2)

Based on the previous research outcomes the following 12 communication techniques and 12 green issues are suggested to be included in the ECoC Greenfluencer course:





## **2.6 Communication techniques and structure of discourse :**

- 2.6.1 Storytelling on and offline
- 2.6.2 Blogging/glossary writing
- 2.6.3 Short film, video (You Tube, TikTok)
- 2.6.4 Instagram, TikTok techniques offline-acting
- 2.6.5 How to create powerful picture content
- 2.6.6 Elevator pitch
- 2.6.7 Pecha Kucha
- 2.6.8 Oxford debate
- 2.6.9 TED talk
- 2.6.10 Gamification
- 2.6.11 Communication with art and music
- 2.6.12 Round-table discussion

## **2.7 Green topics:**

- 2.7.1 nutrition and food-waste
- 2.7.2 sustainable fashion
- 2.7.3 urban lifestyles, sustainable public living
- 2.7.4 responsible consumption: small household habits, individual's responsibility
- 2.7.5 energy saving and alternative energy: air and water quality and quantity
- 2.7.6 collective social responsibility: individuals, companies and institutions
- 2.7.7 critical recycling techniques, waste management and circular economy,
- 2.7.8 climate-phobia and anxiety,
- 2.7.9 greenwashing and ethical thinking
- 2.7.10 green mobility

These topics will be the main focus of the course material allowing naturally other subtopics within to occur in the syllabus.

