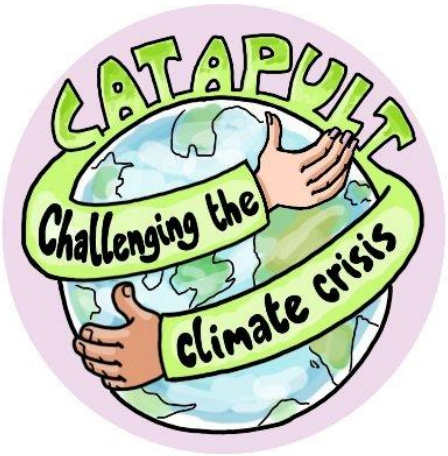

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Executive Summary CCC-CATAPULT Survey

This research project aims to examine young people's experiences of, and learning around, the climate crisis through working with young people as researchers in four city regions across Europe: Bristol, UK; Galway, Ireland; Tampere, Finland; and Genoa, Italy. Specifically, this report will present some key findings to have emerged from the survey conducted as part of Work Package 2 of the CCC-CATAPULT project. In each setting, a Youth Action Partnership (YAP), a group of young people, acted as co-producers of the research process.

1. The survey

This initial stage in CCC-CATAPULT's methodology involved a large survey which was distributed in the four city regions. The survey provided a broad approach to gathering views, experiences and learning of young people (15-18-year-olds) about the climate crisis. This aimed to better understand the value-action gap in relation to young people and the climate crisis. The survey was used to inform the direction of the project, and the specific thematic areas that needed to be investigated further within the subsequent methodological stages. This survey was co-developed by the research teams in the four settings, working with each of their YAPs, and was translated with clear researcher guidelines to ensure robust data collection across countries. The initial questions were informed by a comprehensive review of existing surveys and using some established scales (e.g. for investigating worldviews and social norms). This led to a collated survey covering four overarching themes with a set of 28 questions (Table 1). The survey was completed online using Qualtrics and took place between Nov 2021 and April 2022.

The criteria for inclusion of young people in the research was predominantly based on age but was also conditional on access to schools and consent from participating young people. Purposive sampling was used to engage a broad demographic. The research team worked with schools and colleges with diversity in the socio-economic status of young people, and with a mixture of both academic and vocational tracks. A researcher was present to introduce the researcher team and the general aim of the project and provide instructions for completing the survey. Where possible, the participants took the survey to answer questions and encourage survey completion. An instruction manual and video was provided to support the educators in schools who distributed the survey where this was not possible.

Table 1: Sections and questions of the survey, with description and question sources.

Section themes	Questions	Description and source
1.Demographics	Country Age Gender Religion/worldview Parent/carers education Parent/guardians birthplace Employment in household	A variety of demographic questions were asked to understand socio-economic background and worldviews of survey respondents.
2. Climate change and me	Importance of environmental issues Importance of changes required in sectors of society Impact of climate change on people and place Engagement in action/pro-environmental behaviour Barriers to action Motivators to action Attitudes Support mechanisms Importance of information providers Social media engagement Importance of climate change to parents/guardians Engagement in climate change discussions Effort to protect the environment	Most of these questions were derived from the Youth Climate Justice Survey of Ireland's Eco-UNESCO that surveyed more than 1,000 young people in Ireland and The BBC's 2020 Newsround survey of more than 2,000 young people aged 8-16.
3. Norms, Worldviews and Emotions	Involvement in social issue campaigning Importance of helping others/altruism Feelings when thinking about climate change Social norms Responsibility of groups in solving environmental issues Potential for human beings to change	This section drew from the above surveys and some well-established psychological research scales.
4.Sustainable Development Goals (SDGs)	Familiarity with goals Importance of each goal	In both questions, young people's knowledge of the SDGs was tested, using a four-point Likert, plus 'I don't know'.

Data were cleaned and then analysed using the statistics program SPSS (Statistical Package for the Social Sciences). Descriptive tests (frequencies, percentages, and crosstabs) were completed for all 28 questions, cross-tabulating by location to explore regional differences and similarities.

2. Demographics

Demographic characteristics of the survey respondents are outlined in Table 2. In total, 1,879 young people filled out the survey. The average age was 16 (n=899, 48%), 51% (n=943) were female, 47% (n=975) chose Christianity as their principal religion, parents were most commonly educated to undergraduate degree level (37%, n=580), and 8% (n=150) of respondents, and 12% (n=230) of parents/ guardians born in another country.

Table 2: Survey respondents broken down by city region.

City region		Bristol		Galway		Genoa		Tampere	
Respond-ents		N=370	20%	N=520	28%	N=408	22%	N=581	30%
Age	15	95	26%	213	42%	3	1%	46	8%
	16	147	40%	147	55%	130	32%	340	59%
	17	71	19%	10	2%	187	46%	112	19%
	18	36	10%	1	0%	67	17%	54	9%
	>18	19	5%	3	1%	16	4%	28	5%
Gender	F	191	53%	261	53%	206	52%	285	51%
	M	159	44%	214	44%	184	47%	266	48%
	Non-binary/third gender	13	4%	16	3%	4	1%	9	2%
Religion	Christian	44	13%	327	66%	190	49%	414	69%
	Muslim	35	11%	9	1%	10	3%	9	2%
	Atheist	144	44%	82	17%	98	25%	82	16%
	Agnostic	71	22%	45	9%	59	15%	46	8%
	Spiritual but not religious	35	11%	33	7%	29	8%	28	5%
Parent/ guardian's education	Undergraduate	63	22%	134	33%	256	34%	256	49%
	Foundation degree	20	7%	55	14%	97	40%	97	19%
	Upper secondary	51	18%	63	16%	33	9%	153	29%
	Lower secondary	122	43%	134	33%	6	2%	10	2%
	Apprenticeship	10	4%	9	2%	53	14%	4	1%
	No formal education	17	6%	12	3%	4	1%	5	1%
Parent(s)/ guardian(s) birthplace	Same as respondent's current residence	538	79%	757	84%	592	85%	1,040	91%
	Another country	147	21%	148	16%	104	15%	100	9%
Respond-ent's birthplace	Same as respondent's current residence	316	88%	432	85%	375	93%	545	95%
	Another country	44	12%	76	15%	29	7%	32	5%

3. Results: some headlines

The CCC-CATAPULT survey was extensive and as such, it is not possible to provide a detailed view of all the results in this executive summary. Below we present some of the main headline descriptive statistics that provide a snapshot about the views of young people across the four city regions highlighting some of the similarities and differences across the settings. If you are interested in findings from the CCC-CATAPULT survey that are not discussed below – but that are included in the questions in Table 1, then please contact the research team for more information.

3.1 Climate change and me

Young people responding to the survey perceived climate change to be an important/very important environmental issue (79%, n=1,412, Q8). However, climate change was ranked fourth of the eight environmental issues listed. These were arguably inter-connected while some may be more tangible. Loss of natural habitats and animals was ranked the highest importance for young people (86%, n=1,538), followed by global inequality (poverty) (83%, n=1,473) and reducing waste (83%, n=1,476). Concerning how important young people found environmental issues, Tampere surfaced as the location with the most contrasting views. 66% (n=543) of young people in Tampere said that climate change was an important/very important environmental issue compared to 84% (n=392) in Genoa, 86% (n=441) in Galway and 84% (N=415) in Bristol. Less young people in Tampere considered flooding/sea level rise to be important/very important than young people in the other city regions - at 56% (n=541) compared to 79% (n=410) in Bristol, 82% (n=393) in Genoa and 84% (n=439) in Galway.

Many young people thought that climate change was important/very important to their parents/guardians (48%, n=721; Q18), although 11% (n=158) of young people revealed that they did not think climate change was important to their parents and 9% (n=141) thought other issues were more important to them. Young people surveyed discussed climate change (Q19) with their teacher (daily, weekly, monthly) as part of a lesson (56%, n=813), followed by parents/guardians (54%, n=788) and friends at school (42%, n=57). Respondents said that they never discussed climate change with siblings (50%, n= 720), or with friends outside of school (44%, n=615). Young people in Galway were more likely to discuss the topic with teachers on a daily/weekly basis (30%, n=133 vs. 23% average) while young people in Genoa were more likely to discuss with school friends daily/weekly (21%, n=75 vs. 18% average).

Similarities in young people's views were found in relation to climate change's impact on people (Q10), and 64% (n=1,026) of respondents thought they personally were somewhat/greatly impacted by climate change. However, young people perceived others to be those most impacted by climate change with 98% (n=1,628) of young people reporting that they thought people in other countries are somewhat/greatly impacted by climate change.

When young people were asked about the relative importance of different entities in tackling climate change, there was evidence that young people think that there are many changes required by different sectors of societies (Q14). Young people thought change, in order of the percentages of important/very important responses, fell upon individual behaviour change (79%, n=1,367), changes in big businesses/corporations (75%, n=1,268), community action (78%, n=1,340), national government policy (73%, n=1,232), climate change education (CCE) at a secondary school level (75%, n=1,315) and local government action (72%, n=1,229). However, responses from young people in Tampere showed some differences, and indicated that they felt that it was more important/very important that business (79%, n=296) and government (79%, n=300, national; 77%, n=290, local) made changes than school education (58%, n=297, primary; 60%, n=310, secondary), individuals and communities (68%, n=353 and n=345, respectively) (Figure 1).

Young people were asked about how much they agreed or disagreed with a number of political statements. Here they revealed some clear frustrations (Q14). For example, 69% (n=987) disagreed/strongly disagreed that people in positions of power (e.g. policy makers) are listening to their views. 76% (n=1,106) do not trust older generations to tackle climate change and 86% (n=1,265) do not think world leaders are doing enough to tackle climate change. Although high numbers of young people considered themselves to be politically active, and many revealed that they had taken part in formal government or local political actions, there was variation across the four city regions regarding political statements about climate change. For example, young people in Genoa (72%, n=290) and Tampere (71%, n=277) were more likely than Galway (62%, n=274) and Bristol (57%, n=146) to think that those in positions of power were not listening to them. The survey results also suggested that young people in Genoa, compared to the other locations, knew less about how local decisions were made (27%, n=92 versus 40%, n=555 average). Responses from young people in Tampere indicted that they would not like to know more about climate change (42%, n=177 versus 25%, n=370 average) (Figure 2).

Young people (78%, n=1,146) are interested in climate action (Q12) and 69% (N=714) of all respondents reported to being actively involved in climate action (Q13). However, most have never been involved in collective action **(Q11)** such as environmental initiatives (51%, n=774), local environmental action (62%, n=950), petitions or protests (67%, n=1,047) or writing to politicians or companies about climate change issues (89%, n=1,435). Most young people also agree/agree strongly **(Q14)** that they have not participated in government decision making processes (e.g., consultations, assemblies; 79%, n=1,123) or a political group (e.g., though campaigning; 82%, n=1,185).

Many of the climate related actions taken daily by young people (Q11) were individual in nature, e.g., recycling (52%, n=851), energy saving (40%, n=553) and using climate friendly transport (35%, N=518). The levels of political action across responses overall were low, however, young people in Bristol reported higher levels of political action for instance 27% (n=67 vs 21% average) agree/strongly agree they have been involved in government consultations (or similar) and 26% (n=63, vs 18% average) have been active in a political group in some way. Regardless of actions, some young people think they could do more to protect the environment (Q20**)** (51%, n=821) or think they are not doing enough (25%, n=405).

In their responses to questions regarding their barriers to climate action (Q12), young people across the four locations revealed that they wanted more climate change education/information in order to take climate action (56% n=836). This was particularly the case in Genoa (78%; n=276) and less so in Tampere (31%; n=136) (Figure 3). Responses also indicated the need to recognise that young people are living with multiple and intersecting issues at different scales and levels, and that one main perceived barrier to climate action was that other things are more important to them (65%, n=906). Other barriers to climate action were that young people do not know how to get involved (54%, n=794); and that they do not have the appropriate skillset to facilitate their involvement (52%, n=761). However, 58% (n=820) of respondents agree/agree strongly that there are no barriers to climate action. Young people in Tampere were most likely to perceive that they have no barriers to climate action (72%, n=304). There were also lower levels of responses from

young people in Tampere when they were asked if they needed more information/education about climate change (31%, n=300) and about whether they felt that they had the skills to act (41%, n=248).

Young people recognised that they needed support for taking climate action (Q15) with 74% (n=1085) suggesting easy access to information about climate change was important/very important. Young people also said that opportunities for climate action were important/very important (67%, n=957). Skills training (including communication and politicking) (63%, n= 895), training/workshops on how to get involved in climate issues (57%, n=816) and climate education in schools (67%, n=967) were also considered important/very important. Participants from Galway and Bristol favoured workshops and training (73% and 69%; n=324;163), while Genoan respondents preferred easy access to information (84%; n=302), and climate change lessons/classes/activities in school/college (78%; n=278) and skills training (79%; n=281).

3.2 Norms, Worldviews, and Feelings

Young people view all types of actors and ages as responsible/very responsible for solving these issues, with apportioned responsibility increasing with age (Q25). In addition to seeing public figures, such as scientists, as the most important source of information about climate change and its impacts, young people view scientists as the most responsible for solving environmental issues (94%, n=1241), followed by public bodies/local authorities (92%, n=1,196) and the adult population in general (91%, n=1,150). Teachers and educators rank sixth (84%, n=1,026), behind local business and corporations (88%, n=853). Religious groups are an outlier, perceived as much less responsible (58%, n=665), with Genoans the least likely to perceive them as responsible (43%, n=118).

Young people were asked about their feelings about climate change (Q23), and many (45%, n=615) expressed feelings or a desire to do something (on weekly/daily basis). Grief (48%, n=606) and despair (47%, n=603) were reported as never being felt, although 35% (n=465) reported feeling anxious and frustrated (36% n=477) daily/weekly.

Overall young people (79%, n=1067) reported that thinking about climate change was not stressful and did not keep them awake at night (Q23). Many young people thought that people someday would know enough about how nature works to be able to control it (55%, n=588), although there was acknowledgment that people are treating nature badly (38%, n=511), and that animals have as much right as people (24%, n =304).

Social norms seemed to be key influencers on young people and their views and actions about climate change (Q24). 67% (n=886) agreed/strongly agreed that they would take more climate action if their friends did.

Young people across the region thought that helping others was important and value altruism (Q22). Respondents thought it is important/very important to help others (83%, n=1,333), speak up for equality (80%, n=1,272), make sure all people in the world are treated fairly (78%, n=1,244) and make the world a better place (77%, n=1,228).

3.3 Sustainable Development Goals

Young people were also asked about their knowledge of the UN Sustainable Development Goals and about the importance of each of the 17 targets (Q27, Q28). Over half (67% n=1257) of the young people surveyed across the project locations were familiar with the SDGs and 89% (n=1383) rated the Climate Action target as important/very important.

4. Conclusion

The survey findings revealed broad trends and disparities in the experiences, views, and learning about climate change among young people in four European city regions. Baseline data from this survey has helped identify themes for further exploration in the focus groups, interviews and narrative workshops (see other Executive Summaries) and has shaped policy engagements (see CCC-CATAPULT's Policy Briefs for each city region). For further information about the role of the YAPs in the CCC-CATAPULT research process, please see short Working Paper 1.

Figure 1: Sectors of society seen as important/very important in tackling climate change

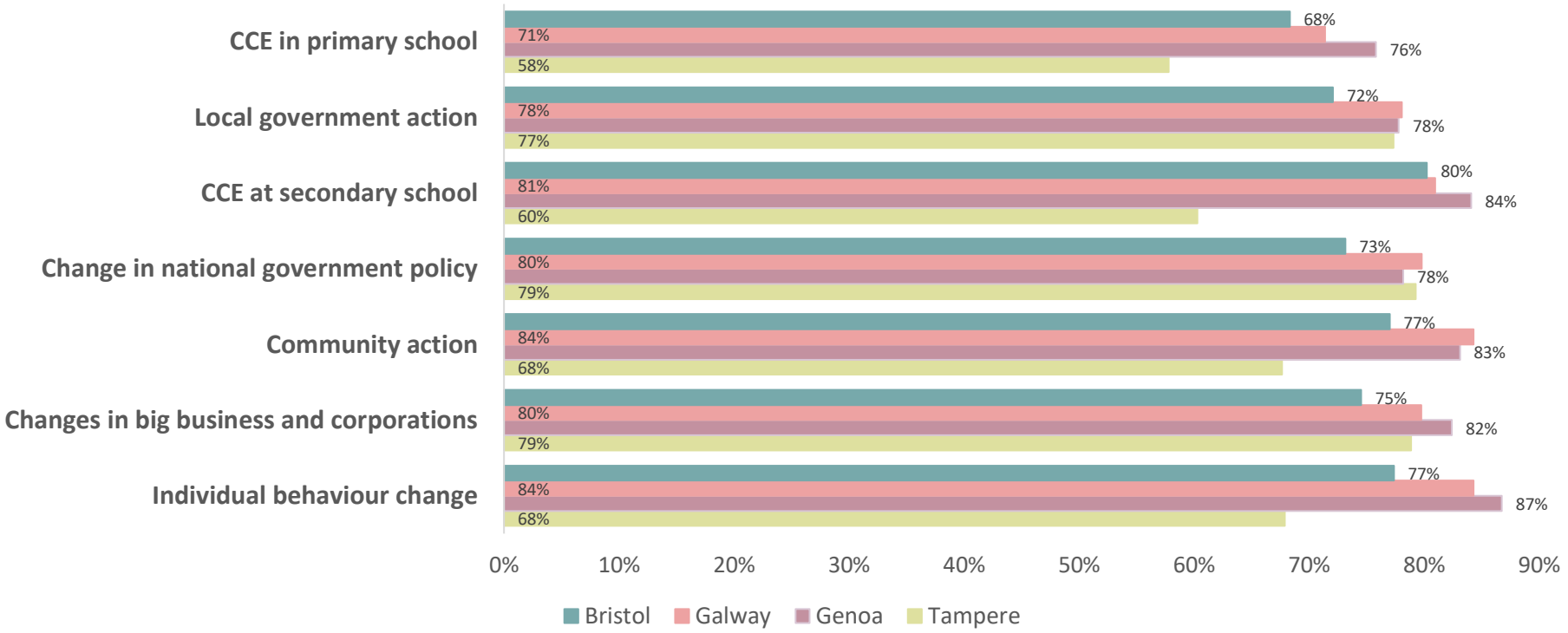

Figure 2: Percentage of young people who disagree/disagree strongly with attitudes about climate change

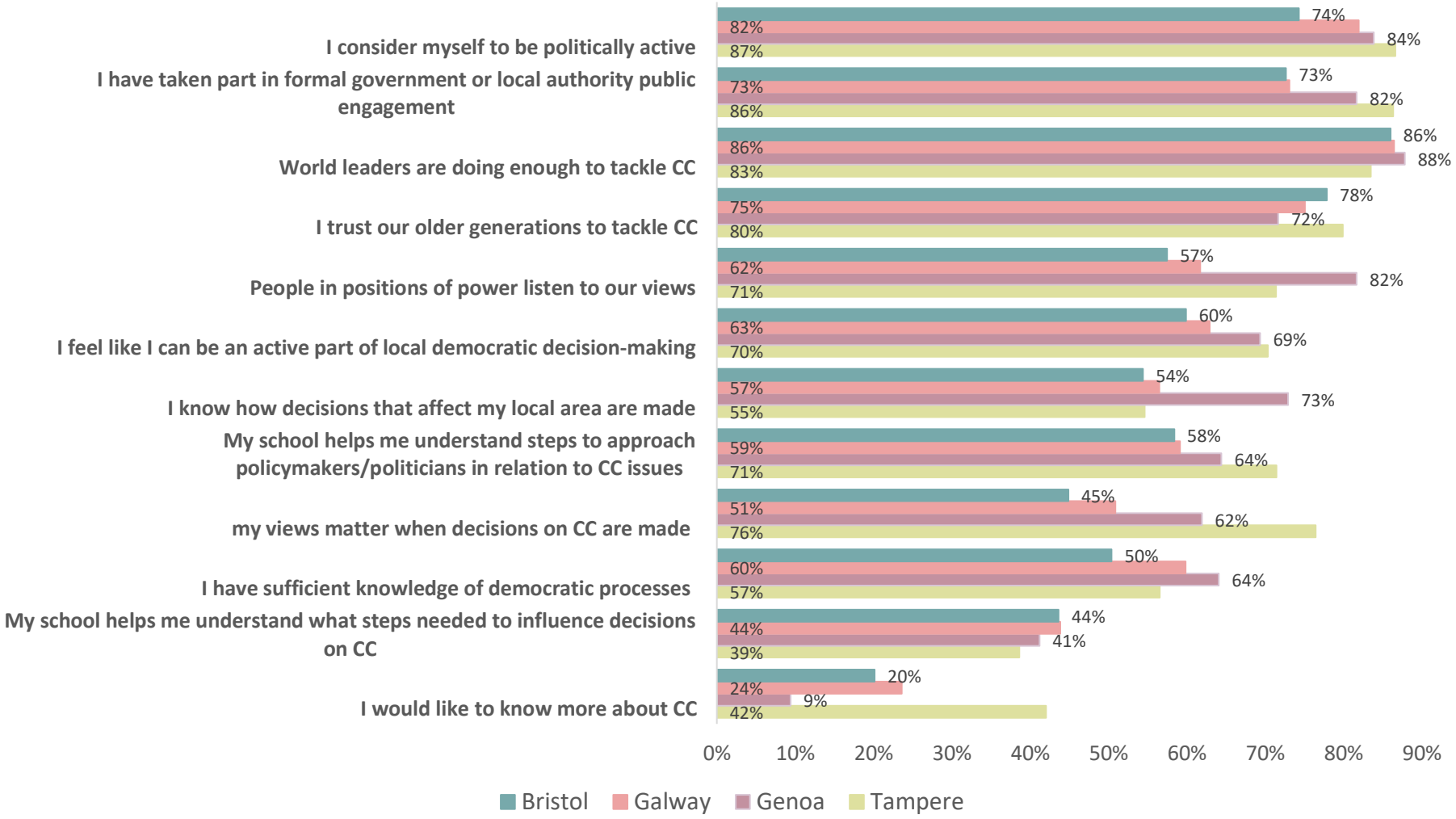

Figure 3: Percentage of young people who agree/strongly agree to barriers of climate action by city region.

