

DIGITAL SKILLS EVALUATION QUESTIONNAIRE ANALYSIS



**ENVIRONMENTAL CIVIC ENGAGEMENT
AND DIGITAL LITERACY AMONG
ROMANIAN YOUTH**





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Project no. 2024-3-RO01-KA210-YOU-000287028

GreenCitizens: Digital Empowerment for Environmental Civic Action of Youth in Schools and Communities

Digital Skills Evaluation Questionnaire Analysis

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*GreenCitizens: Digital Empowerment for Environmental Civic Action of
Youth in Schools and Communities*

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GreenCitizens: Digital Empowerment for Environmental Civic Action of Youth in Schools and Communities

Introduction

*This report presents the analysis of responses collected through the **Environmental Civic Engagement and Digital Skills Survey**. The survey was designed to evaluate the current level of digital literacy and environmental awareness among young changemakers. These skills are essential for addressing pressing environmental challenges—such as air quality, waste management, and renewable energy—within the broader context of the European Green Deal.*

*By examining **38 participants' responses** [students age 17 – 23 years old from VET high-school “Traian Vuia” specialized in protection of environment, students from Romanian Student Union, Friends Association and ATES, involved in civic activities], this analysis aims to identify strengths, gaps, and areas for improvement in digital competencies related to environmental action. The findings will inform the development of the **GreenCitizen Toolkit**, ensuring it effectively supports youth engagement in designing and implementing sustainable solutions for their communities.*

All responses were collected anonymously, and the insights drawn from this analysis contribute to empowering more young people to become active, informed participants in shaping a sustainable future for our planet.



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Analysis Approach of the Questionnaire

1. Digital Engagement Level:

- Evaluate how comfortable participants are with digital platforms and tools.
- High engagement suggests they can directly utilize digital advocacy tools, while lower scores identify areas for digital literacy training.

2. Awareness and Familiarity:

- Assess familiarity with environmental information sources and civic participation platforms.
- Gaps may highlight the need for educational modules on accessing credible information and online civic tools.

3. Digital Content Creation & Data Skills:

- Determine confidence levels in creating digital content and interpreting environmental data.
- Low confidence points to incorporating skill-building segments into the toolkit.

4. Knowledge of Environmental Topics and Technologies:

- Understand the participants' awareness of environmental issues and related digital tools like air quality sensors or waste apps.
- This informs the inclusion of technical literacy components.

5. Perception of Digital Literacy & Civic Engagement:

- Gauge the perceived importance of digital skills in civic participation.
- Reinforce the role of digital literacy in activism within the toolkit.



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6. Priority Skills for Youth Contribution:

- Identify which digital skills participants see as most critical for contributing to environmental goals.
- Focus on developing modules that enhance these key skills.



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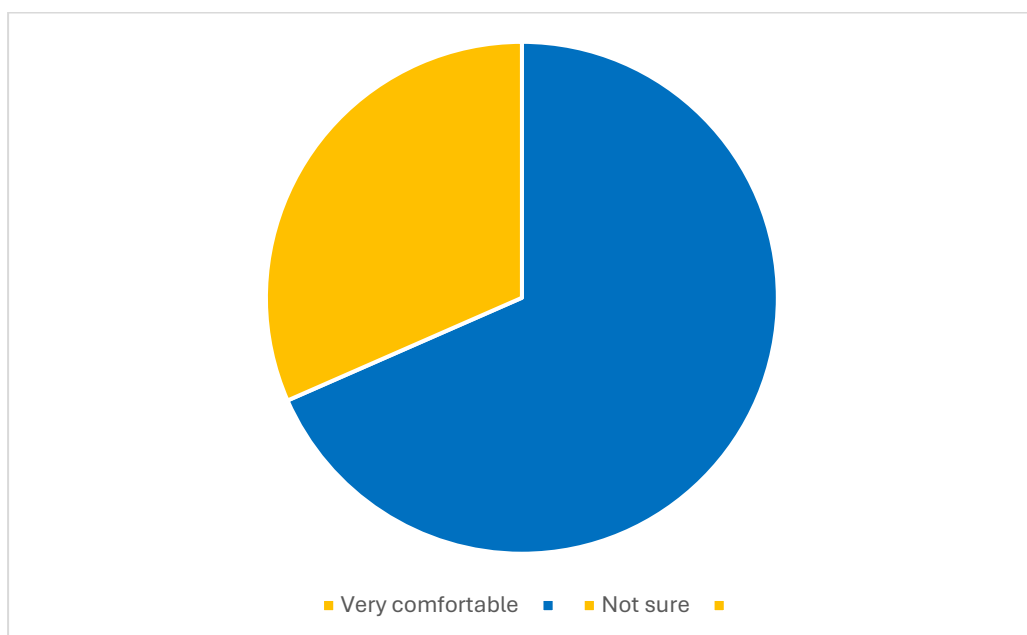
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Quantitative responses

Q1: *How comfortable are you using social media platforms (e.g., Facebook, Twitter, Instagram, TikTok) to share information about environmental issues like climate change, waste management, or renewable energy?*

a) Very comfortable	26	68,42%
b) Somewhat comfortable	0	
c) Not comfortable	0	
d) Not sure	12	31,57%
Total responses:	38	100%

The relatively high number of "not sure" responses is due to the fact that some respondents did not understand whether the question referred to social media use in general (for which the responses were 100% affirmative) or whether it referred to the environmental field, which is why they preferred to choose the "not sure" option.





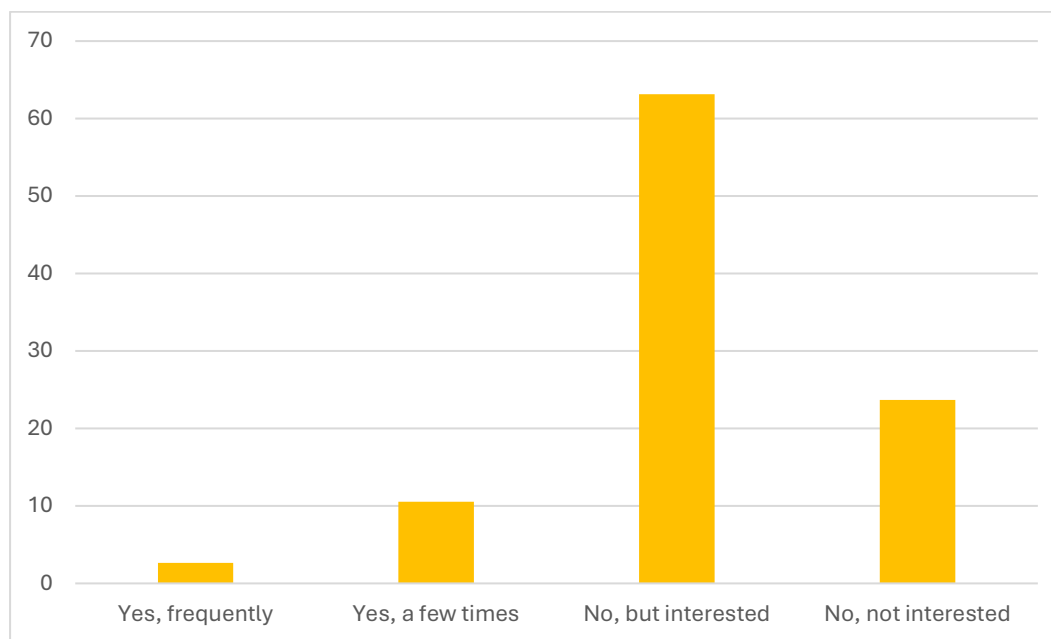
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Q2: Have you ever participated in online campaigns or used digital tools to advocate for environmental initiatives in your community?

a) Yes, frequently	1	2,63%
b) Yes, a few times	4	10,52%
c) No, but interested	24	63,15%
d) No, not interested	9	23,68%

Total responses:	38	100%
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Q3: Which of the following digital skills do you feel confident in?

a) Creating and editing digital content (e.g., videos, blogs)	31	81,57%
b) Using data visualization tools to interpret environmental data	6	15,78%
c) Using GIS or mapping software for environmental mapping	0	0%
d) Engaging in virtual meetings or webinars	38	100%

Total responses:	38	100%
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Q4: Are you familiar with online platforms or apps that provide information about air quality, waste management, or renewable energy initiatives in your area?

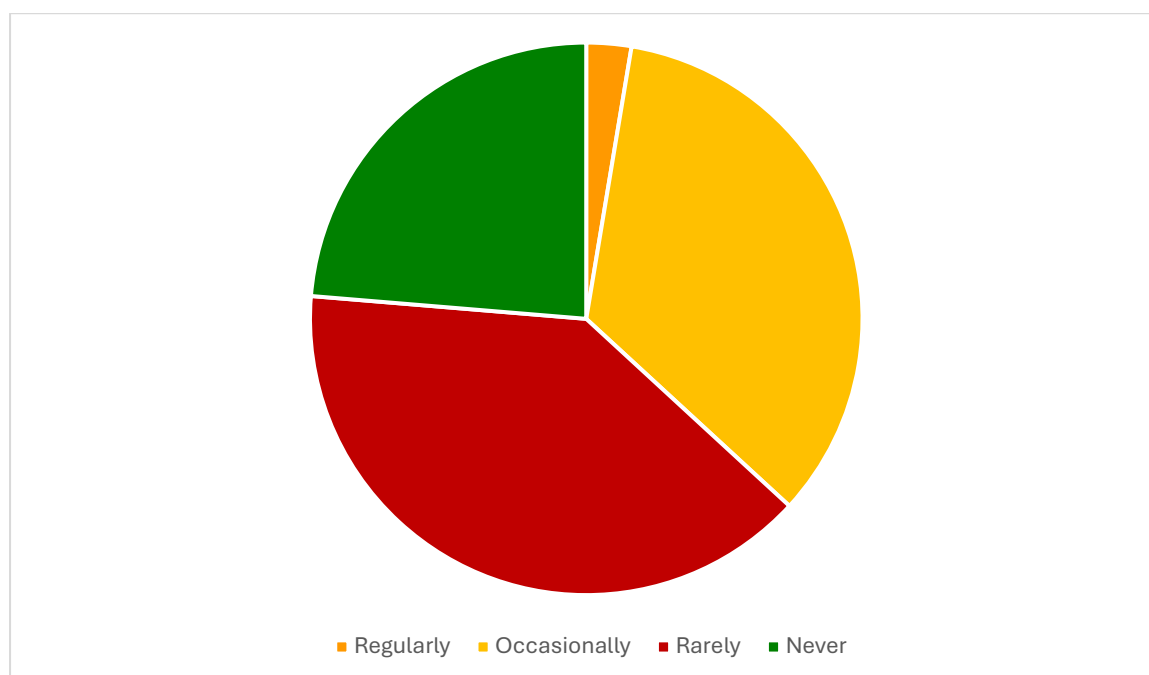
a) Yes, very familiar	1	2,63%
b) Somewhat familiar	34	89,47%
c) Not familiar	3	7,89%

Total responses: 38 100%

Q5: How often do you seek out digital information related to environmental policies or civic participation opportunities?

a) Regularly	1	2,63%
b) Occasionally	13	34,21%
c) Rarely	15	39,47%
d) Never	9	23,68%

Total responses: 38 100%





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Q6: Do you know how to access or contribute to online petitions or digital forums focused on environmental issues?

- | | | |
|--|----|--------|
| a) Yes, I actively participate | 1 | 2,63% |
| b) Yes, I know how but don't participate often | 4 | 10,52% |
| c) No, I don't know how | 33 | 86,84% |

Total responses:	38	100%
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Q7: How confident are you in evaluating the credibility of online information related to environmental topics?

- | | | |
|-----------------------|----|--------|
| a) Very confident | 31 | 81,57% |
| b) Somewhat confident | 7 | 18,42% |
| c) Not confident | 0 | 0,00% |

Total responses:	38	100%
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Q8: Have you used any digital tools to monitor local environmental conditions, such as air quality sensors or waste tracking apps?

- | | | |
|-----------------------|----|--------|
| a) Yes, frequently | 0 | 0,00% |
| b) Occasionally | 3 | 7,89% |
| c) No, but interested | 25 | 65,68% |
| d) No, not interested | 10 | 26,31% |

Total responses:	38	100%
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Q9: Do you think digital literacy is important for engaging in civic activities related to environmental sustainability?

- | | | |
|------------------------|----|-------|
| a) Yes, very important | 38 | 100% |
| b) Somewhat important | 0 | 0,00% |
| c) Not important | 0 | 0,00% |

Total responses:	38	100%
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Q10: Which digital skills do you believe are most needed for youth to effectively contribute to addressing environmental challenges like the European Green Deal?

- | | |
|--|----|
| a) Digital communication and advocacy | 21 |
| b) Data analysis and interpretation | 3 |
| c) Digital content creation | 35 |
| d) Knowledge of online civic platforms | 18 |
| e) Navigating environmental apps and tools | 35 |

Total responses:	38	100%
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Quantitative and Qualitative Analysis

The integration of digital technology into environmental awareness and civic engagement has become increasingly vital in promoting sustainable behaviors and addressing climate challenges. This report presents a mixed-methods analysis—both quantitative and qualitative—of survey data collected from thirty-eight respondents regarding their digital competencies, environmental awareness, and participation in online sustainability initiatives. The primary objective is to assess the level of digital literacy related to environmental advocacy and to identify key strengths, weaknesses, and opportunities for capacity-building.

The survey explored respondents' familiarity with social media, digital tools, and online civic participation related to environmental topics. It also examined confidence in evaluating digital information, awareness of environmental platforms, and perceived importance of digital literacy in the context of sustainability. The findings reveal high digital familiarity and positive attitudes toward digital engagement, but also a limited translation of these skills into concrete environmental action.

1. Quantitative Analysis

Digital Comfort and Usage

Results from Question 1 indicate that 68.42% of participants feel *very comfortable* using social media platforms such as Facebook, Instagram, or TikTok to share environmental information. However, 31.57% selected *not sure*, largely due to confusion about whether the question referred to general social media use or environmental communication specifically. The absence of responses under “somewhat comfortable” or “not comfortable” underscores a generally strong digital presence among participants, although the contextual application of that comfort remains ambiguous.

Participation in Environmental Digital Advocacy

When asked about participation in online environmental campaigns (Q2), only 13.15% (1 frequent and 4 occasional participants) reported active involvement. The majority, 63.15%,



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stated that they had not participated but were interested in doing so, while 23.68% expressed no interest. This demonstrates that although respondents possess digital fluency, environmental advocacy via digital channels is still an underutilized avenue. The data highlight an untapped potential for mobilizing these individuals toward online civic and environmental engagement.

Confidence in Digital Skills

A strong majority (81.57%) feel confident creating and editing digital content such as videos or blogs (Q3), while all respondents (100%) are comfortable engaging in virtual meetings or webinars. However, only 15.78% reported confidence in data visualization tools, and none had experience with Geographic Information Systems (GIS) or mapping software. This uneven skill distribution reveals a clear distinction between *creative digital literacy* and *technical analytical literacy*.

Familiarity with Environmental Information Platforms

Responses to Q4 show that 89.47% are *somewhat familiar* with environmental information platforms, while only 2.63% consider themselves *very familiar*. A small fraction (7.89%) reported being unfamiliar. This finding suggests moderate awareness but limited engagement or in-depth understanding of specialized environmental apps or data systems.

Information-Seeking Behavior and Civic Engagement

Only 2.63% of respondents regularly seek digital information about environmental policies (Q5), with 34.21% doing so occasionally. Nearly two-thirds rarely or never engage in such searches, suggesting low habitual engagement with civic or environmental digital content. Similarly, 86.84% of respondents (Q6) do not know how to access or contribute to online environmental petitions or forums, indicating a significant knowledge gap in online civic participation tools.

Confidence and Monitoring Practices

Despite this, 81.57% of respondents (Q7) feel *very confident* evaluating the credibility of environmental information, while the remainder are *somewhat confident*. This reflects high critical awareness, an essential aspect of digital literacy. However, practical engagement remains low: none reported frequent use of environmental monitoring tools such as air quality sensors or waste tracking apps (Q8). Nonetheless, 65.68% expressed *interest* in



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using such tools in the future, implying a readiness to adopt new technologies if properly guided and supported.

Perceptions of Digital Literacy Importance

An overwhelming 100% of respondents agreed that digital literacy is *very important* for environmental sustainability (Q9), reinforcing a shared understanding of the link between digital competence and civic empowerment. Finally, in identifying essential skills for youth (Q10), the most frequently chosen options were *digital content creation (35 responses)* and *navigating environmental apps and tools (35)*. These were followed by *digital communication and advocacy (21)*, *knowledge of civic platforms (18)*, and only *three* responses for *data analysis and interpretation*. This distribution underscores the perceived priority of expressive and communicative skills over analytical ones.

2. Qualitative Analysis

High Digital Literacy, Limited Environmental Application

The survey reveals that while participants possess substantial general digital literacy, its application to environmental issues remains limited. The confusion surrounding Q1 demonstrates that respondents often perceive their online activity as distinct from environmental activism. In other words, digital proficiency does not automatically translate into environmental engagement. This suggests the need for reframing environmental communication as an integral part of everyday digital interaction.

Strong Interest, Weak Participation

The contrast between interest and action (notably in Q2 and Q8) is a recurring theme. While most participants express willingness to engage in online environmental initiatives, only a few have done so. This discrepancy may stem from a lack of accessible platforms, low awareness of ongoing initiatives, or uncertainty about the impact of individual participation. Addressing this requires targeted outreach and user-friendly digital interfaces that facilitate involvement without requiring advanced technical skills.

Skill Imbalance and Educational Needs

The analysis of digital skill distribution exposes a major imbalance: respondents are adept in communication-based tools but lack expertise in data-oriented technologies. Given the



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importance of data-driven approaches in environmental governance—such as mapping pollution sources, tracking emissions, and visualizing climate data—this deficiency limits effective engagement. Incorporating data analysis, GIS literacy, and environmental informatics into educational curricula could empower users to participate in evidence-based environmental decision-making.

Civic Participation and Awareness Deficits

The finding that 86.84% do not know how to join digital petitions or forums points to a critical gap in civic literacy. Even though participants recognize digital literacy's importance (Q9), they may not equate it with civic competence. This reflects a broader issue: digital skills are often learned informally for personal or professional use, without exposure to digital citizenship practices. Integrating civic participation modules into digital literacy training could strengthen democratic engagement around sustainability.

Confidence in Critical Evaluation

Participants' high confidence in assessing online information credibility is an encouraging sign of *critical digital literacy*. In an age of misinformation and climate skepticism, such skills are vital for distinguishing credible sources from misleading narratives. However, confidence alone may not ensure accuracy; it is essential to verify whether this self-assessment aligns with actual evaluative competence. Future research could explore this relationship through applied testing or focus groups.

Youth Engagement and the European Green Deal Context

In Q10, respondents identified content creation and digital tools navigation as key skills for addressing environmental challenges under frameworks like the European Green Deal. This reflects an awareness of the communicative and technological dimensions of sustainability. However, the low prioritization of data analysis indicates that youth may not fully grasp the importance of evidence-based policymaking in environmental governance. Encouraging interdisciplinary education that combines environmental science, data literacy, and communication could help bridge this understanding gap.



3. Conclusion

The data reveal a digitally proficient population that values environmental sustainability but has not yet translated these competencies into active civic participation. The gap between *digital comfort* and *environmental engagement* suggests the need for structured programs that connect familiar platforms (e.g., social media) with environmental action (e.g., awareness campaigns, petitions, citizen science).

Training initiatives should focus on three key areas:

1. Bridging Awareness and Action: Developing campaigns that transform digital familiarity into environmental activism.
2. Enhancing Technical Competencies: Promoting data visualization, GIS mapping, and environmental app usage to empower informed decision-making.
3. Promoting Digital Citizenship: Educating users on how to participate in online forums, petitions, and civic dialogue related to sustainability.

In conclusion, the survey portrays a community of digitally literate individuals who recognize the importance of technology in achieving sustainability goals but require further guidance to operationalize their skills. Enhancing environmental digital literacy through education, mentorship, and policy support can foster a generation of informed, active citizens ready to contribute meaningfully to environmental transformation.

4. Next Steps for the GreenCitizen Toolkit

- **Targeted Digital Literacy Modules:**
Develop training on digital content creation, evaluating online information, and using civic platforms.
- **Environmental Data & App Literacy:**
Include tutorials on interpreting environmental data (air quality, waste management apps) to empower youth with practical skills.



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- **Civic Engagement Campaigns:**

Offer guidance on planning and executing digital advocacy campaigns aligned with the European Green Deal, emphasizing social media and online petitions.

- **Resource Directory:**

Curate links to credible online resources, environmental apps, and community engagement platforms.

- **Interactive Learning:**

Incorporate quizzes, scenario-based activities, and hands-on exercises to reinforce digital skills related to environmental activism.

- **Community Building:**

Facilitate online forums or webinars for peer learning and collaboration on sustainability projects.



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