

Ecotourism for Youths in Austria

Bachelor Thesis for Obtaining the Degree

Bachelor of Business Administration in

Tourism, Hotel Management and Operations

Submitted to Eva Aileen Jungwirth-Edelmann, MA

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Vienna, 31 May 2019

Affidavit

I hereby affirm that this Bachelor's Thesis represents my own written work and that I have used no sources and aids other than those indicated. All passages quoted from publications or paraphrased from these sources are properly cited and attributed.

The thesis was not submitted in the same or in a substantially similar version, not even partially, to another examination board and was not published elsewhere.

Abstract

Topic: Ecotourism for Youths in Austria

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Content: The importance of educating youth about the relevance of ecotourism has not received a lot of attention in the literature so far. Nevertheless, the upcoming generations have a significant role in protecting the planet further. Especially ecotourism represents a substantial part in this process since the travel industry has gained a lot of attention in the last several decades and has a significant influence on the well being of the natural environment.

This thesis aimed to investigate the topic of ecotourism for youth in Austria. The primary purpose was to find out more about youth attitude towards ecotourism and environmentally friendly behavior. Furthermore, it was to illustrate the importance of environmental learning to raise the level of ecological awareness among youth.

Quantitative research has been conducted; more precisely, a semi-structured questionnaire has been developed to obtain a more in-depth knowledge about youth perception of ecotourism. Furthermore, a comprehensive literature review was carried out.

The findings of the research highlight the importance of environmental learning and teaching methods that focus on sustainable, responsible behavior. Youth need to be educated about the importance of acting environmentally friendly to protect the planet for upcoming generations. The results show that youth already have some knowledge about the importance of maintaining the well being of the environment. Nevertheless, most students are not aware of the concept that is ecotourism. Furthermore, there is still a lack of putting the theory into practice, which can be improved through specific tools that further promote ecotourism among youth.

Supervisor: Eva Aileen Jungwirth-Edelmann, MA

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List of Abbreviations

Gen Y	Generation Y
GDP	Gross Domestic Product
UNESCO	United Nations Educational, Scientific and Cultural Organizations
EU	European Union
LA 21	Local Agenda 21

1 Introduction

1.1 Motivation and Cognitive Interest

Ecotourism is a concept that gains a lot of attention for several decades. The number of organizations and destinations addressing environmental issues and developing environmentally responsible measurements is steadily growing. But it is a significant concern to even put some focus on the young people of our generation to educate them and make them aware of environmental issues. Youth are the representatives of the future, and therefore it is necessary to direct them into a way where environmental protection becomes a part of everyday life as well as decision-making processes.

Over the last century, the importance of tourism significantly increased and played a significant role when it comes to economic benefits, employment or recreational activities (Cini et al., 2010). This booming industry can nowadays be divided into a variety of subcategories where one of the essential ones is ecotourism (Cini et al., 2010). The main characteristics of ecotourism include the minimization of harmful impacts of tourism on the natural as well as cultural surroundings; it creates economic profit for local communities and also develops ecological awareness among tourists and locals (Cini et al., 2010). Ecotourism serves as a symbol to connect the positive elements of social, cultural and economic resources (Cini et al., 2010).

Especially the degree of individual's environmental awareness, which is characterized by someone's ecological knowledge, values or willingness to act responsibly, is influenced by a variety of factors like intentional or situational elements (Zsóka et al., 2013). Individual's knowledge and attitudes are of high importance because it has a potential impact on their behavior (Zsóka et al., 2013)

To ensure and maintain the quality of destinations, their natural environment as well as tourist attractions, it is essential to bring people closer to topics like environmental awareness, environmental education, and nature in general (Cini et al., 2010). Besides the fact that ecotourism shows several potential benefits, the promotion and advertisement of ecotourism addressing younger individuals

becomes more critical because they show a high potential to develop ecological awareness in the future (Cini et al., 2010).

Especially young people need to be educated about the importance of acting in an environmentally responsible way to protect nature for upcoming generations (Cini et al., 2010). However, there is still a lack of knowledge concerning young people's perception and persuasion about ecotourism that deserves more attention (Cini & Passafaro, 2019). Reasons to focus the attention on youth include, for instance, that they are anticipated to contribute an essential part in promoting a sustainable lifestyle in the future (Cini & Passafaro, 2019). Furthermore, the young generation represents one of the tourist sectors having the highest potential to increase, and at the same time, they are the tourist sector showing the least attraction to ecotourism at the moment (Cini & Passafaro, 2019). Focusing more on young target groups can lead to a more advanced relationship between young travelers and the natural environment. Furthermore, it is a great tool to build up beneficial attitudes and behaviors regarding the situation (Cini et al., 2010).

However, this study will put some special effort on the analysis of ecotourism in Austria, how youths in Austria are being taught in terms of environmental education and how they deal with topics like environmental behavior, ecological awareness and protection measurements for nature (Cini et al., 2010). It is crucial that young people take on the responsibility to maintain the current and improve the future quality of natural surroundings. Promoting sustainable tourism among youth shows their active part in the development of a more sustainable outlook (Cini et al., 2010). It is for sure; children will have a significant influence on the environment in the future, which makes the institutionalization of sustainability topics into education very important (Cini et al., 2010).

1.2 Outline of the Thesis

1.2.1 Aim and Secondary Aims of the Bachelor Thesis

The focus of this Bachelor thesis lies on examining the significance of tourism, ecotourism, ecological awareness and environmental education for youth. Little is known about Austrian attitudes and knowledge towards ecotourism, environmental responsible behavior and their degree of environmental education. Consequently, the aim of this research is to examine the importance of ecotourism, environmental education and environmentally responsible behavior of youth living in Austria.

Moreover, the objective is to give a detailed overview of youth interest and knowledge about ecotourism through using questionnaires that will be answered from students to obtain a deeper insight into youth minds.

The secondary aims of this study will cover several definitions as well as creating a connection between the different topics of interest:

- 1) To illustrate the key elements of tourism and ecotourism
- 2) To provide more information about the definition of youth and youth education
- 3) To show the importance of environmental education in today's society
- 4) To demonstrate the growing relationship of ecological awareness and environmental education
- 5) To exemplify the significant connection between education and ecotourism
- 6) To illustrate whether there is a relation between ecotourism and youth living in Austria

Through giving detailed information about the above-mentioned topics of interest, the thesis is going to provide a comprehensive overview of the current situation of youth living in Austria, their interest in ecotourism and their status of environmental education. Although the theoretical part gives a lot of information about the different research variables, the main focus is put on the practical aspects of this subject using experiments.

1.2.2 Research Question, Hypothesis and Limitations

Ecotourism is becoming a more important topic of interest that needs to be addressed due to the rising significance of environmental protection to offer a stable environment for upcoming generations. Furthermore, the topic of ecotourism in connection to youth is of major importance because they represent future decision makers that need to be aware of the relevance that environmental friendly behavior has in order to protect the upcoming life on earth.

Further research needs to be done in the matter of ecotourism and youth and the impact of environmental education on the behavior of youth regarding the environment and measurements in order to protect it. The results of this study can be valuable especially for schools and organizations that put a lot of effort on the commonness of environmental behavior in order to realize the importance of youth education in environmental topics and to work on a sustainable future plan considering youth.

Referring to the theoretical part of the study, the thesis aims to answer the following research questions:

- Why is ecotourism such a significant part of today's travel industry?
- How do ecological awareness and education impact youth behavior regarding the environment?
- How does environmental education change the way youth perceive the importance of ecotourism?
- Why is it important to create and spread environmental awareness among school students?
- How important is it to include environmental studies in youth education?
- How does environmental education influence ecotourism for youth in Austria?

Based on the information given and the above-mentioned research questions, the following hypothesis can be developed:

'Early and continuous environmental education has a positive influence on the attitude of youth living in Austria concerning future ecological awareness and ecotourism.'

Considering this statement, the thesis aims to give an overview of the importance of ecotourism and why youth should be integrated into further concepts. Furthermore, it is intended to provide recommendations for further improvement and development concerning ecotourism for youth in Austria.

Even if all the research has been done in a careful manner, there are still some limitations that must be considered when generalizing the results.

Although the use of questionnaires gives a comprehensive overview of youth attitudes towards ecotourism and environmentally responsible behavior, there is little academic literature that offers information about ecotourism in the relationship with youth. There is a limitation regarding the restricted access to existing literature like books and journals when it comes to secondary data collection. Furthermore, there is a limitation in time to go in more detail and to give a more comprehensive overview of the study. In addition to that, there is a limitation when it comes to primary data collection and the outcomes of the surveys. It is not possible to interview the whole target population, which can have an effect on the outcomes of the study due to the fact that the number of respondents may not be an adequate sample size to be able to generalize the results to the whole population. It is to mention that not an expert dealing with youth attitudes and ecotourism does the research, but through interviewing youth, it is possible to obtain professional knowledge that the study can rely on.

1.3 Overview of the Thesis

The thesis consists of five major parts, which are subdivided into several subchapters. The first main part introduces the topic to the reader in order to get a better overview of the thesis through providing detailed information about the motivation and cognitive interest of the author and furthermore to outline the aim of the research, the research questions, the hypothesis as well as its limitations.

The second part represents the literature review. Through extensive research, this part provides an overview of theoretical concepts derived from secondary data about tourism, ecotourism, youth education and ecotourism in Austria. Furthermore, this part exemplifies several concepts that are outside the main focus of the research topic. Topics like ecological awareness, youth psychology or environmental education and training techniques, are going to be expounded in more detail.

The next part is dedicated to the methodology of the thesis and consists different subchapters. First the aim is going to be elucidated; which refers to the main interest of giving more information about youth behavior related to ecotourism and to what degree they are already informed about this topic. Afterward, the research design will be described in more detail, which gives an overview of the data collection techniques and questionnaire design used. Through going into more detail about the unit of analysis, the reader gets more information about the process as well as the different phases of data preparation and analysis. The last part is dedicated to the participants of the data collection process and gives more information about their characteristics. This section allows a better understanding of the selection criteria of the participants, the construction of interviews as well as reflections concerning the questionnaire.

The fourth part, as a result, deals with the evaluation and further interpretation of the questionnaires. However, this process involves a detailed description of the respondents of the survey as well as further analyzing processes like a summary and utilization.

The last chapter number five outlines the final conclusion of the thesis including further research and recommendations.

2 Literature Review

Ecotourism is an environmentally responsible subcategory of tourism where people travel to mostly undisturbed areas in a natural surrounding (Scheyvens, 1999). Eco-tourists are characterized by putting a lot of emphasis on the promotion of conservation with minimized impacts of visitors on the natural environment (Scheyvens, 1999). Researchers emphasize the widespread recognition that nature-based tourism serves as a significant ecosystem service to generate substantial resources for the conservation as well as the local economic development (Balmford et al., 2009). These circumstances stand in contrast to the steadily growing concerns regarding a loss of connection between people and their natural environments. Urbanization is going to increase, and indoor pastimes hold concerning a reduction in informal, outdoor recreation, which can have a significant consequence for childhood development, physical and mental welfare as well as environmental knowledge and concern (Balmford et al., 2009). A lot of people see these circumstances as a significant challenge for biodiversity conservation because people that do not experience nature and know little about their environments are not able to care about it (Balmford et al., 2009).

The authors Vermeersch, Sanders and Wilson (2016) found out that for instance, Gen Y shows interest in several issues related to the environment but still put more importance on satisfying their own needs when it comes to traveling. Most of them are not willing to pay extra fees to in return act environmentally responsible (Vermeersch et al., 2016). In addition to that, the authors mention that Gen Y has more interest in cultural tourism than nature-based tourism experiences, whereby nature-based motivations are often driven by self-enjoyment rather than the actual protection of wildlife and nature (Vermeersch et al., 2016). According to the authors, Gen Y does not want to take over responsibility when it comes to green traveling behavior, which shows that self-interest is more important than their values regarding the environment (Vermeersch et al., 2016). These results indicate that travelers have a deficiency of awareness and knowledge of environmental impacts, which can lead to future tensions regarding environmental ethics of society (Vermeersch et al., 2016).

2.1 Eco-Tourism

The concept of ecotourism already exists for a long time, but in recent years the importance and attention towards this term increased a lot (Cini et al., 2010). Ecotourism is an all-nature based way of experiencing tourism in which travelers can enjoy the wilderness and traditional methods of living as well as observing different cultures of people that are located in natural surroundings including an educational and recreational component (Cini et al., 2010). It is about the purpose to visit areas and places to discover and learn more about the different elements of natural surroundings and resources (Orams, 1995). However, tourist activities like skiing, fishing, mountain biking or climbing are nature-based and therefore fall under the classification of ecotourism, although they are famous for several hundred years (Orams, 1995). The term ecotourism somewhat became more popular according to the fact that nature-based recreation and tourism go hand in hand and are used more frequent nowadays (Orams, 1995). Several organizations emphasize the increasing significance of sustainable tourism to raise awareness, protect areas for future generations and advance tourism management to improve sustainable development (Cini et al., 2010). Operators that value ecotourism need to apply management strategies which change the behavior of customers in a more environmentally sensitive way and furthermore to change their attitude towards a more ecologically responsible one (Orams, 1995). The vision of making holidays in a natural environment that offers high quality, as well as the idea of protecting it from adverse impacts, became a common and profitable one (Orams, 1995). Management objectives are created to get more control of the interaction between tourists and the natural environment to protect the environment from harm as well as to promote delightful experiences for tourists (Orams, 1995). So-called ecotourists need to change from a passive role into a more active role where their expertise is not only based on the natural environment but rather contribute to the well-being and growth of those environments (Orams, 1995).

2.1.1 Definition of Tourism

Tourism can be defined as a multidimensional phenomenon that appears if non-residents travel to different locations outside of their usual life and work environment for a temporary short-term stay without the intention to become a

permanent resident (Cruz, 2006). Furthermore, tourism consists out of several different stakeholders like for example a range of individuals, businesses, and organizations as well as locations that together create a travel experience for tourists (Cooper et al., 1993).

Over the last years, policymakers and scholars realized the growing importance of tourism through the growth of mass tourism in the 1950s (Robinson et al., 2013). Through the recognition of the value and accessibility of tourism for a destination, it was possible to establish several ideas and concepts to create a field of study as well as an activity that has significant influences on destinations economies, communities, and environments (Robinson et al., 2013). After some time tourism even became a field of study for several universities that focus on the experiences and impacts of travel and furthermore deals with marketing and destination management. According to Robinson, Lück and Smith (2013) tourism is multi-disciplinary where perspectives like for example anthropology, sociology or psychology play a significant role. One essential characteristic of tourism is that it is incredibly susceptible to any changes that appear within the external environment (Robinson et al., 2013). Therefore, it is necessary the keep up to date with different occurrences in the industry as well as regularly monitoring changes (Robinson et al., 2013).

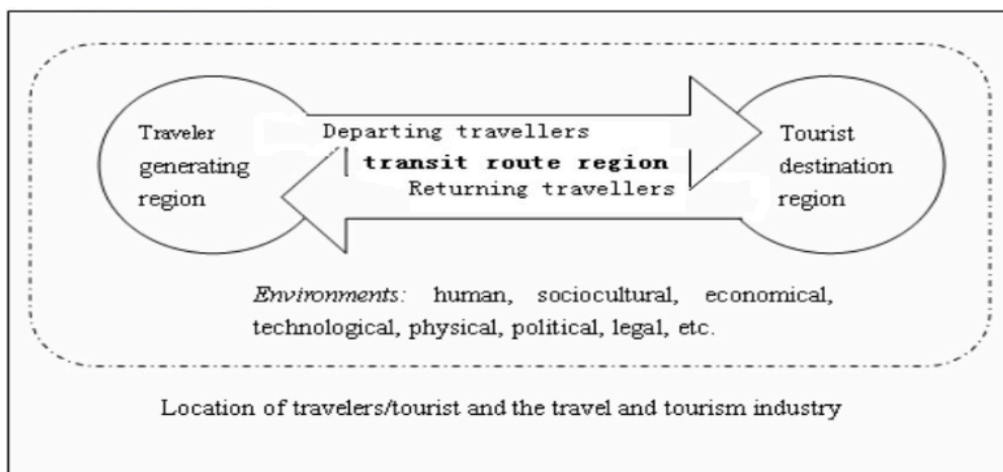


Figure 1: Leiper's Model of Tourism

Source: Leiper, 1995

According to Leiper's model of tourism, three elements are essential to consider, namely:

1) **Tourists are the actors:** It is vital to realize that tourists play a crucial role in the system of tourism when analyzing the fact that tourism is a human experience.

2) **Three geographical elements:** Namely, traveler-generating region, tourist destination region and the transit route region.

- The first one shows the generating market for tourism, meaning where travelers get stimulated and motivated for travel. It represents the situation where tourists are looking for information, make their bookings as well as where the departure takes place.
- The tourist destination region represents the part where the total impact of tourism is felt as well as where planning and management strategies are put into action.
- Finally, the transit route region displays the small extent of travel to reach the tourism destination and furthermore the familiar places that tourists may stop by en route.

3) **Tourism industry:** This element represents all the different organizations and businesses involved in the actual tourism product

Source: Cooper et al., 1993

However, according to the fact that tourism is a multi-sector activity and includes environmental, social as well as economic influences, prosperous and sustainable tourism needs careful planning (Cooper et al., 1993). Tourism plans should be flexible and reactive when it comes to further development strategies. According to the authors Cooper, Fletcher, Gilbert, and Wanhill (1993), development plans need to facilitate the desired goals while also considering factors that are subject to change, which has an influence on the objectives as well as the means to achieve them (Cooper et al., 1993).

2.1.2 Forms of Tourism

In general, several forms of tourism can be identified which leads to a differentiation of numerous tourist typologies (Hvenegaard, 2002). According to Hvenegaard (2002), these tourist typologies are based on the travel motivations of individuals like allocentric, mid-centric or psychocentrics. Tourist typologies are furthermore used to segment tourist populations characterized by trip indices, travel behaviors, interests, and opinions (Hvenegaard, 2002). The identification of tourist types is beneficial for the management, marketing, and planning of tourism. It allows managers to focus on different motivations, experiences, and impacts of tourist types (Hvenegaard, 2002).

Some of the most common forms of tourism based on specific motivations and interests are displayed below.

Type of Tourism	Definition	Source
Culinary Tourism	Type of tourism where tourists put a lot of emphasis on food as an attraction and travel motivation. It deals with dining experiences and the tasting of new dishes, but other than that it can also have an educational component where tourists learn about the different cultures of cuisine, the people that are involved in preparing the food as well as a contribution of tourists to sustainability.	Long, 2013
Event Tourism	Events can be a significant motivation tool for tourism and play an essential role in the marketing plans and further development processes of many destinations. A destinations' competitiveness often depends on the characters of events they plan and how successful they are.	Getz, 2008
Dark Tourism	Deals with the presentation of death as well as certain kinds of death. There are a variety of sites and tourist experiences where travelers visit places where tragedies or historically noteworthy death has taken place. Individuals travel either to a particular destination such as graveyards, prisons, the holocaust or travel in a specific form like slavery-heritage tourism.	Stone, 2012 Stone & Sharpley, 2008
Religious Tourism	One of the oldest types of tourism and mainly characterized by trips that are entirely or at least strongly motivated by religious purposes. National and international religious centers are visited by one to ten million pilgrims every year, where the number of visitors is rising during special ceremonies or jubilees and decreases based on political issues, recession or war.	Rinschede, 1992
Cultural Tourism	Based on the participation in new and profound cultural experiences, either aesthetic, emotional, psychological or intellectual. Cultural tourists interest can be found on museums, artistic performances, galleries, festivals, architecture, heritage sites or historic ruins. More than 40% of all international tourists have cultural motives. For many tourists, cultural interests are the central purpose of traveling and of vital importance when choosing a holiday destination.	Stebbins, 1996 McKercher & Du Cros, 2003

Table 1: Forms of Tourism

2.1.3 Definition of Ecotourism

Especially environmental related phenomena like for example the change in climate have raised environmental awareness and furthermore the interest in protecting the environment as well as maintaining ecology (Chiu et al., 2014). Through this recognition, a new travel niche called ecotourism gained importance in the overall travel and tourism industry (Chiu et al., 2014).

According to Cater and Cater (2015), ecotourism can be described as a sustainable form of tourism that is based on nature as well as cultural elements (Cater et al., 2015). Ecotourism is closely related to sustainable tourism and therefore contributes to a more successful development of sustainability (Cater et al., 2015). However, sustainable tourism strives for environmental protection resulting from enhanced local livelihoods as well as increased profits for the tourism industry itself (Cater et al., 2015).

There are five fundamental principles of ecotourism, namely:

- 1) Tourism needs to be nature-based
- 2) It should be ecologically sustainable
- 3) Environmentally educative
- 4) Locally beneficial
- 5) It has to ensure the satisfaction of tourists

Source: Cater et al., 2015

Several organizations put a lot of attention into the development of ecotourism to protect natural resources and improve the quality of life as well as to further enhance prospects for many local communities (Cater et al., 2015). Ecotourism is an alluring alternative to mass tourism and represents a more ethical and responsible form of travel. According to Fennell (2009), its primary focus deals with the natural history of a region but also influences of culture or adventure can be found (Fennell, 2009).

In order to achieve a more responsible form of tourism, the principles of four pillars must be followed:

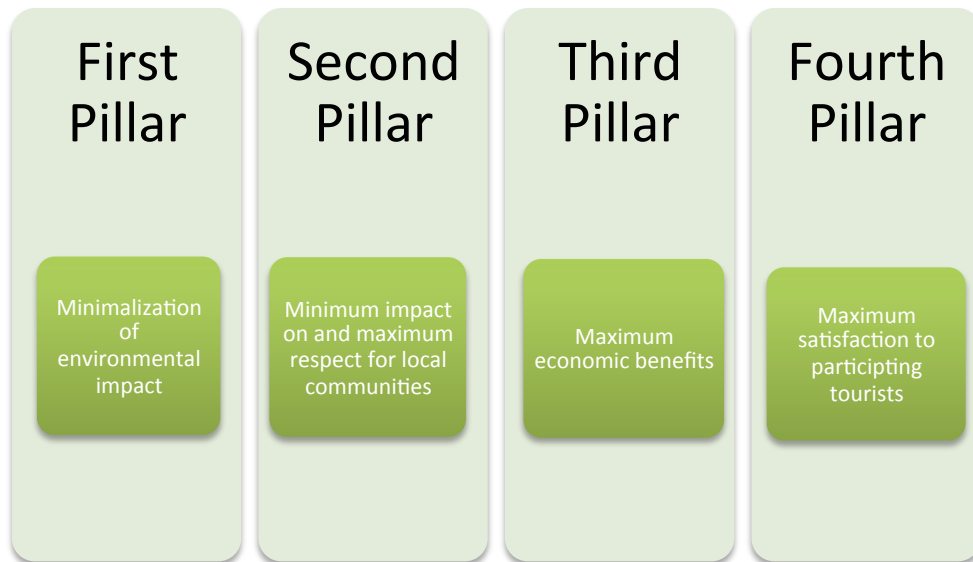


Figure 2: The Four Pillars of Ecotourism

Source: Fennell, 2009

The first aspect deals with the minimization of environmental impacts (Fennell, 2009). Secondly, it is necessary to represent the minimum impact on and maximum respect for local cultures and communities (Fennell, 2009). The third pillar deals with maximum economic benefits to the host country's grassroots. Finally, it is crucial to reach maximum satisfaction of participating tourists (Fennell, 2009).

Another aspect of ecotourism is the education of humans and the involvement of residents into the development of an environmentally responsible destination by concentrating on local resources and as a result creating economic value through attracting tourists (Chiu et al., 2014). Another crucial aspect of ecotourism is the behavior of tourists that helps to limit or avoid damage to the environment (Chiu et al., 2014). This environmentally responsible behavior can be seen in individuals concern and commitment regarding the situation as well as someone's ecological knowledge (Chiu et al., 2014). It is necessary that tourists understand the consequence of their behavior on the environment. Some characteristics of responsible tourists manifest in actions like recycling, education, green consumption

as well as community activism (Chiu et al., 2014).

According to the authors, it is necessary to understand the connection between perceived value, activity involvement, and satisfaction to ensure environmentally responsible behavior (Chiu et al., 2014). If tourists' needs are met, they usually create a unique understanding and involvement in ecotourism. It is therefore essential to focus on the creation of value in ecotourism through putting emphasis on the planning of ecological resources like for example enhancing guide activities or leisure activities, providing an excellent environmental quality as well as an authentic environmental experience (Chiu et al., 2014).

2.1.3.1 Ecological Awareness

Ecological awareness can be described as a general concept that includes the perception and consideration of threats, changes as well as the opportunities applicable (Takala, 1991). Furthermore, it even consists of the values, attitudes, and preferences regarding conflicting goals (Takala, 1991).

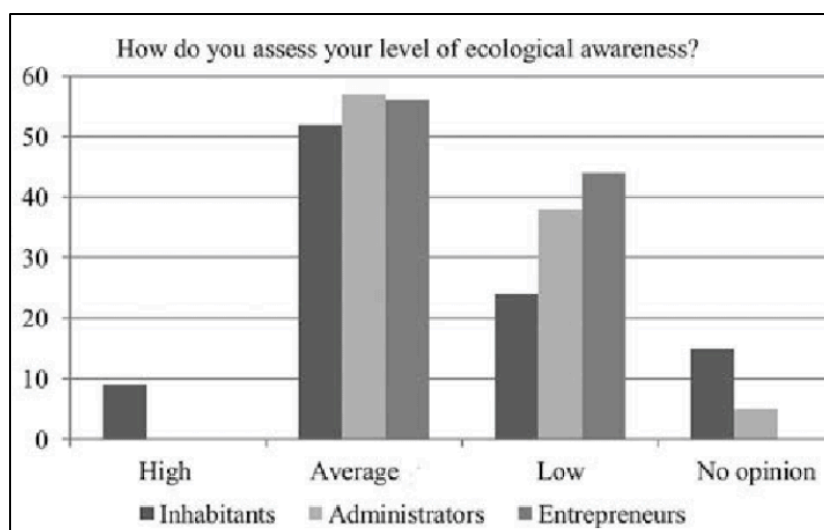


Figure 3: Level of Ecological Awareness

Source: Kubacka, M., & Macias, A., 2016

According to Kubacka and Macias (2016), recent research found out that the general degree of ecological awareness and knowledge is significantly low (Kubacka, M., & Macias, A., 2016). Most participants stated that they have an average or just low level of ecological awareness. Nevertheless, most respondents point out that they

are interested in the conditions of the environment and furthermore, they indicate that it is necessary to protect environmental resources and assets (Kubacka, M., & Macias, A., 2016).

During the last several decades, there has been done a lot of research to find out more about the factors that influence environmental behavior (Niankara et al., 2018). Besides ecological knowledge, three other factors were identified to classify the changing environmental behavior of individuals, namely cognitive, situational and affective elements (Niankara et al., 2018). Cognitive factors are based on an individual's level of awareness of the environment, their understanding of critical environmental concepts as well as their abilities to take actions (Niankara et al., 2018). Those cognitive factors represent the level of ecological awareness, understanding of the environment and ecological concepts, a person's perception of action strategies regarding environmental problems as well as individual skills and abilities to effectively apply those actions (Niankara et al., 2018). In addition to that, affective factors like attitudes and emotions related to environmental issues also play an essential role. People who put a lot of emphasis on biospheric values often tend to have stronger environmental beliefs and are more likely to act in an environmentally beneficial way (Niankara et al., 2018). Other useful factors influencing someone's intention to serve are the impression of the ease of the specific task, and individual's pro-environmental self-identity as well as religiosity (Niankara et al., 2018). Finally, situational factors are based on the physical environment where human beings live (Niankara et al., 2018). The author mentions that direct contacts with nature or if someone has already been involved in environmental actions, containing in-kind experiences in youth, the influence of parents, being part of ecological clubs or observing actions of deductions of the natural surrounding can all have an impact on environmental behavior (Niankara et al., 2018).

Recent research has shown that programs in nature education can have a significant contribution to environmental awareness as well as the attitude of its participants (Uzun et al., 2012). For example ecology- based education programs or summer camps can help students to change their environmental attitudes positively and to become more familiar with nature, ecological values and to gain information

regarding ecological systems and current awareness (Uzun et al., 2012). Especially activities that contain active learning methods and techniques can enhance an individual's environmental knowledge and are essential to achieving the ethical, practical and behavioral objectives of environmental education (Uzun et al., 2012).

2.1.4 Forms of Ecotourism

Through the growing significance of ecotourism, researchers identified different ecotourist typologies to distinguish eco-tourists from other tourist types (Hvenegaard, 2002). According to Hvenegaard (2002), they can be differentiated based on their engagement in particular activities, the sites they are entering or the participation in specific tours (Hvenegaard, 2002). Furthermore, even their degree of motivation in environmental protection, social values, interest level, and awareness makes them stand apart (Hvenegaard, 2002). Based on the special interests of eco-tourists, different forms of ecotourism have been developed; all based on the same goal of further protecting, conserving and maintaining the natural environment to defend Planet Earth (Hvenegaard, 2002).

2.1.4.1 Nature-based Tourism

Nature travel describes a style of tourism, which has a small environmental impact, is often defined as labor intense, contributes socially as well as economically to a destination and moreover combines recreational, educational and adventurous components (Valentine, 1992). Nature-based tourism can furthermore be described as a journey to mostly undisturbed natural areas to study and admire the environment including its cultural background, wild animals and plants. However, natural tourists seek to enjoy natural areas while observing nature (Valentine, 1992). According to Mehmetoglu (2007), nature-based tourism is growing faster than tourism in general. Nowadays about 60% of international tourists have nature-based motives, and furthermore, it is beneficial for host economies (Mehmetoglu, 2007).

Nature-based tourism is closely related to other terms like responsible or ethical tourism, environmental- friendly travel behavior, green tourism or sustainable tourism (Valentine, 1992). However, to be ecologically sustainable, the extent of tourism has to be adequate for the location and should not produce permanent harm for the natural environment. Recent research shows that trekking and hiking

are the most popular activities in nature-based tourism, followed by bird watching, nature photography, and wildlife safaris as well as camping (Valentine, 1992).

Furthermore, the author mentions that there are four types of nature tourists:

- 1) **Hard-core nature tourists:** This type of tourists consists of scientific researchers and tour members interested in education and the removal of litter.
- 2) **Dedicated nature tourists:** These individuals undertake trips to protected areas and furthermore to understand the local, natural and cultural history of a destination.
- 3) **Mainstream nature tourists:** This category of tourists visits destinations such as the Amazon or the Rwandan gorilla park with the primary purpose of taking an unusual trip.
- 4) **Casual nature tourists:** These tourists partake nature as part of a broader itinerary.

Source: Mehmetoglu, 2007

2.1.4.2 Adventure Tourism

Adventure tourism can be described as guided commercial tours that take place outdoors with a particular emphasis on natural terrains. In the last few years, the importance of adventure tourism has grown significantly since outdoor recreation gained a lot of attention (Buckley, 2007). According to Williams and Soutar (2009), adventure tourism is the most rapidly growing outdoor tourism niche within the special interest tourism sector and is likely to continue building. The annual growth rate is about 15%, and almost one-quarter of the European package tour market offerings have adventure travel as an option (Williams & Soutar, 2009).

Adventure tourists are mostly young, well educated, and affluent; they seek an active thrill and spend a lot of money to experience some adventure (Williams & Soutar, 2009). Adventure travellers often visit some of the most remote and extreme surroundings worldwide to satisfy their expectations to experience emotional highs, risk, challenge, excitement as well as novelty (Williams & Soutar, 2009). In addition to that, adventure tourism combines travel, sport, and outdoor

recreation (Beddie & Hudson, 2003).

Some of the most popular activities in adventure tours contain mountain biking, off-road driving, white-water kayaking, rafting and climbing (Buckley, 2007). According to the authors Beddie and Hudson (2003), there are four individual-based and four setting based attributes that need to be considered during an adventure experience (Beddie & Hudson, 2003). Some examples for those attributes include the individual skill level, the locus of control, involvement, naturalness, social orientation, equipment, as well as concentration and type of risk (Beddie & Hudson, 2003).

2.1.5 Ecotourism Development in Local Communities

Ecotourism represents the fastest growing area in tourism with an annual growth rate of 10-15% (Scheyvens, 1999). Tourists are looking for remote, natural and exotic surroundings, which leads to an increase in ecotourism ventures in developing countries (Scheyvens, 1999). As a consequence, wilderness areas and environments inhabited by indigenous people are now open to tourists, which can have cultural disruption and environmental degradation as a result (Scheyvens, 1999). Several authors highlight the importance of both, the well being of local people as well as the environment when it comes to ecotourism, which in practice often does not work out successfully. In some cases, business is the primary interest, which often leads to alienate, rather than actual benefits for local communities (Scheyvens, 1999). Some ecotourism ventures are entirely controlled from outside operators where most economic benefits that result from tourism accrue to the government (Scheyvens, 1999). Therefore it is necessary to focus on the needs, concerns, and welfare of indigenous people and furthermore it is important to give local host communities more control over tourism activities as well as a high degree of benefits that arise (Scheyvens, 1999). It is significant to develop a community- based approach to improve the living standards of a host population in the short and long term. The government often does not consider how financial benefits resulting from ecotourism should be distributed among the community or in which degree they are affected socially or culturally by the ecotourism ventures (Scheyvens, 1999). To achieve a higher degree of life quality, it is vital to empower local people so that they can maximize their benefits and to get back some control over their land (Scheyvens, 1999).

According to Scheyvens (1999), there are four levels of empowerment:

1. Psychological empowerment
2. Social empowerment
3. Political empowerment
4. Economic empowerment

Source: Scheyvens, 1999

However, the distribution of economic benefits resulting from tourism is significant to be a successful and sustainable ecotourism venture (Scheyvens, 1999). An optimistic local community shows the characteristics of having faith in the abilities of its residents; is self-reliant and furthermore demonstrates pride regarding their traditions and culture (Scheyvens, 1999). In several local societies, the preservation of traditions is essential to uphold a community's self-esteem and to build up mental power (Scheyvens, 1999). A clear sign of social empowerment can be seen if profits resulting from ecotourism activities are used to support social development projects like for example water supply systems or health clinics in local areas (Scheyvens, 1999). Politically empowered communities can use their voice and concerns to direct ecotourism development projects from the feasibility stage up till its implementation (Scheyvens, 1999). To implement these empowerment projects and to give local societies more control over ecotourism activities, it is necessary to decentralize the general power from a national level to a community level (Scheyvens, 1999). However, this can appear by involving grassroots organizations, local church groups or domestic institutions when it comes to decision-making processes as well as on representative bodies like national park borders or regional tourism associations (Scheyvens, 1999).

2.1.6 Ecotourism in Austria

Embacher (1994) stated that since several decades, tourism represents a significant part in the Austrian economy (Embacher, 1994). The tourism sector contributed 8.8% to the total GDP of Austria in 2016. Domestic tourists and tourists coming from Austria spent more than 40 billion euro in 2016 while on holiday (Federal Ministry Republic of Austria, 2019). In addition to that, Austria offers more than 64,500 accommodation establishments including about 1.1 million beds. The main

motivations for tourists to visit Austria are the mountains, the skiing destinations, and the 9 UNESCO world heritage sights, festivals, and concerts, thermal springs, and spas as well as conferences, conventions, and seminars (Federal Ministry Republic of Austria, 2019).

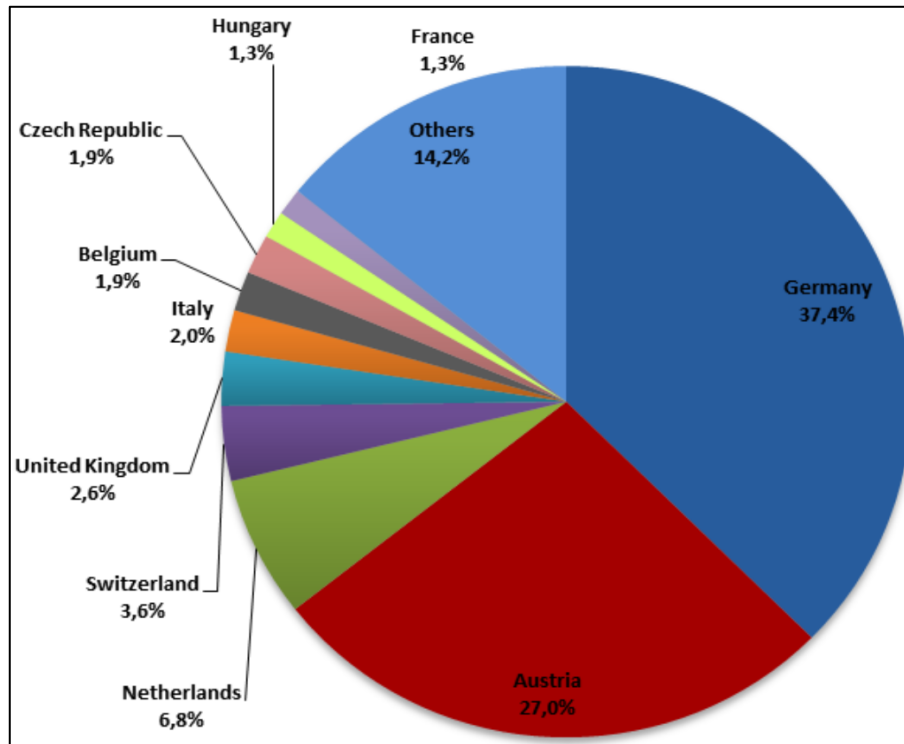


Figure 4: The most Important Source Markets of Austrian Tourism

Source: Federal Ministry Republic Austria, 2019.

According to the Federal Ministry (2019), more than 41.5 million guests spend about 141 million overnights in Austria every year. The three most significant markets are Germany, the domestic market and the Netherlands covering more than 71% of all overnights (Federal Ministry Republic of Austria, 2019). Observed data from recently made surveys shows that tourists highly appreciate the Austrian landscape and nature, the sports offerings during summer as well as the alpine winter. Furthermore, Austria offers a high quality of food and drinks, a wide variety of hotels, accessibility and warm hospitality (Federal Ministry Republic of Austria, 2019).

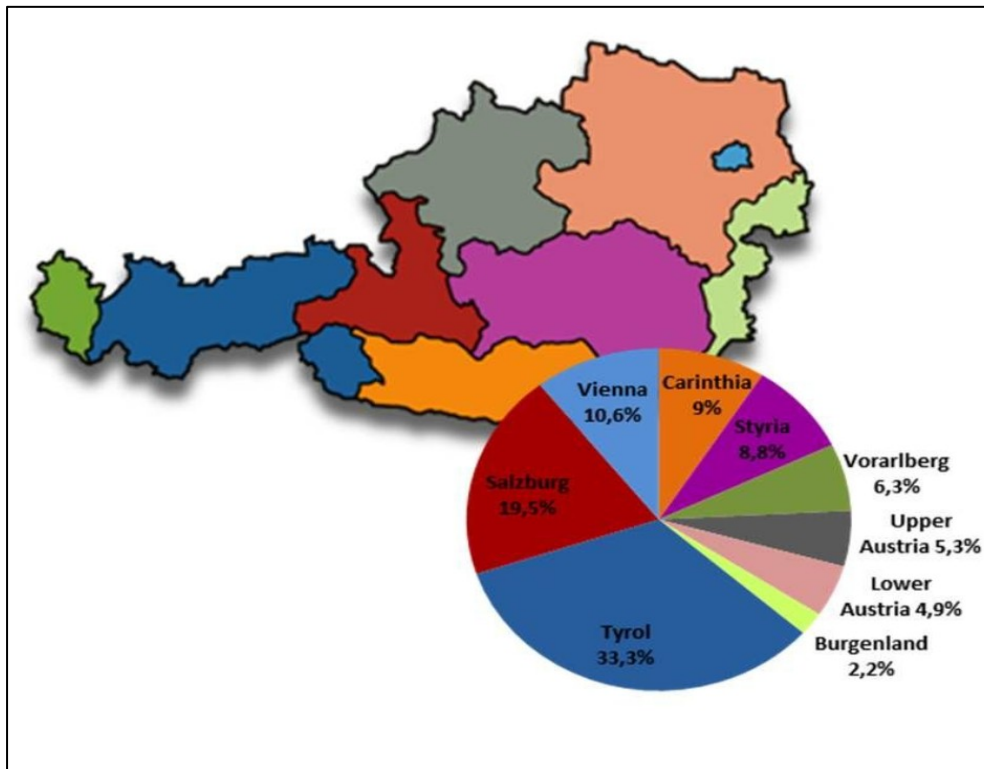


Figure 5: Most Popular Tourist Regions in Austria

Source: Federal Ministry Republic of Austria, 2019.

The Federal Ministry (2019) stated that most tourists prefer travelling to Tyrol, followed by Salzburg as well as Vienna, the capital of Austria. On average they spend 3.4 days in Austria, mostly accommodated in 5/4 stars hotels and 3 stars hotels (Federal Ministry Republic of Austria, 2019). Around 74% of these tourists travel to Austria by car, followed by airplane and train (Federal Ministry Republic of Austria, 2019). According to the author, especially regional development and transportation are of vital importance when it comes to environmentally responsible measurements in Austria (Leuthold, 2001). Several regions are faced with the challenge of holiday traffic, which needs to be decreased by several areas (Leuthold, 2001).

Besides of traditional forms of tourism, the importance of nature tourism became a significant part of the Austrian tourist industry (Leuthold, 2001). This growing industry sector offers new sources of livelihood in contrast to rural areas. It can be described as tourism with activities that are mainly related to nature (Nastase et al., 2010). Typical activities to promote ecotourism in destinations like Austria would be

for instance offerings for tourists to stay in or get to know nature through guided tours in national parks or nature reserves as well as hiking tours (Leuthold, 2001). Another possibility would be educating tourists about ecological, cultural and historical aspects of the region (Leuthold, 2001).

2.1.6.1 General Information of Austria

Austria has about 8.7 million inhabitants and is located in Central Europe (Austrian Embassy, 2019). The total size covers 83,878 square kilometers and there is an appearance of a temperate and alpine climate. The capital and at the same time largest city of Austria is Vienna (Austrian Embassy, 2019). The republic of Austria can be described as a Federal State consisting of nine autonomous provinces (Parliament of Austria, 2019). The federal principle describes a system where the legislative and executive forces are shared between the provincial governments and the federal governments (Parliament of Austria, 2019).

The federal provinces are:

- 1) Vienna
- 2) Lower Austria
- 3) Upper Austria
- 4) Tyrol
- 5) Styria
- 6) Salzburg
- 7) Vorarlberg
- 8) Carinthia
- 9) Burgenland

Source: Parliament of Austria, 2019

Most parts of Austria are highly mountainous including the Alps and just about 32% of the country's total area is less than 500 meters high (Austrian Embassy, 2019). One major issue regarding Austrian landscape is the appearance of a scene under cultivation (Dramstad et al., 2003). A research project was developed to create a sectorial and transnational coordination system to evaluate the functions of landscape and to create a method for efficient land use (Dramstad et al., 2003).

According to the results, the effects of agriculture on numerous landscape functions such as resource protection, the hazard damage protection, the spatial structuring function, the habitat function as well as the recreation function are included into the appearance of a landscape (Dramstad et al., 2003). The already mentioned functions were identified in an area of intense agricultural land use and a low appearance of woodland. In general, there is a need for better protection of agricultural land starting from a national, international, political as well as scientific level (Dramstad et al., 2003). Agricultural land is often seen as a remaining area, and for that reason, several projects aim to achieve a more sustainable and economic use (Dramstad et al., 2003). Researchers identified an on-going trend about segregation into regions that have intensive production and extensively used areas (Dramstad et al., 2003).

As a consequence, there is a diminution of agricultural functions to just one purpose on one side and the expiration of agricultural land use at all on the other side (Dramstad et al., 2003). These circumstances represent the need for a thorough planning process, especially in areas that are under high pressure regarding competing for land uses. However, agricultural land and green structure elements even offer functions besides food production and raw materials (Dramstad et al., 2003).

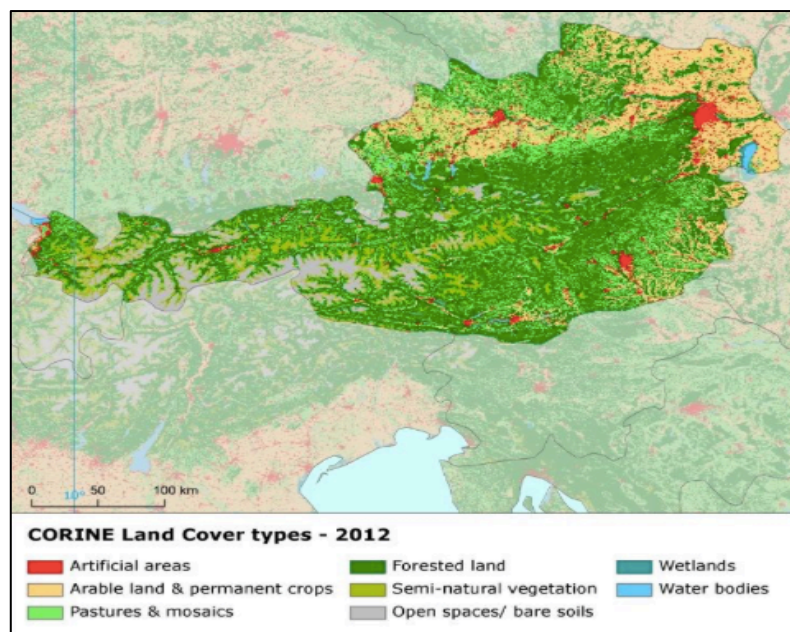


Figure 6: CORINE Land Cover Types – 2012

Source: European Commission, 2017

The above-displayed map of Austria shows the different land cover types of the country (European Commission, 2017). The main areas are occupied by forested land and semi-natural vegetation (European Commission, 2017). Arable land and permanent crops cover large cities in the northeast followed by artificial areas and pastures and mosaics (European Commission, 2017). Wetlands and water bodies represent the smallest part of land use whereby open spaces or bare soils regions are almost not feasible (European Commission, 2017).

In general, Austria contains 12 different landscape types, and each of them shows a distinct spatial configuration of habitats and specific environmental factors based on anthropogenic and natural influences (Zechmeister et al., 2003).

Some of those landscape types are mainly influenced by agriculture:

- 1) Semi-natural grassland of the subalpine belt
- 2) An agricultural mountainous landscape with managed grassland
- 3) Managed grassland in Alpine valleys and basins
- 4) Managed grassland in extra-Alpine lowland valleys
- 5) Lowland mixed agriculture
- 6) Lowland with mainly arable cropland
- 7) A landscape dominated by vineyards.

Source: Zechmeister et al., 2003

According to recent research, even in Austria climate change must be considered as a significant issue to biodiversity combined with habitat change, invasive alien species, pollution, and overexploitation (Renetzeder et al., 2010). Especially in the high Alps changes in ecosystem related to climate change have been documented (Renetzeder et al., 2010). The evidence is given through the spreading of invasive species, the threat of plant diversity and essential ecosystem services like the availability of water and water quality or agricultural productivity (Renetzeder et al., 2010).

2.1.6.2 The Importance of Ecotourism in Austria

Besides hotels and traditional ways of accommodation, Agri-tourism has a growing role in Austria's tourism sector (Embacher, 1994). More than 21,000 farms provide

about 109,000 rooms for tourists, which shows that Austrian farm holidays gain significance (Embacher, 1994). According to Embacher (1994), this niche offers an additional income for farmers, and furthermore, tourists have the opportunity to spend valuable and fascinating holidays on a traditional farm (Embacher, 1994). Farm holidays can be described as a sustainable form of tourism since the offer is regional and the resources are already built up. In addition to that, most benefits remain in the region; locals provide the service and farmers offer mainly local products to the tourists (Embacher, 1994). Moreover, farm holidays are relevant when it comes to environmentally and socially friendly forms of tourism since they are highly ecological (Embacher, 1994).

A variety of indicators for eco-regions are organic farmers within a particular region offering biological products, co-operation between agriculture and tourism like for example tourism packages including agriculture products or initiatives and associations for activities and tours in natural surroundings (Leuthold, 2001). Independent interest groups and representatives of Austrian associations need to be taken into account to effectively create new innovative ideas to further improve sustainable strategies for regional development in alpine regions (Leuthold, 2001).

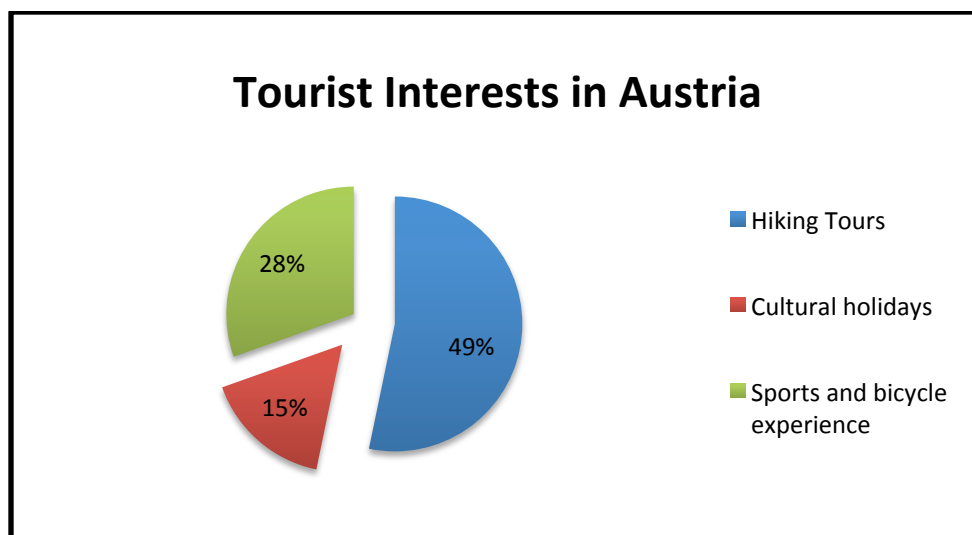


Figure 7: Tourist Interests in Austria

Source: Leuthold, 2001

According to a survey regarding the travel purpose of tourists, 49% of tourists travel to Austria for hiking tours, 15% come to make a cultural holiday and 28% are looking

for a sports or bicycle experience (Leuthold, 2001). These results show ecological and social tourist intentions and furthermore indicate a responsible stay in ecotouristically areas. Another survey pointed out that about 29% of tourists travelling in and to Austria have nature-based and environmental interests (Leuthold, 2001). Furthermore, 64% of interviewed people expect environmental information from their travel agents about the holiday destination and prefer agents that act environmentally sensitive (Leuthold, 2001). Another interesting result is that 34% of tourists in Austria show eco-tourist motivation through their interest in getting more information about different surroundings, getting in contact with locals or observing animals in their natural environments (Leuthold, 2001). To summarize the overall findings, it can be said that about one half of the overnight stays in Austria show eco tourist motivations and that the most popular ecotourism activities in Austria include trips to national parks and nature reserves, followed by visits to wildlife parks and stays in regions less frequented by tourists (Leuthold, 2001).

2.1.7 Protection Labels and Action Plans

Over the last several decades, the preservation of natural heritage that remained became a major global topic of concern (Borre et al., 2011). Due to that issue, a significant number of legislative initiatives at different administrative levels are taking this problem into account (Borre et al., 2011). In 1992, the European Union adopted the Habitats Directive, commanding on EU member states to put more emphasis on the conservation of rare and threatened habitats and species (Borre et al., 2011). Besides the fact that protected areas function as biological diversity reservoirs, they furthermore offer a great green infrastructure and provide environmental resilience as well as ecosystem services (Kati et al., 2015). In addition to that, protected areas play an important role when it comes to human well-being and local wealth based on national and global scales (Kati et al., 2015). Benefits of ecosystem services include essential tasks such as the supply of tangible resources, water, and sustainably grown crops and timber as well as processes that control the quality of water and air (Gantioler et al., 2014). In addition to that, protected areas even offer social services like for example the opportunity of recreation and tourism, the maintenance of cultural identity and sense of place (Gantioler et al., 2014). The protection of these ecological processes is significant to preserve the overall

functioning of natural systems. Habitats that are healthy and well operation can improve the resilience of ecosystems to resist or even adapt to disruptions beyond the site level (Gantioler et al., 2014). Ecosystems that are valuable in flora and fauna are often marked as national parks or biosphere reserves (Bastian, 2013). These areas can be seen as a precondition and framework for sustainable development through the provision of numerous economic activities like for example agriculture, forestry or nature-based tourism (Bastian, 2013).

Two regulations are of major significance when it comes to environmental protection:

- **Natura 2000** is an EU-wide network that represents one of the worlds most aspiring project developments concerning the conservation of biodiversity. It is designed to prevent the loss of biodiversity and the degradation of ecosystem services in the EU (Bastian, 2013). According to Gantioler, the network includes about 26,000 sites and covers roughly 18% of the EU territory. The member states are committed to developing conservation measurements to restore Europe’s most endangered species and habitat types for today but also for upcoming generations (Gantioler et al., 2014).
- **Agenda 21** is an international blueprint for sustainable development and one of the most enduring and effective outcomes during the Earth Summit in 1992. In Europe, about 4,000 cities, municipalities at a regional and local level and authorities are engaged in this process (Evans & Theobald, 2003). Agenda 21 represents a vision of global ecology that furthermore defines significant problems like global warming, population growth, and species extinction. According to Doyle (1998), Agenda 21 is a concept of sustainable development that promotes the aim of progress through economic growth and industrialization (Doyle, 1998).

2.1.7.1 Protection Labels and Action Plans in Austria

Vienna, the federal capital of Austria, has approximately 1.8 million inhabitants (Feichtinger & Pregernig, 2005). Politically, Vienna holds a unique position within Austrian governmental structures, since it is the national capital of Austria, one of nine federal states, and a municipality with the unique legal status of a statutory town (Feichtinger & Pregernig, 2005). In 1997, a comprehensive strategy for an LA21

for the entire city of Vienna was elaborated and just a few years later a citywide meta-structure, namely the Association Local Agenda 21 in Vienna, was established (Feichtinger & Pregernig, 2005). The Association serves as a coordination office and takes on additional responsibilities such as the financing of agenda processes, public relations work, and networking Austrian and international activities (Feichtinger & Pregernig, 2005). Local Agenda 21 activities have concentrated upon a coalition between citizens, the people working in the Agenda Office and sympathetic politicians (Feichtinger & Pregernig, 2005).

The LA21 process in Vienna is very much based on the principles of grassroots democracy and citizens' self-determination. The central aim is to develop and support sustainable development at the district level via local citizens' participation (Feichtinger & Pregernig, 2005). The central instruments of citizens' involvement are the workshops of projects and ideas and the project groups (Feichtinger & Pregernig, 2005). These workshops are a forum, in which new ideas are presented, and the progress of existing projects is reported and discussed (Feichtinger & Pregernig, 2005). The workshop-like setting allows interested citizens to get in contact with other like-minded people, to join an existing project group or to find support for a new idea (Feichtinger & Pregernig, 2005). The way Agenda projects ideas are formulated, represents a very emancipatory view according to which local citizens are perceived as experts on their own lives and the urban environment. Altogether the LA21 process seems to fulfill the normative demands of participation to a very high degree (Feichtinger & Pregernig, 2005). In principle, the process is open and inclusive for all individuals who may wish to participate; citizens have significant influence on both the content and the process of work in LA21 initiatives; and, finally, the style of interaction comes close to a social space of rational and enlightened deliberation and debate (Feichtinger & Pregernig, 2005).

In addition to LA21 projects, delays and complaints concerning site designation and management were decisive to furthermore establish Natura 2000 action plans in Austria (Geitzenauer et al., 2016). By 2012, all of the federal states that were selected implemented action plans including consultants that supported them by constructing these plans as well as financial estimates (Geitzenauer et al., 2016). These plans involve guidelines of protection and measurements including specific sites, species, and habitats that need protection (Geitzenauer et al., 2016). The planning process consists of two phases, a risk analysis, to specify the most imperative needs for measure and the concepts for conservation. The plans even serve as a guideline to define particular fields of action (Geitzenauer et al., 2016).

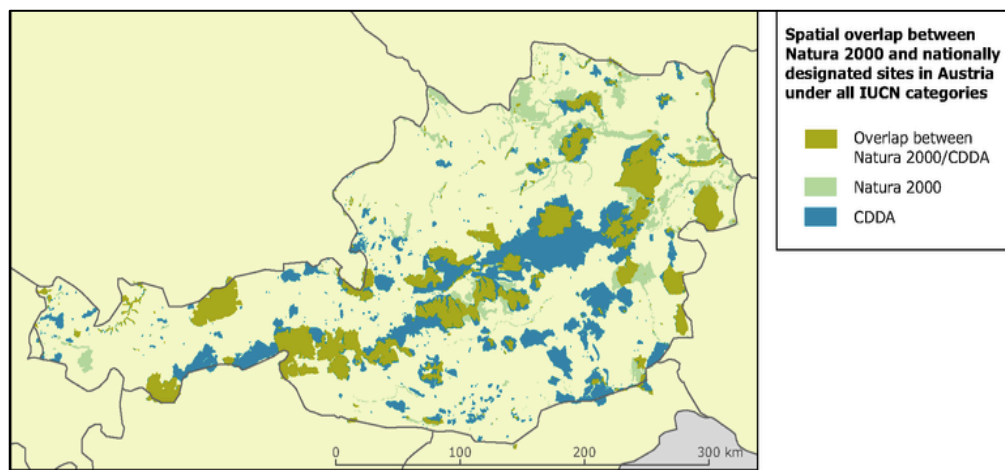


Figure 8: Natura 2000 Sites in Austria

Source: European Environment Agency, 2012

The map represented above, shows the specific areas in Austria that are under the regulation of Natura 2000 (European Environment Agency, 2012). Furthermore it is possible to see the spatial combination of sites. In Austria there is an appearance of overlaps between nationally designated sites and Natura 2000 sites, which is very significant. These areas are displayed in a light green color with a majority of Natura 2000 sites in Upper Austria, Lower Austria, Vienna and Styria (European Environment Agency, 2012).

2.2 Youth Education

Education can be described as an intentional learning process either public or private and furthermore it includes primary, secondary or post-secondary schooling, which is accredited by the government or another body (Dryden-Peterson et al., 2015). However, education can be non-formal, including catch-up classes, tutoring, or other structured but non-credential-bearing activities, which are managed and organized either by a community or individuals (Dryden-Peterson et al., 2015). The definition of youth varies from country to country (Dryden-Peterson et al., 2015). According to the United States, youth describes persons that are between the ages of 15 and 24 (United Nations Department of Economic and Social Affairs, 2007). Recent statistical data shows that about 1.03 billion, meaning 18 per cent of the total world population are youth. This age group defines persons that are in a period of transition between childhood's dependence and adulthood's independence (United Nations Department of Economic and Social Affairs, 2007). Furthermore, people of this age are in the phase of leaving compulsory education and starting their first employment. Based on the demographic, financial, economic and socio-cultural setting, the definition of youth can vary (United Nations Department of Economic and Social Affairs, 2007). Researchers around the world say that there is growing consensus that youth is a social construct where the markers define the start as well as the end of the stage, which differs, based on culture and context (Dryden-Peterson et al., 2015).

Besides the formal education system, there are informal possibilities that can influence youth education significantly like camp programs, which can be described as leisure activities for youth (Schelbe et al., 2018). Recent research has shown that adventure camps have a positive influence on the development of youth and specific areas such as the development of self-constructs, social relationships, physical and cognitive skills as well as spirituality (Schelbe et al., 2018). Young people, experiencing camp life are likely to have more unique social skills, self-confidence and self-esteem and are more likely to grow up independent and adventurous (Schelbe et al., 2018).

2.2.1 Definition of Youth Education

In the modern education system of high schools, it is possible to identify three different learning models that are dominant (Lynch, 2000).



Figure 9: Predominant Learning Models

Source: Lynch, 2000

1. Firstly, vocational education is a program established to prepare students to gain knowledge as well as job skills to offer them a direct opportunity to enter employment immediately after graduation. Vocational education is used to prepare students for the labor market and to teach practical and life skills like word processing, an introduction of how to work with computers, technical education as well as family or consumer sciences. More than 75 per cent of comprehensive high schools offer numerous subjects about specific labor market preparation programs like agriculture, business and office, trade and industrial, childcare, hospitality or technology.
2. Secondly, several schools offer curriculums with a major, where students choose specific subjects such as general, professional or applied work, organize internships and manage projects. Majors can vary from areas like performing arts and liberal arts to technology, math, and science.
3. The third model is about work-based learning experiences, which represent an integral part of the overall curriculum.

Source: Lynch, 2000

According to the authors, this model is an educational approach that takes advantage of workplaces to structure learning experiences, which contribute to the

social, intellectual, academic and career development of youth (Lynch, 2000). Furthermore, this is supplemented by school activities that apply, refine, reinforce, or extend their way of studying, which happens through working in a company. However, through this, students create attitudes, skills, habits, knowledge, and insights from school as well as work experiences and therefore they can connect learning with activities in the work-life (Lynch, 2000).

2.2.1.1 Youth Education in Austria

In Austria, the education system is mainly organized on a regional basis, meaning that the Federal Government has just little influence (Green, 1999). State-run schools dominate the overall school system, yet at the secondary level, these are selective by academic ability (Green, 1999).

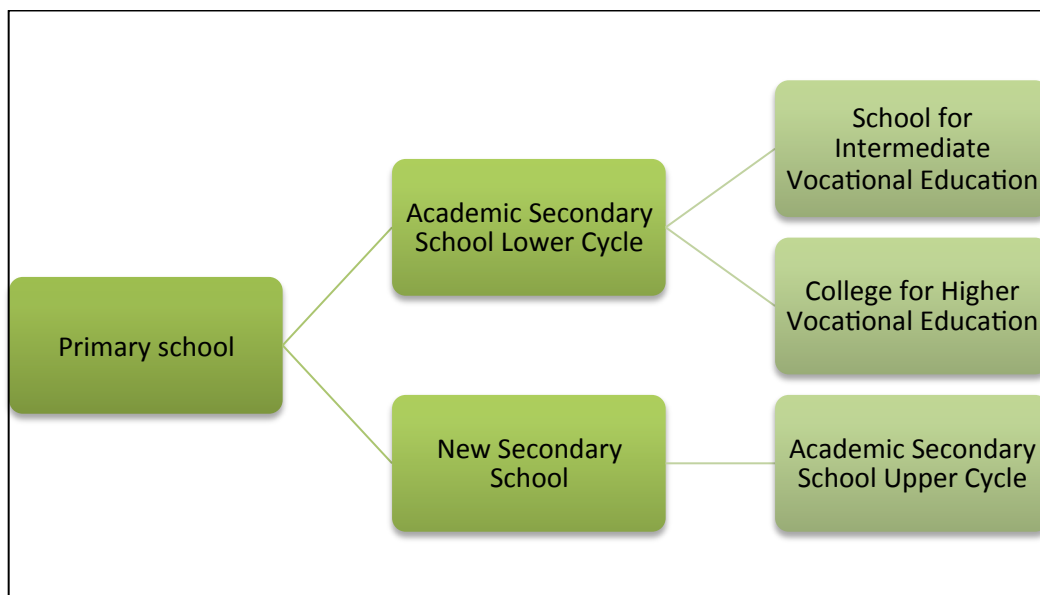


Figure 10: The Austrian Education System

Source: Bundesministerium für Bildung, 2016

The grades are divided into a Primary level, Lower Secondary level, and Upper secondary level. After primary school, students' can choose between continuing their studies at a New Secondary School or an Academic Secondary School Lower Cycle (Bundesministerium für Bildung, 2016). After four years, students' either finish their mandatory school through doing one year at a Pre-vocational School to start a Part-time Vocational School and Apprenticeship or Integrative Vocational Training. If students decide to keep on doing a further education they have the options of either

doing a School for Intermediate Vocational Education, a College for Higher Vocational Education or an Academic Secondary School Upper Cycle (Bundesministerium für Bildung, 2016). The different school types are characterized by a varying level of difficulty, length and graduation type (Green, 1999). At the post-compulsory education level, provision is mainly work-based, predominated by the dual system of the so-called apprentice training, which combines in-company training with a specific number of days per week, an individual has to spend in school to learn more about general education subjects as well as vocational theory (Green, 1999). According to Green (1999), the unions and chambers of commerce work significantly support this system. The parameters of tight federal control try to maintain a high quality of training (Green, 1999).

2.2.1.2 Extracurricular Activities and Informal Education

According to the authors Eccles, Barber, Stone and Hunt (2003), youth pass more than half of their time in leisure activities (Eccles et al., 2003). Recent research documents that a significant number of young people spend this time for unstructured activities like watching television. Scientists argue that this misspent time could be used well through ways that promote positive development and at the same time avert the formation of developmental problems (Eccles et al., 2003). Extracurricular activities entail developmental consequences that improve the psychology and development of youth positively and furthermore; adolescents that participate in such programs get entirely prepared for the transition to becoming adulthood (Eccles et al., 2003).

According to Feldman and Matjaski (2005), 75 % of 14-year-olds already participate in extracurricular activities (Feldman et al., 2005).

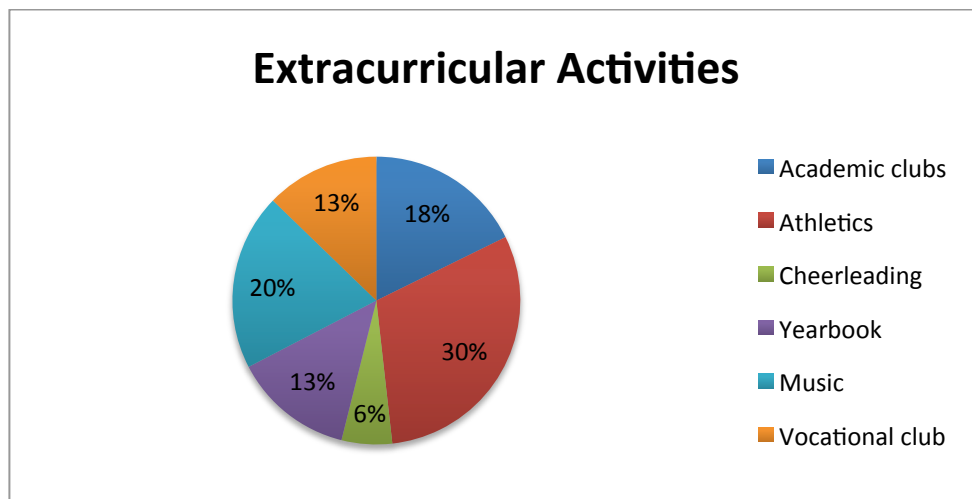


Figure 11: Extracurricular Activities

Source: Feldman et al., 2005

Based on the figure displayed above, most students are interested in sports and athletics, followed by activities related to music and academic clubs (Feldman et al., 2005). Vocational clubs and participation in a newspaper or yearbook support these activities, and the smallest proportion of students is part of a cheerleading or drill team (Feldman et al., 2005).

In Austria, several organizations support extracurricular activities like charity organizations, self-governing youth associations and social organizations (Federal Ministry of Families and Youth, 2015). Youth organizations use an integrative and participatory educational structure and promote creativity to further develop skills and talents (Federal Ministry of Families and Youth, 2015). Youth Information Centers help young people through their developmental phase and support them with relevant information to more comfortable cross the transformation into adulthood. Other sectors provide Professional Open Children and Youth Work organizations that help young people to practice recreational activities, to find their own identity in society and give advice as well as orientation hints (Federal Ministry of Families and Youth, 2015).

However, scientists pretend that organized and constructive activities provide several opportunities for youth development (Eccles et al., 2003):

1. Youth gain and practice specific skills referring to social, physical, and intellectual settings
2. Youth get a feeling of being a member in a community and being involved in the well being of the group
3. Youth become a member of a valued and socially acknowledged community
4. Youth can build up a social network with adults and peers that can be supportive in the present as well as in the future
5. Youth have to deal with new challenges and experiences

Source: Eccles et al., 2003

The authors furthermore describe a relationship between extracurricular activities and school achievements, which is supported by sociology studies, leisure studies and interdisciplinary studies of youth development (Eccles et al., 2003). Moreover, it can be argued that there is a secure connection between extracurricular activities and adult educational attainment, earnings and profession (Eccles et al., 2003).

Other positive effects of extracurricular activities include:

1. Enhanced interpersonal competencies
2. A better self-concept
3. An advanced high school grade point average
4. More enthusiastic school engagement
5. Increasing educational aspirations
6. A general higher educational achievement
7. A better quality of employment
8. A higher degree of active participation in political processes
9. Improved engagement in sports
10. The better situation of mental health

Source: Eccles et al., 2003

Based on already existing literature, it can be assumed that extracurricular activities help youth to express their identity through skills development, creating preferences and connecting with others (Feldman et al., 2005). Furthermore, adolescents can develop social and human capital, and they experience a challenging setting that is not part of an academic environment (Feldman et al., 2005).

2.2.1.3 The Parental Role in Extracurricular Activities

Besides the positive effects of extracurricular activities, there also exists an image of overworked and over-busy young people (Kremer-Sadlik et al., 2010). Several researchers criticize that youth do not have enough space to experience self-determined creative investigation of the environment they live in and furthermore, they argue that these circumstances limit the possibility of engaging into intimate friendships (Kremer-Sadlik et al., 2010). Overworked children do not have the opportunity of feeling free, empty and unplanned which is said to be essential for children's further development (Kremer-Sadlik et al., 2010). Several authors put a lot of emphasis on finding a balance between a child-centered approach or parenting and a push for achievement (Kremer-Sadlik et al., 2010). It is significant to avoid too much pressure to participate in activities, which often occurs in societies where children are expected to perform like adults and to grow up faster than they should (Kremer-Sadlik et al., 2010).

Instead of creating pressure, parents need to support and stimulate a children's development and furthermore, promote their social as well as cognitive skills (Kremer-Sadlik et al., 2010). Parents help their children by providing an environment that improves reasoning and verbal skills, a children's sense of individuation and arranging activities that focus on the development of personal skills (Kremer-Sadlik et al., 2010). Most parents perceive extracurricular activities as an opportunity for their children to acquire vital skills and traits that will help them to have professional and personal success in the future (Kremer-Sadlik et al., 2010). Overall findings show that parents play a significant role in the practical experience of a child in extracurricular activities (Anderson et al., 2003). It is recommended that parents rather encourage their children's involvement instead of creating pressure (Anderson et al., 2003). Children need to make their own decisions based on the activities they want to participate in and to what degree they want to be involved

(Anderson et al., 2003). A positive level of encouragement will affect a children's perceived level of enjoyment in activities (Anderson et al., 2003). If children do not enjoy the activities they participate in, they will not benefit from positive skill development and peer interaction (Anderson et al., 2003). According to the authors, it would be beneficial if parents were willing to share and experience activities together with their children to raise motivation and optimize developmental effects (Kremer-Sadlik et al., 2010).

2.2.2 Psychology of Youth

Youth psychology mainly deals with developmental psychology, which is a process of growth and increasing competence (Larson, 2000). Furthermore, this deals with the social and emotional development of youth and how to become a motivated, socially competent, directed, compassionate and psychologically vigorous adult (Larson, 2000). Nowadays, it is a surprising phenomenon that a high number of young people tend to be bored, unexcited and unmotivated in their lives, which is mostly a sign of a deficiency in positive development (Larson, 2000). Although these bored adolescences do their homework, get along with their parents and go out with friends to positively get through the day, they are not feeling excitement or willingness to invest in paths into their future (Larson, 2000). However, it is of great necessity to lit adolescents' fires to be able to develop a complex of dispositions and furthermore to create skills that are needed to take charge of life (Larson, 2000). One key requirement to enhance positive development is the initiative to strengthen youth creativity, leadership, altruism, and civic engagement. Another useful method for developmental psychology is the possibility to give young people activities that are equivalent to family, school, and peers (Larson, 2000). For instance, the participation in school extracurricular activities or community organizations is proofed to have a positive influence on higher self-esteem, feeling of control over life, higher educational motivations, and goals, as well as lower rates of delinquency (Larson, 2000). According to the author, even adventure programs for a period of one or two weeks can be a great tool, because youth have to challenge severe mental, physical and interpersonal tasks in a wilderness surrounding. In addition to the challenges, youth have to complete, the social integration into a group is another step into the right direction of positive development (Larson, 2000).

Sociological theory points out that a process of secondary socialization, which involves the assimilation of a group's norms and internalization, follows the integration into a group (Larson, 2000). Through the participation in service activities, youth can observe and practice fundamental roles and processes of civic engagement and that the creation of relationships to group members and adult leaders provides them with a valuable social capital (Larson, 2000). However, psychologists also suggest that practical knowledge in service activities can offer interesting reflective material at a critical juncture in terms of identity development, which youth incorporate into their identity work (Larson, 2000).

2.2.3 Environmental Psychology

Environmental psychology deals with the transaction between human individuals and their natural environment (Gifford et al., 2012). It is about the assumption that the actions of individuals change the natural environment and furthermore that their experience and well-being are changed in turn by the climate (Gifford et al., 2012). Some theories in environmental psychology emphasized the central psychological process like stimulation and control. Often there is an appearance of too much or too little stimulus, which furthermore predicts that a great range of behavior and experiences is going to be influenced by someone's stage of stimulation (Gifford et al., 2012). On the other hand, some theories mainly underline the significance of a person's perceived or actual control over the environment. However, the ecological approach claims that the importance of the behavioral setting, a naturally appearing small-scale social-physical unit comprises out of regular patterns of person-environment behavior (Gifford et al., 2012). Integral or holistic approaches describe the complete interrelationship between individuals and the setting. Finally, there also exists an operant approach, which represents abstract principles and gives preference to a direct problem-solving approach (Gifford et al., 2012). This approach deals with behavior modification methods to deal with problematic environmental behaviors. One primary employment of ecological psychology is the enhancement of nature management and its significant but restricted resources (Gifford et al., 2012).

2.2.4 Ecological Awareness and Education

The word ecology originally comes from the ancient Greek term for household, describing the connection between organisms to each other as well as to their environment (Cohen, 1992). Nowadays, ecology and issues related to it have become a significant topic in our lives and ecological concerns are becoming a subject all over the world (Cohen, 1992). Especially the urgency to figure out more effective methods of promoting environmental awareness and behavior focusing on the conservation and preservation of our limited natural resources is a significant concern affecting both, children and adults in our society (Cohen et al., 1990).

Particularly among the young generation, this issue has gained critical significance as the concern for our endangered planet became reasonable (Cohen, 1992). Through the use of numerous activities and projects that are ecologically inspired, the knowledge and ecological awareness of environmental issues should be improved and further developed in a positive way (Cohen et al., 1990). Practices intended to promote youth awareness of crucial environmental issues need to be appropriate, take place across real settings and include active exploration of youth (Cohen, 1992). In addition to that, learning environments for youth that are ecologically based need to offer real interactions with nature. Research has shown, that the involvement with nature represents a crucial component in promoting youth's understanding of ecology (Cohen et al., 1990).

However, another central issue, concerning our society, shows the need to work on a change in our attitude and behavior to get a better understanding of the planet's limited, natural resources (Cohen, 1992). Researchers found out that through the use of games dealing with ecological units, students get a unique opportunity to learn more efficiently about specific contents while they gain relevant skills in problem-solving (Cohen, 1992). However, integrated learning is crucial for students of every age group. If students start working as scientists, they become more used to topics concerning the environment as well as general scientific problems (Cohen, 1992). According to Cohen (1992), students must become more involved in the searching process for solutions to ecological issues. Educators need to improve youth's awareness and encourage active as well as creative efforts to preserve and further protect Planet Earth (Cohen, 1992).

2.2.5 Environmental Education

Environmental knowledge can be described as someone’s awareness of ecological problems, which in result could increase peoples concern about the environment (Zsóka et al., 2013). Through an appropriate education method, it is possible to change students’ attitudes regarding the situation, which includes an environmentally conscious lifestyle, consumption habits or other solutions addressing environmental problems (Zsóka et al., 2013). A change in attitudes and values is the first step for further actions. Pro-environmental behavior can be seen in internal factors like for example knowledge, beliefs or values but also in external factors like the availability of suitable infrastructure or the degree of sacrifice entailed (Zsóka et al., 2013). The behavior of youth can be influenced most effectively through the immediate environment like family, friends, and education (Zsóka et al., 2013).

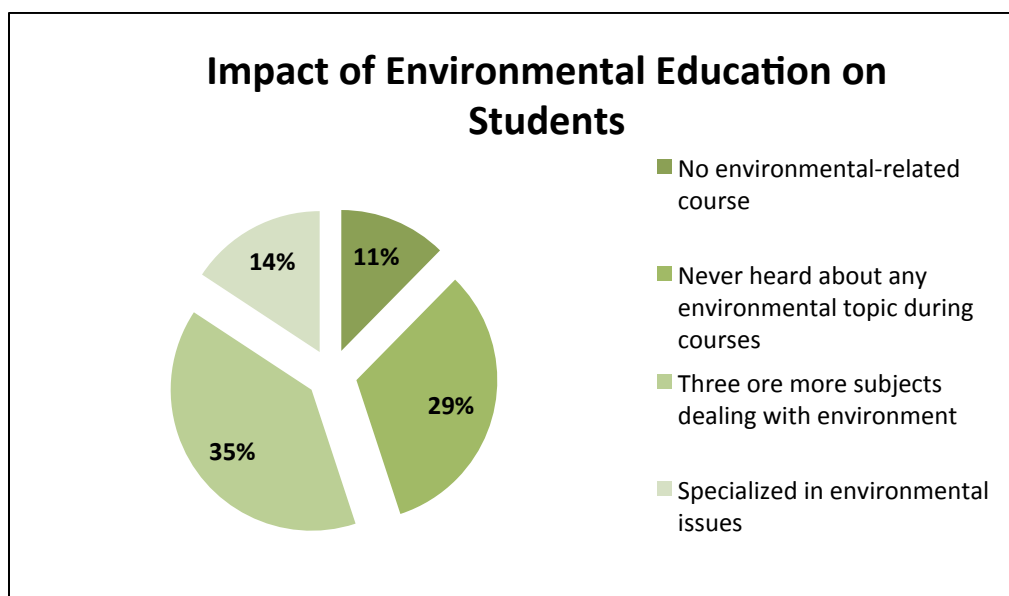


Figure 12: The Impact of Environmental Education on Students

Source: Zsóka et al., 2013

The authors Zsóka, Szerényi, Széchy & Kocsis (2013) surveyed to show the impact of environmental education on students (Zsóka et al., 2013). The study shows that 11% of students that were taking part in the survey reported not to make any environmental-related course. Another 29% said that they never heard about the environment throughout their studies and 35% of students were able to list three or

more subjects dealing with environmental topics (Zsóka et al., 2013). Finally, 14% of university students were specialized in environmental studies at the time of sampling. Based on these results, the authors furthermore mention that environmental education has excellent power when it comes to environmental awareness, everyday life and consumer behavior of youth (Zsóka et al., 2013). A variety of different education institutes found out that the integration of sustainability issues into education has a positive effect on students' behavior of acting environmentally responsible as well as their attitudes regarding sustainable consumption (Zsóka et al., 2013). Students mostly tend to environmentally friendly activities that have minor changes concerning their lifestyle like recycling, using fair trade products or saving energy and water. Environmental education has shown the best result when using activities where students are willing to engage but moreover where willingness is increasing along with the recognized utility of the action (Zsóka et al., 2013). According to Zsóka, Szerényi, Széchy & Kocsis (2013) environmental education influences students' environmental behavior positively through a variety of ways including the transfer of values and knowledge and furthermore providing examples and forming the institution into a social setting (Zsóka et al., 2013). A big challenge for environmental education will be to go beyond the part of just transferring knowledge. In addition to that, it is essential to find an effective way of how to encourage sustainable lifestyles among students by offering tools that are efficient enough to create a broader societal impact (Zsóka et al., 2013). However, it has been found out that attitude-focused teaching methods tend to be more successful when it comes to behavioral changes than the use of knowledge-oriented instruments. Education needs to take over the role of leading students to become active and responsible individuals when facing sustainability-oriented challenges (Zsóka et al., 2013). An effective way to achieve behavioral change through education is the application of systematic and holistic thinking, integrating different views, promoting skills like problem-solving or critical thinking as well as becoming an active agent for change (Zsóka et al., 2013). It is a challenging project to provide youth with all skills that are necessary to become a change agent. Environmental education aims to engage students with a complex set of tools that contains cognitive, practical as well as conative elements that foster behavioral change (Zsóka et al., 2013).

2.2.6 Education and Ecotourism

However, one central aspect of managing environmental growth is the promotion of ecotourism and furthermore to focus on environmental learning, which could be a significant tool to reduce negative impacts and improve ecological awareness (Kimmel, 1999). The growing industry of ecotourism motivates many people to visit different environments where tourists can learn more about local habits as well as environmental principles, which can raise their sense of understanding and awareness of the importance of environmental protection (Kimmel, 1999). Ecotourism is an excellent opportunity to encourage environmental education to create affection in peoples mind, which furthermore can lead to a more careful treatment of the environment (Kimmel, 1999).

According to Donaghey (2012), who made a case study about education structures for ecotourism in Shangri-La, one of the significant challenges in the development of ecotourism is the necessity of sustainable training programs in local communities (Donaghey, 2012). To understand the different elements of ecotourism and to furthermore implement it the right way, it is essential that all participants in the industry are equally informed considering not only policymakers but also the cooperation of local communities (Donaghey, 2012). The Eastern Tibet Training Institute offers training for local youths to educate them in language and business skills to prepare them for the increasing labor force in the service industry (Donaghey, 2012). Furthermore, the institute puts a lot of effort on teaching students the idea of ecotourism and how this concept is connected to the service industry as it is also related to several sectors like hospitality, adventure, nature as well as cultural tourism. Donaghey (2012) even mentions that environmental training programs for youth are essential since they are the upcoming decision makers regarding the establishment of sustainable ecotourism in the future (Donaghey, 2012). The institution offers courses like for instance tourism and hospitality, small business management but more importantly training sessions in green technologies including solar panel installation, construction skills or agricultural techniques (Donaghey, 2012). Furthermore, students learn about pollution, transportation, landscapes, and recycling during their classes. Organizations put a lot of effort on ecotourism because they view it as a crosscutting

matter as it is connected not only to sustainable development but even deals with the engagement of the community as well as environmental education (Donaghey, 2012). Through real-life working illustrations, also called research trips for communities, youth should get an idea of ecotourism best practice examples. According to Donaghey (2012), environmental education and the training of young people is essential to prepare them to work in a sustainably responsible way, which becomes vital in the foreseen future. The engagement of young people is crucial for creating a self-sustainable industry and allows them to specialize in the field of ecotourism, which can in future motivate them to establish or become part of new initiatives for ecotourism development (Donaghey, 2012). Moreover, it is essential to encourage environmental education as a crucial part of the industry to achieve more significant growth of ecotourism in maturity (Donaghey, 2012).

2.2.6.1 Adventure Camp Programs

Adventure Camp Programs already have a long and varied history where the origins can be found in organized camping as well as environmental and experiential education movements (Attarian, 2001). As the overall importance is growing, adventure recreation nowadays plays a significant role in humans' leisure experience. According to Attarian (2001), it was possible to recognize growth in a variety of adventure programs, based on demographic and socioeconomic factors like for example professional preparation programs, college, university, and camping programs (Attarian, 2001). Since the demand for adventure camp programs increased, resource managers have to respond with managerial actions to help to maintain a balance between the protection of resources and recreational use (Attarian, 2001).

Numerous programs, especially those designed for youth, use activities or outdoor adventure to develop personal attributes like self-esteem, confidence, trust, and responsibility, to build up individuals' achievements and success to facilitate further development (Pearson, 1991).

Child and youth care practices already use camping, outdoor recreation and adventure programs for child and youth development for several decades (Harper, 2017). Outdoor experiential programming is a useful method to create a meaningful and deep connection with nature and also to mitigate risk to promote resilience in

youth further (Harper, 2017). Especially adventure therapy is a growing field, which can be described as an umbrella term capturing the confluence between outdoor adventure and human service practices focusing on social work, psychotherapy and health promotion (Harper, 2017). However, adventure therapy also includes methods like outdoor, wilderness, nature-based as well as place-based approaches for treatment and education. Outdoor adventure camps include several elements whereby each of them deserves attention and exploration relative to the child and youth care (Harper, 2017).

Elements of practice	Brief description
Active kinaesthetic	Inclusion of active bodily engagement
Experiential learning methods	The practice of 'learning by doing' through group initiatives, tasks and experimental learning
Integration of therapeutic practice	Incorporates individual & group therapy, psycho-education and social group learning
Connection to place	Place-based knowledge and land-based practices
Generation of metaphors	Nature provides unlimited opportunity for meaning making, analogy and narratives
Challenge	Balance of perceived risk and task burden with support for growth
Natural consequences	Actions & choices have clear and unambiguous feedback
Reflection	Periods of inactivity and guided alone time allows for introspection
Alternative entrance to awareness	Focus on activity and social dynamics rather than through discussion alone (i.e., talk therapy)

Table 2: Elements of Outdoor Adventure Practices Utilized Therapeutically

Source: Harper, 2017.

In the United States, there are more than 14,000 camps that serve more than 14 million children annually (Schelbe et al., 2018). Adventure Camps have created intentional practices with the achievement of effecting positive developmental outcomes for youth who participate in these programs (Schelbe et al., 2018).

2.2.7 Ecotourism for Youth in Austria

Austria offers great preconditions for a large variety of ecotourism opportunities and activities (Leuthold, 2001). More than 19% of the total area is covered by natural reserves and 40% of the Austrian countryside including several eco-regions can be

used for ecotourism (Leuthold, 2001). Furthermore, cultural education is supported by a large number of museums providing knowledge about the traditional characteristics of the region (Leuthold, 2001). To maintain and further develop ecotourism in Austria, it is necessary to create further initiatives for the advancement of regional ecotourism. In addition to that, it is crucial to design ecotourism projects and training programs as well as information events to promote responsible environmental holidays further (Leuthold, 2001). Ecotourism in Austria has excellent potential to keep growing and gain significance by using the possibilities of marketing and targeting the right groups of people (Leuthold, 2001). Sensible planning, a clear development strategy, and appropriate marketing by the respective region will be necessary to become more successful (Leuthold, 2001).

However, to even direct youth into a way to make them understand the significance of ecotourism it is crucial to have natural reserves, a cooperating community and learning centers (Donaghey, 2012). To give locals an idea of the importance of tourism, ecotourism training should involve different elements like for example an ecotourism workshop, cultural practice, health, and safety training as well as local guide knowledge training (Donaghey, 2012). The aim of achieving a green economy is to develop better social equity, lowering ecological scarcities as well as being efficient in handling resources (Donaghey, 2012). Even though ecotourism is a global model, it has to start on a local basis where education and training that is based on sustainability plays a key role (Donaghey, 2012).

Pendergast stated that youth are “the new visitors in the tourism market” (Pendergast, 2010, in Buffa, 2015, p. 14046). “The importance of this market segment lies in the fact not only that it is becoming larger but also that it represents the market of the future” (Vukic et al., 2015, in Buffa, 2015, p. 14046).

Considering the quotation of Pendergast and Vukic (2015), youth are becoming a significant market segment in today’s travel industry (Buffa, 2015). According to the fact that young people have a growing influence on the tourism business, it is furthermore necessary to steer them into a direction in which they understand the importance of sustainable, responsible travel behavior (Buffa, 2015). In the long run, youth will be responsible for tourism in the future, and therefore it is crucial to introduce them into the idea and further development of ecotourism (Buffa, 2015).

3 Methodology

The following part will offer a deeper insight into the methodology used, by going into more detail regarding the structure and construction of the thesis. The figure below shows the different steps that are necessary for the process of constructing the thesis.

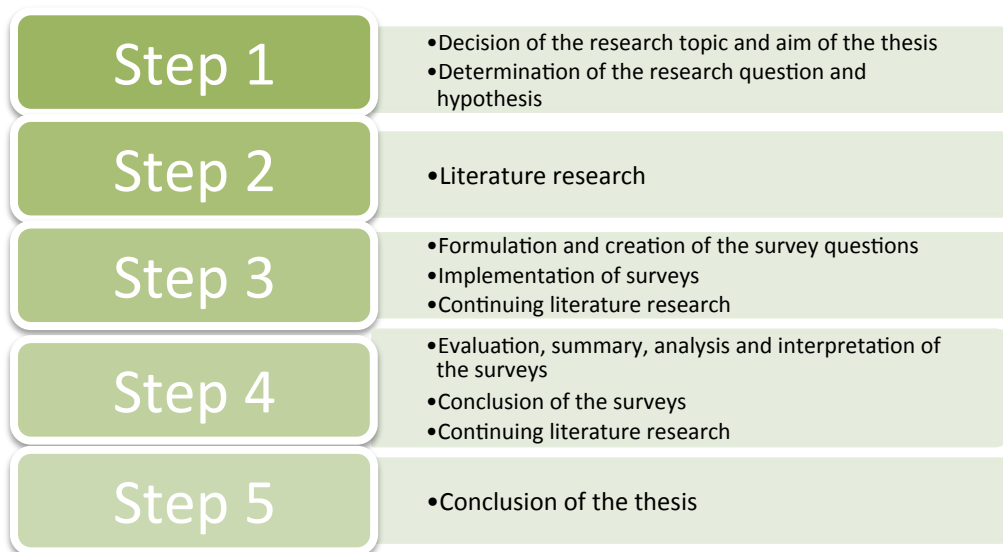


Table 3: Structure of the Thesis

In the first step of the development of the thesis, it is of importance to come up with a research topic and to furthermore define the different aims related to it. Afterward, it is necessary to formulate appropriate research questions as well as a hypothesis that reflects the research questions. The second step covers comprehensive literature research to provide extensive secondary data from journals, case studies, and books. In addition to that, the literature review provides the basis to formulate and create the questions of the survey, which is done in step number three. Afterward, the survey will be conducted by handing them out to the selected respondents. As soon as step number three is completed, the questionnaires are going to be evaluated, summarized, carefully analyzed and interpreted in the fourth step. As a result, the evaluation of the surveys will complete this step, followed by the overall conclusion of the thesis in the last step number five, where an inference will be made and directly linked to the hypothesis of the thesis.

3.1 Aim

The primary interest of the thesis deals with the topic of ecotourism and how youth are related to it. For this reason, there has been set up one primary goal and various secondary goals right at the beginning of the thesis to determine the objective of the thesis.

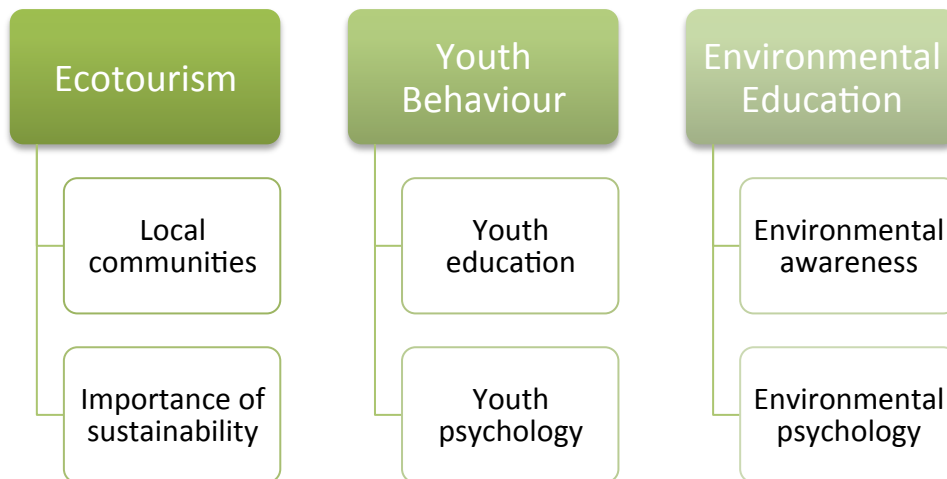


Figure 13: Primary and Secondary Aims of the Thesis

The main purpose of the thesis is to find out more about youth behavior when it comes to ecotourism and how much they are informed about the topic. Furthermore, it is necessary to outline to what degree sustainability and environmental protection play a role in today's curriculum and if there are differences based on the numerous school types. Since ecotourism is a very multifaceted topic, several secondary aims have been formulated. Some of them include how environmental education impacts the degree of environmental awareness of humanity in general and especially of youth as well as how this changes their opinion about the importance of sustainability and ecotourism. Furthermore, the impact of ecotourism on local communities should be discussed and how locals, as well as tourists, can be trained and informed of how to act in an environmentally friendly way. In addition to that, the different forms of environmental education, as well as the science of environmental psychology, are another topic of interest.

3.2 Research Design

Based on the aims outlined in the previous section, a useful data collection technique is using questionnaires including techniques like checklists, a Matrix, rating scales as well as open-ended questions that can provide data based on personal emotions and feelings, behavior as well as interests (Allen-Meares et al., 1990). In the study, a combination of data collection methods is used combining automated data collection over the Internet and paper-based questionnaires (Fowler, 2013). Digital data collection does not involve an interviewer at all, and furthermore, data can be collection independently of distance and place (Fowler, 2013). In general, Internet surveys provide a relatively high speed of returns and are a not very cost-intensive data collection instrument (Fowler, 2013). An occurring problem of a self-administered approach could be the challenge of getting respondents to return an accomplished questionnaire (Fowler, 2013). If there is no interviewer present, the intrinsic motivation of people could be a critical issue (Fowler, 2013).

According to Brace (2018), there are different options of data collection like self-completion and interviewer-administered modes (Brace, 2018). For the thesis, an interviewer-administered questionnaire in the form of a face-to-face technique represents a useful data collection method in addition to online surveys (Brace, 2018). This method has the advantage that the interviewer is present during the process and in case that respondents cannot answer due to a specific reason; the interviewer can clarify any uncertainties, which can appear based on the level of education, which is different based on the type of school (Brace, 2018). The level of knowledge and understanding can also be affected by a students' immigration background, their language skills and if the school is located in a catchment area due to a high number of immigrants (Brace, 2018).

The questionnaire was initially designed in the English language and afterward translated into German, to make it easier for the students. Furthermore, it can be assumed that the level of English of 13 or 14-year old students' is not high enough to fully understand the questionnaire. In addition to that, a simple language was used to assure that all students from different ages and level of education understand the questions. Mostly, the questionnaire was held in person through getting in touch

with various schools, going there and distributing the survey directly to the students. Since distance was a big issue especially regarding schools located in the western region of Austria, an online survey was conducted as well.

Due to ethical reasons, participation in survey research must be voluntary for respondents (Fowler, 2013). Furthermore, respondents must be informed about the project and the purpose of the study including a brief description (Fowler, 2013). In addition to that, it is necessary to name the university and the name of the researcher that is carrying out the surveys (Fowler, 2013). Fowler (2013) argued, that respondents also need to be informed about the protection of their answers concerning confidentiality and data protection (Fowler, 2013). This information must be given to the participants in advance and briefly reviewed before beginning a questionnaire (Fowler, 2013).

3.3 Unit of Analysis

The conduction of semi-structured questionnaires has been chosen as the research method as quantitative research methods are characterized by using techniques designed to show relationships that are already described by the theory (Allen-Meares et al., 1990). This type of research relies on statistical, observable and objective facts of specific social reality components (Allen-Meares et al., 1990).



Figure 14: Semi-Structured Surveys

According to O’Leary (2017), the first step in developing a semi-structured questionnaire is to prepare an extensive background of literature, to further adapt the theory and subsequently specify the hypothesis and topics of interest that need to be generated (O’Leary, 2017).

The next step comprises the creation of the questionnaire based on a semi-structured design to collect quantitative data (O’Leary, 2017). Semi-structured questionnaires represent a mixture of a structured and unstructured design (O’Leary, 2017). Primarily because the respondents are young students, it was essential to use mainly closed-ended question because they are more comfortable and more quickly to answer (Ross, 2005). Moreover, closed answer questions are often a more useful tool than open questions (Fowler, 2013). If respondents are asked to answer in their own words, items often happen to be solved very vaguely and incomplete (Fowler, 2013). However, through the use of one open question, it was possible to get a deeper insight about students’ spontaneous ideas regarding the topic and furthermore this technique can add new information (Ross, 2005). In addition to that, open questions allow the researcher to get answers that were unanticipated and it is possible to obtain more information about the respondent’s real attitude (Fowler, 2013). Nevertheless there is a risk that respondents write answers that are irrelevant to the study (Babbie, 2007).

The third step deals with the selection of respondents. Participants are students between the ages of 13 – 20, which can be described as youths. Due to the fact that the participants are students living in Austria, the preferred locations of doing the surveys are school buildings in Austria.

Based on the fact that most inquiries take place in school during class, the surveys are group-administered (Fowler, 2013). According to Fowler (2013), students provide a response rate of almost 100% when they are asked to fill out a questionnaire during class (Fowler, 2013). The surveys consist out of 20 questions and do not exceed the duration of 20 minutes.

The final step deals with the evaluation and analysis of the questionnaires. Statistical processes have to be done, and a conclusion must be made that either supports or not supports the hypothesis (O'Leary, 2017). In addition to that, a codebook needs to be prepared to enter the obtained data into a computer system (Ross, 2005). A codebook is a computer-based structure file used to guide data entry (Ross, 2005). According to Creswell and Creswell (2017), data analysis includes several important aspects like if the outcomes answer the hypothesis and research questions and if the findings are able to explain why the results occurred (Creswell & Creswell, 2017). As a last step, the implications of the findings should be discussed for future research and practice (Creswell & Creswell, 2017).

3.4 Data Preparation and Analysis

Fowler stated, that once data has been collected, the information must be transformed for analysis done by a computer (Fowler, 2013).

There are several stages in the process of data preparation and analysis:

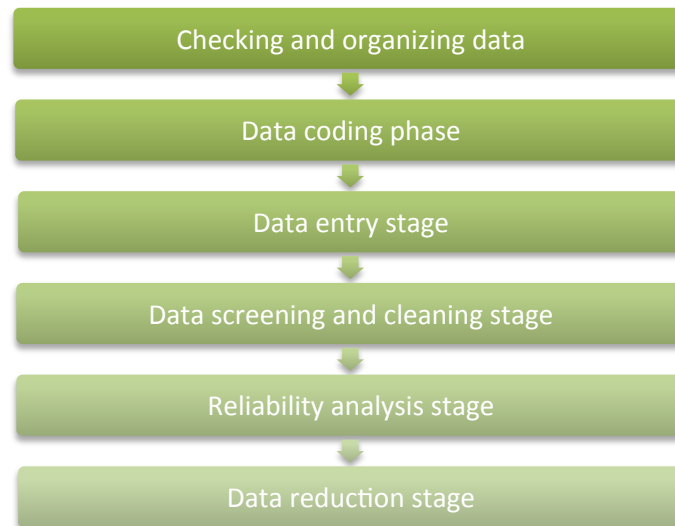


Figure 15: Process of Data Preparation and Analysis

Source: Phakiti, 2010

In the first phase, the data needs to be checked to find out if all sections were fully completed by the respondents (Phakiti, 2010). Afterward, participant codes should be assigned to check if the data is accurate after entered into a computer system (Phakiti, 2010). Furthermore, the researcher has to decide on a format and the specific way the data is going to be organized in a file (Fowler, 2013).

In the coding phase, it is significant to classify the obtained data sets and furthermore, the complexity of the data set must be reduced (Phakiti, 2010). According to Phakiti (2010), it necessary to differentiate between nominal data, ordinal data or interval data (Phakiti, 2010). During this stage, a student's answer is going to be allocated with a certain value that can be handled by a machine (Fowler, 2013). Furthermore it describes the process of transforming responses into standard categories (Fowler, 2013).

In the third phase, the data needs to be keyed into a software program, which represents the most time-consuming part (Phakiti, 2010). When it comes to the data screening and cleaning stage, it is necessary to do a final check on the accuracy of the data, its completeness and consistency before setting on the analysis (Fowler, 2013). In the fifth phase it is essential to make sure that the obtained data is derived from reliable measures (Phakiti, 2010). A study cannot be valid if the instrument is not considered safe. Finally, the sixth phase is about data reduction, which means that the number of variables needs to be reduced to more efficiently manage and analyze the data (Phakiti, 2010).

3.5 Participants

According to Fowler (2013), several aspects need to be considered concerning the sample selection (Fowler, 2013). The sample frame represents the people that can be selected during the process of data collection (Fowler, 2013). Consequently, a sample describes the representative of the populace that is already implicit in the sample frame (Fowler, 2013). Furthermore, the design, size, and procedures of the sample can have an impact on the results of how likely it is to have accurate estimates that can represent the whole population (Fowler, 2013). The quality of the effects of sample data hardly depends on the community that is used to collect data (Fowler, 2013). For the study, a convenience sample is used instead of a random sample, because students exclusively fill out the surveys (Creswell & Creswell, 2017). This procedure can be described as a quasi-experiment because not the whole population is relevant in the project (Creswell & Creswell, 2017).

The participants of the questionnaire are scholars between the ages of 13 – 20. The students' filled out the survey either on paper but also through an online survey. They attend different school types from junior high, high school, and secondary schools to vocational schools. It is necessary to use a random sample survey in different school types to avoid falsified data. Furthermore, they have different immigration backgrounds and social backgrounds, which can influence the obtained data. Other participants in the process of collecting data were the Education Directorates of the nine federal states of Austria. They had to give their permission to do the surveys in different schools. As a next step, the principal ship of each school had to give their approval and also the parents of all students under the age of 18 had to sign a consent form.

3.5.1 Selection Criteria

The respondents were selected according to their type of education and more specifically based on their age. Since the thesis is about ecotourism for youth in Austria, it was essential to have respondents that are between the ages of 13 – 20. Gender, social background or origin did not influence the selection process. As already mentioned, the students were chosen as valuable respondents from various perspectives:

1. Age
2. School type
3. Living in Austria

The different attitudes and opinions of students are of interest as the research question is about what young people think about ecotourism and how much they consider sustainability when going on holiday. Furthermore, it is interesting to see if there are differences when it comes to a comparison of school types based on different education levels and teaching focuses. In addition to that, there could be even differences when comparing responses from students living in various states of Austria and students living in a rural or urban area.

3.5.2 Construction of the Questionnaire

According to Ross (2005), some rules need to be considered when designing a questionnaire for youths. One significant aspect is to keep the vocabulary as simple as possible (Ross, 2005). This affects mainly the use of technical terms or jargon as well as avoiding the use of acronyms. Another tool that needs to be considered is the utilization of short questions. The general rule is to have a maximum of 25 words per question or less (Ross, 2005). For instance, Matrix questions provide a unique format, which is very helpful if the researcher wants to ask several items using the same set of answer categories (Babbie, 2007). This question format has the advantage of using space efficiently (Babbie, 2007). They are faster to answer, and furthermore, they increase the comparability of responses (Babbie, 2007). Furthermore, the use of closed-ended question can be useful since students' answers are easier to manage, they are easier to handle, and they do not take a lot of time for students' to fill out (Ross, 2005). On the other hand, difficulties can appear because there is a tendency for respondents to answer questions on a systematic basis (Ross, 2005). Through using open-ended questions, the students' can express their ideas and add new information to the topic of interest (Ross, 2005). Ross (2005) stated that for some students' open-ended questions could be difficult to answer based on their level of education as well as the fact that they require some ability of writing and legible handwriting (Ross, 2005). Furthermore, the open-ended question represents a higher challenge for students regarding effort and time (Ross, 2005). Moreover, there is the possibility of a nonresponse error

describing those selected to be included in a sample that does not provide any data (Fowler, 2013). These circumstances can occur if the sample does not actually receive the data collection procedures and therefore has no possibility to answer, if the people asked to reject to provide data or if they are not able to perform the requested task (Fowler, 2013). To avoid nonresponse, it is essential to use an informative letter to reassure a higher respondents rate and to provide more details about the object of the project (Fowler, 2013). In addition to that, it is necessary to assure that respondents do not feel threatened by fulfilling the essential task or the function to which the data is going to be put (Fowler, 2013). Based on the design, it is useful to make a clear layout to give a better overview of the process (Fowler, 2013). The survey questions should be uncluttered, pleasingly spaced and easy to read and understand (Fowler, 2013). A reasonable respondents rate often depends on the general nature of the sample as well as of the study, the level of motivation of respondents and the degree of difficulty (Fowler, 2013). Fowler stated that most respondents could answer questions accurately (Fowler, 2013). If people are asked about events from the past, it can appear that they do not report accurately due to a misinterpretation of the subject or if they do not know the answer (Fowler, 2013). Moreover, respondents are probably not able to recall an event even though they know it or they do not want to give information about it in the questionnaire context (Fowler, 2013).

Regarding the item placement and construction of the questionnaire, Ross (2005) stated that that non-sensitive demographic questions should be asked right at the beginning since they are easy to answer (Ross, 2005). Important issues that are of significant interest should come directly afterward because the opportunity is higher that student's still answer them carefully (Ross, 2005). Sensitive questions should be placed at the end not to influence other items in case they have provoking characteristics (Ross, 2005). Furthermore, questions focusing on the same topic should be grouped as well as questions using similar response formats (Ross, 2005).

The questionnaire has been created based on the guidelines of semi-structured survey design. A catalog of numerous questions has been constructed as a guideline; mainly consisting out of closed-ended questions and only one open question to keep the survey as simple as possible. Every student receives the same questionnaire,

which includes 19 closed-ended questions and one open question. As the investigations are accomplished with young students, the survey questions are easy to understand without using expert jargon. The use of specific words referring to ecotourism and sustainability are still used since non-utilization was unavoidable based on the research question. However, the questions have been structured in a generic-to-specific approach, through starting with general questions about age and gender, followed by more specific questions based on students' personal opinion. All the questionnaires were filled out by the respondents and afterward returned to the researcher.

3.5.3 Reflections Concerning the Questionnaire

One questionnaire has been developed for all respondents to obtain a direct result and comparison between the different levels of education, age groups, and place of residence. The questionnaires were semi-structured with closed-ended questions and one open-ended question.

Regarding the item placement in the questionnaire, it was essential to start with non-sensitive demographic questions as they are easy to answer (Ross, 2005). Afterward, issues that are of significant interest to the research topic have been asked because the concentration was still higher (Ross, 2005). Lastly, the more sensitive items covering controversial issues have been requested (Ross, 2005). Furthermore, it is of great importance to also write instructions for answering a question to avoid uncertainties (Ross, 2005).

The first part of the questionnaire consists of questions that refer to the students' general information like:

• What is your gender?
• In what age group are you?
• What is your level of education?
• Do you live in an urban or rural area?

When asking about the students' gender, it was important to only use male or female because of the assumption that some of them would have picked options like transsexual due to un-seriousness and a potential appearance of a fun factor due to their still growing mind. This assumption is based on the age group of the

respondents and that some of them are still adolescence, which could influence their seriousness of answering this question. Furthermore, it is necessary to know about students' age group to be able to assess if there are differences based on the level of education and awareness related to students' age. Also, the different school types and students' level of education can have an impact on the answers given. Their level of knowledge can influence environmentally friendly thinking and their degree of awareness. Finally, the question based on the living area can have an impact on students' mind since rural areas have a bigger offer based on recreational activities and leisure activities that are influenced by nature in different ways. Furthermore, it can be assumed that students' living in a rural area have a different view because they have direct access to nature in contrast to youths living in an urban region.

The second part of the questionnaire was about more specific questions referring to the research question of the thesis. The subjects can be divided into four different sections, a students' general travel behavior, and their attitude towards ecotourism, their travel motivations, and activities and finally their behavior towards sustainability as well as one open question.

General travel behavior:

• Do you usually travel with ...
• I travel because...
• What type of holiday do you usually do?
• Do you usually spend your holiday in an outbound or inbound destination?
• Please pick the method of transportation you would prefer to travel with.

In the first question, the students' were asked about their travel partners, like for example friends, relatives or others. Afterward, the question 'I travel because...' was used to assess if the respondents want to make a journey or if they travel because their parents want them to. It was essential to clarify this question to avoid misunderstandings. Several students' do have a long way to school and could interpret this as 'travel to school' option. In the question referring to the different holiday types, it was of great interest to find out more about their motivations like

for example doing a beach holiday, a camp holiday, active holidays or city tours. The students were asked to pick two different types of holiday. The next question was about to find out if the students' do holidays in Austria or abroad and finally they had to choose their preferred method of transportation. In this question, it was interesting to see if students think eco-friendly already when it comes to their choice of transportation.

Questions referring to ecotourism:

<ul style="list-style-type: none"> • Are you aware of the concept that is ecotourism?
<ul style="list-style-type: none"> • To what extent do you consider yourself to behave in an environmentally conscious way?
<ul style="list-style-type: none"> • How important do you think eco-tourism is likely to be for the future?
<ul style="list-style-type: none"> • Where would you find information about ecotourism?
<ul style="list-style-type: none"> • Which of these criteria do you think indicates that an accommodation is eco-friendly?

The questions above were used to find out more about respondents attitude and knowledge concerning ecotourism. First of all, it was to find out if students' know what ecotourism means or if they have no idea about the concept. Furthermore, they had to specify their behavior regarding acting environmentally friendly or not, which represents a self-assessment of their selves. The question 'How important do you think eco-tourism is likely to be for the future' includes a short definition of ecotourism in case they did not know what ecotourism means and shows if students' thinking is future-oriented or not. Furthermore, the question about where to find information about ecotourism gives information about their actual interest in ecotourism, if they already dealt with this topic or if they basically do not care about it or even to get more information about it. Finally the question ' Which of these criteria do you think indicates that accommodation is eco-friendly' gives some feedback if students' inform themselves about eco-friendly accommodation if they maybe even already visited this type of housing and furthermore if they already have an idea about words like green energy or solar panels. The question provides 11 different answers whereby they have to choose the three most important ones.

Travel motivations and activities:

- | |
|---|
| <ul style="list-style-type: none">• Considering your last holiday, please specify how important were the following motives. |
| <ul style="list-style-type: none">• Considering your last holiday, please indicate what activities have you taken when on holiday. |
| <ul style="list-style-type: none">• If I go on holiday, I would enjoy ... |

The three questions above are used to get more information about the students' actual motives and interests when going on holiday. The first question was used to find out more about students' priorities through providing a statement like 'being in a wilderness, remote area;' 'learning more about animals and plants' or 'discovering new places' and a four-point Likert-scale where one means very important and four means not important at all. The next question asks about the different activities respondents do while going on holiday with 22 different options like mountain climbing, horse riding or nature walks, and students' are asked to choose a maximum of five activities. Finally, the third question asked about what students' would enjoy when going on holiday even providing different statements like 'visiting lakes;' 'going to the beach' or 'watching television' with a four-point Likert-scale where one means very important, and four means not important at all.

General behavior towards sustainability:

- | |
|--|
| <ul style="list-style-type: none">• The following statements relate to your everyday life. Please indicate the extent to which you agree or disagree. |
|--|

The last question refers to students' everyday life and should give information about the degree they act environmental responsible or not. Some examples of statements are:

- I am in favor of saving remote wilderness areas.
- I work on outdoor projects to improve the environment
- I talk to others about helping the environment
- I try to recycle as much as I can
- I pick up litter when I see it in a park or a natural area

After reading the statements students' have to pick if they agree or not and moreover if they are acting this way or not.

Open-ended question:

- **What is most important to you when you think about the protection of Mothers Earth?**

To get more profound insights about what respondents' think about sustainability, environmental protection, and responsibility, an open question was included as well. Students' were asked to write down some bullet points about what they think is important to protect the planet. This even points out their existing interest and knowledge about sustainability. Furthermore, it gives information about if students' act according to it and their degree of environmental awareness.

4 Summary and Interpretation of the Questionnaires

4.1 Questionnaire Participants

The data collection process was carried out over 95 days. A total of 1366 participants filled out the survey.

Federal State of Austria	Number of Participants
Vienna	384
Lower Austria	137
Upper Austria	118
Tyrol	220
Carinthia	255
Burgenland	207
Total: 6	Total: 1,321

Table 4: Participants of the Questionnaire

Table 4 gives an overview of the questionnaire participants separated according to the different Federal States of Austria. A total of 1321 students filled out the questionnaire with a majority living in Vienna (384) and Carinthia (255). Tyrol participated with 220 students, followed by Burgenland with 207 participants. In Lower Austria, 137 students filled out the survey and 118 in Upper Austria. The Federal States of Styria and Salzburg were not considered since no school participated in the questionnaire due to negative or no responses to the request. Even though several schools from Vorarlberg wanted to join, the education authority of the state did not provide its permission to carry out the survey. There is a gap of 45 missing questionnaires. This issue can be explained since some students did not want to report their place of residence or the location of the school. Another reason could be a failure of accurately completing the survey.

4.2 Summary and Interpretation of the Questionnaires

In the following section, the questionnaires are summarized and interpreted. A variety of graphs will visualize the answers of the participants in detail. Furthermore, conclusions of each specific question are provided as well as comparisons to already existing literature.

The first part of the questionnaire consists of questions that refer to the students' general information:

What is your gender?

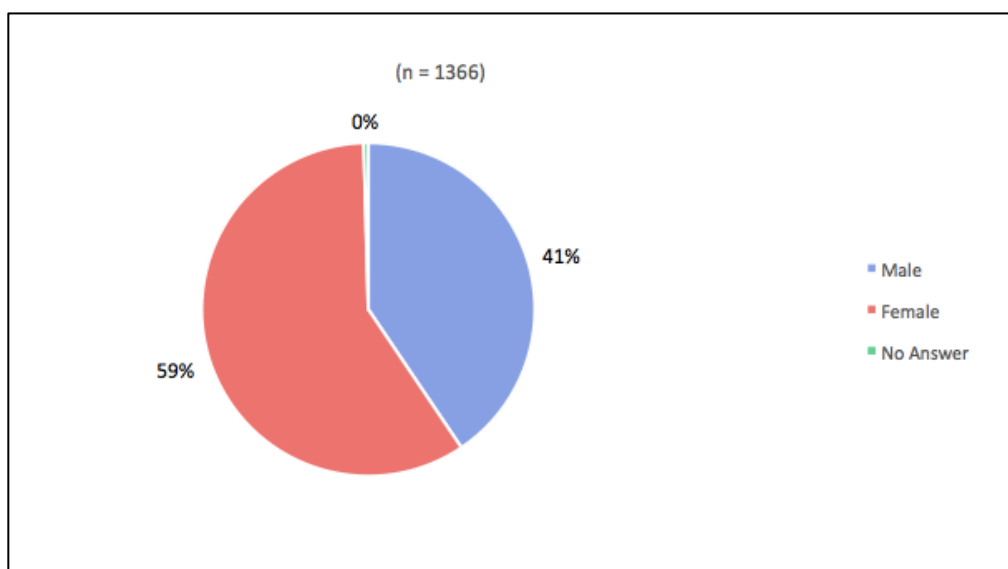


Figure 16: What is Your Gender?

In total, 1,366 survey responses were collected, of which 59% were female, and 41% were male. This result shows a clear majority of female respondents compared to male respondents. Especially in Colleges for Higher Vocational Education, it was possible to observe a higher number of female students than male students.

Compared to already existing literature, the outcomes of gender distribution in the study differ from the general gender distribution in Austrian schools. In 2014, a total of 1,134,863 students were registered, including 49% of female students and 51% of male students (Federal Ministry of Education and Women, 2015). Referring to the gender distribution based on the different school types, there is a clear majority of

female students at Colleges for Higher Vocational Education and Academic Secondary Schools and a majority of male students at more technical-commercial school types like Part-time Vocational Schools and Apprenticeships (Federal Ministry of Education and Women, 2015).

Considering the obtained results and already existing literature, the occurrence of more female than male participants in the study can be explained since a majority of Colleges for Higher Vocational Education, and Academic Secondary Schools were involved compared to technically based education types like Part-time Vocational Schools and Apprenticeships.

In what age group are you?

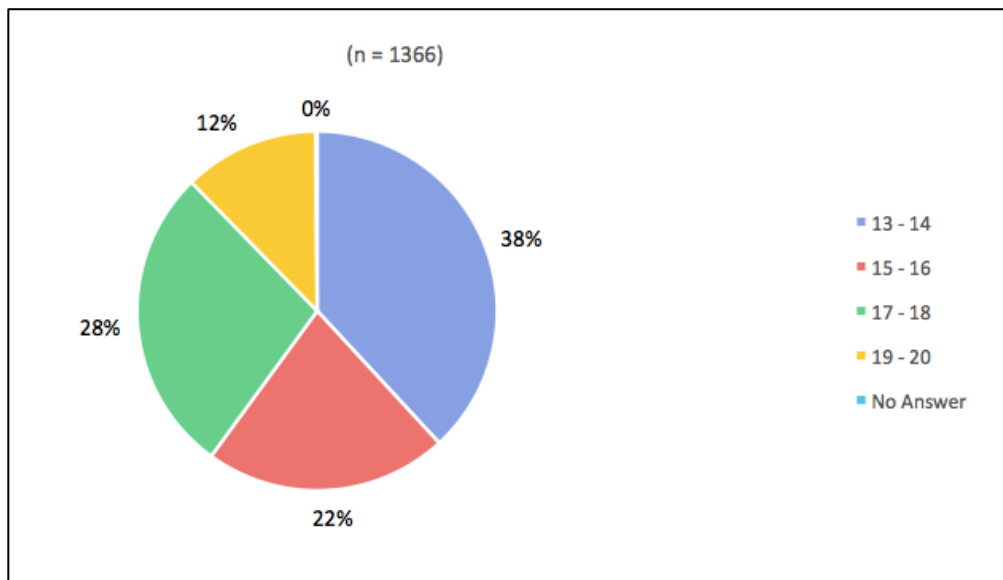


Figure 17: In What Age Group are You?

Looking at other demographic factors such as age groups, the group of 13-14-year-old students made up a significant part of respondents (38%), equivalent to 521 people. The next most prominent age group represents students between the ages of 17-18 (28%), followed by the group 15-16 years old (22%). The smallest group of students is in the age group of 19-20 with 166 respondents, equivalent to 12%. Two respondents did not want to answer this question, which does not significantly influence the result due to the small number of non-respondents. Fortunately, it was possible to get respondents of every age group that describes the phase of being

youthful. Therefore it is possible to obtain opinions and views from students of every age group relevant to the study.

The clear majority of young students between the ages of 13-14 and the relatively small presence of students in the age group 19-20 can be described since the total number of students is generally declining with increasing age (STATISTIK AUSTRIA, 2017). According to Statistik Austria, there were a total number of 329,551 children registered in Austrian Primary schools in 2015, more than 179,480 students visited a New Secondary School, 115,631 students were enrolled in an Academic Secondary School Lower Cycle and 91,439 students were reported in an Academic Secondary School Upper Cycle. About 43,900 students were graduates from higher education, and just a total of 34,539 students made a College degree (STATISTIK AUSTRIA, 2017).

What is your level of education?

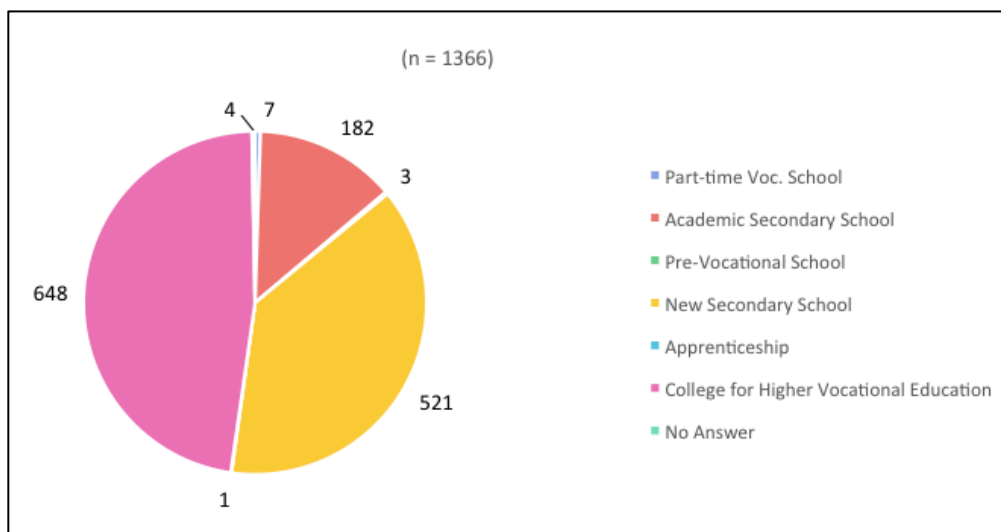


Figure 18: What is Your Level of Education?

Figure 18 gives more information regarding the education level of students, showing that 648 students (48%) visit a College for Higher Vocational Education, 521 (38%) respondents study on a New Secondary School and 182 (13%) respondents attend an Academic Secondary School. Only four respondents did not indicate their level of education; one student indicated to do an Apprenticeship, three students visit a Pre-Vocational School, and seven students are currently enrolled in a Part-time

Vocational School. Unfortunately, the last three statements cannot be taken into account since there was no Apprenticeship provider, Part-time Vocational School, or Pre-Vocational School involved during the data collection process. This error might occur because some students are uncertain about their level of education. During data collection repeatedly, the scenario appeared, in which students did not know their educational level, and teachers had to help them answer this question.

Based on already existing literature, a total number of 179,480 students are registered in New Secondary Schools; a total of 207,070 students attended an Academic Secondary School, and a total of 206,629 students were in a College for Higher Vocational Education or a School for Intermediate Vocational Education (STATISTIK AUSTRIA, 2017). This data does not necessarily relate to the obtained results since data collection was mainly dependent on schools that were willing to take part in the study.

Do you live in an urban or rural area?

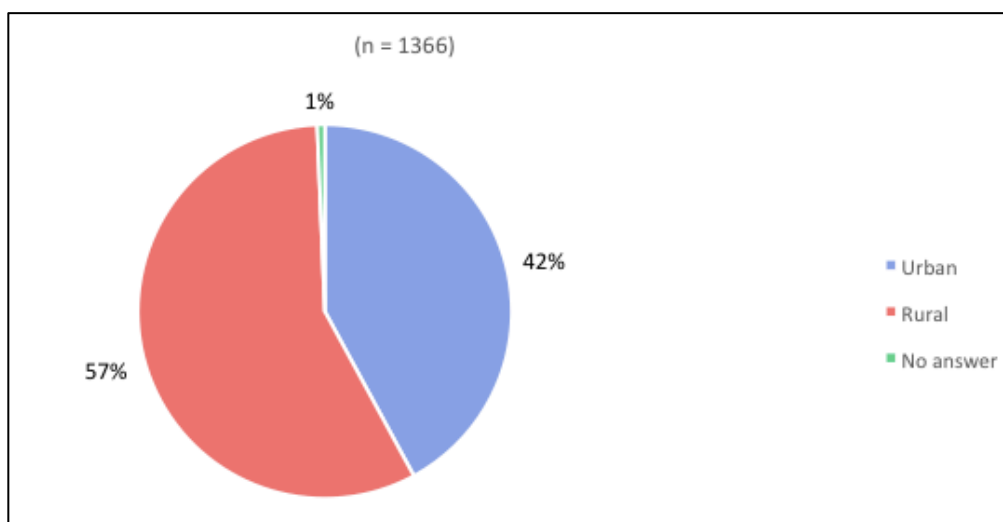


Figure 19: Do You Live in an Urban or Rural Area?

Regarding the question, if students live in an urban or rural area, 57% of the respondents indicated to live in a rural region, which is equivalent to 782 students and 42% (575) answered to live in a city. Only 1% (9) of respondents did not answer the question.

Comparing these results to recent research done in 2016, only 33.97% of the total population in Austria lives in rural areas, and about 66.03% of the total population lives in an urban region (Trading Economics, 2016). Furthermore, it can be said, that most cities in Austria are small and medium-sized cities. Big cities like Vienna, Linz, or Graz have to deal with an annual growth rate of 1.23% compared to a yearly growth rate of 0.94% in rural areas (Trading Economics, 2016).

The obtained results can be based on the circumstance that most respondents live in a Federal State outside of Vienna. Several New Secondary Schools and Academic Secondary Schools are situated in small cities or villages outside of big centers. Especially in the more western and southern regions of Austria, there is a majority of small towns and villages. Some schools even provide a boarding school for students coming from far, actually living out of the city, in small regions of Austria.

General travel behavior:

Do you usually travel with ...

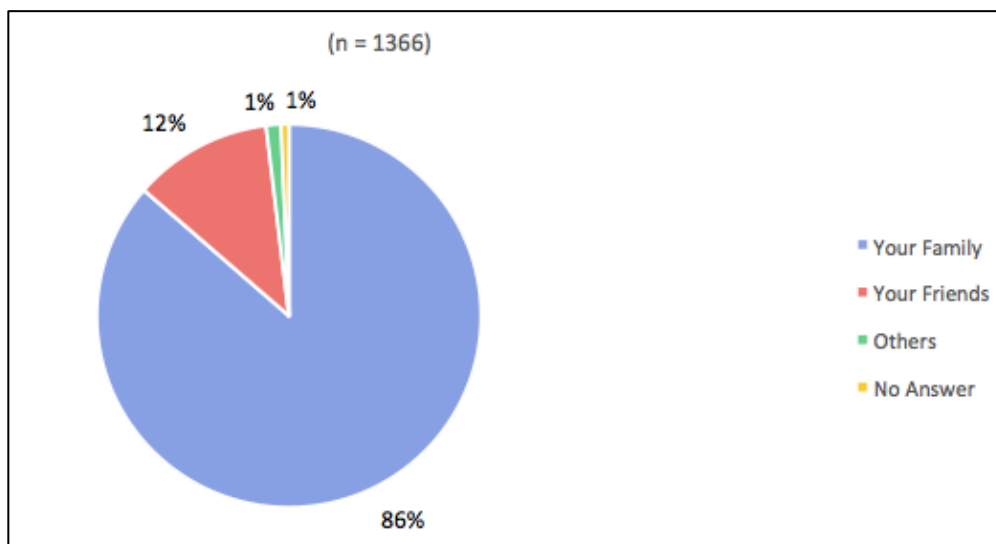


Figure 20: Do You Usually Travel With ...

Looking at the results of Figure 20, the majority of students travel with their family (1180) followed by holidays with friends (160) and others (17). There is a non-respondents error of just 1% (9). The term others can refer to travel partners like grandparents since most parents do not have enough time to go based on the

limited availability of holidays. Another option would be circumstances where students travel within a group like Boy Scouts or training camps. Referring to Figure 17, only a small proportion of respondents are over the age of 18, which explains the small percentage of students traveling with friends. Most respondents do not have sufficient financial resources available to go on their own since they are still in school, or their parents do not allow them to travel alone until they reach a specific age.

I travel because ...

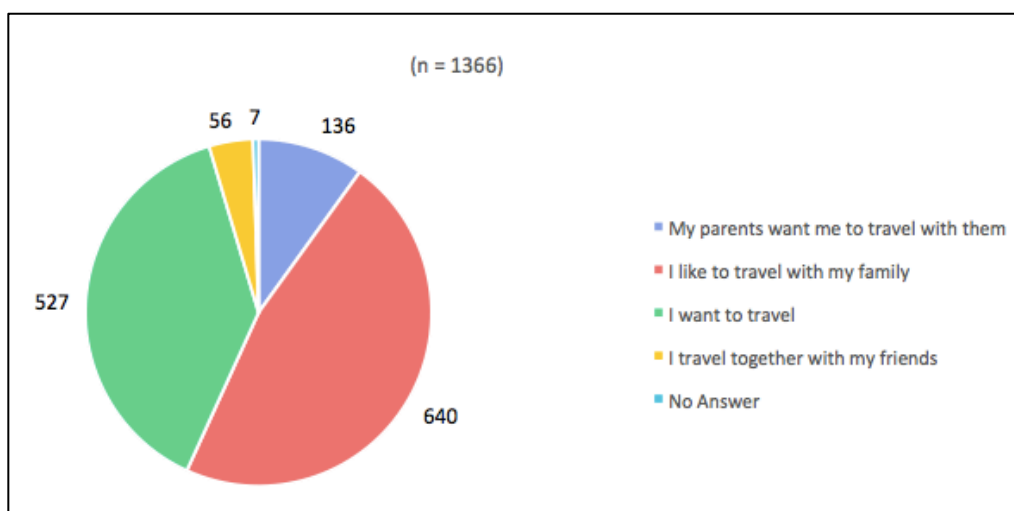


Figure 21: I Travel Because ...

Referring to the next question, 640 students state that they prefer to travel with their family, 527 respondents indicate that they are interested in travelling and 136 respondents point out that they go because their parents want them to travel together. As already mentioned in the last question, just a tiny number (56) of students indicate that they travel together with their friends. The item shows a non-respondents error of seven. This result indicates that most students wish to travel along with their parents and a high percentage of respondents are interested in traveling, regardless of who the travel partners might be. Nevertheless, there is an appearance of students that are not interested in traveling, where parents push them to take part on a trip.

What types of holiday do you usually do?

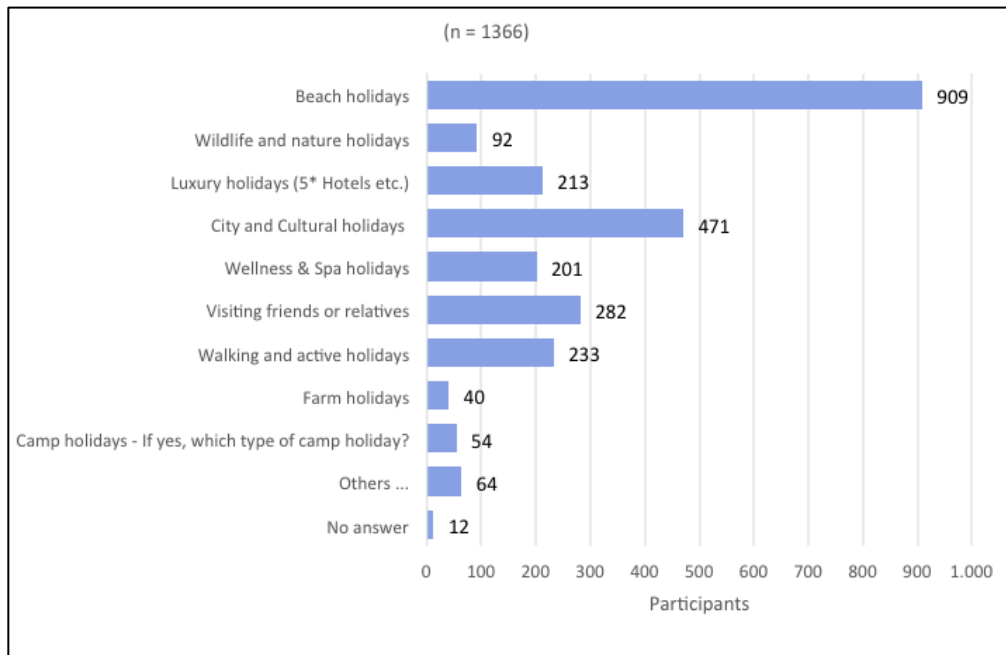


Figure 22: What Type of Holiday do You Usually Do?

Concerning the results of the question what types of holiday students usually do, the primary trend is beach holidays with 909 respondents, followed by city and cultural holidays (471) and visiting friends and relatives (282). Other preferred types of holiday are walking and active holidays (233), luxury holidays (213), wellness and Spa holidays (201) and wildlife and nature holidays (92). Alternative holiday types like farm holidays (40) or camps (54) are not very attractive for students. About 12 students did not indicate any holiday. Referring to camp holidays, the most popular ones were Boy Scouts, training and sports camps, extreme sports camps, riding camps, camps of Catholic children groups, language camps, camps based on music or other camps organized by specific associations like the volunteer fire brigade or the Austrian Youth Red Cross. Different popular holiday types not included in the question were skiing holidays, cruises, festivals, fishing holidays, a trip to watch a football game or biking holidays. The obtained results clearly show that most students seek for relaxation while on holiday, either through lying at the beach or visiting a thermal spring. A relatively high number wants to explore new cities, questioning if the cultural aspect of interest is based on the students themselves or if parents want them to experience the culture of a city. Unfortunately, just a small

number of students are interested in holiday types that are based on eco-touristically aspects like wildlife and nature holidays or farm holidays. Nevertheless, 233 students indicate to do walking and active holidays, which can be interpreted as a part of ecotourism based on mountaineering activities or walks in a natural environment.

Comparing the results to already existing data obtained in 2015, the most popular travel motives of Austrians were visiting friends and relatives with 20,9%, active holidays with 20,5%, city and cultural holidays with 17,5%, recreational holidays with 17,3% and beach holidays with 10,7% (Austrian Travel Association, 2015).

Comparing the results from the questionnaire with already existing data, it is evident that subjects like visiting friends and family, beach holidays, active holidays or city trips are the most popular travel motives for the Austrian population. Even though the rankings of preferred incentives differ in both data sources, it is clear to see that also the majority of the general population of Austria has almost no interest in travel motives that are based on eco-touristically aspects.

Do you usually spend your holiday in an outbound or inbound destination?

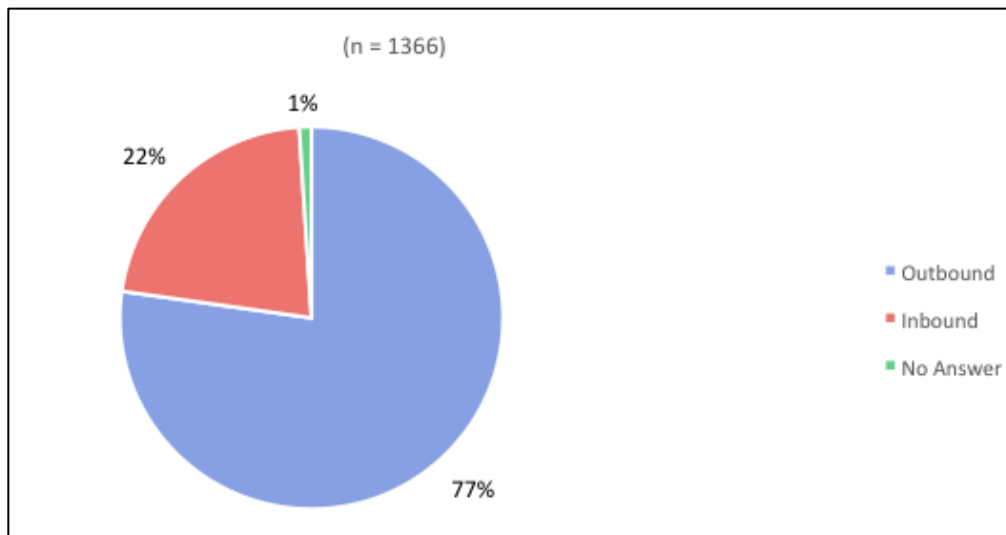


Figure 23: Do You Usually Spend Your Holiday in an Outbound or Inbound Destination?

Figure 23 shows the results of the question if students usually spend their holiday in an outbound or inbound destination. The answers noticeably show that the majority

of students (77%) are traveling abroad and just 22% are in favor of domestic tourism. Based on the last question, it was possible to observe that most respondents prefer beach holidays and city trips, which can be an explanation of this result since Austria has no access to the sea. Furthermore, the assumption can be set up that most respondents are attracted to famous cities like London, Paris, or Amsterdam instead of Graz, Innsbruck, or Linz.

New data collection from Statistik Austria, done in 2018, shows that 32% of the Austrian population spends their holiday in inbound destinations, and 68% are traveling abroad (STATISTIK AUSTRIA, 2018). The most popular destinations in Austria are Styria (20,8%), Salzburg (18%) and Carinthia (16,9%). The top destinations abroad are Italy (20,7%), Croatia (15,1%), Germany (9,1%), Spain (7,4%) and Greece (5,7%) for Austrians (STATISTIK AUSTRIA, 2018). Another data collection approach found out that 33% of short-trips are done abroad, and 33% of main holiday trips are booked abroad (Austrian Travel Association, 2015). In comparison to that, only 16% of short-trips are taken inside of Austria, and 16% of the Austrians spend their main holiday trips in Austria (Austrian Travel Association, 2015).

Please pick the method of transportation you would prefer to travel with.

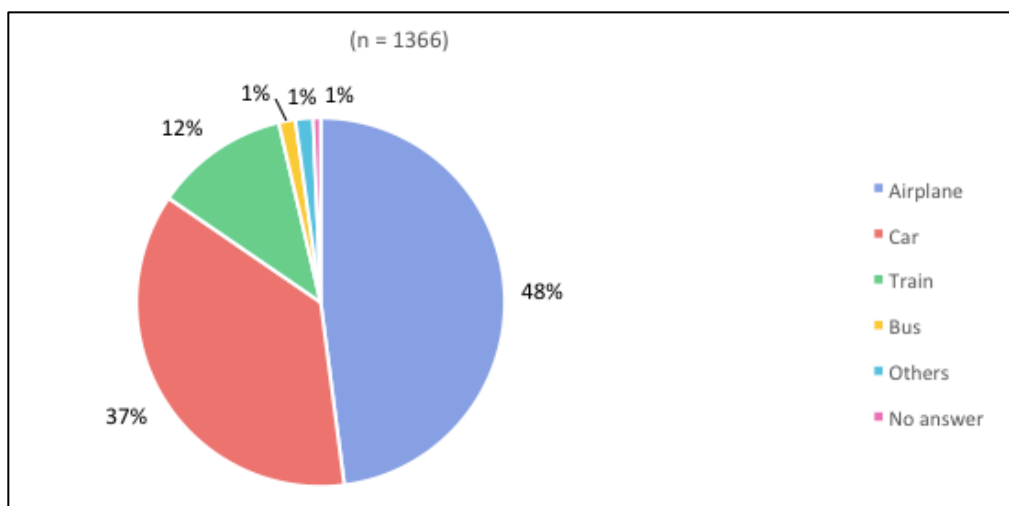


Figure 24: Please Pick the Method of Transportation You Would Prefer to Travel With.

The figure above illustrates the preferred transportation type of students when traveling. The most popular one is going by airplane with 48%, followed by traveling

by car (37%) and traveling via train (12%). Only 1% (20) of students want to travel by bus, and some respondents indicate to go with a camper, ship, and motorcycle or even with a bicycle. A total of nine students (1%) did not report any transportation type. The fact that most respondents travel via airplane can again be explained through the results from Figure 22. If students mainly spend holidays at the beach or in a famous city, most destinations are faster and more comfortable to reach via airplane or car compared to transportation types like bus or train.

According to recent research done by one of the most popular journals in Austria, about 27% of Austrians travel by bus or car, 43% travel by airplane and 1% prefers a cruise (Der Standard, 2018). Especially young people tend to book a flight instead of other transportation alternatives (Der Standard, 2018). Referring to data based on domestic travel, 77,7% of Austrians would choose to travel by car, 12,1% travel by train, and only 10,2% travel by bus (Wagner, 2018).

The obtained results indicate that Austrians of every age group prefer airplanes or cars to more environmentally friendly travel methods like trains or buses.

Questions referring to ecotourism:

Are you aware of the concept that is ecotourism?

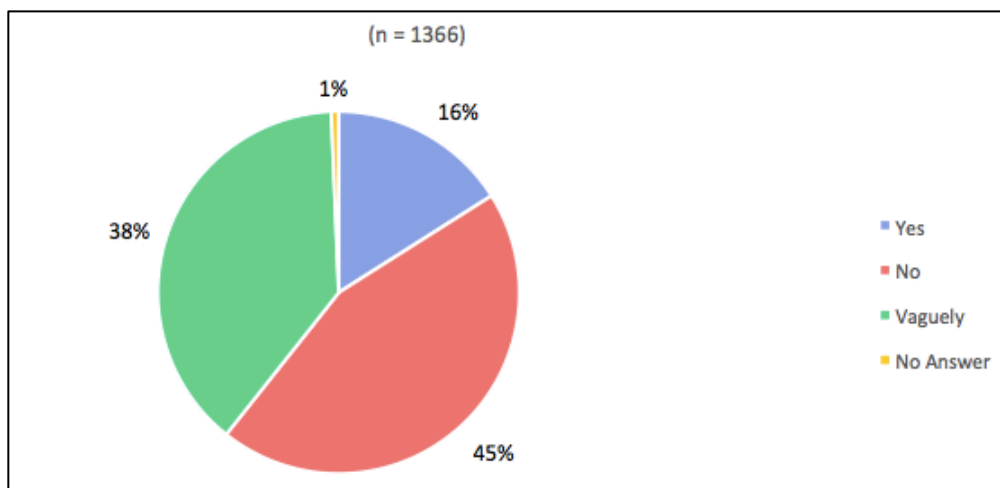


Figure 25: Are You Aware of the Concept That is Ecotourism?

The results of the question if students are aware of the concept that is ecotourism demonstrate that most students never heard of this term (45%), several

respondents indicate to be unsure about the meaning of ecotourism (38%) and just 16% pointed out that they know about the concept of ecotourism. There is a non-respondents error of 1% (9).

Comparing the obtained results with already existing literature of a study aimed to examine the knowledge, intentions, and attitudes of students towards ecotourism, the research demonstrated that the majority of participants show a tight level of environmental awareness (Cini et al., 2015). Although several students perceive ecotourism as a nature-based action, other critical key components of ecotourism like, for instance, sustainability, environmental education, or the local community stay underrepresented (Cini et al., 2015). Furthermore, 15% of participants did not know any definition of ecotourism (Cini et al., 2015).

This comparison indicates that schools show a clear gap of teaching the importance of sustainability, ecological concepts and ecotourism not only in Austria, but also on an international basis.

To what extend do you consider yourself to behave in an environmentally conscious way?

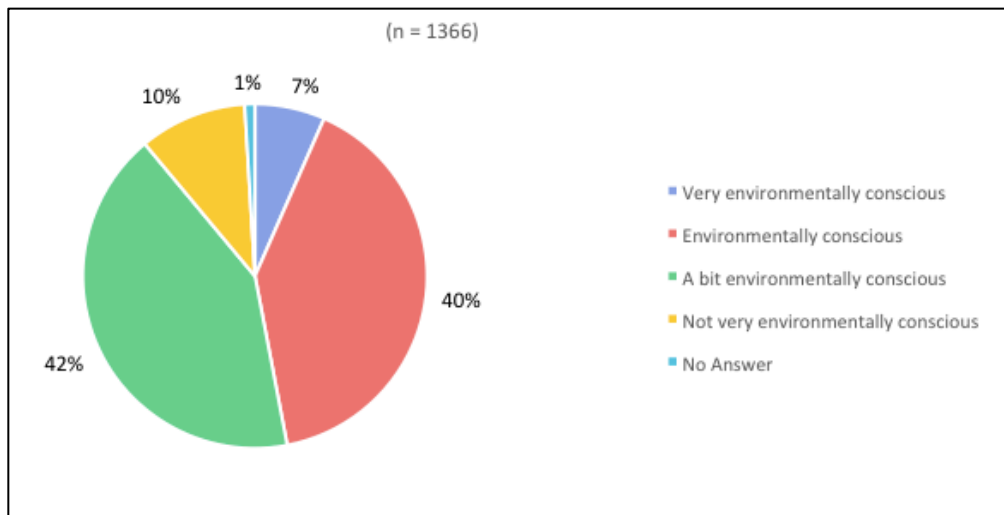


Figure 26: To What Extend do You Consider Yourself to Behave in an Environmentally Conscious Way?

Based on the results exemplified in Figure 26, 42% of respondents indicate to behave in a slight environmentally conscious way, 40% state that they act in an

environmentally conscious way and 10% point out not to behave environmentally friendly at all. Just a tiny percentage (7%) indicates to act in a very environmentally conscious way. A total number of 13 (1%) students did not answer this question. Based on the displayed results, it is evident that most students perceive their behavior as responsible or a bit reliable. Nevertheless, it is difficult to say if all answers are based on students actual practice or if they want to seem environmental capable. A small number of 138 students indicated not to act in an environmentally responsible way, which is either a sign for environmental ignorance and a lack of interest or students answered straight and honest.

The obtained results can also be subject to a phenomenon called Hawthorne effect (Stand, 2000). This effect often serves as justification when a surprisingly high number of favorable results appear in studies (Stand, 2000). Under the awareness of being observed, people often show behavioral changes (Stand, 2000). This effect could explain the phenomenon of most environmentally friendly acting students since it describes behavior-modifying effects that change into a positive direction since the participants are subject to a social investigation (Stand, 2000).

How important do you think eco-tourism is likely to be for the future?

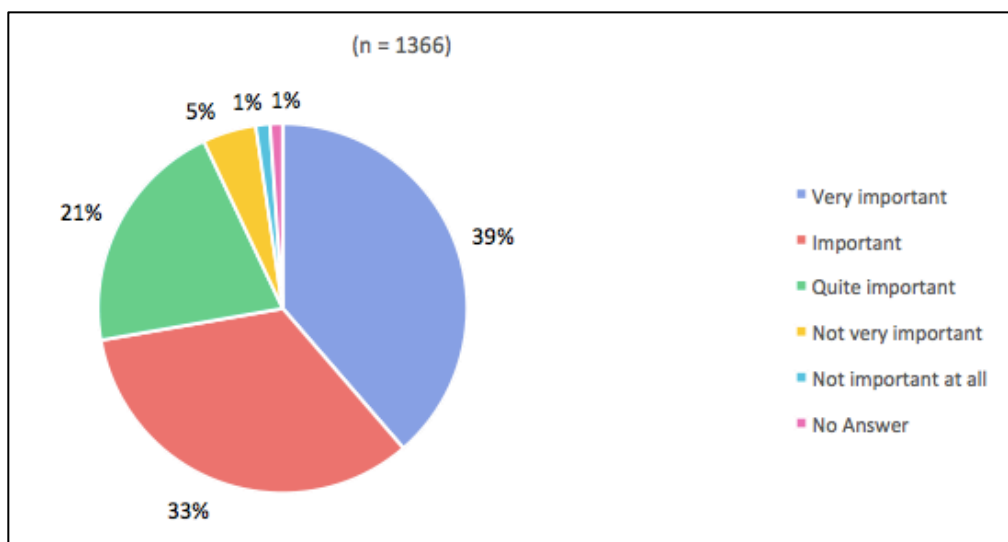


Figure 27: How Important do You Think Eco-Tourism is Likely to be for the Future?

Figure 27 illustrates the results of the question of how important students' think eco-tourism is likely to be for the future. The majority of respondents answered with

significant (39%), followed by important (33%) and quite substantial (21%). A total of 6% indicated to think that eco-tourism is not very important (5%) or not important at all (1%). Only 1% of respondents did not answer the question at all. The obtained results clearly show that most students believe that ecotourism is an important concept, which needs to be applied in the future.

Even though positive responses dominate the obtained results, some researchers suggest that young peoples travel behavior is predominated by values influenced by identity, social recognition, and self-image, which often stand in contrast to environmental benefits (Line et al., 2010). Most students are aware of the significance of environmental protection and climate change, but they often do not realize that there is a link between individual behavior and environmental responsibility (Line et al., 2010). At the same time, they are in favor of saving the planet and showing apathy towards climate change, which stands in relation to the timing and intangibility of impacts associated as well as their lacquer of self-efficacy with concerns to tackling this challenge (Line et al., 2010).

Where would you find information about eco-tourism?

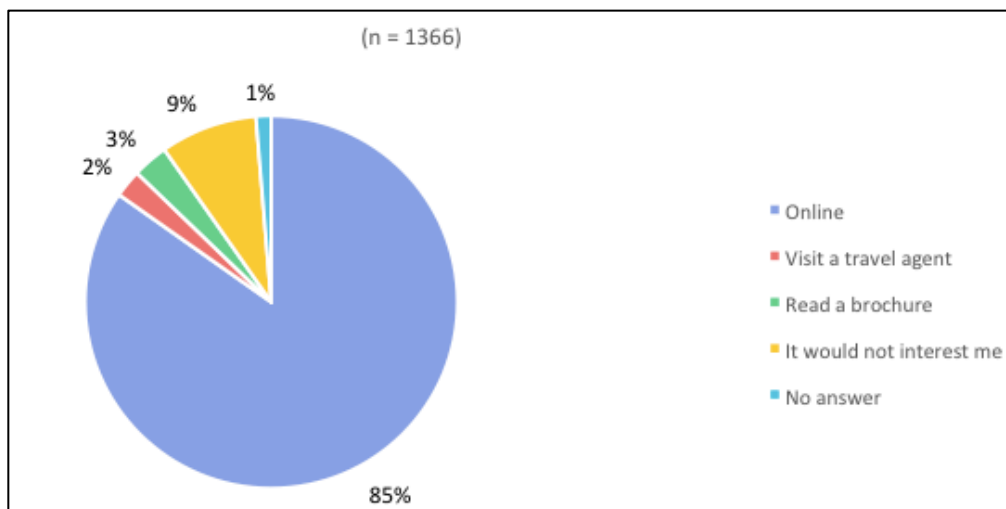


Figure 28: Where Would You Find Information About Ecotourism?

Regarding the next question of where students' would find information about eco-tourism, most respondents indicated to look for sources via online-tools (85%). About 9% of respondents pointed out that they would not be interested in finding information about eco-tourism. Only a small number of students indicated that they

would look for information by reading a brochure (3%) or through visiting a travel agent (2%). There is a non-respondents error of 1%. Since there was the opportunity to answer with 'It would not interest me,' the results clearly show that a majority of students is interested in the topic and they already know where to find information. Furthermore, the results are not surprising, since the access to online information is nowadays way easier than finding a travel agent or a brochure that writes about eco-tourism.

Even when it comes to holiday bookings, the majority of Austrians (56,3%) book their trips online (Der Standard, 2016). Reasons to do so are the easy way of comparing prices, the small amount of time needed to book a vacation and that people do not have to take opening hours into account (Der Standard, 2016). Nevertheless, about 30,4% of the Austrian population prefers booking a trip through a travel agency since they have a better feeling of being advised, and employees provide a high level of know-how. However, people even prefer the Internet (62%) when they want to gather information about a specific destination (Der Standard, 2016). Other alternatives for gathering information are friends and relatives (46%), brochures, and travel guides (36%) or blogs as well as social media platforms (Der Standard, 2016).

Which of these criteria do you think indicates that an accommodation is eco-friendly?

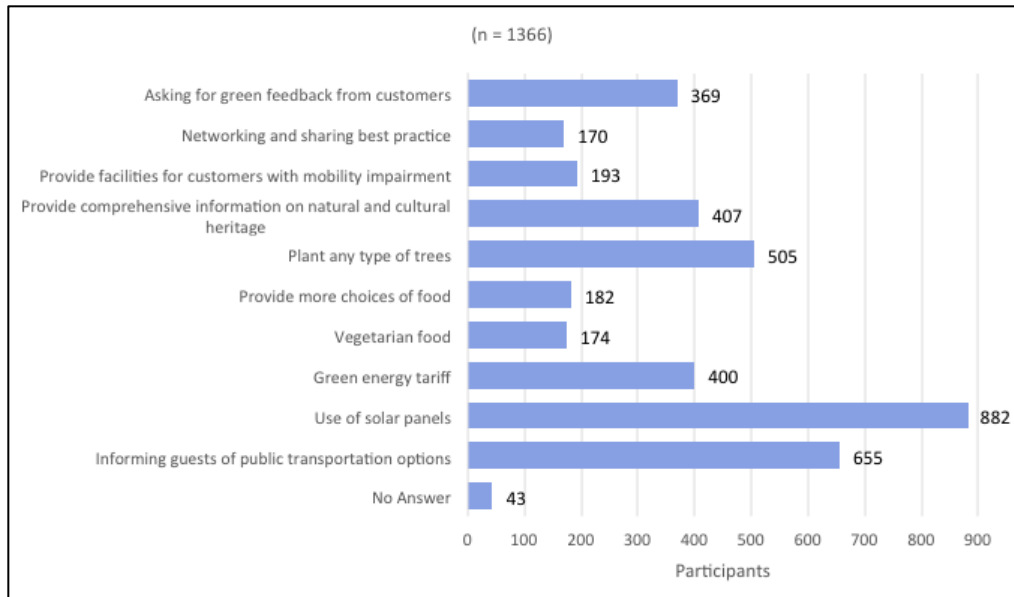


Figure 29: Which of These Criteria do You Think Indicates That an Accommodation is Eco-Friendly?

Based on the results exemplified in Figure 29, most students' think that the use of solar panels (882), providing information of public transportation options (655) and planting any trees indicates that an accommodation is eco-friendly. Also, the categories of providing comprehensive information on natural and cultural heritage (407), using a green energy tariff (400) and asking for green feedback from customers (369) refer to eco-friendly operations of a hotel. The lowest ratings have the response options of providing facilities for customers with mobility impairment (193), providing more choices of food (182), offering vegetarian food (174) as well as networking and sharing best practice (170). The question has a non-respondents error of 43.

According to Alexander and Kennedy (2002), the most critical and useful practices for a hotel to act environmentally friendly are the implications of a zero waste approach, energy efficiency, water conservation tools and solid waste (Alexander & Kennedy, 2002). Especially the use of green energy in terms of heating and cooling systems can significantly influence energy efficiency in a hotel (Alexander & Kennedy, 2002). Furthermore, solar power is nowadays recognized as an unlimited

natural resource providing economic and environmental benefits (Alexander & Kennedy, 2002). Particularly thermal and light energy can be generated innovatively by new solar power systems (Alexander & Kennedy, 2002). Taking into account customers' perception of green hotels, 89,63% of guests say that energy conservation is somewhat important to very important, 69,71% believe that water conservation is slightly important to very important and 85,06% of customers think that waste reduction is slightly important to very important (Ogbeide, 2012). Referring to the general importance of green hotel practices, a total of 87,97% of guests say that environmental practices are somewhat relevant to very important (Ogbeide, 2012).

Travel motivations and activities:

Considering your last holiday, please specify how important were the following motives.

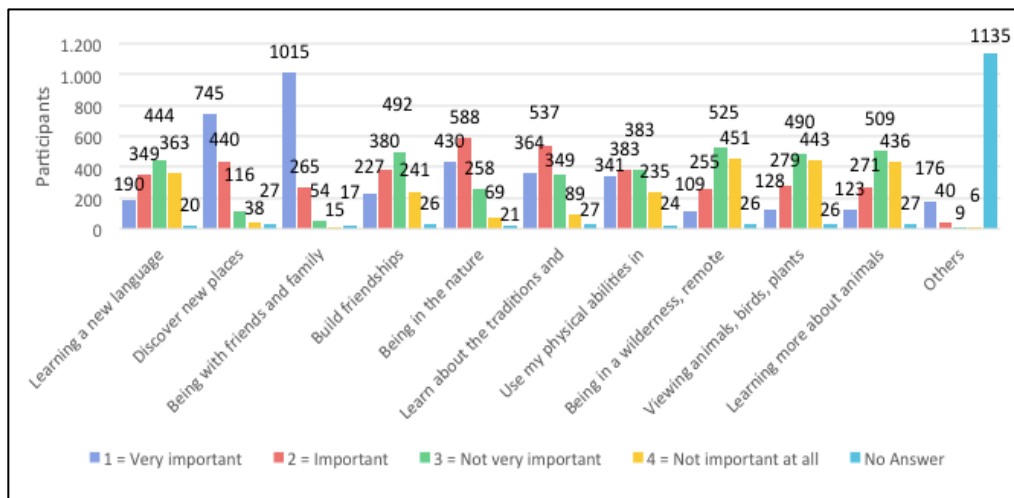


Figure 30: Considering Your Last Holiday, Please Specify How Important Were the Following Motives.

Figure 30 gives more information about what motives were important for students during their last holiday. Several options of different purposes were provided, and respondents were asked to specify their answer with very important, important, not very important or not important at all. Looking at the obtained results, the most essential motives were being with friends and family (1015) and discovering new places (745). Participants ranked motives like being in nature (588), learning about

new traditions and culture of a site (537) as well as learning a new language as essential and motives like building friendships (492), doing sports (383) or being in a wilderness, remote area (525) as not very important. Only 364 students said that the motive of spending time in a wilderness area was significant (109) or important (255). The motivation of viewing animals, birds, and plants was mainly ranked as not very important (490) or not important at all (443), and even the motive of learning more about animals and plants was dominated by the answer options of not very important (509) or not important at all (436). Only a small number of students ranked the motives of viewing animals and plants (407) or learning more about animals and plants (394) as very important or essential. In addition to the already provided motives, students had the opportunity to add other interests that were important during their last holiday. Some additional examples of travel motivations were relaxation, food and culinary experiences, swimming, and wellness, playing online games, reading a book, taking pictures, having fun, sightseeing, skiing, and shopping. The obtained results clearly show that most students enjoy motives that are not related to eco-tourism or nature. The most popular activities were discovering new places and being with friends and family. Travel purposes like being in a wilderness, remote area, learning more about animals and plants or viewing animals, birds or plants were mainly ranked as not very important or not important at all.

Considering your last holiday, please indicate what activities have you taken when on holiday.

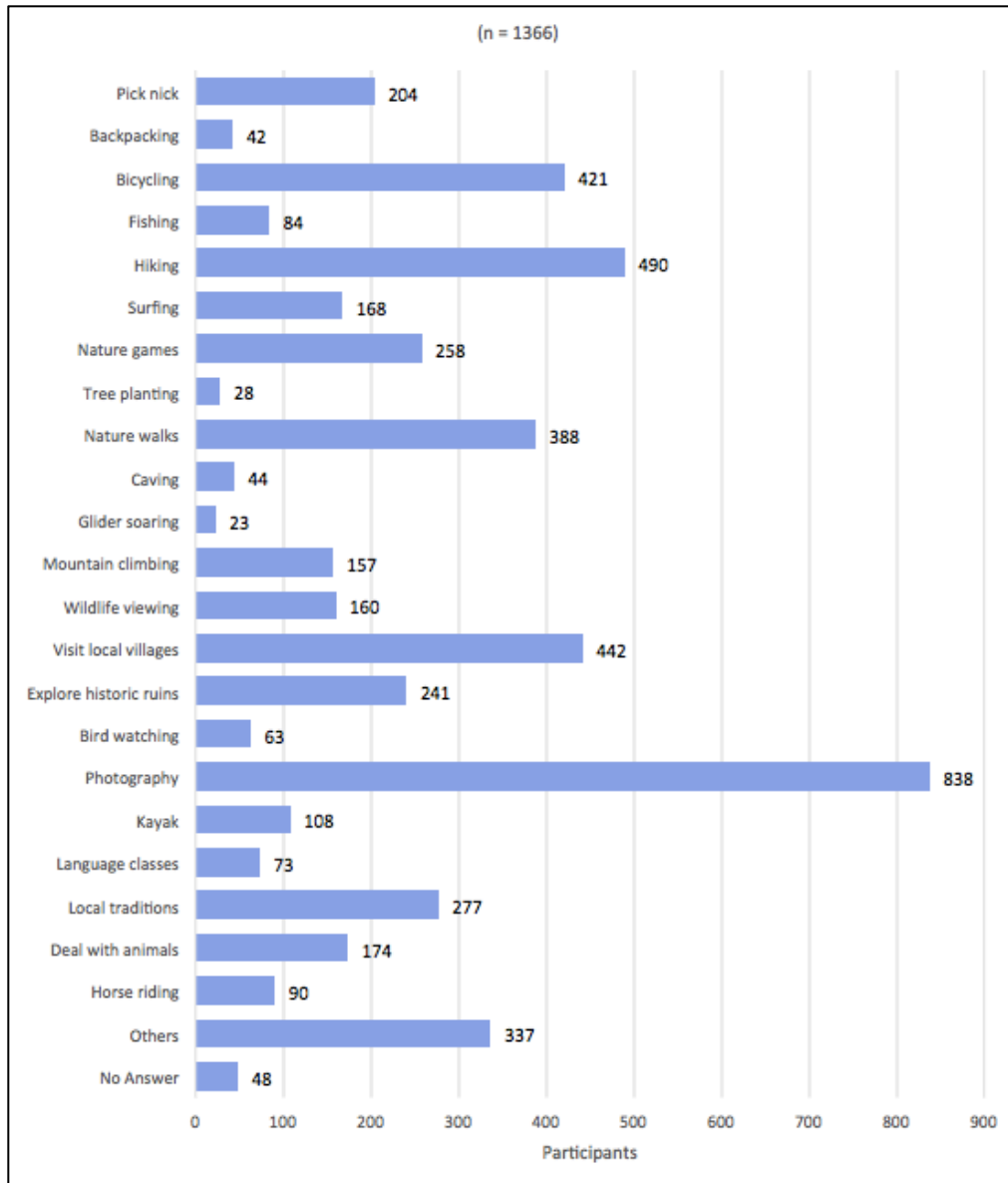


Figure 31: Considering Your Last Holiday, Please Indicate What Activities Have You Taken When on Holiday.

Figure 31 provides more details about the activities students have taken when on holiday. Several events were already provided, and furthermore, students could add activities on their own. The most popular activities were taking photos (838), hiking (490), visiting local villages (442) and bicycling (421). Other actions that students have taken while on holiday were nature walks (388), learning about local traditions (277), playing nature games (258) and exploring historic ruins (241), followed by

activities like doing a pick nick (204), dealing with animals (174), surfing (168), wildlife viewing (160) or mountain climbing with 157. Not very engaging activities represented the answer options kayaking (108), horse riding (90), fishing (84), taking language classes (74), bird watching (63) or caving (44). Finally, the least favorite activities ranked by students were backpacking (42), tree planting (28) and glider soaring (23). A total of 48 students did not answer this question. When students were asked about other activities they have taken while on holiday, the most frequent answers were swimming, snorkeling and diving, skiing, playing football and sports in general, as well as shopping, relaxing, climbing, eating, camping, sightseeing, taking a walk, sleeping, gaming, drinking alcoholic drinks and having a party. The obtained results show that most students enjoy taking photos, followed by activities that are related to sports or relaxation.

If I go on holiday, I would enjoy ...

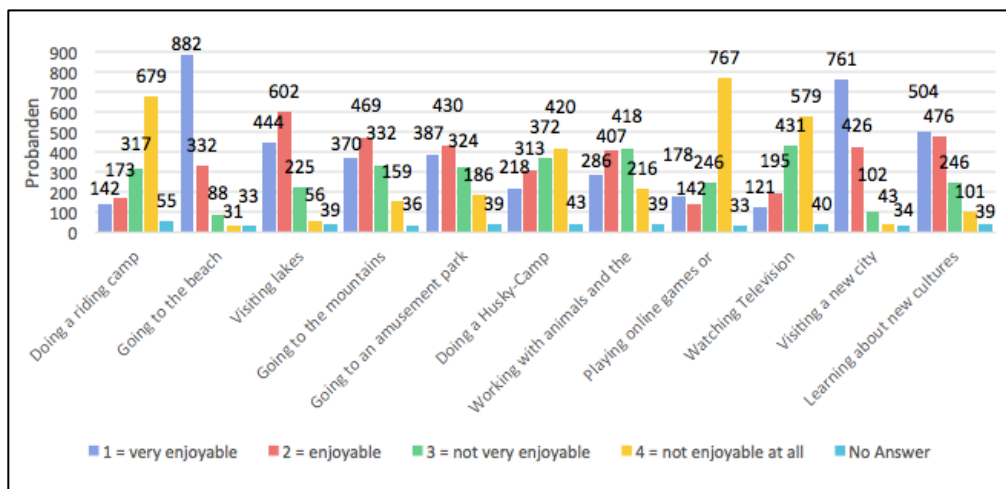


Figure 32: If I Go on Holiday, I Would Enjoy ...

The figure above illustrates the results of the question of what students enjoy most when going on vacation. Participants had to rank 11 different statements and decide on how enjoyable they would be. Looking at the results, it can be summarized that most students would very much enjoy going to the beach (882), visiting a new city (761) and learning about new cultures (504). Under the category of enjoyable activities, statements like visiting lakes (602), going to the mountains (469) and going to an amusement park (430) are highlighted. Looking at not very enjoyable activities like working with animals and nature (418) as well as doing a Husky-Camp (372) had

a high number of respondents. It is clear to see that activities like doing a riding camp (679), playing online games or PlayStation (767) and watching television (579) are not enjoyable at all for students when going on holiday. The results can be once more compared to the effects of Figure 22, where students highlighted beach holidays and city trips.

General behavior towards sustainability:

The following statements relate to your everyday life. Please indicate the extent to which you agree or disagree.

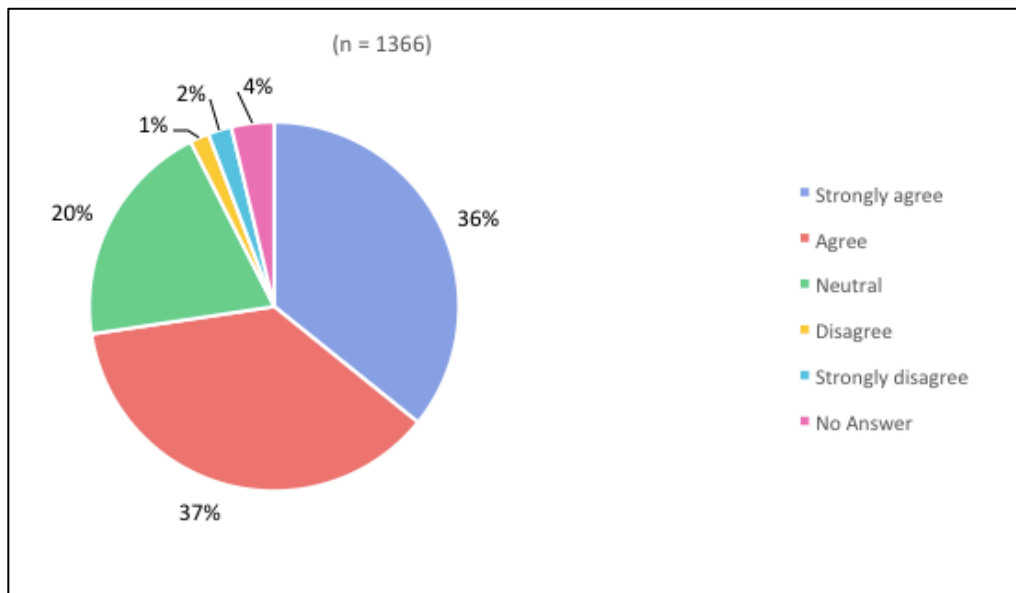


Figure 33: I am in Favor of Saving Remote, Wilderness Areas.

Figure 33 illustrates the results of the question if students are in favor of saving remote, wilderness areas. The majority of students (37%) agrees with the statement, followed by 36% of participants who strongly agree and 20% who have a neutral opinion about saving wilderness areas. Only 1% of respondents are against the saving of wilderness areas, and 2% strongly disagree with the statement. There is a non-respondents error of 4%.

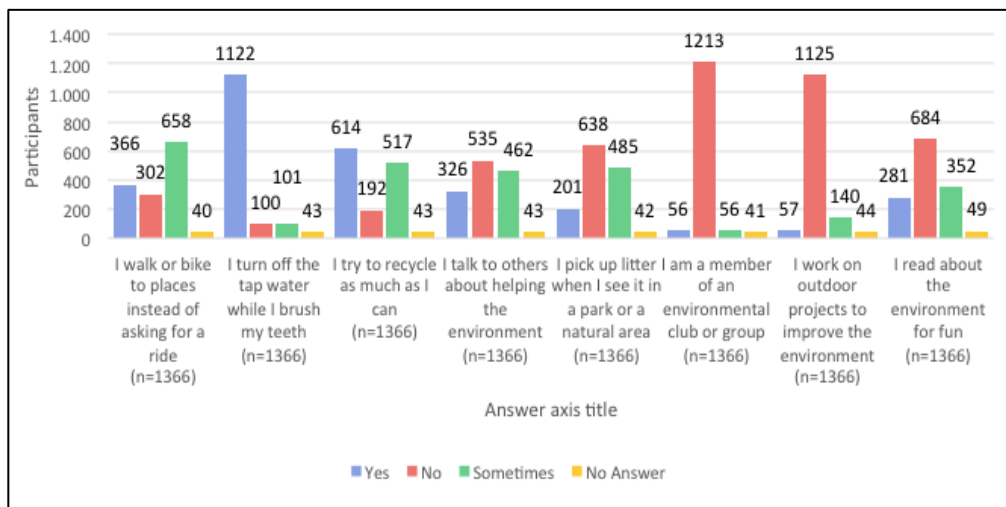


Figure 34: The Following Statements Relate to Your Everyday Life. Please Indicate the Extent to Which You Agree or Disagree.

The figure above shows the behavior of students regarding everyday life situations. Based on eight different statements, students had to specify their answer based on their daily routine. Possible answer options were yes, no, and sometimes. Looking at the results, it can be summarized that most students turn off the tap water while brushing their teeth (1122), which means that they try to avoid water wastage. Furthermore, the majority of participants decide to recycle as much as possible (614) or at least recycle sometimes (517). Referring to the question if students walk or bike instead of asking for a ride, most students answered with yes (658), followed by sometimes (366) and no (302). Unfortunately, there are just a few students who are a member in an environmental club (56) and even regarding the question if respondents work on outdoor projects to improve the environment, most students answered with no (1125). About 281 students are interested in reading about the environment, followed by 352 students who sometimes read about the environment and 684 students who do not read about environmental topics at all. Referring to the statement if participants pick up litter in a park or a natural area, most students answered with no (638), followed by sometimes (485) and 201 students who pick up litter when they see it. The last statement asked students if they talk to others about helping the environment. A total of 535 answered with no, 462 students answered with sometimes, and only 326 respondents answered with yes.

Open-ended question:

What is most important to you when you think about the protection of Mothers Earth?

Looking at the question of what students' perceive as most important about the protection of Mothers Earth, most respondents answered with keywords like sustainability, avoiding plastic, climate change, waste separation, environmental pollution, environmental protection, and fewer emissions.

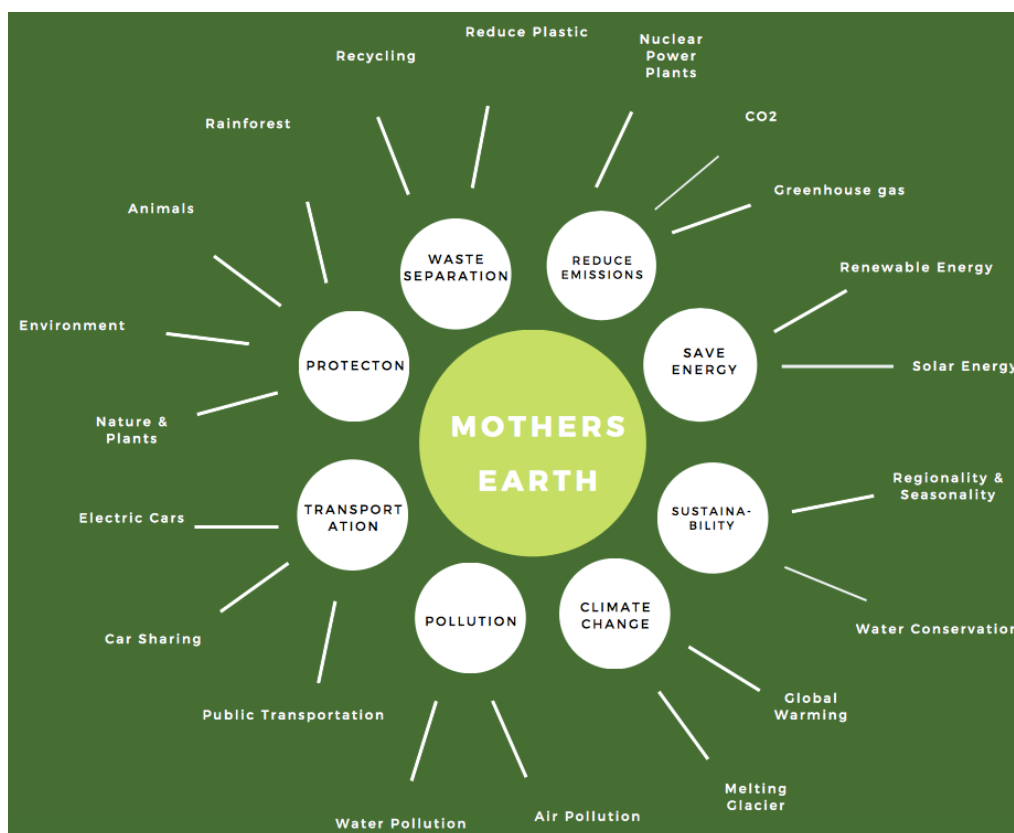


Figure 35: Mind Map – Protection of Mothers Earth

Figure 35 illustrates the keywords that students answered most frequently. In addition to that, several students mentioned the importance of protecting the environment for future generations, to act responsibly towards the environment and locals, to buy biological products or to avoid short-distance flights. Other topics that were mentioned very often are the avoidance of plastic, that people need to take care of their waste disposal and that it is significant to introduce laws and guidelines that support the protection of the environment. Furthermore, students

said that more people need to become active in terms of acting responsibly and that it is necessary to offer more education about environmentalism. Additionally, a repeating topic was the pollution of the seas that needs to be prevented as well as the power supply, which should be dominated by solar power, hydropower, or photovoltaic. Moreover, most students are in favor of protecting species, plants, and animals and are against the consumer society and overconsumption.

In total, 1,107 students expressed their idea about the protection of Mother's Earth, which means that most students already heard of essential measurements to support the health and further existence of the planet. Nevertheless, some students pointed out that they are not interested in saving the earth at all; that they have no idea about protecting the planet and that the whole topic does not show any significance for their life. According to other responses, it was clear to see that some students did not understand what the matter of the question was about. This can be demonstrated based on answers like for instance that students recommend taking medicine during winter times to avoid an infection of other people, that they want their family to stay together or that they think it would be useful to stop giving birth to children. In conclusion, the majority of answers were beneficial, and it was possible to see that some students care about the protection of the planet and the environment.

5 Conclusion

The research of this thesis had the intention of achieving a more in-depth knowledge about the perceived importance of ecotourism for youth living in Austria. Furthermore, the aim was to research if environmental education changes the way youth think about ecotourism and as a result, influences their travel behavior. The literature review of this thesis covered the topics of ecotourism and the definition of tourism in general, youth education and the meaning of youth, as well as environmental awareness and environmental education. Moreover, additional chapters about Austria were added to provide insights about the country, its' tourism, the importance of ecotourism as well as the education system in Austria. To give a better understanding of the topics mentioned, a survey was conducted, which focuses on the travel behavior of youth, their perception of ecotourism, and their general action concerning the environment.

Albeit several other researchers have dealt with topics like ecotourism and youth education, the outcomes of this study are a supplementation to the already existing body of knowledge. Furthermore, the results of this research can be valuable to tourism researchers to improve the popularity of ecotourism among youth living in Austria. The results of this study may be relevant, preeminently, for the Austrian education system to show the significance of educating students about topics like environmental awareness and environmental protection.

Ecotourism is one of the most crucial concepts in today's travel industry. Since traveling has a substantial impact on the overall situation of the environment, ecotourism can make up a significant part in further protecting the well being of Mothers Earth. As Cini, Leone, and Passaforo (2010) pointed out, to provide and sustain the quality of a destination, their natural environment, and tourist attractions, it is substantial to bring people closer to topics like environmental awareness, nature, and environmental education.

After the conduction of secondary, as well as primary data collection, the objective of the research was achieved. As youth represent the future of the travel industry, the aim was to find out more about their perception and knowledge regarding ecotourism. Referring to the results of the survey, a significant lack of educating youth

about the relevance and meaning of eco-tourism can be determined. Furthermore, almost half (45%) of the respondents indicated not to be aware of the concept that is eco-tourism. Only a small proportion of 16% answered to know the principles of this tourism sector.

As Buffa (2015) stated, upcoming generations will have a growing influence on today's tourism business, and therefore, it is crucial to make them understand the significance of sustainable and responsible travel behavior. Based on obtained primary data collection, concerning the question if students think that eco-tourism will be necessary for the future, more than a half (72%) pointed out that eco-tourism will be very important or essential. According to respondents' self-assessment, if they consider themselves to behave in an environmentally conscious way, 47% stated to be either very environmentally conscious or environmentally conscious. It is also to mention that about 73% of respondents are in favor of saving remote, wilderness areas.

Nevertheless, these outcomes stand in contrast to the actual travel behavior of youth, which is dominated by beach holidays (909) as well as city and cultural holidays (471). Only a tiny portion of students is doing holidays based on wildlife and nature (92) or holidays on a farm (40) or camps (54). Taking into account motives like viewing animals, birds, and plants or learning about animals and plants, only a total of 251 students perceive them as very important. Even eco-tourism based activities like mountain climbing, wildlife viewing, or dealing with animals have a relatively low ranking. In contrast to that are nature walks, as well as motives like going to the mountains, visiting lakes and learning about new cultures that are rather popular among youth.

Furthermore, it is necessary to mention that most respondents prefer outbound destinations (77%) to domestic tourism (22%) and that most students give preference to transportation methods like airplanes (48%) or cars (37%) over trains (12%) or buses (1%). The results of the survey show that even though numerous students do not know the concept of eco-tourism, a majority of respondents perceive it as essential and valuable for the future. As shown in the open-question, where students were asked about the importance of protecting Mothers Earth, most students are genuinely aware of environmental protection and measurements that

need to be taken. Nevertheless, there is a difference between environmentally thinking and acting environmentally friendly, which is shown in questions relating to travel motives and activities. Furthermore, the obtained data referring to students' everyday life indicates that there is still a gap of acting in a sustainably responsible way.

It can be concluded that most students see ecotourism and environmental protection as an essential instrument for the future. Although numerous respondents already have some knowledge about the topic and measurements that are significant to protect the planet, there is still an existing gap of putting the theory into practice since a majority of participants would choose beach holidays over holiday motives that are related to eco-tourism. Referring to the hypothesis developed at the beginning of the study, the literature shows that youth benefit from environmental education. Through integrating environmental topics, young people create a higher level of awareness and responsibility, which leads to a better handling of the environment. Nevertheless, there is still a gap of integrating environmental learning techniques in schools curriculum.

Educational institutions need to concentrate their efforts on handling the lack of knowledge concerning ecotourism among students (Cini et al., 2015). Some essential tools to promote ecotourism among youth would be special classes focusing on ecotourism and environmental protection as well as events and workshops about ecotourism (Cini et al., 2015). Furthermore, students would benefit from regular field trips to ecotourism related products like, for instance, conservation areas, national parks, or game reserves (Cini et al., 2015). Practical experience will provide students with a better understanding, which can also be trained through practical assignments (Cini et al., 2015).

As Cini already mentioned, there are several tools to improve the process of environmental learning further. Like already demonstrated in the first part of the hypothesis, educational methods can be very beneficial for youth to develop environmental awareness, which is essential to create a healthy environment in the future. Even the general handling of issues related to the environment will be improved. Youth need to actively care about the planet and topics that are related to it. Through the increasing application of the learning methods mentioned earlier,

youth will benefit from a higher level of knowledge concerning ecotourism and environmental protection.

Throughout the research, some limitations appeared that one should be aware of. Summarizing the process of collecting secondary data, it is to mention that there are limitations based on the restricted access to already existing literature such as journals or books. Primarily focusing on research based on youth or the travel behavior of youth, literature shows certain limitations. However, looking at the process of collecting primary data and the outcomes of the survey, it can be said that the total number of 1366 participants may not be representative enough as a sample to generalize the result to the whole population of youth living in Austria. Moreover, looking at demographic factors, most respondents of the survey are between the ages of 13 and 14, which might affect the outcome of the research. Even though every age group of being youth is represented; a better balance might have changed the results.

Furthermore, almost half of the respondents indicated to visit a College for Higher Vocational education. It can be said that more participants from other school or education types should have been involved. In addition to that, it was not possible to have an equal amount of students from every Federal State of Austria, which could also influence the obtained results.

Future research in this field should include whether environmental education positively influences the behavior in everyday life situations as well as the travel behavior of youth with a comparison of a before-and-after experience effect. The outcomes and evaluations of environmental education for youth might be helpful for schools to further work on this issue. Moreover, referring to the collection of primary data, a higher number of participants should be achieved to provide a larger sample of youth. This could be accomplished by expanding the time frame of the data collection process. Furthermore, more research should be done in order to make the education authorities of the Federal States of Austria attentive to the importance of this topic and the necessity to focus more on environmental education.

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Appendices

Appendix 1: Survey (German)

Liebe Schülerinnen und Schüler!

Ihr unterstützt ein Forschungsprojekt für eine Bachelor Arbeit zum Thema "Ökotourismus für Jugendliche in Österreich". In diesem Forschungsprojekt untersuche ich das Umweltbewusstsein von Jugendlichen und euren Standpunkt zum Thema Ökotourismus. Es gibt keine richtigen oder falschen Antworten, ich interessiere mich für eure persönliche Meinung. Bitte lest euch die Fragen und Antworten genau durch. Der Fragebogen ist anonym und dauert etwa 20 Minuten.

Vielen Dank für eure Teilnahme! 😊

Was ist dein Geschlecht?

- Männlich
- Weiblich

In welcher Altersgruppe bist du?

- 13 - 14
- 15 - 16
- 17 - 18
- 19 - 20

Was ist dein Bildungsstand? Bitte 1 ankreuzen

- Berufsschule
- Gymnasium
- Polytechnische Schule
- Mittelschule
- Berufslehre
- Berufsbildende höhere Schule

Standort meiner Schule... (Ortsnamen)

Normalerweise verreise ich mit... Bitte 1 ankreuzen

- Meiner Familie
- Meinen Freunden
- Anderen Personen

Ich verreise weil... Bitte 1 ankreuzen

- Meine Eltern möchten, dass ich mit ihnen verreise
- Ich gerne mit meiner Familie verreise
- Ich möchte reisen
- Ich reise mit meinen Freunden zusammen

Lebst du in einer städtischen oder ländlichen Gegend? Bitte 1 ankreuzen

- Städtisch
- Ländlich

Welche Art von Urlaub machst du normalerweise? Bitte maximal 2 ankreuzen

- Strandurlaub
- Tier- und Natururlaub
- Luxusurlaub (5* Hotels etc.)
- Stadt- und Kultururlaub
- Wellness & Spa Urlaub
- Besuch von Freunden oder Verwandten
- Wander- und Aktivurlaub
- Urlaub auf dem Bauernhof
- Ferienlager/Camps - Wenn ja, welche Art von Ferienlager/Camps?
- Sonstiges...

Verbringst du deinen Urlaub normalerweise im Ausland oder innerhalb von Österreich?

- Ausland
- Innerhalb von Österreich

Bitte wähle die Transportart, mit der du am liebsten verreisen möchtest. Bitte 1 ankreuzen

- Flugzeug
- Auto
- Zug
- Bus
- Sonstiges

Kennst du das Konzept des Ökotourismus? Bitte 1 ankreuzen

- Ja
- Nein
- Ungefähr

Inwiefern denkst du dass dein Verhalten umweltbewusst ist? Bitte 1 ankreuzen

- Sehr umweltbewusst
- Umweltbewusst
- Ein bisschen umweltbewusst
- Nicht sehr umweltbewusst

Wie wichtig ist deiner Meinung nach der Ökotourismus für die Zukunft?

(Ökotourismus ist eine verantwortungsbewusste Art in Naturschutzgebiete zu reisen, welche die Umwelt schützen und das Wohlbefinden der Menschen vor Ort verbessern.)

Bitte 1 ankreuzen

- Sehr wichtig
- Wichtig
- Relativ wichtig
- Nicht sehr wichtig
- Gar nicht wichtig

Wo würdest du Informationen zum Thema Ökotourismus finden? Bitte 1 ankreuzen

- Online
- Reisebüro
- Broschüre
- Es würde mich nicht interessieren

Welche dieser Kriterien weist deiner Meinung nach darauf hin, dass eine Unterkunft umweltfreundlich ist? Wähle die 3 Wichtigsten aus.

- Nach grünem Feedback von Kunden fragen
- Vernetzung und Austausch bewährter Verfahren
- Einrichtungen für Kunden mit eingeschränkter Mobilität bereitstellen
- Bereitstellung von Informationen zum natürlichen und kulturellen Erbe
- Bäume verschiedener Art pflanzen
- Eine große Auswahl an Lebensmitteln anbieten
- Vegetarisches Essen
- Ökostromtarif
- Verwendung von Solarenergie
- Gäste über die öffentlichen Verkehrsmittel informieren

Bitte gib im Hinblick auf deinen letzten Urlaub an, wie wichtig die folgenden Motive waren:

	1 = sehr wichtig	2 = wichtig	3 = nicht sehr wichtig	4 = überhaupt nicht wichtig
Eine neue Sprache lernen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Neue Orte entdecken	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zeit mit Freunden und Familie verbringen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Neue Freundschaften schließen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zeit in der Natur verbringen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Die Traditionen und die Kultur eines Ortes kennenlernen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Viel Sport machen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zeit in einer abgelegenen Wildnis verbringen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Beobachtung von Tieren, Vögeln, Pflanzen etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mehr über Tiere und Pflanzen erfahren	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Andere _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Wenn du an deinen letzten Urlaub denkst, bitte gib an, welche Aktivitäten du im Urlaub unternommen hast. Wähle maximal 5 Aktivitäten aus

- Pick Nick
- Backpacking
- Radfahren
- Angeln
- Wandern
- Surfen
- Spiele in der Natur
- Bäume pflanzen
- Wanderungen in der Natur
- Höhlenforschung
- Ein Segelflugzeug steigen lassen
- Bergsteigen
- Die Wildnis beobachten
- Lokale Dörfer besuchen
- Historische Ruinen erkunden
- Vögel beobachten
- Fotografieren
- Kajak fahren
- Sprachkurse machen
- Lokale Traditionen lernen
- Beschäftigung mit Tieren
- Reiten
- Andere _____

Was ist dir am wichtigsten wenn du an den Schutz des Planeten denkst? (Stichpunkte)

0 Zeichen eingegeben.

Wenn ich in den Urlaub fahre, würde ich es genießen. . .

	1 = sehr genießen	2 = genießen	3 = nicht sehr genießen	4 = überhaupt nicht genießen
Ein Reitlager zu machen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zum Strand zu gehen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Verschiedene Seen zu besuchen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In die Berge zu gehen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In einen Vergnügungspark zu gehen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ein Husky-Camp zu machen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mit Tieren und der Natur zu arbeiten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online-Spiele oder PlayStation zu spielen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fernzusehen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eine neue Stadt zu besuchen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Neue Kulturen und Traditionen kennenzulernen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Die folgenden Aussagen beziehen sich auf deinen Alltag. Bitte gib an, inwieweit du zustimmst oder nicht zustimmst.

Ich bin für die Rettung abgelegener Wildnis-Gebiete. Bitte 1 ankreuzen

- Ich stimme stark zu
- Ich stimme zu
- Neutral
- Ich stimme nicht zu
- Ich stimme überhaupt nicht zu

Die folgenden Aussagen beziehen sich auf deinen Alltag. Bitte gib an, inwieweit du zustimmst oder nicht zustimmst.

	Ja	Nein	Manchmal
Ich gehe zu Fuß oder fahre mit dem Fahrrad, anstatt nach einer Mitfahrt zu fragen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich schalte das Leitungswasser aus, während ich meine Zähne putzen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich versuche so viel wie möglich zu recyceln	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich spreche mit anderen über den Umweltschutz	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich sammle Müll ein, wenn ich ihn in einem Park oder in einem Naturgebiet sehe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich bin Mitglied eines Umweltclubs oder einer Umweltgruppe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich arbeite an Outdoor-Projekten, um die Umwelt zu verbessern	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich habe aus Spaß über die Umwelt gelesen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Danke für's mitmachen! 😊

Appendix 2: Survey (English)

What is your gender?

- Male
 Female

In what age group are you?

- 13-14
 15-16
 17-18
 19-20

What is your level of education?

- Part-time Vocational School
 Academic Secondary School
 Pre-Vocational School
 New Secondary School
 Apprenticeship
 College for Higher Vocational Education

Do you usually travel with...

- Your family
- Your friends
- Other persons

I travel because . . .

- My parents want me to travel with them
- I like to travel with my family
- I want to travel
- I travel together with my friends

Do you live in an urban or rural area?

- Urban
- Rural

What type of holiday do you usually do?

- Beach holidays
- Wildlife and nature holidays
- Luxury holidays (5* Hotels etc.)
- City and Cultural holidays
- Wellness & Spa holidays
- Visiting friends or relatives
- Walking and active holidays
- Farm holidays
- Camp holidays – If yes, which type of camp holiday?
- Other

Do you usually spend your holiday in an outbound or inbound destination?

- Inbound
- Outbound

Please pick the method of transportation you would prefer to travel with.

- Airplane
- Car
- Train
- Bus

Other

Are you aware of the concept that is Ecotourism?

- Yes
- No
- Vaguely

To what extend do you consider yourself to behave in an environmentally conscious way?

- Very environmentally conscious
- Environmentally conscious
- A bit environmentally conscious
- Not very environmentally conscious

How important do you think eco-tourism is likely to be for the future?

(Ecotourism is a responsible form of travelling to natural areas that conserve the environment and improve the well being of local people.)

- Very important
- Important
- Quite important
- Not very important
- Not important at all

Where would you find information about Ecotourism? Please tick

- Online
- Visit a travel agent
- Read a brochure
- It would not interest me

Which of these criteria do you think indicates that an accommodation is eco-friendly? Pick one or more.

- Asking for green feedback from customers
- Networking and sharing best practice
- Provide facilities for customers with mobility impairment
- Provide comprehensive information on natural and cultural heritage
- Plant any type of trees
- Provide more choices of food
- Vegetarian food
- Green Energy tariff

- Use of solar panels
- Informing guests of public transport options

Considering your last holiday, please specify how important were the following motives:

1 = very important, 2 = important, 3 = not very important, 4 = not important at all

Learning a new language

1	2	3	4
---	---	---	---

Discover new places

1	2	3	4
---	---	---	---

Being with friends and family

1	2	3	4
---	---	---	---

Build friendships

1	2	3	4
---	---	---	---

Being in the nature

1	2	3	4
---	---	---	---

Learn about the traditions and culture of a place

1	2	3	4
---	---	---	---

Use my physical abilities in sport

1	2	3	4
---	---	---	---

Being in a wilderness, remote area

1	2	3	4
---	---	---	---

Viewing animals, birds, plants, etc.

1	2	3	4
---	---	---	---

Learning more about animals and plants

1	2	3	4
---	---	---	---

Other

1	2	3	4
---	---	---	---

I talk to others about helping the environment

Yes No Sometimes

I pick up litter when I see it in a park or a natural area

Yes No Sometimes

I am a member of an environmental club or group

Yes No Sometimes

I work on outdoor projects to improve the environment

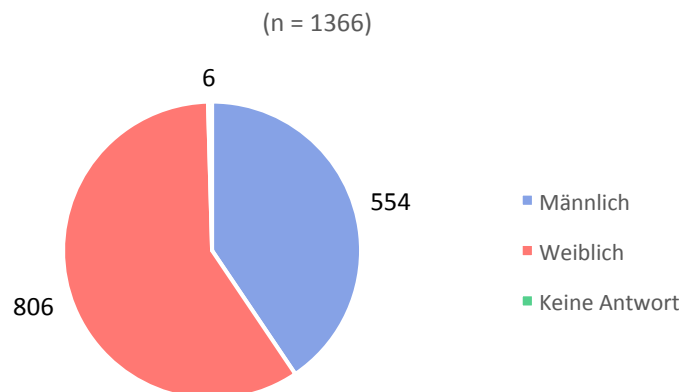
Yes No Sometimes

I read about the environment for fun

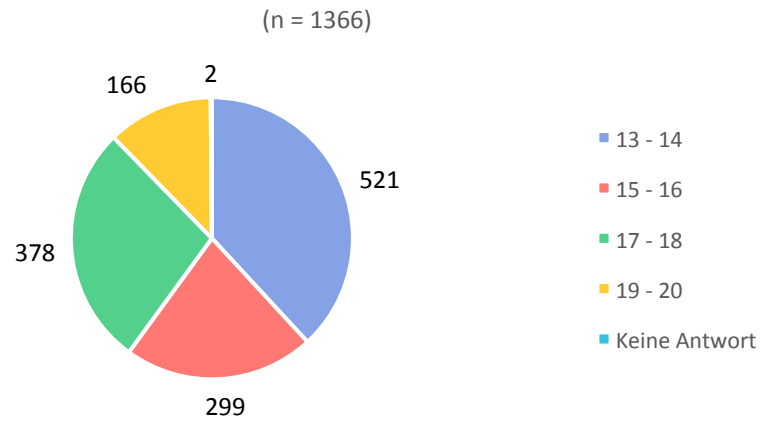
Yes No Sometimes

Appendix 3: Results

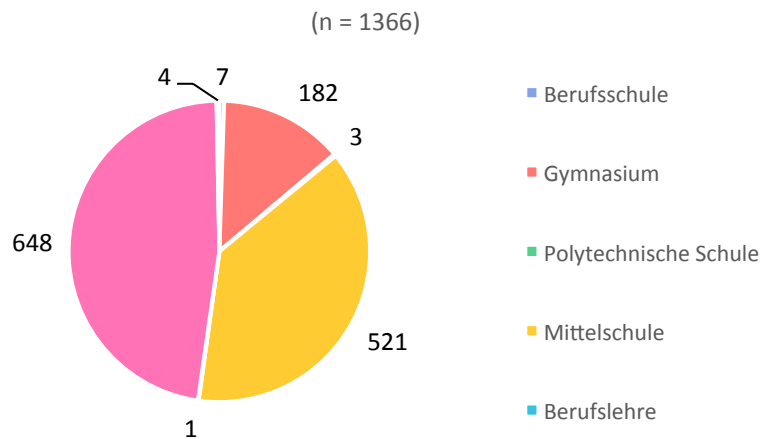
Q2 Was ist dein Geschlecht?



Q3 In welcher Altersgruppe bist du?



Q4 Was ist dein Bildungsstand? Bitte 1 ankreuzen



Q5 Standort meiner Schule... (Ortsnamen)

(n = 1321)

Antworten	Probanden	Prozent
Wien	384	29,1%
Güssing	118	8,9%
Linz	118	8,9%
Tulln	100	7,6%
Villach	74	5,6%
Neusiedl	68	5,1%
Klagenfurt	67	5,1%
Inzing	52	3,9%
Innsbruck	51	3,9%
Bezau	41	3,1%
Pressbaum	32	2,4%
Pitzelstätten	26	2,0%
Pitzelstätten	16	1,2%
Wölfnitz	14	1,1%
innsbruck	11	0,8%
Eisenstadt	9	0,7%
Inzing	9	0,7%
NMS Inzing	9	0,7%
Eisenstadt	7	0,5%
Villach Warmbad	7	0,5%

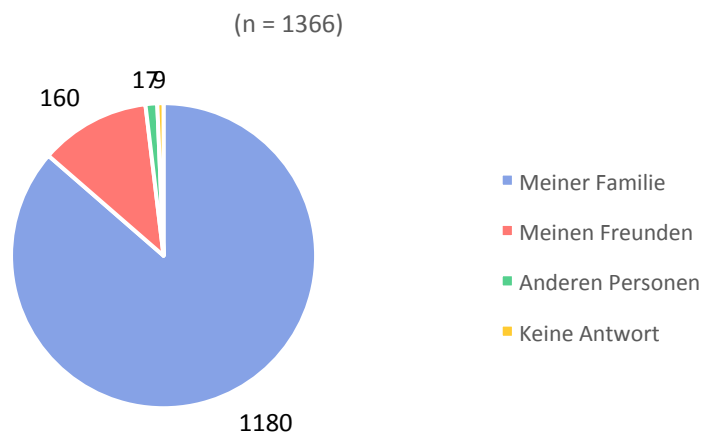
Warmbad Villach	5	0,4%
Warmbad	5	0,4%
Gabelsberger	5	0,4%
Klagenfurt	3	0,2%
Wölfnitz	3	0,2%
bezau	3	0,2%
Villach	3	0,2%
HBLA Pitzelstätten	2	0,2%
Hohenems	2	0,2%
Bezau	2	0,2%
Villach Warmbad	2	0,2%
BAfEP Sacre Coeur Pressbaum	2	0,2%
Warmbad Villach	2	0,2%
Müllerschule	2	0,2%
NMS Inzing	2	0,2%
Neue Mittelschule Inzing	2	0,2%
gabelsberger	2	0,2%
Gabelsbergerstraße	2	0,2%
Wölfnitz/Klagenfurt	1	0,1%
Kärnten	1	0,1%
Klagenfurt - Wölfnitz	1	0,1%
Klagenfurt Pitzelstätten	1	0,1%
Klagenfurt Pitzelstätten	1	0,1%

Klagenfurt, Pitzelstätten	1	0,1%
Klagenfurt/Pitzelstätten	1	0,1%
Klagenfurt/Wölfnitz	1	0,1%
Wölfnitz-Pitzelstätten	1	0,1%
Hbla Pitzelstätten	1	0,1%
Klagenfurt-Wölfnitz	1	0,1%
Pitzelstätten	1	0,1%
Wölfnitz - Pitzelstätten	1	0,1%
HLA Pitzelstätten, Klagenfurt Wölfnitz, Kärnten	1	0,1%
HLA Pitzelstätten	1	0,1%
Bezauer Wirtschaftsschulen	1	0,1%
Bezau	1	0,1%
Warmbader Villach	1	0,1%
Warmbard	1	0,1%
Villach, Warmbad	1	0,1%
Villach-warmbad	1	0,1%
Warmbad, Villach	1	0,1%
WARMBAD VILLACH	1	0,1%
KTS-Villach	1	0,1%
Villach-Warmbad	1	0,1%
Pressbaum	1	0,1%
Pressbaum	1	0,1%
pressbaum	1	0,1%

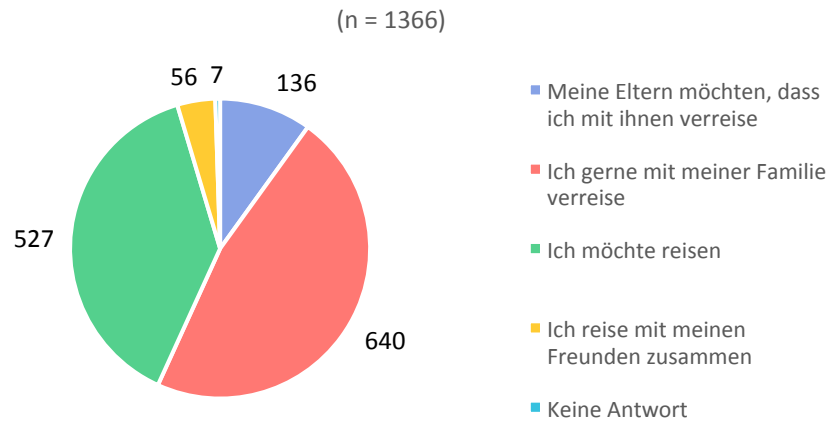
Bafep Scp	1	0,1%
Warmbad-Villach	1	0,1%
Villach warmbad	1	0,1%
Bad hofgastein	1	0,1%
Kärntner Tourismusschule Villach	1	0,1%
Klagenfurt Lastenstraße	1	0,1%
Kts villach	1	0,1%
Villach Kts	1	0,1%
NMS Müllerschule	1	0,1%
Innsbruck	1	0,1%
nms müllerstraße	1	0,1%
Müllerstraße	1	0,1%
Müller Schule	1	0,1%
MüllerSchule	1	0,1%
Inssbruck	1	0,1%
IBK	1	0,1%
Nms Inzing	1	0,1%
6401 Inzing	1	0,1%
Inzing 6401	1	0,1%
Inzig	1	0,1%
Inzing in tirol	1	0,1%
Inzing Mühlweg12	1	0,1%
NMS Gabelsberger	1	0,1%

Nms gabelsberger	1	0,1%
innsbruck	1	0,1%
NMS Gabelsberger	1	0,1%
Gabelsbergerstraße	1	0,1%
Ankara Atatürk Lisesi	1	0,1%
Gabelsberg	1	0,1%
Gabelsberger	1	0,1%
Pradl	1	0,1%
Gesamt	1321	100,0%

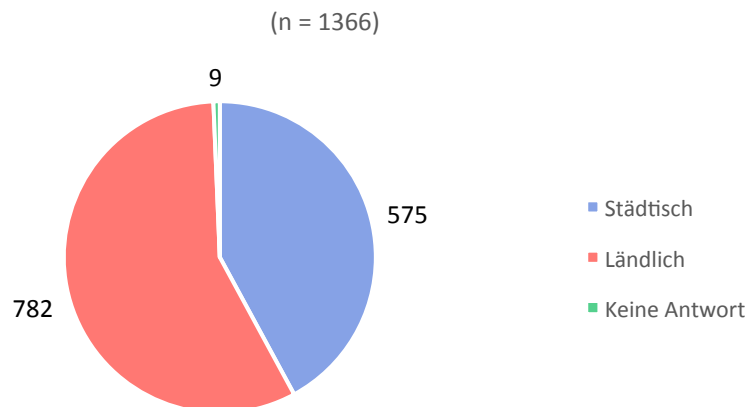
Q6 Normalerweise verreise ich mit... Bitte 1 ankreuzen



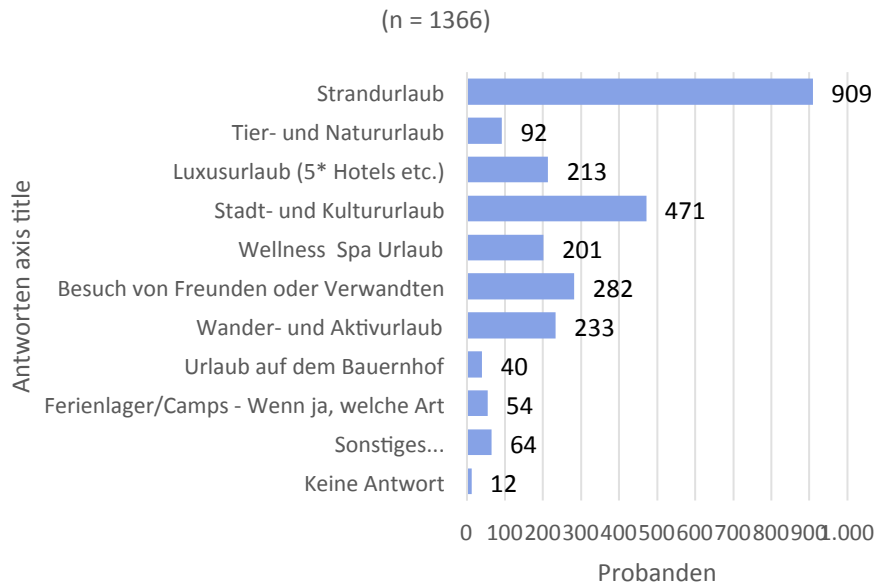
Q7 Ich verreise weil.... Bitte 1 ankreuzen



Q8 Lebst du in einer städtischen oder ländlichen Gegend? Bitte 1 ankreuzen



Q9 Welche Art von Urlaub machst du normalerweise? Bitte maximal 2 ankreuzen



Q9.9 Ferienlager/Camps - Wenn ja, welche Art von Ferienlager/Camps?

Antworten	Probanden	Prozent
/	14	25,9%
Jungscharlager	4	7,4%
Reitcamp	2	3,7%
Sport camps	2	3,7%
Pfadfinder	2	3,7%
Pfadfinderlager	2	3,7%
Reitcamp	1	1,9%
Englishcamp, Reitercamp	1	1,9%
Sommercamp	1	1,9%
Sportcamps	1	1,9%

Musik Camp	1	1,9%
Mobile Home	1	1,9%
nichts	1	1,9%
Fußballcamp	1	1,9%
Ganz verschiedene	1	1,9%
Musiklager und Zirkuslager	1	1,9%
Musik	1	1,9%
Ministrantenlager	1	1,9%
Reiten	1	1,9%
Trainingslager	1	1,9%
Jugendsingwoche	1	1,9%
Mobil Wohnheim	1	1,9%
Mit dem Campingbus herumfahren	1	1,9%
Christliche Freizeiten mit sportlichen Aktivitäten	1	1,9%
Ferienhort am Wolfgangsee	1	1,9%
Ferienhort	1	1,9%
Campingplatz mit 5 Sternen	1	1,9%
Pfadfinder Sommerlager	1	1,9%
Spital am Phyrn - Lindenhof	1	1,9%
Zeltlager Jugendrotkreuz	1	1,9%
Trainingslager, Jungscharlager	1	1,9%
Jungscharlager, FF-Lager, Musik-Lager	1	1,9%
Reitlager	1	1,9%

Extremsport Camps	1	1,9%
Gesamt	54	100,0%

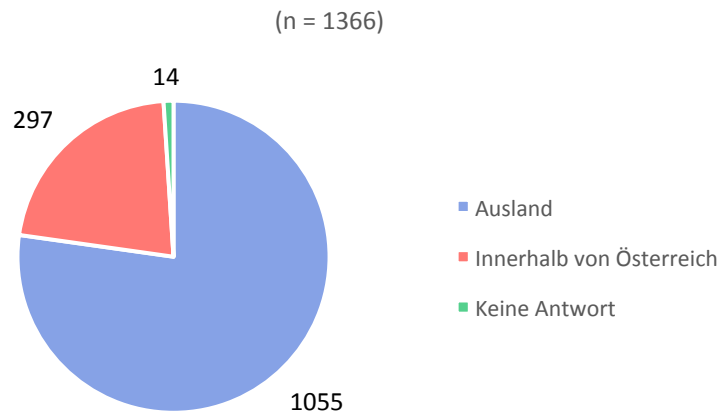
Q9.10 Sonstiges...

Antworten	Probanden	Prozent
Skiurlaub	13	20,3%
Camping	3	4,7%
Kreuzfahrten	2	3,1%
Heimatland	2	3,1%
Festivals	2	3,1%
Fußballmatches	1	1,6%
Fotourlaub	1	1,6%
Skiurlaub	1	1,6%
Angelurlaub	1	1,6%
Schiurlaub	1	1,6%
Besuch bei Oma	1	1,6%
Italien Rundreise	1	1,6%
mache schon seit Jahren keinen Urlaub mehr	1	1,6%
Clublager	1	1,6%
Radurlaub	1	1,6%
Winterurlaub	1	1,6%
andere Länder kennenlernen	1	1,6%
Camping	1	1,6%

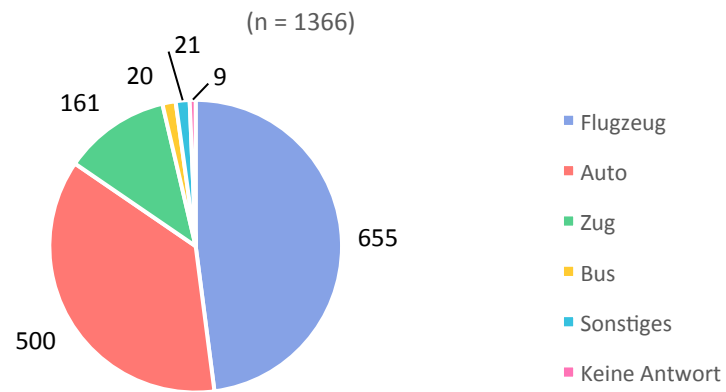
Ein Haus mieten	1	1,6%
nichts	1	1,6%
Tennisturniere	1	1,6%
Sportveranstaltungen, Trainingslager	1	1,6%
chillen	1	1,6%
Sport	1	1,6%
Hotel	1	1,6%
Klettern, Schwimmen	1	1,6%
Volleyball Trainingslager	1	1,6%
Konzertreise	1	1,6%
/	1	1,6%
Am Land	1	1,6%
Cluburlaub	1	1,6%
Campen	1	1,6%
eigentlich nichts	1	1,6%
Meine Heimat	1	1,6%
zu Hause bleiben	1	1,6%
ich schlafe bei meinen Großeltern in Ottakring	1	1,6%
Reiterhof	1	1,6%
baustelle arbeiten schwarz	1	1,6%
Baustelle arbeiten	1	1,6%
Badeurlaub (Therme)	1	1,6%
Ländlicher Trip	1	1,6%

Ausflug/Seminar	1	1,6%
Tagesurlaub	1	1,6%
Skifahren	1	1,6%
Radtour	1	1,6%
Ausflüge mit der Landjugend	1	1,6%
Backpacking	1	1,6%
Gesamt	64	100,0%

Q10 Verbringst du deinen Urlaub normalerweise im Ausland oder innerhalb von Österreich?



Q11 Bitte wähle die Transportart, mit der du am liebsten verreisen möchtest. Bitte 1 ankreuzen

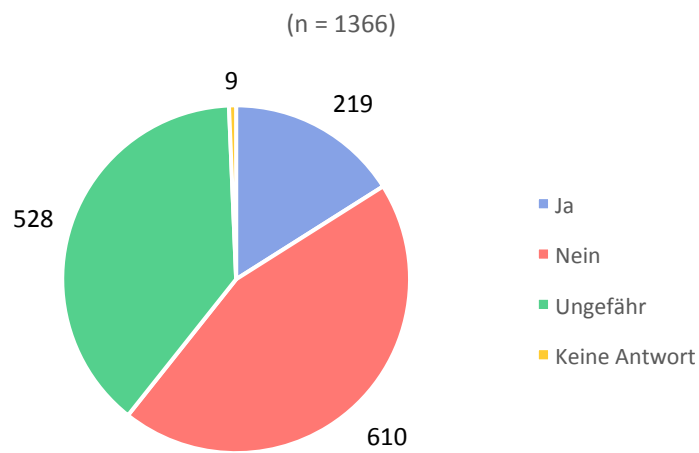


Q11.5 Sonstiges

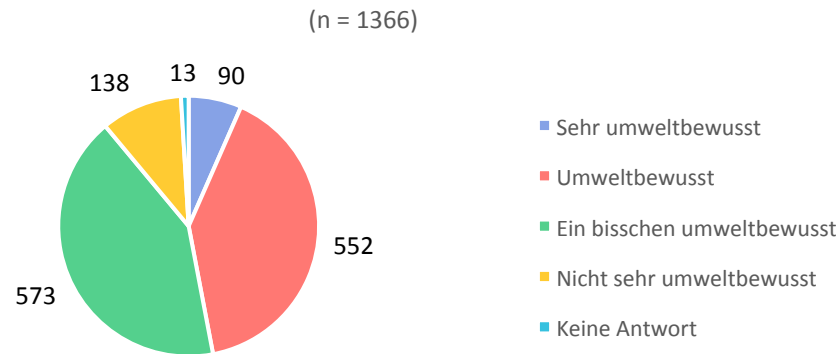
Antworten	Probanden	Prozent
Schiff	5	23,8%
Wohnmobil	3	14,3%
Privatjet	1	4,8%
Wohnmobil	1	4,8%
Fahrrad	1	4,8%
schiff	1	4,8%
nichts	1	4,8%
wohnwagen	1	4,8%
Batmobile	1	4,8%
bobby car	1	4,8%
Rad	1	4,8%

Motorrad, Karavan	1	4,8%
/	1	4,8%
Esel	1	4,8%
Auf Aladdins Teppich	1	4,8%
Gesamt	21	100,0%

Q12 Kennst du das Konzept des Ökotourismus? Bitte 1 ankreuzen



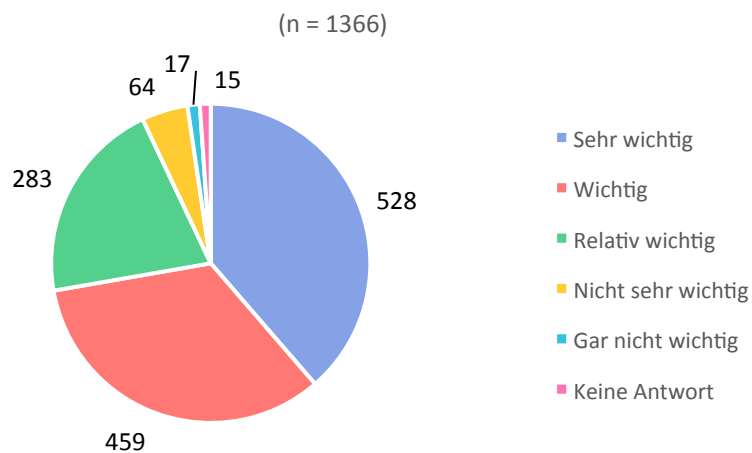
Q13 Inwiefern denkst du dass dein Verhalten umweltbewusst ist? Bitte 1 ankreuzen



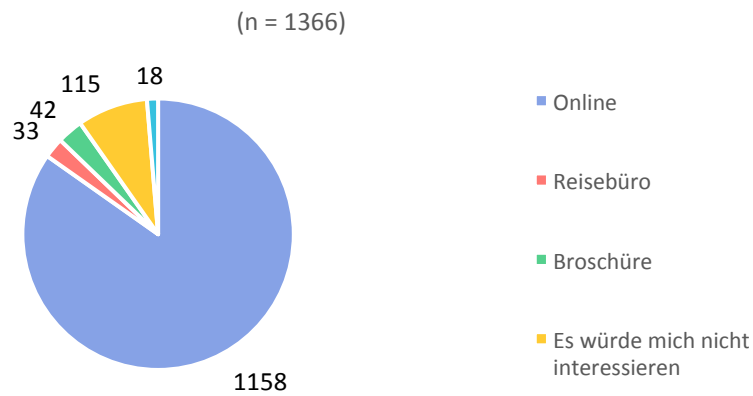
Q14 Wie wichtig ist deiner Meinung nach der Ökotourismus für die Zukunft?

(Ökotourismus ist eine verantwortungsbewusste Art in Naturschutzgebiete zu reisen, welche die Umwelt schützen und das Wohlbefinden der Menschen vor Ort verbessern.)

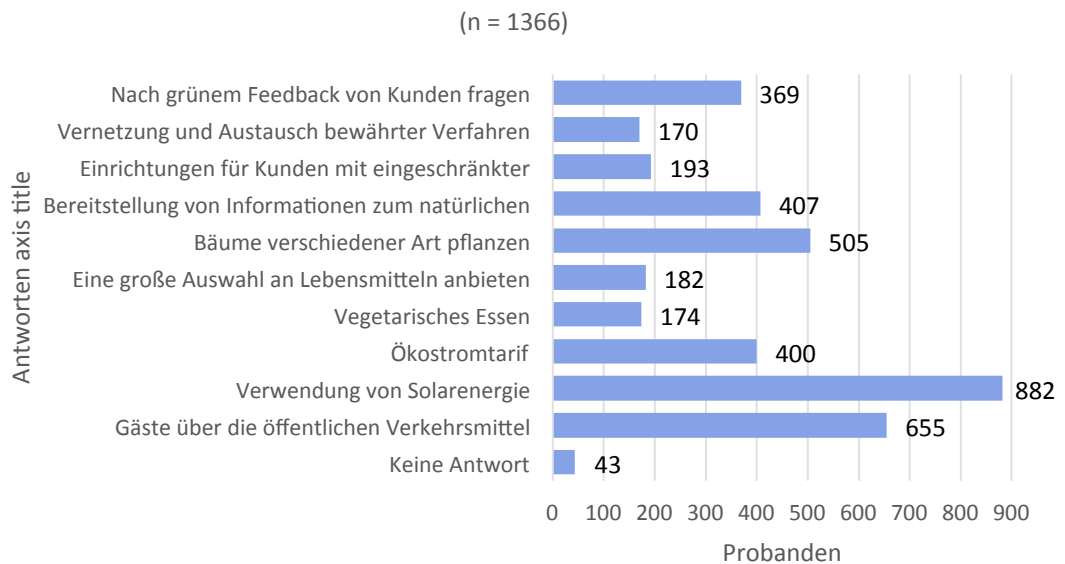
Bitte 1 ankreuzen



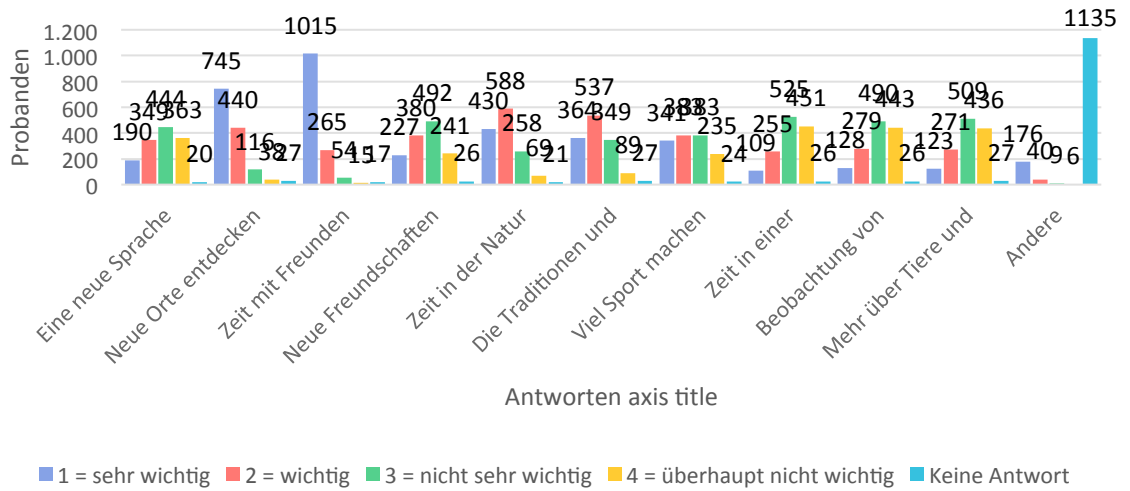
Q15 Wo würdest du Informationen zum Thema Ökotourismus finden? Bitte 1 ankreuzen



Q16 Welche dieser Kriterien weist deiner Meinung nach darauf hin, dass eine Unterkunft umweltfreundlich ist? Wähle die 3 Wichtigsten aus.



Q17 Bitte gib im Hinblick auf deinen letzten Urlaub an, wie wichtig die folgenden Motive waren:



Q17.11 Andere

Antworten	Probanden	Prozent
Entspannen	12	5,2%
Entspannung	9	3,9%
Essen	9	3,9%
Spaß haben	6	2,6%
chillen	6	2,6%
Schwimmen	4	1,7%
entspannen	3	1,3%
shoppen	2	0,9%
Wellness	2	0,9%
Erholung	2	0,9%
essen	2	0,9%

zocken	2	0,9%
schwimmen	2	0,9%
Freunde	2	0,9%
Essenskultur	2	0,9%
neues Essen kennenlernen	2	0,9%
Spaß	2	0,9%
Reiten	2	0,9%
gutes Essen	2	0,9%
sich entspannen	2	0,9%
Essen kennenlernen	2	0,9%
Kulturen	2	0,9%
Kultur kennen zu lernen	1	0,4%
Wein kosten	1	0,4%
Du Homo	1	0,4%
Ka	1	0,4%
Nichts	1	0,4%
Nix	1	0,4%
Hallo	1	0,4%
Spaß haben	1	0,4%
sehenswürdigkeiten anschauen	1	0,4%
erkunden	1	0,4%
Hobby	1	0,4%
Mit tieren in der natur arbeiten	1	0,4%

Sehenswürdigkeiten besuchen	1	0,4%
Ski fahren	1	0,4%
Schifahren	1	0,4%
Zeit mit Freunden verbringen	1	0,4%
Familie treffen	1	0,4%
Neue Länder bereisen	1	0,4%
Natur Fotografie betreiben	1	0,4%
Andere Kulturen entdecken	1	0,4%
Orte entdecken	1	0,4%
Öffis	1	0,4%
Lokales Essen probieren	1	0,4%
kulturen	1	0,4%
Erholung	1	0,4%
Den Urlaub genießen	1	0,4%
1 wöchiger Shoppingurlaub.	1	0,4%
...	1	0,4%
Ausruhen	1	0,4%
Kultur is für mich das Wichtigste	1	0,4%
neues Essen ausprobieren (welches dort heimisch ist)	1	0,4%
relaxen	1	0,4%
Sport machen	1	0,4%
Shoppen	1	0,4%
Ballspiele spielen	1	0,4%

entspannen/Spaß haben	1	0,4%
Runter zu kommen	1	0,4%
Skifahren	1	0,4%
braun werden	1	0,4%
neue Kultur kennenlernen	1	0,4%
Party machen	1	0,4%
Die Auszeit genießen	1	0,4%
Zeit genießen	1	0,4%
Hi	1	0,4%
.	1	0,4%
leute	1	0,4%
Sport	1	0,4%
Lernen und spielen	1	0,4%
Playstation spielen	1	0,4%
Essenskulturen kennen lernen	1	0,4%
Netflix and Chill	1	0,4%
Entspannung und Erholung	1	0,4%
ZOCKEN	1	0,4%
Unterwasserwelt beobachten	1	0,4%
Zocken	1	0,4%
Lol	1	0,4%
Museen zu besuchen	1	0,4%
Viele spannende Erlebnisse	1	0,4%

Schwimmen im Meer	1	0,4%
erlebnisse erleben	1	0,4%
ausflüge mit der familie	1	0,4%
Vergnügungspark	1	0,4%
Campen	1	0,4%
Ein schöner Ort	1	0,4%
zeit mit meinem haustier verbriegen	1	0,4%
Leute kennenlernen	1	0,4%
Schöne Stätde	1	0,4%
Schnorcheln	1	0,4%
schwimmen gehen	1	0,4%
Atmen	1	0,4%
Dinge	1	0,4%
auf Kühe aufpassen	1	0,4%
Neue Erfahrungen machen	1	0,4%
EINKAUFEN	1	0,4%
Essen arten lernen	1	0,4%
Mit Freunden raus gehen	1	0,4%
abhängen	1	0,4%
essen shopen foto machen	1	0,4%
Kilma schutz	1	0,4%
lernen	1	0,4%
nichts bestimmtes	1	0,4%

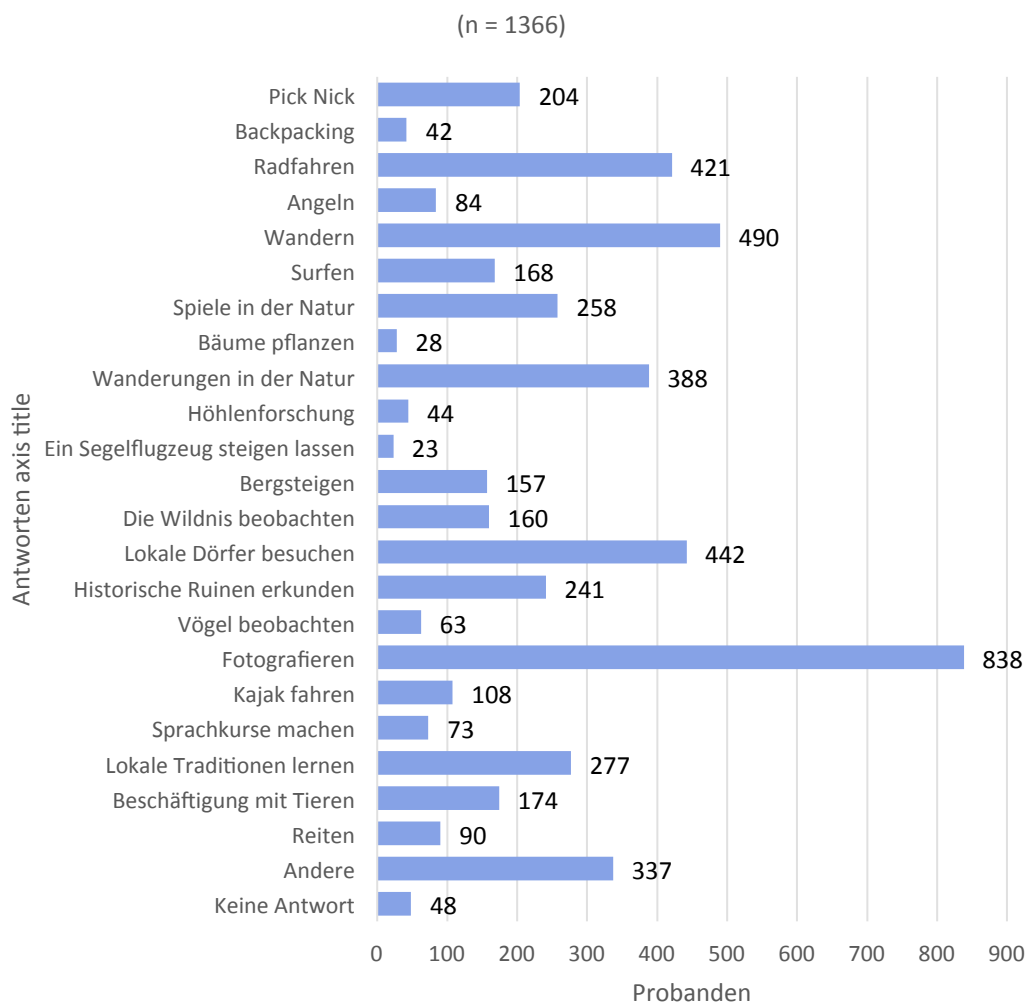
anhängen	1	0,4%
Entspannen vom Stress	1	0,4%
Relaxen	1	0,4%
verschiedene Speisen probieren	1	0,4%
Spaß mit Freunden	1	0,4%
sich gut erholen	1	0,4%
Gamen	1	0,4%
nur schlafen	1	0,4%
Baden	1	0,4%
neues Essen probieren	1	0,4%
Länder allgemein	1	0,4%
Feiern	1	0,4%
Fotografie und Erinnerungen sammeln	1	0,4%
Spaß haben und entspannen	1	0,4%
fotografieren	1	0,4%
Zeit zum entspannen	1	0,4%
Freunde im Ausland besuchen	1	0,4%
alte Traditionen kennenlernen	1	0,4%
Spaß und Freude haben	1	0,4%
keine Ahnung	1	0,4%
Spaß haben und relaxen	1	0,4%
schwimmen gehen	1	0,4%
schönes Wetter	1	0,4%

enspannen	1	0,4%
gemeinsam etwas trinken gehen	1	0,4%
Lesen	1	0,4%
Musicals anschauen	1	0,4%
Kulturen kennenlernen und wie die Menschen dort leben	1	0,4%
zu Hause bleiben	1	0,4%
Weihnachten feiern	1	0,4%
Freunde finden	1	0,4%
Länder besuchen	1	0,4%
Viel rauss gehen	1	0,4%
Essen	1	0,4%
Zu nerven	1	0,4%
hendy schpielen ser wichtig	1	0,4%
Welten kennenlernen	1	0,4%
Speisen	1	0,4%
lesen	1	0,4%
Entspannen und Stress abbauen	1	0,4%
Fotos	1	0,4%
Städte zu sehen	1	0,4%
Lebensstile entdecken	1	0,4%
Erfahrung sammeln	1	0,4%
Sehenswürdigkeiten	1	0,4%
Entspannung und Ablenkung vom Alltag	1	0,4%

Sight Seeing	1	0,4%
Hobbys machen, die in unserem Land nicht möglich sind, z.B. surfen	1	0,4%
Selbstständigkeit in der Natur	1	0,4%
Entspannung: Genießen der ersten Tage des Urlaubs	1	0,4%
Gegend näher kennenlernen	1	0,4%
Entspannen, sich wohlfühlen und einfach einmal abschalten	1	0,4%
sich erholen	1	0,4%
auf Umwelt schauen	1	0,4%
Städte erkunden	1	0,4%
Fischarten kennenlernen	1	0,4%
mit der Familie Spaß haben	1	0,4%
Überleben in der Wildnis	1	0,4%
Menschen kennenlernen	1	0,4%
Wasser	1	0,4%
Das Essen von anderen Ländern probieren	1	0,4%
Stadtleben kennenlernen	1	0,4%
Auszeit vom Alltag	1	0,4%
tolles Skigebiet	1	0,4%
eine Auszeit nehmen	1	0,4%
wandern	1	0,4%
nix	1	0,4%
Sport/Surfen	1	0,4%

Kulinarik	1	0,4%
Neue Kulturen kennen	1	0,4%
Enspannen	1	0,4%
Gesamt	231	100,0%

Q18 Wenn du an deinen letzten Urlaub denkst, bitte gib an, welche Aktivitäten du im Urlaub unternommen hast. Wähle maximal 5 Aktivitäten aus



Q18.23 Andere

Antworten	Probanden	Prozent
schwimmen	52	15,4%
Schwimmen	16	4,7%
Skifahren	16	4,7%
Baden	6	1,8%
Essen	5	1,5%
Sport	5	1,5%
Fußball	4	1,2%
snowboarden	4	1,2%
im Meer schwimmen	3	0,9%
Schwimmen	3	0,9%
Ski fahren	3	0,9%
Tauchen	3	0,9%
Boot fahren	3	0,9%
shoppen	3	0,9%
schwimmen	3	0,9%
Party	3	0,9%
Motorboot fahren	2	0,6%
Schifahren	2	0,6%
Jagen	2	0,6%
Shoppen	2	0,6%
skifahren	2	0,6%
Chillen	2	0,6%

Fußball spielen	2	0,6%
Schi fahren	2	0,6%
entspannen	2	0,6%
Party gemacht	2	0,6%
schwimmen gehen	2	0,6%
Fussball spielen	2	0,6%
Klettern	2	0,6%
Sehenswürdigkeiten ansehen	2	0,6%
spazieren	2	0,6%
Volleyball spielen	2	0,6%
Essen gehen	2	0,6%
schnorcheln	2	0,6%
Camping	2	0,6%
Zelten	2	0,6%
Sightseeing	2	0,6%
Baden im See	2	0,6%
saufen	2	0,6%
Quadfahren	1	0,3%
Segeln	1	0,3%
Bayanus	1	0,3%
Ins Jugendzentrum gehen	1	0,3%
Fußballstadien anschauen	1	0,3%
Skaten	1	0,3%

Kiffen	1	0,3%
Am Strand liegen	1	0,3%
sightseeing	1	0,3%
am pool chillen und im meer	1	0,3%
Stadrundfahrt	1	0,3%
Zocken	1	0,3%
Museen besucht, Shopping, Sehenswürdigkeiten besucht, Freizeitpark	1	0,3%
Kultur entdecken	1	0,3%
Tennis spielen	1	0,3%
Ski fahren	1	0,3%
Die Stadt erkunden	1	0,3%
Stand up baddling	1	0,3%
Orte erforscht	1	0,3%
Spazieren	1	0,3%
Am Strand relaxen	1	0,3%
Apresski	1	0,3%
schwimmen in der Therme	1	0,3%
Meer	1	0,3%
Skifahren und Après Ski	1	0,3%
Shoppen, in Bars gehen ahaha	1	0,3%
ski fahren	1	0,3%
Schwimmen im Meer	1	0,3%
Radtour durchs Land	1	0,3%

Traditionelles Essen	1	0,3%
wasser schlacht	1	0,3%
Fußball zuschauen	1	0,3%
Schwimmen, Spazieren	1	0,3%
Strand liegen	1	0,3%
Sonnenliegen	1	0,3%
Boot fahren	1	0,3%
Ski fahren, Snowboarden	1	0,3%
Sterne beobachtet	1	0,3%
schwimmen (strand)	1	0,3%
Snowboarden/Skiurlaub	1	0,3%
Weed rauchen	1	0,3%
am Strand liegen	1	0,3%
chillaxen	1	0,3%
schlafen,feiern	1	0,3%
schwimmen, essen, schlafen usw	1	0,3%
Sportt	1	0,3%
Handy spielen	1	0,3%
tennis spielen	1	0,3%
Beachvolleyball, Basketball...	1	0,3%
ZOCKEN SCHWIMMEN	1	0,3%
Schnorcheln	1	0,3%
Ficken	1	0,3%

Sport fußball und so coole sachen halt	1	0,3%
shoppen, sachen anschauen	1	0,3%
Schwimmen und Achterbahnfahren	1	0,3%
Shoppen	1	0,3%
kletterpark	1	0,3%
essen gehen	1	0,3%
essen gehen	1	0,3%
Cheerleading is beste	1	0,3%
Chillen auf dem Strand	1	0,3%
Schwimen gehen	1	0,3%
Chillen am Pool oder Meer	1	0,3%
Strand gegangen,fisch gegessen	1	0,3%
Volleyball	1	0,3%
Strand Sonne Schwimmen	1	0,3%
einkaufen,stadt ansehen	1	0,3%
am Strand spazieren	1	0,3%
in stadt einkaaufen und so	1	0,3%
Moped fahren	1	0,3%
schlaffen	1	0,3%
Schwimmen,Strand gehn,essen,chillen,	1	0,3%
hotel	1	0,3%
Fußball spielen	1	0,3%
schlafen	1	0,3%

Schwimmen, Stadt erkunden	1	0,3%
Bier trinken	1	0,3%
spazieren durch die Orte	1	0,3%
neue Restaurants ausprobieren	1	0,3%
Mini Golf	1	0,3%
Strand	1	0,3%
schwimmen, relaxen, Sauna	1	0,3%
Familie besucht, in der Stadt gewesen, Freunde getroffen und viel mit der Familie unternommen	1	0,3%
schwimmen, feiern, entspannen	1	0,3%
Freunde besuchen	1	0,3%
Bauernhof bewirtschaften	1	0,3%
Am Strand baden	1	0,3%
Tourismus-Attraktionen	1	0,3%
Ausstellungen, Museen, Kulturveranstaltungen	1	0,3%
Bett liegen, Bowling	1	0,3%
fortgehen, grillen, am Liegestuhl ausruhen	1	0,3%
Sight-Seeing	1	0,3%
Stadt angesehen	1	0,3%
schwimmen/tauchen	1	0,3%
feiern, entspannen, shoppen	1	0,3%
Stadt/Landschaft begutachten	1	0,3%
schwimmen im Meer	1	0,3%
am Strand liegen, schwimmen, essen gehen, unter	1	0,3%

Leute gehen und einkaufen

Fortgehen	1	0,3%
Fußball schauen im Stadion	1	0,3%
schwimmen, segeln	1	0,3%
Laufen	1	0,3%
sportliche Aktivitäten (Volleyball)	1	0,3%
Alkohol trinken (Zrce Beach)	1	0,3%
Feiern, Strand	1	0,3%
Spaß haben	1	0,3%
mit dem Handy spielen	1	0,3%
ins Restaurant gehen	1	0,3%
Chillen und nichts machen	1	0,3%
Motocross	1	0,3%
Theater/Musicals anschauen	1	0,3%
Computer spielen	1	0,3%
Segeln	1	0,3%
Stadt spazieren	1	0,3%
keines	1	0,3%
schwimmen, laufen, Fußball spielen	1	0,3%
Fußball, schwimmen	1	0,3%
zu Hause sein	1	0,3%
Skitouren	1	0,3%
Die Stadt entdecken	1	0,3%

Zeit mit freunden verbringen	1	0,3%
beten	1	0,3%
Beten	1	0,3%
Sport, Schwimmen, Sightseeing	1	0,3%
Naturparkbesuch	1	0,3%
Feiern	1	0,3%
Stadt besichtigen	1	0,3%
Baden	1	0,3%
schwimmen, Städte besichtigen	1	0,3%
kulturelle Aktivitäten	1	0,3%
Tauchen mit Sauerstoffflaschen und schwimmen	1	0,3%
Baden gehen	1	0,3%
Lager bauen	1	0,3%
Safari	1	0,3%
Stadt angeschaut	1	0,3%
Elefanten reiten	1	0,3%
gemeinsam gemütlich zusammensein	1	0,3%
im Meer baden und die Stadt erkunden	1	0,3%
Land näher erkunden, Landschaft dort kennenlernen	1	0,3%
Skifahren, Esse, entspannen	1	0,3%
skifahren, Essen gehen	1	0,3%
saufen, skifahren	1	0,3%
historische Denkmäler besichtigen, regionales Essen	1	0,3%

Strand liegen, schwimmen	1	0,3%
Sehenswürdigkeiten sehen	1	0,3%
Tennis	1	0,3%
Paragleiten	1	0,3%
regionale Kost essen	1	0,3%
schnorcheln, Boot fahren	1	0,3%
durch die Stadt spazieren	1	0,3%
Stadt per Fuß erkunden	1	0,3%
Essen, Party	1	0,3%
Motorboot	1	0,3%
Trinken, schwimmen	1	0,3%
Alkohol trinken	1	0,3%
Sight Seeing	1	0,3%
Husky Schlittenfahrt	1	0,3%
Stadtrundfahrt	1	0,3%
tauchen	1	0,3%
Gesamt	337	100,0%

Q19 Was ist dir am wichtigsten wenn du an den Schutz des Planeten denkst? (Stichpunkte)

Antworten	Probanden	Prozent
Nachhaltigkeit	11	1,0%
weniger Plastik	8	0,7%
Klimawandel	5	0,5%
weniger Plastik	3	0,3%
Mülltrennung	3	0,3%
Umweltverschmutzung	3	0,3%
Müllvermeidung	2	0,2%
Nix	2	0,2%
Weniger Plastik	2	0,2%
Müll	2	0,2%
weniger Abgase	2	0,2%
Keine Ahnung	2	0,2%
weniger plastik	2	0,2%
Ich denke nicht daran	2	0,2%
Umweltschutz	2	0,2%
weniger Schadstoffe, Umweltverschmutzung	2	0,2%
Mülltrennung, Luftverschmutzung, Wasserverschmutzung, Erderwärmung	2	0,2%
Garnichts	2	0,2%
Nichts	2	0,2%
Öko Strom	2	0,2%
Nachhaltigkeit, Umweltschutz, Rücksicht auf die Natur und Bevölkerung nehmen	1	0,1%

Umwelt schonen	1	0,1%
Keinen Dreck, Natur erhalten, Lebewesen nicht ausrotten/vertreiben	1	0,1%
Plastik komplett abzuschaffen	1	0,1%
Das die Umwelt geschont bleibt	1	0,1%
CO2 Produktion reduzieren. Plastik vermeiden.	1	0,1%
Weniger Auto fahren mehr mit Öffis	1	0,1%
Plastik abschaffen	1	0,1%
Keine Ahnung. Nichts.	1	0,1%
Treibhauseffekt	1	0,1%
Ökologische Verpackungen, Müllvermeidung, Umwelt schützen	1	0,1%
Kein Plastik	1	0,1%
Dass weniger Autos gebaut und gefahren werden	1	0,1%
Weniger CO2, Geburtsrate sollte verringert werden,	1	0,1%
Reduktion von Plastikmüll in der Natur/im Ozean.	1	0,1%
Kein Atomkraftwerk	1	0,1%
weniger Müll (plastik)	1	0,1%
Überbevölkerung vermindern	1	0,1%
Kein Müll in der Natur	1	0,1%
Ich finde mehr Leute sollten auf bio Produkte acht geben oder zb mit dem Bus fahren da mehrere Personen mit einen Fahrzeug unterwegs sind und so die Umwelt weniger belasten	1	0,1%
Weniger plastik Wenigerabgase Keine atomenergie	1	0,1%
Müllentsorgung	1	0,1%
Mann muss mehr Cannabis Pflanzen, dann wird der Klimawandel verlangsamt!! Save the cannabis Legalisierung in Österreich	1	0,1%

Binn isch süchtig nach	1	0,1%
Müll entsorgen	1	0,1%
Weniger Abgase, weniger Plastik	1	0,1%
Alles	1	0,1%
Das die Klima Erwärmung stoppt	1	0,1%
keine ausländischen Produkte kaufen. Müll nicht auf die straße werfen. ökologische Energie -> e-Autos bringen nicht viel wenn der strom von kohlekraftwerken kommt. keine kurzstreckenflüge (außer es ist nicht anderst möglich) Plastik vermeiden (zB Sackerl oder Obst vermeiden das noch zusätzlich in Plastik verpackt ist-> der konsument kann selbst entscheiden)	1	0,1%
Tiere und Pflanzen schützen	1	0,1%
Mülltrennung so wenig Plastik wie möglich weniger mit Autos fahren mehr öffentliche Verkehrsmittel benutzen	1	0,1%
Müll Vermeidung/ weniger autofahren	1	0,1%
Kein Plastik verwenden	1	0,1%
atomkraftwerke abschaffen	1	0,1%
Kriege plastik produktion	1	0,1%
Kein müll ins meer werfen	1	0,1%
Keine Umwelt ferschmutzung	1	0,1%
Keinen atomstrom	1	0,1%
Müll vermeiden Klimawandel stoppen Armut und Hunger bekämpfen	1	0,1%
Mülltrennung Umwelt Schutz	1	0,1%
Das mann an die Umwelt denkt	1	0,1%
Tierschutz	1	0,1%
Auf die Umweltvermutzung zu achten.	1	0,1%
Müll vermeiden und auf Klimawandel achten und dagegen wirken	1	0,1%
Müll vermeiden, Müll ordnungsgerecht entsorgen	1	0,1%

Plastik einsparen	1	0,1%
Klimawandel bremsen	1	0,1%
Müll reduzieren	1	0,1%
Wasser sparen, Artenvielfalt aufrecht erhalten	1	0,1%
umweltfreundlich	1	0,1%
Weniger Co2-Emissionen	1	0,1%
möglichst kurze Reisedstrecken	1	0,1%
Müll vermeiden, nicht viel verreisen und wenn, dann mit Öffis.	1	0,1%
Das auch die Generationen nach mir noch gut leben können.	1	0,1%
Abgase, Solar Energie	1	0,1%
Nachhaltigkeit, gesundes Leben, miteinander	1	0,1%
Klimawandel stoppen	1	0,1%
ökologischer Fußabdruck wenig Abgase mehr Pflanzen → Fotosynthese weniger Pesticide & Herbizide >besser fürs Trinkwasser	1	0,1%
Weniger Plastik verbrauchen	1	0,1%
Müll vermeiden Lebensmittel Bio und nachhaltig Tiere schützen Öffis nutzen	1	0,1%
Keinen müll hinauswerfen, CO2 ausstoß	1	0,1%
•Öffentliche Verkehrsmittel •Kein Plastik	1	0,1%
Weniger Angase und Plastik produzieren	1	0,1%
• öffentliche Verkehrsmittel benutzen • nicht achtlos Müll wegwerfen	1	0,1%
Klimawandel stoppen Z.b. E-Autos, ÖPNV, ...	1	0,1%
• Weniger Plastik • umweltbewussten leben	1	0,1%
•Abfallentsorgung/trennung •wenig Plastikmüll	1	0,1%
•keinen Müll in der Natur achtlos liegen lassen •auf die Umwelt achten	1	0,1%

Umweltverschmutzung in zügeln halten	1	0,1%
Keine Umweltverschmutzung Strom sparen	1	0,1%
Weniger Plastik Meht Recycling Mehr öffentliche Verkehrsmittel nutzen	1	0,1%
•Keine Umweltverschmutzung, • weniger mit Auto fahren	1	0,1%
Gute Klimapolitik Vermeidung von Emissionen Ökostrom Regional, saisonales Essen	1	0,1%
-Plastikverbrauch vermindern -Öffis ausbauen, im oberen Gaital den Zug wieder einführen -Trump, usw. Atomwaffen verbieten	1	0,1%
Auf den Planeten achten und Umweltbewusster Leben	1	0,1%
Minimierung des CO-Ausschusses das Umweltbewusstsein der Menschheit stärken	1	0,1%
Nachhaltige energierzeugung Wiederverwertung von Dinngen Auf die Umwelt achten Den ausstoß von co2 und Methan verringern Den Schutz des Regenwaldes	1	0,1%
Mülltrennung Wenig Plastik verwenden Öffentliche Verkehrsmittel verwenden	1	0,1%
Umweltbewusst leben	1	0,1%
Mülltrennung, Transportmittel, Ökostrom(energie)	1	0,1%
1) Globale Erwärmung verhindern 2) Natur schützen	1	0,1%
Müll in den Mülleimer Mit Offis fahren	1	0,1%
Recyclen	1	0,1%
- Öffentliche Verkehrsmittel - Co2 Gehalt verringern	1	0,1%
Der Schutz	1	0,1%
Artgerechte Tierhaltung/keine Massentierhaltung	1	0,1%
Richtiges Recyclen Mehr wiederverwendbare Sachen benutzen Rücksicht auf den Einkauf nehmen (weniger plastik, auf Siegeln achten, zB. Bio) Statt mit dem Auto, mehr zu Fuß oder mit dem Fahrrad fahren Öffentliche Verkehrsmittel benutzen	1	0,1%
Nachhaltige Lebensweise	1	0,1%
Verpackungen und Plastik reduzieren Auspuff Gase reduzieren	1	0,1%
Meine Kinder sollten einen schönen Ort zum Leben haben.	1	0,1%

Plastik vermeiden	1	0,1%
Recycling	1	0,1%
Palmöl & Plastik vermeiden, liebevoll zur Mutter Natur sein	1	0,1%
Dass jeder unter uns seinen eigenen Müll nicht wegwirft sondern richtig ENTSORGEN! Weniger Plastik verwenden bzw. darauf verzichten.	1	0,1%
umwelt säubern sprich littering usw natur schützen und vieles mehr	1	0,1%
NO PLASTIC	1	0,1%
Regional und saisonal ess und kochen. Wenig Auto, Flugzeug...	1	0,1%
CO2 Ausstoß verhindern	1	0,1%
Schutz der Diversität	1	0,1%
Co2 Ausstoß vermindern, weniger Fleisch essen, umweltbewusster werden	1	0,1%
Nachhaltigkeit der nächsten Generation auch einen funktionierende Planeten bieten.	1	0,1%
Strom, Wasser sparen Plastik vermeiden	1	0,1%
weniger Abgase in der Luft	1	0,1%
dass die nächsten Generationen auch noch leben können	1	0,1%
Umweltschutz	1	0,1%
Klima	1	0,1%
Vermeidung von Plastik Regionales Essen	1	0,1%
Nachhaltigkeit, Umweltschutz weiter fördern	1	0,1%
Die Treibhausgase stoppen indem man weniger Fleisch (vor allem Rindfleisch) isst und man Energie in Form von Solarenergie oder Windenergie produziert und keine Atom- Kohlekraftwerke mehr baut. Und das sich jeder für dieses Thema angesprochen fühlt und dass auch jeder etwas unternehmen und bewirken kann.	1	0,1%
Weniger CO2 Ausstoß	1	0,1%
Klimawandel stoppen	1	0,1%
Veganismus, Ökostrom, Elektrofahrzeuge, Vermeidung von Plstikmüll	1	0,1%

nicht so viel Plastik mit Verstand leben nicht zu verschwenderisch	1	0,1%
Klimawandel minimieren Verschmutzung der Meere reduzieren Überfischung stoppen	1	0,1%
Klimaerwärmung, Müll, CO2	1	0,1%
Plastik reduzieren	1	0,1%
weniger Plastik verwenden mehr auf Glas umsteigen und weniger Abgase produzieren eher selber gehen als das Auto benutzen.	1	0,1%
- Papier oder Stoff anstatt Plastiksäcke - weniger Abgase (mehr mit dem Rad fahren oder zu Fuß gehen...) - Abfall trennen - Abfälle in den Mistkübel werfen und nicht auf dem Boden oder sonst wo - den Tierschutz fördern also Tierschänder festnehmen u. s. w. - weniger Massentierhaltung - gesünder und vegetarischer Kochen - weniger Fast Food und Massenindustrieprodukte - Naturparks schützen - fast aussterbende Tiere schützen - Wilderei stoppen - mehr Hilfsprojekte für verletzte Tiere u. s. w.	1	0,1%
Regenwald	1	0,1%
Abgas Reduktion, Müllverwertung, Bewusstsein für alle Lebewesen nicht nur uns selbst	1	0,1%
Schutz der Artenvielfalt Schutz der Tiere	1	0,1%
Umstieg auf vegane Ernährung, Nutzung öffentlicher Verkehrsmittel, Zero waste	1	0,1%
Weniger Luftverschmutzung Nicht alle Bäume fällen	1	0,1%
Klima, Umweltverschmutzung	1	0,1%
Müll in Mülleimer geben, Öffis benützen,	1	0,1%
Klima, Almen	1	0,1%
Einwegplastik vermeiden Verarbeitete Lebensmittel vermeiden Informationen einholen/hinterfragen!!	1	0,1%
Nachhaltigkeit, Umweltbewusstsein, Sparen von Ressourcen	1	0,1%
Weniger Strom/Energieverbrauch Mülltrennung Öfters öffentliche Verkehrsmittel verwenden	1	0,1%
Nicht mehr so viel Plastik in Supermärkten verwenden (Tüten, Verpackungen, etc) Schutz der Meere/Gewässer bedrohte Tierarten/unkundete Orte in Ruhe lassen oder beschützen	1	0,1%
Arktis, Antarktis, Tiere, kein Plastik bzw. weniger, Schadstoffemission reduzieren	1	0,1%
Klimaschutz, Plastik vermeiden	1	0,1%

Wenig Plastik, weniger Autos	1	0,1%
Bio-Produkte Elektro-Fahrzeuge Vermeiden von extrem schädlichen Stoffen Schutz der Tropen Plastikvermeidung Rettung von Korallenriffen und der Arktis	1	0,1%
Die Tiere und Natur	1	0,1%
weniger mit dem Auto fahren, Müll wegwerfen. Auf die Umwelt achten!	1	0,1%
nix	1	0,1%
mehr auf die Umwelt achten	1	0,1%
weniger Autos mehr öffentliche Verkehrsmittel	1	0,1%
weniger Autofahren, Naturschonend bauen	1	0,1%
kein Müll	1	0,1%
Naturschutzgebiete, gesicherte Zukunft Menschen und Tiere	1	0,1%
Plastik vermeiden Heimische Lebensmittel genießen	1	0,1%
Weniger Autofahren, gute Essen nicht wegschmeißen, aussterbende Tierarten helfen, auf die Umwelt achten, Müll recyceln	1	0,1%
auf die Natur achten, umweltfreundlich leben, das gute Essen nicht wegschmeißen, auch, wenn es schon abgelaufen ist, Plastik so gut es geht vermeiden	1	0,1%
Wissen, ab wann man zu viel zb fliegt oder mit dem Auto fährt und in Grenzen halten.	1	0,1%
mehr grüne Flächen	1	0,1%
weniger bis kein Plastik verwenden; Recycling; Abfall in den Mülleimer werfen; weniger mit dem Auto fahren-> mehr zu Fuß gehen;	1	0,1%
Hinterfragen ob man es braucht, bevor man etwas kauft	1	0,1%
Lebensraum von Tieren erhalten Wasser sauber halten	1	0,1%
Dass jeder zumindest das Nötigste macht um den Planet zu "schützen", wie seinen Müll ordnungsgemäß entsorgen, keine Plastiksackerl verwenden, oder zumindest wiederverwenden, etc.	1	0,1%
Weniger Co2 verbrauchen	1	0,1%
Keine Tiere essen!	1	0,1%

wenigen fliegen, weniger Plastik, weniger Auto fahren	1	0,1%
Mülltrennung Bewusster Umgang mit Lebensmittel, Autonutzung etc	1	0,1%
gesamte Bevölkerung soll helfen, nicht nur einzelne, alle müssen etwas tun	1	0,1%
kein Kunststoff verwenden Müll trennen	1	0,1%
Dass die Welt nicht verschmutzt werden soll und dass keine Umweltkatastrophen dadurch entstehen.	1	0,1%
auf die Umwelt achten, weniger CO2, weniger Plastik, auf Ressourcen achten	1	0,1%
weniger Bäume fällen, Wasser sparen, weniger Abgase und weniger Plastik	1	0,1%
Wassersparen, weniger Plastik	1	0,1%
GO VEGAN!!!!!!!!!!!!	1	0,1%
den Konsum verringern und umweltbewusster leben	1	0,1%
alle Menschen sollten bewusst mehr auf ihre Verschwendung achten, jeder sollte dazu beitragen weniger zu verbrauchen und bewusster auf den Schutz der Planeten achten	1	0,1%
wenig Plastik Müll Trennung	1	0,1%
Dass er überlebt	1	0,1%
Plastik muss reduziert werden, Bildung über Umweltschutz, Großkonzerne dürfen weniger macht haben	1	0,1%
Verringerung der Co2 und Methan Ausstöße verringern durch Umstellung des Konsumverhaltens und INFORMIEREN	1	0,1%
Vermeiden von Plastik, Müll richtig entsorgen	1	0,1%
saubere Umwelt, Tiere mehr achtgeben,	1	0,1%
Weniger Plastik!	1	0,1%
wenig Abgase produzieren, keine Plastik Sackerl benutzen, allgemein wenig Plastik benutzen, Nicht jeden Tag Fleisch konsumieren, etc...	1	0,1%
Auf Plastik verzichten und regional einkaufen.	1	0,1%
Leuten von Anfang an beibringen, wie man Müll trennt, Strom, Wasser, wertvolle Ressourcen spart Kinder viel in das Thema miteinbeziehen auf Natur und Tiere achten generell mehr auf Qualität von Produkten achten (brauche ich das wirklich, wie weit war der Weg, darauf achten, dass es keine	1	0,1%

Tierversuche sind)		
Plastikverwendung reduzieren, regionale und biologische Produkte kaufen, Müll trennen, bewusst leben	1	0,1%
Das noch viele Generationen auf der Erde einen guten Lebensstil haben und jeder auf die Umwelt achtet.	1	0,1%
Tierarten sollen bestehen bleiben Temperatur soll nicht mehr steigen Müll soll nicht überall liegen	1	0,1%
Das man gefährdete Tierarten schützt	1	0,1%
Plastik Muss unbedingt reduziert werden	1	0,1%
Kein plastik!!	1	0,1%
versuchen weniger Plastik zu kaufen	1	0,1%
•Zukunft für Mutter Natur •Kein Plastik mehr •Mehr Schutz für Tiere im Meer	1	0,1%
Klimaerwärmung verringern	1	0,1%
Zusammenhalt	1	0,1%
Klimawandel reduzieren	1	0,1%
Das die Menschheit stirbt. Die beste Möglichkeit diesen Planeten zu retten ist die Menschheit auszurotten. Wir sind eine Plage für den Planeten	1	0,1%
Möglichst auf Plastik verzichten	1	0,1%
Umweltfreundlich handeln, plastik reduzieren, aufpassen was man kauft	1	0,1%
Nicht unnötig oft mit dem Auto fahren	1	0,1%
Verringerung von Plastikmüll Reduzierung schädlicher Abgase Unterstützung lokaler Betriebe & Bauern: regionale & saisonale Lebensmittel	1	0,1%
-plastikverbrauch verringern -aufklären über Folgen -Alternativen zu Plastik vorschlagen -Tierschutz	1	0,1%
Man soll keinen müll woanders wegwerfen auser in den mistkübel	1	0,1%
Aufhören den Regenwald abzuholzen, weniger co ² produzieren um die Klimaerwärmung zu stoppen	1	0,1%
Plastikreduzierung Bio Sesonal und regionale Lebensmittel Vegetarisch\vegan Keine Massentierhaltung	1	0,1%

Zukunft(Planeten) für die nächsten Generationen schützen, sichere und gesunde Umwelt	1	0,1%
Bewusstsein der Menschen, Verbundenheit zur Natur, weniger Abgase	1	0,1%
Die Klimaerwärmung zu stoppen.	1	0,1%
weniger Plastik,mehr mit Fahrrad fahren,	1	0,1%
das die welt nicht mehr so sehr verschmutzt wird wie es heutzutage ist	1	0,1%
das Klima. weniger fleisch essen mehr veggie.	1	0,1%
Weniger Plastik	1	0,1%
nichts	1	0,1%
Es war wichtig ja auch zuverstehen noch was wichtige sport machen spielen.	1	0,1%
nicht die ganze Wälder absegen	1	0,1%
Das weniger Müll bzw. Plastik geben sollte	1	0,1%
Weniger Plastik, Erderwärmung vermeiden, vegane Ernährung	1	0,1%
müllverschmutzung	1	0,1%
Mehr mit öffentlichen Verkehrsmittel fahren, nicht zu viel Lebensmittel kaufen, Müll recyceln, zu Fuß oder mit Fahrrad, nicht zu lang duschen (Wassersparen), Stromsparen, nicht immer was neues kaufen (Kleidung wiederverwenden)	1	0,1%
Reiner Sauerstoff Reines Wasser	1	0,1%
Einschränkung des CO2 Auswurfes	1	0,1%
weniger Müllherstellung, Strom sparen, öffentliche Verkehrsmittel benützen, Recycling, nicht wegen jeder kleinen Entfernung mit dem Auto fahren -> zu Fuß gehen, mit dem Radfahren,...	1	0,1%
Müllverschmutzung	1	0,1%
den Antropogenen Treibstoff reduzieren Die Pole zu schützen Das Meer zu säubern weil deswegen sehr viele Fische sterben müsse	1	0,1%
...	1	0,1%
weniger Abgase, Elektroauto, keine Müllverschmutzung, Stromversorgung bedenken	1	0,1%
Das der Regenwald nicht zerstört wird.	1	0,1%

CO2 Verbrauch senken Stromverbrauch usw	1	0,1%
mehr öffentliche Verkehrsmittel benützen, weniger Plastik verwenden & Wasser- und Stromsparen	1	0,1%
CO2 Werte senken, weniger Auto fahren, Urwald nicht abholzen	1	0,1%
Rzgdssgyvyxbdbdnbdmhsrmrhmrmhmudmdukmmdmemhemuejuejejejdndnndnenrjdjdndndmd Mit Rad fahren ddddddjjgitrzhrhrh	1	0,1%
Keinen Müll in der Natur liegen lassen	1	0,1%
CO2, Strom sparen	1	0,1%
nicht mehr Rauchen mehr Radfahren statt autofahren	1	0,1%
Pflanzen, Umweltfreundlich	1	0,1%
Weniger Auto fahren CO 2 einsparen Weniger Müll zu produzieren	1	0,1%
Gegen Klima Wandel .	1	0,1%
Nicht mehr so viele Atomkraftwerke	1	0,1%
weniger Fleisch, mehr Fahrrad fahren und demonstrieren	1	0,1%
Vegetarische Ernährung, da die Fleischproduktion ein hoher umweltschädlicher Faktor ist. CO2 sparend reisen, Wasser und Strom sparen	1	0,1%
Mehr Mülleimer anbieten mehr recaceln	1	0,1%
Der Klimaschutz und die Umweltverschmutzung!	1	0,1%
Weniger Plastik zu produzieren. Weniger Müll ins Meer werfen. Mehr Bäume pflanzen.	1	0,1%
Der Klimaschutz und auch das man die Umweltverschmutzung stoppt!	1	0,1%
-Weniger Schmutz	1	0,1%
Dass man weniger CO ² verbraucht.	1	0,1%
weniger müll produzieren, weniger abgase produzieren	1	0,1%
mülltrennung, mehr auf die natur schauen,keine trophäenjagd mehr	1	0,1%
weniger Plastik keinen Müll auf die Straße	1	0,1%

-Weniger Schmutz -ähhh.... -... -Klima?	1	0,1%
keinen Müll auf den Boden werfen	1	0,1%
weniger abgase, weniger müll,kein plastik	1	0,1%
weniger Plastik verwenden, keine Müll einfach so wegwerfen, ...	1	0,1%
KEIN PLASTIK weniger Müll und mehr rad fahren und nicht Autofahren	1	0,1%
Tiere, Pflanzen, Müll verringern, Autos verringern	1	0,1%
Umweltverschmutzung verhindern elektronisch mit dem Auto fahren weniger Plastik verwenden	1	0,1%
weniger Schadstoffe, Umweltverschmutzung,	1	0,1%
Das die Luft sauber bleibt.	1	0,1%
Weniger Autofahren weniger Plastik verwenden	1	0,1%
weniger Schadstoffe, Umweltverschmutzung usw.	1	0,1%
Das Klima.	1	0,1%
keine Umweltverschmutzung	1	0,1%
UMWELT SCHUTZ TIERE HABEN KEINEN LEBENSRAUM MEHR!!!! DIE POLITIKER MÜSSEN ETWAS UNTERNEHMEN WIE WIRD SUNTS MINE/UNSERE ZUKUNFT AUSSEHEN!!	1	0,1%
Umwelt verschmutzung	1	0,1%
Klima, Familie, Freunde, Tiere, Nahrungsmittel, dass es keinen Krieg gibt,	1	0,1%
weniger mit dem Auto fahren	1	0,1%
Weniger Autofahren Weniger Plastik verwenden an die Unweld denken	1	0,1%
Klima, Politik, Artikel 13, Meer, sauberes Wasser, Sauerstoff	1	0,1%
Das wir genügend Wasser und Luft haben.	1	0,1%
Weiß es nicht	1	0,1%
Müll vermeiden und wenig produzieren und trennen	1	0,1%
CO2 verbrauch verringern/Klimawandel	1	0,1%

Wenig Müll produzieren und Müll trennen fürs Recycling	1	0,1%
nicht kurze strecken mit dem auto fahren achten dass man nicht zu viel plastik kauft	1	0,1%
Keine Müllverschwendug,Recyceln,auf die Tiere schauen	1	0,1%
Alles	1	0,1%
Tiere,Pflanzen,und Umweltschutz	1	0,1%
Umwelt	1	0,1%
Das er uns für immer bleibt.	1	0,1%
Ausstoß von Treibhausgasen drastisch reduzieren	1	0,1%
Müllvermeidung	1	0,1%
recyclen	1	0,1%
Saubere Luft für Innsbruck!!! Weniger Müll(Plastik)!!! Keine Massentierhaltung!!!	1	0,1%
Tiere, Regenwaldrodung abstellen, Öffentliche Verkehrsmittel benutzen	1	0,1%
Massentierhaltung nicht unterstützen.(sollte abgeschafft werden) Keinen Müll in die Umwelt werfen.	1	0,1%
Plastik vermeiden, Züge und Busse verbilligern und Flugzeuge verteuern	1	0,1%
Klima, damit keine Tierartenausrottung,damit Menschen in ihren Gebieten leben bleiben können, versuchen in der Nähe Urlaub zu machen damit wenig Abgase, wenn möglich mit Zug fahren	1	0,1%
Das die Winter und die Gletscher erhalten bleiben.	1	0,1%
Plastik vermeiden, Flüge versteuern und teurer machen , Züge verbilligern, Pfandflaschen, Öffis benutzen, weniger Fleisch essen	1	0,1%
Müll, Plastik vermeiden;	1	0,1%
mehrer öffentliche verkehrsmittel nutzen	1	0,1%
Plastik vermeiden. Wenig Autofahren. Bio kaufen.	1	0,1%
Abgase reduzieren	1	0,1%
-Tiere -Sterbende Lebewesen durch Klimawandel	1	0,1%

die natur	1	0,1%
müll	1	0,1%
Wasser nicht dreckig machen z.b (mit plastikflaschen)	1	0,1%
müll aufsammeln(in müll Eimer schmeißen)	1	0,1%
kein Müll auf dem Boden werfen	1	0,1%
KEINE SPRITZMITTEL KEINE MONOKULTUR UND AUF GARKEINEN FALL TIERQUELERREI	1	0,1%
bäume schneiden müll auf dem boden verfen	1	0,1%
Das die Menschen den Müll nicht auf die Straße werfen sondern ins Müll schmeißen. weniger gase wie zum Beispiel Auto oder Fabrik treiben	1	0,1%
mir ist wichtig das wir wenig Plastik verwenden.	1	0,1%
Das interessiert mich nicht	1	0,1%
den Müll nicht auf den boden ferfen	1	0,1%
das die Natur nicht schmutzig ist ,wasser nicht dreckig ist	1	0,1%
das es mir gut geht und meiner Familie	1	0,1%
weniger Plastik Konsum	1	0,1%
Das so wenig Abgase wie möglich an die Umwelt gesendet werden lololololololololololololo	1	0,1%
Essen	1	0,1%
Das wir probieren sollen den Klima wandel zu mindern	1	0,1%
Wenig Plastik verwenden :)	1	0,1%
PLASTIK ZUVERMEIDEN...	1	0,1%
weniger Plastik Konsum und wenig autofahren	1	0,1%
weniger Plastik verwenden	1	0,1%
Weniger Müll produzieren mehr essen wambo.	1	0,1%
essen	1	0,1%

Weniger Müll.	1	0,1%
Sauerstoff	1	0,1%
Plastik reduzieren, Verkehr einschränken	1	0,1%
Sauberkeit, aufpassen	1	0,1%
weniger Plastik, bessere Mülltrennung	1	0,1%
Keinen Müll wegschütten	1	0,1%
Diesel-Autos, Plastik	1	0,1%
Umwelt, Pflanzen, Tiere	1	0,1%
Bäume, Sauerstoff, Pflanzen, Umwelt	1	0,1%
Die Zukunft sowohl von mir aber auch von meinen Kindern und Co. Für mich ist der Schutz in allen Richtungen wichtig!!!	1	0,1%
Plastik vermeiden, wenn möglich Müll trennen und keinen Müll aus dem Autofenster werfen	1	0,1%
Nachhaltigkeit, Mülltrennung, Ökostrom	1	0,1%
Plastik vermeiden, Kurzstrecken zu Fuß gehen, Müll vermeiden usw...	1	0,1%
Nicht so viel Plastik verwenden	1	0,1%
Umweltverschmutzung, kein Krieg	1	0,1%
Plastik	1	0,1%
Schutz der Tierarten, Schutz seltener Pflanzen	1	0,1%
Sehr wichtig ist mir die Erhaltung von seltenen Pflanzen und Tieren.	1	0,1%
Plastik zu meiden	1	0,1%
Das der CO2 Gehalt in der Luft nicht drastisch weiter steigt. Das man den Tieren nicht ihren Lebensraum wegnimmt (Palmöl). Das man durch den Atom-und Elektromüll nicht die Erde zerstört und verstrahlt (nicht nur der Müll).	1	0,1%
weniger Plastikverpackungen, nicht so oft fliegen, mehr nationaler Tourismus (innerhalb von Österreich)	1	0,1%
so schnell wie möglich eine Lösung zu finden	1	0,1%

CO2 Ausstoß verringern, mehr Bäume pflanzen, alternative Stromversorgung, weniger Plastik kaufen/verwenden	1	0,1%
Weniger Umweltverschmutzung, mehr regionale Produkte verwenden, klares-trinkbares Wasser, naturbelassene Wiesen	1	0,1%
Bedrohte Arten retten, Umweltverschmutzung meiden/entfernen, reine Luft, Wälder wieder herstellen	1	0,1%
weniger Plastik, Müll sammeln, Öffentliche Verkehrsmittel benutzen	1	0,1%
Luft, Plastik, Naturschutz, Öffentliche Verkehrsmittel	1	0,1%
Das keine Tiere aussterben, Wasser sparen, Strom sparen	1	0,1%
Bedrohten Tierarten helfen, so wenig wie möglich mit Müll die Erde beschmutzen z.B. Plastik, Pflanzen	1	0,1%
Plastikmüll vermeiden, Öffentliche Verkehrsmittel nutzen, keine Lebensmittel vor Ablauf wegschmeissen	1	0,1%
Weniger Schadstoffausstoß, Erhaltung der Artenvielfalt	1	0,1%
E-Autos, Genug Pflanzen,	1	0,1%
Mehr zu Fuß gehen	1	0,1%
Kein Plastik, nicht so oft fliegen	1	0,1%
Weniger Plastik, mehr zu Fuß oder mit dem Fahrrad, mehr recyceln	1	0,1%
Verschmutzung ist ein großer Fehler, zu viele Abgase - vermeiden, Fairer Handel	1	0,1%
Weniger Autofahren - mehr zu Fuß/ mit dem Zug/ Öffentliche Verkehrsmittel, mehr regionale Produkte, weniger Kunststoff, biologisch abbaubare Stoffe	1	0,1%
Weniger Plastik, mehr mit dem Rad fahren oder zu Fuß gehen, weniger Wasser verbrauchen	1	0,1%
Es sollte jeder einzelne viel mehr auf die Umwelt schauen, gehen statt Autofahren, recyceln und weniger Plastiksackerln	1	0,1%
Abgase vermeiden, Tiere achten, wenig Müll beziehungsweise reduzieren	1	0,1%
nicht so viel mit dem Auto fahren	1	0,1%
weniger Plastik produzieren, Bäume nicht vernichten, weniger mit dem Auto oder sonstigem fahren	1	0,1%

Nachhaltigkeit schätzen	1	0,1%
Keine Umweltverschmutzung, Strom und Wasser sparen, weniger Plastikmüll	1	0,1%
Ich denke das es wichtig ist, dass jeder einzelne von uns etwas tut. Zum Beispiel weniger Autofahren, keine Plastiksackerl, richtige Mülltrennung	1	0,1%
Kein sterben mehr der Tiere, kein Plastik mehr, mehr umweltbewusst sein	1	0,1%
Müll nicht auf Straße schmeissen, Fabrik weniger, recycling, Grundwasser nicht beschmutzen	1	0,1%
Wasser sparen	1	0,1%
Nicht so viele Kinder machen (World Hunger), wenig Erdöl und Gas benutzen, Ökoverkehrsmittel mehr benutzen	1	0,1%
Das die Amerikaner weniger verheimlichen, weniger Plastikprodukte, weniger angeln - schmeckt eh Keinem	1	0,1%
Sauberkeit, nicht so viel Plastik	1	0,1%
Ich weiß nicht	1	0,1%
Müll trennen, Natur behalten, weniger Wälder abholzen	1	0,1%
recyclen, Leitungswasser beim Zähneputzen ausschalten, Müll trennen, Tieren und Pflanzen nicht schaden, Bäume pflanzen	1	0,1%
keine Ahnung	1	0,1%
Wenn es keinen Planeten gibt, gibt es auch keine Menschen in der Welt. Es ist auch sehr wichtig, Schutz des Planeten.	1	0,1%
Natur, Tiere, Sauberkeit	1	0,1%
Bäume pflanzen und recyceln	1	0,1%
Ich weiß es nicht	1	0,1%
Über das habe ich noch nie gedacht	1	0,1%
Bäume pflanzen, keine Autos benützen wenn möglich	1	0,1%
Keinen Mist auf den Boden schmeissen, sondern ihn in Mistkübel schmeissen	1	0,1%
Natur, Wasser, Tiere, Sonne, Mond	1	0,1%

Weniger Plastikprodukte kaufen, weniger mit der Strassenbahn fahren sondern Radfahrer, mehr Pflanzen, einpflanzen, damit wir besseren Sauerstoff haben	1	0,1%
Das mehr Autos mit Elektromotoren fahren statt mit Benzinmotoren und das die globale Erwärmung nicht weiter ansteigt	1	0,1%
Erde nicht verschmutzt	1	0,1%
Verkehrsmittel, Müll entsorgen	1	0,1%
Nicht so viel Autofahren, Müll vermeiden	1	0,1%
Die Luft, es gibt viel Luftverschmutzung, das könnte bald zu einem Ozonloch führen. Müllverschmutzung, man wirft zu viel Müll und man weiß nicht mehr wohin damit. Deswegen wirft man es ins Meer, also oft und das führt zur Wasserverschmutzung.	1	0,1%
Gute Luft, viele Bäume, Pflanzen, wenig Verkehr, wenig Fabriken	1	0,1%
Das man nicht Müll einfach auf den Boden wirft	1	0,1%
Das man seinen Müll mitnimmt und nicht auf die Strasse schmeisst	1	0,1%
Sauberkeit, Umweltschutz	1	0,1%
Wenig Plastik, weniger Müll, weniger Verkehr	1	0,1%
Erdöl, Verkehr, Plastik, Müll	1	0,1%
Weniger Abgase (Autos, Flugzeuge), Müll trennen	1	0,1%
Verkehr, Plastik, Erdöl, Müll	1	0,1%
Keinen eigenen Müll liegen lassen, nicht unnötig etwas verschwenden, mehr von teuren Bioprodukten leben, nicht sehr viele Abgase von Verkehrsmitteln	1	0,1%
Müll trennen, weniger Abgase, Wasser sparen	1	0,1%
Müll trennen, Wasser sparen	1	0,1%
Umwelt schützen	1	0,1%
Soll einen Tierschutz für viele Tiere geben, weniger Müll machen	1	0,1%
Kein Müll im Klo wegschmeissen, Medikamente die man nicht braucht zur Apotheke bringen, nicht so viel Wasser verschwenden	1	0,1%
Die Welt sauber halten, die Tiere mögen, sehr freundlich mit andere Menschen umgehen	1	0,1%

Müll, chemische Stoffe, Wasser sparen	1	0,1%
Müll nur in Mülltonnen wegwerfen, recycling	1	0,1%
Das man nicht seinen Müll hinterlässt, keinen Müll hinterlassen	1	0,1%
Es ist sehr wichtig weil wenn man zum Beispiel einen Strandurlaub macht und es verschmutzt ist, ist es nicht so schön.	1	0,1%
Mülltrennung, Umweltschutz, Lebensraum der Tiere und Pflanzen beschützen	1	0,1%
Umwelt, Tiere	1	0,1%
Nicht viel Plastik verwenden, mehr Radfahrer, die Natur mehr schätzen, weniger Wasser für sinnlose Zwecke benutzen	1	0,1%
Kein Plastik mehr, mehr mit dem Rad fahren, nicht mit dem Auto	1	0,1%
Weniger Plastik und mehr Papier, weniger Abgase	1	0,1%
Das weniger Abgase in die Luft kommen und dass Plastik nicht mehr die Welt fast einnimmt	1	0,1%
Sonnenenergie, Wasserenergie, weniger Plastik, weniger Rauchen	1	0,1%
Weniger Fleisch, Plastik reduzieren, weniger Essen wegschmeissen, Elektronik erfinden für weniger Abgase (Auto)	1	0,1%
Weniger Plastik, mehr Bioprodukte	1	0,1%
Das meine Kinder auch noch so einen schönen Planeten haben wie ich jetzt (Genau so viele oder mehr Bäume und Natur und Tierarten).	1	0,1%
Das unsere weitere Generation oder Kinder die später mal erwachsen sind, auch ganz normal leben können, ohne Probleme wie Klimawandel usw	1	0,1%
Plastikmüll entfernen, nicht so viel fliegen, Autofahren usw, recyceln	1	0,1%
Schutz, weniger Plastik, Müll trennen	1	0,1%
Freundlicher, bewusster sein. Kein, weniger Plastik, mehr Grünflächen, recyceln.	1	0,1%
Keinen Müll irgendwo wegwerfen	1	0,1%
Klimawandel, Umweltverschmutzung vermeiden	1	0,1%
Das es keine Kriege mehr gibt	1	0,1%

Weniger Plastikverpackungen, Müll nicht auf den Boden werfen, bewusst einkaufen	1	0,1%
Umwelt - recycling	1	0,1%
Recyclen, keine Plastiktaschen, keine Plastikverschwendung	1	0,1%
Man soll auf die Umwelt schauen und nicht alles auf den Boden werfen	1	0,1%
Darüber nachdenken, was ich wirklich brauche und bei allem anderen überlegen, ob es sich auszahlt. Also abwägen, was das für Schäden macht.	1	0,1%
Müll in den Mistkübel, von Bücher & Hefte auf Laptop/Tablets	1	0,1%
Schnell und effektiv Maßnahmen setzen. Politik soll sich endlich einschalten. Zivile Bevölkerung muss unterstützen staatliche, in der Freiheit von BürgerInnen eingreifende Maßnahmen sind bis zu einem gewissen Grad gerechtfertigt und wünschenswert. Siehe zum Beispiel Wasserbeschränkung/ Haushalt in Kapstadt	1	0,1%
Klimawandel bekämpfen, Bewusstsein für bestehende Probleme sowie ihre Ursachen schaffen	1	0,1%
Sanfter Tourismus, Umweltverschmutzung verringern, mehr auf die Vielfalt unserer Tiere achten, Plastik vermeiden, Überraschung verhindern, Artgerechte Tierhaltung	1	0,1%
Stoffsaukerl mitnehmen, generell kein Plastik, wenig Fleisch und lokal einkaufen (aus Österreich)	1	0,1%
Co2 Ausstoß reduzieren, Erneuerbare Energie verwenden, Konsum (Überkonsum) der 1. Welt einschränken/ vermindern	1	0,1%
Regionale Lebensmittel, öffentliche Verkehrsmittel, Plastik vermeiden	1	0,1%
weniger Plastik, Klimaschutz, recyceln, bedrohte Tierarten schützen, etc.	1	0,1%
weniger Co2 Ausstoß, weniger Umweltschmutz, Vermeidung der Zerstörung der Natur, mehr grün und weniger Beton	1	0,1%
Plastik vermeiden, Bewusst einkaufen gehen (nicht zu viel)	1	0,1%
an kommende Generationen denken, gute Umwelt vorfinden	1	0,1%
lokale Lebensmittel, Nachhaltigkeit	1	0,1%
Veganes Essen, Less Waste (vor allem Plastik), No Fast Fashion, Kein Auto oder wenn möglich kein Flugzeug (Zug!), Kein Palmöl	1	0,1%
Das den Menschen unsere Situation bewusst wird, weniger Autos, Rohstoffe nachhaltig verwenden	1	0,1%
Wasser sparen, so viel Nahrung einkaufen wie man auch verzehren kann	1	0,1%

Mülltrennung, Sparsam umgehen	1	0,1%
Abgase, Ozon, Ökologischer Fußabdruck, Industrialisierung	1	0,1%
Ozonlöcher, CO2-Abgase, Konsumgesellschaften, Industrialisierung, Ökologischer Fußabdruck	1	0,1%
Das Problem mit Plastik in den Ozeanen zu beseitigen, Neue Transportfahrzeuge	1	0,1%
Erhaltung der natürlichen Rohstoffe, Lebensräume, keine Verschmutzung (zumindest in Grenzen gehalten)	1	0,1%
Erderwärmung minimieren, Natur bewahren	1	0,1%
Maßnahmen gegen den Klimawandel, Schutz für aussterbende Tiere, kein Plastik im Meer	1	0,1%
Höchstmögliche Vermeidung von Plastikmüll, faire Produkt kaufen, wenig mit dem Auto fahren	1	0,1%
Nachhaltige Energie, weniger Plastikmüll, nicht verschwenden, Wasser und Licht sparen	1	0,1%
Plastikverbrauch reduzieren, Strom aus erneuerbarer Energie, Mülltrennung	1	0,1%
Bewusster handeln und sich mit Dingen auseinandersetzen, Eigenes und Wohlergehen anderer	1	0,1%
Recyceln, kein Plastik - zumindest vermeiden, öffentliche Verkehrsmittel, Wasser sparen	1	0,1%
wenig Plastikmüll, Flüge reduzieren, weniger mit dem Auto unterwegs sein	1	0,1%
Plastikfrei, Flüge reduzieren (Anbieter)	1	0,1%
wenig verschwenden	1	0,1%
Mülltrennung, Fleischkonsum einschränken, mehr öffentlich fahren	1	0,1%
Reduktion der CO2-Emissionen (weniger mit dem Auto fahren), Reduktion des Plastikverbrauchs, Mülltrennung, weniger Fleischkonsum	1	0,1%
Müllentsorgung, Abholzung verringern, nicht die Städtisierung fördern, weniger Massentierhaltung	1	0,1%
Umweltschutz steht in Verbindung mit dem Klimawandel, Ökologisches umdenken von jedem einzelnen, egal in welchen Bereichen (Verkehr, Ernährung)	1	0,1%
weniger Autos, Klimawandel stoppen, weniger Verschwendung, fairer Lohn für alle	1	0,1%
umdenken soll stattfinden, keine fossilen Energieträger, Ganzjahrestourismus, Erhaltung des Ökosystems, Schadstoffemissionen reduzieren	1	0,1%
kein Plastik, umweltfreundliche Autos, Schutz der Tiere	1	0,1%

Müllreduktion (speziell Plastikmüll), Reduktion des CO2 Ausstoßes, mehr öffentliche Verkehrsmittel bzw. bessere Anbindungen	1	0,1%
Das man Bäume nicht abholzt im besonderen den Regenwald, das man Wälder schützt, das man vielleicht mehr auf öffentliche Verkehrsmittel zurückgreift und somit den Planeten nicht beschmutzt	1	0,1%
Plastikmüll reduzieren, Abholzung von Wäldern verhindern, weniger Abgase produzieren	1	0,1%
erneuerbare Energie, Abgase verringern - Mobilität durch Auto/Flugzeug verringern, Naturschutzgebiete erhalten, respektvoller Umgang, mehr Aufklärung	1	0,1%
Plastikmüll vermeiden, lokal und saisonal essen, Wasserverschwendung reduzieren, unnötige Elektrizität, Verbrauch reduzieren, weniger heizen, Politik sollte mehr eingreifen	1	0,1%
mehr Umweltbewusstsein (weniger Müll, sauberer Strom, nachhaltiges Reisen)	1	0,1%
weniger mit dem Auto fahren, lokales Essen kaufen, Energiesparen, Licht abdrehen, Wasser nicht laufen lassen	1	0,1%
weniger Müll produzieren (Vermeidung von Plastik), Alternative Energiequellen, gegen Atomstrom, Ausbau von öffentlichen Transportmitteln, neue Technologien	1	0,1%
richtige Müllentsorgung, weniger/kein Plastik, weniger Abgase, Tierschutz, Kulturschutz, Respekt vor der Natur, vermindern des Konsums	1	0,1%
seinen Müll nicht liegen zu lassen, Das Auto stehen lassen	1	0,1%
Plastik reduzieren, recyceln	1	0,1%
Mülltrennung, den Gebrauch von Plastik reduzieren, Abholzung des Regenwaldes stoppen, Verringerung der Luftverschmutzung	1	0,1%
so wenig wie möglich mit dem Auto fahren, öffentliche Verkehrsmittel verwenden, Rohdung von Wäldern vermindern	1	0,1%
Ressourcenschonung, Verkehrsmittel, Auswahl/Menge/Qualität der Produkte, Nachhaltigkeit	1	0,1%
Umwelt, Solarzellen, Elektromobilität	1	0,1%
Klimawandel ist das Problem/Ursachen erkennen, Wasser sparen und weniger CO2 ausstoßen, auf Tiere achten	1	0,1%
erneuerbare Energie, Mülltrennung	1	0,1%
Nachhaltigkeit, umweltschonende leben, weniger wegwerfen	1	0,1%
kein Müll im Meer/ der Natur, Artenvielfalt erhalten, Tiere schützen, Energiesparmaßnahmen	1	0,1%

weniger Plastik, öffentliche Verkehrsmittel nutzen, kein Müll in der Natur	1	0,1%
nachhaltiges handeln von der Industriebranche, umstieg auf erneuerbare Energie	1	0,1%
den Klimawandel aufhalten, Erneuerbare Energien zu 100% nutzen, um von atomarer Energie absehen zu können	1	0,1%
alternativer Strom (erneuerbare Energie), Umweltschutz	1	0,1%
Klimawandel stoppen, sofern dies möglich ist, Lebensräume von Tieren bewahren	1	0,1%
weniger Plastik, mehr Energie durch Wasser z.B., weniger Müll in die Natur	1	0,1%
Recycling, sparsam mit dem Auto fahren, Bio-Produkte kaufen, Vegetarische Ernährung bzw wenig Fleisch konsumieren, Elektroauto, Papier statt Plastik	1	0,1%
vermeiden von Plastik (Strohalm, Einwegsackerl)recyclen, Nachhaltig einkaufen und kochen	1	0,1%
weniger Plastik, weniger Fleisch essen, Tierarten schützen	1	0,1%
Natur, Tiere, weniger Plastik, weniger Fleisch essen	1	0,1%
Keinen Müll einfach nur auf die Straße werfen!	1	0,1%
Klimaschutz	1	0,1%
wenn möglich mit dem Zug verreisen, Minimalistisch reisen, pflanzliche Ernährung/Angebote	1	0,1%
Verzicht auf tierische Produkte, Verzicht auf Plastik, weniger fliegen	1	0,1%
Mülltrennung, Stromverbrauch mindern, weniger Fleisch konsumieren	1	0,1%
Reduzierung von Plastik, Alternativen für Benzin und Diesel finden (Wasserstoffbetriebene Autos), Müll allgemein reduzieren	1	0,1%
Treibhausgase reduzieren	1	0,1%
Das auch der nächsten Generation alle jetzigen Ressourcen zur Verfügung stehen. und auch, dass die Natur bestehen bleibt.	1	0,1%
Schützen von Korallenriffen, Wiederverwendbare Verpackungen/Flaschen	1	0,1%
Müll vor allem Plastik vermindern, Umweltverschmutzung, Tierschutzorganisationen, Treibhausgase und Emissionen vermindern	1	0,1%
recycling, Umweltverschmutzung senken, Grünflächen erhalten	1	0,1%

Ressourcen schonen, Nachhaltig leben, Bewusstsein über die Probleme, Fleischverzehr reduzieren	1	0,1%
gute Zukunft für meine Kinder	1	0,1%
Klimawandel aufhalten, Stromsparen, weniger Autofahren	1	0,1%
recyclen, Ressourcen schonen für die Nachkommen	1	0,1%
weniger Reisen, weniger Plastik, weniger unnötige Sachen die ich nicht brauche	1	0,1%
Müll in den Mülleimer, Fahrgemeinschaften bilden	1	0,1%
gegen Klimawandel ankämpfen, mehr Pflanzen und Bäume anbauen, öffentliche Verkehrsmittel nutzen, ökologischen Fußabdruck achten	1	0,1%
Plastik vermeiden bzw. Meere säubern, Abgase reduzieren	1	0,1%
Nachhaltigkeit, Müll ordentlich entsorgen, Umweltverschmutzungen meiden	1	0,1%
Mülltrennung, mit öffentlichen Verkehrsmitteln fahren, lokale Produkte bevorzugen, Tierschutz, Bio-Produkte, weniger Fleischkonsum	1	0,1%
Müll trennen, Plastik vermeiden	1	0,1%
nachhaltig Strom erzeugen, Treibhausgase senken	1	0,1%
Natur achten, wenig Plastik, wiederverwerten	1	0,1%
Das man die Natur aufrecht haltet, das man nicht mehr so viel Fleisch isst, das man nicht so viele verpackte Sachen kaufen soll, das man die Tiere nicht so quält.	1	0,1%
mehr recyceln, weniger Strom verwenden, weniger mit dem Auto/Bus/Zug fahren, mehr Energie sparen	1	0,1%
Das wir mehr recyceln	1	0,1%
weniger Müll, weniger rauchen	1	0,1%
Das weiterhin Leben entsteht und wir leben können wie wir wollen	1	0,1%
Das wir leben und auch so leben können wie wir wollen	1	0,1%
Weiß ich nicht	1	0,1%
Müll im Wasser, Verstrahlung, Abgase	1	0,1%
Das Müll nicht im Meer weggeschmissen wird, das nicht so zu viel Dampf gibt, das man sich sauber	1	0,1%

haltet, wenn man krank ist, das man Medikamente nimmt, damit man die anderen nicht ansteckt		
Nicht zu viel Plastik geschmissen wird, Tiere und Menschen und Bäume (Natur) schützen	1	0,1%
Auf Wasser, Tiere, nicht Essen wegschmeissen, auf Meer beachten nicht zu viel Plastik scheissen	1	0,1%
Meeresschutz	1	0,1%
Bäume pflanzen, Müll sammeln	1	0,1%
Das man wir als Leute alle dabei sind und helfen	1	0,1%
Kein Müll einfach auf den Boden werfen, öfters zu Fuß gehen statt ein Verkehrsmittel zu nehmen.	1	0,1%
Plastikmüll abschaffen, Rodungen von Urwäldern stoppen, große Tierhaltungen schließen, Elektro Autos, Busse, etc. fahren	1	0,1%
Zu wissen was wirklich nötig ist und was nicht und Alternativem für Gegenstände wie Plastikflaschen zu benutzen	1	0,1%
Weniger schädliche Stoffe, mehr Pflanzen, keine bzw. weniger Bäume fällen	1	0,1%
Die Umwelt schützen, weniger Atomkraftwerke usw. Kein Krieg mehr	1	0,1%
Umwelt, Recycling	1	0,1%
Keinen Müll hinterlassen, recyceln	1	0,1%
Das Problem mit Flugzeugen und Booten lösen. Hier sind viel zu viel Schadstoffe drin	1	0,1%
Das man in der Zukunft schnell und umweltfreundlich Reisen kann und das die Strände nicht verschmutzt sind	1	0,1%
Müll trennen, weniger Autos verwenden, Mehr zu Fuß oder mit dem Rad fahren	1	0,1%
Abschaffung von Benzin, Umwelt	1	0,1%
weniger Bäume fällen, weniger Abgase, weniger Energie verbrauchen	1	0,1%
weniger Benzin, keinen Plastik mehr, kein Rauchen, Mülltonnen benutzen	1	0,1%
Mülltrennung ist sehr wichtig. Weniger Bäume fällen. Müll nicht einfach neben die Autobahn aus dem Fenster werfen und mehr mit dem Fahrrad als wie mit dem Auto fahren. Oder mit öffentlichen Verkehrsmitteln fahren.	1	0,1%
weniger Bäume fällen, Plastik vermeiden	1	0,1%

CO2 Verbrauch, Elektroautos, Ernstnahme des Themas, Recycling	1	0,1%
weniger Benzinautos, mehr Elektroautos	1	0,1%
Mülltonne benutzen, Müll trennen, Weniger Bäume fällen, weniger Benzinautos	1	0,1%
Klimaschutz, weniger Autos, mehr Radfahrer, Müll trennen, weniger Bäume fällen	1	0,1%
Wir sollten die Umwelt schützen. Nicht so viele Abgase von sich geben und weniger Auto fahren.	1	0,1%
weniger Plastik, bedrohte Tierarten retten, weniger CO2, nicht mit Auto/Flugzeug reisen	1	0,1%
Keine Ahnung	1	0,1%
nicht so viel Benzin zu verlieren (Auto), mehr Elektroautos, Menschen sollten umweltfreundlicher werden	1	0,1%
Umwelt, Chemie, Abgase abschaffen	1	0,1%
Weniger Müll machen bzw. wegschmeissen. Mehr mit dem Fahrrad oder zu Fuß gehen/fahren. Mehr Pflanzen pflanzen als wie zerstören. Weniger Tiere umbringen.	1	0,1%
Plastik sortieren, möglichst viele Abgase vermeiden, einzusetzen, das nicht so viele Bäume gefällt werden	1	0,1%
weniger giftige Gase	1	0,1%
Umweltschutz und Recycling	1	0,1%
Das in möglichst fast jeder Ecke eine Mülltonne steht damit andere wissen wo der Müll hingehört	1	0,1%
Mülltrennung, weniger Plastikverpackungen nutzen, Müll vermeiden (Zero Waste), Energie sparen, öffentliche Verkehrsmittel nutzen	1	0,1%
Recycling, Mülltrennung, Energie sparen	1	0,1%
Artenvielfalt erhalten, Mülltrennung, Energie sparen	1	0,1%
Energie sparen, Tiere schützen	1	0,1%
Nachhaltiges entsorgen von Müll, weniger Emissionen durch öffentliche Transportmittel (vor allem in urbanen Gebieten)	1	0,1%
Emissionen reduzieren, bewusster Konsum von Lebensmitteln, nachhaltige Produkte fördern, Verschmutzung der Weltmeere stoppen	1	0,1%
Ressourcen vernünftiger einsetzen	1	0,1%

keine bzw. Umweltverschmutzung vermeiden, Naturschutzgebiete erschaffen	1	0,1%
Sachen, die die Umwelt zerstören verbieten bzw. durch umweltfreundliche ersetzen	1	0,1%
Plastik-Verbot, Fahrgemeinschaften, Erneuerbare Energie	1	0,1%
weniger Plastik verwenden	1	0,1%
Plastikmüll vor allem an Stränden vermeiden, Planet muss für zukünftige Generationen und Tiere erhalten bleiben	1	0,1%
keine Umweltverschmutzung, Naturschutzgebiete akzeptieren (nicht mutwillig zerstören)	1	0,1%
sollte Leben nicht einschränken für die Nachfahren und Kinder	1	0,1%
eigentlich ist mir der Planet recht egal	1	0,1%
Klimawandel allen Menschen bewusst machen, Recycling, Schutz bedrohter Tierarten	1	0,1%
Verhindern von Aussterben von Tierarten, weniger Luftverschmutzung, weniger Plastik	1	0,1%
weniger CO2 Abgase, Recyceln, weniger Plastik oder Einwegverpackungen, Kein Ausrotten der Wälder und Tierarten	1	0,1%
Vermeidung von überflüssiger Verpackung bei Lebensmitteln	1	0,1%
Einheitliche gesetz für den Umweltschutz, wenig Autofahren, Müll trennen	1	0,1%
weniger Abgase, Recycling, global warming, alternative Energien	1	0,1%
Recycling, alternative Stromgewinnung, Abgase verringern, weniger unnötige Sachen produzieren	1	0,1%
Natur so wenig wie möglich belasten	1	0,1%
Bewusstsein in der Bevölkerung schaffen!	1	0,1%
weniger Autofahren, Müll - vor allem Plastikmüll - vermeiden, auf Alternativstrom zurückgreifen und Erdgas und Öl vermeiden	1	0,1%
öffentliche Verkehrsmittel, wenig Müll hinterlassen	1	0,1%
Reduzierung von Emissionen, in Bezug auf den weltweiten Handel, weil die großen Frachter extrem viel schädlich Emissionen ausstoßen	1	0,1%
Umweltschutz, weniger Plastik, CO2 Verbrauch verringern	1	0,1%
Erneuerbare Energie (Ausnahme von Biomasse) (umweltschädlich), Nachhaltigkeit	1	0,1%

Aussterben der Tiere verhindern, Natur schützen, Regenwald schützen	1	0,1%
Verwendung von erneuerbaren Energiequellen, Naturräume von Tieren schützen	1	0,1%
umweltbewusst sein, nicht Dreck hinterlassen	1	0,1%
Verringerung der Plastiknutzung, Entsorgung von Müll in den Ozeanen	1	0,1%
Tiere sollen geschützt werden, Mülltrennung	1	0,1%
Das man nicht Müll aus dem Auto schmeissen soll, das jeder seinen eigenen Mist ordnungsgemäß wegwirft	1	0,1%
Das wenn jeder umweltfreundlicher lebt der planet länger schön bleibt	1	0,1%
öffentliche Verkehrsmittel nutzen	1	0,1%
Vermeidung von unnötigem Müll (Zigarettenstummel), Mülltrennung, Nutzung von alternativer Energie, Vermeidung von Energieverschwendung (Klimaanlage)	1	0,1%
Mülltrennung, Abgase reduzieren, Strom durch Windräder bzw. Wasserkraftwerke, Planet soll noch lange existieren	1	0,1%
Recycling, richtige Mülltrennung, wenn Bäume gefällt werden, dass genauso viele wieder angepflanzt werden, wenig Plastikmüll erzeugen	1	0,1%
Umwelt nicht mit Müll verschmutzen, beim Tourismus nicht die Umwelt zerstören	1	0,1%
billigere Preise für öffentliche Verkehrsmittel, Glasflaschen verwenden	1	0,1%
Plastik vermeiden, Fahrgemeinschaften bilden, Mülltrennung, öfters öffentliche Verkehrsmittel benutzen	1	0,1%
Verminderung von Plastikmüll, so weit es geht auf Auto verzichten, Mülltrennung	1	0,1%
weniger Müll zu produzieren	1	0,1%
Keine Umweltverschmutzung	1	0,1%
"grüner Strom", Verringerung der Co2 Werte (Transport), Verringerung des Wassertransport, Schutz für Tiere	1	0,1%
Recycling/Upcycling, Verringerung des CO2 Ausstoß, Lebensräume der Tiere nicht zerstören, Weiterentwicklung: umweltfreundliche Energie	1	0,1%
weniger Menschen - Lösung, Plastik	1	0,1%

Das man endlich das Plastik reduziert, und zum einkaufen Taschen verwendet die man immer benutzen kann oder das man statt normalen Plastik Zahnbürsten Bambus Zahnbürsten verwendet. Es sind die kleinsten Dinge die die Welt verändern.	1	0,1%
Keinen Müll wegschmeißen, darüber nachdenken	1	0,1%
Abgas Vermeidung, weniger Plastik, Ozonräumung, Verhinderung der Abholzung des Urwaldes	1	0,1%
Sonne ist sehr weit weg und sehr heiß, Erde dreht sich um	1	0,1%
Das Leute ihre Sachen wegwerfen und nicht auf den Boden werfen	1	0,1%
weniger Müll, die Natur schützen	1	0,1%
Geringere Benutzung von Autos, Mülltrennung und Projekte um den Ozean zu reinigen, die Verhinderung con der Abholung des Urwaldes	1	0,1%
weniger Wasserverbrauch, Globale Erderwärmung, Stromverbrauch, Bäume = Umwelt	1	0,1%
Tiere	1	0,1%
weniger Plastik, mehr Mistkübel	1	0,1%
Umweltfreundlich leben	1	0,1%
Am wichtigsten für mich ist es, Gegenstände zu recyceln	1	0,1%
wenig Plastik verwenden	1	0,1%
weniger Plastik, keine Umweltverschmutzung	1	0,1%
Müll sortieren	1	0,1%
Das weniger Plastik produziert wird und das wir Menschen mehr Rücksicht auf den Planeten nehmen.	1	0,1%
Auf die Umwelt achten	1	0,1%
Das wir weniger Bäume zerstören sollen	1	0,1%
Die Luft, Pflanzen beschützen, Bienen nicht aussterben, Ozonschicht	1	0,1%
nichts	1	0,1%
Keine Bäume abholzen, Kein Plastik verschwenden	1	0,1%
gute Luft, sauberer Boden	1	0,1%

Keine Bäume abholzen, nicht so viel Plastik verschwenden, Tieren helfen, keine Nahrung verschwenden	1	0,1%
weniger Plastik, nicht so verschwenderisch leben	1	0,1%
Ich finde, dass die Erde viel zu viel verschmutzt ist. Wegen der Erderwärmung sterben Korallen ab oder Tiere fressen Plastik, weil sie denken es wäre Futter. Meiner Meinung nach ganz schlimm!!	1	0,1%
Natur schützen, Regenwald	1	0,1%
Nicht mehr so viel Plastik produzieren	1	0,1%
Keinen Müll ins Wasser werfen	1	0,1%
Den Leuten auf den anderen Kontinenten (Afrika) endlich erklären und informieren das sie nicht so viel Müll in das Meer werfen sollen	1	0,1%
nicht so viel Plastik	1	0,1%
Plastik nicht so viel verwenden, Wasser sparen, nicht Tiere töten	1	0,1%
Müll recyceln, Tiere beschützt, Verkehrsmittel verwenden	1	0,1%
weniger Abgase, nicht den ganzen Regenwald abholzen	1	0,1%
Nicht so viele Abgase zu verursachen und das Meer nicht verschmutzen	1	0,1%
Ozonloch	1	0,1%
Die Pflanzen, die Luft, das Meer und das der "Glashauseffekt" gestoppt werden muss	1	0,1%
weniger Abgase, mehr Natur, weniger Müll	1	0,1%
Nicht so viele Abgase	1	0,1%
Mist nicht auf den Boden	1	0,1%
Das Ozonloch	1	0,1%
weniger Plastik, weniger Abgase	1	0,1%
Das ich überlebe.	1	0,1%
Das keiner seinen Mist auf den Boden werfen soll	1	0,1%
Ökostrom, Solarenergie, Erneuerbare Energie	1	0,1%

Mir ist sehr wichtig das der Wald gerettet wird und mehr Bäume gepflanzt werden. Keine Autos mehr	1	0,1%
Mehr mit öffentlichen Verkehrsmitteln fahren (nicht mit dem Auto)	1	0,1%
Weniger Verkehr und Tierquälereien usw.	1	0,1%
K.A.	1	0,1%
Kein Plastiksackerl oder Plastik generell	1	0,1%
Müll trennen, wenige Pflanzen töten	1	0,1%
Keine Waffen außer Polizei	1	0,1%
Umweltverschmutzung!	1	0,1%
Nichts	1	0,1%
Das meine Familie zusammenbleibt	1	0,1%
Leben	1	0,1%
weniger CO2	1	0,1%
Die weiteren Jahre, Gesundheit der Menschen, das Wohlfühlen	1	0,1%
Keine Ahnung Bruder	1	0,1%
Klima, Pflanzen, Sauerstoff und Wasser, Nahrung usw.	1	0,1%
?	1	0,1%
weniger Autofahren, weniger Alkohol	1	0,1%
weniger Autofahren, nicht zu viel Rauchen	1	0,1%
Die Umwelt ist wichtig	1	0,1%
Das man auf die Umwelt achtet, aber es trotzdem Spaß macht	1	0,1%
Umwelt ist wichtig	1	0,1%
Plastik nicht auf den Boden werfen, recyceln	1	0,1%
saubere Luft usw.	1	0,1%

Strom, Wasser und Gas sparen, viel mit dem Rad unterwegs, gehe mit einem Freund oft Laufen, benütze beim Hin- und Rückweg zur Schule die öffentlichen Verkehrsmittel	1	0,1%
Globale Erderwärmung, Duschen nicht Baden, Müll aufheben	1	0,1%
Nicht zu viel mit dem Auto fahren, recyceln	1	0,1%
Umweltschutz, kein Krieg	1	0,1%
kein Schmutz	1	0,1%
Nicht so viele Bäume abhacken, und weniger CO2 produzieren	1	0,1%
Das es bei uns keinen Krieg geben soll	1	0,1%
Das man keinen Krieg führen sollte	1	0,1%
Mars	1	0,1%
Müllentsorgung richtig einteilen, sparsam mit Verkehrsmitteln fahren, wenig Strom verbrauchen, selber einfach umweltfreundlich sein	1	0,1%
Das zum Beispiel die Palmöl Herstellung wieder sinkt und die Tiere z.B. Orang-Utan wieder mehr Lebensraum haben. Die Zukunft so grün wie möglich zu machen.	1	0,1%
Kriege verhindern	1	0,1%
Das bei uns kein Krieg ist	1	0,1%
Hygienisch sein	1	0,1%
Plastik reduzieren, kein Palmöl produzieren	1	0,1%
Nicht so viel Müll	1	0,1%
Das man die Autoindustrie anpassen sollte	1	0,1%
Alle Leute wissen lassen	1	0,1%
Das Österreich verschont bleibt, das es nicht zu kalt wird	1	0,1%
Schutz der Wälder und dem zu Hause der Tiere, Stopppung von CO2 Ausstoßen und dem Schmelzen des Eises in der Antarktis	1	0,1%
Weniger Plastik, Pflanzen die mehr Sauerstoff produzieren, den Tieren keine Hormone zufüttern, Bioanbau	1	0,1%

Die Tiere, Pflanzen	1	0,1%
Weniger Plastik, weniger Autofahren	1	0,1%
Nicht so viel Plastik, weniger Flugzeug fliegen	1	0,1%
Umweltbewusst leben, Müll trennen, Bäume anpflanzen, Müll nicht auf den Boden schmeißen	1	0,1%
Nicht so viele Bäume abholzen	1	0,1%
weniger Schmutz produzieren	1	0,1%
weniger Plastik, Müll trennen, weniger Flugzeuge	1	0,1%
Baum, Tiere, Rose, Berge, Kräuter, Blätter, Papier	1	0,1%
weniger Plastik herstellen	1	0,1%
Plastik, Müll	1	0,1%
Plastik vermeiden, bewusster einkaufen, Mülltrennung, Solarenergie	1	0,1%
Müll trennen	1	0,1%
genug Pflanzen	1	0,1%
Mir ist wichtig das die Menschen nicht so schmutzig sind.	1	0,1%
Die Tiere und Menschen sollen sich wohlfühlen in der Umgebung	1	0,1%
alles, Strom sparen, Plastik vermeiden	1	0,1%
weniger Plastik produzieren	1	0,1%
Nicht mehr den Amazonas fällen	1	0,1%
keine Abgase, Plastik vermeiden, Solarenergie	1	0,1%
weniger Plastik, zu Fuß gehen, recyceln	1	0,1%
weniger Plastik produzieren, mehr Recyclingflaschen	1	0,1%
Plastik verbieten und stattdessen verpackungen entwickeln die mit dem biomüll verrotten	1	0,1%
Umweltgase, Müll, Plastik im Meer	1	0,1%

Kein Müll auf den Boden werfen	1	0,1%
Plastik gut entsorgen.	1	0,1%
Müll, umweltgase	1	0,1%
E Autos mit umweltfreundlicher energie	1	0,1%
Das Eis nit schmelzen soll	1	0,1%
wenig flasche werfe und in müll werfe	1	0,1%
weniger krieg	1	0,1%
Fòtòsúrdèè	1	0,1%
Der Klimawandel	1	0,1%
Tiere, Wasser, Atmosphäre, Erderwärmung (Gletscher schmelzen,...)	1	0,1%
Weniger Müll (Plastik), weniger CO2 Emissionen	1	0,1%
Recyclen, kein Müll in den See werfen, gesund essen, mehr bewegen, nicht so viele Bäume fällen oder Tiere für Kleidung umbringen	1	0,1%
weniger Plastik, weniger Autos, Müll richtig entsorgen, sich über das Thema informieren	1	0,1%
nicht zu viel Veränderung, es muss möglich bleiben weiterhin unsere Kultur ausüben zu können, Plastik stark reduzieren, Abholzung der Wälder stoppen	1	0,1%
Artenvielfalt erhalten, Plastik reduzieren, CO2 Emissionen reduzieren	1	0,1%
Fleischindustrie, Plastik, Fast Fashion - nicht so mega	1	0,1%
ökologisches Reisen (Zug und Fahrrad) auch im Alltag, keine Umweltverschmutzung, Mülltrennung, kein Fleisch, Plastik vermeiden	1	0,1%
Nachhaltigkeit, Müll, Plastik, Autos	1	0,1%
Erneuerbare Energie, Mülltrennung/gerechte Entsorgung, Abgase vermeiden	1	0,1%
wenig Abgase, recyceln, auf Umgebung achten	1	0,1%
weniger Plastikverbrauch, mehr öffentliche Verkehrsmittel nutzen, keinen Müll auf der Straße liegen lassen	1	0,1%
nahezu Vermeidung von Fleisch, regional und saisonal einkaufen und essen, Reduktion von CO2 &	1	0,1%

Methan (wenige Flugreisen, kurze, unnötige Autostrecken vermeiden), Mülltrennung		
keine Abholzung des Regenwaldes, Alternativen zu Erdöl suchen, umweltfreundlich Reisen - viel zu Fuß gehen, Wasser sparen, Plastik vermeiden, gemeinsam engagieren und Politiker überzeugen	1	0,1%
CO2 - Emissionen von Autos reduzieren, Plastikverbrauch reduzieren, erneuerbare Energien, Mülltrennung, nachhaltig und fair produzieren, Umwelt aktiv schützen, Naturparks	1	0,1%
Das man seinen Müll immer entsorgen sollte und nicht einfach auf den Boden schmeißen	1	0,1%
kein Plastik	1	0,1%
Müll vermeiden (Plastik)!!! öffentliche Verkehrsmittel nutzen	1	0,1%
CO2 Emissionen durch Autos vermeiden. Wasserverschmutzung durch industrielle chemische Abfälle minimieren. Aufklärung von jungen Schülern/generellen Gesellschaft über die Gefahren die unserem Planeten in Zukunft drohen	1	0,1%
Mülltrennung, saubere Energie, Naturkosmetik/Naturprodukte	1	0,1%
Plastikkonsum vermeiden, Recycling, Müll entsprechend Entsorgung, CO2 - Emissionen reduzieren	1	0,1%
Recycling, Bio-Produkte, ökologischer Strom, Regenwald, Natur, Artenvielfalt und Elektroautos, Müll trennen	1	0,1%
Regenwald erhalten, Müllverseuchung des Ozeans bekämpfen, Treibhausgaswirkungen entgegenwirken, Globaler Erwärmung entgegenwirken	1	0,1%
Nachhaltigkeit, lokale Produkte benutzen/kaufen, recyceln, Plastik Benutzung verringern, Qualität statt Quantität	1	0,1%
Bewusst werden, dass wir ihm Schaden zufügen, Busfahren, Müll trennen (recyceln)	1	0,1%
weniger Luftverschmutzung, Regenwald schützen, kein Abfall in Meeren	1	0,1%
Plastik vermeiden, Emissionen verringern, Abformung verhindern	1	0,1%
Recycling, Wasser sparen, mehr mit Öffis fahren als mit Autos	1	0,1%
Treibhauseffekt einbremsen, Abholzung des Regenwaldes stoppen/einschränken	1	0,1%
Treibhauseffekt, Regenwald-Abholzung verringern, Abgase verringern	1	0,1%
Luftbelastung senken, Ressourcen sparen, Plastik vermeiden, Wald und Natur so belassen wie sie ist	1	0,1%
Recycling, Wasser sparen	1	0,1%
so wenig wie möglich mit dem Auto, Flugzeug oder Schiff fahren/verreisen, kein Atomstrom, Müll	1	0,1%

trennen, nicht alles im Überschuss produzieren, lokale Produkte kaufen		
Reduktion von Treibhausgasen und Müll, Verschmutzung von Naturgebieten vorbeugen	1	0,1%
Das Trump und dieser Nordkorea Diktator sich nicht bekriegen mit Atomwaffen	1	0,1%
Umweltverschmutzung, Klimawandel	1	0,1%
Erderwärmung senken, Plastik vermindern	1	0,1%
Tier- und Pflanzenarten erhalten, Naturwunder erhalten (z.B. Riffe), Verhinderung von Naturkatastrophen durch z.B. Klimaerwärmung	1	0,1%
Reduktion des Plastikmülls, Reduktion der CO2 Emissionen/ Treibhausgase, Recycling	1	0,1%
Meine Zukunft	1	0,1%
Klimawandel, Plastik-Vermüllung zu reduzieren, keine Abholzung/Abrodung von Regenwäldern, keine Tiere/Tierarten sollten aussterben aufgrund menschlichen Verhaltens	1	0,1%
keine Umweltverschmutzung, Bekämpfung der Erderwärmung, Schutz der Natur	1	0,1%
Die Meere müssen gesäubert werden und Tierarten beschützen	1	0,1%
Klimawandel aufhalten, erneuerbare Energie	1	0,1%
öffentliche Fortbewegung und Verkehrsmittel, Vegetarische Ernährung, Erneuerbare Energien, Sport, Bildung, öffentliche Meinungsbildung und Demokratie, Kapitalismus, Klimawandel stoppen	1	0,1%
Plastikmüll vermeiden	1	0,1%
Wenig Flächenverdauung, Kreuzfahrten (Schweröl) vermindern, Plastik in Hotels vermindern	1	0,1%
weniger Co2 Ausstoß, mehr öffentliche Verkehrsanbindungen, weniger Plastik bei Nahrungsmitteln	1	0,1%
Treibhausgase verringern, Schadstoffausstoß unterlassen, Müll trennen, Gewässer sauber halten	1	0,1%
Ich denke nicht viel darüber nach, da meiner Meinung nach wo anders angefangen werden soll. Bsp.: Abgase von großen Konzernen (Vöst)	1	0,1%
Recycling, zu Fuß statt Auto (wenn möglich), auf Plastik verzichten, Bäume pflanzen	1	0,1%
CO2 reduzieren, Plastikverbrauch senken, Tier- und Pflanzenarten erhalten	1	0,1%
mehr mit der Bahn fahren, anderen Leuten bewusster machen, dass es unseren Planeten nur einmal gibt	1	0,1%

Regionalist und Saisonalität vor allem bei Lebensmitteln, Minimierung Abgasausstoß, generell nachhaltig wirtschaften	1	0,1%
weniger Müll, Plastik	1	0,1%
Das genügend Wasser, Platz, Raum zur Verfügung steht, das keine Tiere aussterben, frische, gesunde Luft zum Atmen	1	0,1%
Das meine Kinder auch mit den guten Standards leben können so wie ich jetzt	1	0,1%
Zukunft für spätere Generation, Erderwärmung stoppen	1	0,1%
geringerer CO2 Ausstoß, da es etwas ist, wo alle zusammen helfen können, weniger Flächenverbrauch, Öffis benutzen	1	0,1%
Energie sparen, Wasser sparen, CO2 Verminderung	1	0,1%
Müll reduzieren, Abgase reduzieren	1	0,1%
Sehr wenig fliegen, Politische Aktionen, Sanktionen und Förderungen, Weltweite Aufklärung und Zusammenarbeit (Donald und Xi brauchen Nachhilfe)	1	0,1%
regional und saisonal einkaufen, öffentliche Verkehrsmittel nutzen, sparsamer Lebensstil, Umwelt- und Tierschutz	1	0,1%
öffentliches Verkehrsnetz ausbauen, Lebensmittelverschwendung minimieren, Wasserverschwendung minimieren, ökologische Produktion von Lebensmittel, erneuerbare Energie fördern	1	0,1%
Plastik vermeiden (Weltmeere und Natur erhalten), Energie umweltfreundlich gewinnen	1	0,1%
auf Kurzflüge/Urlaube eher verzichten, regionale und saisonale Lebensmittel kaufen, bei Kleidung auf Qualität und Erzeugung achten und nicht Unmengen an Klamotten zu besitzen, die man vielleicht nur einmal anzieht, Öffis	1	0,1%
öfter mit öffentlichen Verkehrsmitteln fahren und wenn fliegen, dann länger Urlaub machen, Müll verräumen und trennen, nicht liegen lassen, Lebensmittel kaufen, welche man auch benötigt	1	0,1%
umweltfreundliches Reisen, Flüge vermeiden und öffentliche Verkehrsmittel nutzen, Städte durch Radtouren erkunden	1	0,1%
Das Pflanzen- und Tierarten geschützt werden und nicht weiter aussterben. Erhaltung fossiler Rohstoffe, Reduzierung des Abfalls	1	0,1%
Alle Menschen sollen über Möglichkeiten des Umweltschutzes informiert werden. Weniger Abgase (Autos, Flugzeuge)	1	0,1%
Das Mensch nicht hungern müssen, Das Tiere vor dem Aussterben bewahrt werden, den Schutz des Regenwaldes, Am Wichtigsten: Schutz des Meeres (gegen Müllverschmutzung und Ausfischung)	1	0,1%

Erhaltung der Umwelt (Böden, Bäume, Lebewesen,...) Erde nicht auszubeuten	1	0,1%
öffentliche Verkehrsmittel nutzen, Lebensmittel nicht verschwenden (auch jene die nicht der Mord entsprechen, z.B. krumme Gurken), auf Verpackung von Produkten achten (eigene Dosen mitnehmen und auf Verpackungsmaterial verzichten, Plastiksackerl aufheben, beim nächsten Einkauf wiederverwenden, Stofftasche oder Papiersackerl verwenden)	1	0,1%
Regionalist und Saisonalität	1	0,1%
Regionalität, und Saisonalität bei Lebensmitteln	1	0,1%
Treibhausgas-Emissionen verringern, so leben, das nachfolgende Generationen keinen Nachteil durch mein Verhalten haben	1	0,1%
Müll vermeiden, Erderwärmung stoppen, Boden nicht verbauen, Land begrünen	1	0,1%
Der Konsum sollte minimiert werden, es sollte nur so viel produziert werden, wie benötigt wird, z.B. im Lebensmittelbereich, weniger Abfall, mehr in öffentliche Verkehrsmittel investieren, dadurch würde sich der Individualverkehr verringern	1	0,1%
Erneuerbare Energie nutzen, Keine Pestizide, Natur schützen, Keine Atomkraft	1	0,1%
regionale, saisonale Produkte kaufen, öffentliche Verkehrsmittel nutzen, Radfahren, zu Fuß gehen	1	0,1%
geringerer ökologischer Fußabdruck, weniger ist mehr, Neues erlernen/erfahren	1	0,1%
Lebensmittelverschwendung stoppen, kein Atomstrom, weniger ist mehr (z.B. bei Kleidung)	1	0,1%
öffentliche Verkehrsmittel (Zug) anstatt Auto	1	0,1%
Klimawandel verlangsamen, umweltfreundliche Mobilität, Konsum überdenken, weniger verbauen, weniger abholzen (Regenwälder), Artenschutz	1	0,1%
wenig Verkehr, Nachhaltigkeit, regionales und saisonales Essen, umweltbewusst, ...	1	0,1%
Müll verringern, Mülltrennung, Öffis benutzen, Klimaerwärmung vermeiden	1	0,1%
jedem einzelnen Menschen muss bewusst sein, das auch er eine wichtige Rolle für den Schutz des Planeten spielt	1	0,1%
Das unser Lebensstil geändert werden muss, da wir nur eine Erde zur Verfügung haben und nicht 3 oder 4 so wie wir es aktuell benötigen würden	1	0,1%
Erhalten unserer Tier- und Pflanzenarten, Erholungsraum erhalten	1	0,1%
Klimawandel eindämmen, Konsumgesellschaft ändern, mehr öffentliche Transportmittel, Umweltschutz	1	0,1%

öffentliche Verkehrsmittel	1	0,1%
Stadtbewohner über Natur aufklären, Müll, Wege beachten	1	0,1%
weniger Fleisch essen, Tourismus in Österreich, Öffis, Fahrgemeinschaften	1	0,1%
Jeder sollte etwas dazu beitragen und and die Jugend denken	1	0,1%
Klimawandel schützen, Ökologie schützen	1	0,1%
weniger Lichtverschmutzung, keine Naturverschmutzung, auf die Umwelt achten	1	0,1%
Futter für Tiere erhalten	1	0,1%
Keine Umwelt verschmutzen, Keine Plastiksackerln mehr	1	0,1%
Plastiksäcke weg! Tiere schützen, Umweltschutz	1	0,1%
Nicht mehr so viel Flugzeuge und Müll	1	0,1%
Wasser sparen, nicht so viel mit dem Auto fahren, weniger umhochwertiges Fleisch essen	1	0,1%
Weniger Autofahren, Ökostrom, weniger Plastik, Dinge wiederverwenden	1	0,1%
Wenig Plastik verwenden	1	0,1%
keine Umweltverschmutzung, keine Luftverschmutzung, kein Plastik im Meer und keine generelle Wasserverschmutzung	1	0,1%
Wiederverwertung	1	0,1%
Das die Menschheit endlich Vernunft begreift und nicht alles einfach so in die Welt wirft	1	0,1%
zu viel Plastik	1	0,1%
Schauen wo man den Müll hinwirft, den Planeten nicht ausbeuten, keine Tiere ausrotten, neue Bäume pflanzen statt Schlagern	1	0,1%
weniger Ozonlöcher	1	0,1%
Umweltverschmutzung und sonstiges	1	0,1%
Wasser, Nahrung, Strom, nicht erneuerbare Materialien, Tiere, Müll, Meer, Energie, Recycling	1	0,1%
weniger Umweltverschmutzung	1	0,1%

Das die Atomkraftwerke wegkommen	1	0,1%
Keine Plastiksachen verwenden (nicht unnötig wegschmeissen), nich auf den Boden schmeissen	1	0,1%
Schutz der Erde	1	0,1%
Müll wegräumen	1	0,1%
keine Menschen	1	0,1%
Ein gutes Umfang mit der Natur	1	0,1%
Mir ist es nicht so wichtig, aber irgendwie schon	1	0,1%
Sauberkeit, weniger Autofahren, mehr zu Fuß gehen, Pflanzen anbauen	1	0,1%
weniger Plastikmüll, am Besten garnicht!	1	0,1%
Kein Plastikmüll mehr	1	0,1%
Weniger Essen in Plastik verpacken	1	0,1%
Aufhören mit der Weltverschmutzung	1	0,1%
Wenig CO2 Ausstoß, weniger PKWs/LKWs auf Straßen, mehr Bio	1	0,1%
Den Verkehr einschränken, weniger Plastik, mehr Pflanzen und weniger Straßen/Häuser bauen	1	0,1%
Weniger Plastik, mehr Papier, Karton, Glas zum wiederverwerten, nicht alles auf den Boden schmeissen,	1	0,1%
Naturschutzgebiete, Glasflaschen keine Plastikflaschen	1	0,1%
Das der Planet noch viele Jahrhunderte erhalten und bewohnbar bleibt	1	0,1%
Weniger Diesel/Benzin Autos, kein/wenig Erdöl nutzen	1	0,1%
weniger Treibhausgase	1	0,1%
weniger Plastik, weniger mit dem Auto fahren	1	0,1%
Klimaschutz, Natur schützen, mehr in die Wildnis gehen, Auto und Flugzeug vermeiden so gut es geht	1	0,1%
Elektroautos	1	0,1%

wenig Plastik, mehr zu Fuß gehen	1	0,1%
Man soll nicht so viel Müll wegwerfen und mehr auf das Klima achten.	1	0,1%
nicht zu viel Müll erzeugen, kein Dreck (Plastik) in die Natur/Meer scheissen, nicht zu viele Abgase erzeugen	1	0,1%
Kein Plastik ins Meer schmeissen, nur das kauf was man auch isst, Mist in den Mistkübel werfen, keine Plastikflaschen kaufen	1	0,1%
nicht viel die Autos benutzen, nicht viel Plastikmüll herstellen	1	0,1%
Jetzt mal ehrlich, wie soll ich das wissen	1	0,1%
Das er immer geschützt ist	1	0,1%
Stopp des Klimawandels	1	0,1%
Mülltrennung, weniger Plastikmist, Lebensmittel aus der Umgebung kaufen	1	0,1%
Das die Ozonschicht nicht kaputt geht	1	0,1%
weniger Müll produzieren	1	0,1%
im Meere Plastikmüll, Umweltverschmutzung	1	0,1%
Umweltschutz, Stoppung der Abholzung der Regenwälder	1	0,1%
Autogase vermeiden, Mülltrennung, nicht unnötig die Luft verpesten	1	0,1%
Es ist mir wichtig das Leute ihren Müll weghauen und ihn nicht auf der Straße liegen lassen	1	0,1%
Weniger Müll, den Obdachlosen helfen, Tiere beschützen, Nachanbau von Bäumen, weniger Fabriken, Autofahren ohne Gas	1	0,1%
viel radfahren	1	0,1%
Müll Recycling	1	0,1%
Abgase verhindern, Klimaerwärmung stoppen	1	0,1%
weniger Schadstoffe, keine Ausbeutung, erneuerbare Energie, geringe Umweltbelastung	1	0,1%
Abgase	1	0,1%
weniger Plastik, weniger Industrien, weniger Autos	1	0,1%

Kenn mich nicht gut aus	1	0,1%
weniger Umweltverschmutzung, weniger Plastik, besserer Umgang mit Tieren	1	0,1%
Das es die Welt vielleicht irgendwann nichtmehr gibt	1	0,1%
Recyclen, wiederverwendbare Sachen, Alternative Energiequellen, Alternative Verbrennungsmotoren	1	0,1%
Plastikvermeidung, Abgase senken, Abholzung (Regenwald) stoppen, keine gefährdeten Tiere töten, Kauf von mehreren Autos für eine Person verbieten (es gibt Personen, die 5 Autos besitzen)	1	0,1%
Sauberkeit des Planeten, Müll wieder mitnehmen, Luftverpestung soll reduziert werden	1	0,1%
Keine Verwendung von Palmöl, Abholzung Regenwald stoppen, Flugverkehr einschränken, Öffis fördern, Verdauung reduzieren, Dieserverbot wieder aufheben - Sinnlos, Mülltrennung, Plastikverpackungen stark reduzieren	1	0,1%
Bewusstere Müllentsorgung, nicht vom Auto aus auf die Straße werfen	1	0,1%
Vielfalt von Pflanzen und Tieren erhalten, öffentliches Verkehrsnetz fördern, Förderung von regionalen Produkten, kein Smog, Luftverschmutzung	1	0,1%
Die Erderwärmung stoppen	1	0,1%
Umweltbewusst leben (Plastik sparen, recycling, öffentliche Verkehrsmittel nutzen, ...)	1	0,1%
sauberes Milieu (keine Verschmutzungen von Unternehmen), Recycling, Jeder sollte an seinen ökologischen Fußabdruck denken	1	0,1%
Flächenverdauung verringern, erneuerbare Rohstoffe einsetzen (kein Plastik)	1	0,1%
weniger Fleisch essen, weniger mit dem Auto fahren, auf Bäume und Pflanzen achten	1	0,1%
Plastik vermeiden, Umwelt schonen, öffentliche Verkehrsmittel verwenden, Landwirtschaft unterstützen, artgerechte Tierhaltung, faire Preise, Fahrgemeinschaften	1	0,1%
biologische Landwirtschaft, Autofahren verringern reparieren statt wegwerfen, Öko Kleidung	1	0,1%
Tiere schützen, weniger Umweltverschmutzung durch Müll (Plastik)	1	0,1%
Rohstoffverbrauch minimieren, weniger Müll, mehr recyceln, mehr erneuerbare Energie	1	0,1%
Reduktion von Plastik, weniger Abgase	1	0,1%
Plastik vermeiden, Alternativen dazu verwenden, Reparieren statt wegwerfen (Sollbruchstellen etc. verbieten) Fahrgemeinschaften, Öffis, Bewusster Einkauf, Regional und saisonal	1	0,1%

Die Klimaerwärmung zu minimieren	1	0,1%
Treibhauseffekt, Luftverschmutzung, Plastikmüll, Ressourcenverschwendung	1	0,1%
Mülltrennung, Stromsparen, Wassersparen	1	0,1%
Abgase von den Autos verringern, Mehr öffentliche Verkehrsmittel verwenden, mehr zu Fuß gehen oder mit dem Rad zur Arbeit fahren	1	0,1%
Auf so viel Plastik wie möglich verzichten	1	0,1%
weniger Lebensmittelverschwendung, Treibhausgase mindern	1	0,1%
Nachhaltigkeit, mehr mit Öffis fahren	1	0,1%
Fahrgemeinschaften, weniger Flüge, moderne Technologien stoppen	1	0,1%
weniger Verpackungen, Müll erzeugen, keine Lebensmittelverschwendung, kein Massenkonsum	1	0,1%
Flora, Fauna, Recycling, Minimierung Treibhauseffekt (CO ₂), Klimawandel	1	0,1%
Konsumverhalten ändern, Mobilität	1	0,1%
ökologischer Strom, Photovoltaik, Solar, E-Autos, keine Massentierhaltung, Tierwohl	1	0,1%
konkrete Lösung für das weltweite Müllproblem	1	0,1%
Plastik reduzieren, Klimawandel einschränken, regional und saisonal einkaufen, Energie sparen, Rohstoffe (Erdöl etc. sparen)	1	0,1%
Klimawandel eindämmen, kein Flugzeug fliegen, öffentliche Verkehrsmittel, im Inland Urlaub machen	1	0,1%
Überproduktion von Lebensmitteln stoppen, Nachhaltiger wirtschaften, Abgase vermeiden	1	0,1%
Regionalität der Lebensmittel, weniger Abgase	1	0,1%
Weniger Plastik, kurze Strecken nicht mit dem Auto, öffentliche Verkehrsmittel, regional und saisonal einkaufen	1	0,1%
weniger Autofahren, Kurzstreckenflüge vermeiden	1	0,1%
Plastikmüll vermeiden, Sonnenenergie nützen, öffentliche Verkehrsmittel nützen	1	0,1%
richtiges Mülltrennen, Alternativen zu Atomstrom, Wasser sparen, weniger mit Auto fahren, mehr mit öffentlichen Verkehrsmitteln	1	0,1%

richtiges Mülltrennen, Richtige Müllentsorgung, kein Atomstrom-eher Solarstrom, Müll nicht überall liegen lassen	1	0,1%
Plastik, Transport, Müll	1	0,1%
weniger Müll in die Umwelt	1	0,1%
regionale und saisonale Produkte kaufen, keine Plastiksackerl, Öffis verwenden	1	0,1%
öffentliche Verkehrsmittel, so wenig Plastik wie möglich, regional und saisonal einkaufen, kurze Strecken zu Fuß/mit Fahrrad	1	0,1%
wenig Plastik verwenden, Energie sparen	1	0,1%
öffentliche Verkehrsmittel nutzen, Flüge vermeiden, regionale und saisonale Produkte kaufen	1	0,1%
regionale Produkte kaufen/verwenden, alternative Energieformen (Solar/Wind), Mülltrennung	1	0,1%
regionale Lebensmittel, öffentliche Transportmittel verbessern, Müll einsparen und recyceln	1	0,1%
Plastik vermeiden, weniger Müll, weniger Abgase, nicht alles wegschmeissen sondern andere fragen ob sie die Sachen noch brauchen können	1	0,1%
weniger Plastik in den Hotels, auf Solarenergie, Windenergie achten	1	0,1%
Müll reduzieren und richtig trennen, Treibhausgas Vermeidung	1	0,1%
Plastik vermeiden, Müll vermeiden - Recycling	1	0,1%
Müll nicht einfach irgendwohin schmeissen, Strom sparen	1	0,1%
öffentliche Verkehrsmittel, Fahrgemeinschaften, Plastik vermeiden	1	0,1%
mit Öffis fahren, wenig mit Auto/Flugzeug, Mülltrennung	1	0,1%
Strom sparen, Fahrgemeinschaften, Nachhaltigkeit, Naturbewusst genießen, Müll vermeiden (Plastik), Tiere	1	0,1%
öffentliche Verkehrsmittel, Müll, Landwirtschaft, Landschaftserhaltung	1	0,1%
möglichst wenig Plastik um die Meere nicht mehr so zu verschmutzen, weniger Abgase - Ökostrom, Wegwerfgesellschaft aufhalten	1	0,1%
erhaltenbleiben - schön - wohlfühlen - Natur - Nahrungsmittel - Modernisierung stoppen	1	0,1%
keine Plastiksackerl, recycling, erneuerbare Energie, neue Antriebsformen für Autos (nicht Strom: Produktion von Akkus sehr umweltschädigend und Ressourcen verbrauchend) aber zum Beispiel	1	0,1%

Wasserstoff

Erneuerbare Energie, nicht alles mit dem Auto fahren, Mülltrennung, Recycling, Artenvielfalt schützen	1	0,1%
Müll richtig entsorgen, weniger Bäume fällen	1	0,1%
weniger Plastik, Müll nicht auf der Straße/Natur liegen lassen, Mülleimer, Massentierhaltung verbieten/streng kontrollieren - hohe Strafen	1	0,1%
auf die Umwelt achten	1	0,1%
Klima - gute Luft zum Atmen, keine Umweltverschmutzung - richtige Mülltrennung, kein Plastik verwenden	1	0,1%
Mülltrennung, keine Umweltverschmutzung	1	0,1%
Müll trennen, bei kurzen Wegen zu Fuß gehen, keinen Müll in die Natur werfen	1	0,1%
selektive Müllsammlung, wenig Plastik verwenden, Ökostrom verwenden	1	0,1%
Tiere, Natur (nicht verschmutzen)	1	0,1%
Das alle Menschen einen Beitrag leisten sollen	1	0,1%
ALLE sollen sich daran beteiligen	1	0,1%
Frieden, Umwelt, Gleichheit	1	0,1%
weniger Abgase produzieren (Auto, Fabriken)	1	0,1%
weniger Müll und Abgase	1	0,1%
weniger Abgase, Solarenergie, Windenergie	1	0,1%
weniger Plastik, kein Atom, E-Autos	1	0,1%
Ich möchte eine schöne Welt für die restlichen Generationen an Tieren und Pflanzen haben	1	0,1%
Einschränkung CO2 Ausstoß, Autos, Flugzeuge, Recycling, Alternative Energien, Atomenergie weg, usw.	1	0,1%
keine Umweltverschmutzung, weniger Abgase	1	0,1%
kein Plastik im Meer, keine globale Erderwärmung, keine Ausrottung von Tier- oder Pflanzenarten	1	0,1%
Mülltrennung, Abgase reduzieren	1	0,1%

Papier- statt Plastiksackerl, weniger Plastikflaschen, kurze Strecken zu Fuß oder mit dem Rad statt mit dem Auto, Nutzung öffentlicher Verkehrsmittel	1	0,1%
herumliegenden Müll sofort in die nächste Mülltonne werfen, mehr Aktivitäten im Freien machen, weniger das Auto benutzen, öfter elektronische Geräte ausgeschaltet lassen, Urlaub nicht nur in Städten machen	1	0,1%
Müll recyceln, mehr zu Fuß gehen oder mit dem Fahrrad fahren, weniger Plastikprodukte kaufen	1	0,1%
Müll trennen, öfter zu Fuß gehen, nicht so viel Wasser verbrauchen	1	0,1%
weniger Müll in die Natur schmeißen, mehr zu Fuß gehen und nicht mit dem Auto fahren, mehr recyceln, weniger Plastik verwenden	1	0,1%
Meere nicht verschmutzen, Plastik meiden	1	0,1%
Plastik vermeiden, Mülltrennung, Abgase vermeiden, nicht verschwenderisch sein	1	0,1%
Mehr zu Fuß gehen, Müll trennen, weniger Plastikprodukte kaufen	1	0,1%
Klimawandel! Abholzung durch Brandrodung etc., Meere werden verschmutzt, Lebensräume werden gefährdet	1	0,1%
keine Umweltverschmutzung (Recycling), Fahrgemeinschaften bilden, bzw. zu Fuß oder mit Rad, Solarenergie nutzen, Energiesparlampe benutzen	1	0,1%
Es sollte sich endlich etwas ändern, Menschen sollten Einsicht zeigen und nicht einfach weiterleben als wär nichts, Tiere schützen	1	0,1%
Erderwärmung stoppen, Umweltverschmutzung stoppen	1	0,1%
Klimawandel stoppen, Plastik vermeiden	1	0,1%
Vermeidung von Abgasen, weniger Plastik, Strom sparen, öffentliche Verkehrsmittel, Mülltrennung	1	0,1%
Ökostrom, Bio-Produkte	1	0,1%
wenig Müll verursachen, erneuerbare Energie nutzen, öffentliche Verkehrsmittel verwenden	1	0,1%
erneuerbare Energien, Müll vermeiden, Wasser sparen	1	0,1%
den Plastikmüll in den Meeren aufräumen	1	0,1%
Vermeidung von Plastik, mehr öffentliche Verkehrsmittel verwenden	1	0,1%
wenig Müll hinterlassen, keinen unnützen Strom verbrauchen	1	0,1%

zu Fuß gehen	1	0,1%
Nachhaltigkeit - Müll trennen - Wasser sparen	1	0,1%
nachhaltig, bewusst handeln, Tier- und Pflanzenvielfalt erhalten (Regenwald), Plastik reduzieren	1	0,1%
so wenig wie möglich mit dem Auto fahren, Müll nicht in die Natur werfen, Müll im Meer weg bringen, Tiere schützen	1	0,1%
Fleischkonsum	1	0,1%
Luftverschmutzung, Photovoltaik, Elektroautos, öffentliche Verkehrsmittel	1	0,1%
Alles an einem Ort (nicht viel fahren)	1	0,1%
CO2 Ausstoß	1	0,1%
richtige Mülltrennung, Recycling, Nachhaltigkeit	1	0,1%
Tierschutz, Plastik recyceln, weniger Erdöl und Palmöl verbrauchen	1	0,1%
Mülltrennung, Plastik vermeiden, Öffis benutzen	1	0,1%
Müll vermeiden	1	0,1%
Müll trennen, Tieren helfen die durch Verschmutzung erkrankt sind	1	0,1%
Tiere schützen, Mülltrennung, Meere sauber halten	1	0,1%
Rohdung des Regenwaldes stoppen, weniger Fleisch und Kakao essen, weil die am meisten Wasser verbrauchen	1	0,1%
Grüner Strom, Solarenergie, pushen von regionalen Produkten, grüne Öffis	1	0,1%
Erneuerbare Energie, keine Kreuzfahrten	1	0,1%
weniger unnötige Verkehrswege	1	0,1%
Stop des Klimawandels	1	0,1%
Plastik vermeiden, Lebensmittel nicht verschwenden, Strom sparen, Abgase reduzieren	1	0,1%
Plastik vermeiden, Abgase vermeiden, öffentliche Verkehrsmittel bevorzugen	1	0,1%
Das es auch für zukünftige Generation möglich ist auf diesem Planeten zu leben	1	0,1%

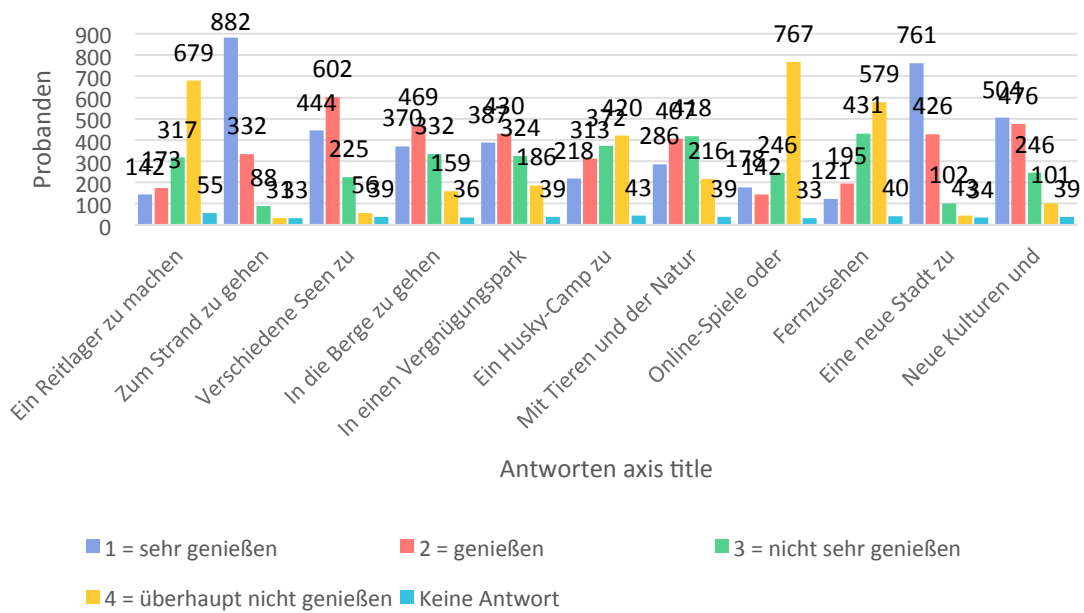
Die Bevölkerung und die Tiere im Regenwald, die gefährdet werden weil er abgeholzt wird	1	0,1%
Reduzierung von schädlichen Stoffen, Auto, Motorrad, fahre öffentlich	1	0,1%
Tierwelt, Klimaschutz	1	0,1%
Tierschutz, Klimawandel	1	0,1%
Umweltschutz, erneuerbare Energie, CO2 Emissionen runter, kein Benzin, Solarenergie	1	0,1%
Schutz der Natur, Tierarten, Massenkonsum stoppen, Müll-besonders nicht recycelbaren, Biologische Ressourcen	1	0,1%
Recycling, CO2 Emissionsausstöße meiden, Mistkübel nutzen	1	0,1%
Wasserverbrauch reduzieren, Abgase reduzieren, weniger oder kein Plastik	1	0,1%
weniger Plastik, weniger Papier	1	0,1%
Mülltrennung, Social Responsible Hotels, Anreisemöglichkeiten - öffentlich - Car sharing	1	0,1%
Das dass was ich mache sinnhaft ist	1	0,1%
Kein Plastik, Leitungswasser ist wichtig	1	0,1%
Die Welt soll weiterhin existieren	1	0,1%
People change, not climate change	1	0,1%
Den Klimawandel aufzuhalten	1	0,1%
Erderwärmung bremsen, gefährdete Arten schützen, Traditionen bewahren	1	0,1%
Weiterbestand von Artenvielfalt	1	0,1%
Den ökologischen Fußabdruck jedes einzelnen so gering wie möglich zu halten	1	0,1%
Tiere, Pflanzen, frische Luft, sauberes Wasser	1	0,1%
Das es mehr Informationen gibt, wie man dabei helfen kann, das es mir selbst und meinen Nachfahren auch etwas bringt	1	0,1%
weniger CO2 Ausstoß, nachhaltiger Leben	1	0,1%
Andere Energiearten, andere Antriebe für Autos etc.	1	0,1%

CO2 Emissionen verringern, Klimawandel bei uns stoppen	1	0,1%
Aufklärung, positive Zukunft, strengere Gesetze	1	0,1%
Ich versuche immer umweltbewusst zu leben, beim reisen will oder kann ich aber sehr schwer darauf achten	1	0,1%
so wenig Lebensmittel wie es geht wegzuwerfen, Müll trennen, so viel wie möglich Auto vermeiden	1	0,1%
Recyceln, so wenig Plastikmüll wie möglich produzieren, bewusste Ernährung, Müll trennen, nicht mit dem Flugzeug reisen	1	0,1%
Nachhaltig handeln	1	0,1%
Biologisch abbaubare Produkte, Schutz von gefährdeten Tierarten, Nachhaltiges denken	1	0,1%
Nachhaltigkeit, regionales Essen, wenig importieren, Treibstoff, grüner Strom, Solarenergie	1	0,1%
Mülltrennung, Zug fahren	1	0,1%
Nachhaltigkeit, umweltschonend, billig	1	0,1%
Reduzieren vom CO2 Gehalt	1	0,1%
weniger CO2 Produktion, Wasserverbrauch reduzieren, Recycling	1	0,1%
Klimabewusster handeln, Recycling, Umweltbewusstsein,	1	0,1%
Schutz des Meeres, nachhaltiger Fischfang, Müll und Plastik reduzieren, Meer reinigen, weniger Abgase, weniger Emissionen/CO2, gegen Luftverschmutzung, Fleischkonsum senken, kürzere Transportwege, lokale/regionale Produkte, weniger Flugzeugreisen/Auto, Verwendung von Auto, Schutz des Regenwaldes, gegen Abholzung, Wiederaufforstung, Naturschutzgebiete	1	0,1%
weniger Plastik, Müll trennen, weniger CO2 Emissionen, weniger Fliegen, mehr öffentliche Verkehrsmittel, Strom sparen, Solarenergie	1	0,1%
weniger Autos, mehr Recycling Systeme	1	0,1%
Das es möglich ist ihn zu erkunden ohne ihn dabei zu zerstören, inklusive Tier und Pflanzenwelt	1	0,1%
Klimaerwärmung stoppen	1	0,1%
CO2 Emissionen vermeiden, Überleben der Tiere	1	0,1%
Plastik Reduktion, Überleben der Tiere und Pflanzen, mehr Natur, weniger Industrie	1	0,1%
umweltbewusster Lebensstil, Klimaschutz, nicht unnötige Ressourcen verbrauchen, Schutz von	1	0,1%

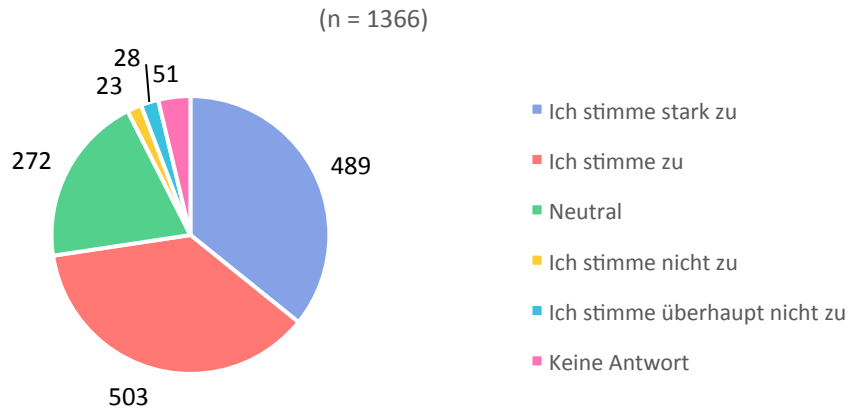
Tieren da viele vom Aussterben bedroht

Erderwärmung	1	0,1%
Mülltrennung, Plastik nicht in die Ozeane, Tierversuche/Massentierhaltung minimieren, weniger Abgase verursachen, zum Beispiel Car sharing	1	0,1%
Mülltrennung, Recycling	1	0,1%
Das auch die Generationen nach uns noch etwas von unserem Planeten haben. Sauberer Strom, Ressourcen	1	0,1%
Gesamt	1107	100,0%

Q20 Wenn ich in den Urlaub fahre, würde ich es genießen. . .



Q22 Ich bin für die Rettung abgelegener Wildnis-Gebiete. Bitte 1 ankreuzen



Q23 Die folgenden Aussagen beziehen sich auf deinen Alltag. Bitte gib an, inwieweit du zustimmst oder nicht zustimmst.

