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EUROPEAN DIGITAL LEARNING NETWORK ETS

Build 2026
Boosting Upskilling, Inclusion and Lifelong Digital Learning

Co-funded by the European Union

Green Skills for Responsible Digital Citizenship



A study conducted by

European Digital Learning Network ETS

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Research undertaken by

EUROPEAN DIGITAL LEARNING NETWORK ETS

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Curators:
Gianluca Coppola
Martina Manfredda
Hani Fajrak
Tunde Terestyenyi

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FOREWORD



The **European Digital Learning Network (DLEARN)** is committed to supporting education and training in responding to these transformations, promoting the development of skills and approaches that enable citizens to navigate technological change while contributing to a more inclusive and sustainable society.

Within the framework of **BUILD 2026**, DLEARN launched the research **"Green Skills for Responsible Digital Citizenship"** to explore the relationship between digitalisation and environmental sustainability from the perspective of citizens across Europe. The study examines not only awareness of the environmental impact of digital technologies, but also everyday behaviours, green and digital competences, responsible digital citizenship, Artificial Intelligence, civic participation, education and lifelong learning.

With contributions from 1,019 respondents across Europe, the research provides valuable insights into current practices and perceptions, while highlighting areas where further educational, institutional, and policy action may be needed.

We hope that the findings and recommendations presented in this report will contribute to ongoing discussions on how education can support a digital transformation that is both responsible and environmentally sustainable.

We invite you to explore the findings presented in this report and hope they will provide useful insights and inspiration for your work.

Enjoy the reading!

Gianluca Coppola,
President of the European Digital Learning Network ETS

To learn more about the **European Digital Learning Network (DLEARN)**, its activities, projects and research initiatives, visit www.dlearn.eu.





EXECUTIVE SUMMARY

The research **"Green Skills for Responsible Digital Citizenship"**, conducted by the European Digital Learning Network (DLEARN) within **BUILD 2026**, investigates how citizens understand and engage with the relationship between digitalisation and environmental sustainability.

Based on responses from **1,019 participants across Europe**, the study examines environmental awareness and sustainable digital practices, responsible digital citizenship, Artificial Intelligence, civic participation, education and training, lifelong learning and policy priorities.

A central finding is the existence of a clear **awareness–action gap**. While **55.05%** of respondents considered themselves aware or very aware of the environmental impact of digital technologies and 52.99% reported considering environmental sustainability often or very often when using them, only **10.50%** adopt sustainable digital practices often or always. Lack of awareness, practical guidance, time and institutional support were among the most frequently identified barriers.

The findings also highlight challenges related to critical information literacy. Although 99.12% agreed or strongly agreed that environmental responsibility is part of digital citizenship, only 21.88% felt confident or very confident in identifying misleading environmental information, while 28.26% regularly verify environmental or social information before sharing it online.

Artificial Intelligence is already widely integrated into respondents' learning and professional activities: 79.39% reported using Artificial Intelligence tools often or very often. At the same time, 93.33% considered themselves aware or very aware of their environmental implications, indicating substantial awareness of the sustainability dimension associated with these technologies.

A similar gap between attitudes and behaviour emerges in relation to **civic participation**. While 92.93% believe that digital technologies can strengthen democratic participation and civic responsibility, only 12.66% regularly participate in online activities related to environmental, civic or sustainability topics, and just 8.05% regularly use digital platforms to support environmental or social causes.

The strongest challenges concern **education, training and preparedness.** More than half of respondents (51.23%) had not received relevant training during the previous 12 months despite wanting to do so. Furthermore, 76.84% expressed a negative assessment of the capacity of education and training organisations to adequately prepare citizens for the green and digital transitions, while **74.39% felt not prepared** or only slightly prepared to apply green and responsible digital practices.

Respondents consequently expressed strong support for strengthening education and lifelong learning. **School curriculum integration** was the most frequently selected educational approach, while teacher training also received substantial support. Moreover, **90.78%** considered lifelong learning important or very important for adapting to the green and digital transitions. At policy level, media literacy, teacher training, sustainability education and lifelong learning programmes emerged among the leading priorities.

Overall, the research demonstrates that the key challenge is not simply to increase awareness, but to **translate awareness into competences, competences into sustainable practices, and positive attitudes into active participatio**n. The findings therefore call for coordinated action involving education and training, teacher capacity building, media and information literacy, lifelong learning, responsible Artificial Intelligence, civic participation and supportive policy frameworks.

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LIST OF ABBREVIATIONS

Abbreviation	Meaning
AI	Artificial Intelligence
BUILD 2026	Building Up Inclusive Learning and Digitalisation 2026
DLEARN	European Digital Learning Network
EU	European Union
ICT	Information and Communication Technology
NGO	Non-Governmental Organisation
CSO	Civil Society Organisation
VET	Vocational Education and Training

INTRODUCTION

1. Introduction and Research Context

Digital transformation and environmental sustainability are increasingly interconnected dimensions of Europe's social, educational and economic development. Digital technologies offer significant opportunities for learning, communication, innovation and participation, but their growing use also raises questions about environmental impact, resource consumption and the skills needed to engage with technology more sustainably and responsibly.

Against this background, the **European Digital Learning Network (DLEARN)** launched the research **"Green Skills for Responsible Digital Citizenship"** within the framework of **BUILD 2026**. The study explores how citizens across Europe understand and apply sustainable digital practices, with particular attention to environmental awareness, everyday digital behaviours, green and digital competences, responsible digital citizenship, education and training, and preparedness to act responsibly in increasingly digital environments.



The research responds to a context in which the green and digital transitions are progressing simultaneously and increasingly influence the competences required in education, employment and everyday life. While digitalisation can contribute to more efficient and sustainable practices, digital activities themselves also have environmental implications, including energy consumption, data use, electronic waste and the lifecycle of digital devices. Developing greater awareness of these impacts is therefore becoming an important component of responsible digital participation.

The study consequently looks beyond general environmental awareness to examine how sustainability is reflected in actual digital behaviours and competences. It considers respondents' familiarity with the environmental impact of digital technologies, the sustainable practices they adopt, the barriers that may prevent more responsible behaviours, **their ability to critically engage with environmental and social information online**, their access to relevant education and training, and their preparedness to apply green and responsible digital practices in educational, professional and civic contexts. Attention is also given to **Artificial Intelligence, digital civic and democratic participation, lifelong learning and the role that education and policy action can play in supporting more sustainable and responsible digital behaviours**.

By collecting first-hand evidence from respondents across Europe, the research aims to complement existing knowledge with a bottom-up perspective on the relationship between **digitalisation, sustainability and skills development**. The findings are intended to provide a snapshot of current awareness, practices and perceptions, while also identifying areas in which further educational, institutional and policy action may be required.

Ultimately, **"Green Skills for Responsible Digital Citizenship"** seeks to contribute to the wider European discussion on how the green and digital transitions can reinforce one another, supporting citizens in developing the knowledge, competences and behaviours needed to participate in **a more sustainable, responsible and inclusive digital society**.

1.1 Research Objectives and Scope

The main objective of the research is to investigate how individuals understand and engage with the relationship between digitalisation and environmental sustainability, and to identify the skills, behaviours and support mechanisms needed to foster more sustainable and responsible digital practices.

More specifically, the study examines:
- awareness of the environmental impact associated with digital technologies and everyday digital activities;
- the adoption of sustainable digital practices and the main barriers that may limit more responsible behaviours;
- knowledge and competences related to green skills and responsible digital citizenship, including the ability to identify and verify potentially misleading online information;
- the use of Artificial Intelligence and awareness of its environmental implications;
- digital engagement with environmental, social and civic issues and perceptions of the role of digital technologies in strengthening democratic participation and civic responsibility;
- access to education and training opportunities related to sustainability, green skills and responsible digital citizenship;
- preparedness to apply green and responsible digital practices in educational, professional and civic contexts;
- the role of education and lifelong learning in supporting the green and digital transitions; and
- policy priorities for strengthening green skills and responsible digital citizenship.

The research adopts a broad European perspective and addresses respondents from different geographical, educational and professional backgrounds. This approach makes it possible to examine the **green and digital transitions as interconnected processes,** considering not only individual awareness but also the extent to which knowledge is translated into everyday practices and responsible participation.

The evidence collected through the survey will support the identification of key findings and recommendations and inform subsequent **BUILD 2026** activities aimed at strengthening green skills, promoting responsible digital citizenship and contributing to a digital transformation that is increasingly aligned with environmental sustainability.

1.2 About the Promoter – European Digital Learning Network (DLEARN)

The **European Digital Learning Network (DLEARN)** is a European network working to support the development of education and training in response to the opportunities and challenges created by digital transformation. Its activities connect organisations, educators, researchers and other stakeholders interested in improving the way digital technologies are understood, used and integrated into learning environments.

A key dimension of DLEARN's work is the exploration of emerging issues that require education and skills development to evolve alongside technological and societal change. This includes not only digital competences and inclusion, but also **Artificial Intelligence, sustainability, responsible digital citizenship and the relationship between the green and digital transitions**.

Research and stakeholder engagement play an important role in this work. By gathering experiences and perceptions from different European contexts, DLEARN seeks to identify emerging needs, contribute evidence to ongoing discussions and encourage the exchange of knowledge between education, civil society, research and policy actors. Within **BUILD 2026**, this approach is reflected in a series of three EU-wide research activities addressing different dimensions of contemporary digital education. **"Green Skills for Responsible Digital Citizenship"** focuses on how environmental awareness can be translated into digital behaviours, competences, learning opportunities and responsible participation, contributing to a more sustainable approach to Europe's digital transformation.

1.3 Methodology

The research was conducted through a **quantitative survey-based approach**, designed to collect comparable information on respondents' awareness, behaviours, competences and perceptions concerning the relationship between digital technologies and environmental sustainability.

The questionnaire was organised around interconnected thematic areas, including environmental awareness and sustainable digital practices, green skills and responsible digital citizenship, the use of Artificial Intelligence and awareness of its environmental implications, democratic engagement and civic participation, education and training, lifelong learning, and policy priorities for supporting the green and digital transitions.

Most questions used closed response formats, including multiple-choice questions, frequency scales and Likert-type scales, enabling the quantitative comparison of responses across the different dimensions investigated. Selected questions allowed respondents to choose more than one answer, providing a broader picture of the barriers, educational approaches and policy priorities considered relevant for supporting green skills and responsible digital citizenship.

Particular attention was given to the relationship between **awareness and action**. The survey was designed not only to explore what respondents know or perceive about the environmental impact of digital technologies, but also whether this awareness translates into everyday practices and how prepared they feel to apply green and responsible digital behaviours in educational, professional and civic contexts.

Participation in the survey was voluntary, and the questionnaire was designed to reach respondents from different countries and backgrounds, providing a broad European perspective on the emerging intersection between **green skills, digital competences and responsible digital citizenship**.

1.4 Data Gathering

The survey collected responses from **1,019 participants**, providing the evidence base for the analysis presented in this report.

Data collection was designed to involve respondents from different geographical, educational and professional contexts. The questionnaire gathered background information on participants' age, country, professional profile and educational attainment, allowing the findings to be interpreted in relation to the characteristics of the sample.

The survey was disseminated through **DLEARN's European network and communication channels**, with the aim of gathering perspectives from individuals and stakeholders with different experiences of digital technologies, sustainability and education. The resulting sample provides insights into levels of environmental awareness, sustainable digital behaviours, green and digital competences, training experiences and perceptions of the support needed to encourage more responsible digital practices.

The following section presents the results according to the main thematic areas of the questionnaire. The analysis begins with an overview of the respondent profile and subsequently examines **environmental awareness and sustainable digital behaviours, green skills and responsible digital citizenship, Artificial Intelligence and sustainability, democratic and civic participation, education and lifelong learning, and policy priorities for strengthening green skills and responsible digital citizenship**.

ANALYSIS OF THE RESULTS

2.1 Demographic Information

The first section of the survey collected key demographic and background information on respondents through four questions **(Q1–Q4)**. Participants were asked about their **age, country of residence or work, professional profile and highest level of education completed**.

These characteristics provide the **contextual basis for interpreting the findings** presented throughout the report. In particular, understanding the composition of the sample is important when considering respondents' levels of environmental awareness, their adoption of sustainable digital practices, their green and digital competences, and their experiences of education and training.

The following analysis therefore provides an overview of the respondents reached by the research before examining the thematic dimensions related to **green skills and responsible digital citizenship**.

Age of respondents

The age distribution shows that the sample is predominantly composed of adults in the central and later working-age groups. Half of all respondents **(50.44%; 514 participants)** were aged **45–54**, making this the largest age group represented in the survey. Respondents aged **25–34** accounted for **25.71% (262)**, while those aged **35–44** represented a further **22.57% (230)**.

The younger and older age groups were only marginally represented. Participants aged **18–24** accounted for **0.39% (4 respondents)**, while those aged **55–64** represented **0.79% (8)**. Only one respondent **(0.10%)** was aged 65 or above, and no participants under the age of 18 were recorded.

Overall, respondents aged between **25 and 54 represented 98.72% of the sample,** indicating that the research primarily captures the perspectives of adults of working age. This profile should be taken into consideration when interpreting the subsequent findings, particularly those concerning sustainable digital behaviours, professional practices, skills development and participation in education and training.

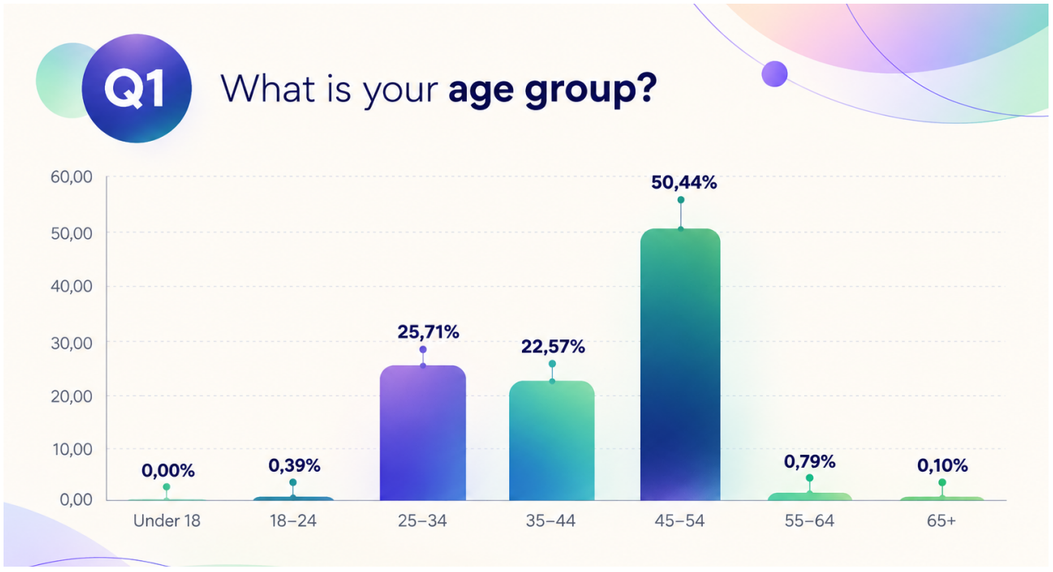


Figure 1. Distribution of respondents by age group (N=1,019)

Geographical distribution

The survey achieved a broad geographical coverage, collecting responses from **all 27 EU Member States**, together with a small number of participants selecting "Other". The distribution across countries is not uniform, with several national contexts particularly well represented.

The largest group of respondents came from **Italy (178; 17.47%)**, followed by **Spain (159; 15.60%)** and **Greece (145; 14.23%)**. Together, these three countries accounted for **47.30%** of the overall sample. Other countries with substantial participation included **France (101; 9.91%)**, **Portugal (69; 6.77%)**, **Poland (41; 4.02%)** and **Cyprus (40; 3.93%).**

At the same time, responses were collected from every other EU Member State, ensuring that the research incorporates perspectives from a wide range of geographical contexts across Europe. Only four respondents **(0.39%)** selected "Other".

This broad geographical coverage represents an important feature of the research, allowing different European perspectives on green skills and responsible digital practices to be captured. However, the uneven distribution of respondents across countries should be considered when interpreting the findings: the results provide a **European cross-country perspective rather than statistically representative national estimates.**

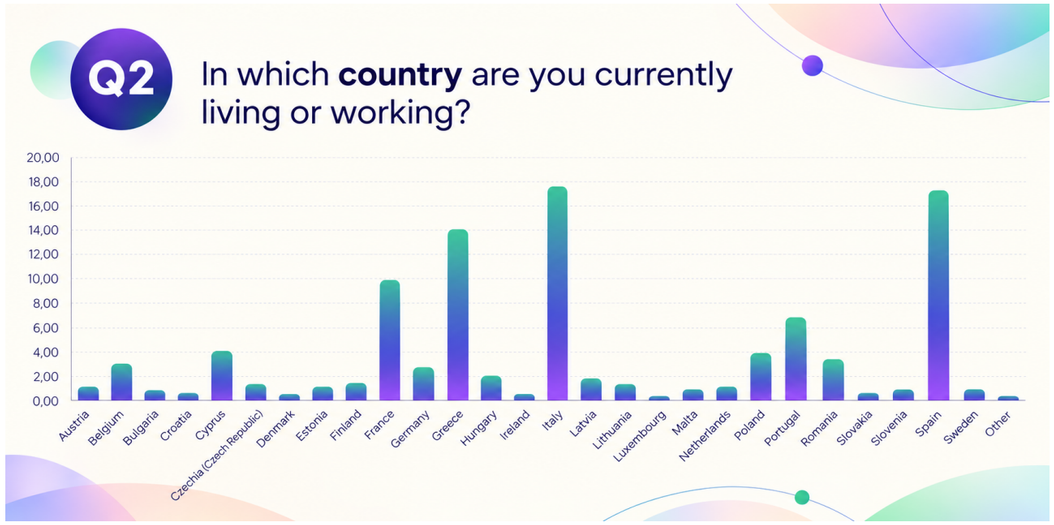


Figure 2. Distribution of respondents by country of residence or work (N=1,019)

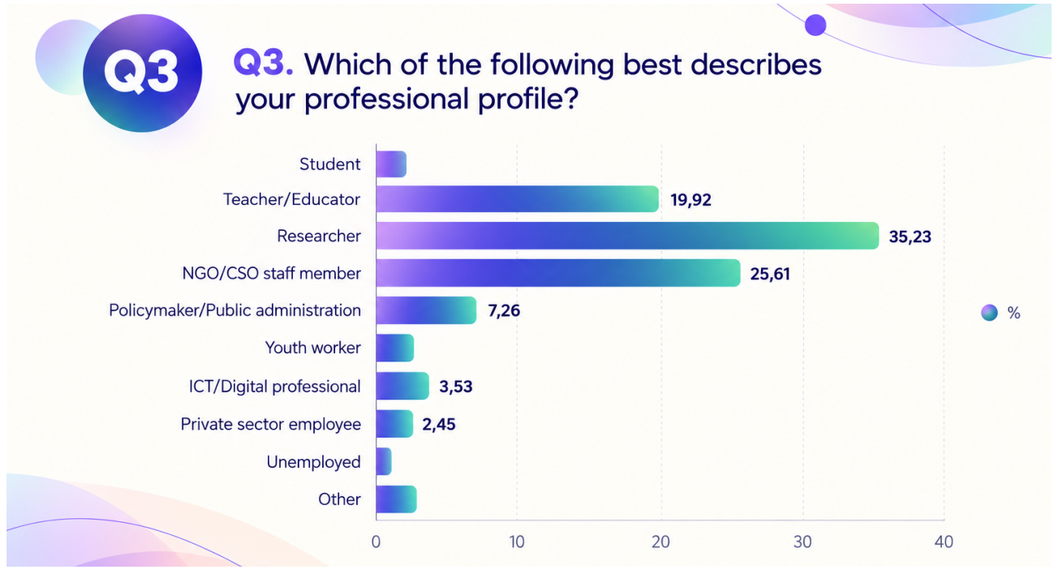


Figure 3. Professional profile of respondents (N=1,019)

Professional profile

The professional composition of the sample reflects a strong presence of respondents working in **research, civil society and education**. Researchers represented the largest professional group, accounting for **35.23% of respondents (359 participants),** followed by **NGO/CSO staff members at 25.61% (261)** and **teachers and educators at 19.92% (203).** Together, these three groups represented **80.77% of the overall sample**.

Other professional perspectives were also represented. Policymakers and public administration representatives accounted for **7.26% (74 respondents),** while **ICT and digital professionals represented 3.53% (36)**. Smaller shares were recorded among private-sector employees **(2.45%; 25)**, youth workers **(2.26%; 23)** and students **(1.47%; 15)**. A further **1.77% (18)** selected "Other", while unemployed respondents represented **0.49% (5)** of the sample.

The professional profile therefore provides a particularly relevant perspective for a study on green skills and responsible digital citizenship, given the substantial involvement of respondents working in **research, education and civil society**. At the same time, the concentration of the sample in these sectors should be considered when interpreting the subsequent findings, particularly those concerning awareness, training and institutional action.

Educational attainment

The sample is characterised by a **high level of educational attainment**. More than half of respondents held a **Bachelor's degree (52.50%; 535 respondents)**, making this the most common qualification. A further **25.32% (258)** had completed a Master's degree, while **18.74% (191)** held a doctorate.

Lower levels of educational attainment were considerably less represented. **Vocational education and training** was the highest qualification for **1.37% (14 respondents)**, while only **0.20% (2)** reported secondary education as their highest completed level. No respondent indicated primary education, while **1.86% (19)** selected "Other".

Taken together, respondents holding a **Bachelor's, Master's or doctoral degree represented 96.57% of the overall sample**. The survey therefore reflects the perspectives of a predominantly highly educated population. This characteristic should be considered when interpreting the subsequent findings, particularly those related to environmental awareness, green and digital competences, and participation in education and training.

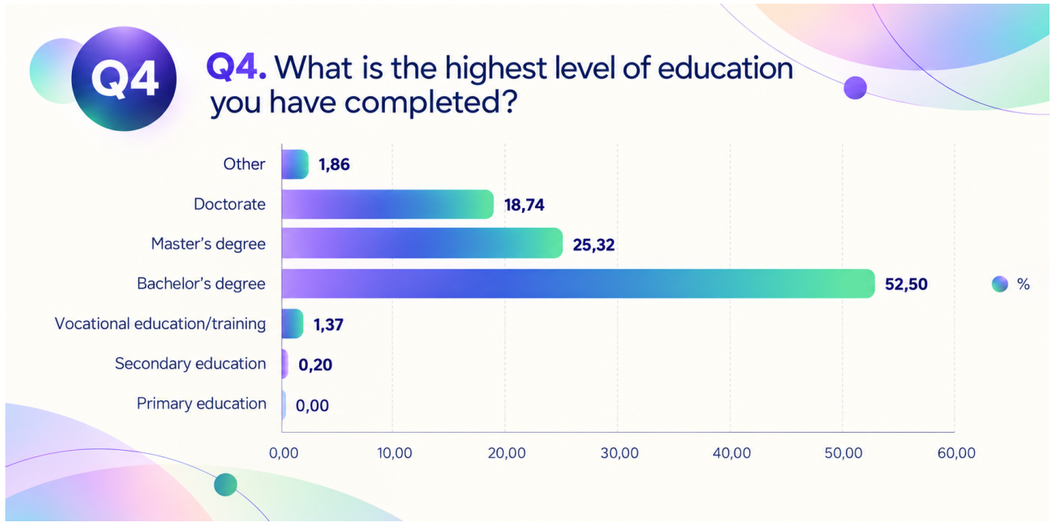


Figure 4. Highest level of education completed by respondents (N=1,019)

2.2 Environmental Awareness & Digital Sustainability

Understanding the environmental impact of digital technologies is an increasingly important dimension of responsible digital participation. This section comprises **four questions (Q5–Q8)** and explores respondents' awareness of the environmental implications associated with everyday digital technologies, the extent to which sustainability influences their digital choices, and the frequency with which they adopt more sustainable digital practices.

The section also examines the **main barriers to more sustainable digital behaviours,** including lack of awareness, practical guidance, time, affordability, institutional support, training opportunities and policy incentives. Taken together, these questions make it possible to explore not only respondents' level of environmental awareness, but also the extent to which this awareness is reflected in their everyday use of digital technologies and the factors that may prevent it from being translated into practice.

Awareness of the environmental impact of digital technologies

Respondents generally reported a relatively high level of awareness of the environmental impact associated with digital technologies. Almost half of the sample **(48.87%; 498 respondents)** described themselves as aware of the environmental implications of activities and technologies such as streaming, cloud storage, AI tools and connected devices. A further **6.18% (63)** considered themselves very aware.

At the same time, **26.20% (267 respondents)** reported being moderately aware, while **18.74% (191)** described themselves as only slightly aware. No respondent indicated being completely unaware of the environmental impact of digital technologies.

Overall, **55.05% of respondents considered themselves aware** or very aware, suggesting that environmental considerations related to digitalisation are already recognised by a majority of the sample. Nevertheless, the substantial proportion reporting only moderate or limited awareness indicates that there remains considerable scope for strengthening understanding of the environmental consequences associated with everyday digital activities.

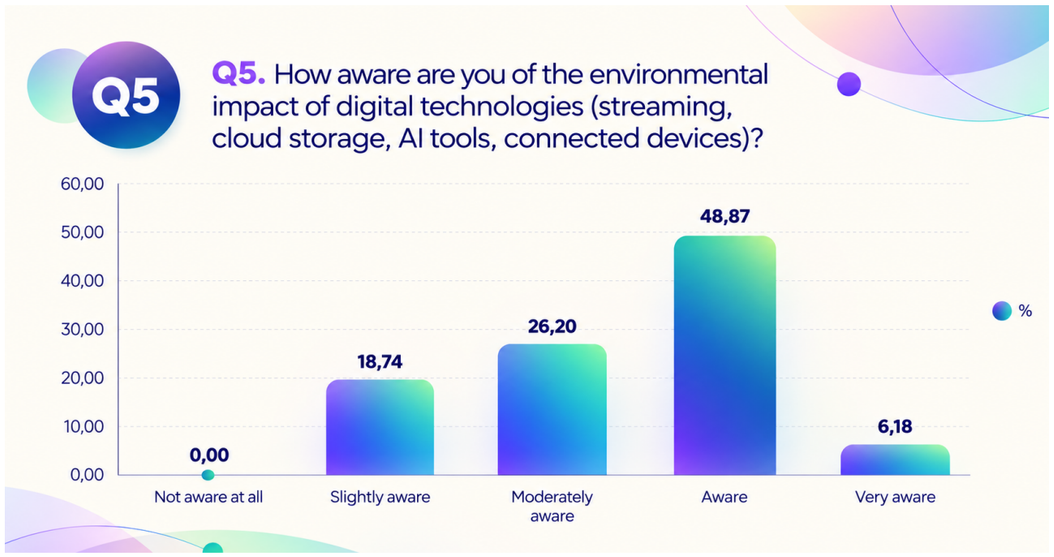


Figure 5. Awareness of the environmental impact of digital technologies (N=1,019)

Consideration of environmental sustainability when using digital technologies

The results indicate that environmental sustainability is already a relevant consideration in respondents' use of digital technologies. The largest group, **47.30% (482 respondents),** reported considering environmental sustainability often, while a further **5.69% (58)** stated that they do so very often.

A similarly substantial proportion, **45.73% (466 respondents)**, reported taking sustainability into account sometimes. Only **1.28% (13)** indicated that they rarely consider environmental sustainability when using digital technologies, while no respondent selected "never".

Overall, **52.99% of respondents consider environmental sustainability often or very often** in their use of digital technologies. The findings therefore suggest a relatively strong sensitivity to the environmental dimension of digitalisation within the sample. At the same time, the large proportion selecting "sometimes" indicates that there remains scope for making sustainability a more consistent consideration in everyday digital behaviour.

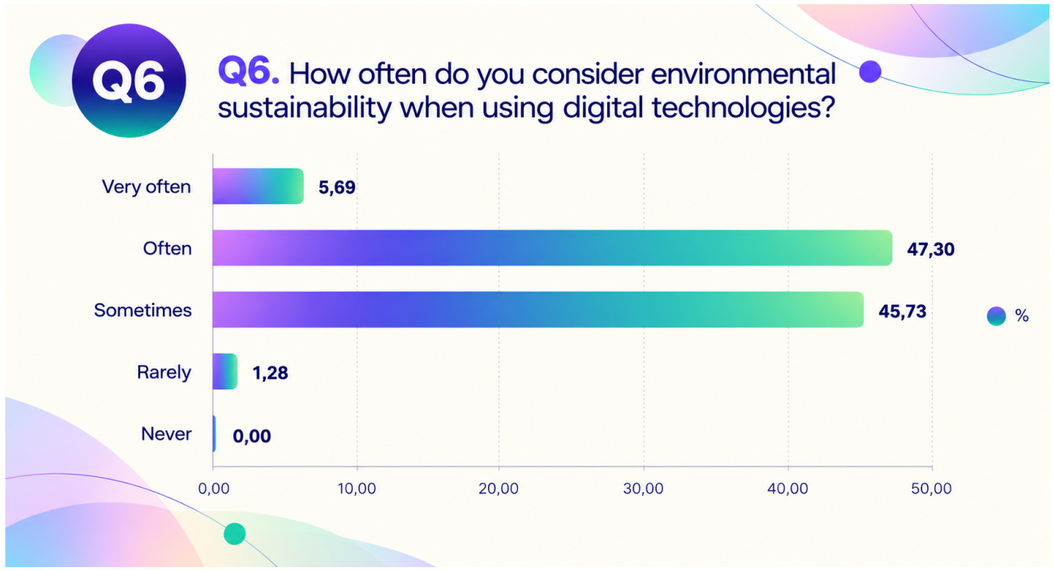


Figure 6. Frequency of considering environmental sustainability when using digital technologies (N=1,019)

Adoption of sustainable digital practices

The results show a considerable gap between environmental awareness and the regular adoption of sustainable digital practices. More than two-thirds of respondents **(68.60%; 699 respondents)** reported that they rarely adopt practices such as reducing unnecessary streaming, limiting cloud storage, deleting unused files, extending the lifespan of devices, repairing or reusing equipment, or making more conscious use of digital tools.

A further **19.73% (201 respondents)** indicated adopting these practices sometimes, while only **9.62% (98)** reported doing so often and **0.88% (9)** always. At the other end of the scale, **1.18% (12 respondents)** stated that they never adopt sustainable digital practices.

Overall, only **10.50% of respondents adopt sustainable digital practices often or always.** This finding is particularly relevant when compared with Q5 and Q6, which showed relatively high levels of environmental awareness and consideration of sustainability. The results therefore suggest a clear awareness–action gap: respondents may recognise the environmental implications of digital technologies and consider sustainability in their choices, but this awareness does not yet consistently translate into concrete everyday behaviours.

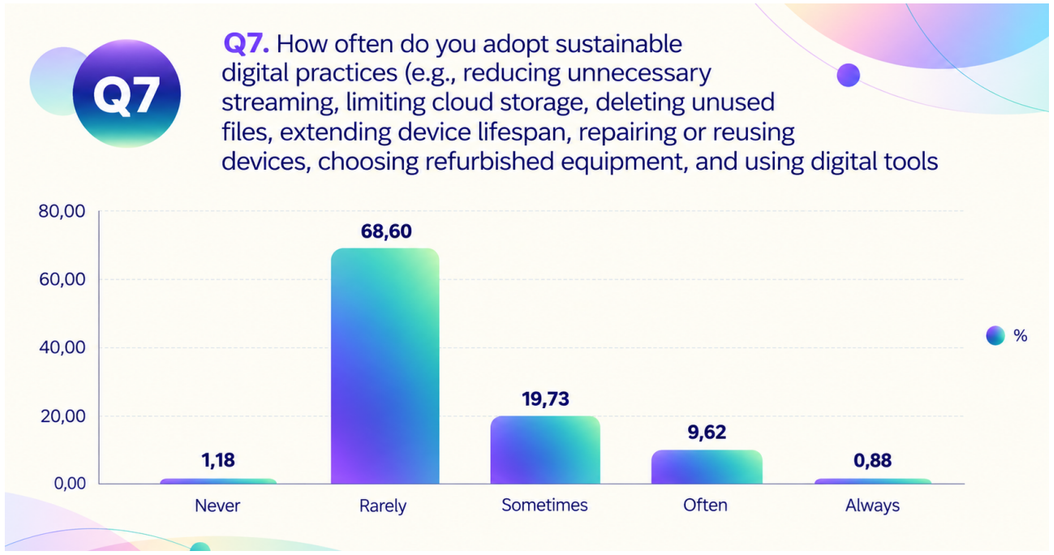


Figure 7. Frequency of adoption of sustainable digital practices (N=1,019)

Barriers to adopting more sustainable digital behaviours

Respondents were asked to identify the main barriers that may prevent them from adopting more sustainable digital behaviours. As participants could select more than one option, the results are presented as **absolute numbers of selections rather than mutually exclusive percentages**.

BARRIER	NUMBER OF SELECTIONS
Lack of awareness	859
Lack of practical guidance	644
Lack of time	621
Limited institutional support	564
Cost of sustainable devices or services	448
Lack of training opportunities	446
Low personal interest	335
Lack of clear policies or incentives	113
Other	0

Table 1. Main barriers to adopting more sustainable digital behaviours – absolute number of selections (multiple answers possible)

The most frequently identified barrier was **lack of awareness**, with **859 selections**, indicating that respondents perceive insufficient knowledge of sustainable digital behaviour as a particularly important obstacle. This was followed by **lack of practical guidance (644 selections) and lack of time (621)**, suggesting that awareness needs to be accompanied by clear and actionable information that can be incorporated into everyday digital practices.

Institutional and economic factors also emerged as relevant. **Limited institutional support** received **564 selections**, while the **cost of sustainable devices or services** was **selected 448 times** and **lack of training opportunities 446 times**. By comparison, **low personal interest received 335 selections** and **lack of clear policies or incentives 113**.

Taken together with the low frequency of sustainable practices identified in Q7, these findings suggest that the **awareness–action gap is shaped by multiple factors.** Strengthening sustainable digital behaviour may therefore require a combination of greater awareness, practical guidance, accessible training and stronger institutional support, rather than relying solely on individual motivation.

2.3 Green Skills & Responsible Digital Citizenship

Responsible digital citizenship increasingly requires individuals not only to use digital technologies effectively, but also to engage with online information and digital environments in a **critical, informed and environmentally responsible way**. This section comprises **three questions (Q9–Q11)**, focusing on the relationship between digital competences, information literacy and environmental responsibility.

The questions examine respondents' **confidence in identifying misinformation or misleading environmental content online**, the frequency with which they **verify environmental or social information before sharing it,** and their perceptions of **whether environmental responsibility should be considered an integral part of digital citizenship.**

Together, these dimensions provide an indication of how respondents connect responsible online behaviour with sustainability, moving beyond the environmental impact of technology itself to consider the critical skills and individual responsibility required to participate consciously in digital society.

Confidence in identifying environmental misinformation online

The results reveal relatively **limited confidence in identifying misinformation or misleading environmental content online**. Almost half of respondents **(49.36%; 503 respondents)** described themselves as only slightly confident, while a further **2.45% (25)** reported being not confident at all.

Another **26.30% (268 respondents)** considered themselves moderately confident. By comparison, only **19.63% (200)** described themselves as confident and **2.26% (23)** as very confident.

Overall, only **21.88% of respondents expressed high confidence** in identifying environmental misinformation, while **51.82% reported little or no confidence**. The findings therefore point to **limited perceived confidence in critically evaluating environmental information online**. This is particularly relevant to responsible digital citizenship, as the ability to recognise misleading or unreliable sustainability-related content is increasingly important for informed participation in digital environments.

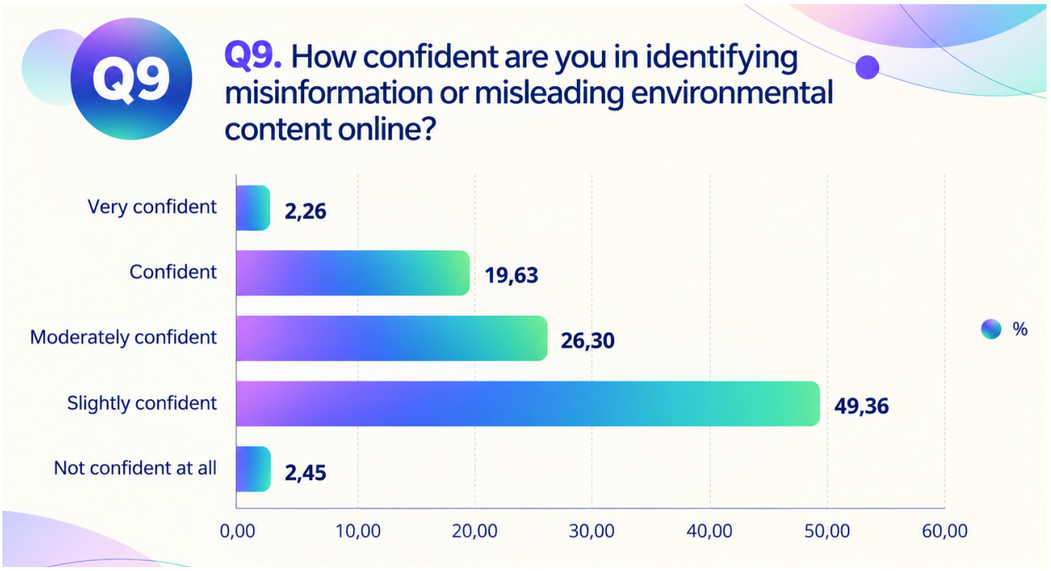


Figure 8. Confidence in identifying misinformation or misleading environmental content online (N=1,019)

Verification of environmental and social information before sharing

The results indicate that verifying the reliability of environmental or social information before sharing it online is **not yet a consistent practice for a substantial proportion of respondents**. Almost half of the sample **(48.38%; 493 respondents)** reported that they rarely verify such information, while a further **3.43% (35)** stated that they never do so.

By comparison, **19.92% (203 respondents)** reported checking the reliability of information sometimes, while **26.30% (268)** do so often and only **1.96% (20)** always verify information before sharing it.

Overall, only **28.26% of respondents verify environmental or social information often or always,** compared with **51.82% who do so rarely or never.** This result reflects the limited confidence in identifying environmental misinformation observed in Q9 and points to a broader challenge related to **critical information literacy**.

The findings suggest that responsible digital citizenship requires greater attention not only to recognising misleading environmental content, but also to developing the habit of **actively checking the reliability of information before contributing to its circulation online**.

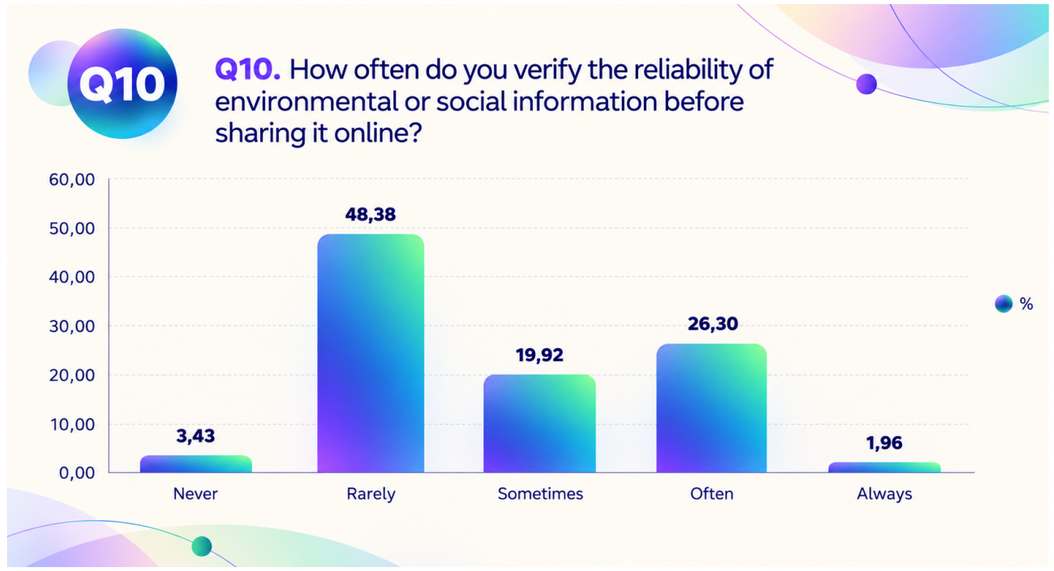


Figure 9. Frequency of verifying environmental or social information before sharing it online (N=1,019)

Environmental responsibility as a dimension of digital citizenship

The results reveal an **overwhelmingly positive perception of the connection between digital citizenship and environmental responsibility**. More than half of respondents **(60.06%; 612 respondents)** strongly agreed that digital citizenship includes environmental responsibility, while a further **39.06% (398)** agreed.

Only **0.88% (9 respondents)** selected a neutral position, while no respondents disagreed or strongly disagreed with the statement. Overall, **99.12% of the sample agreed or strongly agreed** that environmental responsibility should be considered part of digital citizenship.

This represents one of the clearest areas of consensus identified in the survey. When considered alongside the previous findings, however, it also reveals an important distinction between **recognising environmental responsibility as a principle and translating it into consistent digital behaviour**. While respondents almost unanimously associate sustainability with responsible digital citizenship, Q7 showed that only a relatively small proportion regularly adopt sustainable digital practices.

The findings therefore reinforce the importance of supporting individuals in moving from **awareness and positive attitudes towards concrete and consistent sustainable digital behaviours**.

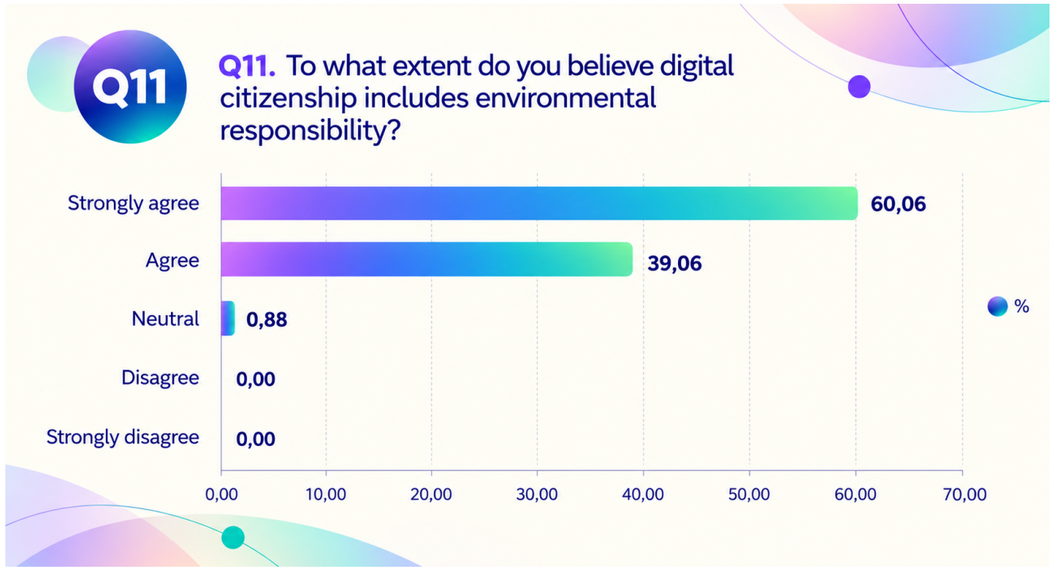


Figure 10. Perception of environmental responsibility as a dimension of digital citizenship (N=1,019)

2.4 AI, Ethics & Sustainability

The rapid expansion of Artificial Intelligence (AI) is creating new opportunities for education and work, while also raising questions about its responsible use and environmental implications. This section comprises **two questions (Q12–Q13)**, examining respondents' frequency of use of AI-based tools for learning or professional purposes and their awareness of the environmental impact associated with AI technologies, particularly in relation to energy consumption and data processing.

By considering **AI use alongside environmental awareness**, this section explores whether the growing integration of Artificial Intelligence into everyday digital activities is accompanied by an understanding of its potential environmental costs. The findings therefore contribute to the broader analysis of responsible digital citizenship by connecting the use of emerging technologies with the need for **more informed, responsible and sustainable digital practices**.

Frequency of use of Artificial Intelligence tools

The results show that **Artificial Intelligence tools are widely used among respondents,** particularly for learning and work purposes. The largest group, **58.78% (599 respondents),** reported using tools such as ChatGPT, AI assistants or generative AI platforms often, while a further **20.61% (210)** indicated using them very often.

Another **20.41% (208 respondents)** reported using Artificial Intelligence tools sometimes. Only **0.20% (2 respondents)** stated that they use them rarely, while no participant selected "never".

Overall, **79.39% of respondents use Artificial Intelligence tools often or very often,** indicating a high level of integration of these technologies into respondents' educational and professional activities. At the same time, the presence of a sizeable group using them only sometimes suggests that intensity of use still varies within the sample.
Given this widespread use, understanding the environmental implications of Artificial Intelligence becomes particularly relevant. The following question therefore examines whether frequent use of these technologies is accompanied by awareness of their potential environmental impact.

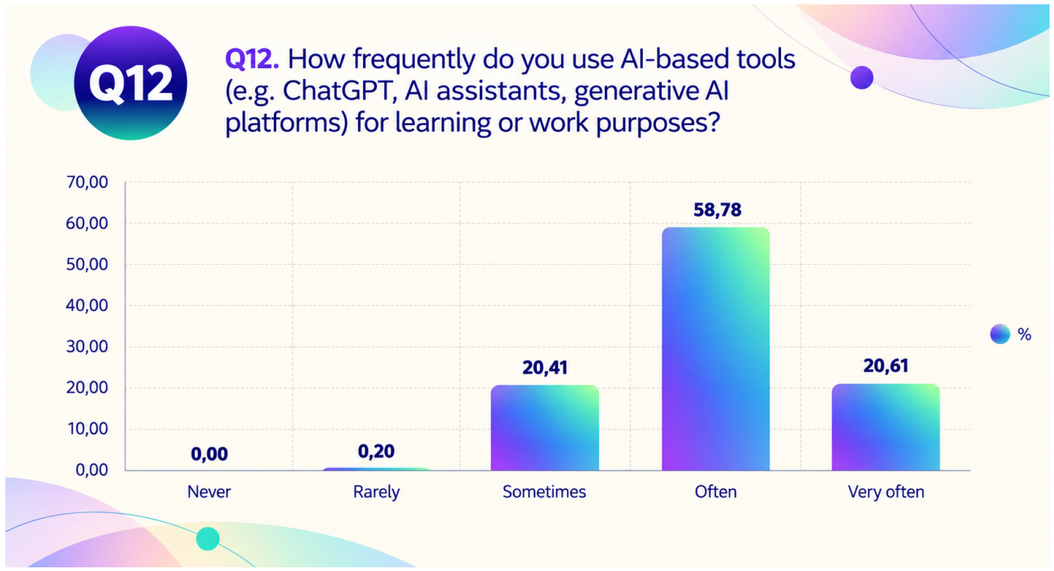


Figure 11. Frequency of use of Artificial Intelligence-based tools for learning or work purposes (N=1,019)

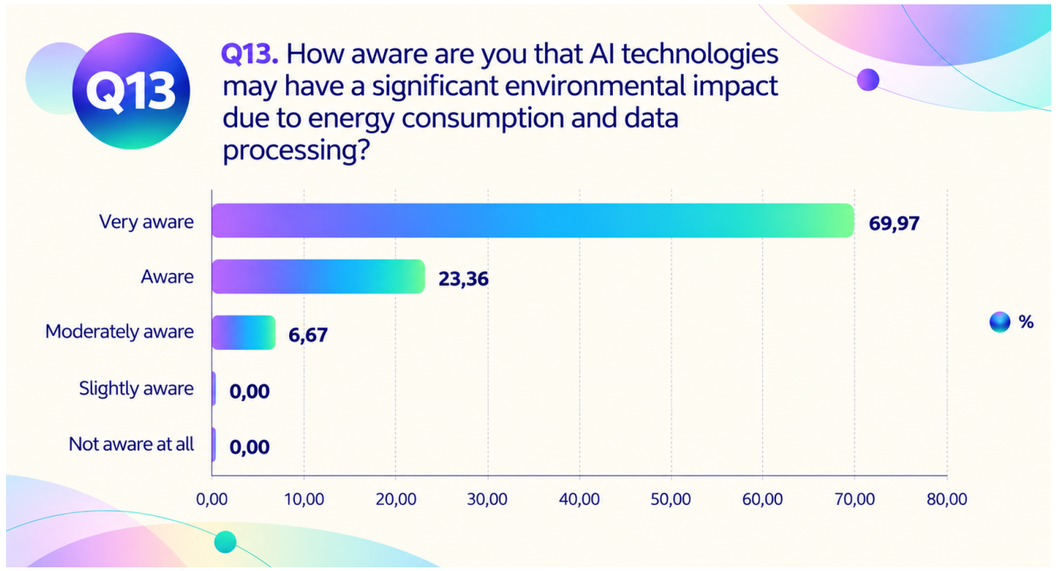


Figure 12. Awareness of the environmental impact of Artificial Intelligence technologies (N=1,019)

Awareness of the environmental impact of Artificial Intelligence

The results show a **very high level of awareness of the environmental impact associated with Artificial Intelligence technologies**. More than two-thirds of respondents **(69.97%; 713 respondents)** reported being very aware that Artificial Intelligence may have a significant environmental impact due to energy consumption and data processing. A further **23.36% (238)** described themselves as aware.

Only **6.67% (68 respondents)** reported being moderately aware, while no participants selected “slightly aware” or “not aware at all”.

Overall, **93.33% of respondents considered themselves aware or very aware** of the environmental implications of Artificial Intelligence. When considered alongside the high frequency of use identified in Q12, the findings suggest that the widespread adoption of Artificial Intelligence tools within the sample is accompanied by a strong recognition of their potential environmental costs.

This high level of awareness provides an important basis for promoting a **more responsible and sustainable use of Artificial Intelligence**, encouraging users to consider environmental implications alongside the opportunities offered by these technologies.

2.5 Democratic Engagement & Civic Participatio

Digital technologies increasingly shape the ways in which individuals **access information, engage with societal issues and participate in civic and democratic life**. This section comprises **three questions (Q14–Q16)** and explores respondents’ engagement with environmental, civic and sustainability-related topics through digital channels.

More specifically, the questions examine the frequency with which respondents participate in **online activities related to environmental, civic or sustainability issues,** their use of digital platforms and social media to support environmental or social causes, and their perceptions of the potential of digital technologies to **strengthen democratic participation and civic responsibility.**

Together, these dimensions provide insight into the role of digital environments not only as spaces for communication and information, but also as **tools for active citizenship and civic engagement**, highlighting the relationship between responsible digital participation, sustainability and democratic involvement.

Participation in online activities related to environmental, civic or sustainability topics

The results indicate a **moderate but generally occasional level of online engagement** with environmental, civic or sustainability-related topics. Half of respondents **(50.74%; 517 respondents)** reported participating in such online activities sometimes, making this by far the most common response.

A further **32.78% (334 respondents)** stated that they rarely participate, while **3.83% (39)** reported never doing so. More regular participation was considerably less common: **9.62% (98 respondents)** indicated participating often and **3.04% (31)** very often.

Overall, only **12.66% of respondents participate in these activities often or very often,** compared with **36.60% who do so rarely or never**. The findings therefore suggest that, although online engagement with environmental and civic issues is relatively widespread at an occasional level, **regular and sustained participation remains limited**.

This highlights a potential gap between access to digital spaces for civic engagement and their consistent use as channels for active participation in environmental, sustainability and broader societal issues.

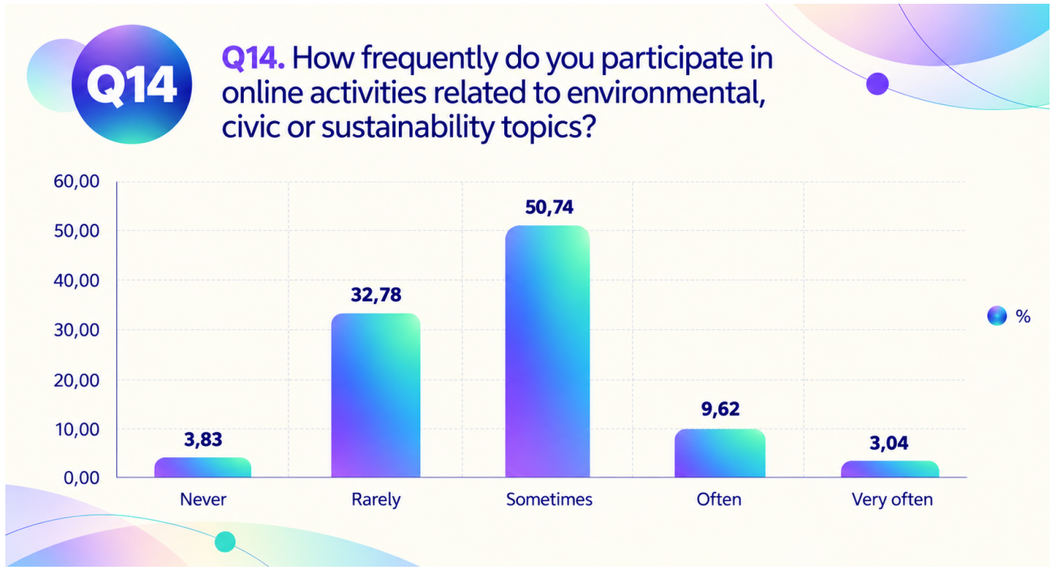


Figure 13. Frequency of participation in online activities related to environmental, civic or sustainability topics (N=1,019)

Use of digital platforms to support environmental or social causes

The results indicate that the use of digital platforms and social media to actively support environmental or social causes is **relatively limited among respondents**. Almost half of the sample **(48.58%; 495 respondents)** reported rarely using digital platforms for this purpose, while a further **9.91% (101)** stated that they never do so.

Another **33.46% (341 respondents)** reported using digital platforms to support environmental or social causes sometimes. More frequent engagement was considerably less common, with only **6.28% (64)** indicating that they do so often and **1.77% (18)** very often.

Overall, **58.49% of respondents use digital platforms for this purpose rarely or never, while only 8.05% do so often or very often**. The findings therefore suggest that, although digital platforms provide opportunities for supporting social and environmental causes, these opportunities are not regularly translated into active engagement by most respondents.

Together with the results of Q14, this reinforces the picture of a sample in which participation in environmental and civic issues through digital channels tends to be occasional rather than sustained, highlighting scope for encouraging more active forms of responsible digital citizenship.

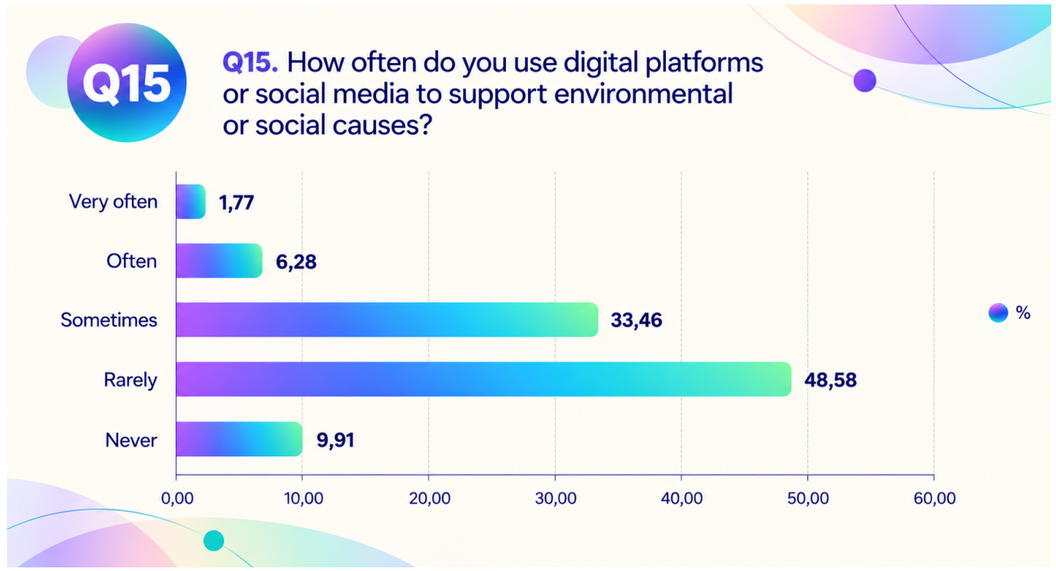


Figure 14. Frequency of using digital platforms or social media to support environmental or social causes (N=1,019)

Perceived role of digital technologies in strengthening democratic participation and civic responsibility

The results show a **strongly positive perception of the potential of digital technologies to strengthen democratic participation and civic responsibility**. A clear majority of respondents **(71.84%; 732 respondents)** agreed with this statement, while a further **21.10% (215)** strongly agreed.

Only **7.07% (72 respondents)** expressed a neutral position, while no participants disagreed or strongly disagreed. Overall, **92.93% of respondents agreed or strongly agreed** that digital technologies can contribute to stronger democratic participation and civic responsibility.

This strong consensus is particularly noteworthy when compared with Q14 and Q15, which showed considerably lower levels of regular online civic and social engagement. The findings therefore reveal a **gap between perceived potential and actual participation:** respondents largely recognise digital technologies as valuable tools for democratic and civic engagement, but only a relatively small proportion regularly use digital channels for these purposes.

This suggests that future initiatives could focus not only on promoting awareness of the civic potential of digital technologies, but also on creating **accessible and meaningful opportunities for citizens to translate this positive perception into more active and sustained participation**.

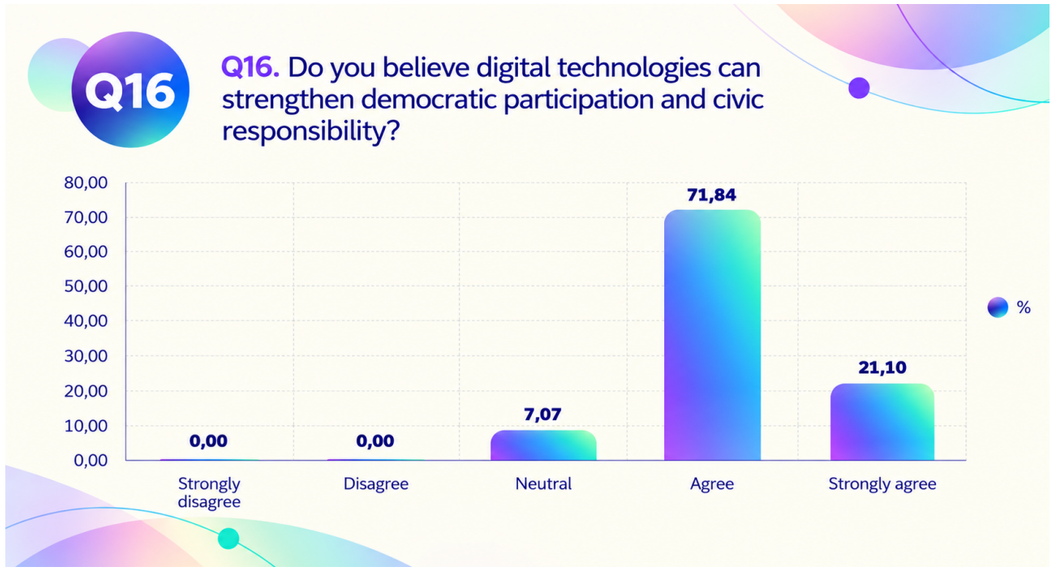


Figure 15. Perceived potential of digital technologies to strengthen democratic participation and civic responsibility (N=1,019)

2.6 Education, Training & Lifelong Learning

Education and training play a central role in enabling individuals to navigate the **green and digital transitions** and translate awareness into practical competences and behaviours. This section comprises **five questions (Q17–Q21)** and explores respondents' experiences of relevant training, their perceptions of the preparedness provided by education and training systems, and their own readiness to apply green and responsible digital practices.

The questions examine whether respondents have participated in training related to **sustainability, green skills or responsible digital citizenship**, whether schools, universities and training organisations adequately prepare citizens for ongoing transitions, and how prepared respondents feel to apply sustainable digital practices in their educational, professional or civic activities. The section also investigates which educational approaches are considered most effective for developing these competences and the perceived importance of lifelong learning.

Taken together, these dimensions provide insight into both **current educational provision and future learning needs**, helping to identify how education, training and lifelong learning can support individuals in developing the knowledge, skills and practical capacity required for a more sustainable and responsible digital society.

Participation in education and training on sustainability and responsible digital citizenship

The results reveal a **substantial unmet demand for education and training** related to sustainability, green skills and responsible digital citizenship. More than half of respondents **(51.23%; 522 respondents)** reported that they had not received relevant education or training during the previous 12 months, although they would have liked to. Among those who had engaged in learning activities, **self-learning was the most common pathway, reported by 33.27% (339 respondents)**. A further **13.05% (133)** had participated in informal training, workshops or online courses, while only **0.98% (10)** had received formal education or training in these areas.

Only **1.47% (15 respondents)** stated that they had not received training because they did not need it, while no participants selected "I do not know".

The findings therefore point to a clear **gap between demand and structured learning opportunities**. While almost half of the sample had engaged in some form of learning, this was predominantly through self-directed or informal routes, with formal provision remaining extremely limited. The particularly high proportion of respondents who would have liked to receive training suggests considerable potential for expanding **accessible and structured learning opportunities on green skills and responsible digital citizenship.**

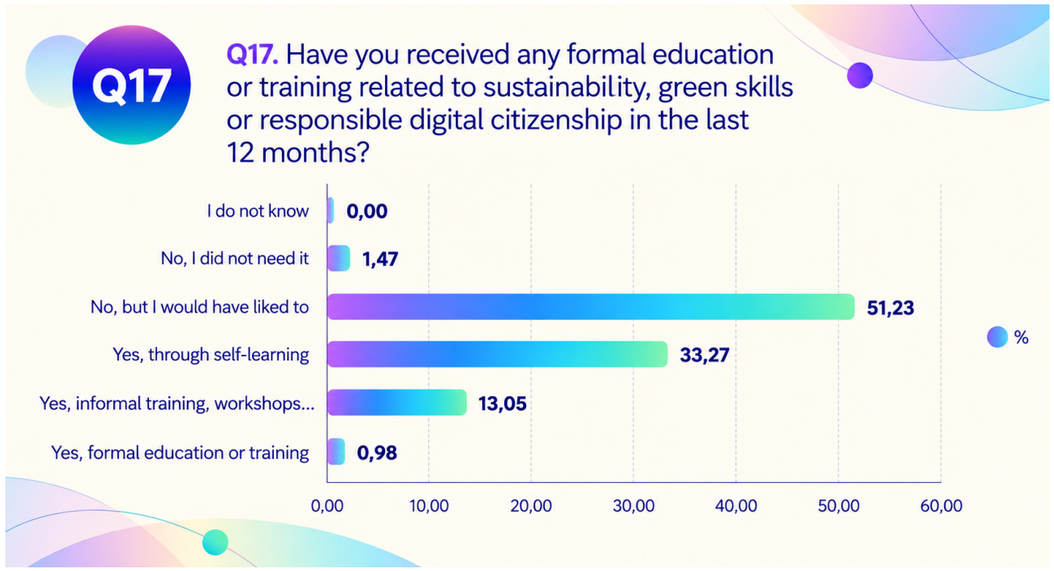


Figure 16. Participation in education or training related to sustainability, green skills or responsible digital citizenship in the last 12 months (N=1,019)

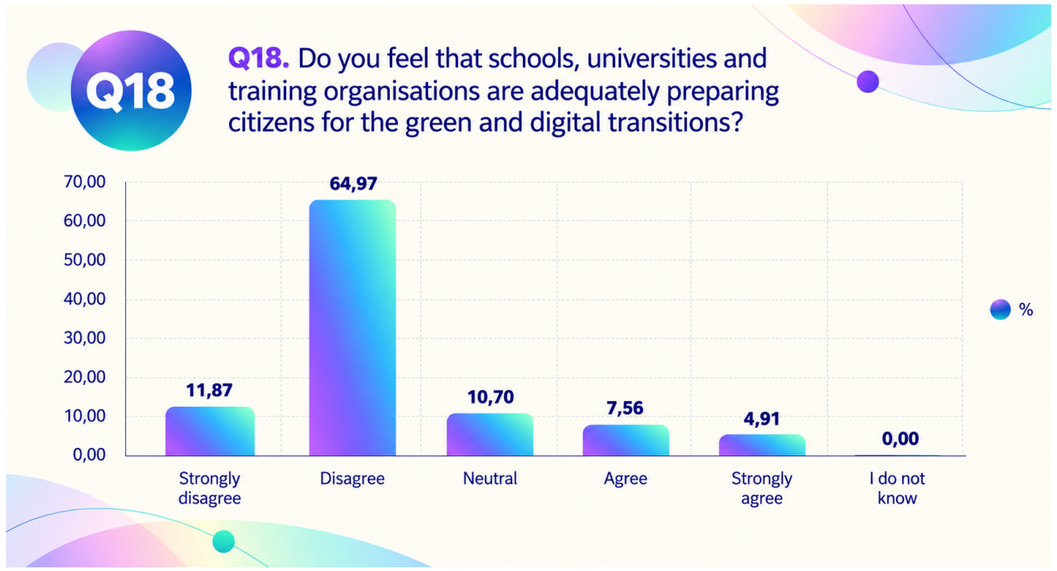


Figure 17. Perceived adequacy of education and training organisations in preparing citizens for the green and digital transitions (N=1,019)

Perceived preparedness provided by education and training organisations

The results reveal a **predominantly negative assessment of the capacity of education and training organisations to prepare citizens for the green and digital transitions**. Almost two-thirds of respondents **(64.97%; 662 respondents)** disagreed that schools, universities and training organisations provide adequate preparation, while a further **11.87% (121)** strongly disagreed.

Another **10.70% (109 respondents)** expressed a neutral position. By comparison, only **7.56% (77)** agreed that current education and training provision is adequate, while **4.91% (50)** strongly agreed. No respondents selected "I do not know".

Overall, **76.84% of respondents expressed a negative assessment, compared with only 12.46% who agreed or strongly agreed** that citizens are being adequately prepared. The findings therefore point to a substantial perceived gap in the capacity of existing education and training systems to respond effectively to the skills requirements generated by the green and digital transitions.

This result is particularly significant when considered alongside Q17, where **51.23% of respondents reported that they had not received relevant training during the previous 12 months despite wanting to do so.** Together, the findings highlight both a strong demand for learning opportunities and a widespread perception that current educational provision is not yet sufficient to meet emerging green and digital skills needs.

Preparedness to apply green and responsible digital practices

The results reveal a **low level of perceived preparedness to apply green and responsible digital practices** in educational, professional or civic activities. The majority of respondents **(59.18%; 603 respondents)** described themselves as only slightly prepared, while a further **15.21% (155)** reported not being prepared at all.

Another **9.72% (99 respondents)** considered themselves moderately prepared. By comparison, only **10.21% (104)** reported feeling prepared and **5.69% (58)** very prepared. No respondents selected "not applicable".

Overall, **74.39%** of respondents reported little or no preparedness, compared with only **15.90% who considered themselves prepared or very prepared**. The findings therefore indicate a substantial gap between awareness of sustainability-related issues and respondents' perceived ability to translate this knowledge into practical action.

This result is consistent with the findings of Q17 and Q18, highlighting a broader need to strengthen **accessible, practical and competence-oriented education and training opportunities**. In particular, the results suggest that greater emphasis should be placed on enabling individuals to move beyond general awareness and develop the skills and confidence needed to integrate green and responsible digital practices into their everyday activities.

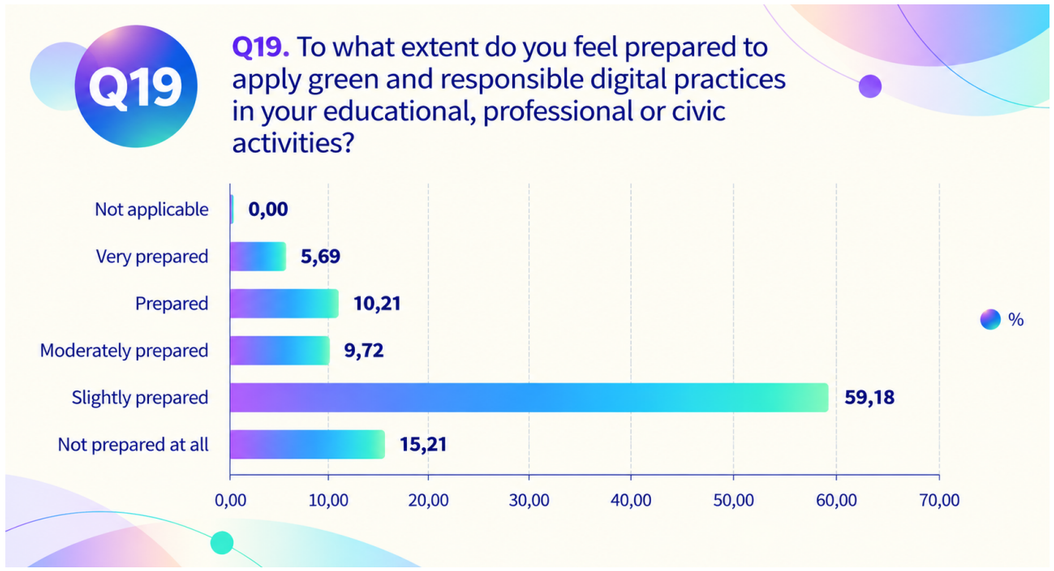


Figure 18. Preparedness to apply green and responsible digital practices in educational, professional or civic activities (N=1,019)

Most effective educational approaches for promoting green skills and responsible digital citizenship

Respondents were asked to identify the educational approaches they considered most effective for promoting green skills and responsible digital citizenship. As participants could select more than one option, the results are presented as absolute numbers of selections.

Educational approach	Number of selections
School curriculum integration	953
Teacher training	687
Community projects	541
Lifelong learning programmes	436
Youth initiatives	339
Workplace training	298
Public awareness campaigns	212
Online courses	124
Other	0

Table 2. Most effective educational approaches for promoting green skills and responsible digital citizenship – absolute number of selections (multiple answers possible)

The results show a particularly strong preference for **integrating green skills and responsible digital citizenship into school curricula**, which received 953 selections, substantially more than any other approach. **Teacher training** emerged as the second most frequently selected option, with **687 selections**, highlighting the importance respondents attach to equipping educators with the competences needed to address these topics effectively.

Approaches based on broader and continuing participation were also considered important. **Community projects received 541 selections, followed by lifelong learning programmes with 436 and youth initiatives with 339**. Workplace training was selected **298 times**, while public awareness campaigns received **212 selections.** Online courses were comparatively less frequently identified, with **124 selections**.

Overall, the findings suggest a clear preference for **embedding green and responsible digital competences within structured education**, supported by adequately trained educators. At the same time, the substantial support for community projects and lifelong learning indicates that respondents view these competences as requiring development **across different stages and contexts of life,** rather than exclusively within formal education.

Importance of lifelong learning for the green and digital transitions

The results demonstrate a **strong consensus on the importance of lifelong learning for adapting to the green and digital transitions**. More than half of respondents **(53.68%; 547 respondents)** considered lifelong learning important, while a further **37.10% (378)** regarded it as very important.

Another **9.22% (94 respondents)** considered lifelong learning moderately important. Notably, no respondents selected either "slightly important" or "not important at all". Overall, **90.78% of respondents considered lifelong learning important or very important,** indicating widespread recognition that the competences required to navigate the green and digital transitions cannot be developed exclusively through initial education but need to be **continuously updated throughout life**.

This finding complements the results of the previous questions, particularly the identified demand for additional training and the relatively low levels of preparedness to apply green and responsible digital practices. It reinforces the importance of providing **continuous, accessible and practice-oriented learning opportunities** that enable individuals to respond to evolving technological, environmental and societal changes.

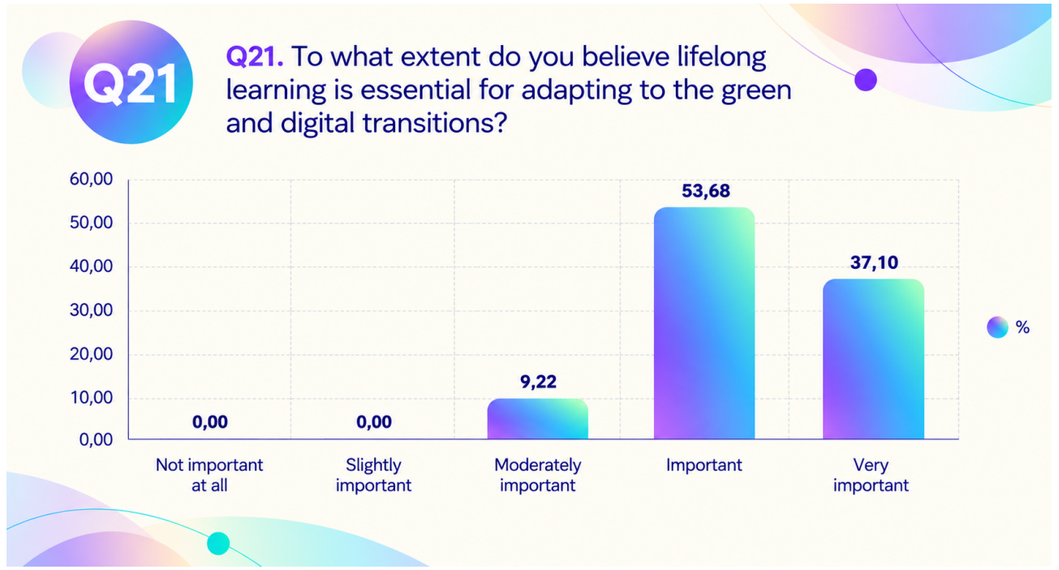


Figure 19. Perceived importance of lifelong learning for adapting to the green and digital transitions (N=1,019)

2.7 Policies & Future Priorities

The transition towards a more sustainable and responsible digital society requires action not only at the individual and educational levels, but also through **supportive policies and coordinated institutional measures**. This final section examines respondents' views on the priorities that should guide future action to strengthen green skills and responsible digital citizenship.

The section focuses on the **policy areas that respondents believe should receive greater attention**, including sustainability education, digital and media literacy, teacher training, lifelong learning, civic participation, green digital infrastructure and the ethical regulation of Artificial Intelligence. By identifying the areas considered most relevant, the findings provide an indication of where public and institutional action could contribute most effectively to addressing the gaps highlighted throughout the research.

Taken together, these priorities complement the previous findings on awareness, behaviours, competences and learning needs, providing a basis for identifying **future policy directions and practical recommendations** capable of supporting a more sustainable, inclusive and responsible approach to the green and digital transitions.

Policy priorities for green skills and responsible digital citizenship

Respondents were asked to identify the policy areas that should be prioritised to strengthen green skills and responsible digital citizenship. As participants could select more than one option, the results are presented as absolute numbers of selections.

Policy priority	Number of selections
Media literacy	808
Teacher training	776
Sustainability education	774
Lifelong learning programmes	768
Civic participation initiatives	707
Digital literacy	702
AI ethics regulation	651
Green digital infrastructure	493
Other	0

Table 3. Policy areas to prioritise for strengthening green skills and responsible digital citizenship – absolute number of selections (multiple answers possible)

The results indicate a br**oad range of interconnected policy priorities**, with media literacy receiving the highest number of selections **(808)**. This was closely followed by **teacher training (776), sustainability education (774)** and **lifelong learning programmes (768)**, demonstrating particularly strong support for policies centred on education, skills development and continuous learning.

Civic participation initiatives (707) and digital literacy (702) were also widely selected, highlighting the importance respondents attach to both active citizenship and the competences required to participate effectively in digital environments. **AI ethics regulation received 651 selections,** indicating substantial attention to the responsible governance of Artificial Intelligence, while **green digital infrastructure received 493 selections**.

Overall, the findings suggest that respondents do not identify a single policy solution, but rather favour a **comprehensive approach combining literacy, education, professional development, lifelong learning, civic participation and responsible technological governance.** This reinforces the broader findings of the research, which point to the need to address green skills and responsible digital citizenship through coordinated action across education, policy and digital society.

CONCLUSIONS AND RECOMMENDATIONS

The findings of **"Green Skills for Responsible Digital Citizenship"**, based on responses from 1,019 participants across Europe, provide a comprehensive picture of how individuals perceive and respond to the growing intersection between digitalisation and environmental sustainability. Overall, the research reveals relatively strong awareness of sustainability-related issues and broad recognition of the importance of responsible digital citizenship, but also significant gaps between **awareness, everyday behaviour and perceived preparedness**.

One of the clearest findings concerns the **gap between environmental awareness and action**. More than half of respondents considered themselves aware or very aware of the environmental impact of digital technologies, and a similar proportion reported considering environmental sustainability often or very often when using them. Nevertheless, only 10.50% stated that they adopt sustainable digital practices often or always. Lack of awareness, practical guidance, time and institutional support emerged among the most frequently identified barriers. These findings suggest that awareness alone is insufficient: individuals also need practical knowledge, accessible guidance and supportive environments that facilitate the adoption of more sustainable digital behaviours.

A second important finding concerns **critical information literacy and responsible digital citizenship**. While 99.12% of respondents agreed or strongly agreed that environmental responsibility is part of digital citizenship, confidence in identifying misleading environmental information was considerably lower. Only 21.88% reported being confident or very confident in doing so, while 28.26% stated that they verify environmental or social information often or always before sharing it. This contrast highlights the need to strengthen the practical competences associated with responsible digital citizenship, particularly the ability to critically assess online information and verify its reliability.

The research also highlights the growing relevance of **Artificial Intelligence**. Almost four out of five respondents (79.39%) reported using Artificial Intelligence tools often or very often for learning or work, while 93.33% considered themselves aware or very aware of their environmental implications. These findings indicate that Artificial Intelligence is already strongly integrated into respondents' activities and that awareness of its environmental impact is widespread. At the same time, the prominence of AI ethics regulation among the policy priorities identified by respondents points to the importance of combining responsible use with appropriate governance and sustainability considerations.

A further contrast emerges in relation to **democratic and civic participation**. An overwhelming majority of respondents (92.93%) agreed or strongly agreed that digital technologies can strengthen democratic participation and civic responsibility. However, regular engagement through digital channels remains considerably more limited. Only 12.66% reported participating often or very often in online activities related to environmental, civic or sustainability topics, while just 8.05% frequently use digital platforms or social media to support environmental or social causes. The findings therefore suggest a clear gap between the **recognised potential of digital technologies for civic participation and their active use for this purpose**.

Perhaps the strongest message emerging from the research concerns **education, training and preparedness.** More than half of respondents (51.23%) had not received relevant education or training during the previous 12 months despite wanting to do so. At the same time, 76.84% expressed a negative assessment of the extent to which schools, universities and training organisations adequately prepare citizens for the green and digital transitions, while 74.39% reported feeling not prepared or only slightly prepared to apply green and responsible digital practices. Taken together, these findings point to a substantial need for more accessible, practical and structured learning opportunities.

Respondents also provided clear indications of how this gap could be addressed. **School curriculum integration and teacher training** emerged as the two most frequently selected educational approaches for promoting green skills and responsible digital citizenship. In addition, 90.78% of respondents considered lifelong learning important or very important for adapting to the green and digital transitions. Policy priorities reinforce this picture, with **media literacy, teacher training, sustainability education and lifelong learning programmes receiving particularly strong support**, alongside civic participation initiatives, digital literacy, AI ethics regulation and green digital infrastructure.

Based on these findings, the research points to several priorities for future educational and policy action:

- **Move from awareness to practical action,** providing citizens with concrete guidance, tools and examples that facilitate the adoption of sustainable digital practices in everyday life.
- **Embed green skills and responsible digital citizenship in education**, integrating sustainability, digital citizenship, media literacy and responsible technology use into curricula and learning programmes.
- **Invest in teacher and educator capacity**, ensuring that education professionals have the knowledge, resources and competences required to address the environmental, social and civic dimensions of digitalisation.
- **Strengthen media and information literacy**, with particular attention to identifying misleading environmental content, critically evaluating sources and verifying information before sharing it online.
- **Expand accessible lifelong learning opportunities**, providing practical and flexible pathways that allow citizens and professionals to continuously develop their green and digital competences.

• **Promote the responsible and sustainable use of Artificial Intelligence**, combining awareness of its environmental implications with education on responsible use and appropriate ethical governance.
• **Strengthen opportunities for digital civic participation**, enabling citizens to translate positive attitudes towards the democratic potential of digital technologies into more meaningful and sustained engagement.
• **Support coordinated policy action**, connecting education and training with media and digital literacy, sustainable digital infrastructure, civic participation and responsible technological governance.

Taken together, the findings demonstrate that strengthening green skills for responsible digital citizenship requires more than increasing awareness. A central challenge is to **translate awareness into competences, competences into everyday practices, and positive attitudes into active participation**. Education and lifelong learning therefore emerge as essential connecting elements between the green and digital transitions.

For **BUILD 2026**, these findings provide an evidence base for activities aimed at strengthening green and digital competences, supporting educators, promoting responsible use of emerging technologies and encouraging more informed and active digital citizenship. More broadly, they reinforce the importance of pursuing a digital transformation that is not only technologically advanced, but also **environmentally sustainable, socially responsible and supported by citizens equipped with the knowledge and competences needed to participate effectively**.

Key Recommendations







4



Strengthen Media & Information Literacy

Responsible citizenship requires critical information skills.

Develop citizens' ability to identify mis-leading environmental content, evaluate sources and verify information before sharing it.

Only 21.88% feel confident or very confident in identifying environmental misinformation.

5



Make Lifelong Learning Accessible

Green and digital competences need continuous development.

Expand flexible, practical and accessible learning opportunities for adults, professionals and citizens at different stages of life.

90.78% consider lifelong learning important or very important for the green and digital transitions.

6



Promote Responsible & Sustainable AI

Widespread AI use must be matched by responsible practice.

Combine environmental awareness with education on sustainable AI use and appropriate ethical governance.

79.39% use Artificial Intelligence tools often or very often, while 93.33% are aware or very aware of their environmental impact.

7



Turn Digital Potential into Civic Participation

Move from recognising the potential of digital technologies to using them for active citizenship.
Create meaningful opportunities for citizens to engage with environmental, social and civic issues through digital channels.

92.93% believe digital technologies can strengthen democratic participation, but only 12.66% regularly participate in relevant online activities.



ANNEXES

Survey “Green Skills for Responsible Digital Citizenship”

SECTION 0 — DEMOGRAPHIC INFORMATION

Q1. What is your age group?
- Under 18
- 18–24
- 25–34
- 35–44
- 45–54
- 55–64
- 65+

Q2. In which country are you currently living or working?
- Dropdown list of EU countries
- Other

Q3. Which of the following best describes your professional profile?
- Student
- Teacher/Educator
- Researcher
- NGO/CSO staff member
- Policymaker/Public administration
- Youth worker
- ICT/Digital professional
- Private sector employee
- Unemployed
- Other

Q4. What is the highest level of education you have completed?
- Primary education
- Secondary education
- Vocational education/training
- Bachelor’s degree
- Master’s degree
- Doctorate
- Other

SECTION 1 — ENVIRONMENTAL AWARENESS & DIGITAL SUSTAINABILITY

Q5. How aware are you of the environmental impact of digital technologies (streaming, cloud storage, AI tools, connected devices)?
- Not aware at all
- Slightly aware
- Moderately aware
- Aware
- Very aware

Q6. How often do you consider environmental sustainability when using digital technologies?
- Never
- Rarely
- Sometimes
- Often
- Very often

Q7. How often do you adopt sustainable digital practices (e.g., reducing unnecessary streaming, limiting cloud storage, deleting unused files, extending device lifespan, repairing or reusing devices, choosing refurbished equipment, and using digital tools more consciously)?
- Never
- Rarely
- Sometimes
- Often
- Always

Q8. What are the main barriers to adopting more sustainable digital behaviours? (Multiple answers possible)

- Lack of awareness
- Lack of practical guidance
- Lack of time
- Cost of sustainable devices or services
- Limited institutional support
- Lack of training opportunities
- Lack of clear policies or incentives
- Low personal interest
- Other

SECTION 2 — GREEN SKILLS & RESPONSIBLE DIGITAL CITIZENSHIP

Q9. How confident are you in identifying misinformation or misleading environmental content online?

- Not confident at all
- Slightly confident
- Moderately confident
- Confident
- Very confident

Q10. How often do you verify the reliability of environmental or social information before sharing it online?

- Never
- Rarely
- Sometimes
- Often
- Always

Q11. To what extent do you believe digital citizenship includes environmental responsibility?

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

SECTION 3 — AI, ETHICS & SUSTAINABILITY

Q12. How frequently do you use AI-based tools (e.g. ChatGPT, AI assistants, generative AI platforms) for learning or work purposes?

- Never
- Rarely
- Sometimes
- Often
- Very often

Q13. How aware are you that AI technologies may have a significant environmental impact due to energy consumption and data processing?

- Not aware at all
- Slightly aware
- Moderately aware
- Aware
- Very aware

SECTION 4 — DEMOCRATIC ENGAGEMENT & CIVIC PARTICIPATION

Q14. How frequently do you participate in online activities related to environmental, civic or sustainability topics?

- Never
- Rarely
- Sometimes
- Often
- Very often

Q15. How often do you use digital platforms or social media to support environmental or social causes?

- Never
- Rarely
- Sometimes
- Often
- Very often

Q16. Do you believe digital technologies can strengthen democratic participation and civic responsibility?

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

SECTION 5 — EDUCATION, TRAINING & LIFELONG LEARNING

Q17. Have you received any formal education or training related to sustainability, green skills or responsible digital citizenship in the last 12 months?

- Yes, formal education or training
- Yes, informal training, workshops or online courses
- Yes, through self-learning
- No, but I would have liked to
- No, I did not need it
- I do not know

Q18. Do you feel that schools, universities and training organisations are adequately preparing citizens for the green and digital transitions?

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree
- I do not know

Q19. To what extent do you feel prepared to apply green and responsible digital practices in your educational, professional or civic activities?

- Not prepared at all
- Slightly prepared
- Moderately prepared
- Prepared
- Very prepared
- Not applicable

Q20. Which educational approaches would be most effective for promoting green skills and responsible digital citizenship?
(Multiple answers possible)

- School curriculum integration
- Teacher training
- Online courses
- Community projects
- Lifelong learning programmes
- Youth initiatives
- Workplace training
- Public awareness campaigns
- Other

Q21. To what extent do you believe lifelong learning is essential for adapting to the green and digital transitions?

- Not important at all
- Slightly important
- Moderately important
- Important
- Very important

SECTION 6 — POLICIES & FUTURE PRIORITIES

Q22. Which policy areas should be prioritised to strengthen green skills and responsible digital citizenship?
(Multiple answers possible)

- Sustainability education
- AI ethics regulation
- Digital literacy
- Teacher training
- Green digital infrastructure
- Media literacy
- Civic participation initiatives
- Lifelong learning programmes
- Other

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