

Supplementary Material

Considered questions for an insight into the teenagers' concepts of quality of life and sustainability.

All questions were tested in advance with other students and crosschecked by teachers of both schools to make sure that the questions are in line with the life-reality of young people of those regions.

The questionnaire was originally conducted as an online survey with the help of the platform 'SoSci Survey' (www.soscisurvey.de). In the following, a paper version of the questions relevant for this study is presented.

A) Pre- and post-test: Seven questions dealing with the awareness of the importance of environmental aspects for quality of life.

The students' response behaviors to each of these seven questions were transformed into a numerical value between zero and two depending to what extend the students considered environmental aspects. Therefore, a maximum value of 14 would theoretically be possible for every student. The percentage each student achieves in relation to the theoretically maximum is interpreted as the individual level of awareness.

1. Freewriting: During the next 10 minutes write down your spontaneous ideas about the following question: What does the term 'quality of life' mean for you?

2. Justify your above given rating of your personal quality of life and name factors which are responsible for your personal rating.

Important: *Take your time to think about and answer in detail in complete sentences!*

3. Out of the following list (listed in randomized order), choose the five factors which are most important for your personal quality of life in the future. Factors in a randomized order.

Mark the five most important factors with a cross.

Work / Job	<input type="radio"/>
Education	<input type="radio"/>
Family / Friends	<input type="radio"/>
financial security	<input type="radio"/>
leisure time/ hobbies	<input type="radio"/>
civic participation	<input type="radio"/>
health	<input type="radio"/>
gender equality	<input type="radio"/>
intact environment	<input type="radio"/>
landscape	<input type="radio"/>
material possessions / luxury goods (TV, own car, etc.)	<input type="radio"/>
access to nature	<input type="radio"/>
personal freedom	<input type="radio"/>
religion	<input type="radio"/>

social security	<input type="radio"/>
social justice	<input type="radio"/>
security against terrorism, crime	<input type="radio"/>
protection against natural hazards	<input type="radio"/>
housing situation	<input type="radio"/>

4. Justify your above given rating about the “quality of life in the Kullu Valley in a global comparison” in keywords and name factors which are responsible for your personal rating.

5. Justify your above given rating about the development of quality of life on earth and respond to the factors which you think are the biggest challenges for humanity.

Important: Take your time to think about and answer in detail in complete sentences!

6. Which statements are correct according to your opinion?

	totally disagree	disagree	rather disagree	rather agree	agree	totally agree
Humanity is about to cross the environmental limits of the earth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. In your opinion, which are the three most important global challenges (listed in randomized order) for the quality of life on earth? Mark the three most important factors with a cross!

Clean water	<input type="radio"/>
Migration	<input type="radio"/>
Population and resources	<input type="radio"/>
Sustainable development and climate change	<input type="radio"/>
Democratization	<input type="radio"/>
Rich-poor gap	<input type="radio"/>
Military conflicts	<input type="radio"/>
Health issues	<input type="radio"/>
Status of women	<input type="radio"/>
Transnational organized crime	<input type="radio"/>
Energy	<input type="radio"/>
Science and technology	<input type="radio"/>

B) Pre- and post-test: Nine questions dealing with the students' willingness to act towards more sustainable lifestyles.

The students' response behaviors to each of these nine questions were transformed into a numerical value between zero and two depending to what extend the students expressed a willingness to act towards more sustainable lifestyles. Therefore, a maximum value of 18 would theoretically be possible for every student. The percentage each student achieves in relation to the theoretically maximum is interpreted as the individual level of willingness to act.

1. For my shopping I consider...

	never	seldom	rather seldom	rather often	often	With every shopping
ecological criteria (route of transportation, type of production)	O	O	O	O	O	O

2. For my future life I could imagine ...

	not an option for me at all	rather not imaginable for me	rather imaginable for me	imaginable for me	I want to realize this consequently in future or I realize this already
to buy more food with an organic background even it causes higher costs	O	O	O	O	O

3. For my future life I could imagine ...

	not an option for me at all	rather not imaginable for me	rather imaginable for me	imaginable for me	I want to realize this consequently in future or I realize this already
to eat less meat	O	O	O	O	O

4. For my future life I could imagine ...

	not an option for me at all	rather not imaginable for me	rather imaginable for me	imaginable for me	I want to realize this consequently in future or I realize this already
to sometimes renounce going by private car even it is less comfortable	O	O	O	O	O

5. For my future life I could imagine ...

	not an option for me at all	rather not imaginable for me	rather imaginable for me	imaginable for me	I want to realize this consequently in future or I realize this already
to consciously save electricity	O	O	O	O	O

6. For my future life I could imagine ...

	not an option for me at all	rather not imaginable for me	rather imaginable for me	imaginable for me	I want to realize this consequently in future or I realize this already
to use clothes and other consumption goods for a longer	O	O	O	O	O

period of time and wait with new acquisitions to save resources

7. For my future life I could imagine ...

	not an option for me at all	rather not imaginable for me	rather imaginable for me	imaginable for me	I want to realize this consequently in future or I realize this already
to renounce an own car in general	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. For my future life I could imagine ...

	not an option for me at all	rather not imaginable for me	rather imaginable for me	imaginable for me	I want to realize this consequently in future or I realize this already
to support politicians who are working for more international justice or environmental protection although this cuts back my personal freedom or even causes higher taxes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. What is important for you in your life? Choose the three most important statements and mark them with a cross!

For me personally, it is important that

there is peace on earth.	<input type="radio"/>
people of different cultures respect each other.	<input type="radio"/>
I do not have to restrict my energy and resource consumption in the future.	<input type="radio"/>
I act environmentally sensitive.	<input type="radio"/>
I respect people who are different from me.	<input type="radio"/>
wealth in my region is preserved.	<input type="radio"/>
I contribute that people in poor regions achieve a better quality of life.	<input type="radio"/>
I do not reduce the quality of life for future generations with my way of life.	<input type="radio"/>

C) Follow-up test: Six questions dealing with the students' change of action after the project.

The students' response behavior to each of these six questions was transformed into a numerical value between minus two (rarer) and plus two (more often) depending to what extend the students reported a change of actions as a consequence of the project AustrIndia-4QOL. The percentage each student achieves in relation to the theoretically maximum (12 points) or respectively minimum (-12 points) is interpreted as the individual's reported change of action.

Do you observe any changes regarding your actions as a consequence of our project AustrIndia-4QOL? Please answer the following questions honestly!

1. Compared to before, after our project AustrIndia-4QOL ...

	rarer	rather rarer	ident- ically	rather more often	more often
by going shopping I considered ecological criteria (route of transportation, type of production)	O	O	O	O	O

2. Compared to before, after our project AustrIndia-4QOL ...

	rarer	rather rarer	ident- ically	rather more often	more often
I bought more foodstuff with an organic background even it caused higher costs	O	O	O	O	O

3. Compared to before, after our project AustrIndia-4QOL ...

	rarer	rather rarer	ident- ically	rather more often	more often
I ate meat	O	O	O	O	O

4. Compared to before, after our project AustrIndia-4QOL ...

	rarer	rather rarer	ident- ically	rather more often	more often
I renounced going by private car, even it was less comfortable	O	O	O	O	O

5. Compared to before, after our project AustrIndia-4QOL ...

	rarer	rather rarer	ident- ically	rather more often	more often
I consciously saved electricity	O	O	O	O	O

6. Compared to before, after our project AustrIndia-4QOL ...

	rarer	rather rarer	ident- ically	rather more often	more often
I used clothes and other consumer goods longer and purchased new goods later	0	0	0	0	0