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THE ROLE OF SUSTAINABILITY LITERACY IN SHAPING ENVIRONMENTALLY RESPONSIBLE CONSUMER BEHAVIOUR: A REVIEW OF LITERATURE

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ABSTRACT

Purpose*: The purpose of this paper is to examine the role of sustainability literacy in shaping environmentally responsible consumer behaviour. It explores how consumers' environmental knowledge, awareness, attitudes, values and perceived responsibility influence their green purchasing decisions and broader sustainable consumption practices.*

Research Methodology*: The paper adopts an integrative review approach based on a focused body of 60 relevant academic publications and foundational theoretical contributions relating to environmental literacy, sustainability education, green consumer behaviour and sustainable consumption. The literature is examined thematically to identify major concepts, theoretical perspectives, influencing factors, barriers and research gaps. The review draws on peer-reviewed journal literature and established theoretical works. It is not presented as a completed PRISMA systematic review.*

Findings*: The literature indicates that sustainability literacy can contribute to environmentally responsible consumer behaviour by improving environmental knowledge, awareness, critical evaluation of product claims and understanding of the consequences of consumption. However, knowledge alone does not consistently translate into responsible purchasing. Attitudes, personal values, social norms, perceived behavioural control, product availability, price, trust and convenience also influence consumer decisions. The attitude–behaviour gap remains a major challenge in green consumption.*

Implications*: Educational institutions, policymakers, marketers and businesses should promote sustainability literacy through practical learning, transparent product information, credible eco-labels and accessible sustainable alternatives. Consumer education should extend beyond awareness creation to the development of practical competencies and responsible consumption habits.*

Originality*: The paper connects sustainability literacy with green consumer behaviour by considering literacy as a multidimensional concept that includes knowledge, awareness, critical evaluation, values and the capacity to make informed consumption decisions.*

Paper Type*: Integrative Review of Literature.*

KEYWORDS: *Sustainability Literacy, Environmental Literacy, Green Consumer Behaviour, Sustainable Consumption, Environmental Knowledge, Green Purchasing, Consumer Awareness, Attitude–Behaviour Gap.*

1. INTRODUCTION

Environmental degradation, climate change, resource depletion, pollution and increasing waste generation have intensified the need for sustainable patterns of production and consumption. Consumption decisions are important because the environmental consequences of products extend beyond the point of purchase to include raw-material extraction, manufacturing, transportation, use and disposal. Consumers therefore have an important role in supporting environmentally responsible markets through their purchasing and consumption practices.

Sustainable consumption involves the use of goods and services in ways that satisfy present needs while reducing environmental harm and protecting the ability of future generations to meet their needs. The concept is broader than purchasing environmentally friendly products. It also includes reducing unnecessary consumption, reusing products, conserving resources, selecting durable goods, avoiding excessive packaging and disposing of products responsibly.

In this context, sustainability literacy has become an important area of discussion. Sustainability literacy refers to the knowledge, understanding, competencies, values and attitudes that enable individuals to understand sustainability challenges and make informed decisions. It involves understanding the relationship between human activities, environmental systems, economic processes and social well-being. A sustainability-literate consumer is expected to consider not only the immediate utility or price of a product but also its environmental and social consequences.

Environmental knowledge is one important component of sustainability literacy. Consumers who understand pollution, climate change, resource scarcity, waste generation and biodiversity loss may be more likely to consider the environmental consequences of their consumption. However, knowledge does not necessarily produce responsible behaviour. Consumers may express concern

about environmental problems but continue to purchase conventional products because of price, convenience, habit, limited availability or doubts about environmental claims.

The relationship between knowledge, attitudes and behaviour has been examined through several theoretical perspectives. The Theory of Planned Behaviour explains how attitudes, subjective norms and perceived behavioural control influence behavioural intentions and actions (Ajzen, 1991). Value-belief-norm theory highlights the role of personal values, environmental beliefs and moral obligations in environmentally significant behaviour (Stern, 2000). The knowledge-attitude-behaviour perspective similarly suggests that knowledge may influence attitudes and intentions, although the relationship is not always direct or automatic.

Previous research on green purchasing has identified environmental concern, product attributes, eco-labelling, trust, social influence and perceived value as important determinants of consumer decisions. Systematic reviews also indicate that the relationship between positive environmental attitudes and actual green purchasing is inconsistent. This suggests that sustainability literacy should be examined alongside the psychological, social, economic and contextual factors that influence consumption.

The present paper therefore reviews the literature on the role of sustainability literacy in shaping environmentally responsible consumer behaviour. It brings together research on environmental knowledge, sustainability awareness, consumer attitudes, green purchase intention, actual purchasing behaviour and sustainable consumption practices. The paper also identifies gaps that can guide future empirical research, particularly in the Indian consumer context.

2. OBJECTIVES OF THE STUDY

The major objectives of the study are:

1. To understand the concept and dimensions of sustainability literacy in the context of consumer behaviour.
2. To examine the relationship between environmental knowledge and environmentally responsible consumer behaviour.
3. To analyse the influence of sustainability awareness, attitudes and personal values on green purchasing decisions.
4. To identify the psychological, social and economic factors that influence the conversion of sustainability literacy into actual consumer behaviour.
5. To examine the major barriers responsible for the gap between environmental awareness and green purchasing behaviour.
6. To identify research gaps and suggest directions for strengthening sustainability literacy and sustainable consumption practices.

3. REVIEW OF LITERATURE

3.1 Concept and Dimensions of Sustainability Literacy

Sustainability literacy is a multidimensional concept that extends beyond the possession of environmental information. It includes the ability to understand sustainability challenges, evaluate information, recognise the consequences of individual and collective actions and apply sustainability principles in everyday decisions.

Orr (1992) emphasised the importance of ecological literacy in understanding the relationships between human societies and natural systems. Roth (1992) discussed environmental literacy as a concept involving knowledge, awareness, skills and the capacity to respond to environmental issues. These contributions provide a foundation for understanding sustainability literacy as both cognitive and practical.

UNESCO (2017) positioned education for sustainable development as an approach that enables learners to develop the knowledge, skills, values and attitudes needed to contribute to sustainable development. This perspective is relevant to consumer behaviour because purchasing decisions require individuals to evaluate environmental information and consider the wider consequences of consumption.

For the purpose of consumer research, sustainability literacy can be understood through five related dimensions:

- Environmental knowledge: Understanding environmental problems, resource use, pollution, climate change and ecological consequences.
- Sustainability awareness: Recognising the environmental and social implications of consumption choices.
- Critical evaluation: Evaluating product information, environmental claims, certifications and eco-labels.
- Sustainability attitudes and values: Developing concern, responsibility and positive attitudes towards environmental protection.
- Practical decision-making competencies: Applying sustainability knowledge when purchasing, using, reusing and disposing of products.

These dimensions suggest that sustainability literacy is not restricted to knowing about environmental problems. It also involves the ability to use that knowledge in practical situations.

3.2 Environmental Knowledge and Green Consumer Behaviour

Environmental knowledge refers to an individual's understanding of environmental issues and the consequences of human activities. It can include knowledge about pollution, climate change, energy conservation, waste management, biodiversity and the environmental impact of products.

Kaiser, Wölfing and Fuhrer (1999) examined environmental attitude and ecological behaviour and highlighted the relevance of environmental knowledge in understanding ecological conduct. Their work suggests that environmental knowledge is an important component of environmentally responsible action, although it should not be considered the only determinant.

Kollmuss and Agyeman (2002) examined the relationship between environmental knowledge, awareness and pro-environmental behaviour. Their analysis highlighted the complexity of translating environmental awareness into action. Psychological, social and external factors may prevent individuals from behaving in accordance with their environmental concerns.

Bamberg and Möser (2007), through a meta-analysis of psychosocial determinants of pro-environmental behaviour, demonstrated the relevance of psychological variables in explaining environmentally responsible actions. Their work supports the view that knowledge and awareness should be considered alongside attitudes, personal norms and perceived behavioural control.

In consumer research, environmental knowledge may influence the ability to identify environmentally preferable products, understand eco-labels and recognise the consequences of consumption. However, consumers may possess general environmental knowledge without having specific knowledge about the environmental performance of individual products. This distinction is important because product-level decisions require information about materials, production processes, packaging, durability and disposal.

Recent research also suggests that environmental knowledge may influence purchase intention indirectly through environmental concern, green perceived value and green attitudes. Thus, knowledge may provide the foundation for responsible decisions, while attitudes and perceived value help translate knowledge into intention.

3.3 Sustainability Awareness and Consumer Attitudes

Sustainability awareness refers to the extent to which consumers recognise environmental and social issues associated with production and consumption. Awareness can influence the importance consumers attach to environmental attributes while evaluating products.

Consumer attitudes represent favourable or unfavourable evaluations of a particular behaviour or product. In the context of green consumption, a positive environmental attitude may increase consumers' willingness to choose products that are perceived to be less harmful to the environment.

Ajzen's (1991) Theory of Planned Behaviour identifies attitude, subjective norm and perceived behavioural control as major determinants of behavioural intention. Applied to green consumer behaviour, the theory suggests that consumers are more likely to intend to purchase environmentally friendly products when they evaluate the purchase positively, perceive social support for the behaviour and believe that they can perform it.

Stern (2000) explains environmentally significant behaviour through a broader framework involving personal values, beliefs and norms. This perspective is relevant because sustainability literacy may strengthen awareness of environmental consequences and personal responsibility.

Zsóka et al. (2013) examined environmental knowledge and pro-environmental behaviour among university students, highlighting the importance of environmental education and awareness in developing responsible practices. Their work is relevant to understanding the potential contribution of educational experiences to sustainable behaviour.

The literature therefore suggests that sustainability awareness can influence consumer attitudes, but the strength of this relationship may depend on personal values, perceived responsibility, social expectations and the practical availability of sustainable choices.

3.4 Green Purchasing Behaviour

Green purchasing behaviour refers to consumer decisions to purchase products that are perceived to have lower environmental impacts than conventional alternatives. Such products may use fewer resources, contain recycled materials, generate less pollution, have reduced packaging or be produced through environmentally responsible processes.

Peattie (2001) discussed the development of green consumption and the importance of understanding the relationship between marketing and environmental responsibility. Green purchasing is influenced not only by environmental concern but also by product quality, price, availability, convenience and consumer confidence.

Vermeir and Verbeke (2006) examined sustainable food consumption among young adults and highlighted the importance of consumer attitudes, involvement and perceived availability. Their findings are relevant to the broader understanding of sustainable purchasing because consumers may support sustainability in principle but face practical limitations when making actual choices.

Tanner and Kast (2003) examined environmentally responsible consumption in the context of grocery shopping and identified the importance of consumer characteristics and situational conditions. Their work demonstrates that responsible purchasing is shaped by more than environmental awareness alone.

Joshi and Rahman (2015), through their review of factors affecting green purchase behaviour, identified several factors that influence consumer decisions, including environmental concern, product attributes, price, trust and consumer knowledge. Their review reinforces the multidimensional nature of green purchasing.

Green purchasing can therefore be understood as an outcome of the interaction between sustainability literacy and other consumer decision-making factors. Consumers may be more capable of identifying sustainable products when they possess relevant knowledge, but actual purchases also depend on whether those products are affordable, accessible and trusted.

3.5 Sustainable Consumption Behaviour

Sustainable consumption extends beyond the purchase of green products. It includes the responsible use of resources, reduction of waste, reuse, repair, recycling and avoidance of unnecessary consumption.

Jackson (2005) discussed the psychological and social dimensions of sustainable consumption and highlighted the difficulty of changing established consumption patterns. Sustainable consumption is influenced by habits, lifestyles, social expectations and the broader institutional environment.

Seyfang (2006) examined ecological citizenship and sustainable consumption, highlighting the relationship between individual responsibility and wider social change. This perspective indicates that responsible consumption should not be viewed solely as an individual purchasing decision; it is also connected to social practices and collective responsibility.

White, Habib and Hardisty (2019) proposed the SHIFT framework for encouraging sustainable consumer behaviour. The framework identifies social influence, habit formation, individual self, feelings and cognition, and tangibility as important considerations in promoting sustainable consumption.

These studies indicate that sustainability literacy may contribute to a broader range of consumer practices. A literate consumer may not only choose an environmentally preferable product but may also reduce consumption, extend product life, conserve energy and adopt responsible waste-management practices.

3.6 Factors Influencing the Relationship Between Sustainability Literacy and Green Purchasing

The influence of sustainability literacy on consumer behaviour is shaped by several related factors.

Environmental concern: Consumers who are concerned about environmental degradation may be more motivated to consider the environmental consequences of their purchases. Environmental knowledge can strengthen concern by making environmental problems more understandable and personally relevant.

Personal values and moral responsibility: Consumers who value environmental protection and social responsibility may be more willing to make consumption decisions that support sustainability. Stern (2000) explains the relevance of values and personal norms in environmentally significant behaviour.

Subjective norms and social influence: Family, friends, educational institutions, social groups and digital communities can influence green purchasing decisions. Consumers may adopt environmentally responsible practices when such behaviour is socially accepted or encouraged.

Perceived behavioural control: Consumers may have positive attitudes towards green products but may not purchase them if they consider the products expensive, unavailable or difficult to identify. Perceived control is therefore important in translating intention into action.

Green trust and eco-labelling: Consumers need reliable information to distinguish genuine environmentally responsible products from misleading claims. Trust in brands, certifications and eco-labels can influence purchasing decisions.

Price and product availability: Higher prices and limited availability can prevent consumers from purchasing sustainable products, even when they possess environmental knowledge and positive attitudes.

Product quality and perceived value: Consumers evaluate products according to performance, durability, safety and value. Environmental benefits are more likely to influence purchasing when consumers believe that sustainable products also meet their functional expectations.

3.7 The Attitude–Behaviour Gap in Green Consumption

One of the most important issues in green consumer research is the gap between environmental attitudes and actual purchasing behaviour. Consumers may express concern about climate change, pollution and resource depletion but continue to choose conventional products.

Kollmuss and Agyeman (2002) explained that pro-environmental behaviour is influenced by a combination of internal and external factors. This means that environmental awareness alone may not be sufficient to change behaviour.

Vermeir and Verbeke (2006) also highlighted the relevance of availability and other situational factors in sustainable food consumption. Consumers may be willing to purchase sustainable products but may not find suitable alternatives in their regular shopping environments.

Joshi and Rahman (2015) identified barriers such as price, product attributes, trust and limited information as relevant factors in green purchasing. More recent systematic reviews have also identified the attitude–behaviour gap as a persistent issue in green consumption research.

The gap suggests that sustainability literacy should be studied in relation to actual behaviour rather than only environmental awareness or purchase intention. Research should distinguish between what consumers know, what they believe, what they intend to do and what they actually purchase.

3.8 Sustainability Literacy and Consumer Education

Consumer education can play an important role in developing sustainability literacy. Educational initiatives can help individuals understand the environmental consequences of consumption and develop the ability to evaluate product claims.

Environmental education should move beyond the communication of general environmental facts. It should provide practical learning opportunities relating to product labels, packaging, resource efficiency, waste reduction, product durability and responsible disposal.

UNESCO (2017) emphasises the importance of developing knowledge, skills, values and attitudes for sustainable development. In the consumer context, this suggests that sustainability education should help individuals apply sustainability principles to everyday decisions.

Educational institutions can incorporate sustainability-related topics into curricula, campus activities, community programmes and student projects. Businesses can support consumer literacy through transparent product information, credible certifications and responsible communication.

4. RESEARCH METHODOLOGY

4.1 Research Design

The present study adopts an integrative review design. An integrative review is appropriate for bringing together theoretical contributions, conceptual discussions and empirical findings from different areas of research. The review focuses on the relationship between sustainability literacy and environmentally responsible consumer behaviour.

4.2 Sources of Data

The review is based on academic literature relating to sustainability literacy, environmental literacy, environmental knowledge, green purchasing and sustainable consumption. Relevant literature can be located through scholarly databases and publisher platforms, including Scopus, Web of Science, Google Scholar, ScienceDirect, SpringerLink, Wiley Online Library and relevant open-access journals.

4.3 Coverage of Literature

The literature base includes foundational theoretical contributions and empirical studies published across different periods. Foundational works are included because they provide the conceptual and theoretical basis for understanding environmental knowledge, attitudes and behaviour. More recent studies and systematic reviews are used to understand developments in green purchasing and sustainable consumption research.

4.4 Keywords Used

The principal search terms relevant to the review include:

- Sustainability literacy
- Environmental literacy
- Environmental knowledge
- Sustainability awareness
- Green consumer behaviour
- Green purchasing behaviour
- Green purchase intention
- Sustainable consumption
- Pro-environmental behaviour
- Attitude–behaviour gap
- Consumer environmental awareness

4.5 Selection of Literature

The literature was organised around its relevance to the central research theme. Priority was given to studies addressing at least one of the following areas: environmental knowledge and literacy; consumer attitudes and values; green purchasing; sustainable consumption; behavioural theories; and barriers to environmentally responsible consumption.

The review also considers systematic literature reviews that consolidate empirical research in green consumer behaviour. The 60-reference working bibliography provides the basis for the thematic discussion. It should be treated as a review corpus for further verification and refinement rather than as a documented PRISMA screening outcome.

4.6 Method of Analysis

The selected literature was examined thematically. The major themes were:

1. Concept and dimensions of sustainability literacy.
2. Environmental knowledge and awareness.
3. Consumer attitudes and personal values.
4. Green purchase intention and behaviour.
5. Sustainable consumption practices.
6. Psychological, social and economic influences.
7. The attitude–behaviour gap.
8. Consumer education and research opportunities.

4.7 Limitations of the Study

The review is limited by the availability and scope of published literature. Sustainability literacy is not measured uniformly across studies, and some studies focus on environmental knowledge or environmental concern rather than the broader concept of sustainability literacy. Further, green purchase intention and actual green purchasing are distinct outcomes and should not be treated as interchangeable. The review is integrative rather than a fully reproducible systematic review with a documented database search, screening flow and quality appraisal.

5. ANALYSIS AND DISCUSSION

5.1 Sustainability Literacy as a Foundation for Responsible Consumption

The reviewed literature indicates that sustainability literacy provides an important foundation for environmentally responsible consumer behaviour. Consumers require relevant knowledge to understand the environmental consequences of products and consumption practices. Without such knowledge, environmental attributes may receive limited attention during purchase decisions. However, sustainability literacy should not be restricted to factual knowledge. It should include the ability to evaluate information, identify misleading environmental claims and understand the consequences of product use and disposal. This broader understanding is important because consumers increasingly encounter environmental claims through advertising, packaging and digital platforms. The literature therefore supports treating sustainability literacy as a multidimensional construct rather than a single measure of environmental awareness.

5.2 Environmental Knowledge and Green Purchase Intention

Environmental knowledge can influence green purchase intention by helping consumers understand the benefits of environmentally preferable products. Knowledge may also increase environmental concern and strengthen positive attitudes towards responsible consumption.

Nevertheless, the relationship may be indirect. Consumers may possess environmental knowledge but may not translate it into purchase intention unless they perceive sustainable products as useful, trustworthy and valuable.

Recent research in the Indian context suggests that environmental concern, green perceived value and green attitude can help explain the relationship between environmental knowledge and green purchase intentions. This supports the need to examine mediating variables rather than assuming that knowledge directly produces purchase behaviour.

5.3 The Role of Attitudes, Values and Social Norms

Positive attitudes towards environmental protection can motivate consumers to consider sustainable products. Personal values and moral responsibility may further strengthen this relationship.

Social norms also influence consumer decisions. Individuals may be encouraged to adopt environmentally responsible practices when their family, friends, institutions and communities support such behaviour. Social influence can therefore reinforce the relationship between sustainability literacy and consumer behaviour.

The combined evidence indicates that sustainability literacy is more likely to influence behaviour when it is supported by favourable attitudes, personal values and social expectations.

5.4 Barriers to the Conversion of Literacy into Behaviour

The literature identifies several barriers that can prevent knowledgeable consumers from purchasing sustainable products. These include:

- Higher prices of environmentally preferable products.
- Limited availability in local markets.
- Lack of trust in environmental claims.
- Difficulty understanding eco-labels and certifications.
- Concerns about product quality and performance.
- Habitual preference for conventional products.
- Limited time and convenience.
- Lack of suitable alternatives.

These barriers demonstrate that environmentally responsible consumer behaviour is not determined by literacy alone. Market conditions and consumer circumstances also influence the ability to act sustainably.

5.5 The Attitude–Behaviour Gap

The attitude–behaviour gap remains a major concern in the literature. Consumers may have favourable environmental attitudes but fail to demonstrate corresponding purchasing practices.

This gap may arise because consumers face competing priorities. Price, convenience, product quality and brand familiarity may be more influential at the point of purchase than general environmental concern.

The findings suggest that future research should measure actual behaviour wherever possible. Researchers should distinguish environmental awareness, sustainability knowledge, green attitudes, purchase intention and reported or observed purchasing behaviour.

5.6 Sustainability Literacy and Broader Sustainable Consumption

The contribution of sustainability literacy is not limited to purchasing green products. It can also support reduced consumption, product reuse, recycling, repair, energy conservation and responsible disposal.

A consumer who understands the environmental consequences of excessive consumption may choose to purchase fewer products, select durable goods and avoid unnecessary packaging. This broader perspective is important because sustainable consumption requires changes in both purchasing and post-purchase practices.

The SHIFT framework proposed by White et al. (2019) also indicates that social influence, habits, individual identity, feelings and cognition, and tangible outcomes can be used to encourage sustainable consumer behaviour.

5.7 Implications for India

The Indian consumer market provides an important context for studying sustainability literacy and green consumer behaviour. Consumers may differ in environmental knowledge, educational background, income, access to sustainable products and exposure to environmental communication.

Research in India should examine whether sustainability literacy influences green consumer behaviour across different demographic and geographical groups. Particular attention may be given to the differences between urban and rural consumers, younger and older consumers, and consumers with different levels of education and income.

The availability and affordability of green products should also be considered. Even when consumers have favourable environmental attitudes, their purchasing decisions may be constrained by local market conditions.

Educational institutions, government agencies and businesses can support sustainability literacy through consumer education, transparent product information, practical sustainability programmes and improved access to environmentally responsible products.

5.8 Major Research Gaps

The review identifies the following research gaps:

1. Conceptual gap: Sustainability literacy is often represented through environmental knowledge or awareness alone. A broader multidimensional measurement is needed.
2. Behavioural gap: Many studies examine purchase intention rather than actual purchasing behaviour.
3. Contextual gap: More research is needed across rural, semi-urban and urban consumer groups, particularly in developing economies.
4. Measurement gap: Studies use different measures of environmental knowledge, awareness and green behaviour, making comparisons difficult.
5. Mediating mechanisms: More research is required on the roles of environmental concern, green attitude, perceived value, trust and personal responsibility.
6. Moderating factors: Income, education, product availability, price sensitivity and social influence may change the strength of the relationship between literacy and behaviour.
7. Longitudinal gap: More studies should examine whether sustainability education produces lasting changes in consumer behaviour.
8. Consumption beyond purchasing: Research should include reuse, repair, waste reduction, recycling and responsible disposal rather than focusing only on green purchasing.

5.9 Proposed Conceptual Relationship

Based on the reviewed literature, the following conceptual relationship can guide future empirical research:

Sustainability Literacy (Environmental knowledge, sustainability awareness, critical evaluation and practical competencies)
↓
Consumer Psychological Responses (Environmental concern, attitudes, perceived value and personal responsibility)
↓
Green Purchase Intention (Willingness to select environmentally preferable products)
↓
Environmentally Responsible Consumer Behaviour (Green purchasing, reduced consumption, reuse, recycling and responsible disposal)

The relationship may be influenced by social norms, perceived behavioural control, price, product availability, trust and convenience.

This framework suggests that sustainability literacy may influence consumer behaviour both directly and indirectly. The indirect pathway through consumer attitudes, concern and perceived value deserves particular attention in future research.

6. CONCLUSION

The present review examined the role of sustainability literacy in shaping environmentally responsible consumer behaviour. The literature indicates that sustainability literacy is an important foundation for responsible consumption because it helps consumers understand environmental issues, evaluate product information and recognise the consequences of their purchasing decisions.

Environmental knowledge and awareness can contribute to favourable attitudes and green purchase intentions. However, the relationship between literacy and actual consumer behaviour is influenced by several additional factors, including personal values, social norms, perceived behavioural control, price, product availability, trust and convenience.

The persistence of the attitude–behaviour gap indicates that awareness programmes alone may not be sufficient to promote sustainable consumption. Consumers need practical competencies, reliable information and access to affordable environmentally

preferable alternatives. Sustainability education should therefore focus on the development of knowledge, critical thinking, decision-making skills and responsible consumption habits.

For future research, sustainability literacy should be examined as a multidimensional construct and its relationship with actual consumer behaviour should be tested empirically. Studies in the Indian context can provide useful insights into the influence of education, income, location, product availability and consumer characteristics. Longitudinal and mixed-method research may also help explain how sustainability literacy develops and whether it leads to lasting behavioural change.

Overall, sustainability literacy has the potential to support the transition towards environmentally responsible consumer behaviour. Its influence is likely to be stronger when individual knowledge and values are supported by favourable market conditions, credible environmental information and institutional encouragement.

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