



SUSTAINABLE ENVIRONMENT EDUCATION MONITORING AND EVALUATION REPORT

2024-2025


SUMMARY

A better understanding of environmental problems and awareness of issues such as conscious consumption, ecological balance, recycling and harmony with nature play a key role in individuals' acquisition of sustainable living habits. In this direction, there is a need for actions that will support individuals to establish a more conscious and responsible relationship with the environment and lead them towards transformation. Transformation is only possible if people shape their relationship with nature correctly and position themselves correctly in nature. With this understanding, the "Sustainable Environmental Education Program" has been designed for teachers who have a sphere of influence that can mobilize students and their families, and thus society, in terms of ecological responsibility by developing sustainable living habits and providing guidance on this issue. This program is implemented with the support of Dow Kimya for 11 years.

The main goal of the program is to raise individuals who are committed to democracy, human rights and world peace, who feel responsibility towards all humanity, who are sensitive to environmental problems, and who care about the right to life of all living things. Through teachers, it is aimed to provide students with the skills to question their place in the world as a part of nature, to make sense of environmental problems and to develop solutions to these problems. For example, instead of directly explaining the place of humans in nature, activities focusing on questioning the individual's responsibilities towards nature are carried out; instead of teaching the concept of recycling, approaches to reduce waste production are adopted. This method aims to leave a lasting impression on teachers and mobilize them.

The program's approach prioritizes raising awareness of responsibility and encouraging the development of solutions that can be applied in real life. The content of the training covers main themes such as the role and responsibilities of humans in nature, the effects of living habits on the environment, and inspiring topics such as Atatürk's Republic Project, Arne Næss's philosophy of deep ecology, Aldo Leopold's "Thinking Like a Mountain" approach, World Overshoot Day, and recycling and upcycling activities. In addition, at the end of the training, a book with 10 sustainability-themed activities at home, at school and in the neighborhood was shared with the teachers so that the impact would spread to their students and parents through the teachers and to the people around them through the activities in my neighborhood.

Within the scope of this program, which was carried out between August 2024 and February 2025, approximately 23125 students were reached through 925 primary school teachers. In addition, 134 students studying at the faculty of education also received this training. In total, 1059 participants were reached. The overall satisfaction level of the teachers regarding the training was quite high. Teachers expressed that they would like to adopt the concepts of recycling and sustainability in their personal lives and give more importance to these issues. They stated that they aimed to develop projects and campaigns by increasing cooperation with their colleagues, to spread environmental awareness and to realize their ideas for a sustainable world. They also stated that after the training,



they would like to carry out activities with parents to raise environmental awareness and inform them about issues such as recycling, waste management, reuse and conscious consumption. In the context of environmental literacy, it was revealed that this training increased teachers' environmental sensitivity and enabled them to see environmental problems as a more important issue. At the same time, it was determined that it contributed to the teachers to develop an environment-oriented perspective and to consider the environment in their activities. In terms of sustainable consumption behaviors, the training had a strong impact on reducing unnecessary consumption, encouraging reuse and saving habits.

After the training, the teachers and their students practiced the practices listed in the participant booklet. Through their work with their students, they raised children's awareness on waste management, recycling and sustainable consumption as environmentally conscious individuals. In addition, by exploring the cyclical nature of nature, they developed their skills in using resources efficiently and generating innovative solutions. While before the training, teachers saw human beings as an entity outside of nature and obliged to protect it, after the training, they adopted the idea that human beings are an integral part of nature more. They reflected this perspective to children through the practices they carried out with their students in the classroom. It can be said that this transformation provided by the training contributed to both teachers' and students' adoption of sustainable lifestyles by increasing their environmental awareness and creating permanent impacts on the environment with this awareness, thus gaining a more integrated perspective.

Regards

Teacher Academy Foundation



INTRODUCTION

Today, the impact of global environmental problems is increasing; phenomena such as depletion of natural resources, reduction of biodiversity, climate change and environmental pollution make the understanding of sustainable environment even more critical (United Nations, 2015). The protection and efficient use of existing natural resources without jeopardizing the needs of future generations is the basis of the sustainable environmental approach (UNESCO, 2017). This approach provides a holistic framework that encompasses the protection of ecosystems, the continuity of biodiversity and the prevention of environmental destruction. Creating lasting solutions to global environmental problems is possible not only through individuals' knowledge, but also through developing sustainable living habits (Sterling, 2010). Teachers play a critical role in spreading these living habits to the society. Reaching students and thus parents through teachers accelerates social transformation by spreading environmental awareness to large masses (Tilbury, 1995).

The process of generating solutions to global problems should not be limited to local efforts; it should include a comprehensive mechanism of cooperation and joint action that transcends institutional and geographical boundaries (OECD, 2008). In this process, teachers stand out as initiators of social change in achieving sustainable development goals (Sánchez-Carracedo, Moreno-Pino, Romero-Portillo & Sureda, 2021). Teachers who are knowledgeable about sustainability and equipped in this field can strengthen environmental and social awareness in students by structuring their course content around sustainable development. International research shows that involving non-governmental organizations (NGOs) and other stakeholders in teacher education increases teachers' effectiveness in the field of sustainability (Imara & Altinay, 2021; Tsayang & Bose, 2013).

About the Training Program

Teachers' developing environmental literacy and acting as role models for students by exhibiting conscious consumer behaviors is a decisive factor in the implementation of this process. With these requirements in mind, a special in-service training program was designed to encourage, inspire and encourage teachers to contribute to this process. In this training program, an understanding that feels responsible for all humanity and is concerned about the problems of the Earth, and that produces the most functional, economical and sustainable solutions to environmental problems in the current conditions by giving importance to the right to life of all living things has been adopted. With this training program, it is aimed that students and parents, through teachers, gain the belief that they can make a difference for a sustainable future, and move from "I" consciousness to "WE" consciousness by approaching people and objects with respect and empathy. Teachers who teach at the primary school level in public schools affiliated to the Ministry of National Education and university students studying at faculties of education were targeted to participate in the training.

In the face-to-face "Sustainable Environment Education Program", which lasted one full day, 6 hours, the following topics were covered practically:

- Human as a Part of Nature
- Our Place and Responsibilities in Nature
- Our Consumption Habits and Their Impact on the World
- Design Thinking as a Solution Method

Under these headings, the place of human beings in nature was discussed within the framework of ecological movements, and practices were carried out to realize that all beings are interdependent and interdependent. Sustainable World Citizen characteristics were evaluated under the headings of knowledge-understanding, skills, values and attitudes, and a poster describing these characteristics was prepared in cooperation. Basic concepts such as World Overshoot Day, carbon footprint, linear and circular economy, recycling and upcycling were studied. Activities were carried out to produce solutions with design thinking methodology through personal precautions that can be taken for waste management and sample situations. The participant booklet also provided teachers with examples of applications that they can reflect what they have learned in the classroom and realize with their students. At the end of the training program, the sustainability-themed "Sustainable Environmental Education Activity Book" prepared by ÖRAV was shared digitally. With the activities in this book, it is aimed to ensure that the impact spreads through teachers to students, parents and the environment where students live.

Participant Booklet



Participants were given a booklet with examples of practices that they could use during the training and that they could use with their students after the training. Teachers were asked to select some of the examples and share them with their students by photographing them during the week following the training. The booklet also contains useful information that will increase teachers' individual impact areas. In addition, for teachers who want to use design thinking methodology in their classrooms, there are worksheets enriched with visuals that include the stages of the method

Below are photographs of the teachers' work with their students.

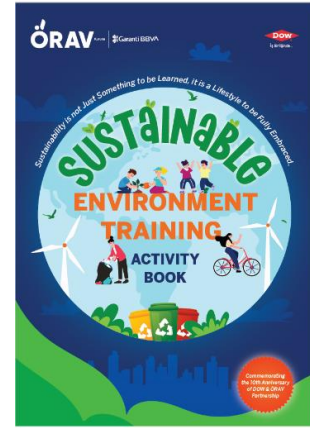


Sustainable Environmental Education Activity Book



The book is written in two languages, Turkish and English. The book contains 10 activities designed according to three themes based on sustainable environmental understanding. These themes are:

- ✓ Sustainability at Home
- ✓ Sustainability in My School
- ✓ Sustainability in My Neighborhood



The book explains the Sustainable Development Goals (SDGs) in language that children can understand. It also includes a glossary of terms for children and a calendar of important days for a sustainable environment.

The book can be accessed from the links below:

<https://www.orav.org.tr/yayinlarimiz>

<https://www.orav.org.tr/en/publications>

Training Participants

The SEE training was delivered by ÖRAV part-time trainers to 1059 teachers and student studying at the faculty of education in 24 provinces between August 2024 to February 2025 (Table 1).

Table 1. Provinces where the training took place according to weeks and number of participating teachers

Date	Province	District	School Name	Number of Teachers Receiving Training
20 August 2024	İstanbul	Ataşehir	İlk Beş Schools	35
28 September 2024	Diyarbakır	Kayapınar	Gazi Yaşargil Primary School	18
29 September 2024	Diyarbakır	Yenişehir	Şehit Başkomiser Yılmaz Allahverdi Primary School	18
2 October 2024	Yalova	Çınarcık	Çınarcık District Directorate of National Education Teachers	24
	Malatya	Merkez	Malatya Provincial Directorate of National Education	19
3 October 2024	Malatya	Merkez	Malatya Provincial Directorate of National Education	16
15-16 October 2024	Elâzığ	Merkez	Fırat Üniversitesi University Faculty Of Education Students	45
30 October 2024	Batman	Gerçüş	Gerçüş District Directorate of National Education Teachers	22
	Giresun	Bulancak	Aydındere Primary Schools - Yalıköy Şehit Pilot Teğmen Barış Çakır I Primary School – İstiklal Primary School	29
1 December 2024	Batman	Gerçüş	Gerçüş District Directorate of National Education Teachers	20

	Giresun	Bulancak	Barbaros Primary Schools	30
7 December 2024	Kayseri	Talas	Kayseri Provincial Directorate of National Education	15
	Diyarbakır	Silvan	Silvan District Directorate of National Education Teachers	25
	Mersin	Tarsus	Kazım Taşkın Primary Schools	22
	Bursa	İnegöl	Sinanbey Primary Schools- İshakpaşa Primary Schools - Dipsizgöl Primary School	27
8 December 2024	Diyarbakır	Yenişehir	Yenişehir District Directorate of National Education Teachers	28
	İçel (Mersin)	Merkez	Mersin Üniversitesi University Faculty Of Education Students	29
	Kayseri	Talas	Kayseri Provincial Directorate of National Education	14
	Bursa	İnegöl	Gündüzlü Primary School - Hacer Salih Yıldız Primary School	33
14 December 2024	Muğla	Milas	Milas District Directorate of National Education Teachers	19
	Batman	Merkez	Batman Provincial Directorate of National Education	12
	Mardin	Artuklu	Artuklu District Directorate of National Education Teachers	22
	Antalya	Kepez	Kepez District Directorate of National Education Teachers	26
15 December 2024	Muğla	Milas	Milas District Directorate of National Education Teachers	12
	Batman	Merkez	Batman Provincial Directorate of National Education	18
	Mardin	Artuklu	Artuklu District Directorate of National Education Teachers	23
	Antalya	Kepez	Kepez District Directorate of National Education Teachers	26
	Adana	Seyhan	Şehit Seyfi Yozcu Primary School	27
28-29 December 2024	Bingöl	Merkez	Bingöl Provincial Directorate of National Education	47
4 January 2025	Samsun	Vezirköprü	Mahmatlı Primary School	27
11 January 2025	Muş	Bulanık	Bulanık District Directorate of National Education Teachers	21
	Kırklareli	Merkez	Kırklareli Provincial Directorate of National Education	32
	Aydın	Köşk	100. Yıl Atatürk Primary School	18
	Osmaniye	Merkez	Şehit Oğuzhan Tekerek Primary School	23
12 January 2025	Muş	Bulanık	Bulanık District Directorate of National Education Teachers	21
15-16 February 2025	Mardin	Kızıltepe	Kızıltepe District Directorate of National Education Teachers	45
	Hatay	Antakya	Hatay Provincial Directorate of National Education	37

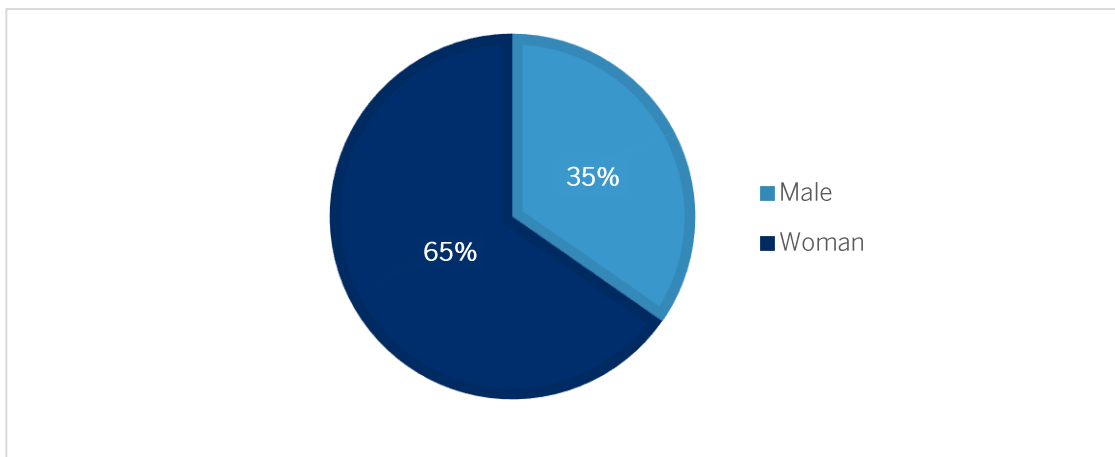
22 February 2025	Ankara	Çankaya	Türkiye Noterler Birliği Primary School	39
	Çanakkale	Merkez	Çanakkale Onsekiz Mart University Faculty Of Education Students	35
	Şanlıurfa	Karaköprü	Şanlıurfa Provincial Directorate of National Education	40
	Muğla	Menteşe	Muğla Sıtkı Koçman University Faculty Of Education Students	20

Total: 1.059

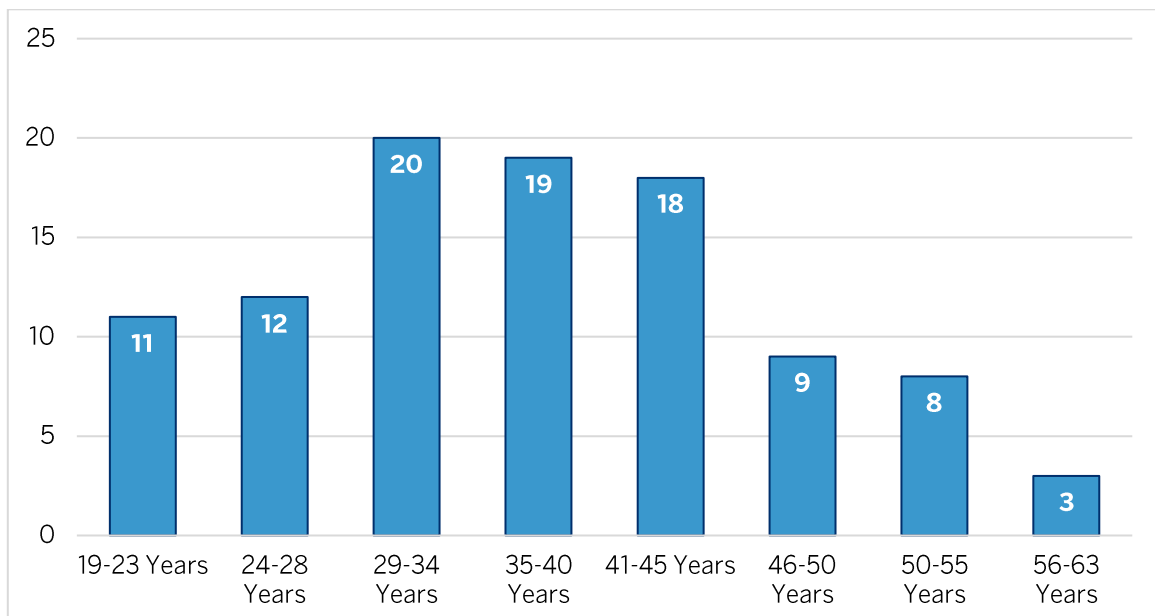
Demographic Information

At the very beginning of this face-to-face training, a pre-test was administered to collect preliminary information to profile the participants. The demographic information presented in this section belongs to the 670 participants who completed the pre-test.

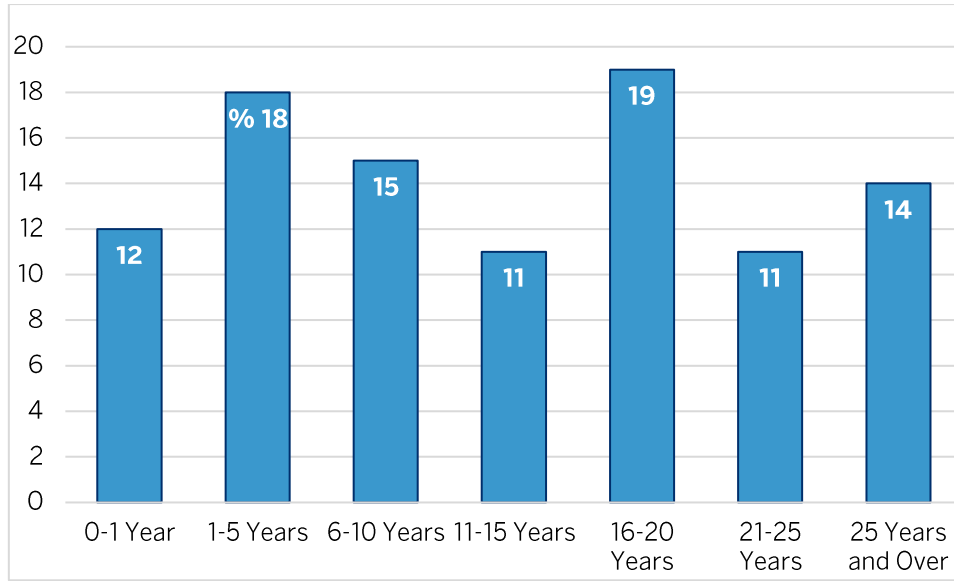
65% of the participants were female and 35% were male teachers (Graph 1). Teachers' ages ranged between 19 and 63 (Graph 2). 134 participants were university students and it can be seen in Graph 3 that teachers with different professional experiences participated in the training.



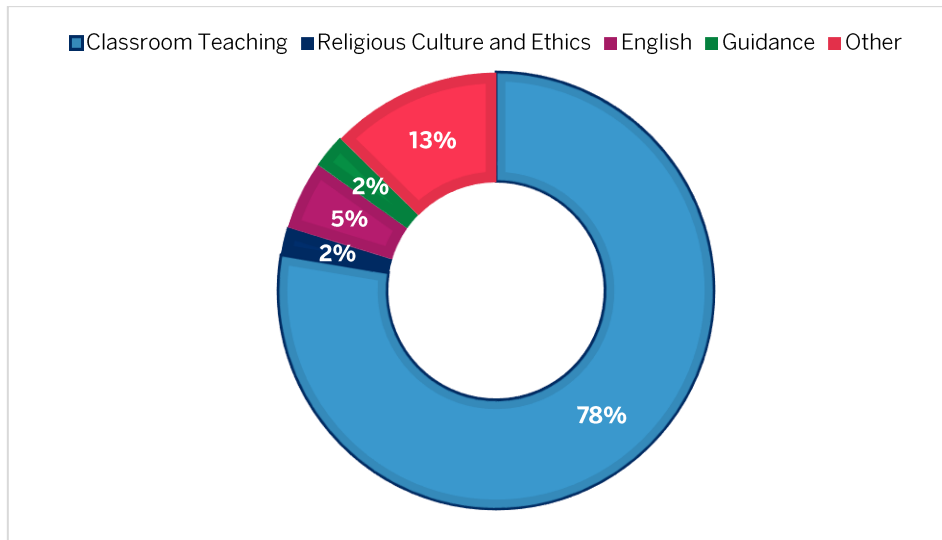
Graph 1. Gender distribution of teachers participating in the training



Graph 2. Age distribution of teachers participating in the training



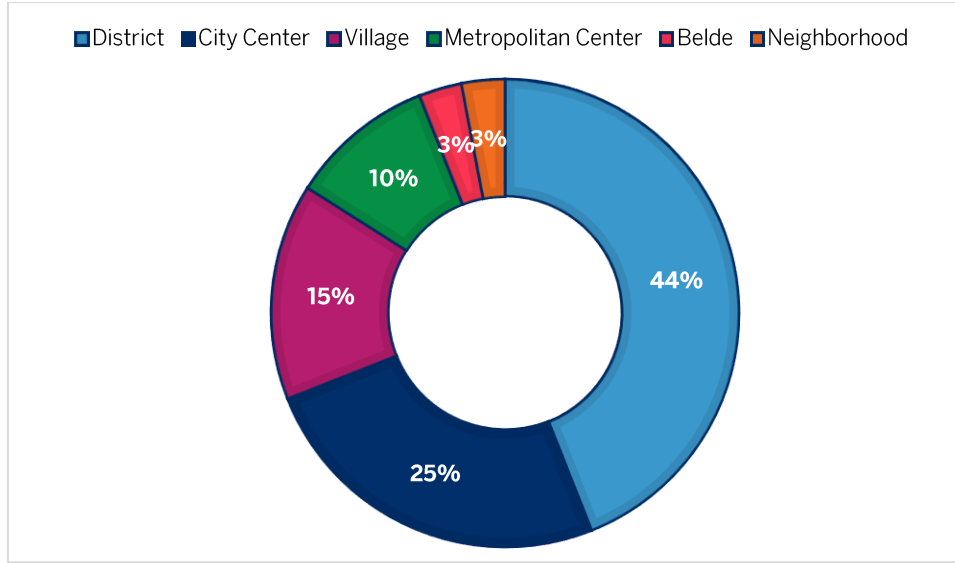
Distribution of professional working hours of teachers participating in the training



Graph 4. Branch distribution of teachers participating in the training

Graph 4 shows that the participation of classroom teachers, the target group of the project, was the highest with 78%. As a natural consequence of the fact that school-based applications were received for this training (the school principal applied on behalf of the classroom teachers working in a school) and that there was at most one teacher in each school in branches other than primary school teaching, the participation of teachers from other branches in the distribution remained low.

According to Graph 5, the highest participation rate was 44% in the districts. The total rate in metropolitan and city centers is 35%. In towns, neighborhoods and villages, the total rate is 21%. The concentration of training in central regions and the limitation in the delivery of training to teachers working in small settlements indicate the need to produce alternatives to increase access to training for teachers working in small settlements in the next period.



Graph 5. Distribution of the residential units where the teachers participating in the training work

EVALUATION OF THE TRAINING

The SEE program was delivered by ÖRAV part-time trainers as a 6-hour training consisting of 4 sessions on weekends (Saturdays or Sundays). As part of the last session of the training, participants were asked to fill in the training evaluation questionnaire. Through the training evaluation questionnaire, each participant's overall satisfaction with the training and their opinions about the trainers were collected. In addition, evaluations on the content, implementation, planning and organization of the training were collected through scales. In addition, the Expectation-Value-Cost scale (Bümen & Uslu, 2020) was used to collect data on teachers' motivation to apply what they gained from the training in the classroom. Through open-ended questions in the training evaluation questionnaire, teachers were asked to what extent and how this training encouraged them to change and develop. In order to examine the impact of the training on teachers, the Environmental Literacy Scale for Adults (Yiğit, Köklükaya & Demirhan, 2014) and the Sustainable Consumption Behaviors Scale (Doğan, Bulut & Kökalan-Çımrın, 2015) were administered as pre-test just before the training and as post-test one month after the training. Within the scope of this report, the information obtained in the light of the data obtained from the participants who completed the measurement tools will be shared separately under the aforementioned headings. The scales used to measure the impact of this training are listed below and the number of participants who completed the measurement tools applied within the scope of the training is presented in Table 2 with the percentages.

Table 2. Administration times of the measurement tools and the number and percentages of people who completed the tools

Measurement Tools	Implementation Time	Number of People Filling
Pre-Test	Before the training starts	670
Training Evaluation Questionnaire	At the end of the training	574
Post-Test	One month after the training	272

Measurement Tools Used:

- ✓ ÖRAV (Training Evaluation Survey)
- ✓ Expectation-Value-Cost Scale (Training Evaluation Questionnaire)
- ✓ Environmental Literacy Scale for Adults (Pre-Test - Post-Test)
- ✓ Sustainable Consumption Behavior Scale (Pre-Test - Post-Test)

ÖRAV (Training Evaluation Survey)

1. Satisfaction Level

In the training evaluation questionnaire, participants were asked to rate their level of satisfaction with this training program on a scale of 1 to 10. When the answers were analyzed, it was seen that the average was 9.38, 67% of the participants gave a score of 10 out of 10 and 93% gave a score of 8 and above. This shows that the participants left the training with high satisfaction.



Figure 1. General Satisfaction Level with Education

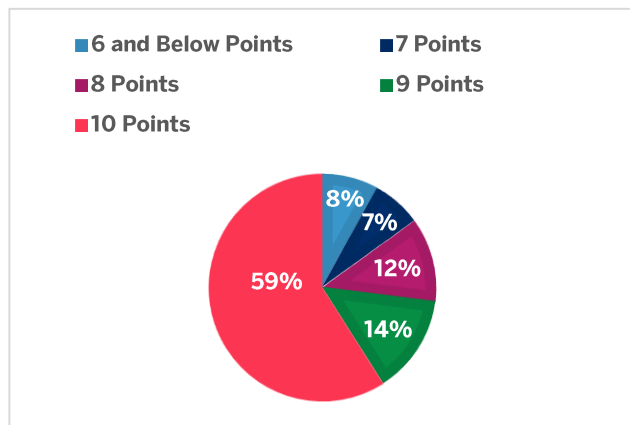
At the end of the training, the participants were asked to evaluate their overall satisfaction as well as their satisfaction levels with the trainers and the content, implementation, planning and organization of the training. The participants evaluated the trainer of the training they attended by marking the option they deemed most appropriate on a 17-item scale of "1: Improvable", "2: Fair", "3: Good", "4: Very Good" and "5: Excellent" according to ÖRAV trainer characteristics. The average of the answers given to these 17 items was 4.89 and 98% of the participants answered "Very Good" and "Excellent" for educator characteristics (Graph 6).



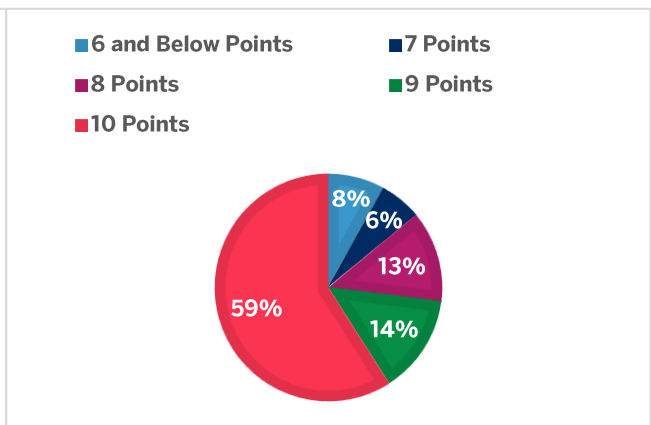
Graph 6. Level of Satisfaction with ÖRAV Trainers (Very Good and Excellent)

2. Evaluation of Education in terms of Teacher Motivation

The training evaluation questionnaire administered at the end of the training asked teachers to rate on a scale of 0 (1: Not at all - 10: Very much) the contribution of the training to their "motivation to work as a team", which is important for a sustainable environment, as well as their "what and to what extent they will change and improve their professional practices".



Graph 7. Score for encouraging change and development



Graph 8. Score distribution for contributing to their motivation to work as a team

According to Graphs 7 and 8, 59% of the participants gave this question a score of 10 out of 10, while 92% gave a score of 7 and above. This result shows that the training met the expectations to a great extent and contributed to the motivation of the participants to work as a team with the teachers working in their schools for a common goal.

3. Participant Views

The participants were asked the open-ended question "What do you plan to change in your professional and personal life after this training?". When the answers given are analyzed, it is understood that they aim to take concrete steps in terms of raising environmental awareness among students, implementing recycling activities in their classrooms and spreading the awareness of saving.

"After this training, I became more aware and sensitive about the environment. I look forward to passing this information on to my students."

"We will raise awareness of our students by reinforcing what we can do for a sustainable environment."

"I aim to be more careful about consumption, and I will strive to raise awareness among my students and parents on this issue."

Participants indicated that they planned to collaborate with both their colleagues and managers.

"I am thinking of doing recycling and upcycling works."

"I plan to conduct awareness-raising activities for the efficient use of school resources."

"I will warn my colleagues who I think are making mistakes about the environment and I will pass on the information I have learned from this training."

Participants stated that they would carry out activities to strengthen school-family cooperation.

"I will organize awareness-raising seminars to sensitize parents to the environment and classify garbage."

"I will expand the circle of awareness by involving more parents in education."



Photographs of the work samples prepared by the participants during the training

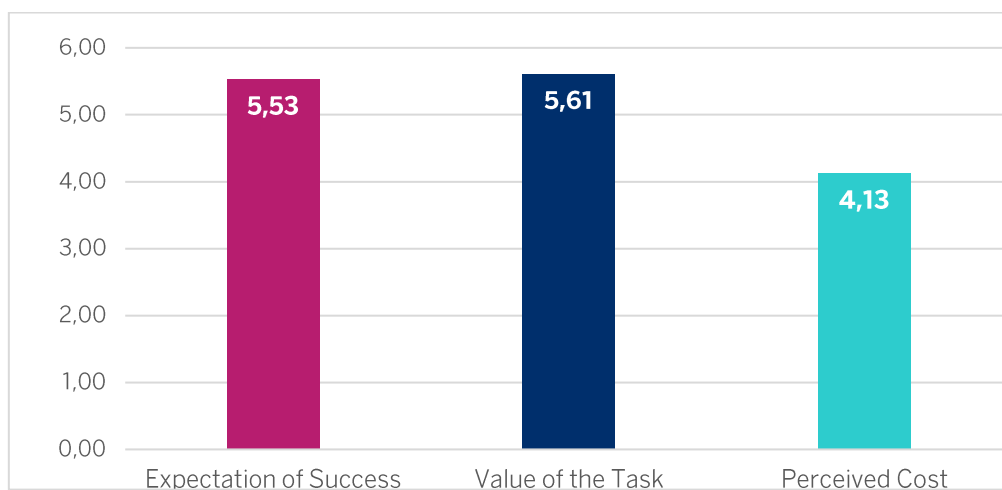
Teachers' Motivations to Carry What They Learned from this Program to the Classroom

In order to measure the motivation of the teachers who participated in the Sustainable Environmental Education Program to carry what they learned from this program into the classroom, the Expectation-Cost-Value-Scale in Professional Development, developed by Osman and Warner (2020) and adapted into Turkish by Bümen and Uslu (2020), was applied to the participants as part of the training evaluation questionnaire at the end of the training program. This scale, which aims to measure teachers' motivation to apply what they have learned in professional development programs in their classrooms, has three dimensions: expectation of success, value of the task, and perceived cost; 3 items in each dimension, 9 items in total. On a scale ranging from "1: Strongly Disagree" to "6: Strongly Agree", the participants were asked to answer these 9 statements by marking the most appropriate option for them.

When Graphs 9 and 10 are examined, the mean scores of the participants for each item show that their success expectations for bringing this education to their classrooms and the value they attach to the task of bringing this education to the classroom are quite high. However, it is seen that they are aware that implementing this education in the classroom will have a cost, but these perceived costs are at a level that will not prevent them from implementing the task.



Graph 9. Expectation-Cost-Value Average values for each item

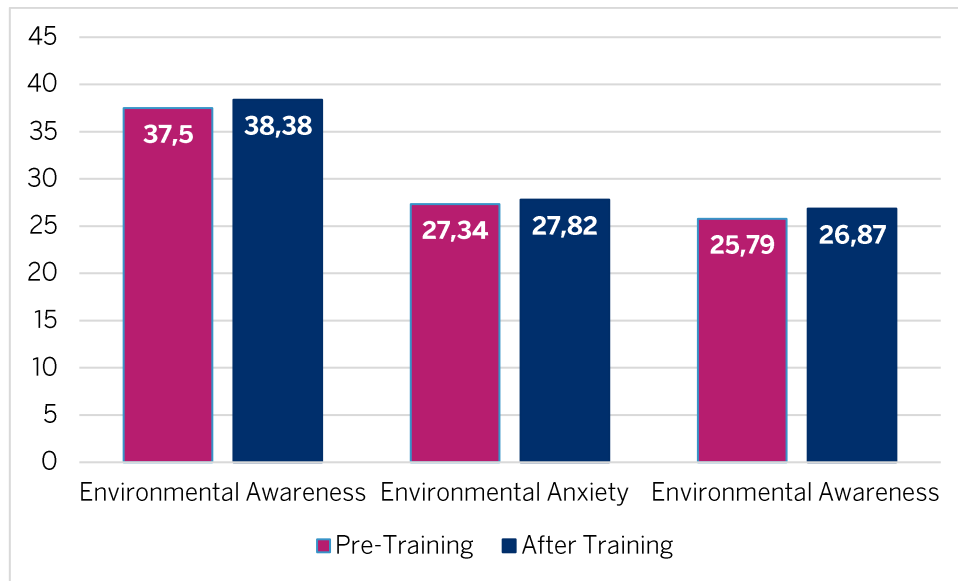


Graph 10. Expectation-Cost-Value 3 Dimension Mean Values

Teachers' Levels of Environmental Literacy after this Program

After this training, it was investigated whether there was a change in the environmental literacy of the participant teachers. The Environmental Literacy Scale for Adults (Atabek-Yiğit, Köklükaya & Demirhan, 2014) was administered to all participants as a pre-test at the beginning of the training and sent to all participants as a post-test one month after the training. This section presents the data of 174 teachers whose pre-test and post-tests were matched.

The Environmental Literacy Scale for Adults consists of three sub-dimensions (environmental awareness, environmental concern, environmental awareness) and 20 items. The pre-test and post-test averages for each dimension are presented in Graph 11.



Graph 11: Teachers' pre/post-test averages of the Environmental Literacy Scale for Adults

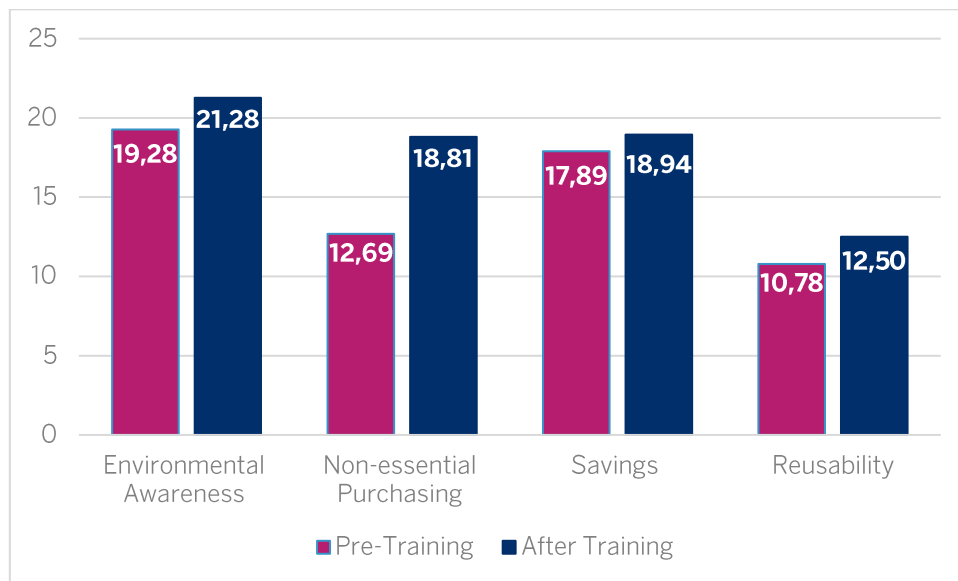
As seen in Graph 11, the post-test averages for each dimension are higher than the pre-test averages. Wilcoxon Signed Rank Test was used to analyze whether this difference was statistically significant. It was found that the difference was significant in the Environmental Consciousness and Environmental Awareness dimensions, while the difference was not significant in the Environmental Anxiety dimension. This finding shows that the training was effective in increasing knowledge and sensitivity towards environmental issues, but did not change the anxiety levels of teachers. The result is consistent with the curriculum approach that prioritizes raising awareness of responsibility instead of creating anxiety and is consistent with the program outcomes.

Teachers' Sustainable Consumption Behaviors after this Program

In order to determine whether there was a change in the Sustainable Consumption Behaviors of participant teachers after this training, the Sustainable Consumption Behaviors Scale (Doğan, Bulut & Kökalan-Çımrın, 2015) was administered to all participants as a pre-test at the beginning of the training and sent to all participants as a post-test one month after the training. This section presents the data of 161 participant teachers who completed the pre-test and post-test and whose responses matched.

This scale aims to measure consumers' awareness and behavior on sustainability in various dimensions. The items in the scale are rated on a 5-point Likert scale (1=Never, 5=Always) to better understand respondents' sustainable consumption behaviors. This scale provides researchers and practitioners with a comprehensive tool to assess individuals' attitudes and behaviors towards sustainable consumption.

This scale consists of 17 items and 4 sub-dimensions: environmental awareness, non-essential purchasing, saving and reusability. The pre-test and post-test averages for each dimension are presented in Graph 12.



Graph 12. Teachers' Sustainable Consumption Behavior Scale pre/post-test averages

As seen in Graph 12, the post-test averages for each dimension are higher than the pre-test averages. Wilcoxon Signed Rank Test was used to analyze whether this difference was statistically significant. It was found that the difference was statistically significant in all sub-dimensions. According to this finding, it can be said that the training had a positive effect on teachers' environmental sensitivity, making the right choices for consumption according to needs, saving and reusing, and reducing waste generation.

Consumption Habits of Teachers after this the Form

Participating teachers were asked 6 questions about their consumption habits just before and 1 month after the training, to which they could answer yes or no. Table 3 lists the answers given before and after the training.

According to Table 3, it was observed that the negative perception towards recyclable products increased after the training, the rate of deleting unnecessary e-mails and SMS increased, storing unnecessary data in digital spaces and keeping unused applications decreased.

Table 3. Frequency Percentages of Consumption Habits Before and After Training

Statements	Before Education		After Training	
	Yes	No.	Yes	No.
I think recycled products are of poor quality and harmful to human health.	14.7%	85.3%	26.4%	73.6%
I delete promotional and advertising emails/SMS that are unnecessary and that I am not interested in.	86.1%	13.9%	92.0%	8.0%
I take photos on my phone until I get the best shot and I keep them all.	25.3%	74.7%	16.3%	83.7%
I have regular subscriptions to newsletters that I have signed up for in the past, but on topics that are no longer of interest to me.	28.0%	72.0%	23.0%	77.0%
I have apps on my phone that I have installed before and no longer use.	36.0%	64.3%	24.0%	76.0%
I use the leftovers for another meal the next day, freeze them or use them.	73.0%	27.0%	64.8%	35.2%

Positioning the Human Place in Nature for a Sustainable World

In the pre-test and post-test, the participants were asked the question "Which shape would you choose when you position the place of human in nature for a sustainable world?" with the figure below. The answers given before and after the training are given in Table 4.

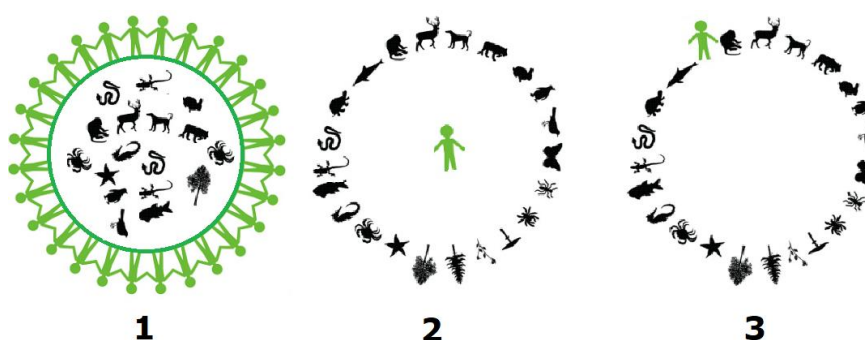


Figure 1. Image used in the question posed to the participants regarding the position of humans in nature.

Table 4. Distribution of teachers participating in the training in positioning the place of humans in nature for a sustainable world

Visual	Description	Pre-Test (Percentage)	Final Test (Percentage)
1	Human is the protector of nature, nature is at the center.	50%	29%
2	Human is at the center of nature and dominates it.	10%	7%
3	Human is part of nature, decentralized.	40%	63%

According to Table 4, it is seen that while the teachers saw human beings as a being that should protect nature before the training, there was an increase in their positioning as a part of nature after the training. This change towards adopting the view that humans are an integrated part of nature shows that the training provided a more holistic perspective on the human-nature relationship.

CONCLUSION

The Sustainable Environment Education Program was carried out to increase teachers' environmental literacy levels and contribute to environmental sustainability. 1059 teacher and students studying at the faculty of education from 24 different provinces of Turkey participated in the training. Through these teachers, who became aware of the environment and sustainable consumption behaviors, 23425 primary school students were reached.

The participation rate of 21% in towns, neighborhoods and villages is considerably lower than in larger settlements. The concentration of education in central regions and the limitation in the delivery of education to teachers working in small settlements has shown the need to produce alternatives to increase access to education for teachers working in small settlements in the next period.

Of the 574 teachers who participated in the training program and completed the training evaluation questionnaire, 93% left the training with a high level of satisfaction. The evaluation of the training program in terms of teacher motivation showed that it met the expectations to a great extent and contributed to the motivation of the participants to work as a team with the teachers working in their schools for a common goal. In terms of teachers' motivation to carry what they gained from this program to the classroom, it was seen that their expectations of success and the value they attached to the task of carrying this training to the classroom were quite high. After the training, it was determined that the environmental sensitivity of the teachers increased, contributed to the development of an environment-oriented perspective and to consider the environment in their activities. In terms of sustainable consumption behaviors, the training had a strong impact on gaining

habits such as reducing unnecessary consumption, encouraging reuse and saving. Education has provided a perspective that strengthens the understanding that humans are a part of nature and contributed to the development of conscious and responsible behaviors towards the environment. This transformation reveals that the training provided a more inclusive and holistic understanding of the human-nature relationship. After the training, teachers carried out awareness-raising practices on waste management, recycling and sustainable consumption with their students. It can be said that this process contributes to teachers' and students' adoption of sustainable lifestyles by increasing their environmental awareness and creating lasting effects.

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