ORAV Kurucu | Garanti BBVA

DOW

in Collabration

SUSTAINABLE ENVIRONMENT TRAINING

Monitoring and Evaluation Report
2025 - 2026

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EXECUTIVE SUMMARY

The climate crisis, overuse of resources, and the environmental consequences of consumption habits necessitate that environmental education be addressed not only at the level of knowledge but also at the level of behaviour and responsibility.[1] **A sustainable future is only possible when individual awareness is transformed into collective action.** Environmental education must therefore not only raise awareness but also cultivate responsibility, agency, and sustainable practices. **Teachers play a central role in this transformation process. Their pedagogical choices, classroom practices, and professional attitudes have the capacity to influence students, shape school culture, and indirectly affect families and communities.**

The Sustainable Environmental Education Program (SCE), implemented between October 2025 and February 2026 through the long-standing partnership between the Teacher Academy Foundation (ÖRAV) and Dow Türkiye, was designed to strengthen teachers' environmental literacy and promote sustainable behavioural change within the education ecosystem. **During the 2025–2026 implementation period, the program adopted a flexible and multi-modal training model to expand access and improve inclusivity.**

Within this framework, 1029 teachers were reached through face-to-face training implemented in 15 provinces, while 452 teachers from 50 provinces participated in the online training program. Additionally, 1,731 teachers completed the microlearning modules designed to reinforce sustainability knowledge and daily environmental practices. Through the teachers participating in the program, an estimated 32,582 primary school students were indirectly reached through classroom activities and awareness-raising initiatives.

Evaluation findings indicate a consistently high level of participant satisfaction across both face-to-face and online delivery formats. **Over 92% of participants rated the training content and implementation at 8 or above on a 10-point scale, demonstrating a strong level of perceived quality and relevance. Furthermore, the program achieved a Net Promoter Score (NPS) of 79, suggesting that participants not only valued the training experience but were also highly willing to recommend it to their colleagues.**

[1] *UNESCO. (2015). Education 2030 Framework for Action: Incheon Declaration and Framework for Action for the Implementation of Sustainable Development Goal 4;*

Pre-test and post-test comparisons reveal measurable improvements in teachers' environmental literacy and sustainable consumption behaviours. Significant increases were observed in environmental awareness and environmental concern dimensions, while positive changes were recorded across all sub-dimensions of sustainable consumption behaviour. The most notable improvements were identified in environmental sensitivity and the reduction of unnecessary consumption behaviours. In dimensions where baseline levels were already high, the program reinforced existing positive attitudes rather than generating large measurable increases.

Qualitative findings complement the quantitative results by highlighting teachers' strong motivation to integrate sustainability practices into their classrooms and school environments. Teachers reported intentions to implement environmental activities with students, initiate awareness campaigns within schools, and involve parents in sustainability-related initiatives. **These findings demonstrate that the program's practice-oriented and interactive structure supports the translation of knowledge into action.**

Overall, the evaluation results indicate that the Sustainable Environmental Education Program has the capacity to generate measurable outcomes that extend beyond awareness-raising. By equipping teachers with practical tools and fostering behavioural change, the program contributes to the development of a sustainable environmental culture within the school ecosystem. **The program's scalable model, its ability to operate across different educational contexts, and its multiplier effect along the teacher-student-parent chain demonstrate its potential to produce meaningful and sustainable social impact.**

Regards,
Teacher Academy Foundation (ÖRAV)

1. INTRODUCTION

1.1. Sustainable Environmental Education Program

The climate crisis, loss of biodiversity, overuse of resources, and waste management issues necessitate a re-evaluation of our relationship with the environment, not only at the level of knowledge but also at the level of behaviour. In this context, environmental literacy goes beyond 'knowing the right information'; it encompasses a holistic understanding that humans are part of nature, daily choices consistent with this understanding, and a sense of social responsibility. **A sustainable future is only possible when individual awareness translates into collective action; one of the most powerful levers for this is the education ecosystem. The Sustainable Environment Education Program (SCE), launched for the first time in 2024 in collaboration between the Teacher Academy Foundation (ÖRAV) and Dow Türkiye, is designed precisely to address this need.** The program is a multi-layered model that aims to strengthen teachers' environmental literacy, bring sustainable living habits into classroom practices, and spread this impact to society through students and their families. Teachers are not merely professionals who impart knowledge; they are key actors who can trigger behavioural change in students through their attitudes, choices and classroom climate, transform school culture and connect with the local community. Therefore, SCE approaches the "environmental issue" not as a subject matter but as a way of life that extends to the teacher-student-parent-neighbourhood level.

1.2. Program Alignment with the Sustainable Development Goals (SDGs)

The framework of the program is also directly linked to the Sustainable Development Goals (SDGs). Strengthening environmental literacy under Quality Education (SDG 4), translating climate and resource use awareness into action under Responsible Consumption and Production (SDG 12), and creating impact at the individual and societal levels in line with Climate Action (SDG 13) are among the program's key orientations.[2] Prepared using a sustainable impact model approach, this report outlines how the SCE was implemented in line with these orientations during the 2025-2026 implementation period and how it was monitored and evaluated with evidence.

1.3 Program Implementation Strategy and Methods

Significant changes were made to the program's implementation model in the 2025-2026 period to increase access and respond to different needs. Training sessions, which were conducted in a face-to-face format for one full day (8 hours) in the previous period, created access difficulties for some groups of teachers; this situation limited participation, particularly for those with weekend care responsibilities, those working weekends for additional income, and those who had difficulty travelling from small settlements to the centre.

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[2] *United Nations. Sustainable Development Goals. Accessed February 2026.*

This reality was identified as a structural barrier limiting the program's potential impact. As a solution, a three-part training module design was adopted for the 2025-2026 period:

(I) 4-hour face-to-face format: "Sustainable Environment: First Contact with the Environment"

(II) 8-hour face-to-face format: "Sustainable Environment: Ready for Action Plan"

(III) Online format: "Sustainable Environment Education (Synchronous–Asynchronous)"

Sustainable Environment: First Contact with the Environment (4 Hours)

Module 1: Humans as Part of Nature (2 hours)

- An introduction to humanity's place and responsibilities in nature
- Ecological thought movements (Deep Ecology, Aldo Leopold's "Thinking Like a Mountain" approach)
- Questioning different perspectives on the human-nature relationship
- Atatürk's environmental vision in the Republic Project

Module 2: Our Consumption Habits and Their Impact on the World (2 hours)

- Carbon footprint and Earth Overshoot Day
- Linear economy vs. circular economy
- Conscious consumption and waste management
- The concepts of recycling and upcycling
- Creating a personal action plan

Outputs

- Basic environmental literacy awareness
- A critical perspective on the relationship between humans and nature
- Small, actionable steps for personal life
- Motivation to transition to an 8-hour program, if desired

Sustainable Environment: Ready for Action Plan (8 Hours)

Module 1: Humans as Part of Nature (2 hours)

- Humanity's place in nature and ecological perspectives
- Discovering the interdependence of all beings
- The philosophical foundations of the human-nature relationship

Module 2: Our Place in Nature and Our Responsibilities (2 hours)

- Profile of a Sustainable World Citizen (knowledge-understanding, skills, values and attitudes)
- Collaborative poster preparation activity
- Developing individual and collective responsibility awareness

Module 3: Our Consumption Habits and Their Impact on the World (2 hours)

- Earth Overshoot Day and detailed examination of carbon footprint
- Comparison of linear and circular economies
- Recycling, upcycling, and zero-waste approach
- Personal and corporate measures for waste management

Module 4: Design Thinking as a Solution Method (2 hours)

- Introduction to the design thinking methodology
- Workshops for developing solutions to environmental problems
- Examples of projects applicable in the classroom
- Creating an action plan

Outputs

- In-depth environmental literacy
- Action plans applicable in the classroom/school
- Design-focused thinking skills
- Concrete tools for working with students and parents

Online Sustainable Environment Education (Synchronous-Asynchronous)

Content

- Humans as Part of Nature
- Our Place in Nature and Our Responsibilities
- Our Consumption Habits and Their Impact on the World

Outputs

- Basic environmental literacy awareness
- A critical perspective on the relationship between humans and nature
- Small, actionable steps for personal life
- Example of an activity applicable in the classroom/school
- Motivation to transition to a 4-8 hour program, if desired

Figure 1. Structure of the Program Module

This structure has made participation in the program more accessible for teachers who are highly motivated in the field of the environment but face time and access constraints; it has also created a phased and sustainable progression option for participants who need to deepen their learning process. **The 4-hour application strengthens basic concepts and awareness thresholds, while the 8-hour application takes teachers to classroom action design with more comprehensive content and application planning. The online application expands inclusivity by reducing geographical and time-based barriers.** In this context, the application forms and the number of teachers reached are shown in **Table 1**.

Training Delivery Format	Number of Teachers Reached
Face-to-Face Training	1029
Online Training	452
Total	**1481**

Table 1: Number of Teachers Reached by Training Delivery Method

1.4. Program Objectives

1.4.1. General Objective

The general objective of the program is to contribute, through education, to the development of individuals who feel responsible towards all humanity, value the right to life of all living beings, and can produce functional, economical, and sustainable solutions to environmental problems.

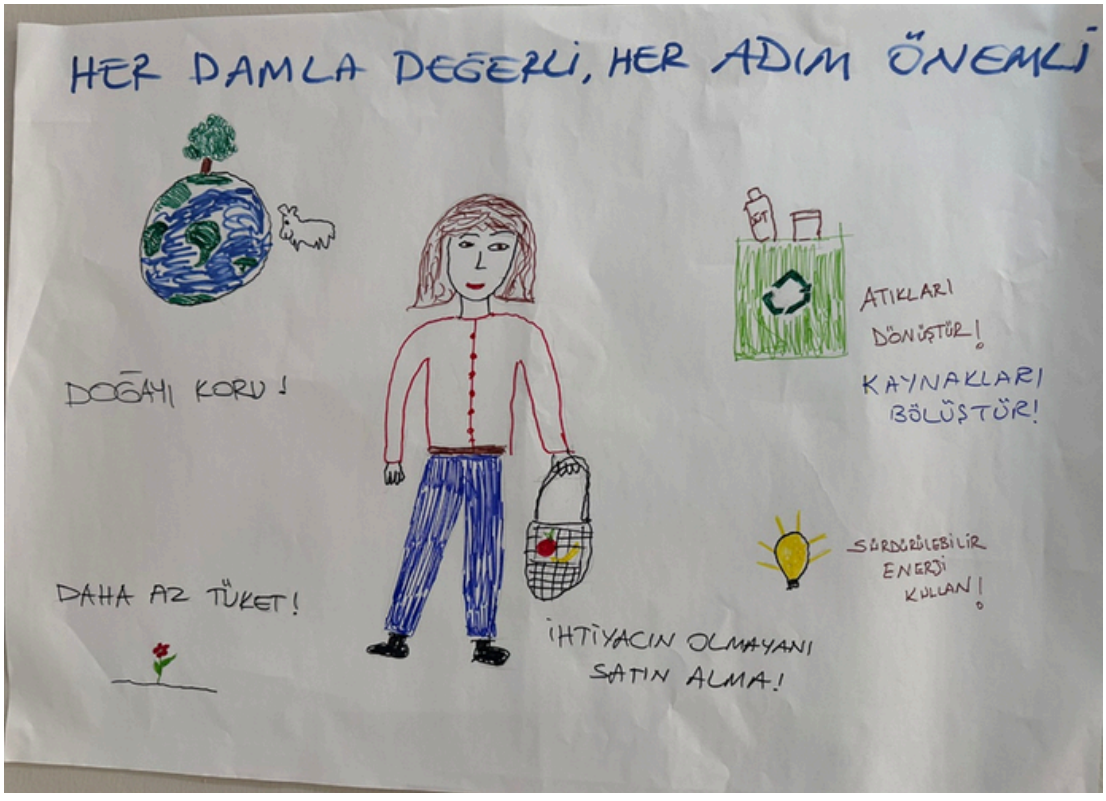
1.4.2. Specific Objectives for Teachers

In line with the above general objective, **the specific objectives** for teachers are:

- to increase the level of environmental literacy,
- to support sustainable consumption behaviours,
- to foster a holistic perspective on the relationship between humans and nature, to strengthen the ability to generate solutions to environmental problems,
- and to support the transition from an "I" consciousness to a "we" consciousness.

1.4.3. Specific Objectives for Students and Families

For students and families, the program aims to increase social impact through teachers; to strengthen the belief in **"making a difference"** for a sustainable future; and to spread environmentally-focused lifestyle habits to homes and neighbourhoods.



1.5. Program Philosophy, Approach and Design Principles

SCE's approach is based on the following three principles:

- **Creating a learning environment that fosters a sense of responsibility and self-efficacy rather than anxiety;** the program prioritises generating realistic answers to the teacher's question "What can I do?" rather than dramatising environmental disasters.
- **Focusing on concrete and applicable practices that connect the theoretical framework to everyday life;** micro-actions that have a counterpart in the classroom and school culture are the carriers of learning.
- **It is to strengthen a decentralised perspective that does not position humans outside of nature; one that re-establishes the human-nature relationship through mutual responsibility.** These principles are decisive not only in content design but also in post-training implementation expectations.

1.6. Post-Program Outcomes and Impact Chain

The post-training process is a critical link in the program's impact chain. Participants were asked to select applications from the participant handbook within a week after the training, implement them with their students in the classroom, and document the outcomes.

In addition, the Sustainability and Environmental Awareness Community we created on our distance learning platform served as a social learning group for sharing experiences, peer support, and disseminating good practices. To date, over 500 members have joined the community, creating a platform for interaction among participants.

To ensure the program's impact is sustainable, it has been implemented with a step-by-step dissemination approach: **teacher → student → parent → neighbourhood residents.** Evidence supporting this dissemination and dissemination components are presented in separate subheadings in the following sections of the report.

1.7. Scaling and Productization Strategy

SÇE has approached teacher training in the 2025-2026 period not as a single learning activity, but as a dissemination ecosystem where learning is brought into the classroom, teacher production is made visible, and good practices can be replicated.

This ecosystem comprises:

(I) school-based leadership and production components (School Leader Program and Leadership Camp),

(II) access and visibility components (YouTube series),

(III) micro-learning content

(IV) classroom application materials (Activity Book and Participant Booklet).

This section explains the purpose, scope, operation, and expected outcomes of each component.

1.7.1. Sustainable Environment School Leaders Program

The Sustainable Environment School Leader Program is the dissemination and school-based transformation component of the Sustainable Environment Program (SÇE). The program is designed as an inclusive model, accessible to teachers and schools interested in sustainability. The main objective is to transform the awareness raised among teachers into concrete environmental practices at school level; to make sustainability practices visible and sustainable within the "school culture" together with students, parents and local stakeholders. **Within this scope, 10 schools and 19 teachers from 8 provinces participated in this program implemented in 2025.**

Within the scope of the program, participating teachers were expected to carry out three main production lines led by teachers:

- **1 Video:** A one-minute video recording demonstrating a concept related to a sustainable environment in the neighbourhood where the school is located or at home.
- **3 Activities:** A total of 3 classroom applications and documentation, with at least one activity from each of the three themes (sustainability at home/at school/in my neighbourhood) from the Sustainable Environment Activity Book.
- **1 Awareness Activity:** Designing, implementing, and documenting a sustainable environment activity that increases the school's sphere of influence (e.g., poster, podcast, environmental festival, research/survey, campaign, etc.).

The assessment approach and rubric works were reviewed by a jury using the blind peer review technique in line with the assessment rubric developed by ÖRAV. The rubric is based on the criteria of conceptual clarity, thematic distribution, depth of implementation, quality of documentation, awareness objective, participation and impact, creativity, sustainability, and use of the language of. **The recognition and advancement mechanism** awarded schools that completed the program with the "Sustainable Environment Leader School Certificate". Teachers who achieved the highest scores in the evaluation results earned the right to participate in the Sustainable Environment Leader Camp.

1.7.2. Sustainable Environmental Leaders Camp

The Sustainable Environment Leader Camp is a production-focused work camp that aims to bring together teachers who stand out in the School Leader Program to share experiences, generate new activity ideas, and transform program outputs into a lasting product. **The camp was organized in person in Istanbul on 17-18-19 January 2026 with the 20 teachers who received the highest scores in the rubric assessment.** The camp program consisted of experience-sharing sessions, group-based teaching activity design workshops, new activity development workshops, and feedback/productisation sessions.

The activities developed during the camp were evaluated by ÖRAV expert educators. As a result of this evaluation, it is planned to prepare these contents as an open-access publication under the title **"Sustainable Environment Leader Camp Activity Book"**. This component aims to support teachers in positioning themselves not only as practitioners in the field of environmental education, but also as actors who produce and disseminate content.

1.7.3. Environmental Sustainability YouTube Series

The YouTube series has been structured with the aim of strengthening demand for the SCE, making the program's content and support materials visible, explaining institutional collaboration in a transparent manner, and disseminating teacher practices with concrete examples. The target audience is stakeholders in the education ecosystem, primarily teachers and school administrators interested in the program.

Video topics are prepared according to the following subject headings:

- The first video, **"Introduction to the Education Program and Support Materials"** was prepared under the theme. Within this theme, the content of the education, microlearning content, and the Sustainable Environment Activities Book were introduced, followed by the sharing of inspiring application examples from ÖRAV educators.

- The second video was prepared under the theme **"Dow Türkiye's Support and Contribution to Sustainability**". Representing Dow Türkiye, CEO **Ms Banu Korun** spoke about the ÖRAV collaboration process and its contribution.

- The third video featured a presentation by **Mr Özgür Kayan** on Dow Türkiye's contributions to a sustainable environment in the context of **"Recycling".**

In this context, all videos in the **Sustainable Environment YouTube Series** have been viewed by nearly 700 viewers.

You can access the videos via the buttons below:

YouTube video link: **Introduction to the Education Program and Support Materials**

YouTube video link: **Dow Türkiye's Support and Contribution to Sustainability**

YouTube video link: **Recycling**

1.7.4. Microlearning Content Series: "Sustainable Living and Environmental Awareness

In 2025, microlearning content was developed for teachers on **five** different topics related to environmental sustainability. A total of **1,731** teachers completed this content.

Microlearning Module	Number of Completions
Climate Change and Carbon Footprint	433
Recycling: Plastic Codes on Packaging	347
Consumption Habits	321
Energy Efficiency	314
Daily Habit Changes to Reduce Carbon Footprint	316
Total	**1731**

Table 2. Number of Teachers Completing Microlearning Content

These short and interactive learning contents aim to support teachers in developing environmentally conscious habits in their daily lives and in conveying this awareness to their students. **This microlearning series has increased teachers knowledge and awareness of sustainability issues by offering short, interactive, and visually rich learning experiences.** The content has been designed in line with ÖRAV's goals of environmental responsibility and strengthening teachers lifelong learning skills.

The prepared content is as follows:

- **Climate Change and Carbon Footprint:** Aims to raise participants' awareness at an individual and systemic level and develop their environmental sustainability skills through thought-provoking questions. Prepared using Articulate Rise's "interactive question" and "flashcard" blocks, it triggers reflective learning by asking users thought-provoking mini-questions. Visually supported micro-texts convey concepts in a simple manner. The approach uses a structure based on "microlearning" and "cognitive awareness".

- **Recycling:** It aims to increase recycling knowledge and consciously manage individual environmental impact by introducing the types of plastic commonly encountered in daily life. It introduces different types of plastic with clickable images and information pop-ups. Designed with a "visual recognition" and "interactive discovery" approach, learning progresses through short pieces of information and practical guidance.

- **Consumption Habits:** It encourages sustainable lifestyle choices by questioning consumption habits in areas such as fast fashion, food waste, and conscious shopping. Short scenarios based on decision-making and comic-style scenes are included in the activities, where the user is expected to make choices, creating behavioural awareness. The "scenario-based learning" and "behavioural questioning" approaches are used.

- **Energy Efficiency:** It instils simple but effective habits that increase energy efficiency in daily life; it supports behavioural change with visual and interactive tips. It is based on accessing information by clicking on specific points in the visual; each tip is supported by short action suggestions, and the interaction type used is "hotspot (interactive point)". The "action-oriented micro-learning" and "gamified awareness" approaches have been used.

- **Daily Habit Changes to Reduce Carbon Footprint:** It contains interactive scenarios aimed at reducing carbon footprint through transportation, nutrition, and consumption habits and encourages sustainable lifestyles. It contains interactive scenarios where choices are made in areas such as transportation, nutrition, and consumption. The results of the choices are displayed to raise awareness of cause and effect. It has been prepared using the "branching" and "experiential learning" approaches.

All content, with its short-term and mobile-friendly structure, contributes to teachers developing awareness and behavioural change on environmental sustainability issues.

1.7.5. Sustainable Environmental Education Activity Workbook

The activity book is a fundamental resource that enhances the teacher's capacity for in-class implementation. Prepared in both Turkish and English, it contains 10 activities under the themes **"Sustainability at Home/School/Neighbourhood"**.

The book addresses the SDG's in a language accessible to children, supported by a glossary of terms and an environmental awareness calendar. In the current version, differentiation suggestions (support–enrichment) have been added to enhance classroom applicability. Furthermore, it has been linked to TYMM compatibility, conceptual skills, and cross-curricular components.

The activity book was viewed a total of 356 times on the website between October 2025 and February 2026.

Access to the book is available via the following buttons:

Activity Workbook - TR Activity Workbook - EN

1.7.6. Participants' Booklet

The participant booklet serves as a supplementary resource that facilitates the transition of the training into classroom practice. The booklet contains sample activities that can be implemented within a week after the training, **brief information notes to enhance the teacher's individual impact, and activities to help bring design thinking methodology into the classroom. Teachers are expected to select from the application examples in the booklet, implement them in the classroom shortly after the training, and document their outcomes. This supplementary resource is considered one of the fundamental mechanisms that enables learning to translate into action within the logic of the monitoring and evaluation report.**

The booklet can be accessed via the button below:

Participants' Booklet

2. METHODOLOGY

2.1. Monitoring and Evaluation Approach

This report has been prepared to comprehensively evaluate the evidence of **awareness, knowledge, attitude and behavioural changes** acquired by teachers participating in Sustainable Environmental Education during and after the training process. **The evaluation design is based on a mixed-methods approach that tracks the measurable dimensions of change through quantitative indicators while aiming to understand the processes and contexts in which this change occurs through qualitative evidence.** In this context, the research was conducted using an **embedded mixed-methods** design. Quantitative data formed the main line of monitoring, while qualitative data was used to explain and deepen the quantitative findings. Thus, the impact of the program was addressed in terms of both **breadth** (how many people were affected and at what level) and **depth** (why and how they were affected).

In quantitative terms, the perceived quality and areas of impact of the program were monitored through **pre-test and post-test measurements**, training evaluation questionnaires, and satisfaction/recommendation tendencies. In qualitative terms, teachers' experiences, implementation practices, and areas for improvement were analysed thematically through **focus group discussions**, field observations, and document and product reviews. While this evaluation approach offers the opportunity to monitor quantitative change and deepen it with qualitative data, it also has limitations such as participation based on voluntary participation and pre-test–post-test matching rates.

2.2. Data Sources and Measurement Tools

The data sources used in the evaluation are presented below:

(I) scales applied before and after the training (pre-test–post-test),

(II) evaluation questionnaires administered at the end of the training and activities (face-to-face and online),

(III) open-ended questions,

(IV) focus group discussions,

(V) observation forms for field applications,

(VI) document and product reviews (participant handbook, activity book, microlearning content, video series, and school leader outputs).

The questionnaires and forms were structured to cover participants' demographic characteristics, their perception of achieving program objectives, content and implementation quality, trainer evaluation, intention to transfer to practice, and suggestions for improvement. Quantitative tools were supported by Likert-type items and open-ended questions, aiming to capture both numerical trends and the reasons behind them.

2.2.1. Quantitative Tools

Quantitative tools used to monitor the program's impact and perceived quality are designed to enable pre- and post-training comparisons. The primary quantitative tools used in face-to-face and online applications during the 2025-2026 period are as follows:

Evaluation Tool	Type	Purpose	Implementation Time
Adult Environmental Literacy Scale	Scale	To assess participants' knowledge, awareness and behaviour levels regarding the environment	Pre-test and Post-test
Sustainable Consumption Behaviour Scale	Scale	To assess sustainable consumption habits and awareness levels	Pre-test and Post-test
Expectation–Value–Cost Scale	Scale	To measure the relationship between expectations, perceived value and satisfaction regarding the training	Post-Training Evaluation Questionnaire
Human–Nature Connection Form	Survey	To assess the nature of participants' relationship with nature and their emotional connection to the environment	Pre-test and Post-test
Education Participation and Satisfaction Survey	Survey	To collect demographic information, satisfaction levels, recommendation score (NPS), and general feedback	Post-Training Evaluation Survey

Table 3. Evaluation Framework and Measurement Tools Used in the Programme

2.2.2. Qualitative Tools

Focus Group Discussions: Focus group discussions conducted with teachers after the training aim to gain an in-depth understanding of the program's environmental awareness, sustainable behaviour development and reflection level in classroom applications. Teachers' program experiences, gains, strengths and areas for development were gathered through semi-structured questions, and the data was examined using a thematic analysis approach.

Observation Forms: In face-to-face applications, observation forms were used to observe how educators conducted the training process, participant interaction, use of methods and techniques, and management of the application flow. Observation notes were analysed as qualitative evidence supporting training quality and application integrity.

Document and Product Review: Materials produced and used within the program (participant handbook, activity book, microlearning content, video series, school leader output examples) were examined in terms of content and intended use; concrete outputs supporting the program's dissemination approach were included in the report.

2.3. Participant Profile and Sample

The program's target audience consists of teachers working in different subjects and levels across Turkey. Participants were selected on a voluntary basis. In addition to teachers who attended face-to-face training, teachers who completed online training were also included in the evaluation process. Demographic distributions related to the participant profile (gender, age, seniority, branch, settlement unit, etc.) are presented in the Findings section with relevant tables and visuals.

2.4. Data Analysis Methods

Quantitative Data: Quantitative data were analysed using descriptive statistics (frequency-percentage, mean, standard deviation). Pre-test–post-test comparisons were made in appropriate data sets; satisfaction and recommendation tendencies (NPS/recommendation score, if any) were evaluated. Results for face-to-face and online applications were tracked separately.

Qualitative Data: Open-ended survey responses, focus group discussion data, observation notes, and document review outputs were evaluated using thematic analysis methods. During the coding process, recurring themes, sub-themes, and sample participant statements were identified; qualitative findings were integrated into the report in a manner that explained the quantitative results.

2.5. Limitations and Ethical Principles

Data were collected on a voluntary basis. **Therefore, limitations arising from respondent bias (self-selection), data collection rates, and pre-test–post-test matching processes may affect the generalisability of the findings.** Participant confidentiality was maintained throughout all analysis processes; data were processed and reported anonymously. Qualitative quotations were selected to exclude any identifying information.

3. FINDINGS

3.1. Scope of Implementation and Sample

Sustainable Environmental Education (SEE) was implemented between October 2025 and February 2026 in collaboration with ÖRAV and Dow Türkiye. Through this program, face-to-face training was conducted in **15** provinces across Turkey, reaching **1029** teachers. Additionally, **452** teachers from **50** provinces had the opportunity to benefit from this program through online training. **(Figure 2)**

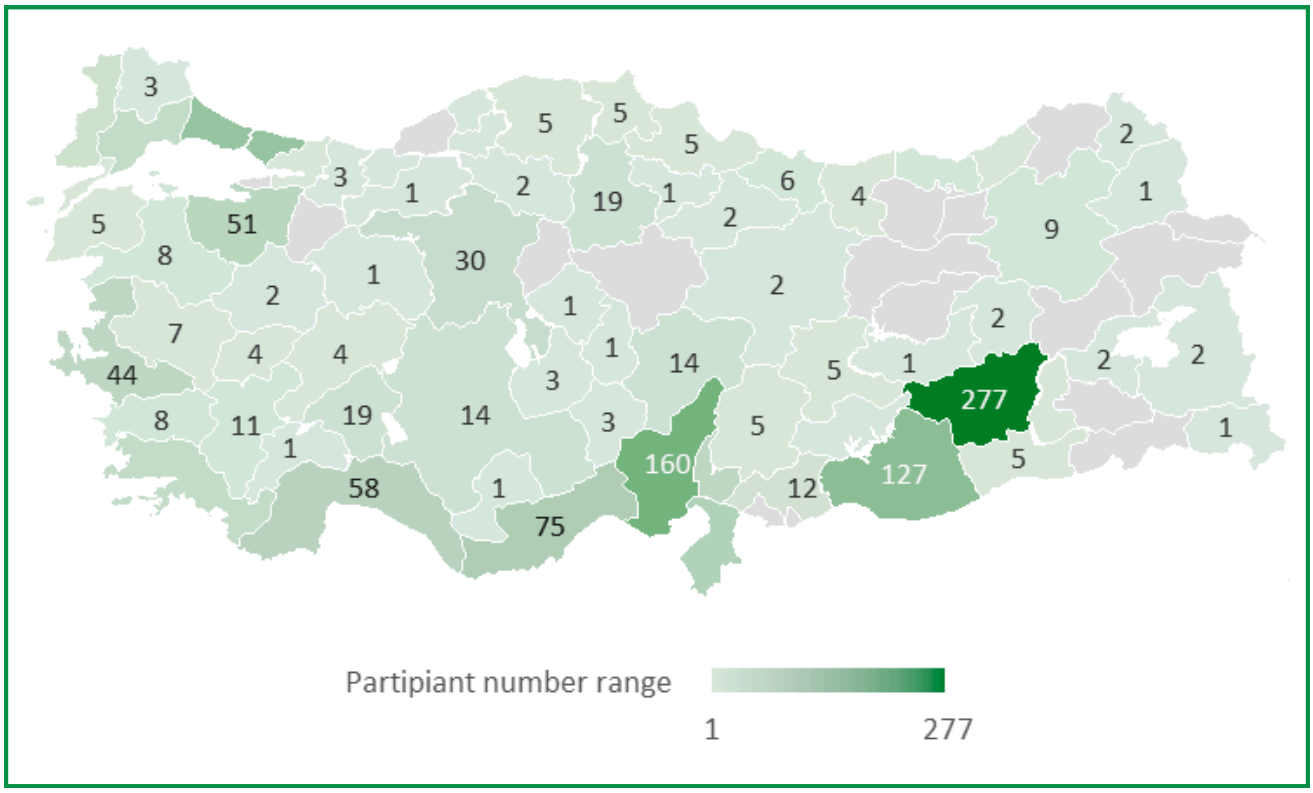


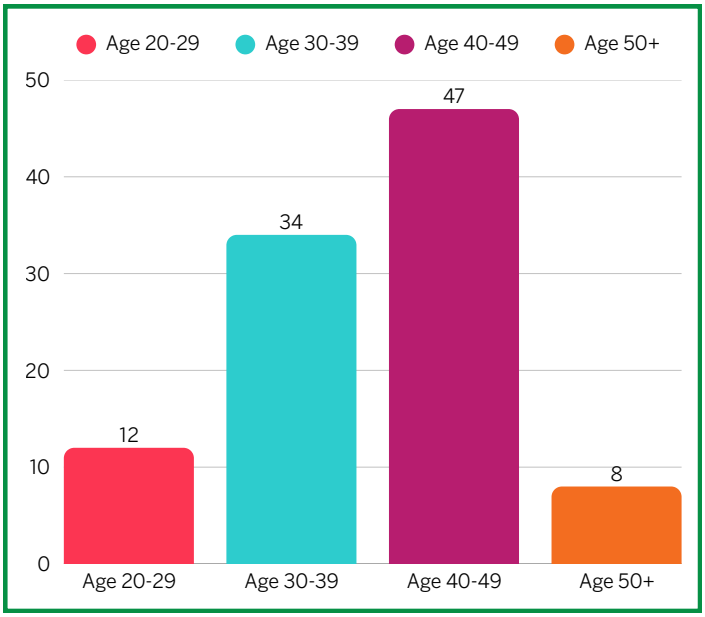
Figure 2: Map Visual: Sustainable Environmental Education Participant Distribution by Province

A pre-test was administered at the beginning of the program to define the participant profile and determine their initial levels of environmental literacy and sustainable consumption behaviours. The demographic findings presented in this section are based on the responses **of 653 participants who completed the pre-test.**

3.1.1. Gender and Age Distribution

According to the pre-test data, **71%** of participants were female and **29%** were male. **(Figure 3)**

Graph 1 shows that participants were predominantly concentrated in the **40-49** age group. The **30–39** age group ranked second, while the **20–29** and **50+** age groups were less represented. This distribution indicates that the program reached teachers in the middle of their careers more strongly. **(Graph 1)**



Graph 1. Age Distribution of Teachers Participating in Training

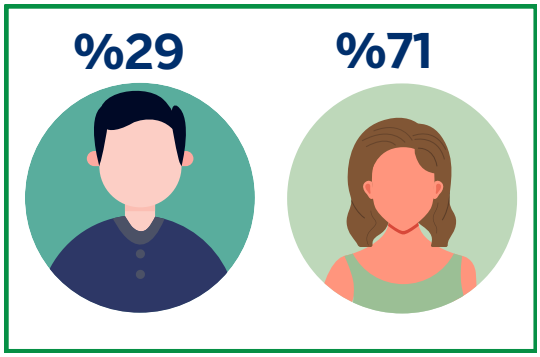


Figure 3: Gender Distribution of Teachers Participating in Training

3.1.2. Professional Work Experience

In the distribution of professional work experience, the proportion of teachers with **6–10 years** and **11–15 years** of experience stands out. **(Graph 2)**

It was found that lower and higher seniority groups were also represented in the sample. Teachers with different levels of professional experience participated in the SCE.

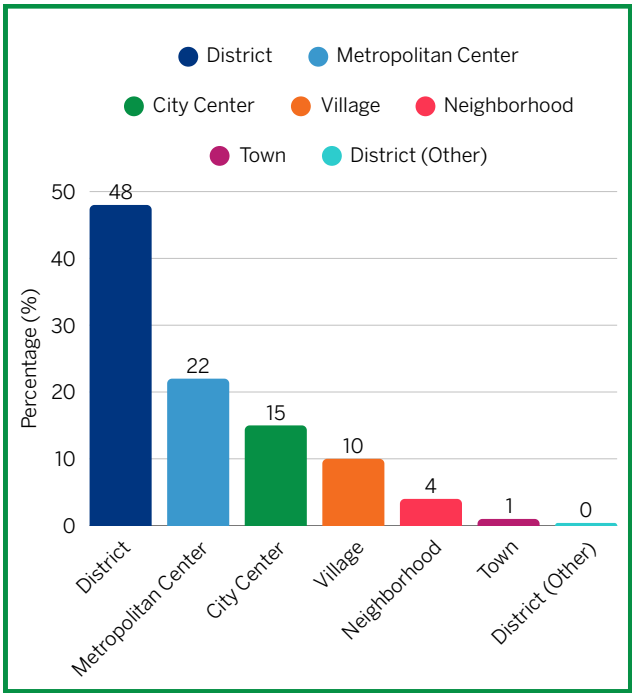
Graph 2. Distribution of Professional Work Experience of Teachers Participating in the Training

3.1.3. Distribution of Place of Employment and Subject Area

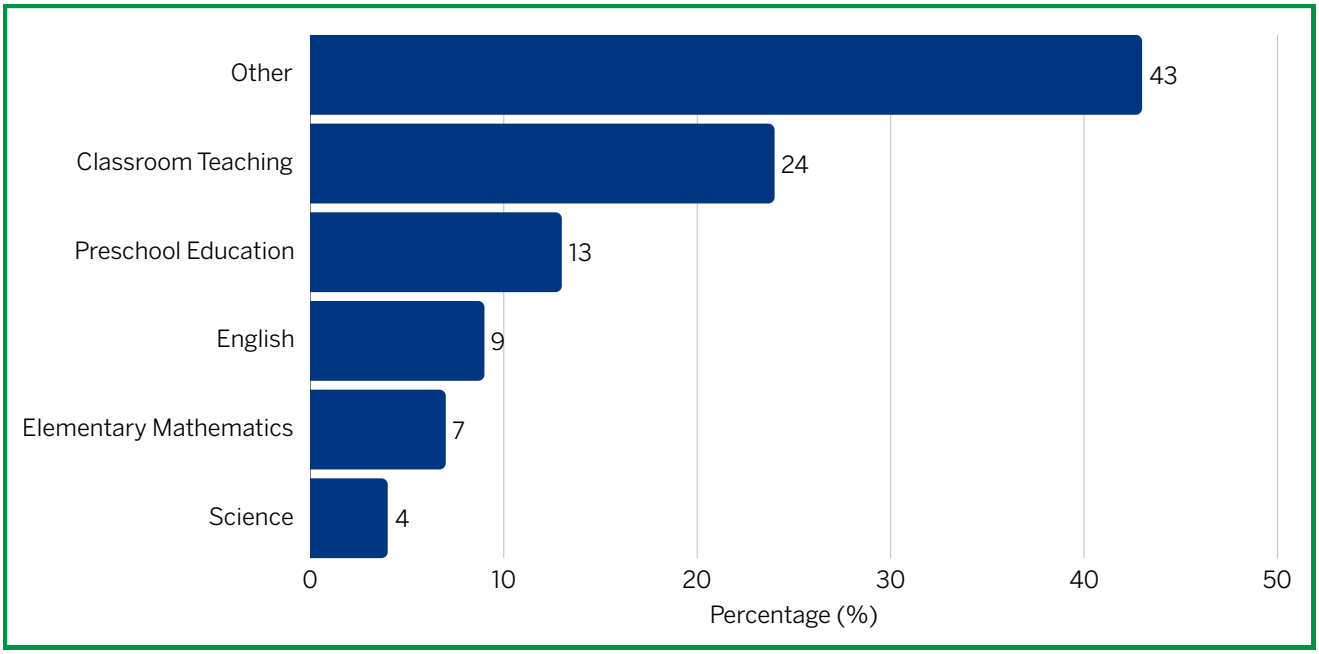
The settlement units where participants work are predominantly **districts (48%)** and **metropolitan centres (22%)**. Participation rates at the village and neighbourhood levels are relatively low. **(Graph 3)**

In terms of subject distribution, the **"Other"** category has the highest share at 43%; this is followed by **primary school teaching** at 24% and **pre-school teaching** at 13%. **(Graph 4)**

The program has reached teachers from different branches and primarily those working in urban/semi-urban contexts.



Graph 3. Distribution of Teachers Participating in the Training by Location of Employment



Graph 4. Distribution of Teachers Participating in the Training by Field

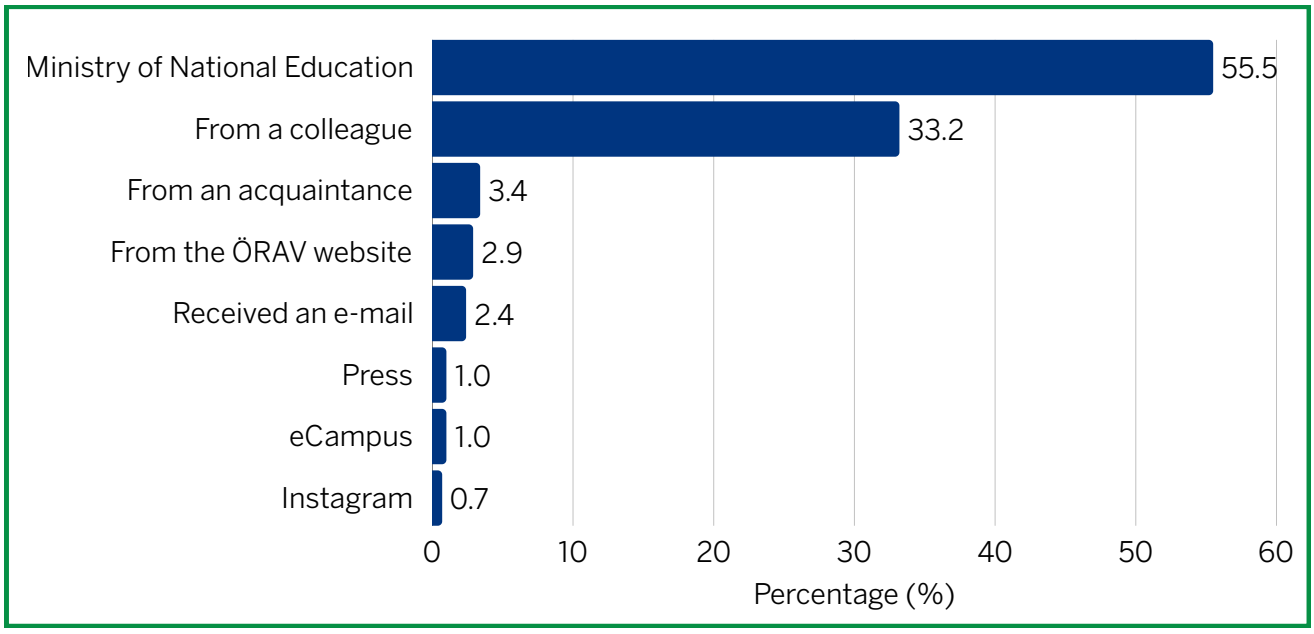
3.2. Evaluation Data for Face-to-Face Training

3.2.1. Data Source and Scope

Face-to-face training was delivered by our part-time trainers in **15** provinces on weekends (Saturday/Sunday) in 4-hour and 8-hour formats. At the end of the training, participants were asked to complete a training evaluation questionnaire; the questionnaire was completed by a total of **418** participants. **The survey measured participants' overall satisfaction, trainer evaluations, content–application–organisation dimensions, and motivation to transfer learning into practice (Bümen & Uslu, 2020 / Expectation–Value–Cost Scale). Additionally, open-ended questions were used to collect qualitative evidence regarding perceptions of change, intentions to transfer learning to the classroom, and the gains and strengths of the training.**

3.2.2. Channels for Learning About the Training

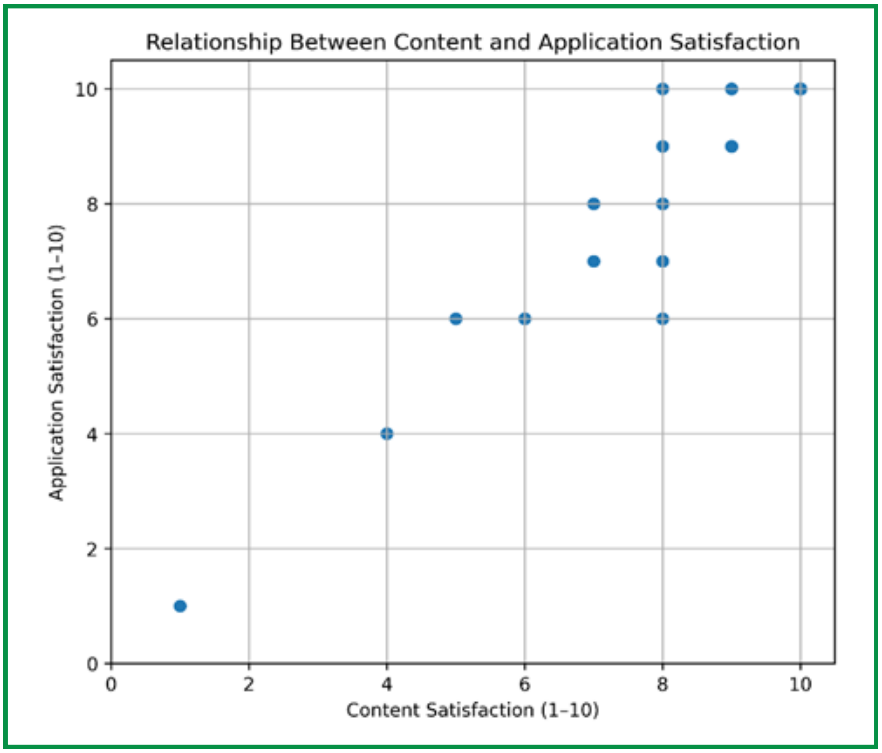
55.5% of participants stated that they learned about the training through **the Ministry of National Education**, while **33.2%** stated that they learned about it through **colleagues**. The share of other channels is more limited. **(Graph 5) Institutional announcement channels and colleague networks have been decisive in accessing training.**



Graph 5. Distribution of Channels for Learning About the Training Program

3.2.3. Content and Implementation Satisfaction Level

Participants were asked to rate their satisfaction with the training content and the implementation process on a scale of 1 to 10. The average content satisfaction score was **9.37**, and the average implementation satisfaction score was **9.41**. Both scores are concentrated in the 9–10 range.
(Graph 6)



Graph 6. Linear Relationship Between Content and Implementation Satisfaction

In the focus group discussion, a statement was made that supported this level of satisfaction, drawing attention to the content of the training.

"It was very striking for me to learn that half a litre of water is consumed for every 25 questions asked of artificial intelligence. In this sense, it is very important and satisfying for participants that the training content progresses in line with current developments and is transferable to practice."
(Istanbul, Teacher, 11–15 years)

According to these findings, participants evaluated the content and application dimensions of the face-to-face training with a high level of satisfaction.

3.2.4. Trainer Evaluation Results

Educators were evaluated using a 17-item Likert-type scale rated on a 1–5 point scale.

Item No	Dimension Name	4 Points (%)	5 Points (%)	Total 4 - 5 (%)
1	Subject Knowledge Competence	23	68	91
2	Use of Materials	23	67,3	90,3
3	Information on Methods and Techniques	16,3	71,3	87,6
4	Communication with Participants	19	72,3	91,3
5	Active Listening	23,3	67,7	91
6	Providing Feedback	17,7	72,3	90
7	Clear and Understandable Instructions	22	67,7	89,7
8	Presentation Skills	26	65,3	91,3
9	Encouraging Active Participation	22,3	65,7	88
10	Effective Use of the Learning Environment	20,3	70	90,3
11	Time Management	18	72,7	90,7
12	Professional and Friendly Interaction	18,7	70,7	89,4
13	Encouraging Different Perspectives	20	71	91
14	Friendly and Supportive Attitude	21	69,3	90,3
15	Collaboration Among Instructors	20,3	70,7	91
16	Keeping the Session Engaging	22,7	66,3	89
17	Inclusive and Equitable Attitude	20,7	67,3	88

Table 4. Evaluation Level for Educators (4–5 Points)

The findings in Table 4 show that educators performed at a high level in all competency dimensions; in particular, they achieved an evaluation level of over 90% in the areas of communication, subject knowledge and participant interaction.

3.2.5. Evaluation of Content, Implementation, Planning and Organisation

Participants evaluations of the content, implementation process, and planning and organisation dimensions of the training were measured using **an 18-item Likert-type evaluation scale rated on a 1–5 point scale**; evaluation levels were determined based on the scores obtained. **(Table 5)**

Item No	Statement	4 Points (%)	5 Points (%)	Total 4 - 5 (%)
1	The training generally addressed topics relevant to my needs.	25	75	100
2	The topics and applications covered were applicable in a school environment.	12,5	75	87,5
3	The content was new and/or interesting.	25	0	25
4	The content was easy to follow.	12,5	75	87,5
5	The content was clear and understandable.	25	62,5	87,5
6	The content was informative.	25	62,5	87,5
7	The content included new topics for me.	25	62,5	87,5
8	The content served as a reminder for topics I was already familiar with.	12,5	50	62,5
9	Examples and applications reinforced the content.	12,5	87,5	62,5
10	Sufficient time was allocated for discussions.	25	62,5	87,5
11	Opportunities for interaction with other participants were provided.	0	75	75
12	The balance between content and training duration was appropriate.	12,5	37,5	50
13	The materials, videos, methods, and techniques used made the training more effective.	37,5	62,5	100
14	Group work was productive.	37,5	50	87,5
15	The training was planned in such a way as to ensure everyone's active participation.	37,5	50	87,5
16	References to scientific studies were included.	37,5	62,5	90
17	It was difficult to follow the content and activities. (Reverse Item)	25	62,3	87,5
18	The methods used made it easier to understand the subject.	37,5	62,5	89

Table 5. Evaluation Level Regarding the Content, Implementation, and Planning of the Training (4–5 Points)

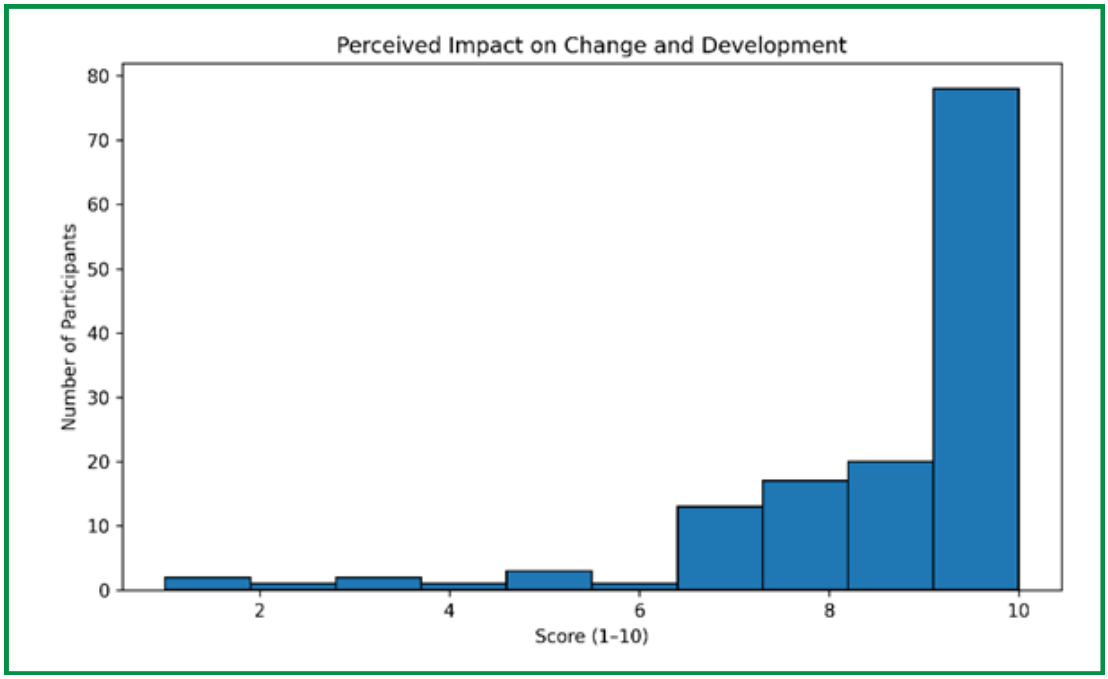
The table findings show that **the training achieved a high level of participant satisfaction in terms of content, methods and implementation; strong results were obtained particularly in the areas of material use, learning support methods and transferability to practice.**

3.2.6. Perceived Change and Motivation for Classroom Application

To understand the impact of the training on individual change and classroom implementation, participants were asked to rate, on a scale of 1 to 10, the extent to which the training encouraged them to change and develop. The findings show that 78% of participants rated this impact at 8 points or higher. (Graph 7)

These findings indicate that teachers have a high level of motivation to transfer the training to classroom practice. In the focus group discussion, one participant expressed the change the training brought about in them as follows:

"I started making as many photocopies as I needed... I make sure to use a water bottle when drinking water. I have started to change some of my behavioural habits in my daily life."
(Hatay, Teacher, 26 years and above)



Graph 7. Teachers Perception Level of Change and Development (1–10)

In addition to these questions, in order to measure the motivation of teachers participating in Sustainable Environmental Education to transfer the gains they have acquired from this program to the classroom, the Expectancy-Cost-Value-Scale in Professional Development training program developed by **Osman and Warner (2020) and adapted into Turkish by Bümen and Uslu (2020) was administered to participants as part of the training evaluation questionnaire at the end of the training program.**

This scale, which measures teachers' motivation to apply what they have learned in professional development program in their classrooms, consists of three dimensions: **expectation of success, perceived value of the task, and perceived cost**. There are 3 items in each dimension, for a total of 9 items. Participants were asked to respond to these 9 statements by selecting the option that best suited them on a scale ranging from **"1: Strongly Disagree"** to **"6: Strongly Agree"**. **(Graph 8)**

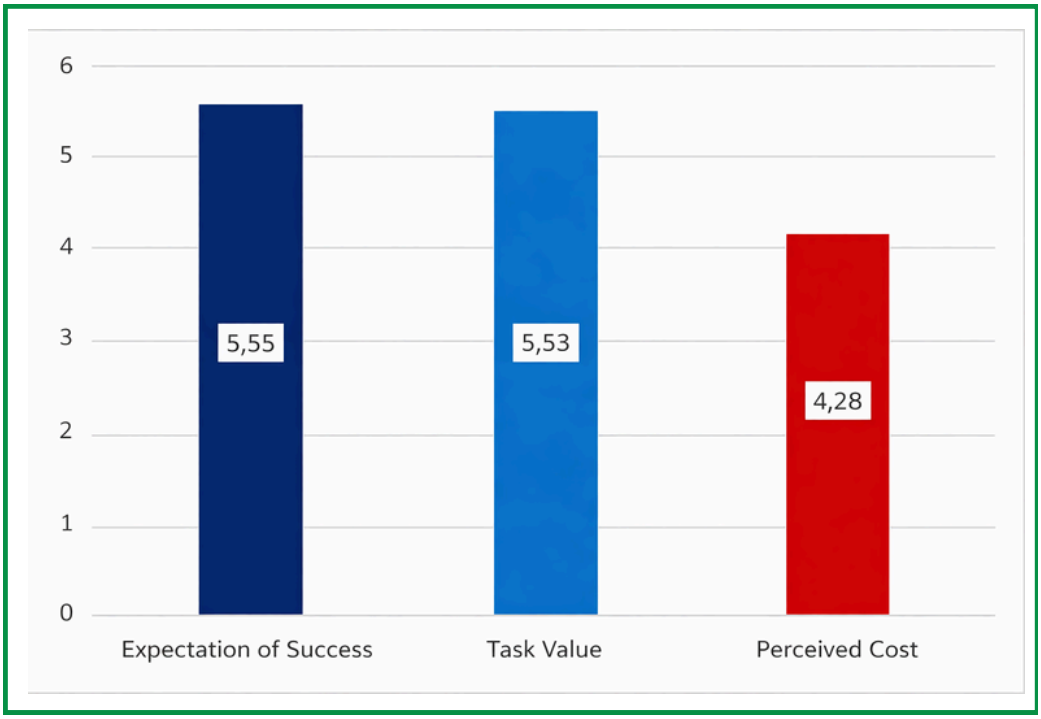


Figure 8. Expectation-Cost-Value: 3-Dimensional Average Values

According to the graph, teachers demonstrate very strong confidence in their ability to transfer what they have learned to the classroom **(Expectation of Success: 5.55)** and have an unshakeable belief in the benefits of the training **(Value of the Task: 5.53)**. The most striking point is that the perceived difficulty and fatigue **(Perceived Cost: 4.28)** lag significantly behind the other dimensions; this proves that teachers are highly passionate about change, prioritising "benefit over effort."

Furthermore, at the end of the Education Evaluation Survey, participants were asked how they planned to use what they had learned from this training in both their professional and personal lives. They were asked to share their thoughts under various headings and in their own words in response to the question, **"After this training, what do you plan to do differently or change in your professional and personal life?"**

Accordingly, participants expressed what they would do and what they would change in their professional lives with their students, colleagues, managers, and parents; and in their personal lives with their families and communities (friends, relatives, neighbours, etc.). When the responses were examined,

(1) turning environmental/sustainability behaviours into "habits" (recycling–zero waste–saving–conscious consumption),

(2) spreading this behaviour throughout the school ecosystem (being a role model for students, integrating it into lessons, collaborating with colleagues, obtaining support from management, involving parents in the process).

Accordingly, participants emphasise not only "explaining" but also moving on to concrete implementation through activities, projects, campaigns, and internal school arrangements.

The participant views below corroborate these findings:

1. Transforming sustainability behaviours into "habits"
(recycling–zero waste–saving–conscious consumption)

"When shopping, I will only buy products I really need... These are products whose waste will not harm nature. I will also support my students in this regard."
Hatay, Teacher, 16-20 years.

"I will be more mindful about paper waste / water waste / electricity waste / how to shop / recycling waste materials, etc."
Diyarbakır, Teacher, 26 years and above.

"I will think about sorting my waste, reducing my carbon footprint, and using second-hand items and swapping."
Hatay, Teacher, 26 years and over.

2. Spreading the behaviour throughout the school ecosystem
(being a role model for students, integrating it into lessons, collaboration, management support)

"After this training, I realised more clearly that merely imparting knowledge to my students is not enough; fostering environmental awareness is also a teacher's responsibility... I plan to create a 'green classroom' awareness in the classroom... (e.g., recycling bins, a plant-growing corner)."
Muğla, Teacher, 6-10 years.

"By integrating project-based environmental education into lessons, I will encourage students to develop their own sustainability projects."
Istanbul, Teacher, 11-15 years.

"I plan to place a recycling bin in my classroom."
Istanbul, Teacher, 16-20 years.

3. With colleagues (collaboration, joint project/campaign, dissemination)

"In short, this training showed me that sustainable environmental education is not possible through individual effort, but through team spirit."
Adana, Teacher, 1-5 years.

"Small-scale awareness campaigns can be launched within the school on topics such as recycling, energy and water conservation."
Afyonkarahisar, Teacher, 0-1 years.

"I will share the knowledge and activities I learned during my training with my colleagues to spread awareness."
Yozgat, Teacher, 16-20 years.

4. With administrators (requesting support, school policy/regulation, system establishment)

"I aim to work with the school administration to improve policies and processes to promote environmentally friendly practices (paper saving, increased use of digital systems, creation of an environmental events calendar, etc.)."
Adana, Teacher, 11-15 years.

"I can provide concrete and actionable recommendations to improve the school's overall sustainability policies (waste management, energy efficiency)."
Mersin, Teacher, 0-1 years.

"I invite the school administration to support this initiative."
Tekirdağ, Teacher, 26 years and above.

5. With parents (family involvement, home practices, meetings/seminars/events)

"In meetings and information events with parents... I plan to provide information on waste separation at home, water and energy conservation, and simple consumption habits."
Muğla, Teacher, 11-15 years.

"Starting with the simplest, I will organise a waste oil campaign with family participation and an activity to send waste oil brought from home for recycling."
Bursa, Teacher, 6–10 years.

"I will specifically address this topic at parent-teacher meetings."
Adana, Teacher, 21-25 years.

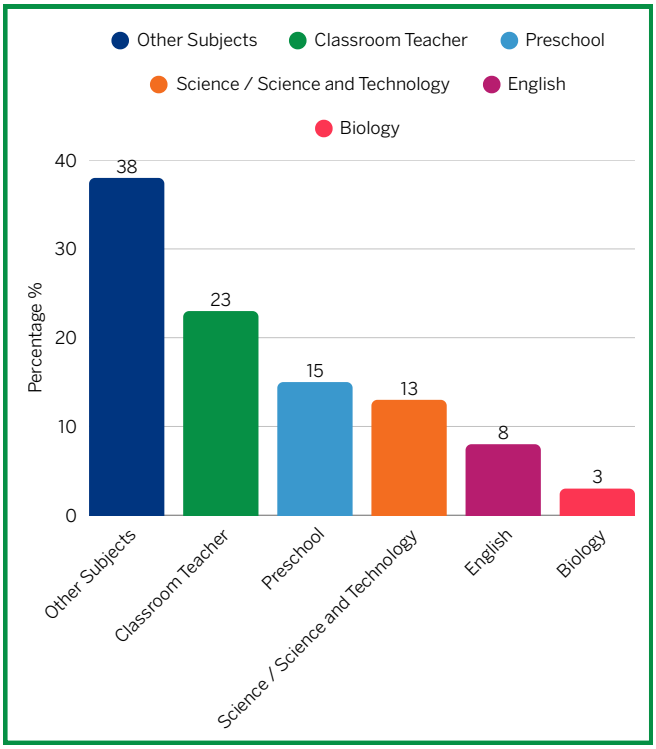
3.3. Online Training Evaluation Results

3.3.1. Data Sources and Research Scope

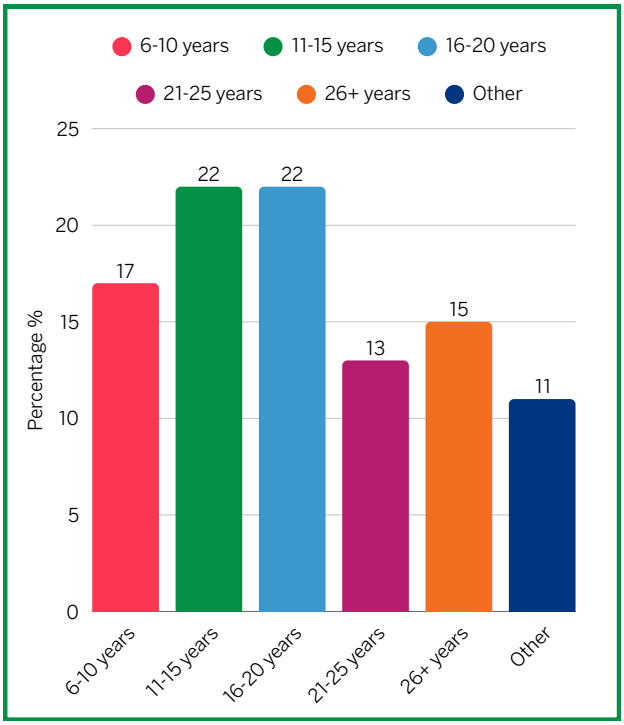
The online SCE application, consisting of synchronous and asynchronous components, aimed to reach a wider audience by reducing time and space constraints. The training provided an opportunity for participants to reconsider their place and responsibilities in nature within the framework of **"Humans as Part of Nature"** and made the environmental consequences of daily practices visible under the heading **"Our Consumption Habits and Their Impact on the World"**.

A total of 435 participants responded to the evaluation survey conducted after the training.

According to the survey data, **71%** of participants were female and **29%** were male; **87%** were teachers and **13%** were school administrators.



Graph 9. Distribution of Participants by Profession

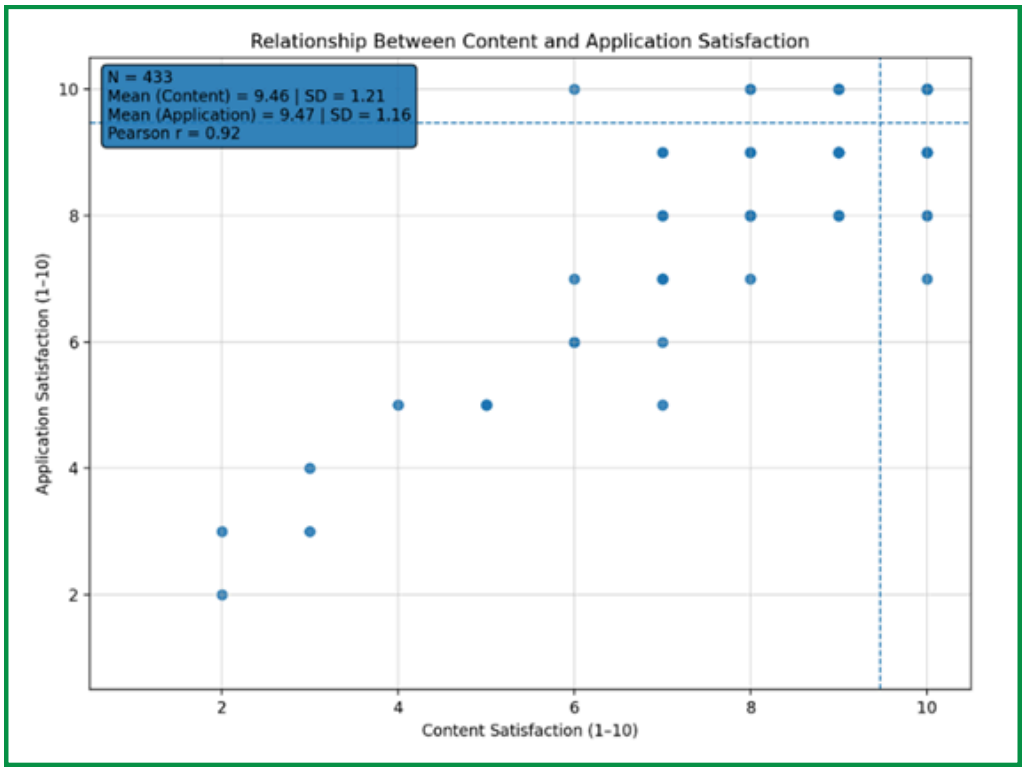


Graph 10. Distribution of Participants Professional Work Experience

It was observed that participants' professional work experience was concentrated in the **11–20 year** range **(44%) (Graph 9)**. In terms of branch distribution, the **"Other"** category was found to have the largest share at **38% (Graph 10)**.

3.3.2. Level of Satisfaction with Content and Implementation

Participants were asked to rate their satisfaction with the training content and the implementation process on a scale of 1 to 10. The average content satisfaction score was calculated as **9.46** and the average implementation satisfaction score as **9.47**. Both score distributions are concentrated in the **9–10** range. **(Figure 11)** Accordingly, online training, just like face-to-face training, was evaluated with high satisfaction in terms of content and implementation



Graph 11. Linear Relationship Between Content and Application Satisfaction

3.3.3. Evaluation of the Online Learning Environment

In the section evaluating the online education environment **(Table 6)**, participants were asked to respond to statements about the education environment on a scale ranging from **"Strongly Disagree"** to **"Strongly Agree"**. **The analyses showed that the usefulness of video-based materials was rated at 90%, the contribution of synchronous sessions to learning at 89%, and the contribution of synchronous and asynchronous components together at 88%**. On the other hand, the fact that negative responses to the item regarding proficiency in using online platforms were limited to 10% indicates that a small proportion of participants still require digital support

Statement	Strongly Agree (%)	Agree (%)	Undecided (%)	Disagree (%)	Strongly Disagree (%)
I believe that training program combining synchronous and asynchronous content have positively impacted my learning.	62	26	3	0	9
I believe that the asynchronous sessions I participated in had a positive impact on my learning.	59	28	4	4	5
I believe that the synchronous sessions I participated in had a positive impact on my learning.	62	27	3	2	6
I find the video-based materials (animations, videos, etc.) used in this training useful.	62	28	3	2	5
I feel competent in using the online platforms where this training is conducted.	55	32	3	4	6

Table 6. Participants Evaluations of the Online Learning Environment

In addition to these questions, at the end of the Online Education Evaluation Survey, participants were asked an open-ended question that allowed them to share the new skills they had acquired during the training process in their own words. Some of the prominent participant views from the responses to the question, **"If you think the training has taught you new things, what are they?"** are provided below.

"This training enabled me to approach the concept of sustainability with a more holistic perspective."

"I learned new, up-to-date information and examples of classroom activities that I can use in my Science lessons."

"I realised that small changes in daily life can make a significant contribution to the environment."

"I gained clarity on many terms related to sustainability; I particularly gained a better understanding of the Sustainable Development Goals."

3.4. Pre-Test - Post-Test Comparative Analysis

3.4.1. Scope of Analysis

This section examines the effects of the training conducted within the scope of the Sustainable Environment Education Program on teachers environmental literacy and sustainable consumption behaviours. A total of **653** teachers participated in the pre-test used in the evaluation process, while **147** teachers participated in the post-test conducted approximately one month after the training.

The analyses were conducted using data from **37** teachers who completed both tests in full and could be matched using participant codes (the last two digits of their national identity numbers and the last two letters of their first and last names). Within this scope, the analysis was conducted by comparing pre-training and post-training measurements taken from the same participants, with the aim of monitoring the changes brought about by the training.

Within the scope of the research, the **Environmental Literacy Scale for Adults** (Atabek-Yiğit, Köklükaya & Demirhan, 2014) was used to measure teachers' levels of environmental literacy, and **the Sustainable Consumption Behaviours Scale** (Doğan, Bulut & Kökalan-Çımrın, 2015) was used to assess sustainable consumption behaviours.

Teachers' Environmental Literacy Levels After the Program[5]

The Environmental Literacy Scale for Adults consists of 20 items across three sub-dimensions: **environmental awareness, environmental concern (sensitivity to the seriousness of environmental risks)**, and **environmental consciousness**. The pre-test and post-test averages for each dimension are presented in **Table 7**.

Dimension	Pre-test Mean	Post-Test Mean	Increase (Δ)	% Change
Environmental Awareness	3,95	4,35	0,4	1.013
Environmental Concern	4,33	4,61	0,28	647
Environmental Awareness	4,8	4,83	0,03	63

Table 7. Comparison of Pre-test and Post-test Average Scores for Environmental Literacy Dimensions

Due to the Likert-type nature of the scales and the limited sample size, the non-parametric **Wilcoxon Signed-Rank** test was used for pre-test–post-test comparisons.

[5]Items with reverse coding in the scale were appropriately reversed prior to analysis, and all items were scored in the same direction.

The analysis results show that the post-test scores significantly increased in the Environmental Awareness and Environmental Concern dimensions. In the Environmental Awareness dimension, however, the increase was limited due to the high initial level, and the current level was maintained. Overall, the findings reveal that the program created reinforcement, particularly in the areas of behavioural awareness and environmental sensitivity.

Teachers' Sustainable Consumption Behaviours After the Program:

The Sustainable Consumption Behaviours scale consists of 20 items across four sub-dimensions: **environmental sensitivity, unnecessary purchasing, saving,** and **re-usability**. The pre-test and post-test averages for each dimension are presented in **Table 8**.

Dimension	Pre-test Mean	Post-Test Mean	Increase (Δ)	% Change
Environmental Sensitivity	3,99	4,19	0,2	501
Non-essential Consumption	3,77	3,94	0,17	451
Savings	4,62	4,74	0,12	26
Reusability	3,93	4,07	0,14	356

Table 8. Pre-test and Post-test Average Scores for Sustainable Consumption Behaviour Dimensions

In this analysis, the comparison of pre-test and post-test scores shows a positive change in all sub-dimensions of sustainable consumption behaviour.

The highest increase occurred in the Environmental Awareness dimension (5.01%). The 4.51% increase in the Non-Essential Consumption dimension indicates a questioning of unnecessary purchasing behaviour and an increase in more conscious consumption tendencies. This change reflects an awareness-based impact on consumption habits. The increase observed in the Reusability dimension (3.56%) indicates an improvement in the tendency to re-evaluate products and reduce waste. In the Savings dimension, the increase was more limited (2.6%) as the initial average was already high (4.62%). This can be explained by the ceiling effect; that is, participants' saving behaviours were already strong before the program. **All these findings show that the program strengthened sustainable consumption habits, particularly in terms of sensitivity and reducing non-essential consumption; in areas with high initial levels, it reinforced existing positive behaviours.**

Post-Program Consumption Habits of Teachers

Participants were asked six questions about their consumption habits at the beginning of the training process and at least one month after the training, which they could answer with "yes" or "no". Table 9 presents the percentage distribution of pre-training and post-training responses, along with the change between these two measurements. **(Table 9)**

Statement	Pre-Test Yes (%)	Post-Test Yes (%)	Change (Δ %)
The belief that recycled products are harmful	14	6,7	-7,3
Deleting unnecessary promotional e-mails/SMS messages	93,3	86,7	-6,6
Saving all photos on the phone	24,7	17,3	-7,4
Unused subscriptions	26	27,3	1,3
Unused mobile applications	32,7	30,7	-2
Reusing leftover food	90	84	-6

Table 9. Pre-test–Post-test Education Change Matrix Regarding Consumption Habits

Pre- and post-training comparisons revealed a positive shift in participants' consumption habits, particularly in terms of perceptions of recyclable products, digital consumption behaviours, and awareness of food waste. Although limited decreases were observed in some habits due to their high initial levels, the overall assessment suggests that the training process contributed to participants questioning their consumption behaviours and re-evaluating these habits.

3.5. Evaluation Results from the Sustainable Environment Leaders Camp

An **18 female** participants responded to the questionnaire prepared to evaluate the event organised within the scope of the SCE Program between 17-19 January 2026. 72% of the participants **stated that they had not** previously **participated in the SCE Program; after the event, the percentage of those wishing to participate in the SCE Program was calculated as 100%.**

In order to understand the participants' expectations and feelings about attending the camp, the evaluation survey asked the question, **"What was the first feeling/feelings you had when you learned you were invited to this camp?"**. The responses were analysed using a word cloud in **Figure 4.**

The word cloud below shows that participants predominantly responded to being invited to the camp with feelings of happiness and excitement; the accompanying expressions of surprise and limited anxiety indicate a positive emotional transformation from the uncertainty at the beginning of the process.

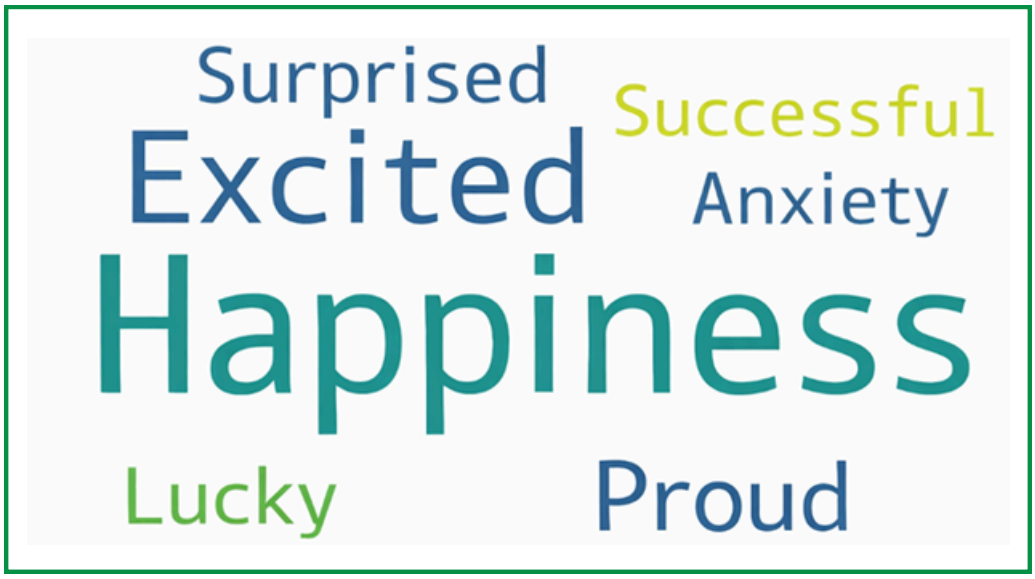


Figure 4. Word Cloud Visual: Pre-Camp Feelings of Participating Teachers

Participant views also corroborate the above word cloud:

"To be honest, I felt anxious at first because I had never attended a camp like this before... But when I arrived here, my worries completely disappeared."
Tekirdağ, Teacher, 11-15 years.

"The fact that what we did made a difference first caused surprise and then happiness."
İzmir, Teacher, 26 years and above.

On the other hand, when analysing the responses to the open-ended questions in the evaluation survey, the following frequently emphasised assessments were noted:

The camp was described by participants not as a singular experience but as a multi-layered professional threshold encompassing the dimensions of "reward–responsibility–beginning" simultaneously. One participant expressed this as:

""The reward for our work at school, the beginning of establishing a new communication network here, and a responsibility towards our environment" ***(Istanbul, Teacher – 11–15 years)***.

This finding shows that the camp offers a structure that not only recognises past efforts but also strengthens future leadership roles.

The elements that most influenced participants were production-focused work, lesson plan presentations, and mentor/peer feedback. In particular, the processes of sharing their own work and receiving feedback strengthened their self-confidence and perception of professional competence.

One participant emphasised this process, stating, *"Being able to present my lesson plan in front of people I had never met before and receive constructive feedback was very impressive for me"* **(Ankara, School Manager, 16–20 years)**. This highlights the powerful impact of the camp's learning-by-doing approach.

The camp process generated concrete implementation intentions and widespread impact potential. Participants defined clear steps, such as planning environmental activities at their schools, using active learning and warm-up activities in lessons, and referring colleagues to ÖRAV training. One teacher expressed this intention by saying, *"I will design and implement activities that will turn my students' awareness of sustainability into action."* **(Samsun, Teacher – 11–15 years)**.

These findings indicate that the camp's learning outcomes have a high potential for translating into action.

In conclusion, when all comments are evaluated, the activity design and feedback sessions provided participants not only with technical knowledge but also:

- **Recognising their shortcomings,**
- **Renewing one's own production,**
- **Being open to constructive criticism,**
- **Enriching themselves with different perspectives**

These gains can be said to enable participants to see themselves in the roles of learners, producers, contributors and inspirers.

4. CONCLUSION

The findings presented in this report demonstrate that the Sustainable Environmental Education Program has evolved beyond the scope of a conventional awareness-raising initiative. **During the 2025–2026 implementation period, the program functioned as a structured impact model that integrates environmental knowledge, behavioural change, and pedagogical practice.**

Through the combined use of face-to-face training, online learning environments, and microlearning modules, the program successfully expanded its reach to a wide and diverse group of teachers across Türkiye. A total of 1029 teachers participated in face-to-face training sessions implemented in 15 provinces, while 452 teachers from 50 provinces benefited from the online training program. In addition, 1,731 teachers completed the microlearning content designed to reinforce sustainability awareness and daily environmental practices. These outputs demonstrate the program's capacity to reach educators at scale and through multiple learning channels.

Participant feedback and satisfaction indicators reveal that the program achieved a high level of perceived quality and relevance. **More than 92% of participants rated both the training content and implementation with scores of 8 or above, indicating a strong level of satisfaction across delivery formats. Moreover, the program achieved a Net Promoter Score (NPS) of 79, suggesting that the training experience generated a high level of professional trust and peer recommendation within the education community.**

The program's impact is further supported by quantitative evidence obtained through pre-test and post-test analyses. The findings indicate measurable improvements in teachers' environmental awareness and environmental concern levels, as well as positive developments across all dimensions of sustainable consumption behaviour. Particularly notable increases were observed in environmental sensitivity and reductions in unnecessary consumption behaviours. In areas where baseline levels were already high, the program contributed to reinforcing and sustaining existing positive practices.

Qualitative findings offer additional insights into the mechanisms through which these outcomes emerge. Teachers reported re-evaluating their daily consumption habits, incorporating sustainability-focused activities into classroom practices, and initiating awareness-raising activities within their schools. Importantly, many participants expressed an intention to extend these practices beyond the classroom by engaging colleagues, school administrators, and parents. This demonstrates that the program does not merely influence individual participants but has the potential to stimulate broader institutional and community-level change.

Taken together, the evidence suggests that the Sustainable Environmental Education Program contributes to the development of a sustainable environmental culture within the education system. By positioning teachers as key agents of change and equipping them with practical tools for classroom implementation, the program strengthens the link between environmental awareness and everyday practice.

The continuation and expansion of the program therefore represent more than the scaling of a training initiative. Rather, they offer the opportunity to cultivate a long-term transformation within the school ecosystem, where sustainability principles become embedded in teaching practices, student learning experiences, and community engagement processes. Through this multiplier effect—from teachers to students, and from students to families and communities—the program demonstrates its potential to generate lasting and measurable social impact.

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