



Knowledge hub

Collection of best practices

Summary of the best practice

1. Title of the best practice (e.g. name of policy, programme, project, etc.) *

Environmental Literacy Project

2. Country or countries where the practice is implemented *

Turkey and Italy

3. Please select the **most relevant** Action Track(s) the best practice applies to *

- Action Track 1. Inclusive, equitable, safe, and healthy schools
- Action Track 2. Learning and skills for life, work, and sustainable development
- Action Track 3. Teachers, teaching and the teaching profession
- Action Track 4. Digital learning and transformation
- Action Track 5. Financing of education

4. Implementation lead/partner organization(s) *

Lead Organisation: YUVA Association, Turkey

Partner Organisation: Kyoto Club, Italy

5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. *

strengthening the cooperation and collaboration among civil society organisations and municipalities in terms of environmental literacy

6. What makes it a best practice? *

Well-proven methods of non formal education, training of trainers and curriculums

Description of the best practice

7. Introduction (350-400 words)

This section should ideally provide the context of, and justification for, the practice and address the following issues:

- i) Which population was affected?
- ii) What was the problem that needed to be addressed?
- iii) Which approach was taken and what objectives were achieved? *

- i) The representatives of civil society organisations and local municipalities who received capacity building workshops and training of trainers and children between the age of 13-17 and adults who received the dissemination trainings.
- ii) The problem was the absence of environmental education in formal schools in Turkey, and the absence of capacity in CSOs and municipalities in terms of promoting environmental and sustainability literacy as well as knowledge of campaigning and advocating in those issues.
- iii) Disseminating knowledge around environmental literacy and building capacity for the network members so that they can disseminate the knowledge themselves was adopted as the main approach. 57 organisations became members of the network so far. 1000 adults and 150 children have been reached so far by the dissemination trainings. 2 capacity building workshops on campaigning and communication have been conducted and 50 representatives were reached.

8. Implementation (350-450 words)

Please describe the implementation modalities or processes, where possible in relation to:

- i) What are the main activities carried out?
- ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
- iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
- iv) What were the resources needed (budget and sources) for the implementation?

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- i) Dissemination trainings on Climate Literacy and Sustainability and Ecological Literacy Training of Trainers for the above mentioned trainings Capacity Building Workshops on Campaigning, Communication and Advocacy
- ii) The Network started its activities in the beginning of 2020. During the first 2 years of the project, all activities were carried out online due to the pandemic. In 2022 the activities have started to be carried out in the target cities of the project, mainly Istanbul, Ankara, Izmir, Balikesir, Canakkale, Gaziantep, Mersin and Hatay. The activities will continue until the end of 2022
- iii) The key actors of the project are the project owner YUVA Association, partner Kyoto Club and the members of the Environmental Literacy Network which consist of civil society organisations and local municipalities
- iv) The resources for the implementation of the project are the financial resources (nearly 300K euros) funded by the EU and the human resources provided by YUVA Association and Kyoto Club. Besides those, the volunteer participation of the network members to the dissemination of the trainings and workshops is crucial.i)

9. Results – outputs and outcomes (250-350 words)

To the extent possible, please reply to the questions below:

i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);

ii) What were the concrete results achieved with regard to outputs and outcomes?

iii) Has an assessment of the practice been carried out? If yes, what were the results? *

i) The practice offers a model for environmental literacy education in non formal ways. The curriculum of the trainings and the methods used to train new trainers are suitable for duplication. There is a work in progress in terms of policy development together with the network members and the policy document will be published after a series of workshops and meetings at the end of the project.

ii) The concrete results can be obtained by the Monitoring & Evaluation work of the project. The 80 % of the participants show significant change of attitude and enhanced knowledge in terms of environmental literacy.

iii) The final assessment of the project will be done at the end of the project.

10. Lessons learnt (300 words)

To the extent possible, please reply to the following questions:

i) What were the key triggers for transformation?

ii) What worked really well – what facilitated this?

iii) What did not work – why did it not work? *

i) The participation and ownership of the Network members as CSOs and municipalities are the main triggers for transformation

ii) The success of the training programs is outstanding. The design process of the trainings included the participation of experts as well as the representatives of the network members. This strengthened the trainings and created a multiplier effect.

iii) The transformation period to a world without pandemic is still tricky. The online meetings and trainings worked well in the begining, but later on the interest decreased. Nevertheless, people are still hesitant to attend face to face meetings and trainings.

11. Conclusions (250 words)

Please describe why may this intervention be considered a “best practice”.

What recommendations can be made for those intending to adopt the documented “best practice” or how can it help people working on the same issue(s)? *

It could be considered a best practice due to its unique nature which brings CSOs and municipalities together in order to share knowledge and expertise while creating a new environmental literacy education program using non formal education methods. The curriculums and methods of training of trainers can be duplicated for further practices. The capacity building cluster of the project will ensure its sustainability and the policy development phase will be the transformative end result of the project.

12. Further reading

Please provide a list and URLs of key reference documents for additional information on the “best practice” for those who may be interested in knowing how the results benefited the beneficiary group/s. *

To find out more, please visit our webpage.

https://www.yuva.org.tr/en/environmental_awareness/environmental-literacy-network/