

LETTER TO THE EDITOR

**THIS IS THE LAST CALL FOR PLANET LOVERS, COME AND  
SAVE YOUR PLANET: PROJECT PROPOSAL**

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**ABSTRACT**

*This study aims to provide brief information about the scope, purpose, main targets, main activities, expected outcomes and impact of the Erasmus Plus project entitled “This is the last call for Planet Lovers, Come and Save Your Planet: Project Proposal”. It deals with the topics of energy efficiency, carbon footprint, green buildings, green practices, climate change policies in the globe, and global resources. The project has been designed as a training course which will arouse the environmental awareness of youth workers and stimulate them to gain environmental literacy skills. It aims to enable the youth workers and young generation to gain environmentally-friendly behaviors and competencies to find alternative ways how to struggle with climate change which has a huge impact on our globe. Within the project program, the youth workers will take part in international, cross-cultural learning environment where they will get knowledge about the policies and implementations done in Europe. Significance of being an environmentally literate person has been emphasized within the frame of this study and further recommendations have been suggested.*

**Keywords:** *Erasmus Plus, Climate Change, Environmental Sustainability, Environmental Literacy.*

**BU GEZEENİNİ SEVENLER İİN YAPILAN SON AĐRIDIR,  
GEL VE GEZEENİNİ KURTAR: PROJE ÖNERİSİ**

**ÖZ**

*Bu alıřmada, “Bu Gezegeni Sevenler İin Yapılan Son aĐrıdır, Gel ve Gezegeni Kurtar: Proje Önerisi” bařlıklı Erasmus Plus projesinin kapsamı, amacı, temel faaliyetleri, hedefleri, beklenen sonuçları ve etkisi ele alınacaktır. Proje kapsamında enerji verimliliĐi, karbon ayak izi, yeřil binalar, yeřil uygulamalar ve iklim deĐiřikliĐi politikaları ele alınacaktır. Proje genlik alıřanlarına evresel farkındalık kazandırmak ve onlara evre okuryazarlıĐı becerisi kazandırmak amacıyla eĐitim kursu olarak tasarlanmıřtır. Proje, genlerin evre-dostu davranıřlar ve gezegenimizi büyük ölçüde etkileyen iklim deĐiřikliĐi sorunsalına yönelik alternatif özümler üretebilme konusunda yetkinlik kazanmasını amalamaktadır. Genlik alıřanları, uluslararası öğrenme ortamına dahil olarak iklim deĐiřikliĐi konusunda Avrupa BirliĐi’nde gerekleřtirilen uygulamalar ve politikalar konusunda bilgi sahibi olacaktır. alıřma kapsamında evre okuryazarı bir birey olmanın önemi vurgulanmıřtır ve bu konuda önerilerde bulunulmuřtur.*

**Anahtar Kelimeler:** Erasmus Plus Projesi, İklım DeĐiřikliĐi, evresel Sürdürülebilirlik, evre OkuryazarlıĐı.

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## **1. INTRODUCTION**

In recent years, environmental threats on our planet have started to increase. The Intergovernmental Panel on Climate Change (IPCC) 2007 climate change report states that continuation of Greenhouse Gas (GHG) emissions at current proportions or above causes further warming and will trigger global climate system changes much larger than observed in the 20th century during the 21st century [1]. Scientists have high confidence that global temperatures will continue to rise for decades to come, largely due to greenhouse gases produced by human activities. IPCC, including more than 1,300 scientists from the United States and other countries, forecasts a temperature rise of 2.5 to 10 degrees Fahrenheit over the next century. According to the IPCC, the extent of climate change effects on individual regions will vary over time and with the ability of different societal and environmental systems to mitigate or adapt to change. Global sea level has risen by about 8 inches since reliable record keeping began in 1880. It is projected to rise another 1 to 4 feet by 2100. This is the result of added water from melting land ice and the expansion of seawater as it warms [2]. Greenhouse gas emissions have great impact upon the environment and climate change. Burning of coal, natural gas, and oil for electricity and heat is the largest single source of global greenhouse gas emissions. Greenhouse gas emissions from industry primarily involve fossil fuels burned on site at facilities for energy. Greenhouse gas emissions from buildings arise from onsite energy generation and burning fuels for heat in buildings or cooking in homes. All these factors have play significant role in climate change and give harm to nature and natural balance. Along with changing climatic conditions and increasing environmental threats, developing sensitivity to environmental issues has become a preferred situation. The United Nations (UN), IPCC, and various international bodies have urged governments and world leaders to step up their efforts to develop climate change policies that will lead to GHG emissions.

Climate change is a significant concept the effects of which are threatening our society and our future. Even though its impacts are severe, they can be lessened and green steps can be taken. Within this frame, enabling individuals to gain and improve environmental literacy skills can be a useful

initiative in terms of creating awareness. In accordance with this, environmental education is the basis for encouraging individuals to develop sensitive and positive feelings and behaviors towards environment [3] and take measures against environmental hazards and minimize environmental damage. As suggested in Belgrad Declaration, environmental education develops a world population with high level of awareness and interest in environment and related problems. Based upon these findings, environmental literacy can be handled as one of the key competencies of the era and a concept encountered frequently in literature. Miller [4] has identified environmental literacy as individual's behavior or choice the consequences of which will affect the environment and competency to find the most sustainable solutions for environmental problems increasing at an alarming rate. Similarly, Disinger and Roth [5] defined environmental literacy as the ability to perceive both harmful and harmless effects of environmental systems and to adopt the environmentally-friendly sides of these systems, and to take appropriate actions to restore and improve problematic situations. Simmons [6] stated that moral and ecologic reasoning, ecology-knowledge, socio-political information (cultural, political, economic and other social factors and the relationship between ecology and environment), strategic environmental thinking, adoption of environmental responsibility behavior are key factors of environmental literacy education, which will be the fundamental aspects of our environmental literacy training, as well.

There are some environmental education programs that aim to bring environmental literacy around the world and their effectiveness in promoting environmental literacy is largely overlapping. The majority of these trainings approach young people and children within the context of their educational environment in school [7]. Since 1994, Foundation for Environmental Education (FEE), a non-profit and non-governmental organization that supports sustainable development through education, enables students to participate in activities focused on entertainment and learning. These educational activities are envisaged to increase the awareness and interest level of individuals. Based upon this core idea, as a significant concept; climate change and environmental literacy are the fundamental topics we want to handle in our project proposal entitled "This

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is the last call for planet lovers: Come and save your planet”. We have designed an Environmental Literacy Training Course aiming to enable the youth to gain ecologic and environmental literacy skills.

As younger generations will be a role model for children and who will generate our future, they have been selected as the main target group for the project. Training course aims to raise the consciousness level of youth workers and provide them with required data, practical implementations about environmental matters. Project has the unique aim of enabling the young people to gain knowledge, insight about the concept of Climate Change, Water Crisis throughout sphere, water and energy sources in the world, extinction of species due to global warming, concept of global warming, greenhouse gas emissions, carbon foot print, green practices and implementations such as green buildings, Leadership in Energy and Environmental Design (LEED) certificate for green buildings, green ICT systems that reduce the carbon foot print, energy sufficiency, UN Framework Convention on Climate Change (UNFCCC), Kyoto Protocol. In order to solve the climate change problem, global solutions are required. With this respect, raising the awareness level of youth is quite significant. Therefore, our training course on climate change desires to touch lives of youth workers and create a change in their knowledge, behaviors, and manners toward environment, environmental matters and concern.

## **2. SCOPE OF THE PROJECT**

It is one of our main objectives to encourage young people to produce solution within the frame of Kyoto Protocol, share their situation in their own country, learn from each other on the basis of non-formal education methods, and to adopt environmentally friendly behaviors in their personal and institutional lives. Within the frame of the project, workshops based on practical, common and round-table methods will be held out. In the energy workshop, we will work on alternative energy sources, energy efficiency, saving measures and systems. In the water workshop, we will discuss the current situation of water resources globally. In order to promote the useful use of technology, we will organize workshops on green cloud computing, green data, green ICT topics, and share the green-life tips that will enable them to make better use of technology. We will make discussion about

climate change negotiation process, Cancun Agreement, Global Serigraph Emissions, Green Climate Fund, Bali Action Plan, Low Carbon Technologies, Paris Climate Change Agreement Articles, National Series Gas Inventory Report. Hands-on training will be designed on how organic coffee can enter soil as a fertilizer. Field visits in Fethiye will be performed and green activities of the institutions carrying out environmental activities will be observed. Within the scope of the project, we will perform a Carbon Footprint measurement workshop for our own lives, as well. We will also organize workshops on recycling electronic waste. Our workshops address important environmental issues.

### **3. EXPECTED IMPACT**

Our project will positively influence local associations, institutions and young people and encourage them to develop environmental activities. The results of the project will be shared with local public institutions, Non-governmental Organizations (NGOs), youth groups and youth committees. Recognition and visibility of the project will be increased by carrying out dissemination activities with other associations and institutions. It is thought that it will affect other institutions, organizations, associations and groups locally. Local and national dissemination of our project will encourage other institutions to take action on this issue. It will contribute to the development and awareness of the other young people in the local area, and we believe that it will lead them to think critically and develop their own green solutions for our planet.

Our partners will help to increase the recognition of the project in different countries by expanding them in their own countries. They will also share project outputs in their local and national communities and contribute to the awareness of other young people. In this respect, we think that our project will have cross-cultural and cross-national impact.

### **4. OUTCOMES OF THE PROJECT**

Participants will have experience in Erasmus Plus, and will develop knowledge and qualification about the program. They will establish cultural bridges in a multicultural, multi-national, multi-lingual, multi-lingual learning environment, gain cultural competence at the melting point of

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cultures, gain the chance to develop their language competences. Our digital workers, who are intertwined with technology and who are digital native speakers of the digital age, will learn how to use technology better in accordance with green standards, and develop competence and capacity for low carbon and environment-friendly green technological applications. They will adopt in eco-conscious behaviors and attitudes about climate change, they will have environmental literacy skills, and be familiar with the concept of Environmental, Economic and Social Sustainability. They will be able to produce solutions for the sustainability of the world and protection of natural resources.

They will gain knowledge about Kyoto Protocol, Carbon Footprint, Greenhouse Gas Emission, Climate Change Negotiations, Global Water, Energy Crises, Global Warming, Alternative Energy Resources, Water and Energy Saving Methods, Recycling, Recycling of Electronic Waste, Green Cloud Informatics, Green ICT, Green Building Standards and Certifications, Climate Change Report under the scope of Smart 2010 EU Policies, articles and results, Ribbon Task Force, Climate Change Negotiation Process, Cancun Agreement, Green Climate Fund, Bali Action Plan, Low Carbon Technologies, Paris Climate will have knowledge, competence and experience about National Greenhouse Inventory Report, will develop capacity on this issue.

## **5. CONCLUSIONS AND SUGGESTIONS**

The training program designed within the frame of the project will raise the awareness of younger generation related to globe-wide environmental problems. As target group is international youth workers coming from different geographical, social and economic backgrounds, it is believed to create a tremendous impact in cross-cultural and international level. It is projected to increase the motivation and interest of them to develop and take part in similar activities, encourage their peers and arouse their interest to develop green-themed projects and adopt environmentally-friendly behaviors and produce green solutions. The training program is supposed to stimulate younger generation to gain environmental literacy skills as well.

Environmental literacy has been handled as a core skill of today's society in terms of creating well-educated citizens who pay utmost attention to the

posing threats. The topic should be integrated to the school, university and college curriculum of youth workers as elective courses. Green seminars and workshops can be carried out in universities and NGOs.

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