

The implementation of School-Community-Projects and the effects on students sustainability consciousness

Mirte Linthorst

Introduction

A school-community-project about sustainability for 15-to-16-year-old students in the Netherlands was performed, whereby the important factors for implementation for teachers, school leaders and community members were investigated and the sustainability consciousness of students was evaluated.

Learn

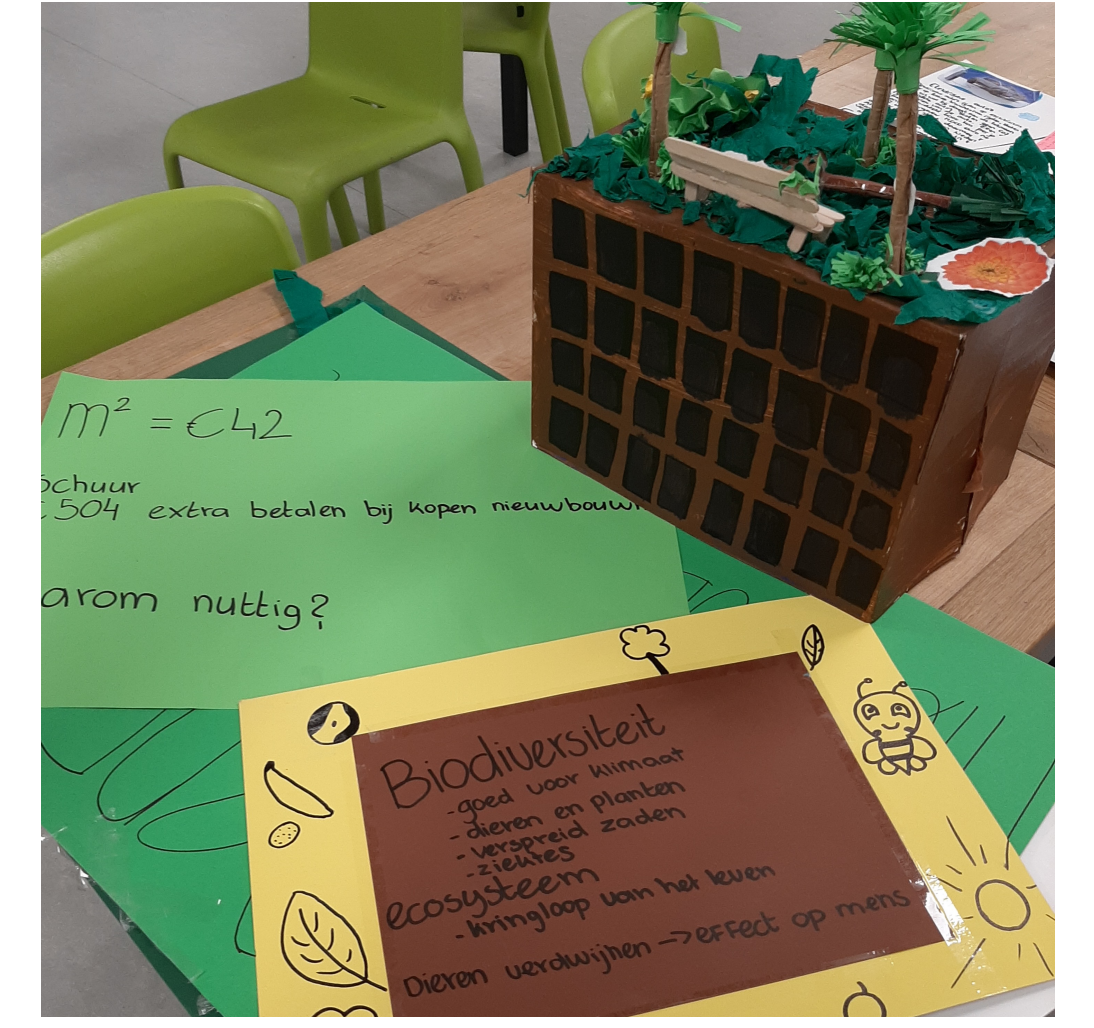


The project

Create

“Apps for electrical car charging”
“Green roofs and rooftop vegetable gardens”
“Energy reduction in school by lowering the thermostat”

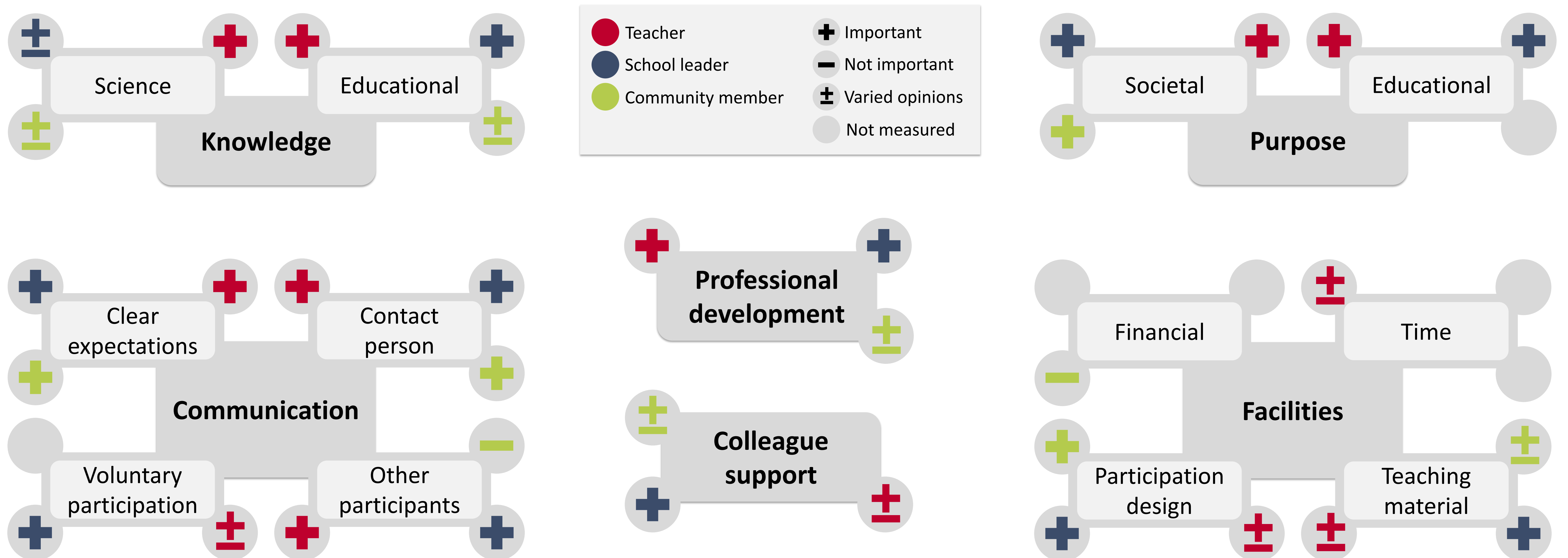
Share



Important factors for implementation¹

“What factors are important for the school organization and the community when implementing a School-Community-Project about energy management in the long term?”

Questionnaire results



3 teachers (red), 2 school leaders (blue) and 3 community members (green), scale 1-5, subcategories were identified by literature beforehand

Students sustainability consciousness²

“How does a School-Community-Project about sustainability affect 15-to-17-year-old students’ sustainability consciousness?”

Questionnaire

	Pre	Post
Sustainability consciousness (15)	3.34	3.53
Beliefs (5)	3.45	3.80
Attitudes (4)	3.08	3.13
Behaviours (6)	3.43	3.56

12 participants, scale 1-5, amount of items displayed in brackets

Interview

“I’ve learned more about the sustainability initiatives in the neighbourhood”

“Sustainability was already an important issue for me. This is not changed by the project.”

“I’ve learned how to calculate the amount of energy and money we can save with a sustainability initiative.”

4 participants, representing different types of students

Conclusion

Q1 Teachers, school leaders and community members had different opinions about important and not important factors. However, the societal and educational purposes of the project and the clear communication and the presence of a contact person was assigned as important by all three groups.

Q2 Students Sustainability consciousness was increased slightly after the project. This was especially due to the raise in ‘beliefs’ (the recognition of the importance of sustainability and knowingness how to make actions).

References

- 1 Mathie, R. G., & Wals, A. E. J. (2022). *Whole school approaches to sustainability: Exemplary practices from around the world*. Wageningen University: Education & Learning Sciences.
- 2 M. Romero-Ariza, A. Quesada, A.M. Abril, M. Martín-Peciña (2023) DEVELOPING TOOLS TO EVALUATE THE IMPACT OF OPEN SCHOOLING ON STUDENTS’ SCIENCE LITERACY AND SUSTAINABILITY CONSCIOUSNESS. *INTED2023 Proceedings* (pp. 8287-8293).

