

BAR-ILAN UNIVERSITY

**The Contribution of the 'Intergenerational Sustainability Leadership' Project to
the Development of Environmental Literacy of the Community**

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Abstract

This study tracked the contribution of the project intergenerational sustainability leadership, development of environmental literacy among students and adults. Two main questions were discussed on the contribution of the project to students and adults: first question, examined the level of environmental literacy qualitative and quantitative among students. And second question, examined the level of environmental literacy qualitative and quantitative among adults.

The research questions were:

1. What is the contribution of the project "leadership between - generational sustainability" and the development of environmental literacy among students?
2. What is the contribution of the project "leadership between - generational sustainability" and the development of environmental literacy among adults?

The first question compared the level of environmental literacy of students who participated in the project and the level of environmental literacy of students who did not participate in the project. Environmental literacy level of 50 students (experimental group and control group) has been tested at the beginning and at the end of this year. The second question compared between the level of the Environmental Literacy of the adult volunteers who participated in the project and Environmental Literacy level of adults who participated in 10 adult volunteers were tested. The level of environmental the project . In the study, the literacy of the adult volunteers (experimental group and control group) was tested at the beginning and the end of the year.

To test and check the level of environmental literacy, we used a questionnaire about environmental literacy that the participants answered two time points at the beginning and

end of the project. In addition, students in the intervention group were asked to give feedback about the open-ended questions after each meeting of the project. In order to characterize the environmental literacy, answers to open questions were analyzed by indicator Environmental Literacy Inventory (ELIN) . In addition, Interviews were prepared for students and adults in the intervention group.

The main findings are presented in relation to two main questions presented above. The findings show that there is an evidence supporting the first hypothesis of the study in which, students who participate in the project "Environmental Leadership intergenerational sustainability, show greater improvement in environmental literacy levels compared to participants who will participate in the project.

According to the hypothesis, It was found that the change among a sample of students' environmental literacy level the and between the pre-intervention phase and the post-intervention phase is dependent on the research group. While the intervention group significantly showed increased level of measurements between pre-intervention phase and post-intervention phase, the comparison group did not change in the level of these measurements.

The pattern of findings indicates that partial confirmation of the second hypothesis was found and according to the hypothesis :adults who will participate in the project "Environmental Leadership Between Generations and Sustainability" there will show greater improvement in the level of environmental literacy compared to participants who did not participate in the project

According to the hypothesis that among a sample of adults in four indicators (environmental knowledge, environmental readiness, personal environmental behavior and

environmental activities as part of the project). Environmental literacy level change between the pre-intervention phase and the phase of the intervention is dependent on the research group. While the intervention group significantly increased level indices between pre-intervention phase post-intervention phase the comparison group did not change in the level of these measures by the time of measurement, Or impaired level indicators. The remaining three test indicators (environmental attitudes, location, environmental issues as part of the various activities involved in the project and environmental development project) not found evidence supporting the hypothesis of the study.

Qualitative findings, identify different effects on different people due to learning on sustainability and environmental awareness as a result of the project. Participants deepened their environmental knowledge in various fields of the environment, understanding of how the ecosystem works. Knowledge on ecological problems created awareness among the project participants. In the emotional aspect of environmental issues, during the interviews there were many times expressions of emotion on the part of the interviewees, which bridged the gap between the field of knowledge and behavior. The participants in the project were aware of the environment, and the participants shared cognitive learning and the ability to change their behavior and work for the environment. Regarding environmental skills, participants did environmental projects; Critical and creative thinking, seeking and organizing information, planning an enterprise, evaluating the results of the projects, and protecting the environment for their neighborhood. Changing patterns of action taken due to the project, the participants gained knowledge after learning about environmental problems, their potential damage and their amendment, which made participant who have some environmental knowledge to observe new habits of environmental activists.

In the interviews, it seems that the answers regarding ' what I received from the project' show that participants learned to take actions and motivated them to create environmental work among adults and students together.

The four areas of environmental literacy have an impact on students and adults. According to their quotations, there was a difference between the environmental knowledge of the students, which was more extensive and higher in terms of their lectures and workshops. But it seems that adults were ready to be initiative, and the students used them in planning and implementation. The relationship between the generations contributed to role change and tasks on environmental skills in both sides and that the two generations have contributed to the success of the project and raised environmental social changes from the first time.

For this work, there are theoretical and practical implications. Theoretically, it seems that the integration project leadership intergenerational environmental sustainability, contributed to the internalization of the environmental issues. To substantiate this claim, in the future, the research group should expand the research and compare the level of environmental literacy, as well as the level of implementation of the environmental projects and change on a personal level. In addition, it is important to examine the extent to which students and adults will be able to use the tools that took the project on behalf of an environmental project implementation personally.

The practical aspect, it seems that there is a place to learn from these findings how to broaden and deepen the areas of environmental literacy during training Participants in the project. Mainly, the perceptions of the project participants about existing patterns has to improve. In addition, there is a need to develop and enhance awareness at all levels of environmental literacy and knowledge for the sake of internalizing the implementation of all

the steps. There is a need to create a change in the habits on both the individual and the community level.