ALANYA'DAN ULUSLARARASI BAŞARI: ZEYTİN DALI AÇIK HAVA SINIFI UNECE YAYININDA YER ALDI

26 Haziran 2026 • Güncel



Alanya Belediyesi ile İlçe Milli Eğitim Müdürlüğü iş birliğinde, Hamit Özçelik İlkokulu ve Ortaokulu tarafından hayata geçirilen "Zeytin Dalı Açık Hava Sınıfı" projesi, Birleşmiş Milletler Avrupa Ekonomik Komisyonu (UNECE) tarafından hazırlanan Sürdürülebilir Kalkınma için Eğitim (Education for Sustainable Development - ESD) derlemesinde yayımlanarak önemli bir uluslararası başarıya imza attı.

Türkiye Çevre Eğitim Vakfı (TÜRÇEV) koordinasyonunda yürütülen Mavi Bayrak, Eko-Okullar, Okullarda Orman ve Çevrenin Genç Sözcüleri programları kapsamında Türkiye'den seçilen toplam 8 örnek çalışma arasında yer alan proje, sürdürülebilir kalkınma hedeflerine katkı sağlayan iyi uygulama örnekleri arasında gösterildi. TÜRÇEV programları kapsamında kabul edilen çalışmalar, UNECE tarafından yayımlanan dokümanın 181-211. sayfaları arasında yer aldı.

SÜRDÜRÜLEBİLİR
KALKINMA HEDEFLERİNE KATKI SAĞLIYOR

UNECE'nin çağrısı doğrultusunda, 21-22 Nisan 2026 tarihlerinde Cenevre'de düzenlenen 2026 Sürdürülebilir Kalkınma için Bölgesel Forumu kapsamında; SKA 6 (Temiz Su ve Sanitasyon), SKA 7 (Erişilebilir ve Temiz

Enerji), SKA 9 (Sanayi, Yenilikçilik ve Altyapı), SKA 11 (Sürdürülebilir Şehirler ve Topluluklar) ve SKA 17 (Amaçlar için Ortaklıklar) hedefleriyle ilişkili örnek uygulamalar değerlendirildi. UNECE yayınında yer alan üçüncü Eko-Okullar çalışması olan "Outdoor Nature Learning with the Olive Branch Classroom" (Zeytin Dalı Açık Hava Sınıfı), Alanya Hamit Özçelik İlkokulu tarafından Alanya Belediyesi'nin desteğiyle geliştirildi. Proje, öğrencilerin doğa temelli, deneyimsel ve disiplinler arası öğrenme süreçlerine aktif katılımını sağlayan yenilikçi bir eğitim modeli olarak dikkat çekti.

SEKİZ TEMATİK ÖĞRENME
İSTASYONU

Zeytin Dalı Açık Hava Sınıfı; tiyatro, matematik, fen, gastronomi, sanat, geleneksel oyunlar, açık kütüphane ve tarım alanı olmak üzere sekiz tematik öğrenme istasyonundan oluşuyor. Bu öğrenme alanları sayesinde öğrencilerin bilişsel, sosyal-duygusal ve psikomotor gelişimleri bütüncül bir yaklaşımla desteklenirken, teorik bilgilerin uygulamalı etkinliklerle pekiştirilmesi de sağlanıyor.

GÜÇLÜ İŞ BİRLİĞİ
ULUSLARARASI TAKDİR GETİRDİ

Okul yönetimi, öğretmenler, öğrenciler, veliler ve Alanya Belediyesi'nin ortak katkılarıyla yürütülen proje; çevre okuryazarlığı, biyoçeşitlilik farkındalığı, sağlıklı yaşam alışkanlıkları, enerji verimliliği ve küresel vatandaşlık becerilerinin geliştirilmesine önemli katkılar sunuyor. Öğrenciler, sürdürülebilir yaşam kültürünü doğrudan deneyimleme fırsatı bulurken, doğayla iç içe öğrenme modeliyle kalıcı kazanımlar elde ediyor. Alanya Belediyesi ile Hamit Özçelik İlkokulu arasında kurulan güçlü iş birliğinin somut bir sonucu olan Zeytin Dalı Açık Hava Sınıfı projesinin UNECE tarafından uluslararası düzeyde örnek gösterilmesi, Alanya'nın eğitim ve sürdürülebilirlik alanındaki çalışmalarının dünya çapında takdir gördüğünü bir kez daha ortaya koydu.

Fotoğraflar


BOYAMA ATÖLYESİ


Eco-Schools
fee
PLATINUM
ALANYA
BELEDİYESİ


Zeytin Dalı
Açık Hava
Sınıfı
DİKKAT
KAYGAN
ZEMİN


ÇEVRE DOSTU
FARK YARATI
Eco-friendly
TÜKETME
DÖNÜŞTÜR
Dont
Consume
ALANYA
BELEDİYESİ

Outdoor Nature Learning with the Olive Branch Classroom

The Olive Branch Outdoor Classroom is an innovative educational model developed by Alanya Hamit Özçelik Primary School, an Eco-School in Alanya participating in the Eco-Schools Programme coordinated nationally by the Foundation for Environmental Education in Türkiye. The project aims to ensure students' active participation in nature-based, experiential, and interdisciplinary learning processes. The outdoor classroom consists of eight thematic learning stations: theatre, mathematics, science and STEM, gastronomy, art, traditional games, an open library, and an agricultural area. This structure holistically supports students' cognitive, social-emotional, and psychomotor development.
The activity was implemented through a multi-stakeholder approach involving school management, teachers, students, parents, and Alanya Municipality. Through this model, students gained environmental literacy, biodiversity awareness, healthy lifestyle habits, energy efficiency awareness, and global citizenship skills through direct experience. By transforming sustainability awareness from theory into practice, the project enables students to become active problem-solvers.
The Olive Branch Outdoor Classroom is a scalable example of good practice that transforms the school's physical learning environment and strengthens an institutional culture of sustainability. It embodies an integrated, participatory, and community-oriented approach to education in harmony with nature.

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General Description

The Olive Branch Outdoor Classroom project aims to ensure students' active participation in nature-based, experiential, and interdisciplinary learning. Its goals include helping students develop knowledge and skills in environmental literacy, biodiversity awareness, healthy living, and energy efficiency; encouraging them to apply sustainability in daily life; and creating a participatory, collaboration-based learning ecosystem connecting the school with the local community.

Relevance to the 5 SDGs under review

- ***SDG 11*** – Make cities and human settlements inclusive, safe, resilient, and sustainable
- ***SDG 17*** – Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development

Impact on educators, learners, community and/or country

The Olive Branch Outdoor Classroom project supports SDG 11- Sustainable Cities and Communities and SDG 17- Partnerships for the Goals through an Education for Sustainable Development (ESD) approach.

Under **SDG 11**, the outdoor classroom transforms the school's physical spaces into an inclusive and safe learning environment where students engage in nature-based, experiential learning. Through hands-on activities in agriculture, biodiversity, STEM, art, and healthy living, learners gain environmental awareness while strengthening responsibility, problem-solving, and collaboration skills. By connecting the school with the municipality and the local community, the project also helps foster a stronger culture of sustainable and resilient community life.

Under **SDG 17**, the project is implemented through multi-stakeholder cooperation among school leadership, teachers, students, parents, and Alanya Municipality. This partnership expands sustainability awareness through ESD and supports students in becoming active problem-solvers and community-oriented individuals. In addition, collaboration within local, national, and international Eco-Schools networks encourages knowledge-sharing and the replication of good practices. In this way, the project offers a strong partnership model for sustainable development while generating positive impact on learners, educators, and the wider community.

Alignment with the UNECE ESD Strategy priority strands

- ***Quality education*** and ESD
- ***Whole-institution approach*** / institutions as communities of transformational learning

Transformative impact results

The project primarily addresses the priority strands of Quality Education and ESD, and the Whole-Institution Approach / institutions as communities of transformational learning.
Under **Quality Education and ESD**, the outdoor classroom moved learning beyond the traditional classroom and provided students with nature-based, practical, and interdisciplinary education. Students integrated academic knowledge with environmental literacy, biodiversity awareness, energy efficiency, and healthy living skills. This approach increased the relevance and retention of learning while strengthening problem-solving, critical thinking, collaboration, and responsibility.

Under the **Whole-institution Approach**, the project transformed the school culture through multi-stakeholder cooperation involving school leadership, teachers, students, parents, and Alanya Municipality. The outdoor classroom enabled not only students, but also teachers and parents, to embrace sustainability as a shared value. In this way, the school developed into a learning community centred on environmental and social responsibility.
By focusing on these two priority strands, the project strengthened students' environmental awareness and active citizenship skills, built sustainable partnerships between the school and the local community, and demonstrated the practical value of an innovative, experience-based model in education.

Key players involved

The main stakeholders of the Olive Branch Outdoor Classroom project are Hamit Özçelik Primary School management and teachers, students, parents and families, Alanya Municipality, and Eco-Schools Programme, coordinated nationally by the Foundation for Environmental Education in Türkiye (TÜRÇEV). School management and teachers led the design of the outdoor classroom, planned the thematic stations, and implemented the educational activities. Students actively participated in experiential learning processes, strengthening their observation, problem-solving, and collaboration skills. Parents and families supported the activities, reinforced children's learning experiences, and helped strengthen the connection between school and community. Alanya Municipality contributed to the implementation by supporting the use of outdoor spaces and providing logistical assistance, ensuring the continuity of multi-stakeholder cooperation. Eco-Schools Programme provided guidance for sustainability education and, through its national action plan, made the establishment of an outdoor classroom a required action for every Eco-School. Together, these stakeholders helped transform the school into a community-based learning centre.

Positive impact areas

- Transforming people's behaviours
- Promoting community action
- Raising awareness
- Involving government and/or private sector
- Strengthening competencies

Progress made

The project has generated meaningful progress in transforming behaviours, promoting community action, raising awareness, involving the government sector, and strengthening competencies. Through activities on agriculture, biodiversity, and energy efficiency in the outdoor classroom, students learned sustainable living habits in a practical way and began to carry environmental responsibility and conscious consumption behaviours into daily life. The project also promoted community action through cooperation among the school, parents, and Alanya Municipality, creating a community-based learning process in which children, teachers, and families worked together and strengthened local sustainability awareness. At the same time, nature-based experiences helped students and other participants develop a deeper understanding of biodiversity, climate change, and the protection of natural resources, reinforcing awareness and supporting the translation of knowledge into action. The involvement of Alanya Municipality, through logistical and space-related support, made the implementation of the project possible and demonstrated the importance of local government engagement in sustainability education. In addition, students strengthened their problem-solving, critical thinking, collaboration, and practical learning skills, while teachers enhanced their capacity in experiential learning and multi-stakeholder educational management.

Youth dimension

The project includes a strong youth dimension by centring students' active participation and enabling them to take part in leadership and decision-making processes. Through experiential learning at thematic stations, students develop skills in problem-solving, collaboration, and responsibility while exploring solutions to environmental challenges. This approach helps young people embrace sustainability awareness from an early age and supports them in becoming active contributors who can make a positive difference in their communities.

Gender dimension

The project includes a gender dimension by encouraging the equal participation of all students. Activities in the outdoor classroom provide with the same opportunities to learn, collaborate, and take on leadership roles. In this way, the project supports gender equality in environmental awareness, sustainability skills, and shared responsibility, while fostering an inclusive educational environment where every student can actively contribute and benefit equally.

Challenges or lessons learnt

The main challenges in implementing the project were the physical arrangement of outdoor spaces and the safe establishment of the thematic learning stations. In addition, coordination and communication within a multi-stakeholder cooperation process were initially time-consuming. The most important lesson learned was that experiential and participatory approaches can create lasting environmental awareness and behavioural change among students while also transforming institutional culture. These findings show that well-designed outdoor learning environments can serve as powerful tools for sustainability education and whole-school transformation.

Further resources

- https://hamitozcelikilkokulu.meb.k12.tr/icerikler/acik-hava-sinifimiz-acildi_16388302.html
- https://hamitozcelikilkokulu.meb.k12.tr/tema/index.php
- https://www.alanyapostasi.com.tr/alanyada-cevre-icin-eko-okullardan-zeytin-etkinligi
- https://www.sonalanya.com/haber-alanyada-egitimde-bir-ilk-acik-hava-sinifi-acildi-43820.html
- https://www.gazetealanya.com/alanyada-egitimde-bir-ilk-minikler-senlikte-bulustu
- https://hamitozcelikilkokulu.meb.k12.tr/icerikler/listele_acik-hava-sinifi.html