



“University Students as Climate Stakeholders: Insights on Local Policy Participation in Türkiye”

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Political Science and Public Administration

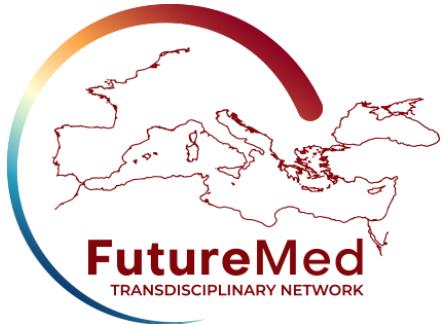
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Research Topic / Problem

- 🌿 Climate change presents growing threats to Mediterranean societies.
- 🌿 Youth participation in local climate governance remains limited and understudied.
- 🌿 University students, despite being future policy actors, are often overlooked in local adaptation processes.



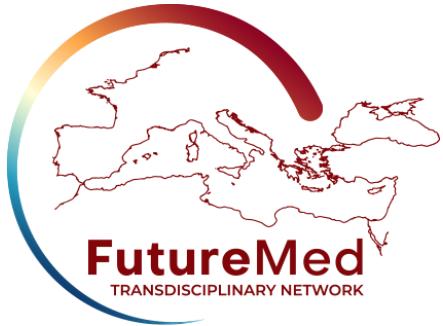
Literature Gap and Contribution

- 🌿 Existing literature focuses heavily on top-down policy or international negotiations.
- 🌿 Youth voices in climate decision-making, especially at the local level, are not sufficiently included.
- 🌿 This study contributes by exploring students' perceptions, everyday practices, and policy expectations through direct qualitative engagement.



Relevance and Importance

- 🌿 **Focus on youth** aligns with **SDG 13.b**, which calls for mechanisms to enhance planning capacity of youth and local actors on climate.
- 🌿 Findings can support more inclusive, participatory, and localized climate action strategies.
- 🌿 Highlights university students not only as future voters or decision makers but also as *present stakeholders* in sustainability transitions.



Research Objective

“To understand how university students in Türkiye perceive climate risks, engage with local institutions, and envision their role in climate action.”



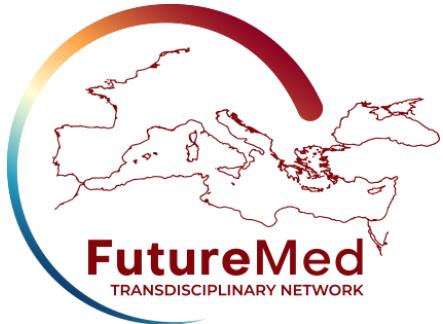
Methodology

- Qualitative research approach**
- Phenomenological design**
- 2 focus group discussions:**
 - 9 Social Work students (Faculty of Health Sciences)
 - 14 Political Science and Public Administration students (Faculty of Economics and Administrative Sciences)
- Total participants:** 23
- Data Collection Tool:** Semi-structured focus group protocols



Focus Group Questions

- leaf How do students perceive climate change in their local environment?
- leaf What are the visible effects of climate change on their daily lives?
- leaf How do they evaluate the role of local institutions and policies?
- leaf What are the main barriers and motivations for youth participation?
- leaf What roles do young people envision for themselves in achieving climate justice?
- leaf What suggestions do they have for strengthening youth engagement?

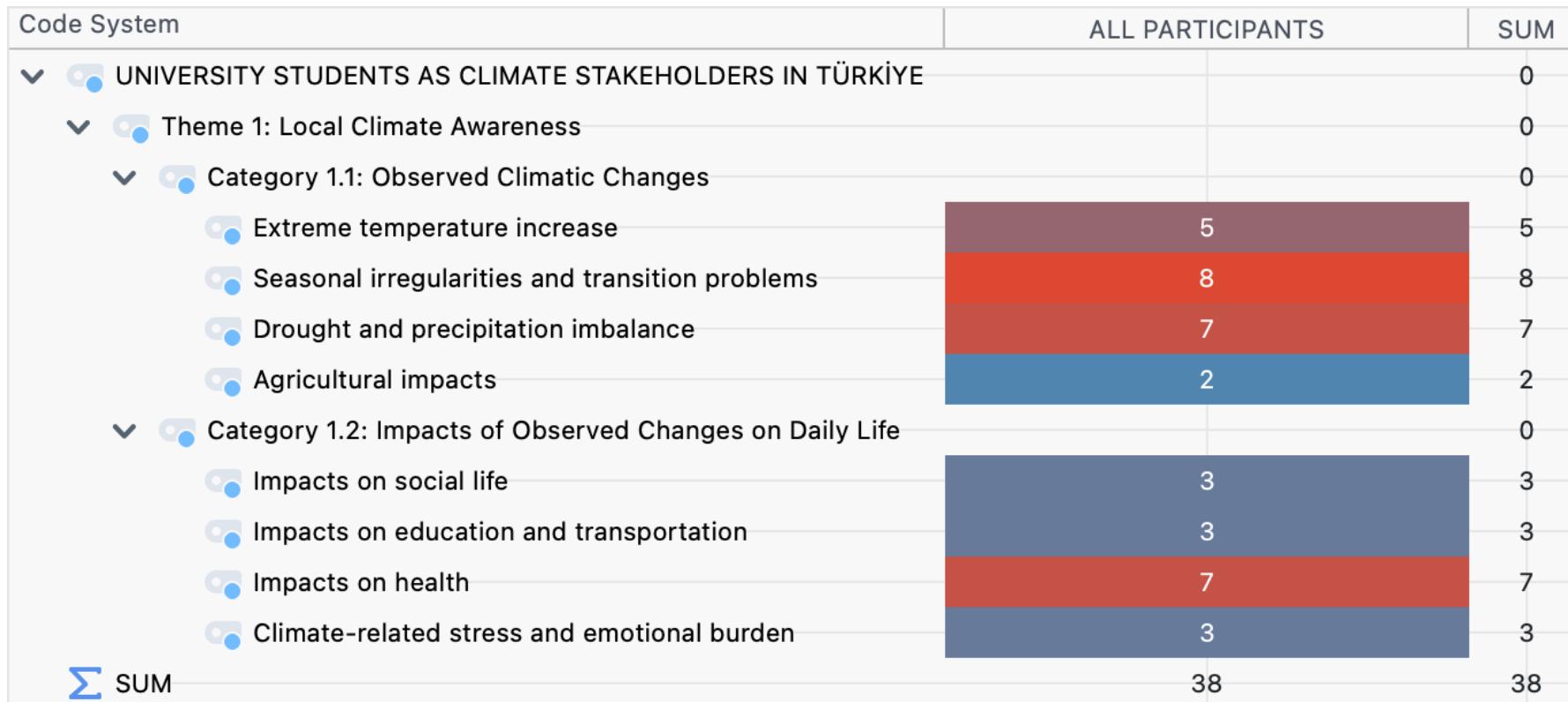


Data Analysis

- 🕒 Transcripts analyzed with **MAXQDA-24**
- 🕒 **Inductive coding** used to identify recurring ideas
- 🕒 Themes and categories were created systematically based on participant narratives

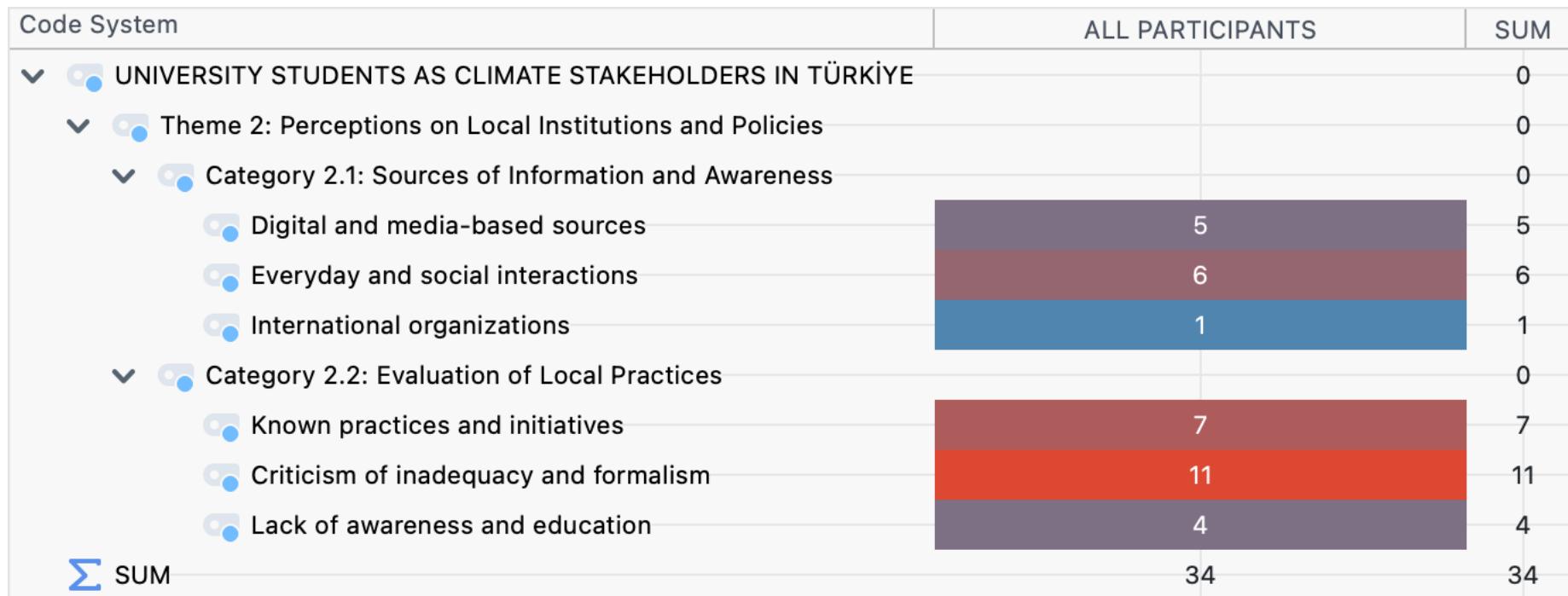
Findings

Theme 1: Local Climate Awareness



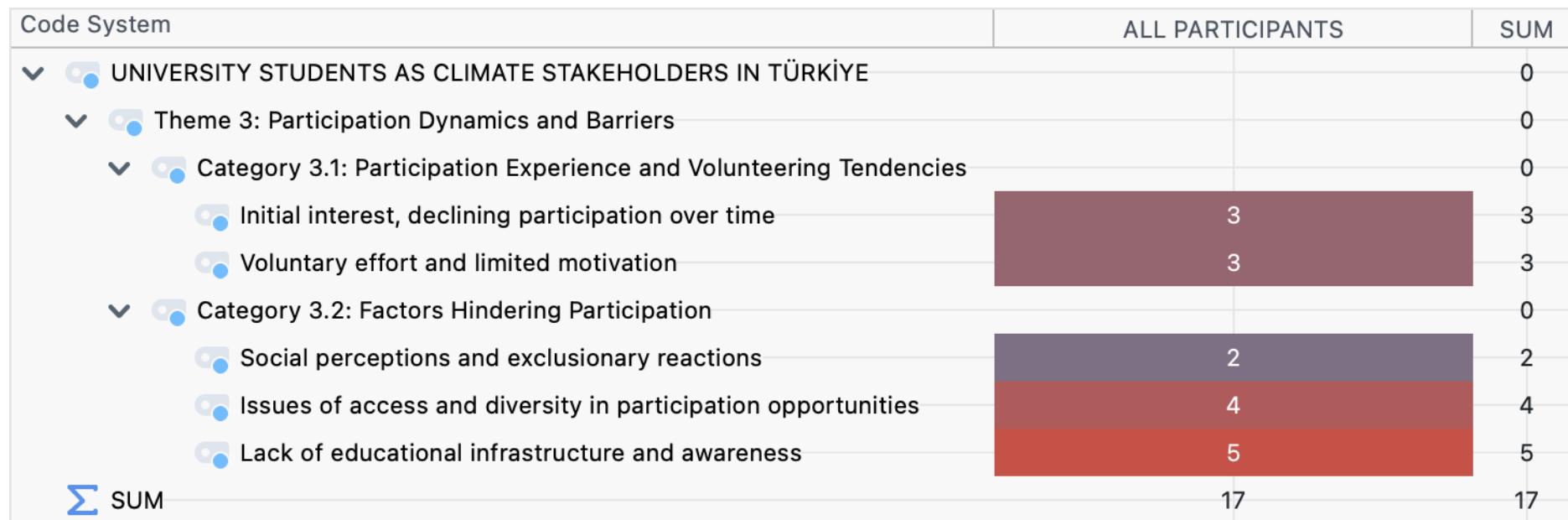
Findings

Theme 2: Perceptions on Local Institutions and Policies



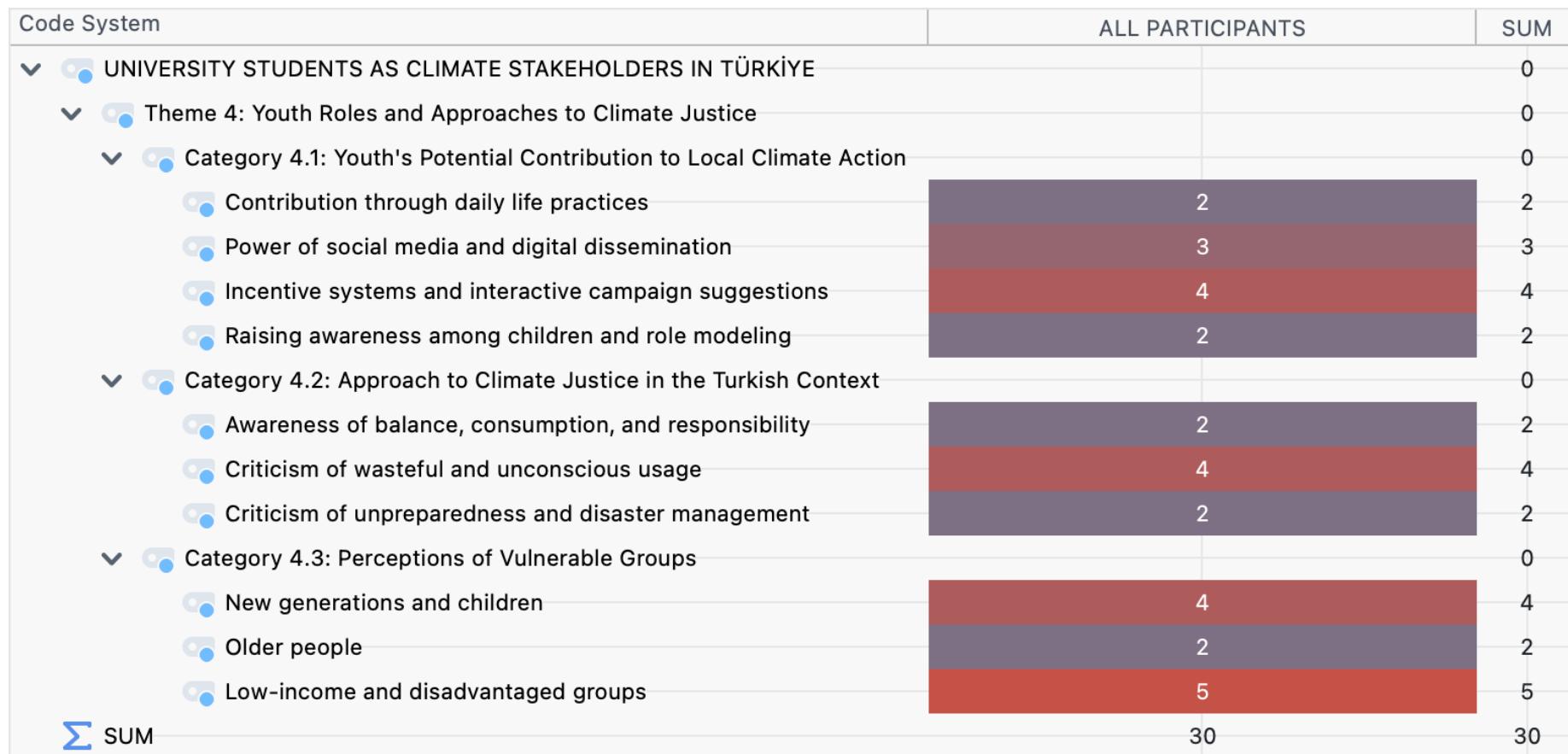
Findings

Theme 3: Participation Dynamics and Barriers



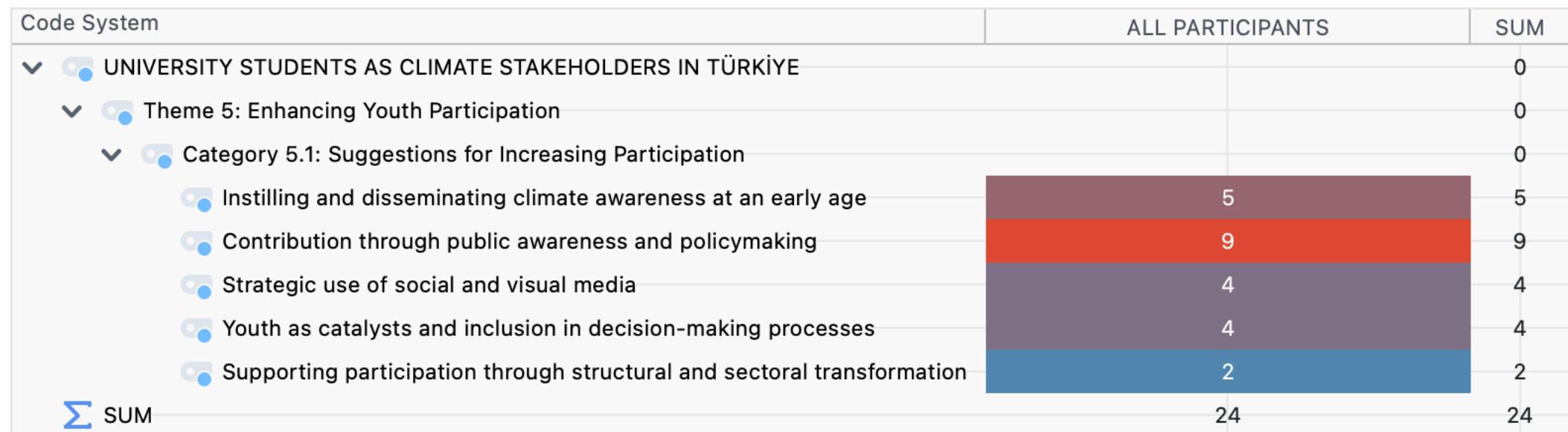
Findings

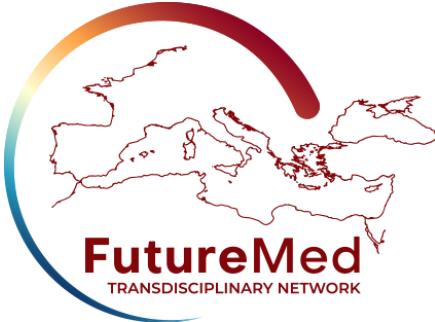
Theme 4: Youth Roles and Approaches on Climate Justice



Findings

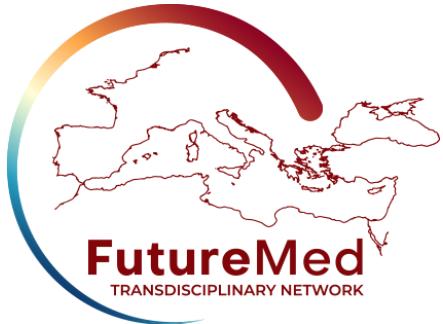
Theme 5: Enhancing Youth Participation





Key Takeaways / Conclusion

- 🌿 University students are aware of the visible impacts of climate change in their cities, especially seasonal and extreme weather disruptions.
- 🌿 While students recognize the importance of local policies, they find current efforts insufficient and lacking engagement opportunities.
- 🌿 Participation barriers include limited awareness, accessibility issues, and lack of institutional support.
- 🌿 Youth envision themselves as both communicators and change agents, emphasizing the role of digital platforms and early education.
- 🌿 Structural and sectoral reforms are essential to increase meaningful youth participation in climate action.



Thank you for your time and attention 

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