



ECO-COMPASS PROJECT GUIDE

Innovative building of ecological awareness and culture by developing environmental skills and shaping the attitudes of people with mental disabilities

ERASMUS+ program

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Innovative building of ecological awareness and culture by developing environmental skills and shaping the attitudes of people with mental disabilities



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This publication was approved by ECO-COMPASS partner consortium within the framework of Erasmus+ KA2 2021-2-SK01-KA210-ADU-000048280 “Innovative building of ecological awareness and culture by developing environmental skills and shaping the attitudes of people with mental disabilities” project.

The main objective of the project is to support social inclusion and lifelong learning of people with mental disabilities by developing their environmental skills and competencies, shaping their environmental attitudes and responsibilities through education based on international experiences. The project specifically focuses on supporting and developing international cooperation of participating organizations, building, and strengthening partnership networks and professionalization of organizations.

The ECO-COMPASS project guide provides a comprehensive overview for the professionals about the project, its results, the outcomes of assessment and its options for use.



Coordinated by: Spoluprácou pre lepšiu budúcnosť - Veľký Meder, edited by the ECO-COMPASS consortium
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1. About the ECO-COMPASS project

Building a positive attitude towards the environment is currently one of the most important priorities. Environmental skills and competences are needed for all citizens, including disadvantaged groups facing mental disabilities. Working with people with mental disabilities requires specific care in the provision of education, taking into account their individual needs and circumstances, so that everyone can realize their potential in different areas of life. It is important that people with mental disabilities also can fully and actively participate in sustainable environmental development in personal, professional and civic life.

The main aim of the project was to facilitate social inclusion of people living with mental disability by developing their ecological skills and competences, by shaping their ecological attitudes and environmental awareness, by education based on international experiences. The project lays a great emphasis on the promotion and development of international cooperation between participating organisations, the establishment and strengthening of partnership networks and the enhancement of the professionalism of the organisations.

The main outcome of the project is ECO-COMPASS, an innovative environmental education aimed at developing environmental awareness, skills, competences, attitudes and responsible behaviour of people with mental disabilities. For the purposes of the ECO-COMPASS project, the terms "people with mental disabilities" and "people with intellectual disabilities" are interchangeable.

Innovative Environmental Education has been developed by an international expert group based on the 15 good practice examples summarised in the ECO-COMPASS electronic collection of good practice examples and the conclusions of the Eco-World Café roundtable discussions, organised with the participation of 43 relevant stakeholders from all partner countries. The ECO-COMPASS innovative environmental education includes the following:

1. theoretical background material for professionals (trainers and counsellors) that includes theoretical parts and the description of 32 outdoor activities that can be carried out directly in the natural environment, and
2. educational material made for people with mental disabilities, including an instructional video for each module, theoretical parts of each topic written in easy-to-understand language, questions, practical exercises and short quizzes related to the main modules,

The innovative environmental education was successfully tested in all partner countries with the participation of 32 people with intellectual disabilities.

The project involved four partner institutions dealing with counselling, training and special services provided for disadvantaged groups from three countries: the Slovak Republic, Hungary and Romania.

2. The partners of the project



<http://ozbuducnost.sk/>

Spoluprácou pre lepšiu budúcnosť – Veľký Meder (Teamwork for a better future – Veľký Meder) is a small Civic Association (CA) whose main objective is to promote and develop activities for the active participation of citizens at the local, regional, national, and international level in various fields of social life, in particular in the areas of:

- education, lifelong learning and extracurricular activities by promoting
- development of social responsibility in a form of
- creating legal awareness
- (re)integration of job seekers into the labour market, focusing on the disadvantaged groups by implementing

The founders have many years of experience in the fields of labour market, adult education, vocational training counselling, regional and international partnership cooperation.

The primary target group of the CA are the disadvantaged, in particular the long-term unemployed; older people (over 50 years of age); people with disabilities; and young people. Moreover, the CA cooperates with training institutions, organizations of career guidance and counselling, labour market services, non-governmental organizations and experts in the field of education and career guidance in Slovakia and in the EU. The CA undertakes professional activity in three different fields: in the field of client services, in the field of project management, and in the field of adult training activity.



<https://www.humanprofess.hu/>

Human Profess Nonprofit Ltd. was established in 2010. Its employees have 15-20 years of working experience in the labour, adult training and social field, in the implementation of

Hungarian and international tenders, and it has a wide range of experts. The company is also an accredited adult training institution since 2013.

The target groups of the institution are: disadvantaged citizens, e.g., disabled people, job seekers, women, graduates and older generation. In addition to the above-mentioned target groups, the institution also provides services to professionals, non-profit organisations, companies and local authorities.

The company undertakes professional activity in four different fields:

1. Labour market services
2. Adult training activity
3. Knowledge and innovation transfer
4. Writing and managing tenders for external clients

The organisation promotes equal opportunities and labour market rehabilitation of disadvantaged groups. They aim to maintain their stability by operating as a versatile organisation, providing services to a wide range of sectors, while remaining flexible and striving for innovation.



<https://www.facebook.com/iriszhaz>

The Christian Foundation Diakonia was established in 2002 by the Reformed Church of Transylvania in order to support people in need. In the next years the Foundation Diakonia opened local branches with own legal entity in different regions of Romania, like Sf. Gheorghe, Cluj Napoca, Targu Mures, Reghin and Brasov.

The Diakonia Christian Foundation has been working for people with disabilities since 2006, and in 2009, it built the Iris House, a day care centre for people with disabilities, with different types of therapeutic development activities such as music therapy, Ludo therapy, arts and crafts, swimming, drama group, dance and art therapy.

Since 2011, we have had a day care centre for children in need and since 2014, we have had a day care centre for Roma and socially disadvantaged children in Valea Crisului. The centre is currently running a project to support more than 354 school children in 11 villages with hot meals and after-school programmes.

The organisation runs several social workshops for young people with disabilities, such as: second-hand clothes sorting workshop, a carpentry workshop, a social farm and gardening, a camp in Sfantu Gheorghe, and it provides sheltered housing.



Association for Help to People with Intellectual Disabilities in Dunajská Streda was founded in 1998, has 178 members. It is a member and actively cooperates with the Association for the Help of People with Intellectual Disabilities with nationwide operations, as well as with other regional organizations. The aim of the association is:

- to help people with mental disabilities and their families,
- to integrate the members of the association into the society,
- to enable them to take part in various activities, and
- to educate them in the form of various interactive activities and training courses.

The main activities of the organization are:

- counselling services, organization of cultural-educational camps, rehabilitation-recreational stays,
- promotion of useful leisure activities in a form of hobby groups: literary, dancing, sporty, cooking,
- support for lifelong learning by assurance educational activities,
- organizing visits to historical monuments, castles, chateaux, galleries and museums,
- teach members to perform crafts such as basket weaving, soap cooking and candle making.

The organisation provides ongoing education for citizens with disabilities (including adults with intellectual disabilities) in the form of experiential learning, with the help of professionals, based on the interests of its members.



3. Experiences of ECO-World Café roundtable discussions

The aim of ECO-World Café roundtable discussions was to involve actors and stakeholders from different sectors and fields (education, services, environment) in the project activities, to present the project, exchange experiences, identify the most appropriate educational methods and forms for the target group and the skills to be developed in environmental education. Eco-World Café meetings took place in all countries, with a total of 43 participants.

Country	Number of participants
Slovakia	14
Hungary	13
Romania	16

Attendees of events held in partner countries:

- Representatives of partner organisations
- Representatives of Environmental Education Center Dropie
- Employers, as well as operators of sheltered workshops
- Representatives of civil organisations supporting disabled people
- Mentally disabled people
- Rehabilitation counsellors
- Disabled mentors
- Teachers (also disabled people)
- University students
- Peer mentors of disabled people
- Representatives of environmental associations
- Representatives of organisations supporting children
- Representative of county inspectorate
- Representative of local council
- Representatives of civil organisations
- Representative of local zero-waste shop

The achievement of the objectives of the ECO-World Café meeting was assessed based on the feedback received from the attendees of the event. The attendees gave very positive feedback on the World Café method, which is a popular and powerful way to solicit the opinion of attendees on a wide range of topics in a relatively short period of time. Information on the project, exchange of experiences, examples of good practice, joint teamwork and the fact that all attendees were involved in the discussion were the most positively assessed. According to the attendees, the ECO-COMPASS training provides an excellent opportunity to map and develop the target group's ecological skills and to involve them in socially beneficial activities. Outdoor interactive activities were the most recommended for the target group.

According to the questionnaire survey, 100% of the participants expressed their satisfaction with the Eco-World Café roundtable discussion, and the intangible results achieved by the event were also achieved:

- increasing the level of awareness of the importance of environmental education for citizens with intellectual disabilities,
- exchange of national-level experience and best practice examples in the field of environmental education of citizens with mental disabilities,
- networking and fostering cross-sectoral and intra-sectoral cooperation in environmental education,
- facilitating non-formal education and training for marginalized adult groups, including citizens with mental disabilities

The information gathered served as a basis for the development of ECO-COMPASS Innovative Environmental Education. In the framework of the activities, the participants also reviewed the main themes of the training and approved the following training curriculum based on the recommendations coming from all partner countries:

1. Ecological skills and competences in individual life

- 1.1. We are the part of the nature that surrounds us
- 1.2. The relationship between living organisms and the importance of biological diversity
- 1.3. The impact of human activity on the environment
- 1.4. Environmental protection and the importance of ecological behaviour

2. The importance of ecological values and attitudes in the family

- 2.1. Ecological household
- 2.2. The ecological use of energy sources
- 2.3. Zero-waste household – Thoughtful shopping, waste separation, composting
- 2.4. Mini gardening - microcosmos

3. Sustainable development in the workplace and work-life balance

- 3.1. Sustainable development in the workplace
- 3.2. Work at the farm
- 3.3. Work-life balance
- 3.4. Healthy lifestyle

4. Active participation in the creation of a green society

- 4.1. Responsible consumer behaviour
- 4.2. Waste collection and recycling
- 4.3. Transport and nature conservation
- 4.4. Motivation for a sustainable lifestyle with the help of social activities

4. Electronic Collection of ECO-COMPASS Good Practice Examples

Partners have also gathered good practice examples of environmental education for adults, with a special regard to people with intellectual disabilities, through Eco-World Café meetings, communication with experts and online. Each partner prepared a description of three examples of good practice, 12 in total. Besides this, the collection also includes the experience gained from visiting selected environmental training and education providers in Slovakia (Túzokos Environmental Education Centre), Hungary (Erdőszéli Lélekfarm) and Romania (Három Galamb Association) in the framework of international project meetings. Together, the partnership has collected 15 good practice examples, which have been used as supplementary material for the ECO-COMPASS Innovative Environmental Education.

The entire partnership was involved in the creation of the electronic collection. The ECO-COMPASS electronic collection is available in all languages of the partnership on the project website (<https://eco-compass-project.eu/home-hu.html>).

The examples of good practices are structured as follows: description of the training, training - example of good practice, pedagogical objectives of the training, duration of the training, recommended target group of the training, recommended number of participants in the group, modules, content (curriculum), methods, tools, outcomes and practical experiences.

Slovakia

1. Danube Values

The aim of education is to pass on the values of the Danube River, which flows across Europe from their west to east - to future generations. Education in the form of a methodological handbook contains 5 key topics: history, culture, environment, nature protection and water management. The part of education (methodological handbook) is 21 worksheets, which teachers can use within natural science and homeland studies classes, respectively in environmental education classes. They also contain ideas that can be used within school trips, club activities and outdoor schools. The main character of the methodological handbook is "Dunajko", which accompanies the methodological handbook and the pupils have to help him in solving tasks and questions.

2. Education without barriers – Environmental education for youth disabilities

The manuals were developed as a part of an international project aimed at improving the access of young people with disabilities to sustainable development within environmental education. Manual I. contains a detailed description of various activities focused on the following topics: meadows, environment, waste, trees, biodiversity, and sustainable development. At the end of each activity, there are tips and suggestions on how to adapt the

activity to a specific disability. The manual also contains a table of thematic links of individual activities. Manual II. It provides information on how to work with young people with disabilities. It contains a description of ways of environmental education of young people with different types of disabilities.

3. Envirozis

The Envirozis/Envirozis school programme is a game that contributes to solving the problem of environmental burdens through an outdoor game and the web portal www.envirozis.sk. It is recommended for use by pupils, students and teachers of second level of primary and secondary schools. The main objective of the game is to spread information and raise young people's awareness of environmental burdens.

4. Environmental education through different activities

The project focused on various environmental activities, and ways of working, including ways to enrich school curricula or teaching materials. The aim of the education was to develop and activate the competences and skills of primary school students during lessons and to develop a positive attitude towards nature and the environment.

5. Let's get to know together the values of the forests that surround

The objective of education is to inform people with mental disabilities with the significance and values of the forest, as well as with that why we need and how we can protect these values. Education has three parts. During the first part of the education, the youth obtain theoretical knowledge; in the second part there will be realised a joint trip in the forest, where the participants will experience the gifts and values of the forest with all their senses. In the third part of the education, a joint picnic in the forest will be realised, which will end with the selective collection of waste.

6. From waste separation to recycling

During the training, adults with intellectual disabilities learnt about the theory of waste sorting, the importance and the method of waste sorting. They learnt the importance of sorting waste and the concept of recycling. At the end of the training, they combined theory with practice. They sorted the waste according to the colours of the garbage bags and learnt practical skills by trying out the PET bottle and can collection machine.

7. Programmes of environmental education, training and edification of the Environmental Education Center of the Slovak Environment Agency Dropie

CEE Dropie is a residential eco-centre of SEA. The main task of CEE Dropie consists in the implementation of educational and edification events for the public in the form of practical workshops, volunteer brigades, community programmes and development activities directly in the area of the centre and its immediate surroundings. It provides various types of informal education in the form of practical environmental training for wide target groups in the heart

of the Ostrovné lúky Protected Bird Area. The territory represents a typical lowland landscape used for agricultural with islands of biodiversity in the form of meadows, pastures, wetlands, meanders with head willows and green bio-corridors. Participants in the activities can listen to stories from ancient times, discover the hidden beauty and natural attractions of the agricultural landscape, learn about the importance of living soil and a healthy landscape in the process of climate change, and learn to create islands of biodiversity in their own surroundings.

Hungary

1. Framework curriculum for skill development schools

In the 9th to 10th grades of the Skills Development School, which provides teaching and learning for students with mild mental disabilities, the focus is on the conscious practice of independent life management techniques. In the field of scientific and technical competences, students with mild intellectual disabilities develop practical scientific literacy in order to achieve user awareness of scientific phenomena in everyday life and to develop a coherent scientific worldview.

2. Forest pedagogy project

A way of organising learning which takes place over several days in a study period, regardless of the location of the organising educational institution, and which builds on active, reciprocal and active, participation-based cooperation between learners. The teaching is closely and intrinsically linked to the natural, man-made socio-cultural environment of the chosen site, both in terms of its content and curriculum. Its main educational task is to develop healthy life skills in harmony with the environment and socialisation related to community activities. It is the best place for environmental education. (Kövecsesné Gősi Viktória, 2017)

3. ECO-school

A key aspect in the life of the school is the development of environmentally aware thinking, living and behaviour. Environmental education takes place in and outside the classroom throughout the year. The programmes accompanying the school year are aimed at prevention and the development of correct values, setting a good example for students with intellectual disabilities in the field of environmental protection and environmental awareness. In order to reach the objective set, they provide students with knowledge embedded into collective action, supported by personal example, constant motivation and positive reinforcement. Since problems cannot be solved alone, the aim of environmentally aware education is also to teach cooperation. (Tóth Beáta 2016)

4. Soul farmer experience (Forest Eave Soul Farm)

The Forest Eave Soul Farm is located in the outskirts of Szombathely, in the Park Forest, where eco-awareness applies to a maximum. Instead of a building, there is a yurt, a recycling toilet and a washbasin, a small lake, a bee pasture, a bug hotel await the visitors. Children learn the love of nature in practice.

The services of Lélekközpont include:

- Summer camp for children, integrated with disabled children
- Educating young people and disabled young people for living an eco-aware life, with Szombathelyi Hulladékgazdálkodási Közszolgáltató Nonpr. Kft (Szombathely Waste Management Public Service Provider Non-profit Ltd) and with the Hulladékudvar (Recycling Yard)
- Community service for young people – Lélekközpont, as a result of its cooperation with Humán Harmónia Alapítvány (Human Harmony Foundation) welcomes secondary school students interested in the following topics: nature conservation, affection for animals, farm management, drug prevention, community building, organisation of programmes
- Farm life in a yurt, with animals, next to a forest, with self-knowledge development
- One-day trainings helping to find back to ourselves, serving to recreate ourselves, to relieve stress and to make decision making easier.
- Face-to-face consultation, family adventure time drug prevention, mediation

Romania

1. Green journey of the senses

The programme includes a one-day activity, where participants follow a trail to learn about the wildlife in their environment. Through experiential learning, they will get to know different animals, plants and related phenomena. The trail stations are accompanied by different framework stories that help participants to learn about their environment through play.

2. Forest School – Inhabitants of the forest

The Forest School - Inhabitants of the Forest is a series of 3-day activities for groups from different educational institutions. The Forest School allows students to acquire concepts and knowledge about their environment through active, experiential learning. Forest school often includes thematic days and camps linked to a particular environmental event or phenomenon. The main objective of the Forest School is to provide participants with skills that enable them to live in harmony with nature and their immediate environment. This requires participants to develop a sense of environmental awareness and independent living skills.

3. Biodynamic Farm

Biodynamic farming is an environmentally supportive method in which disabled people can study and work together, living a self-sustaining life, and generate income and value for society through farm products and services. Biodynamic farms and gardens work to bring plants, animals, and soil together through living, conscious relationships, so that they each support and balance the whole. The general objectives and the reference objectives lead to the formation of skills and attitudes related to ecological and environmental protection issues. Through interactive strategies, people with disabilities are placed in the situation of observing, analysing, investigating, environmental phenomena and processes, practicing intellectual work skills, while forming a responsible, involved behaviour in relations with the environment.

4. Organic horticulture – Három Galamb Association

They started to develop an organic/biodynamic garden on a 7540 m² land. They developed a variety of workshops which would cater for a variety of needs and abilities. This includes crafts, cooking and catering, food processing, recycling and other community service workshops. The point being that these are not just occupational work settings, but offer 'meaningful work' which has a purpose, is needed by others in the wider community, has viable outcomes and good training possibilities.

5. Introduction of ECO-COMPASS innovative environmental education into application practice

Based on the recommendations of the ECO-World Café discussions and examples of good practices from partner countries, the partners approved the ECO-COMPASS environmental education curriculum.

The curriculum consists of four modules:

Module 1 - Ecological skills and competences in individual life

Module 2 - The importance of ecological values and attitudes in the family

Module 3 - Sustainable development in the workplace and work-life balance

Module 4 - Active participation in the creation of a green society

Environmental education aims to contribute to the development of ecological awareness and ecological culture, ecological skills and competences, problem-solving, critical thinking and creativity through the above modules and themes. The structure of the ECO-COMPASS innovative environmental education theoretical teaching materials for professionals and people with intellectual disabilities is the same.

The theoretical training material is intended for professionals working in the social field, for whom it is essential in their daily work to be able to guide adults with intellectual disabilities in the field of environmental protection and environmental responsibility. Each module includes 4 topics and 8 outdoor experiential activities as theoretical parts, with a total of 16 topics and 32 outdoor activities described in detail. The theoretical training material made for professionals was designed to develop their environmental skills and competences (<https://eco-compass-project.eu/education-platform-trainers-hu.html>).

The aim of the educational material made for people with intellectual disabilities is to contribute to the development of their skills, to help them understand the relationship between man and the environment, to understand local and global environmental problems and to take personal responsibility for the environment. Each module of the educational material for people with intellectual disabilities contains a video, an interactive quiz, 4 theoretical topics (What is important to know?) written in easy-to-understand language, 5 questions per topic and 2 worksheets, i.e., 4 modules, 16 topics, 80 questions and 32 worksheets altogether. (<https://eco-compass-project.eu/education-platform-participants-hu.html>).

Module 1 Ecological skills and competences in individual life

In this module, we will cover the most important basic ecological concepts and introduce the components of the biosphere, the changes of which affect the biota of our planet as a whole. We highlight the importance of the relationship between animals, plants and humans, which is a fundamental condition for the survival of humanity. The Earth's biological diversity performs a multitude of ecological functions and contributes to human well-being, including as a source of food, water, medicines and industrial products. The next chapter deals with environmental pollution, unfavourable changes and the consequences of environmental deterioration. The aim of environmental protection is to protect the natural environment and works of art from any impact that would endanger or irreversibly damage them, to respect ecological laws and to allow only interventions in the environment that do not threaten the ecological stability of the environment. This is why we address the importance of ecological behaviour, which we have summarised in the Ten Commandments on the Environment.

Module 1 includes the following topics:

- *We are the part of the nature that surrounds us*
- *The relationship between living organisms and the importance of biological diversity*
- *The impact of human activity on the environment*
- *Environmental protection and the importance of ecological behaviour*

Module 2 The importance of ecological values and attitudes in the family

In this module, we present considerate shopping. We look at packaging, the purchase of fresh ingredients and the transport of goods, and their negative impact on the environment. We explain in detail that when it comes to washing up, laundry, personal hygiene and cleaning, it is important to pay attention not only to the amount of water used, but also to the choice of detergents. We will list concrete examples of natural cleaning products, present different renewable energy sources and show you how we can be energy aware in our homes. We also suggest some useful small steps that can make a significant contribution to energy efficiency. We share the practices that shops and stores use to entice us to buy. We explain the importance of labelling expiry dates and provide information on waste sorting, as well as useful tips on green plants that take up little space, are easy to care for and can be grown on windowsills, balconies or in pots.

Module 2 includes the following topics:

- *Ecological household*
- *The ecological use of energy sources*
- *Zero-waste household – Thoughtful shopping, waste separation, composting*
- *Mini gardening - microcosmos*

Module 3 Sustainable development in the workplace and work-life balance

We also need to protect the work environment, as we spend most of our daily life here. We point out that if we want to make our workplace greener, we do not need to think about spending millions of dollars right away. We will also show that one of the best supportive environments for people with disabilities is the biodynamic economy, which supports the provision of their financial independence and improves their access to the labour market. The issue of work-life balance or imbalance is given more and more emphasis these days. We need to take the time to rethink and reassess our life priorities and rediscover the optimal work-life balance. Health is an integral part of our everyday lives. We take it for granted and often don't care because we have it. It only becomes valuable when we start to miss it. We are also working on healthy lifestyles, because it is important to make prevention an integral part of our daily lives in order to develop a healthy lifestyle.

Module 3 includes the following topics:

- *Sustainable development in the workplace*
- *Work at the farm*
- *Work-life balance*
- *Healthy lifestyle*

Module 4 Sustainable development in the workplace and work-life balance

In this module, we explain why it is important to buy organic products, to get to know the way how a product is manufactured, the environment it comes from and the technology used to produce it. We will cover the rules for selective waste collection, the issue of non-selectable and hazardous waste, the importance of waste separation and recycling, as well as to the benefits and importance of recycling and saving raw materials and energy. We will also explore the active involvement of communities in building a green society. The protection of nature and the environment is our common concern, and therefore, in this chapter, we address the issue of the "green motivation", the three factors of sustainable development, and the close link between socio-economic development and environmental protection. We give you guidance on how to contribute to protecting the environment by making the right choices, by putting the environment and nature before our own comfort, and by choosing public transport or cycling instead of the car.

Module 4 includes the following topics:

- *Responsible consumer behaviour*
- *Waste collection and recycling*
- *Transport and nature conservation*
- *Motivation for a sustainable lifestyle with the help of social activities*

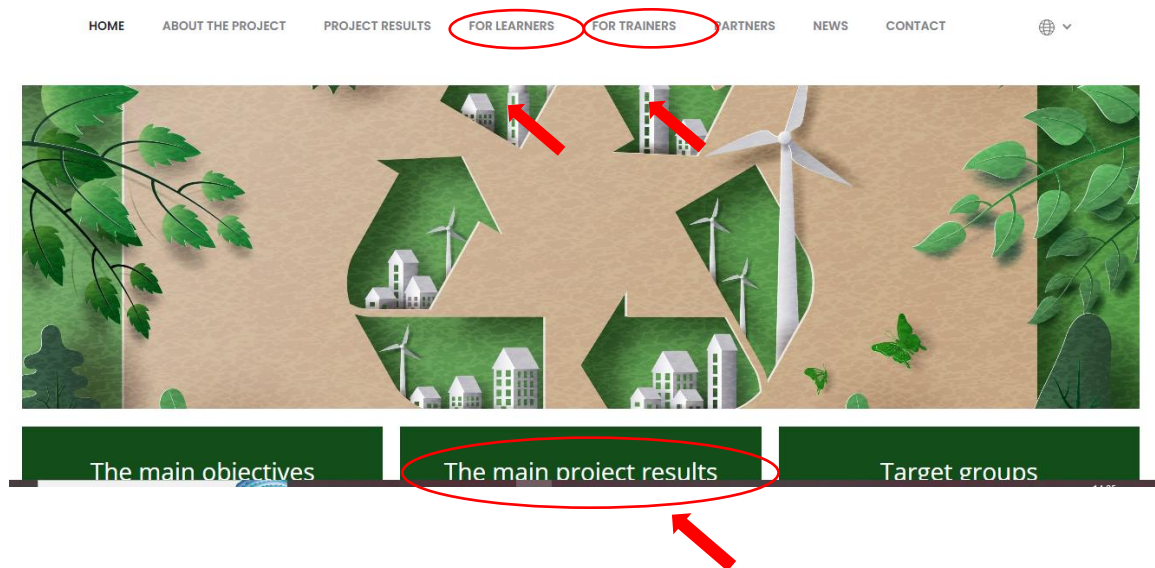
The theoretical material and the outdoor activities will enable professionals working in the social field with adults with intellectual disabilities to develop their own knowledge in the field of environmental protection, after having studied and supplemented it with the recommended reference materials. The use of other educational materials, videos, interactive quizzes, questions, worksheets developed for adults with intellectual disabilities in everyday practice can contribute to the development of competences, environmental attitudes and environmental responsibility of the target group.

6. E-learning platform

The aim of this part is to present the operation and the use of the electronic platform. The ECO-COMPASS platform enables interested professionals (trainers and counsellors) and participants (adults with intellectual disabilities) to acquire theoretical knowledge relevant to environmental behaviour.

The advantage of the platform is that the training materials are available online in four languages - Slovak, English, Hungarian and Romanian - without registration and freely accessible in four languages at <https://eco-compass-project.eu/index.html>. The training materials are divided for trainers and participants.

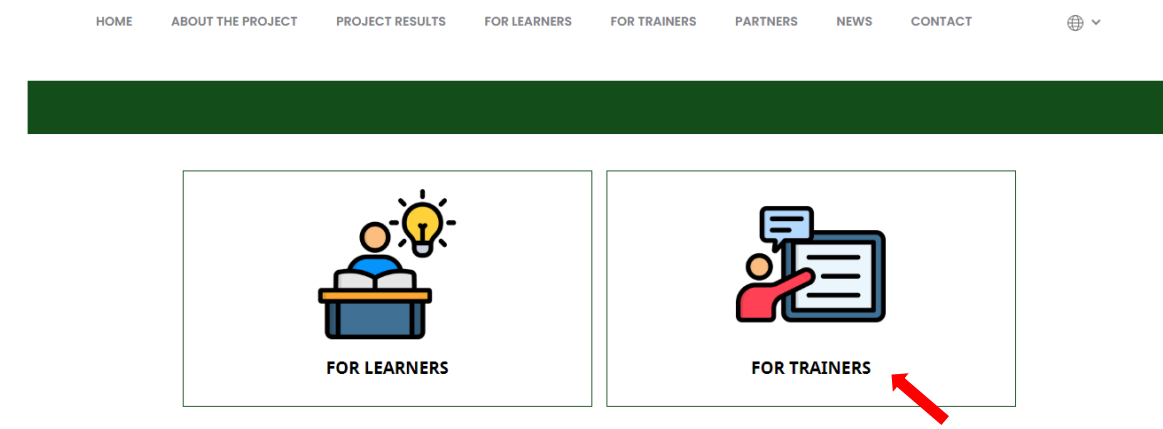
Availability



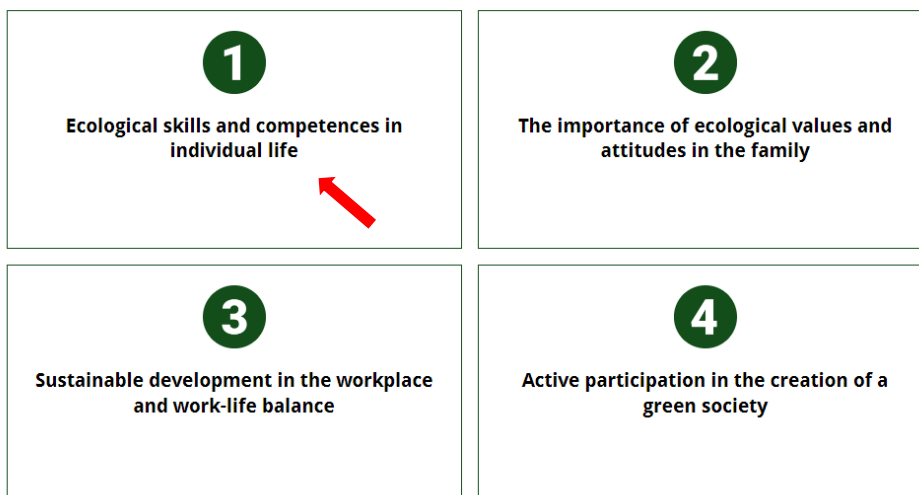
Availability for trainers

<https://eco-compass-project.eu/education-platform-trainers-hu.html>

The training materials are available by clicking on the "FOR TRAINERS" menu in the main navigation menu or by clicking on the "Project results" menu on the project website. If you click on "Project results", you will see all the results. Then click on the "Innovative environmental education" icon and two windows will open, from which you can select the "FOR TRAINERS" option.



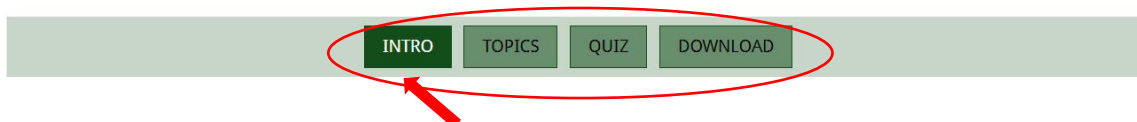
Clicking on the icon will bring up the 4 main training modules, which you can click on to download the theoretical material from the website, including a description of the outdoor experiential activities in .pdf format.



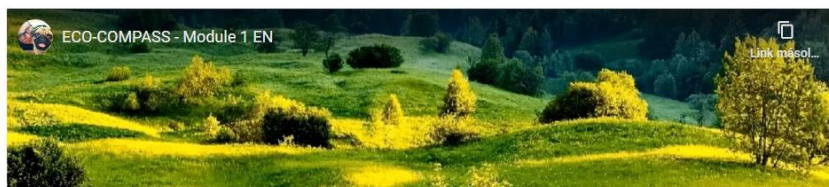
Availability for participants

<https://eco-compass-project.eu/education-platform-participants-sk.html>

The initial mechanism is the same as in the previous case. The initial procedure is the same as in the previous case. You can access the training materials by clicking on „FOR LEARNERS” in the main navigation menu or by clicking on " Project results" on the project website. If you click the „Project results” menu point, then all results will be visible. Then click on the "ECO-COMPASS Innovative environmental education" icon, and two windows will open, of which choose the option „FOR LEARNERS”. When clicking on the icon, the 4 main training modules will appear. If you select the module you are interested in, you will see an introduction with a short description and a video. Within the module you will also find other recommendations.



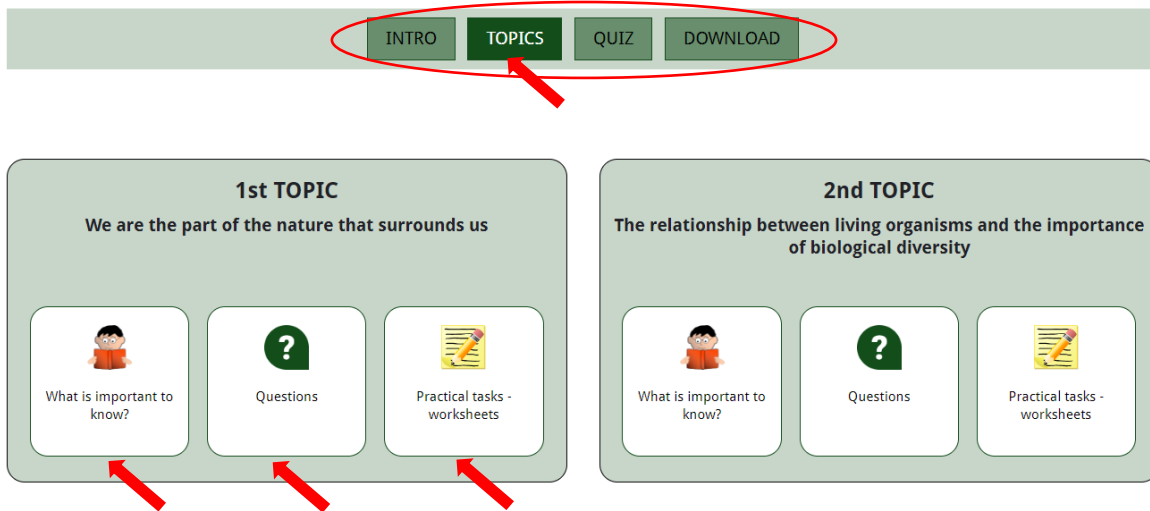
Ecological skills and competences in individual life



Innovative Environment  Education ECO-COMPASS

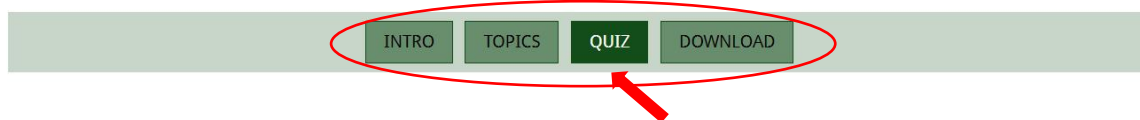
1. Click on the "TOPICS" button to open each topic within the module.

Each topic includes 3 parts in the form of a .pdf document, which you can open by clicking on them: a theoretical introduction "What one has to know" in easy-to-understand language, and additional help material on the topic in the form of "Questions" and "Practical tasks - worksheets".

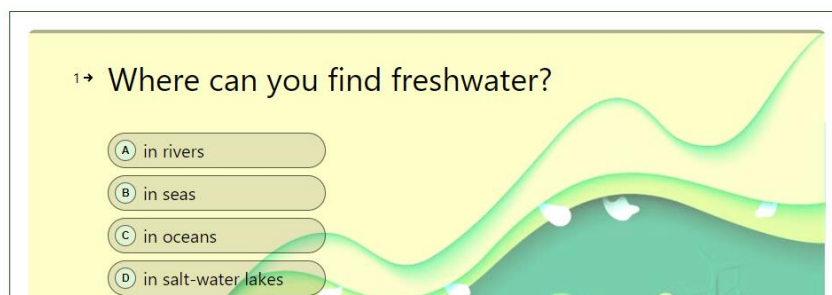


2. By clicking the A "QUIZ" button, the interactive quiz will open.

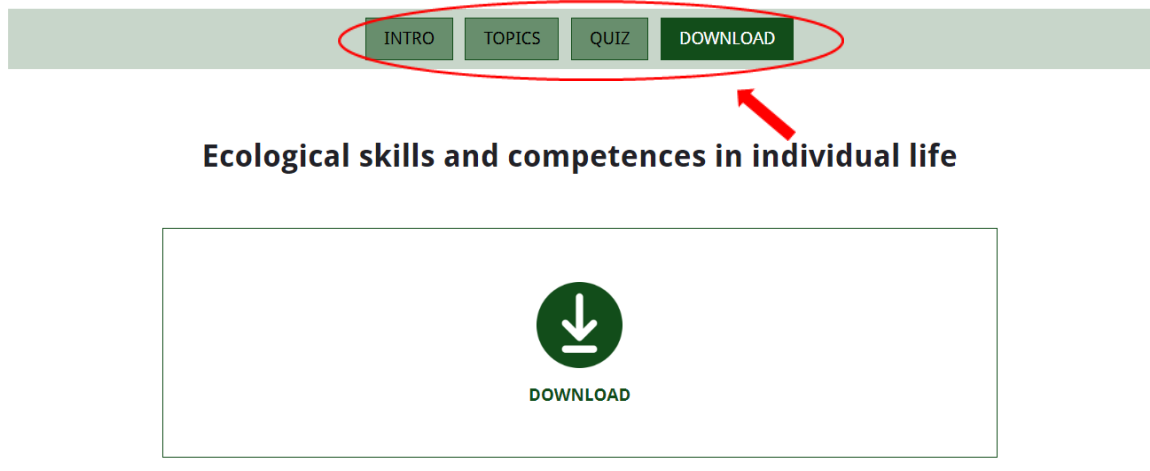
Each module includes an interactive quiz with 5 multiple-choice questions. The platform allows the quiz to be assessed, and in the case of wrong answers, the quiz questions can be repeated until the participant's theoretical knowledge reaches the desired level.



Ecological skills and competences in individual life



3. Clicking on the "DOWNLOAD" button will open a window that will allow you to download the complete module, which includes all the sections (Introduction, Theory - What you need to know, Questions and Worksheets).



Participants can study the online course material independently or with the help of a trainer. The online platform allows the pace of learning to be adapted to the participants' own needs until they reach the desired level of knowledge.

7. Experiences of pilot testing and assessment of the training

Implementation of the pilot testing of the training

Testing ECO-COMPASS innovative environmental education was implemented in 3 partner countries: Slovakia, Hungary and Romania. The testing phase involved 32 participants (adults with mild and moderate intellectual disabilities) and 5 trainers. The number of participants from the partner countries ranged as follows:

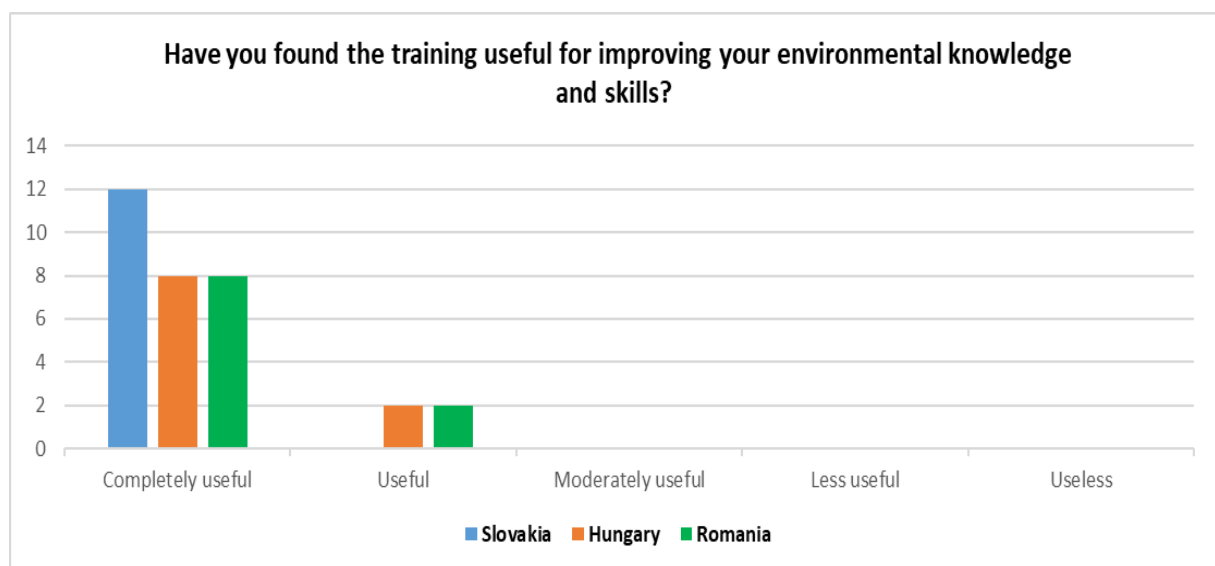
	Slovakia	Hungary	Romania	Altogether
Participants	12	10	10	32
Trainers	2	1	2	5

The participants, whose age ranged from 19 to 60 years, were clients of the Szombathely Diocesan Caritas for the Disabled, clients of the Diakonia Christian Foundation and the Dunajska Streda Association for the Mentally Disabled, who had the proper interests and fulfilled the requirements of their conditions. The participants graduated from primary school, special school, secondary school or vocational school.

Before the implementation of the pilot testing of the training, each participant was informed about the training process within the internal discussion sessions of the partner organisations. Questionnaires were completed with participants after the training to evaluate the efficacy of the ECO-COMPASS innovative environmental education. The assessment questionnaires were designed to assess the participants' knowledge and skill level before and after the training, the increase of their environmental knowledge, the readability and comprehensibility of the theoretical materials, the questions, the solvability of the worksheets and the usability of the online platform. The feedbacks from the trainers' questionnaire were used as a basis for the drafting of conclusions and recommendations.

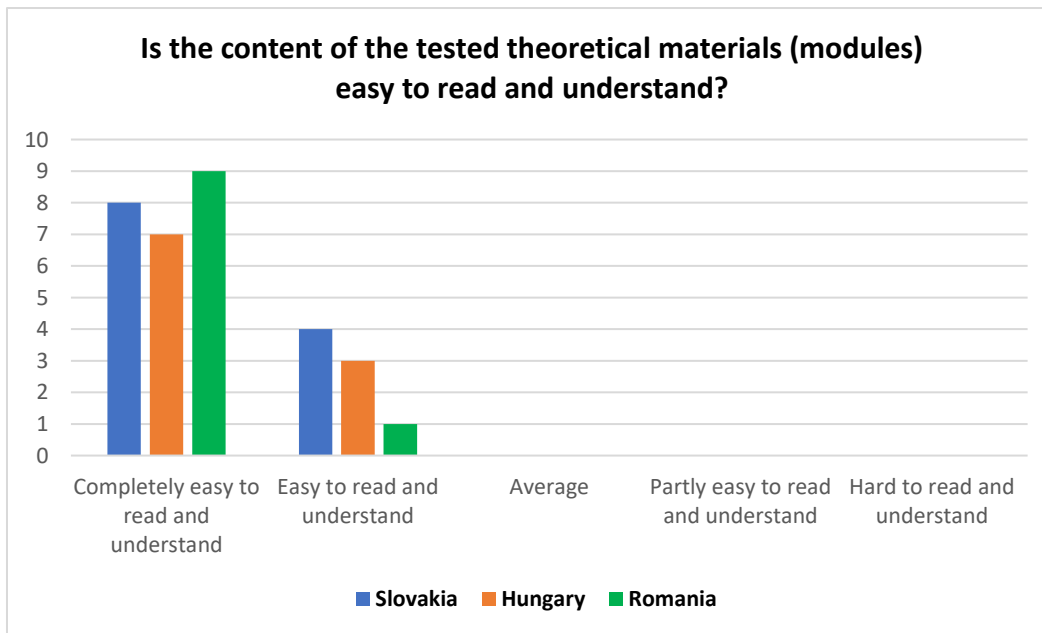
Outcomes of the assessment questionnaires of training participants

After processing the results of the questionnaires, it can be concluded that knowledge level of the participants was very low or low in each of the three countries. After the training, their level of knowledge increased in each of the subjects without exception. They also scored higher on the level of skills after training than beforehand.

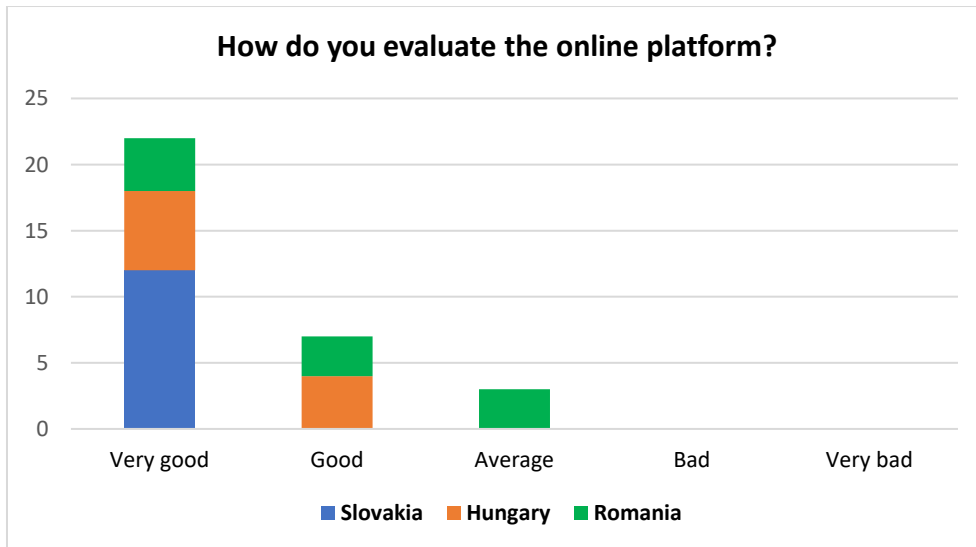


More than 87.5% of participants found the training entirely useful in improving their environmental knowledge and skills. The remaining assessment (12.5%) also fell into the useful category. None of the countries rated the training lower than this, which is an extremely good result.

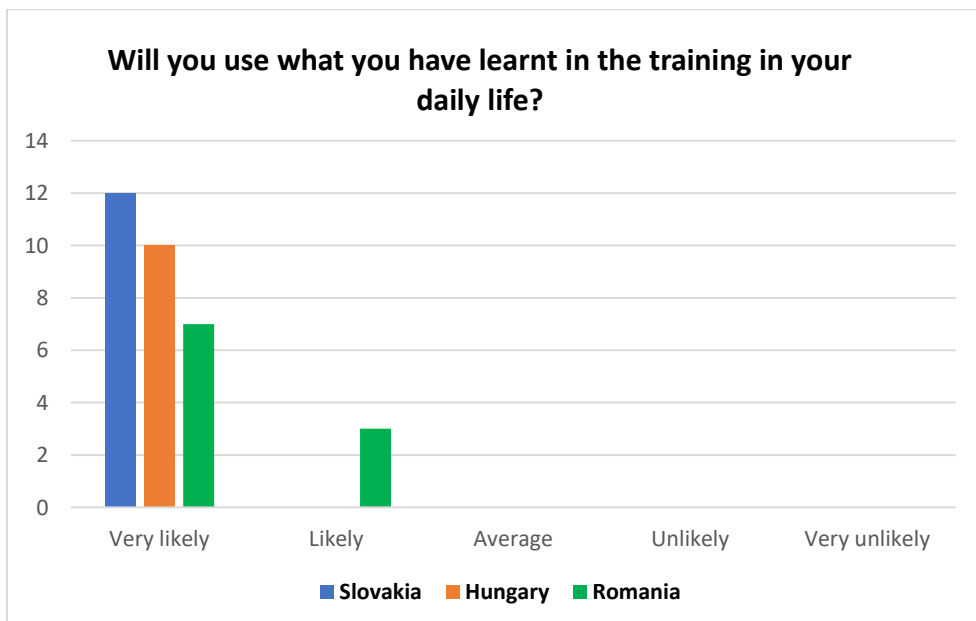
Developing the environmental knowledge and skills of people with intellectual disabilities can be a very important and challenging area. The keys to it are the inclusive education, the special educational contents and practical tasks that are easy to understand and enjoyable. Information and skills need to be delivered in a comprehensible way, and based on the feedbacks from the ECO-COMPASS project, this has been achieved.



75% of the participants rated the content of the theoretical material (modules) as easy to read and understand to the maximum extent, and also 25% also found it easy to read and understand. In case of minor problems arising, they needed minimal explanation of the content from the experts running the trial in order to understand it. The curriculum helped people with intellectual disabilities to access information and knowledge more easily. When information is presented in an easy-to-read and understand format, there are fewer language or cognitive barriers, allowing them to better understand the content. Furthermore, the ECO-COMPASS curriculum has also contributed to equal opportunities in the field of access to information. Easy-to-understand information help people with intellectual disabilities to make independent and informed decisions about the future of the environment. Furthermore, it boosted their confidence by enabling them to understand and process information on a given topic.



The online platform was assessed as very good or good by 90.6% of the participants, with no rating below average (9.4%). The comprehensibility of online platforms is crucial for many reasons, especially for people with intellectual disabilities and for those, who have abilities or needs that differ from the average. The ECO-COMPASS online platform fully contributes to inclusiveness, i.e., everyone can join in and participate in the learning process within the online space without experiencing any limitations due to their abilities or needs.



100% of participants thought they would fully or likely use what they had learnt in the training in their daily life. Awareness and knowledge can help them become active stakeholders in the

field of environment and sustainability and contribute to solving environmental problems. Areas from the curriculum that are easy to put into practice:

1. **Establishment of sustainable lifestyle:** With environmental literacy, people with intellectual disabilities can also make informed decisions in their daily lives, for example on energy efficiency, water use and waste reduction. They are also able to establish more sustainable lifestyles in their homes and communities, and reduce their ecological footprint.
2. **Garden or plant cultivation activities:** Participants developed an understanding of the principles of sustainable gardening and enjoyed acquisition of daily practices. They have become motivated to grow their own plants, to look after either their own or a community garden. This will give them the opportunity to engage in sustainable food production and eco-aware gardening practices.
3. **Recycling and waste management:** The curriculum helped participants to become actively involved in waste reduction and recycling. They understood what materials can be recycled. They understood which materials can be recycled and thus it will be easier for them to make the right choices when it comes to waste selection.
4. **Shopping habits and awareness:** The fact that the ECO-COMPASS curriculum dedicated a specific section to shopping, environmentally friendly packaging methods and environmentally unfriendly transport of food helped people with intellectual disabilities to become more aware shoppers, supporting more sustainable production and consumption.

The pilot testing and assessment of the training confirmed the idea and ambition that involving people with intellectual disabilities in environmental protection is important and valuable from multiple perspectives. They can also participate and add value to the community, which will positively affect their quality of life and self-confidence. They have unique insights and experience that facilitate solving problems in a creative way. Their diversity is an added value in the field of environmental protection, which they are determined to represent.

8. Conclusions and recommendations

Generic conclusions from the point of organisations taking part at implementation

1. The project has had a positive impact on the employees of the partner organisations, as it has contributed to the acquisition of new knowledge and the development of their professional competences, in particular in the environmental field.
2. During the project cycle, cooperation between partner organisations at international level has become more intensive.

3. Project activities at national level were beneficial in different areas - including the establishment of networks of experts and organisations in the field of environment and environmental creation.
4. ECO-COMPASS innovative environmental education has been integrated into the educational portfolios of each partner organisation and is available online in four languages for other interested parties.
5. Participation in the pilot testing of innovative environmental education helped to increase participants' knowledge and develop their environmental competences.
6. As a result of the practical application of the skills acquired, their thinking has become more ecological in their everyday life and the ecological awareness of the target groups has increased. The activities of the project have enriched the process of lifelong learning for both professionals and people with intellectual disabilities.

Generic conclusions from the point of people with intellectual disabilities

Involvement of people with intellectual disabilities into environmental education is extremely important

1. for the implementation of inclusive society. Making education and the environment accessible to all contributes to a more inclusive society where everyone can participate and actively contribute to a sustainable future. The transfer of this ambition is particularly important for people with intellectual disabilities, who are often excluded from social knowledge.
2. for community building. One field for community building can be environmental protection as a common and universal goal. Environmental education provides opportunities for people with intellectual disabilities to participate in community activities and projects enabling them to strengthen their community and their retaining relationships.
3. to foster acceptance, empathy and understanding in mainstream society. Environmental education can help people understand the specific challenges and needs of different types of disability. This increases empathy and fosters development of a positive attitude towards these groups.
4. in order to provide equal opportunities within the society. Through theoretical training and practical exercises, people with intellectual disabilities will also be given the information and skills, through which they can actively participate in environmental initiatives and programmes.
5. for harnessing the creativity and innovative thinking of people with intellectual disabilities. Different experiences and perspectives can help to develop new,

innovative solutions to environmental problems, since, in many cases, people with intellectual disabilities approach environmental challenges from a different perspective.

6. to strengthen a culture of social responsibility. Through environmental education, the knowledge and daily activities of people with intellectual disabilities contribute to the promotion of a more sustainable way of life.

Specific conclusions

1. The partnership has developed stopgap training material on eco-thinking and its practical application, which can be used not only for training adults with mild and moderate intellectual disabilities, but can also be extended to other target groups (e.g., for training primary school children or it can be used as a curriculum for forest schools).
2. The language of the curriculum is as inclusive and comprehensible as possible, making it particularly suitable for training people with intellectual disabilities:
 - it is simple, it avoids complicated technical expressions and complex terms
 - it provides specific and practical examples from everyday life
 - it helps to connect new information with existing experiences
 - it is interactive and it encourages participation
 - it arouses curiosity
3. The online format of the prepared training material is useful and well-applicable. The video, theoretical part with related questions, worksheets, quiz questions and outdoor exercises that make up the unit lead to experiential knowledge acquisition. Basic knowledge is involuntarily acquired and will be put into practice in the lives of people with intellectual disabilities.
4. The theoretical materials are easy to follow through the e-learning platform and the quizzes provide realistic feedback on the participants' level of knowledge.
5. The outdoor exercises are experiential, can be further developed and can provide additional ideas for the employment of people with intellectual disabilities.
6. The elements of the training material can be used independently and can be built on the prior knowledge of disabled people.
7. Attention and focus can be well retained during the processing of the curriculum:

- the curriculum is directly related to the daily lives, experiences and needs of people with intellectual disabilities
 - it uses examples and information that are understandable and useful to them in everyday situations or in different areas of their life
 - the questions, the tasks, the practices and the groupworks facilitate learning and processing of the content
 - it is customizable
 - helps to relate to examples that people with intellectual disabilities can easily identify
8. The knowledge covered is well adapted to the challenges of the 21st century, and all elements are up-to-date and timely.

Generic recommendations

Feedbacks from participants in different countries did not follow a different pattern, they were very similar. This shows that the experiential learning material was produced with excellent guidance and cooperation from partner organisations in 3 different countries.

1. The curriculum deserves policy attention and support in all European countries.
2. The curriculum is applicable in all European countries. The ECO-COMPASS educational materials can be used by all organisations, institutions and schools involved in the integration, education and development of people with intellectual disabilities.
3. It can well be applied for training and raising the awareness of different social groups about eco-thinking, nature protection and climate protection.
4. The outcomes of the project have highlighted the need to train teachers, disability experience advisors, social workers, care workers and other professionals involved in services for people with disabilities on environmental issues.
5. The educational process should use a combined teaching method: to take advantage of the possibilities of teaching using information and communication technologies (e-learning, webinars, electronic platform for exchange of experience between experts) in line with the requirements of the present day.
6. Environmentally aware behaviour of people with intellectual disabilities can best be achieved if they are encouraged and supported both by their families

and closer communities. It is recommended that family members living with them are also involved in the training.

Practical recommendations for professionals teaching the curriculum

1. Allow enough time to acquire the curriculum, adapting it to the individual learning rhythm.
2. Adults with mild and moderate disabilities are not all of the same ability, so we should adapt to those with weaker abilities.
3. Teaching should take place in a free, confidential setting, in a good atmosphere, so that it becomes experiential learning.
4. When carrying out outdoor exercises, the target group members should form small groups consisting of 4-5 people, with a proportional distribution of people with mild to moderate intellectual disabilities. The more able members of the group can help the less able to solve tasks. Teamwork always leads to better results.
5. After completing the tasks, each group should report on their experiences. As a trainer, encourage the reporting by asking simple questions.
6. At the end of each session, ask questions: what new thing did you learn? What will you do differently?
7. The extracts of the curriculum are constantly used to make the knowledge stick, as people with intellectual disabilities tend to forget more quickly.
8. The curriculum can be further developed, and additional information and topics can be flexibly added.

In conclusion, the involvement of people with intellectual disabilities in environmental education not only serves to promote equal access and an inclusive society, but is also of paramount importance for environmental sustainability through diverse experiences, perspectives and innovations.

Coordinator



Partners



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