



ECO-World Café round table discussion HUNGARY

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Inovatívne budovanie ekologického povedomia a kultúry rozvíjaním environmentálnych zručností a formovaním postojov občanov s mentálnym postihnutím

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



ECO-World Café round table discussion

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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.

ECO-World Café round table discussions ensures exchange of experiences, identification of best practice examples in the field of environmental education in partner countries, identification of the most successful methods and forms of education that are suitable for the people with mental disabilities and the most important ecological skills for sustainable life.



Edited by

Human Profess Közhasznú Nonprofit Kft., Hungary

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Contents

1. Participants	3
2. Agenda	4
3. Description of the ECO-World Café discussion	4
The aims of the ECO-World Café round table discussion	4
The process	5
The suggested topics	5
4. Results and conclusions of the workshop	6
5. Recommendations for the content of the Innovative Environmental Education ECO-COMPASS	9
6. Evaluation of the ECO-WORLD Café roundtable discussion	9

1. Participants

Representatives of the Project partner organisation – Human Profess Közhasznú Nonprofit Kft.

- Rehabilitation consultants
- Disabled mentor
- Disabled teacher
- teachers
- entrepreneurs,
- university student,
- expert by experience of disability

The list of participants is attached in the lists of participants.

Number of participants: 13

2. Agenda

09:00 – 09:10	Registration
09:10 – 09:20	Opening speech
09:20 – 10:00	Presentation of international project „Our Strength is Experience - innovative training program for Experts by Experience “ -
10:00 – 10:15	Coffee break
10:15 - 12:00	Discussion using method of World Café – 2 workshops <ol style="list-style-type: none">1. Exchange of experiences, identification of educational programs, examples of good practices, best practices aimed improving the environmental skills and competences of people with disabilities with emphasis on the people with mental disabilities2. Identification of the most successful methods and forms of education that are suitable for the people with mental disabilities in the field of environmental education3. Identification of the most important skills that we need to develop in the field of environmental education in the case of the direct target group
12:00 – 12:30	Conclusions, recommendations

3. Description of the ECO-World Café discussion

The aims of the ECO-World Café round table discussion

ECO-World Café round table discussions are the most important activities of the project, from the point of view of obtaining starting materials for the creation of the main results of the project.

The aim of this activity in all partner countries was to involve actors and stakeholders from various sectors and areas - in the field of education, the environmental field, and the provision of services for people with mental disabilities and the protection of their interests in order to:

1. exchanges of experiences, identification of educational programmes, examples of good practices, best practices aimed improving the environmental skills and competences of people with disabilities with emphasis on the people with mental disabilities, and
2. at the same time, the identification of the most successful methods and forms of education that are suitable for the people with mental disabilities in the field of environmental education, and
3. identification of the most important skills that we need to develop in the field of environmental education in the case of the direct target group and last but not least
4. providing information about the project and project activities through a presentation.

The discussion was conducted using the World Café method, based on pre-prepared questions on the three main topics (points 1, 2, 3), which have been agreed by the partnership. This method is very effective in terms of obtaining as much information as possible on the proposed topics or answers to questions in a relatively short period of time, with the active participation of all participants.

At the end of the event, the information obtained will be summarized and conclusions and recommendations will be formulated at national level. Subsequently, a summary will be carried out at transnational level and international conclusions and recommendations will be prepared.

The information obtained will be the starting point for the creation of innovative education "ECO-COMPASS".

The process

The host of World Café introduced the programme.

Groups of 4-5 participants set around the three tables. At each table a „Table Host” facilitated the conversation in a given topic. At the tables 3 different topics were discussed parallel within 20 minutes. After 20 minutes, the participants – except the Table Hosts – changed the table and they continued the conversation in another topic for another 20 minutes. Participants were also encouraged to write or draw their ideas, suggestions on a flipchart paper so that when people change tables, they can see what previous members have expressed in their own words and images.

Each participant participated in the discussion of all the three suggested topics.

The suggested topics

1. What educational programmes, examples of good practices, best practices aimed improving the environmental skills and competences of people with disabilities with emphasis on the people with mental disabilities did you met so far? Why did you find these good or best?
2. What kind of successful methods and forms of education are suitable for the people with mental disabilities in the field of environmental education?
3. What are the most important skills that we need to develop in the field of environmental education in the case of the direct target group? Proposals for topics/contents of modules.

4. Results and conclusions of the workshop

1. **What educational programmes, examples of good practices, best practices aimed improving the environmental skills and competences of people with disabilities with emphasis on the people with mental disabilities did you met so far? Why did you find these good or best?**

Eco-trainings are mostly available within formal education, but there are also ones that are accessible to primary and secondars school students, even in the field of non-formal education. They are included in adult education as a university curriculum, but there are no available resource materials in non-formal education, therefore we have chosen the examples shown.

The following examples of good practice identified in the workshop have helped to prepare people with mental disabilities for the environmentally aware lifestyle:

1. LIKE project

Human Profess Nonprofit Ltd. provides support to young people aged 19-28 struggling with mild disabilities and mental health problems in the framework of the **LIKE project**, helping them to integrate into the society and the labour market. The project will also focus on healthy lifestyle (plant-based nutrition), connecting with nature (growing plants, gardening) and sustainable development (production of furniture made from recycled pallets).

2. Lavender House

The Diocesan Charity of Szombathely runs the **Lavender House** of Vásárosmiske, where psychiatric patients take full care of 12,500 lavender plants on the land area belonging to the Institute. In Vásárosmiske, experiments have been going on with 3 types of lavender with *lavandula intermedia*, *lavandula augustifolia*, and *lavandula augustifolia rose*, commonly known as English, French and pink lavenders. Nature-based activities of psychiatric patients have a positive impact on both their well-being and their environmentally aware lifestyle.

3. Framework curricula for children with special educational needs with moderate mental disabilities also address environmental education (Education Authority, 2022):

- Lifestyle and practice (grade 3-4, grade 5-6, grade 7-8)
- Environmental education (grade 5-6., grade 7-8.)

Further information is available at:

https://www.oktatas.hu/kozneveles/kerettantervek/2020_nat/kerettantervek_sni_tanulok/kozepsulyos_sni_1_8

4. Zöld Katicák a környezetért -CSEPPECSKE (Green ladybugs for the environment – DRIPPY)

The aim of the project is to increase children's knowledge of water, to develop a defending and protective attitude towards this element, to take an active interest and participate actively in the project

Objective

Children should:

- learn about and experience the properties of water (colour, smell, strength, shape, etc.) through observations and experiments
- learn about the forms of appearance of water in nature
- understand the process of water cycle
- get to know with some of the characteristic properties of water, its states of matter: liquid, gas and solid
- learn about the role of water in the world of living things (humans, animals, plants), its importance within industry, agriculture and all aspects of our life.
- get to know with fauna of water coasts
- children should learn about the process of purifying water through the poem "The story of Cseppecske" (Drippy)
- children should feel and understand the importance of water saving practice
- learn to pay attention for the cleanness of the water in their surroundings, because polluted water is dangerous for humans, animals and plants as well.

The research theme of the project is: **"When, how and why does it happen?"**

Methods and procedures: conversation, picture reading, spontaneous and guided observation, mutual information, experimentation, storytelling, practice, role play, simulation play, explorative learning, tradition building, incentive, explanation, discussion

Choice of topic

THERE IS NO LIFE WITHOUT WATER. Plants need a lot of water: a single sunflower sucks up a litre of water from the soil every summer day, while a large tree uses a hundred times as much. In the woods around streams and lakes, animal tracks are often found, forming a veritable trail as they come to drink from the water. Until we reach the age of 60, we humans drink enough water to fill 7 – 8 railway wagons. All living things need water, clean water, because drinking contaminated, toxic water can have fatal consequences. Despite the priceless value of water, many people do not take care of it. If we look around in our surroundings, here in Kolozsvár (Cluj Napoca) and its surroundings, we are often confronted with a sad picture of the state of the water. The Szamos, the Malomárok stink of sewage,

and when crossing the bridges or walking along its banks, many people instinctively throw their rubbish in, "because the water will take it away anyway". (Green ladybugs for the environment, 2022)

Further information: <https://sites.google.com/site/egyszebbvilagert/projektek>

5. Tár-s Association

The main professional activity of the Tár-s Association is oriented towards new forms of learning, non-formal, informal learning-education-education programmes and services, complementing education, through the application of public education, **environmental education and art pedagogy**.

This new form of learning uses the tools of complex art education to increase the efficacy of school education.

Complex playhouses (history-themed, environmental education-themed) serve the experiential, participatory and playful development of youth education. (Társ Association, 2022)

COMPLEX PLAYHOUSES

Within the playhouses of the Association for Public Culture and Environmental Education in Tár-s, classes attend a three to four-hour playgroup session programme that completes the school curriculum. Emphasis is placed on the development of competences and on laying down the basics of children's creative and cooperative skills. Knowledge is acquired in a playful manner. They transfer teaching into a simulated "as if"-space by using dramatic tools, time travel. Our primary aim in constructing the playhouses was to give children of different ages a playful, authentic picture of the times and topics they have learned, complementing the school material. (Társ Association, 2022)

Further information: <https://www.facebook.com/tarsegyesulet/>

6. Framework curriculum for skills schools (EMMI, 2022)

In the 9th-10th grades of the skills development school, which provides teaching and learning for pupils living with mild mental disabilities, the focus is on the conscious practice of independent life management techniques. In the field of scientific and technical competences, the establishment of practical scientific literacy takes place for students with having mild intellectual disabilities, the aim is to achieve user awareness of scientific phenomena in everyday life and to develop a uniform scientific worldview. The learner is able to describe and explain simpler phenomena and processes of nature, using appropriate methods. He/she is sensitive to domestic and global natural environmental problems. He/she is able to and is ready to make environmentally responsible choices in their own life. He/she learns about the role of human beings in the environment damaging impact of the economy and understands that environmental disasters can be prevented. (EMMI, 2022)

Further information: <http://www.kozlonyok.hu/nkonline/mkpdf/hiteles/mk16220-2r.pdf>

7. Forest pedagogy project - Development opportunities of environmental awareness of children with special educational needs in a forest school project (Mrs Kövecsesné Viktória Gósi, 2017)

Five-day forest school project

The forest school is a specific unit of education and learning organisation based on the particularities of the environment. It is a way of organising learning that takes place during term time, over several days in a row, in a different location from that of the organising educational institution, and in which

learning is based on active, mutuality-based cooperation between learners. The teaching is closely and intrinsically linked to the natural, man-made socio-cultural setting of the chosen venue, both in terms of content and curriculum. Its outstanding educational task is to develop healthy management skills in harmony with the environment, and socialisation related to social activities. It is the most suitable field for environmental education. (Kövecsesné Gósi, Viktória, 2017)

Further information:

https://www.researchgate.net/publication/321547066_SAJATOS_NEVELESI_IGENYU_GYERMEKEK_K_ORNYEZETTUDATOSSAGANAK_FEJLESZTESI_LEHETOSEGEI_ERDEI_ISKOLAI_PROJEKTEN

8. Eco-school

The programmes accompanying the school year are aimed at prevention and the development of good values, setting a good example for students with intellectual disabilities in the field of environmental protection and environmental awareness. They provide students with knowledge embedded in collective action to achieve the goal, supported by showing personal example, giving constant motivation and positive reinforcement. Since problems cannot be solved alone, the aim of environmental education is also to teach cooperation. (Tóth Beáta 2016)

Further information:

http://www.szentlorincegyimi.hu/sites/default/files/okoiskola_munkaterve_2016-17.pdf

2. What kind of successful methods and forms of education are suitable for the people with mental disabilities in the field of environmental education?

a) work in the field:

- forest school;
- camp;
- study trip;
- obstacle racing;
- educational trail;
- school garden.

b) games:

- developing perception;
- situational;
- stimulative;
- drama play.

c) craft activities, mainly with natural materials, building on the traditions of folk craftsmanship.

d) „actions”:

- quizzes;
- planting trees;

e) „visit” at:

- museum;
- zoo;
- botanical garden;
- landfill;

- sewage treatment plant;
- national park;
- homestead;
- paper mill.

f) games:

- situational;
- developing perception;
- facilitating getting into tune;

g) methods of field exercise:

- simple observations;

h) active, creative work:

- selective waste collection;
- cleanliness and tidiness competition.

i) artistic expression:

- developing aesthetic sensitivity and experience;
- students self-expression through the language of arts

3. What are the most important skills that we need to develop in the field of environmental education in the case of the direct target group? Proposals for topics/contents of modules.

- environmentally aware behaviour
- awareness of and compliance with the principle of sustainable development
- simple biological, physical protection of the environment (directed to the external environment)
- the limits imposed by the finite nature of the earthly resources,
- recycling
- opportunities of saving with the resources
- simple dependency relationships within natural systems
- our decisions that interfere as little as possible with ecological processes
- impact of media: good and bad examples
- feeling of pleasure in the proximity of nature

5. Recommendations for the content of the Innovative Environmental Education ECO-COMPASS

- How do we affect our environment?
- What can we do for our environment at home? (water use, selective waste collection, zero waste household, etc.)
- Eating and the environment (eating less meat, eating local products, etc.)
- Opportunities of recycling, problems of overconsumption

- Transport and protection of nature (benefits of public transport, bicycles in urban transport, etc.)

6.Evaluation of the ECO-WORLD Café roundtable discussion

All participants were extremely satisfied with:

- ECO-World Café round table discussion program
- Topics of presentations
- Content of the ECO-World Café round table discussion
- Content of the new information in the activity
- Organizational arrangement of the activity
- Social site - contact with participants
- Technical conditions
- The overall level of activity of the ECO-World Café round table discussion

List of the interesting topics / presentations / activities:

- brainstorming
- successful methods and forms
- Tár-s Association

Other comments, suggestions, suggestions for improvement:

No comments, suggestions, suggestions for improvement have arrived.

Coordinator



<http://ozbuducnost.sk/>

Partners



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



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

www.eco-compass-project.eu

