



ECO-World Café round table discussions in partner countries

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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.



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1. 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.

2. Participants

Country	Dates	Participants
Slovakia		<ul style="list-style-type: none"> - Representatives of the Project coordinator organisation – Spoluprácou pre lepšiu budúcnosť - Representatives of environmental education centre - Employers - operators of sheltered workshops - Representatives of non-governmental organizations to support people with disabilities - People with mental disabilities <p>Number of participants: 14</p>
Hungary	25/04/2022 27/04/2022	<ul style="list-style-type: none"> - 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 <p>Number of participants: 13</p>
Romania	26/05/2022 23/06/2022	<ul style="list-style-type: none"> - Representatives of the Project partner organisation –

		<p>Fundatia Crestina "Diakonia"</p> <ul style="list-style-type: none"> - Representatives of environmental association - Teachers - Representatives of organizations to support children - Representative of the county school inspectorate - Local Council representative - Representative of non-governmental organisations - Representative of a local zero waste shop <p>Number of participants: 16</p>
Total number of participants: 43		

3. Agenda

1.	Registration
2.	Opening speech
3.	Presentation of the participants
4.	Presentation of the activities of the organization partner

5.	<p>Presentation of the international project „<i>Innovative building of ecological awareness and culture by developing environmental skills and shaping the attitudes of citizens with mental disabilities</i> “</p>
6.	<p>World Café Discussion</p> <p>1. exchange 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</p> <p>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?</p> <p>2. 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</p> <p>What kind of successful methods and forms of education are suitable for the people with mental disabilities in the field of environmental education?</p> <p>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</p> <p>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.</p>
7.	<p>Conclusions, recommendations</p>

4. Results and conclusions of the round table discussion

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?**

The evaluation shows the fact that from the three partner organizations the most projects for people with disabilities are in Hungary. From the 8 mentioned good practices 5 are already existing especially for PWDs. In Slovakia there are also some good practices which are especially made for PWDs, but in Romania these kinds of practices which are aimed to improving the environmental skills of people with disabilities are not so spread.

For all three countries mentioned not just the main effect of the environmental education, but also an important aspect, the developing of team spirit, teamwork and other social skills. It helps the integration if they take part in social development.

SLOVAKIA

Overall, in Slovakia they mentioned a lot of outdoor activities as good practices. As the World Cafe discussion shows, the outdoor activities can help the PWD-s to connect to the nature by discovering it's beauty and they can start to feel responsible for it.

The Slovak partners also talked about the cultural traditions in which the beneficiaries can explore some sustainable ways of living by learning about the past centuries.

Identified examples of good practices:

1. **Environmental Education Center Dropie of the Slovak Environmental Agency (SEA)** - provides non-formal education in the form of practical environmental education for a wide target group, including citizens with disabilities.
2. **Environmental education for disabled youth - Education without barriers I. and II. - Manual for Youth with disabilities and Manual for Youth with disabilities Work intended for the teaching public** - 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

3. **Programme ECOFOOTPRINT** - online calculator of the ecological footprint of the individual and the school.
4. **Danube Values - Methodical Handbook for the First Stage of Primary School** - The objective of the handbook is to pass on the values of the Danube River, which flows across Europe from its west to east, to future generations. The methodological handbook contains 5 key topics: history, culture, environment, nature protection and water management.

HUNGARY

In Hungary the mentioned eco-trainings are mostly available within formal education, but there are also ones that are accessible to primary and secondary school students, even in the field of non-formal education. From the 8 good examples just 2 of them are not especially for people with disabilities, but these 2 examples can be adopted easily to this field.

Identified examples of good practices:

1. **LIKE project** – focuses: integrating youngsters with mild disabilities and mental health problems into the society and the labour market; healthy lifestyle (plant-based nutrition), connecting with nature (growing plants, gardening) and sustainable development (production of furniture made from recycled pallets).
2. **Lavender House** – psychiatric patients take full care of 12,500 lavender plants.
3. **Framework curricula for children with special educational needs with moderate mental disabilities** - lifestyle and practice, environmental education
4. **Zöld Katicák a környezetért** - CSEPPECSKE (Green ladybugs for the environment – DRIPPY) - increase children's knowledge of water
5. **Tár-s Association – environmental education and art pedagogy, complex playhouses**
6. **Framework curriculum for skills schools (EMMI, 2022)** - the aim is to achieve user awareness of scientific phenomena in everyday life for people with mild disabilities
7. **Forest pedagogy project - Development opportunities of environmental awareness of children with special educational needs in a forest school project (Mrs Kövecsesné Viktória Gősi, 2017)** – learning is based on active, mutuality-based cooperation between learners.
8. **Eco-school** – 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.

ROMANIA

In Romania the participants do not have so much experiences with people with disabilities but they mentioned some situations when they worked with the target group during their jobs. In conclusion the following education programs and examples of good practices can be adapted to the target groups needs. The mentioned good practices focused to the basic environmental skills and competences of people with disabilities. They talked about the plastic-problem and tried to find some solutions or better options about how can the plastic be replaced. Teaching should go from easier to more difficult, from simple steps to bigger steps. But the most important is for the teachers to be a good example for the people with disabilities so the educator will be authentic and reliable in the everyday life.

The identified examples of good practices are mostly outdoor activities which are about the beauty of nature.

Identified examples of good practice:

I. Association „Vadon“

1. **Visit to the Hunting Museum-Using Museum** pedagogical methods: groups are shown around, the group leader explains what they have seen, visitors recognise different animal sounds.
2. **Forest School** - series of camps on the theme of the inhabitants of the forest
3. **Handicraft activities** - the craft activities use only natural materials and recyclable waste
4. **Thematic days** – World Water Day, Earth Day, etc.
5. **Organisation of an expert-led tour** - the group walks along a specified route, during which the participants can learn about the wildlife

II. Biology teachers:

1. Organising field trips to thematic places such as zoos, museums
2. Nature trail visit
3. Waste collection
4. Making a happiness-sorrow map - Participants roam in nature and explore and take pictures of what is pleasing and beautiful and what is repulsive, what makes us feel uncomfortable and unpleasant.

III. Special school:

1. Quizzes
2. Programme organised by Strategia Nationala de Actiune Comunitara - Disabled and healthy students working together. Participants are school volunteer students, who take part in the programmes together with their disabled peers. Activities include excursions, visits to forest trails. The aim is to learn about plants and animals.

All in all, there were a lot of examples which were mentioned in multiple times in every country, for example forest schools, thematic days, outdoor activities, discovering nature by multisensory ways, involving all senses, identifying animal sounds, fallen leaves, trees, herbs. The plastic problem was another common issue, such as the wasting problem. All three countries mentioned the importance of the critical way of thinking, the inclusion, learning by experience.

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

The countries mentioned a lot of non-formal education methods which can be adopted to PWD-s. There are outdoor and indoor activities too, most of them are made in groups, because a group has motivating power. They all mentioned the drama pedagogy or story telling as a good method which is the part of the experiential education and it also helps the participants the engage as many senses as possible. The diverse use of tools is also important: visual materials, videos, pictures, different devices, technical tools.

Some educational methods from

SLOVAKIA:

- movement (activating);
- creative (fine arts);
- research (manipulation of objects);
- sensory perception (involvement of all five senses - sight, smell, taste, hearing and touch);
- experimental methods;
- competitions;
- quizzes;
- screening of short documentaries;
- lectures.

HUNGARY:

1. Work in the field:

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

- school garden.

2. Games:

- developing perception;
- situational;
- stimulative;
- drama play
- situational;
- developing perception;
- facilitating getting into tune.

3. „Actions“:

- quizzes;
- planting trees.

4. „Visit“ at:

- museum;
- zoo;
- botanical garden;
- landfill;
- sewage treatment plant;
- national park;
- homestead;
- paper mill.

5. Craft activities, mainly with natural materials, building on the traditions of folk craftsmanship.

6. Methods of field exercise:

- simple observations.

7. Active, creative work:

- selective waste collection;
- cleanliness and tidiness competition.

8. Artistic expression:

- developing aesthetic sensitivity and experience;

- students self-expression through the language of arts.

ROMANIA:

Experiential learning:

- method of illustration/reflection;
- observation method;
- interactive methods;
- interdisciplinarity;
- project method;
- Forest School;
- Eco-Farming.

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.

The World Café discussion identified the following skills that are recommended to be developed in environmental education:

In each country the participants figured out that not just the environmental skills has to be improved but the general social skills and values like cooperation and communication, responsibility, critical thinking.

It is also very important to build a positive attitude towards nature, knowledge and skills for the careful handling of nature and natural resources, cultural heritage and public spaces to develop sensitivity and respect for nature, to build one's own values and attitudes to nature, ability to understand the aesthetic value of nature, including wilderness, ability to prioritize nature protection interests over economic and personal interests.

These are the following proposals for topics/contents of educational materials:

1. Development of ecological skills and competences in individual life

The first step is to laying the foundations of the ecological awareness:

- 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)
- recycling
- opportunities of saving with the resources
- simple dependency relationships within natural systems
- feeling of pleasure in the proximity of nature

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

In each country the gardening was mentioned as a good practice in the family. Growing our own fruits and vegetables reduces our ecological footprints. Recycling, further use of waste, energy saving could be also important as ecological values. Joint family programs are good ways too, like forest school's programs, walking in the forest, visiting reservations, national parks, etc.

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

The change of mentality is important in workplace, and it can be started by small steps. The leaders have to be good examples for the people with disabilities: using glass instead of plastic bottles, to leave the using of plastic bags for shopping, purchase of selective bins, learning to compost and the benefits of composting.

4. Active participation in the creation of a green society

The environmental education for people with mental disabilities should start with attitude formation. Within the module, the countries propose involvement in various social activities (tree planting, waste collection, important environmental days e.g., World Earth Day, World Biodiversity Day, World Water Day etc.), waste recycling activities.

The Romanian participants established the fact that it cannot be done perfectly, but it must be pursued, and if we make only a few changes in the daily routines of people with disabilities, they have already contributed to their active participation in shaping a green society and setting a good example for their fellow human beings.

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

Recommended curriculum		
SK	HU	RO
<p>1. Development of ecological skills and competences in individual life</p> <p>1.1. We are part of the nature that surrounds us (water, soil, air)</p> <p>1.2. Secrets of the plant and animal kingdom</p> <p>1.3. The impact of human activities on the environment - climate change, ecological footprint, the importance of ecological behaviour</p> <p>1.4. Ten for the careful handling of nature - environmental protection</p>	<p>1. Development of ecological skills and competences in individual life</p> <p>1.1. Opportunities of recycling, problems of overconsumption</p>	<p>1. Development of ecological skills and competences in individual life</p> <p>1.1. Learning through the senses</p> <p>1.2. Clarification of concepts (waste-rubbish)</p> <p>1.3. Ecological footprint – „human impact” on the nature</p> <p>1.4. Protection of flora, fauna, soil, water, air</p>
<p>2. The importance of ecological values and attitudes in the family</p> <p>2.1. Transfer of ecological values and approaches to family life - ecological household</p> <p>2.2. Electricity and heating</p> <p>2.3. Waste separation, composting</p> <p>2.4. Responsible shopping</p>	<p>2. The importance of ecological values and attitudes in the family</p> <p>2.1. What can we do for our environment at home? (water use, selective waste collection, zero waste household, etc.)</p>	<p>2. The importance of ecological values and attitudes in the family</p> <p>2.1. Ecological usage of energy sources</p> <p>2.2. Waste separation, composting</p> <p>2.3. Mini gardening – micro cosmos</p> <p>2.4. Shopping efficiently</p>

<p>3. Sustainable development in the workplace and work-life balance</p> <p>3.1. Aesthetic home environment</p> <p>3.2. Sustainable development in the workplace - communication, social interaction</p> <p>3.3. Work-life balance, efficient use of free time</p> <p>3.4. Healthy lifestyle</p>	<p>3. Sustainable development in the workplace and work-life balance</p> <p>3.1. Eating and the environment (eating less meat, eating local products, etc.)</p>	<p>3.Sustainable development in the workplace and work-life balance</p> <p>3.1. Zero waste point of view</p> <p>3.2. Replacing plastic</p>
<p>4. Active participation in the creation of a green society</p> <p>4.1. Significant environmental days</p> <p>4.2. Responsible consumer behaviour</p> <p>4.3. Waste collection and recycling</p> <p>4.4. Motivation for sustainable living through involvement in social activities</p>	<p>4. Active participation in the creation of a green society</p> <p>4.1. Transport and protection of nature (benefits of public transport, bicycles in urban transport, etc.)</p> <p>4.2. How do we affect our environment?</p>	<p>4. Active participation in the creation of a green society</p> <p>4.1. Environmental protection</p> <p>4.2. Collaborative attitude</p>
<p>Content of individual topics:</p> <ul style="list-style-type: none"> - short educational videos – main topics (2-3 minutes) - theoretical introduction for lecturers - a short theoretical introduction in easy-to-understand speech - quizzes - practical part - follow-up practical exercises - worksheets - outdoor adventure activities - inspirational and adventure programmes directly in the natural environment in order to support practical skills and the ability to use the acquired knowledge in real life 		

6.Evaluation of the ECO-WORLD Café roundtable discussion

Achieving the objectives of the ECO-World Café discussion was evaluated by obtaining feedback from the event participants. We used evaluation questionnaires related to the round table discussion programme, topics and professional level of lectures, content and professional focus of the discussion, possibilities of obtaining new information, social aspects - possibilities of networking, evaluation of information quality, project outputs, level of fulfilment of expectations, time space, the possibility of exchanging best practices, ideas, innovative proposals, organizational assurance, technical support and the overall level of activity.

The participants commented very positively on the World Café method, which is a popular and effective method of obtaining the opinions of participants in a relatively short period of time on several topics. The participants appreciated the most, information about the project, exchange of experiences, examples of good practice, joint group work and involvement of all participants in the discussion.

They were enthusiastic, found the project interesting and encouraged the initiative. Some of them suggested meeting once in every month and share ideas connected to this topic. Furthermore, the majority of the participants want to join, to help the implementation of good practices.

According to the participants, ECO-COMPASS training will provide an excellent opportunity to map and develop the environmental skills of the target group and their involvement in socially beneficial activities, with outdoor interactive activities being recommended in particular. According to the questionnaire survey, 100% of the participants expressed satisfaction with the activity of the ECO-World Café round table discussion and the intangible results of the event were also achieved:

- raising awareness of information level and the importance of environmental education for PWD
- exchange of experience and examples of good practice at national level in the field of environmental education for PWD
- networking and strengthening of cross-sectoral and inter-sectoral cooperation as well as within the ministry in the field of providing environmental education, non-formal education and training for adult marginalized groups, including PWD, as we will also work intensively with EEC Dropie and other relevant institutions during the project.

Coordinator



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Partners



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