



# Podcast BUDDIES

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# METHODOLOGICAL GUIDE

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**“podcast BUDDIES– Strengthen inclusion of people with Intellectual disability through pairing podcasting with volunteers on environmental issues”**

**Project Number:2023-2-EL01-KA210-ADU-000174550**





**Podcast**  
**BUDDIES**

# **METHODOLOGICAL GUIDE**

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# CHAPTER 1

## PROJECT CONTEXT



# 1. PROJECT CONTEXT

## 1.1. PROJECT DESCRIPTION

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The key scope of **“PoIDcast BUDDIES”** project is to empower People with Intellectual Disabilities (PwID) by promoting their inclusion through an innovative methodology of pairing podcasting on environmental issues of one volunteer and one person with Intellectual Disability (ID).

The project **“PoIDcast BUDDIES”** has a manifold approach on inclusion of PwID. It sees the endless possibilities of this group of people in technology, environmental action and civic action in society. It connects a methodology driven by the coordinator of the project “Best Buddies Greece” of 1-1 volunteers - PwID pairing with current technology and digital transformation (podcasting) and advocacy for environment and sustainability. It also positions the Non-Governmental Organisations (NGOs) supporting and empowering PwID in the center of the society as local learning centers for people of all ages and abilities through volunteering in this project. Both volunteers and PwID will get empowered to new Employment skills, Green skills and Digital skills.

The European Commission highlights in every way the urgency to raise the quality and inclusiveness of education and training systems. A key recommendation of European Social Policy Network (ESPN) in “Social protection for people with disabilities in Europe” regarding policy frameworks addressing the needs of people with disabilities is moving from a “care and rehabilitation” perspective of medical model towards a holistic human rights framework that guarantees all rights and freedoms, including the freedom to make choices, and respect for the independence of everyone. Greece and Bulgaria are two of the 5 countries (from 27) of the EU that still relies on medical assessments and support. Through our project we empower all people, especially PwID in advocating for themselves, in acting for the environment, in participating with the same share in the society and technology and in making choices independently.

Moreover, the European Green Deal supports the 17 Sustainable Development Goals and aims to achieve climate change neutrality by 2050. PwID are part of our community (it is estimated that 5 percent of people have a cognitive or behavioral deficiency) and can play a crucial role in advocating and acting for the environment and sustainability and fighting climate change.

We strongly believe that PwID deserve the same opportunities as their peers but also can act and bring positive change in the society and environment. This is what we advocate in **“PoIDcast BUDDIES”** project. Members of the community cooperating with PwID can advocate and empower even more members of society to act for the environment and address climate change.

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## 1.2. OBJECTIVES OF THE PROJECT

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**1. Increasing accessibility and inclusiveness in adult education.** The project will facilitate the participation of adults with ID (which have skills gaps especially in Digital skills and Green competences) in learning while giving them support and connection with a volunteer who is also in the learning process.

**2. Environmental awareness and fight for climate change;** All participants of the project (adult PwID, volunteers, professionals working with adult PwID) will get aware of environmental and climate-change challenges, sustainable development goals and develop Green skills and strategies. The scope is to become true agents of change by advocating for the environment through podcasting. It is important that also the educators of PwID will develop sustainability competences.

**3. Promoting local learning centers and innovative learning spaces;** our objective is to promote social inclusion, civic engagement and offer everyone in the community lifelong and life-wide learning opportunities by exploiting digital technologies and more specifically podcasts.

**4. Addressing digital transformation through development of digital capacity;** Through our project participants will learn how to make a podcast, how to use this technology, how to use the equipment etc. Thus, together with the previous objectives and priorities we will also address the digital transformation of NGOs, especially those working with PwID.

**5. Improving the competences of educators and other adult education staff;** on Digital skills (podcasting) as well as environment and sustainability.

## 1.3. PARTICIPATING ORGANISATIONS

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**BEST BUDDIES GREECE**, established in 2016, is dedicated to supporting People with Intellectual and Developmental Disabilities (PwIDD). Their initiatives foster 1-to-1 friendships, integrated employment, and leadership development. Through programs like the Ambassador-Leadership development and integrated employment, they empower participants to secure jobs, improve public speaking, and live independently. Additionally, they organise events and advocate for the inclusion, education, and empowerment of PwIDD.

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Their “1-to-1 friendships” program creates social mentoring opportunities, while the Ambassador-Leadership development program educates individuals to become advocates and leaders. Best Buddies Greece serves adults aged 18-40 with Intellectual and/or Developmental Disabilities, providing learning opportunities for both PwIDD and volunteers without IDD, focusing on inclusion and raising awareness within the community. Through their partnership with various organisations, they engage members in environmental awareness activities, expanding their impact beyond social inclusion to environmental advocacy.

**Website:** <https://www.bestbuddiesgreece.gr/>



**CHALLEDU – Inclusion | Games | Education,** is a non-profit organization that pioneers new models of learning, inclusion and engagement.

Challedu is one of the leading R&D experts in game-solutions for education and inclusion. Their team designs and implements playful experiences, games, formal and non-formal educational programs, tools, platforms and applications based on cross-sectoral, interdisciplinary approaches.

Challedu focus on 2 main sectors:

**Social Inclusion:** The projects in this sector focus on inclusion and empowerment of marginalized groups, such as people with disabilities, people with health problems (i.e. dementia), older people, Not in Education, Employment or Training (NEET) people. The aims are – social inclusion, improved employability, development of skills and competencies, advocacy. The emphasis is given to create environments where people with different abilities, cultural backgrounds and skills, and different generations can interact with each other. The approaches in this sector involve non-formal and informal education, living labs, open co-creative workshops, game-based tools, and cross-sectoral approaches.

**Education and Innovation:** They see education as a driver for positive societal, environmental, and innovative change. The projects developed in this sector focus on the promotion of entrepreneurship, STE(A)M education, civic and active citizenship, environmental challenges and agriculture, culture, and sustainable development. Our target groups include young people, adults, students, trainers and educators, professionals and institutions.

Our approach encompasses forms of non-formal and informal education, game-based methodologies, role-model methodology, open-learning and digital tools, gamification, as well as cross-sectoral approaches.

Website: [challedu.com](http://challedu.com)



The **CHANCE Association** is a non-governmental organisation, established in 1996 and currently has 70 members. The main goal of the association is to work for improving the quality and living conditions of children and persons with Intellectual and Physical Disabilities, using all means to develop their potential and for a positive change in society's attitude towards these persons and their integration into society. The association provides support to its members in the implementation of their activities for PwID

and their families by providing information, expert and methodological advice, funding and support for the implementation of projects. It also supports the opening and development of community-based social services for PwID, early intervention, inclusive education and supported employment. The Chance association is a member of the European Association of Service Providers for People with Disabilities (EASPD), The European Association of Societies of PwID and their Families (Inclusion Europe) and the International Network of PwID and their Families (Inclusion International).

Website: <https://chance-bg.org/>

#### 1.4. TARGET GROUPS OF "POIDCAST BUDDIES"

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PwID - According to "European commission facts and figures" ¼ of the adults in the EU have some form of disability. They face more discrimination, unemployment, poverty and less opportunities for education. It is estimated by the European Journal of Public Health that PwID constitutes 1% of the EU population. There are still at least 1.438.696 persons living in institutions which have almost no change in the last 10 years (Report on the transition from Institutional care to Community based services in 27 EU, 2020). This shows the urgent need for more inclusive actions for PwID.

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**“PoIDcast BUDDIES”** comes to propose a new methodology for approaching ID not as a medical condition but as a reason behind, making our world more inclusive and active. This methodology will empower them, and the NGOs working with them to become advocates of the environment and gain new Green and Digital skills fostering their inclusion, employability and education.

## Target Groups

- **People with Intellectual disability (PwID)**
- **Professionals/Educators working with PwID – They need to build their capacity towards Digital & Green skills and methodologies for educating PwID on them**
- **Volunteers supporting PwID – They want to learn while they volunteer. Through the project they learn about podcasting, fighting for environment and inclusion**
- **Organisations empowering PwID**
- **Organisations promoting Volunteering**

## 1.5. Benefits of the Project

Through the project, the professionals and educators of PwID will get training and improve their competences through the methodology of **“PoIDcast BUDDIES”**. They will also get empowered to create local learning centers and innovative learning spaces in their organisations, where people from the community (volunteers) can meet with PwID and co-learn & co-create podcasts about environmental issues, climate change and sustainability.

Through this action we will empower the Green and Digital skills of all target groups and will enhance inclusion of PwID as ambassadors of advocates for the environment. Organisations empowering PwID will become local learning centers giving the opportunity to all people of all ages and abilities to meet and learn together about this new form of digital public speaking- podcasting. The partner organisations have exactly this target: to become local learning centers and facilitate the connection between community and their beneficiaries (PwID) and promote life-long learning and Green and Digital skills.

Organisations promoting volunteering will also be able to become learning centers or support and cooperate with the first ones. All the target groups of the project will benefit from the project's results.

In the meanwhile, the project addresses policy makers and relevant public (including ministries of education, public schools, universities) and private (private schools, colleagues, NGOs) organisations by promoting an innovative methodology of peer learning, that includes 1-1 volunteer and PwID engagement about environment and climate change. At the same time, the project will contribute in the development of Digital and Employability skills (in new age careers like podcasting) of PwID, as well as in their inclusion..

Moreover, other NGOs supporting people with other disabilities or vulnerable and marginalized groups can adjust the methodology to their groups and empower them either to Green and Digital skills or to other skills that might be more valuable for them.

Parents' or Carers' associations will also benefit since they will be able to hear the podcasts and learn from them for the environmental challenges. Their direct interaction with the children- persons they cater for, will also be beneficial since they might participate in the research stage of the content of podcasts, or discuss informally about it, or just get support and feel included in the community through the self-advocacy actions of people themselves.

Finally, stakeholders in the field of podcasting will benefit from learning how to create a more inclusive environment for PwID to participate in this new era and advocate for their rights, or other topics such as environment. Our target is to give PwID the same opportunities in all fields of our contemporary society.

## 1.6. Importance of the Project

A one-to-one podcast program that brings together a volunteer and a PwID to discuss environmental issues has multiple values and importance, both for the participants and for the society. Some basic points about the value of this program are as follows:

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- **Strengthening Inclusion and Equality:** The program promotes inclusion of PwID by giving them the opportunity to express their thoughts and concerns in a positive and supportive environment. Through this action, the value of equality and mutual understanding is emphasized.
- **Education and Awareness-Raising about the Environment:** Discussing the environmental issues creates awareness and helps both participants and audience to better understand these issues. At the same time, the mentality that protecting the environment is everyone's business, regardless of their capabilities or limitations is greatly enhanced.
- **Development of Interpersonal Relationships and Social Skills:** For the PwID, participation in the podcast is an opportunity to develop social skills, expression and cooperation. The volunteer, on the other hand, gains significant experience in communicating with PwID, fostering empathy and understanding.
- **Changing Social Stereotypes:** By publishing the podcast, a positive image of PwID is projected. This image supports the case that they can have meaningful opinions and abilities. Thus, the public gains a different perspective, which escapes stereotypes and prejudices.
- **Motivation and Inspiration for other Organizations and Citizens:** Such programs can inspire other organisations to adopt similar actions and enhance the inclusion of PwID in different sectors of society. In addition, the audience, whether they are general public or experts in the field of disability, can become aware and act.
- **Create a Public Debate on Social Issues:** The content produced, especially in the form of podcasts, has the potential to reach a wide audience and create a public debate on the opportunities and rights of PwID. This highlights the need for continuous efforts in social inclusion and acceptance of diversity.

Overall, the project not only contributes to the personal development of the participants, but also acts as a vehicle for social change, promoting values such as respect, mutual understanding, as well as environmental sensitivity and awareness. Through the discussions, positive messages are spread, and inspiration is provided for a more inclusive and sensitive society towards common global issues.





# CHAPTER 2

## THE METHODOLOGICAL GUIDE



## 2. THE METHODOLOGICAL GUIDE



**PROJECT CONTEXT**

## 2.1. Purpose of the Methodological Guide

A Methodological Guide is a structured document that contains specific guidelines and assurances for in-depth commenting on how to conduct research or implement a methodology. It can, therefore, be used for reference, ensuring that the approach is uniform and rigorous by researchers, practitioners, or students (McMeekin et al., 2020).

A Methodological Guide outlines the processes, techniques, and tools used in a particular field of study or practice, helping users to understand, implement, and evaluate methods effectively (McMeekin et al., 2020).

The purpose is to create a Methodological Guide for the development of inclusive podcasts. The guide will be based on the responses of the questionnaires, the content of which is related to Green and Digital skills and the members of organizations with ID and other Neuro-developmental Disabilities. The main objective is to increase accessibility and inclusion of PwID in Digital and Environmental education and in the development of volunteering.

## 2.2. Creation of the Methodological Guide

A Methodological Guide is a description of the steps to be followed, techniques, and best practices that one conducts while carrying out a particular process or research project. It is a comprehensive resource document that an individual follows in order to realize consistent and reliable results by following standardized means

For the creation of this specific Methodological Guide several data were used and analyzed. The most important things, are the general information concerning ID, the need of more information about Green and Digital Skills both on people with or without disabilities, as indicated on the questionnaire used during the research process, and inclusion which can be reached in several unique ways, such as the one which is suggested in this guide, the podcasts.



# CHAPTER 3

## INTELLECTUAL DISABILITY



# 3. INTELLECTUAL DISABILITY

## 3.1. Definitions

The term **Intellectual Disability (ID)** has replaced the term mental retardation in international literature. The adoption of this term reflects the recognition by the global scientific and educational community of the right of PwID to equal opportunities for fulfilment and self-actualization. Contemporary efforts in the field of special education are now geared towards the integration of PwID. Through education, these people acquire the cognitive, vocational and social skills that will enable them to achieve the greatest possible degree of autonomy in their lives (Carulla et al., 2011).

### **A.A.I.D.D.**

According to the **American Association on Intellectual and Developmental Disabilities (A.A.I.D.D.)**, ID or mental retardation refers to significant limitations in a person's current functioning that occur before the age of 18. Specifically, the individual's functioning is significantly impaired in two or more of the following domains of life: autonomy and self-care at home and in the wider community, health, personal hygiene care, safety, social skills and social adjustment, communication, utilization of community benefits and services, ability to learn, functional and academic utilization of leisure time and work (Harris & Greenspan, 2016).

The **A.A.I.D.D.** formulated five criteria for the application of the definition:

- Deficits must be considered in the context of the environment, which is related to age and cultural background.
- The assessment must focus on linguistic and cultural diversity as well as communicative, sensory motor and behavioral factors.
- All individuals have weaknesses that co-exist with their charisms.
- Building an appropriate intervention profile requires a description of the individual's limitations.
- Implementing interventions over a long period of time contributes to the improvement of the individual (Parmenter, 2011).

Website: <https://www.aaid.org/intellectual-disability/definition> -

## DSM-5

ID is included in Axis II of the **DSM-5** along with **Personality Disorders** because it affects the individual throughout their lifetime (Papazoglou et al., 2014).

DSM-5 defines ID as a disorder that manifests itself during the period of an individual's development and is characterized by a lack of cognitive and adaptive abilities that involve social and practical domains (Papazoglou et al., 2014).

**Three criteria** have been proposed which a person must meet to be diagnosed with an ID:

**The first criterion:** refers to deficits in the cognitive functions of the individual, related to reasoning, problem solving, abstract thinking, judgement, learning and learning by experience. That is, it refers to the individual's cognitive effectiveness (APA, 2021).

**The second criterion:** concerns deficits in adaptive behavior, related to the individual's inability to meet developmental and sociocultural standards for personal independence and social responsibility. Adaptive skills include the conceptual domain such as verbal skills, memory and perception, the social domain such as communication, socialization, empathy and finally the acquisition of practical knowledge (APA, 2021).

**The third criterion:** relates to the onset of cognitive and adaptive deficits during childhood or adolescence, i.e., before the age of 18 (APA, 2021).

## ICD-11 & W.H.O.

The eleventh edition **of the International Statistical Classification of Diseases and Related Health Problems (ICD-11)** refers to ID as "Disorders of Intellectual Development", which are due to different causes that arise during the development of the individual (Carulla et al., 2011)

This term is also adopted by the **World Health Organization (WHO)**, which defines ID as "a significantly reduced ability to understand new or complex information and to learn and apply new skills (impaired intelligence). This results in a reduced ability to cope independently (reduced social functioning) which begins before adulthood, with a lasting impact on development" (Girimaji & Pradeep, 2018).

# 3. INTELLECTUAL DISABILITY

The **WHO** definition goes further stating: “disability depends not only on the child's health conditions or impairments, but also on the extent to which environmental factors support the child's full participation and inclusion in society” (Girimaji & Pradeep, 2018).

## 3.2. Epidemiological Data of Intellectual Disability

Many studies have been conducted to determine the prevalence (the proportion of a particular population found to be affected by a medical condition – usually a disease or risk factor of ID around the world, with rates ranging from 1% to 3% (Harris, 2016). Based on the DSM-5, the prevalence of disability is 1% of the general population, with 6 per 1.000 people reporting having a severe ID (APA, 2021). A recent meta-analysis concluded that the average prevalence of ID across all studies was 1%. The prevalence is higher in males, both in adult populations and in children and adolescents. In adults, the ratio between females and males ranges from 0.7:1 to 0.9:1, while in children and adolescents the ratio ranges from 0.4:1 to 1:1 (Maulik et al., 2011).

The ratios vary according to income. The highest prevalence is observed in low & middle-income countries, where rates are almost double those in high-income countries (Maulik et al., 2011). Also, the prevalence in urban areas was lower (0.4%), compared to that in rural areas (1.02%) (Pitchford et al., 2018). Another meta-analysis, which included surveys published between 1980 and 2009 in European countries, found overall rates ranging from 0.4% to 1.4% (Cooper & Van Der Speck, 2009). The prevalence of ID in Asia is broadly in line with rates in Western countries: 0.06% to 1.3% (Maulik et al., 2011). Most epidemiological studies generally categorise the severity of ID as mild ( $IQ \geq 50$ ) or severe ( $IQ \leq 50$ ), with 75% of people having mild ID (American Psychiatric Association, 2021; Maulik et al., 2011). Furthermore, most epidemiological studies come from developed countries and are generally grounded in organic-genetic etiology (Maulik et al., 2011).

According to studies, ID in **Greece** is estimated to affect about 2-3% of the population, although the exact incidence depends on the definition and severity of the disability used in each study. At the international level, rates range from 1% to 3%. In Greece, there is the National Disability Registry (NDR), which registers people with disabilities who have been assessed and placed in support programs. However, not all people with ID are registered, due to cultural, social and economic factors. Furthermore, data from the Greek Foundation of Social Security (IKA) – the social security organization for 75% of the population – show that 218.129 people received disability benefits in the previous years. However, this number also includes people with motor and sensory disabilities (Madianos et al., 2012).

The most recent statistical data in **Bulgaria**, found that people with ID numbered 39.304 and people with mental health problems numbered 75.981 out of a total population of 7.563.710. Furthermore, 1.502 children and young adults lived in 26 childcare institutions for children with ID, 767 young people lived in nine social/educational professional centers (boarding schools for people with disabilities aged 14 to 35) and 4.401 people lived in 58 institutions for adults with ID, mental health problems and dementia. The Social Assistance Agency provided information about five protected homes with a total capacity of 44 places for people with mental health problems and 46 protected homes with a total capacity of 391 places for PWID and 133 people were accommodated (Phillips, 2011).

### 3.3. Classification of Intellectual Disability

Depending on the severity of the disability in terms of cognitive functioning, in terms of deficits in social adaptive behavior and functioning and in terms of the **Intellectual Quotient\***, the psychiatric classification describes four levels of severity:

**Table. Classifications of Intellectual Disability Severity**

Severity Category	Approximate Percent Distribution of Cases by Severity	DSM-4 Criteria (severity levels were based only on IQ categories)	DSM-5 Criteria (severity classified on the basis of daily skills)	AAIDD Criteria (severity classified on the basis of intensity of support needed)	SSI Listings Criteria (The SSI listings do not specify severity levels, but indicate different standards for meeting or equaling listing level severity.)
<b>Mild</b>	85%	Approximate IQ range 50–69	Can live independently with minimum levels of support.	Intermittent support needed during transitions or periods of uncertainty.	IQ of 60 through 70 and a physical or other mental impairment imposing an additional and significant limitation of function.
<b>Moderate</b>	10%	Approximate IQ range 36–49	Independent living may be achieved with moderate levels of support, such as those available in group homes.	Intermittent support needed during transitions or periods of uncertainty.	IQ of 60 through 70 and a physical or other mental impairment imposing an additional and significant limitation of function.
<b>Severe</b>	3.5%	Approximate IQ range 20–35	Requires daily assistance with self-care activities and safety supervision	Extensive support needed for daily activities.	A valid verbal, performance, or full-scale IQ of 59 or less.
<b>Profound</b>	1.5%	IQ <20	Requires 24-hour care	Pervasive support needed for every aspect of daily routines	A valid verbal, performance, or full-scale IQ of 59 or less.

\* **Intellectual Quotient:** is an indicator derived from various tests that aim to measure general or specific abilities such as reading, arithmetic, vocabulary, memory, general knowledge, visual, verbal, abstract reasoning, and visual and verbal reasoning. The Intellectual Quotient index is obtained by dividing the cognitive age of the test taker (the average of the scores of the corresponding age group in a random sample of the population) by his/her chronological age, multiplied by 100. However, this method has its drawbacks (e.g. it cannot be used in adults) (Arvidsson & Granlund, 2016).

### 3.4. Clinical Symptoms of Intellectual Disability and Comorbidity

The most important clinical symptoms that appear are:

- **Speech:** Children with ID usually have delayed language development and difficulties in oral language and personal expression. The degree of severity varies according to the degree of cognitive impairment. Mild cases can acquire language skills that deviate little from those of typically developing children. Children with severe or profound ID cannot communicate at all and can only say a few words (Patel et al., 2020).
- **Perception:** Children with ID have a slow rate of responding to and perceiving environmental stimuli. They have difficulty distinguishing small differences in shape, size and color. The capacity for analysis, reasoning, comprehension and calculation, as well as for abstract thinking, is often impaired to a greater or lesser extent, depending on severity. Children with mild ID are able to master reading and mathematical skills up to about the level of a typically developing child aged 9 to 12 years. Individuals with severe or serious ID lack the ability to read, calculate or even comprehend what others tell them (Patel et al., 2020).
- **Concentration and Memory:** The ability to concentrate is low and limited. In general, memory is poor, and they show a slow rate of recalling information from memory, although there are exceptions (e.g. Savant syndrome). They have difficulty recalling information and their memories are often inaccurate (Patel et al., 2020).
- **Emotions:** Emotions are usually naive and immature, but progress can be made with age. The capacity for self-control is also poor and it is not uncommon to manifest impulsive and aggressive behaviors. Some individuals are shy, withdrawn and shy (Patel et al., 2020).  
**Movement and Behavior:** Children with ID often have poor coordination of their movements, may be clumsy or exhibit excessive mobility.



# 3. INTELLECTUAL DISABILITY

Unnecessary and stereotyped movements (e.g. rocking the body back and forth, head banging, biting, screaming, tearing clothes, pulling hair, genital preoccupation) are common in children with severe ID. Destructive, aggressive or violent behavior may also be observed. Self-injurious behavior (e.g. hitting themselves or biting themselves) may be present in the cases of children with moderate or serious ID (Purugganan, 2018).

- **Epilepsy:** 1% - 13% of children with Down's syndrome have epilepsy. Epilepsy, often severe and difficult to control, is present in 85% of patients with Angelman Syndrome, with an onset occurring within the first three years of life. Patients with Fragile X Syndrome have a high predisposition to epilepsy (Purugganan, 2018).
- **Sensory Impairments:** Approximately 5%-10% of people with ID have visual and hearing impairments. Sometimes these problems can be resolved using hearing or visual aids, or surgically in cases of cataracts. Other developmental difficulties such as cerebral palsy, speech problems and autism can co-exist with Anxiety Disorder. People with multiple disabilities present a major challenge in terms of care provision (Purugganan, 2018).
- **Behavioral Difficulties:** Symptoms such as restlessness (moving incessantly, unable to sit in one place), poor concentration, impulsivity, outbursts of anger, irritability and crying are common. Other disturbing behaviors may also be observed, such as aggression, self-injurious behavior (e.g. head banging) and repeated rocking of the trunk. When such behavior is severe and persistent, it can be a significant source of stress. Attention should therefore be given to reducing the incidence of such behaviors, alongside the provision of treatment and care (Purugganan, 2018).

## Comorbidities:

The Comorbidities associated with severe ID may vary depending on the underlying cause of the ID. It is considered important to know the comorbidity of ID with other disorders, as on the one hand it may require different management due to co-existence with a mental disorder or may require multilevel intervention (Einfeld et al., 2011).

Children with ID are at increased risk of psychiatric illness, sensory impairments (vision and hearing), skeletal problems, endocrine/metabolic dysfunction, and co-existing developmental disorders, such as autism spectrum disorders (ASD, 28%), epilepsy (22.2%), stereotypical movement disorders (25%) and motor disorders, which significantly affect daily life and well-being (Jensen & Girirajan, 2017).

In addition, mental health disorders associated with ID include attention deficit hyperactivity disorder (ADHD), mood disorders, anxiety disorders and obsessive-compulsive disorder. Children and adolescents with ID may experience concomitant behavioral problems such as self-injury, aggression, vomiting, and difficulty sleeping. Furthermore, many children with ID experience problems with sleep onset and maintenance, daytime sleepiness and sleep disordered breathing. Comorbidities such as sleep disturbance and mental health/behavioral problems are common regardless of the diagnosis associated with the underlying intellectual disability (Surtees et al., 2017).

Finally, people with ID who experience significant difficulties in daily life are at higher risk of poor physical health and have a 5 to 12 times increased risk of mortality compared to people without ID (Patja et al., 2001).

### 3.5. Attitudes for the Support of PwID

PwID needs the support and the assistance of both the State and all of us in order to be able to integrate into society and become active members of it. For these reasons, it is necessary for them to have:

**Educational Support:** PwID must be included in Individualized Educational Programs (IEPs) that are tailored to their specific requirements. In particular, PwID can achieve the academic and social success that is significant to them with the aid of these programs that incorporate tactics, goals and support services. Also, where the conditions are appropriate, the inclusion of PwID in classes with typically developing students can provide them the opportunity for education with their typically developing peers, in order to enhance their social interaction, and therefore promote the sense of belonging (Mock & Love, 2012).

**Social Support:** Encouraging PwID to form and maintain friendships with their peers, while maintaining family ties, can significantly improve their quality of life. Group activities and social skills training can help improve these relationships. In addition, PwID can participate in community activities such as sports, clubs, volunteering, podcasts, which will help them develop social skills and also help them feel part of the community (Lippold & Burns, 2009).

**Employment Support:** Vocational training programs that have tailored their services to the abilities and interests of PwID can help them acquire important job skills and find the right occupation for them. These services can also support PwID during their employment until they adapt to the workplace and encourage them to

# 3. INTELLECTUAL DISABILITY

collaborate with their colleagues. In particular, these supported employment programs offer PwID the opportunity to work in integrated settings with the help of a job coach or support group. These programs facilitate the transition to competitive employment and promote long-term career success (Jahoda et al., 2007).

PwID have certain unique talents and strengths that need to be recognized and appreciated. They can live happy, purposeful lives if they receive constant guidance, help and understanding. For this reason, we can create an inclusive society that recognizes the contribution of every individual, regardless of their cognitive skills, by identifying their potential and providing the necessary resources (Mock & Love, 2012).

## 3.6. How to Interact Appropriately with PwID

Understand the human factor first, not their disability: PwID have their own needs, desires and beliefs. They may live differently, have different perceptions and focus on different things compared to a person without ID. But that doesn't mean they are not smart enough, quick thinkers and wonderful people. Their abilities and needs have made them special and unique (Simpson et al., 2020).

Treat them as if they were like you: Many people talk to PwID as if they were talking to a child. However, many PwID may feel that by doing so they are being belittled and hurt. Patience is the key. If PwID finds it difficult to understand you and your requests, then try to adapt to their needs and don't give up. Repeat what you are asking of them, more precisely and clearly or perhaps more slowly. Avoid complex terms and speak in simple language, in case you realize they don't understand (Simpson et al., 2020).

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Stay calm if something happens in front of you: Don't panic if they happen to have a crisis, if they fall or feel weak or even if they get injured. Ask politely *"How can I help you?"* and let them tell you if they need your help. Sometimes, they manage to get through difficult situations on their own because of both habit and personal stubbornness. For this reason, don't make your help an obligation and never

interfere if they won't let you. If you become aware that the person is in a state of inability to speak or support themselves, then check if they can write or point (Simpson et al., 2020).

**Smile and stay friendly:** Smiling and feeling intimate makes you look good and approachable. This can lift the spirits of PwID (and beyond) and make it easier for them to trust you (Simpson et al., 2020).

**Make a short dialogue:** PwID love to share their feelings and opinions, just like most of us. Ask them about their day, their work or school, trips they may have taken, friends, hobbies or interests (Simpson et al., 2020).

**Don't exaggerate your thoughts:** When you are around PwID, don't try to think about what you are going to say or find the right topic or, in general, show anything other than who you really are. Treat them as you would treat a friend or acquaintance (Simpson et al., 2020).

**Support them:** If they are proud of something they have done, reinforce their effort and affirm their good effort. Like all people, they need compliments, support and feedback on their abilities (Simpson et al., 2020).

**Don't assume what they can do and what they can't do:** Every PwID is different and two people with the same disability may have different abilities and perspectives. Therefore, do not predict their weakness or strength in circumstances without knowing their personal limits and skills (Simpson et al., 2020).

**Don't be afraid to ask:** If you're not sure about something that concerns them, ask them. They know their needs and desires and often know how to express them. For example:

*"You seem uncomfortable. Would you like to sit in a different seat?"*

*"You usually ask for help if you need something? Do you want me to help you, or should I wait until you ask me?"* (Simpson et al., 2020)

**Understand that they have some good days and some bad days:** Their needs and abilities may vary and depend on their mood throughout the day. Some days they may do things with relative ease while other days they may feel helpless. Give them time and respect their emerging needs. Like all people, they are affected by circumstances and events that happen to them or are simply not in the mood (Simpson et al., 2020).



# CHAPTER 4

## GREEN & DIGITAL SKILLS



SAVE ENERGY



## 4. GREEN & DIGITAL SKILLS

Green Skills are defined as the knowledge, skills, values and attitudes required to live, develop and support a society that reduces the impact of human activity on the environment. These skills are needed in many sectors including energy, construction, agriculture, technology and resource management. Their main objective is the protection of the environment from climate change and pollution (Kamis et al., 2018).

Digital Skills are defined as a range of competences for the use of digital devices, communication systems and networks that facilitate the access and management of information. These competences enable the creation and sharing of digital content, communicating and collaborating with others, solving problems and finding creative opportunities. Digital skills can be useful in the reliable use of digital technologies, in learning, in work and in participation in the community (Iordache et al., 2017).

Before the beginning of the podcast episodes, volunteers were invited to complete a Green skills questionnaire and a Digital skills questionnaire to establish their level of knowledge and how familiar they are with them.

In addition, during the podcast episodes the volunteers will inform and discuss Green and Digital skills with PwID. In this way PwID will learn and become more familiar with these skills which will help them in the discussions of the podcast topics with the volunteers. The same applies to the audience that will be informed about Green and Digital skills and raise environment awareness by listening to the podcast episodes.

These conversations between volunteers and PwID about Green and Digital skills, aim to promote the inclusion of PwID and increase their accessibility, and also to encourage the audience to participate in the podcast episodes.

- Some examples about **Green Skills** that will be discussed during the podcast episodes:

**Green Technology:** The participants of the podcast episodes and the audience, will learn that green technology is the technology used to promote practices that improve the environmental performance of other technologies, such as energy conservation, water treatment, environmental remediation, air pollution control, wastewater treatment, hydrogen and fuel cells, renewable energy, green buildings, green transport and so on (Heong et al., 2016).

**Recycling:** Also, they will discuss and learn that recycling is a process where the discarded materials are collected, sorted and converted into raw materials that can then be used to make new products. Recycling will also include composting

because it is essentially a process that turns biodegradable waste into a useful product (compost). Materials that can be recycled include paper, glass, plastics, metals, batteries, electronic devices, biodegradable waste (Vefago & Avellaneda, 2013).

**Environment Protection:** It refers to the ways in which we can all contribute to protecting the environment, such as reducing air pollution, conserving biodiversity and ecosystems, planting trees, not littering, and protecting the oceans (Bezdek et al., 2007).

**Environment Awareness:** Through the discussions, participants and the audience will develop the awareness elements that are important for the growth of a positive personality towards environmental responsibility. In this way, they will become aware of the importance of environmental care, reducing and minimizing paper use and energy consumption and become aware of the impact and consequences of climate change and pollution (Pavlova, 2018).

- Some examples about **Digital Skills** that the volunteers will discuss with the PwID:

**Knowledge of Computer Operation:** The set of skills, attitudes and knowledge required to understand and operate the basic functions of information and communication technologies, including devices and tools (Allmann & Blank, 2021).

**Knowledge of Information and Communication Technologies:** Is the interest, attitude and ability to use digital technology and communication tools appropriately to access, manage, integrate and evaluate information, construct new knowledge and communicate with others to participate effectively in society (Allmann & Blank, 2021).

**Digital Knowledge:** Is the awareness, attitude and ability to use digital tools and media appropriately to locate, access, manage, integrate, evaluate, analyze and synthesize digital resources, construct new knowledge, create media expressions and communicate with others in the context of specific life situations to enable constructive social action (Allmann & Blank, 2021).

**Use of Information Technologies to Find and Exchange Information:** Is the ability to access, search, retrieve and exchange information, using digital networks and communication systems (Van Deursen & Van Dijk, 2009).



# CHAPTER 5

PODCAST



# 5. PODCAST

## 5.1. Definition & Categories

The term **Podcast** comes from Personal on Demand Broadcast. Podcasts are digital audio files that can contain informative, entertaining and even educational content. Their duration may vary, depending on the purpose they are intended to serve, although it is common to limit them to 10 minutes so that the speaker does not stray from the topic. However, the duration is not always limited and several times we come across podcasts even with a duration of half an hour or even a full hour (Bottomley, 2015).

A basic feature of many Podcasts is that they are presented in the form of episodes. The creator decides what the podcast series will talk about and then uploads the episodes to the internet or the platform they use to broadcast them. In other words, he/she finds a topic of discussion which, instead of limiting it to one large archive, he/she posts several individual pieces delving deeper into the topic each time (Bottomley, 2015).

**Benefits:** The Podcasts have been so successful mainly because of the ease with which they can be created even with minimal knowledge of such media. The only means needed to create and share them are an internet connection, a computer with a sound card and a microphone. Of course, the more knowledge one has about in audio editing and the better equipment and software the better the results will be, but it's not limiting for the recognition it will experience after publication, as in such cases the subject matter and the way the creator handles the discussion is what will capture and hold the interest of the listener (Bottomley, 2015).

Podcasts can and usually do have an informative, entertaining and educational character, but everyone is free to provide whatever content they want. The person or persons in the presenter's position usually share stories, both third party and personal experiences; they could be described as electronic diaries by some. In other cases where there is more than one creator, or in the case of a guest person, the attendees initiate a discussion on a topic or depending on the guest and the reason where the guest was asked to be there. So, the podcast takes the form of an interview, usually in a more informal style. (Bottomley, 2015).

Also, podcasts are very easy to combine with other activities, since there is no picture to pull in and keep the audience attached to a screen until they have finished what they are watching. This is exactly where the success of podcasts is based on, the fact that the way they can be used by the listener harmonizes and blends with the faster lifestyle of our time. For example, a busy person can get up to speed on a topic by listening to a podcast about it, on the road, on the way to work, exercising or even doing some chores at home (Bottomley, 2015).

## Podcasts Categories:

**Individual Podcasts**, in which there is only one speaker, with the role of the host, who defines the topic of discussion and develops it during the Podcast. Considered both an easy and difficult Podcast format, depending on the eloquence of the host's speech. (Jham et al., 2008).

**Podcasts with multiple hosts or participants** are on the same level as individual podcasts, with the only difference, as the title suggests, being the participation of many. Even if the participants are limited to two people, they all have the role of creator/host, so they keep a dialogue on the predetermined topic of discussion with the freedom of guiding it in whatever direction each person chooses (Tsagkias et al., 2009).

**Interview – style podcasts.** One or more people are invited by the main speaker to have a conversation that takes the form of questions from the host and answers from the guest. They are usually easier to do with a host as the number of interviewees is never limited. As a podcast format it is a bit more challenging than the previous two as it takes more preparation time, such as pre-defining the questions for the upcoming interview and finding suitable guests. Interview-style podcasts are adopted mainly by podcast series, so that each episode presents a new guest with a new point of view to discuss about the central theme of that series (Berg, 2021).

**- This type of podcast will be used for the podcast episodes of our project, the one-to-one PoIDcast, where one volunteer will discuss through questions with a PwID about environmental issues and green and digital skills.**

**The narrative podcast** is perhaps the most creative form of podcast. The goal is to present a story, usually a complete story or a personal experience of the narrator(s). What sets it apart as the most creative format from the rest is the ability to use sound effects, music and even combine sound segments from other media and individuals when they help tell the creator's story (Lindgren, 2016).

**Panel podcasts**, we could say, are the most complex type of podcast for the creator. This is because they share the demanding nature of podcasts with interviews with multiple people at the same time, also combined with a lot of preparation by the host before the meeting with the guests happens. The process can become even more demanding if this meeting does not happen with physical presence at the recording venue and must be contacted and arranged through communication platforms, including the recording of this communication.

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However, podcasts with panels can be particularly informative as the guests are usually experts on the subject and give the listener the opportunity to hear different views on the same topic and provide the opportunity to gain more comprehensive knowledge about it by listening to all sides and debates of the experts (Drew, 2017).

**Educational podcasts** are the last type of podcast and their least common form. Since educational podcasts are usually intended to "train" the listener in a new skill, it is harder to capture the interest of the audience when they are not looking for information on that topic. But it is still a useful tool, both for personal use by the public and for the education sector, where it can be used by teachers and lecturers to teach and inform their students on a topic (Drew, 2017).

**- Our one-to-one PoIDcast project will also have an educational aspect, since both the participants of the podcast episodes (volunteers and PwID) and the audience, will be able to learn about green and digital skills and the environment topics that will be discussed.**

The feature that has stood out in podcasts is their tremendous flexibility, not just in terms of content in terms of discussion, nor just in terms of the freedom to participate in numbers (as a creator and as a guest), but in that there is no standard way in which one should structure the podcast that they want to create. The entire process of producing the content of a podcast is entirely the choice of the creator(s) and is done according to their wishes (Jham et al., 2008).

## 5.2. Podcast & Environment

Podcasts have the potential to be a very important ally in the effort to raise awareness of environmental issues. With the right use, they can become the perfect information tool, since they are easily accessible, usually free of charge and can be combined with other activities, as they do not require the listener to be attached to the screen and, most importantly, the listener has the freedom to choose the time to listen/watch the podcast, as well as the duration and the content of the podcast that they will listen to. It is a subject which will usually attract a few people who are concerned with these issues in their lives or have a general concern about them. However, environmental problems are something that should not only concern certain groups of people but all of us and discussing these issues is the first step in attracting public awareness of environmental issues (Mulki & Ormsby, 2021).

### 5.2.1. Environmental Podcasts Objectives:

The principal objective of the environmental podcasts is to inform and educate the audience about the environment. Environmental podcasts are one of the most efficient ways to share knowledge about important topics and information that can help listeners in comprehending complex environmental terms and concepts. Listeners can receive the appropriate education in this manner, which will enable them to become aware of the environmental issues that we currently confront (Harrison et al., 2023).

Furthermore, environmental podcasts and their relevant content can inspire the audience to take pro - environmental action. In particular, audiences can be encouraged to take eco-friendly action and adopt a more environmentally friendly lifestyle to address environmental issues (Harrison et al., 2023).

Another objective of the environmental podcasts is to promote dialogue and cooperation. Podcasts can provide the right place where organizations, activists and professionals can debate with the audience on environmental issues and find solutions from multiple perspectives. For this reason, these debates are important to promote collaboration and innovation in the fight against environmental issues (Harrison et al., 2023).

In addition, environmental podcasts can put pressure on governments for the environmental policies and practices they pursue and advocate transparency and accountability through data-driven research and examination of the issues facing environmental topics (Harrison et al., 2023).

In conclusion, there are environmental podcasts that can explain the intersectionality for the audience. Specifically, environmental podcasts can demonstrate the holistic and tangled nature of environmental issues by addressing the overlap between climate change and topics like social justice, economics and culture that is essential to creating equitable and impactful solutions (Harrison et al., 2023).

### 5.2.2. Benefits of Environmental Podcasts

Free environmental podcasts are quite popular to the audience that can find them on platforms they are already using like Google Podcasts, Apple Podcasts, or Spotify, making it very easy for all to access them (Hill & Nelson, 2011).



## 5. PODCAST

There are various topics that can be found in an environmental podcast, such as climate change, or how one can recycle and use biodiversity as well as renewable energy for a better sustainable and everyday life. In such instances, they can talk extensively on almost anything and can often cover multiple scientific aspects of an issue listeners have difficulty grasping (Hill & Nelson, 2011).

Listeners can express their opinions through social media, invoke conversations around the environment or even ask questions to be answered later on; thus making them more interactive (Hill & Nelson, 2011).

With such practices new technologies such as clean energy, or zero waste become more popular and thus help educate the audience to understand how to maintain ecological balance and sustainability more effectively (Hill & Nelson, 2011).

Environmental podcasts are an important factor for the new generation, as the choice made by a single individual can have a severe impact on day to day life; hence grabbing their attention and helping instill responsibility towards making a difference (Hill & Nelson, 2011).

### 5.2.3. Popular Environmental Podcasts



**The Climate Reality Project Podcast:** Retired US Vice President Al Gore established The Climate Reality Project to encourage a global response to the climate crisis in order to demonstrate the absolute necessity for rapid action across all segments of society. All social classes are being trained and mobilized to participate in solutions for the equitable management of the global energy transition that are all poised to bring about a brighter future for everyone.

Correspondent link: <https://www.climaterealityproject.org/act>



**Sustainababble:** Is a friendly and humorous weekly podcast that tackles ecological issues and the absurdities surrounding sustainability, blending humor with insight commentary and making these topics understandable to the public.

Correspondent link: <https://www.climaterealityproject.org/act>

living on earth®

**Living on Earth:** It is a go-to source for the latest coverage of climate change, ecology and human health. One of the most trusted and popular environmental podcasts examines a wide range of issues, from biodiversity to ecological justice.

Correspondent link: <https://www.loe.org/>



## 5. PODCAST



**The Energy Gang:** Transforming the way we power our planet is the single biggest challenge facing business and government today. As the energy and materials revolution rapidly transforms industries and supply chains around the world, The Energy Gang podcast provides the data and insights that power smart decisions. The Energy Gang podcast focuses on topics related to energy, renewables and new technologies, providing the audience with valuable insights into the energy transition.

Correspondent link: <https://www.woodmac.com/podcasts/the-energy-gang/>



**Green Dreamer Podcast:** Green Dreamer produces podcasts and alternative, multimedia efforts that explore pathways to collective healing, biocultural revitalization, and true abundance and wellness for all. These podcasts address sustainability, ecological consciousness, and social transformation. Guests who participate in the podcasts offer their insights for a more ecological and conscious

Correspondent link: <https://www.greendreamer.com/>

Environmental podcasts can be an effective way to raise awareness, inspire and mobilise the public towards environmental concerns. They can also provide a friendly, easily accessible space for the public to adopt practices that lead to meaningful responses to environmental problems and for experts to share their knowledge and opinions. In this way, podcasts enable the public to actively participate in creating a greener and healthier planet, inspiring the rest of the community and future generations (Strickland et al., 2021).

### 5.3. Podcast & Intellectual Disability

A podcast that aims at raising awareness about PwID can be an extremely useful tool to promote understanding and respect for those people, as well as to reduce prejudices. Through interviews and useful information, these podcasts promote a more informed and inclusive way of thinking. Furthermore, podcasts can be a helpful resource for the inclusion of PwID. Through podcasts, PwID can express their personal interests, talk about their everyday life and the problems they face and also, they can discuss various social issues and express their opinion about them, and interact with the audience (Barlott et al., 2019).

#### 5.3.1. Aim of Intellectual Disability Podcasts

Podcasts on intellectual disability can enlighten the community about what constitutes intellectual disability, its forms, and its impact on a person's life. Through scientific information and dialogue with experts or even directly with PwID, the audience can become aware of what these individuals need and what they can do (Setchell et al., 2020).

Also, through podcasts, stereotypes about people with PwID can be combated. Because where there are PwID, there are experts who know the situation of these people and can easily help in breaking the stigma attached to PwID. Being surrounded by experts enables the audience to understand why someone goes against social norms and turns off mental disorders for the sake of equal treatment and opportunities (Setchell et al., 2020).

Furthermore, intellectual disability podcasts can offer an equal treatment to PwID, making clear to the audience that intellectual disabilities should not prevent anybody from fair treatment in learning, employment and living alongside others (Setchell et al., 2020).



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Even further, podcasts on intellectual disability can offer a systematic dissemination of knowledge and advice on taking care of PwID and getting along with them in all areas of life (Setchell et al., 2020).

With the intellectual podcasts, the audience can be helped to gain new approaches and receive guidance from specialists or directly from PwID who participate in the podcast as well as from parents or carers (Setchell et al., 2020).

Finally, through intellectual disability podcasts, PwID can be empowered by giving them the opportunity to share their own experiences, express their opinions and their thoughts about various topics, thus enhancing their self - esteem and the sense of acceptance in the community (Setchell et al., 2020).

### 5.3.2. Benefits of Intellectual Disability Podcasts

The audience can immediately and easily, through intellectual disability podcasts, have access to information that will help them understand issues easily. In this way, podcasts are a useful tool where the public can be informed about PwID (Glencross et al., 2021).

Also, through the personal experiences presented by PwID, listeners develop empathy and perceive the difficulties and successes of these people in a more emotional way, which helps to change attitudes (Glencross et al., 2021).

Intellectual podcasts can inspire listeners to act, either through supporting local organizations or by becoming a volunteer or informing others about how they can contribute to social inclusion (Glencross et al., 2021).

Furthermore, intellectual disability podcasts can provide teachers, social workers, and other professionals with the latest insights and perspectives on helping PwID (Glencross et al., 2021).

To achieve psychological empowerment, PwID must be recognized and understood by society. Intellectual disability podcasts can enhance the feeling that society recognizes their differences and accepts them, thus nurturing self-esteem (Glencross et al., 2021).

### 5.3.3. Popular Podcasts on Intellectual & Developmental Disabilities



**Visibility:** This podcast from the Council for Intellectual Disability in Australia offers PwID the opportunity to share with the audience their personal experiences and what they do in their daily lives (work, hobbies, education, transport, etc.). The aim is to inform the audience about these people and to raise awareness and understanding of their challenges and opportunities.

Corresponding link: <https://cid.org.au/>



**Empowering Ability Podcast:** The host of this podcast, Eric Goll, talks about the daily life of people with disabilities and how it can be improved. He also talks about the families of people with disabilities and challenges they face. During this podcast, experts and members from the community are interviewed, in this way he provides practical advice on how to support the independence and inclusion of People with Disabilities.

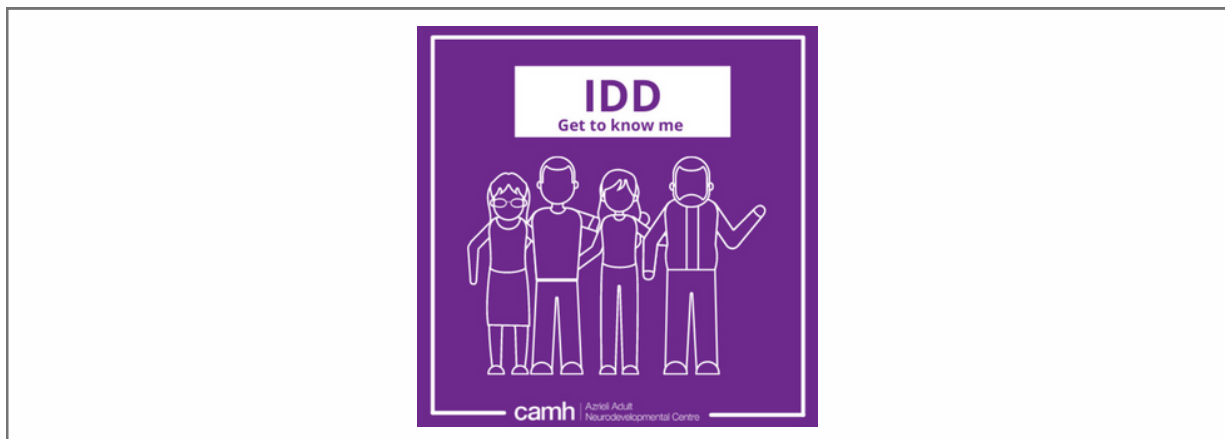
Corresponding link: <https://cid.org.au/>

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**Disability Visibility Project:** Alice Wong hosts this podcast on topics such as politics, social justice and disability rights. While not limited to intellectual disabilities, it covers important issues that affect the lives of people with various disabilities.

Corresponding link: [Corresponding link: https://cid.org.au/](https://cid.org.au/)



**IDD – Get to Know me:** This podcast from Azrieli Adult Neurodevelopmental Centre focuses on the challenges faced by PwIDD, promoting understanding and awareness around mental health issues.

Corresponding link: <https://podcasts.apple.com/ca/podcast/idd-get-to-know-me/id1552780993>



**Community Living Out Loud:** This podcast, from Community Living Mississauga in Canada, highlights the lives of People with Intellectual Disabilities and features interviews with experts, caregivers and community members who support People with Disabilities.

Corresponding link: <https://communitylivingoutloud.buzzsprout.com/>

#### 5.4. One-to-One PoIDcast Buddies

PoIDcast Buddies is a very important and original project, as it will integrate intellectual disability and environmental issues that need to be addressed. The podcast episodes will take the form of an interview and will also have educational content. Specifically, in the podcast episodes will participate a volunteer which will discuss through questions environmental topics with a PwID. Furthermore, during the podcast episodes, volunteers will inform and educate PwID on Green and Digital skills. The educational content of the podcasts is also targeted to the audience who will follow the podcast episodes.



## 5. PODCAST

The One-to-One method generally refers to an approach where there is a direct, individualized relationship or interaction between two entities often used in the context of teaching, coaching, mentoring, or customer service.

The essence of the One-to-One method is personal attention and customized support, where one individual provides focused, tailored guidance, instruction, or service to another. This is an approach that will be used in the organization and implantation of the podcasts. In the PoIDcast Buddies project there will be the One-to-One participation of volunteers and PwID. This approach will help to transfer and learn the information better, to feel more comfortable with the whole process for all the participants, and to promote support and inclusion both for people with and without intellectual disability.

Through the PoIDcast Buddies episodes, accessibility and inclusion of PwID will be promoted, who will have the opportunity to learn and be trained by the volunteers in Green and Digital skills (while being trained themselves), to connect with them, and to express their opinions and concerns on environmental issues. Also, through the podcasts, volunteers and PwID will learn about climate change and its impact on the environment, and will become ambassadors promoting environmental advocacy and awakening the audience to take action. In addition, PwID will be able to strengthen their social skills such as public speaking, cooperation, communication and creativity.

Volunteers have been approached, where those who wished to participate in the project have completed, via email, a questionnaire on Green skills and a questionnaire on Digital skills, in order to understand their level of knowledge about these skills. Before the beginning and the preparation of the podcast episodes, a discussion will be held with all the volunteers and then they will be selected based on their availability, their level of knowledge in Green and Digital Skills and on whether they consider it possible to collaborate on a series of podcast episodes with a PwID. On the other hand, PwID will be selected according to their functionality, their interests and how much they like talking about environmental topics.

Creating a **One-to-One PoIDcast** involves several key steps, from planning to production and promotion:

- 1** The topics of discussion that will be chosen for the One-to-One PoIDcast will be related to the environment and the existing problems associated with it.
- 2** There will be 20 episodes, each lasting 10 to 15 minutes.
- 3** The participants/speakers will be both people with and without intellectual disability. The speakers for each episode will be a pair of a volunteer and a PwID.
- 4** The PoIDcast episodes will be conducted in the form of an interview or dialogue between the two participants (volunteer & PwID).
- 5** A list of twenty episodes with environmental topics will be created and will be analyzed for how they could be discussed between the participants.
- 6** All the necessary technological equipment for the needs of the One-to-One PoIDcast will be obtained
- 7** The place where the One-to-One PoIDcast will be conducted, it will be arranged in such a way that it will be quiet, and no outside sounds will be heard.



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8	Appropriate software will be selected to record each episode, and some test recordings will be made to check the sound.
9	There will be audio editing, music and effects will be added, and photos will be taken if all the participants agree.
10	A cover will be designed and created with the theme of the PoIDcast.
11	An online platform will be selected to upload the podcast episodes, and in our project in particular, each episode will be uploaded to YouTube and shared on social media pages.
12	A timeline will be created for the release of the 20 episodes of the PoIDcast, which will be launched in June 2025 and will be concluded in 2026.
13	To better promote inclusion through the podcasts, two members from each partner organisation (6 in total) will do specific training in Bulgaria, before the podcasts begin.

In general, to improve the podcast episodes and make them even more inclusive and accessible to the audience, there could be written transcripts of all the episodes for the people who are deaf, or for those who prefer to read. Also, the written transcripts and the preparation of them before the recording will make it easier for all the participants to make the podcast. Furthermore, some tips that will ease the whole process of recording both for the speakers and the audience, will be the use of everyday language, the use of literal and specific information and questions and checking for understanding throughout the whole process.

## Before the PoIDcast Episodes

Volunteers and PwID will have the interview questions before the start of each episode and discuss them briefly. PwID sometimes find it difficult to process the questions and formulate a response quickly, so it is important to give them more time to prepare.

Also, before the beginning of the PoIDcast episodes the waiting time of the PwID should be minimal, because long waiting can cause a lot of stress to the PwID.

Volunteers should have a short conversation with the PwID with whom they will be doing the podcast and see his or her language level, so that they can adapt the vocabulary and interview questions to suit that PwID. The place where the PoIDcast episodes will be held must be without sensory stimuli that can negatively affect PwID, such as flickering lighting, noise from outside the room, echoes, a ringing clock or mobile phone, buzzing from lighting.

In addition, before the PoIDcast episodes the volunteers and staff will discuss with PwID that they can take a few breaks during the episode if they wish or they can stop if they do not feel comfortable.



# CHAPTER 6

## METHODOLOGY OF SURVEY



# 6. METHODOLOGY OF SURVEY

## 6.1. Purpose

The two questionnaires used in the survey were created in the context of an original project called **“PoIDcast Buddies”**, a two-year grant project funded through Erasmus+. The questionnaires were aimed at trainers and professionals working with people with PwID and the purpose was to develop a methodological guide for creating inclusive podcasts. This guide was based on the responses of the two questionnaires, the content of which related to green and digital skills and members of organisations with intellectual disability and other neuro-developmental disabilities. The main objective was to increase accessibility and inclusion of PwID in digital and environmental education and to promote the concept of volunteering.

## 6.2. Procedure

After creating the questionnaires in Google Forms, Best Buddies Greece and Chance, the two organisations of the project that conducted the survey, sent the link by email to volunteers, colleagues and associates working with PwID and anyone who wished could complete it. Also, the related link was uploaded to the Best Buddies Greece Volunteer close group on Facebook. Anyone who wanted to, could ask for further clarification on the survey. After the desired number of answered questionnaires was gathered, the data collected were analyzed.

## 6.3. Participants

A total of 34 participants took part in completing the Green and Digital skills questionnaires, of which 19 of these participants were from Greece and 15 from Bulgaria. Also, all the respondents who participated in the survey were trainers and professionals working with PwID.

Among the 19 participants from Greece, 17 were females and 2 were males. The age of the participants varied as follows: 1 participant was in the age group 18-24, 8 in the age group 25-34, 6 in the age group 35-45 and 4 were over 46 years old. Based on their educational level, 10 of the participants had a Bachelor's degree, 8 had a Master's degree and 1 had a PhD. Regarding their working status, 5 of the participants stated that they work in a Public Organisation, 7 in a Private Organisation, 6 in an NGO and 1 in an Association. At the same time, in relation to years of working with PwID, 7 participants stated that they have been working for more than 15 years with these people, while 12 participants have been working for less than 15 years, and with one of them working only for a duration of 3 months.

Of the 15 professionals who participated in the survey from Bulgaria, 13 were female and 2 were males. Five of the participants were between 35–45 years old, while 10 were older than 46 years old. In addition, concerning their educational level, 8 participants had a Bachelor's degree and 7 had a Master's degree. Furthermore, 11 of the participants stated that they work in an NGO and 4 in a public institution, while 12 of the participants reported that they have been working for more than 15 years with PwID and 3 for less than 15 years, one of which has been working for less than a year.

## 6.4. Tools

For the creation of the questionnaires, **Google Forms** was used, which is a web-based tool for creating questionnaires in electronic form.

For the needs of the research, Best Buddies Greece organisation created a questionnaire about the demographic data of the participants (see Appendix 1) and two questionnaires on Green and Digital Skills (see Appendix 1 & 2).

The **Digital skills questionnaire** includes 14 questions, which are related to the participants' level of knowledge about Digital skills and their familiarity with them, as well as expressing their opinion on the importance of Digital skills for PwID. Participants can indicate the answer that best represents them, using a 5-point Likert scale from 1= not at all to 5= very well for questions 1, 3, 4, 5, 6, 9, 11, 12, 13, 14, a 5-point Likert scale from 1= not at all to 5= very often for questions 7, 8 and a 5-point Likert scale from 1= never to 5= every day for question 2. The questionnaire takes 5 minutes to complete (see Appendix 2).

In addition, the **Green Skills questionnaire** consists of 23 questions on the participants' state of knowledge regarding the Green skills, for their interest about the environment, for their familiarity with podcasts related to the environment and their preferences on it. Participants can choose the answer that corresponds best to them, using a 5-point Likert scale from 1= not at all to 5= very well for questions 1, 2, 3, 4, 10, 11, 13, 16, 21, 23, a 5-point Likert scale from 1= not at all to 5= very often for questions 5, 7, 12, 15, 18 and a 5-point Likert scale from 1= i would not to 5= i would like to for the question 19. For questions 6, 8, 9, 14 participants can select between No and Yes. Finally, questions 17, 20, 22 refer to the opinion of each participant. This questionnaire also takes 5 minutes to be completed (see Appendix 3).



# 6. METHODOLOGY OF SURVEY

## 6.5. Ethical Considerations

All participants were informed from the beginning about the scope and the purpose of the project and had the opportunity to request more information from the Organisations that conducted the survey (Walker, 2007).

The Organisations never withheld information about the nature and the purpose of the survey from the participants (Walker, 2007).

In addition, participants were not obliged to participate in the research if there was a personal reason and could withdraw at any time they wished, without any negative consequences for them and without stating the reason (Walker, 2007).

All data collected were stored in a locked electronic folder on the computer of the Project Manager, to which only she had access, and will be stored there until the end of the project.

At the same time, participants' personal data, such as their email needed to contact the Organisations, would only be used for internal use by the Organisations.





# CHAPTER 7

## ANALYSIS RESULTS



# 7. ANALYSIS RESULTS

Two analyses were performed on the data results, one from **Chance** for its own participants and one from **Best Buddies Greece** for its own.

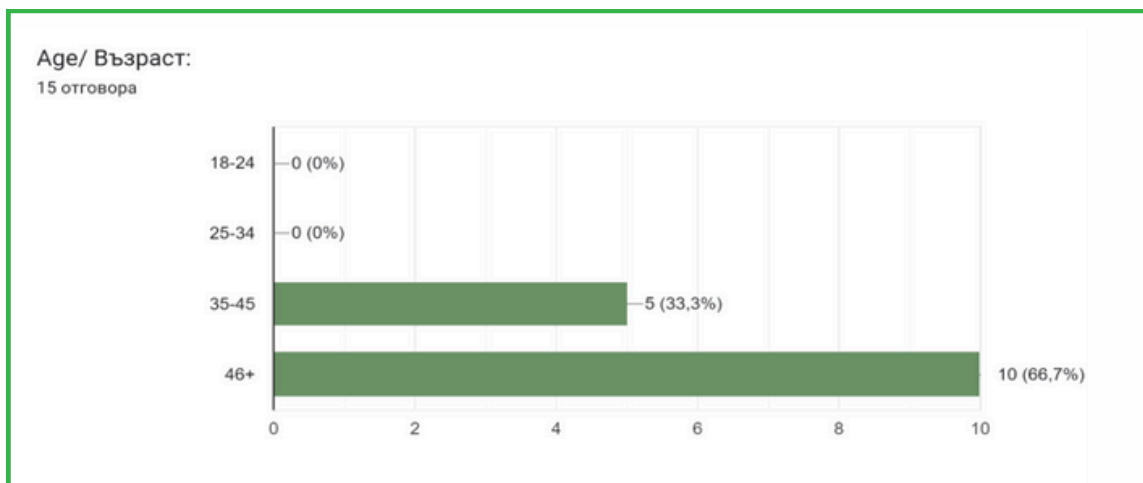
## 7.1. Analysis Results from Chance

### a) Descriptive Information

Age: Of the 15 Bulgarian professionals who took part in the survey,

- There are no respondents in the age groups 18-24 and 25-34 (0%)
- 33.3% (5 respondents) fall within the 35-45 age group
- The majority, 66.7% (10 respondents), are aged 46 and above

This suggests that the survey primarily reached an older demographic, with most participants being over 46 years old.



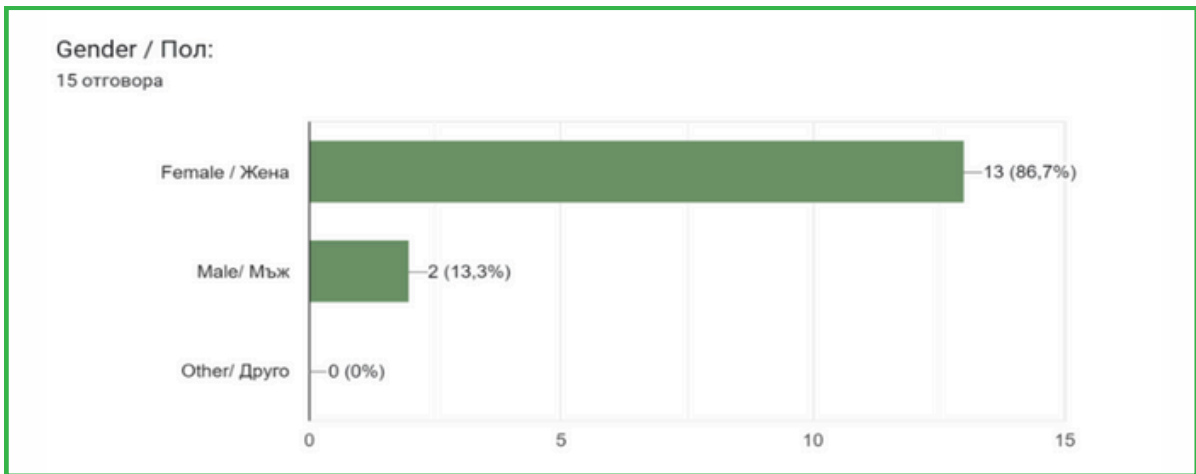
1. Age groups of participants

**Gender:** The following key observations can be seen from the gender distribution chart,

- A significant majority, 86.7% (13 respondents) identify as female
- Only 13.3% (2 respondents) self-identify as male
- None of the respondents selected the "Other" category (0%)

This suggests a strong female majority among the participants in this survey, with very few male respondents.

## ANALYSIS RESULTS



2. Gender distribution.

**Education:** The chart below shows the educational levels of the respondents,

- Primary education: 0 respondents (0%)
- Secondary education: 0 respondents (0%)
- Tertiary education: 8 respondents (53.3%)
- MBA/postgraduate degree: 7 respondents (46.7%)
- PhD: 0 respondents (0%)

Most respondents have either a higher education or a postgraduate degree.



3. Education levels.



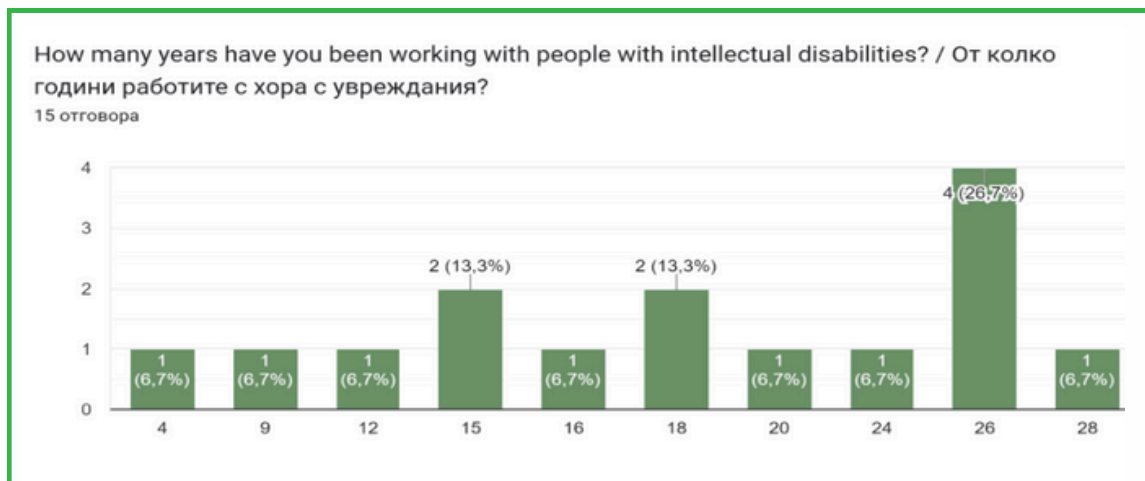
# 7. ANALYSIS RESULTS

**Work:** Eleven of the participants work in NGOs (73.3%), and 4 in Public Organizations (26.7%).



4. Work position.

**Years of working with people with ID:** Most of the respondents, 12 (80%) work with PwID for 15 years or more, while only 3 (20%) of them work for less than fifteen years, and just one less than 5 years.



5. Years of working with I.D. people.

## b) Digital Skills Questionnaire

From the analysis of the responses given by the participants who completed the Digital skills questionnaire, the following conclusions were obtained:

## ANALYSIS RESULTS

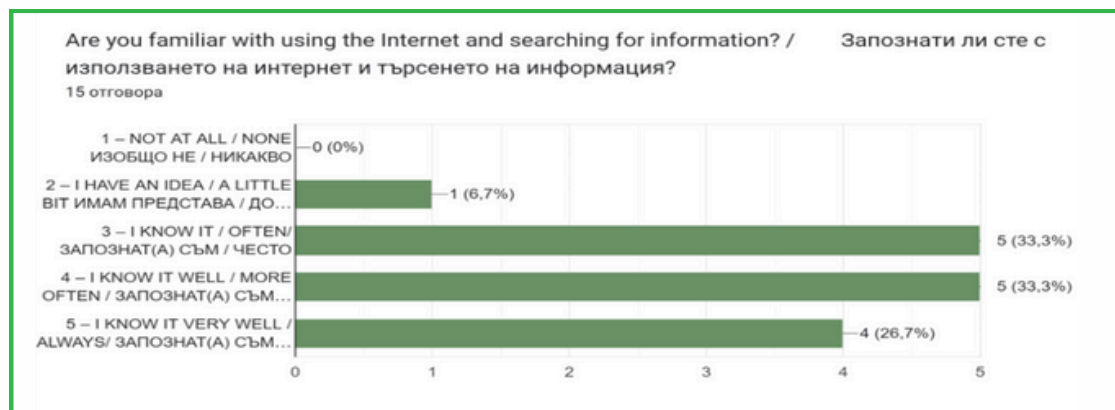
1. Most of the participants knew, knew well or had an idea about the term “Digital skills”, while few of them knew very well what it means.



2. All participants use the technology in their daily lives, either to a small or large extent.

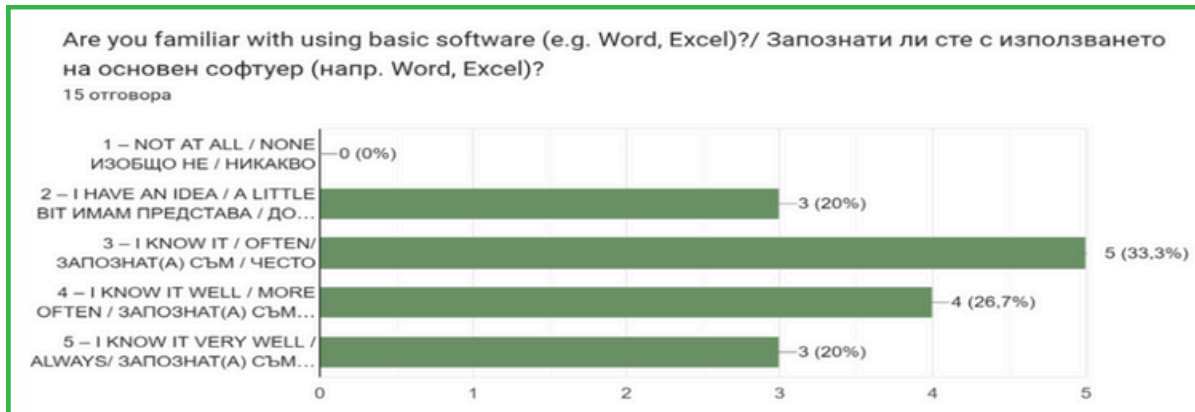


3. Majority of participants stated that they are well or very well familiar with the internet use and with searching for information.

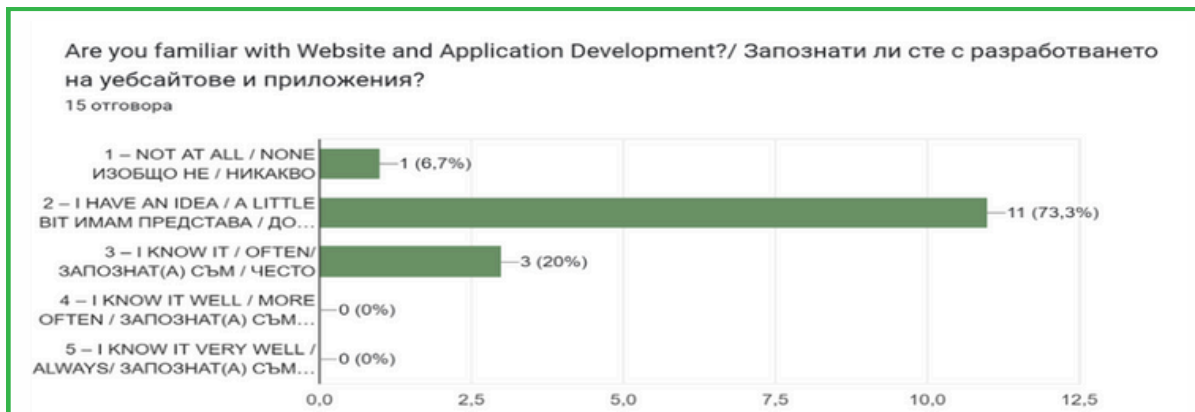


# 7. ANALYSIS RESULTS

4. Most of the respondents use basic software regularly.



5. Majority of the participants stated that they have an idea about website and application development, while the minority stated that they somewhat knew or had no idea.



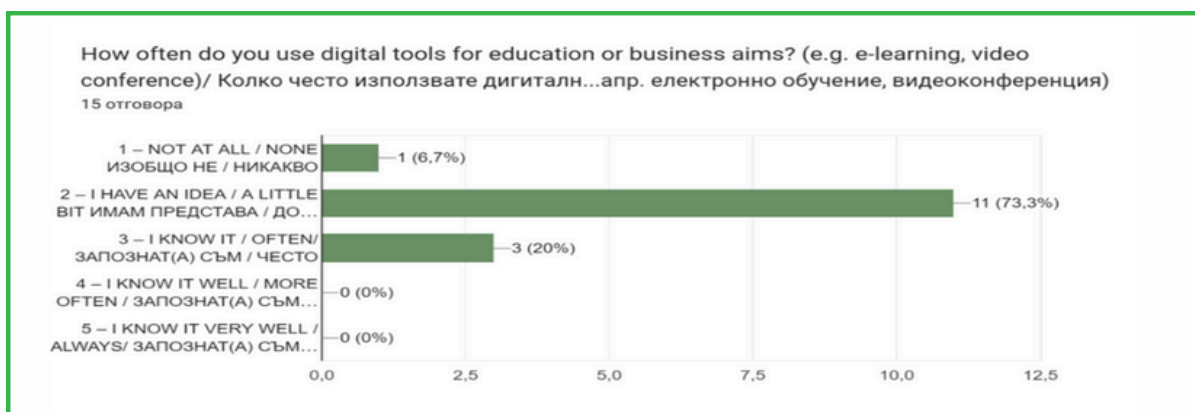
6. Most participants were well familiar with social media, and only some of them were a little familiar.



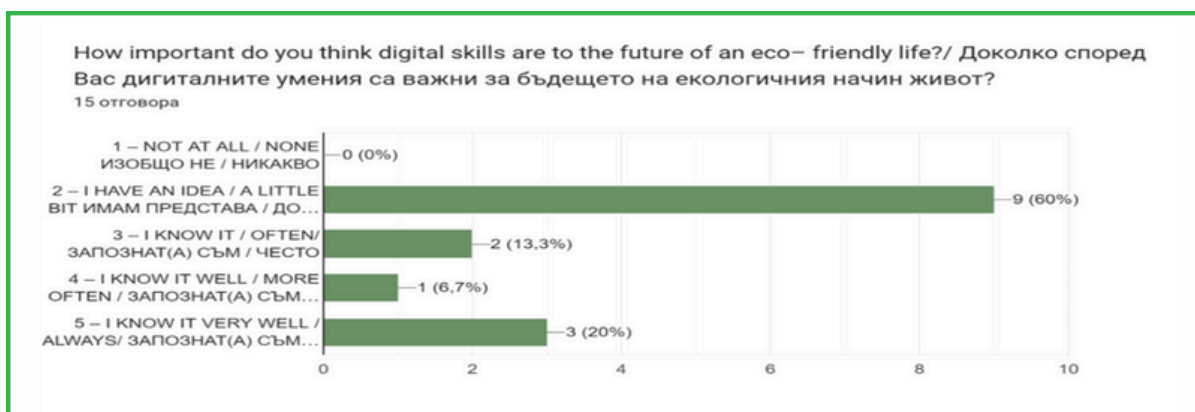
7. Most participants regularly upgrade their Digital skills while few participants do not do it very often.



8. Many respondents make very little use of Digital tools for educational or work purposes.

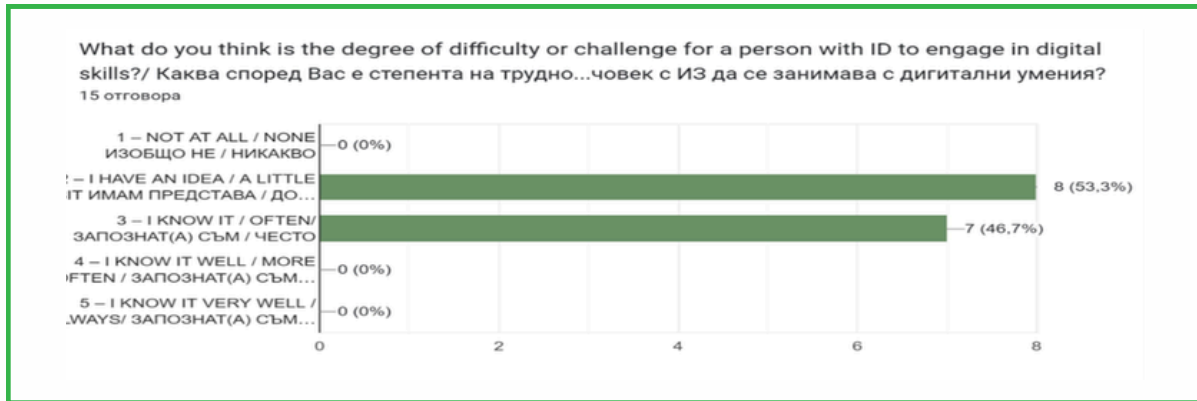


9. Regarding the importance of digital skills for the future of an eco-friendly life, most respondents stated that they had an idea, and few were well or very aware of it.

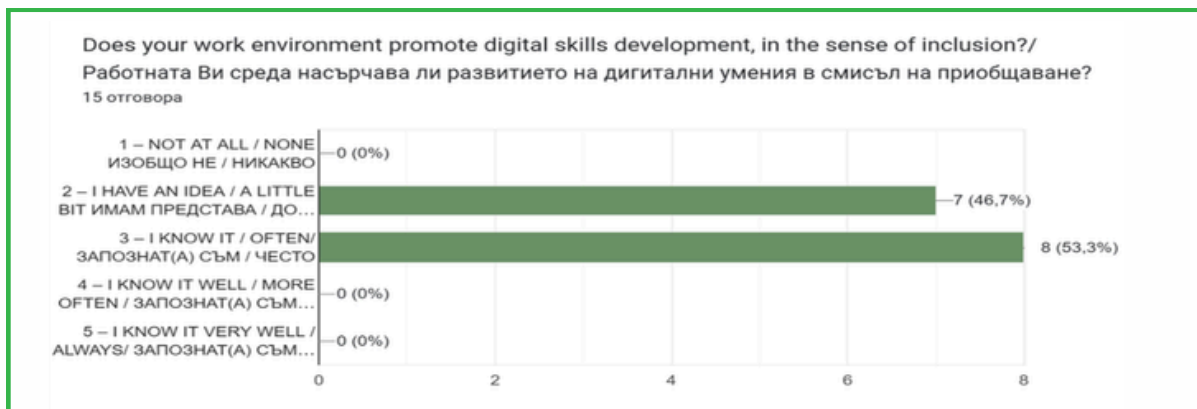


# 7. ANALYSIS RESULTS

13. When asked about the degree of difficulty or challenge for a PWD to engage in Digital skills, respondents indicated that there is a difficulty or a little difficulty with this.



14. About half of the participants responded that the work environment “often” promotes Digital skills development in the sense of inclusion, and the other half responded “a little bit”.



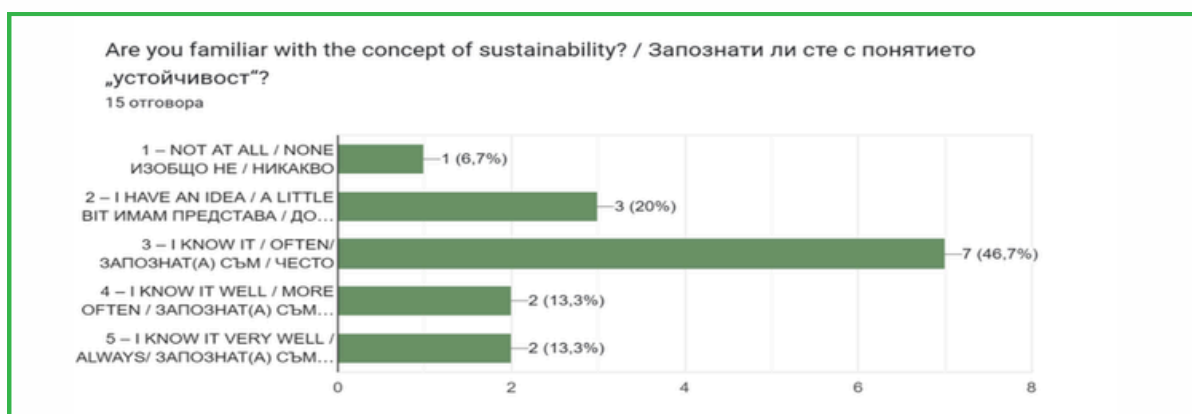
### c) Green Skills Questionnaire

Therefore, the analysis of the Green skills questionnaire from the Bulgarian participants showed the following conclusions:

1. In response to the question whether they were aware of the term “Green skills”, most participants answered that they had an idea, and few were very familiar with it.

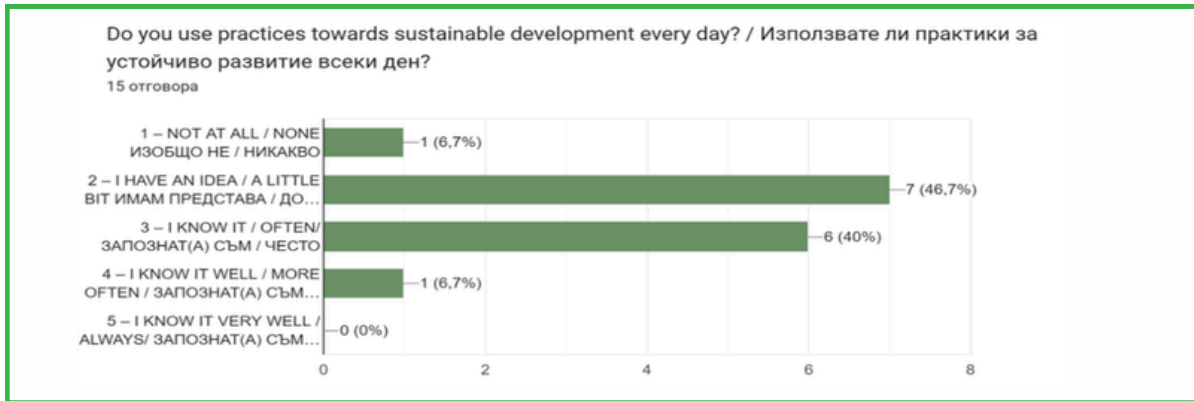


2. Majority of the persons who were asked answered that they were familiar enough with the concept of sustainability.

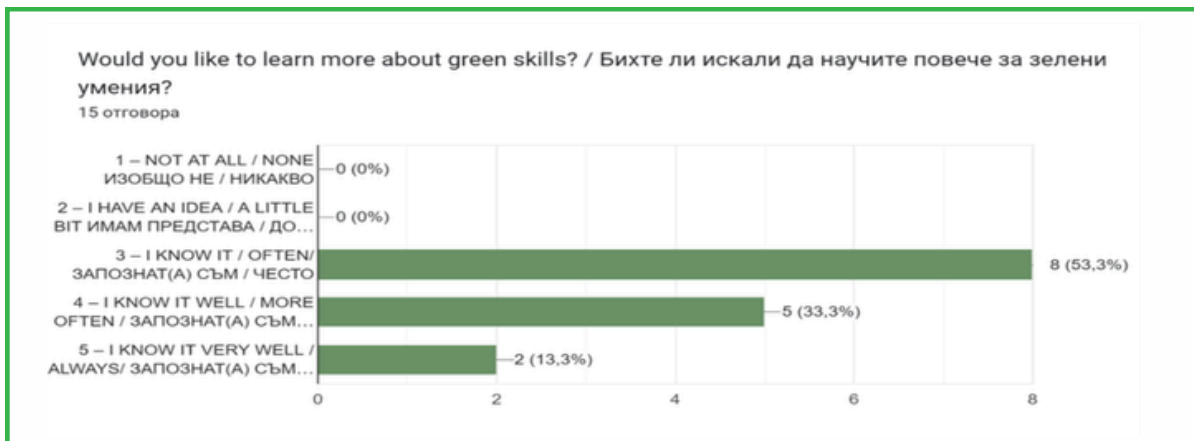


# 7. ANALYSIS RESULTS

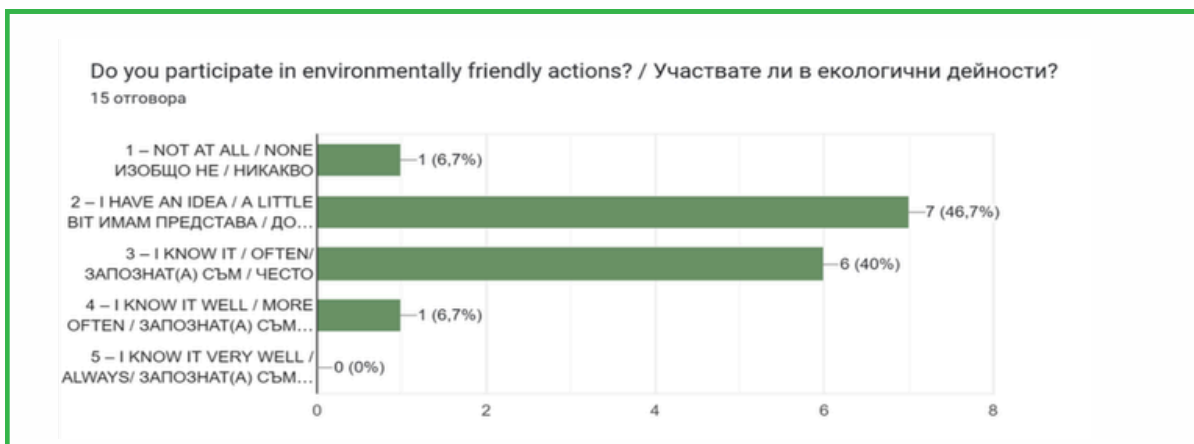
3. Regarding the daily implementation of practices towards sustainable development, almost all the participants answered positively.



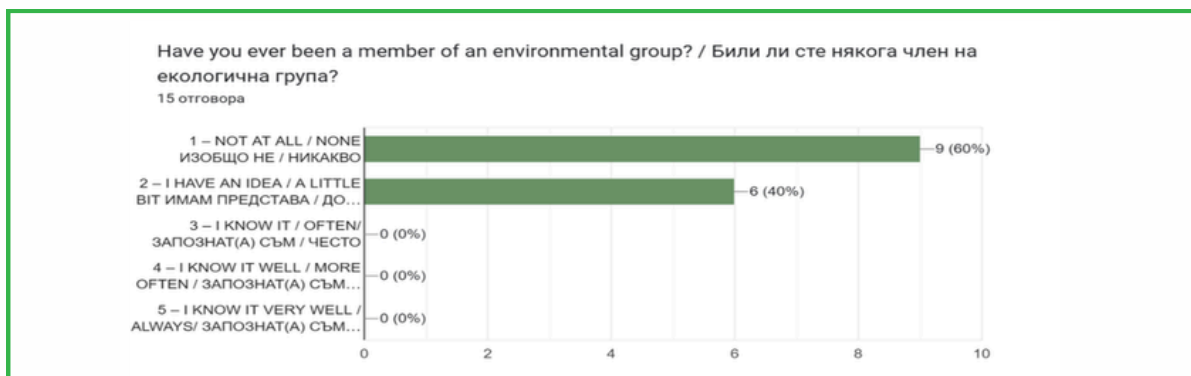
4. All participants have answered that they would like to learn more about green skills.



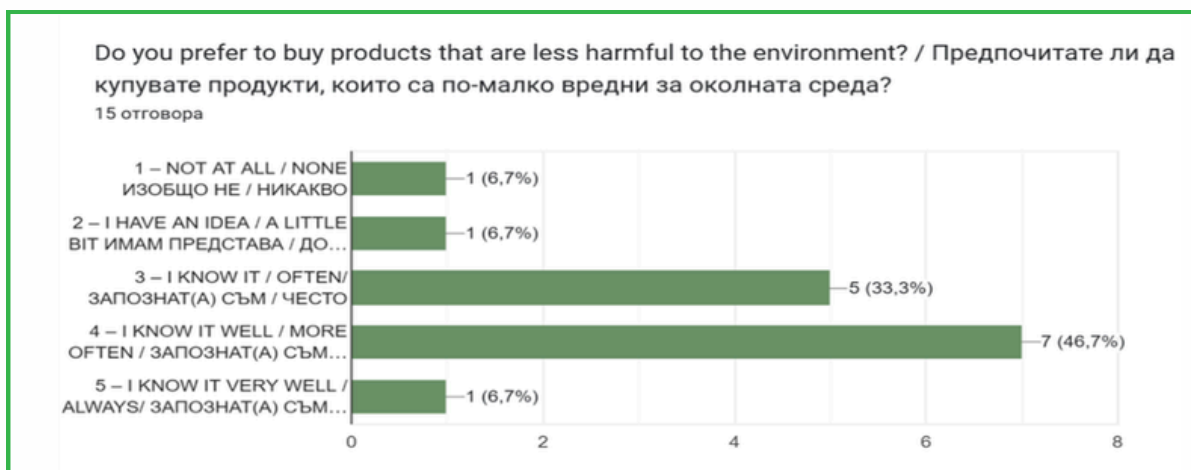
5. Most interviewees have participated in environmentally friendly action.



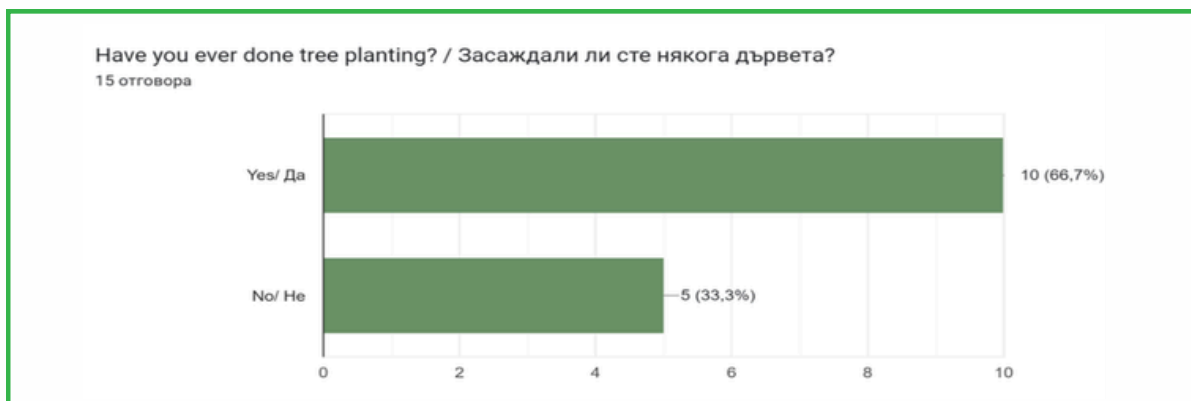
6. Regarding their participation in environmental groups, most respondents stated that they had not participated and some of them had participated in some kind of groups.



7. When asked if they prefer to buy products that are less harmful to the environment, almost all participants answered that they often buy these products.



8. More than half of the respondents have done tree-planting in their lifetime.



# 7. ANALYSIS RESULTS

9. Almost half of the respondents responded that they do not recycle, but the explanation is because of problems with local government recycling.



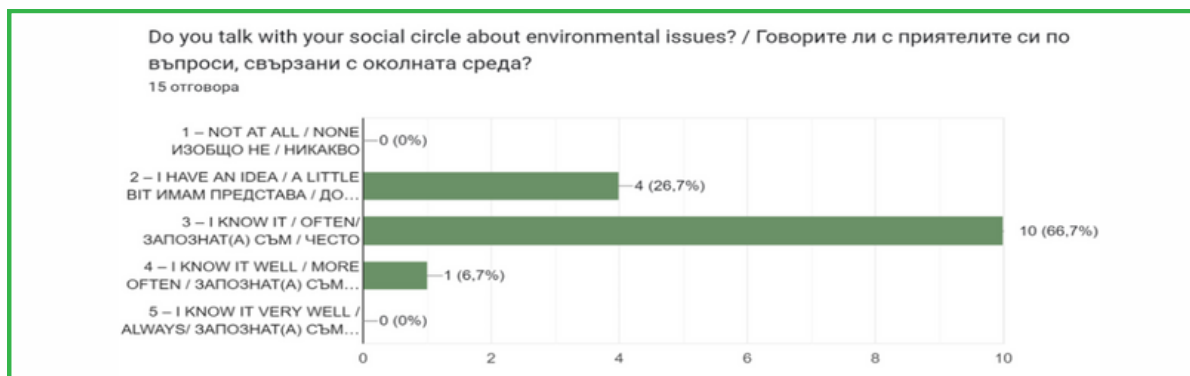
10. Regarding whether the respondents knew about composting, most of them had a little idea or had some knowledge about it and only a few knew it very well.



11. All the persons who were asked have answered positively and think it is important to often participate in actions with the aim to protect the environment.



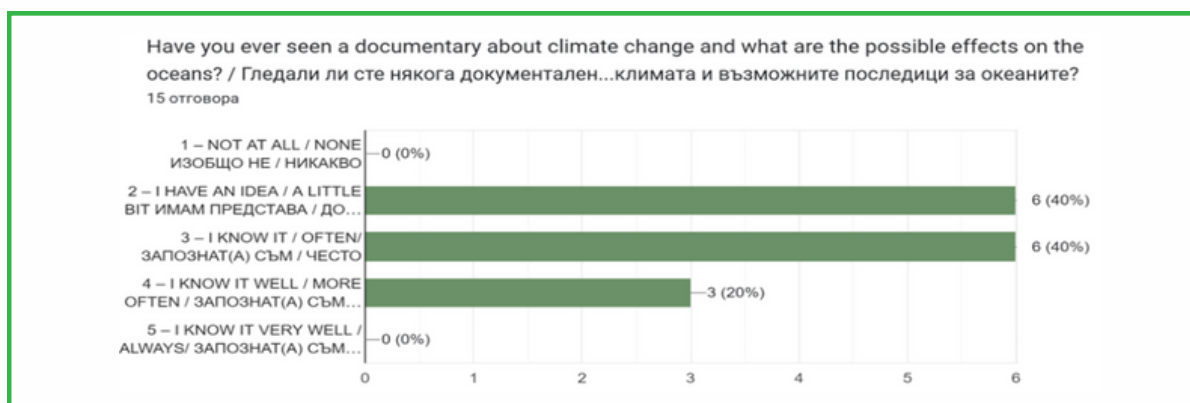
12. All participants stated that they talk about environmental issues with their social circle, some of them occasionally but most of them often or very often.



13. Most of the participants were well aware of what can cause the fire, and some were very well aware.

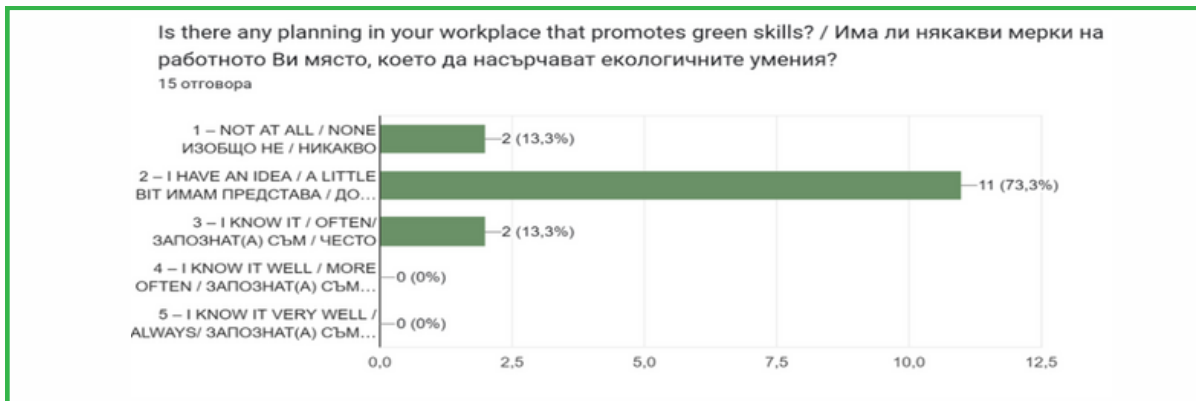


14. All responded that they have seen a documentary about climate change and its possible effects on the oceans.

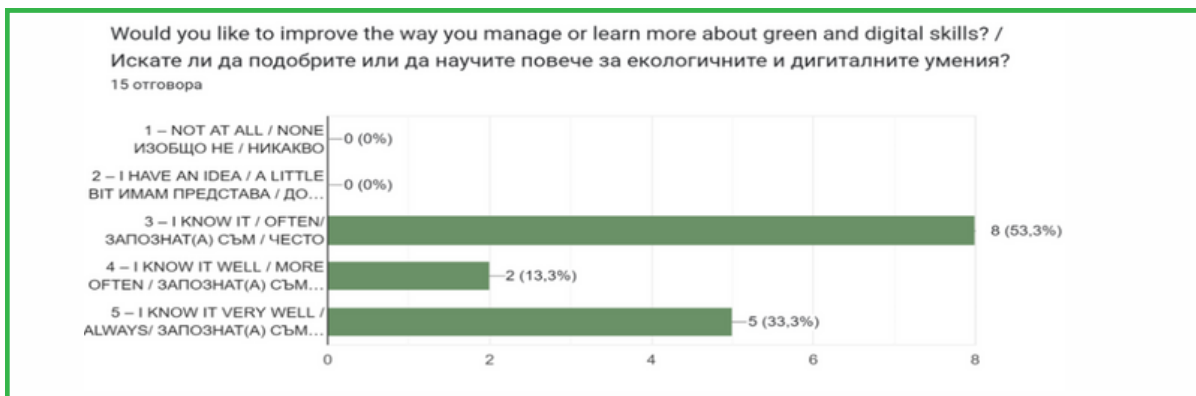


# 7. ANALYSIS RESULTS

15. Concerning the actions that promote Green skills in the respondents' workplace, the majority answered that there are few or no actions and the minority answered frequently. Analyzing these answers, it seems that more actions should be taken to promote green skills in their teams.



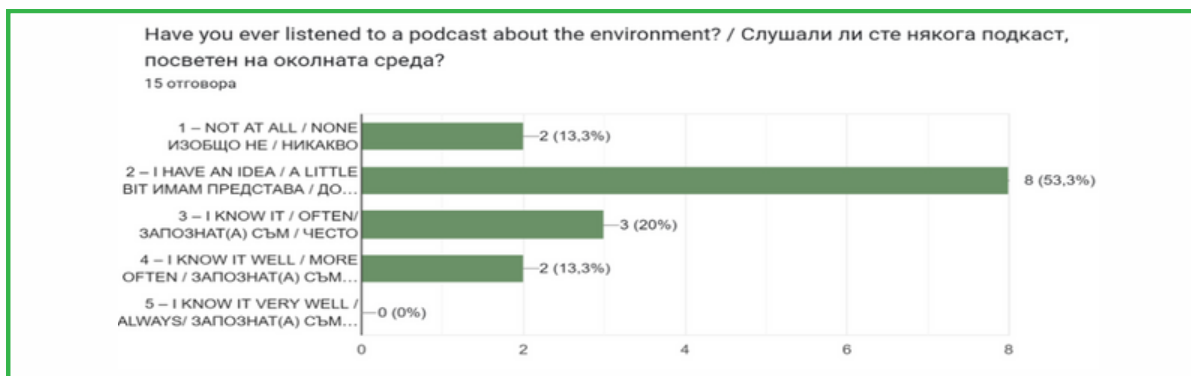
16. All the participants answered positively and would like to improve the way they manage and learn more about green and digital skills.



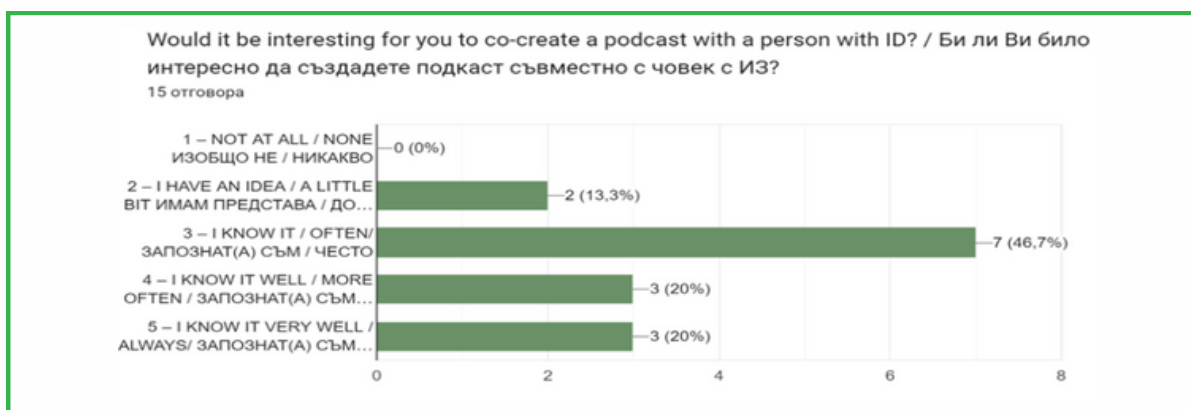
17. The most interesting environmental topics that the participants would like to hear in a series of Podcasts are: 1) Climate Change (80%), 2) Pollution & Green Industry (60%), 3) Green Technology (40%).



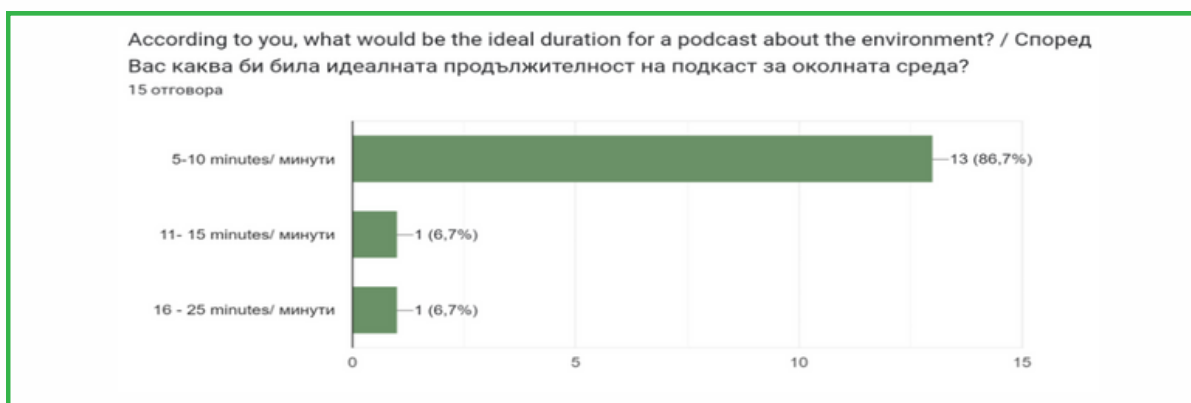
18. Only a few of the respondents have not listened to a podcast about the environment, and most of them are aware of it.



19. All interviewees stated that they find it interesting to co-create a podcast with a PwID.

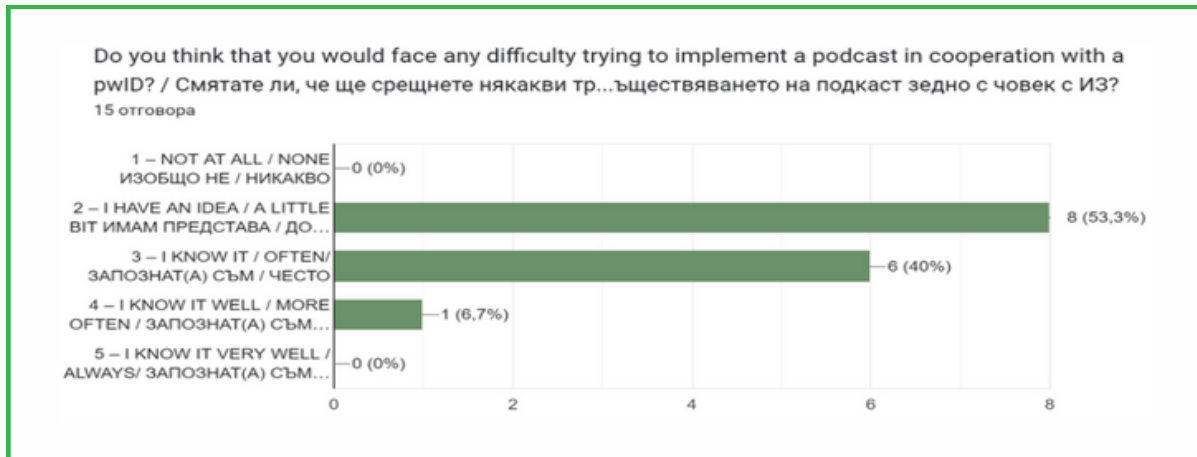


20. According to the majority of the questions (86.7%), the ideal duration for a Podcast about the environment would be 5- 10 minutes.



# 7. ANALYSIS RESULTS

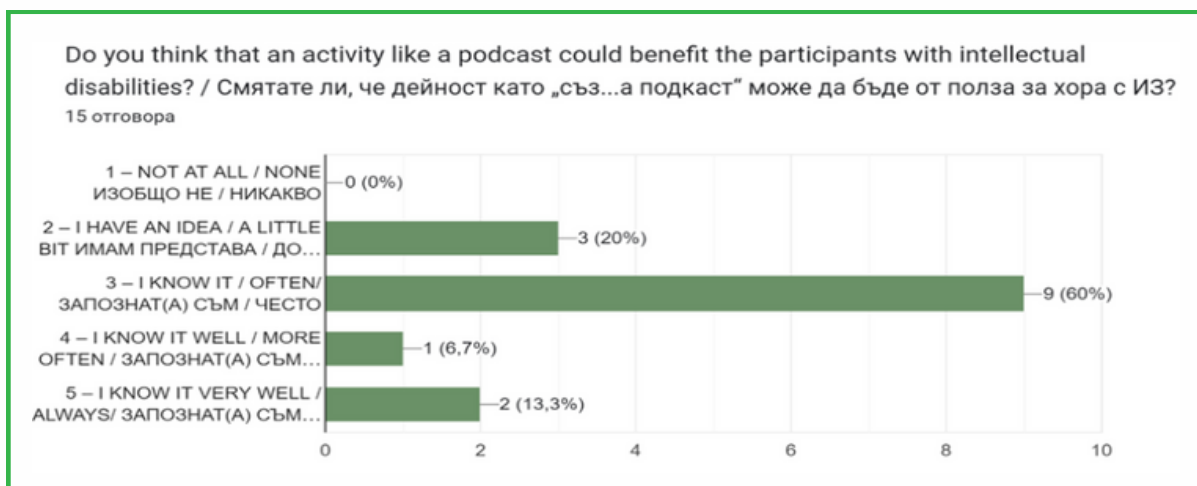
21. Regarding the difficulties encountered when implementing a podcast in collaboration with people with Intellectual Disabilities, most of the respondents answered, "a little" and some of them "often" or "very often".



22. To the question "If there is a difficulty in implementing a podcast in collaboration with PwID, what would it be?", the following answers were given:

- 1) There is no difficulty, or I can't say
- 2) Barriers to speech and communication
- 3) Difficulties in understanding the concept of Podcast

23. All the respondents have given a positive answer to the question whether PwID would benefit from a podcast activity.

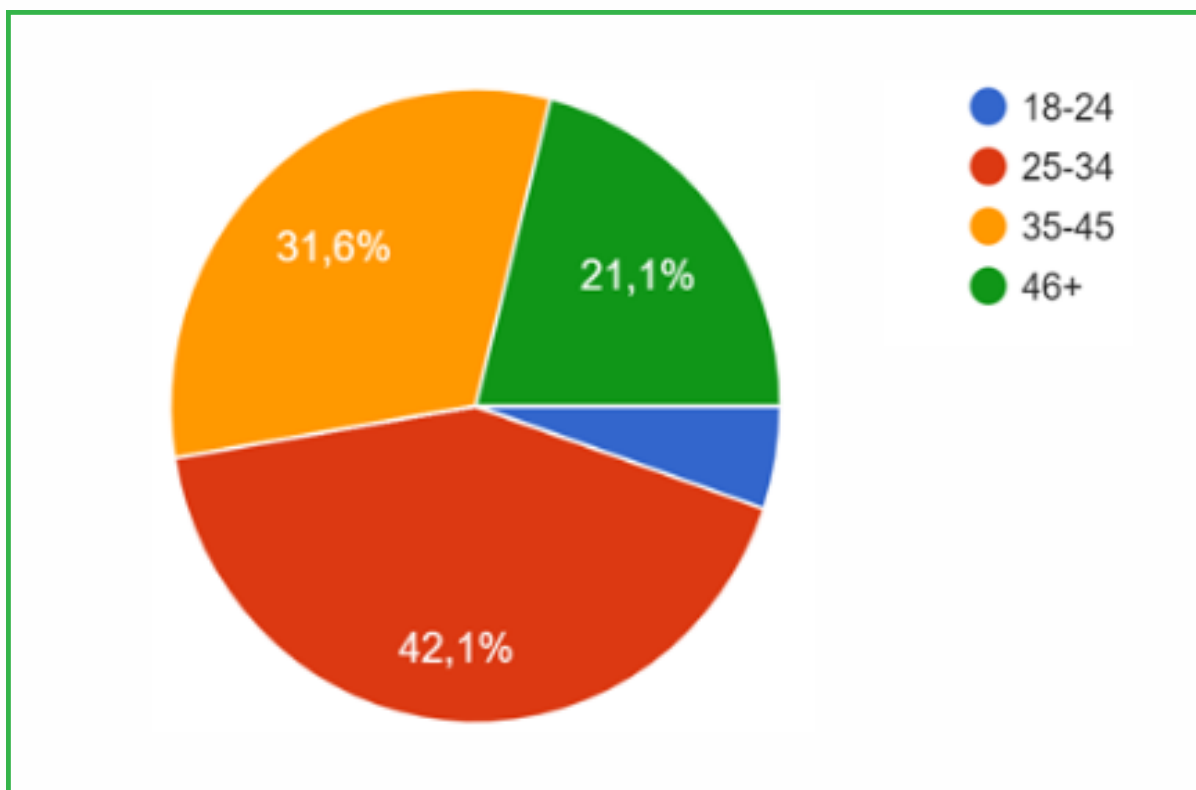


## 7.2. Analysis Results from Best Buddies Greece

### a) Descriptive Information

**Age:** The survey involved 19 participants of which,

- One (5.2%) was in the 18-24 age group,
- Eight (42.1%) in the 25-34 age group,
- Six in the (31.6%) 35-45 age group and
- Four (21.1%) in the 46+ age group

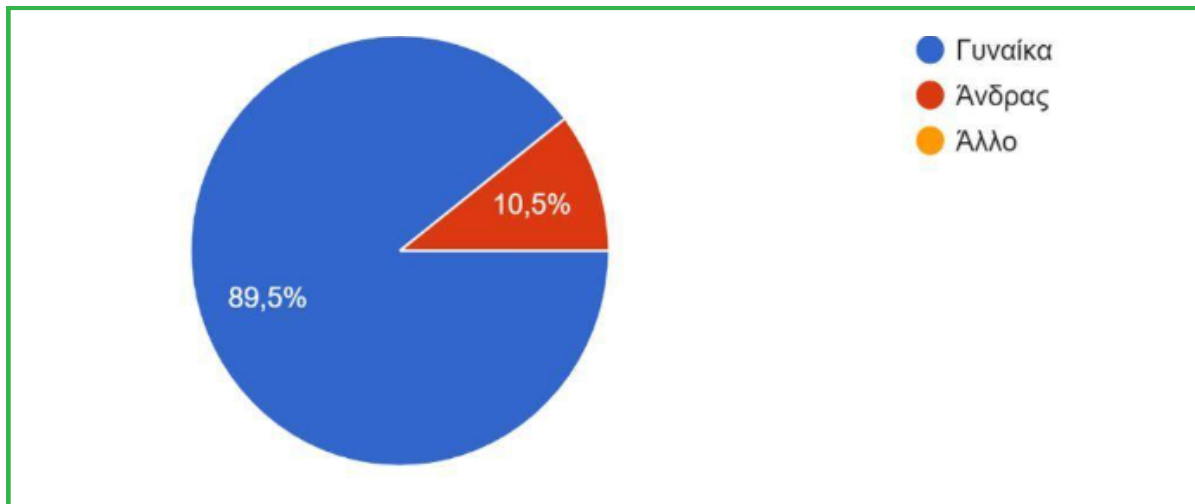


1. Age groups of participants

# 7. ANALYSIS RESULTS

**Gender:** Of the 19 participants

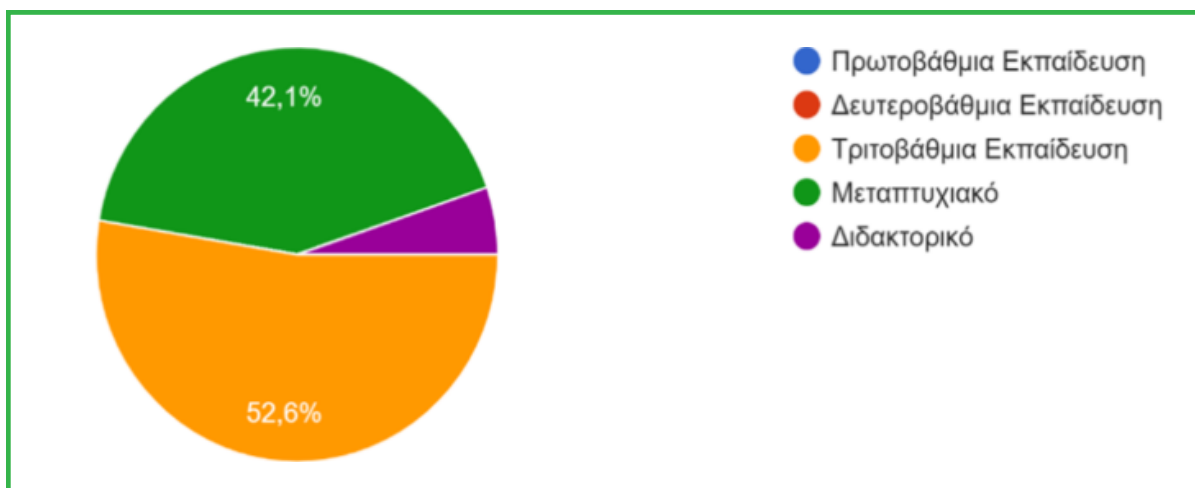
- Seventeen were females (89.5%),
- Only two were males (10.5%), and
- None (0%) of them answered «Other»



2. Gender distribution

**Education:** Regarding the level of education of the participants, the following were revealed

- Primary education: 0 respondents (0%)
- Secondary education: 0 respondents (0%)
- Tertiary education: 10 respondents (52.6%)
- Master: 8 respondents (42.1%)
- PhD: 1 respondent (5.3%)

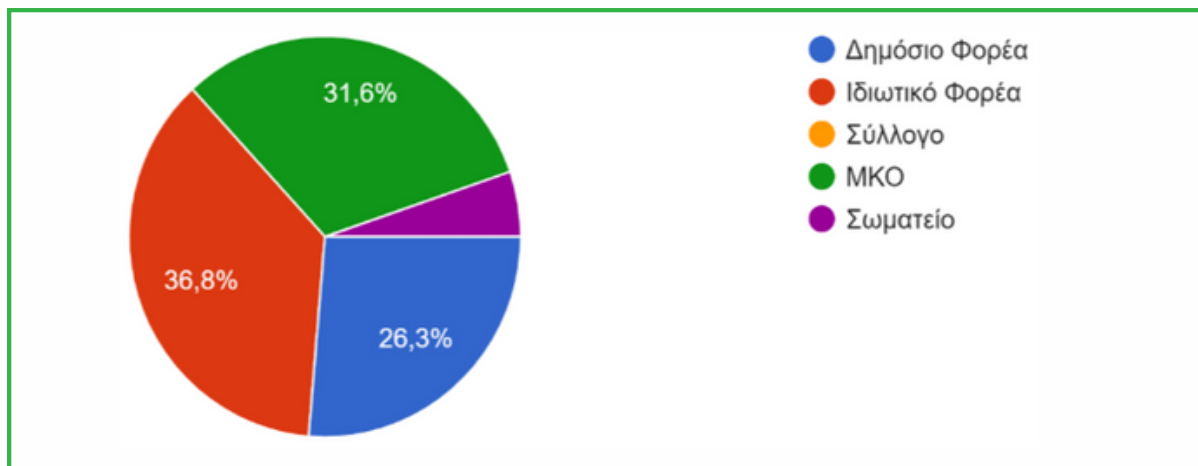


3. Education level

## ANALYSIS RESULTS

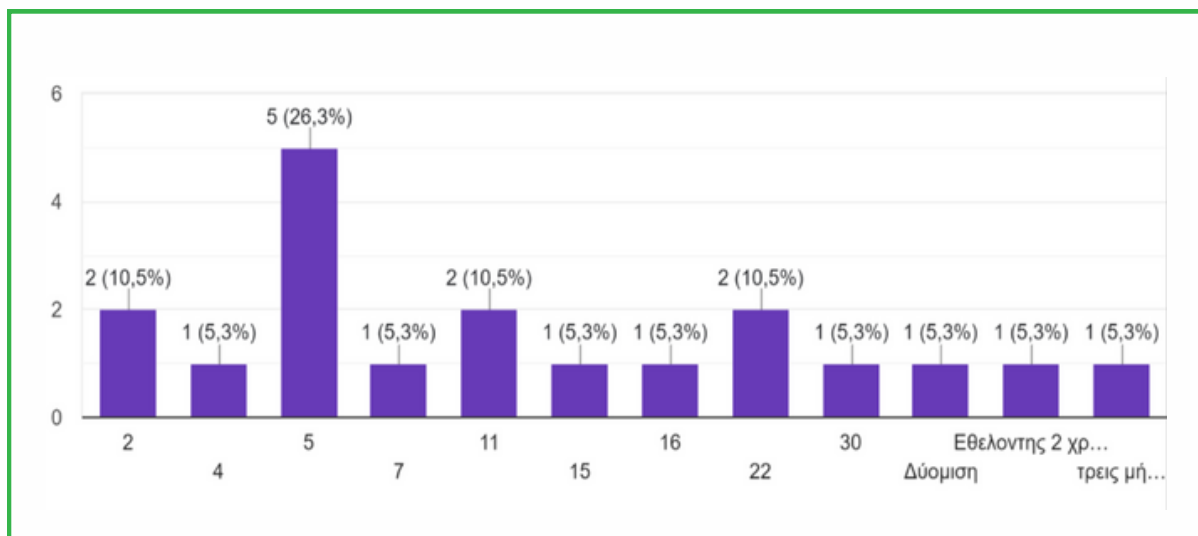
**Work:** In the pie chart below, of the professionals participating in the survey,

- Five (26.3%) are working in a Public Organization
- Seven (36.8) are working in a Private Organization
- Six (31.6) are working in NGOs
- One (5.3) is working in an Association



#### 4. Work position

Years of working with people with ID: Eleven (57.8%) of the participants stated that they have been working less than 15 years with PwID, while at the same time eight (42.2%) participants reported that they have been working 15 or more years with these people.



#### 5. Years of working with I.D. people

# 7. ANALYSIS RESULTS

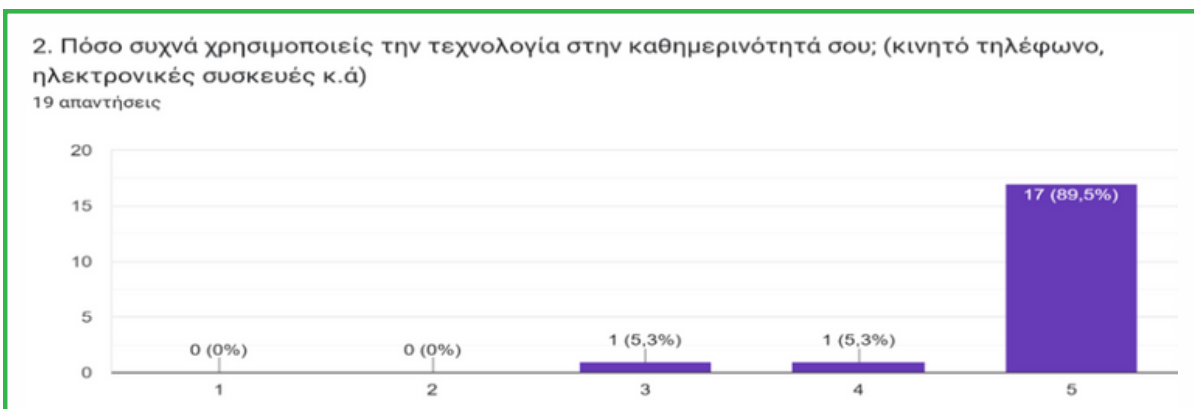
## b) Digital Skills Questionnaire

From the analysis of the Digital skills questionnaire responses, the following findings emerged:

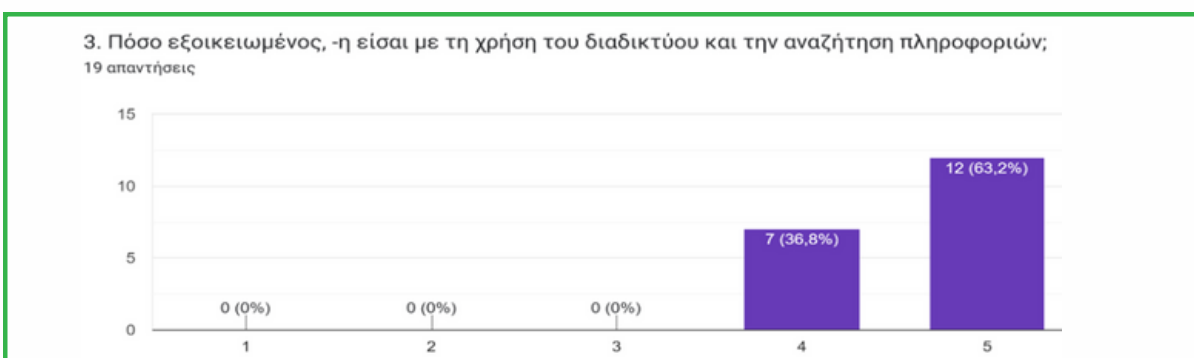
1. The majority of the participants were either well or very well aware of the term “Digital skills”.



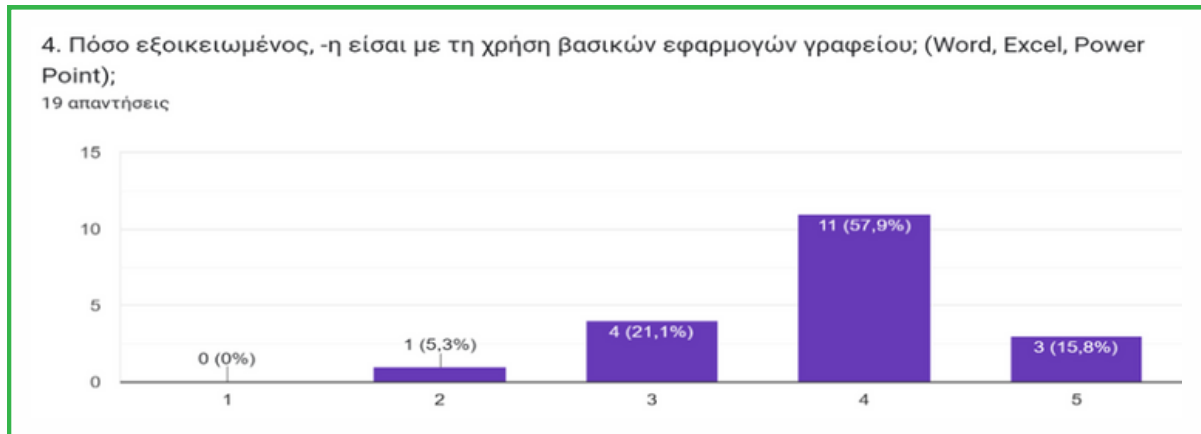
2. Almost all participants use technology frequently in their daily lives.



3. Regarding the use of the internet and searching for information, all respondents were quite or very familiar with it.



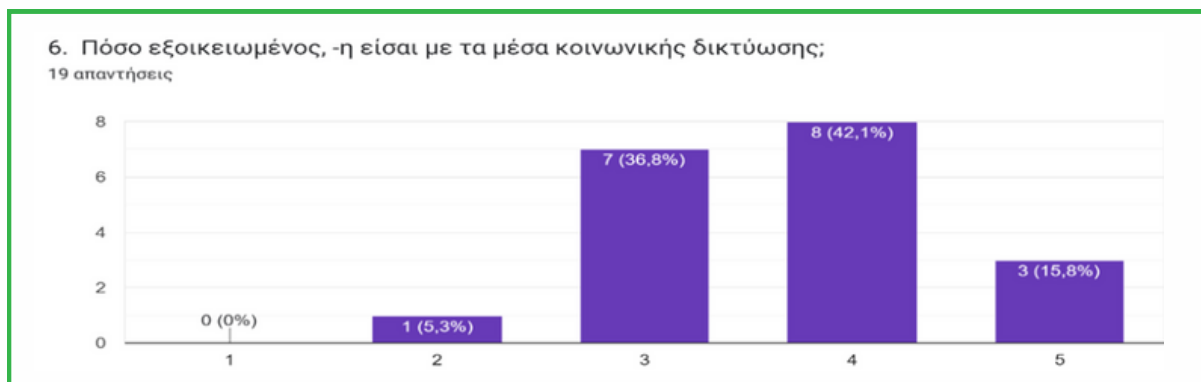
4. Most of the participants are very familiar with the use of basic office applications (Word, Excel, PowerPoint).



5. The largest percentage of respondents are not familiar with web and application development. Few are those who can cope with them.

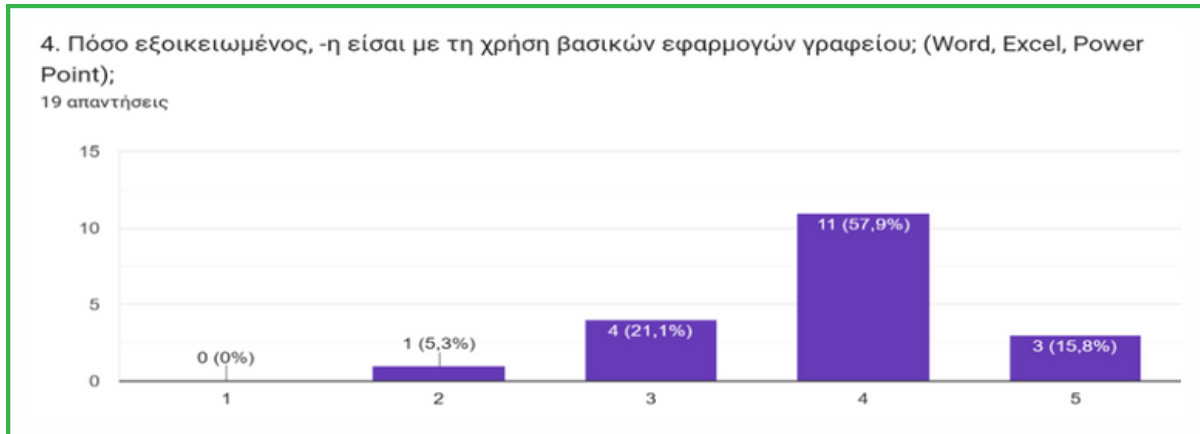


6. All participants appeared to be familiar with social media, some more and some less.

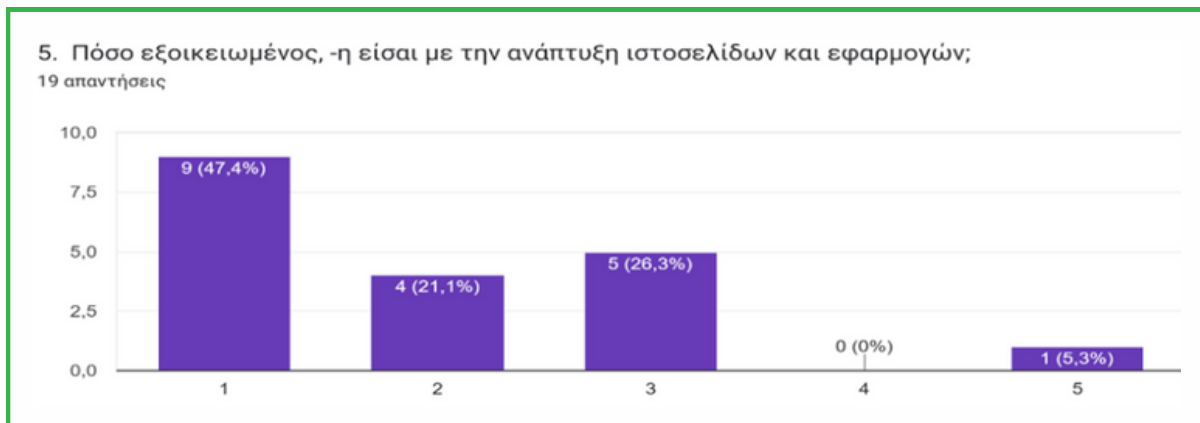


# 7. ANALYSIS RESULTS

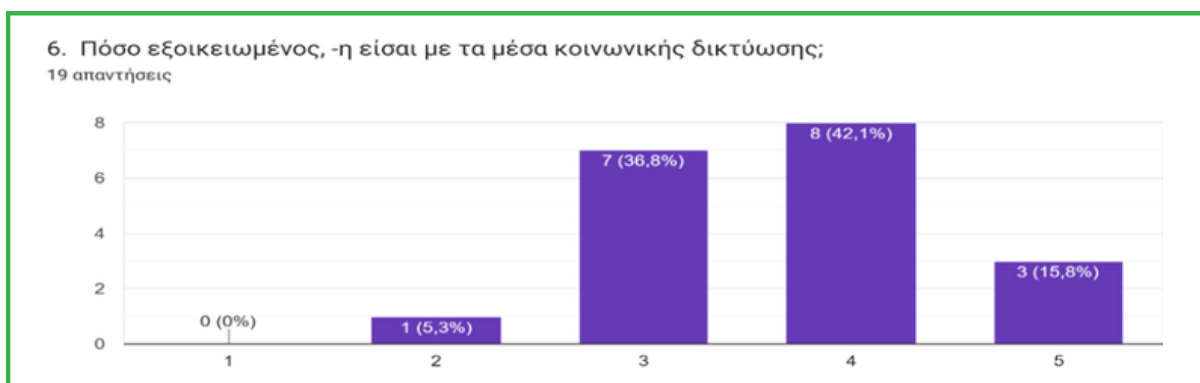
4. Most of the participants are very familiar with the use of basic office applications (Word, Excel, PowerPoint).



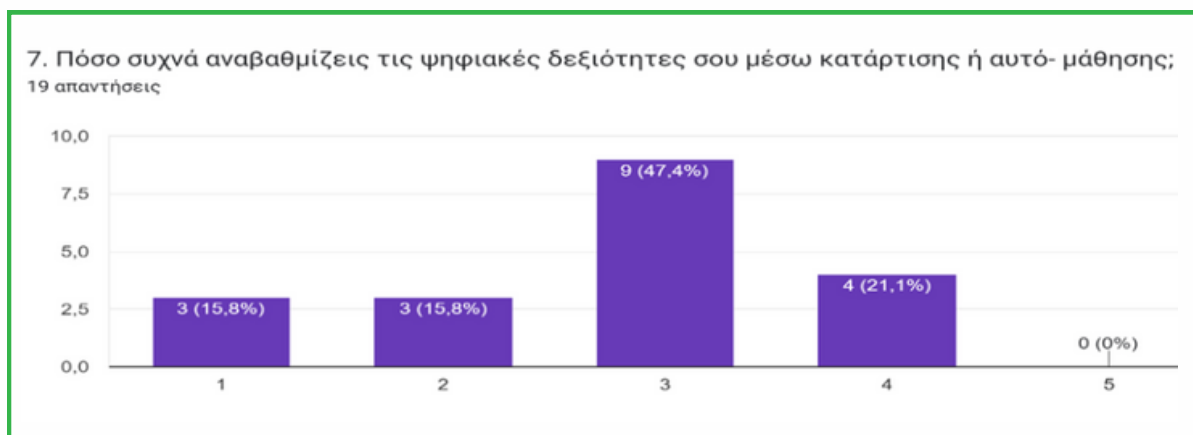
5. The largest percentage of respondents are not familiar with web and application development. Few are those who can cope with them.



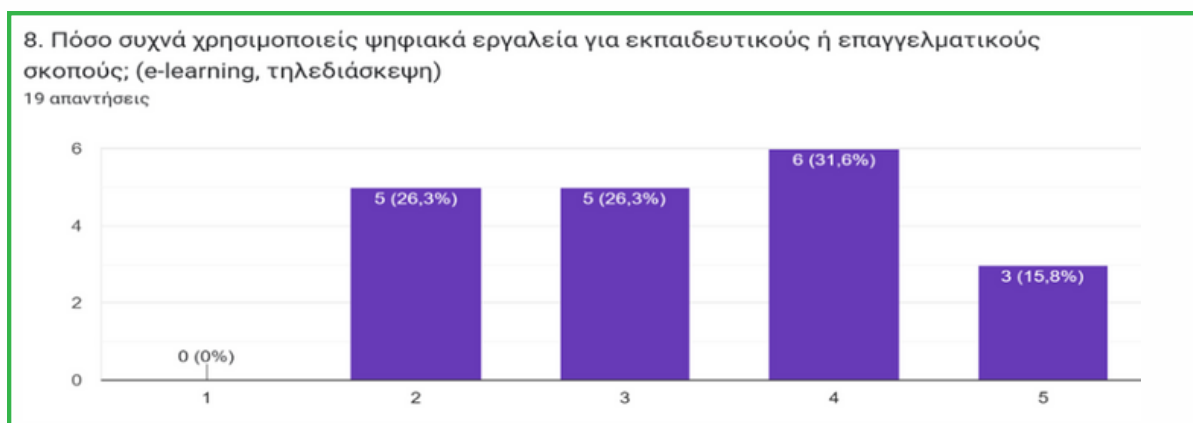
6. All participants appeared to be familiar with social media, some more and some less.



7. Most participants tend to upgrade their digital skills often or quite often through training or self-learning.



8. Concerning how often participants use digital tools for educational or work purposes, most of them use them quite often, while few of them use them a little or not at all.



9. All interviewees consider digital skills to be important or very important for the future of a greener everyday life.

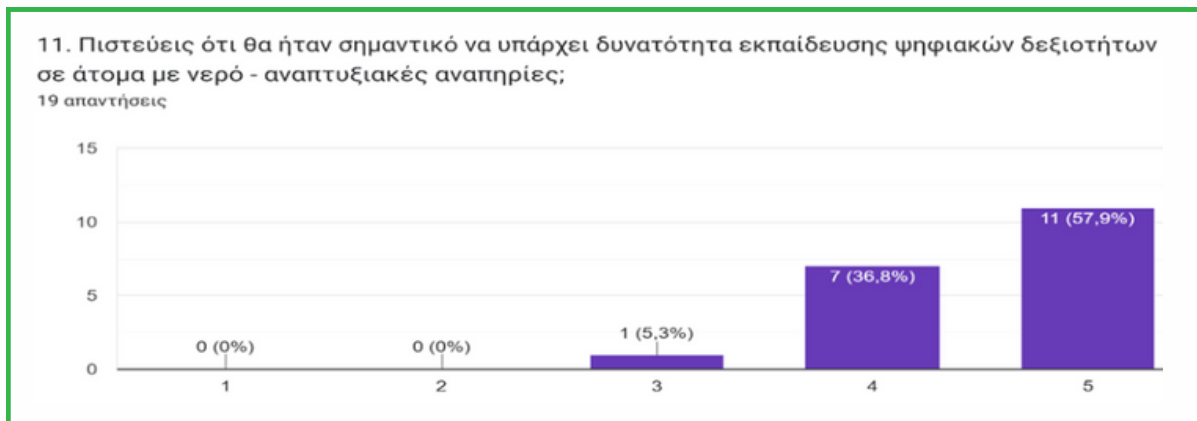


## 7. ANALYSIS RESULTS

10. Most participants frequently use digital tools, either for educational or digital purposes, in their work or in their interaction with PwID.



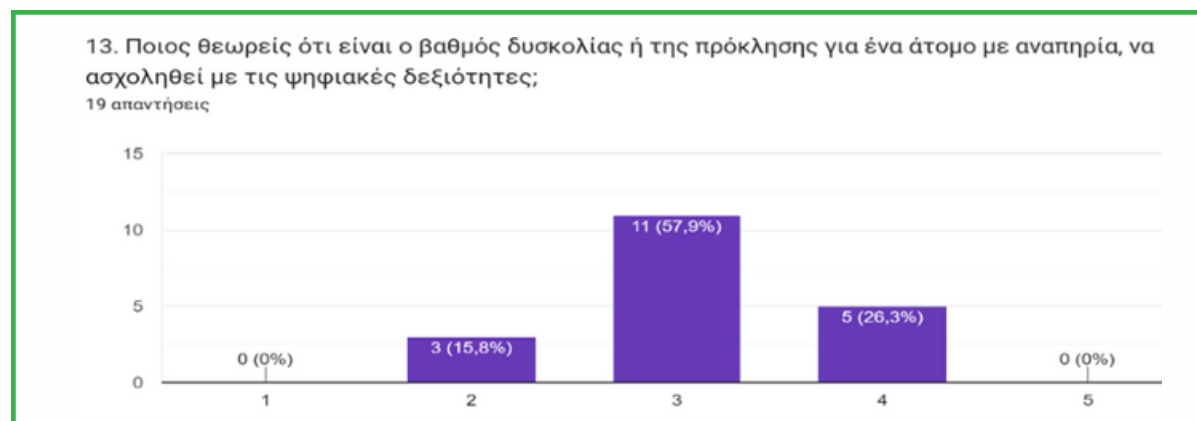
11. All participants believe that it would be very important to give people with developmental disabilities the opportunity to receive digital skills training.



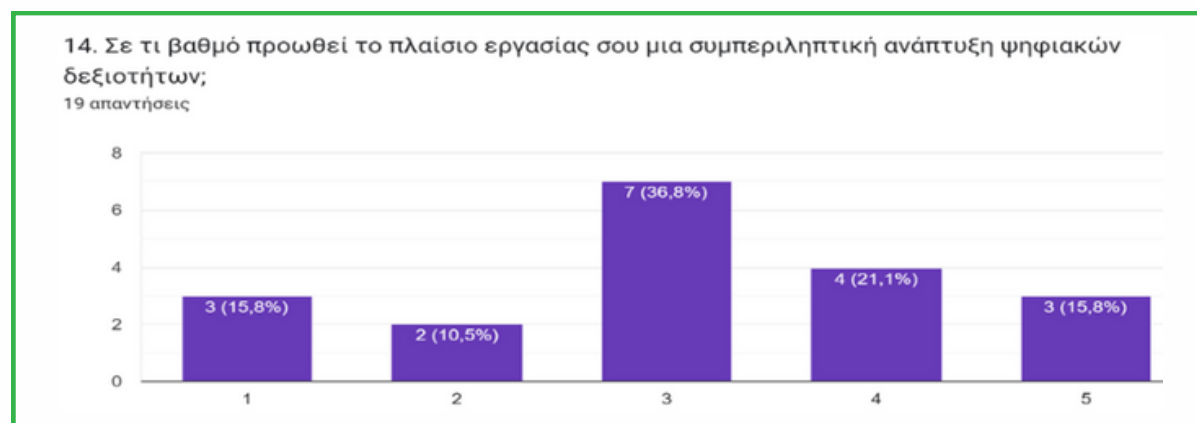
12. Through their own experience, the majority of participants stated that there are many PwID who are familiar with Digital skills.



13. All participants consider that there is difficulty for a person with an intellectual disability to deal with digital skills, some to a greater extent and some to a lesser extent.



14. The working context of most participants promotes the inclusive development of Digital skills to a satisfactory degree.

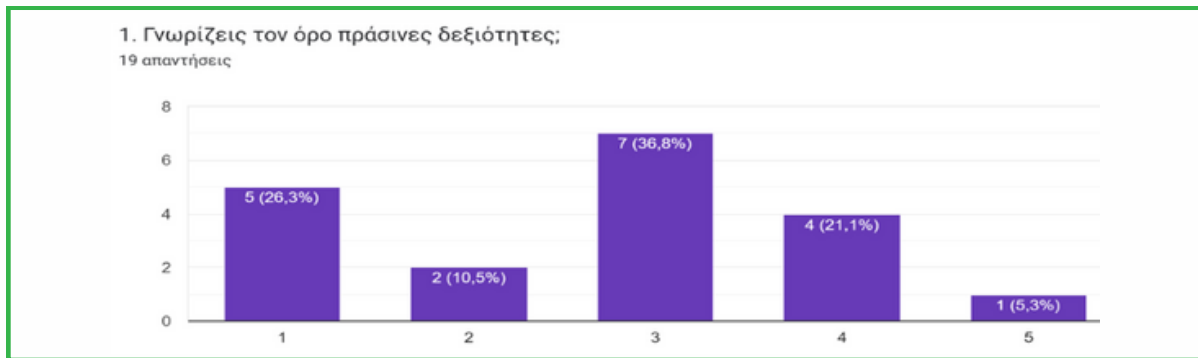


# 7. ANALYSIS RESULTS

## c) Green Skills Questionnaire

Furthermore, the analysis of the Green skills questionnaire data, showed the following conclusions for the participants:

1. More than half of the participants knew the term «Green skills» well or quite well, while some of them had little or no knowledge about it.



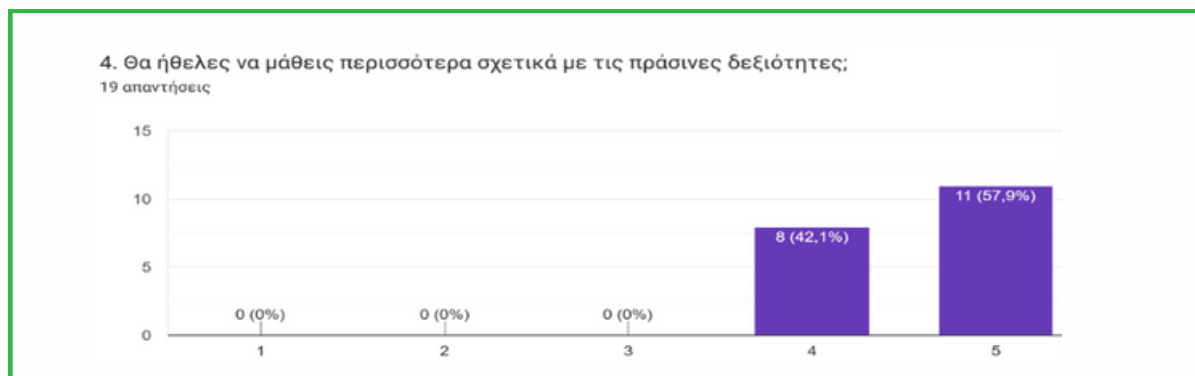
2. Most respondents are well familiar with sustainable development and few of them are a little familiar with it.



3. The majority of the participants use practices towards sustainable development in their everyday life.



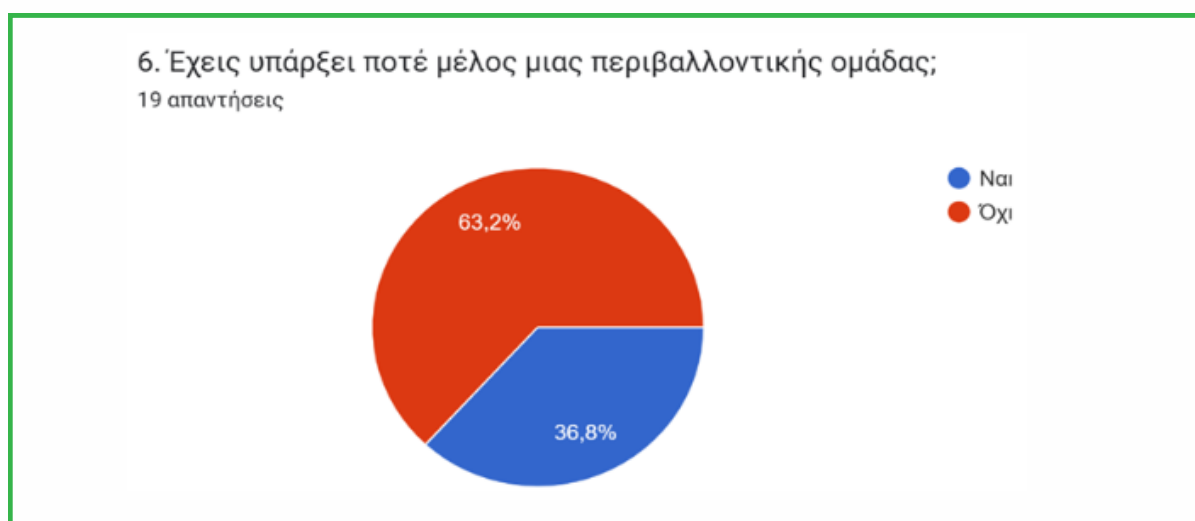
4. All participants would like to learn even more about Green skills.



5. Most participants stated that they often participate in environmentally friendly activities.

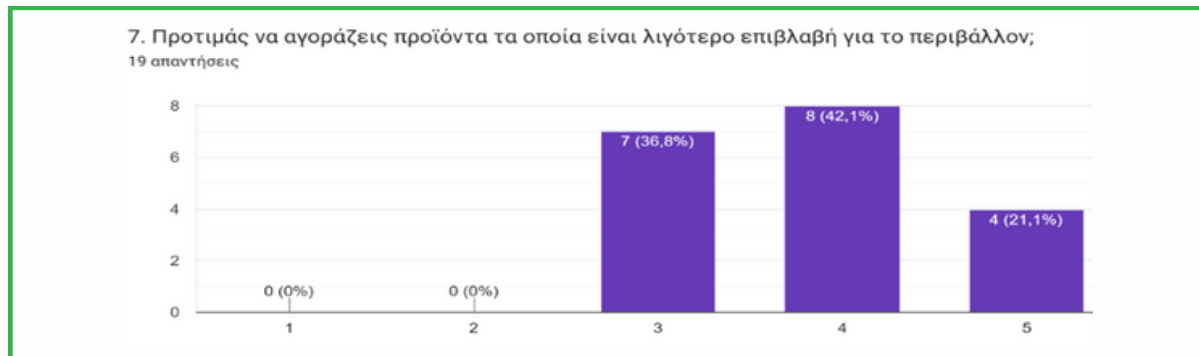


6. Most participants have been a member of an environmental group in their life.



## 7. ANALYSIS RESULTS

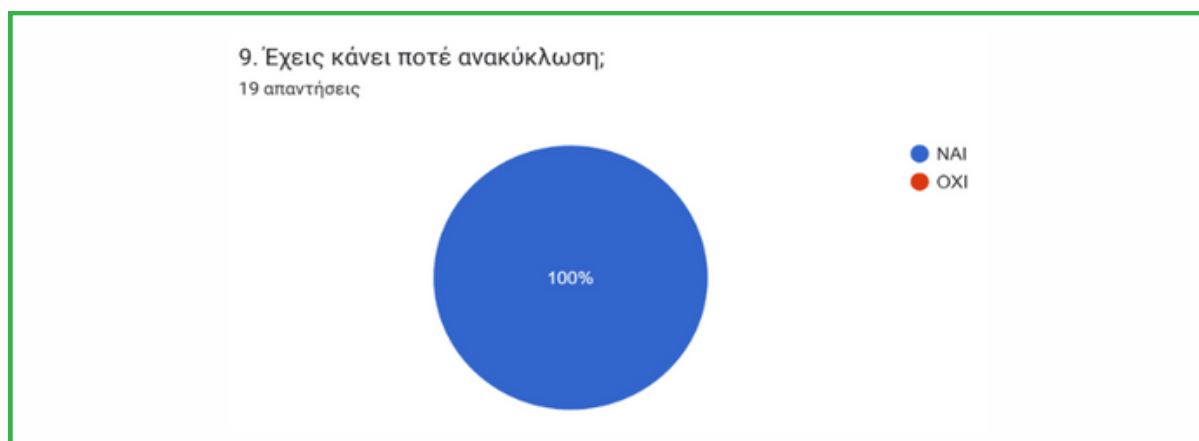
7. All participants often prefer to buy products that are less harmful to the environment.



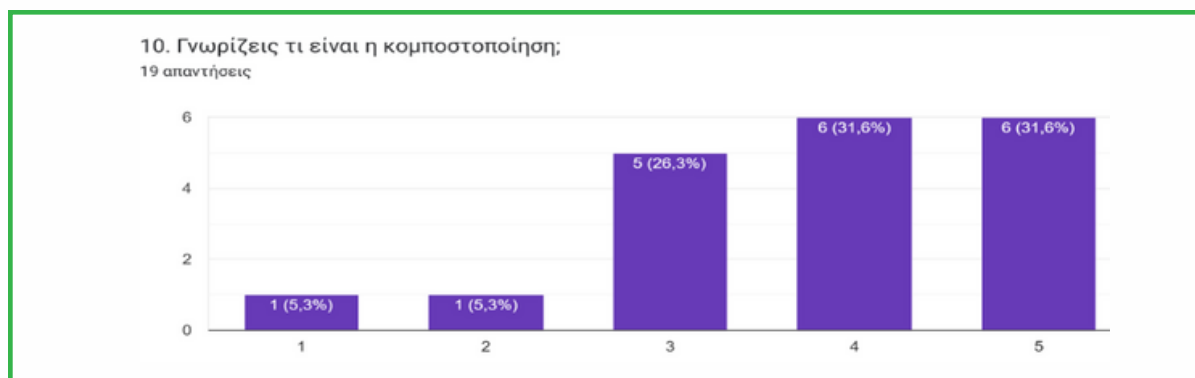
8. Regarding the question if they have ever done tree planting, the majority of participants answered positively.



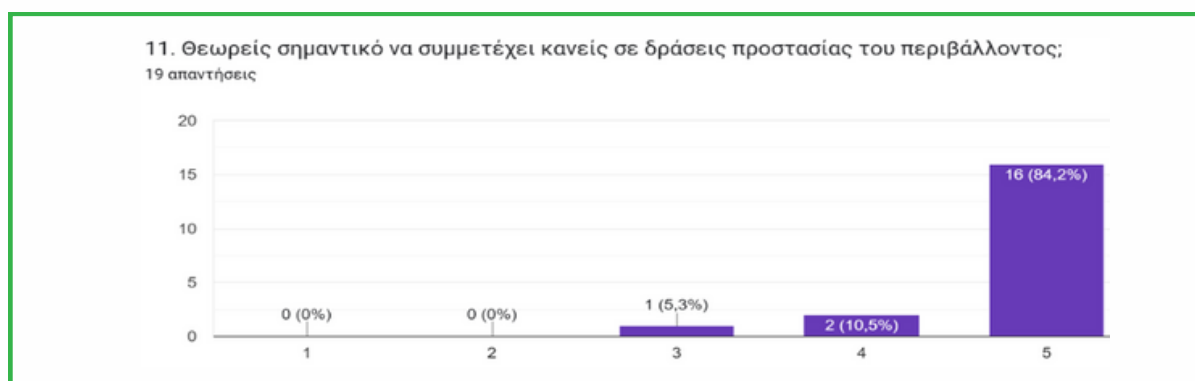
9. All participants reported having planted trees at least once in their life.



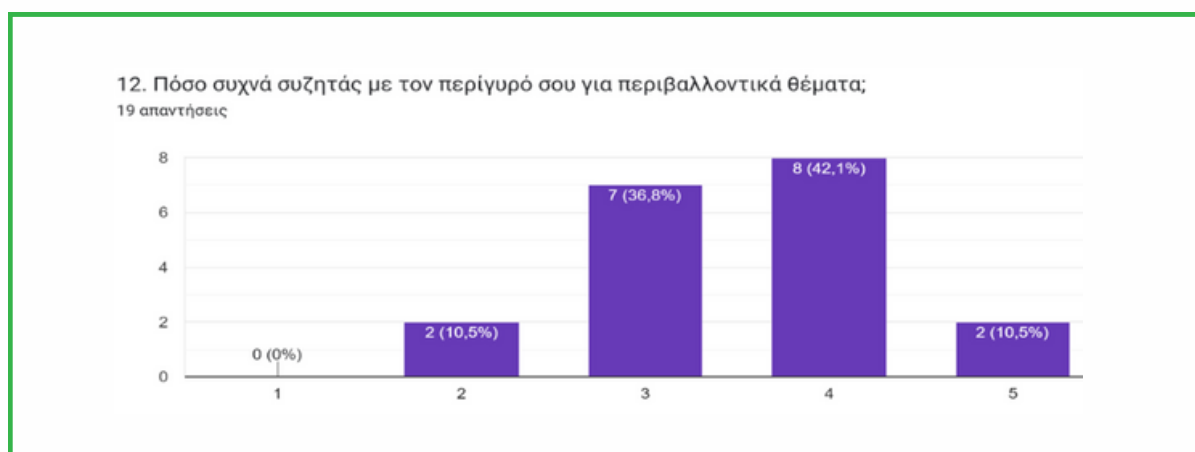
10. Most of the participants were very aware of what composting is, while only a few had a little idea about what it is.



11. All participants consider that it is very important to participate in actions for the protection of the environment.



12. All participants stated that they discuss environmental topics with their social circle, some of them occasionally, but most of them often or very often.

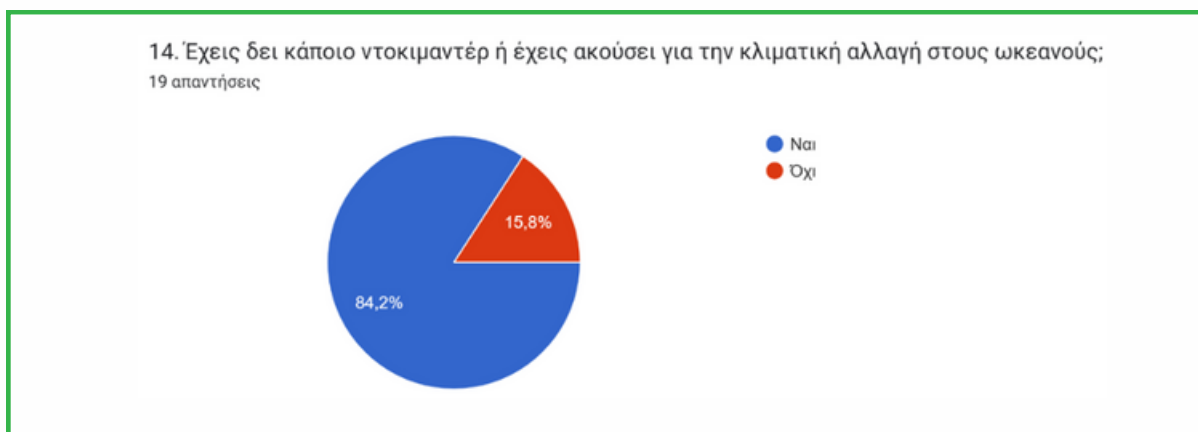


## 7. ANALYSIS RESULTS

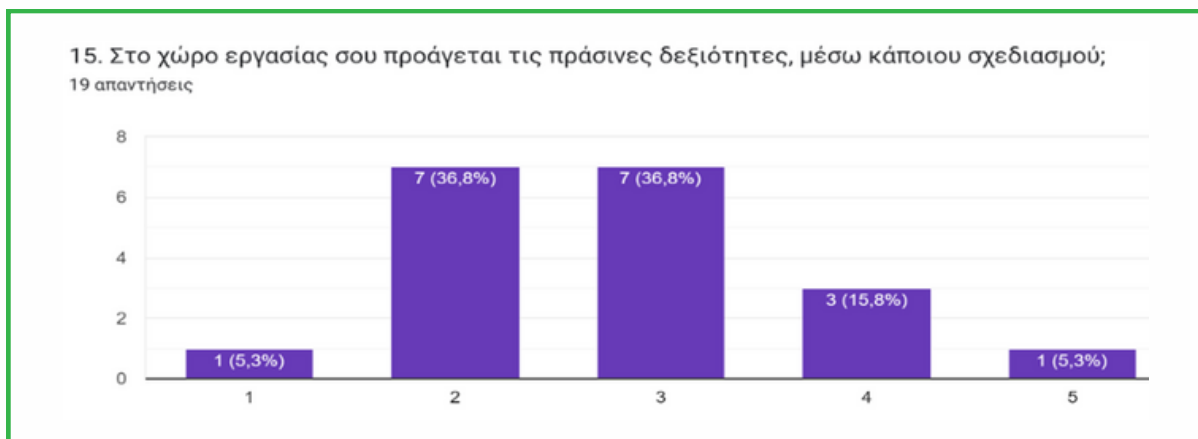
13. All respondents knew what can cause a fire, some were more and some less aware about that.



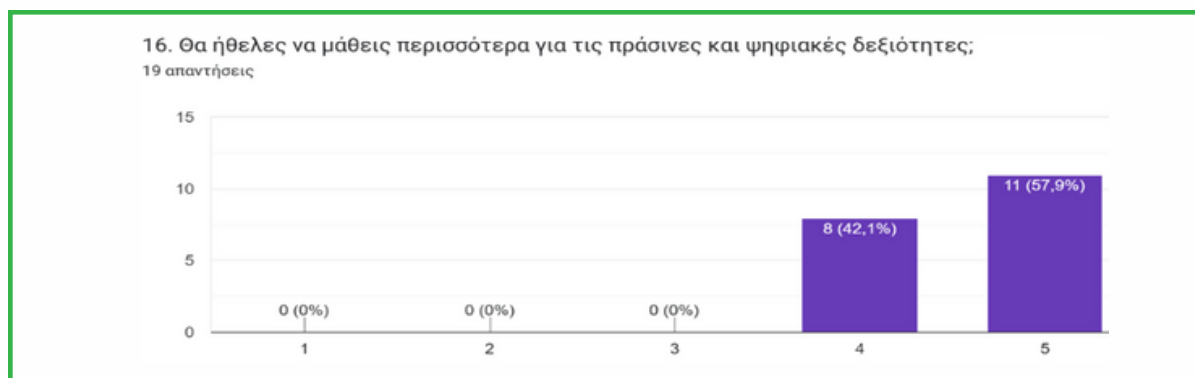
14. Almost all the respondents have seen a documentary or heard about climate change in the oceans.



15. The workplace of most of the participants does not seem to promote green skills to a sufficient level, through some planning.



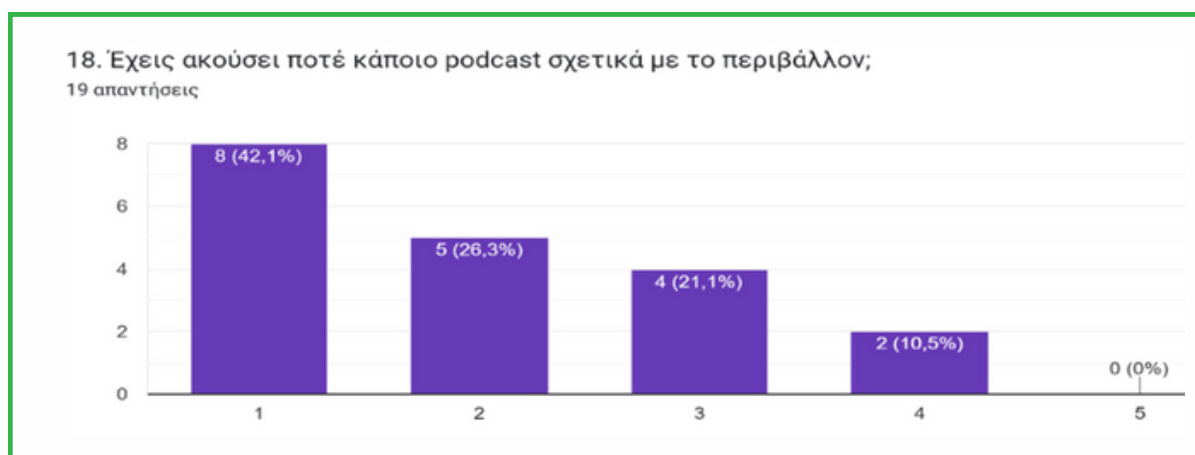
16. All participants expressed their enthusiasm to learn more about green and digital skills.



17. On the environmental topics that participants would like to hear about in a series of podcasts, it appeared that there was a high interest in: 1) Climate Change (73.7%), 2) Greener Lifestyles (63.2%), Fires (63.2%), 3) Green Technology (57.9%), Ocean Protection (57.9%).



18. Few of the participants had ever listened to a podcast about the environment.



## 7. ANALYSIS RESULTS

19. Co-creating a podcast with a PwID, is an interesting idea for most of the participants.



20. The ideal duration of a podcast would be 11-15 minutes, according to most respondents (63.2%).



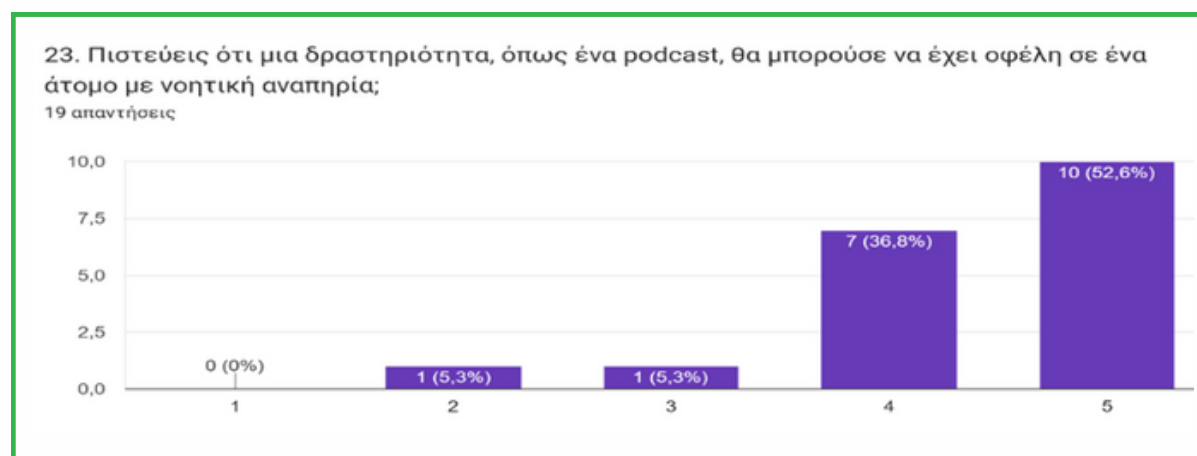
21. Regarding the difficulties they might encounter in trying to conduct a podcast in collaboration with a PwID, most participants believe there will be many, and some believe there will be few.



22. According to the participants, the challenges or difficulties that may exist in a Podcast are:

- 1) Difficulty in preparing and understanding the topics
- 2) Communication and speech problems
- 3) The difficulty of making people with mental disabilities feel comfortable and the fatigue that can occur for them
- 4) The time it takes to develop a topic
- 5) Intimacy and trust between the volunteer and the person with an intellectual disability.

23. All participants believe that an activity like a Podcast, would greatly benefit a PWID.



# 7. ANALYSIS RESULTS

## 7.3. Overall Conclusions Results (Greece & Bulgaria)

Generally, the total number of participants (34) from Greece and Bulgaria was very satisfactory for the purposes of the survey. Moreover, it helped to extract important conclusions about the knowledge and the familiarity of the participants on the Digital and Green Skills, as well as about the ideal time of a Podcast, about the topics that are most interesting to discuss with, and about the difficulties that may exist in collaborating with a person with an intellectual disability.

### **In conclusion:**

- Most of the participants who took part in the survey were females, while all age groups were represented.
- Most respondents work in Public or Private Organizations and NGOs, while concerning the years of work experience with PwID, it appears that most participants have been working with these people for 15 years or more.
- All participants had a bachelor's or master's degree or PhD.
- Most participants had a good knowledge about Digital skills.
- All participants use the internet frequently and basic office applications in their daily lives and are also familiar with social media.
- All interviewees, more or less, think that digital skills are important for the future of an environmentally friendly life.
- All participants believe that there are PwID who have some knowledge on Digital skills, and they consider that it is very important to give these people the opportunity to receive more training on Digital skills.
- All respondents believe, either to a lesser or greater extent, that PwID will have some difficulty in coping with Digital skills.
- Most participants consider that their working environment promotes the development of inclusive Digital skills to a satisfactory degree.
- The majority of the respondents were aware about the Green skills.
- All participants were familiar with the concept of sustainable development and use sustainable development practices in their daily lives.

- Most of the respondents stated that they are involved frequently in environmentally friendly activities and have been part of an environmental group.
- All participants would like to learn more about Green skills, while at the same time they have taken part in tree planting and prefer products that are less harmful to the environment.
- Regarding the process of composting, some of the participants knew it quite well and some less.
- All participants considered it important to participate in environmental actions and were aware of the causes of the fires.
- Furthermore, all participants have seen a documentary on climate change, and they would like to have more green skills promoted in their workplace.
- The two topics most preferred by participants to be discussed in a podcast are: 1) Climate Change and 2) Green Technology.
- According to the respondents the ideal time for a podcast is 5 – 10 or 11 – 15 minutes.
- All the interviews think it is a good idea to work with a PwID but nevertheless there may be some difficulties or challenges such as: 1) Difficulty in communication, 2) Difficulty in preparing and understanding the topics of the Podcast, 3) The intimacy and trust between the volunteer and the person with an intellectual disability.

## 7.4 Emerging Topics From the Results

The most interesting topics for discussion in the One-to-One PoIDcast, that emerged from the responses of the Greek and Bulgarian participants were the following.

**Climate Change:** Climate changes are caused both by natural processes and by human activities that affect the climate, such as modifying the composition of the atmosphere. According to the United Nations Framework Convention on Climate Change (UNFCCC), climate change is defined as climate variability that is directly or indirectly caused by human activities, as opposed to «climate variability» resulting from natural causes (Pielke, 2004).

# 7. ANALYSIS RESULTS



**ANALYSIS RESULTS**

**A Greener Way of Life:** Adopting a more environmentally friendly lifestyle can help reduce environmental impacts and promote sustainability. Some important changes that can be made by everyone to promote a greener lifestyle include recycling plastics, paper, glass, etc., using solar and wind energy, preferring organic products produced without chemicals, using public transport or electric cars, composting organic waste, donating or 'swapping' things we do not use, education about the environment and climate change (Lorenzen, 2012).

**Fires:** Fires are a natural (thunderbolts, volcanic activity, spontaneous combustion) or a man-made disaster (careless use of fire, cigarettes, accidents, arson, industrial activities, agricultural and farming practices). In addition, climate change (high temperatures, prolonged droughts, extreme weather events, changes in vegetation) contributed to an increase in both the frequency and intensity of fires, altering the environmental conditions that facilitate their occurrence (Flannigan et al., 2000).

**Pollution and Green Industry:** Pollution refers to the pollution of the environment by harmful substances (chemical, toxic, gaseous, plastic, etc.) mainly from industrial and human activities that it causes negative impacts on the environment, human health and biodiversity (Paz-Alberto & Sigua, 2013). Green industry or eco-technology, or sustainable technology refers to the application of science and technology to the protection of the environment. The use of technology includes environmental science, environmental monitoring, and green chemistry. In the field of technology, the use of green technology is with photovoltaic cells, bioreactors, wind turbines and other means of sustainable energy production and generally anything that results in reducing the impact of humans on the planet. Green technology also supports waste management and recycling (Paz-Alberto & Sigua, 2013).

**Protection of Oceans:** The seas, the oceans and their environment are an important source of natural and economic wealth and we all have a duty to preserve and protect them in order to ensure that they continue to sustain us in the future. The protection of the oceans can be ensured by protecting biodiversity and ecosystems, reducing air, water and soil pollution, shifting to a circular economy, improving waste management and ensuring the sustainability of the blue economy and fisheries sectors (Lubchenco & Grorud-Colvert, 2015).





# CHAPTER 8

## CONCLUSIONS



## 8. CONCLUSIONS

**"PoIDcast BUDDIES"** is a project that aims at the inclusion and the empowerment of PwID. This is achieved through an innovative method that includes a series of podcast episodes in which a volunteer and a PwID discuss issues related to the environment. The objective of the project is to increase accessibility and participation in education especially for PwID and to establish a connection between them. Also, through this project both volunteers and PwID will develop green and digital skills and will become more environmentally aware. In addition, **"PoIDcast BUDDIES"** promotes the social inclusion of PwID and the engagement of the audience who will be able to participate in the podcasts and interact with the volunteers and the PwID.

For the purposes of the project (promote the inclusion of PwID and empower PwID), a Methodological Guide was developed, which is addressed to professionals/educators working with PwID, organisations that empower PwID and organisations that promote volunteering. Through the Methodological Guide, professionals will have the opportunity to learn how to organise a podcast with a volunteer and a PwID, how to prepare the PwID before each podcast episode, what training is required for all project participants, how to conduct an interview with a PwID and the environmental issues that can be discussed by participants. In this way, practitioners will add to their toolbox an additional pedagogical method, very important and useful for empowering PwID, volunteers and themselves in Green and Digital skills, who can implement it in their own organization and thus become training centers in the community.

Although in this project the podcasts are conducted with the participation of a volunteer and a PwID, they can equally be done with a volunteer and a person of typical development.





# CHAPTER 9

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# CHAPTER 10

## APPENDICES



# 10. APPENDICES

## Appendix 1

### Demographics

1. Name: .....

2. Age: 18-24 / 25-34 / 35-45 / 46+

3. Gender: Male/ Female / Other

4. What is your educational level?

Primary education / Secondary education / Higher education / MBA/ Ph. D

5. Job Title / Occupation: .....

6. Do you work in: Public Organization / Private Association / NGO / Other

7. How many years have you been working with people with intellectual disabilities?

## Appendix 2

### Digital Skills Questionnaire

Responses:

- 1 – NOT AT ALL / NONE
- 2 – I HAVE AN IDEA / A LITTLE BIT
- 3 – I KNOW IT / OFTEN
- 4 – I KNOW IT WELL / MORE OFTEN
- 5 – I KNOW IT VERY WELL / ALWAYS

1. Do you know the term digital skills?

1 – 2 – 3 – 4 – 5

2. How often do you use technology in your daily life? (e.g. mobile phone, email)

1 – 2 – 3 – 4 – 5

3. Are you familiar with using the Internet and searching for information?

1 – 2 – 3 – 4 – 5

4. Are you familiar with using basic software (e.g. Word, Excel)?

1 – 2 – 3 – 4 – 5

5. Are you familiar with Website and Application Development?

1 – 2 – 3 – 4 – 5

6. Are you familiar with social media?

1 – 2 – 3 – 4 – 5

7. How often do you upgrade your digital skills through training or self-learning?

1 – 2 – 3 – 4 – 5

8. How often do you use digital tools for education or business purposes? (e.g. e-learning, video conference)

1 – 2 – 3 – 4 – 5

9. How important do you think digital skills are to the future of an eco-friendly life?

1 – 2 – 3 – 4 – 5



## 10. APPENDICES

10. In your workplace or in your contact with people with disabilities do you use digital tools either for educational or professional reasons?

1 – 2 – 3 – 4 – 5

11. Do you think it would be important to have the ability of training digital skills for people with intellectual disabilities?

1 – 2 – 3 – 4 – 5

12. In your experience are there people with ID who are familiar with digital skills?

1 – 2 – 3 – 4 – 5

13. What do you think is the degree of difficulty or challenge for a person with ID to engage in digital skills?

1 – 2 – 3 – 4 – 5

14. Does your work environment promote digital skills development, in the sense of inclusion?

1 – 2 – 3 – 4 – 5

## Appendix 3

### Green Skills Questionnaire

Responses:

1 – NOT AT ALL / NONE

2 – I HAVE AN IDEA / A LITTLE BIT

3 – I KNOW IT / OFTEN

4 – I KNOW IT WELL / MORE OFTEN

5 – I KNOW IT VERY WELL / ALWAYS

1. Do you know the term green skills?

1 – 2 – 3 – 4 – 5

2. Are you familiar with the concept of sustainability?

1 – 2 – 3 – 4 – 5

3. Do you use practices towards sustainable development every day?

1 – 2 – 3 – 4 – 5

4. Would you like to learn more about green skills?

1 – 2 – 3 – 4 – 5

5. Do you participate in environmentally friendly actions?

1 – 2 – 3 – 4 – 5

6. Have you ever been a member of an environmental group?

1 – 2 – 3 – 4 – 5

7. Do you prefer to buy products that are less harmful to the environment?

1 – 2 – 3 – 4 – 5

8. Have you ever done tree planting?

YES / NO

9. Have you ever recycled?

YES / NO

10. Do you know what composting is?

1 – 2 – 3 – 4 – 5



# 10. APPENDICES

11. Do you think it is important to often participate in actions with the aim to protect the environment?

1 – 2 – 3 – 4 – 5

12. Do you talk with your social circle about environmental issues?

1 – 2 – 3 – 4 – 5

13. Do you know what can cause a fire?

1 – 2 – 3 – 4 – 5

14. Have you ever seen a documentary about climate change and what are the possible effects on the oceans?

1 – 2 – 3 – 4 – 5

15. Is there any planning in your workplace that promotes green skills?

1 – 2 – 3 – 4 – 5

16. Would you like to improve the way you manage or learn more about green and digital skills?

1 – 2 – 3 – 4 – 5

17. Choose the most interesting environmental topics for you that you would like to hear in a series of podcasts:

Recycling

Greener life – less plastic

Composting

Tree planting

Fires

Protection of marine animals

Protection of the oceans

Climate change

Green technology

Pollution and green industry

Other

18. Have you ever listened to a podcast about the environment?

1 – 2 – 3 – 4 – 5

19. It would be interesting for you to co create a podcast with a person with ID?

1 – 2 – 3 – 4 – 5

20. According to you, what would be the ideal duration for a podcast about the environment?

5-10 minutes / 11- 15 minutes / 16 - 25 minutes

21. Do you think that you would face any difficulty trying to implement a podcast in cooperation with a pwID?

1 – 2 – 3 – 4 – 5

22. If there is any difficulty, what would be?

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23. Do you think that an activity like a podcast could benefit the participants with intellectual disabilities?

1 – 2 – 3 – 4 – 5

