



Inspired

Focus On Ability



Evaluation of **The Eco-Makers** Programme



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Creative
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Clár Éire Ildánach
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Summary

The Eco-Makers Programme aimed to connect adults with intellectual disabilities to nature and sustainability through creative and inclusive workshops. This evaluation comprised of focus groups with people with intellectual disabilities to assess their perceived benefits from the programme, and the achievement of desired outcomes. Participants developed practical skills in photography, recycling, upcycling, sustainable farming and beekeeping, creating eco-friendly products and produce while gaining confidence and independence. The programme fostered a sense of community, promoted biodiversity conservation, and raised awareness of environmental issues. The project also achieved significant outcomes in skill-building, environmental stewardship, and personal well-being, demonstrating a replicable model for inclusive climate action.

Introduction / Background

The Eco-Makers Workshop is part of the Inspired Scotia Project, a partnership between Inspired CLG and Scotia Glen Farm. Together, they aim to reconnect people with intellectual disabilities to the land and environment through biodiversity driven education, recreation and community-based workshops and programmes. The Eco-Makers Workshop is part of the eco-visual arts and sustainability programme. Through innovative and creative workshops, people with intellectual disabilities are empowered to bring recycled-art and sustainability together.



Goals

People with disabilities often face systemic exclusion from environmental activism and policymaking. This exclusion not only limits their ability to contribute but also deprives environmental movements of diverse perspectives (Kett & Cole, 2018). Climate change actors too often view persons with disabilities only as an especially vulnerable group, rather than a source of climate adaptation solutions. These dynamics apply equally, if not more so, to persons with intellectual disabilities, who are rarely considered agents of impactful climate action and thus sidelined from mainstream climate activism as found by a Harvard Law School Project on Disability.

Exclusion from Climate Action poses significant challenges for people with disabilities, exacerbating existing inequalities and hindering their ability to participate fully in society. One of the primary reasons for this is the pervasive stigma and discrimination that individuals with intellectual disabilities often face within broader social contexts.

A recent study by University College London of school students in England about their views on climate change and sustainability education found that students from disadvantaged backgrounds were less likely to experience negative emotions related to climate change with limited capacity to engage with climate issues. The study recommends creative practices to encourage emotional engagement with climate learning, for example, arts-based activities and storytelling.

It is similarly challenging to introduce these environmental themes to adults with intellectual disabilities, engage them on the topic and empower them to act. At present there is very little focus in Ireland on Disability Inclusive Action on Climate Change. Addressing these issues requires a multi-faceted approach that encompasses policy initiatives, advocacy efforts, and the implementation of recognised models of inclusive practices.

The goals of the Eco-makers project are as follows:

- Helping People Rethink Lifestyles
- Connecting to the Biodiversity Crisis
- Understanding the Changing Climate
- Upskilling people with disabilities in sustainable farming and craftsmanship through four areas of activity:
 - Sustainable farming and food production practices
 - Eco-Wood craft workshops
 - Recycling: Trash to Treasure
 - Photography



Activities

The Eco-Makers programme offered a creative learning environment where participants engaged in climate action by recycling, reusing, and upcycling waste materials. Participants learned to transform waste goods such as plastic, beeswax, and coffee bags into jewellery, candles, artwork and functional pieces. The eco-Woodcraft programme enabled participants to repurpose trees affected by Ash Dieback, by crafting wall art, door stops, tables and bird boxes to foster natural habitats. By turning waste wood into valuable items, the programme aimed to promote environmental stewardship and raise awareness of climate action through tangible, creative projects. Participants gained hands-on experience in sustainable organic food production and honey making, learning about the importance of biodiversity and pollination. Working with hives housing native Irish bees, they developed skills in eco-friendly farming and beekeeping while deepening their understanding of environmental stewardship and the value of local ecosystems. The beeswax by-product from honey production was utilised in a candle-making workshop. This activity provided hands-on experience in sustainable product creation, enhancing their understanding of resource efficiency and environmental responsibility, while exploring potential entrepreneurial opportunities.

Through photography workshops, participants learned to appreciate nature and biodiversity by capturing the beauty of their surroundings. They explored local ecosystems, observed wildlife, and documented environmental details, fostering a deeper connection to nature while developing creative and technical photography skills.

This hands-on experience aimed to highlight the importance of conservation efforts, demonstrating how upcycling can reduce waste and promote sustainability. By creating new products from discarded or natural materials, it was envisaged that participants would gain practical skills and an appreciation for environmental stewardship, contributing to a circular economy. This practical experience set out to educate participants about sustainable wood use and food production, but also aimed to enhance their skills in creating eco-friendly products.



Participants also learned how to make more sustainable choices, by engaging in climate-literacy and learning to upcycle. By providing knowledge on how to make your own sustainable alternative products it can encourage behaviour change in other areas of life to reduce energy use, and lessen demand on finite natural resources. The programmes provided practical training and personalised support to empower participants with disabilities to safely handle small craft tools, cutting instruments, and raw materials like soil. Instructors employed adaptive methods, including step-by-step guidance, hands-on demonstrations, and gradual exposure, to help participants navigate sensory challenges and build confidence, allowing participants to progress at their own pace in a supportive environment.

Continuous supervision and encouragement created a safe space for skill development, with clear, visual instructions and adaptive tools aiding learning. Staff and volunteers worked closely with participants, offering individualised assistance to meet diverse needs and foster success.

Each programme emphasised participants' strengths, delivering tailored training and support. By incorporating Universal Design for Learning (UDL) principles, the programmes used visuals, technology such as videos, PowerPoint presentations, and Virtual Reality to engage individuals with sensory, verbal, or auditory challenges, ensuring accessibility and inclusivity for all. However, the tutors noted the lack of suitable material to educate adults with intellectual disabilities about climate change. Material developed for children is not appropriate.

Outline of team and key participants

Inspired hired local artists, craft-makers and other creative professionals to lead and coordinate the delivery of the workshops. The workshops helped to steer people with intellectual disabilities towards a journey of self-discovery and wellbeing. It also provided a platform to be creative and provided people with disabilities an opportunity to make decisions about the world they live in while enabling them to shape the natural environment. Funding from Creative Climate Action Ireland helped to fund Tutors, Materials and this independent research while support from Rethink Ireland facilitated the hiring of a dedicated Project Leader and a Horticulturist, as well as the procurement of essential materials for the project. The Career and Job Coaching team was supported through the Pobal Workability Programme, while the HSE funded the salaries of social care workers, ensuring a comprehensive level of support for each participant.

The organisation has enhanced its strategic position by forming collaborations with community members who have joined a steering group to guide the project’s success. Lecturers from the MTU, IKC3, and CircBio have also agreed to support the project’s development and implementation. These collaborations ensure the project’s initiatives are well-informed, sustainable, and aligned with best practices, fostering an inclusive and environmentally conscious community. The combined expertise and commitment from both community members and academic partners strengthen the project’s impact and long-term viability.



Outputs

Workshops

There was a choice of workshops to choose from and most workshops accommodated seven to eight participants. The workshops were open to anyone who was committed to attend on a regular basis. In total 46 participants with Intellectual Disabilities attended the workshops which were held in the Biodiversity Hub at Scotia Glen Farm.



Participant Engagement

Active involvement of participants in learning practical skills, fostering creativity, and developing environmental awareness.





Venue Engagement

Exhibition Venue at Siamsa Tire Tralee: A Voice in Climate Change



Scotia Farm: The Biodiversity Programme



Wild Mind Festival, Fenit, Co Kerry: Eco-Makers Showcase

Sustainable Products

Creation of eco-friendly items such as handcrafted jewellery, textiles, woodcraft, weaved products, beeswax candles, and organic food products and honey.

Materials

Materials purchased for this project included supplies essential for the workshops and participant activities. These included jewellery-making tools and beads, sewing tools, fabric, and thread for textile workshops. Small beekeeping equipment and materials for honey production. Additional items included organic seeds, compost, and small gardening tools for food sustainability activities. These materials enabled participants to engage hands-on, creating high-quality, sustainable products while learning valuable skills.



Outcomes

Enhanced Community Engagement

Enhanced awareness and appreciation within the community for the abilities and contributions of participants, as evidenced by strong social media engagement and public interest in the Siamsa Tíre exhibition.

- Number of community events: 2
- Exhibition Siamsa Tíre Tralee: Attendees circa 1,400 members of the public over an 8-week period
- Wild Minds Festival: Pop-up Event. Attendees circa 700 members of the public over a 2-day period.

Production Metrics

- Quantity of recycled plastic collected and used: Circa 17Kg
- Quantity of recycled products collected and used (Eco-Wood): Circa 26kg
- Quantity of wax used: 36.5kg



Media Recognition

The project generated significant media interest and showcased the participants' talents and creativity.

Print media also played a key role in amplifying the project's impact. Prestigious publications such as The Irish Independent, The Kerryman, Kerry's Eye, and Tralee Today featured articles about the final exhibition held at Siamsa Tíre in Tralee. These features celebrated the participants' work and drew attention to the importance of climate action and creativity, significantly raising awareness and support for the initiative.

Social media platforms, particularly the Inspired Tralee Facebook account, saw a surge in engagement, with posts highlighting participant achievements reaching a wide audience and sparking positive discussions.

Photos showcasing participant achievements and programme highlights were regularly posted on Inspired social media platforms, particularly Facebook, generating positive feedback and community support. However, Inspired recognises the need to further engage with social media to better highlight initiatives, reach a broader audience, and raise awareness about their impactful work. This includes creating more diverse content, such as videos, participant stories, and behind-the-scenes glimpses, while implementing tools to monitor engagement metrics. It is recognised that by analysing reach, likes, shares, and comments, Inspired will be in a position to refine their social media strategy, ensuring consistent and effective communication to amplify their message and impact.

<https://traleetoday.ie/photos-new-inspired-exhibition-opens-at-siamsa-tire/>



The Irish Independent



The Kerryman

Impact

This study used a qualitative approach to evaluation due to the various abilities of the group, the scope of the research questions, and the limited number of participants involved in each workshop.

Two focus groups were held with 12 participants in total.

The discussion explored the impact of the programme on the beneficiaries with questions aiming to discover if the programme helped them in areas such as practical eco-craftsmanship, social interaction, and engagement with conservation, climate change initiatives, and sustainability practices.

Where feasible we used the 'laddering' technique of Personal Construct Psychology (PCP) to understand attitudes and perceptions. It elicits the 'lived experience' of the target audience and provides insights into the impact the intervention has made on their lives.



Findings

The participants in the programme demonstrated creativity, connection, environmental awareness, sustainability, and personal development and well-being.

- **Product Creation and Market Potential:** Participants created eco-friendly products, showcasing their potential to explore self-employment or entrepreneurial opportunities in the future.
- **Increased Skills and Confidence:** Participants developed practical skills in crafts, sustainable food production, honey making, and photography, boosting their confidence and independence.
- **Environmental Awareness:** Participants gained a deeper understanding of sustainability and biodiversity, fostering a stronger connection to climate action and eco-friendly practices.
- **Empowerment and Inclusion:** The project empowered individuals with intellectual disabilities to express their creativity, contribute to climate action, and participate as valued members of their community.
- **Increased Collaboration:** Strengthened partnerships with artists, professionals, and local businesses, creating opportunities for future projects and sustained impact.

They enthusiastically engaged in crafting projects using natural and recycled materials, foraging for supplies, and repurposing items from their homes. Through activities like woodworking, jewellery making, candle, photography and honey making. They expressed pride in their work. They also enjoyed seeing their creations benefit others, and fostered a sense of teamwork and community.

The project promoted connections with others by enabling participants to share their creations with family, friends, and the community, while at the same time raising awareness about sustainability and fostering confidence through public speaking and interpersonal interactions. These activities helped participants build relationships, gain new skills, and feel a sense of accomplishment.

Participants showed a growing awareness of environmental issues, emphasising recycling, reusing, and biodiversity conservation. They actively created environmentally friendly products, such as birdhouses and handmade jewellery, while reflecting on the broader impact of their actions on the planet and wildlife.

Engagement with the programme has also contributed to upskilling. Participants have learned practical skills like measuring, weighing, and using tools safely. They have gained artistic skills and the ability to create items that are both functional and meaningful, fostering independence and confidence.

The project also enhanced health and well-being by providing a calm, supportive environment in the countryside. Participants appreciate the benefits of being in nature, which helped them to feel focused, confident, and connected. The communal atmosphere and meaningful activities give them a sense of belonging and purpose, making the program a transformative experience. A full qualitative report is found in Appendix A.

Challenges/barriers to research

Conducting research with adults with intellectual disabilities involves unique challenges and barriers related to communication, ethical considerations, and methodological complexity. This cohort is often underrepresented in research, resulting in a lack of diversity and inclusivity in study samples.

- Varied Communication Abilities: Some participants may have limited verbal skills, making it difficult to gather accurate responses
- Understanding Research Concepts: Explaining research aims and processes, and gaining buy-in and consent in an accessible way is challenging
- Cognitive Demands: Traditional research tools, such as surveys, are inappropriate for some due to the cognitive demands they place on participants
- Inclusive Methods: Designing bespoke research methodologies that are accessible to adults with intellectual disabilities requires significant time and resources. Stimulus materials and formats may not always accommodate participants' intellectual needs
- Expressing Opinions: Some participants struggle to articulate their opinions or are shy about giving feedback, leading to potential underrepresentation of their views. Simplistic answers such as 'good' or 'happy' do not provide the insights needed for evaluation of programmes such as this
- Data Reliability: Responses may be inconsistent due to misunderstanding questions or challenges in recalling information. Respondents may repeat what others have said as they are influenced by recency bias, or feel pressured to give the 'right' answers due to social desirability bias
- Avoiding Coercion: Ensuring voluntary participation can be complicated if caregivers or researchers are perceived as authority figures
- Scheduling Conflicts: Coordinating with participants' schedules, support staff, or employment can lead to logistical difficulties

To overcome these barriers, the evaluators adopted inclusive, person-centred approaches, as follows:

- Simplifying communications and using visual aids
- Adapting proven elicitation methods to gain insights - asking for more explanation, e.g. 'Why is that important to you?'
- Collaborating with tutors and support staff to support participants during the discussions while respecting autonomy
- Ensuring prior explanations of consent processes
- Create a comfortable and inclusive research environment in a venue familiar to the participants.



Conclusion

The Eco-Makers Workshop, as part of the Inspired Scotia Project, successfully empowered adults with intellectual disabilities to engage meaningfully with environmental issues through creative, hands-on activities. By merging sustainable practices, artistic expression, and biodiversity education, the programme not only fostered participants' skills and confidence but also strengthened their connection to the community and to the environment. The initiative demonstrated the transformative potential of inclusive, well-supported projects to address societal and environmental challenges.

The main outcomes show a balance between climate action and enhanced creativity and artistic output.

Creativity:

- Participants developed enthusiasm for creative projects using natural and recycled materials
- Foraging for materials, reusing household items, and creating new products instilled pride and happiness
- Gardening projects, like growing vegetables, further enhanced their creative engagement
- Opportunities to create new items fostered enthusiasm for continued learning

Environmental Awareness:

- Participants demonstrated a growing commitment to reusing, recycling, and conserving biodiversity, with practical actions like creating birdhouses and reducing landfill waste
- They linked hands-on activities to broader environmental goals, such as protecting habitats and promoting eco-friendly products

Sustainability:

- Activities inspired urgency in addressing issues like habitat loss and environmental degradation
- Practical contributions, such as growing food and crafting items from recycled materials, empowered participants to take pride in their ability to support sustainability and conservation

Appendix A: Qualitative Report

This qualitative report captures the experiences of participants in the Eco-Makers Programme and assesses the impact of creative workshops focused on sustainability, environmental awareness, and personal development. The workshops provided opportunities for participants to engage in artistic and practical projects that integrated crafting, recycling, upcycling, and sustainable farming practices.

The research aimed to understand how these activities influenced participants' creativity, sense of connection, environmental awareness, and overall well-being. The workshops not only fostered skill development and independence but also created a platform for participants to connect with others, share their creations, and contribute to broader environmental and community initiatives.

By focusing on the lived experiences of the participants, this report captures the transformative potential of inclusive and creative programming in empowering adults with intellectual disabilities. It highlights the use of crafting with recycled materials and sustainable farming to enhance their awareness of sustainability, and the benefits of a supportive and distraction-free environment in enhancing their confidence, social connections, and sense of purpose. These achievements are illustrated with verbatim comments from the participants bringing an unfiltered representation of participants' views, helping to validate the findings, and offering a nuanced understanding of their perspectives.



Creativity

The participants show an appreciation and enthusiasm for creative projects, especially those involving crafting with natural and recycled materials.

“My favourite part is like doing the woodworking”

“I’m going to make a necklace.”

They enjoy foraging for raw materials for their projects from various places, especially on the beach where they collect plastic bottles, shells and stones.

“We look for tiny shells... sometimes we like a small stone... designing on stone like a flower.”

They also source their raw materials with an emphasis on reusing and recycling.

“We make paper out of old paper that we use, like cardboard and stuff.”

“I go to the bins and all, like if the plastic has the number two at the bottom I bring them into the workshop.”

They express pride and happiness in growing food, and creating products from recycled items.

“We make necklaces as well, we melt the plastic and stuff.”

“The coffee bags, we actually make them into bags, put a plant in it, or put all kinds of stuff in it.”

“We’re growing radishes, we’re growing peppers, we’re growing carrots.”



Connection

They value sharing their creations/products as a way to connect with family, engage with the community, and spread awareness about sustainability, whether by telling others, making items that bring joy, or even selling their work. This sharing fosters a sense of pride, a sense of purpose and connection with others through their projects.

“I tell my parents what I do to keep them up to date, what we do every day.”

“All the stuff that we grow here we deliver to [the organic shops]. I do the delivery.”

They feel a sense of accomplishment when they interact with others and their efforts are appreciated. In addition, participants established contacts with businesses in the community who purchased organic foods produced by the programme participants.

“I like to be the one to ask the person in the organic shop what’s the code for the barrier because my memory is good.”



Programme participants actively raised awareness about environmental conservation and sustainability within the community, as they spoke eagerly to members of the public at the exhibitions and markets.

“The jewellery that we make, we have it at the markets for people to buy.”

By presenting their work and engaging in discussions with members of the public, participants appeared to gain confidence in public speaking and interpersonal interactions.

“They were asking who made it and stuff, I was explaining.”

“I show them how we make them and they decide whether they want to buy them or not.”

They also influence family members.

**“My nine-year-old cousin finds it interesting and she brings her recycling to me.”
“I’ve encouraged my parents [to recycle] as well.”**

One participant had received a special commission from a family member

“My godfather did [ask for a bird box]. He wants a special, a special bird box. Yeah, he probably saw them when I brought them home.”



They enjoy seeing the results of their work both in practical use and as items that can benefit others.

“People buy the bags. They use them for shopping.”

One participant had repeatedly expressed his satisfaction that he would be making other people happy with the door-stops he was making.

“That will make them happy.”

This experience also fosters a communal sense of purpose, centred around creativity.

“Like good vibes, good energy, we have lots of chats with our friends.”

Collaborative projects such as the Exhibition held in Siamsa Tíre and the pop-up shop in Fenit Wild Minds Festival, helped foster teamwork and communication.

“I like being a part of a team.”

“We work together as a team and because it’s a great creative [space].”

The participants have gained new friendships, opportunities to socialise, in a supportive and distraction-free environment.

“It’s just, it’s just having fun, having a craic, it’s just having a chat.”

“It helps you. You get support from the staff.”

“It’s much quieter here sometimes. Um, there’s no way that would be distracting.”

Environment

The group demonstrates a growing awareness of environmental issues, specifically around reusing materials to reduce waste and avoid landfill.

“We need something to make things with the stock.”

They understand the importance of recycling and reusing objects - some participants had brought their own reusable water bottles or coffee cups to the table.

“Try not to use too much paper. Try and use a tea towel for dry cups and plates. That’s another way of protecting the environment.”

They recognise that this reusing/recycling benefits the environment by limiting items going to the bin or the dump.

“In the ocean, in the landfill, and it piles up and up and up.”

“That is why we protect our environment. It protects the environment eventually.”

They feel that people should buy their products as they are environmentally friendly.

“Made out of the plastic. Better for the environment. “

“Our jewellery is different from the jewellery in the shop, because we make them by hand.”

“We use less packaging. We recycle.”

The activities foster their sense of contributing to biodiversity.

“It’s not good to throw plastic all over the place. We have to protect the environment, because all the fishes in the rivers and lakes and all that, that’s not good for them.”

They see creating birdhouses as providing safe habitats for birds and counteracting destructive farming practices.

“They have nowhere to live anymore. Species are dying. And we try to keep them alive.”

“They’re tearing down trees to make room for their animals. Yeah, so they cut down the trees and the hedges. Yeah, but now they’re in a safe environment.”

“We make a birdhouse for the birds to live in. We try to save the birds and try to save the planet.”

Sustainability

Although the depth of knowledge around climate change varies among them, they convey a sense of urgency in helping animals affected by habitat loss, showing empathy and concern for the impacts of environmental changes on wildlife, and often linking their hands-on experiences to broader environmental and social issues.

“In Mexico, there is a lot of birds’ homes being destroyed at the moment e.g., the Macaws.”

Overall, their engagement with crafting and gardening has given them a practical way to learn about and contribute to sustainability and conservation, and they feel empowered by their ability to create, reuse, and make items that others appreciate and want to purchase.

“Because we have grown them. Because they’re homegrown. And we look after them every step of the way.”



They value their contributions to biodiversity and sustainability, feeling good about themselves and taking pride in their actions to reduce waste, recycle materials, and protect the environment.

“Because we want to try our best and we want to make everyone proud.”

“I feel able, because my Nana always says that there’s no such thing as ‘I can’t’. It’s amazing when I can.”

They see the benefits of growing their own food

“It’s healthier for the environment. And it costs less when you’re buying it.”

Up-skilling

In addition, they have learned new creative and artistic skills that are transferable to home life, like measuring, weighing, and using tools.

“We all like sanding, it’s fun.”

“I learned how to do the weighing and harvesting.”

“It’s faster yeah, the machine is faster that’s really good.”

“I think in both courses we do measuring to decide something and having a nail and drilling it.”

Using the equipment gives them a sense of achievement and purpose

“I like doing the cutting and helping out with the delivery and weighing.”

“I learned how to tie clasps onto jewellery. Before I couldn’t do it, but now I know how to do it.”

“I have fun making it. I make them some weekends as well when I’m at home. Because I’m just like a little business.”

They learn about safety

“I use orange big gloves to keep me safe because the hot plastic could burn you. It’s really safe for all of us and I enjoy everything in here.”

“I’ve learnt this saying that we have for cutting the kale or the spinach: Is my hand far enough away. I’ve learnt that as well.”

They look forward to creating more items.

“To learn how to make them. To enjoy making them.”

“Making bigger things. Making the new raised beds and stuff for the polytunnel.”

One participant has developed her creative skills further by developing a logo and sticker that will be used for the produce that goes to the organic shops.



Health & Wellbeing

These interactions provide them with a sense of belonging and a sense of purpose.

“If we have been lonely or quiet, when there’s nobody else around. No one to talk to, no one to chat to. You need someone that’s around, someone to talk to.”

“I feel happy, I feel focused and I feel really confident.”

“It’s nice to enjoy things that make you feel a whole lot better about yourself.”

Being in the countryside has helped them to appreciate nature.

“Earth. Earth and bees.”

“Your brain is slowing down. You’re not rushing as much.”

“I was kind of nervous. Then I finally realised it was good and that nature was there.”

“I like it. I prefer to be up here. It’s much quieter than in town. There’s lots of traffic jams.”

“It’s good to be out. I like to be out in the fresh air with my friends.”



Appendix B: Alignment with the United Nations Sustainable Development Goals (SDGs)

This project aligns with multiple United Nations Sustainable Development Goals (SDGs), contributing to global efforts for a sustainable and inclusive future:

1. Goal 3: Good Health and Well-being

- The project promotes sourcing fresh, local produce and places and emphasis on eating for health and well-being

2. Goal 4: Quality Education

- The project provides inclusive, hands-on learning opportunities, equipping people with Intellectual Disabilities with practical skills in crafts, sustainable food production, and eco-entrepreneurship.

3. Goal 8: Decent Work and Economic Growth

- By fostering job readiness and self-employment, the project empowers individuals with intellectual disabilities to access meaningful work, contributing to economic inclusion and growth.

4. Goal 10: Reduced Inequalities

- The project promotes social inclusion, reducing barriers for people with disabilities and enabling their active participation in community and economic activities.

5. Goal 12: Responsible Consumption and Production

- Through workshops on sustainability, such as honey making, organic food production, and crafting with recycled materials, the project emphasises eco-friendly practices and reduces waste.

6. Goal 13: Climate Action

- By educating individuals with Intellectual Disabilities on biodiversity and sustainable practices, the project inspires climate action and fosters environmental stewardship.

7. Goal 17: Partnerships for the Goals

- The project strengthens collaborations with local businesses, artists, and professionals, driving collective action toward shared sustainability and inclusion goals.



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