

*eaea*  
GRUNDTVIG AWARD  
*excellence in adult education*

**2015**

# **ADULT EDUCATION & HEALTH**



EUROPEAN ASSOCIATION FOR  
THE EDUCATION OF ADULTS

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# **1 / INTRODUCTION**

Each year, the EAEA celebrates innovation and excellence in adult education. The EAEA Grundtvig Award highlights project results that produce new ideas, new partnerships, new methodologies and a new understanding how we can work in adult learning.

The EAEA Grundtvig Award is named after Nikolai Frederik Severin Grundtvig (1783–1872), a Danish educator centrally influential in the development of non-formal adult education in Europe and worldwide. He provided the adult education sector a foundational philosophy that underpins much of the work in lifelong learning. Grundtvig emphasised the intrinsic value of learning, as a foundation to living meaningful and enjoyable lives. This idea is central to the adult education that EAEA

is promoting, with its focus on basic skills, valuing learning and active citizenship.

Grundtvig laid the ground work for the development of learning centres, in all kinds of contexts, from residential educational institutions to agricultural co-operatives. He linked intellectual and cultural growth with group development, a prelude to civic relationships.

## CATEGORIES AND CRITERIA

In 2015, we awarded excellent adult education and learning projects with the topic in three categories:

1. **International projects**
2. **European projects**
3. **National projects**

## What?

- ~ The EAEA Grundtvig Award was launched in 2003 by EAEA in order to recognise and celebrate excellence in adult education;
- ~ The Award is given to organisations or project consortiums who present the best projects in adult learning;
- ~ The Award has a different theme each year;
- ~ It reaches out to every region in Europe;
- ~ It inspires the practitioners, course providers, and project participants value their work, and to link more closely with one another.

## How?

- ~ The call is published annually in spring;
- ~ Transnational partners are eligible to enter;
- ~ The projects can include videos, photographs, books, Power Point presentations, slides and posters;
- ~ Any product of the project that is accessible to the public, presented in a comprehensible way, and may be useful and/or transferable to other adult education organisations is eligible to enter the competition.

In all categories, we were looking for projects that have either a transnational element or a strong national or local partnership with a diverse range of stakeholders. We welcomed nominations from projects funded by the European Commission (Grundtvig/Erasmus+) or projects which were funded elsewhere.

Criteria are as follows:

- The project must clearly demonstrate innovative ways in combining adult education and health;
- It must have evidence of outcomes, such as a report, website, DVD, or any form of verification;
- It is desirable that the project is transferable and/or useful for others;
- The project or the initiative should be up and running for at least six months and/or be close to completion.
- We also accept finished projects but they should have ended within two years of the Grundtvig ceremony (i.e. June 2013).

## 13th EAEA GRUNDTVIG AWARD

In 2015, EAEA was looking for projects that tackle health and well-being through adult education. Recent research has demonstrated the wider benefits of adult learning, including its impact on health, e.g. Benefits of Lifelong Learning (BeLL)<sup>1</sup> project. The EAEA was eager to award best practice examples on this theme which combine innovation and excellence.



The broad topic of adult education and health encapsulates projects which have either a direct or indirect impact on an individual's or a collective's health. Nominated education projects address a health issue (mental and/or physical) specifically or take a more general approach, for example improve well-being. Ultimately, EAEA was seeking nominations that link the theme to an innovative education practice, for example:

- New partnerships and stakeholders;
- New forms of financing;
- New outreach methods to attract disadvantaged learners;
- New venues for learning;
- Any other innovative forms of learning that combine adult education, health and well-being.

The winners were announced on 22nd of June 2015, by the EAEA President Per Paludan Hansen. The awards were given out by MEP Nuno Melo from Braga, Portugal, and Julia Fernandes, who is responsible for education and social affairs in the municipality of Vila Verde, Portugal. The award ceremony took place in Porto's Casa da Música in Portugal and was a part of EAEA's annual conference 'Health and Health Literacy in Adult Education in Europe'.

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<sup>1</sup> [www.bell-project.eu](http://www.bell-project.eu)

# 2 / INTERNATIONAL CATEGORY

WINNER: COMPREHENSIVE ABORTION CARE





# WINNER: COMPREHENSIVE ABORTION CARE

## HEALTH EDUCATION EMPOWERS WOMEN

Women are the backbone of the family, the society and also of the socio-economic development of a country. To enable them to fill this role, it is essential for society to preserve the health of women especially of those within the productive and reproductive age. According to the Ghana Living Standards Survey Report of the Fifth Round, only about 17 percent of women reported that they, or their partners, were using modern forms of contraception. These statistics have significant implications on unplanned pregnancies.

Unsafe abortion has become the leading cause of maternal mortality and injury in Ghana despite the liberalisation of the abortion law since 1985. It is estimated that about 11 percent of maternal deaths are a result of unsafe abortion practices. Moreover, a substantial proportion of women

who survive the unsafe procedure further experience complications. Many women seek services of unqualified and unsafe providers or do not seek adequate post abortion care because they are not informed about the abortion law of Ghana and do not know their reproductive health rights. All these circumstances combined lead to many preventable hospital admissions and even deaths.

The Comprehensive Abortion Care project (CAC) seeks to reduce unsafe abortion practices among young women between the age of 10 to 24 by advocating and promoting comprehensive abortion care to reduce maternal mortality and morbidity in Ghana by 2020.

When the CAC project started, ten trainers were instructed to sensitise communities on the dangers of unsafe abortions and the availability of CAC services within their communities. In these qualification measures, the trainers were comprehensively trained to promote awareness of CAC.

Some of the skills gained at the trainings were:

- to hold advocacy meetings;
- techniques of community outreach;



- talking about CAC in schools and churches using role play;
- interpersonal communication;
- usage of social behaviour change in communication as an interactive tool to make the topics participatory and meaningful;
- referral of women and girls to Family Planning counselling and comprehensive abortion care services.



With these competences, trainers were able to build up knowledge among the youth about the issue of teenage pregnancy, and they informed the participants about how to claim their sexual and reproductive health rights. In intensive counselling, girls learned about the need of family planning, but also about related topics of Comprehensive Abortion Care to prevent teenage pregnancies, and maternal deaths associated with unplanned pregnancies.

The advocacy work of the CAC project for the elimination of unsafe abortion has helped reduce maternal mortality in Ghana. In the project period between January and December 2014, CAC reached more than 10,000 people in Ghana. Due to their involvement in local communities, the trainers in the CAC project sensitised community members on sexual and reproductive health. These community members became multipliers to spread awareness and acceptance of safe abortion services in their region.

## Project facts

### PROJECT COORDINATOR

- ~ Hope For Future Generations, Ghana
- ~ Contact: Sandra Ameyaw Amankwaa: [samankwaa@hffg.org](mailto:samankwaa@hffg.org)

### PROJECT PARTNERS

- ~ Ipas Ghana, Ghana
- ~ Ghana Health Services, Ghana

### RESOURCES

- ~ Project website/phase 1: [bit.ly/1hDRCCW](http://bit.ly/1hDRCCW)
- ~ Project website/phase 2: [bit.ly/1RHATQW](http://bit.ly/1RHATQW)

# DIABETES LITERACY

## SELF-MANAGEMENT EDUCATION FOR A HEALTHIER LIFE

Diabetes mellitus is the fourth largest cause of death in the European Union. About 32 million people in the EU live with diabetes, almost 50 percent of whom are unaware of their condition. Treatment of diabetes is costly and amounts to 5 to 15 percent of the total health expenditure of European countries.

Education on self-management has shown very positive outcomes. However, the cost-effectiveness of these interventions is not sufficiently substantiated. Furthermore, the

success of a diabetes education programme also depends on the quality of its implementation, including implementation fidelity. The (cost) effectiveness of diabetes self-management education depends on various patient characteristics and contextual conditions. The level of health literacy plays a key role.

The Diabetes Literacy project aims to assess and compare the effectiveness and cost-effectiveness of different methods for diabetes self-management education (individual and group education, IT based education, and



self-help), assess the implementation fidelity of current diabetes self-management education programmes, consider the moderating role of health literacy in self-management education for diabetic patients, and develop and test literacy-appropriate diabetes education materials. It will also assess the conditions for effectiveness of self-management education programs in the way the health services are organised.

To tackle the disease, the Diabetes Literacy project seeks to reach numerous objectives:

- Perform a systematic and comparative content analysis of the national diabetes strategies and frameworks across all EU Member States;
- Establish a compendium of diabetes self-management education programs in the EU;
- Calculate the costs of diabetes education at present on a per person basis at a national level;
- Assess the relative effectiveness of existing individual, group, and IT based diabetes self-management education and self-help programs;
- Assess the moderating impact of low health literacy on the effectiveness of diabetes self-management programmes;
- Assess the role of multidisciplinary competent health professionals, efficient patient follow-up systems, and evaluation of services as conditions for effectiveness of diabetes self-management education programs;
- Assess the implementation fidelity of current diabetes self-management education programs and the possible

integration of intercultural competences;

- Test effectiveness of literacy-appropriate diabetes self-management education materials;
- Make recommendations for the development of best practice models for diabetes self-management education as part of a comprehensive diabetes strategy at EU level.

## *Project facts*

### PROJECT COORDINATOR

∞ The Diabetes Literacy Consortium of Research, Belgium

∞ Contact: Stephan Van den Broucke:  
stephan.vandenbroucke@uclouvain.be

### PROJECT PARTNERS:

∞ UCD Dublin, Ireland

∞ University of California, USA

∞ Technische Universität Dresden, Germany

∞ CLALIT Health Services, Israel

∞ University of South Hampton, UK

∞ Ludwig Boltzman Institute of Health Promotion Research, Austria

∞ Maastricht University, The Netherlands

∞ Taipei Medical University, Taiwan

### RESOURCES

∞ Project website: [www.diabetesliteracy.eu](http://www.diabetesliteracy.eu)

# 3 / EUROPEAN CATEGORY

WINNER: INTERVENTION RESEARCH INTO HEALTH  
LITERACY OF THE AGEING POPULATION IN EUROPE – IROHLA



# WINNER: IROHLA

## INTERVENTION RESEARCH INTO HEALTH LITERACY OF THE AGEING POPULATION IN EUROPE

The main objective of Intervention Research Into Health Literacy of the Ageing Population in Europe (IROHLA) is to introduce in member states of the European Union evidence-based guidelines for policy and practice for a comprehensive approach improving health literacy of the ageing population.

In the planning of the IROHLA project three phases can be distinguished:

- Defining general principles and a model for analysing health literacy interventions for the ageing population as well as a theoretical framework for the classification of interventions. This enables the project to better understand the components and

effective mechanisms of health literacy interventions;

- Making an inventory of health literacy and other literacy interventions and effective mechanisms in the international health, social and commercial sectors. Using the theoretical framework viable components are identified, which can be applied in the European health sector;
- Validating a comprehensive set of at least 20 feasible interventions and defining guidelines for policy and practice for improving health literacy of the ageing population in European member states.

The project will produce guidelines for policy and practice, which will provide:

- A policy brief for decision makers in health care, which outlines the necessary components of a good national or regional health literacy approach. These decision makers can work with governments, insurance organisations, healthcare organisations or client organisations;
- A guideline framework, which describes





the organisational context for implementing good health literacy interventions, including organisational setup, training and capacity building;

- Recommendations for practice and references to best practices, which have proven to be effective and feasible. This will be presented in a web-based portal Health Literacy Centre Europe easily accessible for practitioners in health.

The IROHLA project aims to establish a clear link between research and practice, translating scientific findings into evidence-based policies. It wants to provide practical tools that can make a difference in health literacy. At the same time the project will identify future research areas, where more evidence is needed for further strengthening health literacy interventions.

## *Project facts*

### PROJECT COORDINATOR

~ University Medical Center Groningen, The Netherlands

~ Contact: Dr. J.A.R. Koot:  
J.A.R.Koot@umcg.nl

### PROJECT PARTNERS

~ 20 universities and organisations from Belgium, Finland, Germany, Greece, Hungary, Ireland, Italy, the Netherlands, and the United Kingdom

### RESOURCES

~ Project website: [www.irohla.eu](http://www.irohla.eu)

# @LEARN

## ADULT EDUCATION TO STAY FIT AND HEALTHY IN THE OLD AGE

Ageing due to demographic changes severely affects Europe today. However, the challenge confronting the European countries now is not the very ageing but how to age actively so that ageing is considered a benefit rather than a burden for the individuals themselves, communities and governments.

The idea of the project Active Ageing Learning Community is to teach both

seniors and young people in intergenerational teams how to age actively for their own benefit and for the benefit of society.

@Learn wants to provide people with the age of 60+ with the skills needed to cope with ageing thus remaining active for a longer time in society, community, employment and learning.







To tackle these aims, @Learn developed an Active Ageing Learning Community where the age group of 60+ will learn how to age actively in terms of health, physical and cognitive ability, social communication and intergenerational solidarity. They will be supported by people in the age group of 16 to 35 in learning and practice.

Furthermore learning modules were developed in Health Self-Management, ICT for Social Networking and Intergenerational Volunteering. Through these measures, @Learn made it possible to introduce an intergenerational approach to active ageing learning and raise awareness of young and old generations about active ageing and its benefits.

## *Project facts*

### PROJECT COORDINATOR

- ~ Technical University of Gabrovo, Bulgaria
- ~ Contact: Irena Rashkova: irena.rashkova@yahoo.com

### PROJECT PARTNERS

- ~ Universität Ulm, Germany
- ~ Universidade da Coruña, Spain
- ~ Asociación Provincial de Pensionistas y Jubilados de A Coruña, Spain
- ~ Patto Territoriale Oristano Soc. Cons. a r.l., Portugal
- ~ Age Action Ireland Ltd, Ireland

### RESOURCES

- ~ Project website: [www.a-learn.eu](http://www.a-learn.eu)

# CINAGE

## LATER LIFE LEARNING OPPORTUNITIES

European Cinema for Active Ageing (CINAGE) offers exciting later life learning opportunities, engaging older people with critical analysis of European cinema and practical film making experience, and thus promoting active ageing.

It is meant for educators of older adults, adult education providers, older people, experts on active ageing and European cinema. Furthermore, CINAGE wants to raise public awareness about active ageing and films' role in fostering its representations and how old age can be dealt with today.

European films were selected within the focus groups, based on the concentration in competencies for active ageing (learning, health, civic and community, financial/economic, emotional, technological competencies) and covering the 28 member states.

The project provided a package for delivering the CINAGE Course. The CINAGE Course was tested by pilot actions, using a

manual (for learners) and a guide (for adult educators and providers). Participants shot their own short-films built on their self-reflection vis-à-vis old age and active ageing strategies.

## *Project facts*

### PROJECT COORDINATOR

↪ AidLearn, Consultoria em Recursos Humanos, Lda, Portugal  
↪ Contact: Maria Helena Antunes: [maria.helena.antunes@aidlearn.com](mailto:maria.helena.antunes@aidlearn.com)

### PROJECT PARTNERS

↪ Leeds Beckett University, UK  
↪ The Slovenian Third Age University, Slovenia  
↪ Association Study Center City of Foligno, Italy

### RESOURCES

↪ Project website: [cinageproject.eu](http://cinageproject.eu)



# HEALTHY LIFESTYLES

Healthy Lifestyles is a project designed to discuss the theme Health through proper nutrition and exercise, which are the primary prevention against the main diseases affecting all industrialized countries: cardiovascular diseases and diabetes, which are called the pandemic of the third millennium by the WHO. Today more than ever, every citizen has the right and duty to be able to access knowledge, in a simple and understandable way.

What is missing nowadays is the culture of prevention and the integration of such a knowledge into individuals' lifestyles. Teaching to eat properly and adequately doesn't mean giving up with the pleasures of good food, it only means that it's necessary to understand how to respect the true relationship between the nutrients, not only from a quantitative but also from a qualitative point of view, and that eating properly will not take taste and pleasure away.





Given the aging population who still wants to remain active, we are witnessing a considerable increase in the number of people living with cardiovascular diseases and diabetes, whose main causes are bad nutrition and lack of physical activity.

Many non-profit organizations promote initiatives that highlight the need for responsible knowledge. It is only through knowledge, indeed, that the new European citizens can reach a sufficient awareness to improve not only the well-being of each individual but also the one of the society they live in.

It is on this basis that Healthy Lifestyles created, monitored, shared information and experiences with the different partners, using the guidelines for primary prevention in order to provide all necessary facts and data about food-related diseases.

During the project, the partners experienced several group work moments, when

users from the different associations shared and appreciated what had been produced on the theme of well-being, correct nutrition and healthy exercise.

## *Project facts*

### PROJECT COORDINATOR

≈ Università Senza Età –  
Città del Trattato, Italy  
≈ Contact: Barbara Gangi:  
[universitasenzaeta@yahoo.it](mailto:universitasenzaeta@yahoo.it)

### PROJECT PARTNERS

≈ Crystal Presentations Ltd, UK  
≈ PreviForm, Portugal  
≈ Rogaška Slatina Adult Education  
Centre, Slovenia  
≈ Mardin Artuklu University, Turkey

### RESOURCES

≈ Project website: [ourhealthylifestyles.eu](http://ourhealthylifestyles.eu)

# TAKE CARE PROJECT

## HEALTHCARE LANGUAGE GUIDE FOR MIGRANTS

The main goal of Take Care project was to help migrants to improve their language skills and knowledge about healthcare matters in the country they have moved to live in.

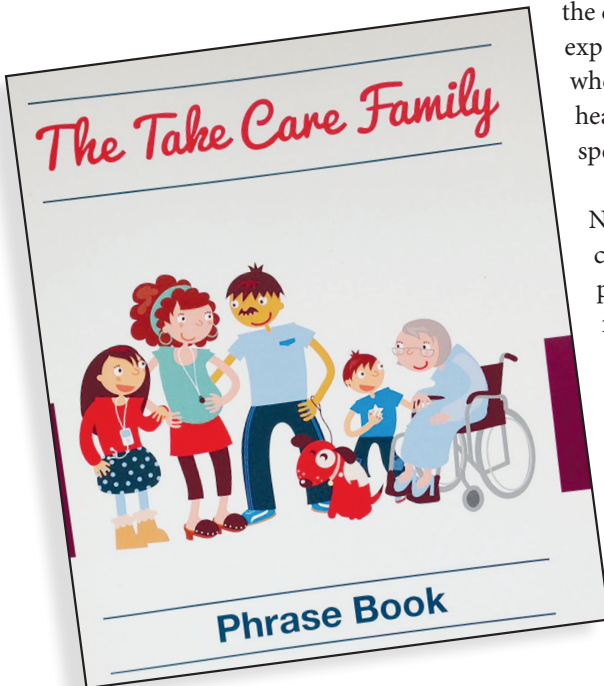
Before they can feel a part of the new society and function properly in the new surroundings they face many challenges.

Serious problems arise especially when they need medical help. Due to lack of language skills and basic knowledge on the healthcare system in the new country they become extremely vulnerable compared to the local population.

There is also another group of people, belonging to low-skilled and/or elderly migrant societies, who have lived in the country for many years but still experience communication problems when paying a visit to a doctor or other healthcare provider because of lack of specific language knowledge.

Not only migrant patients are confronted with these communication problems. Also healthcare providers find it difficult to help people when they cannot properly communicate with them. Language barriers often negatively affect the communication.

The Take Care project addressed these issues by creating a Healthcare Language Guide for Migrants (HLGM) facilitating the commu-



nication between migrants and healthcare providers. The HLGGM includes a Phrase Book, a Word Fan, a Medical Route and a Basic Language Emergency Kit with an Interactive Language Learning Book (iBook) accessible via the iBooks Store.

All project products are available for free download and use on the project website [www.takecareproject.eu](http://www.takecareproject.eu), along with further materials supporting the integration of migrants and their successful social inclusion (good practices for migrant integration, information on cultural differences, links to off- and online resources, online self-study tools, etc.).

Take Care Project was highly evaluated by both external experts at Final Report stage and a wide variety of organizations working for the integration and welfare of migrants, migrant communities, language providers, etc. at local, national and European level.

During its lifetime Take Care managed to attract, actively involve and pilot the project products within 72 migrant organisations, 85 healthcare providers and 117 language professionals, directly reaching over 3,300 target group representatives. Currently,

three educational institutions from The Netherlands plan the development of a course within the topic languages-health-care for the education of 500 migrants based on the Take Care methodology.

## *Project facts*

### PROJECT COORDINATOR

- Coop.Ver. Pressure Line U.A.,  
The Netherlands
- Contact: Svetlana Rashkov:  
[svetlana@pressureline.nl](mailto:svetlana@pressureline.nl)

### PARTNERS

- KuTu Ltd., Bulgaria, Dialoge, Germany
- IFES, Spain
- FLEP – Formação, Língua e Estudos Portugueses Lda, Portugal
- SYNTHESIS, Cyprus, Soros International House – SIH, Lithuania
- UMF Gr t Popa, Romania

### RESOURCES

- Project website: [www.takecareproject.eu](http://www.takecareproject.eu)

# WEDO2

FOR THE WELLBEING AND DIGNITY OF OLDER PEOPLE

WeDO2 for the Wellbeing and Dignity of Older People project aims to improve the quality of services for older people in need of care and assistance, their quality of life, health and wellbeing and to fight elder abuse. The WeDO2 partnership developed and tested an innovative train the trainer toolkit about WeDO2 quality care that can be adapted and used for different stakeholders (older people, formal and informal carers, volunteers, care professionals).

The WeDO2 quality care training is based on two former European projects that produced documents concerning older people: European Charter of the rights and responsibilities of older people in need of long- term care and assistance (EUSTaCEA) and the European Quality Framework for long-term care services (WeDO).

The WeDO2 'train-the-trainer toolkit' was created using a co-creative methodo-





logy. Co-creation is a multidimensional phenomenon with a range of meanings, but all addressing the concept of collective creativity. It is a special case of collaboration where the intent is to create something that is not known in advance, building on the needs of the learners, and using the ideas and experiences of the different stakeholders.

The co-creative methodology is used in the complete process from concept to implementation: from the development of the content of the trainings and the way it should look like, testing and evaluating of several versions of the training, feedback on ways to implement the toolkit in the national regions, etc. The toolkit is currently freely available in 7 languages.

## *Project facts*

### PROJECT COORDINATOR

∞ Vrije Universiteit Brussel (VUB), Belgium

∞ Contact: Liesbeth De Donder:  
liesbeth.de.donder@vub.ac.be

### PARTNERS

- ∞ Espace Seniors, Belgium
- ∞ Bundesarbeitsgemeinschaft der Senioren-Organisationen (BAGSO), Germany
- ∞ Age Concern Slough and Berkshire East, UK
- ∞ Foundation for Woman's Issues JA KOBETA, Poland
- ∞ Pro Senectute, Austria
- ∞ Hellenic Association of Gerontology and Geriatrics, Greece
- ∞ LOC Zeggenschap in zorg, The Netherlands
- ∞ Age Platform Europe

### RESOURCES

∞ Project website:  
[www.wedo-partnership.eu/wedo2](http://www.wedo-partnership.eu/wedo2)



# SUSTAINABLE FOOD AND MOVE COMPETENCES

According to the level-one study (2011) there are 7.5 million people in Germany who have limited reading and writing skills. Also health problems are still (as well as in Denmark) dependent on class and education level. Due to these facts, Sustainable food and move competences' aim was to link the topics of illiteracy and basic education with health-promoting issues (food and movement) and to enable participants to an implicit learning.

Sustainable food and move competences focused upon the development and testing of new learn and teaching materials for functional illiterates in the field of food and move literacy. The project idea was innovative, due to its approach to connect the learning process of the adult illiterates with the topic of food and movement. Therefore the project stressed the development of food and move competencies and strengthened self-determination as well as responsibility in everyday life of functional illiterates and migrants.



The food-literacy-approach takes international developments and in this project it was the first time it was complemented with the move-literacy-approach. Furthermore, the new German and Danish partnerships on university- and folk high school-level should have produced inspirations and synergy effects across the borders, and in addition contribute to the adoption, sustainability and interculturality.



During five several-day workshops eight folk high schools, the state association of folk high schools Schleswig-Holstein, students and lecturers developed new, practice-relevant and application-oriented methods as well as teaching- and learning materials for adult education.

## *Project facts*

### PROJECT COORDINATOR

- Europa-Universität Flensburg, Institut für Gesundheits-, Ernährungs- und Sportwissenschaften, Germany
- Contact: Dr. Ulrike Johannsen: [ujohannsen@uni-flensburg.de](mailto:ujohannsen@uni-flensburg.de) and Dr. Nele Schlapkohl: [Schlapkohl@uni-flensburg.de](mailto:Schlapkohl@uni-flensburg.de)

### PARTNERS

- University College Syddanmark, Denmark

### RESOURCES

- Project website: [www4.uni-flensburg.de/food-and-move](http://www4.uni-flensburg.de/food-and-move)

# HEFILL

## HEALTHY AND FIT IN LATER LIFE

HEFILL studied offers for older people in the field of sports and movement in Italy, Lithuania, Germany, and Austria. It exchanged experience and good practice of partner organisations, but made also proposals on how to increase the level of physical activity among sedentary older people and how to enhance the quality of later life.

An essential part of the HEFILL was the mobility of qualified trainers and adult learners from the partner institutions. The trainers attended workshops in each partner country to study the local solution for exercises geared to older persons. Trainers observed yoga classes, balance exercises, remobilization measures and many other techniques and programmes. Through





these workshops, HEFILL trainers gained in-depth knowledge on practices of promoting physical activity among older adults, which enabled them to become a multiplier for innovative movement measures for senior citizens in their home countries.

As a further result of the project, the partners produced a poster with 10 tips for easy exercising in four languages. During the project a network was formed which explored and compared the practices of promoting physical activity among older adults as an important aspect of healthy aging, which is an issue of great concern in the ageing Europe.

## *Project facts*

### PROJECT COORDINATOR

- ~ Seniors Initiatives Centre, Lithuania
- ~ Contact: Edita Satiene:  
[rasyk@senjoru-centras.lt](mailto:rasyk@senjoru-centras.lt)

### PROJECT PARTNERS

- ~ GEFAS Steiermark – Akademie für Generationen, Austria
- ~ Turngesellschaft 1895 e.V. Jügesheim, Germany
- ~ Unione Italiana Sport per Tutti Comitato di Ferrara, Italy

### RESOURCES

- ~ Project website: [bit.ly/1GcVpmd](https://bit.ly/1GcVpmd)

# VITALISE

The demographic trend of an ever increasing number of 50 year-olds and over coupled with a simultaneous “brain drain” of younger people is a problem in many rural areas within Europe.

Vitalise project addresses the problem of how to maintain the social, economic and cultural environment of a rural area which is worth living in, in country regions where there is an ageing yet at the same time a decreasing population. And complementary, what can those older citizens do who stay in these places out of choice and who are looking for opportunities for worthwhile, remunerative or voluntary employment.

There is a significant number of older people in rural areas, who have neither type of employment, but who could play a crucial role in revitalising the area. By fostering this (re-)integration of senior citizens into society, Vitalise helps to restructure the daily routines of participants. Through this increased interaction and activities both mental and physical health can be affected beneficially.

## *Project facts*

### PROJECT COORDINATOR

- 🌀 Bildungshaus Zeppelin – Heimvolkshochschule Goslar, Germany
- 🌀 Contact: Martin Westphal: westphal@bildungshaus-zeppelin.de

### PROJECT PARTNERS

- 🌀 Akadémia vzdelávania Čadca, Slovakia
- 🌀 Federazione Trentina della Cooperazione, Italy
- 🌀 Fundación PAIDEIA Galiza, Spain
- 🌀 Järva County Vocational Centre, Estonia
- 🌀 Obrtnicko učiliste-ustanova za obrazovanje odraslih, Croatia
- 🌀 Europahaus Burgenland, Austria
- 🌀 Magyar Népfőiskolai Társaság, Hungary

### RESOURCES

- 🌀 Project website: [www.vitalise-regions.eu](http://www.vitalise-regions.eu)

# LIGHT.GEN

The main objective of Light.gen is to provide families, especially older generation, with knowledge and practical competencies in the field of dietetics, healthy nutrition and an active lifestyle. Light.gen wants to present different variations of balanced diets and to introduce simple sport activities to its target group.

Light.gen seeks to provide information on a variety of fields:

- active lifestyle – information about the importance of being physically active
- healthy lifestyle – information about the importance of eating healthy
- light.gen style – recommendations and suggestions prepared on the base of project findings and results
- Exchange and transfer of good practices and experiences

In the context of Light.gen a research was conducted, which covered seven countries and a comprehensive amount of questions. The results offered great insight on people's lives and health around Europe, as well as their cultures, diets and exercise plans.

## *Project facts*

### PROJECT COORDINATOR

- ~ WOMEN'STEC, Ireland
- ~ Contact: Niamh Muldoon:  
[niamh.muldoon@womenstec.org](mailto:niamh.muldoon@womenstec.org)

### PROJECT PARTNERS

- ~ Wyższa Szkoła Biznesu i Nauk o Zdrowiu, Poland
- ~ Associazione L'Albero della Conoscenza – Onlus, Italy
- ~ Andalusian Health Service, Spain
- ~ IntEMA-International Education and Management Association, Romania
- ~ Akdeniz Universitesi İletişim Araştırmaları Ve Uygulama Merkezi, Turkey
- ~ Portuguese Association of Occupational Health and Safety at Work for Development and International C., Portugal
- ~ School of Education Studies, Dublin City University, Ireland

# HIHTAST

## HAND IN HAND TO A SOCIAL TOMORROW

The 'Hand in hand to a social tomorrow' (HIHTAST) project provides senior citizens with basic computer training which enables them to operate a PC, to use the internet and web 2.0 tools. Through the trainings, cognitive skills of the participants are fostered, which is beneficial for their mental health. By enabling senior citizens to use modern communication devices their potential to participate in modern societies is increased. This socialization can, again, influence the health status of participants beneficially.

A peer to peer network was established locally, nationally and internationally to provide training and support in the use of ICT. This network was also a venue for seniors in the EU to share experiences, connect with each other and learn new cultures.

The computer courses were held on a weekly basis, which gave students an opportunity to structure their lives. Networks and friendships were established among the students. Through this mental activity and social interaction, the preservation of health was supported. After two years, most of the senior assistants still assist in a computer course for seniors and also new groups are sharing the same enthusiasm as the former ones.



### *Project facts*

#### PROJECT COORDINATOR

- ~ Het Perspectief, Belgium
- ~ Contact: Willem De Meyer:  
willemdemeyer@yahoo.com

#### PROJECT PARTNERS

- ~ Higher Rhythm Ltd., UK
- ~ ADAS-BR, Portugal
- ~ T.C. Millî Eğitim Bakanlığı, Turkey
- ~ Cif Vicopisano, Italy
- ~ Interuniversity Center for Educational Research and Advanced Training, Italy

#### RESOURCES

- ~ Project website: [www.hihtast.eu](http://www.hihtast.eu)

# MED-ASSESS

The Med-Assess project focused on the measurement of the job knowledge and general mental ability of job applicants and employees in the medical field, in particular nurses and formal caregivers.

Specifically, Med-Assess was targeted at evaluating and assessing the domain knowledge (job knowledge) of nurses, job applicants, and students. The system was realized as a web-based application that employs multiple-choice tests to assess the job knowledge of nurses, and to recommend appropriate learning content for further training and education.

The focus was on the selection of employees on the basis of an assessment of their work related knowledge (e.g. treatment of patients suffering neurological diseases), and the provision of recommendations for remedial training courses, qualification measures, or required learning material.

Moreover, Med-Assess supported Vocational Education and Training (VET) on the job and furthers competencies in the context of human health services and the medical profession. The Med-Assess project was specifically focused on, and tailored to, the health labor market in Germany.





The ontological approach of Med-Assess is based on the Corvinno developed STUDIO system. It utilizes ontologies to support a variety of knowledge intensive processes, including situations of learning and assessment. In Med-Assess, it reinforces the analysis and assessment of nursing job knowledge. This approach matches nursing requirements and nurses' domain specific knowledge, and provides a logical framework for the assessment of end-users (i.e. job applicants, nurses and caregivers) by tailoring labor market needs and domain specific knowledge.

Med-Assess was the winner of the Theta Award 2015 for the Person-Job-Fit Innovation, and has received an "excellent" evaluation from the German national agency (NA-BiBB) in 2015. It was also selected as a good practice by the NA-BiBB for the domain of "New Skills and New Jobs" in 2014.

## *Project facts*

### PROJECT COORDINATOR

🌀 Prof. Dr.-Ing. Madjid Fathi,  
Institute of Knowledge Based Systems  
& Knowledge Management,  
University of Siegen, Germany  
🌀 Contact: Dr.-Ing. Fazel Ansari:  
fazel.ansari@uni-siegen.de

### PROJECT PARTNERS

🌀 Amsterdam Business School,  
The Netherlands  
🌀 Universiteit van Amsterdam,  
The Netherlands  
🌀 Betaklinik GmbH, Germany  
🌀 Corvinno Technology Transfer  
Center Nonprofit Public Ltd., Hungary

### RESOURCES

🌀 Project website: [www.med-assess.eu](http://www.med-assess.eu)

# THE 4 ANCHORS

The 4 anchors project increases knowledge of diabetics through a self management approach. To balance blood glucose level it is required to pay attention to 'The 4 Anchors': disease matched nutrition, medication, physical activity and a calm mental state.

Through after-work group sessions, the 4 Anchors seeked to enable diabetes patients to play an active part in their cure, and also being compatible with patients' professional life. The group provided knowledge on diabetes mellitus, correct nutrition, the importance of physical activity, medication and tools for creating a calm sense of mind. The power of the group insofar helps the participants cope with the emotional and social pressure concomitant to the disease.

The project enforced the self-evaluation of patients. Each participant in the group rated his own adherence level. The progress was performed in stages.

The data shown indicates that holding support groups after working hours, in which the patient comes for a social/ learning/support session, empowerment of patients by giving information and the ability to choose personally how to advance

treatment, helped the patients to a great extent. The participants started to be physically active, improve their food quality and adapt it to the medical recommendations that they received, use drugs according to the physician's recommendation, thus improving their disease balance. In addition to the social support in the group, the feeling of not coping alone with a disease and having friends to learn from gave the participants confidence, improved their mental state, thus also improving their balance.

According to the data of the 22,500 participants in 2014, 78% of participants maintained their health condition. About one in three of this patient group even improved their health.

## *Project facts*

### PROJECT COORDINATOR

🌀 The Israel Education Association in cooperation with Meuhedet Healthcare, the Health Promotion Department, Israel

🌀 Contact: Shosh Chernikovski:  
shosh\_c@meuhedet.co.il

# TRANSVERSAL EFFORTS

Transversal efforts project wants to help young people before psychological distress or mental health problems lead to drop-out of education or employment.

The project aims at helping young people in upper secondary schools and colleges acquire mental health skills in order for them to study more effectively, master their lives and facilitate employment during or subsequent to education.

The methods and approaches applied in these efforts have been successfully applied in other projects and will – with possible minor adjustments – be implemented directly.

Training mental well-being skills together with young people has been limited so far. One of the goals of Transversal efforts is to strengthen competences in mental health promotion for those working closely with young people in education: Teachers, mentors and directors in upper secondary schools, colleges and in rehabilitation programmes for unemployed young people. This will be done by providing methods and guidelines that combine mental health skills and educational skills. This is considered

beneficial for students as well as professionals. Material about skills in mental well-being can be used in a variety of settings i.e. teaching, guidance or work mentoring, which makes the effort flexible and enables professionals to reach young people where it makes most sense.

## *Project facts*

### PROJECT COORDINATOR

- ~ The Region of Southern Denmark, Denmark
- ~ Contact: Project assistant Marianne Kilden: [marianne.kilden@rsyd.dk](mailto:marianne.kilden@rsyd.dk)

### PROJECT PARTNERS

- ~ Upper Secondary schools, colleges, technical schools etc. in Southern Denmark
- ~ Psychiatric Hospital of Southern Denmark

### RESOURCES

- ~ Comprehensive project description: [bit.ly/1NGe5gY](https://bit.ly/1NGe5gY)

# HEALTH EQUITY 2020

Socio-economic disadvantage is strongly associated with indicators of ill health in all EU member states and regions where data is available. Worse health among those with lower socio-economic status leads to labour productivity losses, increased demands for health care and higher uptake of social security benefits.

To face these challenges the general objective of HealthEquity2020 (HE2020) is to assist Member States/regions to develop evidence-based action plans on reducing health inequalities, and seek funding to address local priorities using the European Structural and Investment Funds in the new programming period.

HE2020 seeks to achieve these aims by combining evidence and learning on health inequalities, use of Structural Funds for health-related investments and social innovation to inform knowledge exchange and capacity building. Participating regions are supported in this work with training, education and regional peer support.

A comprehensive Toolkit assists regions drawing up evidence based action plans to address socio-economic health inequalities. It was applied in a series of workshops which took place in several of the participating regions.

Through the usage of a multi stream model, HE2020 can reach its diverse target groups: the 13 participating regions and their key stakeholders at regional and national; other EU regions; European stakeholders; and citizens, which is a critical group since a health equity orientated project should ensure that participating regions involve population groups and civil society organisations in regional/local action groups tasked with developing action plans.



The long-term goal of HE2020 is to maximize information exchange and sharing of good practice between member states and regions by maintaining the most important results of the project. Besides sustaining communication about project results via different networks of partners HE2020 also focused on sharing the developed to resources of the toolkit; developing a case study database that provides practical knowledge; and by consulting new regions in using the tool kit.

## *Project facts*

### PROJECT COORDINATOR

∞ Maastricht University, FHML, Department of International Health, The Netherlands

∞ Contact: Oana Neagu:  
[oana.neagu@maastrichtuniversity.nl](mailto:oana.neagu@maastrichtuniversity.nl)

### PROJECT PARTNERS

∞ Health ClusterNet, UK

∞ Erasmus MC, The Netherlands

∞ Medical University of Lodz, Poland

∞ Centre for Health and Development  
Murska Sobota, Slovenia

### RESOURCES

∞ Project website:  
[www.healthequity2020.eu](http://www.healthequity2020.eu)

# MEET

## MEETING THE HEALTH LITERACY NEEDS OF IMMIGRANT POPULATIONS

The health status of migrants and ethnic minority groups is often worse than that of the average population. These groups are more vulnerable, due to their lower socio-economic status, and sometimes because of traumatic migration experiences and lack of adequate social support. Minority groups are at risk of not receiving the same level of health care in diagnosis, treatment and preventive services that the average population receives. Health care services are not responsive enough to the specific needs of minorities.

To tackle this problem, MEET aims to strengthen the recognition of diversity and multiculturalism and include migration-related competences in the health care services by adapting and developing an

innovative Community Health Education model and a professional development programme for social and health service providers.

The specific objectives are:

- Develop and apply the “Community-based Health Educator” model based on confidence-building relationship, an outreach method aiming to engage “hard-to-reach” communities such as immigrants;
- Enhance the cultural and interpersonal competences of health and social service providers to develop health literacy skills and deliver a more effective service to immigrant users;
- Strengthen health literacy skills among immigrant people by promoting information, guidance and access to health care services and expand intersectoral coordination in designing and developing training programmes for health professionals, in particular between health, education and social service sectors.

Addressing the needs of individual migrants, as well as the





public health needs of host countries, requires policies and practices that correspond to the emerging challenges facing mobile populations and diverse societies today. The approach needs to be comprehensive and cover the full spectrum of the health sector, encompassing public health policies, legislation, regulation and development of service provision, as well as the education and training of the public health workforce.

The initiative is exceptionally important at a European level since it recognizes and addresses the issue of improving the access to health services and decrease gap in health literacy by migrants. The project also enhances the quality of health care system at European level, (in terms of providing full assistance to the migrant users), since the methodology adopted under the project focuses also on strengthening intercultural skills of health professionals in order to address their service to migrant users.

## *Project facts*

### PROJECT COORDINATOR

- 🌊 OXFAM Italia, Italy
- 🌊 Contact: Selma Nametak: [selma.nametak@oxfam.it](mailto:selma.nametak@oxfam.it)

### PROJECT PARTNERS

- 🌊 Istituto Superiore di Sanità, Italy
- 🌊 Research Innovation and Transformation, UK
- 🌊 Centre for the Advancement of Research and Development in Educational Technology, Cyprus
- 🌊 Verein Multikulturell, Austria
- 🌊 Polibienestar Research Institute – University of Valencia, Spain

### RESOURCES

- 🌊 Project website: [migranthealth.eu](http://migranthealth.eu)

# 4 / NATIONAL CATEGORY

WINNER: ALPHA-POWER IN THE HEALTH SECTOR





# WINNER : ALPHA-POWER IN THE HEALTH SECTOR

50.000 Carinthians have problems concerning reading, writing and calculating. Based on their low level of education, the affected are strikingly limited both in their private and professional life and are dragged into a vicious circle of unemployment, poverty and health problems. These health problems are, besides other factors, rooted in the low 'health literacy' of those affected.

To tackle the issue of low health literacy, the behavior preventive project, "Alpha-Power in health care sector" sought to address health care workers of various Carinthian health institutions. In specifically developed workshops, the awareness of staff of care, medical-technical and medical jobs and administration personnel were raised concerning the difficult (health) status of people with deficiencies in the field of basic education.

Besides this sensibilisation of health professionals concerning the connection between basic education and health, further aims of the pilot project were:

- development of information material for multipliers and a guide for recognition;
- dismantling of access barriers concerning the topic of health;
- strengthening of health competence of less educated persons.

The structure of the workshops was a mix of collectively elaborated theoretical content and practical exercises to raise self-awareness. This mix resulted in a diversified offer of workshop contents.

The trainings were executed in the participating health institutions and were offered via the personnel development office as a regular training. Therefore the hours spent in trainings were also recognized as further education by the employer.

Alpha-Power in the health care sector proved to be remarkable in the aspect of sustainability. In all cooperating institutions, health personnel of various professions was trained to become multipliers. After the





trainings, they were aware of the difficult situation of people with low basic education and capable of transferring information to the affected people. The methods and content, which were taught in the workshops, are used in the everyday professional life of the participants.

Besides, the multipliers are spreading their knowledge both in their organisations and their private environment. Therefore the topic of 'deficiencies in basic education' will no longer be ignored and excluded. This will lead to an increase in the acceptance of affected people. Multipliers help to counteract the stigmatization of people with low basic education and their social exclusion.

## *Project facts*

### PROJECT COORDINATOR

~ Die Kärntner Volkshochschulen,  
Austria

~ Contact: Mag. Beate Gfrerer:  
b.gfrerer@vhskt.n.at; Gloria Sagmeister:  
g.sagmeister@vhskt.n.at

### PROJECT PARTNERS

- ~ The Clinical Centre in Klagenfurt
- ~ The Clinical Centre in Hermagor
- ~ The Regional Health Insurance Office of Carinthia
- ~ The Carinthian Womens Health Centre
- ~ The hospital of the "Diakonie Waiern"
- ~ The Medical Association of Carinthia
- ~ FGÖ – Fonds Gesundes Österreich
- ~ Land Kärnten (Provincial Government) – LH Peter Kaiser

# COMMUNITY AND ORGANISATIONAL LEADERS IN HEALTH PROMOTION

The project 'Community and Organisational Leaders in Health Promotion' from Israel was initiated to provide adult employees who already perform health promotion duties as part of their work to gain health promotion competencies and experience as outlined by the EU COMPHP core Health Promotion (HP) competencies with a special focus on health inequality.

The innovative nearly year-long training aimed to reach both mainstream society as well as social, ethnic and geographical minorities: Druz, Muslims, Haredy Jews, Bedouins, new immigrants from Ethiopia, as well as representatives of health-related of non-profit organisations such as people with disabilities and others.

The project had two main aims:

- to improve the wellbeing of the Israeli population using a health promotion approach;
- to create an active network of HP professionals.

The project used numerous innovative, participant-based learning methods, as well as a unique evaluation method to integrate participant preference into the current and future syllabi. The sustainability of the project is secured through ongoing Ministry of Health funding. Networking is sustained via facebook and Whatsapp group, which are frequently used by the participants.

## *Project facts*

### PROJECT COORDINATOR

Department of Health Promotion, Public Health Service Ministry of Health, Israel

Contact: Lilach Melville:  
lilach.melville@gmail.com

### RESOURCES

Facebook page: [bit.ly/1RHatQW](https://bit.ly/1RHatQW)

# 5 / SPECIAL MENTION

# EXPOSÉ

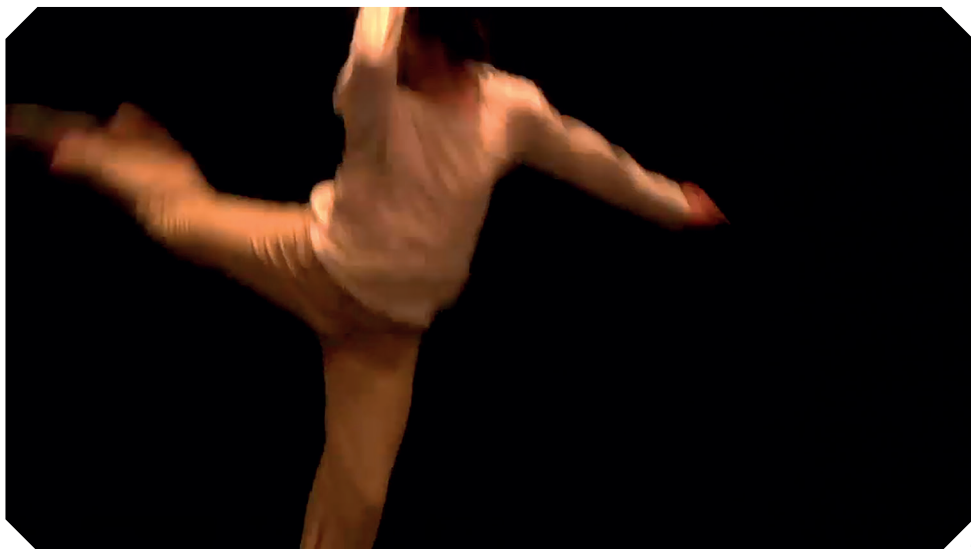
Exposé is a hybrid theatre performance of public speaking and contemporary dance. Its work exposes the ongoing problems behind status of patients with Primary Immunodeficiency (PID) and other rare diseases within the local Health Care system in Serbia.

Exposé addresses variety of aspects that determine life with primary immunodeficiency – personal understandings of having such health condition; private experiences with PID from everyday life; family support; visibility and understanding of PID within society; relation between the state regula-

tions and the patient; relation between hospitals/doctors and the patient; and the representation and visibility of PID in media.

The main goal of Exposé is to use a hybrid artistic form of mixed practices of dance and public speaking, as a medium for expanding the visibility and the public knowledge on PID and other rare diseases, and their socio-political status in local society. Through its choreographic approach Exposé sought to avoid and reduce the pathos connected to the disease, and to rather expose a process of negotiation between





the identities of author as being simultaneously a patient with primary immunodeficiency and an artist that makes/exposes the artistic work about primary immunodeficiency.

The intention was to let the spectator reconsider on how people are mutually communicating in public about their own basic needs nowadays, that way turning them becoming social and not only an individual issues.

## *Project facts*

### PROJECT COORDINATOR

≈ POSPID (SPwPID) – Support for Patients with Primary Immunodeficiency, Serbia

≈ Contact: Igor Koruga:  
igorkoruga@gmail.com

### PROJECT PARTNERS

≈ National organisation for rare diseases in Serbia – NORBS, Belgrade

≈ Ministry of culture Republic of Serbia, Station – service for contemporary dance, Belgrade

≈ Bitez Theatre, Belgrade, “Off frame” socially engaged theatre festival, Belgrade

≈ Cultural Centre Belgrade – Podroom gallery, Belgrade

≈ Authorship and choreography:  
Igor Koruga

≈ Dramaturgy: Ana Dubljević

≈ Production: Ksenija Đurović

≈ Design: Katarina Popović

≈ Video documentation: Jelena Maksimović

### RESOURCES:

≈ [exposeperformance.com/engleski](http://exposeperformance.com/engleski)





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Mundo-J, Rue de l'Industrie 10, B-1000 Brussels  
Tel. +32 2 893 25 22, [eaia-office@eaia.org](mailto:eaia-office@eaia.org)  
[www.eaia.org](http://www.eaia.org)