

HEALTH AND INCLUSION FOR SOCIAL SUSTAINABILITY



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The module "Health and Inclusion for Social Sustainability", promotes the SDG 3 of the Agenda 2030 for the Sustainable Development "Ensuring healthy lives and promoting well-being for all at all ages".

It aims to foster knowledge, dialogue and debate in multicultural and inter generational contexts and to promote values and attitudes that foster a sustainable, fair and inclusive world. Among the main goals are equal access to information, equal opportunity for active participation and co-construction of meaningful practices based on real life situations.

The educational proposals are grouped into four units:

- Unit 1 - Good health and well-being p. 3
- Unit 2 - Spirit, soul and body: the three dimensions of man p. 11
- Unit 3 - Life Styles: healthy and sustainable food consumption p. 19
- Unit 4 - The right to health: accessibility to health services p. 28

Each unit includes a track for activities to be carried out in groups, schemes for building mind maps, videos and small glossaries and questions that promote self-reflective actions.

The activities involve the participants through dialogical and collaborative practices, using critical approach, and leading to transformative learning. All the activities have been devised to be easily used by teachers, educators, and facilitators of adult education.

GOOD HEALTH AND WELL-BEING

activity 1 *Getting to know each other and deepening the topic*

Goal 3 - Good health and well-being



The video "Goal 3 - Good health and well-being" (HUB school - 2019), introduces the topic "Health and well-being and sustainable development"



The activity aims to stimulate reflection on the meaning of the terms health and well-being, on the concept of sustainable development, and on the connections between the personal and collective dimension.



After watching the video, the teacher invites the students to express their opinions through dialogue, the story of personal experiences related to health or the feeling of well-being, childhood memories, proverbs, customs, and rules of the country of origin.

The teacher invites students to express their points of view and their values, working in an inclusive way and with respect for everyone.



In this phase, it is important to promote awareness of everyone's skills and knowledge and everybody's self-confidence, the ability to listen actively, to look critically at our own cultural premises and to dialogue with those who express other points of view.

It is also important to value cultural diversity and to highlight commonalities.

In this way, the conditions are created so that learning occurs in a cooperative way within the group and, in a reciprocal way, learning builds community.



Drawings, posters, photos, or other documents created and collected during the course of this activity will be displayed in the classroom or in the chosen learning environment.

activity 2 *Learn more about the topic*

The activity aims to promote reflection on the factors that determine a person's state of health, our connections and the reality in which we live.

Students are invited to build a mind map that contains what they consider important for individual and collective health and well-being, and to track any links between the elements of the map.

The map initially contains only the main theme (health and well-being) and possibly some other key elements needed to initiate the dialogue and facilitate the development of the map. The teacher encourages the development of the work by asking stimulating questions and leads the search for the elements that compose the map and the choice of terms to be used.

Stimulus question examples:

- *What are the things that allow us to stay healthy?*
- *What are the behaviors that pose a risk to health?*
- *Does the quality of the environment in which we live and work affect health and well-being?*
- *Are there hereditary diseases? Are there recurring diseases within the same family?*
- *What are the essential health services for the health of citizens?*

The work takes place in groups in a cooperative way in order to involve the students in a process of the critical reflection.

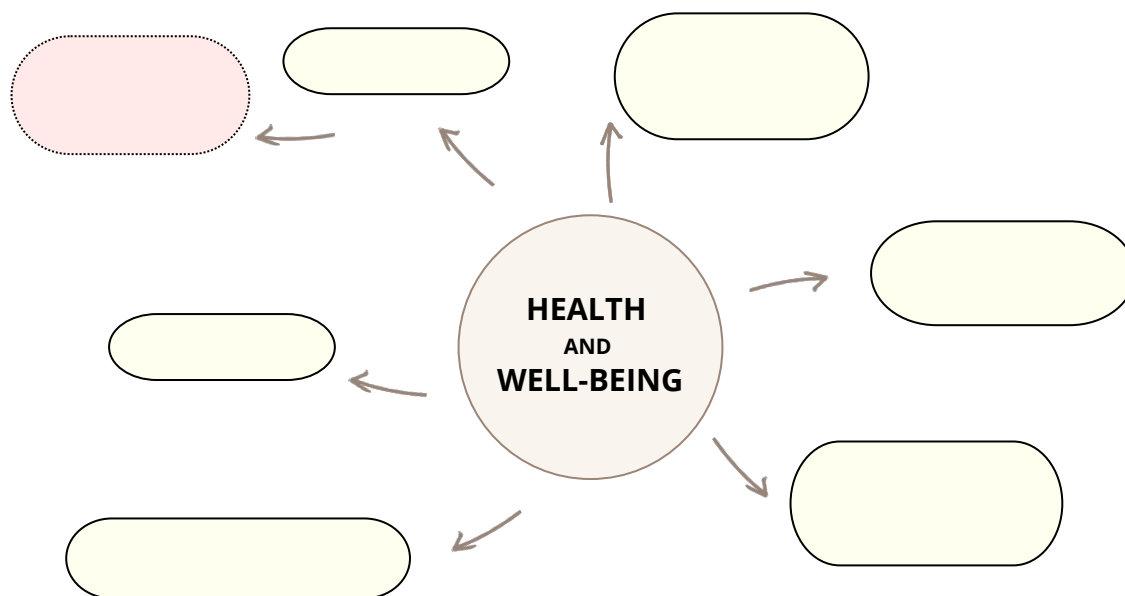
For the creation of the maps, the following schemes, or digital collaborative workspaces, can be used as a guideline.

The maps created during this activity, on paper or digital media, are tools for collecting and sharing research results and for the collaborative construction of learning.

A mind map and one empty diagram that can be used to create the maps follow.

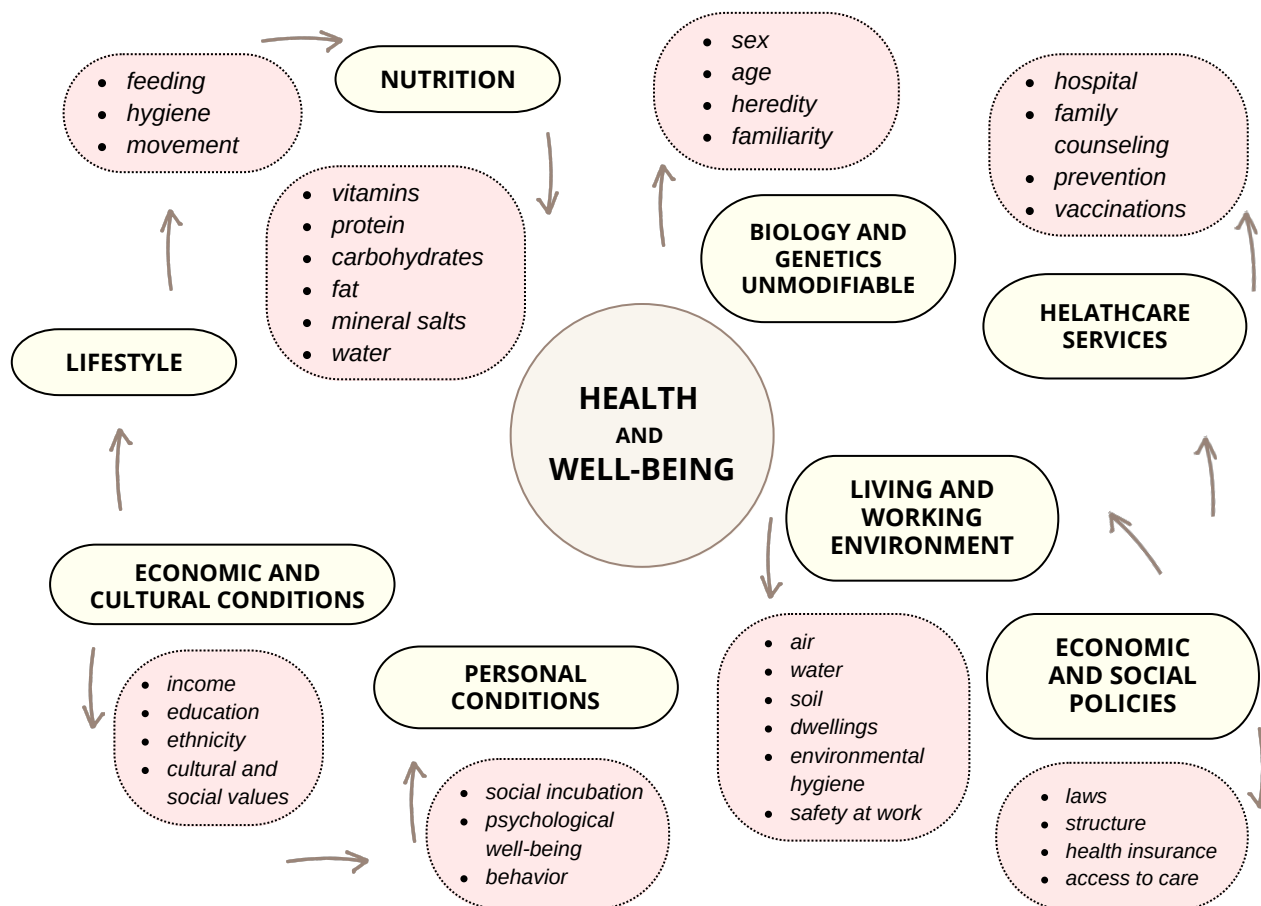
Map 1

Blank scheme for building a mind map on the factors that determine the state of health and well-being:



Map 2

Example of a mind map on the factors that determine the state of health and well-being:



The teacher guides the students in finding those behaviors that can lead to maintaining or improving their own state of health and well-being and improving the quality of life of the community.

The teacher also guides to collaboration in order to identify actions that can lead to changes in daily life, so that everyone is a protagonist of the promotion of sustainable values and attitudes.

The teacher encourages the development of the work by asking stimulating questions.

Stimulus question examples:

- *What can I do in everyday life to maintain my health and psychophysical well-being?*
- *What can be done to promote the health and well-being of the community in which we live?*
- *What advice can you give us?*
- *What could you personally do?*

The maps, texts, drawings, videos that emerge from this activity are tools for collecting and sharing research results and for promoting solidarity and sustainability.

Map 3

Blank scheme for collecting healthy, supportive and sustainable ideas:



Map 4

Blank scheme for collecting healthy, supportive and sustainable ideas:



In conclusion...

The proposed activities can also be conducted with individuals with little knowledge of the language spoken in the country they live in.

For these people, simplification of content and language is required. The work focuses on the use of basic vocabulary to express knowledge, needs and feelings related to health and psycho-physical well-being.

The work is organized in groups through the process of generating drawings, maps, posters, etc., in order to involve students in a cooperative and experiential learning process of the second language.



instruments



Video represents a brief summary of the concept of health and well-being and the factors that favor them, according to the WHO and the schools of public health in northern Europe.

The video was made by a teacher of CPIA 1 Brescia in 2020.

glossary

Health

Condition of physical and mental well-being due to the perfect functionality of the organism. State of complete physical, mental and social well-being and not merely the absence of disease (WHO).

Well-being

It is a state that involves all aspects of the human being and characterizes the person's quality of life.

Determinants of health

These are the factors that influence the state of health of an individual and, more generally, of a community or population.

Genetic heritage

The genetic heritage is the set of genes that characterizes each individual and which are transmitted from one generation to another (for this reason they are called genes).

Genetic inheritance

Genetic inheritance is the transmission of genetic heritage from one generation to the next.

Familiarity

Familiarity in medicine means the transmission of certain characteristics or properties between individuals of the same family. It is a broader concept of genetic inheritance, since factors of a psychological, behavioral and socio-cultural nature must also be considered.

Diet

Ingestion or administration of food for the purpose of nourishing the body.

Food

Simple or compound substances that provide nutrients and energy to the individual.

Nutrition

Set of biological processes that allow the development, growth and conservation of living organisms.

Nutrients

Simple substances such as vitamins, proteins, fats, carbohydrates and minerals.

Natural environment

Set of all living (animals, plants, microorganisms...) and non-living (soil, rocks, water, atmosphere, energy...) things that occur naturally, not artificially.

Personal and Environmental hygiene

Personal hygiene and environmental cleanliness

Workplace safety

It includes all the prevention and protection measures adopted by the employer and the employee in order to guarantee a safe workplace. The measures serve to prevent accidents in the workplace and the occurrence of occupational diseases.

The determinants of health

There are many definitions of the word health and there are many factors that influence the health of a person and the society in which they live. These factors are called **health determinants**.

There are several models that represent the determinants of health and their influence on people. The model of public health schools in northern Europe represents the determinants of health as a series of concentric strata at the center of which is the individual with his biological characteristics such as gender and age, and genetic heritage, i.e. **the non-modifiable determinants of health**.

The modifiable determinants, i.e. those that can be modified, such as individual lifestyles, the living and working environment, the political, social, economic and cultural context, are found in the outermost layers. According to this model, it is precisely the latter that have the greatest influence on the state of health of the individual.

Agenda 2030

The 2030 Agenda for Sustainable Development is an action program for people, the planet and prosperity signed in September 2015 by the governments of the 193 member countries of the United Nations. It includes 17 Sustainable Development Goals in a large action program for a total of 169 'targets' or goals (**The Sustainable Development Agenda**).

The official start of the Sustainable Development Goals coincided with the beginning of 2016, is leading the world on the road ahead in the next 15 years: in fact, countries have committed to achieving them by 2030.

Goal 3

Ensure health and well-being for everyone and for all ages - ONU Italia

To achieve sustainable development it is essential to ensure healthy lives and promote well-being for everybody and for every age.

Great progress has been made in increasing life expectancy and reducing some of the most common causes of death, but despite this, many more efforts are needed to completely eradicate a wide variety of diseases and address numerous and various health-related issues, whether recent or persistent over time.

SPIRIT, SOUL AND BODY: THE THREE DIMENSIONS OF A MAN

For the complete well-being of the person in a holistic view of mankind

Phases of work -

Eating” as a sacred act

Being well with oneself and others for mental well-being

Common spirituality practices for spiritual well-being

activity 1 *Getting to know each other and the topic*

Introductory video: film “Eat, Pray, Love” by R. Murphy



Image 1: film poster

After watching the movie, teachers invite students to express their opinions and values through dialogue, the story of personal experiences and memories in light of their own spiritual beliefs and practices.

At this stage, it is important to promote listening, respect, and acceptance of views that differ from one's own but where it is important to seek common ground, working inclusively and with respect for all.

activity 2 Deepening the topic

The teacher invites students to choose an image that represents the complexity of human beings and their different dimensions from among those proposed or free choice.

Images 2, 3 & 4: examples of images that represent the complexity of human beings



Image 2

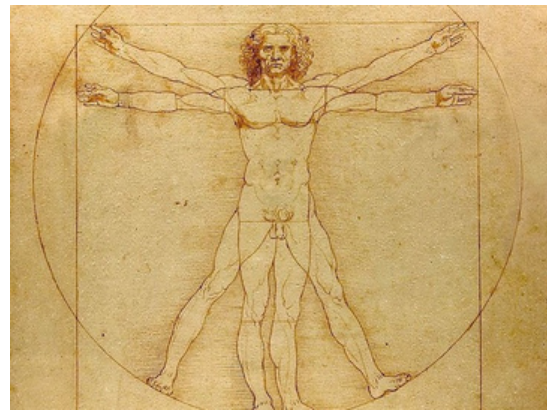


Image 3

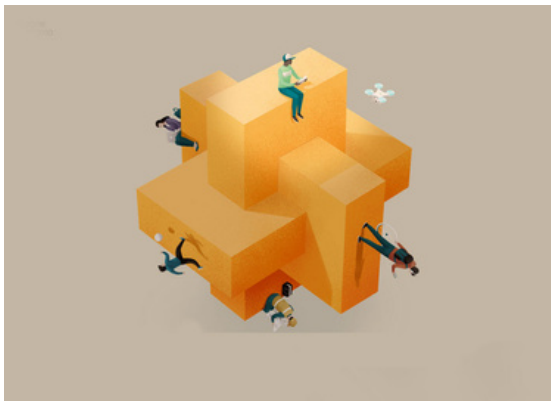


Image 4



The activity aims to promote reflection on who a man is in a holistic vision that takes into account all his aspects.

Students are then asked to explain why they chose a certain image.

All images will be collected on a poster board for sharing the work done.

The teacher facilitates the progress of the work by asking stimulus questions, guiding in research and choosing terms to use.



The work is done cooperatively in groups in order to engage students in a process of critical reflection and self-learning induced by free discussion with other group members.

Step 1 - "Eating" as a sacred act

activity 3 The typical dish

*Each trainee will talk about the typical dish of his or her culture, explaining its characteristics, origin and symbolic values related to it.
The points of contact and differences between different types of feeding and the meanings they encompass will be highlighted.*

✎ The goal is to promote values and attitudes that favor healthy nutrition of the "body" but also of the "mind" and "spirit".

During the sharing, the students will learn that foods are not only substances that contain nutrients, but that in eating and drinking there are also actions charged with strong symbolic and spiritual meaning.

Accustomed as we are to consume food in a hurry, alone, standing and often performing other actions at the same time, spirituality reminds us of a completely different way of life from today, imbued with gratitude and respect for food seen as a gift from the divine and/or nature.

In addition, food becomes an opportunity for sharing: eating together creates bonds and friendships.

Attention will be paid to some important foods such as bread, water, oil and wine.

It will reflect on why pork or cow is forbidden in some cultures, or what it means to eat Kosher or Hallal.

To conclude we will look at the therapeutic significance, closely related to the spiritual significance, of some forms of fasting such as Western Lent, Eastern Lent, Ramadan and Yom Kippur fasting.

The following texts will be used as an aid to exploring the topic in depth:

- M. SALANI, *At the Table with Religions*, EDB 2017.
- J. K. CRANE, *Eating Ethically. Religion and Science for a Better Diet*, Columbia University Press 2017.
- J. CHOZEN BAYS, *Mindful Eating. A Guide to Rediscovering a Healthy and Joyful Relationship with Food*, Shambhala 2017.

activity 4 *Sharing of typical dishes*

A dinner is organized where, in groups, participants will cook some typical dishes, keeping in mind to choose those foods that can be eaten by everyone and while serving them explain the meaning and reason for the choice.



Image 5



Image 6



Image 7



Image 8



Image 9

Images 5 & 9: examples of local dishes

Image 6: example of Kosher foods

Image 7: example of Halal foods during Ramadan month

Image 8: example of Indian foods)

Step 2 - *Being well with yourself and others for psychological well-being*

activity 5 *Learning to communicate*

The activity starts with this short video:



Presentation of the importance of “effective communication” and “conflict management”

🔍 During the meeting, the trainees will learn:

- the basic principles of effective communication
- strategies for managing one's emotions and preventing them from taking over during the communication
- the art of listening to oneself and others without prejudice
- recognize one's own behavior patterns and those of people with whom one comes into contact
- identify and recognize the mechanisms that occur within a relationship

activity 6 *Joining Forces*

The trainees are divided into groups where they share communication-related problems that generate discomfort in them. With specific exercises and activities in pairs, they will simulate concrete situations where misunderstandings and conflicts can occur and identify what they think can be clear and effective behaviors.

❑ The activity aims to pay attention to listening to the other in a welcoming way and to overcoming possible problems and conflicts related to miscommunication.

In a “protected” and “supervised” context, participants will be able to replicate their mode of communication in the family and work environment and, with the help of others, based on what they have learned, they will be able to notice where misunderstandings and aggression can be generated that undermines their mental well-being by generating anxiety and stress.

* FOCUS: “*The language of love*”

The “communication within the couple”

The “communication within the couple”;

Excerpts from:

- G. CHAPMAN, *The 5 Love Languages*, Northfield Pub 1992 (Chapter 4-9)
- T. GRAY, *Men are from Mars, Women are from Venus*, Harper UK 2002 (Chapter 5)



[Dr. Gary Chapman on The Five Love Language](#)



[The 5 Love Languages Explained](#)



[Qualities of Extraordinary Relationships -
John Gray Mars Venus Workshop](#)



[Bring out The Best In Your Partner -
John Gray Mars Venus Workshop](#)

Step 3 - Common spirituality practices: for spiritual well-being

activity 7 Meeting with a Minister of Worship/Expert in Religions/Counselor/ Mental Coach

Introduces the topic of the importance of developing one's own "spirituality"; in everyday life while respecting one's beliefs.

- 🕒 During the meeting with the expert, the trainees will learn:
- the basic principles of spirituality developed within the great Religions and mystical traditions that are taken up today in the secular sphere as well
 - they will identify their commonalities
 - they will pay attention to the role that "meditation"; plays within every religious and nonreligious experience

activity 8 Learning Meditation

Trainees will apply meditation techniques while learning to "unify body, soul and spirit"; also through relaxation methods and breathing exercises.
In the end, they will freely share their feelings.

- The place to practice meditation should be clean, quiet, pleasant to the eye (possibly close to nature)

- the legs should be crossed, and the feet turned upward resting on the thighs (however, if sitting in this posture causes pain and distracts the mind, the left foot should be tucked under the right thigh, while the right foot rests on the left thigh); The trunk should be as straight and erect as possible; The arms draw an arc, and are neither resting on the hips nor pushed back. The back of the right-hand rests on the palm of the left; The thumbs are at the same height as the navel. The neck is slightly tilted forward, with the chin tucked in (in this way the spine is as straight as a stack of coins); The eyes look straight down the sides of the nose, and are neither completely open nor closed; Mouth and lips are relaxed (Neither open nor tight); The tongue pushes lightly against the palate.

- Choose an image as the object of concentration (everyone can choose one). First, it should be observed with full attention; then meditation begins. In meditation we do not look at the object with our physical eyes, but focus on it with our mind's eye. Initially our recollection of the object will not be clear at all, but again we should not strive to make it clear-at first this is impossible.

The important thing is to keep our attention focused on the object, whether it is clear or not. Eventually, clarity will also come naturally. Initially, concentration is very difficult; the mind keeps running all over the place. However, as we persist in practice, we will find that we are able to keep our mind on the object for one or two minutes, then three or four minutes, and so on. Whenever the mind leaves the object, with the mental presence we will have to bring it back. It is necessary to use awareness to see whether interference is arising or not. If we carry a bowl full of hot water on a bumpy road, part of our mind will have to keep an eye on the water and part on the road. Mental presence must maintain stable concentration and awareness must pay attention to the occurrence of any interference.

- After some time, we reach a stage where the meditator experiences great happiness and relaxation, which is often confused with the true state of well-being; in fact, it is instead the subtle torpor, which weakens the mind. If we continue the practice energetically, even this subtle torpor will eventually disappear; once this interference is eliminated, the mind becomes clearer and more awake, and thus the object of meditation is seen with greater clarity. As our perception of the meditation object becomes clearer and fresher, our body will be sustained by mental peace, so that no more hunger or thirst will be felt. Eventually, a meditator can go on in this way for months at a time. What the mind feels at this stage is indescribable.

✧ The purpose of the activity is for participants to achieve greater mastery of the activities of the mind, so that the mind becomes capable of focusing on a single thought, after it has quieted and pacified itself.

✧ FOCUS: "Mindfulness"

"Mindfulness" as a meditative technique also used in clinical settings today to focus attention to the present moment and cultivating a nonjudgmental attitude.

J. KABAT-ZINN, *Mindfulness for beginners*, Sounds True 2012 (Part I and Part V)



What is Mindfulness?

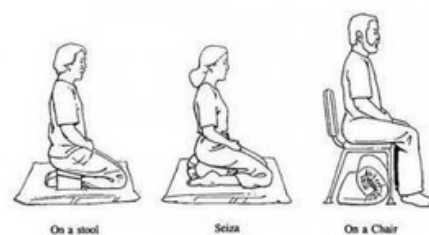
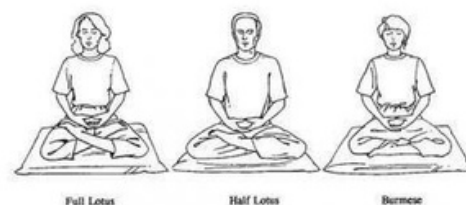


Image 10:
some Meditation positions

LIFE STYLES: HEALTHY AND SUSTAINABLE FOOD CONSUMPTION

The unit is addressed to the students of a second language, the main goal of the activity is to improve health literacy and encourage reflection on the consumption of food and its link with health.

Language level: A1- A2

Number of participants: 12 - 24

Possible tools: post-its, newspaper clippings, posters; alternatively: app, tablet, cell phone, interactive whiteboard

Total activity time: about 2 hours + activity at home

The unit consists of 4 activities that help widen the vocabulary connected to food and its responsible consumption.

activity 1 **Engagement/ introduction of the topic**



The activity aims to present the topic and widen the vocabulary of the students. During the activity the students can be divided into groups. Each group must name as many foods as possible. The words written by each participant are collected and all the different food names are presented to the other groups. Each group presents the final list of nouns, the group that named more foods wins. In the next phase the class jointly creates a wordbank, i.e. a small dictionary. The activity promotes the collaboration between students, the acquisition and use of food vocabulary. The proceeding can be employed to explore different food groups.



Possible tools: reproductions with many foods, presented on electronic or paper support, for example

Image 1 - Fruit and vegetable food chart by season



Image 2 - example of an activity - Post-it notes for listing the different foods



activity 2 *Let's join forces*

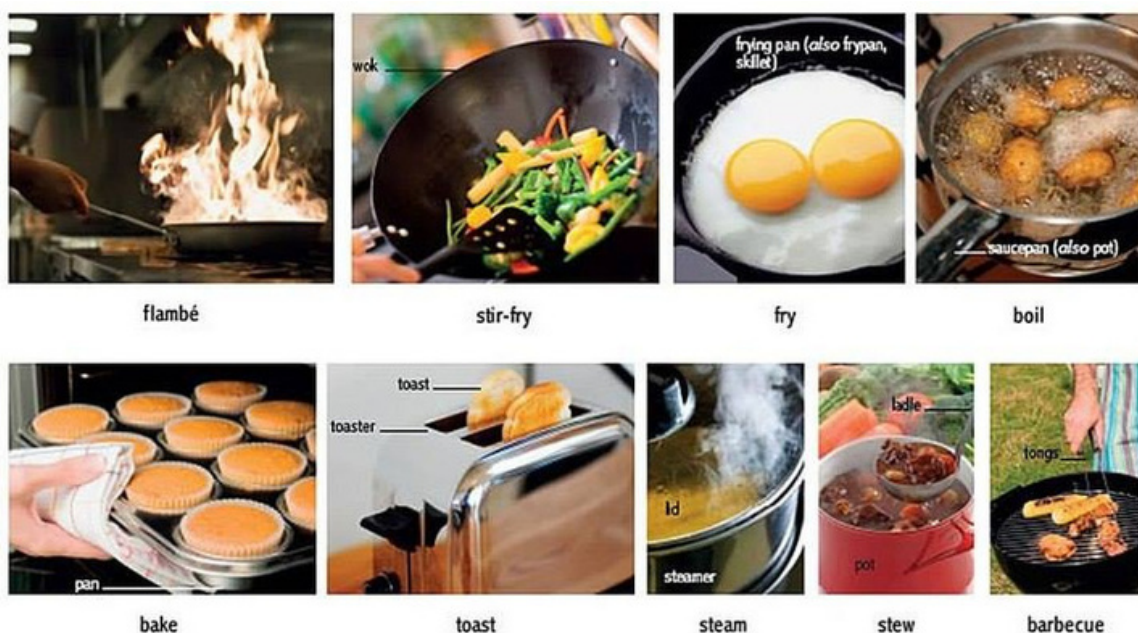
2.1 • *Ways of cooking and preserving food*

Graphic representation of the content and the concepts to stimulate an exchange of knowledge on selected topics.

- ✂ The objective of the second activity is to introduce the topic of healthy and sustainable nutrition with the support of visual communication. This activity is carried out in three steps. Step n.1: the class is divided in two groups, with the task of drawing, or selecting and cutting out images related to ways of cooking food (group 1) and the food preservation process (group 2). Step n.2 involves the creation of two billboards where the various items are grouped. The third step consists in creating the “word bank” with ways of cooking and preserving food.

Imagine 3 - Table with pictures displaying ways to cook and to store food

HOW TO COOK



HOW TO STORE



2.2 • Survey

The lexis from the previous activity is put to practice. The teacher administers a short survey in which the data about students' behaviour can be registered.

- Each student chooses a favourite food and explains how to cook and store it. At the end, the statistics of favourite foods and the ways used to cook and store them are made. This activity aims to actively use the acquired vocabulary, share good practices and stimulate positive relationships among classmates.

Survey

What is your favourite food?

meat	fish	rice	legumes
vegetables	eggs	cheese	fruit
cereals	pasta	sweets	seafood
other			

How do you cook it?

steamed	grilled	baked	boiled
to the plate	toasted	fried	braised
in the microwave	seasoned	raw	split-roasted
on the flame		other	

How do you store it?

vacuum-packed		in the refrigerator	in salt
in the freezer		in a jar	dried
sweetened	in oil	in brine	canned
other			

activity 3 Widening the context

This activity is divided into 2 parts. It aims to deepen the theme of sustainable diet, through the construction of the concept map and a glossary containing the lexicon related to sustainable behaviour. At the end it is possible to propose the billboard with the actions to do and to avoid.

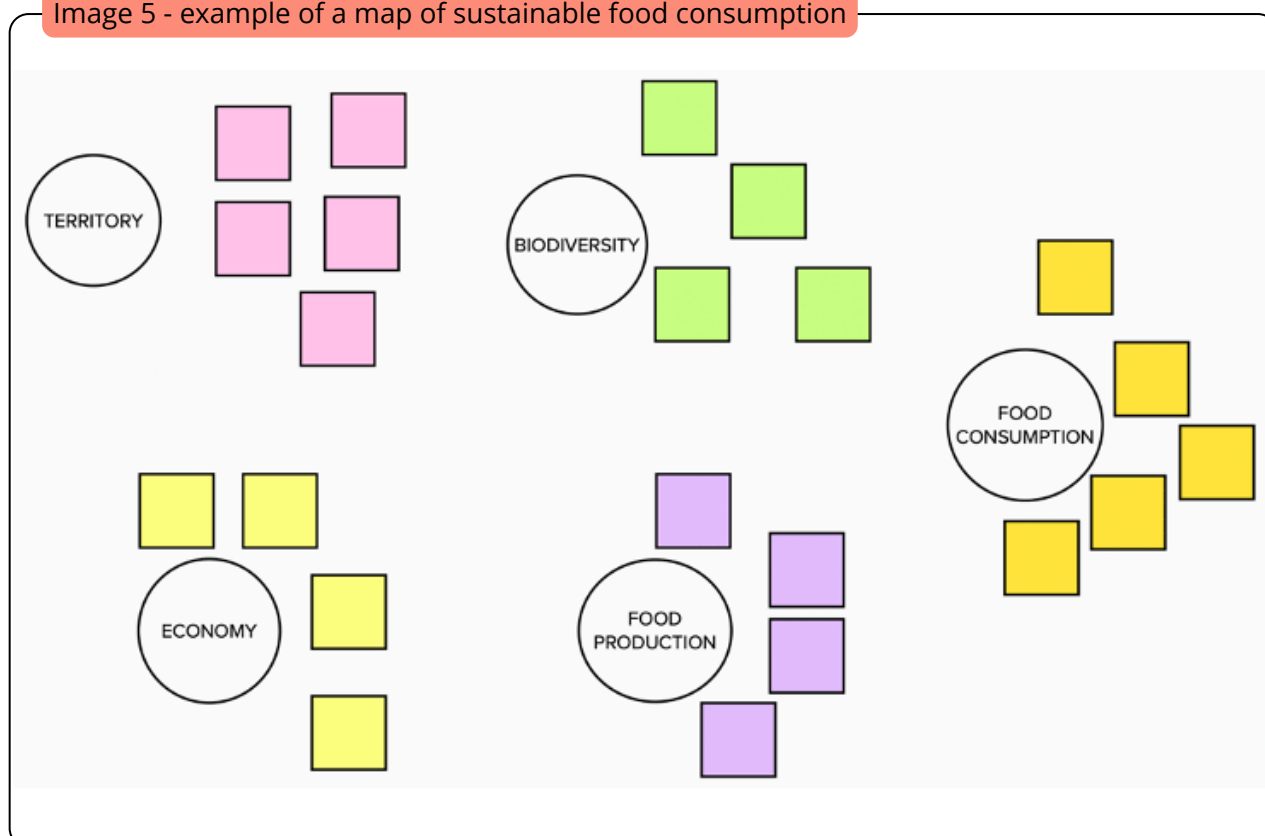
Possible tools: interactive maps, apps, presentations or pdf documents

3.1 • Sustainable food consumption map

Using sticky notes to co-construct the concept map based on the factors of sustainability.

- ✂ The activity consists in discovering possibilities connected to sustainable behaviour. The participants are invited to reflect about possibilities and advantages of sustainable everyday choices connected to the factors that affect balanced and sustainable food consumption. The actions for sustainable food consumption are clustered around the following topics: territory; biodiversity; economy; food production; food consumption.

Image 5 - example of a map of sustainable food consumption



3.2 ● Glossary

To define concepts useful to the classroom activity, a glossary is provided.

(Food) waste

To make bad use, to use something without care or thought.

Food recycling

Process of collecting and utilising the kitchen leftovers so that they can be used again or consumed in another form.

Biodiversity

The number and types of plants and animals that exist in a particular area or in the world generally

Organic food

Not using artificial chemicals in the growing of plants and animals for food and other products.

Intensive distribution

A method of marketing where a company sells a product in as many places as possible, so consumers see the product wherever they go.

Nutrition

The substances that you take into your body as food and the way that they influence your health.

Sustainable consumption

Causing, or made in a way that causes, little or no damage to the environment and therefore able to continue for a long time.

Balanced diet

A combination of the correct types and amounts of food.

(adapted from Cambridge dictionary)

The activity consists of a series of actions based on the knowledge acquired and exchanged during the previous phases. The purpose of this activity is to provide students with one or more tools to put into practice virtuous behaviours eating healthy and balanced food and pursuing sustainable behaviours. At the end of the diary compilation period, experience sharing and class discussion on sustainable behaviours follows.

Tools:

Table 1 - Food storage chart

<i>Type of food</i>	<i>Date of purchase</i>	<i>Type of container/ packaging</i>	<i>Place of storage</i>	<i>Edible up to date</i>
<i>raw chicken steaks</i>	<i>2.08.2022</i>	<i>Vacuum packed</i>	<i>Refrigerator</i>	<i>02.15.2022</i>

Table 2 - Food diary

	MEALS				
DATES	BREAKFAST	LUNCH	DINNER	SNACK	PHYSICAL ACTIVITY
Monday _____					
Tuesday _____					
Wednesday _____					
Thursday _____					
Friday _____					
Saturday _____					
Sunday _____					

activity 5 Self assessment

Self-evaluation and measurement of sustainable behaviours and their knowledge.

This step proposes some medium-term actions, broadening the context to the activities carried out in daily life. This activity offers the tool to assess the process, the knowledge, and skills acquired during the previous phases of the work.

Possible tools: self-assessment forms, presented as exit tickets.

Table 3 - Example of exit ticket

Name _____		Date _____	
Things that I did			
FOOD DIARY	FOOD STORAGE DIARY	SURVEY ON WAYS TO COOK AND PRESERVE FOOD	
Cose che ho imparato			
NEW WORDS	NEW WAYS TO COOK OR PRESERVE FOOD	NEW SUSTAINABLE BEHAVIOURS	
I am satisfied with my accomplishments			
VERY MUCH	QUITE A LOT	NOT MUCH	NOT AT ALL

THE RIGHT TO HEALTH: ACCESSIBILITY TO HEALTH SERVICES.

activity 1 *Getting to know each other and the topic*

Introduces the topic right to health



☐ The activity aims to prompt reflection on the concept of the right to health and whether or not this right is guaranteed locally and internationally.

● After watching the video, teachers invite students to express their opinions through dialogue and/or the recounting of personal experiences, promoting awareness of each individual's skills and knowledge and self-confidence.

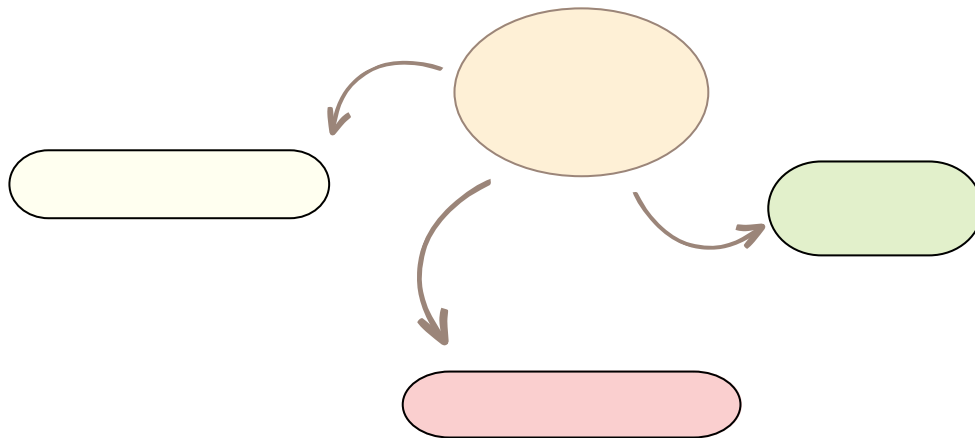
💡 It is also important to consider contexts characterized by cultural diversity as potentially beneficial for all, to promote the ability to listen actively, to look critically at one's own cultural premises, and to engage in dialogue with those who manifest other points of view.

activity 2 *Orientation in the complexity of local health services.*

☐ The activity aims to schematically represent the health structures and services present in the area in which they live, which they have used or which they simply know, in order to orient themselves in the complexity of the services offered, facilitate access to the structures and the use of the services .

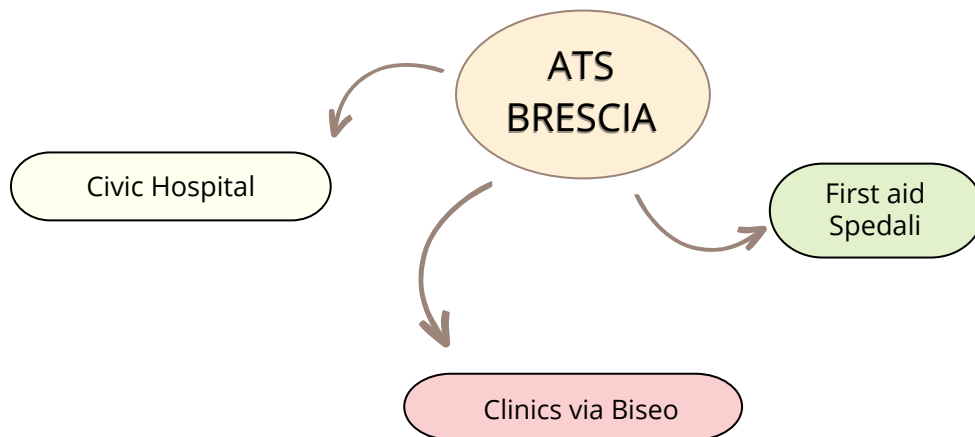
Map 1

Blank outline for constructing a mind map:



Map 2

Example of a mind map on the local health services:



Finally...

Finally, students are asked to indicate the difficulties encountered in accessing health facilities and services in the area in which they live and to indicate any disservices or inefficiencies in relation to the right to health.

Immigrant students can be given the attached survey, in order to obtain feedback on access to health services by people with limited knowledge of the language of the host country.

Survey on understanding the medical language and access to health services

Please indicate your answer marking an X on the box.

How long have you lived here?	from 0 to 1 year		from 1 to 2 years		over 2 years
Age	from 18 to 25 years	from 26 to 30 years	from 31 to 40 years	from 41 to 50 years	over 50 years
Gender	female		male		other
1. Who do you speak to when you have health problems?	family doctor		first aid/family		friends/ other people
2. Can you explain to the family doctor your health problems?	for nothing	few	enough		a lot
3. Can you understand the information the family doctor is giving you?	for nothing	few	enough		a lot
4. If you don't understand it, is there anyone helping you?	family	friends	other people		
5. Can you understand the notices you find in the medical clinic?	for nothing	few	enough		a lot
6. Does the family doctor explain how and where to take the exam or visit you need?	for nothing	few	enough		a lot
7. Can you easily find the healthcare facility for the exam or the visit you are in need?	for nothing	few	enough		a lot
8. Can you make an appointment for the exam or visit you need by telephone or internet?	for nothing	few	enough		a lot
9. Can you understand the notices and the instructions in the healthcare facilities?	for nothing	few	enough		a lot
10. Can you make the acceptance practices before the exam or a visit you need?	for nothing	few	enough		a lot
11. Who helps you if you can't?	family	friends	other people		
12. Is it difficult to understand what the operators at the information desk are telling you?	for nothing	few	enough		a lot

13. Can you answer a satisfaction survey in the healthcare facilities?	for nothing	few	enough	a lot
14. Would you like to speak to your own gender doctors?	yes	no	makes no difference	
15. Do you think that your privacy is respected in the healthcare facilities?	for nothing	few	enough	a lot
16. Do you have any tests or medical examinations to prevent cancer or other diseases?	for nothing	few	enough	a lot
17. Do you speak to doctors or do you use the medications of your country of origin?	for nothing	few	enough	a lot
18. Can you easily find medical information in your own language?	for nothing	few	enough	a lot
19. Is the medical information in your own language clear?	for nothing	few	enough	a lot
20. Do you think you need furthermore information in your own language?	yes		no	
21. Is there enough talk about health and health services in adult education?	for nothing	few	enough	a lot

Additional activity

The videos were made in 2021 by some students of the CPIA 1 Brescia, in order to spread the concept of social sustainability and the principle of the right to health in several languages, as enshrined in the Italian Constitution.

What does social sustainability mean?
Article 32 of the Italian Constitution.



glossary

NHS

The National Health Service is a system of structures and services whose purpose is to guarantee universal access to the equitable provision of health services to all citizens under equal conditions, implementing Article 32 of the Constitution.

WHO

The World Health Organisation is a UN institution that was founded on 12 July 1946 and came into force on 7 April 1947 and is based in Geneva, Switzerland.

WHO is in charge to manage and coordinate the health sector within the United Nations and its objective is to ensure that all human beings can enjoy the best possible level of health.

UN

The United Nations Organisation is a union of 193 states whose membership is voluntary. The main objectives are the maintenance of international security, the protection of human rights and fundamental freedoms, and the promotion of international economic, social, cultural and public health growth.

The Italian Constitution about health

In Italy, the Constitution has recognised the right to health as a fundamental right of the individual. **Article 32** of the Italian Constitution establishes that: the Republic protects health as a fundamental right of the individual and as an interest of the community, and guarantees free care to the indigent. No one may be obliged to undergo a given health treatment except by a law provision, and the law may in no case violate the limits imposed by respect for the human person.

The right to health has been recognised internationally as a human right by several conventions since 1948 (Art. 25 Universal Declaration of Human Rights and the WHO Constitution, both stipulated in 1948; art. 122 of the International Covenant on Economic, Social and Cultural Rights adopted by the United Nations General Assembly on 16 December 1966).

According to international law, states have the obligation to ensure the best possible health conditions for the individual.

Indeed, the right to health does not guarantee the right to be healthy, but instead underlies numerous other socio-economic rights, including the right to access to safe and adequate drinking water and sanitation, and the right to healthy and optimal working conditions.

International law establishes four further criteria for assessing the conditions that make the effective enjoyment of the right to health possible: **the availability, accessibility, acceptability and quality of health goods and services.**

Availability means that public health and related health services are available and effective on the territory. Services must also be **accessible**: this means that health facilities, goods and services must be accessible to everybody without discrimination. Within the concept of accessibility, there is also physical accessibility (goods and services must be in an area accessible to all individuals), economic accessibility (prices must be low and accessible to everybody) and accessibility to information (all individuals have the right to ask for and receive information about their health status). **Acceptability** means that all health facilities, goods and services must be respectful of cultural differences, minorities and must be gender-sensitive. Lastly, **quality** means qualified medical staff, non-expired drugs and that health equipment is up to standard.

Education as a Constructor of Social and Cultural Sustainability for the 21st century (Sus21)

This module has been created as one of the outputs of Erasmus+ project called “Education as a Constructor of Social and Cultural Sustainability for the 21st century”. The two-year long project started in 2020, and it had six partner organizations from four European Countries, representing different field of adult education in different educational traditions. The idea of the project was to create applicable and interesting education modules for adult education field, concerning different aspects of social and cultural sustainability. The project was in close connection to the widely accepted and adopted concept of life-long learning and continuous education: education should be available for all people regardless of age, gender, home country or economic status. The importance of life-long learning is emphasized in the UN document “Transforming our World: the 2030 Agenda for Sustainable Development” (2015); Social sustainability means equality for all, gender equality, health and education. Socially sustainable development means that the conditions for well-being are passed down from one generation to the next. It aims to reduce inequalities in well-being, health and inclusion. The main idea of the project was to bring out the thoughts of eco-social education through the goals of the Agenda 2030. The partners have chosen and shared among themselves the goals that are most conducive to social and cultural sustainable development. Each partner has created and built a toolkit of one or a few goals with material, methods and exercises. All the toolkits from the different goals of the Agenda 2030 have been introduced below briefly. You can find all the toolkits and information about the project itself from the website: <https://sus21.eu/>

Dimensions of Accessibility

Kansalaisfoorumi

Our article collection introduces true stories of human senses and accessibility written by the experts by experience, to inspire the work towards accessible art and cultural activities. The six articles and complementary tasks open the theme of accessibility from a different kind of perspective and give you a lot to think about. The publication is created for teachers and instructors of art and cultural activities, but it works for everyone interested in enhancing accessibility in all its forms.

Adult Education Promoting Sustainable Development

University of Eastern Finland (UEF)

Sustainable development is a topic occupying the minds of more and more adult educators in today's world. But do we actually know the ways in which sustainability is connected to everyday life, educational policy, or citizenship? The training modules of the online course “Adult education promoting sustainable development”, showcase the different aspects of social sustainability in the contemporary world. The course is open to all, regardless of place or time, as an open online course. Using adult education as a tool, we can work on achieving sustainable goals. Link to course: <https://digicampus.fi/enrol/index.php?id=3782>

Responsible Consumption and Production. Avoid Food Waste!

Autokreacja Foundation

This Intellectual Output is linked to the Agenda 2030 Goal 12: Ensure sustainable consumption and production patterns. In the EU, an estimated 20 per cent of food is lost or wasted with a grave impact on the global economy, society and environment. The activities will focus on building adult participants motivation for taking action in solving common issues, increase their confidence as citizens, while enhancing employability skills using entrepreneurship as an activator.

Achieving Gender Equality and Empowering Women

SYNTHESIS Center

The main objective of this module is to empower women and girls and strengthen their voice and participation in the society, while building the knowledge, skills and competences necessary to support gender equality, and women empowerment though focusing on women. Also, it raises awareness on the opportunities that women need to shape their future by knowing their social and economic rights. All these objectives will support combating discrimination and injustice against women and girls. The module has the shape of a PDF document. In the first pages of the PDF you will find an introductory video that will help you get into the topic easily.

Well-being and sustainability. How to build a sustainable work culture.

University of Trieste (UniTs)

This publication focuses on well-being in a working environment. It represents a key theme for promoting a sustainable working environment and the health and well-being of people. The main objective of this publication is to generate transformation and improvement in the work context, working on two different levels: individual and organizational. It consists of a questionnaire to manage a self-assessment that can support employers and employees to jointly generate a better work context and organizational climate, identifying resources (internal and external to one's own work context) and removing the criticalities that hinder it. It also contains a guideline to analyze the data results and deciding on the strategy to be adopted.

Theoretical framework

Sustainability means “Meeting the needs of the present without compromising the ability of future generations to meet their own needs” (United Nations (UN) 1987, 24). Sustainability does not only consider present needs but also future needs when using resources, making investments, developing technologies and institutions (UN1987, 25). It is acting to maintain and improve the well-being of the people, the nature and the environment now and in the future (Portney 2015, 54). Sustainability is based on four “pillars:” ecological/environmental sustainability, economic sustainability, social sustainability and cultural sustainability (Dessein, Soini, Fairclough & Horlings 2015, 8).

According to Waas, Hugé, Verbruggen and Wright (2011, 1645 - 1647), the key principles of sustainable development are the normativity principle, equity principle, integration principle and dynamism principle. Normativity principle asserts that sustainable development is always based on the current belief system and is constructed in a certain time. The equity principle refers to intergenerational and intragenerational, geographical, procedural, and interspecies aspects of equity in sustainable development, indicating that the same possibilities and quality of life should be guaranteed for future generations. The integration principle refers to the idea that all the dimensions of sustainability – social, cultural, ecological and economic – should be integrated together. And lastly, the dynamism principle reflects that sustainability is a constantly changing and developing phenomenon which requires preparation for rapid changes and risk-calculation.

In the Sus21 project, the partners engage in the eco-social approach to sustainability, developed by Arto O. Salonen. Eco-social education takes the form of a broad concept of well-being, starting from a combination of ecological and social perspectives on the cultural transformation of communities and the determinants of individual well-being. The value basis of eco-social approach to education is the unification of freedom and responsibility in all human activities, focusing on (a) human interdependence and equality, (b) ecological integrity and diversity, and (c) democracy, non-violence and peace. The eco-social approach emphasizes understanding and creating awareness of the interdependency of ecological, social and economic realities in sustainability (Salonen & Bardy, 2015). To establish this, adult education needs to support critical thinking through transformative learning and change-oriented adult education. The aim is to enable a higher-level learning, that includes learning in an epistemic level that leads to a paradigm change and transformation (Manninen, Jetsu & Sgier 2019, 19).

Adult learning and education help to manage with new global, environmental, social & economic challenges and enhances social transformation through critical reflection, which leads to increases in social sustainability (Schreiber-Barsch & Mauch 2019, 532). By educating the facilitators within associations and NGOs, we promote lifelong learning that is affordable and enables people from all walks of life to participate, which in return contributes to social and cultural sustainability by increasing the level of understanding, critical reflection skills and knowledge of participators of such non-formal and informal learning.

This way, lifelong learning can guide our way to learning towards sustainability. Learning towards sustainability implicates that instead of using education as a tool to influence human behavior, education should empower citizens to engage in dialogue actively and critically through transformative and social learning, which will lead to increased sustainability competence (Wals 2011, 179-181).

In sus21 project, we are demonstrating how change-oriented adult education can help to construct social and cultural sustainability and reframing adult education's meaning in promoting sustainability. The partners outputs and created educational materials address different dimensions of social and cultural sustainability through the topics of sustainable wellbeing in work, achieving gender equality and empowering women, innovative health education, promoting accessibility, educational module on adult education's meaning in promoting sustainability, and creating awareness on responsible consumption and production.

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