TRIO

Adult education on digital, health and data literacy for citizen empowerment

TOOLKIT FOR TRAINERS

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Dear trainers,

With this trainer toolkit, we would like to provide you with a detailed guide to the methodology you can employ toe creatively and engagingly utilize the content of the TRIO project for adult education. In this trainer's guide we offer you various materials from which you can choose the most appropriate and relevant elements for your workshop. The trainer manual is structured based on the *'a la carte'* principle. This will enable you to offer workshops for different target groups with different interests and knowledge levels and to adapt your offer to your specific context. We recommend that you investigate in advance the level of knowledge of your workshop participants, along with their learning preferences.

The TRIO learning platform provides a range of offerings tailored for independent learner use. Additionally, there are four integrated versions of learning elements accessible for direct use, aligning with the specific needs of your workshop group. In that sense, the workshop concept presented here is intended to deepen this content and create an opportunity for direct exchange with the learners to strengthen their digital, health and data skills.

In the course of the COVID 19 pandemic, digital learning methods have become more important. Therefore, in chapter 4 we give you an overview of already established digital tools that you can use within your TRIO workshop participants.

We wish you much success!

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1. Introduction

In Europe, more than 90% of EU professional roles require at least a basic level of digital knowledge and skills, just as they require basic literacy and numeracy skills [1]. Yet, around 42% of Europeans lack basic digital skills, including 37% of those in the workforce [2]. Thus, digital literacy has become an important aspect in the continuous education of the EU work force, and not only.

The COVID-19 pandemic has accelerated the growth and usage of the digital technologies in the health domain, on one side bringing significant advances in health and wellbeing promotion through self-monitoring and faster/easier provision of digital health services, but on the other side exacerbating health inequalities and negatively impacting health literacy, in particular in the case of digitally illiterate adults. Health literacy [3] is a complex construct, covering three broad elements: (1) knowledge of health, healthcare and health systems; (2) processing and using information in various formats in relation to health and healthcare; and (3) ability to maintain health through self-management and working in partnership with health providers.

Digital and Health come hand in hand with Data, as the current digital transformation of the healthcare systems in Europe (and worldwide) is aiming at delivering person-centric data driven prevention and healthcare through new models, where medical experts are collaborating with health informaticians, data analysts, health data scientists and clinical information officers. Digital, Health and Data are becoming even more important in prevention and social and community care. Citizen-centred self-management of health, care and healthy behaviour provides an adequate answer to the expanding health care sector, thus supporting the sustainability of it. Citizens' enhanced digital and data skills enable them to take advantage of the further development of artificial intelligence for prevention and environmental measures. Thus, citizens must be able to understand data concepts, data handling (e.g. collection, monitoring, transfer, storage), and security and privacy aspects related to their personal and health data.

Digital, health and data literacy represent a basic combination of elements needed by the European citizens in order to better track, manage and improve their health and well-being through the use of digital tools. Because of the rapid digitalization of the healthcare system in Europe, citizens need to be proficient with their eHealth literacy skills and be sufficiently knowledgeable on the collection and sharing of digital data, as well as data privacy regulations. Digital and data literacy of citizens is also important to assess what is happening with their data and which data protection measures they can take.

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Definitions:

- Digital literacy: refers to the skills required to achieve digital competence, the confident and critical use of information and communication technology (ICT) for work, leisure, learning and communication [4].
- Health literacy: empowers people to make positive choices. It implies the achievement of a level of knowledge, personal skills and confidence to take action to improve personal and community health by changing personal lifestyles and living conditions [5].
- Data literacy: is the ability to read, write and communicate data in context, with an understanding of the data sources and constructs, analytical methods and techniques applied [6].

TRIO aims to empower citizens through the development of a modular approach of the trio of literacies (digital, health and data), creating a learning offer. If you are seeking more materials, you can find them in the "Resources" section of the TRIO website. You will find a trainer manual as well as specific national reports from Portugal, the Netherlands, Spain, Romania and Germany, as well as a European synthesis report:

https://trioproject.eu/language/en/resources/

In the following you will find a table for easy navigation through the toolbox, related to your needs as a trainer when planning or conducting a TRIO Workshop. Here you will find the more practical part of the toolbox directly without having to read through all background information.

Need/Topic	Chapter
Different literacies and how to assess them	2.1
What are the TRIO modules and learning paths	3.2
Workshop formats & (digital) methods	4.2, 4.3
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2. Identify the needs of your learning group

Within the TRIO project, the aim is to increase the competences of the project target groups in the three core areas, namely digital competence, health competence and data competence as well as in the intersection area between them. This is to be achieved by the workshop participants developing a basic understanding of the three fields of competence and at the same time getting to know and applying concrete contents in the form of everyday tasks.

- **Digital literacy:** More and more information is being acquired digitally. Today, digital skills are necessary in almost every area of life to be able to participate in society. Search engines like Google can provide quick answers to various questions, as long as you know how to use them. In the TRIO project, the definitions are based on those provided by the European Union, e.g. via Eurostat.
  Digital competences include various sub-areas such as information and data competences, communication competences, the ability to create one's own online content, digital security, and digital problem-solving competences (Eurostat 2023).
  Through interviews and co-creation sessions in the TRIO project, it became clear that certain digital services are not known to the general public or that the digital skills needed to use them are lacking.

- **Health literacy:** The ability to find, understand, evaluate, and apply relevant health information in different forms is called health literacy. This is based on basic reading, writing and numeracy skills, as well as the cognitive and social ability to find information and make it useful to oneself. This involves information in various forms, both visual in the form of print or digital media, and oral, such as through a consultation with a doctor. Difficulties often arise, for example, due to a loss of information between doctors and patients. Many patients in Europe describe that they do not understand doctors and medical staff due to the use of technical terms, or that test results, for example, are very difficult to understand.

- **Data literacy:** Data skills are often understood as a category within digital skills. However, in the context of health issues, personal data and how to deal with them play a very important role. Information and data competences include the ability to identify one's own information needs and to meet these needs through one's own research. It is also important to be able to store, organise and process data or to evaluate the reliability of various sources and information. Regarding the health sector, it became apparent during the interviews conducted in the TRIO project, that many people are not aware of where their own personal data is stored, which digital offers are available or how reliable sources can be recognised.

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2.1 Planning workshops tailored to your needs

For your workshop, it is important to assess the individual learning needs of your participants in order to provide them with a suitable learning offer. The TRIO project provides learning materials for three different learning paths, which were created on the basis of interviews and co-creation workshops. The three learning paths are based on ideal types and are primarily oriented towards the question of how confident the participants are in using digital applications and understanding data, in the context of health and healthcare. Social media usage habits and digital socialisation also play a major role. The basic hypothesis behind this is that digital usage habits can create access to information, but can also create barriers to its use.

These learning materials address common challenges for respondents and are intended to provide an introduction to basic skills in all fields. The three learning paths are GETTING STARTED, MOVING FORWARD and ADVANCING AND ENGAGING. Those will be explained more thoroughly within the following chapter.

In order to define the expected learning outcome for the TRIO learning modules, we have adopted the Life Skills for Europe (LSE) framework, which was developed by the SLE Erasmus+ project[1]. While other frameworks have been proposed to establish levels in relation to required skills, these are not fitted to TRIO needs, as usually dedicated to a certain domain or are targeting learning within the formal or vocational education.

For example, the NORTHSTAR Digital Literacy framework[2] is dedicated to Digital Literacy, being very extensive and detailed on the skills requirements under various sub-domains (e.g. using e-mail, windows, Mac OS, Google Drive, Google Sheets, etc.), but without addressing any aspects related to health literacy or to data privacy and protection. In regard to the health domain, eHealth literacy scales[3] have been proposed recently, but these need improvements and updates to reflect recent advancements in digital health technologies. The LSE framework is more suited to TRIO needs, as it is dedicated to adult learning outside the formal or vocational education, it has been recently proposed and updated in relation to technology advancements, simultaneously covers all three TRIO domains, and it provides flexibility in regards to the definition and assessment of progression learning.

The LSE framework identifies the eight (8) essential capabilities that are necessary for active participation of adults in everyday life and work, along with potential starting points and learners' progression by taking into account two aspects: (i) difficulty of skill capability,

[1] LSE-Capabilities-Framework-FINAL-WITH-CC.pdf (eaea.org)
[2] https://assets.digitalliteracyassessment.org/static/main_website/docs/NDL-standards-current.183aef99d762.pdf
[3] Lee J, Lee E, Chae D, eHealth Literacy Instruments: Systematic Review of Measurement Properties, J Med Internet Res 2021;23(11):e30644 , doi: 10.2196/30644

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considering basic understanding to establish the “Foundation” level, towards “Developing” skills for practical application and “Extending” level for complex application; and (ii) familiarity of context, starting from application to “Personal” contexts, followed by extending to family and local “Community” and wider “Active Engagement” as citizens.

Following are the LSE definitions for the three domains addressed by TRIO, taking into account that digital and data literacy are considered as one area by LSE under a skills domain called “Digital and Media Literacy Capability, while “Health Capability” is a separate one.

Learning progression definition for Digital and Media Literacy Capability (LSE Framework)

	Foundation ->	Developing ->	Extending
Personal empowerment	Understand what is meant by self-management and self-esteem. Identify solutions to problems Know when it is appropriate to listen and when to speak Give information clearly	Manage emotions effectively Effectively express feelings Understand how and when to use different communication skills Critically reflect and make decisions	Be aware of own personal strengths and weaknesses. Know how to use strengths and seek opportunities and support to learn and develop Be aware of own values and act in accordance with this in a way that is respectful to others
Relationships with others & local community	Understand appropriate interpersonal skills to build positive relationships	Recognise and respect different ide- as, values and cultures Express and summarise different viewpoints. Work with others	Communicate empathetically Encourage and support others to express views and ideas Give constructive feedback
Active engagement	Put across a point of view or opinion appropriately	Communicate constructively in different environments	Proactively take a lead in working with others to solve problems

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			Collaborate with others including ability to negotiate and compromise

Learning progression definition for Health Capability (LSE Framework)

	Foundation ->	Developing ->	Extending
Personal empowerment	Recognise the importance of good health linking to e.g. diet, exercise, sexual health Recognise the importance of personal fitness Understand importance of mental health and wellbeing and identify own needs	Select and manage appropriate medications Manage emotions effectively Make choices to develop and maintain a healthy lifestyle	Make and break habits Recognise own physical or mental ill-health Know where, when and how to get health-related advice Understand health terminology
Relationships with others & local community	Understand the importance of family (and other close relationships) health Recognise and understand the impact of being a carer Identify services or agencies that offer healthcare services	Develop childcare knowledge and skills e.g. diet and exercise, recognising and treating illness, responsibilities as a parent Build lasting relationships in the family with others close to, with family professionals e.g. doctors Be aware of seen and unseen disabilities	Recognise the wider effects of ill-health, substance misuse and unhealthy lifestyles Know the effects of drugs and alcohol on individuals, families and communities Recognise disabilities in the family and community

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Active engagement	Take a step forward for your health in favour of yourself and others around you. Claim your and your family's right to health provision.	Consider the physical and mental health needs of others Access groups or clubs for health and wellbeing support e.g. carers services	Engage appropriately with local and national health services Support others to find help and advice Share knowledge with others where appropriate

A similar competence analysis can also be carried out for the areas of digital skills, health skills or digital health skills. The eHeals test (eHealth Literacy Scale) can be used to help you assess the literacy level of trainees. You can also find related information in the TRIO Manual. We therefore propose to use the following questions to determine the appropriate learning path for your participants:

Q1. When searching information on the internet I am not sure how to select website that are reliable and safe to access. (Fully Agree/I don't know=0 points, Partially Agree =1 point, I don't agree = 3 points)

Q2. When using social media, I feel confident in my capacity to evaluate the safety and credibility of the content.". or (Fully Agree =3 points, Partially Agree =1 point, I don't agree/I don't know = 0 points)

Q3. I am aware of the benefits of a healthy lifestyle, and I understand what is required to put it into practice. or (Fully Agree =3 points, Partially Agree =1 point, I don't agree/I don't know = 0 points)

Q4. I am not sure what telemedicine means and how to find or use other health services. or (Fully Agree/I don't know=0 points, Partially Agree =1 point, I don't agree = 3 points)

Q5. When looking at my health test results (for example, a blood test), I can understand most of the information, including those in graphics. (Fully Agree =3 points, Partially Agree =1 point, I don't agree/I don't know = 0 points)

Q6. When installing a health app on my mobile, I am able to understand and set all options related to my personal data security and privacy. (Fully Agree =3 points, Partially Agree =1 point, I don't agree/I don't know = 0 points)

Q7. I am not sure how to understand messages about cookies and third party data sharing when the websites I visit ask for my consent. (Fully Agree/I don't know=0 points, Partially Agree =1 point, I don't agree = 3 points)

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Q8. I am not able to understand new 3D images and digital models at the doctor's office. (Fully Agree/I don't know=0 points, Partially Agree =1 point, I don't agree = 3 points)

Q9. I am able to identify whether an online store is secure and legit? (Fully Agree/I don't know=3 points, Partially Agree =1 point, I don't agree = 0 points)

Based on these questions, you as a workshop leader can decide which learning path will be the most appropriate for your target workshop group. You can give points for each answer option and then based on the cumulated points, send to one of the learning paths. For example, if we have 9 questions, for option A the max points are 9, while for B, the max points are 27, and we could consider:

A. 0-4 points->Level 1 (green); 5-6 points->Level 2 (yellow), 7-9 points ->Level 3 (red)
B. 0-10 points->Level 1 (green); 11-20 points->Level 2 (yellow), 21-27 points ->Level 3 (red)

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3. TRIO Learning platform

3.1 Functions of the learning platform

The TRIO learning platform is based on the Moodle course system. Moodle is an open-source learning management system that you can use as a teacher or in your position as a workshop leader. You can support and simplify group work by sharing learning content, set up discussion fora on specific topics or manage your courses and participants. In your Moodle course, you can dynamically design a wide variety of learning content and organise your learning offer centrally. You can set up different roles to the registered participants (admin, non-editing-teacher, teacher or guest) or conduct surveys on course topics. As an admin, non-editing teacher or teacher, you can also view the usage data and results of your participants' tasks at any time.

The main advantage of the software is that it is freely available to everyone as open source and can therefore be extended with numerous plug-ins. A particularly exciting feature for you as a workshop leader is the ability to package course content or entire courses as a ZIP file and upload them to other Moodle servers. Moodle offers a whole range of different tasks and quizzes that can be used for your workshops or courses. Another nice extra is that you can customise the entire user interface to suit your own taste or the preferences of your participants. For further and more detailed information on how Moodle works, we would refer you to the Moodle manual:

https://moodle.com/solutions/quickstart/

The learning platform consists of various individual parts. You will find modules from the three TRIO areas of digital skills, health skills and data skills. These are differently complex depending on the learning path and are aimed at three different levels of skills development. In the trainer section of the TRIO course, you can also create your own learning paths and thus customise your workshop concept to best suit your participants. You can copy the modules from the official Moodle section and use them in your own Moodle trainer section.

For preparation of your courses or workshops you will provide your participants with a personal account with which they can log into the digital learning environment. This means that all participants always have access to their online learning offer. The TRIO website is always available to get access to the Moodle platform as a guest. Yet, as this login option does not consider a registration, the participants' certification will not be possible.

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3.2 Working with the modules and learning paths

In order to reflect different personal approaches and experiences with the TRIO topic, the learning offer was basically divided into three learning paths, each of which pursues different learning objectives. Based on the methodology behind competence measurement, which is also used by the European Union, the three learning paths cover the following contents:

- GETTING STARTED: The path is primarily about being able to search for information and navigate the web in the context of health information. This learning path is therefore particularly suitable for participants who have not yet had regular or any contact with digital health services.
- MOVING FORWARD: The path is primarily about being able to correctly evaluate and classify the information identified through skill full navigation. This learning path is therefore particularly suitable for participants who work with digital devices or services occasionally or even regularly but are still at the beginning of their learning curve, especially when using them in the area of healthcare.
- ADVANCING & ENGAGING: The path deals with the practical and safe application of one's own skills for responsible action. For example, the module deals with how and where you can view, edit or delete your own health data, or how an electronic patient file works.

	SHORTER	SPECIFYING THE CONTEXT (PERSONAL/COMMUNITY)
Level 1	Getting Started	Basic Personal Improvement
Level 2	Moving Forward	Progressing Personally and Improving Collaboratively
Level 3	Advancing and Engaging	Advancing Personally and Engaging Actively

We provided you with an example workshop concept in chapter three. But which modules and combinations make sense for your workshop planning?

Firstly, consider whether you would like to plan a workshop on just one of the three TRIO learning areas. For example, for a workshop focussing on data skills, it would be advisable to use all Data Literacy modules across all three Learning Paths for this workshop. You could go through and discuss the three learning paths for Data Literacy modules one after the other with your participants.

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On the other hand, it is also possible to hold a more general workshop. If you would like to give your group an insight into all three areas, it is advisable to go through all modules of a particular learning path with the participants. You also have the option of designing your own customised workshop concept depending on the prior knowledge and interests of your group.

In this case, you can copy only the modules that are relevant for your target group from the Moodle course into your own learning environment. This means you have the relevant modules to hand and do not necessarily have to access the TRIO learning platform, e.g. if you are running a workshop on site but do not have a sufficient internet connection.

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4. Trio workshop

The TRIO workshops are designed to provide you with a framework to deliver digital health and data literacy workshops. We recommend that you strongly adapt the workshop to your learning group and the learning environment. The personal knowledge of the participants is crucial, but certainly also the context in which the workshop takes place. First, however, you should make two essential decisions. One is the level of competence of the workshop attendants and the other is the question of the focus of the content:

a) Determine competence level and content: You decide on the level and the content of the workshop. This approach has many advantages. On the one hand, you can plan specifically, you can prepare the material and ensure that you will have a homogeneous learning group. This allows you to create targeted offerings. This approach is recommended but requires you to previously promote the workshop through the adequate channel and accept registrations.

b) Participants specify competence level and content: This approach is much more demanding for you as you have to make decisions spontaneously. This is suitable for existing groups that are not homogeneous but still want to work together, e.g. a volunteer group or a care team. To determine the level of competence, you can use the methodology presented in the previous chapter.

The TRIO learning offers within the three learning paths explained pick up exemplary knowledge from all three areas of literacy: digital, data and health. Thus, these methods offer a perfect entry point for discussion and work, from which they can deepen the knowledge in a more oriented way. Due to the limited duration of the workshop, it is advisable to focus on a specific topic.

For the workshop planning, relevant questions on the fields of competence relevant in TRIO could be:

Digital literacy	Health literacy	Data literacy
• What do I need digital skills for in everyday life? • What do I need such skills for in the health sector? • How do I use digital health services? (specific)	• What is digital health literacy? (general) • What do I need digital health literacy for? (general) • How can I tell if certain health websites or apps are safer than others? (specific)	• How do I handle personal data / What is personal data? • Where is health data stored and what are my personal rights in this respect? • How can I protect my personal data?

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4.1 Aim of the workshop

During the workshops, participants are asked to assess their own competences and to understand the challenges in the digital and health field. This may be uncomfortable for some participants. Therefore, create a safe space where discussion and content development can take place. It is important to activate and motivate participants through discussion and practical exercises. Avoid formulations such as "you should already know this nowadays". Rather, highlight the personal benefit that arises when the participants themselves are well versed in the core TRIO topics. The aim of the workshop is to encourage the participants to reflect on their competences in the three TRIO fields. The learning methods and the knowledge exchange in the workshop can help in this regard.

Goals at a glance:

- Creating awareness
- Providing background knowledge
- Learning about and apply concrete examples and practices

Learning from examples and selected practices increases the overall understanding of a subject area in the long term. Participants can transfer afterwards their knowledge to other areas.

4.2 Workshop format

You have the option of holding workshops either in person or online. In terms of content and methodology, you can use the same materials and the same workshop structure. Online breakout rooms enable you to form learning groups in digital format as well. An important difference is that more interaction and movement is possible in presence, and this can positively influence the learning experience.

In presence

If you want to conduct the workshop on site, there are some things to consider. First of all, you need to make sure that the materials necessary for the chosen methods are available. The participants may need to prepare and bring mobile devices such as laptops or tablets. For

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example, the content can be printed out beforehand and validated while using game formats on mobile devices.

Material and Tools	
Laptop	Use the internet, show websites, train/demonstrate apps and programmes, use digital TRIO modules.
Flipchart & writing tools	Document and secure learning outcomes, note key points in group discussions.
Tablet /mobile	Use the internet, show websites, train/demonstrate apps and programmes, use TRIO modules.

Online

It is also possible to conduct a TRIO workshop online. For an online workshop it is important that all participants have good internet access. Depending on digital literacy, online workshops may be a hurdle and can negatively affect the learning outcome. In general, however, many people are very skilled in using meeting tools due to the Covid19 pandemic and so online workshops can be very interesting for a large target group. Where you may have planned to use flipcharts and post-it´s in a face-to-face setting, you should create an online board such as Miro in the run-up to the workshop to enable joint work online.

Online-Tools	
Zoom	Programme for conducting online sessions with several participants. It is also possible to share the screen or conduct surveys. Can be used as an app on the computer or smartphone as well as in the web browser.
Microsoft Teams	Programmes for holding meetings with several people, sharing files and making arrangements in group chats. Can be used as a programme on a desktop or in a web browser or as app
Discord	Free online service, for voice and video chats or exchange via text messages. Files and links can also be shared with other people.
Webex	Software-based platform for online meetings with several people, for sharing files or the screen and for sending text messages.
Google Meet	Software-based platform for online meetings with several people, for sharing files or the screen and for sending text messages.
Whatsapp	Free messaging service that can be used as an app on a smartphone or in a web browser. It is also possible to create

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	group chats for consultation and planning and to share links and files.
Signal	Various major messaging services have repeatedly come under criticism in the past because of their data protection policies. Signal can be a good and secure alternative here, with data security in the foreground.
Learning Lab Programme	Programme for the design of online learning courses or workshops.

4.3 Digital methods in adult education

The use of digital methods and tools within educational programmes will become increasingly important over time. This also requires an adaptation of learning methods, which in the future should increasingly include visual and playful elements. On the one hand, learning opportunities can be offered more widely and over longer distances through online communication tools, while playful elements encourage people to make their own learning experiences and to internalise content through intrinsic and independent action. This is one of the reasons why users have the opportunity to decide independently on the sequence of tasks.

In addition, with the addition of digital tools, learning successes and content can be recorded and made available to other interested parties elsewhere. This can be particularly beneficial for adult learners who typically have multiple roles and responsibilities to manage in their daily lives. Another advantage is affordability and efficiency, as online education is more cost- and time-efficient than face-to-face learning. With regard to the use of digital methods in educational work, there are various challenges that need to be considered and addressed by organisers and teachers. These relate to the technical equipment and the knowledge of the participants as well as to the social framework conditions. Common problems that need to be taken into account in advance are:

Social challenges

- The tool I want to use is not intuitive and requires a high level of digital skills
- The tool I want to use is not free or has very limited features in a free version
- An important networking aspect is lost during online workshops and meetings.

Technical challenges

- The tool I want to use has too many functions and/or is not clearly structured.
- A tool I want to use does not have all the functions needed for the workshop.
- The tool I want to use is error-prone or there are certain infrastructure requirements to be met (e.g. very fast internet).

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On the one hand, it is important to make sure that all the necessary technical conditions are met. Does the tool I want to use have a well-functioning free version? Are the functions sufficient for my workshop and is the tool intuitive enough for the target group?

If this is not the case, there is a risk that participants will feel overwhelmed and that further explanations can take up a lot of additional time. In addition, a wrong choice of tool can have a strong negative impact on the motivation of the participants, especially if technical functions do not seem useful or understandable. Several common problems have emerged from previous projects and surveys. For example, digital tools may be expensive or the latest versions of possible online tools may not be compatible with all possibly older devices.

Recommendations for digital methods in adult education

- **Try it out and consider target groups!:** Using digital tools in education is worthwhile, so dare to exploit these new possibilities. However, you should always keep in mind which target group you want to address and which tools are appropriate in the respective context.
- **What resources are needed?:** Always try to be aware of what technical equipment you need and whether it is already available at the venue or may need to be rented, which will incur additional costs.
- **Conduct a pre-test:** Try out the methods you are most likely to use in workshops beforehand with friends or acquaintances. This way you can find out earlier where your weak points might be, or which method appeals to you most.
- **First plan then act!:** Think carefully in advance about which methods might suit your target group. Do you have other ideas on how to conduct the workshop for different scenarios? What if, for example, too few participants have devices with them? In this case, have analogue methods up your sleeve.

Checklist

1. If you plan to use digital tools and methods in your workshop but have little or no experience, we suggest that you plan your workshop as usual in an analogue way.
2. Once you have defined the didactic objectives and the process, look at the list in the appendix to see which digital methods might be interesting for your purposes.
3. Choose a method that fits well into your concept. It is okay to start with a simple tool or method.
4. Familiarise yourself with the tool. Try out different settings and options and read the manufacturer's instructions.

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5. Test the tool in a familiar environment, e.g. with friends and colleagues.
6. Repeat this a few times.
7. We recommend using only a few tools in the beginning and adding more in later workshops.
8. Familiarise yourself with the conditions at your venue. Is everything you need available? Particularly important are:
    a. Wi-fi
    b. Projector
    c. Power cable
    d. VGA and/or HDMI connections and cables
    e. A laptop for you (and possibly for the participants).
9. Tools that learners can use on tablets or their smartphones will make your work easier. However, consider whether really all participants have a phone with them.

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5. Toolkit

Here you will find a list and short description of the methods on the learning platform. This should give you a better assessment of what is on offer and make it easier for you to use them in a targeted way. The methods can be used individually or in a pre-selected set. The compilation refers to the learning paths presented (GETTING STARTED, MOVING FORWARD, ADVANCING & ENGAGING).

5.1 Workshop structure

It is recommended to divide the workshop into different phases. The division into "Introduction", "Exploration" and "Conclusion" has proved successful.

- **Introduction:** In the first phase, the main aim is to involve the participants directly and to create a productive working atmosphere. At the beginning, all important information about the workshop regarding duration, scope or orientation should be provided. In addition, the participants should be directly informed about the objectives and possible outputs of the workshop. To this end, it is helpful to provide the participants with the most important concepts and terms right from the start. In the TRIO project, for example, it would be advisable to explain the three core competence areas at the beginning in order to clarify which skills and abilities the workshop will address.

  It is advisable to use one of the suggested icebreaker methods. Even though there are always inhibitions, experience shows that they have a very positive influence on the learning atmosphere. It is also possible to package some questions for evaluating the suitable learning path for your group here in a playful way. It is possible to move around the room, depending on the question, or to stick dots on a flipchart to document knowledge levels.

- **Exploration:** The aim of this phase is for the participants to elaborate on the contents of the workshop. The TRIO methods, which can be found on the learning platform, can be a starting point. It is advisable to include group work phases in order to promote independent learning and to be able to discuss the contents developed there afterwards in the whole group. It is also useful to give short inputs again and again to promote knowledge and discussion. You can start the consolidation phase with a short thematic lecture to clarify the most important core topics or ask a discussion question at the beginning so that the participants can directly enter the chosen topic with their own reference.

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- **Conclusion:** In the closing phase, your aim should be to collect the learning achievements of the participants and to consolidate them through recapitulation. The use of an (online) whiteboard is advisable for this. You can also end the final phase with a final discussion. In this way, difficult content can be discussed in more depth or practised again, if the group wishes to do so.

The workshop structure shown here can serve as a basis for planning your own workshop. Some ideas for structuring the workshop are provided, which you can adapt to your target group and thematic focus. This workshop is approximately two hours long. You can vary the length of the workshop and easily extend it, but always make sure there are enough breaks for the participants.

Workshop Phase	Tasks
Opening (ca. 20 min) Goals: • Creating a good working atmosphere and let the participants getting to know each other. • The opening phase is further used to give a first overview on the topics of TRIO, while emphasizing the importance and relevance of the topic.	• Welcoming participants • Giving practical information: workshop duration, timing of breaks (if any), refreshment availability, WiFi password, washroom locations, photo consent forms, attendance lists, etc. • Start the workshops with some icebreakers for the participants to get to know each other better and to get the workshop moving. You can find those methods in chapter 5.2. • Introducing the topic and workshop goals (WHY the workshop on digital health literacy). • Giving some key concepts and content that will be explored in the workshop. • Introducing learning outcomes / expected workshop result. • You can include the assessment of the level of competence here.
Exploration (ca. 60-90 min) Goals: • The aim of the working phase is that the participants explore the topic of digital health literacy. To plan this phase, you	• Prepare well for the workshop in terms of content. On the TRIO learning platform and the manual you will find further background knowledge • You can use the TRIO platform methods presented in chapter 5.3. Pay attention

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can use different learning materials that are introduced in this handbook. We recommend that the methods and contents of the learning platform are used in this workshop phase. They can be used for the development of content in small groups. It is also possible to work on them together in the whole group. These methods are in any case well suited to stimulate discussions and to create a low-threshold introduction to a topic.	to the recommended competence level of the exercises. • Clarify open questions together with the participants and provide additional information if necessary. • Keep a record of important statements made by the participants. You can refer to these statements again in the course of the workshop. • Vary group work phases and joint exchange and discussion in the large group. For example, after the introductory phase, you could brainstorm together for 5 minutes about a specific topic or the needs of the participants. Then give 10-15 minutes to work with selected methods in the small group. Then 10-15 minutes of sharing difficulties and interesting points from the exercises. You can then give a short input yourself or let the participants work on an input. You can find suitable brief information on the TRIO learning platform. Follow this pattern and adapt it to your needs. You can repeat the process. • Bring practical examples from the participants' environment. Include programmes that the participants know and use. Are there any special features in your region? Do not hesitate to address them, this will greatly increase the usability of the workshop. • You can divide the group into several thematic small groups. This way, several topics can be discussed at the same time or different skills can be practised at the same time. • The different small groups can present their respective practised skills or discussed contents (e.g. discussion

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	about using the health insurance app) to the whole group. It would be conceivable to demonstrate practised skills to the group using an example (e.g. how to make online medical appointments). • Changes in the room take time, plan for this.
Conclusion (ca. 30 min) Goals: • The Closing phase is important to reflect on the workshop. Trainer and participants can discuss whether their expectations and expected results have been met. The participants can give valuable feedback to the trainer, which can benefit future workshops. Also, the trainer can encourage the participants to further address the topic of digital literacy regarding which impact those skills have on their daily lives.	• Recapitulating the learning outcomes and activities used to achieve them. • Handing in certificates of attendance, if you like. • Point them to the TRIO learning platform. The participants can continue to learn independently and deepen their knowledge here, which sustainably secures the learning content.

5.2 Opening phase

In the opening phase, the main aim of the workshops is to create an open and appreciative atmosphere. Participants may need a little time to open up to a group and discuss their own competences or gaps in competence with others. In this context, you will find some ice-breaker methods in the following sections that you can use to loosen up the group at the start of your workshop.

5.2.1 Who am I?

(Online and Offline)

Goals: The participants learn something about each other and getting to know the other participants. The participants learn to work together as a team.

Material: Pens, sheets of paper

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Description of activity: At first the facilitators introduce themselves and give a short summary of the task carried out. Every participant receives a pen and a blank piece of paper. The participants write some personal facts about themselves on that sheet. Afterwards the sheets are collected mixed and placed upside down on a desk. The sheets are revealed one after the other, and all participants try to figure out the right person to each description together. In online workshops, the participants can send their personal facts to the trainer, who can share them with the group. The activity can for example be linked with topics like health literacy. The trainer can ask the participants to add one aspect they connect with health literacy to their personal descriptions.

Discussion: The individual aspects of every participant regarding health literacy can be discussed afterwards and function as a possible transition to further workshop modules.

Time: 15 minutes

5.2.2 Two truths and one lie

(Online and Offline)

Goals: The participants learn something about each other and getting to know the other participants. The participants learn to work together as a team.

Materials: Pens, moderation cards or sheets of paper

Description of activity: Each participant writes any three facts about themselves on moderation cards (or in the Chat in an online meeting), one of which is not true. These cards are pinned to the wall and the rest of the team then tries to debunk the lie together. Depending on how much the team members are willing to reveal about themselves, this Ice Breaker can be a lot of fun and bond the team together. This task could also be carried out only orally.

Time: 15 minutes

5.2.3 One word

(Online and Offline)

Goals: The participants learn to work together as a team. The participants are getting introduced to the workshop topic.

Materials: Black- or Whiteboard; Flipchart

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Description of activity: The group gets divided into smaller groups or pairs. The groups/pairs are being asked by the trainer to come up with one word describing a certain topic. If you want, you can use it as a good introduction to data literacy for example and ask about one word describing the term.

After three minutes, each group shares their word. Each word is written on a black- or whiteboard. The purpose of this icebreaker isn't necessarily to come up with actionable ideas, but rather, to get people thinking about the topic ahead of the main workshop activities.

Discussion: The words of every group/pair can be discussed afterwards and function as a possible transition to further workshop modules.

Time: 15 minutes

5.3 Exploration phase

The following table is intended to give you an overview of the modules used on the learning platform. At the same time, the learning objectives or questions on which the modules are based are shown. You can decide for yourself which modules and which methods you would like to use for your workshops. To give you a better idea of how you can use the various modules in your workshop, we would like to provide you with two examples.

LEVEL1: Getting Started

Module / Learning path	Learning goal	Time to read the module	Type of task
DL 1.1	*Identifying and using available digital healthcare services*	*10 min*	*None*
DL 1.2	*Ability to buy health products online.*	*5 min*	*TRUE OR FALSE questions*
DL 3	*Know how to use a search engine*	*10 min*	*Quiz*
HL 1.2	*Understanding health tests and results.*	*15 min*	*TRUE OR FALSE questions*
HL 1.2	*Make use of the social media for getting health information.*	*10 min*	*TRUE OR FALSE questions*
HL 1.3	*Know how to use information found on the Internet correctly.*	*7 min*	*Information cards*

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DT 1.1	*Identify the trustworthiness of health apps.*	*10 min*	*Quiz*
DT 1.2	*Identifying the accuracy of health-related information on the Internet.*	*15 min*	*TRUE OR FALSE questions*
DT 1.3	*Make sure your personal health record is protected.*	*5 min*	*None*
DT 1.4	*Understanding why it is important to accept or decline access to your data in a health app.*	*10 min*	*None*

LEVEL 2: Moving Forward

Module / Learning path	Learning goal	Time to read the module	Type of task
DL 2.1	*Identifying and using available digital healthcare services.*	*5 min*	*TRUE OR FALSE questions*
DL 2.2	*Ability to buy health products online*	*2 min*	*TRUE OR FALSE questions*
DL 5	*Become familiar with information data with graphs*	*20 min*	*Matching images*
HL 2.1	*Understanding health test and results*	*20 min*	*Sort the paragraphs*
HL 2.2	*Make use of social media for getting health information*	*10 min*	*Image selection*
HL 2.3	*Know how to use information found on the internet correctly*	*10 min*	*Quiz*
DT 2.1	*Identify the trustworthiness of health apps*	*15 min*	*Quiz*
DT 2.2	*Identify the accuracy of health-related information on the internet*	*15 min*	*Sort the paragraphs*
DT 2.3	*Make sure your personal health record is protected*	*10 min*	*TRUE OR FALSE questions*

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LEVEL 3: Advancing and Engaging

Module / Learning path	Learning goal	Time to read the module	Type of Task
DL3.1	*Identifying and using available digital healthcare services*	*15 min*	*Quiz*
DL3.2	*Ability to buy health products online*	*15 min*	*TRUE OR FALSE questions*
DL4	*Understand new types of health information, such as using 3D images of a body part.*	*10 min*	*Interactive video*
HL3.1	*Understanding health tests and results*	*10 min*	*Image pairing*
HL4	*Understanding Importance and choices of healthy nutrition*	*15 min*	*Image selection*
DT3.2	*Identify the trustworthiness of health apps*	*15 min*	*Image selection*
DT3.3	*Identifying the accuracy of health-related information in the internet*	*10 min*	*Quiz*

5.4 Example workshops

Example A: Thematically focussed data workshop

The main aim of your workshop is to increase the participants' skills in the area of data literacy. Depending on the level of knowledge of your group, please choose one of the three paths. This workshop will focus on the topic of data and data protection. To introduce the topic in a meaningful way, you can take a short input from chapter 6 and adapt it to your learning group.

Workshop phase	Task
Opening phase	Ice-Breaker (choose from 5.2)
Exploration 1	DT1.**1** - DT1.**2** (getting started) or DT2.**1** - DT2.**2** (moving forward)
Working group discussion	Collect together with the group which open questions they have and which achievements they see. We suggest a flip

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	chart or an online tool for this. You can collect as a trainer. Simple answers can be given directly, more complex issues can possibly be clarified in exploration phase 2. Key questions for working on the flipchart: What is unclear to me? What do I know more about? What would I like to know more about?
Exploration 2	DT1.**3** - DT1.**4** (getting started) or DT2.**3** - DT2.**4** (moving forward)
Break	
Closing: Conclusion	Discussion in the group about results: What did they learn?

Example B: Basic TRIO workshop

In a basic TRIO workshop, you want to give your participants an insight into all three TRIO core areas and familiarise them with skills such as identifying and correctly evaluating information. It is therefore advisable for you to choose one of the three learning paths for your group, depending on the experience of your participants. You can reveal the learning objectives of the various modules to the participants beforehand. This allows you to decide before the start of the workshop which of the three learning paths is suitable, or whether individual modules should be replaced by modules from the other levels according to the participants' assessment. In the following example, we assume that planning with the modules from the first learning path is suitable for your group. It could also make sense to divide the workshop into three phases, in each of which you deal with one of the three TRIO core areas:

Workshop phase	Task
Opening phase	Ice-Breaker (choose from 5.2)
Exploration 1: Digital Literacy (DL)	DL1.**1**, DL1.**2** or DL2.**1**, DL2.**2** or DL3.**1**, DL3.**2**
Working group discussion	Collect together with the group which open questions they have and which achievements they see. We suggest a flip chart or an online tool for this. You can collect as a trainer. Simple answers can be given directly, more complex issues can possibly be clarified in exploration phase 2. Key questions for working on the flipchart:

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	What is unclear to me? What do I know more about now? What do I want to know more about?
Exploration 2: Health Literacy (HL)	HL1.**1**, HL1.**2**, HL1.**3** or HL2.**1,** HL2.**2**, HL2.**3** or HL3.**1,** HL**4**
Working group discussion	Collect together with the group which open questions they have and which achievements they see. We suggest a flip chart or an online tool for this. You can collect as a trainer. Simple answers can be given directly, more complex issues can possibly be clarified in exploration phase 2. Key questions for working on the flipchart: What is unclear to me? What do I know more about now? What do I want to know more about?
Exploration 3: Data Literacy (DT)	DT1.**1**, DT1.**2**, DT1.**3** or DT2.**1**, DT2.**2**, DT2.**3** or DT3.**1**, DT3.**2**, DT3.**3**
Closing: Conclusion	Discussion in the group about results: What did they learn?

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6. Materials - Thematic inputs

In the following you will find a compilation of the most important keywords and topics from the TRIO area. This should give you an initial orientation but can also be used practical examples in your workshop.

6.1 Digital literacy

More and more information is being acquired digitally. Today, digital skills are necessary in almost every area of life in order to be able to participate in society. Search engines like Google can provide quick answers to various questions, as long as you know how to use them. In the TRIO project, the definitions are based on those provided by the European Union, e.g. via Eurostat.

Digital competences include various sub-areas such as information and data competences, communication competences, the ability to create one's own online content, digital security and digital problem-solving competences (Eurostat 2023). Competence is defined as action that uses skills, knowledge and abilities in a targeted way to achieve an intended result. In this sense, specific skills and tasks can be named for the above-mentioned topics.

If basic digital skills are lacking, various digital offers that could be a relevant tool cannot be used. For example, nowadays medicines can be ordered online or one's own sick note can be submitted to the health insurers via an in-house app. Through interviews and co-creation sessions in the TRIO project, it became clear that certain digital services are not known to the general public or that the digital skills needed to use them are lacking.

	https://initiatived21.de/uploads/03_Studien-Publikationen/D21-Digital-Index/2022-23/d21digitalindex_2022-2023.pdf https://www.wie-digital-bin-ich.de/angebotsuebersicht?target=7
	https://www.mediawijsheid.nl/digitale-geletterdheid/ https://www.digisterker.nl/
	https://omirante.pt/divulgacao/2022-03-25-o-que-e-literacia-digital- https://portugaldigital.gov.pt/formar-pessoas-para-o-digital/
	https://digital-skills-romania.eu/ https://centrulupgrade.ro/ https://teachbit.ro/courses/competente-digitale/

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	https://juanpablorozas.com/como-adquirir-habilidades-digitales/ https://ametic.es/sites/default/files/libro_blanco_def_v7.pdf

6.2 Health literacy

The ability to find, understand, evaluate and apply relevant health information in different forms is called health literacy. This is based on basic literacy and numeracy skills, as well as the cognitive and social ability to find information and make it useful to oneself. This involves information in various forms, both visual in the form of print or digital media, and oral, such as through a doctor's consultation. However, difficulties often arise in this area, as there is, for example, a loss of information between doctors and patients.

Many patients in Europe describe that they do not understand doctors and staff due to the incremental use of technical terms. Also, the TRIO target groups pointed out that test results, like blood tests or medical diagnoses are very difficult to understand. This highlights the importance of the necessary health literacy.

The term therefore does not necessarily only refer to the knowledge of what to do in case of illness, but also to the meta-competence of being able to acquire this knowledge oneself. If people do not know what to do in case of illness, the problem is rarely that no information is available, but rather that there is no access to it. So first of all you have to know what you need to know in order to know how to go about acquiring it in the end. Looking for it can be a bit like looking for a needle in a haystack if you don't have the skills to do it. In the following section you will find various links for more information about health literacy from the various partner countries.

	https://www.rki.de/DE/Content/GesundAZ/G/Gesundheitskompetenz/Gesundheitskompetenz_node.html
	https://epale.ec.europa.eu/nl/blog/wat-gezondheidsgeletterdheid
	https://www.sns.gov.pt/noticias/2023/10/30/importancia-da-literacia-em-saude/ https://www.dgs.pt/documentos-e-publicacoes/manual-de-boas-praticas-literacia-em-saude-capacitacao-dos-profissionais-de-saude-pdf.aspx
	https://ehealthromania.com/ https://spatiulmedical.ro/categorie/e-health/ https://www.groupama.ro/ghiduri/telemedicina/

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	https://www.chcrr.org/es/health-topic/health-literacy/

6.3 Data literacy

Data skills are often understood as a category within digital skills. However, in the context of health issues, personal data and how to deal with them play a very important role. Information and data competences include the ability to identify one's own information needs and to meet these needs through one's own research. It is also important to be able to store, organise and process data or to evaluate the reliability of various sources and information. With regard to the health sector, it became apparent during the interviews we conducted that many people are not aware of where their own personal data is stored, which digital offers are available or how reliable sources can be recognised.

With regard to health literacy, it is very relevant to keep the national context in mind. In Germany, for example, there is now an electronic patient file, but hardly anyone is aware of it. In the Netherlands, digital processes in the health care system have become standard. In the following you will find some relevant information regarding data literacy from the different partner countries.

	https://www.lifbi.de/de-de/Start/Forschung/Gro%C3%9Fprojekte/DataLiteracy
	https://vernieuwenderwijs.nl/informatievaardigheden/
	https://epale.ec.europa.eu/pt/blog/outra-nova-competencia-porque-motivo-literacia-para-os-dados-merece-uma-oportunidade https://www.ers.pt/pt/utentes/perguntas-frequentes/faq/acesso-a-informacao-de-saude/
	https://ehr.des-cnas.ro/cnasportalext/index.html#/acces/
	https://www.ine.es/ss/Satellite?L=es_ES&c=INESeccion_C&cid=1259255287782&p=1254735110672&pagename=ProductosYServicios%2FPYSLayout#:~:text=El%20porcentaje%20de%20hombres%20y%20mujeres%2C%20de%2016%20a%2074,a%20favor%20de%20las%20mujeres. https://www.boe.es/buscar/act.php?id=BOE-A-2018-16673

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6.4 Understanding medical reports and health information

One of the biggest challenges of the test workshop groups was to properly understand and act on the health information they received. On the one hand, this referred to consultations with doctors, in which patients had difficulties correctly understanding diagnoses and explanations of therapies due to the use of many technical terms. On the other hand, it is difficult for many to understand diagnoses and treatment results in paper form, as important explanations or conceptual legends are often missing.

It could be helpful to discuss different frequently used medical terms or, for example, different blood parameters with the participants. There are various offline and online offers for this, with which you can be sure of the correctness of the contents even as a non-medical person. To give you more information regarding the understanding of such tests you will find further national related information in the table of links below.

	https://www.apotheken-umschau.de/diagnose/laborwerte/ https://gesund.bund.de/gesundheitsversorgung/beratung-und-hilfe
	https://www.allesovertesten.nl/
	https://www.sns24.gov.pt/servico/resultados-dos-exames-eletronicos/
	http://www.mymed.ro/analize-medicale-explicate-pentru-pacient-ghid-de-interpretare-a-analizelor-uzuale1.html/ https://www.csid.ro/analize-medicale/
	https://www.lorgen.com/analisis-clinicos/sabes-interpretar-los-informes-de-resultados-de-tus-analiticas/

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6.5 Understanding and using digital health services

Within the population of the countries we studied, there are strong differences in the knowledge of digital health services. While for some people the use of a digital health app, e.g. from their own health insurance company, is now part of everyday life, some others are not even aware of this service. Depending on the level of knowledge of your group, you could start by discussing and explaining the services that are already available. If they have enough digital skills already, you can consider focusing on newer possibilities in this area. These include, for example, making medical appointments online or platforms where medical practitioners can be rated for reasons of transparency. Further information on this topic can be found in the following link list.

	https://www.bundesgesundheitsministerium.de/themen/krankenversicherung/online-ratgeber-krankenversicherung/arznei-heil-und-hilfsmittel/digitale-gesundheitsanwendungen
	https://digivitaler.nl/home/
	https://www.sns24.gov.pt/
	https://cnas.ro/wp-content/uploads/2023/03/cnas_ghidul_asiguratului_final_v2-1.pdf http://cnas.ro/verificare-asigurati / https://www.reginamaria.ro/clinica-virtuala/ https://www.medlife.ro/medlive/ https://clinica.medicentrum.ro/medicii-nostri/
	https://www.sanidad.gob.es/areas/saludDigital/doc/Estrategia_de_Salud_Digital_del_SNS.pdf

6.6 Trustworthiness and accuracy of (health) sources on the internet

Many of the people we interviewed in the course of the project stated in the workshops that they found it very challenging to assess the trustworthiness of websites or online medical information. In this context, it was specifically mentioned that the participants would like to see a kind of glossary of features that can be used

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to recognise reliable websites. At the same time, it is also a challenge to check the accuracy of information on the internet. In the link list below you can find different national guidance on how to assess the trustworthiness of websites.

	https://www.gesundheitsinformation.de/wie-finde-ich-gute-gesundheitsinformationen-im-internet.html
	https://www.kanker.nl/gevolgen-van-kanker/niet-meer-beter-worden/niet-meer-beter-worden/waar-vind-je-betrouwbare-informatie
	https://www.internetsegura.pt/Desinforma%C3%A7%C3%A3o https://saudemental.min-saude.pt/como-cuidar-de-si/ www.dgs.pt
	https://www.medlife.ro/articole-medicale/5-aplicatii-pentru-un-stil-de-viata-sanatos/ https://www.catena.ro/cele-mai-bune-aplicatii-mobile-pentru-persoanele-cu-diabet https://ehealthromania.com/aplicatii-medicale-mobile/ https://vaccination-info.eu/ro https://www.anm.ro/medicamente-de-uz-uman/farmacovigilenta/informatii-vaccinuri-covid-19/ https://www.cnscbt.ro/index.php/informatii-pentru-populatie/ https://www.dataprotection.ro/
	https://dspace.uib.es/xmlui/bitstream/handle/11201/149577/Fernandez_Prados_Alejandro.pdf?sequence=1&isAllowed=y https://galenia.net/3985/la-salud-en-internet-todas-las-fuentes-son-fiables/

6.7 Recognise medical information from graphs or 3D images

Many people also found it difficult to understand health information presented through graphs or newer 3D models. Such models are already used in medicine, for example in orthodontics or dermatology. At the same time, graphs or diagrams can be helpful to visualise medical facts, but many patients need to be trained in the use of such representations. For example, in a health literacy workshop you could discuss such diagrams, graphs or 3D models with your participants, highlighting the advantages of these sometimes new visualisation methods.

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For example, models can be ordered as training materials from certain manufacturers: https://www.anatomikmodeling.com/de/anatomische-modelle-3d. When planning your workshop, you should also consider bringing anatomical models and medical graphs or diagrams for your group to practice on.

	https://www2.klett.de/sixcms/media.php/82/104301_100_101.pdf https://www.bmwk.de/Redaktion/DE/Dossier/orientierungshilfen-gesundheitswirtschaft.html
	https://www.cbs.nl/-/media/_pdf/in-de-klas/lesplan-documenten/kijken-naar-grafieken.pdf
	https://execed.fct.unl.pt/importancia-impressao-3d-area-saude/ https://www.zygotebody.com/ https://anatomylearning.com/
	https://www.desprecopii.com/info-id-18687-nm-Ecografiile-3D-si-4D-in-timpul-sarcinii-ce-sunt-si-care-este-rolul-lor.html https://www.reginamaria.ro/articole-medicale/mamografia-3d-permite-identificarea-rapida-si-sigura-cancerului-de-san https://www.medicai.io/ro/tomografia-computerizata-tot-ce-trebuie-sa-stii-despre-ct
	https://www.iic.uam.es/soluciones/salud/analisis-datos-salud/analisis-inteligente-imagenes-medicas/ https://www.fisterra.com/formacion/metodologia-investigacion/representacion-grafica-analisis-datos/

6.8 Use of online pharmacies

The correct use of online pharmacies was recognised as a difficulty. It became apparent that the service itself has many advantages, such as procurement routes can be shortened or bypassed altogether, and at the same time a broadly available product range can be accessed, which exceeds the capacity and storage possibilities of a regional pharmacy on site. In this context, several skills in the area of health literacy have to work together at the same time. On the one hand, a basic knowledge of the medicines themselves is necessary when ordering medicines oneself, while at the same time the website such as DocMorris, an online drug store where medical products can be purchased and delivered home, must be operated. Here, the participants must first

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be familiar with how online shops work and identify the right medicines, possibly by using a search function. Another challenge arises when submitting prescriptions. Here, the participants must be able to scan or photograph their prescriptions and finally upload these files to the website.

They can address these concrete skills directly within their TRIO workshop by practising navigating through online shops using actual examples as well as practising the function of scanning/photographing and uploading files in general with the group. All they need is a smartphone and/or a laptop on which they can try out ordering certain medicines correctly.

	https://www.verbraucherzentrale.de/wissen/gesundheit-pflege/medikamente/medikamente-aus-dem-internet-vor-und-nachteile-der-onlineapotheken-11267
	https://www.artsenauto.nl/openbare-versus-online-apotheek/
	https://eportugal.gov.pt/servicos/consultar-a-venda-de-medicamentos-nao-sujeitos-a-receita-medica https://www.infarmed.pt/web/infarmed/entidades/inspecao/inspecao-medicamentos/locais-de-venda-de-medicamentos-nao-sujeitos-a-receita-medica https://www.asuafarmaciaonline.pt/
	https://cnas.ro/medicamente/
	https://www.aemps.gob.es/informa/campannas/medIlegales/informacion-sobre-la-venta-de-medicamentos-a-traves-de-sitios-web-y-aplicaciones-para-moviles/ https://www.elsevier.es/es-revista-farmacia-profesional-3-articulo-la-situacion-del-e-commerce-farmacia-X0213932417612210

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6.9 Health information and nutrition tips

Many respondents also found the correct application of health information and nutrition tips in everyday life challenging. Our interviewees described that they now know what is basically good for the body in terms of nutrition through information from the media and the internet, but that it is very difficult to make the right purchasing decisions in everyday life.

	https://www.bmel.de/DE/themen/ernaehrung/gesunde-ernaehrung/aktionsprogramm-in-form/aktionsprogramm-in-form_node.html
	https://www.rijksoverheid.nl/onderwerpen/voeding/gezonde-voeding https://www.cbs.nl/nl-nl/longread/rapportages/2023/on--gezonde-leefstijl-2022-opvattingen-motieven-en-gedragingen/6-overheidsmaatregelen-gezondere-voedingskeuzes
	https://www.sns24.gov.pt/guia/alimentacao-saudavel/
	https://www.sfatulmedicului.ro/ https://www.doc.ro/comunitati https://mets.ro/ https://smartliving.ro/ https://www.csid.ro/dieta-sport/
	https://www.elsevier.es/es-revista-medicina-familia-semergen-40-articulo-nutricion-salud-S1138359309728436 https://www.who.int/es/news-room/fact-sheets/detail/healthy-diet

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7. Certification and validation

Adult learning has been identified as a priority theme of the European Education Area for the period 2021 to 2030. It enhances employment prospects and promotes individual and professional development as well as the learning of transferable skills such as critical thinking. Adult learning refers to a range of formal and informal learning activities, both general and vocational, that adults undertake after completing education and training.

The importance of validating and certifying informal and non-formal learning experiences has been a topic of discussion since approximately 20 years. Certificates, diplomas, recommendations or assessment letters can provide advantages in applications for internships, scholarships and jobs, and they can be considered to increase the general self-esteem of participants.

7.1 Overview of the national contexts

Here will be an overview of the national frameworks for certification and validation in adult education:

Germany: In 2004, a feasibility study „Weiterbildungspass mit Zertifizierung informellen Lernens" ("Continuing education pass with certification of informal learning") was issued by the German Institute for Adult Education and the Institute for Development Planning and Structural Research at the University of Hannover[4], based on the state of existing systems[5].

Based on these results, the ProfilPASS was implemented in 2006 as a project of the Federal-State Commission for Educational Planning and Research Promotion (BLK) to make personal skills visible. It addresses the individual person who wants to collate and present their informally acquired skills and competences, for example, during training, volunteering, gainful employment, leisure time or family activity. As the identification of one's own skills and competences without professional support is limited, the ProfilPASS system includes professional support in the form of advice or a seminar offer.

The ProfilPASS system has been further developed to match the specific needs of different target groups: Besides the ProfilPASS for adults, there are additional versions for youth, for migrants (in easy language), for people planning to be self-employed, for people with cognitive impairments (in plain language) and for young adults who are neither employed nor in training[6]. The ProfilPASSes are available in multiple languages and have meanwhile been

[4] https://www.die-bonn.de/esprid/dokumente/doc-2004/die04_02.pdf
[5] https://www.bibb.de/dienst/dapro/daprodocs/pdf/at_34101.pdf
[6] https://www.profilpass.de/

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established - besides the Europass – as standard tools by individuals who want to also present their informal skills and competences.

Portugal: To have skills from adult education offers acknowledged in Portugal it is necessary to undergo a certain validation and certification process (RVCC). In this regard in Portugal this process relies on frameworks of the national qualifications catalogue where it is described which informal competencies are in the end approvable. Also there is a current discussion about this topic in general in Portugal.

If someone wants to have certain skills approved this has to be delivered by a so called „Qualifica CEntre“ via an Information Management System of the education and training system SIGO. If one undergoes this process he or she will in the end be able to look up their approved skills within their „passaporte qualifica“ which can be accessed over a website.

The Netherlands: Informal learning offers in the Netherlands need to be validated through an officially recognised EVC-supplier (VLP-supplier in English), which can be found here: https://www.ervaringscertificaat.nl/evc/aanbieders.

Through an EVC-supplier a ‘Certificate of Experience’ can be obtained. This is a document stating that you have proved that you have mastered (parts of) a training, competence or industry standard. For the Certificate of Experience to be recognised on the labour market it is necessary to apply for a ‘certificate of professional competence’ or a ‘competence certificate’. To apply for these certificates the Certificate of Experience must be registered with the National Knowledge Centre EVC. Registration of the Certificate of Experience is necessary so that employers, examination committees and the Tax Administration can check whether it was issued by a recognised EVC provider. Applying for a ‘certificate of professional competence’ or a ‘competence certificate’ costs €195.

For the Certificate of Experience to be recognised in education it is necessary to redeem it. This is only possible if the EVC pathway is based on an education standard. The redeeming is done by an examination committee, who can then see if someone qualifies for an official diploma.

Romania: Non-formal and informal learning in Romania is coordinated by the National Centre for Accreditation, which is operating under the direction of the Ministry of Education. The law of education no.1/2011 (actualized in 2018) has placed the ground for the validation of the non-formal and informal learning, in terms of identification, validation, recognition and certification of the learning outcomes.

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Informal learning offers and certification in Romania can be provided only by suppliers which are validated and registered in the registers of the National Centre for Accreditation. Through such a supplier a Certificate of Qualification can be obtained, which indicates the level of qualification. Depending on the number of teaching and study hours required, 5 levels of qualifications can be obtained, each corresponding to a certain number of credits recognized at international level (transferable credits).

A positive point is that an Upskilling Pathway Agenda has been established at national level. However, there is not a clearly established link and cooperation between the non-formal and informal education and accreditation providers and the national educational or labour market related institutions in order to match offers to labour market needs.

Spain: In Spain, there are ongoing efforts to recognize and accredit informal competencies and knowledge acquired through non-formal or informal means. Organic Law 3/2022, also known as LOOIFP, has been revised to incorporate provisions regarding the accreditation of professional competencies gained outside of formal education. However, the actual implementation of this accreditation process is still in progress as it involves the development of a draft Royal Decree.

There is a Spanish Catalogue of Vocational Qualifications that includes a comprehensive list of recognized and accredited vocational qualifications associated with the production system and derived from the essential skills required for various professions. They encompass competencies acquired through work experience or other non-formal or informal pathways.

Efforts have been made by both the Spanish government and regional administrations to recognize professional competencies attained through work experience and non-formal learning. Additionally, universities have developed their own procedures for recognizing professional and work experience, allowing access to programs for certain age groups and granting credits toward university degrees.

Spain has enacted laws and regulations, such as Organic Law 2/2006 on Education and Royal Decree 1224/2009, to cover the recognition, validation, and accreditation of non-formal and informal learning outcomes. These measures ensure that individuals who have gained skills and knowledge outside formal education can have their competencies officially recognized and accredited.

The recognition of informal competencies is managed through a collaborative effort involving various institutions at both the national and regional levels. The Spanish Ministry of Education and Vocational Training plays a key role in formulating education policies, and the National Agency for Quality Assessment and Accreditation of Spain (ANECA) evaluates the quality of higher education.

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A procedure for accrediting professional competencies acquired through non-formal or informal learning exists throughout Spain. This procedure is carried out by both the Ministry of Education and the education authorities from each autonomous community.

Spain's Qualification Framework (MECU) covers eight levels of qualifications, encompassing all lifelong learning qualifications acquired by individuals to improve their theoretical or practical knowledge, skills, and competencies.

Efforts are also being made to incorporate non-formal learning into the Spanish Qualifications Framework, with collaboration among educational stakeholders to achieve this progressive incorporation.

7.2 Certification

If you want to issue certificates for your workshop, we suggest you use the template for a certificate of participation in the annex. The certificate is designed to enable you to confirm participation in the workshop to the certified person. For this purpose, please enter:

- Name of the participant
- Name of the workshop
- Name of the trainer
- Name of the organisation
- Date and location

Please make sure that processing this personal data is data protection compliant on your side and that there is a valid declaration of consent from participants.

The TRIO certificate template does not validate the learning content. It is therefore all the more important for the value of the certificate that you, as workshop leader, specify the topic and content of the workshop as accurately as possible. For this purpose, please specify:

The topic that is going to be covered. If you have organised the workshop for a specific group, for example a professional group, and have used practical examples, make a note of this. This increases the value. For example:

- Health
- Digital
- Use of a specific APP
- Dealing with digital pharmacies

How did you deal with the topic? What methods and tools were used? For example:

- Group discussion
- Role plays

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- Digital methods
- Group work

You can also indicate whether the workshop was an introductory event on a specific topic or whether it was designed as an in-depth course. The TRIO certificate can be downloaded as a separate document from the website. Suggestions for suitable wording can also be found here

7.3 Europass

Finally, we would like to introduce you to a digital opportunity at European level. The value of a certificate can be expanded, however, if approaches are used to create an overarching framework for the recognition of competences. One of the most common and accepted tools is the Europass. Users can create a free profile with Europass and record all their skills, qualifications and experiences in one secure, online location. Users can record all their work,

education and training experiences, language skills, digital skills, information on projects, volunteering experiences, and achievements. Hence, the Europass Certificate Supplement that can be added to a certificate is a considerable benefit for the recipient. Digital Credentials are one of the Europass tools. European Digital Credentials for learning are statements issued by an organisation to a learner and can include diplomas, transcripts of records, entitlements and a wide variety of other types of certificates of learning achievement. They are multilingual and signed with a unique electronic seal. This allows education and training institutions to easily authenticate, validate and recognise credentials of any size, shape or form. They are given to a person to certify the learning they have undertaken in the broadest sense of the word. They can be awarded for formal education, training, online courses, volunteering experiences and more. Education and training providers can reduce their administrative burden and the costs of issuing credentials while also accelerating issuing procedures by going digital. However, there are a number of preconditions to be fulfilled by issuers of Europass Digital Credentials. In order to issue the credentials, an adult education body needs to obtain a qualified electronic seal. A tool provided by the European Commission will ensure that everything is set up properly. Subsequently, a tutorial gives information on how to prepare the data. Information in writing can also be found here. The Online Credential Builder enables data to be entered entirely via a browser. When all data on the credentials have been entered, the file is uploaded. Data is then reviewed and digitally sealed. Recipients are informed by email, and credentials are sent to their online wallet, if available.

Europass Digital Credentials use open standards and are fully aligned with familiar EU frameworks and instruments such as the European Qualifications Framework for Lifelong Learning (EQF), another Europass tool.

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The European Qualifications Framework is outcome-based learning and covers all types and all levels of qualifications to clarify what a person knows, understands and is able to do. The level increases according to the level of proficiency. Level 1 is the lowest and 8 the highest. By linking the EQF to national qualifications frameworks, a comprehensive map of all types and levels of qualifications in Europe can be provided.

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