

CATALOGUE OF GOOD PRACTICES



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Good practices Health Education Guide+60

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Introduction

Instead of describing a catalogue or detailing a report of good practices, perhaps it would be more appropriate to talk about search, identification, and description of educational achievements in the field of older people who aim to improve the physical, mental, environmental or emotional health of people over 60 years of age.

The partners of the Erasmus+ initiative, which we have called **Salud+60**, form a working group that brings together Dafni Kek from Greece, Kerigma from Portugal, the Spanish Federation of Popular Universities -FEUP- from Spain and Euroculture from Cyprus. In our internal experiences and those of other adult education institutions with whom we have had contact, we have identified many initiatives and experiences focused on training related to the health of the elderly. And fortunately, we have found many well-developed ones. This confirms our initial hypothesis: efforts by the health administration and adult education institutions can and should be joined to improve the performance of both administrations concerning the health of older people.

The effort required for such unification of criteria is great, we know that each institution has and is governed by its principles of action that are not contradictory to those of other administrations (educational, in our case) nor pursue objectives outside their radar. That is normal, it is a dynamic of a historical nature that can be transformed at all.

How? Showing the synergistic possibilities of action to beat the objective that we all pursue, to improve the condition of citizens regardless of their age or previous baggage, just betting on the quality of the services provided. Said like this it seems something elementary, but nothing is further from reality. It is a challenge and hard work that forces all of us participants to combat the discouragement that sometimes distracts us from the ultimate meaning of our will to achieve continuous improvements in adult education.

To tackle the hard work before us, we need tools that help us in purpose. Tools are small things that allow you to accomplish great things. That is our catalogue of good practices: a tool, like pliers, of a universal type because it is useful in countless situations and the face of an enormous plurality of eventualities.

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The catalogue as a tool

The catalogue presented below is, first, a descriptive tool, because it helps to understand through a context analysis what we do, and the way we do it.

The first utility of the catalogue is to describe and multiply the universal character of its usefulness, it is only possible to intervene in what we can be recognised in all its details.

The catalogue consists of 12 good practices, three collected by each partner of the teamwork, and the presentation shows the details referring to the educational objectives pursued, learning methodologies, didactic scenarios, resources, etc. That is, we try to describe what, how and why these educational practices are carried out, and we do it with the conviction that they can be replicated, with our expectation placed on their possible extension to other areas.

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Cataloguing of good educational practices in Health+60

As mentioned, the aim of gathering and presenting a catalogue of good practices in health education for people over 60 is to provide transferability to educational practices that can be taken as a model.

Transferability means that the description of each practice must contain the key topics that facilitate third educational institutions to imitate and develop the practice in different learning spaces.

The description of the practice should seek its reproducibility. And it must contain:

1.- Name of the action

2.- Objective

Description of the training objective. Relationship with any of the major health, physical, mental, or social areas.

3.- Origin

Description of the need to implement the training action. Report contacts with technicians in the health area for the design or implementation of the training action.

4.- Methodology used

Description of the educational strategy put into practice, which means advancing the current pedagogical criteria and enhancing the didactics used: places for teaching, educational materials, sanitary materials, technical-sanitary support, etc.

And, finally, exposing the mechanism of the valuation of the achievement, either through objective tests or through estimations or valuations.

5.- References

Reproducibility highly depends on describing as accurately as possible the training action itself as:

- Hours dedicated to action
- Profiles of trainers and monitors
- Records of the materials used, written documents, images and photographs, audio recordings, video, etc.

6.- Recommendations

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The last section is dedicated to recommendations for educational or health institutions wishing to apply similar practices in their respective areas.

Given the demonstrative value of the images, we suggest that the experiences are collected in the video whenever possible, either previously recorded or the recording of specific moments of the formative action.

As far as possible, it is recommended to introduce *warning calls* on any of the fields described above, highlighting risk factors associated with each phase (detection, methodology, etc.). In the same way that it is extremely helpful to point out support factors, for example, the availability of the health administration, its resources or technicians; or the degree of collaboration with other institutions such as municipalities, the timing with company-type entities, unions, etc.

Then, you will find below the 12 practices gathered by the partners of the Health+60 initiative.

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We present the practices collected by the Spanish Federation of Popular Universities - FEUP- in the region of Spain. FEUP represents the Popular Universities through cultural development whose objective is to promote social participation, education, training, and culture as a means of improving people's quality of life.

FEUP PRACTICE 1

1.- Name of the action

Ávila Contigo (meaning the city of Ávila is with you)

The entity in charge: Official College of Psychology of Castilla y León

2.- Objective

Detection and care for the elderly in situations of loneliness. Psychological attention to emotional and existential loneliness.

The objective, the fight against unwanted loneliness, seeks to combat the negative effects of isolation situations and respond to the needs that arise after the lockdown caused by the COVID-19 pandemic. Focused on the situations experienced by the elderly population of the city of Ávila, in Castilla y León.

3.- Origin

Within the framework of the Detection and Care Plan for the Elderly in Loneliness situations, promoted by the city council, the *Ávila Contigo* project was launched during the lockdown caused by the Covid-19 pandemic.

It is focused on the detection of loneliness in elder people, and it arises as a response to the need for a network of psychological support and intervention in the face of emotional and existential loneliness of elder people.

4.- Methodology used

The aim of *Ávila Contigo* initiative aims to reach people over 60 who suffer physical, social, or emotional loneliness by providing them with opportunities for cognitive, physical, and emotional stimulation and promoting contact between people and their connection with the city.

The methodology used in the project has been carried out in person through the Loneliness Network of the city of Ávila. Different activities have been developed in open spaces, such as parks and gardens, sports centres, convention centres and heritage areas or different places in the city and its municipal spaces.

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It is noted, for its methodological value, the plan of dissemination of the activities, which goes from the informative sheets in shops and dependencies of the city to bus shelters and printings. They have achieved a huge diffusion of the initiative and therefore they contacted people in circumstances of lockdown.

The plan was presented at the Spanish Federation of Popular Universities through the PowerPoint tool as educational material and visual support of the project.

The assessment of those responsible for the project is very high, they consider that the initiative has led to success for the elderly population of Ávila since about 800 people have participated in the different activities.

5.- References

The time dedicated to the action has been, approximately, 15 hours of preparation of the material and 8 hours of travel for the exhibition of the project in the teaching, training, and learning activity (LTT) held in Leganés in November 2021.

All activities take place from October to June and the different schedules can be found in the registration document that accompanies this cataloguing. The time of preparation, planning and programming of the program and its actions were 3 months.

The different activities proposed to promote the care of the mind, body and emotions of the elderly have been programmed to continue until the end of the year.

Regarding the profile of the trainers, the entire project is headed by Ana Belén Sánchez Sánchez: a health psychologist and social intervention specialised in ageing, who has had specific support in some of the initiatives contemplated in the programme. Ana Belén has twenty years of professional experience as a psychologist in the social services of the city of Ávila.

6.- Recommendations

- **Recommendations for stakeholders**
- **Recommendations for healthcare professionals**

Ávila Contigo is an initiative that combines training and therapy. It was born from a municipal programme to support elderly citizens. The success of the announcement and the results emphasise the importance of this type of initiative and, therefore, reinforce the political commitment of the administration in terms of health and the treatment of diseases. The suggestions aim to show and emphasise the achievements before the administrative authority to stimulate their development and continuation over time.

The use and discretionary distribution of posters or graphic art for dissemination is a fundamental tool in the socialisation of similar experiences.

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Citizen collaboration identifying and promoting *Ávila Contigo's* actions is a rich and transferable experience. *Ávila Contigo* stimulated the proximity network, shopkeepers, neighbours, postmen, deliverers, etc., to approach the target population: elderly people in loneliness situations.



NO ESTÁS SOLO

NO ESTÁS SOLO

Ávila contigo

<p>CUIDA A LOS DEMÁS</p> <p>Red tejida emocional (red de apoyo en la soledad)</p> <p>Visibilidad social</p> <p>Sonrisas entre generaciones</p> <p>Cuéntame (acompañando a los universitarios a personas mayores)</p> <p>Te acompaño con el whatsapp</p>	<p>CUIDA TU CREATIVIDAD</p> <p>Palabras</p> <p>Confesión y Cultura</p> <p>Diseño de Patrones</p> <p>Confección de Trajes Regionales</p> <p>Contra Ficción</p>	<p>CUIDA TU AUTONOMÍA</p> <p>La importancia de ser autoconfiante</p> <p>Consejos para el día a día: tareas y hábitos sencillos en casa</p> <p>Taller de Cocina</p> <p>Cuidando nuestra autonomía en Ávila</p> <p>Huertos para mayores</p>	<p>CUIDA TU MENTE</p> <p>Ávila de Estimulación Mental y Memoria</p> <p>Comunicación y Lenguaje</p> <p>Seré tu recuerdo "Ávila, Cultura y tradición estupear"</p> <p>Ávila Miedo</p> <p>Pasaporte Senior</p> <p>Clubs de Lectura</p> <p>Ávila</p> <p>Competencia Digital</p> <p>Punto de Información Cultural</p> <p>Cultura Genética y Orígenes</p> <p>Construye tu tecnología</p> <p>Ávila Viaja</p> <p>Ávila o indágenos: historia de una vida</p> <p>Tediga de una historia: documentos que cuentan hechos reales</p>
<p>CUIDA TUS EMOCIONES</p> <p>Intervención psicológica para personas mayores en soledad</p> <p>Relación con seres</p> <p>Elas se abren, se empoderan y juegan</p> <p>Autocapto y Autoestima desde la perspectiva de género</p> <p>Relaciones íntimas y violencia de género</p>	<p>CUIDA TU CUERPO</p> <p>Gimnasia adaptada para mayores</p> <p>Paseo Manualitas</p> <p>Ilmo y Movilistas</p> <p>Ilmo</p> <p>Gimnasia Américas</p> <p>Ilusión de Salud (charlas de prevención de salud)</p>		

Ayuntamiento de Ávila
 Calle de San Lázaro, 10 • 05001 Ávila

Acompáñanos
 Información: **MAYORES DE ÁVILA**
 Calle de San Lázaro, 10 • 05001 Ávila • Teléfono: 910 49 00 00 • 910 49 00 00 • Email: mayores@ayvila.es

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FEUP PRACTICE 2

1.- Name of the action

University of Experience

The entity in charge: Local strategy of collaboration with the health sector in health promotion and prevention.

2.- Objective

The objectives of the local strategy include the development of policies aimed at health; development of social support systems; improvement of knowledge and motivations for healthy behaviour; decrease in harmful health behaviours; creation of healthy environments; provision of appropriate care based on primary care; distribution of resources according to the needs; coordination and development of teamwork; coordination with local health departments and the Popular University; agreements and programmes with private entities focused on improving the health of the elderly; coordination with the sector of the Official University.

3.- Origin

Health education aims at teaching us to recognise our health condition and to maintain or promote a healthier lifestyle.

It is a dynamic, personal, and positive process from educational, health and social structures, both public and private. There must be a commitment to facilitate the objectives of health education, sharing the responsibility of all members of the European Union.

For the project, contacts have been maintained with the technicians of the Department of Health of the City of Lorca, which forms a local entity.

The collaboration of the Hall Centre of the municipality is crucial, as hall centres are the first option when a health problem is detected. The Departments of Sports, Social Services and Health also participate.

4.- Methodology used

The technicians we have contacted to develop the project are several:

- Health professionals of the Health Centres of the Murcia's Health Service.
- Technical professionals of the Health Department.
- Monitors specialised in activities of the Popular University.
- Students and professors at the Official University of Murcia: Health Campus of Lorca.
- Private entities for the implementation of this programme.

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Thus, to perform the project activities, coordinating meetings was necessary at a local level to successfully achieve intersectoral collaboration strategies. In addition, compared actions of other municipal sectors have been developed and the available community resources have been identified. For the basic information, the opinions of users have been considered and channelled into a participation structure.

5.- References

As for the places of the activities, available local resources have been chosen, such as the Popular University, the cultural centre, the spaces of the health centres and the University or Professional Schools Centres.

The professionals involved in the action can be divided into two categories: on the one hand, the Technical Health Support: the participation of the students of the Integral Centre for Vocational Health Training and the students of Nursing, Dietetics and Nutrition has been fundamental. On the other hand, there have been health teachers who teach some subjects to the elderly.

It will be assessed through different diagnostic tests:

- Model for developing a work plan.
- Daily work plan.
- Work plan to start a course based on health competencies.
- Evaluation model for the work plan itself.
- Apprentice school.
- Intergenerational Health Campus.
- Interdisciplinary work of students with people over 60.

6.- Recommendations

An important item of the recommendations is the joint participation of professionals and the population. Each place has its intersectoral scope, and health professionals also depend on the involvement of the programme.

The biggest difficulty is the motivation of professionals when undertaking this kind of programme and attending to their patients in health centres that are normally crowded. The lack of resources, both financial and health staff, also plays a role.

Therefore, technicians from private institutions dedicated to health and nursing students are an important part of promoting healthier lifestyles.

Thus, the Popular University becomes a health-promoting agent, where professionals must have an exemplary role.

Video of the practice by clicking on this [link](#).

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FEUP PRACTICE 3

1.- Name of the action

Training in several techniques for the development of emotional intelligence and communication.

The entity in charge: Popular University of Logroño (La Rioja)

2.- Objective

Among the general objectives proposed are the following: to promote trust, coherence, authenticity and inner and outer work (since each individual can grow and shine); to strengthen the attitude of lifelong learning, self-esteem and self-responsibility; to develop comprehensive intelligence, that is: body, mind, emotion and spirit; to expand the attitude of improvement and self-empowerment; to generate autonomy and integrated adult state; to release self-limitations; to strengthen confidence; to improve self-care and personal and social relationships; to promote face-to-face relational intelligence; to learn how to take care of ourselves and the environment; to deal with uncertainty; to train mindfulness; to practice new habits and resources that increase life expectancy.

Within the subjects taught at the Popular University, the objectives of knowledge and related attitudes are varied: emotional intelligence with NLP (Neurolinguistic Programming), which makes the analysis and learning of skills related to emotional control possible; they teach how to deal with emotions and how to put into practice NLP dynamics. Also, the trainees develop and use resources to relieve diseases, emotions, or thoughts to obtain the necessary energy and motivation that help our physical, emotional, and mental well-being.

- Communication skills: they aim to know how to fluently communicate with the environment and with others to facilitate relationships with us and with other people.
- Coaching and NLP online daily: tuning to connect with well-being simply and practically; better understanding of our thoughts, emotions and behaviours, relation to different topics and their influence on our happiness and individual and social well-being; development of new resources and different self-management tools through coaching and effective NLP dynamics; to know how the neuroscience of the brain works; to detect the synergy of the hemispheres, the power of the mind and lifelong learning.
- Resources of personal development and communication with emotional intelligence: to integrate the experience and the resources provided by personal development in our daily lives and the increase of our communication through emotional intelligence; to know the

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stages of human development and its influence; to define self-knowledge and personal development, to learn about brain processes -consciously and unconsciously- and how we transmit the information through the language and communication; to discover, in an objective way, one's and others' perception; to open new possibilities and resources to personal work.

3.- Origin

These activities respond to the emotional and communication needs of people over 60 who demand:

- Be able to communicate and tell who they are and their life experiences;
- Meeting people of the same age;
- Interact better with their loved ones;
- Learn to communicate with the environment more healthily and simply. Be listened to, validated, and recognised;
- Feel useful and keep learning;
- Have fun on topics of interest;
- Find a space to meet new people;
- Resources to address and manage the emotions and relationships;
- Keep their minds and spirits active.

In Coaching, NLP or emotional intelligence, the aim that guides them have a direct impact on physical, mental, and social health, since they have as main objectives self-knowledge and personal skills and abilities to achieve well-being and health in all dimensions: body, emotion, mind and spirit.

4.- Methodology used

The methodology used is largely practical and experiential in which attendees know the basic theoretical principles of the skills to be developed and work on them through dynamics based on tools of communication, NLP, New Code, neuroscience, and systemic, strategic, team and group coaching.

Having the opportunity to access a more direct learning and deep understanding to discover and train their resources and/or what is necessary to achieve their objectives and begin to place and dissolve in some way the obstacles that limit them, achieve their available goals, anchor learning, place and dissolve in some way the obstacles that limit them and empower themselves towards new objectives that allow them to achieve the personal well-being they desire.

There are very diverse individual dynamics, in pairs and in groups, games and techniques of human development, anti-stress, effective communication, active listening, emotional

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management through strategies with coaching, NLP, Eriksonian Hypnosis, metaphors and neuroscience or neuro-dynamic games, vital balance and time management and attention and full and interactive learning and self-care of all dimensions of the human being.

5.- References

Hours dedicated to action. Continuous work is developed during one or more courses with weekly meetings of an hour-and-a-half duration.

The activities are developed by professionals in the field of psychology and pedagogy with various specialization courses in each technique developed.

The people who participate in the training do not respond to any specific profile since they are different groups.

Among other materials, the following bibliography is used:

- "The Art of Blowing the Embers" by Leonard Wolk
- John Whitmore's "Coaching"
- "Power Without Limits" by Anthony Robbins
- "Introduction to NLP" by John Seymour
- "Create your life" by Pepa Kern
- "NLP. Of Toads and Princes" by Grinder and Bandler
- "El Gran libro de Coaching, IE y PNL" by Enrique Jurado, Álvaro Cubillo, Arantxa Cobos, Laura Jiménez, Mercedes Millán and Pilar Martínez Borobio

6.- Recommendations

We believe that the improvement of the health of people over 60 is achieved with the harmony and joint work of health professionals and entities that work to achieve active ageing with professionalism and respect for the elderly. Far from everything goes that it has prevailed for a long time in the activities of the elderly.

The recommendation to politicians is that they support the coordination processes between the two actors.

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Next, the practices collected by the Kerigma Association in Portugal are also presented. Kerigma is a non-profit organisation whose objective is to promote the integral development of people, different organisations, and the community.

PRACTICAL KERIGMA 1

1.- Name of the action

"Memory Office" Program.

Additional information on the project website:
<https://www.facebook.com/FreguesiaArcozeloBarcelos/>

The entity in charge: Junta de Freguesia de Arcozelo, Barcelos

2.- Objective

- Develop cognitive and memory aspects in the elderly;
- Seek greater autonomy;
- Develop the self-esteem and confidence of seniors in their daily lives;
- Allow the elderly to have a space, where they can discuss and remember stories and episodes of their lives and basic issues related to ageing;
- Create the opportunity for integration with other people;
- Develop experiences with the use of group games;
- Exercise the potential of logical thinking;
- Value your life story;
- Awaken interests for future life plans.

The Memory Workshop is aimed at the entire elderly population of the area and is held once a week at the headquarters of the Parish Council, currently with a group of 20 participants. Within the scope of this workshop, an annual outing is organised. The group is guided by a Social Worker and a Social Educator.

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3.- Origin

The creation of the Memory Workshop arose from the need to respond to the growing ageing of the local population, following current demographic trends.

4.- Methodology used

The project aims to stimulate the cognitive performance of older people and the possibility of expanding their social interaction networks. It is a permanent proposal, whose function is to collaborate with the performance of memory, the expansion of the social network and the feeling of self-sufficiency of the participants.

The methods used in the workshop are related to objects, music, places, cultural themes, the rescue of the life history of the elderly, potentialities, development of skills, oral, written, and imaginary narratives, and cognitive games.

Some of the activities developed in the Memory Workshop are reading a text, writing a shopping list, and telling a movie viewed or a book read during the week.

During the Memory Workshop, several group activities are carried out, such as puzzle games; presentation of skills that older people may have using the 5 senses, among others as a stimulus to short-term memory.

Group dynamics include listening to old songs, so you can guess the names of the singers; Seven differences between two drawings; among others.

5.- Recommendations

Some researchers believe that older people if they are in good health and engaged in activities that promote their potential, will have considerable changes in the cognitive field and their sense of self-sufficiency. Thus, given the fact that at this stage of life cognitive losses may be more present, minimizing this reality requires the intensification of mnemonic exercises and the stimulation of social interaction, to lead the participant to remain active, although genetic factors are relevant to understand the differences between these people.

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In this sense, all these activities and related dynamics come to stimulate learning, develop attention and critical thinking, develop motor coordination and the possibility of developing intelligence, retell stories, favour the development of memory performance, develop different thinking skills (such as observing, compare, analyse or synthesize).

Poster of recreational activities for the elderly:



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PRACTICAL KERYGMA 2

1.- Name of the action

Methodology of Humanity. Care for the Elderly

<https://www.misericordiarbarcelos.org/comunicacao/videos/61/1/metodologia-de-cuidado-humanidade-na-scmb/>

The entity in charge: Santa Casa da Misericórdia de Barcelos

2.- Objective

Among the objectives are to acquire skills (cognitive, psycho-affective and technical-professional), promote techniques that facilitate the relationship between the caregiver and the person cared for (based on bonds and affection instead of power and authority) and promote the well-being and respect for the person being cared for, and for the caregiver, for providing excellent care.

The training is related to the area of mental health and is aimed at all professionals working in the field: psychologists, health professionals, social educators, or children, among others.

3.- Origin

The need to implement this training activity is related to a need detected at the institutional level, especially with the increase in dementia in the population to promote the quality of services.

4.- Methodology used

The strategy involves the development of technical capabilities in three aspects:

- Awareness: the main objective is to raise awareness among students of the effect of the acts and procedures they perform daily during care. The first part of the training involves managers who are expected to be open to critical reflection on the behaviour of the person and the professionalisation of work.
- Dissemination: the main objective is the professionalization of the relationship using the relational pillars of gaze, word and touch, and the pillar of identity. Various technical-relational procedures are shown and trained, such as sensory capture that promotes the use of the pillars of Humanity. In this phase, the training action that takes place in the classroom and in a real-life context is used.

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- Consolidation: formation of the Support Group, a multidisciplinary team for strategic management, which is responsible for the definition and activation of Individual Plans, monitoring of results, support and orientation to the remaining elements and quality certification according to the framework of attention to health. The group holds monthly meetings to set the goals for each period: they identify points that need improvement, discuss the difficulties faced by the Support Group, and define solutions.

5.- References

Training evaluation:

The evaluation of the training will be carried out in three stages: Diagnostic evaluation - before ("ex-ante"), Formative evaluation - during ("ongoing") and Summative evaluation - after training ("ex-post"). This process will be carried out by applying an evaluation model (Donald Kirkpatrick):

- Level 1 - Evaluation of the reaction/satisfaction of all participants in the training
- Level 2 - Learning assessment
- Level 3 - Assessment of training transfer
- Level 4 - Evaluation of the impact of training on organizational performance (where applicable)

Characteristics of the formation and the trainer

Duration of action:

Methodology of the Care of the Elderly (49 hours)	
Training session - Awareness	Number of sessions: 2 Duration: 3.5 hours each
Training session - Dissemination	Number of sessions: 7 Duration: 4 hours each
Training Session - Consolidation	Number of sessions: 4 Duration: 3.5 hours each

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Trainer profile

The trainer must have:

- Technical-professional skills: mastery of the performance area; willingness to change/improve.
- Pedagogical skills: clarity in discourse; logical structure; systematisation of key ideas; understanding/acceptance of the other; conflict management; auto-control.
- Basic skills: to prepare and plan the learning process; facilitate the learning process oriented to students; supervise and evaluate learning; manage the dynamics of continuous learning; adopt attitudes of entrepreneurship and creativity.
- For the training in the Methodology of Care for the Elderly, the trainers are specialised and accredited by the Gineste-Marescott Institute.

6.- Recommendations

Different studies indicate that interventions that support mental health promotion programs or training actions in mental health are fundamental to promoting mental health in the general population. Ageing, along with social and economic precariousness, brings with it stressors that can increase mental illness, such as diminished functional abilities and social isolation.

The document National Strategy for Healthy Aging (2017-2025), of the Interministerial Working Group (Office n° 12427/2016),¹ mentions healthy ageing as a "process of development and maintenance of functional capacity, which contributes to the well-being of the elderly, functional capacity being the result of the interaction of the intrinsic capacities of the person (physical and mental) with the environment".

In this sense, the training actions fit into this premise due to their potential to transform the conditions of mental well-being of the population aged 60 years and older.

¹ National Strategy for Healthy Aging (2017-2025), of the Interministerial Working Group, Office nr. 12427/2016

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The same document states that, although Portugal "registers several initiatives in this area, there is still a long way to go for this approach to be reflected in the health and quality of life of older people."

Rethinking ageing implies rethinking a whole set of public policies, which implies multisectoral participation, that is, resulting from a joint action of the various sectors of activity (education/training; health; economy; social security; among others).

In addition to the sectors mentioned, in Portugal, social economy entities (cooperatives; mutual associations; Foundations; private institutions of social solidarity; associations working in the cultural, OCI, sports and local development fields, among others), due to their proximity to the State and communities, represent a driving force in terms of implementation of actions that promote health and well-being.



PRACTICAL KERIGMA 3

1.- Name of the action:

Active Minds training program. More information is available at the link:

<https://fb.watch/cdkIwU1OWW/>

The entity in charge: Santa Casa da Misericórdia de Barcelos

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2.- Objective

Among the objectives are to promote active and healthy ageing, develop actions to ensure mental well-being, contribute to greater autonomy and independence; and also, the orientation of the reality of older people with dementia or cognitive impairment; promote in the professional team daily strategies of cognitive stimulation; and adjust the environment through techniques that are oriented to reality.

The training is related to the area of mental health and is aimed at all professionals working in the field: psychologists, health professionals, social educators, or students, among others.

3.- Origin

The need to implement this training activity is related to a need detected at the institutional level, especially with the increase in dementia in the population to promote the quality of services.

4.- Methodology used

The educational strategy includes technical training, in four phases:

- Initial individual assessment: demonstration and application of cognitive instruments (Mini-Mental State (*MMS*) and the Cornell Scale for Depression in Dementia).
- Intervention activities: programming of cognitive stimulation sessions in groups.
- Modification of the environment: identification of the environment and implementation of ethical signals, calendars, and clocks for orientation in space and time.
- Final evaluation: demonstration and application of the cognitive instrument.

The training program "Active Minds" has a very practical component and includes several activities where the involvement of all the parties involved (elements of the multidisciplinary team and the environment itself) becomes fundamental for the success of the program.

Group and/or individual sessions are planned with users through the application of exercises to stimulate cognitive functions.

Simultaneously, reality-oriented activities will be carried out involving the environment in which people are incorporated. Such as viewing calendars with scheduled days with various daily activities; acquisition of clocks to place in the rooms; placement of images in the rooms illustrating the bath/personal hygiene and dress sequences; placement of images indicating the

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sequence of meals in the dining room; display of photographs with equipment elements in the life of each participant.

As a complement to the training sessions, the program also includes mini-reality-oriented workshops, presenting simple and practical strategies that can help users maintain contact with reality.

5.- References

Training evaluation:

The evaluation of the training will be carried out in three stages: Diagnostic evaluation - before ("ex-ante"), Formative evaluation - during ("ongoing") and Summative evaluation - after training ("ex-post"). This process will be carried out by applying an evaluation model (Donald Kirkpatrick):

- Level 1 - Evaluation of the reaction/satisfaction of all participants in the training
- Level 2 - Learning assessment
- Level 3 - Assessment of training transfer
- Level 4 - Evaluation of the impact of training on organizational performance (where applicable)

Characteristics of the formation and the trainer

Duration of action:

Minutes training programme (16 hours)	
Training session	Number of sessions: 4 Duration: 3 hours each
Workshops	Nº of workshops: 2 Duration: 2 hours each

Trainer profile

The trainer must have:

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- Technical-professional skills: mastery of the performance area; willingness to change/improve.
- Pedagogical skills: clarity in discourse; logical structure; systematization of key ideas; understanding/acceptance of the other; conflict management; auto-control.
- Basic skills: prepare and plan the learning process; facilitate the learning process oriented to students; monitor and evaluate learning; manage the dynamics of continuous learning; adopt attitudes of entrepreneurship and creativity.

Material Records

- Cognitive and mood assessment tests (*Mini-Mental State* and the Cornell Scale for Depression in Dementia).
- Photo prints and signage, watches, portable devices, computers, photo frames, cork boards.
- Computer with internet access and projector.

6.- Recommendations

Different studies indicate that interventions that support mental health promotion programs or training actions in mental health are fundamental to promoting mental health in the general population. Ageing, along with social and economic precariousness, brings with its stressors that can increase mental illness, such as diminished functional abilities and social isolation.

The document, National Strategy for Healthy Aging (2017-2025), of the Interministerial Working Group (Office No. 12427/2016),² mentions healthy ageing as a "process of development and maintenance of functional capacity, which contributes to the well-being of the elderly, functional capacity being the result of the interaction of the intrinsic capacities of the person (physical and mental) with the environment".

In this sense, we consider that the training actions fit into this premise due to their potential to transform the conditions of mental well-being of the population aged 60 years and older.

² National Strategy for Health Aging (2017-2025), from the Interministerial Working Group, Office nr. 12427/2016

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The same document states that, although Portugal "registers several initiatives in this area, there is still a long way to go for this approach to be reflected in the health and quality of life of older people."

Rethinking ageing implies rethinking a whole set of public policies, which implies multisectoral participation, that is, resulting from a joint action of the various sectors of activity (education/training; health; economy; social security; among others).

In addition to the sectors mentioned, in Portugal, the entities of the social community (cooperatives; mutuals; foundations; private institutions of social solidarity; associations operating in the cultural, leisure, sports and local development fields, among others), due to their proximity to the State and communities, represent a driving force in terms of implementation of actions that promote health and well-being.

MENTES ATIVAS "VAMOS AJUDAR A ORIENTAR"

A orientação para a realidade é uma técnica terapêutica utilizada para ajudar a pessoa com demência a restabelecer o contacto com o seu meio envolvente. As pessoas com demência começam por apresentar uma **desorientação temporal. Podem, por exemplo, achar que são mais novos do que são na realidade e "viver presos no passado". A medicação que a doença vai progredindo, as pessoas podem ficar mais confusas em relação ao seu contexto espacial, ou seja, em relação à sua localização geográfica. Esta **desorientação espacial** pode levar a que a pessoa se perca em percursos anteriormente familiares (mesmo dentro do próprio lar). Nas fases mais avançadas da demência, a pessoa pode não se lembrar do seu próprio nome. Para além de ser frustrante e perturbadora, a desorientação pode constituir um risco para a pessoa com demência (por exemplo, se estiver desorientada no espaço e muito agitada, pode estar mais sujeita a cair, pode ficar mais agitada, mais agressiva...).**

A orientação para a realidade deve ser trabalhada de forma subtil nas tarefas do dia-a-dia. Por isso, todos somos importantes, principalmente, quem passa todos os dias com os utentes.
VAMOS A ISSO!!

TRABALHAR A NOÇÃO DA HORA DO DIA/ ESTACÃO DO ANO/MÊS

– "Hoje é dia de feira em Barcelos"
 – "Hoje está um dia tão chuvoso... Não parece que estamos na primavera"
 – "Está na hora de acordar bom dia... que horas são?"
 – "Está quase na hora do pequeno-almoço. Vamos arrumar?"

Ajuntar para o calendário e para o relógio presente no quarto.
 Distúrgo sobre as notícias atuais (se possível ler as grandes titulas dos jornais/revistas).

NAS DESLOCAÇÕES

A medicação que acompanham o utente a qualquer compartimento do setor, apontem para a sinalética e procurem a iniciativa do utente "E agora, vamos deixar até ao refeitório... Como fazemos? Vamos de elevador? Onde está?"
 "O seu quarto é no setor auxiliar... Como podemos chegar até lá?"
 Auxiliar o utente a orientar-se no espaço através de materiais que possui.

DIGA O NOME DA PESSOA COM DEMÊNCIA FREQUENTEMENTE

Ajuntar para a medicação.
 Repetição do seu nome e da sua idade de onde é.

NÃO CONFRONTE A PESSOA COM DEMÊNCIA

Por exemplo, se a pessoa nos pergunta "Onde está a minha mãe?" não é benéfico responder "A sua mãe já morreu há muitos anos." Neste caso, será mais adequado concordar com o utente, nunca contrariar porque só vai aumentar a sua confusão: "Faltam-me um bocadinho da sua mãe... O que é que mais gostava dela?"

NO BANHO

"Agora vou ajudá-lo a tomar banho... Vamos vestir... Puxe-me, por favor, a primeira peça de vestuário... E a segunda?"
 Se a pessoa se veste sozinha, não podemos preparar os roupas e deixá-las sobre a cama numa situação lógica.
 A medicação que se vai prestarão os cuidados, podemos estimular a atenção de si próprio "E agora? O que falta? Nítulas... Lavar os dentes..."

Estas estratégias devem ser utilizadas de forma repetida e contínua. A informação realiza-se em cada contacto que se tenha com o paciente.
 As informações são sempre passadas de forma clara, objetiva e utilizando a comunicação pessoal (olhares, gestos, contacto físico, voz, sons) e através de objetos (como relógios, calendários, revistas, figuras, músicas, etc.).

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Below we present the practices collected in the region of Greece, by the Dafni Kek Association, which is an independent non-profit research centre for innovation and social change through adult education.

DAFNI KEK PRACTICE 1

1.- Name of the action

Panhellenic Society of Geriatrics and Gerontology

2.- Objective

The Panhellenic Society of Geriatrics and Gerontology has different objectives, among which are:

- Contribute scientifically to the study and treatment of the problems of ageing.
- Inform and educate physicians, elder health professionals, and their caregivers on issues related to ageing.
- Develop programs that investigate the social needs of ageing.
- Develop proposals to improve the quality of life of the elderly.

To achieve these objectives, the Society establishes partnerships with public and private organizations and with active citizens to improve the quality of life of the elderly.

Cooperation has been developed with competent State and transnational institutions in Greece and the European Union in general, as well as with associations and institutions interested in addressing ageing-related problems.

These partnerships include the European Geriatrics Society, the Regional Government of Western Greece, the Ministry of Employment and Social Protection, the University of Patras, the Society of Geriatric Oncology, the Red Cross, the Panhellenic Association of Physiotherapists (Regional Section of Achaea – Iliia), the Centres for the Employment of the Elderly (KAPI), the city's nursing homes - such as the Konstantopouleio Foundation, Agia Skepi, Alexandra-, the nursing homes of southwestern Greece, the voluntary organizations' Alma Zois, Agaliazio, SOPsy, the departments dealing with the elderly and the Public Benefit Association for the Relief and Care of the Elderly and Disabled People: "Frodizo."

3.- Origin

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The Panhellenic Society of Geriatrics and Gerontology is a non-profit scientific society (NGO) that deals on the one hand with geriatric medicine and, on the other, has a strong social activity whose objective is to improve the lives of the elderly.

It was founded in 1999 and is based in Patras. The goal of the company is to always be at the side of the elderly and contribute to the improvement of their lifestyle so that they become active members of society.

The main activity of the company is the information and training of doctors, caregivers of the elderly, their families and the awareness of society in general, regarding the problems of ageing that, to a large extent, are neglected and not understood.

This information is provided through medical conferences, medical and medico-social workshops, and training seminars on how to deal with older people. Geriatrics as a speciality is not recognized in Greece, unlike most EU countries, so the goal of the association is to include geriatrics in the curriculum of medical schools. Its experienced and qualified staff, using modern methods, based on the European Union guidelines for active ageing, support older people in their efforts to cope with the problems associated with ageing.

4.- Methodology used

The Panhellenic Society of Geriatrics and Gerontology consists of scientists, physicians of all specialities, active and non-active university professors, as well as active and accomplished citizens with sensitivity to older people.

Its founding members are mainly doctors, who are widely known in the city of Patras, but also active citizens with a special interest in elderly people.

All members of the society and the Board of Directors are volunteers. Joining the Geriatrics Society is open to anyone who wants to contribute to addressing the problems of active ageing and improving the quality of life of the elderly. Awareness of the problems of the elderly is a sign of culture and solidarity. Thus, the society's working groups include a Social Events Group, a Scientific Events Group, a Public Relations Team and a Volunteer Activities Team.

The actions of the Panhellenic Society of Geriatrics and Gerontology include:

- Monitoring developments in the field of active ageing in Greece and abroad.
- Promote the development and growth of individual branches of gerontology and geriatrics through research.

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- Develop programs on the treatment of ageing and organize and participate in conferences.
- Contribute to the training of staff, institutions and services dealing with the elderly.
- Organize talks, conferences, and public debates to inform and educate older people and their caregivers.

5.- References

The Panhellenic Society of Geriatrics and Gerontology offers the *Day House* program. The "Day House" is so that all older people can have a creative activity for free. The Day House operates every Monday, Wednesday, and Friday from 5:00 p.m. to 8:00 p.m. in the building of the Panhellenic Society of Geriatrics and Gerontology, n^o9, N.E.O. Patras - Athens, where the elderly receives the following services:

1. Muscle strengthening exercises
2. Dance classes
3. Psychological support
4. Exercise, physical training, and physiotherapy
5. Computer training
6. Bible Study
7. Hagiography courses

6.- Recommendations

6.1. Recommendations for political actors:

Policymakers must take seriously into account the role, function and impact of partnerships for older people, especially when their practices are the result of a mixture of academic knowledge and knowledge in practice. These practices should also drive improvements in the system by setting new trends, including in the care system, that address the needs of education. In this direction, the establishment of Geriatrics/Gerontology as a new specification connected to community needs is critical. Funding and strategic decisions for stable and well-operated centres to offer care and education in new mindsets are on the right side of active policy decision-making.

6.2. Recommendations for professionals



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The practitioners in this case are all these people who are involved in the process of improving the quality of life of older people holistically. In this sense, professionals should be trained on how to learn to cooperate and how to combine academic knowledge with practical methodology in the best way, especially considering that their intervention is aligned with the change of mentality of older people.

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DAFNI KEK PRACTICE 2

1.- Name of the action

Action: "[Κλικ Ζωής](#)" (*Click for life*)

The entity in charge: Western Greece Regional Administration

2.- Objective

The *Click for Life* service offers telephone support and 24-hour follow-up to elderly people who live alone and/or suffer from chronic diseases. Through a special device (panic button, fall detector, geolocation), personalized attention is offered, which not only improves safety conditions but also reduces the feeling of loneliness and fear in daily life. It is worth mentioning that the Call Management Centre is staffed by properly trained personnel, who have direct access to the record of each elderly person.

The action mainly concerns people living alone and/or far from health and health care centres and people with chronic diseases (depression, mobility problems, diabetes, Alzheimer's, heart problems, respiratory problems, etc.) and is aimed at the physical and mental health of the elderly.

3.- Origin

The provision of protection and support services to older people living independently is a particularly valuable priority for the regional government of Greece or the Community. It is an innovative service aimed at creating a centralised support service for people in need of social welfare and support. The service is provided by the Directorate-General for Public Health and Social Care of the Western Greek Region.

4.- Methodology used

Such services to the elderly include:

- The operation of a 24-hour follow-up and telephone support centre for beneficiaries.
It provides the Call Management Centre with trained personnel and has direct access to the file of each elderly, and which is formed by social workers, psychologists, etc. and responds immediately to any need or requirement of the person.

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- Even if the person involved cannot respond, the 24-hour service immediately sends help: to a neighbour, a relative, an ambulance, the emergency services or the fire department.
Detection and paging of the elderly through special devices (NEMO and NOVO).

5.- References

Level of physical health. The telecare service consists of:

A panic button: Seniors can call for help at the touch of a button when they need help or feel the need to communicate.

Fall detection: The possibility of automatic detection of falls of elderly people is foreseen. In addition, the elderly can call for help at the touch of a button.

Location of an elderly person: Elderly people with dementia problems who cannot reside in their homes have the possibility of finding their location and direction on the map.

24-hour follow-up: 24-hour telephone service personnel communicate by phone with the person responding to the emergency notification they receive from the search devices.

The telecare service website also includes educational materials to make the service more accessible to older people and their careers, such as a PDF file with a realistic scenario using the telecare service, instructions for use of the service and instructions for installing equipment.

6.- Recommendations

6.1. Recommendations for policymakers:

The practice is aimed at older people living alone or in remote areas without direct access to health services. In these cases, the responsiveness of the community care mechanisms proves to be a lifesaver in combination with the use of new technologies.

With this as a starting point, we would propose the existence of Knowledge, Learning and Information Centres characterised by proximity and stability. In this case, life learning centres could act as the intermediate link between the health service delivery system and community education in line with the adoption of:

- New technology is one of the main pillars of care services in remote areas.
- Inclusive strategies that engage less functional citizens in community affairs.
- Revitalization of community spirit (reinventing the meaning of sharing and living together).
- Human rights of older persons.

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- Active age-friendly attitudes (social life that includes and highlights the value of ageing).

6.2. Recommendations for professionals

On the part of professionals, cooperation is the key to effective care. Setting up meetings with all stakeholders and, especially, with people in the target group, familiarises those involved with reality and makes them more creative in finding solutions. To achieve this, stakeholders must form a strong cooperation structure in which needs are presented, effective practices are highlighted, and challenges are collectively addressed.

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DAFNI KEK PRACTICE 3

1.- Name of the action

Action: "Λέσχες Φιλίας" (Friendship Club)

The entity in charge: Municipality of Athens

Website: <https://www.cityofathens.gr/node/405>

2.- Objective

Friendship Clubs aim to familiarise older people with the problems of ageing, to help them adapt to their new living conditions, to coexist seamlessly with younger people and to provide a supportive environment, especially for people who do not have sufficient financial resources or families who can care for them. The Friendship Clubs are based, mainly, on promoting the physical, mental and social health of the elderly.

3.- Origin

Old age can also be a creative, productive and dynamic life period in people's lives. Therefore, the Municipality of Athens provides older people with structures and actions of support, care, empowerment and strengthening of self-confidence, as well as the promotion of independence, self-sufficiency, and social contribution and participation.

Within the Municipality of Athens, Friendship Clubs - which function as antidotes to loneliness - have been strengthened, such as the "Home Help" programmes, which care for elderly and disabled people, mostly alone and without a supportive environment, facing serious health problems. The Friendship Clubs have been operating in the Municipality of Athens since 1985 and there are, nowadays, 25 Friendship Clubs spread around the world. The goal is to allow the elderly to use their time creatively and actively.

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4.- Methodology used

Friendship Clubs are managed at the neighbourhood and district levels to provide needed services to seniors. They are places where elderly Athenians can seek human warmth, social support, contact with other peers, information, and entertainment.

5.- References

The Friendship Clubs program includes creative activities, visits to cultural sites, artistic activities, excursions, and walks. In Friendship Centres, gymnastics, self-defence, nursing care and physiotherapy programs are implemented.

Older citizens can participate in cultural events of the Friendship Clubs, but also to visit museums and cultural venues, as well as attend catering and entertainment activities.

They also have the opportunity to learn about topics related to their needs and interests through special programs, such as reinforced mentor memory groups, talks by pulmonologists and spirometry, talks on sun protection, visits by doctors of various specialities, etc.

Physical health level:

- Nursing program: A nurse, a permanent employee of the municipality of Athens, visits and performs blood pressure and blood sugar measurements in the Clubs of the Amistad.
- Physiotherapy Programme: Friendship Clubs are equipped with physiotherapy equipment and physiotherapy sessions are provided to members who are referred to the doctor.
- Physical exercise program (gymnasium): physical exercise adapted to the elderly, once a week.
- Self-defence programme: training self-defence techniques adapted to the situation.

Mental health level: Psychology program to advise or counsel the elderly (individual and group sessions).

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Social and health level:

- Theatre group programme: theatre groups in which older people can participate are led by an instructor who coordinates theatre groups.
- Laboratory of Aesthetics - Chromatology / Fashion Design: The course aims to develop the aesthetic criteria of the participants, know the techniques, the concept of beauty and its study, the general principles, and techniques of composition (perspective, movement, etc.), printing methods and colour theories (harmony, contrasts, and the spiritual and psychosomatic effect of colours). Through training, examples of books, magazines, visits to museums and galleries, films, etc., participants broaden their aesthetic perception and understand the value of form and colour in composition, to experiment with their compositions on paper and fabric.

6.- Recommendations

6.1. Recommendations for political actors:

- Develop follow-up mechanisms that identify needs continuously.
- Respond to social, health and human challenges by introducing experts to influence a positive mindset towards ageing.
- To enrich social interaction and opportunities for meetings, travel or volunteering to those older people who feel empowered to work, but in a different way. Erasmus+ projects can bear fruit in this field, especially new mobility actions for adult learners who wish to travel, learn, and volunteer in a different context.

6.2. Recommendations for professionals:

Professionals must change their focus on what older people can achieve through discussions with these people and finding ways to bring new technology closer to their real needs.

For them, they can take courses on what old age entails and on what are the changes associated with this transition of age to become proactive actors.

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Finally, we conclude the Guide of Good Practices with those collected in Cyprus, at the hands of Euroculture, a non-profit cultural and educational association that has a long history in the field of adult education:

EUROCULTURE PRACTICE 1:

1.- Name of the action

Cyprus Institute of Neurology and Genetics (*CING*) is a private, non-profit, medical, research and academic centre.

2.- Objective

The institute is dedicated to alleviating the suffering of patients and their families and preventing disease through patient care, research and educational programs on neurological and genetic conditions such as muscular dystrophy, multiple sclerosis, epilepsy, etc. It deals with all aspects of molecular biology and genetics, such as cardiovascular diseases or strokes.

3.- Origin

It provides neurologic or physiotherapy services and therapists or speech-specialised therapists.

4.- Methodology

Description of the services provided:

The Cyprus Institute of Neurology and Genetics (*CING*) is aimed at alleviating suffering and preventing disease. The services it provides are provided to people with genetic and neurological conditions by neurologists, physiotherapists, or speech therapists.

They carry out medical tests on patients over 60 who come on the recommendation of their doctors and cover the cost of these tests.

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In addition, the institute investigates the training needs of health workers working with people over 60 years to develop a more effective approach to the problem after diagnosis.

5.- References

The following resources have been used as relevant information for CING programming:

- [The Cyprus Institute of Neurology and Genetics \(cing.ac.cy\)](http://cing.ac.cy)
- [The Cyprus Institute of Neurology and Genetics - Cyprus School of Molecular Medicine \(cing.ac.cy\)](http://cing.ac.cy)
- [Cyprus Institute of Neurology and Genetics - Erasmus+ \(cing.ac.cy\)](http://cing.ac.cy)
- [Cyprus Institute of Neurology and Genetics - YouTube](http://cing.ac.cy)

6.- Recommendations

The Cyprus Institute of Neurology and Genetics promotes academic and training programmes for doctors, scientists and students.

The Cyprus School of Molecular Medicine (CSMM) offers postgraduate academic degrees to Cypriot and foreign students in the specialised fields of Medical Genetics, Molecular Medicine, Neuroscience and Biomedical Research, through the different master's and doctoral programmes. The CSMM is approved by the Ministry of Education and Culture of Cyprus.

Before the establishment and operation of the CSMM, CING collaborated with universities in Cyprus and abroad for doctoral studies. Under this premise, more than 60 doctoral students have completed their doctoral thesis in the laboratories of the CING.

Neurologists can complete their specialization training at CING and continue to specialize in Clinical Neurology and Electromyography. In addition, a training programme approved and accredited by the Ministry of Health of Cyprus is offered, for the acquisition of the one-year medical residency in neurology.

- The CING offers education and specialization to graduate students, doctors, and scientists from Cyprus and abroad in specialized fields of genetics.

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- It organises conferences, scientific national and international meetings, conferences, and courses in Cyprus and abroad.

PRACTICAL EUROCULTURE 2

1.- Name of the action

ITHAKI Association.

It is a non-profit charity whose purpose is to educate the public about issues of prevention and treatment of Alzheimer's disease and other forms of dementia, as well as to contribute to the improvement of existing treatments and improve the situation of patients.

2.- Objective

The Partnership Day Centre functions as a half-day stay, therapeutic care and support for patients suffering from mental or behavioural disorders.

3.- Origin

The main objective is to improve the difficulties faced by patients due to the decrease in their mental capacity through educational tools and formative experiences.

4.- Methodology used

Description of the services provided:

- Non-profit charity
- Educate about dementia prevention and treatment
- Operates through a half-day stay unit, therapeutic care and support
- It helps patients with dementia, mental function difficulties or behavioural disorders.
- Perform all types of physical activities
- They have services of physical therapy and gymnastics
- They carry out entertainment activities such as singing, dance, music, arts and crafts classes
- They have doctors and nurses and specialists.
- Trained staff available to treat people over the age of 60. They offer training seminars to permanent staff on how to deal with these patients.
- They engage in working cooperation with government officials, health centres and health clinics for expert advice.

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5.- References

[ΙΤΗΑΚΙ \(ithakicyprus.com\)](http://ithakicyprus.com)



[ΙΤΗΑΚΙ > Κέντρα Ημέρας \(ithakicyprus.com\)](http://ithakicyprus.com)

[ΙΤΗΑΚΙ > Μήπως έχετε αρχίσει να ξεχνάτε \(ithakicyprus.com\)](http://ithakicyprus.com)

6.- Recommendations

Volunteerism is needed to help the Ithaki Association advance its mission of helping and assisting people in difficulty in this important cause.

The purposes:

A Day Centre functions as a half-day stay unit for therapeutic care and support for dementia patients suffering from memory and/or mental disorders, as well as behavioural difficulties in daily life situations.

In addition, it informs, trains and psychosocially supports caregivers and families of patients to improve their quality of life and alleviate their psychological, economic and social burdens.

It also aims to actively support caregivers and families of dementia patients. The goal is to maintain the best possible standard of living for dementia patients living in the community and their families.

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PRACTICAL EUROCULTURE 3

1.- Name of the action

The Ministry of Education administers the **Adult Education Centres**, the general objective of which is the integral development of the personality of each individual and the social, economic and cultural progress of citizens.

2.- Objective

Every year, schools organise special groups in institutions, residences for the elderly, health care centres, etc., which can be joined by illiterate students, persons with special needs, the disabled, prisoners, the mentally ill and the elderly. Some of the courses they offer are languages, computer science, musical instruments, cooking, gymnastics and dance.

3.- Origin

The need to keep the population active, learn new things, build relationships, develop new skills or spend quality free time.

4.- Methodology used

Special group sessions are organized in institutions, nursing homes, care centres for the elderly, health centres, and others.

The importance of these centres lies in the fact that people over 60 years old share space with younger people and thus have the opportunity to socialize, eradicating the situation of loneliness in which many elderly people live.

Thousands of people over the age of 60 remain active through the different activities offered by adult education centres in Cyprus, thus staying physically and mentally healthy.

5.-References

[Adult Education Centres \(moec.gov.cy\)](http://moec.gov.cy)



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6.- Recommendations

Adult Education Centres offer a variety of interdisciplinary courses focusing primarily on the teaching of foreign languages, arts and crafts, cultural programmes, health, and other subjects of general interest, as well as vocational skills training. In addition, every year, the centres organize free activities for different target groups, such as people with literacy difficulties, people with special needs, repatriated Cypriots, prisoners, the mentally ill and the elderly. They also offer free Greek language courses to political refugees or Turkish Cypriots.

Adult education centres have been recognised by the citizens of the Republic of Cyprus as the most important adult education programme in the country.