



BOOKLET

TRAINING CURRICULUM FOR A NEW PROFILE OF “AGE-FRIENDLY CITIES PROFESSIONAL”

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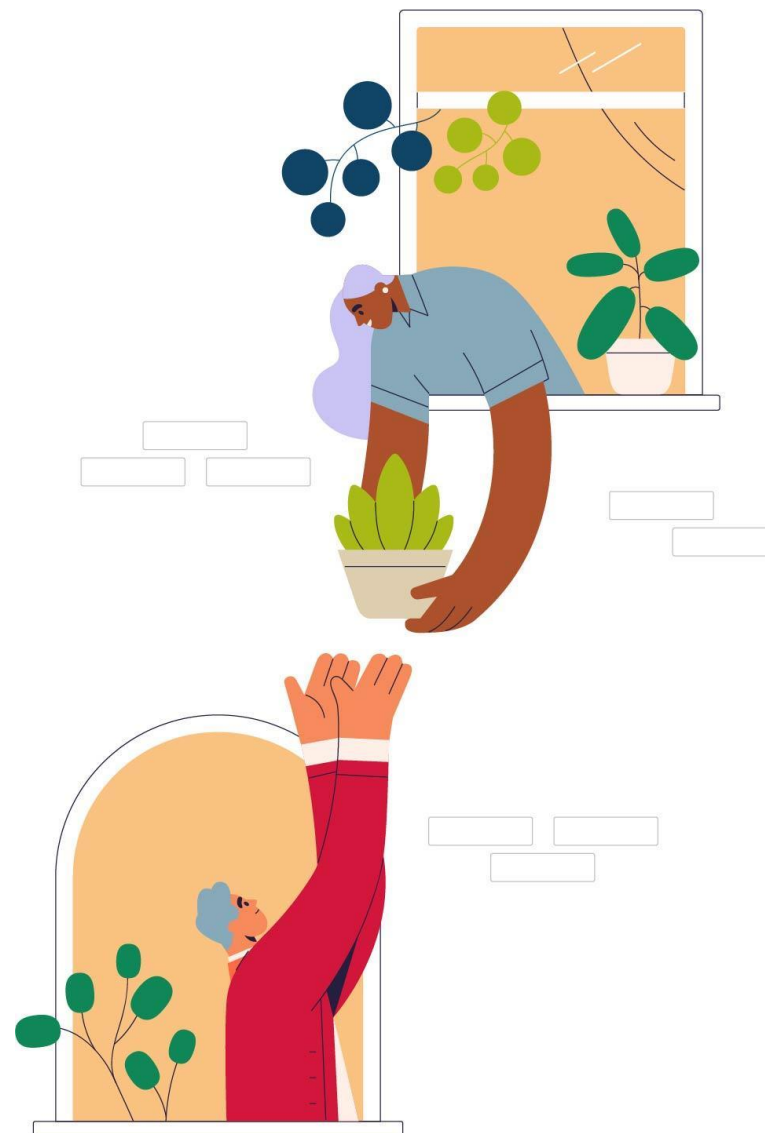
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INTRODUCTION

While celebrating increased life expectancy, we must acknowledge that this reality, coupled with the ongoing European and global crises encompassing wars, economics, environment, and health, poses – and will pose in the years to come - new challenges for both age-friendly cities and educational systems.

Within this context, stakeholders in vocational education and training (VET) concur on the fact that the demands of longevity and demographic transition require cultivating novel professional roles and skill sets.

In response to these needs, the AGE-FRIENDLY TOOLKIT project has formulated a training curriculum for a groundbreaking role: the "Reference Professional for Inclusive Ageing in Age-Friendly Cities" and produced a collection of accessible educational resources (learning content and educational app).

These resources are meant to be integrated into vocational education and training systems while remaining freely accessible on the internet.

In this document, the reader will find a summary of the project's training curriculum, which sets the basis for preparing the learning content and training materials to be developed in the second phase of this project.

These products will be available online free of charge.

These outputs will be submitted to the decision makers in the field of education and training in participating countries, so that they can be used by students, professionals and in national VET programmes.



Our physical and social environments are major influences on how we experience ageing and the opportunities it brings. Age-friendly environments are designed to be inclusive and supportive of people of all ages, with a particular focus on meeting the needs of older adults. These environments aim to promote active ageing, social participation, and independence while recognising the diverse capabilities and preferences of individuals as they age. Age-friendly cities and communities improve access to key services and enable people to be and do what they value. National programmes for age-friendly cities and communities.



CO-CREATING THE TRAINING CURRICULUM

The training curriculum presented in this document is the result of an extensive co-creative process. During the development of the training curriculum, experts and professionals in the field of ageing were consulted in various ways.

Based on 31 in-depth interviews of experts, partners drafted 5 national reports that culminated in a final international document summarizing the principal conclusions drawn from these interviews.

The partners subsequently held international workshops with experts from all fields of age-friendly cities to discuss a first draft of the training curriculum and professional profile for "Reference Professional for Inclusive Ageing in Age-Friendly Cities".

The workshops covered the necessary skills, knowledge and attitudes a professional needs to develop and promote thematic areas related to age-friendly environments.



Qualification level

Within the AFC-Toolkit project, we will develop educational resources with a reference to the European Qualifications Framework.

Objective

The project's primary objectives are to formulate a training curriculum for professionals who want to promote and develop age-friendly environments at local level.

Target groups

- Teachers, trainers, and students in VET (vocational education and training) programmes.
- Decision-makers in the field of vocational education and training.
- Municipalities working on the implementation of an age-friendly cities strategy.
- Older people's organisations and NGOs working on age-friendly environments and inclusive communities.
- VET providers: a school, institute, or other organisation providing vocational education and training that offer a combination of school-based learning and a strong work-based component (work placements).
- Healthcare professionals and social services at local level
- Formal and informal caregivers.
- Volunteers in municipalities and social organisations.
- Older people and their families.



LEARNING OBJECTIVES

The training curriculum consists of five modules based on the domains of the age-friendly cities concept. After completing all the modules of this training curriculum, learners will understand and/or be able to:

- Promote and develop **built and smart environments** that support older adults in ageing in place through developing and implementing age-friendly projects.
- Promote and foster **social participation** to support the wellbeing and quality of life of older adults through promoting user-friendly design, facilitating older peoples' participation in projects, and encouraging them to engage in co-creation activities together with local authorities, social organisations, and other stakeholders.
- Promote and foster **social inclusion** of older adults in society recognising older adults as valuable members of society and supporting the development of campaigns concerning new models of participation, decision-making and governance within the framework of cooperation and co-production among individuals, social organisations and local authorities in AFC.
- Promote age-friendly initiatives and activities by addressing the question, "why do we need to engage older people in decision-making in an ageing society?".
- Promote **civic engagement and employment** of older adults by activating a range of factors such as motivation, gender approach, accessibility, teamwork among others that facilitate the participation of older adults in decision-making and civic engagement at local level.
- Promote and develop services based on the needs and wishes of older adults in the community by adopting a **person-centred approach**.
- Foster and develop **cooperation and collaboration** among stakeholder who play a fundamental role in promoting and developing age-friendly environments.
- Develop a clear **communication** strategy that fosters collaboration, cooperation, participation and engagement of older adults and other stakeholders in age-friendly environments.
- **Monitor and evaluate** age-friendly environments and projects in line with the principles of engagement and understanding, strategic planning, evaluation and action, and implementation, as outlined in the WHO report "AFE in Europe: creation of Age-Friendly environments" and AFE-INNOVNET Social Economic and Environmental Impact Tool (SEE-IT)

CROSS-CUTTING THEMES

Working on age-friendly environments entails dealing with a variety of cross-cutting themes that are key to understand the training materials and are transversally relevant across all learning modules.

1. **Accessibility.** Accessibility is the feature of a product, a service, an environment that can be used by everyone, without barriers. The principle of accessibility may be mandated in law or in a treaty, and then specified in detail according to compulsory or voluntary international or national regulations, standards or codes.
2. **Age-friendly Environments.** Environments that foster healthy and active ageing by building and maintaining intrinsic capacity across the life-course and enabling greater functional ability in someone with a given level of capacity. Environments include one's home, community and broader society, and all the factors within them such as the built environment, people and their relationships, attitudes and values, health and social policies, the systems that support them and the services that they implement.
3. **Age-friendly Policies.** Policies that foster healthy and active ageing by building and maintaining intrinsic capacity across the life-course. Intrinsic capacity comprises all the mental and physical abilities that a person can draw on and includes their ability to walk, think, see, hear and remember. The level of intrinsic capacity is influenced by several factors such as the presence of diseases, injuries and age-related changes (WHO).
4. **Ageism and Abuse.** Ageism is prejudice, stereotype and discrimination on the grounds of age. Abuse is a

single or repeated act, or lack of appropriate action, occurring within any relationship in which there is an expectation of trust that causes harm or distress to older people.

5. **Ageing.** This is the process of progressive change of the biological, psychological and social structures of individuals. Healthy ageing is about creating the environments and opportunities that enable people to be and do what they value throughout their lives. Everybody can experience healthy ageing. Being free of disease or infirmity is not a requirement for healthy ageing, as many older adults have one or more health conditions that, when well controlled, have little influence on their well-being (WHO).
6. **Agency and Quality of Life.** The sense of agency refers to the feeling of control over actions and their consequences. As people age, their quality of life is largely determined by their ability to maintain autonomy and independence and live in age-friendly environments.
7. **Climate Change.** Extreme weather conditions and their effects on health are already a priority. In light of both a growing proportion of people over the age of 65 years and continuing migration to cities, the risk of mortality is potentially high.
8. **Communication and Networking.** This includes languages, display of text, Braille, tactile communication, large print, and accessible multimedia.
9. **Cultural Sensitivity.** Offering targeted activities for some groups – such as ethnic minorities – has been considered to provide an entry-point to community participation.
10. **Digital Technologies.** Digital technologies permeate our lives and are an important part of everyday living for



many people. They can be a precious ally to cope with some challenges or can be a challenge in themselves (or be both at the same time).

11. **Health and Prevention.** 'Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity' (WHO, 1948). Health and well-being are essential to everyone, everywhere.
12. **Human Rights-based Approach.** It is a conceptual framework for the process of human development that is based on international human rights standards and directed to promoting and protecting human rights.
13. **Intergenerational.** It is what exists or occurs between generations. Intergenerational activities have the potential to effectively promote social participation and, at the same time, help tackle age segregation and ageism.
14. **Life Course Approach.** This suggests that the health outcomes of individuals and the community depend on the interaction of multiple protective and risk factors throughout people's lives.
15. **Lifelong Learning.** Activities of lifelong learning provide continuing options for personal development in older age and for learning in an intergenerational context.
16. **Literacies.** Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society.
17. **Person-centred Approach.** Being person-centred is about focusing on the needs of the individual, it is about ensuring that people's preferences, needs, and values guide decisions in a respectful and responsive way.

18. **Project Management.** Project management is a disciplined approach to planning, organising, and controlling resources to achieve specific goals. It involves overseeing tasks, timelines, and budgets to ensure successful project completion while meeting stakeholder expectations.
19. **Volunteering.** Volunteering involves contributing one's time and skills without monetary compensation, typically for the benefit of a community, organization, or cause, with the aim of making a positive impact. Volunteering is important to older adults as it provides a sense of purpose, social connection, and opportunities to contribute their skills and experience, fostering mental and emotional well-being in their later years.
20. **Rural - urban.** The rural-urban dichotomy represents the distinct and contrasting characteristics between rural areas, typically characterized by agricultural activities and smaller populations, and urban areas, characterized by higher population density, industrialization, and diverse economic activities.



LEARNING MODULES AND UNITS

The training curriculum consists of five modules and 22 units. At the end of this section you will find a table with a full overview of the modules, units and specific learning outcomes for the modules:

- M1. INTRODUCTION
- M2. BUILT AND SMART ENVIRONMENTS
- M3. SOCIAL PARTICIPATION
- M4. SOCIAL INCLUSION AND COOPERATION
- M5. EMPLOYMENT AND CIVIC ENGAGEMENT
- M6. COMMUNITY SUPPORT AND COMMUNICATION



MODULE 1. INTRODUCTION - CROSS-CUTTING THEMES

This module introduces the Age-Friendly Cities concept coined by the WHO in 2007. It explains the origin of the concept and its importance in relation to facilitating ageing in place, and it introduces transversal themes, essential to understand, promote and develop age-friendly cities and communities.

At the end of this module, learners will be able to:

- Gain a comprehensive understanding of the Age-Friendly Cities (AFC) concept and recognise its significance in addressing the needs of an ageing society.
- Grasp and understand the transversal themes essential for promoting Age-Friendly Environments.



MODULE 2. BUILT AND SMART ENVIRONMENTS

This module explores the physical living environments of older adults, encompassing housing, outdoor spaces, buildings, and transportation. According to the World Health Organization, living environments have a profound impact on the mobility, independence, and overall quality of life for older individuals, influencing their ability to "age in place." Furthermore, as our society continues to undergo digital transformation, we will also delve into the potential role of smart digital environments. A supportive built and digital environment should prioritise safety, accessibility, and inclusivity for people of all ages and abilities.

After completing this module, learners will be able to:

- Identify the benefits of accessible and affordable physical and digital environments in age-friendly cities and communities considering the opportunities in ageing societies.
- Manage different resources to facilitate physical and digital environments in age-friendly cities and communities.
- Promote active listening, teamwork and empathy skills in age-friendly cities and communities, strengthening the capacity of co-creation between individuals, social organisations and local authorities.





MODULE 3. SOCIAL PARTICIPATION

This learning module focuses on the importance of fostering social participation for older adults throughout their lives. Social participation is not only a fundamental right for citizens but also carries significant implications for society, spanning economic, social, and environmental dimensions. Demographic and socio-economic changes necessitate a review of participation patterns, considering evolving family and societal structures. Age-friendly communities play a pivotal role in facilitating social participation, benefiting older individuals, policy makers, practitioners, and the society.

After completing this module, learners will be able to:

- Enable and encourage older adults to access diverse social, cultural, and learning activities, both online and offline, through accessible infrastructure and services.
- Create opportunities for everyday social interactions among older individuals, preventing social isolation and loneliness.
- Equip older persons with essential skills to actively participate in society from an economic and social point of view while promoting their well-being, quality of life, and involvement in healthcare decision-making processes.



MODULE 4. SOCIAL INCLUSION AND COOPERATION

According to the World Health Organization, social inclusion refers to the active participation and involvement of older people in the social, cultural, economic, and political life of their communities. It is essential for combating social isolation and loneliness, which are common problems among older people, particularly those with limited mobility or social networks. It also enables older people to remain connected to their communities and maintain a sense of purpose and dignity in their later years. This module will support age-friendly professionals in promoting social inclusion in communities.

After finishing this module, learners will be able to:

- Identify different forms of social exclusion and different ways to prevent it in order to promote inclusion and cooperation.
- Manage different resources to facilitate social inclusion in age-friendly cities and communities.



MODULE 5. EMPLOYMENT AND CIVIC ENGAGEMENT

This module delves into the enduring contributions of older adults to their communities, emphasising that retirement does not signal the end of their active involvement. Many continue to provide unpaid and voluntary support to their families and communities, while economic circumstances sometimes



compel them to remain in the workforce long past retirement age. Furthermore, a significant number of older adults express a desire to extend their working lives and seek more tailored employment and volunteer opportunities that align with their interests. They also advocate for greater efforts to promote civic engagement, despite encountering barriers, such as physical obstacles and cultural stigmatisation, which hinder their participation in community activities. This module explores the multifaceted dimensions of older adults' continued engagement and the challenges they face in pursuit of their goals.

After finishing this module, learners will be able to:

- Identify the benefits of staying actively engaged in age-friendly cities and communities considering the opportunities in ageing societies.
- Manage different resources to facilitate civic participation and employment in age-friendly cities and communities.
- Promote civic engagement and employment in Age-friendly cities and communities, through strengthening the capacity of co-creation between individuals, social organisations and local authorities.



MODULE 6. COMMUNITY SUPPORT AND COMMUNICATION

The Module "Community Support and Communication" in age-friendly cities emphasises the creation of an inclusive and supportive community environment for older citizens, particularly those living with dementia and other brain injuries. The module focuses on enhancing communication and support for this vulnerable population to improve their quality of life and well-being.

After finishing this module, learners will be able to:

- Identify the benefits of targeting support, communication and information based on desires, needs and mental abilities of older adults living with dementia or other brain injuries and their loved ones.
- Manage different resources to facilitate communication and information for older adults living with dementia or other brain injuries and their loved ones.



LEARNING UNITS, CONTENT AND OUTCOMES

Module 1. Introduction – Cross-Cutting Themes

UNIT	CONTENT	LEARNING OUTCOMES
U0 INTRODUCTION	<ul style="list-style-type: none"> - What you can expect from this training curriculum - How this training curriculum was developed 	<ul style="list-style-type: none"> - Gain a comprehensive understanding of the Age-Friendly Cities (AFC) concept and recognise its significance in addressing the needs of an aging society. - Grasp and understand the transversal themes essential for promoting Age-Friendly Environments.
U1 THE AGE-FRIENDLY CITIES CONCEPT	<ul style="list-style-type: none"> - The context - Background of the Age-Friendly Cities concept - The domains of the Age-Friendly Cities concept - Example of an Age-Friendly City – The Hague - Example of an Age-Friendly City – Madrid 	
U2 TRANSVERSAL THEMES	<ul style="list-style-type: none"> - What do we mean with a transversal theme? - Why are they important to develop and promote Age-Friendly Environments? <p>The transversal themes.</p>	



Module 2. Built and Smart Environments

UNIT	CONTENT	LEARNING OUTCOMES
U3 INTRODUCTION MODULE	<ul style="list-style-type: none"> - Introduction – what built and digital environments are and why they are important for developing age-friendly environments 	<ul style="list-style-type: none"> - Identify which aspects of the physical and digital environment are essential in terms of promoting ageing in place,



<p>U4 HOUSING</p>	<ul style="list-style-type: none"> - Introduction on housing (why housing is important for older people to age in place) - Principles of design - Home essentials - Case study: Good practice(s) in age-friendly housing - The role of the AFC professional in the housing domain 	<ul style="list-style-type: none"> - wellbeing and quality of life of older adults living in the community. - Raise awareness on the importance of accessible, safe and affordable housing, outdoor spaces, buildings and transportation to promote ageing in place, wellbeing and quality of life of older adults living in the community. - Support strategic partnerships between local, regional and national stakeholders, such as public authorities, housing companies, architects, urban planners, shops and transportation providers, to encourage focus on user-centred design, accessibility and affordability of physical and digital environments.
<p>U5 OUTDOOR PLACES AND BUILDINGS</p>	<ul style="list-style-type: none"> - Introduction - Why outdoor places and buildings are important - Infrastructure - Outdoor places - Public buildings - Health and wellbeing facilities - Information - Case study: Age-friendly outdoor spaces and buildings - The role of the AFC professional in domain of outdoor places and buildings 	<ul style="list-style-type: none"> - Develop action plans aimed at creating accessible and affordable built and smart environments at local level, considering the different needs and demands of older adults.
<p>U6 TRANSPORTATION</p>	<ul style="list-style-type: none"> - Introduction - Means of transportation - Information and services 	<ul style="list-style-type: none"> - Implement and manage an age-friendly project to develop age-friendly physical and smart environments. - Promote the health and well-being of older adults by facilitating their access to affordable and accessible housing, outdoor spaces and transportation, empathising and listening to the interests and needs of each person according to their individual preferences, priorities, lifestyle, social habits, practices and traditions. - Understand the connections between housing, outdoor spaces and



buildings and transportation in terms of accessibility

- Understand and be able to implement technologies to support older adults who want to carry on living in the community.



Module 3. Social Participation

UNIT	CONTENT	LEARNING OUTCOMES
U7 SUPPORTIVE ENVIRONMENTS FOR SOCIAL EXCHANGE IN THE COMMUNITIES	<ul style="list-style-type: none"> - The context at EU and MS level - Introduction - Instrument 1: Conducting a needs analysis - Instrument 2: Measuring the impact of supporting environments for social exchange - Case study 1: The meeting corners, The Hague (NL) - Case study 2: Dementia-friendly communities 	<ul style="list-style-type: none"> - Describe the concept of social participation and identify the various sectors it encompasses, such as civic engagement, education, and community involvement. - Design, develop, and implement effective social participation activities that cater to the needs and preferences of different age groups and demographics within the community. - Establish and maintain supportive environments that encourage and facilitate social participation, taking into account physical, social, and psychological aspects.
U8 OPPORTUNITIES FOR OLDER PERSONS' SOCIAL PARTICIPATION	<ul style="list-style-type: none"> - The context at EU and MS level - Introduction - Instrument 1: A step-by-step guide to social participation initiatives - Instrument 2: Measuring social participation - Case study 1: No Alla Solit'Udine (No to Loneliness) - Case study 2: Online social participation of older persons 	<ul style="list-style-type: none"> - Evaluate and measure the effects and outcomes of social participation initiatives in terms of creating and sustaining age-friendly communities, taking into account factors like social cohesion, well-being, and community development. - Provide expert advice and recommendations on policies and programmes aimed at promoting age-friendly communities through social participation, taking into account the diverse needs of older individuals.
U9 LIFELONG LEARNING	<ul style="list-style-type: none"> - Introduction - Fostering older people's personal development 	



	<ul style="list-style-type: none"> - Fostering older persons' skills (e.g., digital skills) - Promoting intergenerational exchange and mutual learning - Preventing the decline in brain capacity - Barriers to lifelong learning opportunities for older persons - Case study 1: The Slovenian Third Age University - Case study 2: Intergenerational learning projects (Serbia) 	<ul style="list-style-type: none"> - Raise awareness and build the capacity of community members, organisations, and professionals in the field of social participation to ensure effective and sustainable initiatives. - Establish collaborations and partnerships within the community to foster collective action and facilitate the development of an age-friendly environment through various social participation activities. - Prioritise an individual-focused, person-centred approach when working with older persons, recognising their unique needs, preferences, and aspirations in social participation.
<p>U10 MULTILEVEL AND/OR MULTISECTORAL INTERVENTIONS</p>	<ul style="list-style-type: none"> - Introduction - Setting up, developing, and managing multi-stakeholder partnerships - Examples of multilevel interventions - Examples of multisectoral interventions - Good practices 	<ul style="list-style-type: none"> - Promote and facilitate the involvement of older individuals in various sectors, including civic engagement, learning, cultural and recreational activities, and other opportunities for participation. - Facilitate and encourage intergenerational social participation and solidarity between different age groups, fostering mutual understanding and cooperation within the community.



Module 4. Social Inclusion and Cooperation

UNIT	CONTENT	LEARNING OUTCOMES
<p>U11 COMBATING AGEISM AND SOCIAL EXCLUSION</p>	<ul style="list-style-type: none"> - introduction and background knowledge - Combating ageism - Promoting a positive image of ageing and increasing awareness of ageing issues - Combating older people abuse, neglect and fraud 	<ul style="list-style-type: none"> - Describe the different forms of social exclusion in later life. - Identify forms of ageism. - Recognise forms of abuse towards older people.



	<ul style="list-style-type: none"> - Case study: For Every Age. Life cycle approach 	<ul style="list-style-type: none"> - Understand the importance of intergenerational solidarity.
<p>U12 PROMOTING SOCIAL INCLUSION WITHIN NEIGHBOURHOODS</p>	<ul style="list-style-type: none"> - Introduction. - Equity between and within neighbourhoods - The rural-urban dichotomy - Preventing loneliness and isolation - Support for carers and families - Case study: Promoting social inclusion of elderly through well-being parties (SIPPE) 	<ul style="list-style-type: none"> - Recognise the different vulnerabilities and vulnerable situations older people can face. - Target vulnerable groups in communities and spot the degree of frailty and vulnerability. - Promote more positive images of older people and ageing. - Promote principles of equity. - Prevent and effectively respond to elder abuse and neglect as well as frauds affecting older people.
<p>U13 TOWARDS STRONG COMMUNITIES</p>	<ul style="list-style-type: none"> - Introduction - How to target vulnerable groups in communities - Reaching out to excluded individuals - Strengthening communities - Encouraging interaction - Intergenerational cooperation - Case study: Ageing Better. Community Fund UK 	<ul style="list-style-type: none"> - Facilitate intergenerational activities and promote social capital and neighbourhood cohesion. - Understand ageism, putting oneself in an older person's shoes. - Take into account and work with older people from step one (person-centred approach). - Understand the difficulties older people face. - Demonstrate the positive results of intergenerational activities and the creation of social capital in cohesive neighbourhoods..





Module 5. Employment and Civic Engagement

UNIT	CONTENT	LEARNING OUTCOMES
U14 OLDER ADULTS PAID WORK: ECONOMIC LIFE AND EMPLOYMENT	<ul style="list-style-type: none"> - Introduction - Ageing workforce, economic life, and employment - Age-friendly labour markets <ul style="list-style-type: none"> - Case study: Age-friendly Employer: Creating a more inclusive workforce¹ 	<ul style="list-style-type: none"> - Understand the ageing workforce in the context of a flexible life-course approach, advocating for age-friendly environments and the inclusion of older workers in the labour market - Support strategic partnerships, involving entrepreneur associations, trade unions, and other organisations, to promote the value of senior talent and intergenerational cooperation in the labour market, and address ageism and stereotypical views of older adults that are still prevalent in the workplace.
U15 UNPAID WORK AND VOLUNTEERING OF OLDER PEOPLE	<ul style="list-style-type: none"> - Introduction - Active ageing and economic situation after retirement - Active ageing and social inclusion in age-friendly communities - Older adults and unpaid work: family care - Older adults volunteering in age-friendly cities - Volunteering and Lifelong learning opportunities <ul style="list-style-type: none"> - Case study: age-friendly and-inclusive volunteering programme to tackle isolation and loneliness. Centre for Ageing Better (UK) 	<ul style="list-style-type: none"> - Participate in an action plan aimed at creating accessible age-friendly workplaces at local level, considering different abilities of an ageing workforce. - Implement and manage an age-friendly project for those who wish to work after retirement, considering entrepreneurship and silver economy opportunities.



**U16 OLDER
ADULTS' CIVIC
ENGAGEMENT**

- Introduction: institutional context
- Older adults' civic engagement in age-friendly cities and communities
- Instruments to facilitate civic engagement of older adults
 - Case Study: Guidelines for co-producing age-friendly environments (AFE-INNOVNET)
- Raise awareness on the contributions of older adults to society on social inclusion, economic growth through unpaid work (family care) and volunteering in age-friendly cities and communities.
- Promote active ageing facilitating older peoples' participation in volunteering projects, encouraging them to engage in co-creation activities together with local authorities, social organisations, and other stakeholders.
- Promote the health and well-being of older adults by facilitating their access to volunteering and unpaid activities, empathising and listening to the interests and needs of each person according to their individual preferences, priorities, lifestyle, social habits, practices and traditions.
- Activate a range of factors, such as motivation, gender approach, accessibility, teamwork, etc. that facilitate the participation of older adults in decision-making and civic engagement at local level.
- Monitor and evaluate a civic engagement and employment strategy in line with the principles of engagement and understanding, strategic planning, evaluation and action, and implementation, as outlined in the WHO report "AFE in Europe: creation of Age-Friendly environments".





Module 6. Community Support and Communication

UNIT	CONTENT	LEARNING OUTCOMES
U17 UNDERSTANDING AGEING AND DEMENTIA	<ul style="list-style-type: none"> - Overview of the ageing process and its impact on physical, cognitive, and social functioning - In-depth understanding of dementia, its types, causes, symptoms, and progression - Recognition of the unique challenges faced by individuals with dementia and their families. 	<ul style="list-style-type: none"> - Understand the physical, cognitive, and social changes related to ageing, with a focus on dementia and other brain disorders. - Apply evidence-based dementia care knowledge, covering treatment and management strategies for individuals and their caregivers.
U18 EVIDENCE-BASED DEMENTIA CARE	<ul style="list-style-type: none"> - Evidence-based approaches to dementia care, including treatment, and management strategies (pharmaceutical and non-pharmaceutical interventions) - Person-centred care principles and strategies to enhance the well-being and quality of life of individuals with dementia <ul style="list-style-type: none"> - Strategies for managing behavioural and psychological symptoms in dementia 	<ul style="list-style-type: none"> - Implement dementia-friendly design principles to create safe and inclusive environments promoting independence for individuals with dementia.
U19 CREATING DEMENTIA-FRIENDLY ENVIRONMENTS	<ul style="list-style-type: none"> - Principles of creating dementia-friendly environments - Understanding the impact of the physical environment on individuals with dementia and strategies for optimising it to support their independence and well-being (accessible spaces and sensory stimulation) - Dementia-friendly activities <ul style="list-style-type: none"> - Case studies and practical examples of dementia-friendly environments 	<ul style="list-style-type: none"> - Demonstrate empathetic communication, develop individualised care plans, and collaborate with multidisciplinary teams, community organisations, local authorities, healthcare professionals, and advocacy groups to provide person-centred care for individuals with dementia.
U20 COMMUNITY SUPPORT SERVICES AND RESOURCES	<ul style="list-style-type: none"> - Familiarity with available community support services, programmes, and resources specific to dementia care, such as memory clinics, support groups, respite care, and specialised healthcare services (collaboration with multidisciplinary teams) <ul style="list-style-type: none"> - Knowledge of local and national resources for individuals with dementia and their families 	<ul style="list-style-type: none"> - Advocate for the rights and needs of older adults in age-friendly cities. - Utilise community support services, such as memory clinics and respite care, to enhance the quality of life for older adults with dementia.
U21 EFFECTIVE COMMUNICATION	This unit focuses on empathetic communication skills when interacting with individuals living with dementia and their	



families. It covers techniques for effective and compassionate communication to enhance the quality of care and support.

CONCLUSIONS AND NEXT STEPS

This booklet outlines our first proposal for a training curriculum consisting of 6 modules and 21 learning units for the "Reference Professional for Inclusive Ageing in Age-friendly Cities". This training curriculum was co-created with experts and professionals using interviews and workshops. The next step in this project is to validate this first proposal with the Task Force Age-Friendly Environments of AGE-Platform Europe.

In line with the learning outcomes delineated in the training curriculum for the "Reference Professional for Inclusive Aging in Age-Friendly Cities," partners will develop and assess an array of open educational resources.

These resources will be delivered through an educational application and an eLearning course.

To stay up to date on the next phases of this project, please visit our website afctoolkit.eu and sign up to our newsletter.



GLOSSARY

Training curriculum. A training curriculum is a structured and organised plan that outlines the learning objectives, content, instructional methods, assessment strategies, and overall framework for a specific training program or course. It will serve as a roadmap to guide individuals or groups through a systematic learning process to acquire the knowledge, skills, and competencies necessary to achieve age-friendly environments.

Competence. Ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development). Alternatively, ability to use knowledge, skills as well as personal, social and/or methodological abilities, in work or study situations and in professional and personal development. Comment: competence is not limited to cognitive elements (involving the use of theory, concepts or tacit knowledge); it also encompasses functional aspects (including technical skills) as well as interpersonal attributes (e.g., social or organisational skills) and ethical values. Source: Cedefop; European Parliament and Council of the European Union, 2008.

Lifelong learning. All learning activity undertaken throughout life with the aim of improving knowledge, skills/competences and/or qualifications for personal, social and/or professional reasons. Source: Cedefop, 2003.

Learning outcome / learning attainments. Set of knowledge, skills and/or competences an individual has acquired and/or is able to demonstrate after completion of a formal or informal learning process, or statements about what a learner knows, understands and is able to do on completion of learning processes, which are defined in terms of knowledge, skills and competence. Source: Cedefop, 2008.

Qualification. An official record (e.g., certificate, diploma) of achievement acknowledging successful completion of educational or training course, or satisfactory performance in a test or examination; and/or the requirements for an individual to enter, or progress within an occupation. Source: Cedefop, 2003.

Skill. Ability to apply knowledge and use know-how to complete tasks and solve problems. Source: Cedefop; European Parliament and Council of the European Union, 2008

Skill needs. Demand for particular types of knowledge and skills on the labour market (total demand within a country or region, economic sector, etc.). Comments: Skill-needs analysis (also referred to as identification of skills needs) aims at identifying skill gaps and shortages, anticipating skill-needs, and assessing the ability of qualification systems (education and training provision, funding schemes, etc.) to meet the needs of the economy; anticipation of skills-needs is the process of identifying skills the economy will require in a short, medium or longer term; skills forecasting estimates the skill demand (jobs) and/or skill supply (labour force) that will be available in the short, medium or long term. Source: Cedefop, 2010.



DOCUMENTATION

WORLD HEALTH ORGANIZATION (WHO)

- ✚ National programmes for age-friendly cities and communities: toolkit. <https://www.who.int/teams/social-determinants-of-health/demographic-change-and-healthy-ageing/age-friendly-environments/national-programmes-afcc>
- ✚ Age-friendly environments in Europe. A handbook of domains for policy action. (2017): <https://apps.who.int/iris/bitstream/handle/10665/334251/9789289052887-eng.pdf>
- ✚ Age-friendly environment. <https://www.who.int/teams/social-determinants-of-health/demographic-change-and-healthy-ageing/age-friendly-environments>
- ✚ Age-friendly Environments Mentorship Programme (MENTOR-AFE). <https://extranet.who.int/agefriendlyworld/mentor-afe/>
- ✚ WHO Creating age-friendly environments in Europe A tool for local policy-makers and planners. A tool for local policy-makers and planners. (2016). file:///F:/_D_/Down/WHO-EURO-2020-1088-40834-55192-eng-1.pdf

