**OUTPUT-2: TRAININGS FOR THE ELDERLY**

The primary aim of this initiative was to augment the overall well-being of elderly individuals. Collaborative efforts among partner institutions culminated in the development of a comprehensive training package with global applicability. The resultant package comprised three distinct modules: Psychological Well-being, Physical Well-being, and Technological Well-being, each housing various courses.

Within the Physical Well-being Module, components such as Chair Yoga and Meditation, Breath Exercises, and Nutrition in Aging were incorporated. Engagement in regular physical activity, particularly through practices like chair yoga and breath exercises, was identified as conducive to promoting mental clarity and stress reduction, thereby contributing to an overall sense of well-being. Furthermore, the module underscored the pivotal role of nutrition in sustaining health and fostering a balanced and high-quality life for seniors.

The Psychological Well-being Module featured courses on Mindfulness, Group Guidance, and Art Activities. Mindfulness, characterized as the practice of maintaining moment-to-moment awareness, was deemed essential for elderly individuals. Group guidance sessions provided a safe space for expressing feelings about aging, addressing age discrimination, and developing coping strategies. The inclusion of art activities aimed to showcase the manual skills of participants, with resulting artworks serving as tangible representations of progress throughout the training.

The Technological Well-being Module included courses on Self-Protection Against Internet Crime, E-Government Applications, and Social Media and Internet Usage. Acknowledging the integral role of the internet in contemporary life, this module aimed to bridge the technological literacy gap among the elderly. Courses were structured to empower seniors to navigate technological devices independently, ensuring security against online threats while facilitating medical appointments and social media engagement.

The courses of the training program (Table-1) was as follows:

TABLE-1: COURSES OF THE TRAINING PROGRAM

|  |  |  |
| --- | --- | --- |
| **MODULES** | **COURSES/ACTIVITIES** | **DESCRIPTION** |
| **Psychological Wellbeing**  | Mindfulness | to practise mindfulness to increase awareness and to reduce depression |
| Group Guidance | to get a supportive and nonjudgmental environment  |
| Art Activities - Hands on Art Making (drawing, reusable bag painting, mosaic trays, rock painting, collage boards, terrarium, terracotta pot painting, beaded key necklace) | to increase peer interaction and to share memories |
| **Physical Wellbeing** | Gentle Chair Yoga and Mediation | to get health benefits (like better night sleep) from yoga |
| Breathing Exercise | to do breathing exercises to improve overall mood and well-being  |
| Nutrition for Elderly | to give tips to help seniors find the best foods for their bodies |
| **Technological Wellbeing** | Accessing E-Public Services | to encourage to access digital public servises |
| Protecting Yourself Against Cyber-Crimes  | to recognize cyber crimes and to take basic precautions |
| Using Social Media & E-commerce | to make customer experience for online shoppers |
| to share information and to make connections |

Initiating in late July at the coordinating institute, training programs were concurrently launched by partner institutions, concluding by the end of summer 2022 as shown on the Table-2.

TABLE -2: TRANING PROGRAM

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|   | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **10:00-11:00** | Elderly Nutrition | Gentle Chair Yoga and Mediation | Gentle Chair Yoga and Mediation | Breathing Exercise | Art Activities |
| **11:00-12:00** | Elderly Nutrition | Gentle Chair Yoga and Mediation | Group Guidance | Breathing Exercise | Art Activities |
| **12:00-13:00** | LUNCH |
| **13:00-14:00** | Art Activities | Using Social Media & E-commerce | Group Guidance | Accessing E-Public Services | Mindfulness |
| **14:00-15:00** | Art Activities | Using Social Media & E-commerce | Group Guidance | Accessing E-Public Services | Mindfulness |
| **15:00-16:00** |   |   |   | Protecting Yourself Against Cyber-Crimes  | Closing Ceremony (post-test & evaluation) |

To ensure program effectiveness, the coordinating institution devised a comprehensive guideline for trainers as follows:

**THE GUDELINE FOR TEACHING SENIORS**

* Be patient: learning takes more time and effort when you are older, don’t lose your temper.
* Be calm: use a calm voice to explain, don’t create unnecessary panic, speak slowly enough.
* Be supportive: it may take more than one or two trials before learning how to use something new.
* Choose a quiet space without disturbances.
* Take time: ensure that you have enough time to teach things properly.
* Keep it simple: use common words, not slang nor too complicated terms.
* Focus on one thing at a time: don’t complicate learning by concentrating on many things at the same time.
* Use an audible voice; speak clearly and make sure you are understood.
* Do your homework first: ask what the concrete goals for learning are, and make sure that you have the needed skills and knowledge yourself.
* Repeat: repeat as many times as possible.
* Check what has been learnt: make questions, practice and ask to see what has been learnt.
* Respect: don’t be arrogant and condescending.
* Keep an open mind: don’t be judgmental and underestimate anyone’s abilities.
* Be flexible: it may take some time and effort to learn new things.
* Keep the learning sessions short enough: learning takes time.
* Be kind.
* Have fun: enjoy the time you spend together.

A needs analysis form (Table-3) was prepared to gauge preferences for courses in the training program, informing toolkit development. In preparation for sharing visual and media content produced during training, a consent form was created to obtain approval for the use of photos and videos. Certificates of participation were prepared for elderly participants and accompanying students, distributed during the closing ceremony.

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| **TABLE-3: EDUCATION NEED ANALYSES FOR ELDERLY** |
| **Which of the following do you think should be in an elderly education programme? You can choose as many as you want from the list. (Please tick the options)** |
| **COURSE NAME** | **VERY NECESSARY** | **NECESSARY** | **FUNCTIONAL** |
| Yoga |   |   |   |
| Water Aerobics |   |   |   |
| Dancing |   |   |   |
| Walking |   |   |   |
| Digital Learning |   |   |   |
| Second Language |   |   |   |
| Social Media |   |   |   |
| Popular Culture |   |   |   |
| Food hygiene, food safety and food literacy |   |   |   |
| Healthy food preparation and cooking methods |   |   |   |
| World culinary cultures |   |   |   |
| Fermented foods |   |   |   |
| Interpersonal communication types, problems and barriers |   |   |   |
| Communication with children and adolescents |   |   |   |
| Post-modernism and contemporary art |   |   |   |
| Literary text analysis |   |   |   |
| Ecological Literacy |   |   |   |
| Sustainable Consumption: Ecological Footprint |   |   |   |
| Media Literacy |   |   |   |
| Mind Games for a Sharper Brain |   |   |   |

Pre/post tests to measure changes in life satisfaction were conducted before and after the trainings. These test results were integral to the creation of a toolkit intended to support institutions working with the elderly.