

**I Conferência Científica Internacional  
de Projectos Educativos para Seniores**

**International scientific conference of  
educational projects for seniors**



**Oporto – Portugal  
16th and 17th February 2017**

**LIVRO DE ACTAS / Minute book**

**TÍTULO:** Livro de actas da I conferência científica internacional de projectos educativos para seniores  
*Minute book of I international scientific conference of educational projects for seniors*

**AUTOR:** Luis Jacob - Rutis

**EDIÇÃO:** 1ª Edição digital, 63 páginas. Acessível em [www.rutis.pt](http://www.rutis.pt)

**EDITORA:** Euedito  
2017 Euedito  
[geral@euedito.com](mailto:geral@euedito.com)  
[www.euedito.com](http://www.euedito.com)

**LOCAL/DATA:** Porto / 16 e 17 fevereiro de 2017

**ISBN:** 978-989-8856-64-7  
Impressão Print On Demand Liberis

**DEPÓSITO LEGAL:** 429881/17

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## Programa

### Programa:

Dia 16 de Fevereiro de 2017

9.30h – Sessão de abertura, auditório 1 da Atmosfera M / Porto

Presidente da RUTIS – Luis Jacob

Representante da Escola Superior de Saúde de Bragança – Helder Fernandes

Representante do consórcio Porto4Ageing - Elísio Costa

Vereadora da Câmara Municipal de Gaia – Maria Elisa Oliveira

Vereador da Câmara Municipal do Porto – Manuel Pizarro

Assessora do Presidente da República para os assuntos sociais - Maria João Ruela

10.00h – 1ª Painel – Educação de seniores no mundo

Moderadora: Giselle Janeiro (RUTIS)

10.00h – Luis Jacob, Presidente e fundador da RUTIS, [As universidades seniores em Portugal](#)

10.15h - Christine O'Kelly, Dublin City University (Irlanda), [Universidades Amigas de todas as Idades](#)

10.30h - Charles Afolabi \*, Fundador e director da Universidade Sénior da Nigéria, [As universidades Seniores em Africa](#)

10.45h – Cristiane Brasil, Deputada Federal do Brasil e membro da Frente Parlamentar do Envelhecimento Ativo, [Brasil 2050 - os desafios de uma nação que envelhece.](#)

[Ver versão completa do livro "Brasil 2050 - os desafios de uma nação que envelhece](#)

11.00h – Pausa

11.30h – 2º Painel – Educação de seniores no mundo II

Moderadora: Dulce Mota (RUTIS)

11.30h – Lisa Valeria, Coordenadora da Universidade Aberta à Terceira Idade da Universidade Católica de Goiás (Brasil), [As universidades abertas da terceira idade no Brasil.](#)

11.45h – Diana Spulber, Universidade de Génova (Itália), [A criação de universidades seniores na europa de leste.](#)

12.00h - Erik Selecky, Universidade da Terceira Idade da Technical University Zvolen (Eslováquia), [As universidades Seniores na Eslováquia.](#)

12.15 - Paula Sande, Asociación Cultural Galega de Formación Permanente de Adultos, [Educação de Adultos em Espanha](#)

12.30h – 14.00h – Almoço

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Sessões paralelas: Auditório 1

14.00h – 3ª Painel – Educação de seniores no mundo III

Moderador: Ricardo Pocinho (Administração Regional de Saúde do Centro)

14.00h – Maria Helena Antunes, Directora da Aidlearn Consultoria em RH, [Apresentação dos Projetos ForAge, CINAGE e Silver-Code](#)

14.15h – Elísio Costa, Consórcio Porto4Ageing (Centro Europeu de Excelência em Envelhecimento Ativo e Saudável), [Parcerias e políticas europeias para o envelhecimento activo.](#)

14.30h – Cristina Cruz\*, Universidade Sénior de Miranda do Corvo, [A felicidade nas universidades seniores.](#)

14.45h - Helder Fernandes, Escola Superior de Saúde de Bragança, [Formação em Gerontologia em Portugal.](#)

Sessões paralelas: Auditório 2

14.00h – 4ª Painel – Educação de seniores no mundo IV

Moderadora: Dulce Mota (RUTIS)

14.00h – Jésus Montero, Campo Educativo de S. Alberto (Nóia-Galiza), [Educação para os mais velhos](#),

14.15h – José Maria Fernandez, Universidade de Vigo, [Relações intergeracionais no programa para seniores da universidade de Vigo.](#)

14.30h – Rui Valdivieso, Universidade do Porto, Estratégias Educacionais com seniores através do projecto [“Nutrição mais 65.](#)

14.45h - Maria Joana Carvalho, Faculdade de Desporto, Universidade do Porto, “Mais ativos, mais vividos” - Um programa de exercício para seniores

15.00h - 15.45h – Pausa

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Sessões paralelas: Auditório 1

15.45h – 5ª Painel – Educação de seniores no mundo V

Moderador: Fernando Nunes (Universidade da Maturidade, Palmas, Brasil)

15.45h - Joana Martins, Universidade do Minho, [O sucesso da Ciência para a inclusão e participação dos mais velhos](#)

16.00h – Sara Lopes e Luisa Pimentel, Instituto Politécnico de Leiria, [IPL60+: Um projecto educativo para seniores no Instituto Politécnico de Leiria](#)

16.15h – Nuno Frazão, Consultor Internacional para o empreendedorismo social, [Desafios e oportunidades para o empreendedorismo na educação de adultos.](#)

16.30h – Sandra Tavares\*. Universidade Católica Portuguesa, [Panorama jurídico português das Universidades Seniores](#)

15.00h - 15.45h – Pausa

Sessões paralelas: Auditório 2

15.45h – 6º Painel – Educação de seniores no mundo VI

Moderadora: Dulce Mota (RUTIS)

15.45h - Roberto Bastos de Oliveira Júnior (Brasil)\*, [As universidades abertas à terceira idade. Fundamentos. Em videoconferência](#)

16.00h – Joao Cunha, Universidade Sénior de Vinhais, [‘Eu Musical’ na Idade Sénior: Abordagem Orff-Schulwerk e emoções em Música, Movimento e Dança](#)

16.15h – José Manuel Muñoz Rodríguez, Universidade de Salamanca, Design e implementação de um programa de B-learning na educação de adultos com o programa da experiência interuniversitário da Universidade de Salamanca.

16.30h – María del Pilar García de la Torre e Francisco Ascón Belver, Universidade da Coruña (Espanha), [A internalização de um programa universitário para seniores: A universidade sénior da Corunha.](#)

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**Dia 17 de Fevereiro (sexta-feira) – Auditório 1**

9.30h – 7º Painel – A europa e os seniores

Moderadora: Dulce Mota (RUTIS)

9.30h – Fernando Nunes, Universidade da Maturidade, Palmas, Brasil, [A UMA em Palmas/Tocatins](#)

9.50h - Alejandro Otero Davila, Federation Galega de Asociacions Universitarias Seniores (Espanha).

10.10h – Giselle Janeiro, RUTIS, [Projectos europeus da RUTIS \(Opalesce e Digital Inovation\)](#)

10.30h – Nuno Melo, Eurodeputado do CDS, A construção da Europa para todos.

11.00h – Pausa para café

Extra programa: Cecilia Öberg - ABF ([Arbetarnas Bildningsförbund, The Workers' Educational Association of Sweden](#))

At the end of the morning it was decided in plenary to create the World Network for Educational Projects for Over 50 (RIPE) and hold the Second Conference in September 2017 in Lisbon.

In the afternoon we made a guided visit to the river Oporto and to the convent of Corpus Christi where we had a Port of Honor, courtesy of Gaia Town Hall.

\* By videoconference.

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# 1. The Preventive Physiotherapy and its actions for Maintaining the Elderly Person's Functional Capacity During the Orthopaedics Disease

by Maria Natividade da Silva Ferreira Bortoli

São Paulo – Brazil. E-mail: nati.bortoli@gmail.com

Phone numbers: 55 11 99602 0244 / 55 11 3766 5679

About the research: evidence-based research realized during 10 years of work with Public health.

This paper is the result of a reflexion about my work at the *Unidade Básica de Saúde (UBS)*<sup>1</sup>, located in West Area of São Paulo city, Brazil, during the last 22 years. It is also about the observation of how the everyday life of elderly people is submitted to limitations in their autonomy and motion independency to move around if there is any orthopaedic disease, especially on lower limbs; and how does this pain reflects in these people's personal, affective and social life.

Ageing is a natural process, progressive and irreversible. Therefore, appropriate attitudes are needed to deal with it in all aspects. In this context, the loss on elderly person's musculoskeletal system will be discussed (MANTON & SOLDO apud UENO, 1999), focused on individual's muscular strength and articulation flexibility, understanding the person as a whole, but also with special attention to coxofemoral articulation (hips), that is directly related to the maintaining of Daily Life Activities (DLA) and consequent preservation of functional capacity (POLLOCK apud UENO, 1999).

Jorge Felix (2010) points out the global ageing, in which the percentage of people aged 60 years or over grows up 2,6% per year and that Brazil is in this picture, indicating a perspective of life beyond the age of 72. According to Felix, "from 1998 to 2008, the percentage of people beyond the age of 60 in the totality of population increased from 8,8% to 11,1%, amounting 21 million of Brazilians"<sup>2</sup> (FELIX 2010 p. 23).

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<sup>1</sup>*Unidade Básica de Saúde (UBS)* is a health unit that offers primary health care on peripheral areas of cities, in this case, of São Paulo. It provides free medical assistance of paediatricians, gynaecologists, obstetricians and general practitioners, as well as social assistance and nursing. Some UBSs, like the particular one to which this paper refers to, provides also the services of physiotherapists, phonoaudiologists, nutritional orientation, occupational therapy, psychological help and odontology.

<sup>2</sup>Translated by the auctor.

I also emphasise that, for the elderly person, the chronological age passes to a relevance much smaller than the concept of age biological/functional (KALACHE apud UENO, 1999). This concept encompasses the differences in ageing.

In this article, I indicate that in elderly people population, we find individuals with equals chronological ages, however with vastly different functional capacities (CHODZKO-ZAJKO apud UENO, 1999).

The increase of life expectation only makes sense if associated to an active, healthy and functional life. A healthy population is one that maintains its functional integrity nearly the age of 90, following a short time of functional deterioration than death (FRIES apud UENO, 1999).

I will employ in this study the definition of functional capacity as the capacity to realize daily life activities with autonomy, equally including moving around to activities away from home on an independent manner, self-care activities, adequate night sleep and participation in occupational and recreative activities (WENGER apud UENO, 1999).

The osteoarthritis (OA), object of this reflexion, is a chronical disease that affects the articular cartilage, causing bone alteration, pain and stiffness to the movements. The osteoarthritis on the coxofemoral articulation, on the femorotibial and patellofemoral articulations (OA on the hips and knees) comes together with considerable articular limitation, strong pains felt when walking and, therefore, motion dependence (MARQUES AP, 1998). The researches in this area have been demonstrating that the good use of these articulations attached to self-cares brings to these people the possibility of maintaining their own personal, social and affective lives with motion independence and autonomy (JONES, 1997; OLLOCK, 1998 apud UENO, 1999).

According to researchers (SUOMINEN; NAKAMURA et al.; TANAKA et al. apud UENO, 1999) who study the ageing, one can say that, in spite of the ageing is inevitable, with a good adequate program of physical activities, the individual affected by osteoarthritis is able to maintain a functional capacity alike individuals who are 20 or 30 years younger.

The objective of this work is to explain the action of Preventive Physiotherapy for maintaining the functional capacity of individuals aged 65 years or over, diagnosed with OA on hips and knees.

Simultaneously, emphasize the importance on maintaining the functional capacity and, consequently, preserving the motion independence and autonomy, that brings wellbeing and a full happy life feeling for these individuals.

## **Patient's Reception History in this UBS.**

People who are part of this study arrived at the UBS coming from the orthopaedical medical care, referred to physiotherapy, were already diagnosed with OA on knees and hips, with disabling pain.

One of the motivations for choosing relating these cases was the great adherence to treatment demonstrated by these people along the ten years of therapy. Therefore, the confidence on the treatment, the discipline and attendance during the intervention contributed to the treatment success.

## **Method**

Participants: 8 women and 2 men.

Age on beginning of treatment: 65 years or over.

Age in 2015: 75 years or over.

Physiotherapeutic care: beginning in 2002, 2003 and 2004 (and under treatment) until February 2015.

Initial evaluation tools (in 2002, 2003 and 2004):

- Evaluation of balance and pace: TINNETE's Balance Assessment Tool
- Evaluation of basic Daily Life Activities (DLA): KATZ Index of Independence in Activities of Daily Living.
- Evaluation of instrumental Daily Life Activities (DLA): LAWTON DLA Scale.

## **Result**

In ten cases, it was verified that after the first three months of treatment there was an improvement on sleeping. The bad quality sleeping patients had before, after this period, became a refreshing sleep and the sensation while awaking was one of comfort, although the first movements in the morning were still painful.

The pain still was a disabling one, putting limits on DLA, but the feeling of pain was a little released. After the three first months, we noticed that people were speaking about their own pain without signs of despair.

The ten patients returned to their favourite social activities, six of them returned to religious activities, three returned to visit relatives houses and one returned to play card games in bars.

The time spent to realize DLA was then 30% shorter, but still huge and disheartening.

At the end of the sixth month of treatment, everybody referred to an improvement in the pain and a feeling of getting back to their daily activities, particularly to those they wanted and manage to realize. Getting back to the long-aspired routine brought the feeling of fullness, motion independence and autonomy.

The results related in the end of first three months were strengthened. There was an improvement in the amplitude of knees and hips articulations. The time spent on DLA was then 60% shorter than the initial one.

After the twelfth month of treatment, all the patients returned to:

- Take public transport,
- go shopping – but with help to carry things home,
- take a shower and dress alone, with adapted shoes,
- take care of their own money alone,
- be part of community groups, going to sport centers, social centers, parks, *Sociedade Amigos de Bairro*<sup>3</sup>.

Six of the patients referred to nutritional orientation lost from 6Kg to 18 Kg. All of them returned to walk through the neighbourhood and this walking through brought a feeling of autonomy, motion independence and, not less important, belonging. The feeling of belonging to the group of residents was the most encouraging and heartening reason for adhering to treatment, not only when together with the therapist during one hour, but also following advises at home – by their selves – during the other 23 hours of day.

This daily life exercise of choosing the routine tasks and works so the person won't suffer from pain is an excellent one. When the muscular pain appears, even following this learning, the patients already know they need rest and cryotherapy, as well as a visit to the UBS, to receive medical and physiotherapist care.

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<sup>3</sup>*Sociedade Amigos de Bairro* is a kind of neighbourhood association where people make parties, meetings and other social activities. The population have autonomy to take care of one place in the neighbourhood given by the government or by someone that belongs to the community, organizing events, cleaning up and informing a government agent when something more expansive – like repairs – is needed. Literally, the term means “Neighbourhood Friend’s Association”.

## **2. INTERGENERATIONAL RELATIONSHIP IN THE UNIVERSITY PROGRAM FOR SENIORS OF THE UNIVERSITY OF VIGO**

by José María Fernández Vázquez

Senior student at the University of Vigo-Campus of Pontevedra

chemafvazquez@gmail.com

Keywords: Active Aging, Generational Relations, University of Vigo, Senior Programs

Strengthening solidarity between generations is a needed priority in the process of active aging. Therefore, it is essential to promote interactions among generations, enabling them to share their knowledge and experience, and providing mutual attention and support. The University offers us, through its Senior Programs, an excellent tool to achieve this goal.

The aim of this work is to value the relationships between young students who are studying a university degree, with a noticeable work purpose, and senior students who access the university in order to follow an active aging process.

Starting from a study of the proposals of the Galician universities, surveys of teachers and students, both senior and undergraduate, as well as the author's own experience as a senior student, both in the intensive cycle and in the integrated cycle offered The University of Vigo in its campus of Pontevedra, the aim is to analyse this intergenerational university relationship.

The University of Vigo take into account two cycles in its Seniors Program: Intensive Cycle and Integrated Cycle. The first one has as main objective to favour the incorporation of senior students to the university life through programs of formation parallel to the regulated teachings and to offer the possibility of encouraging the intergenerational relationship. The main objective of the Integrated Cycle is to strengthen that relationship. This cycle allows senior students to study subjects belonging to different official degrees from the University of Vigo. It differs from the Intensive Cycle in which these studies will be carried out together with the students of the corresponding official degrees of degree of the University of Vigo, in the same classrooms and schedules, and in equal circumstances, with the exceptions that there is no obligation of take part in the processes of assessment of general degree students.

And, in practice, how is this relationship? How does the student respond, both the degree students and the seniors? As for teachers, how do they influence their teaching?

For the teaching staff who offered their subjects to senior students, the result of this experience was very enriching. The interventions of the senior students are positively valued, either in terms of comparison with other historical moments, or as questions resulting from experience. He does not see the need to change content or methodology. In any case, in subjects such as "Gerontology and physical activity", the presence of the seniors in the classroom allows to confront the contents of the subject with reality itself and adjust the methodology to its

characteristics. Likewise, the Integrated Cycle can improve the quality of teaching because it assumes that the teacher recovers the illusion, by teaching a very grateful students and this fact values their work.

As for the response of the students of the degree to share a classroom with older people, a high level of acceptance is noticed with the exchange of impressions and dialogue, a very enriching aspect among people of different generations. In addition, it is willing to share the work and practical exercises and the young students, in general, welcomes the interventions of the seniors. The experience acquired during the professional life of an older person can be a good contribution of shared knowledge with the students of the degree.

It is also appreciated the efforts of people who have completed their working life and want to stay active: some of them did not have the opportunity to graduate in college, but they know how to take advantage of "their" opportunity. The interest shown by the senior students and the difficulties presented to them makes the young students turn to help and understand their points of view, which causes a more humane treatment over generational boundaries. This allows very special friendships between people of different generations.

For senior students, the fact of sharing a classroom with young students is very attractive. The excellent reception of the degree students, the good empathy and harmony, despite the difference of age, allows the creation of bonds of friendship and approach to the way of thinking of the youth. For this reason, they consider that the "fear" of the difference of age in the classrooms should not create discomfort, since the acceptance and collaboration of the degree students is magnificent.

In conclusion, enhancing generational relationship is something that society and, in particular, our universities must assume through programs that are approaching aging and that ensure this vital stage. Today, older people have a higher cultural and academic level and an age that allows them to maintain a very different relationship with their children, probably the one their parents had with them. This fact can be transferred to the university and, in particular, to that relationship with young people who are studying in it. These relationship is also a means for young people to know and comment on their homes that there are older people in their classrooms. In this way they spread the Senior Programs among their family and friends.

### 3. EDUCATIONAL STRATEGIES TOWARDS OLDER ADULTS IN THE FRAMEWORK OF “NUTRITION UP 65 PROJECT”

by Rui Valdivieso<sup>1</sup>, Cláudia Afonso<sup>1</sup>, Luísa Álvares<sup>1</sup>, Rita S Guerra<sup>1</sup>, Ana S Sousa<sup>1</sup>, Alejandro Santos<sup>1</sup>,  
Pedro Moreira<sup>1</sup>, Patrícia Padrão<sup>1</sup>, Nuno Borges<sup>1</sup>, Teresa F Amaral<sup>1</sup>

<sup>1</sup>Faculdade de Ciências da Nutrição e Alimentação da Universidade do Porto

Teresa F. Amaral, Email: [tamaral@fcna.up.pt](mailto:tamaral@fcna.up.pt); Telephone: 351 225074327 ext. 213

Keywords: ageing, nutritional status, nutritional care, educational programmes.

#### Abstract

The Nutrition UP 65 project is framed on the goal of reducing nutritional inequalities among older adults in Portugal. The project intends to improve the knowledge on older adults' nutritional status and to focus on the empowerment of health professionals on dealing with older adults' nutritional status. To achieve those goals, a nationwide study was conducted within a sample of 1.500 subjects aged 65 and plus, representative of the Portuguese population regarding age intervals, gender, literacy, institutionalization and geographical provenience.

The study results, as well as the rationale of nutritional status from prior findings among European elderly populations were used as bases for a diagnostic of the educational needs of both health professionals, older adults, caregivers and other social agents.

Two separate educational programmes were then designed. One aimed at health professionals, consisting in two sessions of four hours each, on practical subjects concerning health conditions associated with nutrition and nutritional care. These sessions are conducted by an accredited Nutritionist and credited by the University of Porto, granting one European Credit Transfer System to each health professional who obtains a positive final evaluation. The other programme consists in creating and managing a nationwide and communitarian network of volunteers among students and *alumni* from the *Faculdade de Ciências da Nutrição e Alimentação da Universidade do Porto*, with the objective of conducting educational sessions on healthy eating habits and meals preparation, aimed at older adults, caregivers and food handlers.

Several management, educational and evaluation tools were designed for both programmes, and the activities started on February 2016 and should continue until April 2017. To this date, 452 health professionals participated in the 23 sessions that were scheduled in 22 public health service settings. Other 35 sessions were attended by 1418 older adults and 171 caregivers and food handlers in 31 social institutions from different geographical areas.

The evaluation tools are still being developed and applied. Concerning the 8-hour course for health professionals, the satisfaction was evaluated through a questionnaire scored 1 to 5, where 1 is “not satisfied” and 5 is “very satisfied”. In general, 40% of respondents stated to be “very satisfied”, while other 46% scored 4. A total of 55% considered the contents to be of great interest

and utility (score 5). The accredited instructors were particularly praised for their technical and scientific competences by 66% of respondents (score 5). Almost 10% of respondents suggested the exploration of practical clinical cases as an educational strategy. As for the final test, 96% of participants had a positive score.

Regarding the network of volunteers, the heterogeneous nature of both the sessions and the audience does not allow for a systematic evaluation method, thus the evaluation is made qualitatively by the volunteers themselves through a final report. The majority (63%) claims to have felt difficulties contacting and getting acceptance by the institutions. 88% stated the experience and the interaction with older adults as the most positive aspect of the activity.

We hope the educational programmes should contribute to a better understanding of the nutritional status of older adults, its health implications and the adoption of strategies to implement and maintain a better nutritional support.

The Nutrition UP 65 project is developed by the *Faculdade de Ciências da Nutrição e Alimentação da Universidade do Porto* and financed by Iceland, Liechtenstein and Norway, through the EEA Grants (Public Health Initiatives PT06-40NU05).

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#### **4. “Mais ativos, mais vivos”. A Portuguese exercise program for older adults**

by Maria Joana Carvalho, Jorge Mota, Arnaldina Sampaio, Raquel Lima and Luis Marques  
Research Centre in Physical Activity, Health and Leisure - Sports Faculty, University of Porto

The world population has been experiencing a significant ageing, which leads to an increase of the proportion of older persons in the total population. The worldwide proportion of older adults increased from 9% in 1990 to 12% in 2013 and will continue to grow, reaching 21% by 2050 (UN, 2013). Portugal is the 4th country in the European Union with the highest proportion of older adults (INE, 2011). In 2014, the resident population in Portugal comprised 14.4% of young people, 65.3% of working-age people and 20.3% of older adults (INE, 2011). According to the national statistical institute (INE, 2011), the Portuguese population ageing has been taking place in the entire territory, being no longer a phenomenon that only occurs in the countryside.

Population ageing has major social and economic consequences, since the prevalence of non-communicable diseases and disability increase as populations age (UN, 2013). Aging is associated with obesity, cardiovascular disease, type 2 diabetes, and other leading causes of morbidity and mortality (Chodzko-Zajko et al., 2009). In Portugal, the evaluation of the limitations on the performance of daily life activities reveal that about 50% of the Portuguese older adults had difficulty in performing at least one of the six basic daily activities (see, hear, walk, memorize, understand, bathing/dressing) (INE, 2011).

Advancing age is also associated with declines in physical activity and older adults have becoming the least physically active of any age group (Chodzko-Zajko et al., 2009). In Portugal, only 28% of older women and 45% of older men met the recommendations for physical activity, in a nationwide study using objectively assessed physical activity measurements (IDP, 2011).

Evidence suggests that age-related disability is a result of inactivity and disuse rather than of aging itself (Vopat et al., 2014). With the rising of proportion of seniors in whole population, it is critical to promote healthy lifestyles and independent living for as long as possible, being physical activity a key factor preserving mobility and functional independence, in older adults (Rikli & Jones, 2013).

Regular physical activity reduces the risk of developing a large number of chronic diseases and disabling conditions and should be considered to counteract morbidity and mortality of the older population (Chodzko-Zajko et al., 2009). The World Health Organization (WHO, 2010) suggest that, when compared to less active individuals, active older adults have lower rates of chronic diseases (cardiovascular, cancer, etc.) and are more likely to present higher levels of cardio-respiratory and muscular fitness, healthier lipid profile and body composition. As reported by McDermott & Mernitz (2006), a combination of aerobic activity, strength training, and flexibility exercises and daily physical activity may reduce medication dependence and health care costs while maintaining functional independence and improving quality of life in older adults. Moreover,

regular physical activity is associated with significant improvements in overall psychological wellbeing (Chodzko-Zajko et al., 2009).

To obtain these health benefits, older adults are recommended to accumulate 30 minutes of moderate intensity aerobic physical activity on at least five days/week or 25 minutes of vigorous-intensity physical activity on at least three days/week, in bouts of at least 10 minutes duration. For additional health benefits, seniors are advised to increase their moderate intensity aerobic physical activity up to 300 minutes per week, or engage in 150 minutes of vigorous intensity aerobic physical activity per week. In addition, the guidelines recommend engaging in muscle-strengthening and flexibility activities involving major muscle groups, on 2 or more days/week. Balance exercises are also advised to frequent fallers and older adults with poor mobility, on 3 or more days per week. Importantly, the guidelines also state that if chronic conditions limit the physical activity at the recommended minimum amount, older adults should engage in as much physical activity as tolerated in order to avoid being completely sedentary (Chodzko-Zajko et al., 2009).

Promoting higher levels of participation by older adults in regular moderate-intensity physical activity is a public health priority, being one of the most effective solutions to prevent the rise of health costs (Chodzko-Zajko et al., 2009).

The “Mais Ativos, Mais Vividos” (“Most Active, Most Lively”) project is a local-wide exercise intervention developed by the Research Centre in Physical Activity, Health and Leisure (“Centro de Investigação em Actividade Física, Saúde e Lazer”), a Health Science Research Unit founded by the “Fundação para a Ciência e Tecnologia” (PEst-OE/SAU/UI0617/2014) that as its home institution the Faculty of Sport at the University of Porto (FADEUP), Portugal. This project aims to provide an oriented, regular and adapted exercise program in order to promote the older health and well-being. In addition, the project also aims to educate future professionals for this novel and important professional area. So, the project aims to train and sensitize future physical exercise professionals with knowledge and skills in order to promote activities that will improve the health, autonomy, well-being and quality of life of the older population;

This university project commemorates 15 years of full and active life, with remarkable growth, currently counting with about 200 elderly people enrolled (community n = 150, institutionalized n = 50), being developed at two main levels:

- Intervention through supervised and adjusted exercise programs
- Evaluation of the effects of different types of training on elders functionality, health status (cardiovascular, musculoskeletal, mental. cognitive) and quality of life.

This project has as a target population elderly persons over 65 years old in two different contexts:

Community and institutions of the Porto Metropolitan Area.

The exercise sessions are conducted at least, 2 times a week, 50 minutes/session in groups of approximately 25 older subjects and are developed according to the recommendations of the World Health Organization, the American Council on Exercise and the American College of Sport Medicine.

In general, physical exercise sessions are divided into types of training:

- Muscle strengthening training performed in variable resistance machines on FADEUP facilities, involving.

- (1) a period of a standardized warm-up (8–10min) on a bicycle ergometer and/or rowing ergometer at low

- (2) intensity and some stretching exercises; (2) a specific resistance training period (30–40 min); and (3) a cool-down period (5–10 min) that included walking and stretching exercises.

- Multicomponent training performed at FADEUP or elderly care institutions facilities that consist of five parts: (1) 5–8 min of general warm-up activity, including slow walk, calisthenics and stretching exercises. (2) Aerobic exercises involving walking, jogging, dance, aerobics and step choreographies. (3) Muscular endurance exercises performed in a circuit, using elastic bands and free weights, including the main muscle groups. (4) Balance training using static and dynamic exercises (for example, walking on a straight line, walking heel to toe) performed using sticks, balls and balloons for 10–12min. (5) At the end of each session, there is a 5 min cool-down period involving respiratory and flexibility exercises targeting the upper and lower body (hands, triceps, lower back, chest, hip flexors, quadriceps, hamstrings, gastrocnemius, calf soleus, and Achilles tendon). The flexibility training included static and dynamic stretching techniques and 3–4 repetitions for each stretch is individually performed.

Results of this project have been publishing in national and international scientific meetings and peer-review journals.

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## 5. The Success of Science Among the Elderly through Inclusion and Participation

by Joana Martins 1,3, Marco Freitas 1,3, Alexandra Nobre 2, 3 and Clara Oliveira 1,3

1. Instituto de Educação, Universidade do Minho 2. Centro de Biologia Molecular e Ambiental, Escola de Ciências, Universidade do Minho 3. STOL – Science Through Our Lives.

### Activities

The activities developed in this project derive from a study of the needs and interests brought to light through: (i) enquires realized through questionnaires concerning our object of study, (ii) informal conversations with the elderly and with the professional personal that deal with them on a daily basis, and (iii) participating observation. In this way, they are adjusted to the needs and the interests of the elderly, promoting lifelong education and, consequently, their holistic development. Generally, the activities are conducted in conjunction with science of daily life, of nature, and of the environment as well. In what concerns the first case, “Science of daily life,” the themes, “Cholesterol and Associated Diseases” “The Magic of Light,” and “The Curious Numbers of the Human Body, will be treated.

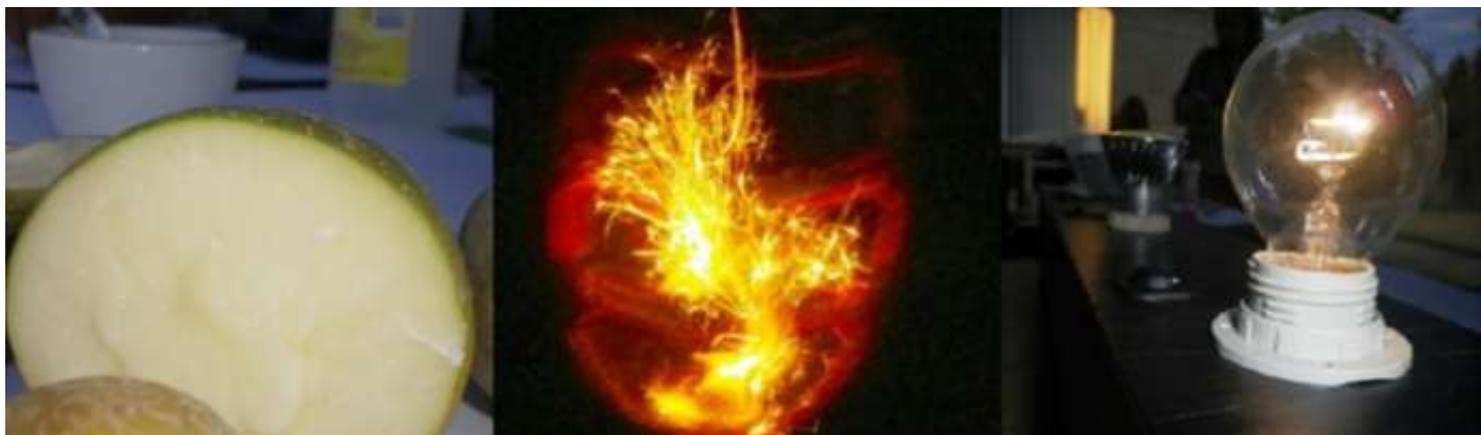
In relation to the first theme, the attempt is made to clarify what is cholesterol and distinguish between good cholesterol (HDL, *high density lipoprotein*) and bad cholesterol (LDL, *low density lipoprotein*), to deal with some sicknesses related to levels of high circulating cholesterol, and to make known healthy measures in order to prevent the deposition of cholesterol in the arteries. More concretely, the theme was presented clearly and attractively, using short films and animated films, analysing registers of medical analyses relative to the levels of LDL and HDL, and constructing models blood vessels where the evolution of the formation of cholesterol deposits is simulated (figure 1).



**Fig. 1 Details of the activity “Cholesterol and Associated Sicknesses”.**

As far as the activity, “The Magic of Light” are treated, explained, and illustrated of a practical nature: the greening of potatoes subject to light and the risk that they have for health if consumed; the importance of light for plants (phototropism as a response to an a-symmetrical

luminous stimulus (e.g., vases near to the window); luminous pollution and its risks for living beings; the constitution of fireworks and the correlation between chemical elements and different colours; the energetic efficiency of different types of lamps among other topics (figure 2).



**Fig. 2 Activity “The Magic of Light” (details).**

The theme to “The Numbers of the Human Body” aims to make known some interesting aspects of the constitution and functioning of the human body, and of the relation of human beings with the environment. Games will be used, as well as hands-on activities and models geared to respond to questions such as: What is the speed of a sneeze? What is the volume of urine produced daily? What kind of capacity does the brain have to store information? What are the materials in the make-up of the human body? What is the length of the digestive tract? What is an ecological footprint and how they vary along the stretch of the continents? How many tons of food do we digest over a lifetime? (figure 3).



**Fig. 3 activity “The Curious Numbers of the Human Body”.**

The activities associated to the themes of nature and the environment originate from the vital importance for all: maintain the planet habitable, preserve nature and the environment, and contribute to the sustainable utilization of natural resources. In addition, one of the institutions where one of these projects takes place is found the city of Guimaraes that is a candidate for Green

City Europa 2020. In consonance with this, those to whom we direct our attention should be aware of the importance of recycling and reutilization, which are the energy alternatives, etc., themes that they hear about constantly in the media. Also, another institution is situated in a city crossed by one of the most polluted rivers in the country.

Since the end of dictatorship, the formation of a culture of proximity and solidarity between scientists and non-scientists in Portuguese society, the context of social mobility through education [...]. But as long as it does not take root even more deeply in the culture and the economy, and in political thinking in all quarters, the scientific development will always be threatened with regression (Gago; 2014, p. 193).

## **Final Considerations**

Aging, due to the greater expectation of longevity, is the last phase of our lives that is often associated with negative factors, such as sickness, various incapacities or even dependence. However, there are also diverse factors that are frankly positive, such as having a considerable experience of life that this population has accumulated. In this sense, we attempt to take advantage of these experiences that very much part of our own daily lives in order to facilitate learning. The work developed in the course of these projects distinguishes itself by the import that it gives to science and its applicability in day-by-day life. We demonstrate thus that there are no themes that cannot be discussed and appreciated by elderly people. Indeed, they do constitute an interested public that wishes to know more and, contrary to the opinion of many professionals in the field, possess the capacity to do so.

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## 6. Seniors' Literacy Project "The words' discovery"

by Susana Henriques

As a Superior Technique of Social education of the Parish Council of Santa Catarina da Serra and Chainça and responsible for the Parish's Social Commission I noticed through the Post Office (in the Parish Council) that there was a significant number of illiterate people in the Parish. Many of the elderly people that were going to take their retirement pension couldn't sign, having to use their fingerprint as identification, in that occasion I made an approach to some people to know if they would like to learn how to read and write. Some of them react with an hope's look, others with a look of couldn't believe that would be possible to learn at that age.

I noticed as well that the parish's geographical dimension was quite vast and that the majority of the population was senior. At the time I knew the people, I realized that many of them still lived in their houses, some with family nearby, others lived isolate and alone. I approached several individuals door to door, village in village sensitizing them to learn, to get out of house and to create new relationships.

I discovered that the simple fact of sensitizing them to talk a little would make their day better.

The project was suggested and structured in the Parish's Social Commission, where we found two retired teachers and two volunteers of the Parish that could help to materialize this project for free. The Seniors' Literacy project started to gain life, having as theme: "The words' discovery". This name came up to make the relation between words' discover, relationships, sharing and learning.

In the 1st edition (between January and May of 2016) we had conquered 13 registrations from 50 to 90 years old, having a relevant number on the waiting list. The 2nd edition started in October 2016 and will end in June 2017.

The goals of this project are beyond to learn to read and to write in an active primary school, the combat of the social isolation and the creation of intergenerational bonds between children and the Senior group.

The school material was offered by a company, the space to teach the lessons was available by the School Group Caranguejeira and Santa Catarina da Serra, that ceded us a room in the Chainça's primary school and a room in the school of Santa Catarina da Serra (both entities belong to the commission). The parish Council offered the Seniors' transport.

One of the students, Lady Isaura confided us that the simple fact of getting out of house is really good for her, because she leaves alone and loves to talk. However, I am aware that this initiative is improving seniors' life quality and sensitizing children the importance of sharing, respect and solidarity action.

Sharing this project has as main purpose to encourage other technicians in the social area, other Parish Councils, communities and other countries to believe that is possible to learn regardless of age of each other and the benefits of a intergenerational relationship.

### **Information**

Susana Laranjeiro Henriques, Superior Technique of Social Education in the Parish Council of Santa Catarina da Serra and Chainça responsible for the development of the senior project together with the retired teachers and the two volunteers, enabling a closer education, always having Improving the quality of life of people. Responsible for the Social Cabinet, Parish Social Commission and promoter of socio-educational projects.

Contact: 919432836

Junta de Freguesia de Santa Catarina da Serra e Chainça

Rua de Santa Catarina nº22

2495-186 Santa Catarina da Serra - Leiria- Portugal

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## 7. The IPL60+: an educational project for seniors of the Polytechnic of Leiria

by Sara Mónico Lopes<sup>1</sup> e Luísa Pimentel<sup>2</sup> - ESECS-IPLLeiria /CICS.NOVA.IPLLeiria

Keywords: Seniores; intergenerationality; lifelong education; citizenship

### Abstract

The IPL60+ Program, developed at the Polytechnic of Leiria (IPLLeiria), is aimed at people aged 50 and over, reformed, constituting an opportunity for learning, sharing and personal enrichment, in an intergenerational context.

The seniors can choose curricular units of the degrees from the 5 schools of IPLLeiria, but also benefit from a specific offer, which includes English, Computer Science and Physical Activity. They can also enjoy complementary cultural, social and recreational activities.

The IPL60 + is an innovative educational project because it allows seniors access to a stimulating and challenging learning environment, from which they are often away. It creates conditions for them to develop activities intellectually and physically stimulating; so that they use their knowledge helping in the formation of the younger ones; to participate socially and develop their autonomy.

Continuing education and involvement in intergenerational learning actions are indispensable for seniors to be able to see their skills recognized and to participate more actively in the community, thus also gaining new responsibilities as citizens.

Higher education institutions can and should play a fundamental role in promoting intergenerationality (Pimentel and Lopes, 2016, Pimentel and Faria, 2016), and by harnessing the knowledge of older adults for the education and training of younger adults, as the reverse, facilitating the learning of the seniors from the knowledge and teachings of the younger.

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<sup>1</sup>Sara Mónico Lopes, é licenciada (FCSH-UNL) e doutorada em antropologia (ISCTE-IUL). Docente na Escola Superior de Educação e Ciências Sociais do Instituto Politécnico de Leiria. Integra a Comissão Científico-Pedagógica do Mestrado em Intervenção para um Envelhecimento Ativo do IPLLeiria e a Comissão Científica do Programa IPL 60+, desde 2013. É investigadora associada do CICS.NOVA.IPLEIRIA. A sua investigação tem cruzado as áreas da antropologia e da educação, da formação e aprendizagem ao longo da vida, das trajetórias sociais e empregabilidade social. Sara.lopes@ipleiria.pt

<sup>2</sup>Luísa Pimentel, licenciada em Serviço Social, mestre e doutora em Sociologia, na especialidade de Sociologia da Família e da Vida Quotidiana. Professora Adjunta na Escola Superior de Educação e

Ciências Sociais do Instituto Politécnico de Leiria. Coordenadora do mestrado em Intervenção para um Envelhecimento Ativo e do Programa IPL60+. Investigadora principal do CIES-IUL. Investigadora associada do CICS.Nova - núcleo de Leiria. Dedicar-se à investigação e à divulgação de conhecimento nos domínios da Velhice e do Envelhecimento, dos Cuidados Familiares às Pessoas Idosas e das Relações Intergeracionais. [luisa.pimentel@ipleiria.pt](mailto:luisa.pimentel@ipleiria.pt)

### **The Program IPL60+<sup>3</sup>**

Realizing the potential of relations and intergenerational learning, the Polytechnic of Leiria created, in the 2007/2008 school year, the IPL60 + Program. It is a training project for individuals over 50 who are retired, with the following main objectives: to promote intergenerationality, share and credit knowledge and experiences, and contribute to a more active and healthy aging process.

This educational project promotes activities of a formative and sociocultural nature, involving the seniors in the (re) construction of their paths and life projects. As Pimentel (2012, p. 7) points out, the Program aims to develop "[...] socio-cultural activities that promote the intergenerational relationship with a view to inclusion and social and community participation" and also "contribute to research, Gerontological development and innovation".

The IPL60 + is not a Senior University, but a training for seniors in a higher education context, bringing students and senior students into contact within and outside the classroom, "intending to contribute to a change of attitudes [of the younger] in the face of the aging process, face the idea of reform and the role of older people in contemporary societies "(Pimentel and Lopes, 2016, p. 113), and to provide seniors with new opportunities for knowledge and Logic of lifelong education. There is thus a dual educational and civic mission for young people and seniors.

### **How is it implemented?**

Access to the Program has as a condition, in addition to the age of over 50 and the status of retired, enroll in at least one of the curricular units (UC) of the degrees taught by the IPL schools. In addition to the frequency of undergraduate UCs, they may enroll in any project or disciplines intended exclusively for senior students of the Program, as shown in figure 1.

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<sup>3</sup> <http://60mais.ipleiria.pt/>

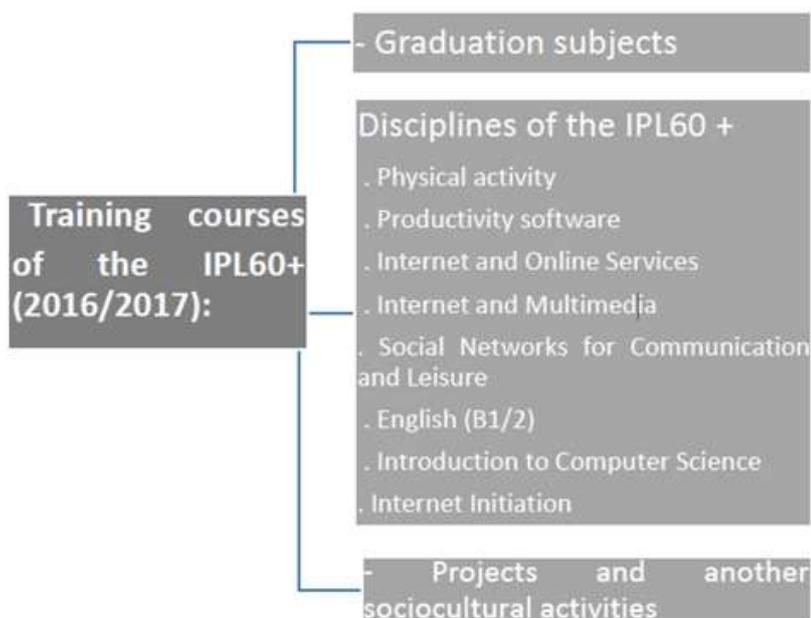


Figure 1 – Training courses

Regarding the frequency of graduation subjects, senior students can enroll up to 5 curricular units from the various undergraduate courses taught at the five IPL schools. The evaluation is optional, it is the students who decide whether they wish to do the evaluation elements, such as a undergraduate student, or just participate in the classes. Both, the UC of Degree and the UC of the Program have semester costs for each student who signs up. In addition to these, there is a set of free activities, whose operation depends on the interest of seniors and the availability of volunteers or young students who energize them. In the first half of 2016/2017 are as follows:

Dance	Gerontomotricity
English of the day-to-day	Spanish with the duolingo
I and my mobile devices	Initiation to Chinese language and culture

Concomitantly to this more formative aspect, the IPL60+ has tried to stimulate the students to the dynamization of a set of own initiatives. Examples include the Health for All Project, the SessenTuna, the Performing Arts Group, the Fun Culture, the Fine Arts Workshop or the Reading and Writing Club.

## Who are the senior students?

From the enrollment records in the first semester of this school year (16-17), it can be seen that the seniors are between the ages of 57 and 81, the majority being in the 60-69 age bracket (53,5%). In the total of 99 enrolled students, about 68% are female and 32% male.

The levels of education of these students are quite heterogeneous. They are between the first cycle of basic education and the degree, and the ones that are most representative in the first semester of 2016/2017 are the degree (31%), the third cycle of basic education (26%) and secondary education (23%).

The reasons for enrollment pointed out by the seniors range from the acquisition of knowledge, intellectual development and to coexistence (Pimentel and Lopes, 2016).

**In short**, and according to the investigations made during the years of operation of the Program (Pimentel, 2012, Pimentel, Varregoso, Faria and Comprido, 2013, Pimentel and Faria, 2016, Pimentel and Lopes, 2016) The IPL60 + has enabled and favored the sharing and interaction between senior students and younger students, has contributed to an improvement in physical condition, to enrichment and personal appreciation and to the recognition of the competences of enrolled students.

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## **8. Design and implementation of a b-learning program in Adult Education within the Interuniversity Program of the Experience of the University of Salamanca**

by José Manuel Muñoz Rodríguez, Sara Serrate González y Ana Belén Navarro Prados  
University of Salamanca. Programa Interuniversitario de la Experiencia

keywords: b-learning, Adult Education, Older Programs, virtual program

### **Introduction**

The present program is included within the thematic line related to the use of Information and Communication Technologies in formative processes of older people within Adult Education. The University programs of Older People, form part of the denominated university extension from which, they offer to the citizenship a university model committed socially. In this sense, the Older Programs, in a traditional classroom mode, must carry out a process of adaptation, as it has been done in other university and non-university levels, regarding the introduction of ICTs as mediating tools of the formative process, accepting that The use of the same by the group of elderly people favors the participation in informative, formative, communication and leisure activities.

The main goal is to implement a virtual program complementary to the Interuniversity Program of the Experience developed by the Junta de Castilla y León. From the same, our aim is to verify the degree of participation and level of satisfaction of students linked to the virtual program and then make a comparison of the same variables with students linked to the program in face-to-face mode. The results that we hope to obtain are based on demonstrating that the virtual program modality covers the formative needs of the older students in the same way as the classroom mode, in aspects related to the perception about the organization and design of the teaching, on the relational capacity and affective of this type of training and the future motivation of the students participating in this type of initiatives.

### **State of the Art**

Factors such as the increase in the life expectancy of the population or the democratization of knowledge linked to other components such as early retirement, now become a challenge and a specific social need in the ongoing training of older people. It is noted that, in a few decades, we will have international partnerships with aging societies (according to UN sources, more than two billion people in the world will be 60 or older in 2050, a year in which half the European population Will be over 65 years old, reaching Spain 32% of the aging index according to the INE, 2012). The response of universities to this social demand has resulted in the implementation of the so-called University Programs for the Elderly (PUM) in the country in the late 20th century (Findsen and Formosa, 2016) in order to meet training needs Of people over 50, facilitating the possibility of responding to an increasing demand for training of this broad group. We are faced with a new,

very different framework of interaction between active aging, prevention of dependency or formation of autonomy and fight against the risk of social exclusion that is caused by the ex - communication to which many people are exposed after the Stage of labor activity in addition to being subjected to a chronological exclusion.

A transversal effect that affects this group is especially the advancement of the knowledge society as well as the development of information and communication technologies (ICT). Older people have become, like the rest of the population, potential internet users. Among the advantages of using both the Internet and its applications for this age group are the social approach and active maturity, the possibility of narrowing social networks, access to information on important aspects such as health or social services, etc. (Peral, Arenas and Ramón, 2014). These facts give rise to and substantiate the need to implement formative actions adapted and accessible to this group.

The creation of virtual spaces for training allows a greater number of students interested in the program to be covered since the online space allows solving the difficulties associated with space-time. In addition, it offers students the possibility of organizing and structuring their own time based on their availability to train, without the obligation of attendance in time and form that marks the face. We believe that the implementation of programs in virtual format also advances the inclusion of adults and older in the current digital highways (Reig, 2012) of knowledge and offers a teaching not only more autonomous but more open and Accessible to the informative and educational possibilities offered by the network, as well as facilitating and making available to them a greater number of resources and materials elaborated and designed in different formats adapted to the adult and older population.

For this purpose, a one-year virtual program (30-hour attendance) will be designed in addition to the regular program, in which all those over 55 years old, guided by a driving theme equal to the monographic courses offered Face-to-face. The teachers design the materials of the study theme and the virtual spaces of relation and discussion online like chats, forums, etc. It is used to launch the Studium virtual platform as the basis of the online teaching that comes using the University of Salamanca.

Once the first year of training is completed, it is necessary to first evaluate the use of the platform by older students, based on variables such as the number of entries and exits, participation in spaces for consultation of teachers and Relationship, discussion and exchange with peers, the resources used by each student and the download of them. Second, to measure students' satisfaction regarding the adequacy of the virtual program to their needs, based on variables such as: motivation towards the agenda, their perception of the hours spent, the quality of the materials used, the capacity Relational and affective relationship with colleagues and faculty

that offers virtual participation and degree of satisfaction in this regard, as well as the motivation to continue doing monographs in this modality.

Finally, the same satisfaction questionnaire is applied to a control group of students who will attend the same monographic in face-to-face mode and a comparison of answers will be made that allows us to confirm the achievement of the proposed objectives and confirm or not that university programs For online adults not only promote access to knowledge for a greater number of students, but also adapt to the demands and training needs of older people.

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RUTIS

## **9. INTERNATIONALIZATION OF A UNIVERSITY PROGRAMME FOR OLDER ADULTS: THE SENIOR UNIVERSITY OF A CORUÑA**

by Prof. Dra. María del Pilar García de la Torre ( [mpgarcia@udc.es](mailto:mpgarcia@udc.es) ) and Francisco Ascón Belver ( [fascon@udc.es](mailto:fascon@udc.es) ), Universidade de A Coruña (Spain)

Keywords: internationalization, programmes for older adults, european projects

### **Introduction**

In the last 20 years, global life expectancy has increased in 6 years. People over 50 years still are physically and mentally young but at the same time quickly feel out dated if called to cope with the requirements of the modern digitised reality. When we look at the statistics and future development expected, people over 50 have and will have a great relevance in the European society, and they can and will contribute to the social life of their communities at several levels.

If Europe is one of the fastest ageing continents, Galicia (region in the northwest of Spain) is one of the most vulnerable regions because of its aged population. At the same time, the birth rate is decreasing. Predictions are that the number of inhabitants will drop (1.5% in 2020). In Galicia, the number of those over 60 years almost double the number of population younger than 16. In fact, in 2013, the European Commission designated Galicia as a reference region in active and healthy ageing, a recognition that would help to access European funds to work in this field.

### **Answers from the Education and Training for an ageing Europe.**

As early as 2000, the agreement reached at the Lisbon Conference gives Lifelong Learning an important role in achieving the economic, employment and social goals for Europe. After the Lisbon Conference, in 2006 the document “Adult Learning: It is never too late to Learn” is aprobed and in 2007, the Action Plan on Adult Learning 2008–2010 is adopted by the European Comission. Both documents contained the assumption of the need of adult learning in order to assure equality in a knowledge-based and aging society. The European Union in 2012 decides to response the growing demand of learning from older generation with the development of the European Agenda for Adult Education. All these documents build on the Strategic Framework for European Cooperation in Education and Training (ET2020).

According with the ET2020 strategic framework, adult learning is considered a vital component of the European Commission’s lifelong learning policy (EC, 2007).. The demand of lifelong learning initiatives is increasing, comprising formal, non-formal and informal learning. Those initiatives would make possible personal growth (Parent, 2010; Philipson, 2010). Lifelong

learning for older adults has been one of the main objectives of international policies (Formosa, 2012).

The previous adult learning programmes financed by the European Commission, Socrates I (1994-1999), Sócrates II (2000-2006), The Lifelong Learning Programme, managed by the EACEA (Audiovisual and Culture Executive Agency of the European Commission), enabled individuals at all stages of their lives to pursue stimulating learning opportunities across Europe. LLP was an umbrella programme integrating various educational and training initiatives. Divided in four sectorial sub programmes, Grundtvig was the name approved by the funding actions of Adult education initiatives. In 2014, former previous programmes for education, young and sports were unified in a new Programme called Erasmus+ (2014-2020).

In this paper we will describe the experience of a University Programme for Older Adults, the *Universidade Sénior de A Coruña* (Spain) within the different EU action plans for adult learning in the last 13 years.

### **Internationalization of the Senior University of the University of A Coruña**

In 2001, the University of A Coruña, a public university established in 1989 in the cities of A Coruña and Ferrol, Galicia (North West of Spain), starts its University Programme for Older Adults, *The Senior University*. The Senior University of the UDC awards a degree for over 50's that are unemployed and seeking to update and develop their knowledge and skills according to their cultural interests. After four years, students graduate with the *Título de Graduado Senior pola Universidade da Coruña* [Senior University Degree]. This degree promotes personal development but doesn't provide a professional qualification.

A total of over 850 senior students (academic year 2016-2017), come from rural and urban areas in the surroundings of two main cities: A Coruña, capital of the province, and Ferrol (formerly an industrial area but nowadays quite a deprived area). 75% are women. Their special learning needs come from their age, and from their lack of basic learning skills, mainly on ICT and foreign languages. In the current economic situation, those factors increase even more the risk of social exclusion.

Their main motivation in joining the Senior University is to expand their knowledge of some competences such as ICT, foreign languages, health, sciences and others, all in the context of democratic values and an active citizenship inside the European reality. Europe nowadays is a very different place to the one they were born in. They grew up during Franco's dictatorship and before the EU was created. But one of the main values of our senior students is their motivation to learn and capability to help young people learn through the transmission of their experience.

The involvement of the Senior University in the development and implementation of European projects started in 2003. It has continued until the present academic year 2016-2017,

mainly in Learning Partnerships, and it was supplemented with bilateral agreements with other adult education providers in Belgium and Italy.

The first European educational project the Senior University developed, started under the Socrates Programme. The overall objective of the Learning Partnership “European Senior Citizens’ Storyboard” (2003-2006) was to promote a sense of belonging to a common Europe, and interaction amongst senior citizens, encouraging learning and sharing knowledge about cultural heritage using new technologies, and developing English language skills as the project language. Students published their personal stories on a project website which were then commented upon by all the other learners. This project involved partners from Italy, UK, Finland, Belgium, Germany and Spain.

The Lifelong Learning Programme (LLP) was the successor to the Socrates and other previous education, vocational, training and e-Learning programmes. From 2006 to 2009, the *Routes towards Europe Project* (RTE) brought together several educational institutions to explore the dynamics of active citizenship in a European cultural context. Study groups in partner countries discussed themes of identity, explored historical routes and studied English and ICT. Participants exchanged information, ideas and opinions on the project website. Partners from Italy, UK, Finland, Germany and Spain, were involved in this Learning Partnership.

From 2009 to 2011, the Senior University was a partner of the Grundtvig Learning Partnership *Our Continent – Our Culture*. Language learning, identity, active citizenship, European cohesion and understanding, together with intergenerational linking and communication technology studies, were aspects of the project. Partners came from Italy, UK, Finland, Germany, Portugal and Spain.

From 2011 to 2013, the Senior University of A Coruña was involved in the Grundtvig Learning Partnership *More than Neighbours*, with partners from Germany, The Czech Republic, Poland, Italy and Belgium. The main objectives were to promote the interaction between European senior citizens through ICTs and to analyse their own identity in order to create a common European identity.

From 2014 to 2016, the Senior University of A Coruña was a collaborating entity in a Leonardo da Vinci Project named *ACTing – Social Agents Promoting Active Ageing through ICT*, a two-year project with the focus on an active ageing and ICT. The initiative joined organisations from four different countries: Italy, Romania, Spain and Switzerland. The ACTing project aimed to transfer an innovative teaching methodology for social agents working in the fields of active ageing and digital inclusion (García-de-la-Torre & Ascón-Belver, 2012, 2015).

Created in 2014, the Erasmus+ programme aims to boost skills and employability, as well as modernising Education, Training, and Youth work, providing opportunities for over 4 million Europeans to study, train, gain work experience and volunteer abroad.

From 2014 to 2016, the Erasmus+ Strategic Partnership *ProHospiz* was developed by a group of 5 institutions from Germany, Romania, Poland, Portugal and Spain. The aim of the project was the elaboration of guidelines for establishing services for elderly people, offering a practice-oriented learning tool which transmits basic know-how and core competencies independently from professional background.

#### European Projects of the Senior University without EU funding

The University of A Coruña signed cooperation agreements with several partners of previous projects in order to develop educational initiatives and exchange of learners and staff. Currently, there are two bilateral agreements, with Het Perspectief (Gent, Belgium) and with the Comune di Scandiano (Emilia Romagna, Italy). In 2016, the Senior University started an initiative with two institutions from Portugal and one from Brazil. Three initiatives have been developed under these bilateral agreements:

- *Rosalía de Castro*: an European Bilateral Initiative with the Het Perspectief, an adult education center in Gent, Belgium, with senior students of Spanish. Literature as the main topic.
- *SpeakSpeare! Let's talk with William*: the Senior University of A Coruña and the Comune di Scandiano collaborated in a singular initiative for learning English through Shakespeare's theatre.
- *En-Red-Versados: On-line Reading Poetry Club*: From October 2014, in collaboration with the Het Perspectief of Gent, the Senior University started an initiative for promoting the use of social participation technologies (social web) as virtual communities. The tool used was a blog, a Virtual Reading Poetry Club. More partners joined in October 2016: the Universidade da Grande Idade de Rio Tinto and the Universidade Sénior e Autodidacta de Felgueiras from Portugal, and the Universidade Aberta para a Tercera idade da Universidade Estadual de Ponta Grossa from Brazil. The focus of this second initiative is on the poetry of the Lusophone nations.

#### **European Workshops on the Senior University of A Coruña.**

As a way to secure the sustainability of the projects, the topics of each Learning Partnerships were inserted in our curriculum in “European Workshops” with 2 hours-meetings at fortnightly intervals.

The workshops include lectures, research, cultural visits, languages learning (English conversation, and basics of German, Italian, Dutch, etc.) and IT training, the two last ones as instrumental skills.

## Membership in International Associations and Networks

From May 2016, the Senior University is a member of the International Association of Universities of the Third Age (AIUTA). Also, the Senior University has participated in the recent activities of the Latin-American Network of University Programmes for Older Adults (RIPUAM).

## Results

From 2003 to 2016, 623 senior learners have participated in the activities of the European Workshops in both campuses of the Senior University (A Coruña and Ferrol). Concerning the gender of the senior students, 67.3% (n=419) are women and 32.7% (n=204) are men.

With regard to the exchange of students and staff, 253 people have participated in mobilities to different European countries during the 13 years of involvement in European Projects. Mobility must be understood as a transnational, physical and serving a learning purpose stay at other educational institution. If we attend to the gender of the people involved in mobilities, 70.3% are women (n=178) and 29.6% (n=75) are men.

The number of mobilities to each country were: Belgium, 115 mobilities (45,5%); Germany, 42 mobilities, (16.6%), Finland, 35 (13.8%); United Kingdom, 29 (11.4%); Italy, 23 (9.1%); Portugal, 5 (1.9%); Romania, 2 (0.8%) and Poland, 2 (0.8%).

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## 10. Hidroponics in a Senior University: fundamentals of a different method for plant growth

### Running Head: HYDROPONICS IN A SENIOR UNIVERSITY

By Ivo M. Lima<sup>1</sup>, Ana Cunha<sup>1,2</sup>, Alexandra Nobre<sup>1,3,4</sup>,

<sup>1</sup>Departamento de Biologia, Universidade do Minho, Campus de Gualtar 4710-057 Braga, Portugal, <sup>2</sup>Centro de Investigação e de Tecnologias Agro-Ambientais e Biológicas (CITAB), grupo AgroBioPlant, Universidade do Minho,

<sup>3</sup>Centro de Biologia Molecular e Ambiental (CBMA), Universidade do Minho, <sup>4</sup>STOL – Science Through Our Lives

Hidroponics in a Senior University: fundamentals of a different method for plant growth

Communicating science in a tangible, clear and simple way is crucial for the preparation of a scientifically informed and collectively clarified society, capable of keeping along with the needs of a time where technology grows at a dizzying speed and dealing with the enormous amount of handy information about almost everything. Briefly, Science Communication is to share ideas about possible complex themes in a simple way with a public usually unaware of the matter (Grossman, 2014).

Nowadays, the search for knowledge by an increased number of enthusiastic people, thrilled about several science fields, it is quite notorious. But also, no matter the age or educational qualifications, people are more and more capable of browsing information in the web that may help them finding answers to their everyday life problems (health, social, economic, legal, etc.).

The technological and scientific progress witnessed in the last century have led to a better life quality, as well as an increased in average life time (Almeida *et al.*, 2012). At the same time, there is a worldwide increase in senior population, each time with a higher level of education. This means that it is required the recognition and reapproval of this senior knowledge (Machado and Medina, 2012), maintaining their viability and ensuring that they participate in the society (Almeida *et al.*, 2012), which in turn widens the possibilities of this amazing people eager to learn.

When a person reaches the status of “Senior”, often coming along with professional retirement, there comes a time of change and different decisions can be made. The sudden stop in active professional life is seldom source of a sense of uselessness (Pinto, 2003). Although the current longer lifetime can mitigate this problem, it is important to learn how to organize the time ahead. In fact, this time can be seen as a window of opportunity to learn something of their interest, sometimes for the first time in life, also avoiding loneliness, sadness or stress. For this it is crucial that seniors succeed in discovering a way to replace their formal professional roles by new ones, having even the chance to participate in other procreative, civic or cultural groups (Machado e Medina, 2012).

Over the last 50 years the number of elder population in the world has tripled, and this number is thought to increase exponentially in the next 50 years (Liyanagunawardena, 2016). In this context it is important to affirm and demonstrate the relevance of Senior Universities, as decisive institutions for these populations, promoting the culture of the well-being and

empowerment of the citizens and of the community as a whole, achieving to be successful in adjusting their activities in favor of the particular needs of each group (Pinto, 2003).

Today, Portugal counts with around 236 existing educative institutions for Seniors (Rutis, 2016), providing a wide diversity of projects to the constantly growing elderly population. For this project, we established contact with the Senior University of the Rotary Club in Póvoa de Varzim (USRCPV), an infrastructure with a number of 205 students, within 50-90 years old, engaging over 36 different lectures, from Gymnastics, German, Music or Psychology (Moreira, 2016).

It was proposed the implementation of a learning module about Hydroponics a theme chosen by the USRCPV according to the will of the students. In this context it was decided to prepare a set of actions and tools that could provide fundamental and basic knowledge about this alternative method for growing plants, as well a practical session for a complete guide on how to design and build customized home-made systems. To achieve this a theoretical lecture on Hydroponics, from historical and plant nutrition aspects to technology and applications, and a practical workshop were prepared. Concretely, the 90-min session initiated with a brief explanation of what “Hydroponics” means, and how this technique had evolved and been used through history. It is method of growing plants without the use of soil, where the essential inorganic nutrients can be uptake from a aqueous solution prepared for the effect, and where an inert substrate can be used to support plant growth in which the root is developed (Chybion, 2011). It was shown how hydroponics works and call attention for the many factors influencing plant growth (light intensity, photoperiod, air temperature, nutrient concentration, water supply, solution pH and oxygenation, presence of pathogenic agents, among others).

In this way, care must be taken to allow an optimal plant development in good sanitary conditions and the success and sustainability of the system. In the second class presented to USP, the practical one, we designed a how-to protocol, with every materials and tools needed, previously arranged in the University of Minho. In the beginning we’ve established a brief explanation of the desired system, the Water Culture System, based on the root suspension in a static nutritive medium, chosen because of its simplicity, efficiency and, of course, cause its quite easy to build. We had the enthusiastic help from all the participants from the beginning to the end, where we concluded the desired system as well as a control one, finding their final destination in the Senior University.

One of the goals with this module was that students learned that the hydroponic system as many advantages over the soil-based plant growth and development counterpart, such as the ability to choose the quality and quantity of the nutrients, adapting to each species and growth phase, the saving of water, much less required when comparing in a traditional method, the smaller amount of space needed to farm food of great quality and larger productivity (Texier, 2013).

It is possible to conclude that this project was quite successful. It was an emotional experience, where Seniors from different ages congratulated our team for this initiative, wishing us, young ones, all the best life as to offer. We actually had students that continued this project in their homes, being now proud owners of a hydroponic garden. We were able to communicate an interesting scientific and technological subject but also with many self-made and easy to implement applications, to a public that was available and very motivated to receive it, to actively participate with the objective to eventually use it in building their one small gardens or other green spaces, indoor out outdoors.

Additionally, it is also possible to testify that a bond of trust and friendship was created during this project, inviting to come back with more lessons to update and discuss new trends concerning this growing method. We think, in our opinion, that another way to see hydroponics is as something to spend some free time, relaxing, to enjoy a green and vigorous backyard project, with everything needed to make a good grower an even better one. The elders of our society, that came from a time where every plant came from the soil, after struggling with a large amount of work, time and commitment, have now a new sight, where they can learn, create and grow while having fun.



*Figura 1. Theoretical lecture about the “fundamentals of a different method of growing plants: hydroponics” with a good rate of attendance, counting with 27 seniors. This session had a total of 90 minutes each where powerpoints, vídeos and materials were presented to the audience.*



Figura 2. Representation of the practical lecture about hydroponics, where our students had a great will to participate, with the final goal of creating a hydroponic system, with an additional traditional system for control usage.

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## **11. Myths and prejudices of seniors regarding the concept of sexuality: "Oh, "girl", we can not talk about this..."**

by Filomena Frazão de Aguiar (Fundação Portuguesa "A Comunidade Contra a SIDA") and Paula Costa (Instituto de Educação da Universidade de Lisboa)

Keywords: Seniors; HIV / AIDS Prevention; Awareness and Information

The Portuguese Foundation "The Community Against AIDS" (FPCCSIDA) is a Private Institution of Social Solidarity (IPSS), created in 1993 and represented in Portugal through five delegations: Lisbon, Oporto, Coimbra, Setúbal and Funchal. The FPCCSIDA main purpose is helping HIV / AIDS infected and affected individuals. It also aims to stimulate cultural changes and cultural mobilization in order to HIV / AIDS prevention and non-discrimination. In this sense, the FPCCSIDA is also responsible for the promotion and implementation of programmes, actions and significant scientific editions in the fight against AIDS, namely in the areas of prevention, information, education and psychosocial counselling, scientific research and promotion of gender equality. Throughout its more than 20-year work life, FPCCSIDA has built innovative proximity intervention models, articulating several partnerships to turn out into solution answers to difficult issues, such as HIV / AIDS prevention, social exclusion fight, discrimination, and gender equality, as well as it has keeping on the full support to people infected and / or affected by HIV / AIDS.

Consequently, the referred intervention is carried out in many different contexts: educational (basic and secondary schools), in the prison (inmates and young people with educational measures), nearby HIV-positive mothers, mentally disabled individuals, their families and other people who support them, with the senior population, especially through articulation with some local councils or through Universities and Senior Academies. In this way, FPCCSIDA promotes health and the prevention of risk behaviours, and has become, over the years, a consistent partner of public and private institutions supporting and promoting a better quality of life of vulnerable populations, assuming its role in the complementing to public policies considering health, education, justice, gender equality and social solidarity.

During the HIV pandemic, there were frequent epidemiological changes: initially it was considered to be an infection limited to some risk groups like drug addicts, homosexuals and sex workers (SidaNet, 2007) and then progressively several sources come to report a clear increase in HIV infection among the elderly. In fact, in Portugal, there has been an increasing number of new cases of HIV among the elderly, that is, in people over the age of 60, and of the 581 new registered cases in 2005 (SidaNet, 2007) one can observe 2611 (up to December 2013), of which 1867 are male and 744 female (DGS, 2014). However, these data do not reliably translate the reality of the country, as most people do not know their serostatus because of the effective lack of awareness

to do the test. Obviously, this data requires new approaches to HIV prevention and screening for this target audience.

Moreover, working with seniors is a priority as they are a highly vulnerable group, posing unique challenges in terms of prevention, access to diagnosis and in the follow-up treatment, by the prognosis of the disease, in a group in which often occurs lots of biopsychosocial vulnerabilities( frailty )and the disability that greatly enhances the experience of the disease and its impact including the increased risk of marginalization and social exclusion, due partly to the poverty in which many of the elderly live, coupled with family and social isolation which means being neglected by relatives and a reduced mobility, which hampers or difficults their access to health care in a context where the health conditions in which they live are often a disadvantage.

On the other hand, the diagnosis of HIV infection in this age group presents increased difficulties due to the characteristics of the senescence period and the atypical form many infections are clinically manifested, it means that in this age there is a larger probability of other diseases that hide HIV infection (Silva, Lopes & Vargens, 2010). Thus, the changes associated with the aging process can mask the symptomatology of HIV and contribute to the late diagnosis. As Araújo points out (2010, p.10), "in this age group, diagnosis is usually associated with hospitalizations related to opportunistic diseases that may already indicate an AIDS stage." The sexuality of the elderly is also often neglected, perpetuating myths, taboos and prejudices - even among health professionals – which contributes as well to the vulnerability of this population to HIV, contrasting with the lack of preventive measures usually used with young population in childbearing age.

In this context, it is relevant to implement specific preventive programmes for this population and their partners, as well as for their families and caregivers whenever appropriate. The intervention with seniors should often involve a marital or family approach, justifying that the support provided may (and should) be re-addressed, challenging the traditionally individualistic approaches that have dominated through the times. Thus, awareness and prevention that allow the reduction of risk behaviors, screening, support and follow-up of infected and affected people by HIV / AIDS are the best weapons in the fight against this disease and its biopsychosocial implications, giving the motto for several projects and situated interventions carried out by FPCCSIDA.

In the context of HIV awareness and prevention among seniors, the interventions we carry out are focused on group dynamics with the sharing of life experiences by debating subjects as: the concept of sexuality, sexuality through generations, the relationship between sexuality and HIV, information on HIV infection and other STIs and ways of prevention and healthy living conditions of senior sexuality. The purpose of these debates is to demystify and clarify concepts that have been rooted by family and the whole sociocultural environment along generations. From

the experience we have, also reinforced in some studies that point out seniors have conservative attitudes towards sexuality or at least when the subject sexuality is being talked they show little openness and they reveal a pessimistic attitude regarding everything related to senior sexuality (Carvalho, 2012). There is still some misunderstanding between the concept of sexuality and the one of sex "oh girl sexuality is very intimate, we can not talk about it" [in a senior academy - the speech of an 85-year-old female about the concept of sexuality]. They also show a lack of knowledge about HIV and its forms of contraction and they are at risk for different STIs, mainly due to the non-use of condoms [data picked from several screenings].

The different initiatives implemented by FPCCSIDA with the senior population along the country have been evaluated very positively by the target public and we truly believe that they constitute moments of reflection and awareness in what concerns the different focused subjects and issues. The obtained results through the applied questionnaires and informal conversation point to a set of identified items considered very important by all the participants, namely in the development of knowledge linked to the selected and debated subjects in the sessions and to the development of personal and social skills, namely: more willingness to express their opinions; more interaction with others; the sharing of information and the clarification of their own questions. So, one may conclude the results legitimize the importance of those initiatives reinforcing awareness programmes and more information on sexuality all along with initiatives on the HIV / AIDS problem itself by promoting screenings to this particular group.

## 12. Senior universities - Portuguese legal framework

by Sandra Tavares<sup>1</sup> (Universidade Católica Portuguesa)

Keywords: lifelong learning, senior universities.

**Abstract:** This article intends to present some fundamental documents, from international organizations and from the Portuguese government, establishing the importance of lifelong learning, purpose that can be achieved, for instance, with the support of senior universities. Promote lifelong learning in particular for seniors is one of the three objectives stated for the International Scientific Conference of Educational Projects for Seniors by its organization.

1. In 2002, World Health Organization (WHO) published a booklet presenting a policy framework concerning active ageing<sup>2</sup>. For WHO active ageing is defined as “s the process of optimizing opportunities for health, participation and security in order to enhance quality of life as people age”<sup>3</sup>. Some of the Key determinants of active ageing are those related to social environment, which includes “opportunities for education and lifelong learning”, by opposition to “illiteracy and a lack of education” as realities that “greatly increase older people’s risk for disabilities and early death”<sup>4</sup>. That’s why an effective action is mandatory and a polity response is issued by WHO, including multiple concerns, including participation, as one of the “three pillars of a policy framework for Active Aging” (the others being health and security)<sup>5</sup>. Lifelong learning is seen as a way of enabling “full participation of older people”, by promoting new skills such as those related to information technologies<sup>6</sup>.

2. Within the European Union, it was issued, in 15.11.2006, the Decision No. 1720/2006/EC, of the European Parliament and of the Council, establishing an action programme in the field of

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<sup>1</sup> Assistant Professor at Universidade Católica Portuguesa, CEID - Centro de Estudos e Investigação em Direito, Faculdade de Direito – Escola do Porto, Rua Diogo Botelho, 1327, 4169-005, Porto, Portugal; email: stavares@porto.ucp.pt.

<sup>2</sup> (World Health Organization, 2002).

<sup>3</sup> (World Health Organization, 2002, p. 12)

<sup>4</sup> (World Health Organization, 2002, p. 28)

<sup>5</sup> (World Health Organization, 2002, pp. 45-46)

<sup>6</sup> (World Health Organization, 2002, p. 51)

lifelong learning<sup>7</sup>. One of the sub-programmes is intended to address “adult education” (article 3, 1. (d)), aiming “to assist people from vulnerable social groups and in marginal social contexts, in particular older people ...” (article 29, 2. (c)).

3. The Constitution of the Portuguese Republic (CPR) includes, among the fundamental rights stated, an article specially addressed to the social rights of the elderly (article 72)<sup>8</sup>. Article 72 establishes that “The elderly have the right to economic security and to conditions in terms of housing and family and community life that respect their personal autonomy and avoid and overcome isolation or social marginalization.” (No 1) and that “The policy for the elderly shall include measures of an economic, social and cultural nature that tend to provide elderly persons with opportunities for personal fulfilment by means of an active participation in community life.” (No. 2).

4. Recently it was issued a Resolution from the Portuguese Council of Ministers concerning senior universities. The Resolution from the Council of Ministers No. 76/2016, published at 29.11.2016<sup>9</sup>, was approved under the administrative competences attributed to the Government in order “To undertake all the acts and make all the dispositions needed to promote economic and social development and fulfil collective needs.” (article 199<sup>o</sup> g) CPR).

With this Resolution de Government recognizes the importance of senior universities and decides to give support to that kind of institutions, and establishes a “Associação Rede de Universidades da Terceira Idade” (RUTIS) an a governmental partner concerning active aging policies.

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### **13. THIRD AGE UNIVERSITIES IN AFRICA**

by Charles Afolabi. President of U3A Nigeria

Distinguished Participants, Portugal as a Nation and the Press.

My name is Dr. Charles Afolabi (JP). I am the President of U3A Nigeria. I feel honoured to be invited to present a paper on U3As in Africa.

I bring greetings from Nigerian people to this very important Scientific Congress on February 16-17, 2017 and wish to congratulate the Organizers of the unique gathering.

**INTRODUCTION:** - The University of the Third Age was first established in 1973 in France with the co-operation of the International Labour Organization, (ILO), The World Health Organization, (WHO) and UNESCO respectively. Good enough, U3As are now established in many countries of the World as Non-Conventional Universities.

#### **U3As IN AFRICA**

Many African Governments have NEVER put into consideration the plight of the Senior Citizens in the Society. They are ignored in development. The Third Age, the last segment of life is neglected and this has been for too long. Universities of the Third Age are virtually not known in many African Countries. Their development is very slow because of non-political will, corruption, Discrimination, Poverty and Non-inclusion.

#### **AIMS AND OBJECTIVES**

One of the main goals of U3As in Africa is the promotion of sustainable PEACE through Education, Culture and Languages as part of our efforts to contribute to the United Nations Sustainable Development Goals (SDGs) to eradicate poverty by 2030.

U3As in Africa run their independent curricular based on their vision and perceived needs. Our Philosophy is Lifelong Learning for all (LLL).

In many U3As in Africa, we are helping the youths to prosper by empowering them with Vocational Education and Skills acquisition. They engage in intergenerational programmes for productive purposes. Both the Youths and the Elderly learning together and curbing elder abuse.

We help about revival of old cultural values, leading to attitudinal change and re-orientation of the Youths. The Youths are encouraged to get Vocational qualifications for what they know and can do.

One thing that is unique with U3As in Africa; People do their long delayed Study without stress and with little money. The U3As also develop activities which develop their member's knowledge and Skills and abilities of everyday programmes of Social, Community and Spiritual Life.

They strive to establish Research and Educational Partnership with other Universities of the Third Age World Wide, Health authorities, Senior Groups and the Governments.

Senior Tourism Programme is not known and attendance of congresses and conferences are not encouraged because of poverty and non-Government or Donors' Assistance.

The future of any Country depends on Lifelong Learning or continuing Professional Development.

The more you learn, the longer you live. Learning is something we all need to do throughout life to broadening our mind, and to increase our confidence and improve our job prospects.

### ***THIRD AGE UNIVERSITIES IN AFRICA***

#### **THINGS TO KNOW ABOUT U3AS IN AFRICA**

- (a) They are self motivated Educational services Organizations
- (b) There are no academic requirements to become a member
- (c) They are learning co-operatives; Promoting Intergenerational Co-operation and Relationships.
- (d) Providing courses for leisure and academic purposes.
- (e) Encourage Seminars, Reading, Visits, Research and Recreation.
- (f) They are salt and light to the Society.
- (g) The meaning of U3As in Africa is Learning, Sharing and Making friends and spreading the Word to the World.

## **14. Technical guide of conditions to create a third age university**

by Luis Jacob (RUTIS e ESSB/IPB) e Ricardo Pocinho (ARSC)

ESSB (Escola Superior de Saúde de Bragança / Instituto Politécnico de Bragança)

ARSC (Administração Regional de Saúde do Centro)

### **I – RUTIS’ PRESENTATION**

RUTIS (Association of Third Age University Network) is a Social Non Profit National Association, with its headquarters in the city of Almeirim, which promotes the active aging and supports the Senior Universities and the Portuguese Third Age Academies (UTI). RUTIS is the entity that represents the Third Age Universities in Portugal and RUTIS is a member of the Portuguese Social and Economic council.

RUTIS has 301 (January of 2017) Third Age Universities associated, distributed through all the country and Portuguese islands; this corresponds to 45.000 students and 5.500 volunteer teachers.

The idea to create RUTIS emerged during the II Third Age Universities’ national meeting in 2003 but was only legally constituted as an association on the 21st of November 2005 but only recognized as a private institute of social solidarity and public utility in May 2006. All projects developed by non-lucrative associations, associations that promote volunteering, associations that develop activities for the senior population and that have insurance for the participants can be associated to RUTIS.

RUTIS regular activities:

- Third Age Universities’ national meeting, general knowledge quiz show, meeting for coordinators, theatre festivals, music festivals and dance festivals.

### **II – THIRD AGE UNIVERSITIES’ PRESENTATION**

#### **1 – THIRD AGE UNIVERSITIES’ ROLE**

In order to improve the life quality of the senior population and the lifelong learning, RUTIS suggests the creation of a technical guide to regulate the Third Age Universities.

The Third Age Universities first started during the 70s in the University of Toulouse in France. The basic principles are still intact which are: develop the social interaction between the seniors, avoid social exclusion and promote the possibility for the elderly to learn and teach.

A Third Age University (UTI or U3A) is a social and cultural answer, well developed in terms of equipments whose aims are to create, to develop and to organize cultural activities regularly,

providing non-formal education, leisure activities and social gatherings and events for people over 50 years old.

Several national and international studies show that the Third Age Universities despite being an educational project it is, as well, a social and health project since it contributes with the improvement of the seniors' life quality and avoids social exclusion.

## 2 – THE THIRD AGE UNIVERSITIES IN PORTUGAL

The first third age university in Portugal was created in Lisbon in 1978 and five more were created in the 80s: 3 in the north and 2 in Lisbon.

It was noticeable a growth in Third Age universities in Portugal during the second half of the 90s but it was in 2000 the great “boom” of universities reaching 100 in 2008.

Most of the Third Age Universities are part of associations without profit and 40% are managed by the seniors. There are also universities that are managed by the municipality, by rotaries, by private institutions of social solidarity and by professional schools.

The Third Age Universities do not work in the main education system and are true to the basic principles of informal education as well as the majority of them work with volunteer teachers.

- Today there are 301 Third Age Universities in Portugal that are associated to RUTIS.
- There are 45.000 students and 4.500 volunteer teachers in the third age universities.
- 75% of them use the term Third Age University, Senior University or Third Age Academy.
- In average the third age university has 150 students and 22 teachers.
- The average level of education of the students is the 9th grade and the ages flow between 60-70 years old.
- 70% of the students are women.
- the average monthly payment is 12 euros

## III – GENERAL RULES

### ARTICLE 1ST

#### DEFINITION

1 - A Third Age University (UTI or U3A) is a social and cultural answer, well developed in terms of equipments whose aims are to create, to develop and to organize cultural activities regularly, providing non-formal education, leisure activities and social gatherings and events for people over 50 years old.

#### ARTICLE 2ND

##### RUTIS' MEMBERS 5

1 – All projects that follow the specifications of this guide and that formally request to be part of the network are members of RUTIS.

#### ARTICLE 3RD

##### DESIGNATION

1 – The universities can use the following names: Third Age University, Senior University, Senior Academy, Cultural Institute, Senior Club or any other that users the terms “Seniores” or “Third Age”.

#### ARTICLE 4TH

##### MAIN GOALS

1 – The Third Age Universities' main goals are as followed:

- a) Improvement of the senior's life quality.
- b) Development of activities in the social, cultural, educational, training, personal and social development and leisure fields and preferably for people over 50 years old.
- c) Active civil role and self-organization of the elderly population especially after the retirement.
- d) Education related to citizenship, health, tolerance, volunteering and lifelong learning.
- e) Collaboration in academic and scientific investigations in the fields of gerontology and andragogy.
- f) Dissemination of services, rights and duties of the seniors.
- g) Encourage volunteering activities in and for the community.

#### ARTICLE 5TH

##### PROMOTING ENTITIES

1 – The entities that can promote Third Age Universities are as followed: 6

- a) All associations that are legally constituted, with non-profit and created specifically for this purpose.
- b) All associations that are legally constituted, with non-profit and that already exist for other purposes such as Private Institutions of Social Solidarity, Non-Governmental Organizations, Local Development Associations, Cooperatives, Foundations and others.
- c) Public institutions such as Municipalities and educational establishments.

2 - The Third Age Universities can be aggregated to other associations.

#### ARTICLE 6TH

#### STUDENTS

1 – It is given preference to those over 50 years old but having into account the respect for the rights of no discrimination regarding sex, race, language, nationality, religion, politics, educational level and social condition.

#### ARTICLE 7TH

#### TEACHERS

1 – The Third Age Universities should work in majority with volunteer teachers over 18 years old, encouraging the social volunteering.

2 – The teacher can be students and vice versa.

#### ARTICLE 8TH

#### SOCIAL ACTIVITIES:

1 – The Third Age Universities should encourage socializing, volunteering, civic participation, solidarity, citizenship and social support among seniors and the community.

2- The Third Age universities should promote visits to cities, monuments, natural parks, cinemas, theaters, exhibitions and museums and the organization of lectures, seminars, courses, parties and contests.

3- The Third Age Universities should promote the dissemination of information, knowledge, traditions of and for the seniors.

## ARTICLE 9TH

### TRAINING ACTIVITIES:

1 – The Third Age Universities are autonomous in the construction of their syllabus.

2 – The Thir Age Universities must have at least three of the following areas:

- a) Social and Human Sciences (Portuguese, Languages, History, Sociology, Health, Psychology, Biology, Anthropology, General Culture, Literature, Citizenship, etc.).
- b) Computers and new technologies.
- c) Arts (Music, Singing, Theatre, Decorative arts, Painting, Tapestry, Ceramics, etc.)
- d) Mobility and sports (gymnastics Yoga, Dancing, aerobics, swimming, etc.)

3 – The syllabus should focus on the dissemination of national cultural heritage, promote mobility and encourage the use of new technologies by seniors.

4 – The Third Age University can create a Pedagogical Council, which will include board members of the association, teachers and students, to organize the educational component of the university.

5 – The training component is always in a non-formal system, considering this as an educational or training process more or less organized that happens outside the traditional school system without certification purposes or official recognition.

## ARTICLE 10TH

### FACILITIES 8

1 – The Third Age Universities should seek to provide the following facilities (can owned, leased or transferred), a single building or scattered:

- a) Living room.
- b) Classrooms, properly equipped.
- c) Multipurpose room and / or auditorium.
- d) Gym and / or pool.
- e) Administrative and storage facilities.
- f) Sanitary facilities

## ARTICLE 11TH

### ORIGEM

1 - The Third Age University can be born:

- a) By the willingness of seniors who are organized in associations created for the purpose.
- b) By the will of an existing association that wants to aggregate an Third Age University.
- c) By the will of various entities, which through an agreement between all or by creating a new organization that gives life to Third Age Universities.

## ARTICLE 12TH

### ORGANIZATION

1 – In order to achieve the goals the Third Age University should:

- a) Have a comprehensive schedule, preferably during working hours.
- b) Organize social and cultural activities for at least 9 months in each calendar year.
- c) Schedule and timely publicize their activities. 9
- d) Promote exchanges with other similar institutions.
- e) Create new activities regularly.
- f) Promote the participation of people from different cultures, knowledge, ages and locations.
- g) Consider the real needs of students
- h) Have insurance for students.
- i) Provide a student and teacher ID card.
- j) Have organized accounts.
- k) Deliver to the volunteer teachers the Volunteering Program, stating the rights and duties of the volunteer, as well as the conditions of exercise of volunteering.

## ARTICLE 13TH

### HUMAN RESOURCES

1 - The Third Age Universities should have a board or a core management, perfectly recognized and accepted.

2 - The Third Age University must appoint a coordinator with organization functions, representation and animation, paid or voluntary.

## ARTICLE 14TH

### FINANCING

1 - The revenues of the Third Age universities are:

- a) The student's fees.
- b) Donations or contributions of individuals, companies or the government.
- c) Sponsors.
- d) The provision of services. 10

RUTIS

[Usually there are three types of fees:

- Single value. The student pays the same amount regardless of the number of subjects who attends.
- Single value, with extra: The student pays the same amount regardless of the number of subjects they attend, but pay an extra for a special discipline, eg swimming, painting, yoga, etc.
- For package: The student pays a value of three / four / five disciplines to choose from and then pay more for each additional discipline.

There are still Third Age Universities that charge jewel (first registration). The average tuition fees are 12 euros.]

## ARTICLE 15TH

### INTERNAL REGULATION

1 - The Rules, approved by the management of the Third Age University should always be delivered to the student and are to be included, among others, the following:

- a) Objectives and operating rules.
- b) Rules of admission and frequency.
- c) The value of student fees.
- d) Services offered.
- e) Schedules and locations of services.
- f) Rights and duties of students and university.

#### ARTICLE 16TH

##### STUDENTS DUTIES

###### 1. The duties of the students are:

- a) Maintain a good relationship with the other students, university, staff and the institution in general.
- b) Timely pay the tuition and the school insurance.
- c) Have a receipt of delivered values.
- d) Active participation in the activities of the university that please him.
- e) Comply with the regulation, the values and ideals of the institution.

#### ARTICLE 17TH

##### STUDENTS RIGHTS

###### 1. The rights of students are:

- a) The right to know the rules of the university.
- b) The right to participate and leave the university at will.
- c) The right to participate actively in the universities activities.
- d) Right to individuality and confidentiality.
- e) The right to claim or indicate suggestions about the services provided.

## ARTICLE 18TH

### THIRD AGE UNIVERSITIES' DUTIES

1. The duties of the Third Age University are:

- a) Ensure the proper maintenance of facilities and services.
- b) Comply with and enforce the regulation.
- c) Ensure the normal operation of the university.
- d) Comply with the duties of the students. 12
- e) Promote a safe school for students.
- f) Create means of identification for students.
- g) Provide a receipt of all delivered values.

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## **Association of Third Age Universities Network**

The Association of Third Age Universities Network – RUTIS is a private national and international public institution created in 2005 and currently has 305 senior universities as members in July of 2017, which corresponds to 45.000 students and 5.500 volunteer teachers.

Our main goals are to develop activities for the Third Age Universities (U3A), its students, teachers and managers, to raise funds and find sponsors to support the U3A, too promote volunteering amongst seniors and for the seniors, to increase the active aging and to develop didactic resources for senior education.

During the year we organize and promote several activities that have as target group the third age universities, such as talents shows, music, theatre, dance festivals, coordinators meetings and national meetings. These events gather in average more than 300 seniors, apart from the national meeting where we have at minimum 1000 seniors.

Since RUTIS also works for the community and is a member of the Centre for Active Ageing we also organize every year several congresses and seminars in the field of active ageing, social innovation and adult education. To complete our work in this area, we also apply every year to European projects and have been having at least two per year, as coordinators and as partners.

RUTIS has done very hard work to show the importance of the Third Age Universities in the community, in active ageing and in the health of the people who attend this social response and we saw our hard work recently recognized by the Council of Ministers Resolution No. 76/2016 in which RUTIS was indicated as the framework of "senior universities", assuming itself as a fundamental partner for the development of policies of Active aging and social economy. The results of the action of the "Senior Universities" - are unquestionable as to the well-being that they offer, both in the reinforcement of the perspectives of insertion and social participation, and in the improvement of the conditions and quality of life of the people who attend them.

### **Rutis**

Associação Rede de Universidades da Terceira Idade

Rua Conde da Taipa, nº 40/42

2080-067 Almeirim

Portugal

[www.rutis.pt](http://www.rutis.pt) – [rutis@rutis.pt](mailto:rutis@rutis.pt)

Tel: 243 593 206 / 968 799741

## Parceiros da conferência

### Conference partners

- Agência Nacional Erasmus +
- Aidablearn
- Câmara Municipal de Gaia
- Consórcio Porto4Ageing
- Escola Superior de Saúde de Bragança
- Fundação Montepio
- Fundação PT
- Instituto Politécnico de Bragança
- Ministério do Trabalho, Solidariedade e Segurança Social
- Programa Europeu Tempus – Third Age Education

## RIUTIS

### Algumas fotos

### Some fotos



# RUTIS

# International scientific conference of educational projects for seniors



**Oporto – Portugal**  
**16th and 17th February**

## Organization



## Contac

<http://u3aworld.rutis.pt>

[www.rutis.pt](http://www.rutis.pt)

[u3a@rutis.pt](mailto:u3a@rutis.pt)

## Partner

