

SEACW DELIVERABLE D.4.1

“Design of training content report”

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Abstract

The Deliverable 4.1 contains a first overview of training contents in the fields of digital literacy and AHA of the SEACW's Digital Platform aimed to the project's target groups. The training contents are based on the needs and required competences of elderly and social inclusion agents found in previous deliverables of the SEACW project, specifically in Deliverable 2.1 *State of the Art* and Deliverable 2.3 *Final document of skills and competences for elderly and social inclusion agents*.



Table of contents

1. Introduction.....	3
2. Training activities. General overview.....	4
2.1 Structure of the courses.....	4
2.2 Needs and competences of the target groups.....	4
2.3 Intergenerational learning.....	5
3. Digital literacy: needs and competences.....	5
3.1 Introduction.....	5
3.2 Identified digital literacy needs by target groups.....	6
3.3 Required digital competences by target groups.....	6
4. Active and Healthy Ageing: needs and competences.....	10
4.1 Introduction.....	10
4.2 Identified needs in AHA by target groups.....	10
4.3 AHA competences by target groups.....	11
5. Training contents by target groups.....	13
5.1 Proposed training contents in digital literacy.....	13
5.2 Proposed training contents in AHA.....	13
6. Conclusions.....	14
6.1 Annex I. Proposed training contents in digital literacy for professional social inclusion agents	15
6.2 Annex II. Proposed training contents in digital literacy for non-professional social inclusion agents.....	17
6.3 Annex III. Proposed training contents in digital literacy for elders.....	19
6.4 Annex IV. Proposed training contents in AHA for elders.....	23
6.5 Annex V. Proposed training contents in AHA for social inclusion agents (both professional and non-professional).....	25

1. Introduction

The aim of this deliverable is to develop a first overview of training contents by different target groups for the SEACW's Digital Ecosystem. This first overview of training contents is based on the needs and required competences of each target group as found in previous deliverables of the SEACW project, specifically in Deliverable 2.1 *State of the Art* and Deliverable 2.3 *Final document of skills and competences for elderly and social inclusion agents*.

The objective of the SEACW project is two-fold; on the one hand, it aims to promote an active and healthy aging; and on the other hand, it seeks to encourage a more inclusive use of new information and communication technologies among the citizens in general. To this end, SEACW project plans to create a Digital Ecosystem for information provision, digital learning and digital literacy as well as intergenerational communication and support through social networks, forums, chats, blogs, etc. in order to promote an active and healthy aging.

In terms of training contents, SEACW's Digital Ecosystems will focus on the subjects of active and healthy aging and digital literacy. SEACW's Digital Ecosystem will be a living learning and communication environment that will constantly change and adapt its training contents to the needs of the users.

The training contents of the Ecosystem will be mainly directed to two target groups: 1) elderly; and 2) social inclusion agents (professional and non-professionals).

As stated in the DoW, citizens in general (the other target group of the SEACW project) will not have specific training contents designed for them, though they will have access to general information on AHA and digital literacy. They will nevertheless be allowed to take part in any of the courses (training activities) designed for elderly or for social inclusion agents, either to widen their general knowledge or to acquire training proficiency in these subjects.

SEACW seeks to promote the digital inclusion of the elderly and to help them maintain active and age healthier. It also aims to enhance the employability of social inclusion agents working with elderly, by expanding and reinforcing their proficiency in the use of new technologies, and enhancing their general knowledge in the subject of active and healthy aging.

SEACW is developing an Ecosystem where digital training content as well as digital learning content in the subject of active and healthy ageing will be created and uploaded. These contents will be developed in accordance with the identified needs and skills of the elderly and social inclusion agents (see Deliverable 2.3 for further information).

SEACW's Digital Ecosystem plans to include different types of contents for its training activities. Those contents are overviewed and summarized in the table below:

2. Training activities. General overview

The present Deliverable is to be focused on describing the creation of SEACW's training contents. Nevertheless, an overview of general patterns of the training activities is provided within the following paragraphs.

It is necessary to point out that the present document is to be followed by Deliverable 4.2 *Methodological training plan*. In that Deliverable, a comprehensive plan for the methodology that will be used in the training activities will be developed. For connecting both documents, it is reasonable to check some specific issues of the training activities. Those issues will also help understanding the design of the training contents.

2.1 Structure of the courses

Credit Basis

The courses will be structured in a credit-basis. Thus, every training activity will value a specific amount of credits of a course-matrix (see [Section 7; Annexes](#)). Only when taking all training activities of the same course-matrix (for instance, nutrition), a user can actually get an accreditation of being an expert in a concrete area. As explained in former deliverables of the project, the accreditation will be in hands of prestigious institutions, such as CEDEFOP or ECDL Foundation.

The explained credit-based structure will be logically much more appealing for social inclusion agents to get a certification in some particular issue, than for elders or other users who it is assumed that will be much more interested in simply improving their knowledge in some specific area of AHA or digital literacy than on getting a certificate.

Thus, the realization of courses will mean improving the expertise of social inclusion agents, on which to base an actual improvement of their professional career by providing competences in both Active and Healthy Ageing and digital inclusion. This, we must state, gets absolutely aligned with one of the main conclusions of the State of the Art; the need of resources for social inclusion agents shall be covered by an ambitious ecosystem like SEACW.

As found in Deliverable 2.1 *State of the Art*, nothing similar to professional certificated training for social inclusion agents to become digital inclusion multipliers was found. Such a certificate would be extremely useful in order to enhance e-inclusion, intergenerational solidarity and might lead to a significant improvement in social inclusion agents' and elders' employability. Credit-structured training activities ensure a progressive and attractive way of learning. Nevertheless, SEACW has among its goals to become a reliable and accredited ecosystem with straight access to the tools needed to both promote and achieve AHA, and to foster training programmes to be electable by Social Inclusion Agents.

2.2 Needs and competences of the target groups

Both the needs and competences of the target groups of the project have been provided here with regard to the Deliverables 2.1 *State of the Art* and 2.3 *Final document of skills and competences for elderly and social inclusion agents*. However, it must remain clear that the definition of those needs and competences, although already well grounded, it must be understood as an alive process: further details and findings shall be added once accomplished by methods of gathering information such as surveys for elders and social inclusion agents, scheduled for future Deliverables.

2.3 Intergenerational learning

As a complementary activity to the training contents, and due to the intended intergenerational solidarity that SEACW promotes, it has been proposed to work also through social networks for elders and young population. The provided digital literacy and AHA training activities of the SEACW's Digital Platform will highly promote intergenerational learning through the inclusion of different generations of individuals in the e-learning process. Various studies suggest that successful intergenerational learning fulfils age-appropriate developmental needs of youth and elders, is relational and reciprocal (drawing on the strengths or assets of each generation), and creates a community in which learning results through collective engagement in authentic activities¹. Some other studies explicitly link social capital and the outcomes of intergenerational training activities or programmes².

3. Digital literacy: needs and competences

3.1 Introduction

Prior to the 21st century, the basic definition of literacy referred to being able to read and write. But in contemporary digital world, literacy involves much more than being able to read and write. What it means to be digitally literate reflects the change in how information is processed, delivered, and received in present highly connected societies.³ As such, digital literacy refers to a person's ability to perform tasks effectively in a digital environment: the ability to read and interpret media, to reproduce data and images through digital manipulation, and to evaluate and apply new knowledge gained from digital environments.⁴

In sum, digital literacy implies numerous interrelated digital skills that range from basic awareness and training in terms of technology access and use, to highly sophisticated and more complex creative and critical literacies and outcomes, in terms of technology understanding and creation.⁵ SEACW's Digital Ecosystem will include a series of digital literacy contents in accordance with the identified needs of elderly and social inclusion actors. The following sub-chapters detail the identified digital literacy needs and the required digital competences by target groups.

¹ See Loewen, J. "Intergenerational Learning: What If Schools Were Places Where Adults and Children Learned Together?" 1996. (ED 404 014); Granville, G. A Review of Intergenerational Practice in the UK. Stoke-on-Trent, England: Centre for Intergenerational Practice, Beth Johnson Foundation, 2002. <http://www.centreforip.org.uk/research.htm>; Kaplan, M. S. School-based Intergenerational Programs. Hamburg, Germany: UNESCO Institute for Education, 2001. <http://www.unesco.org/education/iuie/pdf/schoolbasedip.pdf>

² Boström, A.-K. "Informal Learning in a Formal Context: Problematizing the Concept of Social Capital in a Contemporary Swedish Context." *International Journal of Lifelong Education* 21, no. 6 (November-December 2002): 510-524; Granville, G. A Review of Intergenerational Practice in the UK. Stoke-on-

Trent, England: Centre for Intergenerational Practice, Beth Johnson Foundation, 2002. <http://www.centreforip.org.uk/research.htm>.

³ US Digital Literacy: <http://digitalliteracy.us/>.

⁴ Barbara R. Jones-Kavalier and Suzanne L. Flannigan: *Connecting the Digital Dots: Literacy of the 21st Century*, 2006; <http://www.educause.edu/ero/article/connecting-digital-dots-literacy-21st-century>.

⁵ Media Smarts. Canada's Centre for Digital and Media Literacy: <http://mediasmarts.ca/digital-media-literacy-fundamentals/digital-literacy-fundamentals>.

3.2 Identified digital literacy needs by target groups

SEACW's Deliverable 2.3 *Final document of skills and competences for elderly and social inclusion agents* has identified specific needs for elderly as well as for social inclusion agents in terms of digital literacy:

Digital literacy needs of elderly

- ➔ Access to online information about subjects of interest such as: how to age well, specific diseases, counselling, leisure activities (travelling, games, photos), general culture, how to exercise memory, training relating to hobbies, welfare state provisions, existent associations or how to found an association.
- ➔ Online Communication: with grandchildren, friends, and other persons sharing the same interests or preoccupations.
- ➔ Computer and/or Internet-assisted daily life organisation: staying fit (eat and sleep well, doing sports); avoid isolation; practice memory; preventing ageing (techniques, guidelines, tools); combining work with retirement; preparing a trip; order meals; adapt the housing; perform administrative tasks; buying products without moving; shopping.
- ➔ Computer and/or Internet-assisted document creation and management: viewing and exchanging photos, writing letters, creating documents for an association, manage one's budget.

Digital literacy needs of social inclusion agents

- ➔ Knowledge provision on "active and healthy ageing".
- ➔ Tools to promote an active and healthy aging.
- ➔ Training to help the elderly to use ICTs.
- ➔ Create a database on social welfare state agencies and services.
- ➔ Communicate with professionals (for non-professional inclusion agents).
- ➔ Communication between professionals (for professional social inclusion agents).
- ➔ Access to information about interventions and elderly monitoring.

3.3 Required digital competences by target groups

Elderly

The identified needs of the people trigger specific digital skills or competences to be acquired or expanded by this group of population.

- ➔ Learn how to use hardware and software: hardware equipment, desktop, data storage, Microsoft Office, Mouse, hotkeys, multimedia (graphics, audio, video ...).
- ➔ Learn how to use Internet: e-mail, browsing, search navigators, search and locate a website, identify and use hyperlinks to navigate, decrypt and use an Internet address, save search results (registration page, bookmarks), download files, subscribe to news feeds or newsletters, etc.
- ➔ Be capable to communicate on-line: chat and video chat rooms, videoconference (Skype), wikis, blogs, webcam, social networks, etc.

- ➔ Learn how to use online services (administrative and commercial) : access administration portal, perform an online administrative procedure, online banking, book and buy a ticket, purchasing goods online, find a travel route, order meals, order books from library or bookstore, play online, use storage services, use services to send and share multimedia documents (photos, videos, audios, texts).
- ➔ Learn how to create and manage documents: create and format a short text, use images, photo management, broadcasting digital documents.
- ➔ Being able to navigate safely on Internet: check rights to use software or files (respecting copyright and ownership rights); basic information on rights and obligations concerning the use and storage of personal (digital) data; know how to apply the rules of the proper use of the Internet; protect against the risk of fraudulent intrusion (viruses, ...) and espionage.

Professional social inclusion agents

The identified needs for social inclusion agents trigger specific digital skills or competences, some already acquired through professional training, while others still to be acquired. Among the digital skills identified by professional social inclusion agents as being important to be acquired in order to improve their professional activity, we could mention the followings:

- ➔ Being aware of about the social impact of ICTs in daily life.
- ➔ Being aware of about the importance of digital literacy to facilitate the social inclusion of elderly.
- ➔ Acquire pedagogical strategies for teaching the use of ICTs to people and facilitate their practical application.
- ➔ Be aware of the updates of the current ICT day to day developments.

Whenever a Social Inclusion Agent has not deep knowledge on ICT use, they will be also trained in the following competences that will be enhanced:

- ➔ Learn how to use hardware and software: identify properties and characteristics of basic files; perform basic hardware settings (sound, screen resolution); basic knowledge in different types of software: Microsoft Office (word processing, spread sheet ...), multimedia (graphics, audio, video ...), Internet (e-mail client, web browser ...); retrieve a lost file or recover a deleted file.
- ➔ Know how to process information: identify and use hyperlinks to navigate; use the online help manual of software; select search results; identify the source of search results (information or advertising, official website or personal website, or news archive); assess the relevance and credibility of the found information (author, date, source); subscribe to news feeds or newsletters.
- ➔ Being capable to communicate online: use chats and video chats rooms; use videoconference (Skype...); basic information about the risks of multimedia communication; use a webcam; design a web or a blog.
- ➔ Learn how to use intermediating online services: use online banking; book and buy a ticket; buy goods online safely and legally; use storage services (cloud); send targeted information.
- ➔ Learn how to create and manage document: create a slideshow; scan photos; use a photo viewer; upload photos on a website or a blog.

- ➔ Being able to navigate safely on Internet: check rights to use software or files (respecting copyright and ownership rights); basic information on rights and obligations concerning the use and storage of personal (digital) data; know how to apply the rules of the proper use of the Internet; protect against the risk of fraudulent intrusion (viruses...) and espionage (cookies, spyware...); secure one's personal and business information and ensure confidentiality management (passwords, opening and closing session, backup...).

Non-professional social inclusion agents

Among the digital skills identified by non-professional social inclusion agents as being important to be acquired in order to help them in their caring work with the elders, we could mention the followings:

- ➔ Being aware about the social impact of ICTs in daily life.
- ➔ Being aware about the importance of digital literacy to facilitate the social inclusion of elderly.
- ➔ Acquire pedagogical strategies for teaching the use of ICTs to elderly and facilitate their practical application.

Whenever a non-professional Social Inclusion Agent has not deep knowledge on ICT use, they will be also trained in the following competences that will be enhanced:

- ➔ Learn how to use hardware and software: basic information about hardware components, different media data storage (hard disk, removable media); turn on and off a computer; connect and disconnect a removable storage medium; move the cursor, select, move an object; enter, delete, validate and execute a hotkey; identify the elements of the interface (desktop, windows, menu bars ...); move to a tree, create folders, and move a file name; identify properties and characteristics of basic file; perform hardware basic settings (sound, screen resolution); basic information about different software: Microsoft Office (word processing, spread sheet ...); Multimedia (graphics, audio, video ...); Internet (e-mail client, web browser ...); open, save and close a file; retrieve a lost file and find a deleted file.
- ➔ Learn how to use Internet: basic information about main Internet services (email, web, browsers...); use the basic functions of a browser (the navigation bar, buttons, elevator, tabs, favourites ...); identify the main elements of a web page (navigation menus, entry fields, drop-down lists); identify and use hyperlinks to navigate; decrypt and use an Internet address; basic information about main search engines; perform target search (keywords, language, criteria); use software help manual; identify the source of search results (information or advertising, official website or personal website, or news archive); assess the relevance and credibility of the information (author, date, source); save search results (registration page, using bookmarks); download a file; subscribe to news feeds or newsletters.
- ➔ Being capable to communicate online : create an e-mail account; access personal with a browser (webmail); basic information about electronic mail features: sender, recipient, date sent, subject, attachments; write and send an email; send an email with an attachment, to multiple recipients, etc.; reply to an email; forward an email; open and save an attachment; delete or classify emails; create an address book; post a message or a comment on a forum or a participatory website (wiki); perform online chat/video chat/videoconference; manage the risks associated with this type of communication; use a webcam; create a blog; join and use a social network.

- ➔ Learn how to use online services (e-government and commerce): access administrative portal procedures (24h/7 administration); perform online administrative procedures (request birth certificates, change of address ...); online banking; book and buy a ticket; buy goods online safely and legally; find a travel route; order food; book and order books from a library; play online; use storage services (cloud); use services to share and send multimedia documents (photos, music, documents, calendar); use online schedule, calendar; complete a record of monitoring interventions; read instructions; send targeted information.
- ➔ Learn how to create and manage documents: create and format a short text (enter the characters in lowercase, uppercase, numbers, accents and punctuation); use select, copy, cut, paste, insert, undo the last operation, save, save as functions; change formatting characters and paragraphs; open images with a simple software and change their size and resolution; insert an image into a document; create a slideshow; transfer pictures to the computer; save photos on external media (USB, microSD key ...); create an online photo album; share photo albums; scan photos; use a photo viewer; display photos on a blog; save a digital document in a format suitable for printing; publish on a website; access the printer.
- ➔ Being able to navigate safely on Internet: check rights to use software or files (respecting copyright and ownership rights); basic information on rights and obligations concerning the use and storage of personal (digital) data; use the rules of good behaviour, politeness and civility ("netiquette"); protect against the risk of fraudulent intrusion (viruses, ...) and espionage (cookies, spyware ...); secure one's personal and business information and ensure confidentiality management (passwords, opening and closing session, backup ...).

4. Active and Healthy Ageing: needs and competences

4.1 Introduction

As one of the main pillars of SEACW project, Active and Healthy Ageing has been explained in detail. Summarizing, we shall underline its importance by reminding that AHA is by now a world-wide policy strategy followed by international, national, regional and local institutions in order to respond to population ageing and its demographic, economical and human consequences. As the World Health Organization defined in 2002 "*Active Ageing is the process of optimizing opportunities for health, participation and security in order to enhance quality of life as people age*". The WHO states in the same paperwork that the word *active* refers to "*continuing participation in social, economic, cultural, spiritual and civic affairs, not just the ability to be physically active to participate in the labour force. Older people who retire from work and those who are ill or live with disabilities can remain active contributors to their families, peers, communities and nations*".

To this point, attending to what specified by the WHO and to what concluded in Deliverables 2.1 and 2.3, what follows is a compendium of selected needs and competences to be covered by the training activities of SEACW.

4.2 Identified needs in AHA by target groups

Elderly and Social inclusion Agents.

There is a first level of identified needs regarding Active and healthy ageing which is valid for both elders and social inclusion agents (professional and non-professionals): it is the AHA knowledge level. Both elders and social inclusion agents find themselves in the need of, first of all, getting familiarized with the patterns of AHA. Thus, the training activities will cover the mentioned need of acquiring extended AHA knowledge of the following AHA pillars:

- ➔ Identify the behavioural Active and Healthy Ageing determinants; Physical Activity, Health Eating, Oral Health, Tobacco Use , Alcohol, Medications and Adherence.
- ➔ Identify the AHA determinants related to personal factors: Biology and genetics, Psychological factors.
- ➔ Identify AHA determinants related to the physical environment: safe housing, fall preventing

Elderly

Beyond the need of getting familiarized with everything related with AHA, elderly might find themselves in particular need of the following AHA patterns, as listed by the WHO:

- ➔ Social Support. As it is widely known, AHA is not only about healthy practises on nutrition or physical activity, but also focuses in protecting elders as they might find themselves in risk of social exclusion.
- ➔ Active participation in society. As stated in Deliverable 2.1 *State of the Art*, "In the late 1990s, the WHO coined the term active aging based on the concept of healthy aging. However, active aging conveys a more inclusive definition that goes beyond the principles of health care to include the human rights of older adults and the United Nations' principles of independence, participation, dignity, care, and self-fulfilment". Thus, SEACW is a project intended to promote an active participation in society not only

throughout providing digital competences, but also by fostering elder's participation in society by fostering elders' attitudinal and communicative competences.

- ➔ **Work.** A basic need for elders, as detected by the WHO, and firmly related to their inclusion in society, is to provide them with skills and competences for upgrading their employability.

Social inclusion agent's needs

Deliverable 2.1 *State of the Art* threw a series of conclusions from which is pertinent to highlight the need for SIAs to be trained as AHA certified experts, something inexistent by now in the internet, which will strongly increase both their employability and the AHA accomplishment (as they are understood as multipliers).

By gathering the digital competences and acquiring the AHA knowledge set above, social inclusion agents (both professionals and non-professionals) will enhance and upgrade their career, becoming experts in Active and Healthy ageing and Digital inclusion.

4.3 AHA competences by target groups

Elderly

- ➔ Be in possession of successful personal skills. Communication skills, leadership and proactivity competences and emotional intelligence development are basic patterns pointed out by the World's Health Organization for achieving an active ageing. Teamwork and time-management competences are other skills to be enhanced.
- ➔ Be in possession of knowledge for achieving and promoting healthy habits. Thus, acquiring the ability of detecting and preventing the main age-related disorders and its consequences are among the most determinant competences. Among the mentioned disorders, elders find themselves in the need of developing competences allowing them for detecting and preventing cognitive disorders, mood disorders and osteoarticular, mobility, sensory and cardiovascular disorders
- ➔ Physical activity is a primary baseline for achieving healthy ageing. Thus, elders must be aware of its importance, by having the competence of distinguishing what exercise and in which quantity is appropriate for improving different age-related physical needs and syndromes.
- ➔ Nutritional knowledge is definitely a pillar over which develop the healthy eating patterns for AHA. Thus, a basic competence for elders is to be aware of the need of a nutritionally balanced diet, as of the specific nutritional needs for treating or preventing age-related disorders.
- ➔ Achieving a basic knowledge on pharmacology and its adherence. SEACW training activities should provide information on pharmacology elements and its adequate usage. Adherence to treatment should also be fostered.
- ➔ Fall prevention basic knowledge. Particular information for avoiding falling both at home and outside.
- ➔ Being aware of the need of Healthy dental practices

Social inclusion agents

- ➔ Being able of promoting successful communication skills for elders to achieve an active ageing. Social inclusion agents must be also capable of promoting leadership skills, teamwork skills and of both promoting and developing emotional intelligence.

- ➔ Being able of successfully solving conflicts. Being in possession of conflict resolution techniques. Being in possession of skills for communicating with both elderly and their relatives
- ➔ Being aware of what required for fostering a learning environment with an equality of opportunities basis
- ➔ Being able of promoting and developing personal skills and self-time management
- ➔ Being aware of the disorders patterns in different levels (e.g.: anxiety, psychotic, cognitive, sexual/sexual identity, communication, eating, personality and/or mood disorders), and thus, being able to prevent it and treat it.
- ➔ Being familiarized with the nutritional patterns for a healthy ageing and its variations regarding specific needs
- ➔ Being capable for treating and preventing addictive conducts
- ➔ Being in possession of pharmacological basic knowledge for promoting a responsible use and adherence to the treatments
- ➔ Being capable of transmitting information by acquiring writing and presentation skills

5. Training contents by target groups

5.1 Proposed training contents in digital literacy

Digital literacy contents are organised attending to the required needs of elderly and social inclusion agents. The underlined digital literacy activities are structured to fulfil different digital literacy competences, from basic ones like knowing how to use a mouse or manage the basic hardware functions, to middle level like how to use Microsoft Office or to create an e-mail account to more specialised ones like proficiency in multimedia communication or in on-line services. Training activities and competences to train social inclusion agents as digital inclusion tutors of elderly are also contemplated. Formal accreditation in a certain type of training activity will depend on the acquisition of the corresponding digital literacy competences. Training activities and competences will be continuously revised and extended in function of the particular needs of the users in the field of digital literacy.

A detailed table with proposed digital literacy activities organised by competences is provided in Annex 7.1 (Professional social inclusion agents), 7.2 (Non-professional social inclusion agents) and 7.3 (Elders) of the present document.

5.2 Proposed training contents in AHA

The training contents in AHA are organized attending to the required needs for both target groups. The competences, which are by now the most important premise from which to design the contents of the AHA training activities, belong to a proposed training activity. SEACW plans to, as explained in [section 2](#), develop a credit-based training system in which only when having gained all the competences of a training activity a user will receive an accreditation.

As it has been also stated in [Section 2](#), the design of the training contents and the detection of the competences of each user is an *a live process*, to be extended along the development of the project.

A detailed table with proposed AHA training activities organized by competences is provided in Annex 7.4 (Elders) and 7.5 (SIAs) of the present document.

6. Conclusions

The Deliverable 4.1 contains a first overview of training contents in the fields of digital literacy and AHA of the SEACW's Digital Platform aimed to the project's target groups. The training contents are based on the needs and required competences of elderly and social inclusion agents found in previous deliverables of the SEACW project, specifically in Deliverable 2.1 *State of the Art* and Deliverable 2.3 *Final document of skills and competences for elderly and social inclusion agents*.

After the establishment of the general patterns of training activities, we have underlined the needs and competences in digital literacy and AHA by target groups in order to propose specific training activities in digital literacy and AHA. The competences in digital literacy have been structured from basic competences to more specialized ones. Particular competences and training activities to train social inclusion agents as proficient tutors in the digital inclusion of elderly are also proposed. This last aspect will actually distinguish the SEACW's Digital Platform from other existent websites or platforms in the subject of active and healthy ageing. Moreover, the offered training activities of the SEACW's Digital Platform will be accredited by the European Organizations as CEDEFOP or ECDL Foundation.

As complementary activity to training contents, SEACW will look forward for the knowledge interchange of elderly and young people. Intergenerational learning normally focuses on certain initiatives where young people help older people to acquire the competences and skills for managing themselves in the information society. But this represents just one side of an intergenerational learning approach. The SEACW's Digital Platform will adopt a more encompassing intergenerational learning approach in digital literacy and AHA by including the reciprocity dimension of this exchange of information.

6.1 Annex I. Proposed training contents in digital literacy for professional social inclusion agents

TYPE OF COMPETENCE	COMPETENCES	TRAINING ACTIVITY	POSSIBLE MODULAR COURSE
INSTRUMENTAL	Identify properties and characteristics of basic files	Hardware and software use	Introduction to basic hardware and software
INSTRUMENTAL	Perform basic hardware settings (sound, screen resolution)	Hardware and software use	Hardware and software training
INSTRUMENTAL	Basic knowledge in different types of software: Microsoft Office (word processing, spread sheet ...), multimedia (graphics, audio, video ...), Internet (e-mail client, web browser ...)	Hardware and software use	Hardware and software training
INSTRUMENTAL	Retrieve a lost file or recover a deleted file	Hardware and software use	Hardware and software training
INSTRUMENTAL	Use the online help manual of software	Information processing	Introduction to information processing and management
INSTRUMENTAL	Select search results	Information processing	Introduction to information processing and management
INSTRUMENTAL	Identify the source of search results (information or advertising, official website or personal website, or news archive)	Information processing	Introduction to information processing and management
INSTRUMENTAL	Assess the relevance and credibility of the found information (author, date, source)	Information processing	Introduction to information processing and management
INSTRUMENTAL	Subscribe to news feeds or newsletters	Information processing	Introduction to information processing and management
INSTRUMENTAL	Use chats and video chats rooms	Communication and liaison	Multimedia communication
INSTRUMENTAL	Use videoconference (Skype...)	Communication and liaison	Multimedia communication
INSTRUMENTAL	Use a webcam	Communication and liaison	Multimedia communication
INSTRUMENTAL	Design a web or a blog	Communication and liaison	Multimedia communication
INSTRUMENTAL	Basic information about the risks of multimedia communication	Communication and liaison	Multimedia communication
INSTRUMENTAL	Use online banking	Intermediating online services	Training on e-government and e-commerce
INSTRUMENTAL	Book and buy a ticket	Intermediating online services	Training on e-government and e-commerce
INSTRUMENTAL	Buy goods online safely and legally	Intermediating online services	Training on e-government and e-commerce

TYPE OF COMPETENCE	COMPETENCES	TRAINING ACTIVITY	POSSIBLE MODULAR COURSE
INSTRUMENTAL	Use storage services (cloud)	Intermediating online services	Training on e-government and e-commerce
INSTRUMENTAL	Send targeted information	Intermediating online services	Training on e-government and e-commerce
INSTRUMENTAL	Create a slideshow	Document creation and management	Creating and managing digital documents
INSTRUMENTAL	Scan photos	Document creation and management	Creating and managing digital documents
INSTRUMENTAL	Use a photo viewer	Document creation and management	Creating and managing digital documents
INSTRUMENTAL	Upload photos on a website or a blog	Document creation and management	Creating and managing digital documents
INSTRUMENTAL	Check rights to use software or files (respecting copyright and ownership rights)	Formal rules and proper use of the Internet	Rules and guidelines about the appropriate access and use of the Internet
INSTRUMENTAL	Basic information on rights and obligations concerning the use and storage of personal (digital) data	Formal rules and proper use of the Internet	Rules and guidelines about the appropriate access and use of the Internet
INSTRUMENTAL	Know how to apply the rules of the proper use of the Internet	Formal rules and proper use of the Internet	Rules and guidelines about the appropriate access and use of the Internet
INSTRUMENTAL	Protect against the risk of fraudulent intrusion (viruses...) and espionage (cookies, spyware...)	Formal rules and proper use of the Internet	Rules and guidelines about the appropriate access and use of the Internet
INSTRUMENTAL	Secure one's personal and business information and ensure confidentiality management (passwords, opening and closing session, backup...)	Formal rules and proper use of the Internet	Rules and guidelines about the appropriate access and use of the Internet
INSTRUMENTAL	Being aware about the social impact of ICTs in daily life	New information and communication technologies in present societies	Basic digital literacy training for the social inclusion of elderly
INSTRUMENTAL	Being aware about the importance of digital literacy to facilitate the social inclusion of elderly	ICTs as tools of communication, education and socialization of elderly	Basic digital literacy training for the social inclusion of elderly
SYSTEMIC	Acquire pedagogical strategies for teaching the use of ICTs to elderly and facilitate their practical application	Word processor, spread sheet, multimedia and telematics representation	Basic digital literacy training for the social inclusion of elderly

6.2 Annex II. Proposed training contents in digital literacy for non-professional social inclusion agents

TYPE OF COMPETENCE	COMPETENCES	TRAINING ACTIVITY	POSSIBLE MODULAR COURSE
ATTITUDINAL	Be capable to transmit needs and emotions	Communication skills	Personal skills for Active and Healthy Ageing
ATTITUDINAL	Be capable of communicating with health professionals and social inclusion agents	Communication skills	Personal skills for Active and Healthy Ageing
ATTITUDINAL	(Proactivity and leadership) Be capable of leading activities among equals	Leadership and proactivity	Personal skills for Active and Healthy Ageing
ATTITUDINAL	Being able to recognize my own emotions and the emotions of others around me	Emotional intelligence	Personal skills for Active and Healthy Ageing
ATTITUDINAL	Be capable to work in team activities	Teamwork	Personal skills for Active and Healthy Ageing
ATTITUDINAL	Be capable to interact with different interlocutors	Communication skills	Personal skills for Active and Healthy Ageing
TECHNICAL	Become familiar and promote healthy lifestyles in their environment	Promotion of healthy habits	Healthy habits for ageing
TECHNICAL	To detect early signs of major cognitive impairments	Detection and prevention of cognitive disorders	Main pathologies associated with aging and its prevention
TECHNICAL	To detect early signs of major psychological disorders	Detection and prevention of mood disorders	Main pathologies associated with aging and its prevention
TECHNICAL	Be capable to detect and prevent osteoarticular disorders	Osteoarticular conditions	Main pathologies associated with aging and its prevention
TECHNICAL	Be capable to detect and prevent mobility disorders	Mobility conditions	Main pathologies associated with aging and its prevention
TECHNICAL	Be capable to detect and prevent sensory conditions	Sensory conditions	Main pathologies associated with aging and its prevention
TECHNICAL	Be capable to detect and prevent cardiovascular conditions	Cardiovascular conditions	Main pathologies associated with aging and its prevention
TECHNICAL	Be capable to carry out healthy and regular physical activity	Exercise as a source of health	Healthy habits for ageing
TECHNICAL	Be capable to promote healthy and regular physical activity	Exercise as a source of health	Healthy habits for ageing

TYPE OF COMPETENCE	COMPETENCES	TRAINING ACTIVITY	POSSIBLE MODULAR COURSE
TECHNICAL	Become familiar with the nutritional basis of healthy eating	Specific nutritional diets	Nutritional aspects of healthy aging
TECHNICAL	Become familiar with the nutritional basis of specific and therapeutic diets	Nutritional needs of the elderly	Nutritional aspects of healthy aging
TECHNICAL	Become familiar with the specific nutritional needs of people over 60 years old	Nutritional needs of the elderly	Nutritional aspects of healthy aging
TECHNICAL	Become familiar with the causes of obesity and its prevention	Prevention of obesity in advanced ages	Nutritional aspects of healthy aging
TECHNICAL	Be capable of detecting and preventing early symptoms of oral disorders	Healthy dental practices	Healthy habits for ageing
TECHNICAL	Become familiar with the protocol for oral care	Healthy dental practices	Healthy habits for ageing
TECHNICAL	Become familiar and be capable of preventing the abuse of addictive substances (alcohol, tobacco, medicaments)	Addictions prevention	Healthy habits for ageing
TECHNICAL	Become familiar with the main pharmacological basis of common medicaments	Basic pharmacology	Basic pharmacology
TECHNICAL	Become familiar with the adequate use of medicaments (adherence)	Pharmacological treatment of major age-related disorders	Basic pharmacology
TECHNICAL	Become familiar with the main techniques to prevent falls in the elderly	Fall prevention	Healthy habits for ageing
TECHNICAL	Being capable to effectively manage my daily activities	Time management	Time management
TECHNICAL	Being capable to effectively manage my leisure time	Time management	Time management
TECHNICAL	Become familiar with the main pharmacological basis of common medicaments	Basic pharmacology	Basic pharmacology
INSTRUMENTAL	Being aware about the social impact of ICTs in daily life	New information and communication technologies in present societies	Digital literacy training for the social inclusion of elderly
INSTRUMENTAL	Being aware about the importance of digital literacy to facilitate the social inclusion of elderly	ICTs as tools of communication, education and socialization of people	Digital literacy training for the social inclusion of elderly
SYSTEMIC	Acquire pedagogical strategies for teaching the use of ICTs to elderly and facilitate their practical application	Word processor, spread sheet, multimedia and telematics representation	Digital literacy training for the social inclusion of elderly

6.3 Annex III. Proposed training contents in digital literacy for elders

TYPE OF COMPETENCE	COMPETENCES	TRAINING ACTIVITY	POSSIBLE MODULAR COURSE
INSTRUMENTAL	Basic information about hardware components, different media data storage (hard disk, removable media)	Hardware and software use	Introduction to basic hardware and software
INSTRUMENTAL	Turn on and off a computer	Hardware and software use	Introduction to basic hardware and software
INSTRUMENTAL	Connect and disconnect a removable storage medium	Hardware and software use	Introduction to basic hardware and software
INSTRUMENTAL	Move the cursor, select, move an object	Hardware and software use	Introduction to basic hardware and software
INSTRUMENTAL	Enter, delete, validate and execute a hotkey	Hardware and software use	Introduction to basic hardware and software
INSTRUMENTAL	Basic information about the elements of the interface (desktop, windows, bar menu)	Hardware and software use	Introduction to basic hardware and software
INSTRUMENTAL	Move in a tree, create folders, and move a file name	Hardware and software use	Introduction to basic hardware and software
INSTRUMENTAL	Basic information about the properties and characteristics of a file	Hardware and software use	Introduction to basic hardware and software
INSTRUMENTAL	Perform hardware basic settings (sound, resolution, screen)	Hardware and software use	Introduction to basic hardware and software
INSTRUMENTAL	Basic information about software: Microsoft Office (word processing, spread sheet ...); Multimedia (graphics, audio, video ...); Internet (e-mail client, web browser)	Hardware and software use	Introduction to basic hardware and software
INSTRUMENTAL	Open, save and close a file, find a lost file, retrieve a file	Hardware and software use	Introduction to basic hardware and software
INSTRUMENTAL	Basic information about major internet services (email, websites, navigators ...)	Internet use	Learn to use the Internet
INSTRUMENTAL	Use the basic functions of a browser (the navigation bar, buttons, elevator, tabs, favourites ...)	Internet use	Learn to use the Internet
INSTRUMENTAL	Identify the main elements of a web page (navigation menus, entry fields, drop-down lists...)	Internet use	Learn to use the Internet
INSTRUMENTAL	Identify and use hyperlinks to navigate	Internet use	Learn to use the Internet
INSTRUMENTAL	Decrypt and use an Internet address	Internet use	Learn to use the Internet
INSTRUMENTAL	Basic information about main search engines	Internet use	Learn to use the Internet

TYPE OF COMPETENCE	COMPETENCES	TRAINING ACTIVITY	POSSIBLE MODULAR COURSE
INSTRUMENTAL	Perform target search (keywords, language, criteria)	Internet use	Learn to use the Internet
INSTRUMENTAL	Use software help manual	Internet use	Learn to use the Internet
INSTRUMENTAL	Identify the source of search results (information or advertising, official website or personal website, or news archive)	Internet use	Learn to use the Internet
INSTRUMENTAL	Assess the relevance and credibility of the information (author, date, source)	Internet use	Learn to use the Internet
INSTRUMENTAL	Save search results (registration page, using bookmarks)	Internet use	Learn to use the Internet
INSTRUMENTAL	Download a file	Internet use	Learn to use the Internet
INSTRUMENTAL	Subscribe to news feeds or newsletters	Internet use	Learn to use the Internet
INSTRUMENTAL	Create an email account	Online communication	Using online communication tools
INSTRUMENTAL	Access personal mail with a browser (webmail)	Online communication	Using online communication tools
INSTRUMENTAL	Basic information about email features: sender, recipient, date sent, subject, attachments	Online communication	Using online communication tools
INSTRUMENTAL	Write and send an email	Online communication	Using online communication tools
INSTRUMENTAL	Send an email with attachment, to multiple recipients, etc.	Online communication	Using online communication tools
INSTRUMENTAL	Reply to an email	Online communication	Using online communication tools
INSTRUMENTAL	Forward an email	Online communication	Using online communication tools
INSTRUMENTAL	Open and save an attachment	Online communication	Using online communication tools
INSTRUMENTAL	Delete or classify emails	Online communication	Using online communication tools
INSTRUMENTAL	Create an address book	Online communication	Using online communication tools
INSTRUMENTAL	Post a message or a comment on a forum or a participatory website (wiki)	Online communication	Using online communication tools
INSTRUMENTAL	Perform online chat/video chat/ videoconference and manage the risks associated with this type of communication	Online communication	Using online communication tools
INSTRUMENTAL	Use a webcam	Online communication	Using online communication tools
INSTRUMENTAL	Join and use a social network	Online communication	Using online communication tools

TYPE OF COMPETENCE	COMPETENCES	TRAINING ACTIVITY	POSSIBLE MODULAR COURSE
INSTRUMENTAL	Access administrative portal procedures (24h/7 administration)	Online services use	Introduction to e-government and e-commerce
INSTRUMENTAL	Perform an online administrative procedure	Online services use	Introduction to e-government and e-commerce
INSTRUMENTAL	Online banking	Online services use	Introduction to e-government and e-commerce
INSTRUMENTAL	Book and buy a ticket	Online services use	Introduction to e-government and e-commerce
INSTRUMENTAL	Buy goods online safely and legally	Online services use	Introduction to e-government and e-commerce
INSTRUMENTAL	Find a travel route	Online services use	Introduction to e-government and e-commerce
INSTRUMENTAL	Order food	Online services use	Introduction to e-government and e-commerce
INSTRUMENTAL	Book and order books from library, bookstore	Online services use	Introduction to e-government and e-commerce
INSTRUMENTAL	Play online	Online services use	Introduction to e-government and e-commerce
INSTRUMENTAL	Use storage services (cloud)	Online services use	Introduction to e-government and e-commerce
INSTRUMENTAL	Use services to send and share multimedia documents (photos, videos, audios, texts)	Online services use	Introduction to e-government and e-commerce
INSTRUMENTAL	Use online schedule, calendar	Online services use	Introduction to e-government and e-commerce
INSTRUMENTAL	Complete a record of monitoring interventions	Online services use	Introduction to e-government and e-commerce
INSTRUMENTAL	Read instructions	Online services use	Introduction to e-government and e-commerce
INSTRUMENTAL	Send targeted information	Online services use	Introduction to e-government and e-commerce
INSTRUMENTAL	Create and format a short text (enter the characters in lowercase, uppercase, numbers, accents and punctuation)	Document creation and management	Creating and managing digital documents
INSTRUMENTAL	Use select, copy, cut, paste, insert, undo the last operation, save, save as functions	Document creation and management	Creating and managing digital documents
INSTRUMENTAL	Change formatting characters and paragraphs	Document creation and management	Creating and managing digital documents
INSTRUMENTAL	Open images with a simple software and change their size and resolution	Document creation and management	Creating and managing digital documents
INSTRUMENTAL	Insert an image into a document	Document creation and management	Creating and managing digital documents
INSTRUMENTAL	Create a slideshow	Document creation and management	Creating and managing digital documents
INSTRUMENTAL	Transfer pictures to the computer	Document creation and management	Creating and managing digital documents

TYPE OF COMPETENCE	COMPETENCES	TRAINING ACTIVITY	POSSIBLE MODULAR COURSE
INSTRUMENTAL	Save photos on external media (USB, microSD key ...)	Document creation and management	Creating and managing digital documents
INSTRUMENTAL	Create an online photo album	Document creation and management	Creating and managing digital documents
INSTRUMENTAL	Share photo albums	Document creation and management	Creating and managing digital documents
INSTRUMENTAL	Scan photos	Document creation and management	Creating and managing digital documents
INSTRUMENTAL	Use a photo viewer	Document creation and management	Creating and managing digital documents
INSTRUMENTAL	Display photos on a blog	Document creation and management	Creating and managing digital documents
INSTRUMENTAL	Save a digital document in a format suitable for printing	Document creation and management	Creating and managing digital documents
INSTRUMENTAL	Publish on a website	Document creation and management	Creating and managing digital documents
INSTRUMENTAL	Access the printer	Document creation and management	Creating and managing digital documents
INSTRUMENTAL	Check rights to use software or files (respecting copyright and ownership rights)	Formal rules and proper use of the Internet	Rules and guidelines about the appropriate access and use of the Internet
INSTRUMENTAL	Basic information on rights and obligations concerning the use and storage of personal (digital) data	Formal rules and proper use of the Internet	Rules and guidelines about the appropriate access and use of the Internet
INSTRUMENTAL	Use the rules of good behaviour, politeness and civility ("netiquette")	Formal rules and proper use of the Internet	Rules and guidelines about the appropriate access and use of the Internet
INSTRUMENTAL	Protect against the risk of fraudulent intrusion (viruses, ...) and espionage (cookies, spyware ...)	Formal rules and proper use of the Internet	Rules and guidelines about the appropriate access and use of the Internet
INSTRUMENTAL	Secure one's personal and business information and ensure confidentiality management (passwords, opening and closing session, backup ...)	Formal rules and proper use of the Internet	Rules and guidelines about the appropriate access and use of the Internet

6.4 Annex IV. Proposed training contents in AHA for elders

TYPE OF COMPETENCE	COMPETENCES	TRAINING ACTIVITY	POSSIBLE MODULAR COURSE
ATTITUDINAL	Be capable to transmit needs and emotions	Communication skills	Personal skills for Active and Healthy Ageing
ATTITUDINAL	Be capable of communicating with health professionals and social inclusion agents	Communication skills	Personal skills for Active and Healthy Ageing
ATTITUDINAL	(Proactivity and leadership) Be capable of leading activities among equals	Leadership and proactivity	Personal skills for Active and Healthy Ageing
ATTITUDINAL	Being able to recognize my own emotions and the emotions of others around me	Emotional intelligence	Personal skills for Active and Healthy Ageing
ATTITUDINAL	Be capable to work in team activities	Teamwork	Personal skills for Active and Healthy Ageing
ATTITUDINAL	Be capable to interact with different interlocutors	Communication skills	Personal skills for Active and Healthy Ageing
TECHNICAL	Become familiar and promote healthy lifestyles in their environment	Promotion of healthy habits	Healthy habits for ageing
TECHNICAL	To detect early signs of major cognitive impairments	Detection and prevention of cognitive disorders	Main pathologies associated with aging and its prevention
TECHNICAL	To detect early signs of major psychological disorders	Detection and prevention of mood disorders	Main pathologies associated with aging and its prevention
TECHNICAL	Be capable to detect and prevent osteoarticular disorders	Osteoarticular conditions	Main pathologies associated with aging and its prevention
TECHNICAL	Be capable to detect and prevent mobility disorders	Mobility conditions	Main pathologies associated with aging and its prevention
TECHNICAL	Be capable to detect and prevent sensory conditions	Sensory conditions	Main pathologies associated with aging and its prevention
TECHNICAL	Be capable to detect and prevent cardiovascular conditions	Cardiovascular conditions	Main pathologies associated with aging and its prevention
TECHNICAL	Be capable to carry out healthy and regular physical activity	Exercise as a source of health	Healthy habits for ageing
TECHNICAL	Be capable to promote healthy and regular physical activity	Exercise as a source of health	Healthy habits for ageing
TECHNICAL	Become familiar with the nutritional basis of healthy eating	Specific nutritional diets	Nutritional aspects of healthy aging

TYPE OF COMPETENCE	COMPETENCES	TRAINING ACTIVITY	POSSIBLE MODULAR COURSE
TECHNICAL	Become familiar with the nutritional basis of specific and therapeutic diets	Nutritional needs of the elderly	Nutritional aspects of healthy aging
TECHNICAL	Become familiar with the specific nutritional needs of people over 60 years old	Nutritional needs of the elderly	Nutritional aspects of healthy aging
TECHNICAL	Become familiar with the causes of obesity and its prevention	Prevention of obesity in advanced ages	Nutritional aspects of healthy aging
TECHNICAL	Be capable of detecting and preventing early symptoms of oral disorders	Healthy dental practices	Healthy habits for ageing
TECHNICAL	Become familiar with the protocol for oral care	Healthy dental practices	Healthy habits for ageing
TECHNICAL	Become familiar and be capable of preventing the abuse of addictive substances (alcohol, tobacco, medicaments)	Addictions prevention	Healthy habits for ageing
TECHNICAL	Become familiar and manage the early symptoms of a withdrawal syndrome	Addictions prevention	Healthy habits for ageing
TECHNICAL	Become the factors that modify the action of medicaments	Basic pharmacology	Healthy habits for ageing
TECHNICAL	Become familiar with the main pharmacological basis of common medicaments	Basic pharmacology	Basic pharmacology
TECHNICAL	Become familiar with the adequate use of medicaments (adherence)	Pharmacological treatment of major age-related disorders	Basic pharmacology
TECHNICAL	Become familiar with the main techniques to prevent falls in the elderly	Fall prevention	Healthy habits for ageing
TECHNICAL	Being capable to effectively manage my daily activities	Time management	Time management
TECHNICAL	Being capable to effectively manage my leisure time	Time management	Time management

6.5 Annex V. Proposed training contents in AHA for social inclusion agents (both professional and non-professional)

TYPE OF COMPETENCE	COMPETENCES	TRAINING ACTIVITY	POSSIBLE MODULAR COURSE
ATTITUDINAL	Be capable to carry out assertive and efficient communication with the collectives they work with	Communication skills	Professional skills on Active and Healthy Ageing
ATTITUDINAL	Be capable to carry out empathic communication	Communication skills	Professional skills on Active and Healthy Ageing
ATTITUDINAL	Be capable to manage conflicts	Negotiation and management of conflicts	Professional skills on Active and Healthy Ageing
ATTITUDINAL	Be cable to carry out efficient negotiations	Negotiation and management of conflicts	Professional skills on Active and Healthy Ageing
ATTITUDINAL	To have initiative and leadership	Personal skills (leadership)	Professional skills on Active and Healthy Ageing
ATTITUDINAL	Be capable to detect and manage needs and emotions	Emotional intelligence	Professional skills on Active and Healthy Ageing
ATTITUDINAL	Promote and carry out egalitarian practices	Equal opportunities	Professional skills on Active and Healthy Ageing
ATTITUDINAL	Promote teamwork activities	Teamwork	Professional skills on Active and Healthy Ageing
ATTITUDINAL	To have organization skills	Personal skills (organization)	Professional skills on Active and Healthy Ageing
ATTITUDINAL	Use a motivational and inclusive language	Emotional intelligence	Professional skills on Active and Healthy Ageing
TECHNICAL	Be capable of transmitting knowledge and attitudes	Communication skills	Professional skills on Active and Healthy Ageing
TECHNICAL	Be capable of transmitting guidelines for HIV prevention	HIV: prevention and assistance	Healthy habits for ageing
TECHNICAL	Be able to assist HIV affected people	HIV: prevention and assistance	Healthy habits for ageing
TECHNICAL	Detection and management of anxiety disorders symptoms	Detection and management of anxiety disorders	Detection and management of psychiatric disorders
TECHNICAL	Detection and management of psychotic disorders symptoms	Detection and management of psychotic disorders	Detection and management of psychiatric disorders
TECHNICAL	Detection and management of cognitive disorders symptoms	Detection and management of cognitive disorders	Detection and management of psychiatric disorders
TECHNICAL	Detection and management of sexual/sexual identity disorders symptoms	Detection and management of sexual/sexual identity disorders	Detection and management of psychiatric disorders
TECHNICAL	Detection and management of personality disorders symptoms	Detection and management of personality disorders	Detection and management of psychiatric disorders

TYPE OF COMPETENCE	COMPETENCES	TRAINING ACTIVITY	POSSIBLE MODULAR COURSE
TECHNICAL	Detection and management of eating disorders conducts	Detection and management of eating disorders	Detection and management of psychiatric disorders
TECHNICAL	Detection and management of communication disorders symptoms	Detection and management of communication disorders	Detection and management of psychiatric disorders
TECHNICAL	Detection and management of impulse control disorders symptoms	Detection and management of impulse control disorders	Detection and management of psychiatric disorders
TECHNICAL	Detection and prevention of mood disorders symptoms	Detection and prevention of mood disorders	Detection and management of psychiatric disorders
TECHNICAL	Be capable to put into practice basic techniques of people's conflict resolution	Conflict resolution techniques	Professional skills on Active and Healthy Ageing
TECHNICAL	Be capable to put into practice basic negotiation techniques	Negotiation techniques	Professional skills on Active and Healthy Ageing
TECHNICAL	Become familiar and learn how to apply basic techniques of meetings management	Meetings management techniques	Professional skills on Active and Healthy Ageing
TECHNICAL	Become familiar with the nutritional basis of healthy eating	Healthy eating	Nutritional aspects of healthy aging
TECHNICAL	Become familiar with the nutritional needs of different collectives	Specific nutritional diets	Nutritional aspects of healthy aging
TECHNICAL	Be capable to advice on smoke quitting and excessive alcohol consumption	Prevention of abusive consumption of alcohol and tobacco	Prevention and management of addictive conducts
TECHNICAL	Be capable to prevent, detect and manage addictive substances consumption	Addictive conducts management	Prevention and management of addictive conducts
TECHNICAL	Be capable to communicate effectively with a person's family environment	Communication skills	Professional skills on Active and Healthy Ageing
TECHNICAL	Be capable to communicate effectively with other professionals	Communication skills	Professional skills on Active and Healthy Ageing
TECHNICAL	Be capable to communicate the family the protocol to be followed	Communication skills	Professional skills on Active and Healthy Ageing
TECHNICAL	Be capable of writing reports	Report writing	Formal communication
TECHNICAL	Be capable to do talks and presentations in public	Efficient presentations	Formal communication
TECHNICAL	Be capable to detect and resolve ethical conflicts	Negotiation and management of conflicts	Professional skills on Active and Healthy Ageing

TYPE OF COMPETENCE	COMPETENCES	TRAINING ACTIVITY	POSSIBLE MODULAR COURSE
TECHNICAL	Be capable of adequately answer to conflicts for Religious Purposes	Negotiation and management of conflicts	Professional skills on Active and Healthy Ageing
TECHNICAL	Be capable to promote healthy dental care habits	Healthy dental practices	Healthy habits for ageing
TECHNICAL	Be capable to promote regular physical activity	Promotion of physical activity	Healthy habits for ageing
TECHNICAL	Be capable to promote healthy sexual behaviour	Promotion of a healthy sexual conduct	Healthy habits for ageing
TECHNICAL	Be capable to promote the use of drugs and responsible adherence	Promotion of medicines responsible use	Healthy habits for ageing
TECHNICAL	Being able to collaborate in the intervention of other professionals	Fundamental basis for inter-professional interventions	Professional skills on Active and Healthy Ageing