Co-funded by the
Erasmus+ Programme
of the European Union

Tablet-Based Cognitive Gaming Platform for seniors

2018-1-TR01-KA204-058258

IO1 Cognitive skills based training scheme for seniors

Prepared by
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Desk Research Report

Best Practices From Partner Countries Regarding Cognitive Games For Seniors

1.1. Adult Educational system in Cyprus

In Cyprus, adult education is offered at public, semi-government and private institutions, which, according to the type of education or training being offered, can be grouped in three categories:

- institutions offering formal adult education,
- institutions offering non-formal adult education,
- institutions offering (continuing) vocational training.

1.1.1. Formal adult education

The main providers of formal adult education are summarised as:

1. Five Evening Gymnasia and two Evening Technical Schools in Nicosia and Limassol, which offer the opportunity to individuals who had abandoned school to come back and complete the secondary level equivalently to those completing it in regular secondary and technical schools.

2. Since 2012, there are Post-Secondary Institutes of Vocational Education and Training offering programmes of technical and vocational education and training to individuals that have graduated from secondary education. The completion of these programmes leads to the qualification of Higher Technician.

3. The Open University of Cyprus is the only Higher Education Institution dedicated to offering distance learning in Cyprus. By using open and long-distance education methods, its mission is to provide everyone with an equal opportunity to learn, irrespective of age, place and year of study and to promote science, knowledge, learning, research and lifelong learning. In addition, the Intercollege (affiliated with University of Nicosia) is offering distance adult teaching, resulting to diplomas at a lower educational level.

4. The Mediterranean Institute of Management offers two postgraduate programmes in Management, through evening classes.

5. There are also four institutions offering programmes in forestry, culinary arts and other occupations.

6. Higher Education Institutions (both public and private) are offering flexible learning programmes for adults.

1.1.2. Non-formal adult education

The main providers of non-formal education are summarised as:

1. **Adult Education Centres:** They offer afternoon and evening classes on various subjects, aiming at the social, personal or professional skills development of adults and children above 15. The Centres have been acknowledged by the citizens of the Republic of Cyprus as the most important programme of general adult education with quality-oriented courses.

2. **Forty one (41) State Institutes of Further Education:** They provide courses on foreign languages, computer studies and accounting to children and adults, aiming to combine socio-cultural development with the possibility of gaining more formal academic qualifications.

3. **The Open School:** It operates on a voluntary basis and is offering to both children and adults a wide range of courses in afternoon and evening hours. It serves the objectives of the Lifelong Learning agenda. One of its key aspects is employability.

4. **The Pedagogical Institute:** it operates under the umbrella of the Ministry of Education and Culture and provides both compulsory and optional in-service education and training courses to teachers at all levels of school education, as well as seminars for parents.

5. Private Institutes registered with the Ministry of Education.

6. The two most important trade unions, the Pan-Cyprian Workers Federation (P.E.O) and the Confederation of Cyprus Workers (S.E.K), organize training programmes for their officers.

1.1.3. Vocational Adult Training/Learning

The main providers of vocational adult education and training are summarised as:

1. **The Cyprus Productivity Centre (CPC):** The main objective of the CPC is to assist private and public organizations to utilize their human and capital resources in the best possible manner in order to increase productivity. CPC offers short modular programmes that focus on technical occupations and management functions, with the basic aim to offer

working people the opportunity to upgrade their skills and knowledge, so as to improve their employability and increase their prospects of advancement and career development.

2. **Afternoon And Evening Classes At The Technical Schools**: they offer continuous training to adults working in industry, as well as training aiming at the re-integration of individuals into the labour market. They lead to the acquisition of degree and qualifications equivalent to the formal secondary education certificate.

3. **In-company courses are funded by the Human Resource Development Authority.**

In addition, certain ministries and civil society institutions and NGOs, as well as social partner organizations are involved in the provision of a wide range of formal or non-formal adult education activities, both job-related and non-job related.

Most of the courses require payment of fees. The amounts differ according to the subject, provider, target group, urbanity of the area or even the number of residents.

1.2. Senior citizens training - current situation

There is no comprehensive legislative framework for Adult Education and Training in Cyprus. Instead, there are a number of legislative provisions related to the different authorities. Some of the major pieces of legislation governing all sectors of adult education and training to this day are as follows:

- A special agreement between the Government of Cyprus and the International Labor Office (ILO) in 1963 regarding the establishment of the Cyprus Productivity Centre, the aim of which was the provision of initial and continuing technical and vocational training to adults;

- Laws 21/1974, 6/1975, 17/1980 and 94/1988, which provided for the establishment of the Industrial Training Authority, a semi-government organization whose remit was to plan and approve programmes aimed at the technical and professional training and continuing education of adults;

- Law 125(I)/1999 which provided for the evolution of the Industrial Training Authority into the Human Resource Development Authority (HRDA).

- Law 234(I)/2002 providing for the establishment and operation of the Open University of Cyprus.

- Special provisions issued by the Department of Primary Education of the Ministry of Education and Culture concerning the operation of the Adult Education Centers.

1.2.1. Quality Assurance in Adult Education and Training

The responsible bodies for quality assurance in Adult Education and Training vary according to the type of institution and the authorities responsible for its establishment, operation and control. Here is a sample:

- The Ministry of Education and Culture is responsible for quality assurance in the Evening Schools, the Adult Education Centres and the State Institutes for Further Education.

- The Open University, as an academically autonomous body, is responsible for the quality of its programmes of study.

- The Human Resource Development Authority (HRDA) who plays a key role in quality assurance in Adult Education and Training as it subsidizes continuing training programmes provided by public and private institutions and enterprises, has initiated the following development in the area of quality assurance in Adult Education and Training:

    1. Development of a System of Vocational Qualifications: The Board of Governors of the HRDA, with the approval of the Council of Ministers, has established a System of Vocational Qualifications.

    2. In the period 2006-2009, five Standards of Vocational Qualifications, for the occupations of waiter, cook, receptionist, construction mason and sales person (retail trade), were developed.

    3. Assessment and Certification of Training Providers: In September 2005, the Board of Governors of the HRDA approved the development and introduction of the

system for the assessment and certification of training providers. The implementation of the project started in October 2006.

Each citizen, who has the pre-required skills, can undertake a training course, follow the assessment process and be certified as a trainer provider from HDRA. This is a very good option especially for those citizens over 55 who might seek for a new career path after they retire or even earlier as they have lots of experience through their former career and they transfer their expertise to the younger adults. In addition, this approach has a positive effect on the seniors' self-esteem, as they recognize that a senior citizen is a very valuable asset for the society and becomes even more productive and useful as time passes.

1.2.2. Adult Education Centres

The Adult Education Centres (since 1952) have been acknowledged by the citizens of the Republic of Cyprus as the most important programme of general adult education with the provision of a variety of qualitative courses. The offered subjects at the Adult Education Centres start in early November and finish at the end of May of each school year.

In 1960, following the independence of the Republic of Cyprus, 175 Adult Education Centres were operated, with 3750 members. From 1974 onwards, they have expanded in almost every urban area in Cyprus.

The Adult Education Centres aim to improve the quality of life of adults in Cyprus, by offering a variety of interdisciplinary courses which focus mainly on the teaching of foreign languages, arts and crafts, cultural programmes, gymnastics, dance, health-related and other subjects of general interest, as well as on teaching professional and vocational skills.

More specifically, the following courses are offered:

Foreign Languages: English, German, French, Turkish, etc.

Cultural Courses: Graphic arts, Decoration, Handmade Jewellery, etc.

Health Courses: Gymnastics (Gym for senior citizens), First aid, Cooking, etc.

Practical Implementation Courses: aim to cultivate basic skills and knowledge in relation to the maintenance of the modern household equipment, as well as working out with basic electrical, engineering, construction, woodworking, plumbing, gardening and other needs to maintain a household. These courses include: Electrical home appliances, Engineering, Mechanics, Gardening, Car mechanics, Wood sculpture, Carpentry, Construction and Plumbing.

ICT skills: seniors have the opportunity to acquire basic ICT skills, e.g. designing websites.

The courses are offered at low prices. There is an annual fee of 55 Euro per course, however, senior citizens over 65 pay half price. Many senior citizens choose and attend these courses.

1.2.3. Cognitive skills training for seniors in Cyprus

Cognitive skills' training courses are offered in certain Rehabilitations Centres or Residential Care Centres for seniors. Seniors attend these Centres when they are in need of continuous care which cannot be provided by their family members. There are both public and private Centres. Each Center operates on a team-based and personalized basis employment programs, depending on the needs and potential of the tenants.

Residents are encouraged to participate in the organization and operation of the Centre voluntarily.

Each Centre provides different services to their residents. Some privately run Resident Care Centres are typically offering a much better care and services' package.

For instance, the Maternia Care, Nursing and Rehabilitation Center offers services such as: Medical and Paramedical Services (physiotherapy, speech therapy, occupational, music therapy, psychological support, personal care, hairdresser services, hydro-therapy, nutrition, bathing, as well as **cognitive skills' training**. Moreover, the residents are encouraged to get involved in different activities and get socialised.

There are at least 120 such Centres in Cyprus, which provide services for senior citizens: 51 Centres in Nicosia district, 38 in Limassol district, 16 in Larnaca district, 10 in Paphos, 2 in Ammochostos and 3 in the Morfou district.

1.3. Good practices existing in Cyprus regarding training for seniors

The Memory Centre

The Memory Centre is the first center in Nicosia that offers an educational program for people who want to enhance, improve and train their mental functions as memory, language, speech, attention, orientation in space and time. The program starts in 2014. It is a non-drug intervention that acts targeted at improving and maintaining cognitive function. It is, therefore, mental exercises and techniques for active aging.

The Mental Empowerment used to enhance memory, to prevent and delay the symptoms of cognitive impairment or dementia. The Cognitive Improvement Program includes an assessment of the cognitive skills of the client and then the design of a personalized program according to the customer needs. The program includes memory, attention, speech and critical thinking and orientation activities, learning new skills or relearning skills that the client forgot, using memory techniques. Therapies involve art, board and other games, family members etc.

The Memorial center is bringing together pensioners and young people to do activities together. They educate and support families and individuals with mild cognitive impairment, Alzheimer's or another form of dementia.

The center offers individual and group psycholdogical support, Consulting services for families and family caregivers, support groups for family caregivers, Care and Nursing Support during a stay at the Centre, Medical Appointments with geriatricians, neurologist, the other physician specialty, personal care and beauty Cafeteria with drink-meal-snack during their stay at the Center.

The program is operated by the YOUTH EMPOWERMENT FOUNDATION in cooperation with MATERIA GROUP.

Alzminder - Assistive Mobile Application

Alzminder is a mobile application for smart mobily devices specially design for seniors. It offers support to persons with dementia symptoms, as well as to their caregivers. Family members or caregivers of assisted persons may use Alzminder to create customised cognitive improvement exercises with multimedia content, organise their daily life and activate them through voice reminders and prompts. One of the objectives of this tool is also to allow the carer to develop customized material for each patient according to his needs in order to be more meaningful and useful for the person.

Alzminder is a product of Eurocy Innovations Ltd and has been developed in the framework of the project EVGIRASKO, co-financed by the European Regional Development Fund (ERDF) in the context of the Plan for Entrepreneurship Innovation of the Ministry of Commerce, Industry & Tourism, Republic of Cyprus. For more information please visit the websites: http://alzminder.com/, http://www.evgirasko.eu .

STAGE Project

The ambition of STAGE is to offer elderly people online access to cultural events and cultural content through an online platform, in particular to theatre plays, concerts, opera performance and museum exhibits, that is easy, tailored to their needs, and affordable.

The idea of the project meets the current trends towards focusing on leisure and education of elderly people. Apart from entertainment goals, cultural and social activities are also strongly beneficial for their health – in particular for their cognitive capacities.

The STAGE project (AAL-2015-1-014) is funded by AAL Programme, co-funded by the European Commission and National Funding Authorities of Cyprus, Hungary, Italy, Poland, and Romania. For more information please visit the website: https://stage-aal.eu/en/

ManyMe Project

Many-Me builds a social interactive care system using information and communication technology (ICT) and user-centered services to help people with dementia, their relatives, informal and formal carers. ManyMe has different objectives one that is relevant to the mentioned projects is that, it aims to offer patients in early stages of dementia a friendly and enjoyable environment supported by ICT solutions, empowering them to self-manage their condition by engaging and learning from people in a similar situation, make friends and attend support groups, ***test and adopt routines or techniques that help memory and cognition***, undertake enjoyable activities, receive tailored medical advice, as well as information which responds to their needs.

It is a European research project within the Active and Assisted Living Programme. Many-Me is realized under Call 2016 “Living well with dementia”. For more information please visit the website: http://many-me.eu/ .

2. Quantitative Results - Analysis of Survey Responses

The present analysis helps the consortium to understand what the specific needs of senior people (55+) are, regarding their cognitive skills and training profiles, as well as the obstacles they face in their everyday life related to the quality of their life, and stemming from ***health issues***, **cognitive abilities** or ***technology and training needs and*** preferences. Such knowledge is vital before moving on with the design stage of the cognitive games' scenarios and the tablet-based game platform. The feedback has been collected through a survey questionnaire. This report represents the feedback received by participants in Cyprus.

2.1. Methodology of Feedback Collection

For the feedback collection in Cyprus we used two methods; i) an online survey, where we shared the link to local stakeholders via email, social media accounts, etc.; ii) face-to-face interviews and printed questionnaires. The latter method had been used in order to attract more responses as in Cyprus not all seniors are familiar with ICT technologies. In total, 75 feedback/responses have been collected.

2.2. Section A: Data Collection and Participants

In total, 75 seniors ages 55+ took part in this survey. Thirty nine (39) of them, the majority, are female (59.9%), while 27 are male (40.91%).

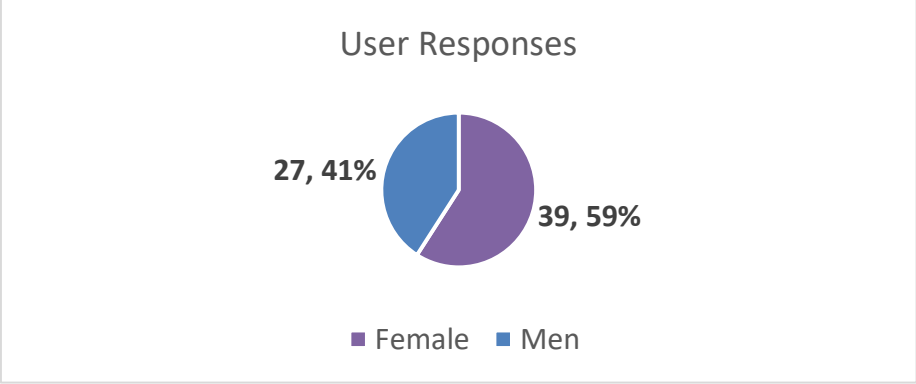

Figure 1. User Resposes – Gender distribution

We have a range of participants from 55 to 83 years old. The majority of participants (31) were at the range of 55-60 (46.97%) years old; 11 participants were in the range of 61-65 years old (16.67 %); 14 participants were in the range of 66-70 years old (21.21%); 3 participants 71-75 years old (4.55%), and 7 participants were over 76 years old (10.61%) The age distribution of the senior citizens is shown in Figure 2

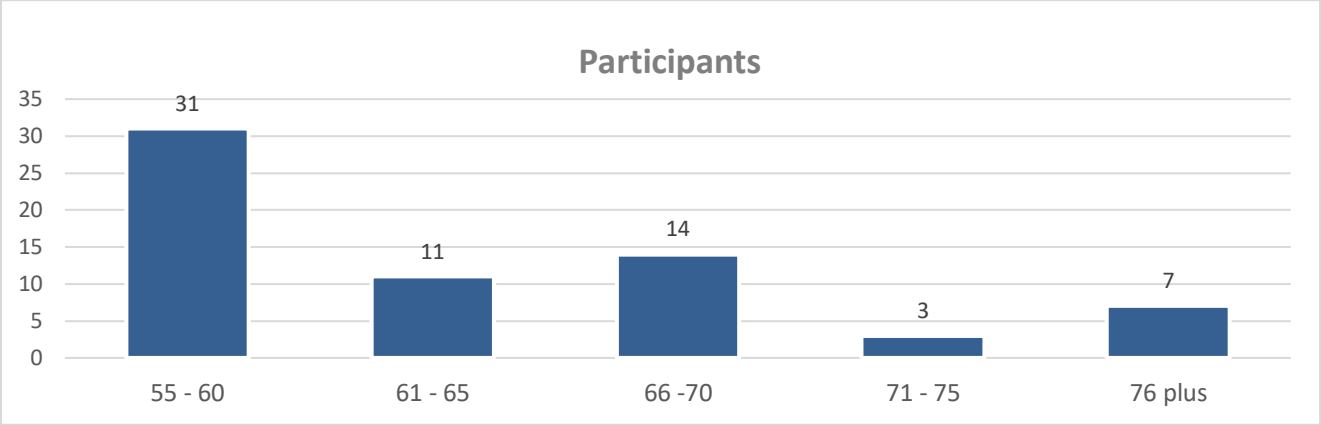

Figure 2. Age distribution of the participants

2.3. Health Related Challenges

From the total of 75 participants, 24 (36.92%) stated that they face at least one health-related challenge.

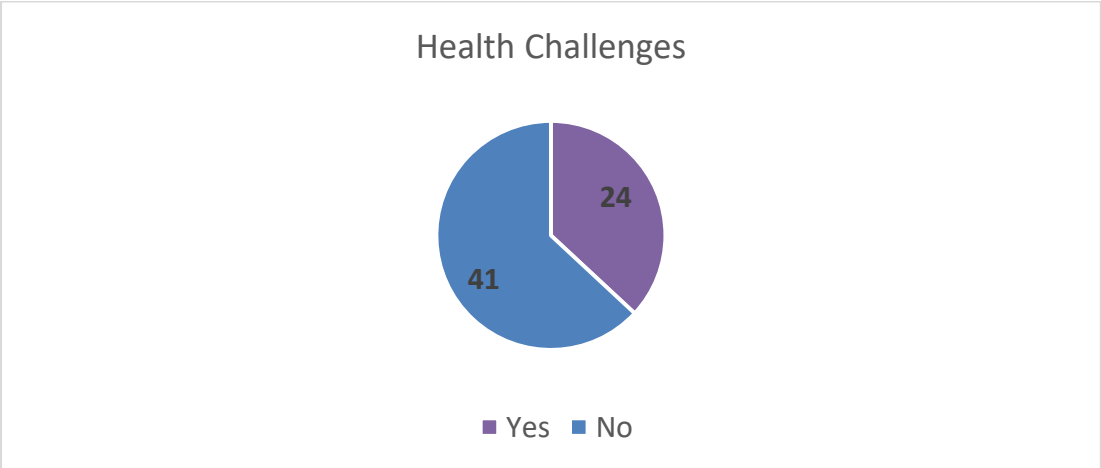

Figure 3. Health challenges distribution

Motor difficulties (7) diabetes (5) high blood pressure (5) and eyesight problems (4) were mentioned as the most common health challenge among the participants. Two (2) participants stated that they have already experienced some dementia symptoms. Figure 4 presents more details regarding the health issues that the participants face.

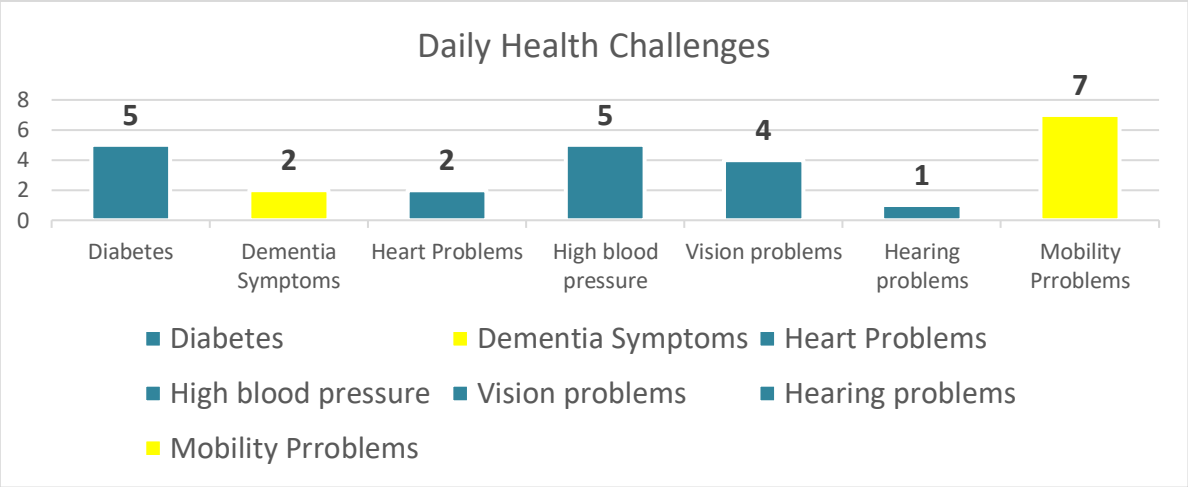

Figure 4. Daily health challenges

2.4. Cognitive related challenges

Beyond health challenges, particiants need to face everyday certain cognitive challenges as well. As can be seen in Figure 5, almost half of the participants face consentration difficulties, while big percentage face visual perception difficulties (42.6%). Some participants face more than one cognitve and health challenge simultaneously. More details are provided in th sequel, about the specific difficulties the participants experience related to each cognitive challenge.

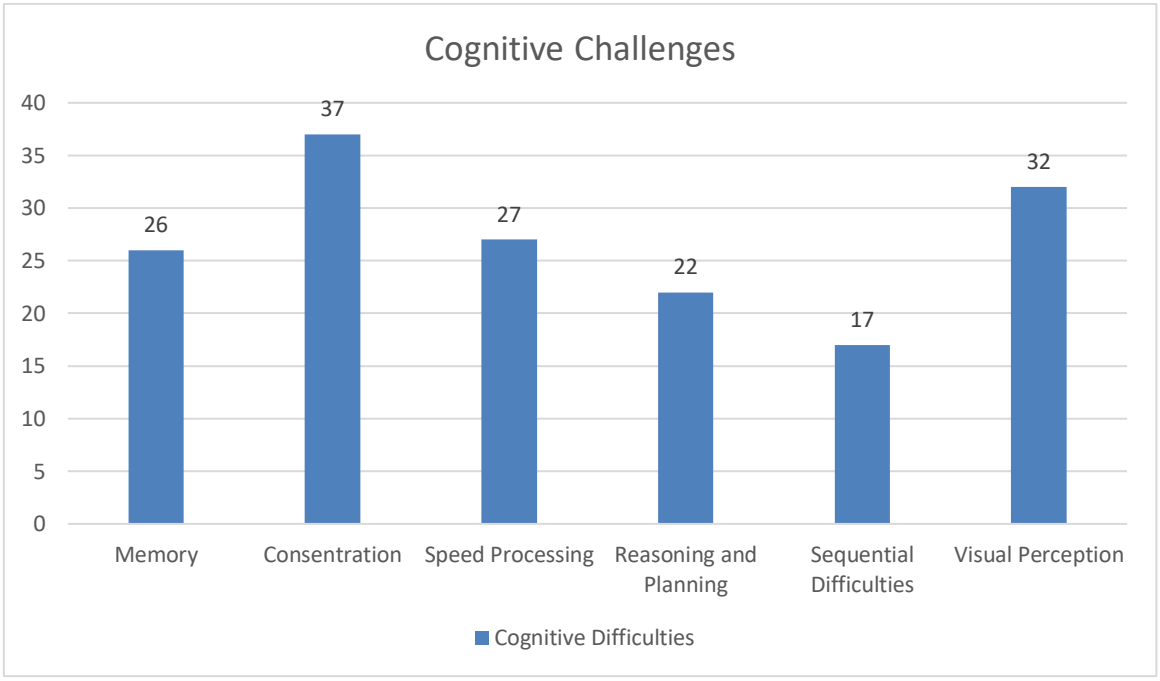

Figure 5. Cognitive challenges of participants

2.4.1. Memory Challenges

From the 75 participants around 35% (26 participants) stated that they face difficulties with their memory skills. More specifically, thy face difficulties to remember every day things (34.6%), to recall important past events (33.33%), to remember where they have put everyday items such as keys, documents, their mobile phone (29.33%), to remembering what they need to do in the near future (34.6%). This is illustrated in Figure 6.

2.4.2. Consentration Challenges

Around 50% (37 participants) state facing concentration challenges; according to received feedback, these people are getting easily distracted (49.33%), they have difficulties dealing with more than one thing at a time (32%), some of them face **difficulties on staying focus while driving** (22.67%). The most common mode of transportation in Cyprus is the private car, therefore, the majority of Cypriot citizens over 18 drive a car. According to national statistics *"...mortality rates on urban roads in Cyprus was close to three times the EU average with around 60 deaths per million inhabitants in 2010 " (2010 Cyprus Driving Block)*. It can be seen from our sample that 23% of the participants to this survey state that they face challenges while driving (Figure 7). In this population, 11 are woman and 6 men.

Figure 8 shows how often participants experience difficulties while driving and also shows the age of the participant in each category. As can be seen, 2 participants who are 76 plus always experience driving difficulties and a high persentage from this sample (7 participants) of 55 -60 group are sometimes experiencing difficulties while driving; also 2 people of 61-65 age group and 3 people from 66 – 70 face such difficulties.

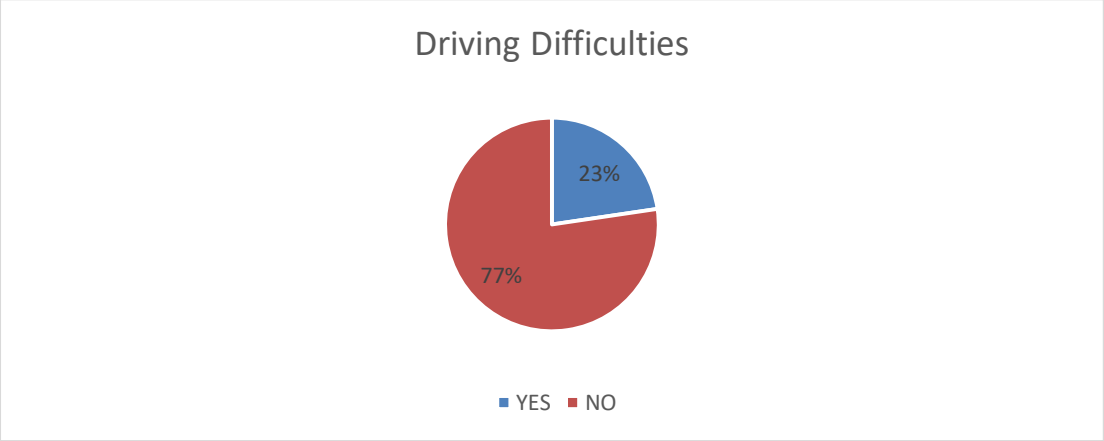

Figure 7. Driving difficulties/challenges

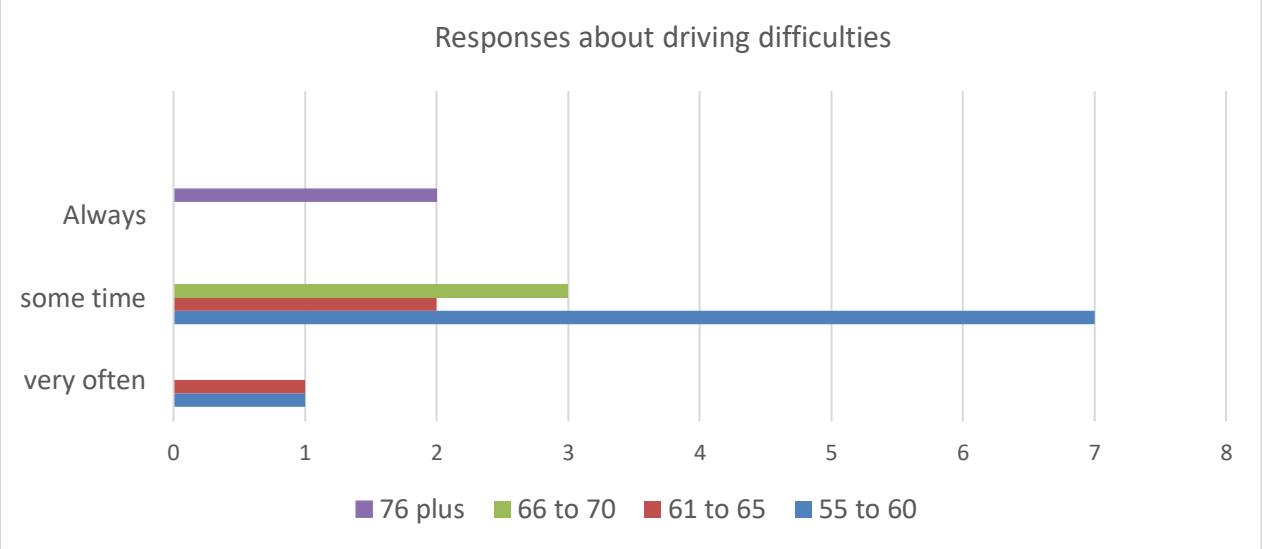

Figure 8. Responses about how often they experience difficulties while driving

2.4.3. Speed Processing Challenges

One third of participates face difficulties related to speed processing (36%), such as difficulties to calculate their bills (36%), adapting in new environments (29.33%), doing simple mathematical calculations without devices (29.33%). This is presented in Figure 9.

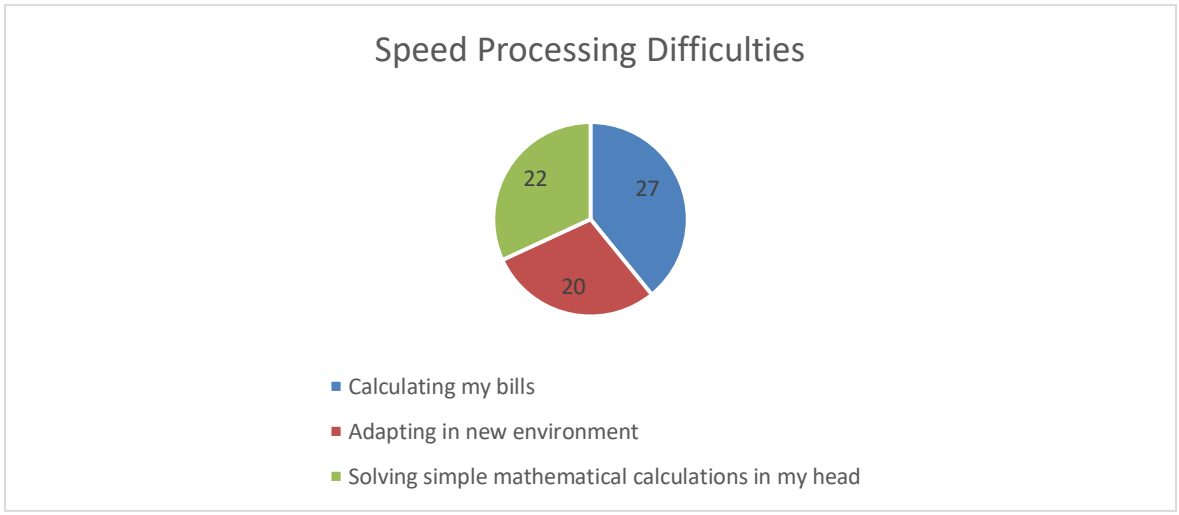

Figure 9. Difficulties related to speed processing

2.4.4. Reasoning and planning related challenges

Around one third of the participnts are also experiencing difficulties with organisation and planning, such as organising and explaining their thoughts (29.33%), solving problems (34.67%) and easily organising some event (28%). Figure 10 illustrates these results.

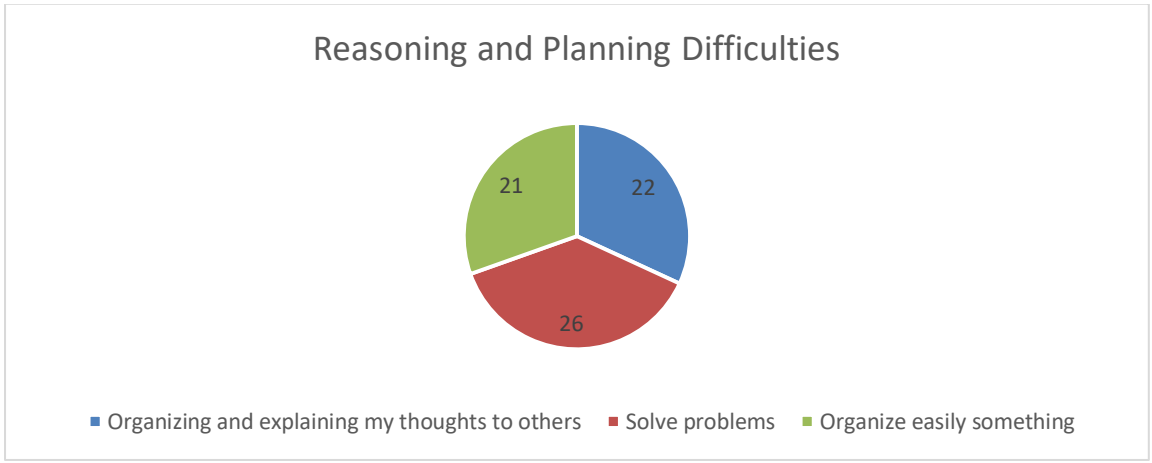

Figure 10. Difficulties related to reasoning and planning

2.4.5. Sequential Processing related challenges

Around 23% of participants stated that they face difficulties related ot sequential processing. For example, they face difficulties putting their thoughts in order (22.66%) and planning activities and events step by step (17.33%). Results are illustrated in Figure 11.

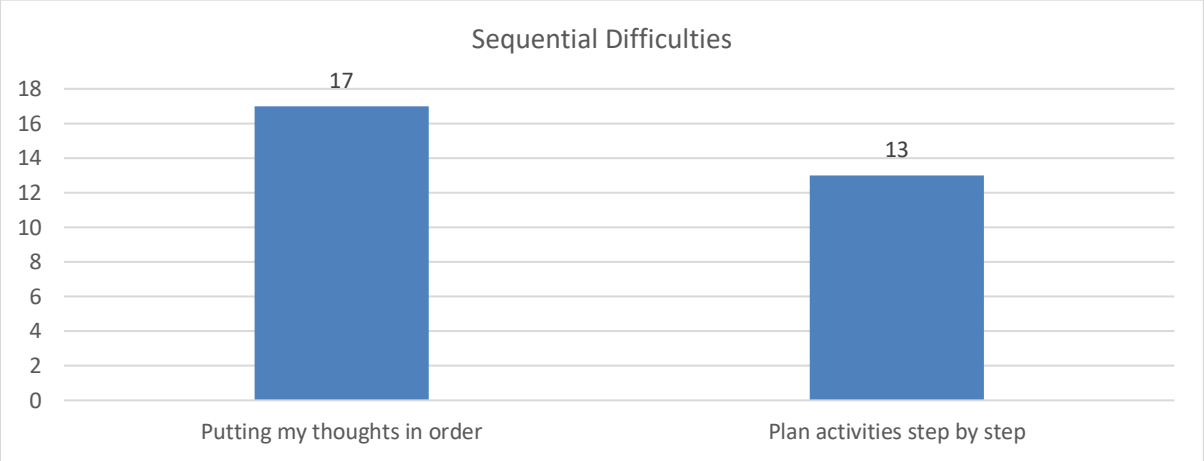

Figure 11. Difficulties related to Sequential Processing

2.4.6. Visual Perception related Challenges

Finally, almost half of the participants are experiencig visual perception challenges (42.67%). The majority from this sample mentions that they face difficulties to interpret maps or diagrams (42.67%), to interpret diagrams and graphs (36%) and to visualse in their mind something they think of (14.67%). Figure 12 illustrates the results.

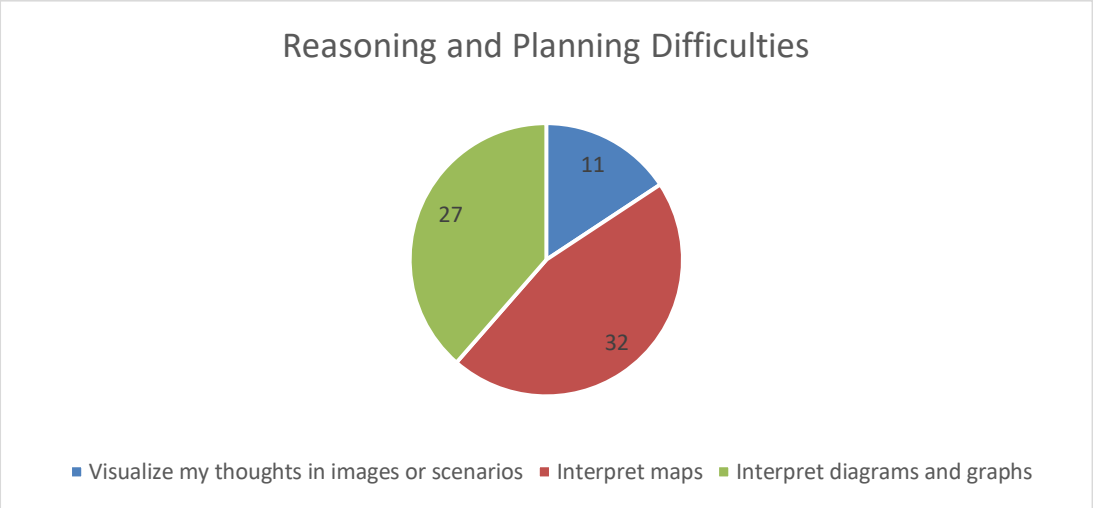

Figure 12. Reasoning and Planning Difficulties

2.5. Section B: Use of digital tools

Participants were also asked to state if and how frequent they use some digital devices. The results are detailed below:

- **Mobile phone:** Every day 51 (78.64%), Few times per week 3 (4.62%), Few times per month 2 (3.08%), Never 9 (13.85%)
- **Smart Phone:** Every day 52 (80%), Few times per week 1 (5,95%), Few times per month 0, Never 12 (18.16%).
- **Tablet:** Every day 23 (35,38%), Few times per week 8 (12.31%), Few times per month 12 (18.46%), Never 22 (33.85%)
- **Laptop:** Every day 16 (24.62%), Few times per week 12 (18.46%), Few times per month 9 (13.85%), Never 28 (43.08%).
- **e-Reader:** Every day 1 (1.54%), Few times per week 0, Few times per month 6 (9.23%), Never 58 (89.23%).
- **Home PC:** Every day 18 (27.69%), Few times per week 2 (3.08%), Few times per month 9 (13.85%), Never 36 (55.38%). (Figure 13)

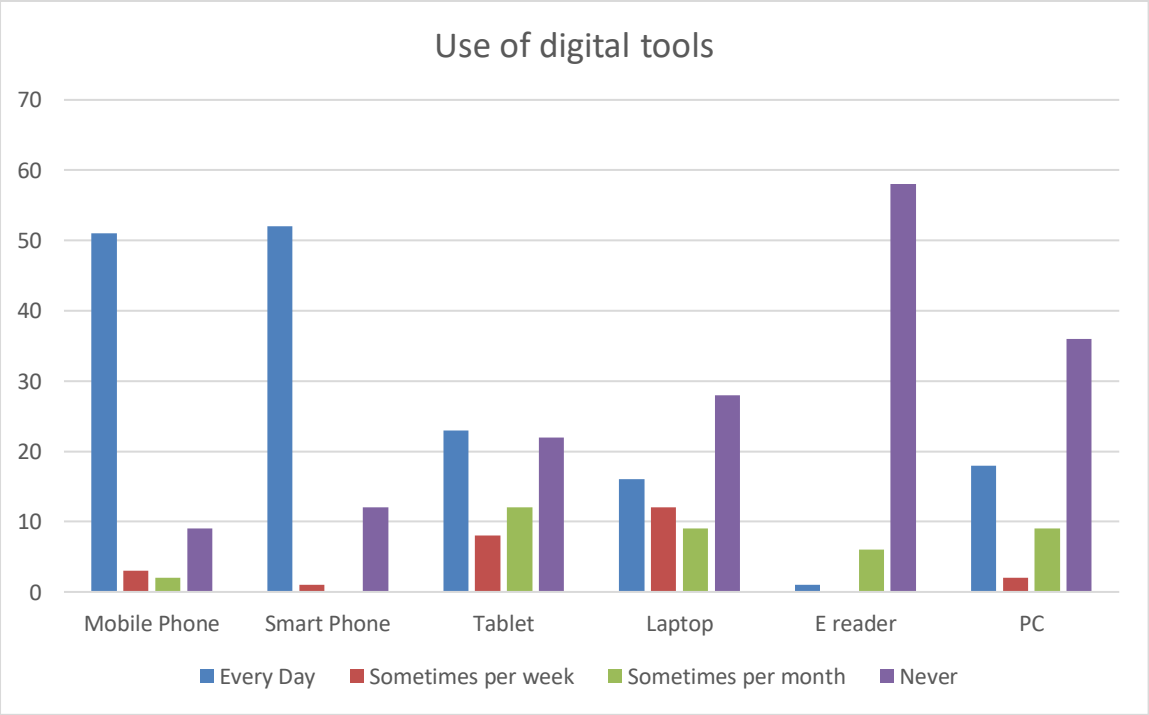

Figure 13. Frequency of Use of digital devices

2.5.1. Learning needs combined with adoption of new technologies

In this section, participants were asked to rate the importance of certain statements related to digital skills and learning modalities:

- **Use smart phone easily:** Not important 3 (5.17%), Maybe it's useful 11 (18.97%), It's important 18 (31.03%) , Very important 26 (44.83%)
- **Be able to read about the news using the web:** Not Important 9 (15.52%), 21 Maybe it's useful 11(18.97%), it's important 21 (36.21%), Very Important 17 (29.31%)
- **Use email to communicate with family members or friends:** Not important 6 (10.34%), Maybe it's useful 17 (29.31%), It's important 15 (25.86%) , Very important 20 (34.48%)
- **Be able to use Skype, Messenger, etc. to communicate with family and friends**: Not important 1 (1.72%), Maybe it's useful 9 (15.52%), It's important 16 (27.59%) , Very important 32 (55.17%)
- **Be able to use Facebook, Twitter, Instagram or other social media:** Not important 13 (22.41%), Maybe it's useful 8 (13.79%), It's important 21 (36.21%) , Very important 27.59 (16%)
- **Use a phone/tablet/PC to edit photos & videos and save them for future reference:** Not important 10 (17.24%), Maybe it's useful 13 (22.41%), It's important 8 (13.79%) , Very important 27 (46.55%)
- **To use my digital divices to do my tax declaration or other governmental declarations through the web:** Not important 9 (15.52%), Maybe it's useful 16 (27.59%), It's important 15 (25.86%) , Very important 18 (31.03%)
- **Shop through the Internet:** Not important 18 (31.03%), Maybe it's useful 10 (17.24%), It's important 13 (22.41%), Very important 17 (29.31%)
- **Check the status of my bank account through the Internet:** Not important 12 (20.69%), Maybe it's useful 6 (10.34%), It's important 13 (22.41%) , Very important 17 (29.31%)
- **Manage my electronic health record through the web:**Not important 12 (20.69%), Maybe it's useful 6 (10.34%), It's important 18 (31.03%) , Very important 22 (37.93%)

Illustrated results in Figure 14 below.

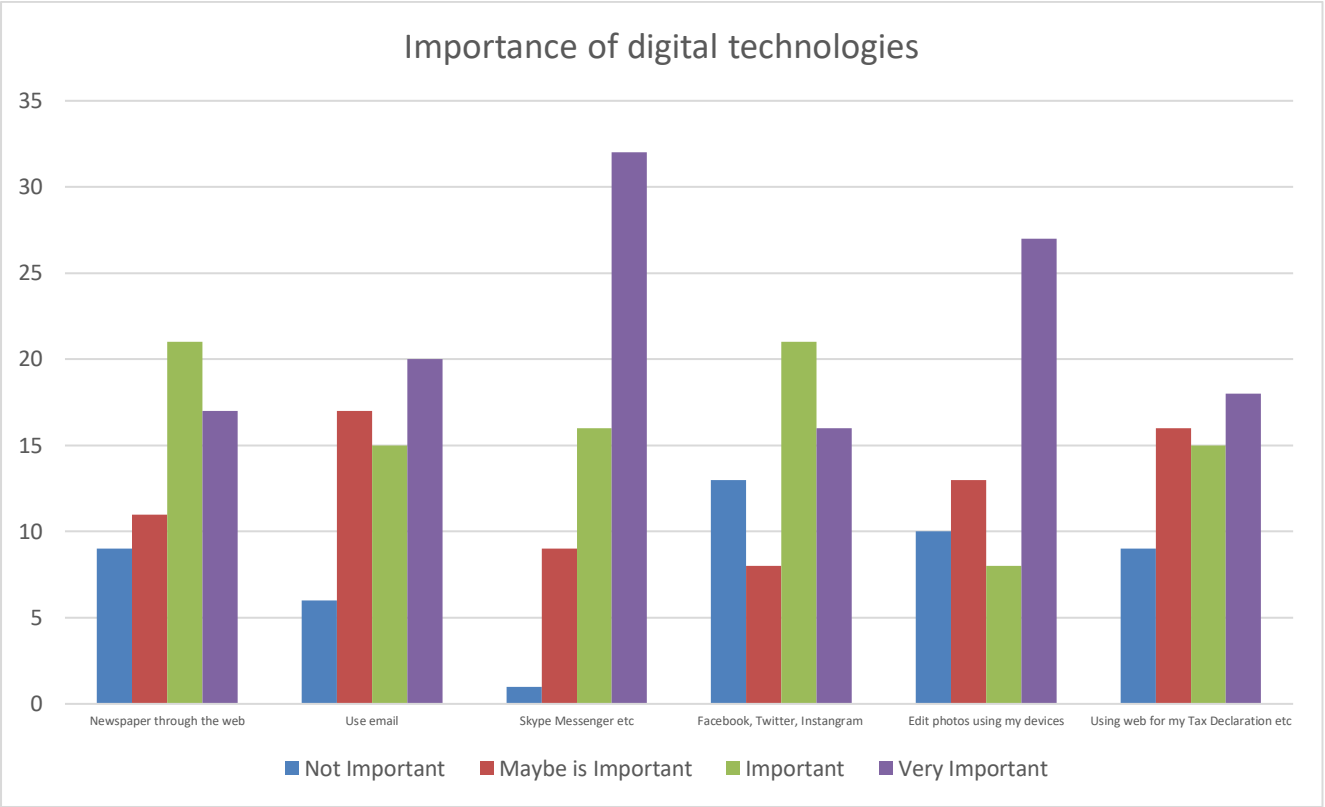

Figure 14. Importance of certain skills related to the use of technologies

Rating the appropriateness of the methods to learn new skills

In this section, participants were asked to rate the importance of learning methods, with their responses recorded below:

- **Find it easier to learn during face-to-face group lessons: No 6 (10.34%), I don't know 19** (32.76%), It's a good idea 15 (25.86%) , Yes 18 (31.03%)
- **Find it easier to learn during face-to-face private lesson:** No 8 (13.79%), I don't know 12 (20.69%), It's a good idea 23 (30.66%) , Yes 15 (25.86%)
- **Find it easier to attend courses through the Internet:**No 17 (29.31%), I don't know 20 (34.48%), It's a good idea 14 (24.14%) , Yes 7 (12.07%)
- **Like learning through face to face classes combined with Internet sources:** No 11 (18.97%), I don't know 21 (36.21%), It's a good idea 12 (20.69%) , Yes 14 (24.14%)
- **Find it easier to learn by interaction with family members or friends:** No 2 (3.45%), I don't know 5 (8.62%), It's a good idea 20 (34.48%) , Yes 31 (53.45%)
- **Find it easier to learn from peers**: No 5 (8.62%), I don't know 17 (29.31%), It's a good idea 20 (34.48%) , Yes 16 (27.59%)

Figure 15. Methods that each participant prefer to use in learning

2.6. Section C: Free time activities

In this last section, participants were asked what they like doing in their free time:

- **Playing mind games (Sudoku, crosswords, etc.)**: 27 positive responses
- **Playing board games (Scrabble, cards, Monopoly, etc.)**: 24 positive responses
- **Playing chess or backgammon**: 18 positive responses
- **Learning new things via books, movies, performances, etc.**: 50 positive responses
- **Going out with friends and planning activities:** 45 positive responses

Responses are illustrated in Figure 16 below.

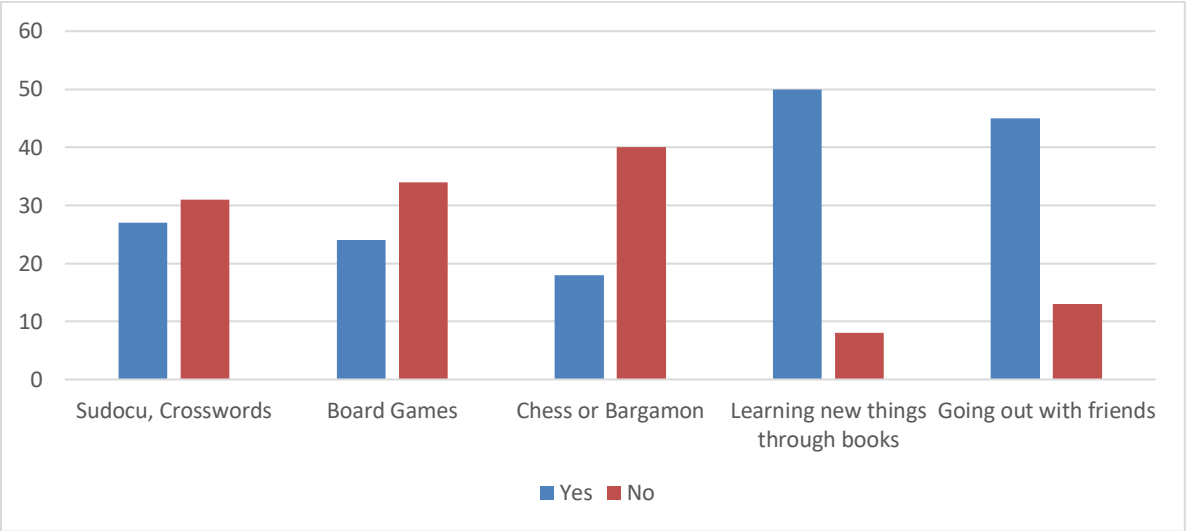

Figure 16. Free time activities.

2.7. Conclusions

The results of this survey show that the majority of participants from Cyprus were between the age 55 – 60. This is not suprising snce a lot of people 55+ are not familiar with ICT technologies. The group of 55 – 60 is on the working class ad therefore they are more technologicaly literal. Responses show that more than one third of participants (35.38%) use a tablet device everyday, 24.62% use a laptop and 27.69% use a home pc. Most of participants (80%) use a smart phone every day, althought they might not be able to use it by taking advantage its full functionality, and around half of them (44.83%) stated that it is very important for them to know how to use their smart phone easily. In general, participants state as highly important to know how to use their smart phone (44.83%) and to learn the means for socializing and communicating wtih family members and friends. They rate higher as important to be able to communicate with family and friends trhough Skype, Messenging software and using email (34.48%). Most of them enjoy learning when they interact with family members and friends (53.45%) and less enjoy self-tutoring, such as attending courses through the Internet (12.07%). This of course may be relevant to the fact that a high percentage of them are not feeling confident using the web. In general the majority prefers to spend their free time by reading books (75%) and organising activities, going out with friends (70%).

Section A presents the daily needs of participants that face different obstacles related to their physical and mental health; they are in need of support in order to deal and/or overcome those obstacles. Figure 4 shows that motor difficulties (7), diabetes (5), high blood pressure (5) and eyesight problems (4) were mentioned as the most common health challenges among the participants. Additionally, 2 participants stated they already experience some dementia symptoms. Dementia is affecting cognitive skills such as memory, consentration, etc., and this is shown also in the survey since those participants mention facing difficulties related to their cognitive skills and abilities, as shown in Figure 5. Almost half of the participants face consentration difficulties and another high percentage faces visual perception difficulties (32/75). Some of the participants are dealing with more than one cognitve and health challenge.

The objective of the project is to support these people through proper interventions to acquire better quality of life and for those who do not experience any dementia symptoms, through proper training/exercising to help them prevent dementia.

2.8. References

Cyprus Driving Block (2010)
http://cyprusdriving.net/death-on-cyprus-urban-roads-three-times-higher-than-eu-average-cyprus-mail/