



# Looking Forward to a Dynamic Third Age



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## Spanish Guidelines



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## Action 1: Awareness campaign about the need to prepare for retirement

Preparation for retirement represents one of the stages in permanent education, and it is a mainly educational process, since it teaches the person useful knowledge for a new life stage and especially makes it possible to learn new habits and interests. Preparation for work oriented to useful outcomes has always dominated traditional education, and when the work context suddenly disappears, many people go through a period of great confusion in their lives. The aim sought with preparation-for-retirement programmes is to succeed in the transition towards new life-giving goals, from those related to work to others that can make a retired person's life meaningful. Retirement implies a new use of time for which an appropriate preparation is needed.

This is why we suggest an Action 1, or first awareness plan, about the need to get ready for retirement by means of lectures and with the support of materials developed within the framework of this project that will include these essential sections:

1. Presentation of the BALL project
2. Why we have to prepare for retirement and for the entry into the third age
3. How we prepare for retirement and for the third age

We additionally propose non-intensive courses for a progressive content assimilation, with a duration that could range between fifteen and forty –or even more– hours. These training courses or modules would correspond to Action 2.

As for the content of the formative modules or programmes, it has to meet the needs of the people to whom these training schemes are addressed; but, on the whole, a preparation-for-retirement programme should cover the following priority fields in accordance with the conclusions drawn after studying the mapping and analysing the survey questionnaire results reflected in the Comparative Report.

### AREAS OF INTEREST FOR YOUR OWN PREPARATION FOR RETIREMENT

#### Retirees

- 1<sup>st</sup> LEISURE AND CULTURE
- 2<sup>nd</sup> TIME MANAGEMENT
- 3<sup>rd</sup> FAMILY & SOCIAL / HEALTH
- 4<sup>th</sup> HEALTH / FAMILY & SOCIAL
- 5<sup>th</sup> ECONOMY
- 6<sup>th</sup> EMOTIONAL INTELLIGENCE
- 7<sup>th</sup> ICTs (INFORMATION...)
- 8<sup>th</sup> RIGHTS AND OBLIGATIONS

#### NON-Retirees

- 1<sup>st</sup> HEALTH / ECONOMY
- 2<sup>nd</sup> ECONOMY / HEALTH
- 3<sup>rd</sup> FAMILY / SOCIAL
- 4<sup>th</sup> LEISURE AND CULTURE
- 5<sup>th</sup> RIGHTS AND OBLIGATIONS
- 6<sup>th</sup> EMOTIONAL INTELLIGENCE
- 7<sup>th</sup> ICTs (INFORMATION...)
- 8<sup>th</sup> TIME MANAGEMENT

### 2 CLEARLY DIFFERENT GROUPS

The content that we must provide in the training modules or programmes cannot be confined to knowledge transmission. It also requires the involvement of the subjects who receive it (seniors who are preparing for a new life stage), who have to make the information their own, to internalize it and to adapt their behaviour to it.

## Action 2: Development of formative modules with materials and resources specially conceived for them

Our proposal for the training schemes that would shape Action 2 contains the modules described below. Module 1 shows the basic structure that should be reproduced in each one of the said modules, i.e.: **Title; Contents; Aims; Addressees; Foundations and Benefits; (Theoretical and Practical) Knowledge; Resources and Additional Documentation; Results; and Assessment.**

### MODULE 1: POPULATION AGEING. FROM COLLECTIVE HEALTHCARE ACHIEVEMENTS TO SOCIAL CHALLENGES

- 1) **Contents:** Demographic ageing: concept, rates, causes, criteria, indicators and measures to define the elderly population or seniors. Retirement and third age
- 2) **Aims:**
  - a. Promoting citizens' awareness about the reality and the natural fact of ageing;
  - b. Identifying the various factors that influence ageing;
  - c. Increasing the degree of responsibility for the ageing self-management process;
  - d. Reinforcing the knowledge in that field as an essential part of personal empowerment for decision-making during the third age.
- 3) **Addressees:** Individuals above the age of 50 years.
- 4) **Foundations and Benefits:** becoming familiar with these concepts. Participants obtain knowledge thanks to which they will have a better knowledge of this phenomenon, thus being in an improved position to manage it in their personal case.
- 5) **Methodology:** duration, group size, instructions for trainers, dynamisers, (theoretical + practical) learning method, materials and means required

Practical activities; an example of the scheme to be followed for each one of them:

<b>Activity:</b>	<b>Name</b>
<b>Purpose of the exercise:</b>	Individual, in pairs, interaction level
<b>Duration in minutes:</b>	In minutes
<b>Group size:</b>	Groups of 6-to-12 people
<b>Instructions for the trainer:</b>	Guidance about strategies, activity steps
<b>Equipment:</b>	Photocopies, pencils, board, chalk, computer and beamer, connection to the Internet.... Others....

- 6) **Resources and additional documentation**
  - Reference bibliography, documents
  - Reference portals and websites
  - Social networks and reference applications
- 7) **Results and assessment**

## MODULE 2: FUNCTIONAL AGEING

Getting to know and integrating the biological, psychological and social elements which are inevitably going to affect a person who ages from the moment when his/her biological development finishes; providing the keys, the knowledge, strategies and best practices required to encourage and maintain the ageing subject's autonomy, and to fully exploit his/her adaptive and development capabilities.

Good Habits for a Healthy Ageing and for a better enjoyment of third age and retirement.

Prevention actions for a Healthy Ageing and for a better enjoyment of third age and retirement.

## MODULE 3: PHYSICAL ACTIVITY AND HEALTHY AGEING

Physical activity becomes fundamental when it comes to healthy ageing and to the assurance of a good arrival into the third age. Four essential parts will shape this Module 4: general considerations about physical activity and healthy ageing; benefits of physical activity; development of a healthy physical activity plan; and prescription of recommended exercise and physical activity for seniors, as well as for individuals with specific pathologies.

## MODULE 4: SOCIAL SKILLS AND EMOTIONAL INTELLIGENCE

Social Skills and Emotional Intelligence configure the whole set of behaviours which allow us to interact more effectively in our interpersonal relationships. Owning good social skills will determine the quality of our life, insofar as we interact with others during a large part of our time. Social skills make it possible to express feelings, needs and opinions, through which we obtain personal well-being –the first step to achieve a higher level of social integration. Social skills and emotional intelligence are acquired, and this acquisition can only be achieved through learning. Learning these social skills constitutes one of the priority areas both for the personal and for the social development of individuals, and this learning process will be determined by all the experiences we have lived through, by our environment, by the models which surround us, and by our ability to learn and implement such skills.

### Annex I

By way of example, we have prepared a formative module that would correspond to a part of Module 4: social skills and emotional intelligence

## MODULE 5: VOLUNTARY SERVICE

Volunteering is one of the channels for citizen participation that guarantees a highest degree of success when it comes to reaching the aims of full personal development. The importance of volunteering as a force that generates a real change both in individuals and within this twenty-first-century aged society as a whole is huge. The aims of these training plans include working with the types of learning that are related to altruistic tasks and voluntary services, favouring the acquisition of capabilities amongst volunteers while simultaneously promoting their maturity as individuals, as well as their social inclusion, making them feel useful and valued by society. Volunteering tasks not only depend on knowledge but also on the competences that can be acquired during the training process.

## MODULE 6: ICT RESOURCES TO BOOST AUTONOMY IN THE THIRD AGE

Age is one of the main factors behind digital exclusion, and it is a well-known fact that Internet use frequency decreases to a large extent amongst people who are 55 years old or older. ICTs generate rejection feelings from many seniors, which isolates them and eventually excludes them from a globalised

society where the new information and communication technologies tend to be present in all the spheres of people's life. The knowledge of new technologies will surely enhance their quality of life, and improving their competence in new technologies can definitely result in a higher degree of life satisfaction for seniors.

The Internet gives access to information, it preserves human relationships and helps with communication; furthermore, the new Information and Communication Technologies can prove especially valuable for people who have some physical handicap or cannot move easily. This module would focus on essential ICT applications that can contribute to promote autonomy during the third age.

## MODULE 7: FREE TIME MANAGEMENT DURING RETIREMENT AND THE THIRD AGE

The leisure and free-time phenomenon has acquired increasing significance as the various social and cultural transformations of work have been taking place. Social protection in developed countries includes different pension systems. It is understood that 'retirement' constitutes the dividing line between the life stage occupied by obligations and that determined by free time and the absence of duties linked to work. For many people, retirement means the appearance of disruptions that force them to change the way in which they organise time in their lives. This module would deal with the free time that senior citizens come across when they retire and during the third age, showing how this new free time can be effectively managed along with leisure. During the retirement process and above all at the ageing stage, it is very important to carry out a suitable management of free time and leisure, since this aspect has a direct connection with emotional and physical well-being. Likewise, the module will encourage the utilization of strategies and alternatives that can favour an optimal use of leisure time by seniors.

Reaching the age of retirement does not mean that a person stops being productive; what happens is simply a transformation in the way we live our daily life. Retirees can perform productive tasks at a different pace or undertake multiple initiatives related to cultural and artistic activities that can bring them personal satisfaction.

## MODULE 8: ECONOMY, FINANCES AND RIGHTS FOR THE RETIREMENT AND THIRD AGE PERIOD

In a civilised society like ours, older adults should be able to live with dignity and to enjoy their retirement and all the years that they have left until the end of their lives with enough economic resources to keep a decent and safe standard of living. If economic planning and finance monitoring are desirable actions in every stage of life, they become even more important when reaching the third age, so that individuals can remain fully autonomous, cope with unforeseen events and thoroughly enjoy their years of rest.

Therefore, a need exists for older adults to know and subsequently to learn how to manage aspects such as the preparation of a financial plan that allows them to keep monthly budgets where (fixed and variable) costs are collated with incomes, or the administration of investments and properties, if they have them. It is similarly important to get ready for other aspects such as the possibility of a residential change towards other habitats and/or other residential options, different from living in one's own home or with relatives. A crucial importance should equally be assigned to the knowledge of legal issues such as the drawing-up or updating of a will, and the Advance Directive Document, popularly known as 'living will.'

Action 3: Offering an information and reference section about training centres and programmes, as well as initiatives and platforms with resources on preparation for retirement.