

**THE CONTRIBUTIONS OF EDUCATION AND  
LEARNING  
FOR OLDER ADULTS' WELL-BEING:  
PROCEEDINGS OF THE 9<sup>TH</sup> CONFERENCE OF THE  
ESREA -RESEARCH NETWORK ON EDUCATION AND  
LEARNING OF OLDER ADULTS (ELOA)**

The contribution of education and learning for older adults' well-being: Proceedings of the 9<sup>th</sup> Conference of the ESREA network "Research on Education and Learning of Older Adults"  
Held in University of the Algarve, 11-13 october, 2018

**Edited by:**

Carla Vilhena, University of the Algarve/CEIS20  
Maria Helena Gregório, University of the Algarve

**Scientific Committee**

Bernhard Schmidt-Hertha (University of Tuebingen)  
António Fragoso (University of Algarve)  
Cecilia Bjursell (Jönköping University)  
Cristina Vieira (University of Coimbra)  
Dominique Kern (Université de Haute Alsace)  
Esmeraldina Veloso (Minho University)  
Jane Watts (Association for Education and Ageing)  
Malgosia Malec (Wroclaw University)

Gambelas, Universidade do Algarve  
April 2019

ISBN (ebook): 978-989-8859-61-7

## TABLE OF CONTENTS

<b>HOW IS WELL-BEING CONCEPTUALIZED AND MEASURED BY RESEARCHERS IN THE FIELD OF LATER LIFE LEARNING?</b> DIONYSIA KROUSTALLAKI .....	1
<b>QUALITY OF LIFE AND WELL-BEING: A HISTORICAL PERSPECTIVE OF THE THEORETICAL CONCEPTS AND THE EXPERIENCES FROM THE FIRST WELFARE GENERATION IN SWEDEN</b> - ANN-KRISTIN BOSTRÖM .....	21
<b>THE CONTRIBUTION OF CAPITAL ASSETS TO THE WELL-BEING OF ADULT CANADIANS AS THEY AGE AND APPROPRIATE ADULT LEARNING RESPONSES</b> - SATYA BRINK .....	33
<b>POTENTIAL FOR ENHANCING OLDER ADULTS' WELL-BEING IN LIBRARIES: SOME EXPERIENCES IN JAPANESE PUBLIC LIBRARIES THROUGH THEIR DEMENTIA-FRIENDLY PROJECTS</b> - NAOKO SUZUKI .....	68
<b>ROLE OF INFORMAL LEARNING FOR WELL-BEING OF ELDERLY WITH THEIR CONTINUED PARTICIPATION AND CONTRIBUTION</b> - GEETANJALI BASWANI, PAWAN SAHU, ABHAY BASWANI & KOSHY JACOB .....	82
<b>INTERGENERATIONAL EXCHANGE IN A LEARNING NEIGHBOURHOOD: NEW OPPORTUNITIES FOR ENHANCED RECOGNITION AND QUALITY OF LIFE FOR OLDER ADULTS</b> - SÉAMUS Ó TUAMA .....	104
<b>LEARNING AND HEALTH FOR OLDER ADULTS, A SYSTEMATIC REVIEW OF RESEARCH</b> - MAGNUS SCHOULTZ .....	122
<b>THE RELATION BETWEEN ADULT EDUCATION AND HEALTH OF OLDER ADULTS</b> - SA-LILA REES.....	137
<b>THE STUDY OF SCIENCE COURSES AMONG THIRD AGE LEARNERS</b> - RONIT HERSCU-KLUSKA, SARA PE'ER & SHAI SHAFIR .....	157
<b>SENIOR UNIVERSITY: AGEING WISELY</b> - GRAÇA SANTOS & SOFIA BERGANO .....	171
<b>LEARNING, SOCIALIZATION AND WELL-BEING FOR OLDER ADULTS: THE CASE OF A UNIVERSITY OF THIRD AGE IN PORTUGAL</b> - RUTE RICARDO & ANDREA PORCARELLI.....	185
<b>EDUCATIONAL AND LEARNING ACTIVITIES FOR OLDER ADULTS AT THE UNIVERSITY LEVEL IN SLOVAKIA</b> - LUCIA HREBEŇÁROVÁ & ALBERT KULLA .....	200
<b>DEVELOPING CRAFT PEDAGOGY FOR OLDER ADULTS IN CARE SETTINGS</b> - MARI SALOVAARA & SIRPA KOKKO .....	214
<b>BI-CULTURALISM IN PRACTICE FOR NEW ZEALAND SENIORS: A CASE OF COMPLEMENTARY EDUCATIONAL PROVISION FOR PĀKEHĀ AND MAORI IN AN URBAN ENVIRONMENT</b> - BRIAN FINDSEN .....	232
<b>THE USE OF ICT LATER IN LIFE: EXCLUSION FACTORS, PERCEIVED UTILITY AND DIGITAL SKILLS</b> – ADRIANO AIRES, RICARDO NÉNÉ & SANDRA MONTEIRO .....	249
<b>EDUCATION AS A NON-PHARMACOLOGICAL RESPONSE TO DEMENTIA AND ALZHEIMER</b> – ELENA LUPPI .....	265
<b>BARRIERS AND FACILITATORS TO ADHERENCE TO WALKING GROUP EXERCISE IN OLDER PEOPLE LIVING WITH DEMENTIA IN THE COMMUNITY: A SYSTEMATIC REVIEW PROTOCOL</b> - JITKA VSETECKOVA, MANIK GOPINATH, ERICA BOGSTROM, CAROLINE HOLLAND, KLARA DADOVA & GEMMA RYAN.....	287
<b>UNPACKING THE BLACK BOX OF THE GROUP EXERCISE CLASS FOR OLDER ADULTS</b> – SUE STUART .....	293

## **SENIOR UNIVERSITY: AGEING WISELY**

Graça Santos, ESE-Instituto Politécnico de Bragança

Sofia Bergano, ESE-Instituto Politécnico de Bragança

### **Abstract**

The interior north of Portugal is markedly an aging region with low population density which constitutes a major challenge in organizing social responses for senior adults. The concern that is related to the proposed analysis is the understanding of education as a personal task that accompanies a person throughout his or her life, which contributes to personal satisfaction and fulfilment and, consequently, to a higher perceived quality of life. It is necessary to comprehend how people perceive their learning and use their knowledge to stay active and to mobilize changes in their daily lives. It is also important to know whether they consider that learning was and is decisive for their inclusion in society. The objective of the present work is to understand the motivations of older people that attend two Senior Universities (SU's) in a region of the interior north of Portugal. And, at the same time, to comprehend, with the elderly people who attend them, what changes or implications they have brought to their lives and how they interpret the processes associated with aging, educational, cultural and social development. The results focus on the positive aspects highlighted by the participants, namely the valuation of time, new learning, the educational and cultural opportunities provided, the social involvement and social interaction, and the satisfaction with the participation in the activities proposed by the SU's.

### **Introduction**

Ageing is an inevitable process that takes place throughout life. In our days, more people will live longer and it is necessary to find social responses to meet their needs. In Portugal, we found a gap between the elderly population and the young population, with particular relevance in the northeast of our country. If the care of the elderly was previously ensured by family actions, today's society and social policies must find other social and educational solutions. In the context of non-formal education, senior

universities (SU) are examples in meeting needs related to the individual's desire to continue learning, maintaining activity and well-being.

Should we be surprised at the need to continue learning? For some people ageing means a decline in capabilities to which the individual is accommodating, passively; in other cases, the individual maintains a dynamic attitude, an active presence in daily routines and social life.

### **Need for social and educational responses - The case of senior universities**

Ageing occurs since the person is born and it is now expected that more people will live beyond the age of 60 and for a longer period of time (World Health Organization [WHO], 2016). Nowadays, we need to ensure that people have the opportunity to live a longer and a healthier life (WHO, 2017). Maintaining healthy aging is a current challenge of change and transition for individuals, their families and society.

The current situation in Portugal is marked by a variety of phenomena that have led to a significant change in the demographic structure in some territories of our country. As we know the aging index is the number of people over 65 years old per 100 people under the age of 15. In this sense, when this indicator exceeds 100 we have the indication that there are more people over 65 than young people with less than 15. The proportion between the elderly and the young in the resident population in Portugal from 1961 to 2016 has increased (Instituto Nacional de Estatística [INE], 2018a). Also, the average life expectancy at birth (INE, 2018b) in Portugal increased - in 1960 it was 64 years, in 2016 it increased to 81,3 years. Another particularly interesting fact relates to average expectancy at age 65: in 1960, a 65-year-old would live, on average, more 13,6 years. At 2016, it is expected to live, on average, more 20,1 years. It should also be noted that the Portuguese values for 2016 are practically coincident with the data of the European Union 28.

In this context, it is important to understand the relevance of some of the social and educational responses in these interventions with the elderly, the senior adults, emphasizing the institutions that promote and seek to contribute to a successful aging process. For various reasons, people seek learning opportunities in non-formal education contexts, enabling them to remain satisfied and active in society. For example, SU are a different response from residential home for the elderly. We consider the SU

as social responses whose purpose is to promote active and successful aging. The SU are socio-educational responses that aim to create and promote activities regularly in the social, cultural, knowledge, and social areas, constituting a social response that favours adult education (RUTIS, 2018).

The concern with education and learning in the elderly has been the subject of study by several researchers that analyse the educational practices of the senior universities (Antunes, 2017; Machado & Medina, 2012).

### **Ageing wisely**

People get older, but you have to make sure that aging is going well with quality, health and well-being. What does ageing wisely mean? What makes these people active, satisfied, wised, curious and somehow irreverent? Have they always been like this, throughout their life or this phase of their life has allowed them to discover new interests, invest in unknown or previously undeveloped capacities? This attitude towards education and learning corresponds to a process that takes place over time, favouring personal satisfaction, self-efficacy (Hammond & Feinstein, 2005) and the desire to remain active.

When we recognize this ageing wisely, which values the capacity to learn, it is important to consider the ability to educate, by holding the potential socio-educational responses to the development of the individual at this phase of life. Ageing wisely is related to a conscious attitude of the individual throughout life, concerning with health, nutrition, physical exercise, ability to learn, daily habits, financial management, leisure time, among others.

### **Methods**

The present research has an exploratory intention and seeks to understand the motivations of older people for the attendance of two SU in a region of the interior north of Portugal. In this sense, a qualitative study was developed in which the technique of data collection was the semi structured interview since it was intended to analyse the role of these institutions in the life of their students from their point of view.

In order to fulfil this purpose, two SU were selected, located in two municipalities. The two municipalities were selected geographically, but with some distinctive peculiarities, namely, in the comparison between experiences more marked by rurality and experiences in a more urban context.

Concerning the ethical issues associated with the investigation, we note that all the participants gave their explicit consent regarding their participation and the audio recording of the interview. They were also informed about the right to stop the interview, not answer any of the questions or even give up their participation at any time. Regarding the anonymity, it was clarified that in the transcription of the interviews, any reference would be omitted that would allow the identification of the participant, such as name, family names, properties, entities where they worked or others that may permit their identification.

We also emphasize that in the moment of contact with those responsible and with the students of the SU, it was found that those involved were satisfied with the fact that there is an academic and scientific interest in these types of institutions and in learning at a later age.

The interview guide was developed with reference to the objectives proposed for the study and sought to address the issues related to aging that we found in the literature related to lifelong learning and the promotion of active aging.

The interview was conducted in the form of a conversation so that the interview script was managed in a flexible manner, trying to keep the conversation flowing and avoiding unnecessary repetition.

### **Participants**

The group of participants consists of 8 people, 4 from each of the Universities, their participation was voluntary. At first, the directors of the two institutions were contacted, the objectives of the study were explained and through them, those interested in participating in the research were identified. At first it was expected that 3 students from each of the institutions would be heard, but since one of them had one more volunteer, a decision was taken to increase the number of participants, so no participant would be excluded.

In the following table the participants of the two institutions are characterized

Table 1

*Participants' characterization*

<b>SU</b>	<b>Sex</b>	<b>Age</b>	<b>Civil Status</b>	<b>Education</b>	<b>Profession</b>	<b>Code</b>
A	Female	80	Widow	4th grade + school regent course	School regent	P1SUA
	Male	68	Married	Frequency of Law Course	Bank officer	P2SUA
	Female	59	Married	4th grade	Civil servant	P3SUA
	Female	76	Widow	9th grade	Civil servant	P4SUA
B	Female	61	Married	12th grade	Accountant	P1SUB
	Female	75	Single	Primary Teaching	Primary teacher/Adult Teacher	P2SUB
	Male	67	Married	Master	Adult Teacher	P3SUB
	Female	73	Married	12th grade	Civil servant	P4SUB

As we can see in Table 1, most participants are women, their ages vary between 59 and 80 years, and in relation to their marital status, 5 were married, 2 widows and 1 single.

**Categories and subcategories**

The collected data was analysed and with the transcribed material we elaborated categories and subcategories that tried to organize the information in a systematic form. This process was done by each of the researchers individually, the results of each of the organizations were compared and the logic underlying the categorization improved through processes that led to the following categories and subcategories (Table 2).

Table 2

*Categories and subcategories*

Categories	Subcategories	Indicators
Motivations to attend SU's	To learn	References to learning as a reason to attend the SU
	To combat loneliness	References to issues associated with loneliness (own or colleagues') as a reason to attend the SU
	To promote Active Aging	References to issues of health promotion, physical activity, social and cultural participation (still incomplete) as a reason to attend the SU
Perceived gains	Learning	Indication of changes in life related to SU learning
	Social	Indication of changes in life related to SU social networks
	Cultural	Indication of changes in life related to cultural experiences provided by the SU
Social perception of the SU's	Previous (own) knowledge of the SU's	References to previous knowledge about the SU's
	Social valorization of the SU	References to the social value of the SU's
Concept of lifelong learning	Time to learn	Reference to lifelong learning, times and ways of learning
	Usefulness of knowledge	Indication of the utility of learning

## Results

In order to present the results, we take as reference the categories identified from the content analysis and transcribed affirmations of the participants that illustrate the results and that allow us to make an interpretative analysis of the voices of the participants.

Regarding the motivations to attend the SU, the motive presented by the largest number of participants was *to promote active aging*. This indicates a clear perception by the participants that the frequency of the SU can contribute positively to successful aging. In this category, we consider the promotion of a healthy lifestyle, physical exercise and social and cultural participation. We emphasize that four participants indicate reasons within this subcategory. As can be seen in the following transcriptions, one aspect that stands out is the importance given to social participation:

I chose the University because I did not want to be in a Day Center (laughs)  
(P1SUA)

I think we all have the same motive, that motive for fraternity, friendship, conviviality, to gather here to meet each other on the street and say "Hello colleague!", We greet each other as we pass by each other (P1SUA)

It was out of unemployment. I do not think I was old enough to be unemployed and they did not give me other opportunities. I felt like a beggar. I was asking for work. Those who are there are already retired. (P1SUB)

I like to have things to do, that make me leave the house, even though I do not have a car. (P2SUB)

Mainly for the social conviviality (...) not because I feel alone. (P3SUB)

I worked for 38 years as a civil servant, I left my house every day. Those first two months seemed like vacations. I'm one of those people who miss work. When I went to the SU it was a relief. (P4SUB)

With regard to the subcategory *to combat loneliness*, we found that three participants pointed to this reason as a motive to attend the SU, as can be seen in the following transcripts:

Most come to spend time, to occupy time, not to be in the house (P2SUA)

It was really me being alone, sad and depressed ... I'm going to confess something, I was taking antidepressants and after a short time of being in the university I stopped taking them and today I do not take anything (P4SUA)

*To learn* is referred to by two participants as seen in the following transcripts: "I came here to refresh my English" (P2SUA); "The opportunity to develop the musical component" (P3SUB).

From the results obtained we highlight that the motivations most often mentioned are related to the promotion of active aging and the need to maintain an occupation and a routine that makes them leave their houses and, thus, to maintain social and cultural activity. However, combating loneliness and learning are also mentioned although by a smaller number of participants.

When participants were asked about the main gains of attending SU they referred social, learning and cultural gains.

Regarding the subcategory with the highest number of records, we emphasize the importance given to not being alone or having a reason to leave home and interact with other people as we can verify through the analysis of the citations presented:

The first advantage is that we age energetically. Aging energetically is having to come to the University for classes and not stay at home (P1SUA)

The relationship with these people, this is also necessary (P2SUA)

It's all of them, besides living together and spending time (P4SUA)

The friendship; (...) those who are retired are not the ones at home... there are partnerships... we know more people... (P2SUB)

(...) social interaction; better and more interaction between people (of course small conflicts arise ...) (P3SUB)

For me it is to worry about getting ready to leave, to leave the couch. To travel... even close by, places I did not know and we started to like. (P4SUB)

In a second group of responses, we highlight "learning" indicated by five participants:

I already feel quite at ease in English (P2SUA)

I had never worn a training suit... my daughters bought me the training suit and it is a motivation, a satisfaction (P3SUA)

We learn... it's like I tell you, I did not know how to pick up a computer, in my time there was no computer, hardly a calculator... It was only here in the University that I learned, I even have Facebook and I spend a lot of time there (laughs) (P4SUA)

Having our neurons active, to not get lost in time. I think that those who sit there watching television all day grow old. The SU has rejuvenated me. In class I become an authentic child, I remain active. Interested in life - that's the main thing. I do not even want to be old. I say I'm 50 and 11. (P1SUB)

Many... all: acquire knowledge; transmit knowledge; ... (P3SUB)

Regarding the *learning* subcategory, it is interesting to note that although it has not been presented by most participants as a motivation to attend the SU, it is recognized as a relevant gain by our participants:

The trips we do are also important (P2SUA)

(...) and the trips too, I went to Rome, I had never been on a plane, it was spectacular, I loved it. It was a great and unique experience (P3SUA)

To occupy leisure time; to gain culture; see things differently... (P2SUB)

Another aspect that was addressed in the present investigation is the social perception of the SU and, in this regard, we highlight the following statements:

No, nor had I ever heard of a Senior University (P1SUA)

I didn't even know it existed, no I didn't know (P2SUA)

I had no idea what a Senior University was. [ (P4SUA)

I did not know anything about the SU. I had no idea ... I even thought that I had to have studies. (P1SUB)

Regarding the participants' knowledge about the SU before attending it, it is interesting to note that some of the participants acknowledged that they did not know what a SU was before they attended it as seen in the previously transcribed sentences.

With regard to the participants' idea of the social valorisation of the SU, it seems interesting to us that arguments are presented to support two different visions, namely affirmations that point to the social valorisation of the SU's as we can observe:

My family values a lot, they love that I attend the University, they never criticized me God forbid that they did that, and I would not consent either (P2SUA)

Most people value it... (P4SUA)

But there are also statements in the participants' discourses that point to a social devaluation of SU's as illustrated in the following statements:

There are those who do not value the Senior University and there are some who criticize, but everyone has a right to have an opinion. (P1SUA)

No, for example here what I notice, is that there are people who try to keep us down and say: "Ah! University, there is so much to do at home ... (P3SUA)

Before I came I thought it was an uninteresting class. When I got here it was a good thing I was not expecting. (P3SUA)

No. They are made fun of ... I hardly even knew. (P2SUB)

In this subcategory, it is also important to note that some of the participants underlined the lack of social unanimity in the valuation of the SU's

There is a dichotomy: - society itself finds SU as elitist, which alienates many potential SU regulars, and this justifies people not feeling well. The SU is for everyone people with little training come and go... there will be work to be done... - institutionally the SU are respected. The people who attend them are seen with some admiration, but also with a certain joke (learning after being old?). There are people (students) who feel good, but who feel cheeky... (P3SUB)

There may be a group that considers it advantageous because it considers a hobby of people who have nothing else to do, when it comes to aging in a healthier and happier way and there may be that group that says "there are the people that have nothing else to do". (P2SUA)

Regarding the category *concept of lifelong learning*, we have identified, as we have already mentioned, two subcategories: *time to learn* and *usefulness of knowledge*. Regarding the *time to learn* category, we underline the idea that we learn at all ages, as illustrated by the following statements:

We always learn until we die. (P1SUA)

You never learn everything ... learn until you die. (P2SUA)

I am here to learn to see and to know. You never learn everything, even if you live 100 years, you always learn something. (P3SUA)

I always continue to learn; this year I think we'll have other disciplines and I'm already anxious. (P4SUA)

Always! Learn until you die. Listening ... but also writing ... (P2SUB)

Life is a learning process. We are always learning. (P3SUB)

More specifically, some participants indicate that although we learn at all ages, the way we learn and the attitude towards learning changes with age, as seen in the following transcripts:

I do not learn in the same way, because I was a student at 100% and now ... I consider that, although my abilities have diminished a little, I am more dispersed by other activities and tasks, I divide my attention by several situations which constitutes a situation of less attention on a single goal. But I also consider that I have a wider learning process, the general culture is very likely to increase. (P2SUA)

Now I learn in a different way because I have lived a life and in school the teachers were not as gentle as these are, it was still at that time when they hit us with rulers... I think if they taught me in a different way I would have learned

much more, me and my colleagues. Teaching us the right way, we would have learned much more and much better. We are now treated like... it is so different that it is impossible to compare. (P3SUA)

Learning is different, but I have personal experience: I started at the age of 7 and until I was 60 I never stopped studying. One notices a cognitive difference, but each person is different. I do not feel limited by my age to continue studying... the memory... There are always automatic strategies to educate memory... The cognitive part is at 90%. I have a lot, a lot to learn. (P3SUB)

A lot, always... We are always learning, even talking... even matters that we update. Yes. It takes a little more... to learn, but I learn with more interest. (P4SUB)

Finally, we also emphasize the importance given to the usefulness of knowledge by the SU students:

No, you do not learn the same way. Before we were more active, had a fresher memory and so... but you will keep learning, for example, I never thought to do “arraiolos” and I have done many beautiful things. (P4SUA)

Yes, always learning new things. (P1SUB)

That's for sure. When I was young, I learned because I was studying, memorizing and it would come out on the tests and I would do it. Would I understand it... maybe not. Now I see differently. Now I ask why, I have to get to the heart of the matter, how was it? Things I have to know, for example, what I'm singing, in Latin, you have to translate it, so I can sing with emotion. I must know why. (P1SUB)

## Discussion

The first aim of this paper was to understand the motivations of older people that attend two SU in a region of the interior north of Portugal. And, in this regard our results show the positive aspects highlighted by the participants, namely: the valorisation of time; new learning; the educational and cultural opportunities provided;

the social involvement and social interaction; the satisfaction with the participation in the activities proposed by the SU.

Another issue that we want to emphasize is the attempt to understand, with the elderly people who attend them, what changes or implications SU have brought to their lives and how they interpret the processes associated with aging, educational, cultural and social development.

And in this respect, we emphasize that through the implementation of socio-educational strategies, the SU provides, through the work of its technicians and volunteers, the response to the need for development and knowledge sharing, which in turn contributes to social interaction and improvement of the quality of life of the elderly.

Another concern that is related to the proposed analysis is the understanding of education as a personal task that accompanies a person throughout his or her life, which contributes to personal satisfaction and fulfilment and, consequently, to a higher perceived quality of life.

To finalize we select, by the impact of the words, these two statements, which are significant examples of participants' responses and the extraordinary importance that the frequency of the SU has on the lives of these people.

“I'm here because I also learn, it's not just to spend time, I really enjoy learning” (P4, SU A); and:

Me? I was already in a psychiatry... (silence)... I was already in a psychiatry. I'm still on medication. The doctor tells me, "Ah, brave!" They ask me, "What do you not do?" They say I do not get old. I like the dynamics, I cannot stand still” (P1, SU B).

### References

- Antunes, M. C. (2017). Educação e bem-estar na terceira idade. *Revista Kairós Gerontologia*, 20(1), 155-170.
- Hammond, C., & Feinstein, L. (2005) The effects of adult learning on self-efficacy. *London Review of Education*, 3(3), 365-287.

- Instituto Nacional de Estatística (2018a). *Estimativas anuais da população residente*, Retrieved from [https://www.ine.pt/xportal/xmain?xpid=INE&xpgid=ine\\_indicadores&contecto=pi&indOcorrCod=0008273&selTab=tab0&xlang=pt](https://www.ine.pt/xportal/xmain?xpid=INE&xpgid=ine_indicadores&contecto=pi&indOcorrCod=0008273&selTab=tab0&xlang=pt)
- Instituto Nacional de Estatística (2018b). *Comparison of the average life expectancy at birth with life expectancy at 65 years in 1960 and 2016*.
- Machado, F., & Medina, T. (2012). As universidades seniores: Motivações e repercussões em contextos de aprendizagem. *Educação, Sociedade & Culturas*, 37, 151-167.
- RUTIS (2018). *Universidades Séniores*. Retrieved from <http://www.rutis.pt/paginas/8/universidades-seniores/>
- World Health Organization (2016). *World report on ageing and health*. Geneva, Switzerland: World Health Organization.
- World Health Organization (2017). *Global strategy and action plan on ageing and health*. Geneva, Switzerland: World Health Organization.