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# INTERREG ITALY-CROATIA PROJECT ADRINCLUSIVE

## D2.3.1

# ADRINCLUSIVE Cross- border Training Methodology

(Version 1.1 – 31/08/2025)



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<b>Project Title</b>	<b>Innovative and sustainable tourism offer for equal access and social inclusion of people with dementia and cognitive decline to tourist destinations in the Adriatic Sea</b>
<b>Project Acronym</b>	<b>ADRINCLUSIVE</b>
<b>Programme Priority</b>	<b>Culture and tourism for sustainable development</b>
<b>Specific Objective</b>	<b>4.1: Enhancing the role of culture and sustainable tourism in economic development, social inclusion and social innovation</b>
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<b>WP</b>	<b>WP2 CAPACITY BUILDING AND RAISING AWARENESS ACTIVITIES</b>
<b>Activity</b>	<b>A2.3 Cross-border elaboration of a common Training Methodology to be applied to local training courses targeted to tourist and welfare operators' upskilling of competences for the implementation of the inclusive and sustainable tourist model</b>
<b>Deliverable</b>	<b>D2.3.1 ADRINCLUSIVE Crossborder Training Methodology</b>
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<b>Version</b>	<b>1.1</b>
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### 1. INTRODUCTION AND OBJECTIVES OF TRAINING

The prospect of a vacation may seem distant for many families living with a person with Alzheimer's or other forms of dementia, often due to fears, anxieties related to management outside the home environment, and the perception of a lack of services and welcoming environments. Training is designed to overcome these barriers, many of which are not physical but psychological and emotional, and to promote a shift in mindset towards inclusion. It aims to reaffirm the right of people with dementia to continue to enjoy a full life, rich in relationships and experiences, including the right to travel.

General objectives of the training programme:

- *Raise awareness and understanding:* increase awareness and in-depth understanding of dementia, its symptoms, progression and impact on daily life and travel experiences, debunking myths and prejudices.
- *Develop practical skills:* equip participants with practical skills and effective strategies for communicating, interacting and managing complex dementia-related behaviours in real-life settings.
- *Promoting inclusion:* promote a shift in mindset and a proactive approach towards the creation of "dementia-friendly" environments and services, promoting sustainable and accessible tourism.
- *Designing meaningful experiences:* provide the tools to design, deliver and evaluate tailored, safe, predictable and meaningful vacation experiences for people with dementia and their caregivers.
- *Building networks:* encourage collaboration between tourism operators, welfare and health professionals, and associations, to create an integrated support ecosystem.



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### Specific learning objectives (per module/session)

The specific objectives must be clear, measurable and action-oriented, defining precisely what participants should be able to know, do or feel after each segment of the training. They should cover cognitive (knowledge), psychomotor (skill) and affective (attitude) dimensions. In particular:

- **Module 1 (knowledge):** participants will be able to describe the main features of different types of dementia and their implications on cognitive and behavioural skills.
- **Module 2 (skills):** participants will be able to apply at least three nonverbal communication techniques to facilitate interaction with people with dementia.
- **Module 3 (attitude):** participants will demonstrate greater sensitivity and a more inclusive approach to the specific needs of people with dementia in the workplace.
- **Module 4 (skill/knowledge):** participants will be able to apply and integrate cognitive stimulation and non-pharmacological interventions into a holiday setting to improve the well-being of people with dementia.



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### 2. RECIPIENTS OF TRAINING AND LEARNERS' PROFILE

The training is designed for a wide range of professionals working in contact with the public or in the care sector, ensuring an integrated approach to inclusive holidays, with particular reference to the areas of tourism and welfare.

#### 2.1. Who the training is aimed at:

- **Tourism operators:** hoteliers, managers of B&B, farmhouses and holiday homes; receptionists, room staff and entertainment; tourist guides, tour guides, museum operators and cultural sites; restaurateurs, transport workers (taxis, buses, ferries); staff of travel agencies and tour operators.  
*Expected Outcomes:* Acquire the ability to welcome, support and make the travel experience calm, predictable and meaningful for people with dementia and their family members, promoting accessible and inclusive tourism, focused on creating "dementia-friendly experiences" and a welcoming environment.
- **Welfare professionals:** medical and nursing staff (doctors, nurses, healthcare assistants); home assistants, professional educators, occupational therapists and physiotherapists; psychologists, social workers; volunteers working in care settings (e.g. Nursing homes, Meeting centers, Day care facilities).  
*Expected Outcomes:* deepen person-centred care techniques, effective communication strategies, management of complex situations (e.g. agitation, wandering) and promotion of well-being and quality of life of people with dementia, improving patient-centered care and caregiver support.

#### 2.2. Learner profile

In order to adapt the level, organization, duration and materials of the course, it is essential to collect information about the participants. A pre-assessment questionnaire or a detailed application form can collect data on:

- Professional role and sector.



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- Previous experience and frequency of contact with people with dementia.
- Current level of knowledge about dementia and inclusion practices.
- Individual expectations and specific training needs.
- Preferred learning style (e.g. visual, auditory, kinesthetic, experiential).



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### 3. TRAINERS

The quality, experience and composition of the training team are crucial factors for the effectiveness and credibility of the training course.

In particular, training should be conducted by a professional with proven clinical and/or research experience in the field of dementia (e.g. psychologists specialising in neuropsychology, geriatricians, neurologists, coordinators of care facilities, occupational and rehabilitation therapists). It is also important to include experts in accessible tourism, hospitality, customer services or social project development, to ensure a comprehensive and interdisciplinary perspective.

Whenever possible, a multidisciplinary team is recommended, able to guarantee a complete perspective on all aspects of dementia (doctors, psychologists, caregivers, organizational, social) and to offer a variety of perspectives.

Those in charge of training should have excellent teaching and interpersonal skills, being able to translate complex concepts into accessible language, facilitate interaction and stimulate debate. Finally, it is advisable that those who conduct the training engage in a continuous professional development to keep up with the latest research and best practices.



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### 4. STRUCTURE AND DURATION OF TRAINING

The structure of the training is based on a flexible and modular approach, designed to be adapted to the specific context and needs of the participants, while ensuring full coverage of the essential topics.

- **Modular approach:** the training is articulated in distinct modules, each with specific objectives and related contents, allowing a flexible use and a targeted focus. This also facilitates customization, allowing you to focus on more relevant modules for specific groups of operators.
- **Total duration:** the basic program should consist of a minimum of six hours of training, divided into at least two sessions, each lasting three hours. This duration represents the essential requirement to cover the fundamental content. However, it is highly recommended that the total duration be flexible and extendable. The number of hours can be adjusted and increased based on the depth of the topics covered, the teaching methodologies adopted (e.g., simulations, practical laboratories), and the number of participants, thus ensuring a more complete and effective learning experience.
- **Frequency and mode of sessions:** sessions can be held on the same day (e.g. a morning session and an afternoon session) or spread over several days or weeks. Distribution over time can facilitate absorbing the content, reflection between sessions and the possibility of applying the concepts learned in a short period. With regard to the modalities, modules 1 and 3 can also be used online at a distance, while modules 2 and 4 require participation in person, given their more practical and experiential nature.
- **Number of participants:** a minimum of 10 professionals is required per session. Small-to-medium sized groups (preferably 10-20 participants) are ideal for fostering interaction, group discussions and practical simulations. In the case of larger groups, it is advisable to divide them into subgroups or consider multiple sessions to allow greater personalization of learning and the possibility of providing individualized feedback, maximizing engagement and deepening.



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### 5. TEACHING METHODS

The teaching methodology must be interactive, dynamic, and participatory, with a learner-centred approach. It should effectively combine experiential learning with theoretical knowledge to maximize participant involvement and facilitate the practical application of new skills.

#### 5.1. Fundamental principles of teaching:

- Create an environment that stimulates curiosity and the desire to learn.
- Content and activities must be perceived as directly relevant to the participants' daily work environment and challenges, offering practical and immediately applicable solutions.
- Enhance the experiences and knowledge that participants may already have, integrating them into the training process and using them as a starting point for learning new skills.
- Encourage participants to take an active role in their own training.
- Promote direct and experiential learning.
- Use an integrated approach, aimed not only at the acquisition of knowledge and skills, but also the development of attitudes, values and sensitivity.

#### 5.2. Interactive techniques and activities

There are several didactic methods from which you can choose and which can be used to enrich the training, including for example:

- **Interactive lectures and mini-conferences:** short theoretical and conceptual presentations (max 20-30 minutes) supplemented by stimulating questions, moments of open discussion and Q&A to encourage active participation and immediate assimilation.
- **Role-play and simulations:** practical exercises of staging typical situations of interaction with people with dementia (e.g. reception in the hotel, management of disorientation, answering



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repetitive questions). They allow you to practice communication techniques, empathy and behaviours management in a safe and controlled environment.

- **Case studies:** in-depth analysis of real or hypothetical scenarios of inclusive vacation or assistance, to develop problem-solving skills, critical thinking and identification of collaborative solutions. Participants work in small groups to analyse the situation, propose strategies and discuss them in plenary.
- **Brainstorming and facilitated group discussions:** to share experiences, identify common challenges, generate innovative ideas and find practical solutions.
- **Practical and experiential activities:** exercises aimed at directly experimenting with psychosocial intervention and cognitive stimulation (e.g. simplified music therapy sessions, adapted art therapy, memory exercises). This allows participants to concretely understand the value and application of these approaches, developing practical skills and a greater awareness of the residual potential of people with dementia.
- **Storytelling and testimonials:** encourage the sharing of personal experiences or the use of multimedia resources to report real-life examples and authentic stories of people with dementia or their caregivers. It is also essential to involve tourism operators who have already had inclusive holiday experiences.
- **Guided tours:** organize guided tours to facilities or initiatives that have already implemented "dementia-friendly" practices (e.g. accessible hotels, Day centers integrated into local tourism). This allows you to observe best practices in action and draw inspiration for application in your own context.
- **Group work and practical projects:** assign small projects to be carried out in a group (e.g. designing an inclusive recreational activity, reorganizing a hotel space in a dementia-friendly perspective to allow you to better organize the environments).



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### 6. TRAINING CONTENTS AND MODULES: DETAIL AND ENLARGEMENT

The training is articulated in four main modules, designed to provide comprehensive coverage of the essential topics. Each module will have specific educational objectives and strategies, with particular attention to the differentiation of approaches between tourism operators and welfare professionals, where necessary.

#### 6.1. Module 1: Raising awareness about dementia

- **Objectives:** provide a basic understanding of dementia, overcoming common biases or misconceptions and promoting a person-centred vision. The aim is to foster a change of mindset that recognises the right of people with dementia to a full and inclusive life.
- **Training topics:**
  - **Understanding dementia:** clinical definition of dementia as a general decline in memory and other cognitive abilities that reduces the ability to perform daily activities. Distinction between normal aging and dementia.
  - **Common types of dementia:** overview of the main forms (Alzheimer's disease, vascular dementia, Lewy body dementia, frontotemporal dementia) and their specificities in terms of symptoms and progression. Focus on people with mild to moderate cognitive decline, for whom inclusive vacation is more achievable.
  - **Symptoms and manifestations:** analysis of cognitive aspects (memory, language, orientation, reasoning), physical aspects (motor difficulties, coordination), psychological aspects (anxiety, depression, apathy) and behavioural aspects (agitation, aggression, wandering, disinhibition). How these symptoms can manifest themselves in an unfamiliar environment such as tourism.
  - **Impact of dementia:** the daily challenges that the person with dementia faces (loss of autonomy, maintenance of dignity, isolation) and the "burden" for the family and caregivers (emotional, physical and economic stress, sense of shame or fear of social judgment).



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- **Overcoming stigma and prejudice:** debunking myths and false beliefs about dementia, promoting respectful, person-centered language ("person with dementia" instead of "demented"). Emphasize that each person is unique, with their own history, preferences, and residual abilities.
- **Educational strategies:** clear frontal lessons supported by visuals, multimedia resources, real examples and stories of experiences, interactive discussions to challenge prejudices, Q&A sessions to clarify doubts.

#### 6.2. Module 2: Caring fundamentals and interaction strategies

- **Objectives:** develop practical skills to interact effectively, empathetically and respectfully with people with dementia and their caregivers, recognizing their need for connection and dignity.
- **Training topics:**
  - **Personal-centred care:** an approach based on the principles of Tom Kitwood and Moira Jones, which emphasises the uniqueness of the individual, their preferences, their life history, and their residual skills, in order to promote well-being and dignity.
  - **Effective communication with dementia:** key techniques for verbal and nonverbal interaction:
    - *Language:* use short, simple and direct sentences; speak slowly and clearly; avoid complex jargon and open questions; repeat and reword if necessary.
    - *Non-verbal:* maintain appropriate eye contact; smile; use a calm and reassuring tone of voice; show an open and welcoming body language; use touch (if appropriate and accepted).
    - *Active listening and validation:* pay full attention, listen to the emotions behind the words, validate the person's feelings even if their perceived reality is different from ours.
  - **Management of practical and complex behavioural situations:** approaches to deal with disorientation, agitation, anxiety, repetitions, and the phenomenon of wandering:



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- *Identification of "triggers"*: recognize environmental factors (noise, crowd, routine changes, poor light), physical (fatigue, pain, thirst, medication side effects) or emotional (anxiety, frustration, fear) that trigger difficult behaviours.
- *De-escalation strategies*: distraction and redirection of attention; sensory adjustments (reduce excess stimulation or create a calming atmosphere); emotional support and reassurance; clear and empathetic communication.
- *Management of wandering*: prevention and management strategies, including the creation of safe environments and the use of discreet monitoring tools.
- **Educational strategies**: role-play and simulations of interaction scenarios (e.g. check-in at the hotel with a disoriented person, tour guide who answers repetitive questions), analysis of demonstration videos, group discussions on specific case studies for tourism and welfare, practical exercises on non-verbal communication.

### 6.3. Module 3: Becoming ambassadors of a more inclusive approach to people with dementia

- **Objectives**: encourage participants to become active promoters of "dementia-friendly" environments and practices, contributing to wider community engagement.
- **Training topics**:
  - *Importance of social inclusion*: the right of people with dementia to participate in community life and the value of meaningful relationships beyond illness.
  - *Principles of inclusive design*: application of the principles of universal design to tourist and public environments.
  - *Community cooperation*: the role of operators in creating and supporting "dementia-friendly" local networks (e.g. dementia friendly communities).
  - *Ethical and inclusive marketing*: how to promote tourism services and packages in a sensitive and welcoming way for people with dementia and their family members, avoiding stereotypes.



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- **Educational strategies:**
  - **For tourism operators:** workshop on the design of "dementia-friendly" spaces (e.g. clear and contrasted signage, adequate lighting, noise reduction, safe and navigable environments without barriers), simulations of accessible tourist routes, collaborations with associations and health professionals to create integrated tourist packages. It will show how to integrate training with the public awareness campaigns that partners organize at events (e.g. in the case of an Alzheimer's Marathon Foundation, the Forum and the Marathon) and in these events it is also important to report the success stories of facilities or operators that have already implemented inclusive travel experiences.
  - **For healthcare/welfare professionals:** workshop on the implementation of "dementia-friendly" care models in contexts such as Nursing homes, Meeting centers and Day care facilities, strategies to facilitate the participation of people with dementia in recreational and cultural activities outside the structure, integration with local support networks and community initiatives, examples of partnerships with the tourism sector to offer significant holiday opportunities.

#### 6.4. Module 4: Cognitive stimulation and psychosocial interventions

- **Objectives:** provide practical knowledge of non-pharmacological therapies and psychosocial interventions, and how they can be integrated into daily life and during a holiday to improve the well-being and engagement of people with dementia.
- **Training topics:**
  - *Brief introduction to non-pharmacological therapies* and psychosocial interventions: a summary of the main ones (art therapy, music therapy, pet therapy, reminiscence therapy, reality orientation, validation therapy) and their benefits in the context of dementia (e.g. reduction of anxiety, improvement of mood, cognitive stimulation, maintenance of residual skills).



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- *Principles of Cognitive Stimulation*: exercises and activities suitable for the different stages of dementia, focusing on the maintenance of residual skills and on the pleasure of the activity, not on performance.
- *Adapted recreational and social activities*: how to facilitate activities that are meaningful, enjoyable and safe for people with dementia.
  
- **Educational strategies:**
  - **For tourism operators**: practical workshops on how to organize the spaces, schedules and resources necessary for inclusive recreational activities (e.g. simple artistic/creative workshops, relaxing music sessions, guided nature walks focused on the senses, adapted board games), collaborating with competent external staff. The ideal way to understand the value of these activities is to try them directly, to be able to integrate them within their tourist facilities. An example structure will be provided for an inclusive daily holiday program, integrating moments of relaxation, light activities, excursions and evening activities, inspired by the model presented in the Adrinclusive brochure. It will emphasize how to identify environmental and emotional triggers that can negatively affect guests with dementia during the holiday (e.g. excessive noise, crowds, disrespected schedules) and how to adapt the style of service.
  - **For welfare/socio-welfare professionals**: in-depth workshops on facilitation techniques for the different forms of therapy, with direct practice of some of these (highly recommended). Discussion on how to integrate these interventions into the daily routines of the structures and how to customize them according to the individual's life history. Examples of how psychosocial interventions can be used to support family members and prevent caregiver burnout.



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### 7. LOGISTICAL ORGANIZATION AND TRAINING MATERIALS

Accurate logistics planning and the provision of clear, relevant and accessible teaching materials are essential to ensure a smooth and effective training experience.

#### 7.1. Logistics organisation

- **Place of training:** choose a location that is easily accessible (including by public transport, if possible), comfortable, safe and barrier-free. The room must be well lit, with good acoustics and controlled temperature. It should offer flexibility in the arrangement of furnishings to facilitate both frontal lectures and group work and practical simulations.
- **Technological equipment:** ensure the availability and proper functioning of all necessary equipment: projector and screen/monitor, computer, audio system (microphones if necessary), flipcharts, markers, materials for practical activities (e.g. post-it notes, worksheets). Ensure a stable wi-fi connection.
- **Management of participants:** provide an efficient system for the registration of participants (check-in/check-out), the distribution of materials and the management of breaks (coffee, meals).
- **Pre- and post-course communication:** provide participants with clear and timely information about dates, times, location, detailed schedule, goals, expectations and useful contacts. Maintain an open communication channel even after the course for follow-up and clarification.

#### 7.2. Training materials

Each participant should receive a complete set of materials, including:

- *Slide presentations:* printed or digital versions of slides used by trainers.
- *Course materials:* in-depth documents with the key contents of each module, summaries of the main concepts and glossary of specific terms on dementia.



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- *Bibliographies and useful resources*: a reasoned list of texts, scientific articles, guidelines, websites of relevant associations, videos and documentaries recommended for further study (see section 8).
- *Factsheets for practical activities*: worksheets, role-play scenarios, observation grids, templates for designing inclusive activities.
- *Checklists and operational tools*: examples of checklists for the accessibility of tourist spaces, tabs for the observation of behaviours, quick guidelines on communication.
- *Course documentation for organisers*: a detailed "information note" of the course, with objectives, contents, methodology, selection criteria, trainer profile and a description of the evaluation process.
- *Practical examples and case studies*: include numerous concrete examples and case studies relevant to the context of the inclusive holiday for people with dementia, based on real-life experiences or plausible situations.

Ensure that materials are designed to be clear, readable and, if possible, available in accessible formats (e.g. large fonts, high contrasts for digital presentations).



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### 8. RECOMMENDED LIBRARY AND FILMOGRAPHY FOR TRAINING

This section is a dynamic list of useful resources to deepen the themes of dementia, inclusive care methodologies, effective communication and accessible tourism, divided per Training Module.

#### MODULE 1 – RAISING AWARENESS

##### Materials in English Language

AGING		
<a href="#">Driving miss Daisy</a>	Bruce Beresford	1989 Film
ALZHEIMER'S DISEASE		
<a href="#">A man on the Inside (Netflix)</a>	Michael Schur	2024 TV series
<a href="#">Alzheimer's Disease explained in 6 minutes</a>	TheYouthTubeMovement	2014 Video
<a href="#">Barney's Version</a>	Richard J. Lewis	2010 Film
<a href="#">First date</a>	Alzheimer Portugal	2016 Video
<a href="#">Florida</a>	Philippe Le Guay	2015 Film
<a href="#">What is Alzheimer's Disease?</a>	Alzheimer's Society UK	2024 Leaflet
DEMENTIA		
<a href="#">Changes in Behaviour</a>	Alzheimer's Society UK	2021 Leaflet
<a href="#">Supporting a Person with washing and dressing</a>	Alzheimer's Society UK	2021 Leaflet
<a href="#">Driving and dementia</a>	Alzheimer's Society UK	2020 Leaflet
<a href="#">Continenence and using the toilet</a>	Alzheimer's Society UK	2021 Leaflet
<a href="#">Eating and drinking</a>	Alzheimer's Society UK	2024 Leaflet
<a href="#">Progression and stages in dementia</a>	Alzheimer's Society UK	2020 Leaflet



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[Dementia Prevention: Using Your Head to Save Your Brain](#)

Emily Clionsky

2023 Book

[How do we treat people with dementia in Croatia](#)

Ninoslav Mimica, Paola Presečki

2010 Article

## MEMORY LOSS

[Supporting a Person with memory loss](#)

Alzheimer's Society UK

2021 Leaflet

[Memo](#)

GOBELINS

2017 Video

## Materials in Italian language

## AGING

[La curiosità non invecchia. Elogio alla quarta età](#)

Massimo Ammaniti

2017 Book

[Psicologia dell'invecchiamento e della longevità](#)

Rossana De Beni

2024 Book

## ALZHEIMER'S DISEASE

[Alois Alzheimer e Chiara. La nonna non c'è](#)

Giorgio Soffiantini

2016 Book

[Alzheimer - Una giornata particolare](#)

videosaluter

2012 Video

[Alzheimer e le altre malattie del cervello](#)

Megan Carnarius

2018 Book

[Alzheimer e psicologia](#)

Cristina Vigna

2022 Book

[Alzheimer: un viaggio a più voci. L'esperienza di malattia e cura narrata da pazienti, caregiver e professionisti](#)

Vincenzo Alastra

2016 Book

[Architettura per l'Alzheimer - Volume primo](#)

Romano Del Nord

2002 Book

[Architettura per l'Alzheimer - Volume secondo](#)

Romano Del Nord

2002 Book

[è l'Alzheimer bellezza](#)

Gianni Zanotti e Michele Farina

2019 Video

[Io sono l'Alzheimer](#)

Simona Recanatini

2019 Book



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<a href="#">La battaglia contro l'Alzheimer. Il lungo viaggio alla ricerca della memoria</a>	Joseph Jebelli	2018 Book
<a href="#">La malattia di Alzheimer. Dalla prevenzione personalizzata alla terapia mirata</a>	Federico Licastro	2021 Book
<a href="#">Ladra di memorie. Storie di Alzheimer e altre malattie neurocognitive</a>	Manuela Bonfanti	2021 Book
<a href="#">Ma tu chi sei? Alzheimer, la sindrome del tramonto</a>	Bette Ann Moskowitz	2018 Book
<a href="#">Radici e pennellate di vita: chi sono loro e chi vediamo noi. Faccia a faccia con la malattia di Alzheimer</a>	Noemi Angelini	2020 Book
<a href="#">Ricordi di Alzheimer</a>	Alberto Bertoni	2008 Book
<a href="#">Vivere con l'alzheimer. Consigli semplici per la vita quotidiana</a>	Cameron J. Camp	2016 Book

## COGNITIVE DECLINE

<a href="#">Diritto di essere fragili</a>	Fondazione Casa Industria	2019 Book
<a href="#">Decadimento cognitivo (MCI) e demenza</a>	Gruppo di lavoro UPO SoGuD	2022 Book

## DEMENTIA

<a href="#">Alzheimer: conoscere la malattia per saperla affrontare</a>	AAVV	2009 Book
<a href="#">Vivere con l'Alzheimer: Cos'è. Come si riconosce. Le cause. Cosa fare. Famiglia e società</a>	Antonio Guaita	2021 Book
<a href="#">La demenza. La cura e le cure</a>	Antonio Guaita e Marco Trabucchi	2016 Book
<a href="#">Guida all'Alzheimer e alle altre demenze. Suggerimenti e strategie per la cura e l'assistenza del malato</a>	Barbara Asprea, Giovanni Del Zanna, Bianca Maria Petrucci, Fabbo Andrea	2018 Book



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<a href="#">Neuropsicologia delle demenze</a>	Costanza Papagno	2020 Book
<a href="#">Il giorno in cui mia madre non riuscì più a trovare la cucina: Affrontare la demenza senile di una persona cara</a>	Jörn Klare	2015 Book
<a href="#">Riconsiderare la demenza</a>	Tom Kitwood	2015 Book
<a href="#">Prendersi cura della persona con demenza - ULSS 6 Vicenza</a>		
<a href="#">Diagnosi e trattamento di demenza e Mild Cognitive Impairment</a>	Istituto Superiore di Sanità,	2024 Book

## MEMORY LOSS

<a href="#">A small world- Ricordi lontani</a>	Bruno Chiche	2010 Film
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## Materials in Croatian language

## ALZHEIMER'S DISEASE

<a href="#">Alzheimerova demencija-simptomi napredovanja bolesti</a>	Krunoslav Ravlić	2017 Article
<a href="#">Vodič za osobe s Alzheimerovom bolešću i njihove obitelji</a>	Filozofski fakultet Osijek	2021 Book

## DEMENTIA

<a href="#">Što je demencija i kako živjeti s njom?</a>	DEMENCA aCROsSLO Project	Leaflet
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### MODULE 2 – CAREGIVING FUNDAMENTALS

#### Materials in English Language

CAREGIVING		
<a href="#">Before We Forget</a>	Boo Jeremy, Lee Xian Jie	2024 Film
<a href="#">Bicicleta, Cullera, Poma</a>	Carles Bosch	2010 Film
<a href="#">Dementia Caregiving: A Family Guide to Embracing Dementia: 8 Easy Steps to Daily Care and Enhanced Communication</a>	Malcolm Oppenheimer	2023 Book
<a href="#">Dementiaville</a>	David Sheard (Series Consultant)	2015 TV series
<a href="#">Elizabeth Is Missing</a>	Aisling Walsh	2019 Film
<a href="#">Falling - Storia di un padre</a>	Viggo Mortensen	2020 Film
<a href="#">Goodbye Mama</a>	Micelle Bonev	2010 Film
<a href="#">Il figlio della sposa</a>	Juan José Campanella	2001 Film
<a href="#">Il ricordo di belle cose</a>	Zabou Breitman	2002 Film
<a href="#">Implementation of Alternative Methods into Nursing Care of Elderly with Alzheimer Disease</a>	Ľubomíra Tkáčová, Dagmar Magurová, Jana Cuperová, Helena Galdunová, Beáta Grešš Halász	2021 Article
<a href="#">Mateoren Ama</a>	Aitor Arregi, Jose Mari Goenaga	2019 Short film
<a href="#">Navillera (Netflix)</a>	Han Dong-hwa	2021 TV series
<a href="#">Risvegli</a>	Penny Marshall	1990 Film
<a href="#">The Father</a>	Florian Zeller	2020 Film
<a href="#">This Is Us</a>	Dan Fogelman	2016 TV series
<a href="#">Una sconfinata giovinezza</a>	Pupi Avati	2010 Film



## Italy – Croatia



### COMMUNICATION

<a href="#">Communication - Alzheimer's Association</a>	Alzheimer's Association	Leaflet
<a href="#">Hearing the Person with Dementia: Person-Centred Approaches to Communication for Families and Caregivers</a>	Bernie McCarthy	2011 Book

### DEMENTIA CARE

<a href="#">Memory</a>	Michel Franco	2022 Film
<a href="#">Remember</a>	Atom Egoyan	2015 Film

### RELATIONSHIP BUILDING

<a href="#">E se vivessimo tutti insieme?</a>	Stéphane Robelin	2011 Film
<a href="#">Ella &amp; John - The Leisure Seeker</a>	Paolo Virzì	2017 Film
<a href="#">Il silenzio dell'amore</a>	Robert Allan Ackerman	1999 Film
<a href="#">Iris - Un amore vero</a>	Richard Eyre	2001 Film

### Materials in Italian language

### CAREGIVING

<a href="#">Cà nostra</a>	Cristiano Regina	2006 Film
<a href="#">Manuale per prendersi cura del malato di Alzheimer</a>	AAVV	2017 Book
<a href="#">Il nostro piccolo segreto</a>	Associazione Alzheimer Reggio Emilia	2015 Short film
<a href="#">L'approccio capacitante. Come prendersi cura degli anziani fragili e delle persone malate di Alzheimer</a>	Pietro Vigorelli	2017 Book



## Italy – Croatia

 ADRINCLUSIVE

[Non so cosa avrei fatto oggi senza di te - MANUALE  
PER I FAMILIARI DELLE PERSONE CON DEMENZA](#)

Emilia Romagna Region 2013 Manual

[Prendersi cura della persona con demenza - ULSS 6  
Vicenza](#)

Coordinamento dei CDCD  
ULSS 6 EUGANEA 2023 Guide/Report

## COMMUNICATION

[Quel posto nel tempo](#)

Giuseppe Alessio Nuzzo 2022 Film

[Rosa](#)

Marco Falorni 2023 Short film

[Sanremo](#)

Miroslav Mandic 2022 Film

[Vivere con l'Alzheimer: Cos'è. Come si riconosce.  
Le cause. Cosa fare. Famiglia e società](#)

Antonio Guaita, Bianca  
Maria Petrucci 2021 Book

[Alzheimer. Come parlare e comunicare nella vita  
quotidiana nonostante la malattia](#)

Pietro Vigorelli 2018 Book

[Demenza: le parole contano. Guida del linguaggio da  
utilizzare per la demenza. ALZHEIMER ITALIA](#)

Federazione Alzheimer  
Italia 2024 Guide/Leaflet

[Dialoghi imperfetti. Per una comunicazione felice nella  
vita quotidiana e nel mondo Alzheimer](#)

Pietro Vigorelli, Giorgio  
Acquaviva 2021 Book

[La conversazione possibile con il malato di Alzheimer](#)

Pietro Vigorelli 2004 Book

[Le carte per comunicare con la demenza  
115 carte per esprimere emozioni e bisogni](#)

Federica Taddia 2025 Card Set

[Parlare con il malato di Alzheimer](#)

Ambra E. Varsi 2015 Book

## DEMENTIA CARE

[Alzheimer. Idee per la qualità della vita](#)

Letizia Espanoli 2012 Book

[Alzheimer. Non spiegare, non discutere, non  
contraddire. Come affrontare e gestire la malattia](#)

Antonella Notarelli 2022 Book



## Italy – Croatia

### ADRINCLUSIVE

[Diagnosi e trattamento di demenza e Mild Cognitive Impairment - Quando, cosa, dove](#)

Osservatorio demenze 2024 Book

[L'altro volto dell'Alzheimer](#)

Pietro Vigorelli 2020 Book

[Una fragile chiave di carta](#)

Francesco Di Mauro 2023 Short film

#### EMOTIONS

[La memoria delle emozioni](#)

Marco Falorni 2023 Docufilm

[Le emozioni e l'Alzheimer. Come entrare in relazione con la persona affetta da demenza e affrontare lo stress](#)

Erika Ongaro 2021 Book

#### RELATIONSHIP BUILDING

[La finestra di fronte](#)

Ferzan Özpetek 2003 Film

[Le pagine della nostra vita](#)

Nick Cassavetes 2004 Film

[Lettere a mia figlia](#)

Giuseppe Alessio Nuzzo 2017 Film

[Lontano da lei](#)

Sarah Polley 2006 Film

[Maresciallo, il suo caffè. 7 storie di demenza «straordinaria». La cura della relazione, la relazione che cura](#)

Annapaola Prestia 2021 Book

[Una bella visita - Interazione con gli anziani affetti da demenza](#)

Flavia Marco Antonio 2024 Book

#### VALIDATION METHOD

[Il metodo Validation](#)

[Costruire relazioni serene con la persona con demenza](#)

Vicki de Klerk-Rubin 2008 Book

[Non trovo le parole. Il metodo Validation per comunicare con l'anziano affetto da demenza](#)

Silvia Pellegrini, Cinzia Siviero 2020 Book



## Italy – Croatia



[Validation. Il metodo Feil. Per comprendere ciò che i grandi anziani fanno nella mente e nel cuore](#)

Naomi Feil

2004 Book

Materials in Croatian Language

COMMUNICATION			
<a href="#">Komunikacija s osobama oboljelim od Alzheimerove bolesti i drugih demencija</a>	Ljiljana Vrbić, Martina Klišanin, Neška Prole	2020	Manual/Guide



## Italy – Croatia



### MODULE 3 – BECOMING AMBASSADORS

#### Materials in English Language

ALZHEIMER'S DESEASE		
<a href="#">Ashes</a>	Mat Whitecross	2012 Film
<a href="#">Away from her- Lontano da lei</a>	Sarah Polley	2006 Film
<a href="#">E se Babbo Natale dimenticasse di consegnare i regali?</a>	Alzheimer's Research UK	2016 Short film
<a href="#">Honig im Kopf - Un viaggio indimenticabile</a>	Til Schweiger and Lars Gmehling	2014 Film
<a href="#">L'amore è senza età</a>	Martín Rosete	2020 Film
<a href="#">La demora</a>	Rodrigo Plá	2012 Film
<a href="#">The Farewell - Una buona bugia</a>	Lulu Wang	2019 Film
<a href="#">The Iron Lady</a>	Phyllida Lloyd	2011 Film
<a href="#">The Mole Agent</a>	Maite Alberdi	2020 Documentary
<a href="#">Una separazione</a>	Asghar Farhadi	2011 Film
<a href="#">World Alzheimer Report - 2024</a>	Alzheimer's Disease International	2024 Report
DEMENTIA-FRIENDLY COMMUNITIES		
<a href="#">Age- and dementia-inclusive neighbourhood design guidelines</a>	Happy Cities and DemSCAPE	2025 Book
<a href="#">Six Principles of Dementia-Friendly Neighbourhood</a>	Belinda Yuen, Md Rashed Bhuyan, Špela Močnik, and Winston Yap	2020 Report
<a href="#">Dementia-Friendly City Train the Trainer Workbook</a>	City of Vancouver and Alzheimer Society of B.C.	2015 Workbook



## Italy – Croatia



## Materials in Italian Language

## ALZHEIMER'S DISEASE

<a href="#">Anna - Corto</a>	Vincenzo Palazzo	2020	Film
<a href="#">Il sorriso di Candida</a>	Angelo Caruso	2013	Film
<a href="#">Intuizioni montessoriane per la demenza. Una nuova visione di cura</a>	Anita Avoncelli	2021	Book
<a href="#">Io sono l'Alzheimer</a>	Simona Recanatini	2019	Book
<a href="#">La dea Fortuna</a>	Ferzan Özpetek	2019	Film
<a href="#">La qualità della comunicazione alla scoperta dell'anziano in difficoltà</a>	Carlo Cristini - Fabrizio Arrigoni - Marco Fumagalli	2018	Book
<a href="#">Montessori abbraccia le demenze</a>	Anita Avoncelli	2020	Book

## DEMENTIA-FRIENDLY COMMUNITIES

L'AMBIENTE: STRUMENTO TERAPEUTICO - Criteri per la progettazione e l'adattamento degli ambienti collettivi e domestici per una migliore qualità della vita delle persone con demenza	Carlo Cristini, Fabrizio Arrigoni, and Marco Fumagalli	2018	Book
<a href="#">L'anziano e la città. L'impegno della comunità urbana a favore degli anziani</a>	Marco Trabucchi	2001	Book
<a href="#">Le comunità Dementia Friendly. Verso l'inclusione delle persone con fragilità cognitiva</a>	Francesca Morganti	2018	Book
<a href="#">Linee guida di indirizzo nazionali per la costruzione di "Comunità amiche delle persone con demenza"</a>	Conferenza delle Regioni e delle Province autonome	2019	Book
<a href="#">Alzheimer. Idee per la qualità della vita</a>	Letizia Espanoli	2012	Book





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<a href="#"><u>Cura e reciprocità. Molti saperi per un contributo dialogico sulla reciprocità come nuovo paradigma di cura (Vol. 2)</u></a>	Valter Giantin and Giovanni Guandalini	2022	Book
<a href="#"><u>Cura e reciprocità. Molti saperi per un contributo dialogico sulla reciprocità come nuovo paradigma di cura (Vol.1)</u></a>	Valter Giantin and Giovanni Guandalini	2024	Book
<a href="#"><u>Wayfinding in ospedale (indicazioni di maggiore accessibilità degli spazi)</u></a>	Regione Toscana	2012	Book



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## MODULE 4 – COGNITIVE STIMULATION

Materials in English Language

CREATIVITY		
<a href="#">Coco</a>	Lee Unkrich and Adrian Molina (co-director)	2017 Film
<a href="#">Flore</a>	Jean-Albert Lièvre	2014 Film
<a href="#">Hermann</a>	Jordi Garcia Jimenez	2020 Film
<a href="#">Quartet</a>	Dustin Hoffman	2013 Film
<a href="#">Recipe</a>	Eric Khoo	2013 Film
<a href="#">The age of unreason - L'age de deraison</a>	Christophe Louis	2015 Book
<a href="#">100 Ideas for a Creative Approach to Activities in Dementia Care</a>	Sarah Zoutewelle-Morris	2020 Book
<a href="#">Our Dementia Choir con Vicky McClure</a>	BBC	2019 Video

Materials in Italian Language

ANIMAL-ASSISTED INTERVENTIONS		
<a href="#">Il coniglio negli interventi assistiti con gli animali</a>	Esther Amrein, Stefania Crescioli, Alessia Gargani, Elisabetta Mantelli	2022 Book
<a href="#">Riabilitazione cognitiva nella malattia di Alzheimer con gli IAA</a>	Maria Rita Piras, Sara Sechi, Raffaella Cocco	2019 Book
BRAIN HEALTH AND STIMULATION		
<a href="#">Il cervello in azione</a>	Fausto Caruana, Anna M. Borghi	2016 Book
<a href="#">Il cervello infinito. Alle frontiere della neuroscienza: storie di persone che hanno cambiato il proprio cervello.</a>	Norman Doidge	2013 Book



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<a href="#">Restare giovani si può. Stimola il cervello e allena la curiosità per non invecchiare mai</a>	Elio Musco , Franca Porciani	2016 Book
<a href="#">Anziani in azione</a>	Elena Grnadi	2017 Book
<a href="#">Atmosfera, olfatto, memoria olfattiva</a>	Manuela Finocchiaro	2020 Book
<a href="#">Attività di animazione con gli anziani Stimolare le abilità cognitive e socio-relazionali nella terza età</a>	Laura Pedrinelli Carrara	2017 Book
<a href="#">Cogs Club e Meeting Center: interventi psicosociali integrati le persone con demenza ed i caregivers</a>	Barbara Manni, Annalisa Baglieri, Petra Bevilacqua, Andrea Fabbo	2020 Article
<a href="#">Di Cafè in Cafè</a>	Chattat R, Barbani E., La Mantia F., Mazzoni L.	2019 Book
<a href="#">Diagnosi e trattamento di demenza e Mild Cognitive Impairment</a>	Osservatorio demenze	2024 Book
<a href="#">La demenza di Alzheimer. Guida all'intervento di stimolazione cognitiva e comportamentale.</a>	Domenico Passafiume, Dina Di Giacomo	2017 Book
<a href="#">La stimolazione cognitiva nella persona affetta da demenza</a>	Giuseppe Pignataro	2020 Book
<a href="#">La terapia di stimolazione cognitiva: un intervento efficace per la persona con demenza. Programma base e di mantenimento della Cognitive Stimulation Therapy</a>	Simona Gardini, Samantha Pradelli, Silvia Faggian, Erika Borella	2021 Book
<a href="#">Laboratori di animazione per la terza età - Percorsi socioeducativi</a>	Federica Taddia	2012 Book



## Italy – Croatia



[Una palestra per la mente 1. Stimolazione cognitiva per l'invecchiamento cerebrale e le demenze](#)

Arianna Ferrari, Donata Gollin, Anna Peruzzi 2007 Book

#### COGNITIVE TRAINING

[Allenamento cognitivo a circuito](#)

Laura Pedrinelli Carrara

2018 Book

[Alzheimer e riabilitazione cognitiva](#)

Luciana Quaia

2015 Book

[I Quaderni di Una palestra per la mente - I cinque sensi](#)

Donata Gollin Barbara Luciana Cenere  
Cristina Ruaro Marco Simoni

2025 Book

[Il Training cognitivo per le demenze e le cerebrolesioni acquisite. Guida pratica per la riabilitazione. Con risorse online](#)

AAVV

2015 Book

[Invecchiamento attivo - Training per sostenere il funzionamento cognitivo negli anziani](#)

Rossana De Beni, Michela Zavagnin, Erika Borella

2020 Book

[Una mente attiva](#)

Laura Pedrinelli Carrara

2015 Book

[Una palestra per la mente al museo](#)

Donata Gollin, Cristina Ruaro, Alessia Gallo,  
Barbara Luciana Cenere, Marco Simoni

2022 Book

#### CREATIVITY AND EMOTIONS

[Memofilm. La creatività contro l'Alzheimer](#)

L. Grosso

2014 Book

[Programma benessere emotivo anziani - Attività e giochi per conoscere, esprimere e gestire le emozioni](#)

AAVV

2018 Book

[Promuovere il benessere nella persona con demenza](#)

Erika Borella , Alessandra Lobbia , Giovanni Michelini , Silvia Faggian

2021 Book



## Italy – Croatia

 ADRINCLUSIVE

[Il corpo nella demenza. La terapia espressiva corporea integrata nella malattia di Alzheimer e altre demenze](#)

Elena Sodano

2017 Book

[Le mani sanno raccontare](#)

Andrea Crocetti , Barbara Crocetti , Fatima Mutarelli , Alessandra Mercorelli

2020 Book

[Sono ancora qui. Come la musica, il cinema, la danza e la pittura ci aiutano a capire e comunicare con chi vive con l'Alzheimer.](#)

John Zeisel

2011 Book

## MONTESSORI

[Attività montessoriane per le persone con demenza. Un percorso per promuovere l'autonomia](#)

Cameron J. Camp

2023 Book

[Il metodo Montessori e gli anziani fragili. Principi e metodi per migliorare il benessere e le autonomie](#)

Federica Taddia, Ruggero Poi, Annalisa Perino

2020 Book

[Intuizioni montessoriane per la demenza. Una nuova visione di cura](#)

Anita Avoncelli

2021 Book

[Montessori abbraccia le demenze](#)

Anita Avoncelli

2020 Book

## MUSIC THERAPY

[Il cuore non dimentica. musicoterapia e ricordi nei malati di Alzheimer](#)

Francesco Delicati

2022 Book

[Il suono dimenticato. Musicoterapia e altre terapie non farmacologiche nelle demenze](#)

Stefano Centonze, Pistorio Pinella

2018 Book

[Insieme con la musica. Musica tra salute, disabilità, integrazione e inclusione](#)

Mario Degli Stefani, Francesco Facchin, Manuela Guadagnini

2017 Book



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[Musica e musicoterapia nella terza età. Indicazioni per la prevenzione e la cura delle sindromi involutive](#) Gerardo Manarolo 2023 Book

[Musicoterapia nelle Case per Anziani del Canton Ticino](#) Paolo Cattaneo, Carlo Alberto Boni 2016 Book

## NARRATIVE MEDICINE

[Medicina narrativa. Onorare le storie dei pazienti](#) Rita Charon 2019 Book

[Salvarsi con una fiaba. Terapia psicologica con i malati di Alzheimer](#) Emanuela Pasin 2010 Book

## NEUROPSYCHOLOGICAL STIMULATION

[Declino cognitivo. Intervenire con esercizi di stimolazione neuropsicologica](#) Giuseppe Alfredo Iannocari 2023 Book

[Ricucire i ricordi](#) Olimpia Pino 2017 Book

## NON-PHARMACOLOGICAL THERAPIES

[Alzheimer e demenza. Efficacia del tocco sui disturbi del comportamento](#) Daniela Piola 2019 Book

[La cura psicosociale per le persone con demenza](#) Giovanni Ottoboni, Diletta Rusolo 2023 Book

[La nuova cura per anziani e affetti da demenza o Alzheimer. Un approccio rivoluzionario per portare gioia a pazienti, parenti e caregiver](#) Anne Basting 2023 Book

[Manuale di metodologia per le terapie non farmacologiche con le persone affette da demenza. L'esempio concreto della terapia della bambola empatica](#) Rita Pezzati , Valentina Molteni , Roberta Ballabio 2020 Book



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<a href="#">Ricominciare con l'Alzheimer si può. Un percorso per la cura della persona con demenza attraverso i sei giorni della Creazione</a>	Stefano Serenthà	2020 Book
<a href="#">Teatro fragile. Guida agli effetti delle pratiche teatrali sui malati di Alzheimer</a>	Alessandro Manzella	2018 Book
<a href="#">Viaggiatori Controcorrente. Percorsi di benessere non farmacologico</a>	M. S.Falconi, L.Lodi, V.Molteni e O.Prete	2017 Book
<a href="#">L'approccio Snoezelen per la persona con demenza. Manuale operativo per il personale di cura e assistenza</a>	Annalisa Bonora, Giacomo Menabue, Marina Turci, Marta Zerbinati	2019 Book
<a href="#">WANDERING - Un moto perpetuo ed a finalistico: conoscere, riconoscere e gestire il comportamento dementigeno del vagabondaggio attraverso strategie non farmacologiche</a>	Giacomo Seccafien , Filippo Bergamo	2023 Book
<a href="#">Materials in Croatian Language</a>		
<a href="#">Individualno prilagođene aktivnosti u dugotrajnoj skrbi za osobe s demencijom</a>	Möhler R., Calo S., Renom A., Renom H., Meyer G.	2023 Article
<a href="#">Kognitivna stimulacija za poboljšanje kognitivne funkcije u osoba s demencijom</a>	Bob Woods, Harleen Kaur Rai, Emma Elliott, Elisa Aguirre, Martin Orrell, Aimee Spector	2023 Article
<a href="#">Može li kognitivna stimulacija biti od koristi osobama s demencijom</a>	Woods B., Rai HK., Elliott E., Aguirre E., Orrell M., Spector A.	2023 Article
<a href="#">Kognitivna rehabilitacija kod osoba oboljelih od Alzheimerove bolesti</a>	Adriana Lukač	2025 Book
<a href="#">Preporučene ideje i aktivnosti za osobe oboljele od demencije</a>	Matea Vidučić	2018 Article



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### 9. EVALUATION OF THE EFFECTIVENESS OF TRAINING

Evaluation is a continuous and multidimensional process, crucial to measure the impact and effectiveness of the training program, both in terms of learning participants and practical application of the skills acquired in the work context. It allows you to monitor the quality of the course and make future improvements.

#### 9.1. Evaluation methodology

The methodology involves a combined quantitative and qualitative approach, distributed in several stages:

- **Entry survey/needs assessment**
  - *Objective:* detect participants' initial level of knowledge about dementia and inclusive practices, as well as their expectations and training needs.
  - *Instrument:* for each training module, there is a pre-training evaluation questionnaire with Likert (quantitative) scale items. This makes it possible to objectively measure basic knowledge and initial perceptions on specific topics. Open questions for a preliminary qualitative analysis may also be included.
  - *Timing:* administered at the beginning of the course, before the content is delivered.
  
- **Evaluation during training (formative evaluation)**

Monitoring the learning process, the effectiveness of the sessions, the relevance of the contents and the satisfaction of the participants in real time is possible, but not mandatory. This is done through constant feedback from participants, collected through short sessions at the end of each module or training day, and guided group discussions.

- **End-of-course evaluation**
  - *Objective:* measure the increase in knowledge and skills, the perception of the effectiveness of training and the intention to apply what has been learned.



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- *Instrument:* for each training module, there is a post-training assessment questionnaire with Linkert (quantitative) scale items to measure progress in perceived knowledge and skills.
- *Final qualitative feedback:* at the end of the entire training, qualitative feedback via open-ended questions is required. This tool is essential to gather opinions, suggestions, constructive criticisms and personal testimonies on the overall experience, highlighting the strengths and areas of improvement from the point of view of the participants.



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### 10. EVALUATION TOOLS

This section contains the specific questionnaires that will be used for the assessment of the training in the different phases (pre-training and post-training for each module, and the final qualitative feedback).

#### Pre-Training Questionnaire

*Dear Participant,*

Please complete this brief questionnaire before the training begins. Your answers will help us understand your initial knowledge and expectations. Your responses will be treated anonymously and confidentially.

Please indicate your level of agreement with the following statements or your level of knowledge, using the scale from 1 to 5: (1 = Strongly Disagree / No knowledge, 5 = Strongly Agree / In-depth knowledge)

#### **GENERAL INFORMATION:**

- My professional sector:
  - Tourism Operator
  - Welfare/Social Care Professional
  - Other (please specify): [Open text field]
- My professional role is (e.g., hotelier, tour guide, social care worker, psychologist, etc.): [Open text field]
- I have previous experience in contact with or caring for people with dementia. (1-2-3-4-5)

#### **MODULE 1: RAISING AWARENESS ABOUT DEMENTIA**

1. I feel adequately informed about dementia and its manifestations. (1-2-3-4-5)
2. I understand the impact of dementia on the daily lives of individuals and their families. (1-2-3-4-5)



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### ADRINCLUSIVE

3. I believe that adequate training on dementia is important in my professional field. (1-2-3-4-5)
4. I expect this module to help me improve my understanding of dementia. (1-2-3-4-5)

### **MODULE 2: DEVELOPING PRACTICAL SKILLS FOR COMMUNICATION AND INTERACTION**

1. I feel confident in my ability to communicate effectively with people with dementia. (1-2-3-4-5)
2. I am familiar with various verbal and non-verbal communication techniques suitable for people with dementia. (1-2-3-4-5)
3. I feel capable of managing potentially challenging interaction situations with people with dementia. (1-2-3-4-5)
4. I expect this module to provide me with practical tools to improve my communication with people with dementia. (1-2-3-4-5)

### **MODULE 3: BECOMING AMBASSADORS OF A MORE INCLUSIVE APPROACH TO PEOPLE WITH DEMENTIA**

1. My organization/facility has already implemented initiatives to promote the inclusion of people with dementia. (1-2-3-4-5)
2. My organization/facility has already organized or participated in specific events or services for people with dementia and their caregivers, also thanks to local Associations. (1-2-3-4-5)
3. I am already sensitive to the needs and rights of people with dementia. (1-2-3-4-5)
4. I believe that the active participation of people with dementia in society is an important goal. (1-2-3-4-5)
5. I feel capable of adapting my approach to promote the inclusion of people with dementia. (1-2-3-4-5)



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6. I expect this module to help me develop a more inclusive and respectful approach. (1-2-3-4-5)
7. I expect this module to provide me with the knowledge and tools to act as a promoter/ambassador for a more inclusive environment for people with dementia. (1-2-3-4-5)

### **MODULE 4: COGNITIVE STIMULATION AND PSYCHOSOCIAL INTERVENTIONS**

1. I am aware of cognitive stimulation techniques for people with dementia. (1-2-3-4-5)
2. I understand the importance and application of psychosocial interventions for people with dementia. (1-2-3-4-5)
3. I know how environments can be adapted to support people with dementia (e.g., in tourism contexts). (1-2-3-4-5)
4. I expect this module to provide me with practical strategies for cognitive stimulation, psychosocial interventions, and environmental adaptation. (1-2-3-4-5)
5. I expect this module to provide me with guidance on how to collaborate with local professionals to offer interventions and how to best adapt the spaces of my context. (1-2-3-4-5)

*Thank you for your cooperation!*





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### Post-Training Questionnaire

*Dear Participant,*

Please complete this brief questionnaire at the end of the training. Your answers will help us evaluate the effectiveness of the training. Your responses will be treated anonymously and confidentially.

Please indicate your level of agreement with the following statements or your level of acquired knowledge, using the scale from 1 to 5: (1 = Strongly Disagree / No knowledge acquired, 5 = Strongly Agree / In-depth knowledge acquired)

#### **GENERAL INFORMATION:**

- My professional sector:
  - Tourism Operator
  - Welfare/Social Care Professional
  - Other (please specify): [Open text field]

#### **MODULE 1: RAISING AWARENESS ABOUT DEMENTIA**

1. This module has increased my awareness of dementia and its characteristics. (1-2-3-4-5)
2. I can now better distinguish dementia from normal aging and its main types. (1-2-3-4-5)
3. I better understand how the symptoms of dementia can affect individuals in a tourism context. (1-2-3-4-5)
4. The module was clear, relevant, and met my expectations. (1-2-3-4-5)
5. I believe the information gained is useful for my work/personal context. (1-2-3-4-5)

#### **MODULE 2: DEVELOPING PRACTICAL SKILLS FOR COMMUNICATION AND INTERACTION**



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1. I feel more confident and prepared to communicate and interact with people with dementia. (1-2-3-4-5)
2. I have acquired and/or improved my knowledge of verbal and non-verbal communication techniques suitable for people with dementia. (1-2-3-4-5)
3. I am able to apply practical strategies to facilitate interaction and understand the needs of people with dementia. (1-2-3-4-5)
4. The module was clear, relevant, and provided directly applicable skills. (1-2-3-4-5)
5. I believe the skills gained are useful for my work/personal context. (1-2-3-4-5)

### **MODULE 3: BECOMING AMBASSADORS OF A MORE INCLUSIVE APPROACH TO PEOPLE WITH DEMENTIA**

1. This module has increased my sensitivity towards people with dementia and their families. (1-2-3-4-5)
2. I feel more comfortable adopting an inclusive approach and promoting the participation of people with dementia. (1-2-3-4-5)
3. I am now more aware of the barriers that can hinder the participation of people with dementia and how to overcome them. (1-2-3-4-5)
4. I feel more prepared to implement or suggest inclusive practices in my work/personal environment. (1-2-3-4-5)
5. I feel confident in my role as an "ambassador" to promote greater inclusion of people with dementia. (1-2-3-4-5)



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6. The module was clear, relevant, and inspired me to actively contribute to a more inclusive environment. (1-2-3-4-5)

### **MODULE 4: COGNITIVE STIMULATION AND PSYCHOSOCIAL INTERVENTIONS**

1. I have gained a better understanding of cognitive stimulation techniques applicable to people with dementia. (1-2-3-4-5)
2. I better understand the effectiveness and implementation of psychosocial interventions in supporting people with dementia. (1-2-3-4-5)
3. I am able to identify and propose environmental adaptations (e.g., in tourism contexts) to improve the well-being of people with dementia. (1-2-3-4-5)
4. The module was clear, relevant, and provided me with practical tools to support people with dementia. (1-2-3-4-5)
5. I believe the information gained is directly useful for my professional/personal role. (1-2-3-4-5)

### **FINAL qualitative FEEDBACK QUESTIONNAIRE - ADRINCLUSIVE Project**

*Thank you for completing the ADRINCLUSIVE project training program!*

Your feedback is crucial for us to evaluate the overall effectiveness of the training and to improve it in the future. Please answer the following questions openly. Your responses will be treated anonymously and confidentially.

1. What were the main strengths of this training program? (e.g., content aspects, teaching methodologies, materials, trainers, etc.)



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### **ADRINCLUSIVE**

2. What are your suggested areas for improvement for the course as a whole? (e.g., topics to be explored in more depth, delivery methods, organization, etc.)
3. What is the most significant impact this training will have on your professional role or your sensitivity towards people with dementia?

*Thank you for your valuable contribution!*

