

Bridge of Knowledge

Linking Intergenerational Exchange and Mental Stimulation:
A Community Pilot Project for the Elderly in Old Havana Cuba



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**PREFACE: RUTGERS CAMDEN AND THE UNIVERSITY OF HAVANA—A UNIVERSITY
PARTNERSHIP FOR COMMUNITY TRANSFORMATION IN OLD HAVANA**

The Rutgers-Camden Campus through the *Center for Community Leadership* began its early collaboration with the University of Havana in 2002 when we signed an agreement between the two institutions. The first goal was to restore and enhance cooperation between Rutgers and the University of Havana as leading academic institutions interested in community development research and to create opportunities for students and faculty. We wanted both institutions to play a significant role in promoting educational changes within and between our two universities that would impact faculty and student interest and participation in academic exchanges around community issues. Secondly, we understood that strengthening and establishing institutional ties could promote interaction and collaboration among current and future faculties and university leaders thusly catalyzing positive changes in Cuban and U.S. perspectives on our collective work. Our views of our Rutgers leading scholars and graduate students experiences in Cuba not only have an indirect impact through their influence on US public opinion, but also have a direct impact on their respective government's policies in their areas of expertise.

Since its inception in 2002, the *Center for Community Leadership* under the direction of Dr. Gloria Bonilla-Santiago, has evolved into one of the most extensive and diverse ventures of its kind. Unlike any other academic program in the United States, our Rutgers-Cuba educational program caters to academic scholars from areas across a wide spectrum of academic fields, namely the social sciences, environment, education, public health/medical sciences, humanities, law, business and public administration and urban planning. Through this collaborative program we have been able to offer courses, symposia, and seminars for our graduate and undergraduate students. These courses are scheduled in collaboration with the faculty from San Gerónimo College, University of Havana faculty and with the *Unión de Escritores y Artistas de Cuba* (UNEAC, the Union of Cuban Writers and Artists). Some of the courses are taught as part of a ten-day travel to Cuba, others are taught during the academic year as part of an intensive learning and living experience in Cuba for six to eight months, which is supervised by our faculty and Cuban

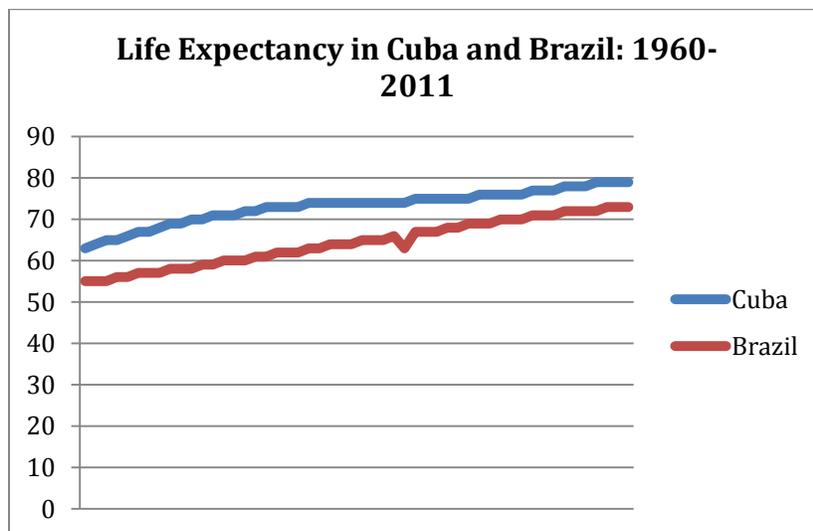
colleagues. As part of this experience, two graduate students go to Cuba yearly to conduct research and work at San Gerónimo College. These students conduct applied research on integrated neighborhoods and communities in Old Havana. Our Center aims to continue its efforts to foster the development, dissemination and analysis of Cuba-related research throughout Rutgers University and the region.

We want to acknowledge that presently, Cuba is undergoing a gradual economic and social transformation that potentially carries great importance for the island nation, as well as for its relationships with the United States and the rest of Latin America and the Caribbean. Part of this transformation includes the physical redevelopment of Old Havana, spearheaded by Dr. Eusebio Leal, the city's chief historian and a leading public figure in Cuba. Dr. Leal has led the government's efforts to remake Havana as a prime destination for travelers from around the world—more than 2.7 million people paid a visit to Cuba last year alone—while at the same time preserving the city's cultural, urban and architectural heritage. He is also the Dean of San Gerónimo College and has stood out for the restoration of several buildings, including the Captain Generals Palace, the Second Corporal's Palace, and several squares and its surrounding constructions located in the historic section, declared a UNESCO World Heritage site in 1982. We thank Dr. Eusebio Leal for the opportunity to collaborate with his faculty and staff and for providing a sustainable laboratory of research on community development for our Rutgers Camden community.

What follows is original research conducted by our graduate students, Alyssa Yackle and Beatrix Jackson, under the supervision of Ailec Vega, a professor at San Gerónimo College and the Director of Research at the Direction of Cultural Management, as well as Professor Dr. Eduardo J. Gómez and Professor Dr. Bonilla-Santiago from Rutgers-Camden. From September 2011 until May 2012, research was conducted concerning the demographic and social aspects of the aging population in Cuba. Information taken from this research and a culminating socio-cultural diagnostic was used to develop the pilot project, Bridge of Knowledge, which aimed to meet the needs and interests of the elder population in Old Havana. The project was implemented through the Direction of Cultural Management, Department of Socio-cultural Research and Educational programs of the Office of the Historian of the City. Special thanks go out to those who made this project

possible—Associate Dean José Vásquez of San Gerónimo College, Carmen Castillo, Director of International Programs, University of Havana, and Cristina López, Vice President of Academic Affairs, University of Havana. Further appreciation and recognition go out to the special team formed to implement this project under the Direction of Cultural Management—Ailec Vega, Director of Research, Mabel Villar Pena, Coordinator of Senior Citizen Programs in the Historic Center, and Lourdes Olivera Alfonso, Coordinator of Child and Youth Programs in the Historic Center—as well as those senior citizens involved with the Rubén Martínez Villena branch of the University of the Elderly—Leonor Franco, Margarita Márquez Breto, Arnaldo Vega González, Ceila Alba, Nirma Marín Ramírez, and Miriam López Domínguez—all of whom made this project possible with their endless dedication and support.

One of the byproducts of Cuba’s ongoing socioeconomic success in the past 50 years has been the emergence of a healthy and vibrant society. Compared to most other nations in the Western Hemisphere, Cuba has one of the highest levels of access to education, literacy, healthcare, and life expectancy – in fact, and as the graph here illustrates, Cuba’s life expectancy is higher than then arguably the wealthiest nation in Latin America, i.e., Brazil. Moreover, the fact that Cuba is now tied with Barbados for having the highest percentage of elderly population in the entire Western Hemisphere provides evidence of Cuba’s ongoing success in providing effective and enduring social welfare programs.



Source: *The World Bank Group, 2012*

Our focus on Cuba derives from the impressive achievements that the Cuban government and civil society have made in developing their communities and social welfare policies. In recent years, Cuba has outpaced many nations in Latin America in terms of having high levels of childhood and adult literacy, post-graduate education and graduation rates; access to quality healthcare as well as world recognition in the arts. What is more, arguably the most economically advanced nations in our hemisphere, such as Brazil, have approached the Cuban government for help in strengthening their educational and healthcare system.

Cuba's ongoing achievements motivate us to further understand why and how the government and civil society has been able to develop effective social welfare policies. But more importantly, we are interested in understanding the context within which effective policy intervention occurs: that is, why local communities in Old Havana, in particular the Office of the Historian, is effective at providing social services for particular segments of the population; and how this office has brought together the young and old to achieve policy goals?

With this in mind, our interest in understanding the emergence and well-being of the elderly in Old Havana compels us to examine the role of the community in the process. More specifically, this report explains the endeavor to integrate the elderly with the youth through a pilot project with the Office of the Historian. The youth in Old Havana have played an important role in helping the elderly develop a sense of community acceptance, purpose, and hope. These feelings can, in turn, contribute to the elderly's overall wellbeing and improved quality of life. But at the same time our research finds that the youth can learn a lot from the elderly, and that this knowledge may help to better inform government and community initiatives in the future.

Our goal in this report is therefore to provide an example of the importance of community development, participation, and intergenerational ties in helping improve the health, happiness, and wellbeing of Cuba's elderly. In the next section, we provide an introduction to the study, detailing the primary findings, purpose, and method of investigation. We then discuss the empirical research and findings, literature review, socio-

cultural diagnostic, and finally, the implementation and analysis of the pilot project, Bridge of Knowledge.

PART I: RESEARCH

INTRODUCTION

The aging phenomenon is a relatively new concept being addressed in both the developed and developing world. While this issue has been more common in the most modernized societies, Cuba's advanced healthcare system has contributed to it becoming one of the most aged societies in Latin America. Consequently, policies and programs had to develop to support this new demographic phenomenon. This study therefore strives to increase our knowledge of this issue while providing some tentative policy recommendations based on our study in Old Havana. In order to achieve this, we first focused our research on aging in Cuba and the world, senior citizens in Cuba, the sociology of aging, community intervention and the management of cultural projects targeted at senior citizens and the general population and finally, the model of management in the Historic Center of Old Havana. Next, we familiarized ourselves with the programs under the Direction of Cultural Management of the Office of the Historian and reviewed the projects that made up the senior citizen programs as well as the child and youth programs in the Historic Center. We also participated in several workshops, conferences and programs orchestrated by the University of Havana. After attending a class of the University of the Elderly, or *la Cátedra de la Universidad del Adulto Mayor (CUAM)*, a program developed by the Psychology Department of the University of Havana, we started attending weekly classes and decided to use this group of senior citizens as the beneficiaries of our pilot project.

After conducting an in-depth diagnostic of Old Havana, focusing on the sociocultural aspects related to senior citizens, we sat down with this group of elderly from the community to analyze our hypothesis. Specifically, we hypothesized that an intergenerational and educational workshop would achieve reintegration, socialization, and the development of interpersonal relationships that would better prepare the participants for the onset of old age, and improve their quality of life through intellectual stimulation and cognitive strengthening. That said, this study was motivated by the following research questions: What are the factors that lead to (1) relationship building, (2)

mental stimulation, and (3) increased community participation? After conducting our research, it seems that our findings support our initial hypothesis. At the conclusion of our study, we found that our pilot project, Bridge of Knowledge, a workshop focused on cultural and educational themes of mutual interest that paired together the youth and elderly as imaginary grandparents and grandchildren, achieved the desired goal.

PURPOSE OF THE STUDY

The purpose of the work was to gather information of both quantitative and qualitative means concerning the demographic and social aspect of the aging population in Cuba, specifically in Old Havana. The study aimed to better understand the traits that defined the elderly, the public policies designed to support them, and the social services and community standard of care provided to them. The research and accompanying community pilot project, Bridge of Knowledge [*Puente de Saberes*], focuses on the importance of intergenerational exchange and mental stimulation in old age.

METHODS

The research design of the project used qualitative and quantitative tools. The methods utilized for gathering the information is as follows:

Analysis of Documents: To characterize the management model, public policies directed at senior citizens, CUAM, and the case of Old Havana, institutional documents from the Office of the Historian, as well as other academic texts, were studied.

Analysis of data and statistics: To analyze information about the demographic phenomenon of aging, regional aging, population data, and the profile of senior citizens in Cuba, information was gathered from the United Nations and the National Office of Statistics of Cuba.

Expert Interviews: To gain insight from academics, researchers, and specialists in the themes of ageing, health, community development, and public policy, experts were interviewed.

Surveys: To complete the diagnostic stage of the research and to evaluate the impact on participants, pre and post interviews were administered. A needs-based survey was administered to 33 senior citizen students after conducting 3 months of weekly observations. After the implementation of the project, 20 post surveys were administered to the participants—10 senior citizens and 10 children.

Participative Research: To complete the diagnostic stage of the research and to evaluate the direct project participants, observations were completed during weekly classes with CUAM, as well as the weekly project sessions.

Group Discussions: To evaluate and analyze the project, a post discussion was held with stakeholders.

Analytic Tools: To evaluate the development and implementation of the project, several tools were used—Stakeholder Analysis, Logic Model, Implementation Factors Matrix.

SCOPE OF THE PROJECT

With the completion of the research, the intergenerational socio-cultural project, Bridge of Knowledge or *Puente de Saberes*, was proposed. The project was applied during eight weeks, from the second week of February until the first week of April, for 10 female senior citizens from the Rubén Martínez Villena Branch of CUAM and 10 sixth grade students who participated in the Museum Classroom Project in the Historic Center facilitated by the Direction of Cultural Management. The weekly sessions were designed to stimulate cognitive and affective processes in older adults, strengthen the intergenerational bond between the elderly and youth participants, and encourage the active participation of the elderly in community projects. To achieve these goals, the design included the pairing of the intergenerational groups as imaginary grandparents and grandchildren along with an introductory phase to identify the expectations and understand the motivations of the participants. Afterward, in the development phase of

the project, four topics of interest were introduced that included history (José Martí and the Golden Age), crafts (kirigami), health (medicinal plants) and culture (culinary art).

STATEMENT OF THE PROBLEM:

THE CHARACTERIZATION OF ADVANCED AGE

The concept of “aging” is one that has been addressed worldwide since the construction of modern day societies, but the role of the aging person has changed and evolved as life expectancy has grown. As a result, society has had to adjust to incorporate the changing needs of an expanding aging population and the demographic changes have meant multiple challenges imposed on contemporary society—health problems, social assistance, social and economic costs, loneliness, poverty, etc. Specifically, an ageing society presents the risk that economically passive persons will exceed the number of active persons. Some statistics project that the increase in the aging population means it will be impossible to sustain the current resources. Addressing this reality requires revolutionary measures in social services to improve the overall quality of life for this segment of the population and to insure that their needs are being properly met (Iacub, 2001).

The consequences of population aging were first discussed in the United Nations General Assembly in 1948. In August 1982, the United Nations organized the World Assembly on Population Aging in Vienna to discuss its impact and to promote policies to foresee and find timely solutions to the consequences that this phenomenon would introduce (Quintero, et. al., 1984). In 1999, the United Nations General Assembly declared the “International Year of Senior Citizens,” and released a statement urging the international community to promote collaboration among various sectors and nations to build a society for all ages (Almanza, et al., 2001). It was during that time, that the United Nations General Assembly decided that the “*Día del Adulto Mayor*” [Senior Citizen Day] be celebrated in Cuba as the main U.N. activity for Latin America on this theme (Almanza, et al., 2001).

The demographic phenomenon of aging is a process more noticeable in countries with advanced modernization where structural changes in terms of technology, education, culture and economics, have resulted in accelerated growth of the elderly population (Miró, 2003; Vega, 2006). By the year 2020, senior citizens will constitute 30% of the population in the most

developed countries, but this trend has begun to spread to Latin America (Iacub, 2001). According to the United Nations, a society is aging when the population over 65 years old represents more than 7% of the total population (Iacub, 2001). Cuba ended 2009 with a ratio of almost 17% of people 60 years old or older, which represents 1,900,000, citizens found in the most advanced stage of the demographic transition. According to estimates of the United Nations Population Division, in the immediate future, Barbados and Cuba will be the countries most aged in Latin America and the Caribbean (United Nations, n.d.).

“Aging” is defined as a natural, dynamic, gradual and progressive process of change at a biological, psychological and social level. It is a transformation that happens over time and entails a functional decline in ability. In all living things, with the passage of time, there approaches a series of modifications that are morphological, biochemical, psychological and functional, these changes lead to irreversible deterioration in functional efficiency, and therefore a reduction in the capacity to survive, which eventually culminates in death (Arencibia, 2011). One can acknowledge that this is a vulnerable stage in life, often with tendencies towards emotional uncertainty, low self-esteem and periods of depression (Vega, 2006).

The variety of approaches from multiple areas of interest on this subject area has resulted in insufficient information and research in understanding the aging process. This fragmentation had led to a tragic vision of old age that has legitimized a definition of aging based on stereotypes (Vega, 2009). Although aging is an unavoidable biological process, there are some studies that argue that old age is defined socially and can be described as a cultural construction that proposes two opposing views (Vega, 2006). The first is negative, where senior citizens are characterized by their senility, inability to learn, social isolation, uselessness, lack of creativity, asexuality and inflexibility. They are considered weak of mind, and oldness is synonymous with disease. Additionally, the elder person is considered to be socially isolated, and without a future, and from within the negative perspective, poverty and oldness are mutually exclusive (Arencibia, 2011). In general, the social aging process among older individuals requires them to face a series of inevitable “losses” (Duran, et al., 2000). Those elderly, who once worked, now retire. For some, retirement signifies a time to rest from long and tiring activities, but for many, it represents a rupture in personal history. Most older

people experience reduced social contacts, loss of relatives and friends, economic losses, and diminished social status and self-esteem (Duran, et al., 2000).

The negative view results in stress, social rejection and the reproduction of stereotypes. The construction of this reality goes against the identity of the elderly person, allowing the views of others to influence how they view themselves which in turn affects their self-esteem and in many cases leads to depression and other health problems (Vega, 2009). Dr. Arencibia, the Director of the Center for Research on Longevity, Aging, and Health (CITED), explains the importance of the psychosocial dimension, as emotional factors trigger biomedical problems. In addition, psychological factors take an important role because longevity depends on more than 60% of environmental factors such as the lifestyle, habits, stress, etc. (Arencibia, 2011).

In contrast, there is the positive vision where older adults are respected and characterized by their wisdom, experience, high social status, and influence on others (Arencibia, 2011). From the positive perspective, the elderly have an influential hand in their communities and are valued for their life experiences. This argument against the traditional attitude, considers aging to be universal, irreversible, continuous, intrinsic and heterogeneous (Vega, 2009). It is a multidimensional phenomenon where biological, psychological and social factors converge (Arencibia 2011). It is defined as a process that starts from early stages of life, and is therefore the result of the combined action of factors such as genetic heritage, health, education, personality, and gender, among others; always in close link with the opportunities offered by certain social and cultural environments and the potential for each individual to make use of them. In this sense, it is impossible to consider the elderly as a homogeneous group in relation to the multiplicity of possible forms of aging (Vega, 2009).

This gerontological approach contrasts with the discriminatory views of the elderly. Gerontology is the science that studies old age and ageing based on the idea that old age is not a disease but a new stage of life (Milian, November 2001). It recognizes ageing as a complex phenomenon that focuses on a trans-disciplinary perspective. "Geroculture" is a specialty of social gerontology that addresses ageing as a complex and multifactor process where the socio-cultural component is a key aspect. It allows you to optimize this stage of life through the recreation of the different social interaction mechanisms that allow a full enjoyment of life. This social projection of aging defines old age more than a period of loss, but it calls for recognition

of the opportunities that represents this vital stage for personal fulfillment and generational exchange (2009 Vega).

PUBLIC POLICIES DIRECTED AT THE ELDERLY IN CUBA

Because of changing socio-demographics in Cuba, new public policies have been enacted to support changing social needs. Although Cuba established a program of institutional care focused on the elderly in the early 1960s, the first program of elder comprehensive care was not approved until 1974, and it did not gain the desired priority until the end of the 1990s, when it began to assess the need for a special approach to the care of older persons in the country -- both in the field of social-care and in healthcare (Sitio del Ministerio de Relaciones Exteriores de Cuba, 2011). The first program of attention to the elderly in Cuba was a model of communitarian care. Over the years, it developed with support from the United Nation's World Assembly on Aging, and in 1982, became the National Program of Care for the Elderly (Vega, 2006). Gerontology and Geriatrics became an approved specialty in Cuba in 1984, and in the following year, specialists began training within the field (Durán and Chávez, 1998). The first gerontological services began appearing in 1985, and quickly became popular in major teaching hospitals across the country (Sitio del Ministerio de Relaciones Exteriores de Cuba, 2011). Other institutions have also aided in developing health services directed to the elderly. For example, *El Centro Iberoamericano de la tercera edad (CITED)*, or the Latin American Center of the Third Age, opened in 1992 in Havana, and has contributed largely to the improvement of these services (Vega, 2006).

In 1996, it was decided by the Ministry of Public Health that a new program, the Comprehensive National Program for Attention to the Elderly (CNPAE), would be developed as one of the four priorities of the National Health System. Since then, a pointed effort has been directed toward creating policies and strategic plans that encourage the advancement of awareness to meet the needs of this population group. Since the establishment of CNPAE, intensive work in community development has taken place to further health and social care possibilities for the elderly. Mutlidisciplinary Gerontology Teams or *Equipos Multidisciplinarios de Atención Gerontológica* (EMAG's), were established to support the family doctor in evaluating and providing caring for elders in a state of fragility or need. CNPAE is based on the socialized

healthcare infrastructure. This National Program is headed by the Public Health Ministry and is among the four programs of attention given priority by the Health Ministry, next to the programs focused on prevention of sexually transmitted infections, chronic illness, and maternity and childhood program (Vega, 2006).

CNPAAE relies on three main pillars:

1. Social and political structure
2. Health care, social security and social service systems
3. Senior citizens' organizations

From a social and political perspective, Cuba has had many achievements in incorporating community participation as a mechanism for preventative health care. Cuban communities often develop projects directed at social participation to better the quality of life for its elderly members. "Community" has an integral role in Cuban life; as it involves the family, the neighborhood and the community organizations. The relationships that develop through community participation provide physical and emotional resources not only to the elderly in Cuba, but also to the young.

With respect to health care, CNPAAE promotes medical attention and services for the elderly at all three levels of attention. The first level is health promotion and prevention, supported by family doctors and community nurses. In Cuba, the family doctor functions as the primary care doctor and lives and works within a given community. Each doctor is responsible for the health problems of the person he or she takes care of, and the family doctor carries out activities of primary prevention. These doctors care for approximately 150 people located in the vicinity of their resident clinic. Each person in Cuba has a clinical history and is registered to a clinic and a specific doctor. Additionally, through these doctors, patients have access to polyclinics that provide specialists and additional care when needed. At the first level, physicians and nurses work to diagnose and assess the current health conditions of people over 60. They seek to evaluate best practices to circumvent the main risk factors and disease that may affect the elderly (Vega, 2006).

The second level is composed of a multidisciplinary team coordinated by a specialist in comprehensive general medicine, a nurse, and a psychologist, and is mainly responsible for implementing the CNPAAE program, assessing elderly patients with diagnosed health

problems, deciding which patients need hospital care, and assisting those patients who have been recently discharged. The second level works to reduce the need of institutionalization and brings specialized attention to senior citizen in daytime hospital and care centers (Vega, 2006).

Finally, the third level provides health care to hospital based geriatric services and homes for the elderly. The purpose of hospital geriatric care is to offer solutions to health needs affecting quality of life, which could not be solved at other levels. These centers are mainly in charge of the biomedical, psychological and social rehabilitation of disabled elderly, so as to ascertain a full recovery of functional capacity of these patients (Prieto, 1999).

The socialized health care system in Cuba has allowed for a lot of advancements in elder care to occur. Most favorable about the socialized health care system is the extent to which free health services are accessible to the citizens of the country, this particularly benefits the elderly who experiences greater problems with health as they age. Another public support to the elderly in Cuba is social security (Vega, 2006).

In Cuba, there is a system of pension at the national level. This system comprises all retired people and those elderly that require social and financial support (Vega, 2006). Social security has been an aid to the older persons in this country, although there have been significant stresses placed on this system, specifically since the economic crises of the nineties, which resulted from the collapse of the European socialist bloc and the disintegration of the Soviet Union-nations with which Cuba carried out 85% of its trade. The demographic phenomenon of ageing in conjunction with economic challenges have also involved significant increases in the burden on the social security system, health care system, and many others entities. Other factors include the global economic environment damaged due to the persistence of the financial crisis, the escalation of food and fuel prices, and the restrictions to Cuba for financing. As proposed by Dr. Miguel Valdés Mier, head of the National Group of Geriatrics and Gerontology, and the researcher Maria Elena Benítez of the Center for demographic studies (CEDEM), it is necessary to appeal to the community potential, that without large investments, has the possibility to contribute in an important way to the quality of life of the elderly (Rubio, 2011; Vega, 2006).

This idea of community and its coordinated efforts to bridge the elderly and health was first seen in the mid-1980s when Senior Clubs began to emerge. Senior clubs give participants the opportunity to participate in cultural programs, sporting events and other voluntary recreational activities as a means of encouraging socialization and developing capacities for mutual aid and self-help (Vega, 2006).

A major program in Cuba that supports social development and community integration is *The University of the Elderly*. The University of the Elderly or *La Cátedra Universitaria del Adulto Mayor* (CUAM) began in 1994 in experimental way with the support of Salvador Allende Clinical Hospital specialists (Prieto, 1999). The committee was composed of a multidisciplinary group of people of geriatricians, gerontologists, sociologists, psychologists, and others (Vega, 2006). CUAM offered the elderly the possibility to socialize in an environment of group reflection – which stimulated more active involvement and constituted an opportunity to mobilize their skills and capabilities as tools that could then be reinvested socially (Orosa Fraiz, n.d.).

CUAM, as it exists today – a structured University designated for the elderly – began in February of 2000. It functions as an extension of the University of Havana, and provides research, training and guidance towards other elderly based projects. While at the national level, CUAM is presided over by the Ministry of Higher Education and its respective Universities, it can also be found in different provinces under the directions of other academic institutions, such as The Institute of Higher Pedagogy, The Institute of Physical Culture, or other Medical Universities (La Cátedra del Adulto Mayor, 2005). Additionally, CUAM and its subsidiaries are also supported by: *la Central de Trabajadores de Cuba* (CTC) [The Center of Workers in Cuba], *la Asociación de Pedagogos de Cuba* (APC) [The Association of Pedagogy in Cuba], *el Ministerio de Salud Pública* (MINSAP) [The Department of Public Health], *el Instituto de Deportes Educación Física y Recreación* (INDER) [The Institute of Sports, Physical Education and Recreation], *el Ministerio de Cultura* [The Department of Culture], *el Ministerio de Ciencia Tecnología y Medio Ambiente* (CITMA) [The Department of Science, Technology and Environment], *el Instituto de Seguridad Social* (INASS) [The Institute of Social Security], *el Programa Nacional de Trabajadores Sociales* [The National Program of Social Workers], *el Ministerio de Educación* (MINED) [The

Department of Education], *el Ministerio de la Agricultura* [The Department of Agriculture], *el Ministerio del Azúcar* [The Department of Sugar] as well as their respective trade unions. Because of this, CUAM belongs to the national education system in Cuba, and its classes fulfill target objectives for Cuba's universities (La Cátedra del Adulto Mayor, 2005). The students of CUAM are people aged 60 years or older, and are mostly retired or housewives of the community. These individuals turn to CUAM as a way to interact with other active senior community members and re-involve themselves in educational studies. Participants may possess any scholastic level, and for that reason, student groups in CUAM are heterogeneous. Registration is mostly done through trade unions, so a lot of attention is directed toward retirees, however, community registration outside of the work environment, takes place under the direction of local CUAM subsidiaries (La Cátedra del Adulto Mayor, 2005).

The first course in 2000-2001 of CUAM in Havana graduated a group of only 42 senior adults. Since then, graduation rates and local branches of CUAM have exponentially increased. During the 2004-2005 year, there were 636 branches CUAM throughout the country, with a total of 40,000 graduated students and more than 7,500 professors – all who work on a volunteer basis (La Cátedra del Adulto Mayor, 2005).

The main target of the University of the Elderly is to enrich the lives of its members through educational participation. Classes of CUAM last for the duration of a scholastic year and generally form once a week. At the conclusion of the course, students are expected to demonstrate the knowledge gained from CUAM before graduation and receiving their course certificate (La Cátedra del Adulto Mayor, 2005).

The objectives from this program do not only focus solely on academic goals, but also on social ones. The purpose of CUAM is to educate its participants on how to improve the quality of life. CUAM does not focus on educational competitiveness, but rather on the sharing of life experiences and learning collectively to foster the development of each individual. As stated in "*La Cátedra del Adulto Mayor*," an informative guide about the characteristics of CUAM, "*La generación de mayores en Cuba ha sido, y es importante protagonista de la Revolución, es memoria viva de una sociedad que trabaja por un mundo mejor, y que ha logrado un preciado valor: la dignidad humana*" ["The generation of the

elder in Cuba has been an important protagonist in the Revolution, its memory lives in a society that works for a better world, and that has obtained precious value: human dignity”] (La Cátedra del Adulto Mayor, 2005).

In relation to this pronouncement, the 3 basic pillars of CUAM can be understood. The theoretical basis for the University of the Elderly is as follows:

1. To bring students to the height of times from a cultural point of view so that they can count on necessary recourses in their intellectual and emotional development that will permit them to better understand the world they live in.
2. To understand the problems of the contemporary world, its changes and its challenges, which are just as much a social phenomenon as a technological one, because culture belongs to all people.
3. To understand that becoming an elder adult is another stage of life in which a person can still develop personality and the capacity to learn.

These principals rely on the knowledge and understanding of advanced age, in conjunction with scientific and social learning, which together can better the quality of life for the elderly (La Cátedra del Adulto Mayor, 2005).

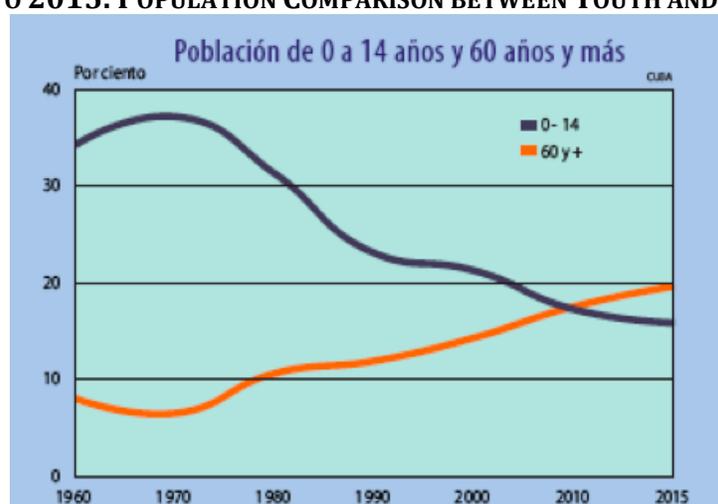
SENIOR CITIZENS IN CUBA: SOCIO-DEMOGRAPHIC CHARACTERIZATION

The Cuban population has experienced significant changes over the last 50 years. Reports presented by the Cuban authorities confirm that aging will be the principal challenge facing Cuba in the upcoming years (Vega, 2009). According to O.N.E., in 2007, Cuba was the second most aged country in Latin America after Uruguay. Studies have confirmed that by 2025, the island will be the most aged country in the region and one of the 25 most aged countries in the world (Centro Latinoamericano y Caribeño de Demografía, 2000).

Although the projected population of Cuba is expected to fall over the next two decades by 200,000 -- from 11,230,000 to roughly 11,030,000 -- the population of the elderly in Cuba is projected to proportionately rise. In 2009, the National Office of Statistics for the Republic of Cuba reported that 17.4% of the population of Cuba was 60 years or older, with women representing the majority of this age group. It is the result of the combination of diverse demographic variables including fertility, mortality and migration that over time has resulted in an increase in the population age structure. The graph, 1960 to 2015: Population Comparison

of Youth and Elderly, demonstrates the comparison between these two age groups in Cuba. In the year 1960, 35% population was considered to be youth (between 0 and 14 years old) while only 9% of the population was considered elderly (60 years old or older), which shows a strong division between the two lines on the graph. In contrast, in 2010, the percentages of each population group converge with approximately 18% of the population both youth and elderly. The projections on the graph also show that in 2015, 15% of the population will be youth while 20% will be elderly (Arencibia, 2011).

1960 TO 2015: POPULATION COMPARISON BETWEEN YOUTH AND ELDERLY



Source: Dr. Arencibia, 2011

The project, Health, Wellness, and Aging in the Americas (SABE), projects that this elderly population group will continue to grow and in 2025, one out of every 4 Cubans will have 60 years or more (National Office of Statistics, 2003).

Moreover, the life expectancy of those living in Cuba has increased as well. In Cuba, life expectancy is 77 years; for men it is 74.38 and for women, 79.36. On average, life expectancy in Cuba for persons who have reached 60 years of age is 21.5 years; and amazingly, in Cuba today, life expectancy for people who are 80 years old is another 7.6 years (Orosa Fraiz, n.d.; Almanza et al., 2000). These levels of life expectancy for elder people are comparable to the highest in the world. However, the growth of the elderly population in Cuba has not been homogenous. The proportion of older people in the western and central provinces is higher than in the

eastern provinces (Almanza et al., 2000). Researchers have stated this is largely due to fertility rates and population density. In 2009, Villa Clara and Havana provinces could be categorized as the oldest provinces in Cuba. The city of Havana, had 418,660 residents over the age of 60, and Villa Clara 167,295 residents of advanced age, both provinces reveal more than 15% of their population is over age of 60 (National Office of Statistics, 2003). Specifically, in the city of Havana, 59.1% of the population is female and 40.9% is male. This percentage translates into 144 women for every 100 men. With respect to the elderly, statistics illustrate there are approximately 130 women for every 100 men between the ages of 60-74. For the group of people aged 75 and over, there are 185 women for every 100 men (National Office of Statistics, 2003). Consequently, Dr. Nancy Milian, a specialist in Integral General Medicine at the Geriatric Center *Dr. Santiago Ramón y Cajal*, explains that while women live longer, they normally are the caretakers and often end up suffering from more chronic diseases.

Another interesting statistic illustrates that 40% of the elderly over age 60 in the city of Havana are married. Of those between the ages of 60-74 in the city of Havana, 89.4% have living children, as opposed to the 11% that do not. With respect to the elder socio-demographic profile, average educational level achieved is stated as basic primary and secondary education with the following breakdown: completion of primary school (50.7%), completion of secondary school (38.5%), completion of college or university level studies (5.7%), and those without completing any schooling at (4.6%). More than 44% of older adults in Cuba have achieved educational level of secondary or higher (National Office of Statistics, 2003). These values hold significance in confirming the benefits of educational programs and initiatives in the country, and demonstrate that they have benefited even those in advanced ages.

A report in 2000 from SABE provided interesting data on the health of people older than 60 in Cuba. In a self-assessment of health, 80.1% of respondents indicated having excellent, very good, good or regular categorized health. Of these respondents, 76.1% of women reported having regular or better health, and of the men, the 85.8% indicated the same. 31.8% of older adults smoke and 76.8% of total respondents consume alcohol. In addition, 23.3% responded that they participate in rigorous physical activities and 23.5% make crafts and participate in artistic activities. Furthermore, 44% of all surveyed people over the age of 60 have

hypertension, 14.8% have diabetes, 24.1% have heart disease, and 55.6% have arthritis. (National Office of Statistics, 2003).

The ten leading causes of death in the elderly in Cuba the year 2010 were (1) Heart disease, (2) Malignant tumors, (3) Cardio-vascular disease, (4) Influenza and pneumonia, (5) Dementia and Alzheimer's disease, (6) Accidents, (7) Chronic and infectious diseases of the respiratory tract (8) Diseases of arteries, arterioles and ventricular circulation, (9) Diabetes Mellitus, and (10) Cirrhosis and other chronic diseases. Although most people over 60 in Cuba, are without major disabilities, a portion of them become more fragile with age, and require support, attention or institutionalization, many times for the rest of their lives (Durán and Chávez, 1998). It is important to realize that from 2002 to 2010, Dementia and diseases of Alzheimer's have risen from the eighth cause of death to the fifth cause of death in the elderly in Cuba. Also, a greater number of the elderly have shown an increase in depression (Arencibia, 2011).

In the 2000 study from SABE, almost 15% of the respondents indicated they had mild or moderate depression, and 4.2% have severe depression (National Office of Statistics, 2003). Because of this, it is important for the health community in Cuba to address mental health of the elderly in Cuba, specifically preventative practices for mental health.

In a country with such a rate of population aging, important social and healthcare-related revolutions must occur. Inevitably, there has been an increase in the demand for health services for the elderly in Cuba, as well as the identification of other factors that contribute to preserve the health status of older people aimed at improving this wellbeing (Almanza, 2000).

BACKGROUND INFORMATION: OLD HAVANA AND THE ROLE OF THE OFFICE OF THE HISTORIAN

Havana City was founded in 1514, and was called San Cristobal de La Habana. By the XVI and XVII century this part of the city became the most important economic, political, and cultural district and had also incorporated the first institutions of public authority. The City of Havana was inhabited by high society, with the poorer and lower classes living on the outskirts, but like all cities, over time, the wealthy residents migrated to different areas of country and the poorer classes began to move in. For different periods of history, this central part of the city was occupied by people of low income, with a low educational level, in vulnerable conditions

and marginalized by the society (Vega, 2006). Because of this, many of the structural improvements that would normally occur in a changing society have not, and in many cases the residents in Old Havana live in pitiable conditions. Although there are many infrastructural problems with residential living areas in Old Havana, the rich cross-culture and historical heritage can still be viewed. This cross-cultural development has remained stamped on the stone face of its architecture, its history and character of its inhabitants. It is from this knowledge that the Office of the Historian has developed programs to address social and community participation amongst the inhabitants of old Havana, particularly the elderly (Office of the Historian, 2002)

Beginning in 1980, The Office of the Historian started to acquire a new character linked with the visionary figure of the City Historian, Dr. Eusebio Leal. In 1981, plans for the rescue of Old Havana were initiated, but with the profound economic crisis in the 90s due to the loss of Soviet Union's support, the Office was faced with a lack of governments funding as the country entered what would later be called the "special period". In the face of this challenge, the Office was able to redefine its functions and obtained the maximum amount of authority in order to promote its objectives for the conservation and restoration of the heritage in Old Havana (Office of the Historian, 2002; Office of the Historian, 2006).

In order to achieve these goals in the Historic Center, a new model of management was created in 1993 where culture would be the central axis of development. There would be three dimensions—human development and social and economic rehabilitation. The plan implemented a dynamic recuperation strategy that multiplies investments by increasing the recuperated areas and therefore increasing the resources available for development. The economy reacts by generating new jobs, better living conditions and reducing the profile of marginality. The Special Plan of Integral Development has the following objectives (Office of the Historian, 2002; Office of the Historian, 2006):

1. Safeguard national identity
2. Protect heritage
3. Avoid the displacement of the local population
4. Provide the area with a technical infrastructure and basic services that would assure functioning in correspondence with modern needs

5. Achieve auto-financing integral development that would be recoverable and productive to investments in cultural heritage

Furthermore, from 1994, the exploitation of cultural and tourist resources has produced economic gains used for the plan. Old Havana has developed a sustainable model of cultural restoration, preservation and recreation that is not only limited to heritage, but has also spread to other camps to better the quality of life of its citizens with a social and cultural legacy. It has created a business system that considers culture the primary economic asset of the area, attributing to gains under the Department General of Economic Administration, which redistributes the wealth according to the Special Plan. More than material gains, is the social work, which is related to the restoration of family life and the symbolic value of the school and home, all of which is linked directly with the culture of a community. It has also awakened a new culture sensitizing through community participation. It contributes new ideas to existing experiences not only in this field but a national level as well (Office of the Historian, 2002).

Despite the success of the Plan, there are many challenges in the recuperation of Old Havana with is considered a low intensity permanent disaster area. It is an emergency zone with an elevated level of deterioration of its building infrastructure and technical networks. On average, two collapses of varying magnitudes occur every three days, and this increases during tornado season. Furthermore, Old Havana is marked by more than a century of marginalization and overpopulation and for this reason, the area is characterized in large part by poor living conditions. There is also a deficit in the quality of services available to the population. This includes the inefficient supply of potable water, which extends to extensive zones in the Historic Center, even in those areas already restored. These areas receive cistern trucks daily, which create disturbances and economic problems while affecting daily life (Office of the Historian, 2002; Office of the Historian, 2006).

As stated earlier, the city of Havana has the largest percentage of elderly with 19.2% of the population composed of persons over 60. Looking more deeply, Old Havana alone represents about 19% of the total population of all persons considered to be elderly in Cuba. This statistic reflects that approximately 1 in 5 persons in Old Havana are over the age of 60, yet 13% of the elderly live alone, putting a large number of elders at risk for developing health problems related to isolation. It is crucial to recognize, in respect to this statistic, that

approximately 37% of the elderly in Old Havana reside with one or more of their nuclear family members, yet this too presents a problem. Because of the high density of inhabitants in Old Havana, there are numerous housing problems. It is common to find a home shared with three or more generations of the same family, often without the home being in a good constructive state. The number of family members in conjunction with poor living conditions often creates inter-family tension and stress, with the end result being self-exclusion of the elder within the family space (Office of the Historian, 2002). These scenarios of family conflicts create states of depression and reinforce feelings of loneliness for the elder person (Vega, 2006). As presented by Dr. Arrenciba, the President of (CITED) in 2011, health for the elderly has multiple dimensions where “psychological, social, and biomedical factors converge.” It is from this knowledge that the Office of the Historian has developed programs with social and community involvement for the inhabitants of Old Havana, particularly for the elderly (Vega, 2006).

THE PROGRAM OF INTEGRAL ATTENTION FOR THE ELDERLY

The Office of the Historian is part of the “Program of Integral Attention to the Elderly” and is part of the social programming prioritized by the Council of the Municipal Administration. This program of attention is headed by the Municipal Health Administration, which is also responsible for coordinating and integrating actions with different community actors in order to achieve better attention to the elderly in specific municipalities. The elderly of the municipalities involved in these programs receive workshops of integral rehabilitation including: increasing functional capacities, preventing disabilities, developing self-help and reducing risk factors. The community level of attention to the elderly in Old Havana Municipality is strengthened by the participation of the Office of the Historian of the City, and through two of its institutions: The Socio-Cultural Heritage Subdivision and The Office of Humanitarian Affairs (Vega, 2006).

The importance of community level involvement in promoting the health of the elderly in addition to a strong focus on reducing risk factors for disease is a main point of interest, and a main foundation for many social programs for the elderly in Cuba. The Office of the Historian understands the benefits of social-cultural programs and supports a number of projects aimed at the elderly for community engagement. Additionally, the Office of the Historian is affiliated

with *La Dirección de Patrimonio Cultural* [The Direction of Cultural Heritage], which is also part of “The Program of Integral Attention to the Elderly.”

The Direction of Cultural Patrimony has developed multiple programs and projects aimed at the elderly in the City of Old Havana, with collaboration from other institutions, including The Association of Pedagogy in Cuba and The University of the Elderly. Improvement in the quality of life through socio-cultural programs supports positive mental health, which is particularly important for the elderly, specifically in Old Havana. The Program of Integral Attention to the Elderly has three fundamental pillars:

1. To promote the Elderly Person as an agent of change within the community.
2. To illustrate socio-cultural programs are engaging motivations for social participation of the elderly.
3. To create strategies that guarantee projects are accessible to people of advanced age.

As a result, The Program of Integral Attention to the Elderly has created five Multidisciplinary Teams of Attention for Gerontology, as well as three Geriatric and Elderly Centers (Milan, 2011). This Program seeks to develop and apply the most advanced concepts for elderly attention. It is a social program with a multifaceted approach, which functions with participation of other municipal ministries, including those of: Culture, Sports, Work and Social Security (Vega, 2006).

The Program of Integral Attention to the Elderly in the historical center of Old Havana, has a nontraditional approach to engaging its community members that focuses on the values of national cultural and history. It recognizes cultural as a dynamic process and has confidence in its possibilities to summon the active participation of the citizens. The Program of Integral Attention to the Elderly has been described as one that is “profoundly human,” and “protects the historical center by recognizing its inhabitants are the most important protagonists for change (Vega, 2006).” The objective of the program is to also foster cultural enrichment by introducing the community and the general public to works of Cuban patrimony. This goal is obtained through more than 50 museums, cultural houses, and centers that construct an extensive network of educational institutions – each cultivating their own socio-cultural project (Vega, 2006).

An important socio-cultural project that was developed as a result of The Program of Integral Attention is *El Desayuno Cubano* or “Cuban Breakfast.” The Cuban Breakfast was developed as a program for the elderly that included a typical Cuban breakfast in conjunction with cultural activities such as: cultural shows, workshops, and interactive museum tours, that all take place in the museums, and cultural houses and centers in the area (Vega, 2006).

THE UNIVERSITY OF THE ELDERLY

In recognizing socio-cultural programs of significance to the elderly, it is integral that the University of the Elderly or CUAM is revisited. This program, like the ones previously mentioned, is too a part of The Program of Integral Attention to the Elderly. Over the years, it has been extended to the community level through different modalities, including collaborative work with the Institute of Medical Sciences, The National Institute of Sport and Recreation, The Institute of Art, and the University of Havana. CUAM is based on a socio-cultural animation project that encourages voluntary participation of elderly in the community and focuses on mental health, preventative education, intellectual development, and community integration. The University of the Elderly seeks to promote active participation from its participants and aims to prepare and train them to become changing agents inside their family and in the community environment (Vega, 2006). It is from this program that we have developed a greater understanding of the importance of community participation and what constitutes an attractive socio-cultural project.

PART II: BRIDGE OF KNOWLEDGE

DEVELOPING A SOCIO-CULTURAL PILOT PROJECT

SOCIOCULTURAL DIAGNOSTIC

Observations

Under the Direction of Cultural Management, the pilot project developed according to a research timeline, which can be seen in Appendix C2. When it was decided the focus of the project would be on the senior citizen population, interviews with stakeholders were coordinated along with visits to centers, institutions and programs that serve the elderly. After a visit to the Rubén Martínez Villena branch of CUAM in October 2011, we inserted ourselves as students and decided the scholars of this university branch would be the beneficiaries of our project. With this decision, our work focused on developing a project that would be substantiated by a diagnostic of the senior citizens participating in CUAM.

The Rubén Martínez Villena Branch of the University of the Elderly in Old Havana is made up of thirty-three participants, twenty-nine that are women and four that are men. The branch is coordinated by Leonor Franco, along with a panel of professors which include Margarita Márquez Breto and Arnaldo Vega González. Weekly classes are well structured and generally commence with poems or writings from José Martí, an important figurehead and symbol of the Cuban Revolution. There is also a strong focus on history and creativity. Like José Martí and the history of the Cuban revolution, history plays an important role in the lives of the senior citizens that attends this program and remains a common link between them. After the commencement of class with announcements, attendance, and a session of creativity (brain exercises, games, puzzles, ect.), one of the professors presents the weekly class topic based on the module. As reflected in the goals of CUAM, a main focus and objective of each branch is to educate the elderly on human development and mental health, while providing a non-critical space for the elderly to share their knowledge and experiences. Classes are engaging with remarkable participation, and the support of ideas is demonstrated by the use of affirmative hand gestures. Despite the fixed structure, there is flexibility in the activities that take place during class. The students always have the opportunity to share information—poems, jokes,

news, information relevant to the topic being presented, personal histories, and more. Students are able to share this information freely and do so regularly which gives the classroom a social and comfortable atmosphere. This sentiment can be seen in the class groups which are called "families". The class is divided into six "families" where groups of three to five students collaborate on homework, projects, class activities and academic discussions.

Several lectures end with class discussions about the major themes. Many times these discussions relate to "convivencia" [cohabitation] and "abuelidad" [grandparenthood]. As of 2000, it was reported that approximately 90% of older persons in Cuba live with other family members. This situation differs substantially from other countries, and results not only from historic cultural patterns, but also from housing limitations. As a result, Cubans have multiple generations living in one home and over one third of Cuban families have at least one member who is over 60, which means that Cuban families play a crucial role in the attention of older people (Vega, 2006). It also poses a unique set of challenges that are discussed within CUAM. It was observed that many of the elderly from the Villena Branch living with family members, expressed similar discontent. These feelings were attributed to feeling disconnected from the family members they live with. Despite residing with their families, the elderly stated they have experienced communication problems, and often felt ignored, disregarded, and many times disrespected. This further exemplifies how CUAM has created a safe space for the elderly in Old Havana, which Dr. Teresa Orosa hopes to achieve for more of the elderly in Cuba. One of the most important takeaways is that the elderly who attend this program do not believe that advanced age is the last stage of life. They accept aging as the next stage of life and seek to find new ways to improve it. The classes have themes that help the elderly understand aging and have explained information on the process of aging, maintaining a healthy lifestyle and transitioning into "abuelidad."

Analysis of the Data

On November 1, 2011, thirty-three surveys were delivered to participants of the Villena branch of CUAM in Old Havana (Appendix D1). The responses were then collected and applied to the questionnaire's specific objectives: (1) characterize the participants socio-demographic profile, (2) understand methods of communication, (3) identify motivations for participating in projects aimed at older adults, (4) recognize the ratings of the elderly on quality of life in

relation to his/her participation in social programming and (5) explore intergenerational relationships of elderly people participating in the program.

Socio-demographic Characterization

The socio-demographic profile obtained from the questionnaires reflects the general statistics about the population of CUAM. Using the information provided from the respondents, the average age of senior participant is 66.21 years. The average year of retirement was in 2002, which means that many respondents have been out of the workforce for almost 10 years. Additionally, many of the participants live in Old Havana, near the meeting place for this branch of CUAM, however, there are those who travel each week to class from other municipalities such as Habana del Este [East Havana] and Centro Habana [Central Havana]. Moreover, there are an overwhelming majority of female participants than male, reflecting 88% female, and 12% male. (This statistic reflects the general female/male ratio of social program attendees for older persons in Old Havana.) With respect to their professional level, the majority of participants at this branch have reached university levels of education. The most common fields of work were technical, medical and educational.

Routes of Communication

The method of communication on events, programs and projects most favored by this group of senior citizens was word of mouth by friends or fellow co-workers (55%). Press and “other” forms of communication both reflected 21%. This question reveals the importance of the informal routes communications for this particular age group.

Motivations and Quality of Life Ratings

Respondents indicated motivations for participation in projects aimed at the elderly with high rates of interests in subject areas related to: History (69.70%), Health (63.64%) and Creativity (48.48%). The majority indicated that the projects of the Office of the Historian in Old Havana for the elderly were attractive, and 93.94% expressed their interest in participating in other courses of continuity for CUAM. When asked to reflect on the most important benefits received from socio-cultural programs, many of the answers emphasized the opportunity to develop interpersonal relations and new friendships, knowledge and preparation for aging, improvement of the quality of life, intellectual stimulation, and the possibility to maintain a healthy and active life.

In relation to CUAM, all of the respondents indicated that their quality of life has improved since beginning classes, and almost 70% of respondents indicated a great improvement in their quality of life. Sixty-one percent reported their belief that the quality of life for the elderly in Cuba is “good,” while another 39% consider it to be average to other countries.

Exploring Intergenerational Relationships

When asked “are you responsible for the care of someone of advanced age?” 97% of the respondents (32) declared “No”. Sixty-seven percent or 22 of the 33 respondents indicated they live in a home shared with multiple generations and 33% of respondents stated they live alone or with persons of the same generational age group. In addition, 100% of respondents feel “It is important to make projects of intergenerational exchange for the development of the relations between individuals.” All respondents affirmed they were interested in participating in a project of intergenerational exchange and 88% indicated interest in participating in a preventative-health care project.

In the analysis on the theme of intergenerational exchange, all respondents indicated the belief in the importance of sharing histories between persons of different generations. 82% stated they interact frequently (more than 5 times a week) with persons of other generations, 15% take part in intergenerational interactions occasionally, and 3% do not have interactions with the people of a different generational age group. Respondents stated their greatest limitations preventing intergenerational exchanges were “lack of time” and “health problems.” 100% of respondents stated it was important to make projects of intergenerational exchange for the development of the relations between the people.

The results of the survey demonstrated that the people of advanced age in Old Havana wished to learn about preventive measures of health care and to share their experiences with those of other generations. Additionally, although the target group was considered to be in the early stages of advanced age they would still be able to develop the capacity to support other members of their family and community as well as assure their own quality of life through knowledge gained from supportive programming.

PROJECT TIMELINE AND PLACE OF ORIGIN

September 2011 to November 2011 marked a stage of research that compiled information on relative statistics for the elderly in Old Havana. Examinations were conducted relating to the traits that define the elderly, the public policies designed to support them, and the social services and community standard of care provided to them. Additionally, a methodological assessment of the social-cultural management of the network of museums and cultural centers and social programs that pertain to the Office of the Historian was completed. This information was used to develop a socio-cultural project aimed to meet the needs and interests of the elder population Old Havana.

Bridge of Knowledge was the conceived socio-cultural project with the objectives to stimulate cognitive and emotional processes and fortify intergenerational relationships. The project also linked creativity, history and health, as these themes were high areas of interest to the respondents of the questionnaire. In addition, the project had elements similar to CUAM which seeks to achieve the reintegration, socialization, and development of interpersonal relationships that will better prepare the participants for the onset of old age, and improve their quality of life through intellectual stimulation and cognitive strengthening. The model in Appendix C1 shows the direct link between Bridge of Knowledge and the Villena curriculum.

The project was implemented for eight weeks, beginning during the second week of February 2012 through the first week of April 2012. Research for this project included a literature review (September 2011-October 2011), investigation of management processes for culture and heritage based programs in Old Havana through the Office of the Historian, and the familiarization of social programs centered on children, adolescents and the elderly (November 2011). Additional research was also conducted through the attendance of socio-cultural programs facilitated by the Office of the Historian. The implementation phase included diagnosis and identification of interested parties (December 2011-January 2012), design of the socio-cultural project (January 2012-February 2012), development and evaluation of the project (February-April 2012) and the drafting of final report (April 2012-May 2012). The closure of the project was indicated by the delivery of end-findings and the summery of the project's outcomes. A schedule of work including phases for research, implementation and closure can be found in Appendix C2.

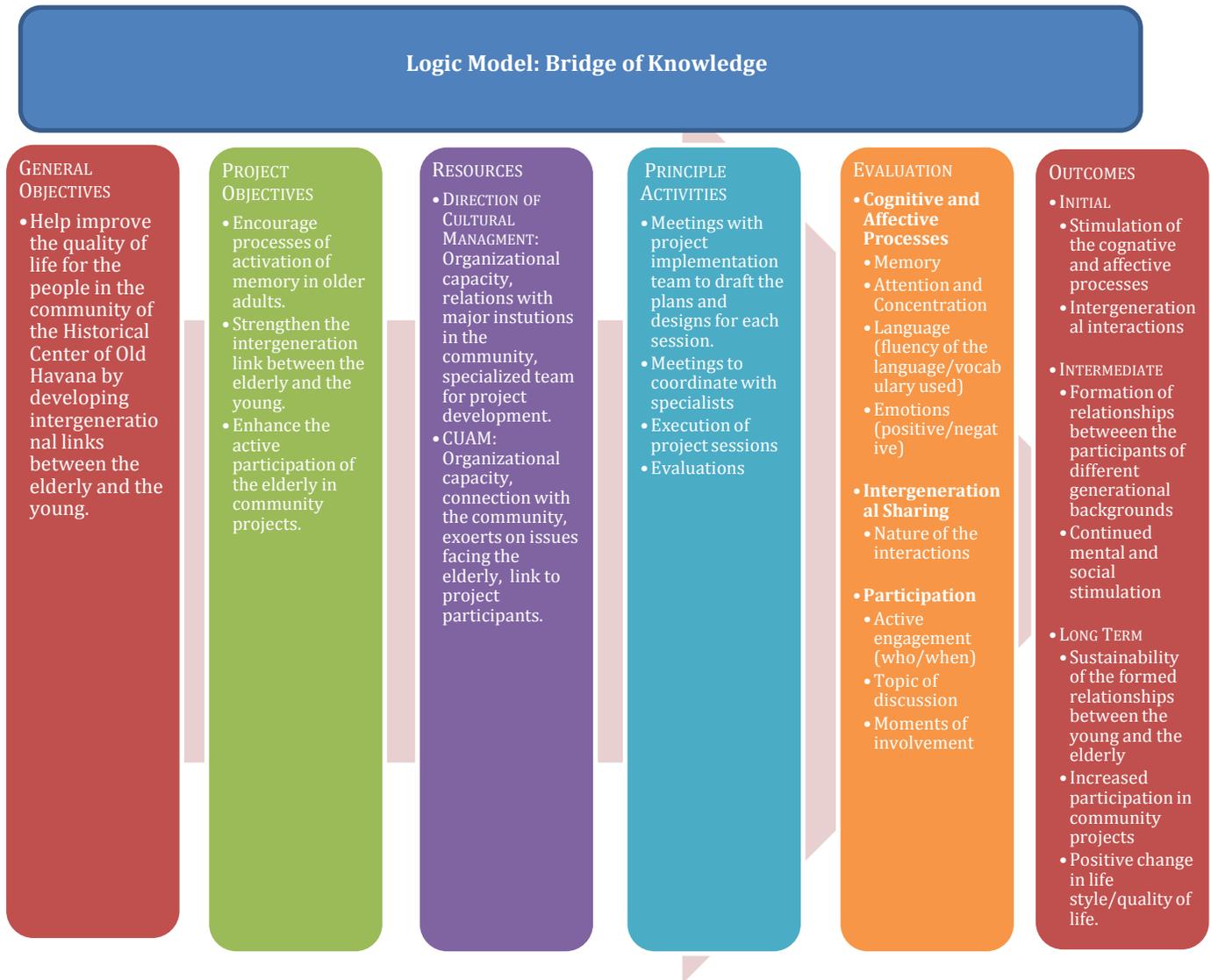
PROJECT IMPLEMENTATION

There are many studies that have indicated preventative healthcare for mental disease and cognitive strengthening can begin with the simple action of engaging in conversation and recalling information from various points in time as it stimulates brain activity. Learning new information strengthens cognitive processes as it utilizes short term—and if the action is repeated—long-term memory, which both promotes and employs brain activity. A study titled "Teaching with the Brain in Mind," stated "emotions give us a more activated and chemically stimulated brain, which helps us recall things better" (Jensen, 1998). Information that is meaningful and contains an emotional "hook" is more likely to be attended to and remembered. Methods adapted from this study that contribute to inciting emotional connections and can be utilized for this project were:

- Storytelling
- Centering project sessions on a celebration
- Using a game format, music, or drama
- Using tangible artifacts or pictures that allow learners to visually connect to the learning

With this research in mind, and with our own research as well, we created a workshop for 10 senior citizens from the Villena Branch and ten sixth grade students that participate in the Museum Classroom Project in the historic center of Old Havana. The sessions were designed to promote mental health, encourage socialization, and support intergenerational relationships. The workshop would present fun, cultural, historical and socially relevant, activities that would encourage its participants to interact and learn from one another.

LOGIC MODEL



The logic model illustrates the sequence of actions that describe the project trajectory. At the top of the logic model is the project's overarching goal, which can be defined as the broad, measurable statement that describes the desired long-term impact of the program—improve intergenerational communication and relationships while strengthening cognitive processes. Followed by the other elements of the logic model—objectives, resources, activities, outcome measures, and outcomes. External factors within the system that affect program operation are described and analyzed in the Implementation Factors Analysis.

Objectives

As mentioned before, the project focus was on improving intergenerational communication and relationships while strengthening cognitive processes. However, the three main project objectives were as follows:

- Stimulate mental and emotional processes in older adults
- Strengthen the intergenerational link between the elderly and the young
- Enhance the active participation of the elderly in community projects

Resources

The resources for this project correlate directly with the needs of each project session, and span from material resources to human resources. The majority of resource needs were met by the Direction of Cultural Management, which provided materials, facilities, and organizational and logistical arrangements. Because this office falls under the Office of the Historian, it provided a beneficial link with other social and cultural institutions in Old Havana. For this reason, the sessions were able to take place at the Hans Christian Anderson Botanical Garden, the House of Asia, the Havana Pharmacy, and Ambos Mundos Hotel.

In addition, human capital within the Direction of Cultural Management played an important role. In order to complete the design, planning, and implementation of the project, a specialized team formed—Ailec Vega, Director of Research, Mabel Villar Pena, Coordinator of Senior Citizen Programs in the Historic Center, Lourdes Olivera Alfonso, Coordinator for Child and Youth Programs in the Historic Center, as well as Beatrix Jackson and Alyssa Yackle, Rutgers Camden Graduate Students in charge of the research, design, evaluation and analysis of the project.

CUAM was also an important resource as participants from the Villena Branch were the targeted group. The relationships formed from the attendance of weekly classes created a connection with this community of senior citizens and influenced the development of the project.

Activities

A project timeline was created in order to show each stage of the implementation process (Appendix C3). The first week starting January 29th included the project design. The preparation, planning, and design of each session along with the development and evaluation of

the project started in the second and third weeks and continued until the end of the project. Each session was planned according to specific requirements: objectives, development, resources, educational link for children and elderly, vocabulary, teaching methods, technological needs, materials, practical activity, and evaluation indicators. An example of the design and planning of each session can be seen in Appendix D4 as well as the technical data sheet in Appendix D12 .

Eight sessions were realized to complete the project. The project outline in Appendix C4 demonstrates the outline of the entire workshop highlighting each session. The introductory phase of the workshop consisted of three sessions, the first two (one dedicated to the senior citizens and the other to the children) used the cartoon, “Chuncha” as the motivating factor in order to identify the relationships between grandparents and grandchildren, as well as the expectations of the project, and to understand the motivations of the participants. In the third session, which included the showing of the movie, All Roads Lead Home [Todos los caminos llevan a casa], the two groups met for the first time.

In order to pair the participants, an activity was completed during the initial session where both groups wrote down a dream of their favorite day with their grandparent/grandchild. Using this information, the grandmothers were able to choose a dream they most identified, which signaled the formation of each pair during the third session.

In the development phase, four themes of interest were highlighted for both groups. These themes constituted the pretext for accomplishing project objectives and were taught by specialists in each subject. Subjects included:

- Jose Marti and The Golden Age: A new game and other old ones (Theme: History)
- Kirigmai: An Art that comes from China (Theme: Creativity)
- Medicinal Plants: Tea Infusions (Theme: Health)
- Culinary Art: A Fun Way to Eat Fruits and Vegetables (Theme: Culture)
- The closing phase consisted of an adaption of “Jeopardy,” which incorporated cumulative information from earlier sessions and was titled, “Chuncha and The Bridge of Knowledge.”

Measures

To measure the impact of the project, evaluative indicators measured each session.

For cognitive and affective processes the following was observed:

- Memory (What do participants remember? What kind of memories? Can they articulate these memories clearly?)
- Attention and Concentration (Distracted/Continuous)
- Language (Fluency of the language/Vocabulary used)
- Emotions (Are emotions positive or negative? What emotions are brought about during the session?)

With respect to intergenerational exchange, observations were made about the interactions between the grandparent/grandchild pairs and the development of their relationships throughout the project. Finally, in order to measure participation, observations were made regarding:

- Participant Number (Number of participants/Whom and When)
- Topic of discussion (Themes that were most debated and moments where participation was most common).

Each participant's understanding of session themes and the frequency of participation were also noted, as was the balance of participation between the genders and generations. A further measure occurred at the close of the workshop, where an evaluative questionnaire was applied to analyze the evolution of the project in relation to the objectives. Later, in conjunction with the evaluative indicators, the results and the impact of the project would be determined.

Expected Outcomes

The expected outcomes of this project had initial, intermediate and long-term effects. The initial outcomes of this project were the stimulation of cognitive and affective processes and the introduction of participants of different generational backgrounds to a venue for social interaction and discourse. The intermediate results were the formation of relationships between generations and continued mental, social and emotional stimulation. Finally, the long-term outcome of this program involved the formation of long lasting relationships, better understanding and greater sensitivity to individuals from different generational backgrounds through continued contact, an increase in participation with socio-cultural community projects and programs and positive changes for a healthy way of life.

STAKEHOLDER ANALYSIS

There were both internal and external stakeholders affiliated with the implementation of this project (Appendix C5). The stakeholders in this partnership were identified as the elderly program attendees from the *Filial Rubén Martínez Villena en la Universidad del Adulto Mayor* as well as *CUAM* in general. Additional stakeholders were the 6th grade student participants from *la aula museo de la casa de los Árabes*, The Office of the Historian, The Direction of Cultural Management, Rutgers the State University of New Jersey, and the Old Havana community as a whole.

The most identifiable internal stakeholders in this program were the immediate beneficiaries: the student participants and their foster grandparents. These participants are whom the project intended to serve. They were important stakeholders because the success of the project was largely dictated by the nature of the relationships formed between the target groups. The end result could have either lead to the benefit or detriment of these intergenerational relationships depending on the participant's experience.

The Office of the Historian in Old Havana was identified as a primary internal stakeholder in the implementation of this project as they communicated project goals, allocated resources, and provided support for the successful execution of this intergernational exchange. *La Dirección de Gestión Cultural: Departamento de Investigación Sociocultural y Programas Educativo, del Oficina del Historiador de la Ciudad de La Habana* (Direction of Cultural Management: Department of Socio-cultural research and educational programs, of the Office of the Historian of the City of Havana), aided in the facilitation of project sessions and also shared the goal of the project in seeking to create stronger relationships between people from different generational backgrounds.

From the Office of the Historian: Aliec Vega, Director of Research, served as a project facilitator and coordinator, who provided guidance in both the direction of the research and the implementation of the project. Ms. Vega ultimately made the final decisions in project direction. Mabel Villar, Coordinator of Senior Citizen Programs, functioned as a facilitator, coordinator and organizer. Ms. Villar provided support for management, planning, design and implementation of the project. Lourdes Olivera Alfonso, Coordinator of Child and Youth Programs, held a similar role to that of Ms. Villar, but specialized in youth projects and

pedagogy. She not only aided with session planning but has also directed and facilitated project sessions.

Concurrently, Rutgers, The State University of New Jersey, was also an internal stakeholder, as the students sought to successfully design, implement, and evaluate this project to achieve an increase in community development opportunities and strengthen bonds between community members and the international community as a whole. Alyssa Yackle and Beatrix Jackson carried out the research, design and evaluation of this project.

The external stakeholders involved were identified as the facilitators and the experts that were consulted during the planning stage of the project. They provided information that led to the investigation of important themes for the elderly in Old Havana, as well as the development of goals for the design of each project session. Additionally, CUAM was an external stakeholder as they are directly linked to the branch that participated in project activities.

External stakeholders affiliated CUAM through the Rubén Martínez Villena branch were Leonor Franco, the Director of the Villena Branch, and Margarita Márquez Breto, a CUAM professor and former professor of biochemistry. Both Ms. Franco and Ms. Marquez Breto aided in the development of the project and proposed the idea to use senior citizen specialists as additional facilitators for project the sessions.

Ms. Franco contacted specialists that included the professor of creativity for the Rubén Martínez Villena branch of CUAM, Arnaldo Vega González and two CUAM alumnus, Nirma Marin, crafts specialist, and Miriam López Domínguez, culinary specialist. Additionally, Ms. Franco, recruited participants from her branch of CUAM to take part in this project, and during the time of project implementation, she allocated class time for announcements and the collection of additional information.

Other external stakeholders included the experts consulted during the research and planning stages of the project. This included Dr. Nancy Milián, Integral General Medicine Specialist at the *Santiago Ramón y Cajal* Geriatric Center, and Teresa Orosoa, Coordinator of CUAM National Program. Additional external stakeholders in this partnership were the institutions that served as venues for this project, which included the Lumier Cinema, Ecological Garden, House of Asia, Havana Pharmacy and Ambos Mundos Hotel [El

Cinematógrafo, El Jardín Ecológico, La Casa de Asia, La Farmacia Habanera, and El Hotel Ambos Mundos].

Finally, the Old Havana community as a whole was an external stakeholder, as it was neither directly involved in the direction nor enforcement of this program, but still could benefit from the success of reaching project goals. Fortified relationships between the young and old as well as a greater understanding of these relationships have a broad-spectrum benefit to the community.

IMPLEMENTATION FACTOR ANALYSIS: STRENGTHS AND LIMITATIONS

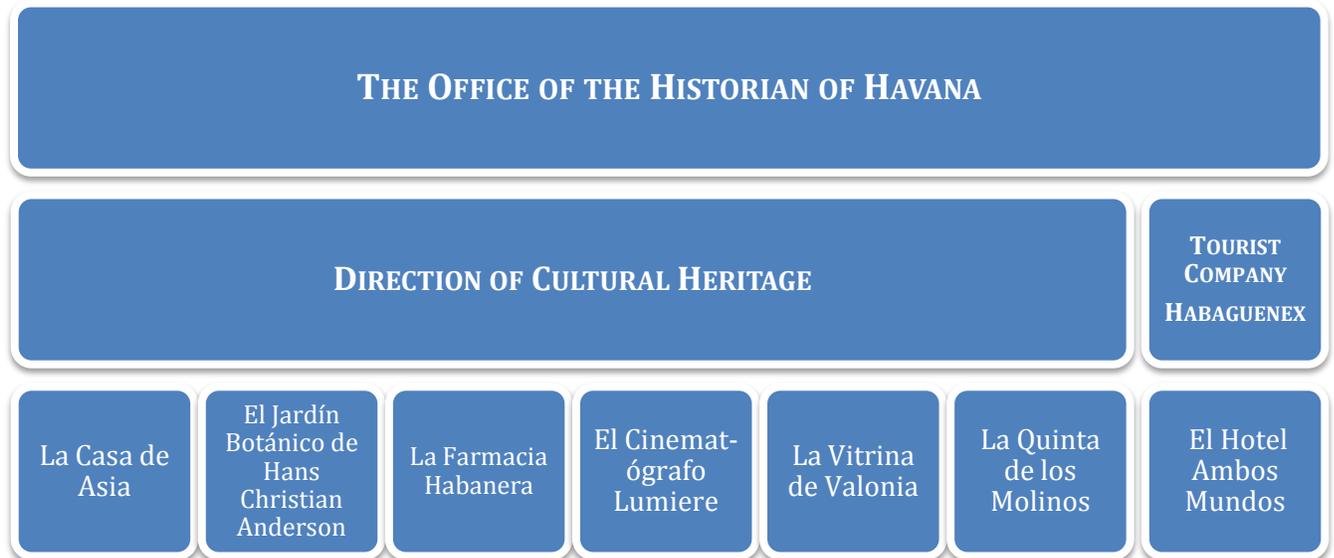
There were several factors that strengthened and limited the implementation and operation of this project. These factors and the action steps are presented by a visual representation in the Implementation Factors Matrix interpreted by Dr. James Garnett (Appendix C6).

ORGANIZATIONAL FACTORS

In analyzing organizational factors that limited the implementation of this project, we looked at what organizational designs were in effect during the execution of this project. Following the economic crisis of the '90s, in reaction to the collapse of socialism in Eastern European countries, the Cuban Government adopted a resolution of vital importance to ensure the conservation and restoration of the monumental heritage of Old Havana. In October of 1993, Law-Decree number 143 was passed, laying the grounds to transform the rehabilitation of the Historic Center of Old Havana, from a state-subsidized activity, to a self-financing process; giving the Office of the Historian, self-autonomy with direct subordination only to the Council of the State (Office of the Historian, 2006). As a result, the Office of the Historian has the structure and the capacity to carry out processes relying on strategic integral planning in its widest environmental view (economy-society-territory-habitat), up to the physical improvement of buildings and urban areas (Office of the Historian, 2006). Likewise, it has the capacity to develop a solid socio-cultural and economical program as a way to foster human improvement in its broadest concept. This includes the program of comprehensive care for the elderly, which serves the elderly in Old Havana and is coordinated from the Direction of Cultural Management under the Office of the Historian (Vega, 2006). Under the Office of the

Historian, through its connection to historical and cultural institutions in the city of Old Havana, community venues were reserved and logistical correspondences were easily executed for project activities.

ORGANIZATIONAL HIERARCHY FOR THE OFFICE OF THE HISTORIAN

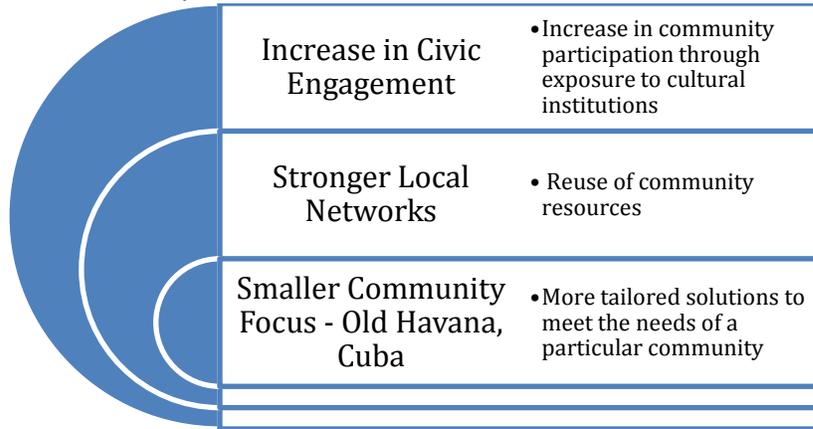


Source: Interpreted from Ailec Vega, 2011

PHYSICAL FACTORS

From a physical standpoint, the geographic location of this project impacted implementation in a positive way. In reference to distance, the project was only centered in Old Havana; as a result, resources and venues were more accessible, and materials could be easily transported within institutions under of the Office of the Historian of Havana, to the sites used for project sessions. Additionally, the location served as an easy meeting-point for the elderly participants and it was also in the same locale as the 6th grade student participants from the museum classroom at the Arabic House. The diagram below was created to illustrate the projected outcomes influenced by these physical factors.

PROJECTED OUTCOMES OF PHYSICAL FACTORS



Increase in Civic Engagement	<ul style="list-style-type: none">• Increase in community participation through exposure to cultural institutions
Stronger Local Networks	<ul style="list-style-type: none">• Reuse of community resources
Smaller Community Focus - Old Havana, Cuba	<ul style="list-style-type: none">• More tailored solutions to meet the needs of a particular community

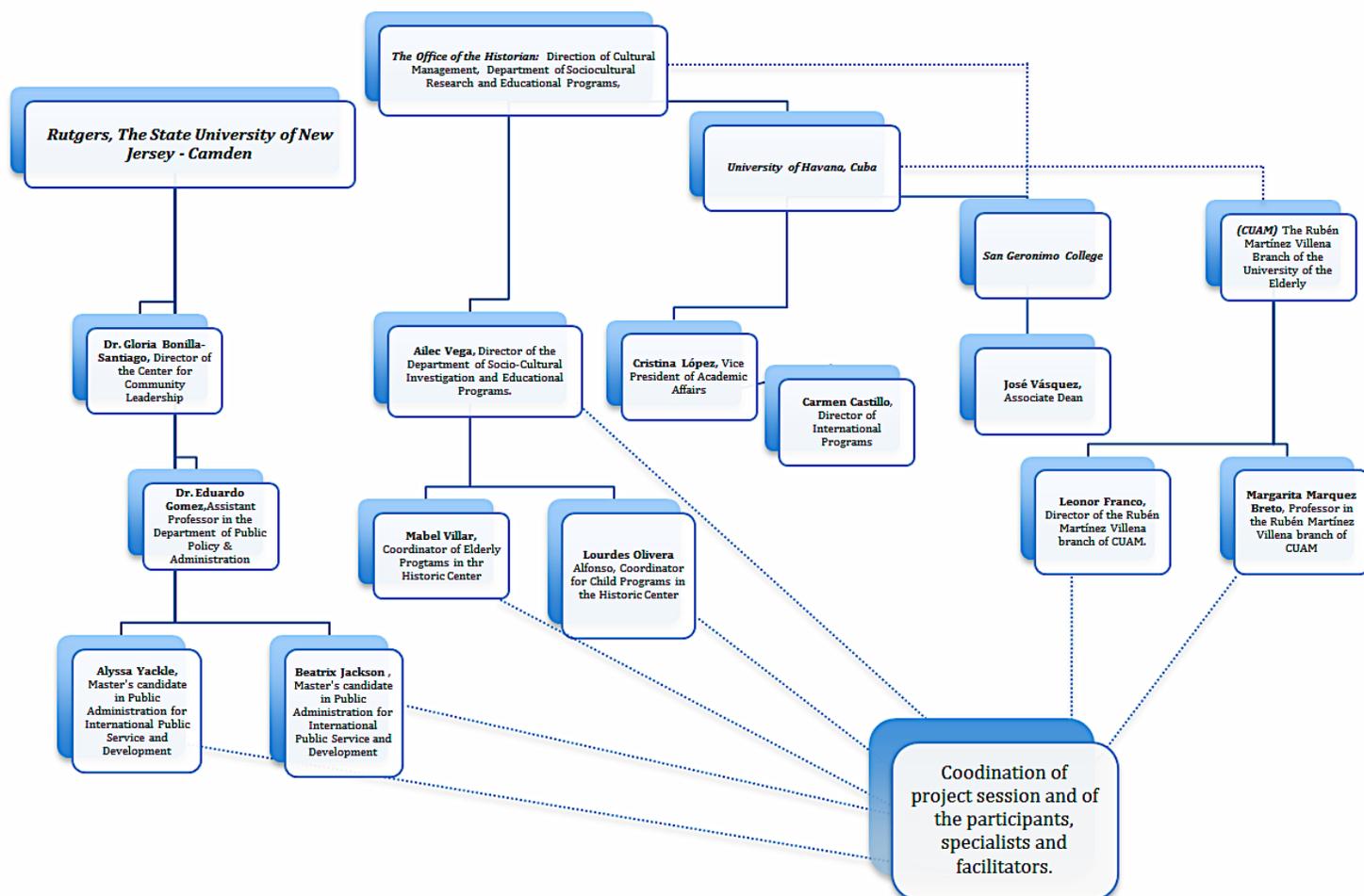
COMMUNICATION FACTORS

For this project it was important to understand the value of informal communication. While the main method of communication between members of the Office of the Historian and Rutgers University was e-mail, this was a technology that was not available to the vast majority of the population in Cuba, and especially to the elderly. As a result the main method of communication for project sessions was informal passing of verbal information. Additionally, the use of telephones was incorporated by both parties to confirm session attendance.

HUMAN RESOURCE FACTORS

Human resources were an invaluable factor for the implementation of this project. Collaborative work from different institutions allowed for greater efficiency in the use of resources for assisting and coordinating project sessions and recruiting participants, specialists and facilitators.

HUMAN RESOURCE DIAGRAM FOR BRIDGE OF KNOWLEDGE



Source: Interpreted from Ailec Vega, 2011

ECONOMIC FACTORS

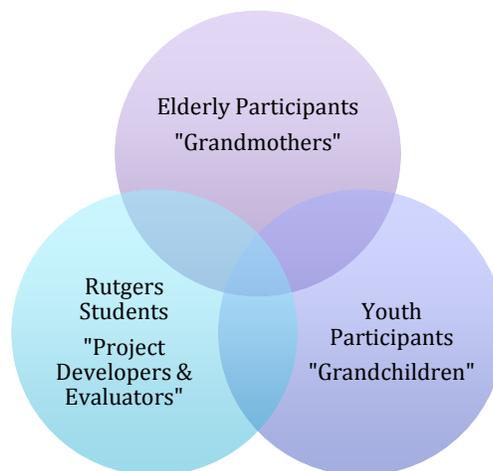
For this project, we had to work with limited resources, as there was no funding for its planning, development, or implementation. We worked with materials we already had, and reused many of those resources. Additionally, to address this limitation, we coordinated with the parties involved to contribute the necessary materials and developed creative solutions. For example, specialists used their own materials or coordinated with the institution presenting the session to supply the necessary resources. During the session of Kirigami, participants were

asked to bring their own scissors; and for the session on culinary art, the participants were asked to bring their own kitchen knives.

SOCIAL FACTORS

The success of this project was largely a result of social factors, and the relationships that were formed during the development and implementation stages of this project. By attending weekly classes with CUAM at the Villena branch, social foundations were constructed with the elderly attendees and these relationships became integral pieces in motivating project participation. Relationships were formed bilaterally between the Rutgers students and the “grandmothers” in the class, and also between the elderly participants. As a result, there was greater accountability for session attendance as the grandmothers communicated meeting times, called one another if a participant needed a reminder or missed a session, and attended the project as friends. Additionally, the social premise of project sessions allowed for relationships to be built between the elderly participants, “grandmothers,” and the youth, “grandchildren” which resulted in a positive setting and served as further motivation for general project attendance from all parties. The diagram below was created to demonstrate this interaction.

SOCIAL FACTORS AND RELATIONSHIP DIAGRAM FOR BRIDGE OF KNOWLEDGE



TIMING FACTORS

Time was an important factor in the development of this project. From its conception to its evaluation, completion of this project was only allocated to eight months. Consequently, it was integral that timelines and deadlines were adhered to. Additionally, time was also an important factor for the participants and the coordinators. Schedules had to be created with fixed times for project implementation. It was found that mid-afternoon was better suited for the elderly participants as many of the “grandmothers” completed their routine activities in the morning. Additionally, project sessions needed to correlate with the “grandchildren’s” class schedule and lunch programs. As a result, joint sessions were held for six (6) weeks every Thursday beginning March 1, 2011 at 2:30p.m. until 4:00 p.m.

PROJECT EVALUATION CATEGORIES

DEVELOPMENT OF INTERGENERATIONAL RELATIONSHIPS

The average of age of the senior participants was 65 years old. In general, their physical condition was strong and they were deeply motivated to participate by assuming the role of a “foster grandmother.” Of those who took part in the project, all except one, had grandchildren, but this participant stated that she had a strong relationship with her nieces and nephews. The majority had more than one grandchild and in many cases, although they did not live with them, they shared strong emotional ties and relationships with their grandchildren. Despite this, in the initial session with this group, various participants expressed a preoccupation with the lack of connection between generations and the changes they had observed regarding social values and disrespect from young people toward the elderly. It was also noted that in some cases, the elderly participants expressed disappointment and sadness regarding relationships they had with family members, who by their behavior and life choices, led lives the elderly disapproved of which generated feelings of depression and positions of uncertainty about future relationships. As one grandmother of 57 years old said, *“Qué será de la generación del mañana, no tiene nada que ver con generaciones anteriores. Tienen valores pero hay que trabajar mucho con ellos desde la primaria porque se enfrentan a los adultos de manera incorrecta.”* [What will become of the generation of tomorrow, which has nothing in common with the generations

before it. They have values, but you have to work with them from a young age because they confront adulthood in an incorrect way.]

In relation to the younger generation, the elderly participant's most important preoccupations related to the idea of a loss of values—respect toward senior citizens, hard work, family harmony, camaraderie among neighbors and friends, and good habits of formal education. In some cases, these concerns were conjectured to be an expression of the inherited patterns of sexist education imposed on various generations as part of a traditional family. In connection with this, a 74 year grandmother said, *“En la etapa de nosotros existía una cosa: el respeto hacia los abuelos. Mi abuelo tenía un sillón específico donde se sentaba y había que levantarse inmediatamente cuando él llegaba. Estoy muy de acuerdo con ella, criamos de una manera y ahora la verdad...ojalá que haya cambios.”* [In our generation there existed one thing: respect for grandparents. My grandfather had a specific chair and you had to get up immediately when he arrived. I'm agreement with her, we were raised a certain way and now it is reality...I hope there will be changes.]

To recognize the transformations of the contemporary society and its impact on family structures, education and interpersonal relationships, most of these elderly women assume with sufficient adaptability conceptions of children in relation to forms of education or the characteristics of adolescents and youth. A unidirectional projection was valued in these relationships where the older male is generally seen as the undisputed figurehead for the transmission of values, experience and knowledge. However, as specialists have said, it is a role that is not static and that should continue evolving and adapting to new family situations and through dialogue between generations and the recognition of the existence of mutual knowledge that can enrich these relationships (Osuna, 2006).

Complementary to the first meeting with the grandmothers, was the case of the children, who reflected a passive attitude in relating their experiences, knowledge, interactions and support in the daily tasks at home with their grandparents. Even more limited was the recognition of themselves in an active party in these exchanges with their grandparents.

In the first session, the senior citizen participants expressed a tendency of overprotection toward their grandchildren. Both groups agreed this tendency could serve as a harmful element to the grandchild's development; and In the first encounter with the children,

they recognized their grandmothers as active people that like to walk, exchange ideas and experiences; However they expressed that it bothers them when they are over-protective, which many times prevents them from collaborating on some tasks at home. From this initial situation, great expectations were generated between elders and children around the possibilities of a project of this type.

In the third session of the workshop, pairs were formed through the linking of dreams and these two groups were referred to as *abuelas* [grandmothers] and *nietos* [grandchildren]. This first encounter was very emotional and all the participants showed great enthusiasm. The fact that they felt mutually identified was very evident in the attitudes adopted by the grandparents who quickly assumed responsibility for their imaginary grandchild. They sat down together to share the presentation of the film, *All roads lead home*. After the movie, they exchanged views on the film and mutually offered contact information to initiate personal communication. At the conclusion of the activity, they continued talking informally in the projection room and took photographs to remember the day commencing this friendship. This observation demonstrated the high motivation that sparked the encounter and the possibilities of success for the remainder of the sessions.

The formation of couples fostered a more personalized relationship between each pair, but at the same time the dynamics of group were not lost. The combination of these two forms of interaction led to a better understanding of the participants and collective reflection on issues of common interest. It was noted that in the course of the workshop the grandmothers came to know in greater depth the personal and family situation of their grandchildren and found appropriate resources to support their specific needs.

This relationship was characterized by reciprocity from different angles which resulted in the interchange of knowledge on the different topics covered in which both grandmothers and grandchildren could learn from one another. As a 62 year grandmother said, "*Para mí fue muy satisfactorio, no esperé que este encuentro se desarrollara de esta manera sinceramente, me gustó mucho el tema de las manualidades porque yo ahí me considero inepta y pude aprender mucho con los niños y con ustedes también.*" [For me it was very satisfying, I did not expect this meeting to develop in this sincere way, I liked a lot the subject of the crafts because I consider myself there inept and I could learn a lot with the children and with you too]. The same idea

was reiterated by a facilitator who said, “*Son dos generaciones, una tratando de enseñar a la otra y de mimarla, eso te llena, yo me siento así, esto es parte de lo que hemos logrado.*” [They are two generations, one trying to teach the other and imitate each other, that fills you emotionally, I feel that way, this is part of what we have achieved.] In general, the participants enjoyed working together during each of the sessions, all of which featured themes attractive to both groups. In the case of the child participants, they specifically enjoyed the session, *Una manera divertida de comer frutas y vegetales* [A fun way to eat fruit and vegetables] where they learned how to decorate dishes with different foods. This session widely fulfilled their expectations to learn about culinary arts with their grandmothers and how its application would lead to the benefit of a healthier life. In the case of the grandmothers, although each of the activities coincided with their interests, their favorite session was, *Un juego nuevo y otros viejos* [A new game and other old ones], where the grandmothers had the opportunity to remember traditional games from their childhood and play these games with the grandchildren. This session was especially fun for both groups.

It is striking that although games were not mentioned by any of the grandparents in the dream activity, how much of an impression this session made on the grandmothers and grandchildren and their ability to have so much fun with each other. With respect to this idea, the grandmothers highlighted the following ideas: “*Pienso que cada sesión tuvo su encanto pero nos divertimos mucho jugando (abuela, 67 años),*” “*Todo lo que hicimos fue recordatorio de tiempos felices (abuela, 63 años).*” [I think that each session had its charm but we had much fun playing (grandmother, 67 years), All we did was a reminder of happy times (grandmother, 63 years).] The grandmothers could appreciate the advantages of playing with their grandchildren from many perspectives and felt with full capacity the ability share and enjoy this experience. They realized in their relationships with children, this should be a fundamental function of their relationships.

At all times they expressed the intention of maintaining personal relationships beyond the meetings planned in the project. As Leonor Franco articulated, “*Han expresado que están sintiendo mucho placer en esta actividad con los niños, algunas me han dicho que quieren continuar la amistad con los niños, que lo quieren integrar a su familia con sus nietos porque casi todas ellas tienen nietos de esas edades más o menos y quieren que estos niños participen con sus*

nietos en actividades en casa y en otros lugares." [They have expressed that they are taking so much pleasure in this activity with the children, some of told me that they wish to continue their friendships, they want to integrate them into their families with their grandchildren because all of them have grandchildren around the same age and want to involve these children with their grandchildren in activities at home and in other places"].

Through the sessions, the empathy achieved between the grandmothers and the grandchildren was evident. In the case of the grandchildren, their behavior demonstrated great affection and also a confidence in how much they enjoyed sharing different experiences. This was reflected in their identification of the senior citizen participants as their "grandmothers": *"Me gustó y me he divertido con mi abuela, me encantó porque he hecho con mi abuela muchas actividades y espero se vuelva a repetir (niño, 11 años),"* *"...nos mostraron cómo podíamos decorar los platos de verduras, también fuimos al hotel Ambos Mundos que es un centro turístico muy importante en La Habana, fuimos a la habitación del escritor Hemingway y pudimos hacer adornos de vegetales con nuestras abuelas (niña, 11 años)."* [I liked her and I have enjoyed myself with my grandmother, I loved it because I've done many activities with my grandmother and I hope to do them again (boy, 11 years), They showed us how we could decorate dishes with vegetables, we also went to the Ambos Mundos Hotel which is a very important tourist center in Havana, we went to the room of Hemingway and we could make vegetable decorations with our grandmothers (girl, 11 years)].

The grandmothers appreciated this opportunity and revealed that they received deep gratification through their participation, which was evident in the following statements: *"Lo que más me impresionó a mi es la unión de los niños con nosotras, éramos uno, esa identificación no es fácil y se identificaron a tal punto que parecían nuestros (facilitadora, 64 años),"* *"El mayor beneficio que recibí fueron mis días en el intercambio con los niños que a decir de nuestro apóstol José Martí, son la esperanza del mundo (abuela, 68 años),"* *"Me gustó mucho la compenetración entre las generaciones y relaciones sociales que se crearon aquí (abuela, 62 años),"* *"Nos compenetramos más con los niños, aprendimos cuántas cosas se pueden hacer para sentirnos más cerca de nuestros nietos y que ellos aprendan más y se sientan orgullosos de sus abuelos (abuela, 67 años)."* [What impressed me the most is the union between the children and us, we were one, this identification isn't easy and we saw eye-to-eye (facilitator, 64 years), The greatest benefit

that I received were the days of sharing with the children, that as our apostle José Martí says, children are the hope of the world (grandmother, 68 years), I really liked the mutual understanding between the generations and the social relationships that were created here (grandmother, 62 years), We understand each other more with children, we learned so many things that can be done to make us feel closer to our grandchildren and that they learned more and how to feel proud of their grandparents (grandmother, 67 years)]._This last idea reveals one of the most important achievements reached during this project which is precisely to elevate the self-esteem of these elderly participants and demonstrate that they have a wealth of knowledge, experiences and potential that can be shared to benefit both themselves and the community they live in.

COGNITIVE AND AFFECTIVE PROCESSES

As it can be seen with the development of intergenerational relationships, these same activities also contributed to the stimulation of emotional processes. The project had a strong positive emotional value during all implemented sessions. In each session, participants felt the ability to express their feelings and emotions, which was one of the largest benefits in the development of these personal relationships.

In reference to the children, they highlighted how this experience gave them the opportunity to gain values and knowledge while also allowing them to form a relationship with their “*abuela*”. It is important to mention that some of these children had special educative needs and one of them attended a school that specialized in behavioral problems. This experience was especially significant with his educative practices in that he could enjoy the project and observe the direct benefits it provided. The evidence of this can be seen in the commentaries of the children: “*Aprendí que es muy importante tener un abuelo porque te aconseja y conocí nuevos amigos y nuevos abuelos (niña, 11 años),*” “*Aprendí que los abuelos son los tesoros del mundo (niño, 11 años),*” “*Aprendimos mucho y recordamos lo importante que son los abuelos para la vida (niña, 11 años),*” “*Aprendí que se debe querer a los abuelos (niño, 11 años),*” “*Aprendí muchas cosas como que no importa la edad de las personas, lo que importa es que haya amor (niña, 11 años),*” “*Aprendí en este proyecto a compartir, a querer, a respetar. Me gustó tener este encuentro tan lindo (niña, 11 años).*” [I learned that it is very important to have a

grandparent because they advise you and I met new friends and new grandparents (girl, 11), I learned that grandparents are the treasures of the world (boy, 11), We learned a lot and we remembered how important grandparents are for life (girl, 11), I learned that we should love grandparents (boy, 11), I learned a lot of things, that it doesn't matter the age of people, what matters is that there is love (girl, 11), I learned in this project to share, to love, to respect. I liked having an experience this lovely (girl, 11)].

The grandparents highlighted the following ideas: *“El proyecto me permitió conocer varias personas que me han dado instrucción, amor, alegría y eso nos da salud. Caló en mis emociones con alegría y tristeza, me recordó todos los valores humanos y recordé a mi abuelita que mi crió (abuela, 69 años),”* *“Me dio mucha felicidad y alegría (abuela, 63 años),”* *“Pasé momentos inigualables con el nieto (abuela, 74 años).”* [This project allowed me to meet several new people who have given me instruction, love, happiness, and that, gives us health. It drew into my emotions with happiness and sadness, reminded me of all the human values and I remembered my grandma who raised me (grandmother, 69 years old). It gave me so much joy and happiness (grandmother, 63 years old). I spent incomparable moments with my grandson (grandmother, 74 years)].

It is important to note that the initial state of the grandmothers in some cases was one characterized by depression and very timid dispositions. Nevertheless, by way of the continuing sessions, positive changes in their emotional states and attitudes were observed. As described Leonor Franco, *“En el transcurso en que se desarrollaba el proyecto vimos evolucionar a dos alumnas que no hablaban nunca en clases, no faltaban pero no participaban nunca y las pusimos en ese proyecto y después las vi muy incorporadas y conversando y haciendo cosas y se vinieron a desarrollar más prácticamente con el proyecto que con las mismas clases.”* [In the course in which the project developed, what we saw was the evolution of two pupils that never spoke in classes, they never missed, but never participated, and then we put them into this project and afterwards, I saw them as very involved and talking and doing things, and they came to develop more practically with the project than with the same classes].

In addition, many of the grandparents suffered the pain of being separated from their children and grandchildren who have immigrated to other countries and felt lonely despite the other family members they had to support them. As expressed Arnaldo Vega González, *“Ver*

cómo llegan los coterráneos, llorando con dolores, quejándose de la soledad porque el nieto se fue o la hija no está, hay que ver cómo entran al aula, eso es un impacto. Entonces ahora hay un nuevo impacto: un nieto que se me fue pero tengo uno nuevo. Se hizo un vínculo duro, ahí se metió corazón. Edilma, esa mujer está enamorada de ese muchacho. Hay una sensibilidad entre las abuelas que no se imaginan hasta dónde ha llegado.”[To see how they come in, crying in pain, complaining of loneliness because their grandson left or their daughter isn’t here, you should see how they enter the classroom, that’s an impact. Then there is a new impact: my grandchild left but I have a new one. A hard link was made, and there it met the heart. Take Edilma, that woman is in love with that boy. There is a sensitivity between the grandmothers and you can’t imagine how far they’ve come.]

During the development of the sessions the interpersonal links between the grandmothers and their grandchildren were expressed through support and collaboration. Body language was an important expressive resource because it showed affection in the greetings and goodbyes with hugs and kisses. During each session the pairs always stayed close to each other, and depending on the activity, walked hand in hand. On other occasions, they exchanged presents like photos of themselves, flowers, books and candy.

The emotions and feelings brought about by this project permitted the observation of several changes in the attitudes of the grandmothers. The most emotional sessions for them were (1) the initial session with the senior citizens, *Los nietos, una fuente de ilusión para los abuelos* [Grandchildren, a fountain of illusion for Grandparents, (2) the session where the grandparents met their imaginary grandchild, *Todos los caminos llevan a casa*, [All Roads Lead Home] and (3) the final session, *Chuncha y el Puente de Saberes* [Chuncha and the Bridge of Knowledge]. During the entire workshop, the participants formed significant and pleasant relationships founded out of mutual respect, camaraderie, and solidarity.

As stated earlier, emotional experiences trigger cognitive processes and tend to leave a greater impact on the individual. In the workshop, participants were able to undertake actions to stimulate attention and concentration, memory and language. In general, there was continuous attention during the sessions by both groups of participants. This could be associated with the planning of each session and the coordination of activities with respect to the participant’s the common interests, an aspect that was considered key to the achievement

of this objective. There was a strict process of planning and design of each session in which a sequence of actions focused on motivation and the protagonist role of the participants was also very important. For example, their active participation was evident in the drafting of texts (older adults), creation of drawings (children), discussion of a film, participation in traditional games, development of decorative pieces using the technique of kirigami, tea tasting, and creation of dishes based on the culinary art. These activities, executed by an excellent group of facilitators who participated in each session, guaranteed the concentration of participants during each session of the workshop.

The activation of the memory was an essential component of the project, where during each session both short-term and long-term memory were stimulated. In general, there were very positive results in the elderly. It is important to note that in general, they had a satisfactory mental state and such actions are considered to be of great value as a preventive resource to keep them healthy.

The elderly participants stimulated their long-term memory in the recognition of their personal history through recollections about their childhood and relationships with their grandparents, traditions and customs that existed in their families, and the games they played. The same work was done in reference to short-term memory by way of connections between the sessions. The sequential organization of the contents permitted for the participants to remember the most significant aspects learned in the previous session and connect them with what was being learned at the next session. For example, the decorative piece of paper kirigami made at the House of Asia was used later on as a coaster during the tea tasting at the Havana Pharmacy. In addition, aspects of Japanese and Chinese culture were resumed at the session dedicated to culinary art that had been previously addressed in kirigami and was enriched with new knowledge. In the last session, a game adapted from Jeopardy was played where the pairs of grandmothers and grandchildren competed in teams and responded to questions based on all the information learned during the entire workshop. In general, all of the participants were able to complete this action.

During all of these activities, participants were able to transmit their ideas in a clear and concise manner and in a short period of time. In addition, the activation of memory was reinforced at the closing of each session where participants discussed what was learned and the

specific activities of greatest interest that took place during the session. For example, in the discussion of the film, *All Roads Lead Home*, questions were posed about the characters and their relationships. In addition, during the session at the Havana Pharmacy, participants were asked about medicinal properties of plants and at the House of Asia, participants recalled instructions in how to create decorative paper designs using kirigami.

The workshop was also a stimulus in the recognition of the sensations. Above all, this could be seen in the sessions dedicated to culinary art and medicinal plants where there were activities focusing on smell, touch and taste. The use of these stimuli was an attractive component in the development of these activities and at the same time, is considered essential for maintaining a healthy lifestyle.

Finally, the development of language and vocabulary was also present at each session. The mastery of language is considered an essential reflection of thought, considered both within the cognitive processes, and more complex. Oral and written exercises involving all participants were used in several activities during the workshop. Both groups demonstrated fluency in the language, however, among the elderly, they articulated their ideas and opinions more clearly and with more proper vocabulary. For the children, it is important to develop these skills more, as poor language and vocabulary in the redaction of texts in relation to age and grade is denoted.

PARTICIPATION

Of the total twenty participants, only two had previous experience participating in a project linking groups of different ages. At the beginning of the workshop, the grandmothers proved to be the most active while the children remained more passive and shy. This attitude in the children adjusted over time through the advancing sessions as they built relationships among each other and their imaginary grandparents. In addition, the relaxed social climate which characterized the sessions facilitated easy communication and participation between all those involved: the grandmothers, grandchildren and the facilitators.

The grandmothers expressed more willingness to participate in most of the sessions. Generally, their interventions were most abundant and they initiated communication in every encounter and most expressed their views in an uninhibited manner. Meanwhile, a

favorable evolution in this respect was observed in children who achieved a more active involvement as the sessions developed which was especially evident in the case of the girls who expressed themselves more and also took the initiative in other forms of participation, like the reading of poems.

In general, all the participants were enthusiastic and committed to the project and the role they took on as protagonists was evident through different forms of participation: comments, clarifications on a topic, or in some cases expressed in a strong interest in the development of the practical activity which demonstrated that grandparents and more timid children could express their creative potential. After finishing this experience, all twenty participants expressed their interest in participating in another similar project. This motivation confirms the validity of the project and its capacity for mobilization in these two publics.

CONCLUSIONS

The project was successful because it managed to contribute to the improvement of the quality of life of the participants. It strengthened the intergenerational fabric of the community and stimulated the development of cognitive and affective processes through educative, creative and physical activities. Among the major benefits of the project, the grandchildren and grandmothers recognized the opportunity to have emotional relationships with each other and create new friendships while also recognizing the possibility of exchanging experiences to obtain new knowledge. After finishing this experience, 100% of participants from both groups expressed their interest in partaking in another similar project. This motivation confirms the validity of the project and its capacity for mobilization in these communities.

All sessions of the project were very attractive for both groups. For the children, the most liked sessions were those dedicated to the culinary arts and the initial meeting where they were introduced to Gaspar González, a senior citizen and the creator of the Cuban cartoon, Chuncha. For the senior citizen participants, the most attractive session was the traditional games. Both groups enjoyed the sessions devoted to Kirigami and medicinal plants as they were rated high in the survey. In addition, the project was valued highly in the community. The participants stated that they would recommend this project to other children, young people and the elderly because they considered it to be an activity that contributed positively to the

improvement and understanding of the aging process from an intergenerational prospective, something that is an undeveloped aspect in community projects.

LESSONS LEARNED

The experimental nature of this project in attempting to foster intergenerational relationships, allowed for a mutual understanding of the needs, motivations and expectations of these groups and therefore a better understanding between the two sets. The multiple opportunities for intergenerational exchange that existed through the development of the workshop were highly valued. This is evident in the statement of Leonor Franco: *“En conclusión, se sienten muy bien, son muy novedosas las actividades que se están haciendo, de verdad que sienten a los niños como si fueran sus propios nietos y que les ha abierto las perspectivas de tantas cosas que se pueden hacer y que a lo mejor no se hacen porque se desconocen las formas de hacerlo. Una de las cosas que más les ha invertir grandes recursos para pasar un buen rato y ocasionarle la alegría a los niños y recibir las satisfacciones.”* [In conclusion, they feel very good, they are new to the activities that they have been doing, truly, they feel as if these children are their own children and it has opened their perspective on so many things that they can do and maybe weren't doing because they didn't know the way to do them. One of the things that is most impressive was that with such little resources and without the investment of a large amount of money, they were able to have a good time, give joy to children and achieve satisfaction.] The project was developed based on informal educational resources and the complimentary curriculum from the children's school and the University of the Elderly. These sources were mobilized and served as a community resource to promote a process of continuous training on themes of great importance to today's Cuban society. The project allowed the involvement of grandparents and grandchildren through their leading role as protagonists and with a strong playful component. The emphasis for the participants on the aspect of “fun” was one of its fundamental values, which demonstrated the possibilities of this didactic approach in order to achieve significant growth in the relationship between these two groups. The high level of satisfaction experienced by both groups contributed to the affirmation of trust and support of older adults from the younger generation. This work confirmed the results of other research on the possibilities of sociocultural projects serving as a source of satisfaction and optimism in the

life of the elderly from the positive effects in terms of emotional support and confidence (Osuna, 2006). As a 62 year grandmother said, " Me gusta compartir con los niños, observar su desarrollo y ver que tenemos el futuro garantizado." [I like to share with children, observe their development and see that we have a guaranteed future.]

One of the most significant contributions of the project was for the elderly to recognize that this experience has enabled them to comprehend their important role in the community. The grandmothers said the following: "Las personas necesitamos esto porque a veces no sabemos hasta donde somos capaces de asimilar, de aportar y de transmitir y cuando ves un proyecto como este te das cuenta que hay mucho más que podemos seguir dando (abuela, 66 años). Esta experiencia debe extenderse sobre todo a la comunidad de La Habana Vieja. Un proyecto como este nos enseña cómo debemos cuidar el entorno nuestro, que es lo más importante y poder facilitarle a nuestros nietos que pueden querernos más a nosotros y nosotros más a ellos, que en cada barrio sea de verdad una familia que cuide su entorno para que La Habana luzca cada vez mejor. Las felicito porque me ha servido de mucho este taller (abuela, 69 años)." [People need this because sometimes we don't know that we are able to assimilate, to provide and to transmit knowledge, and when you see a project like this, you realize that there is so much we can continue to give (grandmother, 66 years). This experience should be extended to all of Old Havana. A project like this teaches us how we should take care of our environment, which is most important, and how we can facilitate this to our grandchildren so that they can love us more and us them, that in each neighborhood this could be the reality for each family that takes care of their environment so that Havana will look better. I congratulate you because this workshop has helped me so much (grandmother, 69 years)]. The project provided learning for the entire community. In addition to the direct benefits of this project on the elderly and child-participants, the project also served the specialists from the Office of the Historian who continually develop projects for these community groups and were trained to intervene as facilitators in several sessions of the workshop. This was a valuable opportunity in that new work strategies were developed to create attractive cultural activities that linked both groups. In some cases, this meant entirely new experiences, as

was the case with working with the Ambos Mundos Hotel Chefs who participated as facilitators of the culinary arts session.

This experience has been completely new for CUAM. The president of the Rubén Martínez Villena Branch showed great satisfaction and stated, *“Para ellas ha sido totalmente nueva porque cuando llegaron a la Cátedra venían a recibir clases y ahora se ven participando en actividades, en juegos y en general en cosas que ellas hacía mucho tiempo no hacían y que aunque con sus nietos juegan no es de la misma forma en que lo están haciendo ahora, pues estas actividades se proyectan desde otra óptica que propicia la reflexión sobre temas de gran interés. (...) ellas pudieron darse cuenta que los temas que daban en clases son muy aplicables en la vida diaria, de esto nosotras mismas no nos habíamos dado cuenta hasta que ustedes me hablan de que los temas nuestros tenían que ver con los del proyecto (Leonor Franco, comunicación personal).”* [For them it has been something completely new ... they arrived at CUAM to take classes and now they can be seen participating in activities, in games and in general, things that they have not done in a long time, and although their grandchildren play, it is not in the same form of what they are doing now since these activities are projected from another perspective that encourages reflection on themes of great interest. (...)They began to realize that the items from CUAM] classes are very applicable in everyday life, this we had not realized until you explained that our [CUAM’s] issues were related to the project (Leonor Franco, personal communication)].

The workshop also meant learning for the project’s own facilitators, who were also senior citizens. In some cases they had previous experience working with intergenerational groups but for others, it was something completely new. This opportunity allowed them to join an interdisciplinary team and actively work creatively. In some cases, the facilitators were asked to present activities that they did not know previously, which meant learning something new. Nirma Marín explained, *“Yo tengo mucha experiencia de trabajar las manualidades con niños y con adultos mayores pero cuando llegué a la reunión y me propusieron trabajar el kirigami, una técnica que yo nunca la había oído ni la había enseñado, eso significó un reto muy grande para mí. Nosotros también aprendimos y lo disfruté mucho.”* [I have a lot of experience working the crafts with children and with older adults but when I came to the meeting and they proposed I work with kirigami, a skill that I

had never heard of, that meant a very big challenge for me. [Like the participants] We also learned and enjoyed it very much.] In relation, Miriam López Domínguez said, *“En mi caso había pasado cursos de culinaria pero no me había enfrentado a una actividad de este tipo, nunca había hecho una demostración de cómo decorar artísticamente las ensaladas. Me alegré mucho del éxito de mi ensalada ese día.* [In my case, I had taken culinary courses, but I had not confronted an activity of this type, I had never done a demonstration of how to artistically decorate salads. I was very happy with the success of my salad this day.]

This experience has allowed for the strengthening of the networks of the community between different institutions and organizations that are linked to community work. From the development of this project, the objectives of CUAM, the Office of the Historian, San Geronimo College, and Rutgers University have been linked in order to support the development of good practices for the benefit of the quality of life of the elderly in the city of Havana.

RECOMMENDATIONS

Based on the project evaluation and the valuation of the stakeholders and participants, the following recommendations were proposed:

- Obtain additional resources in order to facilitate more learning and creativity
- Increase the amount of time for each session to further relationships and learning
- Increase the preparation for specialists in order to work with children and elderly on intergenerational projects
- Guide the direction of learning so that children also act as facilitators in projects of this type
- Extend and upscale the project to other communities in Havana and in Camden City where Rutgers University resides

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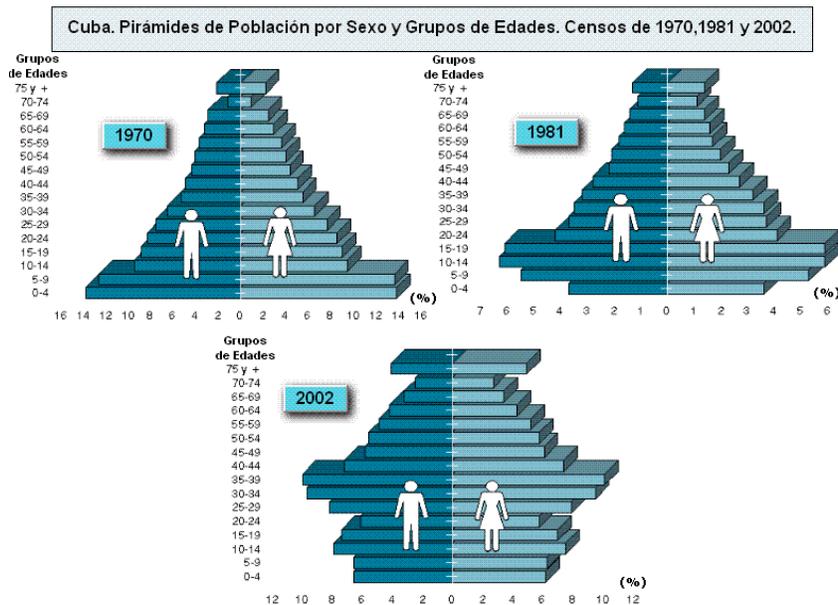
APPENDIX A: TABLES AND FIGURES

A1. LEVELS OF THE NATIONAL PROGRAM OF CARE FOR THE ELDERLY



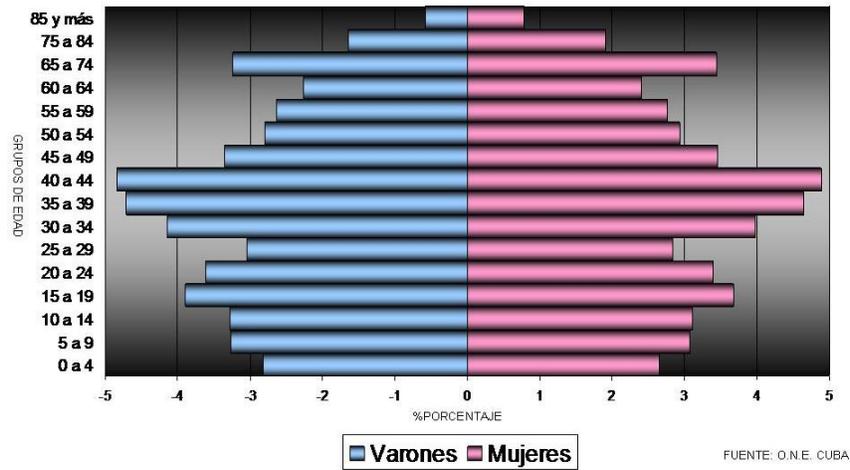
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A2. PYRAMID OF CUBAN POPULATION BY SEX AND AGE GROUPS



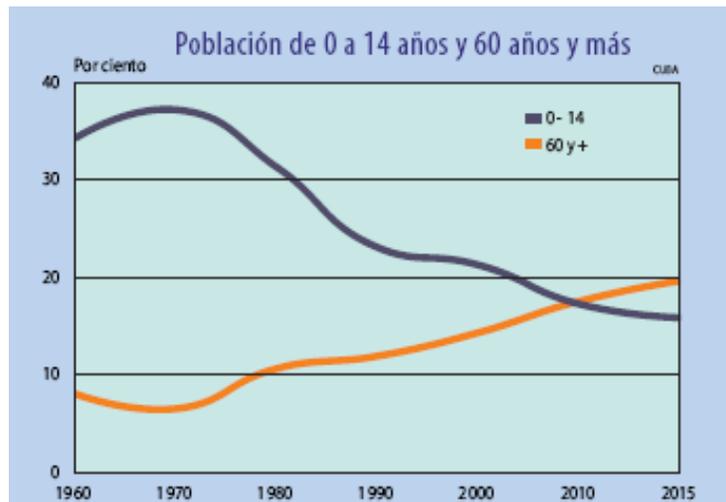
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A3. PYRAMID OF CUBAN POPULATION IN 2007



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A4. POPULATION OF 0 TO 14 AND 60 YEARS OLDER OR MORE FROM 1960 TO 2015



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APPENDIX B: INTERVIEWS

B1. INTERVIEW QUESTIONS: DR. NANCY MILIÁN

1. In terms of prevention, what elderly programs are the most important?
2. At what age are the preventative programs the most beneficial to the elderly?
3. In your opinion, what programs are lacking?
4. Do you have suggestions for changes to existing programs?
5. What are some of the obstacles to participation for what is available? Also, what are the obstacles to bettering the quality of life for these senior citizens?
6. What are the benefits of intergenerational interactions between senior citizens and children? And specifically in terms of health?
7. Have you seen programs available to both senior citizens and youth?
8. Have these programs been maintained over time?
9. What type of programs has had the most success in terms of benefits for both groups?
10. Are there programs for those senior citizens with Alzheimer's?
11. What type of programs have the most success?
12. Could you talk about the link between mental stimulation and prevention of Alzheimer's?
13. Have there been programs maintained over time?
14. What techniques have yielded the most success for those senior citizens with Alzheimer's?

B2: INTERVIEW QUESTIONS: TERESA OROSA

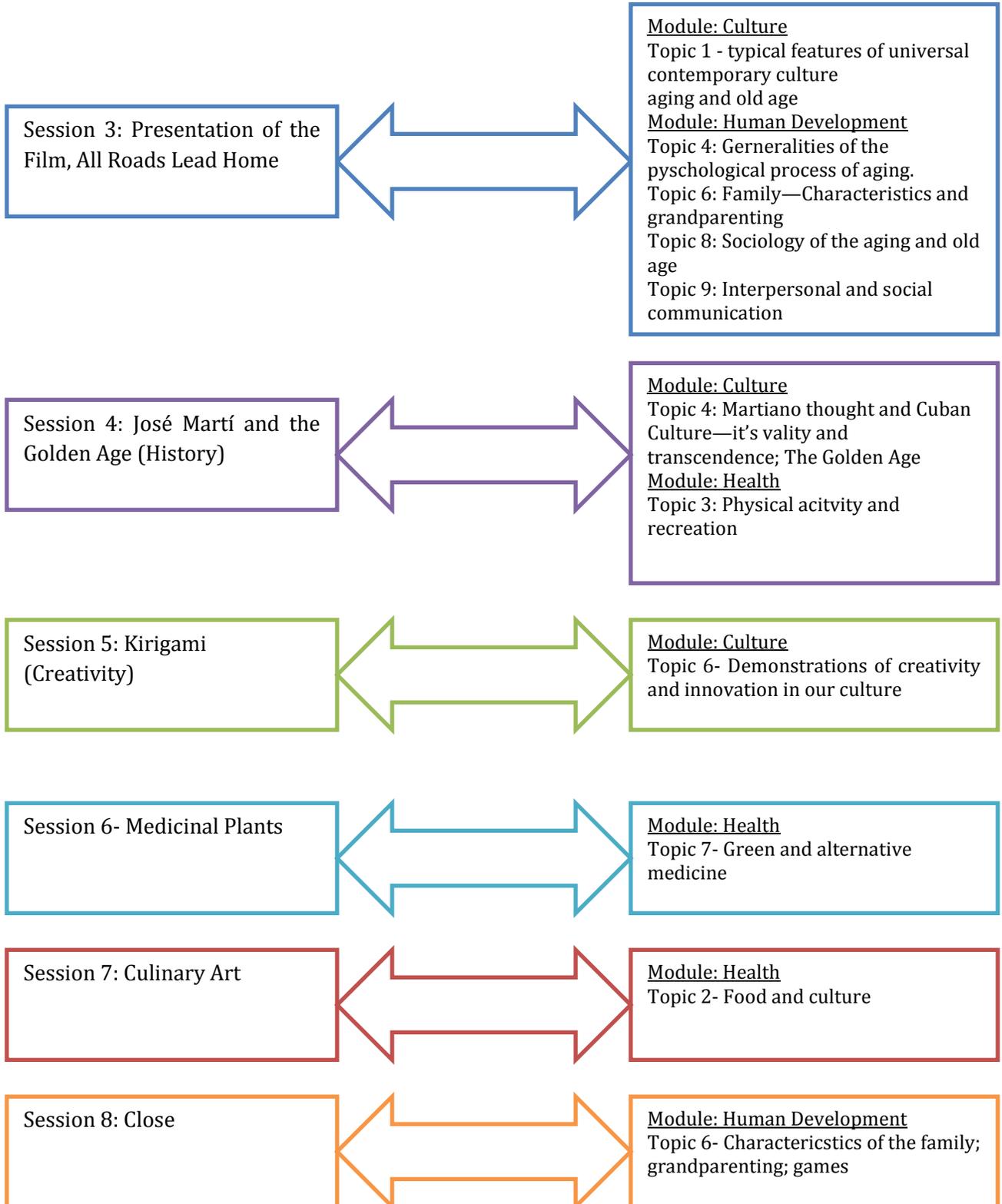
1. When did the project for the University of the Elderly begin?
2. What were the reasons for the creation of the University of the Edlerly?
3. What is the structure of the program?
4. How has the implementation of CUAM developed in relation to the needs to the elderly from the beginning until now?
5. Is there research on the development of this project? What type?
6. How is the academic curriculum organized? Is there flexibility?
7. Are there plans for the development of other projects related to CUAM?
8. Do you consider CUAM a preventative program? If so, why?
9. What resources have been needed to develop this project from the beginning until today? (Human resources, materials, strategies of communication, etc.)
10. In relation to the exercise in the completion of studies:
 - a. How do the students select the themes of their research? (Personal motivation, institutional interests, etc.)
 - b. What happens after each thesis is presented?
 - c. What are the most common the themes?
11. What importance do you attribute to intergenerational and preventative health projects as part of CUAM?
12. In your opinion, what do the elderly of Old Havana need most?
13. What is the average age of the elderly that participate in the project?
14. What have you found to be most rewarding about your work?

B3: INTERVIEW QUESTIONS: LEONOR FRANCO

1. What is the total number of students in your class? What is your assessment of them?
2. What do you think of this particular branch in Old Havana?
3. Can you describe this branch's program? Are there variations to the curriculum with relation to the national program?
4. Do you have prior experience as a university coordinator? How many years of experience do you have as the coordinator of this branch?
5. How do the OHCH projects link with CUAM?
6. What is your opinion of the project, Puente de Saberes, being inserted with the work of the branch?

APPENDIX C: MODELS

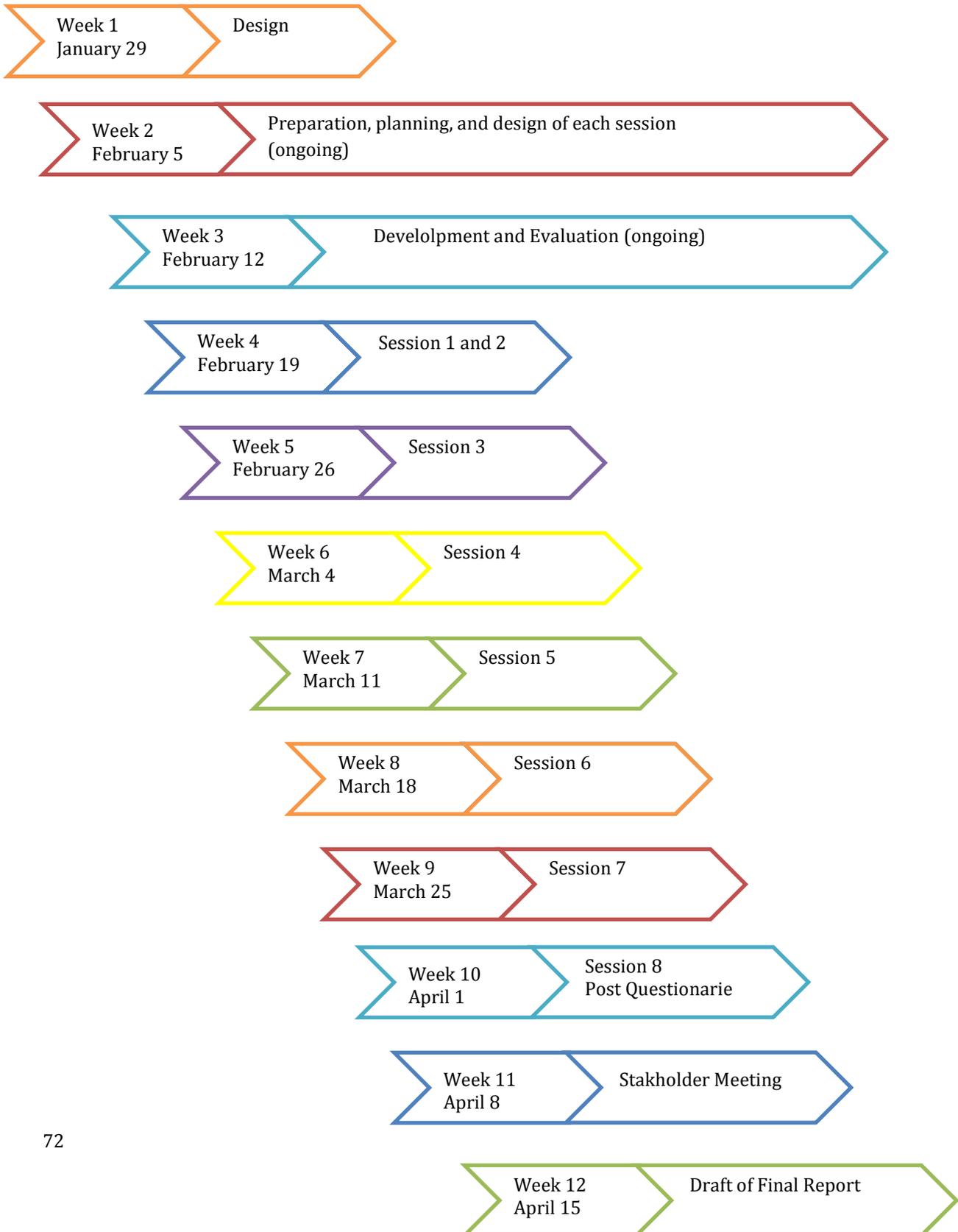
C1. LINKAGE BETWEEN CUAM MODULAR CURRICULUM AND BRIDGE OF KNOWLEDGE



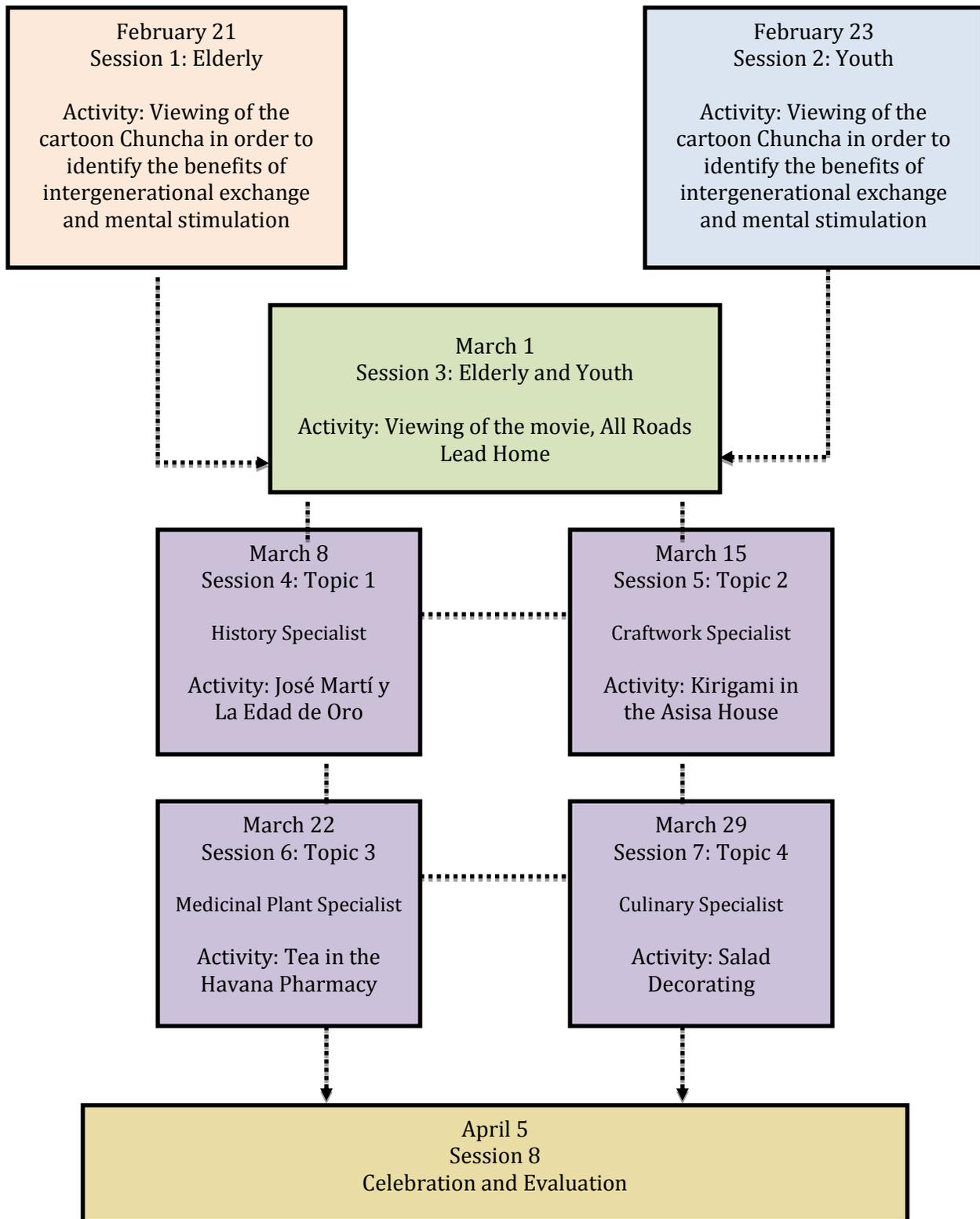
C2. RESEARCH TIMETABLE

Tasks	Stage	Date
Literature review on the topics: -Socio-cultural heritage management -Model of management of the heritage in the historic center of Havana -Design and management of cultural projects -Community cultural development -Sociology of age and community intervention	Preparation	September to October 2011
Familiarization with social programs that develop under the Direction of Cultural Management -Review of the projects that make up the Senior Citizen Projects and the Child and Youth Programs in the Historic Center -Participation in the activities of these projects in different cultural institutions -Exchange with the external and internal publics involved in projects	Preparation	November 2011
Diagnostic of publics in heritage institutions. Identification of stakeholders and beneficiaries.	Application	December to January 2011-2012
Design of socio-cultural project	Application	January to February 2012
Development and evaluation of project	Application	February to April 2012
Draft Final Report	Application	April to May 2012
Turn in Final Report	Close	May 2012

C3: PROJECT TIMELINE



C4: PROJECT DIAGRAM



C5: STAKEHOLDER ANALYSIS

ORGANIZATION	NAME	TYPE	TITLE	ROLE	PURPOSE
Direction of Cultural Management, Office of the Historian of the City of Havana	Ailec Vega	Internal	Director of Research, Department of Sociocultural and Educative Programs	Facilitator and coordinator of the research and project	Direct development of research and project
	Lourdes Olivera Alfonso	Internal	Coordinator of the Child and Youth Programs	Facilitator, coordinator	Support the planning, design, and implementation of the project; act as a facilitator in the execution of the various sessions
	Mabel Villar	Internal	Coordinator of Senior Citizen Programs	Coordinator	Support the planning, design, and implementation of the project
	Alicia Reyes Fernández	Internal	Specialist, Department of Sociocultural and Educative Programs	Collaborator	Responsible for audiovisual recording
Rutgers University	Alyssa Yackle	Internal	Rutgers graduate student, Candidate for a Masters in Public Administration	Researcher, evaluator, facilitator	Conduct research to design the project; apply and evaluate that project

	Beatrix Jackson	Internal	Rutgers graduate student, Candidate for a Masters in Public Administration	Researcher, evaluator, facilitator	Conduct research to design the project; apply and evaluate that project
	Dr. Eduardo Gomez	Internal	Rutgers-Camden	Supervisor	Coordinate program, supervise work, support research and provide guidance
	Dr. Gloria Bonilla-Santiago	Internal	Rutgers-Camden	Supervisor	Coordinate program, supervise work, support research and provide guidance
Universidad de la Habana	Professor Aurora Vásquez	Internal	Professor, University of Havana, Department of Psychology	Expert	Support for the orientation of the research
Museum Classroom at the Arabic House	Children: Bismark Claro Brito Roberto Castaño Fuentes Laura Barreiro Valera Leidy Laura Ávila Fernández Mercedes Caballero Batista Caridad Caballero Batista Darian Borrero Valdés Elio Camilo Rodríguez Veitía Yennier Montero Pires Claudia Coronel de la Cruz	Internal	Participants	Direct Beneficiaries	

University of the Elderly, Rubén Martínez Villena Branch in Old Havana	Senior Citizens:	Internal	Participants	Direct Beneficiaries	
	Alicia Marín Granados				
	Madeline Ravelo Torres				
	Felina Sardiñas Víctori				
	Zulima Lara Quintero				
	Maritza Garcés Gómez				
	Alejandrina Piñera Díaz				
	Edilma Castañeda Mora				
	María Salomé Valido Robayna				
	Cristina García Báez				
	Manuela Gutiérrez Bouza				
Leonor Franco Santana	External	Director of the Rubén Martínez Villena Branch in Old Havana	Collaborator, expert	Provide information for the research and support the design and implementation of the project	
Margarita Márquez Breto	External	Biochemistry Professor of the Rubén Martínez Villena Branch in Old Havana	Collaborator, expert	Support the development of the project	
Arnaldo Vega González	External	Creativity Professor of the Rubén Martínez Villena Branch in Old Havana	Facilitator	Coordinate the session, "José Martí and the Golden Age: A New Game and Other Old Ones"	
Nirma Marín Ramírez	External	Craftwork Professor	Facilitator	Coordinate the session, Kirigami—An art that came from China	
Miriam López Domínguez	External	Culinary Aficionado	Facilitator	Conduct a demonstration during the session, A Fun Way to Eat Fruits and Vegetables	

	Teresa Orosa	Expert	Coordinator of the National Program of CUAM	Expert	Support for the research
Centro Geriátrico Santiago Ramón y Cajal	Dra. Nancy Milián	External	Specialist, Integral General Medicine	Expert	Support for the research
Rubén Martínez Villena Library	Gretel	External	Library Director	Collaborator	Coordinate the first session with the grandparents
Vitrina de Valonia	Ángela González	External	Director	Collaborator	Support for the session the first session with the children
Cinematógrafo Lumiere	Francisco Yagüez	External	Cinema Specialist	Collaborator	Support for the session viewing the movie, All Roads Lead Home
Ecological Garden	Yaumara Menocal	External	Director	Collaborator	Coordinate the session, José Martí and the Golden Age

	Pascual	External	Director of Quinta de los Molinos	Collaborator	Support for the selection of medicinal plant seeds
	Roberto Díaz Pérez	External	Gardener	Collaborator	Support for the activity planting seeds in the Hans Christian Andersen garden
House of Asia	Niurka Chung	External	Specialist	Facilitator	Coordinate and Plan the session, Kirigami—an art that came from China
Havana Pharmacy	Gerardo González Espino	External	Director of the Pharmacy Museums of the OHCH	Facilitator	Coordinate and plan the session, Tea Infusions
	María Isabel Hernández Pérez	External	Museum Specialist	Collaborator	Support for the planning of the session, Tea Infusions
Hotel Ambos Mundos	Ismael Martínez Sañudo	External	Chef	Facilitator	Conduct a demonstration during the session, A Fun Way to Eat Fruits and Vegetables

	José Enrique Sánchez Álvaez	External	Head Chef	Facilitator	Conduct a demonstration during the session, A Fun Way to Eat Fruits and Vegetables
	Patricia González Hernández	External	Public Relations Representative	Collaborator	Coordinación para la sesión " Una manera divertida de comer frutas y vegetales"
	Esperanza García Fernández	External	Museum Specialist	Collaborator	Coordinate visit to the room of Ernest Hemingway in Hotel Ambos Mundos
The Cabinet of Archeology	Robert Arrazcaeta	External	Director	Collaborator	Coordinate and Plan the session, Chuncha and the Bridge of Knowledge

C6. IMPLEMENTATION FACTOR ANALYSIS MATRIX

FACTORS	ACTION 1	ACTION 2	ACTION 3	ACTION 4
LEGAL	Implement a socio-cultural project for the elderly in Old Havana.			
PHYSICAL	Use the location of the historic center of Old Havana to support the themes of the sessions.			
ECONOMIC	Develop creative solutions to function without a budget and limited resources.	Coordinate with stakeholders to obtain necessary materials.	Ask participants to bring materials as needed.	
ORGANIZATION				
<i>Capacity</i>	Establish trips and visits with institutions that serve the elderly population.	Link with historical and cultural institutions for project planning and design		
<i>Human Resources</i>	Utilize the human resources available and develop relationships with community stakeholders.	Work with a specialized team to achieve the objectives and goals of the program and to obtain further resources.		
TIME	Follow the timeline for implementing the project in February 2012.	Find a fixed day and time to accommodate the schedules of the elderly and children	Plan well-designed sessions and coordinate meetings with the specialists involved	
SOCIAL	Incorporate classes of CUAM	Develop relationships with the elderly.	Understand the importance of informal communication	

APPENDIX D: PROJECT MATERIALS

D1: PRE-SURVEY: MARTIN VILLENA BRANCH OF CUAM

This questionnaire is intended to learn about your motivations for participating in the CUAM. Your opinion is very valuable for the development of this program. We greatly appreciate your cooperation.

1. How did you become involved CUAM?

- Friends and companions from work Family Press Radio
 TV Cultural Programs from the Office of the Historian Other, Which? _____

2. What are some of the themes of interest to you at CUAM? (mark only two)

- History Health Literature Sexuality Creativity Other, Which? _____

3. How has CUAM improved the quality of your life?

- Much A little None

4. In your opinion, what is the most important benefit you receive in this program?

5. Would you be interested in participating in other courses at the University of the Elderly?

- Yes No

6. Besides the University of the Elderly, in what other activities do you participate?

7. How do you rate the quality of life for the elderly in Cuba?

- Good Fair Poor

8. How appealing do you find the programs for the elderly offered by the Office of the Historian in Old Havana?

- Appealing More or less appealing Not appealing

9. Are you responsible for the care of a person of advanced age?

Yes No

10. How interested would you be in participating in a preventive project on dementia?

A lot A little Not at all

11. Do you think it is important to share stories with others? Yes No

12. Do you think it is important to share in projects/programs with people of different generations for the development of relationships? Yes No

13. How often interacts with someone who is more than fifteen (15) years older or younger than you? Frequently Sometimes Never

14. How many generations can you identify in your home? ____ (Parents, children, grandchildren, great-grandchildren)

15. How interested would you be in participating in an intergenerational social exchange project?

Interested More or less interested Uninterested

16. What factors limit your ability to interact with people of other generations?

17. You live: Alone With your partner With various family members Others,
Which? _____

Sex: _____ Age: _____ Occupation: _____

Year of Retirement: _____

Municipality of residence: _____

D2: FINAL SURVEY: CHILD PARTICIPANTS

This questionnaire is designed to know your views on the *Bridge of Knowledge* project. Your opinion is very valuable. We greatly appreciate your cooperation.

1) Is this your first time participating in an intergenerational project? Yes No

2) What did you learn in this project?

3) What was your favorite session?

- A day with Chuncha
- All Roads Lead to Home*
- A new game and other old ones
- Kirigami: an art that came from China
- Teas from Grandma
- A fun way to eat vegetables

Why? _____

4) Would you like to take part in a similar project? Yes No

Sex ____F ____M

D3. FINAL SURVEY: SENIOR CITIZEN PARTICIPANTS

This questionnaire is designed to know your views on the *Bridge of Knowledge* project. Your opinion is very valuable. We greatly appreciate your cooperation.

1) Is this your first time participating in an intergenerational project? Yes No

2) State the biggest benefit you recieved from this project

3) What was your favorite session?

- A day with Chuncha
- All Roads Lead to Home*
- A new game and other old ones
- Kirigami: an art that came from China
- Teas from Grandma
- A fun way to eat vegetables

Why? _____

4) To who would you recommend this project? Why?

5) Would you like to take part in a similar project? Yes No

Age: _____

D4: TECHNICAL DATA SHEET

NEEDS	SESSIO N 1	SESSIO N 2	SESSIO N 3	SESSIO N 4	SESSIO N 5	SESSION 6	SESSIO N 7	SESSIO N 8
EQUIPMENT								
PowerPoint	1	1	1		1	1	1	1
Screen	1	1	1		1	1	1	1
Audio	1	1	1					
Camera (Photo and Video)	1	1	1	1	1	1	1	1
DISPOSABLE MATERIAL								
Paper	10 sheets	10 sheets			40 sheets			20 sheets
Pencils	10	10						20
Map of Spain		10						
Classic Poems							20	
Cardboard				2 sheets				
Scissors					20			
Glue				1 tube				
Colors		40		5				
Scarves				2				
Pin the Tail on the Donkey Game				1				
Flim clip for Chuncha	1	1						
Film for "All the Roads Lead Home"			1					
Tomates							10	
Cucumbers							2	
Lettuce							1	
Medicinal Herbs (tea)						2		
Medicinal Plants (bags to plant)								10
Printed Photos (Memory)								20
Diplomas of participation								26

D5: PLANNING AND DESIGN OF SESSION 1

Session 1 Planning:

TITLE: Bridge of Knowledge

GEOGRAPHIC AREA: Old Havana

PROJECT LOCATION: Historical Center

INSTITUTION RESPONSIBLE FOR EXECUTION: Office of Cultural Management, Office of the Historian of Havana

PARTICIPANTS: Senior Citizens who participate in the University of the Elderly (Rubén Martínez Villena Branch of the CUAM)

ACTIVITY DURATION: 1 hour

COORDINATION WITH EXPERTS IN THE FIELD: Specialists responsible for Social Programming for children and senior citizens from the Office of the Historian will coordinate with experts in the field in order to deepen and enrich knowledge on the themes presented during the execution of the activity.

INSTITUTIONS INVOLVED IN THE SESSION: Office of Cultural Management (Department of Socio-Cultural Research and Educational Programs), Ruben Martinez Villena County Public Library, and the Ruben Martinez Villena branch of CUAM

OBJECTIVES:

- Diagnose the interpersonal relationships between the groups of elderly and youth participants
- Identify expectations about the development of this project

CONTENT: Intergenerational Relationships

CURRICULUM LINKS TO THE UNIVERSITY OF THE ELDERLY: Human Development, Culture, and Health

VOCABULARY: Alabao!!!!

TEACHING AIDS: Chunca cartoon animated by Gaspar González.

MATERIALS: Sheets and pens

TECHNICAL RESOURCES: PC, cartoon DVD, projection screen, whiteboard and camera.

PRACTICAL ACTIVITY: Interpretation of the texts and video.

ACTIVITY ASSESSMENT: Assessments of activities were held throughout the session and through practical activities using the following indicators:

Intergenerational Relationships

- Expressions of empathy for children and adolescents
- Verbal and nonverbal communication
- Direction of developing relationships (unidirectional or bidirectional)

Cognitive and Affective Processes (analyzed in relation to sex and age):

- Activation of short and long term memory/ timeline for recollection/accuracy of recalled information.
- Attention and concentration: continuous vs. distracted
- Verbalized language use: language fluency/vocabulary used
- Emotions: reactions during the execution of project activities/visible moods
- Feelings expressed

Participation (analyzed in relation to sex and age):

- Number of participants
- Balance of participation among older adults
- Topics of interest
- Forms of participation

GENERAL INFORMATION OF INTEREST:

Chuncha is a cartoon character and Cuban comic. It was created in the Animation Studios of ICR (currently ICRT) in June 1966. Its creator, Gaspar Gonzalez, began working in animation at age 18. Although he has created other animated characters, his most popular is Chuncha. In 2007, Chuncha the animated series first premiered on television. Gaspar González is a well-known artist on Cuban television and beloved by audiences of all ages.

Chuncha is a senior who lives with her dog Cacharro and her nephew Paquito, and represents the Cuban housewives who watch and fulfill the duties of the CDR and FMC in the block where she lives. Chuncha tells stories of daily life in the neighborhood of Havana, as seen through the lens of humor. All characters are based on real people, including Chuncha who is based on Maria Diaz, Gaspar's mother, an Asturian who came to Cuba in search of fortune. At first the stories of Chuncha revolved around saving electricity and water but in 1967 a new identity for Chuncha emerged with movies lasting 8-10 minutes, about the dynamism and humor of the Cuban family. The character Chuncha in its various animated forms has won awards from the Caribbean Broadcasting Association, and continues to be a Cuban animation icon.

Session 1 Design:

*"Nobody can do for children what grandparents can do:
sprinkle a kind of stardust over their lives."*
Alex Haley (1921 – 1992)

TITLE : Grandchildren, a source of hope for grandparents

SPECIFIC OBJECTIVES:

- Characterize the relationships existing between grandparents and grandchildren by projecting the Chuncha cartoon.
- Identify the activities that seniors prefer to do with children in their daily lives

INTRODUCTION / MOTIVATION:

- Reception of seniors.
- Individual presentation of the following: name, profession, and grandparent status.
- Presentation of the following question: "What do grandchildren signify in our lives?"

Explanation of the objectives of the session:

Disclosure on how elderly participants view their relationships with their grandchildren, and which activities grandparents would like to do with their grandchildren.

We present the following questions:

- Can you remember a cartoon or Cuban cartoon character that has as an older adult? What's his/her name?
- What characterizes Chuncha?
- Do you think the author based this character on someone real or fictional?
- If Chuncha was a real character, who would she be?

Explanation that the character Chuncha, is based on the mother and grandmother of creator Gaspar González Díaz and that Chuncha was born on June 1, 1966. Chuncha was created in Animation Film Studies ICR (currently ICRT) as a cartoon and comic strip. Chuncha is a senior who lives with her dog and her nephew Paquito. All characters are based on real people, including Chuncha representing Mary Diaz, Gaspar's mother, an Asturian came to Cuba in search of fortune.

DEVELOPMENT:

Participants are invited to enjoy an animated clip of Chuncha and then are asked the following questions:

- What did you think about this adventure with Chuncha?
- Did you like it, Why?
- What is the phrase Chuncha uses when she is surprised by something?
- What does "Alabao?!" mean?
- Do your grandchildren utilize an expression when speaking?
- Do you feel you are like Chuncha or do you know any older person who is like Chuncha?
- How is your relationship with your grandchild?

- Do you do things together? What? What other activities would you like to do with your grandchildren?

Following this activity, participants are asked to remember when they were children, and what the relationships they had with their grandparents were like.

Follow up question: "How do you see now the relationship between these two age groups (grandparent/grandchild)?"

CLOSING REMARKS:

After the discussion participants are asked to conclude the session by writing about the phrase from the title of the activity: "Grandchildren, a source of hope for grandparents."

At the end of the session, participant responses are shared and an announcement is made that in upcoming sessions the participants will meet with a group of 10 children from 6th grade and together they will participate in.



GLORIA BONILLA-SANTIAGO, Ph.D

Rutgers Board of Governors Distinguished Service Professor
B.A., Glassboro State College
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M.A., City University of New York
Ph.D., City University of New York

Gloria Bonilla-Santiago is a Board of Governors Distinguished Service Professor of the Graduate Department of Public Policy and Administration at Rutgers, The State University of New Jersey. She is also director of The [Community Leadership Center at Rutgers](#) and is the overseer and Board Chair of the [LEAP Academy University Charter School](#). Throughout her academic career, she has established a track record in coordinating large scale programs and private and public ventures that bring together external and internal stakeholders from a range of organizations, including government, business, non-profits and philanthropic sectors at the local, national and international levels.

As a leading scholar, researcher, speaker, and international cross-cultural training consultant, Dr. Santiago has over 25 years of experience in program development, fundraising, strategic planning, and leadership training. She writes and speaks widely on the areas of community development, public policy, education, migration, diversity management, and organizational leadership. In 1993, she received the Warren I. Susman Award for Excellence in Teaching, the highest recognition for teaching given to Rutgers' faculty by the President of the University, and in 2008, she received the L'Oreal Paris Women Of Worth award, a national recognition that honors 10 women for their exemplary and transcending service to communities.

Dr. Santiago's record of service and the impact of her work with impoverished children and their families, minorities, and community are exemplary by any standard. She is a passionate and enthusiastic educator who has focused her professional acumen on helping people become self-reliant citizens through education and professional development. Her work on behalf of children and their families has resulted in the development of a model charter school in Camden City that serves 1,400 students from infancy to 12th grade and has become a hub for serving the families of students through a number of LEAP portfolio schools.

Dr. Santiago has had five LEAP schools built on Cooper Street in Camden City, from the [E.L.R.A.](#) (Early Learning Research Academy) to LEAP's [S.T.E.M.](#) (Science Technology and Engineering). Dr. Santiago is expanding her vision to include a [LEAP Academy Environmental Charter School](#) serving students K-8 in Cramer Hill Community via the Terraza Forest Garden Project. Her educational model and pioneering work is breaking grounds in the field of education nationally and internationally. She has fundraised over fifty million dollars to finance her projects, and has been referred to as "the Patron Saint of Cooper Street" in [South Jersey Magazine](#).

Dr. Santiago's work through The Community Leadership Center at Rutgers is expanding the leadership base in New Jersey's communities and beyond. She leads and manages a number of signature projects with local and national impact in areas of educational innovation and school transformation, conflict resolution, diversity management, organizational behavior, leadership development, and community development.

As a faculty member at Rutgers University, Dr. Santiago's agenda in the areas of research, teaching, and service provides the impetus for her tireless efforts in developing programs and new approaches to tackle fundamental social problems. She has been successful in translating her research and empirical work into real policy strategies that have garnered a number of important contributions, such as charter school legislation in New Jersey and the enactment of important legislation impacting women and the education of urban children.

Dr. Santiago is the author of numerous articles and two books, entitled [Breaking Ground and Barriers: Hispanic Women Developing Effective Leadership](#) and [Organizing Puerto Rican Migrant Farmworkers](#), both available for purchase at Amazon.com.

She is also a blogger for US World News, the Huffington Post, and is a commentator for ABC, NBC, and CBS News on issues of education.



Eduardo J. Gomez, Ph.D

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Ph.D. Political Science

Assistant Professor of Public Policy and Administration

Dr. Gómez is an Assistant Professor in the Department of Public Policy & Administration at Rutgers University at Camden. A political scientist by training, his research focuses on the role of institutional theory in domestic and international health policy. More specifically, his research explores how formal and informal institutional designs and change processes shape domestic government and international agency

responses to disease. He has recently completed his first book titled *Contesting Epidemics: How Brazil outpaced the United States in its Policy Response*, and is nearing completion of a second book titled *Emerging Health? Understanding Brazil, Russia, India, China, and South Africa's Response to Disease*.

Dr. Gómez has published refereed articles in the *Journal of Health Politics, Policy & Law*, *Administration & Society*, *Publius: The Journal of Federalism, Globalization & Health*, *Journal of Politics in Latin America*, *Health Policy & Planning*, *Health Policy*, *Global Health Governance*, and *Studies in Comparative International Development*, as well as invited articles and op-eds for CNN, BBC, *Foreign Policy*, *Brown Journal of World Affairs*, *European Business Review*, *Harvard Health Policy Review*, *Revista: The Harvard Review of Latin America*, and the *Americas Quarterly*. Dr. Gómez has also made TV guest appearances on CNN and BBC America discussing Brazil's emerging influence.

His current research explores the role of federalism, geography, and institutional capacity in response to obesity in urban versus rural areas in the poorer states of the United States and Brazil. With Dr. [Jennifer Prah Ruger](#) of Yale University and Dr. [Colleen Grogan](#) of the University of Chicago, he is also editing a special series for the *Journal of Health Politics, Policy & Law* on the emerging nations and global health. And with [Rifat Atun](#) at the University of London, Dr. Gómez is working on projects exploring the role of institutional theory in explaining differences in accountability and responsiveness among international donors for health, as well as the impact of donors on health governance.

Prior to joining the Rutgers faculty, Dr. Gómez was a pre-doctoral fellow in the Politics and Governance Group of the Department of Global Health and Population at the Harvard School of Public Health. He has worked on a full-time basis for the RAND Corporation, the World Bank, the George Soros Foundation, and is a veteran of the US Air Force, having served at the US Air Force Academy. Dr. Gómez is also a term member of the Council on Foreign Relations. He holds a PhD in political science from Brown University, an AM degree in International Relations from the University of Chicago, and a BA in Foreign Affairs from the University of Virginia.

Alyssa Yackle

Project Research Assistant
Senator Walter Rand Institute for Public Affairs (WRI)



Alyssa Yackle is a Project Research Assistant at the Senator Walter Rand Institute for Public Affairs (WRI) where she is currently an Evaluation Specialist coordinating WRI’s work in Salem County for the Pascale Sykes Strengthening Families Initiative and in Camden County for the Food Bank of South Jersey’s Healthy Living Initiative. She received her BA from Franklin and Marshall College in 2010 majoring in Business and Spanish and a Master’s Degree in Public Administration concentrating in International Public Service and Development from Rutgers University-Camden in 2012.

Beatrix V. Jackson

Educator
B.A. New York University
M.P.A. from the International Public Service and Development Program at Rutgers University-Camden



Beatrix Jackson currently works for Democracy Prep Charter Middle School in Harlem New York teaching 8th grade mathematics. She received her BA in Politics and Race Relations from New York University in 2008, and joined the 2008 North Carolina Corps for Teach for America.

In 2012, she received her Master’s Degree in Public Administration with a focus in International Public Service and Development from Rutgers University-Camden



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