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# Interventions by Educational Specialists in Delivering Dementia Programs for Ordinary Citizens in Local Communities

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## Abstract

A wide range of dementia programs have been developed by researchers and practitioners in different disciplines worldwide and delivered to various individuals, including those living with dementia, family carers, professional carers, and ordinary people. These initiatives are mostly conducted by clinical workers and intended for those with dementia and their carers only. However, these are limited in that they are considered “therapy,” not “development” or “human improvement” as human beings. They have not been sufficiently aware of the importance of the educational approach and feedback, resulting in the potential learning effects remaining underexplored. Because these initiatives can partly be interpreted as educational activities, the quality of the program should be more deliberately considered, given the main purpose of understanding dementia properly so that they can better cope and better communicate with individuals with dementia. This will contribute to creating a dementia-friendly community so people with dementia can continue to live in a familiar community as long as they wish. In this sense, these initiatives could be improved by adding educational perspectives by educational specialists and adapting pedagogical and andragogical methodology to approach different kinds of people both in theory and practice. Few educational specialists have worked on issues of dementia in the world and therefore how people in the same community should be provided with this kind of program from an educational perspective has been inadequately addressed. This early-stage study focuses on the meanings and advantages of involving educational specialists in conducting this type of program in local communities.

**Keywords:** Dementia; Educational Specialists; Intervention; Local Communities; Ordinary People