

From Pilot To Implementation: Advancing Dementia Literacy In Brazilian Public Schools To Reduce Stigma

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Implementing a dementia education program for teachers significantly reduced dementia-related stigma and strengthened dementia literacy in Brazilian public schools.

INTRODUCTION	METHODS	RESULTS	REFERENCES
Population aging and the increasing prevalence of dementia, particularly Alzheimer’s disease, represent major global public health challenges and highlight the need for effective strategies to reduce stigma. Dementia-related stigma can lead to social isolation, discrimination, and reduced quality of life for people living with dementia. This study builds on a previously piloted teacher training program (doi: 10.1002/dad2.70208) and aimed to evaluate the effectiveness of its scaled, self-paced version in reducing dementia-related stigma using the knowledge and attitudes toward dementia instrument developed by Alzheimer’s Disease International.	Population elementary school teachers from Brazilian public schools Design pre-post intervention study Intervention Scaled, self-paced online teacher training program Assessment Stigma scale at baseline and follow-up Analysis Poisson generalized linear mixed models (random intercepts). Adjusted for age, sex, and academic attainment. Approved IRB: 58365722.2.0000.5504	1. Stigmatizing attitudes at baseline 2. Mean stigma scores (95% CI) 3. Academic attainment and stigma 4. Age and stigma 5. Sex and stigma CONCLUSIONS The scaled implementation of a previously piloted, self-paced teacher training program was associated with a meaningful reduction in dementia stigma among Brazilian high school teachers. School-based educational interventions are scalable strategies to address dementia literacy, promote inclusive educational environments, and support societal preparedness for population aging, especially in low- and middle-income countries.	Scan the QR Code to access the full list of references. ACKNOWLEDGEMENT Attendance at this conference was supported by an AAIC 2026 Conference Fellowship and by the São Paulo Research Foundation (FAPESP). CONTACT karenpulgatti88@estudante.ufscar.br mcominetti@ufscar.br