



Evaluation toolkit on seniors education to improve their quality of life  
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# 1. Executive Summary

This deliverable id D.2.2.a. is part of the WP 2 which aims to clarify the concepts of quality of life and reach a better understanding of needs and risks of the elderly and the potentialities of education. All this research was reported on D.2.1. . D.2.2. aims to extract the relation between previous 3 concepts, emphasising what should be considered for next wP. The conclusions written here are fruit of an extensive analysis of the D.2.1 but also with the discussion and debate done in the 2<sup>nd</sup> project meeting held in Castellón (April, 16<sup>th</sup> 17<sup>th</sup> 2012). The direct purpose of this report is to be used as input for WP 3 (Educational Guide) and WP 4 (Evaluation toolkit) and this deliverable proposes the content of the chapters of the guide and the dimensions of the evaluation toolkit.

## 2. Education impact analysis

In WP2 (D.2.1) an extensive investigation has been carried out, which contained personal experiences, study-cases and scientific research of books, publications and papers. It focused on topics related to the background of the upcoming guide, in connection to Quality of life and educational challenges as well as a thorough insight/investigation into the main methodologies, the elderly etc. related to education of older adults. Each of the below themes were analysed and studied by a partner coming from different scientific field. The topics were the followings:

- Quality of life concepts (D.2.1.a)
- Sociological context in Europe (D.2.1.b)
- Psychological aspects of elderly (D.2.1.c)
- Educational models (D.2.1.d)
- Pedagogy (D.2.1.e)

Before the next WP element, these materials have been proofread by the partner responsible for Quality Management. During the Castellon meeting, as a part of WP2 the consortium analysed and discussed the research and the quality management results.

During Castellón meeting, debate, discussion and brainstorming of researchers and experts in different areas allowed to contrast different points of view and try to answer some doubts before the decision making:

Some aspects were contrasted e.g.:

- What is really necessary from the sociological report?
- What are the elements significantly influencing QL of elderly?
- Should we include case studies in the guide?
- What is the most logical guide structure?
- Etc.

Based on the QEduSen general aims and objectives: “General Aim: to improve the quality of seniors’ education”, but specifically “Objective 1: to produce a guide useful

for institutions and other actors involved in seniors' education". It was clearly defined in the application project that the target of the guide are:

- Educational institutions, inexperienced on seniors' education or experienced but willing to know more. These are managers, staff, technicians and teachers of those educational institutions.
- Other actors involved in senior's education; academia, decision-makers, etc.

The guide should therefore provide relevant information (theoretical and practical) about the relation on Quality of life and seniors' education. From the meeting in Castellón, after reviewing all the work done in D.2.1. and after a process of analysis, synthesis and abstraction the most logical structure of the guide to reach the aims should answer following questions related to Quality of life and seniors' education:

- Why?. To reach a better understanding of the seniors needs, risks and quality of life concepts, it is needed to introduce some basic concepts, motivating also the need and benefits that can be reached:
  - Quality of life
  - Seniors: social and psychological
- How? There are available a lot of pedagogical resources, tools, and models that can be used to impact the target group of the educational process to increase their quality of life.
- Who? Educational institutions are the main actor that can make possible this positive change, but institutions are composed by people. So it is necessary to show who and also the needed skills that members of the institutions should have.

As mentioned, through the planning phase the consortium highlighted to build up the material practically, as the main users of the guide will tend to put it into practise, for that reason it will present also examples or practises that could be applied, based on own institutions' experience or other study cases. It is important also the guide to have a clear European orientation, for that reason the content itself should include:

- Specific content that are local to certain cultural regions or places, providing by this way a localisation of best-practises, social elderly context, quality of life context, etc. that are significantly useful in some areas or countries
- Experiences or practises that are common in some regions or countries because of social habits and that even those should not be directly transferred to other regions or countries, can be useful to innovate and exchange expertise.

That experience, best-practises, and study-cases will be incorporated at the guide in a specific chapter. It will provide practical European information as a compendium at the end of the guide.

## **Educational Guide content**

The guide will be composed in chapters, sequentially they will try to solve the questions WHY, HOW, HOW introduced in the previous section. The content of the guide should follow the following structure and main outlines.

## **Introduction**

Short introduction of the guide itself, its purpose, the expected target of the guide and the target of the educational programs. It will explain also some basics of the main concepts and also information about the project and the Lifelong learning project of the European Commission.

## **Quality of life**

As quality of Life (QL) is a very broad and ambiguous term, it should be explained from the perspective of different models and theories. QL has subjective and objective dimensions and some of them can be influenced through education, and others should be considered in detail when referred to seniors because their risks, needs and opportunities. This relation will be explained in next chapters, but first, it is necessary to offer a necessary understanding that will be used as a frame for the educational activity.

The QL models of WHOQL, Schallock and Cummings should be presented, each author proposed an evaluation method and also theories about how QL is understood and how can be modified. That will allow us know which aspects are important and what we should focus.

## **Ageing**

Each age has its own specific characteristics, and especially aged people (considering after 65) have different stages, making the senior citizens very heterogeneous group of people. There are changes in psychological and physical conditions. This guide does not focus on disabled aged people neither those with specific illness that make them challenged, but in those general senior citizens affected by normal ageing process.

Firstly, any educational institution designing educational program for seniors, they must be aware of that specific learning group, knowing their characteristics and differences; in motivation and needs but also when considering pedagogies. It is an important remark that the ageing process is not something abnormal and contradictory to learning. It challenges the teaching to take into account seniors' life experience and their levels of motivation and general knowledge besides the changes in health, cognition and psychological well-being. .

Secondly, it is necessary to consider, in the context of the QL, the risks, problems, or any other issue that may decrease an aged person's QL. Specially important are those risks that are addressable through education, because institution will be able to identify them in their target group and design educational actions to try to increase the QL.

## **Social**

Senior citizens are an important part of the society; citizens from 65 to 79 years old represent the 12,7 % of population in EU27 (Eurostat). Being retired from labour market does not mean that they are not active. Their status in relation with income, education, families, role, etc. can affect their quality of life and also must be understood clearly when designing educational programs focused to their social facts.

This chapter should show and explain the specific social situation of the elderly, their risks (exclusion, loss of income, changes in society, lack of social services) and potentialities (voluntary work, accumulated experience, etc.) in different situations (rural and cities), levels (as close as friends and families, and wide as society) and relation (seniors as part of society, but also how the society can benefit from seniors).

This chapter must be specifically aimed for any staff or teachers with experience to teach young adults or adults that are not retired from labour market but now they want or they have to teach to senior citizens. The staff and teachers should know the social situation, context, needs and motivations of the senior learners.

## **Pedagogy**

There exists pedagogy models (instructivism, constructivism, cognitivist, etc.) this chapter should go from pedagogy to andragogy, but focusing to impact and reach a better quality of life of seniors based in their social and psicological needs. It is important to introduce the main models providing references for any person interested to know more as the target of the guide can be staff or managers without experience in education, but the main content of the chapter must be specific on andragogy and QL.

Also, it must be addressed other challenges in seniors' education, as for example, the evaluation methodology (if it should exists), the participation of learners in their own education (through delegates or similar), etc. And answer questions as which theories of learning are more productive in certain areas solving particular learning tasks? Which forms of learning are more effective to achieve definite development goals? Do the means used in senior education effectively meet their needs and interests?

## **Models**

Learning can appear in different and several contexts with different grade of formality. Each grade has different level of planification, strictness, involvement of the learner, interactivity, cooperation, etc. each of these levels have advantages and inconvenient. It is not possible to say which is the best, but it is necessary to explain clearly, from theory and practise the potentialities of each of them in the seniors' education.

This chapter should have into account the social context of the seniors and needs of the seniors. It is not possible to ensure a model that is a success for adolescent will be also good for seniors. Therefore, this chapter should focus the educational models in that social reality.

## **Contents**

The target of the QEduSen project, senior learners do not aim to keep learning to improve at work or reach a better qualification. Their motivation is mainly personal, and in the context of this project, the proposed content of the courses, activities or workshop offered in educational institutions should be done to maximise the impact on their quality of life and minimise their risks.

This chapter should contain the main topics, themes and content of the subjects and workshops, proposing also how those should be addressed. ICT will be here a main topic, as it is a very important issue in the information and knowledge society. The ICT can be tough but also can be used as a tool. In this case, e-inclusion has an important height in a society more and more mediated by technology.

## **Trainer/Institution**

Institutions dealing with seniors education are composed by several kind of staff: managers, technicians, teachers. Each of them has different roles, responsibilities and competences. In this chapter it is important to focus in those differences crucial in a institution dealing with seniors.

The trainer will be in contact directly with this so special learners (specific motivations and interests). How select the trainer ? how is good trainer ? Which should be the

typical roles of the trainers (holder of knowledge, facilitator, motivator) ? competences needed in comparison to other models.

Apart of the human resources, the environment (institution) also plays an important role, for example, the number of students in a group or the facilities, or the participation of learners in the educational institution; as delegates, volunteers or in Grundtvig learning partnerships. The participation in European projects enrich by this way the institution and learners being very beneficial for both of them.

### **Challenges/Conclusion**

Teaching to senior citizens is itself a big challenge; there are extensive researches and pilot studies about applying innovative teaching methods, blended learning, languages, intergenerational learning, etc. There are studies that consider technology no so beneficial (sometimes even stressful), the need for correct assessment of the learners (learners requirements), the mixture of very different needs and motivations in classrooms, offering teaching free of cost or with fees (trying to look for other methods of financing). All that are challenges that have always existed, some of them impact on quality of life and quality of the education. This chapter tries to show these challenges and how to face up, although there is not a definitive solution, each institution can face them the most convenient way if they are aware of it.

after applying certain methodologies and content to groups of senior citizens

## **Educational Guide structure**

All the chapters will have following structure

- Introduction/Motivation
- Theory (Please try to focus on QL and Education and Elderly)
- Practice (Best practices, Short cases...)
- European space (country specific)
- Conclusions (Challenges)
- Bibliography

## **European context**

As explained in the introductory section, the guide will show very practically (with experiences, best-practises, examples, etc.) facts related to each chapter. In Annex I are the collection of those experiences that will be included in the guide.

## Change log

Name	Date	Description
Zsuzsanna Bódi	Put the date or the range	Writing and editing
Enikő Nagy		Proofreading
Pilar Escuder Mollón	26/07-10/08/2012	Addition of motivation of the guide content of the chapters
Roger Esteller Curto	26/07-10/08/2012	Minor changes to content



Education and Culture DG

### Lifelong Learning Programme

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# 1. Annex I. European Context Annex I. European Context

The guide will provide experiences, best-practises and other local/regional information for the different themes of the guide not only complementing the theoretical or models explained but also providing a more practical and immediate use of the guide. That practical part, will be content based on the institution expertise and experience, summarised in following table:

Theme	Institution	Type	Description
Quality of life	UJI, AJD	Research	Field research: Qualitative and quantitative research done directly to seniors learners about what they consider Quality of life (QL), and from their subjective perspective, how education impacted their QL
Quality of life	PSRI-RA	Research	Research done to seniors (not learners) about their perception of QL
Ageing	PCCE	Evidence based (research)	Epidemiology of aging in Finland
Ageing	PCCE	Review of recent studies	Attitudes towards aging and successful aging in Finland
Ageing	PCC	Research	Heterogeneity of aging
Social	PSRI-RA	Research	Latvian research about an increase number of female over males because of life expectancy
Social			
Social			
Pedagogy	PSRI-RA	Research	Latvian research how seniors achieve new knowledge and skills to get the necessary information
Pedagogy	UJI	Best practise	Experience of applying constructivist theory to virtual-classes trying to maximise the

			experience of learning in a group
Pedagogy			
Models	UJI	Best practise	We can show the overall model of the “Senior Degree” as a 3 year degree that is active since 1998 and include the mandatory subject and also other optional, mixing an wide and comprehensive spectrum of themes and subjects (instructional and other collaborative)
Models	TREBAG		Informal education methods/experiences (several project experiences eg.: SAGE project)
Models	ULE	Best practise	Informal Educative Innovative Methods – The EU project Health Box The aim of the Health Box project is to provide education and training on health issues, health promotion to hard-to-reach-groups, including adults and elderly people over 65. The Health Box consists of an information brochure, a trainer’s booklet and training materials consisting of visual material as well as of handouts, short presentations, self-reflection tools, role plays, simulation, etc. which adult educators can due to the ready to use precondition easily integrate in their existing training course.
Contents	UJI	Expertise	The Curricula of what is an example of a kind of formal instruction to seniors
Contents	UJI	Best practise	Use of ICT not only as a tool (communicating, getting info, banking), but also as a social change that modifies how people live (sharing, learning, creating, being parts of networks) and other social changes (media, power, culture) for a full e-inclusion in the knowledge society. A proposed methodology can be presented, that goes from awareness, action, creativity to collaboration presenting success stories as the wikisenior of the learning by resarch blog.
Contents	ULE	Expertise	Course structure at Università delle LiberEtà del FVG
Contents	ULE	Best practise	New course for elderly over 45 deriving from best practices acquired through the EU funded project OUTDOOR ICT The project Outdoor ICT aims to face the challenges of the new “Information and Communicaiton Technology for Ageing: ageing well in the Information society” and offer pathways to explore and use expertise and knowledge of project partners in the field of adult education, health care promotion and ICT and unify these pools of knowledge by tailoring

			them to the needs of people over 45.
Contents	AJD	Expertise	Course structure in the University of the Third age.
Contents	ANE	Caste Study	A case study on intergenerational learning “Elderly people now online: school in the afternoon project”
Contents	ANE	Best practice	eScouts project (Intergenerational Learning Circle for Community Service) aims to develop an innovative, intergenerational exchange between the elderly and young volunteers, using ICT as a vehicle for the promotion of solidarity and exchange. The implementation of the project includes trainings for 1) 16-25 year olds to become ICT teachers of the digital excluded elderly, with a “Community Service – Learning” approach; 2) Train retired people over 55 to become mentors for the youth to better face work and life challenges; 3) Train facilitators of intergenerational learning of each country of the consortium to be the key actors and mediators of those two groups.
Contents	PSRI-RA	Case study	A case study relating of physical activity to health related quality of life and good practice in the memory training project for seniors
Trainer/institution	UJI	Research	The UJI participated in a Grundtvig Cooperation project “SenTrain” (Train the trainer) focused on the specific skills and competences of a teachers and staff of seniors.
Trainer/institution	ULE	Case Study	<i>The teachers in the non formal system of Adult education in Italy</i> , a brief document by Giuseppina Raso, president of Università delle liberEtà
Trainer/institution	ANE	Expertise/Best practice	ASLECT – Active Seniors Learn, Educate, Communicate and Transmit, is a European cooperation project which promotes seniors both as (re)sources and beneficiaries of learning. This project is in line with the principles promoted by the European Year for Active Ageing and Solidarity between Generations 2012. ASLECT will identify a series of Good Practices on Seniors’ Involvement in Education and in Cultural Life, will elaborate training materials aimed at helping cultural professionals to work with seniors.
Trainer/institution	UJI	Best practise	The process of evaluation the learners’ needs. Evaluate the process (teaching) and the impact.

Trainer/institution	UJI	Best practise	Process of participation of learners in the managment of the institution as a way of “delegates” from the courses.
Challenges	UJI	Experience	A great challenge in seniors’ education is to integrate learning (something where students is the only person to receive) to a more active process of creativity and participation in society (now the society is receiving the seniors’ knowledge). This is done through research projects (that seniors have to do at the end of the degree) or other workshops (as the wikisenior or the learning by research blog). Society then acknowledges their experience and values their knowledge
Challenges	PCCE	Experience	The challenges we have been experiencing from the informal education were about the multicultural group of learner where the participants have different nationalities and different languages. Some other learners are illiterate. According to our existing group some male learners do not want to join learning with women group. Also religion will be considered in grouping the learners.
Challenges	PCC	Research	False knowledge of aging within aged people and ageism in society
Challenges	UJI	Best practise	The participation of learners in European project (mainly Learning partnership projects) impact them very positively. The challenge here is the language, that affects the motilities and collaborate