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Lifelong Learning Programme

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1 Executive Summary

This report shows the results of the research carried out by the partners in their own institutions. All this experts perceptions have been taken into account in the production of D.2.2.a and D.2.2.b and have ben presented here only as supporting material. The conclusions should be considered as recommendations during the production of WP3 and WP4, to maximise the products' impact to the target groups.

Furthermore, two papers have been accepted for publication in the World Congres of Education (WCES) in Rome (February 2013). The papers and presentations accepted for WCES are titled "Impact on Quality of Life through Lifelong learning on senior learners" and "Pedagogical proposal to increase the quality of life on senior citizens". In those articles extensive rearch is done, observing correlation between answers, clustering and classification of results, based on social/institution contexts.

2 Introduction

The quality of life (QL) is a very broad and subjective concept, that depends very much on the own individual perception of his/her own life. There are numerous models and theories that provide understanding to this phenomenon, but in the context of the QEduSen project, where there is a need to understand it in the context of the education and focused to senior learners, and justify the impact, it is necessary further research:

- a. Learners' subjective perception of the impact on QL of the education. Based on the most relevant dimensions and facets in the theories and models of QL, senior learners should provide information about how much the education modified their QL
- b. Learners' QL preferences. Each individual has different perception of what is important to have a good QL. In this case, senior learners, should say which of all the facets of QL is more important for them, or at least, affect more their well-being, happiness and meaning to their life.
- c. Experts' expertise in education. Even the researchers working in the QEduSen project provided a good background and justification of the selection of the guide content (deliverable 3.1) and evaluation toolkit (deliverable 4.1), further information was needed to validate this process.

3 Learners' subjective perception of QL

Following questionnaire (Figure 1) has been provided to learners.

ONLY FOR STUDENTS THAT ATTENDEND MORE THAN ONE YEAR (NO NEWCOMERS)
Your age: _____
Sex: _____ (Male or Female)

Number of years enrolled in the institution: _____

Job situation:

1. Currently working (at a company, industry or by oneself)
2. Unemployed, and trying to find a work
3. Retired (not working any more, only housework)

Read the sentence. If you disagree about the affirmation of the sentence or you think that there is not relation at all, you can put a circle on “1”, if you think that they are very related or your completely agree, you can put a circle on “7”. You can mark intermediate values.

My **physical well-being** and objective health (pain, medicament) as subjective health has improved thanks to attend to **Name of the Institution**. Furthermore, now I understand some aspects of my health much better and I am capable to face any problem.

1	2	3	4	5	6	7
There is not relation						I agree completely

In case you think there is a relation; in which degree it has been influenced? Put a “X” in each row on the adequate column, under the number of the scale (no relation, high relation)

	Negative influence -1	Not any influence 0	1	2	3	4	Very influence 5
Environment. Physical (premises, buildings, classrooms) but also metaphysical (shared spaces of coexistence, intergenerational)							
Pedagogy: the way that the classes are thought, participation, debate, etc.							
<u>Institution specific question. A</u>							
<u>Institution specific</u>							

question. B							
Institution specific question. C							
Institution specific question. D							
Teacher/trainer: knowledge and experience about the subject, personal skills good communicators.							
Tutors: technical and support staff							
Classmates: relation with the colleagues outside the classroom							
Other (please, write)							

My **psychological well-being**, objectively and subjectively, has improved thanks to attend in **Name of the Institution**. In general, I know myself better and I have more control about my negative emotions or destructive feelings. Furthermore I am happier and I face the day with more energy and hope.

Previous scale and table, has to be copied here

My knowledge of the **environment** has improved. Now, I understand better my environment locally (friends, family) but also globally (society, news). Furthermore I feel more included (family, neighbourhood, society in general)

Scale and table has to be copied here

Thanks to the in **Name of the Institution**, I have **more energy and motivations**, I fell capable to act.

For example, If I am interested in one objective (to travel, to do other activities, etc), now I am more capable to act to reach it (to convince, to learn). Now I know and can act to influence to other people and change and get what I want.

Scale and table has to be copied here

Thanks to the in **Name of the Institution**, I am capable to **adapt** better to the changes that occur in my environment.

For example: reduction of the income, a disease, the death of a friend, the divorce of a son, etc. I can now adapt with different ways: understanding, to relativize, assume, accept, etc.

Scale and table has to be copied here

Thanks to the **Name of the Institution** now I **enjoy** much more in my spare time, doing useful activities or simply activities that give me satisfaction even they are not necessary productive.

Scale and table has to be copied here

Thanks to the in **Name of the Institution**. I have the objective or subjective perception to have more social support; from classmates or from other people (family, friends). My social relationships have been increased or have better quality.

Scale and table has to be copied here

Personal development. **Name of the Institution** allowed me to grow as a person in a general way: knowledge, values, attitudes, specific information or social skills.

Scale and table has to be copied here

Figure 1. Learners' subjective perception of education impact survey

In the "Learners' subjective perception of education impact" survey (Figure 1) there has been 8 dimensions, each of them, has been evaluated from 0 to 7 for their subjective impact (IMPACT), offering in a scale from -1 to 5 the subjective impact. The labels used for analysis are noted at the end of the indicator in uppercase.

- Environment. Physical (premises, buildings, classrooms) but also metaphysical (shared spaces of coexistence, intergenerational). ENVIRONMENT
- Pedagogy: the way that the classes are thought, participation, debate, etc. PEDAGOGY
- Teacher/trainer: knowledge and experience about the subject, personal skills good communicators. TEACHER
- Tutors: technical and support staff. STAFF
- Classmates: relation with the colleagues outside the classroom. CLASSMATES

Two institutions have performed the survey, the Universitat Jaume I - Senior Citizens' University (UJI) and the Università delle LiberEtà del Fvg (ULE). The specific institution questions have been the following:

Universitat Jaume I (UJI) – Senior Citizens' University models:

- Mandatory subjects: as history, arts, culture, society, psychology, etc.
- Permanent activities: technology, languages and analysis activities (learn by research)
- Research: learners should work collaboratively about a theme and later present it to the rest of the learners
- Dinamization activities: visit to other cities, museums, cultural visits to specific places.
- Extra-academic activities: teatre, radio, choir, hiking club, magazine

Università delle LiberEtà del Fvg (ULE):

- General subjects, general culture courses (theory) and languages: GENERAL
- computer subjects (ICT)
- Psycho-physical subjects; gymnastics, dance, song, etc. PHYSICAL
- Laboratory subjects, artistic crafts, embroidery, sewing, ceramics, etc. ARTS

In UJI, the survey was delivered to 68 learners, 10 of them were invalid (less than 25% of answers). The results of the 58 surveys are reflected in Figure 2.

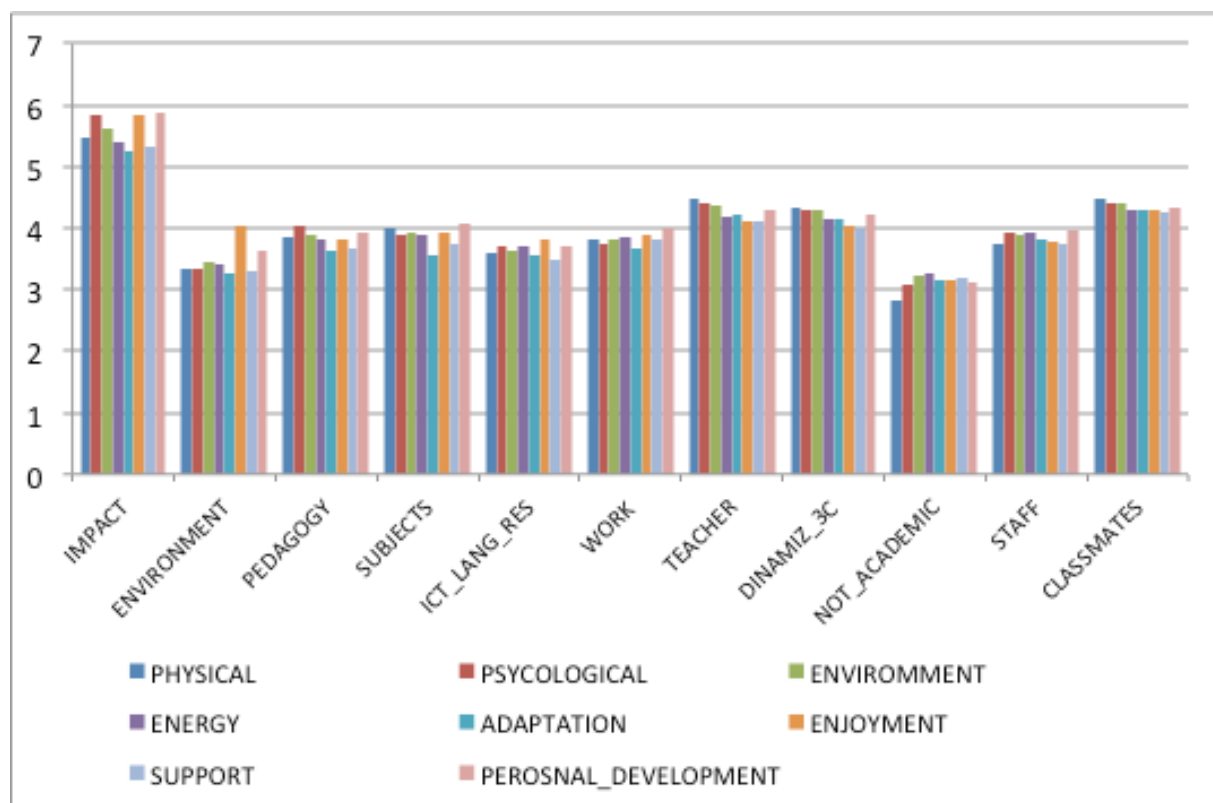


Figure 2. Results of the survey "Subjective impact of education" in UJI

In ULE the survey was delivered to 37 learners, 8 surveys were invalid (had less than 25% answers filled), so the valid are 29, with results of Figure 3:

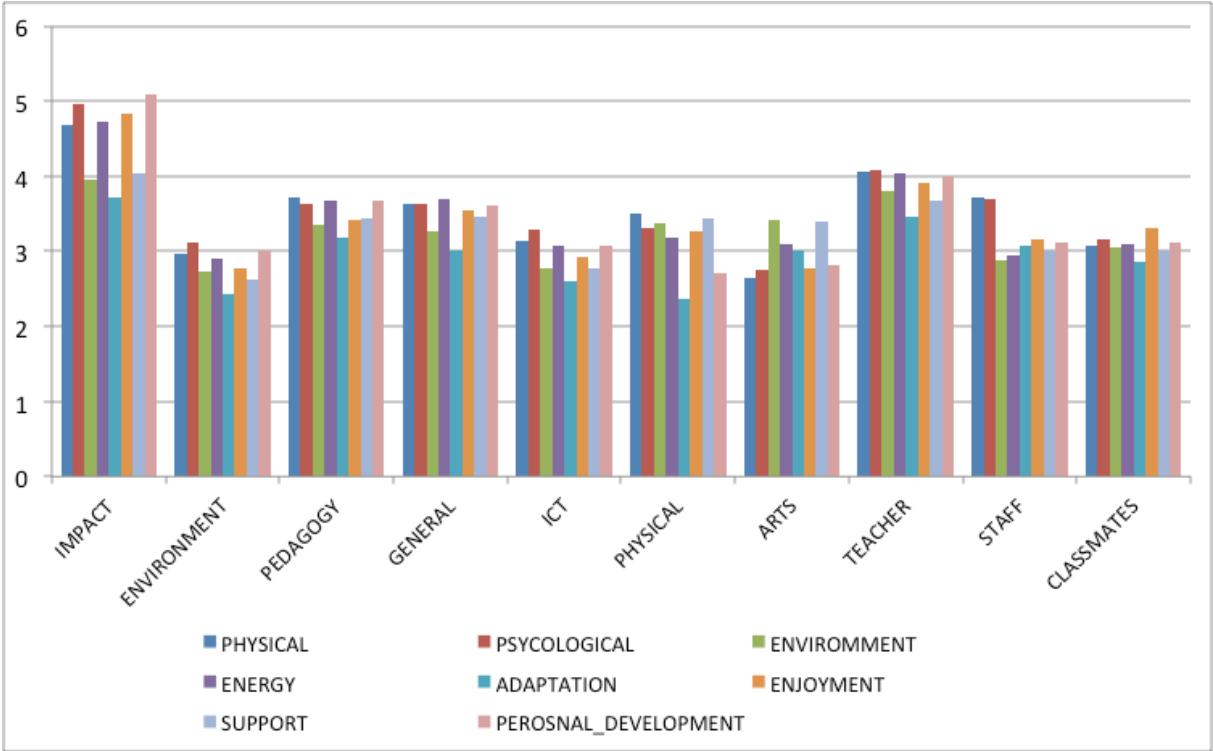


Figure 3. Results of the survey “Subjective impact of education” in ULE

Also the AJD provided 16 surveys (Figure 4):

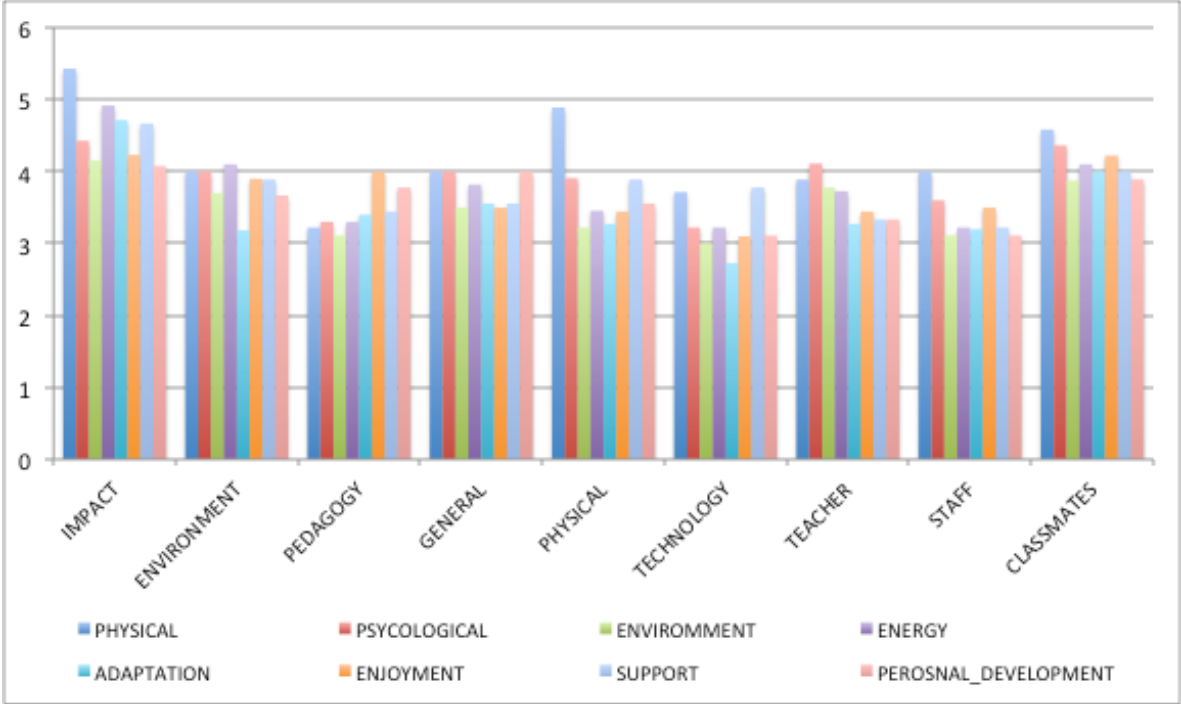


Figure 4. Results of the survey “Subjective impact of education” in AJD

In the UJI and ULE institutions the most important factor based on learners' perception, are the teachers. Teachers can impact them physically, psychologically, providing more energy and motivation, enjoyment and personal development. The fact that education impacts the learner's personal development is not only agreed by the average of learners, but also it is very common all the learners; the standard deviation in the UJI is 1,19 and in the ULE is 1,68 (in the scale impact that is from 1 to 7).

In the UJI the classmates become very important physically and psychologically, probably because senior citizens receive support from the rest of the colleagues of the class. Education in the UJI impacts mostly seniors psychologically, they enjoy to participate and allows a personal development. The ULE has a very similar impact, but this does not happen the same with AJD and it could be caused because they offer more physical activities and it is reflected in the physical well-being of the learners.

The perception from the learners that teachers are important emphasises the importance of human factor in the process of teaching-learning. This does not mean that pedagogy or contents are not important, but at least, they seem not to be noticed by the learners.

4 QL preferences

Following questionnaire has been provided to learners:

Age: _____ years

Sex (Men / Woman): _____

Number of years enrolled in the institution: _____

Where do you live?:

1. In a big city
2. In a town
3. In the countryside

marital situation:

1. Married or living together
2. Widow
3. Separated
4. Single

How many children (sons or daughters) do you have?

Level of studies accomplished:

1. Without studies
2. Primary/Elementary school
3. Secondary school
4. Graduate - University
5. Postgraduate - Master
6. PhD. - Doctorate

Job situation:

4. Currently working (at a company, industry or by oneself)
5. Unemployed, and trying to find a work
6. Retired (not working any more, only housework)

Quality of Life is the collection of conditions that make the life pleasant and valuable. But based in your opinion; What is **needed** to have a high Quality of Life?

Please, put in the correct column for each aspect, how much do you think it is important to have quality of life.

	To have quality of life, it is important to have...	How much important?				
		Not important	A little	Some important	Very Important	Essential
a	Psychical well-being					
b	Psychological and emotional well-being					
c	Independence and autonomy (not to be disabled or challenged)					
d	To have a lot of money. Material well-being					
e	To be included in society, to feel member of the community, not to be excluded and do activities					
f	Motivation and energy for changing, act and make things, joy					
g	Capacity of adaptation to changes, challenges or problems that everybody has to face in life					

h	Satisfaction for the things I do or I have. Happiness.					
i	Inter-personal relations and support (from family, friends)					
j	Personal and emotional development in attitudes and values					
k	Personal rights and capacity to defend them, dignity, equality, justice					
l	Security and social services					
m	Enjoy spare time, leisure and myself					
n	Satisfactory sexual life					
o	To be productive, to do useful and constructive things					
p	Self-determination; capacity to select and choose by oneself					
q	To have faith or spiritual believes					
r	To have aspiration, objectives, future					
s	Other (please write)					

Please, write **how good** is your health and quality of life. You can put an “X” on the scale marking it from “bad” to “excellent” any of the 10 points that are written below

1. Physical well-being (to feel full of energy, without pain or physical problems)

I feel....

1	2	3	4	5	6	7	8	9	10
bad			fair			good			excellent

2. Psychological well-being and emocional (To feel well with oneself)

1	2	3	4	5	6	7	8	9	10
bad			fair			good			excellent

3. Independency and autonomy (to carry out the daily life basic tasks, to take my own decisions)

1	2	3	4	5	6	7	8	9	10
bad			fair			good			excellent

4. Occupational tasks (to be able to work, or the housework)

1	2	3	4	5	6	7	8	9	10
bad			fair			good			excellent

5. Interpersonal capabilities (to relate well with the family, friends and groups)

1	2	3	4	5	6	7	8	9	10
bad			fair			good			excellent

6. Socio-emotional support (to have somebody you can trust or to get support from)

1	2	3	4	5	6	7	8	9	10
bad			fair			good			excellent

7. Support from the community and services (safe neighbourhood, access to income resources as work and access to information)

1	2	3	4	5	6	7	8	9	10
bad			fair			good			excellent

8. Personal fulfilment (sense of individual balance, dignity, solidarity, sexual enjoyment, or other individual pleasures)

1	2	3	4	5	6	7	8	9	10
bad			fair			good			excellent

9. Motivation and energy (to do things, to convince other, to act to change adversity, to do activities, to learn new things)

1	2	3	4	5	6	7	8	9	10
bad			fair			good			excellent
10. Adaptation to change (adaptation without effort to new social, family or community situations. To understand and accept changes)									
1	2	3	4	5	6	7	8	9	10
bad			fair			good			excellent
11. Knowledge of the environment (to understand what happens in the environment and what affect me, my friends and family, providing help and support)									
1	2	3	4	5	6	7	8	9	10
bad			fair			good			excellent
12. Social skills (with friends, family, empathy, positive critics, conflicts solving)									
1	2	3	4	5	6	7	8	9	10
bad			fair			good			excellent
13. Spiritual fulfilment (sense of faith, religiosity and belief in other life)									
1	2	3	4	5	6	7	8	9	10
bad			fair			good			excellent
14. Perception of quality of life (sense of satisfaction and happiness with your life in general)									
1	2	3	4	5	6	7	8	9	10
bad			fair			good			excellent

Figure 5. Learners' QL preferences survey

In the UJI, the survey has been delivered to 73 senior learners, 10 surveys were invalid, mainly because first table was originally different structure, asking respondents to scale ordering the QL facets (numbering from 1 to 8 the most important facets), the reply are in the Figure 6. The scaled from 0 to 1 represents the importance where 0 % or 100 % of the senior learners would affirm as the "most important". As this represents ordering of 18 facets, to put

a facet on a second position, would mean that is $2 \cdot (1/18)$ importance, the third $3 \cdot (1/18)$ and so on.

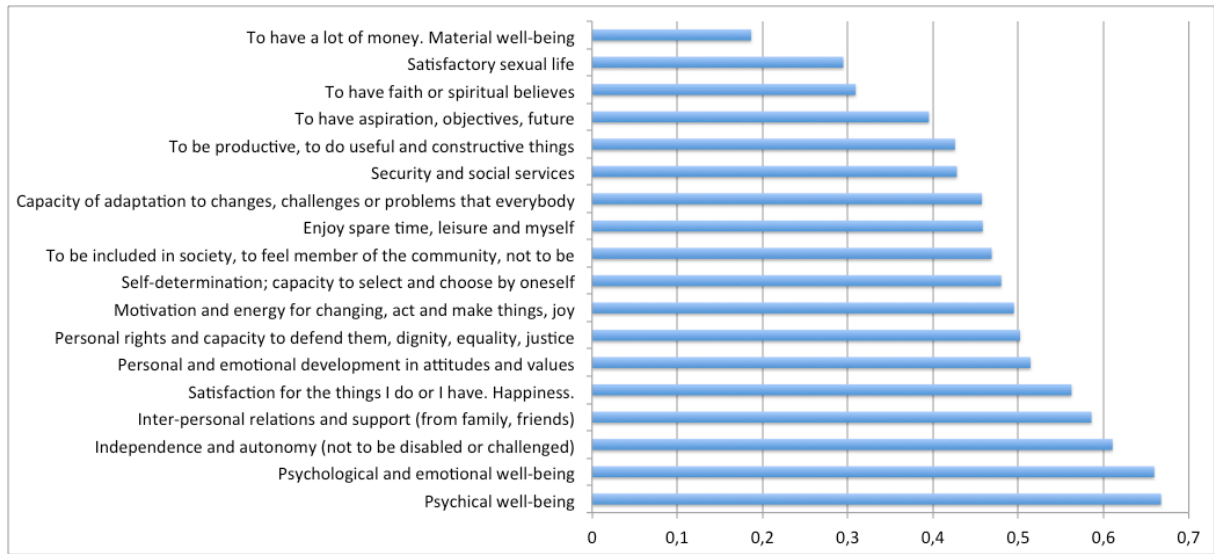


Figure 6. Learners' QL facets importance in UJI

On next surveys done in other institutions, the table has changed to write a number from 1 to 5 (from "Not Important" to "Essential"). PSRI-RA and PCCE insititutions also performed this research in their own learners.

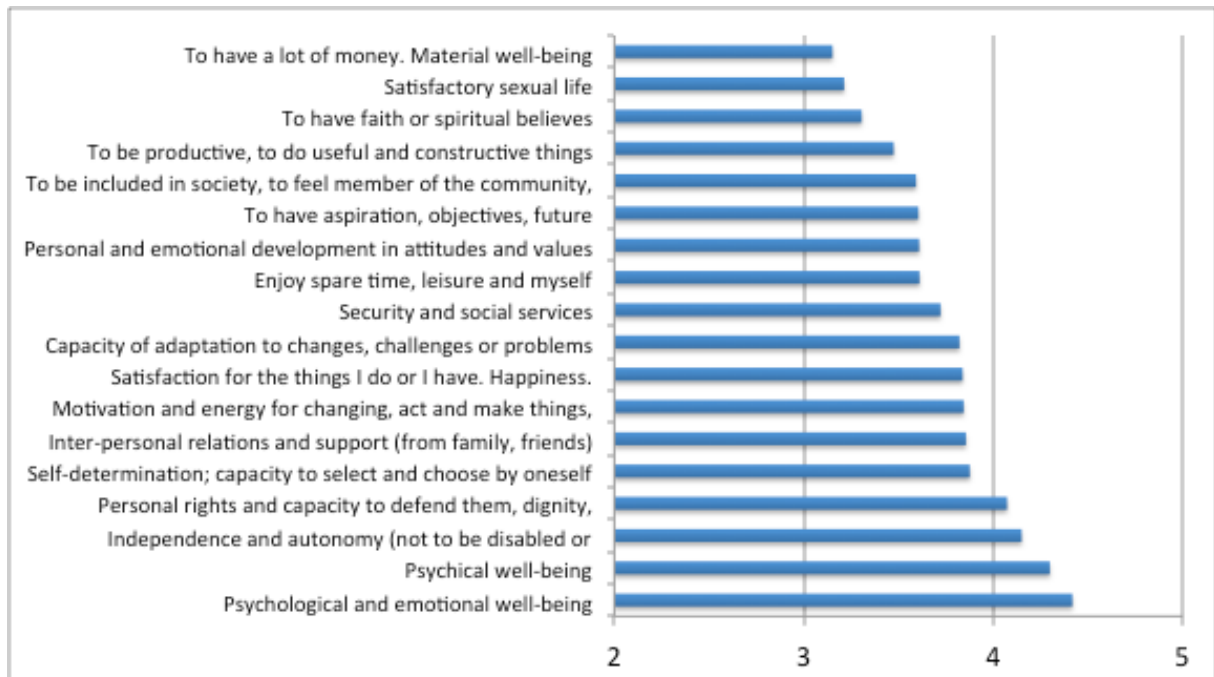


Figure 7. Learners' QL facets importance in ULE



Figure 8. QL level of senior learners

It is easy to notice that “to have a lot of money” is the least important issue to have good Quality of Life. The reason is that the specific group of learners are not in risk of poverty; they have their basic needs covered.

Having into consideration that basic seniors needs are covered, then the physical and psychological well-being are the most important aspects.

5 Experts’ expertise

The research on experts was developed with the aim to know their perception about the relation of education on QL and what a guide or evaluation tool should include. The questionnaire is presented in Figure 9.

EduSen project is developing a guide and an evaluation tool for any educational institution that aims to increase the impact on the senior learners quality of life. This is a questionnaire provided to know more about the experts’ point of view about how to impact quality of life to senior citizens through education

Put a “x” on the most suitable significant role in your institution (you can mark more than one)

1. Decision-maker, politician
2. Manager
3. Expert or external consultant
 - a. Gerontology
 - b. Geriatrics
 - c. Pedagogy
 - d. Health
 - e. Technology
 - f. Other: _____
4. Technician/administrative staff
 - a. Assisting senior citizens

- b. Assisting other staff or teachers
- 5. Teacher/Professor/Trainer. Which area? (you can mark more than one)
 - a. Psychology
 - b. Humanistic or philosophy
 - c. Sociology
 - d. Gerontology
 - e. Physical exercise
 - f. Rehabilitation
 - g. Languages
 - h. Law
 - i. Economy
 - j. Science and Technology
 - k. Information and Communication Technology
 - l. Other.: _____
- 6. Facilitators/Tutors

Number of years of experience teaching to seniors: _____

Your name (or initials): _____

Consider only education to senior citizens that have **more than 65** years old (or are retired from labour marked).

Have in mind that **Quality of Life** is the collection of conditions that make the life **pleasant** and **valuable**. It is a **subjective** and **objective** condition of any citizen. Quality of life is a very broad concept which includes: physical, psychological, emotional, social and material well-being, happiness, enjoyment, satisfaction with life, the social and family relationships, personal development, self-determination, inclusion, safety and control.

Considering **your experience and expertise**:

How much do you think can education influence quality of life on senior learners?

1	2	3	4	5	6	7
Nothing		Little		Quite		A lot

Considering following educational aspects...

1. Educational institution, environment, physical (premises, buildings, classrooms) but also metaphysical (shared spaces of coexistence, intergenerational)
2. Pedagogy: behaviourism, cognitivist, constructivism, connectivism, etc.
3. Models: forma, non-formal, informal
4. Teacher/trainer: knowledge and experience about the subject, personal skills good communicator.
5. Tutors: technical and support staff
6. Classmates: relation with the colleagues outside the classroom
7. Subject and activities (history, psychology, society, technology, extra-academic activities, physical activities, etc.)
8. (any other educational aspect you consider)

and based in **your experience and expertise**, please, answer following questions briefly:

- Which are the most important educational aspects to increase the impact on seniors' quality of life?
- How do you think it should be applied? (Which pedagogies, courses, activities, competences, staff, skills, models, etc ...)
- In case you had to explain to an inexperienced person how to deal with education on seniors, on which aspect would you focus?

Figure 9. Questionnaire for experts

Assist Net (ANE) has interviewed 9 experts, PSRI-RA 2 experts, AJD 6 experts and the UJI, 10 experts. The average experience on education on learners is 10,4 years.

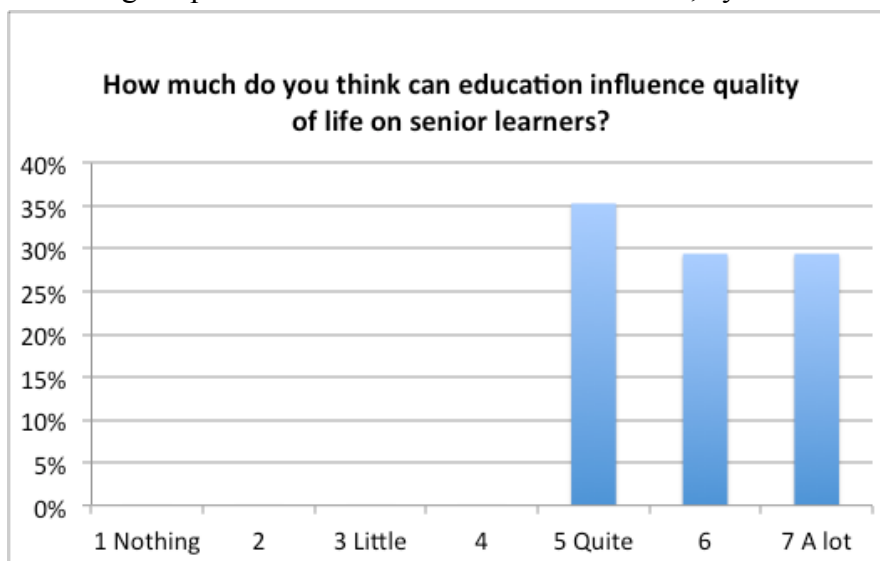


Figure 10. Percentatge of answers: How much education impact QL?

Environmental aspects – technical equipment, use of ICT; Real life situations psychology, society, technology, physical activities

Mostly physical exercise and mental health activities; appropriate model based on learners needs – non-formal education is more suitable to the flexible life and daily routine of elderly people.

Practicalities stemming from various aspects of real-life needs and challenges

Practical aspects re social life, technology, physical activities

activities referring to physical and mental health, self-esteem, active aging

Classroom facilities in relevance to their physical condition and preferences; Personal and communicational skills of the trainer; Subjects - psychology, society, technology, extra-academic activities, physical activities; to provide the learners the freedom to learn in their own way but in well- structured tasks.

Practical aspects of life, technology, physical and mental health activities

"Any activities that help physical and mental health, leading to self-confidence and good health"

The most important educational aspects: environment, senior's life and professional experience and needs of senior. I think better is social ecological theory because individual criteria and social environment are emphasize. Teachers need to choice of methods according the training context and senior's specific needs and interests. Constructivism is better paradigm. It gives an opportunity for seniors to follow their individual interests and to create an individual world understanding construct.

The most important educational aspects to increase the impact on seniors' quality of life are developing activities that keep their minds engaged as well as their bodies.

Dealing with education on seniors, the most important would be concentrating on individual needs and possibilities of the senior.

In my opinion the most important educational aspect which increase the impact on senior's quality of life is teacher/tutor's communicational skills: to make people interested in the subject, easily make new acquaintances. The most efficient way of getting knowledge about something is to experience of it. Practical experience is the best way of learning.

From my personal experience the most important educational aspect which increase the impact on senior's quality of life is teacher/tutor's communicational skills: when teacher can make people interest about the subject, easily make new acquaintances. The teacher should remember all the time that the most efficient way of getting knowledge about something is to experience of it.

Dealing with education on seniors, the most important would be concentrating on individual needs and possibilities of the senior.

Tutors / Classmates

Figure 11. Answers to question: Which are the most important educational aspects to increase the impact on seniors' quality of life?

All forms F2F, with focus on Computer skills, Facebook, Skype, email – practical and relevant to learners needs based on real life situations

"extra-academic activities in the form of non-credit courses addressing issues such as: social, emotional, physical, environmental, intellectual, and, spiritual"

All forms of physical exercise and mental health activities considered relevant for this age group; Friendly staff; practical approach

All relevant forms from formal to informal; ICT and social networks; managing personal finances, legal aspects re third age

non-credit courses and discussion-based courses

All relevant forms of extra-academic activities, goal orientated courses and programmes,

"extra-academic activities referring to development and/or improvement of: problem-solving skills, memory skills, cognitive skills, communication skills, intercultural skills, creative skills"

All relevant forms from formal through non-formal to informal; intergenerational peering

All relevant forms of physical activities for this age; time management is very important. The process is positive and encouraging.

It should be applied through different kinds of activities which provide the sense of belonging and increase self-assurance and self-esteem.

Courses and Pedagogies adapted to the group, they should play and decisive role in the planning and implementation of core courses

It should be applied by creating kinds of laboratory groups, which have some tasks to

complete. The newest technology should be used by seniors to create some kind of educational project, which should minimize generation differences. This will improve seniors' contacts with young generation.

It should be applied by creating kind of laboratory groups, which have some tasks to complete. The newest technology should be used by seniors to create some kind of educational project, which should minimize generation differences. This will improve seniors' contacts with young generation.

Cooperative learning and ICT in education

Activation learning, practical courses and taking into account their own needs.

Figure 12. Answers to question: How do you think it should be applied? (Which pedagogies, courses, activities, competences, staff, skills, models, etc ...)

Respect and patience, lots of patience

Respect, empathy and understanding, caring attitude

Respect, good will, willingness to help, dedication, empathy, good personal and communication skills

Addressing the target group challenges and good knowledge of the subjects

Respect and empathy; friendly approach, good preparation, correct (slower) pace of training delivery

Good preparation, target group awareness, dedication and devotion; provide regular constructive and specific feedback.

Engaging learners; Supporting learner persistence; Measuring learner achievement; Recording learner achievement;

Good theoretical preparation for this group challenges and knowledge of the target group specifics

Respect to the people of this age, good preparation, good personal and communication skills; respect the learners' life and learning styles

Senior education is quite different than children education as senior citizens demand more specific services and flexibility for their education. The curricula should be arranged to help them build real, enhanced skills, rejuvenate their minds and bring new meaning to their lives.

Public life insertion of Senior.

We should respect seniors but also treat as equals.

I would focus on the thesis that seniors are not children and we should respect them but also treat as equals. We should be concerned that practical experience is the best way of learning.

Dealing with education on seniors, the most important would be concentrating on individual needs and possibilities of the senior. We should focus on: - ICT analphabetism - Inter - generational gaps / barriers - Public life insertion of Senior.

I think should be given stress in individual learning systems applying supportive learning environment. Should be used methods adapted to their situation.

Figure 13. Answers to question: In case you had to explain to an inexperienced person how to deal with education on seniors, on which aspect would you focus?

All experts consider that education impacts learners QoL from several degrees, from "Quite" to "A lot".

The trainer's skills seems to be the most important factor to increase the impact of any educational activity. Teachers are the ones that could try to locate the seniors needs and apply the correct pedagogies and contents. In case a teacher do not have the needed skills (to notice the seniors' needs, to choose methods, allow discussion, etc) then the guide and evaluation toolkit have to provide some systemaic procedures to try to cover that lack. There are other skills that cannot be substituted thurgh processes, as communication skills or the knowledge of the subject, but that can be considered when choosing a trainer.

Even staff or managers are also a very important actors in adult education, their job do not impact directly on the education itsefl. Nevertheless, the activities the institutions offer are crucial. This is the case of suggested contets: physical, active mind courses, emotional, social, etc. but sometimes its is more important the capacity to seed motivation and interest in the learners than the content itself.

Change log

Name	Date	Description
Pilar Escuder	04/11/2012	First draft of the document.
Pilar Escuder	14/11/2012	Addition of graphics and conclusions
Roger Esteller	19/11/2012	Addition of graphics and conclusions



Education and Culture DG

Lifelong Learning Programme

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Detailed results and conclusions will be presented at (WCES) Rome 2013 in two papers “Impact on Quality of Life through Lifelong learning on senior learners” and “Pedagogical proposal to increase the quality of life on senior citizens”