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

This deliverable id D.2.2.b. 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. Now D.2.2. aims to extract the relation between previous 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 2nd project meeting held in Castellón (April, 16th 17th 2012). Actually, this D.2.2.b, will be the input for WP 4 (Evaluation toolkit); this deliverable concludes with the dimensions and indicators proposed for the Evaluation Toolkit (WP4).

# 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)

Based on the QEduSen general aims and objectives: "General Aim: to improve the quality of seniors' education", but specifically "Objective 2: To produce and evaluation toolkit" with following specifications:

- It will be used by the educational institutions to measure the quality and effectiveness of their educational programs and processes to the impact of senior QL. Figure 1.
- It will be used complementarily with the guide (WP3)
- It will include dimensions for evaluation. In each dimension there will include indicators and recommendations.
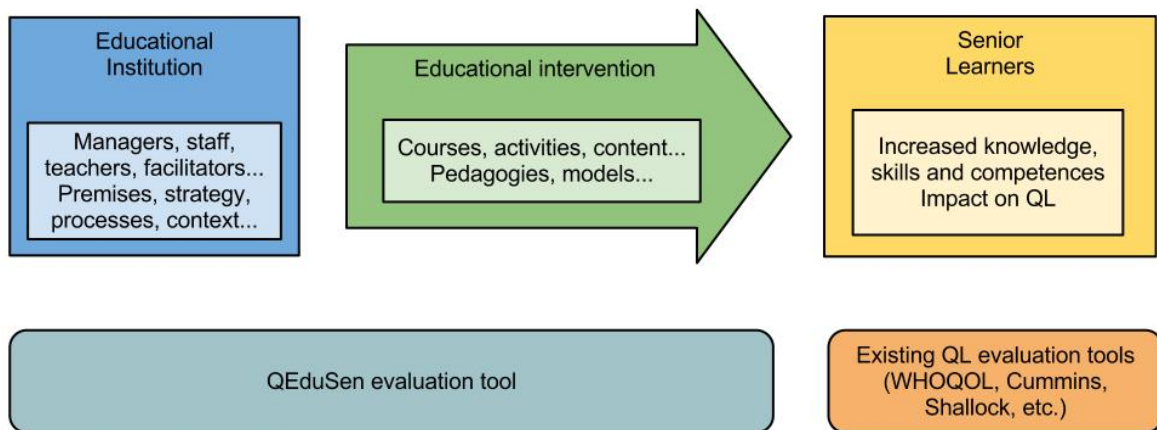
*Figure 1. The toolkit aims to evaluate the educational institution and its processes. Not the QL itself*

The targets of the evaluation toolkit are:

- Educational institutions already running a educational program for seniors willing to know the weakness of their activities and obtain recommendations to increase their teaching quality; managers, staff, technicians and teachers of those educational institutions.

- Other actors involved in senior's education; academia, decision-makers, etc. that want to obtain an accreditation or level of provided education quality

The guide should therefore provide relevant dimensions for evaluation of educational institutions.

The overall process should focus to evaluate institutions, but based on the criteria of Quality of life increase in seniors using educational process (Figure 2)

The Toolkit for evaluation have two purposes, the first one is to be used as a useful tool for self-evaluation, focusing of aspects that an institution should be take care (of course, if it deals with seniors and want to increase their QL). This would be the qualitative part of the toolkit. Secondly, the toolkit aims to be used for accreditation and measure with a rank its quality. This would be the quantitative part of the toolkit. In both perspectives, the common parts of the toolkit are the dimension and indicators.

From a qualitative point of view, the toolkit will provide information, context, recommendations and la link to the guide (WP3). For the quantitative, will provide (when possible) a mark that makes possible to obtain a final rank.
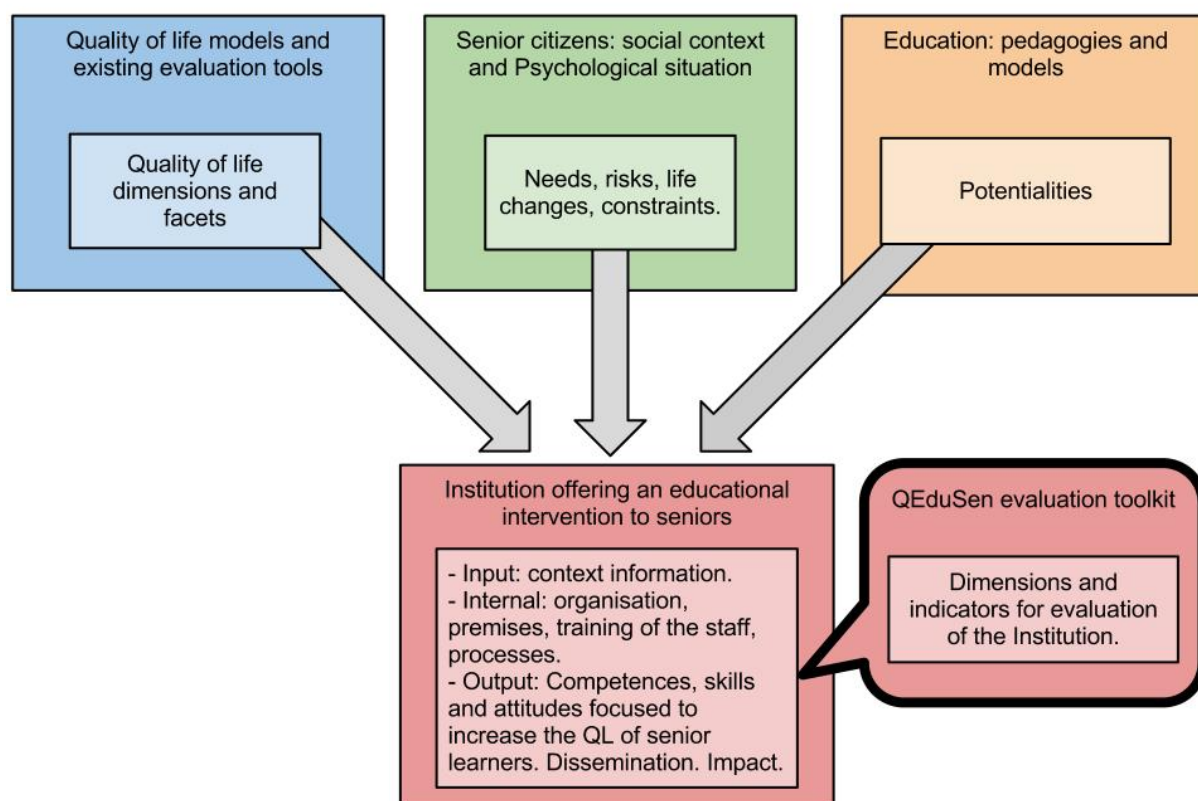
*Figure 2. The evaluation focuses on the input, output and internal processes of the institution, and is based on criteria of QL, education and senior citizens.*

# 3    Quality of life Dimensions

Based on the analysis of D.2.1., the Castellón meeting and other researchers annexed to this report following dimensions have been extracted to be taken into account when evaluating an educational institution.
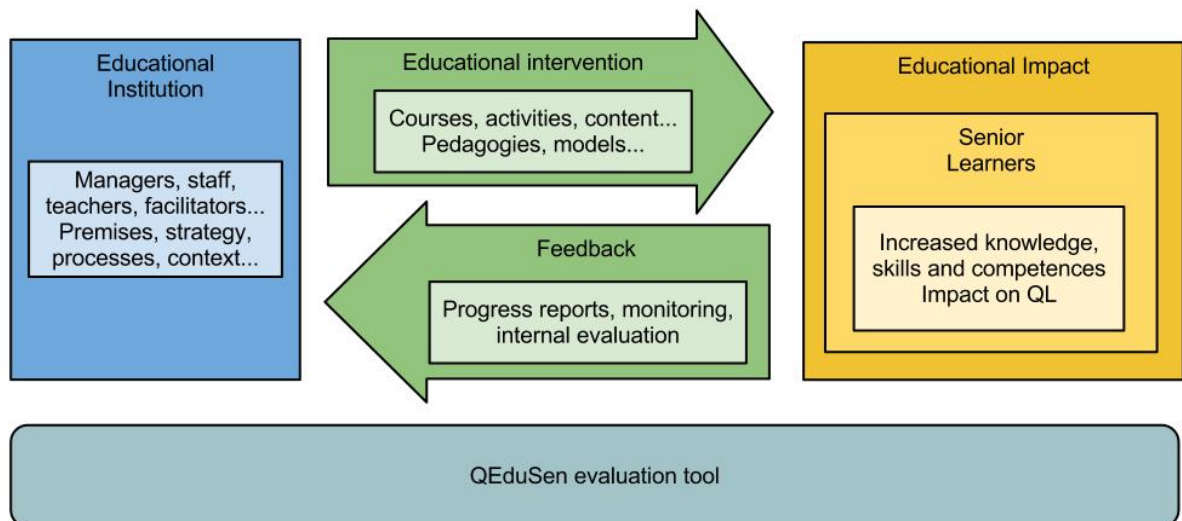
Dimensions:

1. Physical health
2. Psychological health
3. Social
4. Participation
5. Education and learning
6. Cognition (mental health)
7. Leisure

Each of these dimensions for evaluation can be seen from two different perspectives (Figure 3):

1. Does the educational institution promote those dimensions? How does it do that?
2. Does that education impact positively on seniors' quality of life?

By this way, the education promoted by the institutions, should be analysed not only about how it is produced, but also how it is received by senior learners and it if has a positive impact. Figure 3.

*Figure 3. The action (a) and the the feedback (b) should be evaluated*

All this analysis and dimensions and indicators extraction has been done based on the present theories of Quality of Life (D.2.1.a) and which of them are more suitable to reduce the risks of the elderly through education. The partnership members expertise and other parallel researches done in the institutions, guided this analysis and abstraction of dimensions. During the Castellón meeting, experts from different areas, extracted, detailed and contextualized the dimensions. The context of the dimensions can be seen in table 1.