Demographic change and active inclusion in Krakow: The school of @Active Seniors

Cities for Active Inclusion

CITIES FOR ACTIVE INCLUSION

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1. BACKGROUND

1.1 Current city data and main demographic trends

Krakow is Poland's second largest city. Located in the Malopolska region, it is one of the country's most important economic hubs. Over recent years, the population of Krakow has been growing: from some 745,000 in 1995 to just over 756,000 in 2010. During that time the structure of the population by age has changed dramatically. In 1995 in Krakow, there were some 134,000 children aged 0 to 14 years old (17.9% of the total city population); while the number of people aged 65+ was some 90,000 (12% of the total). By 2010, there had been a demonstrable ageing of the population: the number of children aged 0 to 14 had fallen to 96,000 (only 12.7% of the total city population), while the number of people aged 65+ had grown to 119,000 (15.7% of the total).

The fact that people in Krakow are now living longer is one of the main reasons why the population is ageing; and for today's children, life expectancy is even longer. The current average life expectancy for boys born today is now 75.1 years and for girls born today it is 81.5 years. However, the death rate is quite constant at about 9.5 per 1,000 inhabitants per year. Because older people are accounting for an increasing share of the population in Krakow, the old age dependency ratio (the number of people aged 65+ compared with the number of people aged 15-64) is increasing. In 1995, the old age dependency ratio[1] was only 17.2%, while by 2010 it had grown to 22%.

These changes in the structure of the population are also a result of migration: not only international outward migration (which occurred particularly from 2004 onwards), but also migration from Krakow to other areas of the region and of the country.

In terms of the labour market, the situation in the city is quite favourable: there are a lot of job opportunities in Krakow. In 2010, the unemployment rate in the city was only 4.7%, compared with 9.1% for the Malopolska region as a whole.

The ageing of the population in Krakow is also due to the city's low fertility rates. In 2002, Located in the Malopolska the total fertility rate[2] was just 1.006 per woman. In recent years there has been a slight increase in the total fertility rate: up to 1.251 per woman in 2009 and 1.237 in 2010.

The birth rate in the city over last 15 years or so has been correspondingly low: ranging from 8.4 births per 1,000 people per year in 1995, to its lowest level of 7.5 per 1,000 in 2002 and slightly higher at 10.4 per 1,000 in 2010.

The demographic projections for the next 25 years or so indicate that by 2035 there will be more than 769,000 people in total living in Krakow. The number of people aged 65+ is predicted to increase to 167,000, which translates to a 40% increase in this age group compared with 2010. It is worth adding that the age diversity in the city varies from district to district. Already some districts in Krakow have a very high proportion of older people: the Nowa Huta district has the highest share of older people.

[1] The old age dependency ratio is the number of persons aged 65+ compared with the number of persons aged 15-64 in the population; as an alternative it is also possible to use the ratio of post-working population to working population.
[2] The total fertility rate is the number of children a woman would have based on currently prevailing age-specific fertility rates: this provides a good estimate of the actual average number of children per woman.

1.2 How changing demographic trends are expected to impact on Krakow

Population ageing is already noticeable in Krakow. The increasing number of older people has already had an impact on various services, and the process will continue. The fewer children there are in the city, the less the requirement for schools and teachers, and the fewer jobs there are that are focused on children and young people. At the same time, the higher the number of older inhabitants, the more jobs is needed in health care and long-term care. In addition, the more dependent older people there are, the more social services are needed to secure the basic needs of those who do not receive support or care from their families. Furthermore, with higher numbers of older people, there is a need to adjust various aspects of the city's public infrastructure such as transport.

On the other hand, the older generation has the potential to have a positive impact on socio-economic development of the city: for example, many older people can play an active role as volunteers in NGO's and other third sector organisations, which helps strengthen the third sector. In addition, older people can often play an active role in the development of local Universities of the Third Age, which help to actively include older people in society.

1.3. The main policies for dealing with demographic change at city level

The city of Krakow has already been taking steps to prepare for demographic change. A few years ago, Krakow's municipal office prepared a programme for older people (i.e. senior citizens) called Krakow's Pact for Seniors. This aims to help integrate services for older people through collaboration between different partner organizations and to actively include older people in society by organising projects and activities for them.

The pact for seniors programme has been already thought through and developed in preparation for the significant demographic changes in terms of population ageing, which the city is currently experiencing and will continue to experience over the next few decades.

The pact for seniors programme has established partnerships between various stakeholders, including local authorities, public sector organisations and institutions, NGO's, the private sector and the media. The programme motivates these organisations to develop and arrange a variety of different initiatives for older people living in Krakow. These initiatives focus on a number of different areas, including:

- cultural activities;
- health promotion and prevention;
- rehabilitation;
- recreation;
- education and training;
- advice and counseling;
- information;
- security and transport.

One example of the initiatives developed and implemented under Krakow's pact for seniors programme is (e.g. the AENEAS project. This focused on achieving energy-efficient mobility in an ageing society, and was conducted within the framework of the EU's Intelligent Energy Europe programme.

2. HOW KRAKOW IS COPING WITH POPULATION AGEING

2.1 Demographic change at city level: active inclusion of older people

As mentioned earlier, there will be an increasing number of older people in Krakow. In addition, many people leave the labour market at a fairly early age: the average age of retirement for people in the Malopolska region is 54 years old, and the average retirement age for Poland as a whole is 57.5 years (ZUS, 2011[3]). This is reflected in the 2010 average employment rates for workers aged 55 to 64 years: this was 34% for Poland, and 36.1% for the Malopolska region including Krakow, although the figure is higher for men (47.5%) than for women (27.2%).

On the other hand, quite a number of people aged 65+ are still in employment: for Malopolska, the employment rate for people aged 65+ was 6.9%: 10% for men, and 5% for women (GUS, 2012)[4].

It has been shown that people who have retired from the labour market and are inactive are at the highest risk of being socially excluded and lonely (Social Diagnosis survey, 2012)[5]. Moreover, relatively few older people use computers or the internet[6] (Social Diagnosis, 2012). One of the factors contributing to the social exclusion of older people is that they lack the skills needed to use modern technologies.

The urgent aim is therefore to provide active inclusion measures for older people, not only to give them the information technology skills they need, but also to help them be socially active. All older people, particularly those who are no longer in full time work, should be supported with the resources they need to lead a dignified life and given opportunities for social participation. It is important to provide active inclusion activities for those who have retired from the labour market in order to prevent this group from suffering from social exclusion and loneliness.

> “Participants are older people who are no longer working full time. They are encouraged to develop their interests and hobbies: e.g. reading, history, art, photography, use of computers, preparation of publications, and organising themed events.”

2.2 Solutions at city level: School of @Active Seniors (S@S)

Krakow’s innovative and unique School of @Active Seniors (S@S) programme is a good example of a measure which fits with the objectives and goals of the EU Active Inclusion Strategy.

The School of @Active Seniors is in line with the integrated approach required by the EU active inclusion strategy. Participants are older people (i.e. senior citizens), who are no longer working full time. They are encouraged to develop their interests and hobbies: e.g. reading, history, art, photography, use of computers, preparation of publications, and organising themed events.

To maximise the active inclusion of each participant, the School of @Active Seniors provides access to high quality activities that are designed and organised with users’ involvement. The activities take a personalised approach based on the multiple needs of people as individuals. Participants can broaden their knowledge in different fields, such as finance and business, and can acquire new skills, in particular, the ICT skills that people in this age group lack the most.

[3] Social Insurance Institution, ZUS, 2011; more information can be found at the institution’s website: www.zus.pl
[4] Central Statistical Office, 2012: www.stat.gov.pl
[5] Reports of the Social Diagnosis survey, 2012: www.diagnozaspoleczna.com
[6] In 2007, of those who were 55+ and not working, only 10.1% used computers, and only 7.4% used the internet (Batorski, 2007 based on Social Diagnosis survey).

The programme uses effective lifelong learning strategies, with training methods that inspire participants to learn the skills to meet modern competence requirements, such as digital skills. This ensures an inclusive labour market approach, so that participants have the opportunity not only to volunteer for third sector organisations, but to go back into the labour market if they wish.

Another aspect of the School of @Active Seniors is that its role also includes accessing adequate funding to run its activities. All the School of @Active Seniors activities are provided free of charge: it is a way of subsidising the participants in order to enable them to lead a life that is compatible with human dignity, as part of a comprehensive, consistent drive to combat social exclusion in Krakow. The School of @Active Seniors has successfully applied to become a partner organisation in a variety of EU projects, in particular those funded through the EU's Grundtvig lifelong learning scheme.

In addition, participants freely exchange their professional knowledge and experience with others: not only with other participants, but also with the younger people who are leaders and trainers for the S@S. This helps to build intergenerational solidarity and understanding between the different age groups.

A further important point is that the S@S programme involves a wide variety of organisations working in partnership together. The programme was originally set up and implemented by Krakow's Polish-German Association NGO, in collaboration with Krakow's regional public library: a public educational and cultural institution located in the centre of the city. These two organisations co-operate with many other organisations, including NGO's, social services partners, service providers and the private sector. In this way, the School of @Active Seniors work in partnership with all the relevant organisations, in line with the EU active inclusion strategy and its requirement for a coordinated approach. All the relevant stakeholders actively participate in the development, implementation and evaluation of this programme and its projects, including older people in Krakow who are affected by social exclusion.

2.2.1 Objectives

The overall aim of the School of @Active Seniors is:

- the active social inclusion of older people in Krakow.

The detailed objectives of the School of @Active Seniors are:

- to improve the educational methods for senior citizens through the use of the modern technology;
- to involve the senior citizens in new activities and thereby make it possible for them to be socially integrated;
- to extend educational activities for all the programme's partners, including groups of older people, the library, NGO's, and businesses;
- to promote intergenerational and intercultural dialogue;
- to promote a life-long learning approach;
- to release the creativity of older people.

The School of @Active Seniors places particular emphasis on intergenerational understanding. This is especially topical as 2012 is designated the European Year for Active Ageing and Solidarity

between Generations. This intergenerational approach is highlighted by the fact that the two target groups for the programme are:

- older people: living Krakow and the wider Malopolska region, they are ready to develop their hobbies and passions, attend educational and cultural events, participate in local community life, and exhibit and share their creativity with others;
- younger people: the 20 or so library staff who act as trainers and lead the activities are mainly aged up to 40 years old, the majority being aged 25 to 33; they can use their experience as trainers to build their professional skills.

2.2.2 Activities

The main types of activities offered by the School of @Active Seniors programme are:

- Practical sessions: learning by doing;
- Meetings: regular meetings such as lectures, workshops, seminars and courses;
- Events: based on the voluntary work of senior citizens.

There are three main themes, each with a number of aspects:

- Seniors in the world of culture and art:
  - regular meetings: small groups of participants meet on a weekly basis to discuss, develop and work with specific topics of interest (e.g. photography; writing the history of city districts; poetry writing and discussion);
  - open lectures: one or two lectures are held per month, with between 50 to100 attendees: they focus on a variety of interesting topics including literature and culture;
  - cultural and creative work: events, exhibitions and publications featuring the cultural, artistic and creative work produced by older people living in the city.

- Seniors in the world of new technologies and the information society:
  - courses on the use of computers and the internet (ICT): these are very popular: for example, e.g. 250 people took part in one of the computer courses;
  - training courses on new communication technologies: these special courses show older people how to use mobile phones, digital cameras, video cameras, cable TV and so on;
  - financial workshops and lectures: these use an innovative approach to cover finance, accounting, economics and the modern banking system;
  - Cash Flow investment game: a new investment game that provides older people with an opportunity to learn how to invest.

- Seniors in public life: towards active citizenship:
  - training: courses and activities that teach senior citizens aspects such as: how to actively participate in public life; how to represent their group's interests; and older consumers and their rights in the marketplace (the law, regulations, on-line shopping, security in on-line shopping etc.);
  - booklets and guides: these help senior citizens to understand how to get involved in public life, and how best to handle different situations in public life.

The School of @Active Seniors has been very successful in not only training participants in the use of computers, the internet and new communication technologies but also in using this ICT training

as a tool to actively include senior citizens in the wider society. This serves as an example of good practice for other municipalities who want to ensure active inclusion for this target group. It has been also considered as a useful pilot programme. The success of this technology training provides staff at Krakow's regional library with an opportunity to share best practice experience with other libraries in Krakow and the Malopolska Region, and elsewhere.

By working together to develop and run the School of @Active Seniors, Krakow's Regional Public Library and Krakow's Polish-German Association NGO have successfully established a collaborative network at regional, national and international level. This network of partner organisations includes: other libraries; public institutions such as Malopolska's Regional Labour Office; NGO's including the Universities of the Third Age; and businesses such as the media, internet, phone provider UPC Polska, and the Deutsche Bank Private and Business Clients unit.

In Poland, taking an integrated and coordinated approach to addressing social exclusion among older people has only started very recently and is still at an early stage. However, the success of the School of @Active Seniors has already attracted attention at the local, regional and national levels. Firstly, the School of @Active Seniors has been given some awards[7]. Secondly, the organisers have been invited to serve on advisory and consulting bodies, as well as getting involved with integration initiatives. These initiatives include: the Polish Coalition for Digital Inclusion of the 50+ Generation; Malopolska's Regional Partnership for Lifelong Education; and an advisory group of experts working with Poland's Ministry for Labour and Social Policy, which is involved with initiatives for the 2012 European Year for Active Ageing and Solidarity between Generations.

The School of @Active Seniors programme is highly innovative, because it combines the following aspects:

- stimulating the inherent creativity and energy of older people, by offering opportunities for cultural enrichment, for training , for membership of the information society, and for active citizenship in the modern world;
- the use of information and communication technology (ICT) skills to take part in different activities and share ideas;
- the use of ICT training as a tool to help integrate older people and to help motivate them to participate in society;
- encouraging an intergenerational dialogue between the relatively young trainers and the older participants;
- providing all the activities for older people free of charge.
- implementing a win-win NGO-public-private partnership, to help maximise the effectiveness of the programme.

The main public partner is Krakow's Regional Public Library, which offers a location, an infrastructure, a friendly atmosphere and qualified staff. The main NGO partner is Krakow's Polish-German Association which provides ideas and helps run the programme. One of the main private partners is the internet, TV and telephone provider UPC[8]: they are an active partner in some of the ICT and internet-based initiatives of the School of @Active Seniors programme. In addition, there is also international cooperation.

[7] Two projects, the ICT and Inter- generational Communication project and the TeachNET project were rated as among the best by Poland's national agency for the European Union's Grundtvig lifelong learning finance scheme 2007-2013. These projects bring together older and younger people through learning and teaching. In addition, the HEuRIT(AGE) project, which preserves the heritage of memories, has been selected by the European Commission as one Europe's 30 best initiatives working with older people to update their skills: the award will be presented in Austria (June 2012).

[8] Initiatives such as Maturity on the Net, the Polish Coalition for Digital Inclusion of the 50+ Generation (arranged with the city of Krakow, UPC, the School of @Active Seniors and other partners); the Computer Olympic Games for Seniors; and A Week with the Internet.

One example of an innovative initiative that the School of @Active Seniors programme is involved with is the Computer Olympic Games for Seniors. This is a competition for older people on the use of computers and internet. In 2012, it was held for the first time ever in Poland and in Europe. The School of @Active Seniors is one of several European partner organisations who are running this competition, with funding from the EU's Grundtvig lifelong learning scheme.

The School of @Active Seniors programme was inspired by the Polish German Association in Krakow which, in 2006, convinced Krakow's Regional Public Library to implement the programme together. The programme started in 2007, with information and communications technology (ICT) courses and since then has developed a much wider offer and content.

2.3. KEY SUCCESSES

The School of @Active Seniors programme is focused on inspiring older people to voluntarily take part in activities that will help to actively include them in modern society. To be included in modern society today, people have to have skills in new technologies and also have to overcome other barriers which prevent them from being active among their peer group, among wider society and in public life. The School of @Active Seniors approach is very much in line with the priorities of current social policies at local, regional and national levels, to actively include an ageing population.

2.3.1 Outputs

The School of @Active Seniors programme has already achieved a huge range of outputs, including the following:

- special-interest sessions: regular sessions are organised for groups of older people with particular interests: they practice their ICT skills while focusing on a wide choice of activities and topics, including art, sport and music.
- international conferences and meetings: so far older people have organised and attended seven international events;
- collaboration: so far the programme has collaborated on projects with partners from 12 different countries.
- free lectures open to all: many free lectures have been held on various topics, including:
    - education for culture;
    - ICT and the information society;
    - active citizenship;
- computer and internet courses: numerous computer and internet courses have been run since the beginning of the programme.
- Computer Olympics for Seniors: so far, four international computer Olympic games for senior citizens have been organised.
- guides: e.g. guides for older people on how to get involved in public life;
- books: produced by programme participants such as:
    - youth and fading wisdom,
    - Krakow: by senior citizens;
    - The Malopolska region in our memories and photographs: 2011 (Polish and English versions).

2.3.2 Participant figures

So far, some 3,000 older people have taken part in the School of @Active Seniors programme. About 1,000 participants have taken free courses in ICT skills.

To date, the youngest participant was aged 55, and the oldest was 93 years old; the majority (70%) are aged 55 to 70.

Participants come from many different parts of the city and the region. As well as the participants who have already benefited from the various activities and courses, there is a long list of candidates who are expected to attend future activities offered by the programme. Participants who complete each course receive certificates in ICT skills.

2.3.3 Benefits for trainers

The trainers, who are all staff employed by the librabry, are involved in the School of @Active Seniors programme on a voluntary basis. They can use the programme to practice their competences in teaching older people basic and advanced ICT skills. It is an informal way for the trainers to gain and develop their teaching skills. In return, they receive a special certificate of competency for their CV, and they are also offered the opportunity to update their skills in the future by going on study visits abroad, as well as the chance to participate in conferences and seminars. So this programme enriches the professional teaching experience of the trainers and prepares them to work with other older people, beyond the the School of @Active Seniors programme.

2.3.4 Benefits for participants

The success of the School of @Active Seniors programme in meeting the needs of older people is confirmed in the feedback received in the evaluation questionnaires.[9] For example, one participant wrote:

"I would like to kindly thank you for having the chance to be a participant on the computer course which was professionally led by this particular trainer. She was very well prepared and professional, and showed a lot of patience and kindness to us older people. This course has helped me to get out of the shadows and the trainer did that. I am now not so afraid of computers, given that I can write this e-mail by myself."

In general, participants join special-interest groups on the basis of common needs, interests or hobbies. The

[9] The completed evaluation questionnaires from course participants and trainers will be analysed in detail during 2012 by students from the university on a voluntary basis. Meanwhile, the written comments are being thoroughly read and taken into account. In Annex 1 and 2 we provide an example of each questionnaire.

sessions help them improve their basic ICT knowledge in order to facilitate communication with younger generation, stimulate further activity and creativity, and help them volunteer in the wider society, where ICT skills are essential. The activities also allow them to widen their horizons through international partner meetings and conferences. Older people can also benefit from an enhanced interest in public life, through a better understanding of the procedures involved and of the relevance and impact of the decisions made at local, regional, national and international level on the daily lives of older people. The School of @Active Seniors programme is not a one-off activity or project but a long-lasting experience for them.

Another participant emphasised how the School of @Active Seniors programme can actively include older people long-term:

"In recent years, I have been lucky to participate in many sessions for seniors organised by the S@S in Krakow. They have always provided initiatives which inspire older persons to take part in multidisciplinary activities, such as learning about various countries all over the world, dancing, psychological advice, theatre for seniors, art and design, sight-seeing in Krakow, introduction to business and the development of investment skills via the Cash Flow game, and computer and internet courses. These are just a few which I have participated in. All these forms of activity are valuable as they integrate the seniors with the younger generations. They allow us to learn new knowledge and skills, learn new technology, strengthen our self-esteem and give us the satisfaction of being a member of society with full rights."

The programme aims to actively include older people in society, and in fact it has changed the status of older people who participate. As a result of this type of programme, they are not just perceived as recipients of social services but as full, independent and active members of society, with needs, expectations, passions and wishes, as well as skills. In addition, it changes society: the fact that these senior citizens play an active role as active members of society has an impact on society itself.

As the participant said:

> "Without this programme and the staff of the S@S, our lives would be much worse and much poorer, which is now just incredible to imagine. The world is changing and - with certain skills and without any difficulties or complexes - we would like to find ourselves there (in this new world)".

For participants, the programme is successful in fostering their creativity: trainers have observed how participants come up with new ideas and new activities as a result of taking part in the programme. It helps them to find their place in the new world of modern technology, with better opportunities to communicate with younger generations, for example via email or phone texting, and this helps to prevent them from social exclusion.

Another participant explained how it improved their self-confidence and helped them make friends:

> "We started to believe in our capabilities and the joint classes were in a sense recreation and therapy. The friendly atmosphere helped us to work in a cheerful and creative way and was a factor in attracting us and encouraging us to actively spend our time there, discussing opinions and sharing experiences: it created interpersonal bonds."
>
> (From: The Malopolska region in our memories and photographs 2011: p. 7).

2.3.5 Benefits for the organisations involved

The School of @Active Seniors programme has also had an impact on the institutions and other partners involved with the programme. They realise that these types of activity are vitally necessary for older people, and that the School of @Active Seniors programme provides a good example of best practice. They can therefore share the idea with others, and thereby develop collaborative regional and international partnerships.

2.4. Challenges

The Polish-German Association NGO in Krakow originally came up with the idea for the School of @Active Seniors. In 2006, this association convinced Krakow's Regional Public Library to work in partnership with them, to implement the School of @Active Seniors together. The library is able to offer free rooms for sessions and courses, in a convenient location.

As for so many initiatives and projects, funding is one of the key challenges. As Dr. Lidia Maria Jedlinska pointed out:

"The main difficulty, and therefore the main challenge, is to secure funds, because this is a unique initiative, located in a regional public institution in the center of the city, with limited access to local funds, and with no fees being paid by the programme participants."

An additional challenge is to continue to attract older people to come and participate in the various projects, meetings and lectures. As there is no fee, there is no formal obligation to participate in programme activities, so there is always a risk that not enough people will turn up, although, so far, this has not happened. Nevertheless, the programme has been continually evaluated. So the aim is to continue to organise activities which will be attractive to older people, so they will be motivated to make the effort to travel to the city centre and participate in these activities.

2.5. Future plans and dissemination

This pioneering School of @Active Seniors programme is ready to be fully implemented in other places, not only libraries. Up until now, only parts of the programme have started to be implemented elsewhere, by other organisations, for example, Nowa Huta, Chrzanow, Tuchow and Gorlice libraries.[10] Currently, staff is making a lot of effort to ensure the programme can continue, as the School of @Active Seniors does not receive regular funding. The future of the programme will depend on having stable and continuing funding.

Dissemination of the programme is taking place in various ways. The participants themselves are the best ambassadors for the programme, and promote it in an informal way. Additionally, the School of @Active Seniors web-page is offers open public access, with relevant and updated information about training, special interest sessions, conferences and other events. There is also a permanent contract with the local mass media, and flyers about the services offered are disseminated in the local community. Staff also participate in various conferences, seminars and

[10] For example, other city libraries (e.g. in Nowa Huta) and other regional libraries (e.g. in Chrzanów, Tuchów and Gorlice) have organised computer and internet courses for older people. Also, the annual Computer Olympic Games for Seniors are co-organised with other libraries: e.g. with Wieliczka library (2010); with Chrzanów library (2011); and in 2012, probably with Trzebinia library. Also, the in Piekary Sląskie library (outside the region) uses the School of @Active Seniors experience and ideas in their own Grundtvig programme learning projects.

events as invited speakers, experts and panel members, and the staff themselves have organised conferences.

With increasing numbers of older people living in Krakow due to demographic change, the School of @Active Seniors demonstrates an innovative and successful approach to actively including older people in society.

2.6. Key facts on the School of @Active Seniors

Organisation:

- Lead co-ordinating partners:
  - Krakow's Polish-German Association;
  - Krakow's Regional Public Library.
- Trainers: volunteers from Krakow's Regional Public Library staff.
- Participants: older people from Krakow and the Malopolska region.
- Charging: free for participants.
- Projects: national and international.
- Dates: 2007 to the present, as a continuous ongoing initiative.

Funding (2007-2011):

- Regional funding: Malopolska regional authority budgets.
- National funding: the government's special Fund for Citizens' Initiatives.
- International funding: EU Grundtvig lifelong learning scheme: S@S is a partner in the following Grundtvig projects:
  - ICT and Inter-generational communication training (2007-2009): €18,000
  - SEVIR: training older volunteers to represent their peers in public life (2007-2008): €12,200
  - TeachNET:- learning and teaching with older people and younger people (2009 – 2011): €18,000
  - HEuRIT(AGE): preserving the heritage of memories: (2009 - 2011): €18,000

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ANNEX 1: SCHOOL OF @ACTIVE SENIORS: EVALUATION QUESTIONNAIRE FOR PARTICIPANTS

Dear Student!

We are constantly striving for a better variety of courses. In order to improve our computer courses for senior citizens in the best possible way, we ask you to please answer a few questions, as below. In this way, you will help us to improve our courses and better fulfill student expectations.

Thank you very much!

I. Questions about the trainers / educators

1. Your expectations:

- **Experience**
  - YES
  - NO
- **Gift for teaching (way of giving the information)**
  - YES
  - NO
- **Clear language**
  - YES
  - NO
- **Application of professional computer science phrases**
  - YES
  - NO
- **Non-conventional approach to the issues**
  - YES
  - NO
- **Communication skills**
  - YES
  - NO
- **Politeness and manners**
  - YES
  - NOT IMPORTANT
- **Smart appearance**
  - YES
  - NO
- **Perfect enunciation**
  - YES
  - NO
- **Having a sense of humour**
  - YES
  - NO
  - NOT IMPORTANT

2. In your opinion, what is the optimum age of a trainer?
- o 20-40
- o 41 – 60
- o > 60
- o NOT IMPORTANT

II. Questions about the curriculum and organisation of the courses

1. Did the training meet your expectations?
- o not exactly (not enough)
- o mostly – yes
- o no
- o other (which?) ……

2. What is most important to you in a computer course?
- o direct contact with the trainer/educator
- o paper-based information/files provided by trainers
- o transfer via multimedia

3. Which type of course suits you the best?
- o Basics of Computer and the Internet
- o Advanced Computing (Excel, Power Point, photo-processing)
- o Advanced Internet Skills

4. How frequently should the lessons be provided?
- o once a week
- o twice a week
- o every day

5. How long should each lesson take?
- o 45 minutes
- o 90 minutes
- o > 90 minutes

III. About you

Gender
- o female
- o male

Age
- o 50 – 60
- o 61 - 70
- o 71 – 80
- o > 80

Education

- o elementary
- o secondary
- o higher education/university

Where you live: number of inhabitants

- o < 10 000
- o 10 000 – 100 000
- o > 100 000

Which barriers hinder the success of training courses for senior citizens?

- o psychological barriers
- o financial barriers
- o mental capability barriers
- o communication barriers

Where did you find out about the computer courses for senior citizens?

- o radio
- o TV
- o newspapers and journals
- o internet
- o family, friends

ANNEX 2: SCHOOL OF @ACTIVE SENIORS: EVALUATION QUESTIONNAIRE FOR TRAINERS

Dear Trainer!

We are constantly striving to enhance our courses. In order to improve our future provision of computer courses for senior citizens in the best possible way, we ask you to please answer the following few questions. You will help us to improve our courses and better fulfill your expectations as a trainer.

Thank you very much!

I. General information about you

Gender

- o female
- o male

Age

- o 20 - 30
- o 31 - 40
- o 41 – 50
- o > 50

Education

- o elementary
- o secondary
- o higher education/university

Education profile

- o technical
- o liberal/humanities
- o other (which?).....

Have you run computer courses for senior citizens before (apart from course for the School of @active Seniors)?

- o YES (which?): **>>** O **Word** O **Excel** O **Internet**

  O **Other** (which?): ……

- o NO

Are you active in expanding your knowledge in the education of senior citizens?

- o YES
- o NO

If <u>NOT</u>, then for what reason?

- o lack of offers
- o lack of time
- o lack of interest in such field
- o other (which?) ……..

Which sort of knowledge are you acquiring in terms of running courses for senior citizens?

- o specialist
- o general (psychology, sociology, …)
- o other (which?) …….

From which source/s do you draw your knowledge about running computer courses for senior citizens?

- o internet
- o TV
- o newspapers and journals
- o books
- o other (which?) …….

Does the age of the trainer play any role in running successful computer courses for senior citizens?

- o YES
- o NO
- o I can not answer definitely

If <u>YES</u>, what is the optimum age?

- o 20 - 40
- o 41 – 60
- o > 60

Are there any barriers which hinder the running of training courses for senior citizens?

- o YES
- o NO

If <u>YES</u>, which one/ones:

- o psychological
- o financial
- o mental
- o communication
- o other (which?) …….

II. <u>The curriculum and the organisation of the training courses</u>

What is the optimum number of trainees/participants per trainer?

- o 2 – 6
- o 7 - 10
- o > 10

What is the optimum number of trainees/participants per course?

- o 2 - 5
- o 6 - 10
- o 11 - 15
- o > 15

What is the most important factor to you in running successful computer courses?

- o direct contact between the trainer/educator and the students
- o paper-based information/files
- o transfer of information via multimedia
- o other (which?) …….

How frequently should the lessons be carried out?

- o once a week
- o twice a week
- o every day
- o other (which?) …….

How long should one lesson take?

- o 45 min.
- o 90 min.
- o > 90 min

III. <u>Technical equipment</u>

Does the equipment in the training room meet your requirements?

- o to a minor degree
- o in general - yes
- o not at all

Do the facilities you use personally meet your requirements?

- o YES
- o NO
- o Partly

What is required to improve the quality/efficiency of the education process?

- o better equipment
- o easy Internet connection
- o projector
- o screen
- o sound
- o access to course files
- o exchange of information, brain-storming
- o other (which?) ……..

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