

Peer to Peer Support Fostering Active Ageing (2014-2016)



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PPS Face-to-Face and e-learning programme for active ageing **National report on Face-to-Face and e-learning implementation of the PPS educational programme for seniors**

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1 Introduction: Implementation of the pilot Face-to-Face educational programme in Spain

The Pilot Peer-to-Peer course for an active ageing in its face-to-face format was programmed to be carried out with the 14 peers who received the mentoring during the first stage of the project and who assumed the task of becoming peers for the training of other older adults after the previous instruction process. This pilot project was developed during December 2015 and March 2016.

1.1 *The background*

During the month of December 2015, we proceeded to summon the potential addressees who could possibly be interested in this training: seniors who were not students at our centre (Permanent University of the University of Alicante-UPUA) and who were, therefore, not usually involved in training programmes for older adults. To that end, we undertook the development of a dissemination campaign about the PPS project and the Face-to-Face action, in which the UPUA counted on the collaboration of the Alicante Town Council, more precisely, the Local Departments of Education, Employment and Health. The following dissemination means were used: a) newspapers and digital press at a local, regional and national level; b) radio; c) written press; d) website and social networks of the University of Alicante and the Alicante Town Council (Centre of Resources for Consumption and Education); f) personalised invitations to the heads and presidents of Residents' Associations, Seniors' Centres, Pensioners and Housewives' Associations, and other groups of seniors. Examples of such dissemination are included in Annex 1.

1.2 *The dissemination*

After this intense campaign, over forty people enrolled in this initiative and, before them, the Coordinator of the PPS Project at the UPUA, Concepción Bru Ronda –Director of the Permanent University– carried out an introductory face-to-face session on December 14th which served to make an overall presentation (with an attendance of ca. 30 people) of the PPS Project and the Face-To-Face programme. Furthermore, a description was also offered of the aims, contents and methodology, the schedule dates were specified, and the peers who were going to impart the aforesaid peer-to-peer face-to-face training pilot course were introduced.

It was agreed that the course would be implemented in the spaces and classrooms of the *CENTRO DE RECURSOS DE CONSUMO* (Centre of Resources for Consumption) –a public service unit located downtown in Alicante at C/Calderón de la Barca, 3, at the premises of the CENTRAL MARKET. This location was chosen because it constituted a reference place which many citizens frequented (they do their daily shopping there) with

the aim, above all, of attracting citizens who do not usually participate as UPUA students in training programmes. The aim sought was to widen the possible impact of the PPS project and of the training derived from it, as well as to favour social groups who are not accustomed to attending classes for older adults.

The rest of the month of December was used to continue with the campaign and the registration of those who could be interested. Thus, right after the end of the Christmas holidays, the 10 three-hour sessions of the Pilot Face-to-Face Course started on January 13th 2016 and finished on March 16th 2016. These sessions were distributed in five modules and dealt with the contents designed by the people in charge of the project, which the peers made their own by introducing a number of specific aspects in order to adapt the contents to their different audiences. Although the fixed attendance was situated around 15 people for all the Pilot Face-to-Face sessions, 20 people, and even more than 30 on some occasions, attended nearly all the sessions. This can be explained by the fact that the Centre of Resources for Consumption of the Alicante Town Council is a public and open centre, and despite the need for pre-enrolment in this pilot course, it was deemed appropriate to leave open the possibility for people to join it every week with the aim of achieving a greater impact and dissemination of both the PPS project as a whole and this peer-to-peer training initiative in particular.





Face-to-Face Pilot Course		Date	Time	No. of Participants
No.	Title			
MODULE 1: Active Ageing				
1	Introduction	13.01.16	10:30 - 12:30	15
MODULE 2: Healthy Ageing				
2	Health from a holistic approach. Europeans' health. Ageing processes	20.01.16	10:30 - 12:30	25
3	Healthcare prophylaxis within a holistic environment. Ageing and its consequences	27.01.16	17:30 - 19:30	19
4	Interactions of medication with food and alcohol. How to take medicines correctly. The path of drugs through our body	03.02.16	17:30 - 19:30	15
5	The promotion of senior adults' physical health. Guidelines to promote physical activity among senior adults. Physical activity programme for seniors	08.02.16	10:30 - 12:30	15
		10.02.16	10:30 - 12:30	21
6	Nutrition, diet, addictions. Suitable nutritional model	15.02.16	12:00 - 14:00	20
		17.02.16	12:00 - 14:00	22
7	Human well-being. Spider's web	24.02.16	10:30 - 12:30	39
MODULE 3: Use of Technology				
8	The new technologies. Contact us via Internet. Surfing the Net. Messaging Software. The online service	01.03.16	10:30 - 12:30	28
		02.03.16	10:30 - 12:30	22
		03.03.16	10:30 - 12:30	21
MODULE 4: Social Skills				
9	Social Skills	09.03.16	10:30 - 13:30	15
MODULE 5: Voluntary Service				
10	Voluntary Service	16.03.16	10:30 - 13:30	28

1.3 Assigning the mentors to the Face-to-Face Pilot

14 peers were selected to carry out the Face-to-Face Pilot at the Permanent University of the University of Alicante. As previously mentioned in other reports, and taking into account the specialised contents of the Pilot Course module, we worked with people who already had some knowledge of the fields involved (psychologists, pharmacists, biologists, nurses, teachers, engineers, managers, social workers, etc.), and who, in addition, had received in the previous stage of the project some specific training in communication and public speaking, apart from the specific training of peers covering the PPS project contents. Taking into account their own respective qualities, this previous training was focused on developing and consolidating their skills and develop new ones, especially, those related to communication with others. The advantage was that, from a starting point, they had the capabilities required to effectively develop the PPS specialised contents. The selection was additionally based on their human quality, empathy, generosity and availability to implement this project and to dedicate their time to us.

This whole group of trainers-mentors or peers were coordinated and supervised by Alberto Plaza Salán, coach, and Concepción Bru Ronda, Director of the UPUA. They both monitored all the contents of the Pilot and the Face-to-Face sessions.

2 PPS Face-to-Face educational programme for seniors

2.1 Dates of the PPS Face-to-Face programme for seniors in Spain

Number	Date	Place (city)	Mentor
1	January 13th 2016	Alicante	Daniel Riera Moll María Soler López
2	January 20th 2016	Alicante	Alfonso Soler Gomis
3	January 27th 2016	Alicante	Inmaculada Lassaletta Goñi
4	February 3rd 2016	Alicante	Encarnacion Gómez García
5	February 8th and 10th 2016	Alicante	Isabel Ripalda Ramírez Carmen Esteve Martínez Francisco Pérez Forte
6	February 15th and 17th 2016	Alicante	José Miguel Martínez Sanz
7	February 24th 2016	Alicante	África Villán Paredes Alberto Plaza Salán
8	March 1st, 2nd and 3rd 2016	Alicante	Felipe Castejón Albaladejo JOVESOLIDES
9	March 9th 2016	Alicante	M ^a Pilar García Pardo M ^a Dolores Mollá Soler Salvador Molla Cots
10	March 16th 2016	Alicante	José Rubio Jiménez Blas Fernández García Francisco Pérez Roldán

2.2 List of people registered and participants in the PPS face-to-face educational programme

Number	Name and Surname	Gender
1	José Jiménez Castillo	Male
2	Antonio Martínez Cerezo	Male
3	Carmen Fernández Bolaños	Female
4	Roberto Box García	Male
5	Benedicta Gonzalo Muñoz	Female
6	Amparo Montero	Female
7	Alfonsa Díaz Martínez	Female
8	Mercedes Maestre Payá	Female
9	Matilde Clivilles Franco	Female
10	Lisbet Sorensen Madsen	Female
11	Francisco Torregrosa Ferrández	Male
12	Lara Terrés	Female
13	M ^a Ángeles Pinilla Hompanera	Female
14	Clotilde Pascual Alba	Female
15	Manuela Rebollo Espinosa	Female
16	M ^a Dolores Belmonte Fuentes	Female
17	Benito Dopez Monteagudo	Male
18	Ambrosio Cases Costa	Male
19	Mercedes Ferrero Ferreras	Female
20	Amadeo Vidal Lucas	Male
21	Dolores Benimeli Lillo	Female
22	M ^a Ángeles Ramos Ruzafa	Female
23	M ^a Luz Morote	Female
24	Lourdes Cañego Cano	Female
25	Ana Isabel Moya Arraez	Female
26	Adelaida Pizones Fernández	Female
27	Alicia Guinovart	Female
28	Joan Pérez	Male
29	Dolores López Poveda	Female
30	María Dolores Romero Soriano	Female
31	Ángeles Lucía Juez	Female
32	María Miota Montoso	Female
33	Irene Maciá Maciá	Female

Number	Name and Surname	Gender
34	Paloma García Conde	Female
35	Josefa Romero Calderón	Female
36	Aurora Pérez García	Female
37	Dolores Berbejal Martorell	Female
38	Pilar Torres	Female
39	M ^a Carmen Nebot Borja	Female
40	María Zulema López	Female
41	M ^a de los Ángeles Domínguez Suay	Female
42	María Deus Deus	Female
43	Pilar Rubio	Female
44	M ^a Cristina Martínez	Female
45	Zucconi Marie Tesere	Female
46	Courtine Anique	Female
47	Rafael Bernat Aguado	Male
48	Manuel Fraga Fernández	Male
49	M ^a Dolores Solada Rivera	Female
50	Consuelo Verdú Blasco	Female
51	M ^a Carmen Llorens Pérez	Female
52	M ^a Encarnación Gallar Ruiz	Female
53	Ángela Martín Alicente	Female
54	Ezequiel Grau Belmonte	Male
55	Jerónimo Ibarra Eugenio	Male
56	Carmelo Jiménez García	Male
57	María Teresa Sanz	Female
58	Feliciano Pleguezuelos	Male
59	Carmen Soriano Fernández	Female
60	M ^a Cristina Martínez Albaladejo	Female
61	Manuel Mateo Martínez	Male
62	Isabel Gómez Llorca	Female
63	Antonia M ^a Carcelén Cutillas	Female
64	Rosa Camarena Palomares	Female
65	Haydee Jozami Gatti	Female
66	M ^a José Martínez Mirete	Female
67	Juan Fernando Guillén	Male
68	Vicente Ramón Botella Rubio	Male
69	Margarita Ripoll Garrigós	Female

2.3 Mentor for PPS Face-to-Face programme

- **Mr. Alberto Plaza Salán**

- Age: 51
- Gender: Male
- Skills: UPUA lecturer, Chair of the Regional Association of Foster Parents
- Competences: Psychologist, Coaching Expert
- Experience: More than 5 years

Mr. Alberto Plaza Salán studied Psychology at the UNED University and specialised in Clinical Psychology. He has been an expert in gerontology since 2000 and a trainer of trainers that has collaborated in many workshops about the improvement of memory in older adults. Besides, he has lectured at the Permanent University since 2000. He teaches courses about health and quality of life; for example, a workshop on the improvement of memory in older adults (levels I and II). He has wide experience with seniors as he has elaborated and taught several courses aimed at older people that are related with the improvement of memory or social skills.

2.4 Certificate

The following template was used to provide PPS face-to-face participants with a certificate.



D^a CONCEPCIÓN BRU RONDA,

Directora de la Universidad Permanente y Coordinadora del Proyecto para el grupo de investigación de la Universidad de Alicante.

CERTIFICA

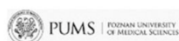
Que **Josefa Romero Calderón**, ha participado y completado con éxito el Programa Educativo PPS: *Peer to Peer (50+)*

El Programa Educativo PPS incluido en el proyecto europeo Multilateral *PPS –Peer to Peer Support Fostering Active Ageing* con el número de proyecto **538403-LLP-1-2013-1-DK-GRUNDTVIG-GMP**, ha tenido una duración de **30 horas** y está formado por **5 módulos**.

CONTENIDOS DEL PROGRAMA

- MÓDULO GENERAL 1: Introducción al Envejecimiento Activo
- MÓDULO GENERAL 2: Envejecimiento Saludable
- MÓDULO GENERAL 3: Utilización de la Tecnología
- MÓDULO ESPECÍFICO 4: Habilidades Sociales
- MÓDULO ESPECÍFICO 5: Voluntariado

Y para que así conste, se expide el presente certificado en Alicante, a 21 de marzo de 2016.



3 Evaluation

3.1 Methodology

This national report on the pilot of the PPS Face-to-Face programme for seniors used two main instruments for evaluation and general assessment with a different scope and intensity, namely:

- **Quantitative Questionnaires** – consisted of a set of closed questions that enquired about the main challenges and problems that occurred during the training. The questionnaires were standard for all partners and facilitated a broad and detailed collection of information among the participants in each country.
- **Qualitative focus group discussion** – a focus group is an instrument which allows a discussion of opinions between participants about a certain topic. It has the aim of discussing inputs, developing new ideas or finding consensus about a certain idea or proposal. Focus groups were conducted with natural groups (in this particular case with the groups of participants that followed the pilot training). The purpose of this section of the evaluation process is to offer an overview of the guidelines and methods used for training, gather useful information and suggestions from participants and, ultimately, upgrade the PPS Face-to-Face educational programme for supporting active ageing (30 hours + 15 hours' supervision) with the implementation of the results of the report.

3.2 Evaluation results

Module “Active Ageing – an introduction”

Active Ageing

Date:	January 13th 2016, 10:30 to 12:30
Place:	Centre of Resources for Consumption (Central Market) – Alicante
Moderators:	Daniel Riera Moll (peer) María Soler López (peer) Concepción Bru Ronda (coordinator)
Participants:	15 (10 women, 5 men)



January 13th was the date on which the pilot course of the learning programme "Peer to Peer Learning for an active ageing" –developed within the framework of the European project "Peer to Peer Support Fostering Active Ageing"– began. Daniel Riera and María Soler conducted the first workshop about demographic and active ageing in twenty-first-century society. It was the first module of the learning programme and had a duration of 30 hours.

Many of the participants claimed to be unaware of the true figures of demographic ageing as well as of the real importance corresponding to this social, economic and healthcare reality.

The expositive material was complemented with the delivery of additional materials, namely, brochures about the PPS project and a written summary of the main data and graphs provided, which served to carry out practical exercises and develop a final debate in which everyone present took part.

Quantitative Questionnaire-based assessment

	Participants	Very unsatisfied	Unsatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied
		1	2	3	4	5
MODULE 1 – ACTIVE AGEING						
Introduction	15					
Assessment of the organisation and content of training						
<i>How satisfied were you with the derived training?</i>					5	6
<i>How satisfied were you with the organisation of training activities?</i>					5	6
<i>How satisfied were you with the content of the training?</i>					4	7
Evaluation of the working methods, learning material and lecturers						
<i>How satisfied were you with the working methods?</i>					5	6
<i>How satisfied were you with the learning material?</i>				2	5	4
<i>How satisfied were you with the lecturers?</i>					5	6

Qualitative feedback-based assessment

The comments gathered were as follows:

- The activity as a whole is correct and well assembled.

Module 2 “Healthy Ageing”

Health from a holistic approach. Europeans’ health. Ageing processes

Date: January 20th 2016, 10:30 to 12:30
Place: Centre of Resources for Consumption (Central Market) – Alicante
Moderators: Alfonso Soler Gomis (peer)
Concepción Bru Ronda (coordinator)
Participants: 25 (18 women, 7 men)



This Pilot workshop, held in Alicante, was entitled: "Health from a holistic approach. Europeans’ health. Ageing processes." On the whole, the integrated approach to the ageing process was well received by the participants, since there is a patent lack of knowledge about the relation of the ageing process with people’s health. For many of those present, it was the first time they knew about a similar approach; thereby, it aroused their curiosity and encouraged them to ask numerous questions and to make many comments. They also showed their interest in having full access to the online platform contents. Finally, printed materials as well as guide-brochures were distributed (see the annex at the end of the report).

Quantitative questionnaire-based assessment

	Participants	Very unsatisfied	Unsatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied
MODULE 2 – HEALTHY AGEING		1	2	3	4	5
Health from a holistic approach. Europeans' health. Ageing processes	25					
Assessment of the organisation and content of training						
<i>How satisfied were you with the derived training?</i>					11	11
<i>How satisfied were you with the organisation of training activities?</i>					11	11
<i>How satisfied were you with the content of the training?</i>					10	12
Evaluation of the working methods, learning material and lecturers						
<i>How satisfied were you with the working methods?</i>					11	11
<i>How satisfied were you with the learning material?</i>					12	10
<i>How satisfied were you with the lecturers?</i>					10	12

Qualitative feedback-based assessment at the end of the seminar

The comments gathered were as follows:

- It was highly enriching for me and the teacher explained everything very well, showing a nice attitude and good communication and accessibility skills.

Healthcare prophylaxis within a holistic environment. Ageing and its consequences

Date: January 27th 2016, 17:30 to 19:30
Place: Centre of Resources for Consumption (Central Market) – Alicante
Moderators: Inmaculada Lassaletta Goñi (peer)
 Concepción Bru Ronda (coordinator)
Participants: 19 (11 women, 8 men)



Work in this session focused on the most common causes of death related to ageing and the absolute necessity of promoting bad health prevention among ageing people. The session especially focused on circulatory diseases; respiratory diseases; diabetes; gastrointestinal diseases; and others associated with unhealthy lifestyles; as well as those related to viruses and bacteria which principally affect the senior population and require preventive vaccination or special health prevention campaigns. Attention was paid to important steps for the implementation of a prevention system and the monitoring of such campaigns (vaccines, medical examinations, etc.). In addition, some time was devoted to show patterns and explain what observations are needed to acquire knowledge about the physiology and the body of an individual in order to identify evident symptoms of illness. Additional material was handed out, and workshop-style demonstrations were developed about how to measure blood pressure or how to make a glycaemia test, among others. In general, all the participants were actively involved throughout the session and they made personal as well as general questions. Finally, an interesting concluding debate was held at the end.

Quantitative questionnaire-based assessment

	Participants	Very unsatisfied	Unsatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied
MODULE 2 – HEALTHY AGEING		1	2	3	4	5
Health prophylaxis in a holistic approach. Ageing and its consequences	19					
Assessment of the organisation and content of training						
<i>How satisfied were you with the derived training?</i>				1	9	7
<i>How satisfied were you with the organisation of training activities?</i>				1	8	8
<i>How satisfied were you with the content of the training?</i>				2	8	7
Evaluation of the working methods, learning material and lecturers						
<i>How satisfied were you with the working methods?</i>				2	8	6
<i>How satisfied were you with the learning material?</i>				2	10	5
<i>How satisfied were you with the lecturers?</i>			1	1	8	7

Qualitative Feedback-based assessment at the end of the seminar

The comments gathered were as follows:

- It was short but interesting. Very complete. It was instructive and entertaining.

Interactions of medication with food and alcohol. How to take medicines correctly. The path of drugs through our body

Date: February 3rd 2016, 17:30 to 19:30
Place: Centre of Resources for Consumption (Central Market) – Alicante
Moderators: Encarnación Gómez García (peer)
Concepción Bru Ronda (coordinator)
Participants: 15 (8 women, 7 men)



In the context of the *PPS* face-to-face meeting about the proper use of medication, participants received information about how to be aware of drug and food interactions. The peers offered them certain rules and implemented a number of small steps to ensure the correct use of these substances. Another important topic covered was how the different substances work in our body. The idea was to raise awareness about the fact that this is a complicated process and that many types of reactions may exist.

Emphasis was placed on practical aspects using material resources, patient information leaflets (directions for the correct use of drugs), blisters for medication, etc. The session was complemented with brochures and other materials oriented towards personalised help. Everyone present carried out case simulations, additionally, made useful contributions and asked numerous questions about the different aspects covered during the session.

Quantitative questionnaire-based assessment

	Participants	Very unsatisfied	Unsatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied
		1	2	3	4	5
MODULE 2 – HEALTHY AGEING						
<i>Interactions of medication with food and alcohol. How to take medicines correctly. The path of drugs through our body</i>	15					
Assessment of the organisation and content of training						
<i>How satisfied were you with the derived training?</i>					4	10
<i>How satisfied were you with the organisation of training activities?</i>					5	9
<i>How satisfied were you with the content of the training?</i>					7	7
Evaluation of the working methods, learning material and lecturers						
<i>How satisfied were you with the working methods?</i>					6	8
<i>How satisfied were you with the learning material?</i>					6	8
<i>How satisfied were you with the lecturers?</i>					4	10

Qualitative feedback-based assessment at the end of the seminar

The comments gathered were as follows:

- I would like to have a more in-depth knowledge about this topic.
- I am satisfied. I will try to avoid becoming ill following these instructions.
- I found it highly instructive.
- It was very interesting and important.
- It was highly informative, and the session was great.
- We need more time for so many contents, and the exposition should be carried out more slowly.
- The materials and the programme delivered were very useful, but we are waiting for the online version.
- The (female) speaker was excellent, thank you.

The promotion of senior adults' physical health. Guidelines to promote physical activity among senior adults. Physical activity programme for seniors

Date: February 8th 2016, 10:30 to 12:30
February 10th 2016, 10:30 to 12:30

Place: Centre of Resources for Consumption (Central Market) – Alicante

Moderators: Isabel Ripalda Ramírez (peer)
Carmen Esteve Martínez (peer)
Francisco Pérez Forte (peer)
Concepción Bru Ronda (coordinator)

Participants: 31 (26 women, 5 men)



The module entitled “Healthy Ageing. Physical activities for seniors. Guidelines for promoting physical activity among older adults. Physical activity programme for older adults” was presented by Isabel Ripalda Ramírez, Carmen Esteve Martínez, Francisco Pérez Forte on Monday, on February 8th, 2016, from 10:30 to 12:30, and on Wednesday, February 10th, 2016, from 10:30 to 12:30.

The main contents focused on the importance of physical activity and the need to change habits as well as one’s attitude towards physical activity and towards personal fitness. The session also introduced the consequences deriving from limited physical activity in seniors’ life. It was highlighted that regular physical activities fulfil an important maintenance and compensatory function and that an appropriate level of power and flexibility allow elderly individuals to enjoy basic mobility at everyday tasks.

These two sessions were divided into two parts. The first was devoted to introductory activities of a theoretical-explanatory nature and this was complemented by a second part that was basically practical with the implementation of exercises adapted to all ages, as well as to the seniors' respective circumstances and pathologies. Leaflets were delivered with exercises and recommendations that showed how to practise the same exercise patterns at home on a daily basis.

An outdoor activity was carried out with an itinerary to walk around the city in which participants were encouraged to take some moderate open-air aerobic exercises in the context of a route characterised by the rich heritage and cultural legacy from the modernist age in the city of Alicante. This initiative made it possible to combine physical exercise with cultural and social interaction for the purpose of further stimulating the collective practice of exercise, which is basic for health.

Quantitative questionnaire-based assessment

	Participants	Very unsatisfied	Unsatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied
MODULE 2 – HEALTHY AGEING		1	2	3	4	5
<i>The promotion of senior adults' physical health. Guidelines to promote physical activity among senior adults. Physical activity programme for seniors</i>	31					
Assessment of the organisation and content of training						
<i>How satisfied were you with the derived training?</i>				1	11	15
<i>How satisfied were you with the organisation of training activities?</i>					15	12
<i>How satisfied were you with the content of the training?</i>					11	16
Evaluation of the working methods, learning material and lecturers						
<i>How satisfied were you with the working methods?</i>					13	14
<i>How satisfied were you with the learning material?</i>					16	11
<i>How satisfied were you with the lecturers?</i>					13	14

Qualitative feedback-based assessment at the end of the seminar

The comments gathered were as follows:

- It fully met my expectations.
- The work developed by these people is admirable.
- We went too fast.

Nutrition, diet, addictions. Suitable nutritional model

Date:	February 15th 2016, 12:00 to 14:00 February 17th 2016, 12:00 to 14:00
Place:	Centre of Resources for Consumption (Central Market) – Alicante
Moderators:	José Miguel Martínez Sanz (peer) Concepción Bru Ronda (coordinator)
Participants:	25 (19 women, 6 men)



This module was centred on healthy nutrition and was still part of the Face-to-face module on Healthy Ageing. In the sessions the peers offered general nutritional recommendations for older adults. For 50+ adults, the benefits of a healthy eating include, among others, increased mental acuteness, resistance to illness and disease, higher energy levels, faster recovery times and a better management of chronic health problems. Consequently, a healthy and balanced diet throughout life has a positive impact on the health and nutritional status well into old age.

The participants worked on a Healthy Nutrition model focusing on the following items: becoming aware of what a proper diet consists in; changing eating habits; recognising the benefits of a properly-balanced nutrition; stressing the importance that the daily amount/intake of liquids (water, tea) has in preventing dehydration; and having information about the incompatibility of individual foods with some prescribed drugs.

Two sessions were developed: one with more theoretical contents –which included debates and feedback as well– and another totally practical held at the classroom-kitchen of the Centre of Resources for Consumption of the Alicante Town Council. Printed materials were handed out in both sessions together with guidelines and patterns for a proper diet, nutrition and healthy cooking suited to seniors' needs. The classes were developed in a highly interactive way.

During the practical part (healthy cooking workshop), the participants themselves carried out the cooking tasks following the instructions and advice of the peers who had prepared a manual that was given to everyone present.

Questionnaire-based quantitative assessment

	Participants	Very unsatisfied	Unsatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied
MODULE 2 – HEALTHY AGEING		1	2	3	4	5
Nutrition, diet, addictions. Proper nutritional model	25					
Assessment of the organisation and content of training						
<i>How satisfied were you with the derived training?</i>				1	10	14
<i>How satisfied were you with the organisation of training activities?</i>				1	10	14
<i>How satisfied were you with the content of the training?</i>				1	10	14
Evaluation of the working methods, learning material and lecturers						
<i>How satisfied were you with the working methods?</i>				2	9	14
<i>How satisfied were you with the learning material?</i>				1	8	16
<i>How satisfied were you with the lecturers?</i>				1	7	17

Qualitative feedback-based assessment at the end of the seminar

The comments gathered were as follows:

- Because it was a practical class, there was a lot of background noise: voices, mobiles ringing, etc. It would be necessary to establish some functioning and respect-related rules during the activity.
- It had a very high level and was very productive.
- Everything was perfect. The peers/teachers were extremely kind and made the session very entertaining and adapted to our needs with the foods and the instructions about nutrition and the cooking methods and techniques specifically selected for seniors.
- We would have liked to carry out more cooking workshops and, more precisely, a vegetarian cooking workshop.

Human well-being. The spider's web

Date: February 24th 2016, 10:30 to 12:30
Place: Centre of Resources for Consumption (Central Market) – Alicante
Moderators: África Villán Paredes (peer)
 Alberto Plaza Salán (peer)
 Concepción Bru Ronda (coordinator)
Participants: 39 (26 women, 13 men)



Emotional health is as important as physical health when it comes to ageing healthily and to maintaining a good quality of life. This is often not sufficiently well-known by society and especially by seniors –even though it constitutes a key strategy to manage their own ageing process.

The main aims set for this module were: getting to know the different ‘intelligences’; distinguishing feelings and emotional phenomena; identifying the components of emotional intelligence; self-assessing emotional intelligence by means of specific tests; using coping strategies in emotionally harmful situations; improving personal self-esteem;

developing personal emotional intelligence; identifying personality features; and solving emotional conflicts with others.

It also becomes essential to interrelate emotional intelligence and the person's psychosocial health in his/her socioemotional skills. That is why, establishing a link with the next module, we introduced aspects focusing on goals such as the following: getting to know the social skills needed for interpersonal relationships; identifying personal difficulties to learn social skills; learning techniques to solve interpersonal conflicts; assimilating assertive communication techniques; improving social competence; and self-assessing personal effectiveness in social relationships.

An expository methodology based on content explanation was utilised, to which additional support was provided by means of several participative activities such as role-plays and cooperative work. Audiovisual resources, videography and multimedia were also used.

After an introductory session where concepts and contents had been introduced, attendants actively participated by means of questions, and by developing role-playing games and case studies in which they acted as the main characters.

The participants were given written and printed materials as well as brochures with basic guidelines for the development of active and personal strategies meant to achieve a healthy emotional intelligence.

Quantitative questionnaire-based assessment

	Participants	Very unsatisfied	Unsatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied
		1	2	3	4	5
MODULE 2 – HEALTHY AGEING						
Human well-being. Spider's web	39					
Assessment of the organisation and content of training						
<i>How satisfied were you with the derived training?</i>				2	15	22
<i>How satisfied were you with the organisation of training activities?</i>					16	23
<i>How satisfied were you with the content of the training?</i>				1	18	20
Evaluation of the working methods, learning material and lecturers						
<i>How satisfied were you with the working methods?</i>				2	14	23
<i>How satisfied were you with the learning material?</i>				2	18	19
<i>How satisfied were you with the lecturers?</i>					14	25

Qualitative feedback-based assessment at the end of the seminar

The comments gathered were as follows:

- Lots of contents were dealt with, a couple of sessions would have been needed. More time should have been devoted to the large amount of theoretical as well as practical information covered.
- Highly satisfied. Everything is very well explained, but peers should speak up because many of us seniors have hearing problems.
- Very interesting and focused on application
- It was highly positive.

Module 3: Use of Technology

The new technologies. Contact us via Internet. Surfing the Net. Messaging Software. The online service

Date:	March 1st 2016, 10:30 to 12:3028 participants
	March 2nd 2016, 10:30 to 12:3022 participants
	March 3rd 2016, 10:30 to 12:3021 participants
Place:	Centre of Resources for Consumption (Central Market) – Alicante
Moderators:	Felipe Castejón Albaladejo (peer) Volunteers from the NGO JOVESOLIDES Concepción Bru Ronda (coordinator)
Participants:	41 (26 women, 15 men) distributed in two rooms





The motto of the module was “I am using new technologies. I’m not afraid of computers.”

Module 3 (using new technologies) allowed older adults to become familiar with basic ICT contents, equipment and tools: computer, smartphone and tablet. Participants were introduced to the basic principles of new technologies, by showing the options which are available thanks to ICT appliances and explaining the basics of the internet, along with web surfing and electronic mail correspondence.

Population ageing is an inevitable process and affects the rhythm at which we adapt to new developments, such as the development of new technologies. It can hardly be denied that the number of older people is increasing from day to day, not only in our own country, but also all around the world. This ageing population has to adapt to the rapid development of information and communication technology (ICT). This process is very difficult for most of the seniors who were not used to these technologies even when they were young. Nevertheless, this adaptation is capital as the needs for a high-quality life are changing due to these technologies. Therefore, computer literacy is becoming increasingly important nowadays.

Achieving the new technology competence brings an increased level of life satisfaction. The Internet gives access to information, maintains human relationships and keeps self-confidence. The new technologies help in the field of communication, especially between people with some physical limitations, for example people who are unable to move. For them, the internet could be the way to visit any place all over the world. In addition, it constitutes a useful tool with which you can communicate and obtain guidance and support for an active ageing, for instance not only with national health institutions to obtain medical or health advice, but also with voluntary service organisations.

These sessions were possible thanks to the collaboration of volunteers belonging to the NGO Jovesolides who provided personalised attention to each senior who took part in the Pilot sessions. The module was supervised by the peer Felipe Castejón at the facilities provided by the Centre of Resources for Consumption of the Alicante Town Council.

Quantitative questionnaire-based assessment

	Participants	Very unsatisfied	Unsatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied
MODULE 3 – USING TECHNOLOGY		1	2	3	4	5
<i>The new technologies. Contact us via Internet. Surfing the Net. Messaging Software Programs. The online service</i>	41					
Assessment of the organisation and content of training						
<i>How satisfied were you with the derived training?</i>			1	4	25	11
<i>How satisfied were you with the organisation of training activities?</i>				3	26	12
<i>How satisfied were you with the content of the training?</i>				2	30	9
Evaluation of the working methods, learning material and lecturers						
<i>How satisfied were you with the working methods?</i>				3	29	8
<i>How satisfied were you with the learning material?</i>				4	28	8
<i>How satisfied were you with the lecturers?</i>				2	26	12

Qualitative feedback-based assessment at the end of the seminar

The comments gathered were as follows:

- The volunteers who helped us in a personalised way were very kind.
- This is a really interesting activity for seniors.
- It was very interesting and I learnt lots of useful things, such as how to use my mobile phone and social networks, as well as the Internet in general, thanks to which I can have access to much more information now.
- There were too many participants in some sessions.
- Some computers did not work properly in some sessions.
- It was not enough for me, I would like to have more courses and longer ones (more hours).
- In addition to sharing a computer because there were not enough of them, it turned out that the one we used had problems, it turned itself off, it was very slow, etc. It was a shame for me...
- I would like more initiatives like these to be organised.
- The method should be more personalised or developed more slowly, so that all participants can do it at the same pace. People like me who are less skilful or older find it hard to follow the sessions.
- I liked it very much and it helped me a lot.

Specific module 1 for Spain

Social Skills

Date: March 9th 2016, 10:30 to 13:30
Place: Centre of Resources for Consumption (Central Market) – Alicante
Moderators: M^a Pilar García Pardo (peer)
 M^a Dolores Mollá Soler (peer)
 Salvador Molla Cots (peer)
 M^a Pilar Pedreira Moya (peer)
 Concepción Bru Ronda (coordinator)
Participants: 15 (12 women, 3 men)



The module was entitled “Social Resources, Communication and Volunteer Service: An Active Ageing Strategy.”

Human well-being is the main objective of an active ageing and implies the process of optimising opportunities for health, participation and security in order to enhance the quality of life as people age. It applies both to individuals and to population groups.

Active ageing allows people to make the most of their potential for physical, social, and mental well-being throughout life, as well as to participate in society, while providing them with adequate protection, security and care when they need them. The word ‘active’ refers to continuing participation in social, economic, cultural, spiritual and civic affairs.

Social Health is the least studied and researched-upon area in ageing. Social disorders include: loneliness, weirdness, hating people and putting up a wall for others, unwillingness to cooperate, aggression, intolerance, bad communication, failing to perform and cancelling important roles either in society or inside the family, at work and privately, as well as inside society. Isolation, loneliness and lack of communication stand out among such social disorders and can become a significant source of physical and psychological diseases.

These were some of the aims pursued in this module: becoming aware of the value that age and experience have; identifying the resources available (services and rights) for older people; or promoting communication among seniors. Therefore, social resources, communication and voluntary service constituted some of the priority areas in social development; but it should not be forbidden that their application is influenced by the experiences lived, the environment where older adults move around and the models surrounding them.

Emphasis was placed during this session of the Face-to-Face Pilot Course on the compelling need to develop networks of communication, participation, socialisation, and volunteering. Strategies for social help provided by public and private institutions were also supplied.

Participants were given printed resources, guides and other materials so that they could use all those resources and share them with other people who, in their opinion, could be interested in such matters. Participants were also especially encouraged to join best practices and projects in progress focused on these action lines, particularly revolving around the field of voluntary service.

Quantitative questionnaire-based assessment

	Participants	Very unsatisfied	Unsatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied
SPECIFIC MODULE		1	2	3	4	5
Social Skills	15					
Assessment of the organisation and content of training						
<i>How satisfied were you with the derived training?</i>					4	11
<i>How satisfied were you with the organisation of training activities?</i>					5	10
<i>How satisfied were you with the content of the training?</i>					6	9
Evaluation of the working methods, learning material and lecturers						
<i>How satisfied were you with the working methods?</i>					9	6
<i>How satisfied were you with the learning material?</i>					7	8
<i>How satisfied were you with the lecturers?</i>					3	12

Qualitative feedback-based assessment at the end of the seminar

The comments gathered were as follows:

- These activities should also “be visible” for younger people; it is important for the task carried out by seniors to be recognised.
- Congratulations to the organisation, for the speakers and the presentation.
- Both the contents and the training provided were highly interesting.
- I am very happy to have taken part in this pilot course in general, and particularly in relation to these matters.

- Perhaps more time would have been needed, but we hope to be able to find the opportunity to broaden data/knowledge both about the portal and about e-training.

Specific module 2 for Spain

Voluntary Service

Date: March 16th 2016, 10:30 to 13:30
Place: Centre of Resources for Consumption (Central Market) – Alicante
Moderators: José Rubio Jiménez (peer)
Blas Fernández García (peer)
Francisco Pérez Roldán (peer)
Concepción Bru Ronda (coordinator)
Participants: 28 (18 women, 10 men)





This training plan for volunteers had as its essential aim to become a useful and dynamic tool which could help with participants' personal development. Students have an active role in their own learning at all times. For that reason, the education in values such as solidarity, generosity and justice is not confined to knowing them; the training plan sought to ensure that older adults would incorporate them into their daily life, not only in the context of voluntary service actions, but also outside that context, in their family and social environments as well as with their friends.

One of the aims of this training plan was to work on learning related to altruistic and voluntary service tasks, favouring the acquisition of capabilities and skills among volunteers while simultaneously promoting their maturity as individuals. This work largely depended on the knowledge and competences acquired by peers during the previous training process.

This module provided resources and support strategies for socio-cultural and voluntary inclusion practices, and social volunteering. This first theoretical session was complemented by a real volunteering experience prepared by peers and based on songs to activate memory and body.

The UPUA prepared a model about Voluntary Service within the previous specific training modules proposed by each partner. Then, the face-to-face stage was developed by the peers, with the aim of designing a useful and dynamic tool which could really and effectively prove helpful for active ageing, both for peers and for the pilot course addressees.

Voluntary Service is one of the citizen participation forms which most successfully meets the aims of full personal development. This is an activity where no economic compensation exists, where somebody decides to dedicate part of his/her time to the development of their community. It is a way to practise solidarity and generosity either individually or through a non-profit organisation in the context of the Third Sector (Social Economy).

Making use of their citizen responsibility, human beings work together and join their efforts in search of greater social justice. Volunteering is an indicator that measures the quality –the ethical quality– of citizens inside our society. The importance of voluntary service as a driving force for real changes in this twenty-first-century aged society is extraordinary, and one of the aims pursued by the PPS project was to work on learning focused on altruistic and volunteering-related tasks, favouring the acquisition of skills among volunteers, while simultaneously promoting their maturity as individuals capable of helping other peers to initiate that path of solidarity.

The goal of a volunteer consists in developing a series of activities that can help improve the quality of life of those social groups on which voluntary service is focused. In this case, the practical pilot was carried out with seniors from the normal citizen context (non-dependants) and also with dependants within their residential environment.

The quality-of-life improvement searched did not exclusively refer to merely material or economic aspects; it was actually much broader and, specifically, this volunteer work paid special attention to some of the greatest lacks that seniors are likely to have: loneliness and isolation, as well as the lack of affection, support, understanding, training and help.

1. Introductory conceptual session about Voluntary Service

At first, the peers M^a Dolores Mollá Soler, Salvador Molla Cots and Pilar García Pardo, worked on the concept of volunteer work through the following items: *What does it mean to be a volunteer?*, *Steps to be followed to become a volunteer*; *Legal framework for Voluntary Service*; *Responsibility*; *Existing resources and support to become a volunteer*; and *Specific proposals and suggestions to take action*.

2. Practical session: A Specific Volunteering Project for an active ageing

This initiative and pilot course was initiated under the evidence based on the importance of music, and the project was entitled: **“SONGS FOR ACTIVE AGEING.”**

The justification for this training activity is based on the fact that one of the features that characterise older seniors is memory alterations, and since some types of dementia appear as a result of such alterations, among which stands out Alzheimer, it was considered an interesting idea to prepare a workshop to help people to exercise their memory skills.

Some research carried out by neuroscientists from the Max Planck Institute for Human Cognitive and Brain Sciences of Leipzig (Germany) have proved that music or the memory of certain significant songs remain immune to Alzheimer. More specifically, proof

was obtained that a greater activation of the front cingulate gyrus take place when the songs are recalled and precisely this area atrophies up to fifty times less than other brain regions with the progress of the disease. However, the most surprising thing is that the activity of that brain area can even improve in Alzheimer patients.

Moreover, emotion is the door to remembrance, and the longest-lasting memories are those linked to an intense life experience, e.g. musical memories. Hence, the objective sought was to create positive stimuli through the use of non-pharmacological therapies, seeking a therapeutic benefit in consolidated brain functions that store the memories of songs and dances, insofar as the physical exercise associated with dancing has also apparently been proved to potentially protect neurons.

Scientific evidence has also attested that certain colours in people's garments can transmit comfort sensations and, therefore, the colour used in the clothes of those involved in the activity was navy blue, because of the tranquillity that this colour transmits.

The addressees of this activity were, in a first group, non-dependent people older than 60 who attend the Centre of Resources for Consumption of the Alicante Town Council; and, in a second group, people above the age of 75, and with no age limit, regardless of whether they have some type of dementia –such as Alzheimer–, from the “Virgen del Remedio” old-age home located in Alicante.

The methodology used was based on karaoke songs and videos from the 60s that were well known by the older adults involved in the pilot; this choice tried to ensure their participation. The workshop alternated songs with videos and images that evoked famous artists of those years. The songs were chosen to implement the experiential activity-workshop and that experience was based on music, rhythm exercises and dancing, always taking into account the cultural and life-related context of the addressees. The Spanish songs chosen had a large content of memories and life experiences belonging to a historical and ethnographic past that could awaken remembrances, revive emotions and activate seniors both mentally and physically, so that they would be encouraged to “get down on it” (singing, moving, dancing) and, despite their emotional or physical limitations, this activity was conceived to improve their situation with regard to problems such as social isolation, dementia or reduced physical mobility. The karaoke activities addressed all these issues because the activities were carried out in a group session, so participants could engage in a social activity. In addition, the songs chosen revived memories even in those participants who suffered dementia, and the dancing was adapted to the limitations of the participants so everybody could join in the dance, even if their movements were simple in comparison to people with full mobility.

Karaoke songs	
1. Cántame un pasodoble español: Tony Leblanc (Video)	2. Lola Flores: La Zarzamora (Karaoke)
3. Camino verde: Jorge Sepúlveda (Video)	4. Manolo Escobar: Viva España (Karaoke)
5. Viva España: Manolo Escobar (Karaoke)	6. Mirando al mar: Jorge Sepúlveda (Video)
7. Viva el pasodoble: Rocío Jurado (Karaoke)	8. El Porompompero: Manolo Escobar (Video)
9. Volver y baile de tango: Carlos Gardel (Karaoke)	10. Dos Gardenias: Antonio Machín (Video)
11. Pepa Bandera: Encarnita Polo (Karaoke)	12. Castillos en el aire: Alberto Cortez (Video)
13. Purrí de pasodobles: Manolo Escobar (Karaoke)	14. Soy un truhan soy un señor: Julio Iglesias (Video)
15. Los Nardos: Sara Montiel (Video)	16. Himno de Alicante

The development of the experimental and experiential karaoke workshop counted on the collaboration of Blas Fernández (86 years old), as well as Francisco Pérez (77 years old) and Pepe Rubio (66 years old), all three of whom helped in the compilation of images and video recordings of the activity.

The karaoke lasted 90 minutes and the following resources were used:

- Laptop
- External hard disk
- Two wireless microphones
- Equipment for the wireless microphones:
 - Amplifier for karaoke
 - Audio amplifier
 - Loudspeaker
 - Beamer

The wireless microphones allowed participants with disability-mobility problems to participate without having to leave their seats.

The planning began in July 2015 after the training of PPS mentors had come to an end. It consisted in arranging the key activity sequences and contents, finding the videos and karaoke songs with a stronger message, with more rhythm, and which could have the

ability to stimulate participants from an emotional point of view, and finally in preparing and providing all the equipment needed for the implementation of this activity. The latter took place within the *Face-to-Face Training Programme on Active Ageing*, on Wednesday, September 30th 2015, between 10:30 and 11:30, and on Wednesday, March 16th 2016, from 10:30 to 12:30.

References for implementation:

- Dr. Mario Alonso Puig: “Reinventarse”; Edit. Plataforma 2012.
- Dr. Mario Alonso Puig: *Vivir es un asunto urgente*, Debolsillo 2015.
- Max Planck Institute for Human Cognitive and Brain Sciences
 - https://www.mpg.de/149614/kognition_neuro

Quantitative Questionnaire-based assessment

	Participants	Very unsatisfied	Unsatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied
SPECIFIC MODULE		1	2	3	4	5
Voluntary Service	28					
Assessment of the organisation and content of training						
<i>How satisfied were you with the derived training?</i>				1	4	23
<i>How satisfied were you with the organisation of training activities?</i>					5	23
<i>How satisfied were you with the content of the training?</i>				1	3	24
Evaluation of the working methods, learning material and lecturers						
<i>How satisfied were you with the working methods?</i>					5	23
<i>How satisfied were you with the learning material?</i>				1	4	23
<i>How satisfied were you with the lecturers?</i>				1	2	25

Qualitative feedback-based assessment at the end of the seminar

It was especially verified in this module that peer-to-peer education appears as one of the determining factors for success. In this context, peers (qualified and motivated individuals) undertook this non-formal educative action with other peers and were able to stimulate and develop a wide range of knowledge and skills in other older adults. The pilot addressees recognised themselves in peers, as people with their same concerns and problems, and received their messages with a high degree of attention and interest. Furthermore, the action created a strong impact level. In turn, the peers themselves felt the effectiveness of this initiative during the pilot process and their self-perception radically changed, provoking an ‘awakening’ of human beings who age healthily.

The collaboration offered by Blas (86 years old) proved that age poses no limits to organise technical and logistic support, not even to sing, and that encouraged other seniors who attended the pilot course to perform songs and do mobility exercises. Even the 80-year-old Domingo Rodríguez sang a song of which he happened to be the author. That experience really showed the importance of involving peers in the training of older adults.

Assessment questionnaire:

The participants were enquired about the following topics:

- What did you think about the time dedicated to this activity?
- What did you like the most?
- What did you like the least?
- Any other comment that you would like to make

There was a widespread positive perception about the activity form as well as about its form of presentation, both among seniors in general and among experts. It was a dynamic, fun activity with high levels of participation, joy and opportunities for socialisation for people that were not usually integrated or participative.

The duration of 90 minutes was appropriate because they did not get tired and actually felt encouraged to continue and to repeat the activity on other days. In other words, the activity seemed short to them, which is why they suggested carrying out this activity on a scheduled basis all year round.

4 Overall and aggregate results of the quantitative survey with the participants in the Face-to-Face programme

	Participants	Very unsatisfied	Unsatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied
MODULE 1 – ACTIVE AGEING		1	2	3	4	5
Introduction	15					
Assessment of the organisation and content of training						
<i>How satisfied were you with the derived training?</i>					5	6
<i>How satisfied were you with the organisation of training activities?</i>					5	6
<i>How satisfied were you with the content of the training?</i>					4	7
Evaluation of the working methods, learning material and lecturers						
<i>How satisfied were you with the working methods?</i>					5	6
<i>How satisfied were you with the learning material?</i>			2		5	4
<i>How satisfied were you with the lecturers?</i>					5	6

	Participants	Very unsatisfied	Unsatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied
MODULE 2 – HEALTHY AGEING		1	2	3	4	5
Health from a holistic approach. Europeans' health. Ageing processes	25					
Assessment of the organisation and content of training						
<i>How satisfied were you with the derived training?</i>					11	11
<i>How satisfied were you with the organisation of training activities?</i>					11	11
<i>How satisfied were you with the content of the training?</i>					10	12
Evaluation of the working methods, learning material and lecturers						
<i>How satisfied were you with the working methods?</i>					11	11
<i>How satisfied were you with the learning material?</i>					12	10
<i>How satisfied were you with the lecturers?</i>					10	12

	Participants	Very unsatisfied	Unsatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied
Health prophylaxis within a holistic approach. Ageing and its consequences	19					
Assessment of the organisation and content of training						
<i>How satisfied were you with the derived training?</i>				1	9	7
<i>How satisfied were you with the organisation of training activities?</i>				1	8	8
<i>How satisfied were you with the content of the training?</i>				2	8	7
Evaluation of the working methods, learning material and lecturers						
<i>How satisfied were you with the working methods?</i>				2	8	6
<i>How satisfied were you with the learning material?</i>				2	10	5
<i>How satisfied were you with the lecturers?</i>			1	1	8	7

	Participants	Very unsatisfied	Unsatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied
Interactions of medication with food and alcohol. How to take medicines correctly. The path of drugs through our body	15					
Assessment of the organisation and content of training						
<i>How satisfied were you with the derived training?</i>					4	10
<i>How satisfied were you with the organisation of training activities?</i>					5	9
<i>How satisfied were you with the content of the training?</i>					7	7
Evaluation of the working methods, learning material and lecturers						
<i>How satisfied were you with the working methods?</i>					6	8
<i>How satisfied were you with the learning material?</i>					6	8
<i>How satisfied were you with the lecturers?</i>					4	10
The promotion of senior adults' physical health. Guidelines to promote physical activity among senior adults. Physical activity programme for seniors	31					
Assessment of the organisation and content of training						
<i>How satisfied were you with the derived training?</i>				1	11	15
<i>How satisfied were you with the organisation of training activities?</i>					15	12
<i>How satisfied were you with the content of the training?</i>					11	16
Evaluation of the working methods, learning material and lecturers						
<i>How satisfied were you with the working methods?</i>					13	14
<i>How satisfied were you with the learning material?</i>					16	11
<i>How satisfied were you with the lecturers?</i>					13	14
Nutrition, diet, addictions. Proper nutritional model	25					
Assessment of the organisation and content of training						
<i>How satisfied were you with the derived training?</i>				1	10	14
<i>How satisfied were you with the organisation of training activities?</i>				1	10	14
<i>How satisfied were you with the content of the training?</i>				1	10	14
Evaluation of the working methods, learning material and lecturers						
<i>How satisfied were you with the working methods?</i>				1	9	14
<i>How satisfied were you with the learning material?</i>				1	8	16
<i>How satisfied were you with the lecturers?</i>				1	7	17
Human well-being. Spider's web	39					
Assessment of the organisation and content of training						
<i>How satisfied were you with the derived training?</i>				2	15	22
<i>How satisfied were you with the organisation of training activities?</i>					16	23
<i>How satisfied were you with the content of the training?</i>				1	18	20
Evaluation of the working methods, learning material and lecturers						
<i>How satisfied were you with the working methods?</i>				2	14	23
<i>How satisfied were you with the learning material?</i>				2	18	19
<i>How satisfied were you with the lecturers?</i>					14	25

	Participants	Very unsatisfied	Unsatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied
MODULE 3 – USING TECHNOLOGY		1	2	3	4	5
The new technologies. Contact us via Internet. Surfing the Net. Messaging Software Programs. The online service	41					
Assessment of the organisation and content of training						
<i>How satisfied were you with the derived training?</i>			1	4	25	11
<i>How satisfied were you with the organisation of training activities?</i>				3	26	12
<i>How satisfied were you with the content of the training?</i>				2	30	9
Evaluation of the working methods, learning material and lecturers						
<i>How satisfied were you with the working methods?</i>				3	29	8
<i>How satisfied were you with the learning material?</i>				4	28	8
<i>How satisfied were you with the lecturers?</i>				2	26	12

	Participants	Very unsatisfied	Unsatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied
SPECIFIC MODULE		1	2	3	4	5
Social Skills	15					
Assessment of the organisation and content of training						
<i>How satisfied were you with the derived training?</i>					4	11
<i>How satisfied were you with the organisation of training activities?</i>					5	10
<i>How satisfied were you with the content of the training?</i>					6	9
Evaluation of the working methods, learning material and lecturers						
<i>How satisfied were you with the working methods?</i>					9	6
<i>How satisfied were you with the learning material?</i>					7	8
<i>How satisfied were you with the lecturers?</i>					3	12

Voluntary Service	28					
Assessment of the organisation and content of training						
<i>How satisfied were you with the derived training?</i>				1	4	23
<i>How satisfied were you with the organisation of training activities?</i>					5	23
<i>How satisfied were you with the content of the training?</i>				1	3	24
Evaluation of the working methods, learning material and lecturers						
<i>How satisfied were you with the working methods?</i>					5	23
<i>How satisfied were you with the learning material?</i>				1	4	23
<i>How satisfied were you with the lecturers?</i>				1	2	25

4.1 Conclusions from the survey

On the whole, participation has been very high, and the assessment was significantly positive.

Partial dissatisfaction among participants can be inferred from some items because participants would have liked to have more time-hours available for several sessions or modules. Another reason was that the number of participants was not always appropriate for the resources available; and for the conditions at the space-classroom in terms of sound, audiovisual media or ergonomics, as they were not the best possible ones taking into account the age of participants. Nevertheless, the chosen venue had the advantage of being placed strategically in order to attract older adults that do not usually attend training sessions and are not students of the UPUA.

These were perhaps the most outstanding suggestions when it comes to considering future improvements of similar initiatives or the project exploitation process in years to come.

5 Results of the focus group with PPS Face-to-Face participants

The purpose of the focus group was to deepen insights from the questionnaire survey (subjective view on training programme) and to screen older adults about their satisfaction and usefulness of the PPS face-to-face programme.

5.1 Focus group participants in the PPS pilot Face-to-Face programme

This focus group concentrated on the training programme for peer facilitators and tried to elicit information about the specific needs of older adults and stakeholders for such (face-to-face) training services. The experiences, success and failure aspects for such training services were defined in the focus group and consensus was found about the aspects that future actions have to include so that the PPS project would be successful, useful and meaningful to future peer facilitators.

Target group 2 – participants in the PPS pilot Face-to-Face programme

Duration: 2 hours

Number of participants: 18

Topics:

- What are their attitudes towards active ageing and the main problems?
- What are their central sources of information on active ageing?
- Where do they look for formal and informal support?
- What kind of experiences do older adults have with active ageing training/seminars?
- Which kind of face-to-face training on active ageing would benefit them?
- What are their ideas about an e-learning training and how would it be useful in their context?

Date of the focus group	Duration	Number of participants
18 March 2016	120'	18

5.2 Results of Focus Group 2: the training of peers and the preparation for the pilot programme.

The members of the PPS project carried out a group session with the participants that had received training as peers (the list given above). The aim of this session was to discuss and assess the experience implemented during these last months. Moreover, another four people took part, the coordinator of the project in UPUA Alicante as well as three academic managers and project technicians.

Despite the fact that the project was intended to train 6 peers, a decision was made at the Permanent University of the University of Alicante to involve more trainees than those initially foreseen, these being people with different skills that could subsequently be used for training purposes. Lastly, the creation of different teams was encouraged, taking into account the different subjects of the project, their skills and basic knowledge, their working and professional experience, as well as their engagement with volunteering services and collaborative learning. The aim of these teams was to make the mentoring of the peers more useful and to create a qualified team able to later develop this kind of learning in peers independently, once the project is over.

The point was to provide training in complementary aspects, giving them the status of peers and bringing together a working team, which was also a challenge as they did not previously know each other, at the beginning they were just a group of people who joined on a voluntary and non-commercial basis with a common aim: the PPS project - *Peer to Peer Support Fostering Active Ageing*. The participants greatly appreciated team work and remarked that the teams became very powerful thanks to the work and effort made by the group members and mentors in the previous stage of the project (the training of peers).

Some participants stated that at first they were worried about certain aspects, namely:

- about their actual ability to train others;
- about the possibilities for the project to be replicated in other contexts;
- or about whether the experience gathered could be used in the final stage of the PPS project to improve the materials offered.

Many of these uncertainties were solved by working together, since all of the peers used basic documents that were regularly adapted and transformed to reach the final recipients: the group of seniors, as old as them, and with the same vital concerns and aspirations. By doing so, they proved that they were able to transmit information, to engage the senior participants in the experiences and to continue their own training on active ageing.

As for the dissemination that has been carried out, the participants stated that it was very good in general, both locally and regionally, as well as nationally. At a local level, it was implemented with the support from the Alicante Town Council, via the Education, Health and Social Services departments. This enabled us to reach a greater number of applicants (outside the university setting and the U3A) that was initially not engaged in training programmes until then.

The dissemination was carried out with the support of different institutions:

- Alicante Town Council
- UPUA
- School of Psychologists
- University of Alicante

It was transmitted via written and digital articles locally, on social networks and the Internet. With all that, the peers observed that perhaps there was not enough interest and dissemination through the radio and written local press, which did not become sufficiently involved.

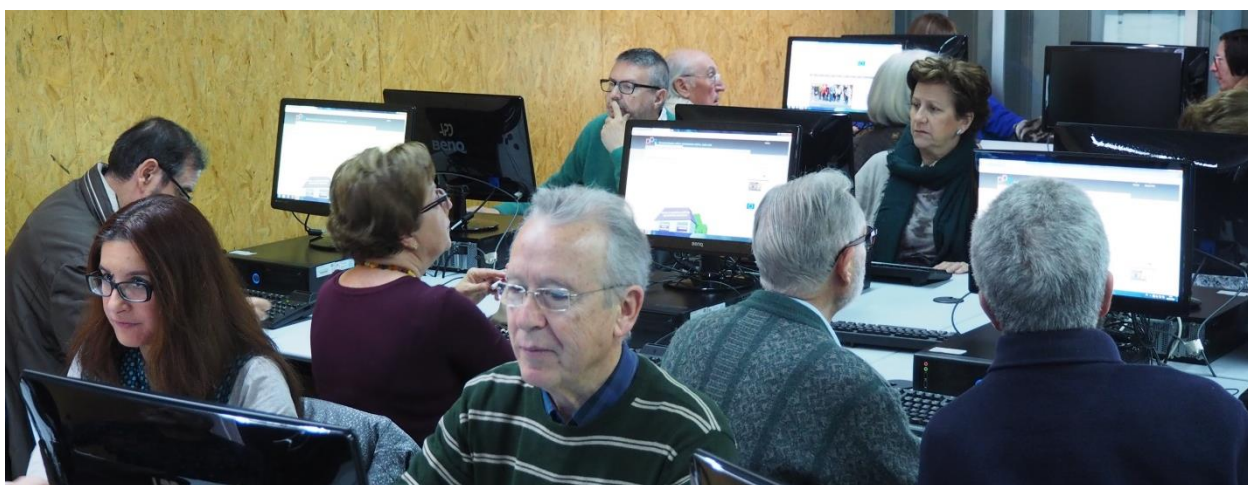
Maybe that is the reason why the attendance in some sessions was not as high as expected, contributing to variable attendance levels at the module training sessions. Therefore, although the average attendance was 20 people, this has varied between 15 and 40 attendees. The lowest attendance rate might be well due also to the weather conditions on that specific day (strong wind) on which seniors were advised against going out.

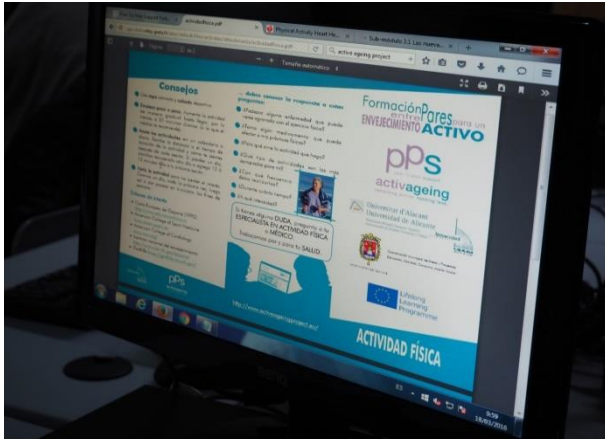
The most outstanding aspect of the experience was probably how powerful Peer-to-Peer support is. The possibility to transmit knowledge between peers has a big influence on the addressees, so it is advisable to emphasise that advantage of the project.

Likewise, it has been noted that the altruism promoted by the project through training is a way to encourage active ageing and the personal enrichment of the peers who also were highly benefited from this project. The high impact and multiplying effect (knowledge, satisfaction, activity) of the experience, both in the individuals who participate and the society where they are involved, is another remarkable aspect.

Finally, the participants added some aspects to consider such as:

- To keep in mind that the proposal could be transmitted in an intergenerational way;
- To try to pass the training on to other places; and
- To count on a greater support of means (classrooms, audiovisual and multimedia support) from institutions – public or private – and centres that embrace the initiative and that are available to the peers in exchange for their altruistic training.





5.3 Results of Focus Group: Implementation of the pilot

During the second session of the Focus group, the discussion was moved towards their appraisal of the pilot programme in which the peers had the responsibility to train other older adults.

5.3.1 Which topics of the PPS face-to-face programme were discussed?

- How satisfied were you with the sessions and with the training developed?
- How satisfied were you with the educational content?
- How satisfied were you with the organisation of the educational activities?
- How satisfied were you with the spaces and means available to develop the training activities?
- How satisfied were you with the methodology applied during the workshop?
- How satisfied were you with the learning materials?
- How satisfied were you with the task you have performed as a peer?
- How satisfied were you with the dissemination?
- How satisfied were you with the impact?
- If the Peer-to-Peer programme has met your expectations, are you willing to further your training as a peer?
- If they were not met, please state your opinion and suggestions here.

5.3.2 Conclusions from the focus group

As for the workshops structure and the training, the vast majority of the work group shown their satisfaction with the activity, highlighting the innovative methodology used to transmit knowledge among seniors.

Regarding contents, participants were mostly satisfied with them, but highlighted from their actual experience that the materials can be improved for the future. The materials should be adapted to the different groups of addressees on a common basis but, most importantly, the level of the people under training must be known, which may be very different in specific communities, as has been the case. It is also important that sessions should be free of charge and open to all adults and seniors.

The organisation of activities and the available means have been adequate, although, as they have been developed in open and community spaces, the resources were not always completely adapted to the actual necessities. Perhaps, it would have been more advisable to have access to more diverse spaces, as well as to standard resources and quality media, which were fully adapted to an older population (sound, light, ergonomics and comfort). Nevertheless, bringing the training to the potential participants' environment, the communities centres, has also been capital in the success of the

experience by attracting people who do not usually participate in training programmes. Therefore, all these aspects have to be taken into account for future actions.

As regards the assessment of working methods, the peers highlighted the reduced involvement of the audience and attendees in some of the face-to-face sessions. It was pointed out that it would be better to improve their involvement by increasing the duration of some activities.

When expressing their satisfaction with the task they undertook as peers, the great majority were satisfied with it, although they admitted that they should always continue their training on the basis of the available materials and resources.

Concerning dissemination, the effort made was important (national, regional, local), but it could have been improved, since some people are always left out. These are essentially old people who still do not use the Internet or the social networks. Therefore, the written press should be more fully engaged. It must be borne in mind, nevertheless, that social networks have been the most effective and have had a high level of effect and search, according to the statistics that show more than 500 visits during the advertising week.

Regarding the impact of the sessions, it was very positive, since out of 18 peers, 15 have expressed interest in continuing the activity elsewhere.

Lastly, we would like to point out that the great majority of peers had their expectations fulfilled after taking part in the project and they would like to continue the training as peers in the future. A reduced percentage of participants (3 out of 18) would not continue due to the insecurity they feel as trainers.

6 PPS e-learning educational programme for seniors

This report on the implementation of the e-learning programme in Spain has the following sections:

- 1 Dates of the implementation
- 2 Number and names of participants (gender, age, profession, competences, skills)
- 3 Name and competences of the mentor
- 4 Certificate

6.1 Dates of the PPS e-learning programme for seniors in Spain

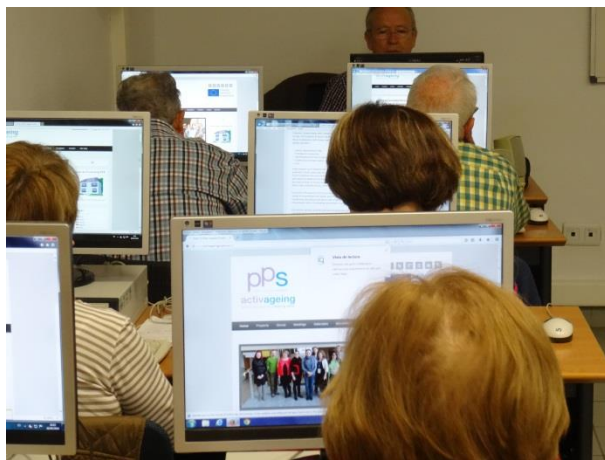
Two sessions were carried out in order to present and test the Spanish section of the E-learning platform:

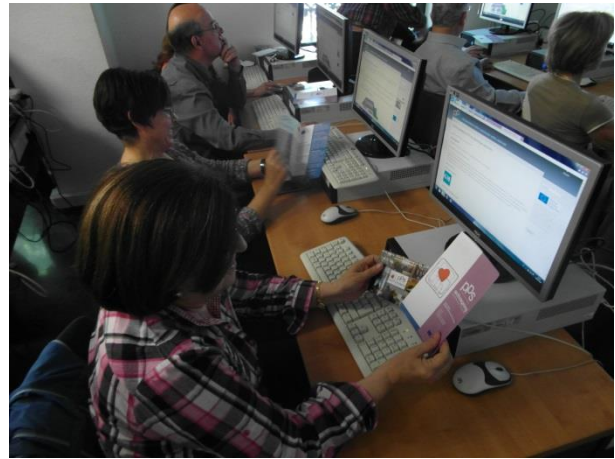
Number	Date	Place (city)	Mentor
1	21.04.2016	Alicante	Felipe Castejón
2	26.04.2016	Alicante	Felipe Castejón

6.2 Participants in the PPS e-learning educational programme

Number	Name and Surname	Gender	Age
1	Jesús Nieto	Male	60
2	Josefa Martínez	Female	66
3	María Henriette Sips	Female	69
4	Francisco Blasco Carrillo	Male	93
5	Antonio Cases	Male	70
6	M ^a Dolores Rodrigo	Female	70
7	Pascual de Furundarena	Male	66
8	Ana Ruiz	Female	51
9	M ^a Dolores Gallego	Female	68
10	José Mariano Solanot	Male	86
11	Pedro Manchón	Male	72
12	Marisa Cremades	Female	68
13	Francisco Más	Male	74
14	Fernando Moltó	Male	67
15	Godofredo Cruaños	Male	75
16	María Esperanza Egea	Female	70
17	Maribel Martín	Female	70

Number	Name and Surname	Gender	Age
18	Concepción Ramos	Female	74
19	Dolores Sentana	Female	76
20	José Fulgencio Carrillo	Male	58
21	María Consuelo Ferrera	Female	69
22	Beatriz Sánchez	Female	71
23	Teresa Casasús	Female	61
24	M ^a Pilar Sánchez	Female	72
25	Francisco Velasco	Male	68
26	Francisco Blasco Izquierdo	Male	74





6.3 Mentor for PPS e-learning programme

Mr Felipe Castejón Albaladejo

He studied Technical Engineering in Telecommunications and developed his professional career at the firm *Telefónica*:

- In the area of maintenance of national networks for the transmission of telephony and data between 1970 and 1978
- In the computer area, in RSAN data networks from 1979 to 1981
- At the Research & Development Centre, participating in international projects to develop data networks from 1982 to 1984; at Network Engineering and Projects focused on Analogical and Digital Networks between 1985 and 1987; at Equipment Engineering and with projects focused on transmission equipment, radio, computers and mobile phones, from 1988 to 1989.

- He formed part of the *Telefónica* management team between 1990 and 2000 as the provincial head.

He has been a student at the Permanent University since the 2001-02 academic year. He is a member of the Permanent Seminar “Seniors and Mass Media”, a promoter of Best Practices as well as of the initiative “Incubator of Values,” a social and cultural voluntary action programme of the UPUA, where he also has an outstanding participation as a Tutor and peers at the *Club EuConet* (technological volunteering).

He additionally develops an intense voluntary service work at the Alicante Social Cooperation Association, where he imparts support classes to fifth- and sixth-grade children; and he teaches computer science at two charitable institutions as well.

Mentor’s opinion

It must be highlighted that the platform in principle seemed interesting to the group of students who carried out the e-learning pilot programme.

Nevertheless, we should focus on some aspects that should be improved and problems that need to be solved in order to make the utilisation of this tool and platform more agile, accessible and attractive.

- a) The existence of a ‘Green Forest’ screen which appears shortly after logging into the platform is a deterrent for anyone accessing it for the first time and who is not very skilful at ICT usage, as it is the case with senior students. This is demotivating, constitutes a barrier and, therefore, ‘scares’ possible students-users away from it.
- b) The control CAPTCHA, shown on the platform and application to access the password and verify it, constitutes another discouraging element because of its typography and format, since it turns out to be blurred, confusing and illegible for people who are not familiar with ICTs or have some kind of visual impairment in general –therefore, it does not seem logical to keep it like this. It should definitely be changed to make it more accessible and legible.
- c) The fact that the authorisation to access the platform depends on a manual control who validates users’ registrations means that there is no automatic response to users’ applications. In fact, that authorisation usually takes several hours, or one day/several days, and the applicant loses it, ignores it or receives it as spam in his/her inbox; and they, consequently, do not finish the process. If this process were automatic and instantaneous, as it happens in numerous applications, the interested applicant would receive the registration and the password to access the platform after only a few seconds –that would make things much easier and more logical. We kindly request that these issues be solved as soon as possible and we would like these impediments to be already removed in the final version 2 of the e-training platform.

- d) It is understood that each country's users (seniors in general) would be the addressees of this tool, and our e-learning experience has revealed that they prefer to work in their respective languages. Therefore, the version for each country should be adapted including similar contents, but the links and resources need to be available in all the languages so as to make access easier. If this is not possible, it is advisable that each country page should offer alternative resources in their own languages.
- e) A final suggestion is to incorporate assessment questionnaires or exercises for users so as to encourage the follow-up and evolution of the page, together with immediate-response interactive applications.

All these suggestions and comments would help to complete this already highly useful platform.

6.4 Certificate

Partners decided not to issue specific Certificates for e-learning.

7 Results of the quantitative survey with PPS e-learning users

	Participants	Very unsatisfied	Unsatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied
Results of the quantitative survey with PPS e-learning users	26	1	2	3	4	5
Assessment of the organisation and content of e-learning						
What is your degree of satisfaction with the formative content?				1	10	5
<ul style="list-style-type: none"> • In my opinion, it covers all the important fields and has very interesting contents for seniors. • Improving older adults' motivations through a more careful study of their needs and the adaptation of the programme to the people it is imparted to according to their cultural, economic and social level. • The modules were properly designed, since they reflect the concerns that each person may have. • The formative content is scarce. • Because users come from various countries, an effort should be made in each case to make available specific contents and internet addresses in each language. In the case of Spain, these options have already been implemented, but there should be even more. Not every senior has a high level of English in our country and access should be provided to them in Spanish if we want to achieve the aims of Peer-to-Peer Training. 						
What is your degree of satisfaction with the organisation of the training platform?					13	3
<ul style="list-style-type: none"> • Using Technology. Submodule 3.6. The Action Plan would have to be completed • Pop-up menus are not translated. • On the whole, a good tool which proves useful for seniors. • It could be improved, though. Changes have been seen from the beginning of its operation following the suggestions already made during the pilot stage. We hope they will be taken into consideration so that version 2 –the final one– of the platform can be better. 						
Assessment of the materials available on the platform						
What is the degree of satisfaction with the learning materials available?			1		10	5
<ul style="list-style-type: none"> • (More) exercises in Spanish should be available • New materials in Spanish are being added and this is important to attract our attention to a greater extent. 						
Assessment of platform dissemination						
Do you think the platform dissemination carried out among the group of users and the PEERS is sufficient?				3	9	4
<ul style="list-style-type: none"> • Like everything else, it could be improved, since people are very reluctant to check the e-mails and adverts that they receive every day. In the end, the face-to-face actions with groups of seniors and citizens in public spaces have turned out to be the most effective ones. More written press and other media such as radio and TV should be involved, but this work has a very high cost and it falls beyond the scope of the present project 						
What can be the degree of impact among platform users and PEERS in your opinion?				6	7	2
<ul style="list-style-type: none"> • In my opinion, the range of targeted people for the training programme should be enlarged. • More attractive contents for users are needed. • Autonomous collaborative learning groups are already being utilised, their use is being recommended before professionals who work in older adult programmes, and it will be further disseminated in national networks and forums. • It has to be organised with institutional support. As a service of the Permanent University. 						

Assessment of general satisfaction and platform use					
What is your degree of general satisfaction with the e-training platform?			2	11	3
Has the training platform met your expectations?					
<ul style="list-style-type: none"> • YES: 14 • NO: 2 					
If the answer is NO, please make a brief comment					
<ul style="list-style-type: none"> • I prefer face-to-face to online training. • I would add assessment questionnaires or exercises in order to encourage the follow-up and evolution of the platform 					

7.1 Conclusions from the survey

As for the assessment of overall satisfaction with the training content, most of the participants expressed their satisfaction with the materials, because they deal with relevant priority issues for seniors and are nicely designed. Its approach encourages motivation among addressees to undertake initiatives oriented to improve their active ageing, providing a response to the concerns that anyone may have. Nevertheless, it became clear through the experience that the materials could be improved for future actions, with the inclusion of more activities in the respective national languages of the participating partners, because the formative contents are limited in some areas. As users come from various countries, an effort should be made in each case to make available specific contents and internet addresses in each language. In the case of Spain, these options have already been implemented, but there should be even more, because not every senior has a high level of English in our country and access should be provided to them in Spanish if we want them to achieve the aims of Peer-to-Peer Training. The incorporation of assessment questionnaires meant to encourage the follow-up and evolution of the platform is also suggested as a proposal for improvement.

With regard to the platform organisation, all participants consider that it is appropriate because the arrangement of materials by topics, as well as the distribution of the 'house', where all the materials are located, largely helps find the information easily. All the same, some proposals for improvement have been made, for instance that the Action Plan needs to be completed in submodule 3.6 (inside the 'Using Technology' module) or that a translation has to be made of pop-up menus. Changes have been implemented from the beginning of its operation, following the suggestions already made during the pilot stage. We hope they will be taken into consideration so that version 2 –the final one– of the platform can be improved.

When it comes to expressing their satisfaction with the materials available, practically every participant declared to be happy with them. However, as mentioned above, it would be advisable to revise them, and also to complement them with more activities in the different languages of the addressees, so that the acquired knowledge could be put into practice. New materials in Spanish are being added, and this is important to raise more interest and also to improve the degree of applicability.

As for the assessment of the platform dissemination performed among the group of users and the peers, the opinion of participants was more varied, the majority expressed that they were either satisfied or very satisfied. It is true that there are aspects that could be improved, though; since people are very reluctant to check the e-mails every day and seniors prefer face-to-face sessions that allow for social interaction. In the end, the face-to-face actions with groups of seniors and citizens in public spaces have turned out to be the most effective ones. More written press and other media such as radio and TV should be involved, but this work has a very high cost and it falls beyond the scope of the present project.

The same happens with the impact degree, where the response is diverse too, high and medium levels accumulate the greatest number of answers. Emphasis was placed on the convenience to broaden the range of addressees (target population) and the range of activities so that they would be more attractive for users. Interestingly enough, the peer-to-peer methodology is being recommended above the traditional teaching carried out by professionals who work in older adult programmes, and this positive result has to be further disseminated in national networks and forums.

In relation to the overall satisfaction with the formative e-training platform, answers were also varied, nevertheless, those who are satisfied or very satisfied form the largest group of respondents (over 75%).

Finally, we would like to highlight that most of the peers involved saw their expectations fulfilled after their participation in the project, and they would be interested in continuing with their training as peers in the future. Only a small percentage of participants (2 out of 16) would not be willing to do so because they prefer face-to-face to online training.

8 Final Conclusions for Spain

The final assessment of the PPS pilots and the e-learning educational programmes as well as the Peer-to-Peer approach to training for active ageing have proved successful and a high-impact learning method for seniors in our case (Alicante-UPUA).

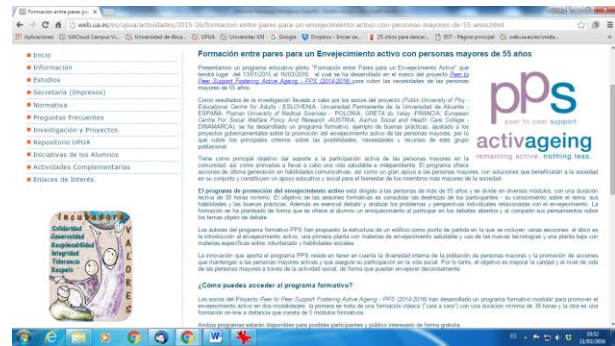
It is worth noting that the development process was very complex, thereby a high amount of dedication and many hours were required together with a great quantity of means and resources which were not envisaged in the initial conception of the project. The training process, thus, needed a process of design, preparation, publicity, provision of resources (classrooms, audiovisuals, brochures, materials), exploitation, personalised attention to peers and participants, assessment and the subsequent improvement and implementation which has required the efforts of many people who were not initially foreseen in the concept of the instructions manual and in the project design.

From our educational and psychoeducational perspective, and in our capacity as an institution specialised in senior training, we have implemented all the aforementioned aspects to ensure the success of the PPS project pilot actions and we have been able to achieve the desired outcome and impact. It all meant an added source of learning and especially from the specific perspective of our cultural and sociodemographic context which has even more strongly determined the lines to be improved and implemented in Alicante.

Finally, we would like to highlight the absolute positive value of the high involvement shown by peers, who have contributed generously, with full dedication and self-exigency, to this project: and we would also like to express our gratitude to the Centre of Resources for Consumption and the Department of Education and Social Affairs of the Alicante Town Council for their valuable help and for their collaboration in the dissemination of activities and the provision of classrooms and a variety of other facilities for the development of face-to-face sessions.

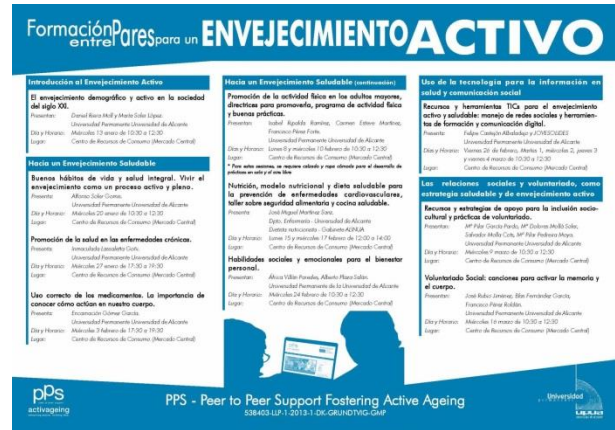
9 Annex – Dissemination Summary

Permanent University Website



<http://web.ua.es/es/upua/actividades/2015-16/formacion-entre-pares-para-un-envejecimiento-activo.html>

Leaflet



Social Networks

Universidad Permanente
about 4 months ago

PRESENTACIÓN DEL PROGRAMA EDUCATIVO "FORMACIÓN ENTRE PARES PARA UN ENVEJECIMIENTO ACTIVO"
Presenta: Concepción Bru Ronda, Directora Universidad Permanente, Universidad de Alicante.
Fecha: Lunes 14 de diciembre - 11:00h.... See More



Centro de Recursos de Consumo Alicante
Government Organization · 631 Likes · December 1, 2015 ·

CHARLAS Y TALLERES PARA UN ENVEJECIMIENTO ACTIVO. Organizado por la Universidad Permanente de la UA, en colaboración con el Centro de Recursos de Consumo. Inscripciones abiertas. 30 Plazas por grupo y actividad.
Enlace: <http://web.ua.es/.../formacion-entre-pares-para-un-envejecimi...>

17 likes · 3 comments · Share

Universidad Permanente
about 3 months ago

Se ha realizado la presentación del programa educativo piloto "Formación entre Pares para un Envejecimiento Activo" el 14 de diciembre, desarrollado en el marco del Proyecto Peer to Peer Support Fostering Active Ageing - PPS.



23 likes · Comment · Share

Universidad Permanente
about 2 months ago

Ayer día 13 comenzó el programa educativo piloto "Formación entre Pares para un Envejecimiento Activo" que se desarrolla en el marco del proyecto europeo Peer to Peer Support Fostering Active Ageing. Daniel Riera y María Soler llevaron a cabo el primer taller sobre el envejecimiento demográfico y activo en la sociedad del siglo XXI. Se trata del primer módulo del programa formativo que tiene una duración de 30 horas.



Peer to Peer Support Fostering Active Ageing added 14 new photos.
Education · 125 Likes · January 14 ·

Yesterday 13th January began the pilot of the learning programme "Peer to Peer Learning for an active ageing" that is developed in the framework of the European ...
See More

Universidad Permanente
about 2 months ago

HACIA UN ENVEJECIMIENTO SALUDABLE
Buenos hábitos de vida y salud integral. Vivir el envejecimiento como un proceso activo y pleno.
Sesión de hoy en el marco del Proyecto Universitat d'Alacant / Universidad de Alicante (canal oficial) Peer to Peer Support Fostering Active Ageing impartido por Alfonso Soler Gomis en el Centro de Recursos de Consumo Alicante



Peer to Peer Support Fostering Active Ageing added 10 new photos.
Education · 125 Likes · January 20 ·

Pilot workshop in Alicante: "Health in a holistic approach. Europeans' health. Ageing processes." Presented by Alfonso Soler Gomis of Universidad Permanente Uni...
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about a month ago

Peer to Peer Support Fostering Active Ageing added 6 new photos.
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MODULE 2: Healthy Ageing. Physical activities for seniors. Guidelines for promoting physical activity among older adults. Physical activity programme for the ol...

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HOY LUNES 02/02 TALLER:
Promoción de la actividad física de los adultos mayores, directrices para promoverla, programa de actividad física y buenas prácticas.
Presentan: Isabel Ripalda, Carmen Esteve y Francisco Pérez Forte.
Lunes 8 y miércoles 10 de febrero de 10:30 h a 12:30 h
Lugar: Centro de Recursos de Consumo (Mercado Central)... See More

Peer to Peer Support Fostering Active Ageing added 8 new photos.
Education · 125 Likes · February 4 · 🌐

PROPER USE OF MEDICATION
Yesterday we had the meeting Face to Face of Peer to Peer Support Fostering Active Ageing about the proper use of medication in Centro...

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Formación entre Pares para un Envejecimiento Activo.
Universidad Permanente de la Universidad de Alicante

Salta contenido Formación entre Pares para un Envejecimiento Activo PRESENTACIÓN DEL PROGRAMA EDUCATIVO "FORMACIÓN ENTRE PARES PARA UN ENVEJECIMIENTO ACTIVO" Presenta: Concepción Bru Ronda, Directora Universidad Permanente, Universidad de Alicante. Fecha: Lunes 14 de diciembre - 11:00h.

UA

PROGRAMA EDUCATIVO "FORMACIÓN ENTRE PARES PARA UN ENVEJECIMIENTO ACTIVO"

Galería Fotográfica UPUA PROGRAMA EDUCATIVO "FORMACIÓN ENTRE PARES PARA UN ENVEJECIMIENTO ACTIVO"

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UTILIZANDO LAS TICS, sesiones del módulo 3 Face To Face del Proyecto Peer to Peer Support Fostering Active Ageing...
fb.me/YRZ6WBgn
5:14 PM - 12 Mar 2016

👍 1 🔄 1 ❤️ 1

Concha Bru
@concha_bru

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6:08 AM - 9 Mar 2016

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Dinámica activa en relaciones sociales y comunicación @upermanente @UA_Universidad @alicanteayto @PeerToPeerProj
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ENVEJECIMIENTO SALUDABLE @PeerToPeerProj @upermanente @UA_Universidad @alicanteayto Hoy 24/02 10:30-12:30 h.... fb.me/815eaz5u
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Alicante Town Hall Website



<http://www.alicante.es/es/contenidos/programa-educativo-formacion-pares-envejecimiento-activo>

Senda Senior Magazine



http://www.sendasenor.com/La-UPUA-desarrolla-un-programa-educativo-piloto-dirigido-a-mayores-de-55-anos_a3830.html

La Permanente Magazine

28 |

FORMACIÓN

Peer to Peer Support Fostering Active Ageing – PPS

Formación entre Pares para un Envejecimiento Activo



La Universidad Permanente de la Universidad de Alicante (UPUA) presenta el 14 de diciembre el programa educativo piloto **"Formación entre Pares para un Envejecimiento Activo"** este se iniciará en enero de 2016 y se desarrollará durante 30 horas entre el 13/01/2016 al 16/03/2016

Dirigido a personas mayores de 55 años, este programa se enmarca en el Proyecto Multilateral Grundtvig Peer to Peer Support Fostering Active Ageing – PPS (2014-2016), formado por organizaciones de 6 países europeos: Austria, Dinamarca, Eslovenia, España (Universidad Permanente de la Universidad de Alicante), Francia.

Como resultado de la investigación llevada a cabo por los socios del proyecto, se ha concluido y preparado un programa ajustado a los proyectos gubernamentales sobre la **PROMOCIÓN EL ENVEJECIMIENTO ACTIVO DE LAS PERSONAS MAYORES**, que cubre los principales criterios sobre las posibilidades, necesidades y recursos de este grupo poblacional.

Tiene como principal objetivo, dar soporte a la participación activa de las personas mayores en la comunidad, así como animarlas a llevar a cabo una vida saludable e independiente. El programa ofrece acciones de última generación en habilidades formativas y comunicativas entre personas iguales, así como un gran apoyo a ciudadanos mayores, con soluciones que constituyen un apoyo educativo y social para el bienestar de los miembros más mayores y que repercutirán en el bienestar de la sociedad en su conjunto.

Dividido en diversos apartados, hay tres grandes bloques que posteriormente se subdividen en otros módulos y charlas y talleres:

1) HACIA UN ENVEJECIMIENTO SALUDABLE

2) USO DE LA TECNOLOGÍA PARA LA INFORMACIÓN EN SALUD Y COMUNICACIÓN SOCIAL

3) LAS RELACIONES SOCIALES Y VOLUNTARIADO, COMO ESTRATEGIA SALUDABLE Y DE ENVEJECIMIENTO ACTIVO.

Con una duración de 30 horas mínimo. El objetivo de las sesiones formativas es consolidar las destrezas de los participantes – su conocimiento sobre el tema, sus habilidades y las buenas prácticas. Además es esencial debatir y analizar los problemas y perspectivas individuales relacionadas con el envejecimiento. La formación se ha planteado de forma que se ofrece al alumno un enriquecimiento al participar en los debates abiertos y al compartir sus pensamientos sobre los temas objeto de debate.

Para más información, visita la página web del Proyecto <http://www.activeageingproject.eu>

Concha Bru

Diario Información- Local Newspaper

INFORMACIÓN | 5 ABAJO, 5 DE MARZO, 2016

novaire LOS MAYORES PRIMERO 3
SAROMAYTE

ACTIVO

FÍSICA

Los aspectos físicos son fundamentales para un envejecimiento activo y, por tanto, una buena jubilación también. La psicóloga Esther Sigas explica que esta variable contempla tanto el ejercicio físico como la parte de la alimentación. La parte física es un factor determinante de una buena calidad de vida. «Cuanto más deporte hagamos mejor, siempre que lo adaptemos a nuestras posibilidades», afirma.



EMOCIONAL

Cuidarnos a nivel emocional es otro de los factores que influyen en el día a día de las personas y, por tanto, también de las personas mayores. En este sentido, las personas jubiladas, o que se van a jubilar pronto, tienen que aprender a manejar diversas situaciones que se van a producir como, por ejemplo, la pérdida de algún ser querido. «Siendo más mayores, perdemos a más personas», señala Esther.



Injericamos recibirnos lo que llamamos un salario emocional, ya que devolvemos a la sociedad todo lo que ella nos ha dado en la vida». Sin embargo, ella considera imprescindible que todas las personas aprendan a jubilarse. Y lo habla desde el conocimiento en primera persona porque, como ella misma recuerda, «cuando me jubilé pasé momentos muy difíciles, ya que hasta el final de mi carrera estuve asumiendo todas las responsabilidades que me correspondían en el instituto y

trabajando las reformas humanas, por lo que cuando me llegó el momento tardé un tiempo en volver a afrontar mi situación». Para ello, considera que debería haber un cambio en la mentalidad de todos, incluida la legislación vigente. «Los trabajadores, en mi opinión, deberíamos de ir dejando el trabajo y las responsabilidades poco a poco, pudiendo enseñar a los nuevos profesionales que entran en la empresa y reduciendo nuestra jornada. Creo que tendría que haber más flexibilidad laboral y una reducción de joma-

da para poder aprender lo que es la jubilación y lo que implica». Daniel Riera, por su parte, fue también profesor y es también jubilado. Al contrario que su compañera María, él dejó los últimos dos años de vida laboral en sus responsabilidades en el centro en el que trabajaba, mientras que poco a poco iba haciendo actividades más sociales. «Cuando empecé a dar clases en la Educación de Adultos comencé una labor más social, donde organizaba con otros compañeros actividades culturales y coordinamos iniciativas con otros centros de adultos. Yo me crié desde pequeño con los valores de la solidaridad y el esfuerzo y sabía que, una vez jubilado, quería devolver a la sociedad lo que ella me había dado».

Por ello y cuando se jubiló, Daniel, además de ir a clases en la Universidad Permanente de la Universidad de Alicante (UPUA), se hizo voluntario de Cruz Roja y ahora participa en el proyecto de Apoyo y Prevención para el Abandono Escolar (APAE) en el que da clases de refuerzo a niños de familias con problemas económicos. Además, colabora en el proyecto Peer to Peer de la UPUA, junto a María, en el que ayuda a otras personas mayores a afrontar la jubilación haciendo de mentores e impulsando diferentes iniciativas y jornadas.

También participa en el programa Peer to Peer Pepe Rubio, jubilado y profesor de FP en el centro Cavañales. Él sigue colaborando como miembro senior en los concursos de formación profesional de ámbito autonómico nacional y considera que las personas mayores pueden aprovechar su tiempo y compartir su conocimiento con el resto. «En el proyecto concreto de Peer to Peer lo bueno es que es una formación entre pares, todos tenemos una edad similar; la comunicación es totalmente horizontal y los asistentes ven lo que yo hago lo pueden hacer ellos perfectamente», enfatiza.

«Cómo llegar bien a la jubilación? Como explican las personas consultadas en este reportaje con una buena preparación basada en el aspecto social, mental, físico, emocional y, cada vez más importante, el aspecto financiero. Y, sobre todo, en no perder nunca la inquietud por aprender y seguir haciendo cosas nuevas.

LOS SETENTA, LOS NUEVOS CUARENTA



Tribuna

Marian Aleson

Profesora de la Universidad de Alicante y participante en Proyectos de Investigación Europeos en Innovación educativa y formación de las personas mayores

La vida empieza a los 70, [...] y los setenta son los nuevos 40, ¿no lo sabías? El exótico Hotel Marigold de Deborah Moggach.

Con esta frase sorprendente los habitantes del exótico Hotel Marigold desafían a sus familias y a la sociedad que los ha relegado a una residencia disfrazada de hotel donde descansar hasta el fin de sus días. Ante esta situación, la mayoría de los residentes se intenta rebelar y busca en ese exótico paraíso un modo de volver a definirse como personas. Es de agradecer que éste y algunos otros relatos recientes, como *El amante japonés* de Isabel Allende, empiecen a ofrecernos otra nueva perspectiva sobre el envejecimiento. Nueva, en cierta forma, porque es una realidad callada que ha permanecido oculta, desdeñada y apartada de la corriente de pensamiento general de la sociedad moderna, mucho más pendiente de sobrevalorar las cualidades de la juventud, de mostrar en las portadas imágenes de sempiternos jóvenes, que de valorar los frutos de la madurez.

De esta manera la brecha entre generaciones se ensancha; y mientras los treintañosos se apremian por seguir jóvenes, evitando arrugas, retardando la independencia, la vejez se enmudece y se ve solamente retratada en las imágenes de esos septuagenarios que han conseguido mantener la imagen congelada de su juventud. «¿Qué bien se conserva—suspiramos y, como dice Fernando Savater, parece que la vejez en nuestro mundo actual—siempre está de más». Pero las cosas cambian; las nuevas generaciones de mayores no son las de antes. Son gente preparada, capacitada, con experiencia, madurez y que sobre todo se caracteriza por un inequívoco empuje hacia delante. Se rebelan contra ese punto de vista capitalista y ciego que los etiqueta como grupo social no productivo y que conlleva la carga de ser una carga para las generaciones más jóvenes.

Muy al contrario, muchas de estas personas luchan por ser más visibles, por aportar de nuevo a la sociedad, a través de lo que llamamos el envejecimiento activo. A partir de los 55, todos debemos prepararnos para ese cambio. Vamos a abrir un nuevo periodo vital, que en los países desarrollados, es más de un tercio de nuestras vidas. Debemos tener abierta la posibilidad de adaptarnos, de conocernos mejor, de aprender nuevas cosas, de adquirir nuevas competencias, de reorientar nuestra carrera profesional, de reinventarnos. Y lo más importante, debemos poder activar mecanismos que permitan reinventar todo ese esfuerzo de nuevo en la sociedad. Para poder lograrlo es necesario promover una mayor implicación social desde todos los estamentos, desde el gobierno, sindicatos, o empresas, hasta las propias familias. Proyectos europeos como el BALL, PPS, o EduSennet, o las iniciativas que se desarrollan desde la Universidad Permanente están possibilitando que nuestros mayores estén abriendo un camino de limitadas posibilidades del que todos podremos disfrutar cuando llegue nuestro momento. Iniciativas como estas nos ayudan a tener una sociedad más igualitaria, más solidaria y más sostenible, a la vez que promueven un mejor futuro para todos.

CONSEJOS SODEXO PARA LA CALIDAD DE VIDA

17 de marzo, Día de San Patricio



Ana Nelda NUTRICIONISTA

El 17 de marzo se celebra el Día de San Patricio. Una fecha muy especial en Irlanda. Por este motivo, hemos dedicado el consejo nutricional de este mes a uno de sus productos estrella. La cerveza. El tipo más conocido es la negra o «stout».

RECOMENDACIONES

sodexo SERVICIOS DE CALIDAD DE VIDA

- ◀ En la antigüedad era usada para evitar infecciones o dolores estomacales. Fueron los celtas los que perfeccionaron su elaboración hasta lo que hoy conocemos.
- ▶ ¿Barriga cervecera? no se ha podido relacionar consumo de cerveza con acumulación de grasa en la zona abdominal, de hecho, es baja en calorías y tampoco es responsable de obesidad.
- ▶ Aporta nutrientes de forma natural, procedentes de sus materias primas y las levaduras que realizan la fermentación. Esto le proporciona cierto valor nutricional, a diferencia de otras bebidas alcohólicas que imponen «calorías vacías».
- ▶ Su consumo esporádico es beneficioso en adultos sanos, nunca embarazadas o enfermos medicados, aunque decir que consumir cerveza nos mantiene sanos será exagerado.
- ▶ Además, aporta fibra soluble (evita el estreñimiento e hipercolesterolemia), o hidratos de carbono.
- ▶ El consumo moderado de cerveza podría disminuir el riesgo de enfermedad cardiovascular.
- ▶ En cuanto al contenido en alcohol, su consumo abusivo es muy perjudicial pues es tóxico y además interfiere con los medicamentos.