CEDAC
Creative educators of digital arts & culture

Creative educators of digital arts & culture

(Creative Seniors)

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National report

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Table of content

1. Introduction 3

1.1 Objective and scope of the research 3

1.2 Methodology 3

2. Desk Research Results 4

2.1 General situation in seniors' education 4

2.2 Stakeholders 4

2.3 Conclusion 4

3. Online survey results 5

3.1. Survey among senior citizens 5

3.2 Survey among trainers / educators of seniors 5

3.3 Conclusion 5

4. Focus groups results 6

4.1 Interviewees presentation 6

4.2 Topics discussed 6

4.3 Conclusions 7

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1. Introduction

1.1 Objective and scope of the research

The research developed for this national report includes three main parts: **a desktop research**, **the results of an online survey and the main outcomes of the conduction of two focus group sessions (Focus Group 1 – For Seniors, Focus Group 2 – Adult Educators).** The objectives of the national report are various but they mainly focus on the identification of the current situation in regards to the education provided to seniors, their needs and how creativity, arts and culture can be included in their curriculum. The final aim is to understand both the views of seniors and adult educators in order to help the adult educators improve seniors' creative and digital skills. By doing so, seniors will become more socially inclusive.

1.2 Methodology

Desk research:

The desk research was conducted online using various online resources such as newspapers, reports, articles, official letters etc. However, a preliminary research was also conducted due to the previous knowledge of initiatives related to adult education.

Online surveys:

The consortium developed two online surveys, one for seniors and one for adult educators and both were held online (via Google Forms) and they were translated in Greek. Afterwards, a distribution of the online surveys started between friends and families' members, shared both questionnaires on organisation's social media and website. In total, 50 seniors and 30 adult educators participated and answered both online surveys.

Focus groups:

The focus groups were divided in two sessions, one for seniors (on the 8th of October) and one for adult educators (on the 11th of October). Both were organized face to face at Emphasys Centre premises and the participants, especially adult educators, were selected based on their experience, expertise and interests. 10 seniors were participated in the first focus group and 5 adult educators were participated in the second focus group. During both sessions, there were some questions that were planned beforehand, yet there were also questions that were improvised, based on the discussion.

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2. Desk Research Results

2.1 General situation in seniors' education

The EU population over the age of 65 was in 2020 at 20.6% of the whole EU population, a 3 percentage points higher than the corresponding share a decade earlier. In Cyprus, the percentage was in 2020 at 16.3% compared to 16.1% in 2019 and at 12.7% in 2011. Almost all studies show that this rate will rise up, not only for Cyprus but for the whole EU population since the life expectancy is higher and birth rates are low. Yet, right now, despite the increase, Cyprus is still one of the EU countries with a comparatively low share of elderly people since the highest shares were observed in Italy (23.2%), Greece and Finland (both at 22.3%) (Charalambous, 2021).

When it comes to lifelong learning opportunities, Cyprus is a country which has a clear vision to define an integrated strategy for all kinds/types of learning at all levels with the aim to create an inclusive society with skillful citizens. Regarding seniors, there is emphasis given from Ministries and organisations to improve their quality of life and include them in the society yet, there is not a specific policy focus on this specific target group. In fact, the Cyprus Ministry of Education, Culture, Sport and Youth have adopted many initiatives for adults and lifelong learning opportunities for them and seniors are not excluded *(more information given in the following part – 2.2. Stakeholders).*

Moreover, the Deputy Ministry of Social Welfare in collaboration with the Cyprus Sports Organization, promote and improve the initiative of the Cyprus Third Age Observatory for the provision of exercise lesson with the aim of seniors' healthy lifestyle. The slogan of this initiative is «Κανένας μόνος», meaning "No one is alone", and all three organisations promise to never let the elderly alone without the help they need (Offsite, 2021). Furthermore, many organisations, private centres and NGOs are offering seniors informal education and trainings and are promoting lifelong learning opportunities. The place of culture and arts is a rather less frequent topic in regards to the training of the elderly, yet it is not absent. Many informal trainings define and offer culture and arts in more informal ways such as activities and excursion, leaving the more formal form of classes for language learning, digital skills and other theoretical topics.

All these actions and initiatives are part of the Madrid International Plan of Action on Ageing, which offers a bold agenda for handling the issue of ageing in the 21st century. It includes many aspects such as advance in health, supportive environments, care of the older citizens and it suggests many ways for governmental and non-governmental organisations on how to make their societies more welcoming and inclusive for seniors (United Nations). Cyprus has developed a document based on this Action Plan, which also includes what is offered to seniors in terms of education, yet, an official document that focuses only on this aspect has not been developed.

In regards to the difference between rural and urban areas in Cyprus, things are quite complicated. The concepts of urban and rural areas are used and understood on a daily basis by almost everyone. However, not a clear and exact definition can be given due to each country's particularities and characteristics. For example, the UN relies mostly on national definitions of these areas, however, the EU with close collaboration with OECD in 2014 created the Urban-rural typology for Nomenclature of territorial units for statistics (NUTS) level 3 regions which classifies the countries and their areas in three main types: i) predominantly rural, ii) intermediate and iii) predominantly urban (Dijkstra & Poelman, 2014).

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Cyprus is characterized as intermediate, meaning that its population that lives in rural areas is between 20 and 50%. In fact, 33% of the island's population lived in these areas in 2020 which corresponds to 400 605 people. In addition, there is not a big distinction between a village, a town or a city in Cyprus, making it complicated to differentiate them. Even though Cyprus is an island small in size, it is largely formed by large rural areas with low population density according to the Degree of Urbanisation for local administrative unites level 2 (LAU2). Moreover, these villages are not well communicated because nearby large towns with business, shopping or social services are lacking. Therefore, economically active population of rural areas tend to move to urban areas in order to find better job opportunities (Finn, 2019).

Yet, it is difficult for older people to move from one place to the other, even if the distance between them in a small island like Cyprus is not long. There are some Adult Education Centres in rural areas providing education to adults, including seniors for free, but the choices of classes are more limited than in cities.

2.2 Stakeholders

Name of an expert / institution dealing with seniors' education	Contact data (a website address / contact person)	Offering (what can they deliver – trainings? Articles? Applications? Etc.)	Target group(s) – to whom do they focus on?	Other comments / additional information
Adult Education Centres provided by the Cyprus Ministry of Education, Culture, Sport and Youth	Kimonos and Thoukididou, Acropoli, 1434, Nicosia, Cyprus	Through the Adult Education Centre, the MOEC offers lifelong learning opportunities to adults. The courses are free of charge for many target groups, including the elderly.	Adults, with a main focus to seniors.	Initially, the Adult Education Centres were established in rural areas (1952). In 1960, following the independence of the Republic of Cyprus, 175 centres functioned with 3750 members. Since 1974, they have expanded in most urban areas and today they function in all areas of the Republic of Cyprus.

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Nicosia Municipality Multifunctional Foundation	Eptanisou 11, 1016 Nicosia, P.O BOX 21015, 1500 Nicosia	Any services to people over 65 years old. The majority of them are characterized as hobby and leisure activities as they are offering music, art and craft lessons, yoga classes, agua aerobic, cooking etc. Moreover, it provides medical support (hearing and opthalmologic exams) as well as excursions and mental support (daily communication with social workers for emotional empowerement and guidance).	Seniors	Many other municipalities offer the same type of help, education and activities to seniors.
Cultural services by the Cyprus Ministry of Education, Culture, Sport and Youth	Kimonos and Thoukididou, Acropoli, 1434, Nicosia, Cyprus	Seniors can benefit from Programs and Grants Schemes for a wide range of subjects, including literary and artistic activities and theatrical creation.	Adults, including seniors	
Cyprus Third Age Observatory	15 Alexandrou Papadiamanti 3085 Limassol, Cyprus	The aim of the Observatory is to offer to seniors a society without limitations, healthy lifestyle through exercise and wellbeing, lifelong learning opportunities, and active participation.	Seniors	

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Open University of Cyprus	Giannou Kranidioti 33, Latsia 2220	It gives the opportunity to seniors for Higher Education programmes.	Adults, including seniors.	
The Cyprus Third Age Association	https://c3a-cyprus.org/ S	Its aim is to advance the education of the public and in particular the education of older people and the provision of facilities for leisure time and recreational activities.	Seniors	

2.3 Conclusion

Through this research, it is evident that Cyprus has fewer initiatives than other EU countries. However, they are not absent since many are the initiatives and the organisations that provide interesting and interactive ways to keep the elderly busy and up to speed with all new changes in our daily life. Culture and arts are not a high priority and they are not included in many formal trainings, it is mainly through informal training in the form of activities.

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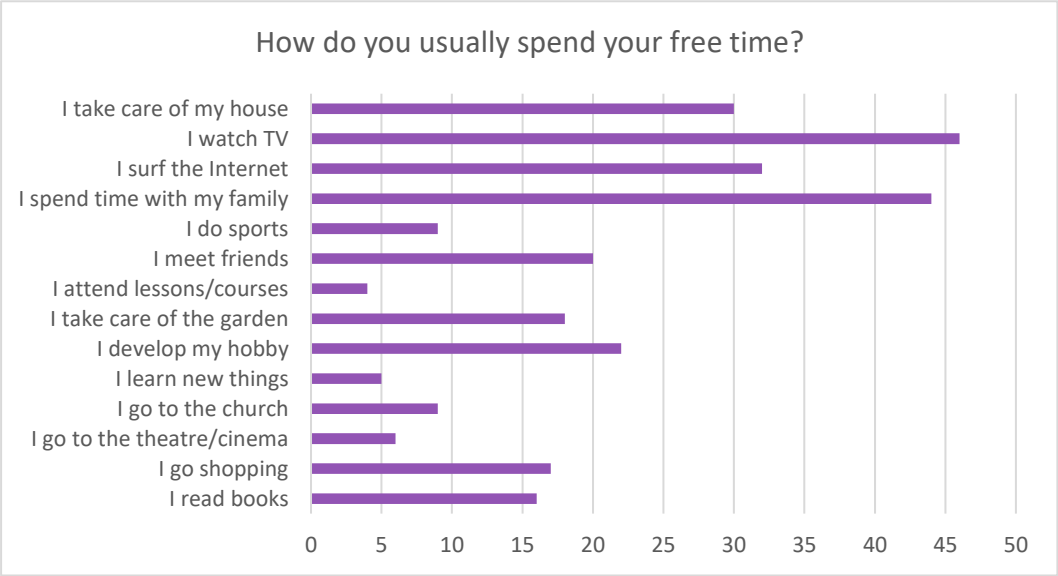
3. Online surveys results

3.1. Survey among seniors

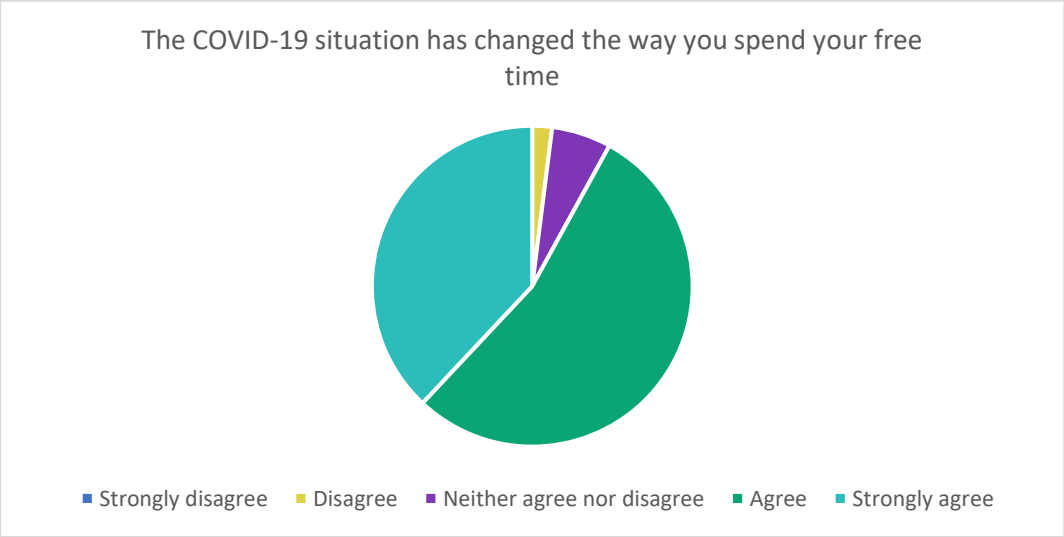
In this section, the results of the online survey will be presented and for each question a graph is created. In total, 50 seniors (people over 55 years old) participated in the online survey.

Question 1: How do you usually spend your free time? (You can choose more than one answer)



Participants choose more than one answer for this question, indicating that they spend their free time in many ways. Most of the participants they mentioned that they were watching TV (46 answers), followed by sending time with their families (44 answers). Many people were the ones that indicated that they surf the Internet (32 answers) yet, answers like attending course, going to the theatre/cinema, and learning new things were not chosen at the same frequency (4 answers, 6 answers and 5 answers respectively).

Question 2: The COVID-19 situation has changed the way you spend your free time



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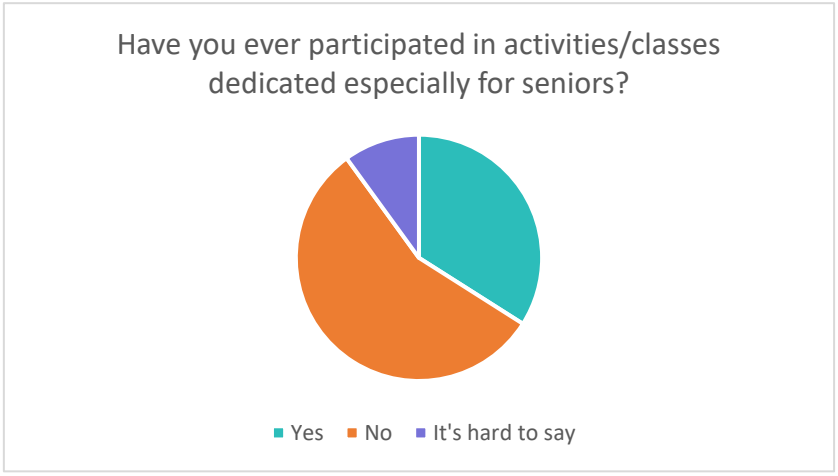
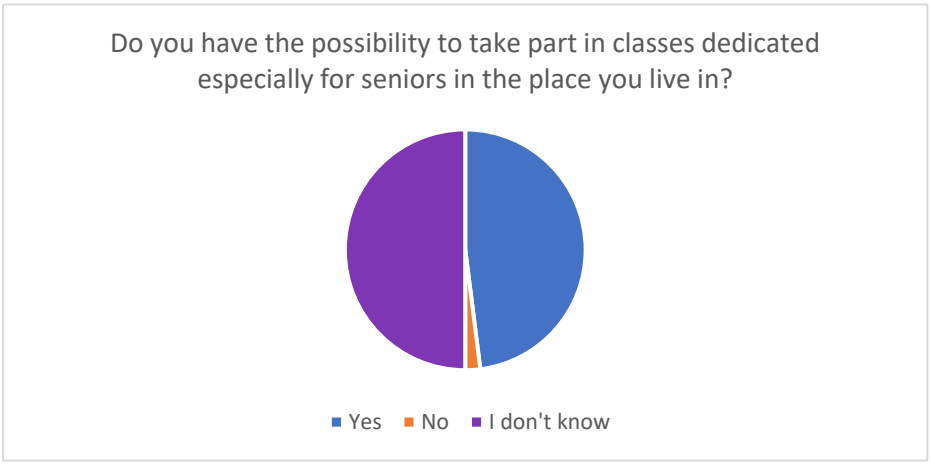
For the second question, the majority of participants agreed that the COVID-19 pandemic has changed the way they spend their time, with only 1 person having a different opinion and three of them not did not agree nor disagree with this statement.

Question 3: Have you ever participated in activities/classes dedicated especially for seniors?



The majority of the participants (28 seniors) indicated that they have never participated in activities/classes dedicated especially to them, and on the other hand, 17 have. Five of them chose the answer “it’s hard to say”.

Question 4: Do you have the possibility to take part in classes dedicated especially for seniors in the place you live in?



For the fourth question, 25 participants did not know if they could take classes especially for them in the place they live in. This could mean that there are any classes of this type or that they are not as well-known as they should have been. However, 24 people indicated that they have the possibility to do so, showing that there are classes offered for seniors that they are known in society. Only one person indicated that they don’t have the possibility to take part in classes especially for seniors.

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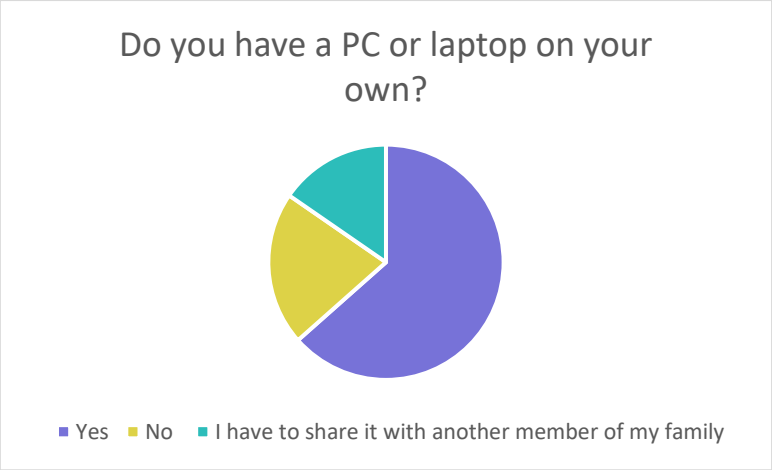
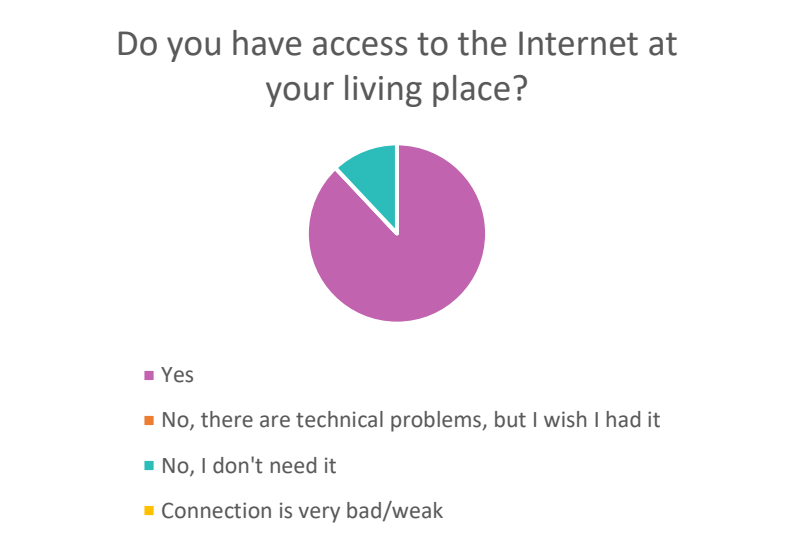
Question 5: Do you have a PC or laptop on your own?



33 people said that they have a PC or laptop on their own, whereas 8 of them have to share it with another member of their family. Yet, 11 of them do not have a computer.

Question 6: Do you have access to the Internet at your living place?



44 seniors confirmed that they have access to the Internet at their living place, whereas the rest (six people) they don't but they don't need it either.

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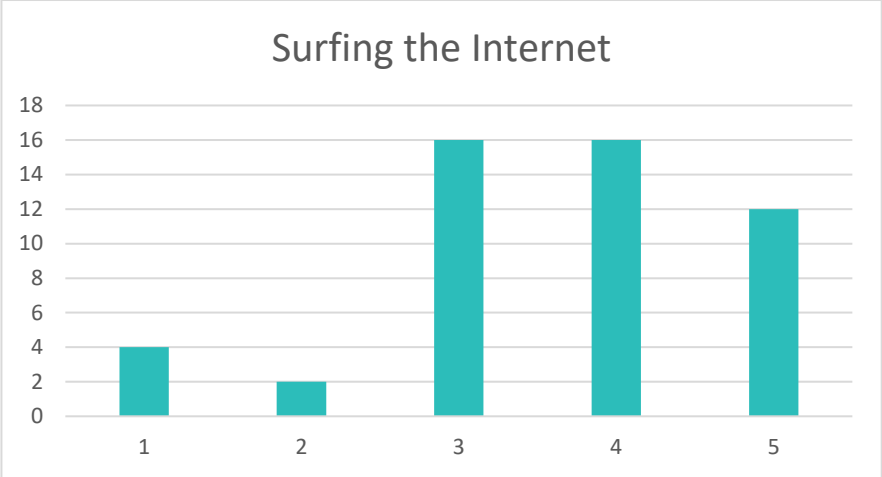
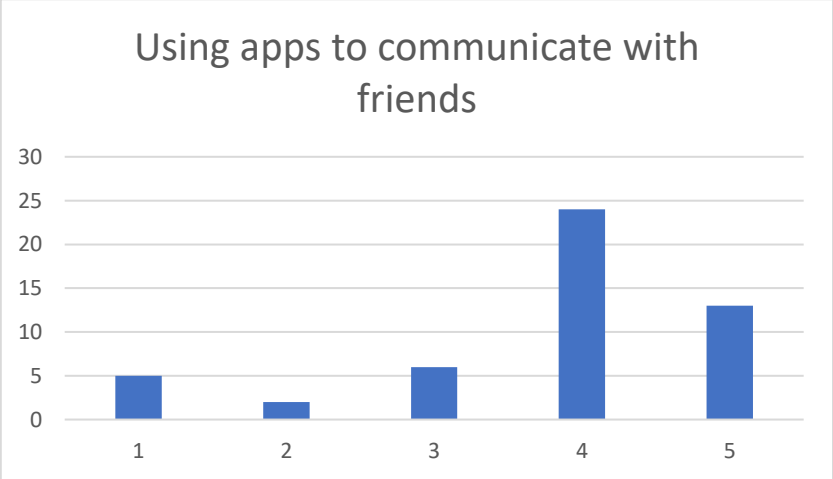
Question 7: How good are you at:

Evaluate your level of competences from 1 to 5, where 1=can't do it, 5=very good



Surfing the Internet

A few people were the ones that are not able to use easily the Internet, whereas the majority (16) of people can, at a medium and good level. People who can use the Internet in a very good level were 12.



Using apps to communicate with friends

Almost half (24 out of 50) of the people who answered this questionnaire, are able to communicate with friends via apps at a good level. People who find it difficult are few.

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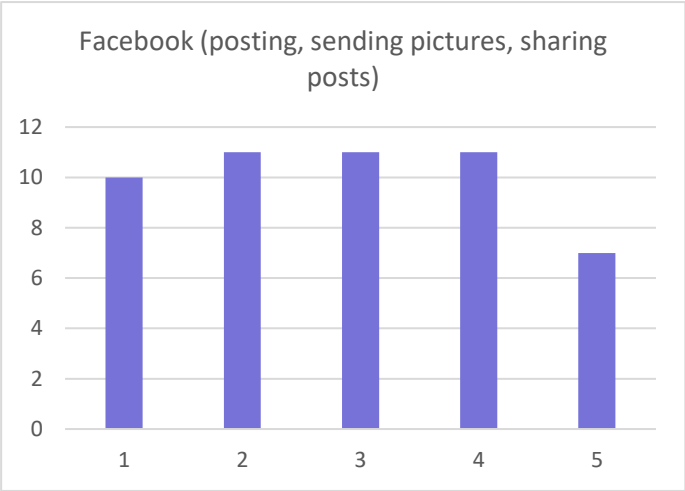

Facebook (posting, sending pictures, sharing posts)

or this question, an answer that stood out, due to the majority of votes, does not exist, since participants share a different level of ability for Facebook. This may indicate the importance of how the seniortube will be formulated and if specific instructions will be needed in order to explain the way of uploading elements on the platform.

Doing online shopping and paying online

This question shows that more complicated things online, such as online payments and shopping, are more difficult for seniors to do. Only 6 people are at ease with this kind of activities, whereas 14 cannot do so.

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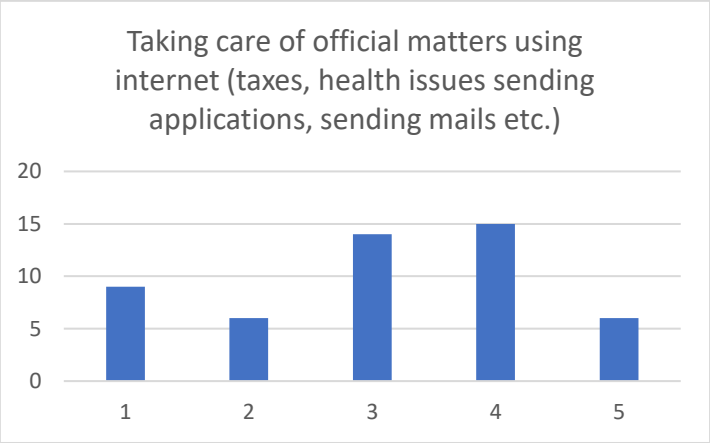
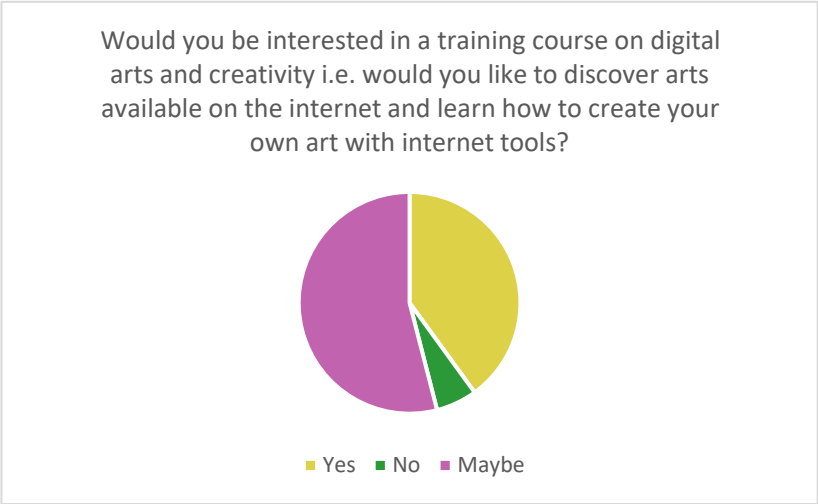


Taking care of official matters using internet (taxes, health issues sending applications, sending mails etc.)

6 participants mentioned that they are able to take care of official matters online easily. However, what differs from the previous question, is that many people can do so (14 people at level 3 and 15 people at level 4), but there is a little space for improvement.

Question 8: Would you be interested in a training course on digital arts and creativity i.e. would you like to discover arts available on the internet and learn how to create your own art with internet tools?



20 participants are interested in a training course focused on digital arts and creativity, whereas the majority (27 people) are not sure if they would like to. Only three people would not be interested.

Question 9: Do you think on-line tools could help you to develop your creativity?

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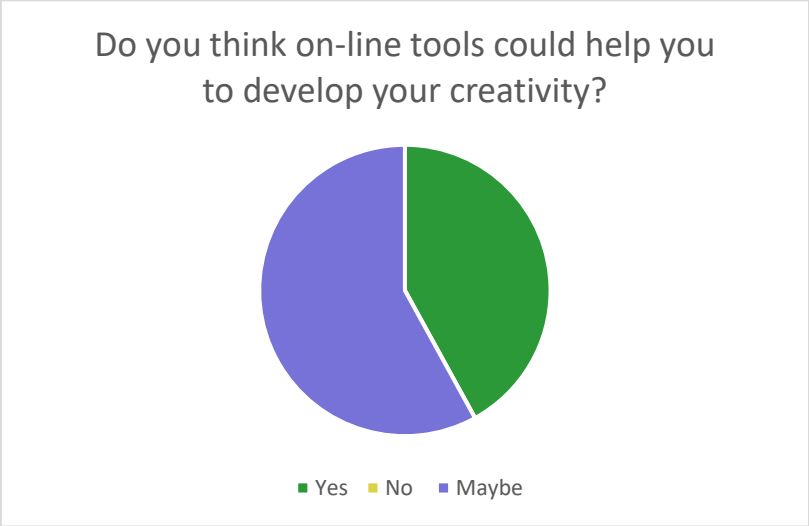
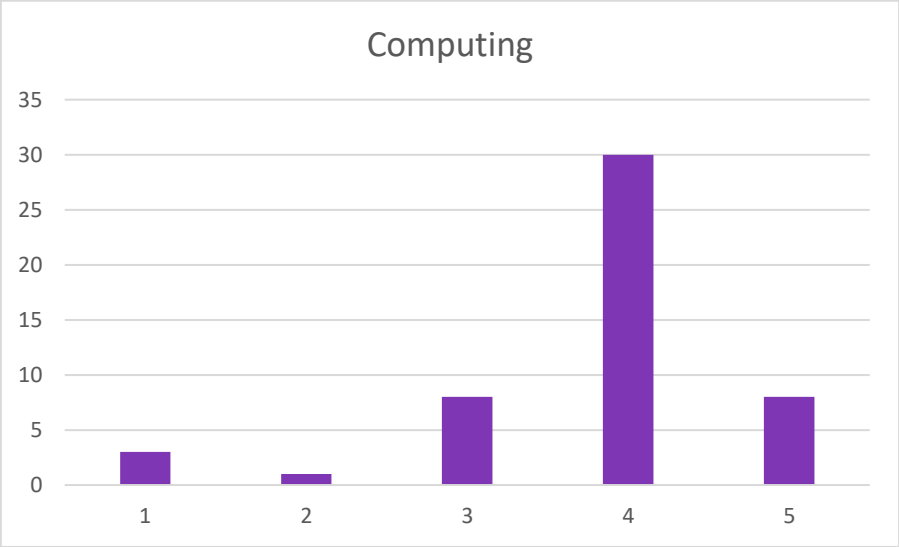


For this question, the most common feeling of people is uncertainty, as 29 people are not sure if online tools can help them to develop their creative skills. Yet, 21 people believe so, and none does not.

Question 10: Which kind of topic would you like to deepen during the training course?

Evaluate from 1 to 5, where 1= not at all, 5=very much

Computing



The majority of seniors agreed that they would like to improve their computer - digital skills.

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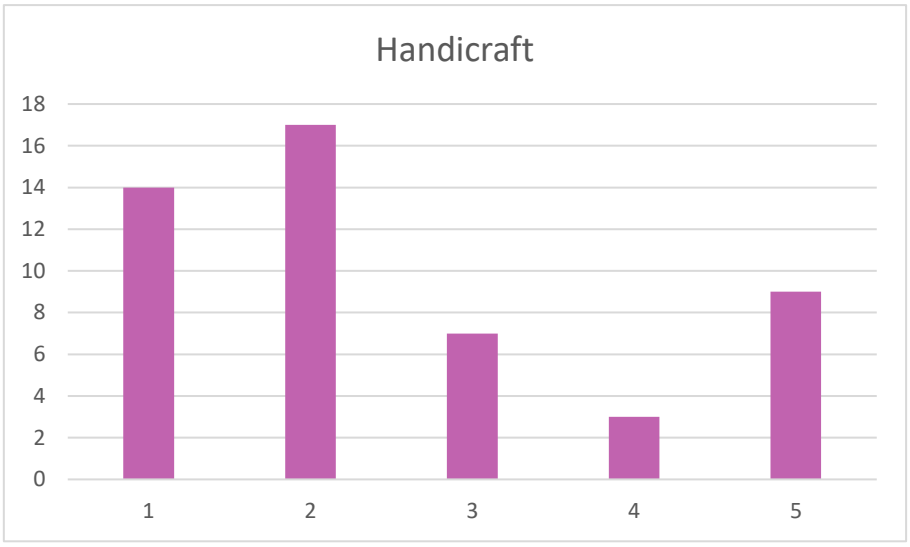
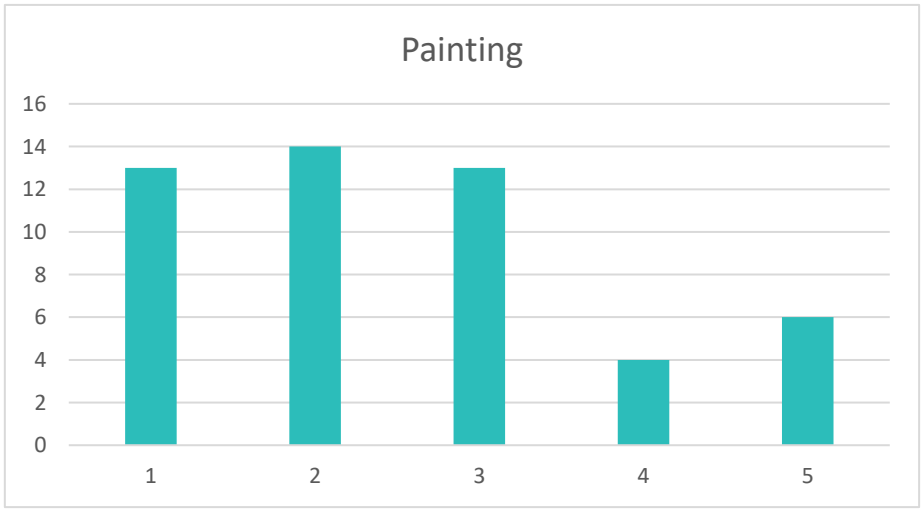
Handicraft



For handicraft activities, not a lot of people were interested in learning more, since 17 people indicated their preference at level 2, yet it is not a definite lack of interest as there are some people who would like to learn more about handicraft.

Painting



The preference for this activity is not clear, since all answers were selected, yet this graphic shows that people are interested but at a limited level.

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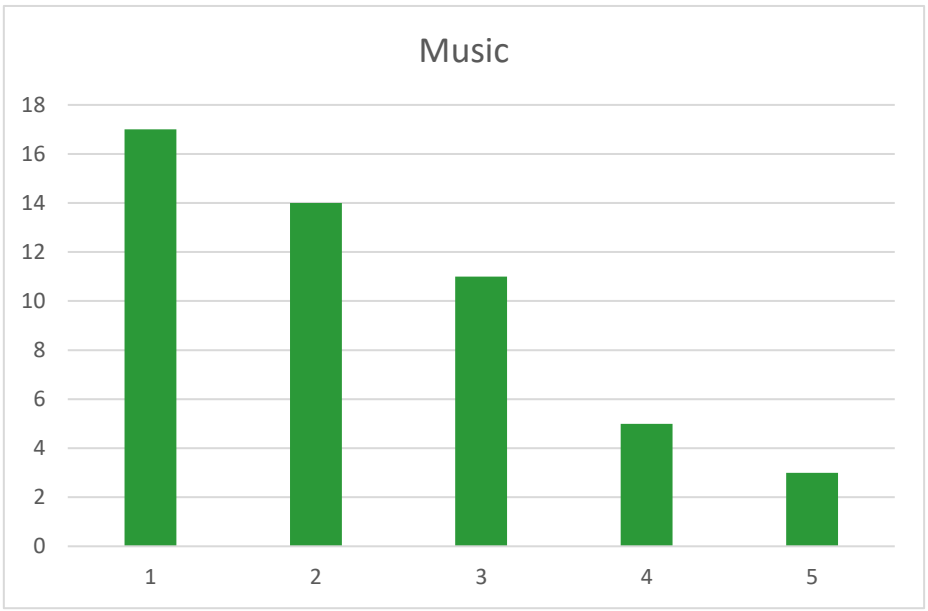
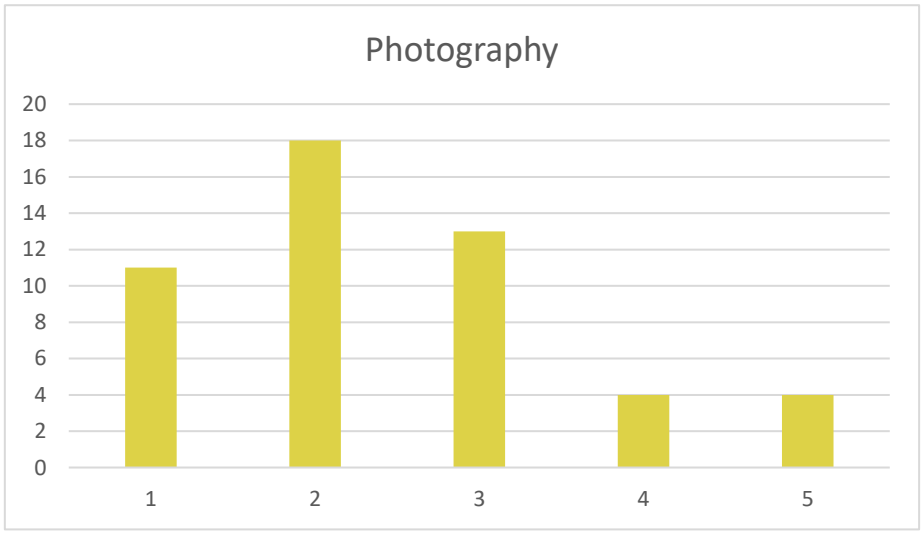
Music



Music, as well, is not that popular among the 50 participants who answered this questionnaire.

Photography



Photography is not a definite no, but not a lot of people are really keen about it.

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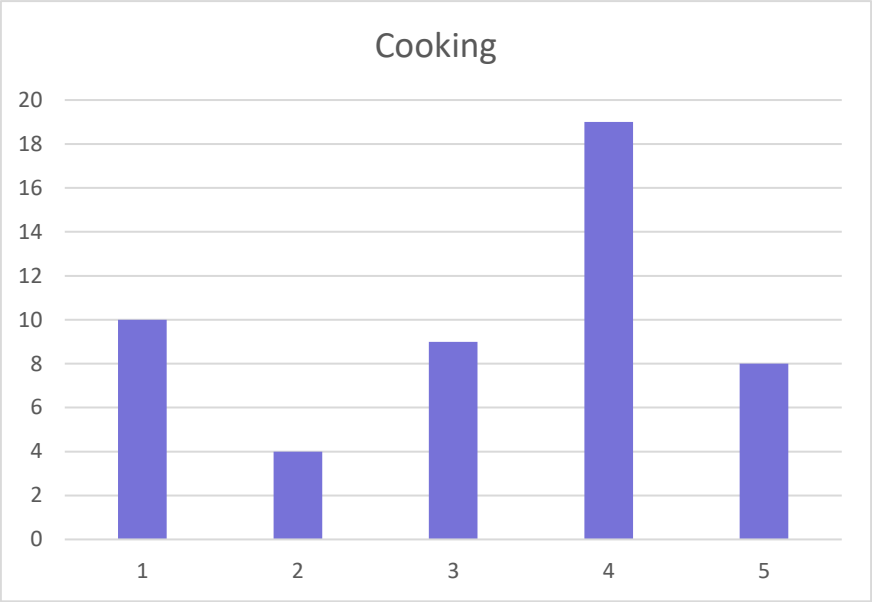
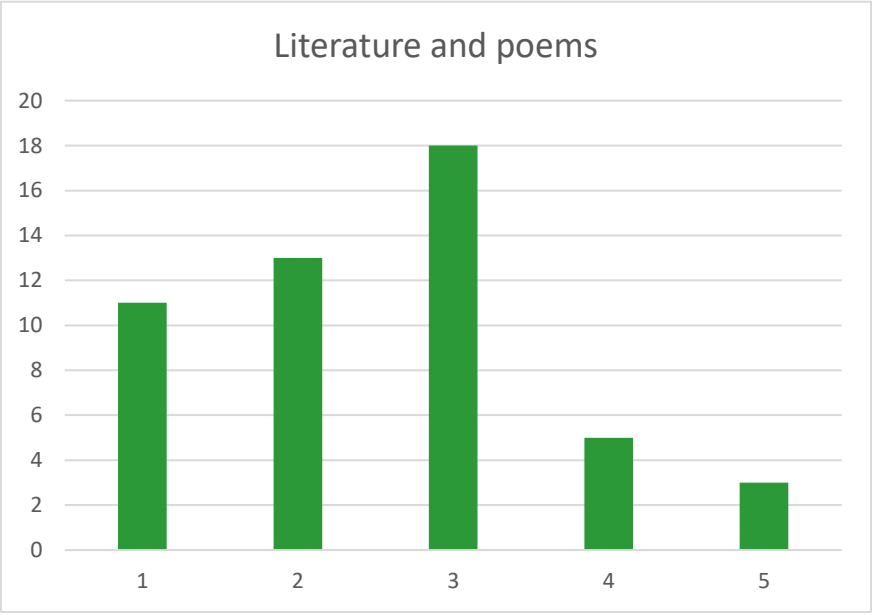
Cooking



Participants are interested in cooking since 19 people indicated that preferences (at level 4).

Literature and poems



For this topic, there are some people that are interested, yet at a more medium level.

Creativity in daily life

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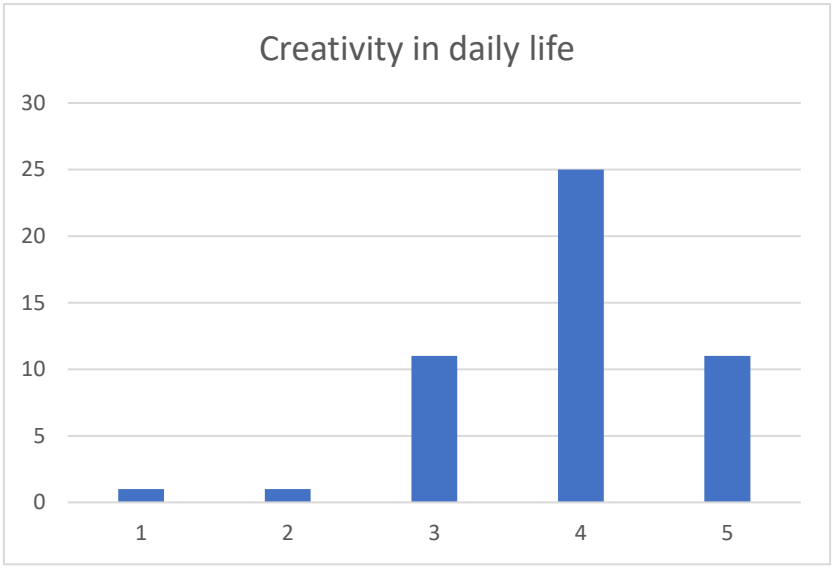
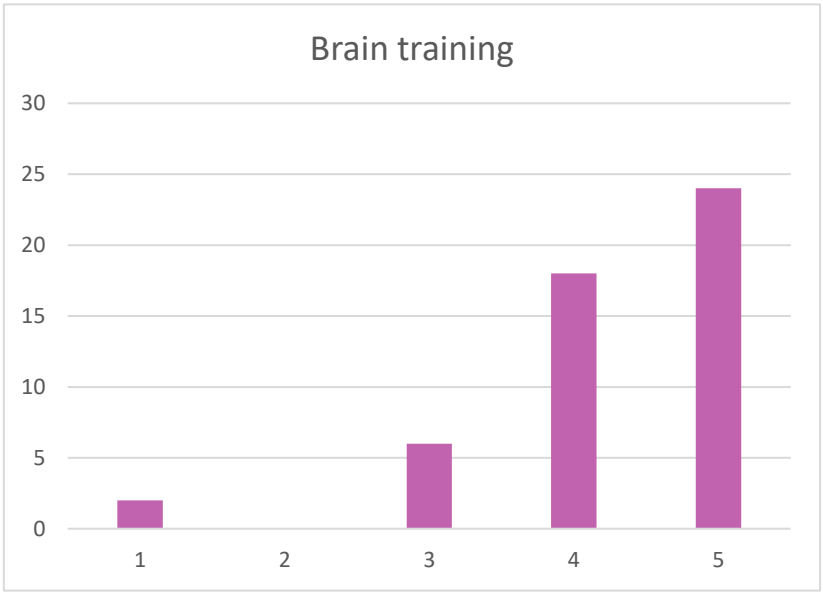


People indicated their interest in creativity in daily life, at a high level, showing the importance of this project in regards to creative skills.

Brain training



Seniors are also very interested in brain training. Only 2 people shared their lack of interest in this category.

Sport

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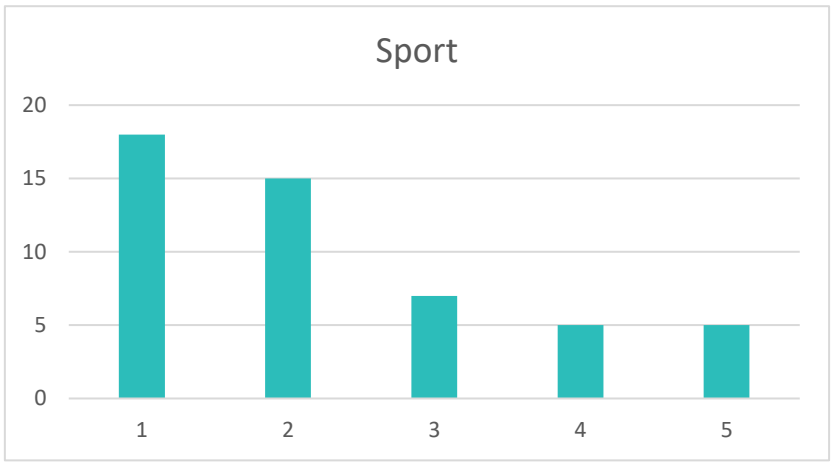
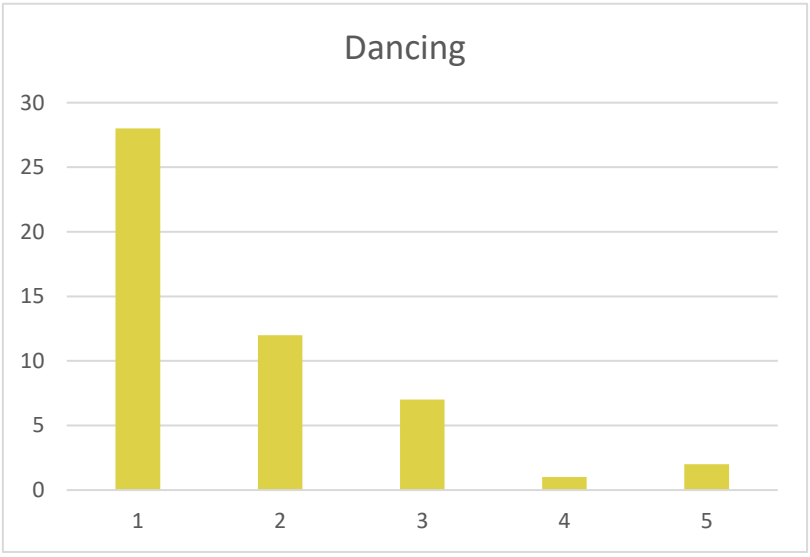


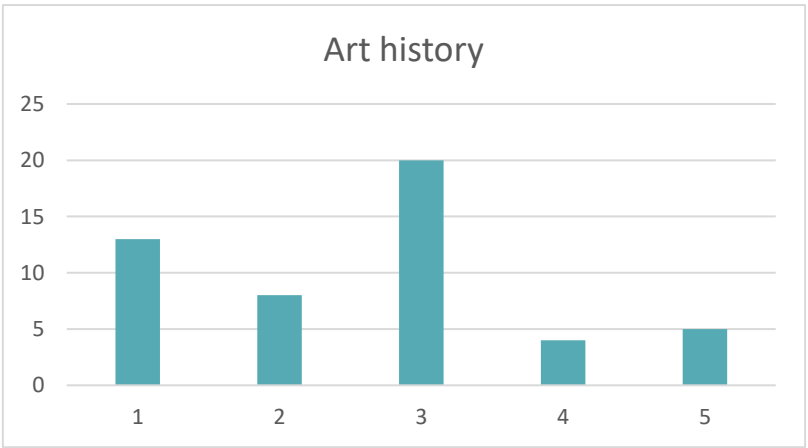
This category is not that popular among the questionnaire's participants since the majority (18 people) would like not to focus on that during the training course.

Dancing



Dancing shares the same opinion as sports, yet at a higher majority (28 people). The lack of interest related to physical activities may be due to their age and the discomfort it may cause.

Art history



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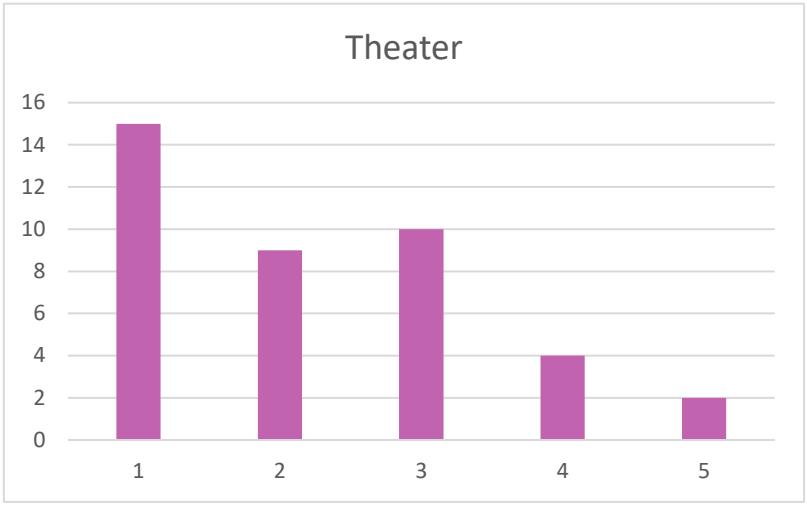
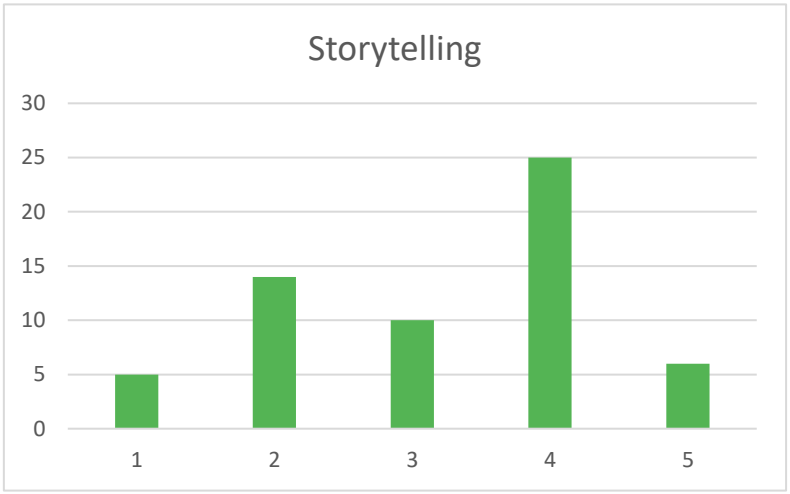
Art history seems a topic that was chosen by the majority of participants as one that should be included in the training course, yet without a major emphasys on it.

Theater



Theater is not an option that was widely selected for being included in the training course.

Storytelling



Storytelling is a topic that most participants (25) would like to have in the training course.

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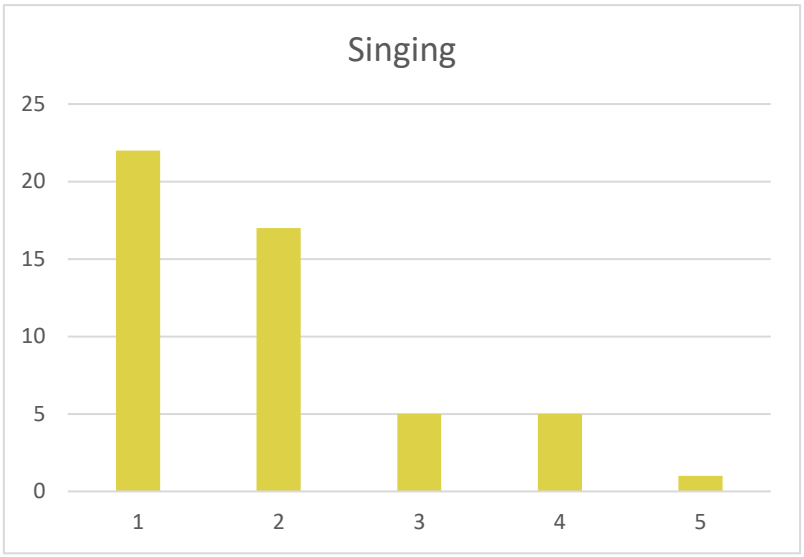
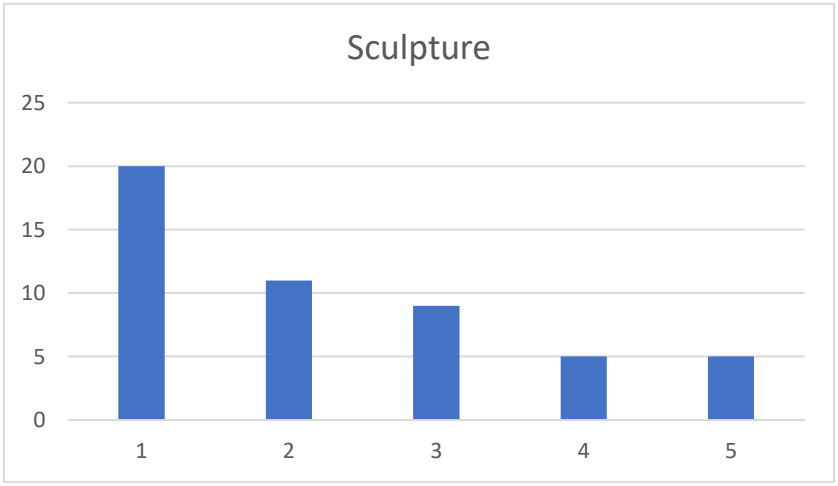
Singing



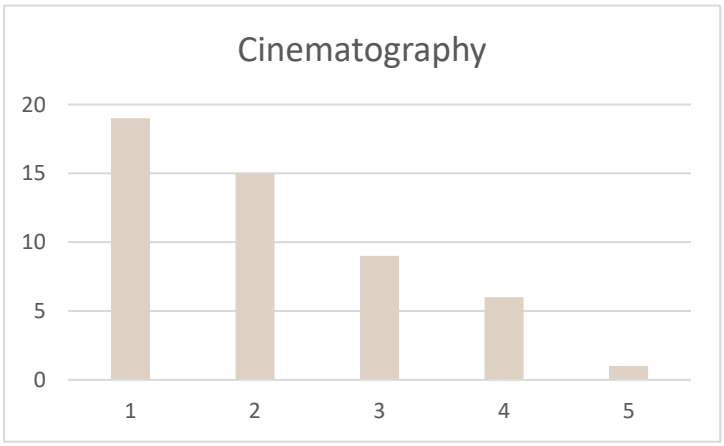
Singing is not an option that seniors would like to see in the training course.

Sculpture



Sculpture is also a topic that is not widely selected, yet there is an interested by many participants.

Cinematography



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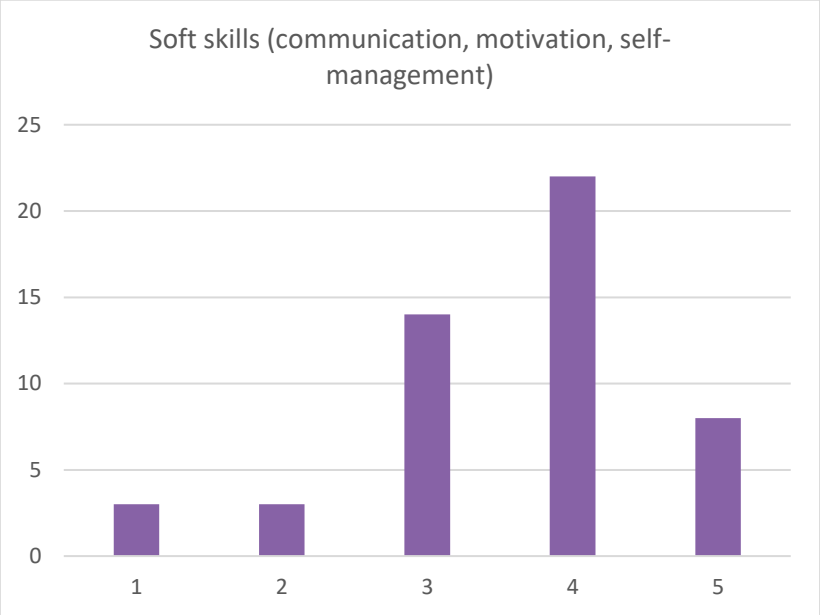
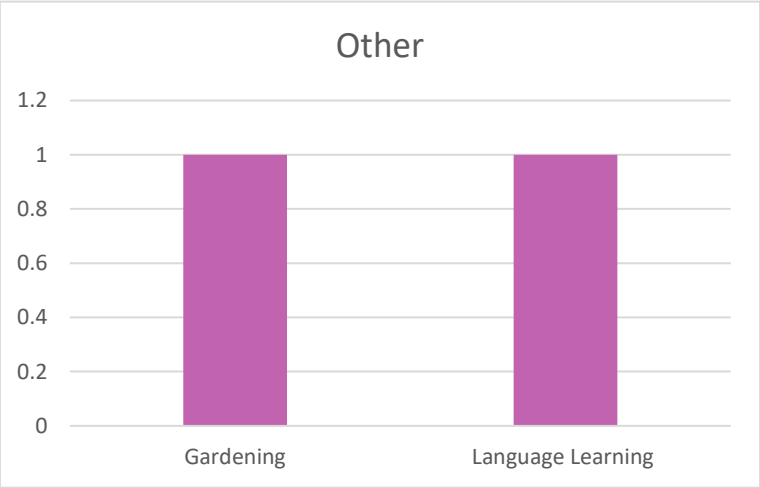
Cinematography is also another topic not very popular among seniors.

Soft skills (communication, motivation, self-management)



Soft skills are rather a popular topic among seniors, since it is selected by the majority of people participating in the questionnaire.

Other



The two other options that were given as suggestions by the seniors participating in the questionnaire are gardening and language learning.

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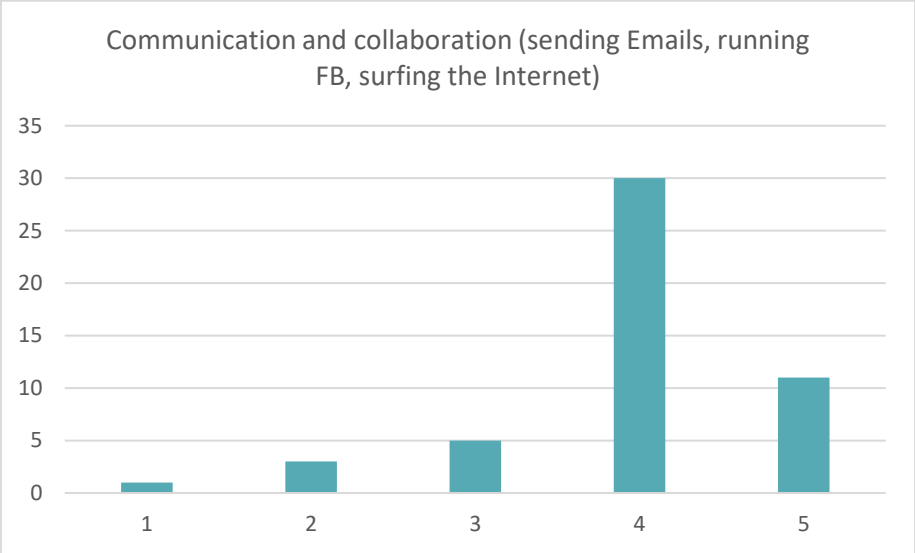
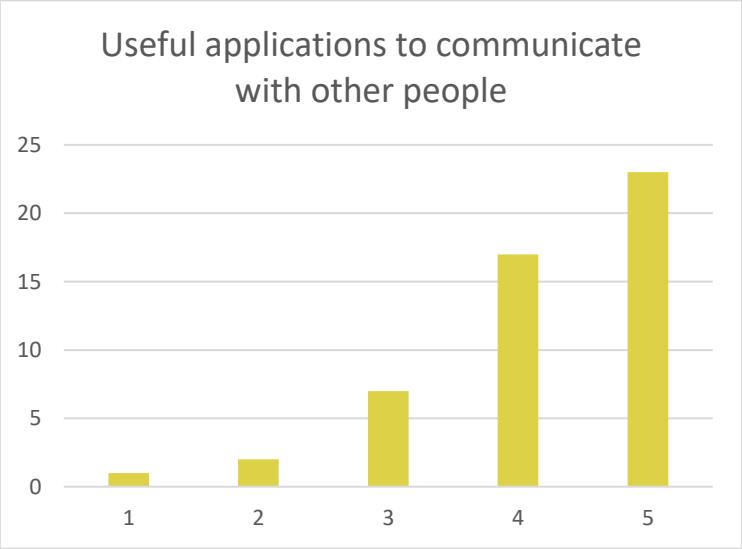
Question 11: Please, evaluate which of the listed topics would be the most useful for you in a Training programme: Culture & creativity in the digital world?

Communication and collaboration (sending Emails, running FB, surfing the Internet)



Participants indicated that this topic will be really useful for them in a training programme.

Useful applications to communicate with other people



Another really popular option is the one of useful applications with the aim of communication with other people. 40 people in total evaluated this topic as 4=useful (17 people) and as very useful (23 people), showing its importance for the training course.

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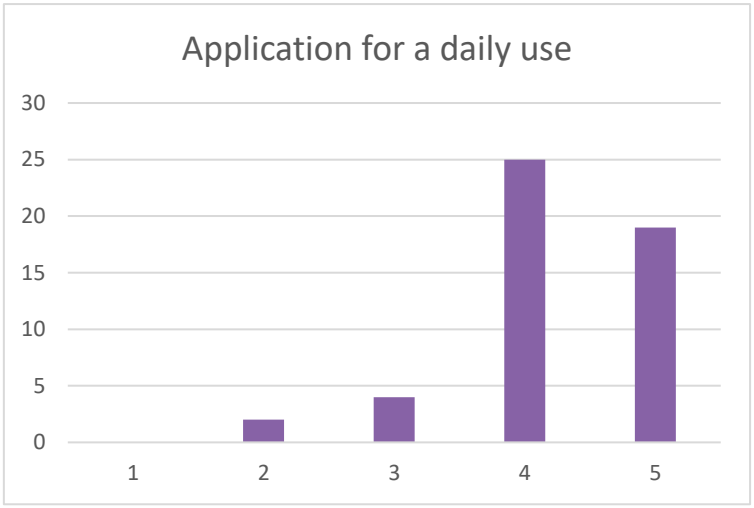
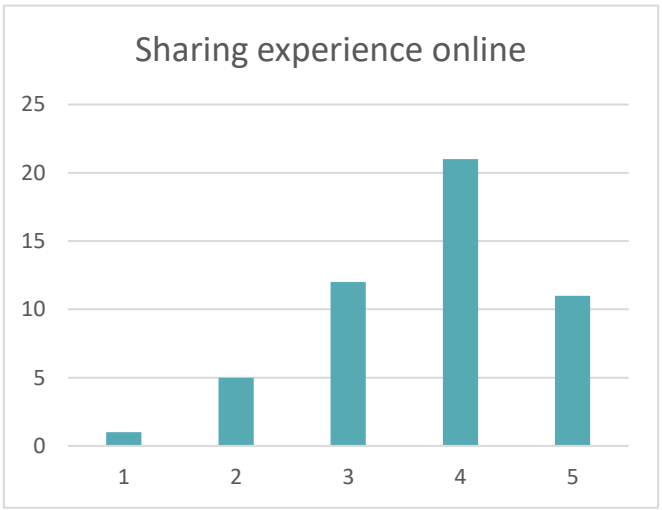
Application for a daily use



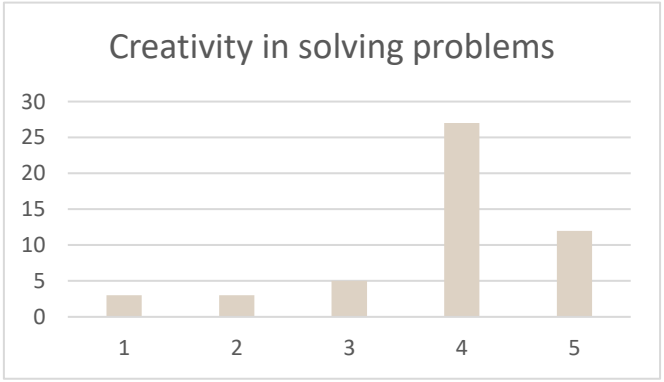
Another topic that was evaluated highly by seniors was the applications for a daily use.

Sharing experience online



According to this chart, seniors would like to be able to share their experiences online.

Creativity in solving problems



This topic is also important for seniors since they believe that creativity can help them solve problems.

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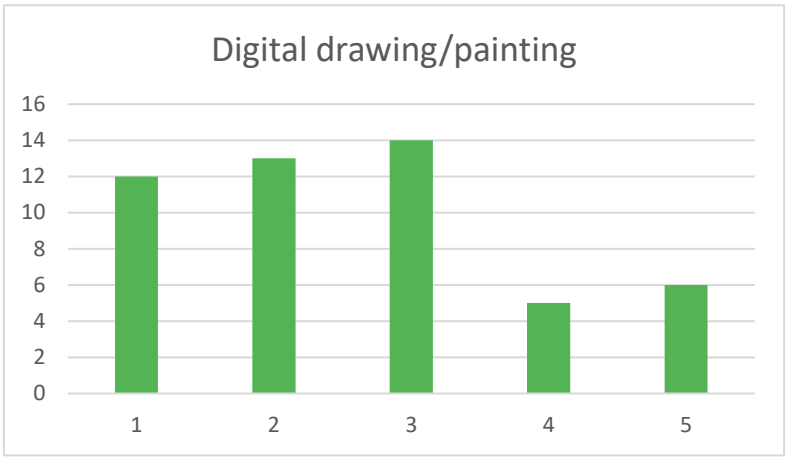
Digital drawing/painting



Participants also showed their interest in regards to digital drawing and painting (27 people evaluated it as four=useful)

Photo edition

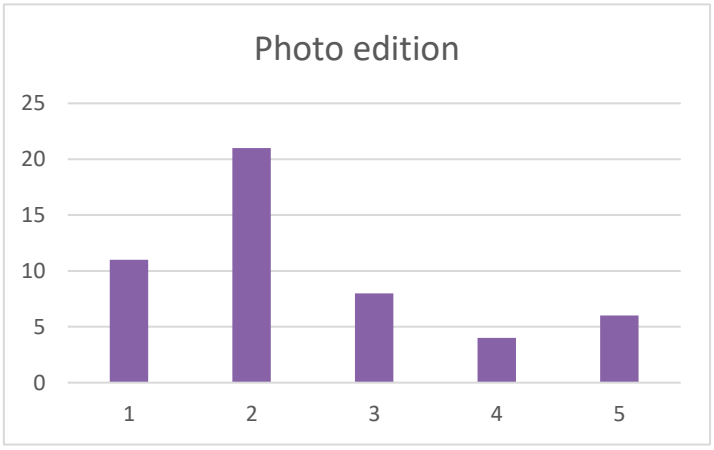


Photo edition is not that popular in comparison with digital drawing since 21 people evaluated it with two.

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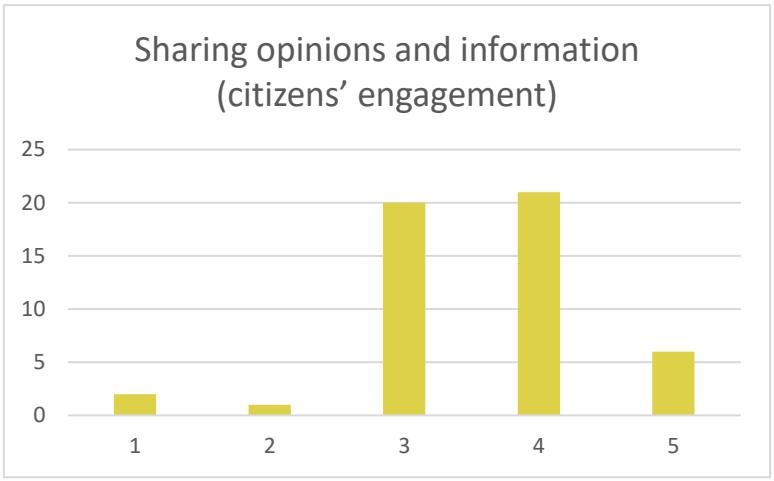
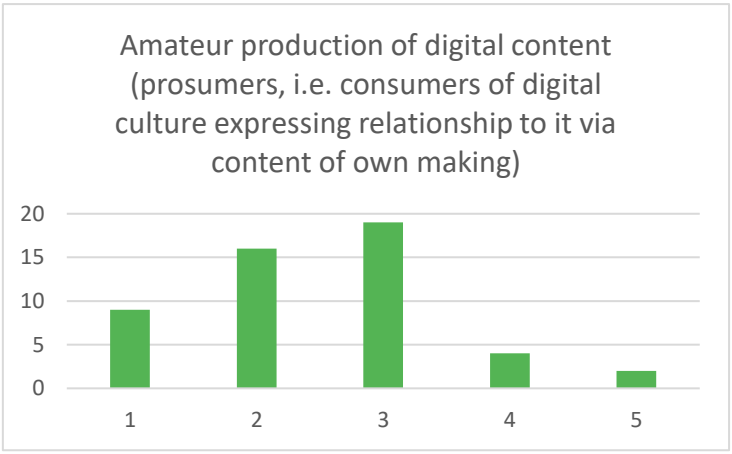
Sharing opinions and information (citizens' engagement)



Participants seem really interested in sharing opinion and information, in other words being socially engaged as almost half of them (21 people) evaluated it as useful (with the value 4).

Amateur production of digital content (prosumers, i.e. consumers of digital culture expressing relationship to it via content of own making)



The majority of participants seem to locate this topic in the middle of their preferences.

Use of the internet for purposes related to cultural heritage

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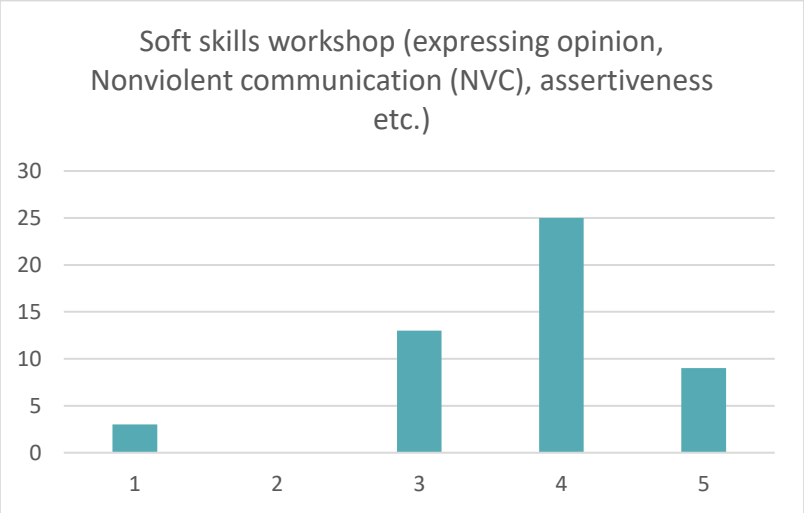
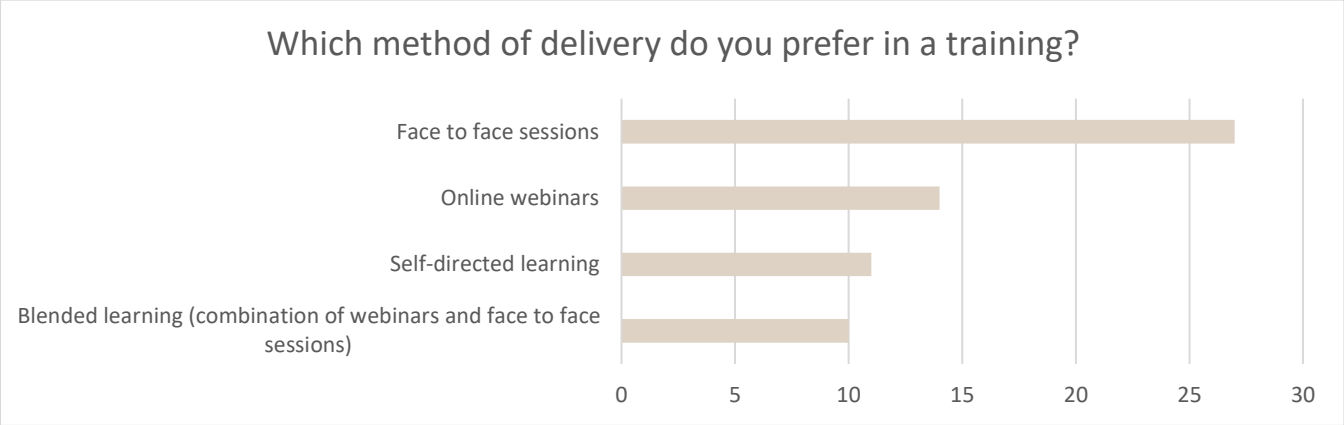
Participants are keen to have this topic included in their training course as 19 people find it useful, and 22 of them classify it in the middle.

Soft skills workshop (expressing opinion, Nonviolent communication (NVC), assertiveness etc.)



Soft skills topic is once again selected by many people. Half of the participants evaluate it as useful whereas the values 3 and 5 are the once followed.

Question 12: Which method of delivery do you prefer in a training?



Seniors prefer the face to face sessions (27 people) followed by online webinars (14 votes). However, ten people prefer a combination of these two options and 11 people would like a self-directed learning.

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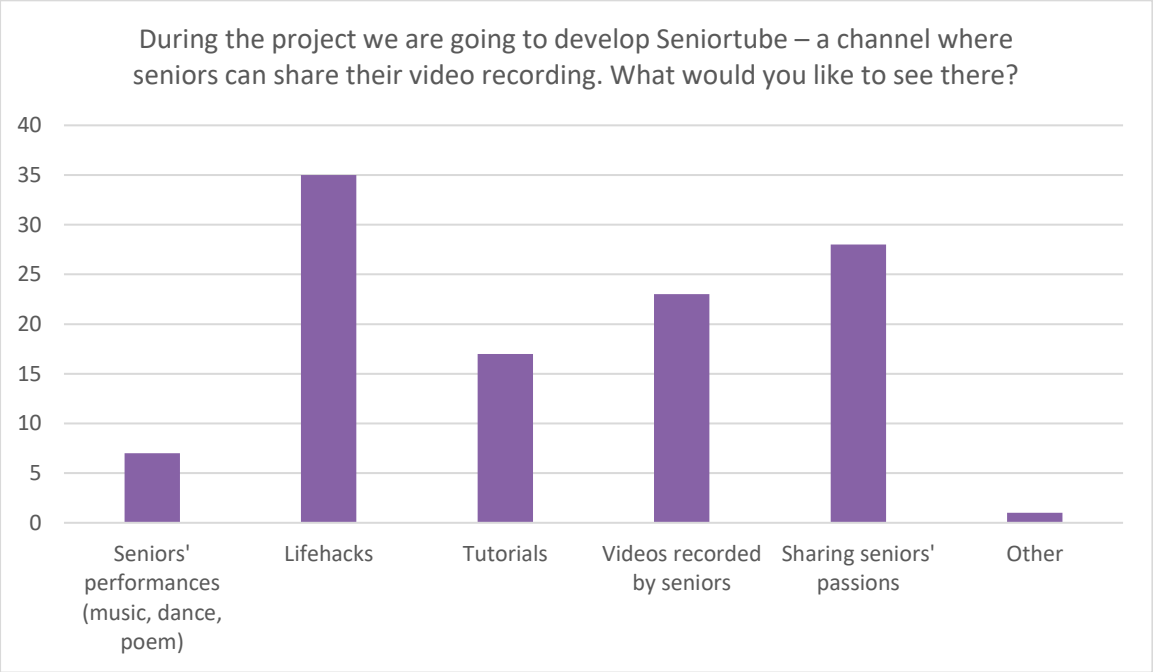
Question 13: If you participate in the training course, how often would you like the sessions to take place?

People participating in this questionnaire, shared their preference in regards to the frequency of this training course. The most common answer was once a week (with 27 answers), followed by once per two weeks (14 people). The least preferable question was the one about having sessions twice per week (answered by 3 people).

Question 14: During the project we are going to develop Seniortube – a channel where seniors can share their video recording. What would you like to see there?



What people would like to see on Seniortube are mainly life hacks that would use in their daily life as well as passions and hobbies of other people. In regards to the option answer, a person responded that would like to see videos about handicrafts.

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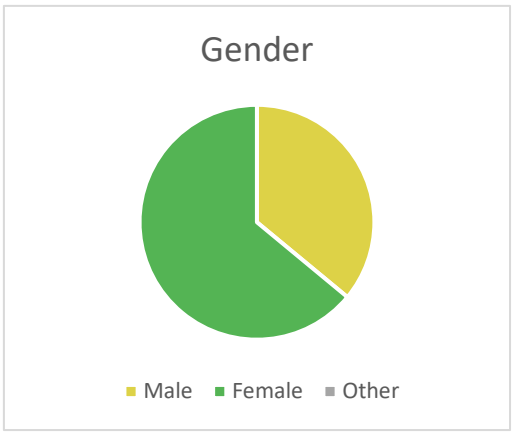
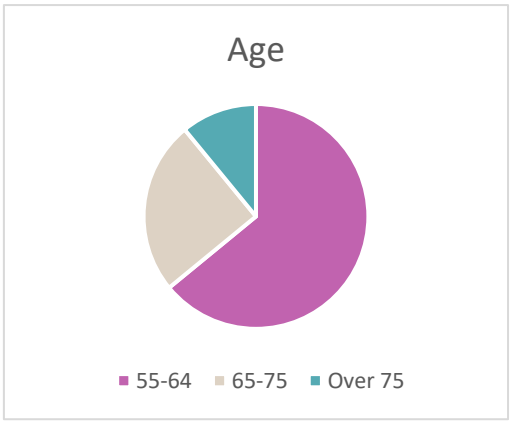
Demographics

Gender



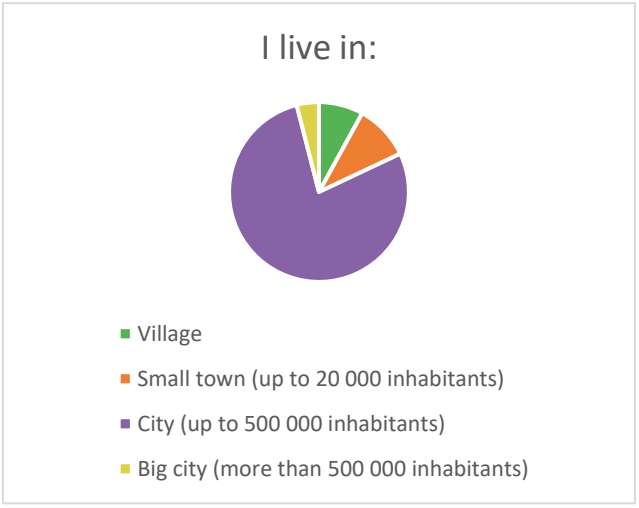
32 women and 18 men participated in this survey and answered the questionnaire.

Age



The majority of the participants are 55 to 64 years old (29 people), followed by people 65-75 years old and lastly, 5 people over the age of 75.

I live in:



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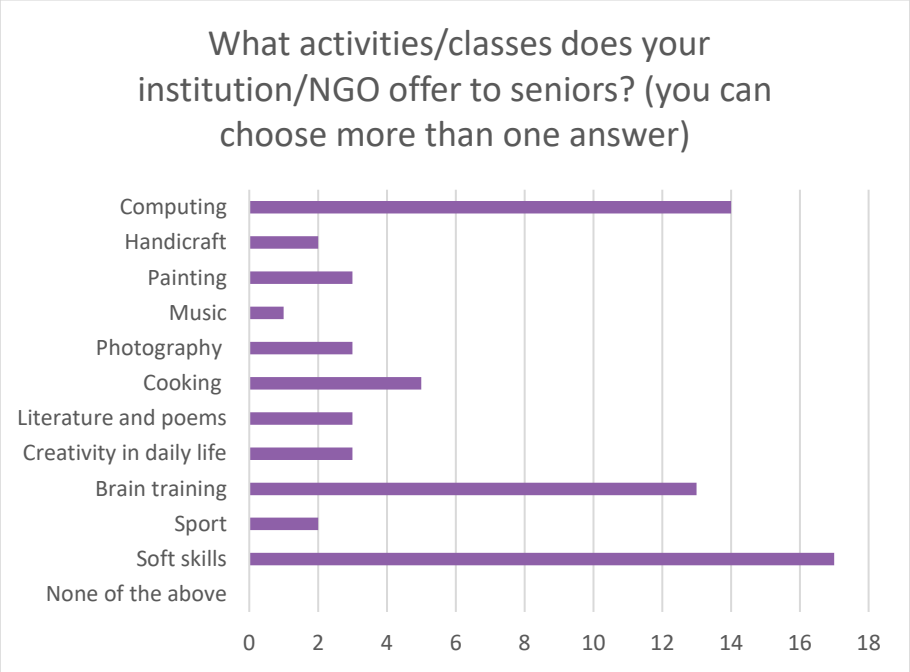
According to this chart, the majority of people (39 of them) live in cities up to 500 000 inhabitants, whereas 5 people live in a small town. 4 people live in villages and only 2 live in big cities.

3.2 Survey among trainers / educators of seniors

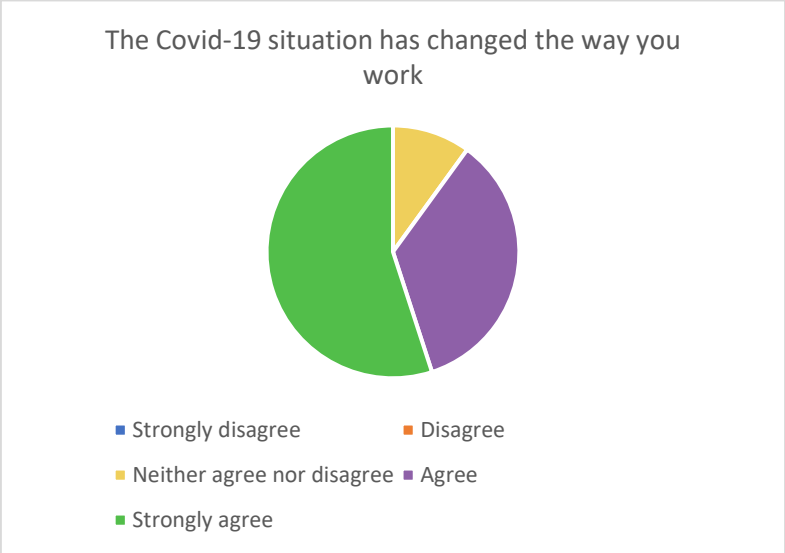
In this section, the results of the questionnaires answered by adult educators will be presented. 20 responses were selected since 20 adult trainers answered this questionnaire.

Question 1: What activities/classes does your institution/NGO offer to seniors? (you can choose more than one answer)



In their majority, adult educators provide activities related to soft skills (17 people) and computing (14 people). The following activity is brain training with 13 votes and fewer people selected the rest of the options.

Question 2: The Covid-19 situation has changed the way you work



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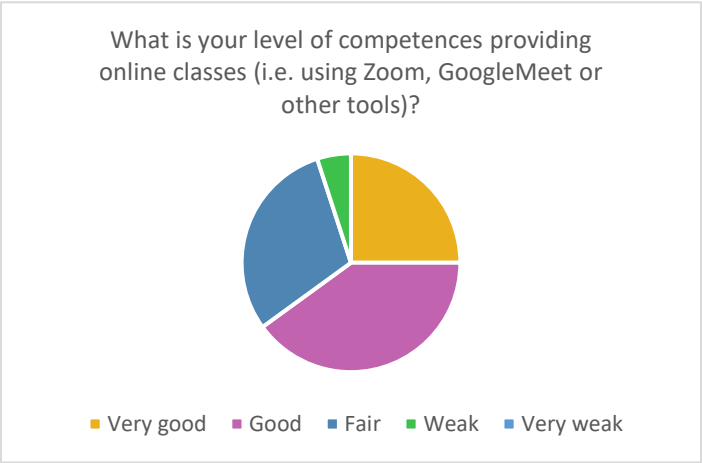
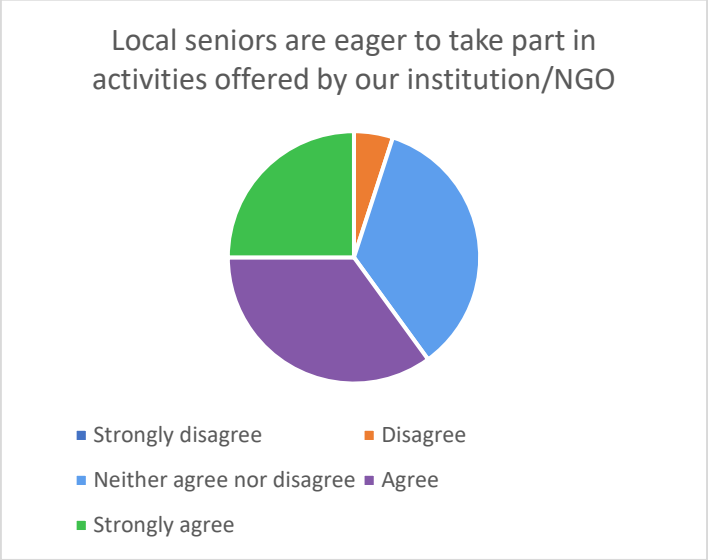
No one disagreed with this statement, whereas the majority of them (11 people) strongly agree with it. In addition, 7 people agree and two were those that did not have an opinion about it.

Question 3: What is your level of competences providing online classes (i.e. using Zoom, GoogleMeet or other tools)?



Many adult educators (8 participants) are familiar with using apps for providing online classes, and other 6 adult educators characterize their level of competences as fair. Yet, five people believe that their level of competences is very good.

Question 4: Local seniors are eager to take part in activities offered by our institution/NGO



It is interesting to observe that no one strongly disagreed with this statement, whereas seven people could not formulate a clear opinion about it, therefore they selected the option neither agree nor disagree. However, the same amount of people agreed and 5 of them strongly agreed with this statement.

Question 5: What kind of skills would you like to develop as an educator? Choose 3 the most important answers.

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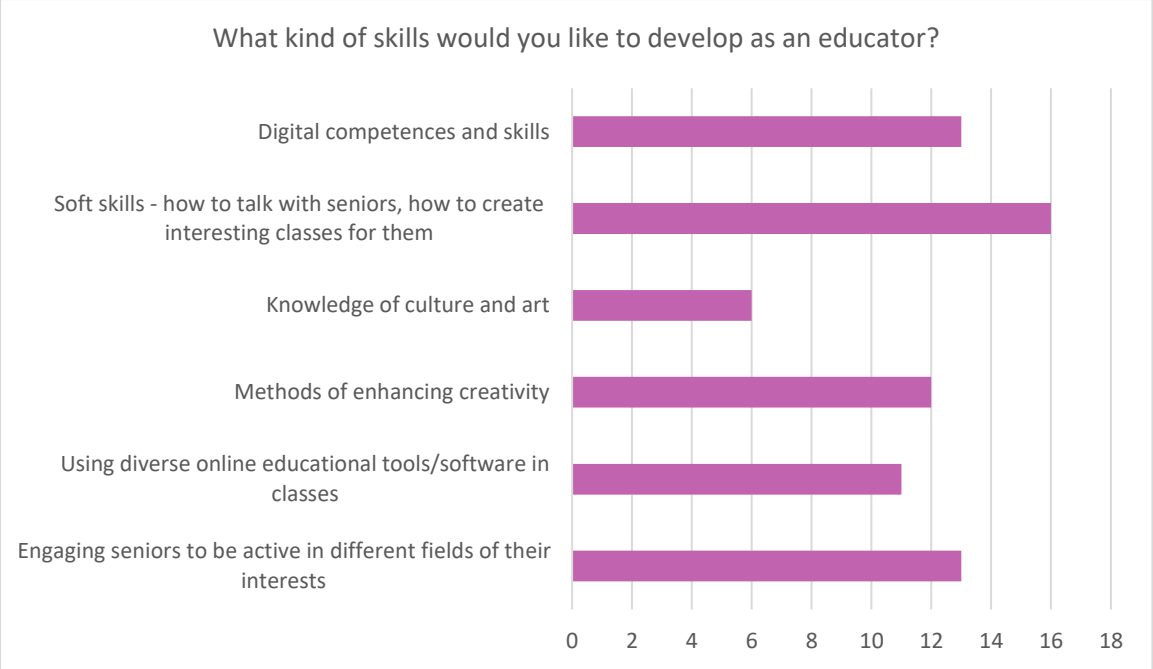
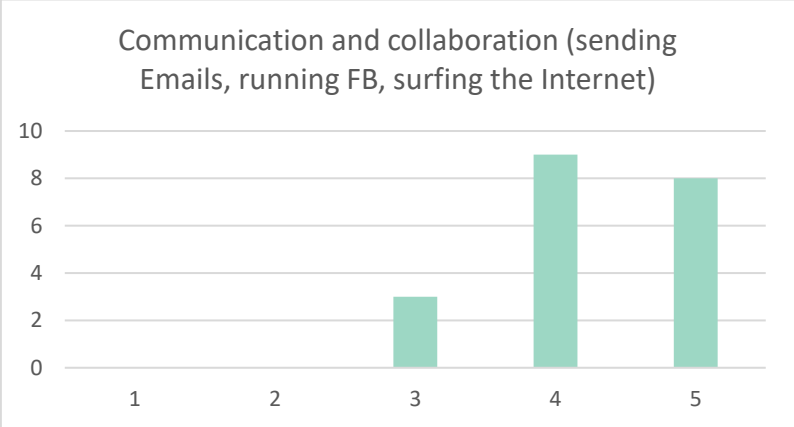


All the answers were selected, demonstrating that many skills needs to be developed for the self-improvement of adult educators. The most popular options were to improve their soft skills and to find ways to engage seniors to be active in different fields. Digital competences and creative were also selected as skills that need to be improved.

Question 6: What would be the most useful topic for a lesson targeted to seniors?

(scale from 1 up to 5 where 1 means not important and 5 very important)

Communication and collaboration (sending Emails, running FB, surfing the Internet)



All adult educators that participated in this survey believe that communication and collaboration online is important for a lesson targeted to seniors. No one evaluated it below the average number (which is three).

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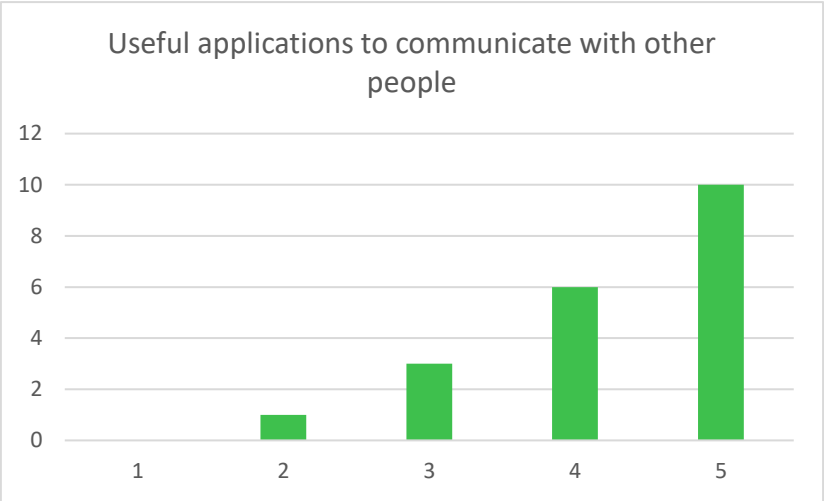
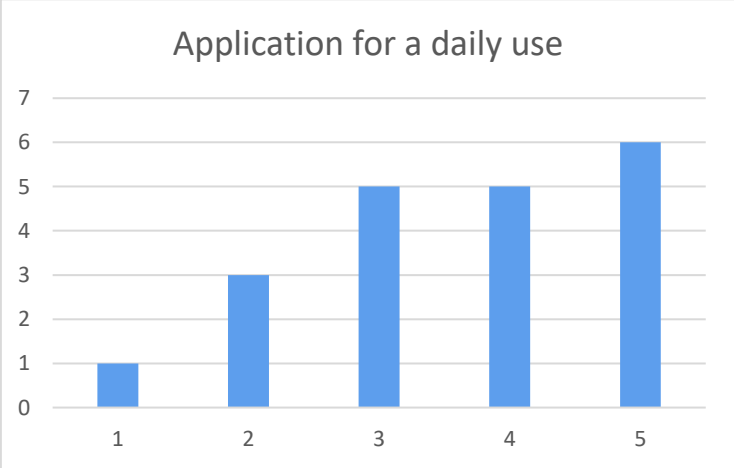
Useful applications to communicate with other people



Applications for communication is also a popular option among adult educators, with half of them evaluating it as very important.

Application for a daily use



This option was once again selected by many and evaluated positively.

Sharing experience online

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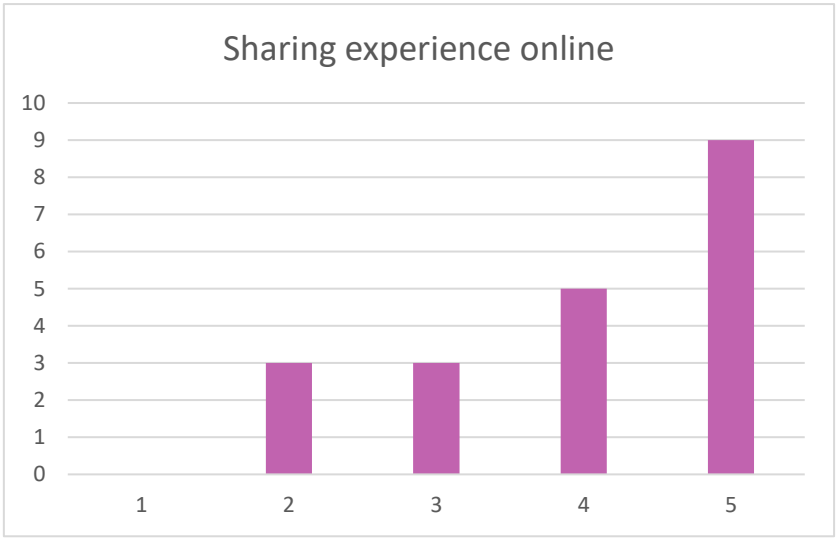
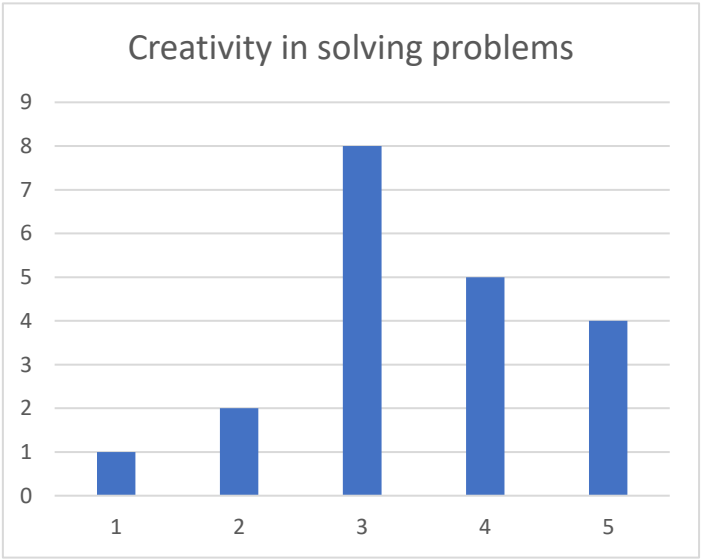


This is another option that was evaluated positively by adult educators, with almost half of them (9 people) that believe is very important.

Creativity in solving problems



This option was less popular because the majority of people (8 adult educators) evaluated it in the middle of the scale. However, a positive aspect shown in this graph is that the majority of the rest of the votes evaluated it as important (level 4) and very important (level 5).

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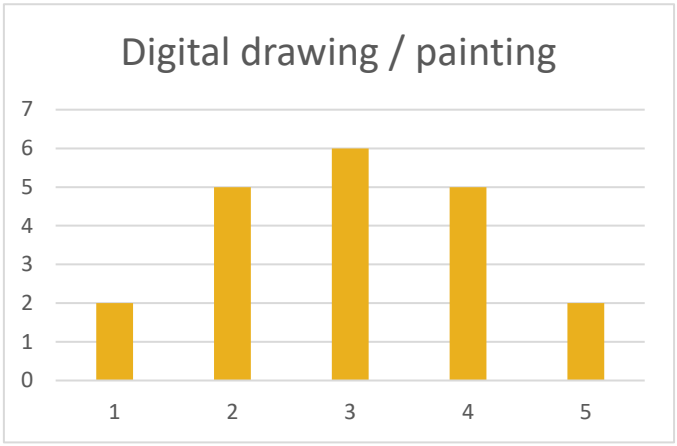
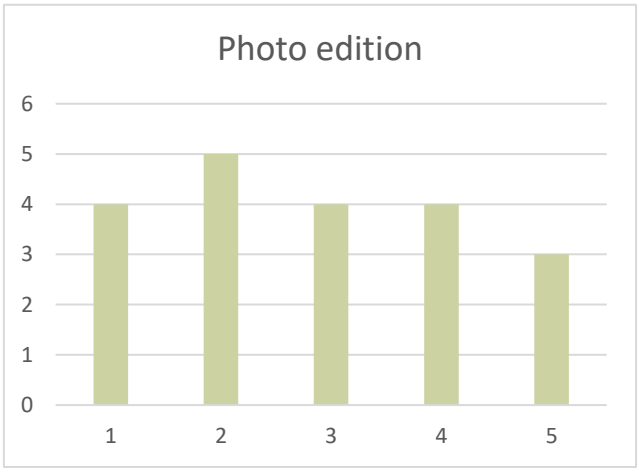
Digital drawing / painting



This chart shows that the opinions here were divided. 6 people believe that is an option that can be included in the raining course yet, not without high importance given, whereas 5 five believe that it is important and at the same time, another 5 people, do not believe so. The same happens also with levels 1 and 5, giving a wide variety of opinions for this option.

Photo edition



This course seems rather a not that popular among the 20 adult educators that participated in this survey. Yet, all levels were selected, concluding to the wide difference of opinions.

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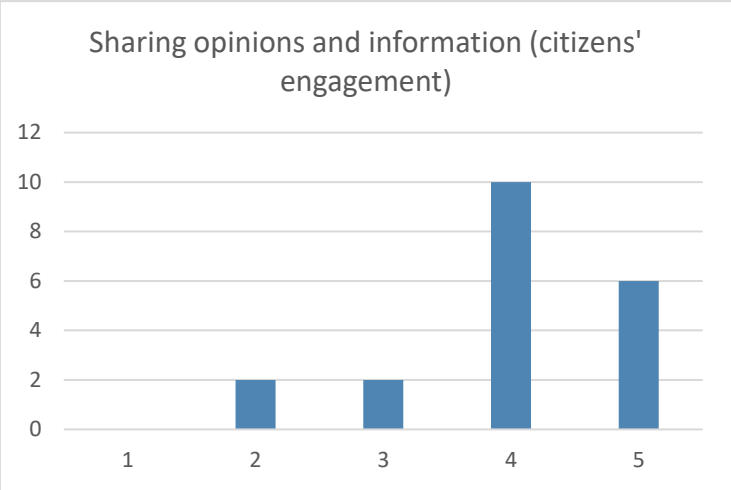
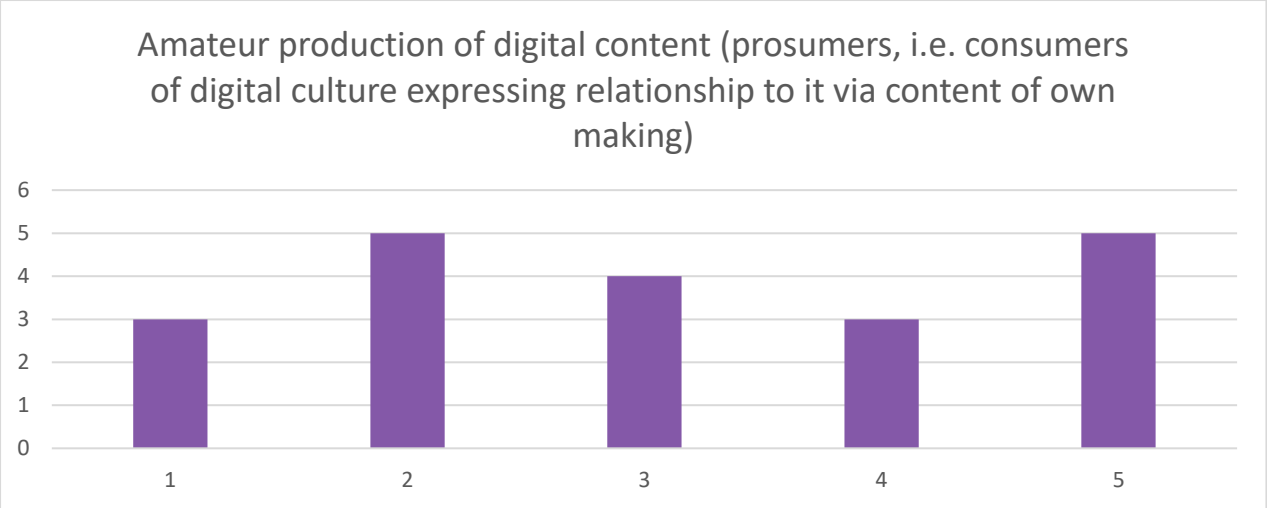
Sharing opinions and information (citizens' engagement)



Sharing opinions and being civically engaged is an important topic according to the adult educators. 10 of them characterized it as important and 6 of them as really important.

Amateur production of digital content (prosumers, i.e. consumers of digital culture expressing relationship to it via content of own making)



This is another example of different opinions among adult educators, since it is characterized by 5 people as really important and another 5 people as something that is not that important. Following these two statements, is the one by 4 people, evaluating it in the middle.

Use of the internet for purposes related to cultural heritage

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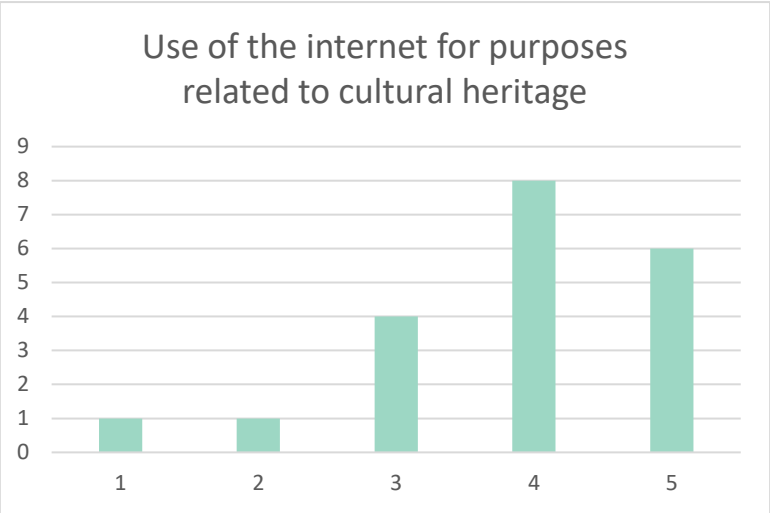
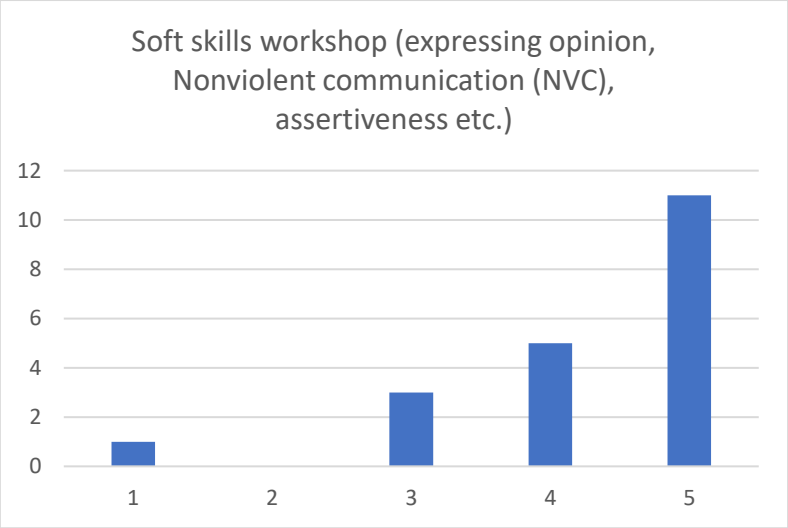


The use of internet for the purposes of cultural heritage seems to be a quite important topic since 8 people evaluated it as important, followed by those (6 of them) who consider it as really important. Rather negative opinions such as levels 1 and 2 were only selected by one person each.

Soft skills workshop (expressing opinion, Nonviolent communication (NVC), assertiveness etc.)



Soft skills workshops are considered fundamental for courses for seniors with 11 people out of 20 evaluating them as very important.

Question 7: What kind of tools do you need while working with seniors? (you can choose more than one answer)

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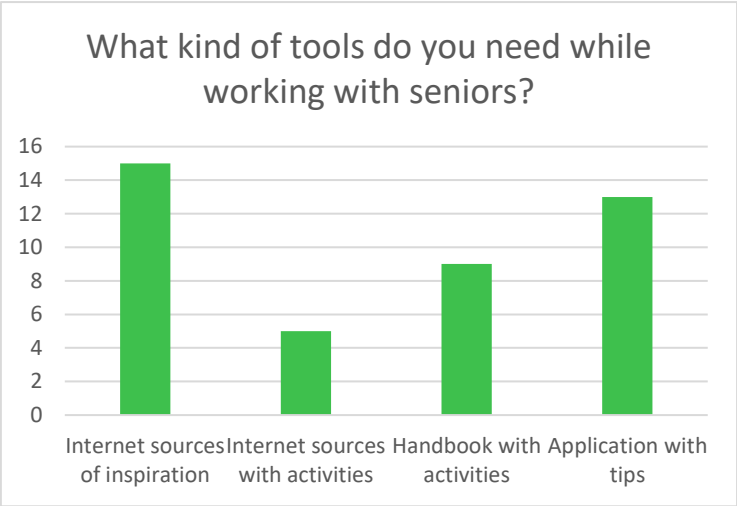
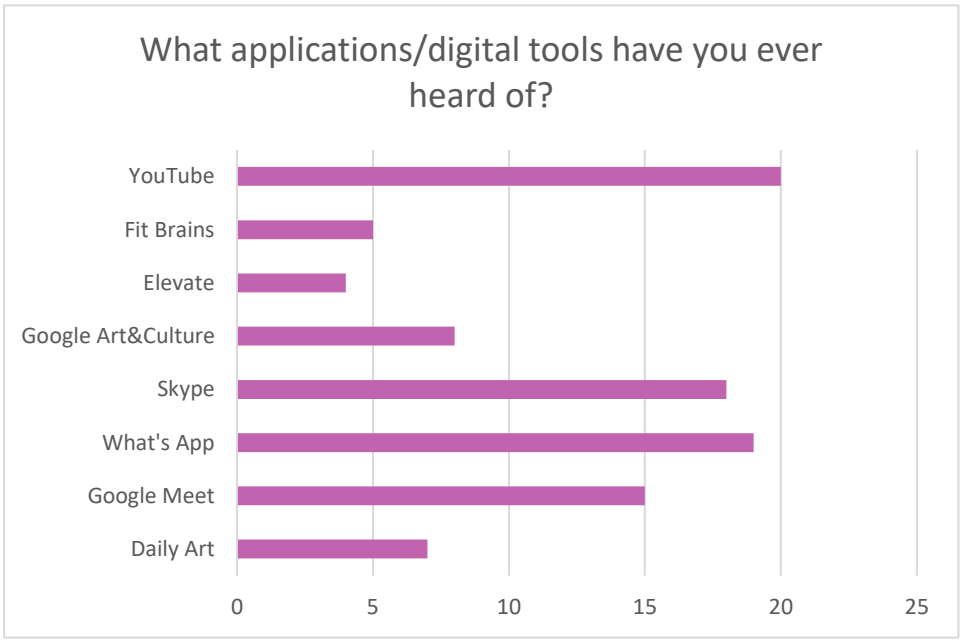


Adult educators believe that the tools that are needed while working with seniors are mainly applications with tips and sources with inspiration, maybe due to the fact that this target group is a particular one. Handbooks with activities are also useful tools for them, probably for making more engaging the classes.

Question 8: What applications/digital tools have you ever heard of? (you can choose more than one answer)



Tools such as YouTube, Skype, and What's App were voted by the majority of adult educators participating in this survey whereas, applications/digital tools such as Fit Brains and Elevate, are not that well-known.

Question 9: What applications/tools do you use during running activities? (you can choose more than one answer)

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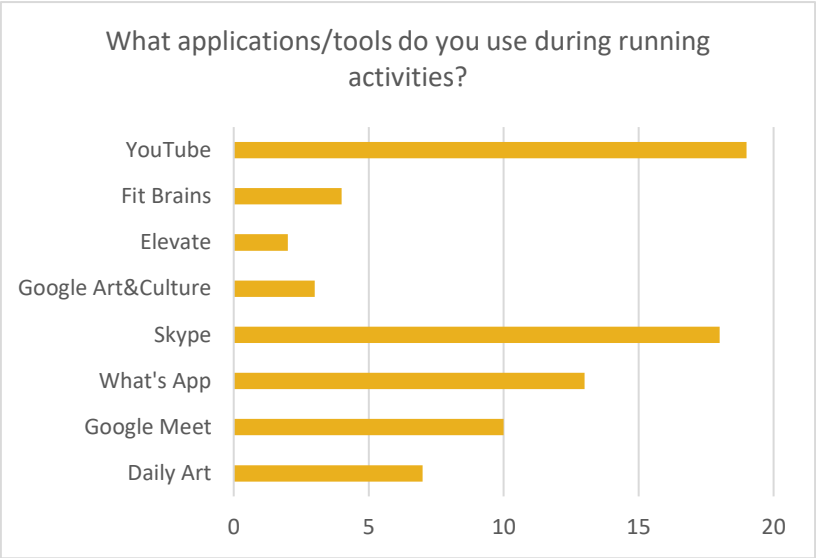
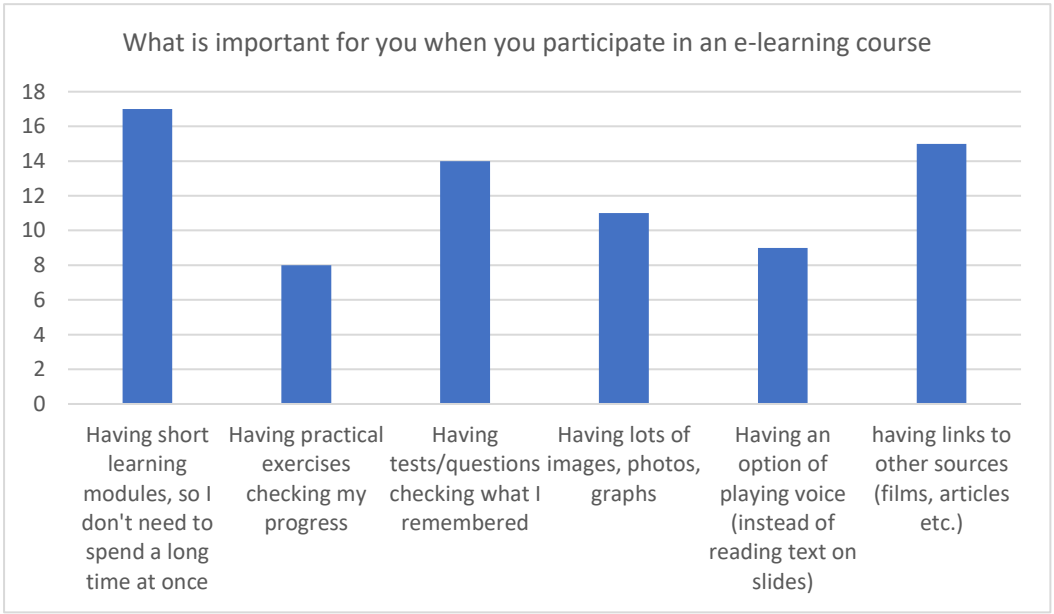


Related to the previous question, even if all people know some tools, not all of them use them. For example, YouTube, Skype and What's App which were selected by all, are used by 19, 18 and 13 people respectively. Other tools are used by less people, but they are also known by less of them as well.

Question 10: What is important for you when you participate in an e-learning course (choose 3 the most important ones):



Many options were selected for this question, with the most popular one, since it was selected by almost everyone – 17 people, being the one about having practical exercise to check their progress. The next one, selected by 16 people, was to have links to other additional resources such as videos and articles and 14 people claim that it is important also to have visual content such as images, photos and graphs. The one option that was not selected by many adult educators was the one about having an audio narration instead of just reading text.

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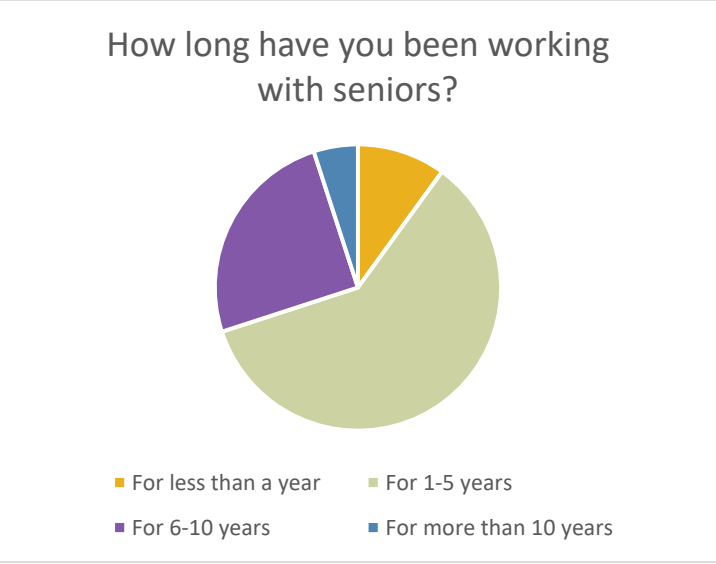
Demographics

Place of work

Place of work is different between the adult educators, yet the majority of them are working in cities. It is interesting also to note that three of them are working in villages.

How long have you been working with seniors?



It is interesting to see that many adult educators at their majority are not working with seniors for a very long time, since they are doing so for 1-5 years. Yet, there are a few who have more years of experience (6-10) and only one has an expertise of more than 10 years.

How often do you work with seniors?

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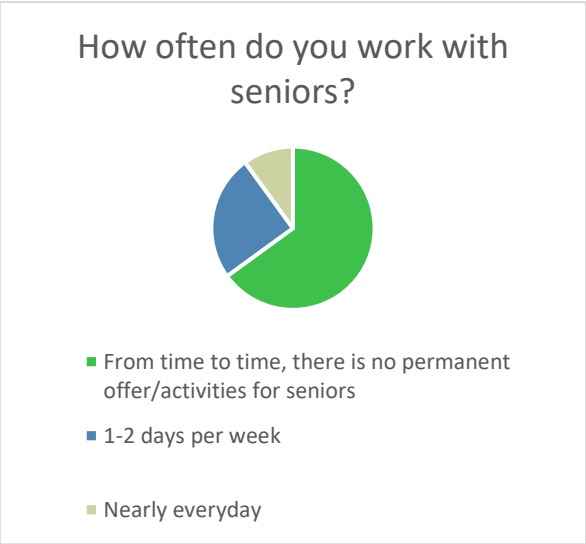

Another important outcome of this survey is that there is not a fixed frequency in terms of working with seniors, since 13 of the adult educators claim that they are doing so from time to time.

3.3 Conclusion

It is evident that soft, creative and digital skills are considered as important for seniors, not also by themselves but also by adult educators that teach this particular target group. In addition, it is interesting to see that people responded mainly according to their preferences, that is why for many options, there is not a clear view whether a topic is important or not. Therefore, the selection of topics as following step for this project could be rather tricky and crucial since it should respect and be based on all needs and preferences.

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4. Focus groups results

4.1 Interviewees presentation

4.1.1. Adult educators

AA	Name	Profession	Organization	Additional information (age, big city / countryside, etc.)
1	Athos Charalambides	Director of Emphasys Centre Adult Educator	Emphasys Centre	City, 50-55 years old
2	Nicholas Moudouros	Head of Training at Emphasys Centre Adult Educator	Emphasys Centre	City, 35-40 years old
3	Demetra Orthodoxou	Project Coordinator at Emphasys Centre Adult Educator	Emphasys Centre	City, 25-30 years old
4	Chrystalla Thrasyvoulou	Project Manager at Emphasys Centre Adult Educator		City, 25-30 years old
5	Stelios Stylianou	Project Researcher at Emphasys Centre Adult Educator	Emphasys Centre	City, 25-30 years old
6	David Tsenti	ICT instructor/ Project Researcher at Emphasys Centre Adult Educator	Emphasys Centre	City, 20-25 years old

All adult educators that participated in this focus group sessions are working at Emphasys Centre and they have experience in working with seniors. By providing training to senior citizens for many years, they have helped them developed digital skills, soft skills, cultural heritage and many more. Therefore, they have experience and expertise to teaching methodologies and styles for seniors. They mentioned that the creativity aspect of the project is interesting and important to seniors to be social inclusive to the society and could be incorporate creative and digital skills together.

4.1.2 Topics discussed

Topic 1: **General overview** What is your general view of educational programmes for seniors? Are they needed? Are they tailored for seniors' needs? How has the COVID-19 pandemic changed the situation?
Summary of the discussion:

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All participants believe that educational programmes for seniors are fundamental due to the fact that the general aim and purpose of the company that they are working on is lifelong learning opportunities, no matter the age or the race of people. Seniors is a really important group of people in this company because all adult educators are keen to help them be more included in the society and they tailor the courses that they offer to them according to their needs. The COVID-19 pandemic changed the situation, since the classes that were being offered before had to stop due to restrictions. Adult educators at Emphasys Centre had also tried to communicate them online, and intented to have online classes with them, however it was never established due to connection difficulties and seniors' lack of advance level of digital skills.

Topic 2: **Education themes**

What should seniors learn? What do they want to learn? Why? What is the place of arts and culture in educational programmes?

Summary of the discussion:

According to this discussion, seniors should learn whatever they would like to learn and can because learning should never stop. Emphasys Centre, up until now, has focused on digital skills due to its expertise in this field, yet they have realized that they can broaden their horizons, that is why CEDAC project sound a great project full of opportunities for seniors' citizens. In addition, adult trainers at Emphasys Centre also aim to help seniors with healthy lifestyle and wellbeing in their future courses.

Moreover, seniors want to learn anything that can help them train their brain and keep them active, not only physically but also mentally. The place of arts and culture is a rather new aspect included educational programmes but it is seen positively by educators and seniors.

Question 3: Methods of education

What are methods that are currently used to teach seniors? Are they efficient? Why yes or why not? Would you be interested in learning new methods?

Summary of the discussion:

The methods used to teach seniors are many:

- Face to face classes since it was shown in the previous months that online classes did not work in this case.
- Short trainings but they may not be that efficient because then seniors tend to forget more easily.

Adult educators at Emphasys Centre are more than motivated to and interested in learning new methods in order to provide the best courses possible to seniors.

Question 4: Seniors' educators

Who is a great seniors' educator? Why? Which competences should such educator have? What support is needed for educators (especially in small CSS sector)? What should we take into account while preparing a training programme for them?

Summary of the discussion:

A great seniors' educator is one who:

- Respects their audience and tailors the courses according to them and their needs

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- Has a great level of patience, is keen to repeat many times the same pieces of information and instructions to their students and uses slow pace while talking.
- Provide clear instructions and creates presentations adapted to seniors' needs (not a lot of text, large letters, images).
- Has accessible space.
- Knowns their groups particularities (hearing or vision aid)
- Has many practical activities instead of only theory in order to keep them engaged.
- Uses constant verbal assurance that they will learn in order to give them confidence.
- Keeps the balance between a formal and an informal class, making it more informal.

Moreover, for educators in small CSS sectors, additional support is needed if they are not familiar with this target group. In addition, it is important to take into account while preparing a course for seniors their particularities especially for the format of the course since seniors are more interested in videos and receive more easily clear and short instructions instead of long sentences in large texts.

Question 5: Seniors' needs
What do you think are seniors' educational needs (especially in small cities and countryside)? Can we reach them through arts and culture? What sort of barriers should we take into account?

Summary of the discussion:

Seniors educational needs vary based on their preferences and lifestyle. Yet, it is important that all seniors develop their digital skills even at a basic level due to the fact that our daily life and society have become as much digital as possible and this phenomenon is not going to stop soon. Art and culture is a great approach especially now because COVID-19 has taken it away at some level. Yet, it is important to keep in mind that it is not the same having it digitally.

Question 6: Seniortube
We're planning to create a seniortube – an international webportal for seniors within the project. What do you think it should contain? What should we think about when designing it?

Summary of the discussion:

It should contain:

- Clear instructions on how to use this seniortube with examples and screenshots
- Short and interactive videos
- Large letters and icons
- Simple language
- Tutorials

Adult educators believe that it is really important to think about our target group while designing this platform in order to be more user friendly.

4.1.3 Seniors

AA	Name	Additional information (age, big city / countryside, etc.)

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1	Sophia Evgenidou	Senior Citizen (Nicosia)
2	Kaiti Stamati Theocharous	Senior Citizen (Nicosia)
3	Georgios Charalambous	Senior Citizen (Nicosia)
4	Philios Christodoulou	Senior Citizen (Nicosia)
5	Spyros Spyrou	Senior Citizen (Nicosia)
6	Maria Apostolidou	Senior Citizen (Nicosia)
7	Maroula Phella	Senior Citizen (Nicosia)
8	Maroula Vasiliou	Senior Citizen (Nicosia)
9	Chrystalla Andreou	Senior Citizen (Nicosia)
10	Maroula Theodosiadou	Senior Citizen (Nicosia)

4.1.4 Topics discussed

Topic 1: **General overview** What are your hobbies? Do you think that all your hobbies have something creative?
Summary of the discussion: All participants shared their hobbies and what they like to do and there was a wide variety of options between them. From writing to photography, from cooking to knitting, from gardening to painting. This group of seniors is trying to stay active and occupied with different activities. Yet,

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when defining all activities creative, they wanted further explanation and actual examples of what creativity is and what has to offer to them.
Topic 2: **Education themes** Would you like to learn to do everything digitally? What if we could upload everything on a platform?
Summary of the discussion: Seniors wanted to learn more about how to make everything digitally. For example, how can a recipe be uploaded online, photos or how can a simple task for them, for example knitting can be used in such a platform. It was explained to them that through videos and photos everything could be uploaded online. They loved the idea and they were starting to think more examples of things that they would like to share online. However, they emphasized on the fact that clear instructions should be given to them when it comes to the seniortube and how to use it.
Question 3: Seniors' needs
Summary of the discussion: Seniors shared their preferences with us in regards to creativity: - Videos including knitting instructions - Home gardening - Recipes - Literature and culture: book reading related to the Cypriot culture - Photography - Creativity through digital tools: the example of Canva was given to seniors and they were really keen to use it in order to develop Christmas cards and other creative creations. - Museums and theatre online - Music - Handicraft activities

4.2 Conclusions

The focus group sessions provided really useful information for both target groups. We have collected useful tips and advice on how a good educator for seniors should be and what the seniortube should involve. In addition, seniors shared their preferences with us in regards to the topics they are interested in and they showed their enthusiasm for the future workshops of the CEDAC project.

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