

Development Guidelines for Lifelong Learning Among Retirees in Guangdong Province, People's Republic of China: A Practitioner-oriented Inquiry

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Abstract

China's accelerating population ageing, the State Council's 2024 Silver Economy initiative, and the expansion of the Seniors University network have repositioned community elder learning centers as a strategic site for late-life development. This study examined how such centers can convert empirical evidence on the determinants of lifelong learning into culturally embedded guidance for practice. The study pursued four objectives: to examine the level of the factors influencing lifelong learning, to examine the level of lifelong learning across its five dimensions, to analyze the predictive contribution of the institutional, family, and learner domains, and to propose practitioner-oriented development guidelines. Using a sequential explanatory mixed-methods design, the research surveyed 384 retirees aged 60 years and above in Guangdong Province, selected through multistage random sampling, with a 60-item Likert questionnaire (overall reliability $\alpha = .985$) measuring three antecedent domains—institutional, family, and learner—and five outcome dimensions of lifelong learning. Quantitative data were analyzed using means, standard deviations, and stepwise multiple regression, and the interview data were analyzed thematically. The three antecedent domains and overall lifelong learning were all rated at a high level. Stepwise multiple regression confirmed all three domains as significant positive predictors, jointly explaining 68.0% of the variance ($R^2 = .680$, $p < .01$), with the learner domain dominant ($\beta = .312$). Semi-structured interviews with seven purposively selected experts were analyzed thematically, and the draft

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guidance was appraised for feasibility and utility by 12 senior learning-center administrators. The study delivered 24 practitioner-oriented development guidelines distributed across the three domains, with exemplar guidance illustrating their operation within Guangdong's 4-2-1 family structure and WeChat-saturated communication environment. Contributions include a relational reconception of the elder learning center, an implementation sequence aligned with the Silver Economy policy architecture, and a feasibility profile flagging the Silver Credit accumulation system as the guideline most dependent on cross-sectoral coordination.

Keywords: development guidelines, lifelong learning, retirees, community elder learning centers, Guangdong Province

Introduction

The accelerated demographic transition unfolding across East Asia has reframed the policy conversation about later life, shifting attention from care provision toward sustained learning, social participation, and civic contribution (United Nations, 2020). By the close of 2024, the Chinese population aged 60 and above had reached approximately 310 million, or roughly 22% of the country's residents, and the Ministry of Education had recorded more than 76,000 senior universities and grassroots learning centers serving over 22 million older students (Xinhua News Agency, 2024). The promulgation in January 2024 of the State Council's guidelines on developing the Silver Economy formally elevated elder education to a national strategic agenda and earmarked dedicated funding for community-based learning centers as part of an inclusive ageing infrastructure (UNDP China, 2025).

Guangdong Province occupies a particularly significant position within this transition. As the most populous and economically developed province in southern China and a core constituent of the Greater Bay Area, Guangdong simultaneously confronts the steepest population ageing curve outside the country's northeast and the most concentrated exposure to mobile payments, telehealth, e-commerce, and short-video platforms (Wu & Jiang, 2025). Retirees in this region must therefore adapt to rapidly changing digital infrastructures even as they navigate the relational expectations of the prevailing 4-2-1 family structure, in which a single adult child is responsible for two parents and four grandparents (Zhang & Cheng, 2024). This combination of demographic pressure, accelerated digital transition, and contracted family caregiving capacity makes Guangdong a critical site for examining how community elder learning centers can mobilize lifelong learning at scale.

Lifelong learning is understood here as purposeful learning undertaken throughout life to enlarge knowledge, skills, and competencies (European Commission, 2001), operationalized through five interlocking dimensions of the adult learner: attitude toward learning, learning motivation, learning competency, self-directed knowledge-seeking, and communication ability (Kirby et al., 2010). Active ageing literature confirms that participation in such learning is positively associated with cognitive vitality, psychological well-being, reduced depression, and stronger social integration in later life (Narushima et al., 2018; World Health Organization, 2020). The Chinese context introduces additional complexity. Confucian self-cultivation supplies a culturally resonant rationale for late-life study (Tan, 2017), but contemporary fieldwork in Guangzhou suggests that traditional reciprocity is fading and that retirees increasingly construct themselves as self-reliant elders rather than as dependents (Zhang & Cheng, 2024). The pandemic period further exposed a stratified digital divide that constrained the most isolated retirees from accessing online learning opportunities (Sun et al., 2024).

Although the determinants of lifelong learning among older adults are well theorized, translation from determinant identification to operational guidance remains uneven. Regression evidence consistently points to a triadic structure of institutional, family, and learner factors (Mu, 2021; Wu & Jiang, 2025), yet community learning centers continue to rely on generic curricula imported from formal education rather than on guidance calibrated to the cultural and infrastructural conditions of their constituents. Recent systematic reviews of digital-literacy programming for older adults reach a similar conclusion: instructional content has multiplied, but design choices have not yet caught up with the relational, motivational, and physiological needs of late-life learners (Xu et al, 2024; Xu et al., 2025). The present study addresses this translation gap. It pairs a regression analysis of the determinants of lifelong learning with an expert-informed qualitative synthesis to produce a practitioner-oriented set of development guidelines tailored to the elder learning centers of Guangdong Province.

Objectives

The study pursued four interrelated objectives:

1. to examine the level of factors influencing lifelong learning among retirees aged 60 years and above in Guangdong Province;
2. to examine the level of lifelong learning among the same population across its five operational dimensions;
3. to analyze the predictive contribution of institutional, family, and learner factors to lifelong learning; and

4. to propose a practitioner-oriented set of development guidelines, derived from expert interviews and appraised by senior learning-center administrators, for advancing lifelong learning in this population.

Research Methodology

1. Research Design

A sequential explanatory mixed-methods design was adopted. Phase 1 used a cross-sectional survey to quantify the level and predictive structure of the determinants. Phase 2 used expert interviews and an administrator feasibility-utility appraisal to translate those determinants into context-appropriate guidance. The two phases were integrated through the elder learning center as the unit of implementation: each guideline articulated in Phase 2 had to address a determinant validated in Phase 1 and had to be exactable within the operational conditions of community senior education in Guangdong. The overall two-phase design is summarized in Figure 1.

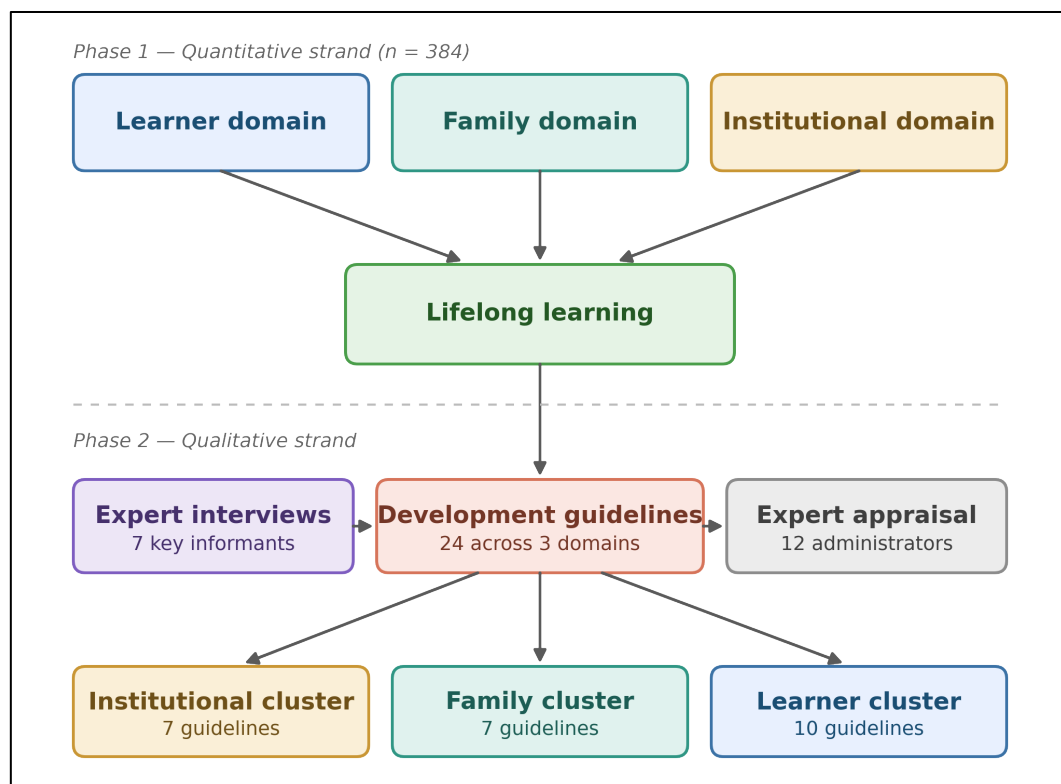


Figure 1: Research Framework of the Two-Phase Mixed-Methods Design

Note. Phase 1 examined the predictive contribution of the institutional, family, and learner domains to lifelong learning; Phase 2 translated the findings into 24 development guidelines that were appraised by senior administrators.

2. Phase 1: Quantitative Strand

2.1 Population and Sample

The population comprised retirees aged 60 years and above who were currently enrolled in at least one organized learning activity at a community senior center, an elder learning institution, or a community college in Guangdong Province. The sample consisted of 384 retirees, a size determined using the Krejcie and Morgan (1970) table for a population exceeding 100,000.

2.2 Sampling Method

Respondents were selected through multistage random sampling. First, three cities representing urban, suburban, and rural contexts within Guangdong were selected. Second, eligible learning centers were identified within each city. Third, individual respondents were recruited through systematic random selection from the registers of those centers.

2.3 Research Instrument

Data were collected with a structured questionnaire organized in three parts. Part 1 collected demographic information (sex, age band, completed education). Part 2 measured the three antecedent domains across 60 items: the institutional domain (classroom climate, learner–teacher relationships, learner–peer relationships, and learner-centered instruction), the family domain (family support, learner–family relationships), and the learner domain (locus of control, future orientation, self-esteem, self-knowledge). Part 3 measured the five lifelong learning dimensions. All items used a five-point Likert format from 1 (strongly disagree) to 5 (strongly agree). Content validity was established through expert review, yielding an Index of Item-Objective Congruence of 1.00. A pilot test with 30 retirees in Sichuan Province—selected to ensure comparability without contaminating the main sample—produced Cronbach's alpha coefficients of .990 for the antecedent scale and .980 for the lifelong learning scale, indicating high reliability.

2.4 Data Collection

Phase 1 data were collected over a four-month period by trained research assistants. Informed consent was obtained from each respondent before completion of the questionnaire.

2.5 Data Analysis

Demographic data were summarized using frequencies and percentages. The levels of the antecedent factors and of lifelong learning were reported as means and standard deviations and interpreted against a conventional five-band rubric. Prior to the regression analysis, the relationships among the three predictor domains were examined using Pearson product-moment correlation, and multicollinearity was assessed through tolerance and variance inflation factor (VIF) statistics. The predictive contribution of the three domains was then estimated using stepwise multiple regression analysis, which was preferred over simultaneous entry because the study sought the smallest set of predictors capable of explaining a substantial proportion of the variance in lifelong learning.

3. Phase 2: Qualitative Strand

3.1 Key Informants and Sampling

Phase 2 used purposive sampling. Seven key informants were selected on the basis of documented expertise in lifelong education, gerontology, senior learning-center administration, or policy formulation for older adult education. A separate panel of 12 senior administrators—each responsible for the operational management of an elder learning center in Guangdong—subsequently appraised the draft guidelines for feasibility and utility.

3.2 Research Instrument

A semi-structured interview schedule was used, organized around six themes derived from the regression results: pedagogical climate, physical environment, family activation, motivational architecture, digital communication, and recognition systems. The schedule was reviewed by three experts for content validity before use. The administrator appraisal used a five-point feasibility-and-utility rating form.

3.3 Data Collection

The interviews were audio-recorded and transcribed verbatim, with informed consent obtained from each key informant. The draft guidelines derived from the analysis were subsequently distributed to the 12-member administrator panel for rating.

3.4 Data Analysis

The interview transcripts were analyzed using thematic analysis. Two researchers first read the transcripts independently and generated initial codes through open coding. The codes

were then compiled into a shared codebook and grouped into candidate themes aligned with the six interview domains. Inter-coder agreement was examined, and the discrepancies that arose were resolved through discussion until consensus was reached, after which the themes were reviewed, defined, and named. The administrator panel's mean feasibility and utility ratings for each guideline informed the final wording and prioritization of the guidance.

Results

In line with the study's four objectives, the findings are reported in four parts: the levels of the factors influencing lifelong learning (Objective 1), the level of lifelong learning across its five dimensions (Objective 2), the predictive contribution of the three domains (Objective 3), and the expert-informed development guidelines with their feasibility and utility appraisal (Objective 4).

1. Levels of Factors Influencing Lifelong Learning

Descriptive analysis confirmed that all three antecedent domains were rated at a high level. Table 1 presents the overall pattern.

Table 1 Levels of Factors Influencing Lifelong Learning Among Retirees in Guangdong (n = 384)

Antecedent Domain	Mean (<i>M</i>)	<i>SD</i>	Level
Learner domain	4.48	0.46	High
Family domain	4.45	0.50	High
Institutional domain	4.01	0.49	High
Overall	4.31	0.48	High

The learner domain recorded the highest mean ($M = 4.48$, $SD = 0.46$), followed closely by the family domain ($M = 4.45$, $SD = 0.50$), with the institutional domain registering the lowest mean among the three ($M = 4.01$, $SD = 0.49$). The proximity of the learner and family means is consistent with ethnographic reports that retirees in Guangdong rely on personal initiative reinforced by intergenerational encouragement (Sun et al., 2024; Zhang & Cheng, 2024).

2. Levels of Lifelong Learning

The composite level of lifelong learning was rated high ($M = 4.04$, $SD = 0.47$). Among the five dimensions, attitude toward learning recorded the highest mean ($M = 4.22$), while communication ability recorded the lowest ($M = 3.92$). Self-directed knowledge-seeking and learning motivation occupied an intermediate position. The gap between strong learning

attitudes and weaker communication competence—observed across all three sampling sites—signals an asymmetry that any practitioner-oriented guidance must address.

Table 2 Levels of Lifelong Learning by Dimension (n = 384)

Lifelong Learning Dimension	Mean (<i>M</i>)	<i>SD</i>	Level
Attitude toward learning	4.22	0.45	High
Learning competency	4.11	0.47	High
Self-directed knowledge-seeking	4.05	0.49	High
Learning motivation	3.99	0.48	High
Communication ability	3.92	0.51	High
Overall	4.04	0.47	High

3. Predictive Contribution of the Three Domains

Before estimating the regression model, the relationships among the three predictor domains were examined. The domains were positively and moderately intercorrelated (all $p < .01$), and the collinearity diagnostics were within acceptable limits (tolerance $> .60$ and VIF < 2.0 for every domain), indicating that multicollinearity did not threaten the stability of the regression estimates.

Stepwise multiple regression identified all three antecedent domains as statistically significant positive predictors of lifelong learning at the .01 level. The combined model explained 68.0% of the variance in the outcome ($R^2 = .680$). Standardized regression coefficients indicated that the learner domain contributed most strongly ($\beta = .312$), followed by the family domain ($\beta = .262$) and the institutional domain ($\beta = .238$). Table 3 summarizes the model.

Table 3 Stepwise Multiple Regression Predicting Lifelong Learning (n = 384)

Predictor Domain	B	SE	β	t	p
Learner	0.298	0.041	.312	7.27	$< .01$
Family	0.241	0.038	.262	6.34	$< .01$
Institutional	0.214	0.040	.238	5.35	$< .01$
Constant	0.612	0.105	—	5.83	$< .01$

Note. $R^2 = .680$; Adjusted $R^2 = .678$; $F(3, 380) = 269.16$, $p < .01$. Predictors entered using stepwise selection.

The fitted model can be expressed in both raw-score and standardized-score forms. In raw-score (unstandardized) form: $\hat{Y} = 0.612 + 0.298(\text{Learner}) + 0.241(\text{Family}) + 0.214(\text{Institutional})$. In standardized-score form: $Z\hat{Y} = 0.312(Z\text{Learner}) + 0.262(Z\text{Family}) + 0.238(Z\text{Institutional})$. Both equations confirm that the learner domain exerts the strongest unique contribution to lifelong learning, followed by the family and institutional domains.

4. Expert-Informed Development Guidelines

Thematic analysis of the seven expert interviews produced 24 development guidelines distributed across the three predictor domains: seven institutional, seven family, and ten learner guidelines. Rather than enumerating the full set, this section presents the guiding logic of each cluster together with exemplar guidance, since the Phase 2 evaluation revealed that practitioners absorbed and adopted the guidelines more readily when their underlying rationale was visible. The complete set of all 24 guidelines is provided in the Appendix (Appendix Table).

4.1 Institutional Cluster: From Classroom to Relational Space

Experts converged on the position that elder learning centers in Guangdong should reduce reliance on lecture-format pedagogy and reorganize space, time, and ritual to make sociality the primary medium of learning. Exemplar guidance includes reconfiguring seating into circular or U-shaped arrangements to flatten the symbolic hierarchy between instructor and learner; designating communal pre-class areas where retirees can socialize informally; and replacing terminal examinations with public recognition ceremonies that honor sustained participation. This cluster operationalizes Oldenburg's (1989) conception of the third place by treating the learning center as the relational anchor between household and former workplace, and it aligns with active ageing evidence that social embeddedness sustains psychological well-being in later life (Narushima et al., 2018; World Health Organization, 2020).

4.2 Family Cluster: Activating the 4-2-1 Household as a Learning Partner

The family guidelines reposition adult children and grandchildren from caregivers to co-participants. Exemplar guidance includes an intergenerational classroom in which grandchildren tutor grandparents in digital tasks while grandparents transmit local cultural practices in return; a WeChat-based progress notification channel through which the learning center shares photos and achievements with family group chats; and a structured family advisory service that supports households in articulating supportive expectations for late-life learning. These guidelines respond to the contemporary 4-2-1 family structure in which

intergenerational caregiving capacity is contracting and traditional reciprocity is being renegotiated (Wang et al., 2024; Zhang & Cheng, 2024). They also anchor the implementation logic in the existing communication infrastructure of Chinese households, where WeChat functions as the de facto channel of family interaction for older adults (Yu et al., 2023).

4.3 Learner Cluster: A Strength-Based, Empowerment Pathway

The learner cluster takes a strength-based stance, treating retirees as carriers of intellectual capital rather than as remedial students. Exemplar guidance includes a Wisdom Inventory administered at course entry to surface each learner's prior expertise, which is then documented in an Honour Portfolio; a Silver Credit accumulation system through which sustained participation is rewarded with locally redeemable benefits; and a reverse-mentoring arrangement in which younger volunteers coach retirees on contemporary digital tasks while learning vocational or cultural skills in return. The Silver Credit system is the most ambitious component, drawing on Skinnerian reinforcement principles, Bandura's (1997) self-efficacy theory, and Dweck's (2006) growth mindset framework to convert episodic motivation into a durable learning trajectory. Reverse mentoring and storytelling-based pedagogy further address the attitude–communication gap observed in Phase 1 by giving retirees authentic communicative roles that draw on their accumulated life experience.

5. Feasibility and Utility Appraisal

The 12 senior administrators rated each domain on a five-point scale. Table 4 summarizes their ratings.

Table 4 Feasibility and Utility Ratings of the Development Guidelines (n = 12 Administrators)

Domain	Mean (M)		Level
	Feasibility	Utility	
Institutional cluster	4.42	4.58	Highest utility; high feasibility
Family cluster	4.39	4.61	Highest utility; high feasibility
Learner cluster	4.18	4.36	High utility; high feasibility

Institutional and family guidance received the strongest utility scores, reflecting administrator confidence that physical reconfiguration and family activation address the daily reality of community learning centers in Guangdong. The learner cluster received slightly lower feasibility ratings, an outcome traceable to the Silver Credit system: while administrators recognized its motivational logic, several expressed concern that operationalizing a digital

points infrastructure would require coordination across education bureaus, social welfare departments, and local commercial partners (UNDP China, 2024). This finding is methodologically important. It indicates that the guidelines vary in implementation horizon, and that adoption should follow a sequenced pathway in which the institutional and family clusters are deployed first, with the more infrastructure-dependent learner mechanisms phased in as cross-sectoral coordination matures. Figure 2 summarizes the predictive model together with the resulting development guidelines and their appraisal.

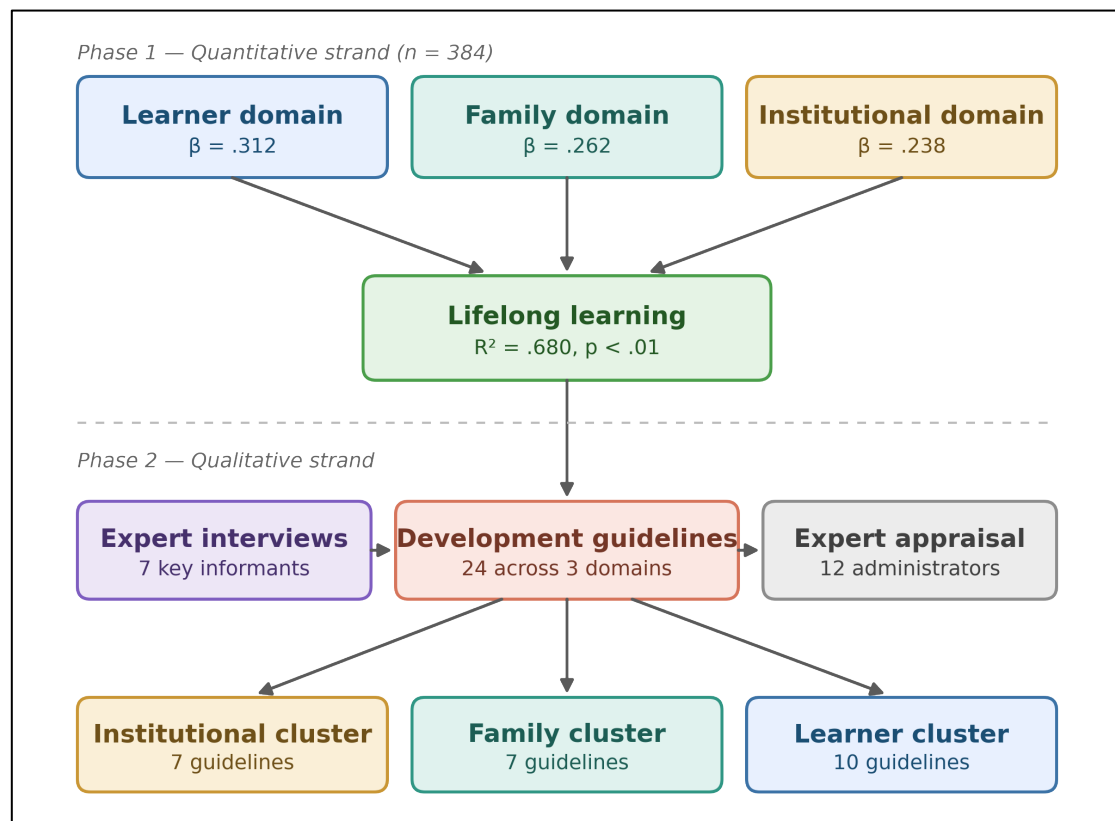


Figure 2: Summary of the Predictive Model and Development Guidelines

Note. β = standardized regression coefficient; R^2 = proportion of variance in lifelong learning explained by the three antecedent domains. All predictors were significant at $p < .01$.

Discussion

The discussion is organized to correspond with the study's four objectives. It interprets in turn the high levels of the factors influencing lifelong learning (Objective 1) and of lifelong learning itself (Objective 2), the predictive structure of the three domains (Objective 3), and the development guidelines derived from the expert interviews and appraised by administrators (Objective 4).

1. Why the Learner Domain Leads the Regression

The primacy of the learner domain ($\beta = .312$) is interpretively significant. It indicates that internal motivation, future orientation, and self-esteem are the conditions under which family and institutional supports become productive rather than merely available. Knowles (1980) anticipated this dynamic in his andragogical theory, which positioned adult learners as self-directed agents whose readiness is the foundation upon which external scaffolds operate. The finding also resonates with recent Chinese evidence that retirees increasingly construct themselves as self-reliant elders who pursue learning for personal meaning rather than as a duty to the household (Zhang & Cheng, 2024). The practitioner implication is direct: guidance that begins by surfacing each learner's intellectual capital—rather than diagnosing deficits—has a stronger theoretical and empirical mandate than remedial pedagogies imported from formal schooling.

2. The Attitude–Communication Asymmetry

Phase 1 produced one analytic surprise: the highest-rated learning dimension was attitude toward learning ($M = 4.22$), and the lowest was communication ability ($M = 3.92$). This asymmetry, replicated across the three sampling cities, suggests that retirees in Guangdong are motivated but communicationally constrained, particularly within the digital channels through which contemporary social participation is increasingly mediated. Recent systematic reviews of digital-literacy education converge on the same conclusion (Xu et al, 2024; Xu et al, 2025). The Family Cluster guidelines respond to this asymmetry by anchoring digital learning in the WeChat infrastructure that already mediates family life (Yu et al., 2023), and the Learner Cluster's reverse-mentoring guidance gives retirees authentic communicative roles that recruit their accumulated experience as a resource rather than positioning them as remedial digital users.

3. Cultural Fit With the 4-2-1 Family Structure

The strength of the family domain ($\beta = .262$) reflects a specifically Chinese cultural configuration in which familial relationships continue to anchor daily life even as caregiving capacity contracts. Li (2018) argues that Confucian self-cultivation supplies a culturally resonant rationale for late-life study, while Wang et al. (2024) document the operational pressure placed on the single adult child within the contemporary 4-2-1 household. The Family Cluster guidelines were designed to reduce this pressure by recasting children and grandchildren as learning partners rather than as exclusive caregivers, and the administrator panel's high utility rating for this cluster indicates that practitioners recognize the strategic value of distributing relational labor across the household.

4. Implementation Sequence and the Silver Economy Context

The feasibility-utility profile suggests a three-stage implementation pathway. Stage 1 implements the institutional guidelines, which lie within direct managerial control and require modest capital expenditure. Stage 2 activates the family guidelines through low-cost digital channels and intergenerational programming. Stage 3 develops the learner guidelines, including the Silver Credit system, in concert with provincial education bureaus and social welfare departments. This sequencing is consistent with the architecture of the State Council's Silver Economy guidance (UNDP China, 2024), which envisions a layered ecosystem of institutional services, family engagement, and individual benefits, and it offers community elder learning centers a tractable migration path from the present to the policy horizon.

Conclusion and Recommendations

1. Conclusion

This study addressed the translation gap between determinant identification and practitioner guidance for lifelong learning among retirees in Guangdong Province. The institutional, family, and learner domains jointly explained 68.0% of the variance in lifelong learning, with the learner domain emerging as the strongest predictor. Expert interviews translated this evidence into 24 development guidelines whose underlying logic was organized around three propositions: the elder learning center is a relational space rather than a transmission classroom; the 4-2-1 household is an active learning partner rather than a passive support; and the retiree is a carrier of intellectual capital rather than a remedial learner. Administrators appraised the institutional and family guidance as having the highest utility and rated the learner guidance highly but with sequencing caveats tied to the cross-sectoral architecture of the Silver Credit system.

2. Recommendations for Policy and Practice

Three recommendations follow directly from the findings. First, provincial and municipal authorities should adopt the development guidelines as a reference standard for the accreditation and evaluation of community elder learning centers in Guangdong, with dedicated funding for Stage 1 modifications—seating reconfiguration, communal areas, accessibility upgrades, and recognition ceremonies—treated as a minimum quality threshold. Second, accreditation criteria should require a structured family engagement component, including a WeChat-based notification channel and at least one intergenerational learning event per academic year. Third, the Silver Credit accumulation system should be piloted within

selected centers in collaboration with education bureaus and social welfare departments, with redemption mechanisms designed to connect sustained learning to locally meaningful benefits.

3. Recommendations for Future Research

Four research directions merit attention. Comparative work between urban and rural learning centers within Guangdong would identify necessary adaptations to the guidelines for less digitally saturated environments. Longitudinal designs are needed to assess whether the guidelines, once adopted, produce sustained changes in attendance, motivation, and well-being over a three-year horizon. The Silver Credit system itself should be evaluated through quasi-experimental designs that estimate its causal effects on the attitude–communication asymmetry observed in this study. Finally, cross-context studies in other Confucian-heritage societies, including South Korea, Vietnam, and Singapore, would clarify which components of the guidance travel and which require local adaptation.

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Appendix

Appendix Table: The 24 Development Guidelines for Lifelong Learning Among Retirees in Guangdong

Cluster	No.	Development Guideline
Institutional	I1	Reconfigure classroom seating into circular or U-shaped arrangements to flatten the symbolic hierarchy between instructor and learner.
Institutional	I2	Designate communal pre-class areas where retirees can socialize informally before and after sessions.
Institutional	I3	Replace terminal examinations with public recognition ceremonies that honor sustained participation.
Institutional	I4	Train instructors in facilitative, dialogue-based pedagogy in place of lecture-format transmission.
Institutional	I5	Schedule regular small-group and peer-learning activities to strengthen learner–peer relationships.
Institutional	I6	Improve the physical accessibility of learning spaces (lighting, seating, signage, step-free access) for older learners.
Institutional	I7	Operate the learning center as a “third place” open beyond class hours for informal social and cultural activity.
Family	F1	Establish an intergenerational classroom in which grandchildren tutor grandparents in digital tasks while grandparents transmit local cultural practices in return.
Family	F2	Create a WeChat-based progress-notification channel that shares learners' photos and achievements with family group chats.
Family	F3	Provide a structured family advisory service that helps households articulate supportive expectations for late-life learning.
Family	F4	Offer family orientation sessions explaining the goals and benefits of the elder learning center.
Family	F5	Invite family members to periodic open days and learner showcase events.
Family	F6	Develop simple guidance materials that help adult children encourage and sustain their parents' participation.

Appendix Table (Continued)

Cluster	No.	Development Guideline
Family	F7	Recognize and celebrate family involvement to reinforce the household as a learning partner.
Learner	L1	Administer a Wisdom Inventory at course entry to surface each learner's prior expertise.
Learner	L2	Document each learner's expertise and achievements in an Honour Portfolio.
Learner	L3	Introduce a Silver Credit accumulation system that rewards sustained participation with locally redeemable benefits.
Learner	L4	Implement reverse-mentoring in which younger volunteers coach retirees on digital tasks while learning cultural or vocational skills in return.
Learner	L5	Use storytelling-based pedagogy that draws on learners' accumulated life experience.
Learner	L6	Support learners in setting personal learning goals to strengthen future orientation and self-direction.
Learner	L7	Provide structured opportunities for self-directed knowledge-seeking and project work.
Learner	L8	Embed authentic communicative roles (presenting, peer-teaching) to address the attitude–communication gap.
Learner	L9	Offer guided digital-communication practice anchored in everyday WeChat use.
Learner	L10	Provide affirmation and progress feedback that reinforce self-esteem and a growth mindset.