



# 老年教育空间设计指南

Guidelines for Elderly Educational Space  
Based on Successful Ageing Theory

—  
基于《成功老龄化理论》  
—

郑 华 著

 上海人民出版社

# 老年教育空间设计指南

——基于“成功老龄化理论”

郑 华 著

上海人民出版社

## 图书在版编目(CIP)数据

老年教育空间设计指南:基于“成功老龄化理论”/  
郑华著.—上海:上海人民出版社,2017

ISBN 978-7-208-14797-3

I. ①老… II. ①郑… III. ①老年教育-中国-指南  
IV. ①G777-62

中国版本图书馆 CIP 数据核字(2017)第 232074 号

责任编辑 徐晓明

封面设计 XIAO YANG 工作室

插 画 宣姝怡

## 老年教育空间设计指南 ——基于“成功老龄化理论” 郑 华 著

世 纪 出 版 集 团  
上海人民出版社出版

(200001 上海福建中路 193 号 www.ewen.co)

世纪出版集团发行中心发行 常熟市新骅印刷有限公司印刷

开本 635×965 1/16 印张 11.5 插页 2 字数 160,000

2017 年 9 月第 1 版 2017 年 9 月第 1 次印刷

ISBN 978-7-208-14797-3/G·1869

定价 38.00 元

本书受 2016 年上海高校青年教师培养资助计划资助

## 中 文 摘 要

本书主张老年教育是帮助老年人实现“成功老龄化”的工具之一,而老年教育环境设计的介入对提高老年教育质量与提升老人的社会参与度等方面有着重要的意义。

本书的目的是提取老年教育空间的设计因子,并按重要度排序,将设计因子分类并阶层化,从而开发更加系统的老年教育空间设计指南。为了达到这一研究目的,本书围绕“作为老年设施与教育设施的综合体——老年教育空间所需的设计因子都有哪些?”这一问题做了大量的文献调查。即以国内外著名的老年空间设计指南以及学校设计指南为母体,提取了可用于我国老年教育空间设计中的设计元素。为了搭建设计因子的重要度层次以及研究对其产生影响的因素,本书针对 20—80 岁年龄段内的 460 个样本进行了问卷调查。并根据调查结果在最终设计指南中加注了各项因子的重要度排序、是否为必备项或可选项,以及对于“成功老龄化”的贡献属性,以便相关人员可根据具体需求选择性使用。

结合调查结果,在老年教育空间设计中需注意的内容如下:

在老年教育及老年教育环境的意识方面。

研究结果显示,大部分老人已经意识到了人到老年也需接受再教育这一现实性需求。但相比老年人口的数量,老年教育的普及率还处于低水平状态。老年教育环境也只是由运营方单方面提供,设计者很少采用老年人参与型设计方法等以使用者为中心的设计手段,而对于什么是理想的老年教育环境,老年人自身也没有基本概念,绝大多数人对于老年教育环境的

认识普遍停留在普通教室和老年活动中心等最基本的样式框架中。

关于开始接受老年教育的时间点,多数人认为应该在 50—60 岁退休时。对于参与老年教育的主要目的,大部分参与者表示是为了退出工作一线后仍有地方可去,并非是为了自我提升与自我再开发。这虽符合老年人的社会活动延续需求原理,但与未来社会的发展趋势相差甚远。

在教育内容方面,与以二次创造价值为目的的技能型教育相比,对健康教育与兴趣爱好开发教育的需求更占主导位置。这与目前我国老年人的生活状况基本一致,并基本满足了当前老年人的主观需求。也说明了目前我国老年人对于老年教育的主观需求与现实性客观需求间还存在较大的差距,即主观需求低于客观需求。这与发达国家大多数老年人所追求的先进型老年教育样式也具有一定差异,而这种差异的形成主要受儒家文化中的孝道等传统文化以及传统养老方式的影响。大多数的人认为退休老年人就应该享清福,学习、劳动与生产只是年轻人的事。因此,大部分老年人都以退休为转折点,停止了学习和发展,变相加速了其自身被社会淘汰的速度。因此本书认为,在老年教育内容方面,应以老年人目前的意识高度为基础,在开设健康与兴趣爱好等课程的同时,也应顺应社会的变化趋势,鼓励老年人关注专业教育、生产教育,以及职业教育,引导其积极预防在未来各老年阶段可能遇到的各种问题。

另外,在老年教育环境方面,调查结果表明影响老年人教育参与度的最大阻碍因子为“行动不便”和“安全隐患”等问题,即身体的环境适应能力退化可能导致的行动障碍和安全相关的问题。因此,教育环境的设计,应积极运用无障碍设计、通用设计、健康设计等老年设计理论,并为老年人提供有效的环境支援,使各年龄阶层的老年人都容易接近并使用。考虑到大多数老年人都患有慢性疾病这一特点,在教育环境的设计中,需积极添加基于医疗知识的专业性健康设计,并且在心理层面,也要考虑到大部分老年人因社会功能的下降和经济能力的减退处在身心衰弱并需要重新适应的阶段。因此,老年教育设施在环境设计上加强心理亲近感及心

理适应性的同时,也应同步提高教师与管理人员的态度等服务品质,帮助老年人适应退休后的新生活,预防忧郁,以达到保持心理健康的效果。

总结以上内容,本书认为在发展高质老龄化社会的道路上,开展老年教育是必不可少的工作。那么,如何做好老年教育工作?首先要引导老年人及其周边人共同改变对于理想型老年生活的意识形态;其次要大力提高老年教育普及率,全面开发益于现状、符合未来趋势的老年教育课程,将老年教育的能量最大化。在环境的设计上,应主动挖掘老年人的身体、心理、社会性等各项空间需求,并予以相应的环境支援,使老年人在健康安全的教育环境中继续学习和发展。

在老年教育环境设计方面,需重点考虑老年教育空间的必备设计因子。

本书将老年教育空间的设计因子分为三大一级因子,即工具因子、气候因子以及空间因子。调查结果表明,在老年教育空间的一级因子中,人们对气候因子的重视度最高。这取决于室内气候不仅与老年人的身体局限性直接相关,同时也是决定室内舒适度的重要因子。而在二级设计因子中,重要度平均值依次为:屏幕、空气、热度、温度、湿度、地面、照明,其最高重视点还是气候因子。而在所有三级详细因子的评价中,人们对于安全性的重视度最高,如安全警报系统、紧急出口、地面的防滑措施、方便疏散撤离的轮椅专用席位置、家具的安全性、防止坠落事故的栏杆、防止跌伤的门槛去除、制热设备的安全隐患去除、地板材料的拼接平整度、门缝的防夹手装置、防止跌伤的地面高差去除等都是排前十位的重要因子。其次是与健康、舒适性相关的内容,包括空气的质量、适宜老年人视觉特点的照明种类、座位及家具摆放后过道的通畅性、适宜老年人的温度与湿度等。最后,在支持学习活动的工具因子中,只有屏幕的高度与屏幕的视野范围被评价在前十位以内,由此可见实际上比起对授课质量,授课时身体的舒适度更受大家关注。

总结以上内容,研究发现在老年教育空间设计因子中,人们最为重视

的是安全因子,其次是健康性因子,然后是舒适性因子,最后才是教育性因子。

在老年教育空间需求的影响因素方面。

研究结果表明性别、年龄、学历、生活水平等因素均对老年教育空间的需求呈现不同程度的差异。这一结果证实了笔者的“‘老人’并非单一群体,因此,在老年公共设施的设计中,在了解老人群体共性的同时,也需要尊重老年群体的内在差异性,并且需要小心处理共性与个性之间的关系,从而避免一些老人因自身的相对小众性而无法接受老年教育”这一社会统合性设计观点。

在“成功老龄化”支援性方面。

以教育为途径提高老年人的生活品质,最终帮助其实现“成功老龄化”,这是老年教育的目的之一。在此观点中,“成功老龄化”可以说是一个终极目标。因此,在老年教育环境中应尽可能考虑到“成功老龄化”的支援性,其中包括身体、心理以及社会·生产性三个层面。然而研究结果表明,目前为止,老年教育空间的设计指南主要围绕着身体层面的支援性,而对心理层面和社会·生产性层面支援性的考虑非常欠缺,基本只能满足基础性学习与活动需求。

综上所述,迄今为止,老年教育环境基本只是作为最基础的物理工具,以最常规的四方空间内摆放简易桌椅的教室形式呈现。当老年人的身体各项功能退化,无法适应老年学校时,这些老年人就会被定义为学习能力低下的群体,被排除于教育受益者行列,并被推入以休闲娱乐为主的纯养老模式。基于中国的传统意识,大部分老人和子女都认为“有所依、有所乐”才是最理想的老年生活状态,忽略了“有所学”以及“有所为”能够给老年人带来的积极影响,因而导致我国老年教育普遍存在侧重于娱乐,缺乏教育专业性的问题。而对于拥有2亿以上老龄人口的中国来说,这无疑是一种消极的应对方法。

对此,笔者认为我们需要通过创造健康、安全、专业的老年教育环境,



提高老年人的教育参与度,帮助老年人在提高自立能力的同时,再次挑战社会,塑造新的社会角色,创造新的价值,以实现“成功老龄化”。

本书的意义在于,为老年教育环境提出了“成功老龄化”这一设计方向及目标,提出了基于老年人特性的、以使用者为中心的设计理念及其必要性,同时也验证了需合理统合老年人群体内存在的共性与个性的设计主张。与此同时,本书提取出了可实际应用于老年教育环境设计中的因子,并整理归纳了其设计因子的重要度层次,结合了具体参数等可直接用于实践中的内容,从而提高了该设计指南的应用价值。

本书的局限性在于,第一,其设计指南的范围未能覆盖整个老年教育设施,主要以学习空间为中心进行了研究。第二,在使用者为中心的设计理念实施上,主要以受教者为中心进行了研究,遗漏了老年教育空间的另外一组使用者,即教师、护理人员等老年教育现场工作者。第三,只点到了老年群体内存在需求差异,而针对引发其差异的背后原因并未进行深入的研究。

因此,在后续研究中,需重点围绕以上几点不足进行进一步深层研究。并需要在以此为前提进行具体对应式设计的同时,需对老龄群体未来可能面临的问题进行科学预测,并做好环境层面上的预防式设计,以辅助老龄化社会达到高质发展的目的。

**关键词:**老年教育空间、老年教育环境、老年学习空间、老年大学、老年教育、“成功老龄化”、老年教育空间设计指南

## **ABSTRACT**

This study mentioned the elderly education as the tool for successful ageing and is performed under the hypothesis that the elderly education environment would play important role to activate the elderly education quality and participation of elderlies.

The purpose of this study is to draw the elderly education space planning elements and to develop more systemized space guidelines by layering the planning elements to be considered in the elderly education space through the evaluation of importance on the planning elements and the estimation of ranks. To achieve such purpose, in this study, the planning elements to be dealt with in the elderly learning space as the complex body of the school facilities and the elderly welfare facilities were extracted through the literature review and to identify the importance of the planning elements extracted and the factors having influences on the evaluation of importance, the questionnaire survey was conducted from total 460 persons aged from 20s to 80s. In addition, the planning elements appropriate for the purpose of use by area of the successful ageing in future were extracted and made easy to be used by verifying the successful ageing supportability of the elderly education space planning guidelines drawn previously through the successful ageing evaluation tools developed through the expert survey by relevant

item. Based on the investigation results, the essential matters not to be overlooked in planning the elderly education space in future are as follows.

First, the perception of the questionnaire survey subjects on the elderly education and elderly education environment should be considered.

In the results of this study, most elderlies thought that the elderly education is important in the successful ageing and perceived that the elderly education environment is important in the elderly education. However, the participation rate in the elderly education compared to the number of elderlies is significantly low, which might be concluded as insufficient general perception on the elderly education. The elderly education space also has been provided unilaterally by the administrators not around the users and the perception and demands of the elderlies for the specific and detailed matters how the desirable elderly education environment should be built are low.

In addition, it is common that the period of retirement, which the social activities are interrupted, is recognized as basic participation standard for the elderly education and mostly recognized as 50s or 60s. This is explained the fact that there are lots elderlies who consider elderly education as succession of the social activities after retirement and place the importance that they may have where to go other than home. In the same context, while in the elderly education performed for the Chinese and Korean elderlies, the demands for the health and hobby education were high, it represented that the demands for the education for production activity were relatively low. This shows the elderly education trend different than the Occident, which is deemed to be based on the oriental thoughts such as lifestyle of old age based on the

culture of filial duty.

Second, the essential elements of the successful ageing theory-based elderly education space planning should be considered.

The elderly education space planning elements can be divided mainly into the instrumental elements for learning activities, climate elements and spatial elements. All of these three planning elements are very important, and particularly, in the elderly education space, the climate elements which are the elements directly connected to physical limit of the elderlies and determine the amenity at the same time, should be focused. Particularly, maintaining the appropriate indoor temperature, adjusting the cooling and heating, eliminating the danger of the heating equipments, and guaranteeing the quality of air should be paid attentions. These are the elements handled in priority when planning the space as an elderly facility and as the elderlies are the users, they should be considered essentially. In addition, since the main purpose of creating elderly education space is education, the elderly education space should not overlook the instrumental elements for learning. And the works to eliminate the hazardous elements likely occurred by the declination of elderlies' physical functions also are important. Therefore, in the elderly education space, appropriate space planning needs to be performed step by step according to the conditions such as budget of facility, etc. referring to the importance ranks of these planning elements.

Specifically, in case of detailed elements, the screen, air, heat, temperature, humidity, floor, lighting, door, other instruments, wall, tools, speaker, window and ceiling, in order can be considered and in case of overall detailed items, alarm system, anti-slip should be considered most importantly, and the quality of air, window for

emergency, screen height, appropriate arrangement of seat exclusively for wheelchair, safety of furniture, installation of guard rail to prevent the falling accident, elimination of door sill to prevent the falling by tripping, etc. should be considered as essential items (for the specific details, see Chapter 4. Study Results).

Third, the factor having influences on the importance of the elderly education space planning elements should be considered.

The difference in the importance for the elderly education space is related to various factors such as nationality, age, gender, standard of living, academic level, etc. Therefore, in case of China, the type of cooling and heating, air circulation speed, location of windows need to be considered particularly in the climate elements. In the aspect of ages, the size of speaker as a tool to compliment the auditory loss for the elderly should be considered particularly and the physical demands of the elderlies for the head wind control should be considered essentially in the aspect of climate. In addition, as for the gender, the characteristics that the female users are greater and much sensitive for the environment and the difference in the demands by gender should be considerate.

Fourth, the supportability for successful should be considered.

One of the elderly education's purposes is to help the elderlies to enhance the quality of life in old age and ultimately to achieve the successful ageing through the path called education. Therefore, to promote the successful ageing, in the elderly education space, much upgraded learning environment customized for elderlies satisfying both demands for learning and the ageing characteristics should be built considering the supportability for successful ageing as much as possible.

To summarise, the elderly education has been implemented base on

---

the basic physical instruments and physical space for learning so far, and when the learning function of the elderlies may be reduced and hard to use such basic instruments, it dealt with the elderlies as the group with learning disability excluding from the learning space users and converted them as the beneficiary of leisure education performed around the entertainment and leisure. For the retired elderlies, the leisure is important. However, in the aspect of learning, the act, which concentrates the elderlies into the leisure education only in the moment that the reeducation for the old age is needed, is merely the passive response and particularly, since in the current age, which the expected life is extended and the society is being developed rapidly, it accelerates the social selection of the elderlies, it is not desirable. Through the education for the old age, the foundation should be prepared in order to strengthen the ability of self-reliance, to make them challenge the society again, to perform new role and to create the new values. In such context, in this study, the elderly education space planning elements were extracted considering the characteristics of the elderly and the priority was estimated by their importance and based on them, the elderly education space planning guidelines were proposed.

Considering the fact that the demands between general youth and prime-aged users and the elderlies might be different, this study is deemed to contribute in creating user-oriented elderly education space. In addition, the guidelines proposed in this study is deemed to contribute to identify selectively what is the physical support to be provided essentially to the elderlies when considering economic condition in the aspect of management of elderly education space, too.

In addition, this study suggested that the demands for the elderly

education space are different by the nationality, age, gender and standard of living, which implies that the practice, which plans the elderly education space overlooked the differences in internal and external characteristics of the elderlies, has problems. However, in the perspectives of social integration, since the separating the elderlies only by the standard of living or age may not be desirable, the efforts to promote the more advanced social integration considering the differences much closely are needed rather than the thoughtless integration.

This study has limitation in suggesting that there is difference in the demands of the users by the general characteristics and the subsequent research on the in-depth casual analysis why such differences are formed and the precise countermeasures having it as basic premise should be performed. The perception on the successful ageing may be different by the cultural area or by the period of experiencing it by individual. Therefore, the follow-up research on the environmental supportability of the successful ageing based on the more minute analysis is needed, too.

The elderlies have lost their social roles in the past partly but still importance social members and the problem of ageing is the problem for overall society. Therefore, the elderly education environment as a sociocultural foundation to prevent the elderlies from alienation needs to be built and the more deep research for that should be continued.

**Key words:** Elderly Education Space, Elderly Education Environment, Elderly Study Space, Elderly College, Elderly Education, Successful Ageing, Guidelines for Elderly Education Space Planning

# 目 录

中文摘要 .....	1
ABSTRACT .....	1
第一章 绪论 .....	1
第一节 研究背景与目的 .....	1
第二节 研究方法与步骤 .....	5
第三节 先行研究与本研究的独创性 .....	6
第二章 理论研究 .....	10
第一节 “成功老龄化”的定义与范畴 .....	10
第二节 老年教育的定义 .....	13
第三节 现代老年人的教育需求 .....	14
一、非健康寿命的延长与健康老龄化需求 .....	15
二、新文化时代的到来与老年人的心理需求 .....	15
三、非生产性寿命的延长与老年人的社会活动/劳动参与 需求 .....	15
第四节 老年教育对“成功老龄化”的作用 .....	16
第五节 老年环境设计的介入意义 .....	17
第六节 老年环境相关理论 .....	19
一、环境压力理论 .....	19



二、健康环境理论 .....	21
三、通用设计理论 .....	22
<b>第三章 老年教育的发展现况 .....</b>	<b>30</b>
第一节 国外老年教育的发展过程 .....	30
第二节 我国老年教育的起源与发展 .....	32
第三节 我国老年教育的类型及特点 .....	33
第四节 我国老年教育设施的规模 .....	34
第五节 我国老年教育设施的基本构成 .....	35
<b>第四章 基于“成功老龄化理论”的老年教育空间设计因子分析 .....</b>	<b>36</b>
第一节 基于“成功老龄化理论”的老年教育空间指南构成 方法 .....	36
第二节 基于“成功老龄化理论”的老年教育空间设计因子 分析结果 .....	38
<b>第五章 老年教育空间设计因子的重要度调查分析 .....</b>	<b>45</b>
第一节 老年教育空间设计因子与重要度的分析方法 .....	45
第二节 老年教育空间设计因子的重要度分析结果 .....	47
一、老年教育以及老年教育环境相关意识形态特性 .....	47
二、老年教育空间设计因子的重要度分析 .....	56
三、对老年教育空间设计因子重要度评价的影响因子 分析 .....	76
<b>第六章 老年教育空间设计指南——基于“成功老龄化理论” .....</b>	<b>89</b>
第一节 工具因子的设计指南 .....	89
第二节 气候因子的设计指南 .....	118