

**SAMPLE**  
**GOOD PRACTICE OF OLDER MEN (60+) LEARNING AND EDUCATION**

<b>IDENTIFIED GOOD PRACTICE</b>	
Name of the NGO / initiative / association / community, etc. where good practice was identified:	Men's Shed Manitoba
Webpage:	<a href="http://menssheds.ca/">http://menssheds.ca/</a>
City / town / village:	Mannitoba
Country:	Canada
Established / launched:	2010
How is activity financed:	
Contact person:	
Identified by (main reference of the research/article):	Reynolds, K. A., Mackenzie, C., S., Medved, M., Roger, K., (2015). The experiences of older male adults throughout their involvement in a community programme for men. <i>Ageing &amp; Society</i> 35, 531-551.
Related references of the research/article by same or other author(s) dealing with this concrete good practice:	

<b>ABSTRACT OF THE ARTICLE / RESEARCH / CASE STUDY</b>
<p>Community programmes have been shown to provide social and emotional benefits for older adults. The vast majority of community programmes for older adults are either mixed-sex or female-oriented in their activities and composition. As such, there is a scarcity of both opportunities for, and research focusing on older male adults' participation in community programmes geared towards men. The present study describes the experiences of older male adults throughout their involvement in a male-oriented community programme. Participants described their involvement in the community programme on the basis of their characteristics and experiences that preceded their involvement, the characteristics of their current involvement, and aspects of the programme and their participation that promoted their continued involvement. The findings of this study have potential utility for community organisations aiming to increase the involvement of older men in their programmes. Furthermore, the findings indicate that community programme participation has the potential to promote social engagement and healthy, active ageing among older men.</p>
Keywords:
older male adults, community programmes, Men's Sheds, masculinity, social connection, social engagement, active ageing, grounded theory.

<b>THEORETICAL FRAMEWORK OF THE ARTICLE / RESEARCH / CASE STUDY</b>
Briefly summarize theoretical framework of the article / research:
<p>Social connectedness, which refers to social support and the size of one's social network, and social engagement, which refers to participation in activities in one's social environment, are protective factors for older adults' physical and mental health (Giles et al. 2005; Herzog, Ofstedal and Wheeler 2002). Social engagement has also been described as an important component of what has been labelled as active/successful ageing, as described in Activity Theory (Havighurst 1961; Lemon, Bengston and Peterson 1972; Longino and Kart 1982),</p>

Rowe and Kahn's model of successful ageing (Rowe and Kahn 1997), The World Health Organization (WHO) Active Ageing Policy Framework (WHO 2002), and more recently, in definitions by community-dwelling older male adults (Tate et al. 2009).

In line with Activity Theory (i.e. wellbeing in late life is promoted by continued participation in social and leisure activities that are meaningful and purposeful from middle to old age), Rowe and Kahn's description of active engagement emphasises the importance of ongoing involvement in social and leisure activities in late life in order to age successfully.

Furthermore, effective interventions allow participants and facilitators some degree of control in the planning, implementation and evaluation of the programme. Effective programmes also tend to include opportunities for education, social contact, activity, social support and the challenging of faulty cognitions related to social interaction (i.e. cognitive behavioural therapy principles).

Select main theoretical references (5-15) used in the article/research that could be relevant also for our project:

Rowe, J.W. and Kahn, R. L. (1997). Successful aging. *The Gerontologist*, 37, 4, 433-440.

Smith, J. A., Braunack-Mayer, A., Wittert, G. and Warin, M. (2007). 'I've been independent for so damn long!': independence, masculinity and aging in a help seeking context. *Journal of Aging Studies*, 21, 4, 325-335.

Tate, R. B., Loewen, B. L., Bayomi, D. J. and Payne, B. J. (2009). The consistency of definitions of successful aging provided by older men: the Manitoba follow-up study. *Canadian Journal on Aging*, 28, 4, 315-322.

## **METHODOLOGICAL APPROACH**

Define methodological approach that was used in the article / research

- 1) Qualitative methodology
- 2) Combination of purposive and theoretical sampling to recruit participants following grounded theory methodology

Methodological instruments used (specify if necessary)

Semi-structured in depth interview with 12 Men's Shed participants who took part in community programs (i.e. gardening, model airplane building, carving, woodworking, cooking, game playing, walking, and coffee and conversation)

Who has been researched (where not only old men 60+, explain why the research is relevant for our project and identify how many 60+ were included into the research)

- a) In Men's Shed there were 40 over 55 yrs old men. 12 men who took part in research were between 61 until 87 yrs old.

## **BACKGROUND**

Explain, why this good practice has been established

The importance of both social connection and social engagement was a central, overarching theme that was evident throughout men's descriptions of their initial, current and continued involvement in Men's Sheds.

## **MAIN FINDINGS / RESULTS**

In brief

Participants spoke about their individual characteristics that led them to initiate their involvement in Men's Sheds like their need to keep busy, their desire to strive for achievement, the value they placed on social connection and knowledge exchange, and their possession of pro-social attitudes that emphasised giving back to the community through

volunteering, helping and care-giving.
What kind of learning/education is performed in this good practice (define: formal / nonformal / informal; etc.)
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<b>INDIKATORS/THEMES IDENTIFIED IN THE ARTICLE / RESEARCH</b>	
Indicators, identified by author/s of the research / article ( <i>count only those, that could be relevant for our project</i> ):	
<p>The drive to accomplish something</p> <p>The drive to feel proud about accomplishing something</p> <p>After experiencing retirement, relocating homes, illnesses and widowhood men wanted to build social networks against isolation and loneliness.</p> <p>Friend or a family members had a great influence on men`s involvement in Men`s Shed.</p> <p>Participants also shared the values of social connection and knowledge exchange (i.e. teaching and learning), which preceded and were central throughout their involvement in Men`s Sheds.</p>	
Indirect indicators / themes, that could be defined from the research results relevant for our project (or from the literature used in the article / research)	
<p>When discussing their prior engagements in work, hobbies and side-projects, participants described themselves as striving for achievement, being goaloriented and driven to succeed. Men`s Sheds provided participants with an outlet to re-create experiences to satisfy these internal drives.</p> <p>Role coherence is important –men are willing to continue with the roles they have had throughout their lives (being a leader, organiser, teacher).</p> <p>Role renewal – taking new roles, „being tired“ of old roles throughout their lives – not so much responsibility but taking part in actions.</p>	

<b>OTHER CONCLUSIONS/OBSERVATIONS RELEVANT FOR OUR PROJECT</b> <i>(use only when good practice has not been presented in scientific article / research but elaborated from professional papers, brochure and other secondary material)</i>	
(identify relevant theme)	
(identify relevant theme)	
(identify relevant theme)	
(identify relevant theme)	

<b>INFO</b>	
Within the project:	
Prepared by:	
Date	

**SAMPLE**  
**GOOD PRACTICE OF OLDER MEN (60+) LEARNING AND EDUCATION**

<b>IDENTIFIED GOOD PRACTICE</b>	
Name of the NGO / initiative / association / community, etc. where good practice was identified:	Men's Shed Ireland
Webpage:	<a href="http://menssheds.ie/">http://menssheds.ie/</a>
City / town / village:	Ireland
Country:	Ireland
Established / launched:	2011
How is activity financed:	
Contact person:	
Identified by (main reference of the research/article):	Carragher, L., Golding, B. (2015). Older men as learners: Irish men`s Sheds as an Intervention. <i>Adult Education Quarterly</i> 65(2), 152-168.
Related references of the research/article by same or other author(s) dealing with this concrete good practice:	

<b>ABSTRACT OF THE ARTICLE / RESEARCH / CASE STUDY</b>
<p>To date, little attention has been placed on older men (aged 50+ years) as learners, with much of the literature on adult learning concerned with younger age-groups and issues around gender equity directed mainly at women. This article examines the impact of community-based men's sheds on informal and nonformal learning by older men in Ireland. It considers older men's attitudes to learning, learning behavior, and the noncognitive attributes—motivation, perseverance, and beliefs about capabilities—that underpin learning behavior. This descriptive study used a mixed-methods approach, involving questionnaires and focus groups, with all sheds registered with the Irish Men's Sheds Association invited to participate. It is concluded that men's sheds provide space for hands-on learning activities that add value to the lives and experiences of men beyond work, fostering a yearning to carry on learning. Crucially, shed-based conversations have an important role in helping older men with difficult life transitions and are an important site for future studies of masculinity in later life.</p>
Keywords:
older men, informal learning, men's sheds

<b>THEORETICAL FRAMEWORK OF THE ARTICLE / RESEARCH / CASE STUDY</b>
Briefly summarize theoretical framework of the article / research:
<p>The rationale for carrying out this research lies in the well-documented literature on male underrepresentation in community education and evidence pointing to deeprooted cultural and economic reasons for low participation among some groups of men (McGivney, 1999). Researchers are interested in understanding why older men readily engage in learning in men's sheds when previous research has found them to be a hard-to-reach group for community education (O'Connor, 2007; Owens, 2000).</p> <p>Nonformal learning is intentional from the learner's perspective and structured in terms of learning objectives, but it is not provided by an education or training institution and typically</p>

does not lead to certification (European Commission, 2001). However, as many analysts concur, the boundaries between informal and nonformal learning are blurred, with learning often occurring on a continuum (Livingstone, 2012) and boundaries only meaningfully drawn in relation to particular contexts (Colley, Hodkinson, & Malcolm, 2002). These informal learning environments with workshop-type spaces provide opportunities for regular, hands-on activity for groups deliberately and mainly comprising older men (Golding, 2011c; Golding, Brown, Foley, Harvey, & Gleeson, 2007; Golding, Foley, Brown, & Harvey, 2009). The positive outcomes of participation extend beyond learning to include health, happiness, and well-being outcomes (Golding, Foley, et al., 2007). Evidence shows that older men tend to have less well-established social networks than women (McGivney, 2004a; Ruxton, 2006) and a greater risk of social isolation (Williamson, 2011), largely because they have been socialized to be self-reliant, which in turn exacerbates the difficulty for service providers of involving them in activities (Walsh, O'Shea, & Scharf, 2012).

Select main theoretical references (5-15) used in the article/research that could be relevant also for our project:

Merriam, S. B., & Kee, Y. (2014). Promoting community wellbeing: The case for lifelong learning for older adults. *Adult Education Quarterly*, 64, 128-144.

Mark, R., & Golding, B. (2012). Fostering social policies that encourage engagement of older men in their own learning: Challenges for improving the health and wellbeing of men in the Third Age. *International Journal of Education and Ageing*, 2, 221-236.

Owens, T. (2000). *Men on the move: A study of barriers to male participation in education and training initiatives*. Dublin, Ireland: AONTAS.

McGivney, V. (1999). *Excluded men: Men who are missing from education and training*. Leicester, England: National Institute of Adult Continuing Education.

McGivney, V. (2004a). *Men earn, women learn: Bridging the gender divide in education and training*. Leicester, England: National Institute of Adult Continuing Education.

## **METHODOLOGICAL APPROACH**

Define methodological approach that was used in the article / research

1) Mixed method

Methodological instruments used (specify if necessary)

Questionnaire to describe men's shed and focus groups to help explain results that required further exploration and to identify which sheds to focus on for qualitative data.

Who has been researched (where not only old men 60+, explain why the research is relevant for our project and identify how many 60+ were included into the research)

a) Men over 50 yrs old  
Research is relevant in terms of describing and analysing learning process of older men

## **BACKGROUND**

Explain, why this good practice has been established

Though the primary focus in men's sheds is on active participation, as this article demonstrates, there is much more going on in men's sheds than woodwork and metalwork. There is talking, especially through shared experiences, often related to work and sometimes related to health, and the shed provides a context for these important conversations to take place.

**MAIN FINDINGS / RESULTS**

In brief

Research findings confirm the general presupposition that individuals—in this case older men—need to delight in learning. For this to happen, learning activities must be interesting and meaningful. For those men who took part in this research, including former tradesmen and professionals, working with their hands in the company of other men was important, not because they wanted to create a masculine environment but because it allowed for easier peer bonding and the development of peer social networks.

What kind of learning/education is performed in this good practice (define: formal / nonformal / informal; etc.)

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**INDIKATORS/THEMES IDENTIFIED IN THE ARTICLE / RESEARCH**

Indicators, identified by author/s of the research / article (*count only those, that could be relevant for our project*):

- older men were motivated to participate in learning in men’s sheds by a need for stimulation through taking part in meaningful activities and a need for peer support.
- Meaningful activities are important - As Leadbeater (2000) contends, “The point of education should not be to inculcate a body of knowledge, but to develop capabilities ... to take initiative and to work creatively and collaboratively.”
- To enjoy good health, older men need friends, they need to feel useful, and they need to exercise a degree of control over meaningful work. Without these social determinants in place, older men become more prone, as are all adults, to depression, anxiety, and a sense of hopelessness (Wilkinson & Marmot, 2003).
- Men’s sheds are predominately used by older men who are recently retired or have lost their jobs. They come to sheds for stimulation and to get out of the house, doing meaningful voluntary work in the company of other men. Within sheds, they readily engage in a wide range of hands-on learning activities and are eager to carry on learning.

Indirect indicators / themes, that could be defined from the research results relevant for our project (or from the literature used in the article / research)

Our evidence suggests the male learning space plays an important role. As this study confirms, while some sheds have women coordinators and not all sheds exclude women, no sheds have women members. We contend that in a context in which older men have limited experiences and history of socializing in community groups, it is not surprising they would feel more comfortable in group settings made up of people not just of a similar age but also of the same gender.

**OTHER CONCLUSIONS/OBSERVATIONS RELEVANT FOR OUR PROJECT**

*(use only when good practice has not been presented in scientific article / research but elaborated from professional papers, brochure and other secondary material)*

(identify relevant theme)

(identify relevant theme)

(identify relevant theme)

(identify relevant theme)

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<b>INFO</b>	
Within the project:	
Prepared by:	
Date	

**SAMPLE**  
**GOOD PRACTICE OF OLDER MEN (60+) LEARNING AND EDUCATION**

<b>IDENTIFIED GOOD PRACTICE</b>	
Name of the NGO / initiative / association / community, etc. where good practice was identified:	Hobby dance series in the Cultural Center
Webpage:	<a href="http://www.kaja.org.ee/sundmused/hobitants">http://www.kaja.org.ee/sundmused/hobitants</a>
City / town / village:	Tallinn
Country:	Harjumaa
Established / launched:	More than 10 years ago
How is activity financed:	Rooms are for free; small price tickets; food taken by members
Contact person:	Kaja and Arvo Sandberg
Identified by (main reference of the research/article):	Secondary source: web page; observation
Related references of the research/article by same or other author(s) dealing with this concrete good practice:	-

<b>ABSTRACT OF THE ARTICLE / RESEARCH / CASE STUDY</b>
Keywords:

<b>THEORETICAL FRAMEWORK OF THE ARTICLE / RESEARCH / CASE STUDY</b>
Briefly summarize theoretical framework of the article / research:
Select main theoretical references (5-15) used in the article/research that could be relevant also for our project:

<b>METHODOLOGICAL APPROACH</b>
Define methodological approach that was used in the article / research
1)
Methodological instruments used (specify if necessary)
Who has been researched (where not only old men 60+, explain why the research is relevant for our project and identify how many 60+ were included into the research)
a)

<b>BACKGROUND</b>
Explain, why this good practice has been established

<b>MAIN FINDINGS / RESULTS</b>	
In brief	
What kind of learning/education is performed in this good practice (define: formal / nonformal / informal; etc.)	
	•

<b>INDIKATORS/THEMES IDENTIFIED IN THE ARTICLE / RESEARCH</b>	
Indicators, identified by author/s of the research / article ( <i>count only those, that could be relevant for our project</i> ):	
	➤
Indirect indicators / themes, that could be defined from the research results relevant for our project (or from the literature used in the article / research)	
	1)

<b>OTHER CONCLUSIONS/OBSERVATIONS RELEVANT FOR OUR PROJECT</b> ( <i>use only when good practice has not been presented in scientific article / research but elaborated from professional papers, brochure and other secondary material</i> )	
(identify relevant theme)	
The previous ballroom dancers Arvo (Mr) and Kaja (Mrs) initiated more than 10 years ago the tradition for hobby dancers. Pairs who are able and who are interested in dancing (not learning dances but dancing itself) get together twice a month on Saturdays afternoons for 3 hours. Arvo as a DJ has prepared the list of 2x10 ballroom dance music pieces (samba, jive, foxtrot etc). Kaja has decorated the room, has created tickets (5 eur), has prepared a lottery etc. The Culture Center provides a room and music playing equipment for free and helps to advertise the event on local newspaper and web (Arvo and Kaja are internet non-users). The information is often spread by word of mouth. People even from 100 km radius drive to Tallinn to take part of these very cheap but high-quality and safe events. Every pair takes some snacks with them (often self-made), Arvo and Kaja also sell non-alcoholic drinks, sweets and snacks on place. Organizers themselves believe that this type of activity will day out together with its participants who are rather middle-aged or older people.	
(identify relevant theme)	
(identify relevant theme)	
(identify relevant theme)	

<b>INFO</b>	
Within the project:	Old guys
Prepared by:	Tiina Tambaum
Date	November 30, 2016

**SAMPLE**  
**GOOD PRACTICE OF OLDER MEN (60+) LEARNING AND EDUCATION**

<b>IDENTIFIED GOOD PRACTICE</b>	
Name of the NGO / initiative / association / community, etc. where good practice was identified:	Järva-Jaani shelter for old vehicles
Webpage:	<a href="http://varjupaik.jjts.ee/">http://varjupaik.jjts.ee/</a>
City / town / village:	Järva-Jaani town in Central Estonia
Country:	Järvamaa county
Established / launched:	More than 20 years ago
How is activity financed:	Sponsors from private business (a brewery, a bank, a local ostrich farm); charity sums (a fan club exists), membership fees; projects; local municipality
Contact person:	Tuve Kärner (tuve@jjaani.ee)
Identified by (main reference of the research/article):	Secondary source: web page
Related references of the research/article by same or other author(s) dealing with this concrete good practice:	-

<b>ABSTRACT OF THE ARTICLE / RESEARCH / CASE STUDY</b>
Keywords:

<b>THEORETICAL FRAMEWORK OF THE ARTICLE / RESEARCH / CASE STUDY</b>
Briefly summarize theoretical framework of the article / research:
Select main theoretical references (5-15) used in the article/research that could be relevant also for our project:

<b>METHODOLOGICAL APPROACH</b>
Define methodological approach that was used in the article / research
1)
Methodological instruments used (specify if necessary)
Who has been researched (where not only old men 60+, explain why the research is relevant for our project and identify how many 60+ were included into the research)
a)

<b>BACKGROUND</b>
Explain, why this good practice has been established

<b>MAIN FINDINGS / RESULTS</b>	
In brief	
What kind of learning/education is performed in this good practice (define: formal / nonformal / informal; etc.)	
	•

<b>INDIKATORS/THEMES IDENTIFIED IN THE ARTICLE / RESEARCH</b>	
Indicators, identified by author/s of the research / article ( <i>count only those, that could be relevant for our project</i> ):	
	➤
Indirect indicators / themes, that could be defined from the research results relevant for our project (or from the literature used in the article / research)	
	1)

<b>OTHER CONCLUSIONS/OBSERVATIONS RELEVANT FOR OUR PROJECT</b> <i>(use only when good practice has not been presented in scientific article / research but elaborated from professional papers, brochure and other secondary material)</i>	
(identify relevant theme)	
	<p>The main goal of the shelter is to collect and exhibit vehicles produced in soviet era. The collection includes old cars, trucks, tractors; military transport, roadwork and fire brigade equipment. The initiative has grown out from a local voluntary fire brigade movement more than 20 years ago. There are 420 different vehicles in the collection which are exhibited 24/7 on a large field in the centre of Järva-Jaani town. Members of the NGO have rebuilt several exponents giving to them a new functionality (e.g. previous fire brigade truck is used as a sauna). NGO organize an annual event “Procession for self-maid mobiles in Estonia” (in 2016 the 10<sup>th</sup> of such event was carried on). Every new vehicle given or donated to the NGO is described in detail in the blog. NGO organize public car-raising initiatives (people interested in maintaining cars are invited to fine-tune an exponent). NGO provides original services like fire-brigade-car-sauna; self-service shop built in an old truck; cinema-truck; toilet-car etc. They also have established different mini-museums (about old cinema, history of fire brigade movement etc).</p> <p>There is no information about how many people are engaged in this initiative but almost all older men in Järva-Jaani town is somehow connected with this phenomenon.</p> <p>Intergenerational practice including intergenerational learning is a common part of this work. Older people hold mainly the position of knowledge sharer. This movement is not only for men, both sexes are welcome and accepted.</p>
(identify relevant theme)	
(identify relevant theme)	
(identify relevant theme)	

<b>INFO</b>	
Within the project:	Old guys

Prepared by:	Tiina Tambaum
Date	November 30, 2016