

**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:	Śląskie Towarzystwo Genealogiczne we Wrocławiu, (Silesian Genealogy Association in Wrocław) Stowarzyszenie 'Mrozowia' ('Mrozowia Association)
Webpage:	<a href="http://genealodzy.wroclaw.pl/1689/wernisaz-wystawy-stad-jestesmy-mrozow-19-10-2014">http://genealodzy.wroclaw.pl/1689/wernisaz-wystawy-stad-jestesmy-mrozow-19-10-2014</a>
City / town / village:	Wrocław - Mrozów
Country:	Poland
Established / launched:	2013-2014
How is activity financed:	Śląskie Towarzystwo Genealogiczne we Wrocławiu, (Silesian Genealogy Association)  The exhibition cofinanced by the Local Municipality of Mrozów
Contact person:	Zbigniew Ligus <a href="mailto:zbigniew.ligus@gmail.com">zbigniew.ligus@gmail.com</a>
Identified by (main reference of the research/article):	Ligus Z., O historiach rodzinnych i domowych muzeach na Dolnym Śląsku, ROBB+MAGGazin, Dolnośląski Magazyn Społeczno-Kulturalny, Rok 3, NR 1-2 (7-8). ISSN 2300-7230.
Related references of the research/article by same or other author(s) dealing with this concrete good practice:	Ligus, Z. (2015), O historiach rodzinnych i domowych muzeach na Dolnym Śląsku. ROBB+MAGGazin, Dolnośląski Magazyn Społeczno-Kulturalny, Rok 3, NR 1-2 (7-8). ISSN 2300-7230.

<b>ABSTRACT OF THE ARTICLE / RESEARCH / CASE STUDY</b>
<p>This is the case study of conducting the project based on 'biographicity' of both <i>the place</i> of living (Kurantowicz, 2006) and the <i>personal/family histories</i> embedded in a small local community in the Lower Silesia Region of Poland. The combination of historical approaches as the genealogists use together with the biographical narratives (sociologists, biographers) were applied. The community learning took place during the actions that were locally took up by volunteers (elderly locals) who were supported by the 'experts' (amateurs, members of Silesian Genealogy Association) especially at the level of motivating the locals in sharing their own knowledge, wisdom, experience among the other village inhabitants. The pedagogical dimensions of such <b>collaborative informal learning were registered by both the organizers and the participants, who after a time of mutual work become one integrated group where the participants slowly changed their position and become 'experts' of their sources/heritage.</b></p> <p>The forms of work</p> <ul style="list-style-type: none"> <li>• Workshops conducted by 'experts' – passive and active observations by the locals</li> <li>• Follow up discussions and analysis</li> <li>• Collecting the documents and other important things (eg. pictures, real things)</li> <li>• Using the ICT programs to identify the bases of archives</li> </ul>

- Conducting the family interviews, and local interviews
- Collecting the family stories, recording them, rewriting (22 stories)
- Presenting the collections of stories at professional exhibition,
- Problematizing, negotiating, reducing the collected materials, making sense of the collections

**Keywords:**

home/family museums, biography of the place, cultural heritage, memory, reflection, cooperation, participation, community of practices, informal learning

**THEORETICAL FRAMEWORK OF THE ARTICLE / RESEARCH / CASE STUDY**

**Briefly summarize theoretical framework of the article / research:**

The Wenger's concept of social learning is one of the theoretical frameworks.

The idea home/family museums was invented in 2008 at the borderland of Polish and Czech Republic, at the Lower Silesia Region by the local people who are the members of Polsko-Czeskie Towarzystwo Naukowe (Polish-Czech Scientific Association) in cooperation with Muzeum Kultury Ludowej Pogórza Sudeckiego w Kudowie – Pstrążnej (Folk-Culture Museum of Sudety in Kudowa-Pstrążna). This is the historical research based on documents analysis, eliciting from people biographies their memories in which they store the cultural heritage of their predecessors. The members of the associations are mostly the retired people (about 50 men and women). The general instrumental aims were: to register the old private documents and to collect them in families, to analyse them from the scientific perspective, to exhibit the private 'treasures' as a specific form of cultural heritage of the regional countryside. The long term educational aims were to organize and to participate in an informal experienced based learning, investigate the community learning, support the community cooperation, negotiations and critical thinking.

The idea of the was very catching for the locals and was spread over the region. The scientific support was given by the university researchers (prof.dr hab. J. Dumanowski, Toruń University, prof.dr.hab. T. Ciesielski Opole University, prof.I. Korberalova & prof.R. Zacek, Silesian University, Opawa, dr R.Gładkiewicz, Wrocław University, B.Kamiński a journalist). The long term aims for the home museums is to organize the voluntary, community that focuses on archives and make the interest international including Poland, Czech, Slovakia, Ukraine, Lausitz (Łużyce). The idea expended and inspired the other local Associations for taking up new, local projects of preserving the 'biography of the place' and private collections of families ' documents, biographies and life histories. Śląskie Towarzystwo Genealogiczne we Wrocławiu, (Silesian Genealogy Association) in cooperation with local Association 'Mrozowia' started the project 'Home museums of the family histories'. (See more below at 'Background' where there is the explanation why the good practice was established).

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

Biesta, G., (2011), Learning Democracy in School and Society: Education, Lifelong Learning and the Politics of Citizenship. Boston: Sense..

Czubak-Koch,M., (2014), Uczenie się w kulturze miejsca pracy. Wyd. Nauk. DSW, Wrocław.

Jarvis, P. (2009), Learning to be a person in society, London/New York: Routlege.

Kurantowicz, E. (2006), Badacz i mała społeczność lokalna. Proces badania jako zmaganie się z granicami [in:] Pedagogika miejsca, M. Mendel (ed.), Wyd.Naukowe DSWE TWP, Wrocław, p.75-87.

Ligus, R.,(2014), Identity and Dignity in Narrative Biographical Episodes of Contemporary Polish ‘Non-migrants’ p. 61-78 [in:] Autobiography-Biography-Narration. Research Practice for Biographical Perspective, Kafar, M., Modrzejewska-Świgulska M., (ed.), Published by the University of Łódz.

Merril, B. & West, L.(2009), Using biographical methods in social research. London: Sage.

West, L.(2016), Beyond out texts: telling stories, and being storied. An interdisciplinary, psychological perspective on a history of workers’ education.

Wenger, E. (2010), Communities of practice and social learning systems: the career of a concept at: <http://wenger-trayner.com/wp-content/uploads/2012/01/09-10-27-CoPs-and-systems-v2.01.pdf> (access on 11th of Nov.2016)

## METHODOLOGICAL APPROACH

Define methodological approach that was used in the article / research

- 1) Workshops and presentations of own collections of Slaskie Towarzystwo Genealogiczne with sharing the information how did they got the results – passive and active observations by the locals/project participants (October 2013);
- 2) 12 workshops (once a month) in Mrozów to help the Locals to collect, choose and describe their heritage (October 2013-October 2014);
- 3) Locals discussions, questioning, problematizing, negotiating, active involvement (October 2013 – May 2014);
- 4) Collecting the documents and other important things (eg. pictures, real things) (October 2013 – May 2014)
- 5) Using the ICT programs to identify the bases of archives to look for more information (October 2013 – May 2014)
- 6) Conducting the family interviews and local interviews for the exhibition (22 stories) (October 2013 – May 2014)
- 7) Preparing the individual ‘Family memory poster’ for the exhibition and present them at two exhibition in National Archive in Wrocław (May 2014) and Mrozów (October 2014).
- 8) Outdoor game for the locals, but mostly children ‘The mystery of the old suitcase’;

Methodological instruments used (specify if necessary)

- Wenger’s (2010) social theory of learning:  
Learning dimensions:
  - a) individual – learning by experiencing; learning by becoming
  - b) social – learning by doing; belonging and participatory learningLearning inside the social structure/ ‘social landscapes of practice’, learning as production of identity, learning partnership
- Knowledge sharing – meaning making
- Participation & reification
- History of community learning
- Change in attitudes and values
- New skills, new dispositions and practices
- A **model proposal of learning styles** in the professional milieu as proportion of:
  - a) conscious level of natural learning processes and b) the level of engagement in social interactions by Magdalena Czubak-Koch (2014) based on Wenger’s Community of Practice model:
    - a) **effective** (a mobile agent, a rational individualist);
    - b) **compromise** (PR-promoter, hobbyist );

**c) lethargy** (a passive romantic, stiff veteran);

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) 22 families of the village Mrozów were involved and 22 family stories has been elicited by the retired people 60+ (both the Association Members and the village people). There were about 50 people involved.  
It is difficult to say how many interviews were collected by the locals. The people in a family were interviewed by other family members or sometimes by the other person from the village.

## **BACKGROUND**

Explain, why this good practice has been established

The historical background of Lower Silesia Region is connected with the year 1945, when the after war borders were moved (Potsdam, Jahta agreements). The 'new' inhabitants of Lower Silesia Region were people (mostly Polish) who replaced the former inhabitants (Germans). So around the year 2015 lots of retired people in local communities at Lower Silesia Region started thinking of summarising and celebrating their 70<sup>th</sup> anniversary of being at that territory. Śląskie Towarzystwo Genealogiczne STG (Silesian Genealogy Association) invited the 'Mrozowia Association' into the common project 'Home museums of the family histories' which was focused on inspiring the locals of a small village Mrozów to describe their local history through the family histories of the village inhabitants. The project was opened for all the voluntaries. Apart from reconstructing the local history the STG wanted to make the Locals familiar with different ICT tools that helps in creating the family history. For instance, during the 12 workshops the STG members were teaching the locals using the internet applications firstly to collect and then to create the genealogical trees. Then they showed to the Locals the possibility of using the internet bases of archives as for instance birth certificates and others. Their aim was to share the real scientific knowledge to teach using the the instruments for enriching the family collection, to know more about the family history, its experiences and supporting the process of recreating or deepening their feelings of identity.

The support was also given by the National Archive workers. The project had two levels of informal learning – one was experienced by the organizers and the second one by the individual participant that were involved in working on his/her own family history.

## **MAIN FINDINGS / RESULTS**

In brief

The learning occurred in the area of a) knowledge of mediation with the local community to engage them into both the private and the social action, b) knowledge about the social boundaries of local people involvement in the project, c) deeper understanding of the mutual needs (Locals and Association members) at the individual and social level, d) knowledge of constructive discussion necessary for consensus reaching and knowledge of 'active' listening, e) knowledge about public funds, f) very technical knowledge of using and then interpreting the internet databases g) skills of conducting the interviews, looking for the sources, finding the documents in National Archive, cooperating, social and leadership skills. The best result was achieved by empowering the locals they replace former 'experts' (Association members) and become the leaders of their projects, their families in front of the others. The participants gained the ability to collect and prepare the professional exhibition that is based on private, personal stories and heritage and they deeper their understanding

how much their 'single' life story is embedded in social 'history landscape' of the place. The individual and the local self-esteem increased.

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

- Informal education
- social learning
  - community learning
  - mutual learning
  - thematic workgroups (Wilhelmson, 2002);

**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*):

➤

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)

**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)

**INFO**

Within the project: K2 – Old Guys Say Yes to Community

Prepared by: Rozalia Ligus

Date: 11<sup>th</sup> of November 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:	Katedra Pedagogiki Społecznej i Andragogiki UNIWERSYTET PEDAGOGICZNY W KRAKOWIE/ Pedagogical University of Krakow, Faculty of Pedagogy ; CZESKO-POLSKO-SŁOWACKIE STUDIA Z ZAKRESU ANDRAGOGIKI I GERONTOLOGII SPOŁECZNEJ / ČESKO-POLSKO-SLOVENSKÉ STUDIE Z ANDRAGOGIKY A SOCIÁLNÍ GERONTOLOGIE TOM III / ČÁST III (Czech-Polish-Slovak Reserach on Andragogy & Gerontology , Part III).
Webpage:	<a href="https://gerontolodzy.wordpress.com/">https://gerontolodzy.wordpress.com/</a> <a href="http://www.depot.ceon.pl/bitstream/handle/123456789/8596/ksiazka_pl-cz-sk_tomiiiolomouc_krk3.pdf?sequence=1&amp;isAllowed=y">http://www.depot.ceon.pl/bitstream/handle/123456789/8596/ksiazka_pl-cz-sk_tomiiiolomouc_krk3.pdf?sequence=1&amp;isAllowed=y</a>
City / town / village:	Kraków – Olomouc
Country:	Poland – Czech Republic-Slovakia
Established / launched:	2015
How is activity financed:	Patronat Ministerstwa Pracy i Polityki Społecznej Práce vyšla pod patronátem Ministerstva práce a sociálních věcí Polské republiky
Contact person:	Łukasz Tomczyk Štefan Chudý
Identified by (main reference of the research/article):	Tomczyk, Ł.& Chudý, Š. (2015) AKTYWNA STAROŚĆ W PERSPEKTYWIE SPOŁECZNOKULTUROWO-EDUKACYJNEJ SPOLEČENSKÉ, KULTURNÍ A VZDĚLÁVACÍ ASPEKTY FENOMÉNU AKTIVNÍHO STÁRNUTÍ (English translation: Active Aging in sociocultural and educational perspective ) ISBN 978-83-941568-2-4
Related references of the research/article by same or other author(s) dealing with this concrete good practice:	Dziedzic, M. (2015). Zuzanna i starcy. O miłości i flircie w jesieni życia (Zuzanna and the Elders. On Love and Flirt in the Autumn of One's Life.) [in:] AKTYWNA STAROŚĆ W PERSPEKTYWIE SPOŁECZNOKULTUROWO- EDUKACYJNEJ SPOLEČENSKÉ, KULTURNÍ A VZDĚLÁVACÍ ASPEKTY FENOMÉNU AKTIVNÍHO STÁRNUTÍ(English translation: Active Aging in sociocultural and educational perspective pp. 147-159

**ABSTRACT OF THE ARTICLE / RESEARCH / CASE STUDY**

The article (Zuzanna and the Elders. On Love and Flirt in the Autumn of One's Life.) discusses results of an analysis of the texts describing relationships between elderly men and young women. The Author examines perceptions of such contacts present in both literature and art, both Polish and foreign. Regardless of how the elderly were treated in a given era:



with respect due to their seniority or with contempt due to their physical and mental indolence, over the centuries an old man desiring a young woman, engaging himself in a flirt or romance with her has been met with disapproval of the society at large, aroused laughter, compassion, or even disgust. According to the Author, literature and art impacted perceptions of such male-female relationships. Today it is mass media that assign roles to the elderly that are quite different from those of paramours, seducers, or lovers.

Keywords:

Key words: elderliness, elderly man, flirt, love affair, love, (loneliness, cultural exclusion of the old men – added by RL).

## **THEORETICAL FRAMEWORK OF THE ARTICLE / RESEARCH / CASE STUDY**

Briefly summarize theoretical framework of the article / research:

This is a theoretical study of stereotypes in social thinking about the laws and obligations of elderly men in society and the social expectation of their nobility that is visible in Poland. The central issue of this article is deconstruction of the traditional cultural stereotype that since ancient time become socially/politically correct. In the West culture the stereotype has been created through the literature and art but nowadays is supported by media as well. The myth about Susan and two elderly men from the Bible became the inspiration for painters as for instance Pinturicchio [1493-1495], Albrecht Altdorfer [1526], Lorenzo Lotto [1517], Jacopo Bassano [1571], Jacopo Tintoretto [1560-1562], Peter Paul Rubens [dwa obrazy: 1607/8, 1609/10], Guercino [1617], Guido Reni [1620], Anthonis van Dyck [1621], Rembrandt [1647], Jean-Baptiste Santerre [1704], Franciszek Żmurko [1879] and for centuries the model of a bad elderly man was inculcated through the literature as well (Kobiece ciało i męskie spojrzenie. Malarstwo weneckie „Cinquecenta” (Gentili, 1999: 125-148), Gwałt na Zuzannie (Néret, 1996: 56-58). As Eisenberg (1996: 258-259) claims these art examples has been supporting the promotion of women virtue and religiosity in contrast with elderly men. The problem that is revealed is not focused on sexuality so much but on the psycho-biological needs of feeling secure in a human life course. Concerning the elderly men and their interactions with young women for ages (Greece, Christians, Middle Aged, Renaissance), they were disapproved by the society or they were treated with mercy, laugh or even disgust. The research from XIX and XX century and current investigation (Gajewska-Oseła, Milanowska, Olechowski, 2009:96) confirmed that physical attractiveness is the one of the main factors of personal success. In media only the young lovers are visible but elderly men are presented as desperate sexual partners, who are deprived of deep human feelings. Under the social pressure the elderly men take that kind of role they are expected (Klimczuk, 2009) and pretend they are the outsiders of the world of feelings but not involved personally. This is the one of the mental exclusions of elderly men from their position in a society as well as in the family.

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

Bois J. P. (1996), Historia starości: od Montaigne’a do pierwszych emerytur, przeł. K. Marczevska, Wydawnictwo „Marabut”, Warszawa.

Cybulska E. (2007), „Starzy łowcy motyli”: cielesność widziana oczami starych poetów („Na oczy nieznajomej T. Różewicza i „Uczciwe opisanie samego siebie...” Cz. Miłosza) wobec tradycji, [w:] Przekraczanie granic. O twórczości Tadeusza Różewicza, red. W. Borowy, J. Orska, A. Poprawa, TAIWPN UNIVERSITAS, Kraków.

Duda H. (2009), Starość nie radość – rozważania ulotne, [w:] Społeczna empatia a ludzie starsi. Materiały z konferencji naukowej „Psychologiczno-społeczne implikacje starzejącego się społeczeństwa w najbliższych latach, red. S. Rogala, Wydawnictwo Instytut Śląski,

Opole.

Eisenberg J. (1996), *Kobieta w czasach Biblii*, przeł. I. Badowska, Wydawnictwo Marabut, Gdańsk.

Gentili A. (1999), *Kobiece ciało i męskie spojrzenie. Malarstwo weneckie „Cinquecenta”*, przeł. H. Cieśla, [w:] *Akt. Eros, natura, sztuka*, red. G. Fossi, Iskry, Warszawa.

Klimczuk A. (2009), *W kreatywnym chaosie. O zróżnicowaniu starości na przykładzie prac społeczności dewiant.Art.com*, [w:] *Patrzac na sta- 33 Obraz ten zdobi okładkę Historii brzydoty Umberto Eco. 159 rość*, red. H. Jakubowska, A. Raciniewska, Ł. Rogowski, UAM, Poznań.

Kołodziej W. (2006), *Stereotypy dotyczące starzenia się i ludzi w podeszłym wieku*, [w:] *Starzenie się a satysfakcja z życia*, red. S. Steuden, M. Marczuk, Wydawnictwo KUL, Lublin.

Minois G. (1995), *Historia starości: od antyku do renesansu*, przeł. K. Marczevska, Wydawnictwo „Volumen”, Warszawa.

Skinner B. F., Vaughan M. E. (2004), *Przyjemnej starości! „Poradnik praktyczny”*, przeł. J. Siuta, WiR Partner, Kraków.

Stuart-Hamilton I. (2006), *Psychologia starzenia się. Wprowadzenie*, przeł. A. Błachnio, Wydawnictwo Zysk i S-ka, Poznań.

Szatur-Jaworska B. (2000), *Ludzie starzy i starość w polityce społecznej*, Oficyna Wydawnicza ASPRA-JR, IPS, Warszawa.

## **METHODOLOGICAL APPROACH**

Define methodological approach that was used in the article / research

1) Theoretical studies of cultural stereotypes in art, literature, scientific reports

Methodological instruments used (specify if necessary)

Text analysis and interpretations :

- Collection of art/literature examples along the epochs
- Sociological and pedagogical evidence analysis
- Analysis, comparisons and some solutions for the changes in a society

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) The research reveals the social stereotypes toward elderly men in West European culture concerning their dignity, sense of security and acceptance of the law to be in love along their all life. The research can help in understanding the biographical experiences that the 60+ men can share during the interviews that will be collected for the Old Guys Project.

## **BACKGROUND**

Explain, why this good practice has been established

This is not a typical example of good practice but a voice for changing the stereotypes in thinking about the social position of elderly men in a West culture.

## **MAIN FINDINGS / RESULTS**

In brief



<ul style="list-style-type: none"> <li>- The elderly men are doomed to fail in a society because of their lack of physical attractiveness (Olekszyk, 2005:29)</li> <li>- There is no much interest in the elderly man knowledge, practice and sensitivity, protectiveness while partnering a young women</li> <li>- The elderly men are perceived as ‘negative hero’ of the love affair</li> <li>- It happens that the wisdom, intelligence and gentle behaviour is valued in elderly men by women but this model should be met more often in a society.</li> </ul>
What kind of learning/education is performed in this good practice (define: formal / nonformal / informal; etc.)
<ul style="list-style-type: none"> <li>• The article focuses on the need of social work that should be done for changing the stereotype of role/function of the elderly men in social contexts (private relation and community relation). About the need to accept the emotional life that the elderly men used to hide because of the social ‘standards’ of being an elderly man.</li> </ul>

<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> ):
<ul style="list-style-type: none"> <li>➤ Understanding of the personal/social needs of elderly men in their emotional life that influences their participation in social life</li> <li>➤ The need of changing the traditional ways of perceiving the elderly men in the West culture society</li> </ul>
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)
(identify relevant theme)
(identify relevant theme)
(identify relevant theme)
(identify relevant theme)

<b>INFO</b>	
Within the project:	K2-Old Guys Say Yes to Community
Prepared by:	Rozalia Ligus
Date	8 <sup>th</sup> of November 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:	MRS Poznań
Webpage:	<a href="http://mrs.poznan.pl/schimanek-tomasz-aktywizacja-spoeczna-osob-starszych-materialy-dla-pracowni-dobra-wspolnego/">http://mrs.poznan.pl/schimanek-tomasz-aktywizacja-spoeczna-osob-starszych-materialy-dla-pracowni-dobra-wspolnego/</a>
City / town / village:	Poznań
Country:	Poland
Established / launched:	2014
How is activity financed:	Self-financed
Contact person:	Tomasz Schimanek
Identified by (main reference of the research/article):	Tomasz Schimanek, <i>Social activation of elderly people</i> (Aktywizacja społeczna osób starszych)
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>
Activation of older people, educational activity. Retirement and free time
Keywords:
The paper focuses on presenting main educational materials in the process of older people activation. Although the activeness of the old age is still a new phenomenon in the sphere of polish social, older people are a huge potential that can be used in local societies and various organisations.

<b>THEORETICAL FRAMEWORK OF THE ARTICLE / RESEARCH / CASE STUDY</b>
Briefly summarize theoretical framework of the article / research:
The author describes the idea of Social Time Banks. This idea, originated from the USA, is now developing in Poland. This is an informal network of service exchange. In such bank one can offer practically everything e.g. computer classes, language classes etc. In order to strengthen the relations Banks are organising various trips or integration meetings. The idea of Social Time Banks is to build and improve trust between its participants and also activates the participants to take actions for other people. Therefore participants can help each other in various home works, fixing documents for office etc. Taking part in such organisation can help to see and understand the idea of cooperation and develops the attitude of social responsibility.
Select main theoretical references (5-15) used in the article/research that could be relevant also for our project:
-

## **METHODOLOGICAL APPROACH**

Define methodological approach that was used in the article / research

1) Data from Central Statistical Office – age analyses

Methodological instruments used (specify if necessary)

Central Statistical Office examined the growing percentage of old men 60+ indicating that in the 2035 in Poland there will be almost 9.6 million of people over 60 years old.

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) old men 60+, already retired

## **BACKGROUND**

Explain, why this good practice has been established

The aim was to collect and present some examples of informal organisations that are focused on launching projects or initiatives that will active older generation in different parts of social everyday life.

## **MAIN FINDINGS / RESULTS**

In brief

- good motivation is crucial when it comes to successful activation of elderly people, because this enables to keep good physical and mental conditions, to develop and sustain social contacts and to realise own passions and interests
- the pragmatic knowledge of older people and their experience is priceless in developing social contacts in a community
- passions and interests can be shared with other
- free time can be used with a benefit for everyone
- 

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

- non-formal education
- formal education
- community and social learning
- thematic workgroups
- integrational learning

## **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*):

- improving one's consciousness
- developing social contacts
- fulfilling the need to be needed
- keeping good physical and mental condition
- knowledge and skills acquisition

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) the activities of elderly people in Poland is becoming more popular
- 2) the offer of various activities is improving
- 3) more fields for older people to develop their interests

**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)

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(identify relevant theme)

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(identify relevant theme)

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(identify relevant theme)

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**INFO**

Within the project:	K2-Old Guys Say Yes to Community
Prepared by:	Agnieszka Czeladyn
Date	30.11.2016

**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:	The Ombudsman and the Commission of Experts for Elderly People
Webpage:	<a href="https://www.rpo.gov.pl/pl/content/z%C5%82otak%C4%99ga-dobrych-praktyk-na-rzecz-spo%C5%82ecznego-uczestnictwa-os%C3%B3b-starszych">https://www.rpo.gov.pl/pl/content/z%C5%82otak%C4%99ga-dobrych-praktyk-na-rzecz-spo%C5%82ecznego-uczestnictwa-os%C3%B3b-starszych</a>
City/town/village:	Warszawa
Country:	Poland
Established / launched:	2016
How is activity financed:	Self-financed
Contact person:	Commission of Experts for Elderly People
Identified by (main reference of the research/article):	The Gold Book of Good Practices (Złota Księga Dobrych Praktyk)
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>
The article presents various projects that are functioning in Polish cities and that are created to spread the information on places that are elder people friendly. The projects launched in Krakow, Lublin and Wrocław are concentrated on local communities activation, generation integration, creating local events and using the potential and experience of elder generation.
Keywords:
Life learning, activeness of older people, generation integrity, creating public area, informative technologies

<b>THEORETICAL FRAMEWORK OF THE ARTICLE/RESEARCH / CASE STUDY</b>
Briefly summarize theoretical framework of the article / research:
The projects described in the article are made to encourage older generation to spend time outside home. Therefore the main idea is to present places in the public area that are older citizens friendly such as shops, pharmacies, but also various institutions (educational, public and other). The list of such places is growing every year. The most important aspect is to create the generation integrity in education simultaneously counteracting social exclusion of older people. Seniors want to be active and seek self – development despite advanced age.
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
Creating social areas is a practice that enables to create universal and addressed to everybody space in public life. Seniors can feel comfortable in such places, because they are adjusted to their needs.

<b>MAIN FINDINGS/RESULTS</b>
In brief
The idea of places that are older people friendly is becoming more popular and the organisations responsible for creating such places are constantly expanding the list of the places available in the social area.
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> ):
<ul style="list-style-type: none"> <li>➤ Activation of older people</li> <li>➤ Life learning</li> <li>➤ Generation integration in education, politics and volunteer organisations</li> <li>➤ ability to participate, work with others</li> <li>➤ opportunity to strengthen ones social network, re-establish personal ties</li> <li>➤ experience a sense of usefulness, success</li> <li>➤ ability to get insight and opinions on relevant issues</li> <li>➤ experiencing a sense of belonging to community</li> <li>➤ experiencing a positive aspects of being a senior</li> </ul>
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)
(identify relevant theme)
(identify relevant theme)
(identify relevant theme)



<b>INFO</b>	
Within the project:	K2 – Old Guys Say Yes to Community
Prepared by:	Agnieszka Czeladyn
Date	30.11.2016

**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:	Andragogy Yearbook #20/2013
Webpage:	<a href="http://apcz.pl/czasopisma/index.php/RA/article/view/RA.2013.010">http://apcz.pl/czasopisma/index.php/RA/article/view/RA.2013.010</a>
City / town / village:	Poznań
Country:	Poland
Established / launched:	2013
How is activity financed:	By the publisher
Contact person:	Renata Konieczna-Woźniak Adam Mickiewicz University in Poznań
Identified by (main reference of the research/article):	Renata Konieczna-Woźniak, <i>Learning as a positive aging strategy</i> , 2013
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>The article presents the issue of older people's learning in the context of a positive aging strategy. The growing population of older generation in Poland causes the need to seek and find new solutions on how to deal with the topic of aging and the old age. The media concentrate on the youth simultaneously forgetting about older people. In Poland there is still no precise system or one solution regarding the area of social welfare, health care, labour activity, cultural and educational activities aimed at the older generation. The paper presents the idea of learning as a strategic action taken for positive aging and it includes three essential components: the essence of learning in old age, the relations between positive aging and learning, and learning in the case of illness and long-term care. These components are crucial in establishing social productivity and awareness of the older generation.</p>	
Keywords:	positive aging, strategies for positive aging, older people's learning, social productivity of older people

<b>THEORETICAL FRAMEWORK OF THE ARTICLE / RESEARCH / CASE STUDY</b>	
Briefly summarize theoretical framework of the article / research:	The most important assumption (Hill, 2008) regarding the positive aging is the thesis that we can influence the process of aging regardless the external and internal deficits. Moreover, the idea of positive aging is strictly connected with successful aging which has its roots in the positive psychology (Halicki, 2006, 2008, 2010).
Select main theoretical references (5-15) used in the article/research that could be relevant also for our project:	

1. Aleksander T. (2009), Andragogika. Podręcznik akademicki, Radom-Kraków, Wydawnictwo Naukowe Instytutu Technologii Eksploatacji – Państwowego Instytutu Badawczego, Radom.
2. Halicki J. (2006), Społeczne teorie starzenia się [w:] M., Halicka J. Halicki, (red), Zostawić ślad na ziemi, Wydawnictwo Uniwersytetu w Białymstoku, Białystok.
3. Hill D., R. (2008), Seven Strategies for positive aging, W.W. Norton@Company, New York.
4. Hill D., R. (2009), Pozytywne starzenie się. Młodzi duchem w jesieni życia, Wydawnictwo Laurum, Warszawa
5. Illeris K., (2006), Trzy wymiary uczenia się. Poznawcze, emocjonalne i społeczne ramy współczesnej teorii uczenia się, Wydawnictwo Naukowe Dolnośląskiej Szkoły Wyższej Edukacji TWP, Wrocław.
6. Malewski M. (2010), Od nauczania do uczenia się. O paradygmatycznej zmianie w andragogice, Wydawnictwo Naukowe Dolnośląskiej Szkoły wyższej Edukacji TWP, Wrocław.
7. Matlakiewicz A., Solarczyk-Szwec H. (2009), Dorośli uczą się inaczej. Andragogiczne podstawy kształcenia ustawicznego, Toruń, Wydawnictwo Centrum Kształcenia Ustawicznego w Toruniu, Poznań
8. Zając-Lamparska L. (2012), Psychologiczne koncepcje pomyślnego starzenia się człowieka, „Rocznik Andragogiczny”, Akademickie Towarzystwo Andragogiczne, Wydawnictwo Naukowe Instytutu Technologii Eksploatacji – Państwowego Instytutu Badawczego, Radom.

### **METHODOLOGICAL APPROACH**

Define methodological approach that was used in the article / research

- 1) Data from Central Statistical Office
- 2) Active Aging Index 2013 – 27 European countries

Methodological instruments used (specify if necessary)

Statistical analyses

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) Central Statistical Office examined the growing percentage of old men 60+
- b) Active Aging Index – examined the activity of older people in age categories: 55-59, 60-64, 65-69, 70-74

### **BACKGROUND**

Explain, why this good practice has been established

The most important reason is the thesis that an individual can influence on the process of getting old by focusing on the positive aspects of life, having the ability to choose the concrete or wanted lifestyle

### **MAIN FINDINGS / RESULTS**

In brief

The age is not an obstacle in learning. Constant learning allows old people to stay active even when the efficiency is lowering.

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

- The process of positive aging strategy combines formal and nonformal fields of learning:
- Ability to establish social awareness
- Ability to be still economically productive despite old age
- Improving the feeling to safety
- Ability to use one's potential
- Improving self-consciousness and self-development
- Ability to improve independence
- Ability to deal with the difficulties of everyday life
- Ability to focus on the positive aspects of life
- Ability to gain satisfaction form learning

<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> ):	
➤	Improving self-consciousness and self-development
➤	Learning satisfaction
➤	Focus on the positive aspects of life
➤	Focus on one's potential
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)	Improving self-consciousness and self-development
2)	Learning satisfaction
3)	Focus on the positive aspects of life
4)	Focus on one's potential

<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:	K2 – Old Guys Say Yes to Community
Prepared by:	Agnieszka Czeladyn
Date	30.11.2016

**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:	Silver Team
Webpage:	www.silverteam.dobrekadry.pl/
City/town/village:	Wrocław
Country:	Poland
Established / launched:	2013
How is activity financed:	European funds
Contact person:	dr Adrianna Nizińska, mgr Magdalena Czubak-Koch
Identified by (main reference of the research/article):	Silver Team czyli potęga doświadczenia (Silver Team – the power of experience)
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:
Learning in old age, educational practices, process of learning, mentoring, tutoring, planning of educational process

<b>THEORETICAL FRAMEWORK OF THE ARTICLE/RESEARCH / CASE STUDY</b>
Briefly summarize theoretical framework of the article / research:
Contemporary theories of andragogy concentrate (next to the problem of study) on social and emotional aspects of learning in older age. Moreover, the older people get, the bigger differences arise between them and this is the reason why learning in an advanced age is very significant.
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
<ol style="list-style-type: none"> <li>1) G. Moschis proposed a division of older learners by indicating following four categories: healthy indulgers, healthy hermits, ailing out goers and frail recluses.</li> <li>2) Another typology was presented by Tipplet who distinguished four categories of older learners: contemplative type, socio – emotional type, solidarity type and utilitarian type</li> </ol>
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) Only men 60+

## BACKGROUND

Explain, why this good practice has been established

Formal and non-formal education improve the quality of life. Education and also contact with other people keep older learners intellectually active. Learners have change to come back to old passions, hobbies and to improve the physical and mental comfort of life. The idea of coaching and tutoring can improve learners' potential and motivate them to learn new things.

## MAIN FINDINGS/RESULTS

In brief

The paper presents the learning process in old age by indicating the consequences and advantages of the process. Old people may experience difficulties regarding slower reactions due to physical changes. They definitely learn better when the knowledge is presented in a graphic way, without any external noises. Older learners are able to learn and acquire new information only it may take them more time. Nevertheless, they are a rich source of knowledge and may be beneficial for the tutor by implementing their life experience in education process.

The article also describes different types of teachers namely tutor, coach, mentor, consultant.

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

- \* Non-formal education
- \* Intergenerational learning
- \* Thematic workgroups
- \* Community learning

## 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*):

- ability to participate, work with others
- opportunity to demonstrate or reflect one's own values
- opportunity to show off one's talents
- opportunity to seek or give emotional, informational, material and social support
- experience a sense of usefulness, success
- ability to get insight and opinions on relevant issues
- ability to share experience
- ability to improve mental skills
- opportunity to cooperate with others

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)

## 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)

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(identify relevant theme)
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(identify relevant theme)
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(identify relevant theme)
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INFO	
Within the project:	K2 – Old Guys Say Yes to Community
Prepared by:	Agnieszka Czeladyn
Date	30.11.2016

**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:	University of Zielona Góra
Webpage:	<a href="http://www.dma.wpsnz.uz.zgora.pl/">http://www.dma.wpsnz.uz.zgora.pl/</a>
City/town/village:	Zielona Góra
Country:	Poland
Established / launched:	2015
How is activity financed:	Self financed
Contact person:	Barry Golding, John McDonald, Małgorzata Malec - Rawiński
Identified by (main reference of the research/article):	Barry Golding, John McDonald, Małgorzata Malec – Rawiński, <i>Uczenie się starszych mężczyzn we współczesnych badaniach andragogicznych: wybrane konteksty, implikacje i przypadki</i> (Learning by older men in the contemporary adult education research field: some contexts, cases and implications)
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>
The paper explores certain methods of learning by old people in the context of Australian community context. It describes an informal community of older men called Men's Sheds. Men's Sheds are mostly concerned with the importance of community engagement along with the emphasis of one's individualism.
Keywords:
Learning, older men, Men's Sheds, community, individual benefit

<b>THEORETICAL FRAMEWORK OF THE ARTICLE/RESEARCH / CASE STUDY</b>
Briefly summarize theoretical framework of the article / research:
The aim of the article is to show the community of Men's Sheds, how did they develop and what impact do they have on participants. Research findings presented by B. Golding in <i>Men's Sheds: A new movement through change</i> provide a new way to conduct informal learning process. Men's Sheds are mainly men communities concentrated in various sheds or garages. These are the places where they meet in order to use one's potential, talents, ideas and to spend time in a productive way. Men can also together e.g. fix broken things, tinker or overhaul. The idea of working together strengthens the manifestations of humanity.
Select main theoretical references (5-15) used in the article/research that could be relevant also for our project:
<ol style="list-style-type: none"> <li>1. B. Golding, <i>Men's Sheds: A new movement for change</i> [in:] <i>Men learning through life</i>, B. Golding, R. Mark, A. Foley, Leicester 2014</li> <li>2. Z. Melosik, <i>Kryzys męskości w kulturze współczesnej</i>, Poznań, 2002</li> <li>3. K. Arcimowicz, <i>Obraz mężczyzny w polskich mediach. Prawda – fałsz – stereotypy</i>,</li> </ol>

Gdańsk, 2003

4. I. Chmura – Rutkowska, J. Ostrouch, *Mężczyźni na przełęczu życia. Studium socjopedagogiczne*, Kraków 2007
5. M. Rodovan, S. Jelenc Krasovec, *Older Men Learning in the Community. European Snapshots*, Ljubliana 2014
6. J. Field, *Lifelong Learning and the New Educational Order*, Stoke on Trent 2000

## **METHODOLOGICAL APPROACH**

Define methodological approach that was used in the article / research

- 1) Historical analyses
- 2) Interpretation of qualitative and quantitative research
- 3) Positivivist paradigm
- 4) Interpretative paradigm

Methodological instruments used (specify if necessary)

1. The form of questions sent to two groups of poll's participants - one group were non-members of Men's Sheds and the second group were members of Men's Sheds. The questionnaire was focused on health and good frames of mind.

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) Only old men 60+

## **BACKGROUND**

Explain, why this good practice has been established

The idea of Men's Sheds has become a very popular way of informal learning in Australia and Europe. Men that take part in Men's Sheds have a chance to learn and develop. An important feature of such communities is the fact that there is no strict relation as in teacher – pupil or doctor – patient. Every member is a volunteer on equal rights and position. Moreover, the community is not restricted only for older people, also women and teenagers can become volunteers. In addition, Men's Sheds give a chance not only to learn, but offer its members opportunity to tell their life histories and share rich experience, wisdom and knowledge.

## **MAIN FINDINGS/RESULTS**

In brief

In Poland the duality regarding the interpretation of masculinity is present. Traditional vision of a man is strictly connected with domination, aggression and makes him to prove that he is 100% true man. In the opposition stands a postmodern paradigm which assumes that every man has a right to express own feelings and emotions. This may cause serious identity disorders especially for older men. Men's Sheds are informal communities, where men can get rid of hegemonic paradigm, feel safe showing own weakness and sensitivity, without losing masculinity. Moreover, the chance to share and exchange knowledge and experience not only is a good practice, but also give a chance to construct or in some cases reconstruct own identity.

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

- Informal practice – sharing the experience and knowledge
- Informal practice – e.g. joint repair works or locksmith is a good way to learn new things

- Informal practice – presense in the community and a chance to listen to other
- Informal practice – chance for different actions and self - development

**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*):

- Becoming a member
- ability to participate, work with others
- experience a sense of usefulness, success
- opportunity to meet new people, people of different generations, establishing friendships
- opportunity to demonstrate or reflect one’s own values
- opportunity to pass on their knowledge, ability to teach trough narrations and demonstrations
- a feeling of being respected, needed, useful, accepted
- opportunity to be active outside from home and/or to get out of the house
- opportunity to socialise with peers, spend time together
- ability to observe others and their activity with the pursuit to imitate the activity
- ability to confront and solve problems or issues on a day-by-day basis
- ability to get insight and opinions on relevant issues

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) -

**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 secondarymaterial)*

(identify relevant theme)

-

(identify relevant theme)

-

(identify relevant theme)

-

(identify relevant theme)

-

**INFO**

Within the project:	K2 – Old Guys Say Yes to Community
Prepared by:	Agnieszka Czeladyn
Date	30.11.2016