

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

IDENTIFIED GOOD PRACTICE	
Name of the NGO / initiative / association / community, etc. where good practice was identified:	The City-wide Assembly Initiative (CAI); the Self-organized Districts and Self-organized Local Communities (SDC and SLC)
Webpage:	http://www.imz-maribor.org/
City / town / village:	Maribor (the second largest city in Slovenia)
Country:	Slovenia
Established / launched:	2013
How is activity financed?	No funding
Contact person:	Matic Primc; info@maculalunea.si
Identified by (main reference of the research/article):	Gregorčič, M. & Jelenc Krašovec, S. (2017). Pedagogical dimensions of participatory democracy: Learning through self-organized communities and participatory budgeting in Maribor, Slovenia (will be published by Sense publisher).
Related references of the research/article by same or other author(s) dealing with this concrete good practice:	Gregorčič, M. & Jelenc Krašovec, S. (2016). Social and learning practices in participatory democracy process: the case study of self-organized communities in Maribor, Slovenia, contextualised through the e-participatory budgeting in Reykjavík, Iceland, <i>Journal of Contemporary Educational Studies</i> (will be published in 2016). Gregorčič, M. & Jelenc Krašovec, S. (2016). Pedagogical dimensions of participatory democracy: Learning through self-organized communities and participatory budgeting in Maribor, Slovenia (paper, Maynooth, September 2016)

ABSTRACT OF THE ARTICLE / RESEARCH / CASE STUDY	
<p>The central issue of this article is a case study of the pedagogical dimensions of the participatory democracy that was developed by self-organized district community assemblies in Maribor, the second largest city in Slovenia. It researches informal experience-based learning, investigates the mutual community learning that takes place through collaborative public action and elaborates critical knowledge and insights into the processes of informal learning. The pedagogical dimensions were researched with militant research, passive observation and follow-up of the process, twelve semi-structured interviews, a focus group and a study visit in Reykjavik. Case study confirmed – similarly as Schugurenskys pioneer work – that interviewees acquired instrumental and technical knowledge about politics and citizenship, developed analytical, leadership and deliberative skills, and, even more importantly, that they have translated the new understanding, abilities and dispositions into new social practices and behaviours.</p>	
<p>Keywords: informal learning, social and political learning, community of practices, participatory democracy, participatory budgeting</p>	

THEORETICAL FRAMEWORK OF THE ARTICLE / RESEARCH / CASE STUDY	
<p>Briefly summarize theoretical framework of the article / research:</p>	

The pedagogical dimensions of participatory budgeting practices are often referred to as the 'school of citizenship' (Mbera & Allegretti, 2014; Pontual, 2014; Schugurensky, 2006b; Koga, 2007) to stress the importance of public assemblies or community meetings as educational spaces or learning environments where citizens exchange experiences, socialize the difficulties and challenges, encounter and identify priorities, etc. Since informal learning is not always conscious and intentional and occurs through lived experiences and group socialization, learning during participatory budgeting experiences is also invisible and unconscious to most active citizens as well as researchers. For this and many other reasons the learning virtues of participatory budgeting have largely been ignored, with the exception of the pioneering work of Schugurensky and his colleagues (Schugurensky, 2004; 2006b; 2013; Lerner & Schugurensky, 2007; Cohen, Schugurensky, & Wiek, 2015; Schugurensky, Mündel, & Duguid, 2006).

Gregorčič & Jelenc (2016) proved that in fact the pedagogical dimensions of participatory budgeting on the individual and collective level mark the main change or shift that occurred in the participatory budgeting experiment in Maribor, where the learning outcomes of the participatory budgeting process influenced personal and group development and quality of life even more than the actual outcome of participatory budgeting. Their case study similarly as Schugurensky's studies revealed significant learning outcomes achieved among active citizens, exercised in more knowledgeable, skilled, democratic, engaged and caring citizens. They proved that participatory democracy not only contributes to the construction of more democratic ways of governing, but also, as it has been already proved by Schugurensky (2010, p. 11) that it provides a privileged learning site, because in addition to a variety of civic virtues such as solidarity, tolerance, openness, responsibility and respect, citizens also develop social, cultural and political capital, and thus the capacity for self-governance and for influencing political decisions.

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

Illeris, K. (2014). *Transformative learning and Identity*. London, New York: Routledge.

Lave, J. (1991). Situating learning in communities of practice. In: L. B. Resnick, J. M. Levine, & S. D. Teasley (Eds.), *Perspectives on socially shared cognition* (pp. 63-82). Washington DC: American Psychological Association.

Lave, J. (2009). The practice of learning. In K. Illeris (Ed.), *Contemporary theories of learning* (pp. 200-208). London, New York: Routledge.

Lerner, J., & Schugurensky, D. (2007). Who learns what in participatory democracy? Participatory budgeting in Rosario, Argentina. In R. van der Veen, D. Wildemeersch, J. Youngblood, & V. Marsick (Eds.), *Democratic practices as learning opportunities* (pp. 85-100). Rotterdam: Sense Publishers.

Longo, N. V. (2007). *Why community matters: Connecting education with civil life*. Albany, NY: State University of New York Press.

Schugurensky, D. (2004). The tango of citizenship learning and participatory democracy. In K. Mündel & D. Schugurensky (Eds.), *Lifelong citizenship learning, participatory democracy and social change* (pp. 326-334). Toronto: Transformative Learning Center, OISE/UT.

Schugurensky, D. (2006a). Strategies to elicit informal learning and tacit knowledge: methodological notes from the field. Paper presented at the conference *Rethinking work and learning: "Research findings and policy challenges"* organized by the Research Network on Work and Lifelong Learning (WALL), Toronto, June 4-5, 2006.

Schugurensky, D. (2006b). *This is our school of citizenship: Informal learning in local*

democracy. In Z. Beckerman, N. C. Burbules, & D. S. Keller (Eds.), *Learning in Places: The informal educational reader* (pp.163-182). New York: Peter Lang AG.

Schugurensky, D. (2013). *Volunteers for democracy: Informal learning through participatory budgeting*. In F. Duguid, K. Mündel & D. Schugurensky (Eds.), *Volunteer work, Informal learning and social action* (pp. 159-176). Rotterdam, The Netherlands: Sense Publisher.

Thompson, J. (2002). *Community education and neighbourhood renewal*. Leicester, UK: NIACE.

Wilhelmson, L. (2002). *On the theory on transformative learning*. In: A. Bron & M.

Wenger, E. (1998). *Communities of practice: learning, meaning, and identity*. Cambridge University Press.

METHODOLOGICAL APPROACH

Define methodological approach that was used in the article / research

Five stages:

- 1) militant research (January 2013 and May 2013),
- 2) passive observation and follow up of the process (May 2013 onward),
- 3) twelve semi-structured interviews (December 2015 and March 2016),
- 4) a focus group (7 January 2016 (with 12 assembly members) and
- 5) a study visit in Reykjavik, Iceland (between 31 January 2016 and 5 February 2016).

Methodological instruments used (specify if necessary)

Schugurensky's instrument (2002; 2006a) where the learning outcomes are classified in four categories: a) knowledge, b) attitudes and values, c) skills and d) dispositions and practices, or KASP in short form (indicators measured on the Liker scale), with which the cognitive, emotional and social dimensions of informal learning are covered. This instrument has been adopted and adjusted for the Slovenian context; indicators were elaborated from Schugurensky's previous studies and remodified to correspond to Slovenian political and social reality.

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)

- 1) twelve semi-structured interviews involved four active citizens (60+); 1 CAI member and 3 SDC members.
- 2) a focus group involved 12 assembly members (all 60+; male and females);

The results are particularly important because of:

- a) Highly exposed intergenerational cooperation and exchange among all interviewees (important results would not be achieved without strong interpersonal and intergenerational cooperation of 3 different generations);
- b) Learning, verbalized by interviewees, was informal, happening by living and working, it was activist learning through counter-hegemonic struggle (learning-while-struggling). It was authentic and purely emancipatory, connected to struggles for equality and civil rights. In a sense it was also political learning (Serrat et al., 2016), interpretative learning (Jesson & Newman, 2004) and learning about engagement in community (Mündel & Schugurensky, 2008). Specific knowledge and skills that interviewees gained, were verbalized primarily as a communication skills, skills of consensus building and knowledge how to internalize democratic practices. Most of these skills were mentioned by our interviewees in connection with building relations, fostering collaborative learning and socializing. All this would most likely not be possible without the participation of all 3 generations.

BACKGROUND

Explain, why this good practice has been established

Citizens of Maribor woke up in the nightmare of the crisis and austerity policy in the end of 2012, when almost fifteen per cent of its citizens spontaneously went on the streets, uncompromisingly demanding the prompt resignation of the corrupt mayor and the city council. Huge protests, riots, marches and social movement organisations in Maribor inspired solidarity protests all over Slovenia and led to the resignation of the mayor of Maribor on December 6, 2012 and the prime minister of the national government on March 20, 2013. During the protests two to three hundred activists gathered every evening and discussed the heated situation. They established the City-wide Assembly Initiative (CAI) and started with the Self-organized Districts and Self-organized Local Communities (SDC and SLC) in February 2013. Active citizens soon became engaged and strong citizens' movement for social change in Maribor (focused on participatory budgeting practices).

MAIN FINDINGS / RESULTS

In brief

The most significant learning occurred in the area of knowledge: particularly knowledge of the management, obligations and work of public enterprises, a deeper understanding of the needs of their own community and other communities, knowledge of constructive discussion necessary for consensus reaching and knowledge of 'active' listening (...) but also knowledge about public funds and municipal politic, interviewees deepened their knowledge of city government, jurisdictional responsibilities, citizens' rights and duties, etc.).

Most of the changes occurred in the area of skills: interviewees gained many new skills, including cooperation, consensus building, 'careful listening', digital literacy and analytical skills. The ability to make a collective decision and to engage in teamwork and cooperation were the most valued changes identified by the interviewees. The interviewees also developed the ability to organize group work, ability to intergenerational exchange, ability to achieve consensus, develop and defend proposals and projects, interpret official documents and seek out relevant social and political information, as well as social skills and leadership skills.

Although practices was the least frequently cited area, it appeared that the interviewees most often exercised it and that most of the changes in the city were gained through new political actions, cooperation and mutual exchange. Besides (write public letters, petitions, argument problems for media etc.; proposes ideas/solutions for community problems; strengthen intergenerational cooperation; thinks up ideas and solutions for community problems talks with neighbours about problems in the area; etc.).

Interviewees stressed that involvement in participatory democracy has strongly influenced their personal values and attitudes; many have not only doubled their number of friends and 'significantly expanded their social environment' but have found 'a new family', a new social community, and 'a new meaning in life', and they have become happier, more self-confident and more tolerant. The interviewees reported a greater concern for the problems of the neighbourhood, stressed higher interest in community participation, expressed greater responsibility for the preservation of the city and enhanced respect for some (groups of) people, especially for the younger and older members of the community, Roma people, migrants, refugees and gay and lesbian groups.

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

This process combines diverse forms of informal learning, including

- situational and social learning (Wenger 1998; 1999),

- community learning (Longo, 2007; Thompson, 2002),
- intergenerational learning (Schmidt-Herta, Jelenc Krašovec, & Formosa, 2014; etc.),
- transformative learning (Mezirow, 1997; Illeris, 2014; Dirkx, 1998),
- social and mutual learning combined with civic and political education (Bista & Cowell 2012; Biesta, 2014; Wildemeersch, 2014);
- thematic workgroups (Wilhelmson, 2002); and
- social actions addressed to local and national government; know-how, assignments and role rotation (Hall, 2012; Lave, 2009).

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*):

Schugurensky's instrument of learning and change (Schugurensky et al.) deployed and remodified for Slovenian context – some of below selected indicators could be useful for the questioner with participants/interviewees of good practices (Q2, misread on Likert scale):

- understanding of needs of own community or group
- understanding of needs of other communities
- knowledge of constructive discussion necessary for consensus building
- knowledge of 'active' listening
- ability to make collective decisions
- ability to engage in teamwork and cooperation
- feeling of being heard
- ability to listen carefully to others
- ability to resolve conflicts
- accepts and tolerates conflict
- ability for intergenerational exchange
- concern for the problems of the city
- double number of friends
- strengthen intergenerational cooperation
- ability to negotiate, bargain, build alliances
- now happier than before
- tolerance and respect for others
- ability to relate to neighbours (social skills)
- ability to organize group work
- concern for the problems of the neighbourhood
- more respect for some (groups of) people than before
- thinks up ideas and solutions for community problems
- talks with neighbours about problems in the area
- ability to understand and interpret official documents
- self-confidence
- interest in community participation
- awareness of citizen rights and duties
- seeks out information about political and social issues
- feels connected to neighbours
- ability to plan and organize meetings
- sense of responsibility for the preservation of the city
- ability to coordinate groups (leadership skills)

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

Serrat et al. (2016, p. 176) identified five themes relating to social learnings through participation:

- 1) ability to listen to and respect others' opinions;
- 2) a sense of solidarity with and awareness of others;
- 3) recognition of the importance of social harmony;
- 4) appreciation for the companionship of others;
- 5) integration into the community.

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:	Marta Gregorčič
Date	4. October 2016

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

IDENTIFIED GOOD PRACTICE	
Name of the NGO / initiative / association / community, etc. where good practice was identified:	<ol style="list-style-type: none"> 1. Chess Club, Gorišnica 2. the Vine and Fruit Growers' Association, Vitomarci
Webpage:	
City / town / village:	The municipality of Gorišnica can be described as a rural area near a large major transportation route, and the Vitomarci municipality can be classified as a rural area in the inner periphery with the lowest potential for development.
Country:	Slovenia
Established / launched:	<ol style="list-style-type: none"> 1. 1994 2. 2000
How is activity financed:	membership fees, voluntary contributions from individuals, donations, symbolic funds from local authorities
Contact person:	
Identified by (main reference of the research/article):	Šegula, S. (2016). Older men learning in rural communities – municipalities Gorišnica and Sveti Andraž v Slovenskih goricah. Diploma thesis, Ljubljana: Faculty of Arts.
Related references of the research/article by same or other author(s) dealing with this concrete good practice:	<p>Jelenc Krašovec, S., Radovan, M., Močilnikar, Š. & Šegula, S. (2014). Older Men Learning in Urban and Rural Municipalities in Slovenia. In: Radovan, M. in Jelenc Krašovec, S. (ur.). (2014). Older Men Learning in the Community: European Snapshots. Ljubljana: Filozofska fakulteta. (79-97).</p> <p>Jelenc Krašovec, S., Radovan, M., Močilnikar, Š. in Šegula, S. (2014). Ali so društva pomembna za učenje starejših v skupnosti?. <i>Andragoška spoznanja</i>, 20 (3), 9-26.</p> <p>Jelenc Krašovec, S., Močilnikar, Š., and Radovan, M. (2016). Learning of Older Men in Voluntary Associations. <i>International Scientific Researches Journal</i>, 72 (9), 39-51.</p>

ABSTRACT OF THE ARTICLE / RESEARCH / CASE STUDY

Elderly women who are economically well of, more educated and live in urban areas, in

towns, mostly enrol in the education for the elderly people. The goal of the thesis was to research what is the role of the associations in rural environment in education, learning and socializing of the elderly men. In the research quantitative and qualitative approaches have been used. Author researched what associations exist in the municipality Gorišnica and in the municipality Sveti Andraž in Slovenske gorice. Two out of all associations has been chosen (where more than a half of the members were male and where the members were also the elderly men, aged 60 years or more): in Gorišnica – Chess club Gorišnica, and in Sveti Andraž in Slovenske gorice – Wine and fruit growers association Vitomarci. Six partially structured interviews were performed (with both presidents of the associations in order to gain better insight into operations of the associations). In each association author interviewed an active member, a male, aged 60 years or more, and in each of the both municipalities a member of the municipality, in association inactive elderly man, aged 60 years or more. She discovered that only in Gorišnica municipality there is an association, where more than half of the members are elderly men. On the other hand, there is no such association in the municipality Sveti Andraž in Slovenske gorice. For all the associations in municipalities Gorišnica and Sveti Andraž in Slovenske gorice, it is true that no educational activities are organized. However, there is informal learning in all of the associations. Membership in the associations offers the elderly men the opportunity in the selected associations to remain active in the local community, to associate, to share experiences and to continue the tradition in the municipality. Partially structured interviews with inactive elderly males have showed that these men miss socializing with the peers and the programs that would be more interesting to the elderly men. She concluded that the programs will have to be planned, and the needs of the elderly men will have to be considered more, respectively in the future work of associations and adult learning programmes.

Keywords:

associations, socializing, rural community, older men learning

THEORETICAL FRAMEWORK OF THE ARTICLE / RESEARCH / CASE STUDY

Briefly summarize theoretical framework of the article / research:

- Low educated older adults prefer learning in community (McGivney 1999)
- McGivney (1999, p. 8-11) argues that men are more interested in the practical aspect of education because they have specific interests and goals.
- McGivney (2004, pp. 68-69) says that men have fewer social ties are less involved in activities that are offered in the local community.
- the vicinity of learning venue is very important participation factor (Kump & Jelenc Krašovec 2010a, str. 25).
- Like Sargant et al.(1997), Radovan (2012, p. 141) note for Slovenia: most pronounced are the dispositional barriers of the elderly because they feel too old, too sick or feel no longer capable of learning
- the majority of participants at the Slovenian University of the Third Age are higher educated and most of the participants are women (Šantej 2009, p. 23)

- Armbrecht (2007, p. 13) says that men are characterized by shorter life expectancy (compared to women).
- Men's friendships are often created in the workplace (Kosberg and Magnum 2002 in Formosa et al. 2014, p. 17). At the time of retirement men can lose few friends, so they are looking for new friends, especially in the community (Davidson et al. 2003 in Formosa et al. 2014, p. 17). Men's friendship is typically marked with the verb to work, for example, sports activities, such as playing football, basketball, jogging or watching sports games, helping each other (Bjorklund, 2011, p. 196).
- »Mens shed's« Golding: Many older men come to mens shed's but are reluctant to participate in organized education. Mens shed's represent a place to meet, socialize and work with other men, and inaccessibility socializing with other men. The key is to ensure a fair, positive and confirming environment, reserved only for men. (Golding, 2007, p. 39). And workshops for men offer just that: an informal environment, the absence of coercion opportunity for mentoring opportunity for activity..

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

Armbrecht, HJ. (2007). The biology of gender differences in animal models of aging. V: B. Lunenfeld, L. G Gooren., A. Morales in J. E. Morley (ur.). *Textbook of Men's Health and Aging*. London: Informa, str. 13-22.

Bjorklund, B. R. (2011). *The Journey of Adulthood*. Boston (etc.): Prentice Hall.

Findsen, B. in Formosa, M. (2011). *Lifelong Learning in Later Life. A Handbook on Older Adult Learning*. Rotterdam: Sense Publisher.

Forbici, G., Divjak T., Osolnikar, B., Dernovšek, V. and Verbajs, M. (2010). Total community. Handbook on cooperation between municipalities and non-governmental organizations. Available at: http://issuu.com/provirus/docs/prirocnik_skupaj_za_skupnost (acquired 14. 9. 2014).

Formosa, M., Fragoso, A., Jelenc Krašovec, S., in Tambaum, T. (2014). Older Men as Learners in the Community: Theoretical Issues. V: M. Radovan in S. Jelenc Krašovec (ur). *Older Men Learning in the Community: European Snapshots*. Ljubljana: Znanstvena založba Filozofske fakultete, str. 15-28.

Fragoso, A., Ricardo, R., Tavares, N. in Coelho, A. (2014). Shoulder to Shoulder? Masculinities and Informal Learning in Later Life. *Andragoška spoznanja*, 20, št. 3, str. 27-40.

Giarchi, G. G. (2006). Older people 'on the Edge' in the Frysides of Europe. *Social Policy & Administration*, 40, št. 6, str. 705-721.

Illeris, K. (2004). What is significant for adult's learning. V: M. Radovan in N. Đorđević. *Current Issues in Adult Learning and Motivation. Adult Education Colloquium 7*. Ljubljana: Slovenian institute for Adult Education, str. 23-32.

Jelenc Krašovec, S. in Kump, S. (2009). Adult Learning Activities, Social Networks and Different Neighbourhoods. *European Societies*, 11, št. 2, str. 257-282.

Kevorkian, R. T. in Cepeda, O. A. (2007). The biology basic for longevity differences

between men and women. V: B. Lunenfeld, L. G. Gooren, A. Morales in J. E. Morley (ur.). *Textbook of Men's Health and Aging*. London: Informa, str. 23-30.

Lunenfeld, B. (2007). Aging men – the challenge ahead. V: B. Lunenfeld, L. G. Gooren, A. Morales in J. E. Morley (ur.). *Textbook of Men's Health and Aging*. London: Informa, str. 49-62.

Oldenburg, R. (1999). *The great good place: cafés, coffee shops, bookstores, bars, hair salons, and other hangouts at the heart of a community*. Cambridge: Da Capo Press.

Withnall, A., McGivney, V. in Soulsby, J. (2004). *Older People Learning myths and realities*. London: NIACE.

METHODOLOGICAL APPROACH

Define methodological approach that was used in the article / research

- survey of voluntary associations in selected rural municipalities - questionnaires for voluntary associations headquarters.
- semi-structured interviews were used in selected two rural municipality voluntary associations (in which the majority of members were older men). The case studies were ethnographical in character.

Methodological instruments used (specify if necessary)

survey was conducted from January 2013 to March 2013;

received 25 responses from voluntary association in Gorišnica and 9 responses from voluntary association in Vitomarci.

- 6 semi-structured interviews (one with each president of the selected association, 2 members of selected association and 2 with non-active members of selected communities) were done between October and November 2013

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) Older men (60+) participating in voluntary associations and presidents of associations.

BACKGROUND

Explain, why this good practice has been established

2) The reasons for the establishment of associations among others were: professional education on viticulture, fruit growing, winemaking, marketing

MAIN FINDINGS / RESULTS

In brief

The research findings show that there are only a few voluntary associations in selected communities with a dominant share of older adults, and among these, even fewer associations can claim older men as representing the majority of their membership. Most of the associations organise activities only for their own members, so being a member of an association in a community might be an important factor for being active, socialising, and learning. Although some associations organise educational or learning activities and others do not, informal and unintentional learning occurred in all of them through activities, gatherings, socialising, and conversations among their members. Older men in selected associations had more often social than cognitive motives for joining; they appreciate being a part of the community, which is an important mission of most associations. Older men appreciated activities with an emphasis on sports and leisure time. There were also some differences in motives of older men for participation in associations. While men in rural communities – apart from their own interests – highlighted tradition as one of the important motives for participating in association, men in urban communities stressed the importance of having the opportunity to perform. Tradition is obviously more valued in rural areas. The research also stressed the positive influence of membership and informal learning in voluntary associations, which resulted in a better quality of life and improved well-being of members and the local community as a whole. Membership in a voluntary associations not only provided the opportunity to stay connected with their peers, to meet with people of other generations, and to come into contact with other members of the local community, but also the chance to stay active, to enjoy life and feel satisfaction, and to feel useful and respected as older men. In the men’s opinion, all of these factors contributed to their quality of life, well-being, and longevity.

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

Non-formal education; self-initiated learning; social learning, informal learning, cooperative 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*):

1.)

- opportunity to test their own knowledge
- learning to use computer through chess
- analysis of the chess game
- opportunity to compete
- remain mentally active
- opportunity to socialise, have fun, joy
- being active

- gathering
- conversations among members
- being a part of the community
- opportunity to stay connected with their peers
- social reasons: the need for friendship, self-confidence, social belonging, acceptance and giving back to the community
- having friends and spending time with them
- intergenerational cooperation and learning: transferring knowledge to younger or learning from younger
- companies, mutual help
- feeling the sense of success and joy
- having new friends,
- having better control of their own lives
- maintaining and developing skills and abilities
- sense of security and stability
- experiencing joy
- to feel useful and busy with something

2.)

- vineyard and orchard work skills (aerial spraying, cutting vines, and fruit trees...)
- opportunity to follow tradition
- preserving a cultural heritage
- opportunity to exchange information
- opportunity to stay bound to his profession
- learning to live with diabetes
- learning trough wine tasting, wine analysis, workshops on fruit processing: how to make juices, jams, schnapps, vinegar, dried fruit; Course for cellar man; Education for sommelier.
- knowledge helps to better earnings
- companies, mutual help,
- feeling the sense of success and joy
- to feel useful and busy with something

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: Old Guys Say Yes to Community

Prepared by: Špela Močilnikar

Date 30. 11. 2016

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

IDENTIFIED GOOD PRACTICE	
Name of the NGO / initiative / association / community, etc. where good practice was identified:	<i>Public space Ljubljana Street (Izola)/ Association of Izola people-Association Izolani- Associazione per il benessere dei cittadini ISOLANI / Plac Izolanov/ Largo pr' Spini</i>
Webpage:	http://center-izola.si/galerija/fau-largo-pr-spini/
City / town / village:	Izola
Country:	Slovenia
Established / launched:	There are now an ongoing activities in this particular open public space.
How is activity financed:	Ljubljana Street activities in Izola did not have a regular flow of funds from local financiers until they have founded a Society of Izola Residents in 2002. The local authorities have been funding them since. The amount of funds has been helping them to cover some basic expenses (ex. travel expenses for some performers).
Contact person:	Drago Mislej - Meh
Identified by (main reference of the research/article):	JELENK-KRAŠOVEC, Sabina, BOSANAC, Željka, HOČEVAR, Sara Dalila, VRHOVEC, Neža, ZANKOLIČ, Nuša, KUMP, Sonja. Public open spaces as venues for learning in community : two case studies from Slovenia. V: JELENK-KRAŠOVEC, Sabina (ur.), ŠTEFANC, Damijan (ur.). <i>Perspectives on community practises : living and learning in community : conference proceedings, ESREA 2015</i> . 1st digital ed. Ljubljana: Znanstvena založba Filozofske fakultete: = University Press, Faculty of Arts, 2015, str. 119-129. [COBISS.SI-ID 58014818]
Related references of the research/article by same or other author(s) dealing with this concrete good practice:	<p>JELENK-KRAŠOVEC, Sabina. Older adults in public open spaces - activities and the role of learning. <i>Andragoške studije</i>, ISSN 0354-5415, br. 1, jun 2015, str. 105-120. [COBISS.SI-ID 59192418]</p> <p>JELENK-KRAŠOVEC, Sabina. Pomen javnih prostorov za druženje in učenje starejših ljudi. <i>Sodobna pedagogika</i>, ISSN 0038-0474, okt. 2015, letn. 66 = 132, št. 3, str. 52-68. [COBISS.SI-ID 58846818]</p> <p>JELENK-KRAŠOVEC, Sabina, GREGORČIČ, Marta. <i>Are self-organized communities a learning site? A case study of informal learning and social action in Maribor, Slovenia : International scientific conference "Pedagogy in a modern global society", Skopje, 19-21 September 2016</i>. Ohrid, 20. 9. 2016: Institut of Pedagogy, Faculty of Philosophy Skopje</p>

ABSTRACT OF THE ARTICLE / RESEARCH / CASE STUDY

Paper deals with public spaces as open, everyday arenas where people share experiences

beyond their immediate circle of friends, family and age group. Public space is understood as a forum for social and personal change, where a system of relations, arising from acting, speaking and learning is created (Harvey 2011; Lefebvre 2013; Arendt 1996; Habermas 1989; 2001, etc). These questions are analysed from the point of view of community members, who are strongly attached to the space and who are interested in belonging and proactive changes of their living environment (Iecovich 2014; Kohn 2004; Mean and Tims 2005). Paper is based on presumptions, that public space has an important role in generating ideas and activities of community members and that it is important venue for informal learning of community members. Learning in public space is experiential (Bourgeois 2002), could be transformative (Mezirow 1997; Mezirow 2000; Illeris 2009), civic (Biesta 2012; Biesta and Cowel 2012; Bauman 2005), but also emancipatory and powering (Freire 1970; Freire 1994; Wildemeersch 2012; Hall 2012; McLaren 2000).

With the ethnomethodological research we've analysed the use of (and learning in) a public space: a small community (namely a street) in coastal town Izola. We've analysed:

- Who are users/participants of public space (according to age, social, cultural, economic status, etc);
- the origin of initiatives for actions and/or organization of activities;
- actions, initiatives, events, which are happening;
- relations between participants,
- environmental influence on the 'atmosphere' in public space;
- the role of acting, speaking and learning and the perception of it by participants in public spaces.

Research was based on active involvement of researchers in selected public spaces.

Keywords:

Public open space, bottom-up social activities of citizens, informal learning, intergenerational learning.

THEORETICAL FRAMEWORK OF THE ARTICLE / RESEARCH / CASE STUDY

Briefly summarize theoretical framework of the article / research:

Findings from phenomenological and ethnomethodological research help in understanding learning processes through communication in public (open) spaces. In ethnomethodology, social structures, cultural meanings and values are understood as products of social interaction and conversation. Arendt (1996) defines it as un-institutionalized freedom and a kind of communicative action, happening through speaking; Habermas set the question of communication as the core of the theoretical model of society, which is based on the theory of communicative action; he connects the individual observer, actor and speaker, with other observers, actors and speakers in the field of intersubjectivity. This offers an understanding of the nature of intersubjectivity, with which participants' interaction with one another explains their mutual interpretations of social situations (Habermas, 1989; 2001, xi). Individual is actually not isolated, but initially involved in interpersonal relations, in which he/she is defined as a personality and actively participates as a subject. Public space is in this sense an inner space where people follow their interests ('inter-est') and which disappears no earlier than when people, who restore it, disappear, and activities, which define the space, stop (Arendt, 1996, p. 189, p. 210-211). Public open spaces, filled with diverse people and uncontrolled events, therefore provide communicative and learning experiences, forcing us to move beyond the self and consider the plight of the other.

The learning process in public spaces is a possibility for self-reflection, perspective transformation and a chance to address community problems by using the public space as a free environment for struggles against all forms of regulation and control. Educational

environments in educational institutions emphasise the notion of power, prescribed goals and authoritarian relations (Torres, 2013, p. 26), but learning in public spaces is the opposite: emancipatory, democratic, civic and bottom-up. Public spaces, as compared to traditional (structured, regulated) learning environments, are changeable, open and created through discussion and formed by people involved in public spaces, which suits many older people. Learning is unpredictable, multi-layered, and in a sense, more demanding, because the course and its results are dependent on a participant's skills to perform it; but it is natural, experiential and based on the problems of the participant. Therefore such learning: a) can have an extremely important emancipating role; c) can encourage adults to retain control over their own lives and possibilities; d) can be empowering, transformative, liberating and transitional (Torres, 2013; McLaren, 2000; etc.); e) has the potential to be an activity for development of critical consciousness (Freire, 1970; 1994), contributing to empowerment of community members.

Ljubljana Street (Izola)

Ljubljana Street is located in the old Mediterranean town of Izola which lies on the south-west shore of the Gulf of Trieste, where the genuine traditions of fishing and winemaking, mysterious traces of the past, and the welcoming character of the locals merge together to form an unforgettable mosaic of experiences. Association of Izola people on this street organizes a number of activities, events and exhibitions aimed at locals, random walkers and tourists. Association of Izola people ensures a gallery called Plac Izolanov, which lies in the Ljubljana Street. The gallery is a small but valuable space, which is actually "an extension of the street with a roof" and where various exhibitions and other performances take place. Also locals help in managing and taking care for several exhibitions, who are at the same time in a nearby bar. Many cultural and social events are happening on the Ljubljana Street called "Largo pr" Spini". At this point throughout the year hosts free live concerts. Ljubljana Street is also well-known for its street garden with many types of basil. That is why several regular visitors come to the old town which is served with interesting information about the basilica. Each year Association of Izola people organizes traditional "Bazilikjada". The visitors can taste a variety of dishes with the addition of basil, prepared by local chefs and caterers. This year will be held on the seventh Bazilikjada, which is becoming one of the most recognizable ethno-culinary events in Izola.

The initiative of revitalization of Ljubljana Street in Izola has come from the neighbours themselves. Those are the neighbours who are active and willing to do something socially valuable. They have spontaneously gathered themselves in an informal way and started to organize different self-initiated activities. They have formed a small community where everybody knows each other. The main initiators were mostly cultural workers, intellectuals, musicians, who have created a critical mass and consequently included other neighbours..

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

Arendt, H. (1996). *Vita Activa*. Ljubljana: Krtina.

Biesta, G. in Cowell, G. (2012). How is community done? Understanding civic learning through psychogeographical mapping. *International Journal of Lifelong Education*, 31, št. 1, str. 47–61.

Biesta, G. (2012). Becoming public: Public pedagogy, citizenship and the public sphere. *Social & Cultural Geography*, 13, št. 7, str. 683–697.

Burawoy, M. (2013). Public Sociology: The Task and the Promise. V: K. Gould, in T. Lewis (ur.). *Ten Lessons in Introductory Sociology*, Oxford: Oxford University Press, str. 279–298.

Bourgeois, E. (2002). *A Constructivist Approach to Adult Learning*. V: A. Bron, A. in M. Schemmann (ur.). *Social Science Theories in Adult Education Research*. Münster: LIT Verlag, str. 130–152.

Dirkx, J. M. (1998). Transformative Learning Theory in the Practice of Adult Education: An Overview. *PAACE Journal of Lifelong Learning*, 7, str. 1–14.

Dye, C. J., Willoughby, D. F. in Battisto, D. G. (2011). Advice from Rural Elders: What it Takes to Age in Place. *Educational Gerontology*, 37, št. 1, str. 74–93.

Habermas, J. (2001). *On the Pragmatics of Social Interaction. Preliminary Studies in the Theory of Communicative Action*. Cambridge, Massachusetts: The MIT Press.

Merriam, S. B. in Kee, Y (2013). Promoting Community Wellbeing: The Case for Lifelong Learning for Older Adults. *Adult Education Quarterly*, XX, št. X, str. 1-17.

METHODOLOGICAL APPROACH

Define methodological approach that was used in the article / research

Ethnomethodological research included:

- 1) gathering data on activities and happenings in selected public spaces, available on web-page and other databases
- 2) Direct, unexpected ethnographic observation with intervention in selected public space; researchers were a part of a public space and we've observed life, actions, communication, learning, and cooperation of participants in selected public spaces
- 3) non-structured interviews with two active participants in activities in selected public open space in Izola
- 4) The observation lasted the whole year 2014-15, but the interviews were conducted in April and May 2015

Methodological instruments used (specify if necessary)

Semi-structured interviews

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) Initiators of community activities, who are citizens themselves
- b) Neighbours (all ages, also 60+)
- c) Visitors (members of different generations)

BACKGROUND

Explain, why this good practice has been established

The change started to occur when immigrants from Bosnia came to Izola in search for employment a few decades ago and brought with them their authentic culture of socializing with neighbours. The initiators of activities in Ljubljana Street in Izola moved from other parts of Slovenia to Izola and were welcomed by above described neighbourhood's hospitality. A group of cultural workers started with initiatives to bring more life to Ljubljana Street and revitalize it with various activities. The initiators of activities did not need to make a thorough research in order to find out the needs of their neighbours. They listened to their needs and observed them on a daily basis. They talked to each other in such a way that it's spontaneous so that everyone can express themselves if they feel the need to.

MAIN FINDINGS / RESULTS

In brief

Main findings regarding learning in public open space include:

- learning for the independence of older adults, their healthy living style, active participation in a civil society and fostering personal growth in the later years (Dye, Willoughby & Battisto, 2011; Plath 2009);
- learning in public spaces is emancipatory, democratic, civic and bottom-up;
- Learning is unpredictable, multi-layered, and in a sense, more demanding, because the course and its results are dependent on a participant's skills to perform it; it is natural, experiential and based on the problems of the participant, so it is far less stressful than educational in organised forms.

Therefore such learning: a) can have a therapeutic role (in the sense of encouraging mental and physical activities); b) can have an extremely important emancipating role; c) can encourage older adults to critically evaluate their own situation and retain control over their own lives and possibilities (Glendenning & Battersby, 1990); d) can be empowering, transformative, liberating and transitional (Torres 2013; McLaren 2000; McLaren 1995; etc.); e) has the potential to be an activity for development of critical consciousness and emancipation (Freire 1970; 1994), contributing to empowerment of community members; f) and, finally, offers a new chance to avoid solitariness and despair which is typical especially for many older people.

There are many activities organized on Ljubljana Street. Some of these activities are organized with the aim of celebrating different thematic events such as: Holiday of coffee bars, Briscoliad (the game of cards), 'Šalšijada' (making tomato sauce in large amounts, on the street), competition in making 'golaž' (spicy meal originated from Hungary), various concerts, photo, art and other exhibitions, lectures, storytelling for children, making tea in public, tombola (Bingo)... The most developed happening is the „Holiday of Basil“. The organizers buy more than 25 different kinds of basil. The neighbours plant them in pots and put them out in Ljubljana street. Many different people participate in the event where they cook more than 50 different kinds of basil dishes. The event is public and passers-by are free to taste the dishes. The initiators of Ljubljana Street events in Izola (unlike Tabor events initiators) have a smaller range of effect on wider society which is visible in connecting with neighbours of a street nearby to Ljubljana Street and supporting each other's events as well as motivating people from surrounding areas of Izola to participate in their activities and products on Ljubljana Street events.

An interesting interaction with local authorities happened when the authorities wanted to install stone benches (before mentioned „concrete sinks“) which were a part of 'urban renovation' of Izola. The socially active residents of Ljubljana Street have gathered more than 320 signatures against „urban renovation“ initiative and consequently stopped the project being performed on Ljubljana Street.

Informing of interested citizens regarding activities is being done by spreading information from mouth to mouth and also through the local magazine Mandrač, tourist agency and online.

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

- informal learning
- social learning (Serrat et al. 2016)
- situational learning (Wenger 1998; 1999),
- experiential learning,
- non-formal education (in case of outside initiatives)

INDIKATORS/THEMES IDENTIFIED IN THE ARTICLE / RESEARCH

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"> ➤ informal learning ➤ social learning through social activities in public space
Indirect indicators / themes, that could be defined from the research results relevant for our project (or from the literature used in the article / research)
<ol style="list-style-type: none"> 1) Public space 2) Community learning 3) Self-directed learning 4) Socializing

OTHER CONCLUSIONS/OBSERVATIONS RELEVANT FOR OUR PROJECT (<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)

INFO	
Within the project:	K2 – Old Guys Say Yes to Community
Prepared by:	Sabina Jelenc Krašovec
Date	2 december 2016

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

IDENTIFIED GOOD PRACTICE	
Name of the NGO / initiative / association / community, etc. where good practice was identified:	Community Tabor; a non-profit cultural organization Bunker; Tabor Cultural Quarter Association (Društvo kulturna četrt Tabor – KČT)/
Webpage:	http://www.bunker.si/slo/ http://drustvo-kct.si/ http://prostoroz.org/
City / town / village:	Ljubljana, quarter Tabor
Country:	Slovenia
Established / launched:	<p>The initiative of revitalization of Tabor neighbourhood in Ljubljana has come from a non-profit cultural organization Bunker, who have made a sociological research and conducted focus groups with community members in order to find out the needs and wishes of inhabitants for revitalization of their neighbourhood. Inspired by the sense of social responsibility they invited other cultural, art and educational organizations located in Tabor neighbourhood with the aim of discussing what can be done to revitalize the neighbourhood. Based on the research results, the responsibility for organizing different kinds of events has been divided among locally based organizations. Bunker from the very start of the initiative wanted to transfer the organization from themselves to other local organizations like ProstoRož who has eventually coordinated bigger events like garage sales. They have also been organizing activities, kept informing and made frequent contacts with neighbours. Afterwards ProstoRož has transferred most of the Tabor neighbourhood events to Sports society Tabor which is also located in the neighbourhood and is the owner of park Tabor.</p> <p>In the year 2012 more organization joined the Tabor initiative and they act in the frame of Tabor Cultural Quarter Association by using cultural content to connect the neighbourhood, which many of local residents considered to be transient and grey.</p>
How is activity financed:	The organizers of neighbourhood Tabor events and their other long-term projects are being financially supported by local, national and European funds. They also combine volunteer work when organizing various cleaning and work activities. Local authorities support their work also financially. For example, the mayor of Ljubljana funded building of children's playground. This has been a sign of a positive cooperation with Ljubljana local authorities, but besides this positive intervention from the side of local authority, the initiators claim that the local government has

	been generally unresponsive, as year after year, they are receiving less and less funds for their activities.
Contact person:	
Identified by (main reference of the research/article):	JELENČ-KRAŠOVEC, Sabina, BOSANAC, Željka, HOČEVAR, Sara Dalila, VRHOVEC, Neža, ZANKOLIČ, Nuša, KUMP, Sonja. Public open spaces as venues for learning in community : two case studies from Slovenia. V: JELENČ-KRAŠOVEC, Sabina (ur.), ŠTEFANČ, Damijan (ur.). <i>Perspectives on community practises: living and learning in community : conference proceedings, ESREA 2015</i> . 1st digital ed. Ljubljana: Znanstvena založba Filozofske fakultete: = University Press, Faculty of Arts, 2015, str. 119-129.
Related references of the research/article by same or other author(s) dealing with this concrete good practice:	<p>JELENČ-KRAŠOVEC, Sabina. Older adults in public open spaces - activities and the role of learning. <i>Andragoške studije</i>, ISSN 0354-5415, br. 1, jun 2015, str. 105-120.</p> <p>JELENČ-KRAŠOVEC, Sabina. Pomen javnih prostorov za druženje in učenje starejših ljudi. <i>Sodobna pedagogika</i>, ISSN 0038-0474, okt. 2015, letn. 66 = 132, št. 3, str. 52-68.</p> <p>JELENČ-KRAŠOVEC, Sabina, GREGORČIČ, Marta. Are self-organized communities a learning site? A case study of informal learning and social action in Maribor, Slovenia : International scientific conference "Pedagogy in a modern global society", Skopje, 19-21 September 2016. Ohrid, 20. 9. 2016: Institut of Pedagogy, Faculty of Philosophy Skopje</p>

ABSTRACT OF THE ARTICLE / RESEARCH / CASE STUDY

Paper deals with public spaces as open, everyday arenas where people share experiences beyond their immediate circle of friends, family and age group. Public space is understood as a forum for social and personal change, where a system of relations, arising from acting, speaking and learning is created (Harvey 2011; Lefebvre 2013; Arendt 1996; Habermas 1989; 2001, etc). These questions are analysed from the point of view of community members, who are strongly attached to the space and who are interested in belonging and proactive changes of their living environment (Iecovich 2014; Kohn 2004; Mean and Tims 2005). Paper is based on presumptions, that public space has an important role in generating ideas and activities of community members and that it is important venue for informal learning of community members. Learning in public space is experiential (Bourgeois 2002), could be transformative (Mezirow 1997; Mezirow 2000; Illeris 2009), civic (Biesta 2012; Biesta and Cowel 2012; Bauman 2005), but also emancipatory and powering (Freire 1970 Freire 1994; Wildemeersch 2012; Hall 2012; McLaren 2000).

With the ethnomethodological research we've analysed the use of (and learning in) a public space: community Tabor, located in one of the quarters in Slovenia's capital city Ljubljana. We've analysed:

- What happened after the initiative for revitalizing public open space?
- the origin of initiatives for actions and/or organization of activities;
- actions, initiatives, events, which are happening;
- relations between participants,
- environmental influence on the 'atmosphere' in public space;
- the role of acting, speaking and learning and the perception of it by participants in

public spaces. Research was based on active involvement of researchers in selected public spaces.
Keywords:
Public open space, top-down and bottom-up social activities of citizens, actions for urban regeneration, informal learning, intergenerational cooperation and learning

THEORETICAL FRAMEWORK OF THE ARTICLE / RESEARCH / CASE STUDY

Briefly summarize theoretical framework of the article / research:

Findings from phenomenological and ethnomethodological research help in understanding learning processes through communication in public (open) spaces. In ethnomethodology, social structures, cultural meanings and values are understood as products of social interaction and conversation. Arendt (1996) defines it as un-institutionalized freedom and a kind of communicative action, happening through speaking; Habermas set the question of communication as the core of the theoretical model of society, which is based on the theory of communicative action; he connects the individual observer, actor and speaker, with other observers, actors and speakers in the field of intersubjectivity. This offers an understanding of the nature of intersubjectivity, with which participants' interaction with one another explains their mutual interpretations of social situations (Habermas, 1989; 2001, xi). Individual is actually not isolated, but initially involved in interpersonal relations, in which he/she is defined as a personality and actively participates as a subject. Public space is in this sense an inner space where people follow their interests ('inter-est') and which disappears no earlier than when people, who restore it, disappear, and activities, which define the space, stop (Arendt, 1996, p. 189, p. 210-211). Public open spaces, filled with diverse people and uncontrolled events, therefore provide communicative and learning experiences, forcing us to move beyond the self and consider the plight of the other.

The learning process in public spaces is a possibility for self-reflection, perspective transformation and a chance to address community problems by using the public space as a free environment for struggles against all forms of regulation and control. Educational environments in educational institutions emphasise the notion of power, prescribed goals and authoritarian relations (Torres, 2013, p. 26), but learning in public spaces is the opposite: emancipatory, democratic, civic and bottom-up. Public spaces, as compared to traditional (structured, regulated) learning environments, are changeable, open and created through discussion and formed by people involved in public spaces, which suits many older people. Learning is unpredictable, multi-layered, and in a sense, more demanding, because the course and its results are dependent on a participant's skills to perform it; but it is natural, experiential and based on the problems of the participant. Therefore such learning: a) can have an extremely important emancipating role; c) can encourage adults to retain control over their own lives and possibilities; d) can be empowering, transformative, liberating and transitional (Torres, 2013; McLaren, 2000; etc.); e) has the potential to be an activity for development of critical consciousness (Freire, 1970; 1994), contributing to empowerment of community members.

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

Arendt, H. (1996). *Vita Activa*. Ljubljana: Krtina.
 Biesta, G. in Cowell, G. (2012). How is community done? Understanding civic learning through psychogeographical mapping. *International Journal of Lifelong Education*, 31, št. 1, str. 47–61.
 Biesta, G. (2012). Becoming public: Public pedagogy, citizenship and the public sphere.

Social & Cultural Geography, 13, št. 7, str. 683–697.

Burawoy, M. (2013). Public Sociology: The Task and the Promise. V: K. Gould, in T. Lewis (ur.). *Ten Lessons in Introductory Sociology*, Oxford: Oxford University Press, str. 279–298.

Bourgeois, E. (2002). *A Constructivist Approach to Adult Learning*. V: A. Bron, A. in M. Schemmann (ur.). *Social Science Theories in Adult Education Research*. Münster: LIT Verlag, str. 130–152.

Dirkx, J. M. (1998). Transformative Learning Theory in the Practice of Adult Education: An Overview. *PAACE Journal of Lifelong Learning*, 7, str. 1–14.

Dye, C. J., Willoughby, D. F. in Battisto, D. G. (2011). Advice from Rural Elders: What it Takes to Age in Place. *Educational Gerontology*, 37, št. 1, str. 74–93.

Habermas, J. (2001). *On the Pragmatics of Social Interaction. Preliminary Studies in the Theory of Communicative Action*. Cambridge, Massachusetts: The MIT Press.

Merriam, S. B. in Kee, Y (2013). Promoting Community Wellbeing: The Case for Lifelong Learning for Older Adults. *Adult Education Quarterly*, XX, št. X, str. 1-17.

METHODOLOGICAL APPROACH
Define methodological approach that was used in the article / research
We based our supposition on the premise, that social life is the outcome of the common work of members of a society, as they engage in and work alone or with others to make sense of their everyday activities with and for others (Muršič, 2011). Ethnometodological research included:
<ol style="list-style-type: none"> 1) gathering data on activities and happenings in selected public spaces, available on web-page and other databases 2) Direct, unexpected ethnographic observation with intervention in selected public space; researchers were a part of a public space and we've observed life, actions, communication, learning, and cooperation of participants in selected public spaces 3) non-structured interviews; in Tabor we've conducted interviews with two of initiators of activities in the neighbourhood, 4) The observation lasted the whole year 2014-15, but the interviews were conducted in April and May 2015
Methodological instruments used (specify if necessary)
Semi-structured interviews
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)
<ol style="list-style-type: none"> a) Community members, all ages b) Initiators of community

BACKGROUND
Explain, why this good practice has been established
The initiators of activities in Tabor, NGO Zavod Bunker, have found out that the main need of neighbourhood members is based on deficiency of public, green spaces, but among others were lack of parking places, wish to have a swimming pool, bicycle tracks etc. Community members missed activities that would make their neighbourhood alive. The initiative for revitalisation came from the organization, but was based on needs and wishes of community members.

MAIN FINDINGS / RESULTS

In brief

There have been small interventions in the architectural shape of public space of Tabor neighbourhood like partial regulation of traffic arrangement, painting one of Tabor streets together with local kindergarten children, and a community garden project „Beyond a Construction Site“ which allows neighbours to temporarily use the land for planting. The participants of different activities performed in Tabor neighbourhood Ljubljana are not just local residents but also people who come from different parts of Ljubljana. Those participants are heterogeneous group which include older people from a local home for the elderly, local kindergartens, passers-by and people who have intentionally come to attend some of the events.

The significant barrier for the entire Tabor neighbourhood is that it has a negative connotation because of the vicinity of methadone center and Metelkova City, an autonomous social centre of Ljubljana. After partying in Metelkova, people regularly come to park Tabor and organize their own after parties. The local residents are sceptical because of this negative connotation as they are worried in case some spatial interventions in park Tabor would consequently invite even more drug addicts to come. The organizers of Tabor events faced some of the problems with financiers and legal owner of park Tabor especially during the first period of their initiatives. One of the specific problems was illiteracy connected with political and bureaucratic system which would slow down the process of events realization.

Findings show that the activities of Tabor neighbourhood are as follows: slackline, fencing, yoga, thai chi, movies projection, free concerts, garage sales, and a celebration of the international „Day of the Neighbour“. „Day of the neighbour“ is organized in such a way that neighbours who want to „open their doors“ and organize activities for other neighbours, for example: photo exhibition, cooking dinner for others, planting flowers, working with clay, reading poetry etc. There are more than 30 activities happening in the neighbourhood Tabor during celebration of „Day of the Neighbour“. The performers of different activities in Tabor neighbourhood (Ljubljana) in some cases are hired professionals like musicians and technicians. In most of the cases the activities like yoga, poetry reading, thai chi etc., are conducted by neighbours themselves who practice certain kind of activity on an individual basis and they want to share it with other neighbours. Those activities have been initiated and inspired by cultural and educational associations like Zavod Bunker with the aim to revitalize the public open space of the neighbourhood Tabor.

The events in Tabor neighbourhood Ljubljana are being communicated to neighbours through the use of various channels: distributing flyers and written invitations, e-mail, Facebook and Newsletter. The local organizations are being informed via regular meetings. The effective ways of informing were: board with information on events located in park Tabor (the central area of happenings), zoetrope (spinning wheel with written copies of event programme in it). Most of the time informing neighbours is being done by spreading information from mouth to mouth.

The organizers of Tabor neighbourhood events such as ProstoRož, educate other groups of people like students, individuals and groups who are active in their local environment and would like to change it somehow but they don't know exactly how. ProstoRož with the intention to activate and motivate such groups and individuals transfers their knowledge based on gathered experience during organization of initiatives in Tabor neighbourhood. They also connect with foreign organizations that have similar aim in their local

environments in order to learn from each other. Zavod Bunker, the initiator of Tabor events emphasizes in this regard:

„Education is a side effect of the fact that we want to offer cultural content and make it publicly accessible. We organize lectures, conferences in the area of art and education.”

Learning is something which is hindered and is not very often mentioned; but it is inevitable that from the project, going on in both public open spaces, results would not be possible without constant informal or at least incidental learning. In organized activities they mention also education for wider public as important part of cohabiting.

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

- situational learning (Wenger 1998; 1999),
- informal learning (both intentional and unintentional, more uncounscious)
- non-formal education (offered by different NGOs for student, local members, etc.; outside initiatives)
- social learning (Serrat et al. 2016)
- problem based learning;
- experiential 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*):

- mutual cooperation of citizens and NGO members;
- development of common goals of community members;
- learning for problem solving;
- bottom-up activities
- intergenerational cooperation,

- knowledge and skills acquisition
- Values and attitudes change

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) Active involvement in neighbourhood revitalisation;
- 2) Community development for all generations and different needs
- 3) Role of public intellectuals, who advocate autonomous learning

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:	Sabina Jelenc Krašovec
Date	2 december 2016

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

IDENTIFIED GOOD PRACTICE	
Name of the NGO / initiative / association / community, etc. where good practice was identified:	<ol style="list-style-type: none"> 1. Sports Association Sloga 2. Sports Association Sokol Bežigrad
Webpage:	<ol style="list-style-type: none"> 1. http://www.sd-sloga.si/; https://www.facebook.com/%C5%A0D-Sloga-slike-in-dogodki-159830057413243/ 2. http://sokolbezigrad.si/; https://www.facebook.com/sokolbezigrad/
City / town / village:	Ljubljana, town quarter Bežigrad; town quarter Polje
Country:	Slovenia
Established / launched:	<ol style="list-style-type: none"> 1. 1972; 2. 1930;
How is activity financed?	<ol style="list-style-type: none"> 1. membership fees, symbolic local authorities funds 2. voluntary contributions from individuals, donations, sponsorship, symbolic local authorities funds
Identified by (main reference of the research/article):	Jelenc Krašovec, S., Močilnikar, Š. and Radovan, M. (2016). Learning of Older Men in Voluntary Associations. <i>International Scientific Researches Journal</i> , 72 (9), 39-51.
Related references of the research/article by same or other author(s) dealing with this concrete good practice:	<p>Radovan, M. in Jelenc Krašovec, S. (ur.). (2014). Older Men Learning in the Community: European Snapshots. Ljubljana: Filozofska fakulteta.</p> <p>Jelenc Krašovec, S., Radovan, M., Močilnikar Š. in Šegula, S. (2014b). Ali so društva pomembna za učenje starejših v skupnosti?. <i>Andragoška spoznanja</i>, 20, št. 3, str. 9-26.</p>

ABSTRACT OF THE ARTICLE / RESEARCH / CASE STUDY
<p>The research described in this article shows that there are more educational offerings for older adults in educational institutions in urban areas in Slovenia, while the voluntary association (VA) plays a more important role in social activities and the learning of older people in rural areas. The methodology of our research is based on a successive use of quantitative and qualitative methods. First, we performed a quantitative survey of the state of the art VAs in selected quarters in Ljubljana, and supplemented it with case studies. Our main thesis was that voluntary associations (VAs) play an important role in the social gathering and learning of older men in the community. We suspected that although older men value learning highly, that they have different learning needs than women and that they probably more often exercise learning activities in less formalized and structured settings. The purpose of our study was to examine the offerings of activities of VAs in two selected town quarters (Polje and Bežigrad) in the urban community of Ljubljana, the capital city of Slovenia. We mapped the current situation to determine the possibilities for learning in VAs and deeply analysed the opinion of these older men about learning and socializing in voluntary associations with selected case studies.</p> <p>The findings of our research showed that the motives of older men for participating in VAs</p>

were most likely social. The positive influence of membership and informal learning in VAs, which resulted in a better quality of life and well-being of members, and the local community as a whole, was also stressed. Our study confirms that membership in a VA provides the opportunity for an individual to stay connected with his peers, and to meet other generations and members of the local community.

Keywords:

voluntary associations; lifelong learning; well-being; older adults; older men

THEORETICAL FRAMEWORK OF THE ARTICLE / RESEARCH / CASE STUDY

Briefly summarize theoretical framework of the article / research:

Previous research findings (Formosa, 2012; McGivney, 1999) have shown that many older adults do not see themselves as participants in the University of the Third Age (UTA) or other organized forms of education, but that they are involved in other non-educational organizations in the community (for example, the voluntary associations), where quite a lot of incidental and informal learning takes place (McGivney, 1999). Existent research data show that men, especially those who are less educated and socially deprived, are often excluded from educational activities in educational institutions. At the same time, they might be rather active in community associations. Research in Australia (Golding, 2011; Golding, Foley, & Brown, 2007; Golding et al., 2008, etc.) and some European countries (Withnall, 2010; McGivney, 2004), has shown that older men often need and want different options for active social inclusion in their communities. Golding (2011, p. 113) found that education within a community has a significant influence on the well-being of men in Australia, but this positive influence is brought about by their participation in community organizations, which, according to respondents, provides more diverse and abundant learning opportunities than adult education institutions (Golding, 2011, p. 114). Learning in VAs in the community is often occasional, incidental, and informal. That kind of learning is defined by theories of situated everyday practice (Lave, 2009, p. 201). Learning in VAs is personal and conducted by observation and imitation, resulting in tradition, perseverance, and continuity (Lave, 2009). Learning in VAs is defined as reflective or experiential learning, or as the learning of social skills and the connection of “being” and “becoming” (Jarvis, 1992, pp. 76-78).

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

1. Golding, B., Brown, M., Foley, A., Harvey, J., & Gleeson, L. (2007). *Men's sheds in Australia: Learning through community contexts*. National Centre for Vocational Education Research Adelaide.
2. Golding, B., Foley, A., & Brown, M. (2007). Shedding some new light on gender: evidence about men's informal learning preferences from Australian men's sheds in community contexts'. In *Paper to SCUTREA Conference, The Queens University, Belfast* (pp. 3-5). Retrieved from http://www.omal.si/userfiles/file/Shedding_some_new_light_on_gender.pdf
3. Golding, B. G. (2011). Social, Local, and Situated: Recent Findings About the Effectiveness of Older Men's Informal Learning in Community Contexts. *Adult Education Quarterly*, 61(2), 103-120. doi:10.1177/0741713610380437
4. Golding, B., Kimberley, H., Foley, A., & Brown, M. (2008). Houses and Sheds in Australia: An Exploration of the Genesis and Growth of Neighbourhood Houses and Men's Sheds in Community Settings. *Australian Journal of Adult Learning*, 48(2), 237-262.
5. Jarvis, P. (1992). *Paradoxes of Learning*. San Francisco: Jossey-Bass Publishers.
6. Jelenc Krašovec, S., & Kump, S. (2009). Adult Learning Activities, Social Networks and Different Neighbourhoods. *European Societies*, 11(2), 257-282. doi:10.1080/14616690802209705
7. Kilgore, D. W. (1999). Understanding learning in social movements: A theory of collective learning. *International Journal of Lifelong Education*, 18(3), 191-202. doi:10.1080/026013799293784
8. Kump, S., & Jelenc Krašovec, S. (2014). The Educational Opportunities for Older Adults in Rural and Urban Municipalities. *Anthropological Notebooks*, 20(1), 51-68.
9. Lave, J. (2009). The Practice of Learning. In K. Illeris (Ed.), *Contemporary Theories of Learning* (pp. 209-218). New York: Routledge. MacKean, R., & Abbott-Chapman, J. (2012). Older people's

perceived health and wellbeing: The contribution of peer-run community-based organisations. *Health Sociology Review*, 21(1), 47–57. doi:10.5172/hesr.2012.21.1.47

McGivney, V. (1999). *Informal learning in the community. A trigger for change and development*. Leicester: NIACE.

10. McGivney, V. (2004). *Men earn, women learn: Bridging the gender divide in education and training*. Leicester: NIACE.

11. Shucksmith, M., Cameron, S., Merridew, T., & Pichler, F. (2009). Urban–Rural Differences in Quality of Life across the European Union. *Regional Studies*, 43(10), 1275–1289. doi:10.1080/00343400802378750

12. Withnall, A. (2006). Exploring influences on later life learning. *International Journal of Lifelong Education*, 25(1), 29–49. doi:10.1080/02601370500309477

13. Withnall, A. (2010). *Improving Learning in Later Life*. London; New York: Routledge.

METHODOLOGICAL APPROACH

Define methodological approach that was used in the article / research

- use of quantitative and qualitative methods (Holland & Campbell, 2005; Creswell & Plano Clark, 2011).
- a quantitative survey of state-of-the-art VAs in selected quarters in Ljubljana;
- ethnographical case studies, since they provided a written description of a particular culture based on information collected through fieldwork (Genzuck, 2003) – in our case, a description of a culture of older men participating and learning in VAs in their local communities.

Methodological instruments used (specify if necessary)

- from December 2012 to March 2013: online questionnaire that was designed to assess the available activities of voluntary associations and the share of older men among members of VAs.
- in June 2013: an interview (with the president) and a focus group were carried out with members of the VA in Bežigrad
- 5 semi-structured interviews : with presidents and three members of two selected VAs in Polje

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)

- 2 town quarters of Ljubljana (Polje & Bežigrad)
- 2 VAs (1 in Polje, 1 in Bežigrad - “Veterans,” a group of men mostly older than 60 (nine men, aged 47-72) who practiced gymnastics in the Sports Association Sokol Bežigrad.
- 2 interviews in Sports Association Sloga (Polje) that has a group of men mostly older than 60 who participate in VA’s activities.

BACKGROUND

Explain, why this good practice has been established

- VAs were established due to the needs of the community or mutual interest of individuals.

MAIN FINDINGS / RESULTS

In brief

- Motives of older men for participating in VAs were most likely social and free time motives (and not cognitive); similar to what other research has shown (Golding, 2011; 2007), older men in selected VAs in our research have very different motives for participation.
- Interviewees from VAs all emphasized the importance of socialization amongst members, which is easier if members have a space for informal gatherings where they can socialize, talk, exchange opinions, and engage in other leisure time activities.
- Interviewees (both members and presidents of VAs) stressed the positive influence of membership and informal learning in VAs, which resulted in better quality of life and

wellbeing of members and the local community as a whole. VA membership provided the interviewed older men the opportunity to stay connected with their peers and to meet other generations and other members of the local community.

• Interviewees emphasized that being a member of a VA gave them the chance to stay active, to enjoy and feel satisfaction, and to feel useful and respected. All of these factors contributed to their quality of life, wellbeing, and longevity.

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 – tacit learning of values, rules, culture of VA
- ability to participate, work with others
- experiencing a sense of belonging to community or VA
- a sense of usefulness, success
- a positive aspects of being male
- regular gathering and activity in the VA
- opportunity to be active outside from home and/or to get out of the house
- opportunity to meet new people, people of different generations, establishing friendships
- opportunity to socialise with peers, spend time together
- opportunity to strengthen ones social network, re-establish personal ties
- opportunity to seek or give emotional, informational, material and social support
- opportunity to demonstrate or reflect one's own values
- opportunity to pass on their knowledge, ability to teach trough narrations and demonstrations
- opportunity to debate with peers on important age related topics
- ability to reflect on issues and problems
- communicational abilities (listening, stating opinions, negotiating, persuading)
- ability to confront and solve problems or issues on a day-by-day basis
- ability to understand functioning of VA
- ability to observe others and their activity with the pursuit to imitate the activity
- ability to imitate others
- ability to get insight and opinions on relevant issues
- ability to make more informed choices, decisions
- ability to make plans
- ability to follow exact instructions
- ability to recruit new members of VA
- a feeling of being respected, needed, useful, accepted

- ability to participate in competition
- ability to accept victories and defeats
- understanding of sportsmanship
- ability to organize a tournament or a competition
- ability to perform certain sport (gymnastics in Bežigrad; bowling and petanque in Polje)
- understanding and knowledge of the rules and criteria for the evaluation of competitions
- opportunity to exercise, stay healthy and take care of one's body and physical condition
- opportunity to practice masculinity (competitions)
- opportunity to show off one's talents

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

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:	Špela Močilnikar
Date	7. October 2016

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

IDENTIFIED GOOD PRACTICE	
Name of the NGO / initiative / association / community, etc. where good practice was identified:	Voluntary fire brigade Zadobrova, Sneberje, Novo Polje
Webpage:	http://www.pgd-zadobrova.si/ ; https://www.facebook.com/PGD-Zadobrova-Sneberje-Novo-Polje-311943462271016/
City / town / village:	Ljubljana, town quarter Polje
Country:	Slovenia
Established / launched:	1923
How is activity financed?	membership fees, voluntary contributions from individuals, donations, symbolic some funds from local authorities
Identified by (main reference of the research/article):	Jelenc Krašovec, S., Močilnikar, Š., and Radovan, M. (2016). Learning of Older Men in Voluntary Associations. <i>International Scientific Researches Journal</i> , 72 (9), 39-51.
Related references of the research/article by same or other author(s) dealing with this concrete good practice:	Radovan, M. in Jelenc Krašovec, S. (ur.). (2014). Older Men Learning in the Community: European Snapshots. Ljubljana: Filozofska fakulteta. Jelenc Krašovec, S., Radovan, M., Močilnikar Š. in Šegula, S. (2014). Ali so društva pomembna za učenje starejših v skupnosti?. <i>Andragoška spoznanja</i> , 20 (3), 9-26.

ABSTRACT OF THE ARTICLE / RESEARCH / CASE STUDY
<p>The research described in this article shows that there are more educational offerings for older adults in educational institutions in urban areas in Slovenia, while the voluntary association (VA) plays a more important role in social activities and the learning of older people in rural areas. The methodology of our research is based on a successive use of quantitative and qualitative methods. First, we performed a quantitative survey of the state of the art VAs in selected quarters in Ljubljana, and supplemented it with case studies. Our main thesis was that voluntary associations (VAs) play an important role in the social gathering and learning of older men in the community. We suspected that although older men value learning highly, that they have different learning needs than women and that they probably more often exercise learning activities in less formalized and structured settings. The purpose of our study was to examine the offerings of activities of VAs in two selected town quarters (Polje and Bežigrad) in the urban community of Ljubljana, the capital city of Slovenia. We mapped the current situation to determine the possibilities for learning in VAs and deeply analysed the opinion of these older men about learning and socializing in voluntary associations with selected case studies.</p> <p>The findings of our research showed that the motives of older men for participating in VAs were most likely social. The positive influence of membership and informal learning in VAs, which resulted in a better quality of life and well-being of members, and the local community as a whole, was also stressed. Our study confirms that membership in a VA provides the opportunity for an individual to stay connected with his peers, and to meet other generations and members of the local community.</p>

Keywords:

voluntary associations; lifelong learning; well-being; older adults; older men

THEORETICAL FRAMEWORK OF THE ARTICLE / RESEARCH / CASE STUDY**Briefly summarize theoretical framework of the article / research:**

Previous research findings (Formosa, 2012; McGivney, 1999) have shown that many older adults do not see themselves as participants in the University of the Third Age (UTA) or other organized forms of education, but that they are involved in other non-educational organizations in the community (for example, the voluntary associations), where quite a lot of incidental and informal learning takes place (McGivney, 1999). Existent research data show that men, especially those who are less educated and socially deprived, are often excluded from educational activities in educational institutions. At the same time, they might be rather active in community associations. Research in Australia (Golding, 2011; Golding, Foley, & Brown, 2007; Golding et al., 2008, etc.) and some European countries (Withnall, 2010; McGivney, 2004), has shown that older men often need and want different options for active social inclusion in their communities. Golding (2011, p. 113) found that education within a community has a significant influence on the well-being of men in Australia, but this positive influence is brought about by their participation in community organizations, which, according to respondents, provides more diverse and abundant learning opportunities than adult education institutions (Golding, 2011, p. 114). Learning in VAs in the community is often occasional, incidental, and informal. That kind of learning is defined by theories of situated everyday practice (Lave, 2009, p. 201). Learning in VAs is personal and conducted by observation and imitation, resulting in tradition, perseverance, and continuity (Lave, 2009). Learning in VAs is defined as reflective or experiential learning, or as the learning of social skills and the connection of “being” and “becoming” (Jarvis, 1992, pp. 76-78).

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

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9. Lave, J. (2009). The Practice of Learning. In K. Illeris (Ed.), *Contemporary Theories of Learning* (pp. 209-218). New York: Routledge.
10. MacKean, R., & Abbott-Chapman, J. (2012). Older people's perceived health and wellbeing: The contribution of peer-run community-based organisations. *Health Sociology Review*, 21(1), 47-57. doi:10.5172/hesr.2012.21.1.47
11. McGivney, V. (1999). *Informal learning in the community. A trigger for change and development*. Leicester: NIACE.
12. McGivney, V. (2004). *Men earn, women learn: Bridging the gender divide in education and training*. Leicester: NIACE.
13. Shucksmith, M., Cameron, S., Merridew, T., & Pichler, F. (2009). Urban-Rural Differences in Quality

of Life across the European Union. *Regional Studies*, 43(10), 1275–1289.
doi:10.1080/00343400802378750

12. Withnall, A. (2006). Exploring influences on later life learning. *International Journal of Lifelong Education*, 25(1), 29–49. doi:10.1080/02601370500309477

13. Withnall, A. (2010). *Improving Learning in Later Life*. London; New York: Routledge.

METHODOLOGICAL APPROACH

Define methodological approach that was used in the article / research

- use of quantitative and qualitative methods (Holland & Campbell, 2005; Creswell & Plano Clark, 2011).

- a quantitative survey of state-of-the-art VAs in selected quarters in Ljubljana;
- ethnographical case studies, since they provided a written description of a particular culture based on information collected through fieldwork (Genzuk, 2003) – in our case, a description of a culture of older men participating and learning in VAs in their local communities.

Methodological instruments used (specify if necessary)

- from December 2012 to March 2013: online questionnaire that was designed to assess the available activities of voluntary associations and the share of older men among members of VAs.
- in June 2013: 5 semi-structured interviews : (with presidents and three members of two selected VAs in Polje)

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 town quarter in Ljubljana: Polje
- a VA in Polje, 3 interviews in selected VA in Polje (Voluntary fire brigade Zadobrova, Sneberje, Novo Polje) that has a group of men, being mostly older than 60 years, who participate in VA's activities.

BACKGROUND

Explain, why this good practice has been established

-VAs were established due to the needs of the community or mutual interest of individuals.

MAIN FINDINGS / RESULTS

In brief

- Motives of older men for participating in VAs were most likely social and free time motives (and not cognitive); similar to what other research has shown (Golding, 2011; 2007), older men in selected VAs in our research have very different motives for participation.
- Interviewees from VAs all emphasized the importance of socialization amongst members, which is easier if members have a space for informal gatherings where they can socialize, talk, exchange opinions, and engage in other leisure time activities.
- Interviewees (both members and presidents of VAs) stressed the positive influence of membership and informal learning in VAs, which resulted in better quality of life and well-being of members and the local community as a whole. VA membership provided the interviewed older men the opportunity to stay connected with their peers and to meet other generations and other members of the local community.
- Interviewees emphasized that being a member of a VA gave them the chance to stay active, to enjoy and feel satisfaction, and to feel useful and respected. All of these factors contributed to their quality of life, wellbeing, and longevity.

INDICATORS/TOPICS 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 – unintentional learning – acquiring of values, rules, culture of VA
- ability to participate, work with others
- a sense of belonging to community or VA
- a sense of usefulness, success
- experiencing a positive aspects of being male
- regular gathering and activity in the VA
- opportunity to be active outside of home and/or to get out of the house
- opportunity to meet new people, people of different generations, establishing friendships
- opportunity to socialise with peers, spend time together
- opportunity to strengthen ones social network, re-establish personal ties
- opportunity to seek or give emotional, informational, material and social support
- opportunity to demonstrate or reflect one’s own values
- opportunity to pass on their knowledge, ability to teach through narrations and demonstrations
- opportunity to debate with peers on important age related topics
- ability to reflect on issues and problems
- communicational abilities (listening, stating opinions, negotiating, persuading)
- ability to confront and solve problems or issues on a day-by-day basis
- ability to understand functioning of VA
- ability to observe others and their activity with the pursuit to imitate the activity
- ability to imitate others
- ability to get insight and opinions on relevant issues
- ability to make more informed choices, decisions
- ability to make plans
- ability to follow exact instructions
- ability to recruit new members of VA
- a feeling of being respected, needed, useful, accepted

- ability to raise funds for VA
- ability to teach and inform the youth on fire safety
- ability to raise awareness on fire safety
- better understanding of fire safety
- acquire knowledge on how to provide fire-safety and how to act in case of environmental and other accidents (fires, flood, avalanche, car accidents, etc.)
- ability to operate with fire extinguishing equipment and handle other machinery (chainsaw, cutter form metal, etc.
- ability to offer first aid
- opportunity to help others, the community and experience a sense of being needed and useful with ones work
- ability to organise a big benefit event to fund the VA

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

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:	Špela Močilnikar
Date	12. October 2016