EDUSENIOR

Senior Education Handbook
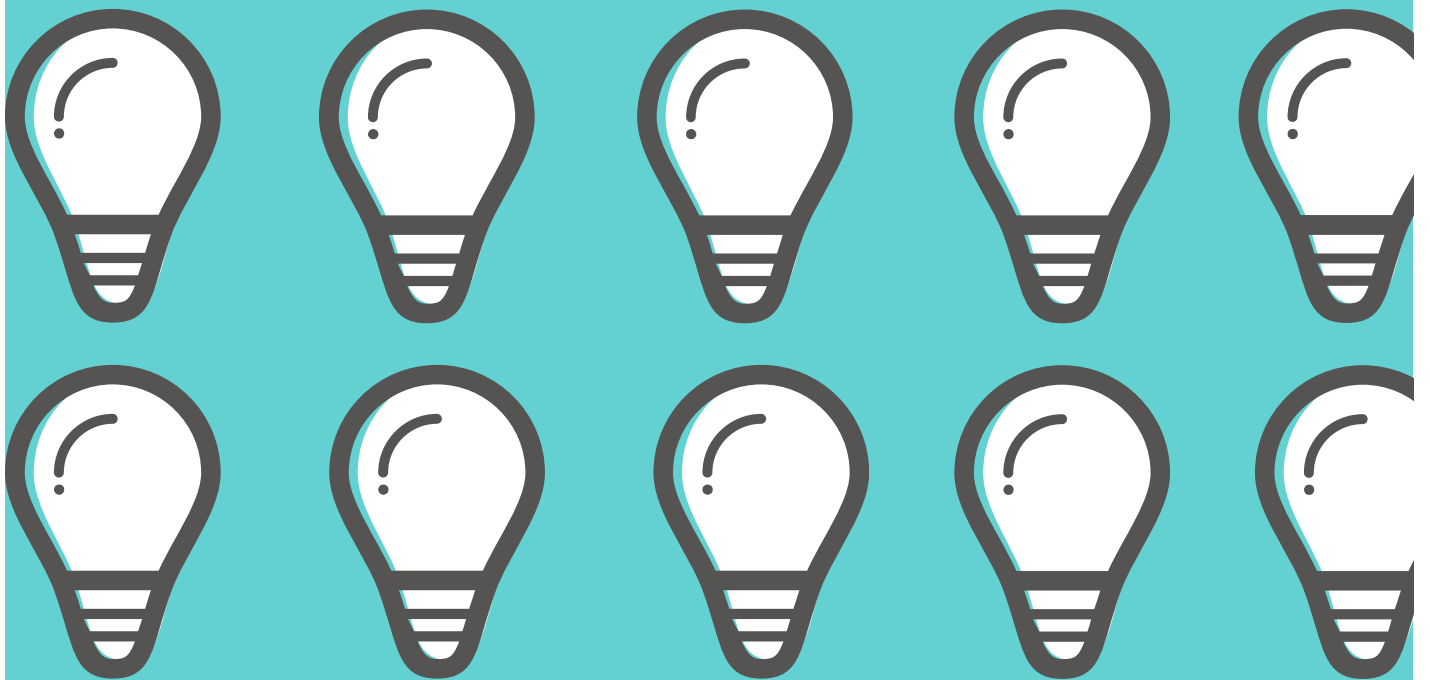
TABLE OF CONTENTS

INTRODUCTION

The EDUSENIOR guidebook was created as part of the EduSenior project within the framework of funding received from Iceland, Liechtenstein and Norway under the EEA Funds - Education Program. The project was coordinated by the NOVA Foundation from Gdansk, and its partners were the Bjerkaker LearningLab from Norway and the Senior Club "Wzgórze Radości" from Gdansk.

The guide focuses on analyzing the determinants of senior education and presents the Study Circle method as an effective educational tool that fosters the active participation of seniors in the learning and skill development process. The guide also provides information on various dimensions of senior education in Norway, examples of which can become a source of inspiration for senior educators in Poland and Europe.

The different sections of the guide will guide the reader through various aspects of senior education, from understanding the global phenomenon of aging, to discussing the specifics of senior education and the differences between senior education and adult education, to presenting the theory of geragogy as a foundation for developing educational programs for seniors.

The guide presents relevant information on the Study Circle educational method - from its origin, to the principles of its operation, to practical tips on the organization and management of Study Circle and the role of the leader and participants in this form of education. The guide also describes good practices related to the implementation of the Study Circle method in senior education organizations that participated in the EduSenior project.

The guide also discusses other dimensions of senior education in Norway, such as learning by doing and social cooperation, senior volunteering, peer learning and future workshops.

We hope that the handbook will serve as a valuable guide for all those involved in the process of educating the elderly and for those who wish to create more accessible and effective educational programs for seniors, supporting their activity, development and fuller participation in society.

EduSenior Project Team

DETERMINANTS OF EDUCATION OF THE ELDERLY
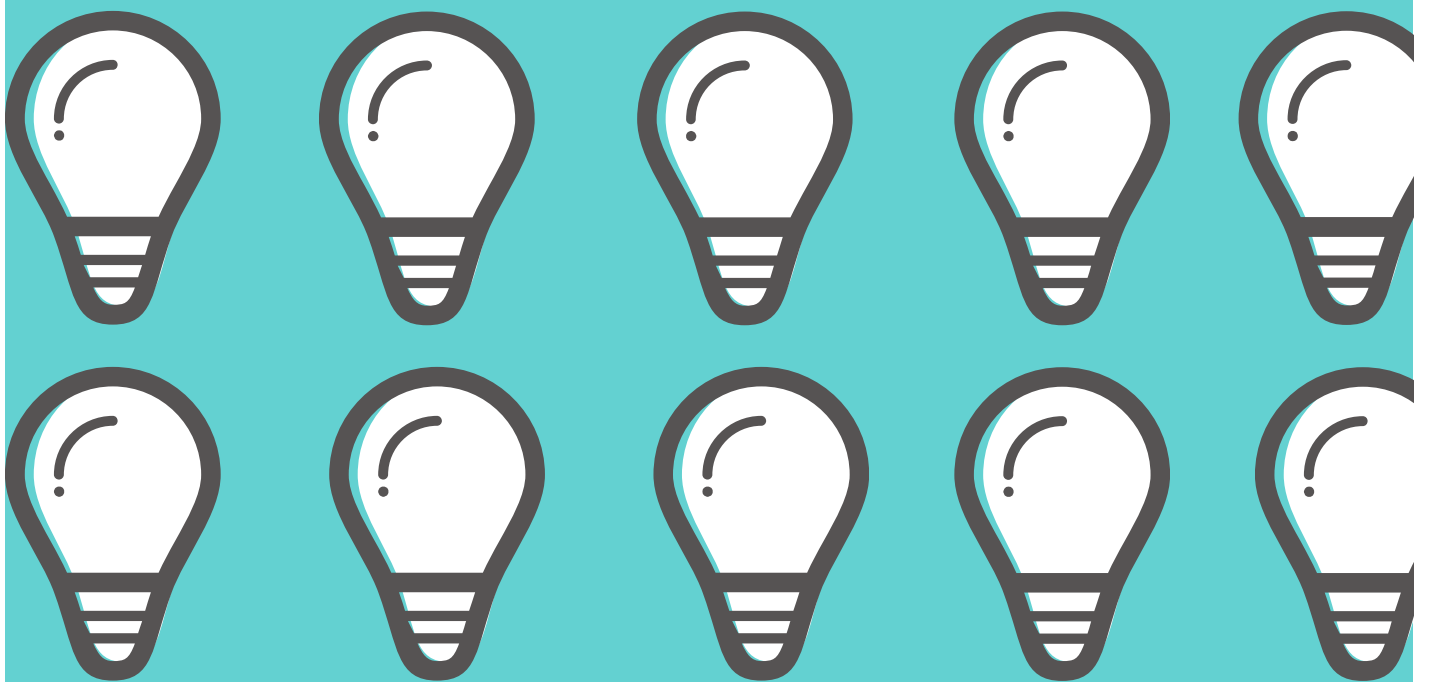
DETERMINANTS OF EDUCATION OF THE ELDERLY

The world is aging, or what the Silver Tsunami is

The World Health Organization indicates that by 2030, 1 in 6 people worldwide will be 60 years old or older. By 2050, the global population of people aged 60 and older is expected to double (2.1 billion). The number of people aged 80 or older is growing even faster. Older people already make up about a quarter of the population in many countries, including Japan, Italy and Germany, Poland.

The process known as population aging - began many years ago in high-income countries, but today, population aging is increasingly affecting low- and middle-income countries as well. Population aging is therefore an irreversible global trend, an inevitable result of the demographic transition involving a trend toward longer life spans and a reduction in the number of people in families formed by younger generations.

The trend of rapid population aging has been dubbed the "silver tsunami." The wave of the "silver tsunami" is becoming more widespread and extremely difficult to ignore, and countries and societies around the world must prepare for this challenge and adapt to the changing needs, expectations and opportunities of seniors and their growing numbers.

Specifics of Senior Education

A consequence of the "Silver Tsunami" phenomenon is the need to understand and adapt education aimed at seniors to their needs, capabilities and expectations. A deeper understanding of the peculiarities of senior education and the adaptation of educational methods and tools to the needs of seniors are becoming key to creating a more inclusive and comprehensive education system.

Senior age is a time when many people's lives are undergoing significant changes and adjustments. Some of the most significant changes include.

- **Retirement -** for many people, the time of retirement or reduction in work activity often means the end of regular work and more leisure time at their disposal.
- **New opportunities -** However, retirement can open the door to new opportunities , it is a time when senior citizens can pursue their passions, travel, engage in volunteer work or take up new hobbies.

- **Health and care** - as we age, new health challenges and the need for more self-care can arise. Regular health checkups, medical care and attention to a healthy lifestyle become increasingly important in a senior's life.
- **Social** changes-Senior age can also be associated with changes in social life. People in this age group may become caregivers for their grandchildren or parents, participate in social activities or play various roles in the community.
- **Personal development-Senior** age can also be a time for reflection and personal growth. Seniors can focus on deepening their interests, developing their skills or even taking on a new educational challenge.
- **Interpersonal** relationships-Changes in professional and social life can affect interpersonal relationships. Senior citizens have more time to spend with family and friends and build new social relationships.
- **Loneliness** - a common attribute of senior age is loneliness, which greatly affects both the physical and mental state of seniors.
- **Learning ability** - as we age, our ability to learn changes, and some of our physical conditions change-we need glasses to see well, and the rooms where education takes place need to be lit, our ability to listen deteriorates, our memory deteriorates, etc. All of this influences the need for seniors to change their learning styles and the ways and forms in which educators teach.

The aging of the population leads to the need for educational systems to adapt in terms of goals, as well as teaching methodologies, to the specific needs and expectations of seniors.

Goals of Senior Education

Education of seniors aims not only to provide knowledge, but also to stimulate mental activity, social integration and improve quality of life. According to a study by Altman and Everhart (1986), the main goals of senior education include:

- **Personal development:** The knowledge that seniors acquire can serve as a tool for developing interpersonal skills, self-knowledge and self-esteem.
- **Increasing adaptability:** Educating seniors can help them adapt to life's changes, such as retirement, illness, or the death of loved ones.

- **Social activation:** By participating in educational activities, seniors have the opportunity to build social relationships, share experiences and participate in community life.

Theories and Models of Senior Education

There are several theories and models that seek to explain the process of senior education and its impact on quality of life. One of the most well-known theories is the theory of social (sociological) activism, which emphasizes the importance of social activity in maintaining the mental and physical health of seniors (Cumming and Henry, 1961). Another popular model is the personal development theory, which focuses on the personal and spiritual development of seniors through lifelong learning (Erikson, 1963).

Definitions of Senior Education

The definition of senior education can vary depending on context and perspective. According to the European Association for the Education of Adults (EAEA), senior education includes "all forms of learning that people undertake at an older stage of life" (EAEA, 2016). And according to the United Nations (UN), senior education is "a process that enables older people to participate in social, economic, cultural and political life and gives them the opportunity to maintain their independence" (UN, 2002).

Differences between senior education and adult education

Life Context

One of the main differences between senior education and adult education is the life context of the participants. Adult education typically includes people ranging in age from young adult to middle-aged, who often learn because they need to acquire new professional skills or for personal development. Senior education, on the other hand, focuses on older adults who may be past their working lives and whose motivations for education include personal development, social integration or satisfying intellectual curiosity.

Goals of Education

Adult education often focuses on achieving specific goals, such as gaining professional qualifications, advancing in a career or improving communication skills. Seniors' education goals, on the other hand, can be more diverse and include personal development, maintenance of mental and physical health, social integration and satisfaction with life after retirement.

Specific Needs and Expectations

Older adults often have specific needs and expectations that differ from those of younger adults. These may include age-related health problems that can affect their ability to participate in educational activities. In addition, older adults can expect more flexible class times and learning methods that are tailored to their pace of learning.

Challenges of Social Integration

Social integration is an important aspect of both adult education and senior education. However, for seniors who often experience life changes, such as the loss of a life partner or friends, social integration can be especially important for maintaining mental and emotional well-being.

Restrictions on education of seniors

Education of seniors is fraught with many limitations and challenges, among others.

- **Health problems:** the elderly often struggle with various types of health problems, such as mobility limitations, vision or hearing problems, dementia, etc. These problems can hinder participation in educational activities or affect the effectiveness of the learning process.
- **Technology divide:** In today's world, many educational programs rely on technology, which can be a challenge for some older people who are not familiar with computers, smartphones, or the Internet. A lack of digital skills or a reluctance to use modern technology can be a barrier to accessing online education or other forms of distance learning.
- **Financial constraints:** for many seniors, an undersized and inadequate pension can be a significant constraint on participation in fee-based education.
- **Lack of resources and support:** Many communities today lack sufficient educational programs for seniors and adequate support for seniors who want to learn. Lack of access to appropriate

educational resources, libraries, teachers or mentors can hinder the development of seniors' skills and interests.

- **Mental and emotional challenges:** Aging can be a difficult time for many people due to the loss of loved ones, health changes, or financial problems. These factors can affect motivation and readiness to learn and limit the effectiveness of the educational process.

- **Cultural, linguistic, age differences: The** multiculturalism of societies but also cultural or generational differences (older people may come from different generations) within a community can challenge educational programs that are not always adapted to the diversity of older people. Failure to adapt programs to specific cultural, linguistic or generational needs and contexts can lead to social exclusion and hinder the learning process.

Geragogy-theory of education of the elderly

The term geragogy

The term geragogy is undoubtedly less familiar than "pedagogy" or "andragogy." It refers to the specialized management of the teaching and learning process of the elderly. The term is derived from the Greek words "geron," meaning old age, and "agogos," meaning leader.

Geragogy is a field of study that originated in the field of adult education. It is an interdisciplinary field of study that examines the learning processes of older adults and develops educational strategies that support their development and lifelong activity.

Geragogy aims to understand the unique characteristics of the elderly and to develop appropriate teaching methods and educational practices for this social group. In its research, geragogy deals with the processes of learning and education in the elderly, taking into account the perspective of both the elderly (education for the elderly) and the educational or care workers who work with them (training in working with the elderly). This includes both the learning process itself for older people and the planning and implementation of educational activities with them.

The main tenets of geragogy include:

- Lifelong learning - geragogy emphasizes the importance of lifelong learning, regardless of age. Older people have the opportunity for continuous personal, social and intellectual development through participation in various forms of education,

- Adaptation to specific needs- geragogy examines the specific needs and expectations of older people in the learning process and develops educational strategies that are appropriate for this age group. This adaptation requires taking into account the physical, mental, social and emotional changes that can occur with age,

- Encouraging intellectual activity- geragogy aims to stimulate the intellectual activity of the elderly by providing them with opportunities to develop interests, acquire new knowledge and skills. Through active participation in the learning process, older people can maintain cognitive function and improve their quality of life,

- Social integration- geragogy promotes social integration of senior citizens through participation in educational programs. Through joint activities, meetings and discussions, seniors have the opportunity to build social relationships, share experiences and participate actively in society,

- Development of pedagogical competence- geragogy also includes the development of pedagogical competence in teachers and instructors working with the elderly. This is because the education of the elderly requires an understanding of the specific needs and characteristics of this age group and the use of appropriate teaching methods that take into account age-related changes.

Principles of geragogy according to T.Tambaum:

- Flexibility in the pace of learning.
- Diversity in relation to sharing life experiences, using connections to learn new material and reinforcing learned material.
- Suitability in terms of applicability.
- Modernity in terms of means, tools, terms.
- Activity and independence.
- Safety in relation to the use of encouragement, respect and kindness.
- Sense of success.
- Sustainability in relation to metacognition and self-help.
- Pleasant and informal atmosphere.
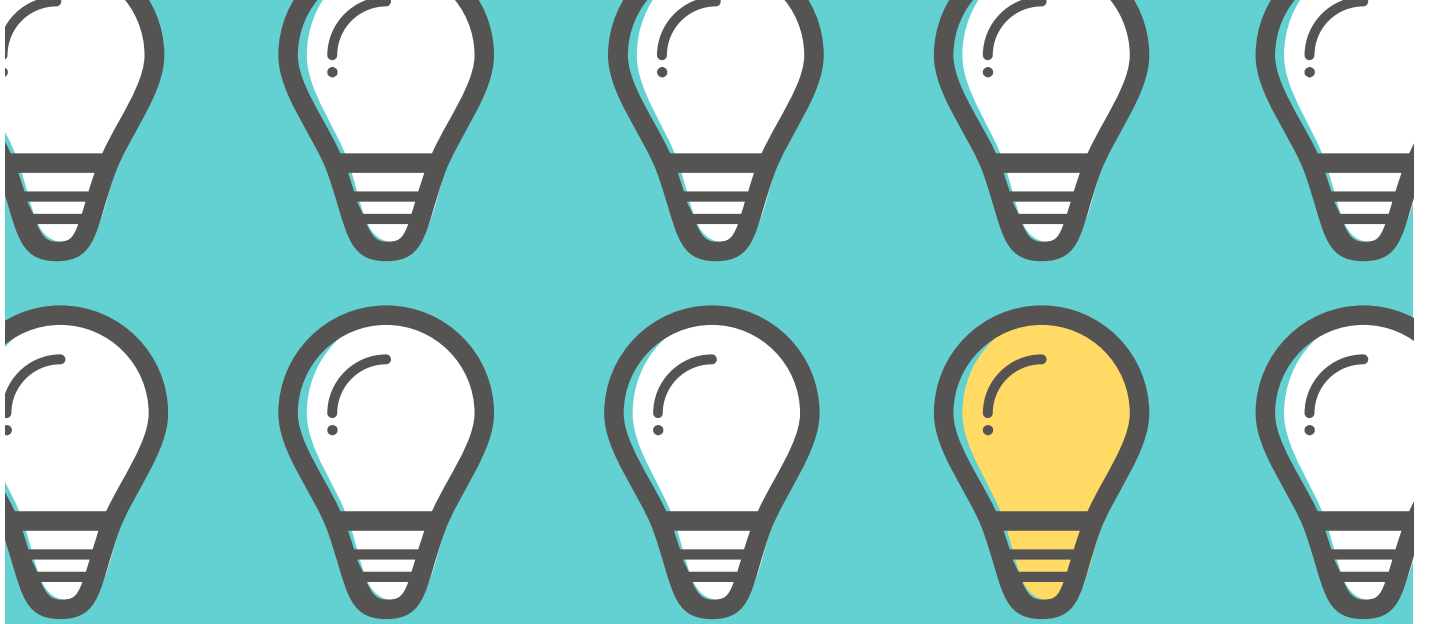
Cultural Geragogy

In the stream of geragogy, a relatively new field is the so-called cultural geragogy, which draws on knowledge from areas such as gerontology, geragogy, educational science and cultural education and management. Cultural geragogy focuses on the cultural education of the elderly, both in terms of content and structure, and its practical application

Cultural education through participation in arts and culture in later life plays an important role in social integration, improving the quality of life and well-being of the elderly. The benefits of cultural geragogy go beyond simply improving artistic skills. They also promote emotional well-being, cognitive function and social connections, and positively affect the overall quality of life of older people. They can significantly contribute to preventive health care and cognitive stimulation, especially in the context of the growing popularity of the concept of "creative aging."

Cooperation in this area is growing in European countries, with examples including the European Network on Culture and Aging (2005-2008) and the Long Live Arts Manifesto initiative (2016).

Sources:

1. Altman, I., & Everhart, D. (1986). The Elderly as Learners. Educational Gerontology, 12(3), 219-227.
2. Cumming, E., & Henry, W. E. (1961). Growing old: The process of disengagement. Basic Books.
3. Erikson, E. H. (1963). Childhood and society. WW Norton & Company.
4. European Association for the Education of Adults. (2016). Adult Learning: Too important to be left to chance. EAEA Policy Paper.
5. United Nations. (2002). Madrid International Plan of Action on Ageing.
6. Greene, R. W., & Brookfield, K. (1996). Education, adult education, and lifelong learning: Theory and practice. Taylor & Francis.
7. Cavanaugh, J., & Blanchard-Fields, F. (Eds.). (2005). Adult development and aging. Thomson/Wadsworth.
8. Tambaum T. Elderly learners in combined-age learning groups picking up on new professional skills (2014)
9. Long Live Arts- Manifesto Feel The Arts (2016)

STUDY CIRCLE METHOD
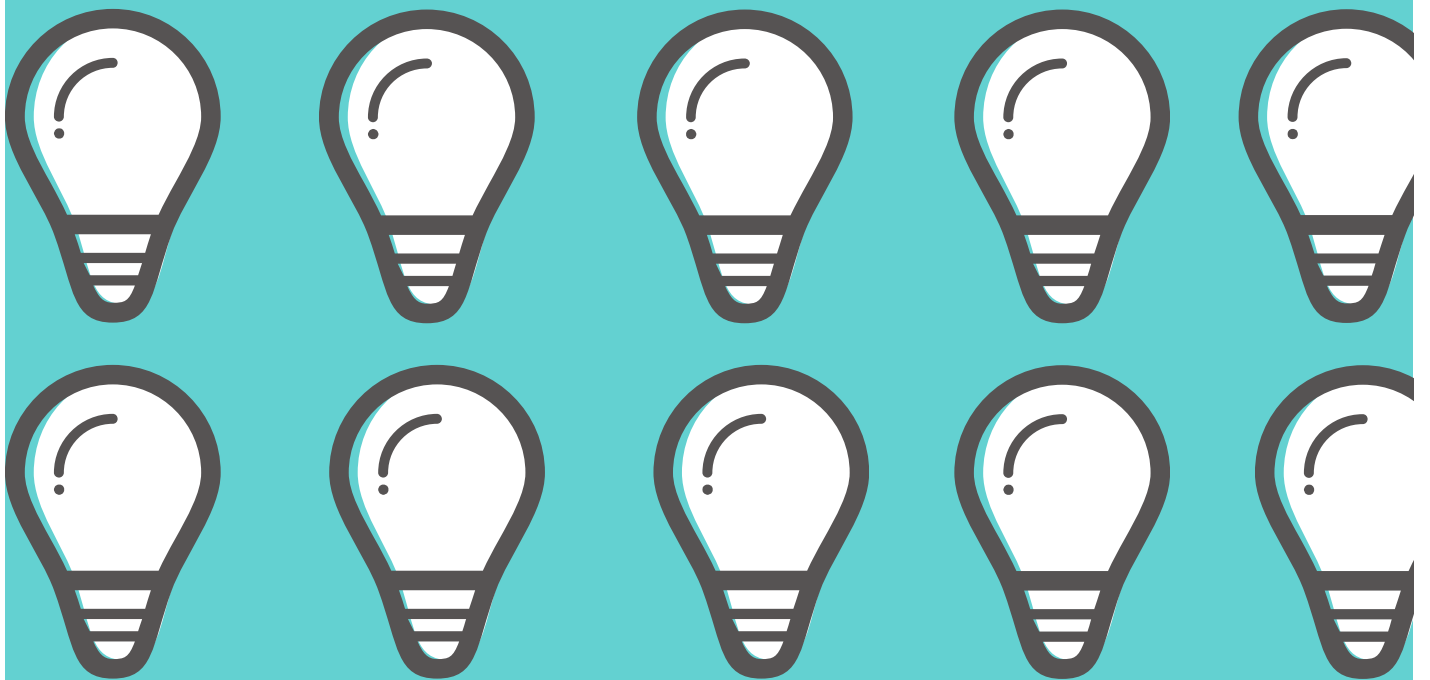
STUDY CIRCLE METHOD

Where did Study Circle come from?

The literature on the subject does not clearly indicate where the Study Circle method originated. However, it certainly found its application in the US in the 1870s. At its peak in 1915, some 700,000 people participated in 15,000 Study Circles in the US. Study Circles at the time were associated with labor unions, cooperatives, and political movements, and were conducted to educate their supporters. The Study Circles method was also used on a large scale by the Swedes, initially also as part of the activities of political movements. Then in 1902. Oscar Olsson described the Study Circle method in detail and it was implemented in the Swedish education system. These were times when Sweden was a poor country, and Study Circle proved to be a method of education that met the requirements of the time, among others.

- was cheap enough that no one had to refrain from learning for economic reasons *(people learned in small groups, often at home, learning materials were scarce),*
- was simple to implement and widely accessible *(anyone could join, regardless of their previous experience and educational achievements),*
- Instead of a qualified teacher, it required a leader *(the group leader was an organizer and had no theoretical qualifications, and participants learned from each other),*
- gave participants equal rights and responsibilities *(participants experienced a sense of community and identity, learned to show respect for others, accept failure and share responsibility),*
- allowed participants to express themselves and share their experiences about the topic they were addressing *(the knowledge gained was often directly related to their daily lives, responding to their identified needs),*
- focused on the accumulation of participants' knowledge *(participants had no prior theoretical qualifications, but extensive practical experience),*
- encouraged exploration and further exploration of the topic at hand *(participants learned to discuss, argue),*
- also assumed that the book and the library should have a central role in exploring the subject matter covered.

What is Study Circle?

The simplest definition of a Study Circle is the one proposed by O.Olsson, who defined a Study Circle as a circle of friends who meet to discuss problems or topics of common interest. According to Olsson, the essence of a Study Circle is the spirit and atmosphere, leading to continuous exploration rather than the accumulation of factual knowledge.

Study Circle is a form of group learning that is gaining popularity because of its interactivity, efficiency and flexibility. The method involves people interested in gaining knowledge on a specific topic meeting regularly in small groups and exploring a topic of interest together.

The work of the Study Circle is based on drawing on the knowledge and experience of individual members, which allows for a diverse perspective on the topic under study.

Study Circle usually consists of five to twenty participants. Fewer than five makes it difficult to have a good discussion, and more than twenty makes it difficult to hear everyone. However, the most common Study Circle size is a group of seven to 12 people. Participants usually meet several times to discuss a social or public issue, or to study a particular academic, cultural or personal topic. Multiple sessions and meetings generate continuity and camaraderie within the group.

The method imposes no restrictions on the choice of topics covered. Complex topics are broken down into manageable chunks, and controversial issues can be discussed in depth. The jointly set objectives of the meetings and the plan and content of subsequent meetings are the initiative of the entire group. The group develops operating rules and shares responsibility for achieving the set goal.

The most significant feature of Study Circle is, that in this method of education there is no function of a teacher, instead of which there is a leader who organizes the learning process, keeps the participants focused on the chosen topic and makes sure that the group's discussions follow the direction chosen by the participants. The leader is a member of the group and his choice is accepted by the group. Sometimes, however, the function of the group leader is performed by a moderator/facilitator or an expert in a specific Study Circle topic area.

The Study Circle method is based on the assumption that each participant has some knowledge and experience to share with others. The knowledge, experience and ideas of individual participants are crucial to achieving the group's goals, such as acquiring certain skills or finding a solution to a particular

problem. In Study Circle, participants act as both learners and teachers, actively contributing to the learning and knowledge sharing process. Study Circle learning, therefore, results from participant involvement.

Study Circle's principles are based on voluntary participation and democratic dynamics. All ideas and opinions are treated equally, and every participant has an equal opportunity to express his or her opinion. The democratic discussion that leads to joint decisions carries as much weight as the content the group studies and discusses.

Study Circle educational materials may include, for example, a list of carefully selected discussion questions, an article or two with a few thoughtful questions to generate discussion, books and videos, or more detailed materials and studies. Each Study Circle adapts the format of the educational materials to its own needs and goals. The educational materials are designed to stimulate dialogue among group participants. The leader/moderator can use a flip chart to record questions and comments, presentations.

An important aspect of Study Circle is the cooperation, participation and mutual respect of participants, which allows the experience and wisdom of all group members to be utilized. All viewpoints are taken seriously, and every member has an equal opportunity to participate. The goal is to deepen understanding of the issue at hand and awareness of the values behind the opinions.

Study Circles can be used, either as a complete educational program or as part of a larger program of activities. They are often used by a specific social group to share common problems and seek common solutions, by organizations to review past results and plan future directions, by decision-makers to identify problems, listen to the needs of citizens and possible ways to meet them, by special interest groups.

Study Circle meetings can be held in any convenient location- a classroom, a park, a conference room or simply in the living room. The model solution is, as the name suggests, that the group sits in a circle with or without tables. Refreshments add to the friendly, relaxed atmosphere.

There is no one right way to organize Study Circle. The method is simple and suitable for a variety of scientific, social or political purposes. Therefore, regardless of the form chosen, participation in Study Circle enables learning that also leads to personal and social development.

What topics can Study Circle cover?

Health

Study Circle can address public health issues and the maintenance of mental fitness in society. It can also serve as a platform for public health campaigns, enabling members to acquire knowledge and skills in both the field and in organizing campaigns.

Democracy and active citizenship

Study Circle groups are ideal for learning about and acting in democracy. Participation in such a group allows for hands-on experience of democratic decision-making processes, learning democratic leadership and organizing community action.

Cooperation and conflict resolution

Study Circles offer the opportunity to experiment with ideas for resolving conflicts and implementing cooperation at the local level.

Conscious consumerism

Study Circle groups can be a place to discuss the origin and environmental impact of the products consumed, as well as the economic aspects of consumption. By discussing these issues, participants can become more informed and responsible consumers.

Family science

Study Circles can serve as a platform for discussing and resolving family life issues that affect different age groups. Organizing such groups can benefit the community and contribute to a better understanding and resolution of family issues.

Neighborhood renewal

Study Circle can be a tool for revitalizing and renewing local communities by engaging residents in discussions and solving problems related to their neighborhoods.

Policy making

In some cases, political organizations use Study Circle to train their members and develop policy agendas. Working in such groups can lead to a better understanding of political processes and influence policy-making.

NGO building and volunteer work

Study Circle groups can be useful when building new NGOs or volunteer organizations, enabling joint planning and implementation of goals and sharing of responsibilities among participants.

Hobbies and interests

Study Circle can be a great place to share passions and interests. The group can focus on different hobbies, such as photography, cooking, handicrafts, travel or sports. Participants can exchange knowledge, experiences and ideas about their favorite activities, which can lead to deepening interests and developing new skills in a particular field.

What institutions can use the Study Circle method?

NGOs

Non-governmental organizations can form a Study Circle as part of their educational or social programs. For example, they can be organizations involved in adult education, community development, health promotion, cultural activities, etc.

Educational institutions

Schools, universities, adult education centers can organize Study Circle as an additional form of learning for their students or pupils, as well as for people outside the institution who want to continue their education.

Neighborhood Houses and Clubs

Study Circle can be used by houses and neighborhood clubs as an effective tool to educate and integrate local community residents. At Study Circle, community residents have the opportunity to come together to deepen their knowledge, share experiences and discuss important issues affecting their neighborhood or neighborhood. Through the organization of Study Circle, houses and neighborhood clubs can build social ties between residents, promote community activism and involve people in local initiatives and projects.

Senior organizations

Senior citizen clubs, retirement homes and other organizations for the elderly can use Study Circle as a form of senior citizen activation. It is a place where seniors can share their knowledge and experience, develop interests and maintain an active lifestyle.

Companies and enterprises

Companies can use Study Circle to develop the skills of their employees through training programs or to promote integration and collaboration in the workplace.

Public institutions

Government organizations, municipal offices, public institutions can organize Study Circle to promote active citizenship, health education, social dialogue or public policy making.

Social groups

Informal social groups, groups of residents, local initiatives can form Study Circle as a form of social action, exchange of knowledge and experience, and community building.

Housing communities and cooperatives

Housing communities and cooperatives can organize Study Circle as a way of building community ties, solving local problems and jointly planning activities to improve the quality of life in the neighborhood.

Churches and religious organizations

As part of pastoral and educational activities, churches and other religious organizations may organize Study Circle as a form of spiritual and social development for their members.

Cultural organizations

Museums, libraries, cultural centers can use Study Circle to promote interest in culture, history, art and other fields through education and discussion.

Self-help groups

People struggling with various problems or challenges in life can form a Study Circle as a form of emotional support, sharing experiences and finding solutions.

Who are the Study Circle participants?

Adults

Study Circle is an ideal place for adults who wish to continue their education outside the traditional school framework. It's a place where they can share their knowledge and experiences, grow intellectually and socially, and deepen their interests in an atmosphere of open discussion and collaboration.

Seniors

For seniors, participating in Study Circle can be a way to actively participate in society, share their life wisdom and continue learning later in life. It's also an opportunity to make new contacts and maintain an active lifestyle.

Youth

For young people, Study Circle can provide an additional learning opportunity outside the school program. It's a place where they can develop their interests, deepen their knowledge in their chosen fields and improve their skills, as well as participate in inspiring discussions with people with similar passions and goals.

Those interested in specific topics

Study Circle can be suitable for groups interested in a variety of fields, such as health, democracy, active citizenship, peace, conscious consumerism, family science, neighborhood renewal, policy-making or NGO building. It's a place where they can deepen their knowledge on a chosen topic, share experiences and engage in community activities.

Employees

Study Circle offers employees the opportunity to deepen their knowledge related to both their profession and non-professional interests. It is an excellent opportunity for professional development, exchanging experiences with other professionals and broadening horizons in areas relevant to their careers and personal lives.

Unemployed persons

For the unemployed, Study Circle can provide support in their job search or career change. It's a place where they can grow professionally, build new skills and improve their qualifications, and network with other job seekers.

People at risk of poverty

Study Circle can be a valuable tool for disadvantaged people. By participating in such groups, they can improve their professional skills, develop social skills and increase their employability, which can help them get out of poverty and improve their quality of life.

Migrants

Study Circle can also be dedicated to migrants who want to integrate into the local community, learn the language and gain knowledge about the culture and social norms of their new country. Study Circle is an opportunity for them to interact with local residents, develop language skills and share their own migration experiences. Study Circle participation helps migrants better understand the workings of society and builds their sense of belonging in their new environment.

Sources:

1. Bjerkaker S., Summers J. "Learning democratically. Using study circles"; NIACE 2006
2. Bjerkaker S. "Changing Communities. The Study Circle - for learning and democracy"; CIEA 2014
3. Kindstrom C. "The Study Circle Method"; Studieforbundet Vuxenskolan 2002.
4. Good Practice Guide on the example of the project "SPLOT - self-study workshops using the Study Circle method"; Generation Foundation
5. Study circle. A Swedish method of adult education, CRIS Center for the Development of Social Initiatives
6. https://www.rfilc.org/library/the-study-circle-method/
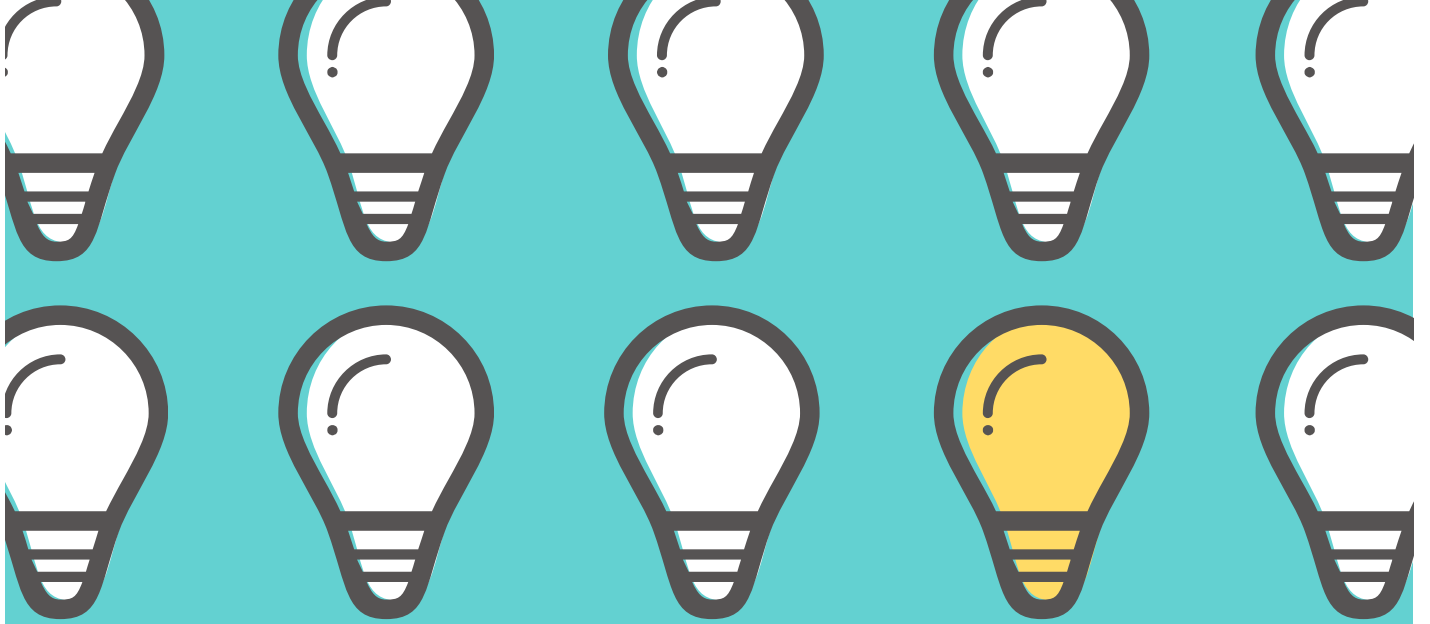
STUDY CIRCLE IN PRACTICE
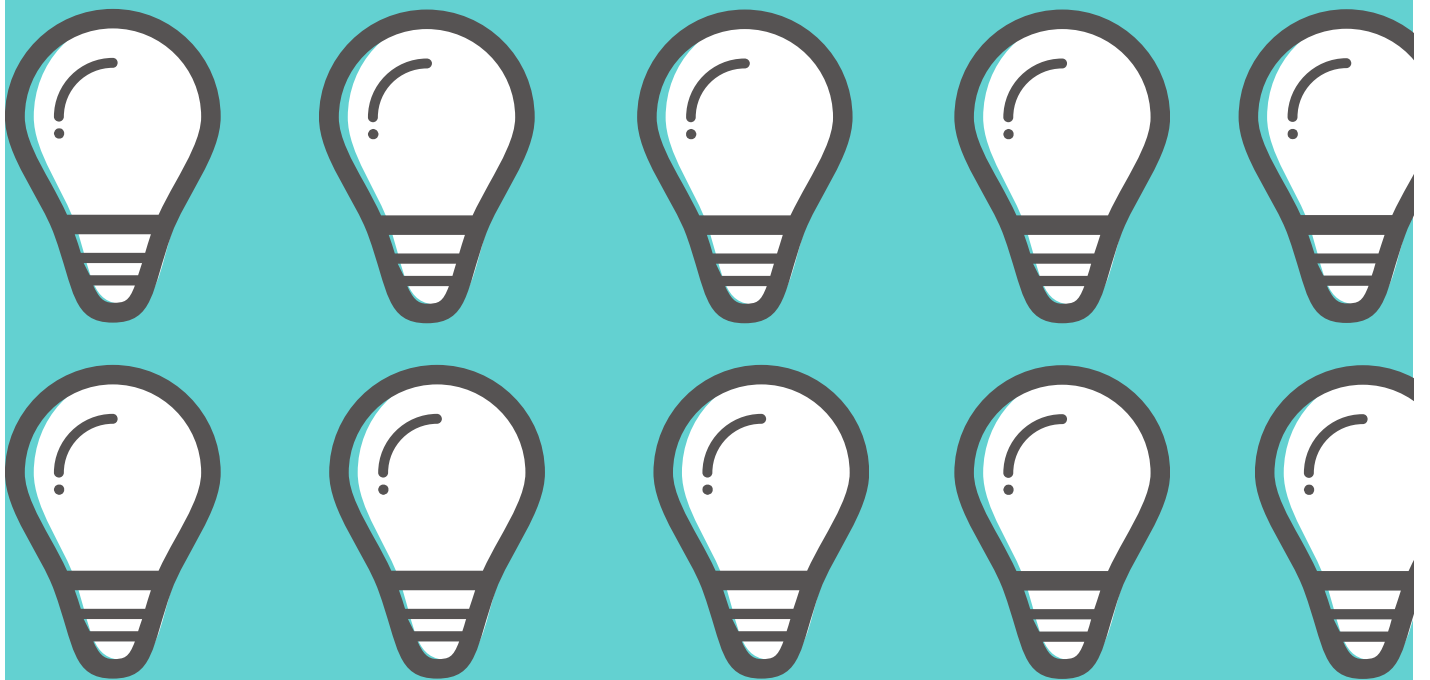
STUDY CIRCLE IN PRACTICE

Creating a Study Circle

Study Circle a flexible form of education that can be launched in different ways, depending on the context and goals of the group. In practice, two methods of creating a Study Circle are distinguished: **spontaneous and planned.**

Spontaneous Study Circle (bottom to top)

Spontaneous Study Circles are formed naturally, often in response to current social problems or local community needs. Such Study Circles are usually formed as a result of the initiative of a group of friends, neighbors or members of a charitable organization who want to work together to solve a specific problem or achieve a common goal.

The basis for spontaneous Study Circles is community involvement and a willingness to cooperate and act together. Often these groups do not require overly complicated organization or paperwork, which makes them more accessible and open to a variety of people.

Planned Study Circle (top to bottom)

Unlike spontaneous ones, planned Study Circles are formed in a more formal and structured manner. They are usually the initiative of educational institutions, such as NGOs, third-age universities, senior citizen clubs, community education centers or adult education organizations.

Planned Study Circles are often conducted as part of specific educational programs and are promoted through course catalogs, advertisements and other means of communication. They are usually led by qualified leaders who are responsible for organizing classes, preparing teaching materials and coordinating the group's activities.

Stages of Study Circle organization and management

Organizing and managing a Study Circle is a flexible process that can take different forms depending on the goals, social context and preferences of the participants. The following is basic information on Study Circle management organization.

Determining the purpose and topic

The first step is to clearly define the purpose of the Study Circle and the topic to be discussed at the meetings. This could be to solve a specific social problem, to learn on a specific topic area, or to share knowledge and experiences with other participants.

Recruitment of participants

The next step is to recruit participants. This can be done through invitations to people interested in the topic, interviews with neighbors, announcements in local social media or educational institutions.

Leader selection

An important part of the Study Circle organization is the selection of a leader or team of people responsible for managing the group. The leader should be a communicative person, open to the ideas of other participants and committed to achieving the Study Circle goals.

Determine the structure and schedule

After recruiting participants, the structure and schedule of the meetings should be determined. When deciding on the frequency and location of meetings, take into account the preferences of participants and the availability of space.

Provision of resources

The next step is to provide the necessary educational resources and tools to be used during the meetings. These can be educational materials, multimedia presentations, or Internet access.

Start of meetings

Once the structure has been established and resources secured, Study Circle meetings should begin according to the established schedule and plan. The leader or leadership team should ensure smooth organization of the meetings and encourage participants to actively participate and share their ideas.

Monitoring progress

During the Study Circle, it is important to regularly monitor progress and evaluate the effectiveness of the group's activities. This can be done by keeping notes on each meeting and conducting short surveys of participants.

Summary and reflection

At the end of the series of meetings, it is useful to conduct a summary and reflection on the results achieved. Participants can share their insights and suggestions for possible future actions.

It is worth remembering that Study Circle can take different forms and structures depending on the needs and preferences of the participants. The key to success is open communication, cooperation and involvement of all participants.

Study Circle Leader

Leader "primus inter pares"

The Study Circle leader, although treated as "primus inter pares" or "first among equals," plays a key role in the functioning of the group. There are two main functions of a leader that are worth distinguishing.

The first function is the leader's willingness to devote significant time to the responsibilities of running Study Circle. However, it is important to understand that the leader should not and cannot perform all tasks alone. Study Circle is based on collective work, where each participant takes responsibility for the group's progress. The organizational role of the leader can be compared to an indirect combination of the functions of chairman/president and secretary.

The second important function of a leader is to take care of the social and emotional aspects of group functioning. In this context, the ability to build relationships, empathy and cooperation are crucial for effective leadership. A leader's failure to carry out this function can result in the loss of group members, unless relationships within the group are very strong.

A good Study Circle leader:

- He is a good listener; he listens to what members have to say.
- He knows the members of the group, their needs, preferences and tastes.
- Expresses the feelings and opinions of the group, using "we" instead of "I."
- It promotes cooperation and joint efforts.
- It encourages all members to take the initiative.
- He does not make decisions on behalf of Study Circle without express authorization to do so.
- He fulfills assumptions and agreements with the group, trying to keep his promises.
- If criticism is necessary, it seeks to enable the criticized person to change his position or accept criticism with dignity.

Taking care of the social and emotional aspects indicated above is crucial for the positive development of group work. Effective Study Circle leadership is related to the ability to combine organizational and social functions so as to ensure the harmonious and effective functioning of the group.

Three styles of leadership

1. Authoritarian leader

This type of leader acts like a dictator, making decisions on his own and not allowing discussion. He does not allow others to participate or make joint decisions. He usually dominates conversations, does not listen to others and shows no sensitivity to the needs of the group. This kind of leadership is not suitable for Study Circle, where the value of cooperation and exchange of ideas is crucial.

2. Leader laissez faire (letting go)

This type of leader is not involved in leading the group or making decisions. He allows discussions to continue indefinitely, leading to a lack of concrete results. As a result, the Study Circle can turn into a discussion club with no real progress in learning. Laissez faire leadership is not conducive to effective organization and goal achievement.

3. Democratic leader

This leadership style is characterized by respecting democratic principles, actively involving all participants and encouraging joint discussion and decision-making. A democratic leader seeks consensus within the group, listens to others, encourages participation and summarizes discussions, encouraging the involvement of all participants. This model of leadership is most appropriate for Study Circle, but there is a risk that too much democracy can hinder decision-making and goals.

The best Study Circle leader is someone who can strike a balance between an authoritarian, laissez faire and democratic leadership style, adapting to the needs of the group and encouraging effective cooperation and learning.

Four roles of a leader

In order to provide effective group leadership and a valuable learning experience for participants, a Study Circle leader typically needs to perform four key roles simultaneously:

1. **Teacher**

In his role as a teacher, the Study Circle leader represents knowledge and information. He is responsible for communicating educational content, sharing knowledge with participants and leading discussions on the issues discussed. His goal is to support the learning process by providing relevant materials, clarifying difficult concepts and dispelling doubts.

2. **Guide/Advisor**

In a guiding or advisory role, the Study Circle leader represents the organization. He is responsible for ensuring the proper conduct of meetings, organizing the schedule and venues, and coordinating the group's activities. His task is also to provide support to participants, solve organizational problems and motivate active participation in the circle's activities.

3. **Moderator**

As facilitator, the Study Circle leader represents attitudes and guidance. He is responsible for maintaining an appropriate climate during meetings, ensuring equal participation of all group members and allowing the free exchange of ideas. His role is also to resolve possible conflicts, stimulate discussion and ensure that the established rules of cooperation are followed.

4. **Coach:**

In his role as a trainer, the Study Circle leader represents skills. His main goal is to develop participants' competencies and knowledge through hands-on activities, workshops and individual support. In this role, the leader should also be able to identify the training needs of the group, design appropriate activities, and monitor progress toward learning goals. In addition, as a trainer, he should inspire and motivate participants for continuous personal and professional development.

The Study Circle leader must bring the participants together as a team, a community, a group, a collective, and be responsible for the progress of the work. The leader must therefore develop a creative, communicative leadership style to stimulate, inspire and encourage, and sometimes even teach.

Competencies and skills of a leader

Effective group leadership and a valuable learning experience for participants require a Study Circle leader to have both the right personal and professional competencies. Key elements of effective leadership are not only pedagogical skills, but also the ability to effectively perform a variety of roles in the educational process.

Personal competencies such as tolerance, responsibility, communication skills, empathy, flexibility, self-esteem and self-confidence are essential for building trust, motivating participants and effectively managing a group. They also support the development of interpersonal relationships and an atmosphere conducive to learning.

On the other hand, **professional skills,** such as knowledge of adult learning processes, planning and organizing learning activities, the ability to motivate participants to learn, and learner activation skills, are crucial for effective knowledge transfer and achieving educational goals.

Combined with the four roles of a leader described earlier, the relevant personal and professional competencies form a comprehensive set of skills necessary to successfully lead a Study Circle. Each of these roles has its own tasks and goals, but an effective leader must be able to perform all four roles simultaneously, adapting to the needs and nature of the group and the educational context.

Study Circle participants

Study Circle is open to people of all ages who are interested in the topics covered by the group. The common denominator for all participants is the desire to learn, share knowledge and actively participate in society.

Study Circle participation rules:

Equality and democracy

Collaboration and dialogue among Study Circle members are key, where everyone acts as both teacher and student. The focus is on dialogue and discussion rather than one-sided lectures, outside experts or formal presentations. This open field of exchange of ideas allows for the development of diverse perspectives and a deeper understanding of the topics covered during meetings.

Development

The goal of Study Circle is to unleash the potential and resources of its participants, encouraging them to take action and influence the surrounding social reality. Through active participation in discussions and projects, members have the opportunity to develop their skills, discover new passions and realize their own potential. As a result, participants not only gain new skills, but also become more socially conscious and engage in social change activities.

Cooperation and solidarity

Study Circle members work together toward set goals, building "common ground" in their relationships and ideas. This cooperation is based on trust and mutual support, which promotes harmony within the group and effective action towards the set goals.

Autonomy

Study Circle members have the autonomy to explore and shape discussion formats and directions on their own, according to their needs, wishes and assumptions. This autonomy allows them to respond flexibly to the changing needs of the group and creatively explore different topics and perspectives.

Continuity and flexibility

Providing enough time for discussions, allows participants to express a variety of opinions, and avoids individuals withdrawing and being overly pressured to push their point of view. In this context, it is also important that planning is done by the members themselves, who have the opportunity to adapt plans to changing needs.

Active participation of members

The active participation of Study Circle participants is crucial to achieving the group's goals. Through cooperation, dialogue and involvement, each participant has the opportunity to both share his or her knowledge and gain new skills and experiences, leading to the comprehensive development of both the individual and the group as a whole. This involvement in the life of the group allows for the building of strong social bonds and the successful achievement of common educational and social goals.

Study Circle rules

There are many different approaches to the organization and implementation of Study Circles, but despite these differences, there are some common principles that guide their operation. These principles form the foundation on which every Study Circle is based, regardless of its specific purpose or subject matter. These include.

Baseline assumptions

Obtaining unanimity on the Study Circle's goals and concept is crucial to the group's effective work. Clarifying why the group was formed and what goals it is intended to achieve allows the group to focus on joint activities. Developing an action plan and defining the scope of the topic provide clarity on what the Study Circle is to learn and what steps will be taken during the learning process.

Supporting questions: what are our goals? What is the reason for existence? What specific tasks do we have to perform? What do we want to achieve through learning? How long do we plan to spend on it? Do we need (external) resources? How do we intend to work together?

Preparation and planning

Each Study Circle requires some kind of preparation. This may include recruiting participants, selecting study materials, inviting people to the first meeting, and organizing and planning future meetings. The participant recruitment process may include creating announcements, inviting participants to the Study Circle, and selecting people who can bring value to the group. Choosing the right study materials is crucial to the effectiveness of the group. Well-chosen material allows for effective knowledge transfer and skill development.

First meeting

The first meeting is crucial, especially when the participants do not know each other beforehand, or when most of them know each other and only one or two people are "strangers." The organization of the first meeting should be thought out so that participants feel comfortable and welcome. Providing the right atmosphere promotes an open exchange of ideas and cooperation.

Getting to know each other

It is important that participants get to know each other on an equal footing. Sufficient time should be devoted to this process. During the process of getting to know each other, participants can share their interests, skills and expectations of the Study Circle. This allows the group's activities to be better

tailored to the needs of its members. Sharing information about past educational and professional experiences allows for a better understanding of the potential and diversity of participants.

Explanation of goals and objectives

Explaining the goals and objectives of the Study Circle is key to involving participants in the group's activities. Therefore, the Leader plays an important role here. Participants, on the other hand, should have the opportunity to comment, discuss and decide. Open discussion of the goals allows for the development of a common understanding and the involvement of all members. Participants should have the opportunity to actively participate in the goal-setting process, which fosters a sense of shared responsibility for the group's actions.

Planning

The structure and organization of Study Circle meetings should be carefully thought out to ensure the efficiency of the group's activities. Establishing a schedule of meetings and meeting locations enables efficient management of time and resources. Joint discussion of the action plan allows for the development of a coherent strategy for achieving Study Circle goals and effective distribution of tasks and responsibilities within the group.

Meetings

Subsequent Study Circle meetings provide an opportunity to deepen relationships between participants and exchange knowledge and experience. Regular meetings make it possible to continue working on achieving the group's goals and developing joint projects. Sharing responsibility for completing tasks and actively participating in joint activities strengthen participants' involvement in the learning process and create an atmosphere of cooperation.

Productivity

The effectiveness of Study Circle's work can be evaluated through the achievement of set goals and the systematization of acquired knowledge and skills. Regular reporting on the progress of work makes it possible to monitor progress and identify areas for further development. Creating notes and conducting online discussions makes it possible to document the group's activities and keep the dialogue continuing between meetings. In the course of work, it is essential to report progress and systematize the knowledge created by the group.

Learning Process

The Study Circle learning process is an ongoing experience that leads to the acquisition of new knowledge and the development of skills. It is important to understand that this process does not end after the group meetings, but continues in daily life experiences. The pursuit of continuous development and expansion of knowledge horizons becomes an integral part of Study Circle participation.

Study

New knowledge is often born from group exchanges and joint reflection on issues discussed at Study Circle meetings. However, conducting research can also be an effective way to deepen knowledge and broaden perspectives. Seeking information and materials from outside and using a variety of sources helps enrich the discussion and better understand the topics discussed.

Experiences

Participants' experiences are a valuable source of knowledge that can be used in Study Circle learning and skill development. Valuable stories and examples can inspire other participants and contribute to the creation of new knowledge within the group. It is important to appreciate and take into account the diversity of experiences within the Study Circle, which is conducive to building a fuller and more diverse understanding of the topics discussed.

Evaluation

The process of evaluating Study Circle's work should be conducted both during and after the group's activities. Regular reflection on progress and evaluation of the results achieved allow correcting activities and adjusting strategies to meet changing needs. Evaluation should be an integral part of the learning process, allowing for continued development and improvement of the effectiveness of the group's activities.

Adherence to these principles contributes to the effectiveness of Study Circle, supports the achievement of its goals and stimulates the comprehensive and balanced development of participants.

Dimensions of education and skills development in Study Circle

The process of learning and skill development at Study Circles usually takes place in three dimensions. Each dimension enriches the participants' experience and leads to an increasingly deeper understanding of the topics discussed and the acquisition of new skills.

Individual preparation

This dimension refers to the personal involvement of participants who take the time to independently explore the topic discussed in the Study Circle. Each member can prepare himself or herself through reflection, research, literature reading or other activities that will allow him or her to better understand the material before the group meeting. Individual preparation is key to later active participation in discussions and effective exchange of ideas within the group.

Working at Study Circle

Education in this dimension consists of active participation in the work of the Study Circle, where participants share their perspectives, experiences and knowledge on the topics discussed. Through dialogue, discussion and mutual inspiration, each member has the opportunity to develop his or her analytical skills, think critically and gain new insights into the topics discussed within the group. Collaboration in Study Circle also fosters trust and community, which benefits the effectiveness of the educational process.

Gaining knowledge from outside

The third dimension involves the use of external sources of knowledge and expertise that can enrich discussions and deepen understanding of the topics discussed. Inviting experts, using scientific literature, or accessing online resources allows participants to broaden their horizons and deepen their knowledge. Introducing outside perspectives and information stimulates discussions and inspires further search for knowledge.

With these three dimensions, Study Circle becomes not only a place for knowledge exchange, but also a platform for the development of participants' social, intellectual and interpersonal skills. By reaching a new level of shared understanding and skill development, the group strengthens its community and ability to collaborate and communicate effectively.

Practical tips for organizing meetings

1. Bring your cup...

A key component of meetings is the coffee break. No Study Circle meeting is complete without a good coffee break. When we meet in private homes, the host of the evening usually prepares the coffee and sometimes a small treat (or someone from the participants brings it with them). When meeting in public places without kitchen facilities, group members are responsible for bringing coffee in thermoses and sharing it with others. However, always remember your cup!

2. Let's meet outside....

It's a good idea to hold meetings outside of official Study Circle meetings, in places of a different nature, such as your home or workplace. Sometimes it can be easier to start a conversation in a different setting than at official meetings, because the atmosphere is more conducive, and you can even meet in smaller groups. This way of meeting can also help you mentally prepare yourself before official group meetings.

Sources:

1. Bjerkaker S., Summers J. "Learning democratically. Using study circles" NIACE 2006
2. Bjerkaker S. "Changing Communities. The Study Circle - for learning and democracy"; CIEA 2014
3. Kindstrom C. "The Study Circle Method"; Studieforbundet Vuxenskolan 2002.
4. Good Practice Guide on the example of the project "SPLOT - self-study workshops using the Study Circle method"; Generation Foundation
5. Study circle. A Swedish method of adult education, CRIS Center for the Development of Social Initiatives
6. https://www.rfilc.org/library/the-study-circle-method/

Study Circle plan - a resource for educators

STUDY CIRCLE PLAN

Project Title:	
Organizer (*Organization Name)*	
Leading (*First and Last Name)*	
Title Study Circle	
Brief description of Study Circle	
Purpose of Study Circle	
Target group and its connection to the field of senior education	
Prior knowledge of participants required	
Study Circle level (*advanced, intermediate, basic)*	
Key Study Circle Topics	
Materials Needed	
Meeting Place	
Schedule (dates and duration of meetings)	
Learning outcomes	
Ways of assessing learning outcomes	
Certificates	
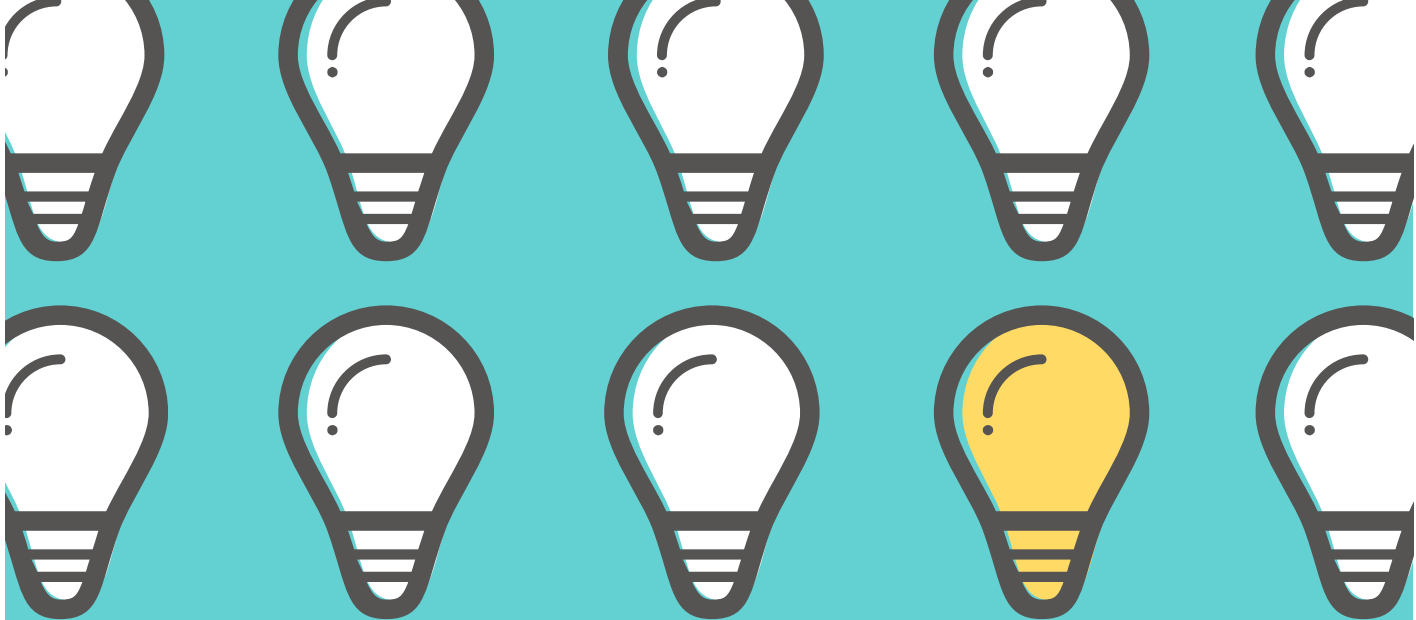
STUDY CIRCLES
GOOD PRACTICES OF THE
EDUSENIOR PROJECT
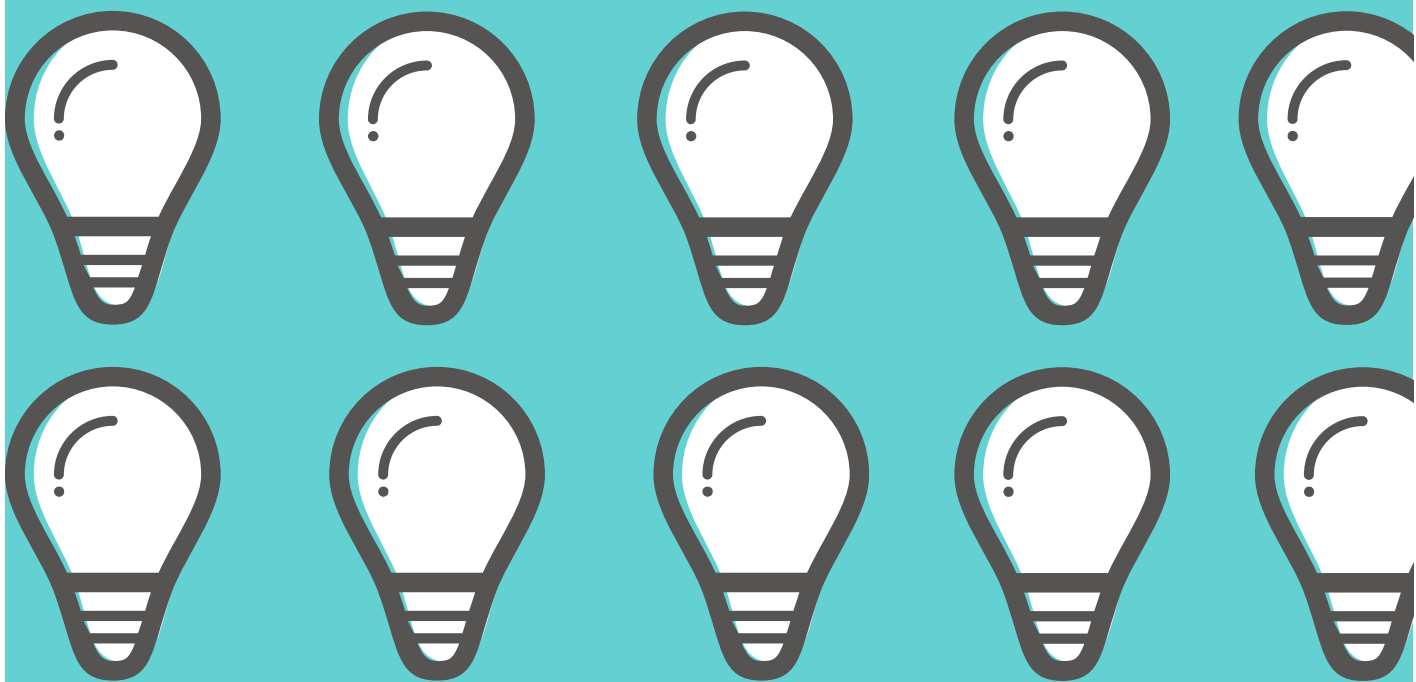
STUDY CIRCLES - GOOD PRACTICES OF THE EDUSENIOR PROJECT

Study Circle "Pretty Flowers"

Description

Study Circle "Pretty Flowers" was an initiative organized within the EduSenior project, led by PERFECT Cultural and Sports Association from Gdansk. The aim of the Study Circle was to reorganize the garden at the Wigor St. Barbara's Day Care Center in Gdansk by arranging the garden according to an established plan and tending it. Study Circle "Pretty Flowers" brought together a group of 10-12 participants who, under the leadership of a leader, jointly undertook tasks related to the care of the garden.

Objectives:

- Shaping the ability to plan, create and maintain a garden.
- Integrate participants by working together to clean up the garden space.

Implementation:

Study Circle was implemented over a 12-week period with regular meetings focusing on various aspects of garden care. Program topics included planning the garden concept, preparing the site, shopping for materials, planting plants, maintenance, and other practical gardening activities.

Effects:

- The garden has been arranged according to the concept, and most of the plants have taken hold, improving the aesthetics of the garden.
- Participants gained knowledge about different types of plants, fertilizers and the basics of garden planning.
- Participation in the project allowed participants to develop organizational, teamwork and communication skills.

Conclusions and Recommendations:

- The Study Circle method proved to be engaging for the participants, integrating them through joint action.
- Study Circle has been an effective tool for shaping self-esteem and developing social and practical skills.

- It is recommended to continue the project in the future, taking into account its versatility and potential in working with the elderly.

Summary:

The "Pretty Flowers" project is an excellent example of using the Study Circle method in practice, bringing numerous benefits to both participants and the community. By working to clean up the garden, participants not only developed their gardening skills, but also built social relations and a sense of community.

Study Circle "Pretty Flowers"

Photos from the archives of the Senior 'Wigor' Day House, Gdansk, 2023

Silver Entrepreneurship - Your Retirement Your New Start

Description

Study Circle "Silver Entrepreneurship-Your Retirement, Your New Start" was implemented at Chelm Neighborhood Club run by NOVA Foundation in Gdansk as part of the EduSenior project. The Study Circle included a total of 5 meetings and focused on organizing educational meetings for seniors aimed at developing entrepreneurship and social activity among seniors.

Objectives:

- Motivation to undertake entrepreneurial activities and social activism.
- Exchange of knowledge and experience in entrepreneurship.
- Social integration of seniors and building relationships within the group.
- Building a social support network for seniors.

Implementation:

Meetings were held periodically, focusing on various topics related to entrepreneurship and social activism. Each meeting had a specific thematic plan and time scope. Participants discussed, exchanged experiences and generated ideas for individual and group activities. The meetings were led by an educator from the NOVA Foundation. The meetings were attended by 5-8 people.

Effects:

- Participants gained knowledge about the essence of entrepreneurship in the lives of the elderly and how it can be implemented in adulthood.
- Participants acquired knowledge of strategies for finding ideas for additional income before or during retirement.
- Participants learned that it is possible to use their skills and passions to supplement their retirement and turn their passions into a source of income.
- They have acquired the skills to identify opportunities and challenges in undertaking entrepreneurial activities.
- They broadened their horizons by exchanging experiences and learning about examples of successful senior enterprises.
- They gained inspiration and generated ideas for their own entrepreneurial activities, such as handicrafts, online sales and organizing social events.
- They gained the ability to build a social support network by networking with other seniors and institutions that support entrepreneurial activities.

- They also gained practical knowledge about fundraising and small grants for social and entrepreneurial activities of seniors.
- Their self-confidence and motivation to take action for their own development and to be active in society increased.

Conclusions and Recommendations:

- The Study Circle method has proven to be an effective educational tool for seniors to gain knowledge, skills and support to achieve their goals in the context of senior entrepreneurship.
- Study Circle meetings fostered the activation of participants and stimulated them to reflect on their own abilities and passions, which translated into ideas for the development of their social and professional activity.
- Collaborating with a variety of experts and mentors who shared their experiences and practical knowledge at Study Circle was crucial to the educational and inspirational value of Study Circle meetings.
- The flexibility of the Study Circle method allows the program to be tailored to the different needs and interests of the participants, making it applicable in different contexts and at different stages of seniors' lives.

Summary:

"Silver Entrepreneurship - Your Retirement Your New Start" is an excellent example of the successful use of the Study Circle method in educational practice for senior citizens. Through a series of five meetings, participants not only explored the secrets of senior entrepreneurship, but also built a strong community based on mutual support and exchange of experiences. The group developed a number of ideas for individual and group activities, which will continue in the future. It is important to continue education on the topic of entrepreneurship, as well as to enable participants to organize meetings and undertake grassroots activities on their own. Study Circle not only raised the level of knowledge and skills of the participants, but also built in them self-confidence and motivation for active participation in professional and social life.
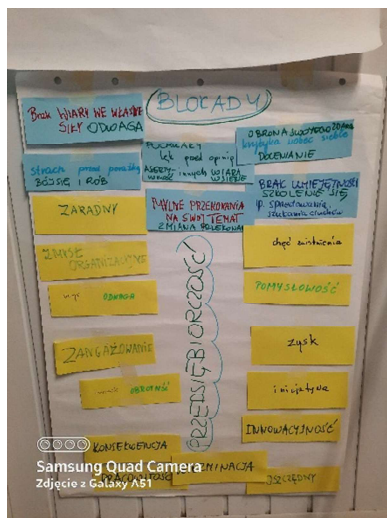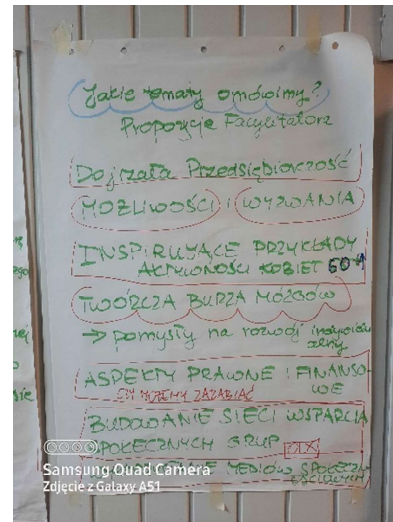
Photos from the NOVA Foundation archives, Gdansk 2023

Culinary club- Tasty Cupcakes

Description:

Study Circle "Culinary Club- Tasty Cupcakes" was implemented as part of the EduSenior project at the Marina Neighborhood House in Gdynia. The club was formed to experiment with the study circle method in a culinary context. This choice was inspired by the availability of a large kitchen and the strong interest of seniors in other culinary workshops held there

Objectives:

- Creating a space to integrate seniors by doing things together in the kitchen.
- Exchange of culinary experiences and recipes among participants.
- To develop culinary skills and expand the repertoire of seasonal dishes.
- Building social relationships through joint conversations and tastings of prepared food.
- Encouraging seniors to actively participate in community life by attending organized meetings.

Implementation:

Five meetings were held, with the participation of 5 to 8 people in each meeting. During these meetings, participants cooked and baked mainly seasonal dishes and cakes, such as plum cake, zucchini, carrot and potato pies, moss cake, baked apples and bananas, and apple pie. The whole group actively participated in the process of cooking, setting the table, talking together while tasting and cleaning up. Each meeting ended with a concluding conversation led by a Neighborhood House animator.

Effects:

- Enriching the atmosphere - during tastings and conversations, other residents of the Neighborhood House joined in, creating an atmosphere of openness and community. The presence of different age groups, from children to seniors, diversified the meetings and fostered the exchange of diverse experiences.
- Participant's art initiative - one of the participants, showing artistic talent, initiated the decoration of the table with decorations prepared by herself. Her contribution to the aesthetic preparation of the dining area added not only taste, but also visual value to the meetings, which certainly influenced the attractiveness and comfort of participation.
- Continuation of meetings - friday meetings within the framework of the Tasty Cupcakes Culinary Club were positively received by the seniors, resulting in plans to continue for the next few months. This willingness to continue testifies to the success of the project and its significant impact on the satisfaction and involvement of participants.

- Increased social activity - through participation in organized culinary meetings, seniors actively participated in the life of the local community. Their involvement contributes to a more open and active environment, fostering social integration and cultural and experience exchange.

Summary:

The "Tasty Cupcakes Culinary Club" project is a successful example of using the Study Circle method in practice, integrating seniors through cooking together and exchanging culinary experiences. Participation in the meetings brought benefits both in terms of culinary skills and strengthening social relations in the local community.

Study Circle "Tasty Cupcakes"

Photos from the archives of Neighborhood House 'Marina', Gdynia 2023

United by Wool

Description:

Study Circle "United by Wool" was implemented as part of the EduSenior project at the Lower City Neighborhood Energy Incubator in Gdansk. This Study Circle initiative arose from the need to integrate the local community by creating together and doing something useful for others. The essence of the study circle is the combination of two main goals: mutual learning and exchange of experience, and implementation of productive activities for the benefit of the local community. Participants in the Study Circle engage in creating items that can be useful to the local community. In the case of "United by Wool" participants knit blankets, hats and other items that can be donated to those in need, such as those affected by the war in Ukraine or disabled children.

Objectives:

- Creating a meeting space for female fiber knitting enthusiasts to exchange experiences and integrate.
- Educate and pass on experience through handicraft activities of seniors to the community
- Building an atmosphere based on looseness, laughter and a lack of whining, conducive to creativity and positive interpersonal relations.
- Preventing social exclusion through community involvement and integration of people of all ages.
- Creating a new senior community based on shared interests and activities.

Implementation:

- The meetings were held at the ISE Lower City Neighborhood House in Gdansk and lasted on average about 3 hours.
- Participants worked together on handiworks such as weaving blankets and creating small garments using the wool provided.
- The works were judged and performed together, which fostered integration and mutual inspiration among the participants.

Effects:

- Increase handicraft skills and self-esteem in seniors through participation in creative activities.
- Creating a community based on common interests and activities, which promotes social integration.

- Generate a warm atmosphere and mutual inspiration between participants, leading to the creation of unique handiwork.

Conclusions and recommendations

- Continuation of the initiative - existing community benefits and participant satisfaction with involvement in Study Circle activities suggest that the initiative is worth continuing. Regular meetings could become a permanent fixture on the local community calendar, helping to integrate and strengthen people-to-people ties.
- Developing partnerships - it is important to seek partnerships with local charities, homeless shelters or other institutions that can benefit from the knitted items. Working with such entities can broaden the impact of the initiative and increase its positive impact on the community.
- Wool sourcing - activities are needed to source wool, including projects, local donors and active involvement of the online community, such as Facebook 'likes' from all over Poland. Using the experience of ladies who independently apply for grants from the Gdansk Senior Fund.

Summary:

"United by Wool" is an excellent example of a successful initiative integrating the community through joint handicraft, educational and integrative activities led by senior citizens.

Study Circle "United by Wool"

Photos from the archives of the Lower City Neighborhood Energy Incubator, Gdansk 2023

How to strengthen work with seniors and senior groups

Description

Study Circle "How to strengthen work with seniors and senior groups" was implemented at the Lower Gate Center run by the Department of Social Development in Gdansk - a new place on the map of Gdansk, which includes the Senior Information and Animation Center. The Study Circle included a total of 4 meetings and focused on the organization of educational meetings for leaders and leaders of Senior Clubs, as well as officials and clerks supporting local communities including seniors, aimed at developing Senior Clubs and social activity among seniors. Number of participants depending on the meeting 8-12.

Objectives:

- Learning the Study Circle method in working with a senior group.
- Exchange of knowledge and experience in working with senior groups.
- Social integration of seniors and building relationships within the group.
- Building a social support network for seniors.

Implementation:

Meetings were held periodically. During the first meeting, a topic was chosen that seemed most interesting and necessary to all participants. During subsequent meetings, they worked together on a model of regulations for senior citizen clubs. Participants discussed, exchanged experiences, worked together to develop a document that included all the most important issues.

Effects:

- Participants gained knowledge about the Activities of Senior Citizen Clubs in Gdansk, their specifics and the challenges involved in running them.
- Male and female leaders acquired knowledge of the Study Circle method, received an instructional video recorded by one of the presenters, a presentation and a publication on the method.
- Participants gained knowledge on how to create bylaws and other documents regulating the work of groups.
- Participants learned how to implement regulations in clubs and the benefits of doing so.
- They broadened their horizons by exchanging experiences and learning about examples of documents governing the work of other senior clubs.
- The group prepared a model of regulations for independent modification resulting from the specifics of a particular senior club.

- Leaders and Women Leaders declared the introduction of new regulations to start discussions on organizational changes in their teams.

Conclusions and Recommendations:

- The Study Circle method has proven to be an effective educational tool for seniors to gain knowledge, skills and support to achieve their goals in the context of running Senior Clubs.
- Study Circle meetings fostered the activation of participants and stimulated them to reflect on ways to introduce regulations in informal senior groups.
- Meeting and exchange of experiences between leaders and leaders of senior citizen circles and officials and clerks on working with informal groups.

Summary:

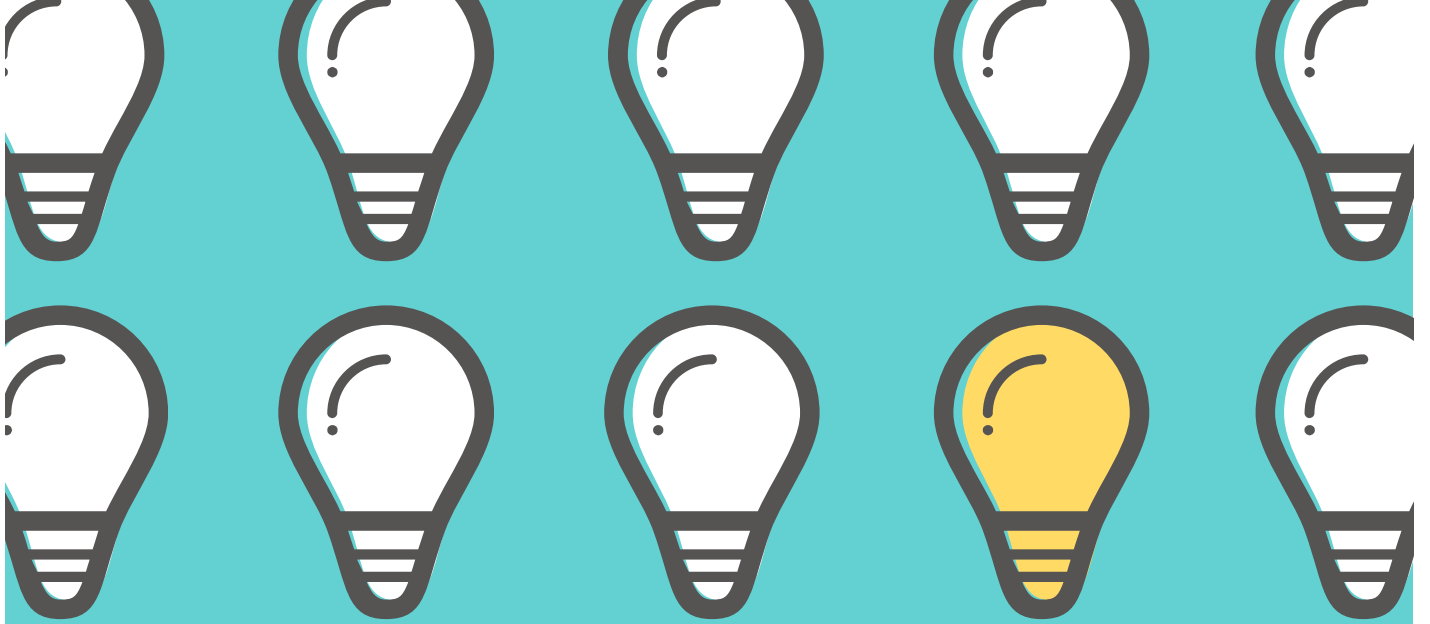Study Circle "How to strengthen work with seniors and senior groups" is an example of cooperation between representatives of informal groups and the office to improve the quality of informal groups.
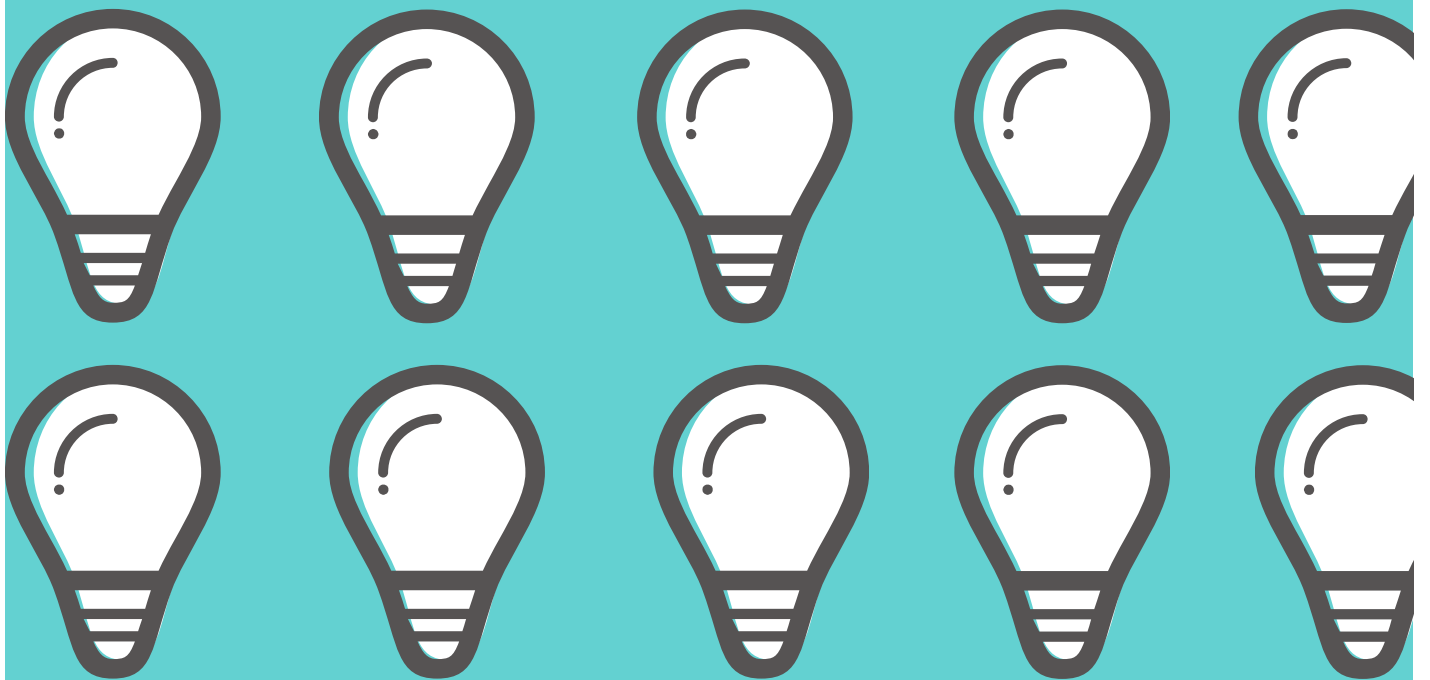
Study Circle "How to strengthen work with seniors and senior groups"

Photo from the archives of the Department of Social Development, UMG, Gdansk 2023

DIFFERENT DIMENSIONS OF SENIOR EDUCATION IN NORWAY

DIFFERENT DIMENSIONS OF SENIOR EDUCATION IN NORWAY

Dugnad - Learning through practice and community collaboration

Dugnad: A Norwegian Tradition Strengthening the Community

Dugnad is a Norwegian tradition that has deep historical roots and plays an important role in Norwegian society. It is the practice of community members joining forces to work together on a project or task aimed at the general good. In a Dugnad, participants work together on various tasks for the benefit of their community, such as cleaning up areas, repairing faults, organizing festivals, and building playgrounds.

Dugnad is not only a way to keep the environment in good condition, but also an opportunity to get to know neighbors better, integrate the community and spend time in an atmosphere of cooperation and conversation. This unique form of social cooperation contributes to building interpersonal ties, effective problem solving and strengthening the sense of belonging to the community.

Participation in a Dugnad is, in principle, voluntary, but refusal to participate in a Dugnad is often frowned upon by other members of the local community.

History of Dugnad

The tradition of Dugnad dates back to Viking times, when communities united with the common goal of building ships, maintaining farms and defending against invaders. The word "dugnad" is derived from the Old Norse language "dugnaðr," meaning "to be useful." Over time, dugnad has evolved into a more organized practice, and is now widely used for a variety of community projects. In 2004, the word "dugnad" was chosen by Norwegians as the "national word" because it best captures the essence of Norway, and can be traced back as far as 850 years.

Dugnad traditions

Dugnad is usually organized by community groups, such as residents' associations, sports clubs or schools. During a Dugnad, participants gather at a designated location and work together to complete a set task. These works may include cleaning public spaces, painting buildings, planting plants or building

playgrounds. A Dugnad is not only a time of work, but also an opportunity to integrate and forge new relationships while taking breaks together for food and conversation.

Dugnad Benefits

Dugnad offers many benefits for both the community and individual participants. By participating in Dugnad, the community can:

- Build social ties by working together on a project.
- Perform tasks that may be difficult for a single person or organization to accomplish.
- Acquire new skills, such as construction, horticulture or event organization.
- Improve the condition of public spaces, making them more friendly to residents.
- Save money for projects by using volunteer labor.

Dugnad Cultural Values

Dugnad is not only a practical form of action, but also a strong symbol of community and cooperation. By working together on a project, community members not only achieve goals, but also build interpersonal ties and foster a sense of community. This Norwegian tradition is not only an effective tool for accomplishing tasks, but also an important element of social culture that contributes to the general welfare.

Dugnad Rules

- Voluntariness of participation: Participation in "dugnad" activities should be voluntary and based on a desire to help and community involvement.
- Common goals: "dugnad" activities should be aimed at achieving a common goal that is of significant importance to the local community or individual.
- Mutual assistance: It is important to support each other and share knowledge, skills and experience in a Dugnad.
- Fairness and equality: all participants in the Dugnad should have equal opportunity and opportunity to participate, as well as the freedom to express their ideas and opinions.
- Responsibility and commitment: Each participant should take responsibility for his or her own actions and actively engage in tasks to achieve common goals.

Examples of Dugnad activities and projects

- **Preparation of green spaces** - activities including planting trees, flowers, lawn care and public gardens.
- **Clean-up actions** - organization of clean-up actions in the estate, housing community, city, beaches, parks or forests, during which the community cleans and beautifies its surroundings,
- **Construction projects and renovation work** - which involves building new community facilities or upgrading existing buildings,
- **Neighborly assistance** - supporting neighbors in various situations, such as moving, shopping or caring for animals.
- **Organization of cultural events** - such as festivals, concerts and art exhibitions.
- **Design of public spaces** - participate in the planning and arrangement of urban spaces, such as parks, playgrounds and recreational areas.
- **Charity actions** - organizing collections of money or gifts for needy people or social institutions, sports teams

Dugnad's educational potential

One important aspect of the Dugnad is its educational potential, especially for children and young people. Through participation in Dugnad, participants can gain new skills and practical experience. Working in a group on a specific project allows them to develop cooperation, communication and problem-solving skills. In addition, Dugnad provides an excellent opportunity to learn social values such as responsibility, commitment and solidarity.

Dugnad learning outcomes

- **Developing Practical Skills**

Activities undertaken during the Dugnad can range from repair work to gardening. Participants can learn how to use tools, how to do a variety of manual work, and how to take care of their surroundings.

- **Learning Social Values**

Dugnad is not only physical labor, but also an opportunity to learn social values such as cooperation, responsibility, commitment and solidarity. By participating in group activities, young people can develop communication skills, learn respect for others, and recognize the importance of cooperation and mutual aid.

- Shaping Environmental Awareness

Joint activities for the environment, such as cleaning up public areas or planting plants, can help create environmental awareness in young people. Dugnad provides an excellent opportunity to talk about environmental protection, sustainable development and caring for the common good.

- Learning about the Diversity of the Community

Dugnad often brings together diverse social groups, which provides an excellent opportunity to learn about cultural and social diversity. Young participants may have a chance to meet people with different lifestyles, beliefs or traditions, which can broaden their horizons and shape their openness to other perspectives.

- Development of Independence and Initiative

Through participation in the Dugnad, participants can develop the ability to take initiative and act independently. Working in a group requires interaction and decision-making, which fosters leadership and time management skills.

- Gaining Experience in Teamwork

Dugnad is an excellent opportunity to learn teamwork and cooperation. Participants learn how to communicate effectively, how to share responsibilities and how to solve problems in a group. These skills are extremely valuable in professional and social life.

- Shaping Attitudes of Responsibility and Commitment

Working for the community during the Dugnad can help foster attitudes of responsibility and involvement. Participating in such activities teaches how to take responsibility for one's actions and how to get involved in the local community.

- Building a Sense of Community and Belonging

Dugnad can contribute to building a strong sense of community and interpersonal ties. By working together for the common good, young people can feel part of something bigger and see the value of joint efforts.

How to prepare a successful Dugnad - practical tips

- **Date and task planning**

The first step is to set a date and identify specific tasks to be completed. Establish a list of tasks in priority order and determine who will be responsible for completing them.

- **Informing the community**

It is important that as many people as possible participate in the Dugnad. Therefore, carefully inform the community about the planned activities. Put up posters, post information on social media, send emails and letters to reach as many people as possible.

- **Clear message and communications**

Make sure all information is clear and understandable. Describe exactly what needs to be done, when and where the Dugnad will take place, what tools will be needed, and what rules apply, such as waste segregation.

- **Division into teams and areas of work**

If possible, consider dividing participants into teams and assigning them specific work areas. You can also schedule different working hours for different groups to avoid having too many people in one place.

- **Provide support and necessary materials**

Make sure all necessary materials and tools are available at the Dugnad site. Organize waste containers, prepare gardening tools, paints and brushes, or other necessary materials.

- **Motivation and appreciation**

Remember to motivate participants and appreciate their efforts. You can organize small refreshments or a meeting after the Dugnad to thank everyone for participating and celebrate achievements together.

Dugnad in Senior Education

Dugand can be a very useful method in educating seniors, which contributes to supporting active living and social integration of the elderly. Through participation in community projects and group activities, seniors have the opportunity:

- **developing social skills -** Dugnad can be an excellent opportunity for seniors to develop social skills such as communication, cooperation and relationship building. By working together on a social project, seniors have a chance to interact with other people their own age and make new friends.

- **experiential learning -** seniors can learn practical skills such as gardening, renovation work or organizing community events, which can contribute to their personal development and satisfaction with their own achievements.

- **maintaining physical activity -** Dugnad often requires physical labor, which can be beneficial to seniors' health. Physical activity during community service can help maintain physical fitness and improve well-being, which is important for their overall health and quality of life.

- **strengthening self-reliance -** participation in Dugnad can be a way to encourage seniors to maintain their independence and be socially active. By engaging in community service, seniors can feel needed and important to the community, which can help improve their self-esteem.

Institutions that can use Dugnad for senior education

- **Nursing homes -** can organize Dugnad for their residents, giving them the opportunity to participate in a variety of social activities and activities.

- **Senior Citizens' Clubs and Councils -** can hold regular Dugnads, during which seniors can work on community projects, as well as participate in various workshops and educational activities.

- **Universities of the Third Age -** can use Dugnad as part of their curriculum, offering seniors the opportunity to engage in community projects and develop their interests and passions.

- **Cultural and Educational Centers-** can organize Dugnad for seniors, which include a variety of activities, such as gardening, renovations or organizing cultural events, which can contribute to the social activation of seniors.

- **NGOs -** can use Dugnad for seniors as an effective strategy to promote social activity and integration among the elderly.

- **Neighborhood/municipal councils -** can use Dugnad for seniors to promote social activity, integration and community development.

Dugnad can be a valuable tool in educating seniors, supporting their active living, personal development and social integration. By participating in community projects and group activities, seniors have the opportunity to develop social competence, learn practical skills and stay physically active. Institutions such as nursing homes, senior clubs and universities of the third age can use Dugnad as an effective tool in working with seniors, promoting their health, social activity and satisfaction with life in later life.

Dugnad in Poland

Although the name Dugnad is specific to Norwegian culture, the idea of collective action for the benefit of the local community is common and present in Poland as well. Despite the lack of this specific name, Polish society often employs similar practices, such as community deed or volunteerism, which aim to develop the local community and improve the quality of life of its residents. Both Dugnad and Polish forms of collective action are based on the values of solidarity, community involvement and the desire to help others. In both countries, there is an awareness that working together and involving the local community are key to building strong social ties and creating a better environment for all residents. Therefore, although the name may differ, the idea of Dugnad also finds its counterpart in Poland.

However, it is worth pointing out that the concept of Dugnad is deeply rooted in Norwegian culture and practiced from kindergarten, while in Poland there is no systemic education in this direction. In Norway, participation in Dugnad is a natural part of social life, while in Poland the initiative is more often the result of an individual's needs rather than a cultural habit. General attitudes toward social involvement also play an important role. According to statistics from the European Social Survey, Norway is a leader in volunteering and social engagement among European countries. More than 60% of Norwegians engage in social activities, while less than 30% of people in Poland do so. Norwegians average three times as many hours per year as those involved in social activity in Poland, despite the fact that Norway's population is seven times smaller. It is society's attitude toward cooperation and involvement that determines the difference in approaches to practicing Dugnad between the two countries.

Senior Volunteerism - Wisdom of Age as a Source of Education

Senior volunteerism is not only an act of social solidarity, but also a valuable resource of knowledge, experience and life wisdom that can be used as a source of education for various social groups but also for seniors themselves.

The Role of Senior Volunteerism in Education:

Senior volunteerism is a unique source of education, as seniors have a wealth of life and work experience that can be passed on through a variety of social activities. Their involvement can contribute to:

- **knowledge transfer -** seniors can share their knowledge with younger generations, passing on valuable information about history, culture, occupation or daily life.
- **skill development** - through participation in volunteering, seniors have the opportunity to develop their interpersonal, communication and organizational skills, which has a positive impact on their well-being and social activity.
- **building an open society** - volunteer activities of seniors foster intergenerational integration and build a society based on the values of solidarity, mutual respect and cooperation.

Benefits for Seniors and Communities:

Participation in senior volunteerism benefits both the seniors themselves and the community as a whole. For seniors, this means:

- **Sense of satisfaction -** active participation in society contributes to a sense of self-worth and satisfaction with one's actions
- **Personal development -** involvement in a variety of volunteer activities fosters the development of social skills, interpersonal skills, empathy, communication, social group work, intellectual activity and mental health,
- **Social integration** - volunteer activities enable new social contacts and integration in the local community,
- **Self-realization and activation -** participation in volunteer activities gives seniors a sense of usefulness, value and activity, which has a positive impact on their well-being and mental health,
- **Broaden horizons** - volunteer activities allow seniors to actively participate in social life, meet new people, places and cultures, which promotes broadening of horizons and development of social awareness.

In turn, for the local community, volunteer involvement of seniors means:

- **wealth of knowledge and experience** - taking advantage of the potential of seniors contributes to expanding the knowledge base and experience of the local community,
- **increase in social activity -** active participation of seniors in community life promotes increased social involvement and the building of social ties,
- **Support in the implementation of social projects** - seniors can provide valuable support in the implementation of various social projects, such as caring for the elderly, organizing cultural events or educational projects.

Examples of senior volunteerism:

- **Mentoring Programs -** NGOs or educational institutions can set up mentoring programs where seniors share their knowledge and experience with younger generations.
- **Care for the Elderly** - seniors can engage in caring for other elderly people, providing emotional support, companionship and assistance with daily activities.
- **Organization of Workshops and Lectures** - seniors can conduct workshops, lectures or thematic meetings where they share their knowledge on a variety of topics.
- **Work in Cultural Centers and Libraries** - seniors can get involved in organizing various cultural events, exhibitions or reading to children.

Institutions that can use Senior Volunteerism as a method of senior education:

- **NGOs -** NGOs can engage seniors in volunteer work for a variety of social, cultural or educational causes,
- **Educational institutions** - schools, universities and cultural institutions can use senior volunteers as a form of intergenerational cooperation and as a source of valuable experience and knowledge for younger participants.
- **Senior organizations -** senior clubs, senior councils and other organizations that bring together senior citizens can conduct various volunteer projects for the benefit of their community and the support of other age groups.

Organizing senior volunteerism - practical tips

- **selection of tasks -** it is important to tailor tasks to the capabilities and interests of seniors to ensure their satisfaction and sense of usefulness,

- **communication and motivation -** it is necessary to effectively inform and motivate seniors to participate in volunteer activities through clear communication, emotional support and appreciation of their efforts,
- **organization of the structure -** it is worth planning an appropriate organizational structure that will enable efficient coordination of activities, division of tasks and monitoring of progress.

Senior volunteering is not only a form of social solidarity, but also a valuable source of knowledge, experience and life wisdom that can be used in the process of education and social development. In Poland, despite the lack of formal educational programs in this area, more and more organizations and institutions recognize the potential of seniors as active participants in social life and builders of civil society. Promoting senior volunteerism is therefore an important step towards building a society based on the values of cooperation, respect and solidarity.

Peer Learning - learning in a peer group

What is peer-to-peer learning?

Peer-to-peer learning is a process where people of similar ages and educational experiences collaborate and learn from each other. It is a form of collaborative and community - based educational practice where knowledge and understanding are jointly constructed. By definition, it is the acquisition of knowledge and skills through the active provision of help and support between peers or matched companions. Peer-to-peer learning, also known as cooperative learning, can be an effective tool in the education of seniors, contributing to their intellectual, social and emotional activity.

Benefits of Peer Learning in Senior Education

- **Exchange of knowledge of experience**

Senior group participants can share their rich life professional and personal experiences, which contributes to mutual learning and development. Through this process, seniors can gain new perspectives and insights on various issues.

- **Stimulation of the learning process**

Active discussion and reflection on educational topics that are discussed in the group stimulate the learning process. Participants are encouraged to think critically, analyze different points of view and seek solutions to problems. This makes the learning process more engaging and effective.

- **Emotional support**

Peer-to-peer learning can be an excellent opportunity for relationship building, mutual support and friendship among seniors. By working together on an educational task, they can develop social ties and a sense of belonging, which contributes to their overall well-being and mental health.

- **Developing interpersonal skills**

Participating in a peer group gives seniors the opportunity to develop interpersonal skills such as communication, cooperation, negotiation and conflict resolution. Through regular interaction with other group members, seniors have the opportunity to improve their social skills and learn from each other.

- **Active engagement**

Peer-to-peer learning engages seniors in an active cognitive process that can counteract social isolation and inactivity. Through regular meetings and joint activities, seniors have the opportunity to develop their cognitive skills, keep their minds active and creative.

- **Support in dealing with challenges**

Peer group education can also be a platform for sharing coping strategies and challenges that seniors may face later in life. Through mutual support and cooperation, seniors can more easily cope with difficulties and overcome obstacles.

Peer-to-peer learning can be a valuable tool in the education of seniors, contributing to their activity, self-realization and good quality of life. Through joint efforts and mutual assistance, seniors can benefit from both developing their skills and building strong social ties within their age group.

- **Social integration and relationship building**

Participating in a peer group allows older people to make new friends and build relationships with others who have similar life experiences. Creating bonds with people of similar age and cultural backgrounds can contribute to well-being and a sense of belonging to the community.

These benefits support the personal and social development of the elderly, contributing to improving their quality of life and enabling them to participate more fully in society.

Examples of peer groups in senior education

Discussion clubs

Discussion clubs are an excellent form of peer group learning for older people. They can focus on a variety of topics, such as literature, history, culture or current social events. Participants have the opportunity to share their insights, analyze texts and exchange views, which promotes active learning and deepening of knowledge.

Craft workshops

The elderly can take part in classes in handicrafts, tailoring, painting or jewelry making. During these classes, participants not only learn new skills, but also exchange ideas and techniques, which fosters creativity and inspires further development.

Computer courses

Computer courses dedicated to seniors are becoming increasingly popular as a form of peer-to-peer learning. During these classes, participants learn computer skills, how to use the Internet, send emails or use applications. In the group, they can exchange tips, solve technical problems and motivate each other to further develop in technology.

Cultural and artistic meetings

Cultural and artistic gatherings are an excellent opportunity to learn in a peer group. They can include visits to museums, art galleries, theaters or concerts. During these events, participants have the opportunity to discuss art, history or culture, exchange insights and opinions, which contributes to broadening horizons and developing interests.

Self-help groups

Self-help groups are an important part of peer-to-peer learning for older people facing specific health or life problems. These can include support groups for people with chronic illnesses, therapy groups, or groups dealing with coping with stress or loneliness. In these groups, participants can share their experiences, mentor each other and motivate each other to continue to grow and adapt to life changes.

All these examples show how diverse and rich peer group learning can be for older people, supporting their personal, social and emotional development.

Future Workshop - Vision of the Future and Creative Education of Seniors.

Future Workshop concept

Future Workshop is a participatory planning method that enables a group of participants to actively design the future by creating concrete visions, strategies and actions. The main premise of Future Workshop is based on the belief that participants have valuable knowledge and experience that can be used to solve problems and shape the future. The method supports the practical and collective creation of visions for the future, based on participants' experience and everyday knowledge. Participants become "social architects," imagining the future in an active and constructive way. The method integrates different types of knowledge and skills, bridging sectors and disciplines, and promotes free communication. Future Workshop is usually led by one or two qualified workshop leaders. It always has a specific theme that connects to participants' daily lives and experiences.

Assumptions of Future Workshop

- Participation - enabling participants to take an active part in the process of planning and shaping the future, leading to greater involvement of the community in making decisions about their own affairs.
- Creating a vision - developing a vision of the desired future together with the participants, which makes it possible to define goals and aspirations on which to focus future actions.
- Problem solving - identifying existing problems, challenges and shortcomings, and seeking innovative solutions and action strategies that will improve the situation.
- Building trust and cooperation - creating an environment conducive to cooperation, dialogue and mutual support between participants, leading to building social ties and strengthening interpersonal relationships. Building partnerships between civic groups and local authorities.
- Strengthening communities - supporting community development by mobilizing local resources and potential, thereby fostering a stronger and more sustainable community
- Integration of different perspectives - encouraging the inclusion of diverse viewpoints, experiences and knowledge of participants, leading to a more comprehensive and balanced approach to planning for the future.
- Acting for social change - developing concrete actions and action plans to realize the developed visions and goals, contributing to positive social change. Stimulating a culture of participation and supporting community development

- Fostering democracy by allowing ordinary people to develop their desires for their personal lives, local communities and society as a whole. A democratic approach and open atmosphere are key to which is reflected in the principle that "no idea is rejected, all views are heard and noted."

Stages of Future Workshop

- **Preparation phase** - the group gets acquainted with each other, learns the rules of the meeting and the topic to be discussed

- **Critique phase** - participants analyze the current situation, identify existing problems and challenges, and critically evaluate the status quo. During this phase, discussion of existing problems and shortcomings is opened. Participants divided into smaller groups write down the problems and systematize them together.

- **The phase of utopia (fantasy)**-participants create together a vision of the desired future without paying attention to the limitations imposed by reality. In this phase, participants are tasked with building a common ideal vision of reality that would address all their needs and solve the problems identified earlier.

- **Implementation phase** - Participants, on the basis of the vision of the future developed in the previous phase, develop a concrete action plan that would allow the implementation of the developed visions of the dream future. The plan includes specific steps, tasks, deadlines and responsibilities.

During each stage of the Future Workshop, it is important to promote open discussion, cooperation and co-determination. This method enables participants to go beyond traditional patterns of thinking and become actively involved in shaping their future.

Future Workshop timeframe and practical issues

1. **Duration -** the workshop usually requires at least one full day, but it is best to allocate two days.
2. **Format** - the workshop can be conducted in traditional form, with participants in person, or digitally, using online tools. The format depends on the preferences and capabilities of the organizers and participants.
3. **Participants** - Participants can be various social groups, such as community citizens, public sector employees, students, business representatives, etc. Participation is voluntary and based on commitment and enjoyment rather than coercion.

4. **Groups and divisions** - In case of a larger number of participants, it is advisable to divide into parallel workshops with different interest groups, for example, students and teachers, citizens and officials. It is also useful to be aware of possible power factions and interest groups.

5. **Presentation of results** - at the end of the workshop, all groups can meet to present their action plans and exchange views. An exhibition and presentation of future activities is also possible.

6. **Collaboration** - the essence of the workshop is cooperation and dialogue between participants, which enables the creation of concrete action plans and solving social problems.

Effects of Future Workshop

- Concrete action for social change toward a more sustainable future.
- Creating new networks and collaborations.
- Mutual learning between sectors and social groups.
- Strengthening the sense of community and trust.
- Building confidence and empowering participants.

Potential for using Future Workshop in senior education

Future Workshop can be used, among others, in senior clubs, senior homes, third-age universities and other non-governmental senior organizations in a variety of contexts to foster activity, self-reliance and a sense of community among residents. Examples of ways to use Future Workshop in senior education include:

- **Designing an activity schedule** - seniors can work together to plan a schedule of various activities and social events, such as cultural classes, craft workshops, club meetings, and going on walks. During the workshop, seniors can discuss their activity preferences and choose the ones that best suit their interests and needs.

- **Establishment of thematic clubs** - seniors can express their desire to establish thematic clubs that will focus on specific interests, such as reading, art, photography, gardening, or cooking. During the workshop, seniors can discuss various ideas for theme clubs and establish rules for their operation.

- **Solving social problems** - seniors can work together to identify and solve various social problems occurring in their environment, e.g. social isolation, inactivity, interpersonal conflicts. During the workshop, seniors can exchange ideas for improving the situation and develop strategies for action.

- **Planning community projects** - seniors can engage in planning and implementing various community projects that will improve their quality of life. During the workshop, seniors can choose project topics, set goals, establish an action plan and assign tasks.

- **Creating Community Living Spaces** - seniors can work together to design various community living spaces such as gardens, clubrooms, and meeting rooms in a senior citizen's home. During the workshop, seniors can discuss different ideas for space design and choose the best solutions.

Sources:

1. Balyaniskova N, Vseteckova J. Markowski M. "Peer learning within community-based programs".
2. Barros de Sales M. Azambuja Silveira R "Learning by Peers: An Alternative Learning Model for Digital Inclusion of Elderly People" Conference Paper - January 2009.
3. Stokłuska E. "Future workshops"; Center for Civic Education
4. https://pol-nor.com/dugnad-pomoc-sasiedzka-w-norwegii/
5. https://www.kedzierzynkozle.pl/pl/strona/idea-dugnad
6. https://www.uef.fi/en/article/peer-learning-boosts-well-being-among-the-elderly
7. https://workingwithnorwegians.com/norwegian-dugnad-or-community-work/
8. https://www.kk24.pl/artykul/20130,setki-znaczen-jedna-idea-slownik-dugnad-czesc-1
9. https://www.kk24.pl/artykul/20144,setki-znaczen-jedna-idea-slownik-dugnad-czesc-2
10. https://publicystyka.ngo.pl/wolontariat-na-swiecie-norwegia-liderem-polska-w-ogonie-informacja-prasowa