

**Table 4. Community-based learning, action and spaces – project results**

No.	Identified problems/obstacles/needs	Recommendations/suggestions for changes
1	<p>Older adults are often represented as a 'burden' in public discourse.</p> <p>Much less they are portrayed as 'AGENTS OF PROGRESS' and respected for their invaluable contribution to the community.</p>	<p>The invaluable contribution of older adults as 'agents of progress' for the wider community should be recognised and rewarded in local communities (with awards, financial incentives for organisations, invitations to events that celebrate national and other holidays, invitations to cultural and other social events). This contribution comes in the form of managing associations for older adults, charitable organisations, U3A, other NGOs, academic and voluntary organisations that are not necessarily connected only with the older adults, projects of mutual help between older adults, mutual assistance and widespread volunteering in situations where especially the third generation provides support and care to the fourth generation – in all these respects, the work of women in particular is invaluable.</p> <p>Find opportunities for recognising older men's contribution to the community – e.g. via the pensioners day centres; create a tradition of setting up signs on buildings, structures and places where people have built or created something or done their daily work conscientiously.</p> <p>Find opportunities for collecting the life histories of older men in your community and how they created it.</p>
2	<p>Lack of male-oriented community programmes and activities</p>	<p>Male-oriented community programmes have the potential to help men to maintain meaningful connections to the activities and roles that they have developed throughout their lifetime. They proved to be important for their identity, well-being as well as mental health.</p> <p>The Men's Shed movement as one of the most-recognised practices of male-oriented community programmes and its achievements should be widely promoted among older men; in cooperation with municipalities these kinds of practices could be introduced and (financially) supported.</p> <p>More generally, local communities should develop more democratic and participatory processes for involvement of older adults in consultation and other practices that would enable them to contribute to the community (including working, cleaning and other community actions) that would not need to happen separately or be segregated from the rest of society.</p>
3	<p>ACTIVITIES AND LIFESTYLE in the first two life stages determine activities and lifestyle in the third and fourth life stages.</p>	<p>Slovenian interviewees who had already been active in their childhood (if they had been raised as such and encouraged by their parents) were also active at present. The active interviewees also had rich life histories, demonstrated greater engagement, critical thinking, and</p>

		<p>evaluated their lives as fulfilling. Such men are often active all their life and are stopped only by illness or death.</p> <p>Social and cultural capital in the first two life stages seems central to the quality of life in adulthood and, more specifically, at old age – similar to how we find education matters for old age (see recommendation no. 9, Table 2.C.2). Lifelong learning programmes provided by educational institutions and (informal) learning programmes should tackle those complex problems not only with educational means, but also with community activities and programmes emphasising the importance of social and cultural capital in the first two life stages for active ageing and longevity.</p>
4	Lack of information on how to participate, where older adults are needed, etc., and better organisation of activities for older adults	<p>Activities and services for older adults (DCA, U3A, intergenerational centres, homes for older adults, etc.) should be connected, coordinated and upgraded with the aim of better integration, cooperation and accessibility for all older adults (also for men and also free of charge). In doing so, local authorities should ensure adequate facilities (most organisations included in the research had inadequate, too small and/or payable facilities that have been unable to develop into lively communities) and co-financing of activities and services that are at present mainly dependent on bureaucratically demanding open calls (public and European) and the market.</p> <p>+Ensure that the necessary information always reaches the target group by determining the channels suitable for the group (direct and individual communication is preferred as the first step for older adults with weak social capital, but other information channels could be useful as well). See also recommendation no. 8 in Table 1.C.2 and recommendation no. 6 in Table 3.C.2.</p>
4	Older adult's spaces are often poorly marked, often invisible and somehow hidden from community members	Properly mark all organisations dealing with older adults as well as those that are older-adults-friendly spaces.
5	A neglected community contribution  Expressed desire to transfer knowledge, skills, life stories, etc.	Strategies should be prepared for transfer of knowledge, practices, skills and competences to the upcoming generation which does not (yet) possess these skills and competences, or the awareness of the importance of community service work and solidarity and the awareness of social welfare and community that the current generation of older adults built in their active working life.
6	Engaging older men	<p>Organise visits/outings of interest primarily to men – e.g. technical fairs, museums, vintage vehicle collections, etc.</p> <p>One possible way to engage older men is to offer them temporary mini tasks. For example, there are fewer old women who have driving licences compared to older men in Eastern Estonia. Tasks of transportation or giving a lift can easily be the first step to be engaged in existing undertakings.</p>