

## RESULT 2

Interviews with seniors about wisdom



**Project: The Pursuit of Wisdom in Adult Education**

No 2020-1-PL01-KA204-082037



**The project selected a NEW PRIORITY included in the activities for 2020  
in strategic partnerships in the Adult Education sector:**

**"Promote Erasmus + to all citizens by offering  
older people education and experience  
sharing activities to build and strengthen a European identity."**

**This priority is in line with the objectives of the SOPHIA project.**

**The project were implement activities supporting the intergenerational  
exchange of knowledge and experience.**

**Activities were include conducting joint intergenerational workshops.**

**SECTORAL PRIORITY - Adult education**

**Expanding and developing the competences of educators and other  
employees supporting adult learning.**

**SOPHÍA - WISDOM**



The problem that the project responds to cross-cultural perspectives on wisdom and adult education. There are few available considerations on the importance of wisdom in the field of adult education. Wisdom enables us to lead a good life - wisdom is a key factor in the construction of a 'good life'".

The problem for which the project corresponds is the low social awareness about this resource. The needs of solving the problem are important from the point of view of the participating organizations and target groups.

The project is based on an analysis of the real needs of participating organizations and target groups: seniors - adults - young people (Intergeneration Learning IG). Seniors must share their wisdom with those who follow. The partnership consists of organizations: Poland, Slovakia, Portugal, Malta. Project partnership are made up of organizations that are active in adult education. Organisations to educating adults in a way that promotes wisdom in a complex world.

## Objectives

The main objective of the project is to enable organizations to develop and strengthen networks, increase their ability to act at the transnational level, exchange good practices on the learning from the wisdom of seniors.

Specific objectives have been defined and will be achieved thanks to partnership experience:

**Objective 1** - Supporting good practices on the intergenerational exchange of knowledge and experience in the transmission of wisdom of seniors.

**Objective 2** - Developing educators' competences in the field of Intergeneration Learning.

**Objective 3** - Increasing the organization's ability to operate at a supranational level – in a COVID -19 situation.





## WISDOM - Interview

**PROJECT: The Pursuit of Wisdom in Adult Education**

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*This Interview aims to gather information on the wisdom. We kindly invite you to in the interview. Please select the answer that best suits your general behavior and thinking.*

First Name/ Pseudonym \_\_\_\_\_

Country \_\_\_\_\_

Please tick as appropriate Are you  Male  Female

60 - 70 years

71 - 80 years

over 81 years

Hello (Name) Can you tell me something about yourself and where you come from  
Self-presentation (country, region, place of residence)

.....  
.....

**Can you share with me your views on this? Your personal wisdom experience**

|           | WISDOM   |  |
|-----------|--|--|
| <b>A.</b> | Wisdom about your own life<br><b>(personal wisdom)</b> |  |
| <b>B.</b> | Wisdom for life in general<br><b>(general wisdom)</b>  |  |

Country context - A moment in your life you would like to share– related to wisdom, experience and knowledge about the topic chosen

Country context (e.g. 1960s or 1970s, 1980s, 1990s or the current situation - COVID - 19 pandemic)

Not everything dies! (Non omnis moriar latin/Horacy) - delivering a message to young people - What can you tell others about wisdom?

.....

.....

The wisdom of the old cannot perish, its versatility and timelessness.

Read the following statements and indicate to what extent you agree with each of them.

| No. | The statements   | Always | Almost always | Neutral | Almost never | Never |
|-----|--|--------|---------------|---------|--------------|-------|
| 1.  | I try to find a humorous side when coping with a major life transition.                                |        |               |         |              |       |
| 2.  | When I'm going through a very hard time, I give myself the caring and tenderness I need.               |        |               |         |              |       |
| 3.  | I try to see my failings as part of the human condition.   |        |               |         |              |       |
| 4.  | When I fail at something important to me, I try to keep things in perspective.                         |        |               |         |              |       |
| 5.  | I am very sensitive to rejection because I often focus on unpleasant events from the past              |        |               |         |              |       |
| 6.  | My life is close to my ideal of life - I know how to tell young people what to do to achieve the ideal |        |               |         |              |       |
| 7.  | I taught my children how to think laterally and look for solutions rather than identify the challenge  |        |               |         |              |       |
| 8.  | I have learnt to wait before I answer to reflect and then take the best course of action               |        |               |         |              |       |



## MADROŚĆ - Wywiad

PROJECT: The Pursuit of Wisdom in Adult Education

Znaczenie mądrości w edukacji dorosłych

Project No 2020-1-PL01-KA204-082037

*Ten wywiad ma na celu zebranie informacji na temat mądrości. Serdecznie zapraszamy na wywiad. Wybierz odpowiedź, która najlepiej odpowiada Twojemu ogólnemu zachowaniu i myśleniu.*

Imię / Pseudonim \_\_\_\_\_

Kraj \_\_\_\_\_

Proszę zaznaczyć \_\_\_\_\_ Jestem  Mężczyzna  Kobieta

60 - 70 lat

71 - 80 lat

powyżej 81 lat

Witam (imię) Czy możesz mi powiedzieć coś o sobie i skąd pochodzisz

Autoprezentacja (kraj, region, miejsce zamieszkania)

.....

.....

Czy możesz podzielić się ze mną swoimi poglądami na ten temat? Twoje osobiste doświadczenie mądrości

|           | MĄDROŚĆ   |  |
|-----------|---|--|
| <b>A.</b> | Mądrość we własnym życiu<br><b>(osobista mądrość)</b> |  |
| <b>B.</b> | Mądrość życiowa w ogóle<br><b>(ogólna mądrość)</b>    |  |

Kontekst kraju – Chwila w swoim życiu, którą chciałbyś się podzielić – związana z mądrością, doświadczeniem i wiedzą na wybrany

Kontekst kraju (np. lata 60. lub 70., 80., 90. lub obecna sytuacja – COVID – pandemia 19)

Nie wszystko umiera! (Non omnis moriar łac./Horacy) – przekazywanie przesłania młodym ludziom – Co możesz powiedzieć innym o mądrości?

.....  
.....

Stara mądrość nie może zginąć, jej wszechstronność i ponadczasowość.

Przeczytaj poniższe stwierdzenia i zaznacz, w jakim stopniu zgadzasz się z każdym z nich.

| No. | Stwierdzenie   | Zawsze | Prawie zawsze | Nie wiem | Prawie nigdy | Nigdy |
|-----|--|--------|---------------|----------|--------------|-------|
| 1.  | Staram się znaleźć humorystyczną stronę radzenia sobie z poważną zmianą życiową.                                   |        |               |          |              |       |
| 2.  | Kiedy przechodzę przez bardzo trudny okres, daję sobie troskę i czułość, której potrzebuję                         |        |               |          |              |       |
| 3.  | Staram się postrzegać swoje słabości jako część ludzkiej kondycji  |        |               |          |              |       |
| 4.  | Kiedy nie udaje mi się coś ważnego dla mnie, staram się zachować perspektywę                                       |        |               |          |              |       |
| 5.  | Jestem bardzo wrażliwa na odrzucenie, ponieważ często skupiam się na nieprzyjemnych wydarzeniach z przeszłości     |        |               |          |              |       |
| 6.  | Moje życie jest bliskie mojemu ideałowi życia - wiem, jak powiedzieć młodym ludziom, co zrobić, aby osiągnąć ideał |        |               |          |              |       |
| 7.  | Nauczyłam moje dzieci myślenia lateralnego i szukania rozwiązań zamiast identyfikowania wyzwania                   |        |               |          |              |       |
| 8.  | Nauczyłem się czekać, zanim odpowiem, aby się zastanowić, a następnie podjąć najlepszy sposób działania            |        |               |          |              |       |



## MÚDROSTĚ - Rozhovor

**PROJEKT: Múdrost' vo vzdelávaní dospelých**

Číslo projektu: 2020-1-PL01-KA204-082037

Cieľom tohto rozhovoru je zhromaždiť informácie o múdrosti.  
Vyberte odpoveď, ktorá najlepšie vystihuje Vaše bežné správanie a myslenie.

Vyznačne príslušnú odpoveď:

VEK:

- 60 - 70 rokov
- 71 - 80 rokov
- nad 81 rokov

POHLAVIE:

- muž
- žena

Môžete mi povedať niečo o sebe a odkiaľ pochádzate?  
*Sebaprezentácia (krajina, región, miesto bydliska – mesto/)*

.....

.....

.....

**1. Aká je Vaša osobná skúsenosť s problematikou múdrosti?**

A. Akú máte skúsenosť s osobnou múdrostou vo Vašom vlastnom živote?

.....

.....

B. Ako vnímate životnú múdrost' vo všeobecnosti?

.....

.....



2. Je vo Vašom živote nejaký moment, alebo udalosť, ktorý/á súvisí s múdrosťou (či už z pohľadu vedomostí alebo praktickej skúsenosti) a mohli by ste sa s ňou s nami podeliť?

.....

.....

3. Horacius povedal „Nie všetko umiera“ („Non omnis moriar“).

*Múdrosť starších nezmizne; je všestranná a nadčasová.*

Je niečo, čo by ste ohľadom múdrosti chceli odkázať mladým ľuďom?

.....

.....

4. Prečítajte si nasledujúce tvrdenia a uveďte, do akej miery s každým z nich súhlasíte.

|    |   | vždy | skoro<br>vždy | neutrálne | skoro<br>nikdy | nikdy |
|----|---|------|---------------|-----------|----------------|-------|
| 1. | Veľké životné zmeny sa snažím zvládať s humorom.  |      |               |           |                |       |
| 2. | Keď prežívam veľmi ťažké obdobie, venujem si starostlivosť a nehu, ktoré potrebujem.                            |      |               |           |                |       |
| 3. | Snažím sa vidieť svoje zlyhania ako ľudskú vec.   |      |               |           |                |       |
| 4. | Keď sa mi nedarí v niečom pre mňa dôležitom, snažím sa brať veci s nadhľadom.                                   |      |               |           |                |       |
| 5. | Som veľmi citlivý na odmietnutie, pretože sa často zameriavam na nepríjemné udalosti z minulosti.               |      |               |           |                |       |
| 6. | Môj život je blízky môjmu životnému ideálu – viem mladým ľuďom povedať, čo majú robiť, aby dosiahli svoj ideál. |      |               |           |                |       |
| 7. | Vždy som ochotný skúšať nové veci.  |      |               |           |                |       |
| 8. | Je dôležité pomáhať druhým ľuďom.   |      |               |           |                |       |

Ďakujeme za vaše odpovede.



2. Contexto do país - Um momento em sua vida que você gostaria de compartilhar – relacionado à sabedoria, experiência e conhecimento sobre o tema escolhido.

Contexto do país (por exemplo, década de 1960 ou 1970, 1980, 1990 ou a situação atual - pandemia de COVID-19)

3. Nem tudo morre! (Non omnis moriar latin/Horacy) - entregando uma mensagem aos jovens - O que você pode dizer aos outros sobre sabedoria?

.....

.....

A sabedoria do velho não pode perecer, sua versatilidade e temporalidade.

**4. Leia as afirmações a seguir e indique até que ponto concorda com cada uma delas.**

| No. | As declarações   | Sempre | Quase sempre | Neutral | Quase nunca | Nunca |
|-----|--|--------|--------------|---------|-------------|-------|
| 1.  | Eu tento encontrar um lado humorístico ao lidar com uma grande transição de vida.                        |        |              |         |             |       |
| 2.  | Quando passo por um momento muito difícil, dou a mim mesma o carinho e a ternura de que preciso.         |        |              |         |             |       |
| 3.  | Tento ver minhas falhas como parte da condição humana.   |        |              |         |             |       |
| 4.  | Quando falho em algo importante para mim, tento manter as coisas em perspectiva.                         |        |              |         |             |       |
| 5.  | Sou muito sensível à rejeição porque muitas vezes me concentro em eventos desagradáveis do passado       |        |              |         |             |       |
| 6.  | Minha vida está próxima do meu ideal de vida - eu sei dizer aos jovens o que fazer para alcançar o ideal |        |              |         |             |       |
| 7.  | Estou sempre disposto a experimentar coisas novas  |        |              |         |             |       |
| 8.  | É importante ajudar outras pessoas   |        |              |         |             |       |

## Summary of interviews with seniors

### Result 2 - Interviews with seniors about wisdom

The interviews were conducted participants from regions:

Poland: Voivodship Śląskie, Voivodship Podkarpacie, Voivodship Małopolskie

Slovakia: The Trnava Region

Malta: the town Zejtun, Mosta

Portugal: District of Bragança, Miranda do Douro

Age:

- 60 - 70 years
- 71 - 80 years
- over 81 years



Interviews with seniors were conducted in Poland, Slovakia, Malta and Portugal

## Wisdom is manifested in:

- the ability to understand and solve difficult matters,
- making the right decisions,
- the ability to withstand various life failures,
- willingness to forgive,
- defending one's own position, one's own opinion.



The appeal: An urgent entreaty to find ways in which wisdom might be invited into her teaching and learning spaces.



During the interview, participants were asked about many issues.

*A moment in your life you would like to share– related to wisdom, experience and knowledge about the topic chosen:*

The Participants remember World War II

*Wisdom in survival*

The participants resemble an emigration to the USA

*Wisdom in making decisions*

The participants recall poverty, lack of food and bread

*Wisdom in poverty, in sharing*

The Participants remember wisdom during the pilgrimages of John Paul II to Poland

*Wisdom in pilgrimage*

The participants recall martial law – „Solidarity – 1981”

*Wisdom to defend one's voice and rights*

The participants recall remembered

*Wisdom for the Fatherland, educated and patriotic*

The participants remember health problems, hospital stays,

*Learning wisdom in an illness*

The participants remember emotional problems in the family,

*Learning wisdom in a crisis*



## Questions in the interview:

*I try to find a humorous side when coping with a major life transition.*



*The overwhelming majority of seniors appreciate  
the role of humor in life*

*When I'm going through a very hard time,  
I give myself the caring and tenderness. I need.*



*I try to see my failings as part of the human condition.*



*When I fail at something important to me,  
I try to keep things in perspective.*



It is also believed that wisdom comes not only with the age but also with dramatic life events that lead to a re-evaluation of values or life goals.

| <b>WISDOM</b> |  |
|---------------|--|
| <b>A.</b>     | <p>Wisdom about your own life<br/><b>(personal wisdom)</b></p> <p><i>„From my personal experience, I have to say that everything takes time. If there is a problem, time will solve it.“</i></p>                           |
| <b>B.</b>     | <p>Wisdom for life in general<br/><b>(general wisdom)</b></p> <p><i>" I perceive wisdom as a collection not only of knowledge but also of experiences acquired in life, which is also influenced by intelligence."</i></p> |





## The human condition

The human condition is all of the characteristics and key events that compose the essentials of human existence, including birth, learning, emotion, aspiration, conflict, and death

*The human condition that rejects  
both facile optimism and gloomy pessimism;  
acknowledges that we are vulnerable to contingencies  
we cannot fully control;  
defends a humanistic understanding  
of our condition.*

This is especially important because failure wisdom to use it constitutes a loss for society, according to the proverb:

*"When an old person dies,  
a library burns to the ground"*



## The potential of community based intergenerational projects

Intergenerational project „SOPHIA” can be understood  
As initiatives that increase cooperation, interaction,  
or exchange between any two generations,  
and which involve the sharing  
of skills, knowledge and experience.

Intergenerational learning (IL) is where people of all ages  
can learn together and from each other,  
classically common within families  
where knowledge is shared down the generations.





SOPHIA



## THE PURSUIT OF WISDOM IN ADULT EDUCATION

No 2020-1-PL01-KA204-082037

THE MAIN GOAL OF THE PROJECT IS TO INCREASE  
THE COMPETENCES OF EDUCATORS IN THE INTERGENERATIONAL  
EXCHANGE OF KNOWLEDGE AND EXPERIENCE

### STRATEGIC PARTNERSHIP

Family Center Foundation – Coordinator – POLAND  
[www.familycenter.edu.pl](http://www.familycenter.edu.pl)

Univerzita sv. Cyrila a Metoda v Trnave – SLOVAKIA  
[www.ucm.sk](http://www.ucm.sk)

Instituto Príncipe Real Inovacao & Desenvolvimento – PORTUGAL  
<https://www.facebook.com/ids.ids.92/>

Foundation Form The Promotion of Social Inclusion - FOPSIM – MALTA  
[www.fopsim.com](http://www.fopsim.com)



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