

## Geragogy in Practice:

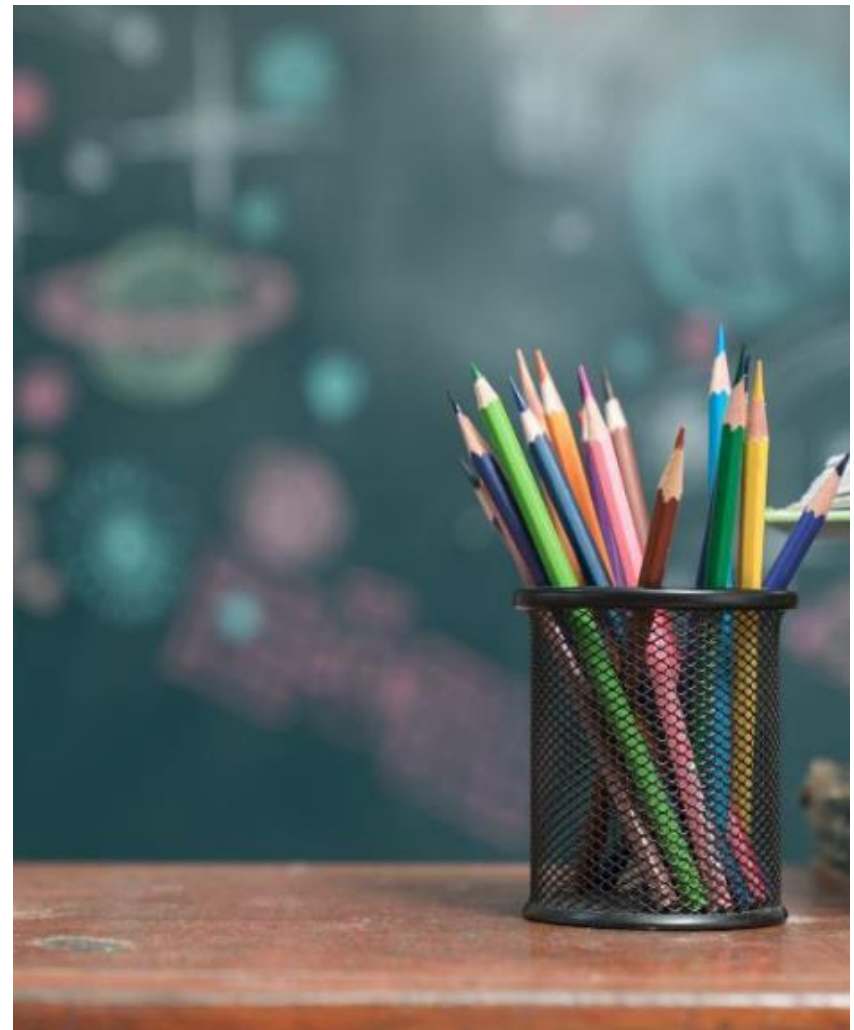
Training Older adults at OAUPs to  
become heritage agents within an  
international setting.

Marian Aleson-Carbonell  
Universidad Permanente  
Universidad de Alicante

# OAUPs Programmes

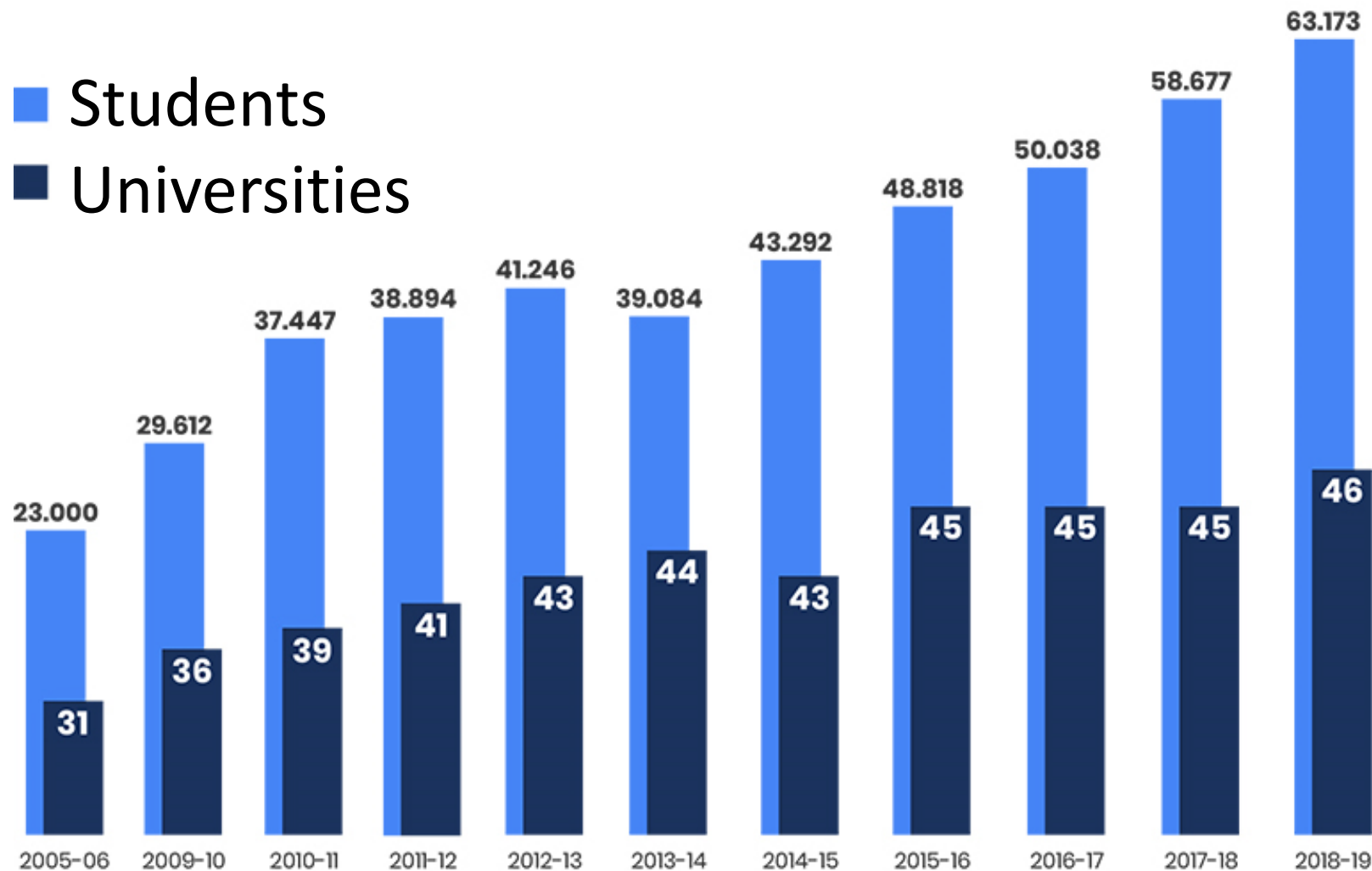
## University Programmes for Seniors

- New demands population over 50
- **Life-long Learning**
- Open Centers
- **Preparation for a new life**
- Improving Senior's Quality of Life
- **Fight against Ageism**
- Senior entrepreneurs
- **Social Action** and Responsibility



# OAUPs in Spain

- Students
- Universities



# STRENGTHS and WEAKNESSES

FREE TIME

LONGER LIFE EXPECTANCY

Motivated for LEARNING

ACTIVE AND AUTONOMOUS

EAGER to have a SIGNIFICANT ROLE

OUTSTANDING CAPITAL  
(experience, competence and knowledge)

LACK OF ECONOMIC RESOURCES

BAD HEALTH

BOREDOM

DEPENDENCY

LONELINESS

(Guðjónsdóttir et al. 2016; Bru & Aleson, 2017)

# Same as Adult Education?

More  
Responsibility

Previous  
Experience

Second  
Opportunity

Other Duties

Part-Time

Other Needs

- Informal Education
- Tertiary Education
- Professional Education
- Longlife Learning



# Andragogy

Coined by A. Kapp (1833)  
Developed by M. Knowles  
in the (1979)



- **Andragogy Tenets:**

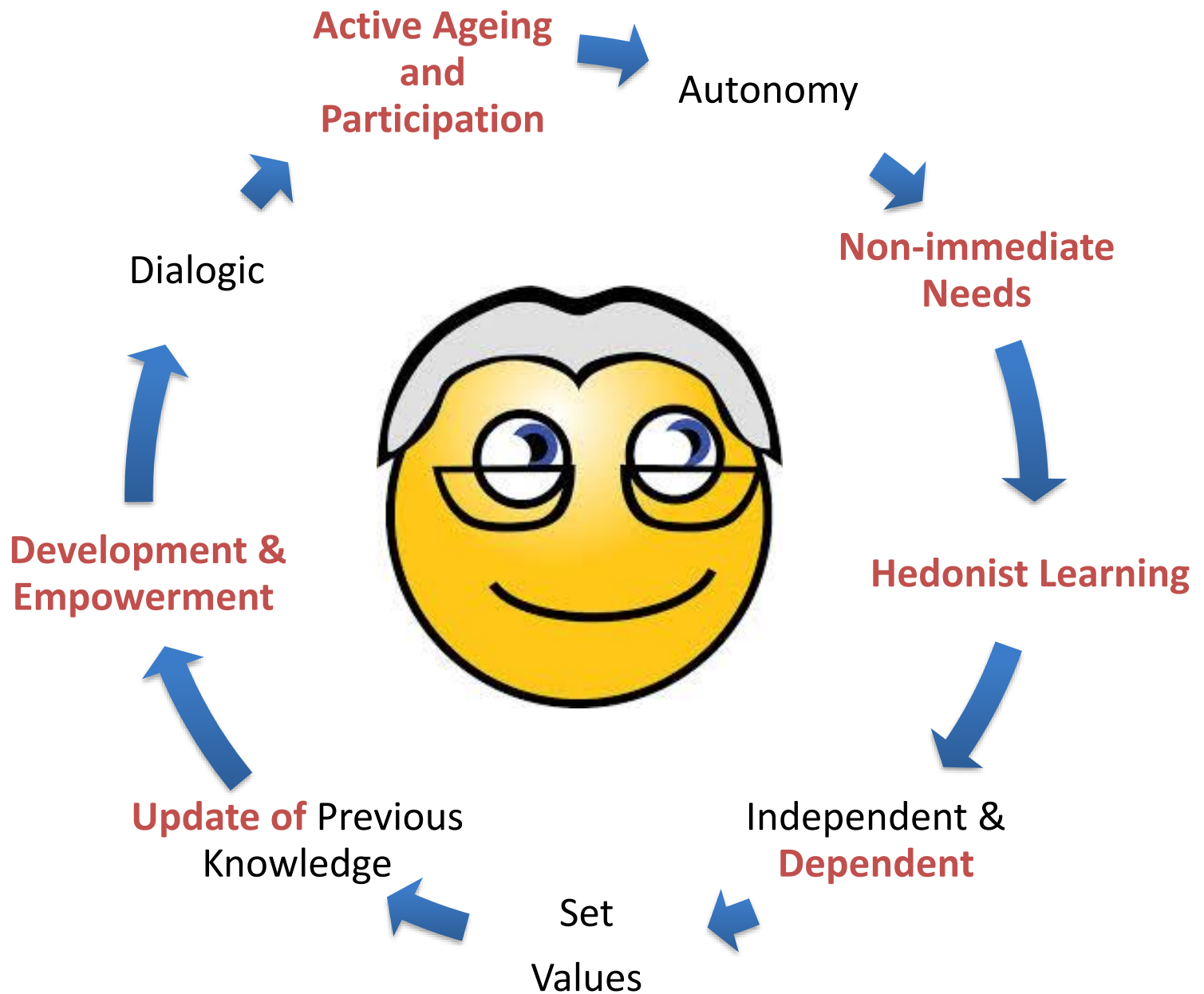
- Autonomous Learning
- Needs and Problems Directed
- Supported by Previous Experience
- Collaboration and Discussion
- Immediate Application
- Intrinsic Motivation

(O'Toole & Essex 2012)



# THE OLDER-ADULT LEARNER

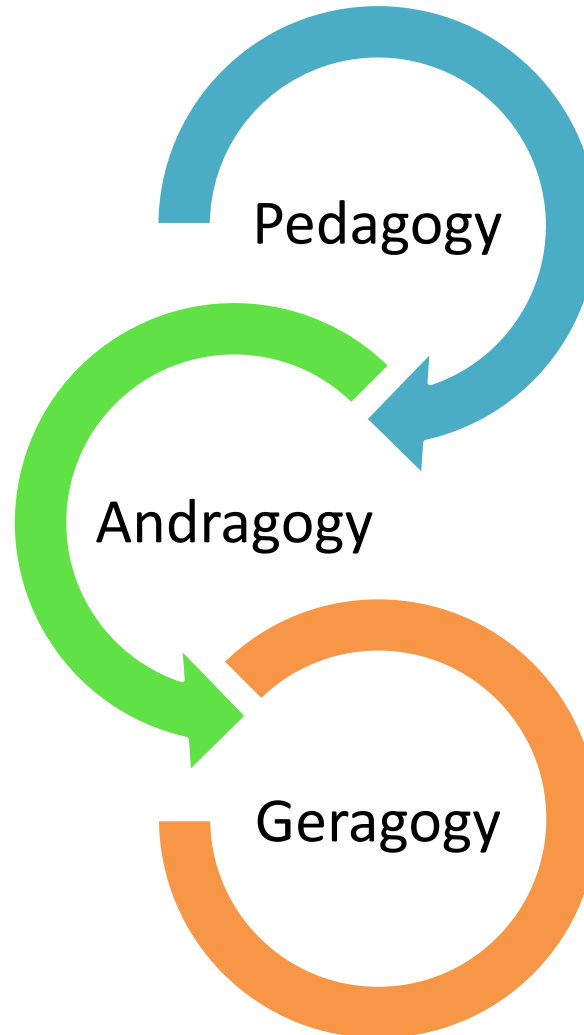






# NEW APPROACH

**Approach to  
future  
Professionals**  
→ Adult  
Learning



**Traditional  
Approach** →  
Access to  
Knowledge for  
children and  
young people

**Older Adults** →  
NON-Professional  
Goals

**Critical  
perspective**

# CRITICAL GERAGOGY

Assumes a **reflexive stance** where students and teachers discuss content suitability, strategies, political and social contexts in old age

Must **MARK** a difference in  
Older Adults' Life

(Formosa, 2012; Formosa y Galea, 2020).



**LEARNING:**

TRANSFORMATIVE  
MOTIVATING  
PARTICIPATORY  
MEANINGFUL

# THE PROJECT



Co-funded by the  
Erasmus+ Programme  
of the European Union

## Objectives:

- To promote the **values** of **cultural heritage**
- To **share, transmit** and **discover** European heritage
- To **empower older adults** to become **cultural operators**
- The project tries not only to **establish ties** and recognise European **cultural wealth** and **cultural diversity**.
- To acquire **high-stake competences**: Heritage, Heritage Interpretation, ICT, ESP, Comm. Skills, Active Ageing.
- To add **value for Seniors**



# PARTNERS

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Tourism



Languages

Public Relations

Botany

Biology

Geography

Active Ageing

Architecture

History

Heritage

Philosophy

Ageism

ICT

# How to make Ends Meet?

# HUMAN TEAM

## Project Members

- **Experts' Committees**

Historians, Geographers, Botanists,  
Archeologists, Linguists, Doctors, etc.

- **Facilitators (teachers)**

- **Students**



# THE METHODOLOGY



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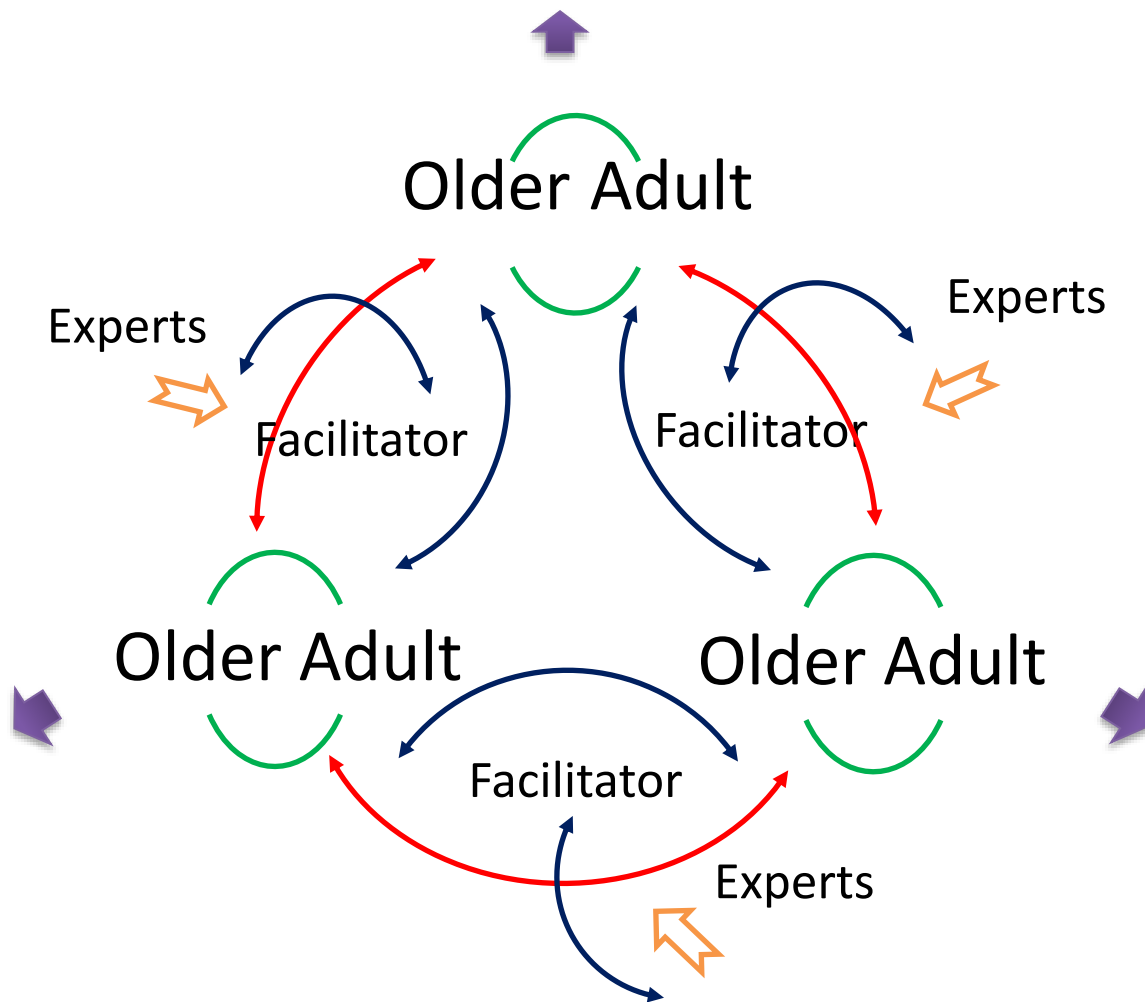


# PARTICIPATORY ACTION RESEARCH

CROSSCURRICULAR  
LEARNING

TASK/ PROJECT  
BASED APPROACH

IN-SERVICE  
LEARNING



# METHODOLOGY

Mapping & Survey

Initial Training

Routes  
Design

Dissemination

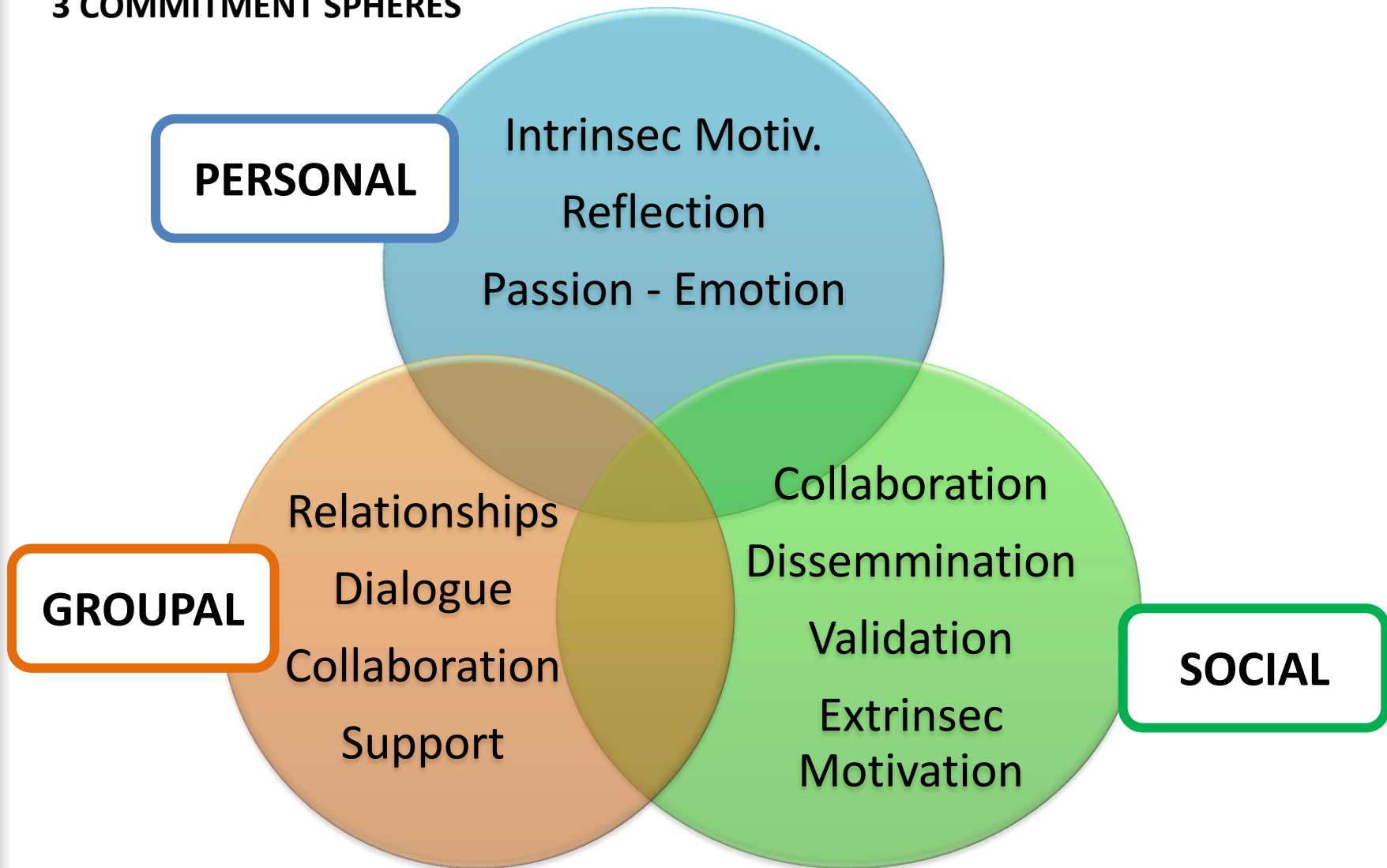
HEUTAGOGICAL



25 Experts  
74 Older Adults  
8 Facilitators

Route CRO4 Gornji grad and Kaptol – history and culture	
Name of the route	Gornji grad and Kaptol – history and culture
Theme of the route	Development of Zagreb
Reference / Website	CRO4 - Gornji grad and Kaptol - history and culture
Name of the element	Architecture
Location	45° 48' 48" N 15° 56' 40" E
Description	Zagreb started to develop towards the current city centre in 1050, because it witnessed the union of Grads/Gornji grad (today's Upper Lašva river and Novos, after which the city officially became Zagreb. Up in the city revolved around two hills – Kaptol and Grads. Even then only covered a very small surface, life there was rich and more vibrant mainly because this used to be the city of craftsmen. Anyhow, Grads/Gornji grad) now, you will be able to check that, although it is of its craftsmen and their shops, it still keeps the charm and beauty of the city.
Access roads	None
Public transport	Tram line numbers 12, 17, 11, 6, 13 and 1 - Stop: "Trg bana Josipa Jelačića"
FSM Access	Yes
Facilities	Accessible information panels are available on some locations
Team	D.Šebek Mikić, M.Đurđević, I.Čopić, V.Šturm, Z.Šturm, J. Radoš, K. T. ...
Criteria	GoodRating
Singularity	9/7 / 8/4
Attractiveness for the European visitor	9/7 / 8/4
Accessibility	9/7 / 8/4
Impact resistance	9/7 / 8/4
Seasonality	9/5 / 4/3
Current number of visitors	9/5 / 4/3
Availability of information	9/5 / 4/3
Easy to describe or interpret	3/2
Persistence of contents (in relation to the route theme)	3/2
Element safety and environmental safety	3/2
Interesting for seniors	3/2

### 3 COMMITMENT SPHERES



(adapted from Mason & Walton, 2017)

# RESULTS



# Critical Stance

Mapping & Survey

Experts

Older Adult's

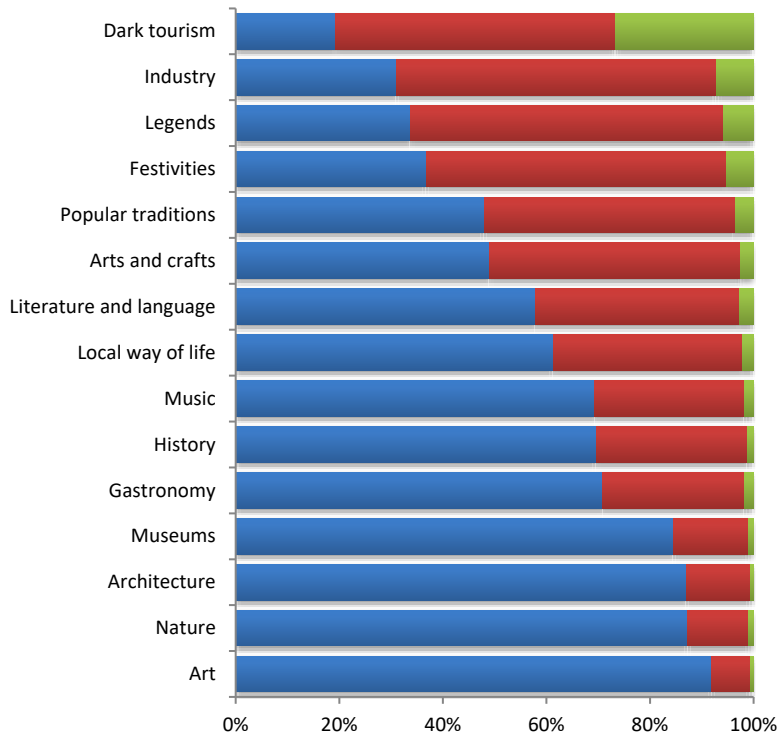
There's **NO**  
Necessity for a  
differentiated  
Offer

Prices

Offer is not in  
compliance with the  
of older adults'  
interests

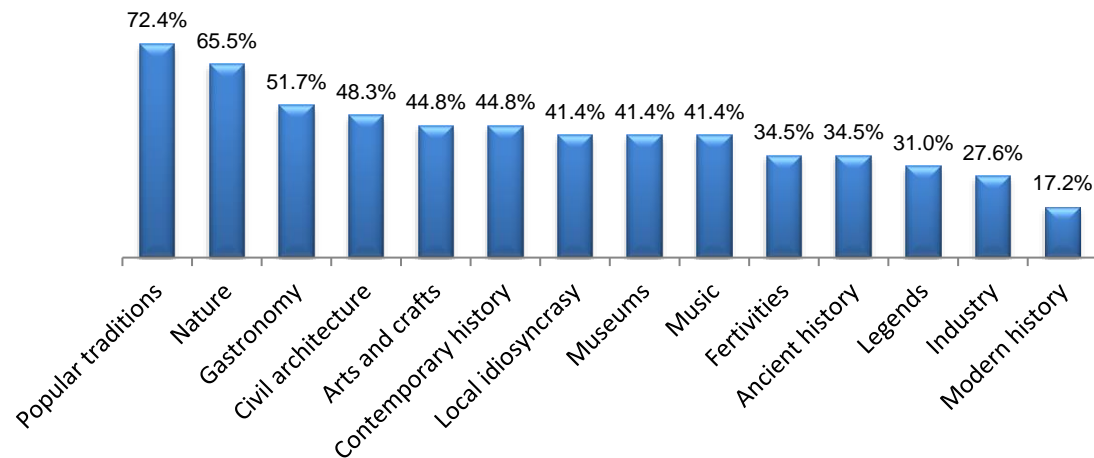
# Older Adults'

## SPAIN



## Mapping & Survey

### Which heritage element should receive more attention when it comes to over-50s



# Experts'

# Intangible Results: Personal

**Cultural Richness**

**Learning**

- Heritage
- Health & Active Ageing
- ICT
- English for Heritage

**Active Citizenship**



# Intangible Results: Groupal

**Sense of belonging**

**Meaningful Practices**

**Good Practice  
against Ageism &  
Isolation**





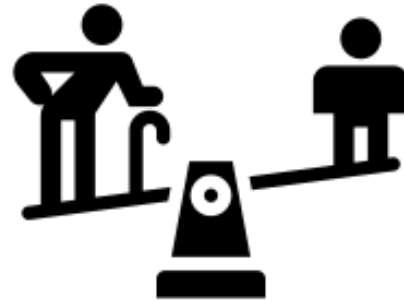
# Intangible Results: Social

**Cohesive Societies**

**Visibility of older adults**

**Social Contribution**

**Cultural ties &  
Understanding**





# Tangible Results: 21 routes



## Croacia



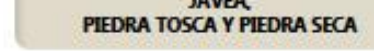
## Islandia



## Polonia



## España







PROVINCIA DE **ALICANTE**

## RUTAS SALUDABLES



- RUTA 01** Pinceladas de Alicante
- RUTA 02** Alcoy: naturaleza e industria, la Joya del Modernismo
- RUTA 03** La Villa Joiosa, un mar de encuentros
- RUTA 04** Fontilles, un modelo de colonia y arquitectura sanitaria
- RUTA 05** La Sierra Helada y la Villa Romana de L'Albir
- RUTA 06** Jávea, piedra tosca y piedra seca



<http://www.heimheritage.eu>  
<https://twitter.com/heimproject>

### ORGANIZAN



Universitat d'Alicant  
 Universidad de Alicante



Cofinancado por el  
 programa Erasmus+  
 de la Unión Europea

### COLABORA



## HeiM – Heritage in Motion

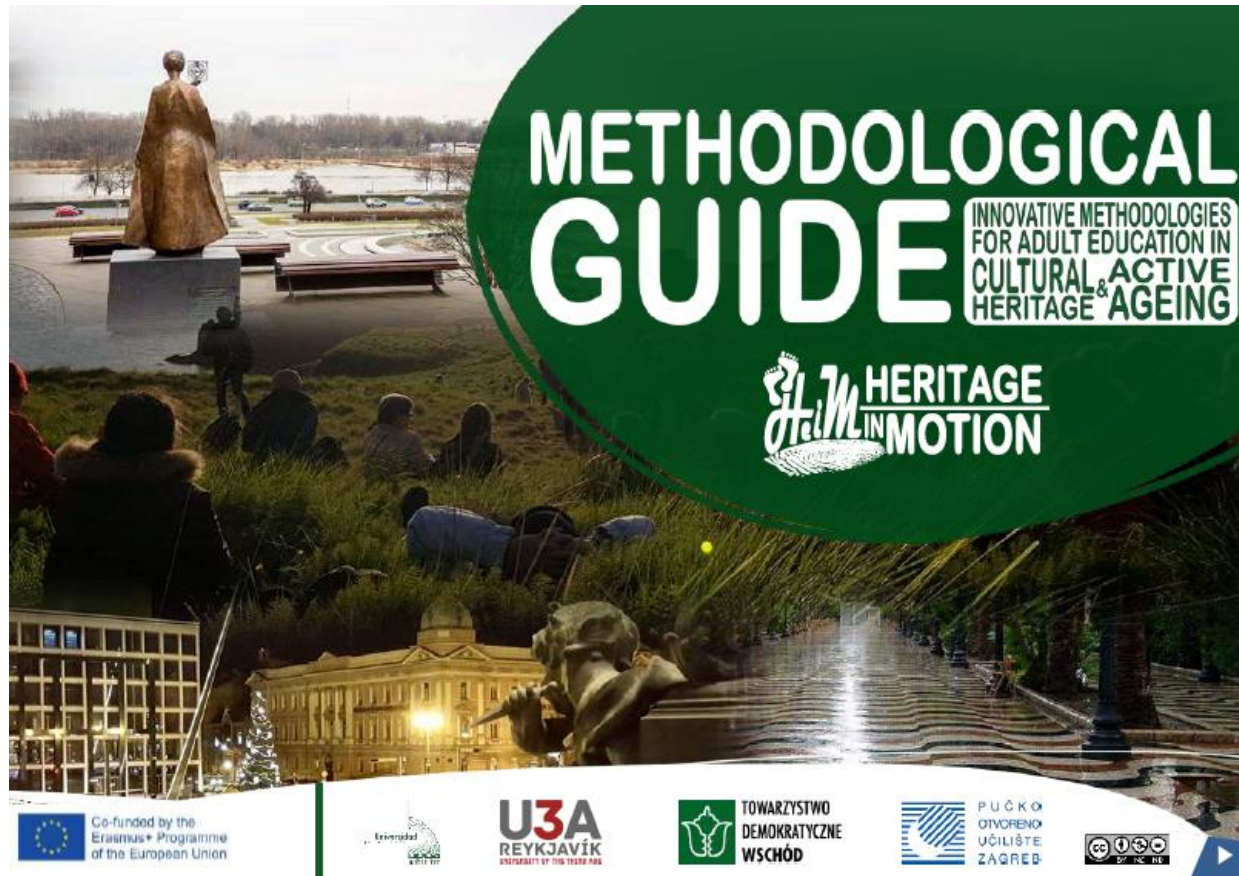
Innovative methodologies for adult education in cultural heritage and active ageing





# Tangible Results

## METHODOLOGICAL GUIDE



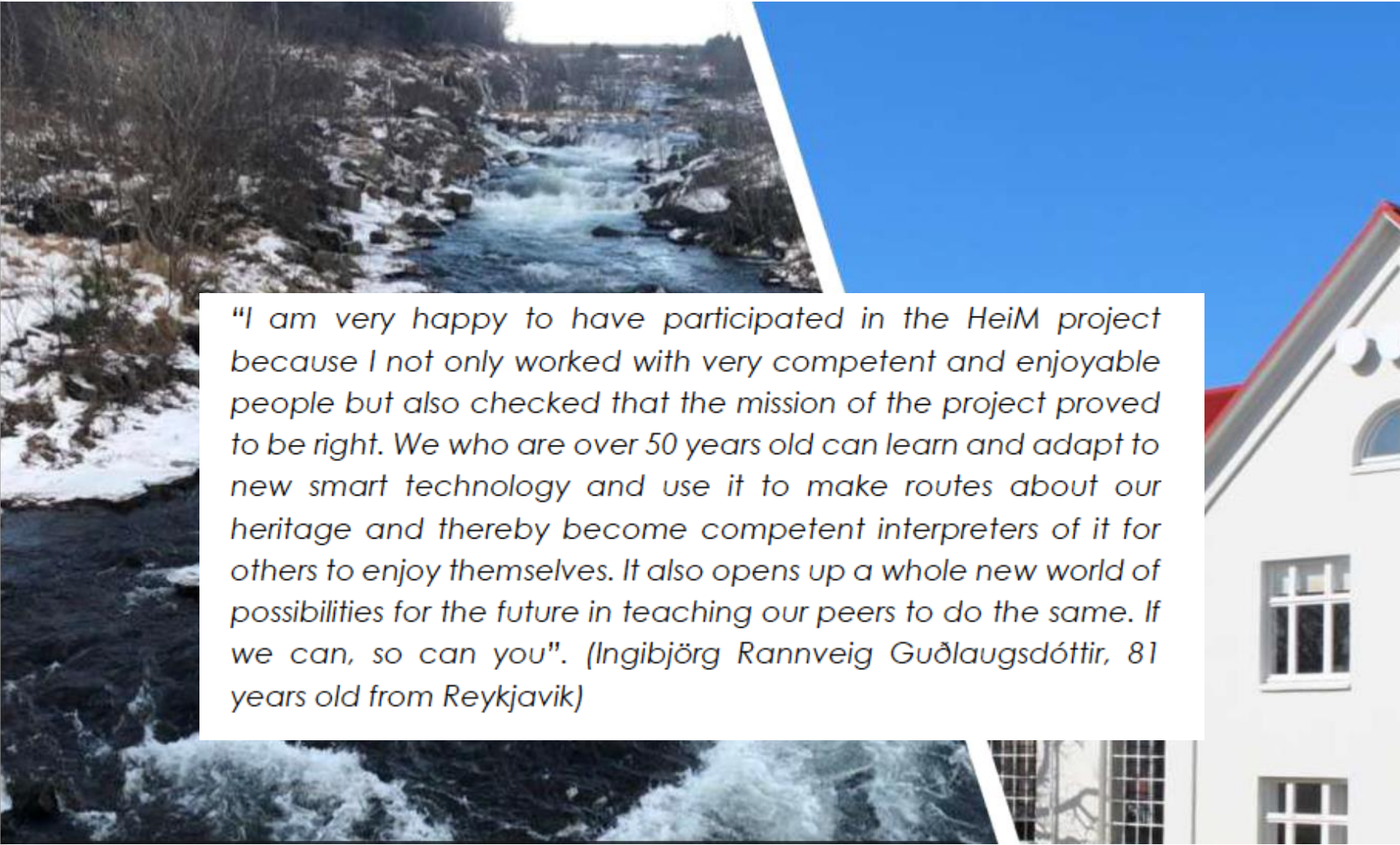
<http://www.heimheritage.eu/>



**HeiM – Heritage in Motion**

Innovative methodologies for adult education in cultural heritage and active ageing





*"I am very happy to have participated in the HeiM project because I not only worked with very competent and enjoyable people but also checked that the mission of the project proved to be right. We who are over 50 years old can learn and adapt to new smart technology and use it to make routes about our heritage and thereby become competent interpreters of it for others to enjoy themselves. It also opens up a whole new world of possibilities for the future in teaching our peers to do the same. If we can, so can you". (Ingibjörg Rannveig Guðlaugsdóttir, 81 years old from Reykjavik)*





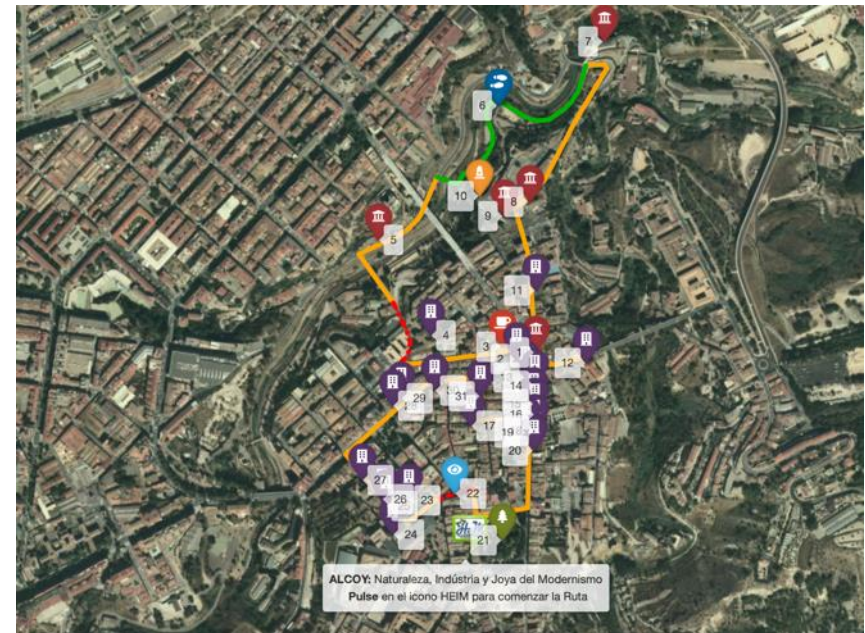
# Future Implementation

## Selid Project

Luis Florence's  
Geographical  
Tool



Co-funded by the  
Erasmus+ Programme  
of the European Union



## HeiM – Heritage in Motion

Innovative methodologies for adult education in cultural heritage and active ageing

# Conclusions

New realities

demand their own **Pedagogy**.

## Keys for GERAGOGY

Cross-curricular, Adaptable &  
Transformative Learning

Innovation , Methodology and  
**CRITICAL STANCE** must ensure:

PASSIVITY → HEUTAGOGY

SIMPLICITY → COMPLEXITY

FORMAL LEARNING → TRANSFORMATIVE L.

**ISOLATION →**

**SOCIAL PARTICIPATION**





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# THANK YOU

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