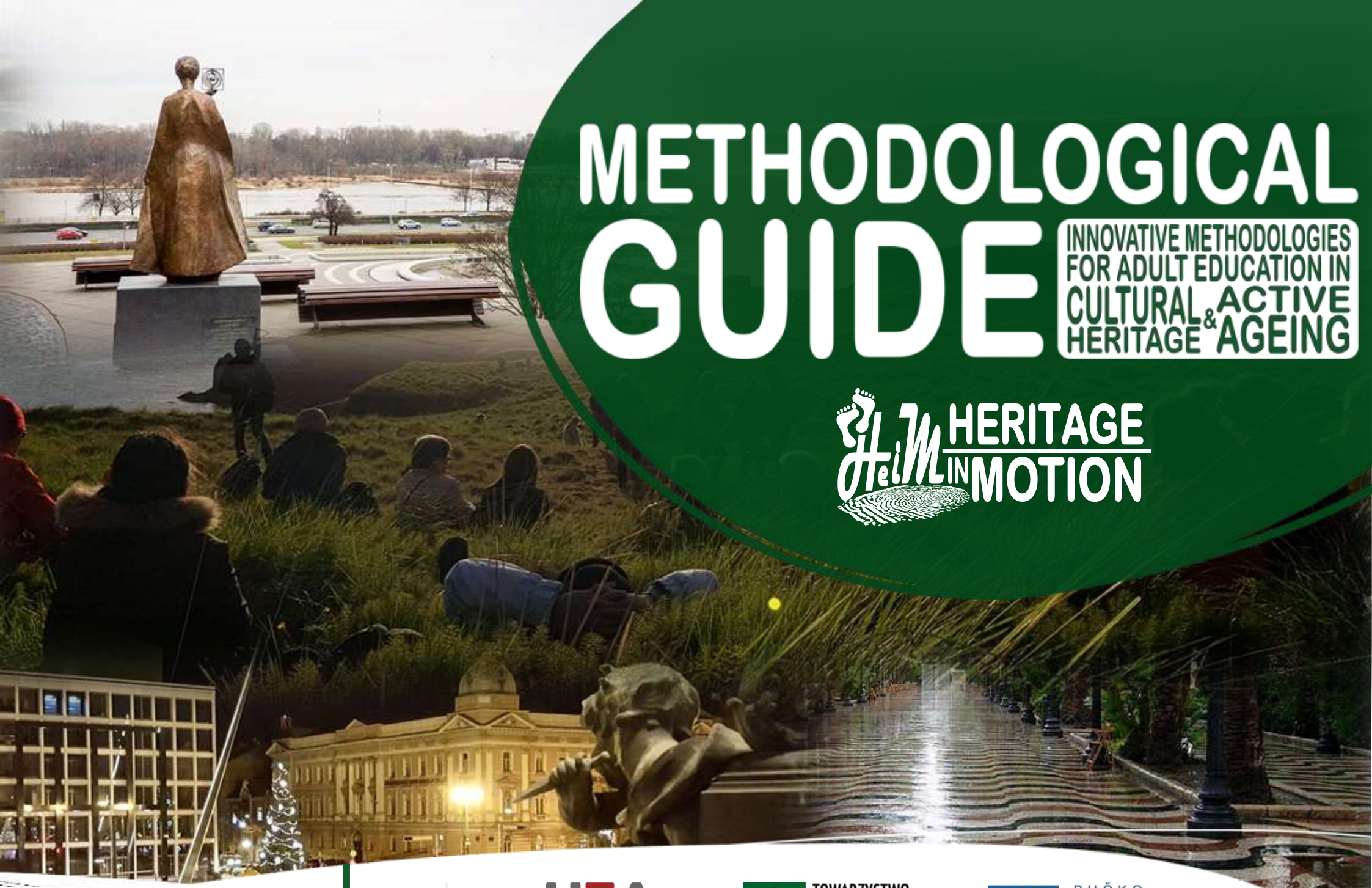


METHODOLOGICAL GUIDE

INNOVATIVE METHODOLOGIES FOR ADULT EDUCATION IN CULTURAL HERITAGE & ACTIVE AGEING

HeiM HERITAGE IN MOTION

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

Universidad de Jaén

U3A REYKJAVÍK UNIVERSITY OF THE THIRD AGE

TOWARZYSTWO DEMOKRATYCZNE WSCHÓD

PUČKO OTVORENO UČILIŠTE ZAGREB

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HeiM

METHODOLOGICAL GUIDE



ABSTRACT

Providing lifelong learning opportunities for older-adults, which enable them to continue playing an active part in society, has become a priority in ageing societies. Modern older adults, like others, wish for a full, active and healthy life which may simultaneously prove meaningful and useful both for them and for their society. This entails the chance to reinvent themselves, so older-adult students need to acquire high-stake competencies previously unfamiliar to them. The HeiM Erasmus+ project proposes a methodology which provides an opportunity for older adults to learn about their heritage and to disseminate this knowledge on international settings, applying the acquired linguistic, digital and professional competencies. The challenge was twofold as, on the one hand, the project had to enable seniors to become efficient heritage agents, and on the other hand, to improve effective interpretive strategies to disseminate their outcomes. This methodology is based on previous needs analysis, experts' consultations, coordination with content lecturers, collaborative action research and a focus on digital genre literacies. The HeiM project was assessed using a triangulation method that consisted of a survey, an experts' consultation and a final evaluation by the quality committee. Results show that authentic tasks that require high-stake disciplinary and digital literacies become feasible with adequate support, guidance and collaboration, even if learners are not motivated by future professional prospects.

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INTRODUCTION



INTRODUCTION

This e-guide presents the methodology developed by the partners at the Erasmus+ Programme "Heritage in Motion"(HeiM) in order to promote the knowledge of heritage at a local and European level —and thus encourage the values inherent to cultural heritage, a key element in the development of European society— amongst citizens.

The innovative methods proposed and implemented for the teaching of older adults not only value this group's experience and skills but also include both constructive and cognitive methodologies, such as learning in context, project-based learning and ICT use, since we believe that open education as well as the innovative practices that characterise the digital era must play a paramount role in today's society.

Furthermore, the guide extends active ageing practices beyond cognitive and intellectual actions, additionally offering proposals to improve older adults' physical well-being. Through the suggestions explained in this Methodological Guide, we would like to give older adults the opportunity to continue training throughout their lives within innovative practices, enabling them to become an active part of society so that their exclusion can be prevented, and intergenerational cohesion favoured.

This e-guide is aimed not only at educational institutions but also at professional trainers and educators involved in older adult teaching who are willing to promote both active ageing and older adults' interest in cultural heritage through the application of innovative and teamwork research methodologies. As an exploitation and dissemination tool, it can also be transferred to non-educational entities related to heritage promotion, amongst them volunteer organisations.

The implementation of the actions described in the guide will not only help the older adults involved but also provide a peer-to-peer, intergenerational benefit, since it can encourage older adults to share their stories, knowledge and experience within society through active routes.



INTRODUCTION

PROGRAMME RATIONALE

The number of older people in the world is growing like never before. According to the United Nations Organisation (2019), one out of six world inhabitants will be aged 65+ by 2050 (one in eleven inhabitants in 2019), and the number of those older than 80 will increase to 426 million (compared to 139 million in 2018).

Figures will be even higher in Europe: one out of four inhabitants will be older than 65 by 2050. According to Eurostat, the 65+ population segment, which represented 20.3 % (90.5 million) of the total population at the beginning of 2019, is expected to reach 31.3 % (130.2 million) by 2100 (Eurostat, 2020). Longer life expectancy means that individuals will not have a full-time job during a third of their lives; they will spend more years in retirement and will enjoy more free time (leaving aside some family duties). In most cases, at least in the so-called developed countries, they will be financially secured, without having to worry about big debts. Therefore, health permitting, they will finally have time available to reorient their lives so that their wishes and dreams can come true.

Life after retirement opens a life period full of new opportunities for which it is necessary to be prepared if we want to make the most of it. The same as young people ready themselves for adulthood and professional life, seniors need to reconsider where they would like to invest their time, knowledge and effort. Most of them wish for a full, active and healthy life which may simultaneously prove meaningful and useful both for their families and for the society they belong to. Insofar as new opportunities and goals are bound to entail the need to reinvent themselves, older adult students will have to acquire competences and knowledge so far unknown to them. European projects and actions such as the HeiM project explicitly seek to provide older adults with the appropriate arena to fulfil these new dreams by means of a methodology that will help them not only to learn new things but also to empower themselves with the skills required to create and design their own programmes and initiatives.



INTRODUCTION

This Methodological Guide evidences that training older students within an innovative learning environment promotes learning for meaningful purposes and likewise empowers older adults to play a more active role in society. The methodology proposed in this guide moves away from the typical pedagogical and andragogical tenets to focus on the actual needs of older adult students, suggesting an innovative framework based on Critical Geragogy (CGD) —as advocated by Formosa (2011, 2019; 2020)— which places the student at the centre of the learning process and allows education to become a real tool for *empowerment*, *liberation* and *transformation*. Nevertheless, unlike CGD, this particular experience does not look for extremely revolutionary and radical turns in society's attitudes; especially because such changes need a specific political agenda which is out of the scope of this Methodological Guide. And even so, single practices do not seem to yield the expected results for CGD practitioners anyway (cf. Formosa & Galea, 2020). Instead, our proposal pursues the achievement of feasible outcomes that exert an impact on the society where it is performed and, at the same time, seeks to consolidate a positive image of older people as relevant social agents.

PROGRAMME PROPOSAL FOR GOOD PRACTICE

The good practice model formulated in this Methodological Guide is intended to serve as a reference for the implementation of critical educational practices in older adults' education on the basis of the key principles listed below:

- educational programmes need to be meaningful for adults;
- learning and skill acquisition must be purposeful;
- programmes are required which empower older adults to effectively participate in social life;
- older adults must be given chances to transform and improve their own lives;
- ways have to be found to ensure positive impacts on society; and
- results must focus on helping to raise awareness about the importance of older adults in society.



INTRODUCTION

In the case of the HeiM project, the first step consisted in choosing a topic that could be of interest as well as relevant to people over 50. The analysis of previous research works on older adults' interests (Bru & Alesón-Carbonell, 2017; Bru Ronda, Alesón-Carbonell, & Pina Medina, 2016; Guðjónsdóttir et al., 2016) led us to situate heritage —and, more precisely, the design of heritage routes— as the central topic of this project. In particular, the objective sought was to elaborate an educational programme that could help older adults to learn about…

- the heritage resources available in their area;
- the importance of heritage as part of Europe's shared identity;
- the relevance of active ageing;
- the convenience of physical activity for healthy ageing;
- ICT use; and
- the usefulness of English as a mediation and communication means within international settings.

After students had learned, developed or improved their previous skills and knowledge, the educational programme continued taking a step further for the whole process to acquire a social and transformational dimension, following a Vigotskyan and constructive approach to learning (Fleer, 2016). As opposed to traditional pedagogy, where education finishes with the assessment of the knowledge or skills acquired, the HeiM project made it possible for students to go beyond that point and put their learning into practice within a dynamics that empowers them to…

- become cultural agents able to effectively promote heritage;
- act as cultural agents who can accurately assess the relevance of heritage sites for senior visitors;
- foster healthy activities amongst peers;
- encourage healthy and safe ways of visiting heritage sites; and
- provide tourism professionals with a tool to promote adult-oriented heritage routes.



INTRODUCTION

This final step of the programme constituted the key to create a transformative experience, as the programme not only focuses on learning and skill acquisition but also provides a space to develop new competences, as well as to assess and redirect learning if necessary. The ultimate goal —the design of active heritage routes in this particular case— was successfully accomplished.

The Erasmus+ HeiM project likewise offered the opportunity to work within a multinational and multilingual environment that enabled the cross-border dissemination not only of each partner country's heritage but also of innovative learning practices and of the need to work towards recognising the value of seniors in European society. Both the methodology designed, and the products created by the older adult learners can be easily transferred to other countries and educational settings, additionally providing suitable conditions for a meaningful transformative learning.

After firstly discussing the theoretical implications of the innovative methodology proposed, this Methodological Guide will go on to explain the relevance that the main topics addressed in the HeiM project —namely, heritage and active ageing— have for older adults. Attention will finally be paid to implementation aspects as well as to the results obtained by all four partner institutions.





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The Permanent University of the University of Alicante (UPUA for its initials in Spanish), which leads this project, is a scientific, cultural and social programme developed by the University of Alicante and aimed at promoting not only science and culture but also intergenerational relationships, with a view to improving the quality of life that the older generation enjoys and to encouraging their active participation in dynamic social and community-based activities throughout the Alicante province —situated on the south-east coast of the Iberian Peninsula and belonging to the Valencian Autonomous Region.

The Permanent University, inaugurated in 1999 and with ca. 1,500 students distributed between its 2 university venues at present, offers a programme of 174 different subjects which stands out, amongst other features, by its great dynamism and the active involvement of the students enrolled as well as of its alumni.

The formal academic programme is complemented by a wide range of activities performed in collaboration with the Deputy Vice-Chancellor's Office for Studies Planning and Training Actions that includes seminars and workshops, lectures and extra-curricular activities, along with the participation in national and international projects. It is precisely in the latter context where UPUA accumulates a broad experience, as it has been uninterruptedly taking part —ever since 2002— in European projects related to new technologies, active ageing and quality-of-life improvement, health, learning methodologies, cultural integration, heritage and linguistic exchange, analysis and assessment of university programmes for seniors and coaching such as EuCoNet, EDUSENNET, ELiLL, SENIOR, EHLE, Lifestyles Revisited, LICO, PPS, BALL and TICTac+55, to quote but a few.

Moreover, the volunteer actions developed by UPUA students with our support are a constant source of inspiration. In fact, the HeiM Project stems from a project that goes by the name of *Peripatéticos* [Peripatetics] and is a club of our senior students who meet every week to make a healthy route around Alicante while trying to discover and discuss interesting heritage-related and cultural aspects of Alicante town and its surroundings. This club has as its main objectives to foster physical activity, to develop cultural interests amongst seniors, to promote social relationships and to fight against solitude.

U3A [University of the Third Age] Reykjavik is an association of over-50s who want to continue learning and sharing their knowledge with others. Founded in 2012, it was the first U3A (University of the Third Age) association in Iceland, followed by U3A Sudurnes in 2016. U3A Reykjavik belongs to an international movement of Universities of the Third Age as a member of AIUTA (International Association of Universities of the Third Age). This movement, focused on lifelong learning, has shown its importance for improving older adults' quality of life, which is ultimately achieved by providing education and promoting active ageing.

U3A Reykjavik was the promoter and one of the partners in the Erasmus+ supported "BALL" (Be Active through Lifelong Learning) project —successfully concluded in 2016 after the presentation of the guidelines and recommendations on how to prepare well for the arrival of the third age. The resulting book *Towards a Dynamic Third Age* has been widely disseminated around the world, obtaining great recognition. The BALL project won the Erasmus+ quality award in adult education in Iceland in November 2017. The subsequent "Catch the BALL" project, also supported by the Erasmus+ Programme, followed along the same lines by further developing and implementing the most important recommendations of BALL. This second project came to an end in mid-2018 with the opening of the web portal "Warehouse of Opportunities for the Third Age" amongst other important outcomes. The development of the Warehouse was led by U3A Reykjavik, which has taken over the operation of the Icelandic and the European Warehouse versions. The Warehouse was highly praised by the international committee evaluating the project. In 2018, the Warehouse was selected as a finalist in the Silver Eco and Ageing Well competition.

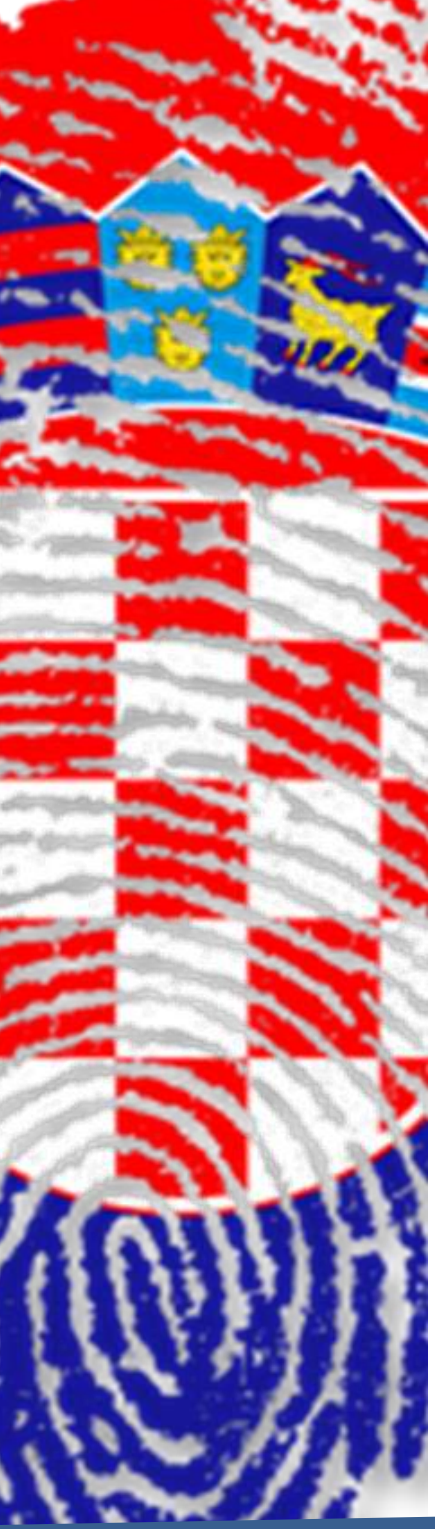
Icelandic cultural heritage has been a frequent topic in the U3A Reykjavik activities carried out through lectures, study trips and tours which have made it possible to describe Iceland's multi-faceted history from the first settlements and the Middle Ages to more recent times. The links that other countries have with Icelandic heritage have also been addressed within these initiatives, to which must be added some studies and lectures on Reykjavik and its archaeological sites. This provides evidence that U3A Reykjavik has actively promoted the knowledge and value of cultural heritage on its third age agenda.

The Democratic Society East (DSE) foundation is a public Polish institution which opened its doors in the Autumn of 2002. Its main objective consists in investigating and promoting projects aimed at strengthening civil society in countries undergoing transformation. From the very beginning, the foundation has struggled to develop and implement initiatives focused on the defence of democracy and civil society while simultaneously giving support to local communities. Many of these initiatives eventually become research and development projects managed from the foundation.

Within this line of action, the work undertaken with this specific group of seniors acquires special relevance, since they are individuals at risk of social exclusion and closely linked to their local context who represent the cornerstone of Polish society, especially considering the progressive ageing of the population. In this regard, the foundation has been working since 2007 with the social segment of older adults in Warsaw and running the Open University of the Third Age, whose main objective consists in offering them high-quality academic and cultural training.

The institution places at the disposal of this population segment a wide range of training courses, cultural activities, courses related to health and physical activity, visits associated with heritage and travel especially adapted to the needs and interests of seniors. Such activities are organised every academic year within a training programme that includes activities both in Poland and abroad.

Furthermore, the association is strongly committed to issues linked to heritage and cultural promotion. In fact, these topics stand out as an essential part of the training programme offered by the Open University of the Third Age and also as one of the main points of interest for students; hence why the present project will directly benefit students and lecturers alike. The DSE foundation provides experience in the preparation of tourist visits to places of interest concerning heritage, which in turn can serve as the basis for the design of active heritage routes. Likewise, it makes available an efficient system for the dissemination and exploitation of results and intellectual products through a national and international contact network (with other Eastern European countries).



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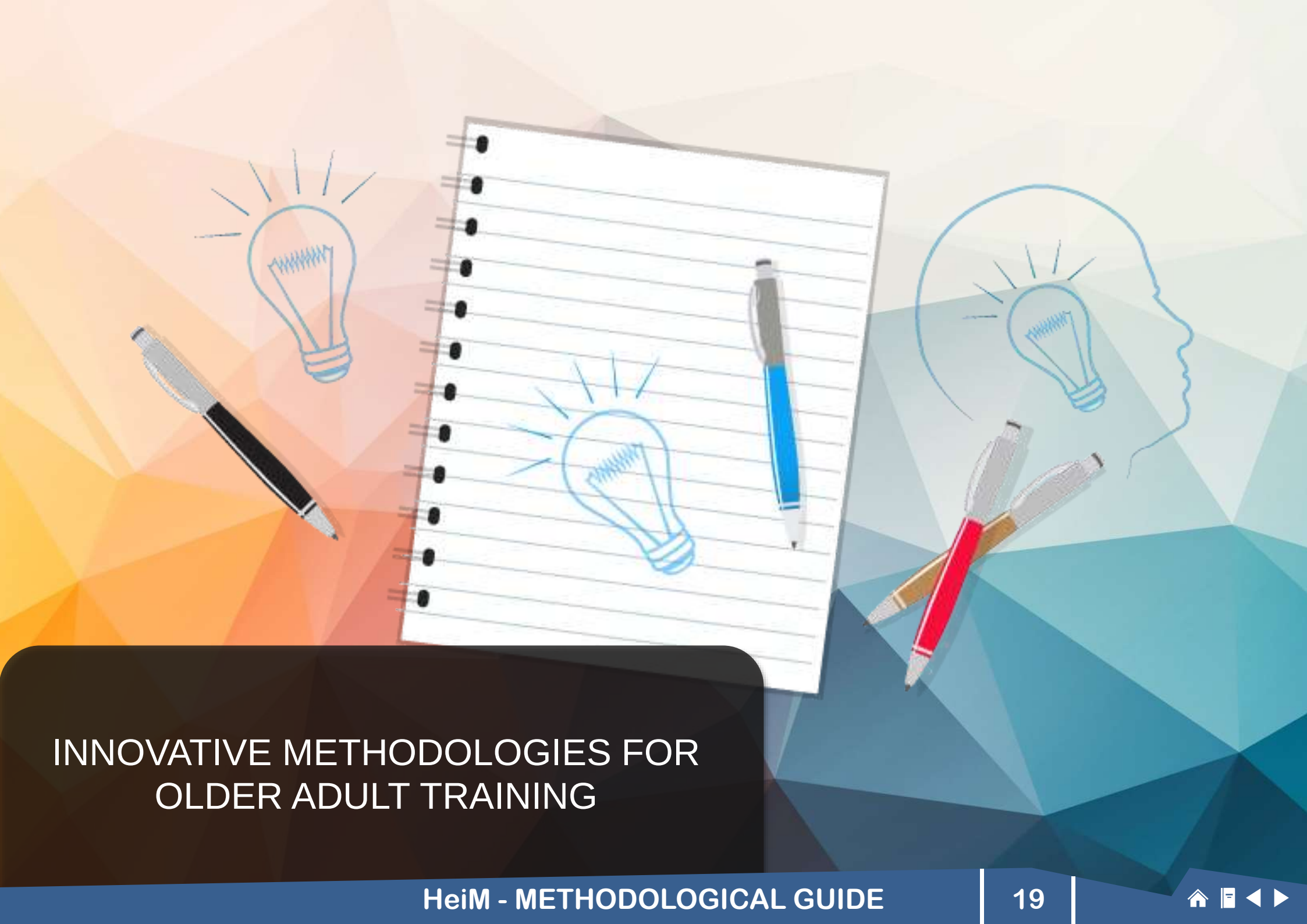
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The Public Open University of Zagreb (POUZ) is the largest non-profit institution dedicated to older adults' education in Croatia. Its history dates back to 1907, when it was established as a university extension. Its goal of satisfying adults' educational needs has been continuously pursued for more than 100 years, the city of Zagreb itself —i.e. the municipal authorities— being the founder of POUZ.

The University of the Third Age (U3A) —a department within the Public Open University of Zagreb (POUZ)— has been offering educational programmes to 55+ adults since 1992/93 school year. U3A, which resulted from the cooperation between POUZ and the Faculty of Humanities and Social Sciences in Zagreb. Its programmes cover a wide spectrum of conferences, lectures and workshops aimed at seniors on topics such as non-formal education in foreign languages, computer skills, history, painting, art history or health, amongst others. This, along with the possibility of choosing the type and level of knowledge that participants wish to improve, gives the programme an added value in educational terms.

Programmes take place during the winter semester, the spring semester and in the context of the summer school (June). Lectures are held once a week, with a total duration of 60 credits per year. Some 900 students register for U3A programmes each year. In addition to lectures, U3A also offers a wide variety of extracurricular activities, including a film club, museums and galleries or open lectures. It is worth highlighting that the principles of an open group as well as the equality between students and mentors are always respected in classes, which allows students to include their own knowledge and personal experience in the programmes, thus becoming innovators in older adult teaching methodologies.

U3A also publishes a digital newsletter called Treća Mladost (Third Youth) and participates in numerous European (Mobility) projects. U3A is a member of IAUTA (International Association of Universities of the Third Age) and belongs to the international association DANET (Danube-Networkers for Europe) too.



INNOVATIVE METHODOLOGIES FOR OLDER ADULT TRAINING



INNOVATIVE METHODOLOGIES FOR OLDER ADULT TRAINING

Innovative techniques for older adult training will be implemented with a twofold aim: on the one hand, encouraging trainers to use innovative tools; and, on the other hand, training older adults in new skills. Innovative practices need to add a new perspective, a change, to the existing practices. Therefore, firstly, it is important to identify what we do understand by innovation and how we can incorporate it and verify that the training and learning activities proposed are truly innovative. This section of the Methodological Guide serves to suggest a set of criteria that can guide educators when determining the extent and characteristics of any innovation proposed. Secondly, we will describe how such criteria have been specifically applied in the HeiM Project with the aim of providing an innovative learning programme for older adults that fosters active ageing and effective social participation.

WHAT ARE THE CRITERIA FOR INNOVATION IN ADULT EDUCATION? DO THE METHODS USED IN THE HeiM PROJECT MEET (THE) INNOVATION CRITERIA?

Tihomir Žiljak (Head od Department for development, lifelong learning and EU Projects at Public Open University Zagreb)

Innovations in education have to do with modifying standard practices and introducing new ways of working that differ from the previous ones. In addition to changing how we work, a new approach to learning problems is being incorporated. According to the approach followed in the HeiM project, this process is linked to learning in later life —seen as a part of lifelong learning. Pasi Sahlberg (2009, p. 58) emphasizes the importance of innovation when it comes to creating new work patterns in the lifelong learning process: “The need to integrate creativity and innovation into lifelong learning requires adult learning curricula to be reshaped, so that learners become confident individuals and active citizens capable of creating new ideas in their communities and societies.“ Such innovations can only arise as a collective and coordinated effort of the professionals and students involved in the education process. They introduce some innovations that change the practice, reshape the organisation, incorporate new technologies or rearrange the already existing elements. Innovations and learning add new values too. Therefore, the implementation of lifelong learning is important because all participants need further and ongoing learning for innovation to come true.



INNOVATIVE METHODOLOGIES FOR OLDER ADULT TRAINING

Added to the above, innovation can not only provide fresh solutions or remove traditional barriers but also open new possibilities to enhance teaching so that the learning process will allow the education system to adjust to new avenues through which students learn (Redding, Twyman, & Murphy, 2013).

According to Brooks, C., Gyorke, A. and Morril (2013), the sort of innovation that is valuable and worth supporting should include:

- Creativity (e.g. does innovation identify a new problem which needs to be solved or a new approach to solving an older problem?);
- Utility (e.g. to what extent is the proposed solution suited to the nature of the problem?);
- Efficacy (e.g. what evidence exists which suggests the approach will work?);
- Feasibility (e.g. what is the intended life cycle of the project, and what does sustainability look like?);
- Risk management (e.g. how does the proposal address issues related to uncertainty?); and
- Resistance (e.g. how readily will the proposed practice or solution be received and/or adopted?)

All these innovation criteria are met in the preparation and implementation of the HeiM project, which implies a change in the traditional way of teaching at universities of the third age based on fixed classes and weekly lectures. Activity, the value of cultural heritage and the use of new technologies are now connected in fieldwork, which in turn solves the problem of older adults' physical mobility, favours the preservation of cultural heritage and makes it easier to explore other cultures. Thus, new forms of work come into play, new values are added, new technologies become familiar and work patterns are collectively adopted, all of which strengthens the value of creative learning. The people involved are active participants as well as co-creators of the program, and they also learn how these innovations can meet the utility, feasibility and resistance criteria. The project permits to provide students with fresh solutions (creative learning about cultural heritage and active ageing) alongside new paths and technologies through which students can learn innovatively (creative writing on Wikiloc©).

In any case, this project introduces innovations associated with sustainable and applicable changes in the way Universities of the Third Age and similar institutions work.



INNOVATIVE METHODOLOGIES FOR OLDER ADULT TRAINING

AN INNOVATIVE METHODOLOGY FOR ADULT LEARNERS

Marián Alesón-Carbonell (Senior Lecturer of English Language at the University of Alicante)

Universities of the Third Age (U3As), Older Adult University Programmes (OAUPs) and other comparable institutions have as their mission to "contribute to lengthening life expectancy by providing the intellectual and physical conditions for active ageing" (AIUTA, 2014). In their programmes, these entities not only work for the "cultural and social advancement of seniors," but also fight against ageism and the typically assigned stereotypes that portray a negative image of older adults. This population segment is regarded as "kind, thankful or warm, but not very competent, intelligent or efficient" (Fernández-Ballesteros, Olmos, Pérez-Ortiz, & Sánchez-Izquierdo, 2020, p. 2). Therefore, a clear need exists to raise social awareness about retirement and third age values, since those years after retirement "are likely to become, thanks to increased life expectancy, a third part of their lives" (Bru & Alesón-Carbonell, 2017, p. 41).

Education is one of the most helpful to fight against inequalities and clichés. On the one hand, it can do so by training older adults for them to succeed in showing society that they are not redundant but active and productive members of society; and on the other hand, by making society fully aware of the assets and results directly linked to the actions undertaken by seniors. This special context requires an educational methodology that goes beyond traditional pedagogy or even andragogy. Nowadays, adult students need to be able "to identify, question, and reflect on their social situation; to feel empowered; and to transform this situation for the better" (Ramírez Gómez, 2016, p. 142). On these grounds, active ageing is defined by the World Health Organisation (WHO, 2002, p. 12, 2015, p. 248) as "a process of "optimising opportunities […] in order to enhance quality of life as people age." This process of "optimising opportunities" does not happen naturally when we age; the context, the goals, the strengths and the skills necessary to adapt to this major change are completely different to everything that a person has lived before; hence the fundamental role that must be played by education and training in this crucial period in our lives (Bru & Alesón-Carbonell, 2017).



INNOVATIVE METHODOLOGIES FOR OLDER ADULT TRAINING

Are traditional educational methods suitable for older adult learners?

One of the problems most frequently identified in older adults' education lies in the fact that the traditional educational methods have not been adequate or have not yielded the expected results. The main reason behind that failure is their exclusive emphasis on trying to overcome the learning difficulties of older students (e.g. memory retention, physical impairments, attention span…) rather than on developing favourable learning scenarios for these students. Besides, it did not seem easy to adapt those traditional methods to older adult learning requirements. Most importantly, conventional pedagogy revolves around the development of the specific capacities and skills that young students will need in order to cope with the demands of adult life. And, obviously, such goals do not match the necessities and circumstances of older adult learners; therefore, a new paradigm for older-adults education appears to be required.

The discipline of andragogy —whose name was coined by Alexander Kapp in 1833 (O'Toole & Essex, 2012) and which did not gain recognition until Malcolm Knowles published his works in the 1970s and 1980s— meant a major innovation in the traditional conceptions of pedagogy. Laying the emphasis on adult learner education, it defended the thesis that it was essential both to reflect on learners' contexts and to look for other methodologies better suited to their needs and goals. In andragogy, there is a common understanding on the fact that adult learners require a different kind of pedagogy (Chen, 2013; Foote, 2015; Gibbons & Wentworth, 2001; Hill, 2000; Holton, Wilson, & Bates, 2009; Ozuah, 2005). This new paradigm focused on adults who need to strengthen their previous knowledge, to improve their skills or to acquire new competences so that they can adapt to ever-changing labour market. Broadly speaking, andragogy suggests that an adult learning framework should be self-directed, centred on problem-solving tasks, built on previous experience, aimed at immediate application, addressed to necessity, and internally motivated.



INNOVATIVE METHODOLOGIES FOR OLDER ADULT TRAINING

Educational Gerontology, Geragogy and Critical Geragogy

Even though andragogy meant a welcome innovation for adults compared to traditional pedagogy, it still failed to cover the special interests of older adult learners, who lack one of the basic features of andragogy, i.e. the urgent need for knowledge. A vast majority of the students registered in U3A programmes have already closed their active working life-stage and, therefore, their motivation for learning does not come from the urgency of demands linked to the work environment, but rather from their inner urge to stay active, of enriching their lives, and of making a contribution to the society they live in. They enrol in lifelong learning programmes for several reasons:

- to broaden their knowledge;
- to enhance their skills;
- to socialize;
- to acquire new competences and skills;
- to adapt to our ever-changing world;
- to adapt to the new socio-cultural and socio-economic realities;
- to learn for the sake of learning (what they did not have the chance to learn at a younger age);
- to improve their quality of life;
- to actively participate in dynamic, social and community-based activities;
- to stay socially active, and
- to become empowered as social agents.

The aspirations listed above give rise to a new learning scenario with unprecedented specific demands and challenges. Educational Gerontology, which appeared in the 1970s and later came to be defined as “older adult learning” in the 1990s —as opposed to gerontological education (teaching-oriented gerontology)— has consolidated as a theoretical framework for older adult teaching and learning over the past two decades (Formosa, 2019).



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Educational Gerontology, which can accordingly be presented as “the integration of the institutions and processes of education concerned with the knowledge of human ageing and the needs of older people”, is an umbrella term that also covers: (a) *older adult learning*, which refers to the actual practice of older adults learning and improving their knowledge; and (b) *geragogy*, which focuses more specifically on “the management of teaching and learning strategies” for older adults and intends to be a new educational theory (Formosa, 2012, p. 38).

Geragogy somehow occupies the niche that pedagogy has in relation to young learners, or the one that corresponds to andragogy in the case of adult learners. This educational theory tries to highlight how educators and methodologies must adapt to the context of older adult learners. As a matter of fact, in the face of an educational milieu focused on a population segment that is traditionally neglected when it comes to learning or other social activities because their productive life has already finished, geragogy has felt the need to adopt a critical perspective. Critical gerontology assumes “a reflective stance whereby the voices of learners and facilitators are given an opportunity to reflect on the appropriateness of the content, strategies, and social and political contexts of learning in later life.” For some authors, this critical agency becomes crucial and even a ‘must’ in older adult learning settings (see, amongst others, Creech & Hallam, 2015; Formosa, 2011; Formosa & Galea, 2020; Ramírez Gómez, 2016). The problem with such a strict critical agenda is that learning practices do not usually complete the critical circle and it is very difficult to achieve full transformational practices that make a difference in older learners’ lives (Formosa, 2012; Formosa & Galea, 2020).

The innovative methodology of the HeiM project

The methodology sampled in the HeiM project follows the tenets of Geragogy in the sense that it is a training programme especially conceived to enhance older adults’ knowledge and skills which also integrates a critical stance, insofar as it tries to meet such needs as: democratisation of knowledge; social integration and participation; generation of opportunities; and empowerment of older adults.



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Their *empowerment* will actually allow older students to became active agents capable of creating and designing attractive products or performing useful tasks for the benefit of society by putting into practice the skills and knowledge acquired. Such an approach may not achieve the expected fully transformative results promoted by Critical Geragogy (Formosa & Galea, 2020), but it will definitely have a significant impact on their community. Although the HeiM project does not strictly follow the political agenda of Critical Geragogy, at least it maintains its "key goal," i.e. ensuring that this population segment influences the society they belong to (Formosa & Galea, 2020, p. 62).

The methodology proposed should help to design effective training courses that provide a space for social action where the learning process must guarantee the following transfers (Alesón-Carbonell, 2015):

- from PASSIVENESS to ACTIVITY & INTERACTIVITY;
- from LOW-COMPLEXITY to HIGH-COMPLEXITY TASKS;
- from SPECIFIC to TRANSFORMATIVE LEARNING; and
- from ISOLATION to SOCIAL INVOLVEMENT.

Although not all adult learners will share the same purposes, motivations or features, and specific programmes may impose different kinds of constraints (Holton et al., 2009), the key concern is that older adult courses should offer *ad hoc* applications that can be put into practice. Moreover, learning programmes should allow and make it easier for adults to develop their newly acquired knowledge and skills in a practical way. When programmes do not achieve their desired transformative pull, that happens because institutions fail to continue supporting their implementation after the learning course finishes. Instead, the Methodology explained in this guide breaks the traditional boundaries of training courses to embed the training, self-development, creative, and disseminative stages in its programme.



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Summarising the innovative criteria explained above, the methodology proposed is *creative*: it helps students to design new materials and use new tools (new active heritage routes uploaded onto the Wikiloc© platform) which are useful both for them and for others (for them as senior tourists and for tourism professionals able to implement the routes). Moreover, the products created are *efficient* insofar as the programme provides chances for piloting and testing too. The final products are likewise *feasible* because the learning programme was conceived so that the students could acquire the necessary competences to achieve the expected results. A *risk management* system exists, and the products are *adaptable* to different needs; finally, the project has *resistance* since an exploitation plan directs its future use and implementation.

Last but not least, the selection of topics also turned out crucial in order to design a meaningful programme for older adults. The choice was made considering previous research on active ageing and older adults' interests. The appeal of culture and tourism along with the importance of staying active were ranked on the first positions (Bru Ronda et al., 2015; Guðjónsdóttir et al., 2016). That is the rationale which underpinned the HeiM Project. The following sections describe the relevance of all these aspects for adult learners.





INNOVATIVE METHODOLOGIES FOR OLDER ADULT TRAINING

SHARED HERITAGE: OLDER ADULTS AS INTERPRETERS OF HERITAGE

María del Rosario Navalón García - Professor of Regional Geographical Analysis of the University of Alicante (Spain)

Value of cultural heritage for society

The concept of heritage refers to what is considered worthy of conservation, regardless of its interest of use, as a result of an individual or collective process, at a given time and for a specific purpose. Being a social construction, not only does it lack a universal meaning but also has been modified throughout history according to each society's interests.

However, faced to the need to specify its nature, the experts and participants in this project agreed to define heritage as "the set of cultural and natural assets, both tangible and intangible, that make up the legacy of a society and must be passed on and bequeathed from one generation to the next.

The list of assets considered is extensive. Singularity stands out as the most relevant one, since it identifies unrepeatable or scarce resources; in turn, representativeness allows a single element to portray a whole era; other pieces can bring together material, emotional, artistic, iconic, identity-based and educational values... And, of course, tourism-related —and accordingly economic— interest appears as one of the highest values that a heritage resource can offer to present-day society.

Heritage for all: promoting citizen participation

According to the International Council on Monuments and Sites (ICOMOS), "natural and cultural heritage belongs to all peoples. Each of us has the right and the responsibility to understand, value and preserve its universal values."

Citizen participation consequently becomes decisive to prevent the relentless transformation of the social context and the landscape where it takes place from eliminating elements that contain recognised heritage value.



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Through their participation, citizens can collaborate with institutions in research and conservation tasks focused on heritage resources. Thus, contributing to the transmission of heritage values in a more precise and personalised manner will encourage citizens to perceive such resources as their own and to become more strongly involved in their protection.

Shared heritage: European cultural heritage, its history and shared values for citizens

Europe's borders have kept changing over the centuries until disappearing in twenty-first-century Europe, where people and ideas circulate freely. All these variations have shaped a twofold heritage: (a) common heritage, which reaffirms the sense of unity and belonging to a community; and (b) own heritage, which serves to singularise and personalise. Making known the values of both types of heritage, in addition to preserving and respecting them, constitutes one of the pillars a cohesive society where all citizens are united without losing their identity. This project has worked to find and spread this variety.

Heritage interpretation: the technical side

Sometimes, heritage management falls into the hands of specialists who work on research and preservation from their various disciplines. They not always master the appropriate communication tools, though, which sometimes results in resources being presented unattractively for the visitor. In this way, when it becomes difficult to follow excessively technical explanations or visitors cannot find elements that seem relevant to them, interest fades and the effectiveness of the expected awareness and dissemination message largely decreases.

For the public to understand heritage and enjoy it thoroughly, its values must be transmitted in a pleasant and clear way. Interpretation stands out as the most appropriate communicative process to generate intellectual and emotional connections between the public and the resources visited; appropriate interpretation will make it possible for the audience to draw their own conclusions and appreciate heritage to a greater extent.



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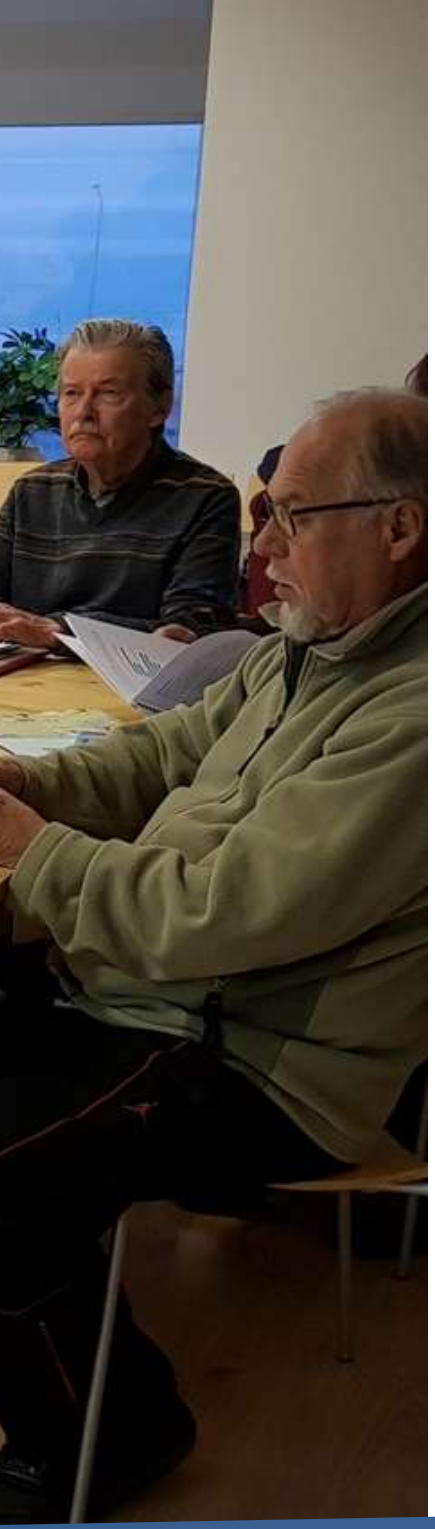
Because of their undeniable importance, interpretation techniques have been an integral part of the methodology used when designing the routes included in this project.

The role of older people in interpretation: social inclusion and volunteering.

Heritage passes on from one generation to another, and older people appear as essential actors in this process. Due to our busy daily life, the immense heritage that surrounds us often goes unnoticed, despite being very near, as it can be found in gastronomy, folklore, nature or everyday objects, to quote but a few examples. The knowledge of their environment, together with the experience accumulated during their professional life, means that older people, if given the necessary training, can become fundamental cogs in the wheel, not only for the interpretation but even for the access to heritage itself.

The voluntary work of seniors in heritage research, dissemination and preservation tasks helps them to stay physically and mentally active, as well as to maintain a feeling of usefulness and full inclusion in society.





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PHYSICAL ACTIVITY AND ITS BENEFITS FOR OLDER ADULTS

Juan Tortosa Martínez - Senior lecturer in Physical Education and Sports Science at the University of Alicante (Spain)

Physical activity and exercise have many benefits for older people's health and quality of life. Within the framework of the HeiM project, we will focus on the benefits of walking —a low-impact, simple and appropriate cardiovascular endurance activity for most of them. These benefits can be divided into physical, psychological and social ones.

On a physical-physiological level, walking can improve our muscle tone, walking speed and balance (Yoshiko et al. 2018). Balance becomes key to prevent falls (Papalia et al. 2020) and walking speed and muscle tone are strong predictors of functionality in everyday life activities, disability risk and mortality (Cawton et al. 2020). Walking will also help bone remodelling, weight control, improved sleep quality, maximum oxygen consumption (VO2max), blood supply, blood pressure and cholesterol levels (Sullivan Bisson, Robinson & Lachman, 2019; Hanson & Jones, 2015). All of the above reduces the risk of osteoporosis and osteoarthritis as well as the likelihood of developing diabetes or cardiovascular diseases (Lee & Buchner, 2008).

From a psychological standpoint, walking can bring improvements in mood, perceived quality of life and cognitive function, additionally reducing levels of stress, anxiety and depression (Johansson, Hartig & Staats, 2011; Varma et al. 2014; Varma et al. 2015). In this sense, people who walk regularly have a lower risk of developing neurodegenerative diseases such as Alzheimer's (Rabin et al. 2019).



As far as social aspects are concerned, if carried out in a group, walking has the potential to improve older adults' socialisation levels and thus reduce their loneliness (Hwang et al. 2019). Therefore, the benefits of walking increase when it is done with others, providing not only social benefits but also additional psychological benefits.



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In the same vein, benefits increase if we walk surrounded by nature, if the activity is enjoyed, if the preferences of participants are taken into account or if it combines with mental activity (Barton, Hine & Pretty, 2009; Johansson, Hartig & Staats, 2011; Loew et al. 2017; Zhu et al. 2016).

The World Health Organisation (WHO) recommends 150 minutes per week of moderate or 75 minutes of vigorous physical activity, which means, for example, 30 minutes 5 days per week of moderate physical activity (WHO, 2010). Another way to measure the physical activity performed by walking is counting steps using a pedometer or a Smartphone. It is estimated that 6,000-8,000 steps per day may suffice to achieve 30 minutes of moderate-to-severe physical activity (Tudor-Locke et al. 2011). In fact, the risk of mortality is reduced by increasing steps per day to 7,500, where it stabilises (Lee et al. 2019). An additional advantage of measuring steps lies in the fact that people who do so significantly increase their daily physical activity level (Harris et al. 2018). By way of example, it has been shown that going from 2,700 to 4,400 steps per day already reduces the risk of mortality to a substantial extent (Lee et al. 2019).

Prior to going for a walk, we must remember that both nutrition and hydration are very important —before, during and after the activity. It is likewise advisable to wear comfortable sports shoes that offer good support, with cushioning, though not too much, as well as socks that fit well to the foot and avoid abrasions or blisters. At the same time, we should put on comfortable clothing, avoid black in hot weather, and use a cap, sun cream and sunglasses, especially with high temperatures. Taking care in winter to wear warm clothes such as scarves, mittens and hats and appropriate shoes for wet snow and ice.

Both the HeiM project as a whole and the routes designed therein include all the aforementioned recommendations about maintaining a healthy and active life and promote these tenets through the implementation of routes that foster moderate activity and cover the advisable number of steps and level of exercise. This also represents an innovation in itself insofar as it encourages seniors to become aware of the need to stay physically and mentally active as a natural part of their daily life, even if physical exercise does not seem to be the main objective of an activity, as it happens in the case of heritage routes.

HeiM HERITAGE IN MOTION



THE HeiM PROJECT – AN EXAMPLE OF GOOD PRACTICE FOR GERAGOGICAL TRAINING AND SOCIAL ACTION



FIRST STEP: A PRELIMINARY STUDY FOCUSED ON NEEDS ANALYSIS

Needs Analysis development has proved crucial to obtain data from various sources and to validate the information gathered so that it can be considered reliable. L. Flowerdew (2013, p. 330) proposes a three-fold method consisting of: *Triangulation* (use of different sources, methods and informants); *Prolonged engagement* (repeated observation and data-collection over a certain period); and *Participatory verification* (the final results should be discussed with participants). As attested in these later proposals, Needs Analysis is not conceived as a previous step to curriculum development, but rather as a process that provides continuous feedback during learning (Gollin-Kies, Hall, & Moore, 2015, pp. 89-92). Such practices have also shown that different participants (institutions, professionals, trainees, teachers, course planners…) have disparate visions about what is necessary; hence the compelling need to triangulate all stakeholders' views so as to obtain a clearer picture of what we need (Jasso-Aguilar, 1999).

All the new proposals described above have boosted the application of ethnographic methods (e.g. observations, structured and unstructured interviews, fieldwork, sampling, surveys and/or questionnaires) which are not only going to complement the old text perspective but also will help the researcher to enquire both about the *what* and about the *why*[1]. In the HeiM project, needs analysis was carried out as a Preliminary Study aimed at establishing the state of the art regarding heritage addressed to seniors along with their preparation and needs when facing the design of active routes. The objective was to find heritage-related resources and elements especially addressed to this population group which could give us a reference both for the specific routes and for the implementation of the project in its entirety.

1. See also the work by James D. Brown (2016) that introduces 32 different procedures for Needs Analysis and explains 9 triangulation methods, additionally giving researchers interesting recommendations and strategies to yield valuable and reliable results.



THE HeiM PROJECT – AN EXAMPLE OF GOOD PRACTICE FOR GERAGOGICAL TRAINING AND SOCIAL ACTION

The study integrated a variety of methods meant to facilitate the triangulation of results:

1. Focus groups with a Committee of Experts
2. A mapping of the heritage resources which may be of special interest for seniors
3. A survey amongst older adults

Both the mapping and the survey were designed in such a way that they could be implemented in any European country. They must be useful tools with the potential to be used in geographical contexts other than the project partner countries for a future transference of results. The goal sought with these tools was to ensure that we would be able to discover older adults' needs concerning the skills needed to become transmitters and dynamising agents of European heritage, and ultimately to guarantee that all these actions could be eventually performed in any EU country and adapted to different older adult education contexts.





The definition of Cultural Heritage: Focus Group

The starting point of our work lay in setting the bases for the definitions and key concepts that the project was going to use. This demanded from all the countries involved to carry out the necessary actions, on the one hand, to reach a consensus on the concept of cultural heritage that would serve as the axis of the project and, on the other hand, to identify the heritage elements that would form part of the routes subsequently developed by the participating seniors. These tasks were entrusted to a Committee of Experts that comprised between 9 and 25 professionals and academics —depending on the country— who would assume the task of ensuring project quality as well.

Despite the fact that, as stated above, cultural heritage is a social construct which has been defined in many different ways, consensus became a must. Heritage, understood as the set of material, cultural or intangible goods that shape the inheritance of a society and must be transmitted across generations, looked like a perfect definition, since it stresses and values the role that seniors can have as heritage disseminators.

In turn, heritage was also defined as dynamic in the sense that it may include varied lifestyles, social practices, knowledge, techniques or beliefs. Moreover, because of its interdisciplinary and social nature, it lends itself, on the one hand, to adaptations to multiple interests; and, on the other hand, it has a social side that encourages exchange and communication. The seniors involved in the HeiM project could thus transform heritage interpretation into a useful tool which enables them to interact with other people and to disseminate the previously acquired knowledge. In other words, they can become social agents who influence society through the transmission and preservation of the heritage that they know or have learned about. Their impact could be additionally beneficial at a local, regional, national and even international level, as shown by this project.



Heritage resources for seniors: Mapping

Once this definition stage was completed, the geographical area of work for each partner had to be defined before undertaking the mapping task. Spain focused on the Alicante province; Iceland, on the area around its capital city, Reykjavik; Poland aimed at the city of Warsaw; and Croatia, at the city of Zagreb and its surroundings.

Experts debated on the resources offered for the selected areas, paying special attention to those which were particularly relevant for seniors, after which they made their own proposals. It became essential to rely on the support of a panel of academic and scientific experts able to offer a broader vision of heritage that went beyond the typical mercantilist version that tends to prevail in the most global tourist dissemination channels.

A preliminary mapping process about the heritage resources available followed seeking to suggest a wider debate on whether the resources were suited to the HeiM project context.

The complete mapping study consequently collected materials and information through three different channels:

1. Compilation of the information provided by experts and creation of a list of suggested resources;
2. Request for information about cultural heritage at Tourist Information Offices; and
3. Search on the Internet through institutional tourism portals.

The analysis of the mapping results showed that the heritage resources and elements that needed to be prioritised considering the age group concerned were not abundant. The largest part of the offer was made without paying attention to the specific needs and interests of older seniors, which posed a huge challenge for the HeiM Project, since there had no previous referents whatsoever.



Despite the above, after obtaining the results derived from the mapping, and once the consultations with the experts had finished, it became clear that the kind of heritage which is likely to have a special significance and to which seniors can assign an added value is that related to their own life experiences, the one which has to do with everyday life, with what is visible and close to them. There precisely lies the heritage which is most endangered because the time elapsed has not caused younger generations to miss its absence. The attraction of nostalgia does not exist and only the age group that has gone through those life experiences knows how important heritage is and consequently understands the need to preserve it as an identity element for a culture or a people.

Seniors, heritage and tools and skills for Heritage Interpretation: Survey

The following step was the design of a survey which could serve to triangulate the results obtained in the aforesaid mapping with the target audience's responses. The main objective consisted in being able to prioritise the relevance and interest that heritage resources have for older adults, although it also included other questions related to tools and skills needed for heritage interpretation. In line with the aims of this project, the key questions during this second phase focused, on the one hand, on investigating the value that older people placed on cultural heritage alongside seniors' interests regarding cultural heritage both locally and at a European level; and, on the other hand, on enquiring about heritage interpretation skills and knowledge of ICT tools that were considered essential to develop the project.

The survey included fourteen questions with different typologies —close-ended; open-ended; multiple-choice; or multiple answers— grouped together into seven conceptual sets, namely: (1) respondents' profile; (2) use of mobile phones and navigation tools; (3) structure of heritage routes; (4) perception about the value of different heritage resources; (5) typical obstacles and problems faced by senior citizens during visits to heritage sites; (6) preferred geographical areas; (7) training on heritage resources; and finally (8) an open question with suggestions for active heritage routes (See annex 1).



THE HeiM PROJECT – AN EXAMPLE OF GOOD PRACTICE FOR GERAGOGICAL TRAINING AND SOCIAL ACTION

Depending on the countries (Croatia, Iceland, Poland and Spain), the questionnaires were disseminated through different platforms and using various resources. All in all, either printed or online surveys were distributed to nearly 4,000 over-50s, regardless of whether they were enrolled in the partner countries' institutions or not. The survey was also opened to other people in this age group on some of the partners' Facebook pages, which explains the impossibility to calculate the exact number of individuals reached. In any case, the final number of respondents was 723.

Except for Spain, where men accounted for roughly half of respondents, women filled in over 80% of questionnaires, which reflects the actual gender distribution of students enrolled in most of the participating institutions. The largest age group was that of 64-to-75-year-olds; and the vast majority of interviewees did not report any physical or psychological impairment. When it came to smartphones and ICT competences, 80% on average turned out to be regular Internet users from their Smartphones; nevertheless, that percentage decreased to a considerable extent when they were enquired about the use of maps and navigation tools (see Figure 1).

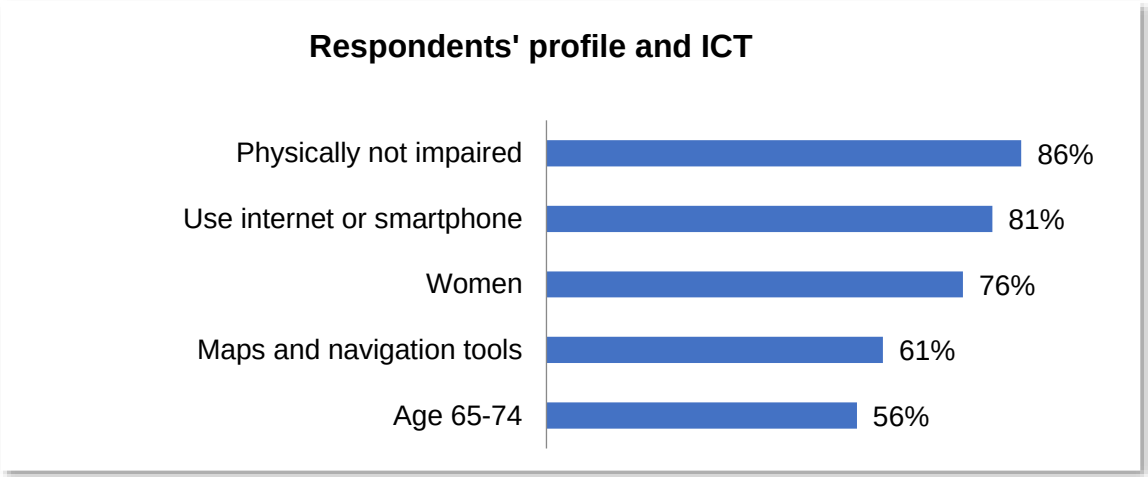


Figure 1: Summary of the main characteristics of the participants in the Heim Project (data specified in percentages).

Regarding their travel preferences, respondents preferred 3-to-5-hour-long routes in small groups of friends or relatives, this being highly useful information that was taken into account when deciding on the duration and itinerary of routes.



The section about the perception concerning the value of heritage resources contained the fundamental questions in the study, since it sought to obtain the ratings assigned to the different heritage resources that an active route might offer. The same set of questions was prepared for a national and a continental scope, in the hope of extracting some conclusions on which resources stood out when it came to assessing heritage from a pan-European perspective.

Apart from the traditional cultural ones, it was deemed appropriate to add other types of resources. As for nature, no doubts existed about the environment, the landscape, the weather or the forces of nature having had and still having a direct influence on life and culture; a large part of landscape is perhaps “man-made,” but, at the same time, many other big areas have been “shaped by nature.” Nature and natural resources appeared in the questionnaire too. Another example was historical heritage: the survey included not only positive feats, but also shameful doings, terrible episodes, monstrous events, which we wish had never happened. Although the sites and heritage resources that witnessed those events might have a morbid attraction, we also need to remember them, especially to prevent history from repeating itself. Therefore, sensitive resources such as “dark tourism” also formed part of the selection.

The wide range of possibilities offered revolved around four broad categories: history, culture, nature and lifestyle. Although some differences appeared between countries, the results turned out to be quite similar in most cases. When rating national heritage, items such as “nature”, “architecture” and “art” prevailed over the rest, although “local way of life” displaced “art” from the third place of preference when those resources were valued from a global European perspective.

On the contrary, looking at the elements assessed as unattractive, “dark tourism” was by far the least valued, followed by “industry” and “festivals,” both nationally and at a European level, in all four cases.



Enquired about the obstacles faced during heritage visits or when learning about cultural heritage, interviewees from all partner countries identified “excessively high prices” and “lack of programmes suited to their interests” as the most important drawbacks, and the most common complaint was the “lack of time for those kinds of activities.”

As shown in the Survey template (see Annex 1 —the Croatian version of the survey—), each country offered different possible areas or themes that might be developed in future routes. Interviewees’ preferences were considered when proposing the national catalogue in each partner country —without forgetting the European value of the elements in question, of course.

Finally, in relation to the most important skills needed for the design and implementation of an active heritage tour, five different subjects and skills were covered: content knowledge; communication skills; European values; digital skills; and foreign language skills. The results obtained in this block of questions confirmed the relevance and weight that the various skills and competences should have in the training process, according to our respondents (see Figure 2).

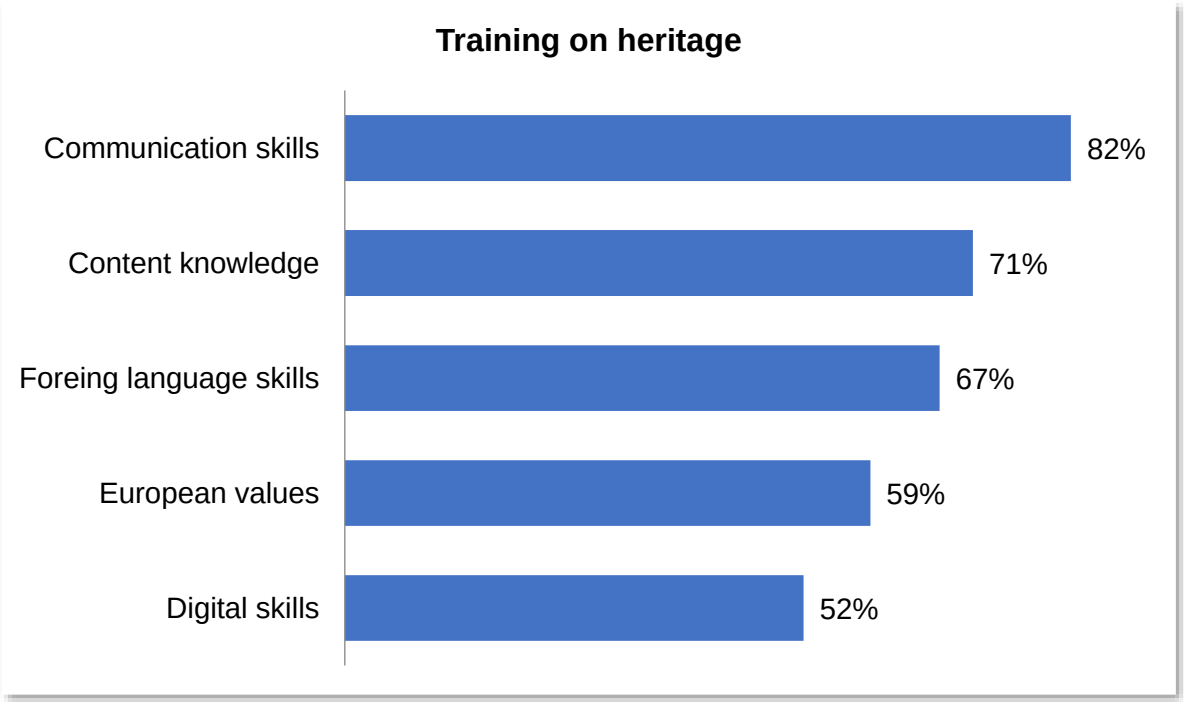


Figure 2: Relevance of course contents.



SECOND STEP: THE TRAINING PROGRAMME

In this stage, each country selected the group of older adults that would follow the training programme previously agreed by all the partners in order to accomplish the subsequent research on routes and their design. Those trained older adults were ultimately going to become the route designers.

Despite the survey being open to older adults in general, participation in the training was offered to all students and active members of the partners' institutions —adults aged 50+— who submitted an application. The selection of participants was based on criteria defined by the actual skills needed to implement the project, such as their knowledge of English, computer skills and professional experience, as well as their involvement in previous projects.

Training duration was set at 30 hours, and as for contents, a common structure based on five blocks of knowledge brought them together:

- Heritage (historical, cultural and tourism resources);
- Heritage interpretation;
- English for heritage;
- Health and active ageing; and
- Digital devices required to develop routes.

The training programme developed and implemented innovative methods for the teaching of older adults which valued this group's experience and skills while simultaneously including both constructive and cognitive methodologies such as action research, learning in context, project-based learning and ICT use. The training programme methodology was also imbued with the principles of Geragogy. On the one hand, it placed the older adult student in the centre of the learning process; and, on the other hand, it argued that knowledge is acquired in a constructive process where the student acts as an active agent. In that way, students understood where and how knowledge was applied and used, which in turn made them feel more committed to the learning process.



THE HeiM PROJECT – AN EXAMPLE OF GOOD PRACTICE FOR GERAGOGICAL TRAINING AND SOCIAL ACTION

An example of the Critical Geragogy methodology proposed in the HeiM project is the preparation of learning tasks that allow for the application of knowledge, an analytical process and a certain degree of critical reflection. For example, at a given point of the training programme, we wanted the students to recognise the usefulness of heritage interpretation and the extent to which it should be adaptable to older adults. Then, experts suggested a simple task for our participants: they were asked to analyse the text of an informative panel at a heritage site which had been written without taking into account the rules learned during the training programme. The participants realised that, first of all, the language was too technical, only suitable for people with a high cultural level and, to make matters worse, using an extremely small typography which allowed the panel designer to insert more than 600 words therein. Due to the difficulty involved in reading it together with the time needed to understand it properly, the students found that few people made the effort to read those panels completely, and thus concluded that their texts needed to be concise, clear, interesting and, in short, reader-friendly. Since the students additionally admitted that those texts were not accessible at all, they decided to exclude such kind of messages, on the grounds that no attention whatsoever had been paid to the needs of this population group. That awareness also led them to reflect on the changes that they could make in their own routes so that they could become more appealing, more accessible and more interesting for their own peers. This eagerness to perform modifications and improve their world —which actually constitutes the essence of the Critical Geragogy programme (Formosa, 2011; Formosa & Galea, 2020)— definitely encouraged them to become active heritage interpreters.

The use of technology posed yet another challenge and, following the project methodology, an effort was made to introduce it in a meaningful and integrated way. The only purposeful training centred on Wikiloc© —the online platform selected for the final storage of the HeiM routes. However, as regards other ICT skills and resources, the group received training on the use of modern “smart” ICT technology as needs required it.



Several ICT tasks were completed —and older adults learned to perform them— throughout the project:

- surfing on the Internet to carry out research;
- visiting libraries;
- downloading documents;
- sharing and organising files on the cloud;
- sharing and discussing ideas with their peers;
- using electronic email and sending messages;
- tracking and recording cultural heritage with their phones;
- reducing the weight of images;
- using resource materials in English;
- resorting to automatic translators;
- becoming familiar with spelling and grammar correction tools;
- handling several technological devices (computer, mobile phones, tablets…); and/or
- upload material onto the Wikiloc© platform.

At the end of the training period, the attendees filled in a questionnaire (see Annex 2) which served to elicit their opinion about the different aspects of the training programme. Students were particularly motivated to develop their ability to present the national cultural heritage to others and to improve their own knowledge about cultural and local heritage, these being precisely the objectives most successfully fulfilled according to the survey results. Besides, most students considered that all lessons had been excellent, expressing special appreciation for the skills acquired in the *Health and Active Ageing* and *Digital Devices* modules.



With regard to interpersonal skills, every category proposed to be assessed had been improved during the learning process for more than half of interviewees, although the teamwork category slightly stood out from the rest. The most relevant result was that hardly any negative opinion was collected. Finally, at an organisational level, the participants identified three areas as the most outstanding ones: the preparation of the experts who taught the classes; the teaching methods used; and the materials provided.

Broadly speaking, the Training Programme yielded highly satisfactory outcomes, from which it can be deduced that the methodologies applied favoured the active integration of older adults into the learning process, thus avoiding their exclusion and promoting meaningful learning. In general, most participants claimed that they felt confident and in a good position to accomplish the following stage of the programme —i.e. the design of routes— as well as to become active interpreters of their cultural heritage.





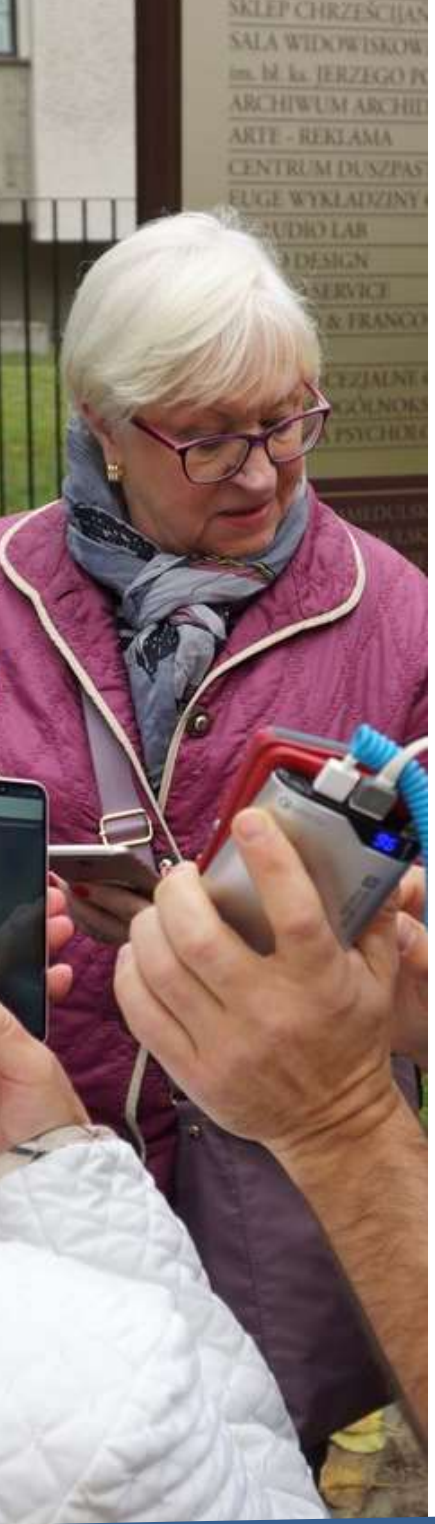
THIRD STEP: ROUTE DESIGN

This phase of the project was coordinated by U3A Reykjavik, and the Icelandic HeiM team monitored its development as closely as possible, exchanging views and recommendations on common themes, cross references and a common reporting style, ultimately seeking to achieve the best possible results.

Firstly, a series of recommendations were agreed upon which had been proposed both by the teachers who had instructed the participants in the training programme and by the committee of experts who had advised the partners.

Route structure

- Duration. Between 3 and 5 hours, according to the preferences expressed by older adults. The tour could be divided into two sessions (morning and afternoon) with a break for lunch.
- Itinerary. Walking less than 5,000 steps (3 km) per day is considered sedentary, which is why that should be the minimum target distance. Different levels of exigency can be set; however, if the next stop was too far away to walk, different options for public and private transport access would be suggested.
- Resources. The aim of the routes is to acquire a broad, multifaceted knowledge of heritage: natural, architectural, archaeological, ethnological, gastronomic and musical. It would be advisable to include elements from different categories.
- Organisation. In order to speak properly about routes, it is necessary to set a guiding thread which links all the points of interest; in other words, there must be a full sentence that defines the theme of the routes and all the waypoints must relate to that theme.



What resources should be selected?

The chosen resources will serve to highlight a wide range of heritage values, including amongst others, scarcity, rarity, representativeness or accessibility, alongside its wealth in sentimental, symbolic, artistic, iconic, religious, military or technological terms.

The criteria followed in this section were neither fixed nor mandatory, but rather served as mere guidelines. The goal pursued consisted in designing a system based on both experts' recommendations and the literature on heritage interpretation which could help participants to select heritage resources according to the project aims. Greater value was assigned to those categories which could serve to better reflect on the interests or needs of European seniors. For instance, we included the "Attractiveness for the European visitor" criterion because one of the objectives sought with the project was to foster the development of a common European identity. Likewise, we valued the "accessibility" criterion more highly, as opposed to other pre-existing criteria (Morales & Varela, 1986), due to its fundamental importance for the integration of older people —often with physical limitations— into social activities that would otherwise be inaccessible to them.

The interpretative potential matrix below was defined for the purpose of establishing some measurable criteria to choose the waypoints of the route in an objective way:

Criteria	Good	Regular	Bad
Singularity	9-7	6-4	3-1
Attractiveness for the European visitor	9-7	6-4	3-1
Accessibility	9-7	6-4	3-1
Impact resistance	9-7	6-4	3-1
Seasonality	6-5	4-3	2-1
Current number of visitors	6-5	4-3	2-1
Availability of information	6-5	4-3	2-1
Easy to describe or interpret	3	2	1
Pertinence of contents (in relation to the route theme)	3	2	1
Element safety and environmental safety	3	2	1
Interesting for seniors	3	2	1

Table 1: Proposal of HeiM IP matrix based on Badaracco and Scull (1978) and Morales and Varela (1986).



The Interpretive Potential Index (IPI) results from applying a numerical scale to each criterion. The grading was set according to the values considered the most significant for achieving the project objectives. During the research stage, teams rated each heritage element of the route using this scale with the aim of establishing comparisons between the different elements. This priority ranking proved helpful when the time came to determine which resources would finally be included in the route.

What message do we transmit?

In addition to conveying a central idea, the route theme should be attractive, brief, clear, interesting (relevant for visitors) and well-structured. Working on a phrase or sentence that summarises the essence of a route is a complicated and highly demanding task even for professionals, as it must convey the connecting thread that gives sense to the route designed. Although HeiM route themes were difficult to set and participants struggled to make them sensible, the final results were commended by the committees of experts.

How do we transmit the message?

Interpreting heritage will help us to convey our message attractively and meaningfully. Some practical tips recommended by the HeiM Project (based on Tilden, 1957; Morales, 1998; Ham, 2013) are listed below:

- Relevance to the visitor. In order to awake interest, the message content must relate to visitors' life and personal interests. We always perceive the information better and feel more interested if a connection exists with what we know or are.
- Mere information is not interpretation; the latter must include affective aspects aimed at the heart more than at the brain. In any case, selected, up-to-date and high-quality information will be needed.
- Every interpretative presentation should be designed as a story that informs, entertains and enlightens. It is important to use different techniques and all five senses.



- Interpretation seeks to provoke, not to instruct; to provoke in the visitors the wish of knowledge and conservation.
- The visit should promote heritage protection and conservation, causing no damage whatsoever. When interpretation explains heritage management along with its values and weaknesses, the visitor is aware of it and stop being a mere spectator to become accomplice.
- Prohibition messages should be avoided; explanatory messages are preferable instead.
- The interpreter should describe what is visible, not what you cannot see.
- Finally, the last part of the visit should be arresting and, when possible, it should leave an everlasting impression; hence the convenience of saving the best information for the end.

Following the above-mentioned tips, a card was firstly designed (see Annex 3) to gather the information needed for every resource that would be used during the itinerary (this card includes the IP matrix).

Secondly, after the guidelines had been designed and distributed, the participants in the training programme were grouped together in several teams which conducted the research and designed the routes. Each group was in charge of a specific route or geographical area. Teamwork skills turned out to be fundamental, and experience provided evidence that it is highly desirable for each team to have a leader who organises and distributes the tasks, as well as someone owning thorough prior knowledge of the area, either because they had been born there or because they lived in that territory.

Teamwork definitely proved to be the best tool to manage routes. On the one hand, it allowed us to take advantage of each member's strengths: some knew the area very well, others were former technicians, others had a high level of English…; on the other hand, working together made it possible for responsibility to be shared, and the task was consequently performed in a more relaxed way. We should not forget that these were older adults volunteering in their free time. In the end, each person contributed with different points of view, which favoured creativity and avoided the strengthening of egocentric positions.



THE HeiM PROJECT – AN EXAMPLE OF GOOD PRACTICE FOR GERAGOGICAL TRAINING AND SOCIAL ACTION

The research stage was of a great interest to the teams. In addition to the traditional print media, technology was used to find new sources, which in turn allowed them to develop and increase their knowledge of Internet browsing. Cloud storage also served to share photos and files to work with, and the participants took advantage of mobile technologies for communication (e.g. instant messaging apps such as Whatsapp© or Telegram©), geolocation or foreign language usage as well. ICTs provided support for all the different tasks associated with route design and all participants improved their mastery of these technologies, which was one of the objectives of the project.

Designing and testing the routes *in situ* was a motivating task because, in addition to sharing the experiences with their own peers, participants met specialists in the visited places who assisted them and advised them personally on how to properly interpret the resources they managed. Contact with local inhabitants was also very rewarding from an ethnological and lifestyle point of view.

Participants' work was completed with the translation of the routes into English and their upload onto the Wikiloc© application. This task posed a challenge for the teams, since it was a pretty new activity and not always easy to accomplish. The assistance supplied by the project computer technicians proved essential to solve the problems as well as to improve and consolidate the groups' technical skills.

The final revision on the accuracy and relevance of contents, their formulation and their correct translation into English was supervised by the committee of experts that had been offering advice throughout the project. In this way, the quality of the work was guaranteed before its publication both in English and in the national languages on the Wikiloc© website.





A final survey was conducted amongst participants in the routes for the purpose of collecting their opinion about the whole process. According to the vast majority of interviewees, the levels of competence reached during the project, especially regarding the acquisition of new knowledge about cultural heritage, their ability to transmit it to others or their research skills, were either satisfactory or very satisfactory.

At the end of this stage, a virtual meeting was held with the older adults who had participated in the research on routes and their design in each country, where they could present their work and share their experiences in English with their peers from the other partner countries. All participants regretted not being able to visit and experience the partners' routes in person due to the current Covid-19 pandemic circumstances which prevent any travelling between European countries.

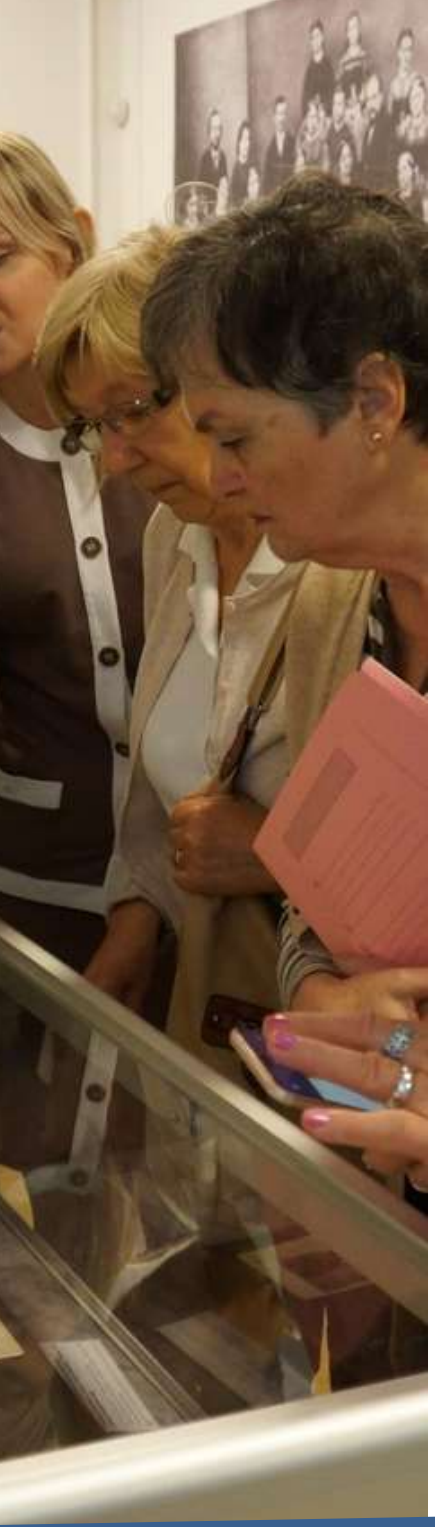




All in all, as the conclusions drawn by the Committees of Experts revealed, our teams have proved to be very good interpreters of cultural heritage whose experience and skills in promoting that type of heritage should not be underestimated. The value of older adults' learning along with the adoption of constructive and cognitive training methodologies in our digital era plays a fundamental role in present-day society, insofar as it has demonstrated that older learners can gain new competences and skills that can specifically lead to new discoveries when accessing heritage. This experience of heritage interpretation can be employed both by the administration and by professionals in order to promote active and safe tourism aimed to older adults. Furthermore, as the project assessments have likewise shown, their work may extend to younger generations who will understand the ultimate value of the work carried out by these older adults. In this way society can be reconciled with older generations, by recognising their work and the value of the learning that is acquired at a later stage in life. Moreover, the European dimension of this project also opens the doors to exploring the cultural heritage of other countries. In that regard, this project follows along the lines of the objectives pursued in the European Year of Cultural Heritage (Decision [EU] 2017/864): "to encourage the sharing and appreciation of Europe's cultural heritage as a jointly owned resource, to raise awareness of common history and values, and to reinforce a sense of belonging to a common European space" (European Union, 2018).



ROUTES



ROUTES

As for the final outcome, five routes were designed by each partner, except for the Spanish team, which produced six. The routes were chosen bearing in mind the proposals that the committee of experts had made in the previous meetings, as well as the suggestions and interests of the older adults involved in the project. It was agreed by the partners that some of the routes should include the relationship between man and nature and try to highlight relevant aspects for European visitors.

The experience of participants in designing and implementing the routes differed to some extent between countries, but all of them faced many difficulties as a consequence of the COVID-19 pandemic. The Croatian teams additionally suffered the terrible earthquake in Zagreb on March 22nd, 2020, amid their route design phase. The targeted heritage sites were suddenly in ruins and no longer accessible. It is also worth highlighting that some routes in Warsaw evoked heavy memories of World War II, especially amongst 70+ participants; the memory of a devastated Warsaw remains alive.

The outcome of our work will be presented on the following pages.



CROATIA



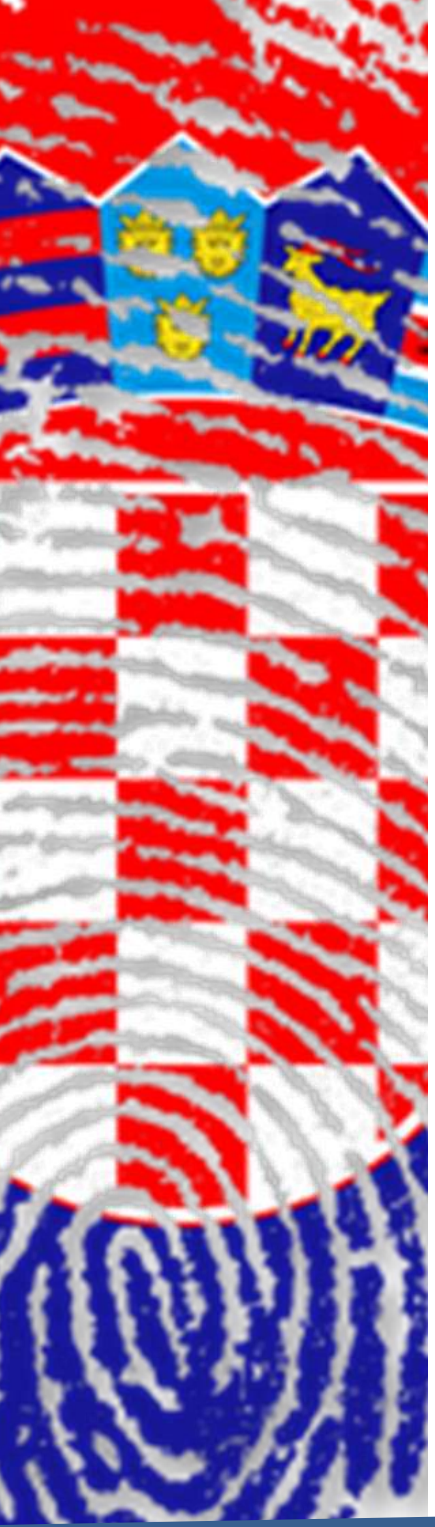
ICELAND



POLAND



SPAIN



CROATIA

RESEARCH ON ROUTES

In Croatia, each of the five groups tracked and described one route using smart devices and subsequently published them in English and Croatian on the Wikiloc©.

SELECTION OF ROUTES

The guiding principle while choosing our routes was that both tangible and intangible heritage are an important component of our local as well as national identity. We also took into consideration the recommendations given by the committee of experts. Hence, participants opted not only for the heritage that is an fundamental part of their identity, but also for the locations and activities that they are emotionally attached to. Whether or not that specific location or activity appeared on a list of protected cultural heritage was neither the only nor the key criterion. Since Zagreb was hit by an earthquake in the course of the HeiM project, the locations that we had chosen, photographed and described in our routes suddenly acquired a new meaning for all of us. These were places with a certain meaning for us that carried a special memory, places where we met with our friends or family and in which we liked to spend our free time and relax. After the earthquake, it is not possible to visit these places since they are not safe. Museums are closed, and some will have to move permanently, because their damages are so serious that they are beyond repair; our cafés are closed, and so are parks, restaurants and some libraries. Life in the city centre is very different from what it used to be only a few months ago. Therefore, the routes we described now include a lot of heritage that has changed; however, we decided to keep our initial proposals as an homage to the city as it once was.

CROATIA
ACTIVE AND HEALTHY ROUTES ON EUROPEAN HERITAGE



ROUTE CRO1
Theatre, music and architecture

ROUTE CRO2
Following the footsteps of famous Zagrebians





ROUTE CRO3
Zagreb and modernism

ROUTE CRO4
Gornji grad and Kaptol – history and culture





ROUTE CRO5
Nature in the heart of Zagreb

CROATIA
ICELAND
POLAND
SPAIN



ROUTE

CRO1
Theatre, music
and architecture

TEAM

- D.Bebek Miletić
- V.Vidmar
- Z.Brlek
- J. Rodić
- K. Tamhina



Route CRO1
Theatre, music and architecture

HERITAGE IN MOTION
www.heimheritage.eu

The main idea behind this route is to tell the visitors and locals stories that lie behind the buildings that they will pass while touring Zagreb, but maybe will not deem them important. Zagreb has a very rich musical and theatrical life all year round and for a long time. Since Zagreb was once a small part of a big Monarchy (Austro-Hungarian) it didn't have some big nobility, nor court that would bring the money to the city and build the important cultural buildings, but still it had theatre, musical institute, library, archive etc. All these institutions began their life inside private homes, churches and taverns, and grew bigger to the point where they needed their own buildings. After the 1880 earthquake Zagreb descended from the Upper Town and Kaptol to Downtown and new regulation for the city was made. In these new plans place was left for all the new buildings to be created. All of them, as well as the parks listed in this tour, represented at the time something different, new and special. Some of them were designed by renowned architects and sculptors such as Meštrović, Lenuci, Bollé etc. We believe that visitors that pick this tour will find it interesting to see that our architecture reassembles very much to the architecture of Budapest, Graz or Vienna, which is the best proof that we were once a part of the Austro-Hungarian Monarchy and adds an added European value to the route.





WEBLINK

https://www.wikiloc.com/walking-trails/en-theatre-music-and-architecture-50664916

INFORMATION

Distance	6,25 km.	Elevation max	140 m.
Elevation gain uphill	23 m.	Elevation min	114 m.
Elevation gain downhill	23 m.	Ends at start point (loop)	Yes
Technical difficulty	Easy	Accessibility	Yes

CROATIA
ICELAND
POLAND
SPAIN



Route CRO1
Theatre, music and architecture

www.heimheritage.eu

Name of the route	Theatre, music and architecture
Theme of the route	Cultural life of Zagreb
Reference / Weblink	CRO1 - Theatre, music and architecture
Name of the element	Theatre and music life
Location	45° 48' 45" N 015° 58' 40" E
Description	Theatre plays in Zagreb were for a long time performed by visiting theatre companies usually in taverns or private houses. It was only in the 19th century that the first public theatres and music schools opened, and their number has constantly been growing ever since. Today Zagreb has more than a hundred theatres (public and private ones) and concert halls.
Access roads	Ilica street
Public transport	Tram line numbers 12, 17 and 1 Stop: "Trg bana Jelačića"
PRM Access	Yes
Facilities	Accessible information panels on some locations
Team	D.Bebek Miletić, V.Vidmar, Z.Brlek, J. Rodić, K. Tamhina

Interpretative Potential Matrix

Criteria	Good/Regular/Bad	Rating
Singularity	9-7 / 6-4 / 3-1	7
Attractiveness for the European visitor	9-7 / 6-4 / 3-1	9
Accessibility	9-7 / 6-4 / 3-1	7
Impact resistance	9-7 / 6-4 / 3-1	8
Seasonality	6-5 / 4-3/ 2-1	6
Current number of visitors	6-5 / 4-3/ 2-1	5
Availability of information	6-5 / 4-3/ 2-1	4
Easy to describe or interpret	3 / 2 / 1	3
Pertinence of contents (in relation to the route theme)	3 / 2 / 1	3
Element safety and environmental safety	3 / 2 / 1	2
Interesting for seniors	3 / 2 / 1	3
	Final rating	**57/66**



Route CRO1
Theatre, music and architecture













- CROATIA
- ICELAND
- POLAND
- SPAIN



CROATIA
ICELAND
POLAND
SPAIN

ROUTE

CRO2
Following the footsteps of famous Zagrebians

TEAM

- D.Bebek Miletić
- V.Vidmar
- Z.Brlek
- J. Rodić
- K. Tamhina



Route CRO2
Following the footsteps of famous Zagrebians

In this tour we wanted to introduce visitors of Zagreb with some of the people that made Zagreb what it is today. Being a small capital, and a small country we are used to the fact that majority of our visitors do not know who is Ivan Meštrović, what is Ilirian movement, why do we have a Bishop's Duh stairways, who was the lady whose statue can be seen in Tkalčićeva street and so on. So, the visitors that pick this itinerary will know who these people were, and why are they important to us. This tour is special because of one other reason: it includes a visit to the cemetery Mirogoj. We had a long discussion whether or not to include Mirogoj into the route, because some of us believed that people will not be interested in visiting cemetery. But in the end, we decided to do it, because Mirogoj is not a typical cemetery and it gives a very good overview of our more recent history (as of end of 19th century). Hopefully after taking this tour Zagreb's visitors will have a clearer picture of our history.



WEBLINK

https://www.wikiloc.com/walking-trails/en-following-the-footsteps-of-famous-zagrebians-50749985

INFORMATION

8,97 km.	216 m.
122 m.	125 m.
122 m.	Yes
Easy	Yes

CROATIA
ICELAND
POLAND
SPAIN



Distance | Elevation gain uphill | Elevation gain downhill | Elevation max | Elevation min | Technical difficulty | Ends at start point (loop) | Accessibility



Route CRO2
Following the footsteps of famous Zagrebians

HERITAGE IN MOTION
www.heimheritage.eu

Name of the route	Following the footsteps of famous Zagrebians
Theme of the route	Zagrebians that marked the development of Zagreb
Reference / Weblink	CRO2 - Following the footsteps of famous Zagrebians
Name of the element	Life of famous Zagrebians
Location	45° 48' 45" N 015° 58' 40" E
Description	Zagreb, or more precisely, thirteenth-century Gornji grad (Upper Town), carried the title of "free royal city" which attracted numerous tradesmen and craftsmen from all over Europe to come and live in our city. You can learn who these people were and how they contributed to the development of Zagreb through this walk and a visit to the famous Mirogoj cemetery.
Access roads	Ilica street
Public transport	Bus line 106 Kaptol - Mirogoj
PRM Access	Yes
Facilities	Accessible information panels on some locations
Team	D.Bebek Miletić, V.Vidmar, Z.Brlek, J. Rodić, K. Tamhina

Interpretative Potential Matrix

Criteria	Good/Regular/Bad	Rating
Singularity	9-7 / 6-4 / 3-1	7
Attractiveness for the European visitor	9-7 / 6-4 / 3-1	9
Accessibility	9-7 / 6-4 / 3-1	7
Impact resistance	9-7 / 6-4 / 3-1	8
Seasonality	6-5 / 4-3/ 2-1	6
Current number of visitors	6-5 / 4-3/ 2-1	5
Availability of information	6-5 / 4-3/ 2-1	4
Easy to describe or interpret	3 / 2 / 1	3
Pertinence of contents (in relation to the route theme)	3 / 2 / 1	3
Element safety and environmental safety	3 / 2 / 1	2
Interesting for seniors	3 / 2 / 1	3
	Final rating	**57/66**

CROATIA
ICELAND
POLAND
SPAIN



Route CRO2
Following the footsteps of famous Zagrebians











- CROATIA
- ICELAND
- POLAND
- SPAIN



CROATIA
ICELAND
POLAND
SPAIN

ROUTE

CRO3
Zagreb and modernism

TEAM

- D.Bebek Miletić
- V.Vidmar
- G.Vidmar
- Z.Brlek
- J. Rodić
- K. Tamhina



Route CRO3
Zagreb and modernism

www.heimheritage.eu

For development of this tour we found inspiration in the building of POUZ. The fact is that for most of our students, and thus also for the people of their generation this building was paramount since it played a significant role in their lives. They used to come here as students to attend some lectures, to the cinema, some of them even got married here. So once when we decided on this building, we wanted to present to the future visitors how Zagreb developed from the 19th century onwards but concentrate on the workers and industries. Unfortunately, most of these industries closed during 1990s, but parts were protected as industrial heritage. The problem is that due to the lack of funding these buildings are left to decay. We thought that for visitors it would be interesting to see how Zagreb started its development, how important workers once were, and were we are now. Students loved this tour because it brought back numerous memories from their youth.



WEBLINK

https://www.wikiloc.com/walking-trails/en-zagreb-and-postmodernism-49669592

CROATIA
ICELAND
POLAND
SPAIN



INFORMATION

Distance	13,12 km.	Elevation max	141 m.
Elevation gain uphill	51 m.	Elevation min	113 m.
Elevation gain downhill	61 m.	Ends at start point (loop)	No
Technical difficulty	Moderate	Accessibility	Yes



Route CRO3
Zagreb and modernism

Name of the route	Zagreb and modernism
Theme of the route	Modern city
Reference / Weblink	CRO3 - Zagreb and modernism
Name of the element	Zagreb and modernism
Location	45° 48’ 45” N 015° 58' 40” E
Description	The city of Zagreb developed thanks to the numerous crafts and the craftsmen who moved to Gradec back in the mid-13th century when the city was founded and had the title of “free royal city.” Halfway through the 19th century, Zagreb began to grow, and industry started to develop in today’s city centre. Along with industry came the railway, and more and more citizens moved to Zagreb. In the second half of the 20th century, Zagreb entered the era of postmodernism, with new apartment blocks for workers being built in the new part of the city across the river Sava —an area known as Novi Zagreb (New Zagreb).
Access roads	Ilica
Public transport	Tram line numbers 11, 6, 2 and 1 – Stop: “Mandaličina”
PRM Access	Yes
Facilities	Accessible information panels on some of the locations
Team	D.Bebek Miletić, V.Vidmar, G. Vidmar Z.Brlek, J. Rodić, K. Tamhina

Interpretative Potential Matrix

Criteria	Good/Regular/Bad	Rating
Singularity	9-7 / 6-4 / 3-1	7
Attractiveness for the European visitor	9-7 / 6-4 / 3-1	9
Accessibility	9-7 / 6-4 / 3-1	7
Impact resistance	9-7 / 6-4 / 3-1	8
Seasonality	6-5 / 4-3/ 2-1	6
Current number of visitors	6-5 / 4-3/ 2-1	5
Availability of information	6-5 / 4-3/ 2-1	4
Easy to describe or interpret	3 / 2 / 1	3
Pertinence of contents (in relation to the route theme)	3 / 2 / 1	3
Element safety and environmental safety	3 / 2 / 1	2
Interesting for seniors	3 / 2 / 1	3
	Final rating	**57/66**



Route CRO3
Zagreb and modernism



- CROATIA
- ICELAND
- POLAND
- SPAIN



CROATIA
ICELAND
POLAND
SPAIN

ROUTE

CRO4
Gornji grad and Kaptol – history and culture

TEAM

- D.Bebek Miletić
- M.Hudina
- I.Topić
- V.Vidmar
- Z.Brlek
- J. Rodić
- K. Tamhina
- D.Benko



Route CRO4
Gornji grad and Kaptol – history and culture

www.heimheritage.eu

Every visitor to Zagreb even the one that will stay for a few hours only will visit Cathedral and Square of Saint Mark, since these two are our city's landmarks. Bearing that in mind we wanted to create one tour that would make it possible for visitors to see these two most important buildings in Zagreb and in the same time learn about city's rich history. This tour is ideal for those who will stay in Zagreb for a short time, because they will see all important buildings such as Cathedral, Dolac market, street Bloody Bridge, Stone Gate, Church of Saint Mark, and all in just 2 hours. On the other hand, if visitors have a lot of time in their hands, they can stroll slowly, make a stop on Dolac (for a coffee, breakfast or lunch), continue their walk to the Upper Town, again take a coffee break at the Stone gate, maybe visit some of the museums. In this way the tour will last for several hours. In both cases visitors will see and learn about our history in the same way, but they can adjust their time of walk, depending on their needs and available time.





WEBLINK

https://www.wikiloc.com/walking-trails/en-gornji-grad-and-kaptol-history-and-culture-49283344

INFORMATION

4,67 km.		167 m.	
56 m.		126 m.	
59 m.		No	
Moderate		Yes	

CROATIA
ICELAND
POLAND
SPAIN





Distance | Elevation gain uphill | Elevation gain downhill | Elevation max | Elevation min | Technical difficulty | Ends at start point (loop) | Accessibility



Route CRO4
Gornji grad and Kaptol – history and culture

HERITAGE IN MOTION
www.heimheritage.eu

Name of the route	Gornji grad and Kaptol - history and culture
Theme of the route	Development of Zagreb
Reference / Weblink	CRO4 - Gornji grad and Kaptol - history and culture
Name of the element	Architecture
Location	45° 48’ 45” N 015° 58' 40” E
Description	Zagreb started to descend towards the current city centre in 1850, an important year because it witnessed the union of Gradec/Gornji grad (today’s Upper Town), Kaptol, Laška ves and Nova, after which the city officially became Zagreb. Until then, everything in the city revolved around two hills —Kaptol and Gradec. Even though these two hills only covered a very small surface, life there was rich and more vivid than (it is) today, mainly because this used to be the city of craftsmen. Anyhow, when you arrive in Gradec (Gornji grad) now, you will be able to check that, although it may have lost a lot of its craftsmen and their shops, it still keeps the charm and beauty of the old times.
Access roads	Ilica
Public transport	Tram line numbers 12, 17, 11, 6, 13 and 1 - Stop: “Trg bana Josipa Jelačića”
PRM Access	Yes
Facilities	Accessible information panels are available on some locations
Team	D.Bebek Miletić, M.Hudina, I.Topić, V.Vidmar, Z.Brlek, J. Rodić, K. Tamhina, D.Benko

Interpretative Potential Matrix

Criteria	Good/Regular/Bad	Rating
Singularity	9-7 / 6-4 / 3-1	6
Attractiveness for the European visitor	9-7 / 6-4 / 3-1	9
Accessibility	9-7 / 6-4 / 3-1	7
Impact resistance	9-7 / 6-4 / 3-1	8
Seasonality	6-5 / 4-3/ 2-1	6
Current number of visitors	6-5 / 4-3/ 2-1	5
Availability of information	6-5 / 4-3/ 2-1	6
Easy to describe or interpret	3 / 2 / 1	3
Pertinence of contents (in relation to the route theme)	3 / 2 / 1	3
Element safety and environmental safety	3 / 2 / 1	2
Interesting for seniors	3 / 2 / 1	3
	Final rating	**58/66**



Route CRO4
Gornji grad and Kaptol – history and culture











- CROATIA
- ICELAND
- POLAND
- SPAIN



HERITAGE IN MOTION
www.heimheritage.eu

CROATIA
ICELAND
POLAND
SPAIN

ROUTE

CRO5
Nature in the heart of Zagreb

TEAM

- D.Bebek Miletić
- M.Hudina
- I.Topić
- V.Vidmar
- Z.Brlek
- Z. Veber



Route CRO5
Nature in the heart of Zagreb

HERITAGE IN MOTION
www.heimheritage.eu

Zagrebians are very proud of the parks, community gardens and lakes of Zagreb. Since the development of the city was marked by two natural structures (mountain and river) we wanted for the visitors to see how both of them still influence the city. Another thing that we saw as important was the fact that majority of Zagreb's visitors rarely visit Maksimir, and Ribnjak not to mention Dubravkin put, or Cmrok. We believe that for the latter two most of the visitors never heard of, and both of the locations are beautiful and worth to visit. This tour is probably the longest and will consume a lot of time. It is ideal for people that will spend several days in Zagreb, and love nature.









WEBLINK

https://www.wikiloc.com/walking-trails/en-nature-in-the-heart-of-zagreb-49235447

INFORMATION

9,54 km.	165 m.
65 m.	117 m.
69 m.	No
Moderate	Yes

CROATIA
ICELAND
POLAND
SPAIN

Distance | Elevation gain uphill | Elevation gain downhill | Elevation max | Elevation min | Technical difficulty | Ends at start point (loop) | Accessibility



Route CRO5
Nature in the heart of Zagreb

HERITAGE IN MOTION
www.heimheritage.eu

Name of the route	Nature in the heart of Zagreb
Theme of the route	Parks, gardens and lakes of Zagreb
Reference / Weblink	CRO5 - Nature in the heart of Zagreb
Name of the element	Nature
Location	45° 48’ 45” "N 015° 58' 40” E
Description	Zagreb stands between the Medvednica mountain on the north and the river Sava on the south. Since Zagreb crossed the Sava only after World War II, these two natural frontiers strongly influenced the geographical development of the city, which developed in an east-west direction. At the same time, both Medvednica and Sava make it possible for the inhabitants of Zagreb to live in the city, while simultaneously having the chance to go fishing, hiking or picking wild strawberries simply by cycling or taking a bus. We collect chestnuts in autumn and ski in winter. We need not leave the city to do all this, because both the mountain and the river now form part of the city.
Access roads	Maksimirska cesta
Public transport	Tram line numer 12 – Stop: “Maksimir”
PRM Access	Yes
Facilities	Accessible information panels on some locations
Team	D.Bebek Miletić, M.Hudina, I.Topić, V.Vidmar, Z.Brlek, Z. Veber

Interpretative Potential Matrix

Criteria	Good/Regular/Bad	Rating
Singularity	9-7 / 6-4 / 3-1	6
Attractiveness for the European visitor	9-7 / 6-4 / 3-1	8
Accessibility	9-7 / 6-4 / 3-1	6
Impact resistance	9-7 / 6-4 / 3-1	8
Seasonality	6-5 / 4-3/ 2-1	6
Current number of visitors	6-5 / 4-3/ 2-1	5
Availability of information	6-5 / 4-3/ 2-1	5
Easy to describe or interpret	3 / 2 / 1	3
Pertinence of contents (in relation to the route theme)	3 / 2 / 1	2
Element safety and environmental safety	3 / 2 / 1	2
Interesting for seniors	3 / 2 / 1	5
	Final rating	**53/66**

CROATIA
ICELAND
POLAND
SPAIN



Route CRO5
Nature in the heart of Zagreb

HERITAGE IN MOTION
www.heimheritage.eu





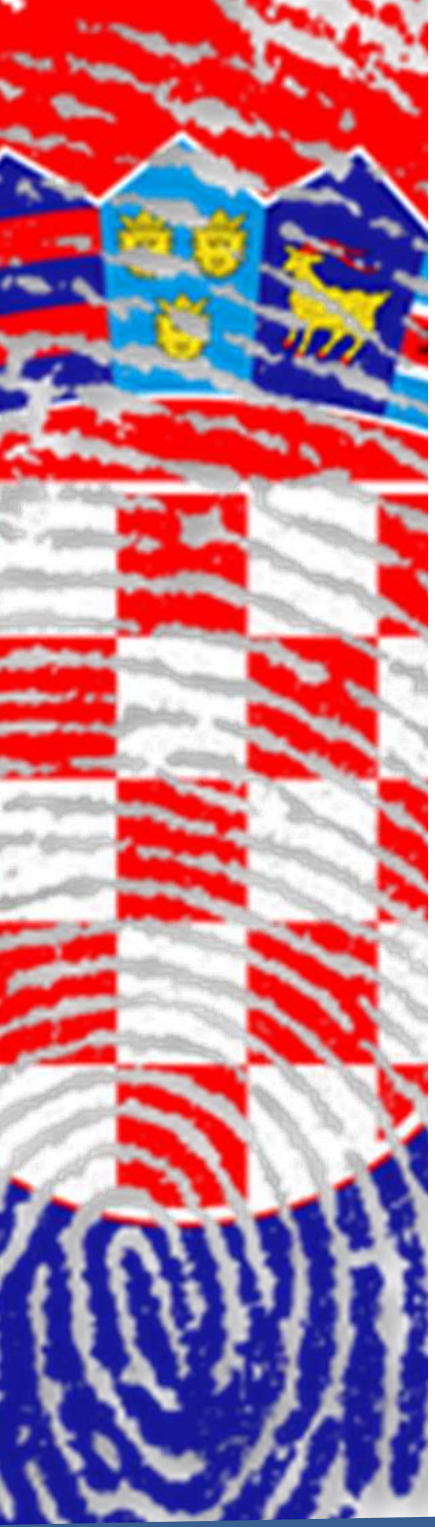


- CROATIA
- ICELAND
- POLAND
- SPAIN

CONCLUSIONS

It should be noted that Croatian team encountered problems not only because to COVID-19. We managed to design the routes, to find the necessary literature, to pay *in-situ* visits and to take some photos, but then, we were locked down at home. However, a week later, an earthquake struck Zagreb, so even after that, in June 2020, we could not go to the city centre unless it was strictly necessary, because it was still unsafe to wonder around. The problem that the earthquake has created for us is that most of the buildings that we had listed, and which we consider worth visiting (from the inside and not only from the outside), are closed for all visits, and will unfortunately remain closed for a long time. Some of the institutions (for example, the building of the former Amadeo Theatre, now the Croatian Museum of Natural history) will have to be relocated because they are in such bad condition that they cannot be used any more.





CONCLUSIONS

An additional problem was the use of Wikiloc©. The Zagreb team found it easier to design the route, write the text and see it in real life first, and then sign in to Wikiloc© at home and design the routes by hand. For some students, it was simpler if we designed the routes, and they only had to add texts and photos. I believe that, if we had had the opportunity to sit down together in March, as it was initially planned, and work on Wikiloc© once again step by step, this would not have been a problem either.

We wanted to use Zoom for meetings, but that was a problem too. Some of the students live in the city centre, and after the earthquake, they had to face a lot of problems, such as the lack of heating, hot water or Internet connections; therefore, it became impossible to organise a meeting with all the students at the same time. This is why students came individually to POU, so that we could sit down and see how to solve the Wikiloc© difficulties. Students also stressed that they missed teamwork.

ICELAND

RESEARCH ON ROUTES

In Iceland, each of the five groups tracked and described one route using smart devices and subsequently published them in English and Icelandic on the Wikiloc©. The groups comprised the people who had followed the HeiM training programme, and some of them worked in more than one group.

SELECTION OF ROUTES

All five routes designed by the Icelandic teams focused on the greater Reykjavik area. They related mainly to the historical development of the city which grew from being a small fishing town to becoming a metropolis with the main emphasis on the last few hundred years. The Laugarnes route, for example, described the urban evolution of a region, earlier situated just outside the town, and now centrally located, from the farming and fishing activity into an industrialised urban environment, its history dating back to a ninth-century settlement. This route, as well as all the others, has close connections with influences, business and cultural exchanges with other parts of Europe.

Every route deals with the effects caused by man on nature and the interaction between the two of them. As an example, the Solstice walk on the longest day of the year in the northern hemisphere refers to ancient habits of celebrating the sun as a life-giving force; and it has common roots back in the old ages.

The European connection becomes especially evident in the route between sculptures in the City, focusing on artists educated and trained in other European countries who brought modern art trends to Iceland. One of the routes, an old walking trail, reveals the changes due to the man-influenced city development and also shows the relationship between man and nature where and how the forces of nature, waterfalls, now well within the city, were used early to produce electricity. The walk among the burial monuments in one of Reykjavik's old graveyards gives remarkable insight into the iron casting technology flourishing and brings history to live.

ICELAND
ACTIVE AND HEALTHY ROUTES ON EUROPEAN HERITAGE



ROUTE IS1

Nature Hiking Trail in Ellidaar Valley

ROUTE IS2

Historical and cultural heritage in Laugarnes and Kirkjusandur





ROUTE IS3

Summer Solstice Walk

ROUTE IS4

Cultural and artistic heritage of the Hólavallagarður cemetery





ROUTE IS5

Reykjavik Historical Statues



ROUTE

IS1
Nature Hiking Trail in Ellidaar Valley

TEAM

- Dagrun Thordardottir
- Birgir Jonsson



Route IS1
Nature Hiking Trail in Ellidaar Valley

The Ellidaar Valley, the most popular and largest green area in Reykjavik, offers varied environments, including landscape, geology, birdlife, river fish and vegetation; the river is the main attraction, though. People visit the valley all year round, especially folks from the neighbourhood. At the northern edge of the valley is the Arbaer outdoor museum, located at the Arbær old farm, which housed for centuries a hostel for travellers and farmers driving their livestock for sale in town, along with their other agricultural products. The walk starts at the Ellidaar Hydro Power Station, a 3 MW hydroelectric plant inaugurated in 1921 by His Majesty Christian X —King of Denmark and Iceland at the time. The classical church-like station house is filled with up to 100-year-old machinery that converts river water under pressure into sustainable electricity by turning water turbines linked to electric generators. The station remained in operation for almost a century.

The walk subsequently continues up the valley and across the lava island to the south side of the valley. Then up to and across the Arbaer dam and as far as the Arbaer Folk Museum. And from there back to the starting point along a footpath located on the old route into Reykjavik.





WEBLINK

https://www.wikiloc.com/walking-trails/nature-hiking-trail-in-ellidaar-valley-51278767

INFORMATION

Distance	4,28 km.	Elevation max	58 m.
Elevation gain uphill	81 m.	Elevation min	1 m.
Elevation gain downhill	81 m.	Ends at start point (loop)	Yes
Technical difficulty	Moderate	Accessibility	Yes

CROATIA
ICELAND
POLAND
SPAIN



Route IS1
Nature Hiking Trail in Ellidaar Valley

HERITAGE IN MOTION
www.heimheritage.eu

Name of the route	Nature Hiking Trail in Ellidaar Valley
Theme of the route	Nature, eco-energy, old buildings, old routes to Reykjavik
Reference / Weblink	IS1 - Ellidaar Valley
Name of the element	Nature and infrastructure
Location	64°07'10.8"N 21°50'16.6"W
Description	Walk from the Ellidaar Hydro Power Station inaugurated in 1921 up the valley and across the lava island to the south side of the valley. Then up to and across the Arbaer dam as far as the Arbaer Folk Museum. And from there to the starting point along a footpath located on the old route into Reykjavik.
Access roads	Stekkjarbakki, Hofdabakki, Laxakvisl, Seidakvisl, Silungakvisl
Public transport	Car park at the starting point. Bus line 24 stops at the Arbaer Folk Museum.
PRM Access	OK for most of the way. Some assistance is needed on the walkbridge over the Arbaer Dam
Facilities	Good paths and clear information signs at the paths
Additional Information	Short and easy route (4,3 km)
Observations	It is easy to choose other routes around the valley and neighbourhood
Team	Dagrun Thordardottir and Birgir Jonsson

Interpretative Potential Matrix

Criteria	Good/Regular/Bad	Rating
Singularity	9-7 / 6-4 / 3-1	9
Attractiveness for the European visitor	9-7 / 6-4 / 3-1	7
Accessibility	9-7 / 6-4 / 3-1	9
Impact resistance	9-7 / 6-4 / 3-1	7
Seasonality	6-5 / 4-3/ 2-1	5
Current number of visitors	6-5 / 4-3/ 2-1	5
Availability of information	6-5 / 4-3/ 2-1	6
Easy to describe or interpret	3 / 2 / 1	2
Pertinence of contents (in relation to the route theme)	3 / 2 / 1	3
Element safety and environmental safety	3 / 2 / 1	3
Interesting for seniors	3 / 2 / 1	3
	Final rating	**59/66**

CROATIA
ICELAND
POLAND
SPAIN



Route IS1
Nature Hiking Trail in Ellidaar Valley







ROUTE

IS2
Historical and cultural heritage in Laugarnes and Kirkjusandur

TEAM

- Elsa Ísfold Arnórsdóttir
- Hörður Gíslason
- Ingibjörg Rannveig Guðlaugsdóttir



Route IS2
Historical and cultural heritage in Laugarnes and Kirkjusandur

The route takes you to the historical heritage of Laugarnes Point and the former industrial area, Kirkjusandur. It is filled with interesting stories about the very early settlement of Laugarnes, when Laugarnes was not yet part of Reykjavik, and continues until the present day. It also explains the big industrial expansion plans for Kirkjusandur in the early 20th century which had to be abandoned, and how a new innovative use was made of the facilities already existing there. The route can be said to describe the relationship of man and nature in which the former exploited the natural resources to survive and make a living. The route also tells how one of the products —salted cod / baccalá), processed at Kirkjusandur— found its way to Southern Europe.





WEBLINK

https://www.wikiloc.com/walking-trails/heritage-in-laugarnes-and-kirkjusandur-50727311





INFORMATION

Distance	2,47 km.	Elevation max	43 m.
Elevation gain uphill	73 m.	Elevation min	4 m.
Elevation gain downhill	73 m.	Ends at start point (loop)	Yes
Technical difficulty	Easy	Accessibility	Yes

CROATIA
ICELAND
POLAND
SPAIN



Route IS2
Historical and cultural heritage in Laugarnes and Kirkjusandur

Name of the route	Historical and cultural heritage in Laugarnes and Kirkjusandur
Theme of the route	Settlement in Laugarnes and industrial development at Kirkjusandur
Reference / Weblink	IS2 - Laugarnes and Kirkjusandur
Name of the element	Man and nature and man and city plan
Location	64°08'47.4"N 21°53'36.4"W
Description	The route is filled with exciting as well as very real history from the times of the earliest settlement in the Reykjavik area —dating back to the 9th century— to the present day. Some remains can be visited, along with a modern art museum which houses the works of one of the leading Icelandic sculptors. It also tells us about ambitious industrial expansion plans.
Access roads	Sæbraut, Klettagarðar, Laugarnesvegur og Kringlumýrarbraut
Public transport	Bus lines 13 and 16 at the corner between Sundlaugavegur and Laugarnesvegur
PRM Access	Yes, but it might be slippery in winter
Facilities	Accessible information panels in Icelandic and English
Additional Information	The route takes about 1.5 hours walking.
Observations	The route is an easy and pleasant walk for fifty-year-olds or older people who enjoy walking in beautiful surroundings.
Team	Elsa Ísfold Arnórsdóttir, Hörður Gíslason, Ingibjörg Rannveig Guðlaugsdóttir

Interpretative Potential Matrix

Criteria	Good/Regular/Bad	Rating
Singularity	9-7 / 6-4 / 3-1	8
Attractiveness for the European visitor	9-7 / 6-4 / 3-1	6
Accessibility	9-7 / 6-4 / 3-1	9
Impact resistance	9-7 / 6-4 / 3-1	9
Seasonality	6-5 / 4-3/ 2-1	6
Current number of visitors	6-5 / 4-3/ 2-1	6
Availability of information	6-5 / 4-3/ 2-1	6
Easy to describe or interpret	3 / 2 / 1	3
Pertinence of contents (in relation to the route theme)	3 / 2 / 1	3
Element safety and environmental safety	3 / 2 / 1	3
Interesting for seniors	3 / 2 / 1	3
	Final rating	**62/66**



Route IS2
Historical and cultural heritage in Laugarnes and Kirkjusandur











- CROATIA
- ICELAND
- POLAND
- SPAIN





ROUTE

IS3
Summer Solstice Walk

TEAM

- Thor Jakobsson
- Johanna Johannesdottir



Route IS3
Summer Solstice Walk

Mankind has celebrated summer and winter solstices for thousands of years, all over Europe and elsewhere. Even today, and despite not being as important as in the past, people still find solstices fascinating. They organise all kinds of festivals honouring the turning point in Earth's relationship with the sun. Summer solstice walks have been taking place in Reykjavik since 1985, and during the last 10 years in Viðey island, off Reykjavik Harbour. The present Wikiloc© path displays one of the two main solstice walk paths on Viðey Island. The route starts with a ferry journey of a little less than 10 minutes across a narrow channel.

Viðey island's varied history from the 12th century is fairly well known. The island was once the location of a rich, cultural power centre in Iceland and, at other times, only a fertile farmland occupied by ordinary citizens. Viðey island has been lately revived as a site for archaeology and renovated historic buildings. In addition to being a historical location, Viðey island is currently a popular nature attraction frequented by families from Reykjavik and its surroundings as well.

The most important heritage element is a big eighteenth-century building which was the home of Skuli Magnusson, Sheriff of Iceland, and the founder of modern-day Reykjavik. Skuli has been highly respected for his pioneering activities through generations. The island presents a fascinating combination of nature and significant memories from the history of Iceland, such as events related to Denmark and England, amongst other things.



WEBLINK

https://www.wikiloc.com/walking-trails/heim-solstice-walk-path-in-videy-en-47527582

INFORMATION

5,46 km.		44 m.	
23 m.		-2 m.	
23 m.		Yes	
Moderate		No	

Distance | Elevation gain uphill | Elevation gain downhill | Elevation max | Elevation min | Technical difficulty | Ends at start point (loop) | Accessibility

CROATIA
ICELAND
POLAND
SPAIN



Route IS3
Summer Solstice Walk

HERITAGE IN MOTION
www.heimheritage.eu

Name of the route	Summer Solstice Walk
Theme of the route	Celebration of life and culture
Reference / Weblink	IS3 - Summer Solstice
Name of the element	Archeological sites and historical buildings.
Location	64°09'22.2"N 21°52'03.0"W
Description	Mankind has celebrated summer and winter solstices for thousands of years, all over Europe and elsewhere. Even today, people still find solstices fascinating and honour the turning point in Earth's relationship with the sun. This is a circular walk path on Viðey island, where summer solstice walks have been organised during the last ten years; in the Reykjavik region, they started in 1985.
Access roads	No roads.
Public transport	Ferry across a narrow sound.
PRM Access	Rather difficult for disabled people.
Facilities	Good
Additional Information	One could choose a route suited to disabled participants.
Observations	The routes offer a good atmosphere for the spirit in addition to being great for our health!
Team	Thor Jakobsson and Johanna Johannesdottir

Interpretative Potential Matrix

Criteria	Good/Regular/Bad	Rating
Singularity	9-7 / 6-4 / 3-1	8
Attractiveness for the European visitor	9-7 / 6-4 / 3-1	8
Accessibility	9-7 / 6-4 / 3-1	5
Impact resistance	9-7 / 6-4 / 3-1	7
Seasonality	6-5 / 4-3/ 2-1	5
Current number of visitors	6-5 / 4-3/ 2-1	4
Availability of information	6-5 / 4-3/ 2-1	4
Easy to describe or interpret	3 / 2 / 1	3
Pertinence of contents (in relation to the route theme)	3 / 2 / 1	3
Element safety and environmental safety	3 / 2 / 1	3
Interesting for seniors	3 / 2 / 1	3
	Final rating	**53/66**

CROATIA
ICELAND
POLAND
SPAIN



Route IS3
Summer Solstice Walk





ROUTE

IS4
Cultural and artistic heritage of the Hólavallagarður cemetery

TEAM

- Ingibjörg Rannveig Guðlaugsdóttir

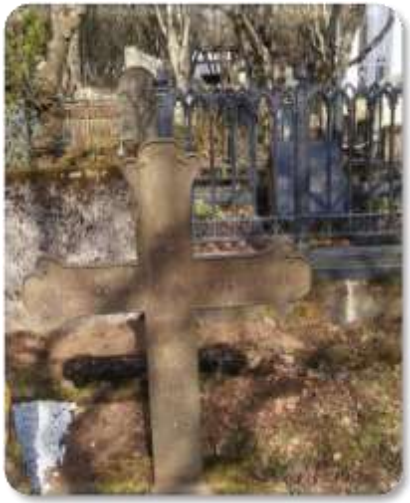


Route IS4

Cultural and artistic heritage of the Hólavallagarður cemetery

HERITAGE IN MOTION
www.heimheritage.eu

The route takes you through a part of the cultural and artistic heritage in the Hólavallagarður cemetery, focusing on the cast-iron burial monuments with iron crosses. One of the reasons why Hólavallagarður is considered unique is the huge number of such monuments, one of them even said to be able to “stand out in any Northern European cemetery.” This is a walk where you learn about the cemetery, the crosses and the symbols on some of them, but also to some extent about the life of the people who are buried underneath. It is an alternative route for those who cannot walk long distances or prefer to visit heritage sites close to their homes.







WEBLINK

https://www.wikiloc.com/walking-trails/cultural-and-artistic-heritage-in-holavallagardur-51329616

INFORMATION

Distance	0,69 km.	Elevation max	19 m.
Elevation gain uphill	1 m.	Elevation min	2 m.
Elevation gain downhill	1 m.	Ends at start point (loop)	Yes
Technical difficulty	Moderate	Accessibility	Yes

CROATIA
ICELAND
POLAND
SPAIN



Route IS4
Cultural and artistic heritage of the Hólavallagarður cemetery

HERITAGE IN MOTION
www.heimheritage.eu

Name of the route	Cultural and artistic heritage of the Hólavallagarður cemetery
Theme of the route	Cast-iron monuments, especially crosses from the 18th century which bear witness of the ironwork culture and art of that time
Reference / Weblink	IS4 - Hólavallagarður Cemetery
Name of the element	Cemetery, cast-iron crosses
Location	64°08'43.1"N 21°56'43.7"W
Description	The route takes you through a part of the cultural and artistic heritage existing in the Hólavallagarður cemetery, looking at the cast-iron burial monuments which make the cemetery unique. You will see a monument that would “stand out in any Northern European cemetery,” and iron crosses that were erected in the 19th century. A short tale about the lives of the deceased is told as well
Access roads	Ljósvallagata, Hólavellir, Kirkjugarðsstígur, Suðurgata, Hringbraut.
Public transport	Bus lines 1, 3 and 6 in front of the University campus nearby
PRM Access	Most of the route. A short part of it might be difficult but can be avoided.
Facilities	Accessible information panels in Icelandic and English throughout the cemetery
Additional Information	The route is short but filled with heritage from the past centuries
Observations	An alternative route for those who cannot or will not walk far
Team	Ingibjörg Rannveig Guðlaugsdóttir

Interpretative Potential Matrix

Criteria	Good/Regular/Bad	Rating
Singularity	9-7 / 6-4 / 3-1	8
Attractiveness for the European visitor	9-7 / 6-4 / 3-1	6
Accessibility	9-7 / 6-4 / 3-1	8
Impact resistance	9-7 / 6-4 / 3-1	9
Seasonality	6-5 / 4-3/ 2-1	6
Current number of visitors	6-5 / 4-3/ 2-1	5
Availability of information	6-5 / 4-3/ 2-1	6
Easy to describe or interpret	3 / 2 / 1	3
Pertinence of contents (in relation to the route theme)	3 / 2 / 1	3
Element safety and environmental safety	3 / 2 / 1	3
Interesting for seniors	3 / 2 / 1	2
	Final rating	**59/66**

CROATIA
ICELAND
POLAND
SPAIN



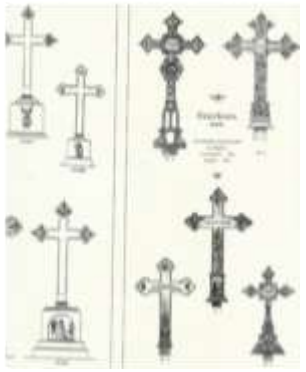
Route IS4
Cultural and artistic heritage of the Hólavallagarður cemetery











- CROATIA
- ICELAND
- POLAND
- SPAIN



ROUTE

IS5
Reykjavik Historical Statues

TEAM

- Birna Halldórsdóttir
- Elsa Ísfold Arnórsdóttir
- Þórunn Ólafsdóttir



Route IS5
Reykjavik Historical Statues

HEIM HERITAGE IN MOTION
www.heimheritage.eu

The walk between statues in Reykjavik can be described as a tour through a mixture of European and Icelandic art history. Statues are part of landmarks in Reykjavik and reflect this nation's history. The walk begins at Arnarhóll, where the statue of Ingólfur Arnarson —a settler— stands. The route then follows a circle along the historical timeline, where we are led between the statues of the most influential individuals as far as history and art are concerned. A brief introduction to the statues and their sculptors is provided. Most of the artists who created the artworks were educated in art schools on mainland Europe, and that shows in their work, but it is also interesting to see how it mixes with the Icelandic culture. In the year 2019, the Reykjavik Art Museum established a year of art in public spaces. The museum's Smart App, Reykjavik Outdoor Artworks, can be downloaded for free for Android and iOS.



WEBLINK

https://www.wikiloc.com/walking-trails/reykjavik-historical-statues-48744578

CROATIA
ICELAND
POLAND
SPAIN





INFORMATION

Distance	3,21 km.	Elevation max	9 m.
Elevation gain uphill	14 m.	Elevation min	-5 m.
Elevation gain downhill	14 m.	Ends at start point (loop)	Yes
Technical difficulty	Moderate	Accessibility	Yes



Route IS5
Reykjavik Historical Statues

Name of the route	Reykjavík Historical Statues
Theme of the route	Statues in a historical and cultural context from the original settlement to the present day
Reference / Weblink	IS5 - Reykjavik Statues
Name of the element	Statues of people who have marked the history of the country and the nation
Location	64°08'52.0"N 21°55'58.9"W
Description	Statues are part of landmarks in Reykjavik and also reflect this nation's history. The walk begins at Arnarhóll, where the statue of Ingólfur Arnarson —a settler— stands. The route then follows a circle along the historical timeline, where we are led between the statues of the most influential individuals as far as history and art are concerned.
Access roads	Ingólfsstræti, Hverfisgata, Lækjargata, Kirkjustræti, Vonarstræti, Fríkirkjuvegur, Skothúsvegur, Tjarnargata, and Aðalstræti
Public transport	Bus lines 1, 6, 11, 12, 13 at Stjórnarráðið, (or Arnarhóll/Lækjargata)
PRM Access	Good footpaths all the way
Facilities	Mostly paved or asphalted, and benches to rest and a café
Additional Information	A good pass for those unable to walk or go long strolls at a time
Observations	The statue ring runs through downtown Reykjavik and people can stop and sit down at many places
Team	Birna Halldórsdóttir, Elsa Ísfold Arnórsdóttir and Þórunn Ólafsdóttir

Interpretative Potential Matrix

Criteria	Good/Regular/Bad	Rating
Singularity	9-7 / 6-4 / 3-1	9
Attractiveness for the European visitor	9-7 / 6-4 / 3-1	9
Accessibility	9-7 / 6-4 / 3-1	9
Impact resistance	9-7 / 6-4 / 3-1	9
Seasonality	6-5 / 4-3/ 2-1	5
Current number of visitors	6-5 / 4-3/ 2-1	6
Availability of information	6-5 / 4-3/ 2-1	5
Easy to describe or interpret	3 / 2 / 1	3
Pertinence of contents (in relation to the route theme)	3 / 2 / 1	3
Element safety and environmental safety	3 / 2 / 1	3
Interesting for seniors	3 / 2 / 1	3
	Final rating	**64/66**



Route IS5
Reykjavik Historical Statues











CONCLUSIONS

The Research on Routes phase of the HeiM project was the most interesting one, since it provided highly valuable experience on how to train and acquire skills and knowledge about utilising modern ICT technology, with a specific emphasis on the needs, interests, and abilities of this project's target group: people over 50. The interest and success of Icelandic teams was remarkable in many ways. A survey amongst team members after completing the route design and reporting stages showed that all team members consider themselves able to define a route, to track it and upload it Wikiloc© on their own, and of course, to teach their peers to do the same. They all mentioned the valuable experience gained from following the training and guidance throughout the process.



CONCLUSIONS

As for continuing to use Wikiloc©, the teams speak about creating routes relating to their kin and family history, teaching walking/hiking groups to use this technology, and developing the ability to download multimedia material on the routes. In the future, they suggest that the most important heritage to consider should be that related to nature, history, legends and industry.

The results are ready and available for everyone to download them and to walk along the routes which are loaded with information on the cultural heritage and historical evolution of Reykjavik from being a small fishing town to becoming a metropolis in only a few hundred years and at an ever-accelerating pace. The work carried out and the results of route design and research have clearly shown that people in their third age are the perfect carriers of cultural history, a heritage that they can share with their peers and the future generations. They are good interpreters of cultural heritage.

POLAND

RESEARCH ON ROUTES

In Poland, each of the five groups tracked and described one route using smart devices and subsequently published them in English and Polish on the Wikiloc©. The groups comprised the people who took part in the HeiM training programme during the Autumn of 2019.

SELECTION OF ROUTES

Four of the routes developed by Polish teams focus on the Warsaw conurbation, and the fifth one led to a beautiful former health resort near Warsaw. These routes mainly concern historical places associated with Poles who played an prominent role in the history of Europe, along with locations which are important to every Varsovian and their family traditions.

The city of Warsaw was completely destroyed during World War II and, therefore, we wanted to show the traces, memories and stories of outstanding Poles who lived and worked in Warsaw, and whose hearts are close to many Europeans. Two routes connect with the lives of outstanding Poles whose fame spreads all over the world; they were two prominent figures born in Warsaw: Maria Skłodowska-Curie and Fryderyk Chopin.

Warsaw is also a city of beautiful gardens, parks and recreation places. One path leads visitors through a beautiful nature reserve, preserved within the city. This walk also gives you a sense of the importance that nature has to enjoy a fulfilling life or simply a moment outdoors.

One of the routes follows the traces of the disappearing wooden architecture which is typical of small holiday resorts in the vicinity of Warsaw. The route following the footsteps of former Warsaw confectioneries leads through the places of every Varsovian's childhood memories.

POLAND
ACTIVE AND HEALTHY ROUTES ON EUROPEAN HERITAGE



ROUTE PL1
Maria Skłodowska-Curie's Warsaw

ROUTE PL2
Las Bielański – Forest in the city center





ROUTE PL3
Sweet Warsaw

ROUTE PL4
Fryderyk Chopin's Warsaw





ROUTE PL5
Świdermajers – the wooden villas of Otwock





ROUTE

PL1
Maria Skłodowska-Curie's Warsaw

TEAM

- M. Stanowska
- D. Świtkowska
- B. Kaniewska
- B. Wałachowska-Słomka
- T. Gąska
- M. Samsel



Route PL1
Maria Skłodowska-Curie's Warsaw

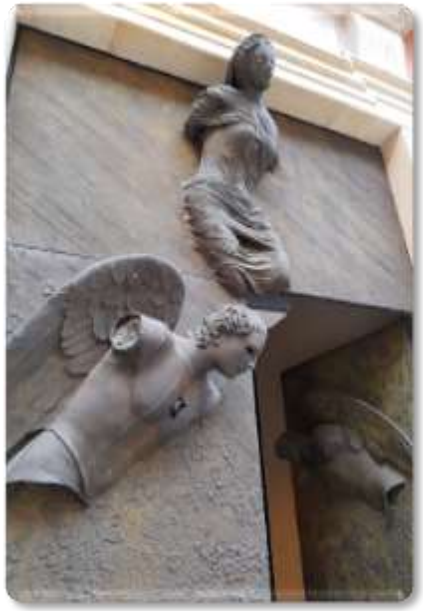
HEIM HERITAGE IN MOTION
www.heimheritage.eu

Places related to Maria Skłodowska-Curie's childhood and youth. The route takes you to the footsteps of the first woman to receive the Nobel Prize and, so far, the only one who has been awarded the Nobel Prize for two different scientific disciplines (chemistry and physics). Maria Skłodowska-Curie was born in Warsaw, where she spent her childhood and youth too. From a very young age, she was fond of walking by the Wisła river. Today, a statue of Skłodowska-Curie in Warsaw's New Town looks towards the Wisła river. It is the first waypoint of our route.





Maria Skłodowska belonged to a generation of emancipated Polish women who, thanks to the schools for girls and the so-called Flying University (Uniwersytet Latający) in Warsaw received an education which enabled them to undertake university studies that were inaccessible to women in the Russian Empire. The walk leads through the places where Maria Skłodowska lived, studied, grew up and celebrated her successes.



WEBLINK

https://www.wikiloc.com/hiking-trails/pl-maria-sklodowska-curies-warsaw-1-51205933

INFORMATION

Distance	4,99 km.	Elevation max	151 m.
Elevation gain uphill	21 m.	Elevation min	82 m.
Elevation gain downhill	31 m.	Ends at start point (loop)	No
Technical difficulty	Moderate	Accessibility	Yes

CROATIA
ICELAND
POLAND
SPAIN



Route PL1
Maria Skłodowska-Curie's Warsaw

www.heimheritage.eu

Name of the route	Maria Skłodowska-Curie's Warsaw From little Mania to the world-famous Maria Skłodowska-Curie
Theme of the route	Places related to Maria Skłodowska-Curie's childhood and youth
Reference / Weblink	PL1 - Maria Skłodowska-Curie's Warsaw
Name of the element	Warsaw Old Town
Location	52° 15'14.447"N, 21° 0'33.143"E
Description	Walk in the footsteps of the first woman to receive the Nobel Prize and, so far, the only one who has been awarded the Nobel Prize for two different scientific disciplines (chemistry and physics). Born and raised in Warsaw, she was the first woman with the title of professor at the Sorbonne University in Paris as well as the first lady amongst the members of the French Academy of Medicine. She is also the first woman to be buried in the Panthéon in Paris on her merit.
Access roads	637; Wybrzeze Gdanskie street
Public transport	Bus lines 118, 186 – bus stop: "Sanguszki 01"
PRM Access	Yes
Facilities	All buildings are open to the public. Information in Polish. The descriptions of the museum exhibition are available in Polish and English.
Team	M. Stanowska, T. Gąska, D. Świtkowska, B. Wałachowska-Słomka, B. Kaniewska, M. Samsel

Interpretative Potential Matrix

Criteria	Good/Regular/Bad	Rating
Singularity	9-7 / 6-4 / 3-1	7
Attractiveness for the European visitor	9-7 / 6-4 / 3-1	7
Accessibility	9-7 / 6-4 / 3-1	9
Impact resistance	9-7 / 6-4 / 3-1	9
Seasonality	6-5 / 4-3/ 2-1	6
Current number of visitors	6-5 / 4-3/ 2-1	5
Availability of information	6-5 / 4-3/ 2-1	5
Easy to describe or interpret	3 / 2 / 1	3
Pertinence of contents (in relation to the route theme)	3 / 2 / 1	3
Element safety and environmental safety	3 / 2 / 1	3
Interesting for seniors	3 / 2 / 1	3
	Final rating	**60/66**



Route PL1
Maria Skłodowska-Curie's Warsaw











- CROATIA
- ICELAND
- **POLAND**
- SPAIN



ROUTE

PL2
Las Bielański – Forest in the city center

TEAM

- K. Kowalska
- M. Stanowska
- K. Adamski
- A. Grabowska-Jóźwiak
- P. Gąska
- B. Okine



Route PL2
Las Bielański – Forest in the city center

HERITAGE IN MOTION
www.heimheritage.eu

Las Bielański [Bielany Forest], one of the two major reserves near the city, was created in 1973 from the surviving part of the former Mazovian Primeval Forest, which dates back to medieval times and occupies a surface area of 130 ha. From 2011, this site has been protected under the European Natura 2000 network (PLH140041 “Las Bielański”). The forest is home to rich fauna and flora. Here we can find oaks which are about 400 years old but were not planted by humans; they grew spontaneously. Those oaks, as well as many other plant species, have evolved here during the past centuries.











WEBLINK

https://www.wikiloc.com/walking-trails/pl-bielany-forest-forest-in-the-city-centre-2-47718580

INFORMATION

Distance	5,12 km.	Elevation max	101 m.
Elevation gain uphill	22 m.	Elevation min	67 m.
Elevation gain downhill	0 m.	Ends at start point (loop)	No
Technical difficulty	Moderate	Accessibility	Yes

CROATIA
ICELAND
POLAND
SPAIN



Route PL2
Las Bielański – Forest in the city center

Name of the route	Las Bielański - Forest in the city centre. From asceticism to the entertainment centre
Theme of the route	Landscape path and cultural heritage
Reference / Weblink	PL2 - Las Bielański - Forest in the city center
Name of the element	Nature reserve and monastery
Location	52° 17'7.609"N, 20° 58'14.499"E
Description	Las Bielański [eng. Bielany Forest] one of the two major reserves near the city, was created in 1973 from the surviving part of the former Mazovian Primeval Forest, which dates back to medieval times and occupies a surface area of 130 ha. From 2011, this site has been protected under the European Natura 2000 network (PLH140041 “Las Bielański”). The forest is home to rich fauna and flora. Here we can find oaks which are about 400 years old but were not planted by humans; they grew spontaneously. Those oaks, as well as many other plant species, have evolved here during the past centuries.
Access roads	Podlesna street
Public transport	Bus lines 121, 157, 185, 197 – bus stop: "Klaudyny 01"
PRM Access	Yes
Facilities	Information boards in Polish and English.
Additional Information	Walking path through the forest. Good conditions for relaxation and rest.
Team	K. Adamski, B. Okine, A. Grabowska-Jóźwiak, K. Kowalska, M. Stanowska, P. Gąska

Interpretative Potential Matrix

Criteria	Good/Regular/Bad	Rating
Singularity	9-7 / 6-4 / 3-1	9
Attractiveness for the European visitor	9-7 / 6-4 / 3-1	9
Accessibility	9-7 / 6-4 / 3-1	9
Impact resistance	9-7 / 6-4 / 3-1	6
Seasonality	6-5 / 4-3/ 2-1	6
Current number of visitors	6-5 / 4-3/ 2-1	4
Availability of information	6-5 / 4-3/ 2-1	6
Easy to describe or interpret	3 / 2 / 1	3
Pertinence of contents (in relation to the route theme)	3 / 2 / 1	3
Element safety and environmental safety	3 / 2 / 1	3
Interesting for seniors	3 / 2 / 1	3
	Final rating	**61/66**



Route PL2
Las Bielański – Forest in the city center







CROATIA
ICELAND
POLAND
SPAIN



ROUTE

PL3
Sweet Warsaw

TEAM

- B. Kaczanowska
- M. Stanowska
- M. Olszewska
- K. Kowalska
- P. Gąska
- K. Fronc



Route PL3
Sweet Warsaw

We offer you a walk in the footsteps of the old Warsaw cafés and confectioneries. Together, we can get to know sweet places which are very present in the childhood memories of every Varsovian. In 1792, there were over a hundred cafés in the city. Everyone in Poland knows the name Wedel. Karol Wedel, a member of the Evangelical-Augsburg Church, came to live in Warsaw in 1845. Already as a confectioner with professional experience and together with Karol Grohnert, he opened a confectionery at 12 Piwna Street. At that time, craftsmen from all over Europe arrived in Warsaw, where the company continues to exist and function, albeit in a modified form.





Each of us has a fondness for places. Places, especially associated with nice memories, are linked to smells, flavours and colours. This route offers a tour of the old cake shops and cafés in Warsaw. It carries a huge load of extremely positive emotions, maybe even some melancholic childhood memories.



WEBLINK

https://www.wikiloc.com/walking-trails/pl-sweet-warsaw-in-the-footsteps-of-warsaws-confectioners-3-47644325

INFORMATION

3,95 km.	155 m.
7 m.	96 m.
0 m.	No
Easy	Yes

CROATIA
ICELAND
POLAND
SPAIN

Distance | Elevation gain uphill | Elevation gain downhill | Elevation max | Elevation min | Technical difficulty | Ends at start point (loop) | Accessibility



Route PL3
Sweet Warsaw

Name of the route	Sweet Warsaw. In the footsteps of Warsaw's confectioners
Theme of the route	A tour of Warsaw's oldest patisseries and cafés - flavours of childhood
Reference / Weblink	PL3 - Sweet Warsaw
Name of the element	Warsaw confectioneries
Location	52° 14'55.349"N, 21° 0'43.901"E
Description	Everyone in Poland knows the name Wedel. Karol Wedel, a member of the Evangelical-Augsburg Church, came to live in Warsaw in 1845. Already as a confectioner with professional experience and together with Karol Grohnert, he opened a confectionery at 12 Piwna Street. At that time, craftsmen from all over Europe arrived in Warsaw, where the company continues to exist and function, albeit in a modified form
Access roads	All access roads to the Old Town Square in Warsaw.
Public transport	Tramway lines 4, 13, 23, 26,28 – stop: "Stare Miasto 01/02"
PRM Access	Yes
Facilities	No
Additional Information	A walking route for lovers of sweets, with the possibility of tasting traditional sweet delicacies
Team	M. Stanowska, P. Gąska, M. Olszewska, B. Kaczanowska, K. Kowalska, K. Fronc

Interpretative Potential Matrix

Criteria	Good/Regular/Bad	Rating
Singularity	9-7 / 6-4 / 3-1	7
Attractiveness for the European visitor	9-7 / 6-4 / 3-1	6
Accessibility	9-7 / 6-4 / 3-1	9
Impact resistance	9-7 / 6-4 / 3-1	9
Seasonality	6-5 / 4-3/ 2-1	6
Current number of visitors	6-5 / 4-3/ 2-1	6
Availability of information	6-5 / 4-3/ 2-1	6
Easy to describe or interpret	3 / 2 / 1	3
Pertinence of contents (in relation to the route theme)	3 / 2 / 1	3
Element safety and environmental safety	3 / 2 / 1	3
Interesting for seniors	3 / 2 / 1	3
	Final rating	**60/66**



Route PL3
Sweet Warsaw



- CROATIA
- ICELAND
- **POLAND**
- SPAIN



ROUTE

PL4
Fryderyk Chopin's Warsaw

TEAM

- B. Swierzewska
- M. Stanowska
- R. Baranowska
- M. Sobczyk
- B. Tichy
- P. Gąska
- M. Samsel
- T. Gaska



Route PL4
Fryderyk Chopin's Warsaw

Fryderyk Chopin (1810-1849), an outstanding pianist and composer as well as one of the world's most famous musicians, had been born in Żelazowa Wola but, before he was one year old, his family moved to Warsaw. It was in this city where Fryderyk grew up and where his talent developed; he finished music school and experienced his first concert successes here. Chopin lived in Warsaw between 1810 and 1830. Let's take a walk around Warsaw following in the footsteps of this great virtuoso.











WEBLINK

https://www.wikiloc.com/outdoor-trails/pl-fryderyk-chopins-warsaw-the-virtuosos-legacy-4-51882637

INFORMATION

Distance	2,83 km.	Elevation max	120 m.
Elevation gain uphill	8 m.	Elevation min	104 m.
Elevation gain downhill	7 m.	Ends at start point (loop)	No
Technical difficulty	Easy	Accessibility	Yes

CROATIA
ICELAND
POLAND
SPAIN



Route PL4
Fryderyk Chopin's Warsaw

Name of the route	Fryderyk Chopin's Warsaw. The virtuoso's legacy
Theme of the route	Fryderyk Chopin's Warsaw. The virtuoso's legacy
Reference / Weblink	PL4 - Fryderyk Chopin's Warsaw
Name of the element	Municipal pathway for music lovers
Location	52° 14'56.353"N, 21° 0'21.943"E
Description	Fryderyk Chopin is one of the most famous Varsovians. The composer spent half of his thirty-nine years of life in the Polish capital city. It was here that the great genius that the whole world would soon admire was discovered. Fryderyk Chopin learned to play the piano in Warsaw and gave his first concert here. Walking through the streets of Warsaw today, we can find many locations which were visited by the famous composer two hundred years ago.
Access roads	Krakowskie Przedmiescie street
Public transport	Bus lines 116, 178, 180, 503, 518 – bus stop: "Plac Krasinskich 01/02"
PRM Access	Yes
Facilities	No
Additional Information	Chopin Benches (musical benches) have been placed in different sites along this route. They offer the possibility of listening to Chopin's music.
Team	B. Tichy, M. Stanowska, P. Gaska, R. Baranowska, B. Swierzewska, M. Sobczyk, M. Samsel, T. Gaska

Interpretative Potential Matrix

Criteria	Good/Regular/Bad	Rating
Singularity	9-7 / 6-4 / 3-1	9
Attractiveness for the European visitor	9-7 / 6-4 / 3-1	9
Accessibility	9-7 / 6-4 / 3-1	9
Impact resistance	9-7 / 6-4 / 3-1	9
Seasonality	6-5 / 4-3/ 2-1	6
Current number of visitors	6-5 / 4-3/ 2-1	6
Availability of information	6-5 / 4-3/ 2-1	5
Easy to describe or interpret	3 / 2 / 1	3
Pertinence of contents (in relation to the route theme)	3 / 2 / 1	3
Element safety and environmental safety	3 / 2 / 1	3
Interesting for seniors	3 / 2 / 1	3
	Final rating	**65/66**



Route PL4
Fryderyk Chopin's Warsaw













ROUTE

PL5
Świdermajers – the wooden villas of Otwock

TEAM

- T. Gąska
- M. Nadolny
- K. Adamski
- B. Wałachowska-Słomka
- P. Gąska
- J. Stanowska



Route PL5
Świdermajers – the wooden villas of Otwock

This route follows the traces of disappearing wooden architecture, typical of small holiday resorts in the vicinity of Warsaw. Świdermajer define the architectural style of the health resorts outside Warsaw.

Świdermajer is an architectural style whose creator was Michael Andriolli. Wooden architecture inspired by the architecture of mountain areas is characteristic of the buildings on the right bank of the Vistula River from Nałęczów to Warsaw. Few of them are in good shape, but walking around Otwock, we can feel their former glory.

Spa and summer resort - is the result of "benevolent army Otwock pines", which widely branched canopies secrete essential oils and produce a large amount of chlorophyll, but also the location of the city on the highest terrace in the sandy area.

Before World War II, there were hundreds wooden villas, but fairy-tale houses with wooden porches and openwork balustrades are slowly disappearing from the map of Otwock. Local architects moved styles from all over the world to Otwock on the Świder River. They looked at the beautiful, richly decorated mansions in the Swiss Alps, as well as at the huts of Tsarist Russia. And so, at the end of the 19th century, richly decorated houses began to be built in the pine forests by the Świder river.

We start our walk at the newly renovated Sanatorium Abram Gurewicz, the largest wooden building in Poland, and maybe even in Europe. The trip towards Świder ends at the oldest and most representative street in Otwock.





WEBLINK

https://www.wikiloc.com/hiking-trails/pl-swidermajers-the-wooden-villas-of-otwock-5-51971280

INFORMATION

Distance	5,22 km.	Elevation max	128 m.
Elevation gain uphill	7 m.	Elevation min	95 m.
Elevation gain downhill	7 m.	Ends at start point (loop)	Yes
Technical difficulty	Moderate	Accessibility	Yes

CROATIA
ICELAND
POLAND
SPAIN



Route PL5
Świdermajers – the wooden villas of Otwock

Name of the route	Świdermajers – the wooden villas of Otwock
Theme of the route	Wooden architecture
Reference / Weblink	PL5 - Świdermajers – the wooden villas of Otwock
Name of the element	Wooden villas in the former spa near Warsaw
Location	52° 6'30.845"N, 21° 15'50.181"E
Description	Świdermajer is an architectural style created by Michael Andriolli. This wooden architecture inspired by the architecture of mountain areas is characteristic for buildings located on the right bank of the Vistula river, from Nałęczów to Warsaw. Few of them have survived in good condition, but we can still feel their former splendour if we walk around Otwock
Access roads	637; Wybrzeze Gdanskie street
Public transport	Railway station R1 and S7 line; Road 801 or S17 and 721
PRM Access	Yes
Facilities	Information boards in Polish
Additional Information	Walking route on the long distances between checkpoints. Inability to rest on the route (benches, cafés…). You cannot enter the buildings. Lack of information and descriptions in English.
Team	K. Adamski, B. Wałachowska-Słomka, T. Gaska, P. Gaska, M. Nadolny, J. Stanowska

Interpretative Potential Matrix

Criteria	Good/Regular/Bad	Rating
Singularity	9-7 / 6-4 / 3-1	9
Attractiveness for the European visitor	9-7 / 6-4 / 3-1	9
Accessibility	9-7 / 6-4 / 3-1	9
Impact resistance	9-7 / 6-4 / 3-1	9
Seasonality	6-5 / 4-3/ 2-1	6
Current number of visitors	6-5 / 4-3/ 2-1	3
Availability of information	6-5 / 4-3/ 2-1	4
Easy to describe or interpret	3 / 2 / 1	2
Pertinence of contents (in relation to the route theme)	3 / 2 / 1	3
Element safety and environmental safety	3 / 2 / 1	3
Interesting for seniors	3 / 2 / 1	2
	Final rating	**56/66**

Route PL5
Świdermajers – the wooden villas of Otwock













- CROATIA
- ICELAND
- **POLAND**
- SPAIN

CONCLUSIONS

The design of the Polish routes for the HeiM project was made by the people who had previously participated in the training programme. Team members were mostly 55-to-75-year-olds with university education. In terms of technology, most people lacked prior experience with cell phone navigation and Wikiloc©. Furthermore, when it was necessary to use this app for complex tasks, several participants found difficulties with some of its tools. Help regarding technology computer aid (especially Wikiloc©) was required to solve problems related to improving technical skills. As for teamwork, some respondents insisted on the convenience of discussing some issues with the whole team.

Concerning the skills acquired during the route design stage, 90% of participants recognized that they had achieved a satisfactory level in acquiring new knowledge about cultural heritage, in the ability to transfer it to others, and in the capacity to do scientific research through various documents. They see the need for further meetings and training, especially in the field of technology tools (below this percentage, with values ranging from 40% to 60%, appear the implementation of digital technologies, Wikiloc©, healthy ageing and the acquisition of interpretation techniques.



CONCLUSIONS

Most participants pointed out that they did not find any opportunities to improve their communication in English. Lack of skills and too little conversational practice were important problems for the Polish teams. After the tours, the different groups identified architecture and the relationship between nature and man as the most representative aspects of their proposals. Visitors need to learn more about contemporary art and local lifestyles.

Many routes evoke heavy memories of World War II amongst people older than 70. The memory of a devastated Warsaw remains alive; today we can still stroll along streets full of places of remembrance about those tragic events. When it comes to creating new routes, most participants said that they are able to do it on their own, that they would like to teach others and expand their experience in the future, proposing the design of European routes marked by personal memories and their perception of cultural heritage. In general, the vast majority believe that their results are good, see the need for more frequent meetings under the supervision of experts, and feel satisfied with teamwork. This might be an important issue for the cultural tourism sector in particular.



SPAIN

RESEARCH ON ROUTES

In Spain, five groups of older adults have tracked and described six routes using smart devices and subsequently published them in English and Spanish on the Wikiloc©. A total of twenty people were involved in the research groups, all of whom had previously followed the HeiM training programme.

SELECTION OF ROUTES

The Permanent University of the University of Alicante worked on six routes in different areas of the Alicante province. The routes were chosen bearing in mind the proposals that the committee of experts had made in the previous meetings, as well as the suggestions and interests of the older adult participants in the project.

As agreed by the partners, UPUA's groups considered the relationship between human beings and the environment in route design. From the use of natural resources in antiquity tackled in Serra Gelada, through the traditional use of stone in the Marina Alta region and to the industrial transformation of the raw materials offered by the surroundings of Alcoy, the relevance of nature in culture has been faithfully reflected in the Spanish routes.

Our proposals could not forget the European spirit of this project. The Spanish teams dealt with the Roman heritage (the basis of a large part of our civilisation) in *Serra Gelada and the Roman villa of L'Albir*; traditional building techniques appearing on the World Heritage list in *Xàbia, tuff stone and dry stone*; the presence and great appreciation of local products such as Fondillón wine, in *Insights into Alicante*; the hard work of fishermen in Northern European seas, in *La Vila Joiosa, a sea for encounters*; or the connections with the most important cities of Modernism and industrialisation in *Alcoy, nature and industry, a jewel of Art Nouveau*.

CROATIA
ICELAND
POLAND
SPAIN

SPAIN
ACTIVE AND HEALTHY ROUTES ON EUROPEAN HERITAGE



ROUTE SP1

Insights into Alicante

ROUTE SP2

Alcoy, nature and industry, the jewel of Art Nouveau





ROUTE SP3

La Vila Joiosa, a sea for encounters

ROUTE SP4

Fontilles, a model of colony and sanitary architecture





ROUTE SP5

La Serra Gelada and the Roman Villa of L'Albir

ROUTE SP6

Xàbia, tuff stone and dry stone



- CROATIA
- ICELAND
- POLAND
- SPAIN



HERITAGE IN MOTION
www.heimheritage.eu

CROATIA
ICELAND
POLAND
SPAIN

ROUTE

SP1
Insights into Alicante

TEAM

- José Luis Casal
- Rafael Torres



Route SP1
Insights into Alicante

HERITAGE IN MOTION
www.heimheritage.eu

This route offers the traveller an urban excursion through the main points of interest in this open-to-the-sea, cosmopolitan and welcoming city.

It is a circular relaxing and pleasant route with clear and simple explanations, so that the traveller can acquire general knowledge and enjoy the walk. The tour, with a total length of 7.5 kilometres on flat surfaces and a 55-meter difference in level, takes about three hours and offers the chance to enjoy Alicante's heritage in all its various aspects: architectural, cultural, natural and historical.

Although the route can be done at any time of year, it deserves to be noted that the festival of *Hogueras de San Juan* [Saint John's Bonfires], declared of National Tourist Interest, take place in the third and fourth weeks of June, during which the city bustles with people, activities, parades….; perhaps, that is not the best time for peaceful strolls, but it definitely adds an extra appeal to the visit.





WEBLINK

https://www.wikiloc.com/walking-trails/insights-into-alicante-en-52394521

INFORMATION

Distance	8,97 km.	Elevation max	141 m.
Elevation gain uphill	236 m.	Elevation min	2 m.
Elevation gain downhill	236 m.	Ends at start point (loop)	Yes
Technical difficulty	Moderate	Accessibility	Yes

CROATIA
ICELAND
POLAND
SPAIN





Route SP1
Insights into Alicante

Name of the route	Insights into Alicante
Theme of the route	The walk goes through the most representative places in the history of Alicante
Reference / Weblink	SP1 - Insights into Alicante
Name of the element	Architectural heritage, history, traditions and gastronomy
Location	38°20'41.7"N 0°29'27.9"W
Description	Walk through the most emblematic places in the history of Alicante: Santa Barbara Castle, the Co-Cathedral, the Port and the *Explanada de España*.
Access roads	N-332
Public transport	TRAM train – Lines 1, 2, 3 & 4, Buses 2, 6, 9, 12
PRM Access	Accesible, except for the castle
Facilities	Gardens, benches, bars and cafés. Lifts to the castle
Additional Information	https://www.alicanteturismo.com/
Team	José Luis Casal, Rafael Torres

Interpretative Potential Matrix

Criteria	Good/Regular/Bad	Rating
Singularity	9-7 / 6-4 / 3-1	8
Attractiveness for the European visitor	9-7 / 6-4 / 3-1	8
Accessibility	9-7 / 6-4 / 3-1	7
Impact resistance	9-7 / 6-4 / 3-1	7
Seasonality	6-5 / 4-3/ 2-1	6
Current number of visitors	6-5 / 4-3/ 2-1	6
Availability of information	6-5 / 4-3/ 2-1	6
Easy to describe or interpret	3 / 2 / 1	2
Pertinence of contents (in relation to the route theme)	3 / 2 / 1	3
Element safety and environmental safety	3 / 2 / 1	3
Interesting for seniors	3 / 2 / 1	3
	Final rating	**59/66**



Route SP1
Insights into Alicante











CROATIA
ICELAND
POLAND
SPAIN



ROUTE

SP2
Alcoy,
nature and industry,
the jewel of Art Nouveau

TEAM

- I. Capitán
- R. Arenillas
- L. Florence
- M.A. Molas
- A. de la Torre
- M. Alesón



Route SP2

Alcoy, nature and industry, the jewel of Art Nouveau

HERITAGE IN MOTION
www.heimheritage.eu

Some geographical spaces can define not only the characteristics inherent to a place but also the trades which are practiced therein; and in short, they constitute the seeds of the present of that site, of its people and of their occupations. A paradigmatic example of this is the city of Alcoy, where industry and its peculiar orography, together with its natural environment, have been decisive both in its history and in its industrial, economic and social evolution which led it to become a jewel of Art Nouveau.

Due to Alcoy's particular location in orographic terms, it comes as a surprise to check that the first Valencian industrialisation took place there and that this city was one of the first industrial poles in the Iberian Peninsula, even disputing industrial supremacy at a national level with the city of Barcelona itself.

Industrial development was undoubtedly the driving force behind the transformation of the social fabric and the urban architecture of this city, which today allows us to enjoy valuable heritage both in industrial premises and in modernist buildings through which we can travel back to times that witnessed key social conflicts during those convulsed years of the industrial revolution.





WEBLINK

https://www.wikiloc.com/walking-trails/heim-alcoy-nature-industry-and-a-jewel-of-art-nouveau-en-61950584

INFORMATION

Distance	3,42 km.	Elevation max	579 m.
Elevation gain uphill	99 m.	Elevation min	506 m.
Elevation gain downhill	99 m.	Ends at start point (loop)	Yes
Technical difficulty	Easy	Accessibility	Yes

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Route SP2
Alcoy, nature and industry, the jewel of Art Nouveau

HERITAGE IN MOTION
www.heimheritage.eu

Name of the route	Alcoy, Nature and Industry, the Jewel of Art Nouveau
Theme of the route	Industry and Nature have marked the development and urban planning of the town of Alcoy.
Reference / Weblink	SP2 - Alcoy: nature and industry, the jewel of Art Nouveau
Name of the element	Architecture, nature and social development
Location	38°41'51.8"N 0°28'23.4"W
Description	Some geographical spaces can define not only the characteristics inherent to a place but also the trades which are practiced therein, and in short, they constitute the seeds of the present of that site, of its people and of their occupations. This walk will lead the visitor to understand how industrialisation merged with nature and influenced the city's urban and social development.
Access roads	A7 from Alicante or Valencia
Public transport	Alcoy Bus -Lines 1 (bus station) and 2 - Alicante-Alcoy Line (Vectalia-La Alcoyana)
PRM Access	Accessible – except for C/ Gurugú
Facilities	Gardens, benches, bars, cafés, restaurants and information panels.
Additional Information	https://www.alcoyturismo.com/alcoy/web_php/index.php
Team	I. Capitán, R. Arenillas, L. Florence, M.A. Molas, A. de la Torre, M. Alesón

Interpretative Potential Matrix

Criteria	Good/Regular/Bad	Rating
Singularity	9-7 / 6-4 / 3-1	8
Attractiveness for the European visitor	9-7 / 6-4 / 3-1	9
Accessibility	9-7 / 6-4 / 3-1	7
Impact resistance	9-7 / 6-4 / 3-1	9
Seasonality	6-5 / 4-3/ 2-1	5
Current number of visitors	6-5 / 4-3/ 2-1	5
Availability of information	6-5 / 4-3/ 2-1	5
Easy to describe or interpret	3 / 2 / 1	3
Pertinence of contents (in relation to the route theme)	3 / 2 / 1	3
Element safety and environmental safety	3 / 2 / 1	3
Interesting for seniors	3 / 2 / 1	3
	Final rating	**60/66**

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Route SP2

Alcoy, nature and industry, the jewel of Art Nouveau















ROUTE

SP3
La Vila Joiosa,
a sea for encounters

TEAM

- Jesús Regaño
- Felipe Castejón
- María Soler
- José Gil
- Emilia Abad
- Paula Doncel



Route SP3
La Vila Joiosa, a sea for encounters

HERITAGE IN MOTION
www.heimheritage.eu

This route runs through the streets of La Vila Joiosa —capital of the *comarca* (small administrative division) of La Marina Baixa in Alicante— known by its inhabitants simply as 'La Vila.'

La Marina Baixa is a coastal region isolated by mountains and ravines, a space that has determined the relationships between the inhabitants of La Vila Joiosa and their environment. Even though contact by land was very limited until the 19th century, a great door always remained open: the sea.

A sea which made it possible for great civilisations to arrive and bring luxury objects, to take many people away in search of fortune, and to present us with the sweetest *habaneras* (contradanza) from overseas.

This tour shows us images associated with the history, culture, art, traditions or botany of La Vila Joiosa, where the sea stands out as a constant reference.

The estimated duration of this route is five hours, with a break in the middle to taste the local gastronomy. There are proposals for visits which depend on the time that the visitor has, as well as on the availability of the resource suggested. This estimate corresponds to the time required to do the walk in a relaxed way, reading the information and enjoying the route with all five senses.





WEBLINK

https://www.wikiloc.com/walking-trails/la-vila-joiosa-a-sea-for-encounters-en-47683383

INFORMATION

Distance	7,42 km.	Elevation max	48 m.
Elevation gain uphill	138 m.	Elevation min	1 m.
Elevation gain downhill	138 m.	Ends at start point (loop)	Yes
Technical difficulty	Easy	Accessibility	Yes

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Route SP3
La Vila Joiosa, a sea for encounters

www.heimheritage.eu

Name of the route	La Vila Joiosa, a sea for encounters
Theme of the route	The influence of the sea has defined the history, economy and traditions of Vila Joiosa, isolated by land
Reference / Weblink	SP3 - La Vila Joiosa, a sea for encounters
Name of the element	Archaeology, history, ethnology and industry
Location	38°30'31.6"N 0°13'56.3"W
Description	This route explains how the sea has powerfully marked the history of the town, through the remains left by ancient civilisations, the construction of the walls that protected it from pirates, the emigration of its inhabitants, the festivals and the development of the chocolate industry
Access roads	N-332, A-7
Public transport	TRAM train – Line 1
PRM Access	Accessible, except at the entrance to the fish market
Facilities	Accessible toilets, escalators, tactile models, accessible panels
Additional Information	http://www.villajoyosa.com/sites/lavilaturistica/v1/index.php?idioma=Ingles
Team	Jesús Regaño, Felipe Castejón, María Soler, José Gil, Emilia Abad, Paula Doncel

Interpretative Potential Matrix

Criteria	Good/Regular/Bad	Rating
Singularity	9-7 / 6-4 / 3-1	9
Attractiveness for the European visitor	9-7 / 6-4 / 3-1	8
Accessibility	9-7 / 6-4 / 3-1	8
Impact resistance	9-7 / 6-4 / 3-1	8
Seasonality	6-5 / 4-3/ 2-1	6
Current number of visitors	6-5 / 4-3/ 2-1	5
Availability of information	6-5 / 4-3/ 2-1	6
Easy to describe or interpret	3 / 2 / 1	3
Pertinence of contents (in relation to the route theme)	3 / 2 / 1	3
Element safety and environmental safety	3 / 2 / 1	3
Interesting for seniors	3 / 2 / 1	3
	Final rating	**62/66**

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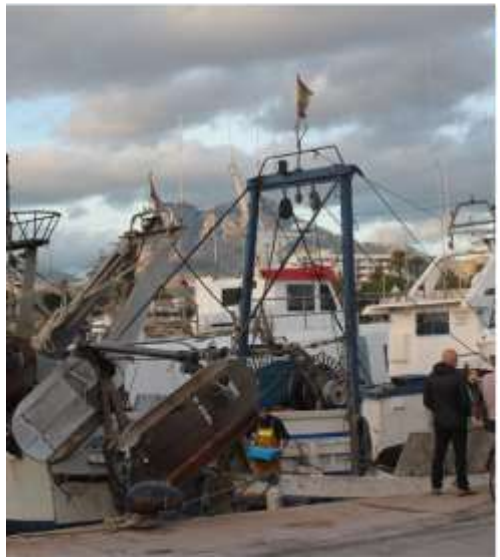
Route SP3
La Vila Joiosa, a sea for encounters





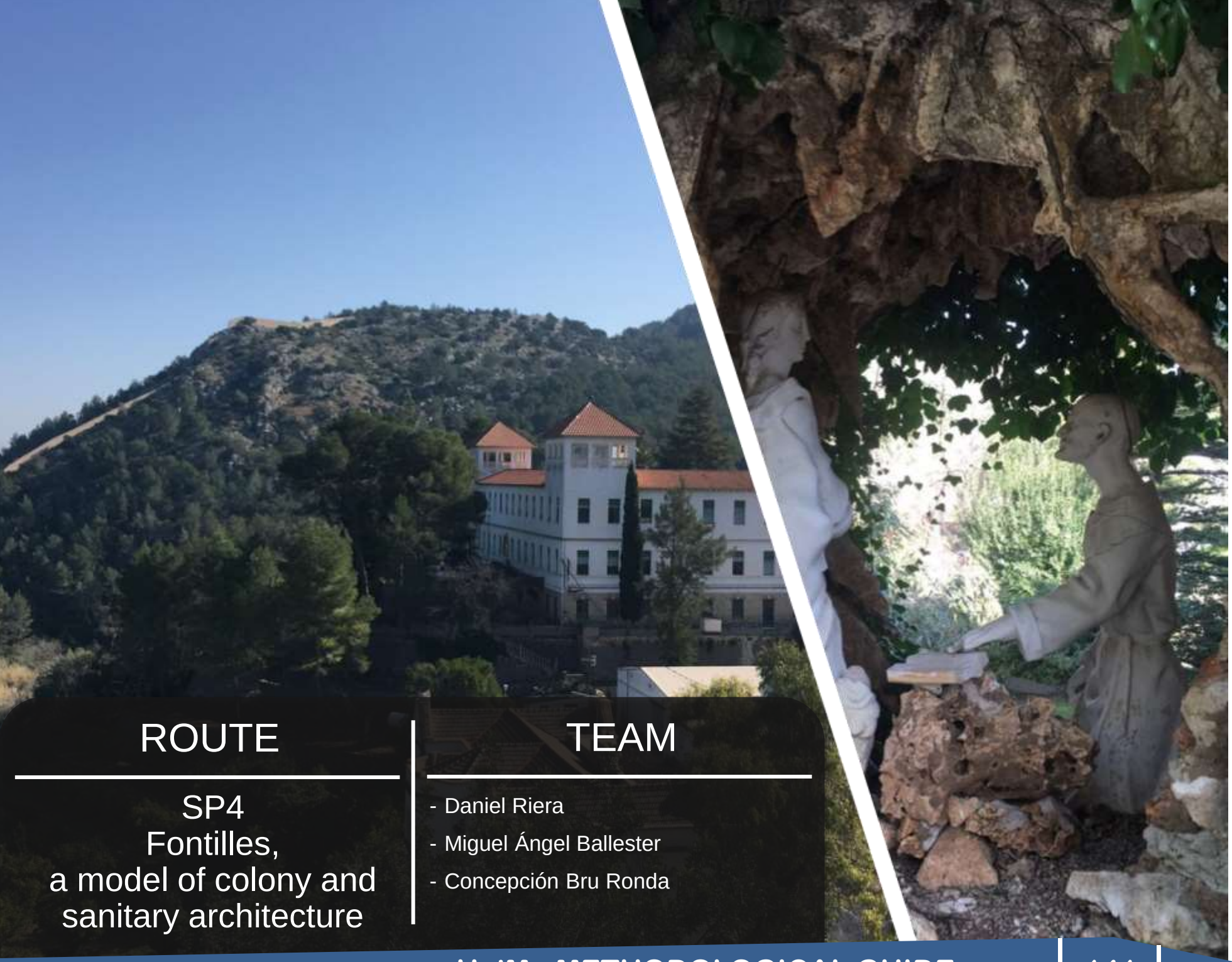








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ROUTE

SP4
Fontilles,
a model of colony and
sanitary architecture

TEAM

- Daniel Riera
- Miguel Ángel Ballester
- Concepción Bru Ronda



Route SP4
Fontilles, a model of colony and sanitary architecture

In Spain, Fontilles stands out as a unique example of autonomous management dedicated to research, medical treatment and the development of policies focused on the social integration of chronically ill people into a standardised and self-sufficient social structure.

The Fontilles colony sanatorium, located at an altitude of 250 meters within a scenery of great natural and environmental value, was built to accommodate those affected by mycobacterium leprae —known as 'Hansen's bacillus' in honour of the Norwegian doctor who discovered it in 1873. Such patients, who lived on the fringes of society in caves or country houses, found themselves in very bad hygiene and eating conditions. Fontilles Sanatorium was inaugurated in 1909 under the auspices of the Jesuit Carlos Ferris and the lawyer Joaquín Ballester, who counted on the assistance of the San Francisco de Borja Board —created for this purpose.

Nowadays, Fontilles is the last leprosarium in Europe. For more than half a century, countless specialised training courses have been taught there. More than 26 projects to fight against leprosy and other poverty-related diseases stay operational in 14 African, Latin American and Asian countries, from which nearly half a million people benefit





WEBLINK

https://www.wikiloc.com/walking-trails/fontilles-a-model-of-colony-and-healthcare-architecture-en-52876083

INFORMATION

Distance	3,65 km.	Elevation max	281 m.
Elevation gain uphill	66 m.	Elevation min	231 m.
Elevation gain downhill	99 m.	Ends at start point (loop)	No
Technical difficulty	Moderate	Accessibility	Yes

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Route SP4
Fontilles, a model of colony and sanitary architecture

Name of the route	Fontilles, a Colony and Healthcare Architecture Model
Theme of the route	Fontilles, the last leprosarium in Europe, reflects the hygienic principles of the early 20th century
Reference / Weblink	SP4 - Fontilles, a model of colony and sanitary architecture
Name of the element	Historical buildings, nature
Location	38°46'48.8"N 0°05'45.7"W
Description	Fontilles was built in the early 20th century to house leprosy patients who lived in caves on the fringes of society. This complex maintains the hygienic principles of the time and is the last leprosarium in Europe.
Access roads	CV-721
Public transport	-
PRM Access	Accesible
Facilities	Toilets, bar, vending machine
Additional Information	https://fontilles.org/
Team	Daniel Riera, Miguel Ángel Ballester, Concepción Bru Ronda

Interpretative Potential Matrix

Criteria	Good/Regular/Bad	Rating
Singularity	9-7 / 6-4 / 3-1	9
Attractiveness for the European visitor	9-7 / 6-4 / 3-1	8
Accessibility	9-7 / 6-4 / 3-1	9
Impact resistance	9-7 / 6-4 / 3-1	9
Seasonality	6-5 / 4-3/ 2-1	5
Current number of visitors	6-5 / 4-3/ 2-1	4
Availability of information	6-5 / 4-3/ 2-1	5
Easy to describe or interpret	3 / 2 / 1	2
Pertinence of contents (in relation to the route theme)	3 / 2 / 1	3
Element safety and environmental safety	3 / 2 / 1	2
Interesting for seniors	3 / 2 / 1	3
	Final rating	**59/66**



Route SP4
Fontilles, a model of colony and sanitary architecture











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ROUTE

SP5
La Serra Gelada
and the
Roman Villa of L'Albir

TEAM

- Jesús Regaño
- Felipe Castejón
- María Soler
- José Gil
- Emilia Abad
- Paula Doncel



Route SP5
La Serra Gelada and the Roman Villa of L'Albir

HERITAGE IN MOTION
www.heimheritage.eu

Serra Gelada is a unique place due to its strategic location, its geological singularity and its flora micro-reserves. Such features earned it to be listed as the first Maritime-Terrestrial Natural Park in the Valencian Autonomous Region, where it also stands out for being the most visited protected natural area.

Optimal for the survival of various fauna and flora species, this rugged landscape characterised by ravines, slopes, lack of water or poor soils never allowed humans to settle down permanently in the mountains.

Romans began to populate Hispania from 218 B.C. The Roman Villa of L'Albir, located in the municipality of L'Alfàs del Pi, is one of the archaeological sites which can most help us know what life was like in a rural property during the last phase of the Roman Empire. Although the flat lands near the sea offered a more favourable terrain for settlement, the mountains owned resources that were difficult to ignore.

The proposed route follows the path of L'Albir lighthouse, which already has explanatory panels on different subjects. On our route, however, we will observe the environment from an unprecedented perspective, stopping to enjoy some elements of the landscape in Serra Gelada and commenting on utilities, curiosities or legends that were known by Romans centuries ago.

At the end of this tour, we will visit the Open-Air Museum of the Roman Villa of L'Albir, which shows how the resources analysed in the itinerary were used. The museum will help us to better understand the Roman lifestyle with the support of new technologies such as augmented reality and virtual reality.





WEBLINK

https://www.wikiloc.com/walking-trails/serra-gelada-and-the-roman-villa-of-lalbir-en-52477530

INFORMATION

Distance	6,75 km.	Elevation max	92 m.
Elevation gain uphill	353 m.	Elevation min	0 m.
Elevation gain downhill	353 m.	Ends at start point (loop)	Yes
Technical difficulty	Easy	Accessibility	Yes

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Route SP5
La Serra Gelada and the Roman Villa of L'Albir

HERITAGE IN MOTION
www.heimheritage.eu

Name of the route	Serra Gelada and the Roman Villa of L'Albir
Theme of the route	The mountain provided the raw materials for daily life in the ancient Roman villa
Reference / Weblink	SP5 - La Serra Gelada and the Roman Villa of L'Albir
Name of the element	Nature and infrastructure
Location	38°34'22.8"N 0°03'55.8"W
Description	Serra Gelada is the first maritime-terrestrial Natural Park in the Valencian Autonomous Region. Optimal for various fauna and flora species, in ancient times, it would offer important resources that made life easier for the inhabitants of L'Albir, including the owners of the Roman villa.
Access roads	N-332
Public transport	Bus lines: 10, 12, 31
PRM Access	Fully accessible
Facilities	Accessible toilets, tactile models, accessible panels
Additional Information	https://www.visitalbir.com/
Team	Jesús Regaño, Felipe Castejón, María Soler, José Gil, Emilia Abad, Paula Doncel

Interpretative Potential Matrix

Criteria	Good/Regular/Bad	Rating
Singularity	9-7 / 6-4 / 3-1	8
Attractiveness for the European visitor	9-7 / 6-4 / 3-1	8
Accessibility	9-7 / 6-4 / 3-1	9
Impact resistance	9-7 / 6-4 / 3-1	8
Seasonality	6-5 / 4-3/ 2-1	6
Current number of visitors	6-5 / 4-3/ 2-1	5
Availability of information	6-5 / 4-3/ 2-1	6
Easy to describe or interpret	3 / 2 / 1	3
Pertinence of contents (in relation to the route theme)	3 / 2 / 1	3
Element safety and environmental safety	3 / 2 / 1	3
Interesting for seniors	3 / 2 / 1	3
	Final rating	**62/66**

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Route SP5
La Serra Gelada and the Roman Villa of L'Albir



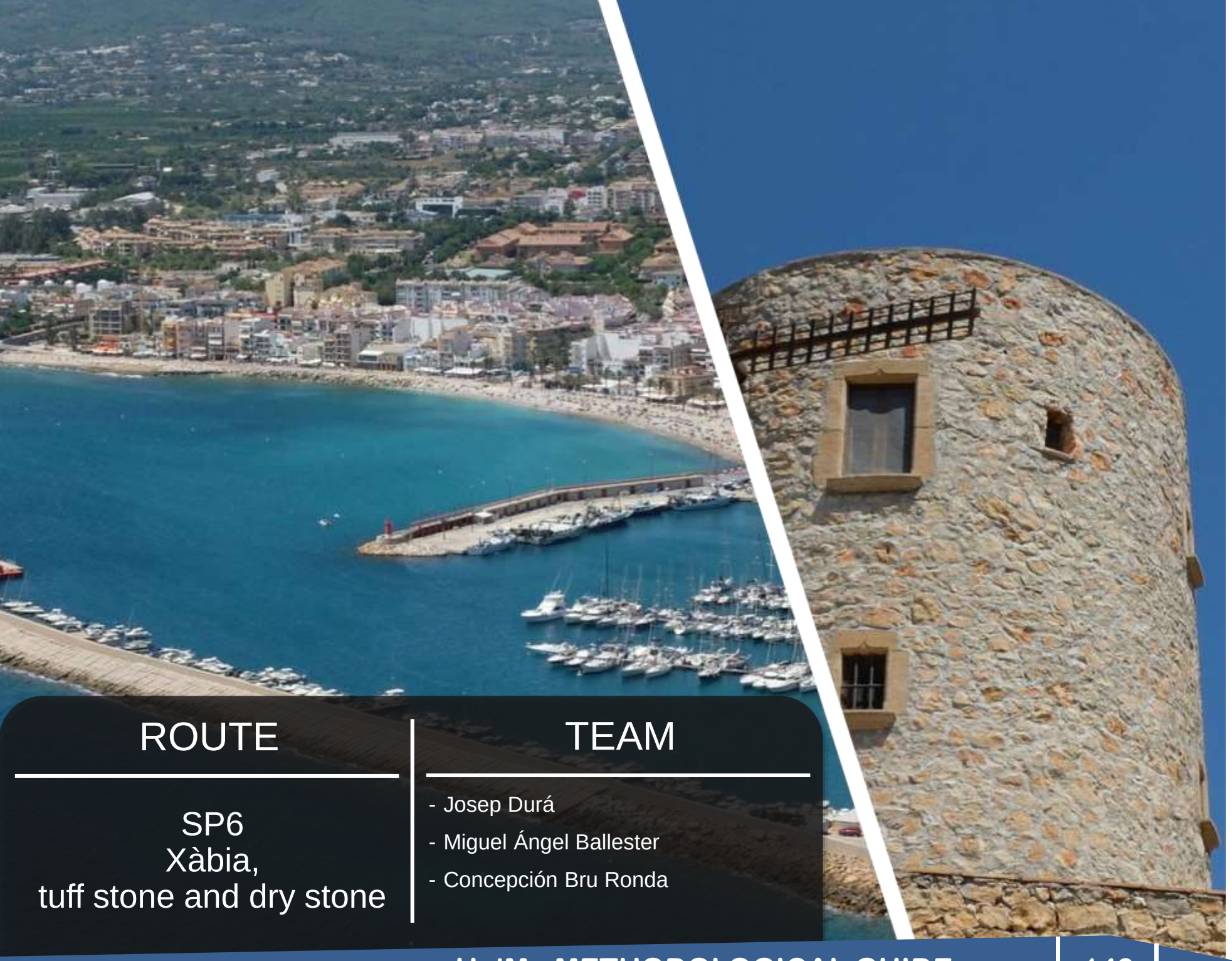








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ROUTE

SP6
Xàbia,
tuff stone and dry stone

TEAM

- Josep Durá
- Miguel Ángel Ballester
- Concepción Bru Ronda



Route SP6
Xàbia, tuff stone and dry stone

The municipality of Xàbia, located halfway between the cities of Valencia and Alicante, belongs to the *comarca* [small administrative division] of La Marina Alta, which is characterised by sharp as well as beautiful landscape contrasts: mountains and valleys inland; beaches and cliffs on the coast.

Its strategic location in the western Mediterranean has given it high relevance throughout history, not only as a traditional fishing port, but also as the entry and exit point for multiple peoples and also for a wide range of goods and products, such as fish, oil, cereals, wine or raisins. At present, commercial activity has fallen into decline, but its transformation into a nautical and maritime leisure port maintains Xàbia's appeal for residents and visitors alike.

The starting point for this route will be the coastal strip that bathes the Mediterranean Sea, known as Muntanyar, home to the quarries from which tuff stone —a key element in the ethnographic heritage of the whole area— was extracted. We can acquire greater knowledge on this in the nearby old town, whose most emblematic buildings are decorated and finished with this easily carved rock.

The second part of the route will focus on dry stone, a traditional construction technique recognised as an Intangible Cultural Heritage of Humanity. We will have the chance to see the dry stone "terraces," the windmills and the impressive views of the Mediterranean Sea from Cape *San Antonio* [Saint Anthony], a magnificent natural balcony overlooking the coast.





WEBLINK

https://www.wikiloc.com/walking-trails/heim-xabia-tuff-stone-and-dry-stone-en-53288440

INFORMATION

Distance	13,87 km.	Elevation max	196 m.
Elevation gain uphill	258 m.	Elevation min	2 m.
Elevation gain downhill	130 m.	Ends at start point (loop)	No
Technical difficulty	Moderate	Accessibility	No

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Route SP6
Xàbia, tuff stone and dry stone

Name of the route	Xàbia, tuff stone and dry stone
Theme of the route	The use of tuff stone and the dry stone technique are representative of Xàbia's architecture
Reference / Weblink	SP6 - Xàbia, tuff stone and dry stone
Name of the element	Architecture, history, archaeology, nature and gastronomy
Location	38°46'05.3"N 0°11'55.5"E
Description	The tour firstly focuses on the quarries of tuff stone, the fundamental basis of ethnographic heritage in the whole area, then on the most emblematic tuff stone constructions in Xàbia, and, finally, on dry stone architecture, a traditional building technique recognised as an Intangible Cultural Heritage of Humanity.
Access roads	CV-734
Public transport	-
PRM Access	Limited
Facilities	Gardens, benches, bars and cafés
Team	Josep Durá, Miguel Ángel Ballester, Concepción Bru Ronda

Interpretative Potential Matrix

Criteria	Good/Regular/Bad	Rating
Singularity	9-7 / 6-4 / 3-1	8
Attractiveness for the European visitor	9-7 / 6-4 / 3-1	8
Accessibility	9-7 / 6-4 / 3-1	8
Impact resistance	9-7 / 6-4 / 3-1	8
Seasonality	6-5 / 4-3/ 2-1	6
Current number of visitors	6-5 / 4-3/ 2-1	6
Availability of information	6-5 / 4-3/ 2-1	5
Easy to describe or interpret	3 / 2 / 1	3
Pertinence of contents (in relation to the route theme)	3 / 2 / 1	3
Element safety and environmental safety	3 / 2 / 1	2
Interesting for seniors	3 / 2 / 1	3
	Final rating	**60/66**



Route SP6
Xàbia, tuff stone and dry stone











CONCLUSIONS

The design of the Spanish routes for the HeiM project was carried out by twenty people who had previously participated in the training programme. The group members, mostly 60-to-70-year-olds with university education, were distributed in five groups of 2 to 5 members according to their availability and interests.

The teams were instructed on the methodology to follow for ensuring the greatest possible uniformity in the final format of routes. Throughout the process, they received advice on how to treat the chosen contents and to identify their relevance; for instance, when it comes to respecting route themes and the guidelines set by specialists in the training programme.

Concerning technology, only one person lacked previous experience in mobile phone navigation and in the use of Wikiloc©; however, when it was necessary to use this application for more complex tasks, some participants encountered some difficulties with certain tools. At those points, the project computer expert offered support and help whenever it was deemed necessary.





CONCLUSIONS

The findings of the final survey highlighted that the participants thought they had acquired prime skills and abilities and that they had been able to become heritage interpreters and active disseminators of their own heritage. Moreover, they were able to experience and understand the value of heritage through actual involvement and through the promotion of activity, both physical and mental, which was in line with the project's philosophy of promoting active ageing.

All participants in the Spanish team stated that they had fulfilled the above-mentioned objectives and were indeed eager to continue working in similar projects.

CONCLUSIONS AND RECOMMENDATIONS



CONCLUSIONS AND RECOMMENDATIONS

The benefits for education at all ages are numerous and, in fact, this is an important factor in human welfare (education serves to determine the UN Human Development Index, for example); hence the great importance of improving education standards especially in those areas where the efforts are still scarce, as is the case with senior citizens. Education should be a key aspect to take into consideration when establishing older adults' quality of life, as it provides seniors with the tools to manage a healthy, active, participatory, and meaningful existence. As stated in the active ageing policy of the World Health Organisation (WHO, 2002, p. 13): "If ageing is to be a positive experience, longer life must be accompanied by continuing opportunities for health, participation and security" and those opportunities can only be seized if citizens are educated and prepared to profit from them.

It is the responsibility of institutions, governments and educators to provide effective learning scenarios for all ages. This becomes indisputable for younger generations, because those scenarios are clear, with definite and understandable learning needs: education is aimed to make them succeed in their future professional life. That point is not so straightforward in the context of older adults, though, since a majority of seniors have already closed their careers and retired. Therefore, it is important to offer good learning and teaching opportunities that foster long-life learning at all ages and circumstances. Moreover, learning practices should guide older adults to develop new competencies and abilities with purposeful objectives. Having a goal becomes essential, as it is the fuel that feeds activity; it fosters motivation, action and eagerness, even when the objective is just 'pure love' for learning. If, in addition, this purpose aims to transform or improve the society and the world they live in, then older adults may become executive social agents. The example of the HeiM project, described in this methodological guide, may help educators and institutions to design meaningful and transformative projects that could help senior citizens to regain their place as productive and useful members of society.

The proposal of the HeiM project also intends to foster innovation within learning contexts, in the sense that it promotes a concept of education that has not yet been developed to its full extent, Geragogy,



CONCLUSIONS AND RECOMMENDATIONS

is defined as the science of learning that focuses on the needs and special characteristics of older adult learners, in the same way as pedagogy is more specifically conceived for younger learners or andragogy for adults (Formosa, 2019; Gibbons & Wentworth, 2001; Ozuah, 2005). In addition, we have suggested the application of a critical stance to the Geragogy practice which, despite not fully complying with the political agenda of Critical Geragogy (Formosa, 2011), at least tries to overcome typical flaws in its practice (Formosa & Galea, 2020, pp. 67–69) by providing feasible transformative practices that place older adults in the centre of social actions. In particular, we have trained older adults to become active interpreters and promoters of their own heritage both for other peers and for younger generations.

The findings of the surveys and the consultations with experts in the field confirmed that the older adults involved had acquired the skills and abilities necessary to become effective heritage interpreters, which is in line with the project's philosophy of approaching and experiencing the value of heritage through activity, learning and social involvement. They were able to apply the new acquired skills and abilities as well as to use the new knowledge and competences in a real setting. Moreover, in addition to the purely educational benefits of the programme, the fundamental goal of this project was also achieved as the older adult participants were actually involved in:

- the preservation and care of cultural heritage;
- research on cultural heritage which allowed them to highlight certain elements which, in their view, should be maintained and preserved for future generations;
- the dissemination of heritage, both locally and internationally, through the exchange of knowledge and routes with the other European partners of the HeiM project;
- the discovery, enhancement, preservation, maintenance and communication of cultural heritage values in their area; and finally,
- the objective of remaining active and fully participating in society by contributing with their work and efforts to society in general, to other older adults and to younger generations.



CONCLUSIONS AND RECOMMENDATIONS

All in all, they have been able to create effective tourism materials with which they have contributed to the dissemination of heritage at the same level of effectiveness as other social agents. Moreover, the recognition received from experts and professionals has given their work the necessary support to feel empowered. Therefore, the innovation provided by the HeiM project ultimately aims to provide fresh solutions, remove traditional barriers and help seniors to reach goals that were not within their reach until now.















ANNEXES

HeiM HERITAGE IN MOTION
INNOVATIVE METHODOLOGIES FOR ADULT EDUCATION IN CULTURAL HERITAGE & ACTIVE AGEING

Thank you very much for agreeing to participate in this survey in the Heritage in Motion (HeiM) project.

HeiM aims to promote the knowledge of heritage at a local and European level for the purpose of encouraging the values inherent in cultural heritage amongst citizens. The purpose of this survey is to gather opinions of the target group of 50+ on different issues relating to cultural heritage that will be of help in developing training material for defining and designing heritage routes for older adults using new technology on computers and smartphones.

The information provided by you in this questionnaire will be used for these purposes only. It will not be used in a manner which would allow identification of your individual responses. Anonymised survey data will be archived at the project office at Alicante University.

ANNEX 1

Please, answer these few personal questions and tick the relevant options.

1. Which country are you responding this questionnaire from?
   - ☐ Spain
   - ☐ Iceland
   - ☐ Poland
   - ☐ Croatia
2. Gender
   - ☐ Male
   - ☐ Female
3. Age
   - ☐ 50 - 64
   - ☐ 65 - 74
   - ☐ 75 - 84
   - ☐ 85+
4. Are you a person with disability or limited mobility?
   - ☐ Yes
     - ☐ Hearing impairment
     - ☐ Visual impairment
     - ☐ Physical impairment or mobility problem
     - ☐ Other
   - ☐ No
5. Do you use Internet on your smartphone?
   - ☐ Yes
   - ☐ No
6. Do you use the navigation tools on your mobile phone?
   - ☐ Yes
   - ☐ No
7. When travelling which of the following alternatives do you prefer?
   Please choose **only one** of the following options:
   - ☐ Individual trips
   - ☐ Trips in a small group of friends / family
   - ☐ Guided tours
8. In your opinion, what would be the optimum duration of a heritage route considering the age and needs of the participants in this project?
   Please choose **only one** of the following options:
   - ☐ Between 1 and 2 hours
   - ☐ Between 3 and 5 hours
   - ☐ The whole day

9. Please rate which of the following national heritage items should receive attention in an active cultural route?

   Please tick **one** option for each item.

	Not at all	To a small extent	To a moderate extent	To a great extent	To a very great extent
Art	☐	☐	☐	☐	☐
Arts and crafts	☐	☐	☐	☐	☐
Architecture	☐	☐	☐	☐	☐
Literature and language	☐	☐	☐	☐	☐
Music	☐	☐	☐	☐	☐
Museums	☐	☐	☐	☐	☐
Legends	☐	☐	☐	☐	☐
Ancient history and prehistory period	☐	☐	☐	☐	☐
Medieval and early modern history (between 1200 - 500 years ago)	☐	☐	☐	☐	☐
Modern history (last 300 years)	☐	☐	☐	☐	☐
Contemporary history (last 50 years)	☐	☐	☐	☐	☐
Nature	☐	☐	☐	☐	☐
Industry	☐	☐	☐	☐	☐
Popular traditions	☐	☐	☐	☐	☐
Local way of life	☐	☐	☐	☐	☐
Gastronomy	☐	☐	☐	☐	☐
Festivities	☐	☐	☐	☐	☐
Dark Tourism	☐	☐	☐	☐	☐

10. Please rate your interest to visit cultural heritage sites in other European countries in the project?

Please tick **one** option for each item.

	Not at all	To a small extent	To a moderate extent	To a great extent	To a very great extent
Art	☐	☐	☐	☐	☐
Arts and crafts	☐	☐	☐	☐	☐
Architecture	☐	☐	☐	☐	☐
Literature and language	☐	☐	☐	☐	☐
Music	☐	☐	☐	☐	☐
Museums	☐	☐	☐	☐	☐
Legends	☐	☐	☐	☐	☐
Ancient history and prehistory period	☐	☐	☐	☐	☐
Medieval and early modern history (between 1200 - 500 years ago)	☐	☐	☐	☐	☐
Modern history (last 300 years)	☐	☐	☐	☐	☐
Contemporary history (last 50 years)	☐	☐	☐	☐	☐
Nature	☐	☐	☐	☐	☐
Industry	☐	☐	☐	☐	☐
Popular traditions	☐	☐	☐	☐	☐
Local way of life	☐	☐	☐	☐	☐
Gastronomy	☐	☐	☐	☐	☐
Festivities	☐	☐	☐	☐	☐
Dark Tourism	☐	☐	☐	☐	☐

11. What are, for you personally, the main obstacles when visiting local/national sites or learning of local/national cultural heritage?
Please tick **only** one option.

- ☐ The area is inaccessible for me
- ☐ I don't have time for those kinds of activities
- ☐ I don't have interest for those programs
- ☐ A price for these kinds of programs is too high (entrance tickets, price of the tour guide etc.)
- ☐ Programs are not in compliance with the interests of older people
- ☐ I don't feel comfortable (it's clear that organizers and other visitors have prejudice towards older people)
- ☐ Other: ____

12. In which of the proposed types of local tours would you prefer to take part?
Please choose **only one** of the following options:

- ☐ Stone of the city of Zagreb (geological heritage and buildings)
- ☐ Modern architecture and urbanism in Zagreb
- ☐ Sacred Zagreb (religious architecture)
- ☐ Epicurean rout (markets)
- ☐ Zagreb cemetery
- ☐ Gardens of Zagreb
- ☐ Women and Zagreb
- ☐ Concerts and theatre in Zagreb
- ☐ Industrial heritage of Zagreb

13. Rate the importance of different subjects needed for those who will create and guide active heritage tours for 50+ participants.
Please tick **one option** for each item.

	Not at all	To a small extent	To a moderate extent	To a great extent	To a very great extent
Knowledge about the content (eg. history, natural resource, industrial heritage etc.)	☐	☐	☐	☐	☐
Communication skills and interpretation of heritage	☐	☐	☐	☐	☐
European/national values and identities	☐	☐	☐	☐	☐
Digital skills (ICT)	☐	☐	☐	☐	☐
Foreign language skills	☐	☐	☐	☐	☐
Knowledge about the content (eg. history, natural resource, industrial heritage etc.)	☐	☐	☐	☐	☐

14. If you have an idea for an active heritage route (related to specific heritage, to your local town, to the area where you live/d, to your experience, etc.), could you please describe it in one sentence?.

Thank you for taking the time to complete this survey!

HeiM HERITAGE IN MOTION INNOVATIVE METHODOLOGIES FOR ADULT EDUCATION IN CULTURAL HERITAGE & ACTIVE AGEING

EVALUATION QUESTIONNAIRE FOR THE PARTICIPANTS OF THE TRAINING PROGRAMME

FINAL EVALUATION (AFTER DE PROGRAMME)

Thank you very much for agreeing to participate in this survey for the Heritage in Motion (HeiM) project.

This training is part of the HeiM project, and its key goal is to improve participants' competencies so they will be able to work on active cultural routes for 50+ people.

The information provided by you in this questionnaire will be used for survey purposes only. It will not be used in a manner that would allow the identification of your individual responses. The anonymous aggregated survey data will be archived at the project office at Alicante University.

ANNEX 2

1. What are your greatest incentives or reasons for joining the training programme? Please mark no more than **three** responses.
   - ☐ To improve my knowledge about local and national cultural heritage
   - ☐ To become familiar with the cultural heritage of other countries
   - ☐ To become able to introduce my national cultural heritage to others
   - ☐ To improve my communication skills
   - ☐ To improve my ICT skills
   - ☐ To be a part of an EU project
   - ☐ To show that the value and qualities of senior adults ought to be appreciated
   - ☐ To make productive use of my free time
   - ☐ I already participated as interviewee in the earlier stages of the project and wanted to carry on
2. What are the most significant results you achieved by completing the training programme? Please mark no more than **three** responses.
   - ☐ Newly gained knowledge about cultural heritage
   - ☐ Newly gained skills for presenting cultural heritage to others
   - ☐ Newly gained ICT skills
   - ☐ A deeper understanding of the shared elements in European cultural heritage
   - ☐ Newly gained knowledge about the interests of senior adults and the specifics of their learning processes
   - ☐ Newly gained information on healthy aging
   - ☐ Meeting the project team and forming closer relationships with them
   - ☐ Getting familiarised with all the elements of the project
   - ☐ Meeting other people with interests similar to mine

ANNEX 2

3. Please rate your competence in the following areas after completing the training programme on a scale from 1 (very poor) to 5 (very satisfying)

COMPETENCE	1	2	3	4	5
Describing national and local cultural heritage	☐	☐	☐	☐	☐
The ability to present cultural heritage in an engaging fashion	☐	☐	☐	☐	☐
Communication in English	☐	☐	☐	☐	☐
The use of digital devices	☐	☐	☐	☐	☐
The use of information about the health aspects of aging	☐	☐	☐	☐	☐

4. Please rate your soft skills on a scale from 1 (very poor) to 5 (very satisfying)

SOFT SKILL	1	2	3	4	5
Communication skills	☐	☐	☐	☐	☐
Conflict resolution	☐	☐	☐	☐	☐
Teamwork	☐	☐	☐	☐	☐
Autonomy	☐	☐	☐	☐	☐
Assertiveness	☐	☐	☐	☐	☐
Adaptability	☐	☐	☐	☐	☐
Organisational skills	☐	☐	☐	☐	☐
Problem-solving skills	☐	☐	☐	☐	☐
Resistance to stress	☐	☐	☐	☐	☐

5. Please rate your agreement with the following statements about the various aspects of the training programme on a scale from 1 (Totally disagree) to 5 (Totally agree):

	1	2	3	4	5
The training programme was well-organised	☐	☐	☐	☐	☐
The training objectives were clearly defined	☐	☐	☐	☐	☐
The training objectives were consistent with the participants' needs	☐	☐	☐	☐	☐
The participants fulfilled the training objectives	☐	☐	☐	☐	☐
The training materials proved useful	☐	☐	☐	☐	☐
The training duration was appropriate	☐	☐	☐	☐	☐
The session content was well-organised and easy to follow	☐	☐	☐	☐	☐
The participants were actively involved in training activities	☐	☐	☐	☐	☐
The trainers were well prepared, open minded and interesting	☐	☐	☐	☐	☐
Methods used in training were appropriate	☐	☐	☐	☐	☐

6. Please rate your soft skills on a scale from 1 (very poor) to 5 (very satisfying)
   - ☐ To improve my knowledge about local and national cultural heritage
   - ☐ To become familiar with the cultural heritage of other countries
   - ☐ To become able to introduce my national cultural heritage to others
   - ☐ To improve my communication skills

7. Please rate the extent to which the following project elements should be addressed and/or further developed in the implementation of the project. Please rate from 1 (certainly needs to be addressed/improved) to 5 (doesn't need addressing/improving at all)

	1	2	3	4	5
Careful selection of interesting content	☐	☐	☐	☐	☐
Taking into account the specific interests of senior adults	☐	☐	☐	☐	☐
Taking into account the health-related capacities and needs of senior adults	☐	☐	☐	☐	☐
The accessibility of the presented heritage sites	☐	☐	☐	☐	☐
High-level expertise of the cultural guidance	☐	☐	☐	☐	☐
Making the presentation of information interesting and fun	☐	☐	☐	☐	☐
Affordable prices of the cultural heritage tours	☐	☐	☐	☐	☐
The appropriate use of digital devices	☐	☐	☐	☐	☐
Taking into account the interests of specific groups	☐	☐	☐	☐	☐
English language skills	☐	☐	☐	☐	☐

Thank you!

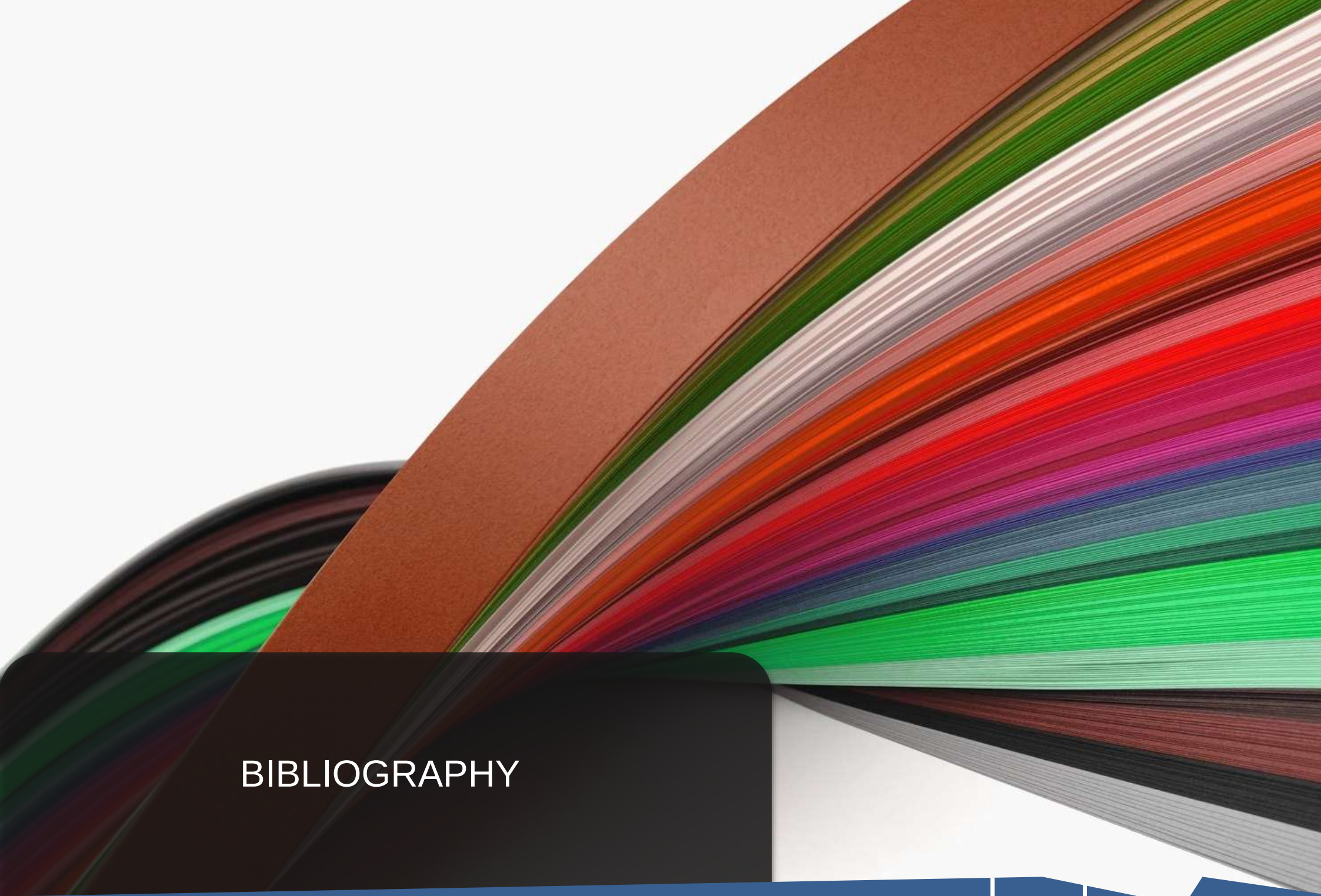
ANNEX 3

HERITAGE IN MOTION Innovative methodologies for adult education in cultural heritage and active ageing	
Name of the route	
Theme of the route	
Reference / Weblink	
Name of the element	
Location	
Description	
Access roads	
Public transport	
PRM Access	
Facilities	
Additional Information	
Observations	

ANNEX 3

Interpretative Potential Matrix	
Photographs	
Date	
Team	

Criteria	Good/Regular/Bad	Rating
Singularity	9-7 / 6-4 / 3-1	
Attractiveness for the European visitor	9-7 / 6-4 / 3-1	
Accessibility	9-7 / 6-4 / 3-1	
Impact resistance	9-7 / 6-4 / 3-1	
Seasonality	6-5 / 4-3/ 2-1	
Current number of visitors	6-5 / 4-3/ 2-1	
Availability of information	6-5 / 4-3/ 2-1	
Easy to describe or interpret	3 / 2 / 1	
Pertinence of contents (in relation to the route theme)	3 / 2 / 1	
Element safety and environmental safety	3 / 2 / 1	
Interesting for seniors	3 / 2 / 1	
	Final rating	**0/66**



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