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European Cinema for Active Ageing

Progress Report

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Executive Summary

INTRODUCTION

The purpose of the CINAGE Project is to produce, test and validate a course targeted towards senior populations in the EU. The Project is developed by four partners, the lead partner being Portugal and the three other partners Italy, Slovenia and the UK.

The target groups addressed are: primarily adult educators, older learners and later life learning providers (third age universities) and then also ageing experts, European cinema experts and active ageing stakeholders.

The Course will be based upon, firstly, an approach of the six competencies identified by the EU as significant for the development of policies concerning active ageing within the EU and, secondly, upon a review of European Cinema. The two reviews seek to provide an overview of attitudes towards active ageing, supported by a review of the literature on active ageing in the four partners' countries, as well as an assessment of the popular stereotypes that can be discerned in European cinema. Central to the development of the course will be self-reflection based upon, initially, the review of cinema as developed by members of the Focus Groups selected by each partner in order to assess European cinema. The Course itself will focus upon the development of short films, whilst the selection of the six feature films that make up the CINAGE course package will provide a starting platform for continued self-reflection by Course participants. CINAGE target audience is being actively involved all along the project, with the work highly anchored in that cooperation.

Active Ageing and Learning for Active Ageing

Background and methods

The European Commission identified active and healthy ageing as a very important area. A structured critical literature review used evidence from the year 2000 onwards, across UK, Italy, Slovenia and Portugal. The review considered six competencies for active ageing, in EU, national, and regional (Umbria) contexts: Learning; Civic and Community; Health; Emotional; Financial/Economic; Technological.

Demographic context and active ageing principles

Rising life expectancy across the four countries poses challenges: in Portugal the population aged 65+ is projected to rise from 19.5% in 2011 to 35.72% in 2050; in Slovenia the proportion of aged 65+ is expected to rise from 24.8% in 2020 to 33.5% in 2059, in Umbria the population aged 65+ currently totals 23.2%, and in the UK in 2030 there will be 51% more people aged 65+ compared to 2010. The four areas considered in the 2012 European Year for Active Ageing were employment, social participation, independence, healthy and secure living; and enabling environment (EU, 2013). Underlying principles include sustaining a balanced life-course process; positive definitions; inclusiveness; multi-dimensional and empowering approaches.

European Cinema Review

Background and methods

The central element of the CINAGE Project is to explore the way in which contemporary European Cinema reflects the six competencies. This research was conducted in parallel with the research into active ageing and learning.

Focus Groups of up to twelve members were based upon cross-section of gender and age ranges from 55 – 60+. Selection was based upon people who were involved in active learning, either as participants or providers, and experts on European Cinema.

Final Film Selection

There was considerable difference of opinion on certain films throughout the various partners' focus groups and after some discussion it was felt that the fairest way of arriving at the final selection of six films would be to add up the scores given to the films by each Focus Group Member in each of the partner countries. The six films selected were:

Vidange Perduu / The Only One (2006) Dir: Geoffrey Enthoven. Belgium

Vratné lahve/ Empties (2007) Dir: Jan Sverák, Czech Republic, UK, Denmark

Srecen za umret/ Good To Go (2013) Dir: Matevz Luzar. Slovenia, Croatia.

The Best Exotic Marigold Hotel (2011); Dir: John Madden, UK, USA, United Arab Emirates

Jeszcze nie wieczór/Before Twilight (2008) Dir: Jacek Blawut. Poland

Pranzo di ferragosto/Mid-August Lunch (2008) Dir: Gianni Di Gregorio: Italy.

The CINAGE Course

Background and methods

The CINAGE course offers (older adults) an opportunity to reflect upon cinema and films and to experience collaborative activities triggering significant and transformative learning about a more active, healthy and socially engaged living and ageing.

The course is primarily meant for adult educators and older learners and it is framed by principles generated from the movie-based learning (MBL), the context-based learning (CBL) and the andragogy and process models (Malcom Knowles).

Structure, length and learning objectives

The course enables older learners to shoot their own films about active ageing based on their self-reflection concerning the issues of old age and identification of adequate active ageing strategies.

The reflection on the experiences of real life and fiction, learning new things through them and sharing such experiences in small groups of peers, facilitates an understanding of how reality is influenced by past experiences, current perceptions and expectations about the future.

In the final Cinema Workshop all the knowledge and skills learned come together and participants will be able to be part of a film crew, in whatever capacity they choose. As three films will be produced during this stage, older learners will have the opportunity to test their abilities in more than one cinematic function. This is an interactive experience and participants are expected to engage in communicating with their peers with the aim of producing significant films.

Cinema will help to establish meaningful relationships and significant commitment to aspects of the ageing more actively and healthily. The educator will be a facilitator who prepares in advance a set of procedures for engaging the learners in the learning process, taking into consideration their experiences, reflections and expectations.

Modules

The course is composed of the following six modules:

- 1) Let's get into the CINAGE course: short introduction of the CINAGE Project and the Course;
- 2) My active ageing story...: one own attitudes towards ageing. It includes the use of some techniques for the positive management of physical, emotional and relational tensions.
- 3) Did you say old age? Did you say active ageing?: going deeper on one's own attitude towards ageing and getting a better understanding of what active ageing is.
- 4) Being active is my way of life. What about yours?: grasping the impact of life stories on living in later life; to rethink one's way of life; to examine how to make one's life better in older age and to enlist and share personal experiences.
- 5) Filmmaking: (1) European cinema and active ageing - analysis of European cinema through the participants' own understanding and experience of ageing; (2) Scriptwriting - screenwriting and all its interactions with the audiovisual and film creation professions; writing and preparing the three final scripts for the CINAGE short movies; (3) Directing - the role of the director in filmmaking and the technical skills needed to direct a film; (4) Producing -conceiving and organizing the preparation of a short film, managing people as well as practical elements of the shooting; (5): Editing - the editor's role; the different stages of editing a film and the technical skills required to it.
- 6) Cinema workshop: producing three short films in group, testing one's abilities in more than one cinematic role.

The CINAGE face to face training programme is composed of the above six modules lasting an estimated 73 hours. The duration of the Cinema Workshop is 30 hours but may run longer depending on the conditions for shooting the three short films.

A glossary is also available to establish a common approach to key terms and concepts.

Guide and Manual

The Guide introduces the CINAGE rationale and programme for interested audiences (adult educators; later life learning providers; older learners; experts; stakeholders) and illustrates how to plan the learning sessions and use the documents. It integrates the schedules (session plans) for the modules/units of the training programme with activities that can be undertaken in a peer group situation. The Guide provides relevant information to the best use of training materials produced to support the CINAGE Course.

The Manual is oriented towards older learners and presents the CINAGE course and face to face training content, composed of six modules. The content addresses different aspects of ageing, active ageing and filmmaking, based on the conclusions reached during the research phase of the project. The modules are designed with a common structure, containing background theory, relevant information and some problem/questions that can be used in order to stimulate the self-reflection on the topics worked out all along the face to face sessions of the course.

Currently, versions of the Manual and Guide are available only internally, in all languages of the partnership. They will be tested and validated during the pilot actions that will take place from November 2014 to March 2015. The final versions will be available at the project website by June 2015, in the languages of the partnership (EN, IT; SI and PT)

Quality Assurance Plan

A rigorous Quality Assurance Plan has been implemented at different levels to ensure quality results and outcomes.

It includes self-assessment and internal peer review; an exterior review by an external evaluator; target audience 'representative individuals participating in project activities, as was the case with the focus groups;

Valorisation strategy

The consortium has designed a careful and diversified valorisation strategy, from the start of the project, in order to promote the brand CINAGE through an easily identifiable, positive and attractive image, thus establishing sound basis for future sustainability.

CONCLUSION

The review of active ageing literature and policies within the EU recognised the considerable differences between various countries in the EU. For example, retirement age in Slovenia starting at 55, whilst in the UK retirement age is being raised to 67. The demographic changes, that in each country originate a rapidly ageing population, mean that the value of a life-course approach towards adult learning is important because of its potential to develop a holistic multi-dimensional understanding of: active ageing; considering citizenship; creative leisure; rewarding relationships; resilience and adaptability and the removal of structure barriers concerning poverty and inequality. The ageing population in all countries is a significant challenge to social agendas and policies, requiring public and private initiatives to meet changing needs.

The review of European Cinema and its depiction of the six competencies similarly found variations in all four partner countries, although there was a general agreement that all six competencies were essential in terms of the wellbeing of active agers. There was, however, concern for the fact that the economic situation of senior citizens was not particularly well reflected. Contrariwise, the value of community engagement, of the emotional wellbeing and, especially, of the ability to adapt to new technologies and continue to learn were highlighted in the films that were selected for the CINAGE package. Focus Group members found the idea of the CINAGE project extremely valuable and felt that the course proposal had the potential to contribute significantly for the dissemination of the senior citizens own reflections upon the needs and benefits of active ageing.

This was a complex phase of the project completed in a relatively short time period. However, the research itself ultimately provides considerable insights into active ageing and the final six films reflect an intriguing cross-section of approaches of this issue and of the six competencies as reflected in European cinema after 2000.

The project is now ready to enter a new phase in its development where the Course and support learning/teaching material (Guide and Manual) will be tested and validated through pilot actions in the four countries of the partnership.

During the Course participants will shoot short films (12 in total), whilst the selection of the six feature films that make up the CINAGE course package will provide a starting platform for continuing self-reflection by Course participants.

The project will proceed within the parameters established for ensuring high quality results and answering the needs of the target audience. Also the valorisation of the project will continue and even be enhanced by some events dedicated to the CINAGE project (a conference and national workshops, to be held at the end of the project).

The feedback received so far has been very positive and, therefore, encouraging, which reinforces the confidence that all the objectives set will be achieved on time and with high quality and the project will be sustainable in the future.

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1. Project Objectives

As a response to Europe's demographic ageing and the consequently increasing of social stigma about older people, four European countries (Portugal, Slovenia, Italy and United Kingdom) came together to develop CINAGE – European Cinema for Active Ageing, which offers a new approach on learning for active ageing operated through film practices and shared cinematographic experiences.

Older people are being encouraged to acquire new skills and participate actively in society. Active engagement in cognitively stimulating activities is associated with reinforced memory function, decreased depression and increased life satisfaction and wellbeing.

Providing suitable educational resources is vital at this respect, within a fundamental learning paradigm where personalisation, collaboration and informal learning are central.

CINAGE ultimately aims at producing, testing and validating a package of film-oriented tools and learning strategies that will be the basis for a cinema course for older people, culminating in the production of 12 short-films by citizens of the specified age group, by 2015.

Together with promoting critical thinking and self-reflection methodologies, CINAGE's innovative nature resides in its andragogical dimension, since it will engage the elderly in filmmaking practices in order for them to explore, creatively, their age experiences, thus promoting a change in mentalities aiming at establishing a more active ageing.

It is also intended, throughout the project, to develop a strong, wider and diversified valorisation activity, allowing for the recognition of the brand CINAGE and the sustainability of its results after the funding period.

2. Project Approach

The innovative approach of CINAGE, at the intersection between research and adult education, can be framed according to set of aspects, as follows:

Research

- 1) Structured **critical literature review** on active ageing and learning for active ageing, including the six competencies identified as significant for active ageing;
- 2) **Review of European Cinema**, based upon theoretical research and film analysis by focus groups of up to twelve members: (a) situated at a cross-section of gender and age ranges from 55 – 60+; (b) people involved in active learning, either as participants or providers; (c) experts on European Cinema and Adult Education.

Adult Education

- 3) **The movie-based learning (MBL)** is a form of learning that uses movies, plus videos, as learning tools. Cinema can be a catalyst for healing and growth for those who are open to learn how movies affect people and who are also prone to watch certain films with increased awareness. Cinema allows one to use the effect of imagery, plot, music, and so on, in films with a strong psychological penchant. The aim is to gain an added self-reflection, insight, inspiration, emotional release or relief and change. Particularly it can help older people connect with story lines and the movie characters, thus learning about themselves in more profound ways;
- 4) **The context-based learning (CBL)** refers to the use of real-life and fictional examples in learning environments in order for people to learn through the actual, practical experience with a subject rather than just listening to theory;
- 5) **The andragogy and process models** are based on the premise that as an individual matures, from infancy to adulthood, his/her need and capacity to be self-directing, to make use of his/her experience in learning, to identify his/her own readiness to learn, and to organise his/her learning around life problems, increases steadily.

The CINAGE Course will be based first upon the two reviews that will seek to provide an overarching examination of attitudes towards active ageing, a review of the literature on active ageing in the four partner countries, as well as an assessment of the popular stereotypes that can be discerned in European cinema. Central to the development of the course will be self-reflection based upon the review of cinema and further developed by members of the Focus Groups selected by each partner so as to review European cinema. The Course itself will focus upon developing short films, whilst the selection of the six feature films that make up the CINAGE course package will provide a starting platform for continued self-reflection by Course participants.

3. Project Outcomes & Results

Up to now the key outcomes & results of CINAGE can be systematise as follows:

A combined **Research Report** consisting of: (a) a structured critical literature review of how the six competencies¹, identified by the European Commission as important for active ageing, are addressed in EU, national and regional (Umbria) contexts; (b) a European Cinema review exploring the way in which contemporary European cinema portrays the six competencies and whether or not European cinema could be a tool for active ageing and learning through representation of the six competencies. The reports are available, on request, both in English and in partners' languages.

The competencies

Learning. The tendency is for participation among older people to be higher in non-formal than formal learning, and to lessen with age. The Universities of the Third Age (U3A) have played a vital role. In Portugal U3As are mainly urban and include various areas of teaching and subjects, including arts (such as theatre or painting), socialisation or travel and study visits. In Slovenia, networks of U3As and other providers support personal growth, paid or non-paid work, active citizenship and local development. In Italy, U3As play a vital role to overcome the dropping involvement of older people, in the UK U3A learning strongly engages with health and emotional interests, but less strongly with others. Lifecourse inequalities impact on later life learning.

Civic and community. Civic and community participation can be assisted by flexible retirement transitions, supporting volunteering opportunities, recognising and rewarding family care, and valuing creative activity. As in Portugal, project interventions can encourage active ageing through the improvement of community environments supporting social participation and inclusion. Education can promote skills for democratic citizenship, as in Slovenia. The growth of volunteering in Italy runs alongside traditions of family care (grand-parenting). In the UK volunteering is strongly targeted in spite of cuts in the financial support to the voluntary sector.

Health. Promoting health for active ageing needs to take into account of diversity of age and health status. The Portuguese National Health Plan promotes the intervention principles of autonomy, active participation, self-fulfilment and dignity. In Slovenia a high proportion of older people have a long-standing illness: self-care depends on functional capacity, opportunities for stimulating activity, and attitudes. In Italy, the focus is on lifecourse lifestyle and on integrated home care. In the UK the influence on well-being include an asset-based outlook, social engagement and setting norms. Informal learning with social engagement can improve wellbeing.

Emotional. The evolution of family structures is a strong factor of emotional wellbeing in Portugal where the priority needs to be adequate housing for older

¹ <http://cinageproject.eu/en/package/research/model.html>

people. In Slovenia mental and emotional concerns are the most frequent reason for using primary health care: positive leisure activities result in emotional satisfaction. In Italy the crucial role of extended family and friendship in emotional wellbeing is known, along with independence, dignity, care and support. In the UK the research highlights the importance of independence, control, autonomy and activities that reduce loneliness.

Financial/economic. Labour force participation, a key factor in promoting active ageing, fell substantially in Portugal from 78%, in 1974, to 52% in 2008. In Slovenia only 1 in 3 people aged 55+ are employed. In the UK long-term unemployment is higher among people over fifties. There is a need for non-discriminatory attitudes at the work place and pension systems that reward later retirement, in order to reduce financial anxiety. In Italy retirement tends to be abrupt; an ever rising proportion of elderly live alone.

Technological. In Portugal where older people make little use of computers, training is needed for a digital inclusion that may provide autonomy and social participation. In Slovenia both assistive technology and internet use need development: older people living alone are disadvantaged if they do not use the internet. In Italy internet use is growing among older people, but households with only older people are less skilled in that regard. In the UK older people value digital technologies, but need support as circumstances change and technology evolves.

Needs and recommendations

A lifecourse learning approach is vital in what pertains to diversity, citizenship, creative leisure, relationships, resilience, and the removal of structural barriers. The strengths of U3As can be expanded through effective partnerships and the activation of other learning sectors. Portugal emphasized joining up different policies, public and private initiatives, principles of autonomy, participation, self-fulfilment and dignity, action for caregivers and the development of more participatory and learning spaces. Slovenia emphasised the need for formal and informal education towards knowledge, culture and self-realisation, dialogue between different older ages, and the transmission of knowledge across generations. Older age needs a holistic, less medicalised approach, oriented towards the balance between happiness and a productive later life. Gender issues need attention. Lifelong education requires more flexible transitions from work. Italy recommended a professional qualification of expert in lifelong learning and further training for work-retirement transitions. Older people's increasing commitment to volunteering should be perceived as an asset. The UK recommended including older learners in educational planning, the creation of affordable courses, the increasing of pre-retirement training, the challenging of inequalities, the development of opportunities that combine volunteering with informal care and leisure interests, and the promotion of health through peer networks. The focus strongly needs to be the respect for the variety and resources of older people. Finally, society needs to rethink older age in an imaginative way.

Film Analysis

It was decided that each partner should select three films from a pre-specified number of EU countries. Each partner appointed an expert on cinema in charge of overseeing the selection. Apart from the specific requirements that each film should reflect as many of the six competencies as possible, the films selected had to have subtitles in the English language. Each partner screened a large number of films either via national and international film databases or through actual watching before arriving at the final selection of the three films nominated. The films selected for viewing were: *Amour* (France), *Saraband* (Sweden), *The Best Exotic Marigold Hotel* (UK), *Mid-August Lunch* (Italy), *Night Boats* (Croatia), *Good to Go* (Slovenia), *Vidange Perdu* (Belgium), *Cloud 9* (Germany), *A Lady in Paris*, (France), *Empties* (Czech Republic), *Before Twilight* (Poland) and *Elsa and Fred* (Spain).

Each member of the focus group in each country of the consortium was given a copy of the film on DVD, or via legal downloads, and had to complete a given questionnaire on each film. The focus group members had to comment upon the relationship and pertinence concerning the six competencies and to state whether the film treated the competency negatively or positively from the perspective of active ageing. Assessments of characterisation were also made, together with an overall response to the films. There were some interesting differences of opinion. The United Kingdom tended to approve of films that they felt were honest and realistic about the problems of active ageing with regard to the six competencies, whilst Slovenia and Portugal tended to support films that showed active ageing in a positive light. Thus, while *The Best Exotic Marigold Hotel* was admired by most Focus Group members elsewhere, in the United Kingdom it was regarded as over-hopeful and, therefore, unrealistic.

Final Questionnaires

This difference of approach was also reflected in the Final Questionnaires that explored the themes and ideas around the six competencies themselves. Particularly interesting were the responses to the concept of ageing itself, including the time when old age is supposed to begin (55 onwards), the different stages of ageing, and the variations. Some members felt that economic wellbeing was most significant, while others felt that health was more important.

Focus Group members were also asked to reflect upon the reason why they liked to watch films, with responses ranging from wanting to be entertained and comforted; mere cultural habit; a wish to be informed as well as entertained.

Response to the CINAGE project

Each Focus Group member was asked to comment on the CINAGE project. There was general enthusiasm for the project, with many members feeling it was both an innovative and necessary project and one that would add knowledge and understanding in relation to the needs of senior citizens in the EU. In general, the focus groups members indicated that the requirement to watch all twelve films and complete the questionnaires had been rather cumbersome and that the requirement to relate each film to the six competencies had not necessarily helped to assess the value of the films for active agers.

Focus Groups Reports detail the work undertaken by the focus groups which considered 12 European films², selected by all the countries, and agreed upon a final list of 6 films related to 6 main competencies of active ageing which could be both part of the CINAGE Report as a whole and of the curriculum for the final CINAGE Course.

Each partner country held two meetings with their respective Focus Groups: the first one introduced members to each other and to the CINAGE project itself. The approach towards film screening was also discussed. After the screening period, an intensive month during which each member of the Focus Group was required to watch and provide comment upon twelve films, a Final Meeting was held.

The final meeting considered not only the general response of the group towards the films, but also a discussion about the process of review and response to the CINAGE Project. Discussions included responses to the six competencies as well as to the way in which the competencies were portrayed. Discussions also included comments on the relevance of the six competencies to the member's own lives and experience.

Selection of the Final list of six films³ that would form the CINAGE Film Package:

- *Vidange Perduu/ The Only One* (2006) Dir: Geoffrey Enthoven. Belgium
- *Vratné lahve/ Empties* (2007) Dir: Jan Sverák, Czech Republic, UK, Denmark
- *Srecen za umret/Good To Go* (2013) Dir: Matevz Luzar. Slovenia, Croatia
- *The Best Exotic Marigold Hotel* (2011); Dir: John Madden, UK, USA, United Arab Emirates
- *Jeszcze nie wieczór/Before Twilight* (2008) Dir: Jacek Blawut. Poland
- *Pranzo di ferragosto/Mid-August Lunch* (2008) Dir: Gianni Di Gregorio: Italy.

Research Executive Summary⁴, for download at the project website, in the four languages of the partnership (EN; SI; IT and PT).

Guide and Manual as tools for the CINAGE Course. They follow a modular structure, in this case consisting of six modules:

- 1) **Let's get into the CINAGE course**
- 2) **My active ageing story...**
- 3) **Did you say old age? Did you say active ageing?**

² <http://cinageproject.eu/en/package/films/12-films.html>

³ <http://cinageproject.eu/en/package/films.html>

⁴ <http://cinageproject.eu/en/package/research/executive-summary.html>

4) Being active is my way of life. What about yours?

5) Filmmaking: **Unit 1:** European cinema and active ageing; **Unit 2:** Scriptwriting: from life stories to movies; **Unit 3:** Directing: visual storytelling; **Unit 4:** Producing: how to organize the production of a short film; **Unit 5:** Editing: from the shot to the Film

6) Cinema workshop

The Guide introduces the CINAGE rationale and programme for interested audiences (adult educators; later life learning providers; older learners; experts; stakeholders) and illustrates how to plan the learning sessions and use the documents. It integrates the schedules (session plans) for the modules/units of the training programme along with activities that can be undertaken in a peer group situation. The Guide provides relevant information for the best use of training materials produced to support the CINAGE Course.

The Manual, composed of six modules, presents the CINAGE course and face to face training content, intended for older learners.

At the moment, versions of the Manual and Guide are available only internally, in all languages of the partnership, to be tested and validated during the pilot actions that will take place from November 2014 to March 2015.

The final versions will be available at the project website by June 2015, in the languages of the partnership (EN, IT; SI and PT)

A **Glossary**⁵ containing the key terms of the project, in order to ensure a consistent and accurate approach of CINAGE documentation, and to guarantee a clear communication with the target audience and the stakeholders.

It is available at the project website in the four languages of the partnership. It is also annexed both to the Manual and the Guide.

A rigorous **Quality Assurance Plan** has been implemented at different levels to ensure quality results and outcomes.

It includes: (a) self-assessment and internal peer review; (b) exterior review by an external evaluator; (c) target audience 'representatives participating in project activities, as was the case with the focus groups.

Branding CINAGE – the consortium has designed a careful dissemination strategy, in effect from the start of the project so as to promote the brand CINAGE through an easily identifiable, positive and attractive image, thus establishing a sound basis for future sustainability.

Particularly noteworthy are:

⁵ <http://cinageproject.eu/en/package/research/glossary.html>

- **The logo**, central for the creation of the brand identity. It is simple, memorable and appropriate to the topic addressed but, at the same time, conjures up positive, active and stimulating feelings which CINAGE wants target audience to associate with the project;
- The **colours** selected (red and magenta) are not very commonly associated with older adults.

Red is a positive colour, a very physical colour, which draws attention to itself and calls for action to be taken. It symbolises energy, action, strength and enthusiasm. Red is then balanced with magenta.

Magenta is a colour of harmony and emotional balance. It encourages a sense of self-respect, of flowing with life and letting go of older ideas. It is a strong and inspiring colour which can appear as innovative, imaginative, creative and artistic.

Together, they send a message of energy, action, innovation and creativity that perfectly illustrates the very heart of CINAGE and which have impacted positively on the target audience.

Email marketing campaigns consisting of sending out regularly **e-newsletters**⁶ (two so far), that reached hundreds of individuals and interested organisations, throughout EU. They contained updated information about the project, its activities and the results achieved;

Handing out the flyer⁷ whenever possible; **presenting**⁸ CINAGE at national and International events; giving **interviews**⁹, namely at **radio programs**¹⁰; or publishing **articles**¹¹ and info on **media**¹². All of this gives a wider visibility to the project.

The CINAGE target audience have participated / will participate in project activities (as focus groups, pilot actions, promotional weeks, workshops, conference...) and has continuously been asked for feedback, namely at project website and FB page.

Last but not least, the project website in conjunction with the presence online in social networks (Facebook), in YouTube channel and Google+ has been having an enormous importance for the project.

⁶ <http://cinageproject.eu/en/press/newsletters.html>

⁷ <http://cinageproject.eu/en/press/flyers/start-up-flyer.html>

⁸ <http://cinageproject.eu/en/actions/presentations.html>

⁹ <http://cinageproject.eu/en/press/interviews.html>

¹⁰ http://www.seniorji.info/CLANKI_IN_ODDAJE_Arhiv_oddaje_Storz_-_Radio_SLO1

¹¹ <http://cinageproject.eu/en/press/media.html>

¹² <http://cinageproject.eu/en/press/media.html>

The project website¹³ was designed in a very appealing and friendly way, presenting in the home page an animation with a still of the six European films selected during the research phase, as well as the partnership vision of the project:

CINAGE offers exciting later life learning opportunities, engaging elderly people with critical analysis of European cinema and practical film making experience, thus promoting Active Ageing.

It is organised in a comprehensive way and presents pertinent information (in all languages of the partnership) updated regularly. The public documentation of the project is available at the website for download.

Also accessible at the bottom are links to the Facebook page, YouTube channel and Google+ page, as well as a link to the partners' contacts.

Also on hand at the newsletters page is a **form**¹⁴ to be completed by those wanting to receive the newsletters of the project. At present the emailing lists contains more than 800 entries all through the EU.

A **support declaration**¹⁵ explaining succinctly how the subscribers are using / intend to use the CINAGE package is also provided.

A project **slide presentation**¹⁶, updated whenever necessary, is also offered at project website to keep the audience informed about CINAGE progress and results.

According to the Google Analytics Report (01/12/2013 – 30/09/2014), 1806 sessions have been registered by 715 users, with an average session length of 7:56 and average viewing of 9.16 pages per session. 60.4% of visitors returned to visit the page, while 39.6% were new visitors.

As far as the source languages of the users are concerned, Portuguese is the most represented (50.39%), which includes an interesting reach of Brazilian users (9.47%). English appears in 2nd place (25.75%), with a remarkable record from USA users (21.82%). Then it comes the Slovenian (8.74%), the Italian (7.03%) and German (1.33%) users.

The main source of access to the CINAGE website (report by Google Analytics) has been through Facebook (32.14%) which confirms the utility of this social network in

¹³ <http://cinageproject.eu/en/>

¹⁴ <http://cinageproject.eu/en/press/newsletters.html>

¹⁵ <http://cinageproject.eu/en/actions/support/form.html>

¹⁶ <http://cinageproject.eu/en/press/presentation.html>

the dissemination of the project and the need for the CINAGE FB page continue to be updated in a fairly regular manner with news that are appealing to the users of the page. Up to now 93 traffic sources (indication where the users come from) were registered to the CINAGE website.

The CINAGE Facebook page has had a remarkable acceptance, currently having 425 friends. Women are at a slight majority (57%), while the most represented age group *per se* is the one of 25-34 years (14%). Joining age groups 55-64 and 65+, results in 15% (10% and 5%, respectively).

Regarding the countries, besides the partner countries, the FB page has deserved attention from friends of Hungary, the United States of America, Turkey, Greece, Austria, Bulgaria, Spain, Germany, Estonia, the Netherlands. These are only those that have 5 or + friends.

This means that the FB page is fulfilling the purpose for which it was created, giving visibility to the project and its activity, surpassing even what would be the expected target audience for the page. The presence of many young people is due to the interest of cinema university students and professionals, who in various ways have shown their support and interest in CINAGE.

YouTube channel & Google+ page

The CINAGE videos have had 303 views so far by means of the CINAGE **YouTube**¹⁷ channel and 762 views by the **Goggle+ page**¹⁸ .

In conclusion, the partnership believes that the project is progressing quite well, providing a positive and attractive image close to the target audience and responding to its needs for a more active ageing.

The feedback received has been very positive and encouraging, which reinforces the confidence that all the objectives set will be achieved on time and with high quality and the project will be sustainable in the future.

¹⁷ <https://www.youtube.com/user/cinageproject>

¹⁸ <https://plus.google.com/106835901806269046253/about>

4. Partnerships

A European project is also a process of networking with relevant key players. Building contacts, networking and co-operating are of vital importance.

The CINAGE partnership has brought together the expertise and experience of four partners from different geographical areas, cinematic tendencies and core business.

It is a highly proficient team, with complementary skills, expertise and abilities that involve research, cinema, adult education and later life learning practice. This enables real debate between the partners on matters concerning later-life learning, European cinema and active ageing. Most partners have proper experience at transnational level, coordinating and/or partnering EU projects.

Partnerships with groups outside CINAGE consortium

The CINAGE approach is complex, since it crosses a wide range of subjects, such as learning in later life, adult education, European cinema and active ageing.

This complexity calls for, besides the diversity of expertise mentioned above, organisations and networks that can support the completion of the project and assure its sustainability, at each partner country's level.

In the UK Leeds Beckett University collaborated with a number of strategic partners. The following organisations/charities have supported in the selection of CINAGE volunteers for both the focus group and pilot action:

Headingley Enterprise and Arts Centre - <http://www.heartcentre.org.uk/>

Bradford National Media Museum - <http://www.nationalmediamuseum.org.uk/>

Sheffield Hallam University - <http://www.shu.ac.uk/>

Leeds City Council - <http://www.leeds.gov.uk/Pages/Default.aspx>

West Yorkshire Playhouse- <http://www.wyp.org.uk/>

The IT Partner Study Center City of Foligno is, since the beginning of the project, working closely with some organisations of Foligno in order to develop sustainable strategies so as to implement project activities and provide the most effective valorisation within their territory.

In particular, two associations have been involved in the area of theatre, cinema and performing arts. These associations are ZOE TEATRO with the ZUT Centre, VIA INDUSTRIAE, and an expert in European Cinema. Moreover, Italy is exploring new channel of partnership in order to further exploit the CINAGE project results and aims: Municipality of Foligno, a University of Third Age based in Foligno, other associations operating in the field of voluntary services and CINEMA TREVI in Rome that is willing to screen the final short films and the end of the production.

A tangible result of this cooperation was the promotional week that has been organised for the dissemination of the project and, especially, the training course. From Tuesday 30 September to Sunday 5 October 2014, three events have been

organised, including the projection of three of the six selected movies of the research phase of CINAGE, in collaboration with two local cine-clubs and a venue for the exploitation of expressive arts “Spazio Zut”. The Italian partner in collaboration with the Zoe Teatro, VIAINDUSTRIAE and Spazio ZUT, organised an event in which the Regional Councillor for Welfare and Education Mrs Carla Casciari and the Municipal Councillor for Social Policies, Mrs Maura Franquillo, took place. The three events were attended by almost 150 persons, of which 30 have pre-enrolled themselves as participation in the course.

The Slovenian Third Age University has been active consolidating its partnership with the Municipality art cinema KINODVOR, further developing their common programme “Meeting over a cup of coffee - Cinema for later life”. This is a new annual possibility for older people to watch quality author films depicting the subject of active older age, followed by an open discussion.

A new partnership has been set up with a renowned bookstore in Ljubljana and the publishing house Mladinska knjiga called “The eleventh school in bookstore” (*Enajsta šola v knjigarni*). One of the eight public appearances will be devoted to CINAGE, European cinema and old age in the *belles-lettres*.

An intergenerational roundtable on intergenerational topics as they are dealt with in European film is being concerted with Cankarjev dom, the national cultural centre and its Film Festival Life.

CINAGE has been presented at the ECIL final conference on intergenerational learning in SOFIA (ECIL is supported by European Commission) and at DANET, the new European Association dealing with intergenerational dialogue in the Danube Basin and Europe, and affiliated members.

CINAGE has been supported by the National radio station Slovenija One. The topic of older people, cinema and CINAGE has been dealt with on several occasions.

As Slovenian project members are also on the Board of the Slovenian Adult Education Association, CINAGE has been presented to them as well. The timing was good since cinema has just been introduced into formal education as an obligatory topic.

The PT Coordinator, AidLearn has been supported by RUTIS¹⁹ (Universities of the Third Age Network Association), which is currently involved in the selection of participants for the Portuguese pilot course close amongst their Third Age Universities members. AidLearn and RUTIS are conjointly preparing a Festival to showcase the six selected films.

Also the collaboration with the ESTC²⁰ / Lisbon’s Higher Polytechnic Drama and Film School was increased. The support of this institution will be important in the Pilot Course delivery.

¹⁹ <http://www.rutis.org/>

²⁰ <http://www.estc.ipl.pt/escola/escola.html>

In addition CINAGE has been publicised and supported by European networks and projects in which partners participate, as is the case of ForAge²¹ Network or MATURE²² Project and Vintage²³ Project.

In short, partners did not encounter any problems building up synergies and findings out the right networking outside the consortium. This maybe because the project's subject is very interesting for educators, older people and general public.

²¹ <http://www.foragenetwork.eu/en/>

²² <http://matureproject.eu>

²³ <http://www.vintageproject.eu/index.php/en/>

5. Plans for the Future

In the next year, the CINAGE project is expected:

1) To produce the final version of the CINAGE package, to be made available in the four languages of the partnership, by June 2015.

This is the main source for the CINAGE cinema based course for older adults and it is composed of several resources: a Guide for adult educators, a Manual for older learners (covering, in its six modules, the steps for creation and film production), the short-films and the list of the six European films that best illustrate the competencies for active ageing.

Some resources will be available on the website, i.e. the short-films to be produced during the piloting, the Guide and the Manual, which will work as an additional element of attraction to visit the website.

2) To create and print the Final flyer in all languages of the partnership, which will integrate the CINAGE package and to be handed out at public events.

3) To undertake the dedicated dissemination events, to promote a Final Conference and national Workshops, addressing the CINAGE target audience and promoting the project and its main products. It focuses on convincing the participants to introduce/take into account the products and approach of the project, which might even be considered in policy formulation.

4) To expand the number of people and organisations reached by the website and Facebook page, in the partner countries and across EU, continuing the regular Email marketing campaigns and the publication of news and articles. Presentations at relevant events will continue, since these are good opportunities to showcase the CINAGE approach, as well as to establish fruitful contacts and to enhance networking activity.

This will be easier in the second year, not only because of the direct involvement of many individuals in the project activities (as piloting actions or dedicated events), but also because the final package will be ready and available to exploit.

6) To update the website and the CINAGE FB page with appealing news and useful documentation for its users.

7) To deepen the strategy for the exploitation of the project by the Partners so that institutions working in the fields of cinema and active ageing And related organisations can make a sustainable use of the CINAGE Package. They are debating different possibilities and searching for opportunities to present the CINAGE Project and exploit the results.

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6. Contribution to EU policies

The Europe 2020 strategy acknowledges lifelong learning and the development of skills as key elements in response to the current economic crisis, to demographic ageing and to the broader economic and social strategy for the European Union. Adult learning can play a major role by providing a means of up-skilling or reskilling those affected by unemployment, restructuring and career transitions, as well as making an important contribution to social inclusion, active citizenship and personal development.

Slowly but steadily, the attitude towards population ageing is changing. Whereas early reports and analyses saw it as a megatrend or even a demographic time bomb that would have very negative consequences for Western economies and societies, more recently the opportunities that population ageing brings have been emphasised. Recent debates have identified the emerging silver economy as a potential driver of future growth and prosperity (Cedefop, 2012).

From the beginning of the new millennium, since it became clear that active agers are working longer are needed to sustain health, welfare and pension systems, the EU and Member States' policies have emphasised the importance of lifelong learning. However, this does not mean that Europe is fully prepared for the challenges that ageing brings. Reaping the benefits of the knowledge, skills and competences of ageing people remains a challenge, and participation in lifelong learning among people in this age group is still consistently below that of younger age cohorts.

There is a need for expanding the evidence based on the value of later life learning using interdisciplinary research. The long-term trend of ageing remains a prominent element of policy debates on the EU's future challenges. Making the right choices in active ageing policies and practices requires stout evidence.

The achievements made in the European Year for Active Ageing and Solidarity between Generations by providing new insights can support lifelong learning and active ageing policies in Europe and the Member States in the years ahead.

The European Commission (EC) is taking proactive measures to tackle the future challenges posed by an ageing population by prioritising initiatives that will contribute to building a healthy and active population for the future. In order to achieve this, the importance of health and being healthy must be promoted throughout the life course, starting with investment in early years and continuing right through into old age.

The European Commission has identified active and healthy ageing as a major societal challenge common to all European countries, and an area which presents considerable potential for Europe to lead the world in providing innovative responses to this challenge.

On 28 November 2011, the Education Council adopted a Resolution which lays out a renewed European Agenda for Adult Learning (Council Resolution, 2011/C 372/01). The resolution provides specific priorities for the adult learning sector as part of the overall strategy for European cooperation in education and training. It

calls for well-developed learning provision for seniors, in order to promote active, autonomous, and healthy ageing which uses older people's knowledge, experience, social and cultural capital for the benefit of society as a whole. It highlights the need of the strong commitment to promote adult learning as a means of fostering solidarity between different age groups (for example, by means of an "intergenerational pact").

Hence, one of the dimensions of the CINAGE research has been European cinema in order to collect films that well illustrate active ageing and that may be the basis for offering innovative later life learning opportunities, the sort that can engage elderly people in critical analysis of European cinema and practical film making experience, and thus promoting Active Ageing and making its contribution to achievement this European vision.

7. CINAGE Consortium

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