



European Cinema for Active Ageing

Final Report

Public Part

Project information

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Executive Summary

The CINAGE Project happened as a response to the significant increase in the number of older people in Europe, brought about by the success of public health policies and socioeconomic development. The project was funded by the European Commission (Grundtvig, Lifelong Learning Programme) with four partner countries taking part, Portugal, United Kingdom, Italy and Slovenia.

It is meant for educators of older adults, adult education providers, older people, experts on active ageing and European cinema. Also to raise public awareness about active ageing and films' role in fostering its representations and how old age can be dealt with today.

CINAGE offers exciting later life learning opportunities. It is composed of interlinked activities in a learning Package which engages older people with critical analysis of European cinema and practical filmmaking experience, thereby promoting active ageing – enabling older people to maintain independence, remain fitter in body and mind and generally lead more fulfilled lives.

The Package encloses a set of educational and supporting materials for delivering the CINAGE Course in four languages (Portuguese; English; Italian and Slovenian).

Conducted a research on: (1) Active ageing and learning for active ageing; (2) European cinema and ageing and (3) Models of competencies for active ageing. A Glossary was built.

The review of active ageing literature and policies within the EU recognised the considerable differences between various countries in the EU. But 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 found out 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 feature films that were selected for the CINAGE package.

Selected European feature films, within focus groups, based on the concentration in competencies for active ageing (learning, health, civic and community, financial/economic, emotional, technological competencies) and covering the 28 member states. 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 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.

Tested the CINAGE Course by pilot actions in the four countries of the partnership, using a Manual (for learners) and a Guide (for adult educators & providers). The selected six feature films provided a starting platform for reflection and debate. Participants shoot their own short-films during the Course (12 in total) built on their self-reflection vis-à-vis old age and active ageing strategies. Relationships and knowledge were gained in a creative process. Generations were surprised by each other. The pilot actions were also a truly peer experience. There were many opportunities to learn during the course, which was a tool, a way towards active ageing. The pilots changed individuals and organisations. It stimulated the participants to start watching films in a different way and to strengthen social new ties.

Filmmakers, researchers and international colleagues from across EU were together July in Leeds for the 2015 CINAGE Conference & Film Festival, an event on European cinema and active ageing and presentation of the CINAGE innovative approach and its results. A podium to showcase work on ageing!

This Conference conjointly with national dedicated workshops, newsletters' campaigns, strong presence on the social media and the participation in national and European networks and events, promoted and spread the word about the project and its outstanding results, raising awareness on CINAGE and attracting and engaging interested stakeholders.

Key target audience were directly involved in various activities and moments of the project, clearly being pilot actions participants the crucial ambassadors of the project. They have done a remarkable job of promoting the results of the project, often on their own initiative and is well known the real effectiveness of the word of mouth advertising. The project's success always depends on people!

Partnership reached a very wide audience and received a very positive feedback and recognition of the work done and results obtained.

The continued delivery of the CINAGE Course, the 2016 CINAGE Symposium and Festival for Active Ageing will hopefully demonstrate to others (adult educators/NGO's/University's, later life learning providers, older people, etc.) the sustainable nature/positive benefits of the CINAGE package.

This way, CINAGE project becoming a significant and a good practice example of an andragogical resource especially created with older people in mind and answering their needs. It forms part of that lifelong learning process enabling active ageing by learning new skills and working not only with senior learners but across the generations.

Table of Contents

- 1. PROJECT OBJECTIVES..... 6
- 2. PROJECT APPROACH..... 7
- 3. PROJECT OUTCOMES & RESULTS..... 8
- 4. PARTNERSHIPS 16
- 5. PLANS FOR THE FUTURE 18
- 6. CONTRIBUTION TO EU POLICIES 19
- 7. CINAGE CONSORTIUM..... 21

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 aimed at producing, testing and validating a package of film-oriented tools and learning strategies, 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 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.

To ensure quality results and outcomes, a rigorous Quality Assurance Plan has been planned at different levels, including: (1) self-assessment and internal peer review; (2) an outer review by external evaluator and target audience' representatives participating in project activities, as was the case with the focus groups, pilot actions or dedicated events.

It was also intended, throughout the project, to develop a strong, wide and diversified valorisation activity, allowing for the recognition of the brand CINAGE and the sustainability of its results after the funding period. And this through an easily identifiable, positive and attractive image, a sound basis for future sustainability.

2. Project Approach

The innovative approach of CINAGE, at the intersection between research, cinema and adult education, can be framed according to a 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** 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.

This reinforced by the CINAGE brand, established at the beginning of the project, and soundly framing the image design of the package, recognised by many as a very highly attractive and appealing product, well as all the promotional material used for the dedicated events, online presence and public interventions and finally by intensive regular communication with the target audience and their direct involvement whenever possible throughout the duration of the project.

3. Project Outcomes & Results

The Package¹ is the main product of the project, including learning strategies, methods and resources to support the CINAGE Course.

CINAGE Course

The CINAGE Course is based upon a combined Research Report consisting of: (a) a structured critical literature review of how the six competencies², 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 six competencies for active ageing

The 'competencies' depend on societies and communities that support active ageing, and on capacities in individuals.

Learning: This concerns opportunities to take part in learning in older age, including self-directed learning, opportunities to update or develop skills, creative learning opportunities, and training in new technologies.

Civic and community: This concerns being an active older citizen, taking part in voluntary or paid activities of benefit to the individual and society. The community to which an individual contributes can be a family, local service, neighbourhood, and town, region, national or global. Civic activity can also contribute to intergenerational cohesion.

Health: This concerns maintaining well-being in older age, which has physical, mental and social aspects. Lifestyle, quality of services and support, and opportunity for social connections, care and security can influence health and well-being.

Emotional: This concerns maintaining autonomy and dignity in older age, and also providing and receiving meaningful social and emotional connections, care and support, at home and in the community.

Financial/Economic; This concerns aspects of the economic environment that have a particular impact on active ageing and security: in other words, income, opportunities for work, and social protection e.g. pensions and other allowances.

Technological: This concerns access to and use of technology, including computers, mobile phones and apps - for social networking, e-communication, elearning. It also concerns assistive technologies, for example for mobility to maintain active ageing; or for obtaining care to support independence, for example telecare.

Background and methods

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

² <http://cinageproject.eu/en/package/research/model.html>

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 and sharing such experiences in small groups of peers, has facilitated an understanding of how reality is influenced by past experiences, current perceptions and expectations about the future.

In the final Cinema Workshop all the new knowledge and skills came together, participants took part into a film crew, in whatever capacity they choose, and made three short films, by pilot action. This was an interactive experience and participants engage actively communicating with their peers for producing significant films.

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

Modules

The 73-100 hours Course is composed of the following 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 audio-visual and filmmaking 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**: making 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 73-100 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 Glossary³ is also available to establish a common approach to key terms and concepts.

The Package⁴ integrates various resources:

Executive Summary of the Research into Active Ageing, Learning for Active Ageing and European Cinema

A summary⁵ of the findings of the research undertaken, using evidence from the year 2000 onwards, about: (1) European cinema addressing ageing and elderly characters; (2) Ageing, adult education and models of competencies for active ageing; (3) Structured critical literature review, across Portugal, UK, Italy and Slovenia.

The review considered the six competencies for active ageing: Learning; Civic and Community; Health; Emotional; Financial/Economic and Technological. A central element of the CINAGE Project was to explore the way in which contemporary European Cinema reflects those six competencies.

Assisted by cinema experts, each partner carried out research and analysis of European cinematography by country since 2000. As a result, a first selection of the 12 European feature films that best illustrate the competencies for active ageing came out, also providing a deeper understanding of how senior citizens are being portrayed in cinema's fiction narratives. Furthermore, partnership decided to pay tribute to the oldest filmmaker still active in the world at that date by adding Manoel de Oliveira's "Je Rentre à la Maison" to the set of films. Full list of 13 selected films and related trailers can be found at the project website.

After that rigorous process of research, critical analysis and confirmation by the target audience (through focus groups), a final list of the six European feature films that best illustrate the competencies for active ageing was established.

Guide and Manual

The Guide⁶ 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

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

⁴ <http://cinageproject.eu/en/package.html>

⁵ <http://cinageproject.eu/en/package/research/executive-summary.html>

⁶ <http://cinageproject.eu/en/package/guide.html>

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 Manual⁷, composed of six modules, presents the CINAGE course and face to face training content, intended for older learners. 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.

The CINAGE Manual and Guide follow the modular structure established in six modules, are available in all languages of the partnership and were tested and validated during the pilot actions that took place from November 2014 to March 2015.

A **Glossary**⁸, with the key terms of the project, is also included, in order to ensure a consistent and accurate approach of the CINAGE documentation, and to guarantee a clear communication with the target audience and stakeholders. It is available at the project website in the four languages of the partnership and annexed both to the Manual and the Guide.

The 12 short films produced in the pilot actions

During the four pilot actions, participants made 12 CINAGE short-films⁹ illustrating situations and strategies to cope with active ageing, following their reflection and life experiences.

A selection of six European feature films that best illustrate the competencies for active ageing

Trailers and factsheets are available for each of the six feature films¹⁰ selected:

- *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.*

⁷ <http://cinageproject.eu/en/package/manual.html>

⁸ <http://cinageproject.eu/en/package/research/glossary.html>

⁹ <http://cinageproject.eu/en/package/cinage-films.html>

¹⁰ <http://cinageproject.eu/en/package/films.html>

12 situations and strategies for active ageing

12 situations and strategies¹¹ to cope with active ageing, according to the narratives made by older people in the four countries of the partnership.

A Flyer

A flyer¹² with information on the CINAGE Package, its set of educational and supporting materials for delivering the CINAGE course and how to get relevant copies.

A Booklet

A booklet¹³ with short presentation about the CINAGE Project and Package, including summaries on the 12 short-films – participants, length, actors and synopsis.

CINAGE Brand

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:

- **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**¹⁴ (four in total), that reached hundreds of individuals and interested organisations,

¹¹ <http://cinageproject.eu/en/package/situations-strategies.html>

¹² <http://cinageproject.eu/en/press/flyers/final-flyer.html>

¹³ <http://cinageproject.eu/en/package/booklet.html>

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

throughout EU. They contained updated information about the project, its activities and the results achieved;

Handing out the flyers¹⁵ whenever possible; **presenting**¹⁶ CINAGE at national and International events; giving **interviews**¹⁷, namely at **radio**¹⁸ and **TV programmes**¹⁹; or publishing **articles**²⁰ and info on **media**²¹. All of this gave a wider visibility to the project.

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

The project website²² was designed in a very appealing and friendly way, presenting in the home page an animation with a still of the 12 short-films made, 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**²³ to be completed by those wanting to receive the newsletters of the project. At present the emailing lists contains 1.552 entries all through the EU.

¹⁵ <http://cinageproject.eu/en/press/flyers.html>

¹⁶ <http://cinageproject.eu/en/actions/presentations.html>

¹⁷ <http://cinageproject.eu/en/press/interviews.html>

¹⁸ http://www.seniorji.info/CLANKI_IN_ODDAJE_Arhiv_oddaje_Storz_-_Radio_SLO1

¹⁹ <https://www.facebook.com/ChristianDave32/videos/951896464823515/>

²⁰ <http://cinageproject.eu/en/press/media.html>

²¹ <http://cinageproject.eu/en/press/media.html>

²² <http://cinageproject.eu/en/>

²³ <http://cinageproject.eu/en/press/newsletters.html>

A **support declaration**²⁴ explaining succinctly how the subscribers are using / intend to use the CINAGE package is also provided.

A project **slide presentation**²⁵, 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 – 30/11/2015), 10.558 sessions have been registered by 6.650 users, with an average session length of 04:29 and average viewing of 5.40 pages per session. 63.6% of visitors returned to visit the page, while 36.4% were new visitors.

Regarding the source languages of the users, has resulted that Portuguese and English are the most represented languages, which includes an interesting reach of Brazilian and American users. Then come the Slovenian, the Italian and German languages.

The main source of access to the CINAGE website (report by Google Analytics) has been through Social media and most notably Facebook, which confirms the utility of this social network in the dissemination of the project, at least to the CINAGE audience.

Also worth noting the important role of the European Networks and Associations in the field of Adult Education for the dissemination of CINAGE.

The CINAGE Facebook page received a significant adhesion, currently with 607 friends. Women are at majority, while the most represented age group *per se* is that of 25-34 years (22%). Although is obtained 46% by joining age groups 45-54, 55-64 and 65+.

Besides the partner countries, the FB page has deserved attention from friends of Hungary, the United States of America, Greece, Turkey, Spain, Brazil, France, Germany, Bulgaria, Austria, Romania, India, Netherlands, Estonia, mentioning just those that have 5 or + friends.

This means that the FB page fulfilled the purpose for which it was created, giving wide visibility to the project, its activity and products, even surpassing what would be the expected 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 34 videos available on CINAGE **YouTube**²⁶ channel have had 3.061 views. Registered also 7.913 views by the **Goggle+ page**²⁷ .

²⁴ <http://cinageproject.eu/en/actions/support/form.html>

²⁵ <http://cinageproject.eu/en/press/presentation.html>

²⁶ <https://www.youtube.com/user/cinageproject>

The 5 most screened short films are: 1X2 (196 views); Brightday (151 views); ...20 years from now (70 views); Joy (68 views) and Swimming Pool (60 views). Geographically, people from Germany are the one most acceding to the page, immediately after the partner country

In conclusion, the partnership believes that the project progressed quite well and reached its aims, providing a positive and attractive image close to the target audience and responding to their needs for a more active ageing. The feedback received has been very positive and encouraging, which reinforces the confidence on the sustainability of CINAGE.

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 was a highly proficient team, with complementary skills, expertise and abilities that involve research, cinema, adult education and later life learning practice. This enabled 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 was complex, since it crosses a wide range of subjects, such as learning in later life, adult education, European cinema and active ageing.

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

AidLearn reinforced its work with RUTIS, the Portuguese Network Association of the U3As, being in progress several conjoint activities into the later life learning field. Also the collaboration with the ESTC / Lisbon's Higher Polytechnic Drama and Film School was relevant and the support of this institution important in the Pilot Course delivery.

Leeds Beckett University awarded already internal University research Award to implement the CINAGE methodology for cross discipline research. Additionally have received encouragement/support from the local government Leeds City Council who plan to integrate CINAGE into the following policy level initiatives (a) to establish Leeds as a WHO Age Friendly City by 2020 (b) A 2023 capital for Culture bid.

CSF foresees the realization of documentaries based on the memories of elderly people living in Foligno, addressing both elderly people and students from primary and secondary schools, who will jointly take part at cinema and history laboratories.

Slovenian Third Age University has strengthen their closely partnership with Art Cinema Kinodvor, having designed in collaboration an annual programme for the older people where they are watching movies and having discussion panel after it. Furthermore the collaboration between Slovenian Third Age University and Kino Komuna was established.

Besides the integration of the course in their regular training provision, the partnership, that continues to work together, is already offering a join delivery of the KA1 CINAGE course.

At European level likewise the dialogue with the "Silver Screen Family" has been deepening, already being under development joint actions and the submission of new projects at European funding programs. A new fledgling network is therefore emerging, interested in establishing CINAGE, sharing good practice and deepening intergenerational understanding/collaboration.

In addition CINAGE has been publicised and supported by European networks and projects in which partners participate, as is the case of ENTER²⁸, ForAge²⁹ Network, MATURE³⁰ Project or Vintage³¹ Project.

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.

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.

²⁸ <http://www.enter-network.eu/home>

²⁹ <http://www.foragenetwork.eu/en/>

³⁰ <http://matureproject.eu>

³¹ <http://www.vintageproject.eu/index.php/en/>

5. Plans for the Future

Besides the integration of the course in their regular training provision, the partnership, that continues to work together, is already offering a joint delivery of the KA1 CINAGE course, at European level.

At European level likewise the dialogue with the “Silver Screen Family” has been deepening, already being under development joint actions and the submission of new projects at European funding programs. A working group was created in Wiggio entitled "Cinema and Ageing Community", to support the network work in progress. A new fledgling network is therefore emerging, interested in establishing CINAGE, sharing good practice and deepening intergenerational understanding/collaboration.

Through our developing network of active ageing stakeholders, providers, consultancies and organisations are being established and strengthened developing working partnerships with a wider network and exploring new briefs and potentially projects. The project visibility and the new achievements will be further promoted through the website, social media and through the channels, networks, partnerships and events in which the consortium is actively involved, as was recently the case in Canada, or the International Conference Gradimo mostove v izobraževanju odraslih for adult education organisations from Slovenia, Bosnia and Herzegovina, Montenegro, Croatia, Kosovo, Macedonia and Serbia or yet the UK “Mining the Memories Project” <http://cinageproject.eu/en/mtm.html>

Finally, noting that the partnership is enthusiastic with the consolidation of the idea of going on into an annual bases with a Conference & Film Festival, to showcase the short films and/or documentaries which meantime are made under CINAGE and other related courses and projects. The CINAGE Conference & Film Festival 2015 was, this way, the starting point of a wider strategy for the continuous exploitation of CINAGE via an annual Conference & Film Festival, entitled “Cinema for Active Ageing”.

In similarly to the 2015 Edition, which proved very effective and inspiring, this would integrate:

- 🎬 screening any films made by CINAGE Course participants (this could be an attractive incentive for people to take part in the CINAGE course);
- 🎬 an academic/research conference run in parallel, that would offer a forum for experts to give papers, chair panels and workshops;
- 🎬 invite feature films to screen, felt as relevant, and invite the filmmakers to Q & A sessions;
- 🎬 run a short film competition, according to clear conditions for entry and jury selection.

The social media already established will be developed further and made excellent use of - i.e. the CINAGE website will be used as the main conduit for information, the submission of short films, booking of festival tickets etc., which would drive traffic to the site and help with the valorisation of our findings.

So, our plan for the future is already being accomplished....

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.

Additionally the recent launch of the 'Covenant of Demographic Change'³² in Brussels, aiming to gather all local, regional and national authorities, and other stakeholders, that commit to cooperate and implement evidence-based solutions to support active and healthy ageing as a comprehensive answer to Europe's demographic challenge. gives real impetus to the establishment of a more age friendly Europe and should be the catalyst for collaborations within the active ageing/intergenerational field.

A lifecourse learning approach is vital at this respect in what pertains to diversity, citizenship, creative leisure, relationships, resilience, and the removal of structural barriers.

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. Older people's increasing commitment to volunteering should be perceived as an asset. A professional qualification of expert in lifelong learning and further training for work-retirement transitions is desired. Older learners should be more actively involved 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.

The CINAGE project reflected on all of this and is actually a significant example of an andragogical resource especially created with older people in mind. It forms part of this lifelong learning process enabling active ageing by learning new skills and working not only with senior learners but across the generations.

³² <http://afeinnovnet.eu/content/towards-covenant>

7. CINAGE Consortium

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