



Voice training:

A facilitator's guide

HelpAge

International



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HelpAge International is a global network of organisations promoting the right of all older people to lead dignified, healthy and secure lives.

Voice training: *A facilitator's guide*

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Introduction

Older people tell us that they value having their voices heard. Having a voice means they can claim their rights, make choices and participate meaningfully in decision-making in all parts of their lives – personal, family, social and political. It means they can challenge ageism and inequality. At HelpAge International, we often use 'voice' as an umbrella term to cover participation, empowerment, agency, autonomy and accountability.

Voice has intrinsic value. It is an essential part of who we are – the opinions we hold, the decisions we make, and the actions we take. Having choice and agency in relation to these is central to our dignity, wellbeing and sense of self-worth, and to a rights-based approach to ageing. Voice also has instrumental value, serving as a means to pursue a goal. Including older people's voices in development and decision-making processes on issues that affect them can lead to better outcomes, such as inclusive institutions, improvements in public services and positive human development.

Older people are often denied a voice because of ageism and inequality. Supporting older people to have a voice is fundamentally about shifting power relationships. It means empowering older people at home, in their community, at work, and in policy development and decision-making processes. It means challenging deep-rooted power imbalances and attitudinal, environmental and institutional discrimination that leads to ageism and inequality.

The Voice framework

HelpAge International's Voice framework was developed to guide action on Voice. It illustrates the range of activities that HelpAge International and HelpAge Global Network members are undertaking on Voice, showing how the different activities relate to each other and how, collectively, they contribute to strengthening older people's voices. The Voice framework includes five domains of activity:

- **Engaged** – activities to motivate older people to engage in decision-making processes
- **Informed and empowered** – activities to support older people to be informed about issues affecting their lives and empowered to participate in decision-making processes
- **Shared and combined** – activities to enable older people to share their experiences, identify their needs and rights, and combine their views to create a collective voice
- **Amplified** – activities to support older people to communicate their views by using different channels of communication
- **Heard** – activities to support older people have their Voices heard by those in positions of power

The Voice framework recognises that older people are very diverse, and emphasises the importance of including marginalised older people in Voice-related activities.

About this guide

This guide is part of a training toolkit that has been developed for training HelpAge staff and network members to understand the key elements of the Voice framework and the concepts underpinning it, and to strengthen their ability to implement Voice-related activities. The toolkit also includes four sets of PowerPoint slides and a series of handouts. These can be downloaded from www.helpage.org/voice

The idea is that HelpAge staff and network members who have received training can, in turn, use the toolkit to train members of older people's associations, national platforms and federations of older people, community organisations, and government and UN representatives. Trainers do not necessarily have to use the toolkit in its current format or in its entirety, but can select and adapt the content and approach most appropriate for those they are training.

This is not intended to be a final version of guide. We plan to pilot this version and update it in light of feedback from participants.

Effects of COVID-19

The training was designed before the COVID-19 pandemic. Trainers should consider whether it is appropriate to run the training at this time and if so, what social distancing measures or other public health protection measures are in place at the time of the training.

To understand how the COVID-19 pandemic has affected older people's ability to make their voices heard, HelpAge International conducted a survey of organisations working with older people in June–July 2020. The findings highlight how the pandemic has, in many places, exacerbated deep-rooted power and structural imbalances, inequalities, and discriminatory attitudes that older people face, and point to opportunities for action by organisations working with older people.

The COVID-19 pandemic has shown how now, more than ever, Voice work is crucial for empowering older people to claim their rights.

How to run the training

You can run the training in different ways, such as intermittently over several weeks, or intensively in a few days, depending on what suits those you are training and the resources available. In total, the training takes between three and three and a half days to complete.

The advantage of intermittent training is that participants have time to digest the information about one topic before moving on to the next. In practice, this is often the only choice of format as it more easily accommodates people's schedules.

Intensive training, usually residential, would need a minimum of three days. The advantage of this format is that it allows more time to delve into complex issues. This format also facilitates team-building as it gives participants time to share their reflections on the training between the sessions. This can promote personal development and build peer support among participants.

The training can be delivered to groups of varying sizes. The sessions can be run with as few as three participants. However, we recommend 12–20 participants for extended training.

Access for people with disabilities

Keep in mind that some participants may have disabilities, who may have support needs. The section on planning and preparation sets out minimum standards for making venues accessible to people with disabilities.

However, a limitation of this guide is that it does not provide guidance on facilitating sessions for participants with disabilities. Please see the recommended resources listed in the [Annex](#) for support with this.

Planning and preparation

Location, timing and preparation of venue

Consider using an external venue so that participants are not distracted by their work or tempted to go back to their desks during breaks. See if you can afford residential training. If not, choose a location and arrange starting and finishing times that are convenient for participants (taking into account journey times and rush hours, for example).

When sending invitations for the training, ask participants if they have any specific requirements, for example, for accessibility, diet or communication. Make sure you consider the following:

- Can persons with disabilities reach the venue? Will they need any special form of transport to get there? Is there money in the budget to cover the cost of transport or a caregiver, if needed?
- Can persons with disabilities enter the venue? For people with limited mobility, is the entrance easy to use, with a ramp or hand rails to help them go up steps? Or is an alternative entrance available?
- Can persons with disabilities easily reach the meeting room (and other rooms if residential)? Is the meeting room (and other rooms) on the ground floor or if not, is there a lift? Is the floor surface even? Is there enough light for people to see where they are going?
- Can persons with disabilities move around in the meeting room easily? Is there space for smaller break-out groups? Is there enough floor space for flipcharts and wall space to hang flipchart sheets up? Is the lighting good?
- Can persons with special communication needs take part in the training discussions?
- Can participants with low vision or hearing difficulties sit near the front? If a participant uses sign language, do you have a sign interpreter?
- Can persons with disabilities use the toilets? Can they be reached easily? Are the doors wide enough? Are the toilets easy to get on and off? Resources on accessibility can be found in Annex.
- Plan for enough breaks throughout the day. Agree with participants on starting and finishing times. Only allow sessions to overrun if you have participants' consent.

Details of materials required are given for each session. Facilitators should check what materials are required for the sessions they will run.

Planning and preparation of sessions

Ahead of the training, familiarise yourself with concepts of ageing, gender and disability. This will help you facilitate discussions, respond to questions and feel more confident in your role as facilitator. Use the resources listed in the Annex.

The training is made up of four modules. Module 1 is an introductory module that looks at the objectives of the training and key concepts. Module 2 considers how intersecting characteristics, as well as social norms, including ageism, can affect older people's ability to exercise their voice. It also introduces the notion of power and explains why it is relevant to Voice work. Module 3 examines the different domains within the Voice framework and looks at social accountability mechanisms. Module 4 introduces tools and approaches to monitoring, evaluation and learning, and explores key enablers and barriers to Voice work.

The sessions in each module include practical exercises for participants and presentation of PowerPoint slides.

You are encouraged to pick and choose sessions, based on the needs of the people you will be training and the amount of time available. For example, if you do not have time for a three-day workshop, you may decide to introduce Voice using sessions from Module 1 and the session on older citizen monitoring in Module 3.

Ideally, you will have a co-facilitator to lead some of the sessions and to support groups during small group work. They can also keep an eye on timing and energy levels of participants. Together with the co-facilitator:

- Plan which sessions to run and who will lead them.
- Prepare energisers that can quickly be used if participants' attention starts to wane (see resources on facilitation in Annex).
- Make sure you are both clear what you expect from group work so that you can support the groups cohesively.
- Print handouts that accompany the sessions you will run and plan how to support any participants with disabilities to take part in practical exercises or group work.
- Have some sheets of flipchart paper to put on the wall to collect and 'park' any questions or comments from participants that you do not have time to deal with during a session. You can offer to discuss these with the group or on a one-to-one basis after the session. Alternatively, you can direct participants to additional resources. It is good practice at the end of the training to go through the parked queries with participants to check if they now have the answers they need or whether they need any further information or support.
- Prepare an evaluation form.
- In some sessions, there are links to additional tools and resources. Explain to participants that you will send them the links by email after the training. **Make sure you remember to do this.**

Session schedule overview

The following is a suggested schedule. If you run the training intensively, we suggest running Module 1 and Module 2 in the morning of Day 1, splitting Module 3 over the afternoon of Day 1 and morning of Day 2, and running Module 4 on the morning of Day 3. However, you can spread the training over longer. Note that Module 1 includes an optional session.

We recommend you print out your schedule so you can refer to it easily during the training to help you keep track of time.

Day 1

Module 1: Introduction to Voice

9.00–9.30	1. Introductions
9.30–9.50	2. Objectives and expectations
9.35–9.55	3. Understanding Voice
9.55–10.05	4. Linking Voice with Strategy 2030 <i>(optional session)</i>
10.05–10.30	5. Key concepts underlying Voice work
10.30–10.35	6. Wrap up Module 1
10.35–11.00	<i>Coffee/tea break</i>

Module 2: Behind the scenes

11.00–11.05	1. Introduction to Module 2
11.05–11.20	2. Link between Voice and a rights-based approach
11.20–11.25	3. Value of Voice work
11.25–11.45	4. Settings for Voice work
11.45–12.05	5. Recognising diversity
12.05–12.15	6. Relevance of power
12.15–12.25	7. Power: over, to, within, with
12.25–12.35	8. Power: visible, invisible and hidden
12.35–13.05	9. How power manifests itself
13.05–13.15	10. Concluding Module 2
13.15–14.15	<i>Lunch</i>

Module 3: The Voice framework and accountability mechanisms

14.15–14.20	1. Introduction to Module 3
14.20–14.40	2. Critical contextual factors
14.40–15.20	3. Engaged domain
15.20–15.50	4. Informed and empowered domain
15.50–16.00	<i>Coffee/tea break</i>
16.00–17.00	5. Shared and combined domain
17.00–17.15	6. Closing Day 1

Day 2

9.00–9.30	7. Recap from Day 1
9.30–10.10	8. Amplified domain
10.10–10.20	9. Heard domain
10.20–10.30	10. Principles of accountability
10.30–10.45	11. Older citizen monitoring
10.45–11.00	<i>Coffee/tea break</i>
11.00–11.30	12. Community score card
11.30–12.20	13. Social audit
12.20–13.30	Lunch break
13.30–14.40	14. Budget work
14.40–15.10	15. Reflection on social accountability approaches
15.10–15.55	16. Enablers and barriers to Voice work
15.55–16.10	<i>Coffee/tea break</i>
16.10–16.25	17. Closing Day 2

Day 3

Module 4: Monitoring, evaluation and learning

9.00–9.30	1. Energiser and recap from Day 2
9.30–10.30	2. Approaches to monitoring, evaluation and learning
10.30–12.30	3. Using the Voice framework <i>Tea/coffee break during group work</i>
12.30–12.50	4. Final reflection
12.50–13.10	5. Workshop evaluation

Module 1: Introduction to Voice

Session 1 Introductions



Time 30 minutes



Objective Start on an informal note and introduce each participant



Materials None



Preparation None



Procedure Ask participants each to introduce themselves in turn with their name and a word to describe themselves that starts with the first letter of their name. For example:

- *I am lovely Lucy*
- *I am funny Faisal*
- *I am mysterious Mahmood*
- *I am curious Caitlin*

Participants can be sitting or standing in a circle. You could ask them to accompany their description of themselves with a gesture.

Session 2

Objectives and expectations



Time 20 minutes



Objective Introduce the workshop outline, objectives and key audiences for the workshop. Clarify and document participants' expectations. Identify and address any questions or concerns they might have about the training



Materials

- Flipchart paper
- Marker pens
- Blu-tack or masking tape
- Post-its (two different colours)
- Slides 1–7



Preparation 1. Prepare two sheets of flipchart paper. Head one '**Content**' and the other '**Format**'. Put these on a wall or white board using Blu-tack or masking tape.

2. Have your different coloured post-its ready.



Procedure

1. Present Slides 1 and 2. Present Slide 3 (Module 1: outline) so that participants can see what will be covered in Module 1.
2. Present Slide 4 (Objectives and expectations) and Slide 5 listing the objectives. Read these out.
3. Present Slide 6 (Key audiences) and Slide 7 listing who the training is for.
4. Give each participant some post-its or cards (all the same colour). Ask them to write down their expectations of the training content and format (one expectation per card). Ask them to stick their post-its or cards under the relevant headings on the sheets of flipchart paper you have prepared.
5. Give each participant some post-its or cards of the other colour. Ask them to write down what questions they have about the content and format of the training (one question per post-it or card). Ask them to stick these onto the flipchart sheets under the relevant headings.
6. Read out participants' expectations and questions. Flag with participants any points raised that need to be 'parked' for the time being or monitored over the course of the training. If any expectations are unrealistic or do not match the training programme, explain that it will not be possible to cover them.
7. Use the results to agree some ground rules. These may include starting and ending sessions punctually, respecting everyone's opinion and contributions, not interrupting people, protecting confidentiality, and keeping laptops and phones turned off. Write these on another sheet of flipchart paper and display it on the wall.

Session 3 Understanding Voice



Time 20 minutes



Objective Introduce HelpAge's approach to Voice work and what Voice means as a concept



Materials

- Flipchart paper
- Marker pens
- Slides 8–10



Preparation None



Procedure 1. Present Slide 8 (Understanding Voice) and Slide 9 (Where are we coming from? Where are we at?) Explain that:

- Voice work is not new for the HelpAge Global Network. HelpAge International's Voice framework reflects the work that HelpAge International and network members have been doing for a number of years.
- 'Voice' is used as an umbrella term covering participation, empowerment, agency, autonomy and accountability.

Say you will come back to these concepts later in the training.

Give examples of recent Voice-related work:

- We consulted older people in 2020 on how their ability to exercise their voice has been affected by the COVID-19 pandemic. The resulting report, *Are older people's voices being heard?*, contains useful learning for civil society organisations to strengthen Voice-related activities.
- The HelpAge International 2030 Strategy includes Voice as a key component and enabler in delivering the Strategy's goals. We will come back to this later in the training.

Remind participants of the need to respect diversity:

- We are working with very diverse groups of people in a wide range of circumstances. We need to respond to their different needs. This is not easy but essential. We will come back to the question of how to ensure that Voice work is inclusive.

2. Present Slide 10 (Group discussion). Divide participants into groups of 3–4. Ask the groups to discuss the question on the slide. Allow 10 minutes.

3. Ask the groups to feed back in plenary. Allow 10 minutes.

4. Write down the key ideas on a flipchart sheet. Summarise the discussion.

This exercise should provide you with an idea of participants' understanding of Voice work. You may adapt the questions according to the group's level of understanding.



**Facilitator's
note**

Session 4

Linking Voice with Strategy 2030

This is an optional session for participants who work for HelpAge or who may benefit from learning more about HelpAge International's 2030 Strategy.



Time 10 minutes



Objective Participants understand how the Voice training is aligned to HelpAge International's Strategy 2030



Materials • Slides 11–14



Preparation None



Procedure

1. Present Slide 11. Present Slide 12 (How does this training fit with the latest organisational thinking?) and read out HelpAge International's mission and the three components of Strategy 2030: Wellbeing, Dignity and Voice. Point out that these three components are inter-related and all contribute to achieving a better quality of life for older people.
2. Present Slide 13 (The three core functions of HelpAge International) and read it out.
3. Present Slide 14 (The 10 focus areas of Strategy 2030) and read it out. There are four focus areas that HelpAge will focus on in the new structure including; Create a society for all ages, improve income security, support healthy ageing and deliver inclusive humanitarian action.

Explain that Voice work is cross-cutting and should contribute to each focus area.

The objective of this session is not to go into the focus areas in any detail, but to clarify the link between Voice work and Strategy 2030.

Session 5

Key concepts underlying Voice work



Time 25 minutes



Objective Participants understand the concepts underlying Voice work



- Materials**
- 14 pieces of A4 paper
 - Flipchart paper
 - Marker pens
 - Blu-tack
 - Slides 15–16



- Preparation**
1. Write or print each of the 14 key concepts listed on Slide 16 on a separate piece of A4 paper.
 2. Have 3–4 sheets of flipchart paper, Blu-tack and marker pens ready for each group.



- Procedure**
1. Present Slide 16 (Key concepts underlying Voice work). Read out the list of key concepts.
 2. Explain that these are the key concepts underlying Voice work and that they will be referred to frequently over the course of the training. It is therefore important to start thinking about these concepts at the start of the training. (Most participants should be familiar with these concepts as they are often used by HelpAge, but you could point out that they often have different meanings in different contexts.)
 3. Divide participants into groups of 3–4. Distribute the pieces of paper with concepts on them and Blu-tack to the groups. Each group should have 3–4 concepts. Ask the groups to discuss these. Allow 10 minutes.
 4. Stick 3–4 sheets of flipchart paper on the wall for each group. Ask the groups to stick each piece of paper with a concept on it in the centre of a flipchart sheet (one concept per flipchart sheet). Ask them to discuss how they would define each concept. Ask them to write one word relating to each the concept on a post-it. Ask them to stick the post-its around the key concept.
 5. Ask each group to move to the flipchart sheet prepared by the group next to them. Ask them to look at the words on the post-its and add more post-its with additional words if necessary. Allow 5 minutes.
 6. In plenary, read out and summarise the words written on the post-its. Point out that the issues raised are all related to Voice work and are all important to consider. Allow 10 minutes.

Session 6

Wrap up Module 1



Time 5 minutes



Objective Wrap up Module 1 and describe next steps



Materials • Slide 17



Preparation None



Procedure

1. Present Slide 17. Explain that all the concepts discussed in Module 1 will keep popping up during the training.
2. Explain what you will be covering in Module 2.

Module 2: Behind the scenes

This module encourages participants to consider how intersecting characteristics, as well as social norms, including ageism, can affect older people's ability to exercise their voice. It also introduces the notion of power and explains why it is relevant to Voice work.

Session 1 Introduction to Module 2



Time 5 minutes



Objective Introduce what will be covered in Module 2



Materials • Slides 1–4



Preparation None



Procedure

1. Present Slides 1–3. Present Slide 4 (Module 2: outline) and read it out.
2. Explain that the module starts by looking at the bigger picture and thinking about the following questions:
 - Why is voice work important for a rights-based approach?
 - Where do people raise their voices?
 - Whose voices are we talking about?
 - Why is it important to think about diverse voices and how Voice activities operate in different contexts?

Session 2

Link between Voice and a rights-based approach

-  **Time** 15 minutes
-  **Objective** Clarify the link between Voice work and a rights-based approach to development
-  **Materials**
 - Slide 5–7
-  **Preparation** None
-  **Procedure**
1. Present Slide 5. Remind participants that a rights-based approach was one of the concepts discussed in Module 1. It is at the heart of Voice work.
 2. Present Slide 6 (Rights-based approach) and read it out.
Explain that a rights-based approach is underpinned by key human rights principles: dignity, participation, accountability, non-discrimination and equality, empowerment, and legality.
 3. Present Slide 7 (Rights and voice) and read it out. Then read out or summarise the following:
 - HelpAge International's Voice framework takes a rights-based approach to development and humanitarian response. This approach recognises older people's potential as informed citizens to claim their rights and participate actively in decision-making processes on issues that affect them and their communities.
 - A rights-based approach aims to enable people to draw on their civil and political rights to realise their social, economic and cultural rights. Rights and Voice work are inextricably linked. Voice work aims to strengthen the voices of older people to enable them realise their rights. It involves advocating for a fundamental shift away from laws, policies and practices that foster older people's dependency to ones that place older people as rights-holders who have a right to enjoy autonomy, dignity, equality, non-discrimination and independence. Older people have told us they value being treated fairly and with respect. They value making their own decisions, having their voices heard, participating in their own and others' development, and having access to appropriate services.
 - A rights-based approach is based on human rights principles important to older people, such as dignity, fairness, respect, autonomy, participation and equality, and the standards in international human rights treaties that put these principles into practice.
 - A rights-based approach puts people's rights at the centre of laws, policies and practice to ensure dignity and wellbeing in older age.

Session 3

Value of Voice work



Time 5 minutes



Objective Clarify the value of Voice work



Materials • Slides 8–9



Preparation None



Procedure 1. Present Slide 8. Present Slide 9 (Value of Voice work) and explain:

- **Intrinsic value** is something belonging naturally. The opinions we hold, the decisions we make, and the actions we take all have intrinsic value because they constitute a significant part of who we are. Having choice and agency has an intrinsic value because this is central to our dignity, wellbeing and sense of self-worth, and to a rights-based approach to ageing.
- **Instrumental value** is something serving as a means of pursuing an aim, such as a policy change. Including older people's voices in decision-making processes on issues that affect them has instrumental value because it can lead to better outcomes, including inclusive institutions, improved access to and quality of public services, and positive human development.

We support Voice work not only for the sake of democracy or because we believe in older people's participation but also because Voice work is an enabler for achieving positive change. If we ask ourselves: "Voice for what?" the answer is: "For better access to better quality health services, for better access to social protection and pension schemes, etc".

Session 4 Settings for Voice work



Time 20 minutes



Objective Participants understand that Voice work can be carried out in many different spaces and settings



Materials

- Flipchart paper
- Marker pens
- Slides 10–15



Preparation None



Procedure

1. Present Slide 10. Ask participants in plenary to name settings where a person can use their voice.
2. Encourage participants to identify a wide range of settings. Write these on a sheet of flipchart paper, grouping them into five categories: private, public, local, regional and national.
3. Remind participants that when people use their voice, they do so in a specific setting. Settings may be private, such as the household, or public, such as a committee meeting or voting in parliament. Voting is also a way to make your voice heard.
4. Emphasise that people use their voices in many different spaces, both within and outside the home. To strengthen the voice of older people we need to consider how they may use their voice in all these spaces.
5. Present Slide 11. Tell participants that you are now going to look at decision-making spaces. It is important to understand how older people's voice can be heard in decision-making spaces. Ask participants to think about what a decision-making space is.
6. Present Slide 12 (Understanding spaces). Explain that spaces for public participation can be categorised as either invited/formal or claimed/informal. Governments can promote participation through invited spaces, including consultations or focus groups discussions to feed into the development of a policy or programme. Grassroot groups or civil society organisations can create claimed spaces. These are often created by more marginalised groups who have less opportunity to make their voices heard. Explain that the boundaries between these spaces are flexible, not always clear cut and may change over time.
7. Present Slide 13 (Formal/invited spaces) and read it out.
8. Present Slide 14 (Claimed/informal spaces) and read it out.
9. Present Slide 15 (Plenary discussion) and read out the questions. Allow 5 minutes for a short discussion.
10. End by explaining that there is a trend towards shifting and shrinking spaces where people can make their voices heard, both formal and informal. For example, in response to the COVID-19 pandemic, many governments restricted people's access to information. We should be thinking about what this means for our Voice work with older people.

Session 5 Recognising diversity



Time 20 minutes



Objective Participants understand diversity and recognise that all older people are different



Materials

- Flipchart paper
- Marker pens
- Slides 16–21



Preparation None



Procedure

1. Present Slide 16. Explain that this session is about recognising the different identities an older person might have.
2. Divide participants into groups of 3–4. Ask each group to describe an older person by listing some of their key characteristics. The older person can be someone they know or have heard of, or an imaginary person. Allow 5 minutes.
3. Ask each group to introduce their older person to the group in plenary. Note the types of characteristic that have been used to introduce the person, such as gender, age, location, employment, family situation or social status.
4. After each group has introduced their older person, present Slide 17 (Diversity wheel diagram). Read out the different types of characteristic shown on the wheel and check if they have all been covered in the examples participants have shared.
5. In plenary, ask participants to consider the older person they have described again. Ask them how the characteristics they have given them (and any other characteristics the person might have) might affect the person's ability to be heard.

It is likely that participants will have used a combination of characteristics to describe their older person, such as an older woman with caring responsibilities and little money or an older man with a disability.

Highlight these intersecting characteristics to the group. Explain how they may help or hinder the person's ability to be heard. Remind participants that the impact of intersecting characteristic can change or accumulate during a person's lifetime.



Facilitator's note

6. Present Slide 18 (Individual and group characteristics). Point out that for older people, age, gender, ability, disability, socio-economic group, class or caste, religion, ethnicity and sexual identity are particularly significant factors affecting their ability to use their voice.

procedure for this session continued over



**Procedure
continued**

7. Say that you will now discuss in plenary what social norms and beliefs might exist relating to age, gender and disability, and how these might affect a person's ability to make their voice heard.
8. Present Slide 19 (Age and ageism) and explain:
 - A person's age and how it is perceived can affect their ability to make their voice heard. The definition of an older person varies from one context to another and can cover a very wide range of ages. An 'older person' could be someone in their 40s, 50s, 60s, 70s, 80s, 90s or over 100.
 - Ageism is the stereotyping of and discrimination against individuals or groups on the basis of their age. It manifests itself at all levels of society, in laws and legislation, daily interactions and institutions such as the media.
 - Social norms can be described as the common standards within a social group or society that determine what is socially acceptable or appropriate behaviour. They can change across environments, situations, and cultures and they affect behaviours. Social norms around ageing and older age impact on the way we all feel, think and act, as well as influencing how policy decisions are made. Social norms can be perpetuated by institutions.
 - In some contexts, older age can result in people being given more respect and more of a voice. In others, it can contribute to their exclusion and disempowerment.
 - Ageism can lead to violence, neglect and abuse, which can profoundly limit a person's ability make their voice heard.
9. Present Slide 20 (Gender) and explain:
 - In many settings, whether private, public, local, national or international level, older women often face significant additional challenges to making their voices heard. The denial of their voice is exacerbated by discrimination based on gender that occurs across the life course, manifesting itself in unequal access to employment, healthcare, financial services, development programmes, and ownership and disposal of property. Older women can also face challenges to accessing spaces where decisions are made. This can affect their self-worth and ability to be leaders.
 - As a result, across the life course, women are more likely to be poor, experience violence, have lower rates of literacy and numeracy, acquire a disability, and lack access to adequate nutrition and healthcare. These disparities persist throughout women's and girls' lives. They often intensify with age and can persist across generations.
 - Ageist attitudes and practices may discriminate particularly against widowed, single, rural or migrant older women. In some contexts, older women are subject to abusive traditional practices, such as witchcraft allegations, attacks and killing of older widows to claim their property, wife inheritance, and sexual abuse.

*procedure for this
session continued over*



**Procedure
continued**

10. Present Slide 21 (Disability) and explain:

- Disability has significant implications for making a person's voice heard. Disability alone can be the basis for discrimination, regardless of age, gender or other characteristics. People with disabilities often face extreme poverty and many forms of exclusion.
- People are more likely to become disabled in their later years, due to health issues more common in older age, such as chronic illness, poor eyesight or hearing loss, particularly in very old age. Disability can compound the disadvantages that people face due to their age and other characteristics.
- Older people with disability might not be able to reach places where activities are taking place, or they may need different methods of communication. Older people who have had a disability throughout or at different times of their life might have had fewer opportunities to participate. As a result, they may lack the confidence, skills or resources to meaningfully engage and need support to do so.
- Equally, people with disabilities may be more dependent on individuals or institutions for their financial and physical wellbeing. This situation may impact upon how they are seen or how they feel about themselves. It may also lead to infringements of their autonomy and independence, or to a higher risk of experiencing violence, neglect or abuse.
- Older people with disability, who have a strong voice, should be supported to take on leadership positions and support others to strengthen their voices and claim their rights.
- Intersectionality is an analytical framework for understanding how a combination of different characteristics can lead to different forms of discrimination or privilege. We should be conscious of people's multiple identities when focusing on Voice work, and how age intersects with other characteristics.

11. Conclude by saying that working on Voice is complex. Remind participants that for Voice work to have the greatest impact, we need to understand and address the social norms and beliefs that exist in the context in which we are working and seek to transform them. Explain that there will be more on this later.

Session 6 Relevance of power



Time 10 minutes



Objective Participants understand why the concept of power is relevant to Voice work



Materials • Slides 22–23



Preparation None



Procedure 1. Present Slide 22 (Relevance of power). Ask participants why they think the concept of power is relevant to Voice work. Explain that this is just a short discussion in plenary to start the conversation.

2. Present Slide 23 and explain:

- Women and men have multiple roles and relationships. With each, their level of power can vary. An older woman who is still professionally active may have more decision-making power in the household than a younger woman who has stopped working. An older woman in some societies may have a lot of power over her daughter-in-law but no power over her son, brother or husband.
- A person's experience of power can depend on their age, gender, physical and mental capacity, ethnicity, class, etc and the intersection of these characteristics. We are working with a diverse group of older people of different genders and ages. None of the people we work with experiences power in the same way.
- Power can be social, economic, political, cultural or symbolic: Someone may be rich but have no political power. Someone may be from a dominant ethnic group but be poor.
- Power is socially constructed: We are not born with power. Different forms of power are shaped by social norms.
- Power is held at different levels: international, national, local, household.
- Power is used in different spaces: in private or in public, such as in a local organisation, district committee or parliament.

Session 7

Power: over, to, within, with



Time 10 minutes



Objective Participants understand the first layer of power



Materials • Slides 24–26



Preparation None



Procedure

1. Present Slide 24. Present Slide 25 (Power: over, power to, power within, power with). Ask participants in plenary whether they have heard of these different forms of power.
2. Present Slide 26 listing definition of each form of power and read it out, stopping after each definition to ask participants to give an example of that type of power.
3. Explain:
 - **'Power over'** is domination over other people. It is often used in a negative way. It can be exploitative and repressive. It can be used to control resources and opportunities for influencing decisions. However, 'power over' does not have to be negative. It can just mean having control of financial, physical and knowledge-based assets. It can also mean having control over other people to protect their interests.
 - **'Power to'** means being able to choose what you do and being able to do it. It includes resisting or creating change. It means being able to make decisions (within the household, community or more broadly) and to shape one's life.
 - **'Power within'** is the knowledge, capability, self-esteem and self-belief of any individual that enables them to bring about change in their life. It promotes personal dignity. It is often influenced by social or religious norms.
 - **'Power with'** is the ability of people with different interests to find common ground and act collectively, based on a sense of solidarity and mutual support. It helps to build collective strength.

Session 8

Power: visible, invisible and hidden

-  **Time** 10 minutes
-  **Objective** Participants understand another layer of power
-  **Materials** • Slides 27–33
-  **Preparation** None
-  **Procedure**
1. Present Slide 27 (Power: visible, invisible and hidden). Explain that this session will look at different layers of power – visible, invisible and hidden.
 2. Present Slide 28 (volcano diagram). Allow a few moments for participants to view the slide. Slowly read out the words on each of the clouds, which describe different types of power. Explain that the volcano represents society and shows how power operates in society. Some forms of power are visible and others are invisible.
 3. Present Slide 29 (Visible power – the public ‘yes’) and explain:
 - Visible power includes the aspects of political power that we can ‘see’ – formal rules, structures, institutions and procedures informing decision-making. It is the existing procedures and structures that people with power use to control the actions of others. You can think about these rules as ‘written’ ones, enshrined in constitutions, laws, policies and established rules.
 - There are various instruments of formal power including constitutions, laws, policies, budgets, regulations, conventions. These tend to suit those already in a position of power. The voices of those with less power is not always represented because they are not invited to participate, for example, in community meetings or decision-making forums.
 4. Present Slide 30 (Hidden power – the private ‘no’) and explain:
 - Hidden power is a form of power that takes place in informal spaces. It is not what people commit to publicly, but what they agree to in private. Many decisions affecting the public are taken behind closed doors, before any formal meeting has taken place. High-level politicians might discuss an issue and make a decision over a drink in a private members’ club. A lot of decisions are made this way.
 - People use hidden power to protect their own interests. They exclude and delegitimise the voices of potential opponents.
 5. Present Slide 31 (Invisible power) and read out the quote. Explain that invisible power lies in the dominant ideologies, values and social norms that shape people’s attitudes, expectations and behaviour.

procedure for this session continued over



**Procedure
continued**

6. Present Slide 32 (Invisible power – the ‘normal’). Explain that invisible power is ‘normal, standard practice and beliefs’. Attached to invisible power is the potential fear of social sanctions or reprimand by your peers. For example, if you don’t behave in the way your friends expect you to, they might ostracise you or make you feel ashamed.

7. Present Slide 33. Explain that power operates in different spaces, including both private and public, and at all levels – household, local, national and international. Point out that, when designing a project, we must consider all the different forms of power and how they operate in the context in which we are working.

Session 9

How power manifests itself



Time 30 minutes



Objective Participants understand how power manifests itself



Materials

- Flipchart paper
- Marker pens
- Slides 34–35



Preparation None



Procedure

- 1.** Present Slide 34. Ask participants to return to the groups they were in when they were describing an older person and to think of the same person again. Present Slide 35. Ask them to:
 - Pick a key issue that affects the person's quality of life (They can be very precise and look at a specific issue).
 - Discuss how the different forms of power (visible, invisible and hidden) influence this issue. At which level (household, local, national or international level) are these different forms of power having an influence? Allow 15 minutes.
- 2.** Ask the small groups to report back to the whole group to discuss responses. Write the responses on a sheet of flipchart paper. Allow 10 minutes.
- 3.** Wrap up by reminding participants how important it is to understand the different forms of power to carry out Voice work effectively.

Session 10 Concluding Module 2



Time 10 minutes



Objective Conclude Module 2 and make the link with Module 3



Materials None



Preparation None



Procedure

1. Remind participants that Module 2 covered what lies 'behind the scenes'. It looked at how Voice work is grounded in a rights-based approach and discussed the intrinsic and instrumental value of Voice work. It looked at the different settings that Voice work takes place in, and the importance of considering the diverse identities of older people. It also focused on the different layers and forms of power and how these can impact whose voices are heard.

2. Explain that Module 3 will introduce HelpAge International's Voice framework.

Ask if anyone needs any further clarification. Refer to any issues that may have been 'parked' during the training.

Module 3: The Voice framework and accountability approaches

This module looks in detail at the different domains of the Voice framework. It provides an overview of some social accountability mechanisms, including older citizen monitoring, community score cards, social audit and budget monitoring.

Session 1 Introduction to Module 3

-  **Time** 5 minutes
-  **Objective** Introduce the Voice framework
-  **Materials**
- Slides 1–6
 - Handout 2: Voice framework diagram
 - Handout 3: 4-power framework
-  **Preparation** None
-  **Procedure**
1. Present Slides 1–4. Present Slide 5 (Voice framework diagram). Explain that you will unpack each domain of the Voice framework in this module. Distribute Handout 2: Voice framework diagram. Encourage participants to read the introduction to the Voice framework which can be found here www.helpage.org/voice
 2. Explain that the Voice framework includes five domains and read them out: Engaged, Amplified, Heard, Shared and combined, and Informed and empowered. Explain that these reflect the work that HelpAge International and network members are already doing to strengthen older people's voices.
 3. Present Slide 6 (4-power framework) and read it out. Point out that, together, the activities in these domains give power to older people in the forms discussed in Module 2. Distribute Handout 3: 4-power framework.
 4. Explain that older people's voices are at the centre, encircled by 'Age', 'Gender', 'Disability' and 'Other Characteristics' to indicate that these always affect older people's ability to use their voice.
 5. Explain that the outer circle represents the contextual factors that affect Voice activity. These need to be analysed and considered when designing any Voice projects. Some of these were touched upon in Module 2. Some will be looked at in more detail in this module, and some in Module 4.

Session 2

Critical contextual factors



Time 20 minutes



Objective Participants understand how context affects Voice work



Materials

- Flipchart paper
- Marker pens
- Post-its
- Slides 7–8



Preparation None



Procedure 1. Present Slide 7. Explain that this module looks in detail at the five domains of the Voice framework but first, it considers context.

Remind participants that social, political, economic, cultural, environmental and physical factors, and legal rights frameworks (as far as they exist) all affect power relationships. Power can manifest itself in different forms (visible, invisible and hidden), at different levels (individual, household, local, national and global) and in different spaces (invited/formal or claimed/informal). Power relationships have a significant impact on Voice activity. An analysis of the context should therefore be carried out before planning any Voice work.

Point out that we also need to consider the willingness and capacity of different stakeholders, including civil society, decision-makers and older people themselves, to engage in activities promoting older people's voice:

- Civil society needs to be able and willing to support action by older people.
- Government's willingness and capacity varies widely in different countries, depending on the nature of the political settlement and the extent to which people are free to exercise their voice and take part in citizen engagement.
- Older people's willingness and capacity depends on many different factors.

2. Present Slide 8 (Group exercise). Divide participants into groups of 3–4. Allocate each group a different stakeholder – older people, civil society or government. Ask the groups to discuss the questions on the slide. Allow 10 minutes.

3. Ask the groups to share their ideas in plenary. Write each group's ideas on a separate sheet of flipchart paper.

4. Explain that the next part of Module 3 will look at the different domains of the Voice framework.

Session 3

Engaged domain



Time 40 minutes



Objective Participants understand the type of activity that are included in the Engaged domain



Materials

- Flipchart paper
- Marker pens
- Slides 9–10
- Handout 4: Engaged domain case study



Preparation None



Procedure

- 1.** Ask participants in plenary what they think the Engaged domain covers. Invite two or three participants to share their thoughts.
- 2.** Present Slide 9 (Engaged) and read it out. Explain: Older people must have a clear purpose for engaging in Voice work, beyond its intrinsic value. Having a seat at the table might be a goal, but strengthening policy as a result of this is the ultimate goal. We'll pick this up when we discuss the Heard domain.
 - Activities in the Engaged domain include not only raising older people's awareness of how strengthening their voice will help them exercise their rights, but also securing their willingness and motivation to engage – a critical first step.
 - Keep in mind that older people are very diverse (as highlighted in Module 2). It is critical to include older people who might be particularly marginalised, and to consider the different barriers they may face to getting involved, both individually and collectively, and how these can be overcome.
 - Encourage older people who are already campaigning to protect their rights to engage older people who are not currently involved and who risk being excluded. Aim to build the confidence of those older people who may not traditionally have their voices heard.
 - Note that we have included the centre of the Voice framework diagram (older people's voices plus age, gender, disability and other characteristics) in the top-right corner of the slides to remind us to recognise older people's diversity in every domain of activity.
- 3.** Divide participants into three groups. Give each group a copy of Handout 4: Engaged domain case study. Present Slide 10 (Group discussion). Ask the groups to read the case study on the handout and discuss the questions on the slide.

Allow 15 minutes for this.
- 4.** Ask groups to share their ideas in plenary. Write down the key ideas on a sheet of flipchart paper. If there is time, ask participants to give an example of bad practice. Allow 15 minutes for this.

Session 4

Informed and empowered domain



Time 30 minutes



Objective Participants understand the types of activity that are included in the Informed and empowered domain



Materials

- Flipchart paper
- Marker pens
- Slides 11–13



Preparation None



Procedure

1. Present Slide 11 and read it out. Explain that:
 - This domain covers work to support older people to be informed and able to participate in Voice-related activity. This includes building 'power within'.
 - Having access to information is critical for older people to be able to take part in decision-making on issues that affect their lives at any level (household, local, national or global).
 - Present Slide 12 and explain that information is power and that information must be accessible and timely.
 - Carrying out work in the Informed and Empowered domain means understanding how people can become empowered. It means making sure that public information is timely and accessible.
 - Consider how to involve older people who are already empowered to support other older people to strengthen their voice.
2. Ask participants to form groups of 3–4. Present Slide 13 (Group discussion). Ask the group to discuss the questions on the slide. Allow 10 minutes
3. Ask the groups to share their ideas in plenary. Write the key ideas on a sheet of flipchart paper. Allow 10 minutes.
4. Ask participants to think about how they, personally, feel empowered? How has their own power been nurtured or developed? Allow 5 minutes.

Session 5

Shared and combined domain



Time 1 hour



Objective Participants understand the types of activity that are included in the Shared and combined domain



- Materials**
- Flipchart paper
 - Marker pens
 - Blu-tack or masking tape
 - Slides 14–17
 - Post-its
 - Handout 5: Shared and combined domain case study



Preparation None



- Procedure**
1. Present Slide 14 (Shared and combined) and read it out. Explain:
 - ‘Shared’ refers to providing older people with the opportunities and capacity to meet in a safe space to share experiences and increase their awareness of issues that affect them.
 - It includes supporting older people to analyse their situation and identify their needs and rights, both individually and collectively, and to consider how these can be met.
 - A barrier that some older people may face to analysing their situation is their own ageist attitude. For example, an older person may feel they do not deserve something because a younger person’s needs should come first. It is important to create safe spaces where people feel able to express themselves without fear of reprisals or the expectation of not being listened to or taken seriously. (See **Annex** or HelpAge’s guide to tackling ageism through consciousness-raising.)
 - ‘Combined’ means supporting older people with different views to create a ‘collective voice’ – agreeing a view that is legitimate and representative of the whole group. This can be done in different ways. For example, it could mean facilitating an informal discussion on a particular topic to lead to a shared understanding, or it could mean carrying out a more formal, participatory research exercise.
 - It is important to address the power imbalances that exist within a group of older people during the process of debate to make sure that everyone has an equal opportunity to be heard.
 - The process of sharing and combining voices can, in itself, be empowering. It increases people’s consciousness of their situation, and encourages them to confront discrimination and inequality together, in order to realise their rights. This area of Voice work is related to supporting ‘power within’ and beginning to form ‘power with’.
 - Campaigning and collective advocacy is an example of a combined Voice activity that can build power. HelpAge’s Age Demands Action campaign as an example of this. You can find out more at www.helpage.org/what-we-do/action-on-ageism

procedure for this session continued over



Procedure ***continued***

- Tell participants that this session builds on what they learnt about decision-making spaces in Module 2, and looks at other spaces where older people can come together to combine their voices. It also discusses some of the issues that may arise when combining different points of view to create a collective voice.
- 2. Present Slide 15 (Group exercise). Divide participants into groups of 3–4. Give each group a copy of Handout 5.
- 3. Ask the groups to read the case study and discuss the questions on the slide. Allow 20 minutes.
- 4. Ask each group to feed back the main points from their discussion in plenary. Write down the key ideas on a flipchart sheet. Allow 10 minutes for this.
- 5. Present Slide 16 (Key issues about spaces). Read out the questions on the slide. Tell participants that these act as a checklist of things for them to consider when designing a project that aims to create or strengthen decision-making spaces.
- 6. Present Slide 17 (Group discussion). Explain that:
 - Another important area within the Shared and combined domain is leadership. When voices are shared and combined, we see some individuals or some groups taking leadership roles. Sometimes these are ‘the same people as usual’ – people who have always been in power, who have more physical, mental or financial capacity.
 - In a lot of our programmes, what we are trying to nurture is more diverse leadership – encouraging more of the ‘unusual suspects’. We want to pause here to reflect on leadership.
- 7. Ask participants to go back into their groups. Give each group some post-its. Ask the groups to discuss the questions on Slide 17 and write their ideas on the post-its (one idea per post-it). Allow 10 minutes.
- 8. Ask the groups to place their post-its for each question on each of the four sheets of flipchart paper on the wall. Ask for a volunteer to read out the ideas from all four questions. Ask a follow-up question if any of the ideas are unclear or if there is an interesting idea you want to go into more detail about. Allow 10 minutes for this.
- 9. Explain that it is important, from the beginning, to understand that:
 - It is crucial that older people select leaders from among themselves. Ultimately, it is the people who are directly concerned by the issue that your project is addressing, who should have responsibility to choose leaders. Consider existing community structures and how these can be used to support the aims of your project.
 - You need to identify older people with the capacity to mobilise and work with others. Community-based organisations will be familiar with the local area and the dynamics between different people. They can be useful partners for helping to identify leaders.
 - Gender relations may affect who can be a leader. For example, in South Asia, members of older people's associations are predominantly women, but the leaders are often men. It is important to implement activities that develop the leadership skills of older women who may not have the same opportunities as men. This comes back to who has less power and who is excluded from decision-making processes.

Session 6 Closing Day 1



Time 15 minutes



Objective Identify key learning points at the end of Day 1



Materials

- Flipchart paper
- Marker pens
- Post-its



Preparation None



Procedure 1. Stick two sheets of flipchart paper on the wall. Give every participant two post-its.

2. Ask participants to draw a smiley face, neutral face or sad face on one post-it to show how they felt Day 1 went.



3. Ask them to write one thing they learnt during Day 1 on the second post-it.

4. Tell participants they can place their post-its on the flipchart sheets and that you can use these to help with the evaluation of the training.

5. Ask if anyone needs any further clarification. Refer to any issues that may have been parked earlier the training.

6. Ask one of the participants if they can lead a 10-minute energiser activity the next morning to get Day 2 started.

Session 7

Recap from Day 1



Time 30 minutes



Objective Reinforce learning from Day 1 and provide further clarification at the beginning of Day 2



Materials

- Notes from Day 1
- Flipchart presentations from Day 1



Preparation The day before, identify a volunteer to run an energiser activity.



Procedure

1. Ask the volunteer to run the energiser. Allow 10 minutes.
2. Recap on the sessions from Day 1 and ask participants what key points they remember from these.
3. Ask if anyone needs any further clarification. Refer to any issues that may have been parked.

Session 8 Amplified domain



Time 40 minutes



Objective Participants understand the types of activity that are included in the Amplified domain



Materials

- Flipchart paper
- Marker pens
- Slides 18–19
- Handout 6: Amplified domain case studies



Preparation None



Procedure

1. Present Slide 18 (Amplified) and read it out.
2. Explain that:
 - The Amplified domain involves supporting older people to communicate their individual or collective voice through diverse channels at different levels. This could mean an older person communicating individually with someone in power, either in private or in public. It could mean an older person or group of older people communicating older people's collective voice.
 - The goal must be to create opportunities for all older people, no matter their individual circumstances or characteristics, to advocate for themselves. The voices of older people who speak from their own experience can be very powerful. However, it is not always possible for older people to speak for themselves. If so, a representative may be required. It is essential they truly represent the opinions and/or experiences of the older person or persons concerned. Special attention must be given to supporting the voices of marginalised older people.
 - Older people's voices can be amplified in a wide variety of ways, including meetings (formal or informal, any level), and through a wide range of communication mechanisms, including written reports, print media, radio, TV or social media.
 - Amplifying older people's voices is a key part of advocacy and campaigning. It can mean creating networks and movements for change, not only for one-off campaign events but also for long-term dialogue contributing to the realisation of older people's rights.
 - To amplify their voice, older people need the strength, skills, resources and support to come together and build alliances, networks or platforms with wider civil society organisations.
 - Civil society organisations also need support to engage meaningfully with older people. Civil society represents a wide range of groups at local, national and global levels, including political parties, trade unions, faith-based organisations, and the media. You might work with both age-focused groups and cross-sectoral groups. This can be particularly effective for highlighting issues related to intersectionality. For example, you might work with a women's organisation that has not previously focused on older women.

procedure for this session continued over

**Procedure
continued**

- Amplifying older people's voice is critical, even if there is no immediate response. It will help to raise awareness of the issue concerned, and prepare the ground for older people's voices to be 'heard' in decision-making processes.
- Supporting older people to amplify their voices is particularly important for highlighting ageism and challenging the invisible power that exists in beliefs, attitudes and social norms. Older people leaders and activists are critical to amplifying older people's voice.

3. In plenary, ask participants if they have come across examples of older people amplifying their voices in their own country. Allow 5 minutes.

4. Divide participants into groups of 3–4. Give each participant a copy of Handout 6: 'Amplified' domain case studies and a piece of flipchart paper and marker pens. Present Slide 19 (Group discussion). Ask the groups to read the three case studies and discuss the question on the slide. They can write their discussion points on the flipchart paper. Allow 10 minutes.

5. If there is time, ask groups to feed back to the whole group.

Session 9

Heard domain



Time 10 minutes



Objective Participants understand the types of activity that are included in the Heard domain



Materials • Slide 20



Preparation None



Procedure

1. Present Slide 20 (Heard) and read it out. Explain that:
 - The Heard domain involves supporting older people to get their voices heard by participating actively in and influencing decision-making processes. It involves getting governments and other power holders to be responsive to older people's needs and rights. Older people need access both to channels for getting their voices heard and also to mechanisms for holding duty-bearers to account.
 - Accountability and answerability are central to older people's voices being heard. Duty bearers are accountable for respecting, protecting, promoting and fulfilling people's rights. They are answerable to the rights holders.
 - Work on accountability and answerability can take many forms, for example, older citizen monitoring. The process itself can help strengthen older people's voices and change the attitude of those in power, even if it does not produce the desired response. In difficult contexts, strengthening older people's 'power within' so they have the confidence to speak up can be a significant step towards achieving the ultimate aim.
 - Data is vital for holding power holders to account. Lack of data disaggregated by age, sex and disability is a key reason why older persons are so often excluded from policies and laws, or denied access to the services they are entitled to. For example, data on some issues is collected only up to age 49, or across a wide age range, such as age 30–70, without being broken down further, leaving an absence of data specifically on older age groups. Lack of data also makes it impossible for older people to monitor the fulfilment of their rights. Collecting and analysing data on older people comes mainly under the Shared and combined domain. However, addressing gaps in data systems is central to ensuring the older people's voices are heard and comes under the Heard domain.

Session 10

Principles of accountability



Time 10 minutes



Objective Participants understand the principles of accountability and why it is important for Voice work



Materials • Slide 21–23



Preparation None



Procedure 1. Present Slide 21. Explain in plenary that accountability means that people who have rights can take steps to ensure that duty-bearers fulfil their rights obligations. Accountability is a cornerstone of human rights. Accountability mechanisms can be used to help balance power, especially by giving more power to the people who are most marginalised.

2. Present Slide 22 (Key aspects of accountability). Explain that there are three key aspects of accountability – answerability, responsiveness and sanctions:

- Answerability is about the government implementing policies and laws that respond to the needs and rights of rights holders.
- Responsiveness is about the government responding to people's needs and rights regardless of whether there are laws and policies in place.
- Sanctions are measures mechanisms to sanction (punish) duty bearers who do not comply with existing laws and policies. For example, if a group of citizens can prove that their local mayor has been using public funds to paint his house or buy a new car, they may not only denounce this act of corruption publicly but also press for sanctions to be applied against the mayor. The question is, which sanctions to apply? Putting sanctions in place can very difficult, and NGOs do not often get as far as this.
- Accountability has both a corrective and preventive function. People can sanction wrongdoing by the institutions responsible. People can also determine which aspects of policy or service delivery are working and which are not, so they can be built on, and adjusted. Accountability mechanisms can help identify systemic failures and how to overcome them.
- In some cases, accountability mechanisms may be created in collaboration with government. For example, a form of citizen monitoring may be a part of a service delivery programme. It can be worth discussing how you can work together to improve services. You could also consider working with national human rights institutions to create a dialogue with the government.
- Four accountability mechanisms that can be used for development programming with older people are older citizen monitoring, community score cards, social audits and budget monitoring. We will look at these in the next four sessions.

procedure for this session continued over



**Procedure
continued**

3. Present Slide 23 (What is social accountability?) and explain that:
 - The term 'social' is used because this approach is driven by citizens.
 - It is about citizens demanding/questioning/contesting in order to access their rights.
 - It is about collaboration and dialogue between rights holders and duty bearers. It requires collective action. It is not about creating a dichotomy between citizens and duty bearers but about creating dialogue and finding solutions jointly.
4. Explain that in the following sessions you will be running through different social accountability approaches.

Session 11

Older citizen monitoring



Time 15 minutes



Objective Introduce older citizen monitoring



Materials • Slide 24–25



Preparation None



Procedure

1. Ask participants in plenary to provide examples of any citizen accountability projects they have worked on.
2. Present Slide 24 (Older citizen monitoring cycle). Explain that HelpAge International developed the older citizen monitoring approach. Ask participants if any of them is familiar with older citizen monitoring. Explain that older citizen monitoring involves groups of older people monitoring the implementation of policies and services that affect their lives, and using the evidence they collect to advocate for change.
3. Present Slide 25 (Older citizen monitoring cycle). Point out that the older citizen monitoring cycle is divided into eight steps. Read these out from the slide.

Point out that the steps in the pink boxes include activities that underpin older citizen monitoring, such as setting up older people's associations where they do not already exist, and those in the orange boxes include core activities involved in setting up the older citizen monitoring approach.

Session 12

Community score card



Time 30 minutes



Objective Introduce the community score card



Materials • Slides 26–30



Preparation None



Procedure

1. Present Slide 26. Present Slide 27 (What is the community score card? and read it out.
2. Present Slide 28 (Benefits of the community score card) and read it out.
3. Present Slide 29 (Challenges of the community score card) and read it out.
4. Present Slide 30 (Tips for facilitating the community score card) and read it out.

Explain that:

- For community score cards to be effective, we need to be aware of who holds power in the community. If an older people's group identifies a gap in a service delivery, identifying the problem may not be enough for decision-makers to take action on an issue. For example, if score card proves there is a lack of free medicines which older people are entitled to, this finding might not be enough to persuade those responsible to take any action.
- Community score cards require a high degree of technical skill to use, so it is essential to involve someone with the necessary expertise.

You may like to end the session by recommending these videos:

CARE, *Community core card animation*
www.youtube.com/watch?v=TZJBPXaCLu4

CARE, *Community score card video*
www.youtube.com/watch?v=jZQJ8qyezD0

Civil Society Academy, *Community score cards: A powerful tool to improve public services*
www.civilsocietyacademy.org/single-post/community-score-cards-a-powerful-tool

CIVICUS, *Community score card*
www.civicus.org/documents/toolkits/PGX_H_Community%20Score%20Cards.pdf

Tell participants you will send them the links after the training.

Session 13 Social audit



Time 50 minutes



Objective Introduce the social audit



Materials

- Flipchart paper
- Marker pens
- Slides 31–37
- Projector and speakers for a video



Preparation None



Procedure

1. Present Slide 31. Present Slide 32 (Social audit) and explain that:
 - Social audit is a process that uses participatory methods to investigate whether government projects have been implemented as planned. An older people's group identifies an issue, such as pensions not being delivered on time, and gathers evidence to prove the fault and denounce it publicly.
 - Social audit is often used to assess misconduct in infrastructure projects (such as building schools, health centres, water supplies or roads) or the misuse of funds (such as a budget to support a community centre for rural older women being spent on something else).
 - A social audit investigates if there are gaps between the plan (what the government claims has been implemented) and what has actually been delivered.
2. Present Slide 33 (Key steps) and explain the steps in more detail:

Step 1. Improve citizens' access to information contained in government documents, in accordance with their rights:

 - The right to view bills, vouchers and employment rolls of government development projects
 - The right to copy these documents.
 - Accessing this information can be tricky. It is easier if the country has passed a law on a freedom of information. However, it can still take a long time or be very difficult. Sometimes, governments have produced documents but refuse to make them available. Older people may need support from someone who is used to accessing and interpreting government documents.

*procedure for this
session continued over*



Procedure continued

Step 2. Analyse information that appears to be evidence-based, accurate and impartial:

- Analyse documents about the project you are auditing. Identify any discrepancies in dates, amounts of money (income and expenditure), materials, wages paid, or contractors.
- Cross-check the details in the official documents with information from service users. This can be done through site-visits. For example, an older people's organisation might visit a new community centre to check whether it has been built according to the original plans: Are the dimensions right? Are the windows in the right place? Are the toilets as they should be? etc.

Step 3. Hold a public hearing:

- Invite a range of stakeholders, including elected representatives, local government officials and the media to discuss the findings of the audit.
- Government officials are expected to answer questions on evidence presented by the community.
- An action plan and redressal mechanisms (including sanctions) should be established.

3. Present Slide 34 (Outcomes of social audit) and explain that:

- Social audit creates awareness among users and providers of where and how public funds are being spent – not only among those involved in the audit, but also the entire community.
- It monitors progress, helps to expose corruption and mismanagement, and helps to prevent further fraud.
- It allows citizens to influence the behaviour of the government by discouraging the misuse of funds. It also influences the behaviour of citizens themselves, by showing them that they can monitor the use of public funds.

4. Present Slide 35 (Challenges of social audit) and explain that:

- It can be difficult to get copies of project documents and government records (depending on whether a freedom of information law is in place).
- The citizen group may not have the capacity – they may have low literacy levels, for example. The process needs to be led by people skilled at interpreting key government documents.
- In summary, social audit requires a relatively high level of technical assistance and facilitation.
- There is a risk of backlash and even violence from exposed politicians or corrupt officials throughout the procurement chain. It is important to anticipate and mitigate any such risk at the outset, and find strong allies in the public sphere (government, media, police, private sector).

procedure for this session continued over



**Procedure
continued**

5. Present Slide 36 (video about a social audit in Kenya). Tell the group they are now going to watch a 20-minute video, *It's Our Money. Where's It Gone?*, about a social audit carried out by a Kenyan organisation.

The video linked to from the PowerPoint slide is in English and Swahili, with English subtitles.



**Facilitator's
note**

6. When the video has ended, Present Slide 37 (Plenary discussion). Discuss the questions on the slide with participants and write their key responses on a flipchart sheet. You can refer back to Slide 33 (Key steps) to help answer the first question.

7. You may like to end the session by recommending these toolkits:

UNDP, *A practical guide to social audit as a participatory tool to strengthening democratic governance, transparency, and accountability*
www.undp-aciac.org/publications/ac/books/practicalguide-socialaudit-e.pdf

International Budget Partnership, *A guide to conducting social audits in South Africa*
www.internationalbudget.org/publications/guide-to-conducting-social-audits-in-south-africa

Tell participants you will send them the links after the training.

Session 14 Budget work



Time 1 hour 10 minutes



Objective Introduce budget monitoring



Materials

- Slides 38–46
- Projector and speakers for a video



Preparation None



Procedure

1. Present Slide 38. Explain that budget monitoring is the last social accountability approach that will be covered in the training.
2. Present Slide 39 (What is a budget?) and explain that:
 - The budget is a government's most powerful social and economic policy instrument. The budget affects the lives of every citizen, as it influences the quantity and quality of the services that people receive.
 - The budget is the basis of the social contract between citizens and government, and therefore requires a transparent, participatory and fair process for citizens to understand their rights and responsibilities.
3. Ask participants, in plenary, why they think budgets are important. Allow 5 minutes.
4. Present Slide 40 (Why are budgets important?) and read it out.
5. Ask participants to form groups of 3–4 and discuss the questions on Slide 41 (Group discussion). Allow 15 minutes.
6. Present Slide 42 (Budget analysis) and explain that:
 - Doing a budget analysis allows us to see how the government plans to spend public money:
 - It helps us to understand the government's spending priorities and how they align with citizens' needs and rights.
 - It shows which groups will or will not benefit from the implementation of different policies and services.
 - By looking at how much money has been budgeted for a particular programme and how much has actually been spent, we can see how far the programme has been implemented.
 - It shows how far the government is delivering on its commitments.
 - By looking at the income source (where the money is coming from to fund a particular service) we can see how sustainable the service is. For example, if the government is providing pensions for older people, funded mainly by international donors, and not setting aside any of its own funds from taxation, the scheme may not be sustainable.

procedure for this session continued over



Procedure continued

- Citizens are both the main contributors to publicly-funded programmes, through the taxes they pay, and the main beneficiaries. So it is crucial for them to have access to information about how public money is spent, and to be involved in budget decision-making processes.

7. Point out that to work on budget monitoring, you need to understand the budget cycle. Present Slide 43 (The budget cycle) and talk it through.

8. Present Slide 44 (Influencing at the different stages of the budget cycle). Explain that there are various approaches you can take, depending on which budget you want to influence and at what stage of the cycle:

Stage 1. Budget formulation

If your government has passed a new national law on older people, but you realise that your local government has not allocated any funds to implement it, you may try to influence next year's local budget. You can use the following approaches:

- **Participatory budgeting** This is a democratic process where citizen groups participate in prioritising a government budget.
- **Budget drafting** Citizen groups can actively participate in drafting a budget, if invited by the government to take part in budget planning meetings.
- **Consultations by line ministries** Different ministries may consult citizens on issues and priorities as they draft their own budgets.
- **Public hearings** Government representatives may present their budget at a public hearing before it is passed. This is a good opportunity for citizens to input.

Stage 2. Enactment stage

To ensure that what ministers, parliamentarians or local government representatives have agreed to include in the budget is actually included, you can use the following approach:

- **Open budget** This is when the draft budget is presented to the public through the media or on the government website, inviting citizens to comment.

Stage 3. Execution stage

Just because a budget has been allocated for a certain programme, does not mean it will automatically be spent on it. The actual amount spent may vary from the amount budgeted, or there may be some bottlenecks in the funding flow. You will need to look at how the money is channelled from the central to the final funding source. You may encounter misuse of funds or bottlenecks along the way. You can use the following approaches:

- **Public expenditure tracking** This means tracking the flow of money and identifying any bottlenecks. If you have done a context analysis on health services for older people, for example, you may have identified a shortage of medicines to treat illnesses common in older age.

You may then discover that the reason for the shortage is that the district government has not supplied the medicines to local pharmacies.

procedure for this session continued over



Procedure continued

When you interview a district government representative, you may find out that the reason they have failed to supply the medicines is that they have only received half their expected annual budget allocation for the purchase of medicines, and that the funds always arrive late. You can then set up a mechanism to track where this portion of the budget should come from, why only half the money arrives, and why it comes late.

Public expenditure tracking is a complex exercise that requires technical skills and knowledge. This approach is normally undertaken by research institutes, universities or budget specialists.

- **Public involvement in procurement monitoring** You may want to scrutinise procurement processes to find out whether the budget has been spent as described in government documents and in a fair and transparent way.

Stage 4. Auditing and assessment stage

- The fact that funds have been spent as decided does not necessarily mean that services are accessible or good quality. It is important to assess services to verify whether spending is sufficient, well-targeted and results in good quality services. You can use the following approaches:
- **Community score card and social audit** These are tools to monitor progress of service quality and promote community participation and dialogue. These approaches were covered in more detail in Sessions 12 and 13 of Module 3.

9. Remind participants that participatory budgeting is one of the approaches you have just mentioned. Explain that you that are now going to show a brief video on participatory budgeting. Present Slide 45 and click on the link to show: *'Real money, real power: Participatory budgeting'*.

10. After you have watched the video, present Slide 46 (Group discussion). In plenary, ask participants to answer the three questions on the slide. Allow 10 minutes.

11. Invite participants to ask any questions they might have.

Session 15

Reflection on social accountability approaches



Time 30 minutes



Objective Reflect on social accountability approaches and how they can be used for Voice work



Materials • Slides 47–48



Preparation None



Procedure 1. Present Slide 47. In plenary, ask participants what social accountability approaches their organisation uses, and what more their organisation could do in this area. Present Slide 48 (What could we be doing more of?) to prompt responses.

Session 16

Enablers and barriers to Voice work



Time 45 minutes



Objective Explore key enablers and barriers for Voice work and share tips on engaging governments



Materials

- Flipchart paper
- Marker pens
- Slides 49–55



Preparation None



Procedure

1. Present Slide 49 (Enablers and barriers to Voice work). Ask participants in plenary what enabling factors they have encountered in any Voice work they have been involved in. Allow 5 minutes.
2. Present Slide 50 (Enablers) and read it out.
3. Point out that a key enabler is engaging constructively with governments to shift power-relations. Present Slide 51 (Understanding how to engage with government representatives) and explain that:
 - We need to understand what will motivate decision-makers to engage. What will they win? What will they lose? We need to think about what key messages to share with them to attract and influence them.
 - We need to understand power relationships. It is useful to ask yourself:
 - In the context of the project, who has power? Who influences whom? Who are the most and least powerful people? How can we recognise these power relationships and how might we alter them?
 - Who influences these people from the outside? What do donors say about the issues we are trying to address? How much funding is available?
 - Present yourself an ally. Explain to those with power how Voice work will support them to implement their policies and contribute to the wellbeing of the people they represent. Recognise that there could be tensions with corrupt officials (who may block social accountability processes). There is also a risk of government taking over a project. These risks need to be thought about in project planning and context analysis.
4. Present Slide 52 (Group discussion). Ask participants to form groups of 3–4. Ask the groups to discuss the question on the slide. Write the responses on a flipchart sheet. Allow 10 minutes.

procedure for this session continued over



Procedure
continued

5. In plenary, ask groups to feed back key points from their discussions. Allow 5 minutes.
6. Present Slide 53 (Tips on how to engage with government representatives) and read it out.
7. In plenary, ask participants to identify the key risks their organisation might face by carrying out Voice work and how they might reduce these risks. Write their responses on a flipchart. Once the groups have provided their responses, display Slide 54 (Key risks) and read it out.
8. Present Slide 55 (Overcoming barriers and mitigating risks) and read it out.

Session 17

Closing day 2



Time 15 minutes



Objective Identify key learning points at the end of Day 2



Materials • A ball



Preparation None



Procedure

1. Ask participants to stand or sit in a circle. Ask everyone to think about what their one takeaway is for the day.
2. Hold the ball. Share your own takeaway with the participants. Throw the ball towards someone. Ask whoever catches the ball to share their takeaway and throw the ball to someone else.
3. Ask if anyone needs further clarification from any of the sessions from Day 2.
4. Ask participants if one of them could lead a 10-minute energiser at the start of Day 3.

Module 4: Monitoring, evaluation and learning

This module introduces monitoring, evaluation and learning from Voice work. Includes a longer group activity for participants to think about how they will put into practice what they have learnt from the training.

Session 1 Energiser and recap from Day 2



Time 30 minutes



Objective Reinforce learning and provide further clarification at the beginning of Day 3.



Materials None



Preparation The day before, identify a volunteer to run an energiser activity.



Procedure

1. Ask the volunteer to run the energiser. Allow 10 minutes.
2. Recap on the sessions from Day 2.
3. Explain that this final module is on monitoring, evaluation and learning from Voice work. It includes an activity for participants to think about how they will put into practice what they have learnt from the training.

Session 2

Approaches to monitoring, evaluation and learning



Time 1 hour



Objective Introduce monitoring, evaluation and learning for Voice work



Materials • Slides 1–15



Preparation None



Procedure

1. Present Slides 1–4. Explain that this session provides an introduction to monitoring, evaluation and learning from Voice work.
2. Explain that the first step is to be clear about why you should want to do monitoring, evaluating and learning from Voice work and what you can gain from it. Point out that it might seem like an unaffordable luxury or a burdensome imposition. Mention that monitoring and evaluation should be included in project planning and budgeting and not seen as an add-on. If you do it well, it can be a powerful tool for social and political change.
3. Present Slide 5 (Why do it?) and read it out.
4. Present Slide 6 (Challenges with measuring Voice work) and read it out. Explain that measuring the impact of Voice work can be complex but there are ways to do it, as the next slides will show.
5. Present Slide 7 (Theory of change). Explain that:
 - Your project should be based on a 'theory of change'. You can see your project as a series of steps towards achieving your desired long-term impacts. The theory of change is based on certain assumptions and hypotheses. It shows how project activities contribute to the desired output, which in turn contributes to the desired outcomes, which contribute to the desired long-term impacts.
 - This slide shows an example of how you can build your theory of change:
 - The input is the funding or human resource you invest in your project
 - The activities are the things that happen (e.g. rights training workshops for older people, exchange visits between older people's groups in different countries, opening a community centre)
 - The output is what your investment has produced (e.g. knowledge, capacity to engage)
 - The outcomes are the results of your investment. They may be short term (such as a certain number of older people being trained on an issue, a round-table discussion being held between older people's leaders and government representatives, or dialogue established) or long term (changes in policies or service provision, changes in social norms).
 - The long-term impacts could be improvements in older people's wellbeing, and older people being treated with more

procedure for this session continued over

 **Procedure
continued**

dignity (as stated in HelpAge International's Strategy 2030).

6. Explain that you can collect either quantitative or qualitative information to measure how the project is going against your objectives:
 - Quantitative information is expressed in numerical terms, such as numbers and ratios. It can answer such as 'what?', 'how many?' and 'when?'
 - Qualitative information perceptions, attitudes and beliefs. It can ask questions such as 'why?' and 'how?' It is very useful for measuring the actual difference that Voice work has made. It allows us to understand more about older people's lived experiences. It can be an incredibly rich source of information.
7. In plenary, ask participants to list different ways they have collected quantitative and qualitative information to measure project outcomes. Allow 5 minutes. Ask them if they think these would work for Voice work.
8. Present Slide 8 (Quantitative and qualitative information) and read it out.
9. Explain that you will need to choose indicators to measure the progress of your project. These are specific pieces of information that enable you to track change.
10. Present Slide 9 (Sample indicators for measuring Voice outcomes) and read it out. Explain that these are just some examples. You can choose others, depending on what would suit your project.
11. Present Slide 10 (Qualitative approaches to measuring Voice outcomes) and read it out. Explain that there are different qualitative approaches to measuring Voice outcomes. The ones you will discuss are outcome mapping, bellwether interviews and outcome harvesting.
12. Present Slides 11 (Outcome mapping), 12 (Bellwether interviews) and 13 (Outcome harvesting) and read each of them out.

Ask participants in plenary whether they have heard of these approaches, and whether they could use any of them for any projects are currently involved in. Allow 5-minute discussion.
13. Remind participants that as well as monitoring and evaluation, it is also important to take time to reflect on a project and learn from it. Think about:
 - What is working well? What not working well, and why?
 - What have we learnt about how to achieve change, i.e. how realistic were our assumptions?
 - What changes do we need to make to our theory of change, and to our ways of working?
14. Present Slide 14 (The three biggest mistakes when monitoring and evaluating development projects) and read it out.
15. Present Slide 15 (Appropriate strategies and practices for monitoring, evaluation and learning) and read it out.

Ask participants if they have any questions.

Session 3

Using the Voice framework



Time 2 hours



Objective Participants know how to put into practice what they have learnt from the Voice training workshop



Materials

- Flipchart paper
- Marker pens
- Slides 16–17



Preparation None



Procedure

1. Present Slide 16. Recap on what has been covered in Modules 1–3:
 - The five domains of the Voice framework
 - Inclusion, empowerment processes, leadership, decision-making spaces, and power
 - Social accountability approaches including older citizen monitoring, community score cards, social audit and budget work
 - Risks, barriers and key enablers to Voice work
 - Approaches to monitoring, evaluation and learning from Voice work.
2. Present Slide 17 (Voice framework diagram). Tell participants they can use the diagram to guide the following group activity.
3. Ask participants to get into groups of 3–4. Give each group a sheet of flipchart paper and a marker pen. Ask the groups each to nominate someone to present their work to the whole group. Tell them you will be asking them to think deeply about what they have learnt and how they will put it into practice.
4. Ask the groups to choose a Voice domain (Engaged, Amplified, Heard, Shared and Combined, or Informed and Empowered) and to design a new project or choose an existing one focused on that domain. For example, they might choose the Heard domain and design a project to get older people's voices heard by local decision-makers.
5. Ask the groups to consider the contextual factors of the Voice framework: social, political, legal, economic, cultural, environmental and physical, and older people's, civil society's and government's willingness and capacity to engage. Remind them about the different elements in the centre of the diagram: 'power with, within, to, over'. Ask them to describe how they have considered power in their project design, and how they have taken into account age, gender, disability and other characteristics.
6. Ask the groups to think about the kinds of Voice activities in the project they have designed or chosen, such as older citizen monitoring and community score cards. Ask them also to think about how they will monitor and evaluate their project.

procedure for this session continued over



Procedure
continued

7. Tell the groups they have one hour to develop their projects. They will then be asked to feed back to the whole group in no longer than five minutes for each group.

8. After one hour, allow the groups a coffee/tea break. Then ask them each to present their work in plenary. Make sure you time each of the groups' presentations so that you do not go over time.

Session 4

Final reflection



Time 20 minutes



Objective Reflect on key takeaways



Materials

- Post-its
- Flipchart paper
- Marker pens



Preparation Place three sheets of flipchart paper on three different walls of the room. It might also be helpful to prepare a flipchart sheet listing the evaluation questions to remind participants what they are while they are answering them.



Procedure

1. Give each participant some post-its. Read out the following questions and ask participants to write their answer to each question on a separate post-it:
 - What are your 2–3 key takeaways from this training?
 - On a scale of 1–10, how would you rate your understanding of the Voice framework?
 - Will you carry out any parts of your work differently after learning about the Voice framework, relevance of power, and different social accountability approaches?
 - Have you any other comments or suggestions?
2. Read out some of the post-its. You could also ask participants to share any final thoughts.

Session 5 Workshop evaluation

-  **Time** 20 minutes
-  **Objective** Participants complete an evaluation form, which you can use for preparing an evaluation report of the training workshop, and see how the training can be improved.
-  **Materials**
- Workshop evaluation forms (one per participant)
 - Slide 18
-  **Preparation** Develop a workshop evaluation form and print out copies. Keep the form simple. Use questions scaled from 1–5. For example, on a scale of 1–5, how useful have you found this workshop? Make sure the form is in a language participants can read. If any participants are unable to complete a written form, you could ask another participant to assist them.
-  **Procedure**
1. Hand out the evaluation forms and give participants 10 minutes to complete them.
 2. Make sure everyone has filled in a form. Collect the forms.
 3. Present Slide 18. Thank all the participants for taking part and contributing to the workshop.
 4. Tell participants that you will email them the resources from the workshop.

After the workshop, send an email to participants with links to the Voice framework and the resources you have recommended to them.



Annex: Useful resources

Voice

These resources are stored on our website at: www.helpage.org/voice

- *HelpAge International Voice framework*, 2019
- *Introduction to the Voice framework*, 2019
- *Are older people's voices being heard? The impact of COVID-19 on older people's ability to exercise their voice*, HelpAge International.
Also at: www.helpage.org/silo/files/are-older-people-being-heard.pdf

Accessibility

- *Creating Accessible Documents*, AbilityNet
<https://abilitynet.org.uk/factsheets/creating-accessible-documents-0>
- *The Seven Principles of Universal Design*, Rosemarie Rossetti
www.udll.com/media-room/articles/the-seven-principles-of-universal-design

Facilitation

- *Energisers*, SessionLab
www.sessionlab.com/library/energiser
- *Facilitation tools for meetings and workshops*, Seeds for Change UK
<https://seedsforchange.org.uk/tools.pdf>

Ageism

- *Exploring systemic ageism: a guide for campaigners*, HelpAge International
www.helpage.org/download/605b5daa204d1
- *Tackling ageism through consciousness-raising*, HelpAge International
www.helpage.org/download/57cd302b0999b
- *Exploring ageism through role-play workshops*, HelpAge International
www.helpage.org/download/605b93c9ca77c

Ageing and development

- *Ageing, older persons and the 2030 Agenda for Sustainable Development*, UNDP, 2017
www.undp.org/publications/ageing-older-persons-and-2030-agenda-sustainable-development

Power analysis

- *Power Analysis: A practical guide*, Sida, 2013
https://usaidlearninglab.org/sites/default/files/resource/files/power-analysis-a-practical-guide_3704.pdf
- *Power Analysis: Programme practice*, Christian Aid, 2016
www.christianaid.org.uk/resources/about-us/power-analysis-programme-practice

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Gender

- *Gender equality training toolkit, 2019*, HelpAge International
www.helpage.org/resources/gender-equality/

Ageing and gender

- *Developing a life course approach to women's rights and gender equality*, Age International and GADN, 2018
<https://gadnetwork.org/gadn-resources/2018/11/20/developing-a-life-course-approach-to-womens-rights-and-gender-equality>

Intersectionality

- *Intersectionality: A Tool for Gender and Economic Justice*, AWID, 2004
www.awid.org/publications/intersectionality-tool-gender-and-economic-justice
- *Intersectionality Toolkit*, Iglyo, 2015
www.iglyo.com/wp-content/uploads/2015/09/Inter-Toolkit.pdf

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