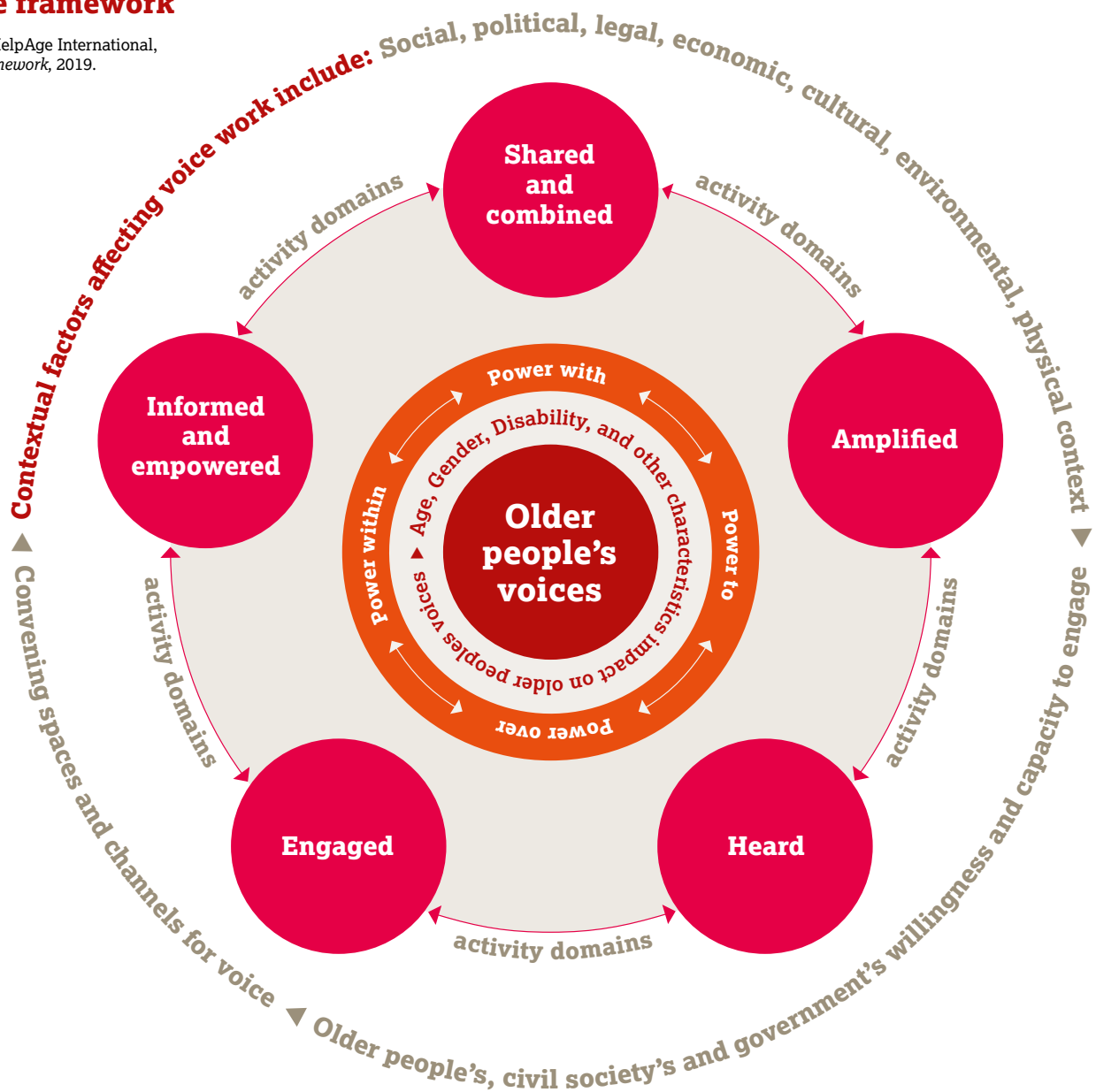


Handout 1:

The Voice Framework – Definitions for Voice and age-friendly cities and communities

Visual representation of the Voice framework

Source: HelpAge International,
Voice framework, 2019.



Handout 1: The Voice Framework – Definitions for Voice and age-friendly cities and communities *continued*

Access to information

Access to information (or Freedom of Information (FOI)) legislation is seen as an essential part of the enabling environment for citizen access to information.

Accountability

The state of being accountable, liable, or answerable. Accountability is about a relationship between those responsible for something, and those who have a role in passing judgement on how well that responsibility has been discharged.

Advocacy and campaigning

A series of organised actions with intent to produce political or social change. Advocacy and campaigning is the sum of all the parts needed to reach a certain change goal.

Age-friendly cities and communities

Places that adapt their environment to what older people say is relevant and reduce barriers identified by older people.

Agency

The ability to take action or to choose what action to take.

Autonomy

Is the ability to make choices and decisions, with support if necessary, according to one's will and preferences.

Citizenship

The state of being a member of a particular country and having rights because of it.

Although the term citizenship is used in the Voice guide, HelpAge recognises the exclusionary nature of the term. All older people living within a state should be able to participate in policymaking including refugees, asylum seekers, migrant workers etc.

Empowerment

The process of gaining freedom and power to do what you want or to control what happens to you.

Good governance

Relates to the political and institutional processes and outcomes that are necessary to achieve the goals of development.

Healthy ageing

The process of developing and maintaining the functional ability that enables wellbeing in older age.

Independence

The ability to perform actions of daily living and participate in society, with support if necessary, according to one's will and preferences.

Handout 1: The Voice Framework – Definitions for Voice and age-friendly cities and communities *continued*

Intergenerational approaches

Encourages two or more generations to work together for their mutual benefit and to promote greater communication, understanding and respect. It is a crucial tool in combating ageism. Intergenerational contact interventions typically bring together older and younger people to work on activities or tasks that encourage cross-generational bonding, and address issues affecting one or both age groups and their wider community.

Leadership

The action of leading a group of people or an organisation.

Participation

The act of taking part in an event or activity.

Power

Ability to control people and events.

Rights-based approach

A way of working which is based on realising human rights to ensure people's dignity and well-being.

Spaces (formal and informal)

Formal spaces are created by the state for citizen participation while informal spaces are often created by grassroot organisations or those who have been marginalised.

Handout 2:

The Candy Game

Instructions

Without looking, select a Skittle from the bag. For each Skittle, say something about how your character feels about their neighbourhood based on the colour they choose:

- **Red** Say something you dislike about your neighbourhood.
- **Purple** Say something you like about your neighbourhood.
- **Green** Say something about what you like to do in your neighbourhood.
- **Yellow** Say something about your neighbourhood that you would like to change.
- **Orange** Say something about your neighbourhood that you fear.

Characters

Print out as many copies as you need of the following page (page 2b).

Cut out each character. Fold the cut shapes in half and put in a bowl or distribute to participants.

Handout 2: The Candy Game *continued*

Male 0–10 years	Female 0–10 years
Male 10–20 years	Female 10–20 years
Male 20–30 years	Female 20–30 years
Male 30–40 years	Female 30–40 years
Male 40–50 years	Female 40–50 years
Male 50–60 years	Female 50–60 years
Male 60–70 years	Female 60–70 years
Male 70–80 years	Female 70–80 years
Male 80–90 years	Female 80–90 years
Male 90–100 years	Female 90–100 years

Handout 3:

Problem statements for group exercise

Statement 1

“I don’t own a car, and I struggle to get around and visit friends and families. Buses are the only option available to me, but they are difficult to use. To get to the hospital for an appointment means I must take three different buses. I never know what time they are due to arrive, and when they do come, the bus driver is often impatient with me and starts moving before I’ve even been able to find a seat. The bus is often crowded, and I sometimes have to stand for the entire journey.”

Statement 2

“I sometimes feel lonely and isolated staying at home all day. There is a small public square down the street, but the pavements around it are broken and so I’m afraid of falling. When I do get to the square, there are not enough places to sit, and there is nothing really there for me to do. I feel that some activities would bring the community together and give an opportunity to get to know my neighbours. But the local authority just doesn’t prioritise those spaces at all.”

Statement 3

“The city is changing so quickly around me, but I never get asked what I think, or have the opportunity to participate in decision-making. They are building a new shopping centre at the end of the road and making the road wider and I’m worried about all the extra traffic it will generate. I don’t really feel a part of the community when I don’t have any Voice in how it changes in the future.”

Handout 4:

Advocacy action plan

As part of your Voice and age-friendly communities and cities project, you should develop an advocacy action plan in consultation with communities. This plan will help to guide your activities as the project progresses.

Below is a template outlining the sections of the advocacy action plan to be completed, along with guidance questions to help you and community members design the project.

Issue What is the issue that you want to address?

Aim What is the change you want to bring about through your actions?

Handout 4: Advocacy action plan *continued*

Audiences Broadly, who are your target audiences for delivering the change you want to see? (These will be unpacked in more detail below).

Theory of Change This is an ‘if, then’ statement that outlines the result of the project. For example, ‘If older peoples’ voices are heard, then they can enact change in their community’.

Handout 4: Advocacy action plan *continued*

Objectives What objectives will help you to achieve your overall aim?
Remember, objectives should be SMART in their structure:

Specific

Measurable

Achievable

Realistic

Time specific

Please list up to five objectives below, ensuring each include the SMART characteristics.

Handout 4: Advocacy action plan *continued*

Key messages What message(s) do you need to deliver to your target audiences? Are they the same for everyone? If you are working with older people and young people, as well as local authorities or other local stakeholders, you will probably have different messages for each of these.

Tactics What will you do to achieve your advocacy plan aim? What are the methods that older people in the community prefer or are most comfortable with?

Handout 4: Advocacy action plan *continued*

Voice Think about the Voice domains explained in Module 5 and how they relate to age-friendly cities and communities. How can we use the domains and the examples in the guide to help strengthen our advocacy plans? How do each of the Voice domains pertain to your advocacy aims, objectives, key messages and tactics?

Engaged: *“I am able and motivated to access and take part in activity that strengthens my voice and my rights”*

How do you engage and motivate the different groups participating in the advocacy plan (old people associations, youth organisations)?

Informed and empowered: *“I have access to information and knowledge related to my rights and entitlements, and I have the resources, skills and confidence to claim these rights and to raise my voice.”*

How do you inform and empower the different groups participating in the initiative?

Handout 4: Advocacy action plan continued

Shared and combined: *“I have opportunities to meet with others, share my experiences and debate between ourselves. We are all able to express our needs, identify solutions, and form a collective, legitimate, and representative voice.”*

Describe the spaces that you are generating to share the experience and voices with the different groups to achieve a collective voice.

Amplified: *“I have the opportunity to amplify my voice through a variety of channels and to join with others to campaign, influence agendas, and create movements for change.”*

What channels, campaigns, social media and other ways do you use to enrich your influence?

Handout 4: Advocacy action plan continued

Heard: *“My voice is heard through my active participation and influence in decision-making processes. Governments and other power holders are responsive to my needs and my rights.”*

Core target: Who can make the change that you want? Who influences them?

Influencers: Who is your target influenced by? (e.g. voters, shareholders)

Allies: Who is for the change and what do you need to do to work with them?

Opponents: Who is against the change (and what do you need to do to get them to help you achieve the change? Is it possible?)

Handout 4: Advocacy action plan *continued*

MEAL planning What will success look like? How will you know?
How will you monitor progress towards this? (e.g. surveys, interviews, other tools)?
How will you be accountable to communities (e.g. how will they be able to provide feedback/complaints)? How will you capture and present your learning during the process (e.g. communications materials) as this will be important for your final report?

Resources What do you have in terms of people, money, experience, etc.?
What do you need to implement the advocacy action plan?

Handout 5: Feedback form

1. How did you hear about the training?

2. How would you rate the usefulness (5 is best) of the content of the workshop?

1 2 3 4 5

3. What did you like best or find most useful about the workshop?

4. Is there anything that could be changed to help to improve the workshop?

Handout 5: Feedback form *continued*

5. Did you have the opportunity to ask questions and to participate?
Please explain your answer.

6. As a result of the training, what actions, either at the community, organisational or individual level will you take forward?

7. Would you recommend others to participate in the training?
Please explain your answer.