



AFE ADVOCACY HANDBOOK

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ABOUT THIS HANDBOOK

The Age-friendly Environments (AFE) Advocacy Handbook is a handy tool for adult educators. It is meant to support people aged 65+ in gaining skills and competences necessary to strengthen their civic engagements and influence local authorities and their agencies in decision-making. For age-friendly environments, it is essential that the infrastructures and services of the town or city are adapted to the diverse capacities, realities, needs and preferences of all generations.

This Handbook is an intellectual output developed within the Erasmus+ project, AFE Activists. It addresses the need of tailored training offers for adults aged 65 and over who want to promote age-friendly environments in their cities.

The basis of this Handbook is the common training framework, and the Handbook presents various possibilities of teaching methods and materials that project partners developed and employed in pilot training courses in The Hague (NL), Hanau (DE), Kaunas (LT), Rome (IT) and Vienna (AT). Partners conducted the pilot training based on the Training Package developed at the start of the project and adapted it to the learner groups and age-friendly environment domains, as relevant for each location.

The national pilot training courses were individually assessed for this publication. The approaches were analysed and compared. Finally, a common European framework for training older people was developed. It empowers seniors to evaluate their own environments from the perspective of age-friendliness and to bring in valuable ideas and experiences on how to make life and public spaces more attractive and accessible for all generations.

The purpose of this Handbook is to provide a resource for facilitators of older adults who wish to learn about age-friendly environments and advocacy for social change. Users are invited to adapt the suggested training structure and materials to their own particular needs.

The AFE Advocacy Handbook shall be used in parallel with other intellectual outputs of the AFE Activists project – *The AFE Experience Handbook and Compendium of Good Practices* are downloadable from the project website.

The WHO Regional Office for the European publications, *Age-friendly Environments in Europe: A Handbook of Domains for Policy Action*¹, *Age-friendly Environments in Europe: Indicators, monitoring and assessments*² and *Global Age-friendly Cities: A guide*³ are also advised as valuable resources along with other documents listed in the Reference list.



ABOUT THE PROJECT

The project, Age-friendly Environments Activists, received funding from the Erasmus+ programme of the European Commission. Its implementation involved a European cooperation of partners from Austria, Germany, Italy, Lithuania and The Netherlands in 2018–2020.

The concept of age-friendly environments (AFE) is gaining visibility in Europe and worldwide. Age-friendly environments are one of the most effective ways to promote healthy and active ageing. Making a city age-friendly is a two way process. It is not only elected officials, planners and various public and private agencies that have to consider the ageing population in their strategies, policies and programmes. People must start and promote initiatives on age-friendly environments for themselves. However, active older people need specific capacities for this purpose.

Capacity building is impossible without learning and gaining knowledge. Knowledge and understanding encourage people to take responsibility for local issues and gain ownership of “their” places. At the same time, an informed community is more likely to insist on high-quality infrastructure and service planning and to support them.

The main objectives of this project have been to:

- Increase awareness of the importance of age-friendly environments for ageing societies
- Build advocacy competencies among 60 learners aged 65+ in five European countries and facilitate them in translating the idea of age-friendly environments into effective actions on the local level
- Motivate older persons to be informed and active civic participants by means of lifelong learning

The objectives were achieved by:

- Collecting, analysing and showcasing inspiring initiatives from grass-roots initiatives in different domains of age-friendly environments
- Designing and testing a non-formal learning curriculum by cross-border cooperation and short-term study visits (Blended Mobility of Adult Learners)
- Experiential and project-based learning enabling the 65+ learners to initiate activities in the field of age-friendly environments
- A transnational learning mobility to give selected participants the opportunity to gain first-hand experience of an age-friendly environment at The Hague and Udine, members of the WHO age-friendly cities network
- Involving experts, public servants and different stakeholders in project activities
- Disseminating project results at conferences and public events

The following organisations have implemented this project:

Senior Initiatives Centre, Kaunas, Lithuania (project coordinator) is the association of older persons operating in Kaunas, Lithuania. The association organises social activities for its members and develops and implements lifelong learning offers for older people by partnerships with international, national and local institutions.

AFEdemy, an Academy on age-friendly environments in Europe BV, is a private limited company, based in Gouda, The Netherlands. Its mission is to provide capacity-building opportunities to local, regional and national stakeholders to implement age-friendly environments. Stakeholders include older adults. Methodologies include trainings, workshops, exchange programmes and study visits.

ISIS is a private social science research, training and consultancy institute. It was founded in 1991; its headquarters is in Frankfurt am Main, Germany. The institute is active in the fields of social gerontology, gender, migration, civil society, education and health. The target groups of its work are socially disadvantaged or marginalized persons concerned with or at risk of social exclusion.

Lunaria has its headquarters in Rome, Italy. This non-profit NGO opened in 1992. It is a member of the Alliance of European Voluntary Service Organisations. It is active in the international volunteering and exchanges field, including, over the past ten years, in senior and intergenerational volunteering, training and action research.

queraum is a private, social and cultural research organisation founded in 2004 in Vienna, Austria. For queraum, developing age-friendly environments and supporting active, ageing and social participation of older adults are key topics and issues within their research, policy and advocacy work.



THE AGE-FRIENDLY ENVIRONMENTS CONCEPT

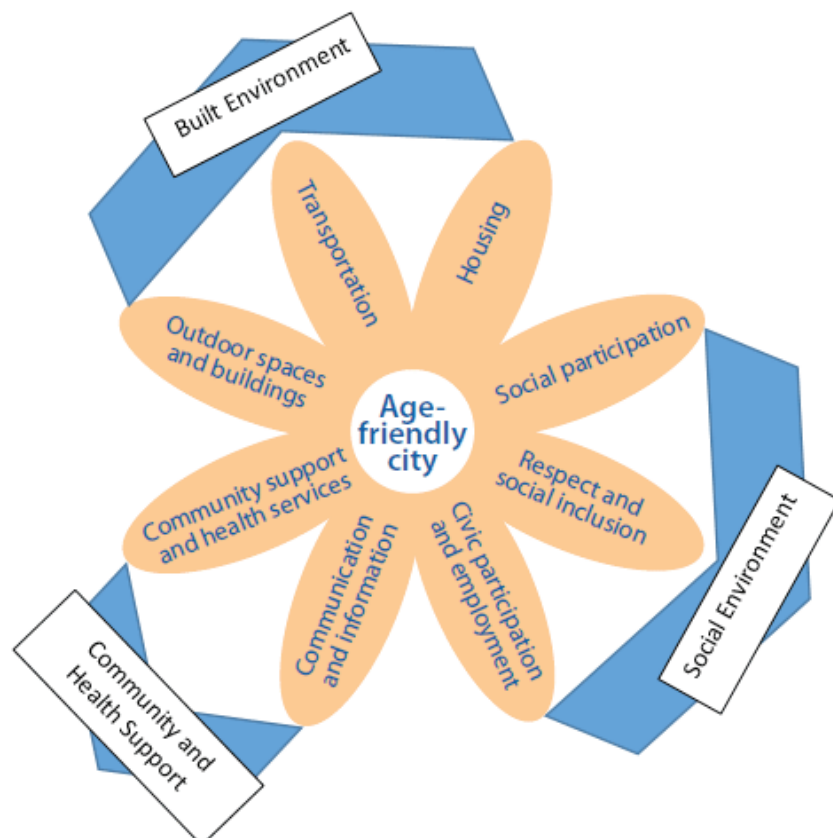
There were 101.1 million older people (aged 65 years or more) living in the EU-28 at the start of 2018; this equated to almost one-fifth (19.7%) of the total population. During the next three decades, the number of older people in the European Union is projected to follow an upward path, peaking at 149.2 million inhabitants in 2050; their relative share of the total population will also gradually increase, projected to reach 28.5% in 2050.⁴

Some analysts suggest that population ageing will likely exert a downward pressure on economic growth, reduce labour supply, lead to higher (age-related) social costs and impact on the sustainability of government finances⁵. Other observers argue that population ageing need not impede economic growth and that it may, instead, provide a stimulus for developing new goods and services, for example, housing or transport adapted to the needs of an ageing population or a range of new social and care services⁶.

Active ageing is the European Commission's policy directed towards helping people stay in charge of their own lives for as long as possible as they age and, where possible, to contribute to the economy and society.

Active and healthy ageing is impossible without age-friendly environments.

"Age-friendly environments foster health and well-being and the participation of people as they age. They are accessible, equitable, inclusive, safe and secure, and supportive. They promote health and prevent or delay the onset of disease and functional decline. They provide people-centred services and support to enable recovery or to compensate for the loss of function so that people can continue to do the things that are important to them."⁷ WHO



AWARENESS, ACTIVISM, ADVOCACY

Only one group of people really knows what matters when talking about age-friendliness – the older people themselves. However, a group of older people is very heterogeneous and not only in terms of their health conditions, social status, education and interests. How much they feel informed on social and political issues or how well they are empowered to contribute to their communities also differ. Usually well-educated older people who have held important positions in their lives are able to raise their voices and get their messages across, while others, especially disadvantaged groups, do not feel confident to speak up or contribute their perspectives. Thus, very often, experts, professionals and/or politicians adopt a paternalistic stance and decide what policies, systems and services will be good for older people.

Ageism is the most commonly experienced form of discrimination.

Older people make important contributions to communities as consumers, caregivers and volunteers. Nonetheless, demographic changes with an increasing older population are often seen as a social problem with global impact. Age serves as a perceptual indicator of abilities, competence, skills, experience and health status⁸. There is evidence that ageism is the most commonly experienced form of discrimination.⁹ For example, although it would be considered unacceptable to exclude someone on the basis of their sex or race, age limits that conceptualize everyone over 65 as a “senior” in policy programmes create difficulties in job search and recruitment and define ceilings in qualifying for certain positions and getting health screenings and insurance, yet, these are still widespread today. The goal is to contrast stereotypical visions of ageing with new approaches like that of positive and successful ageing, which no longer conceptualize existence as directed toward inevitable decline but, rather, as a process. All people have the capacities and potential to contribute to society regardless of age, but, often, ageist attitudes limit their opportunities to do so.

More people are living with various types of age-related illness and disability, including dementia.

As the numbers of older adults rise, more people are living with various types of age-related illnesses and disabilities, including dementia. Dementia is the leading cause of dependency and disability among older people in the WHO European Region, according to the data of WHO Regional Office for Europe.¹⁰ Currently dementia affects around 10 million people in the European Region; its prevalence is expected to double by 2030. Age-friendly and dementia-friendly communities are



the response to this new reality worldwide. The authors of the "Comparative Analysis of Age-Friendly and Dementia Friendly Communities" conclude that communities new to both initiatives should attempt to integrate the two approaches from the outset.¹¹ Advocacy efforts are highlighted as the fourth important stage in the Dementia Acceptance Model presented in the WHO publication, *Dementia: A Public Health Priority*.¹²

Ageing in place, accessibility and loneliness are some of the greatest challenges faced by older people.

"Ageing in place", accessibility and loneliness are among the challenges faced by older people and their families. These can be tackled with greater awareness, advocacy and activism aiming to make our cities, communities and living environments age-friendlier. Older people have much to contribute and can contribute valuable ideas and experiences on how to make social life and public spaces more attractive and accessible for all age groups. The design of the training approach and materials described in this handbook aims to support older people to engage in individual, systemic and/or self-advocacy in various age-related fields. Awareness raising and training aim to build competencies necessary for people to organise themselves, develop the capacity to respond to their own needs and make their voices heard.

WHO ARE AFE ACTIVISTS?

“We can convince politicians if we make it clear that they too, if they are lucky, will grow old.”

Participant from Rome

AFE Activists are older people (65+) who are interested in the issue of age-friendly environments and act as advocates for older people. They start grass-root initiatives to raise awareness and promote the concept of age-friendly environments.

The training is open to individuals who are interested in learning and/or further developing their knowledge on the issues of age-friendly environments and advocacy. Such people are eager to implement advocacy initiatives individually or in teams.

The skills and competences of AFE Activists include personal competences, social skills and professional skills that are suitable for representation within their teams. Nonetheless, they will vary according to the local contexts and groups.

AFE Activists are or may become active in different fields and at different levels according to their skills, interests and needs, which are identified within their living environments and communities. Examples of potential areas for engaging AFE Activists are presented in the AFE Compendium of Good Practices of Advocacy in Age-Friendly Environments. The compendium shows the broad range of inspiring ways to raise awareness of age-friendly environments and to become active in relevant domains. Some selected examples appear below.

The citizen initiative *Age Friendly Wonen* (Age-friendly living), a foundation established by three older people in Amsterdam, aims to support older people to continue living in their own homes. Ageing in place means creating conditions that make it physically possible to live independently for as long as possible in the place where a person is socially anchored. The foundation considers accessibility the key word for ageing in place: without physical accessibility, there is no social accessibility. The foundation develops pilot projects of adapting existing homes for older people and brings them to the attention of municipalities, housing corporations, real estate developers and the healthcare sector to make Amsterdam's older housing stock permanently more accessible for ageing residents.

*“The (...) councillor was so charmed by our ideas that soon there will be a conversation through her mediation between the member of the Second Chamber of Parliament from the conservative liberal party VVD and us.”*¹³

Dick van Alphen, co-founder of Stichting Age Friendly Wonen

Kove. Kilburn Older Voices Exchange is a community action group of older people in Kilburn, UK, who aim to improve the quality of life of older people by both organising activities and campaigning on issues that affect older people. Their goal is to overcome social isolation and increase the influence that older people have on local issues.

Omas Gegen Rechts (Grannies against the Right) is a group that Austrian grandmothers founded on its determination not to let younger generations forget about the dangers of extremist far-right ideologies. As right-wing populism spreads across Europe, they feel their warnings are now more pressing than ever. They go to demonstrations against extremism with young people in order to give them the feeling of safety when the grannies stand next to them. The grannies say they want to prevent history from repeating itself. The movement has meanwhile spread to Germany too.

*“The Omas Gegen Rechts have been on the streets because we are concerned about how fascism is growing in our country.”*¹⁴

Monika Salzer, founder of Omas Gegen Rechts

The Curtain Up Players is an amateur theatre group of people 50+ led by Dr. Ron Wiener. The group performs social improvisation plays about dementia and other age-related issues at community centres, care homes, luncheon clubs and the like. The group employs the sociodrama method that helps people to understand their situation better and – where appropriate – to change it. The group members write the scripts of plays highlighting real aspects of dealing with dementia that real people experience. Passionate performances ignite meaningful discussions after the play. Similar groups were set up in public libraries in England and the US.

*“I like the enjoyment of being together and having a laugh. I appreciate the support. We're a bit like a family. We are there for each other.”*¹⁵

Kath Ogden, a long-time member of the Curtain Up Players

AFE ACTIVIST TRAINING PARTICIPANT PROFILES

“We seniors must stay active and get involved. Because if we don’t do it, nobody will do it for us.”

Learner from Hanau

In the pilot phase, 75 AFE Activists were trained in five countries.

In Hanau, Germany, most participants of the AFE Activist training are experienced volunteers in social areas and/or at political levels, including a member of the city parliament and five members of the Seniors Council. One person is training seniors in mobility issues, such as fall prevention, and two participants are Mobility Scouts engaged in prompting traffic safety. Two participants were new in town and interested in lobby-work for the matters of older people.

In The Hague, the Netherlands, the training was for older people of Dutch and Hindustan origin living in the Transvaal neighbourhood and attending the activities of the Mandelaplein community centre. The pilot training supported the initiative of The Hague Older People’s Council to start dialogues with residents in different neighbourhoods.

In Kaunas, Lithuania, the participants include members of the Seniors Initiatives Centre, members of a local community seniors club, a member of Seniors Council and a newly retired person looking for meaningful activities in later life.

In Rome, Italy, the pilot training participants are older citizens participating in two Municipality II elderly social centres, where senior volunteers and Municipality II staff members facilitate the activities of the social centres.

In Vienna, Austria, the participants have different professional backgrounds and some are already experienced volunteers. Members of the local district councils also joined the group. Some participants are still gainfully employed and considered the training a valuable input and impulse in relation to their field or work (e.g., visitor services for older adults). Others were interested in and motivated to join the workshops because of their own experiences with mobility barriers and/or the wish to use their time for valuable work.

“Old people need a voice. They are often misunderstood.”

Learner from Hanau

AFE ACTIVISTS TRAINING

The AFE Activists training can be delivered in many different ways and for different group types, such as members of Senior Councils, public servants, community groups, volunteers, migrants, senior guides, mobility scouts and other like individuals.

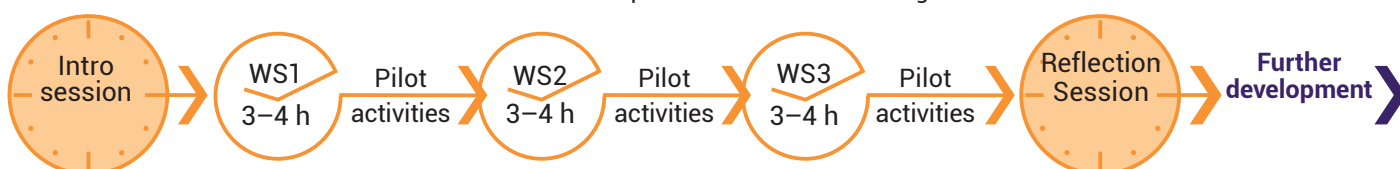
The training course, pilot tested under the AFE Activists project, includes an introductory session, three thematic workshops and a reflection session totalling to 15–20 hours. The approach of experiential and project-based learning has been followed. The time for field study and work on pilot activities is allocated between the workshops. Thematic workshops involved information transfer and practical sessions. In the practical sessions, trainers facilitate the participants in finding their individual or group roles as AFE Activists. Participants use their roles to put a pi-

lot activity into practice. The support for participants in developing and testing advocacy roles involve relevant methods of communication, mediation and/or data collection. Such support can involve, e.g., participating in events, speaking up for AFE issues, writing readers’ letters, organising a come-together/round table/speakers corner/(public) living room meetings with other people and discussing AFE issues, setting up contact points for other older people and similar activities.

The course ends with a reflection session in which participants evaluate the course and their achievements.

There is further development of those pilot activities, which the participants had planned or started, after the end of the course.

A schematic representation of the training:



Training objectives

- Raising awareness on age-friendly environments among old and very old persons, public servants, local decision makers and local and national stakeholders
- Developing competencies for dealing with influential stakeholders
- Acquiring skills for elaboration and realization of age-friendly environment initiatives
- Informing older adults about their rights and available opportunities on how they can be safeguarded to avoid being taken advantage of
- Demonstrating how to connect the top-down decision-making and bottom-up advocacy by analysing good practice examples

Exemplary training structure

Introductory workshop: Introduction to the concept of age-friendly environments (3–4 hrs)

The aim of the introductory workshop is to give a general overview of the concept of age-friendly environments (AFE) and meeting the current and future needs of older persons by improvements in relevant AFE domains.

Topics of the workshop:

- The concept and different domains of age-friendly environments (Activity 1 in the Toolbox)
- Present and future needs of older persons in their living environments (Activities 2, 3 and 4 in the Toolbox)
- Local governance and decision-making: statutory powers and duties of local authorities and municipal agencies and roles and responsibilities of change makers and local businesses

At the end of this workshop, participants will be able to:

- Identify the most relevant AFE domains in their neighbourhood
- Assess their neighbourhood for age friendliness
- Identify the needs of older persons
- Identify the stakeholders for collaboration

The workshop ends with a reflection and feedback session and providing hints for the facilitator regarding the planning of the following workshops.

Expected results

After the course, the participants will:

- Understand the essence and the main characteristics of age-friendly environments
- Know and use tools to identify the needs of older persons regarding their living environments
- Have competencies on how to communicate identified needs and to transfer the knowledge gained to important stakeholders and decision makers
- Have knowledge and understanding as well as the necessary skills to exert influence on formal and non-formal structures
- Elaborate pilot initiatives for making the environment in the neighbourhood / city age-friendlier

Focus on advocacy issues: 3 workshops (3–4 hrs)

Workshop 1

Thematic session

How to become active in the field of age-friendly environments

- Ageism and stereotypes associated with old age (Activities 4, 5 and 6 in the Toolbox)
- Introduction to advocacy and activism (Activity 7 in the Toolbox)
- Personal engagement and commitment (Activities 8 and 9 in the Toolbox - Civic participation lens)

Practical session

- Ice breaking exercises
- Brainstorming on local pilot initiatives or introduction of an idea by trainers
- Finding project groups
- Relating project ideas and possible advocacy roles:
- How would I like to become active and raise my voice on issues regarding AFE? (Activity 10 in the Toolbox)

The participants may come up with their own ideas for the pilot activity or the trainer may suggest an idea and its framework.

Good practise examples from the compendium are introduced for reflection.

At the end of the workshop, the participants will:

- Understand the roles of advocates and activists
- Develop competencies on how to raise public awareness about an issue
- Have stronger motivation for civic engagement

Field study and pilot activities

Workshop 2

Thematic session

How to identify different needs of old people

- Overview of different survey methods
- In-depth input on one method
- Introduction of practical examples

At the end of the workshop, participants will:

- Know different types of survey instruments
- Understand the value of evidence collected in surveys
- Know how to identify and categorise stakeholders
- Be able to prepare an action plan

Practical session

- Answering survey questions (Activity 12 in the Toolbox)
- Identifying stakeholders (Activity 13 in the Toolbox)
- Preparing an action plan (Activity 14 in the Toolbox)

Field study and pilot activities (Activity 15 in the Toolbox)

Workshop 3

Thematic session

How to transfer information from older people to stakeholders

- Overview of communication formats and communication barriers
- In-depth input on one format
- Introduction of practical examples

At the end of the workshop, participants will:

- Know basic communication types and media
- Understand communication barriers and their own communication style
- Be able to choose the most appropriate media and communication method to transmit their own message

Practical session

How do I raise public awareness?

- Overview of different communication media and how to use them (Activity 16 in the Toolbox)
- How to reach target groups (online, offline, etc.)
- Final preparation for implementation of the activity
- (e.g., public relations work/ promotion)

Field study and pilot activities

Reflection and assessment session (3–4 hrs)

The final workshop aims to reflect on the entire training course, summarise learning objectives and outcomes and celebrate the achievements. The feedback of participants about the course and self-assessment of competencies gained / improved is collected by means of an evaluation sheet or semi-structured interview (see Toolbox). The design of the AFE Activists training course is for learners aged 65+; therefore a formal assessment of acquired competencies is not provided. The participants, however, can rate their achievements and identify their knowledge gaps or needs for further training on the evaluation sheet.

At the end of the workshop, participants will:

- Be able to reflect on their own learning experience
- Understand how to identify their own competencies and accomplishments
- Be able to identify their own knowledge gaps / further learning needs



Training approach and delivery methods

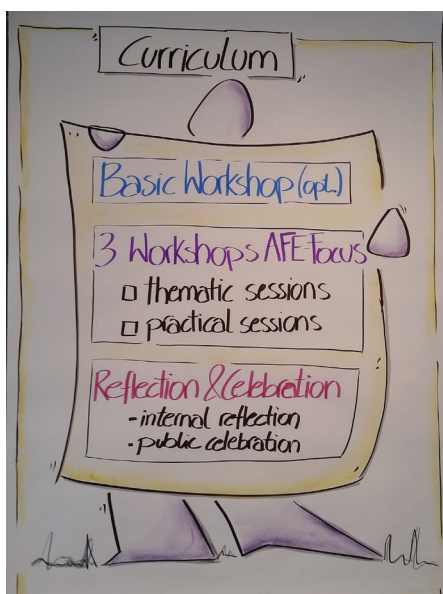
The basis for the training course, designed and tested by the AFE Activists project, is the approach of experiential and project-based learning. The motivation of older adults to learn mainly comes from practical use and the impact of the learning. Personal connection is essential for their motivation and engagement in lifelong learning. The learning environment shall allow for a mix of expert inputs, peer-to-peer learning and discussions between the trainers and participants.

“You should listen carefully when old people tell their life stories. They have so much to say.”

Learner from Hanau

Use of the following methods in delivering the AFE Activists training course aimed to achieve its specific purposes:

- Icebreaker exercises to ease tension and promote communication
- Interactive lectures to deliver new/update information. Lectures must be broken into sections to check for understanding, answer the questions or draw on the learners' experiences. Lectures must be illustrated with practical examples
- Case studies followed by semi-structured discussions using lead questions for inspiration and generation of ideas for pilot activities
- Pair work and group work to encourage active involvement and sharing responsibility
- Group work and panel discussion to generalise and conclude the results
- Project work to promote collaboration, networking and decision-making
- Reflection to provide feedback and appreciate the achievements



Trainers

Trainers shall facilitate and coach older-age learners by drawing on their own experiences, thereby enabling the application of learning in real life situations or contexts. Learners start providing the contents over the progress of the course, thereby becoming co-authors of the course. The trainer must have competency in managing group dynamics. Preferably two trainers would deliver the course—one familiar with the content and the other possessing good facilitation skills. Guest speakers with expertise in certain AFE domains, e.g., public servants, accessibility experts, community leaders, grass root activists, and such shall arrive by invitation to inform about relevant issues, processes and methods.

LOCAL ADAPTATION

In Hanau, Lothar Hain, a public servant from the Office for Urban Development, gave a presentation on lobbying and public relations in behalf of matters of older people. In-depth knowledge of the decision-making process and methods for presenting a specific case for consideration are requirements in this field.

From the University of Vienna, Viktoria Parisot and Vera Gallistl, Social gerontology researchers, presented their research project focusing on the barriers faced by older adults when going to cultural events e.g., theatre, concerts and the differing cultural lifestyles among older adults in Vienna.

In Kaunas, Lithuania, the presenters of the topics of age-friendly environments: universal design, healthy ageing and social care services for older persons were Linas Tuleikis, an architect; Kristina Visagurskienė, Head of the National Health Club, and Danutė Čibirauskaitė, a specialist in social work.

In Rome, the topics addressed related to an age-friendly environment for coping with Alzheimer disease (by expert Marco Zummo, President of Karol Health Structures) as well as healthy ageing and exercising in later life (by experts Salvatore Grammatico, Caritas; therapist Giulia Vettori, La Sapienza University in Rome and Francesca Brianza, UISP Sports for All. Other included topics are services for older persons, unexpressed rights, and avoiding expensive loans and revolving credits (by expert Gabriella Venezia, SPI CGIL Retired Persons Trade Union; lawyer Luigi Ciatti, Ambulatorio Antiusura and Notary Antonella Caridi) and information technology safety and privacy rights (by expert Marcello Pistilli, Digital World Foundation).

Training venue

The room used for the training must be spacious enough to accommodate group work and adequate distancing between them. Flip charts for group working sessions and room to hang the outputs on the walls must be available. Some exercises involve movement and participation, so there must be sufficient space to move. Fruit, nuts and vegetables may be introduced as preferred options in lieu of sugary snacks, which are often the norm for coffee breaks, since sugar use has a negative impact on attention.

The training venue may be regular or different for each workshop. A regular training venue has certain advantages: older people prefer familiar places that are easy to find. They know the route and how much time it will take them to get there, they can use the same seat and they know where coffee cups are kept. Holding workshops in a topic-specific setting, on the other hand, may provide immediate practical experience and inspire ideas for pilot activities.

LOCAL ADAPTATION

In The Hague, Kaunas, Rome and Vienna, all the workshops were held at the same locations: the meeting room in the Mandelaplein community centre, a modern classroom at the Lithuanian Sports University, the Municipality II Meeting Centre and the meeting room at the cultural and social research office of queraum. In Kaunas, the learners especially enjoyed mingling with university students in the hall before class.

In Hanau, the introductory session was held at City Hall to attract the public-at-large, while the thematic workshops were held at meeting rooms initiated by the neighbourhood.

In Vienna, a joint excursion to a museum in Lower Austria to see an exhibition about the history of mobility and urban development was organized at the beginning of the workshop series, which also instigated another setting for getting to know each other and supporting informal exchanges.

In Kaunas, the session on activism was held at the Picture Gallery of M. K. Čiurlionis Museum within an exhibition hall dedicated to communities.

Timeframe of the training course

The use of the training framework presented in this handbook was for the pilot training with specific adaptations made depending on the participant profiles and relevant AFE domains at the location for delivering the training course. Therefore, variations of the approach described in this handbook are possible according to the topics covered, previous knowledge of the topic by the participants, the local setting and pilot initiatives planned by AFE Activists.

LOCAL ADAPTATION

In Hanau, the introductory workshop was held in the form of an information event and attracted the broader public-at-large. Three thematic workshops of 4 hours each followed.

In The Hague, the structure for the training was in accordance with the drafted training package designed for the pilot training. Four workshops of three hours each were provided for the Mandelaplein Community Centre members.

In Lithuania, the introductory session consisted of four, one-hour lectures on specific domains of age-friendly environments delivered by experts in each field. Three thematic workshops of three hours each, including coffee breaks, followed the introductory session. The 3-hour workshops took place every second Monday in the afternoon.

In Rome, three workshops were held following six working meetings of five volunteering AFE Activists—two from Municipality II Administration and three from Municipality II Senior Social Centres—who helped to steer the entire training process.

In Vienna, five thematic workshops lasting three hours each were delivered every 5–6 weeks in the morning. These training participants had already been familiar with the concept of age-friendly environments.

EXPERIENTIAL LEARNING VIA STUDY VISITS TO AGE-FRIENDLY CITIES

The AFE Activists project provided classroom training supplemented with study visits to age-friendly cities. The organisation of these study visits treated them as transnational learning events with the aim to observe and analyse examples of good AFE practices in The Hague, the Netherlands, and Udine, Italy.

Two selected learners from each learner group from the partner countries (three from Germany) participated in each study visit. The selection criteria for participant learners were knowledge of English, communication skills, the ability to discuss related learning issues with the hosts and the international group and their readiness to leave their home for five days.

The tasks for the learners were to make presentations on their activities at local communities regarding relevant AFE issues, observe good practices while visiting host institutions, reflect about the things learnt each day and prepare a group report summarising the learning experience. Participant learners transferred their gained experiences to peer learners during experience-sharing meetings at home.

Study visits have positive outcomes for both participants and organizations like the following:

Learning outcomes for participants:

- Enhanced team-working and communication skills
- Improved intercultural competencies
- Ability to empathise and understand new perspectives
- Increased aspirations and motivation
- Broader understanding of the European Union society

Benefits for organisations:

- Opportunity to build networks
- Boost staff motivation
- Become more international
- Raise their profile in the local community
- Demonstrate their achievements

The study visit to Udine, planned for 2–6 March 2020, was cancelled one week before departure due to the extraordinary circumstances caused by COVID 19. Nevertheless, the programme was planned in detail, and age-friendly initiatives were selected for showcasing. Descriptions of the exemplary age-friendly environment cases are included in the study visit programme, and the experiential learning outcomes appear in the *AFE Experience Handbook*, downloadable from the project website.

The AFE Activists project employed an international dimension for the study visits to age-friendly cities; however, users of the course, described in this handbook, may consider identifying and visiting national, local and neighbourhood initiatives demonstrating high-standards in age-friendly practices.

“I found the results and experiences on our study trip most impressive. I want to continue that in my environment.”

Participant from Hanau

“I found the variety of discussions on our study trip impressive. We got a lot of ideas for our work.”

Participant from Hanau



PILOT ACTIVITIES PLANNED AND REALISED

AFE domains and issues addressed

Pilot activities planned and/or implemented by project participants revealed a very broad spectrum of issues addressed, different levels of awareness of age-friendly environments and different degrees of civic maturity among participants. Pilot activities fell into the following age-friendly environment domains and addressed the following issues:

AFE domains	Issues addressed
<ul style="list-style-type: none">• Civic engagement and employment• Outdoor spaces and buildings• Social inclusion and non-discrimination• Social participation• Communication and information	<ul style="list-style-type: none">• Insufficient outdoor seating• Unavailability of spaces for community events• Barriers for older adults to join cultural events• Unawareness of physical limitations of old-age clients in the retail sector• Low civic engagement of older people• Unidentified needs of older persons

Descriptions of the pilot activities, related to the domains of age-friendly environments, appear below starting with the very basic needs, such as seating in public places, to more complex issues, such as civic engagement and older persons' rights.

Public seating

The issue of insufficient outdoor seating was raised in The Hague, Kaunas and Vienna. Learners at the Mandelaplein Community Centre identified the need for more benches on the street and in apartment buildings to wait for an arriving taxi bus. The learners discussed how to achieve the goal of having more benches. Finally, the group decided that one of the learners would approach shops to ask if their owned benches could be used for public seating. Another learner would contact the housing company to install seating in the hall of the central building.

Participants in Kaunas expressed their disappointment with renovated urban parks in their city. None of the three recently renovated urban parks in the most densely-populated city districts featuring the highest numbers of old-age residents have an open-air stage with benches to seat audiences. Yet, many community events feature numerous amateur groups and open air-performances, even though seating is sorely lacking. Unfortunately, local communities had not been involved in the planning of these urban park renovation projects, and the problem of audience seating had never even been addressed.

The participants in Kaunas only expressed their concerns during the discussion but did not come up with any action plan. However, the participants

committed to transferring the knowledge gained in the training course to their local communities and to attempting to initiate wider discussions on the need for open-air stage facilities, which would be addressed regarding the renovation projects of other parks.

One AFE Activist project, called Nimm Platz (similar to the Take a Seat initiative in Nottingham, UK), aims to raise awareness for more public seating opportunities. In order to establish more benches, the group got in contact with a big supermarket chain in Austria as well as the public transport service with specific suggestions for additional seating in certain metro stations. A meeting between the AFE Activist group and a representative of SPAR Vienna was organised but it was postponed due to the Corona-Virus. The participants identified responsible people and sent letters with detailed descriptions (with photographs) and ideas for additional seating as well as arranged personal meetings.

"I used to think that age-related physical limitations are my problem. Now I see that the problem lies in an age-unfriendly environment, not in me."

Participant from Kaunas



Physical limitations of older age consumers

Another initiative, also involving cooperation with SPAR Vienna, addresses physical limitations of older age buyers. Not only purchases of products and services by older citizens but also the economic activities generated by their spending and broader needs contribute to the overall economy. Older-age buyers have various physical limitations that make it difficult for them to move around easily. In order to increase awareness of the challenges faced by older customers in supermarkets, three AFE Activists established a cooperation between the SPAR Academy, where future employees of a supermarket chain are trained, and private persons who provide GERT - a Gerontological Ageing Simulation suit. Future plans include using GERT suits in the curriculum of the SPAR Academy.

AFE Activists identified people to be contacted at both companies and set up meetings with them. A first meeting between the responsible people, including SPAR employees, and providers of GERT has taken place. In the next step, further plans for the deployment of GERT in the SPAR Academy curriculum are planned.

Barriers for older adults to join cultural events

One participant of the AFE Activist training in Vienna works as a volunteer for Belvedere Museum. During the AFE Activists project, she started different initiatives to raise awareness of museum accessibility issues in the in order to improve visits to the museum by older adults and people with mobility impairments. The participant identified responsible people to be approached and arranged personal meetings with museum personnel. She is drafting a talk and workshop concept for an event by ICOM.

Besides talks and a joint inspection with museum and security personnel, a workshop about accessible museums is planned for an event organised by ICOM (international Council of Museums) in Vienna in autumn 2020.

Another project idea in Vienna revolves around a volunteer service/platform in order to support older adults with mobility impairments to join cultural events (like museums, concerts, opera) in Vienna. The project is planned to be organized in cooperation with Hilfswerk Wien, which has tremendous, long-lasting experiences in volunteer work. The first draft concept for the project has been completed, and cultural institutions have been contacted. Further, possible external funding opportunities, e.g., from the Federal Ministry of Social Affairs, have been discussed.

Walkability audit

Two participants of the AFE Activist training in Kaunas developed a plan to turn Nordic walking activities into walkability audits. A group of older women from the Petrašiūnai community have been exercising at the community centre for 15 years. The community centre was closed down due to an optimization programme implemented by the local authorities. The women decided to have Nordic walking outdoors instead of exercising indoors. The group member met a woman from a Nordic walking group in another city district in the training workshops. They designed a plan to create walking tours in both districts for exchange visits every second week. The walks will include sightseeing and doing walkability audits along the route. A greater number of social activities involving these two groups are included in the plan.

Safety at home, in the streets and in shops

During the AFE Activist training, the participants regularly expressed that safety at home, in the streets and in shops is an issue in their neighbourhood. Safety issues are numerous: swindlers gaining access into older people's homes to cheat them, risks of falling at home and robbery in the streets. While evaluating such learning with Director Marije Talstra of the Mandelaplein community centre, the group put the safety issue on the table too. The director promised the group to organise a thematic meeting on safety in March 2020. The organisation gained the help of the Red Cross and an advisor on cheating tricks and set the meeting for March 18th. Due to the COVID crisis, the meeting has been postponed until autumn 2020.

Observation and reporting on the quality of municipal services

The participants of The Hague identified another challenging issue regarding the poor performance of the local taxi services for people with disabilities. The taxi service works by customer demand. Customers have to call the taxi at least 1 or 2 hours before pick-up time. The taxi brings people to appointments with doctors or hospitals and offers opportunities to visit friends and relatives and to attend cultural events. The municipality grants a 5-year licence to a taxi service company after a call for tenders. The current taxi service has been active for one year. However, many people have had many complaints about their poor service: waiting time of over 60 minutes, arriving too late for hospital appointments or cultural events and having an unfriendly staff. The municipality offers users the opportunity to complain online. People who do not have internet can get paper complaints forms at the town hall.

The group of learners decided to send in their complaints, after they collected them during the first 3 months of 2020.

el. Participants in the survey were 150 older people. The results were analysed and presented to relevant stakeholders at the political and administrative levels during final event of the AFE Activists project, which was open to the public. A social research institute assisted in designing the survey, which was conducted by 12 senior volunteers with the help of two civil servants, over 6 months.

“It is important to me that our survey be analysed and that the results be reported to the committees.”

Participant from Hanau

Unexpressed rights of older citizens

Unexpressed rights are legally safeguarded rights about which citizens are not necessarily aware.

Older citizens, especially disadvantaged ones, do not take advantage of their rights to pensions and specific benefits because they are unaware of them.

During one of the training workshops, the proposal of setting up an information desk to inform about the unexpressed rights of older persons met great interest.

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Increasing the civic engagement of older people

Older citizens of Hanau should become more active in co-producing age-friendly environments. Active senior citizens designed a survey. They intended to provide information on the themes and framework conditions that would facilitate civic engagement by older people.

The survey was performed at the community lev-



Mitwirkung älterer Menschen in Hanau

Ihre Meinung ist uns wichtig!

Im Rahmen des EU-Projekts „Age-friendly Environments Activists“ können sich alle Hanauer Bürgerinnen und Bürger 60+ an der Online-Umfrage zu ihrer Teilhabe und Interessenvertretung in Hanau beteiligen. So können Sie direkt bei der Gestaltung einer altersgerechten Lebensumwelt in Hanau mitwirken.

Zur Online-Umfrage gelangen Sie über www.hanau.de

Sie haben kein Internet?
Wir helfen Ihnen im Seniorenbüro:
08. und 22. November
13. Dezember 2017
10. und 24. Januar 2018
von 13.00-15.30 Uhr
(PC-Raum 106) - ohne Anmeldung.

Seniorenbüro Hanau
Karin Dunkel, Tel. 06181 66820-50
E-Mail: karin.dunkel@hanau.de

Freiwilligenagentur Hanau
Iris Fuchs, Tel. 06181 66820-53
E-Mail: iris.fuchs@hanau.de

Wenn das nicht klappt,
rufen Sie uns bitte an.

Informationen zum EU-Projekt
ISIS Sozialforschung, 60486 Frankfurt
Dr. Karin Stiehr, Tel. 069 2648650

It was agreed to start it at Municipality II right after the 2020 summer break. An information desk is planned with the following three main characteristics:

A. Time: an Information & support desk to be open 2 hours, twice a week, to inform elderly citizens about their unexpressed rights, specifically those related to pension benefits and to have them recognized by supporting them by the needed bureaucratic procedures.

B. Human resources: the Information & support desk is to be run by three members of SPI – CGIL, Italy's largest retired persons' trade union, and co-workers hosted by one of the Municipality II elderly social centres.

C. Financial resources: the SPI - CGIL staff costs, relevant bureaucratic expenses and operational desk costs are covered by the trade union and by the elderly social centres as part of their mission.

"I learned about unexpressed rights and I am going to double-check also for my pension."

Participant from Rome

Drafting guidelines to enhance participation by older persons in the Municipality II social policies

As a follow-up to the AFE Activists trainings, the Social Policies Councillor announced the initiative to launch the Municipality II *States General* to draft guidelines for setting social policy priorities in joint with older citizens.

The idea is to collect their inputs and priorities and draft the guidelines together by taking into consideration the needs and proposals of local older citizens as much as possible to make Rome Municipality II more age-friendly.

The *States General* is foreseen in two sessions, each lasting two hours, with a break in-between. Selected participants are to be from each Municipality's social centre for seniors, representatives from the third sector and from the retired persons' trade unions.

During the first session, following the introductory remarks by the Municipality and a question and answer exchange, input sheets will be used to map the current situation and collect proposals.

During the second session, the Municipality will present proposed guidelines, which will be discussed, amended and finally approved, for the Municipality President's attention and implementation.

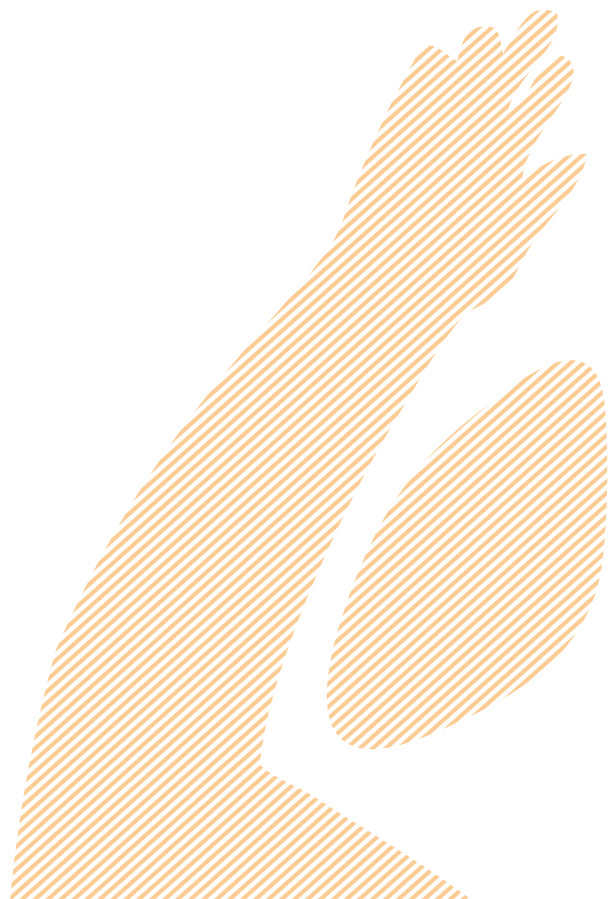
"At the States General, I will propose to make more bicycle lanes, even bicycles-only spaces: cycling is good for my health, not only for having less air pollution."

Participant from Rome

Stakeholders involved

Pilot activities planned and implemented involved a number of people, organisations and institutions demonstrating the improved competencies of the learners to identify stakeholders and establish relations with them. Among others, the following stakeholders were involved:

- Seniors Council, Seniors Office;
- Volunteers Agency and Department for Demography of the Municipality;
- SPAR Supermarket;
- Wiener Linien, a public transport provider in Vienna;
- Museum Belvedere;
- ICOM Hilfswerk Wien;
- Museums, theatres and the opera;
- Rome Municipality II social policy department;
- Caritas;
- UISP Sports for All;
- Italy's SPI – CGIL, the retired persons trade union; the Anti-usury coalition and the Digital World Foundation, Police department, Red Cross Organisation, Shops and housing cooperatives, Department for Urban Development.



CONCLUSIONS AND RECOMMENDATIONS

Becoming an age-friendly city is a team effort, which is formally undertaken using a top-down approach by elected officials and the city administration, following an approved methodology and WHO guidelines. The good news is that many of the services and resources that an age-friendly city needs are already there – they just need to be integrated and better connected.

The project AFE Activists demonstrates the bottom-up approach towards age-friendly environments with the focus on awareness raising, enhanced participation of older citizens and advocacy skills building.

The training course described in the handbook was pilot tested with more or less active older people but it can be adapted to and used by different types of organisations with specific interests – Seniors Council, homeowners associations, community groups, etc. The curriculum topics used in the pilot course were selected for older learners. They can be adjusted, expanded or reduced in response to the needs of the organization providing the training course.

A fit in terms of age does not necessarily reflect the “typical” characteristics of a group, since there is diversity by background, interests and experience. Learning groups shall be formed by the level of achieved education and by the interest in being active in a specific AFE domain. Thereby the course shall be adapted accordingly.

Awareness of age-friendly environment domains and understanding the differences between age-friendliness and age-unfriendliness comes first, and, only then, advocacy/activism actions follow.

The optimal length of the pilot-tested workshops was three hours with a coffee break.

The transfer of information and knowledge should be copiously illustrated with examples from the Compendium of Good Practices and AFE Experience Handbook for groups not acquainted with the concept of age-friendly environments.

Poor ICT skills can be limiting, as course participants may not be aware of the variety of solutions and approaches that they can take to express their interests or address their issues (social media).

For groups with limited advocacy experiences, visits to neighbourhood groups or organisations active in the field can be beneficial.

Certain topics from the course could be transferred to the study programmes of social workers, architects and urban planners as well as into social worker professional development programmes.



TOOLBOX

Introductory Workshop

Introduction to the concept and different domains of age-friendly environments

Activity 1	Features of age-friendly cities: How age-friendly is your home city?
Objectives	The checklist Essential Features of Age-friendly cities developed by WHO introduces the key domains for measuring age-friendliness. The checklist will stir up the reflections of the participants about the age-friendliness of their city environment and help to identify the issues that require solutions
Material needed	<ul style="list-style-type: none">• Copies of WHO checklist• flip chart with 8 domains marked
How to run the activity	Hand out the WHO checklist for participants to go through and ask them to mark the two most important issues for them from each domain. Pick two people per domain and ask them about the issues they have selected, put the identified issues on the prepared flip chart and ask the group for comments regarding the situation in your home town.
Duration	30 minutes (10 minutes for picking important issues, 20 minutes for discussion)
Tips & Tricks for Trainers	The checklist can be downloaded from here http://www.who.int/ageing/publications/Age_friendly_cities_checklist.pdf ⁶

Reflection older people's needs in the participants own living environment

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Activity 2	Check your neighbourhood!
Objectives	The aim of this exercise is to get aware of the different aspects of an age-friendly public space, to reflect on barriers and potentials and to see good/bad practices in their own living environment.
Material needed	<ul style="list-style-type: none">• Guideline for an age-friendly public space• Flipchart paper with scales (0 to 10) for every component• Moderation cards
How to run the activity	Participants receive a guideline (" <i>Unterwegs im Leben. Denkanstöße für eine altersgerechte Gestaltung des öffentlichen Raums</i> ") containing a list of criteria to create an age-friendly public space. The guideline illuminates 6 dimensions of age-friendly public spaces: walking, moving by bike/car/public transport, orientating, having a break, feeling safe and participating. Further, it contains a checklist for each dimension with various aspects/statements. Participants are asked to analyse their own neighbourhood along these checklists and reflect upon their findings: in pairs they discuss one dimension (e.g., walking) and each person rates every aspect of the respective checklist on a scale from 0 to 10 with regard to their own neighbourhood. Finally each component is rated by two persons. In plenary each pair presents and argues their ratings, another pair comments.
Duration	60 minutes (reflection in pairs 20 minutes, discussion in plenum 40 minutes)
Tips & Tricks for Trainers	The guideline in German can be downloaded from here: http://www.queraum.org/node/157 ⁷ The criteria in English can be downloaded from here: https://www.urbaging.ch/files/manifesto_EN.pdf ⁸

Activity 3	AFE Dice Game
Objectives	To reflect on the living environment.
Material needed	Dice, questions on cards.
How to run the activity	<p>Define 6 questions, number them and make a dice roll. Each time a participant has the dice, he/she throws it and is invited to answer the question that corresponds to the number.</p> <p>Examples of 1 questions are:</p> <ul style="list-style-type: none"> • What is the best thing in your neighbourhood? • What are you proud off at home? • What should be improved in your neighbourhood? • What should be improved in your house?
Duration	Flexible

Workshop 1

Reflection on ageing, ageism and stereotypes

Activity 4	Images of being old
Objectives	<p>The needs of older people are diverse and manifold; therefore, it is important to have a broad perspective on "ageing" and "old people"</p> <ul style="list-style-type: none"> • reflecting on stereotypes which provoke certain expectations on characteristics and behaviour regarding old age • getting a diverse idea of <i>who</i> is old, <i>what</i> does it <i>mean</i> to be old • recognizing diverse needs of old people
Material needed	<ul style="list-style-type: none"> • Pictures/advertisement/videos with stereotypes of old people • alternative pictures/advertisement/videos of old people <p>Inspiring movies</p> <ul style="list-style-type: none"> • „Young at heart“: about a senior citizens chorus https://www.youtube.com/watch?v=CjnfoFg7i7g&t=6s • “Und a jedes Leben is anders“: Austrian movie • “Blessing of Ageing” https://www.itsnicethat.com/articles/jenny-schweitzer-the-blessings-of-ageing-film-170119
How to run the activity	<p>Show typical stereotypes of old people and start a discussion with the following question:</p> <ul style="list-style-type: none"> • What stereotypes of old people are transported through media (press, advertisements, etc.)? What characteristics and behaviour patterns they show or provoke? • What effects do age stereotypes have on thoughts and behaviour towards old people? • What effects do age stereotypes have on thoughts and behaviour of old people themselves? <p>Show some materials with diverse images of old people. Continue the discussion and reflection with questions like:</p> <ul style="list-style-type: none"> • At what age people are classified as old nowadays? • Self-perception: what does it mean to be old?
Duration	60 minutes

Activity 5	First impressions
Objectives	<ul style="list-style-type: none"> ● To compare how people differ in their initial impressions of others. ● To explore how our past experiences influence our first impressions ● To become more aware of how our impressions affect our behaviour towards others.
Material needed	<ul style="list-style-type: none"> ● Pictures from magazines of people who have interesting / different / striking faces. ● Cut out the faces and stick them at the top of a piece of paper leaving plenty of space underneath. You will need to prepare one sheet per participant. ● Pencils, one per person
How to run the activity	<p>Ask the players sit in a circle and hand out one sheet to each person. Ask them to look at the picture and write down their first impression of the person at the bottom of the page.</p> <p>Then ask them to turn the bottom of the paper up to hide what they have written and to pass the sheet on to the next person.</p> <p>Tell the players to look at a second picture and write down their first impression at the bottom of the page just above the turn-up, then to turn the bottom of the paper up again to hide what they have written and pass it on.</p> <p>Repeat until the papers have been round the circle and everyone has seen every sheet. Now unfold the papers and let everyone compare the different first impression. Talk about what happened and what you learnt:</p> <ul style="list-style-type: none"> ● As a group? ● What surprises were there? ● What did you base your first impressions on? <p>Describe and share instances when you have had a completely wrong first impression of someone. What happened as a result? What did this activity reveal about ourselves?</p>
Duration	30 minutes
Tips & Tricks for Trainers	<p>Before you start make sure everyone understands the instructions. It will be useful to demonstrate where players should write and how to turn the bottom of the paper up. Keep the papers moving round fairly quickly, don't let people think for too long. It's their first impressions you want.</p> <p>Avoid choosing pictures of famous people or celebrities.</p> <p>Source: Education Pack - All different, all equal¹⁹</p>

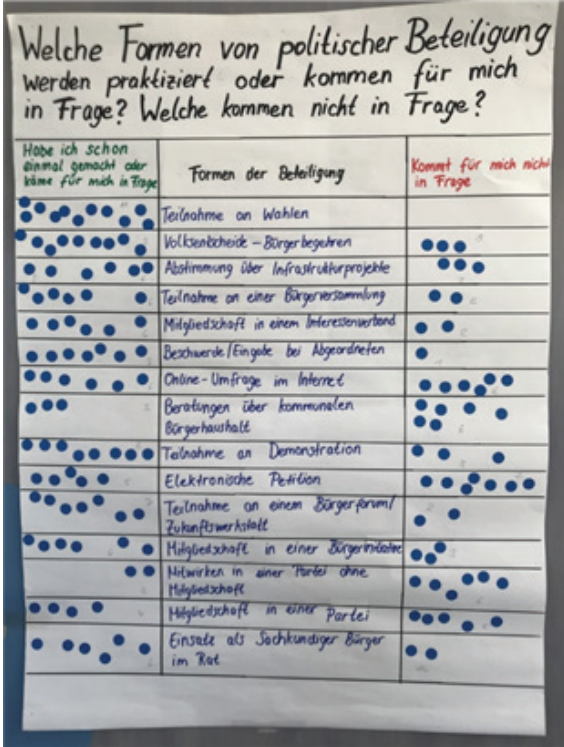


Activity 6	Conversation about Ageing
Objectives	Start and keep a conversation among training participants about ageing to find out the AFE domains of greatest importance to them, the needs and expectations related to that domain.
Material needed	<ul style="list-style-type: none"> • Origami Chatterbox/fortune teller prepared in advance (see example), one per 2 participants • Post-it notes pad • A big sheet of paper/ a board for sticking post-it notes
How to run the activity	<p>Divide the group into pairs. Each pair gets a chatter box. One partner operates the chatterbox, the other partner chooses the colour. The operator manipulates the chatterbox and reads the question. The other partners answers the question. The listening partner writes the key words from the answer on post-it notes. Partners exchange roles. Post-it notes are placed in one of the 8 AFE domains on the board. The activity is finished with a group discussion.</p>
Duration	30 minutes (10 minutes for playing the chatterbox, 20 minutes for discussion)
Tips & Tricks for Trainers	<p>The chatterbox template can be downloaded from here: <a href="https://www.communities.qld.gov.au/seniors/queensland-age-friendly-community/age-friendly-toolkit/tools-resources/chatterbox-too<sup>20</sup>">https://www.communities.qld.gov.au/seniors/queensland-age-friendly-community/age-friendly-toolkit/tools-resources/chatterbox-too²⁰ (Page 45) The activity can also be run during the campaign interviewing younger people about ageing.</p>

Activity 7	Different Roles of Advocates
Objectives	<ul style="list-style-type: none"> • To reflect on different roles of an advocate • To discuss preferences of participants regarding roles and fields of activities of an advocate
Material needed	Pictures of advocacy situations (on a flipchart), flipcharts, pens
How to run the activity	<p>Four pictures of advocates/activists are chosen, e.g.</p> <ul style="list-style-type: none"> • Someone speaks up on behalf of another person, for example, by saying that another person waiting at the counter to be served was there before you • Lawyers in court defending his/her client • Activists in action • Someone distributing leaflets <p>The pictures are shown in each of the four corners of the room. Each participant chooses the picture, which appeals most to her/him and stands in front of it. Now, they discuss what they like/dislike about the role of the advocate in the picture, what is special about the situation shown and whether they remember situations like this etc. They write down their findings on a flipchart beside each picture,.</p>
Duration	40 minutes

Activity 8	Civic participation lens
Objectives	<ul style="list-style-type: none"> ● To reflect on the forms of civic engagement and participation ● To identify the most appropriate fields of activity
Material needed	<p>Images illustrating different forms of civic engagement and participation (printed or e-photos, magazine clippings), infographics, flipcharts, pens</p>
How to run the activity	<p>Give the participants some definitions of civic engagement and participation. Illustrate examples of civic participation by photos/videos/infographics (voting, volunteering, participating in group activities, community gardening)</p> <p>Give a list of activities illustrating civic participation, e.g.:</p> <ul style="list-style-type: none"> ● Doing volunteer work. ● Working on a community project. ● Contributing money to a social group or cause. ● Going to a community or neighbourhood meeting. ● Working on behalf of a social group or cause. ● Creating awareness for a community issue you care about. ● Going to local sporting or cultural events. ● Working on behalf of a social group or cause. ● Attending a city council meeting or public hearing. ● Circulating a petition for a candidate or issue. ● Contacting a public official or a political party. ● Voting in an election. ● Writing a letter to the editor regarding a local issue <p>Ask participants to draw a circle with a cross in the middle and write a form of personal participation in each corner of the circle.</p> <p>Ask participants to reflect on the benefits that civic participation provides to the community and to participant personally.</p> <div data-bbox="651 1249 906 1503" data-label="Image"> </div>
Duration	40–60 minutes
Tips & Tricks for Trainers	<p>Survey questions used for making civic participation, civic empowerment indexes may be used (e.g., http://www.civitas.lt/en/research/civic-empowerment-index/)²¹:</p>

Reflection of personal dispositions towards participation

Activity 9	How to influence political decisions?																																																
Objectives	<ul style="list-style-type: none"> • Getting aware of the various ways and methods to promote an age-friendly environment • Getting encouraged to practice new ways of influencing political decisions • Understanding one's own level of commitment 																																																
Material needed	<ul style="list-style-type: none"> • Results of a representative survey on political participation • Pin wall and poster displaying items of political participation • Glue dots corresponding to the number of items for each participant 																																																
How to run the activity	<p>Results of a representative survey on political participation are identified (example for Germany: https://www.bertelsmann-stiftung.de/fileadmin/files/user_upload/Politik_beleben_Buerger_beteiligen.pdf).</p> <p>Items of interest are selected, e.g., participation in elections, a referendum, a political party, a lobby-group, a citizens action committee, an online survey or petition, a demonstration, an advisory group for local policy-makers. These items are listed in the middle of a poster.</p> <p>Workshops participants are asked to glue their dots on the right side, if they have already practiced this method or do agree to it. If they refrain from it, they glue their dot on the left side of the item. It is recommended to place the pin-wall in a discreet area and perform the exercise during coffee break when more privacy is provided.</p> <p>When the survey is completed, the results are summarized and compared to the representative results. As AFE Activists are likely to be more committed to issues of welfare, their level of commitment may be higher than that of the general public.</p>																																																
Illustration	 <p>The illustration shows a handwritten poster with the following content:</p> <p>Welche Formen von politischer Beteiligung werden praktiziert oder kommen für mich in Frage? Welche kommen nicht in Frage?</p> <table border="1"> <thead> <tr> <th>Habe ich schon einmal gemacht oder käme für mich in Frage</th> <th>Formen der Beteiligung</th> <th>Kommt für mich nicht in Frage</th> </tr> </thead> <tbody> <tr> <td>•••••</td> <td>Teilnahme an Wahlen</td> <td></td> </tr> <tr> <td>•••••</td> <td>Volkentscheid - Bürgerbegehren</td> <td>•••••</td> </tr> <tr> <td>•••••</td> <td>Abstimmung über Infrastrukturprojekte</td> <td>•••••</td> </tr> <tr> <td>•••••</td> <td>Teilnahme an einer Bürgerversammlung</td> <td>•••••</td> </tr> <tr> <td>•••••</td> <td>Mitgliedschaft in einem Interessensverband</td> <td>•••••</td> </tr> <tr> <td>•••••</td> <td>Beschwerde/Eingabe bei Abgeordneten</td> <td>•••••</td> </tr> <tr> <td>•••••</td> <td>Online-Umfrage im Internet</td> <td>•••••</td> </tr> <tr> <td>•••••</td> <td>Beratungen über kommunalen Bürgerhaushalt</td> <td>•••••</td> </tr> <tr> <td>•••••</td> <td>Teilnahme an Demonstration</td> <td>•••••</td> </tr> <tr> <td>•••••</td> <td>Elektronische Petition</td> <td>•••••</td> </tr> <tr> <td>•••••</td> <td>Teilnahme an einem Bürgerforum/Zukunftswerkstatt</td> <td>•••••</td> </tr> <tr> <td>•••••</td> <td>Mitgliedschaft in einer Bürgerinitiative</td> <td>•••••</td> </tr> <tr> <td>•••••</td> <td>Mitwirken in einer Partei ohne Mitgliedschaft</td> <td>•••••</td> </tr> <tr> <td>•••••</td> <td>Mitgliedschaft in einer Partei</td> <td>•••••</td> </tr> <tr> <td>•••••</td> <td>Einsatz als Sachkundiger Bürger im Rat</td> <td>•••••</td> </tr> </tbody> </table>	Habe ich schon einmal gemacht oder käme für mich in Frage	Formen der Beteiligung	Kommt für mich nicht in Frage	•••••	Teilnahme an Wahlen		•••••	Volkentscheid - Bürgerbegehren	•••••	•••••	Abstimmung über Infrastrukturprojekte	•••••	•••••	Teilnahme an einer Bürgerversammlung	•••••	•••••	Mitgliedschaft in einem Interessensverband	•••••	•••••	Beschwerde/Eingabe bei Abgeordneten	•••••	•••••	Online-Umfrage im Internet	•••••	•••••	Beratungen über kommunalen Bürgerhaushalt	•••••	•••••	Teilnahme an Demonstration	•••••	•••••	Elektronische Petition	•••••	•••••	Teilnahme an einem Bürgerforum/Zukunftswerkstatt	•••••	•••••	Mitgliedschaft in einer Bürgerinitiative	•••••	•••••	Mitwirken in einer Partei ohne Mitgliedschaft	•••••	•••••	Mitgliedschaft in einer Partei	•••••	•••••	Einsatz als Sachkundiger Bürger im Rat	•••••
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Duration	<p>Break time (recommended for survey) 15 minutes for report on results</p>																																																

Assessment of ideas for potential actions

<p>Activity 10</p>	<p>SWOT analysis of potential actions</p>																		
<p>Objectives</p>	<p>To assess a proposed idea or adaptation of good practice example in the local setting</p>																		
<p>Material needed</p>	<ul style="list-style-type: none"> • A pin board for each initiative under assessment • Cards in four different colours • Pens 																		
<p>How to run the activity</p>	<p>Those participants who have already carried out appropriate initiatives present their activity by outlining the objectives, measures and outcomes. The other participants assess the following aspects on cards with different colours:</p> <table border="1" data-bbox="448 786 1375 960"> <tr> <td></td> <td>Positive</td> <td>Negative</td> </tr> <tr> <td>Internal</td> <td>Strengths</td> <td>Weaknesses</td> </tr> <tr> <td>External</td> <td>Opportunities</td> <td>Threats</td> </tr> </table> <p>For each initiative the cards are placed in the specific section and explained by their authors (if not self-explanatory). The results display the overall assessment of each activity and allow thinking about which measures could have been taken to focus on strengths and opportunities while reducing weaknesses and threats.</p> <table border="1" data-bbox="448 1279 1375 1843"> <tr> <td></td> <td>Opportunities</td> <td>Threats</td> </tr> <tr> <td>Strengths</td> <td> <p>Strength-Opportunity strategies Which of the strengths could have been used to maximize the opportunities of the initiative?</p> </td> <td> <p>Strength-Threats strategies How could the strengths have been used to minimize the threats to which the initiative was exposed?</p> </td> </tr> <tr> <td>Weaknesses</td> <td> <p>Weakness-Opportunity strategies What could have been done to minimize the weaknesses using the opportunities of the initiative?</p> </td> <td> <p>Weakness-Threats strategies How could the weaknesses have been minimized to avoid the threats to which the initiative was exposed?</p> </td> </tr> </table>		Positive	Negative	Internal	Strengths	Weaknesses	External	Opportunities	Threats		Opportunities	Threats	Strengths	<p>Strength-Opportunity strategies Which of the strengths could have been used to maximize the opportunities of the initiative?</p>	<p>Strength-Threats strategies How could the strengths have been used to minimize the threats to which the initiative was exposed?</p>	Weaknesses	<p>Weakness-Opportunity strategies What could have been done to minimize the weaknesses using the opportunities of the initiative?</p>	<p>Weakness-Threats strategies How could the weaknesses have been minimized to avoid the threats to which the initiative was exposed?</p>
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<p>Duration</p>	<p>10 minutes for the explanation of the method 10 minutes for the presentation of each initiative 20 minutes for the assessment and drafting of strategies for each initiative</p>																		

Possible home assignment after workshop 1

Activity 11	Self-study and team building exercise
Objectives	<p>Providing an opportunity for participants to build a team and to work together closely on a fun and challenging activity.</p> <p>Practice using technologies</p>
Material needed	<ul style="list-style-type: none"> • Smart phones • Laptop, projector and screen
How to run the activity	<p>Participants are given a home task to create a picture that will be used for the front page of a local paper, magazine, project brochure, etc.</p> <p>The picture will represent on of AFE domains (the domain can be chosen by the team or given by the trainer to each team.</p> <p>The participant's task is to create a photograph using all the members of the team. This photo should best represent the chosen topic and look as professional as possible. The only two rules are that everyone should be in the picture and all should be involved in the process.</p> <p>Photos are presented by the teams during the next workshop.</p>
Duration	<p>10 min per photo for presentation and review of the photo</p> <p>10 minutes for reflection of the team</p>
Tips & Tricks for Trainers	<p>The trainer may ask the following questions to the team to help with reflection:</p> <ul style="list-style-type: none"> • How did they communicate? • Were there any leaders throughout the activity? • Did everyone get a chance to be involved? • Were any opinions overlooked? • What difficulties did they face? • What frustrations, if any, were there? • How did they feel throughout the activity? • What worked? • What didn't work? • How happy are they with the final picture? • What would they do differently next time?



Workshop 2

Survey methods

Activity 12	Sample survey of older people
Objectives	Show an example of survey into the perception of age-friendliness.
Material needed	Printouts of the questionnaire for each participants, post-it notes, a board or big sheet to stick the post-it notes grouped by AFE domains.
How to run the activity	<p>Handout the questionnaire printouts to participants. Introduce the concept of rating scales (Likert scale) and explain how to mark the answers. The example questionnaire is grouped under the eight AFE domains with 2 or 3 questions in each domain to be rated and one question requiring an answer in own words.</p> <p>Ask the participants to rate the answers on the printouts and to write the answer in own word on the post it note marked by the domain number 1 to 8.</p> <p>Analyse the answers and have a group discussion afterwards.</p>
Tips & Tricks for Trainers	<p>The questionnaire example is taken from Queensland: an age-friendly community toolkit (p. 37, see ref. 16 in Bibliography)</p> <p>The trainers may use other examples of questionnaires / surveys from their cities / organisations</p>
Example questionnaire	<p>This survey asks about your perceptions of age-friendliness. Please circle your response to the statements and answer the questions in your own words.</p> <p>1. Outdoor spaces and buildings Our outdoor spaces and buildings make a positive contribution to older people. Strongly disagree / Disagree / Neither Agree nor Disagree / Agree / Strongly agree Older people feel safe walking around. Strongly disagree / Disagree / Neither Agree nor Disagree / Agree / Strongly agree Question: What are your suggestions that could improve our outdoor spaces and buildings?</p> <p>2. Transport The public transport system is affordable. Strongly disagree / Disagree / Neither Agree nor Disagree / Agree / Strongly agree The public transport system is reliable. Strongly disagree / Disagree / Neither Agree nor Disagree / Agree / Strongly agree The public transport system is accessible. Strongly disagree / Disagree / Neither Agree nor Disagree / Agree / Strongly agree Question: What are your suggestions that could improve our transport system?</p> <p>3. Housing Affordable housing designed to meet older people's changing needs is available. Strongly disagree / Disagree / Neither Agree nor Disagree / Agree / Strongly agree Well-located housing designed to meet older people's changing needs is available. Strongly disagree / Disagree / Neither Agree nor Disagree / Agree / Strongly agree Question: What are your suggestions to improve housing</p> <p>4. Social participation Older people are supported to participate in events and social activities that support their needs. Strongly disagree / Disagree / Neither Agree nor Disagree / Agree / Strongly agree Question: What are your suggestions for improving social participation?</p>

**Example
questionnaire**

5. Respect and social inclusion

Older people are respected in the community.

Strongly disagree / Disagree / Neither Agree nor Disagree / Agree / Strongly agree

Older people are included in community activities and events.

Strongly disagree / Disagree / Neither Agree nor Disagree / Agree / Strongly agree

Question: Do you have any suggestions to improve respect and social inclusion?

6. Civic participation and employment

Older people are supported to work in paid employment.

Strongly disagree / Disagree / Neither Agree nor Disagree / Agree / Strongly agree

Older people are supported to take up volunteer positions if they choose to.

Strongly disagree / Disagree / Neither Agree nor Disagree / Agree / Strongly agree

Older people are involved in decision-making processes that affect them.

Strongly disagree / Disagree / Neither Agree nor Disagree / Agree / Strongly agree

Question: What are your suggestions to improve civic participation and employment for older people?

7. Communication and information

Older people are provided with useful information.

Strongly disagree / Disagree / Neither Agree nor Disagree / Agree / Strongly agree

Older people are provided with timely information.

Strongly disagree / Disagree / Neither Agree nor Disagree / Agree / Strongly agree

Older people are provided with accessible information.

Strongly disagree / Disagree / Neither Agree nor Disagree / Agree / Strongly agree

Question: What are your suggestions to improve communication with and information for older people?

8. Community support and health services.

Community support and health services are available to enable older people to continue to live in their own homes.

Strongly disagree / Disagree / Neither Agree nor Disagree / Agree / Strongly agree

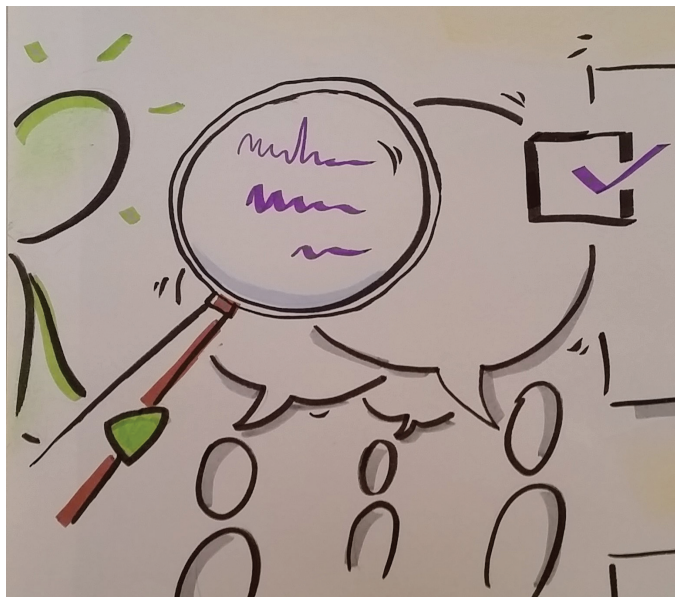
Question:

What are your suggestions to improve community support and health services?

Thank you for completing our survey


Duration

20 minutes for activities + 20 minutes for discussion



Identifying stakeholders

Activity 13	Stakeholder Analysis
Objectives	To identify all of the people and groups who can help you realise your idea and prioritise who you want to work with, learn more about and start testing ideas with.
Material needed	Flip chart, coloured sticky notes, pens and markers.
How to run the activity	<p>Step 1. Explain the concepts of audiences and stakeholders to participants. Ask the questions:</p> <ul style="list-style-type: none"> • Who is affected by the issue? • Who could benefit from change? • Who is already working on this and could become an ally? • Who can support the idea? • Who can obstruct the idea? <p>Draw a grid on a flipchart with stakeholder categories: individuals, groups, organisations, municipal agencies.</p> <p>Ask participants to think of stakeholders for their idea/project, write each of them on a sticky note and stick the note in appropriate category column.</p> <p>Step 2. Use a flip chart with Venn diagram drawn (three overlapping circles) to show relationships between different stakeholders. Use the categories: Affected by the issue; Motivated to act; Can influence the change.</p> <p>Ask participants to regroup the sticky notes with identified stakeholders according to the new categories.</p> <p>Stakeholders that fall into the overlapping areas will be the key people/organisations to act with.</p> <p>Have a reflection with participants about the stakeholders answering the following questions:</p> <ul style="list-style-type: none"> • Who needs to be informed of what, how and when? • Who needs to be consulted about what, how and when?
Duration	90 minutes (30 minutes for Step 1, 30 minutes for Step 2, 30 minutes for reflection)
Tips & Tricks for Trainers	<p>Stress the brainstorming aspect of the activity so that as many stakeholders as possible are identified in order to shortlist the most feasible stakeholders for the project. Ask the participants to search (at home) the organizations/institutions mentioned for actual people who could be contacted for further stakeholder engagement.</p> <p>Helpful resource with downloadable Venn diagram (page 77): https://mobilisation-lab.org/wp-content/uploads/2019/03/CA-define-final.pdf²²</p>
	

Activity 14	Action planning												
Objectives	<p>This activity helps participants to understand action planning to realise an idea:</p> <ul style="list-style-type: none"> - understand the importance of having a plan of actions to achieve the goal - know the main components of an action plan; - know the advantages of action planning. 												
Material needed	<p>Photos/magazine clippings illustrating activities that need action planning, coloured sticky notes, flip charts, pens and markers</p>												
How to run the activity	<p>Have a set of images illustrating an ordinary life situation that needs action planning, e.g., a wedding party, home remodelling, weekend trip, a patch of neglected land transformed into a cosy green place, etc.</p> <p>Ask participants to choose an image they like.</p> <p>Ask participants to think of the activities, time and resources involved to achieve the final result.</p> <p>Draw an action plan grid on the flip chart (or open the page with the grid already drawn) containing: overall goal, activities, timeframe, available resources/talents, required resources/costs/support needed.</p> <p>Ask participants what are the priorities for change that most stand up for them in terms of age-friendly environments. These priorities should be written on the sticky notes and placed next to the overall goal on the plan grid.</p> <p>Ask participants to split into groups to work on the priority acceptable to all members of the group. Each group gets an action plan template.</p> <p>Invite participants to brainstorm in small groups what activities will be taken, when, who will be responsible, who will be involved, what support will be reached out, what resources are required.</p> <p>All items are written on sticky notes and attached in the relevant columns of the action plan.</p> <p>Invite a representative of each group to present their action plan</p>												
Duration	<p>90 minutes (30 minutes for explanation of activity and picking the images, 30 minutes for brainstorming, 30 minutes for presentations)</p>												
Tips & Tricks for Trainers	<p>Example of action plan:</p> <table border="1" data-bbox="488 1417 1415 1630"> <thead> <tr> <th colspan="4" data-bbox="488 1417 1415 1458">Envisaged result:</th> </tr> </thead> <tbody> <tr> <td data-bbox="488 1458 719 1585">Activities</td> <td data-bbox="719 1458 951 1585">Time frame: Start: Finish:</td> <td data-bbox="951 1458 1182 1585">Person responsible</td> <td data-bbox="1182 1458 1415 1585">Inputs / resources / costs</td> </tr> <tr> <td colspan="4" data-bbox="488 1585 1415 1630"> </td> </tr> </tbody> </table>	Envisaged result:				Activities	Time frame: Start: Finish:	Person responsible	Inputs / resources / costs				
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Possible home assignment after workshop 2

Activity 15	Collecting local stories
Objectives	Storytelling strengthens our relationships and preserves the history of our communities. When we listen to the experiences of our neighbours, we can better understand one another, which makes it easier to work through projects and issues together.
Material needed	A table and two chairs for a listening booth (optional) User account on social networking site
How to run the activity	Participants are given a home task to collect stories from their neighbourhood. The task is to encounter an unfamiliar person from the neighbourhood (while walking a dog, sitting on a bench in the park / at a bus stop, in the market place, in a garage sale, etc.), start a conversation and get a story from that person. Setting up a listening booth might be helpful: find a spot with some foot traffic, set up a table and two chairs, and make a sign that says "Let's Chat!" Joining a local community group on social networks is another option. Participants are encouraged to make friends with some group members and get a story from them via messaging.
Duration	Unlimited for collecting stories. 30 minutes in the next workshop for presenting a summary of the story
Tips & Tricks for Trainers	Advise participants to use the questions from the questionnaires and surveys from Workshop 1 and Workshop 2 activities.



Workshop 3

Learning about and discussing advocacy tools

Activity 16	Discussing advocacy tools
Objectives	Identification, explanation and discussion on advocacy tools
Material needed	<ul style="list-style-type: none"> • A pin board for each initiative under assessment • Cards in four different colours • Pens
How to run the activity	<p>Various advocacy tools are written on a pin board or in a power point presentation, e.g.:</p> <ul style="list-style-type: none"> • Press • Petition to administration/politics • Protest/demonstration • Networking • Visit board meetings city council and make use of your right to speech • Demonstrate to politicians and policy advisors how things work when using a walker or a wheelchair • Demonstrate to politicians and policy advisors how things work if someone is deaf or blind • Organize a referendum • Make use of leaflets and posters to express the voice • Organize a sit-in • Organize yourself in a board <p>Discuss the question: Which tool best to use in which situation?</p>
Duration	30-45 min.



Reflection and evaluation workshop

WORKSHOP FEEDBACK FORM

We are very interested in how you liked the workshops. Please dedicate 10 minutes and support us in improving the quality of future workshops. Thank you so much!

1. Organization of training	Yes	Rather yes	Don't know	Rather no	No
1.1 Information prior to the workshops were helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.2 The group of participants was well composed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.3 The duration and timing was adequate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.4 Rooms and equipment were appropriate (seating, light etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Contents and methods	Yes	Rather yes	Don't know	Rather no	No
2.1 The workshops were clearly structures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2 The topics were well selected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3 The workshop methods were supportive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4 Inputs and presentations were easy to comprehend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.5 The workshop contents were interesting and appealing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.6 There were sufficient support offers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Results and own involvement	Yes	Rather yes	Don't know	Rather no	No
3.1 My knowledge about age-friendly environments has increased.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.2 Through examples from other countries I have received suggestions for my own activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.3 I learned about forms and opportunities for participation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.4 My knowledge of lobbying and public relations for the interests of older people has increased.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.5 My motivation increased to encourage other older people to engage for their interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.6 The workshops have encouraged me to work for the common good	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. What were your most relevant learning experiences?

5. Which topics will you follow and apply in future?

6. Which support would you like to have in future?

7. Do you have any further comments?

8. Personal data

My age and gender:

<input type="checkbox"/> below 60 years	<input type="checkbox"/> 60 – 69 years	<input type="checkbox"/> 70 – 79 years	<input type="checkbox"/> 80+ years
<input type="checkbox"/> female	<input type="checkbox"/> male		

I commit myself to others (please tick all relevant boxes):

<input type="checkbox"/> as an individual	<input type="checkbox"/> in a seniors association	<input type="checkbox"/> in another association
---	---	---

In the last three years I participated in adult education offers (except of AFE Activists):

<input type="checkbox"/> a couple of times	<input type="checkbox"/> once	<input type="checkbox"/> never
--	-------------------------------	--------------------------------

My last paid occupation:

Additional questions for reflection / unstructured interview:

1. What was the most important lesson you learned?
2. What did you like most about the experience, and why?
3. How would you educate others or raise awareness about this topic?
4. What was the most challenging/provoking issue?
5. What would you like to experiment with after this workshop / training course and whom would you need to involve?
6. Did anything surprise you? If so, what?
7. Do you feel the need to respond to/act upon what you have learned? How?
8. Did anything happen that made you feel uncomfortable? If so, what, and why do you think it made you feel this way?
9. How could what you learned affect your life/work?
10. What could you teach your peers about this topic? How can you engage your peers?
11. If you were giving a lecture on this topic, how/what would you do differently?
12. Based on what you learned, what is the smallest step you can take to create a positive change?
13. What unanswered questions do you have? What more would you like to know or find out?



Bibliography

- ¹ WORLD HEALTH ORGANIZATION REGIONAL OFFICE FOR EUROPE (2017). *Age-friendly environments in Europe. A handbook of domains for policy action*. Copenhagen: World Health Organization Regional Office for Europe. Available from: <http://www.euro.who.int/en/publications/abstracts/age-friendly-environments-in-europe.-a-handbook-of-domains-for-policy-action-2017> [Accessed: 2nd May 2020].
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