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TRAINING PACKAGE

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1. Introduction

The Importance of the AFE Activists Project

We live in a moment in history where the numbers of older people are exceeding the numbers of younger people. Due to this demographic shift, the concept of age-friendly environments becomes increasingly important. Age-friendliness, that means accessible and available services and environments, is obviously a promising strategy to promote social participation, active ageing and healthy life in old age.

The Age-Friendly Cities concept:

The World Health Organization (WHO) promotes the creation of age-friendly environments with a focus on cities and communities. The concept of age-friendly cities and communities was launched in 2007 by the WHO:

“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-centered 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.”¹

Making a city, a region or a service age-friendly is a two way process: On the one hand, public authorities and service providers are responsible for and profit from making their services and public spaces more accessible to all. On the other hand, also older people themselves – as experts of their own life – know best how services and public spaces should be designed and organised to meet their needs. Therefore, it is crucial to enable them to raise their voices, bring in their experiences and skills, and actively contribute to an age-friendly environment.

The overall aim of the AFE Activists project, therefore, is to support learners aged 65+ to build AFE advocacy competencies. Older people are be empowered to start grass-roots initiatives and translate the promising idea of age-friendly environments into effective actions on a local level.

¹ <https://www.who.int/ageing/projects/age-friendly-environments/en/> (verified on 24.01.2019)

Advocacy: What is it and why is it important?

When we talk about age-friendliness there is only one group of people, who really knows what matters to them – older people themselves. However, the group of older people is very heterogeneous, not only in terms of their health conditions, social status, education and interests, but also in the way they feel informed on social and political issues or are used to contribute to their communities. Usually well-educated older people who have held important positions in their lives are still able to raise their voice 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 or politicians think they know about the needs and concerns of older people and speak for them.

We are convinced that older people have a lot to contribute and can bring in valuable ideas and experiences how to make life and public spaces more attractive and accessible for all age groups. Therefore, we work on advocacy and support older people themselves to take over the role of **advocates for their peers**. Concretely we will support them to organise themselves, develop the capacity to respond to their own needs and make their voice heard.

The goal of advocacy is to raise awareness of older people themselves, but also of decision makers, organisations and the public about how important it is to ask older people and actively involve them in decision making processes. Increased awareness empowers older people to stand up for their rights and take on their issues.

What we are offering: training and study visits

Within the AFE Activists project partners develop and test a training for older people aged 65+, who are interested in contributing to age-friendly environments and acting as advocates for older people. The content of the training is based primarily on the expertise of the partners, the outcomes of the desk research performed in each country, summarized in in AFE Compendium.

As described in chapter 3, the AFE training package consists of the following parts:

- Basis workshop (optional)
- Three workshops with the focus on advocacy issues. They consist of:
 - Thematic sessions
 - Practical session to work on pilot activities as AFE activists

Furthermore, two trainees from each partner country gain first-hand experience of age-friendly environments through a study visit to the age-friendly cities Udine (Italy) and The Hague (The Netherlands) (see chapter 4).

Partners agreed to elaborate their own training based on this framework, which includes flexibility towards local needs and interests. Helpful tools for trainers are shared in the annex.

2. Who are AFE Activists?

„I'm not here to give another service, I'm here to give a voice.“
Older advocacy worker, Manchester²

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

The aim is to train 10 to 12 AFE Activists in each participating country. In some partner countries, partners will invite older people, who have already participated in former projects and are active as “Mobility Scouts” (see www.mobility-scouts.eu). However, basically the training is open for individuals, who are interested in learning resp. further developing their knowledge on the issues *age-friendly environments* and *advocacy* and are interested in implementing advocacy initiatives as a ‘team’ of 3-4 persons.

The skills and competences of AFE Activists include personal competences, social skills and professional skills that should be represented in the AFE Activists team but will vary according to the local contexts and teams.

Possible working areas of AFE Activists

There are many different ways of practising advocacy and being an advocate: It may involve

- speaking, acting, or writing on behalf of another person or a group
- influencing public opinion
- increasing awareness in the public
- being a contact person for other older people to gather their needs and opinions
- generating and communicating evidence
- building networks

Many methods can be used, such as

- distributing printed materials (e.g. posters, leaflets)
- working with media and writing articles or reader’s letters
- holding events
- contributing to panel discussions and formal meetings

² Joseph Johnson Foundation (2005): Information, advice and advocacy for older people. See <http://www.housingcare.org/downloads/kbase/3334.pdf> (verified on 04.12.2018)

AFE Activists become active in different fields and at different levels according to the skills, interests and needs identified in their living environments and communities. Examples of good practices are summarised in the AFE Compendium of Good Practices of Advocacy in Age-Friendly Environments³. The compendium shows the broad range of ways how to practice advocacy for old people, for example:

The initiative *“Ageing in Place. Sticking friendly women Amsterdam”*, which was established as a foundation by three older people, aims to support old people to continue to live in their own house. Hence, meetings with the local stakeholders and the council of the municipality are organised. *“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 through 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. The austrian civic initiative *“Grannies Against the Right”*, which was founded by an older woman and her daughter, wants to interfere in the political discourse in Austria and raise awareness of “the older woman” as a political force. Therefore they represent themselves in the public as a self-confident group of older women and encourage older women to engage politically. *“The Courtain Up Players”*, an amateur theatre group of 50+, supports people to live well with serious illness and isolation. The group helps its members to stay creative and mentally agile and to voice their opinions and ideas.

For a detailed description of the above-mentioned initiatives and other examples of good practices see the AFE Compendium. The examples can serve as an inspiration for participants in the AFE Activist training, showing that it is worthwhile to advocate for an age-friendly environment.

³ http://senjoru-centras.lt/images/AFE_Activists/IO1_Compndium_of_good_practices_EN_final.pdf
(verified on 29.04.2019)

3. Training Framework

Aims of the Training

The overall aim of the AFE Activists project is to support learners aged 65+ to build AFE advocacy competencies. Older people are to be empowered to start grass-roots initiatives and translate the promising idea of age-friendly environments into effective actions on a local level.

Structure

A) Basic workshop: Introduction to the concept of age-friendly environments (4-6h)

Aim: Older men and women receive a general overview on the issue of age-friendly environments (based on introduction within Mobility Scouts Training) and relevant stakeholders.

Content (thematic input and practical exercises):

- Introduction to the concept and different domains of age-friendly environments (focus on one topic, i.e. public space, living, transport system, ...)
- Reflection on needs of older people in the participants own living environment
- Overview of responsible public authorities/stakeholders/responsibilities in city administrations regarding the domains of age-friendly environments

B) 3 workshops with the focus on advocacy issues

Aims:

- a) Participants receive information on relevant topics for AFE activists (what is advocacy?, etc.) and on relevant competencies of AFE Activists
- b) Participants are supported in finding their role as AFE Activists and test/develop advocacy methods and tools

Content: To achieve these aims, workshops are divided into thematic and practical sessions.

a) Thematic sessions of the workshops

Besides information and reflection on what advocacy means, the theoretic part of the training focuses on relevant skills and methods regarding different advocacy roles: data collection, communication/mediation and public relations.

Issues in the workshops, eg.:

- What is advocacy?
- Principles and values of advocacy
- Role of advocates
- In-depth inputs on different areas of age-friendly environments (e.g. public spaces, transportation, mobility, etc.)
- Skills & Methods of advocates
 1. be able to *identify concerns and needs* of older people
 - have a diverse idea of “being old” vs. stereotypes of older people
 - know methods of data collection (consultation hours, participatory methods like shared walks, etc.)
 2. skills in *communication* and *mediation*
 - know formats of communication and mediation (round table, etc.)
 - know how to identify stakeholders
 3. *public relations*
 - know how to use various communication media (leaflets, press, facebook, etc.)

Experts and good practices:

Within the workshops relevant stakeholders or external experts (senior councils, grass root activists, ...) are invited to inform about relevant issues and methods. Also, examples of good practices (see AFE Compendium) can be introduced and discussed.

b) Practical sessions – pilot activities

Furthermore, trainers support participants in finding their (individual or group) role as AFE activist. Within their role, participants put a pilot activity into practice.

Based on the question *How would I like to become active and raise my voice?* participants are supported in developing and testing advocacy roles with relevant methods of communication, mediation and/or data collection: e.g. participating in events and speaking up for AFE issues, writing reader’s letters, organising a come-together/round table/speakers corner/(public)living room meetings with other people and discussion AFE issues, set up a contact point for other older people, etc.

According to their chosen role and topic, they can ask themselves: *How can I gather different opinions of old people? How do I raise public awareness? How can I transfer information from seniors to stakeholders?*

We suggest two options to define roles and activities within the training:

- Participants themselves develop an activity
- Trainers suggest an idea and framework for an activity

To foster self-organised learning, participants have individual team meetings between the workshop series where they further develop their planned activity.

C) Reflection and Celebration (within E1-E5)

In a final meeting, AFE activists and the trainers reflect the training as a whole and celebrate the achievements. Internal reflection and public celebration are organised in separated events. Cooperation partners in all countries are invited to the final event to share experiences and to foster the network for age-friendly environments.

Exemplary training structure: entanglement of thematic and practical sessions

The following table provides an exemplary training structure.

After a basic workshop several workshops focus on advocacy issues comprise thematic sessions and practical sessions. According to partners preferences and framework conditions, these sessions can be held on one day or on different days.

Basic workshop: Introduction to the concept of age-friendly environments (4-6h)

- Introduction to the concept and different domains of age-friendly environments (*see activity Nr. 1 in annex*)
- reflection on needs of older people in the participants own living environment (*see activities Nr. 2, 3, 4 in annex*)
- Overview of responsible public authorities/stakeholders/responsibilities in city administration regarding the domains of age-friendly environments.

3 workshops with the focus on advocacy issues (à 4-6h)

Workshop 1

Thematic session

- Introduction to advocacy
- Reflection on roles of advocates (*see activity Nr.5 in annex*)
- Reflection on ideas and stereotypes of “being old” and our images amongst others (*see activities Nr.6, 7 and 8 in annex*)

Practical session

- Brainstorming of pilot advocacy activities *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?

Self-organised group meetings (*for a possible home assignment see activity 10 in annex*)

Workshop 2

Thematic session

How can I gather different needs of old people?

- overview of different methods
- in-depth input on one method
- introduction of practical examples

Practical session

- Identifying stakeholders (*see activity Nr. 11 in annex*)
- Preparing an action plan (regarding topic, format, target group/audience, timetables, etc.)

Self-organised group meetings

Workshop 3

Thematic session

How can I transfer information from seniors to stakeholders?

- Overview of formats of communication
- in-depth input on one format
- introduction of practical examples

How do I raise public awareness?

- overview of different communication media and how to use them (*see activity Nr. 12 in annex*)
- how to reach target groups (online, offline, etc.)

Practical session

- Final preparation for implementation of the activity (e.g. Public relations work/promotion)

Self-organised group meetings

Reflection and celebration event

4. AFE Experience gaining study visits

Learning may happen in many different places outside the formal classroom setting. AFE Activists project envisages study visits to age-friendly cities as a form of experiential learning so that participants could observe good AFE practices first-hand and gain inspirations for their pilot activities at home. The aim of the study visits is to reinforce the knowledge of age-friendly environments, improve intercultural competencies, enhance team working and communication skills, and develop observation and reflection skills.

The following learning outcomes of the study visits are envisaged:

- enhanced team working and communication skills
- improved intercultural competencies
- ability to empathise and understand new perspectives
- increased aspirations and motivation
- broaden the understanding of the European society and the European Union values

Visits to age-friendly cities are an attractive option for:

- members of Seniors Councils/Advisory boards
- community activists
- governmental and municipal agencies responsible for knowledge management and professional development of civil servants
- researchers into ageing
- organisations planning mobility projects under Erasmus+ programme
- organisers of educational visits/study trips, exchange programmes

The study visits can be organised on the local, national and international levels. If international dimension is employed, the Global Age-friendly Cities Network at <https://extranet.who.int/agefriendlyworld/network/> is a good place to start looking for an age-friendly destination. If international travel is not an option, organisers of the course may identify and visit national, local and neighbourhood initiatives demonstrating high-standards in age-friendly practices.

5. Recommendations for facilitators

The curriculum is based on bottom-up approach towards age-friendly environments with the focus on awareness raising, enhanced participation of older citizens and advocacy skills building.

The target group of the training course is 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. Therefore, the curriculum topics 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. For groups with limited advocacy experiences, visits to neighbourhood groups or organisations active in the field can be beneficial.

The transfer of information and knowledge should be copiously illustrated with examples from the Compendium of Good Practices. and visits to age-friendly cities or local initiatives 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). The course can be either supplemented by an ICT training module or arrangements can be made for the group to receive social media training for beginners from an external provider.

Literature & links:

HelpAge International (2007): Advocacy with older people: Some practical suggestions.
<http://www.helpage.org/silo/files/advocacy-with-older-people-some-practical-suggestions-.pdf>

Joseph Johnson Foundation (2005): Information, advice and advocacy for older people. See <http://www.housingcare.org/downloads/kbase/3334.pdf>

Education Pack - "All different, all equal" through the Council of Europe European Youth Foundation and the European Commission intercultural education co-operation: <https://rm.coe.int/1680700aac>

Manual for facilitators in non-formal education involved in preparing and delivering the programme of study sessions at European Youth Centres. Edited and co-written by Sabine Clocker. Council of Europe Directorate of Youth and Sport <https://rm.coe.int/16807023d1>

Inspiring videos:

KOVE – Kilburn older voices exchange: Films on advocacy activities by this group of older volunteers, who aim to improve the quality of life of older people in Kilburn, West Hamstead and beyond: <https://koveweb.wordpress.com>

Annex: Tools for the training

Sample Tools

Basic Workshop

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

Nr. 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• prepared flip chart (see figure below)
How to run the activity	<ol style="list-style-type: none">1. 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.2. Pick two people per domain and ask them about the issues they have selected, put them 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 import 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

Reflection on needs of older people in the participants own living environment

Nr. 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

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 (*“Unterwegs im Leben. Denkanstöße für eine altersgerechte Gestaltung des öffentlichen Raums”*) 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.

1. 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.
2. Thus, finally each component is rated by two persons. In plenary each pair presents and argues their ratings, another pair comments.

Duration

Reflection in pairs 20 minutes
Discussion in plenum 40 minutes

Tips & Tricks for Trainers

You can download the guideline (available just in german) here:
<http://www.queraum.org/node/157>

Nr. 3 **AFE Dice Game**

Objectives To reflect on the living environment.

Material needed Dice, questions on cards.

How to run the activity

- 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.
- Questions for example are:
 - 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

No. 4 **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.

The activity can also be run during the campaign interviewing younger people about ageing.

Material needed

- 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

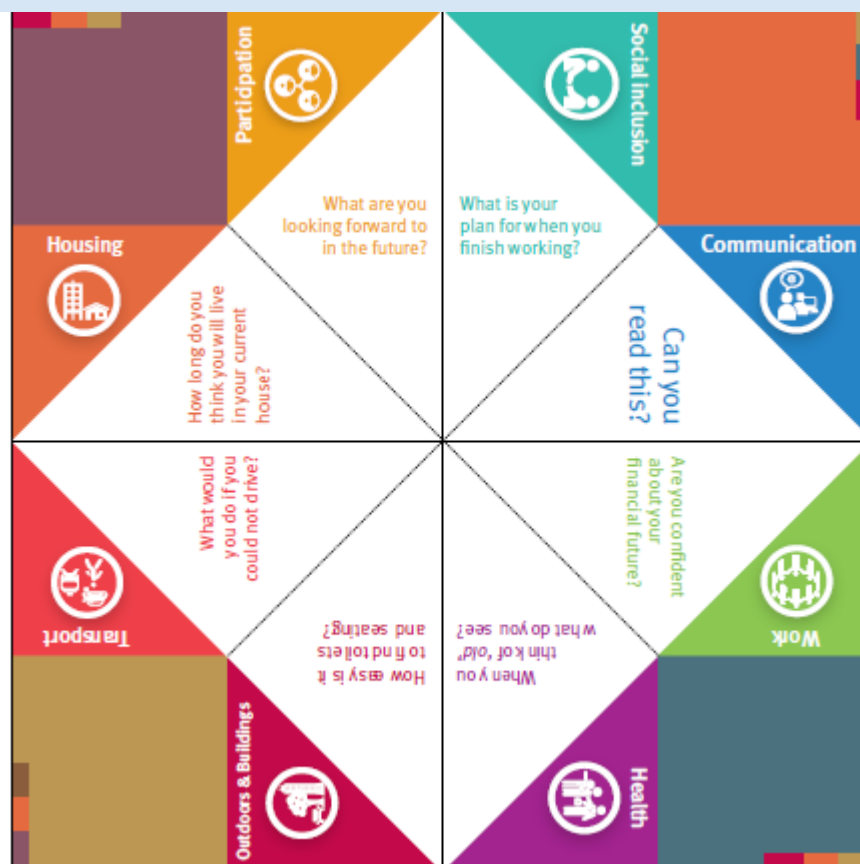
1. Divide the group into pairs.
2. Each pair gets a chatter box.
3. One partner operates the chatterbox, the other partner chooses the colour. The operator manipulates the chatterbox and reads the question. The other partner answers the question. The listening partner writes the key words from the answer on post-it notes.
4. Partners exchange roles.
5. Post-it notes are placed in one of the 8 AFE domains on the board.
6. The activity is finished with a group discussion.

Duration 30 Minutes (10 minutes for playing the chatterbox, 20 minutes for discussion)

Tips & Tricks for Trainers The chatterbox template can be downloaded from here: <https://www.communities.qld.gov.au/seniors/queensland-age-friendly-community/age-friendly-toolkit/tools-resources/chatterbox-tool>

or from p. 45 in the publication <https://www.communities.qld.gov.au/resources/dcdss/seniors/age-friendly-community/qld-age-friendly-toolkit.pdf>

The trainer may formulate the questions on the corner according to the group's needs



Workshop 1

Reflection on possible roles and activities of peer-advocates

Nr. 5	Different Roles of Advocates
Objectives	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	Four pictures of guides are chosen, e.g. <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 at a demo• 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. On a flipchart beside each picture, they write down their findings.</p>
Duration	40 minutes

Reflection on ideas and images of “being old”

Nr.6 Images of “being old”

Objectives The needs of older people are diverse and manifold as. For that it is important to have a broad perspective on “ageing” and “old people”

- reflecting on stereotypes which provoke certain expectations on characteristics and behaviour regarding old age
- getting a diverse idea of *who* is old, *what* does it *mean* to be old
- recognizing diverse needs of old people

Material needed

- Pictures/advertisement/videos with stereotypes of old people
- alternative pictures/advertisement/videos of old people

Inspiring movies

- „Young at heart“: about a senior citizens chorus
<https://www.youtube.com/watch?v=CjinfoFg7i7g&t=6s>
- “Und a jedes Leben is anders“: austrian movie
- “Blessing of Ageing” <https://www.itsnicethat.com/articles/jenny-schweitzer-the-blessings-of-aging-film-170119>

How to run the activity

1. Show typical stereotypes of old people and start a discussion with the following question:
 - what stereotypes of old people are transported through media (press, advertisements, ...)? 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?
2. Show some materials with diverse images of old people
3. Continue the discussion and reflection with questions like:
 - At what age people are classified as old nowadays?
 - self-perception: what does it mean to be old?

Duration 60 minutes

Nr. 7

Every Picture Tells a Story

Objectives

To show how that our images of other people influence our interpretation of their behavior. To be aware of the influence and power that our images have upon other people.

Material needed

Collect pictures of older people. Cut the picture into two pieces in such a way that separately each half 'tells a story', but which when put together give you a 'different story'. Stick the two halves on separate sheets of paper. Make enough copies for one per participant. Paper and pencils for each participant

How to run the activity

1. Tell the group that you are going to give each of them a picture and that, individually, they must write down what they think the picture is about, who the characters are, what is happening, where the action is taking place, etc.
2. Give each participant a copy of the first half of the picture and 5 minutes to think and write their story.
3. Now ask the participants to share what they wrote. If the group is big, this can be done in small groups of 6 to 8 people.
4. Now give out the second half of the picture and ask people to review their impressions of what they have seen.

The discussion should provide an analysis about the ways in which we organise and review information. The following questions will help:

- What did you think the picture was about?
- Who were the people in the picture?
- Where were they?
- What were they doing?

Duration

30-45 min.

Tips & Tricks for Trainers

Source: Education Pack - All different, all equal" through the Council of Europe European Youth Foundation and the European Commission intercultural education co-operation: <https://rm.coe.int/1680700aac>

Objectives

- To compare how people differ in their initial impressions of others.
- To explore how our past experiences colour our first impressions
- To become more aware of how our impressions affect our behaviour towards others.

Material needed

- Select 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

1. Ask the players sit in a circle and hand out one sheet to each person.
2. Ask them to look at the picture and write down their first impression of the person AT THE BOTTOM OF THE PAGE.
3. 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.
4. 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.
5. Repeat until the papers have been round the circle and everyone has seen every sheet.
6. Now unfold the papers and let everyone compare the different first impression.

Talk about what happened and what you learnt:

- As a group?
- What surprises were there?
- What did you base your first impressions on?
- 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?

Duration

30 min.

Tips & Tricks for Trainers

1. 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.

Avoid choosing pictures of famous people or celebrities.

Try to include a wide variety of people including those of different ages, cultures, ethnic groups, ability and disability etc.

Be prepared for some fierce arguments about attitudes. Depending on the group size comments may not always be anonymous. Do not let players criticise each other for their opinions but focus the discussion on the actual comments.

Source: Education Pack - "All different, all equal" through the Council of Europe European Youth Foundation and the European Commission intercultural education co-operation: <https://rm.coe.int/1680700aac>

Reflection of former activities

Nr.9 SWOT analysis of former activities

Objectives Some participants might already be experienced in initiating activities. The workshop participants jointly assess the initiatives already undertaken by individual participants to identify their (internal) strengths and weaknesses as well as (external) opportunities and threats. Thus, all workshop participants can benefit from the experiences and be inspired for their own activities.

Material needed

- A pin board for each initiative under assessment
- Cards in four different colours
- Pens

How to run the activity 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:

	Positive	Negative
Internal	Strengths	Weaknesses
External	Opportunities	Threats

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.

	Opportunities	Threats
Strengths	Strength-Opportunity strategies Which of the strengths could have been used to maximize the opportunities of the initiative?	Strength-Threats strategies How could the strengths have been used to minimize the threats to which the initiative was exposed?
Weaknesses	Weakness-Opportunity strategies What could have been done to minimize the weaknesses using the opportunities of the initiative?	Weakness-Threats strategies How could the weaknesses have been minimized to avoid the threats to which the initiative was exposed?

Duration

- 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

Possible home assignment after workshop 1

No 10

Self-study and team building exercise

Objectives

Providing an opportunity for participants to build a team and to work together closely on a fun and challenging activity.

Practice using technologies

Material needed

- Smart phones
- Laptop, projector and screen

How to run the activity

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.

The picture will represent one of AFE domains (the domain can be chosen by the team or given by the trainer to each team).

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.

Photos are presented by the teams during the next workshop.

Duration

10 min per photo for presentation and review of the photo

10 minutes for reflection of the team

Tips & Tricks for Trainers

The trainer may ask the following questions to the team to help with reflection:

- 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?

Identifying stakeholders

Nr. 11	Stakeholder Analysis
Objectives	<p>This activity helps participants identify the stakeholders that:</p> <ul style="list-style-type: none">- can affect, positively or negatively, the success of an activity, a project, a plan.- may be affected by an activity, a project, a plan. <p>Most of the times stakeholders are involved in activities that request their contributions without being paid. That's why we have to take them seriously and to optimize their experience!</p>
Material needed	Computer and video projector for presentation, coloured sticky notes, flip charts, pens and markers
How to run the activity	<ol style="list-style-type: none">1. Give a 5-slide presentation containing the stakeholder definition (with examples of real potential stakeholders familiar to the learners' audience, stakeholder management process (Identify – Analyse – Plan – Engage) and short explanation of each process step. (10 minutes = 5 minutes for presentation + 5 minutes for answering questions).2. Draw the diagram of stakeholder categories (Fig. 1) on a flipchart or have a big size printout and ask the participants to identify specific subjects (name of organization, name of person) in each stakeholder category (relevant to AFE activist topic) or other categories that participants may think of. The identified subjects shall be written on sticky notes and attached to the relevant category in the diagram. (25 minutes = 5 minutes to explain the diagram, 10 minutes to list the subjects, 10 minutes for group discussion of identified subjects)3. Ask the participants to prioritize the stakeholders by their interest in the issue and power to help with it. Now sticky notes with identified specific subjects should be regrouped into stakeholder matrix (Fig. 2) (25 minutes = 5 minutes for explanation of the task + 10 minutes to reflect on the interest and power of stakeholders + 10 minutes to group the sticky notes)4. Reflection about the identified stakeholders groups and selection of the target group for implementing the small project. (10 minutes)
Duration	60 minutes for activities + 10 minutes for reflection

Tips & Tricks for Trainers 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.

Workshop 3

Learning about and discussing advocacy tools

Nr. 12 **Discussing advocacy tools**

Objectives Identification, explanation and discussion on advocacy tools.

Material needed

- A pin board for each initiative under assessment
- Cards in four different colours
- Pens

How to run the activity Various advocacy tools are written on a pin board or in a power point presentation, e.g.

- 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
- Organise a referendum
- Make use of leaflets and posters to express the voice
- Organise a sit-in
- Organise yourself in a board

Discuss question: Which tool best to use in which situation?

Duration 30-45 min.
