



*For All Older People*

# AGE ACTION IRELAND

Older People On The Global Agenda

Education Pack February 2010



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This Education pack was produced by Annette Honan and designed by Claire Kehoe for Age Action Ireland.

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## Table of Contents

<b>FORWARD</b>	4
<b>SECTION 1 – Introductory Activities</b>	
Ice breakers	5
Stereotyping and prejudice activities	8
Exclusion game	9
Matching rights activity	10
Summary version of Universal Declaration of Human Rights	13
<b>SECTION 2 – Using the media to explore a topic</b>	
Climate change activities	15
Irish flooding news clippings	18
Climate change case studies	29
Fact sheet on climate change	32
<b>SECTION 3 – Taking a thematic approach</b>	
Pensions not poverty	33
Activities	33
Case studies	33
Social Protection fact sheets	35
Health	38
Activities	42
Charades Cards	43
Role play cards	44
<i>HIV/AIDS</i>	
Ways of introducing HIV/AIDS	47
Case studies	48
Fact sheet – HIV and Older people: The untold story	51
<i>Older people at work</i>	
Activities	53
A case study from Peru – Older people on the alert	55
<i>Working for change</i>	
Looking at the Irish experience	57
Case studies from Kenya and Argentina	58
<b>SECTION 4 – Resources</b>	
Video links	61
Web links	61

## FORWARD

We are delighted to introduce this Education Pack designed for use by educators in the Development Education sector. The pack aims to facilitate an easy and interesting education process for both the educator and student.

The pack has been produced as part of Age Action Ireland's Global Education Programme and is the first of its kind in relation to Ageing. The Global Education Programme aims to raise awareness and bring a global perspective to Age Action's work in relation to issues associated with Ageing e.g. elder abuse, pensions etc.

Each section of the pack lays out various ways and examples of how to carry out successful and interesting workshops and seminars from breaking the ice to examining case studies and exploring the facts. The section on ice breakers is a great way to put the group at ease and make them feel comfortable. The case studies keep the process topical and up-to-date and can be tailored to suit your particular needs as can other activities in the pack. Keep yourself up to date with what's going on in the news to keep things current. The pack is intended as a Guide to assist and inform in the education process but please feel free to add and tailor to suit your own requirements.

We hope that you find this pack informative and useful and above all enjoy the process with your group!

Robin Webster  
CEO  
Age Action Ireland Ltd.

# SECTION 1 – Introductory Activities

## Ice Breakers

Choose **one** of the following icebreakers

### **The good, the bad and the ugly?**

Go around the room and ask each participant to say one thing that's positive about being older and one thing that's negative about getting older (a little humour can be injected into this too).

### **Name line**

Suggested procedure: Get everyone to stand in a line and their task is to arrange themselves alphabetically. The task must be done in silence but all kinds of signing is allowed! As soon as the line is settled ask the person at the start of the line to say their name and continue on down the line.

### **Going dotty**

Suggested procedure: Participants stand in a big circle with eyes closed. The facilitator affixes a coloured sticker to the middle of each student's forehead. Once each person has a dot they can open their eyes and try to form groups of the same colour – without speaking.

### **Who am I?**

Suggested procedure: Place the names of famous people (all aged over 65) on stickers and affix a different one to each student's back. They cannot look to see who they are. Their task is to discover their identify by asking questions of each other that require a yes/no answer. For example, Am I female? Am I a politician? Am I Irish? etc.

### **Squares games (see next page)**

## Squares Game (can also be used as a quick fire Quiz)

*Process:*

Give each person a copy of the squares worksheet below. Everyone should walk around the room and ask different people to give an answer to each square, thereby filling in the Answers to all 10 questions and also getting to know each other's names.

Question	Answer	Name
1. What is the current amount that a Person receives as a state pension in Ireland?		
2. Name a human right that is rarely respected for people over		
3. At what age do you get a free bus pass in Ireland?		
4. What percentage of the global population is over 60 years old?		
5. How much longer on average do older women live than men?		
6. True or False – Globally, two thirds of older people receive no regular income?		
7. What percentage of the population in Ireland is over 65?		
8. True or False – in Ireland it is illegal to discriminate against people Over 65 in employment.		
9. True or False - The Equality Authority gets more complaints on age		
10. True or False – Three quarters of older people live in the Global South		

## Answers

1. Over half of older people (232,000 people) in Ireland have a weekly income of less than €278.48. Many struggle to budget for basic items. Research by the Vincentian Partnership for Social Justice found that single older women fared worst, with a shortfall of €67 per week between what they would need to live a sustainable lifestyle and their actual income.
2. Suggested answers might include the right to work, right to participation, right to social protection...
3. 65
4. Currently almost 1 in 10 people are over 60 years old. By 2050 the figure will be higher than 1 in 5 and for the first time in history people over 60 will outnumber children (aged 0-14).
5. Globally, older women live on average 2-8 years longer than men and so make up a larger proportion of the 'old age' group.
6. True. This is why universal social pensions are so badly needed.
7. Currently 11% and the CSO predicts that it is set to rise to 25% by 2060.
8. False. The Employment Equality Act (1998) established wide-ranging protections against age discrimination in recruitment, dismissals and training in Irish law for the first time. Discrimination in employment on any one of nine named grounds, including age, is outlawed. The eight other grounds are: gender, marital status, family status, disability, race, sexual orientation, religious belief and membership of the Travelling Community. When it was introduced, the Act had an upper age limit of 65 for its operation - that meant that people over 65 who experienced discrimination at work were not protected by its terms. However, this has been changed by the Equality Act, 2004, which brings people aged over 65 within the terms of the Act. **In other words, it is now unlawful to discriminate in employment against anyone irrespective of what age they are.**
9. True: The Equality Authority gets more complaints on age grounds than on any other grounds
10. True.

The above facts were sourced from Help Age International website

## Stereotyping and Prejudice activities (choose from these)

**Activity 1**            Begin by inviting participants to say, what comes to mind when they think of French people. Take all the responses on the board/flip chart. Then, without much comment, organise the participants into small groups.

**Discuss**            How many of the words reflect stereotypes of France and its people?

**Activity 2**            Form a small group. Pass a selection of pictures of older people from around the world amongst the group or alternatively paste them on the wall and invite participants to walk around to view them. Participants write down their first impressions for the different photos. Post-its can be used.

**Discuss**            Invite everyone to look at the first impressions and share their reactions.  
Did everyone have similar first impressions?  
What assumptions were made?

The older people from the developing world?

**Activity 3**            Aim to explore how we can also jump to assumptions about groups of people (not just individuals)

Ask participants to look at the words and select 3 to label the people listed below

<b>A hoodie teenager</b>		<b>A pensioner</b>	<b>A single mother</b>	
Sponger	Loyal	Old-fashioned	Loving	Dependent
Energetic	Slow	Hard-working	Rich	Happy
Religious	Idle	Poor	Honest	Depressed
Sensitive	Sad	Elegant	Tired	Friendly
Lazy	Polite	Lonely	Drunken	Easy-going
Optimistic	Sexy	Carefree	Dirty	Poor
Boring Kind	Funny	Aggressive	Peace	loving

Invite everyone to share their responses.

Discuss if certain words/impressions are commonly associated with particular groups of people. Do these labels accurately reflect the people to which they are attached? How might these labels effect the way we feel or act towards different people?

Link this activity back to activity 2 by asking the group to say which words would most likely be used by someone in Ireland to describe older people, for example, in Africa? What kinds of stereotypes might emerge?

### **Exclusion Game**

(This activity is adapted from NYCI *All Different All Equal* pack p. 18)

- Divide participants into three groups
- Place a dot on the forehead of each participant: **Red** for one group, **Green** for another and **Blue** for the third.
- Tell participants that Greens are all in their 30s and 40s and that they have all the power. Give them chairs to sit on.
- Tell the Reds that they are all over 65 years old and must stand together on the edge of the room. They are not allowed to talk.
- Tell the Blues that they are all under 18 and must do exactly what the Greens say.
- You can give the Greens some suggestions for instructions such as hop on one leg, make animal noises, pretend to be a bird, etc.
- You can repeat the exercise changing dots so that each person has a chance to experience each colour.
- Bring the group back together to discuss
  - How did each person feel at each stage of the game?
  - What does it feel like to be excluded?
  - Does this reflect how people of different ages are treated in Ireland?
  - What other groups experience exclusion?
  - Does this game reflect the way exclusion happens in developing countries too?

### **Note to facilitator**

This might be a good opportunity to introduce the idea that sometimes exclusion occurs as a result of practices that have developed over time and were never questioned and sometimes exclusion can result from policy decisions or laws. For example, micro credit schemes are a popular approach to poverty alleviation amongst some of the world's poorest communities. However, most microcredit schemes have age limits of 45 or 50 years. Similarly, older people are seldom consulted in relation to their health or education needs in the context of planning development programmes.

Can the group think of any other examples of policies or practices, which exclude or disadvantage older people? How do these impact upon older people.

**This activity can be used as an opener for introducing a theme such as Work or Health.**

### **Matching Rights Game**

- Cut out the cards and corresponding rights and mix them up (see following pages).
- Give a set of cards to each small group and ask them to match them up.
- When they have completed the task discuss.
  - Did they find anything surprising?
  - Are some rights more or less important at different stages of our lives? If so, give examples.
- Circulate a one-page summary of the UNDHR and ask the group to rank the 5 most important rights for older people.  
How would the top 5 differ for older people in the developing world? For example, might the right to feel safe and secure be given a high priority in Ireland? What might be the top priority for older people in poorer countries?

Many older people, especially older women, experience violence in what should be safe environments – their own homes and care settings. Many are victims of war and conflict and often cruelty towards older people is due to traditional Beliefs.

Kenya has seen a large increase in brutal killings of older people, mostly women, accused of witchcraft. An estimated 42 older people were killed in 2008 and 23 were killed in the first half of 2009 alone.

Without passports or other identification papers to prove who they are, older people often find it impossible to be treated fairly by legal systems. This means that their civil, Political, economic, social and cultural rights are often ignored.

A 2005 survey of nearly 4,000 older people in Mozambique found that 42% had no identification cards, which they needed to claim free healthcare. Older women were twice as likely as older men to not have Identification cards.

In many parts of the world, women of all ages are denied the right to own or inherit property when their husbands die by unfair inheritance laws. Family members often force widows off their land or seize their property.

In Tanzania, older people brought 19,800 cases to paralegal advisers between 2004 and 2008. Nearly half were inheritance and land rights cases and 77% of these were brought by older women.

Older people often do not have access to suitable and accessible information and are not aware of their rights.

In Moldova, a survey of 500 grandparents caring for grandchildren showed that less than 10% had information about the childcare services and free medical insurance they were entitled to

**Right to freedom  
from violence,  
UDHR Article 3**

**Right to equality  
before the law,  
UDHR Article 6**

**Right to property,  
UDHR Article 17**

**Right to  
information,  
UDHR Article 19**

Millions of older people have no form of social assistance or pension and enter old age with no security or income.

In Sub-Saharan Africa and most of South Asia, less than 19% of the older population has a contributory pension.

Social pensions (State provided non-contributory payments) are a proven and cost-effective way of helping older people Realise their rights. For example, 45% of those receiving social pensions in Chile have moved out of poverty. And in Brazil social pensions have increased the income of the poorest 5% of the population by 100%.

Older people want to work but cannot get jobs because of age discrimination. Many are forced to take low-paid jobs that are unsafe or demeaning because employers assume they cannot do any other work.

In Peru, older people are frequently prevented from even applying for jobs, regardless of their skills and qualifications. In interviews in 2008, older people said that job advertisements often specify that applicants must not be older than 35.

The right to health is fundamental for older people, yet health services can be too expensive or simply unavailable. There are countless horrific cases of older people being turned away from health centres and refused treatment because they are old.

In Mozambique, older people are entitled to free healthcare and medication. Despite this, project research from 2008 showed that 85% of older people in 15 communities had to pay for medical consultations and medication.

100 million older people are living on less than one dollar a day and older people are disproportionately at risk of chronic poverty with older people in multigenerational households amongst the poorest.

**Right to social security,  
UDHR Article 22**

**Right to work,  
UDHR Article 23**

**Right to health,  
UDHR Article 25**

**Right to live with dignity, UDHR Article 1**

# The Universal Declaration of Human Rights

1. Everyone is born free and has dignity because they are human.
2. Everyone has equal rights regardless of differences between people such as gender, colour, religion, language, wealth or political opinion.
3. Everyone has the right to life and the right to live in freedom and safety.
4. No one shall be held in slavery.
5. Everyone has the right not to be hurt, tortured or treated cruelly.
6. Everyone has the right to be treated as a person under the law everywhere.
7. The law is the same for everyone and should protect everyone equally.
8. Everyone has the right to ask for legal help when his or her basic rights are not respected.
9. No one should be arrested, imprisoned or expelled from their country without good reason.
10. Everyone has the right to a fair trial, if accused of a crime.
11. Everyone has the right to be presumed innocent until proven guilty, if accused of a crime.
12. Everyone has the right to privacy.
13. Everyone has the right to travel within and out- side their own country.
14. Everyone has the right to seek asylum in an- other country, if they are being persecuted in their own country.
15. Everyone has the right to a nationality.
16. Everyone has the right to marry and have a family.
17. Everyone has the right to own property on his or her own or with others. No one should have their property taken from them without good cause.
18. Everyone has the right to their own free thoughts, conscience and religion including the right to practice their religion privately or in public.
19. Everyone has the right to say what they think and to share information with others.
20. Everyone has the right to meet with others publicly and privately and to freely form and join peaceful associations

21. Everyone has the right to vote in regular democratic elections and to take part in the Government of their country.

22. Every country must do its best to ensure that everyone has enough to live a life of dignity.

23. Everyone has the right to work for a fair wage in a safe environment and also has the right to join a trade union.

24. Everyone has the right to rest and leisure time.

25. Everyone has the right to a home, enough food and health care.

26. Everyone has the right to education and to free primary education.

27. Everyone has the right to take part in the cultural life of their community and the right to benefit from scientific and artistic learning.

28. National and international laws and institutions must make possible the rights and freedoms set out in this declaration.

29. Everyone has the responsibility to respect and uphold the rights of others in their community and the wider world.

30. No one has the right to take away any of the rights in this declaration.

## SECTION 2 – Using the Media to Explore a Topic

### Climate change Activities

#### i. Stories of climate change

1. Begin by showing participants a number of headlines related to the recent flooding in Ireland (Nov 2009). Don't say where the headlines come from or what part of the world they relate to.

2. Allow a moment and then ask the participants – Which part of the world do you think these newspaper headlines come from and when were they written?

3. When they agree that they relate to Ireland then open up a brief discussion on how the recent flooding affected people.

#### 4. Questions

- what did this crisis have in common with a similar crisis in the developing world?

-In what ways was it different?

-Who were the most vulnerable groups when this disaster struck?

(Prompt – people living in remote areas, those situated  
in

vulnerable places, older people, etc.)

-Is it the same in a poorer country?

5. Watch short video of Ally Ouedraogo who has been farming his land on the edge of the Sahel in Burkino Faso for several decades, but in recent years climate change has made it much more difficult for him to grow his crops.

6. Suggestion – when watching the video keep in mind these 2 questions

- What are the coping skills that Ally uses to survive?
- As someone who has farmed the land for a long time, does he have a particular role to play in finding solutions to the current problems?

7. Then watch Martin Parr's short film from Vietnam and notice what coping skills the elderly couple use to survive frequent flooding. Take feedback on both.

8. Display photo of farmer's dwelling in Ireland that was flooded (left  
Flooded farm house in Co Galway, November 2009)

-How do you think the elderly person living here coped?

[Additional examples of how climate change is impacting on older  
people in the developing world can be found page 27]

Flooded farmhouse in Co Galway, November 2009



## Optional extension activity

Martin Parr asked people in Vietnam what personal items they try to save in the floods. **What would you try to save?**

[Martin Parr's photos showing what people there saved are at: [http://www.oxfam.org.uk/get\\_involved/campaign/climate\\_change/martin\\_parr.html](http://www.oxfam.org.uk/get_involved/campaign/climate_change/martin_parr.html)]

## Examining your global footprint

1. Explain the concept of a carbon footprint.
2. Ask participants to answer the following questions with Ally in mind

How often do you think he uses:

- Electricity?
- Petrol?
- Public transport?
- Airplanes?
- Reads paper or magazine?
- Checks email?
- Charges mobile phone?
- Where does his food travel from?

How would you answer these same questions for yourself?

If you want to check your own carbon footprint go to

[www.myfootprint.org](http://www.myfootprint.org)

[www.change.ie](http://www.change.ie)

[www.powerofone.ie](http://www.powerofone.ie).

## CARBON FOOTPRINT of selected countries

The US emits 24.5 tonnes of carbon per person in to the atmosphere every year

Ireland 17.5 tonnes

China 4 tonnes

India 1.2 tonnes

Bangladesh 0.4 tonnes

Senegal 0.3 tonnes

Photos and headlines related to Irish floods  
(Source: the Irish Independent archives)



Crowds panic as flooding threatens Ireland...



## **We're reaping what we have all sown, says climate expert**

By Gordon Deegan

Friday November 27 2009

Ireland's top climate change expert says, "We have reaped what we have in sown" in the floods that have afflicted the south and west of the country in the past 10 days.

Nobel-prize winning climatologist, Professor John Sweeney, said yesterday: "While no single event can be attributed to human induced climate change, changes in extremes such as flood events are to be expected as global climate changes."

The NUI Maynooth expert pointed out that, per capita, Ireland is one of the principal contributors to climate change, as we have greater greenhouse emissions than Germany, France or Britain on that basis. However, Prof Sweeney added: "Of course in absolute terms our contribution is tiny."

Prof Sweeney was the lead author of a report published earlier this year by the Environmental Protection Agency about the impact climate change is having on Ireland. The report estimates the country's winter rainfall will rise by 10% within 40 years.

"Floods have always been with us and we can't point the finger at any human agency, but the effects of climate change will mean that events like this will become more frequent."

## **Help urged for victims of flooding**

Monday, November 30 2009

Tradesmen have been called on to volunteer their services to help flood victims around the country. Plumbers, builders, carpenters and electricians are needed to work in homes in the Westmeath and Galway regions this Saturday.

Onlinetradesmen.com want workmen who will give their time, skills, tools and machinery for free in a bid minimise the impact of further flooding.

Ted Laverty, managing director, said he is working alongside Volunteer Westmeath on the ground in Athlone to ensure the time spent is as productive as possible.

“We are aiming to help as many flood victims as possible, with volunteer tradesmen working in their homes repairing damage and flood proofing unaffected buildings,” said Mr. Laverty. “We need as many volunteers as possible to make a difference. We would ask all tradesmen to give just one day of their time to help make a difference to those affected.”

Qualified tradesmen can volunteer through [www.onlinetradesmen.com](http://www.onlinetradesmen.com).

*Press Association*

## **Charities rush to aid of victims**

Thursday, November 26 2009

An “appalling catastrophe” is how the Irish Red Cross described the floods yesterday as it started to accept donations for victims.

In Cork, Red Cross volunteers and Gardai delivered hot meals to people stranded in their homes on the north side of the city. In Galway, ambulance crews went to the Ardrahan village area of Connemara to help flood victims.

St Vincent de Paul was overwhelmed yesterday with offers of help for those forced out of their homes by the floods. Its workers were “up to their eyes” dealing with members of the public offering money, blankets and clothes. Donations can be made to the Red Cross floods appeal at 1850 50 70 70 or [www.redcross.ie](http://www.redcross.ie).

*Irish Independent*

## **Fear and loathing on the streets of despair**

Outrage is now rising from the swamped streets of Athlone as furious families can only watch their homes being slowly destroyed, writes Aoife Finneran

*Friday, November 27<sup>th</sup> 2009, Irish Independent*

## **Hundreds remain homeless as waters still dangerously high**

Among the latest to evacuate were homeowners in the Kiltartan, Peterswell and Ardrahan areas of south Galway following a deluge of water across the N18 Galway to Limerick road.

Several other areas were on high alert as water levels remained dangerously up last night.

In Gort, householders and owners of business premises on Crowe St continued to man pumps around the clock in an effort to keep back the floods.

Concern was mounting last night for homes and other properties along the banks of the Shannon in south-east Galway. Some homeowners near the village of Meelick had to abandon their homes when the river waters spilled into their houses early yesterday.

### **Sandbags**

In Portumna the emergency services distributed thousands of sandbags to property owners in the vicinity of the Bridge Road. Further north, the town of Ballinasloe saw little change yesterday, with River St and Derrymullen still experiencing the worst of the flooding and over 150 families unable to return to their homes. It was a similar story for displaced families in Claregalway, even though the road through the village was re-opened.

Ireland West MEP Marian Harkin yesterday met the EU Regional Policy Commissioner Pawel Samecki and said afterwards that the Government should seek up to €50m immediately from the EU Solidarity Fund as the proposed €12m National Disaster Fund was “hopelessly inadequate”. Elsewhere, floods in Co Clare were described as “very serious” last night by County Manager Tom Coughlan who said he did

not expect an improvement in the coming days. Since the start of the month, Clare has received 400mm in rainfall.

- *Brian McDonald and Gordon Deegan. Irish Independent*

## **Floodwaters push rats out of their homes**

By Shane Hickey

Wednesday November 25 2009

A STARK warning about the potential onslaught of vermin such as rats and mice has been issued following the flooding. Householders have been told to be especially aware of the spiraling population of rats which will be attracted to homes as they seek refuge from their water-logged habitats.

Pest control company Rentokil said that even before the recent floods, vermin have been on the increase due to a "population boom" put down to favourable temperatures, among other factors.

"Rodents breed throughout the year. They will have a population boom in the spring and also in the autumn so this boom is a big one," technical manager Dr Colm Moore said.

"Flooding would cause, and has caused in the past, the migration of rodents. You have to think where they are living, in the wild and in burrows and if there is flooding, it brings them out from their homes and into ours."

Homeowners have been advised to check their homes for potential entry points and ensure that debris is not built up.

"Not only do you have the stress of dealing with a flood, you also have the stress of dealing with a few furry friends," Dr Moore said.

- *Shane Hickey*

*Irish Independent*

## **Fears of e-coli outbreak as raw sewage left on streets**

*By Paul Melia*

*Wednesday November 25 2009*

HOMEOWNERS and businesses have been warned of a risk to public health as floodwaters subside and raw sewage settles onto land and streets. The Environmental Protection Agency (EPA) last night warned of e-coli contamination caused by flooded septic tanks and compromised wastewater treatment plants, urging the public to make sure that animals in contact with sewage were kept away from people.

Pumps and electrical equipment were damaged during the flooding, but repairs are ongoing. The Clearwater tank — which holds treated water — was also compromised but luckily the filters used to provide safe drinking water escaped the worst ravages of the flooding.

“In Cork there’s 600km of mains,” a spokesman said. “If people are drawing off the water there’s residue in the pipes, that means the system will have to be flushed out with the first amount of treated water. If you’ve got a network drained by the consumers, and there’s nothing in the network, there could be silt in the pipe so it would be precautionary to flush it out. You would then have fresh water in the system which could be used to flush toilets and for washing. Drinking water would come out of the taps but for a precautionary reason there could be ‘boil water’ notice for a couple of days until tests come back to say it’s all clear.”

Wastewater treatment plants are better protected from floodwaters because the equipment would be designed to cope with a more corrosive environment. But there is a risk to the public of e-coli contamination from these plants and from overflowing septic tanks.

“Flooded land will have problems,” the spokesman said. “If you have poorly-designed septic tanks, what will happen is the water will fill up the tank much faster. The effluent will stop going into the percolation tank, and the tank will fill out. This means back gardens could be full of sewage which people would need to guard against. You could also have a well nearby. It would be advisable to check the septic tank to see if it’s been compromised, and if it is, to check your well.

“If the material can be collected and put back into the tank that would be advisable. You’re talking about dried sewage which is contaminated with e-coli. I would have concerns about dogs and animals running around the place and having contact with humans.”

In Cork and Ballinasloe, among the areas hardest hit, the sewage could wash away with the flood waters. But people should be “vigilant”, he said.

## **A catalogue of misery**

*Saturday November 21 2009*

THE catalogue of misery is recorded in detail in our news pages. Hundreds of people evacuated from their homes and business in Ballinasloe; patients moved to higher floors in the Mercy Hospital in Cork; hotel guests evacuated in Killarney; 20,000 people without phone connections; and a family, including an 87-year-old woman, winched to safety by a helicopter in Gal- way.

Many retail businesses, which had been hoping for some financial recovery in the pre-Christmas period, after an already disastrous year, have been devastated by flood waters and now face further losses as they undertake recovery of a very different kind.

Flooding is an annual occurrence, but the current catastrophe is the most severe and widespread on record. In the past 24 hours, it has been suggested that administrative failure, at both local and national level, has contributed to the current desolation and increases the likelihood of even worse problems in the future.

In Cork City, businesses complained that local authorities didn't give sufficient warning of the release of large volumes of water from the ESB's Inniscarra dam. Whatever the rights and wrongs, it was, at best, a massive breakdown in communication — always a recipe for disaster in such circumstances.

In the longer term, it was suggested by the Minister of State with responsibility for the Office of Public Works, Martin Mansergh, that poor planning decisions by local authorities over the years may be a contributing factor to a growing problem.

We have come to expect flooding in the winter months every year; and extensive, very severe floods every 30 years or so. However, perhaps because of climate change, our problems now appear to be growing more rapidly than that, certainly faster than government agencies have set about doing something about it.

As long ago as 2004, the Flood Policy Review Group poured scorn on what was described as the Government's snail's pace progress and the €20m it had spent on flood relief works. A figure of €300m was closer to the mark, the report said.

If that was what was needed six years ago, what would be the cost today?

And if we could afford to address the problem then, and failed to do so, what improvement can the flood victims of 2010 expect?

*Irish Independent*

## **Farmers come together to bail out colleagues**

By Aideen Sheehan

Friday November 27 2009

FARMERS last night pulled together to bail out their colleagues by organising a fodder drop to those who were worst affected by the floods.

The Irish Farmers' Association (IFA) delivered hundreds of bales of animal feed collected from members around the country to tide livestock over until government relief efforts come into effect.

Last night's dispatches were brought to Gort and Ballinasloe in Co Galway and Banagher in Co Offaly, and delivered by trailer to farmers in urgent need of fodder for their livestock.

IFA president Pdraig Walshe thanked farmers who provided and offered fodder.

"Throughout the winter, the fodder problem may deepen," he said. Agriculture Minister Brendan Smith is expected to shortly announce details of how €2m in fodder aid will be allocated.

Mr. Walshe called on farm advisory body Teagasc to assess the losses on individual farms to ensure a rapid payout to those most in need of replacement feed.

## Communities battling to stem waters

*By Brian McDonald*

*Monday November 30 2009*

VILLAGES and farming communities across the midlands and west were fighting yesterday to stem the flooding waters of the River Shannon.

Without warning, the country's largest river broke across fields and streamed into areas south of Athlone and into Clonfert and Meelick in west Galway, threatening homes and all other properties in its path.

In Athlone town, a massive relief effort was under way, with the army, Gardai and local authority crews — backed up by the Red Cross and Society of St Vincent de Paul volunteers — all performing a variety of essential maintenance and humanitarian tasks for flood-hit families.

Up to 600 people in Athlone have been affected by the unprecedented deluge, which has devastated much of the west side of Athlone. Worst hit estates are Iona Villas and Parnell Square, while Canal Walk, Leinster Terrace and Brick Island have also been badly affected. By yesterday, 250 homes had been seriously impacted upon by flooding.

Many residents have abandoned their homes, while others have taken to living on their upper floors. Army personnel and Gardai have been reaching them by boat and by the use of high-axle jeeps.

Portaloos have been brought to a number of homes, because of floodwaters seeping into the public sewerage system, making toilets unusable.

Athlone councilor Kevin 'Boxer' Moran said: "People are manning pumps, delivering sandbags and doing everything they can to keep the water out. There's a magnificent effort going on throughout Athlone and I can't say enough about everyone involved, from the county manager down to just ordinary people helping out," said Mr. Moran. "You'd want to be made of stone not to be moved by it."

In Clonfert and Meelick in Co Galway, a small number of families in low-lying farmland were yesterday forced to move out. And it was the same story in nearby parts of Co Offaly, with Shannon Harbour, in particular, badly flooded.

## **Minister sees flood devastation**

*Saturday November 28 2009*

Agriculture Minister Brendan Smith has witnessed first hand the devastating impact of the recent floods on farmers in Co Galway.

Visiting a number of farms that felt the brunt of the past week's floods, he said he was anxious to see how a fodder aid package could help those most in need.

The Irish Farmers' Association warned farmers were fighting a losing battle despite emergency supplies being delivered to isolated farm-houses.

The Minister commended farmers, organisations and State agencies for their outstanding work to date. "The Government is continuing to do all in its power, in both urban and rural communities, to alleviate the worst affects of this unprecedented flooding crisis," he said.

Cabinet ministers earlier indicated further financial assistance will be made to victims on top of a 12 million euro already pledged by Government.

The Irish Red Cross and the St Vincent de Paul Society have also set up special funds for financial donations. The Defence Forces said almost 100 soldiers in 24 support vehicles remain in Cork and Athlone providing emergency assistance to civil authorities for flood relief.

Homes have being evacuated in Glasson, Co Westmeath, and army personnel are providing a bus service for people stranded in the county. And boiled water notices remain in place in north Cork city and Limerick.

*Press Association*

## **Flood areas braced for another bruising week that nightmare is not over for victims**

### **Minister warns**

*By Breda Heffernan, Aidan O'Connor and Aine Kerr  
Saturday November 28 2009*

THE nightmare is set to continue for people living in flood-hit areas who were last night warned to be “extremely vigilant” as high tides are expected next week. The grim news comes as many parts of the country are already balanced on a knife-edge, particularly in Galway, Athlone, the Midlands, Ennis and the lower Shannon area.

Environment Minister John Gormley predicted flood-stricken areas could be in for another bruising week. While rainfall has abated, there will be an increase in tide levels and these, mixed with high winds, could pose major risks for the Limerick and Shannon banks areas. “Next week is a time of extreme vigilance. I’m hoping that we can avert the problems we saw last week,” he added.

National Emergency Response Committee chairman Sean Hogan said last night that areas around the Shannon remain the worst affected and “no early end to the current problems are in sight”.

### **Emergency**

In Co Galway, where about 3,000 farms are under water, the Irish Farmers’ Association began its distribution of emergency fodder to the worst hit farms surrounding Gort, Ballinasloe and Banagher.

Agriculture Minister Brendan Smith yesterday announced a €2m fodder aid scheme for farmers affected by the floods. Farmers will have to show that fodder, whether silage, hay or concentrates, was damaged due to the recent flooding. “It is important that the funds made available by the Government are paid as quickly as possible. I therefore encourage only those farmers who are directly affected to complete and submit the application without delay,” said the minister.

Meanwhile, 67 soldiers are involved in various flood operations. Troops in Athlone yesterday bussed residents from Clonbunny in Co Westmeath to Athlone to allow them to get shopping. Westmeath County Council said it had distributed 20,000 sandbags to help stem the flow of floodwaters.

Mr. Hogan said “The rainfall has been phenomenal over the past 30 days. There is flooding that has never been seen in living memory.”

## CASE STUDIES OF CLIMATE CHANGE



© John Cobb/HelpAge International 2006

### **Dida, 75 lost 200 cattle in drought stricken Ethiopia**

“I used to have many animals, but now I have very few left,” explains Dida. “I have lost over 200 cattle. The ones I have left are small and emaciated. I have little hope for them. This drought is particularly severe. Many people migrated away but I decided to stay.”

Migration due to climate change is a huge concern for older people. They are often left behind or to look after children when the young move to urban areas looking for work.

## **Teso, 64, Ethiopia**

Teso, 64, with one of the many children she cares and provides for.

Teso is unsure of her age but thinks she is about 64. Her husband has died and she has five children, a two-year old grandchild and also cares for another infant whose parents have died.

Teso spoke about her daily routine, saying: "Every day I fetch water and go to the bush to collect firewood. Sometimes I am able to sell some wood at the market. I also collect bush roots that I can sell and use to make plates and to decorate pots." She continued: "The most difficult chores are fetching water and collecting firewood."

With the money she makes, Teso buys clothes, food supplies, shells and beads that she uses to decorate her goods. Of course, Teso also cooks for and looks after all the children in her care.

When asked about the current drought, Teso said: "Without the generator and water, after the haro (pond) dries up, we would be dead in two months. The haro is not enough for everyone who lives here."

When comparing the past and present she said: "There is less rain now and we cannot grow anything. Some years we were able to grow sorghum, maize and haricot beans, but not for many years."





© John Cobb/[HelpAge International](#) 2008

### **Kanchan, aged 70 was struck by a cyclone**

Older people in Bangladesh say they are frustrated by not having scientific knowledge to understand why the climate is changing and what this may entail for future generations. They feel sidelined from community work, training and debates on climate change adaptation when they want to contribute their crucial experience of adapting to their environment.

## Climate change: facts

(Source Christian Aid Website)

Scientists predict that at the current rate of carbon emissions tens of millions more people will go hungry in the next couple of decades as agricultural yields diminish across the globe.

Global warming has been driven by emissions of greenhouse gases over more than 150 years

Developed countries – home to less than a fifth of the world's population – have emitted almost three quarters of all man-made greenhouse gases into the atmosphere

While rich countries owe a vast 'climate debt' to the rest of the world, it is the poorest of the poor in Southern countries who are dealing with the day-to-day impacts of climate change.

And looking ahead a rise of 2°C in global average temperatures by 2050 – could result in up to a fifth of the global population living in coastal zones could be threatened with homelessness due to rising sea levels

250 million more people forced to leave their homes due to environmental degradation and loss of land

Up to four billion people experiencing water shortages

Around 30 million more people will go hungry as agricultural yields fall and food prices rise

# SECTION 3 – Taking a Thematic Approach

## Pensions not Poverty Activities

### 1. Walking debate (can be done walking or seated using agree/disagree cards)

Some possible statements:

- Older people have never had it so good. Many elderly people live in poverty
- All people over 65 deserve a state pension that allows them to live with dignity
- A younger person is usually better able to do a job than someone over 65.
- The longer a person lives the more of a burden they become
- Older people cannot expect to have the same rights as everyone else

### 2. Case Studies – Pair Work

Divide the group into pairs and give each pair a copy of the two case studies. Each person receives one case study. (Either Mamasettle Semoli or Doña Victoria Mamami's story)

Their task is to:

- Read the case study carefully
- Assume the role of the person in the case study
- Think about how a pension has made a difference to 'your' life
- Take turns with your partner telling each other a bit your life and how getting a pension has made a difference.
- Begin like this...'My name is .... I live in ...etc.'
- Remember to stay in character while discussing the different situations.

### Group discussion

- In what other ways can you imagine older people in developing countries might benefit from a state pension?
- Do you agree that a 'social pension' (i.e. a regular non-contributory cash payment) is a basic human right for all older people? Why/why not?

### 3. TAKING ACTION

**Pensions not poverty** (see campaign briefing doc and video)

Watch *Pensions not Poverty* campaign video – 6 minutes

<http://www.youtube.com/watch?v=f11Ys9m2H00>

In advance of showing the video alert the group to watch out for ways that pensions help alleviate poverty?



### **Mamasetle Semoli , 73.**

73-year-old Mamasetle Semoli lives in Nyakasoba village, 30km from Maseru, Lesotho. She says:

I am receiving the pension of 300 maloti a month (US\$38). I get it from the local shop. I didn't actually have to apply, I didn't have to fill out any forms - the government says that people who are 70 upwards can apply. I just had to turn up with my passport to prove my age – maybe

people who don't have passports have to turn up with somebody who was there when they were born. I take my voter's card to collect my pension now.

#### **Support for the whole family**

I live with my daughter and granddaughter. I spend my pension on paying people to plant seeds in my fields and also to brew homemade beer. I buy hops, sugar and other ingredients. Sometimes if I have money left over I buy shoes for other members of my family.

Brewing beer has always been our only source of income, so I do it together with my daughter. We take it in turns, one day she makes it, the next day I make it. I also get medication for my granddaughter who has epilepsy and for myself because I suffered a stroke which has affected my speech.

I go once in a while to the Queen Elizabeth II hospital in Maseru. I have to hire a vehicle, because I can't get into taxis. I should go more often and then my speech would improve. I try and save some of the pension money for my funeral scheme too.

#### **Pension provides a safety net**

“The pension is not enough but it's better than nothing. I am better off now that I have that money. Before I was receiving the pension, we survived on income from the beer. I used to hoe the fields myself but I can't get out into the fields anymore because of the stroke I suffered.

The pension has enabled me to hire other people to do the hoeing. My husband was very supportive when he was alive. He died in 2000. If I didn't receive the pension I don't know what I would do. I suppose the first cut-back would be on clothes and shoes for the family. The pension is useful because if we haven't made enough profit from the beer then we can fall back on the pension to buy essential items such as food."

### **Doña Victoria Mamami .**

Doña Victoria Mamami's story illustrates the powerlessness and exclusion that many poor women face, and the way this deepens with age. For the last eight years of her life, Doña Victoria lived with the *awichas* (see note below) in a communal house in La Paz, Bolivia. She died recently aged 92.

I lived in the countryside till I was 80. I had ten children but four died shortly after birth. My husband used to beat me up and I cried tears of blood. I started to go blind. After my husband died, my brother-in-law said, "Come to the city and cook for me and my daughter." My eyes were bad. I received treatment after I got down on my knees and begged him to take me to the doctor. I was in hospital for 13 days. I came out with new eyes. After two years, my brother-in-law said, "You have to go, I have had enough of you." I lived with a neighbour for some years, and then I went to live with the *awichas*.



### **With the pension I've been able to buy a little gas stove**

I was given a *Bonosol* (a non-contributory pension worth about US\$225 a year), which has been a great help. I used to have to collect twigs to build a fire, but with the *Bonosol* I've been able to buy a little gas stove. Now I can buy dried meat and chicken and bones – it's really fancy.

I have saved 1,200 Bolivianos (approximately US\$150) for my funeral. I know when I die, the *awichas* will cry for me. They will call my name, 'Victoria'. They will remember me."

**The Awicha Project** - an organisation of elderly Aymara women, in the city of La Paz, Bolivia. As Aymara women age they experience loss of income due to loss of permanent work, a lack of support from their children, and ethnic discrimination. This organisation seeks to support older women so that they can earn a living and support themselves. The Awichas make and sell bread, ice cream, knitted goods made from al-paca wool, and operate two food kitchens. In October 2004, they constructed a Green House where the Awichas grow herbs for the production of their herbal medicines. Medicines are sold in the local markets.

## SOCIAL PROTECTION FACTSHEET

### **Social protection**

Social protection encompasses a range of mechanisms to provide safety nets and support to poor and disadvantaged members of society.

HelpAge International is calling on all governments to provide a package of social protection, including basic healthcare, education and income (in the form of a social pension).

By 2050, nearly one in four people in Asia and Latin America, and more than one in ten in sub-Saharan Africa, will be aged over 60.

80% of older people living in developing countries have no regular income – 100 million live on less than a dollar a day.

As people age and their income through work declines, they face a greater risk of debt, hunger and destitution. Age also makes it more difficult to access health and other services, increasing the likelihood of older people remaining poor.

A lifetime of poverty makes it hard for people to save and accumulate assets. This means that many people, especially older women, face chronic poverty in old age.

Poverty rates in households with older people are up to 29% higher than households without. And households headed by older adults with young dependants are most at risk of extreme poverty.

Social protection in the form of a “social pension” – a regular non-contributory cash payment – can make a huge difference to the lives of older people, their families and communities. Pensions enable access to food, water, health and the ability to generate an income. They increase the chance of education for grandchildren.

### **Pensions not Poverty**

Establishing, or extending, non-contributory pension programmes in all developing countries would significantly reduce poverty and vulnerability among older people and their families, and would help to achieve Millennium Development Goal 1 to eradicate extreme poverty by 2015.

## Facts and Figures

Globally, 72 countries have some form of social (non-contributory) pension, 46 of these are in low or middle-income countries.

In Sub-Saharan Africa and most of South Asia, less than one in five of the older population has a contributory pension. Social pensions help bridge this gap.

In Latin America, 4 out of 10 people over 70 receive some type of pension.

In South Africa pensions reach 1.9 million older people at a cost of 1.4 per cent of GDP effectively targeting aid to the poorest people and their dependents.

Bangladesh, Botswana and Nepal are some developing countries that have non-contributory pensions.

In Brazil, pensions reach 5.5 million poor older people at 0.9% of gross domestic product (GDP). They increase the income of the poorest 5% by 100%.

As most older people live and share resources with younger family members, social pensions have a substantial impact on child wellbeing and on the family generally.

Pension queue, South Africa.



## Social pensions ease economic crisis

Several countries are expanding social pension schemes to mitigate the effects of the economic crisis.

### Action in Asia

The Government of **Thailand** has announced the continuation of a temporary extension of the Old Age Allowance, which it introduced in April 2009 in response to the economic crises.

For a three-week period, everyone over 60 who was not in receipt of a state pension or other state benefit was eligible to register for the Old Age Allowance, which had previously been means-tested. Nearly three million people registered – around 63% of those eligible. The attempt to extend pension coverage to the whole population marks a paradigm shift in Thailand's pension provision.

Prime Minister Abhisit Vejjajiva has said that a pension was not social assistance, but a right. "The old age social pension is not populist policy, but rather a basic human right that everyone deserves," he said. Challenges remain, however. The level of the Old Age Allowance remains low at 500 baht (US\$15) a month.

In July 2009, the Government of the **Philippines** announced that it would introduce a non-contributory pension of 500 pesos (US\$10.5) a month to people over the age of 70 living in poverty.

### Advances in Africa

In **Lesotho**, the government increased the non-contributory pension from 200 maloti (US\$25) to 300 maloti (US\$38) a month in Feb 2009. This has doubled the level of the pension since it was introduced in 2004, and increased it by about 50% in real terms (taking account of inflation). The pension is given to everyone over 70 who is not receiving any other pension. It is one of the most generous social pensions in relation to GDP per capita, at about 40% of GDP per capita.

In June 2009, **Kenya** announced an allocation of 200 million Ksh (US\$2.6 million) to a new poverty-targeted pension, which is due to start in September. The amount budgeted has since increased to 550 million Ksh (US\$7.2 million).

The pension will be distributed to those over the age of 65 who are chronically ill, living with disability or caring for orphans and vulnerable children. Around 30,000 people – 3% of the population over 65 – will receive it.

### **Latin American proposals**

The Government of **Ecuador** is considering how to deliver the right to a universal pension. This right is included in a new constitution that was approved in September 2008. Around 300,000 older people – a quarter of the population over 65 – receive the poverty-targeted Bono de Desarrollo Humano (the Human Development Grant). One suggestion is extend coverage of this.

In **Paraguay**, the Senate is considering a proposal for 257,000 of the poorest older people to receive a non-contributory pension of 335,000 guarani (US\$65) per month, worth one-quarter of the minimum wage. This would replace the current means-tested pension.

## HEALTH

### Health Charades

Begin by circulating the cards (next page) giving one or more cards to each participant (depending on the size of the group). Participants must not show their cards to each other. Form small groups and explain that everyone has a card which states one thing needed by older people in order to be healthy. In the groups each person must mime what is on their card and the others guess what it is.

When everyone has guessed what is on the cards give each group a full set of cards to review.

Discuss –Were any of the participants surprised by what was on the cards? What other things are needed which were not on the cards? The group may need to be prompted to think about health needs related to personal development, education, etc.

In a country like Ireland how well are older people's health needs cared for? What about in the poorest countries of Africa, Asia and Latin America?

Following a short discussion move into the role-play activity.

### Role Play

The purpose of this role play is to show how older people can often find it difficult to access health and other services.

Divide the group into groups of 4. Each person in the group is given a role card. (If there is an uneven no of people in some groups they can be given additional roles – e.g. observers, note-takers)

Each of the older people (role cards 1, 2, and 3) must read into their character and be prepared to answer questions about themselves.

The person with the role card No. 4 will interview the other characters one by one.

Agree a time limit.

When the researcher in each group has finished doing his/her interviews then all the researchers must present their conclusions to the wider group.

*"It is my aspiration that health will finally be seen not as a blessing to be wished for, but as a human right to be fought for."*

Kofi Annan, Former United Nations Secretary General

*CHARADES CARDS*

<b>Healthy food</b>	<b>An income</b>
<b>Supply of fuel for cooking and warmth</b>	<b>Being listened to</b>
<b>Protection from abuse and violence</b>	<b>Clean water and sanitation</b>
<b>Access to doctors and medicine</b>	<b>A comfortable and safe place to call home</b>
<b>Ability to read and access information</b>	<b>People who care about you</b>
<b>Time to rest</b>	

Write your own...

### **Role card 1: Mr Chong Hong living in rural Cambodia**

Your name is Mr Chong Hong. You are 74 years old and 10 years ago you suffered a stroke. It was only when your family took him to hospital that you found out that you had very high blood pressure. A lot of older people in your village suffer from diseases without being able to get to access to a hospital where their conditions can be diagnosed. You were a farmer until the stroke paralyzed your upper left arm and left you unable to work. Now you now live with your youngest daughter, 28, and her family in a village in Battambang Province. Currently, the family is experiencing deep financial problems because they have no regular income. Your daughter takes care of you and has borrowed money from neighbours, with an interest rate as high as 80% per year, to purchase medicines for you.

You don't receive any physiotherapy or regular health checks. You cannot afford a regular health check, and you only seek health services when your condition gets really bad. Even when your daughter could save enough money for a check-up (e.g. blood pressure test), the local private health worker no longer offered the test because it is was not profitable. Once in a while, your condition becomes very serious and that leads to crippling financial problems as your family needs to borrow a lot of money (\$30 to \$40 USD) for emergency care. The local health centre does not have the medicine you need; and it costs a lot to go to the big hospital.

Your daughter helps you with everyday life, cooking your rice, washing your clothes, buying medicines and anything else that you may need. You are very worried about his future. You know that you are getting older and your condition could deteriorate much faster. All your children are poor and struggle to survive themselves. You're worried that the neighbours may stop lending money when they see that your children are not able to repay. Whenever the weather is hot, you find it hard to breathe. You become un-easy and cannot stay still; you're very anxious.

## **Role Card 2: Amelia living in rural Mozambique**

You live in a remote village where you raised your family. You have 4 surviving children – 3 died. Your husband is dead and you live with your daughter, her husband and five children. You are unsure about your age but reckon that you are around 75 years old. You don't have any identity papers. Without them you cannot....

You suffer from a range of health problems. Complications during childbirth (without medical attention) have left you incontinent. You suffer from constant back pain and you don't know what has caused this. It might be rheumatism, or arthritis or it might be related to several pregnancies.

You used to work in the fields but these days you help out by minding the smaller children and helping with domestic jobs.

The nearest health centre is far from where you live and you do not have the energy to walk long distances. All public transport, except school buses, is privately owned. Often the bus drivers discriminate against older people and don't stop for them. Even when if you could afford the bus fare to the nearest clinic you know that you might not be treated. Older people's health needs are not seen as a priority. You've heard about older people being sent home without being treated because clinics are already so overstretched trying to care for mothers and children. If you were lucky enough to see a doctor you know that you will not be able to afford the drugs.

## **Role Card 3: Patrick living in County Westmeath**

Your name is Patrick and you are 72 years of age. You live in Westmeath just a few miles outside Ballivor. You never married and live alone. You look forward to your weekly trip to Mullingar. You take the bus and you've had free travel now for over five years. Your first stop is the post office to pick up your pension and from there you go to the

butchers to get some fresh rashers and sausages and a bit of black pudding. That always makes a nice tea.

You sometimes go the Chemist whenever you need to get your monthly prescription. You take tablets for your heart condition and lately you have also been getting sleeping tablets. Since one of your neighbours was burgled and badly beaten up you are not able to sleep well. Your biggest health worry is that you will be beaten up some night. Sometimes you cannot sleep at all because you feel so fearful of being attacked.

Being home every night with just the TV and the dog for company doesn't help. Before the drink-driving ban was introduced you used to go to the local pub for a pint most nights and have a chat with a couple of old pals. Now you rarely go out at night. The public health nurse calls now and again. Last time she called she offered to arrange the meals on wheels but you don't want to avail of that – at least not yet. Getting the dinner ready gives you something to do.

#### **Role Card 4: Health professional**

You are a health professional doing research on older people's health needs. You want to find out what are the health issues affecting older people? And what are the barriers to them being able to access better health?

Your job is to interview a number of older people about their experiences and draw some conclusions from their stories. Interview each person in your group, one by one, and then be ready to present a summary of your findings to the wider group.

## HIV/AIDS – the impact on Older People

Introduce the issue of HIV / AIDS using one of the following options:

### Options

Either show short video of **Stolen Generation Mozambique** (a short documentary about Lorista Ntonia (58) who cares for her 3 orphaned grandchildren, Evesse, aged 4 who is HIV positive, Felicidade, 11 and Asis, 9. Their parents died of HIV.

Shortcut to: [http://www.mediachallengefund.net/files/Stolen\\_Generation\\_Mozambique/Stolen\\_Generation\\_Mozambique.html](http://www.mediachallengefund.net/files/Stolen_Generation_Mozambique/Stolen_Generation_Mozambique.html)

OR

Use photo slide show of Lorista and the children which tell the same story

[http://archive.kimhaughton.com/c/kimhaughton/image/I000018COrdqGu\\_c](http://archive.kimhaughton.com/c/kimhaughton/image/I000018COrdqGu_c)

OR

Use 2 case studies

<http://www.helpage.org/News/Casestudies/HIVAIDS>

## Sample case studies

### Mary, 72, Uganda

Mary reads her daughter's memory book to her granddaughter.

"I am from Fort Portal originally which is about 60km from here. I had five children but now I only have one daughter left who lives next door to me. My other children all died of HIV and my last daughter is also



positive. Between them my children have left 14 orphans that need to be cared for. Some stay with other relatives but some come here.

The oldest is 21 and the youngest is only one. My daughter who is still alive has five children too. Three of them stay here with me. We all cook together and help each other out. I have a stall in the market near to here where I sell second hand clothes and this is my only source of income. In 2002 my stock all got burnt in the market in a very bad fire.

I am worried about my daughter because if she dies all of her children will become my responsibility. Sometimes she isn't very well, especially when we don't have enough food to eat. She gets very weak and can't work. Last year she was invited to attend the memory book and will writing workshop. She has now written a memory book for all of the grandchildren and we update it regularly together.

Although the children may be orphaned by their immediate parents it gives them the knowledge that they are also part of a much wider family structure that they have a responsibility to.

In our family's memory book there are lots of photographs that the children like to look at but also stories about their tribe and parents that we read to them. I only hope that they will all grow up one day to have their own families and be able to share the memory book with them."

## John, 73, Uganda



73-year-old John Riukaamya from Uganda cares for more than 20 orphans. He is not sure of the exact figure. "I have had a total of 23 children by two different wives, my first wife who died and my current wife. Seven of my children have died from AIDS. The first one died ten years ago and the last one died only last November. We all live together in two houses.

Five of my own children are also still living at home and I have to look after them too. The youngest of these is only nine and the oldest is 17. All are at school and need their fees to be paid.

In my family I have had a huge problem trying to work out who needs fees paying, and who needs to be taken to be tested for HIV, so now I have a book to monitor all of this.

I was a government servant so now I get a small pension, 110,000 Ugandan shillings (US\$63.7) a month. This is our only income and before the orphans came it was enough for my wife and me to live on.

With this pension I have to buy schoolbooks, clothes, food and look after the house. When the children are sick we have to buy their medicines. My wife and I also have to buy our own medicines, these should be free but they are never available in the health centre because they are special to older people and their illnesses. I am always worrying about money.

We also have three orphans who live with us, who are HIV-positive between the ages of two and 11. The eleven-year-old is on ARVs but the smaller ones aren't. For the medicine to work they need to eat a nutritious meal. I try and provide potatoes, cassava and millet every day for all of the children. I am always worrying about how I am going to find enough money. It's a big responsibility with nobody to help me."

John has written the names of all his orphaned grandchildren in a notebook.

John is the chairperson of the Bohimba Older Persons Association, which provides training in home-based care as well as giving out grants for income-generating activities.

He recently took part in a review coordinated by the Uganda Reach the Aged Association (URAA) and HelpAge International, of the Madrid International Plan of Action on Ageing (MIPAA) adopted in 2002. A total of 159 governments signed MIPAA and committed to include ageing in all social and economic development policies, and to halve old-age poverty by 2015, in line with the Millennium Development Goals.

Older people in Uganda conducted their own national review to assess the situation and see what if anything, had changed in their country in the last five years. In Uganda 64% of older people live in poverty and 50 per cent of the estimated 1.2 million orphans in Uganda (mainly as a result of the HIV&AIDS pandemic) are under the care of grandparents.



“Older people are so much more important now because it is we who have to look after the orphans” says John Riukaanya. “The government has done nothing to increase my pension to help ease the burden or to improve the healthcare system for older people so we don’t have to pay for our medicine. I’d also like to see an end to the discrimination and negative attitude to older people.”

## HIV and Older People – the Untold Story

- HIV is the most extreme health crisis facing the world today. Approximately 35 million people worldwide are living with HIV.
- 2 million people died in 2008 as a result of HIV/AIDS. Two thirds of all people living with HIV are in Africa.
- There are an estimated 24 million children orphaned as a result of AIDs deaths.
- In Africa up to 60% of orphaned children live in grandparent headed households.

It is mostly **the poorest and oldest people** who are shouldering the enormous emotional and financial cost of HIV AIDS.

The burden of caring for the sick and orphans is gradually falling on grandmothers, who are not socially supported to carry this load. Many of them are not physically fit enough to care for themselves and their young dependents, and some of them have HIV themselves. Neither the sexual health of older women, nor their socio-economic needs as family carers, tend to figure in HIV-prevention or poverty-alleviation programmes.

In Mozambique, the average monthly cost of caring for an orphan or vulnerable child is estimated at US\$21, and the cost of caring for someone living with HIV/AIDS is US\$30. The average monthly income for an older person in rural Mozambique is US\$12

There are almost no statistics on the prevalence of HIV/AIDS among elderly women and men (UN 2002). The prevalence of HIV amongst older people is not known, as many surveys do not include people over 49. Monitoring continues to focus on the 15-49 year age group. This neglect also reflects the stigma attached to HIV/AIDS, and the denial of the sexual health needs of older people by the research community, including funders and policy makers.

More widely, the sexual health of older women especially in developing countries has been largely ignored, because reproductive health professionals have historically focused on the maternal role of women. Because young women are the mothers of the future, policy-makers are interested in their health. However, reproductive health of older women is commonly ignored by health policy makers. There is also an implicit denial of sexual activities and hence sexual health needs of older women in many societies, as if their health needs are over once their child-bearing years are at an end.

**Source:** Help Age International Report '*AIDS: the Frontline*' and [http://www.oxfam.org.uk/what\\_we\\_do/issues/hivaids/downloads/gendervuln.pdf](http://www.oxfam.org.uk/what_we_do/issues/hivaids/downloads/gendervuln.pdf)

**For case studies and photos see the following link:**

<http://www.helpage.org/News/Casestudies/HIVAIDS>

# Older People at Work

## 1. Brainstorm

Begin by asking the group to brainstorm the different ways that older people work. What kinds of work do older people actually do in Ireland?

When this is done look at all the suggestions on the board/flipchart and ask them to divide them into two categories – work that is paid or valued and work that is not paid and given little value of recognition.

This might look something like this...

### **Paid and/or Valued recognition**

Farming  
Business – self employed  
Consultancy  
Entertainment e.g. Gay Byrne  
Politics e.g. Garret Fitzgerald  
Writing  
The Arts

### **Not paid and given little value or**

Caring for family members  
Grandparenting  
Volunteering community work  
Parish Councils  
Sporting organisations  
Informal sector work (e.g. cleaning, childminding, gardening)Etc.

Q. What kinds of work are people over 65 excluded from doing in Ireland?

## 2. Images of people at work around the world

Show the slides of people at work around the world (PowerPoint) and afterwards invite the group to give their reactions to the images.

Some possible questions –

What kinds of work do people in the developing world do?

What about their right to rest, and to health? How is this compromised?

## **The Contribution of Older People - Some facts worth mentioning**

Older people are not passive and they continue to contribute to their families and communities right across the world, but their capacity for productivity is often overlooked. The work contributed by older people is severely undervalued, sometimes even by older people themselves.

In the developing world older people often have no choice but to continue working until they die. 80% of older people living in developing countries have no regular income. They mostly survive by subsistence farming or in informal low-paid jobs, such as selling vegetables on the streets, recycling rubbish or labouring. They are often trapped in strenuous, unstable and sometimes unsafe work. They are often unable to raise credit due to their low incomes and most credit and loan schemes discriminate against older people. Even in development programmes, the rules of most micro credit schemes make it impossible for people over 45 or 50 years to join.

In Africa, caring for orphaned grandchildren is another important role that grandparents assume when parents die due to HIV/AIDS. And in Asia, grandparents often stay behind in rural areas minding grandchildren while parents migrate to the cities for work. As women often outlive their husbands they are amongst the poorest and most vulnerable of people.

### **Follow up discussion:**

Pose the question – is there a need to balance the universal right to work and contribute to society against other rights that older people also have, such as the right to rest, the right to health, etc? How can this be achieved? (This can link back to the section '*Pensions not Poverty*'.)

### **Optional Extension activities**

Use case study entitled '*Older people on the alert*' from Peru, next page, to show the civic contribution of older people through the work they do.

Use HIV/AIDS case studies to explore the work that older people do as carers.

Go to next section **Working for Change** to look at the role of older people as agents for change both at home and in the developing world.

## *Older People on the Alert*

Equipped with red caps, aprons and manuals for disaster risk reduction, teams of senior citizens in Peru are helping communities prepare for emergencies. Disaster preparedness is vital in Peru, which is beset by earthquakes, extreme weather and other natural disasters.

Older people have also lived through 20 years of a civil conflict that left 30,000 dead and many more thousands displaced. They have a great deal of experience to contribute to their communities. HelpAge International has been working with a collective of organisations working with older people in Peru, to train older people in disaster preparedness and response. Representatives from 18 older people's associations in several provinces have attended three days of training in civil defence and preparedness, with input from civil defence authorities, the fire service and specialists in risk management.

Members were selected on the basis of their communication skills, calmness and mobility (needed in emergency situations). A total of 60 people aged 60-75 completed the training, equal numbers of men and women. Teams of older people, calling themselves *White Alert Brigades*, are now mapping out where older people live, putting up emergency instruction signs in houses and public buildings, clearing access ways for evacuation, and visiting schools and sports clubs to educate communities about preparing for emergencies. They have also lobbied local authorities to prioritise older people in emergency response efforts.

The brigades' role came to prominence in two recent disasters – the eruption of the volcano, Ubinas, in 2006 and a large earthquake in the coastal south in 2007. The brigades provided much needed support to older people, including shelter and food, and coordination with health authorities. The *White Alert Brigades* are also helping to organise shelters for older people living on the outskirts of Lima and in the Andes, where winter temperatures drop to -15°C. They have delivered scarves and blankets to the poorest, many of whose houses have only plastic or cardboard roofs.

There are now 30 representatives of different associations of older people in Peru who are training groups of older people in disaster preparedness. Maria Alvarez, from Independencia, Lima has been active since the organisation was founded in 2000. 'We have proved that we are able to help other older people,' she says. 'Together we can defend the rights of older people.'

*Source: Ageways 72 p.11 (Help Age International)*

## Working for Change

### *Introductory note*

Recently there has been a lot of media coverage giving statistics which show that we are an ageing society. There is a great tendency for these to be accompanied by furrowed brows and an implied muttering 'what on earth are we going to do with so many oldies?' Seeing older people as a burden on society ignores the contribution they make – particularly as leaders, as activists and as agents of change.

These activities aim to explore the role that older people play in working for change.

Begin by showing **one** of the following

RTE News coverage of Pensioners protests meeting Oct 21<sup>st</sup> 2008 organised by Age Action Ireland – Joe Little reporting (2 minutes).  
[http://www.youtube.com/watch?v=ITfg\\_qGaWDI](http://www.youtube.com/watch?v=ITfg_qGaWDI)

Nice collage of images of older people protesting against Oct 2008 budget with soundtrack 'We Shall Overcome.' (4 minutes)  
<http://www.youtube.com/watch?v=4hVG1kykrw0&NR=1>

Then share one or more of the stories of older people working for change in the Global South (next pages),

### *“Nurses respect us now”*

Angelina, 65, is a former schoolteacher. She lives in rural Kenya with her husband, her son, his wife and their three-year-old son. Her nine-year-old orphaned grandson also lives with the family and Angelina cares for him.

“Older people used to be treated badly at the district hospital. We had to wait for many hours. Sometimes we would leave without even seeing the doctor. The nurses’ attitude was that we were old and didn’t need medicine. “The situation made us feel very bitter. So we decided to do something about it. I was one of a group of older people who went to see the doctor in charge, as part of a project supported by HelpAge Kenya and HelpAge International.

“The doctor called a group of nurses and other health staff to listen to us. We explained everything. We told them that when we were admitted to hospital we had to share a bed with two others, we were sometimes not washed, and we were physically and verbally abused. At the pharmacy we were given incorrect medicine or told that there was no medicine.

“The doctor told us to go away and wait for while. He said he would make changes to improve the situation. Now at the hospital the patients sleep one to a bed. We are treated with respect by the nurses, though the pharmacist still tells us there is no medicine. We are now able to purchase mosquito nets at a reduced rate. This subsidy was previously only available to pregnant women and children.”

## Argentina

### The Mothers of the Dissappeared

The military coup in Argentina on March 24, 1976, did not come as a surprise. After a period of economic crisis and political instability, many middle-class Argentines had openly expressed their hope that military rule would herald a return to stability and order. When it occurred, even the country's Catholic bishops extended their blessing, reassured by the generals' promises to safeguard the values of "Christianity, patriotism, and the family." Few anticipated the savage repression that was to follow.

In the name of their "war against subversion" the military unleashed a wave of terror against all "unpatriotic" individuals and organizations, including labour unions, political activists, university students, and human rights groups. But the Argentine generals, having studied the lessons of previous military dictatorships, had determined to carry out their repression quietly and largely out of sight. Rather than filling stadiums with political prisoners or leaving mutilated bodies on the side of the road, they perfected the practice of kidnapping their victims from their own homes, murdering them in secret, and leaving no evidence behind. In this manner some fifteen to thirty thousand men and women joined the *desaparecidos* – the ranks of the "disappeared."

The aim of this repression was to silence all protest, and it very nearly succeeded. Political opposition evaporated. The Press was silent. Church leaders remained willfully blind. It fell to a group of older women to find the courage to break this silence. These were the so-called Mothers of the Disappeared.

Their common experience brought them together. Many of them had seen sons or daughters kidnapped by security agents in the middle of the night. Desperately, they had kept their vigils, waiting for a call, a message, a sound of returning footsteps at the door. They had made the circuit of jails, military installations, and hospitals, hoping to find some- one who could at least confirm their children's survival, if not their whereabouts. In vain they had pleaded with judges, government officials, and even bishops for some assistance.



Friends and neighbours had drifted away, not wanting to get involved, fearful of guilt by association, and troubled by the nagging suspicion that nobody gets arrested for no reason; surely these young people *must have done something*.

In their grief the Mothers found each other – women who shared the same pain and anguish. At first they came together for mutual support, and then they demanded to be heard. It began with a silent vigil in the Plaza de Mayo, a public square in Buenos Aires that faces the Ministry of the Interior. The vigil became a weekly event. Each Thursday, scores of these middle-aged women, the *Madres de Plaza de Mayo*, stood silently, identified only by their white kerchiefs, and sometimes by the pictures they held of their missing children.

It was illegal to hold any public protest during the state of siege. But the generals did not know how to respond to this mute outcry. They resorted to ridicule; they called them the “crazy women,” *las locas de Plaza de Mayo*. Then they resorted to bullying and terror. The Mothers began to receive threatening phone calls and letters. Several times the whole group of them was arrested, loaded onto buses, and detained overnight. Several of them were kidnapped and disappeared. But the threats only strengthened their resolve.

In 1983 the military, by this time thoroughly discredited, yielded power to a civilian government. The Mothers’ hopes were temporarily elevated by the dream that thousands of young people would emerge at last from the darkness of their secret cells. But there was only a terrible silence, and they had to face the truth – that their sons and daughters would never return. Some of the Mothers struggled on to recover their missing grandchildren – the babies born in detention to their pregnant daughters and often adopted by military families. Others continued the struggle to bring the guilty to justice. As one of them said, “The struggle goes beyond the lives of our children. It’s about the future of our country.”



Source – edited chapter from book entitled [Blessed Among All Women: Women Saints, Prophets, and Witnesses for Our Time.](#)

Web site - [http://www.gratefulness.org/gift-people/madres\\_de\\_plaza\\_de-mayo.htm](http://www.gratefulness.org/gift-people/madres_de_plaza_de-mayo.htm)- Mothers of the Disappeared

# SECTION 4 - Resources

## Video Links

### 1. HIV/AIDS

**Stolen Generation Mozambique** (a short documentary about Lorista Ntonia (58) who cares for her 3 orphaned grandchildren, Evesse, 4 who is HIV positive, Felicidade, 11 and Asis, 9. Both their parents died of HIV.

Shortcut to:

[http://www.mediachallengefund.net/files/Stolen\\_Generation\\_Mozambique/Stolen\\_Generation\\_Mozambique.html](http://www.mediachallengefund.net/files/Stolen_Generation_Mozambique/Stolen_Generation_Mozambique.html)

Photo slide show of Lorista and the children she cares for is also very nice

[http://archive.kimhaughton.com/c/kimhaughton/image/I000018COrdqGu\\_c](http://archive.kimhaughton.com/c/kimhaughton/image/I000018COrdqGu_c)

### 2. Climate Change

[http://www.christianaid.org.uk/whatwedo/issues/climate\\_change.aspx](http://www.christianaid.org.uk/whatwedo/issues/climate_change.aspx) ( 2 mins 20 sec)

Ally Ouedraogo has been farming his land on the edge of the Sahel in Burkino Faso for two decades, but in recent years climate change has made it much more difficult for him to grow his crops.

As the dry seasons in the region have got dryer, the quality of the soil has deteriorated dramatically. It's a familiar story everywhere for farmers and their communities in the developing world as climate change begins to take a heavy toll. This video shows how they are coping. Ally Ouedraogo, is now being helped by Christian Aid partner, Reseau Marp, to reclaim his land from the advancing desert. Ally is pioneering new methods to cultivate his soil and grow enough crops to feed his family.

[http://www.oxfam.org.uk/get\\_involved/campaign/climate\\_change/martin\\_parr.html](http://www.oxfam.org.uk/get_involved/campaign/climate_change/martin_parr.html)

The central coastal province of Quang Tri is one of the most vulnerable to flooding in the whole of Vietnam. Floods and storms destroy people's homes and wash away their crops. Martin Parr travelled to Vietnam with Oxfam to film how people cope with flooding. Good 5 minute video showing how a couple in their 80s manages to cope.

<http://news.bbc.co.uk/2/hi/asia-pacific/8334659.stm> 2 minute news clip showing aerial views of floods in the Philippines. Good for showing scale of problem in a Southern context.

Nice short piece showing images of floods around Galway -

[http://www.youtube.com/watch?v=wkeducn\\_pL4&feature=Playlist&p=EF71475D6117CFCF&index=6&playnext=2&playnext\\_from=PL](http://www.youtube.com/watch?v=wkeducn_pL4&feature=Playlist&p=EF71475D6117CFCF&index=6&playnext=2&playnext_from=PL)

<http://www.selfhelpafrica.com/selfhelp/Main/videochannel3.htm>

This film sets out some of the challenges confronting rural Africans on the frontline of climate change, and the measures they are putting into place to adapt. (4 mins)

**3. Pensions not Poverty** campaign video – 6 minutes

<http://www.youtube.com/watch?v=f11Ys9m2H00>

**4. Work**

PHOTOS

<http://www.helpage.org/Researchandpolicy/Decentwork/Photogallery>

Nice images of people in developing world doing different kinds of work

**5. Working for change/activism**

RTE News coverage of Pensioners protests meeting Oct 21<sup>st</sup> 2008 organised by Age Action Ireland – Joe Little reporting (2 minutes).

[http://www.youtube.com/watch?v=ITfg\\_qGaWDI](http://www.youtube.com/watch?v=ITfg_qGaWDI)

Nice collage of images of older people protesting against Oct 2008 budget with soundtrack 'We Shall Overcome.' (4 minutes)

<http://www.youtube.com/watch?v=4hVG1kykrw0&NR=1>

**6 General**

Good comic film (2 mins) entitled 'World of the Future' made by Help the Aged shows how ageism is the last 'ism' to be eradicated.

[http://www.helptheaged.org.uk/en-gb/Campaigns/AgeDiscrimination/JET/Film/ci\\_worldfut\\_230508.htm](http://www.helptheaged.org.uk/en-gb/Campaigns/AgeDiscrimination/JET/Film/ci_worldfut_230508.htm)

### Suggested outline - 2 hour Workshop with Age Action Members/General Public

Topic	Methodology	Time
<b>Welcome and introductions</b>	<p>Facilitator welcomes group, sets out aims of the workshop.</p> <p>Follow up with a quick ice breakers</p> <ol style="list-style-type: none"> <li>1. Who am I? (p.3)</li> <li>2. First impressions photo activity (p. 6)</li> </ol>	20 mins
<b>Do older people really have the same human rights?</b>	<ol style="list-style-type: none"> <li>1. Assigns group into pairs or small groups for Human Rights Matching Cards game (p 8)</li> <li>2. Discussion on what they found surprising, what rights are more important as you get older?</li> </ol> <p>How older people's rights in the developing world might be viewed differently, etc.</p> <ol style="list-style-type: none"> <li>3. Rank most important rights for older people (p.8 see last 2 bullet points)</li> </ol>	20 mins
<b>Health</b>	<p>Use Human Rights Charades game (p. 37)</p> <p>Role play (p. 36 and 38)</p>	<p>10 mins</p> <p>20 mins</p>
<b>Taking action</b>	Walking debate (p.30)	5 mins
<b>'Pensions not poverty'</b>	<p>Discuss the idea of universal pension rights.</p> <p>See social protection facts (p.33-35)</p>	5 mins
<b>Campaign</b>	What can we do to support this campaign?	5 mins
<b>Evaluation of workshop</b>	One page questionnaire to be collected at the end of the workshop	5 mins
<b>Wrap up</b>	Concluding words and thanks	5 mins

**Suggested outline - 2 hour Workshop with NGOs**

Topic	Methodology	Time
<b>Welcome and introductions</b>	<p>Facilitator welcomes group, sets out aims of the workshop.</p> <p>Follow up with a quick ice breaker to get to know each other's names (e.g. squares game, p.4)</p>	15 mins
<b>Exclusion</b>	<p>Use Exclusion Game (p 7)</p> <p>Followed by short discussion</p>	15 mins
<b>Do older people really have the same human rights?</b>	<p>Use Human Rights Matching Cards game (p 8)</p> <p>Follow by discussion on what they found surprising, what rights are more important as you get older? Etc.</p>	20 mins
<b>How older people are coping with climate change?</b>	<p>Use climate change activities as outlined ( p 13)</p> <p>Newspaper headlines – 5 minutes</p> <p>Videos – 10 minutes</p> <p>Discussion</p> <p>What are the coping skills that older people use in times of crisis and the particular contribution that they can make to adapting to climate change based on experience.</p> <p>Are older people consulted in relation to adapting to climate change?</p> <p>Are they consulted in relation to development generally?</p>	40 mins

<p><b>Taking action</b></p> <p><b>'Pensions not poverty'</b></p> <p><b>Campaign</b></p>	<p>Introduce the idea of older people not sitting around passively but actively working and contributing to change. (e.g. video of Irish pensioners protesting)</p> <p>Then present the idea of universal pension rights.</p> <p>See social protection facts p.33-35</p> <p>What can they do to support this campaign?</p>	<p>15 mins</p>
<p><b>Reflection exercise</b></p>	<p>How can we make development more inclusive?</p> <p>Checklist exercise.</p>	<p>5 mins</p>
<p><b>Evaluation of workshop</b></p>	<p>One page questionnaire to be collected at the end of the workshop</p>	<p>5 mins</p>
<p><b>Wrap up</b></p>	<p>Concluding words and thanks</p>	<p>5 mins</p>

## Suggested outline - 2 Day Workshop with Age Action members/general public

Topic	Methodology	Time
<b>Day 1</b>  <b>Welcome and introductions</b>	Facilitator welcomes group, sets out aims of the workshop.  Follow up with a quick ice breakers  3. Who am I? (p.3) 4. First impressions photo activity (p. 6)	30 mins
<b>Session 1</b>  <b>Do older people really have the same human rights?</b>	<ul style="list-style-type: none"> <li>• Assigns group into pairs or small groups for Human Rights Matching Cards game (p. 8)</li> <li>• Discuss what they found surprising, what rights are more important as you get older? How older people's rights in the developing world might be viewed differently, etc.</li> <li>• Rank most important rights for older people (p.8 see last 2 bullet points)</li> </ul>	40 mins
<b>Session 2</b>  <b>Exclusion</b>	Play exclusion game and use follow up discussion questions (p.7)	15 mins
<b>Session 3</b>  <b>Health</b>	<ul style="list-style-type: none"> <li>• Use Health Charades game (p. 37)</li> <li>• Health role play (p. 36 and 38)</li> <li>• Discussion</li> </ul>	10 mins 10 mins 20 mins
<b>Session 4</b>  <b>Older people at work</b>	<ul style="list-style-type: none"> <li>• Brainstorm work that older people do in Ire. (p. 47)</li> <li>• Show images of older people at work in developing world (Help Age Int. photos)</li> <li>• Compare and discuss both.</li> <li>• Share case study – <i>Older people on the alert</i> (p.49) as an example of the positive contribution that older people can make. Discuss similar examples offered by the group.</li> </ul>	45 mins

<b>Wrap up</b>	Finish by showing short video  <a href="http://www.helptheaged.org.uk/en-gb/Campaigns/AgeDiscrimination/JET/Film/ci_worldfut_230508.htm">http://www.helptheaged.org.uk/en-gb/Campaigns/AgeDiscrimination/JET/Film/ci_worldfut_230508.htm</a>	15 minute s
<b>Day 2</b>		
<b>Welcome</b>		
<b>Ice beaker and review of day 1</b>	<ul style="list-style-type: none"> <li>• Welcome</li> <li>• Invite everyone to say one thing that has stayed with them or one thing they remember from the 1<sup>st</sup> day or they might have a question</li> <li>• Ice breaker - Squares Game (page 4) and discussion</li> </ul>	30 mins
<b>Session 1</b>	<ul style="list-style-type: none"> <li>• Use climate change activities as outlined ( p 13)</li> <li>- Newspaper headlines – 5 minutes</li> <li>- Videos – 15 minutes</li> <li>- Discussion</li> </ul> <p>What are the coping skills that older people use in times of crisis and the particular contribution that they can make to adapting to climate change based on experience.</p> <p>Are older people consulted in relation to adapting to climate change?</p> <p>Are they consulted generally?</p>	45 mins
<b>Session 2</b>	<ul style="list-style-type: none"> <li>• Use Pensions not Poverty activities (p 30)</li> <li>• Walking debate</li> <li>• Pair work – case studies</li> <li>• Discussion</li> </ul>	45 mins
<b>Session 3</b>	<ul style="list-style-type: none"> <li>• Show video of pensioners action in Dublin (2008)</li> <li>• Share Angelina’s story (p. 52)</li> <li>• Discuss ‘actions for changes’ undertaken by older people – both large and small</li> </ul>	45 mins
<b>Older people acting for change</b>		

<p><b>Session 4</b></p> <p><b>Taking action</b></p>	<ul style="list-style-type: none"> <li>• Remind participants of session 2 and the idea of universal pension rights.</li> <li>• Share social protection facts (p.33-35) on a slide</li> <li>• Discuss - What can we do to support this campaign?</li> <li>• Brainstorm - Are there other actions that we can take to support older people in realising their rights –both at home and in the developing world</li> </ul>	<p>20 mins</p>
<p><b>Evaluation of workshop</b></p>	<p>One page questionnaire to be collected at the end of the workshop</p>	<p>5 mins</p>
<p><b>Wrap up</b></p>	<p>Concluding words and thanks</p>	<p>5 mins</p>

Topic	Methodology	Time
<p><b>Day 1</b></p> <p><b>Welcome and introductions</b></p>	<p>Facilitator welcomes group, sets out aims of the workshop.</p> <p>Follow up with a quick ice breakers</p> <ol style="list-style-type: none"> <li>5. Who am I? (p.3)</li> <li>6. First impressions photo activity (p. 6)</li> </ol>	<p>30 mins</p>
<p><b>Session 1</b></p> <p><b>Do older people really have the same human rights?</b></p>	<ul style="list-style-type: none"> <li>• Assigns the group into pairs or small groups for Human Rights Matching Cards game (p. 8)</li> <li>• Discuss what they found surprising, what rights are more important as you get older? How might older people's rights in the developing world be undermined, etc.</li> <li>• Rank most important rights for older people both in Ire and in the developing world. How might priorities differ? (p.8 see last 2 bullet points)</li> </ul>	<p>40 mins</p>
<p><b>Session 2</b></p> <p><b>Exclusion</b></p>	<p>Play exclusion game and facilitate follow up discussion focusing particularly on how development projects can exclude older people (p.7)</p> <p>Within their own organisations/area of work are older people visible? consulted? included?</p>	<p>30 mins</p>

<p><b>Session 3</b></p> <p><b>Health</b></p>	<ul style="list-style-type: none"> <li>• Use Health Charades game (p. 37)</li> <li>• Health role play (p. 36 and p. 38-41)</li> <li>• Group discussion on the topic of access</li> <li>• Closing question - apart from health, what other services can older people have difficulty accessing?</li> </ul>	<p>45 mins</p>
<p><b>Session 4</b></p> <p><b>Older people at work</b></p>	<ul style="list-style-type: none"> <li>• Brainstorm work that older people do in Ire. (p. 47)</li> <li>• Show images of older people at work in developing world (Help Age Int. photos)</li> <li>• Compare and discuss both.</li> <li>• Use case study of Mary and John (Uganda) p.43-45 or show video of Lorista (Mozambique) to open up discussion about the work that grandparents do as carers in the context of HIV/AIDS.</li> </ul>	<p>45 mins</p>
<p><b>Wrap up</b></p>	<p>Finish by showing short video</p> <p><a href="http://www.helptheaged.org.uk/en-gb/Campaigns/AgeDiscrimination/JET/Film/ci_worldfut_230508.htm">http://www.helptheaged.org.uk/en-gb/Campaigns/AgeDiscrimination/JET/Film/ci_worldfut_230508.htm</a></p>	<p>15 mins</p>
<p><b>Day 2</b></p> <p><b>Welcome</b></p> <p><b>Ice beaker and review of day 1</b></p>	<ul style="list-style-type: none"> <li>• Welcome</li> <li>• Invite everyone to say one thing that has stayed with them or one thing they remember from the 1<sup>st</sup> day or they might have a question</li> <li>• Ice breaker - Squares Game (page 4) and discussion</li> </ul>	<p>30 mins</p>

<p><b>Session 1</b></p> <p><b>Climate Change</b></p>	<ul style="list-style-type: none"> <li>• Use climate change activities as outlined ( p 13)</li> <li>- Newspaper headlines – 5 minutes</li> <li>- Videos – 15 minutes</li> <li>- Discussion</li> </ul> <p>What are the coping skills that older people use in times of crisis and the particular contribution that they can make to adapting to climate change based on their experience.</p> <p>Are older people considered or consulted in times of emergencies?</p> <ul style="list-style-type: none"> <li>• Share case study – <i>Older people on the alert</i> (p.49) as an example of the positive contribution that older people can make in times of emergency. Discuss similar examples offered by the group.</li> </ul>	<p>45 mins</p>
<p><b>Session 2</b></p> <p><b>Social Protection</b></p>	<ul style="list-style-type: none"> <li>• Use Pensions not Poverty activities (p 30)</li> <li>• Walking debate</li> <li>• Pair work – case studies</li> <li>• Discussion</li> </ul>	<p>45 mins</p>
<p><b>Session 3</b></p> <p><b>Older people acting for change</b></p>	<ul style="list-style-type: none"> <li>• Show video of pensioners action in Dublin (2008)</li> <li>• Share Angelina’s story (p. 52)</li> <li>• Discuss ‘actions for changes’ undertaken by older people – both large and small - particularly in the developing world. Invite examples from the group.</li> </ul>	<p>45 mins</p>

<p><b>Session 4</b></p> <p><b>Taking action</b></p>	<ul style="list-style-type: none"> <li>• Brainstorm with the group ' If you had to pick one thing that older people universally might benefit from what would it be? In other words, what is the most important thing that could improve the lives of older people.'</li> <li>• If a social pension does not come up then remind participants of the idea of universal pension rights.</li> <li>• Share social protection facts (p.33-35) on a slide</li> <li>• Discuss - What can our organisations do to support this campaign?</li> <li>• Brainstorm - Are there other actions that we can take to support older people in realising their rights –both individually and within our organisations</li> </ul>	<p>30 mins</p>
<p><b>Check list activity</b></p>	<p>How can our work include the perspective of older people more?</p>	<p>10 mins</p>
<p><b>Evaluation of workshop</b></p>	<p>One page questionnaire to be collected at the end of the workshop</p>	<p>5 mins</p>
<p><b>Wrap up</b></p>	<p>Concluding words and thanks</p>	<p>5 mins</p>

## Evaluation of Workshop

1. What did you find most helpful or interesting about today's workshop?
2. What did you find least helpful?
3. If you are taking away any new insights or ideas, as a result of this workshop, please explain briefly what they are.
4. Would you (or your organisation) be interested in further support in exploring how older people can become more visible in development education?
5. Any other comments you would like to add.....