



# Seenagers Meeting Toolkit

Curtailing Elder Abuse Project  
in Enugu State



Supported by



## Acknowledgement

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# Overview

Factors contributing to abuse and maltreatment of elders include widespread and systematic age-based inequalities. Elders in home based care in rural communities face significant challenges due to age-based discrimination and their lower status and agency compared to their counterparts in the urban areas. Key issues include lack of economic power to manage their own health and non-availability of sub-optimal age appropriate care and treatment.

Another age-based issue is children's dominant role in decision-making around household finances and health but lack of knowledge and engagement in elders care and wellbeing due to certain negative age related socialization and stereotypes that may distance them from their roles as caring daughters, sons and extended family members.

Increasing awareness and creating demand for appropriate care of elders can be facilitated through sensitization of elders themselves and consistent awareness creation targeted at community stakeholders on prevention of elders neglect and abuse.

As part of the effort to foster an improved enabling environment at community level to support age responsive care for elderly especially from ages 60 and above, Dewdrop Foundation (DDF) in partnership with Center for Gender Economics (CGE Africa) is implementing in Enugu State a project titled Curtailing Elder Abuse in 10 Communities (Akpuoga, Amaechi Idodo Umuode, Ogonoeji- Akpugo, Ogbeke, Orjiagu- Agbani, Akwuke, Ndiagu Owo, Isigwe Ugbawka and Isienu Nkerefi). The project seeks to draw public attention to the alarming rise of elders' abuse in Nigeria's communities over the past decades, focusing particularly on building the voice of the elderly to influence policies that will bring about sustainable care for all elderly persons in the state. The project is funded by VOICE.

DDF and CGE Africa developed this facilitation guide for the sensitization of elders in the project communities and beyond.

# Glossary of Terms

Facilitators of the Seenagers meeting and participants must understand the following strategic terms in order to be able to promote gender abuse prevention and elder care:

**A caregiver** is an unpaid and without formal training (in the related treatment) member of a person's social network who helps them with activities of daily living. Caregiving is most commonly used to address impairments related to old age, disability, a disease, or a mental disorder. <sup>1</sup>

**Civic participation** refers to participating in your community to develop it with the help of your knowledge, skills and values, to make a difference in your society. The goal of civic participation is to raise the standard and quality of life in your community, through commitment and motivation. <sup>2</sup>

**Disabilities** is an umbrella term, covering impairments, activity limitations, and participation restrictions. An impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations. <sup>3</sup>

**Elder abuse** includes physical, emotional, or sexual harm inflicted upon an older adult, their financial exploitation, or neglect of their welfare by people who are directly responsible for their care. <sup>4</sup>

**Healthy** means sound, wholesome, robust, hale, well mean enjoying or indicative of good health. Healthy implies full strength and vigor as well as freedom from signs of disease. <sup>5</sup>

**Hygiene** is the practice of keeping yourself and your surroundings clean, especially in order to prevent illness or the spread of diseases. <sup>6</sup>

**Retirement** is the action or fact of leaving one's job and ceasing to work. <sup>7</sup>

**Social inclusion** is the process of improving the terms on which individuals and groups take part in society—improving the ability, opportunity, and dignity of those disadvantaged on the basis of their identity. <sup>8</sup>

**Social participation** by seniors is defined as involvement in activities that provide interactions with others in the community — is crucial not only for allowing older adults to meet their fundamental human needs for socialization and self-actualization, but

for helping society to better face population aging. Most elders have restricted social participation; because such participation is a critical element of older adults' health, its decline is associated with serious health outcomes, including a greater risk of mortality.<sup>9</sup>

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1 "Informal Caregiver Law and Legal Definition | USLegal, Inc". definitions.uslegal.com. Retrieved 2019-12-08.

2 <https://www.youthdoit.org/themes/meaningful-youth-participation/civic-participation/>

3 <https://www.who.int/topics/disabilities/en/>

4 <https://www.helpguide.org/articles/abuse/elder-abuse-and-neglect.htm>

5 <https://www.merriam-webster.com/dictionary/healthy>

6 <https://www.collinsdictionary.com/dictionary/english/hygiene>

7 <https://www.dictionary.cambridge.org/dictionary/english/retirement>

8 <https://www.worldbank.org/en/topic/social-inclusion>

9 <https://policyoptions.irpp.org/magazines/october-2018/social-participation-is-critical-to-seniors-health/>

PART A

# Facilitation Preparation



## 1. Selecting the Right Facilitator

A facilitator helps groups of elderly women and men understand their common objectives, assists them to plan how to achieve these objectives and move through a process together.

Before devoting time and resources to setting up the Seenagers meeting, the organization setting up the meeting should interview and select the right set of male and female facilitators. Some of the attributes of the right facilitator include:

- At least 2 years of progressive experience in facilitation and/or elder abuse prevention Programming.
- Strong commitment to the principles of elder care and demonstrated commitment to elders' wellbeing ethics.
- Demonstrated ability to facilitate elders' multi religious meetings.
- Excellent communication (oral and written) and interpersonal skills with a strong work ethic coupled with tact and diplomacy.
- Deep understanding of the local community, language and culture.
- Familiarity with advocacy to faith leaders on elder abuse issues and/or community development.
- Personal values consistent with those of DDF and CGE Africa's corporate values and experience working with elders in communities.
- Experience working in at least one of the following sectors: community based organizations, nonprofit, faith-based, government.
- Select a mix of male and female facilitators to have male facilitators for all-male sessions (if need be) and female facilitators for all-female sessions (if need be).

## 2. The Facilitator's Role

The facilitator is concerned with the process and dynamics of the meeting. A well-facilitated meeting frees up all participants, including the engaging organization, to focus on the content and goals of the meeting. Specifically, the facilitator will:

- Design the agenda and guide the conduct of the meeting.
- Ensure that the ground rules are established and adhered to by all participants.
- Provide all participants the opportunity to learn from each other.
- Project a professional, neutral position throughout the proceedings, being careful to show no bias toward or against any person or idea.
- Ensure that the objectives of the activity are met and key lessons are discussed and well understood by all participants.
- Work with group members to ensure active and meaningful participation, without domination by a few.
- Develop sufficient rapport with the participants to be effective and enough distance to identify any hidden agendas influencing the group dynamics.
- Manage the time and space for the meeting to support positive outcomes.



### 3. Key Steps to Accomplishing Sensitization Objectives

#### *Step 1: Assess participants' needs*

The sensitization needs will be determined by identifying the gap between the current and desired knowledge of the selected stakeholders to be sensitized. The difference between what exists and what is needed will be agreed on so that the expected outcome of the facilitation exercise will be clear.

#### *Step 2: Planning for the Seenagers Meeting*

To develop an effective sensitization program, follow the steps below on the instructional design process:

- Get familiar with the meeting venue. If you don't know the venue for the meeting, it is a good idea to look at it a few days in advance. This will help you create the most positive environment for the meeting. For example, you may need to move chairs and tables or improve the lighting to create an inclusive sitting arrangement for all participants.
- Identify the extent of the issue/problem that you will be discussing. It is important to find out how pervasive age based injustice challenges is in the project states and communities in which you are working so that you can better adapt the meeting to the realities of the participants.
- Distinguish your audience/participants: Try to find out who will be attending the meeting, and if they are coming voluntarily or are being forced to attend. This will give you an idea of how open they will be, as well as measure their level of interest and contributions.
- Create an open and respectful environment in which the participants feel comfortable sharing and learning from their own experiences without being judged. It is important for you to be friendly and create a rapport with the participants. It is up to you to pay attention to their comfort level and to be aware when particular participants need individual attention.
- Build a rapport with your co-facilitator. If you are running this meeting with another facilitator, it is important that you meet in advance to plan your work together. This will include dividing activities between you. You'll also agree on how to support each other during the meeting.

#### *Step 3: Ascertain and absorb pieces of the Sensitization Modules*

- Review the learning objectives for each module in session 2.
- Then acquaint yourself with the pieces of this sensitization modules because they are the means of achieving the learning objectives.
- Read the Guide before you begin a meeting. Make sure that you have read through each activity again before you do it. If you are confused or concerned about any of the information in the guide, ask another facilitator about it.
- Prepare visual aids if need be on flipcharts in advance. Make sure you paste it at a vantage point for all the participants to view.

- Find out about support services available for some participants. A meeting on this theme may bring back painful memories, such as gender-based abuse or personal experience of violence.
- In fact, inform participants at the beginning of the meeting that the sessions serve to be collectively respected as a 'safe space' where each participant can share their opinions and experiences without being judged.
- If any conflict or discomfort with the material arises, these situations should be handled between the facilitator and the participant(s) privately or after a session to not take away any positive energy and trust from the rest of the group and training.

#### Step 4: Practice Excellent Facilitation Skills

- Firstly review the session plans, presentations, role plays, and other activities. This will boost confidence and also help mitigate challenges during the meeting.
- Practice Active listening which is a basic skill for facilitating group discussions. It means helping people feel that they are being heard, as well as understood.
- Practice effective questioning which increases participation in group discussions and encourages problem-solving. Ways to achieve effective questioning include: asking open-ended questions: Why? What? When? Where? Who? How?
- Involving everyone by helping all group members to take part in the discussion is a really important part of group facilitation. If a person is dominating the discussion, you can limit his/her response by encouraging others to say their views or by asking them to react to what the person is saying.
- Inspire honesty and openness. Encourage participants to be honest and open. They should not be afraid to discuss sensitive issues.
- Keeping the group on track is very important to help the group stay focused on the issues being discussed. If the discussion is going off the subject, remind the group of the objectives for the activity and get them back on track.
- Managing conflict is an important role for the facilitator, because a meeting of this nature looks at sensitive issues and difficult problems, there may well be disagreement between you and a participant, or between participants.
- Remind all participants that a key norm for sessions is being respectful of each other's opinions and experiences and thus, even if we do not agree with what someone might say, we try to listen first and use constructive feedback rather than directly criticizing the others' opinions.

#### Step 5: Gather required materials and prepare for training

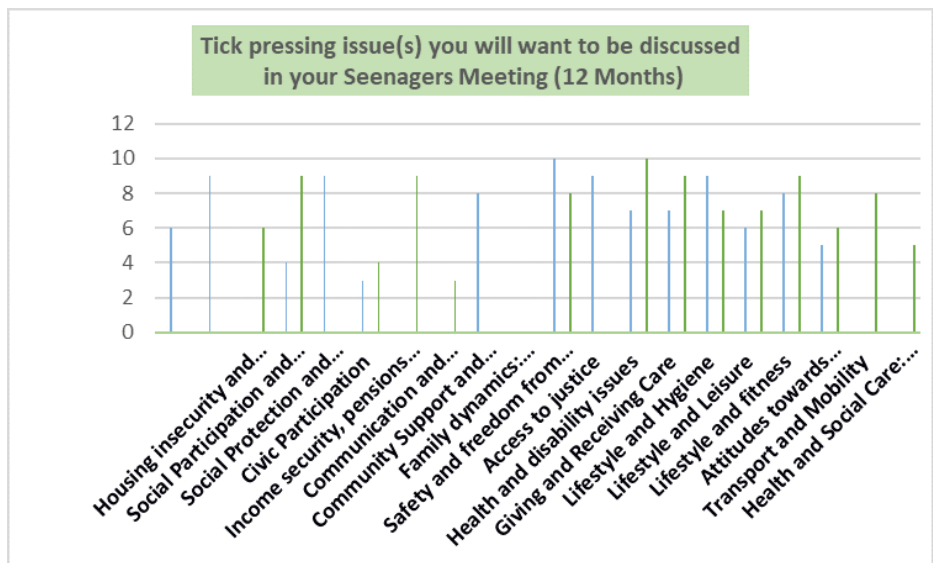
- Obtain a copy of the sensitization tools, checklists, and other training aids that participants will be using.
- Obtain equipment and supplies needed:
  - Flip charts,
  - Markers, etc.
- Thoroughly review the content, making sure it is clear until you feel comfortable presenting information and facilitating group activities.

PART B

# Sensitization Sessions



The following sessions were selected from the analysis of the questionnaire administered in the 10 project communities.



### Introduction

This section will actively involve male and female Seenagers in a learning process. Sessions serve to build participants' knowledge using role-plays, discussions, case studies and practice.

*“Education is the best provision for the journey of old age”<sup>10</sup>*

Aristotle

<http://www.quotationspage.com/quote/24226.html>

### Learning Objective(s):

By the end of these sessions, participants will be able to support informed choice, help elders discuss and negotiate abuse prevention and adequate care with their family, care givers, community and government. The meeting materials are designed to be used by facilitators and educators with a thorough understanding of adult learning principles and warmth and the ability to provide sensitization on elder abuse topics in community and traditional settings.

The module can be used as a resource for sensitizing new sexagenarian or for refresher sensitizations for elders above 60.

## MODULE 1

### Life Cycles and Socialisation



#### SESSION 1: ATTITUDES TOWARDS RETIREMENT

##### Objectives of the Session

To get participants to reflect on their lives, from childhood to old age, and how they and events have influenced their perception on retirement, behaviors and expectations. From this, participants should begin to see how the different mindsets of being a retiree shape their lives and the choices they can make and what their wellbeing becomes.

- Time (Duration) : 45 Minutes
- Required Materials  
A piece of illustrated Paper titled 'MY STORY (Akuko Uwam)'
- Procedure (Activities) – Prepare to tell your own story!

Begin with this narrative:

“Our present lives as elders are a big story made up of different small stories from our past. It is only us that can look into our past from childhood to adulthood and ultimately to where we are now as elders and bind the pieces together to tell our stories. As elders who are in our communities, if we don't tell our stories, people and the media will tell the stories anyhow they deem right”.

Ask participants to reflect on this; most importantly, participants need to ponder on the different characteristics of their lives - How their different personal experiences such as relationship with their children, roles played in the community, at the work place and how that influenced the 'elder' they are today.

Explain that they have 5 minutes for deep reflections then they will attempt to 'tell their own stories.' They should start by reflecting on how life occurrences in their families affected them while growing up (like watching their parents and grandparents grow old). Be clear that after this time of reflection, they will go into groups to tell their own story. Explain that they would only be required to share only what they feel comfortable to share, and should not feel under pressure to give details that they do not want to give.

As they tell their stories; others are free to seek clarification. You can also chose to give them some guide questions examples below:

- Have your perspectives of ageing influenced you positively or negatively?
- What do you 'desire for the future' – please share it?
- What do you believe should be a perfect way to age?

The facilitator should go round the small groups and note down significant answers so you use the answers for the final general reflections.

After the breakout sessions, they should come back for a 10 minutes plenary session where every group should present the most significant story from their group reflections.

Review the issues raised by the participants and try to tease out the issues not presented to ensure that the target issues (such as Health, Nutrition, Saving, Fear, Lack of planning for old age etc.) are highlighted and the objectives of the session are met.



### *Wrap-up*

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You can summarize the common traits of what the group shared on the different perspectives they had on ageing. Observe that the discussions have shown that there are positive and negative perspectives that each and every one held tenuously over the years. Then gently entreat the group to shift from negatives to positives!

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## SESSION 2: SAFETY AND FREEDOM FROM ABUSE

**Objective:** To help participants develop a comprehensive understanding of what drafting a protection 'will' entails, including the specific decisions made ahead of time in case he or she gets incapable.

	<b>Time (Duration)</b> 45 Minutes
	<b>Required Materials</b> chart and Markers
	<b>Procedure (Activities)</b> – Tell a short story of Ogbuefi and Mama Arinze

### Step 1:

Mama Arinze lives next door to Ogbuefi, who is 75 years old. Ogbuefi has severe arthritis and can't get out of his house easily. He depends on help from a niece for his groceries, housecleaning and other chores.

Mama Arinze is starting to worry about Ogbuefi. He often hears Ogbuefi's niece shouting at him and Ogbuefi often tells Mama Arinze that he is depressed. Mama Arinze also finds that Ogbuefi has lost a lot of weight. Ogbuefi doesn't have any other relatives nearby. Mama Arinze is wondering what she can do to make sure Ogbuefi is being taken care of.

### Step 2:

Discuss the following questions:

- What is Ogbuefi going through?
- What should Ogbuefi do that he has not done?
- If you are Mama Arinze what will you do?

### Step 3:

Discuss with the elders how they can negotiate their protection from abuse.

- While you are in good health, create a protection plan (in case of incapacity).
- While you are in good health, make request for adequate care from your family, let it be discussed extensively until there are agreements.
- If you gave someone a power of attorney for your care and you think it was misused, you can cancel it at any time.






### Wrap Up

After a full discussion, summarize all that was discussed and encourage them to check their family dynamics and find boldness to discuss these with their family.

### SESSION 3: COMMUNICATION AND ACCESS TO INFORMATION

#### Objectives of the Session

This session will discuss practical ways elders can access and share information in the communities.

	<b>Time (Duration):</b> - 45 minutes
	<b>Required Materials:</b> - Flip Chart and Markers
	<b>Procedure (Activities):</b> Get News- 'Onye nu ya gwa lbe ya'

Staying connected with events, news and activities with timely, accessible and practical information is a key part of active ageing. Technology can be tapped on to spread information quickly, but also plays a role in social exclusion. In communities elders must be provided access to news at a very minimal cost.

#### Step 1:

##### Get News through Technology

The media are instrumental in communicating information to the wider community especially through community radios. Older people should receive information through traditional print and broadcast media. Discuss the advantages and the disadvantages of this kind of access.

#### Step 2:

##### Get News through direct personal contacts.

Elders can get news through direct personal contact such as through telephone calls, discuss the other means of accessing news in the information boxes below.

#### Information BOXES:

News on:

- Health
- Financial(Pension, loans etc)
- Political
- Social
- News

Who can provide timely Information?

- Nurses/Chemist Shop owners
- Bankers
- Politicians /Teachers/Town Criers
- Youth Leaders
- Family Members/Media Houses

- You can brainstorm and increase both lists.



- Also discuss the barriers to getting timely information from personal contacts example lack of interest, exclusion, cost of phone calls etc.



### Wrap-up

Close the activity by summarizing some of the discussions. Encourage elders to share news/information among themselves especially making information accessible to elders experiencing vision and hearing impairments to ensure their full understanding.

## SESSION 4: GIVING AND RECEIVING CARE

### Objective of the Session

To reflect on how elderly women and men give and receive care. And agree on some old age caregiving rules.



Time (Duration):  
- 45 minutes



Required Materials:  
- Flip chart and markers  
- Pens



Procedure (Activities) – Elders Giving and Receiving Care 'Case Study'



### CARE WORK 'CASE STUDY'

Ugodiya is Chukwudi's mother Chukwudi's friends are coming over to their home for dinner. He is very anxious that they should have a good time, and he wants to show them that his Mother is a great cook. But when he gets home that night, nothing is prepared. Ugodiya has been feeling unwell, and she has not started making the dinner yet. Chukwudi is very upset. He does not want his friends to think that he cannot chastise his Mom. He begins to argue and yell at his mother for disappointing him and pretending to be sick. The fight quickly escalates, and Chukwudi informs his Mom he will not send her money for the next 1 year.

The next morning when Chukwudi left for the city Akwaugo their neighbor visited to condole with her over the sanction she received last night. She warned her always try to satisfy her children no matter what.

- Do you think that Chukwudi was right to chastise his Mother even when she informed him she was unwell?
- What is this type of violence called?
- Is it true that 'old men don't do care work'?
- Should Akwaugo's advice to Ugomma be taken?
- If you are to advise Chukwudi what will you tell him?

- Could Chukwudi have reacted differently in this situation if it his Dad that disappointed him?
- What should the traditional leader or Religious Leaders do if this case is reported to them?



### **Wrap-up**

Summarize the feedback and inform participants that their well-being should at all-time be prioritized. They can get help from others if they must carry out such tasks when they are unwell. They should start early when they are well to inform their children that they are ageing and might not be able to be their super man or woman anymore. Inform them that it is now their turn to receive care.

## SESSION 5: HOUSING INSECURITY AND HOMELESSNESS

### Objectives of the Session

To discuss the state of accommodation and residence of the elders, this will further show the degree of care that participants receive from those they trust to take care of them.

- Time (Duration)  
45 Minutes
- Required Materials  
Flip Charts and Markers
- Procedure (Activities) – Condition of Accommodation (All Fingers are not equal)

Divide participants into two groups:

Group 1: My Accommodation is good

Group 2: My Accommodation needs attention

#### *Group 1: My Accommodation is good*

This group whose houses are reasonably in good condition should discuss what security and safety means. They should also discuss how to get their caregivers to further make the facilities in the house more age aware.

- How to dialogue with their community vigilante groups.
- Building wheel chair ramps in case they use wheel chair or their friends use wheel chairs.

#### *Group 2: My Accommodation needs attention.*

This group should discuss what the conditions of their house is – please don't make promises for repairs but you can advise on innovative ways of fixing damages.

- Seasonal repairs
- Partnering with community youths



### Wrap – Up

When rounding up select one person from each group to present their groups deliberations. Then counsel on the positive solutions presented and ensure you speak to the youth leader about the meeting’s expectations for better security, possible home repairs etc

## MODULE 2

### Promoting Healthy Habits and Systems



#### SESSION 6: HEALTH AND SOCIAL CARE: HEALTH STATUS, PREVENTIVE CARE, SERVICE USE

##### Objective:

To identify different types of health conditions that elders suffer and explore ways for prevention, cure and ‘management’.



Time: 45 minutes



Required Materials  
Flip chart paper and markers



Procedure (Activities) - My Health, My Wealth

Ask the group to think quietly for a few moments about what managing their health means to them. Then, invite all participants to share with the group what staying healthy means to them, the facilitator should take notes on flipchart paper. Highlight some of the common points in their responses, as well as any unique points.

Share Examples of aging-associated diseases like atherosclerosis and cardiovascular disease, cancer, arthritis, cataracts, osteoporosis, type 2 diabetes, hypertension and Alzheimer’s disease. The incidence of all of these diseases increases exponentially with age.

Invite a medical personnel to co-facilitate this session with you he or she should discuss prevention, possible cure and ‘management’ with participants.



### Wrap-up

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In wrapping up ensure you get everyone's feedback. They should all share one by one who they learnt from this session and document it for the group.

## SESSION 7: LIFESTYLE AND HYGIENE

### Objectives of the Session:

To discuss ways that elders can sustain their good hygiene habits and also develop some new habits that will help them in old age.



Time (Duration) 45 Minutes



#### Required Materials

- Flipchart
- Markers



Procedure (Activities) – I STILL CAN!

The burden often falls on family to recognize the signs that an aging parent might need help with daily living tasks. Poor personal hygiene is a common and often the first sign Papa and Mama could use some assistance. But this session is about encouraging the elders that they still can maintain some of those good habits that kept them endearing in their younger years.

Brainstorm on the grooming habits that participants had that they have dropped over the years due old age challenges or mindsets.

### Examples

- Cutting nails
- Shaving beards and other hairs
- Braiding hair
- Bathing Twice daily and at least once during cold seasons.
- Changing clothes from previous days
- Wearing new clothes rather than leave them in boxes
- Wearing comfortable shoes
- Making up
- \*\*wearing a smile!



### Wrap-up

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From the brainstorming session find out if there are some of them that are still well groomed and allow them share their resilient skills of continuing in this path so others can imitate them as much as possible.

### SESSION 8: HEALTH AND DISABILITIES

#### Objectives of the Session

To develop a clear understanding of what disabilities are, and then dialogue along positive and negative attitudes to disabilities in old age.



Time (Duration) 45 Minutes



#### Required Materials

- Flipchart
- Markers



Procedure (Activities) – Understanding My Perception to Disability

Begin by reviewing the concept of 'Disability', DISABILITY is 'a physical or mental condition that limits a person's movements, senses, or activities.

Ask participants to list what the negative attitudes to disabilities are:

Negative Attitudes:

Positive Attitudes:

Then ask what they suggest should be the positive attitudes towards disabilities especially those disabilities that comes with ageing?

After the exercise, summarize the positive solutions that participants came up with. Ask the participants if they think they need help in inculcating these positive habits. Find out what is their desired support systems are for the proposed change in attitude.



### Wrap- Up

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Remind them to always fight to live positively. Old Age is a BLESSING!

## SESSION 9: LIFESTYLE AND LEISURE

### Objectives of the Session

To discuss different forms of leisure



Time (Duration)  
60 minutes



Required Materials  
- Flipchart  
- Markers



Procedure (Activities) - Onye ga agba egwu?

Inform participants that 'Research' has found that dancing improves strength and muscle function in older adults, as well as increasing balance and flexibility, leading to better stability and fewer injuries. Dancing can also improve your cardiovascular health, which will decrease your chances of developing heart disease.<sup>11</sup>

Divide participants into two groups: let each group form a circle for dancing! They can sing and dance or you can play music for them to dance and get judges to sit down and select the best 2 dancers. Kindly find an award and present to them.

After the group dance, allow them time to relax a bit and ask them to share how they felt both emotionally and physically.



### Wrap-up

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Wrap up by encouraging them to dance more often so they can enjoy the health benefits of it.

<sup>11</sup> <https://www.yourcareeverywhere.com/life-stages/healthy-aging/health-benefits-of-dancing-for-seniors.html> <https://www.yourcareeverywhere.com/life-stages/healthy-aging/health-benefits-of-dancing-for-seniors.html>

## MODULE 3

# The Ideal Community and State

### SESSION 10: TRANSPORT AND MOBILITY

#### Objectives of the Session

To discuss the challenges of challenges of rural transportation especially as it concerns the mobility of elderly persons.



Time (Duration)  
- 45 Minutes



Required Materials  
- Flip chart  
- Markers



Procedure (Activities): Age Sensitive Transportation

The physical abilities of elders starts limiting their freedom to go where they want to go when they want to go there. Most of them depend on other people for transportation. Some transportation problems can be solved if discussed.

Discuss the following with all participants:

- What are the available means of transportation in their communities? Example Motorbikes popularly known as 'Okada', Taxi etc
- What are the barriers to movement for the elderly using those means of transportation? Example: Bad roads, over speeding, cost of caregiver moving with them etc
- What are the solutions? Example sensitization meeting with leaders of Motorbike drivers association etc.



#### Wrap Up

Discuss with them how mobility is very important especially to access health services which is very important for their stage of life. But encourage them to always negotiate with the drivers of any form of transportation they get into, they should insist on the rider moving at an age sensitive speed.

### SESSION 11: CIVIC PARTICIPATION

#### Objectives of the Session

To discuss the role of elders in negotiating for their wellbeing with politicians as they come requesting for their votes, support and blessing.



Time (Duration):  
- 45 Minutes



Required Materials  
- Flipcharts  
- Markers



Procedure (Activities) – Let my Vote work for me! ‘Akani kwuo aka ekpe’

Tell the participants that you are going to take them on a journey, a journey towards an ideal civic participation.

The time that elders are participating in civic actions is the best time for them as a population to negotiate for their wellbeing with politicians seeking elective offices and their political parties.

1st Step of the Journey: Elders should come together and agree on what their needs are and encourage each other to insist on their demands even when politicians meet them individually for their support.

2nd Step of the Journey: Encourage elders to go back to politicians who won elections to remind them of their promises to meet their demands.



Wrap-up

After the presentation and discussion, ask for their feedbacks and experiences if they have tried this form of participation before. If they feel it might not work encourage them to try, because this is the only way to get their needs met by the government.

### SESSION 12: THE WAY FORWARD – SOCIAL PARTICIPATION AND SOCIAL INCLUSION

#### Objectives of the Session

To encourage elders to give back to their communities for inter and intra generational growth.



Time (Duration):  
- 45 Minutes



Required Materials  
- Flip Chart  
- Markers



Procedure (Activities) – Individual Action Plans



### Definition

Social Participation by seniors is defined as involvement in activities that provide interactions with others in the community — is crucial not only for allowing older adults to meet their fundamental human needs for socialization and self-actualization, but for helping society to better face population aging. Most elders have restricted social participation; because such participation is a critical element of older adults' health, its decline is associated with serious health outcomes, including a greater risk of mortality.<sup>12</sup>

Discuss the definition with the elders, let them know that they can still give back to the communities at their pace. Examples of ways they can give back are as follows:

- Volunteer teacher
- Volunteer Priest.
- Hosting mentoring meetings for farmers/ hunters / traders etc.
- Hosting mentoring meetings for widows/ widowers/ single mothers etc.
- Hosting mentoring meetings for married couples etc.



### Wrap-up

Let each person think of a plan to action immediately and allow those willing to share to go ahead and share. Who knows? Their plans might compliment another plan then they can work together.

<sup>12</sup> <https://policyoptions.irpp.org/magazines/october-2018/social-participation-is-critical-to-seniors-health/>

The image features a stylized illustration of two men's faces, rendered in various shades of green. The man on the left is larger and has a mustache, while the man on the right is smaller and has a beard. The background is a solid light green color. Centered over the illustration is the following text:

[www.cgeafrica.org](http://www.cgeafrica.org)  
[www.dewdropfoundation.org](http://www.dewdropfoundation.org)  
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