

## Facilitator Guide for Training on:

Working with Older  
persons on the Move

March 2022





# Table of Contents

Glossary

Introduction to  
the trainings

Module 1:  
Older Persons on  
the Move

Session 2:  
Protection concerns  
of older person

Module 3:  
Protection  
Programming

Module 4:  
Advanced Facilitators  
tips on using the  
Humanitarian  
Inclusion Standards  
and UNHCR Need To  
Know Guidance

Other reading  
material









# Glossary

## Accessibility

Accessibility means ensuring that persons with disabilities are able to have access to the physical environment around them, to transportation, to information such as reading material, to communication technology and systems on an equal basis with others.

Accessibility requires forward thinking by those responsible for delivery of private and public services to ensure that older persons and persons with disabilities can access services without barriers. (CBM 2017)

## Ageism

This is the stereotyping and prejudice against older persons that can lead to age discrimination. At one end of the scale ageism may seem harmless, for example, when older persons are patronised on TV, in films and in advertising.

However, research by Yale University showed that negative stereotypes of older persons in the US had a harmful impact on older persons' memory, balance and even how long they lived for<sup>1</sup>. At the other extreme, older persons, especially women, can be accused of witchcraft because of age and gender stereotypes and then forced out of their homes or even murdered. (HelpAge International)

## Asylum

The grant, by a State, of protection on its territory to persons from another State who are fleeing persecution or serious danger. Asylum encompasses a variety of elements, including non-refoulement, permission to remain on the territory of the asylum country and humane standards of treatment.

## Assistive products

Assistive products and technologies are those whose primary purpose is to maintain or improve an individual's functioning and independence to facilitate participation and to enhance overall well-being. They can also help

prevent impairments and secondary health conditions. Examples of assistive devices and technologies include wheelchairs, prostheses, hearing aids, visual aids, and specialized computer software and hardware that increase mobility, hearing, vision, or communication capacities. In many low-income and middle-income countries, only 5-15 per cent of persons who require assistive products and technologies have access to them. (WHO 2017)

## Barriers

Barriers are defined as factors that prevent a person from having full and equal access and participation in society. These can be environmental, including physical barriers (such as the presence of stairs and the absence of a ramp or an elevator) and communication barriers (such as only one format being used to provide information), attitudinal barriers (such as negative perceptions of older persons or persons with disabilities) and institutional barriers (such as policies that can lead to discrimination against certain groups). Some barriers exist prior to the conflict or natural disaster; others may be created by the humanitarian response.

## Capacity

The combination of all the strengths, attributes and resources available within an organization, community or society to manage and reduce disaster risks and strengthen resilience. Capacity may include infrastructure, institutions, human knowledge and skills, and collective attributes such as social relationships, leadership and management. (UNISDR 2017)

## Caregivers

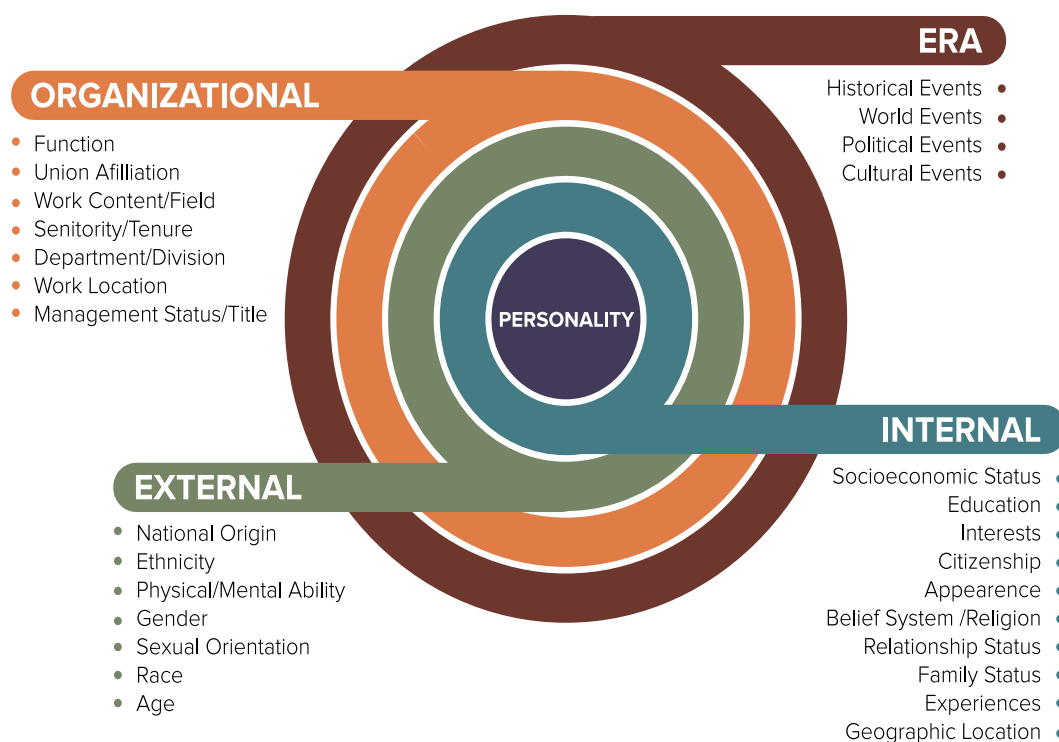
These are adults and children of all genders who provide support to a person requiring it, and their support is often unpaid.

<sup>1</sup> [www.sciencedaily.com/releases/2009/03/090310155607.htm](http://www.sciencedaily.com/releases/2009/03/090310155607.htm) and [www.ageconcern.org.nz/mediawatch/ageism-shortens-older-peoples-lives-per-centE2per-cent80per-cent94-research](http://www.ageconcern.org.nz/mediawatch/ageism-shortens-older-peoples-lives-per-centE2per-cent80per-cent94-research) (9 March 2011)

## Diversity

Diversity means the full range of different social backgrounds and identities that make up populations. It includes, but is not limited to, gender identity and expression, sexual orientation, age, disability, HIV status, socio-economic status, religion, faith, nationality and ethnic origin (including minority and migrant groups). (Minimum Standards PGI IFRC).

The Diversity Wheel diagram represents the various dimensions of diversity. To truly be inclusive and welcoming to all, it is critical to understand the many factors that make up and influence a person's individuality. In 1990, **Marilyn Loden and Judy Rosener** developed a framework for thinking about the different dimensions of diversity within individuals and institutions.



Adapted from: Loden, Marily & Rosener, Judy, "Workforce America! Managing Employee Diversity as a Vital Resource," McGraw-Hill Professional Publishing, 1990.

## Disability

Disability results from the interaction between persons with impairments and the attitudinal and environmental barriers that hinder their full and effective participation in society on

an equal basis with others. Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments. (Minimum Standards PGI IFRC)



## Enablers

Enablers are the factors that facilitate access and participation in society for older persons and persons with disabilities.

## Impairment

A significant deviation or loss in body functioning or structure (WHO, 2002). Impairments may be either temporary or permanent, and persons may have multiple impairments. (UNICEF 2017)

## Inclusion

Inclusion means a rights-based approach to community programming, aiming to ensure older persons and persons with disabilities have equal access to basic services and a voice in the development and implementation of those services. At the same time, it requires that mainstream organisations make dedicated efforts to address and remove barriers. (IFRC 2015)

## Intersectionality

This means the interaction of multiple factors, such as disability, age and gender, which can create multiple layers of discrimination, and, depending on the context, entail greater legal, social or cultural barriers. These can further hinder a person's access to and participation in humanitarian action, and more generally, in society

## Internally Displaced Person (IDP)

An individual who has been forced or obliged to flee from their home or place of habitual residence, "...in particular as a result of or in order to avoid the effects of armed conflicts, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized State border" (according to the Guiding Principles on Internal Displacement).

## Meaningful Participation

Persons of all ages and disabilities are equally and actively engaged in sharing ideas and opinions and taking part in decision making processes to identify barriers and find solutions, based on their lived experiences. This will improve the recognition of diversity in the community decisions and help persons of all diversities to become active participants

## Older Persons

Older Persons are a fast-growing proportion of the population in most countries but are often neglected in humanitarian action. In many countries and cultures, being considered old is not necessarily a matter of age, but is linked to circumstances, such as being a grandparent or showing physical signs of ageing, such as white hair. While many sources use the age of 60 and above as a definition of old age, 50 years and over may be more appropriate in many of the contexts where humanitarian crises occur.

## Older persons's associations (OPAs)

OPAs are innovative community-based organisations of older persons, aimed at improving the living conditions for older persons and for developing their communities. OPAs utilise the unique resources and skills older persons have, to provide effective social support, to facilitate activities and deliver services. (HelpAge 2009)

## Organisations of persons with disabilities, or disabled persons' organisations (OPDs)

OPD's are usually self-organised organisations where the majority of control at board level and at membership level is with persons with disabilities. The role of a DPO is to provide a voice of their own, on all matters related to the lives of persons with disabilities. (CBM 2017)

## Persons with disabilities

Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others (UN CPRD).

## Protection

Protection in humanitarian action is fundamentally about keeping persons safe from harm. It aims to ensure the rights of individuals are respected and to preserve the safety, physical integrity and dignity of those affected by natural disasters or other emergencies and armed conflict or other situations of violence. (Minimum Standards PGI IFRC)

The Inter-Agency Standing Committee's definition of protection is the most accepted by humanitarian actors (including the Movement): "all activities aimed at obtaining full respect for the rights of the individual in accordance with the letter and the spirit of the relevant bodies of law (i.e., human rights law, international humanitarian law and refugee law)".

Protection in humanitarian action in the Movement has both internal and external aspects. Internally, it refers to ensuring that the actions of the Movement respect, and do not endanger, the dignity, safety and rights of persons. Externally, it refers to action intended to ensure that authorities and other actors respect their obligations and the rights of individuals.

## Protection mainstreaming

Protection mainstreaming is the process of incorporating protection principles and promoting meaningful access, safety and dignity in humanitarian aid. (GPC 2017)

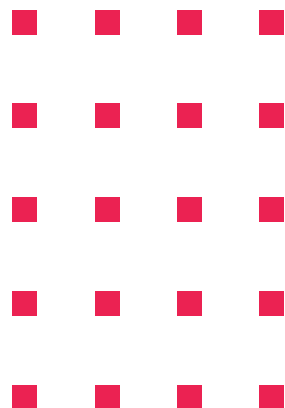
Reasonable accommodation. "Reasonable accommodation" means necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms. (UN CPRD)

## Resilience

This refers to the ability of individuals, communities or countries to anticipate, withstand and recover from adversity – be it a natural disaster or crisis. Resilience depends on the diversity of livelihoods, coping mechanisms and life skills such as problem-solving, the ability to seek support, motivation, optimism, faith, perseverance and resourcefulness. (Sphere 2017)

## Universal design

"Universal design" means the design of products, environments, programmes and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. "Universal design" shall not exclude assistive products for particular groups of persons with disabilities where this is needed. (UN CPRD)









# Introduction to the trainings

## Overarching goal of the training

In 2020, UNHCR and HelpAge International partnered to develop a regional evaluation, [Ageing on the Move](#), that analysed the intersectionality between ageing and human mobility. The assessment focuses in five countries in the region: El Salvador, Honduras, Colombia, Ecuador, and Peru. Different data was collected in Central America and the Andean regions, highlighting the situations faced by older persons on the move in these two different contexts. “Older persons in forced displacement have long encountered neglect and insufficient protection. Their full inclusion in national responses to the pandemic, including in COVID-19 vaccination plans, is key to safeguard their dignity and rights,” said Jose Samaniego, Director of UNHCR’s Regional Bureau for the Americas.

Based on these findings and the intention to better address the findings from the evaluation and build on the existing knowledge in the region, HelpAge in close collaboration with UNHCR developed a series of 4 modules to help:

- a. disseminate the findings from the evaluation
- b. provide information to strengthen the protection of older persons on the move / forced displacement
- c. understand basic steps to ensure inclusion of older persons in UNHCR and partners programme approaches (using the NTKG on Older Persons in Forced Displacement and Humanitarian Inclusion Standards).
- d. support UNHCR and partners with guidance on training of trainers to facilitate further training and cascade the materials to a wider audience.

## Content and target audience for the facilitator’s guide

This Facilitator’s Guide includes four interconnected modules with session objectives, learning points, activity descriptions and tools to support UNHCR staff and partners to facilitate workshops on inclusion and protection of older persons on the move. All four modules are strongly connected, and it is recommended to go through all of them in a sequential manner to acquire both an understanding on the rights of older persons, and strategies to promote their inclusion and ensure protection.

### Modules:

**Module 1:** A rights-based approach to ageing

**Module 2:** Protection concerns and capacities of older persons

**Module 3:** Working with older persons in protection case management

**Module 4:** Trainer of Trainers



Module	Learning Objectives
A rights-based approach to ageing	<ul style="list-style-type: none"> <li>● Describe key challenges for older persons on the move in the Americas context</li> <li>● Recognise key global and regional instruments for inclusion of older persons</li> </ul>
Protection concerns of older person	<ul style="list-style-type: none"> <li>● Describe key linkages related to older age in the definition of protection</li> <li>● Understand the key players in protection in the protection of older persons</li> <li>● Identify main protection concerns of older men and women</li> <li>● Identify programme approaches to address protection risks</li> </ul>
Working with older persons in protection case management	<ul style="list-style-type: none"> <li>● Identify key ways to ensure effective communication</li> <li>● Identify 5 steps plans for effective case management with older persons</li> <li>● Promote a twin track approach to strengthen protection programming to ensure older persons are included</li> </ul>
Trainer of Trainers	<ul style="list-style-type: none"> <li>● Describe key principles of inclusion related to older persons</li> <li>● Build key tips to facilitate using the NTKG for older persons and the Humanitarian Inclusion Standards</li> </ul>

## Adult Learning Principles

When facilitating a training, it is important to remember that your participants are adults. Participants will have a lifetime of personal experiences behind them that will inform how they evaluate, retain, and use the information provided to them in the training. To connect

with an adult audience, the training must be immediately useful, relevant, welcoming, engaging, and respectful. Adult learning theory is based on the understanding that adults learn differently than children and adolescents. The table below shows how the basic principles of adult learning must be used in delivery of the training

Principle	Description	Application
Self-direction	Adult learners must have some control over what they are learning. They are motivated to learn if they can:	<ul style="list-style-type: none"> <li>● Actively involves participants in the learning experiences.</li> <li>● Frequently asks questions to encourage active thinking, problem-solving and decision-making.</li> </ul>
	<ul style="list-style-type: none"> <li>● take charge of their learning.</li> <li>● contribute to the learning of their peers.</li> <li>● have some degree of independence in the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>● Helps focus their self-directed efforts to learn and discern the answers to questions.</li> <li>● Provides opportunities for participants to direct their own learning through self-facilitated small-group discussions.</li> </ul>
Life experiences, respect and self-pride	Adult learners need to be respected for their experience. They are motivated to learn if the learning:	<ul style="list-style-type: none"> <li>● Builds on the participants' own experiences by frequently asking for input and sharing.</li> <li>● Relates theories and concepts to the participants and their experiences.</li> </ul>
	<ul style="list-style-type: none"> <li>● Involves them in sharing what they know in a safe and respectful environment.</li> <li>● Builds on what they know.</li> <li>● Validates their expertise.</li> </ul>	<ul style="list-style-type: none"> <li>● Allows participants to feel safe to express their confusion, anxieties, doubts, and fears.</li> <li>● Provides opportunities for "small wins" and little victories in the learning process to build competencies incrementally</li> </ul>



Principle	Description	Application
Goal-oriented	<p>Adult learners must be able to see how the learning satisfies a need they have. They are motivated to learn if the learning:</p> <ul style="list-style-type: none"> <li>● solves or avoids a problem for them.</li> <li>● provides an opportunity or increased status.</li> <li>● leads to professional or personal growth.</li> </ul>	<ul style="list-style-type: none"> <li>● Includes training objectives that are clear and help participants to see how elements are inter-related.</li> <li>● Shares examples and stories that relate the learning content to participants' current challenges or opportunities and asks participants to share their own examples to make this linkage.</li> <li>● Engages participants in identifying the challenges and opportunities they face and the value of learning to address these challenges.</li> </ul>
Application and action	<p>Adult learners are busy, practical, and learn by doing They learn best when:</p> <ul style="list-style-type: none"> <li>● there is immediate application of the learning.</li> <li>● they participate actively in the learning process.</li> <li>● they can practice new skills or test new knowledge before leaving a learning session.</li> </ul>	<ul style="list-style-type: none"> <li>● Helps participants to apply learning immediately.</li> <li>● Follows theories with practical examples and applications to demonstrate the relevance of the learning.</li> <li>● Includes exercises and content that can be applied to real-life situations of the participants.</li> </ul>
Multiple learning methodologies	<p>Adult learners learn in a great variety of ways, from hands-on to using logic to anchor new skills and knowledge. They learn best when:</p> <ul style="list-style-type: none"> <li>● the learning taps into a mix of learning styles that fit their preferences and stimulate their intelligences.</li> <li>● multiple means are used to represent the material being learned.</li> </ul>	<ul style="list-style-type: none"> <li>● Uses training methods that require active participation.</li> <li>● Allows participants to learn in the style that best suits them by using small group work, discussions, and individual activities.</li> </ul>

## Facilitation techniques

Facilitators play a critical role in ensuring that what happens inside each session is consistent with the objectives of the training. The facilitator is key to making the peer-to-peer activity-based learning work by helping the

members to engage with each other, enabling participants to work together effectively, and guiding the learning process when participants have difficulties in understanding the concepts and the activities. The figure below shows some techniques that facilitators can use to assist participants in accomplishing their objectives.



## Handouts

Module	Handout	When to be used
1	Handout 1.1 Questions on Diversity	<ul style="list-style-type: none"> <li>This handout should be made available to participants before the workshop for preparing notes.</li> </ul>
	Handout 1.2 Human mobility in Central American and Andean Region	<ul style="list-style-type: none"> <li>This handout should be made available to participants before the workshop for understanding human mobility in Central American and Andean Region, and main causes for displacement.</li> </ul>
	Handout 1.3 Checklist on Recommendations on activity in using data and recommendations from the Ageing on the Move Report	<ul style="list-style-type: none"> <li>This handout should be made available to participants before the workshop for participants to read about kind of activities recommended in the report “Ageing on the Move” on working with older persons.</li> </ul>
	Handout 1.4 Regional Frameworks for protection of rights of older persons	<ul style="list-style-type: none"> <li>This handout should be made available to participants before the workshop for participants to know about Regional Frameworks for protection of rights of older persons.</li> </ul>

Module	Handout	When to be used
2	Handout 2.1 Scenario case studies	<ul style="list-style-type: none"> <li>This handout should be made available to participants during the workshop for the group work. Reference slide 13.</li> </ul>
	Handout 2.2 Safety and non-discrimination of older persons on the move	<ul style="list-style-type: none"> <li>This handout should be made available to participants before the workshop for participants to know safety and non-discrimination of older persons on the move in their respective country and the region.</li> </ul>
	Handout 2.3 Scenario case studies	<ul style="list-style-type: none"> <li>This handout should be made available to participants during the workshop for individual assignment. Reference slide 11.</li> </ul>
3	Handout 3.1	<ul style="list-style-type: none"> <li>This handout should be made available to participants during the workshop for individual assignment. Reference slide 14 - 21.</li> </ul>
	Handout 3.2	<ul style="list-style-type: none"> <li>This handout should be made available to participants during the workshop for individual assignment. Reference slide 22.</li> </ul>
4	Handout 4.1 Checklist on using the NTKG for older persons and the HIS	<ul style="list-style-type: none"> <li>This handout should be made available to participants during the workshop for individual assignment. Reference slide 8.</li> </ul>
	Handout 4.2 Case studies	<ul style="list-style-type: none"> <li>This handout should be made available to participants during the workshop for group work. Reference slide 12.</li> </ul>
	Handout 4.3 Using the NTKG	<ul style="list-style-type: none"> <li>This handout should be made available to participants during the workshop for Group work. Reference slide 19.</li> </ul>



# Module 1: Older Persons on the Move

## Learning Objectives

Learning Objectives	Key messages
<ul style="list-style-type: none"> <li>Describe key challenges for older persons on the move in the Americas context</li> <li>Recognise key global and regional instruments for inclusion of older persons</li> </ul>	<ul style="list-style-type: none"> <li>Attitudes towards older persons create barriers to include them from a personal and professional aspect.</li> <li>4% of displaced persons are older, this will increase dramatically over the next 30 years.</li> <li>Using data and identifying key challenges about older persons, based on their experiences, is essential to inform and guide future activities</li> </ul>

## Structure and methodology

Activity	Method	Time (minutes)	Slides
Ground rules, introductions and objective setting	<ul style="list-style-type: none"> <li>Discussion</li> </ul>	20	1 - 5
Setting the scene- Ageing World- population, and health older persons- risks and concerns	<ul style="list-style-type: none"> <li>Graphics</li> <li>Discussion</li> <li>Handouts 1 and 2</li> </ul>	15	6 - 11
Sharing experiences through group work	<ul style="list-style-type: none"> <li>Group work</li> </ul>	45	8 - 10
Findings of the study- older persons on the Move	<ul style="list-style-type: none"> <li>Slides</li> <li>Video</li> <li>Discussion</li> </ul>	15	11 - 20
Key guiding principles on protection of human rights of older persons	<ul style="list-style-type: none"> <li>Slide</li> </ul>	15	21 - 22
Game-three takeaways	<ul style="list-style-type: none"> <li>Game</li> </ul>	10	23
Total session time		120 min	

## Activities

### Slide 1



#### Description

Saying hello to everyone and checking if your voice is audible enough for everyone to hear and understand. Make sure you can see everyone, the screen is visible, and all are comfortable to start the session.

Description of the slide: Photos of 4 older men and women are displayed at the top of the slide; one older lady in a blue coat, is fetching water, next an older man wearing glasses, is playing a game, another older man with a beard is looking at his tomatoes and one lady is making coffee.

### Slide 2



#### Description

Ground rules:

Ask participants to identify the signs above and suggest the ground rule

- Participate! Do not hesitate to ask questions
- Listen. Don't hesitate to speak but also listen to others
- We are exploring new territory. Be curious but also aware that not everything can be covered
- Be punctual and respect time limits
- We will make time for a bio-break in the middle of the session
- Please keep yourself on mute when not speaking,
- Feel free to make comments/raise queries in the chat, or to raise your hand if you have a query/comment.
- We learn better when we are having fun...so enjoy!

If the ground rule is not covered which participants indicate, write in a separate sheet and then add them into another slide in the session.

Also share a series of minimum accessibility agreements that will ensure that everybody can participate on an equal basis.

Some of the requirements can include:

- Always say your name before speaking. This will allow everybody to learn to recognize your voice and name.
- Speak slowly and clearly, avoiding jargon or acronyms. This will give time to sign language interpreters and other interpreters to convey information in a clear way.
- Please leave clear all corridors from bags, so everybody can circulate around the tables without finding obstacles.
- Always provide a brief description of images displayed in the screen or a poster, so everybody can access and understand the purpose of using those images.
- We will have frequent breaks, including both short breaks (called sensory breaks) and longer breaks. Please respect these breaks.

Ensure to review any admin and logistics related to the venue (e.g., location of toilets, emergency exits and protocol, etc. if the training is at one location with everyone's presence).

## Introductions

Introductory video – UNHCR or HelpAge Lac to do?

**SCRIPT** This can be an introductory video – to share views from UNHCR and HelpAge in the region – 2 mins – here to a) welcome to the sessions and b) to explain points to frame the session – e.g. Older persons face specific challenges in situations of humanitarian crises and displacement. They are often left behind as they may be too frail to flee. They may be unwilling to leave and be daunted by the prospect of starting over. However, if they risk staying, they may face violence, the absence of family and friends, and the loss of services such as healthcare, housing, electricity, and water supplies.

And if they decide to join their family later, they may find available support resources are greatly diminished, and/or become separated from their family or community.

Where older persons have care responsibilities for children or other adults, these impacts are multiplied. Where the proportion of older persons requiring assistance is higher, age-related health needs relating to sight, hearing, mobility, and psychosocial functioning are also higher. And with more remote working, use of online technology, and displacement in urban environments, older persons may find it more difficult to access services and therefore become isolated.

An older person is defined by the United Nations as a person who is over 60 years of age – we know from the Report Ageing on the move that this age group is complex and diverse and is challenged by ageism, sexism and ableism and others (see glossary for definitions).

We need to tackle ageism in future work – we often see stereotyping and/or discrimination against individuals or groups based on their age, recognising the challenge in the region and the importance of the report

We also often see sexism in older age, as in other age groups, with prejudice, stereotyping, or discrimination, typically against older women with and without disabilities, based on sex.

We also see ableism with discrimination in favour of able-bodied persons, which challenges the inclusion of older men and women with disabilities (46% of the older community)

Please ask participants to introduce themselves about:

- Name
- Organization (or Department if all are from same organization)

## Description

### Slide 3



## Slide 4



## Description

Read out the learning objectives load as:

By end of the session, participants will be able to

- Describe key challenges for older persons on the move in the Americas context
- Recognise key global and regional instruments for inclusion of older persons

## Slide 5

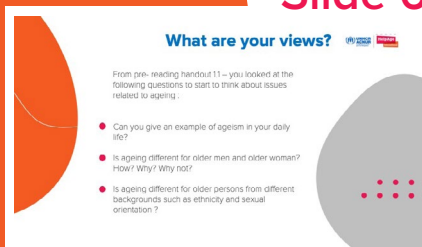


## Description

Give participants an opportunity to share questions about the training, including learning objectives, methodology, and logistic issues. Address questions and take note of unanswered questions that may require time to answer.

## Activity 2: Setting the scene

## Slide 6



## Description

Ask participants to look at the handout 1.1

Participants have been asked to make some notes ready to bring to the session in Module One.

From pre- reading – you looked at the following questions to start to think about issues related to ageing:

- Can you give an example of ageism in your daily life? Is ageing different for older men and older woman? How? Why? Why not?
- Is ageing different for older persons from different backgrounds such as ethnicity and sexual orientation?
- F2F Ask participants to use a post-it note and to write feedback and comments

Use open mic/ raise hand for comments or use the chat box or the Whiteboard function in some platforms. -

The facilitator can recap on the comments and reflections shared and emphasize the importance of challenging our own personal attitudes towards ageing and older persons can create barriers to inclusion.

**Key message – attitudes towards older persons create barriers to include them from a personal and professional aspect. We need to constantly address these ageist and ableist attitudes to ensure we include older persons**



Discuss with participants about developmental gains of which one is our better healthcare and lifestyle. This has resulted in increased life for everyone including us. One can see the transition since 1950 when population above 60 years of age was 8% and has grown to 10% in 2000 and expected to grow to 21% by 2050, which is about 2000 million person. You can also tell with surprise that two persons cross the age of 60 years, every second.

Description

## Slide 7

A matter to be proud of we all are expected to live longer



Ask participants about life expectancy in the country or region. Later, show the graph with healthy life expectancy and life expectancy in the countries. Tell them to be happy as all the participants have the opportunity on an average to live much longer than their ancestors have lived in near past.

Note: Healthy life expectancy is:

Additional years after 60 years of age when on an average person live healthy

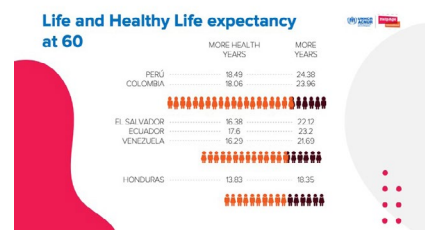
Life expectancy- Average number of years person is expected to live above the age of 60

One can check for all countries from WHO website and the link is <https://www.who.int/data/gho/data/indicators/indicator-details/GHO/gho-ghe-hale-healthy-life-expectancy-at-age-60>

Description

## Slide 8

Life and Healthy Life expectancy at 60



## Slide 9



## Description

The impact on the increasing ageing population especially for older persons on the move comes with increasing risk.

Here are some examples on the slide (they are in a different order than listed below): –

- Increase in untreated non-communicable diseases
- Exclusion due to ageism and other intersectional identities (Definition for ageism given in glossary)
- Decline in physical activity
- Inadequate services for older persons
- Increase in levels and types of disability
- Poverty due to loss of family support, livelihood, housing and nutritional intake

Once read through – ask the Questions – one by one – a) which ones are personal factors b) attitudinal factors and c) environmental factors?

Answer

### Personal factors

1. Increase in untreated non-communicable diseases
2. Decline in physical activity
3. Increase in levels and types of disability

### Attitudinal factors

4. Exclusion due to ageism (defined as prejudice or discrimination on the grounds of a person's age) and other intersectional identities – see link <https://www.helpage.org/what-we-do/systemicageism/>

### Environmental factors

5. Poverty due to loss of family support, livelihood, housing and nutritional intake
6. Inadequate services for older persons - social pension, health cover

For virtual session – answer in the chat

Get one or two participants to summarise the risks identified

F2F – go around the room and ask individuals at random

Older Persons of different ages have their own concerns and risks as mentioned in the previous slide. In this slide we are establishing that external events especially displacement also place an important role in increasing risks of Older Persons. Some of the information on increase in displacement is given below. For more information, ask participants to consult Handout 2

Discuss with participants with the following facts

Forced displacement is on the rise

Data from the region shows the escalating number of persons fleeing or moving their homes due to lack of security, lack of income, lack of access to basic services etc. It is not going away!

With 4% of displaced persons being older persons, they are a significant number to be included in programmes and activities., recognising the challenges faced in getting older, with increasing health needs and difficulties in having an income and being cared for.

Human mobility is not a temporary phenomenon

Older persons face specific challenges in humanitarian and human mobility crises

Also – note this data - 80 million person have fled from their homes in last decade

And there are more than 8 million internally displaced persons in Colombia and 4.6 million refugees and migrants from Venezuela at regional level

Key messages for Activity 2

- Forced displacement is on the rise and currently about 4% of displaced person are 60+
- We all live longer. Older persons are increasing in number and percentage globally.
- Person of higher ages are economically active and continue to contribute to family income.
- With age, older persons become physically less active and have chronic diseases and disabilities
- Older persons, including persons with disabilities, face specific challenges in humanitarian and human mobility crises

Description

## Slide 10



## Slide 11



Description

## Activity 3: Sharing experiences through Group Work

### Description

Tell participants that as they have been working with displaced persons, they must have experienced working with older persons, or at least must have experienced their concerns. Those are not necessarily related to the work NGOs do but older persons might have concerns which are related to community or their own physical or psychosocial problem. Through these group work, we would like to see how rich experience participants have.

Explain them about the task as given below

- You will be working in 4 groups
- Based on your field experience:
  - Identify issues you think Older person face
  - Write challenges NGOs/INGOs face in including them in their programmes
- You will have 10 minutes
- Write your findings in a PPT (or flipchart in case of a face-to-face training)
- Identify a rapporteur

Online – into breakout room – one rapporteur ready to take notes and present

F2F in table groups – use flipchart - one rapporteur ready to take notes and present

### Slide 12



### Slide 13



### Description

Allow participants for a 3-minute presentation each, and after every presentation allow for other group members, or other participants to provide their experiences/observations (in brief) for a maximum of 2 minutes. Total time should be limited to 5 minutes per presentation



## Activity 4: Findings of the study- A Claim to Dignity: Ageing on the move

Provide introduction to the study-  
“A Claim to dignity: Ageing on the move”, as mentioned below

The assessment focuses in **five countries in the region: El Salvador, Honduras, Colombia, Ecuador and Peru**. A total of 865 older persons were consulted via telephone, as well as caretakers, service providers and key actors with in-depth and semi-structured interviews and online surveys.

Different data is provided on Central America and the Andean regions, highlighting the situations faced by older persons on the move in these two different contexts. There is a lack of data in this region as in many areas on older persons which unpacks disability data as well It is interesting to share these findings and get more suggestions for the future.

El Salvador and Honduras are mainly characterized by internal displacement flows resulting from gang or mara violence, returns and the socio-economic difficulties caused by the pandemic. While Colombia, Ecuador and Peru are mainly characterized by mixed movements (refugees and migrants) because of the ongoing political, human rights and socio-economic crisis in Venezuela, which has led to the exodus of millions of people.

Although both context present different challenges, older persons on the move face similar limitations in accessing their rights and services

This is a video of the findings of the study and provides a good snapshot in the beginning for participants

<https://youtu.be/3hfAtBv4fMI?list=TLGGGu78lcMIgl4yMTAyM-jAyMg>

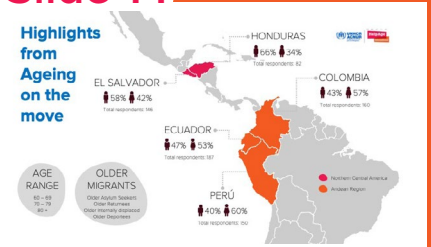
Reinforce the challenge **that older persons on the move have limited access to humanitarian aid**

Less than half of the older persons consulted reported receiving humanitarian aid.

Ask the question - How do participants find the video reflect same challenges they had discussed and facilitate a short discussion?

Description

### Slide 14



Description

### Slide 15



## Slide 16



## Description

Using the findings from previous discussions where you shared your experiences and using the handout (Handout 1.3- Checklist on recommendation of activities)

The next activity will look at 3 key findings in the Ageing on the Move report

We will look at 3 areas

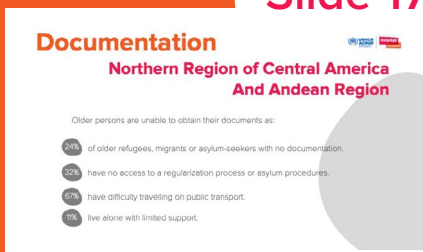
1. Documentation
2. Economic security
3. Health
4. Housing and accommodation

You have already read this information and now we would like to hear your feedback on the data shared and selected recommendations to address the gaps for older persons on the move to have better access to these key areas.

As we go through the information –

- a. Does any data surprise you? If so, make a note to share later
- b. Do you think the suggestion are realistic in the context of your work? Any thoughts - make a note to share later
- c. Do you think the selected data is identifying diversity in older persons?

## Slide 17



## Description

Older persons consulted mentioned to be unable to complete their regularization procedures and get their documents, either because they are alone (11% of all people live alone) or because of distance or lack of accessibility (67% of the older population say that they have difficulties in accessing and travelling on public transport).

This figure worsens among persons with disabilities, which increases their vulnerability. Here also a gender difference is found: 27% of women having no documentation at all, compared to 19% of men. In this region, even though the percentage of those in need of international protection is high, the percentage of those with refugee status is low, reaching only 9% among respondents. Many Venezuelans, for several reasons, opt for other types of regularization in host countries.

Top points to share –

- A high % has no income, and the lack of data contributes to the idea that older persons do not work.
- Their income comes predominantly from informal and shift work.
- This population works but is invisible and excluded from any type of employability.

The summary of findings of the study on health and access is given below. If you want specific information on the country, read the report.

The three main health problems in older persons extracted from the sample, and considering the human mobility flows studied, are hypertension, with 42% of the total; mental health problems (34%); and gastrointestinal problems (21%). This is followed by heart problems (16%), diabetes (15%), respiratory problems (14%) and cancer (4%).

## Accessibility of health care

On average, 29% of older persons surveyed did not use health services when they needed them before the pandemic.

The main causes of lack of access to health services are common to all countries: financial constraints (21%), lack of health coverage (19%), lack of documentation (7%), lack of knowledge of services (5%), difficulties in getting around (2%), distance from health centres (1%). Same comment as above, I will not write it more: statistics may need to be streamlined, the facilitator would have to select otherwise, but then this must be made explicit, e.g.: Depending on the context and interests in the discussion, introduce some of these statistics.

If you want specific information on the country, please consult the report.

The overall average shows that 61% of the older persons surveyed live in rented accommodation and only 20% own a flat or house. Women have less housing security than men. In the overall average, 66% of women live in rented accommodation, almost 10 points higher than men at 57%, and only 17% live in their own home, compared to 24% of men.

Description

## Slide 18

### Economic security

#### Northern Region of Central America And Andean Region

Older persons have limited economic security with:

- 64% of older persons did not have monthly incomes before the pandemic.
- 62% of older persons lived with low incomes to meet their basic needs.
- 58% of older persons with disability did not have work before Covid.
- Older women with disabilities were more affected than older men – 70% to 43% in accessing work.

Description

## Slide 19

### Health and care

#### Northern Region of Central America And Andean Region

- Older persons top 3 health conditions identified were hypertension (42%), mental health (34%) and gastrointestinal diseases (21%).
- 42 % older persons had not received any treatment for their medical conditions.
- 11% older persons lived alone and had difficulty accessing services.
- 54% required support in their daily activities or daily needs, an average that increases by more than ten points for persons with disabilities (66%).

Description

## Slide 20

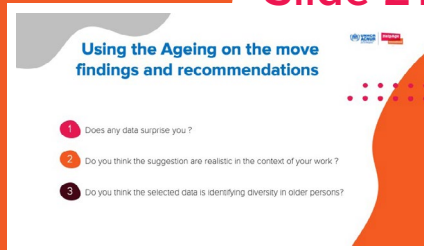
### Housing and accommodation

#### Northern Region of Central America And Andean Region

- 61% of the older persons surveyed live in rented accommodation.
- Only 20% own a flat or house.
- 66% of women live in rented accommodation, almost 10 points higher than men at 57%.
- Only 17% live in their own home, compared to 24% of men.



## Slide 21



## Description

Feedback on this information

1. Does any data surprise you
2. Take 3-4 comments and then see if others in the group agree
3. Do you think the suggestion are realistic in the context of your work?

Hold a vote –

Online with hands or chat box

F2F – give a show of hands or stand up

(If time can do more discussion in groups)

**Key message – Using data and identifying key challenges about older persons, based on their experiences is essential to inform and guide future activities**

The report Claiming Dignity; Ageing on the Move has given a lot of information to help us move ahead and raise the level of inclusion of older persons in the work.

However, behind this work, there are both Global and regional instruments which have taken steps to ensure older persons including older person with disability are better recognised and included in policy and strategic planning. They are useful to know to recognise that bringing policy into programming takes time and we need to continue raising the voice of older persons!

Transition action

Now we will do a quiz to see

- a. Which Global Instruments you are aware of that address older persons
- b. Which one is most important for the South American region?



## Pre-reading Handouts 1.4 and 1.5

Look at the list Global Instruments

Now we will do a quiz to see:

1. Which Global Instruments you are aware of that address older persons
2. Which one is most important for the South American region?

1. Online – use chat box – Question 1 – give number from 1- 6 (no checking needed)

F2F – ask one person to volunteers answer (no problem if do not know)

2. Answer is 2. Inter-American Convention on Protecting the Human Rights of Older Persons, 2015 (the world's first binding instrument on the rights of older persons)

Online – in chat

F2F - hands up who answered that

1. Convention Relating to the Status of Refugees, 1951
2. Protocol Relating to the Status of Refugees, 1967
3. Universal Declaration of Human Rights, 1948
4. UN International Covenant on Economic, Social and Cultural Rights, 1966 (see General Comment No 6, 1995)
5. UN Convention on the Rights of Persons with Disabilities, 2006
6. Inter-American Convention on Protecting the Human Rights of Older Persons, 2015 (the world's first binding instrument on the rights of older persons)
7. UN Principles for Older Persons, 1991 Guiding Principles on Internal Displacement, 1998 Political Declaration and Madrid International Plan of Action on Ageing, 2002, and Report of 2011
8. Charter on the Inclusion of Persons with Disabilities in Humanitarian Action, 2016
9. UN Global Compact on Refugees, 2018

These may be useful for reference if asked about relevant guidelines

## Humanitarian policy and principles

UN Humanitarian Principles

UNHCR Policy on Older Refugees

UNHCR Policy on Age, Gender and Diversity, 2018

## Sector standards and guidance

Core Humanitarian Standards

Humanitarian Inclusion Standards for Older Persons and Persons with Disabilities

Inter-Agency Standing Committee (IASC) Policy on Protection in Humanitarian Action

Description

## Slide 22

- UN Convention on the Rights of Persons with Disabilities, 2006.
- Inter-American Convention on Protecting the Human Rights of Older Persons, 2015 (the world's first binding instrument on the rights of older persons).
- UN Principles for Older Persons, 1991 Guiding Principles on Internal Displacement, 1998.
- Political Declaration and Madrid International Plan of Action on Ageing, 2002, and Report of 2011.
- Charter on the Inclusion of Persons with Disabilities in Humanitarian Action, 2016.
- UN Global Compact on Refugees, 2018.

Quiz on getting to know the key guiding principles for including older persons

## Description

To conclude – the Inter-American Convention on Protecting the Human Rights of Older Persons 2015 basically summarises the key messages from the session. Look at the key messages of this convention

1. The convention fosters a positive attitude and a dignified, respectful, and considerate treatment towards persons over 60 years of age.
2. As we get older, we must continue to enjoy a full, independent and autonomous life, enjoying good health, safety, and inclusion, and active participation in society.
3. The convention promotes the recognition of older persons's experience, wisdom, productivity and contribution to the development of society.
4. The convention promotes active ageing for the entire population to guarantee the rights of future older generations, that is, for the entire population that will reach older age in the short, medium and long term.
5. Person's sexual rights are maintained as we get older.

Ask participants to consult Handout 1.4 for more information.

## Slide 23

### Inter-American Convention on Protecting the Human Rights of Older Persons 2015

- Foster a positive attitude and a dignified, respectful, and considerate treatment.
- Enjoy a full, independent and autonomous life.
- Promotes recognition of experience and contribution.
- Promotes active ageing.
- Sexual rights are maintained as we get older.

## Description

Ask participants if they agree with these key messages?

- Key message – attitudes towards older persons create barriers to include them from a personal and professional aspect.
- Key message – older persons on the move will be living longer and so exposed to longer and increased risk
- Or Key message – 4% of displaced persons are older, this will increase dramatically over the next 30 years
- Key message – Using data and identifying key challenges based on older persons' experiences is essential to inform and guide future activities

## Slide 24

### Before we end the session

Do you agree with the 3 Key messages from this session

1. Personal and professional attitudes towards older persons can create barriers to include them with dignity
2. Older persons on the move will be living longer and more exposed to increased risks
3. Using data and identifying key challenges based on older persons' experiences is essential to inform and guide future activities





# Session 2- Protection concerns of older person

## Learning Objectives

Learning Objectives	Key messages
<ul style="list-style-type: none"><li>● Describe key linkages related to older age in the definition of protection</li><li>● Understand the key players in protection in the protection of older persons</li><li>● Identify main protection concerns of older men and women Identify programme approaches to address protection risks</li></ul>	<ul style="list-style-type: none"><li>● Older persons on the move are at high risk of protection concerns: older persons on the move are at threat of abuse, neglect and safety and discrimination.</li><li>● Humanitarian actors have a role to play in the protection of older persons. Older persons are not effectively involved in community and humanitarian response</li><li>● Less participation and lack of information of humanitarian organization result in them not been able secure the rights of older persons to protection.</li></ul>



## Structure and methodology

Activity	Method	Time (minutes)	Slides
Welcoming back participants and objective setting	● Discussion	10	1 - 2
Identifying Protection risks and defining stakeholders	● Discussion	20	3 - 7
Identifying protection issues of displaced person	● Discussion on findings from the research and Group Work	55	8 - 15
Dimensions of protection	● Sharing and discussion	15	16 - 18
Summarizing and closing	● Discussion	10	19 - 20
Time		110 min	



## Activities

Welcome participants to the session.

Tell participants about the learning objectives of the session.

### Activity 1: Identifying Protection risks and defining stakeholders

To start the session, it is interesting to know what protection risks for older person you have already identified or considered in your work.

Ask participants to say one word which relates to protection risks for older persons.

Create a word cloud of words relevant to protection as they write on mentimeter or any other cloud creating sheet.

Recap on common words and outliers, which recognises that older persons face diverse protection risks, and one size does not fit all.

Description

#### Slide 1



Description

#### Slide 2



Description

#### Slide 3



## Description

Read the definition of the UN Principles for older persons out loud for participants and explain how it is important for securing rights of persons at risk as detailed below. Ask them how it would apply to older persons.

And then provide a short example of protection such as - collection of age, sex and disability disaggregated data, ensuring participation of older persons in assessments and meetings, improving access without threat to aid, etc

The definition of protection, which was originally developed over a series of ICRC sponsored workshops involving some fifty humanitarian and human rights organizations, has been adopted by the IASC. See Protection of Internally Displaced Persons, Policy Paper Series, No. 2 (2000) and Strengthening Protection in War: A Search for Professional Standards (ICRC, 2001)

Stress that humanitarian actors share a common definition of Protection. Several international organizations, namely OHCHR, UNHCR, UNICEF and ICRC, have specific protection mandates. All UN and partner agencies however have a responsibility to integrate human rights into their work and to approach their work with due regard to protection issues.

The right to protection is enshrined in the sovereign responsibility of states to protect their populations, in international law, and in resolutions of the United Nations and other intergovernmental organisations.

International human rights law (IHRL)

International humanitarian law (IHL)

The 1951 Convention Relating to the Status of Refugees for Older Persons

The Madrid International Plan of Action on Ageing, principles for Older Persons

The Sphere Humanitarian Charter and Minimum Standards in Humanitarian Response

## Slide 4

## What is protection for older persons?

- All activities aim to obtain full respect for the rights of the individual, which include older persons, in accordance with the letter and spirit of the relevant bodies of law
- Specific principles target older persons, such as UN Principles for older persons





Ask participants who do they think is responsible for ensuring the right to protection of older person.  
Read and explain to participants as follows:

**Traditionally** protection was viewed as the responsibility only of sovereign governments and mandated agencies.

Mandated agencies = those agencies that have been assigned a specific protection role by a recognized international body or legal instrument. For example, UNHCR has responsibility for the protection of refugees under the Refugee Convention. ICRC has responsibility for the protection of prisoners and non-combatants during armed conflicts under the Geneva Conventions.

NOTE: In all cases the primary responsibility and mandate for protection lies with the State

**Increasingly**, specialist protection agencies have taken a stronger lead role.

Specialist protection agencies = those agencies that have dedicated protection expertise in specific protection areas such as rule of law and access to justice. For example, UNICEF is a specialist protection agency for the protection of child rights. Norwegian Refugee Council (NRC) is another example.

**In the last ten years** it has been recognized that all humanitarian actors have a role to play in protection. In 2013 the Inter-Agency Standing Committee (IASC) made a formal commitment to placing protection at the centre of humanitarian action. Humanitarian organizations contribute to humanitarian protection through supporting and strengthening “self-protection” and holding governments and other authorities to account

## Description

### Slide 5

Who is responsible in protecting older persons in our work?

- The State.
- The International community.
- Mandated agencies.
- Other humanitarian actors.
- Communities' role in their own self-protection.
- All.

## Description

## Slide 6



Ask them about which the most common protection risks are faced by older persons in your context.

Discuss as follows and ask participants to give example from their experiences:

**Safety and security:** Physical risk or harm because of natural disasters or conflicts. Older person's reduced regenerative capacity and mobility challenges place them at greater risk of injury and make them more vulnerable to longer-term impacts resulting from an injury.

**Housing, land and property rights:** Interference or discrimination regarding the right to enjoy one's house, land and other property, and possessions. Older person who have lost or never possessed ownership documents, and older women and widows who are not always recognised in inheritance law, face challenges in proving ownership of land or homes. They may also be at high risk of forced eviction.

**Documentation:** Loss or destruction of personal documentation (such as ID, birth certificate or marriage certificate) and difficulty replacing it. In some cases, older person may have never been issued with relevant, up-to-date documentation. Freedom of movement: Restriction on the rights to travel, reside in, or work in any part of the state, as well as to leave that state and return at any time.

**Humanitarian principle of impartiality:** Humanitarian assistance is not provided according to need and without discrimination. The failure to ensure access and accessibility of services for older person poses a major violation of the central principle of impartiality.

**Violence:** The act or threat of physical, sexual or psychological abuse. Cycles of dependency, discrimination and isolation may place older person at risk of abuse within the family. Within the community older person may become victims of attack because of perceived vulnerability.

**Neglect and deprivation:** Older person may be prevented from accessing the goods and services they need. This can be unintended or may be the result of deliberate discrimination.

**Isolation and dependency:** Lack of access to support and social relationships compounds the isolation felt by older person, as does the high level of help required in daily activities.

**Family structures and family separation:** Family structures, for example older person headed households, female or widow headed households, and households with large numbers of dependent children create specific protection risks for older person and their families. Involuntary family separation affecting older person increases their levels of isolation and reduces levels of support, making it harder for older person to access the goods and services they require.

Ask participants to recap the first activity:

The right to protection is enshrined in the sovereign responsibility of states to protect their populations, in international law, and in resolutions of the United Nations and other intergovernmental organisations.

Although primary responsibility of securing protection rights is of sovereign governments and mandated agencies, humanitarian actors have a role to play in protection

Older Persons on the move are at high risk of protection due to:

- Threat to safety and security, Poor housing, land and property rights, Poor documentation, Threat of violence, Humanitarian assistance is not provided according to need, Neglect and deprivation, Isolation and dependency and Family structures and family separation

## Description

### Slide 7

#### Key messages for Activity 1

- The right to protection is enshrined in the sovereign responsibility of states to protect their populations, in international law, and in resolutions of the United Nations and other intergovernmental organisations.
- Although primary responsibility of securing protection rights is of sovereign governments and mandated agencies, humanitarian actors have a strong role to play in protection
- Older Persons on the move are at exposed to increased protection risks equal to other vulnerable groups



## Activity 2: Identifying protection issues of displaced persons

### Description

### Slide 8



Share handout 2.2- Findings on safety and non-discrimination, to be provided beforehand for participants to read before joining the session.

Before we discuss specific protection issues, it is important to remind different specific needs and risks faced by older men and women

- Older women and men may be less mobile;
- their mental capacities may diminish;
- they may have chronic health problems and specific nutritional needs.
- They may be at heightened risk of violence, exploitation by family members, and discrimination.
- They are not always able to reach central locations to register or access assistance.

Here, we are providing some findings from the study Older Persons on the move. Explain participants following information and ask them to check from the research Older Persons on the Move to check rate of abuse in their country.

Fifty percent of older persons on the move have felt discriminated against. The main form of discrimination is age, with an average of 25%; however, there is a difference of more than 10 points between women and men, with the latter feeling more discriminated against with 30% compared to 19%. Another notorious gender difference is discrimination by disability, where women report feeling discriminated against by 5%, compared to 10% for men.

The overall rate of abuse in the countries before the pandemic was 38%, with a marked difference between persons with disabilities (48%) and those without (29%). In the countries of northern Central America, the percentage of abuse among older persons is 63%, with a significant difference between persons with disabilities (87%) and those without (40%). The gender difference is 11 points, with 65% for men compared to 57% for women. In the Andean region, abuse is lower, affecting a quarter of the population (26%), with a marked gender difference for women, with 34% compared to 20% for men.



Share handout 2.3- Recommendations for ensuring protection of older persons at risk

Explain who are perpetrators of abuse as below. For country specific information, ask participants to refer the report. Ask them to refer to handout 3 and ask them to suggest the recommended action they have seen implemented within their organization and provide example.

Among the perpetrators of abuse, 11% were family members; 7% were government officials, including the security forces; 7% were friends or neighbours; and 74% were other persons, for example, armed actors, gangs, persons on the street, on public transport, or the owners of the homes which they rented or where they lived.

Discuss the role of participation, information sharing and empowerment with the participants. A summary of the study “Ageing on the Move” on participation, information and empowerment is outlined below. For country specific information, ask participants to refer the report

### Participation, information and empowerment

More than two thirds of the sample had no activities to share or to socialise with others, with this average being even higher for some flows such as the mixed movements in the Andean region. Women presented a higher percent- age of non-participation than men, with 71% compared to 67%. In situations of disability, 70% stated that they did not have any participation opportunities or activities. Eighty-four per cent of older persons have not attended talks or participated in training and awareness-raising activities concerning their rights. Only 7% have received training on their rights as persons on the move, 6% on their rights as older persons, and 7% on how to become productive through work or entrepreneurship.

### Access to equipment and level of connectivity

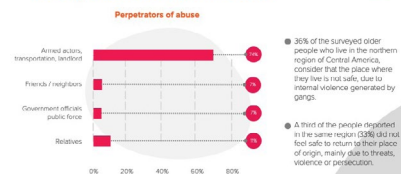
Most older persons have access to mobile phones (87%), followed by television (70%) and radio (35%). Only 10% have access to land-line phones, laptops, entertainment devices, tablets and desktop computers. In general, older persons’ mobile phones are not smartphones, and several use their relatives’ mobile phones to communicate and connect to the Internet. One of their main uses for mobile phones is to connect with family members via WhatsApp. Average Internet access is slightly above one third of the sample, except for the mixed movements in Colombia and Ecuador, where it exceeds half of the population (57%).

Older persons and their families on the move are faced with the fact that access to information on regularisation processes is difficult, due to the lack of prioritisation and targeting by those in charge of providing advice. It is also representative of the level of misinformation among older persons to recognise the institutions in charge of each case, as many of them live alone, compared to those whose family members are the main or only source of information.

Description

## Slide 9

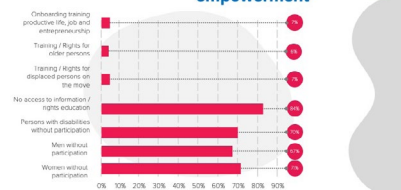
### Safety and non-discrimination



Description

## Slide 10

### Participation, information and empowerment



## Slide 11

**Group work Task**

You will be working in 4 groups.

Each group is asked to talk about protection risks based on the findings shared in Handout 2.1

Based on your field experience:

- Define protection risks for older persons
- Identify stakeholders who have a role in protecting and mitigating risks for Older Persons

You have 15 minutes

- Write your findings in a PPT
- Identify a rapporteur

## Description

Divide participants in 4 groups, in breakout rooms, and give them task with the sector on which they have to work. If breakout rooms or group work is not possible, discuss this with participants in person.

Go to each group and see whether discussion is going in the right direction, or else give some example and lead the discussion for maximum one minute.

## Slide 12

**Presentations from the groups**

You will have 4 minutes to make your presentation

## Description

Allow participants for a 4-minute presentation each, and after every presentation allow for other group members, or other participants to provide their experiences/observations (in brief) for a maximum of 2 minutes. Total time should be limited to 6 minutes per presentation

## Slide 13

**Key messages for Activity 2**

- Older Persons on the move are at threat of abuse, neglect and safety and discrimination.
- Older Persons are not systematically involved in community and humanitarian response.
- Lack of participation and lack of information of humanitarian organization result in older persons not been able to design appropriate response programme.
- Recognition of older persons lead to better engagement to support to secure their rights

## Description

Ask participants to recap the second activity: Almost 50%, one in two persons have felt discriminated. Age, gender and disability, along with isolation and loneliness are common factors for protection risks. Ask participants how and provide some examples from the case studies used in the group work. All stakeholders have a role in ensuring protection of older persons. Define stakeholders with the participants in assuring protection of older persons

**Activity**

In breakout groups – 15 mins

Share (pre share) the handout 2.1 with 4 case studies with the participants- 1 case study per group.

1. Identify a person to feedback and guide the discussion and collect feedback.
2. Ask them to individually read the case studies and list what you immediately see how safety of the older person/s is / are compromised.
3. Also list who are the perpetrators of abuse?

While asking them to do the assignment, consider 3 areas, with others, to reduce the risk of protection 1) Access to information 2) Community integration 3) Participation and empowerment (The aim is to bring together all the information on protection risks and ask participants to build on their own experiences and the information shared in the session to share their response.)

Virtual- If the session is virtual, ask them to write their response in the message box

In person training- for in person session ask them to write approaches/activities on a sticky note and put on the common wall for other to read

Once the activity is over, ask them to go through all the approaches and activities mentioned by other participants to read and see how others are proposing to deal with it.

Facilitator to reinforce good feedback based on the session and examples from their experiences.

Participants are encouraged to also feedback to the group with comments and other examples.

Virtual- If the session is virtual, ask them to write their response in the message box

In person training- for in person session ask them to write approaches/activities on a sticky note and put on the common wall for other to read.

Once the activity is over, ask them to go through all the approaches and activities mentioned by other participants to read and see how others are proposing to deal with it.

**Description****Slide 14****Group work**

**Identify the protection risks in these case studies**

In your groups look at 2 questions:  
How is the safety of the older person in your case studies compromised?  
(Consider Access to information, Community integration and Participation and empowerment)  
Who are perpetrators of abuse in the cases?

Work in 4 groups with one case study each (one of four)

**Handout 2.2**

**Slide 15**



## Slide 16

## Description

To summarise the work covered in this activity-, this statement highlights that all persons, including older persons, affected and at risk are included.

A statement issued in December 2013, at the Inter-Agency Standing Committee (IASC) affirmed that all humanitarian actors have a responsibility to place protection at the centre of humanitarian action.

As part of preparedness efforts, immediate and life-saving activities, and throughout the duration of a crisis and beyond, it is thus incumbent on Humanitarian Coordinators, Humanitarian Country Teams and clusters to ensure that “protection of all persons affected and at-risk [informs] humanitarian decision-making and response, including engagement with States and non-State parties to conflict.” The IASC has committed to a systemwide and comprehensive response to conflict and disasters. This response is driven by the needs and perspectives of affected persons, with protection at its core.

“Protection of all persons affected and at risk must inform humanitarian decision-making and response... it must be central to our preparedness efforts, as part of immediate and life-saving activities, and throughout the duration of humanitarian response and beyond.”

IASC Principals Statement on Protection in  
17 December 2013





### Activity 3- Dimensions of protection

It is important to see how persons perceive protection as: an activity, an objective or a legal responsibility. Discuss them for about 5 minutes on what they think and then describe as below:

Protection is an objective, which requires full and equal respect for the right of all individuals, without discrimination, as provided for in national and international law. Protection is not limited to survival and physical security but covers the full range of rights, including civil and political rights, such as the right to freedom of movement and to political participation, and economic, social and cultural rights, including the rights to education and health.

Protection is a legal responsibility, principally of the State and its agents. In situations of armed conflict, that responsibility extends to all parties to the conflict under international humanitarian law, including armed opposition groups. Human rights, humanitarian, and development actors play an important role as well, when States and other authorities are unable or unwilling to respect their protection obligations.

Protection is an activity because action must be taken to ensure the enjoyment of rights. The three types of protection activities can be carried out concurrently:

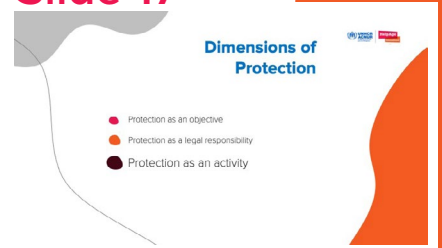
- Responsive – to prevent or stop violations of rights;
- Remedial – to ensure a remedy to violations, including through access to justice and reparations;
- Environment-building – to promote respect for rights and the rule of law.<sup>3</sup>

#### In our work

Protection requires working with all relevant stakeholders, including populations at risk, local communities and the authorities, to: prevent violations of rights from occurring or recurring; stop ongoing violations; provide remedies, through reparation and rehabilitation, if violations have occurred; and foster an environment conducive to respect for the rights of women, men, girls and boys in accordance with the law.

Description

#### Slide 17



## Description

**Explain:**

Programming for protection can be seen from two approaches, one is standalone and targeted, as protection as a sector. Where protection is the primary objective and is designed and implemented through Protection advisors. For example, protection assessment and understanding abuse, discrimination, and other specific issues with the person at risks, and working towards them.

Ask participants to quote few examples.

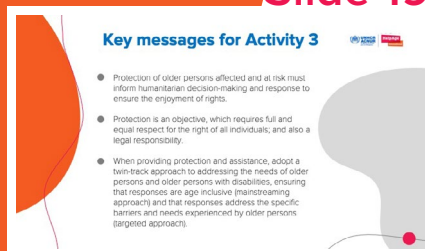
Integration and mainstreaming are done whereas an organization you are mandated to work to fulfil some larger objective, like WaterAid, working primarily on water issues, or Doctors for You works for medical aid. Here primary goal is something else and protection is integrated E.g., a shelter programme where information is given about rights. Or threat to receivers of aid is evaluated in advance to make sure that they are not at threat. Or even designing a feedback mechanism also helps in ensuring our accountability towards person at risk and addressed protection.

Ask participants about examples and explain that you will be talking about it in details in coming slides.

## Slide 18



## Slide 19



## Description

Summarize the key messages for activity 3

- Protection of older persons affected and at risk must inform humanitarian decision-making and response to ensure the enjoyment of rights.
- Protection is an objective, which requires full and equal respect for the right of all individuals, and a legal responsibility.
- When providing protection and assistance, adopt a twin-track approach to addressing the needs of older persons and older persons with disabilities, ensuring that responses are age inclusive (mainstreaming approach) and that responses address the specific barriers and needs experienced by older persons (targeted approach).

## Key messages for the session

### Older Persons on the move are:

- At increased threat of abuse, neglect, safety and discrimination
- Not systematically and effectively involved in community and humanitarian response
- Not being involved in the design of appropriate responses due to limited participation and lack of information
- Key actors to be involved effectively and supported in securing their rights

## Close the session thanking the participants

### Description

## Slide 20

**Key messages for session**

Older Persons on the move are:

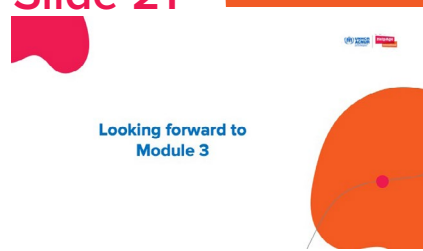
- at increased threat of abuse, neglect, safety and discrimination.
- not systematically and effectively involved in community and humanitarian response.
- not being involved in the design of appropriate responses due to limited participation and lack of information.
- key actors to be involved effectively and supported in securing their rights.



### Description

## Slide 21

**Looking forward to Module 3**









# Module 3: Working with older persons in Protection Case Management

## Learning Objectives

Learning Objectives	Key messages
<ul style="list-style-type: none"><li>● Identify key ways to ensure effective communication.</li><li>● Identify 5 steps plans for effective case management with older persons.</li><li>● Promote a twin track approach to strengthen protection programming to ensure older persons are included.</li></ul>	<ul style="list-style-type: none"><li>● Take time to ensure effective communication in developing a Protection case plan.</li><li>● Use a 5 steps plans for effective case management with older persons to respond to their immediate and longer-term needs and put in place and monitor referral mechanisms to support the older person.</li><li>● Design activities that use a twin track approach, mainstreaming older persons in sector activities and or developing targeted plan for more specialised services.</li></ul>



## Structure and methodology

Activity	Method	Time (minutes)	Slides
Welcome participants to the session	<ul style="list-style-type: none"> <li>Welcome to the session</li> <li>Ice breaker</li> </ul>	10	1 - 2
Communicating with older persons	<ul style="list-style-type: none"> <li>Discussion</li> <li>Group work</li> </ul>	40	3 - 11
Protection case management for older persons	<ul style="list-style-type: none"> <li>Discussion</li> <li>Games</li> <li>Group work</li> </ul>	50	12 - 21
Other protection interventions and summary of the session	<ul style="list-style-type: none"> <li>Discussion</li> </ul>	10	22 - 23
Total session time		110 min	



## Activities

Welcome participants to the session

As an icebreaker Ask participants to write down common names of older family members and nick names for grandparents, parents etc.

Share on Word cloud or flip chart. And check the objectives of the session with participants

Tell participants about the learning objectives of the session.

**In Module 2, the objectives were to look at protection risks that older persons face in the region.**

This module will look at ways to strengthen protection activities in our work.

This is a practical session on working with older persons on building skills to ensure a safe and responsive Protection Case Management approach.

Objectives

- Identify key ways to ensure effective communication
- Identify 5 steps plans for effective case management with older persons
- Promote a twin track approach to strengthen protection programming to ensure older persons are included

### Activity 1: Communicating with older persons

In making a case management plan, it is useful to consider what are the challenges in communicating to make sure we understand each other.

What are the common challenges / barriers in communicating with older persons?

Make a list (word cloud or mentimeter)

If F2F – can work in 2's and then go around the room to get input without duplication

Collect feedback and move to next slide for top feedback points.

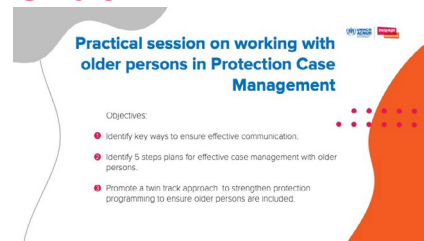
Description

#### Slide 1



Description

#### Slide 2



Description

#### Slide 3



## Slide 4

## Common Barriers in communicating with older persons

- Jargon
- Terminology
- Not looking at the person
- Not listening to the person

## Description

Discuss common barriers to consider

- Accents/ dialects: Strong accents and different dialects can make it problematic for people to communicate.
- Jargon/slang: An older person may not understand the jargon that a volunteer uses, and this can cause a complete breakdown in communication. Situations also occur when difficult words are used, and people may not understand what is meant.
- Environmental / emotional: Older persons can sometimes feel uncomfortable in their surroundings and are unable to communicate effectively what they need.
- Factors such as lighting, background noise and seating should always be considered.
- Sometimes older men and women may feel scared or mistrusting in certain situations.
- Physical: most people like to communicate face-to-face, however, this may not be possible if there are doors, limited space and nowhere to sit together that impede this.

## Slide 5

## What are some top tips in communicating with older persons?

Make a list (word cloud or mentimeter)



60-year-old Colombian woman displaced by internal violence.  
Ph. Ana Maria Ruiz



Older women, 70 years, displaced from Venezuela, has daughter Ph. Maria Ruiz



Older man, 69 years, Colombian, displaced by internal violence.  
Ph. Daughter of Ana Maria Ruiz

## Description

Ice breaker for the session

In making a case management plan, it is useful to consider how we communicate to make sure we understand each other.

What are the top tips in communicating effectively with older persons?

Make a list (word cloud or mentimeter)

If F2F – can work in 2's and then go around the room to get input without duplication

Collect feedback and move to next slide for top feedback points



## Some top tips to consider

It may be difficult to communicate with an older person if they have a physical health condition i.e., they have a hearing difficulty or an eyesight problem.

Developmental disorders affecting the brain such as Alzheimer's disease or stroke could also pose problems.

It is important to ask the older person and their carer on what the best way is to communicate – e.g., speaking, giving written questions and asking older person to write the answer or give pictures or a selection of answers to respond to.

Evaluating how to communicate and care for an older person with communication challenges is crucial.

Consider tone of voice, how you speak, your body language and gestures as these are imperative to communicating clearly.

Observe the older person, make eye contact

Give the person your full attention and ignore background distractions but ensure that you are aware of the older person's reactions as not all communication is verbal.

It is vital that you do not speak for them and that you allow them to try and respond whichever way they can.

Communicating with the older men and women can also pose problems, so it is important you speak slowly, clearly and loudly.

Individual assignment in the session- in next slides there are few case studies which have been referred to participants for assessment (this can on screen and read out F2F or on slide if not doing breakout groups)

Based on your field experience and information shared, give your suggestions:

Ask them to individually read the case studies and list (put in chat box)

1. Three things which will facilitate effective communication with the person in the case study
2. How will you build trust with this older person?
3. How will you know if you understand each other? e.g., what sort of questions would be useful to ask

Virtual- If the session is virtual, ask them to write their response in the message box as you show them the case study. Hold the case for 2 minutes for each question, in total 6 minutes for each case slide. Use number of cases based on time available to you for discussion

In person training- for in person session ask them to write approaches/activities on a sticky note and put on the common wall for other to read.

Once the activity is over, ask them to go through all the responses mentioned by other participants to read and see how others are proposing to deal with it.

## Description

### Slide 6



## Description

### Slide 7



## Slide 8

### Case 1



Older indigenous woman in La Guajira, the poorest corner of Spain.  
PI: Valentina Pardo

- An older female migrant has not seen a doctor for 3 years and now developing health issues linked to her age and her increasingly deteriorating life style. She is lying in bed all day and the carer is not there in the day.
- She cannot hear properly.
- She has no registration and afraid to go out of her home.

### Description

#### Case 1

An older female migrant has not seen a doctor for 3 years and now developing health issues linked to her age and her increasingly deteriorating lifestyle. She cannot hear properly. She has no registration and afraid to go out of her home.

## Slide 9

### Case 2

- An older cross border male migrant, with papers; he has difficulty seeing and has recently lost his wife and now living alone. He is a wheelchair user, having an amputation of his right leg.
- He is becoming depressed and neglectful in his old shack; he has no income and now has no motivation to work.
- No one in the community is supporting him.



Disability older men from El Salvador. El Salvador  
PI: Eduardo Lertus

### Description

#### Read Case 2 and ask to respond to the questions asked

An older cross border male migrant, with papers; he has difficulty seeing and has recently lost his wife and now living alone. He is a wheelchair user, having an amputation of his right leg. He is becoming depressed and neglectful in his old shack; he has no income and now has no motivation to work. No one in the community is supporting him.

## Slide 10

### Case 3



Older transgender woman, mother of three.  
PI: Valentina Pardo

- You are told that an older transgender migrant who is recently attacked and robbed, lives in your area of work.
- The community doesn't interact with her and she is not registered for any support as no one had recognized her when registration was going on.
- Now she has not come out of her shack for last two days, and people fear that after being attacked she may have not received any medical support and might be unwell.

### Description

#### Read Case 3 and ask to respond to the questions asked

You are told that an older transgender migrant who is recently attacked and robbed, lives in your area of work. The community doesn't interact with her, and she is not registered for any support as no one had recognized her when registration was going on. Now she has not come out of her shack for last two days, and people fear that after being attacked she may have not received any medical support and might be unwell.

**Read Case study 4 and ask to respond to the questions asked**

You have come to know that there is one older woman above 80 years of age.

Neighbours have heard her crying but they have not seen her for over 3 months now.

She is locked in a small dark room without window by her family. Neighbours are always told that she is too old to come out and not interested in seeing anyone, but people fear that she is not given proper treatment and food and beaten sometimes.

**Key messages for activity 1**

Listen to feedback from the participants and conclude that - the key message is that- it is important for all humanitarian workers to know how to communicate effectively, and:

- Be visual
- Use clear language
- Check that you understand each other.
- Be careful of your body language and tone
- Observe, make eye contact
- Learn to listen

## Activity 2: Protection case management for older persons

Start by talking about initiating the discussion on case management as follows


We have looked at the importance of effective communication to ensure we understand each others. So, let's look now at the Case Studies shared in Module 2, to discuss making a case plan. There is a lot of experience to build on as we go through this activity. Let's use these point in talking to Betty and Garcia.

## Description

**Slide 11**

**Case 4**

- You have come to know that there is one older woman above 80 years of age.
- Neighbours have heard her crying but they have not seen her for over 3 months now.
- She is locked in a small dark room without window by her family.
- Neighbours are always told that she is too old to come out and not interested in seeing anyone, but people fear that she is not given proper treatment and food, and also beaten sometimes.



Older woman, 75 years, reported from community, has withdrawn. PH: Photo: Photo: Photo

## Description

**Slide 12**

**Feedback from the discussions**



## Description

**Slide 13**

**Protection Case Management for older persons**


Making a case plan



## Slide 14

**Remember Betty and Garcia and his wife, Leti?**

Use Handout 3.1



A 70-year-old Colombian woman that was displaced by internal violence.  
Ph: Sandra Velasco Tuglio/IPS

An older couple from the Chanti, Guao community in Colombia were forcibly displaced by the violence.  
Ph: Sebastian Ruiz/IPS/IPS

## Description

Ask the participants to look at these pictures of older persons from the LAC region who live in different displacement settings and discuss their protection risks and now we need to put a case management plan in place. Discuss-  
Do we all have the same understanding of a case management approach?

Do we all have the same understanding of the role of the case worker?

Look at the next slides and give your comments in the chat box / or F2F hands up ...

## Slide 15

**Protection case management (PCM) agree or disagree?**

- A structured and sustained method for providing responsive and remedial support to help older persons to manage, and claim their rights, leading to their safety, dignity and ensuring resilience.
- An empowering and collaborative process, where the older person is supported to connect to services needed, to take control of their personal life, that can help them to recover and respond to new risks.

## Description

Read loud and ask if participants agree or disagree-  
Protection case management (PCM) is a structured and sustained method for providing responsive and remedial support to a person at heightened risk of a rights violation to help them to manage, and ultimately claim, their rights, leading to their safety, dignity and ensuing resilience.

It is an empowering and collaborative process drawing on the strengths of the client, where the client is supported to connect to services needed, to take control of their personal life, to learn new ways of thinking about their situation, and to adopt new behaviours that can help them to recover and respond to new risks.

## Slide 16

**Role of Case worker agree or disagree?**

- Provides a safe environment for the older person and develops a healing relationship built on trust.
- Supports the older person to assess their situation, and to recognize and strengthen the protective factors in their life.
- Informs the older person of all the options available and assists them in identifying personal goals and working with service providers.
- Takes responsibility for linking the older person to these services in a coordinated way.

## Description

Tell participants about the role of a case worker and check if they agree or disagree with the statements-

Provides a safe environment for the client and develops a healing relationship built on trust.

Supports the client to assess their situation, and to recognise and strengthen the protective factors in their life.

Informs the client of all the options available and assists them in identifying, and then reaching, personal goals by leveraging their strengths and working with service providers.

Takes responsibility for linking the client to these services, advocating for actions needed, and following up those actions in a coordinated way.

## Slide 17

**What would be a good case management plan for Betty and Garcia and his wife, Leti?**



A 70-year-old Colombian woman that was displaced by internal violence.  
Ph: Sandra Velasco Tuglio/IPS

An older couple from the Chanti, Guao community in Colombia were forcibly displaced by the violence.  
Ph: Sebastian Ruiz/IPS/IPS

## Description

We discussed their protection risks previously and now we need to put a case management plan in place in groups.



In groups look at a case study – either Betty or Garcia and Leti (case studies are mentioned in Handout 3.1)

Read through the case study and

- a. List patterns of abuse
- b. Decide if there are immediate lifesaving action to respond to
- c. Decide on ways to support the older persons to rebuild their lives
- d. Decide on ways to make their environment safer
- e. What are the possible referral mechanisms needed?

## Here are more details for the Facilitator

**1. Identify patterns of abuse** – list against protection risks – neglect, abuse, violence etc

**2. Responsive action** is any immediate activity undertaken in connection with an emerging or established pattern of violation and is aimed at preventing its recurrence, putting a stop to it, and/or alleviating its immediate effects. Responsive activities have a sense of real urgency (but can last for many years) and aim to reach a particular older persons suffering the immediate horrors of a violation. They are primarily about stopping, preventing or mitigating a pattern of abuse.

Example: Develop activities and or referral services that have specific times for different groups to ensure Betty and her daughter are included in food distributions that reduce the risk of harassment  
Example: Providing firewood as part of an NFI distribution, so older women and adolescent girls, who have been harassed or threatened, do not have to travel outside an IDP camp

**3. Remedial action** is aimed at restoring person's dignity and ensuring adequate living conditions subsequent to a pattern of violation, through rehabilitation, restitution, compensation and repair. Remedial activities are longer term and aim to assist older person living with the effects of abuse. This might include the recuperation of their health, tracing of their families, livelihood support, housing, education, judicial investigation and redress.

**Example:** Education in health centres to prevent stigmatisation of older survivors of sexual violence, who are not recognised as needing services

**Example:** Livelihood training and psychosocial support for older men and women living alone or separated from their family as part of a livelihoods program

**4. Environment-building action** is aimed at creating and/or consolidating an environment – political, social, cultural, institutional, economic and legal – conducive to full respect for the rights of the individual. Environment-building is a deeper, more structural process that challenges society by aiming to change policy, attitude, belief and behaviour. It is likely to involve the establishment of more humane political values, improvements in law and legal practice, the training of security forces and local security teams, and the development of an increasingly non-violent public culture.

**Example:** Providing information to an older person within a WASH project about the Code of Conduct by which NGO and UN staff are expected to abide

## Description

## Slide 18

### Group work

#### Protection case management Key steps

- 1 Identify patterns of abuse
- 2 Responsive Action – stop violation and remove from imminent violation.
- 3 Restore older persons dignity and ensure adequate living conditions.
- 4 Environment building by creating safe space to live in.
- 5 At all stages ensure a referral mechanism is in place to access relevant services.

**Example:** Advocating for prohibitions on sexual violence to be included in domestic legislation that recognises older persons

**Example:** Advocating for the Guiding Principles on Internal Displacement to be adopted as national policy and included older persons

**Remember • Not all humanitarian agencies operate in all three phases of case management. • No single organisation can provide the comprehensive range of services required to protect the entire affected population in time of emergencies. Thus, it is important to put a referral system in place**

## Description

In groups taking one case study – and make a list of suggestions  
**In groups look at a case study – either Betty or Garcia and Leti**

Betty - Read through the case study and

- a. List patterns of abuse e.g. harassment and theft outside of the home, feeling insecure
- b. Decide if there are immediate lifesaving action to respond to – e.g. not at this point – to monitor
- c. Decide on ways to support the older persons to rebuild their lives – listen to Betty story and meet the people living near her and her daughter to identify community networks and possible support from others
- d. Decide on ways to make their environment safer – e.g., look at times of distribution and link with NGO's to better address these safety concerns – e.g. provide escorts, different timing etc,
- e. What are the possible referral mechanisms needed? – access to work for Betty and her daughter, food banks, health care

For Garcia

- a. List patterns of abuse e.g. lack of access to safe housing and toilets, lack of information in accessible format
- b. Decide if there are immediate lifesaving action to respond to e.g. not at present – to monitor
- c. Decide on ways to support the older persons to rebuild their lives – address physical accessibility – as cannot walk – provide assistive products; provide alternative toilet – toilet chair; provide link to NGO's by developing a complaints mechanism that is accessible to all
- d. Decide on ways to make their environment safer e.g. make access to toilets segregated by gender and give set times and make toilets safer and more accessible
- e. What are the possible referral mechanisms needed? Access to shelter services

Go into groups to discuss for 15 mins and come up with a plan around these 5 questions

## Slide 19

**Group work**

Read through the case studies and use Handout 3.1 for reference.

In 4 groups look at a case study – assign groups to either Betty or Garcia and Leti

You have 10 minutes to discuss

- List patterns of abuse.
- Decide if there are immediate life saving action to respond to.
- Decide on ways to support the older persons to rebuild their lives.
- Decide on ways to make their environment safer.
- What are the possible referral mechanisms needed?

Handouts 3.2 and 3.3- to be shared before the session starts for participants to prepare for it.

- a. **List patterns of abuse** e.g. harassment and theft outside of the home, feeling insecure
- b. Decide if there are **immediate lifesaving action** to respond to – e.g., to monitor security in area with local community to identify gangs etc. and general attitude towards older persons in the community
- c. Decide on ways to support the older persons to **rebuild their lives** – listen to Betty story and meet the people living near her and her daughter to identify community networks and possible support from others of different ages
- d. Decide on ways to **make their environment safer** – e.g., look at times of distribution and link with NGO's' to better address these safety concerns – e.g. provide escorts, different timing etc
- e. What are the **possible referral mechanisms needed?** – access to work for Beti and her daughter which are age friendly, links to accessible food banks, access to appropriate health care

## Description

### Slide 20

**Betty's case plan**

List patterns of abuse

Decide if there are immediate life saving action to respond to

Decide on ways to support the older persons to rebuild their lives

Decide on ways to make their environment safer

What are the possible referral mechanisms needed?

- Harassment and theft outside of the home, feeling insecure.
- Monitor security in area with local community, provide protection kit.
- Listen to Betty story and meet the people living near her and her daughter to identify community networks and possible support from others.
- Look at times of distribution and link with NGO's' to better address these safety concerns – e.g. provide escorts, different timing etc.
- Access to work for Beti and her daughter, food banks, health care and livelihood activities.

- a. **List patterns of abuse** e.g. lack of access to safe housing and toilets, lack of information in accessible format
- b. Decide if there are **immediate lifesaving action** to respond to e.g. not at present – to monitor general community tensions to see if older persons are more at risk with other groups
- c. Decide on ways to support the **older persons to rebuild their lives** – address physical accessibility – as cannot walk or see – provide assistive products to help move in the community; provide alternative toilet or toilet chair to reduce toileting challenges as older persons may need to use the toilet more frequently especially men; provide link to NGO's by developing a complaints mechanism that is accessible to all and ensure there is a follow up on the complaint
- d. Decide on ways to **make their environment safer** e.g. make access to toilets segregated by gender and give set times and make toilets safer and more accessible
- e. What are the **possible referral mechanisms needed?** Access to shelter services

## Description

### Slide 21

**Garcia and Leti's case plan**

List patterns of abuse

Decide if there are immediate life saving action to respond to

Decide on ways to support the older persons to rebuild their lives

Decide on ways to make their environment safer

What are the possible referral mechanisms needed?

- Lack of access to safe housing and toilets, lack of information in accessible format.
- Not at present – to monitor.
- Address physical accessibility – as cannot walk or see – provide assistive products; provide alternative toilet or toilet chair; provide link to NGO's by developing a complaints mechanism that is accessible to all.
- Make access to toilets segregated by gender and give set times and make toilets safer and more accessible.
- Access to shelter services and legal support.

## Slide 22



## Description

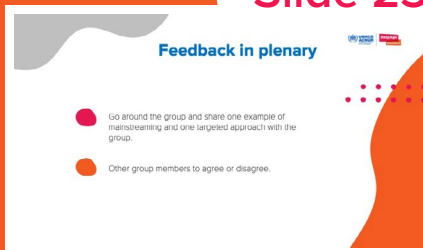
Now we have discussed a case management plan for Betty and Garcia, there are 2 steps to recall in building the project activities. Remember in Module 2, the importance of identify a twin tracked approach to working with older persons?

Considering the discussions on the case studies, list down 2-3 Mainstream activities and 2-3 Targeted activities, that you see useful to develop to better support Betty and Garcia.

Share suggestions on a) a mainstream approach b) targeted approach

Design activities that use a twin track approach, mainstreaming older persons in sector activities and or developing targeted plan for more specialised services

## Slide 23



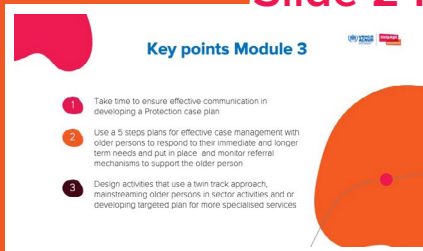
## Description

Go around the group and share one example of mainstreaming and one targeted approach with the group.

Other group members to agree or disagree

Facilitator to guide the discussion and manage the responses. Use examples from the handout if the discussion is not active.

## Slide 24



## Description

1. Take time to ensure effective communication in developing a Protection case plan
2. Use a 5 steps plans for effective case management with older persons to respond to their immediate and longer-term needs and put in place and monitor referral mechanisms to support the older person
3. Design activities that use a twin track approach, mainstreaming older persons in sector activities and or developing targeted plan for more specialised services



# Module 4: Advanced Facilitators tips on using the Humanitarian Inclusion Standards and UNHCR Need to Know Guidance

## Learning Objectives

Learning Objectives	Key messages
<ul style="list-style-type: none"><li>● Describe key principles of inclusion related to older persons.</li><li>● Build key tips to facilitate using the NTKG for older persons and the Humanitarian Inclusion Standards</li></ul>	<ul style="list-style-type: none"><li>● The humanitarian principle of impartiality—providing assistance based on need alone, requires that humanitarian actors must respond in a way that considers the needs of all persons affected by a crisis as they determine priorities.</li><li>● The humanitarian system needs to systematically include older persons and persons with disabilities and the 2 documents can support this.</li></ul>



## Structure and methodology

Activity	Method	Time (minutes)	Slides
Welcome back and objective setting	<ul style="list-style-type: none"> <li>Recap of previous sessions through discussion and discussing objectives</li> </ul>	10	1 - 2
Having a common definition of inclusion	<ul style="list-style-type: none"> <li>Scenario game</li> </ul>	30	3
Identifying the key inclusion principles to build our work on	<ul style="list-style-type: none"> <li>Review of resources HIS and NTKG</li> <li>Q&amp;A</li> </ul>	40	4 - 12
Key inclusion standards	<ul style="list-style-type: none"> <li>Review of the resource</li> </ul>	20	13 - 22
Using Humanitarian Inclusion Standards (HIS) and Need to Know Guidance (NTKG) for older persons guidelines	<ul style="list-style-type: none"> <li>Group work</li> </ul>	40	23 - 26
Total session time		140 min	



## Activities

Welcome participants to the session

Introduction to objectives of the session.

Recap on the other 3 modules on getting to know the Ageing on the move report, understanding protection risks and identifying strategies to mitigate risks with reference to the recommendations in the Ageing on the move report.

This module is aimed to encourage the use of the 2 key documents which support the inclusion of older persons – the Need To Know Guidance for Older persons and the Humanitarian Inclusion Standards (HIS) and providing suggested activities to use in training teams

### Activity 1: Having a common definition of inclusion

Setting the scene – this slide introduces the activities putting the participant in the role of trainer and giving tips to plan sessions

Scenario

- Field teams carried out a learning needs assessment and prioritised that they would like to have more knowledge and skills to strengthen their inclusion work.
- Your team leader has given you the responsibility of promoting the NTKG of older persons and the Humanitarian Inclusion Standards within your team and with partners.
- This is your opportunity to work together to share these tools as a starting point to increase their understanding of what can these tools be used for and how to apply them in practice.

Where do we start!!

Check everyone is clear of their task and responsibilities

### Key messages for activity

Working together with field teams to design the inclusion training is essential to ensure it is tailored to their requirements

Description

#### Slide 1



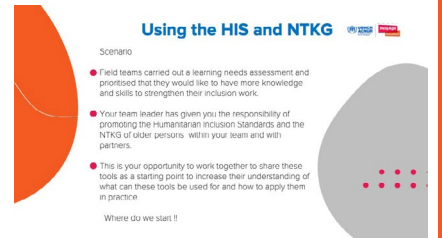
Description

#### Slide 2



Description

#### Slide 3





## Activity 2: key inclusion principles

### Description

Provide handout 4.1 to participants in advance and use it also during the session for this slide

These are the suggested activities to plan.

If you agree we will look at these steps as a starting point to planning training sessions.

### Slide 4

#### Suggested activities

- What are the key inclusion principles to build our work on? Let's share them.
- Do we have a common definition of inclusion? Let's share one.
- How can we use Standards and Guidelines? Look at the check list.
- How do we use the HIS and NTKG to provide useful guidance? Let's prepare some scenarios to demonstrate their usefulness.
- How do we make it fun? That is always a challenge!

- **What are the key inclusion principles to build our work on?** Let's share them
- **Do we have a common definition of inclusion?** Let's share one
- **How can we use Standards and Guidelines?** Look at the check list
- **How do we use the NTKG and HIS to provide useful guidance?**

Let's prepare some scenarios to demonstrate their usefulness

- **How do we make it fun?** That is always a challenge!





## Ask the first question - What are the key inclusion principles to build our work on?

Setting the basics - go through the key humanitarian principles – the participants may be familiar with these – so this is a refresher to remind participants that older persons are often not well included in reality.

We need to remind ourselves of that NTKG and HIS are underpinned by key Humanitarian Principles

- Humanity, impartiality, neutrality and independence
- Non –discrimination
- Accessibility
- Respect for the inherent dignity of older persons
- Active participation and equality of opportunities
- Respect for diversity and acceptance of older persons
- Equality between persons of different genders and age groups

Question to the participants –

Ask your self - how to achieve inclusive humanitarian action?

These are facilitators note to use to emphasise points -

- The challenge is how to reach older persons most affected in a crisis with the services, assistance and protection they need, while ensuring their effective participation in the planning and execution of the response.
- Failing to reach older individuals who are marginalised and excluded means that humanitarian actors cannot claim to uphold the principle of impartiality, which is at the heart of the humanitarian mission.
- Inclusive humanitarian action has been at the centre of a number of policy discussions, commitments and initiatives in recent years, yet in practice responses continue to struggle to deliver it.
- Continued evidence that humanitarian responses fail to be inclusive therefore puts into question both the ethical essence of humanitarian action and its effectiveness.

## Description

### Slide 5

- Humanity, impartiality, neutrality and independence
- Non –discrimination
- Accessibility
- Respect for the inherent dignity
- Active participation and equality of opportunities
- Respect for diversity and acceptance
- Equality between persons of different genders and age groups

**HIS and NTKG for older persons are underpinned by key Humanitarian Principles for all:**



## Slide 6

## 5 key gaps to address using the HIS and NTKG



## Description

Facilitators to outline these 5 key gaps on the slide  
From the work in the region there are 5 clear gaps identified which need addressing

- 1. Out of sight-** The humanitarian sector cannot help person if it fails to see them. Sometimes this takes a significant effort. For example, older persons often have lack proof of identity are often effectively out of sight when it comes to receiving the assistance  
Another problem is that most assessments don't collect data in a disaggregated manner – age, gender and disability, and many groups are left out
- 2. Out of reach-** Remote and hard to access population. Factors that render person hard to reach range from physical realities of the natural and built environment to man-made factors, such as insecurity, and regulatory barriers.
- 3. Out of loop-** Data and situational information- SADD and WGQs with no tailored assistance or effective communication Plus, lack of leadership to ensure inclusion
- 4. Out of money-** The massive and growing gap between the funds required and the funds available for humanitarian response is a major factor behind the exclusion of the world's most vulnerable person.
- 5. Out of scope-** while person may be left behind during humanitarian responses, others are left behind because they fall outside humanitarian scope. Certain types of crises give rise to humanitarian need but rarely make it onto the agenda of the mainstream. Like irregular migrants, and urban violence.

## Key messages for activity

Using the guidance can help to reverse these challenges...  
The 5 key gaps in humanitarian inclusion include: (a) Out of sight, (b) Out of reach, (c) Out of loop, (d) Out of money and (e) Out of scope.

### Next question - Do we have a common definition of inclusion? Use a word cloud to start the activity.

Then talk through this diagram.

There are 4 circles – one has different colours all in one circle – this is inclusion; another circle has blue dots in the middle of the circle and other coloured dots around it – this suggests exclusion. Another circle has a smaller separate circle which suggested segregation; The fourth circles have a small circle inside a bigger circle which suggested integration.

To take steps to address these challenges it is useful to recognise the different ways of working and to identify the barriers faced to strengthen inclusion.

It is often challenging to adopt a fully inclusive approach.

Activity to do together

Look at this diagram and recognise these 4 options which we commonly experience in our work.

One aim of an inclusive approach in our work is that everyone has equal and equitable access to services.

### How realistic is this for you in your work?

Think of a project you are working on or know about where older persons and others at risk are involved.

### Which approach are you using?

Do you have specific programmes for older person within the community where there is active engagement with others?

Do you have specific programmes for older person segregated from the others? What are the pros and cons of the ways in developing this approach?

Is there a gap in programmes for older person and they are excluded?

Post questions in chat or on handout

Discussion in plenary with examples

Remember the 5 points share previously  
15 mins

## Activity 3

### How can we use Standards and Guidelines?

Provide Handout 4.2- Using the NTKG for older persons and the Humanitarian Inclusion Standards - complimentary tools, for the activity

Now to start thinking about the reasons we need to use the Guideline and materials – use these statements to discuss why they are useful

Can do in plenary or handout or pre-reading – depend on context

### Last question - How do we use the NTKG and HIS to provide useful guidance?

We will look at the HIS now.

Now to look at the tools – we will start with the HIS and look at the basic content and then look at ways of using them

Description

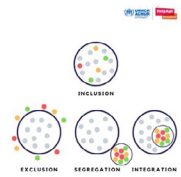
## Slide 7

### What is inclusion?

The state of being included.

It is about:

- valuing all individuals.
- giving equal access and opportunity.
- removing discrimination and other barriers.



Description

## Slide 8

### Using the Humanitarian Inclusion Standards and the NTKG for older persons – complimentary tools

Handout 4.1

Areas of interest:

- Guiding principles with activities to keep older persons safe.
- Useful resources to plan, implement, and evaluate humanitarian response.
- Approaches apply to a wide range of context, mixed migration setting and public health emergencies.
- Address multiple risks to build resilience of older persons, their family and community.

Using standards with others guidance:

- Helps to focus where it is most needed.
- Helps to identify needs of older persons, and to know what to do.
- Can inform affected older persons to understand their rights.

Use them to:

- Jointly prioritise actions.
- Work with governments, communities and partners.
- Design, implement and improve a response.
- Measure how effective a programme is.
- Take steps to leave no one behind.
- Prepare before crisis strikes.

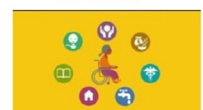
Description

## Slide 9

Humanitarian inclusion standards for older people and people with disabilities

- Include those most at risk during emergencies.
- Prevent anyone from being left behind.

### Why use Inclusion Standards?



## Slide 10

## Looking at 3 key areas of inclusion



## Description

**Capturing 3 key areas of the HIS Facilitator's guide -**

In developing your sessions with the team members, these 3 key areas are fundamental in taking steps ahead to promote inclusion – they underpin all inclusion activities and identify the diversity and intersectionality of the population at risk.

The 3 key areas which frame both the key inclusion standards and sector standards are-

**1. Collection of information:**

Older person and person with disabilities have their capacities and needs identified and monitored and we can group the Key Inclusion standards under these heading to inform programming, training, and advocacy.

**2 Addressing barriers:**

Older person and person with disabilities have safe and dignified access to humanitarian services

**3 Participation and resilience:**

Older person and person with disabilities participate meaningfully in humanitarian activities

Back up notes on barriers – looking at different types for examples for the participants

**Physical/environmental:** For example, transport and buildings that have steps may be inaccessible to person who have difficulty walking or who use a wheelchair.

**Communication:** Using only written documentation excludes those who are illiterate. Small print or only written materials might be inaccessible to person with visual impairments or lower literacy levels. The language we use can be discriminatory and reinforce social and attitudinal barriers.

**Social/attitudinal:** Person with disabilities can be perceived as helpless or unproductive. Older age can be viewed as an impairment making disability in older age 'normal' which, in turn, can prevent person from fully participating in their everyday life.

**Institutional/systems:** Many laws, policies, strategies or practices that discriminate against person with certain characteristics. For example, employers or credit facilities may specify an upper age limit for job application or credit schemes, or require a person to be able to see, hear or walk, even if this is not strictly necessary for the job. This directly discriminates against older person with disabilities. Gaps in data systems can result in poor quality or a lack of reliable data can mean older person are excluded from processes and programmes. For example, when population data ends at 49 years or if we do not collect data for our programmes, the most vulnerable may not be considered or included.

**Economic:** Access to services or participation in social activities may require a certain level of resources, for example, an older person may not be able to afford the cost of the bus fare to reach a free health service.

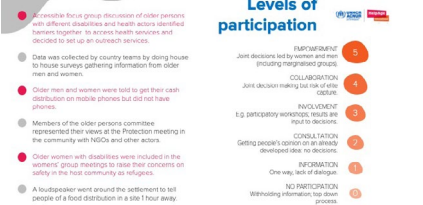


## Exercise using participatory ladder– on reinforcing the importance of participation in working with older persons - 5 mins

- Show the ladder and explain that each run is a step towards full participation. Read out the steps.
- So now show the phrase and ask the participants to decide which level of the ladder defines the level of participation.
- There are no definite answers so not a right or wrong. It is an exercise to start considering what possible ways of participation are there to consider.

Description

### Slide 11



Slide 12 – as introduction to the next activity

### Meet Raul, Agapito and Wilma

**Handouts with 2 case studies** to be provided with 3 Key Inclusion Standards – as pre reading and then to recap on cases studies (can adapt these to context)

You will be divided into 4 groups to carry out this activity  
Remember the 3 key areas of Inclusion (Data, barriers and participation)?  
Look at the case studies for Raul and Agapito and Wilma

How can Raul and Agapito and Wilma be better included in planning activities in the community?

e.g., what data do need to collect?

What are the main barriers they are facing?

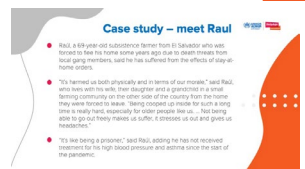
How can we improve their participation in the planning? Your group will have 7 minutes to discuss

Identify a rapporteur

Draft your answer in a PPT/ flipchart for presentation

Description

### Slides 12-15



Key steps toward inclusion for older persons and persons with disabilities-

1. Collection of information:
2. Addressing barriers:
3. Participation and resilience

reinforce the importance of including older persons at all stages of a programme activity to guide and inform the activities

**Key messages for activity**

## Slide 16



Use the guidance from the Humanitarian Inclusion Standards – 3 are selected

### Description

## Key activity- Group work on 3 Key Inclusion Standards using the 2 Case studies

Let me explain the next activity using the Key Inclusion Standards.

Handout 4.3 on 2 case studies and Key inclusion standards 1, 2  
Report on findings from your case study:

- What data do you need to collect to use to design the activity?
- What are the main barriers to address to support them?
- How can we improve their participation in the planning?
- Each rapporteur – 4 mins to present
- Q&A- 2 minutes

Listen to the presentations.

At the end, reinforce that by using 3 of the 9 Key Inclusion Standards, this can provide an initial package for inclusion. The other key inclusion standards will also address the organisational structures that we work in to make them more inclusive.

For the facilitator:

Now do you think the participants understood the 3 principles of inclusion?

Do you think they will use the 9 Key inclusion Standards?

Feedback to the participants on their findings and reinforce that the importance of addressing all 9 is important to make sure teams and participants work together to ensure inclusion is a reality.

If time or later – it would be good to have a follow up discussion

So just to recap ...facilitator to pick out points

- Collecting and analysing data disaggregated by sex, age and disability will allow you to identify older person and person with disabilities, assess their capacities and needs, and find out about the risks they face. When developing indicators to measure progress and change, construct them to show how the needs, barriers, and participation of older person (women and men) and person with disabilities (women, men, girls, and boys) are being addressed. Use the same questions and indicators at all stages of the programme cycle for consistency. Use recommended age cohorts to disaggregate data by age, and the Washington Group questions (see Tools and resources) to disaggregate data by disability:
- For data on age, use the same cohorts as in national data collection systems. If there are no national age cohorts, the following are suggested: 0-5, 6-12, 13-17, 18-29, 30-39, 40-49, 50-59, 60-69, 70-79, and 80+. 20
- For data on disability, use the short set of Washington Group questions. These are six questions designed to find out if the respondent has any difficulty in performing certain activities (walking, seeing, hearing, cognition, self-care and communication). Each question has four answer categories (no – no difficulty, yes – some difficulty, yes – a lot of difficulty or cannot do it at all). If anyone answers “yes – a lot of difficulty” or “cannot do at all” to at least one question, this should be considered a cut-off point for classification of a person with a disability for data disaggregation purposes.

## Key messages for activity

Reinforce that the importance of addressing all 9 KIS is important to make sure teams and participants work together to ensure inclusion is a reality

## Activity 4

How do we use the NTKG and HIS to provide useful guidance?  
Provide handout 4.4 to participants while showing slide 18

Let's look at how to use the NTKG for older persons

### Facilitator's introduction

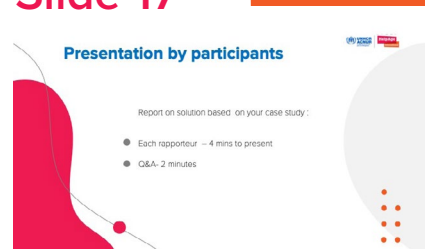
We need to link this with the NTKG, as the guidance in the NTKG for older persons provides sets of actions to select to support the needs and capacities such as of Raul, Agapito and Wilma. There are 4 parts in the NTKG for older persons – see slide

<https://www.refworld.org/cgi-bin/texis/vtx/rwmain?page=search&docid=4ee72aaf2&skip=0&query=need%20to%20know%20guidance%20older%20person>

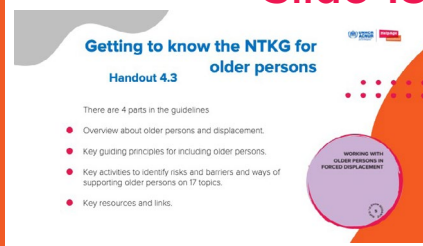
1. 1. Overview about older persons and displacement – this is important to put this into context in the location of the training
2. 2. Key guiding principles for including older persons – this is useful to recognise the policies and guidance in the region
3. 3. Key activities to identify risks and barriers and ways of supporting older persons on 17 topics – these will provide the content to design an inclusive programme approach
4. 4. Key resources and links – these can give follow up information as required

### Description

## Slide 17



## Slide 18



## Description

**Activity on using NKG**  
**Preparing the activity**

Remember the 2 case studies – Raul, Agipito and Wilma.

- You will be in 3 groups and can use the NTKG to prepare a set of activities that you see can improve their lives.

As part of the reading handout 4.4 - look at:

- Action 7 - Provide safe and equitable access to social protection services
- Action 8 - Recognise and support the capacities of older persons to remain self sufficient
- Action 9 - Strengthen family and community structure and networks
- Action 12 – Prevent and Respond to abuse and exploitation of older persons

**Discussion in small groups**

Provide one or two examples from the actions in the NTKG for Action 7, 8, 9 and 12 that can improve the lives of the 3 cases studies

**As facilitator** make sure you guide the learner that the 3 case studies refer to protection risks related to:

- No documentation
- Lack of appropriate health care
- Job losses
- Poor housing
- Abuse especially older persons with disabilities
- Lack of social activities
- Isolation
- Also, there could be issues of no access to humanitarian assistance as on the move

## Slide 19



## Description

**Feedback to plenary**

Start with one group and then ask others to add to the responses. Facilitator to note which actions are common to the group and which ones also may be important. Remember from previous session - developing integrated or specific activities (module 3)

Add other suggestions – open to share

**For the facilitator:**

Listen to the feedback on the use of the NTKG for older persons

Do you feel the participants have a better understanding of the HIS and the NTKG?

Good to ask them, how they will follow up and use them and if they need support.



### For the facilitator:

Listen to the feedback on the use of the NTKG for older persons

Do you feel the participants have a better understanding of the HIS and the NTKG?

Good to ask them, how they will follow up and use them and if they need support.

To conclude – do a quiz

1. Get each person to develop a question to ask the group.
2. Select one person – ask question.
3. Get answer. Who gets the answer, then asks their question?
4. See how much time – no more than 5 mins.

### Conclusion

#### To conclude:

Share this slide with the participants and ask them to tick or cross how they feel at the end of this session.

Reinforce that for further support to contact HelpAge

Description

### Slide 20

#### Present back to plenary

- Using the NTKG for older persons to provide direction to develop more inclusive community focused activities using the topics from the 4 Actions.
- Each rapporteur – 3 mins to present.
- Q&A- 2 minutes.



Description

### Slide 21

#### Recap - Quiz?

Participants – choose a question that you want to test us with!  
Hear 4-5 and get answers.



Description

### Slide 22

#### Do we have a starting point to develop the activities?

- Tick or Cross if we have achieved the objectives of the session:
- We have a common definition of inclusion.
  - We have identified the key inclusion principles to build our work on.
  - We are getting to know and use the Standards and Guidelines to support older persons.
- If so – then we are ready to carry out our task!





## Other reading material

- a. UNHCR Older Persons - in English <https://www.unhcr.org/uk/older-persons.html>
- b. Sphere Standards in Spanish <https://spherestandards.org/wp-content/uploads/esfera-en-evaluaciones.pdf>
- c. HIS in Spanish - <https://spherestandards.org/wp-content/uploads/Humanitarian-inclusion-standards-SP.pdf> and <https://t.co/OhUiYEp3i0?amp=1> and this is in accessible format with the interactive links in action. Very useful to use to navigate around
- d. Games on Inclusion  
<https://www.helpage.org/resources/games-on-inclusion/?keywords=games+on+inclusion> – very useful materials all prepared and could be translated – for face to face training – **this is one that if UNHCR see useful – can be translated as prepared for training**
- e. Rapid Needs Assessment of older person in Venezuela <https://www.helpage.org/download/5f3e9ab1a3061/> – very useful data and findings
- f. Ageism campaign <https://www.helpage.org/what-we-do/systemicageism/>
- g. Exposing ageism – videos with Spanish subtitles <https://www.helpage.org/what-we-do/systemicageism/>
- h. Report Bearing the Brunt – executive summary in Spanish (attached) <https://www.helpage.org/what-we-do/bearing-the-brunt/>
- i. There is an introductory set of slides that can be adapted to different contexts with a handout on using the HIS – if useful can change pictures etc. – it is in English now only
- j. The glossary – there is one in the HIS and am getting one we developed with colleagues in Asia on Gender, Inclusion, Resilience and Diversity
- k. Other HelpAge Publications in Spanish <https://www.helpage.org/resources/publications/?ssearch=Spanish+&adv=0&topic=0&region=0&language=0&type=0>
- l. Older people and COVID-19 in informal settlements | What we do | HelpAge International – <https://www.helpage.org/what-we-do/older-people-and-covid19-in-informal-settlements/> – in English and Spanish





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