



FACILITATORS GUIDE

Strengthening the protection of older persons
in forced displacement

Cover Photo: As part of UNHCR's specialized support for older people, UNHCR's partner visits Nawal twice a week to help her cook, clean and take care of herself.
Photo credit: © UNHCR/Saad Sawas



UNHCR would like to thank [HelpAge International](#) for their valuable input into this Facilitator's Guide and training package.

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Photo Caption: Rwanda. Community care in Mahama refugee camp. Marc, a 82 year old Burundian refugee, fled to Rwanda in 2015 alone. Due to health issues, he relies on help from Constantin, a fellow refugee and community care volunteer in Mahama camp, to carry out basic daily tasks. Photo credit: © UNHCR/Lilly Carlisle

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INTRODUCTION

Photo Caption: Abu Jihad, a 64-year-old Syrian refugee, turns trash into treasure in Za'atari refugee camp, Jordan.
Photo credit: © UNHCR/Shawkat Alharfoush

The [UNHCR Age, Gender and Diversity Policy](#) lists essential areas of work and commitments to ensure that all persons UNHCR works with and for, including older persons, enjoy their rights on an equal footing with others and are able to participate fully in decisions affecting their lives and those of family members and communities. Furthermore, the [UNHCR Policy on Older Refugees](#) calls on UNHCR staff and partners to address the protection and assistance needs of older persons and ensure their equality of access to all measures promoting their participation and well-being.

To strengthen the capacities of UNHCR and its partners to achieve these commitments, this training module on Strengthening the protection of older persons in forced displacement was developed in collaboration with [HelpAge International](#) to provide a basic introduction about older age in the context of forced displacement. It analyses the protection concerns that older persons face in these situations and explores strategies that can be used to mitigate them.

PURPOSE OF THE FACILITATOR'S GUIDE

This Facilitator's Guide to Strengthening the protection of older persons in forced displacement is designed to support UNHCR staff, partners and other stakeholders to:

- Describe the diversity of experiences of older persons.
- Recognize protection concerns and barriers to inclusion for older persons.
- Design immediate strategies to mitigate protection risks and promote the inclusion of older persons in UNHCR programming.

STRUCTURE AND METHODOLOGY

This Facilitator’s Guide includes three interconnected activities with objectives, learning points, activity descriptions and handouts to support UNHCR Country Office staff and partners in facilitating

workshops on strengthening the protection of older persons.

In addition to a detailed session outline and accompanying PowerPoint presentation, the Facilitator’s Guide also includes handouts and resources that can be shared with participants as part of the workshop or as additional material.

Activities	Activities and materials needed	Time allocation
Introduction Setting the scene	<ul style="list-style-type: none"> • PowerPoint presentation • Slides 1–3 	5 min
Activity one Understanding who older persons are	<ul style="list-style-type: none"> • PowerPoint presentation • Slides 4–9 • Handout 1 – Quiz 	15 min
Activity two Identifying protection risks and barriers for older persons in forced displacement	<ul style="list-style-type: none"> • Power Point Presentation • Slides 10–12 • Handout 2 – Problem tree 	40 min
Break		5 min
Activity three Strategies to promote the protection of older persons in situations of forced displacement	<ul style="list-style-type: none"> • PowerPoint presentation • Slides 13–14 • Handout 3 – Case studies 	40 min
Summary reflections	<ul style="list-style-type: none"> • PowerPoint presentation • Slides 15–21 • Handout 4 – Final quiz 	25 min
Total		130 min

METHODOLOGY

The methodology proposed in this Guide supports the principles of adult learning, such as promoting the sharing of knowledge between participants and incorporating a participatory planning process through presentations, group work and participatory exercises.

This Facilitator’s Guide promotes the central role of older persons in both analysing problems and identifying and implementing solutions. Older persons and their representative organizations can also be involved as both participants and co-facilitators, while community leaders can and should be invited to raise their awareness, enabling them to contribute to solutions and promoting the participation of older persons, in all their diversity – in community leadership and decision-making processes.

KEY MESSAGES

- There is no one definition of older persons – it is generally understood to mean being over 60.
- It is important to recognize the intersection of age, gender, disability and other diversity factors in older persons as a category.
- Many protection risks that older persons face are hidden; listening to their stories is an important way to better understand these risks and barriers.
- It is important to recognize that older persons have a wide range of skills and capacities and be sure to gather that information.

ACTIVITY 1:

Understanding who older persons are

Summary: this activity facilitates basic introductions and an initial understanding of who older persons are and the diversity of experiences within this group.

Material:

PowerPoint presentation Slides 1–9 and Handout 1 – Quiz.

ACTIVITY SEQUENCE:

Working with older persons in forced displacement

Activity 1 – Understanding who older persons are



Slide 1 – Understanding who older persons are

Welcome the participants to the workshop on working with older persons in forced displacement

Ask the participants to share their names and organization and to write one question on something that raises their curiosity about getting old: “What are you curious about regarding getting older?”

For example: “Will I live in the same place I am living now?” Inputs can be shared using paper notes or a word cloud.

Identify common beliefs and fears relating to getting older and ask the participants to bear these reflections in mind as they progress through the training session.

Ground rules

- Active engagement and active listening
- Keep feedback short and concise
- Say your name when speaking and speak clearly
- Use age-friendly terminology: older persons, ageism, elder abuse



Slide 2 – Ground Rules

Ask the participants if they would like to share any ground rules to follow during this training.

Share suggestions

Key points –

- Active engagement is required to ensure that we all learn from each other
- Keep feedback short and concise
- Say your name when speaking and speak clearly
- Use age-friendly terminology: older persons

Discuss recommendations on terminology concerning older persons, as this is often a point of discussion. The [United Nations Principles for Older Persons | OHCHR](#) uses the term “older persons”, therefore this term will be used throughout the training. Terms such as “the elderly” or “elderly persons” are often associated with frailty and should be avoided.

Ground rules:

- Avoid ageist language and use more inclusive language such as “older person” or “older people” as opposed to “elderly”, “aged” and “senior”.
- Use the formulation “living with” as opposed to “suffering with” when speaking of conditions such as dementia or depression.
- Mention that other concepts such as ageism and elder abuse will be introduced and defined.

The reason behind this?

Anti-ageism advocates are campaigning for a review of the language we use when discussing older persons and propose removing words such as “elderly”, “aged” and “senior”, which they argue fail to reflect the variety of experiences and abilities of older persons and falsely present older persons as frail, immobile and burdensome.

In translation, this may not be so easy!

Suggest that the participants consult the terminology used in the Spanish and French translations of [Need to know Guidance – Working with Older Persons in Forced Displacement](#).

What will we cover in this module?

- Understanding who older persons are
- Identifying risks and barriers to inclusion for older persons
- Identifying strategies to promote inclusion for older persons



Slide 3 – What will we cover in this module?

Share the objectives of the session, highlighting that the participants will learn to:

- Recognize basic information derived from global data on ageing, gender and disability
- Identify key definitions of older persons
- List key guiding principles for inclusion.
- Describe barriers to inclusion and key strategies to promote inclusion.

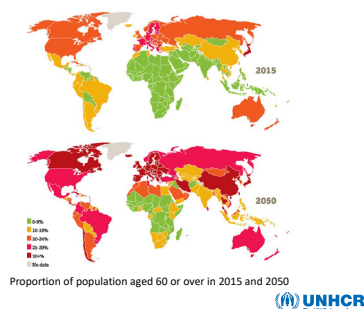
Tell the participants that this session aims to provide guidance and suggestions for building on existing experiences and increasing engagement as regards inclusion in UNHCR activities.

Data on Ageing

Where on this map are you based?

Will the population of older persons increase in your zone by 2050?

Source – [Global Age Watch Index 2015](#)



Slide 4 – Data on ageing

Describe the image on the slide: it shows two maps of the world, one above the other. The first, at the top of the slide, shows the proportion of the world's population aged 60 or over in 2015; the second, at the bottom of the slide, shows the forecasts for 2050.

The colour ranges from green, representing 0.9 per cent of the population aged 60 or over, to dark red for more than 30 per cent of the population aged 60 or over. The source of the data is [Helping older people live full and secure lives | Age helps | Global AgeWatch Index 2015](#)

Ask the participants to look at where they are based in the world and answer the question – Will the population of older persons increase in your zone by 2050? Ask the participants to answer yes, no or don't know with a show of hands in the room.

In Brazil, for example, the prevalence of older persons in 2015 was 10–19 per cent

In 2050, it will be 20–29 per cent.

Most of North Africa will grow from 0–9 per cent in 2015 to 20–24 per cent in 2050.

Tell the participants that the map highlights the fact that the world is ageing rapidly.

Getting to know the data on older persons

True or False?

1. By 2030, 1 in 8 people in the world will be aged 60 or over
2. Between 2015 and 2050, the proportion of the world's population aged 60 or over will nearly double from 12 per cent to 22 per cent.
3. 15 per cent of the world's population have one or more disabilities; within this figure, it is estimated that 30 per cent of older person have one or more disabilities
4. By 2020, the number of people aged 60 years and older outnumbered children younger than 5 years
5. An estimated 10 per cent of all displaced persons in the world are older people, although a lack of age-disaggregated data may hide a much higher percentage
6. Collecting data using four Washington Group questions will provide data on the diversity of older persons
7. Collecting data using age cohorts 50-59 / 60+ will provide data on the differing levels of needs of older persons



Slide 5 – Getting to know the data on older persons

Tell the participants that they will answer a quiz to check their knowledge about data on older persons.

Distribute Handout 1 – Quiz. It can be also transformed into a poll using Teams or menti.com

Ask the participants to read the following seven statements and identify whether they are True or False. The correct answers are provided below:

1. By 2030, 1 in 8 people in the world will be aged 60 or over – **False**; not 8 but 6.
2. Between 2015 and 2050, the proportion of the world's population aged 60 or over will nearly double from 12 per cent to 22 per cent – **True**.
3. 15 per cent of the world's population have one or more disabilities; within this figure it is estimated that 30 per cent of older persons have one or more disabilities – **False**; not 30 per cent but 46 per cent.
4. By 2020, persons aged 60 or over outnumbered children under 5 – **True**.
5. An estimated 10 per cent of all displaced persons in the world are older persons, although a lack of age-disaggregated data may hide a much higher percentage – **False**; not 10 per cent but 4 per cent.

6. Collecting data using four Washington Group questions will provide data on the diversity of older persons – **False**; six WG Questions identify: difficulty in walking, seeing, hearing, cognition, self-care and communication and also collect data on gender.
7. Collecting data using the age cohort 50-59 / 60+ will provide data on the differing levels of needs of older persons– **False**; the age cohorts recommended are 60–69, 70–79 and 80+.

Consider the following points when providing feedback:

- Older persons are not a homogenous group, so it is also important to consider the diversity of older persons to ensure that we leave no-one behind.
- It is estimated that 46 per cent of older persons have one or more disabilities.
- To improve data collection systems, it is useful to consider collecting sex-, age- and disability-disaggregated data in order to be able to get to understand diversity in the older community.
- A key recommendation here is to collect data on older persons using the following age cohorts: 50–59, 60–69, 70–79 and 80+, including data on disability using the short set of six Washington Group questions, which will identify any difficulty in walking, seeing, hearing, cognition, self-care and communication, as well as collecting data on gender.
- Using cohorts that allow for analysis in brackets of ten years will help us to understand the capacities and challenges experienced by this very heterogeneous group. For example, persons in the 60–69 cohort may be much more involved in income-generating activities and have fewer health or care needs than persons in the 70–79 cohort. Persons aged 80 and over will have enhanced support needs and be more exposed to neglect and abuse. We would not use age cohorts of 30 years in younger ages, so why at this age?

Characteristics for a definition of older persons

1. An older person is defined by the United Nations as a person who is over 60 years of age.
2. In other contexts, older age starts at 50 years based on life expectancy.
3. Many governments use pensionable age (e.g. 65) to set a standard for a definition of older persons.
4. Families and communities often use other sociocultural definitions to define age, e.g. being grandparents, having grey hair and wrinkles, etc.
5. Older persons' actual birth dates are often unknown, as they were not registered at birth but at a later stage.



Slide 6 – Characteristics for a definition of older persons

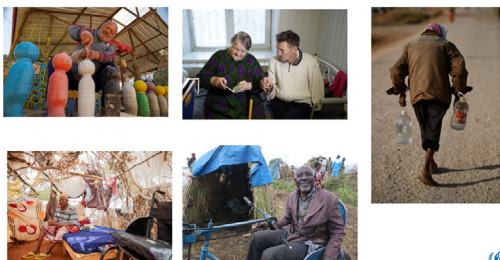
Tell the participants that there are different definitions of ageing in different contexts and that this makes it difficult to identify who should be considered “older persons”.

Ask the participants to read these statements and prioritize two that constitute useful definitions of older persons, according to their context.

Raise hands or share verbally to give feedback. The participants might also rank the statements using menti.com or any other similar polling system.

Key message – there is no globally agreed definition of older persons. It will be important to consider all of these statements, depending on the context in which we work. Some of the strategies to ensure protection and inclusion will be equally applicable, regardless of the definitions.

What other characteristics can you identify that describe older persons in forced displacement?



Slide 7 – Key characteristics of older persons

Tell the participants that the definitions previously shared are very basic. They will now have a more in-depth look at the components that define older age by analysing the situation of older persons who live in forced displacement.

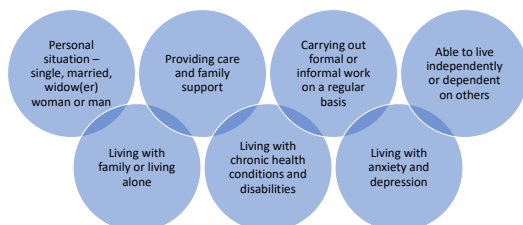
Accessibility. Ask the participants to volunteer to describe the illustrations on the screen so that all of them are able to contribute, asking them to **list four or five words or phrases to describe the key characteristics and roles that they observe in the older persons appearing in the images.** For example: “An older man is walking with the use of a plastic chair, so **living with a disability** can be a characteristic”.

In groups –

Use a flip chart in small groups and write down a list of words after 3 min. This might also be done using a word cloud in menti.com or on a similar platform.

Show the next slide and identify any suggestions that have been made by the group(s).

Did you identify any of these?



Slide 8 – Did you identify any of these?

Ask the participants to identify characteristics or roles displayed in the slide that they also listed in their group, e.g. one group can read out their list and then other groups can add words or phrases that are different.

Invite the participants to add other suggestions not on the list.

Point out to participants that the feedback generated by the six photos of older persons highlights the diversity and intersectionality of older persons and their characteristics; recognizing the importance of identifying diversity in older age is a determining factor in providing inclusive programme support that addresses the wide needs and capacities of older persons.

Key messages

- There is no one definition of older persons – it concerns more than just being over 60
- Older persons are diverse
- Old age is context-dependent and often challenged by negative stereotypes



Slide 9 – Key messages

Share the key messages with the participants:

- There is no one definition of older persons – it concerns more than just being over 60.

- It is important to recognize the intersection of age, gender, disability and other diversity factors if we are to ensure that older persons' actual needs and capacities are recognized in our work.

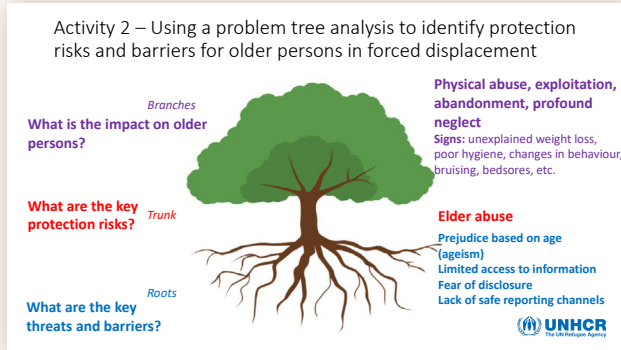
Additional key messages may include:

- Older persons are diverse, living with unique and varying states of health, including different levels of functioning, chronic conditions and mortality rates – a heterogeneous group.
- Not all older persons are “inherently vulnerable”; many are actively engaged in family and community life.
- Old age is commonly challenged by negative stereotypes.
- Old age is context-dependent – refugee, IDP, statelessness; changing status and circumstances due to forced displacement.
- Remember, an estimated 4 per cent of all displaced persons in the world are older people, although a lack of age-disaggregated data may hide a much higher percentage

In the next activity, we will explore how we can consider this diversity of factors when identifying the protection risks and barriers faced by older persons.

ACTIVITY 2:

Identifying protection risks and barriers for older persons in forced displacement



Slide 10 – Using a problem tree to identify protection risks and barriers for older persons

Tell the participants that this activity will introduce the use of a “problem tree” analysis to identify protection risks and barriers faced by older persons and discuss actions to mitigate these risks.

Introduce the components of a problem tree and explain that we will learn how to identify the protection risks (which will appear in the trunk of the problem tree) and to understand the underlying threats and barriers (which will appear in the roots of the tree). This will help us to identify the potential impact of all of these factors on older persons.

Project the slide with the problem tree or draw a problem tree on a flipchart and share an example of a protection risk. The slide presents an example analysis of **elder abuse** as a protection risk, which will appear on the right of the screen using the PowerPoint Animations function. If the problem tree is drawn on a flipchart, the facilitator can use sticky notes to facilitate inputs (e.g. each sticky note can include a threat, barrier, etc.), or simply write them on the flipchart.

Ask participants about which elements they associate with the concept of “elder abuse”, and gather responses.

Provide feedback on the concept of elder abuse as follows: As reflected on page 30 of [UNHCR Need to Know Guidance on Working with Older Persons in Forced Displacement](#), elder abuse is defined as “a single, or repeated act, or lack of appropriate action, occurring within any relationship where there is an expectation of trust which causes harm or distress to an older person”.

- The underlying factors that appear in the roots include prejudices based on ageism (e.g. believing that the lives of older persons have less value or that they are a burden for a household), personal characteristics (e.g. limited literacy restricting access to information, feelings of shame when reporting violence, etc.) and other barriers (e.g. lack of accessible channels for refugees to report violence at home).
- The potential impact of such abuse on older persons appears in the branches. Examples include physical injuries, exploitation (e.g. appropriation of financial resources), abandonment and profound neglect, which can potentially even lead to death.
- Indicators of elder abuse include unexplained weight loss, poor hygiene, changes in behaviour, bruising or bed sores, etc.

Group exercise: tell the participants that they will have 10 min to work in groups to identify at least one additional protection risk, its underlying factors and what might be the impact on older persons in forced displacement, and that they will then present their discussion in plenary.

Distribute Handout 1 – Using a problem tree for the protection of older persons. Ask the participants to read the information and explain the objective of the activity to them, following the instructions below and noting that they will first identify risks and barriers and then propose strategies to mitigate them.

Group activity: using a problem tree analysis to find out more about their risks and barriers.

Split into groups and draw a problem tree on a flip chart:

- Trunk = Key protection risks (problems)
- Roots = Key barriers, threats (causes) and personal factors
- Branches = Impact on older persons (consequences for the individual and identifiable signs).

In your group, based on your experience:

On **red sticky notes**, write down or describe key **protection risks** that older persons can experience in forced displacement that pose difficulties as regards accessing support.

- Consider protection risks in the home and in the community.

On **blue sticky notes**, identify and write down the **barriers and threats** that older persons can face/ encounter/experience in forced displacement.

- Consider the attitudinal, environmental and institutional barriers facing older persons as regards accessing services and maintaining a level of independence and autonomy
- Identify and write down personal characteristics that might increase exposure and impact to environmental risk factors.

On **purple sticky notes**, describe the **effects or impacts** of these protection risks and barriers on older persons and others.

- Include physical and psychological as well as environmental signs (e.g. poor hygiene in the household) that can help to identify the protection risk and its lead causes.

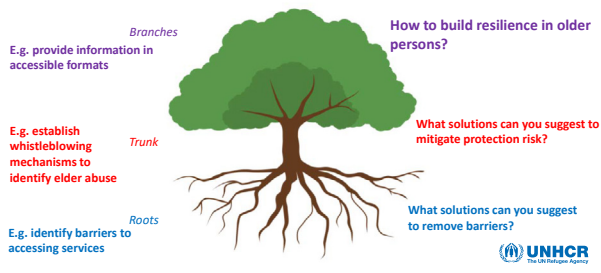
After 10 min, ask one person to share feedback from each group – asking to share their feedback in 2 min to give sufficient time to each group.

In groups – share key points in plenary.

Key messages – The risk of experiencing elder abuse increases for older women and men who are:

- living alone;
- perceived as a burden by their families;
- living with a disability, dementia or other related conditions.

Using a problem tree to find ways to mitigate protection risks and barriers of older persons in forced displacement



Slide 11 – Using a problem tree (part two)

Next step – Ask the participants to read the second part of the handout and identify strategies to strengthen the protection of older persons and mitigate barriers and risks.

In your experience, what strategies effectively mitigate the risks faced by older persons in forced displacement?

Add suggestions to the problem tree used before, on the same flipchart, and place the strategies on the branches, trunk and roots as you provide your answers

What solutions can you suggest to mitigate risks?

What solutions can you suggest to remove barriers?

How to build resilience in older persons?

Mark solutions that can be mainstreamed “**MA**” and targeted solutions “**TA**”

Give the participants 10 minutes to identify strategies, using the list of examples provided in the handout for reference.

Ask the participants to share key points in plenary. One person to share from each group – 1 min each.

Discuss feedback and provide ideas on how to implement these strategies, for example:

- **Raise the awareness** of staff working in health, protection, WASH and other sectors as regards identifying signs of protection concerns in older persons.
- **Establish** clear referral pathways and case management procedures for situations of elder abuse.
- **Consult** with older persons using a **range of approaches** and methodologies, taking into account age, gender, disabilities, culture, mobility, language and accessibility.
- **Facilitate** the involvement of older persons in **decision-making** and leadership structures, recognizing the **specific support** that older women and older persons with disabilities may need in order to access these structures or opportunities.
- **Involve** older persons in the **design of programmes** and in reviewing how the programmes meet their needs in terms of **living independently and with dignity**.

Key messages

- Older persons can face additional risks and barriers to accessing protection and assistance.
- A combination of underlying factors such as ageism, unintended barriers and individual factors can negatively affect their protection.
- Older persons have a wide range of skills and capacities that can enhance their resilience.



Slide 12 – Key messages

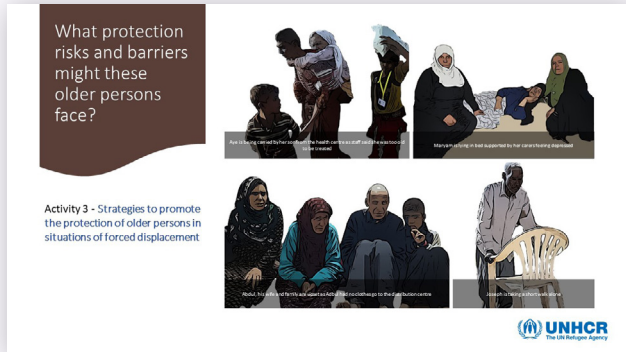
Share the key messages with the participants, highlighting the fact that additional work will be based on these messages in the next activity, which will involve practical case studies:

- Older persons can face additional specific risks and barriers to accessing protection and assistance.

- A combination of underlying factors such as ageism, unintended barriers and individual factors can negatively affect their protection.
- Older persons have a wide range of skills and capacities that can enhance their resilience.

ACTIVITY 3:

Strategies to promote the inclusion of older persons in strategies addressing situations of forced displacement



Slide 13 – What protection risks might these older persons face?

Point out to the participants that their experiences will have contributed to learning about the protection risks that older persons may face in situations of forced displacement.

This third activity will further explore the specific protection risks that older persons may face at home and in the community, by hearing the stories of older women and men. While some of the risks and strategies have already been shared, applying them to a case study will make it easier to understand additional and intersecting risks and identify tangible protection actions.

Group activity – Look at home-based protection risks in case management

Accessibility: describe the images on the screen.

Tell the participants that they will have to consider some of the protection risks and barriers that might have an impact on Maryam, Aye, Joseph and Abdul.

Distribute Handout 3 – Case studies, via email or in print.

Explain to the participants that they will explore protection risks in four specific case studies. The participants will receive a case study reflecting a potential situation of risk faced by an older person and will be asked to identify potential signs of a protection risk, discuss which actions might be appropriate and identify whom they would involve to undertake these actions.

Divide the participants into groups and briefly introduce the cases reflected in Handout 3.

Explain to them that two cases focus on risks faced at home and two cases focus on risks faced in the community; invite them to choose one, based on their own interests and experiences.

Ask the participants to use the tables in Handout 3 to tick potential signs of protection concerns, or barriers, that could prevent older persons portrayed in their chosen cases from accessing protection, and a table to describe the protection risks that they could face as a result and the impact that these would have on their independence, participation, self-fulfilment, dignity and care. Share an example included in Handout 3:

Protection risks	Potential impact
E.g. Maryam could face abandonment by her carers, who might flee to a neighbouring country without her.	Lack of access to daily care and food, leading to malnutrition and potentially death.

Facilitate a short discussion to review the points shared: reflecting on the protection risks discussed in the previous activity, ask the participants to identify any signs that might indicate the presence of protection risks, the root causes of these, any barriers to ensuring protection and the potential impact on Maryam, Aye, Joseph and Abdul.

Depending on the time available, the facilitator might also select only one case study for open discussion with the entire group.

Tell the participants that they can consult the Emergency Handbook entry on [Older persons | UNHCR](#) for more information on potential risks and actions.

Share a final key message on identifying protection risks: many protection risks that older persons face are hidden and listening to their stories is an important way to better understand these risks and barriers.



Slide 14 – What can be done to mitigate risks and barriers for these older persons?

Explain to the participants that they should follow a similar approach to looking at ways to mitigate specific protection risks and barriers that older persons may face at home and in their community.

What can be done to mitigate risks and barriers for Maryam, Aye, Joseph and Abdul?

Ask the participants to suggest ways to mitigate risks and barriers to ensure that older persons' rights to **independence, participation, self-fulfilment, dignity and care** are upheld without discrimination in the home setting.

Use Handout 3

In groups, take the handout of suggested ways to mitigate some of the barriers identified and tick those that you feel would mitigate the risks faced by Maryam, Aye, Joseph and Abdul.

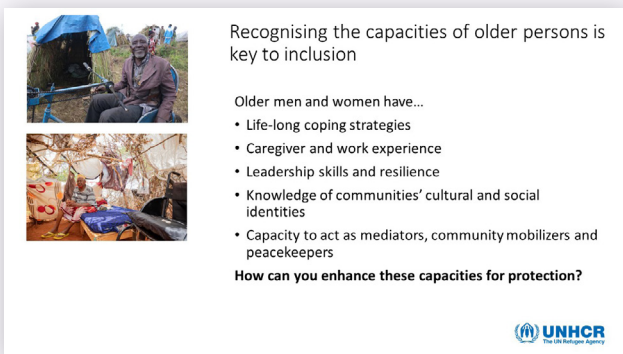
Now, taking a twin-track approach to your chosen options, mark actions that could be mainstreamed into regular activities with an “M” and other actions that would require a more targeted approach with a “T”. **Whom would you involve to ensure that these activities can take place?** Ask the participants to complete the table with roles and responsibilities for the protection and inclusion of older persons.

Discuss for 10 min. Make sure that the actions address the risks shared earlier.
Feedback to the group

In F2F – in small groups

Discuss for 10 min. Make sure that the actions address the problems shared earlier.
Feedback to the group

Key message – working together with Maryam, Aye, Joseph and Abdul and their family and community will identify realistic activities to mainstream and provide tailored support to ensure that their right to **independence, participation, self-fulfilment, dignity and care** are met without discrimination in the home setting




Recognising the capacities of older persons is key to inclusion

Older men and women have...

- Life-long coping strategies
- Caregiver and work experience
- Leadership skills and resilience
- Knowledge of communities' cultural and social identities
- Capacity to act as mediators, community mobilizers and peacekeepers

How can you enhance these capacities for protection?



Slide 15 – Recognizing the capacities of older persons is key to inclusion

Tell the participants that we have been discussing how to identify protection risks and barriers and exploring practical strategies to support older men and women in different settings. Many of the strategies come from ensuring that older persons are actively engaged in the process.

The teams should develop a thorough understanding of the **capacities** of older persons in displaced populations as well as the **risks** that they face.

Ask the participants to read about the capacities that older men and woman have, as displayed in the slide, and ask them how they could leverage these capacities to ensure their protection and that of their communities. Collect and share ideas based on, but not limited to, those displayed in the slide:

- Provide opportunities for volunteering
- Engage them in peer-to-peer support for others in their community
- Provide financial or material support to carry out their activities
- Engage them as representatives on committees in camp or host communities
- Engage them as members of staff with useful knowledge and skills

Key messages –

- Recognize that older persons have a wide range of skills and capacities: be sure to gather this information rather than looking only at their vulnerabilities/risks
- Solutions to reduce the levels of risks can result from building their capacities, allowing them to be part of the solution.

Key actions to ensure the inclusion and protection of older persons

1. Have we collected and used data disaggregated by sex, age and disability?
2. Have we considered barriers to meaningful participation in our planning and implementation of activities that may require mitigation strategies?
3. Have we ensured that communication is clear and accessible?
4. Have we implemented measures to ensure that older persons are deciding for themselves?
5. Have we mapped skills and responsibilities in the family and the community?



Slide 16 – Key actions to ensure the inclusion and protection of older persons

Invite the participants to look at the list of suggested actions in the slide and check whether they frequently undertake these actions. Feedback can be facilitated through an anonymous poll or by raising hands.

Suggest to the participants that they reflect upon how they would include these actions.

Key message – these questions emphasize the importance of listening to the voice of older persons as a key to understanding their protection concerns and barriers in daily life but also to understand their coping mechanisms and practical solutions to managing their daily lives.

Key messages

- There is no one definition of older persons – it concerns more than just being over 60
- It is important to recognize the intersection of age, gender, disability and other diversity factors in older persons
- Older persons have a wide range of skills and capacities
- Listening to older women and men's stories is an important way to better understand the risks and barriers that they face



Slides 17 and 18 – Key messages and actions

Share the key messages of this session with the participants:

- There is no one definition of older persons – it concerns more than just being over 60

- It is important to recognize the intersection of age, gender, disability and other diversity factors in older persons
- Older persons have a wide range of skills and capacities
- Listening to older women and men's stories is an important way to better understand the risks and barriers that they face

Key actions – how are you going to integrate them?

- Use global data on ageing, gender and disability to inform your work
- Identify protection risks and barriers to the inclusion of older persons
- Recognize the diversity and capacities of older persons
- Use key strategies involving others in the community to promote the inclusion of older persons



Key actions:

- Use global data on ageing, gender and disability to inform your work
- Identify protection risks and barriers to the inclusion of older persons
- Recognize the diversity and capacities of older persons
- Use key strategies involving others in the community to promote the inclusion of older persons

Thank the participants for their interaction and participation and encourage them to think of practical next steps to ensure the protection and inclusion of older persons in forced displacement.

Final quiz!



Slide 19 – Final quiz

Give the participants a last quiz to help to evaluate their progress. Use Handout 4, which can be transformed into a poll.

1. What percentage of displaced persons are older persons? 4 per cent, 10 per cent or 20 per cent
[Answer: 4 per cent]
2. What percentage of older persons is estimated to have one or more disabilities? 15 per cent, 40 per cent or 46 per cent
[Answer: 46 per cent]
3. There is no one definition of older persons – it concerns more than being over 60. True or False?
[Answer: True]
4. What are the recommended age cohorts for collecting data on older persons? (a) Using age cohorts of 5 years; (b) Aggregating data on persons aged 60 + as one age cohort; (c) Using age cohorts of 10 years
[Answer: Using age cohorts of 10 years]
5. List some of the signs that can help in identifying a situation of elder abuse. **[Potential answers:** unexplained weight loss, lack of interest in food, neglect, unusual changes in behaviour and interaction with others, tiredness or listlessness, bruises, burns or injuries, feelings of isolation].
6. List key steps in ensuring the protection and inclusion of older persons. **[Potential answers:** identifying barriers and risks, using a twin-track approach in programming, engaging the capacities of older persons, ensuring their participation]



RESOURCES

Photo Caption: Tamara is 89 years old. She and Volodymyr, her 60-year old son are currently hosted in a collective centre in Dnipro. Both were evacuated at the beginning of February from Chasiv Yar, near Bakhmut in Donetsk Oblast where they lived for months under constant shelling. Photo credit: © UNHCR/Alina Kovalenko

United Nations and Older Persons

- United Nations Principles for Older Persons at: <https://www.un.org/development/desa/ageing/resources/international-year-of-older-persons-1999/principles.html>
- Madrid International Plan of Action on Ageing at: <https://www.un.org/development/desa/ageing/madrid-plan-of-action-and-its-implementation.html>
- [Issues | United Nations For Ageing](#)



UNHCR Policy and Guidance

- UNHCR Policy on Age, Gender and Diversity at [Age, Gender and Diversity – UNHCR](#)
- [UNHCR's Policy on Older Refugees \(2000\)](#)
- [Refworld | UNHCR Working with Older Persons in Forced Displacement](#)
- [Older refugees | UNHCR Integration Handbook](#)
- [Emergency Handbook - Older persons | UNHCR](#)
- [A claim to dignity: Ageing on the move](#)
- [Age, Gender, and Diversity Inclusive Pledges | The Global Compact on Refugees | UNHCR \(globalcompactrefugees.org\)](#)



Slides 20–22 – Resources on older persons

Introduce some of the resources available for the protection of older persons and ask participants whether there are any additional resources available at regional level that could be included.

Inter-agency efforts and older persons

- [United Nations Inter-Agency Group on Ageing \(IAGA\): Strengthening the inclusion of older persons in the work of the United Nations system. | Division for Inclusive Social Development \(DISD\)](#)
- [Age and Disability Consortium Humanitarian Inclusion Standards for older people and people with disabilities \(2017\)](#)
- Migration portal <https://migrationdataportal.org/themes/older-persons-and-migration>



United Nations and older persons

- United Nations Principles for Older Persons at: <https://www.un.org/development/desa/ageing/resources/international-year-of-older-persons-1999/principles.html>
- Madrid International Plan of Action on Ageing at: <https://www.un.org/development/desa/ageing/madrid-plan-of-action-and-its-implementation.html>
- [Issues | United Nations For Ageing](#)
- [United Nations Inter-Agency Group on Ageing \(IAGA\): Strengthening the inclusion of older persons in the work of the United Nations system | Division for Inclusive Social Development \(DISD\)](#)

UNHCR policy and guidance

- [Older persons | UNHCR](#)
- [UNHCR Policy on Age, Gender and Diversity at Age, Gender and Diversity – UNHCR](#)
- [UNHCR's Policy on Older Refugees \(2000\)](#)
- [Refworld | UNHCR Working with Older Persons in Forced Displacement](#)
- [Older refugees | UNHCR Integration Handbook](#)
- [Emergency Handbook – Older persons | UNHCR](#)
- [A claim to dignity: Ageing on the move](#)
- [Age, Gender, and Diversity Inclusive Pledges | The Global Compact on Refugees | UNHCR \(globalcompactrefugees.org\)](#)

Inter-agency efforts and older persons

- [United Nations Inter-Agency Group on Ageing \(IAGA\): Strengthening the inclusion of older persons in the work of the United Nations system | Division for Inclusive Social Development \(DISD\)](#)
- [Age and Disability Consortium Humanitarian Inclusion Standards for older people and people with disabilities \(2017\)](#)
- Migration portal <https://migrationdataportal.org/themes/older-persons-and-migration>

Partner organizations working on the protection and inclusion of older persons

- [HelpAge International – Promoting the rights of older people](#). Regional collaborations include the development of studies, awareness-raising materials and training curricula. E.g. [A claim to dignity: Ageing on the move](#)
- [IRC – Safe at Home \(gbvresponders.org\)](#). A resource package that includes resources for preventing and responding to co-occurring violence, including curricula to be used with women's groups, men's groups and families as a whole, as well as guidance to enhance response services to better serve families and older persons.
 - o [Preventing violence, abuse and neglect of older women and older men in the family.](#)
 - o [Guidelines for Integrating an Older-Age Lens Into Existing Case Management.](#)





Photo Caption: Jordan. Winter assistance helps Syrian refugee families in Azraq Camp. An older refugee carries water back to his shelter in Azraq Camp, Jordan. Photo credit: © UNHCR/ Mohammad Hawari



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The UN Refugee Agency