



# **Training on Age-sensitive Analysis to Advance Mainstreaming Ageing in Public Policies**

Facilitators' Guide

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The training format was first piloted during two training workshops on mainstreaming ageing in sectoral policies for national policymakers from different line ministries and agencies, organized by the Ministry of Labour and Social Protection in 2022 in collaboration with UNECE and UNFPA, with the participation of the representatives of different line ministries and agencies.

The Facilitator's Guide should be read in conjunction with the *Reference Guide on Age-Sensitive Analysis to Advance Mainstreaming Ageing in Public Policies* detailing the method of age-sensitive analysis used in the training and group exercises.

## INTRODUCTION

Population ageing is one of the principal challenges of the 21<sup>st</sup> century. To successfully address these challenges, it is crucial that public policies consider the needs and human rights of older persons and that policymakers assess the potential impacts of new law and programmes for this population group. At the same time, policies need to be evidence-based and developed in an inclusive manner that includes relevant stakeholders. Mainstreaming ageing is a strategy, process and multi-dimensional effort of integrating ageing issues into all policy fields and all policy levels.

To advance mainstreaming ageing in the region, the United Nations Economic Commission for Europe (UNECE) has developed this Facilitators' Guide to support the organization, implementation, and evaluation of a training session for civil servants involved in the development of public policies. The aim of the training session is to develop skills for age-sensitive analysis, a tool for identifying and understanding the causes of age-related inequalities that affect older men and women and to address them through age-responsive policy formulation.

This guide describes the practical steps required for organizing and conducting a training session focused on the integration of ageing into public policies at the national or local level through age-sensitive analysis. The guide describes the tasks and activities involved before, during, and after the training. Used together with the *Reference Guide on Age-Sensitive Analysis and Age-responsive Policy Formulation to Advance Mainstreaming Ageing in Public Policies*, it also provides a useful template for the development of the substantive content of the training, providing a sample agenda and details on each proposed session of the training.

The guide draws on the experience of two training workshops organized in the Republic of Moldova in October 2022. The intention of the guide is to help facilitators prepare and conduct a similar workshop in a different context. Furthermore, the guide aims to provide a clear picture of the key methodological tools and principles of age-sensitive analysis for mainstreaming ageing. It should be noted that the guide does not intend to provide a definitive structure and approach to the training, as it always needs to be adapted to the specific context in which it is delivered.

## PROPOSED TRAINING APPROACH

Any training programme on mainstreaming ageing should be designed to overcome two common challenges. First, it should respond to the perception that mainstreaming ageing is solely part of the social protection portfolio, and thus not important to other areas or ministries of government like those dealing with education, health, or the labour market. Second, it must refute the idea that mainstreaming ageing in public policies is a very difficult and time-consuming process. Participants are less likely to engage with the technical side of the training if they are not convinced it is relevant to their job. Abstract or complex material will reinforce the misconception that mainstreaming ageing is cumbersome and cannot be implemented effectively by training participants. Therefore, the training programme needs to be both practical and framed in a way that will help participants understand why the issue is relevant for their work. Figure 1 visualizes how these two mutually reinforcing principles interact in the development and delivery of an effective training programme.

	<i>Less practical</i>	<i>More practical</i>
<i>More relevant</i>	<p><b>Relevant, but impractical!</b></p> <p>Participants understand why mainstreaming ageing in public policies is important and see the added value of such an approach, but they still lack the basic skills to do it. Perhaps more follow-up training sessions are needed.</p>	<p><b>Effective training!</b></p> <p>Participants have a better understanding of why mainstreaming is important to their work and have developed basic skills to apply mainstreaming tools in their work</p>
<i>Less relevant</i>	<p><b>Ineffective training!</b></p> <p>The training fails to provide basic tools or rationale for mainstreaming ageing in public policies.</p>	<p><b>Practical, but irrelevant!</b></p> <p>Participants were presented a practical tool, they have a basic understanding how to use it, but are not convinced mainstreaming ageing is relevant within their own sector. Perhaps more work needs to be done to increase accountability for mainstreaming ageing.</p>

Figure 1: Framework for an effective training on mainstreaming ageing

The best way to conduct a practical and relevant training is to use a concrete public policy proposal in order to: (i) assess the extent to which the specific policy considers population ageing and older persons and (ii) make a set of practical and relevant recommendations to address population ageing and the needs of older persons more prominently in the policy. Such an approach proved to be effective in the case of the training held in the Republic of Moldova where participants were able to see a familiar policy document from another perspective. At the end of

the training, participants felt a sense of pride at getting something concrete done and had developed motivation and willingness to continue with this process.

## PRE-TRAINING PREPARATION

The development of a practical and relevant training programme requires thoughtful preparation. This section addresses the essential elements to consider when organizing a training, including defining the expected results, identifying and inviting participants, selecting concrete policy areas for discussion, identifying and preparing data, assembling the training team, preparing the training materials and equipment, and arranging the meeting room and catering.

### Defining the expected results

An effective training should be results-oriented, meaning that the expected results guide the overall conceptualization of the training programme. The table below summarizes the key expected results of the training programme, presenting outcomes related to demonstrating relevance and building practical skills for carrying out age-sensitive analysis.

Demonstrating relevance	Building practical skills
<ul style="list-style-type: none"> <li>▪ The training should generate the understanding among participants that addressing population ageing in their sector is important for the development of their country.</li> <li>▪ After the training participants should agree that mainstreaming ageing brings added value to their work and that it can improve it.</li> <li>▪ After the training participants should be willing to promote mainstreaming ageing within their respective line ministry and across the entire government.</li> </ul>	<ul style="list-style-type: none"> <li>▪ After the training participants should be able work with data to identify and analyse age-related inequalities.</li> <li>▪ Participants should be able to conduct a basic root cause analysis of the most relevant age-related inequalities.</li> <li>▪ Participants should be able to scan public policy texts to understand if they sufficiently integrate ageing.</li> <li>▪ Participants should be able to provide recommendations to strengthen the ageing perspective in specific public policy documents.</li> </ul>

*Table 1: Expected results*

It may not be possible to achieve all results with only one training programme. Therefore, these expected results are only indicative, and it is important to keep in mind that learning is a process.

### Selecting line ministries

One very important issue to consider is which line ministries will be invited to take part in the training programme. During this selection process, it may be helpful to consider the following questions alongside the expected results: In which line ministries are ageing-related issues most prominent? What is the track record of the ministry on addressing ageing-related issues? What

is the likely level of buy-in of the line ministries? To achieve the expected results, is it better to invite many participants from a few relevant ministries or to invite a few representatives from many different ministries?

## Selecting participants

The selection of the participants should be made in coordination with the governmental institution responsible for monitoring mainstreaming ageing or demographic policies. It is important that the selected line ministries understand the desired profile of potential participants for the training programme. It is also important to provide sufficient information to the line ministries to communicate why the training is relevant and how it will support the work of the ministry. Therefore, it is useful to send customized invitations that refer to specific sectoral policies and how these relate to ageing-related issues. Initially, an announcement should be made at the institutional level, providing information about the objectives and thematic content, and suggesting the profile for selecting participants. For example, appropriate participants might include public servants responsible for monitoring and evaluation, those responsible for project development, or representatives of local authorities (mayor, secretary of the local council, etc.).

The invitation gives the first impression of the training. Therefore, it is important the invitation includes the following information:

- the name and position of the appropriate individual in the institution to whom the invitation is addressed.
- the persons who will sign the invitation letter: the representatives of the institution responsible for the monitoring of mainstreaming ageing or demography policies (e.g., ministry or state secretary, director or vice-director) or the representatives of the organizing partners.
- the background, aims and objectives of the training.
- information about the institutions involved in the training.
- the draft agenda and the date, time, and location of the training.
- the information requested about the participants: name, position, department or division, institution, and contact information.
- contact information for the organizer(s) of the training.

### **Selecting the right participants**

Make sure that the right person will attend the training, i.e., a person involved in the policy making process. This may need to be communicated to line ministries multiple times using different communication channels.

The total number of participants should allow for work in small groups. The suggested number of participants is 20-30 persons. A larger number will make it difficult to ensure interaction and exchange of opinions and experiences during the training.

## Selecting public policies to be discussed during the training

To make the training relevant to the participants one needs to use the language and the public policies of the line ministries that are invited to take part. One or more concrete policy documents should be used during the training to illustrate practically how mainstreaming ageing tools can be used. The best approach is to ask participants and line ministries to identify these policies beforehand. If this is not possible, the organizers of the training need to select the relevant policies themselves. It is important to select policies for which related age-disaggregated data are available.

The term public policy document is used in a general way here. It should be a document that is strategic in nature and has the following sections: (i) problem description; (ii) results; (iii) M&E framework; (iv) action plan; and (v) budget. These can be policy documents that ministries and training participants are familiar with, that are being developed, that have been implemented, or that are about to be adopted.

It is recommended that three different policy documents are selected for the training. As not all participants taking part at the training will be familiar with the policy fields covered, one needs to avoid selecting policies that require specialized knowledge or are very technical or narrow in scope.

As an example, the policy documents used in the training in the Republic of Moldova included the *Programme on preventing and combating crime for the years 2022-2025*, the *National Programme for the Prevention and Control of Priority Noncommunicable Diseases in the Republic of Moldova for the years 2022-2030* and *Action plan for the years 2022-2025 for its implementation*, and the *Programme on Adult Learning in the Context of Lifelong Learning for the years 2021-2025*.

The selection of policies needs to happen well ahead of the training day to allow the trainers to analyse these policies themselves using the mainstreaming ageing tools described in the *Reference Guide*. Therefore, it is important to allow sufficient time to make sure that trainers are well prepared and very familiar with the selected policy documents. At minimum, before the training the trainers need to analyse and identify: (i) the most relevant age-related inequalities related to each public policy document; (ii) the root causes of these inequalities; (iii) the extent to which these policies integrate an ageing perspective; and (iv) possible ways to strengthen the ageing perspective.

## Identifying data sources and preparing data

Another part of the preparatory process concerns data selection and preparation. Given that the first exercise of the training uses data to identify and analyse age-related inequalities, facilitators will have to find and prepare data that are in line with the issues addressed in the selected public policy documents.

Source of data that can be considered for analysis by the facilitators in advance include:



- *statistical data* that reflect the situation of older people, presented by national statistical institutions, UNECE<sup>1</sup>, Eurostat<sup>2</sup>, OECD<sup>3</sup>, etc.
- *research data* on different aspects of older persons (living conditions, access to social services, health, education, etc.).
- *national public policies* that integrate the needs of older persons (it could be a separate public policy document developed<sup>4</sup> or could be several documents approaching the perspectives of older persons (in health sector, education, employment etc.).
- *project proposals* developed to address different problems of population at local/national levels.
- *international practices in promoting/mainstreaming ageing* reflected on the UNECE website<sup>5</sup>.

The aim of the exercise is to identify inequalities affecting older persons. Facilitators should provide training participants with at least three data tables or data visualizations that can be easily analysed during the training session.

### Training team

The training team should be composed of two persons who will facilitate the sessions. It is necessary to have two facilitators to support the small group sessions.

### Training materials

The success of the training depends on the relevance and quality of the training materials. The list below indicates which materials should be developed in advance. Other materials may be required according to the policy examples being used. The materials are useful as tools during the training and for reference after the training.

The agenda of the training will be developed to achieve the workshop objectives, specifying different activities, and setting out the time allocated for each activity. A balanced allocation of time for each activity will ensure the achievement of the training objectives. A sample training agenda is included in Appendix 1.

The list of participants needs to be created to provide information about each participant See Appendix 2 for a template. Name plates for the main speakers with their name and institution should also be prepared.

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<sup>1</sup> <https://unece.org/publications/population>.

<sup>2</sup> <https://ec.europa.eu/eurostat/web/main/data/database>.

<sup>3</sup> <https://data.oecd.org/pop/population.htm#indicator-chart>.

<sup>4</sup> For example, the Republic of Moldova has a public policy document approved by the Government, that includes the main areas of interventions in order to promote active and healthy ageing.

<sup>5</sup> <https://unece.org/population/ageing/mainstreaming-ageing>.

The flyer of the training that indicates the topic and objectives of the training, the organizers, and the date, time, and location of the event.

The PowerPoint presentation(s) should be developed to clearly communicate key information and maintain attention of participants. The slides should combine data (presented via different types of graphics) and text and should be easy to understand. See the section on Training Content for more information.

List of exercises/cases need to be developed according to the proposed activities and objectives. Sample exercises are presented in the next chapter.

Select public policy documents/project proposals will be selected according to the participants' profile: For representatives of national authorities, it is recommended to use public policy documents that have been approved or are in the process of being approved. For representatives of local authorities, project proposals developed to address local problems should be used.

A survey of participants can be administered before the training to assess knowledge levels, previous experiences, and attitudes towards the theme of the training. A survey of participants can also assess participant expectations and needs, helping to define training objectives and proving the training facilitators with a better understanding of participants' backgrounds. A sample preliminary survey is available in Appendix 3.

An evaluation questionnaire administered after the training should assess the utility of the training, identifying areas for improvement for any future trainings. A sample evaluation questionnaire is available in Appendix 4.

The UNECE Reference Guide on Age-Sensitive Analysis and Age-responsive Policy Formulation to Advance Mainstreaming Ageing in Public Policies presents a simple to follow, step-by-step methodology for carrying out age-sensitive analysis with a focus on older persons. A copy of the *Reference Guide* should be provided for each participant.

## **Training equipment**

For a participative and engaging training, the following equipment and materials are useful to have on hand:

- multimedia video projector and projection screen
- flipcharts (one or two) and sufficient paper (approximately ten sheets)
- markers (different colours, including blue, red, and green to highlight information)
- cards in different colours
- glue or masking tape and scissors
- folders for each participant containing agenda, relevant public policy documents, the *Reference Guide*, a notebook, pen, and any other information or promotional materials the organizers wish to share with participants

## Contacting and inviting the participants

An invitation letter should be sent out far enough in advance so that the participant can set aside the time for the training. Ideally, one month before the training. Participants should confirm their intent to attend the training several weeks in advance. Two or three days before the training, each participant should be sent an email reminder that provides any necessary logistical details and invites them to complete the preliminary survey using an online questionnaire that explores the level of knowledge of the training theme and the participants' needs and expectations (see Appendix 3).

## Training venue

One important aspect of the training is the atmosphere of the training venue. The location should be comfortable and spacious and free from distractions. It is recommended to rent a meeting room outside the public institutions so that participants will not be disturbed by job duties.

For the training, it is necessary to have one large meeting room and two or three small meeting rooms in proximity for group work. The meeting room needs to be equipped with a computer, a multimedia video projector, microphones, and access to the internet.

The following characteristics should be considered when selecting a venue for the training:

- sufficient space for the group, avoiding long rooms and free of visual obstructions
- appropriate lighting
- good acoustics
- adequate air circulation and temperature: the ideal temperature is 21-22 degrees centigrade, and it is advisable that the area is well ventilated with fresh air. If air conditioning or heating is unavoidable ensure that the temperature is constantly at the ideal level and try to ventilate the room with fresh air whenever possible (for example, during the breaks)
- comfortable and flexible seating and tables, so the set-up can be altered according to the needs of the training (group work)
- walls or freestanding surfaces for hanging posters so that they can be seen when necessary

## Catering

It is recommended to provide refreshments and lunch for the participants in proximity to the meeting room. During the training it is important to have water available for participants and to provide hot drinks (tea, coffee) during breaks.

## TRAINING CONTENT

This section describes the content of the main sections of the training: opening, practical exercises, and closing. See Appendix 5 for an annotated timetable for the training which provides

details on time allocation, involved persons, required materials, and important considerations for each part of the training.

## **Opening the training**

The first part of the training is important for the success of the training because it establishes the link between the participants and reinforces their motivation to participate. During the opening session the participants will be informed about the context, aims, objectives, expectations, and agenda of the training.

### Opening (10-15 minutes)

The training will be opened by the organizers. It is important that it is attended by a representative of the institution responsible for the monitoring of mainstreaming ageing or demographic policies, as well as representatives of organizing partners that support the training. Their participation will emphasize the importance of mainstreaming ageing. The organizer will give a short speech at the beginning that will contain the following elements: a welcome message, presentation of the event in the specific context and background of the workshop, expression of gratitude to the partners, and introduction of the training team and their roles.

### Presentation of the aims and objectives of the training (5-10 minutes)

Presenting the aims and objectives allows the participants to understand the relevance of the training for their work and to be actively engaged in the training from the beginning. The objectives need to be clear and could be displayed throughout the training or recalled during the training.

### ***Training objectives***

The aim of the training is to develop competencies of public servants to assure mainstreaming ageing into public policies and projects. See the section on training objectives for more detail as to how training objectives can be framed and measured.

The main focus of the training is to develop professional skills. Highlighting the skills to be developed during the training should motivate participants to be more actively engaged during the training.

### ***Skills developed***

The skills developed during the training: (1) data analysis to identify age inequalities, (2) developing a logical root cause analysis, (3) analysing existing policies from an ageing perspective, (4) formulating recommendations to strengthen ageing perspective.

### Presentation of the training agenda (5 minutes)

The training agenda provides an overview of the content of the event. A member of the training team should present the topics for each session and briefly describe the planned activities. It can be mentioned here that the agenda is flexible and can be altered to respond to circumstances that arise during the training (to extend/to limit the time for some sessions).

### Introducing the participants (5 minutes)

The next step is to introduce participants to each other and to “break the ice”. A facilitator should ask the participants to briefly present themselves (name, institution, department). To facilitate the communication during the training, it is recommended that each participant has a name tag or name plate.

### **Setting the stage**

The content of the training should educate participants on the situation of older persons, identify the relevance of mainstreaming ageing into public policies and projects, establish the gaps in mainstreaming ageing into public policies, and formulate interventions to address the gaps. The training should be structured in two parts. The first part should “set the stage” for participants, presenting the general situation of older persons at national/local level, emphasizing the need to mainstream ageing into policies, and identifying good practices at the international level. The second part will consist of group work to identify age inequalities and gaps in mainstreaming ageing by analysing data and policy documents and the formulation of recommendations to address the identified gaps (see section on practical exercises below). In the first part of the training, the moderator will open the session, introduce each speaker, and announce the subject that will be presented. The following topics could be presented in the first part of the training:

#### The ageing situation at the national level (15 minutes)

The presentation should introduce the main issues related to ageing and older persons at the national level. The presentation might cover some of the following issues, depending on relevance to the national context: the demographic situation and pace of population ageing in the country; the socio-demographic profile of the population, including older persons; population projections; the main barriers to accessing health services, social services, life-long learning services, employment and opportunities to participate on labour market; well-being and social participation of older persons; or if available, an active ageing index. The facilitators should present statistical and research data on these topics in an engaging way. At the end of the presentation, participants will be encouraged to ask questions.

#### Mainstreaming ageing as a recommended strategy: national policy context and objectives (15 minutes)

This topic could be presented by a facilitator or by representatives of the institution responsible for monitoring mainstreaming ageing or demography policies. The presentation should be focused on the relevance of mainstreaming ageing into policy, historical aspects regarding mainstreaming ageing at the national level, the main legal acts developed and approved by the national authorities to address the problems of older persons and/or mainstreaming ageing, and the challenges in mainstreaming ageing.

#### Good practices in mainstreaming ageing internationally (15 minutes)

The presentation will focus on the international framework for mainstreaming ageing, the role of global and regional working groups on ageing, and the experience of other countries in mainstreaming ageing, all reflected in the UNECE Guidelines for Mainstreaming Ageing.<sup>6</sup>

#### Presentation of the rationale and modalities of the training (15 minutes)

The facilitator will present the relevance of mainstreaming ageing into public policies in different sectors, for example, employment, health, education, social protection, etc. The facilitator may choose the sectors/domains according to the areas of work of the participants.

#### **Practical exercises**

The main part of the training will be dedicated to practical exercises to analyse data, to identify inequalities and their potential root causes, to analyse policy documents and to propose interventions. The activities will be carried out in small groups. The exercises correspond to Steps 1-3 of the *Reference Guide*. The time constraints of a single day training do not allow all elements of the Reference Guide to be covered. If a two-day training is possible, additional exercises could be added that relate to steps 4 and 5 of the Reference Guide.

#### **Grouping of participants**

It is recommended to select the working groups at random. There are no defined criteria for the selection of a group. One approach is to assign each participant a number from 1 to 3; those with number 1 join to form group 1, those with number 2 form group 2, and so on. Another approach could be to place 3 or 4 types of candies in a bag; those who pick out the same type of candy form a group.

#### **Exercise no. 1: Identification of age inequalities (1 hour 30 minutes)**

##### Presentation

The objective of the exercise is to identify the most significant inequalities affecting older persons in the relevant policy area. During the exercise data analysis skills will be developed. The facilitator will start the exercise by presenting the simplest illustration of how to use data to identify age inequalities (see figure 3). The presentation should highlight the role of disaggregated data for identifying ageing inequalities and demonstrate how multidimensional disaggregation based on age, gender, income, place of residence, disability status, etc., can help to shed light on the situation of different groups of older persons. The presentation should underline the importance of using and analysing data to inform evidence-based policymaking and mainstreaming ageing in sectoral policies. The presentation should demonstrate how age-

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<sup>6</sup> [https://unece.org/sites/default/files/2022-11/ECE-WG.1-37\\_Guidelines\\_for-Mainstreaming\\_Ageing\\_1.pdf](https://unece.org/sites/default/files/2022-11/ECE-WG.1-37_Guidelines_for-Mainstreaming_Ageing_1.pdf).

related inequalities can be identified by comparing data related to different age groups, as illustrated in the figures below.

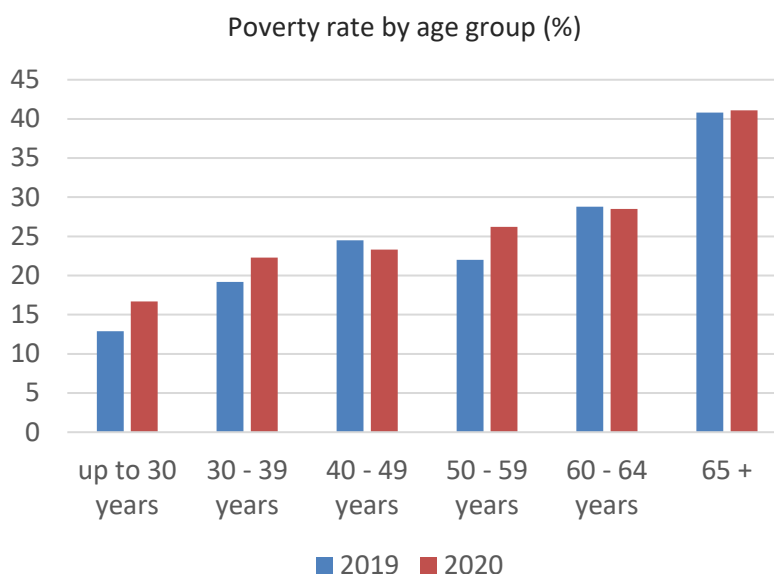
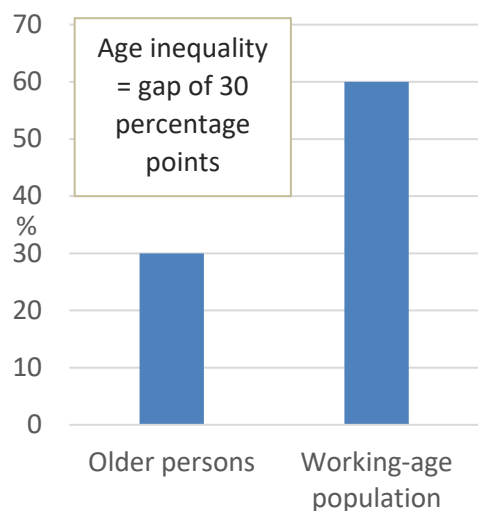


Figure 3: Example of how to assess age inequality

Source: UNECE Reference Guide on Age-Sensitive Analysis to Advance Mainstreaming Ageing in Public Policies

Figure 4: Example of presenting age-related inequalities: poverty rates by age group in Moldova

Source: National Statistical Bureau of Moldova

See **Step I: Identifying age-related inequalities** in the *Reference Guide* for details on the method for analysis. Make sure all participants have a copy of the *Reference Guide* and in the presentation refer to the relevant sections of the guide. Make sure the examples provided are relevant to the participants and that, where possible, they refer to the areas of interest and expertise of participants. Using the examples presented, explain how persistent ageing-related inequalities may render sectoral policies less effective. As a result, one needs to use age-sensitive analysis as a concrete tool, rather than an abstract concept. This can be done by simply asking participants to imagine what would be the impact of a specific policy if all significant age-related inequalities were eliminated. Lastly, make sure that participants understand that there are inequalities among older persons (as illustrated in the figure below) and that if data allows, these need to be identified and explored further.

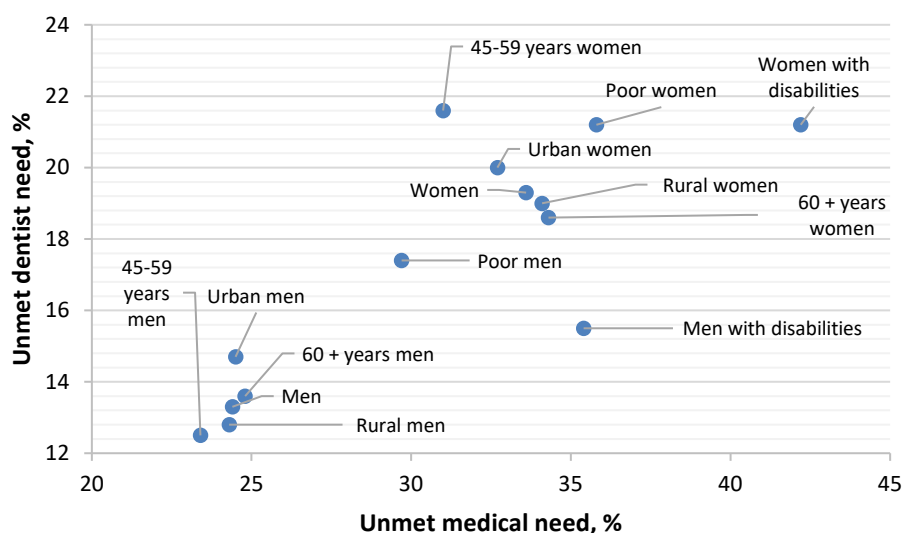


Figure 5: Unmet medical need in the Republic Moldova  
 Source: Gender and Generation Survey 2020

### Group work

Once the introductory presentation is complete, facilitators can introduce the first practical assignment. Each group will be given a preselected set of data that are linked to a selected policy document. The group needs to inspect the data to identify the most striking age-related inequalities they wish to analyse further. Each working group will delegate one person to present their results and the challenges they encountered while analysing data. At the end of the group presentations, the facilitators will conclude and present the main conclusions of the exercise.

Important considerations for group work:

- Depending on the time available, adjust the quantity of data provided. The recommendation is to present participants with at least 5-6 indicators that are available in multiple breakdowns (age, gender, income, etc.).
- Participants need at least 30 minutes to analyse the data.
- Make sure that work within the group is distributed equally and that all members are engaged.
- Explain that working with data does not require participants to be proficient in mathematics or econometrics. The best way to work with data is to use clear and simple logic.
- Encourage participants to use a data visualization to present the inequalities they identify.

### Debriefing

Facilitators can ask some of the following questions of participants as a debriefing after the group work:

- Were you surprised by any of the age-related inequalities you identified?
- Was it difficult to identify age-related inequalities? If yes, what about it was difficult?
- How do you use data in policymaking?



- What insights did you have by engaging with data?
- How will reducing inequalities improve the overall impact of the selected policies?

## **Exercise no. 2: Analysis of the root causes of inequality in relation to older people (1 hour 30 minutes)**

### Presentation

Once participants are able to identify the most relevant inequalities, they will need to understand the root causes that enable and perpetuate these inequalities. Using material from **Step II: Analysing the underlying root causes of age-related inequalities** from the *Reference Guide*, the facilitator should explain why a root cause analysis is needed. One can explain the difference between policy interventions that aim at **mitigating the consequences** of inequalities and policy interventions that aim at **addressing their root causes** and provide simple examples. The facilitator can ask participants to reflect and provide examples of such interventions from their field of work. The fundamental message is that policy interventions aimed at addressing the root cause are more sustainable and thus more effective, therefore any policy approach aimed at reducing age-related inequalities needs to approach root causes.

Next, the facilitators will explain the method presented in the *Reference Guide*. Since explaining and understanding root causes is a bit more difficult one needs to provide simple and illustrative examples. Because the root cause analysis provided in the *Reference Guide* introduces the concept of the community/market as a relevant source of root causes one can use the example of a school with segregated Roma and non-Roma children that wanted to integrate the classes to illustrate why such an approach is useful. Using the method of the *Reference Guide*, one can explain that the school administration is the **decision maker**, the Roma children and parents are **the persons affected by the inequality** and the children and the parents of non-Roma children are **the community**. To solve the issue of segregated classes one needs all these stakeholders to do their part. In this example the school administration (the decision maker) did not involve the non-Roma children and parents (the community) so when the classes were integrated, the parents of non-Roma children chose another school. Due to a failure to engage all stakeholders, the classes became Roma only and integration was not achieved.

### Group work

Following the introductory presentation, each group will discuss and identify the causes of the inequalities identified in the first exercise, the persons affected by the inequality (older persons), and the community/the market. The Tables 4, 5, and 6 in the *Reference Guide* can be used for this exercise. Each working group will delegate one person to present their results. At the end of the group presentations, the facilitators will conclude and present the main conclusions of the exercise.

Important considerations for group work:

- The group needs to work only on one highly relevant inequality.
- Encourage participants to use cause-and-effect logic when they think about the root causes.

- Encourage participants to be specific and articulate root causes in a clear way. For example, it is not sufficient to just say that there is no money to fix the road. Rather, it should be analysed why there are not sufficient funds allocated for fixing the road.
- Encourage participants to provide reasoning and examples to reduce bias and group thinking.

### Debriefing

During the debriefing, facilitators should highlight the role of data and evidence and can ask some of the following questions of participants:

- What was the most difficult part of the exercise?
- Do you see the root causes framework useful for your work?
- What has been your experience in engaging, consulting, and involving older women and men to understand their perspective?

### **Exercise no. 3: Policy formulation - proposals to address identified gaps (1 hour)**

#### Presentation

As the next step, participants will analyze the relevant policy document with an age-sensitive perspective to determine if the policy proposed addresses the inequalities and root causes identified in the first two exercises. If the policy does not address the age inequalities, the participants should propose specific amendments to the policy. The facilitator should present **Step III: Identifying gaps in existing policies** from the facilitator's guide, explaining how each part of the policy document and process—from aims and objectives to the budget, action plan, and monitoring framework—needs to consider the relevant age inequalities.

#### Group work

Each group will be given a policy document to review with an age-sensitive perspective and identify gaps that may be contributing to creating or perpetuating age inequalities. Table 7 in the Reference Guide should be used to guide this exercise. The participants should also formulate recommendations for amendments to the policy to better address the relevant inequalities. Each working group will delegate one person to present their results. At the end of the working group presentations, the facilitators will conclude and present the main conclusions.

#### Debriefing

Facilitators can ask some of the following questions of participants as a debriefing after the group work:

- What was the most difficult part of the exercise?
- What recommendations would you make to change the policy to reduce age-related inequalities?
- How will reducing inequalities improve the overall impact of the selected policies?

## Best practices for group work

- It is important to have sufficient copies of all the materials used during the exercises, and sufficient flipchart papers and markers. The posters could be displayed on the wall.
- The size of the groups should not exceed seven people so that each member can take part.
- Assign roles within the group. For example, designate a note-taker, a presenter of results, etc.
- The facilitators should ensure that all the exercises are completely understood by all the members of the group.
- The facilitators should remain aware of how the groups progress, lending support and making group members aware of the time limits agreed.
- The facilitators should make concise conclusions, paying attention to the ideas produced by each group and addressing them in the discussion.

## Closing session

During the final session of the training, the facilitators will provide an overview of the day, restating the topics discussed during the training, summarizing the main conclusions of the working groups, and highlighting the results achieved and the skills developed. The final session should also include a call to the participants to assume responsibility of mainstreaming ageing in their work activities. The closing session may include concluding remarks from the facilitators and organizers, a group photo, and/or presentation of completion certificates to the participants.

If time allows, the final session could also include a discussion among participants regarding their assessment of the training. The evaluation questionnaire should be sent to participants for anonymous feedback in the days following the training, but participants could also be encouraged to speak about their experience as participants in the training, how they might apply the knowledge and skills acquired in their work, and suggestions to improve the training scenarios and training materials.

## POST-TRAINING STAGE

Completion of the training does not imply completion of the team's work. After the training, the following tasks and activities should be carried out:

- The training team and organizing partners should work together to evaluate the strengths and weaknesses of the training, identifying lessons learned for future trainings.
- The evaluation questionnaire (Appendix 4) should be sent via email to all participants as soon as possible after the training and the response data should be analysed and shared with the organizing team.

- An email message to thank participants for attending the training and to share training materials (presentations, exercises, etc.) for use in their professional work should be sent to all participants.
- As optional "homework", facilitators can ask participants to prepare and share within one week an analysis of a policy document from the perspective of mainstreaming ageing and proposals for its improvement (5 pages).
- The organizing partners should maintain regular communication with training participants by sharing news in the field, examples of good practices, etc., which will help to maintain interest in the field of ageing.
- A summary of the training and its outcomes can be shared on official websites or social media pages of the institutions involved in the organization of the training.

## REFERENCES

1. Carmen Candelo R., Gracia Ana Ortiz R., Barbara Unger (2003) *Organising and Running Workshops. A Practical Guide for Trainers*. Cali, Colombia: [https://www.gwp.org/globalassets/global/gwp-sam\\_files/publicaciones/organising-and-running-workshops-a-practical-guide-for-trainers.pdf](https://www.gwp.org/globalassets/global/gwp-sam_files/publicaciones/organising-and-running-workshops-a-practical-guide-for-trainers.pdf)
2. European Union Agency for Network and Information Security (ENISA) (2014) *Good Practice Guide on Training Methodologies How to become an effective and inspirational trainer*
3. *Training Best Practices Standards and Guidelines*. University of California: <https://stew.ucdavis.edu/files/135001.pdf>
4. United Nations Economic Commission for Europe (UNECE) (2021), *Guidelines for Mainstreaming Ageing*, Geneva: <https://unece.org/population/publications/guidelines-mainstreaming-ageing>

## APPENDIX 1. Draft agenda

### AGENDA

#### Age-sensitive Analysis to Advance Mainstreaming Ageing in Public Policies

#### Date, Location

08.30 - 09.00	Welcome coffee / Registration
09.00 - 09.25	Opening of workshop -Opening remarks -Presentation of aims and objectives of training -Participant introductions
09.25 - 09.40	The ageing situation at the national level Speaker:
09.40- 09.55	Mainstreaming ageing as a recommended strategy: national policy context and objectives Speaker:
09.55 - 10.10	Good practices in mainstreaming ageing internationally Speaker:
10.10 - 10.25	Presentation of the modalities of the training Speaker:
10.25 - 10.45	<i>Coffee Break</i>
10.45 - 12.15	Policy relevance of ageing (analysis of data disaggregated by age groups, identification of the most significant inequalities affecting older people): <ul style="list-style-type: none"> <li>- Group work based on a practical task</li> <li>- Presentation of the results of the group work in plenary</li> <li>- Feedback from facilitators and comments from colleagues</li> </ul>
12.15 - 13.15	<i>Lunch break</i>
13.15 - 14.45	<ul style="list-style-type: none"> <li>- Analysis of the causes of inequality in relation to older people</li> <li>- Group work based on a practical task</li> <li>- Presentation of the results of the group work in plenary</li> <li>- Feedback from facilitators and comments from peers: group exercises based on case studies</li> </ul>
14.45 - 15.00	<i>Coffee Break</i>
15.00 - 16.00	Policy formulation: proposals to address identified gaps <ul style="list-style-type: none"> <li>- Group work based on a practical task</li> <li>- Presentation of the results of the group work in plenary</li> <li>- Feedback from facilitators and comments from colleagues</li> </ul>
16.00 - 17.00	Closing session -Presentation of the results of the group activities and discussion of the methodology used -Closing remarks -Presentation of certificates -Group photo

## APPENDIX 2. List of participants template

### Age-sensitive Analysis to Advance Mainstreaming Ageing in Public Policies

Date, Location

No.	First and last names	Institution	Position within the institution	Address	Telephone	Email
1.						
2.						
3.						
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13.						
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15.						

### **APPENDIX 3. Sample questionnaire for preliminary survey of participants**

Dear Sir/Madam,

We kindly ask you to answer a few questions related to your experience with and opinions regarding mainstreaming ageing. Your answers will help us to understand how to organize and a useful and efficient training.

Thank you very much in advance!

Q1. How relevant and useful is age-sensitive analysis for mainstreaming ageing to your work, on a scale of 1 to 5, where 1 is not relevant at all and 5 is very relevant?

Q2. Is age-sensitive analysis, mainstreaming ageing, or other elements of the proposed training used in your workplace?

1. Yes
2. No

Q3. In the last 2 years, have you worked with age-sensitive analysis or mainstreaming ageing?

1. Yes, provide details.
2. No

Q4. In the past did you take part in training on age-sensitive analysis or mainstreaming ageing? If yes, which areas were the most complex?

Q5. What are the main challenges facing the institution where you work with regards to carrying out age-sensitive analysis and/or mainstreaming ageing?

Q6. What suggestions do you have regarding the training?

Q7. Age:

Q7. work:

Q8. Years of experience in field of work:

Thank you!



## APPENDIX 4. Sample evaluation questionnaire for training

Dear training participant,

We kindly ask you to provide feedback on the training on age-sensitive analysis for mainstreaming ageing by completing the questionnaire below. Your answers are anonymous and confidential and will help us improve future trainings.

Thank you very much in advance!

Q1. How clearly were the aims and objectives of the training presented, on a scale of 1 to 5, where 1 is not clear at all and 5 is very clear?

Q2. Please indicate to what extent you think the following aims and objective of the training were achieved:

	<i>Very well achieved</i>	<i>Sufficiently achieved</i>	<i>Somewhat achieved</i>	<i>Not at all achieved</i>
Presentation of general information on ageing at national level	4	3	2	1
Presentation of the concept of mainstreaming ageing	4	3	2	1
Communication of the need to undertake measures to mainstream the ageing perspective into policy documents at national level	4	3	2	1
Presentation of the method of age-sensitive analysis that can be used by civil servants in the development, monitoring and evaluation of sectoral policies	4	3	2	1

Q3. Overall, how relevant and useful was the training topic to your work, on a scale of 1 to 5, where 1 is not relevant or useful at all and 5 is very relevant and useful?

Q4. To what extent do you think the method presented during the training is applicable to your work (analysis of data and inequalities, identification of possible causes, adaptation of policies), on a scale of 1 to 5, where 1 is not at all applicable and 5 is very applicable?

Q5. Do you think age-sensitive analysis should be used systematically in your field of work?

1. Totally agree
2. Agree
3. Neither agree nor disagree
4. Partially disagree
5. Totally disagree

Q6. How likely is your work to consider the principle of ageing and the needs of older persons in the future because of this training, on a scale of 1 to 5, where 1 is not at all likely and 5 is very likely?

Q7. How clearly do you think the tasks for group work were described and explained, on a scale of 1 to 5, where 1 is not at all clearly and 5 is very clearly?

Q8. Please indicate your opinion on the allocation of time for the following exercises:

	<i>Insufficient time</i>	<i>Sufficient time</i>	<i>Too much time</i>
Data analysis	1	2	3
Analysis of root causes	1	2	3
Policy recommendations	1	2	3

Q9. How do you rate the level of difficulty of the group work activities?

	<i>Too difficult</i>	<i>Somewhat difficult</i>	<i>Suitable</i>	<i>Somewhat easy</i>	<i>Too easy</i>
Data analysis	1	2	3	4	5
Analysis of causes	1	2	3	4	5
Policy recommendations	1	2	3	4	5

Q10. How likely are you to recommend this training to colleagues, on a scale of 1 to 5, where 1 is not likely at all and 5 is very likely?

Q11. Please let us know what aspects of the training you liked the most and what could be improved?

Thank you very much for your participation!

## APPENDIX 5. Annotated timetable

Title of training:

Date:

Location:

Coordinator/moderator:

Facilitators:

Support staff:

<i>Time</i>	<i>Duration</i>	<i>Subject</i>	<i>How?</i>	<i>Who?</i>	<i>Material needed</i>	<i>Comments</i>
08.00	30 minutes	Preparatory activities		Support staff		The equipment will be checked, the folders for each participant will be organized, etc.
08.30	30 minutes	Registration		Support staff	List of registered participants	Catering should be provided for welcome coffee
09.00	10 minutes	Welcome speeches	Visualisation	Coordinator/moderator and invited speakers	Training flyer or holding slide	The support staff will take photos; the flyer of the event or a holding slide will be displayed on the projection screen
09.10	5 minutes	Presentation of aim and objectives of the training		Coordinator/moderator		
09.15	3 minutes	Presentation of the training agenda	Visualisation	Coordinator/moderator	Agenda	
09.20	5 minutes	Introducing the participants		Coordinator/moderator		

<i>Time</i>	<i>Duration</i>	<i>Subject</i>	<i>How?</i>	<i>Who?</i>	<i>Material needed</i>	<i>Comments</i>
09.25	1 minute	Introducing the first speaker		Coordinator/moderator		Moderator will introduce the first speaker
09.26	14 minutes	The ageing situation at the national level	Presentation	Trainer	Power point presentation	At the end of the presentation, the speaker will answer the questions of the participants
09.40	1 minute	Introducing the next speaker		Moderator		Moderator will thank to the first speaker and will introduce the next speaker
9.41	14 minutes	Mainstreaming ageing as a recommended strategy: national policy context and objectives	Presentation	Invited speaker	Power point presentation	At the end of the presentation, the speaker will answer the questions of the participants
09.55	1 minute	Introducing the next speaker		Moderator		Moderator will thank to the speaker and will introduce the next speaker
09.56	14 minutes	Good practices in mainstreaming ageing internationally	Presentation	Invited speaker	Power point presentation	At the end of the presentation, the speaker will answer the questions of the participants
10.10	1 minute	Introducing the next speaker		Moderator		Moderator will thank to the speaker and will introduce the next speaker

<i>Time</i>	<i>Duration</i>	<i>Subject</i>	<i>How?</i>	<i>Who?</i>	<i>Material needed</i>	<i>Comments</i>
10.11	14 minutes	Presentation of the modalities of the training	Presentation	Trainer	Power point presentation	At the end of the presentation, the speaker will answer the questions of the participants
10.25	20 minutes	Coffee break		Support staff Catering company		
10.45	5 minutes	Grouping of participants		Trainer	Candies	The participants will be grouped in 3-4 small groups
10.50	10 minutes	Presentation of the exercise no.1	Presentation Visualisation	Trainer	Power point presentation	
11.00	1 hour	Working group	Discussion			Trainers will support the participants
12.00	15 minutes	Presentation of the results of exercise no.1	Discussion	Group presenters Trainers	Flipchart paper Marker pens Statistical data	Each group will delegate a presenter to present the results. The posters will be hung on walls. Trainers will conclude the session.
12.15	1 hour	Lunch break		Support staff Catering company		

<i>Time</i>	<i>Duration</i>	<i>Subject</i>	<i>How?</i>	<i>Who?</i>	<i>Material needed</i>	<i>Comments</i>
13.15	10 minutes	Presentation of the exercise no.2	Presentation Visualisation	Trainer	Power point presentation	
13.25	1 hour	Working group	Discussion		Flipchart paper Marker pens <i>Reference Guide</i>	Trainers will support the participants
14.25	20 minutes	Presentation of the results of exercise no.2	Discussion	Group presenters Trainers	Flipchart paper	Each group will delegate a presenter who will present the results. The posters will be hang on walls. Trainers will conclude the session
14.45	15 minutes	Coffee break		Support staff Catering company		
15.00	10 minutes	Presentation of the exercise no.3	Presentation Visualisation	Trainer	Power point presentation	
15.10	35 minutes	Working group	Discussion		Flipchart paper Marker pens Policy document(s) <i>Reference Guide</i>	Trainers will support the participants

<i>Time</i>	<i>Duration</i>	<i>Subject</i>	<i>How?</i>	<i>Who?</i>	<i>Material needed</i>	<i>Comments</i>
15.45	15 minutes	Presentation of the results of exercise no.3	Discussion	Group presenters Trainers	Flipchart paper	Each group will delegate a presenter to present the results. The posters will be hung on walls. Trainers will conclude the session
16.00	1 hour	Final session	Discussion	Participants Trainers		