**ASPIRE's Training Module. Content:**

| Unit | Description | CONTENT (duration) [to be prepared by partner/s] | Timing (min.) |
|---|---|---|---|
| 1. Welcome | Why this training, audience, objectives, how to navigate, available tools, recommendations for use, partners involved | ▪ **1 video clip by Matt presenting the training module (2') [UK]**<br>▪ **1 video clip per country, in home language, presenting the training module (2') [ALL]**<br>▪ **1 video clip with testimonials by social partners (2 per country) recommending the module (4') [ALL – to be shot once partners have reviewed module's content]**<br>▪ **Short written piece on the module's what, why, for whom and how (2' reading) [UK]**<br>▪ **Content outline (1' minute reading) [ES]**<br>▪ **Welcome survey (online): who are you, why are you using this module, your understanding of AA, learning expectations (3') [ES]** | 15' |
| 2. Active ageing and social dialogue. What are we talking about? | What do we understand for Active Ageing (AA)? Is AA age management? Why is AA important to social partners? | ▪ **Initial quiz to identify perceptions and attitudes on AA (5') [ES]**<br>▪ **Some excerpts (2 slides) from fieldwork (workshops & interviews) with social partners' views on AA (5') [ALL]**<br>▪ **1 VideoScribe-type clip introducing 2017 European Social Partners' Declaration plus some country specifics (5') [UK + ES]**<br>▪ **Short reading presenting a couple of institutional concepts of AA (European Commission, own country) (2') [ES]**<br>▪ **1 video clip per country with testimonials of a minimum of 2 social partners on the meaning of AA (5') [ALL]**<br>▪ **Why AA is important to social partners? Make-the-case 1 pager [ES]**<br>▪ **AA vs Age Management: Comparative checklist (5') [UK]**<br>▪ **How social dialogue plays out at national, regional, organizational, and individual level? (series of short interview video clips with stakeholders) (5') [ALL]** | 45' |
| 3. Barriers and facilitators. What to do? | Main barriers to foster an AA culture at the workplace and how to overcome them. Main facilitators and how to enhance them | ▪ **Main barriers** to foster an AA culture at the workplace [Video vignette tool plus 1-page document for each barrier including description + example + how to overcome it] (5' long each including video and readings):<br>  ▪ **Changes in the labour market (5') [PL]**<br>  ▪ **Workers' health, mental, physical conditions (5') [PL]**<br>  ▪ **Strong installed culture favouring early retirement (5') [ES]**<br>  ▪ **Job adaptation as workers grow older (5') [ES]**<br>  ▪ **Rampant ageism and stereotyping against older workers (5') [IT]**<br>  ▪ **Conflictual climate of industrial relations (5') [IT]**<br>  ▪ **Older workers' outdated skills and resistance to retraining. Older joblessness (5') [UK]**<br>  ▪ Unawareness of statutory legislation potentially useful to support AA policies<br>  ▪ AA is a bigger challenge for small companies. The size and sector do matter<br>  ▪ Individual/organisational resistance to change<br>  ▪ Higher costs associated with keeping older workers<br>  ▪ Intergenerational conflict and rivalry (e.g., around progressing in own occupational career): the crowding out belief<br>  ▪ Lack of legal instruments supporting AA<br><br>▪ **Main facilitators** to enhance and AA culture at the workplace [Video vignette tool plus 1-page document for each barrier including description + example + how to enhance it] (5' long each including video and readings):<br>  ▪ **Individual inclination to consider work as central part of identity, social networks and life structure [UK]**<br>  ▪ **Inadequacy of pensions and savings allowing to retire is a primary driver to delay retirement [UK]**<br>  ▪ **Constructive and mutually beneficial social dialogue [UK]**<br>  ▪ **Interest to retain and deploy older workers' skills [UK]**<br>  ▪ **Role of union representatives in promoting training and career development opportunities [UK]**<br>  ▪ **Reframing job adaptation practices into AA practices [ES]**<br>  ▪ **Intergenerational relay and knowledge transfer mechanisms (e.g., apprenticeships, mentoring) [IT]**<br>  ▪ Sensitivity and awareness on demographic ageing<br>  ▪ Legal incentives to extend working life<br>  ▪ Flexible work arrangements (e.g., part-time, tele-work) impacting work-life balance<br>  ▪ Recognizing the value and experience of older workers | 90' |

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| 4. Good practices | Selection of powerful, promising, inspirational AA initiatives in any area linked to industrial relations and dialogue between social partners | **Good practices** [2 pages each: description + link for further information] (5' long each including video and readings):<br>**1) HR POLICY GOOD PRACTICE**<br>▪ **Organisational level: bilateral fund and/or BAE system's phase retirement model) (5') [UK] & job adaptation (5') [ES]**<br>▪ **Regional level (Humber LEP / regional programmes to upskill older workers and support economically inactive back into work) (5') [UK]**<br>▪ **Individual level: Midlife career review (5') [UK]**<br>▪ **Involvement of retired union members in consultancy, mentoring and counselling activities in favour of youngers workers (5') [IT]**<br>▪ Communication between employers and older workers (e.g., employees' relationship with their line managers)<br>▪ Healthy workplace initiatives<br>▪ Lifelong learning and training<br>▪ Age neutral recruitment<br>▪ Positive discrimination to hire older workers<br>**2) FACILIATION OF SOCIAL DIALOGUE**<br>▪ **National level initiative (e.g. Solidarnosc's work coordinating a dialogue) (5') [PL]**<br>▪ **Individual level: Intergenerational Solidarity Pacts (5') [IT]**<br>▪ **Bilateral bodies and funds (5') [IT]**<br>▪ **Anti-ageism measures (5') [UK]**<br>▪ **Positive action committee on inclusion and diversity [IT]** | 60' |
| 5. Measuring progress | How can we measure progress as we monitor and evaluate AA initiatives in industrial relations? | ▪ **Scale/test to appraise quality of AA at the workplace [ES]**<br>▪ **Timetable & progress chart with milestones to establish an AA culture at the workplace through social dialogue [UK]** | 30' |
| 6. Pool of resources | Compendium of different resources of interest (other than good practices): key legislation, expert roster, links to available support services, and so on. | ▪ **Expert roster (selection of national experts available for advice: names + bios + contact information) [ALL]**<br>▪ **Exemplary international regulations and public policies to foster active ageing at work [ALL]**<br>▪ **Business case for managing age better and ways in which organisations could benefit (1 pager) [UK]**<br>▪ **How to prevent age discrimination at the workplace: checklist [UK]**<br>▪ **Making the case for AA in front of workers (1 pager) [ES]**<br>▪ **Making the case for AA in front of HR managers (1 pager) [ES]**<br>▪ **Checklist on health and safety for older workers [PL]**<br>▪ **Training materials for older workers [PL]**<br>▪ **Model agreements [UK]**<br>▪ **Strengthening social dialogue on active ageing: basic tips [IT]**<br>▪ **Need adapting older workers' job? Basic tips [IT]**<br>▪ **Good multigenerational teaming in the workplace: some tips [ES]**<br>▪ A national tool that allows key stakeholders of active ageing to estimate the cost of a given measure<br>▪ National and international links of interest | 20' |
| 7. Assessment | Understanding the type of learning acquired by module's users. | **Final survey (online): what did you learn, level of satisfaction, would you like to join the ASPIRE's community of practice [ES]** | 10' |
| 8. Community of practice | Message board allowing participants to get in touch with national and international colleagues looking into AA in industrial relations | ▪ **Showcase of international initiatives for sharing good practice and innovations (e.g., North East Healthy Workplace Award) [UK]**<br>▪ **Expert roster indicating who has what type of specific experience in the implementation of AA at the workplace [IT]**<br>▪ **Message board for people to post queries and advice**<br>▪ **Resources board for people to upload useful documents** | Ongoing |
| | | Total: | 4 hrs 30' |