



Centre d'Estudis Demogràfics
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COST ACTION IS1409

Policy perspectives on the gender and health impacts of extending working life in western countries

Programme, Teaching Statements & Practical Information Training School 7 – 10 March 2017

Centre for Demographic Studies, Autonomous University of Barcelona, Catalonia, Spain
Centre d'Estudis Demogràfics, 08193 Cerdanyola del Vallès, Barcelona, Catalonia, Spain

PRESENTATION

COST Action IS1409 “Gender and health impacts of policies extending working life in Western countries” aims to enhance theoretical and empirical social science research on the gender and health impacts of policies aimed at extending the duration of working life in Western countries. See: <http://genderewl.com/>

The 2017 Training School (TS) will take place in room “Sala Angels Torrents” (Floor -1) at the **Centre for Demographic Studies**, located on the campus of the Autonomous University of Barcelona (UAB), in Catalonia, Spain. In addition to a session on *policy toolkits*, each of the trainers will focus on policy debates and initiatives that are relevant to the thematic areas of this COST Action (extending working-life, health, gender, employment, welfare states, etc.). The trainers for this exciting TS are:

Jean Gardiner, Senior Researcher, Centre for Employment Relations, Innovation & Change, Leeds University, UK. See: <https://lubswww.leeds.ac.uk/ceric/members/jean-gardiner/>

Brian K. Gran, Associate professor, Department of Sociology, Case Western Reserve University, USA
See: <http://sociology.case.edu/faculty/brian-gran/>

Aine Ni Leime, Marie Skłodowska-Curie post-doctoral research fellow, Irish Centre for Social Gerontology (ICSG), National University of Ireland & Department of Sociology, Case Western Reserve University, USA.

See: <http://www.nuigalway.ie/our-research/people/business-and-economics/ainenileime/>

Jeroen Spijker, “Ramón y Cajal” research fellow at the Center for Demographic Studies (CED), Autonomous University of Barcelona. See: <http://ced.uab.es/en/directori/jeroen-spijker/>



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All the trainers are international experts in their respective fields, with extensive experience of teaching and mentoring on the topics of gender, health, aging and the life-course. They cover a wide range of disciplines and methodological approaches.

Each trainer will provide a *teaching statement* and a list of *recommended readings*, which will be disseminated in advance to participants, via the COST Action website: <http://genderewl.com/about/>

LOCATION & ACCOMMODATION

The Training School will take place at the Centre for Demographic Studies, located on the UAB campus, just outside Barcelona: <http://ced.uab.es/en/about-ced/contacte-i-localitzacio/>

The Centre is home to several interdisciplinary research teams, one on health and ageing and another on education and work, which will host the event: <http://ced.uab.es/en/area-recerca/education-and-work/>

Centre for Demographic Studies **phone number:** +34 9358 13060

All participants will be housed at the **UAB Campus Hotel**, located just a short walk away from the Centre for Demographic Studies. See: <http://www.hotelcampusuab.com/>

Accommodation address: Vila Universitària, Campus UAB, Bellaterra

WELCOME PARTY

A welcome party for all trainers and participants will take place at the UAB Campus Hotel on the Tuesday evening (8 pm). Please feel free to join us.

ORGANISATION

This second **Training School** has been organised by the following TS Committee members:

Prof. **Nicky Le Feuvre**, Lausanne University, Switzerland: Nicky.LeFeuvre@unil.ch (Chair)
Mobile phone: +41 78 705 0739

Prof. **Wendy Lottero**, University of Edinburg Business School: Wendy.Loretto@ed.ac.uk

Prof. **Trine Pernille Larsen**, Employment Relations Centre, Sociology Department, Copenhagen University, Denmark : tpl@faos.dk

The **local organisation** was done by Dr. **Jeroen Spijker**: jspijker@ced.uab.es
Mobile phone: +34 64 553 9578



COST ACTION IS1409 TRAINING SCHOOL 2017 – PROGRAMME

	Tuesday 07.03.2017	Wednesday 08.03.2017	Thursday 09.03.2017	Friday 10.03.2017
Room		Sala "Angels Torrents" (Floor -1)	Sala "Angels Torrents" (Floor -1)	Sala "Angels Torrents" (Floor -1)
09h30- 11h30		Welcome Session Round table presentation of people + projects	Jean Gardiner Practical session on Gender-sensitive WS policy analysis	Aine Ni Leime Practical session on employment policy analysis
Break				
12h00- 13h30		Jean Gardiner Comparative welfare state policy using a gender- sensitive approach	Brian Gran Comparative health policy and EWL (1)	Participants workshop 3 All trainers
LUNCH BREAK				
15h00- 16h30	Arrival in Barcelona	Jeroen Spijker Comparative analysis of policy toolkits	Participants workshop 2 All trainers	Brian Gran Comparative health policy and EWL (2)
Break				
17h00- 18h30		Participants workshop 1 All trainers	Aine Ni Leime Employment policy analysis	Wrap-up session All participants & trainers
Evening events	20h00 Welcome drinks & buffet UAB Campus Hotel			Departure

Emergency phone n°: +34 64 553 9578 (Jeroen)



TEACHING STATEMENT & RECOMMENDED READING

Jean Gardiner: Comparative welfare state policy using a gender-sensitive approach

Suggested Background Reading

These articles develop gender sensitive analytical frameworks for comparing welfare state policies using a gender-sensitive approach':

Danforth, B. (2014) 'Worlds of welfare in time: a historical reassessment of the three-world typology'. *Journal of European Social Policy*, 24(2): pp. 164-182.

Orloff, A. S. (1993) 'Gender and the social rights of citizenship: the comparative analysis of gender relations and welfare states'. *American Sociological Review*, 58(3): pp. 303-328.

Suggested activity to feed into workshop discussion

Using the materials provided below and any other sources you can access, select two EU countries whose *extending working life policies* you think may be interesting to examine from a gender-sensitive comparative perspective and make notes on the following questions:

1. What are the similarities/differences in the economic, cultural and gender contexts for *extending working life* policies in the two countries?
2. What are your impressions of the similarities and/or differences in the policy approaches to *extending working life* in the two countries, and their implications for gender?

Zaidi A., Makovec M. Fuchs M (2006) *Transition from work to retirement in EU25*. Centre for Analysis of Social Exclusion, London School of Economics, Discussion Paper 112.
Available at: <http://sticerd.lse.ac.uk/case/new/publications/title.asp>

ILC-UK (2013) *EU Member State Profiles - Working Longer: An EU Perspective*. London: International Longevity Centre – UK.
Available at: http://www.ilcuk.org.uk/images/uploads/publication-pdfs/EU_Member_State_profiles_Working_Longer_An_EU_Perspective.pdf



TEACHING STATEMENT & RECOMMENDED READING

Jeroen Spijker: Comparative analysis of policy toolkits

Policy toolkits provide useful information and can be drawn upon as guidance in different stages of the policy-making process.

In this session, In line with the main objective (<http://genderewl.com/>) we will mainly focus on toolkits associated with ageing-related issues in the area of employment.

An initial review of existing policy toolkits on employment and ageing will be provided. We will discuss the definition of the term “policy toolkit” and evaluate four different types of policy tools, namely: good practice; social indicators; programme evaluation; and projections, forecast and simulation using real-life examples.

We will also discuss the underlying relationship between research and policy-making and the coherence (or lack of) between different policy goals.

Suggested Background Reading

Nata Duvvurya, Jonas Radlb, Eva Katharina Sarterc, Simone Schergerd & Jeroen Spijker (2016) This session is largely based on the recent publication *Understanding Policy Toolkits on Employment and Ageing: A proposal for a conceptual framework* (enclosed).

The attendees are expected to have read this document before attending the class.

Suggested activity to feed into workshop discussion

In addition, as a way to stimulate discussion it is recommended that each participant finds **one example** of a piece of legislation or state reform that has been “**evaluated**” or can be considered as “**good practice**”, preferably in a form of a publication, for their country of birth, residence or for the European Union (see **Table 2** of the Working Paper for examples of each type).

If you choose an example of a programme evaluation (an example is Picchio and van Ours (2013) who aim to disentangle the true from spurious effect of training incidence on employability) they should write down the aim of the evaluation and provide a very brief description of the method used and the final conclusions of the evaluation.

If you choose a policy that has been considered as “good practice”, please explain why this is so.

TEACHING STATEMENT & RECOMMENDED READING

Brian Gran : Comparative health policy and extended working life (I)

Suggested Background Reading

These pieces articulate what welfare states do (Briggs), distinguish between welfare state and welfare regime (Esping-Andersen), identify advantages and disadvantages of centralized and decentralized and public and private policy efforts (Hollingsworth, Hage, and Hanneman), and how health policy fits into the picture of welfare provision (Blank and Burau).

Blank, Robert H., and Viola Burau. 2013. *Comparative Health Policy* 1-36.

Briggs, Asa. 1961. "The Welfare State in Historical Perspective.", *European Journal of Sociology* 2: 221-258.

Esping-Andersen, Gøsta. 1999. *Social Foundations of Postindustrial Economies* 73-94

Hollingsworth, J. Rogers, Jerald Hage, and Robert A. Hanneman. 1990. *State Intervention in Medical Care* 1-29 (*to be provided later*).

Suggested activity to feed into workshop discussion:

Congratulations! The Minister of Health has appointed you to the new position of Labour market expert. She asks you to deliberate on what works well and what does not work well when it comes to your country's health policies and their support of people's extended working lives. The Minister asks what you can learn from studying comparable countries. You immediately think of your time in Barcelona, in particular, the evenings spent on Las Ramblas, as well as what you learned during your 2017 COST Action IS1409 experiences. You recognize that these terrific seminars and the people with whom you studied will help you successfully respond to the Minister's request. As a foundational step, you deliberate on these questions.

1. Considering Blank and Burau's chapter, where does health policy fit into Briggs' definition of the welfare state? Does one aspect of Briggs' definition better fit social phenomena of extended working lives?
2. Into which of his worlds would Esping-Andersen place your country? Do you agree or disagree with Esping-Andersen? Considering your answers to these questions, what countries are comparable? What is your justification?
3. Considering Hollingsworth, Hage, and Hanneman's Figure 1.1, where does your country's approach to health *care* provision fit? Where does your country's approach to health *insurance* fit? Are figures 1.2 and 1.3 helpful to your analyses? What is missing?

Continued on the following page...

Brian Gran : Comparative health policy and extended working life (II)

Suggested Background Reading

These pieces consider barriers and facilitators to extended working lives. Nilsson considers a host of factors that potentially influence a person's decision to extend her working life. In their overview, Edge, Cooper, and Coffey approach extended working life as tied to issues of "dependency ratios." They consider both barriers and facilitators to extended working lives, with a focus on health.

Edge, Clare Ellen, Anna Mary Cooper, and Margaret Coffey. 2017. "Barriers and Facilitators to Extended Working Lives in Europe: A Gendered Focus." *Public Health Reviews* 38 (2): 1-27.

Nilsson, Kerstin. 2013. "To Work or not to Work in an Extended Working Life." Dissertation, Lund University. Pages 21, 23-44, 55-56, and 63-65.

Suggested activity to feed into workshop discussion

As the Ministry of Health's Labour market expert, the Minister asks that you evaluate health policies and retirement pension policies to identify ways to lower barriers and facilitate extended working lives. She asks that you especially consider how health and disability, the person's and another's, are important factors in people's decisions to extend their working lives. The Minister asks what you can learn from studying comparable countries.

You deliberate on these questions as you prepare to respond to the Minister's request.

1. How does health policy shape a person's decision to extend her working life? How does universal health insurance or universal health care facilitate decisions to extend working lives?
2. Why and how would women consider different factors compared to men when it comes to decisions about extended working lives?
3. Do people who have disabilities experience higher barriers to extending their working lives? If disability matters, what policies are needed to extend working lives?

TEACHING STATEMENT & RECOMMENDED READING

Aine Ni Leime : Employment Policy Analysis

These sessions focus primarily on employment policies at the level of employers / organisations, trade unions and individual workers.

Suggested Background Reading

Beck, V. (2011) Extending Working Life: The Retention of Older Workers, In E. Parry and S. Tyson (eds.) *Managing an Age Diverse Workforce*, London: Palgrave Macmillan: pp. 171-188.

Hasselhorn, H.M. and Apt, W. (2015) *Understanding employment participation of older workers: Creating a knowledge base for future labour market challenges*, German Federal Ministry of Labour and Social Affairs.

Loretto, W. and Vickerstaff, S. (2011) The Relationship between Gender and Age. In *Managing An Age Diverse Workforce*, In E. Parry and S. Tyson (eds.) *Managing an Age Diverse Workforce*, London: Palgrave Macmillan: pp. 59-79.

O'Reilly, J. (2006) Framing comparisons: gendering perspectives on cross-national comparative research on work and welfare, *Work, Employment and Society*, 20(4): pp. 731-750.

Suggested activity for workshop discussion

Focusing on the two countries previously selected, discuss how you would analyse employment policies to extend working lives for workers in physically demanding versus sedentary occupations and precarious versus secure occupations from a gender perspective.

Consider the perspectives of organisations, trade unions and workers. What theoretical approaches would be useful?

Resources

OECD 2012 Country Policy Monitoring Reports.

<http://www.oecd.org/employment/ageingandemploymentpolicies.htm>

Additional reading

Ní Léime, Á and Street, D., (2016) Gender and age implications of extended working life policies in the US and Ireland. *Critical Social Policy*, DOI: 10.1177/0261018316666211



TEACHING STATEMENT & RECOMMENDED READING

Participants' Workshops

The TS participants will all have the opportunity to present their on-going research projects to the trainers, and to receive feed-back from the group.

Discussion of draft publications or conference papers is also possible.

Each participant should prepare a short oral presentation (15 minutes) in advance and will be allocated to one of the three workshop sessions on arrival.