

Games on inclusion of age, disability and gender
in preparedness and humanitarian response

Why inclusion matters

Game title: Why inclusion matters

Overview: In this game, players assume the role of a community member. Presented with a series of simple scenarios, players decide the extent to which they are included in an NGO's programming and activities, or have access to information.

Learning objectives:

By the end of the game players will be able to:

- Explain the impact that a failure to work through inclusive can have on individuals.
- Recognise the importance of inclusive disaster risk reduction.

Who should play the game?

Anyone who is relatively new to the concept and practicalities of age, disability and gender inclusion in disaster risk reduction.

Number of players:

There are role cards for up to 15 players, there should be a minimum of 10 people to play the game. More roles card can be created and as many as 30 people could play, alternatively two sets of role cards can be used meaning and two people have the same role. If there are only 10 people playing the game. select role cards that contain 5 women and 5 men with a range of ages and social networks.

Materials required:

Resource 1: One copy of Scenarios for the facilitator

Resource 2: One copy of Role play cards printed and cut into pieces.

Other requirements:

If you have 15 players a large space will be needed, ideally an outside space would work well, otherwise a large room.

Estimated time required: Approximately 60 minutes in total

Part A: Activity 15 minutes plus debrief questions 15 minutes

Part B: Activity 15 minutes plus debrief questions 15 minutes

Facilitator instructions:

Part A

Step 1: Give a brief explanation of game.

Step 2: Give a role card to each player. These provide some facts about their identity. Ask them not to read out their role or discuss it with other players.

Step 3: Ask all players to stand in a circle.

Step 4: As facilitator, stand in the centre of the circle and read out a scenario (see Resource 1).

Step 5: Ask players to consider their role and if they feel they are likely to be included or excluded from the programme, activity or access to information to take one step backwards, moving further away from the centre of the circle.

Step 6: As facilitator, remain in the centre and read out another scenario.

Steps 5 and 6 are repeated until the first set of scenarios have finished or you feel that the participants are ready to stop and debrief.

Use the questions to debrief the game. Players can say what role was on their card.

- What scenario(s) caused you to step backwards?
- How did it feel to step backwards?
- What did you notice the further back you stepped?
- How did it feel to remain in the circle?
- What did you notice about the power dynamics and access to resources?
- Have you ever experienced this in real life? Is there anything that could have been done differently to ensure you were included?
- How does this game reflect the reality of humanitarian work?
- How does this relate to the humanitarian principle of impartiality: *“Humanitarian action must be carried out on the basis of need alone, giving priority to the most urgent cases of distress and making no distinctions on the basis of nationality, race, gender, religious belief, class or political opinions”*?
- What are the risks of not using an inclusive, rights-based approach in all our work?

Note: Players that remain close to the centre of the circle, continue to receive the information and engage in discussion. Players who move further away can find it harder to hear and harder to stay connected with the game. This represents the increase in barriers that exist if humanitarian programming only assists those who are more visible, more connected to support networks and at less risk.

Part B

Repeat the game, using the second set of scenarios. Now, no one should be moving away from the circle and feeling excluded, so illustrating an inclusive approach.

After the second game has been played, facilitate a short debrief using the following questions:

- How did your experience compare to that in the first part of the game?
- What were the main differences and why?
- How did it feel to remain in the centre?
- What did you notice about the power dynamics and access to resources?
- How does this reflect humanitarian work?
- How does this relate to the humanitarian principle of impartiality: *“Humanitarian action must be carried out on the basis of need alone, giving priority to the most urgent cases of distress and making no distinctions on the basis of nationality, race, gender, religious belief, class or political opinions”*?
- Why does inclusion matter in DRR?

Note: There still may be some people that move away from the circle as some roles are more ambiguous and assumptions need to be made. If so, discuss this in the debrief. You might discuss how language, ethnicity, sexuality, and gender will also need to be considered to reduce barriers to inclusion. Depending on context, the game can be adapted to include other potentially discriminatory practices.

Level of facilitation required: High

Possible adaptations to game:

Instead of reading the second set of scenarios, participants could be asked to write their own scenario that they feel will be inclusive, part B can then be played with their own scenarios. This game could also be adapted to more urban focused scenarios.

Suggested games to play after this game:

- Rights-based model to programming
- Attitudinal, environmental and institutional barriers
- How to use the HIS sector standards

Resource 1: Scenarios

Part A

1. An NGO is looking to expand their disaster management committee. They have asked the local religious leader to announce this in the religious meetings. They have also placed a written notice on the local notice board.

Ask: How likely are you to receive this information and opportunity? If likely, stay where you are. If unlikely, take one step backwards.

2. An NGO is collecting data for a needs assessment. They have hired local enumerators, who are all men. They have not had any specific training on gender and inclusion but are confident they can do the job. They are going house to house with a survey. There is a box on the survey which they are asked to tick if they think the person is vulnerable.

Ask: How likely are you to be included? If likely, stay where you are. If unlikely, take one step backwards.

3. An evacuation warning has been given due to the high storm/flooding/tsunami/conflict risk [select appropriate risk for context]. The evacuation procedures do not have any specific considerations for people with disabilities. The procedures were communicated at specific DRR meetings, at religious groups, through schools and hospitals.

Ask: How likely are you to receive this information? If likely, stay where you are. If unlikely, take one step backwards.

4. An NGO is holding a meeting for what they say is a participatory vulnerability and capacity mapping exercise. The local leaders were asked to identify key community members to join. No one was consulted on the time of day for the meeting or the location. The leader thought that everyone would need to read and write for such an exercise so only invited people who were educated and able to do so. The NGO provided a food allowance for those attending the meeting.

Ask: How likely are you to receive this information or benefit from this opportunity? If likely, stay where you are. If unlikely, take one step backwards.

Part B

5. An NGO is looking to expand their disaster management committee, they have asked the local religious leader to announce this at the religious meetings. They have also used the radio to advertise and placed a written notice on the council notice board. As they are specially interested to have a diverse committee representing different people's experiences and needs they reached out to Disability Persons Organisations (DPOs) and Older People's Organisations (OPOs) working in the area. They will hold multiple pre-meeting information sessions where they will invite partners (husbands, wives or other relations) and other family members to come and ask questions regarding expectations of the committee, why their family members were being asked to join and any safety concerns.

Ask: How likely are you to receive this information and opportunity? If likely, stay where you are. If unlikely, take one step backwards.

6. An NGO is collecting data for a needs assessment. They have hired local enumerators, comprising men and women of different ages. They have also collaborated with the DPO group who will help. All enumerators have been given training on how to complete the survey, what to do if there is a communication challenge, safeguarding and different types of vulnerability on which the NGO would like to collect data. The team will carry out the survey in pairs and some people will go to the water collection points as well as house to house.

Ask: How likely are you to be included? If likely, stay where you are. If unlikely, take one step backwards.

7. An evacuation warning has been given due to the high storm/flooding/tsunami/conflict risk [select appropriate risk for context], The evacuation procedures were tested last month involving people with disabilities, their carers and older people in the community. Special considerations were made for different needs and information regarding the evacuation procedures shared through, radio, SMS, household visits, picture posters displayed at various locations including at water collection points, markets and at DPO and OPO meetings as well as through the various networks and committees in the village.

Ask: How likely are you to receive this information? If likely, stay where you are. If unlikely, take one step backwards.

8. An NGO is holding a meeting for what they say is a participatory vulnerability and capacity mapping exercise. The local leaders were asked to identify two women and two men to join, the local DPO, OPO and WLO were also asked to each identify two women and two men. The NGO consulted the organisations regarding the time and location of the meeting along with transport needs and other accommodations to support people. They informed everyone that the participants would not specifically need to read or write and that steps would be taken to ensure everyone is listened to and understood in order to overcome any challenges together. They also informed everyone that there would be separate meetings for men and women to encourage honest and confidential discussions. Tea and coffee will be provided at the meeting, but there will be no extra allowance.

Ask: How likely are you to receive this information or benefit from this opportunity? If likely, stay where you are. If unlikely, take one step backwards.

Resource 2: Role play cards

Gender: Woman

Age: 62

Health: You are healthy and active

Literacy: Good

Resources: You have a radio and phone

Support network: You have a strong network through the religious group you attend, as well as family and neighbours.

Gender: Woman

Age: 76

Health: You have poor health and cannot leave the house

Literacy: Very poor

Resources: Very limited

Support network: Your daughter and granddaughters look after you.

Gender: Woman

Age: 80

Health: You have diminished vision and hearing, you have a hearing aid that you occasionally use

Literacy: low

Resources: You have a radio

Support network: You attend meetings held by the local Older People's Organisation.

Gender: Woman

Age: 26

Health: You are healthy and active

Literacy: Good

Resources: You have a radio, phone and frequently access the internet

Support network: You sit in the village disaster management committee and are connected in various young people's networks.

Gender: Woman

Age: 40

Health: Since having your last child, you have suffered from severe pains that have not been diagnosed. You try to limit time outside the house to only the essentials.

Literacy: fair

Resources: You have a radio

Support network: Your eldest daughter supports with daily chores when you are unable to move due to pain.

Gender: Girl

Age: 16

Health: You are healthy and active

Literacy: Poor

Resources: You have a radio

Support network: You look after your siblings and mother when she is sick (which is frequent) and you receive very little support. You do not attend school.

Gender: Boy

Age: 17

Health: You are healthy and active

Literacy: Good

Resources: You have access to a radio and phone and earn a small income

Support network: You are active in the village committees and sit on the village disaster management committee.

Gender: Boy

Age: 14

Health: You are healthy and active

Literacy: Good

Resources: Your family provide you with all your immediate needs

Support network: You attend school and the local football club which provide friends and networks.

Gender: Girl

Age: 18

Health: You are a lactating mother

Literacy: Fair

Resources: You rely on your husband and have no access to money. You have a basic mobile phone on which he calls you

Support network: When you married last year, you left your family and network of friends as your husband didn't want you to socialise. You only leave the house to collect water and food.

Gender: Girl

Age: 12

Health: You have a learning disability and do not attend school. You are generally in good health

Literacy: No

Resources: Very limited

Support network: Your grandmother takes care of you most days but when she has chores you are left alone. She tells you cannot leave the house or speak to anyone that is not the family. She does allow you to sometimes meet with a group at the local Disability Person's Organisation.

Gender: Man

Age: 80

Health: You are blind

Literacy: Your vision inhibits your ability to read

Resources: You have a radio

Support network: Your wife, and sometime your daughter, take care of you. You often drink tea with a few friends.

Gender: Man

Age: 75

Health: You use a walking frame for support and have difficulty seeing

Literacy: Fair

Resources: You have a radio

Support network: You attend religious network meetings.

Gender: Man

Age: 43

Health: Active and in good health

Literacy: Good

Resources: You have a radio, phone and access to the internet

Support network: You are a religious leader with a strong network and influence. You are active in the village committees and sit on the village disaster management.

Gender: Man

Age: 50

Health: You are deaf and have no assistive device

Literacy: Good

Resources: You have a mobile phone

Support network: You receive some state support, your wife takes care of all daily needs. You sometimes drink tea with neighbours but struggle to communicate.

Gender: Man

Age: 30

Health: Active and in good health

Literacy: Good

Resources: You have your own business and many resources available to you

Support network: You are active in the village committees and sit on the village disaster management committee.