

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

How to use the HIS sector standards

Game title: How to use the HIS sector standards

Overview: This game is adapted from the popular 'Go fish' card game. Players have to collect sets of cards that represent each of the sector-specific inclusion standards. In doing so, players become more familiar with the sector standards and what comprises them.

Learning objectives:

By the end of the game players will be able to navigate the sector-specific inclusion standards that form part of the Humanitarian inclusion standards (HIS).

Who should play the game?

Anyone needing who would like an introduction to the Humanitarian Inclusion Standards (HIS).

Number of players: Groups of 3 people (it is not recommended for 4 players, if there are more people, players could work in pairs).

Materials required:

Resource 1: One full set of cards, printed in colour and cut, per group of players

Resource 2: One poster printed per group of players

Estimated time required: 20-30 minutes

Facilitator instructions:

Step 1: Print and cut up all cards (Resource 1), there should be 28 in total.

Step 2: Shuffle cards.

Step 3: Give each player 5 cards

Step 4: Place all the remaining cards face down in the centre of the table. This will be the central pile.



Step 5: Decide who goes first. There are a variety of ways to determine who goes first - flip a coin, roll a die, or use any other method to randomly choose who starts and decide if you prefer to play clockwise or anticlockwise around the table.

Step 6: Place the two posters (Resource 2) in the centre of the table so that all players can read.

Step 7: Read the rules of the game below.

The objective of the game is to collect sets of four cards. A set of cards contains:

- One **Sector standard** card
- One corresponding **Key actions** card
- One corresponding **Guidance notes** card
- One corresponding **Tools and resources** card

There is one set of cards for each of the seven sectors covered in the Humanitarian Inclusion Standards.

1) Asking your opponent for a card

If you are the first player, decide on the set of cards you would like to collect from the ones you hold in your hand. Then, choose another player and ask if they have a card you require to complete the set. For example: “Do you have any cards for WASH inclusion standard?” Or “Do you have any cards for Protection inclusion standard?”



Do you have any cards for Protection inclusion standard?

If that person has any of the cards that belong to the set being requested, they give those cards to you and the cards become part of your hand. Each time you get a card from another player, you can repeat this process and continue to request cards from the same player or one of the other players. Remember – you can only request cards for a set for which you already hold at least one card.

2) Go fish

If the player you are asking does not have a card, they will say “Go fish”. At this point, you must take a card from the central pile. This card becomes part of your hand, and this is the end of your turn. It is now the turn of the next player.



Yes, here is the case study for the Protection Inclusion standard.

OR



No, sorry. Go fish!

3) Collecting sets

As soon as you have a complete set, place the cards face up on the table in front of you.

4) Winning the Game

The game is over when all the cards from the pile in the centre have been collected, or a player no longer has any cards in their hand. The player with the most sets of cards on the table wins the game.

Debrief:

Once the game is over, look at the sets of cards on the table and match up any remaining cards so that all seven sets are laid out on the table. A facilitator should explain that the HIS has nine key standards that all programmes should meet and seven sector standards. Each standard is laid out in the same manner, with the standards, key actions, guidance notes and tools and resources. In addition, they all have a short case to help contextualise the standards and learn from good practice. Allow participants to familiarise themselves with all the sets of cards and then ask the following questions to the group in order to help participants to further explore HIS standards:

- **If you wanted to know how to address the barriers for older people and people with disabilities in food security and livelihoods?**
(Food security and Livelihoods inclusion standards 2: Addressing barriers, of which there are three key actions – as indicated on the card – and guidance notes. The key actions can be found on p.149 of the book)
- **If you wanted to have more guidance on participation and resilience related to WASH activities, where would you look?**
(WASH inclusion standard 3 with key action – of which there are two and guidance notes)
- **Which sector standards are important for your work and DRR?**
- **What is the impact if you don't collect data (as per Action 1 of all Sector standards)?**
(If you don't collect data you won't know the barriers that people are facing (Action 2) and you won't know who will participate (Action 3), each action has a knock on affect to the next)
- **What do you see as the key barriers to inclusive action in your sector?**
- **What do you see as the key driver for inclusion in your work?**
- **How could you use the HIS sector standards in your work?**

Add other questions according to the group's area of work.

If you have a copy of the Humanitarian inclusion standards, explore an appropriate standard in more detail.

Level of facilitation required: Low

Possible adaptations to game:

This game could also be played as a simple matching game or you can print two sets and play with more players. The set of cards can be adapted to many simple card games where you must collect sets of cards or two sets can be printed and a simple snap game can be played. The debrief questions at the end of the game can also be varied depending on the context in which you work.

Suggested games to play before this game:

- Why inclusion matters

Suggested games to play after this game:

- How to use the HIS key standards or
- Using the protection inclusion standards
- Rights-based model to programming

Additional resources:

- Core Humanitarian Standards, Sphere

Resource 1: How to use the HIS sector-specific standards



Sector-specific inclusion standards

Protection

1. Identification of protection concerns
2. Addressing concerns and barriers
3. Participation and empowerment



Key actions:

Protection inclusion standard 1

Example:

Key Action 1.1 *“Adapt protection assessment and monitoring tools to collection information on the protection concerns and capacities of older people and people with disabilities.”*

Page 96



Guidance notes:

Protection inclusion standard 1

Example:

1.1 *“Set up systems to monitor protection risks that are specific to older people and people with disabilities. These may include mechanisms to allow the crisis-affected population to comment on how adequate an intervention has been, and to address their concerns.”*

Page 97-115



Tools and resources:

Protection inclusion standard 1

- Protection interventions for older people in emergencies, HelpAge International
- Child Protection Working Group, Minimum standards for child protection in humanitarian action
- Global Protection Cluster, Protection Mainstreaming App
- And many more

Page 116



Sector-specific inclusion standards

Water, sanitation and hygiene (WASH)

1. Collection of information
2. Addressing barriers
3. Participation and resilience

Page 18



Key actions:

WASH inclusion standard 1

Example

Key Action 1.1: *“Adapt WASH assessment and monitoring tools to collect information on the capacities and needs of older people and people with disabilities.”*

Page 123



Guidance notes:

WASH inclusion standard 1

Example:

1.1 *“During WASH needs assessments, gather information on barriers and enablers to WASH activities (see Key inclusion standard 1). For example, ask people whether they can access water and hygiene item distributions, water points, information on hygiene management, and sanitation facilities, such as toilets and showers.”*

Page 123-137



Tools and resources:

WASH inclusion standard

- CBM, Humanitarian Hands-on Tool (HHoT), WASH task cards
- Global Protection Cluster, Protection Mainstreaming App
- WaterAid, Inclusive WASH: A free learning portal for WASH practitioners and researchers
- And many more

Page 27



Sector-specific inclusion standards

Food security and livelihoods

1. Collection of information
2. Addressing barriers
3. Participation and resilience



Key actions:

Food security and livelihoods inclusion standard 2

Example

Key Action 2.2: *“Sensitise the community, staff and partners on the right of older people and people with disabilities to access food assistance and participate in livelihoods activities.”*

Page 149



Guidance notes:

Food security and livelihoods inclusion standard 2

Example:

2.2 *“Identify negative attitudes and areas of stigma and discrimination associated with older people and people with disabilities and their access to food security and livelihoods activities. For example: interventions targeting older people and people with disabilities could be perceived by the local community as a privilege; and...”*

Page 145-159



Tools and resources:

Food security and livelihoods inclusion standard

- IFRC, ‘Food Security’ and ‘Livelihoods’ in Minimum standard commitments to gender and diversity in emergency programming
- Food security and livelihoods interventions for older people in emergencies, London, HelpAge International
- And many more

Page 160 - 161



Sector-specific inclusion standards

Nutrition

1. Collection of information
2. Addressing barriers
3. Participation and resilience



Key actions:

Nutrition inclusion standard 3

Example

Key Action 3.1: *“Strengthen the capacity of older people and people with disabilities to support good nutrition practices.”*

Page 182



Guidance notes:

Nutrition inclusion standard 3

Example:

3.1 *“Strengthen the capacity of people in the household to access food in an emergency and make better use of what food is available. For example, explain how to modify food to make it easier to chew or swallow, how to obtain and use suitable alternative food in case of food shortages, and how to share food fairly within the family...”*

Page 168-184



Tools and resources:

Nutrition inclusion standard

- Nutrition interventions for older people in emergencies, London, HelpAge International
- UNICEF, Including children with disabilities in humanitarian action: Nutrition guidance
- WHO, Guidance notes on disability and emergency risk management for health
- And many more

Page 185



Sector-specific inclusion standards
Shelter, settlements and household items

1. Collection of information
2. Addressing barriers
3. Participation and resilience



Key actions:
Shelter, settlements and household items inclusion standard 3

Example

Key Action 3.1: *“Strengthen the shelter-related capacities of older people and people with disabilities.”*

Page 201



Guidance notes:
Shelter, settlements and household items inclusion standard 3

Example:

3.1 *“Provide opportunities for older people and people with disabilities to participate in cash-for-work programmes on construction, reconstruction or adaptation of buildings. Provide these to men and women equally.”*

Page 191-203



Tools and resources:
Shelter, settlements and household items inclusion standard 3

- *Inclusive post-disaster reconstruction: Building back safe and accessible for all: 16 minimum requirements for building accessible shelters, CBM*
- *IFRC, All Under One Roof, Disability-inclusive shelter and settlements in emergencies,*
- *And many more*

Page 204 – 205



Sector-specific inclusion standards
Health

1. Collection of information
2. Addressing barriers
3. Participation and resilience



Key actions:
Health inclusion standard 1

Example

Key Action 1.1: *“Adapt assessment and monitoring tools to collect information on the health needs and capacities of older people and people with disabilities.”*

Page 211



Guidance notes:
Health inclusion standard 1

Example:

1.1 *“Map the location of health facilities, and visit them to identify barriers to access affecting older people and people with disabilities (see Key inclusion standard 1, Key action 1, Guidance notes on collecting information on barriers and enablers).”*

Page 212-224



Tools and resources:
Health inclusion standard 1

- *Child Protection Working Group, ‘Standard 21: Health and child protection’ in Minimum standards for child protection in humanitarian action*
- *IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings*
- *And many more*

Page 225



Sector-specific inclusion standards

Education

1. Collection of information
2. Addressing barriers
3. Participation and resilience



Key actions:

Education inclusion standard 2

Example

Key Action 2.3: “Building capacity of teachers, communities and others working in education to promote inclusive education in emergencies.”

Page 236



Guidance notes:

Education inclusion standard 2

Example:

2.3 “Train headteachers, teachers, and other education staff to: prevent discrimination in education, and promote the right of older people and people with disabilities to inclusive education in emergencies; recognise and address diverse needs, for example, if a learner needs someone to support them with a written assignment or additional time to complete the assignment; ...”

Page 232



Tools and resources:

Education inclusion standards

- *Inter-Agency Network for Education in Emergencies (INEE), Education in Emergencies: Including Everyone: INEE pocket guide to inclusive education and INEE Minimum Standards for Education*
- *UNICEF, Including children with disabilities in humanitarian action: Education guidance,*
- *And many more*

Page 247

Resource 2: Sector specific inclusion standards

There are seven sector specific inclusion standards in total that are intended to be used in conjunction with the nine key inclusion standards.



One set of cards includes:



All cards must belong to the same key standard.