

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

---

# Using the Protection inclusion standards

# Game title: Using the Protection inclusion standards

**Overview:** Teams review a scenario to identify examples of how the Protection inclusion standards are being met (good practice) and examples where the situation falls short of Protection inclusion standards (poor practice). Teams recommend alternative approaches to ensure the standards are met.

---

## **Learning objectives:**

By the end of the game players will be able to state the nine protection inclusion actions and use them to recommend improvements to a project.

## **Who should play the game?**

Anybody looking to improve their understanding of the Protection inclusion standards and how they can be used.

**Number of players:** 2 to 20 (divided into teams of 2-4)

## **Materials required:**

Resource 1: Print one copy of the Scenario for each team

Resource 2: Print one copy of *Humanitarian inclusion standards for older people and people with disabilities* (or at least page 94-119) for each team

Resource 3: Print one copy of the Facilitator's answer sheet for the facilitator

**Estimated time required:** 50-60 minutes (based on 3 teams)

## **Facilitator instructions:**

**Step 1:** Explain to players that they will work in teams to identify where the Protection inclusion standards are being met and where they are not. They will work with a scenario and a copy of the inclusion standards.

**Step 2:** Divide players into teams of 2 to 4 people

**Step 3:** Provide each team two copies of the scenario (Resource 1) and Protection inclusion standards (Resource 2)

**Step 4:** Ask players to read the scenario (suggest one player from each team to read the scenario out loud to their team). Once the scenario is clear, players identify examples of both good and poor practice. For each example of good practice, players should say which standard is being met. For each example of poor practice, players should identify which standard is not being met and use the key actions and guidance notes to recommend alternative approaches that will meet the standard. Allow 20 to 30 minutes for this step.

**Step 5:** When the time has finished ask all teams to stop and bring everyone together. Ask each team to present one example of good practice and one example of poor practice along with the recommended improvements. Ask teams to give different examples rather than repeat what has already been said. Allow up to 5 minutes for each team's presentation.

## Step 6: Debrief

Ask the players the following questions

- How useful did you find the Protection inclusion standards to be in evaluating the scenario?
- What, if any, challenges do you see in applying the Protection inclusion standards?
- In your experience, are the Protection inclusion standards always met?
- How can you ensure the Protection inclusion standards are applied in your work/activities?

**Level of facilitation required:** High

### **Possible adaptations to game:**

Different scenarios could be developed to suit different contexts. If further scenarios are developed, teams could each review a different scenario and provide full feedback to the wider group – note that this would require additional time for the game. Players could, in teams, create their own scenarios and then critique/review each other's. Again, this would add time to the game, but could foster a broader understanding of the Protection Inclusion Standards.

The game could also be simplified slightly by informing participants that there are three examples of good practice and four examples of bad practice and asking the groups to race to identify all seven correctly. Once the examples have been correctly identified, teams could be tasked with developing improvements to all four examples of poor practice. If you have limited time, you could assign a different example of poor practice to each team.

### **Suggested games to play after completion:**

- How to use the HIS sector standards
- How to use the HIS key standards

### **Suggested games to play after this game:**

- Identifying vulnerabilities and capacities
- Mapping vulnerabilities and capacities of older people

## Resource 1: Scenario

---

**Read the scenario below and identify where the Protection inclusion standards are being met (good practice) and where they are not (poor practice). Use the key actions and guidance notes to recommend alternative or additional approaches to ensure that the standard is met.**





Following an earthquake/typhoon/flooding [*delete as appropriate for local context*], the Protection Cluster completed an assessment. In their assessment, they included specific questions to determine how protection risks may be different for older women and men, and for women, men, girls and boys with different types of disability, compared with those of other people. Consultations for the assessment were conducted in a secure and accessible setting with mixed groups of middle-aged men and women. No sign language interpreter was available during the consultations so the people who were hard of hearing or deaf relied on their family members to speak for them.

The assessment concluded that rates of sexual gender-based violence (SGBV) were most prevalent among women with disabilities, that all ages were affected and all had experienced an increase since the disaster.




Following the assessment, a project was launched to address SGBV. The project manager had limited experience of working with older people and people with disabilities and declined applications from older people and people with disabilities to volunteer on the project. This was based on their own perception of the capacities of older people and people with disabilities and a belief that they would not be able to communicate well with the team. A sign language interpreter was recruited to work on the project, however the interpreter lacked experience and training in working with survivors of violence.

## Resource 3: **Facilitators answer sheet**

---

Following an earthquake/typhoon/flooding [*delete as appropriate for local context*], the Protection Cluster completed an assessment. In their assessment, they included specific questions to determine how protection risks may be different for older women and men, and for women, men, girls and boys with different types of disability, compared with those of other people  **[good practice – Protection inclusion standard 1.1 p.97]**. Consultations for the assessment were conducted in a secure and accessible setting  **[good practice – Protection inclusion standard 1.2 p.100]** with mixed groups of middle-aged men and women  **[poor practice – Protection inclusion standard 1.2 p.99-100]**. No sign language interpreter was available during the consultations so the people who were hard of hearing or deaf relied on their family members to speak for them  **[poor practice – Protection inclusion standard 1.1 p.100 and 3.2 p.115]**.

The assessment concluded that rates of sexual gender-based violence (SGBV) were most prevalent among women with disabilities, that all ages were affected and all had experienced an increase since the disaster.

Following the assessment, a project was launched to address SGBV. The project manager had limited experience of working with older people and people with disabilities and declined applications from older people and people with disabilities to volunteer on the project  **[poor practice – Protection inclusion standard 3 p.115]**. This was based on their own perception of the capacities of older people and people with disabilities and a belief that they would not be able to communicate well with the team. A sign language interpreter was recruited to work on the project  **[good practice – Protection inclusion Standard 2.2 p.106]**, however the interpreter lacked experience and training in working with survivors of violence  **[poor practice – Protection inclusion standard 2.2 p.104-106]**.