

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

Humanitarian inclusion standards by sector

Game title: Humanitarian inclusion standards by sector

Overview: In a version of the game 'Bingo', players mark off inclusion standards on cards as the facilitator calls out various Key actions. The winner is the first player to mark off all their standards.

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 who would like an introduction to the Humanitarian inclusion standards (HIS)

Number of players: 2 to 14 (more if played in pairs or if cards are duplicated)

Materials required:

Resource 1: Print one Bingo card for each player

Resource 2: Print one copy of the Bingo caller sheet for facilitator

Estimated time required: 30-40 minutes

Facilitator instructions:

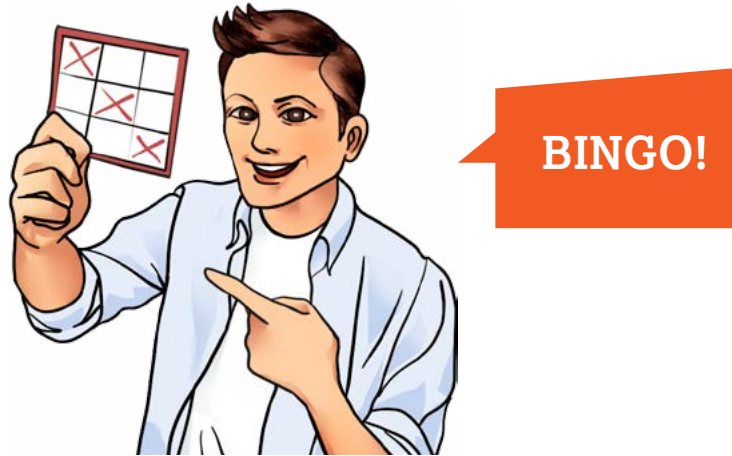
Step 1: Explain the concept of the game to all players.

Step 2: Give each player a different Bingo card and ask them to familiarise themselves with the card, noticing which sectors are in each box (e.g. WASH, Education, etc.) and the different standards for each sector (e.g. Collection of information, Addressing barriers, Participation and resilience). Ask if anyone has the Protection standards on their card and if they notice any difference between the Protection standards wording and the other sector standards wording (Protection standards is slightly different and adds terms such as identification and protection concerns, addressing concerns and empowerment). Take some ideas as to why players think the Protection standard is different.

Step 3: Explain that these are the sector standards in the Humanitarian inclusion standards for older people and people with disabilities (HIS). Each standard is followed by key actions, for example WASH standard 1 is Collection of information, the full standard is: "*Older people and people with disabilities have their WASH-related capacities and needs identified and monitored*". Attached to this standard are two key actions:

- 1.1: Adapt WASH assessment and monitoring tools to collect information on the capacities and needs of older people and people with disabilities.
- 1.2: Include older people and people with disabilities in WASH assessments and monitoring activities. If you have printed copies of the HIS (or soft copies on laptops) ask players to look at the standards that they have on their bingo cards and the associated key actions.

Step 4: Explain that you will read out a number of key actions connected to a specific sector standard, if they have a sector standard on their Bingo card that corresponds they can cross out that box. The first person to have all three areas of ONE of the standards on their card crossed out shouts 'BINGO!' and is the first winner. At this point you will need to check that the boxes crossed on their Bingo card correspond to those you have read out. If time allows, the game can continue and a second winner will be the first person to have all boxes crossed out on their bingo card, this is called a 'full house'. The first person to have a full house shouts 'BINGO!'



Note to facilitator: To help with game playing some of the key actions have been slightly shortened so not to repeat the words older people and people with disabilities every sentence.

Step 5: Debrief with the following questions

- What is the relationship between collecting information, addressing barriers and participation and resilience (you can't address barriers if you haven't collected information about the barriers you, people can't participate or build resilience if you haven't identified them and removed barrier – they must all be actioned in order to have inclusion throughout)
- Are there any surprises about the layout of the HIS sector standards?
- Ask players to select a standard in which they work. Ask them to read what it says in the HIS about that specific standard including the guidance notes designed to support the reader in knowing how to implement the action. Ask players to then share with the group (or in pairs) three things they would like to do (and can realistically do) in their programmes.

Remember! There are also nine key inclusion standards in the HIS.

Level of facilitation required: Low

Possible adaptations to game:

You could change the bingo cards to the Key inclusion standards, as the facilitator you may also read out fewer key actions, possibly just one of the actions associated to that standard. Explain that you will do this before playing the game.

To reuse the cards, use counters, coins, buttons or even small sticky notes to mark off the standards.

Suggested games to play before or after this game:

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

Resource 1: **Bingo Cards - one card per player**

Sector: Health Standard: Collection of information	Sector: Protection Standard: Addressing concerns and barriers	Sector: WASH Standard: Participation and resilience
Sector: Protection Standard: Identification of protection concerns	Sector: WASH Standard: Addressing barriers	Sector: Health Standard: Participation and resilience
Sector: WASH Standard: Collection of information	Sector: Health Standard: Addressing barriers	Sector: Protection Standard: Participation and empowerment

Sector: Food security and livelihoods Standard: Collection of information	Sector: Protection Standard: Addressing concerns and barriers	Sector: Nutrition Standard: Participation and resilience
Sector: Protection Standard: Identification of protection concerns	Sector: Nutrition Standard: Addressing barriers	Sector: Food security and livelihoods Standard: Participation and resilience
Sector: Nutrition Standard: Collection of information	Sector: Food security and livelihoods Standard: Addressing barriers	Sector: Protection Standard: Participation and empowerment



Sector: Education Standard: Collection of information	Sector: Protection Standard: Addressing concerns and barriers	Sector: Nutrition Standard: Participation and resilience
Sector: Protection Standard: Identification of protection concerns	Sector: Nutrition Standard: Addressing barriers	Sector: Education Standard: Participation and resilience
Sector: Nutrition Standard: Collection of information	Sector: Education Standard: Addressing barriers	Sector: Protection Standard: Participation and empowerment



Sector: Health Standard: Collection of information	Sector: Protection Standard: Addressing concerns and barriers	Sector: Health Standard: Participation and resilience
Sector: Protection Standard: Identification of protection concerns	Sector: Nutrition Standard: Addressing barriers	Sector: Nutrition Standard: Participation and resilience
Sector: Nutrition Standard: Collection of information	Sector: Health Standard: Addressing barriers	Sector: Protection Standard: Participation and empowerment



Sector: WASH Standard: Collection of information	Sector: Protection Standard: Addressing concerns and barriers	Sector: Education Standard: Participation and resilience
Sector: Protection Standard: Identification of protection concerns	Sector: Education Standard: Addressing barriers	Sector: WASH Standard: Participation and resilience
Sector: Education Standard: Collection of information	Sector: WASH Standard: Addressing barriers	Sector: Protection Standard: Participation and empowerment



Sector: Food security and livelihoods Standard: Collection of information	Sector: Protection Standard: Addressing concerns and barriers	Sector: Health Standard: Participation and resilience
Sector: Protection Standard: Identification of protection concerns	Sector: Health Standard: Addressing barriers	Sector: Food security and livelihoods Standard: Participation and resilience
Sector: Health Standard: Collection of information	Sector: Food security and livelihoods Standard: Addressing barriers	Sector: Protection Standard: Participation and empowerment



Sector: WASH Standard: Collection of information	Sector: Food security and livelihoods Standard: Addressing barriers	Sector: WASH Standard: Participation and resilience
Sector: Food security and livelihoods Standard: Collection of information	Sector: Nutrition Standard: Addressing barriers	Sector: Food security and livelihoods Standard: Participation and resilience
Sector: Nutrition Standard: Collection of information	Sector: WASH Standard: Addressing barriers	Sector: Nutrition Standard: Participation and resilience



Sector: Education Standard: Collection of information	Sector: Shelter Standard: Addressing barriers	Sector: Education Standard: Participation and resilience
Sector: Shelter Standard: Collection of information	Sector: Nutrition Standard: Addressing barriers	Sector: Shelter Standard: Participation and resilience
Sector: Nutrition Standard: Collection of information	Sector: Education Standard: Addressing barriers	Sector: Nutrition Standard: Participation and resilience



Sector: WASH Standard: Collection of information	Sector: Nutrition Standard: Addressing barriers	Sector: WASH Standard: Participation and resilience
Sector: Nutrition Standard: Collection of information	Sector: Health Standard: Addressing barriers	Sector: Nutrition Standard: Participation and resilience
Sector: Health Standard: Collection of information	Sector: WASH Standard: Addressing barriers	Sector: Health Standard: Participation and resilience



Sector: WASH Standard: Collection of information	Sector: Shelter Standard: Addressing barriers	Sector: WASH Standard: Participation and resilience
Sector: Shelter Standard: Collection of information	Sector: Nutrition Standard: Addressing barriers	Sector: Shelter Standard: Participation and resilience
Sector: Nutrition Standard: Collection of information	Sector: WASH Standard: Addressing barriers	Sector: Nutrition Standard: Participation and resilience



Sector: Food security and livelihoods Standard: Collection of information	Sector: Shelter Standard: Addressing barriers	Sector: Food security and livelihoods Standard: Participation and resilience
Sector: Shelter Standard: Identification of protection concerns	Sector: Nutrition Standard: Addressing barriers	Sector: Shelter Standard: Participation and resilience
Sector: Nutrition Standard: Collection of information	Sector: Food security and livelihoods Standard: Addressing barriers	Sector: Nutrition Standard: Participation and resilience



Sector: Food security and livelihoods Standard: Collection of information	Sector: Shelter Standard: Addressing barriers	Sector: Food security and livelihoods Standard: Participation and resilience
Sector: Shelter Standard: Collection of information	Sector: Health Standard: Addressing barriers	Sector: Shelter Standard: Participation and resilience
Sector: Health Standard: Collection of information	Sector: Food security and livelihoods Standard: Addressing barriers	Sector: Health Standard: Participation and resilience



Sector: Education Standard: Collection of information	Sector: Shelter Standard: Addressing barriers	Sector: Education Standard: Participation and resilience
Sector: Shelter Standard: Collection of information	Sector: Health Standard: Addressing barriers	Sector: Shelter Standard: Participation and resilience
Sector: Health Standard: Collection of information	Sector: Education Standard: Addressing barriers	Sector: Health Standard: Participation and resilience



Sector: Education Standard: Collection of information	Sector: WASH Standard: Addressing barriers	Sector: Education Standard: Participation and resilience
Sector: WASH Standard: Collection of information	Sector: Health Standard: Addressing barriers	Sector: WASH Standard: Participation and resilience
Sector: Health Standard: Collection of information	Sector: Education Standard: Addressing barriers	Sector: Health Standard: Participation and resilience

Resource 2: **Bingo caller sheet**

As you read out a set of key actions tick the box so that you know which actions you have read. Do not read the key actions in order.

Protection:

- ❑ 1. Adapt protection assessment and monitoring tools to collect information on the protection concerns and capacities of older people and people with disabilities.
- 2. Include them age- and gender-appropriate protection assessments.
- ❑ 1. Build awareness among staff, partners and communities of the increased risks face by older people and people with disabilities.
- 2. Strengthen case management and referral mechanisms to ensure that those at risk of protection concerns are identified and referred.
- 3. Provide appropriate services and support for them.
- 4. Address and monitor barriers to accessing protection response services.
- ❑ 1. Use a range of communication channels and methods to ensure access to information about prevention and empowerment activities.
- 2. Include older people and people with disabilities in community-based protection activities.

Identify protection concerns info.

Address concerns and barriers

Participation & empowerment

WASH:

- ❑ 1. Adapt WASH assessment and monitoring tools to collect information on the capacities of older people and people with disabilities.
- 2. Include them in WASH assessments and monitoring activities.
- ❑ 1. Design, construct and adapt accessible water supply and sanitation facilities.
- 2. Review and adapt distribution methods and supplies to provide safe and equitable access.
- 3. Sensitise the community, staff and partners on the rights of older people and people with disabilities to access to WASH activities and services.
- 4. Build the capacities of staff and partners to make WASH services, facilities and programmes inclusive.
- ❑ 1. Strengthen the WASH-related capacities of older people and people with disabilities.
- 2. Support their participation in WASH programmes and related decision-making.

Collect info.

Address barriers

Participation & resilience

Food security and livelihoods:

- 1. Adapt food security and livelihood assessment and monitoring tools and processes to collect information on the capacities and needs of older people and people with disabilities.
- 2. Include them in food security and livelihood assessments and monitoring activities.

- 1. Design facilities and services for food security and livelihoods so that they are safe and accessible.
- 2. Sensitise the community, staff and partners on the right for all to access food assistance and participate in livelihoods activities.
- 3. Build the capacity of staff to make food security and livelihoods activities safe and accessible.

- 1. Strengthen the capacities of older people and people with disabilities to develop their own strategies to address food insecurity and to preserve their livelihoods.
- 2. Support them and their representative organisations to participate in decision-making about food security and livelihoods.

Collect info.

Address barriers

Participation & resilience

Nutrition:

- 1. Adapt nutrition assessment and monitoring tools and processes to collect data on the nutritional status of older people and people with disabilities.

- 1. Design nutrition activities and facilities so that they are accessible
Sensitise the community and nutrition staff on the right for all ages and genders to access and participate in nutrition programmes.
- 2. Build the capacity of nutrition staff to address the nutritional needs of older people and people with disabilities in emergencies, including infants and young children with disabilities, and women with disabilities who are pregnant or breastfeeding.

- 1. Strengthen the capacity of older people and people with disabilities to support good nutrition practices.
- 2. Support their meaningful participation in decision-making about nutrition.
- 3. Strengthen the capacity of older people and people with disabilities to support good nutrition practices.
- 4. Support their meaningful participation in decision-making about nutrition.

Collect info.

Address barriers

Participation & resilience

Shelter:

- ❑ 1. Adapt shelter and settlement assessment and monitoring tools to collect information on the capacities and needs of older people and people with disabilities.
- 2. Include them in shelter and settlement assessments and monitoring activities.

- ❑ 1. Design, construct and adapt shelters and settlements to be accessible. Provide household and shelter-related items that are suitable, safe and accessible.
- 2. Review and adapt distribution methods to provide safe and equitable access. Build the capacities of staff, partners and communities to support inclusion in shelter, settlements and household items activities.

- ❑ 1. Strengthen the shelter-related capacities of older people and people with disabilities.
- 2. Support their participation in shelter-related activities and decision-making.

Collect info.

Address barriers

Participation & resilience

Health:

- ❑ 1. Adapt assessment and monitoring tools to collect information on the health needs and capacities of older people and people with disabilities.
- 2. Include them in health assessments and monitoring activities.

- ❑ 1. Design, construct or adapt health facilities to be accessible.
- 2. Adapt health services to make them accessible.
- 3. Raise awareness and train health staff and communities on the health-related needs and capacities of older people and people with disabilities.

- ❑ 1. Strengthen the health-related capacities of older people and people with disabilities.
- 2. Support their participation in health programmes and related decision-making.

Collect info.

Address barriers

Participation & resilience

Education:

- ❑ 1. Adapt assessment and monitoring tools for formal and non-formal education to collect information on the needs and capacities of older people and people with disabilities.
- 2. Include them in formal and non-formal education assessments and monitoring activities.

- ❑ 1. Adapt learning facilities to be safe and accessible.
- 2. Use a diverse range of teaching methods, curricula and learning materials suitable for different groups of learners.

- ❑ 1. Adapt educational activities and decision- making mechanisms to support the participation of older people and people with disabilities, including children. Ensure that they have equal opportunities to develop their skills and to be employed as teachers or education personnel.

Collect info.

Address barriers

Participation &
resilience