

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

Inclusive data collection

Game title: Inclusive data collection

Overview: Teams race to analyse rapid needs assessment (RNA) cards and determine the impacts of two different data collection methods on the needs assessment.

Learning objectives:

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

- Describe methods of inclusive data collection practice and the impact on assessment results and analysis.
- Explain the advantages of including older people of different genders in data collection.

Who should play the game?

Anyone wishing to learn more about inclusive practices in data collection

Number of players: 4 or more

Materials required:

Resource 1: Print one copy of RNA cards per team

Resource 2: Print one copy of Data collection cards – bad practice per team

Resource 3: Print one copy of Data collection cards – good practice per team

Resource 4: Print one copy of Inclusive data collection per player

Estimated time required: 30-45 minutes

Facilitator instructions:

Step 1: Explain to all players that in teams they will analyse an RNA card and determine the impacts of two different data collection methods on the needs assessment.

Step 2: Organise players into teams of two to four players and ask each team to nominate a reporter. The reporter will come to you, as facilitator, and inform you of the team's analysis and collect the next set of cards.

Step 3: Hand each team their first set of cards which should include one RNA card from Resource 1, one data collection card from Resource 2 (bad practice) and one data collection card from Resource 3 (good practice). Once everyone has the set of cards ask them to begin.

Step 4: Sit in a place where you are equal distance from all teams. When a reporter from a team comes to you check they have appropriate positive and negative impacts written on the data collection cards (ensuring the negative impact is attached to the bad practice and the positive to the good practice). If you approve, hand them another set of cards. Repeat this until a team has completed all four RNA cards and analysed the data appropriately. Congratulate the winning team and ask everyone to stop.

Step 5: Give all teams all the RNA cards and data collection cards to read and debrief with the following questions.

- How did the different methods of collection affect how you interpreted the needs assessment data?
- How does using inclusive practice improve the data analyse and therefore the design of a programme?
- Have you experienced any good or bad practices similar to these during data collection?
- What are the benefits of using older people and people of different genders within the data collection team?
- Hand out copy of Inclusive data collection (Resource 4) to each player (or one copy between two) and compare the suggestions people had given to the previous question to those listed on the worksheet.

- Encourage players to read the following publications available online for further information and support:
 - o HelpAge International, *Rapid assessment method for older people (RAM-OP): A manual*, 2017
 - o HelpAge International, *Age-inclusive disaster risk reduction: A toolkit*, 2019

Level of facilitation required: High

Possible adaptations to game:

You can change the information on the RNA cards to suit the context and sectors you are working in.

It is also possible to give each team all the cards in one go with the overall task of analysing or ordering methods into good and bad practice. Alternatively, out give all the data collection cards at once and then the RNA cards one by one.

Suggested games to play after completion:

- Need for inclusive data
- How SADDD informs programmes

Resource 1: RNA cards

RNA card 1

There is a perceived high level of insecurity among the respondents: 30% of older women and 27% of men reported feeling unsafe some or all of the time. Of these, 77% of older men and women reported feeling unsafe due to exposure/experience of robbery. Other reasons reported for feeling unsafe include fear of civil unrest, physical abuse, armed assault and anxiety about what has become of missing people.

RNA card 2

All responders answered the question about feeling safe, but only one third of respondents answered the specific questions of why they felt unsafe. It was also not clear from the respondents if their feeling of lack of safety is related to their displacement experience or with the camp environment.

RNA card 3

78% of older women and 71% of men who reported feeling unsafe have a disability. 74% of older people reported physical constraints in accessing health care services. Arthritis was reported by 61% of older women and 47% of older men and may be one of the fundamental causes of reduced mobility, coupled with the rugged terrain in the camps.

RNA card 4

9% of older women and 7% of older men responding to the survey reported that they are aware of violence, abuse and neglect (VAN) of older women and men in their close environment. There is a social stigma and taboo surrounding violence, abuse and neglect of older women and men, and high levels of gender-based violence.

Resource 2: **Data collection cards (bad practice)**

Data collection card 1

The data was collected through group discussions that included all those residing in the shelter sitting together with the enumerator.

How might this affect your data?

Data collection card 2

The data was collected by a team of young national men.

How might this affect your data?

Data collection card 3

When someone couldn't remember their age the enumerators guessed.

How might this affect your data?

Data collection card 4

When someone looked younger than they said they were proof of identity was asked. This was often not produced, in which case enumerators guessed their age based on their appearance.

How might this affect your data?

Resource 3: **Data collection cards (good practice)**

Data collection card 1

The data was collected in private safe spaces.

How might this affect your data?

Data collection card 2

The data was collected by a team that included older men and women that had been training by the NGO. Women interviewed women in all circumstances. Older women reach out to older women to ensure their participation.

How might this affect your data?

Data collection card 3

When someone couldn't remember their age the enumerators used the list of events related to the past hundred years of the country's history that they had compiled during training. Some older people did not remember their age, but remembered living at the time of some remarkable events (independence, elections, wars,). Women often remember the age at which they had their children and together they estimated the age of the person. No one was asked for proof of age.

How might this affect your data?

Data collection card 4

Persons such as house helps, watchpersons, and carers were included in the data collection if they resided in the residence for the majority of their time.

How might this affect your data?

Resource 4: **Inclusive data collection**

Inclusive data collection

- We accept respondents' statement of their own age, and we do not challenge them if they appear younger or older than the age they declare. We usually do not ask for a proof of age. However, it might be useful to have compiled a list of events related to the past hundred years of the country's history, as some older people do not remember their age, but remember living at the time of some remarkable events (independence, elections, wars, etc). Women often remember the age at which they had their children
- All eligible older people present in, and belonging to, the sampled household are interviewed and measured, even if the required quota of respondents has been reached. Older people visiting the household should only be included if they are residing there for more than two weeks.
- Persons such as house helps, watchpersons, and carers should be treated as part of the household (i.e. should be interviewed) if the sampled dwelling or compound is their main place of residence.
- Older people should be interviewed in their houses. It is not good practice to have the older people in the community gathered in one place.
- When entering older people's houses, enumerators should always be polite, respectful, and careful not to intrude on people's privacy.
- Older people should not be intimidated into answering the questionnaire or being measured. They always have a right to refuse to answer some or all of the questions and to refuse measurements. Refusals should be noted on the questionnaire.
- Some of the questions are of an intimate nature. Be careful not to administer the questionnaire in a space where everybody present can hear the answers. This may embarrass the respondent or cause the respondent to answer wrongly. This is important as a 'wrong answer' will tend to hide need and will bias the survey results.
- Some older women may object to having their mid-upper arm circumference (MUAC) taken by a man (or vice versa). This is why it is advisable that the team has both male and female members.

Training older people to collect and manage data

Older people, with support from the organisations working with them, can collect information on the types and frequency of hazards as well as vulnerabilities and capacities in their communities. Training older people to collect and manage information has multiple advantages such as:

- Gives older people ownership of information on their communities;
- Gives older people confidence to identify and prioritise problems and plan appropriate responses;
- Gives older people the ability to contribute to disaster risk reduction plans and activities managed by local leaders/organisations; and
- Ensures that data on community vulnerabilities and capacities is disaggregated by age.

Sources:

HelpAge International, *Rapid assessment method for older people (RAM-OP): A manual*, 2017

HelpAge International, *Age-inclusive disaster risk reduction: A toolkit*, 2019