

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

Inclusion in livelihoods

HelpAge

International

Game title: Inclusion in livelihoods

Overview: Two teams perform role plays about livelihood programmes while observers make notes on ageism, gender inequality and disability discrimination.

Learning objectives:

By the end of the game players will be able to explain the impact that ageism, gender inequality and disability discrimination in livelihood programmes can have, and how to design a more inclusive response.

Who should play the game?

Anyone designing or implementing humanitarian response, especially those working in the 'Food security and livelihoods' sector.

Number of players: 8 or more

Materials required:

Resource 1: Print and cut one copy of Role play scenarios

Resource 2: Print one copy of the Observers' worksheet for all players

Other requirements:

A space for each team to prepare and practise their role plays, with one space large enough for everyone when the role plays are performed.

Estimated time required: 45-60 minutes

Facilitator instructions:

- Step 1:** Explain that this game is based on two role play scenarios whereby some players will be invited to act whilst other players will be observers and asked to complete a worksheet.
- Step 2:** Invite six to eight volunteers to act out a short scene from a livelihood programme. Divide the volunteer actors into two teams – Team 1 and Team 2. Explain to Team 1 that they will perform their role play first, followed by Team 2. Give each team the corresponding scenario (Resource 1). Say that the role play should take between 5-10 minutes. Actors should read the scenario and check with each other that they share the same understanding of the scenario. They will then need to decide who will play which role and how they will act out a scene to help the audience understand what has happened. Give the teams between 10-15 minutes to prepare their role play, ideally in separate rooms. It is important that they prepare separately and do not collaborate in order to encourage different depictions of the scene.
- Step 3:** Whilst the actors are preparing, tell remaining players that they will be observers and give each a copy of the Observers' worksheet (Resource 2). Explain that they will observe two role plays. Ask the observers to think through the questions on their worksheet now, before they see the role plays. Encourage observers to make notes on their worksheet during the role plays. They will be asked to share their observations and thoughts after both role plays have been performed.
- Step 4:** Invite the Team 1 to perform their role play first, followed immediately by Team 2. Ensure everyone is quiet during the performances and that everyone can see what is happening and hear what is being said.

Step 5: Thank all the actors for taking part. Invite the observers to ask any questions they might have around the content of the role play. Give copies of the Observers' worksheet to the actors and talk through each question. Ensure that actors and observers all have an opportunity to speak.

Step 6: Explain that both scenarios were based on programmes that occurred in Pakistan. They are documented in the case study on page 162 of the Humanitarian inclusion standards (HIS). The first scenario is very common across the globe in humanitarian livelihood responses.

Finish by debriefing the whole group with the following questions:

- What did you learn?
- How do these concepts and scenarios relate to your own work?
- In what ways can your programmes improve and become more inclusive of older men and women, with and without disabilities?

Encourage those working in the 'Food security and livelihoods' sector to review the Humanitarian inclusion standards.

Level of facilitation required: High

Possible adaptations to game:

You can adapt the scenarios to suit your context and sector drawing from local case studies. If players do not want to act you can also print copies of the scenarios, first give everyone scenario 1 and ask teams to brainstorm how this could be improved using the HIS. Then provide scenario 2 to compare their responses followed by debrief.

Suggested games to play before this game:

- Humanitarian inclusion standards by sector
- What is Dignity?

Suggested games to play before or after this game:

- Rights-based model to programming
- Using the protection inclusion standards

Resource 1: **Role play scenarios**

Role play 1:

Food security and livelihoods response to the drought-prone district.

One resident of the district is aged over 85, is hard of hearing and has a visual impairment. The resident lives with their partner and daughter. The daughter has an intellectual and psychosocial disability. During severe drought periods, the family depend on donations from the community for food, usually consisting of bread, chili powder and water.

The NGO delivering livelihood assistance targets younger residents or those able to handle heavy physical work. This normally means that young men receive opportunities for work and livelihoods. In this culture men normally provide for the family.

Task:

Create a play that represents the situation in the scenario above. Be creative but ensure to include the following roles and all the essential elements of the scenario.

Essential Roles:

- 85-year-old resident
- NGO worker
- Young man in the community

Optional roles:

- Family member of older resident
- Another young man in the community

Role play 2:

Food security and livelihoods response to the drought-prone district.

One resident of the district is aged over 85, is hard of hearing and has a visual impairment. The resident lives with their partner and daughter. The daughter has an intellectual and psychosocial disability.

The NGO used the Humanitarian Inclusion Standards to guide their response. This meant that their programmes were designed specifically to be inclusive of older people and people with disabilities. The project team adapted their beneficiary selection forms and criteria to collect sex, age and disability disaggregated data to identify older people and people with disabilities living in the project area.

The resident received fodder for the first time, to help maintain their livestock. And for the first time, this resident and other older people and people with disabilities were given space on the village selection committee, the project body established to help select the beneficiaries. This direct participation helped to ensure that others in these at-risk groups would continue to be identified.

Task:

Task: Create a play that represents the situation in the scenario above. Be creative but ensure to include the following roles and all the essential elements of the scenario.

Essential Roles:

- 85-year-old resident
- NGO worker
- Committee members (2-3 persons)

Optional roles:

- Family member of older resident
- Another NGO worker

Resource 2: **Observers' worksheet**

Intersecting characteristics: Considering age, gender and disability.

Ageism is discrimination or unfair treatment based on a person's age. While families and communities may value their older members, in many societies across the world, a negative view of older age predominates and older age is stereotyped as a time of loss and vulnerability. The experience of ageism is compounded for older women when combined with effects of sexism, reflected; for example, in unequal access to income, employment, pensions and decision-making roles and exposure to violence and abuse.

Gender inequality affects women throughout their lives, including in older age. Gender inequality is very significant as it intensifies the negative effects of all other forms of exclusion. Older women can be subjected to discrimination based on their age and gender, and other factors including disability, which results in a unique experience of intersecting discrimination. For example, older women can be particularly vulnerable to losing their livelihoods due to their lower status, lack of knowledge of their rights and local laws that prevent them from inheriting property. Men can also face discrimination related to their gender as they move into older age. For example, men who have fulfilled a traditional gender role of being the main income earner may lose their status and experience a sense of isolation and disempowerment when they stop earning an income.

Disability can be both a cause and result of poverty and those living with a disability are more likely to face social exclusion and inequality. Age discrimination means that older people with disabilities are especially likely to be excluded. Many experience severe poverty, malnutrition and isolation. Disability affects men and women differently. Older women with disabilities can face additional levels of marginalisation and discrimination. However, existing disability programmes tend to focus on children or younger adults, while development programmes, including those involving older people, often exclude a disability perspective. Older women and men with disabilities face physical, communication, attitudinal and institutional barriers that prevent them from fully participating in society.

1. What evidence of ageism did you see of these role plays?

2. What evidence of gender inequality did you see in these role plays?

3. What evidence of disability discrimination did you see in these role plays?

4. What good practice did you observe?