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

Mapping organisations and capacities

HelpAge
International

Game title: Mapping organisations and capacities

Overview: In teams, players create posters that highlight opportunities for collaboration with other stakeholders and write key questions that help assess organisational capacity.

Learning objectives:

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

- Use a Venn diagram to map the relationships and level of influence among a range of stake holders.
- Ask appropriate questions to assess capacities and determine opportunities for collaborating on an inclusive response.

Who should play the game?

Field staff looking for opportunities to collaborate with other stakeholders and thereby maximise inclusion in the response.

Number of players: 4 or more

Materials required:

Large paper, ideally flipchart, and coloured marker pens for each team

Resource 1: Print two copies of the Venn task sheet per team

Resource 2: Print one copy of the Scenario per player or per pair

Resource 3: Print one copy of the Capacity questions per player or per pair

Estimated time required: 60-75 minutes

Facilitator instructions:

Step 1: Explain that the purpose of the task is to identify opportunities for collaboration by mapping an NGO, called AquaAid, relationship with various stakeholders. Relationships and levels of influence will be illustrated on a poster using Venn diagrams. For those unsure what a Venn diagram looks like, it is explained on the worksheet they will be given.

Step 2: Divide participants into teams of two to five players.

Step 3: Say that all the instructions for the task are on the worksheet. They will have 30 minutes to create their poster and will then share it with the other teams. Give each team copies of the Venn task sheet (Resource 1- one between two is fine) and copies of the Scenario (Resource 2). Allow time for all players to read the instructions and then invite any questions about the task.

If players have no information regarding organisations or groups they are asked to map (see worksheet), they can assume there is no current relationship and therefore illustrate on the Venn diagram as distant from their own organisation. This highlights the need to reach out to organisations or groups that represent particular groups of people in the community. Even if they don't exist in the community level, they are likely to be found at regional or national level.

Step 4: When everyone is ready to begin, start the clock and provide up to 30 minutes (20 minutes might be enough for some groups) to create their posters and discuss the questions on the worksheet.

Step 5: At the end of the allocated time, ask everyone to stop and ask them to put their posters on the wall. Give everyone a few minutes to view each other's posters and then ask the following questions:

- What did you learn from this exercise?
- What information is missing from this diagram?

Explain that the next step would be to create a stakeholders register and plan communications assess the capacities of some of the stakeholders that have been identified, looking for opportunities to collaborate or provide support.

Step 6: Ask players to return to their teams and now list the types of information that would help assess capacities of organisations or groups with which they are unfamiliar. It is a good idea to ask half the of teams to focus on older people's associations (OPAs) and the other teams to focus on disabled people's organisations (DPOs). Encourage the teams by saying that good ideas will be awarded points and at the end, the team with the most points wins. Give groups 10 minutes to list the information that would help them assess capacity.

Step 7: After 10 minutes ask everyone to stop, invite people to swap their lists and read through the other group's information. As they do so they should award a point for each idea that they think is useful (as facilitator, monitor and ensure fairness). They can also refer to the list from the Age-inclusive disaster risk reduction (AIDRR) toolkit page 42, which is also available in Capacity questions (Resource 3).

Step 8: Once all points have been awarded, swap the lists back. Congratulate the team that received the most points and ask them to share their list.

Step 9: Debrief
Ask the following questions:
- What did you learn from this activity?
- How might this impact on your work?
- Do you think you could work more collaboratively with groups to ensure inclusion?

Thank everyone for participating.

Level of facilitation required: High

Possible adaptations to game:
It is possible to change the Venn diagram to an interest/influence matrix, very similar steps would be required. At step 6 you may divide the group differently, some people or groups could focus on women-led organisations (WLOs) youth groups or other groups identified in the stakeholder map.

You can also pre-cut circles of different sizes to encourage a more controlled exercise and to create a more tactile diagram.

Suggested games to play before or after this game:
- Identifying vulnerabilities and capacities
- Recognising capacities of older people in disaster risk management
- Mapping vulnerabilities and capacities of older people

Additional resources:
- HelpAge International, *Age-inclusive disaster risk reduction: A toolkit*, 2019, pp.42-43
- Age and Disability Consortium, *Humanitarian inclusion standards for older people and people with disabilities*, 2018, pp.28-29

Resource 1: **Venn task sheet**

In teams, create a Venn diagram to map the local actors and organisations for AquaAid. You will find information about AquaAid in the Scenario document.

"A circle or Venn diagram is a representation of the different actors within the community, their relative importance and influence and the interactions of the community, both internal and external." – Age-inclusive disaster risk reduction toolkit, page 50

A Venn diagram may look similar to the below, but no two diagrams will look the same. They can be used to map stakeholders or community relationships.
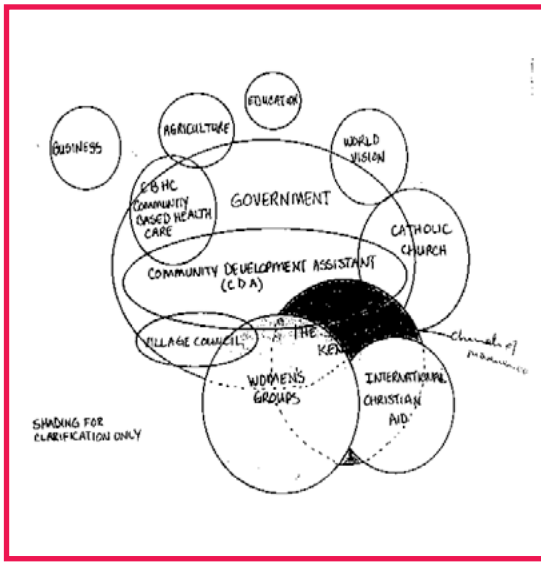

Image sources:

Left image: https://portsinthestorm.com/2011/09/25/participatory-methods-part-4-describing-relationships/

Right image: Community map: The importance of various institutions to their community: perceptions among men and women in a village of Santiago Island, Cape Verde, December 2003 http://www.fao.org/3/y5551e07.htm

As a team, think about the stakeholders in the scenario and follow the steps below to create a Venn diagram.

1. List stakeholders and partners that you wish to include. Be sure to include disabled people's organisations (DPOs), older people's associations (OPAs), women-led organisations (WLOs), HIV/AIDS prevention groups, youth groups, gender-based violence (GBV) specialists and community-based organisations (CBOs) that operate in the area. Also consider groups that assist households to overcome key constraints (e.g. related to land, livestock, sickness, nutrition, domestic violence, lack of income).

2. Draw a big circle. This circle at the centre represents AquaAid organisation.

   Smaller circles within or around the big circle represent an actor or agency that AquaAid interacts with. The position of these circles represents their relationship with other actors as well as AquaAid, while the size represents its influence on the project(s).

3. As a group decide how important each stakeholder is to AquaAid's ability to work inclusively, decide a corresponding circle size (small = somewhat important; medium = important; large = critically important). Next decide how close the current relationship is between the selected stakeholder vend AquaAid. If the relationship is close, draw the circle very close to, or touching the organisation. If the relationship is distant, draw the circle toward the edge of the paper, etc. (Remember to draw the circle with the appropriate size!).

4. Assess each stakeholder this way. Disagreement about the importance of stakeholders is okay. Ask questions to understand why members feel the way they do and try to compromise.

5. You have now created a stakeholder map. As a group assess your Venn diagram by discussing the following questions.
    - Are any groups missing?
    - Are any relationship patterns surprising?
    - Does AquaAid currently have the ability to work inclusively by collaborating with appropriate stakeholders?
    - Does AquaAid lack a good relationship with any important stakeholders that would enable you to deliver more inclusive humanitarian action?
    - Does an existing partner have a strong relationship with a partner you would like to work more closely with?
    - Do any problems or opportunities present themselves?

6. Be ready to share your Venn diagram and answers to the above questions with the other teams.

Resource 2: **Scenario**

Last year, significant flooding affected three districts in the country. You are a member of the water, sanitation and hygiene (WASH) project team for the small national NGO AquaAid, your project aims to restore (and enhance) access to water, sanitation and hygiene in flood-affected communities. You are implementing the project on behalf of your sister organisation AquaAid UK, who in turn receives funding from the UK government's Department for International Development. Similar projects are being implemented in two neighbouring countries that were also affected by the floods.

Your project has a steering committee, that provides advice about changes to the project and monitors the project's progress. Steering committee members include a representative from the Ministry of Rural Development (responsible for rural water supply), UNICEF, Save the Children, Ministry of Health, and AquaAid UK. The steering committee meets every six months.

At the start of your project, your manager met with the public health officer responsible for the flood-affected districts to discuss your project's aims and objectives. You have invited the public health officer to several events in the communities in which you work, but she has not attended any of them.

Your project has established Water Management Committees in the communities that you work with. The committees meet every two weeks and one of your team talks to the committee Chairs on the phone after each meeting.

Several Water Management Committees have highlighted the specific needs of older people and people with disabilities so you have recently started working closely with WeCan, the national organisation for people with disabilities and local branches of the Association of Older People.

Your project also works alongside UNWomen in a number of communities with particularly high levels of gender-based violence. Project officers from AquaAid and UNWomen make regular combined field visits to these communities and work closely to ensure activities are complementary. UNWomen will shortly be withdrawing from these communities, but you would like to explore the possibility of extending the work to other communities working alongside a local women's rights organisation, Women in Development. You have not made contact with them yet.

Resource 3: **Capacity questions**

Mapping capacities of older people and people with disabilities will also include mapping capacities of collectives and clubs.

All groups

The following criteria can be useful in assessing most groups whether they are OPAs, DPOs, CBOs, youth group etc.

- Number of regular members and number of new members;
- Age distribution of members;
- Frequency of meetings, regular attendance and number of women attending meetings;
- Records/minutes (accurate and regular);
- Observation of communication at meetings and age-linked sensitivities;
- Examples of DPOs and OPAs (and or other groups) taking the initiative to plan and implement activities together.
- Examples of the organisation or group taking the initiative to plan and implement activities within their communities
- Management and implementation of specific activities (accurate and regular record keeping, repayments and management of savings/credit, rice, cow or seed banks);
- Regular nomination and election office bearers (process);
- Number of training sessions on general management (management, leadership, record-keeping and fundraising);
- Number of training sessions on specific activities (rice and cow banks, community funds and savings groups);
- Fundraising capacity and successes; and
- Inclusion of older people (or other marginalised groups) through organisation or association in local government consultations.

Disabled people's organisations

There are intersections with age and disability issues such as increased longevity of individuals with disabilities and an aging population with age-related disabilities. This makes disabled people's organisations (DPOs) a significant resource when it comes to age inclusion. Mapping their presence and assessing their capacities can help in utilising their experience and strengths for inclusive programming.

Taken from: HelpAge International, *Age-inclusive disaster risk reduction: A toolkit*, 2019, pp.42-43