

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

Attitudinal, environmental and institutional barriers

Game title: Attitudinal, environmental and institutional barriers

Overview: Matching activity of descriptions of ageism for older people (including those relating to gender and disability) to a category or categories. Facilitated discussion on how this relates to their context and what could be changed to remove the barrier/change attitudes.

Learning objectives: By the end of the game players will be able to recognise the various levels in society in which ageism manifests and reflect on how that applies in their given context.

Who should play the game?

Anyone wishing to understand the various barriers that exist for diverse groups of people.

Number of players: 4 or more

Materials required:

Resource 1: Print copies of Game statements for each team, cut into singular statements and headings

Resource 2: Print copies of Barriers to inclusion for each group of two or three

Resource 3: Print one copy for facilitator

Estimated time required: 45-50 minutes

Facilitator instructions:

Step 1: Organise participants into teams of 2 to 5 players. Try to ensure the teams are diverse and include both men and women of different ages and experiences.

Step 2: Explain that this game looks at three broad areas, or levels, in which we can explore barriers. They are:

- Attitudinal
- Environmental
- Institutional

Explain the differences between these three levels, you can use page 29 of the Inclusion Standards for older people and people with disabilities to help explain or ask them to read Barriers Explanation (Resource 2), which is a copy of page 29 of the Inclusion Standards.

Each team will have a set of cards, each of which has a statement written on it. Take turns to read out a statement and, as a team, decide, the area to which the statement belongs. Some statements may fall into more than one area, so focus on the area in which you think it mostly belongs.

Step 3: Give each team a set of cards. These include the three headings and the statements (ensure the statements are shuffled). Ask them not to turn the cards over until you say. Assign a time limit for the task of around 20 minutes. Adjust the time depending on how fluent people are in reading and understating English, and whether they need translation.

Step 4: After the time has finished, ask all teams to stop and come together for a debrief. There is an answer sheet to which the facilitator may refer (Resource 3), although these are only suggestions and there may be other possibilities. The most important learning come from the teams' discussion and the realisation that

these common issues do not form barriers in isolation but are interconnected. The attitudes of people, the environment and institutions will together create barriers.

Ask the following questions to players:

- Which statements did you find difficult to categorise, and why?
- How are the different levels inter-related?
- What happens if we only address the barriers at one level?
- Have you seen or experienced any of these barriers?
- What can we do to remove or reduce these barriers?

Level of facilitation required: Medium

Possible adaptations to game:

You can add or edit the statements depending on your context, or ask the participants to think of statements themselves and use those instead.

This could be played as one whole group instead of smaller teams. Or you can stick the headings up around the room and then hand out the statements (one or two per player) to place under the correct heading. During debrief you can then check as a group if you agree on where they have been placed.

Suggested games to play before this game:

- Why inclusion matters

Suggested games to play after this game:

- Rights-based model to programming
- How to use the HIS sector standards

Resource 1: **Game statements**

Attitudinal

Environmental

Institutional levels

Someone with a hearing impairment cannot participate in a community meeting.

Older people can't participate in cash for work programmes they are too frail.

Older women care for their grandchildren and are too busy to attend community meetings.

Women with mental disabilities cannot participate in sexual health workshops as they won't understand, so it's better to invite their carer.

People with disabilities need help washing.

It's too expensive to employ older people and people with disabilities, especially when they are women as they will take lots of sick days and will not be fast workers.

Information about food distributions is provided in a written format. People with visual impairments or illiteracy should ask their family members to explain.

The entrance to the latrines has a high step and people with low mobility due to age or disability must use a separate facility.

There are steps and no handrails at the entrances to the community centres.

Information regarding job opportunities is in English only and posted on the information board near to where men often sit and drink tea.

The evacuation route information is available at the schools and community centres only. People who do not attend those places need to ask friends and family.

Inheritance law states that only sons inherit property.

Women over the age of 49 cannot partake in needs assessment surveys for gender-based violence.

An organisation's policy states that it cannot employ someone who is 60 or more on a full time contract.

An organisation's policy for reporting sexual assault states that reports must be made to the head of mission.

An organisation requires everyone to have a university level education for any contract of employment.

The convention of the rights of people with disabilities has not been ratified at a national level and therefore an organisation is not required to hire or accommodate people with disabilities at work.

People cannot leave work to care for children or family members. They must work until 5pm and flexible working hours is not an option.

Resource 2: **Barriers to inclusion**

Attitudinal. Negative attitudes and discrimination on one hand, or over-protection on the other hand, can be caused by a misconception of disability or older age. For example, people in the community might believe that an older person or a person with a disability cannot participate in the response. Parents might hide a child with a disability at home because they think that disability is a source of shame. Factors such as disability, age and gender are not isolated: the intersection between them can create multiple forms of discrimination.

Environmental. Barriers include physical barriers to accessing the built environment, and barriers to information and communication. For example, if only one format is used to provide information on humanitarian services, instead of different formats, such as tactile signing, sign language, audio or images, this could be a barrier. Information barriers may be less visible than physical barriers, but it is important to detect them, as they can exclude large groups of people.

Institutional. Laws, policies and procedures (including those of humanitarian organisations) can lead to either intended or unintended discrimination against certain groups. These barriers may segregate older people and people with disabilities from many areas of life, such as employment, political participation, education or social services.

Extract from: Age and Disability Consortium, *Humanitarian inclusion standards for older people and people with disabilities*, 2018, p.29

Resource 3: Answer sheet

Attitudinal

- Someone with a hearing impairment cannot participate in a community meeting.

This demonstrates someone's attitude - someone believes that people with disabilities, including hearing impairments, cannot participate. However, this is not true and they can and should fully participate. They may need support with a sign language translator or other hearing device.

- Older people can't participate in cash for work programmes they are too frail.

This is a perception and not a fact. Some old people are frail and may need less physically demanding work such as registering people at a health clinic or other administrative work. Others may be very capable of more physical jobs. This attitude is a barrier for many older people.

- Older women care for their grandchildren and are too busy to attend community meetings.

This is a stereotype of older people and an attitudinal barrier. Whilst it may be true for some women, others may not have this responsibility. All older women should be included by ensuring meetings are at suitable times and provide support with care whilst people attend the meeting.

- Women with mental disabilities cannot participate in sexual health workshops as they won't understand, so it's better to invite their carer.

This attitude is causing a barrier for inclusion. People with disabilities should always be included in such workshops. If they require additional support during the workshop it may be necessary to invite their carer to attend alongside them. Women with disabilities are also at higher risk of sexual and gender-based violence due to their vulnerabilities.

- People with disabilities and older people need help washing.

This attitude will create the barrier and resistance to building inclusive facilities. Some people with disabilities and some older people may need support to wash. However, quite often if we create.

- Its too expensive to employ older people and people with disabilities, especially when they are women as they will take lots of sick days and will not be fast workers.

Older people and people with disabilities, especially women, will create a more diverse workforce which will in turn have a positive effect on the organisation's effectiveness. They have a right to equal opportunities and are no more likely to take sick days than other team members.

Environmental

- Information about food distributions is provided in a written format. People with visual impairments or illiteracy should ask their family members to explain.

This barrier to information only because of the format in which it is presented. Multiple formats with pictures and radio would remove this barrier.

- The entrance to the latrines has a high step and people with low mobility due to age or disability must use a separate facility.

This physical barrier could have been removed if the latrines had been designed with a small ramp or no step.

- There are steps and no handrails at the entrances to the community centres.
This physical barrier stops people with mobility issues or wheelchair users accessing these areas. Handrails should be put in place along with a ramp.
 - Information regarding job opportunities is in English only and posted on the information board near to where men often sit and drink tea.
There may be multiple barriers here. Firstly, many people may not speak English. Secondly, many older people, people with disabilities and women may not be able to access the information board due to its location and other responsibilities they may have. Thirdly, if it is a common place for men to loiter, women may feel (or may be perceived by others to be) at risk and will not be able to access the area.
 - The evacuation route information is available at the schools and community centres only, people who do not attend those places should ask friends and family.
Not everyone can access these areas due to the distance from their home and not everyone will be informed by family and friends. Often, older people, people with disabilities and women are often not given information due to attitudinal barriers where by people don't think they need or can understand that information.
 - Its too expensive to employ older people and people with disabilities, especially when they are women as they will take lots of sick days and will not be fast workers.
Older people and people with disabilities, especially women, will create a more diverse workforce which will in turn have a positive effect on the organisation's effectiveness. They have a right to equal opportunities and are no more likely to take sick days than other team members.
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Institutional levels

- Inheritance law states that only sons inherit property.
This law places a barrier for women to own property and live independently. It keeps men in power.
- Women over the age of 49 cannot partake in needs assessment surveys for sexual and gender-based violence.
This practice (which may be a policy or just common practice in an organisation) places a barrier for women 50 and over from reporting sexual and gender-based violence and receiving the support services and protection they need.
- An organisation's policy states that it cannot employ someone who is 60 or more on a full time contract.
This is a discriminatory policy for older people who may need or want to work.
- The organisations policy for reporting sexual assault states you must report to the head of mission.
This policy may be a barrier if the Head of Mission is of the opposite sex or if they are the perpetrator of the assault. Also, the survivor may fear disclosure or repercussions if they are not confident with the reporting system. This system needs to be changed to allow for multiple ways of reporting to remove barriers.
- The organisation requires everyone to have a university level education for contract employment .
This policy creates a bias towards men in many countries where women have often been denied education (especially at university level). This means that more women than men will experience the barrier. Only jobs that actually require university education for technical reasons should request this level.

- The convention of the rights of people with disabilities has not been ratified at a national level and therefore an organisation is not required to hire or accommodate people with disabilities at work.

The law at the national level is a barrier to people demanding inclusion at the organisational level. If the organisation is committed they should still have their own commitment to inclusion and ensure they hire a diverse team, including people with disabilities, accommodating their needs as much as possible,

- People cannot leave work to care for children or family members. They must work until 5pm and flexible working hours is not an option.

This strict policy forms a common barrier to women who are the main carers of older people, people with disabilities and children. Allowing flexible hours where they can start and/or finish earlier can help reduce this barrier.
