

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

How to use the HIS key standards

Game title: How to use the HIS key standards

Overview: This game is adapted from the popular 'Go fish' card game. Players have to collect sets of cards that represent each of the key inclusion standards. In doing so, players become more familiar with the standards and what comprises them.

Learning objectives:

By the end of the game players will be able to navigate the nine key inclusion standards which form part of the Humanitarian inclusion standards (HIS).

Who should play the game?

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

Number of players: Groups of 3-4 people.

Materials required:

Resource 1: One full set of cards, printed in colour and cut, per group of players

Resource 2: One poster printed per group of players

Estimated time required: 20-30 minutes

Facilitator instructions:

Step 1: Print and cut up all cards (Resource 1), there should be 36 in total.

Step 2: Shuffle cards.

Step 3: Give each player 5 cards.

Step 4: Place all the remaining cards face down in the centre of the table. This will be the central pile.



Step 5: Decide who goes first. There are a variety of ways to determine who goes first - flip a coin, roll a die, or use any other method to randomly choose who starts and decide if you prefer to play clockwise or anticlockwise around the table.

Step 6: Place the two posters (Resource 2) in the centre of the table so that all players can read.

Step 7: Read the rules of the game below.

The objective of the game is to collect sets of four cards. A set of cards contains:

- One **Key inclusion standard** card
- One corresponding **Key actions** card
- One corresponding **Guidance notes** card
- One corresponding **Tools and resources** card

1) Asking your opponent for a card

If you are the first player, decide on the set of cards you would like to collect from the ones you hold in your hand. Then, choose another player and ask if they have a card you require to complete the set. For example: “Do you have any cards for Key standard 4, Knowledge and participation?” Or “Do you have any cards for Key standard 3, Resilience?”



Do you have any cards
for Key standard 3,
Resilience?

If that person has any of the cards that belong to the set being requested, they give those cards to you and the cards become part of your hand. Each time you get a card from another player, you can repeat this process and continue to request cards from the same player or one of the other players. Remember – you can only request cards for a set for which you already hold at least one card.

2) Go fish

If the player you are asking does not have a card, they will say “Go fish”. At this point, you must take a card from the central pile. This card becomes part of your hand, and this is the end of your turn. It is now the turn of the next player.



Yes, here is the Tools
and resources
card for the
Resilience key

OR



No, sorry.
Go fish!

3) Collecting sets

As soon as you have a complete set, place the cards face up on the table in front of you.

4) Winning the game

The game is over when all the cards from the pile in the centre have been collected, or a player no longer has any cards in their hand. The player with the most sets of cards on the table wins the game.

Debrief:

Once the game is over, look at the sets of cards on the table and match up any remaining sets so that all nine Key Inclusion standards are laid out on the table with corresponding cards.

A facilitator should explain that the HIS has these nine key standards that all programmes should meet. Each standard is laid out in the same manner, with the standards, key actions, guidance notes, and nearly all standards also contain a section called tools and resources (note that Key standards 5, 6 and 9 have no such section in this edition although it is planned for future revisions).

In addition, they all have a short case study to help contextualise the standards and learn from good practice. Allow participants to familiarise themselves with all the sets of cards and then ask the following questions to the group in order to help participants to further explore HIS key standards:

- **If you wanted to know how to promote meaningful participation of older people and people with disabilities in decision-making, where would you look?**
(Key inclusion standard 4: Knowledge and participation)
- **If you wanted to have more guidance on how to build inclusive teams so that older people and people with disabilities are part of your team, where would you look?**
(Key inclusion standard 8: Human resources - guidance notes)
- **If you wanted to have more guidance on how to build the capacity of your team to ensure they have the suitable skills and attitudes to implement inclusive humanitarian action, where would you look?**
(Key inclusion standard 8: Human resources - guidance notes)
- **If you wanted to know more about the minimum standards for data collection to identify older people and people with disabilities where would you look?**
(Key inclusion standard 1: Identification)
- **If you wanted to know more about ensuring your programmes are accessible to older people and people with disabilities where would you look?**
(Key inclusion standard 2: Safe and equitable access)
- **If appropriate ask:**
What similarities are there between the key inclusion standards and the Core Humanitarian Standard (CHS), which forms part of Sphere?
Ideally you should have a copy of the CHS to give to participants to help with this question.
(HIS consist of nine Key inclusion standards, derived from the Nine Commitments of the Core Humanitarian Standard on Quality and Accountability (CHS)).
- **What do you think are the most important key inclusion standards in DRR?**
(All are relevant and all have a role)
- **What key inclusion standards do you think are the most difficult to implement?**
- **Which standards are programmatic and which are operational?**
- **How could you use the HIS key standards in your work?**

Add other questions according to the group's area of work.

If you have a copy of the Humanitarian inclusion standards, explore an appropriate standard in more detail.

Level of facilitation required: Low

Possible adaptations to game:

This game could also be played as a simple matching game or you can print two sets and play with more players. The set of cards can be adapted to many simple card games where you must collect sets of cards. The debrief questions at the end of the game can also be varied depending on the context in which you work.

Suggested games to play before this game:

- Why inclusion matters

Suggested games to play after this game:

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

Additional resources:

- Core Humanitarian Standards, Sphere

Resource 1: Humanitarian inclusion standards (HIS) cards



Key inclusion standard 1:

Identification

Older people and people with disabilities are identified to ensure they access humanitarian assistance and protection that is participative, appropriate and relevant to their needs.

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Key actions:

Identification

1.1: Collect, analyse and report information relating to older people and people with disabilities in all humanitarian information management systems.

1.2: Engage directly with older people and people with disabilities to identify and monitor their capacities and needs, and their access to humanitarian assistance.



Guidance notes:

Identification

Example

1.1 *“Collect information on what factors prevent access to services by older people and people with disabilities and what factors enable their access. Collect this information directly from older people and people with disabilities of all ages.”*

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Tools and resources:

Identification

- Washington Group on Disability Statistics
- UNICEF and Washington Group on Disability Statistics, Child Functioning Question Sets
- HelpAge International, Valid International, and Brixton Health, RAM-OP: Rapid Assessment Method for Older People
- And many more

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Key inclusion standard 2:

Safe and equitable

Older people and people with disabilities have safe and equitable access to humanitarian assistance.

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Key actions:

Safe and equitable

2.1: Address barriers that affect participation and access to services.

2.2: Strengthen factors that enable older people and people with disabilities to participate and have access to services.



Guidance notes:

Safe and equitable

Example:

2.1 **“Information barriers.** *Provide information through a range of communication channels and in different formats, so that it is accessible to everyone.”*

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Tools and resources:

Safe and equitable

- CBM, Humanitarian Hands-on Tool (HHoT), Information
- United Nations Children’s Fund (UNICEF), General Guidance: Including children with disabilities in humanitarian action,
- And many more

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Key inclusion standard 3:

Resilience

Older people and people with disabilities are not negatively affected, are more prepared and resilient, and are less at risk as a result of humanitarian action.

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Key actions:

Resilience

3.1: Strengthen the capacity and leadership of older people and people with disabilities, and their representative organisations, to contribute to inclusive preparedness, response and recovery.

3.2: Identify, assess and mitigate risks faced by older people and people with disabilities in emergency contexts.



Guidance notes:

Resilience

Example:

3.2 *“Consider how measures designed to enable older people and people with disabilities to access assistance and protection could put them more at risk. For example, prioritising them for assistance could stigmatise them or put them at risk of theft or even violence.”*

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Tools and resources:

Resilience

- Global Protection Cluster, Protection Mainstreaming Toolkit: field testing version
- Inter-Agency Standing Committee, Minimum Operating Standards: Protection from Sexual Exploitation and Abuse by own Personnel

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Key inclusion standard 4:

Knowledge and participation

Older people and people with disabilities know their rights and entitlements, and participate in decisions that affect their lives.

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Key actions:

Knowledge and participation

4.1: Provide accessible information about rights and entitlements.

4.2: Promote the meaningful participation of older people and people with disabilities in decision-making.



Guidance notes:

Knowledge and participation

Example:

4.1 *“Identify people who can help you deliver information on rights and entitlements in an accessible way, such as DPOs, OPAs, community-based organisations or community leaders. Involve organisations that represent the most at-risk groups. In some contexts, these may be girls, women with disabilities and older women, as well as people at risk because of their sexual orientation or gender identity.”*

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Tools and resources:

Knowledge and participation

- CBM, Tool: Accessible meetings or events,
- CBM, Humanitarian Hands-on Tool (HHoT)
- HelpAge International, Older people in community development: The role of Older People's Associations (OPAs) in enhancing local development
- And many more

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Key inclusion standard 5:

Feedback and complaints

Older people and people with disabilities have access to safe and responsive feedback and complaints mechanisms.

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Key actions:

Feedback and complaints

5.1: Design feedback and complaints mechanisms that can be understood and accessed by older people and people with disabilities.

5.2: Act on feedback and complaints from older people and people with disabilities in a way that respects their safety, dignity and rights.



Guidance notes:

Feedback and complaints

Example:

5.1 *“Ask older people and people with disabilities what they feel are the safest and most appropriate ways for them to provide feedback and make complaints.”*

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Tools and resources:

Feedback and complaints

There are no tools and resources listed in this edition of the Inclusion Standards for this key standard.

Refer to the sector specific Protection Inclusion Standards

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Key inclusion standard 6:

Coordination

Older people and people with disabilities access and participate in humanitarian assistance that is coordinated and complementary.

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Key actions:

Coordination

6.1: Make sure that inter-agency coordination mechanisms are representative of older people and people with disabilities, and are accessible to them.

6.2: Routinely address the inclusion of older people and people with disabilities in inter-agency coordination mechanisms.



Guidance notes:

Coordination

Example:

5.2 *“Establish systems for referring issues related to the inclusion of older people and people with disabilities to the appropriate humanitarian actors, service providers, DPOs and OPAs.”*

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Tools and resources:

Coordination

There are no tools and resources listed in this edition of the Inclusion Standards for this key standard.



Key inclusion standard 7:

Learning

Organisations collect and apply learning to deliver more inclusive assistance.

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Key actions:

Learning

7.1: Identify and document learning, challenges and opportunities for including older people and people with disabilities in humanitarian action.

7.2: Use the learning to improve the way you provide inclusive humanitarian assistance.

7.3: Share learning, good practice and innovation, both within your organisation and with other organisations, such as project partners, national organisations and authorities.



Guidance notes:

Learning

Example:

7.1 *“Document not only successes, but also any challenges and failures, as you will learn valuable lessons from these. Involve older people and people with disabilities in collecting learning. Draw on their experience and often innovative ways of overcoming barriers to accessing services and participating in the response.”*

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Tools and resources:

Learning

- Women’s Refugee Commission and International Rescue Committee, Building Capacity for Disability Inclusion in Gender-Based Violence Programming in Humanitarian Settings: Tool 12: Documenting “Stories of Change”
- Humanitarian Data Exchange, <https://data.humdata.org>

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Key inclusion standard 8:

Human resources

Staff and volunteers have the appropriate skills and attitudes to implement inclusive humanitarian action, and older people and people with disabilities have equal opportunities for employment and volunteering in humanitarian organisations.

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Key actions:

Human resources

8.1: Build the capacity of staff and volunteers by raising awareness of the rights of older people and people with disabilities and training them to include older people and people with disabilities in humanitarian action.

8.2: Implement inclusive human resources policies.



Guidance notes:

Human resources

Example:

7.1 *“Design training for staff and volunteers to improve their skills in including older people and people with disabilities. ...For example, staff working on shelter programmes could be trained to prevent and manage risks of violence and abuse that older people and people with disabilities may face when offered shelter.”*

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Tools and resources:

Human resources

- ADCAP: Basic Principles of Disability Inclusion in Humanitarian Response and Comprehensive Accessible Humanitarian Assistance for Older People and People with Disabilities Cornerstone OnDemand Foundation
- CBM, Disability-Inclusive Development Toolkit
- And many more

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Key inclusion standard 5:

Resources management

Older people and people with disabilities can expect that humanitarian organisations are managing resources in a way that promotes inclusion.

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Key actions:

Resources management

9.1: Manage resources in a way that allows older people and people with disabilities to have access to services and participate in humanitarian action.

9.2: Share information on your use of resources with older people and people with disabilities and provide opportunities for their feedback.



Guidance notes:

Resources management

Example:

9.1 *“Carry out an audit of your organisation’s performance in terms of inclusion. Develop an action plan to improve implementation of policies and use of resources.”*

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Tools and resources:

Resources management

There are no tools and resources listed in this edition of the Inclusion Standards for this key standard.

Resource 2: **Key inclusion standards**

There are nine key inclusion standards in total that are intended to be used in conjunction with the seven sets of sector-specific inclusion standards.

1: Identification

Older people and people with disabilities are identified to ensure they access humanitarian assistance and protection that is participative, appropriate and relevant to their needs.

2: Safe and equitable access

Older people and people with disabilities have safe and equitable access to humanitarian assistance.

3: Resilience

Older people and people with disabilities are not negatively affected, are more prepared and resilient, and are less at risk as a result of humanitarian action.

4: Knowledge and participation

Older people and people with disabilities know their rights and entitlements, and participate in decisions that affect their lives.

5: Feedback and complaints

Older people and people with disabilities have access to safe and responsive feedback and complaints mechanisms.

6: Coordination

Older people and people with disabilities access and participate in humanitarian assistance that is coordinated and complementary.

7: Learning

Organisations collect and apply learning to deliver more inclusive assistance.

8: Human resources

Staff and volunteers have the appropriate skills and attitudes to implement inclusive humanitarian action, and older people and people with disabilities have equal opportunities for employment and volunteering in humanitarian organisations.

9: Resources management

Older people and people with disabilities can expect that humanitarian organisations are managing resources in a way that promotes inclusion.

