What is this guidance

This guidance provides support to humanitarian organisations on how to adapt their Food Security data collection tools to generate better information on persons with disabilities. It is based on the IASC Guidelines on Inclusion of Persons with Disabilities in Humanitarian Action and, in particular, on addressing the four must-do actions in the IASC Guideline’s food security section. The guidance includes four review grids, three sample tools, one question bank and one checklist. Together these lay out step-by-step instructions for adapting a range of your organisation’s food security data collection tools and processes. The worksheets help you to review tools ranging from standard operating procedures, demographic sections, assessment questionnaires (feasibility, distribution) and observation grids used during registrations and food assistance distributions. The tools do reflect different modalities used for food assistance, such as cash or in-kind.
The guidance is excel based and uses tabs for navigation. In total, there are 14 distinct tabs. The tabs are colour coded to help you navigate.

**Introductory tabs:** Tab 1 provides you with an overview of all available tabs and describes which tab can be used for what purpose.

Tab 2 contains an introduction to this guidance, its purpose and will help you to decide how to use it best.

**Review tabs:** Tabs 3, 5, 8 and 9 contain review grids. See next page for an introduction to their structure.

**Checklists and Question bank tabs:** Tab 4 contains a checklist that helps you to reflect on accessible food security needs assessment & monitoring planning, focus group discussions, key informant interviews or observations.

Tab 11 provides a question bank with sample questions to make your feasibility/distribution, food basket/food expenditure, non-food item expenses and coping strategy questionnaires more disability inclusive by adding questions that are relevant for persons with disabilities at individual or household level. Tab 12 provides another question bank which allows you to better understand disability in relation to food security among community leaders, food security committees, local authorities and service providers.

**Sample tool tabs:** Tabs 6, 7 and 10 show disability-inclusive demographic sections of assessment tools and observation tool sections to inspire reflections.

**Supporting tabs:** Tab 13 lists useful terminology to cross-check and/or better understand the key terms used in this guidance.

Tab 14 shares plentiful quality face-to-face, online and e-learning training modules that use a rights-based approach and target humanitarian actors. It also contains other learning resources on disability-inclusive humanitarian action, with a particular focus on food security.

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To start read the introduction to the guidance on tab 2 – so that you can decide if this guidance fits your purpose and how to best use it.
Common structure of the review grids (tab 3 standard operating procedures/guidance, tab 5 demographic sections, tab 8 feasibility assessments of food security modalities and 9 distribution of food assistance):

- On top you will find **general information** on this particular part of the guidance (symbol for information)

- Below a **step-by-step guide on how to make use of this particular review grid** (symbol for guide)

- And thereafter you will find the actual table to help your review, each containing 5 columns (supported by illustration of an excel table with the columns):
  - In the first lefthand side column **guiding questions for your review (symbol):**
  - Next to it in the neighbouring column you will find recommended **good practices** which can help you to compare your existing tools and/or SOP with;
  - In the column to the right you will find a **scoring cells where you can score your practice** between fully aligned with good practice, to not aligned with good practice;
  - Thereafter, in case you have discovered gaps, **one column provides you with space to make notes** on the gaps; and lastly,
  - The 5th column contains references for good practices of organizations that agreed to share it

```markdown
<table>
<thead>
<tr>
<th>Guiding questions</th>
<th>Recommended good practice</th>
<th>Do you align your practice?</th>
<th>Is the gap you identified in your practice?</th>
<th>Reference for good practice</th>
<th>Year notes</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tr>
</tbody>
</table>
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Title for each tab

**General information on tab & Step-by-Step recommendations for use**

Main content
Scenario 1:

If you want to review your standard operating procedures (SOPs)/ guidance, demographic sections, feasibility assessment or distribution tools – go to one of the four available review grids (tab 3: standard operating procedures/ guidance, tab 5: demographic sections, and tab 8: assessments for feasibility of modalities and tab 9: to review food distribution tools). The content differs yet each of the tabs is structured the same way. The scenario 1 for reviewing SOPs, apply equally to a review of demographic sections, feasibility or distribution tools.

To review your SOP:

- Pick tab 3 for SOPs and have a look at the background sections of these tabs on top, containing information such as what this tab is for and which references were used.

- Read through the instructions detailing the steps to take, you will find on top of each of the tabs.
○ In column A you will find the **guiding questions**.

<table>
<thead>
<tr>
<th>Guiding questions</th>
<th>Recommended good practice</th>
<th>Select your score</th>
<th>List the gaps you identified in your test</th>
<th>References for good practice</th>
<th>Your notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the SOP or guidance include a section on disability inclusion training for and building awareness among instructors and staff?</td>
<td>The SOP or guidance mentions a basic understanding of disability and disability-inclusive approaches (e.g., providing a company line for further quick data collection and resources, see the further resources list for links to recommended training materials).</td>
<td>Not yet scored</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Does the SOP or guidance provide instructions on including persons with disabilities as examiners?</td>
<td>The SOP or guidance includes concrete actions to ensure diversity of examiners. Generally if examiners should be conducted by persons with disabilities as part of the team</td>
<td>Not yet scored</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the SOP or guidance include instructions on including persons with disabilities as examiners?</td>
<td>The SOP or guidance states clearly and concisely the importance of inclusion of persons with disabilities as part of the team</td>
<td>Not yet scored</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the SOP or guidance include instructions on training examiners with disabilities?</td>
<td>The SOP or guidance mentions that where accessibility is lacking, reasonable accommodations may be provided on an individual basis for persons with disabilities. This includes modifications that are necessary to enable them to perform the work, such as accessible exam rooms or modified exam procedures.</td>
<td>Not yet scored</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

○ Next to it you will find a column with **recommended good practice**. Compare your organization’s SOP with the recommended practice.

<table>
<thead>
<tr>
<th>Guiding questions</th>
<th>Recommended good practice</th>
<th>Select your score</th>
<th>List the gaps you identified in your test</th>
<th>References for good practice</th>
<th>Your notes</th>
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</thead>
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<td></td>
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</tr>
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<td>The SOP or guidance includes concrete actions to ensure diversity of examiners. Generally if examiners should be conducted by persons with disabilities as part of the team</td>
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<td></td>
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<td>The SOP or guidance states clearly and concisely the importance of inclusion of persons with disabilities as part of the team</td>
<td>Not yet scored</td>
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</tr>
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<td>The SOP or guidance mentions that where accessibility is lacking, reasonable accommodations may be provided on an individual basis for persons with disabilities. This includes modifications that are necessary to enable them to perform the work, such as accessible exam rooms or modified exam procedures.</td>
<td>Not yet scored</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In the third column you can score your SOP status in three categories:

- Aligned with good practice
- Partially aligned with the good practice
- Not aligned with the good practice

<table>
<thead>
<tr>
<th>Coding questions</th>
<th>Recommended good practice</th>
<th>Select your score</th>
<th>List the gaps you identified in your tool(s)</th>
<th>References for good practice</th>
<th>Your notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the SOP or guidance include a section on disability-inclusive training for all employees or accessibility measures?</td>
<td>The SOP or guidance mentions that a basic understanding of disability and disability-inclusive practices (e.g. gender) is a prerequisite for better quality data collection and analysis. See the further resources for tools to recommend training methods.</td>
<td>Aligned with good practice - no adaptation needed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the SOP or guidance provide instructions on making services or facilities accessible?</td>
<td>The SOP or guidance includes concrete actions to ensure diversity of view points, including the perspectives of persons with disabilities as part of the team.</td>
<td>Not aligned with good practice - adaptation needed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the SOP or guidance include provisions for reasonable accommodations for examiners with disabilities?</td>
<td>The SOP or guidance states that accessibility is a basic human right related to physical security. The goal is to remove and protect the rights of affected populations and their right to food and health includes persons with disabilities. The SOP or guidance explains that persons with disabilities are to be treated with respect and equal opportunities. This means that all persons with disabilities are to be included and participate in all aspects of the examiners’ work.</td>
<td>Partially aligned with good practice - some adaptations needed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the SOP or guidance refer to legal obligations under the Convention on the Rights of Persons with Disabilities (CRPD) and/or introduction of rights-based approach to disability?</td>
<td>The SOP or guidance cites the CRPD (ratified by 191 countries, by 2012 B) as part of the legal frameworks related to food security. It is the obligation to respect and protect the rights of affected populations and their right to food and health includes persons with disabilities. The SOP or guidance explains that persons with disabilities are to be treated with respect and equal opportunities. This means that all persons with disabilities are to be included and participate in all aspects of the examiners’ work.</td>
<td>Aligned with good practice - no adaptation needed.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Next to the scoring column you have a space to enter your observations and outcomes of the discussions about what gaps need addressing, and how.
To inform your changes we have added **references** (as far as the exist at current) of **good practices** that are there to inspire your revision.

<table>
<thead>
<tr>
<th>Guiding questions</th>
<th>Recommended good practice</th>
<th>Select your score</th>
<th>Last the gaps you identified in your tasks</th>
<th>References for good practice</th>
<th>Your notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the SOP or guidance include a section on disability, violence and causing the</td>
<td>The SOP or guidance mentions that a basic understanding of disability and disability inclusive measures are required to ensure effective data collection mechanisms. See the further resources and tools to recommended training materials.</td>
<td>Align with good practice - recommendations needed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the SOP or guidance provide instructions on involving people with disabilities as</td>
<td>The SOP or guidance includes concrete action to ensure diversity of assistance. Diversity of assistance is critical to people with disabilities as part of the team.</td>
<td>Not aligned with good practice - recommendations needed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the SOP or guidance include data on persons with disabilities?</td>
<td>The SOP or guidance mentions that where possible to track by reasonable accommodation may be provided on an equal basis. It is important to ensure people with disabilities participate in decision-making processes.</td>
<td>Partially aligned with good practice - recommendations needed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the SOP or guidance refer to legal obligations under the Convention on</td>
<td>The SOP or guidance refers to the CRPD (Article 3 of the CRPD) and in respect of rights-based approach to disability?</td>
<td>Align with good practice - recommendations needed</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Scenario 2:

You want to review your questionnaires for food security needs assessments and distribution (FGD, KII, other questionnaires, Feedback & Complaints, observation etc.) as well as the process of administering these.

Step 1: If you have a demographic section in the questionnaire, go to the tab 5 ‘Review grid demographic section’. (If not jump to step 2).

- Pick tab 5 and have a look at the background section of this tab, you will find on top information such as what this tab is for and which references were used.

- Read through the instructions detailing the steps to take, you will find on top of each tab and follow:

![Review grid for demographic sections of data collection tools](image-url)
In column A you will find the guiding questions. Next to it you will find a column B with recommended good practice. Compare your organization’s demographic section with the recommended practice.
In the third column you can **score your** demographic section in three categories:

- **Aligned with good practice**
- **Partially aligned with the good practice**
- **Not aligned with the good practice**

You will find **two columns to add your notes, your observations** and outcomes of the discussions about what gaps need addressing, and how.
To inform your changes we have added references of good practices that are there to inspire your revision.

- In case you are not sure how a recommended practice for demographic sections in questionnaires can look like go to Tabs 6 and 7 where you will find ‘Sample Demographic Sections’ for questionnaires administered to individuals (tab 6) and at the household level with one representative of the household (tab 7).

- It provides you with good examples of a demographic sections. It demonstrates the quality use of the Washington Group Set of Questions in a demographic section. It was developed by REACH, tab 6.
Step 2: Continue by going to Tab 4 ‘Inclusion and accessibility checklist: Adaptations for food security assessment and monitoring tools, and processes’.

- This checklist can be used for planning your data collection processes, and parts of it to review your questionnaires.

- The top sections provides you with background on this section of the guidance, containing a checklist to review FGDs, KIIs, Questionnaires, Feedback mechanisms and observation tools used for assessments and monitoring distributions.

- There are specific columns containing recommendations for each type of data collection:
  - Focus Group Discussions
  - Key Information Interviews
  - HH or Individual level questionnaires
  - Feedback Mechanisms
  - Observations

- Checklist sections in rows 1-11 contain recommended actions that help you to adapt, plan and implement accessible quality data collection processes.

- Checklist sections in rows 12-13 contain information on obtaining informed consent.
Checklist section 14 provides recommendation on how to undertake FGDs so that information can be disaggregated and provide you with a better understanding on disability, gender and/or age specific risks, threats and/or capacities.

Checklist section 15-17 help you to review questionnaires in order to capture disability specific specific barriers, capacities of persons with disabilities to withstand shocks and the impact of barriers on food security.

Section 18 provides a point of attention for using the Washington Group Set of Questions in demographic sections.

Section 19-20 help to reflect on the analysis of the data to obtain information that reflects intersections between disability, age and sex, as well as those groups at heightened risks, such as women and girls with disabilities.

In particular the sections 14-20 can guide your review of questionnaires, FGDs, KII and observation guides.

Based on your interest to review FGDs, KII, questionnaires and observation tool – you could adapt this tab, i.e. remove columns on feedback mechanism sections.

Step 3: Adapt the existing FGDs, KII's or other questionnaires used in needs assessments or monitoring action, working with the question banks, tabs 11 and 12. They include probing questions that can help to understand better disability-specific determinants of, vulnerabilities, and risks to food security, when more information is needed. Note, there are two question banks, one for questions to be directed to persons with disabilities and/or households with members with disabilities. The other one is focusing on the community representatives.

Read the overview on the question banks to understand which is the appropriate one to use. Each provides you with overall tips on how to integrate these questions and how and to who the enumerators should address those questions.
For instance, if there are no probing questions on disability specific food basket/food expenditure share in your existing questionnaires, and/or your use of the checklist responds negatively in rows 14-18, suggested questions can be found in the tab 10, ‘Question bank for food security assessments’, questions to persons with disabilities, households.

There are four clusters of probing questions contained here. In addition to the three food basked related questions, you will find four questions exploring non-food item expenditure, five questions that help you to understand barriers/inclusiveness of distribution methods, as well as six questions to better coping mechanisms of persons with disabilities.

This provides you under the heading Disability-specific threats and their effects in the first column, with 9 questions that you can add as probing questions into your questionnaires.

In the right column you will find further explanations on the information that can be obtained. Notes were added around the significance of the information that can be obtained with the questions. For instance, which question can help you understand better the specific risks faced by persons with disabilities in ensuring their food security as well as their capacities to mitigate those disability specific risks through adapted food security programming.
<table>
<thead>
<tr>
<th>QUESTION</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Food basket / Food expenditure share</strong></td>
<td></td>
</tr>
<tr>
<td>1. Are there certain types of foods that you cannot eat because of your impairment, difficulty in functioning or health condition? If yes, what types of foods? Please describe reasons why you require these foods?</td>
<td>Probe for availability and access to specific dietary requirements arising from the respondent’s disability or health condition.</td>
</tr>
<tr>
<td><strong>Non-food item expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>4. Do you need cooking materials, tools, utensils or fuel energy sources that are accessible for use and adapted to accommodate your impairment or difficulty in functioning? If yes, what kinds of cooking materials, tools, utensils or fuel energy sources?</td>
<td>Some persons with disabilities may need accessible devices or adapted cooking materials, tools and utensils that enable them to prepare food. In addition to considering these disability specific needs in distribution of cooking materials, those in households with persons with disabilities may need additional supports which should be factored into household expenditure. NOTE: this question should be posed to the persons in the household who makes decisions on cooking materials etc.</td>
</tr>
<tr>
<td><strong>Distribution mechanisms / feasibility assessments</strong></td>
<td></td>
</tr>
<tr>
<td>8. Are there specific food or other items you need for cooking and eating? If yes, what foods or items?</td>
<td>Persons with disabilities may face barriers in accessing markets and may prefer in-kind distribution.</td>
</tr>
<tr>
<td><strong>Copying strategies</strong></td>
<td></td>
</tr>
<tr>
<td>13. What kinds of solutions would you suggest to solve the difficulties, obstacles and challenges that you mentioned in your previous answers?</td>
<td>This question is intended to identify solutions and engage with affected populations as partners in overcoming obstacles.</td>
</tr>
</tbody>
</table>
To Find Out More
You can contact us at inclusion@hi.org

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