What is this guidance

This guidance provides support to humanitarian organisations on how to adapt their protection 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 protection section. The guidance includes review grids, sample tools, a question bank and a checklist. Together these lay out step-by-step instructions for adapting a range of your organisation’s protection data collection tools and processes. The worksheets help you to review tools ranging from standard operating procedures, demographic sections, assessment questionnaires and observation grids. The guidance focuses on general protection and not, for example, on child protection or Sexual Gender Based Violence (SGBV).
Structure of the guidance:

The guidance is excel based and uses tabs for navigation. In total, there are 11 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, 4 and 8 contain review grids. See next page for an introduction to their structure.

**Checklists and Question bank tabs:** Tab 6 contains a checklist that helps you to reflect on accessible protection assessment planning, focus group discussions, key informant interviews or observations.

**Tab 7** provides a question bank with sample questions to make your risk and threat assessments more disability inclusive.

**Sample tool tabs:** Tabs 5 and 9 show disability-inclusive assessment tools or tool sections to inspire reflections.

**Supporting tabs:** Tab 10 lists useful terminology to cross-check and/or better understand the key terms used in this guidance.

**Tab 11** 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 protection.

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 4 demographic sections and tab 8 observation guides):

- 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 a 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
  - The 5th column contains references for good practices of organizations that agreed to share it

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### Review grid for Standard Operating Procedures (SOPs) and related guidance on implementing your protection assessment

Use this review grid and step by step instructions for reviewing your organization’s SOPs or other guidance for conducting program assessments.

The guiding questions are grouped around the standards outlined in the IOM Guidelines on the notion of Persons with Disabilities in interagency action. The green column shows typical elements of an SOP and other guidance that are difficult to integrate or noted elsewhere. The green column offers useful information that can help you to compare your existing tools and/or SOP with.

Please note, when the guiding question is provided in a different format, a symbol is used next to the text. Wherever you see the sacred symbol, you are, not available, the recommended good practice is based on expert wisdom and the IOM Guidelines. This is a living document. If you come across references for good practices or disability inclusion in SOPs and other guidance for protection assessments, please share them with us to be included in the reference section.

<table>
<thead>
<tr>
<th>Guiding question</th>
<th>Recommended good practice</th>
<th>Submit your score</th>
<th>Not aligned with good practice</th>
<th>Reference for good practice</th>
<th>Your notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your policy covers strategies to reduce barriers for people with disabilities to access emergency management services.</td>
<td>Your policy includes strategies to reduce barriers for people with disabilities to access emergency management services.</td>
<td>Not aligned</td>
<td>Needs further development</td>
<td>Organisation X provides guidelines for reducing barriers for people with disabilities to access emergency services.</td>
<td></td>
</tr>
<tr>
<td>Your policy includes dedicated funding for accessibility and disaster management.</td>
<td>Your policy includes dedicated funding for accessibility and disaster management.</td>
<td>Not aligned</td>
<td>Needs further development</td>
<td>Organisation X provides guidelines for reducing barriers for people with disabilities to access emergency services.</td>
<td></td>
</tr>
<tr>
<td>Your policy includes dedicated funding for accessibility and disaster management.</td>
<td>Your policy includes dedicated funding for accessibility and disaster management.</td>
<td>Not aligned</td>
<td>Needs further development</td>
<td>Organisation X provides guidelines for reducing barriers for people with disabilities to access emergency services.</td>
<td></td>
</tr>
<tr>
<td>Your policy includes mechanisms to monitor and evaluate the accessibility of emergency management services.</td>
<td>Your policy includes mechanisms to monitor and evaluate the accessibility of emergency management services.</td>
<td>Not aligned</td>
<td>Needs further development</td>
<td>Organisation X provides guidelines for reducing barriers for people with disabilities to access emergency services.</td>
<td></td>
</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 or observation tools – go to one of the three available review grids (tab 3 standard operating procedures/ guidance, tab 4 demographic sections and tab 8 observation guides). 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 or observation 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 tools</th>
<th>References for good practice</th>
<th>Your notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the SOP on guidance include a system of disability inclusion training and building awareness among examiners and preparation data management staff?</td>
<td>The SOP on guidance includes a system of disability inclusion training and building awareness among examiners and preparation data management staff.</td>
<td>Not yet scored</td>
<td></td>
<td>See UNHCR’s Guidance on Disability Inclusion: Management, page 65.</td>
<td></td>
</tr>
<tr>
<td>Does the SOP on guidance provide instructions on including persons with disabilities or examiners?</td>
<td>The SOP on guidance provides instructions on including persons with disabilities or examiners.</td>
<td>Not yet scored</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the SOP on guidance provide measurable, reasonable accommodations for examiners with disabilities?</td>
<td>The SOP on guidance provides measurable, reasonable accommodations for examiners with disabilities.</td>
<td>Not yet scored</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the SOP on guidance refer to legal obligations under the Convention on the Rights of Persons with Disabilities (CRPD) and/or any other international obligations?</td>
<td>The SOP on guidance refers to legal obligations under the Convention on the Rights of Persons with Disabilities (CRPD) and/or any other international obligations.</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.
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

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.
Scenario 2:
You want to review your protection needs assessment and questionnaires (FGD, KII, individual).

Step 1: If you have a demographic section in the questionnaire, go to the tab 4 ‘Review grid demographic section’. (If not jump to step 2).

- **Pick tab 4** 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:
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 tools</th>
<th>References for good practice</th>
<th>Your notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the questionnaire use the Washington Group sets of questions on disability at an individual or household level, for example the Short Set or the Enhanced Set of questions?</td>
<td>The data collection tool recognizes persons with disabilities as a population group that faces increased risks of vulnerability due to barriers in their social and physical environment and in accessing protection. They present on average 18% of any population. Also the sample of the target population explicitly includes persons with disabilities.</td>
<td>Not yet scored</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are questions identifying persons with disabilities included in the demographic section of the questionnaire?</td>
<td>Questions for identifying persons with disabilities are located in the demographic or socio-data section of the data collection tool.</td>
<td>Not yet scored</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 the next tab, tab 5 ‘Sample Demographic Section’.

○ It provides you with a good example of a demographic section. It demonstrates the quality use of the Washington Group Set of Questions in a demographic section. It was developed by REACH.
Step 2: Continue by going to Tab 6 ‘Checklist for assessments’.

- 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, KII, Questionnaires, Feedback mechanisms and observations.

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- 18** help you to review questionnaires in order to capture disability specific protection threats and vulnerabilities.

○ **Section 19** provides a point of attention for reporting the information found.

● In particular the sections **14- 18** 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 and/or KII s using the question bank for assessments when more information on disability-specific risks is needed.

● **Read the overview on this question bank.** It 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 risks in your existing FGDs and/or KII interview questionnaires, and/or your use of the checklist responds negatively in rows 14- 18 suggested questions can be found in the ‘Question bank for assessments’.

This section 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 associated potential risks.

<table>
<thead>
<tr>
<th>A</th>
<th>Question</th>
<th>Potential Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Do you face any threats to personal safety and wellbeing when going about daily activities and/or accessing services? If yes, what do you think are the biggest threats?</td>
<td>Persons with disabilities face increased risk of e.g. exploitation, abuse and violence within the family/household or others providing support to persons with disabilities if they are solely dependent on others for accessing protection and services.</td>
</tr>
<tr>
<td>2</td>
<td>Do you face specific physical barriers in accessing protection services? If yes, what is the service that is most difficult to access?</td>
<td>Persons with disabilities may face physical barriers in accessing protection and services, i.e. barriers in the physical and built environment, such as stairs and lack of ramps and railings to access facilities of service providers, lack of proper lighting etc. These barriers increase vulnerabilities and threats, and therefore also increase risks that persons with disabilities face in their community.</td>
</tr>
<tr>
<td>3</td>
<td>Do you face specific barriers in getting information about protection services or in communicating about protection services you need? If yes, what is the service that is most difficult to access?</td>
<td>Persons with disabilities may face information and communication barriers in accessing protection and services. Barriers could be, for example: information posted only in written format, or only in audio or visual formats; lack of Easy Read versions of information; information posted in locations that are inaccessible to persons with disabilities. Communication barriers could be, for example, lack of sign language interpreters, communication only with family or caregivers and not with persons with disabilities themselves, etc. These barriers increase vulnerabilities and threats, and therefore also increase risks that persons with disabilities face in their community.</td>
</tr>
<tr>
<td>4</td>
<td>Do you face any exploitation? If yes, could you provide more detail?</td>
<td>Persons with disabilities face increased risk of e.g. exploitation, abuse and violence within the family/household or others providing support to persons with disabilities if they are solely dependent on others for accessing protection and services.</td>
</tr>
</tbody>
</table>
- You will also find seven questions that help to collect information about the **origin of the threat**. And in the column next to it further information on what those specific origins entail.

<table>
<thead>
<tr>
<th>Origins of the Threats</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10</strong></td>
<td>How does your family or how do your household members treat you?</td>
</tr>
<tr>
<td><strong>10</strong></td>
<td>Negative perceptions and stigma related to disability place families and households with members with disabilities under severe pressure. This may lead to increased protection risks faced by persons with disabilities, such as exploitation, abuse and violence within the family.</td>
</tr>
<tr>
<td><strong>11</strong></td>
<td>Do you feel that the community has negative perceptions towards people that have a lot of difficulties functioning, such as people who have difficulties moving, seeing, hearing or understanding? If yes, can you explain why you think this might be?</td>
</tr>
<tr>
<td><strong>12</strong></td>
<td>Negative perceptions and stigma related to disability increase vulnerabilities and threats, and therefore also increase risks that persons with disabilities face in their community.</td>
</tr>
<tr>
<td><strong>12</strong></td>
<td>Lack of understanding of disability, negative perceptions and stigma related to disability increase vulnerabilities and threats and therefore also increase risks that persons with disabilities face in their community.</td>
</tr>
</tbody>
</table>

- Lastly, on the same tab, should you require information around **capacities and existing resources to reduce risks** among persons with disabilities and their families, you will find three probing questions here.

<table>
<thead>
<tr>
<th>Capacities and resources of persons with disabilities to mitigate threats</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>17</strong></td>
<td>How do you reduce the risks of those issues you shared?</td>
</tr>
<tr>
<td><strong>18</strong></td>
<td>Are there any people, organisations, service providers, community groups, or local authorities that can help with the problems? If yes, who?</td>
</tr>
<tr>
<td><strong>19</strong></td>
<td>What support do you/does your family member with a disability need to solve the problems?</td>
</tr>
</tbody>
</table>
To Find Out More

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