Tool sheet

Protection and Risk Reduction Technical Division

How-to Note: Read before using the protection guidance

March 2024

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).

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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 discribes 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.

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Guidance: How to adapt your organisation's protection data collection

Tab	Table of contents	Description
1	Table of contents	
2	Introduction to this guidance	An overview of when and how to use this guidance: How to Adapt Your Organisation's Humanitarian Protection Data Collection. Read this section to plan how best to utilise this guidance to make your humanitarian programming more inclusive of persons with disabilities.
3	Review grid for Standard Operating Procedures (SOPs) and other guidance on collecting protection risks data	Use the review grid to identify gaps and good practices on SOPs and related guidance for better disability-inclusion.
4	Review grid for demographic sections of data collection tool	Use the review grid to identify gaps in collecting information on the number of persons with disabilities affected by protection risks.
5	Sample of a demographic section of a data collection tool	Take a look at a sample demographics section that integrates questions for identifying persons with disabilities.
6	Checklist for accessible and inclusive protection risks assessment methods	Use this checklist to ensure that your protection risks assessment data collection tools are accessible and inclusive to persons with disabilities. The checklist can be used for a range of methods such as focus group discussions (FGDs), key informant interviews (KIIs), quantitative or qualitative questionnaires, feedback mechanisms and direct observation tools.
7	Question bank for protection risks assessments	This question bank lists questions for in-depth data collection on protection risks that are specific to persons with disabilities. Select relevant questions to include in your organisation's protection risks assessment tool.
8	Review grid for direct observations tools	Use this review grid to identify gaps in your data collection on direct observations of protection risks, for example to gain an understanding of visible and non-visible protection risks that are specific to persons with disabilities.
9	Sample direct observation tool	Take a look at the sample observation data collection tool for examples on how to integrate questions and guide observations on disability-specific protection risks.
10	Useful terminology	A list of terms and definitions used in this guidance.
11	Further resources	A list of further resources, such as guidances, links to online training materials on introducing disability inclusive

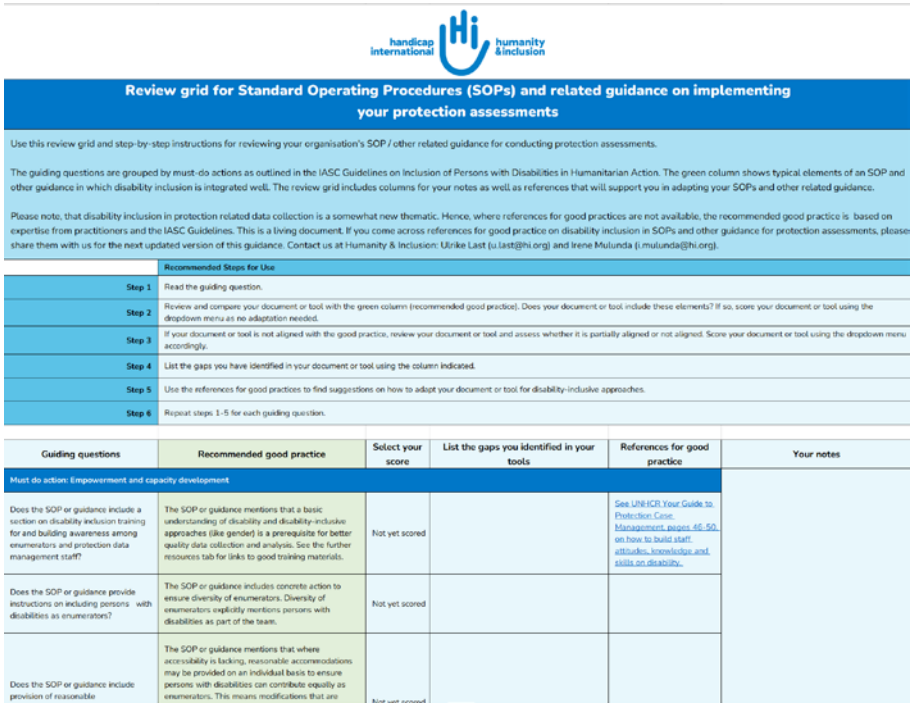
1 Table of contents | 2 Introduction to this guidance | 3 Review grid for SOP, guidance | 4 Review grid for demographics | 5 Sample demographic section

Navigation tabs

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



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

Use this review grid and step-by-step instructions for reviewing your organisation's SOP / other related guidance for conducting protection assessments.

The guiding questions are grouped by must-do actions as outlined in the IASC Guidelines on Inclusion of Persons with Disabilities in Humanitarian Action. The green column shows typical elements of an SOP and other guidance in which disability inclusion is integrated well. The review grid includes columns for your notes as well as references that will support you in adapting your SOPs and other related guidance.

Please note, that disability inclusion in protection related data collection is a somewhat new thematic. Hence, where references for good practices are not available, the recommended good practice is based on expertise from practitioners and the IASC Guidelines. This is a living document. If you come across references for good practice on disability inclusion in SOPs and other guidance for protection assessments, please share them with us for the next updated version of this guidance. Contact us at Humanity & Inclusion: Ulrike Last (u.last@hi.org) and Irene Mulunda (i.mulunda@hi.org).

	Recommended Steps for Use
Step 1	Read the guiding question.
Step 2	Review and compare your document or tool with the green column (recommended good practice). Does your document or tool include these elements? If so, score your document or tool using the dropdown menu as no adaptation needed.
Step 3	If your document or tool is not aligned with the good practice, review your document or tool and assess whether it is partially aligned or not aligned. Score your document or tool using the dropdown menu accordingly.
Step 4	List the gaps you have identified in your document or tool using the column indicated.
Step 5	Use the references for good practices to find suggestions on how to adapt your document or tool for disability-inclusive approaches.
Step 6	Repeat steps 1-5 for each guiding question.

Guiding questions	Recommended good practice	Select your score	List the gaps you identified in your tools	References for good practice	Your notes
Must do action: Empowerment and capacity development					
Does the SOP or guidance include a section on disability inclusion training for and building awareness among enumerators and protection data management staff?	The SOP or guidance mentions that a basic understanding of disability and disability-inclusive approaches (like gender) is a prerequisite for better quality data collection and analysis. See the further resources tab for links to good training materials.	Not yet scored		See UNHCR Your Guide to Protection Case Management, pages 46-50, on how to build staff attitudes, knowledge and skills on disability.	
Does the SOP or guidance provide instructions on including persons with disabilities as enumerators?	The SOP or guidance includes concrete action to ensure diversity of enumerators. Diversity of enumerators explicitly mentions persons with disabilities as part of the team.	Not yet scored			
Does the SOP or guidance include provision of reasonable	The SOP or guidance mentions that where accessibility is lacking, reasonable accommodations may be provided on an individual basis to ensure persons with disabilities can contribute equally as enumerators. This means modifications that are	Not yet scored			

Title for each tab

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

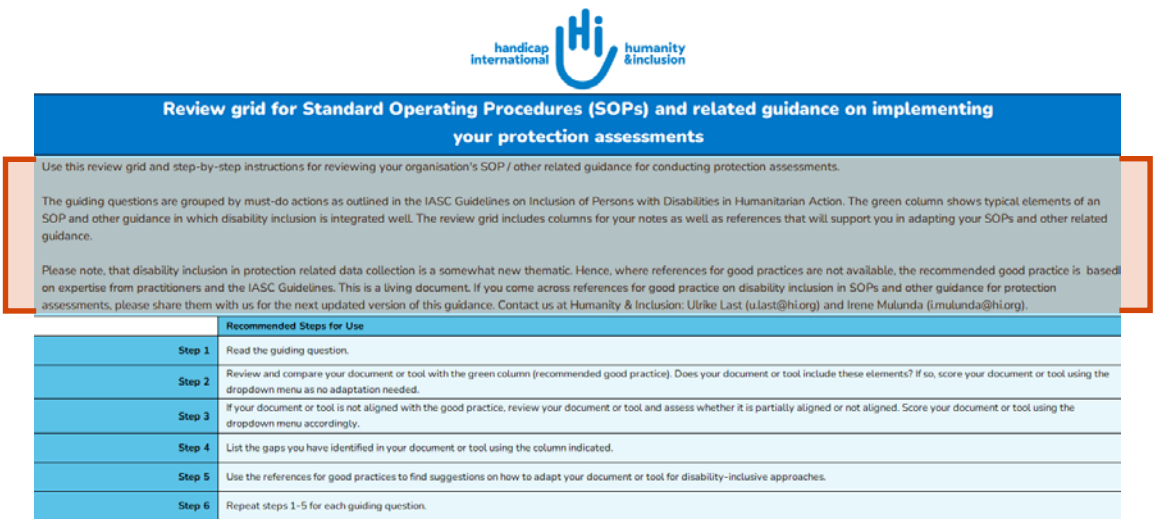
Main content

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.



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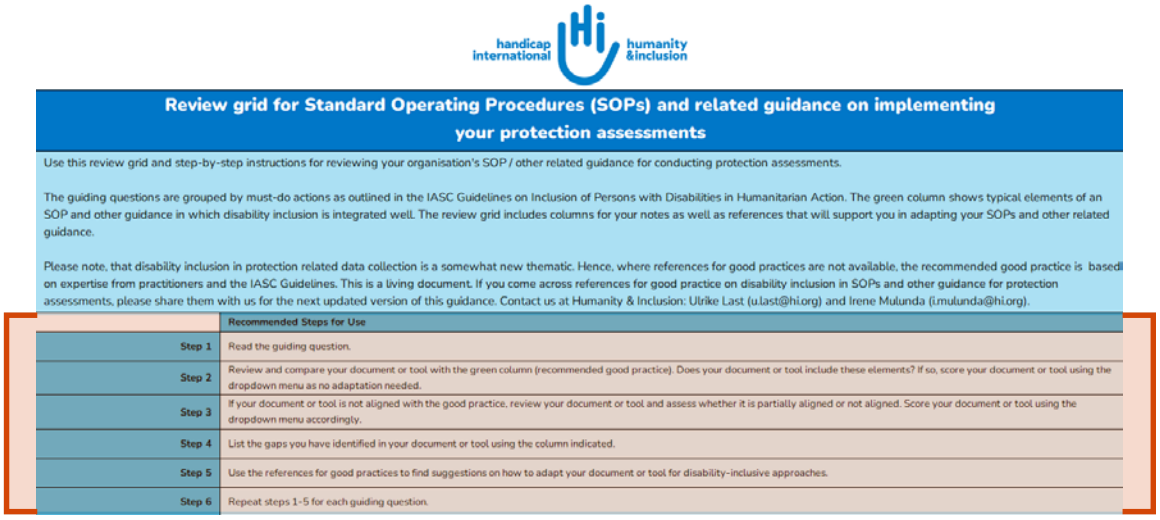
Step 4	List the gaps you have identified in your document or tool using the column indicated.
Step 5	Use the references for good practices to find suggestions on how to adapt your document or tool for disability-inclusive approaches.
Step 6	Repeat steps 1-5 for each guiding question.

- Read through the **instructions** detailing the steps to take, you will find on top of each of the tabs.



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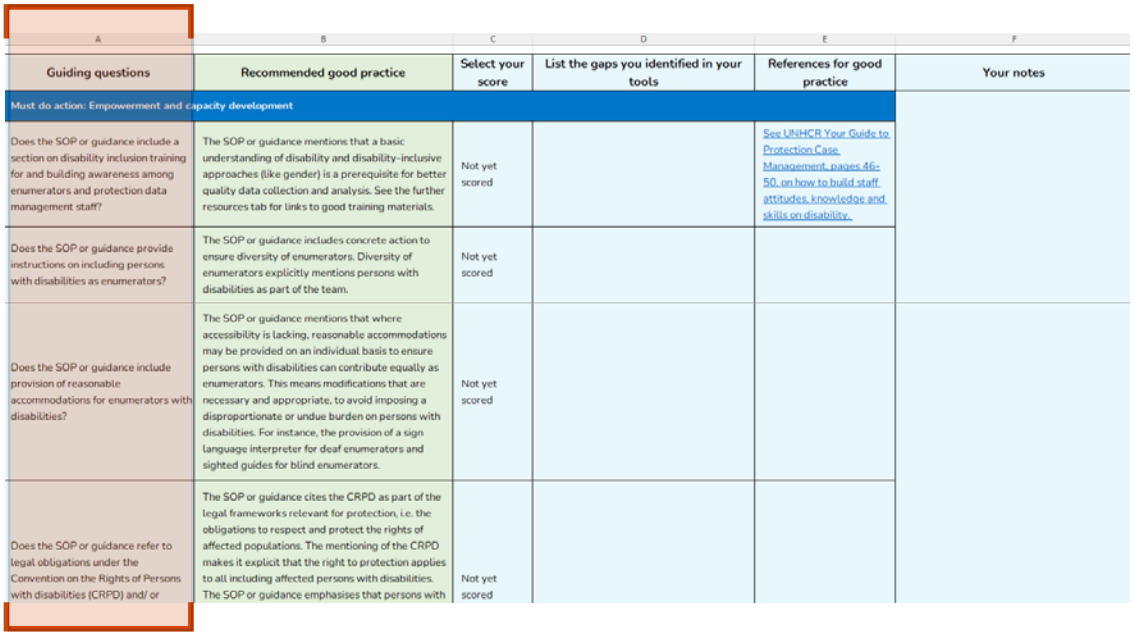
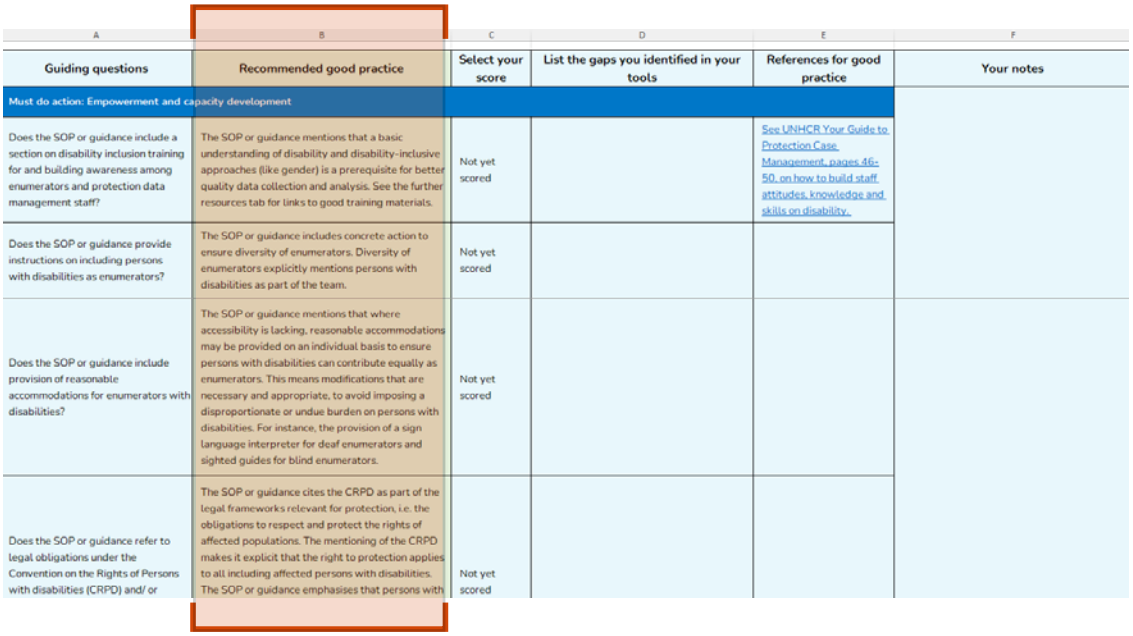
Step 6	Repeat steps 1-5 for each guiding question.

- In column A you will find the **guiding questions.**



A	B	C	D	E	F
Guiding questions	Recommended good practice	Select your score	List the gaps you identified in your tools	References for good practice	Your notes
Must do action: Empowerment and capacity development					
Does the SOP or guidance include a section on disability inclusion training for and building awareness among enumerators and protection data management staff?	The SOP or guidance mentions that a basic understanding of disability and disability-inclusive approaches (like gender) is a prerequisite for better quality data collection and analysis. See the further resources tab for links to good training materials.	Not yet scored		See UNHCR Your Guide to Protection Case Management, pages 46-50, on how to build staff attitudes, knowledge and skills on disability.	
Does the SOP or guidance provide instructions on including persons with disabilities as enumerators?	The SOP or guidance includes concrete action to ensure diversity of enumerators. Diversity of enumerators explicitly mentions persons with disabilities as part of the team.	Not yet scored			
Does the SOP or guidance include provision of reasonable accommodations for enumerators with disabilities?	The SOP or guidance mentions that where accessibility is lacking, reasonable accommodations may be provided on an individual basis to ensure persons with disabilities can contribute equally as enumerators. This means modifications that are necessary and appropriate, to avoid imposing a disproportionate or undue burden on persons with disabilities. For instance, the provision of a sign language interpreter for deaf enumerators and sighted guides for blind enumerators.	Not yet scored			
Does the SOP or guidance refer to legal obligations under the Convention on the Rights of Persons with disabilities (CRPD) and/ or	The SOP or guidance cites the CRPD as part of the legal frameworks relevant for protection, i.e. the obligations to respect and protect the rights of affected populations. The mentioning of the CRPD makes it explicit that the right to protection applies to all including affected persons with disabilities. The SOP or guidance emphasises that persons with	Not yet scored			

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



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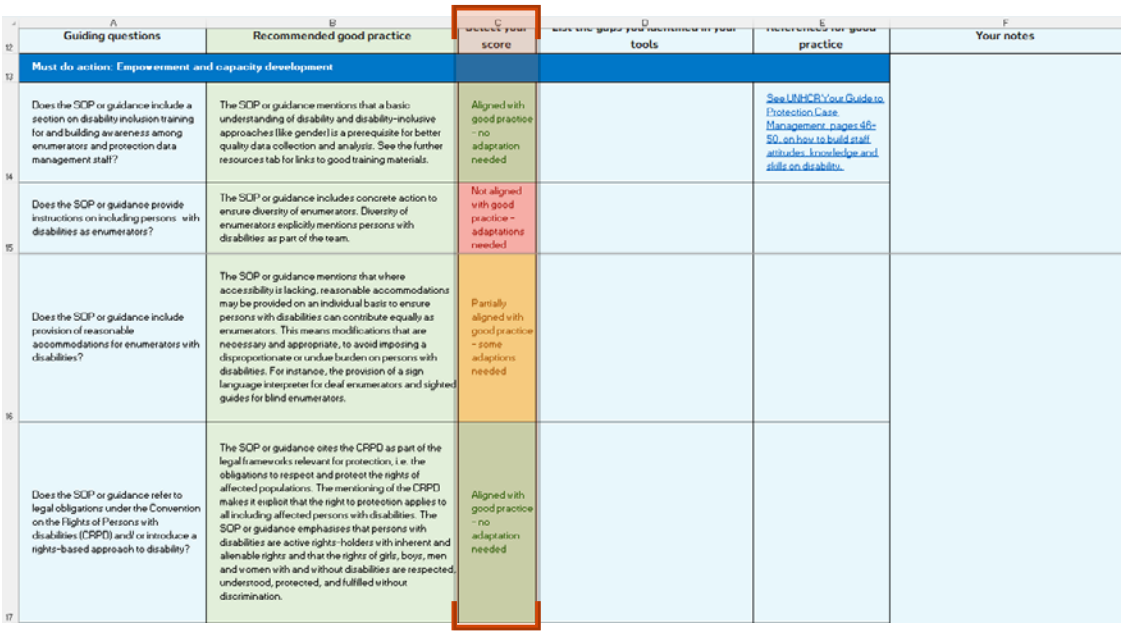
- In the third column you can **score your SOP** status in three categories:
  - Aligned with good practice
  - Partially aligned with the good practice
  - Not aligned with the good practice



Guiding questions	Recommended good practice	score	tools	practice	Your notes
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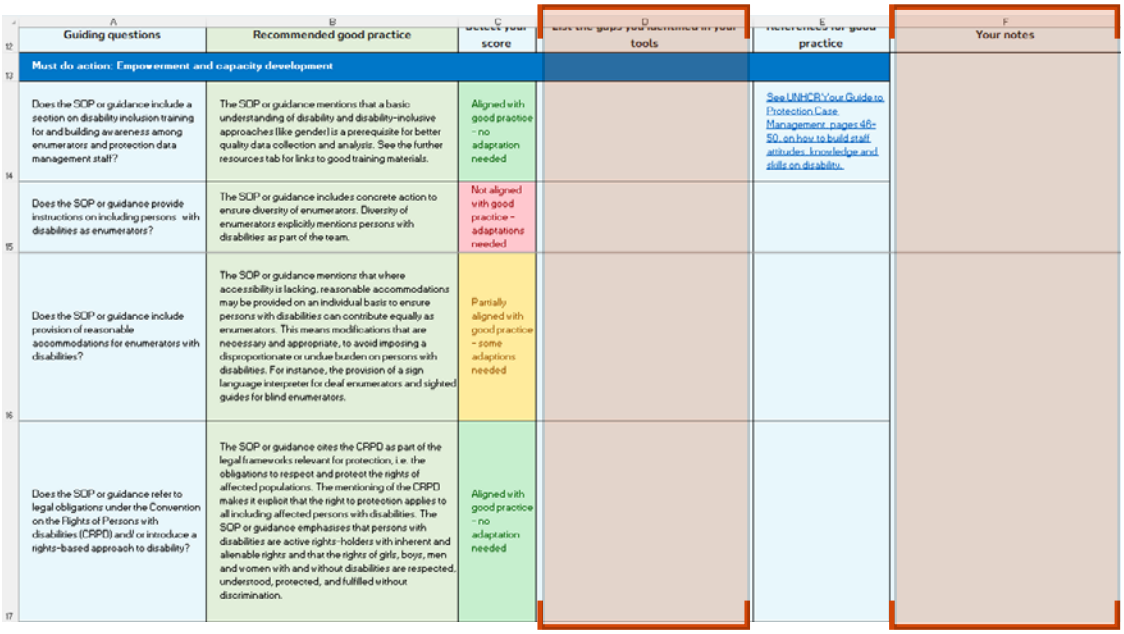
Does the SOP or guidance provide instructions on including persons with disabilities as enumerators?	The SOP or guidance includes concrete action to ensure diversity of enumerators. Diversity of enumerators explicitly mentions persons with disabilities as part of the team.	Not aligned with good practice - adaptations needed			
Does the SOP or guidance include provision of reasonable accommodations for enumerators with disabilities?	The SOP or guidance mentions that where accessibility is lacking, reasonable accommodations may be provided on an individual basis to ensure persons with disabilities can contribute equally as enumerators. This means modifications that are necessary and appropriate, to avoid imposing a disproportionate or undue burden on persons with disabilities. For instance, the provision of a sign language interpreter for deaf enumerators and sighted guides for blind enumerators.	Partially aligned with good practice - some adaptions needed			
Does the SOP or guidance refer to legal obligations under the Convention on the Rights of Persons with disabilities (CRPD) and/or introduce a rights-based approach to disability?	The SOP or guidance cites the CRPD as part of the legal frameworks relevant for protection, i.e. the obligations to respect and protect the rights of affected populations. The mentioning of the CRPD makes it explicit that the right to protection applies to all including affected persons with disabilities. The SOP or guidance emphasises that persons with disabilities are active rights-holders with inherent and alienable rights and that the rights of girls, boys, men and women with and without disabilities are respected, understood, protected, and fulfilled without discrimination.	Aligned with good practice - no adaptation needed			

- 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.



Guiding questions	Recommended good practice	score	tools	practice	Your notes
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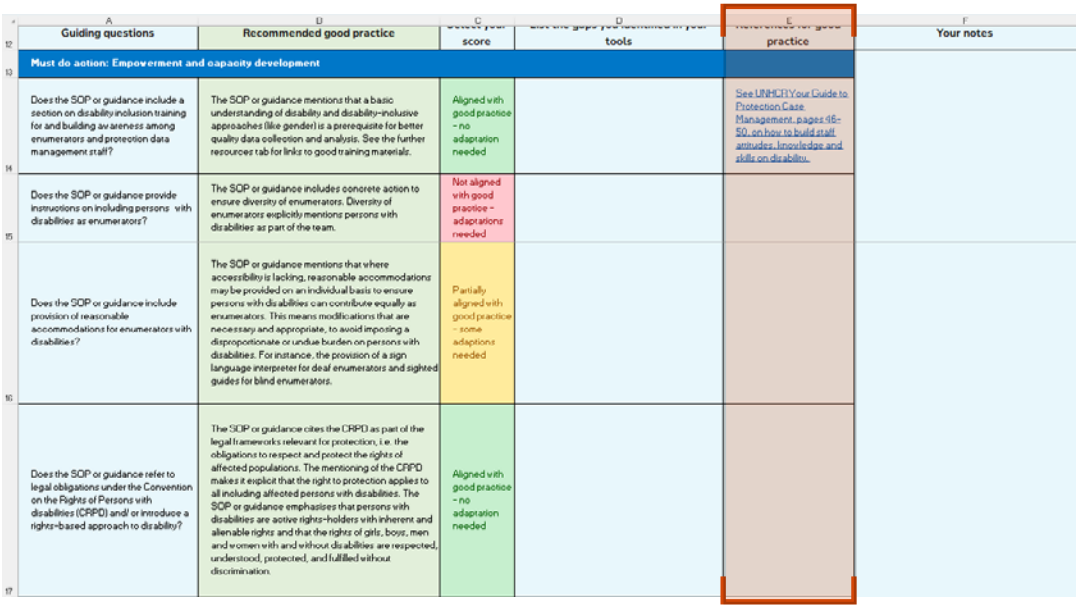
- To inform your changes we have added **references** (as far as the exist at current) **of good practices** that are there to inspire your revision.



Guiding questions	Recommended good practice	score	tools	practice	Your notes
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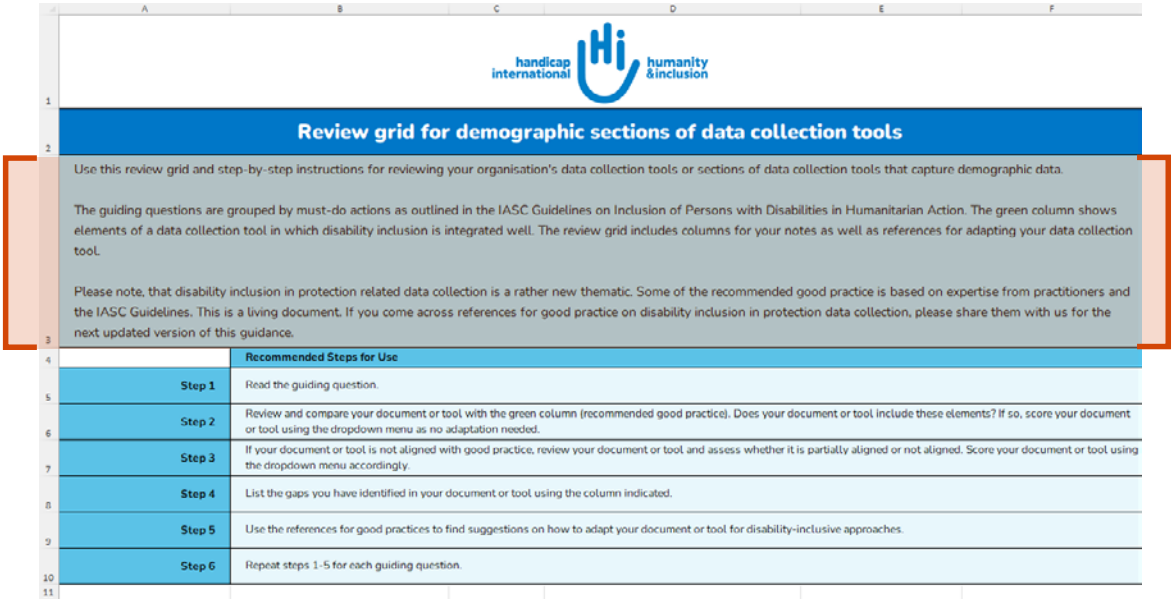
Scenario 2:

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



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Review grid for demographic sections of data collection tools

Use this review grid and step-by-step instructions for reviewing your organisation's data collection tools or sections of data collection tools that capture demographic data.

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Step 6	Repeat steps 1-5 for each guiding question.

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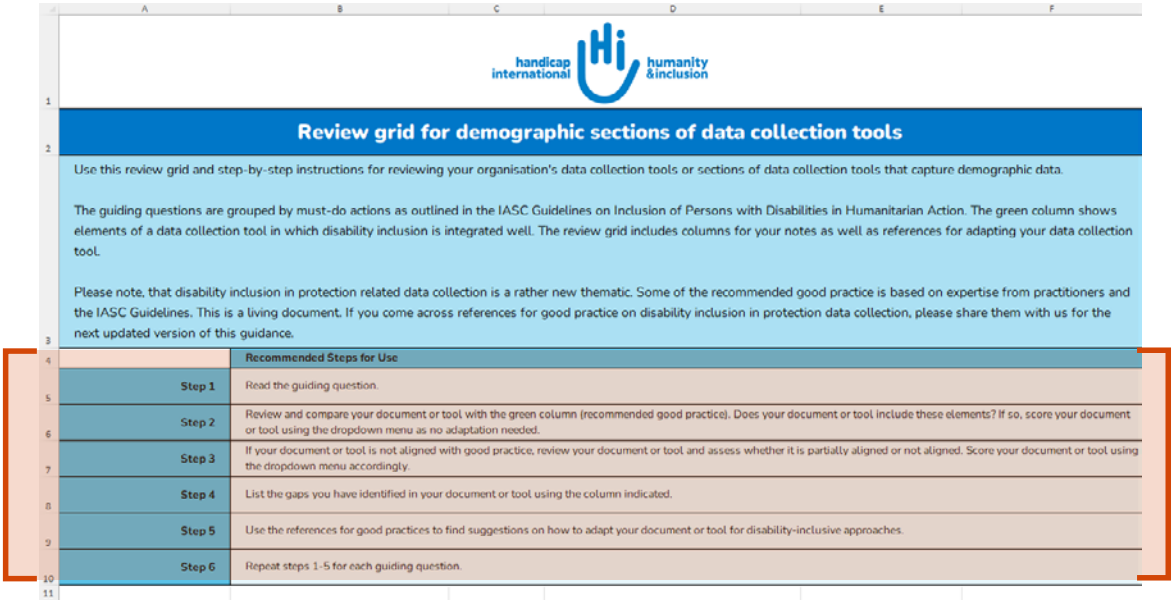

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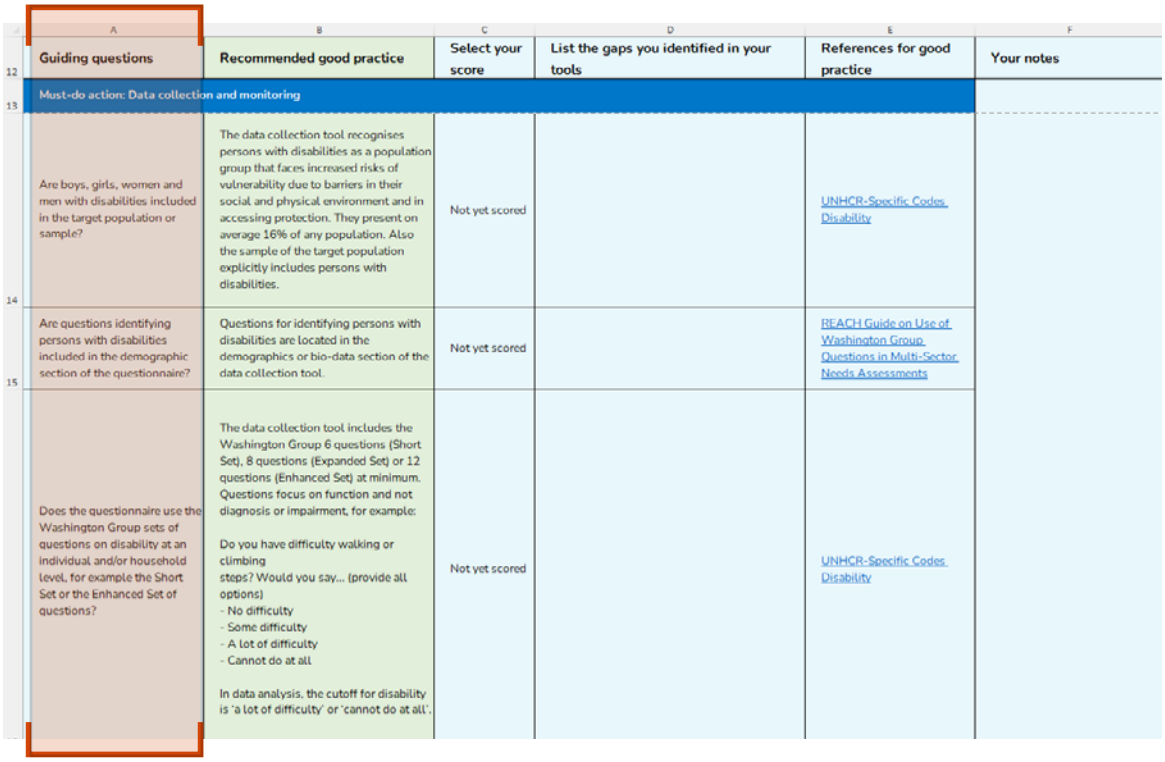
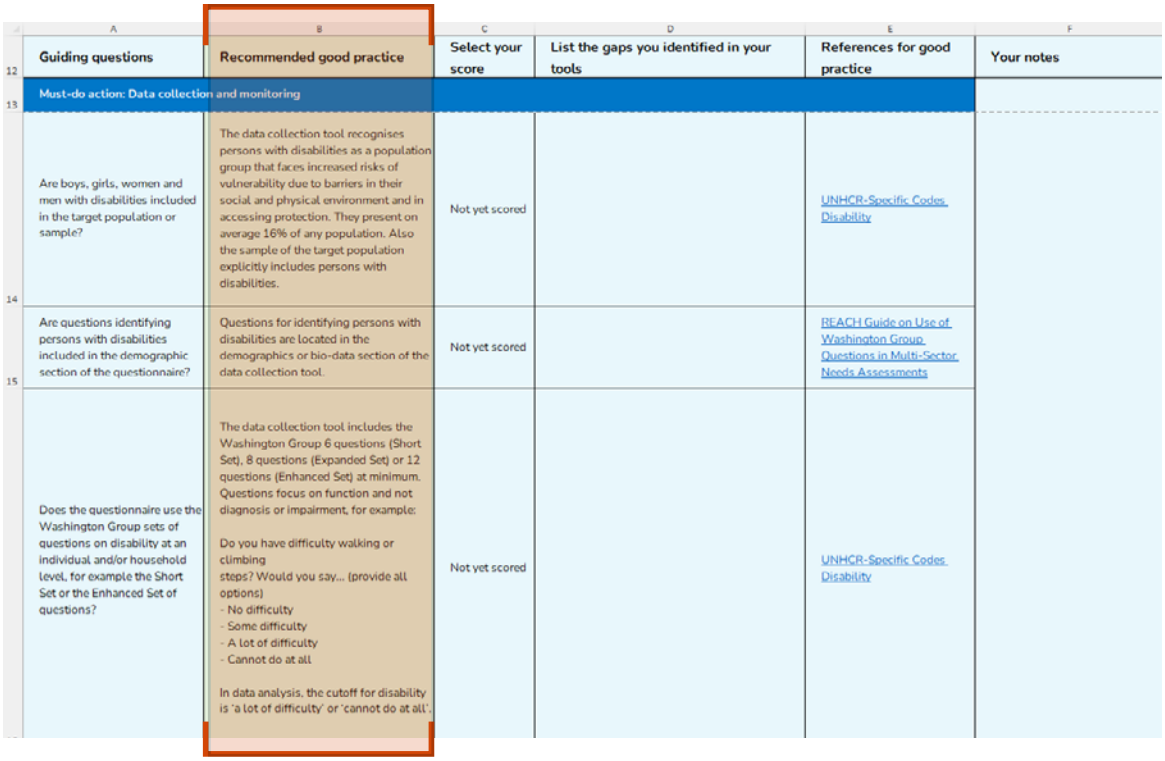
- In column A you will find the **guiding questions.**



	A	B	C	D	E	F
12	**Guiding questions**	**Recommended good practice**	**Select your score**	**List the gaps you identified in your tools**	**References for good practice**	**Your notes**
13	**Must-do action: Data collection and monitoring**					
14	Are boys, girls, women and men with disabilities included in the target population or sample?	The data collection tool recognises 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 16% of any population. Also the sample of the target population explicitly includes persons with disabilities.	Not yet scored		UNHCR-Specific Codes Disability	
15	Are questions identifying persons with disabilities included in the demographic section of the questionnaire?	Questions for identifying persons with disabilities are located in the demographics or bio-data section of the data collection tool.	Not yet scored		REACH Guide on Use of Washington Group Questions in Multi-Sector Needs Assessments	
	Does the questionnaire use the Washington Group sets of questions on disability at an individual and/or household level, for example the Short Set or the Enhanced Set of questions?	The data collection tool includes the Washington Group 6 questions (Short Set), 8 questions (Expanded Set) or 12 questions (Enhanced Set) at minimum. Questions focus on function and not diagnosis or impairment, for example: Do you have difficulty walking or climbing steps? Would you say... (provide all options) - No difficulty - Some difficulty - A lot of difficulty - Cannot do at all In data analysis, the cutoff for disability is 'a lot of difficulty' or 'cannot do at all'.	Not yet scored		UNHCR-Specific Codes Disability	

- Next to it you will find a column B with **recommended good practice**. Compare your organization's demographic section with the recommended practice.



	A	B	C	D	E	F
12	**Guiding questions**	**Recommended good practice**	**Select your score**	**List the gaps you identified in your tools**	**References for good practice**	**Your notes**
13	**Must-do action: Data collection and monitoring**					
14	Are boys, girls, women and men with disabilities included in the target population or sample?	The data collection tool recognises 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 16% of any population. Also the sample of the target population explicitly includes persons with disabilities.	Not yet scored		UNHCR-Specific Codes Disability	
15	Are questions identifying persons with disabilities included in the demographic section of the questionnaire?	Questions for identifying persons with disabilities are located in the demographics or bio-data section of the data collection tool.	Not yet scored		REACH Guide on Use of Washington Group Questions in Multi-Sector Needs Assessments	
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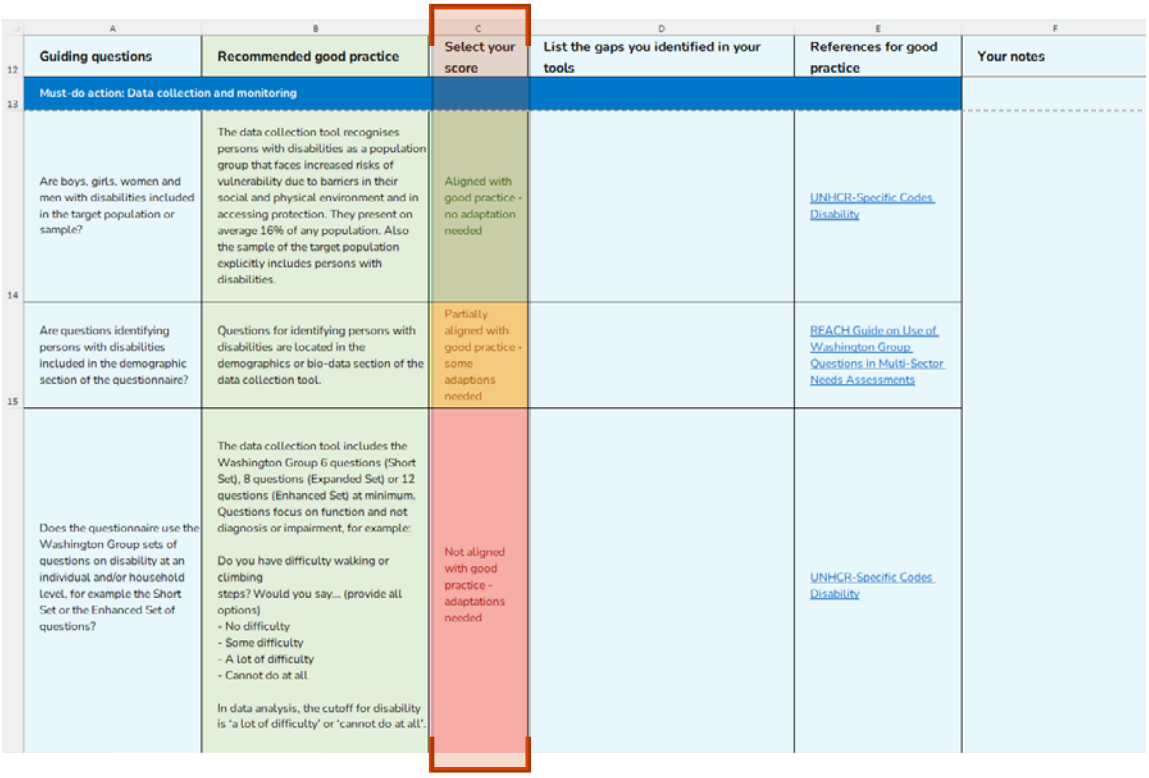
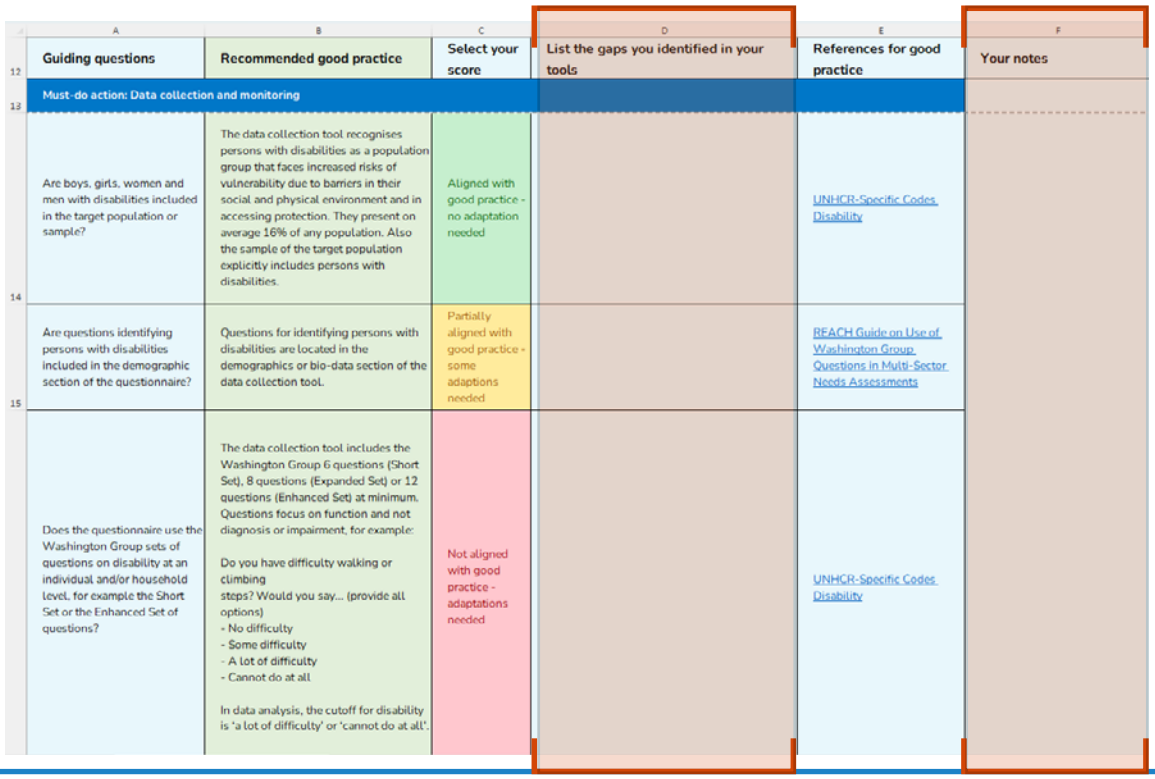
- In the third column you can **score your** demographic section in three categories:
  - Aligned with good practice
  - Partially aligned with the good practice
  - Not aligned with the good practice



	A	B	C	D	E	F
12	**Guiding questions**	**Recommended good practice**	**Select your score**	**List the gaps you identified in your tools**	**References for good practice**	**Your notes**
13	**Must-do action: Data collection and monitoring**					
14	Are boys, girls, women and men with disabilities included in the target population or sample?	The data collection tool recognises 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 16% of any population. Also the sample of the target population explicitly includes persons with disabilities.	Aligned with good practice - no adaptation needed		UNHCR-Specific Codes Disability	
15	Are questions identifying persons with disabilities included in the demographic section of the questionnaire?	Questions for identifying persons with disabilities are located in the demographics or bio-data section of the data collection tool.	Partially aligned with good practice - some adaptions needed		REACH Guide on Use of Washington Group Questions in Multi-Sector Needs Assessments	
	Does the questionnaire use the Washington Group sets of questions on disability at an individual and/or household level, for example the Short Set or the Enhanced Set of questions?	The data collection tool includes the Washington Group 6 questions (Short Set), 8 questions (Expanded Set) or 12 questions (Enhanced Set) at minimum. Questions focus on function and not diagnosis or impairment, for example: Do you have difficulty walking or climbing steps? Would you say... (provide all options) - No difficulty - Some difficulty - A lot of difficulty - Cannot do at all In data analysis, the cutoff for disability is 'a lot of difficulty' or 'cannot do at all'.	Not aligned with good practice - adaptations needed		UNHCR-Specific Codes Disability	

- You will find **two columns to add your notes, your observations** and outcomes of the discussions about what gaps need addressing, and how.



	A	B	C	D	E	F
12	**Guiding questions**	**Recommended good practice**	**Select your score**	**List the gaps you identified in your tools**	**References for good practice**	**Your notes**
13	**Must-do action: Data collection and monitoring**					
14	Are boys, girls, women and men with disabilities included in the target population or sample?	The data collection tool recognises 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 16% of any population. Also the sample of the target population explicitly includes persons with disabilities.	Aligned with good practice - no adaptation needed		UNHCR-Specific Codes Disability	
15	Are questions identifying persons with disabilities included in the demographic section of the questionnaire?	Questions for identifying persons with disabilities are located in the demographics or bio-data section of the data collection tool.	Partially aligned with good practice - some adaptions needed		REACH Guide on Use of Washington Group Questions in Multi-Sector Needs Assessments	
	Does the questionnaire use the Washington Group sets of questions on disability at an individual and/or household level, for example the Short Set or the Enhanced Set of questions?	The data collection tool includes the Washington Group 6 questions (Short Set), 8 questions (Expanded Set) or 12 questions (Enhanced Set) at minimum. Questions focus on function and not diagnosis or impairment, for example: Do you have difficulty walking or climbing steps? Would you say... (provide all options) - No difficulty - Some difficulty - A lot of difficulty - Cannot do at all In data analysis, the cutoff for disability is 'a lot of difficulty' or 'cannot do at all'.	Not aligned with good practice - adaptations needed		UNHCR-Specific Codes Disability	

- To inform your changes we have added **references of good practices** that are there to inspire your revision.

Guiding questions	Recommended good practice	Select your score	List the gaps you identified in your tools	References for good practice	Your notes
Must-do action: Data collection and monitoring					
Are boys, girls, women and men with disabilities included in the target population or sample?	The data collection tool recognises 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 16% of any population. Also the sample of the target population explicitly includes persons with disabilities.	Aligned with good practice - no adaptation needed		UNHCR-Specific Codes Disability	
Are questions identifying persons with disabilities included in the demographic section of the questionnaire?	Questions for identifying persons with disabilities are located in the demographics or bio-data section of the data collection tool.	Partially aligned with good practice - some adaptions needed		REACH Guide on Use of Washington Group Questions in Multi-Sector Needs Assessments	
Does the questionnaire use the Washington Group sets of questions on disability at an individual and/or household level, for example the Short Set or the Enhanced Set of questions?	The data collection tool includes the Washington Group 6 questions (Short Set), 8 questions (Expanded Set) or 12 questions (Enhanced Set) at minimum. Questions focus on function and not diagnosis or impairment, for example: Do you have difficulty walking or climbing steps? Would you say... (provide all options) - No difficulty - Some difficulty - A lot of difficulty - Cannot do at all In data analysis, the cutoff for disability is 'a lot of difficulty' or 'cannot do at all'.	Not aligned with good practice - adaptations needed		UNHCR-Specific Codes Disability	

- 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.

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Sample data collection for population data or demographics/bio-data sections

Collect disability data in the demographics or bio-data section of your data collection tool. Use the Washington Group methodology and questions on function for collecting disability data.

Here is a sample questionnaire from the REACH guide on using the Washington Group Short Set (SS) questions in multi-sector needs assessments (available at Impact Initiatives:

Use of Washigton Group Questions in Multi-sector needs assesment (MSNAs) Report).

Variable	Questions	Responses	Skip Logic
sex_enum	What is the sex of the enumerator?	Male	
		Female	
Demographic Loop (repeated per person in the household)			
person_name	What is the name or nickname of the household member? (just so we know who we are talking about during the interview)	Text	
sex	What is the sex of [person_name]?	Male	
		Female	
age_years	What is the age of [person_name] in completed years?	Integer	

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, KIIs, Questionnaires, Feedback mechanisms and observations.

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Checklist for adaptations of protection risks assessment methods

Make sure your data collection methods and tools are accessible and inclusive to persons with disabilities.

Use this checklist for adapting your organisation's protection risks assessment data collection to be accessible and inclusive to persons with disabilities. The same adaptations can be applied to a range of data collection methods, such as focus group discussions and key informant interviews, in both assessments and monitoring data collection.

These steps are based on must-do actions in the IASC Guidelines on Inclusion of Persons with Disabilities in Humanitarian Action and standards in the Humanitarian Inclusion Standards for Older Persons and Persons with Disabilities.

	Checklist	Focus Group Discussions	Key Informant Interviews	Questionnaires	Feedback mechanisms	Observations
1	Train protection staff and enumerators on disability inclusion and accessibility.	x	x	x	x	x
2	Budget accessibility measures and reasonable accommodations for the protection risks assessment data collection.	x	x	x		
3	Ensure persons with disabilities are included in the data collection sample	x	x	x	x	
4	Include persons with disabilities as community focal points in protections risks needs assessment teams.	x	x	x		
5	For inviting persons with disabilities to participate in protection risks assessments, reach out to organisations of persons with disabilities, disability-specific organisations and local authorities in the relevant geographical area	x	x	x	x	

- 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.

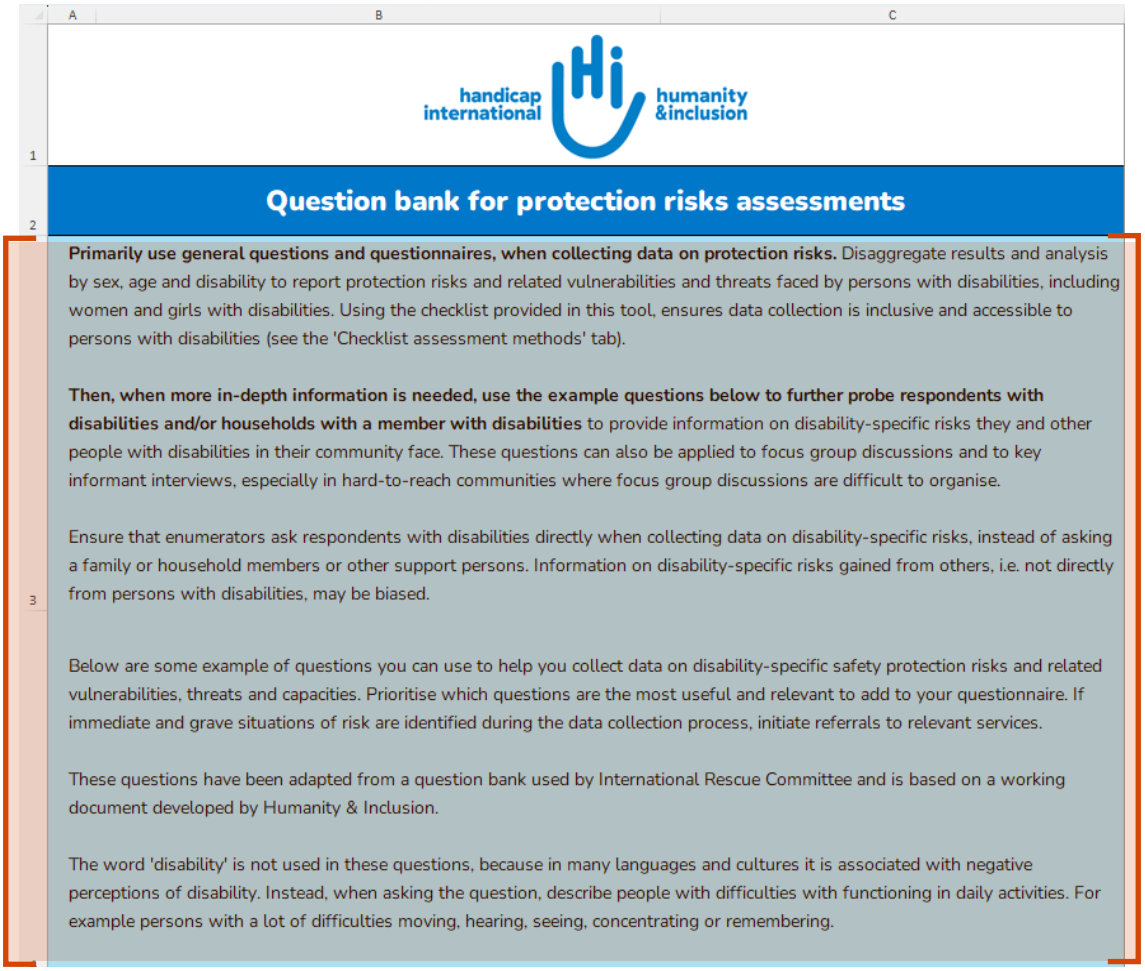
- **Section 19** provides a point of attention for reporting the information found.

- 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 KIIs 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.



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Question bank for protection risks assessments

Primarily use general questions and questionnaires, when collecting data on protection risks. Disaggregate results and analysis by sex, age and disability to report protection risks and related vulnerabilities and threats faced by persons with disabilities, including women and girls with disabilities. Using the checklist provided in this tool, ensures data collection is inclusive and accessible to persons with disabilities (see the 'Checklist assessment methods' tab).

Then, when more in-depth information is needed, use the example questions below to further probe respondents with disabilities and/or households with a member with disabilities to provide information on disability-specific risks they and other people with disabilities in their community face. These questions can also be applied to focus group discussions and to key informant interviews, especially in hard-to-reach communities where focus group discussions are difficult to organise.

Ensure that enumerators ask respondents with disabilities directly when collecting data on disability-specific risks, instead of asking a family or household members or other support persons. Information on disability-specific risks gained from others, i.e. not directly from persons with disabilities, may be biased.

Below are some example of questions you can use to help you collect data on disability-specific safety protection risks and related vulnerabilities, threats and capacities. Prioritise which questions are the most useful and relevant to add to your questionnaire. If immediate and grave situations of risk are identified during the data collection process, initiate referrals to relevant services.

These questions have been adapted from a question bank used by International Rescue Committee and is based on a working document developed by Humanity & Inclusion.

The word 'disability' is not used in these questions, because in many languages and cultures it is associated with negative perceptions of disability. Instead, when asking the question, describe people with difficulties with functioning in daily activities. For example persons with a lot of difficulties moving, hearing, seeing, concentrating or remembering.

- 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**.

	A	B	C
6		**Question**	**Potential Risk**
7		**Disability-specific threats and their effects**	
8	1	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?	General protection risk assessment question, therefore disaggregate results by sex, age and disability. 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.
9	2	Do you face specific physical barriers in accessing protection services? If yes, what is the service that is most difficult to access?	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.
10	3	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?	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 person 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.
11	4	Do you face any exploitation? If yes, could you provide more detail?	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.

- 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.

	A	B	C
18	**Origins of the threats**		
19	10	How does your family or how do your household members treat you?	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.
20	11	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?	Negative perceptions and stigma related to disability increase vulnerabilities and threats, and therefore also increase risks that persons with disabilities face in their community.
21	12	Do you feel that the local defacto authorities / community leaders / service provides understand the needs of persons that have a lot of difficulties functioning, such as people who have difficulties moving, seeing, hearing or understanding?* If no, can you explain why you think this might be?	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.

- 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.

	A	B	C
27	**Capacities and resources of persons with disabilities to mitigate threats**		
28	17	How do you reduce the risks of those issues you shared?	
29	18	Are there any people, organisations, service providers, community groups, or local authorities that can help with the problems? If yes, who?	
30	19	What support do you/does your family member with a disability need to solve the problems?	

To Find Out More

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March 2024