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**ABBREVIATIONS**

PGI Protection, Gender and Inclusion

SGBV Sexual and gender-based violence

DAPS Dignity, Access, Participation and Safety

[Fill out the rest]

**READ THIS FIRST – READ THIS FIRST – READ THIS FIRST**

*This tool is adapted from CARE International’s Rapid Gender Analysis tool.*

The analysis template is designed to be used to collate the findings of either   
or both of the following assessments:

Desk-based PGI Assessment (See worksheet 1 of Tool 2.4 PGI Assessment   
Questions Library)

Rapid field-based PGI Assessment (See worksheet 2 of Tool 2.4 PGI Assessment Questions Library)

Sectoral PGI Assessment (See worksheet 4 of Tool 2.4 PGI Assessment   
Questions Library)

**IMPORTANT:**

The **main headings** (e.g. executive summary, introduction, background Information, objectives, methodology, findings and analysis conclusion and recommendations) should all be addressed.

There are **references to online data visualisation** tools included to provide ideas for presenting your data. You can also add text boxes and quotes from focus group discussions where relevant.

This template is not a rigid document:

You can delete any irrelevant sub-headings or adapt the sections if you want to add another theme.

This template aims to simplify the process of presenting and structuring your analysis in a streamlined and comprehensive document that can be used to inform: the Emergency Plan of Action (EPoA), programming and activities across sectors, information sharing and fundraising.

This analysis will help implement the IFRC Minimum Standards on Protection,   
Gender and Inclusion in Emergencies and should refer back to those Standards.

Rapid PGI analysis is ideally published within 1-2 weeks of from a disaster start date. You are encouraged to share the draft with your PGI technical line manager before publishing.

If you have any questions, please e-mail your Regional or Global PGI lead.

**DELETE THIS BOX – DELETE THIS BOX – DELETE THIS BOX**

**EXECUTIVE SUMMARY**

***Write this section last. Provide a short summary of gender and diversity relations in the community, and key protection and inclusion concerns.***

**Summary Recommendations**

**INTRODUCTION**

**Background Information [to conflict or disaster]**

*Provide a short summary of the crisis event (max. 2 paragraphs)*

**THE RAPID PGI ANALYSIS OBJECTIVES**

The IFRC Minimum Standards on Protection, Gender and Inclusion in Emergencies state that all emergency plans and activities implemented by the IFRC and its member National Societies should be informed by a ‘gender and diversity’ (also known as a protection, gender, inclusion) analysis. The aim of this Rapid PGI Analysis is to:

* summarise key gender and diversity relations in the community (which provides vital context for planning effective programmes that support dignity, access, participation and safety)
* identify possible protection, gender and inclusion hot spots, concerns or issues (which will need to be addressed)
* identify partnerships, effective local structures and other local coping mechanisms to be integrated in the response.

**METHODOLOGY**

This Rapid PGI Analysis provides information about the different needs, capacities and coping strategies of women, men, boys and girls, and sexual and gender minorities including elderly, youth, persons with disabilities and marginalised groups (or other diversity factors) in the crisis. A Rapid PGI Analysis is built up progressively using primary and secondary information to understand gender roles, diversity factors and relations and how they are affecting **dignity, access, participation and safety** of affected persons at the time of and post crisis. The analysis is guided by the questions in Tool 2.4 PGI Assessment Question Library, specifically assessment guidance in tab 1 (desk based PGI assessment), 2 (field based PGI assessment) and 4 (PGI sectorial assessment).

This analysis provides practical programming and operational recommendations to meet the different needs of women, men, boys and girls and to ensure we ‘do no harm’.

The assessment has been undertaken from [insert date] to [insert date]. Analysis is still continuing, and the report will be updated appropriately when new findings and recommendations are produced.

Methods to collect and analyse data included:

* Analysis of demographic data and a review of previous PGI analysis by other agencies
* [Number] Focus Group Discussions divided by sex, ethnic group, age, disability where possible of a total of [ total number] of people ([number] women and [number] men)
* Household Assessment with [total number] of people ([number] women and [number] men (or summarise household data)
* Key Informant Interviews
* Add any other method of assessment used

The analysis had some **limitations,** [insert limitations]

**DEMOGRAPHIC PROFILE OF AFFECTED POPULATION**

**Sex, Age and Disability Disaggregated Data**

*Present the demographic data of the population in the affected area here. You can use the below table or use these online tools to visualise your data:* <https://public.tableau.com/s/>

*If available, collaborate with Information Management (IM) colleagues to find the best way to present the data you have collected.*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | SEX AND AGE DISAGGREGATED DATA | | | | | | |
|  | Female breakdown by age | | | | | | |
| Area: | | **Age 0-5** | **Age 6-18** | **Age 18-29** | **Age 30-59** | **Age 60 and up** | **Total #** |
| % | |  |  |  |  |  | 100 % |
| # | |  |  |  |  |  |  |
| With disability | |  |  |  |  |  |  |
| # | |  |  |  |  |  |  |
|  | Male breakdown by age | | | | | | |
| Area: | | **Age 0-5** | **Age 6-18** | **Age 18 and up** |  |  | **Total #** |
| % | |  |  |  |  |  | 100 % |
| # | |  |  |  |  |  |  |
| With disability | |  |  |  |  |  |  |
|  | |  |  |  |  |  |  |

**Demographic Analysis**

In one paragraph analyse:

* Total # of people affected (stating whether new arrivals, on the move, migrants, host community, etc)
* % of the population are children <18 years or young people 15-24?
* % of the population who are over 60
* % of women of a child bearing age
* # of women pregnant or lactating
* # of Female Headed Households
* # of Child Headed Households
* # of Polygamous Households
* Average size of households and composition
* % of population with a disability (and if Washington Group questions were used, or data is recorded, add type of disability)
* Major and minor ethnicities
* Major and minor religious groups
* Other diversity factors – caste, class, literacy, health status, migration status, etc
* Official and unofficial languages

**FINDINGS AND ANALYSIS**

**Gender and Diversity**

**Gender Roles and Responsibilities**

*Briefly describe the gender roles and responsibilities (where do men spend most of their time, where do women spend most of their time, are there any constrictions or taboos related to movement, and are there places that only women or men can go such as to Friday afternoon social or religious events).*

*Flag any issues or risks that the crisis poses such as: a risk that girls will not return to education because they will be asked to take on household roles, that boys will not return to school and instead will be sent to perform paid work, etc.*

*Provide information of division of (domestic) labour and income. Describe who normally has the decision-making power within the household.*

**Community Decision-taking Forums (including who misses out)**

*Provide information of community participations and decision-taking platforms. Who takes decisions at community level and who are the opinion leaders.*

*Important to analyse who in the community does not participate in decision-making and therefore misses out.*

**Protection and Inclusion**

**Access to Services and Resources**

*Are humanitarian services equally accessibly to women, men, boys and girls of different backgrounds including persons with disabilities? Are there any particular barriers or opportunities? What changed since the crisis?*

**Vulnerable Groups and Exclusion**

*Analyse who are the vulnerable or at-risk groups in the affected/response area. Provide information of gender, age, disability, diversity-specific risks and what makes different groups vulnerable and to what.*

*Briefly summarise attitudes, laws and data on inclusion of persons with disabilities, persons from sexual and gender minorities, religious minorities, and key practices that are inclusive or exclusive in the community, including how this affects access to services.*

**Safety and Security**

*Identify major socio-politico tensions between groups and common threats in the community. List any places that members of the community (men, women, girls, boys) do not feel safe.*

**Violence and Abuse**

*Describe how men, women, girls and boys cope with risks of violence. What type of support is offered to people who have been exposed to abuse? What could be done more for people who have been exposed to violence and abuse? Describe any existing resources in the local community for people who have been exposed to violence and abuse.*

**Sexual and Gender-based Violence**

DO NOT TRY TO SEEK SURVIVORS OF SGBV. BASE YOUR ANALYSIS ON THE SECODARY DATA OR OBSERVATION. The highly sensitive nature of sexual violence poses a unique set of challenges for any data gathering activity that touches on this issue. A range of ethical and safety issues must be considered and addressed prior to the commencement of any such inquiry. Failure to do so can result in harm to the physical, psychological and social well-being of those who participate and can even put lives at risk.

*Provide information on the common types of SGBV in the affected community. Analyse risk factors for different types of SGBV. Describe who is at high risk of SGBV and who are the perpetrators.*

*Identify community attitudes and behaviour toward survivors/suspected survivors and perpetrators/suspected perpetrators. What are the laws regarding rape and abortion in the country and identify any harmful practices or community norms? Provide information of presence of referral pathways for SGBV and service providers knowledge, attitudes and application of guiding principles.*

**Child Protection**

ALWAYS FOLLOW THE BEST INTEREST OF A CHILD. BASE YOUR ANALYSIS ON THE SECONDARY DATA OR OBSERVATION.

*Provide information about childhood school enrolment rates of boys, girls, including with disabilities, and from asylum or refugee, or migrant backgrounds. Analyse any differences in accessing schools for boys, girls, including with disabilities, and from asylum or refugee, or migrant backgrounds.*

*Analyse rates of child labour (rates of working for people under age of 18) and rates of child abuse and neglect.*

*Provide information of presence of referral pathways for child protection and service providers knowledge, attitudes and application of guiding principles.*

**Sexual Exploitation and Abuse**

*Analyse the risk of Sexual Exploitation and Abuse (SEA) and provide information about available inter-agency PSEA coordination structures, referral services and avenues for reporting misconduct by humanitarian staff.*

**SECTOR PROGRAMMING ISSUES**

|  |  |
| --- | --- |
| Sector | Summary of sector-specific programming issues as they relate to PGI |
| Emergency Health |  |
| Food Security |  |
| WASH  (incl. MHM) | Ensure you summarise known menstrual hygiene management practices here. |
| Shelter |  |
| Livelihoods |  |
| Non-food Items (NFIs) |  |
| Cash-based Interventions (CBIs) |  |
| Disaster Risk Reduction (DRR) |  |

**CURRENT RESPONSE**

**Red Cross and Red Crescent Movement Response Action**

*Provide a short summary of action taken by the Red Cross and Red Crescent actors (IFRC, Host National Society, Partners National Societies, ICRC) to respond to the disaster.*

**Other Humanitarian Agencies**

*Provide a short summary of action taken by key PGI actors (UNHCR, UNICEF, UNFPA, CARE International, Humanity Inclusion, Save the Children, Plan International etc.) to respond to the disaster.*

**Local Expert Organisations**

*Outline local women’s, children’s, LGBTIQ or disabled persons organisations that are active in the context. Also outline relevant community structures.*

**RECOMMENDATIONS**

**Overarching Recommendation**

**PGI Mainstreaming Recommendations (into sectors)**

**PGI Specific Programming Recommendations (targeted actions)**

**ANNEXES**

**Annex 1: Schedule of assessments** [Insert the Schedule of assessments completed]

**Annex 2: Assessment tools used** [Attach a copy of the tools/questions used]

**REFERENCES**