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Appendix 1: Procurement

Stationery

- Tape
 - 3 rolls of clear tape – [Example](#)
 - 3 rolls of masking tape – [Example](#)
 - 8 packs of sticky tack/blue tack/Blu-Tack to stick paper to the wall – [Example](#)
- Paper
 - Brown paper roll (enough to make a tree) – [Example](#)
 - 100 pages of A1 (Flip chart paper)– [Example](#)
 - [Stack of construction paper \(an assortment of colours\)](#) – [Example](#)
 - Paper for graffiti wall (3 – 1 each for Protection, IM, and PIM) – [Example](#)
 - A4 paper in each colour – [Example](#)
 - Yellow
 - Green
 - Blue
- Construction paper that can go around the cut-out words of the protection definition and be made to create idea bubbles (same as above)
 - Pink
 - Purple
 - Orange
 - White
- Dot stickers
 - Yellow
 - Green
 - Blue
 - Purple
 - Pink
- String – [Example](#)
 - Yellow
 - Green
 - Blue
 - Purple
 - Pink
 - Orange
 - White
- Writing utensils
 - Markers (General use and Graffiti wall) – [Example](#)
 - Pens (at least 50, blue and black)
 - [Crayons](#) (4 – 24 packs is ideal)
- Flip chart markers (5 of each colour) – [Example](#)
 - Yellow
 - Blue
 - Green
 - Purple
 - Pink
 - Red
 - Orange
 - Black
- Post-its
 - 4 stacks – Red – [Example](#)
 - 4 stacks – Orange – [Example](#)
 - 4 stacks – White – [Example](#)
 - 4 stacks – Yellow – [Example](#)

- 4 stacks – Green – [Example](#)
- 4 stacks – Blue – [Example](#)
- 4 stacks – Purple – [Example](#)
- 4 stacks – Pink – [Example](#)
- White poster board (4 – one for each country team for country posters) – [Example](#)
- Glue sticks (4 – one for each country team) – [Example](#)
- Bigger things
 - 35 clipboards
 - Boxes to keep the PIM champion folders and workbooks, and other items that are daily on the tables (13 total) – must hold clipboards – [A good example](#) or another [Example](#)
 - ‘Magic Box’ (for Secret PIM game and Protection Monitoring Game) – [Example](#)

Other supplies

- 6 scissors
- 70 sticks (for yes/no signs)
- 750 business cards for codings
- [Bags to ensure that things squish and pack easily](#)
- Bed sheets, dark colour preferred (3 – to cover protection definition, humanitarian programme cycle , and PIM matrix) – [Example](#)
- Bells (4 – one for each country team) – [Example](#)
- Bowls for healthy snacks
- Box for recycling papers
- Brain ball – [Example](#)
- Digital camera (to take photos of PIM champions, SD Card, cables) – [Example](#)
- Clothes pins
- Computer that will used to share all the PowerPoint slides (this must stay at the training site)
- Cables/interconnectors to ensure that the computer and the projector work together
- Flags for each country – [Example](#)
- Flip chart stand
 - One regular size (all five days)
 - One large size (Day 4)
- Folders for receipts
- Folders, one for each PIM champion
- Fun decorations for posters (stickers)
- Locks for bags
- [Map of the world](#) (ideally at least 130cm x 100cm)
- Name tags
- Pennants and sticks for boxes – [Example](#) and [Example](#)
- [Philips Picopic PPX 3414](#) (to project any materials that cannot be printed during Marketplace)
- Pillows, carpet/rug, and comfy area stuff
- Fern plants (or large potted plants) to go into comfy area
- [Play dough](#) (at least 20 jars – mini jars are acceptable)
- Printer that can sit in the training room (travel printer) – [Example](#)
- Projector that will be next to the computer used for the PowerPoint slides
- Receipt book
- Remote to control the computer and change PowerPoint slides – [Example](#)
- Screen to show PowerPoint slides
- Speakers – [Example](#)
- Stapler
- Staples
- 19 surge protectors (with outlets and/or USBs) – [Example](#)
 - One for front facilitator table (all 5 days)
 - One for back facilitator table (all 5 days)

- One for note taker table (all 5 days)
- 16 for each individual table (final day)
- Tables (compare to the layout diagrams)
 - Prep table for facilitators
 - Laptop and projector table for facilitators
 - Use-at-will table for PIM champions (goodies, extra pens, candy, water)
 - Tools table
 - Cocktail tables
- Tennis balls
- Timer – [Example](#)
- USB sticks for PIM champions (note: these have already been purchased)
- WiFi in the training facility

Perishable items

- Candy (all must be in wrappers) (~30 USD-worth)
 - 2 bags of chocolate candies
 - 1 bag of hard candies
 - 1 bag of lollipops – [Example: Chupa Chups](#)
 - 1 bag of candy that has at least 4 variations in it [Example: Starburst](#)
 - 1 bag of popular local candy
- Healthy fruits (~50 USD-worth – note: this is in addition to what I am expecting the training facility to provide)
 - 35 apples
 - 35 oranges
 - 35 bananas
 - 35 (open to suggestions of another fruit that comes on a tree)
- Assortment of nuts and dried fruit if they come in individual packets (~20 USD-worth), consider allergy concerns
 - Try to buy nuts that do not have salt on them
 - Almonds, pistachios, and cashews are ideal examples
- 32 bottles of water (single serving, for 1 individual)
 - 8 bottles from 4 different brands of water
- At least 1 glass per person for water
- Carafes/jugs of water on the table (which will be refilled twice a day – once before 08:30 and once during lunch)

Large printing

- PIM champion workbooks (one per PIM champion)
- PowerPoint slides (for a facilitators)
- Facilitator Guides (one per facilitator and note taker)

Make once, and take to each training

- Music playlist to energise PIM champions (suggestions):
 - Aurelio: Laru Beya
 - Remix: Kygo
 - Classical: Vivaldi
 - Country: Eric Church
 - West Africa: Amadou and Mariam, Magossa
 - Jazz: Buddy Guy
 - Rock: U2

Appendix 2: Terms of Reference – PIM Administrative Field Support

Title:	Protection Information Management (PIM) administrative field support officer
Reporting to:	_____
Duty station:	Location here
Contract period:	xx Month Year until xx Month Year.
Project number:	_____
Budget line:	_____
Project line description:	PIM administration field support officer – Location

Background

DRC, in collaboration with UNHCR, are working together to develop a common understanding of protection information management (PIM), its definition, key components, standards, tools and methodology. In May 2015, a PIM working meeting brought together experienced colleagues in protection and information management and was a first step in the process of identifying and defining PIM, its components, principles, and systems. As defined by PIM champions in the working meeting, PIM is the principled, systematised and collaborative processes to collect, process, analyse, share and use data and information to enable evidence-informed action for quality protection outcomes.

A key component of this initiative is the development and delivery of training materials that will be used to build the skills and capacities of protection cluster coordinators, NGO co-facilitators, and information management officers on PIM. The skills and capacity to provide quality protection information and data on individuals and groups of persons of concern in displacement situations in a safe, reliable and meaningful way, and that feed into an informed protection analysis, programming and response, has been identified as a gap. The overall goal is to improve the ability of protection clusters to develop a more informed protection response anchored in overall protection analyses.

To further develop the capacity to provide quality protection information, DRC hired a PIM training officer to develop training materials on PIM and lead the delivery of four trainings, which includes a test training. The intended users of the training material will be Protection Cluster Coordinators, NGO co-facilitators, information management officers, and potentially sub-cluster coordinators.

Duties and responsibilities

The PIM administrative field support officer will support the PIM training officer in advance of PIM training to:

- Be a focal point for administrative matters (including, but not limited to, accommodation and training location)
- Ensure all procurements follow organisation's and the grant requirements through which PIM is funded
- Identify a training facility that meets the needs of the PIM training
- Identify and confirm arrangements for hotels and dining facilities for PIM champions and facilitators
- Support the acquisition, procurement, and distribution of materials
- Support the collation, preparation, and development of any welcome materials
- Support PIM champions and facilitators with logistical support (including but not limited to advise on visas and transport)
- Support the collection of supplies for the PIM training in advance of the start date
- Support booking transport for all PIM champions and/or reimbursing PIM champions and facilitators as needed

The PIM administrative field support officer will support the PIM training officer during the PIM training to:

- As needed for administrative/training concerns, support translation into English between PIM champions/facilitators who do not speak a local language and local staff/actors
- Be a 'local expert' and focal point for PIM champions and facilitators for local questions, issues, and concerns
- Be a focal point for administrative matters at the training facility

- Ensure that all meals (break snacks, lunches, and/or dinners) served during the training are ready before the training break
- Set up each of the training facility rooms with the PIM training officer, each day before the morning of the training, in line with PIM training officer's design
- Support the acquisition of any additional materials, as needed

Output

At the end of the assignment, a state-of-the-art PIM training will have been completed due to the superb actions of the PIM administrative field support officer to address and resolve administrative and logistical concerns.

Required qualifications

- Ability to prioritise among multiple task and make decisions
- Ability to work independently and to meet deadlines
- Can work in stressful environment
- Computer literate with experience in email and Skype
- Effective communication skills, both written and spoken
- Fluency in English and local language
- Knowledge of DRC and UNHCR procurement requirements and procedures
- Strong organisational and time management skills
- Team player

Signature

Date

Appendix 3: Examples of support needed from administrative assistant

Administrative support (in advance of training)

- Identify a space needs that matches the needs of the training:
 - Think about something 'unique' and 'out of the box' (moving away from the normal hotel venue)
 - The room must have sunlight and windows
 - We will need at least two rooms for the training (see room layout)
 - We will need kitchen or caterers that can provide lunch and snacks
 - If there is a 'retreat' location, that can host us to sleep and do the workshop, and where we are the only ones there that is ideal!
 - Examples of places in other countries that are ideal:
 - The [Beredskabsstyrelsens Kursuscenter in Snekkersten](#), Denmark (website might only be in Danish – use Google Translate for support)
 - [The Q Center](#), St. Charles, Illinois, USA
 - [International Training Center](#) of the ILO, Turin, Italy
- Confirm the hotel for the training and PIM champions:
 - For the training
 - For room and board
- Support the collection of all the supplies in advance of arrival (see Appendix 1 – we can discuss what will be purchased in Geneva and what needs to be purchased on-site)
- Confirm group dinners for two nights:
 - On the first night, at a location that teaches/allows participants to cook/make the food (*details to be discussed – see Appendix 5*)
 - On the fourth night, at a location that allows PIM champions to eat as well as having room for speeches (*details to be discussed*)
- Support the printing and preparation of all PIM champion materials, including:
 - PIM champion workbooks
- Support preparation of welcome packet for PIM champions and facilitators, including:
 - Providing input on local knowledge of the area
 - Providing helpful contact information
- Support PIM champions and facilitators with visas:
 - Be a focal point for individuals who have questions about visas
 - Support, as needed, in obtaining an invitation letter from DRC
- Coordinate transport
 - Support booking flights (this is a large responsibility – I would like to talk about this as soon as possible)
 - Provide suggestions for how individuals can travel between the airport and training location
 - Organise transport logistics for the two dinner nights
- Populate USB sticks:
 - Take a master USB stick and copy all files to the newer USB stick
- Support collection of Marketplace materials:
 - Coordinate with external actors who might drop off materials in person
 - Make the name cards for each material

Administrative support (during training)

- Set up each of the rooms, each day before the morning training, which includes but is not limited to:
 - Physical set-up and movement of tables/supplies
 - Physical set-up of posters/images on the wall
 - Placement of papers, folders, and supplies for facilitators
 - Preparation of country box
 - Appropriate 'learning materials' on the tables
- Support PIM champions:
 - Being a 'local focal point' for PIM champions to reach out to if they have individual needs
 - Being a 'focal point' to handle any administrative matters with the hotel

- Ensuring that all breaks and lunches are ready and on time per the schedule of the day
- Support in the collection of Marketplace materials
 - Coordinate with external actors who might drop off materials in person (might be during the training)
 - Make the name cards for each material
 - Develop an 'easy-to-access' station for each of the materials

Administrative support (after training)

- Clean up the rooms and support packing of materials (as needed)
 - Ensure any supplies left over are given to the correct 'owner' (some come back to Geneva, others go with PIM champions, etc.)
- Support PIM champions:
 - As the 'local focal point' ensure PIM champions leave the venue
 - Being a 'focal point' to handle any administrative matters with the hotel
- Ensure all payments and reimbursements are completed within 1 week of the training:
 - Payments related to the hotel
 - Reimbursements to PIM champions (as needed)
 - Reimbursements to facilitators (as needed)

Appendix 4: Terms of Reference – Note taker for PIM training

Background

DRC, in collaboration with UNHCR, are working together to develop a common understanding of protection information management (PIM), its definition, key components, standards, tools and methodology. In May 2015, a PIM working meeting brought together experienced colleagues in protection and information management and was a first step in the process of identifying and defining PIM, its components, principles and systems. As defined by PIM champions in the working meeting, PIM is the principled, systematised and collaborative processes to collect, process, analyse, share and use data and information to enable evidence-informed action for quality protection outcomes.

A key component of this initiative is the development and delivery of training materials that will be used to build the skills and capacities of protection cluster coordinators, NGO co-facilitators, and information management officers on PIM. The skills and capacity to provide quality protection information and data on individuals and groups of persons of concern in displacement situations in a safe, reliable and meaningful way and that feed into an informed protection analysis, programming and response, has been identified as a gap. The overall goal is to improve the ability of protection clusters to develop more informed protection response anchored in overall protection analyses.

To further develop the capacity to provide quality protection information, DRC hired a PIM training officer to develop training materials on PIM and lead the delivery of four trainings – which includes a test training. The intended users of the training material will be protection cluster coordinators, NGO co-facilitators, information management officers, and potentially sub-cluster coordinators.

Duties and responsibilities

The PIM note taker will support the PIM training officer during the PIM training to:

- Capture notes and comments raised by the PIM champions
- Remain engaged to the discussions taking place during the training
- Follow the template developed for taking notes
- Submit all notes to the PIM training officer within 5 business days of the final day of the training
- Be available from 13:00 on Day 1 of the training to 13:00 on the final day of the training

Output

At the end of the assignment, a state-of-the-art PIM training will have notes which outline comments, questions, inputs, and suggestions at the end of the training

Required qualifications

- Ability to work independently and to meet deadlines
- Can work in a stressful environment
- Computer literate with experience in email and Skype
- Effective communication skills, both written and spoken in English
- Fluency in English
- Knowledge of protection (an asset, not a requirement)
- Strong organisational and time management skills

Key reminders

- All modules have already been created to outline when the note taker needs to take notes
- No support, work, or tasks are required of the note taker before the training
- The requirement after the training is for the note taker to send the notes to the PIM training officer (this can be as soon as the note taker feels confident to send the notes, which could be the last day of the training)

Appendix 5: Logistics for the cooking class – Dinner on night one of the PIM training

Instructions for booking the cooking class

The cooking class is an opportunity for PIM champions and facilitators to get to know each other. It's a bonding activity and is required for everyone. The price will be covered by the DRC. This activity needs to include the following:

- The opportunity to learn to cook a local dish
- It's great when there are different stations for the groups to divide into, (e.g. if we have 30+ people, we would all make 5–6 items – an appetiser, a main dish, a side dish, or a dessert – and small groups would each prepare one dish).
- This should not take longer than 2 hours (and that includes learning about the activity, doing the cooking, and eating)
- It should start around 18:30
- [redacted] will pay for the costs of the food and water/juice (but if drinks are offered, that would be covered by the individual)
- It's ideal if we (this training) are the only ones that will be there learning how to cook
- Here is an example in Budapest: <http://www.cookingbudapest.com/#menu>
- [redacted] will cover transport to the location, so if it's close that is also ideal!
- This is the only paid option for dinner on that night

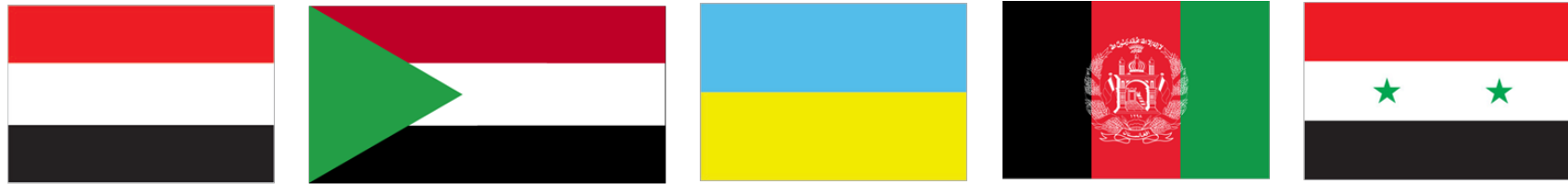
Please ask if you have questions!

Appendix 6: Module objectives

Module	Module name	Module objectives
0.1	Introduction to PIM concepts	<ul style="list-style-type: none"> • Identify the definition of PIM • Recall why PIM is important to the humanitarian community • List core competencies of PIM and those related to the course • List PIM principles • Explain how to use the Common PIM Terminology (2016) document
1.1	Introduction	<ul style="list-style-type: none"> • Identify key actors in PIM • Identify fellow PIM champions in the room • List the objective of the training • Identify PIM champions' expectations • Reflect on the model of learning used in the course • List the course ground rules
1.2	Introduction to PIM concepts	<ul style="list-style-type: none"> • Define PIM • Explain why PIM is important to the humanitarian community • Recall core competencies of PIM • Explain PIM principles • Apply PIM principles to current humanitarian work
1.3	Country presentation prep	<ul style="list-style-type: none"> • Reflect on current protection activities in field • Identify good practices
1.4	Day 1 review	<ul style="list-style-type: none"> • Reflect on the day and progress on course objectives • Reflect on the core competencies • Provide feedback on the day
2.1	Country presentation	<ul style="list-style-type: none"> • Recall challenges and lessons learned from others • Recall good practices from others
2.2	Protection	<ul style="list-style-type: none"> • Define what protection is • Recall a key resource for more information on protection • Explain examples of protection activities • Recall protection is a part of the SPHERE Standards
2.3	Information management	<ul style="list-style-type: none"> • Explain the difference between data, information, and knowledge • List the IM building blocks (or IM cycle) • List challenges of each IM building block • List solutions of each IM building block

		<ul style="list-style-type: none"> • Explain how IM supports protection clusters develop a more informed protection response
2.4	Country presentation	<ul style="list-style-type: none"> • Recall challenges and lessons learned from others • Recall good practices from others
2.5	PIM sensitivities	<ul style="list-style-type: none"> • Explain what could be sensitive data • Explain how PIM is unique and different from other IM systems • Explain who is at risk in collecting sensitive data
2.6	Analyse your environment	<ul style="list-style-type: none"> • Identify the roadmap of how IM and protection actors can work together to inform a protection strategy and response • Identify protection information needs • Identify key protection information resources
2.7	Day 2 review	<ul style="list-style-type: none"> • Reflect on the day and progress on course objectives • Reflect on the core competencies • Provide feedback on the day
3.1	Refresher	<ul style="list-style-type: none"> • Reflect on the day and progress on course objectives • Share some of the learning of the day so far
3.2	PIM matrix	<ul style="list-style-type: none"> • Explain what is the PIM matrix • Explain why the PIM matrix has categories • Explain how the PIM matrix is used • List the categories that will be discussed in the training • List the rows (components) of the matrix
3.3	Protection needs assessment	<ul style="list-style-type: none"> • Recall protection needs assessment as a category • Outline where a protection needs assessment occurs in the humanitarian programme cycle • List triggers for a protection needs assessment • Summarise an example of a protection needs assessment
3.4	Protection monitoring	<ul style="list-style-type: none"> • Outline where protection monitoring occurs in the humanitarian programme cycle • List triggers for protection monitoring • Identify challenges with protection monitoring • Identify solutions to overcome challenges with protection monitoring • Summarise an example of protection monitoring
3.5	Country presentation	<ul style="list-style-type: none"> • Recall challenges and lessons learned from others • Recall good practices from others
3.6	Population data	<ul style="list-style-type: none"> • Recall population data as a category • Outline where population data occurs in the humanitarian programme cycle • List triggers for population data • Summarise an example of population data

3.7	PIM matrix use and outputs	<ul style="list-style-type: none"> • Explain how each category is unique and different from another category • Explain why a category would be implemented • Explain what actors could expect from implementing a category (outputs)
3.8	Day 3 review	<ul style="list-style-type: none"> • Reflect on the day and progress on course objectives • Reflect on the competencies learned • Provide feedback on the day
4.1	Refresher	<ul style="list-style-type: none"> • Reflect on yesterday • Explain main concepts from yesterday's modules
4.2	Analyse your environment	<ul style="list-style-type: none"> • Explain what an analytical framework is • Explain why a secondary data review is useful
4.3	Country presentation	<ul style="list-style-type: none"> • Recall challenges and lessons learned from others • Recall good practices from others
4.4	Analyse your environment	<ul style="list-style-type: none"> • Develop an analytical framework for your current context • Explain how an analytical framework supports implementing an effective protection response
4.5	Analyse your environment	<ul style="list-style-type: none"> • Organise information • Identify protection information gaps • Identify PIM categories that can fill protection information gaps
4.6	Day 4 review	<ul style="list-style-type: none"> • Reflect on the day and progress on course objectives • Reflect on the competencies learned • Provide feedback on the day
5.1	Refresher	<ul style="list-style-type: none"> • Reflect on the day and progress on course objectives • Share some of the learning of the day so far
5.2	Sharing data (challenges)	<ul style="list-style-type: none"> • Define challenges in sharing data • Find solutions to challenges
5.3	Sharing data (promising practices)	<ul style="list-style-type: none"> • Explain challenges in sharing data • Explain solutions to challenges in sharing data • Identify promising practices
5.4	My fellow PIM champion	<ul style="list-style-type: none"> • Reflect on the day and progress on course objectives • Share some of the learning of the day so far
5.5	PIM training summary	<ul style="list-style-type: none"> • Identify fellow PIM champions • Build key professional relationships with partners • Encourage engagement between actors
5.6	Marketplace	<ul style="list-style-type: none"> • Show and share current and popular PIM tools • Improve knowledge on their current tools

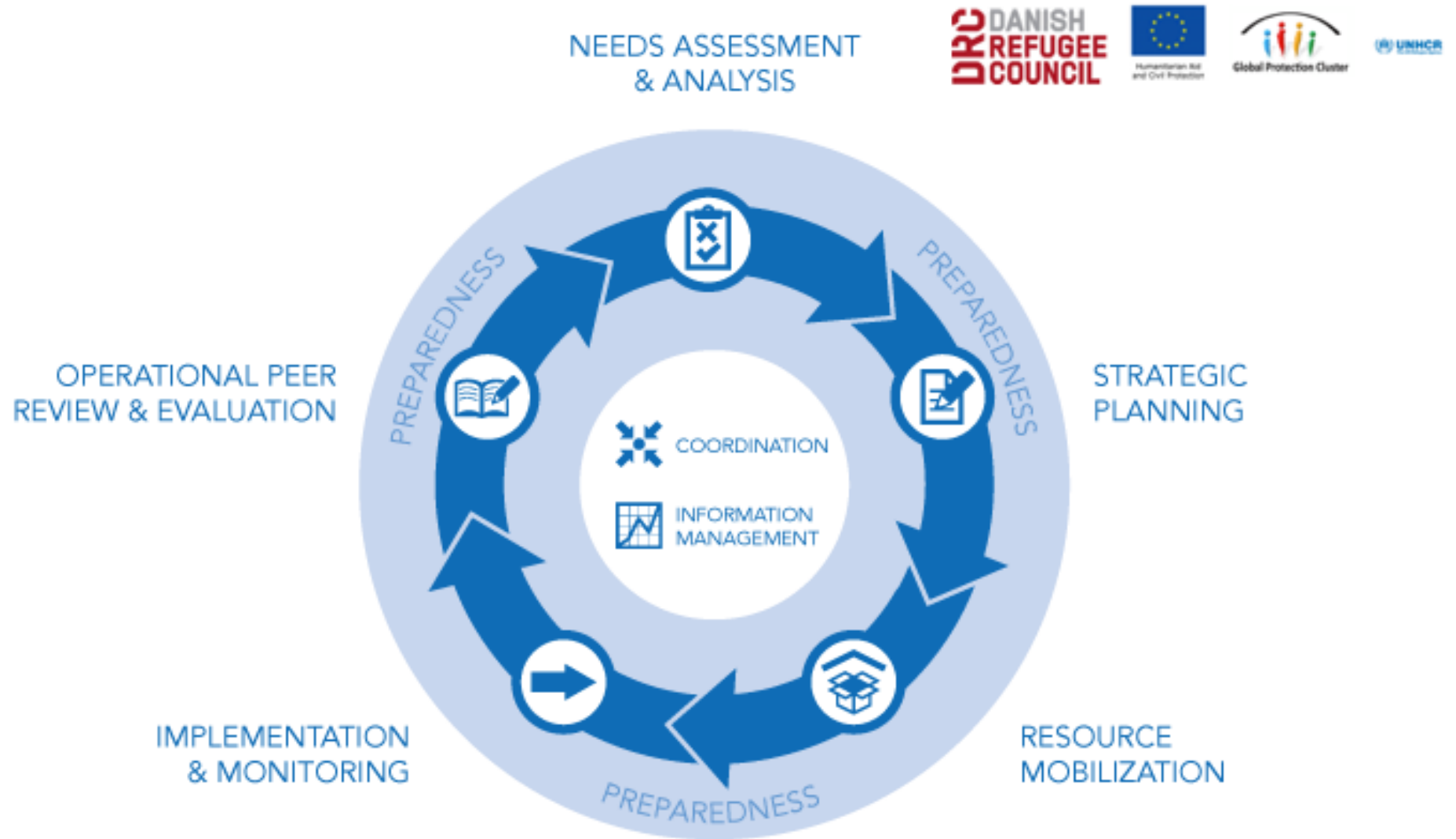


THE COMFY COUNTRY CORNER



Image Source: www.cia.gov

Appendix 8: Activity 0 – Prep – A0, Colour –Humanitarian programme cycle (Logo)



Information management means the collection, analysis, reporting, storage, and sharing of humanitarian information in a coordinated, systematic, and transparent way

**All activities aimed at obtaining
respect for the rights of the
individual in accordance with the
letter and the spirit of relevant
bodies of law**



Attitude:
**Supports an inclusive and
transparent approach to PIM**

Module 1.1 – Introduction

Module 1.2 – Introduction to PIM concepts

Module 1.4 – Day 1 review

Attitude:

**Disseminates the lessons learned
and good practices with colleagues
locally and globally to support
sustainability and knowledge
management**

Module 1.3 – Country presentation prep

Module 2.1 – Country presentation

Module 2.4 – Country presentation

Module 3.5– Country presentation

Module 4.3 – Country presentation

Module 5.1 – Refresher

Module 5.4 – My fellow PIM champion

Module 5.5 – PIM Training summary

Module 5.6 – Marketplace

Attitude:
**Able to scope and manage
expectations of IM**

Module 2.3 – Information management

Knowledge:

Knowledge of key protection norms and standards and holistic approach to protection, and the ability to incorporate these into operational and technical solutions

Module 2.2 – Protection

Module 3.1 – Refresher

Knowledge:

Understands the sensitivities around confidential information being handled and experience of sharing information in a protection-appropriate manner

Module 2.5 – PIM sensitivities

Module 5.2 – Sharing data
(challenges)

Module 5.3 – Sharing Data (promising
practices)

Skills:

Able to develop a principled PIM strategy and operational plan, and incorporate contextual risks, vulnerabilities, and coping mechanisms within protection data analysis processes

Module 4.5– Analyse your environment

Skills:

Analyses IM Environment (threats, opportunities, strengths, weaknesses) to inform methodology design and operational planning

Module 2.6 – Analyse your environment

Module 2.7 – Day 2 review

Module 3.2 – PIM matrix

Module 3.7 – PIM matrix use and outputs

Module 3.8 – Day 3 review

Module 4.2 – Analyse your environment

Module 4.4 – Analyse you current environment

Module 4.6 – Day 4 Review

Skills:

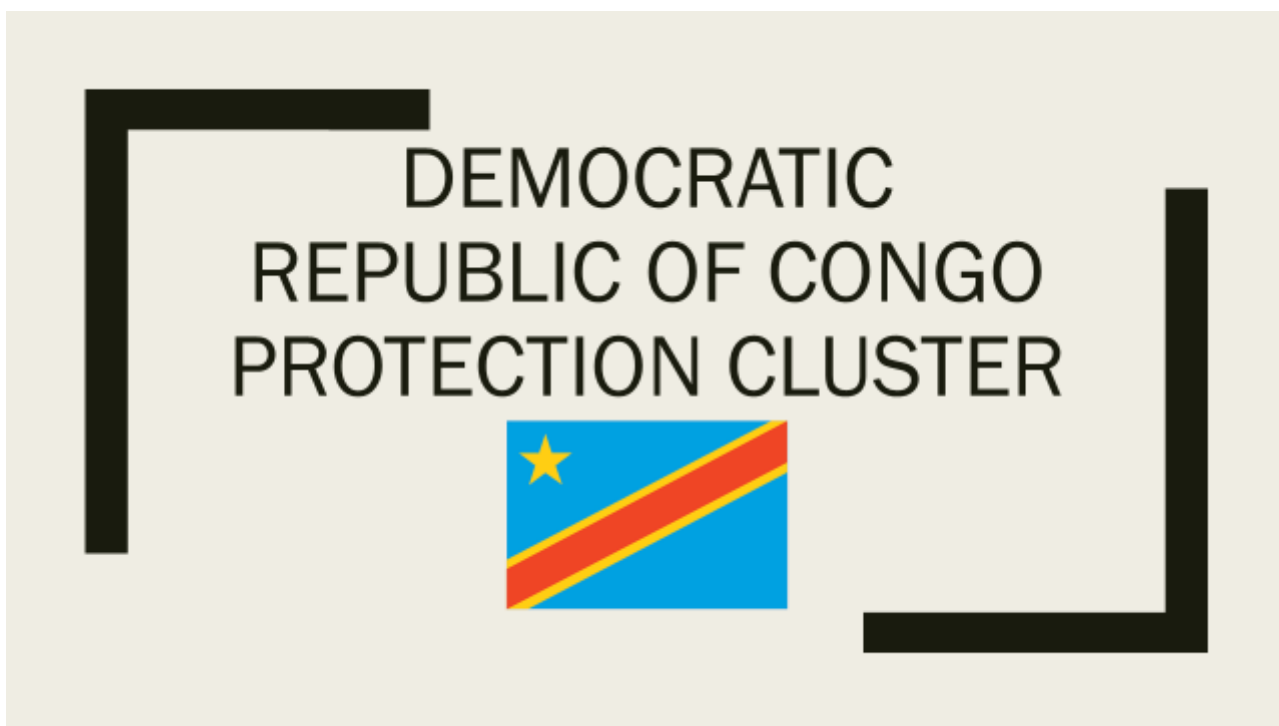
Makes informed decisions about which systems are needed based on a comprehensive analysis of information requirements

Module 3.3 – Protection needs assessment

Module 3.4 – Protection monitoring

Module 3.6 – Population data

Module 4.1 – Refresher



IRAQ
PROTECTION CLUSTER



LIBYA
PROTECTION CLUSTER



MYANMAR
PROTECTION CLUSTER



PAKISTAN
PROTECTION CLUSTER



PHILIPPINES
PROTECTION CLUSTER



SOMALIA
PROTECTION CLUSTER



SOUTH SUDAN
PROTECTION CLUSTER



SUDAN
PROTECTION CLUSTER



SYRIA
PROTECTION CLUSTER



UKRAINE
PROTECTION CLUSTER



YEMEN
PROTECTION CLUSTER



Appendix 20: Activity 0 – Prep – A4 Construction paper, Colour – PIM champion feedback book

FEEDBACK FORM

Thank you for taking the time to provide us with feedback! We really appreciate your comments. We would like you to submit this document on the last day of the training. If you have questions during or after the training about content, kindly keep these two emails to follow-up with us directly. We are still in the process of “perfecting” the training, therefore any comments you have will be truly considered and appreciated.

NOTE: THIS SHOULD BE GIVEN OUT IN HARD COPY AND ON USB STICK (if PIM champions would prefer to send their copies via email)

Contact information

Related to the PIM Training	Contact Name: Megan Lind Email: Megan.Lind@drc.dk Skype: MeganMLind
Related to the PIM Initiative	Contact Name: Jessica Schnabel Email: Schnabel@unhcr.org Skype: Jessicaevschnabel

DAY 1

Overall review of Day 1

Please can you complete the below feedback form. It will help us to monitor our courses.

	Yes	No	Some what	Comments (optional)
The content of the day was relevant to me				
The objectives of the day were met				
Today's modules increased my understanding of PIM				
I felt comfortable sharing views and asking questions				
The facilitators were actively helpful in meeting my needs				
The facilitators had in-depth knowledge of the subjects				
I liked the facilitation styles (activities) today				
Would you recommend today to a colleague?				

What module would you feel comfortable explaining to your staff tomorrow?

Why were you glad to be at the training today?

Could you write a specific quote about the course to share with the donor (optional)?

Identify one tool that you learned about today that you would use/reference in the future. If you did not learn about a new tool or how to use a section of a new tool, kindly write 'N/A'.

If today's module increased your knowledge of PIM, how did it increase your understanding of PIM?

Additional comments

Specific comments about Day 1

This is an optional space to provide additional feedback about the content in the training. As noted, we are in the process of developing the PIM training and the PIM materials. Any feedback that you can provide (positive or constructive) would be truly considered and appreciated by our team. You are encouraged to tell us if there are concepts you would like to see cut or added.

Introduction

Review of webinar

DAY 2

Overall review of Day 2

Please can you complete the below feedback form. it will help us to monitor our courses.

	Yes	No	Some what	Comments (optional)
The content of the day was relevant to me				
The objectives of the day were met				
Today's modules increased my understanding of PIM				
I felt comfortable sharing views and asking questions				
The facilitators were actively helpful in meeting my needs				
The facilitators had in-depth knowledge of the subjects				
I liked the facilitation styles (activities) today				
Would you recommend today to a colleague?				

What module would you feel comfortable explaining to your staff tomorrow?

Why were you glad to be at the training today?

Could you write a specific quote about the course to share with the donor (optional)?

Identify one tool that you learned about today that you would use/reference in the future. If you did not learn about a new tool or how to use a section of a new tool, kindly write 'N/A'.

If today's module increased your knowledge of PIM, how did today's module increase your understanding of PIM?

Additional comments

Specific comments about Day 2

This is an optional space to provide additional feedback about the content in the training. As noted, we are in the process of developing the PIM training and the PIM materials. Any feedback that you can provide (positive or constructive) would be truly considered and appreciated by our team. You are encouraged to tell us if there are concepts you would like to see cut or added.

2.1 – Country presentation prep

2.2 – Protection

2.3 – IM

2.4 – Country presentation

2.5 – PIM sensitivities

2.6 – Analyse your environment

DAY 3

Overall review of Day 3

	Yes	No	Some what	Comments (optional)
The content of the day was relevant to me				
The objectives of the day were met				
Today's modules increased my understanding of PIM				
I felt comfortable sharing views and asking questions				
The facilitators were actively helpful in meeting my needs				
The facilitators had in-depth knowledge of the subjects				
I liked the facilitation styles (activities) today				
Would you recommend today to a colleague?				

What module would you feel comfortable explaining to your staff tomorrow?

Why were you glad to be at the training today?

Could you write a specific quote about the course to share with the donor (optional)?

Identify one tool that you learned about today that you would use/reference in the future. If you did not learn about a new tool or how to use a section of a new tool, kindly write 'N/A'.

If today's module increased your knowledge of PIM, how did today's module increase your understanding of PIM?

Additional comments

Specific comments about Day 3

This is an optional space to provide additional feedback about the content in the training. As noted, we are in the process of developing the PIM training and the PIM materials. Any feedback that you can provide (positive or constructive) would be truly considered and appreciated by our team. You are encouraged to tell us if there are concepts you would like to see cut or added.

3.2 – PIM matrix

3.3 – Protection needs assessment

3.4 – Protection monitoring

3.5 – Country presentation

3.6 – Population data

3.7 – PIM matrix use and outputs

DAY 4

Overall review of Day 4

	Yes	No	Some what	Comments (optional)
The content of the day was relevant to me				
The objectives of the day were met				
Today's modules increased my understanding of PIM				
I felt comfortable sharing views and asking questions				
The facilitators were actively helpful in meeting my needs				
The facilitators had in-depth knowledge of the subjects				
I liked the facilitation styles (activities) today				
Would you recommend today to a colleague?				

What module would you feel comfortable explaining to your staff tomorrow?

Why were you glad to be at the training today?

Could you write a specific quote about the course to share with the donor (optional)?

Identify one tool that you learned about today that you would use/reference in the future. If you did not learn about a new tool or how to use a section of a new tool, kindly write 'N/A'.

If today's module increased your knowledge of PIM, how did today's module increase your understanding of PIM?

Additional comments

Specific comments about Day 4

This is an optional space to provide additional feedback about the content in the training. As noted, we are in the process of developing the PIM training and the PIM materials. Any feedback that you can provide (positive or constructive) would be truly considered and appreciated by our team. You are encouraged to tell us if there are concepts you would like to see cut or added.

4.2 – Analyse your environment

4.3 – Country presentation

4.4 – Analyse your environment

4.5 – Analyse your environment

DAY 5

Overall review of Day 5

	Yes	No	Some what	Comments (optional)
The content of the day was relevant to me				
The objectives of the day were met				
Today's modules increased my understanding of PIM				
I felt comfortable sharing views and asking questions				
The facilitators were actively helpful in meeting my needs				
The facilitators had in-depth knowledge of the subjects				
I liked the facilitation styles (activities) today				
Would you recommend today to a colleague?				

What module would you feel comfortable explaining to your staff tomorrow?

Why were you glad to be at the training today?

Could you write a specific quote about the course to share with the donor (optional)?

Identify one tool that you learned about today that you would use/reference in the future. If you did not learn about a new tool or how to use a section of a new tool, kindly write 'N/A'.

If today's module increased your knowledge of PIM, how did today's module increase your understanding of PIM?

Additional comments

Specific comments about Day 5

This is an optional space to provide additional feedback about the content in the training. As noted, we are in the process of developing the PIM training and the PIM materials. Any feedback that you can provide (positive or constructive) would be truly considered and appreciated by our team. You are encouraged to tell us if there are concepts you would like to see cut or added.

5.2 – Sharing data (challenges)

5.3 – Sharing data (promising practices)

UNIVERSAL CONSENT AND RELEASE FOR USE OF AN IMAGE

I, _____, hereby grant the Protection Information Management Training Team (“PIMTT”) and the Danish Refugee Council (“DRC”), its employees, agents, affiliates, subsidiaries, assigns, licensees, donors, and successors, the right to use my image and likeness and any audio/visual representation thereof, in support of its mission. Audio/visual representations of my image and likeness include, but are not limited to, photographs, digital images, video and audio recordings and clips. I acknowledge and agree that PIMTT and DRC own all of its products containing my image and likeness and any audio/visual representations thereof, and may use such audio/visual representation in any manner or medium without notifying me, including composite or modified representations, in PIMTT and DRC websites, publications, promotions, fundraising materials, posters and exhibitions , as well as for any other use. I further acknowledge and agree that I will not receive any compensation from the PIMTT and DRC related to the use of my image or likeness and any audio/visual representation thereof.

Release

I confirm that I have completely read the foregoing, understand its contents, and have voluntarily signed this Consent and Release.

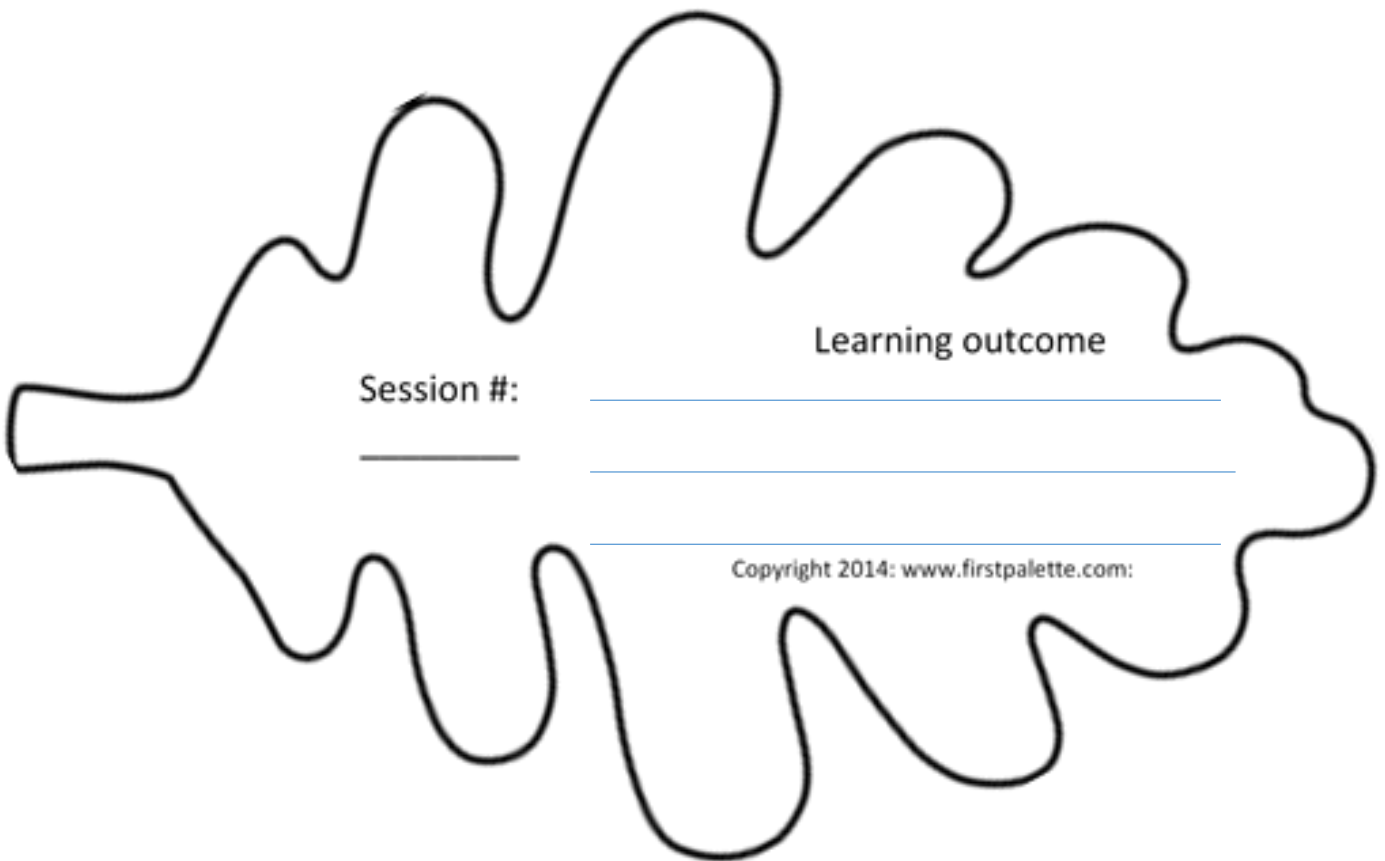
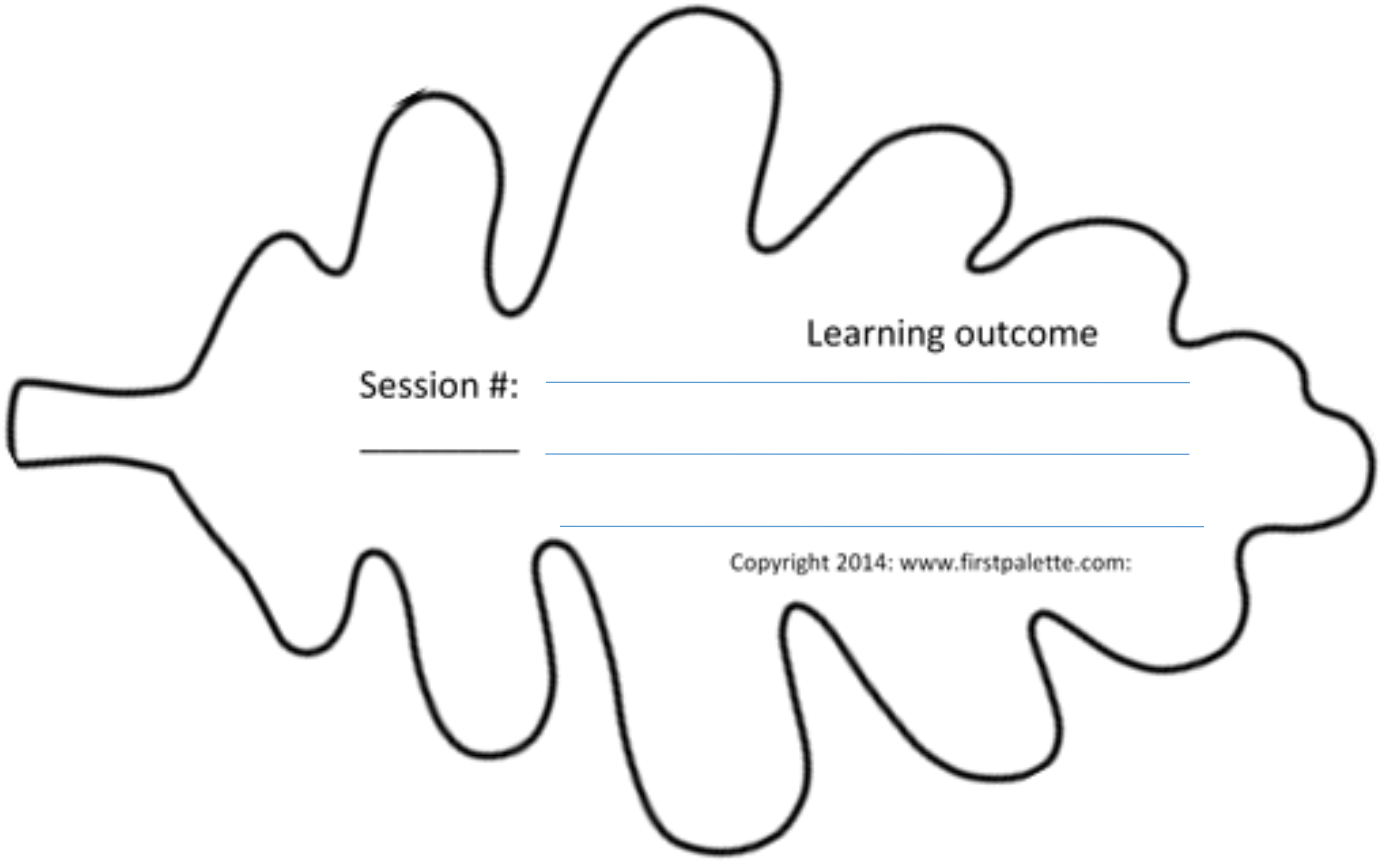
Name: _____

Signature: _____

Date: _____

PIM CHAMPION	PIM CHAMPION	PIM CHAMPION
PIM CHAMPION	PIM CHAMPION	PIM CHAMPION
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PIM CHAMPION	PIM CHAMPION	PIM CHAMPION
PIM CHAMPION	PIM CHAMPION	PIM CHAMPION







OBTAIN PERMISSION
TO TAKE PHOTOS

Image Source: konstdownload.net

This slide features a light beige background with a large black L-shaped graphic on the left and right sides. In the center, the text "OBTAIN PERMISSION TO TAKE PHOTOS" is written in a bold, black, sans-serif font. Two black silhouettes of a person holding a camera up to their eye are positioned in the top right and bottom left corners of the central area.



INFORM PIM
CHAMPIONS IF
RECORDING SESSIONS

Image Source: iphonetopics.com

This slide features a light beige background with a large black L-shaped graphic on the left and right sides. In the center, the text "INFORM PIM CHAMPIONS IF RECORDING SESSIONS" is written in a bold, black, sans-serif font. Two images of a hand holding an iPhone are placed in the top right and bottom left corners. Each image includes the text "RECORD CALLS ON YOUR IPHONE" in white on a black background.



KEEP PRIVATE CONVERSATIONS OUTSIDE

(EMAIL, PHONES, SKYPE, ONE-ON-ONE)



Image Source: Skype.com



PROVIDE FEEDBACK

(EVALUATION SHEETS)



Image Source: pictwest.info

RESPECT TIME

(FOLLOW SCHEDULE AND COMMUNICATE CHANGES)

Image Source: konfinder.com



PRE-2015

- Protection and Information Management Actors
 - Noticed a lack of common understandings on PIM
 - Held informal meetings to discuss the development of global PIM standards
 - Found funding to support the development of PIM (ECHO)

MAY 2015 – 1ST PIM WORKING MEETING

- Was the first step to identify components, principles, and systems of PIM
- Brought together key actors in the humanitarian field
- Produced key documents including:
 - *Definition of PIM*
 - *PIM principles*
 - *PIM core activities*
 - *Draft PIM matrix*
 - *Draft document on PIM relationship*
- Identified next steps for PIM Working Group

SUMMER 2015 – PIM WORKING GROUP

- Finalisation of PIM Working Group documents
- Draft of PIM glossary
- Edits to the PIM matrix
- Meetings of actors wanting to further PIM documents
- Hiring a PIM training officer

NOV 2015 – PIM WEBINAR

- A teaser to the PIM Training
- An opportunity to engage PIM actors on current discussions
- An opportunity for field actors to ask questions about PIM

DEC 2015 – 2ND PIM WORKING MEETING

- Confirmation of outputs from 1st PIM Working Meeting
- Finalisation of PIM glossary
- Discussion on PIM matrix categories
- Engagement from more/new PIM actors

2015 – 2ND PIM WORKING MEETING

- Development of PIM Training based :
 - 1st PIM Working Group meeting outputs
 - 2nd PIM Working Group meeting outputs
 - Information/questions gathered from actors who participated in PIM webinar and survey

2016 – BRIEFING ON PIM

- The briefings:
 - Covered what the community of PIM stakeholders has achieved
 - Discussed our vision and strategy for PIM
 - Outlined where we plan to go over the next two years with this initiative
 - Shared concrete ways in which colleagues can continue to contribute to specific next steps in moving this process forward

2016 – PIM TRAININGS

- Here and now...

WHICH DO YOU PREFER:
WAKING UP EARLY OR GOING TO BED LATE?

DO YOU LIKE TO TRAVEL?

WHICH DO YOU PREFER:
RUNNING OR WALKING?

HOW MANY LAUGAGUES DO YOU SPEAK?

WHICH DO YOU PREFER:
SUMMER OR WINTER OLYMPICS?

WHERE IS YOUR FAVORITE PLACE TO SPEND YOUR BIRTHDAY?

WHICH DO YOU PREFER:
PLANES OR TRAINS?

WHAT IS YOUR FAVORITE FOOD?

WHICH DO YOU PREFER:
BREAKFAST OR DINNER?

DO YOU HAVE A FAVORITE TYPE OF MUSIC?

WHICH DO YOU PREFER:
WAKING UP EARLY OR GOING TO BED LATE?

DO YOU HAVE ANY SIBLINGS?

WHICH DO YOU PREFER:
COFFEE OR TEA?

HOW MANY COUNTRIES HAVE YOU BEEN TO?

WHICH DO YOU PREFER:
A BEACH OR MOUNTAIN VACATION?

WHERE ARE YOU CONSIDERED A LOCAL?

WHICH DO YOU PREFER:
MAKING DINNER OR DOING THE DISHES?

WHERE DO YOU WANT TO GO ON YOUR NEXT VACATION?

WHICH DO YOU PREFER:
CHECKING LUGGAGE OR CARRY ON?

DO YOU HAVE ANY SIBLINGS?

<p>AFGHANISTAN</p> <p>Activity #2 – Module 1.1</p>	<p>D.R.CONGO</p> <p>Activity #2 – Module 1.1</p>
<p>IRAQ</p> <p>Activity #2 – Module 1.1</p>	<p>KENYA</p> <p>Activity #2 – Module 1.1</p>
<p>LEBANON</p> <p>Activity #2 – Module 1.1</p>	<p>LIBYA</p> <p>Activity #2 – Module 1.1</p>
<p>MYANMAR</p> <p>Activity #2 – Module 1.1</p>	<p>PAKISTAN</p> <p>Activity #2 – Module 1.1</p>

PHILIPPINES

Activity #2 – Module 1.1

SOMALIA

Activity #2 – Module 1.1

SOUTH SUDAN

Activity #2 – Module 1.1

SUDAN

Activity #2 – Module 1.1

SWITZERLAND

Activity #2 – Module 1.1

SYRIA

Activity #2 – Module 1.1

UKRAINE

Activity #2 – Module 1.1

YEMEN

Activity #2 – Module 1.1

.AF

Activity #2 – Module 1.1

.CD

Activity #2 – Module 1.1

.IQ

Activity #2 – Module 1.1

.KE

Activity #2 – Module 1.1

.LB

Activity #2 – Module 1.1

.LY

Activity #2 – Module 1.1

.MM

Activity #2 – Module 1.1

.PK

Activity #2 – Module 1.1

.PH

Activity #2 – Module 1.1

.SO

Activity #2 – Module 1.2

K

.SS

Activity #2 – Module 1.1

.SD

Activity #2 – Module 1.1

.CH

Activity #2 – Module 1.1

.SY

Activity #2 – Module 1.1

.UA

Activity #2 – Module 1.1

.YE

Activity #2 – Module 1.1

Protection

information

management

refers to

principled,

systematised,

and **collaborative**

processes

to collect,

process,

analyse,

store,

share,

and use

data and

information

to enable

evidence

-informed

action

for quality

protection

outcomes.

Appendix 30: Activity #6 – Module 1.2 –Business cards – You and PIM principles (Coding cards)

<p>KABUL, AFGHANISTAN</p> <p>Activity #6 – Module 1.2</p>	<p>KINSHASA, D.R. CONGO</p> <p>Activity #6 – Module 1.2</p>
<p>BAGHDAD, IRAQ</p> <p>Activity #6 – Module 1.2</p>	<p>NAIROBI, KENYA</p> <p>Activity #6 – Module 1.2</p>
<p>BEIRUT, LEBANON</p> <p>Activity #6 – Module 1.2</p>	<p>TRIPOLI, LIBYA</p> <p>Activity #6 – Module 1.2</p>
<p>NAYPYIDAW, MYANMAR</p> <p>Activity #6 – Module 1.2</p>	<p>ISLAMADAD, PAKISTAN</p> <p>Activity #6 – Module 1.2</p>

**MANILA,
PHILIPPINES**

Activity #6 – Module 1.2

**MOGADISHU,
SOMALIA**

Activity #6 – Module 1.2

**JUBA, SOUTH
SUDAN**

Activity #6 – Module 1.2

**KHARTOUM,
SUDAN**

Activity #6 – Module 1.2

**BERN,
SWITZERLAND**

Activity #6 – Module 1.2

**DAMASCUS,
SYRIA**

Activity #6 – Module 1.2

KIEV, UKRAINE

Activity #6 – Module 1.2

SANA'A, YEMEN

Activity #6 – Module 1.2

KBL

Activity #6 – Module 1.2

FIH

Activity #6 – Module 1.2

BGW

Activity #6 – Module 1.2

NBO

Activity #6 – Module 1.2

BEY

Activity #6 – Module 1.2

TIP

Activity #6 – Module 1.2

NYT

Activity #6 – Module 1.2

ISB

Activity #6 – Module 1.2

MNL

Activity #6 – Module 1.2

MGQ

Activity #6 – Module 1.2

JUB

Activity #6 – Module 1.2

KRT

Activity #6 – Module 1.2

BRN

Activity #6 – Module 1.2

DAM

Activity #6 – Module 1.2
2

KBP

Activity #6 – Module 1.2

SAH

Activity #6 – Module 1.2

Protection

is:

all

activities

aimed

at

obtaining

full

respect

for

the

rights

of

the

individual

in

accordance

with

the

letter

and

spirit

of

the

relevant

bodies

of

law

Appendix 32: Activity #11 – Module 2.2 – Business cards – You and protection (Coding cards)

<p>Sets forth a broad catalogue of civil and political rights, including the rights to life, physical integrity, recognition before the law, political participation, freedom of movement and choice of residence, and protection of the family. (IDP Handbook, p.22)</p> <p style="text-align: center;">Activity #11 – Module 2.2</p>	<p>Sets out economic, social and cultural guarantees, including the rights to adequate food, shelter, clothing, health care, an adequate standard of living, and guarantees concerning work, social welfare, education and participation in cultural life. (IDP Handbook p.22)</p> <p style="text-align: center;">Activity #11 – Module 2.2</p>
<p>Sets a framework for national action for ensuring women enjoy, on an equal footing with men, their rights in all fields, including employment, education and administration of property, and for ensuring the protection of women, especially against threats to their physical safety and against rape and sexual exploitation. (IDP Handbook, p.23)</p> <p style="text-align: center;">Activity #11 – Module 2.2</p>	<p>Defines and prohibits torture under all circumstances. Stipulates that States cannot transfer a person to another State if there are grounds for believing that s/he will be tortured (principle of non-refoulement). (IDP Handbook, p.22)</p> <p style="text-align: center;">Activity #11 – Module 2.2</p>
<p>A comprehensive code to protect the rights and best interests of children (below 18 years of age). Obliges States to take measures to ensure protection, care, psychological recovery and social reintegration of children affected by armed conflict, including unaccompanied or separated children. The Optional Protocol on the involvement of children in armed conflict prohibits compulsory recruitment and direct use in hostilities of persons under 18. (IDP Handbook, p.23)</p> <p style="text-align: center;">Activity #11 – Module 2.2</p>	<p>Reaffirms human rights and emphasizes their particular importance to persons living with disabilities. Also provides guidance to States on ways to ensure that those with disabilities, including survivors of landmines and explosive remnants of war, can exercise their rights on a full and equal basis with others. (IDP Handbook, p.23)</p> <p style="text-align: center;">Activity #11 – Module 2.2</p>
<p>The first human rights instrument developed by the United Nations, establishes the main civil, political, economic, social and cultural rights to which all persons are entitled, without discrimination of any kind. Although not a binding instrument in itself, many of its principles constitute customary law and/or have been incorporated into treaties, thus gaining binding force. (IDP Handbook, p.21)</p> <p style="text-align: center;">Activity #11 – Module 2.2</p>	<p>Prohibits racial discrimination: when a person or group is treated differently because of race, color, descent, national origin or ethnic origin with the aim or effect of denying their human rights and fundamental freedoms. (IDP Handbook, p.22)</p> <p style="text-align: center;">Activity #11 – Module 2.2</p>

<p style="text-align: center;">The Universal Declaration of Human Rights (UDHR)</p> <p style="text-align: center;">Activity #11 – Module 2.2</p>	<p style="text-align: center;">International Convention on the Elimination of All Forms of Racial Discrimination (ICERD)</p> <p style="text-align: center;">Activity #11 – Module 2.2</p>
<p style="text-align: center;">The International Covenant on Civil and Political Rights (ICCPR)</p> <p style="text-align: center;">Activity #11 – Module 2.2</p>	<p style="text-align: center;">The International Covenant on Economic, Social and Cultural rights (ICESCR)</p> <p style="text-align: center;">Activity #11 – Module 2.2</p>
<p style="text-align: center;">Convention on the Elimination of All Forms of Discrimination against women (CEDAW)</p> <p style="text-align: center;">Activity #11 – Module 2.2</p>	<p style="text-align: center;">Convention against Torture and Other Cruel, Inhuman, or Degrading Treatment or Punishment (CAT)</p> <p style="text-align: center;">Activity #11 – Module 2.2</p>

<p style="text-align: center;">Convention on the Rights of a Child (CRC)</p> <p style="text-align: center;">Activity #11 – Module 2.2</p>		<p style="text-align: center;">Convention on the Rights of Persons with Disabilities</p> <p style="text-align: center;">Activity #11 – Module 2.2</p>
<p style="text-align: center;">1948</p> <p style="text-align: center;">Activity #11 – Module 2.2</p>		<p style="text-align: center;">1965</p> <p style="text-align: center;">Activity #11 – Module 2.2</p>
<p style="text-align: center;">1966</p> <p style="text-align: center;">Activity #11 – Module 2.2</p>		<p style="text-align: center;">1966</p> <p style="text-align: center;">Activity #11 – Module 2.2</p>
<p style="text-align: center;">1979</p> <p style="text-align: center;">Activity #11 – Module 2.2</p>		<p style="text-align: center;">1984</p> <p style="text-align: center;">Activity #11 – Module 2.2</p>

<p style="text-align: center;">1989</p> <p style="text-align: center;">Activity #11 – Module 2.2</p>		<p style="text-align: center;">2001</p> <p style="text-align: center;">Activity #11 – Module 2.2</p>
<p style="text-align: center;">192 – State parties 0 – Signatories 0 – No action</p> <p style="text-align: center;">Activity #11 – Module 2.2</p>		<p style="text-align: center;">177 – State parties 6 – Signatories 14 – No action</p> <p style="text-align: center;">Activity #11 – Module 2.2</p>
<p style="text-align: center;">168 – State parties 7 – Signatories 22 – No action</p> <p style="text-align: center;">Activity #11 – Module 2.2</p>		<p style="text-align: center;">164 – State parties 6 – Signatories 27 – No action</p> <p style="text-align: center;">Activity #11 – Module 2.2</p>
<p style="text-align: center;">189 – State parties 2 – Signatories 6 – No action</p> <p style="text-align: center;">Activity #11 – Module 2.2</p>		<p style="text-align: center;">159 – State parties 10 – Signatories 28 – No action</p> <p style="text-align: center;">Activity #11 – Module 2.2</p>

196 – State parties
1 – Signatories
0 – No action

Activity #11 – Module 2.2

162 – State parties
25 – Signatories
11 – No action

Activity #11 – Module 2.2

Aleppo

Latrines

Schools

12,846



Appendix 34: Activity #13/Activity #14 – Module 2.3 – Should you make a decision based on this data/information? (Make stickers to put on sticks)

YES	YES	YES
YES	YES	YES
YES	YES	YES
YES	YES	YES
YES	YES	YES
YES	YES	YES
YES	YES	YES
YES	YES	YES
YES	YES	YES

NO

NO

NO

NO

NO

NO

NO

NO

NO

NO

NO

NO

NO

NO

NO

NO

NO

NO

NO

NO

NO

NO

NO

NO

Appendix 35: Appendix – Activity #15 – Module 2.3 – Business cards –IM
(Coding cards)

<p>WFP</p> <p>Activity #15 – Module 2.3</p>	<p>LOGISTICS</p> <p>Activity #15 – Module 2.3</p>
<p>LOGISTICS</p> <p>Activity #15 – Module 2.3</p>	<p>UNICEF</p> <p>Activity #15 – Module 2.3</p>
<p>NUTRITION</p> <p>Activity #15 – Module 2.3</p>	<p>NUTRITION</p> <p>Activity #15 – Module 2.3</p>
<p>UNHCR and IFRC</p> <p>Activity #15 – Module 2.3</p>	<p>EMERGENCY SHELTER</p> <p>Activity #15 – Module 2.3</p>

EMERGENCY SHELTER

Activity #15 – Module 2.3

UNHCR and IOM

Activity #15 – Module 2.3

AFGHANISTAN

Activity #15 – Module 2.3

DRC

Activity #15 – Module 2.3

IRAQ

Activity #15 – Module 2.3

KENYA

Activity #15 – Module 2.3

LEBANON

Activity #15 – Module 2.3

LIBYA

Activity #15 – Module 2.3

MYANMAR

Activity #15 – Module 2.3

PAKISTAN

Activity #15 – Module 2.3

PHILIPPINES

Activity #15 – Module 2.3

SOMALIA

Activity #15 – Module 2.3

CCCM

Activity #15 – Module 2.3

WHO

Activity #15 – Module 2.3

HEALTH

Activity #15 – Module 2.3

UNHCR

Activity #15 – Module 2.3

<p style="text-align: center;">PROTECTION</p> <p style="text-align: center;">Activity #15 – Module 2.3</p>		<p style="text-align: center;">PROTECTION</p> <p style="text-align: center;">Activity #15 – Module 2.3</p>
<p style="text-align: center;">FAO and WFP</p> <p style="text-align: center;">Activity #15 – Module 2.3</p>		<p style="text-align: center;">FOOD SECURITY</p> <p style="text-align: center;">Activity #15 – Module 2.3</p>
<p style="text-align: center;">FOOD SECURITY</p> <p style="text-align: center;">Activity #15 – Module 2.3</p>		<p style="text-align: center;">WFP</p> <p style="text-align: center;">Activity #15 – Module 2.3</p>
<p style="text-align: center;">OCHA</p> <p style="text-align: center;">Activity #15 – Module 2.3</p>		<p style="text-align: center;">COORDINATOR OF CLUSTERS</p> <p style="text-align: center;">Activity #15 – Module 2.3</p>

Appendix 36: Appendix – Activity #16 – Module 2.3 – Business cards – You and IM (Coding cards)

<p>AFGHANISTAN</p> <p>Activity #16 – Module 2.3</p>	<p>D.R.CONGO</p> <p>Activity #16 – Module 2.3</p>
<p>IRAQ</p> <p>Activity #16 – Module 2.3</p>	<p>KENYA</p> <p>Activity #16 – Module 2.3</p>
<p>LEBANON</p> <p>Activity #16 – Module 2.3</p>	<p>LIBYA</p> <p>Activity #16 – Module 2.3</p>
<p>MYANMAR</p> <p>Activity #16 – Module 2.3</p>	<p>PAKISTAN</p> <p>Activity #16 – Module 2.3</p>

<p>PHILIPPINES</p> <p>Activity #16 – Module 2.3</p>	<p>SOMALIA</p> <p>Activity #16 – Module 2.3</p>
<p>SOUTH SUDAN</p> <p>Activity #16 – Module 2.3</p>	<p>SUDAN</p> <p>Activity #16 – Module 2.3</p>
<p>SWITZERLAND</p> <p>Activity #16 – Module 2.3</p>	<p>SYRIA</p> <p>Activity #16 – Module 2.3</p>
<p>UKRAINE</p> <p>Activity #16 – Module 2.3</p>	<p>YEMEN</p> <p>Activity #16 – Module 2.3</p>



Activity #16 – Module 2.3



Activity #16 – Module 2.3



Activity #16 – Module 2.3



Activity #16 – Module 2.3



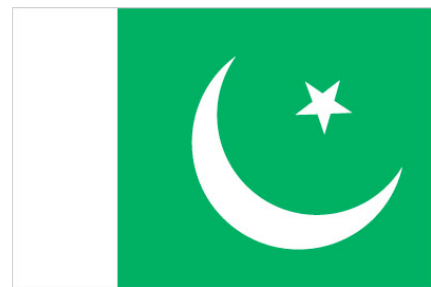
Activity #16 – Module 2.3



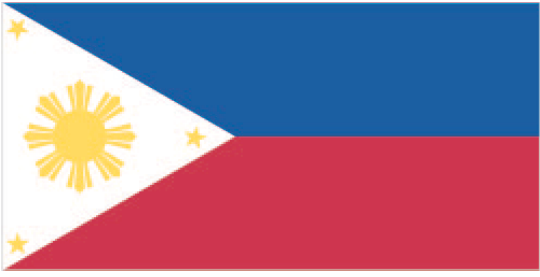
Activity #16 – Module 2.3



Activity #16 – Module 2.3



Activity #16 – Module 2.3



Activity #16 – Module 2.3



Activity #16 – Module 2.3



Appendix 37: Appendix – Activity #22 – Module 2.6 – Business cards – You and needs (Coding cards)

<p>AFGHANISTAN</p> <p>Activity #22 – Module 2.6</p>	<p>D.R.CONGO</p> <p>Activity #22 – Module 2.6</p>
<p>IRAQ</p> <p>Activity #22 – Module 2.6</p>	<p>KENYA</p> <p>Activity #22 – Module 2.6</p>
<p>LEBANON</p> <p>Activity #22 – Module 2.6</p>	<p>LIBYA</p> <p>Activity #22 – Module 2.6</p>
<p>MYANMAR</p> <p>Activity #22 – Module 2.6</p>	<p>PAKISTAN</p> <p>Activity #22 – Module 2.6</p>

PHILIPPINES

Activity #22 – Module 2.6

SOMALIA

Activity #22 – Module 2.6

SOUTH SUDAN

Activity #22 – Module 2.6

SUDAN

Activity #22 – Module 2.6

SWITZERLAND

Activity #22 – Module 2.6

SYRIA

Activity #22 – Module 2.6

UKRAINE

Activity #22 – Module 2.6

YEMEN

Activity #22 – Module 2.6

<p>Southern Asia, north and west of Pakistan, east of Iran</p> <p>Activity #22 – Module 2.6</p>	<p>Central Africa, northeast of Angola</p> <p>Activity #22 – Module 2.6</p>
<p>Middle East, bordering the Persian Gulf, between Iran and Kuwait</p> <p>Activity #22 – Module 2.6</p>	<p>Eastern Africa, bordering the Indian Ocean, between Somalia and Tanzania</p> <p>Activity #22 – Module 2.6 1</p>

Middle East, bordering the Mediterranean Sea, between Israel and Syria

Activity #22 – Module 2.6

Northern Africa, bordering the Mediterranean Sea, between Egypt, Tunisia, and Algeria

Activity #22 – Module 2.6

Southeastern Asia, bordering the Andaman Sea and the Bay of Bengal, between Bangladesh and Thailand

Activity #22 – Module 2.6

Southern Asia, bordering the Arabian Sea, between India on the east and Iran and Afghanistan on the west and China in the north

Activity #22 – Module 2.6

Southeastern Asia,
archipelago between the
Philippine Sea and the
South China Sea, east of
Vietnam

Activity #22 – Module 2.6

Eastern Africa, bordering
the Gulf of Aden and the
Indian Ocean, east of
Ethiopia

Activity #22 – Module 2.6

East-Central Africa; south
of Sudan, north of Uganda
and Kenya, west of
Ethiopia

Activity #22 – Module 2.6

North-eastern Africa,
bordering the Red Sea,
between Egypt and Eritrea

Activity #22 – Module 2.6

Central Europe, east of
France, north of Italy

Activity #22 – Module 2.6

Middle East, bordering the
Mediterranean Sea,
between Lebanon and
Turkey

Activity #22 – Module 2.6

1

Eastern Europe, bordering
the Black Sea, between
Poland, Romania, and
Moldova in the west and
Russia in the east

Activity #22 – Module 2.6

Middle East, bordering the
Arabian Sea, Gulf of Aden,
and Red Sea, between
Oman and Saudi Arabia

Activity #22 – Module 2.6

Appendix 38: Activity #23 – Module 3.1 – Business cards – Just a minute
(Coding cards)

<p>PEAR</p> <p>Activity #23 – Module 3.1</p>	<p>PEAR</p> <p>Activity #23 – Module 3.1</p>
<p>PEAR</p> <p>Activity #23 – Module 3.1</p>	<p>PEAR</p> <p>Activity #23 – Module 3.1</p>
<p>PEACH</p> <p>Activity #23 – Module 3.1</p>	<p>PEACH</p> <p>Activity #23 – Module 3.1</p>
<p>PEACH</p> <p>Activity #23 – Module 3.1</p>	<p>PEACH</p> <p>Activity #23 – Module 3.1</p>

PINEAPPLE

Activity #23 – Module 3.1

PINEAPPLE

Activity #23 – Module 3.1

HONEYDEW

Activity #23 – Module 3.1

HONEYDEW

Activity #23 – Module 3.1

HONEYDEW

Activity #23 – Module 3.1

HONEYDEW

Activity #23 – Module 3.1

WATERMELON

Activity #23 – Module 3.1

WATERMELON

Activity #23 – Module 3.1

WATERMELON

Activity #23 – Module 3.1

WATERMELON

Activity #23 – Module 3.1

PINEAPPLE

Activity #23 – Module 3.1

PINEAPPLE

Activity #23 – Module 3.1

BANANA

Activity #23 – Module 3.1

BANANA

Activity #23 – Module 3.1

BANANA

Activity #23 – Module 3.1

BANANA

Activity #23 – Module 3.1

PAPAYA

Activity #23 – Module 3.1

PAPAYA

Activity #23 – Module 3.1

PAPAYA

Activity #23 – Module 3.1

PAPAYA

Activity #23 – Module 3.1

PAPAYA

Activity #23 – Module 3.1

BANANA

Activity #23 – Module 3.1

PROTECTION NEEDS ASSESSMENT

**PROTECTION
RESPONSE
MONITORING AND
EVALUATION**

SECTORAL SYSTEMS

COMMUNICATING WITH AFFECTED COMMUNITIES

SECURITY AND SITUATIONAL ANALYSIS

CASE MANAGEMENT

POPULATION DATA

PROTECTION MONITORING

DEFINITION & PURPOSE

OUTPUT

SUB
CATEGORY
EXAMPLES

**APPROACHES
METHODS
FOR COLLECTING DATA**

TOOLS

YOUR EXPERIENCE

POPULATION DATA DEFINITION

Population data systems record **the number and characteristics**, disaggregated as appropriate, of a population **in a specific place and time period**, for the purpose of programming effective prevention and response.

PROTECTION NEEDS ASSESSMENT DEFINITION

A data-collection exercise conducted at a **single point** in time (**‘snapshot’**) to gain an understanding of the protection issues, availability of resources, sources of problems and their impact on the affected population.

This is done in order to identify protection needs, risks, and solutions, and to inform program interventions and response activities that are complementary with positive community coping mechanisms.

Protection needs assessment should be carried out periodically and after **substantial changes in the context.**

PROTECTION MONITORING DEFINITION

Protection monitoring is defined as **‘systematically and regularly** collecting, verifying and analysing information **over an extended period of time** in order to identify violations of rights and protection risks for populations of concern for the purpose of informing effective responses.

CASE MANAGEMENT DEFINITION

Protection case management information systems support the provision of protection and/or **targeted interventions** to identified individuals or groups through the management of data – **from case identification to case closure** – related to a **specific case**.

PROTECTION RESPONSE MONITORING AND EVALUATION DEFINITION

Continuous and coordinated review of implementation of response to measure whether planned activities deliver the expected **outputs and protection **outcomes** and **impact**, both positive and negative.**

SECURITY AND SITUATIONAL AWARENESS

DEFINITION

Security and incident systems that **monitor** both the **affected population** and the **ability of humanitarian actors** to physically and securely **reach** people affected by crisis.

Such systems would make available information on the overall security situation, issues of humanitarian space and access (including the safety of staff), and other concerns.

A key difference between these systems and protection monitoring is in this aspect of **humanitarian access**.

SECTORAL IM SYSTEMS DEFINITION

Relevant **secondary data** and information related to the protection of people is **systematically shared** between **sector IM systems** and protection information management.

COMMUNICATING WITH AFFECTED COMMUNITIES DEFINITION

Communicating with affected communities refers to communication **with, by, and between** communities and/or community members with the aim of supporting community exchange, access to services, feedback/complaints, transparency, monitoring and evaluation, participation/empowerment, and leadership/community capacities.

Communicating with affected populations **should be both mainstreamed into other systems** and a **distinct mechanism** to support communities.

POPULATION DATA DEFINITION

Population data systems record **the number and characteristics**, disaggregated as appropriate, of a population **in a specific place and time period**, for the purpose of programming effective prevention and response.

PROTECTION MONITORING DEFINITION

Protection monitoring is defined as ‘**systematically** and **regularly** collecting, verifying and analysing information **over an extended period of time** in order to identify violations of rights and protection risks for populations of concern for the purpose of informing effective responses’.

PROTECTION NEEDS ASSESSMENT DEFINITION

A data collection exercise conducted at a **single point** in time (**‘snapshot’**) to gain an understanding of the protection issues, availability of resources, sources of problems and their impact on the affected population.

CASE MANAGEMENT DEFINITION

Protection case management information systems support the provision of protection and/or **targeted interventions** to identified individuals or groups through the management of data – **from case identification to case closure** – related to a **specific case**.

COMMUNICATING WITH AFFECTED COMMUNITIES DEFINITION

Communicating with affected communities refers to communication **with, by, and between** communities and/or community members with the aim of supporting community exchange, access to services, feedback/complaints, transparency, monitoring and evaluation, participation/empowerment, and leadership/community capacities.

Communicating with affected populations **should be both mainstreamed into other systems** and a **distinct mechanism** to support communities.

PROTECTION RESPONSE MONITORING AND EVALUATION DEFINITION

Continuous and coordinated review of implementation of response to **measure** whether planned activities deliver the expected **outputs** and protection **outcomes** and **impact**, both positive and negative.

SECTORAL IM SYSTEMS DEFINITION

Relevant **secondary data** and information related to the protection of people is **systematically shared** between **sector IM systems** and protection information management.

SECURITY AND SITUATIONAL AWARENESS

DEFINITION

Security and incident systems that **monitor** both the **affected population** and the **ability of humanitarian actors** to physically and securely **reach** people affected by crisis.

Such systems would make available information on the overall security situation, issues of humanitarian space and access (including the safety of staff), and other concerns.

A key difference between these systems and protection monitoring is in this aspect of **humanitarian access**.

DEFINITION AND PURPOSE

OUTPUT

SUB
CATEGORY
EXAMPLES

**APPROACHES
METHODS
FOR COLLECTING DATA**

TOOLS

**YOUR
EXPERIENCE**

POPULATION DATA

PROTECTION MONITORING

PROTECTION NEEDS ASSESSMENT

**PROTECTION
RESPONSE
MONITORING AND
EVALUATION**

SECTORAL SYSTEMS

COMMUNICATING WITH AFFECTED COMMUNITIES

SECURITY AND SITUATIONAL ANALYSIS

CASE MANAGEMENT

PROTECTION NEEDS ASSESSMENT

PROTECTION MONITORING

Appendix 67: Activity #29 – Module 3.4 – Stickers – Protection monitoring
(Name tags)

PIM CHAMPION	PIM CHAMPION	PIM CHAMPION
PIM CHAMPION	PIM CHAMPION	PIM CHAMPION
PIM CHAMPION	PIM CHAMPION	PIM CHAMPION
PIM CHAMPION	PIM CHAMPION	PIM CHAMPION
PIM CHAMPION	PIM CHAMPION	PIM CHAMPION
PIM CHAMPION	PIM CHAMPION	PIM CHAMPION
PIM CHAMPION	PIM CHAMPION	PIM CHAMPION
PIM CHAMPION	PIM CHAMPION	PIM CHAMPION
PIM CHAMPION	PIM CHAMPION	PIM CHAMPION

Appendix 68: Activity #31 – Module 3.6 – Business cards – A deeper look at population data

Activity #31 – Module 3.6	Activity #31 – Module 3.6
Activity #31 – Module 3.6	Activity #31 – Module 3.6
Activity #31 – Module 3.6	Activity #31 – Module 3.6
Activity #31 – Module 3.6	Activity #31 – Module 3.6

POPULATION DATA

Appendix 70: Activity #34 – MODULE 3.7 – Business cards – The Outputs
(Coding cards)

<p>AFGHANISTAN</p> <p>Activity #34 – Module 3.7</p>	<p>D.R.CONGO</p> <p>Activity #34 – Module 3.7</p>
<p>IRAQ</p> <p>Activity #34 – Module 3.7</p>	<p>KENYA</p> <p>Activity #34 – Module 3.7</p>
<p>LEBANON</p> <p>Activity #34 – Module 3.7</p>	<p>LIBYA</p> <p>Activity #34 – Module 3.7</p>
<p>MYANMAR</p> <p>Activity #34 – Module 3.7</p>	<p>PAKISTAN</p> <p>Activity #34 – Module 3.7</p>

<p>PHILIPPINES</p> <p>Activity #34 – Module 3.7</p>	<p>SOMALIA</p> <p>Activity #34 – Module 3.7</p>
<p>SOUTH SUDAN</p> <p>Activity #34 – Module 3.7</p>	<p>SUDAN</p> <p>Activity #34 – Module 3.7</p>
<p>SWITZERLAND</p> <p>Activity #34 – Module 3.7</p>	<p>SYRIA</p> <p>Activity #34 – Module 3.7</p>
<p>UKRAINE</p> <p>Activity #34 – Module 3.7</p>	<p>YEMEN</p> <p>Activity #34 – Module 3.7</p>

Kabul

Activity #34 – Module 3.7

Kinshasa

Activity #34 – Module 3.7

Baghdad

Activity #34 – Module 3.7

Nairobi

Activity #34 – Module 3.7

Beirut

Activity #34 – Module 3.7

Tripoli

Activity #34 – Module 3.7

Naypyidaw

Activity #34 – Module 3.7

Islamabad

Activity #34 – Module 3.7

<p>Manila</p> <p>Activity #34 – Module 3.7</p>	<p>Mogadishu</p> <p>Activity #34 – Module 3.7</p>
<p>Juba</p> <p>Activity #34 – Module 3.7</p>	<p>Khartoum</p> <p>Activity #34 – Module 3.7</p>
<p>Bern</p> <p>Activity #34 – Module 3.7</p>	<p>Damascus</p> <p>Activity #34 – Module 3.7</p>
<p>Kiev</p> <p>Activity #34 – Module 3.7</p>	<p>Sana'a</p> <p>Activity #34 – Module 3.7</p>

Appendix 71: Activity #38 – Module 4.4 – Analytical Framework (one per cluster)

