

Protection Information Management (PIM)

PIM TRAINING – FACILITATORS' GUIDE

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EXPECTATION OF FACILITATORS

During the training

Thank you for taking the time to be a facilitator. We appreciate it. As the PIM training covers many levels of knowledge, we are extremely appreciative of having experts in the room.

As an expert in the room, we expect you to support the training in the following five ways:

1. **Be an expert** – We consider that you have expert knowledge on several topics related to PIM. Concretely this would mean that during certain sessions, all facilitators would tell PIM champions (the training PIM champions) to defer questions to the expert, if the question asked was relevant to the knowledge that you have:
 - Protection experts = (insert names here)
 - IM expert = (insert names here)
2. **Support us in facilitating modules** – In addition to being present in the room as an expert, we ask you to facilitate some sessions. We have outlined which modules we would like you to support in covering below. After facilitating the module, we would ask you to provide feedback on how to improve the module.
3. **Be observant to the training and provide feedback to us after the training** – We will provide hard copies for each module, regardless of whether you are facilitating, so you can mark changes and give them back to me.
4. **Meet for 30 minutes (max.) to confirm the details for the next day of the training** – This can often be done while PIM champions are filling out their workbooks at the end of the day.
5. Attend a meeting in (insert location here) on (insert date here) to provide feedback on the training.

Before the training

Facilitators are encouraged to arrive the day before the training starts.

The (insert organisation organising logistics here) will cover the costs of a roundtrip, economy class ticket, costs for accommodation, and any visa fees.

We encourage you to work with the administrative assistant, (insert name here) – especially if you do not work within (insert organisation organising logistics here) – to confirm your:

- Flight (roundtrip, economy class)
- Accommodation (which will be at the training facility)
- Visa.

From 9:00–10:00 on the morning of the first training there will be a meeting for facilitators to discuss the training and PIM champions.

What will be provided at the training? We recognise that the PIM champions and facilitators have other responsibilities during the week of the training and the PIM champions and facilitators are offering us time, energy, and commitment to attend the training. That is why, we will be offering the following:

- Reimbursement of transport costs to the location (economy class only);
- Single room accommodation, breakfast, lunch, and dinner while you are at the training;
- An administrative team to support the logistics of planning your trip;
- Time during the working hours of the training to respond to your professional emails;
- Suggestions on things to do when you visit the training location;
- Suggestions on places to go walking and running, to recharge your body and mind;
- Printed copies of:
 - All facilitation guides
 - PowerPoint presentations
 - Facilitator workbooks.

Structure of documentation

The documentation is structured into modules. Each module has:

- A facilitator guide
- Workbook pages
- Room layout
- List of materials needed
- PowerPoints

Some modules have:

- Flipcharts
- External paper to be used during the training (see Annex)
- Breakout codings (facilitator coding for activities)

Training times and location

- Start: the training starts at 13:00 on (insert date here). All PIM champions are encouraged to arrive into the room between 12:30 and 13:00. Lunch will be served from 11:30 to 12:30. We will start on time.
- End: the training will end at 13:00 on (insert date here). All PIM champions can leave the training after 13:00.
- PIM champions are required to attend the training each day between (insert date here)
- The training facility (insert location here)

	Themes	Start Time	End Time
Monday	Reviewing fundamental PIM concepts	13:00	17:20
Tuesday	Establishing building blocks and foundational knowledge of PIM	08:30	18:35
Wednesday	Building capacity on PIM categories	08:30	17:50
Thursday	Applying knowledge to current context	10:00	17:30
Friday	Workshopping concerns and best practices of sharing data	08:30	13:00

Additional things to keep in mind:

- **Resources** – If you have hard copies of resources that relate to PIM and you want to share them, email our team (PIMTraining@drc.dk) to let us know what the resource is, and discuss further how many items you should bring. We will have time during the Marketplace module to share materials and templates with colleagues.
- **Dropbox** – We will support PIM champions in the process of developing a protection strategy. This requires a thorough secondary data review/desk review. Populating a Dropbox in advance of the training will allow them to have the materials you need during the training. They are populating a Dropbox, and we encourage you to populate it as well. Kindly email PIMTraining@drc.dk if you have not received the Dropbox link.
- **Breaks for the mind and body** – There will be suggestions on places to walk and run, and potentially for other exercise in each location. There will be a running group that meets in the morning (all optional) if individuals are interested.
- **Breaks for emails/phone calls** – Recognising that PIM champions have other responsibilities, during the course of each day we will provide an opportunity to take breaks, respond to emails, and make phone calls. We kindly ask that you do not do this during the training.
- **First night dinner** – On the first night (insert date here), the PIM training team invites you to attend local cooking class. The cooking class is an opportunity for PIM champions and facilitators to get to know each other. The price will be covered by the (insert organization organizing logistics here) This activity includes the opportunity to learn to cook a local dish. Transport will also be provided.
- **My fellow PIM champion** – On the final day there is an activity, started on day one, that relates to knowing a fellow PIM champions (the other PIM champions and facilitators in the course). On the first day, PIM champions will be given the name of another PIM champion. Over the week, PIM champions will need to meet and have a conversation with this person. On the final day, PIM champions reveal who your ‘fellow PIM champion’ is. It will also be the time where you give that person a gift that you should bring to the training. We are asking everyone (facilitators and PIM champions) to purchase a gift that is **no more than 5 USD**. This gift should be something from your location (e.g. candy, chocolate, magnet, handicraft). It should be something to give to someone regardless of age or sex.

The PIM champions

PIM champions completed a registration form containing: their background, their expectations, and also successes in their country/region. During the meeting on first morning of the training we will discuss who is in the room.

All PIM champions will be pre-divided for each break out group. Use the breakout group codings. This:

- Allows the PIM champions to be broken up into groups quickly; and
- Indicates how PIM champions find out which group they are in (e.g. business cards, stickers, candy, and water bottles).

The PIM champions will:

- Come from four Protection Clusters (insert protection clusters here)
- Work in the Protection Cluster/Sector;
- May not have knowledge of PIM;
- Are mid-level professionals (not junior, not senior); and
- May have come across the PIM competencies before (but are likely not to have done).

PIM champion materials

PIM champions will be given the following when entering the room:

- A name badges and name badge holder (to creatively decorate) – note: the name badge is where stickers and business cards are hidden for group divisions
- Pen
- PIM champion workbook
- PIM champion folder, with their name on the folder
- Bird for the Objectives tree (each champion writes his/her name and gives back to the admin assistant before 13:00 of the first day)
- Consent form to take photos (each champion reads the consent forms, makes his/her own decision to consent, and either gives the form back to the admin assistant before 13:00 on the first day or informs the admin assistant that he/she does not wish to have her photo taken during the training – all decisions MUST be respected)

PIM champions will receive on the last day

- Flash drive with PIM logo (at the end of the training populated with materials relevant to the training)
- Materials in hard copy that have been collected and shared during the marketplace module.

Required things to bring:

- An open mind
- Energy
- Gift for a fellow PIM champion

Optional things a PIM Champion could bring:

- Laptop (professional laptop is ideal), and a power cord for the laptop;
- Any additional hard copy resources for your secondary data review (that the PIM champions has not put in the Dropbox); and
- Hard copies of tools PIM champions want to share (email us in advance to let us know the materials you are bringing).

If you have questions, comments, or concerns – contact us: Email: PIMTraining@drc.dk

General tips for facilitators

- Use the experience in the room – read PIM champions’ backgrounds and objectives.
- Learning is experience based, not materials based – use case studies, examples and ‘keep it real’.
- Keep it learner centred: give time to ask questions about the topic; but, keep on message and use a ‘park sheet’ for anything outside the topic.
- Use your previous experience to highlight points – making it personal helps.
- Keep an eye on the temperature of the room; if there is tiredness, take a break or do an energiser.
- Focus on the key messages as a way to immediately measure your progress.
- Keep flip charts and other material on the walls, but ensure it is tidy and ordered.
- If you are running over/late, don’t tell to PIM champions; work out a Plan B before the session of how sessions could end earlier or on time.

Ground rules between facilitators, note takers, and experts

- The training team members consist of facilitators, note takers, and experts.
- Ensure that you know each other’s areas of expertise or countries of expertise.
- There should be one main facilitator for each session/module.
- If other facilitators are in the room, they should be engaged in listening to the topic; the main facilitator could call on you to answer questions on your particular area of expertise.
- The supporting facilitators should only intervene if: (1) The lead asks; and (2) It adds value to the session. Supporting facilitators should never try to take over the session; and remember, body language can be as disruptive as words.
- Respect each other’s time slots for sessions – do not overrun.
- No emailing, phoning, reading of newspapers etc., in the training room.
- Note takers and resource people should not interrupt the session unless there is a specific task they have been asked to conduct. If there is an issue, discuss it with the facilitator outside the session.
- Resource people should be allocated the role of keeping the walls and displays tidy.
- If a member of the training team is unhappy with the way the session is being run, raise this outside the session.
- The training team aims to meet and review the day’s training each evening.

TROUBLESHOOT CHALLENGING BEHAVIOURS

Content source: Standby Partnership Training Materials

Email: sbpt@un.org

Document: Troubleshooting During Trainings

Types of disruptive behaviours and techniques for handling specific disruptive behaviours

All instructors, even the most skilled and experienced, occasionally encounter ‘problem’ PIM champions. A PIM champion becomes a problem when he or she inhibits the learning of others. Managing these interactions in the workshop is a critical skill that is required to maintain an environment that helps everyone to learn. Several types of disruptive behaviours in the classroom – both group behaviours and individual ones – are briefly described below. Depending on the type of disruptive PIM champion, there are some specific techniques that can be used to handle their behaviour.

Table 1 Types of disruptive behaviours and techniques for dealing with them

Type of disruptive behaviour	Description of behaviour	How to deal with it
Know-it-alls	Know-it-alls think they already know everything. They tend to recite esoteric facts and demand more in-depth discussion or exploration than is appropriate. They often talk at length on the area of their expertise – to the disappointment of others who would like to listen to the instructor. In some cases this person may claim that ‘everybody already knows this’, possibly leading the instructor to pass over key points that many PIM champions may not, in fact, know	Techniques are similar for know-it-alls and talkers: <ul style="list-style-type: none"> • Set guidelines about behaviour • Talk privately during a break • Make eye contact • Move closer • Comment about the difficulty others may be having hearing or concentrating • Confront the behaviour directly as a last resort
Talkers	Talkers always has something to say. The talking may be addressed to the class in the form of rambling or as disruptive side conversations. They simply go on too long, and keep others from participating, or they may talk with other trainees during the session, making it difficult for the rest to focus on the presentation or exercise being conducted.	
Hecklers	Hecklers tend to express disbelief or disgust, or scoff at content. They may ridicule anyone who makes a comment or responds to a question. They always have a joke to make you and others feel that the training topic is not very important.	<ul style="list-style-type: none"> • Set ground rules about disagreeing with a point/statement • Differentiate between personal attacks and differing points of view • Remind PIM champions about respect. • Do not be defensive • Take a break to discuss the behaviour with the PIM champion
Non-PIM champions (drop-outs)	Non-PIM champions tend to turn away from the group and appear to be uninterested. They may read the newspaper, do other work, or simply fall sleep in the training room.	<ul style="list-style-type: none"> • Look for a sign that they know an answer and ask them to respond • Direct questions to them if you are sure that they know the answer or have related experience to respond • Compliment them, especially the first time they respond – but be sincere! • Do not embarrass them or put them on the spot • Seek feedback at the break

Overachievers	Overachievers tend to look ahead in the lesson, ask questions on material that has not been covered yet, and are in a hurry to move ahead. While this kind of energy may be good, these people may sometimes undercut the ability of other PIM champions to fully understand the topic at hand.	<ul style="list-style-type: none"> • Stress the importance of the current topic and avoid the urge to address their interest in racing ahead of your current point • Ask for input on the current topic • Assure them that their concerns will be addressed • Note the limited time and explain the need to move on to other topics • Remain calm
Time hogs	Time hogs tries to monopolise all of your time before, during, and after class. They often mean well and are truly engaged in learning the training material. The problem occurs when they approach you for follow-on questions or discussions after each and every session, when you need to prepare yourself for the next presentation. When they completely monopolise the facilitator’s time, others may be excluded from talking to the facilitator.	
Noise makers	Noise makers tend to make disruptive noises either consciously or subconsciously. Noises may include drumming a pencil, tapping the table, or squeaking chairs. These people usually are unaware of their actions, but can still be a major distraction in the classroom setting.	<ul style="list-style-type: none"> • Make eye contact • Move in for close proximity • Take a 5-minute break and speak with the PIM champion
Bulldozers	Most experienced facilitators have stories about PIM champions who persistently try to challenge them. Bulldozers always want their own way, by force if necessary. They are stubborn and will not leave a topic until they have convinced everyone that they are right.	<ul style="list-style-type: none"> • Techniques are similar for bulldozers and saboteurs: • When PIM champions challenge the facilitator it is important to listen carefully to the their arguments and remain upbeat and professional • Try to address their concerns quickly and get the class back on track • If the situation cannot be resolved quickly, tell them they would be welcome to have a more in-depth discussion during the break
Saboteurs	Saboteurs try to derail your presentations, often subtly. For whatever reason, they actively work to make you look bad.	

Advice for handling disruptive behaviours

In most circumstances, when a problem needs to be dealt with immediately, such as in the example of the PIM champions carrying on a side conversation, it should be handled in the classroom with in a follow-up conversation with the PIM champion. If bringing up the problem could potentially cause embarrassment or worsen the situation, such as with a PIM champion who is not participating, the incident should be handled outside the classroom. Instructors are responsible for handling difficult PIM champions who negatively affect the learning of others, while maintaining a positive and non-threatening learning environment. There are techniques that can be used to eliminate or minimise ‘problem’ behaviour. In general, you can avoid most problem situations by clearly sharing expectations with learners and remaining professional and enthusiastic throughout the training. Consider each of the following pieces of advice collected from facilitators over many years of training:

- Establish procedural rules – for example, about turning off mobile/cell phones, allowing questions at any time, keeping statements short, etc. – at the beginning of training so that then learners clearly know what is expected of them.
- Keep learners involved and active to prevent most difficult situations from occurring. Most disruptive behaviours develop only when the training is slow, boring, or unstructured.
- Resolve problems quickly and completely to the point that learning can resume unhindered.
- Take care of the problem in a way that maintains and does not reduce the self-esteem of the learner exhibiting the problem behaviour. Interventions and responses are not intended to hurt or put down learners, or make them defensive.
- Avoid further disruptions to learning. Preserve a climate that is relaxed, comfortable, and conducive to learning.
- Remain as emotionally neutral as possible to identify the best strategies for handling problem situations. Never get angry nor answer bad behaviours with your own bad behaviour.
- Respond in a way that is comfortable for you. If a PIM champion is using sarcasm, do not use a snappy come-back if that is not natural for you. Do not force humour if that is not your style.

REFLECTION ACTIVITES

Content Source: Standby Partnership Training Materials

Email: sbpt@un.org

Document: Troubleshooting During Trainings

Lifeboat (15 mins)

- The PIM champions are told they are on a ship that is sinking. They have to get into lifeboats, but the boats’ capacity is limited. Depending on the size of the group, the facilitator calls out a number signifying that the lifeboat can only take 2, 3, or 5 people, for example.
- Then in 5 seconds, PIM champions have to form groups of 2, 3, or 5.
- Each time, the facilitator eliminates those groups ‘drowned’, which means groups that are larger or smaller than the announced number.
- The facilitator then announces new numbers, and regrouping takes place until there is only one group left.

Simon says... (10 mins)

- All PIM champion stand in a circle.
- The facilitator says ‘Simon says’, followed by commands such as ‘touch your nose with your left hand’, ‘hold up two hands’, ‘make a fist’, etc. demonstrating the action at the same time.
- Everyone is asked to follow each command. But if the facilitator does not begin ‘Simon says...’, if any PIM champions still follow the command, they are out of the game.
- The game goes on until only a few PIM champions are left and the facilitator cannot trick them any longer.

Winking (10 mins)

- The PIM champions are divided into two groups. In one group, there is more person than the other group.
- The first group is composed of prisoners who sit on chairs in a circle facing out, leaving one chair free.
- The second group is composed of jailers who stand behind each chair, including the empty one.
- The person behind the free chair looks around and winks at a prisoner who has to escape from his or her jailer and run for the free chair.
- If the jailer grabs the prisoner before he or she moves, the prisoner must remain in the chair.
- The jailer with the empty chair keeps on winking at more prisoners until one escapes, and the jailer with the newly vacated chair takes over the job of winking.

Follow the leader (10 mins)

- The facilitator verbally gives commands to PIM champions to touch their nose, ears, eyes, etc., while demonstrating the same actions.
- Without warning the facilitator demonstrates an action that differs from the verbal direction, such as touching the nose while asking PIM champions to touch their right ears.
- Those who follow the incorrect physical direction are out.

Find the leader (10 mins)

- The facilitator ask someone to volunteer to go out of the room.
- The facilitator asks the remaining PIM champions to stand in a circle, facing inwards, and identify a leader who will start moving some part of his/her body which everyone else has to imitate. The movement is changed frequently.
- The volunteer then comes back to the room and stands in the centre of the circle. He or she has to identify the person who is dictating the other’s movements.
- The volunteer is given three guesses in a limited time, for example, no more than 2 minutes
- Another volunteer is asked to leave the room and the process is repeated once or twice, if time allows.

The mail (15 mins)

- All the PIM champions and facilitators sit in a circle on chairs except one person who has no chair.
- That person (perhaps a facilitator to begin with) stands in the centre and announces, for example, ‘I have a letter for those who are wearing black shoes’ or ‘who have come to the workshop’, ‘have two eyes’, etc.
- The PIM champions who have the characteristic called out have to change chairs as quickly as possible.
- While people are moving, the person in the centre of the circle quickly sits on one of the vacated chairs.
- The one who is left without a chair now stands in the centre and delivers another letter.

Car park (general – no time limit)

- During the workshop set-up, facilitators should designate a space on one wall as the ‘question wall’.
- After each session, PIM champions are asked to write any outstanding questions on post-it notes and ‘park’ them on the wall so they can be addressed at a later point in the workshop.
- Facilitators are encouraged to review the car park at the end of each day and consider whether any questions could be covered by the morning review or the workshop content for the next day.
- Outstanding questions should be addressed during the workshop wrap-up.

Sketches (15 mins)

- Another variation on freeze frames, but this time group must draw the learning message on a flip chart (again, no words allowed).
- The other groups then have to guess the learning message.

Self-rating scale (15 mins)

- The facilitator reads out a skill component being addressed in the workshop.
- PIM champions have to move individually to physically place themselves on a line from 1 to 10 (1 = ‘I don’t have this competency at all’; 10 = ‘I fully have this competency’).
- This is best done in small groups where trust has already been established.
- Alternatively, the facilitator can ask PIM champions to rate themselves in the same way, but using sticky dots on flip chart.

Unfinished sentences (15 mins)

- The facilitator prepares a range of different unfinished sentences that prompt reflection on key themes from the previous day or module (e.g. ‘My group’s greatest strength yesterday was...’).
- The sentences are handed out to the PIM champions.
- They are then asked them to complete their sentence and then share it with the wider group.
- This is then used as the basis for further exploration.

Taboo (15 mins)

- Facilitators write down a series of key concepts from previous module on cards (1 concept per card).
- The PIM champions are divided into small teams.
- A facilitator stands behind *Person X* in each team holding a card so that everyone else can see the card.
- Teammates have to describe the concept in their own words without repeating the phrase on the card.
- After everyone in the team has tried, then *Person X* has to guess the concept.
- Partners from line 1 explain ‘everything they know about *Topic y*’ to partners in line 2.
- After each topic, only line one moves over one space to the next person

PIM TRAINING ROOM SET-UP

The training environment refers to all the things external to the facilitator and the workshop thematic content that can affect the success of the workshop and the transfer of learning, including: workshop duration, location, room temperature, number and mix of PIM champions, room layout and seating. Each one of these variables has a real effect on the quality of the training.

The most effective adult learning environment is characterised by physical comfort, absence of external noise, adequate wall space, good light, and unobstructed views throughout the room. As many training programmes rely on PowerPoint and video presentations, it is also critical to have a dependable power supply with conveniently located outlets.

Facilitators must draw from best practices, while remaining flexible and keeping in mind that the ideal learning environment rarely exists.

Equipment issues

An important aspect of preparation is arranging for the necessary supplies and equipment to be ready in advance of your session. Equipment failures in the middle of training sessions are frustrating at best and can make the training itself look like a failure at worst. Be prepared to make quick fixes (or know how to reach the person who can immediately), and whenever possible, test and check all equipment in place the night before you need it. If it will be your job to ensure that the materials and equipment are prepared, consider the following tips:

- Become familiar with the training facility yourself (know who to call with facility questions such as power failures, location of a copy machine, extra supplies, etc.).
- Look for electrical outlets, air conditioning and lighting controls – ask maintenance staff how to use and adjust all of them.
- Check to be sure that all audiovisual equipment is available and working.
- Try to anticipate problems – and have a backup plan!
- Ensure that there is one focal point between the training facility and PIM Training (ideally the Admin Assistant)

Computer projection and PowerPoint slides

Many training courses today rely on PowerPoint presentations. Practise using the computer system well ahead of time. Do not assume 'they are all alike'. Always test the slide presentation the room using the projector and screen you will actually use for the training. Several workshops include video presentations. In these cases, test out the projection system as well as the sound quality. Be sure you can adjust the volume yourself.

For any visual aids that require a projection screen (PowerPoint, video via laptop and data projector) there are only three elements you can control: overall light in the room, brightness of the projector, and the screen.

Have a backup plan!

If the information on the slides is critical, know how you can make quick paper copies for distribution, or be ready to use flip charts and markers to clarify key points or recreate critical diagrams. Most of these are recreated in the PIM champions’ workbooks, but you will need to be very familiar with the guide yourself so that you can refer PIM champions to the correct pages as necessary.

Physical room layout

As an individual presenter or facilitator, the biggest impact you can have on the training environment will be to set up the tables and chairs in the most useful way to support your training activities. The same room with the same tables and chairs can be used to support many different functions, depending on how the furniture is arranged. Your job is to ensure that the room is set up in a way that facilitates rather than impedes the training.

The room layout will influence the degree of interaction and communication that occurs. It is the facilitator responsibility to set up the room in a way that is conducive to learning and takes into account the training methods to be used. Factors to consider when choosing a room layout are:

- **Learning objectives** – Will the PIM champions need room to demonstrate a skill?
- **Special needs** – Are any PIM champions hearing impaired, in a wheelchair, etc.?
- **Visual aids** – Where will the screen be, where will the projector sit? Is power available? Are there columns interfering with PIM champions’ view of the screen?
- **Space** – Will PIM Champions have enough room on tables or desks to take notes?
- **Hearing** – Will a microphone be needed to be heard? Are microphones required on each table?
- **Training methods** – Will small group work be necessary? Do the PIM champions have sufficient room to move around as required? Will PIM champions be able to hear each other during group discussions?
- **Room size** – Is the room large enough to contain the tables and chairs, and provide people with room to move around?

The time a facilitator spends setting up the room will pay off with the PIM champions’ appreciation. In some cases, the facilitator must constantly regulate the heating or cooling system, or ask groups in the next room to please be quiet to avoid distracting the training PIM champions, as well as the facilitator. Ideally these kinds of tasks should be delegated to the administrative assistant.

Content Source: Standby Partnership Training Materials

Email: sbpt@un.org

Document: Troubleshooting During Trainings

Room set-up for each module

Layout: Cafe style (8 at a table = 4 tables total)

Room 1 (Main Hall)

Day 1 modules	Day 2 modules	Day 3 modules	Day 4 modules	Day 5 modules
<ul style="list-style-type: none"> 1.1 – PIM Champions sit wherever they want 1.2 – Same seating as above 1.3 – PIM Champions move to country tables (when instructed) 1.4 – PIM Champions stay in country tables 	N/A	N/A	N/A	N/A

Content source: Standby Partnership Training Materials

Image source: Aidworks

Document: Troubleshooting During Trainings

Email: mo@aidworks.org.uk

Email: sbpt@un.org

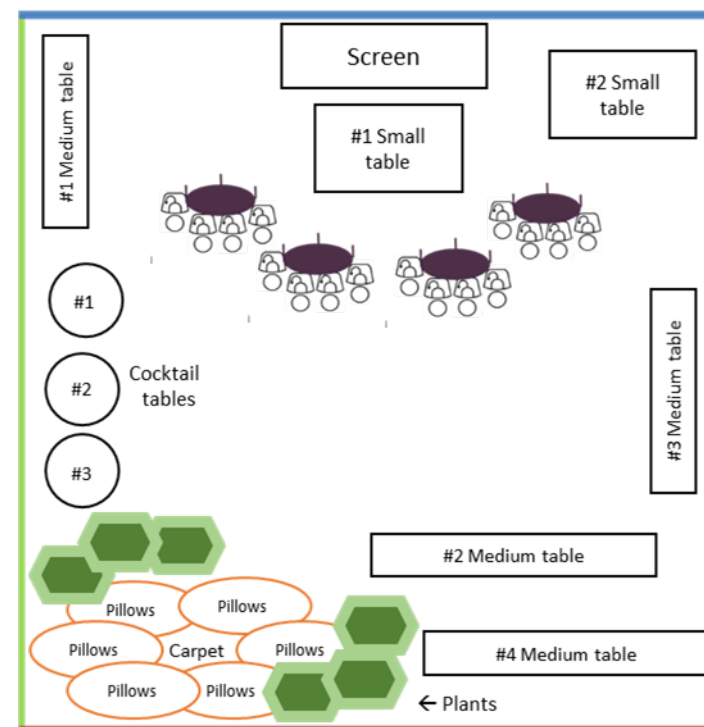
Document: Facilitator Guidance Note

In this layout round or square tables are set up as in a cafe. Eight (8) chairs are placed around the tables flexibly to allow focus on the small group around the table; or, by turning the chairs in place, to focus on a presentation at one edge of the room. If this set-up is used for small group activities as well as plenary presentations, do not provide seating on the side of the tables facing the projection screen (in this case the wall at the top): no one’s back should be facing the screen.

Additional tables are placed around the room to support the facilitator.

- #1 Small table: holds the projector; laptop; extra pens; flip chart markers (in four colours); timer; post-its of every colour to be used during the training; extra paperclips; facilitator’s papers for the day; candy (to hand out); clock (to monitor time); space for a water bottle (or hydration drinks for facilitator); a laptop charging cord and individual surge protector/power breaker should be at the small table, too.
- #2 Small table: for note taker; needs to be clean for note taker to populate as he/she wishes; one chair, and a surge protector for him/her to keep his/her laptop charged.
- #1 Medium table: for the facilitator to keep all materials for future days on and under which suitcases with extra materials and extra candy should be kept.
- #2 Medium table: for facilitators who are not presenting to sit at; it needs to be clean for note taker to populate as he/she wishes; one chair per facilitator, and a surge protector for the facilitator to keep his/her laptops charged.
- #3 Medium table – creative table): this is where extra paper, a printer, musical instruments, decorations, and other materials that collective PIM champions could use should be stored.
- #4 Medium table: for resources and supplies; these should be put out on the final day (only).
- #1 and #2 Cocktail tables: on the first day this should hold the PIM champions’ folders (which should have a feedback form in it); name tags; pens; authorisation forms; and some flowers (for decoration) – remember to create a ‘welcoming’ atmosphere and ‘push out’ the typical training room/ballroom feel.
- #3 Cocktail table: this should hold healthy snacks (nuts and fruit); leaves for the objectives tree; and tack/thumb tacks/drawing pins and post-its for comment boards (there should be two comment boards: one for comments about the content of the training and one for comments about the training, training room, and facilitation style).
- Comfy country corner: carpet, pillows, and plants; it needs to be a relaxing environment.

Figure 1 Cafe-style room set-up (8 chairs per table)



Pros

- Informal setting lends an air of freedom and comfort to the training.
- Small groups can form immediately at tables for discussion and small exercises without loss of time in moving to other locations. Flip charts should be provided for each table.

Things to look out for

- In some instances the room set-up may lack focus and leave some people feeling uncomfortable about making presentations or statements in front of the whole group.
- Takes more space than other arrangements.

Layout: Cafe style (8 at a table = 4 tables total)

Room 1 (Main Hall)

Day 1 modules	Day 2 modules	Day 3 modules	Day 4 modules	Day 5 modules
N/A	<ul style="list-style-type: none"> 2.1 – Comfy country corner 2.2 – Country table 2.3 – Country table 2.4 – Comfy country corner 2.5 – Country table 2.6 – Country table 2.7 – Country table 	<ul style="list-style-type: none"> 3.1 – Country table 3.2 – Country table 3.3 – Country table 3.4 – Country table 3.5 – Comfy country corner 3.6 – Country table 3.7 – Country table 3.8 – Country table 	<ul style="list-style-type: none"> 4.1 – Country table 4.2 – Country table 4.3 – Comfy country corner 4.4 – Country table 4.5 – Country table 4.6 – Country table 	N/A

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Document: Facilitator Guidance Note

Image source: Aidworks

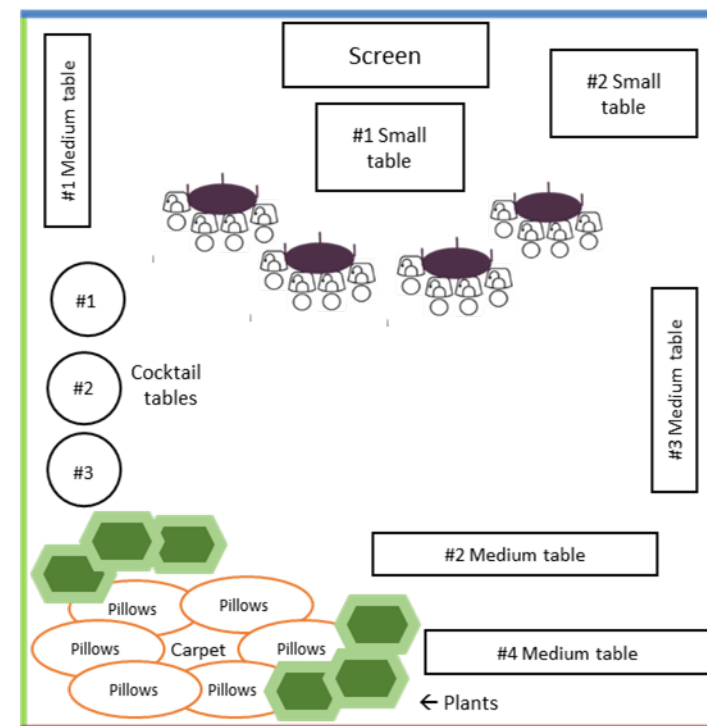
Email: mo@aidworks.org.uk

In this layout round or square tables are set up as in a cafe. Eight (8) chairs are placed around the tables flexibly to allow focus on the small group around the table; or, by turning the chairs in place, to focus on a presentation at one edge of the room. If this set-up is used for small group activities as well as plenary presentations, do not provide seating on the side of the tables facing the projection screen (in this case the wall at the top): no one’s back should be facing the screen.

Additional tables are placed around the room to support the facilitator.

- #1 Small table: holds the protector, laptop, extra pens, flip chart markers (in four colours), timer, post-it’s of every colour to be used during the training, extra paperclips, facilitator’s papers for the day, candy (to pass out), clock (to monitor time), space for a water bottle (or hydration drinks for facilitator), a laptop charging cord and individual surge projector
- #2 Small table: for note taker, needs to be clean for note taker to populate has he/she wishes, one chair, and a surge projector for him/her to keep his/her laptop charged
- #1 Medium table: for the facilitator to keep all materials for future days on, suitcases with extra materials and extra candy should be kept under
- #2 Medium table: for the facilitators who are not presenting to sit at, needs to be clean for note taker to populate has he/she wishes, one chair per facilitator, and a surge projector for facilitator to keep his/her laptops charged
- #3 Medium table: creative table, this is where extra paper, printer, musical instruments, etc.
- #4 Medium table: for resources and supplied, these should be put out on the final day (only)
- #1 and #2 Cocktail table: on Days 2 to 5, it should hold extra pens and be a space for PIM champions leave folders overnight (if they do not want to take it to their rooms)
- #3 Cocktail table: this should hold the health snacks, leaves for the objectives tree, and tacks and post-its for the comment boards
- Comfy country corner = carpet, pillows, and plants

Figure 2 Cafe-style room set-up (8 chairs per table)



Pros

- Informal setting lends an air of freedom and comfort to the training.
- Small groups can form immediately at tables for discussion and small exercises without loss of time in moving to other locations. Flip charts should be provided for each table.

Things to look out for

- In some instances, the room set-up may lack focus and leave some people feeling uncomfortable about making presentations or statements in front of the whole group.
- Takes more space than other arrangements.

Layout: Cafe style (8 at a table = 4 tables total)

Room 1 (Main Hall)

Day 1 modules	Day 2 modules	Day 3 modules	Day 4 modules	Day 5 modules
N/A	N/A	N/A	N/A	<ul style="list-style-type: none"> • 5.1 – Paired tables (figure 3) • 5.2 – Paired tables (figure 3) • 5.3 – Paired tables (figure 3) • 5.4 – Paired tables (figure 3) • 5.5 – Paired tables (figure 3) • 5.6 – Paired tables (figure 3)

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Document: Facilitator Guidance Note

Image source: Aidworks

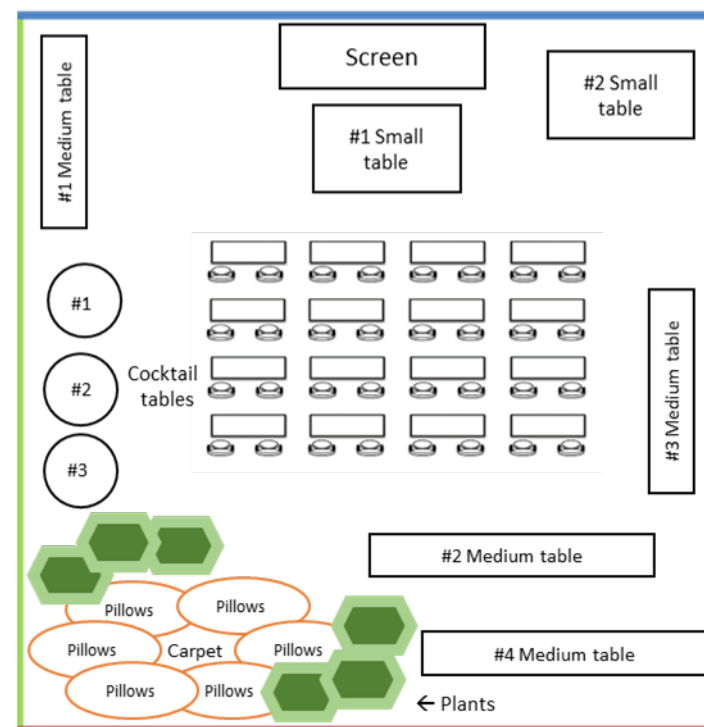
Email: mo@aidworks.org.uk

Figure 3 Classroom-set-up (2 chairs per table)

In this layout individual should be put in pairs at one table (see notes about how to pair). Each table should be big enough for two people to work. Aisles are left for access to allow everyone to get in and out of their seats. Each person should be facing the screen. There should also be at least one surge protector per table, which means that there should be 19 surge protectors (one for each table, one at the note taker’s table, one at the #1 Small table, and one at the #1 Medium table).

Additional tables are placed around the room to support the facilitator.

- #1 Small table: holds the projector; laptop; extra pens; flip chart markers (in four colours); timer; post-its of every colour to be used during the training; extra paperclips; facilitator’s papers for the day; candy (to hand out); clock (to monitor time); space for a water bottle (or hydration drinks for facilitator); a laptop charging cord and individual surge protector should be at the small table, too.
- #2 Small table: for note taker; needs to be clean for note taker to populate as he/she wishes; one chair, and a surge protector for him/her to keep his/her laptop charged.
- #1 Medium table: for the facilitator to keep all materials for future days on and under which suitcases with extra materials and extra candy should be kept.
- #2 Medium table: for facilitators who are not presenting to sit at; it needs to be clean for note taker to populate as he/she wishes; one chair per facilitator, and a surge protector for the facilitator to keep his/her laptops charged.
- #3 Medium table – creative table): this is where extra paper, a printer, musical instruments, decorations, and other materials that collective PIM champions could use should be stored.
- #4 Medium table: for resources; these should be put out on the final day (only).
- #1 and #2 Cocktail tables: on the first day this should hold the PIM champions’ folders (which should have a feedback form in it); name tags; pens; authorisation forms; and some flowers (for decoration) – remember to create a ‘welcoming’ atmosphere and ‘push out’ the typical training room/ballroom feel.



- #3 Cocktail table: this should hold healthy snacks (nuts and fruit); leaves for the objectives tree; and tacks/thumb tacks/drawing pins and post-its for comment boards (there should be two comment boards: one for comments about the content of the training and one for comments about the training, training room, and facilitation style).
- Comfy country corner: carpet, pillows, and plants; It needs to be a relaxing environment.

Pros

- Dense seating arrangement allows for large numbers of people in the room, all with a reasonable view to the front screen
- Good for briefings in which the primary activity is a facilitator explaining something to the PIM champions

Things to look out for

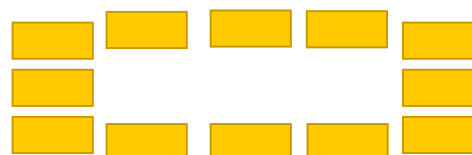
- Restrictive, and will feel uncomfortable except for short presentations and briefings
- Very difficult to conduct small group exercises or other activities requiring PIM champions to leave their own seats.

Layout: Flip chart space (open room, no tables and no chairs with flip charts)

Room 2 (Supplementary Room)

Day 1 modules	Day 2 modules	Day 3 modules	Day 4 modules	Day 5 modules
N/A	<ul style="list-style-type: none"> 2.3 – Flip charts space: 12 flip charts need to be up, 3 on each wall (Figure 4) 	N/A	N/A	N/A

Figure 4 Layout for 12 flip charts, no chairs or tables



In this layout there are no tables in the room. This room is used for activities that need a lot of open space. Occasionally, there will be times when flip charts are needed. These will be on the walls – they should not be on flip chart stands. When they are needed, make sure to include the correct colour pen is with the correct flip chart.

Layout: Open space (open room, no tables, no chairs, no flip charts)

Room 2 (Supplementary Room)

Day 1 modules	Day 2 modules	Day 3 modules	Day 4 modules	Day 5 modules
<ul style="list-style-type: none"> 1.1 – Nothing but space; great to do outside (Figure 5) 1.2 – Nothing but space; great to do outside (Figure 5) 	<ul style="list-style-type: none"> 2.2 – Nothing but space; great to do outside (Figure 5) 	N/A	N/A	N/A

In this layout there are no tables, chairs or flip charts in the room. The room is open for PIM champions to move around the space. As noted, some of these would be great to do outside! This room is used for activities that need a lot of open space.

Figure 5 Open room, no flip charts or chairs



Layout: Open space (with chairs and no tables)

Room 2 (Supplementary Room)

Day 1 modules	Day 2 modules	Day 3 modules	Day 4 modules	Day 5 modules
<ul style="list-style-type: none"> 1.2 – Two concentric circles of chairs: there should be 18 chairs in the outer circle, facing inwards, and 18 in the inner circle, facing outwards, no tables are needed (Figure 6) 	N/A	<ul style="list-style-type: none"> 3.4 – This room should be set up as if for a debate. With an audience, an amphitheatre would be the ideal setting for this. There should be 5 chairs in front of the screen/behind the podium, facing the audience, a podium, and then space for 30 PIM champions. There could also be a screen (optional) (Figure 7) 	N/A	<ul style="list-style-type: none"> N/A

Figure 6 Chairs arranged in two concentric circles (36 chairs)

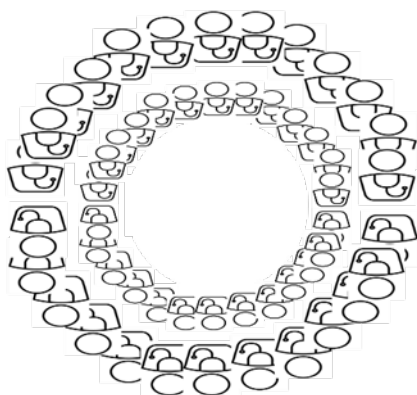


Figure 7 Debate set-up, with podium (35 chairs)

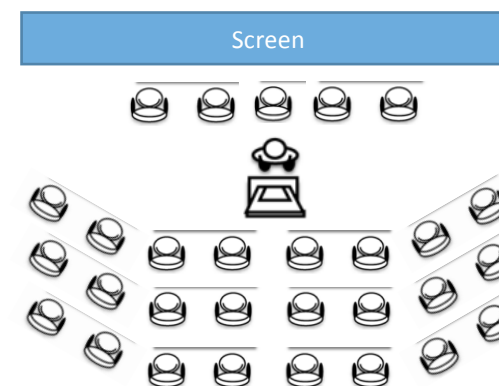


Image source adapted from: Standby Partnership Training Materials and Aidworks

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Document: Troubleshooting During Trainings and Facilitator Guidance Notes

In this layout there are no tables in the room, nor are there any flip charts. The room is open for PIM champions to move around the space. Only do outside if it is quiet. This room is used for activities that need a lot of open space.

Layout: Open space (with tables and no chairs)

ROOM 2 (SUPPLEMENTARY ROOM)

Day 1 modules	Day 2 modules	Day 3 modules	Day 4 modules	Day 5 modules
N/A	N/A	<ul style="list-style-type: none"> 3.1 – There need to be high tables for people to stand up (like a cocktail table); no chairs (unless they are stools). Each table should hold 4 people, so there should be at least 9 tables (Figure 8) 3.6 – There need to be high tables for people to stand up (like a cocktail table); no chairs (unless they are stools). Each table should hold 10/11 people, there should only be three tables (Figure 9) 3.7 – There need to be high tables for people to stand up (like a cocktail table); no chairs (unless they are stools). Each table should hold 10/11 people, there should only be three tables (Figure 9) 	N/A	N/A

Figure 8 Cocktail table set-up with 9 tables (4 people per table)

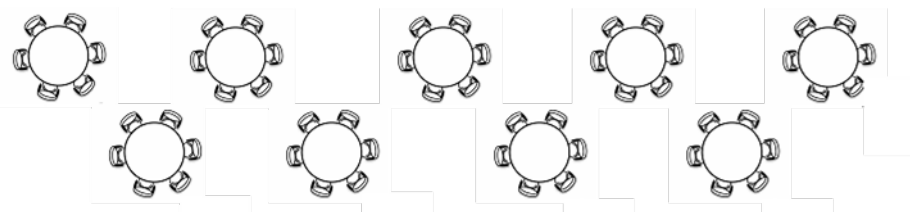


Figure 9 Cocktail table set-up with 3 tables (10–11 people per table)

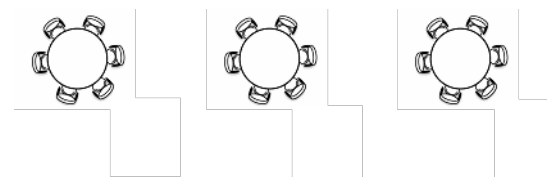


Image source: Standby Partnership Training Materials,

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Document: Troubleshooting During Trainings

In this layout there are no chairs or flip charts in the room. The room is open for PIM champions to move around the space. Day 3 could be outside, but Day 4 should be inside. This room is used for activities that need a lot of open space.

IDENTIFICATION OF WHERE TO HANG POSTERS, FLIP CHARTS, AND OTHER MATERIALS IN THE TRAINING ROOM



Creating the objectives tree

Main concepts

- The tree has 5 branches – each branch is 1 day.
- Each branch has sub-branches – each sub-branch is a module.
- Each module is colour-coded to match the core competency developed during that module.
- The tree has 8 roots – these are the 8 core competencies that PIM champions learn during the training.
- Boxes with solid border lines for borders have a learning objective expert.
- Boxes with dotted border lines for borders do not have a learning objective expert.

Set-up

- The tree has to be made in advance of the training with construction paper (by the field office); it should be about floor to ceiling high.
- The sub-branches will be made ahead of time and printed (by the Geneva office).
- The roots will be made ahead of time and printed (by the Geneva office).
- The branches will be taped on the day before the training (by administrative assistant/PIM training officer).
- The roots will be taped on the day before the training (by the administrative assistant/PIM training officer).
- The words ‘Day 1’, etc. will be written in big bold letters in a black marker on each branch.
- There will be a small table near the objectives tree that will hold:
 - Black pens;
 - Sticky tape;
 - Leaves that have been cut out; and
 - Real fruit that you would normally find on trees; these will be healthy snacks for the PIM champions (e.g. apples, oranges, figs).
- The green leaf templates will be created (by the Geneva office)
- The leaf templates will be printed, on green paper, and cut out (by the Admin Field Assistant); there need to be at least 200 leaves (see example template below).

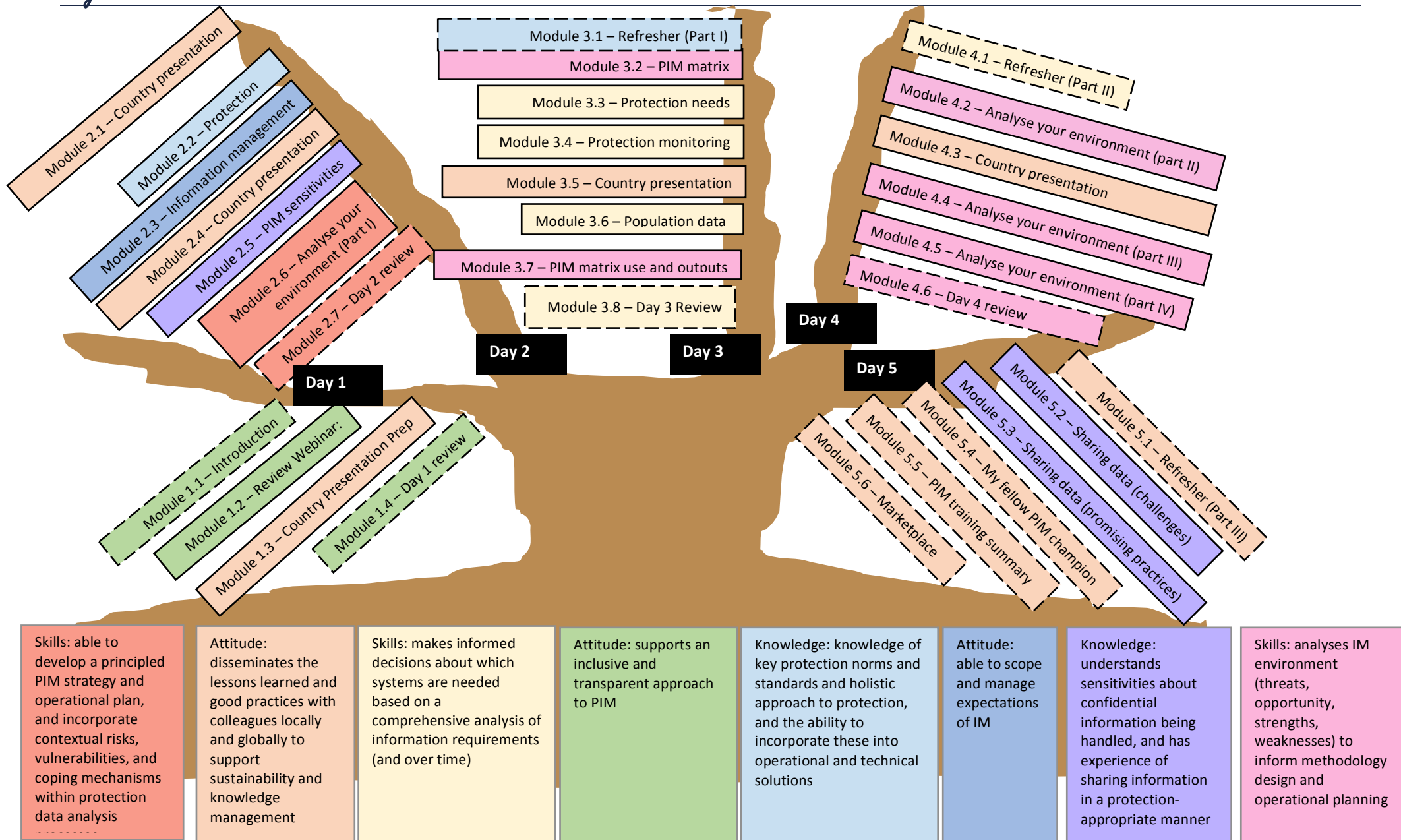
PIM training objectives, by module

Table 2 PIM training objectives, by module

Modules with * are where PIM champion’s birds will sit on the objectives tree

Skills	Analyses IM environment (threats, opportunities, strengths, weaknesses) to inform methodology design and operational planning	<ul style="list-style-type: none"> • Module 2.6 – Analyse your environment (Part I)* • 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 (Part II)* • Module 4.4 – Analyse your environment (Part III)* • Module 4.6 – Day 4 review
	Makes informed decisions about which systems are needed based on a comprehensive analysis of information requirements (and over time)	<ul style="list-style-type: none"> • Module 3.3 – Protection needs assessment* • Module 3.4 – Protection monitoring* • Module 3.6 – Population data* • Module 4.1 – Refresher (Part II)
	Able to develop a principled PIM strategy and operational plan, and incorporate contextual risks, vulnerabilities and coping mechanisms within protection data analysis processes	<ul style="list-style-type: none"> • Module 4.5– Analyse your environment (Part IV)*
Knowledge	Knowledge of key protection norms and standards and a holistic approach to protection, and the ability to incorporate these into operational and technical solutions	<ul style="list-style-type: none"> • Module 2.2 – Protection* • Module 3.1 – Refresher (Part I)
	Understands sensitivities about confidential information being handled, and has experience of sharing of information in a protection-appropriate manner	<ul style="list-style-type: none"> • Module 2.5 – PIM sensitivities* • Module 5.2 – Sharing data (challenges)* • Module 5.3 – Sharing data (promising practices)*
Attitude	Supports an inclusive and transparent approach to PIM	<ul style="list-style-type: none"> • Module 1.1 – Introduction • Module 1.2 – Introduction to PIM concepts* • Module 1.4 – Day 1 review
	Able to scope and manage expectations of IM	<ul style="list-style-type: none"> • Module 2.3 – Information management*
	Disseminates lessons learned and good practices with colleagues locally and globally to support sustainability and knowledge management	<ul style="list-style-type: none"> • 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 (Part III) • Module 5.4 – My fellow PIM champion • Module 5.5 – PIM training summary • Module 5.6 – Marketplace

Objectives tree



Facilitator coding for activities

Table 3 Facilitator coding for all activities (Day 1)

Locating the activity			Support to facilitator			Dividing PIM champions		Coding				
Activity #	Module	Name of module	Check activity page?	Check activity folder?	Use work book ?	# of groups	# of people in a group	Coding theme	What is it taped to?	When to place it in folder	Why is this coding relevant?	How to show answers to coding
1	1.1	Who are you?	No	Yes	Yes	16	2	N/A	N/A	N/A	N/A	N/A
2	1.1	You and PIM	Yes	Yes	Yes	16	2	Internet domain name	Breakout card is paper clipped to name tag	Before Day 1	You should know the different countries participating in the PIM training, and thus their domain name 😊	N/A
3	1.2	PIM definition	No	Yes	No	All	N/A	N/A	N/A	N/A	N/A	N/A
4	1.2	Which competencies?	No	No	Yes	Individual	Individual	N/A	N/A	N/A	N/A	N/A
5	1.2	Why is PIM important?	No	No	Yes	16	2	N/A	N/A	N/A	N/A	N/A
6	1.2	You and PIM principles	Yes	Yes	Yes	16	2	Airport codes	Breakout card is paper clipped to name tag	Before Day 1	It is important to know facts about the countries where you are working	N/A

Table 4 Facilitator coding for all activities (Day 2 – Part I)

Locating the activity			Support to facilitator			Dividing PIM champions		Coding				
Activity #	Module	Name of module	Check activity page?	Check activity folder?	Use work book?	# of groups	# of people in a group	Coding theme	What is it taped to?	When to place it in folder	Why is this coding relevant?	How to show answers to coding
7	2.2	What is protection to you?	No	No	No	All	All	N/A	N/A	N/A	N/A	N/A
8	2.2	Protection definition	No	Yes	No	All	All	N/A	N/A	N/A	N/A	N/A
9	2.2	Protection definition in depth	No	No	Yes	Individual	Individual	N/A	N/A	N/A	N/A	N/A
10	2.2	Protection and SPHERE Standards	No	No	Yes	4	Divided by cluster	N/A	N/A	N/A	N/A	N/A
11	2.2	You and protection	Yes	Yes	Yes	8	4	International conventions, covenants, and declarations	Breakout card is paper clipped to name tag	End of Day 1	It’s important to know international conventions, covenants, and declarations related to protection	Posters
12	2.3	What is data?	No	Yes	No	4	Divided by cluster	N/A	N/A	N/A	N/A	N/A
13	2.3	Should you make a decision based on this data?	No	Yes	Yes	Individual	Individual	N/A	N/A	N/A	N/A	N/A

Table 5 Facilitator coding for all activities (Day 2 – Part II)

Locating the activity			Support to facilitator			Dividing PIM champions		Coding				
Activity #	Module	Name of module	Check activity page?	Check activity folder?	Use workbook?	# of groups	# of people in a group	Coding theme	Where is the coding?	When to place it in folder	Why is this coding relevant?	How to show answers to coding
14	2.3	Should you make a decision based on this information?	No	Yes	Yes	Individual	Individual	N/A	N/A	N/A	N/A	N/A
15	2.3	IM	Yes	Yes	No	12	2 or 3	Cluster leads	Breakout card is paper clipped to name tag	End of Day 1	It is important to know the other clusters	Hang image on wall
16	2.3	You and IM	Yes	Yes	Yes	16	2	Flags	Breakout card is paper clipped to name tag	End of Day 1	It is important to know facts about countries where you are working	Cheat sheet in Folder
17	2.5	PIM sensitivities	No	No	No	Individual	Individual	N/A	N/A	N/A	N/A	N/A
18	2.5	PIM sensitivities	No	No	No	Individual	Individual	N/A	N/A	N/A	N/A	N/A
19	2.5	You and PIM sensitivities	No	No	Yes	Individual	Individual	N/A	N/A	N/A	N/A	N/A
20	2.6	Information needs	No	Yes	Yes	4	Divided by cluster	N/A	N/A	N/A	N/A	N/A
21	2.6	Key resources	No	Yes	Yes	4	Divided by cluster	N/A	N/A	N/A	N/A	N/A
22	2.6	You and needs	Yes	Yes	Yes	16	2	Geographic location	Breakout card is paper clipped to name tag	End of Day 1	It is important to know coordinators	Hang image on wall

Table 6 Facilitator coding for all activities (Day 3)

Locating the activity			Support to facilitator			Dividing PIM champions		Coding				
Activity #	Module	Name of Module	Check Activity Page?	Check Activity Folder?	Use workbook?	# of groups	# of people in a group	Coding Theme	What is it taped to?	When to place it in folder	Why is this coding relevant?	How to show answers to coding
23	3.1	Just a minute	Yes	Yes	Yes	8	4	Fruit	Breakout card is paper clipped to name tag	End of Day 2	To promote healthy snacks	Fruit is on high tables
24	3.2	Who has done what?	No	No	No	Individual	Individual	N/A	N/A	N/A	N/A	N/A
25	3.2	What questions do you have?	No	No	No	Individual	Individual	N/A	N/A	N/A	N/A	N/A
26	3.2	You and the matrix	No	No	Yes	Individual	Individual	N/A	N/A	N/A	N/A	N/A
27	3.3	Protection needs assessment	No	No	Yes	4	Divided by Cluster	N/A	N/A	N/A	N/A	N/A
28	3.3	Cluster and needs	No	No	Yes	2	Divided by Cluster	N/A	N/A	N/A	N/A	N/A
29	3.4	Protection monitoring	Yes	Yes	Yes	4	8	Water bottles	PIM Champion sticker is on bottle	End of Day 2	It’s good to be hydrated before a speech	N/A
30	3.6	Population data	No	No	Yes	Individual	Individual	N/A	N/A	N/A	N/A	N/A
31	3.6	A deeper look at population data	Yes	No	Yes	5	6 or 7	Candy	On top of PIM champions chair	After 3.4, but before lunch	Because we could all use a treat!	N/A
32	3.6	You and population data	No	No	Yes	Individual	Individual	N/A	N/A	N/A	N/A	N/A
33	3.7	What is the difference?	Yes	No	Yes	3	9 or 10	Sticker	Stuck to the Inside the name tag	End of Day 2	Simple coding after a long day	N/A
34	3.7	Outputs	Yes	Yes	Yes	16	2	Capital cities	Breakout card is paper	End of Day 2	To know the code for a phone	N/A

									clipped to name tag		call	
35	3.7	You and categories	No	No	Yes	Individual	Individual	N/A	N/A	N/A	N/A	N/A

Table 7 Facilitator coding for all activities (Day 4)

Locating the activity			Support to facilitator			Dividing PIM champions		Coding				
Activity #	Module	Name of module	Check activity page?	Check activity folder?	Use workbook?	# of groups	# of people in a group	Coding theme	What is it taped to?	When to place it in folder	Why is this coding relevant?	How to show answers to coding
36	4.1	Find a PIM champion	No	No	Yes	All	All	N/A	N/A	N/A	N/A	N/A
37	4.2	Secondary data review	No	No	Yes	All	All	N/A	N/A	N/A	N/A	N/A
38	4.2	You and secondary data review	Yes	Yes	Yes	16	2	Tea bag	Breakout card is paper clipped to name tag	End of Day 3	Tea can be helpful to relax	N/A
39	4.4	Knowing your information	No	No	Yes	4	Divided by Cluster	N/A	N/A	N/A	N/A	N/A
40	4.5	Identifying gaps	No	No	Yes	4	Divided by Cluster	N/A	N/A	N/A	N/A	N/A
41	4.5	You and gaps	No	No	Yes	Individual	Individual	N/A	N/A	N/A	N/A	N/A

Table 8 Facilitator coding for all activities (Day 5)

Locating the activity			Support to facilitator			Dividing PIM champions		Coding				
Activity #	Module	Name of module	Check activity page?	Check activity folder?	Use workbook?	# of groups	# of people in a group	Coding theme	What is it taped to?	When to place it in folder	Why is this coding relevant?	How to show answers to coding
42	5.1	My environment	Yes	No	Yes	16	2	On this day PIM champions sit in pairs; their name tags tell them where to sit				
43	5.2	Challenges	Yes	No	Yes	16	2	On this day PIM champions sit in pairs; their name tags tell them where to sit				
44	5.3	Share the solution	No	No	Yes	8	4	N/A – Pairs turn around and join the pair behind them (to limit additional moment)				
45	5.4	What have we learned	No	No	Yes	4	Divided by cluster	N/A	N/A	N/A	N/A	N/A
46	5.4	My PIM champion	No	No	No	All	All	N/A	N/A	N/A	N/A	N/A
47	5.6	Sharing resources	No	No	Yes	Individual	Individual	N/A	N/A	N/A	N/A	N/A

Cheat sheet for the coding of each breakout group

Answer key for Activity 2 – Module 1.1

Module	Name of module	# of groups	# of individuals in a group	Coding	What is it tapped to?	When to place behind business card?	Why this?
1.1	You and PIM	16	2	Domain names or URL ends	Breakout card is paper clipped to name tag	Before Day 1	It is important to know the URL endings for countries where we work

Group	Individual 1	Individual 2
1	Afghanistan	.af
2	Democratic Republic of Congo	.cd
3	Iraq	.iq
4	Kenya	.ke
5	Lebanon	.lb
6	Libya	.ly
7	Myanmar	.mm
8	Pakistan	.pk
9	Philippines	.ph
10	Somalia	.so
11	South Sudan	.ss
12	Sudan	.sd
13	Switzerland	.ch
14	Syria	.sy
15	Ukraine	.ua
16	Yemen	.ye

Source: www.domainregistry.de

Answer key for Activity 6 – Module 1.2

Module	Name of module	# of groups	# of individuals in a group	Coding	What is it tapped to?	When to place behind business card?	Why this?
1.2	You and Principles	16	2	Capital City, Country and Airport Code	Breakout card is paper clipped to name tag	Before Day 1	It’s important to know the airport codes of the countries we will likely fly into

Group	Individual 1	Individual 2
1	Kabul, Afghanistan	KBL
2	Kinshasa, Democratic Republic of Congo	FIH
3	Baghdad, Iraq	BGW
4	Nairobi, Kenya	NBO
5	Beirut, Lebanon	BEY
6	Tripoli, Libya	TIP
7	Naypyidaw, Myanmar	NYT
8	Islamabad, Pakistan	ISB
9	Malia, Philippines	MNL
10	Mogadishu, Somalia	MGB
11	Juba, South Sudan	JUB
12	Khartoum, Sudan	KRT
13	Bern, Switzerland	BRN
14	Damascus, Syria	DAM
15	Kiev, Ukraine	KBP
16	Sana’a, Yemen	SAH

Answer key for Activity 11 – Module 2.2

Module	Name of module	# of groups	# of individuals in a group	Coding	What is it tapped to?	When?	Why this?
2.2	You and Protection	8	4	UN resolutions	Breakout card is paper clipped to name tag	End of Day 1	It is important to know the key resolutions that relate to PIM work

Group	Individual 1	Individual 2	Individual 3	Individual 4
1	Universal Declaration of Human Rights (UDHR)	1948	The first human rights instrument developed by the UN, establishes the main civil, political, economic, social and cultural rights to which all people 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).	192 – State parties 0 – Signatories 0 – No action
2	International Convention on the Elimination of All Forms of Racial Discrimination (ICERD)	1965	Prohibits racial discrimination: when a person or group is treated differently because of race, colour, descent, national origin, or ethnic origin, with the aim or effect of denying their human rights and fundamental freedoms (IDP Handbook, p.22).	177 – State parties 6 – Signatories 14 – No action (Myanmar and South Sudan)
3	International Covenant on Civil and Political Rights (ICCPR)	1966	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).	168 – State parties 7 – Signatories 22 – No action (Myanmar and South Sudan)
4	International Covenant on Economic, Social and Cultural rights (ICESCR)	1966	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).	164 – State parties 6 – Signatories 27 – No action (South Sudan)
5	Convention on the Elimination of All Forms of Discrimination against women (CEDAW)	1979	Sets out 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)	189 – State parties 2 – Signatories 6 – No action (Somalia, Sudan)
6	<i>Convention against Torture and Other Cruel, Inhuman, or Degrading Treatment or Punishment (CAT)</i>	1984	<i>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. (IDP Handbook, p. 22)</i>	<i>159 – State Parties 10 – Signatories 28 – No action</i>
7	<i>Convention on the Rights of a Child (CRC)</i>	1989	<i>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)</i>	<i>196 – State Parties 1 – Signatories 0 – No action</i>
8	<i>Convention on the Rights of Persons with Disabilities</i>	2001	<i>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)</i>	<i>162 – State Parties 25 – Signatories 11 – No action</i>

Summary of each category (taken from indicators.ohchr.org)

- A ‘state party’ to a treaty is a State that has expressed its consent, by an act of ratification, accession or succession, and where the treaty has entered into force (or a State about to become a party after formal reception by the United Nations Secretariat of the State’s decision to be a party). When a State ratifies one of the international human rights treaties, it assumes a legal obligation to implement the rights recognised in that treaty. Through ratification, States undertake to put in place domestic

measures and legislation compatible with their treaty obligations. The State also commits to submitting regular reports on how the rights are being implemented to the monitoring committee set up under that treaty. Most of the committees can, under certain conditions, receive petitions from individuals who claim that their rights under the treaties have been violated. The State party must have recognised the competence of the committee to consider such complaints from individuals either by becoming a party to an optional protocol or by making a declaration to that effect under a specific article of the treaty. This indicator is a structural indicator in the OHCHR methodology for human rights indicators (HRI/MC/2008/3).

- A ‘Signatory’ to a treaty is a State that provided a preliminary endorsement of the instrument and its intent to examine the treaty domestically and consider ratifying it.
- ‘No action’ means that a State did not express its consent.

Sources

- www.un.org/depts/dhl/resguide/resins.htm
- www.ohchr.org/EN/HRBodies/Pages/TreatyBodies.aspx
- indicators.ohchr.org/
- GPWG IDP Handbook 2010 (Descriptions)

Answer key for Activity 15 – Module 2.3

Module	Name of module	# of groups	# of individuals in a group	Coding	What is it tapped to?	When to place behind business card?	Why this?
2.3	IM	12	2 or 3	Cluster leads	Breakout card is paper clipped to name tag	End of Day 1	It is important to know coordinators and IM in all clusters

Group	Individual 1	Individual 2
1	WFP	Logistics
2	UNICEF	Nutrition
3	UNHCR and IFRC	Emergency shelter
4	UNHCR and IOM	Camp management and coordination (CCCM)
5	WHO	Health
6	UNHCR	Protection
7	FAO and WFP	Food security
8	WFP	Emergency telecommunications
9	UNDP	Early recovery
10	UNICEF and Save the Children	Education
11	UNICEF	Water, sanitation, and hygiene (WASH)
12	OCHA	Coordination of clusters

Source: OCHA (2016)



















www.unocha.org/what-we-do/coordination-tools/cluster-coordination

Figure 10 The clusters

Answer key for Activity 16 – Module 2.3

Module	Name of module	# of groups	# of individuals in a group	Coding	What is it tapped to?	When to place behind business card?	Why this?
2.3	You and IM	16	2	Capital City, Country and Airport Code	Breakout card is paper clipped to name tag	End of Day 1	It's important to know the airport codes of the countries we will likely fly into

Group	Individual 1	Individual 2
1	Afghanistan	
2	Democratic Republic of Congo	
3	Iraq	
4	Kenya	
5	Lebanon	
6	Libya	
7	Myanmar	
8	Pakistan	

Group	Individual 1
9	Philippines 
10	Somalia 
11	South Sudan 
12	Sudan 
13	Switzerland 
14	Syria 
15	Ukraine 
16	Yemen 

Answer key for Activity 22 – Module 2.6

Module	Name of module	# of groups	# of individuals in a group	Coding	What is it tapped to?	When to place behind business card?	Why this?
2.6	Analysing Your Environment (Part I)	16	2	Country and Geographical location	Breakout card is paper clipped to name tag	End of Day 1	It’s important to know where each country is located

Group	Individual 1	Individual 2
1	Afghanistan	Southern Asia, north and west of Pakistan, east of Iran
2	Democratic Republic of Congo	Central Africa, northeast of Angola
3	Iraq	Middle East, bordering the Persian Gulf, between Iran and Kuwait
4	Kenya	Eastern Africa, bordering the Indian Ocean, between Somalia and Tanzania
5	Lebanon	Middle East, bordering the Mediterranean Sea, between Israel and Syria
6	Libya	Northern Africa, bordering the Mediterranean Sea, between Egypt, Tunisia, and Algeria
7	Myanmar	Southeastern Asia, bordering the Andaman Sea and the Bay of Bengal, between Bangladesh and Thailand
8	Pakistan	Southern Asia, bordering the Arabian Sea, between India on the east and Iran and Afghanistan on the west and China in the north
9	Philippines	Southeastern Asia, archipelago between the Philippine Sea and the South China Sea, east of Vietnam
10	Somalia	Eastern Africa, bordering the Gulf of Aden and the Indian Ocean, east of Ethiopia
11	South Sudan	East-Central Africa; south of Sudan, north of Uganda and Kenya, west of Ethiopia
12	Sudan	North-eastern Africa, bordering the Red Sea, between Egypt and Eritrea
13	Switzerland	Central Europe, east of France, north of Italy
14	Syria	Middle East, bordering the Mediterranean Sea, between Lebanon and Turkey
15	Ukraine	Eastern Europe, bordering the Black Sea, between Poland, Romania, and Moldova in the west and Russia in the east
16	Yemen	Middle East, bordering the Arabian Sea, Gulf of Aden, and Red Sea, between Oman and Saudi Arabia

Answer key for Activity 34 – Module 3.7

Module	Name of module	# of groups	# of individuals in a group	Coding	What is it tapped to?	When to place behind business card?	Why this?
3.7	PIM matrix – Use and Outputs	16	2	Capital City and Country	Breakout card is paper clipped to name tag	End of Day 2	It’s important to know the capital of the countries we will likely travel

Group	Individual 1	Individual 2
1	Afghanistan	Kabul
2	Democratic Republic of Congo	Kinshasa
3	Iraq	Baghdad
4	Kenya	Nairobi
5	Lebanon	Beirut
6	Libya	Tripoli
7	Myanmar	Naypyidaw
8	Pakistan	Islamabad
9	Philippines	Manila
10	Somalia	Mogadishu
11	South Sudan	Juba
12	Sudan	Khartoum
13	Switzerland	Bern
14	Syria	Damascus
15	Ukraine	Kiev
16	Yemen	Sana’a

MODULE 0.1 – INTRODUCTION TO PIM CONCEPTS

Core competency – Attitude: support an inclusive and transparent approach to PIM

Revision date	22 August 2016
Last revised by:	Megan Lind

Module objectives

- 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

Module learning outcomes

- PIM champions can state the PIM definition
- PIM champions can explain why PIM is important
- PIM champions can list the core competencies to be built during the training
- PIM champions can list all PIM principles
- PIM champions can explain how to use the Common PIM Terminology (2016) document

Module overview

Topic	Room set-up	Method	Time	Actual time
Overview of PIM Training	Webinar	Plenary (listening)	5 min	10:00
What are the objectives of the training?	Webinar	Plenary (listening)	10 min	10:05
What are the module objectives and learning outcomes?	Webinar	Plenary (listening)	10 min	10:15
PIM definition	Webinar	Plenary (discussion)	27 min	10:25
PIM core competencies	Webinar	Plenary (listening)	26 min	10:52
PIM principles	Webinar	Plenary (discussion)	20 min	11:18
PIM common terminology	Webinar	Plenary (discussion)	15 min	11:38
Next steps	Webinar	Plenary (discussion)	5 min	11:53



MODULE LENGTH

120 minutes



MATERIAL & EQUIPMENT

- PPT – 0.1
- Headphones
- GoToTraining platform



KEY STAFF

Facilitator: _____

Note taker: _____

Module activities

Topic	Materials	Method	Time	Notes for delivery	Comments for note taker
Prep (materials ready and present)	PowerPoint 0.1 – Slide 1	N/A	N/A	<ul style="list-style-type: none"> PowerPoint 0.1 – Slide 1 should be on the screen when PIM champions enter the room Reminders on what individuals were asked in advance (during application): <ul style="list-style-type: none"> Have you populated the Dropbox with secondary data information? What is your most current protection strategy document? Email PIM champions in advance of the webinar: <ul style="list-style-type: none"> PIM Core Competency document (shown during the webinar, but could be hard to read) 	N/A
Overview of PIM training	PowerPoint 0.1 – Slide 2	Plenary (listening)	5 min	<ol style="list-style-type: none"> Present the PIM training agenda, highlighting: <i>(5 min)</i>: <ul style="list-style-type: none"> The themes of each day: <ul style="list-style-type: none"> Day 1 – Becoming a PIM champion Day 2 – Ensuring foundational knowledge Day 3 – Knowing the PIM categories Day 4 – Analysing your own environment Day 5 – Sharing data and next steps Times to meet with colleagues before/after the training Exercise time in the mornings Required dinners (Day 1) Breaks: time to check emails and take phone calls 	1. N/A
What are the objectives of the training?	PowerPoint 0.1 – Slide 3 and Slide 4	Plenary (listening)	10 min	<ol style="list-style-type: none"> (Slide 3) Introduce the objective of the training <i>(3 min)</i>: <ul style="list-style-type: none"> Highlight how you are ‘in the training’ to become a PIM champion Reminder about the intense process that occurred to choose PIM champions Reminder about all the ‘others’ who wanted to be here, but there was limited space Reminder about the responsibilities before, during, and after the training (Slide 4) Explain how we plan to accomplish reaching the training objectives, examples of points to talk about <i>(7 min)</i>: <ul style="list-style-type: none"> To build skills (examples, not a comprehensive list): <ol style="list-style-type: none"> Sharing and using data Analysing current environment to implement an appropriate response To gain knowledge (examples, not a comprehensive list): <ol style="list-style-type: none"> PIM principles PIM categories Protection Information management (IM) 	2. N/A 3. N/A

				<p>v. Sensitivities of PIM</p> <ul style="list-style-type: none"> To develop attitudes (examples, not a comprehensive list): <ul style="list-style-type: none"> i. Collaborative ii. Inclusive iii. Transparent iv. Build consensus We recognise that there is some overlap here and therefore this is not an exhaustive list Express that these are general themes and not ‘categorical’ themes Highlight how there are many trainings that complement the PIM training and we strongly encourage PIM champions to go to those trainings to obtain deeper knowledge on a particular subject Trainings that complement the PIM training will be listed in the PIM Champion Workbooks, which they will receive on Day 1 of the training 	
What are the module objectives and learning outcomes?	PowerPoint 0.1 – Slide 5 to Slide 7	Plenary (listening)	10 min	<p>4. (Slide 5) Say to PIM champions that the previous four slides were an overview of the PIM training and now you are going to teach an introduction to PIM which is needed for attending the PIM Training in person sessions (1 min)</p> <p>5. (Slide 6) Introduce the objectives of the module PIM champions should know the following by the end of the webinar (3 min):</p> <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 <p>6. (Slide 7) Watch the PIM video (6 min)</p>	<p>4. N/A</p> <p>5. N/A</p> <p>6. N/A</p>
PIM definition	PowerPoint 0.1 – Slide 8 to Slide 10	Plenary (discussion)	27 min	<p>7. (Slide 8) Tell PIM champions that we are going to talk about the PIM definition for the next 27 minutes (1 min)</p> <p>8. (Slide 9) Show and read out the definition (1 min)</p> <ul style="list-style-type: none"> Protection information management refers to principled, systematized, and collaborative processes to collect, process, analyse, store, share, and use data and information to enable evidence-informed action for quality protection outcomes. <p>9. (Slide 9) Click through the animation that breaks down the definition to highlight the different aspects of the PIM definition (5 min)</p> <p>10. (Slide 10) Ask the PIM champions (rhetorically) the following (1 min)</p> <ul style="list-style-type: none"> ‘What does the definition mean to you?’ ‘What words are important?’ <p>11. Tell the PIM champions that they are going to be divided into three groups (yes – it is possible in a webinar) and each group has to come up with at least three reasons</p>	<p>7. N/A</p> <p>8. N/A</p> <p>9. N/A</p> <p>10. N/A</p>

				<p>why PIM is important <i>(9 min)</i></p> <ul style="list-style-type: none"> • After 8 minutes the groups will come back and share answers <p>12. (Slide 10) Share the groups’ answers and answers created in advance <i>(10 min)</i></p>	<p>11. N/A</p> <p>12. N/A</p>
PIM core competencies	PowerPoint 0.1 – Slide 11 to Slide 12	Plenary (listening)	26 min	<p>13. (Slide 11) Tell PIM champions we are moving on to talk about core competencies for the next 26 minutes <i>(1 min)</i></p> <p>14. (Slide 12) Tell PIM champions these are the core competencies that PIM experts have decided are important when doing PIM <i>(3 min)</i>:</p> <ul style="list-style-type: none"> • Ask PIM champions to begin to read over the document • Tell them they have at least 3 minutes and you are going to be silent to allow them to read <i>(3 min)</i> <p>15. Remind PIM champions that a copy of the document was emailed to them as a PDF, to help with reading the document, as the writing might be quite small</p> <p>16. (Slide 12) Tell PIM champions you are going to split them into three groups and each group has to pick the one competency that is the most important in their group <i>(14 min)</i>:</p> <ul style="list-style-type: none"> • Split the room into three groups – the groups are ‘skills,’ ‘knowledge’, and ‘attitude’ • Ask each group to come up with what they believe is the most important skill, knowledge, and attitude • Have the facilitator move between each group to ensure that each group understands what needs to be done – clarify as needed • Ask each group to nominate one individual to summarise the discussion when they come back to plenary <p>17. (Slide 12) Have PIM champions return to the plenary <i>(5 min)</i></p> <ul style="list-style-type: none"> • Give each individual the opportunity to highlight (or to speak and the facilitator will highlight) which core competency the group chose • Highlight (using the highlighter function) that core competency • Show highlighted the nine core competencies that will be developed in this course and review • Explain that: <ul style="list-style-type: none"> i. We want to manage expectations and we know that everything is essential ii. Elements from other competencies are going to be in the training too iii. Point out differences between what the groups picked and what will be covered iv. Thank the groups for their thoughts 	<p>13. N/A</p> <p>14. N/A</p> <p>15. N/A</p> <p>16. N/A</p> <p>17. N/A</p>

<p>PIM core competencies (reminder)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>As a reminder, the core competencies are:</p> <ul style="list-style-type: none"> • Skills <ul style="list-style-type: none"> i. Analyses IM environment (threats, opportunities, strengths, weaknesses) to inform methodology, design, and operational planning ii. Makes informed decisions about which systems are needed, based on a comprehensive analysis of information requirements iii. Able to develop a principled PIM strategy and operational plan, an incorporate contextual risks, vulnerabilities, and coping mechanisms within protection data analysis processes • Knowledge <ul style="list-style-type: none"> v. Is knowledgeable about key protection norms and standards and a holistic approach of protection, and able to incorporate these into operational and technical solutions vi. Understands sensitivities about confidential information being handled and experience in sharing of information in a protection-appropriate manner • Attitude <ul style="list-style-type: none"> vii. Supports an inclusive and transparent approach to PIM viii. Able to scope and manage expectations of IM ix. Disseminates lessons learned and good practices with colleagues locally and globally to support sustainability and knowledge management 	
<p>PIM principles</p>	<p>PowerPoint 0.1 – Slide 13 to Slide 16</p>	<p>Plenary (discussion)</p>	<p>20 min</p>	<p>18. (Slide 13) Tell the PIM champions that now we are going to talk about the PIM principles for the next 20 minutes. <i>(1 min)</i></p> <p>19. (Slide 14) Tell PIM champions that there are eight principles <i>(1 min)</i></p> <p>20. (Slide 14 to 16) Tell PIM champions you are going to go through each principle and that the following will occur <i>(18 min total: 3 min per principle)</i>. You will:</p> <ul style="list-style-type: none"> • Use the animation and show the title of the principle • Ask a PIM champion to ‘unpack’ the term • Have a PIM champion ‘raise their hand’ <i>(yes – it is possible in a webinar)</i> • Pick a PIM champion to ‘unpack’ the term • Switch the mic to the PIM champion • Let the PIM champion ‘unpack’ the term • Correct the PIM champion <i>(as needed)</i> • Show the definition • Read the definition • Ask if there are any questions <p>PIM principles</p>	<p>18. N/A</p> <p>19. N/A</p> <p>20. N/A</p>

				<ul style="list-style-type: none"> • (Slide 14) People centred and inclusive – PIM activities will be guided by the interests and wellbeing of the population, which must participate and be included in all relevant phases of PIM. PIM activities must be sensitive to age, gender, and other issues of diversity • (Slide 14) Do no harm – PIM activities must include a risk assessment and take steps, if necessary, to mitigate identified risks. The risk assessment must look at negative consequences that may result from data collection and subsequent actions or service delivery as long as the PIM activity is being carried out • (Slide 14) Defined purpose – Given the sensitive and personal nature of protection information, PIM must serve specific information needs and purposes. The purpose must be: clearly defined; proportional to the identified risk and costs in relation to the expected response; and aimed at action for protection outcomes. • (Slide 15) Informed consent and confidentiality – Personal information may be collected only after informed consent has been provided by the individual in question, and that individual must be aware of the purpose of the collection. Further, confidentiality must be clearly explained to the individual before the information may be collected • (Slide 15) Data protection and security – PIM must adhere to international standards of data protection and data security • (Slide 15) Competency and capacity – Actors engaging in PIM activities are accountable for ensuring that PIM activities are carried out by IM and protection staff who have been equipped with PIM core competencies and trained appropriately • (Slide 16) Impartiality – All steps of the PIM cycle must be undertaken in an objective, impartial, and transparent manner while identifying and minimizing bias • (Slide 16) Coordination and collaboration – All actors implementing PIM activities must adhere to the principles noted above and promote the broadest collaboration and coordination internally – both between humanitarian actors and externally – with and among other stakeholders. To the extent possible, PIM activities must avoid the duplication of other PIM efforts and instead build upon existing efforts and mechanisms 	
PIM common terminology	PowerPoint 0.1 – Slide 17 to Slide 20	Plenary (discussion)	15 min	<p>21. (Slide 17) Tell PIM champions we are moving on to talk about the Common PIM Terminology (2016) document <i>(1 min)</i></p> <p>22. (Slide 18) Explain why we have common terminology <i>(3 min)</i>:</p> <ul style="list-style-type: none"> • To facilitate communication, understanding, and collaboration between PIM colleagues • Explain that the actors that participated in the exercise of developing the PIM common terminology were: DRC, UNHCR, ICRC, ICT for Peace, Impact 	<p>21. N/A</p> <p>22. N/A</p>

				<p>Initiatives, IOM, IRC, JIPS, NRC, OCHA, OHCHR, OXFAM, UNDP, UNFPA, UNICEF, UNDPKO, and WFP</p> <ul style="list-style-type: none"> The objective of the Common PIM Terminology (2016) document is not to achieve the perfect definition for commonly used PIM terms, but to act as a tool to facilitate communication, understanding, and collaboration between PIM colleagues and others on PIM. Where necessary, multiple definitions or examples have been included to further understanding. <p>23. (Slide 19) Explain how to use the Common PIM Terminology (2016) document <i>(2 min)</i></p> <p>24. (Slide 19) Ask PIM champions if they have questions about why it was created <i>(1 min)</i></p> <p>25. (Slide 20) Show examples within the Common PIM Terminology (2016) document. Go to the following words <i>(8 min)</i>:</p> <ul style="list-style-type: none"> Example: Referral system – to show that multiple definitions exist Example: Information – to show that we cover even ‘basic’ terms Example: Refugee law - to show that we have hyperlinks Example: Metadata - to show that we have definitions and examples – that is one reason why this is not a ‘glossary’ document 	<p>23. N/A</p> <p>24. N/A</p> <p>25. N/A</p>
<p>Next steps</p>	<p>PowerPoint 0.1 – Slide 21</p>	<p>Plenary (discussion)</p>	<p>5 min</p>	<p>26. (Slide 21) Explain what is going to happen after the training <i>(3 min)</i></p> <ul style="list-style-type: none"> Remind PIM champions what to bring: <ul style="list-style-type: none"> i. A positive attitude ii. Energy iii. An open mind iv. Laptop (one per team), and a power cord for the laptop v. Your most current protection strategy (put in Dropbox, bring in hard copy, or have on a USB stick) vi. Any additional resources for your secondary data review exercise vii. Hard copies of tools you want to share during the Marketplace module (<i>you should have emailed this to the facilitator of the PIM training</i>) viii. Materials to decorate your country posters ix. Your gift for your PIM champion Remind PIM champions that they were supposed to: <ul style="list-style-type: none"> i. Submit application form (this should have already been done – that is why they are here) ii. Ensure emergency contact information is up to date iii. Ensure dietary restrictions are up to date iv. Populate Dropbox with secondary data review materials v. Buy (and bring) a gift that could be for any person (regardless of sex, age, language, etc.) and is under 5 USD; if possible try to 	<p>26. N/A</p>

				<p>make it something from the location where you work (e.g. candy or craft from the country where you work)</p> <ul style="list-style-type: none"> vi. Tell your supervisor how excited you are that you are allowed to go to this training! vii. Remember to check out the list of who is coming before and after – and email as needed to set up individual and personal meetings viii. Reach out for logistical support if you need any help with flights <p>27. (Slide 21) Ask if there are any final questions <i>(2 min)</i></p> <p>28. (Slide 21) Close the webinar</p>	<p>27. N/A</p> <p>28. N/A</p>
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History

Trainer feedback

Supporting information

MODULE 1.1 – INTRODUCTION

Core competency – Attitude: support an inclusive and transparent approach to PIM

Revision date	22 August 2016
Last revised by:	Megan Lind

Module objectives

- 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

Modules learning outcomes

- PIM champions can identify two PIM experts to contact for support
- PIM champions can identify (at least) four PIM champions for support in the field: at least one IM actor, one protection actor, one actor in the same humanitarian setting, and one actor in a different humanitarian setting
- PIM champions can explain how PIM has evolved to the current stage
- PIM champions can list all ground rules

Module overview

Topic	Room set-up	Method	Time	Actual time
Module objectives	Country tables	Plenary (listening)	3 min	13:00
PIM training objectives	Country tables	Plenary (listening)	3 min	13:03
Who is in the room (and around the world)?	Country tables and map	Plenary (listening)	5 min	13:06
PIM is here to support you!	Country tables	Plenary (listening)	3 min	13:11
You and PIM	Country tables	Plenary (listening)	10 min	13:14
70:20:10 learning theory	Country tables	Plenary (listening)	6 min	13:24
Face-to-face training for adults	Country tables	Plenary (listening)	7 min	13:30
What is in the room?	Country tables	Plenary (listening)	6 min	13:37
Housekeeping	Country tables	Plenary (listening)	10 min	13:43
Activity #1: Who are you?	Outside with clipboard	Activity (all)	22 min	13:53
Who is your PIM champion?!	Country tables	Plenary (listening)	10 min	14:15
Activity #2: You and PIM	Pairs – OVER TEA!	Activity (pairs)	18 min	14:25
Moment of Zen	Tables of five	Plenary (listening)	2 min	14:43



MODULE LENGTH

105 minutes



MATERIAL & EQUIPMENT

- PPT – 1.1
- World map
- Housekeeping slides (Appendix 27)
- Tape
- Blank A4 paper
- Camera
- Creative box for PIM champs’ names
- Names of PIM champs (cut)
- Computer for PPT
- Projector
- Access to internet
- Moment of Zen video
- Speakers
- Wild cards (Appendix 27)

Module activities

Topic	Materials	Method	Time	Notes for delivery	Comments for note taker
Preparation for module	<p>PowerPoint 1.1 – Slide 23</p> <p>Map</p> <p>Objectives tree</p> <p>Parking lot</p> <p>Housekeeping wall</p> <p>Tape</p>	N/A	N/A	<ul style="list-style-type: none"> • PowerPoint 1.1 – Slide 23 should be on the screen when PIM champions enter the room • Things to have on the prep table: <ul style="list-style-type: none"> ○ Leaves ○ Pre-made housekeeping charts ○ A4 pieces of paper to hand out ○ Camera • We will need the following room set-up ready: <ul style="list-style-type: none"> ○ Tables of five – no assigned seats, individuals can choose ○ Open space – for a moving activity • Reference: facilitator coding for activities in facilitator guide and Excel sheet which needs to be populated in advance based on answers from PIM champion’s application (for activity #2) • The following should be on the wall and ‘ready’ to visit for the appropriate sessions: <ul style="list-style-type: none"> ○ Map should be up in the room, with photos of the experts and strings for where the photos of the PIM champions will go. The map highlights: (1) where trainings are being held; and (2) who is at this training, therefore the names of each PIM champion should be on the wall highlighting if they are protection or IM individuals ○ Objectives tree (semi-bare). The days and the module names should be up on the tree – there should be a table near it that has the leaves ○ Learning outcomes tree and birds ○ Parking lot ○ Housekeeping wall (although the A4 pieces of paper should be on the prep table) 	**Note: have music on as PIM champions come into the room to encourage higher energy levels**
Module objectives	PowerPoint 1.1 – Slide 24	Plenary (listening) @tables	3 min	1. Show the slide with the module’s objectives (3 min):	1. N/A
PIM training objective	PowerPoint 1.1 – Slide 25	Plenary (listening) @tables	3 min	2. Remind PIM champions about the objective of the training: (1 min): <ul style="list-style-type: none"> • To improve the ability of protection clusters to develop a more informed protection response, anchored in an overall protection analysis 3. Ask if there are questions about the objective (2 min):	2. N/A 3. Ensure to capture any comments
Who is the room	PowerPoint 1.1 –	Plenary	5 min	4. Explain how PIM champions were picked: (1 min):	4. N/A

(and around the world)?	Slide 26 World map	(listening) @tables		<ul style="list-style-type: none"> • Application process • European Commission Humanitarian Aid & Civil Protection (ECHO), Global Protection Custer (GPCs), and Danish Refugee Council (DRCs) goal to support protection clusters • Protection and IM actors need to work together to foster communication <p>5. Introduce the focal points for the PIM training, the resource people, and note taker <i>(3 min -max 30 sec per person)</i>:</p> <ul style="list-style-type: none"> • Protection expert • IM expert • Other experts • The administrative assistant • The note taker <p>6. Highlight all the PIM champions around the world: <i>(1 min)</i>:</p> <ul style="list-style-type: none"> • Other trainings • PIM working group 	5. N/A 6. N/A
PIM is here to support you!	PowerPoint 1.1 – Slide 27	Plenary (listening) @tables	3 min	<p>7. Read the example on PowerPoint, and explain that PIM: <i>(3 min)</i>:</p> <ul style="list-style-type: none"> • Is nothing new • Brings together and unifies best practices • Intends to improve communication and work between protection actors • Does not replace what individuals already know, nor does it mean that a protection actor should know everything an IM actor does (and vice-versa); instead it provides an opportunity to know HOW to work with the other actor • Has a Working Group at the global level to support PIM champions • Is growing with you as PIM champions 	7. N/A
You and PIM	PowerPoint 1.1 – Slide 28 to Slide 30	Plenary (listening) @tables	10 min	<p>8. (Slide 28) Explain the five parts of the PIM training process: <i>(6 min)</i></p> <ul style="list-style-type: none"> • Part I <ul style="list-style-type: none"> i. PIM champions: filled out an application, and sent CV, passport, and authorisation form ii. PIM Team: obtained baseline information, learned about you, so we know who is in the room, your expertise, your experiences, and your challenges and SUPPORTED YOU WITH LOGISTICS! • Part II <ul style="list-style-type: none"> i. PIM champions: participated in a webinar ii. PIM Team: built your capacity in PIM to a baseline level • Part III <ul style="list-style-type: none"> i. PIM champions: populated a Dropbox with materials ii. PIM Team: checked the Dropbox to ensure you have 	8. Ensure to capture any comments

				<p>accurately populated it; supported your creation of an electronic library that should be SUSTAINABLE</p> <ul style="list-style-type: none"> • Part IV <ul style="list-style-type: none"> i. PIM champions: took time out of your busy schedules to invest in PIM; travelled and committed to be present, engaged, and active ii. PIM Team: is here to support; has designed an interactive, state-of-the-art, and unique training that is built around your needs • Part V <ul style="list-style-type: none"> i. PIM champions: will share what you learn with your cluster; will improve your protection response plans based on what you have learned; will be a champion of PIM in your cluster ii. PIM Team: will support you when you are in the field; will follow up with you to ensure you have shared what you learned with the cluster <p>9. (Slide 29) Share the schedule. Note the following: <i>(2 min)</i></p> <ul style="list-style-type: none"> • It should be an energising experience (not draining). We know that you already have a lot going on – so we have made space to support you and again ‘paint the wall in less than 10 hours’ <p>10. (Slide 30) Ask PIM champions what they expect from the training? <i>(2 min)</i>:</p> <ul style="list-style-type: none"> • After a couple of minutes share the expectations on PowerPoint • The in-person week PIM training: <ul style="list-style-type: none"> i. Is participatory, with activities to help draw out your ideas ii. Fosters communication and partnership iii. Provides workbooks, with detailed info and space for notes iv. Includes time to reflect and time to complete the workbook v. Has a PIM champion Workbook with detailed info and space for notes vi. Includes longer coffee breaks to give you time to check email 	<p>9. Ensure to capture any comments</p> <p>10. Ensure to capture any comments</p>
<p>70:20:10 learning theory</p>	<p>PowerPoint 1.1 – Slide 31</p>	<p>Plenary (listening) @tables</p>	<p>6 min</p>	<p>11. Ask the group to raise their hands if they know about the 70:20:10 learning theory <i>(1 min)</i>:</p> <ul style="list-style-type: none"> • Tell PIM champions that you are first going to watch a clip about the 70:20:10 learning style before you begin to explain <i>(4 min)</i> <p>12. Watch the movie clip</p> <p>13. Explain to PIM champions the following <i>(1 min)</i>:</p> <ul style="list-style-type: none"> • PIM champions are expected to learn about 10% from the formal elements of the course, 20% from each other, and 70% from applying the ideas in their workplace 	<p>11. N/A</p> <p>12. N/A</p> <p>13. N/A</p>

				<ul style="list-style-type: none"> • The 70:20:10 framework is a learning and development reference model that captures the three types of learning – experiential, social, and formal – and explains their relationship to one another. The numbers provide a contextual indication of the required response of each component of learning, while also making it possible to communicate, explain, and provide a guide for the frequency of each part • The 70 – Experiential/experience: learning and developing through day-to-day tasks, challenges, and practice • The 20 – Social/exposure: learning and developing with and through others from coaching, exploiting personal networks, and other collaborative and co-operative actions • The 10 – Formal/education – learning and developing through structured courses and programmes • While this a formal training, we are going to support a lot of ‘informal learning’ during the training and afterwards • Highlight that is not a ‘certified course’, as individuals need to get INTO the field and experience and obtain exposure to PIM! 	
<p>Face-to-face training for adults</p>	<p>PowerPoint 1.1 – Slide 32</p>	<p>Plenary (listening) @tables</p>	<p>7 min</p>	<p>14. Tell PIM champions about the thorough work completed to ensure that the training is made for adults, including hiring an adult learning expert who highlighted the follow. Adult learners (7 min):</p> <ul style="list-style-type: none"> • Want to share life experiences <ul style="list-style-type: none"> i. Provide opportunities to reflect on the current environment ii. Create activities that use current/past experiences and knowledge • Have self-pride and desire respect <ul style="list-style-type: none"> i. Provide opportunity to share ideas, questions, opinions, experiences ii. Create an environment that honours respect • Want goal-oriented, problem centred learning <ul style="list-style-type: none"> i. Have clear objectives ii. Engage PIM champions to identify challenges iii. Discuss theories with practice examples • Want feedback <ul style="list-style-type: none"> i. Provide immediate feedback ii. Engage self-evaluation • Need to learn in different ways <ul style="list-style-type: none"> i. Include methods by doing (kinaesthetic), observing (visual), and listening (auditory) ii. Use all three learning modes in every 20-min interval • Learn best through collaboration and reciprocity 	<p>14. Ensure to capture any comments</p>

				<ul style="list-style-type: none"> i. Have team exercises i. Allow opportunities for mutual trust and respect building <ul style="list-style-type: none"> • Are motivated to learn by many factors <ul style="list-style-type: none"> ii. Make a connection between the learning content and your long-term objectives (in work and life) • Provide the opportunity to see the larger picture 	
What is in the room? and How are the modules Designed?	PowerPoint 1.1 – Slide 33 and Slide 34	Plenary (listening) @tables	6 min	<p>15. (Slide 33) Show PIM champions what is in the room to support (3 min):</p> <ul style="list-style-type: none"> • Learning objectives tree <ul style="list-style-type: none"> i. Five branches (for the five days) ii. Roots, small branches, birds, and leaves • Comfy country corner • Comment board (for content and other items) • PIM matrix • Humanitarian programme cycle • PIM timeline • PIM champion workbook, name tag, and folder <ul style="list-style-type: none"> i. Leave name tag each day ii. Take PIM champion workbook and folder • Complementary materials (final day – Marketplace) • Healthy table • Creative table • Creative box (play dough, writing materials,, scissors, stickers, and other items) <p>16. (Slide 34) Explain how the modules were made (3 min):</p> <ul style="list-style-type: none"> • Start: cover page (PowerPoint) <ul style="list-style-type: none"> i. Image or quote • Module number in the corner of PowerPoint • Slide numbers match content in your PIM champion workbook • End: Moment of Zen <ul style="list-style-type: none"> i. Video ‘related’ to the topic 	<p>15. N/A</p> <p>16. N/A</p>
Housekeeping and learning culture	PowerPoint 1.1– Slide 35 Housekeeping prepared slides (Appendix 25)	Plenary (discussion) @house-keeping wall	10 min	<p>17. Ask if there is an artist in the room who wants to support (if not – have the note taker support this) (1 min)</p> <p>18. Ask PIM champions what housekeeping rules they want to have (and the artist draw each one on a A11 – There are some already prepared too) (9 min)</p> <ul style="list-style-type: none"> • Ensure to cover, if PIM champions do not mention: <ul style="list-style-type: none"> • Photography (none – without signed consent) • Recording sessions (none – without signed consent) • Private emailing (needs to be outside) • Phone calls (need to be outside) 	<p>17. N/A</p> <p>18. N/A</p>

				<ul style="list-style-type: none"> Evaluations (are required each day, at the end, and in the future) Breaks/lunches (we will respect it and give longer breaks for emails) Time keeping (we will be on Swiss time!) 	
Activity #1: Who are you?	<p>PowerPoint 1.1 – Slide 36</p> <p>A4 pieces of paper</p> <p>Wild cards (Appendix 27)</p> <p>Tape</p>	Activity (all) @open space	22 min	<p>19. Explain the next activity (5 min). The facilitator for this session, should have a pre-made example and show the example.</p> <ul style="list-style-type: none"> #1 Take the piece of paper given to you and write the following five things: <ul style="list-style-type: none"> Your name Your strength (protection or IM) Duty location (city, country) Something you want to learn professionally Something that makes you unique #2 Take a wild card from the facilitator #3 Go to the next PIM training room #4 Find a PIM champion #5 Share with the PIM champion what you have written on the paper and the wild card #6 After sharing, exchange your wild card with the PIM champion #7 When you hear the buzzer, move to another PIM champion with a new wild card #8 Introduce yourself to the new PIM champion and repeat steps 5 to 8 <p>20. Hand out wild card questions, giving each individual one card while PIM champions are completing step #7. The wild card questions will be random and allow PIM champions to discuss non-PIM topics. (17 min).</p> <p>Examples:</p> <ul style="list-style-type: none"> Are you a morning or night person? Do you prefer coffee or tea? Would you prefer a vacation in a cold or hot climate? <p>21. Have PIM champions give their cards to a resource staff member, who will tape each card on the wall after they have finished presenting</p>	<p>19. N/A</p> <p>20. N/A</p> <p>21. Put all the cards on the wall next to their name on the map</p>
Who is your PIM champion?	<p>PowerPoint 1.1 – Slide 37</p> <p>Box with PIM champion names</p> <p>Administrative assistant list of all</p>	Plenary (listening) @tables	10 min	<p>22. Tell PIM champions that you are passing around a box that has everyone’s name in it (10 min):</p> <ul style="list-style-type: none"> On the first day of the in-person training, each PIM champion picks the name of another PIM champion Over the week, each PIM champion has to meet and get to know the individual on the sheet Each PIM champion has to learn at least three important things about the other person, including something related to their current 	22. N/A

	the PIM champions			<p>professional work</p> <ul style="list-style-type: none"> On the final day, everyone has to identify their PIM champion by saying three things about them: ‘My PIM Champion is (1) (2)... and (3)....’ Ensure the administrative assistant writes down the names 	
Review module objectives/Activity #2: You and PIM	<p>PowerPoint 1.1- Slide 39</p> <p>Breakout group cards (Appendix 28)</p>	Plenary (listening) @tables	18 min	<p>23. OVER/DURING TEA: tell PIM champions to find their pairs and discuss the following (18 min):</p> <ul style="list-style-type: none"> Pairs are created by country and internet domain name <i>(Reference: facilitator coding for activities in facilitator guide and Excel sheet which needs to be populated in advance based on answers from PIM champion’s application)</i> In your pairs, discuss how PIM relates to the work you are doing in your clusters/in the field In your discussion, highlight how you plan to work more with your counterpart: protection/IM 	23. N/A
Moment of Zen	<p>PowerPoint 1.1 – Slide 40</p> <p>Video</p> <p>Internet</p>	Plenary (listening) @tables	2 min	<p>24. Tell PIM champions that every day we will close with a ‘Moment of Zen’. It will be something short to summarise the module (1 min);</p> <ul style="list-style-type: none"> As today was about knowing what we know and where we are going, we are closing with a clip from US Secretary of Defence, Donald Rumsfeld (12 February 2002). At a press conference he said the following: <i>Reports that say that something hasn't happened are always interesting to me, because as we know, there are known knowns; there are things we know we know. We also know there are known unknowns; that is to say we know there are some things we do not know. But there are also unknown unknowns – the ones we don't know we don't know. And if one looks throughout the history of our country and other free countries, it is the latter category that tend to be the difficult ones</i> <p>25. Tell PIM champions, as we move forward, PIM champions should think about (1 min);</p> <ul style="list-style-type: none"> What are the known knowns? What are the known unknowns? What are the unknown unknowns? 	<p>24. N/A</p> <p>25. N/A</p>
Photos	<p>Camera</p> <p>Prepared photo document with PIM champion names and contact</p>	N/A	N/A	<p>26. Explain to PIM champions that PIM is an opportunity to work with each other. Because each actor in the room must partner with counterparts to develop a PIM strategy a photo album will be created with each individual’s contact information:</p> <ul style="list-style-type: none"> This document will be shared on Day 2 (in hard copy and email) 	26. N/A

	information			<ul style="list-style-type: none">• This will help PIM champions to know each other	
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History

Trainer feedback

Supporting information

MODULE 1.2 – INTRODUCTION TO PIM CONCEPTS

Core competency – Attitude: support an inclusive and transparent approach to PIM

Revision date	22 August 2016
Last revised by:	Megan Lind

Module objectives

- 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

Module learning outcomes

- PIM champions can state the PIM definition
- PIM champions can provide a practical example of PIM
- PIM champions can list three reasons why the humanitarian community needs PIM
- PIM champions can list the core competencies to be built during the training
- PIM champions can list all PIM principles

Module overview

Topic	Room set-up	Method	Time	Actual time
Module objectives	Country tables	Individual	3 min	14:45
Activity #3: PIM definition	Open space	Activity (all)	15 min	14:48
Activity #4: Which competencies?	Country tables	Plenary (discussions)	10 min	15:03
Activity #5: Why is PIM important?	Two concentric circles of chairs	Activity (all)	25 min	15:13
PIM principles	Country tables	Individual	5 min	15:38
Review of module objectives/ Activity #6: You and principles	Country tables	Activity (pairs)	20 min	15:43
Moment of Zen	Country tables	Plenary (listening)	2 min	16:03



MODULE LENGTH

80 minutes



MATERIAL & EQUIPMENT

- PPT – 1.2
- Computer for PPT
- Projector
- Access to internet
- Moment of Zen video
- Speakers
- PIM definition (Appendix 29)
- Breakout cards (Appendix 30)
- Sticky tack
- Music
- Timer
- Chairs in concentric circles for all PIM champions



KEY STAFF

Facilitator: _____

Note taker: _____

Module activities

Topic	Materials	Method	Time	Notes for delivery	Comments for note taker
Preparation for module	PowerPoint 1.2 – Slide 41	N/A	N/A	<ul style="list-style-type: none"> • PowerPoint 1.2 – Slide 41 should be on the screen when PIM champions enter the room • Things to have on the prep table: <ul style="list-style-type: none"> ○ Leaves for objectives tree ○ A4 pieces of paper that create the PIM definition – to hand out • Reference: facilitator coding for activities in facilitator guide and Excel sheet which needs to be populated in advance based on answers from PIM champions application (for activity #6) • We will need the following room set-up ready: <ul style="list-style-type: none"> ○ Tables of 5: no assigned seats, individuals can choose – encourage the same seating arrangement as in Module 1.1 ○ Open space – for a moving activity • The following should be on the wall and ‘ready’ to visit for the appropriate sessions and/or as needed: <ul style="list-style-type: none"> ○ World map ○ Objectives tree (semi-bare). The days and module names modules should be up on the tree. There should be a table near it that has the leaves ○ Learning outcomes tree and birds ○ Parking lot ○ Housekeeping wall ○ Space to put up the PIM definition (front of the room) 	N/A
Module objectives	PowerPoint 1.2 – Slide 42 Objectives tree and leaves	Plenary (discussion) @tables	3 min	<ol style="list-style-type: none"> 1. Show the slide with the module’s objectives (3 min): <ul style="list-style-type: none"> • As a kind reminder, remind PIM champions who the two ‘learning experts’ are, who are ‘responsible’ for ensuring the <i>learning objectives</i> have been reached during this module, writing the <i>learning outcomes</i> on the leaves, and placing these leaves on the objectives tree • Reference the learning outcomes tree and birds on the wall 	1. N/A
Activity #3: PIM definition	PowerPoint 1.2 – Slide 43 PIM definition – A4 sheets (Appendix 29) Tack to stick A4 to the wall	Activity (all) @open space	15 min	<ul style="list-style-type: none"> • Ask the PIM champions to come to the front of the room. Remind PIM champions that they learned the definition of PIM in the webinar and now they are going to put it up on the wall (3 min). **Remind PIM champions to leave their workbooks at their desks because it has the PIM definition** • Give each PIM champions one A4 sheet (2 min) 2. Explain that all pieces of paper make the PIM definition (10 min): <ul style="list-style-type: none"> • As a group they need to make the PIM definition by lining up the definition in the correct order • Protection/information/ management/ refers to/ principled,/ systematised,/and 	2. N/A

				<p>collaborative/ processes/ to collect,/process,/analyse,/store,/share,/and use/data/ and information/ to enable/evidence-informed/action/ for quality/protection/ outcomes.</p> <ul style="list-style-type: none"> • The activity needs some space • It should be done at the front of the room and PIM champions should put Blu-Tak on the back of the paper so they can see the PIM Definition during the entire part of the training • Once PIM champions have put up the PIM definition, ask someone to read the definition out • Ask the PIM champions to return to their seats/tables and, once PIM champions have sat back where they were and you can give them a minute to write the definition in their workbooks 	
Activity #4: Which competencies?	PowerPoint 1.2 – Slide 44	Plenary (discussions) @tables	10 min	<p>3. Ask the PIM champions to take out the core competencies document <i>(2 min)</i></p> <ul style="list-style-type: none"> • Tell the group that they have one-minute to circle all the core competencies that they think will be covered in this training • PIM champions can talk with others at their tables • After 1 minute, ask PIM champions to stop <i>(1 min)</i> <p>4. The facilitator will read out each core competency and show it on a PowerPoint as well as on the roots of the objectives tree <i>(7 min)</i></p>	<p>3. N/A</p> <p>4. N/A</p>
Activity #5: Why is PIM important?	<p>PowerPoint 1.2 – Slide 43</p> <p>Set-up of chairs in two concentric circles</p>	Activity (all) @ concentric circles	25 min	<p>5. Explain to the PIM champions that the next activity will be done in groups of two, similar to a ‘speed dating activity’ <i>(2 min)</i>:</p> <ul style="list-style-type: none"> • DO NOT ask PIM champions if they have participated in speed dating • However, you can ask PIM champions if they are familiar with the concept of speed dating • PIM champions will need a pen, their workbook, and move to the space in the room where two concentric circles have been made with chairs, with clipboards on the chairs <p>6. Ask everyone to sit on one chair and explain the rules <i>(10 min)</i>:</p> <ul style="list-style-type: none"> • Each pair will have 2 minutes to come up with as many reasons as possible why PIM is important. Emphasise regularly that it is important for the actors and for the humanitarian community • After 2 minutes, the outside group will move one space to the left; the inside group will not move • After moving, the new pairs will share what they already have with their new partner and try to grow their list • There will be (at least) five rotations – monitor PIM champions progress and allow more rotations as needed • After five rotations the inner circle (when told) will move their chairs to the outside and create one big circle 	<p>5. N/A</p> <p>6. Ensure to capture any comments</p> <p>7. N/A</p>

				<p>7. Once the circle has been made, ask PIM champions (13 min):</p> <ul style="list-style-type: none"> • Who has been to all seven continents? • If someone has been to all seven continents, this individual will start the next activity • If no one has been to all seven, ask if someone has been to six, five, etc. • Continue until you find someone to start • If multiple people have been to the same number of continents, the first person to raise her/his hand goes first • The individual who goes first, reads one reason why PIM is important • Then the individual to her/his left reads another reason why PIM is important (reasons should not be repeated) • If an individual cannot name a new reason, ask her/him to think of something not on their list • Give everyone at least one chance to name a reason • Encourage PIM champions to write down all the reasons in their workbooks • Thank them for their involvement <p>Possible reasons include:</p> <ul style="list-style-type: none"> • The provision of key protection information about affected populations is an essential requirement in order to enable the humanitarian community to base programming plans and responses on available evidence and informed analysis • The core objective of PIM is to provide quality information and data on the protection of displaced individuals and groups, in all possible types and phases of an operation or situation, and to do so in a safe, reliable, and meaningful way 	
PIM principles	PowerPoint 1.2 – Slide 46	Individual	5 min	<p>8. Give PIM champions the opportunity to read the principles and ask questions if they have them (this was covered in the webinar and will be continuously discussed as we go forward) (5 min)</p>	8. N/A
Review of module objectives/Activity #6: You and PIM principles	PowerPoint 1.2 – Slide 47 Breakout group cards (Appendix 30)	Activity (pairs)	20 mins	<p>9. Ask the PIM champions to find their pairs (20 min):</p> <ul style="list-style-type: none"> • Everyone is divided by city/country/airport code • <i>(Reference: facilitator coding for activities in facilitator guide and Excel sheet which needs to be populated in advance based on answers from PIM champion’s application)</i> <p>10. Tell the PIM champions that in their pairs they should discuss:</p> <ul style="list-style-type: none"> • A challenge you have each had with a PIM principle 	<p>9. N/A</p> <p>10. Ensure to capture any comments</p>
Moment of Zen	PowerPoint 1.2 – Slide 48 Video Internet	Plenary (listening) @tables	2 min	<p>11. Moment of Zen (2 min)</p>	11. N/A

History

Trainer feedback

Suggestion

MODULE 1.3 – COUNTRY PRESENTATION PREP

Core competency – Attitude: disseminates the lessons learned and good practice with colleagues locally and globally to support sustainability and knowledge management

Revision date	22 August 2016
Last revised by:	Megan Lind

Module objectives

- Reflect on current protection activities in field
- Identify good practices

Module learning outcomes

- Create a poster that illustrates current protection activities
- Develop a presentation that identifies good practices

Module overview

Topic	Room set-up	Method	Time	Actual time
Your country presentation	Country tables	Plenary (country teams)	50 min	16:05
Moment of Zen	Country tables	Plenary (listening)	5 min	16:55



MODULE LENGTH

55 minutes



MATERIAL & EQUIPMENT

- PPT – 1.3
- Computer for PPT
- Projector
- Music
- Speakers
- Video
- Internet
- Moment of Zen video
- Construction paper
- Markers
- Glue
- Poster board (one per country)
- Creative box
- Printer



KEY STAFF

Facilitator: _____

Note taker: _____

Module activities

Topic	Materials	Method	Time	Notes for delivery	Comments for note taker
Preparation for module	PowerPoint 1.3 – Slide 49 Music Speakers	N/A	N/A	<ul style="list-style-type: none"> • PowerPoint 13 – Slide 49 should be on the screen when the PIM champions enter the room • As this is the first session of the day, have some music on when the PIM champions walk in • Reminders about what the PIM champions were asked in advance (during application): <ul style="list-style-type: none"> ○ To bring materials that would highlight their country programme on a poster: photos (with consent), logos, maps of where they work, chart/list of organisations in cluster • Things to have on the prep table: <ul style="list-style-type: none"> ○ Leaves for objectives tree ○ Decorative items that individuals can use to develop their country poster • We will need the following room set-up ready: <ul style="list-style-type: none"> ○ 4 tables – 1 table for each country ○ Open space – for a moving activity • The following should be on the wall and ‘ready’ to visit for the appropriate sessions and/or as needed: <ul style="list-style-type: none"> ○ World map ○ Objectives tree ○ Learning outcomes tree and birds ○ Parking lot ○ Housekeeping wall ○ PIM definition ○ Comfy country corner: a space to hang posters for each country team (needs to all be in one area; in front, there should be pillows, rugs, bean bags, or something else for PIM champions to go and sit on, on the floor – if possible, in a corner) 	N/A
Your country presentation	PowerPoint 1.3 – Slide 50	Activity (country team) @tables	50 min	<ol style="list-style-type: none"> 1. Each group will have 50 minutes to create a poster (50 min): <ul style="list-style-type: none"> • Make sure that everyone in the group has a speaking role • Use photos you brought • Be creative • Help yourself to any of the materials • Answer the questions below: <ol style="list-style-type: none"> i. What are the top three protection concerns? ii. What are the top three activities/programmes you are doing in your protection cluster? (Relate to the categories) iii. What are three good practices/lessons learned that you would be willing to share? 	1. **Play music while PIM champions work – quiet but energetic music**

				<ul style="list-style-type: none"> Identify at least two activities that your country group is doing Provide at least one piece of information that other country programmes could use 	
Moment of Zen	PowerPoint 1.3 – Slide 51 Video Internet	Plenary (listening) @tables	5 min	2. Watch the Moment of Zen <i>(5 min)</i>	2. N/A

History

Trainer feedback

Supporting information

MODULE 1.4 – DAY 1 REVIEW

Core competency – Attitude: supports an inclusive and transparent approach to PIM

Revision date	22 August 2016
Last revised by:	Megan Lind

Module objectives

- Reflect on the day and progress on course objectives
- Reflect on the core competencies
- Provide feedback on the day

Module learning outcomes

- PIM champions will have written new concepts in their workbooks
- PIM champions will have written about how a core competency of PIM was built
- PIM champions will complete their feedback form for Day 1

Module overview

Topic	Room set-up	Method	Time	Actual time
Reminders for tomorrow	Country tables	Plenary (listening)	20 min	17:00



MODULE LENGTH

20 minutes



MATERIAL & EQUIPMENT

- PPT – 1.4
- Computer for PPT
- Projector
- Flip chart: traffic lights
- Post-its (red, yellow, green)



KEY STAFF

Facilitator: _____

Note taker: _____

Module activities

Topic	Materials	Method	Time	Notes for delivery	Comments for note taker
Preparation for module	PowerPoint 1.4 – Slide 52	N/A	N/A	<ul style="list-style-type: none"> Things to have on the prep table: <ul style="list-style-type: none"> Pre-made flip charts Flip chart markers Post-it notes (red, yellow, and green) We will need the following room set-up ready: <ul style="list-style-type: none"> Tables of 5 – no assigned seats, individuals can choose Flip chart space The following should be on the wall and ‘ready’ to visit for the appropriate sessions and/or as needed: <ul style="list-style-type: none"> World map Objectives tree (semi-bare), the days and the module names should be up on the tree – there should be a table near it that has the leaves Learning outcomes tree and birds Parking lot Housekeeping wall (although the A4 pieces of paper should be on the prep table) PIM definition (made by PIM champions) 	N/A
Reminders for tomorrow	PowerPoint 1.4 – Slide 52 Traffic light flip chart	Plenary (listening) @tables	20 min	<ol style="list-style-type: none"> Ask all the PIM champions to close their eyes and not to talk <i>(1 min)</i> <ul style="list-style-type: none"> Tell the PIM champions to sit quietly for 1 minute and think of one reason why they are grateful that they came to the training today Tell the PIM champions that this is the final module of the day, and before they leave <i>(each day)</i> they have to do the following: <ul style="list-style-type: none"> Complete the evaluation form <i>(10 min)</i>: <ol style="list-style-type: none"> PIM champions do not have to do it now, but the ‘daily’ feedback book will need to be submitted at the end of the training, so they are encouraged to put their feedback in now – because it will reflect what they actually learned today Ask if anyone wants to do this electronically – tell the PIM champions it is in the Dropbox (and it will not be anonymous!) Tell PIM champions to take their PIM champion workbook <i>(4 min)</i>: <ol style="list-style-type: none"> Give PIM champions time to reflect on their learning and fill out the PIM champion workbook reflection table Feedback activity <i>(5 min)</i>: <ol style="list-style-type: none"> Take out the flip chart with a set of traffic lights on it, and explain to PIM champions the meaning of the colours: <ul style="list-style-type: none"> RED = Stop doing something AMBER = Continue doing something GREEN = Start doing something Ask PIM champions to take the post-it notes from the table and write 	<ol style="list-style-type: none"> N/A Ensure to capture any comments on flip chart and take a photo

				<p>comments where appropriate, on the corresponding colour post-it note (10 min)</p> <ul style="list-style-type: none"> • Comments are anonymous • Comments can be about content or facilitation style • PIM champions can write as many post-its as they want • Tell the PIM champions that the facilitators are going to step out of the room while they do this, and will wait outside until everyone has finished • Encourage PIM champions to take their time – there is not time limit <p>3. Remind PIM champions about the following for tomorrow (go and stand next to the flip chart, which should be at the door where they are exiting, so everyone sees it before they leave):</p> <ul style="list-style-type: none"> • Start time is: 08:30 • You need to bring: An open mind 😊 • Walk/run club starts at: 06:00 • Night activities include: cooking dinner with colleagues – NOT OPTIONAL! 	3. N/A
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History

Trainer feedback

Supporting information

- Does anyone have a birthday during the training? Celebrate during dinner or lunch

MODULE 2.1 – COUNTRY PRESENTATION

Core competency – Attitudes: disseminates the lessons learned and good practices with colleagues locally and globally to support sustainability and knowledge management

Revision date	22 August 2016
Last revised by:	Megan Lind

Module objectives

- Recall challenges and lessons learned from others
- Recall good practices from others

Module learning outcomes

- PIM champions can name two activities a country group is implementing
- PIM champions can name one useful piece of information they could use in their programme

Module overview

Topic	Room set-up	Method	Time	Actual time
Module objectives	Country Corner	Individual	1 min	08:30
Country presentations	Country Corner	Activity (all)	10 min	08:31
Q&A	Country Corner	Activity (all)	19 min	08:41



MODULE LENGTH

30 minutes



MATERIAL & EQUIPMENT

- PPT – 2.1
- Computer for PPT
- Projector
- PIM champs’ country presentation
- Comfy country corner materials
- Music (have on as the day begins)
- Speakers



KEY STAFF

Facilitator: _____

Note taker: _____

Module activities

Topic	Materials	Method	Time	Notes for delivery	Comments for note taker
Preparation for module	PowerPoint 2.1 – Slide 55	N/A	N/A	<ul style="list-style-type: none"> (Slide 55) should be on the screen when PIM champions enter the room 	**Note: have music on as PIM champions come in to encourage higher energy levels**
Learning objectives	PowerPoint 2.1 – Slide 56	Individual @comfy country corner	1 min	1. (Slide 56) Show the slide with the module’s objectives <i>(1 min)</i>	1. N/A
Presentations	Poster made by PIM champions	Activity (all) @comfy country corner	10 min (max.)	2. (Slide 56) Ask one group to present <i>(10 min)</i> : <ul style="list-style-type: none"> This is a short presentation All PIM champions should speak This is an opportunity to share about: <ul style="list-style-type: none"> IM activities Protection activities Current challenges PIM engagement (if any) Lessons learned 	2. Ensure to capture any comments
Q&A	N/A	Activity (all) @corner	19 min (max.)	3. Listeners can ask the presenters questions <i>(19 min)</i>	3. Ensure to capture any comments

History

Trainer feedback

Supporting information

MODULE 2.2 – PROTECTION

Core competency – Knowledge: knowledge of key protection norms and standards and holistic approach of protection and the ability to incorporate these into operational and technical solutions

Revision date	22 August 2016
Last revised by:	Megan Lind

Module objectives

- 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

Module learning outcomes

- PIM champions can state the definition of protection
- PIM champions can state the three actions of protection
- PIM champions can state at least five protection activities

Module overview

Topic	Room set-up	Method	Time	Actual time
Module objectives	Country tables	Individual	3 min	9:00
Activity #7 What does protection mean to you?	Protection graffiti wall	Activity (all)	13 min	9:03
What is protection? (video)	Country tables	Plenary (listening)	8 min	9:16
Activity #8: Protection definition	Open space	Activity (all)	15 min	9:24
Activity #9: Protection definition in depth	Protection definition on the back wall	Activity (all)	15 min	9:39
Handbook for the Protection of Internally Displaced Persons	Country tables	Individual	5 min	9:54
SPHERE Standards	Country tables	Plenary (listening)	5 min	9:59
Activity #10: Protection and SPHERE Standards	Country tables	Activity (groups)	21 min	10:04
Graffiti wall (revisit)	Country tables	Plenary	5 min	10:25
Review of module objectives	Break space	Activity (groups) – Tea Break	20 min	10:30
Activity #11: You and Protection				
Moment of Zen	Country tables	Plenary (listening)	2 min	10:50



MODULE LENGTH

100 minutes



MATERIAL & EQUIPMENT

- PPT – 2.2
- Computer for PPT
- Projector
- Access to internet
- Moment of Zen video
- Speakers
- Prepared protection definition with coloured windows, idea bubbles, string, tape, and covered with a bed sheet
- Large paper for protection graffiti wall
- Graffiti wall pens
- Protection video
- Highlighters
- Protection cards(Appendix 31)
- Post-its (four colours that match the colours of the idea windows)
- Breakout group cards (Appendix 32)



KEY STAFF

Facilitator: _____

Note taker: _____

Module activities

Topic	Materials	Method	Time	Facilitator notes for delivery	Comments for note taker
Preparation for module	<p>PowerPoint 2.2 – Slide 58</p> <p>Coloured windows</p> <p>Idea bubbles</p> <p>String (four colours)</p> <p>Tape</p> <p>Bed sheet (to cover protection definition)</p> <p>Large paper for graffiti wall</p>	N/A	N/A	<ul style="list-style-type: none"> • PowerPoint 2.2 – Slide 58 should be on the screen when PIM champions enter the room • Reminders on what PIM champions were asked in advance (during application):: <ul style="list-style-type: none"> ○ Do you know the SPHERE standards? ○ Name: ‘relevant bodies of law’ doctrines that you refer to in your work ○ Name: ‘relevant rights of the individual’ that you refer to in your work ○ Have you attended a training on protection concepts before? • Things to have on the prep table: <ul style="list-style-type: none"> ○ Leaves for objectives tree ○ A4 pieces of the words that spell out the protection definition ○ Post-its (pink, purple, white, and green) • We will need the following room set-up ready: <ul style="list-style-type: none"> ○ 4 tables – one for each country team ○ Open space – For a moving activity • The following should be on the wall and ‘ready’ to visit for the appropriate sessions and/or as needed: <ul style="list-style-type: none"> ○ World map ○ Objectives tree ○ Learning outcomes tree and birds ○ Parking lot ○ Housekeeping wall ○ PIM definition ○ Protection definition wall (see next bullet point) ○ Protection graffiti wall – Note: this needs to be under the protection definition at the front • Reference: facilitator coding for activities in facilitator guide and Excel sheet which needs to be populated in advance based on answers from PIM champions application (for activity #11) • Facilitators need to prepare a ‘protection definition wall’ in advance <ul style="list-style-type: none"> ○ Place the definition on the wall (all words printed in black) ○ Around the following phrases, place a ‘coloured window’ (see colours below): <ul style="list-style-type: none"> ▪ PINK – ‘All activities’ ▪ PURPLE – ‘Obtaining’ ▪ WHITE – ‘Rights of the individual’ ▪ GREEN – ‘Relevant bodies of law’ ○ Each window needs to be a colour that matches: 	N/A

				<ul style="list-style-type: none"> ▪ A post-it ▪ A colour string ▪ An idea bubble ○ Take the four idea bubbles and place them around the definition ○ Take the piece of string that matches the colour of the window frame and idea bubble and connect them with the string ○ Cover the protection definition wall before PIM champions arrive in the room with a bed sheet (remove for activity #8) 	
Module objectives	PowerPoint 2.2 – Slide 59 Objectives tree and leaves	Individual @tables	3 min	<ol style="list-style-type: none"> 1. Show the slide with the module’s objectives (3 min) <ul style="list-style-type: none"> • As a kind reminder, remind PIM champions who the two ‘learning experts’ are, who are ‘responsible’ for ensuring the <i>learning objectives</i> have been reached during this module, writing the <i>learning outcomes</i> on the leaves, and placing these leaves on the objectives tree • Reference the learning outcomes tree and birds on the wall <p>**Note: This session has a lot of moving/standing to keep PIM champions engaged**</p>	1. N/A
Activity #7: What does protection mean to you?	PowerPoint 2.2 – Slide 60 Protection graffiti wall Markers for graffiti wall	Activity (all) @protection graffiti wall	13 min	<ol style="list-style-type: none"> 2. Show PIM champions the graffiti wall (1 min): <ul style="list-style-type: none"> • Note, this needs to be under the protection definition at the front (refer to the Facilitator Reference Guide for Room Set-up) • Ask PIM champions (rhetorically), to think about ‘What does protection mean to you?’ (1 min) 3. Ask every PIM champion to come up to the wall IN SILENCE and answer the question. PIM champions can ‘answer’ in whatever format they prefer (10 min): <ul style="list-style-type: none"> • A phrase • A word • A drawing 4. Tell PIM champions you will come back to the wall during the training (do not review it out loud), everyone should take a minute to reflect (1 min) 	2. N/A 3. N/A 4. N/A
What is protection?	PowerPoint 2.2 – Slide 61 Protection video	Watch the Protection Video	8 min	<ol style="list-style-type: none"> 5. Show PIM champions the Protection Video that was created by the GPC and OXFAM (8 min) 	5. N/A
Activity #8: What is the protection definition?	PowerPoint 2.2 – Slide 62 Tape Protection	Activity (all) @open space	15 min	<ol style="list-style-type: none"> 6. Stress that humanitarian actors share a common definition of protection, and we are going to analyse the definition through an activity (2 min): <ul style="list-style-type: none"> • Remind them that this is the inter-agency standing committee (IASC) definition 7. Give PIM champions a one A4 sheet (11 min) <ul style="list-style-type: none"> • Explain that all pieces of paper together make the IASC definition of protection • As a group, PIM champions need to make the protection definition 	6. N/A 7. N/A

	<p>definition (Appendix 31)</p>			<ul style="list-style-type: none"> • There are 25 words in total: <i>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</i> • Activity needs some space: <ul style="list-style-type: none"> ○ It can be done at the back of the room or another room; ○ On the wall ○ If on wall, have the words in red already set out on the wall ○ Have blank paper for where words/phrases should be placed • There are two places in the room where the definition of protection exists, this definition should be taped at the front of the room <p>8. Once PIM champions have made a line with the protection definition, ask someone to read out the definition (2 min)</p> <ul style="list-style-type: none"> • If each A4 piece of paper is not on the wall of the conference room, place it on the wall – so the definition of protection can be referred to during the workshop • This should be at the front of the room, as the broken down definition will be at the back of the room (protection definition wall) • Ask PIM champions to sit at their tables and turn around to face the back of the room, to look at the ‘pre-made’ wall of the protection definition (1 min) 	<p>8. N/A</p>
<p>Activity #9: Protection definition in depth</p>	<p>PowerPoint 2.2 – Slide 63</p> <p>Pre-made protection definition wall</p> <p>Post-its (4 colours)</p> <p>Tape</p>	<p>Activity (all) @protection wall</p>	<p>15 min</p>	<p>9. Re-read the definition and bring PIM champions attention to the following parts in the colour windows (1 min):</p> <ul style="list-style-type: none"> • PINK – ‘All activities’ • PURPLE – ‘Obtaining’ • WHITE – ‘Rights of the individual’ • GREEN – ‘Relevant bodies of law’ <p>10. Ask PIM champions to take a post-it note that matches the colour of the idea bubble and answer the following questions – show them the slide too (1 min):</p> <ul style="list-style-type: none"> • PINK – What are ‘All the activities’? Can we have a comprehensive list of ‘ALL?’ • PURPLE – How do you ‘obtain’? • WHITE – What are the ‘rights of the individual’? • GREEN – What are the ‘relevant bodies of law?’ Is there something that is not relevant? <p>11. Give PIM champions an opportunity to write their answers on the post-its that matches the colour (3 min):</p> <ul style="list-style-type: none"> • Post-its should be on PIM champions’ tables • This should be done ‘quickly’ • PIM champions should be writing the ‘first thing’ that comes to their mind • PIM champions have about 2 minutes to think/write for each word/phrase • Ask PIM champions to place the post-its in the idea bubbles and then STAY at the protection wall (1 min) 	<p>9. N/A</p> <p>10. N/A</p> <p>11. N/A</p> <p>12. N/A</p>

			<p>12. Explain to PIM champions that together we going to go explain in ‘reverse’ order <i>(1 min)</i></p> <ul style="list-style-type: none"> • For each word, ensure that you do the following: <ol style="list-style-type: none"> i. Read at least three post-it notes ii. Ask PIM champions if they see similarities iii. Ask PIM champions if they any outstanding points iv. Ask PIM champions if there are any questions v. Stress that what you are breaking down is exceptionally important to communicating the work of protection – note big efforts taken in the past couple of years to communicate the work of protection actors: <ol style="list-style-type: none"> 1. The GPC (and other actors) have been working hard to ensure that work of protection actors is understood – and by ‘unpacking’ this definition, we truly begin to see how protection relates to work done by every humanitarian actor, in every context, in every type of emergency 2. The PIM training focuses on improving communication between protection actors and IM actors – which means that both actors must be extremely clear on ‘all’ the aspects of protection • The GPC has published a communication tool to also support the concept of ‘what protection is’ <p>13. Read GREEN – What are the ‘relevant bodies of law’? Is there something that is not relevant? <i>(2 min)</i></p> <ul style="list-style-type: none"> • Highlight that during this training we will not be talking about bodies of law • Highlight trainings PIM champions could attend to learn more • Highlight that there are limitations with ‘relevant bodies of law’ and they should think about them as well <p>14. Read WHITE – What are the ‘rights of the individual?’ <i>(2 min)</i></p> <ul style="list-style-type: none"> • Highlight that during this training we will not be talking about specific rights • Highlight trainings PIM champions could attend to learn more • Highlight that different states can interpret rights differently <p>15. Read PURPLE – How do you ‘obtain’? <i>(2 min)</i></p> <ul style="list-style-type: none"> • Highlight examples of how you obtain • Highlight difficulties/restraints to ‘obtain’ <p>16. Read PINK – What are ‘All the activities’? Can we have a comprehensive list of ‘ALL?’ <i>(2 min)</i></p> <ul style="list-style-type: none"> • Highlight activities that a protection actor might do • Highlight activities that an IM actor might do • Highlight activities that a non-protection actor might do • Highlight if there are different activities based on region • Highlight if there are activities that would ‘always’ occur 	<p>13. Ensure to capture any comments</p> <p>14. Ensure to capture any comments</p> <p>15. Ensure to capture any comments</p> <p>16. Ensure to capture any comments</p>
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<p>Handbook for the Protection of Internally Displaced Persons</p>	<p>PowerPoint 2.2 – Slide 64 Highlighters</p>	<p>Plenary (discussion) @tables</p>	<p>5 min</p>	<p>17. Tell PIM champions to return to their seats and open their workbooks and read a chapter from the <i>Handbook for the Protection of Internally Displaced People</i> written by Global Protection Cluster Working Group in 2010 (1 min)</p> <ul style="list-style-type: none"> • Inform all PIM champions that this document, while titled for ‘IDPs’ has relevant information for any humanitarian context, especially in relation to protection • Physically show the document • Point to where the document is (if it is in the room for PIM champions to take) • Note that this is not the only resource on protection. Other resources that could be useful are listed in the PIM champion workbook <p>18. Tell PIM champions to read this section in their handbook and highlight any word, phrase, or sentence where they want to learn more (2 min)</p> <p><i>Protection is defined as 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, namely human rights law, international humanitarian law and refugee law. Protection can be seen as: an objective; a legal responsibility; and an activity. Protection is an objective which requires full and equal respect for the right of all individuals, without discrimination, as provided for in national and international law. Protection is not limited to survival and physical security but covers the full range of rights, including civil and political rights, such as the right to freedom of movement, the right to political participation, and economic, social and cultural rights, including the rights to education and health. Protection is a legal responsibility, principally of the State and its agents. In situations of armed conflict, that responsibility extends to all parties to the conflict under international humanitarian law, including armed opposition groups. Humanitarian and human rights actors play an important role as well, in particular when States and other authorities are unable or unwilling to fulfil their protection obligations. Protection is an activity because action must be taken to ensure the enjoyment of rights. There are three types of protection activities that can be carried out concurrently: responsive, remedial, and environment-building.</i></p> <p>19. Ask PIM champions to raise their hand and share a word, phrase, or a sentence that does not make sense (1 min)</p> <ul style="list-style-type: none"> • Ask other PIM champions to answer it • DO NOT ANSWER – only correct if incorrect • If no one can answer, then you can answer – then provide a response <p>20. Tell PIM champions that you recognise that there might not be enough time to answer all questions, so in the resource an email address is given for PIM champions to contact (1 min)</p> <ul style="list-style-type: none"> • PIM champions are strongly encouraged to send queries to HQIDPHB@unhcr.org 	<p>17. N/A</p> <p>18. N/A</p> <p>19. N/A</p> <p>20. Ensure to capture any comments</p>
<p>SPHERE Standards</p>	<p>PowerPoint 2.2 – Slide 65 and</p>	<p>Plenary (listening)</p>	<p>5 min</p>	<p>21. (Slide 65) Ask PIM champions if they have heard of the ‘SPHERE standards’ (1 min)</p> <ul style="list-style-type: none"> • Tell PIM champions that there is more information in their workbooks, and that they 	<p>21. N/A</p>

	66			<p>can read about it on their own time</p> <ul style="list-style-type: none"> • Briefly say one sentence about the Sphere Handbook, for example: <ol style="list-style-type: none"> i. ‘The SPHERE Handbook is one of the most widely known and internationally recognised sets of common principles and universal minimum standards for the delivery of quality humanitarian response. Because it is not owned by any one organisation, the SPHERE Handbook enjoys broad acceptance by the humanitarian sector as a whole.’ – Sphere project homepage (2016) ii. ‘Protection is concerned with the safety, dignity and rights of people affected by disaster or armed conflict. The Humanitarian Charter summarizes some of the most fundamental rights involved in humanitarian response. This chapter is concerned with the way these rights should inform humanitarian practice from a protection perspective and, specifically, the way agencies can avoid exposing the affected population to further harm and how they can help people to achieve greater safety and security.’ – SPHERE Handbook, p.29 iii. ‘Core humanitarian protection concerns in this context are freedom from violence and from coercion of various kinds and freedom from deliberate deprivation of the means of survival with dignity.’ SPHERE Handbook, p.29 iv. ‘The four protection principles follow from the summary of rights set out in the Humanitarian Charter: the right to life with dignity, the right to humanitarian assistance and the right to protection and security.’ – SPHERE Handbook, p.29 <p>22. (Slide 66) Show and state that there are four SPHERE standards that relate to protection (<i>4 min</i>):</p> <ul style="list-style-type: none"> • Principle 1: Avoid causing further harm as a result of your actions • Principle 2: Ensure people’s access to impartial assistance • Principle 3: Protection people from physical and psychological harm due to violence or coercion • Principle 4: Assist with rights claims, access to remedies, and recovery from abuse • If you do not see any, highlight that issue 	22. Ensure to capture any comments
Activity #10: Protection and SPHERE Standards	PowerPoint 2.2 – Slide 67	Plenary	21 min	<p>23. Assign each cluster a SPHERE Standard</p> <ul style="list-style-type: none"> • _____ = Principle 1: Avoid causing further harm as a result of your actions • _____ = Principle 2: Ensure people’s access to impartial assistance • _____ = Principle 3: Protection people from physical and psychological harm due to violence or coercion • _____ = Principle 4: Assist with rights claims, access to remedies, and recovery from abuse <p>24. Tell them that they have 12 minutes in their groups to (<i>17 min</i>):</p>	23. N/A 24. N/A

				<ul style="list-style-type: none"> • Take one flip chart • Use the creative box • Draw a picture representing your principle on a flip chart • Be sure to discuss specific example of how you have ‘seen’ this principle in your current environment • Prepare to present 1 minute to explain it to the group <p>25. Allow each group to present for 1 minute and hang them near the protection graffiti wall when they have finished <i>(4 min)</i></p>	25. Ensure to capture any comments and take photo of flip chart
Graffiti wall (revisit)	PowerPoint 2.2 – Slide 68 Protection graffiti wall Pens for graffiti wall	Activity (all) @protection graffiti wall	5 min	26. Tell PIM champions to come back to the graffiti wall and take time to reflect. During the training everyone should take a minute to reflect on the protection graffiti wall and add comments/words as needed <i>(5 min)</i>	26. N/A
Review module objectives Activity #11: You and protection	PowerPoint 2.2 – Slide 69 Breakout group cards (Appendix 32)	Activity (pairs) during tea break	20 mins	27. Tell PIM champions to find their group: <i>(20 min)</i> : <ul style="list-style-type: none"> • Everyone is divided international declaration/convention/ covenant 28. Tell everyone that within their pairs and OVER TEA they should have a conversation <ul style="list-style-type: none"> • In your pairs, discuss a current protection activity you are doing in the field • In your discussion, highlight your roles and responsibility as a protection or IM actor in ensuring this activity occurs • <i>(Reference: facilitator coding for activities in facilitator guide and Excel sheet which needs to be populated in advance based on answers from PIM champion’s application)</i> 	27. N/A 28. N/A
Moment of Zen	PowerPoint 2.2 – Slide 70 Video Internet	Plenary (listening) @tables	2 min	29. (Slide 45) Watch the Moment of Zen <i>(2 min)</i>	29. N/A

History

Trainer Feedback

Supporting Information

MODULE 2.3 – INFORMATION MANAGEMENT

Core competency – Attitude: able to scope and manage expectations of IM

Revision date	22 August 2016
Last revised by:	Megan Lind

Module objectives

- 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
- Explain how IM supports protection clusters develop a more informed protection response

Module learning outcomes

- PIM champions can state how data leads to information and both lead to knowledge
- PIM champions can list the six IM building blocks (or IM cycle)
- PIM champions can list a key question and a key tip for every IM building block (or IM cycle stage)

Module overview

Topic	Room set-up	Method	Time	Actual time
Module objectives	Country tables	Plenary (listening)	3 min	10:50
PIM definition	Country tables	Plenary (listening)	3 min	10:53
What is needed to make informed response plan	Country tables	Plenary (discussion)	12 min	10:56
What is data? Activity #12: What is data? Activity #13: Should you make a decision based on this data?	Country tables	Plenary (discussion)	20 min	11:08
What is information? Activity #14: Should you make a decision based on this information?	Country tables	Plenary (discussion)	18 min	11:28
What is knowledge?	Country tables	Plenary (discussion)	9 min	11:46
IM definition	Country tables	Individual	2 min	11:55
PIM definition	Country tables	Plenary (listening)	1 min	11:57
Activity #15: IM	Flip chart space	Activity (groups)	50 min	11:58
Review module objectives	Country tables	Plenary (listening)	19 min	12:48
Moment of Zen	Country tables	Plenary (listening)	1 min	13:07



MODULE LENGTH

138 minutes



MATERIAL & EQUIPMENT

- PPT – 2.3
- Computer for PPT
- Projector
- Access to internet
- Moment of Zen video
- Speakers
- Idea bubble (for data and information on PIM definition)
- Post-its that match idea bubble colours
- Pre-made sign packets (Appendix 33)
- Yes/No stickers (Appendix 34), need to make Yes/No signs with sticks
- 12 Flip charts (Collect, Process, Analyse, Store, Share, and Use: 2 sets)
- Markets for flip chart
- Green stickers



KEY STAFF

Facilitator: _____

Note taker: _____

Module activities

Topic	Materials	Method	Time	Notes for delivery	Comments for note taker
Preparation for module	PowerPoint 2.3 – 71	N/A	N/A	<ul style="list-style-type: none"> • PowerPoint 2.3 – Slide 71 should be on the screen when PIM champions enter the room • There should be 12 flip charts around the room titled: <ul style="list-style-type: none"> ○ Collect – Challenge ○ Collect – Solutions! ○ Process – Challenge ○ Process – Solutions! ○ Analyse – Challenge ○ Analyse – Solutions! ○ Store – Challenge ○ Store – Solutions! ○ Share – Challenge ○ Share – Solutions! ○ Use – Challenge ○ Use – Solutions! • Create a packet of pre-made signs and put them on each table: <ul style="list-style-type: none"> ○ Yes/No cards in every packet ○ Words in each packet <ul style="list-style-type: none"> ▪ Aleppo ▪ Latrines ▪ Schools ▪ 12,846 ▪ School Bus • Reminders on what individuals were asked in advance (during application): <ul style="list-style-type: none"> ○ Have you attended a training on IM before? ○ Do you have experience in any of the following: collecting data, processing data, analysing data, storing information, sharing information, and using information? • Things to have on the prep table: <ul style="list-style-type: none"> ○ Leaves for objectives tree ○ Titles for the idea bubbles (data, information, and knowledge) ○ Post-its that match the colour of bubbles ‘data, information, and knowledge’ • Reference: facilitator coding for activities in facilitator guide and Excel sheet which needs to be populated in advance based on answers from PIM champions application (for activity #15 and #16) • We will need the following room set-up ready: <ul style="list-style-type: none"> ○ 4 tables – one for each country team ○ Flip chart space • The following should be on the wall and ‘ready’ to visit for the appropriate sessions and/or 	N/A

				<p>as needed:</p> <ul style="list-style-type: none"> ○ World map ○ Objectives tree ○ Learning outcomes tree and birds ○ Parking lot ○ Housekeeping wall ○ PIM definition ○ Update the PIM definition wall <ul style="list-style-type: none"> ▪ Add to the wall three idea bubbles ▪ There should be three headings and they should all be connected by matching colour string ▪ The headings should be ‘data’ and ‘information’ and ‘knowledge’ – there should be space for them, but they do not go up until #6 point ▪ There should also be post-its that match these colours ○ Protection definition (at the front) ○ Protection graffiti wall (under the protection definition at the front) ○ Protection definition (at the back) ○ IM definition (covered until slide 89) ○ IM graffiti wall (under the IM definition) 	
Module objectives	PowerPoint 2.3 – Slide 72 Objectives tree and leaves	Plenary (listening) @tables	3 min	<ol style="list-style-type: none"> 1. Show the slide with the module’s objectives (3 min): <ul style="list-style-type: none"> • As a kind reminder, remind PIM champions who the two ‘learning experts’ are, who are ‘responsible’ for ensuring the <i>learning objectives</i> have been reached during this module, writing the <i>learning outcomes</i> on the leaves, and placing these leaves on the objectives tree • Reference the learning outcomes tree and birds on the wall 	1. N/A
PIM definition	PowerPoint 2.3 – 73	Plenary (listening) @tables	3 min	<ol style="list-style-type: none"> 2. Show PIM champions the PIM definition again (1 min): <ul style="list-style-type: none"> • Use the opportunity to read through the definition again • Remind PIM champions about the PIM definition wall • Encourage PIM champions to reflect on the notes they took during the review session 3. Explain to PIM champions that two words within the definition were not covered: TOOLS and INFORMATION (1 min) <ul style="list-style-type: none"> • This session will focus on those words (RED BOX) • This session will also focus on the IM systems (ORANGE BOX) • This session will show how IM enables evidence-informed action • Ask PIM champions ‘Do you have any questions?’ (1 min) <p>**Note: Facilitator is going to interact with the PIM definition wall a lot during this module and will need things from the prep table**</p>	<p>2. N/A</p> <p>3. Ensure to capture any comments</p>
What is needed to make informed	PowerPoint 2.3 – Slide 74	Plenary (discussion) @tables	12 min	<ol style="list-style-type: none"> 4. Ask PIM champions what we do to make informed decisions (1 min): <ul style="list-style-type: none"> • Inform PIM champions that there are three words you are looking for • As PIM champions start to guess correctly, but the title words up in the idea bubbles (this 	4. Ensure to capture any comments

<p>response plan?</p>	<p>PIM definition wall Post-its Pens</p>			<p>could be done by a co-facilitator)</p> <p>5. (Slide 49) Ask PIM champions to think about what the words mean (rhetorical) <i>(11 min)</i>:</p> <ul style="list-style-type: none"> • Ask them to answer on the post-it note that matches the same colour as the ‘idea bubble’ • While PIM champions are writing, inform them that: Data, information, and knowledge are the building blocks for making informed decisions. You need data, information, and knowledge to make the most informed decision possible. One can make a decision with any combination of these blocks, but it is only when you use all three that you make an informed decision • Have PIM champions place the post-its on the wall • Then tell PIM champions that you will revisit the wall later today 	<p>5. Ensure to capture any comments</p>
<p>What is data? Activity #12: What is data? Activity #13: Should you make a decision based on this data?</p>	<p>PowerPoint 2.3– Slides 75 to 77 Pre-made sign packets (Appendix 33) Tape Yes/No stickers (Appendix 34)</p>	<p>Plenary (discussion) @tables</p>	<p>20 min</p>	<p>6. (Slide 75) Show PIM champions the data slide and explain the text <i>(3 min)</i>:</p> <ul style="list-style-type: none"> • Data is the representation of qualitative or quantitative material such as text, numbers, graphs, or images, which we interpret to create information • It simply exists and has no significance beyond its existence (in and of itself) • Data is the essential raw material we interpret as data consumers in order to create meaningful information • Data is the foundation of information and knowledge, and ultimately informed decision making • Data is all around us • It simply exists and has no significance beyond its existence (in and of itself) • It can exist in any form, usable or not • Data alone is not significant • No, data can be inaccurate, incomplete, out of date, and misunderstood • Clarify the importance of credibility of data and the need to be able to work with what you have, and articulate its limitations. What is the data going to be used for, who is it relevant to, how is it connected? <p>7. (Slide 76) Activity #12</p> <ul style="list-style-type: none"> • Ask each table to pull out the packet of pre-made signs and to pick the words that present ‘data’ <i>(3 min)</i> • Ask a PIM champion from each table to come to the idea bubble and tape the examples they believe are correct (correct answers below) <i>(3 min)</i>: <ol style="list-style-type: none"> Aleppo Latrines Schools 12,846 School bus (photo) • Ask each table why they chose the word/image and ask the plenary if they agree <i>(6 min)</i> • Correct PIM champions as needed 	<p>6. Ensure to capture any comments</p> <p>7. Ensure to capture any comments</p> <p>8. Ensure to</p>

				<p>8. (Slide 77) Show the slide and ask PIM champions the question, ‘Should you make a decision based on this data?’ <i>(5 min)</i>:</p> <ul style="list-style-type: none"> • Have PIM champions take out the ‘yes’ and ‘no’ signs on their table • Have PIM champions raise their sign if they believe the answer is yes and then if they believe it is no (ensure everyone raises a sign) • For those PIM champions or teams that said yes, ask them to explain to the class why they said yes, and what decision would they make based on the data they have? Do the same for the tables or individuals that said no. Ask them to explain to the class why they do not think they can make a decision based on this information. • You can also prompt further discussion by asking PIM champions ‘How confident do you feel in the decision you made?’ ‘How informed do you believe you were when you reached that decision?’ 	<p>capture any comments</p>
<p>What is information and Activity #14: Should you make decision based on this information?</p>	<p>PowerPoint 2.3 – Slides 78 to 81 Tape Yes/No stickers (Appendix 34)</p>	<p>Plenary (discussion) @tables</p>	<p>18 min</p>	<p>9. (Slide 78) Show PIM champions the information slide and explain the text <i>(3 min)</i>:</p> <ul style="list-style-type: none"> • Information refers to data that has been given some meaning by way of a relational connection • Data becomes information when we add meaning • We add meaning by providing a context to the data • The context identifies the purpose, and circumstance, that surround the gathering of data • Information helps us answers WHERE; WHO; WHAT; WHEN; and HOW? • The humanitarian community requires information about: <ul style="list-style-type: none"> i. WHO is responding? ii. WHAT are they doing? iii. WHERE are they located? iv. WHEN where they there? v. HOW are they responding? • IMOs help turn data into information by interpreting the context around the data • So, information like this map is helpful because it allows us to then answer the ‘who’, ‘what’, ‘where’, ‘when’, and ‘how many’ questions • Stress how important it is for the IMO and protection officers to have a dialogue <p>10. (Slide 79) Show PIM champions the slide that connects turning data into information to explain the following <i>(3 min)</i>:</p> <ul style="list-style-type: none"> • An IMO turns data into information by adding meaning to the data, by way of relational connection and context • While information is necessary for good decision making, alone it is insufficient • Information is data in context; without context data is meaningless. We create meaningful information by interpreting the context around data <p>11. (Slide 79) Ask each table to write one sentence of information they now have from the current slide <i>(4 min – 2 min to write a sentence and 2 min to put on the wall)</i>:</p> <ul style="list-style-type: none"> • Once the group has written down the sentence ask them to post it next to the idea bubble 	<p>9. Ensure to capture any comments</p> <p>10. Ensure to capture any comments</p> <p>11. Ensure to capture any comments</p>

				<ul style="list-style-type: none"> • DO NOT PROVIDE AN EXAMPLE (it’s coming next) <p>12. (Slide 80) Show the PIM champions the sentence you wrote <i>(1 min)</i></p> <ul style="list-style-type: none"> • In 2014, 12,846 schools reported damaged latrines in Syria <p>13. (Slide 80) Activity #14: Ask the PIM champions ‘Can you make a decision based on this information?’ <i>(5 min)</i></p> <ul style="list-style-type: none"> • Have PIM champions discuss the question at their tables and then raise one ‘yes’ or ‘no’ sign per table • For those PIM champions or teams that said yes, ask them to explain to everyone why they said yes and what decision would they make based on the data they have • Do the same for the tables or individuals that said no – ask them to explain to everyone why they do not think they can make a decision based on this information • You can also prompt further discussion by asking ‘How confident do you feel in the decision you made?’ ‘How informed do you believe you were when you reached that decision?’ • DO NOT PROVIDE THE ANSWER YET <p>14. (Slide 81) Show the slide and explain <i>(2 min)</i>:</p> <ul style="list-style-type: none"> • Say this is an example of a decision that was made by one cluster – based on that information • Relay that while information is helpful because it allows us to answer the ‘who’, ‘what’, ‘where’, ‘when’, and ‘how many’ questions – which are necessary for good decision making – information alone is insufficient for making informed decisions • The information does not tell us ‘how’ and ‘why’ • Information helps us decide what to do but not how to do it or why to do it • There is a key piece of knowledge that is missing 	<p>12. N/A</p> <p>13. N/A</p> <p>14. Ensure to capture any comments</p>
<p>What is knowledge?</p>	<p>PowerPoint 2.3– Slides 82 to 84</p> <p>Yes/No stickers (Appendix 34)</p>	<p>Plenary (discussion) @tables</p>	<p>9 min</p>	<p>15. (Slide 82) Show the slide <i>(4 min)</i>:</p> <ul style="list-style-type: none"> • Ask PIM champions ‘What if you knew this?’ • Would this change the decision that they suggested? • Allow time for PIM champions to think and discuss in their groups if this is ‘yes’ or ‘no’ • While PIM champions are doing this put the piece of knowledge (with tape) next to the knowledge bubble • Ask each group to hold up a sign ‘yes’ or ‘no’ that they would or would not change the decision <p>16. (Slide 83) Show the slide and explain <i>(4 min)</i>:</p> <ul style="list-style-type: none"> • To answer the ‘how’ and ‘why’ question requires knowledge • Knowledge is understanding, awareness, and the recognition of a situation and familiarity • Knowledge is information in perspective, integrated into a view point based on recognition and interpretation of patterns • Knowledge also contains our beliefs and expectations • If I do this, I will probably get that.’ • Knowledge is what we know 	<p>15. Ensure to capture any comments</p> <p>16. Ensure to capture any comments</p>

				<ul style="list-style-type: none"> • Knowledge is the data , information, and skills acquired through experience and education • Crucially, the brain links all these things together into a giant network of ideas, memories, predictions, beliefs, etc. Explicit or available knowledge • This is knowledge that has been captured and used to develop policies and operating procedures • Tacit or hidden knowledge • Within the organisation there are certain people who hold specific knowledge or have the 'know how' -- ‘I did something very similar to that last year and this happened...’ • Information is helpful but it does not help us decide what to do, not how to do it, or why to do it • Information in the form of reports, infographics, maps, etc. are used by coordination teams to, make decisions • Although the Information is helpful in answering the who what where when it does not tell us how or why • Operationally in the field, knowledge management should be primarily focussed on providing an accessible system for making the explicit knowledge produced by Clusters/AoR Coordinators and Partners (through IMOs) available on web platforms • It is also made available through exchange at relevant meetings in the form of printed reports, presentations, etc.. Country Cluster web platform • Overall (key concepts) <ol style="list-style-type: none"> i. Knowledge is what we know. ii. Knowledge is the data , information, and skills acquired through experience and education. iii. Knowledge is created when the information is learned, applied and understood. • Knowledge also contains our beliefs and expectations. <p>17. (Slide 84) Show the slide and explain this as a visual image <i>(1 min)</i></p>	<p>17. N/A</p>
<p>What is IM?</p>	<p>PowerPoint 2.3 – Slides 85 to 88</p>	<p>Individual @tables</p>	<p>2 min</p>	<p>STRETCH BREAK (IF NEEDED)</p> <p>18. (Slide 85) Have PIM champions read the definition of IM in their workbook <i>(1 min)</i></p> <ul style="list-style-type: none"> • Definition: Information management means the collection, analysis, reporting, storage and sharing of humanitarian information in a coordinated, systematic, and transparent way. • Remove the sheet that was covering the definition at the front of the room • Ask if there are any general questions <p>19. (Slide 86) Ask PIM champions, ‘Why is IM important?’</p> <ul style="list-style-type: none"> • Allow PIM champions to answer • Possible options below <ol style="list-style-type: none"> i. Develop better understanding of disaster impact and needs. ii. Identify gaps, set priorities and undertake strategic planning based on evidence. 	<p>18. Ensure to capture any comments</p> <p>19. Ensure to capture any comments</p>

				<ul style="list-style-type: none"> • There should be 12 flip charts around the room titled: <ol style="list-style-type: none"> Collect – Challenge and solutions Collect – Challenge and solutions Process – Challenge and solutions Process – Challenge and solutions Analyse – Challenge and solutions Analyse – Challenge and solutions Store – Challenge and solutions Store – Challenge and solutions Share – Challenge and solutions Share – Challenge and solutions Use – Challenge and solutions Use – Challenge and solutions <p>25. Each group will be assigned a flip chart, they should <i>(12 min)</i></p> <ul style="list-style-type: none"> • Identify the challenges and solutions with each stage of the IM cycle: • Write a challenge and the solution (there are two pairs for every challenge) • Facilitators will walk around the room to confirm and correct 'solutions' (with green stickers) <p>26. Ask each group to identify the role a protection/IM actor has the same challenge and solution <i>(10 min)</i>:</p> <ul style="list-style-type: none"> • Join the 'other' group that had your similar challenge and compare • Facilitators will walk around the room to confirm and correct 'solutions' (with green stickers) <p>27. Ask PIM champions to take their workbooks and note the responses on the posters they did not work on in silence (p.46) <i>(10 min)</i></p> <ul style="list-style-type: none"> • Facilitators will walk around the room to confirm and correct 'solutions' (with green stickers) <p>28. Ask PIM champions to join in plenary to have a discussion on <i>(15 min)</i>:</p> <ul style="list-style-type: none"> • Any challenges that did not have a solution • Any challenges where you did not agree on the solution 	<p>capture any comments</p> <p>25. Ensure to capture any comments and take photo of flip chart</p> <p>26. N/A</p> <p>27. Ensure to capture any comments</p> <p>28. Ensure to capture any comments</p>
Review of module objectives/ Activity #16: You and IM	PowerPoint 2.3 – 91 Breakout group cards (Appendix 36)	Activity (in pairs)	19 min	<p>29. Have PIM champions do Activity #16: You and IM <i>(19 min)</i>:</p> <ul style="list-style-type: none"> • Have PIM champions find their pairs, country and flag • <i>(Reference: facilitator coding for activities in facilitator guide and Excel sheet which needs to be populated in advance based on answers from PIM champions’ application)</i> • In their pairs, have PIM champions discuss an IM activity that you are currently doing in the field • In your discussion, highlight the roles and responsibilities of each actor to ensure this occurs 	29. N/A
Moment of Zen	PowerPoint 2.3 – 92	Plenary (listening)	1 min	30. Show the Moment of Zen <i>(1 min)</i>	30. N/A

	Video	@tables			
	Internet				

History

Trainer feedback

Supporting information

MODULE 2.4 – COUNTRY PRESENTATION

Core competency – Attitude: disseminates the lessons learned and good practices with colleagues locally and globally to support sustainability and knowledge management

Revision date	22 August 2016
Last revised by:	Megan Lind

Module objectives

- Recall challenges and lessons learned from others
- Recall good practices from others

Module learning outcomes

- PIM champions can name two activities a country group is implementing
- PIM champions can name one useful piece of information they could use in their programme

Module overview

Topic	Room set-up	Method	Time	Actual time
Module objectives	Comfy country corner	Individual	1 min	14:00
Country presentation	Comfy country corner	Activity (all)	15 min	14:01
Q&A	Comfy country corner	Activity (all)	14 min	14:16



MODULE LENGTH

30 minutes



MATERIAL & EQUIPMENT

- PPT – 2.4
- Computer for PPT
- Projector
- PIM champions’ country presentation
- Comfy country corner materials
- Music (have on after lunch)
- Speakers



KEY STAFF

Facilitator: _____

Note taker: _____

Module activities

Topic	Materials	Method	Time	Notes for delivery	Comments for note taker
Preparation for module	PowerPoint 2.4 – Slide 93	N/A	N/A	PowerPoint 2.4 – Slide 93 should be on the screen when PIM champions enter the room	**Note have music on as PIM champions come back from lunch to encourage higher energy levels**
Module objectives	PowerPoint 2.4 – Slide 94 Leaves Comfy place to sit (pillows)	Individual @comfy country corner	1 min	1. Show the slide with the module’s objectives <i>(1 min)</i>	1. N/A
Country presentation	Poster made by PIM champions	Activity (all) @comfy country corner	15 min (max.)	2. Ask one group to present <i>(15 min)</i> : <ul style="list-style-type: none"> • This is a short presentation • All PIM champions should speak • This is an opportunity to share about: <ul style="list-style-type: none"> ○ IM activities ○ Protection activities ○ Current challenges ○ PIM engagement (if any) ○ Lessons learned 	2. Ensure to capture any comments
Q&A	N/A	Activity (all) @comfy country corner	14 min (max.)	3. Listeners can ask the presenters questions <i>(14 min)</i>	3. Ensure to capture any comments

History

Trainer feedback

Supporting information

MODULE 2.5 – PIM SENSITIVITIES

Core competency – Knowledge: understands the sensitivities around confidential information being handled and experience in sharing of information in a protection appropriate manner

Revision date	22 August 2016
Last revised by:	Megan Lind

Module objectives

- 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

Module learning outcomes

- PIM champions can list three things that makes data sensitive
- PIM champions can list one thing that makes PIM unique from other information management systems
- PIM champions can list four types of individuals at risk in collecting sensitive data

Module overview

Topic	Room set-up	Method	Time	Actual time
Module objectives	Country tables	Plenary	2 min	14:30
Activity #17: PIM sensitivities	Graffiti wall	Activity (all)	15 min	14:32
Activity #18: PIM sensitivities	Graffiti wall	Activity (all)	15 min	14:47
What could be sensitive data?	Country tables	Plenary (discussion)	10 min	15:02
Who is at risk when collecting sensitive data?	Country tables	Plenary (discussion)	13 min	15:12
Review of module objectives	Country tables	Individual	5 min	15:25
Moment of Zen	Country tables	Plenary (all)	5 min	15:30



MODULE LENGTH

65 minutes



MATERIAL & EQUIPMENT

- PPT – 2.5
- Computer for PPT
- Projector
- Access to internet
- Moment of Zen video
- Speakers
- PIM sensitivities graffiti wall
- Graffiti wall pens
- Stickers (any color, at least 5 for each PIM champion)



KEY STAFF

Facilitator: _____

Note taker: _____

Module activities

Topic	Materials	Method	Time	Notes for delivery	Comments for note taker
Preparation for module	PowerPoint 2.5 – Slide 95	N/A	N/A	<ul style="list-style-type: none"> • PowerPoint 2.5 – Slide 95 should be on the screen when PIM champions enter the room • Reminders on what individuals were asked in advance (during application): <ul style="list-style-type: none"> ○ How you believe that PIM is unique from non-protection information management systems? ○ Have you experienced any risks or sensitive in collecting, processing, analysing, storing, sharing, or using PIM? If so, describe. <i>No details! Speak in general terms!</i> • Things to have on the prep table: <ul style="list-style-type: none"> ○ Leaves for objectives tree • We will need the following room set-up ready: <ul style="list-style-type: none"> ○ 4 tables – one for each country ○ PIM sensitivities graffiti wall – which should be under the PIM definition • The following should be on the wall and ‘ready’ to visit for the appropriate sessions and/or as needed: <ul style="list-style-type: none"> ○ World map ○ Objectives tree ○ Learning outcomes tree and birds ○ Parking lot ○ Housekeeping wall ○ PIM definition ○ Protection definition (at the front) ○ Protection graffiti wall (under the protection definition at the front) ○ Protection definition (at the back) ○ IM definition ○ IM graffiti wall (under the IM definition) ○ PIM graffiti wall (under the PIM definition) 	N/A
Module objectives	PowerPoint 2.5 – Slide 96 Objectives tree and leaves	Plenary @tables	2 min	<ol style="list-style-type: none"> 1. Show the slide with the module’s objectives <i>(2 min)</i> <ul style="list-style-type: none"> • As a kind reminder, remind PIM champions who the two ‘learning experts’ are, who are ‘responsible’ for ensuring the <i>learning objectives</i> have been reached during this module, writing the <i>learning outcomes</i> on the leaves, and placing these leaves on the objectives tree • Reference the learning outcomes tree and birds on the wall 	1. N/A
Activity #17: PIM sensitivities	PowerPoint 2.5 – Slide 97	Activity (all) @PIM sensitive	15 min	<ol style="list-style-type: none"> 2. Ask PIM champions to go to the blank canvas and populate the wall with words, images, and expressions of why they think PIM is ‘sensitive’ <i>(15 min)</i> <ul style="list-style-type: none"> • Do not allow PIM champions to talk during this session 	2. N/A

	Graffiti wall	graffiti wall			
Activity #18: PIM sensitivities	PowerPoint 2.5 – Slide 73 Graffiti wall Stickers	Activity (all) @PIM sensitive graffiti wall	15 min	<p>3. Give PIM champions stickers (5 max) and ask them to put stickers on the words, images, or expressions they believe are the five biggest concerns (5 min)</p> <ul style="list-style-type: none"> • PIM champions can put all five stickers on the same word • PIM champions can put stickers on words they wrote or others • PIM champions do not have to use five, if they do not believe that there are five words/images <p>4. Ask PIM champions why they chose the words that they did (10 min)</p> <ul style="list-style-type: none"> • Have a discussion calling on a minimum of four people 	<p>3. N/A</p> <p>4. Ensure to capture any comments</p>
What could be sensitive data?	PowerPoint 2.5 – Slide 99	Plenary (listening) @tables	10 min	<p>5. Explain what makes data sensitive (10 min):</p> <ul style="list-style-type: none"> • Lead a conversation with PIM champions about what makes PIM different from non-protection cluster information systems • Pull from IM colleagues • Ensure that these are written down on a flip chart (or main ideas) • KEY WORD: Use ‘non-protection cluster’ and not ‘OTHER’ to continue to create an inclusive behaviour and not a ‘us vs. them’ behaviour <p>What could be sensitive data</p> <ul style="list-style-type: none"> • Any data related to an individual who can be identified from that data • Biographical data (biodata) – Name, sex, marital status, date and place of birth, country of origin, country of asylum, individual registration number, occupation, religion and ethnicity, biometric data such as a photograph, fingerprint, facial or iris image, as well as any expression of opinion about the individual, such as assessment of the status and/or specific needs • Personal data – May include an opinion a person may have held or statements that the person may have made, and whether he or she took part in a certain demonstration or in the activities of a particular association • A general definition of what is sensitive data cannot be provided as this will depend on the operation at hand. <p>It is important that in each operation humanitarian agencies determine what information can be sensitive and should therefore be subject to special protection in its use and processing. Individual data, meaning data that can be used to identify a person, is bound by the individual’s right to privacy in addition to risks of unauthorised sharing of such data.</p>	<p>5. Ensure to capture any comments and take photo of flip chart</p>
Who is at risk when collecting sensitive data?	PowerPoint 2.5 – Slide 100	Plenary (listening) @tables	13 min	<ul style="list-style-type: none"> • Before showing them the slide, ask PIM champions ‘Who is at risk when collecting data that is sensitive?’ (12 min): <p>6. (Slide 100) Read and elaborate on the content on the slide after PIM champions have responded (1 min):</p> <ul style="list-style-type: none"> • The <i>individual(s)</i> whose data is collected • The <i>survivors or witnesses</i> reporting or recounting human rights abuses 	<p>6. Ensure to capture any comments</p>

				<ul style="list-style-type: none"> The <i>communities</i> being monitored using community-level needs assessments or reporting methods The <i>monitors</i> recording the data and other staff in their organisations Encourage champions to also discuss how to mitigate risk 	
Review of module objectives	PowerPoint 2.5 – Slide 101	Individual	5 min	7. Tell champions: ‘Alone and silently reflect to ensure you understand all of these objectives’ <i>(5 min)</i>	7. N/A
Moment of Zen	PowerPoint 2.5 – Slide 102 Video Internet	Plenary (listening) @tables	5 min	8. Watch the Moment of Zen <i>(5 min)</i>	8. N/A

History

Trainer feedback

Supporting information

MODULE 2.6 – ANALYSE YOUR ENVIRONMENT (PART 1)

Core competency – Skills: able to develop a principled PIM strategy and operational plan, and incorporate contextual risks, vulnerabilities, and coping mechanisms within protection data analysis processes

Revision date	22 August 2016
Last revised by:	Megan Lind

Module objectives

- 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

Module learning outcomes

- PIM champions can name four needs
- PIM champions can name four key stakeholders
- PIM champions can name four key resources

Module overview

Topic	Room set-up	Method	Time	Actual time
Module objectives	Country tables	Individual	5 min	16:05
Process of developing a protection response	Country tables	Plenary (listening)	3 min	16:10
The roadmap	Country tables	Plenary (listening)	20 min	16:13
Activity # 20: Information needs	Country tables	Activity (clusters)	45 min	16:33
Activity #21: Key resources	Country tables	Activity (clusters)	15 min	17:18
Key terms	Country tables	Plenary (listening)	3 min	17:33
The roadmap (complements)	Country tables	Plenary (listening)	5 min	17:36
Review of module objectives	Pair tables	Activity (in pairs)	20 min	17:41
Activity #22: You and needs				
Moment of Zen	Country tables	Plenary (listening)	4 min	18:11



MODULE LENGTH

126 minutes



MATERIAL & EQUIPMENT

- PPT – 2.6
- Computer for PPT
- Projector
- Access to internet
- Moment of Zen video
- Speakers
- Breakout group cards (Appendix 37)
- Internet
- Access to Dropbox
- Pre-made Dropbox 2.6 Template (should be in each folder of the Dropbox)
- Each country team has one laptop



KEY STAFF

Facilitator: _____

Note taker: _____

Module activities

Topic	Materials	Method	Time	Notes for delivery	Comments for note taker
Preparation for module	PowerPoint 2.6 – Slide 103	PowerPoint	N/A	<ul style="list-style-type: none"> • PowerPoint 2.6 – Slide 103 should be on the screen when PIM champions enter the room • Reminders on what individuals were asked in advance (during application): <ul style="list-style-type: none"> ○ Have you done a protection analysis? If so, send any templates you are doing ○ Have you created a protection strategy? If so, send ones that relate to your current operation and identify the most current one that you are using ○ What are your current protection activities? ○ Have you attended a training on a protection analysis? If so, which one? When? • Things to have on the prep table: <ul style="list-style-type: none"> ○ Leaves for objectives tree • Reference: facilitator coding for activities in facilitator guide and Excel sheet which needs to be populated in advance based on answers from PIM champions application (for activity #22) • We will need the following room set-up ready: <ul style="list-style-type: none"> ○ Ideally, have a room set-up for the majority of the module, otherwise tables per country team is OK – the room set-up with provide a change especially late in the day, removing individuals from other distractions ○ Work space – 8 groups (of which all PIM champions are divided into 8 groups) will need a space to work with a flip chart ○ Work space – 2 groups (of which all PIM champions are divided in half) will need space to meet and discuss and share their flip charts ○ Open space where individuals can sit on the floor in a circle • The following should be on the wall and ‘ready’ to visit for the appropriate sessions and/or as needed: <ul style="list-style-type: none"> ○ World map ○ Objectives tree ○ Learning outcomes tree and birds ○ Parking lot ○ Housekeeping wall ○ PIM definition ○ PIM graffiti wall (under PIM definition) ○ Protection definition (at the front) ○ Protection graffiti wall (under the protection definition at the front) 	N/A

				<ul style="list-style-type: none"> ○ Protection definition (at the back) ○ IM definition ○ IM graffiti wall (under the IM definition) 	
Module objectives	PowerPoint 2.6 – Slide 104 Objectives tree and leaves	Individual @desks	5 min	<ol style="list-style-type: none"> 1. Show the slide with the module’s objectives (5 min): <ul style="list-style-type: none"> • As a kind reminder, remind PIM champions who the two ‘learning experts’ are, who are ‘responsible’ for ensuring the <i>learning objectives</i> have been reached during this module, writing the <i>learning outcomes</i> on the leaves, and placing these leaves on the objectives tree • Reference the learning outcomes tree and birds on the wall 	1. N/A
Process of developing a protection response	PowerPoint 2.6 – 105	Plenary (listening) @desks	3 min	<ol style="list-style-type: none"> 2. Explain the steps to arrive at implementing a protection response three parts (1 min): <ul style="list-style-type: none"> • A protection analysis – ‘The process’ • A protection strategy – ‘The document’ • A protection response – ‘The activities’ 3. Ensure that PIM champions understand what capacities will and will not be built (2 min): <ul style="list-style-type: none"> • Protection analysis is ‘the process’ • The training will not build the capacity on ‘how to’ do a protection analysis (for that individuals need to attend a protection training) • The training will explain the parts in a protection analysis • PIM champions need to think about ‘their role’ in the process 4. PIM champions need to think how to communicate their role 	2. N/A 3. N/A
The roadmap	PowerPoint 2.6 – Slides 106 to 115	Plenary (listening) @desks	20 min	<ol style="list-style-type: none"> 5. (Slide 106) Explain to PIM champions that there is a process (as shown on the previous slide): (2 min) <ul style="list-style-type: none"> • Humanitarians ‘enter’ a setting and they ‘want to do something’ • When there are several humanitarians are working together • We are going to outline that ‘roadmap’ now over the next 20 minutes, and we will use these icons for visuals 6. (Slide 107) Explain that the process we will look at in the training is how you go from ‘wanting to do something’ to ‘implementing an effective protection response’ (2 min) <ul style="list-style-type: none"> • We believe the most important stage is that you need to have an ‘informed response plan’ • The roadmap is truly about how to get from the ‘we need to do something’ stage to the ‘I now have an informed response plan’ stage • Highlight how this roadmap is the process • Highlight how the informed response plan = the document (from the previous slide) • Highlight how the effective protection response = the activities 	5. N/A 6. N/A 7. Ensure to capture any comments

				<p>7. (Slide 108) Explain ‘Where are (protection) response plans’ (6 min)</p> <ul style="list-style-type: none"> • Indicate that the four documents on the slide are examples of response plans (Global Humanitarian Overview, Flash Appeal, Strategic Response Plan, Humanitarian needs Overview) • Remind PIM champions that a response plan could be another kind of document, like an internal document • The strategic response plan articulates a humanitarian country team’s strategic priorities for a period of one or more years • It is the principal point of reference for activating and monitoring response operations • It can also be used in support of advocacy and resource mobilisation • The protection strategy is one of many cluster strategies • Each cluster develops a plan, which corresponds to the overall strategy and outlines the cluster’s plans for protection mainstreaming • Cluster coordinators convene partners and other relevant actors to determine cluster objectives in light of the strategic objectives, and identify activities, which will fulfil the cluster objectives • A shared vision – between actors who participate in the protection cluster • A coordinated plan – of how actors within the protection cluster will provide protection responses. Coordinated project planning takes place after the strategy has been developed, to ensure that the strategy is built on needs analysis and is unaffected by organisations’ fundraising concerns. Clusters first determine their cluster objectives and key activities, linked to the strategic objectives; these then serve as the basis for project development. • A list of objectives – based on the strategic objectives and the humanitarian needs overview, each cluster agrees on three to five cluster objectives and activities to be carried out within the timeframe of the plan. Apply agreed boundaries in order to set the limits of cluster objectives and determine the number and categories of people to be reached. Findings from the joint analysis section of the humanitarian needs overview and the response analysis can be reintroduced here to help establish boundaries (geographic, needs-based, or other). • A list of activities – activities that correspond to the analysis of needs and concerns of the affected people. Specify the actions, beneficiaries, locations and targets necessary for each cluster objective. This makes the strategic response plan more concrete, and justifies the accompanying projects. • A list of indicators and targets – cluster indicators, targets, and baselines should help measure results or changes that affect beneficiaries, rather than processes, workload or functional statistics (e.g. number of meetings held, internal trainings implemented, reports produced). The exceptions may be 	
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				<p>the emergency telecommunications and logistics clusters, which sometimes need to measure material enablers (e.g. number of radios installed)</p> <ul style="list-style-type: none"> • An agreed division of labour – a coordinated approach to project planning prevents duplication, ensures a proper division of labour among partners, and can facilitate agreements on criteria for project selection within the clusters. See below for how to coordinate project planning. <p>8. (Slide 108) Explain that the most common type of response plan is a protection strategy: <i>(1 min)</i></p> <ul style="list-style-type: none"> • Everyone should have a protection strategy • Do you have a strategy? <p>9. (Slide 109) Explain that in the ‘process’ one of the first questions you ask is ‘What information do you need?’ We will focus on this question later in this module <i>(1 min)</i></p> <p>10. (Slide 110) Explain that the next step is ‘What do you have?’ <i>(1 min)</i></p> <ul style="list-style-type: none"> • We will look at this on Day 4 <p>11. (Slide 111) Explain the next step is to sort ‘What you have’ <i>(1 min)</i></p> <ul style="list-style-type: none"> • We will look at this on Day 4 <p>12. (Slide 112) Next comes analysing – this is important! You have to know if the information that you need is what you have to make an informed response!</p> <p>13. (Slide 113) When you analyse, one of two things happen: <i>(1 min)</i></p> <ul style="list-style-type: none"> • You find it – Yes you do! This can lead to sharing protocols • You do not find it – this means that there is a gap • We will address the gaps on Day 4 <p>14. (Slide 114) Let’s review the roadmap one more time! <i>(1 min)</i></p> <ul style="list-style-type: none"> • Questions? <p>15. (Slide 115) Let’s start the conversation on, ‘What do you need?’ <i>(1 min)</i></p> <ul style="list-style-type: none"> • This begins with understanding what you need • What you need can be different at different points of time • Any questions? <p>16. (Slide 115) Then explain how UNICEF has already started looking at this ‘what do you need’ for their clusters. Other clusters led by other UN agencies are also looking into this and/or are joining UNICEF <i>(3 min)</i></p> <ul style="list-style-type: none"> • Note: The Protection Cluster has not yet done this, but today we will begin! • The first step is to know the ‘different ways’ that we see needs and the different times • Take a moment to read about UNICEF’s analytical framework • Tell PIM champions that we will give them the full guidance note at the end of the day (point to the back table) • Review the four ‘types’ of needs: 	<p>8. Ensure to capture any comments</p> <p>9. Ensure to capture any comments</p> <p>10. Ensure to capture any comments</p> <p>11. Ensure to capture any comments</p> <p>12. Ensure to capture any comments</p> <p>13. Ensure to capture any comments</p> <p>14. Ensure to capture any comments</p> <p>15. Ensure to capture any comments</p> <p>16. Ensure to capture any comments</p>
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				<ul style="list-style-type: none"> i. Scope and scale of emergency ii. Conditions and status of the affected population iii. Humanitarian needs iv. Conditions and response <ul style="list-style-type: none"> • Any questions? 	
Activity #20: Information needs	PowerPoint 2.6 – Slide 116	Activity (Clusters)	45 min	<p>17. In your clusters, now that you understand needs: <i>(45 min)</i></p> <ul style="list-style-type: none"> • Open the Dropbox • Locate the template • Populate the Dropbox with your key information needs • SAVE to the Dropbox <p>**Instead of confirming in plenary if answers are right, walk around the room while the PIM champions are working and confirm yes/no**</p>	17. Ensure to capture any comments
Activity #21 Key resources	PowerPoint 2.6 – Slide 117	Activity (Clusters)	15 min	<p>18. Tell PIM champions that in their clusters: <i>(15 min)</i></p> <ul style="list-style-type: none"> • Identify ten sources where you could find the information needs listed • List the resource in Excel and your PIM champion workbook (p.62) • List the website address to where the resource is located online • SAVE to the Dropbox <p>19. Encourage PIM champions to use the following as a reference</p> <ul style="list-style-type: none"> • ACAPS: Secondary Data Review • PIM champion workbook (p.62) 	18. Ensure to capture any comments 19. Ensure to capture any comments
Key terms	PowerPoint 2.6 – Slide 118	Plenary (listening)	3 min	<p>20. Highlight the following terms will be used often <i>(3 min)</i></p> <ul style="list-style-type: none"> • Response plans = noun, a document, example is a protection strategy • Protection strategy = type of response plan • Protection analysis = the process that influences the protection strategy • Analytical framework = noun, a template • Secondary data review = a process to organise what you have (data, information, and knowledge) • Any questions? 	20. Ensure to capture any comments
The roadmap (complements)	PowerPoint 2.6 – Slide 119	Plenary (listening)	5 min	<p>21. There are several aspects that can support you in the identification of ‘needs’ that you might already know: <i>(4 min)</i></p> <ul style="list-style-type: none"> • A risk equation • Stakeholder analysis • Contextual analysis <p>22. There are protection trainings on these concepts; we will not duplicate the efforts, only build end complement other trainings:</p> <ul style="list-style-type: none"> • Work with your counterpart to learn more (if these terms are new) • Check out the USB stick for more information • Tell PIM champions that there are many trainings on this subject and to refer to their PIM champion workbooks for where to learn more <i>(1 min)</i> 	21. Ensure to capture any comments 22. Ensure to capture any comments

<p>Review of module objectives</p> <p>Activity #22: You and needs</p>	<p>PowerPoint 2.6 – Slide 120</p> <p>Breakout group cards (Appendix 37)</p>	<p>Activity (pairs) during tea break</p>	<p>20 min</p>	<p>23. Tell PIM champions to find their pairs <i>(20 min)</i>:</p> <ul style="list-style-type: none"> PIM champions are divided by country and geographical location of that country <i>(Reference: facilitator coding for activities in facilitator guide and Excel sheet which needs to be populated in advance based on answers from PIM champion’s application)</i> <p>24. Tell everyone that within their pairs, discuss (at least one) example of why having one of the information needs is critical to your work</p> <ul style="list-style-type: none"> In your discussion, highlight your roles and responsibly as a protection or IM actor in ensuring this activity occurs 	<p>23. N/A</p> <p>24. N/A</p>
<p>Moment of Zen</p>	<p>PowerPoint 2.6 – Slide 121</p> <p>Video</p> <p>Internet</p>	<p>Plenary (listening) @work space</p>	<p>4 min</p>	<p>25. Watch the Moment of Zen <i>(4 min)</i></p>	<p>25. N/A</p>

History

Trainer feedback

Supporting information

MODULE 2.7 – DAY 2 REVIEW

Core competency – Skills: able to develop a principled PIM strategy and operational plan, and incorporate contextual risks, vulnerabilities, and coping mechanisms within protection data analysis processes

Revision date	22 August 2016
Last revised by:	Megan Lind

Module objectives

- Reflect on the day and progress on course objectives
- Reflect on the core competencies
- Provide feedback on the day

Module learning outcomes

- PIM champions will have written new concepts in their workbooks
- PIM champions will write on how a core competency of PIM was built
- IM champions will complete their feedback form for day two

Module overview

Topic	Room set-up	Method	Time	Actual time
Reminders for tomorrow	Country tables	Plenary (listening)	20 min	18:15



MODULE LENGTH

20 minutes



MATERIAL & EQUIPMENT

- PPT – 2.7
- Computer for PPT
- Projector
- Flip chart to hold post-its for feedback activity
- Post-its (purple, blue, orange)
- Example post-its that say and are on the flip chart
 - Purple = Like
 - Blue = Learned
 - Orange = Suggest



KEY STAFF

Facilitator: _____

Note taker: _____

Module activities

Topic	Materials	Method	Time	Notes for delivery	Comments for note taker
Preparation for module	PowerPoint 2.7 – Slide 122	N/A	N/A	<ul style="list-style-type: none"> Things to have on the prep table: <ul style="list-style-type: none"> Post-its (purple, blue, and orange) We will need the following room set-up ready: <ul style="list-style-type: none"> Flip chart space 4 tables – country team tables The following should be on the wall and ‘ready’ to visit for the appropriate sessions and/or as needed: <ul style="list-style-type: none"> World map Objectives tree Learning outcomes tree and birds Parking lot Housekeeping wall PIM definition PIM graffiti wall (under PIM definition) Protection definition (at the front) Protection graffiti wall (under the protection definition at the front) Protection definition (at the back) IM definition IM graffiti wall (under the IM definition) 	N/A
Reminders for tomorrow	PowerPoint 2.7 – Slide 123 and 124	Plenary (listening) @tables	20 min	<ol style="list-style-type: none"> Ask all PIM champions to close their eyes and not to talk (1 min) <ul style="list-style-type: none"> For 1 minute, tell PIM champions to sit quietly and think of one reason why they are grateful that they came to the training today (Slide 123) Review module objectives (1 min) (Slide 124) Tell PIM champions that this is the final module of the day and before they leave (<i>each day</i>) they have to do the following: <ul style="list-style-type: none"> Complete the evaluation form:(2 min) <ol style="list-style-type: none"> PIM champions do not have to do it now, but the ‘daily’ feedback book will need to be submitted at the end of the training, so they are encouraged to put their feedback in now – because it will reflect what they actually learned today Ask if anyone wants to do this electronically – tell the PIM champions it is in the Dropbox (and it will not be anonymous!) – but we will need it on Friday PIM champion workbook: <ol style="list-style-type: none"> Give PIM champions time to reflect on their learning and fill out the PIM champion workbook (5 min) Feedback activity <ol style="list-style-type: none"> Pull out the flip chart and explain to PIM champions the following: (3 min) <ul style="list-style-type: none"> Purple = Like 	<ol style="list-style-type: none"> N/A N/A N/A

				<ul style="list-style-type: none"> • Blue = Learned • Orange = Suggest <p>ii. Ask PIM champions to take the post-it notes on the table and write comments where appropriate, on the corresponding colour post-it note <i>(7 min)</i></p> <ul style="list-style-type: none"> • Comments are anonymous • Comments can be about content or facilitation style • PIM champions can write as many post-its as they want • Tell the PIM champions that the facilitators are going to step out of the room while they do, and will wait outside until everyone has finished • Encourage people to take their time there is not time limit <p>4. Remind PIM champions about the following for tomorrow (go and stand next to the flip chart, which should be at the door where they are exiting, so everyone sees it before they leave): <i>(1 min)</i></p> <ul style="list-style-type: none"> • Start time is: 08:30 • You need to bring: <ul style="list-style-type: none"> i. A laptop (one per country) – well charged, do not bring power cord! ii. Energy ☺ • Walk/run club starts at: 06:00 • Night activities include: 	4. N/A
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History

Trainer feedback

Supporting information

MODULE 3.1 – REFRESHER (PART 1)

Core competency – knowledge of key protection norms and standards and holistic approach to protection, and the ability to incorporate these into operational and technical solutions

Revision date	22 August 2016
Last revised by:	Megan Lind

Module objectives

- Reflect on the day and progress on course objectives
- Share some of the learning of the day so far

Module learning outcomes

- PIM champions can state the most important thing they learned yesterday

Module overview

Topic	Room set-up	Method	Time	Actual time
Module objectives	Country tables	Individual	2 min	8:30
Activity #23: Just a minute	Open space	Individual	20 min	8:32
Group reflection	Country tables	Plenary	8 min	8:52



MODULE LENGTH

30 minutes



MATERIAL & EQUIPMENT

- PPT – 3.1
- Computer for PPT
- Projector
- Music (on at the start of the day)
- Speakers
- Eight types of fruit (for PIM champions to eat)
- Breakout group cards (Appendix 38)
- Timer



KEY STAFF

Facilitator: _____

Note taker: _____

Module activities

Topic	Materials	Method	Time	Notes for delivery	Comments for note taker
Preparation for module	PowerPoint 3.1 – Slide 125 Flip chart paper	N/A	N/A	<ul style="list-style-type: none"> Have a flip chart ‘Just a minute’ written at the front of the room We will need the following room set-up ready: <ol style="list-style-type: none"> In another room – or an open space – have groups of chairs arranged in groups of four (no desks or tables near them) Reference: facilitator coding for activities in facilitator guide and Excel sheet which needs to be populated in advance based on answers from PIM champions application (for Activity #23) The following should be on the wall and ‘ready’ to visit for the appropriate sessions and/or as needed: <ol style="list-style-type: none"> World map Objectives tree Learning outcomes tree and birds Parking lot Housekeeping wall PIM definition PIM graffiti wall (under PIM definition) Protection definition (at the front) Protection graffiti wall (under the protection definition at the front) Protection definition (at the back) IM definition IM graffiti wall (under the IM definition) 	**Have music playing as PIM champions come into the room – should be energetic to start the day**
Module objectives	PowerPoint 3.1 – Slide 126	Individual @desks	2 min	1. Show the slide with the module’s objectives <i>(2 min)</i> :	1. N/A
Reflect on learning – Activity #23: Just a minute	PowerPoint 3.1 – Slide 127 Breakout group cards (Appendix 38)	Activity (groups of 4) @open space	20 min	2. . (Slide 127) Explain the game: <i>(2 min)</i> : <ul style="list-style-type: none"> Tell PIM champions that they are going to play a game called ‘Just a minute’ and ask if anyone has ever played it before Individually, PIM champions will have 5 minutes to prepare a statement on the most important things they learned/discovered yesterday Then at their tables they will have one minute to explain their topic without HESITATION, REPETITION, or DEVIATION If someone does one of the three words above, the table will ring a bell Always have a designated time keeper (phones work well) After the minute, PIM champions can give feedback to the presenter Ask if everyone understands 3. Give PIM champions time prepare at their tables <i>(9 min)</i> 4. Tell PIM champions to go to the open room and stand at a high table group to do the activity: <i>(9 min)</i> :	2. N/A 3. N/A 4. N/A

				<ul style="list-style-type: none"> • Groups are divided by types of fruit • <i>(Reference: facilitator coding for activities in facilitator guide and Excel sheet which needs to be populated in advance based on answers from PIM champion’s application)</i> • PIM champions can take their books, and they should try not to read from it or depend on it because it will lead to hesitation • 1 minute for each individual • 1 minute to provide feedback 	
Group reflection	None	Plenary (discussion)	8 min	5. Ask PIM champions if anyone wants to share what was the most important thing that they learned yesterday <i>(8 min)</i>	5. Ensure to capture any comments

History

Trainer feedback

Supporting information

MODULE 3.2 – PIM MATRIX

Core competency – Skill: analyses IM environment (threats, opportunity, strengths, weaknesses) to inform methodology design and operational planning

Revision date	22 August 2016
Last revised by:	Megan Lind

Module objectives

- 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

Module learning outcomes

- PIM champions can state the categories that will be taught in the in-person training
- PIM champions can state why the PIM matrix has categories

Module overview


Topic	Room set-up	Method	Time	Actual time
Module objectives	Country tables	Individual	3 min	09:00
What is the PIM matrix?	Country tables	Plenary (listening)	3 min	09:03
Why have PIM categories	Country tables	Plenary (discussion)	10 min	09:06
Components of PIM categories	Country tables/PIM matrix wall	Plenary (listening)	19 min	09:16
How we will use the PIM matrix in the PIM training	Country tables	Plenary (listening)	5 min	09:35
Definitions	Country tables	Plenary (listening)	15 min	09:40
Activity #24: Who has done what?	PIM matrix wall	Activity (all)	10 min	09:55
Let’s have a discussion	Country tables	Plenary (discussion)	20 min	10:05
Activity #25: What questions do you have?	Country tables	Activity (all)	6 min	10:25
Review module objectives/Activity #26: You and the matrix	Country tables	Individual	2 min	10:31
Moment of Zen	Country tables	Plenary (listening)	2 min	10:33

Module activities


Topic	Materials	Method	Time	Notes for delivery	Comments for note
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 **MODULE LENGTH**

95 minutes

 **MATERIAL & EQUIPMENT**

- PPT – 3.2
- Computer for PPT
- Projector
- Access to internet
- Moment of Zen video
- Speakers
- A4 pieces of paper (under the chairs) (Appendices 39–64)
- PIM matrix wall
- Post-its (pink and orange)

 **KEY STAFF**

Facilitator: _____

Note taker: _____

				taker
Preparation for module	PowerPoint 3.2 – Slide 128	N/A	N/A	<ul style="list-style-type: none"> • PowerPoint 2.3 – Slide 128 should be on the screen when PIM champions enter the room • The A4 pieces of paper with the PIM category titles and the rows should be hidden under the chairs of PIM champions • Reminders on what individuals were asked in advance (during application): <ul style="list-style-type: none"> ○ Have you implemented one of the categories? (List all) <ul style="list-style-type: none"> ▪ If so, have you had a challenge? Describe it ○ Did you come to the PIM working group meeting? ○ Did you participate in the webinar in 2015? ○ Did you participate in the follow-up meeting March 2016? • In the Dropbox/on the USB stick: <ul style="list-style-type: none"> ○ The most current PIM matrix ○ PIM documents that have been created by the reference group • Things to have on the prep table: <ul style="list-style-type: none"> ○ Leaves for objectives tree ○ Tape • We will need the following room set-up ready: <ul style="list-style-type: none"> ○ 4 tables – one for each country team ○ Outline of the PIM matrix • The following should be on the wall and ‘ready’ to visit for the appropriate sessions and/or as needed: <ul style="list-style-type: none"> ○ World map ○ Objectives tree ○ Learning outcomes tree and birds ○ Parking lot ○ Housekeeping wall ○ PIM definition ○ PIM graffiti wall (under PIM definition) ○ Protection definition (at the front) ○ Protection graffiti wall (under the protection definition at the front) ○ Protection definition (at the back) ○ IM definition ○ IM graffiti wall (under the IM definition) ○ PIM matrix wall (blank to be filled in)

<p>Module objectives</p>	<p>PowerPoint 3.2 – Slide 129 Objectives tree and leaves</p>	<p>Individual @tables</p>	<p>3 min</p>	<p>1. Show the slide with the module’s objectives (3 min):</p> <ul style="list-style-type: none"> As a kind reminder, remind PIM champions who the two ‘learning experts’ are, who are ‘responsible’ for ensuring the <i>learning objectives</i> have been reached during this module, writing the <i>learning outcomes</i> on the leaves, and placing these leaves on the objectives tree Reference the learning outcomes tree and birds on the wall 	<p>1. N/A</p>
<p>What is the PIM matrix?</p>	<p>PowerPoint 3.2 – Slide 130</p>	<p>Plenary (listening) @tables</p>	<p>3 min</p>	<p>2. Explain to PIM champions what is the PIM matrix (3 min):</p> <ul style="list-style-type: none"> The PIM matrix: <ul style="list-style-type: none"> Provides a framework for a standardized understanding of PIM systems, tools, and approaches Illustrates the full spectrum of PIM approaches How is the PIM matrix used?: <ul style="list-style-type: none"> To assist in identifying the right systems, tools, and approaches for a particular result To reinforce a common understanding of protection information concepts in order to facilitate accurate protection dialogue To help refine the overall quality of PIM activities, those undertaken both individually and as a community of responders <p>From PIM matrix cover sheet The PIM matrix serves as a guidance tool, which came about as a result of mapping and organising the many PIM systems we all use in our operations, including describing the characteristics of respective PIM systems, so that they could be differentiated from one another by category. The PIM matrix provides a framework for understanding, organising and articulating the overall protection priorities, strategy or response, surrounding the protection work we are all undertaking, by providing a framework within which to organise what is happening around you in your office, operation, etc. The eight categories of the PIM matrix have been organised according to: definition; sub-category examples; approaches and methods for collecting data; tools; outputs (data and information); shared data; and sources. The PIM matrix is collectively owned by the humanitarian community at large, and is based on work that has been conjointly developed by the PIM stakeholders who attended the First and Second PIM Working Meetings in 2015 – involving stakeholders from the UN, NGOs, and other protection and IM partners working to respond to situations of displacement</p> <p>PIM – how to use and apply PIM The PIM matrix works by assisting in identifying the right systems, approaches and methods, tools, outputs and sources for a particular result. The matrix is non-exhaustive and is simply meant to provide examples, as a reference point from which content may be adapted by or for a specific operation. The categories of the matrix,</p>	<p>2. Ensure to capture any comments</p>

				<p>together and separately work to:</p> <ul style="list-style-type: none"> Reinforce a common understanding and facilitate accurate protection dialogue between both protection and IM colleagues, as well as internally and externally Help refine the overall quality of PIM activities, those undertaken both individually and as a community of responders <p>How do you identify the right systems, tools or approaches for a particular protection IM response?</p> <p>There are several different ways that you can find entry points into the matrix to better understand what data, information or analysis you have or you need, or where there may already be multiple systems operating collecting or providing the same type of data or information</p> <ul style="list-style-type: none"> First you can look at the types of systems that you have and organise them by category, which can highlight areas in which data, information or analysis is needed, or adequately covered. You can use the matrix by asking what type of data, information or analysis you need; and looking at the ‘Output’ by category, identify the systems, approaches or tools that might be needed to plan or deliver your response You may also use the matrix to plan or articulate a protection response based on resources, timing or capacity 	
<p>Why have PIM categories?</p>	<p>PowerPoint 3.2 – Slides 131 to 133</p> <p>A4 pieces of paper (under the chairs) (Appendices 39–42)</p>	<p>Plenary (discussion) @tables</p>	<p>10 min</p>	<p>3. Show PIM champions the blank PIM matrix at the back of the room <i>(1 min)</i>:</p> <p>4. (Slide 131) Highlight the reasons ‘we’ (the PIM Team) believes PIM categories are important <i>(2 min)</i></p> <ul style="list-style-type: none"> The PIM matrix and the terminology it includes provide a framework for a standardised understanding of PIM categories and illustrate the full spectrum of humanitarian response to the situation of displaced people, throughout the humanitarian community. The overarching objective of the categories outlined in the matrix is threefold: first, to assist in identifying the right tools, systems, and approaches for a particular result; second, to reinforce a common understanding of protection information concepts in order to facilitate accurate protection dialogue; and third, to help refine the overall quality of PIM activities, those undertaken both individually and as a community of responders There are two types of categories ‘nuclear family’ and ‘cousins’ and you will discuss those now with the PIM champions help <p>5. (Slide 132) Ask PIM champions to look under their chairs and see if they have one of the categories <i>(1 min)</i></p> <p>6. (Slide 133) Show this slide to support champion in standing up <i>(5 min)</i></p> <ul style="list-style-type: none"> Population data 	<p>3. N/A</p> <p>4. N/A</p> <p>5. N/A</p> <p>6. N/A</p>

				<ul style="list-style-type: none"> • Protection needs assessment • Protection monitoring • Case management • Protection response monitoring and evaluation • Security and situational awareness • Sectoral IM systems • Communicating with affected communities <p>Notes</p> <ul style="list-style-type: none"> • Once everyone is standing, call them out (by name, but do not explain why – tell them you will go into depth in about 10 minutes) • Point those individuals to the administrative assistant at the back of the room • Have the champions walk to the back of the room and give their cards to a PIM Team member • Have a PIM Team member at the PIM matrix wall to hang the pieces of paper that were under the chairs • Ask the PIM champions to sit back down <p>7. Remind PIM champions about the ‘caveats’ of the PIM matrix <i>(1 min)</i>:</p> <ul style="list-style-type: none"> • It is not finished = it is in a process of becoming more user friendly • Some categories are more finished than others • There have been two global meetings with actors from many organisations that have provided feedback including: several NGOs, UN agencies, and other UN entities (example: DRC, ICRC, ICT4Peace Foundation, Impact Initiatives, IOM, IRC, JIPS, NRC, OCHA, OHCHR, UNHCR, Oxfam, UNDPKO, UNFPA, UNICEF, and WFP. • Additional feedback is welcomed – reach out to Jessica Schnabel: schnabel@unhcr.org • This week we will focus on three of the categories 	7.N/A
<p>Components of the PIM categories</p>	<p>PowerPoint 3.2 – Slides 134 and 135</p> <p>A4 pieces of paper (under the chairs) (Appendix 43)</p> <p>PIM matrix wall</p>	<p>Plenary (listening) @tables with reference to PIM matrix wall</p>	<p>19 min</p>	<p>8. (Slide 134) Identify that there are five rows (or five components) <i>(2 min)</i></p> <p>9. (Slide 135) PIM champions will probably have found these when they looked under their chairs the first time. Ask if they have one of the A4 words for the row of the PIM matrix <i>(16 min = ~2 per word)</i></p> <ul style="list-style-type: none"> • If PIM champions have the words, ask them to stand-up: <ol style="list-style-type: none"> Definition and purpose Sub-category examples Approaches and methods for collecting data Tools Output (data and information) • First, ask a PIM champion (while standing at their table) ‘Why do you think 	<p>8. N/A</p> <p>9. N/A</p>

				<p>this is a row?’ (In other words ‘guess’ what we mean by the word(s) on their A4 sheet)</p> <ul style="list-style-type: none"> • Allow the PIM champion an opportunity to answer • Then ask the PIM champion to walk to the front and tape the A4 on the wall • Give the individual a piece of tape to take it to the wall • Allow other PIM champions to weigh in while the individual walks to the front • Explain what the row means after PIM champions have responded <p>10. Explain to PIM champions that most of the rows are still in the process of being finalised (1 min)</p> <ul style="list-style-type: none"> • This training will focus on (ensure that these A4 sheets stand out – maybe highlighted): <ol style="list-style-type: none"> Definition Outputs • PIM champions should think about all rows, even if not discussed • The Marketplace will allow PIM champions to share tools 	<p>10. Ensure to capture any comments</p>
<p>How we will use the PIM matrix in the PIM training</p>	<p>PowerPoint 3.2 – Slide 136</p>	<p>Plenary (listening)</p>	<p>5 min</p>	<p>11. Explain the following to PIM champions (5 min):</p> <ul style="list-style-type: none"> • During this module, we will: <ol style="list-style-type: none"> Explain the definitions of each module Encourage you to highlight words in the definition that are not clear Ask if you have questions about the definition Discuss the types of outputs you have seen Give an opportunity for you to identify if you have implemented one of these categories Give an opportunity for you to identify challenges you have had when implementing a category • During the day, we will: <ol style="list-style-type: none"> Go into depth on several categories that protection/IM actors usually work with to describe: <ol style="list-style-type: none"> (1) ‘triggers’; (2) examples; (3) challenges; and (4) solutions • At the end of the day, we will: <ol style="list-style-type: none"> Provide the PIM working group’s answers/suggestions to the outputs to expect (to confirm or support your discussions this morning) Discuss differences between the categories Provide you with a populated matrix • During Day 4 and going forward (after the training), we will: <ol style="list-style-type: none"> Use the PIM matrix to guide how we provide protection response 	<p>11. N/A</p>

				<ul style="list-style-type: none"> Use the PIM matrix to identify the best way to ‘fill a gap’ <p>Notes</p> <ul style="list-style-type: none"> Based on previous experience, we want to support PIM champions and avoid having them ‘lost in the weeds’ of the matrix More time is needed to explain the matrix before providing it Conversations on examples of each category need to happen We will not be ‘spoon’ feeding each aspect of the matrix, which is why the sheet is also provided at the end 	
Definitions	<p>PowerPoint 3.2 – Slides 137 to 144</p> <p>A4 pieces of paper (under the chairs) (Appendices 44–51)</p>	Plenary (listening)	15 min	<p>12. Explain each definition to PIM champions (<i>15 min, ~2 min per category</i>):</p> <ul style="list-style-type: none"> Read it (and allow PIM champions to read it in their work books) Ask them to highlight words that do not make sense Highlight the key words in the definition 	12. Ensure to capture any comments
Activity #24: Who has done what?	<p>PowerPoint 3.2 – Slide 145</p> <p>PIM matrix on the wall</p> <p>Post-its (pink)</p>	Activity (all) @PIM matrix wall	10 min	<p>13. Ask PIM champions to take the post-its on the table and go to the PIM matrix wall on the wall and place post-its where they have experience (<i>10 min</i>):</p> <ul style="list-style-type: none"> Look at the eight categories Think, ‘Which of these have I done?’ Take a pink post-it Write: (1) your name; (2) the category; and (3) where you implemented it (country) Use one post-it for one experience Put up AS MANY post-its as you want <p>Notes</p> <ul style="list-style-type: none"> We will have a list of who has implemented what (this goes to the facilitator in advance) Everyone should have implemented at least one Encourage people to put up multiple post-its There will be an additional ‘row’ on the matrix for this (row #7) Demonstrate: walk to the matrix and put it under the needs assessment 	13. Ensure to capture any comments
Let’s have a discussion	PowerPoint 3.2 – Slide 146	Plenary (discussion)	20 min	<p>14. Discuss (<i>20 min</i>):</p> <ul style="list-style-type: none"> What were the outputs that came from the category? (generally) How did you use these outputs? (generally) <p>15. Reassure PIM champions that by the end of the day you (and they) will go into more details (during Module 3.7). During that time PIM champions will:</p>	<p>14. Ensure to capture any comments</p> <p>15. Ensure to capture any comments</p>

				<ul style="list-style-type: none"> Identify at least one output that comes from this category (specific) Write this output in your workbook (specific) Identify an example of how this output was used (specific to context) Have a list, one example per person, of how outputs have been used (specific to context) – we will come back to this at the end of the day! <p>Note: by outputs we mean:</p> <ul style="list-style-type: none"> What were the outputs that came from the category? How did you use these outputs to influence the work that you do...? 	
Activity #25: What questions do you have?	PowerPoint 3.2 – Slide 147 PIM matrix wall Post-its (orange)	Activity (all) @PIM matrix wall	6 min	<p>16. Ask PIM champions to take the post-its on the table, then go to the PIM matrix wall and place post-its where they have experience (6 min):</p> <ul style="list-style-type: none"> Look at the eight categories Think, ‘What questions do I have about these categories?’ Take a white post-it Write: (1) your name; (2) the category; and (3) your question Use one post-it for one experience Put up AS MANY post-its as you want 	16. Take a photo
Review module objectives/Activity #26: You and the matrix	PowerPoint 3.2 – Slide 148 PIM matrix wall (Appendices 52–64)	Individual @tables	2 min	<p>17. Tell PIM champions ‘Alone and silently reflect to ensure you understand all of these objectives’ (2 min):</p> <ul style="list-style-type: none"> Highlight that this is a silent activity Make notes in workbook as needed Many details will be coming tomorrow 	17. Take a photo
Moment of Zen	PowerPoint 3.2 – Slide 149 Video Internet	Plenary (listening) @tables	2 min	<p>18. Watch the Moment of Zen (2 min)</p>	18. N/A

History

Trainer feedback

Supporting information

- Set up the PIM matrix on the wall, with enough space to have two extra rows on the bottom for activity #24 and #25

MODULE 3.3 – PROTECTION NEEDS ASSESSMENT

Core competency – Skill: makes informed decisions on which systems are needed based on a comprehensive analysis of information requirements (and over time)

Revision date	22 August 2016
Last revised by:	Megan Lind

Module objectives

- 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

Module learning outcomes

- PIM champions can state that a protection needs assessment is a ‘snapshot’ and ‘conducted at a single point’
- PIM champions can identify where protection needs assessment fits in the humanitarian programme cycle
- PIM champions can list three examples that would trigger a protection needs assessment
- PIM champions can explain an example of protection needs assessment in their context (or a similar context if a protection needs assessment has not yet occurred)

Module overview

Topic	Room set-up	Method	Time	Actual time
Module objectives	Country tables	Individual	2 min	10:45
What is a protection needs assessment ?	Country tables/PIM matrix wall	Plenary (discussion)	4 min	10:47
Why is protection needs assessment a category?	Humanitarian programme cycle wall	Plenary (discussions)	5 min	10:51
Protection needs assessment and the humanitarian programme cycle	PIM matrix wall	Plenary (discussion)	10 min	10:56
Triggering a protection needs assessment	Country tables	Plenary (discussion)	15 min	11:06
Activity #27: Protection needs assessment	Country tables	Activity (country teams)	20 min	11:21
Review of module objectives/Activity #28: Cluster and needs	Combine into two groups	Activity (two country teams)	20 min	11:41
Moment of Zen	Country tables	Plenary (listening)	4 min	12:01



MODULE LENGTH

80 minutes



MATERIAL & EQUIPMENT

- PPT – 3.3
- Computer for PPT
- Projector
- Access to internet
- Moment of Zen video
- Speakers
- PIM matrix wall
- Sticky tack
- Post-its (yellow)
- Each country team has one laptop
- Humanitarian programme cycle wall
- Protection needs assessment sign for humanitarian program cycle wall (Appendix 65)
- Dropbox
- 3.3 Protection needs template in Dropbox
- Yellow string

Module activities

Topic	Materials	Method	Time	Notes for delivery	Comments for note taker
Preparation for module	PowerPoint 3.3 – Slide 150	N/A	N/A	<ul style="list-style-type: none"> • PowerPoint 3.3– Slide 150 should be on the screen when PIM champions enter the room • Reminders on what individuals were asked in advance (during application): <ul style="list-style-type: none"> ○ Who has done a protection needs assessment? When? Provide the results and materials used (one ‘set’ needs to come from each team) ○ What is the template you use to do a needs assessment? ○ Do you have the ‘results’ from past needs assessments? ○ Have you done a multi-cluster needs assessment (MIRA)? ○ Did you put these in the Dropbox? • What is in the Dropbox/on the USB stick? <ul style="list-style-type: none"> ○ Templates of protection needs assessments ○ Examples of completed needs assessments ○ Guidance from OCHA on needs assessments ○ Needs assessments within the humanitarian programme cycle ○ Guidance on the humanitarian programme cycle ○ Template for the protection needs assessment activity in this module ○ PIM champions will place: completed example of a protection needs assessment • Things to have on the prep table: <ul style="list-style-type: none"> ○ Leaves for objectives tree ○ Yellow post-it notes ○ Yellow string ○ Yellow sign with the words ‘Protection needs assessment’ • We will need the following room set-up ready: <ul style="list-style-type: none"> ○ 4 tables – one for each country team ○ Access to Humanitarian programme Cycle wall ○ Access to PIM matrix wall • The following should be on the wall and ‘ready’ to visit for the appropriate sessions and/or as needed: <ul style="list-style-type: none"> ○ World map ○ Objectives tree ○ Learning outcomes tree and birds ○ Parking lot ○ Housekeeping wall ○ PIM definition 	N/A

				<ul style="list-style-type: none"> ○ PIM graffiti wall (under PIM definition) ○ Protection definition (at the front) ○ Protection graffiti wall (under the protection definition at the front) ○ Protection definition (at the back) ○ IM definition ○ IM graffiti wall (under the IM definition) ○ PIM matrix wall ○ Humanitarian programme cycle wall • Ensure that the humanitarian programme cycle wall is prepared and on the wall <ul style="list-style-type: none"> ○ The humanitarian programme cycle on the wall should match the humanitarian programme cycle in the PIM champion workbook (Figure 3, p.48) ○ There should also be signs next to each of the images to identify the different steps <ul style="list-style-type: none"> ▪ Needs assessment and analysis ▪ Strategic planning ▪ Resource mobilization ▪ Implementation and monitoring ▪ Operational peer review and evaluation • Ensure there are plenty of yellow post-its on the tables 	
Module objectives	PowerPoint 3.3 – Slide 151 Objectives tree and leaves	Individual @table	2 min	<ol style="list-style-type: none"> 1. (Slide 151) Show the slide with the module’s objectives (2 min): <ul style="list-style-type: none"> • As a kind reminder, remind PIM champions who the two ‘learning experts’ are, who are ‘responsible’ for ensuring the <i>learning objectives</i> have been reached during this module, writing the <i>learning outcomes</i> on the leaves, and placing these leaves on the objectives tree • Reference the learning outcomes tree and birds on the wall 	1. N/A
What is a protection needs assessment?	PowerPoint 3.3 – Slide 152	Plenary (discussion) @table	4 min	<ol style="list-style-type: none"> 2. Ask PIM champions ‘What is a protection needs assessment?’ (2 min): <ul style="list-style-type: none"> • Allow PIM champions an opportunity for conversation to flow • If PIM champions come close to the answer, ask them to elaborate 3. (Slide 152) Show the PIM definition on the slide, this is review from module 3.2 (1 min): <ul style="list-style-type: none"> • Protection needs assessment = 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 • While PIM champions read the definition, place the definition (which is on a A4) on the PIM matrix wall – ensure the definition is on yellow paper • Exercise = this is an activity that actors (often protection and other clusters) can conduct together 	<ol style="list-style-type: none"> 2. Ensure to capture any comments 3. Ensure to capture any comments

				<ul style="list-style-type: none"> • A single point = when a protection needs assessment is done, it will capture a situation at that point in time. Note: another protection needs assessment could be done at a later date, if actors wanted to capture a different point in time • Snapshot = a protection needs assessment can only capture an image of the needs for ‘that’ moment • Gain an understanding = a protection needs assessment provides information on the protection needs <p>4. Ask PIM champions, are there any words in the category that do not make sense <i>(1 min)</i></p>	<p>4. Ensure to capture any comments</p>
<p>Why is protection needs assessment a category?</p>	<p>PowerPoint 3.3 – Slide 153</p> <p>PIM matrix wall</p> <p>Post-its (yellow, on tables)</p>	<p>Plenary (discussions) @table – reference to PIM matrix (a lot)</p>	<p>5 min</p>	<p>5. (@table) Ask PIM champions why would this be a category in the matrix and discuss in plenary? <i>(5 min)</i>:</p> <ul style="list-style-type: none"> • A chance to identify how a change in the situation has affected the population and could lead to a change in programing • Identifies the affected population’s capacities, vulnerabilities, protection concerns and desires • An opportunity to hear opinions and voices from minority populations within the affected populations • To create an environment in which individuals have access to and enjoy rights, and are free from exploitation, persecution, neglect, and harm • Other sectoral needs assessment data will be used as secondary data to inform protection assessments • Protection data elements, particularly those that do not require collection by a protection specialist, may even be required to be mainstreamed into other sectoral needs assessments, as separate assessments may not be possible due to the sensitivity of the issues at stake 	<p>5. N/A</p>
<p>Where is a protection needs assessment in the humanitarian programme cycle?</p>	<p>PowerPoint 3.3 – Slide 154</p> <p>Humanitarian programme cycle wall</p> <p>Yellow string</p> <p>Protection needs assessment sign for humanitarian programme cycle wall</p>	<p>Plenary (discussion) @humanitarian programme cycle wall</p>	<p>10 min</p>	<p>6. Ask all PIM champions to stand up and go to the humanitarian programme cycle wall <i>(3 min)</i></p> <p>7. As this is the first time PIM champions are seeing the humanitarian programme cycle, explain that you are going to take some time to explain the humanitarian programme cycle <i>(5 min)</i></p> <ul style="list-style-type: none"> • The humanitarian programme cycle is a coordinated series of actions undertaken to help prepare for, manage, and deliver humanitarian response • The humanitarian programme cycle has five elements • Mention the five elements at that for each category in the matrix we are going to identify where within the humanitarian programme cycle the category is (or could be) implemented <p>8. Ask a PIM champion who would like to put up the ‘protection needs assessment’ sign and string <i>(2 min)</i>:</p>	<p>6. N/A</p> <p>7. Ensure to capture any comments</p> <p>8. N/A</p>

	(Appendix 65)			<ul style="list-style-type: none"> • Give to a PIM champion • Have the PIM champion explain why he/she thinks it goes where he/she placed it • Ensure that the group agrees • The sign/string should be during the needs assessment phase • Explain that evidence base needs assessment provides the evidence base for strategic planning, as well as the baseline information upon which situation and response monitoring systems will rely • Coordinated assessments are carried out in partnership with all humanitarian actors in order to assess the humanitarian situation and to identify the needs of the affected population 	
What could trigger a protection needs assessment?	PowerPoint 3.3 – Slide 155	Plenary (discussion) @PIM matrix	15 min	<p>9. Go the PIM matrix wall and look to see who has identified that they have done a protection needs assessment (cross-reference to module 3.2 #18) <i>(2 min)</i></p> <p>10. Ask these individual why they did a protection needs assessment or in other words, ‘What could trigger a protection needs assessment?’ <i>(13 min)</i>:</p> <ul style="list-style-type: none"> • Ask for at least three examples • Call on IM or protection specialist • Focus just on the ‘triggers’ – PIM champions will have a chance to talk about full examples in the next activity and during the review: <ul style="list-style-type: none"> i. The beginning of an emergency ii. When there is big change in the situation (e.g. an influx of people) iii. Before appeals or programme redesigns (e.g. end of year) iv. When not enough information is available to enable decision making v. When a displaced population chooses a durable solution, including to return 'home' 	<p>9. N/A</p> <p>10. N/A</p>
Activity #27: Protection needs assessment	PowerPoint 3.3 – Slide 156 Dropbox Laptop HPC wall (Appendix 65)	Activity (country teams) @tables	20 min	<p>11. PIM champions are put into groups based on the country where they work <i>(2 min)</i></p> <p>12. Tell each group to do the following <i>(18 min)</i>:</p> <ul style="list-style-type: none"> • Open the Dropbox • In the folder called PIM Training Documents (to be used during the training): <ul style="list-style-type: none"> i. Click on the folder called Templates for Modules ii. Open Word document Module 3.3 Template, Protection needs assessment • Save the Word document to Module 3.3 Protection needs assessment (Country name #1) • In your clusters identify who has done a protection needs assessment • Pick one example of a protection needs assessment 	<p>11. N/A</p> <p>12. N/A</p>

				<ul style="list-style-type: none"> Populate the Word document based on that example, answering these questions (see Word doc): <ol style="list-style-type: none"> What country/cities did this case study take place in? When did the case study occur? (Months/Years) Which organisations were relevant to this case study? (Ensure to include your own) Why did the actors (mentioned above) choose to implement this category? What were the outcomes of the protection needs assessment? What methodology did you use? How did implementing this category influence the development of the protection strategy? What were the challenges of conducting the protection needs assessment? How were these challenges overcome? (In other words, what were the solutions to overcoming the challenges) 	
Review of module objectives/Activity #28: Cluster and needs	PowerPoint 3.3 – Slide 157	Activity (country teams) @tables	20 min	<p>13. Conclude with Activity #28: Cluster and needs <i>(20 min)</i></p> <ul style="list-style-type: none"> Join with another cluster: <ul style="list-style-type: none"> Cluster #1 and Cluster #2 Cluster #3 and Cluster #4 Sit anywhere you want, but all together – no need to have computers, pens, paper, etc. Merely talk with each other Present one of your examples to the cluster Ensure to identify (in your presentation) what triggered your protection needs assessment 	13. N/A
Moment of Zen	PowerPoint 3.3 – Slide 158 Video Internet	Plenary (listening)	4 min	<p>14. Watch the Moment of Zen <i>(4 min)</i></p>	14. N/A

History

Trainer feedback

Supporting information

MODULE 3.4 – PROTECTION MONITORING

Core competency – Skills: makes informed decisions on which systems are needed based on a comprehensive analysis of information requirements (and over time)

Revision date	22 August 2016
Last revised by:	Megan Lind

Module objectives

- 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

Module learning outcomes

- PIM champions can state that protection monitoring is a ‘systematic and regular’ process that occurs over an ‘extended period of time’
- PIM champions can identify that protection monitoring occurs throughout the entire humanitarian programme cycle
- PIM champions can list two challenges when implementing protection monitoring
- PIM champions can list two benefits of implementing protection monitoring

Module overview

Topic	Room set-up	Method	Time	Actual time
Module objectives	Country tables	Individual	2 min	12:15
Explanation of Activity #29: Protection monitoring	Country tables	Plenary (listening)	5 min	12:17
Debate Prep	Country tables	Activity (4 groups)	45 min	12:22
Debate	Debate teams	Plenary (listening)	10 min	13:07
Review of module objectives	Debate room	Plenary (listening)	5 min	13:17
Moment of Zen	Debate room	Plenary (listening)	3 min	13:22

MODULE LENGTH

70 minutes

MATERIAL & EQUIPMENT

- PPT – 3.4
- Computer for PPT
- Projector
- Access to internet
- Moment of Zen video
- Speakers
- Four types of water bottles – Eight of each type of water bottle
- Protection monitoring sign for the humanitarian programme cycle (Appendix 66)
- PIM champion stickers to put on water bottles (Appendix 67)
- Debate room set-up
- Green string

KEY STAFF

Facilitator: _____

Note taker: _____

Module activities

Topic	Materials	Method	Time	Notes for delivery	Comments for note taker
Preparation for module	PowerPoint 3.4 – Slide 159	PowerPoint	N/A	<ul style="list-style-type: none"> • PowerPoint 3.4 – Slide 159 should be on the screen when PIM champions enter the room • Reminders on what individuals were asked in advance (during application): <ul style="list-style-type: none"> ○ Have you ever implemented protection monitoring? ○ Are you currently doing protection monitoring in your cluster? ○ What templates do you have for protection monitoring? ○ Did you send them in? ○ What are challenges you have faced with protection monitoring? ○ Do you have a success story from protection monitoring? • Resources in the Dropbox/on the USB stick?? <ul style="list-style-type: none"> ○ Protection monitoring guidance • Things to have on the prep table: <ul style="list-style-type: none"> ○ Leaves for objectives tree ○ Green string ○ Green sign of ‘protection monitoring’ for humanitarian programme cycle wall • Reference: facilitator coding for activities in facilitator guide and Excel sheet which needs to be populated in advance based on answers from PIM champions application (for activity #29) • We will need the following room set-up ready: <ul style="list-style-type: none"> ○ 4 Tables – one for each country team ○ The same 4 tables will also be used for the activity, but they will not be in their country teams ○ ‘The stage’ – podium, stage, chairs for four debaters, places for PIM champions (just chairs – no tables), and a space for the moderator • The following should be on the wall and ‘ready’ to visit for the appropriate sessions and/or as needed: <ul style="list-style-type: none"> ○ World map ○ Objectives tree ○ Learning outcomes tree and birds ○ Parking lot ○ Housekeeping wall ○ PIM definition ○ PIM graffiti wall (under PIM definition) ○ Protection definition (at the front) ○ Protection graffiti wall (under the protection definition at the front) ○ Protection definition (at the back) 	N/A

				<ul style="list-style-type: none"> ○ IM definition ○ IM graffiti wall (under the IM definition) ○ PIM matrix wall ○ Humanitarian programme cycle wall 	
Module objectives	PowerPoint 3.4 – Slide 160 Objectives tree and leaves	Individual	2 min	<ol style="list-style-type: none"> 1. (Slide 160) Show the slide with the module’s objectives (2 min): <ul style="list-style-type: none"> • As a kind reminder, remind PIM champions who the two ‘learning experts’ are, who are ‘responsible’ for ensuring the <i>learning objectives</i> have been reached during this module, writing the <i>learning outcomes</i> on the leaves, and placing these leaves on the objectives tree • Reference the learning outcomes tree and birds on the wall 	1. N/A
Explanation of Activity #29: Protection monitoring	PowerPoint 3.4 – Slide 134 and 135 PIM champion name tags for water bottles (Appendices 66 and 67)	Plenary (listening)	5 min	<ol style="list-style-type: none"> 2. Explain to PIM champions that this module is going to look different from other modules because the facilitators will not be ‘spoon feeding’ the correct answers – and that’s OK 😊, it’s another kind of learning style (1 min) <ul style="list-style-type: none"> • In addition, PIM champions must be aware that the guidance on protection monitoring is being finalised • Nonetheless, many actors are ‘doing’ protection monitoring and therefore we want to talk about the benefits and challenges of protection monitoring, • In order to do this, we are going to hold a ‘debate’ 3. (Slide 161) Show the slide with the question (1 min): <ul style="list-style-type: none"> • Is protection monitoring a game changer or too risky of a challenge for protection actors to implement today? • Let protection actors know ‘it’s OK if you do not know what protection monitoring is right now...’ 4. Explain to the PIM champions how the activity is going to be structured (1 min): <ul style="list-style-type: none"> • PIM champions are divided by types of water bottles • (Reference: <i>facilitator coding for activities in facilitator guide and Excel sheet which needs to be populated in advance based on answers from PIM champion’s application</i>) • First – PIM champions have been divided into four teams and each team has to nominate one speaker and prepare a 2-minute explanation on why protection monitoring is either: (1) a game changer or (2) too risky of a challenge, and a 1-minute closing argument <ol style="list-style-type: none"> i. There are four teams, two for each of the two sides • Second – after a period of time the facilitator will ask a representative to present their two-minute speech • Third – we will take questions and representatives will have to respond • Fourth – each representative will have a one-minute closing arguments • Tell PIM champions that they have content in their PIM champion handbooks about protection monitoring and they can use that information to help 	2. N/A 3. N/A 4. Ensure to capture any comments

				prepare their speeches <i>(1 min)</i>	
				5. Ask PIM champions if they have any questions about the tasks ahead <i>(1 min)</i>	5. N/A
Debate prep		Activity (in groups of 4) @tables	45 min	6. Individuals prepare their arguments <i>(45 min)</i> : <ul style="list-style-type: none"> Team ‘game changer’ needs to: <ol style="list-style-type: none"> Highlight the benefits of implementing protection monitoring (especially during the humanitarian programme cycle) Highlight the definition of protection monitoring Highlight common triggers that could lead to protection monitoring (focus on triggers that could be occurring in your environment right now) Team ‘too risky of a challenge’ needs to: <ol style="list-style-type: none"> Highlight the challenges with protection monitoring Highlight the definition of protection monitoring Highlight challenges that could arise during the humanitarian programme cycle if protection monitoring were implemented Highlight things that do not trigger protection monitoring and how it is different from a protection needs assessment Both teams have access to the following in their PIM champion workbooks (p.94) Encourage PIM champions to pick any space in the training area to work 	6. N/A
Debate	Debate set up	Plenary (listening) @debate room	10 min	7. Individuals give their arguments <i>(10 min)</i> : <ul style="list-style-type: none"> The facilitator of this module should act as the monitor during the debate 	7. Ensure to capture any comments
Review of module objectives	PowerPoint 3.4 – Slide 163	Plenary (listening)	5 min	8. Summarise the module objectives <i>(5 min)</i>	8. Ensure to capture any comments
Moment of Zen	PowerPoint 3.4 – Slide 164 Video Internet	Plenary (listening)	3 min	9. Watch the Moment of Zen <i>(3 min)</i>	9. N/A

History

Trainer feedback

Supporting information

MODULE 3.5 – COUNTRY PRESENTATION

Core competency – Attitudes: disseminates the lessons learned and good practices with colleagues locally and globally to support sustainability and knowledge management

Revision date	22 August 2016
Last revised by:	Megan Lind

Module objectives

- Recall challenges and lessons learned from others
- Recall good practices from others

Module learning outcomes

- PIM champions can name two activities a country group is implementing
- PIM champions can name one useful piece of information they could use in their program

Module overview

Topic	Room set-up	Method	Time	Actual time
Module objectives	Comfy country corner	Individual	1 min	14:15
Presentations	Comfy country corner	Activity (all)	15 min	14:16
Q&A	Comfy country corner	Activity (all)	14 min	14:31



MODULE LENGTH

30 minutes



MATERIAL & EQUIPMENT

- PPT – 3.5
- Computer for PPT
- Projector
- PIM champions’ country presentation
- Comfy country corner materials
- Music (have on after-lunch)
- Speakers



KEY STAFF

Facilitator: _____

Note taker: _____

Module activities

Topic	Materials	Method	Time	Notes for delivery	Comments for note taker
Preparation for module	PowerPoint 3.5 – Slide 165	N/A	N/A	<ul style="list-style-type: none"> PowerPoint 3.5 – Slide 138 should be on the screen when PIM champions enter the room 	**Note have music on as PIM champions come back from lunch to encourage higher energy levels**
Module objectives	PowerPoint 3.5 – Slide 166	Individual @comfy country corner	1 min	1. Show the slide with the module’s objectives <i>(1 min)</i> :	1. N/A
Country presentation	Posters made by PIM champions	Activity (all) @comfy country corner	15 min (max.)	2. Ask one group to present <i>(15 min)</i> : <ul style="list-style-type: none"> This is a short presentation All PIM champions should speak This is an opportunity to share about: <ul style="list-style-type: none"> The IM activities The protection activities Current challenges PIM engagement (if any) Lessons learned 	2. Ensure to capture any comments
Q&A	N/A	Activity (all) @comfy country corner	14 min (max.)	3. Listeners can ask the presenters questions <i>(14 min)</i>	3. Ensure to capture any comments

History

Trainer feedback

Supporting information

MODULE 3.6 – POPULATION DATA

Core competency – Skills: makes informed decisions on which systems are needed based on a comprehensive analysis of information requirements (and over time)

Revision date	22 August 2016
Last revised by:	Megan Lind

Module objectives

- 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

Module learning outcomes

- PIM champions can state that population data systems ‘record a number’ in a ‘specific place and time’
- PIM champions can identify two ways population data systems are different from protection monitoring and protection needs assessment
- PIM champions can identify where population data systems fits in the humanitarian programme cycle

Module overview

Topic	Room set-up	Method	Time	Actual time
Module objectives	Country tables	Individual	3 min	14:45
Population data systems and Activity #30: Population data	Country tables	Individual	10 min	14:48
Activity #31: A deeper look at population data	Country tables	Activity (in 3 groups)	25 min	14:58
Review of module objectives/Activity #32: You and population data	Flip chart space	Plenary (discussion)	6 min	15:23
Moment of Zen	Country tables	Plenary (listening)	1 min	15:29



MODULE LENGTH

45 minutes



MATERIAL & EQUIPMENT

- PPT – 3.6
- Computer for PPT
- Projector
- Access to internet
- Moment of Zen video
- Speakers
- 3 flip charts
- Blue string
- Population data sign for humanitarian programme cycle wall (Appendix 69)
- Three types of candy



KEY STAFF

Facilitator: _____

Note taker: _____

Module activities

Topic	Materials	Method	Time	Notes for delivery	Comments for note taker
Preparation for module	PowerPoint 3.5 – Slide 167	N/A	N/A	<ul style="list-style-type: none"> • PowerPoint 3.6 – Slide 1 (Slide 167) should be on the screen when PIM champions enter the room • Identify if there is a member of JIPS in the room to answer questions about the case study – and if not, are they going to be on Skype? • Reminders on what individuals were asked in advance (during application):: <ul style="list-style-type: none"> ○ Who is doing this? ○ Who has done this? ○ IF yes, send examples of temples you are doing • Resources in the Dropbox/on the USB stick?? • Things to have on the prep table: <ul style="list-style-type: none"> ○ Leaves for objectives tree ○ Extra candy ○ Blue string ○ Blue ‘population data’ sign • Reference: facilitator coding for activities in facilitator guide and Excel sheet which needs to be populated in advance based on answers from PIM champions application (for activity #31) • We will need the following room set-up ready: <ul style="list-style-type: none"> ○ Tables of 5 – No assigned seats, individuals can choose ○ Open space – For a moving activity ○ Flip chart space ○ 4 tables – one for each country team • The following should be on the wall and ‘ready’ to visit for the appropriate sessions and/or as needed: <ul style="list-style-type: none"> ○ World map ○ Objectives tree ○ Learning outcomes tree and birds ○ Parking lot ○ Housekeeping wall ○ PIM definition ○ PIM graffiti wall (under PIM definition) ○ Protection definition (at the front) ○ Protection graffiti wall (under the protection definition at the front) ○ Protection definition (at the back) ○ IM definition ○ IM graffiti wall (under the IM definition) ○ PIM matrix wall 	N/A

				<ul style="list-style-type: none"> ○ Humanitarian programme cycle wall • There should be 3 flip charts around the room titled: <ul style="list-style-type: none"> ○ What does population data system mean to you? ○ What could be a challenges of population data system? • What is the difference between population data system, protection monitoring, and protection needs assessment? <p>**Note: To keep PIM champions engaged, half of the session will be standing/moving**</p> <p>**Note: put the correct candy on the chairs! and tell PIM champions not to swap their candy with another PIM champion until you give the ok**</p>	
Module objectives	PowerPoint 3.6 – Slide 168 Objectives tree and leaves	Individual @tables	3 min	<ol style="list-style-type: none"> 1. Show the slide with the module’s objectives (3 min): <ul style="list-style-type: none"> • As a kind reminder, remind PIM champions who the two ‘learning experts’ are, who are ‘responsible’ for ensuring the <i>learning objectives</i> have been reached during this module, writing the <i>learning outcomes</i> on the leaves, and placing these leaves on the objectives tree • Reference the learning outcomes tree and birds on the wall 	1. N/A
Population data systems and Activity #30: Population data	PowerPoint 3.6 – Slides 169 and 170	Individual @tables	10 min	<ol style="list-style-type: none"> 2. (Slide 169) Remind PIM champions of the definition of population data (2 min) 3. Tell PIM champions to open up to the case study in the PIM champion workbook (1 min) 4. (Slide 170) Ask PIM champions to read the case study (4 min) and while reading it think about: <ul style="list-style-type: none"> • What does population data system mean to you? • What could be a challenges of population data system? • What is the difference between population data system, protection monitoring, and protection needs assessment? 5. Ask PIM champions to come back and ask if they have any general questions about what they read (4 min): <ul style="list-style-type: none"> • Note: if a member of JIPS is not in the room, maybe skype in JIPS • Note: if a member of JIPS was not in the room, record questions and ask JIPS later 	2. N/A 3. N/A 4. N/A 5. Ensure to capture any comments
Activity #31: A deeper look at population data	PowerPoint 3.6 – Slide 171 Flip chart paper (pre-made) Candy – note to facilitator, if you do not have candy, you can make a break out	Activity (into 3 groups) @tables	25 min	<ol style="list-style-type: none"> 6. Tell PIM champions they are going to do another activity (25 min): <ul style="list-style-type: none"> • Tell PIM champions to find their group (candy) • (Reference: <i>facilitator coding for activities in facilitator guide and Excel sheet which needs to be populated in advance based on answers from PIM champion’s application</i>) • Go into the next room and find your group’s flip charts • Discuss challenges and solutions to population data: <ol style="list-style-type: none"> i. Write a challenge on the 'challenge' flip chart and a solution to that challenge on the 'solutions' flip chart • In the solution, specifically identify the role a protection/IM actor has in the solution • Spend the final 10 minutes identifying what can trigger the need to have population data • We will then move the flip charts together and discuss as a group 	6. Ensure to capture any comments and take photo of flip chart

	<p>group – there are blank breakout cards in (Appendix 68)</p>			<p>Possible answers</p> <p>What could be a challenges of population data system?</p> <ul style="list-style-type: none"> • Population data systems does not explain: <ul style="list-style-type: none"> ○ The priority needs of an affected population ○ The priority humanitarian interventions needed ○ The ‘how’ or ‘why’ questions about a humanitarian needs ○ An in-depth understanding of a specific issues ○ Analysis of the humanitarian situation ○ Having up-to-date population data ○ The individuals who collect the population data are not often ‘protection experts’ – therefore the definitions that they use to identify an individual could be different • In profiling, there can be difficulties: <ul style="list-style-type: none"> ○ With coordination with government/non government actors to reach an consensus ○ In defining population figures vs. general trends and reaching consensus ○ In managing data protection and doing no harm ○ To access and coordinate logistics: particularly in remote/insecure areas. ○ To selecting the right method • <i>One of the key challenges is often whom do we actually count. definitions of population groups often vary depending on the organisation/actor, and may be disputed. This is especially challenging for IDPs, IDP/refugee returnees etc., as it is not obvious when their ‘displacement ends’. Often this is either solved by not including people who for example have returned to their place of origin, even if it is obvious that they may still have displacement-related needs, or with the other extreme option of cumulating the numbers forever. Both result in population data that is difficult to use as a reliable basis for joint/coordinated response, and may be problematic from a protection-perspective. – JIPS Team</i> <p>What could be the solutions?</p> <ul style="list-style-type: none"> • As a solution, for example for consensus reaching, JIPS invests a lot of time in building trust within the partners, both through bilateral and multilateral meetings. Through this, JIPS can listen to different points of view, ideas, etc., and JIPS can bring ideas together through the creation of a joint working group. • <i>The solution that is now emerging to this challenge is a joint project to operationalise the IASC Framework on DS for IDPs into concrete and measurable indicators that draw attention to the different aspects of solutions beyond mere physical movement. This project is led by the Special Rapporteur on the Human Rights of IDPs and a group of development, humanitarian and peace building actors, with JIPS coordinating the</i> 	

				<p>implementation. More info can be found here: http://www.jips.org/en/profiling/durable-solutions/measuring-progress-towards-solutions. – JIPS Team</p>	
Review of module objectives/ Activity #32: You and population data	<p>PowerPoint 3.6 – Slide 172</p> <p>Blue string and blue population data sign for humanitarian programme cycle wall (Appendix 69)</p>	Individual @tables	6 min	<p>7. Tell PIM champions to take out their workbook, read the module objectives and read how population data systems can be found in many aspects of the humanitarian programme cycle – but mostly in ‘the needs’ phases, and reflect on why it’s a category <i>(6 min)</i>:</p> <p>**Note to facilitator: while PIM champions read this is a time to put up the blue sign at the humanitarian programme cycle wall**</p>	7. N/A
Moment of Zen	<p>PowerPoint 3.6 – Slide 173</p> <p>Video</p> <p>Internet</p>	Plenary (listening) @tables	1 min	<p>8. Watch the Moment of Zen <i>(1 min)</i>:</p> <ul style="list-style-type: none"> • This is a video on reminding PIM champions at the University of Michigan to request and fill in their census form, even if they are not living at their ‘home’ address • A census form – in the US – is taken (on average) every 10 years to systematically acquiring and record information about the members of a given population 	8. N/A

History

Trainer feedback

Supporting information

MODULE 3.7 – PIM MATRIX USE AND OUTPUTS

Core competency – Skill: analyses IM environment (threats, opportunity, strengths, weaknesses) to inform methodology design and operational planning

Revision date	22 August 2016
Last revised by:	Megan Lind

Module objectives

- 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)

Module learning outcomes

- PIM champions have filled in their chart from Module 3.2
- PIM champions can give one reason why to implement each category
- PIM champions can list two outputs to expect from each category

Module overview

Topic	Room set-up	Method	Time	Actual time
Module objectives	Country tables	Individual	3 min	16:00
Activity #33: What is the difference?	Flip chart space	Activity (in 3 groups)	28 min	16:03
Activity #34: Outputs	Flip chart space	Activity (in pairs)	25 min	16:31
Review of module objectives	Country tables	Individual	2 min	16:56
Moment of Zen	Country tables	Plenary (listening)	2 min	16:58



MODULE LENGTH

120 minutes



MATERIAL & EQUIPMENT

- PPT – 3.7
- Computer for PPT
- Projector
- Access to internet
- Moment of Zen video
- Speakers
- 3 previously made flip charts
 - PM vs. PNA
 - PNA vs. PD
 - PD vs. PM
- Markers for flipchart
- Sticky tack to hang up the 3 flip charts after PIM champions populate them
- Three colours of stickers (at least 11 of each kind of sticker)
- Breakout group cards (Appendix 70)



KEY STAFF

Facilitator: _____

Note taker: _____

Module activities

Topic	Materials	Method	Time	Notes for delivery	Comments for note taker
Preparation for module	PowerPoint 3.7 – Slide 174	N/A	N/A	<ul style="list-style-type: none"> • PowerPoint 3.7 – Slide 174 should be on the screen when PIM champions enter the room • Reminders on what individuals were asked in advance (during application): <ul style="list-style-type: none"> ○ Who has/is implementing a category? • Resources in the Dropbox/USB • Things to have on the prep table: <ul style="list-style-type: none"> ○ Leaves for objectives tree • Reference: facilitator coding for activities in facilitator guide and Excel sheet which needs to be populated in advance based on answers from PIM champions application (for activity #33 and #34) • We will need the following room set-up ready: <ul style="list-style-type: none"> ○ Flip chart space ○ 4 tables – one for each country team • The following should be on the wall and ‘ready’ to visit for the appropriate sessions and/or as needed: <ul style="list-style-type: none"> ○ World map ○ Objectives tree ○ Parking lot ○ Housekeeping wall ○ PIM definition ○ PIM graffiti wall (under PIM definition) ○ Protection definition (at the front) ○ Protection graffiti wall (under the protection definition at the front) ○ Protection definition (at the back) ○ IM definition ○ IM graffiti wall (under the IM definition) ○ PIM matrix wall ○ Humanitarian programme cycle wall 	
Module objectives	PowerPoint 3.7 – Slide 175 Objectives tree and leaves	Individual @tables	3 min	<ol style="list-style-type: none"> 1. Show the slide with the module’s objectives (3 min): <ul style="list-style-type: none"> • As a kind reminder, remind PIM champions who the two ‘learning experts’ are, who are ‘responsible’ for ensuring the <i>learning objectives</i> have been reached during this module, writing the <i>learning outcome</i> on the leaves, and placing these leaves on the objectives tree • Reference the objectives tree the wall 	1. N/A

<p>Activity #33: What is the difference?</p>	<p>PowerPoint 3.7 – Slide 176 Stickers</p>	<p>Activity (in 3 groups)</p>	<p>28 min</p>	<ol style="list-style-type: none"> 2. Ask champions to find their group <i>(1 min)</i>: <ul style="list-style-type: none"> • PIM champions are divided by stickers • <i>(Reference: facilitator coding for activities in facilitator guide and Excel sheet which needs to be populated in advance based on answers from PIM champion’s application)</i> • Tell PIM champions to open up to PIM champion workbook (p.117) <i>(1 min)</i> 3. Provide the following instructions: <i>(20 min)</i>: <ul style="list-style-type: none"> • In their groups, identify the differences between the following categories _____ = Differences between protection needs assessment and protection monitoring (this is written on one flip chart and that flip chart as a colour sticker) _____ = Differences between protection needs assessment and population data (this is written on one flip chart and that flip chart as a different colour sticker) _____ = Differences between protection monitoring and population data (this is written on one flip chart and that flip chart as a different colour sticker than the previous two flipcharts) 4. Return to plenary and discuss <i>(6 min)</i> 	<ol style="list-style-type: none"> 2. N/A 3. N/A 4. Ensure to capture any comments
<p>Activity #34: Outputs</p>	<p>PowerPoint 3.7 – Slide 177 Breakout group cards (Appendix 70)</p>	<p>Activity (in pairs)</p>	<p>25 min</p>	<ol style="list-style-type: none"> 5. Ask PIM champions to find their pairs <i>(1 min)</i>: <ul style="list-style-type: none"> • Pairs are made by country and capital city • <i>(Reference: facilitator coding for activities in facilitator guide and Excel sheet which needs to be populated in advance based on answers from PIM champion’s application)</i> 6. Tell PIM champions that in their pairs they should pick up on the conversations that we had during 3.2 (earlier today) and then go into details discuss <i>(2 min)</i> <ul style="list-style-type: none"> • What were the outputs that came from the category? • How did you use these outputs? 7. Allow champions to work so that, that by the end of your discussion they can <i>(22 min)</i>: <ul style="list-style-type: none"> • Identify at least one output that comes from this category (general) • Write this output in your workbook (general) (p.98) • Identify an example of how this output was used (specific to context) • Have a list, one example per person, of how outputs have been used (specific to context) • During this module, the experts should float around the room and ensure that PIM champions are sharing experiences 	<ol style="list-style-type: none"> 5. N/A 6. N/A 7. N/A
<p>Review of module objectives</p>	<p>PowerPoint 3.7 – Slide 178</p>	<p>Individual</p>	<p>2 min</p>	<ol style="list-style-type: none"> 8. Tell PIM champions that alone they should silently reflect to ensure they have understood all of the objectives <i>(2 min)</i> 	<ol style="list-style-type: none"> 8. N/A
<p>Moment of Zen</p>	<p>PowerPoint 3.7</p>	<p>Plenary</p>	<p>2 min</p>	<ol style="list-style-type: none"> 9. Watch the Moment of Zen <i>(2 min)</i> 	<ol style="list-style-type: none"> 9. N/A

	– Slide 179 Video internet	(listening)		<ul style="list-style-type: none"> This video asks us to think: Before we implement a category, we should know what we want to obtain, we should know the types of outcomes to expect, and if we do not – then we are not fully prepared to implement the category 	
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History

Trainer feedback

Supporting information

MODULE 3.8 – DAY 3 REVIEW

Core competency – Skills: makes informed decisions on which systems are needed based on a comprehensive analysis of information requirements (and over time)

Revision date	22 August 2016
Last revised by:	Megan Lind

Module objectives

- Reflect on the day and progress on course objectives
- Reflect on the competencies learned
- Provide feedback on the day

Module learning outcomes

- PIM champions will have written new concepts in their workbooks
- PIM champions will write on how a core competency of PIM was built
- PIM champions will complete their feedback form for Day 3

Module overview

Topic	Room set-up	Method	Time	Actual time
Reflect on learning	Country tables	Individual	5 min	17:20
Reflect on competencies	PIM matrix wall	Plenary (discussion)	18 min	17:25
Feedback	Country tables	Individual	6 min	17:43
Reminders for tomorrow	Country tables	Plenary (listening)	1 min	17:49



MODULE LENGTH

30 minutes



MATERIAL & EQUIPMENT

- PPT – 3.8
- Computer for PPT
- Projector
- PIM matrix wall
- Orange post-its created by PIM champions in 3.2 (Slide 129)



KEY STAFF

Facilitator: _____

Note taker: _____

Module activities

Topic	Materials	Method	Time	Notes for delivery	Comments for note taker
Reflect on learning	PowerPoint 3.8 – Slide 180	Individual @tables	5 min	1. Give PIM champions time to reflect on their learning and fill out the PIM champion workbook <i>(5 min)</i>	1. N/A
Reflect on competencies	PowerPoint 3.8 – Slide 181	Plenary (discussion) @PIM matrix wall	18 min	2. Tell everyone to stand up and go to the PIM matrix wall where all the post-its about the categories are located (Reminder from: Module 3.2 – Slide 129 ‘PIM matrix’) <i>(3 min)</i> : <ul style="list-style-type: none"> In advance the facilitator should have looked at the post-it notes to recognise where there could be points to spend more time 3. Have everyone focus on the orange post-its <i>(15 min)</i> : <ul style="list-style-type: none"> Identify the questions asked Mention it is OK if we have not covered everything, we will record it Have the note taker keep track of what was not learned Point out if it’s something that will be addressed in the upcoming days The facilitator should use a mixture of questioning the PIM champions or telling the PIM champions – if the facilitator is unsure about something written, then ask the group for clarification. 	2. N/A 3. Ensure to capture any comments
Feedback	PowerPoint 3.8 – Slide 181	Individual	6 min	4. Remind PIM champions that there is a page in their feedback book that needs to be filled out for the day <i>(6 min)</i> : <ul style="list-style-type: none"> They do not have to do it now, but the feedback book need to be submitted at the end of the training, they are encouraged to put their feedback in now 	4. N/A
Reminders for tomorrow	PowerPoint 3.8 – Slide 182	Plenary (listening)	1 min	5. Ask all PIM champions to close their eyes and not to talk <i>(1 min)</i> <ul style="list-style-type: none"> For one minute, tell PIM champions to sit quietly and think of one reason why they are grateful that they came to the training today 6. Remind PIM champions about the following for tomorrow (go and stand next to the flip chart, which should be at the door where they are exiting, so everyone sees it before they leave) <ul style="list-style-type: none"> Start time is: 10:00 You need to bring: <ol style="list-style-type: none"> Reference documents you had from the field and put in the Dropbox when you applied that you would need for a secondary data review/desk review One laptop per country team (well charged and no cables!) Memories from the field ☺ Run club starts at: 08:00 Night activities include: 	5. N/A 6. N/A

History

Trainer feedback

Supporting information

MODULE 4.1 – REFRESHER (PART II)

Core competency – Skills: makes informed decisions on which systems are needed based on a comprehensive analysis of information requirements (and over time)

Revision date	22 August 2016
Last revised by:	Megan Lind

Module objectives

- Reflect on yesterday
- Explain main concepts from yesterday’s modules

Module learning outcomes

- PIM champions can identify how the categories of protection needs assessment, protection monitoring, and population data differ
- PIM champions can describe where three categories fit within the humanitarian programme cycle
- PIM champions can name examples of protection needs assessments, protection monitoring, and population data
- PIM champions can identify the outputs of protection needs assessments, protection monitoring, and population data
- PIM champions can identify the challenges with protection monitoring

Module overview

Topic	Room set-up	Method	Time	Actual time
Reflect on yesterday	Country table	Individual	10 min	10:00
Activity #36: Find a PIM champion	Open space – while having tea	Activity (all)	20 min	10:10



MODULE LENGTH

30 minutes



MATERIAL & EQUIPMENT

- PPT – 4.1
- Computer for PPT
- Projector
- Music (on at the start of the day)
- Speakers
- Open space or while having a tea at the beginning of the day

Module activities

Topic	Materials	Method	Time	Notes for delivery	Comments for note taker
Preparation for module	PowerPoint 4.1 – Slide 183	N/A	N/A	<ul style="list-style-type: none"> PowerPoint 3.7 – Slide 174 should be on the screen when PIM champions enter the room 	**Note have music on as PIM champions enter the room**
Reflect on yesterday	PowerPoint 4.1 – Slide 184	Individual @table	10 min	1. Tell PIM champions review your notes from yesterday <i>(10 min)</i>	1. N/A
Activity #36: Find a PIM champion	PowerPoint 4.1 – Slide 185	Activity (all) @open space	20 min	2. Tell PIM champions that in a minute they are going to get up and move round the room and find someone who can answer each of the questions in the activity in their workbooks, note that <i>(1 min)</i> : <ul style="list-style-type: none"> A different person must answer each question PIM champions must keep moving around the room until they have finished all the questions As the facilitator demonstrate how this occurs <i>(1 min)</i> Ask PIM champions to begin <i>(13 min)</i> 3. After 13 minutes ask PIM champions to stop, and review the correct answers <i>(5 min)</i>	2. N/A 3. N/A

History

Trainer feedback

Supporting information

MODULE 4.2- ANALYSE YOUR ENVIRONMENT (PART II)

Core competency - Skills: analyses IM environment to inform methodology design and operational planning

Revision date	22 August 2016
Last revised by:	Megan Lind

Module objectives

- Explain what an analytical framework is
- Explain why a secondary data review is useful

Module learning outcomes

- PIM champions can explain how they can use the analytical framework in their environment
- PIM champions can explain why a secondary data review is useful in implementing a protection response

Module overview

Topic	Room set-up	Method	Time	Actual time
Module objectives	Country tables	Individual	2 min	10:30
The roadmap	Country tables	Plenary (listening)	5 min	10:32
What is a secondary data review?	Country tables	Plenary (listening)	3 min	10:37
What types of data are there?	Country tables	Plenary (listening)	2 min	10:40
Analytical framework	Country tables	Plenary (listening)	15 min	10:42
Activity #37: Secondary data review	Country tables	Plenary (discussion)	15 min	10:57
Prioritise key information	Country tables	Plenary (listening)	3 min	11:12
Key pieces of information	Country tables	Plenary (discussion)	15 min	11:15
Review module objectives/Activity #38: You and secondary data review	Country tables	Activity (pairs)	20 min	11:30
Moment of Zen	Country tables	Plenary (listening)	5 min	11:50



MODULE LENGTH

85 minutes



MATERIAL & EQUIPMENT

- PPT – 4.2
- Computer for PPT
- Projector
- Access to internet
- Moment of Zen video
- Speakers
- One laptop per cluster
- Post-its (red, orange, yellow, green)
- Clipboard
- One A0 analytical framework that is at the front of the room (taped to a white board that rolls)
- Name tags for tea bags (Appendix 71)
- Tea bags



KEY STAFF

Facilitator: _____

Note taker: _____

Module activities

Topic	Materials	Method	Time	Notes for delivery	Comments for note taker
Preparation for module	PowerPoint 4.2 – Slide 186	N/A	N/A	<ul style="list-style-type: none"> • PowerPoint 4.2 – Slide 186 should be on the screen when PIM champions enter the room • Reminders on what individuals were asked in advance (during application): <ul style="list-style-type: none"> ○ What is your current protection strategy? • Resources in the Dropbox/on the USB stick? <ul style="list-style-type: none"> ○ Analytical framework ○ Summary tool • Things to have on the prep table: <ul style="list-style-type: none"> ○ Leaves for objectives tree • We will need the following room set-up ready: <ul style="list-style-type: none"> ○ 4 tables – one for each country team • Reference: facilitator coding for activities in facilitator guide and Excel sheet which needs to be populated in advance based on answers from PIM champions application (for activity #38) • The following should be on the wall and ‘ready’ to visit for the appropriate sessions and/or as needed: <ul style="list-style-type: none"> ○ World map ○ Objectives tree ○ Learning outcomes tree and birds ○ Parking lot ○ Housekeeping wall ○ PIM definition ○ PIM graffiti wall (under PIM definition) ○ Protection definition (at the front) ○ Protection graffiti wall (under the protection definition at the front) ○ Protection definition (at the back) ○ IM definition ○ IM graffiti wall (under the IM definition) ○ PIM matrix wall • Humanitarian programme cycle wall <p>**The key point in this session is to ensure people know why the secondary data review is necessary. It's the foundation of the protection analysis, leading to the strategy and response. Without a proper secondary data review it makes moving forward difficult**</p>	

Module objectives	PowerPoint 4.2 – Slide 187 Objectives tree and leaves	Individual @table	2 min	<p>1. Show the slide of the objectives of the training (2 min):</p> <ul style="list-style-type: none"> As a kind reminder PIM champions who the two ‘learning experts’ are, who are ‘responsible’ for ensuring the <i>learning objectives</i> have been reached and the ‘learning outcomes’ they learned Reference the learning outcomes tree and birds on the wall 	1. N/A
The roadmap	PowerPoint 4.2 – Slide 188	Plenary (listening)	5 min	<p>2. Explain that we are growing the roadmap from day two (5 min)</p> <ul style="list-style-type: none"> We looked at what we needed, which comprised of <ul style="list-style-type: none"> Asking key questions Answering, ‘What do I need?’ Now we want to figure out what we have, and for that we have to: <ul style="list-style-type: none"> See everything that is ‘out there’ Sort through ‘everything’ that is out there This process is called a secondary data review An analytical framework can support us in organizing our thoughts Ask if there are questions 	2. Ensure to capture any comments
What is a secondary data review?	PowerPoint 4.2 – Slide 189	Plenary (listening)	3 min	<p>3. Explain what a secondary data review is (3 min):</p> <ul style="list-style-type: none"> A secondary data review is a rigorous process of data collation, synthesis and analysis building on a desk study of all relevant information available from different sources such as the government, NGOs, UN agencies, media, social media, and other sources; it requires external sourcing; and is pre-analysis The objectives of a secondary data review are to: Verify and collect baseline data and information; present an initial and quick situation overview; identify gaps in knowledge and support design of field assessments; and support strategic planning 	3. Ensure to capture any comments
Analytical framework	PowerPoint 4.2 – Slides 190 to 194	Plenary (listening)	15 min	<p>4. (Slide 190) Explain the analytical framework (also called a conceptual framework) (5 min):</p> <ul style="list-style-type: none"> Is a breakdown of particular topics of interest into sub-components and how they relate to each other Shows the analytical framework being used for needs assessment and its primary dimensions and variables. Builds on two main dimensions: (1) an understanding of the impact of the crisis, shown by the orange boxes; and (2) an understanding of the operational environment, the blue boxes Underpins and guides the collection, collation and analysis of secondary and primary data Ensures that assessment planning and execution are conducted comprehensively and that key concerns are not overlooked Supports an effort to reach a common understanding of where 	4. Ensure to capture any comments

				<p>humanitarian needs are most severe, and which population groups are most in need of humanitarian assistance.</p> <p>The analytical framework is applied to each category of analysis:</p> <ul style="list-style-type: none"> To describe the humanitarian conditions and status of the concerned population To compare and contrast situation across categories (urban vs. rural, male vs. female, before vs. after, etc.) To identify similarities and differences To establish what interventions are most urgently required, for whom and where. <p>5. (Slide 191) Explain the following terms (5 min):</p> <ul style="list-style-type: none"> Scope and scale of the crisis: scope and scale of the emergency provides an understanding of the nature of the conflict or hazard and pre-existing vulnerabilities or underlying factors. Analytical outputs include the geographical areas affected (to the lowest possible administrative levels), a problem tree, the effects of the crisis on the availability and access to main goods and services, an estimate of the number of people affected, and the humanitarian profile (detailing whether the population is displaced, in which setting, etc.). Severity of the crisis: conditions and status of the affected population describes the humanitarian outcomes of the crisis and their severity. These include mortality rates, morbidity, nutritional status, food insecurity, psychological trauma, among others. New emerging vulnerabilities, threats, or risks are identified in order to forecast and anticipate how the crisis might unfold in the coming months. Analytical outputs include estimates of people in need per sector and the severity of conditions (i.e., people at risk, moderately or severely in need). Operational constraints: capacities and response looks at the human, material, and financial resources available for the response. It describes the coping mechanisms of the affected population as well as the response being mounted by the humanitarian community and the national authorities. Analytical outputs include resource and response gaps. Gaps in response: humanitarian access describes the ability to access people in need and the ability of people in need to access services provided by the humanitarian community. Both physical and security issues are included. Analytical outputs include an analysis of access constraints and an estimate of the number of people in need who don't have regular access to humanitarian assistance. <p>6. (Slide 191) Review the four analytical outputs GAP needs and Response needs (5 min):</p>	<p>5. Ensure to capture any comments</p> <p>6. Ensure to capture any</p>
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				<ul style="list-style-type: none"> The analytical outputs for each pillar of the framework should provide an overview of the current situation, how it differs from the pre-crisis situation, and its likely evolution in the coming months. As a result, it enables identification of critical response gaps and current or forecasted priority needs. Information gaps that affect confidence in the final results should be noted and communicated. According to the context, results of the analysis can be broken down by sector (WASH, Education, Child Protection, etc.), spatial characteristics (administrative areas, rural/urban, conflict intensity, etc.), time (before, now, and in future) or population group characteristics (people affected, vulnerable groups, socio-economic groups, sex and age intervals, etc.). 	<p>comments</p> <p>7. Ensure to capture any comments</p>
Activity #37: Secondary data review	<p>PowerPoint 4.2 – Slide 195 to 196</p> <p>Post-its (green, yellow, orange, red)</p>	Plenary (discussion)	15 min	<p>7. (Slide 194) Complete explaining the analytical framework</p> <p>8. (Slide 195) Ask PIM champions to read the secondary data review example from South Sudan and then following the following instructions (15 min):</p> <ul style="list-style-type: none"> Know that we ‘extracted’ key information from secondary data Read each key piece of information Choose the correct level of post-it (for the severity) Plan to write the key information on a post-it Place the post-it in the analytical framework 	8. Ensure to capture any comments
Prioritise key Information	PowerPoint 4.2 – Slide 197	Plenary (listening)	3 min	9. (Slide 197) Highlight how information can be colour coded on a post-it , using the context on Slide 195 (3 min):	9. N/A
Key pieces of information	<p>PowerPoint 4.2 – Slide 198</p> <p>Clipboard</p> <p>Analytical framework</p>	Plenary (discussion)	15 min	<p>10. (Slide 198) Have champions colour code each of the following pieces of information (as a cluster) (5 min):</p> <p>11. Then ask each cluster to put their post-its on a clipboard and then take the clipboard to the analytical framework to put up their answers (5 min):</p> <p>12. Review where the PIM champions placed the post-it notes (5 min):</p>	<p>10. N/A</p> <p>11. Take a photo</p> <p>12. Ensure to capture any comments</p>
Review of module objectives/Activity #38: You and secondary data review	<p>PowerPoint 4.2 – Slide 199</p> <p>Name tags for tea bags (Appendix 71)</p>	Activity (pairs)	20 min	<p>13. (Slide 199) In pairs have PIM champions have a discussion, and explain, ‘What is your role/responsibility in the process of doing a secondary data review’ (20 min):</p> <ul style="list-style-type: none"> Pairs are divided by tea bag (Reference: facilitator coding for activities in facilitator guide and Excel sheet which needs to be populated in advance based on answers from PIM champion’s application) 	13. Move around the pairs and capture comments
Moment of Zen	PowerPoint 4.2 – 200 Video & Internet	Plenary (listening)	5 min	14. (Slide 200) Watch a moment of zen (5 min):	14. N/A

History

Trainer feedback

Supporting information

MODULE 4.3 – COUNTRY PRESENTATION

Core competency – Attitude: disseminates the lessons learned and good practices with colleagues locally and globally to support sustainability and knowledge management

Revision date	22 August 2016
Last revised by:	Megan Lind

Module objectives

- Recall challenges and lessons learned from others
- Recall good practices from others

Module learning outcomes

- PIM champions can name two activities a country group is implementing
- PIM champions can name one useful piece of information they could use in their programme

Module overview

Topic	Room set-up	Method	Time	Actual time
Module objectives	Comfy country corner	Individual	1 min	13:00
Country presentation	Comfy country corner	Activity (all)	10 min	13:01
Q&A	Comfy country corner	Activity (all)	19 min	13:11



MODULE LENGTH

30 minutes



MATERIAL & EQUIPMENT

- PPT – 4.3
- Computer for PPT
- Projector
- PIM champions’ presentation
- Comfy country corner materials
- Music (have on after lunch)
- Speakers



KEY STAFF

Facilitator: _____

Note taker: _____

Module activities

Topic	Materials	Method	Time	Notes for delivery	Comments for note taker
Preparation for module	PowerPoint 4.3 – Slide 201	N/A	N/A	PowerPoint 2.4 – Slide 201 should be on the screen when PIM champions enter the room	**Note have music on as PIM champions come back from lunch to encourage higher energy levels**
Module objectives	PowerPoint 4.3 – Slide 202 Sit in a comfy place (pillows)	Individual @comfy country corner	1 min	1. Show the slide with the module’s objectives (1 min):	1. N/A
Country presentation	Posters made by PIM champions	Activity (all) @comfy country corner	10 min (max.)	2. Ask one group to present (10 min): <ul style="list-style-type: none"> This is a short presentation All PIM champions should speak This is an opportunity to share about: <ul style="list-style-type: none"> IM activities Protection activities Current challenges PIM engagement (if any) Lessons learned 	2. Ensure to capture any comments
Q&A	N/A	Activity (all) @comfy country corner	19 min (max.)	3. Listeners can ask the presenters questions (19 min)	3. Ensure to capture any comments

History

Trainer feedback

Supporting information

MODULE 4.4 – ANALYSE YOUR ENVIRONMENT (PART III)

Core competency – Skills: analyses IM environment to inform methodology design and operational planning

Revision date	22 August 2016
Last revised by:	Megan Lind

Module objectives

- Develop an analytical framework for your current context
- Explain how an analytical framework supports implementing an effective protection response

Module learning outcomes

- PIM champions have an analytical framework for their current context
- PIM champions can explain how they will use their analytical framework when they return to their current context

Module overview

Topic	Room set-up	Method	Time	Actual time
Module objectives	Country tables	Individual	2 min	13:30
Activity #39: Knowing your information	Country tables	Activity (country teams)	75 min	13:32
Review of module objectives	Country tables	Activity (country teams)	1 min	14:47
Moment of Zen	Country tables	Plenary (listening)	2 min	14:48



MODULE LENGTH

80 minutes



MATERIAL & EQUIPMENT

- PPT – 4.4
- Computer for PPT
- Projector
- Access to internet
- Moment of Zen video
- Speakers
- Dropbox
- Template in Dropbox for activity 4.4



KEY STAFF

Facilitator: _____

Note taker: _____

Module activities

Topic	Materials	Method	Time	Notes for delivery	Comments for note taker
Preparation for module	PowerPoint 4.4 – Slide 203	N/A	N/A	<ul style="list-style-type: none"> • PowerPoint 4.4 – Slide 203 should be on the screen when PIM champions enter the room • Reminders on what individuals were asked in advance (during application): <ul style="list-style-type: none"> ○ To bring tools ○ What tools are you using? ○ What templates are you using for your strategy? ○ What is the process you use to develop your protection strategy? • Resources in the Dropbox/USB? <ul style="list-style-type: none"> ○ Tools! • Things to have on the prep table: <ul style="list-style-type: none"> ○ Leaves for objectives tree • We will need the following room set-up ready: <ul style="list-style-type: none"> ○ In country teams • The following should be on the wall and ‘ready’ to visit for the appropriate sessions and/or as needed: <ul style="list-style-type: none"> ○ World map ○ Objectives tree ○ Learning outcomes tree and birds ○ Parking lot ○ Housekeeping wall ○ PIM definition ○ PIM graffiti wall (under PIM definition) ○ Protection definition (at the front) ○ Protection graffiti wall (under the protection definition at the front) ○ Protection definition (at the back) ○ IM definition ○ IM graffiti wall (under the IM definition) ○ PIM matrix wall ○ Humanitarian programme cycle wall 	
Module objectives	PowerPoint 4.4 – Slide 204 Objectives tree and leaves	Individual	2 min	<ol style="list-style-type: none"> 1. (Slide 204) Show the slide of the objectives of the training (2 min) <ul style="list-style-type: none"> • As a kind reminder PIM champions who the two ‘learning experts’ are, who are ‘responsible’ for ensuring the <i>learning objectives</i> have been reached during this module, writing the <i>learning outcomes</i> on the leaves, and placing these leaves on the objectives tree • Reference the learning outcomes tree and birds on the wall 	1. N/A

Activity #39: Knowing Your Information	PowerPoint 4.4 – Slide 205	Activity (cluster teams)	75 min	<p>2. (Slide 205) Inform PIM champions they are now going to do the group activity example we did with ‘South Sudan’ in 4.2, for their cluster using the Dropbox <i>(75 min)</i>:</p> <p>3. Have clusters:</p> <ul style="list-style-type: none"> • Open Dropbox • Review documents in Dropbox to <ul style="list-style-type: none"> i. Identify a piece of information ii. Discuss it’s priority iii. Pick the correct colour post-it for the information iv. Write one piece of information on one post-it v. Place post-it on the analytical framework vi. Repeat 	<p>2. N/A</p> <p>3. N/A</p>
Review of module objectives	PowerPoint 4.4 – Slide 206	Individual	1 min	4. (Slide 206) Have each individual review the module objectives <i>(1 min)</i>	4. N/A
Moment of Zen	PowerPoint 4.4 – Slide 207 Video Internet	Plenary (listening)	2 min	5. (Slide 207) Watch the Moment of Zen <i>(2 min)</i>	5. N/A

History

Trainer feedback

Supporting information

MODULE 4.5 – ANALYSE YOUR ENVIRONMENT (PART III)

Core competency – Skills: analyses IM environment to inform methodology design and operational planning

Revision date	22 August 2016
Last revised by:	Megan Lind

Module objectives

- Organise information
- Identify protection information gaps
- Identify PIM categories that can fill protection information gaps

Module learning outcomes

- PIM champions know how to use the Excel version of the analytical framework to organise information
- PIM champions have identified information gaps
- PIM champions identified PIM categories that can fill gaps

Module overview

Topic	Room set-up	Method	Time	Actual time
Module objectives	Country tables	Individual	2 min	15:30
The roadmap and Organise your analytical framework	Country tables	Plenary (listening)	15 min	15:32
How should we use the analytical framework to inform strategic response plans?	Country tables	Plenary (listening)	2 min	15:47
Protection strategy	Country tables	Plenary (listening)	5 min	15:49
Activity #40: Identify gaps	Country tables	Activity (all)	36 min	15:54
Follow-up activities	Country tables	Plenary (listening)	5 min	16:30
Review of module objectives/Activity #41: You and gaps	Country tables	Individual	2 min	16:35
Moment of Zen	Country tables	Plenary (listening)	2 min	16:37



MODULE LENGTH

69 minutes



MATERIAL & EQUIPMENT

- PPT – 4.5
- Computer for PPT
- Projector
- Access to internet
- Moment of Zen video
- Speakers
- Dropbox
-



KEY STAFF

Facilitator: _____

Note taker: _____

Module activities

Topic	Materials	Method	Time	Notes for delivery	Comments for note taker
Preparation for module	PowerPoint 4.5 – Slide 208	N/A	N/A	<ul style="list-style-type: none"> • PowerPoint 4.4 – Slide 208 should be on the screen when PIM champions enter the room • Reminders on what individuals were asked in advance (during application): <ul style="list-style-type: none"> ○ To bring tools ○ What tools are you using? ○ What templates are you using for your strategy? ○ What is the process you use to develop your protection strategy? • Resources in the Dropbox/on the USB stick? <ul style="list-style-type: none"> ○ Tools! • Things to have on the prep table: <ul style="list-style-type: none"> ○ Leaves for objectives tree • We will need the following room set-up ready: <ul style="list-style-type: none"> ○ In country teams • The following should be on the wall and ‘ready’ to visit for the appropriate sessions and/or as needed: <ul style="list-style-type: none"> ○ World map ○ Objectives tree ○ Learning outcomes tree and birds ○ Parking lot ○ Housekeeping wall ○ PIM definition ○ PIM graffiti wall (under PIM definition) ○ Protection definition (at the front) ○ Protection graffiti wall (under the protection definition at the front) ○ Protection definition (at the back) ○ IM definition ○ IM graffiti wall (under the IM definition) ○ PIM matrix wall ○ Humanitarian programme cycle wall 	
Module objectives	PowerPoint 4.5 – Slide 209 Objectives tree and leaves	Individual	2 min	<ol style="list-style-type: none"> 1. Show the slide of the objectives of the training (2 min): <ul style="list-style-type: none"> • As a kind reminder PIM champions who the two ‘learning experts’ are, who are ‘responsible’ for ensuring the <i>learning objectives</i> have been reached during this module, writing the <i>learning outcomes</i> on the leaves, and placing these leaves on the objectives tree • Reference the learning outcomes tree and birds on the wall 	1. N/A
The roadmap and Organise your	PowerPoint 4.5 – Slide 210 to	Plenary (listening)	15 min	<ol style="list-style-type: none"> 2. (Slide 210) Review the roadmap – ensure to identify (2 min): <ul style="list-style-type: none"> • The next phases where there are gaps or where we can share 	2. Ensure to capture any

analytical framework	214			<ul style="list-style-type: none"> Acknowledge how when there is a gap, then we need to identify how to fill the gap (this is where a protection strategy or response plan can outline how to fill the gap) Acknowledge the categories can provide the substance to how to fill the gap <p>3. (Slide 211) Highlight that you will need to organise the post-it version, and this Excel sheet can help <i>(4 min)</i>:</p> <ul style="list-style-type: none"> Review what is listed in each of the cells of the Excel sheet Highlight how they should have all of this information from module 2.6 and 4.2 <p>4. (Slide 212) Show a version you have populated for an example <i>(2 min)</i></p> <ul style="list-style-type: none"> Ask ‘Do you see the gaps?’ <p>5. (Slide 213) Review the roadmap one more time <i>(2 min)</i></p> <p>6. (Slide 214) Show the two types of gaps that could occur <i>(5 min)</i></p> <ul style="list-style-type: none"> You identified an information need and you didn’t find it You completed a secondary data review, and noticed there is an protection concern that you need to examine further (and it was an information need you had not considered) 	<p>comments</p> <p>3. Ensure to capture any comments</p> <p>4. Ensure to capture any comments</p> <p>5. N/A</p> <p>6. N/A</p>
How do use the analytical framework to inform strategic response plans?	PowerPoint 4.5 – Slide 215	Plenary (listening)	2 min	7. Ask PIM champions, ‘How do use the analytical framework to inform strategic response plans?’ <i>(2 min)</i>	7. Ensure to capture any comments
Protection strategy	PowerPoint 4.5 – 216	Plenary (listening)	5 min	8. Highlight how the protection strategy takes the information you have collected in this process and places it into a document <i>(5 min)</i>	8. N/A
Activity #40: identify gaps	PowerPoint 4.5 – 217	Activity (all)	36 min	<p>9. (Slide 217) Ask PIM champions to do the following in their clusters and highlight how this information is in the GPC template for a protection strategy <i>(36 min)</i>:</p> <ul style="list-style-type: none"> Identify gaps: <ul style="list-style-type: none"> You identified an information need and you did not find it You completed a secondary data review, and noticed there is an protection concern that you need to examine further (and it was an information need you had not considered) <i>(Section II: Information management an analysis)</i> Identify which category will be used to fill the most important gaps <i>(Section V: Response planning)</i> Identify where your current protection strategy needs to be updated <ul style="list-style-type: none"> Open Protection Strategy in word Put on track changes Identify where you will ‘update’ in track changes (You do not need to update content today) Ensure everyone in your cluster has access to the 	9. Ensure to capture any comments

Dropbox/Protection Strategy					
Follow-up activities	PowerPoint 4.5 – 218	Plenary (listening)	5 min	10. (Slide 218) Show PIM champions what they are responsible to do when they leave the training (5 min)	10. Ensure to capture any comments
Review of module objectives/Activity #41: You and gaps	PowerPoint 4.5 – 219	Individual	2 min	11. (Slide 219) Have PIM champions review the objectives individually (2 min)	11. N/A
Moment of Zen	PowerPoint 4.5 – 220 Video Internet	Plenary (listening)	2 min	12. (Slide 220) Show the Moment of Zen (2 min)	12. N/A

History

Trainer feedback

Supporting information

MODULE 4.6 – DAY 4 REVIEW

Core competency – Skill: analyses IM environment (threats, opportunity, strengths, weaknesses) to inform methodology design and operational planning

Revision date	22 August 2016
Last revised by:	Megan Lind

Module objectives

- Reflect on the day and progress on course objectives
- Reflect on the competencies learned
- Provide feedback on the day

Module learning outcomes

- PIM champions will have written new concepts in their PIM champion workbooks
- PIM champions will write on how a core competency of PIM was built
- PIM champions will complete their feedback form for Day 4

Module overview

Topic	Room set-up	Method	Time	Actual time
Reflect on learning	Country tables	Individual	5 min	17:00
Reflect on competencies	Country tables	Individual	5 min	17:05
Feedback forms	Flip chart area	Activity (all)	19 min	17:10
Reminders for tomorrow	Country tables	Plenary (listening)	1 min	17:29



MODULE LENGTH

30 minutes



MATERIAL & EQUIPMENT

- PPT – 4.6
- Computer for PPT
- Projector
- Signs with trash can, take away pizza, and washing machine (Appendix 72)
- Post-its (red, orange, white)



KEY STAFF

Facilitator: _____

Note taker: _____

Module activities

Topic	Materials	Method	Time	Notes for delivery	Comments for note taker
Preparation for module	PowerPoint 4.6 – Slide 221 Flip charts	N/A	N/A	<ul style="list-style-type: none"> Reminders on what individuals were asked in advance (during application): <ul style="list-style-type: none"> They have to bring a gift (5 USD or less) Who has a computer Pre-made flip charts <ul style="list-style-type: none"> Bag Washing Machine Trash bin Pairs for tomorrow’s exercise We will need the following room set-up ready: <ul style="list-style-type: none"> Flip chart space 4 tables – one for each country team The following should be on the wall and ‘ready’ to visit for the appropriate sessions and/or as needed: <ul style="list-style-type: none"> World map Objectives tree Learning outcomes tree and birds Parking lot Housekeeping wall PIM definition PIM graffiti wall (under PIM definition) Protection definition (at the front) Protection graffiti wall (under the protection definition at the front) Protection definition (at the back) IM definition IM graffiti wall (under the IM definition) PIM matrix wall Humanitarian programme cycle wall 	
Reflect on learning	PowerPoint 4.6 – Slide 208	Individual @tables	5 min	1. Give PIM champions time to reflect on their learning and fill out the PIM champion workbook <i>(5 min)</i>	1. N/A
Reflect on competencies	PowerPoint 4.6 – Slide 208 (Appendix 72)	Individual @tables	5 min	2. Give PIM champions a few minutes to reflect on the competencies covered today in the workbook <i>(5 min)</i>	2. N/A
Review of module objectives	Post-its (red, white,	Activity (all) @flip	19 min	3. Pull out the flip charts with the take away pizza, washing machine, and bin drawings and explain to PIM champions that they will answer following <i>(1 min)</i> :	3. N/A

	<p>orange)</p> <p>Appendix 72 – Pizza take away, washing machine, and garbage image</p>	<p>chart space</p>		<ul style="list-style-type: none"> • What will you put in your bag to <u>take away</u> with you from the learning so far? (i.e. what will be useful and applicable to your work) • What will you put in the <u>washing machine</u>? (i.e. what will you take but adapt/change) • What will you put in the <u>bin</u>? (i.e. what has been least useful or applicable to you) <p>4. Ask PIM champions to take the post-it notes on the table and write comments where appropriate, on the corresponding colour post-it note <i>(13 min)</i>:</p> <ul style="list-style-type: none"> • RED = What will you put in your bag to <u>take away</u> with you from the learning so far? (i.e. what will be useful and applicable to your work) • ORANGE = What will you put in the <u>washing machine</u>? (i.e. what will you take but adapt/change) • WHITE = What will you put in the <u>bin</u>? (i.e. what has been least useful or applicable to you): <ol style="list-style-type: none"> i. PIM champions can write as many post-its as they want ii. Tell the PIM champions that the facilitators are going to step out of the room while they do this and will wait outside until everyone is done iii. Encourage people to take their time there is not time limit iv. Comments are anonymous • There are three flip charts to comments <p>5. Additionally, remind PIM champions that there is a page in their feedback book that needs to be filled out for the day <i>(5 min)</i>:</p> <ul style="list-style-type: none"> • They do not have to do it now, but the feedback book will need to be submitted at the end of the training so they are encouraged to put their feedback in now. 	<p>4. Ensure to capture any comments and take photo of flip chart</p> <p>5. N/A</p>
<p>Reminders for tomorrow</p>	<p>PowerPoint 4.6 – Slide 223</p>	<p>Plenary (listening) @tables</p>	<p>1 min</p>	<p>6. Ask all PIM champions to close their eyes and not talk <i>(1 min)</i>:</p> <ul style="list-style-type: none"> • For one minute, tell PIM champions to sit quietly and think of one reason why they are grateful that they came to the training today <p>7. Remind PIM champions about the following for tomorrow</p> <ul style="list-style-type: none"> • Start time is: 08:30 • You need to bring: <ol style="list-style-type: none"> i. One laptop per pair – charged, no cables ii. Humour ☺ • Flip chart: who your pair is for tomorrow (so only one brings the computer) • Run club starts at: 06:00 • Night activities include: • Don't forget 'to bring' PIM champion gift 	<p>6. N/A</p> <p>7. N/A</p>

History

Trainer feedback

Supporting information

MODULE 5.1 – REFRESHER (PART III)

Core competency – Attitudes: Disseminates the lessons learned and good practices with colleagues locally and globally to support sustainability and knowledge management

Revision date	22 August 2016
Last revised by:	Megan Lind

Module objectives

- Reflect on the day and progress on course objectives
- Share some of the learning of the day so far

Module learning outcomes

- PIM champions can name the most important thing they learned yesterday

Module overview

Topic	Room set-up	Method	Time	Actual time
Activity #42: My environment	In pairs	Individual	30 min	08:30



MODULE LENGTH

30 minutes



MATERIAL & EQUIPMENT

- PPT – 4.6
- Computer for PPT
- Projector
- Music (on at the start of the day)
- Speakers



KEY STAFF

Facilitator: _____

Note taker: _____

Module activities

Topic	Materials	Method	Time	Notes for delivery	Comments for note taker
Preparation for module	PowerPoint 5.1 – Slide 224	N/A	N/A	<ul style="list-style-type: none"> PowerPoint 5.1 – Slide 224 should be on the screen when PIM champions enter the room PIM champions are divided into groups at the beginning of the day for Modules 5.1 to 5.3 <i>(Reference: facilitator coding for activities in facilitator guide and Excel sheet which needs to be populated in advance based on answers from PIM champion’s application)</i> 	**Note have music on as PIM champions come into the room to encourage higher energy levels**
Activity #42: My environment	PowerPoint 5.1 – Slide 225 and 226	Pairs and Plenary	30 min	<ol style="list-style-type: none"> Ask each group to say good morning to their partner, without using English (<i>1 min</i>): <ul style="list-style-type: none"> They can do it with body language They can do it in another language (Slide 225) Review the module objectives (<i>1 min</i>): (Slide 226) In pairs, where PIM champions are sitting, ask each pair to have a discussion on the roles and responsibilities of protection/IM actors working together at each phase (<i>20 min</i>): <ul style="list-style-type: none"> What do you need? What do you have? How do you fill the gaps? (In plenary) Have a discussion on the three aforementioned questions (<i>8 min</i>) 	<ol style="list-style-type: none"> N/A N/A N/A Ensure to capture any comments and take photos of flip charts (if made)

History

Trainer feedback

Supporting information

MODULE 5.2 – SHARING DATA (CHALLENGES)

Core competency – Knowledge: understands the sensitivities around confidential information being handled and experience in sharing of information in a protection appropriate manner

Revision date	22 August 2016
Last revised by:	Megan Lind

Module objectives

- Define challenges in sharing data
- Find solutions to challenges

Module learning outcomes

- PIM champions can find at least four challenges within a theme of one challenge when sharing data
- PIM champions can find at least one solution for each challenge

Module overview

Topic	Room set-up	Method	Time	Actual time
Module objectives	In pairs	Individual	1 min	09:30
Data-sharing challenges/Activity #43: Challenges	In pairs	Activity (pairs)	44 min	09:31
Review of module objectives	In pairs	Individual	3 min	10:15
Moment of Zen	In pairs	Plenary (listening)	2 min	10:18



MODULE LENGTH

50 minutes



MATERIAL & EQUIPMENT

- PPT – 5.2
- Computer for PPT
- Projector
- Access to internet
- Moment of Zen video
- Speakers
- Access to Google Documents which has the challenges document
- One laptop per pair



KEY STAFF

Facilitator: _____

Note taker: _____

Module activities

Topic	Materials	Method	Time	Notes for delivery	Comments for note taker
Preparation for module	PowerPoint 5.2 – Slide 227	N/A	N/A	<ul style="list-style-type: none"> • PowerPoint 5.2 – Slide 227 should be on the screen when PIM champions enter the room • Reminders on what individuals were asked in advance (during application): <ul style="list-style-type: none"> ○ Have you faced any of these challenges? ○ If yes, how did you overcome it? • Resources in the Dropbox/on the USB stick? <ul style="list-style-type: none"> ○ Information from the PIM December working group meeting ○ Dropbox template of the form that individuals are supposed to create ○ PIM champions will upload: a completed version of the template • Things to have on the prep table: <ul style="list-style-type: none"> ○ Leaves for objectives tree • PIM champions are divided into groups at the beginning of the day for Modules 5.1 to 5.3 • <i>(Reference: facilitator coding for activities in facilitator guide and Excel sheet which needs to be populated in advance based on answers from PIM champions application)</i> • We will need the following room set-up ready: <ul style="list-style-type: none"> ○ 4 tables – one for each country team ○ Encourage individuals to take their pair/laptop to comfy space – let the facilitator know where you go, so we can come around and ask questions • Outdoors is strongly encouraged! • The following should be on the wall and ‘ready’ to visit for the appropriate sessions and/or as needed: <ul style="list-style-type: none"> ○ World map ○ Objectives tree ○ Learning outcomes tree and birds ○ Parking lot ○ Housekeeping wall ○ PIM definition ○ PIM graffiti wall (under PIM definition) ○ Protection definition (at the front) ○ Protection graffiti wall (under the protection definition at the front) ○ Protection definition (at the back) ○ IM definition ○ IM graffiti wall (under the IM definition) ○ PIM matrix wall ○ Humanitarian programme cycle wall 	N/A

<p>Module objectives</p>	<p>PowerPoint 5.2 – Slide 228</p> <p>Objectives tree and leaves</p>	<p>Individual @tables</p>	<p>1 min</p>	<p>1. Show the slide with the module’s objectives (1 min):</p> <ul style="list-style-type: none"> As a kind reminder, remind PIM champions who the two ‘learning experts’ are, who are ‘responsible’ for ensuring the <i>learning objectives</i> have been reached during this module, writing the <i>learning outcomes</i> on the leaves, and placing these leaves on the objectives tree Reference the learning outcomes tree and birds on the wall 	<p>1. N/A</p>
<p>Data-sharing challenges</p> <p>Activity #33: Challenges</p>	<p>PowerPoint 5.2 – Slide 229 and 230</p>	<p>Plenary (discussion) @tables</p>	<p>44 min</p>	<p>2. (Slide 229) Outline the data sharing challenges that have already been identified (10 min):</p> <ol style="list-style-type: none"> Working in a remote environment (wanting to share and wanting to be shared with, but unable to share due to the remote environment) Responding to inappropriate data sharing, data breaches, and how to hold those 'accountable' or respond to those who share inappropriately (individual, group, or organisation) Keeping data safe (electronically, in remote location, in hard copy) Ensuring the quality, validity, and integrity of metadata Working with legal and institutional mandates and country-specific polices Encountering technical issues with software (especially for IM) Working with existing data protection standard operating procedures (SOPs) or policies to enable sharing (and the lack of enforcement of use of 'outdated' SOPs) Communicating with the affected population about what has been collected Ensuring those who receive the data knows how to use it, when, and why Engaging all clusters to share relevant data (including government and local organisations) Sharing information with all cluster members Working with the 'feeling' that the humanitarian community does not want to share Overcoming specific issues related to how to share, given legal and institutional mandates and country-specific policies: Having sensitive information and knowing who/how to share the data with Identifying risks that occur if data/information is shared beyond the intended user of commonly agreed-on principles and procedures for data protection and data sharing between humanitarian actors (which could facilitate more systematic sharing of data) Identifying what we share – data, information, knowledge, protection analysis Considering the securing of the security for staff who collect, store, share, an analyse information Building trust (between organisations and individuals to enable sharing) <ul style="list-style-type: none"> Ask the PIM champions if they have questions about any of the ones listed <p>3. (Slide 230) Remind PIM champions that when they signed up for the training that they outlined</p>	<p>2. N/A</p> <p>3. Ensure to</p>

				<p>some challenges with sharing data <i>(1 min)</i></p> <p>4. (Slide 230) Explain to PIM champions that based on their feedback from the registration, they were put into groups (preferably groups of 2, max 3) to outline solutions to the challenges (where they are sitting now) <i>(1 min)</i>:</p> <p>5. Show the PIM champions the template in Dropbox. Tell PIM champions that details within each challenge have already been outlined and that they can add more ‘sub-challenges’.<i>(32 min)</i>:</p> <ul style="list-style-type: none"> • Add any sub-challenges • Find solutions to the sub-challenges • Identify one example of promising practice <p>6. Remind PIM champions that:</p> <ul style="list-style-type: none"> • This is a ‘workshop’ module • We do not have ‘exact’ guidance • The feedback provided during the session today will go into current work • We want to hear YOUR voice • We want to know the challenges, the ‘hard parts’, and ‘how you are moving past the challenges 	<p>capture any comments</p> <p>4. Ensure to capture any comments</p> <p>5. N/A</p> <p>6. Ensure to capture any comments</p>
Review module objectives	PowerPoint 5.2 – Slide 231	Individual	3 min	7. Review module objectives <i>(3 min)</i>	7. N/A
Moment of Zen	PowerPoint 5.2 – Slide 232 Video Internet	Plenary (listening)	2 min	8. Watch the Moment of Zen <i>(2 min)</i>	8. N/A

History

Trainer feedback

Supporting information

MODULE 5.3 – SHARING DATA (PROMISING PRACTICES)

Core competency – Knowledge: understands the sensitivities around confidential information being handled and experience in sharing of information in a protection appropriate manner

Revision date	22 August 2016
Last revised by:	Megan Lind

Module objectives

- Explain challenges in sharing data
- Explain solutions to challenges in sharing data
- Identify promising practices

Module learning outcomes

- PIM champions can explain four solutions to challenges in sharing data
- PIM champions can identify four examples of promising practices

Module overview

Topic	Room set-up	Method	Time	Actual time
Module objectives	In pairs	Groups	1 min	10:20
Activity #44: Share the solution	In pairs	Plenary (listening)	30 min	10:21
Moment of Zen	In pairs	Plenary (listening)	2 min	10:51



MODULE LENGTH

33 minutes



MATERIAL & EQUIPMENT

- PPT – 5.3
- Computer for PPT
- Projector
- Access to internet
- Moment of Zen video
- Speakers
- Access to Google Documents, which has the challenges document
- One laptop per pair
- One blank flip chart piece of paper per pair
- Markers
- Sticky tack to tape flipcharts to the wall



KEY STAFF

Facilitator: _____

Note taker: _____

Module activities

Topic	Materials	Method	Time	Notes for delivery	Comments for note taker
Preparation for module	PowerPoint 5.3 – Slide 233	N/A	N/A	<ul style="list-style-type: none"> • PowerPoint 5.3 – Slide 233 should be on the screen when PIM champions enter the room • Things to have on the prep table: <ul style="list-style-type: none"> ○ Leaves for objectives tree • We will need the following room set-up ready: <ul style="list-style-type: none"> ○ Podium – for presenters and chairs for PIM champions (no desks) • PIM champions are divided into groups at the beginning of the day for Modules 5.1 to 5.3 • <i>(Reference: facilitator coding for activities in facilitator guide and Excel sheet which needs to be populated in advance based on answers from PIM champion’s application)</i> 	N/A
Module objectives	PowerPoint 5.3– Slide 234	Individual leaves	1 min	<ol style="list-style-type: none"> 1. Show the slide with the module’s objectives <i>(1 min)</i> <ul style="list-style-type: none"> • As a kind reminder, remind PIM champions who the two ‘learning experts’ are, who are ‘responsible’ for ensuring the <i>learning objectives</i> have been reached during this module, writing the <i>learning outcomes</i> on the leaves, and placing these leaves on the objectives tree • Reference the learning outcomes tree and birds on the wall 	1. N/A
Activity #44: Share the solution	PowerPoint 5.3– Slide 235	Plenary (discussion)	30 min	<ol style="list-style-type: none"> 2. Tell each group that they have to pair up with another group <i>(14 min)</i> <ul style="list-style-type: none"> • Find your other ‘pair’ • Sit together (four people) • Pair #1 explain your challenges and your solutions • Pair #2 listen to pair #1 • Pair #2 explain your challenges and your solutions • Pair #1 listen to pair #2 • At the same time: <ol style="list-style-type: none"> i. Pair #1 draw/illustrate the challenges and solutions of group #1 on a flip chart ii. Pair #2 draw/illustrate the challenges and solutions of group #1 on a flip chart • Use any materials left in the room (see resource table) • Hang the flip charts up • Have PIM champions look at each flip chart 3. Give each group 1 minute to present their poster <i>(16 min)</i> 	2. Ensure to capture any comments 3. Ensure to capture any comments and take photo of flip chart
Moment of Zen	PowerPoint 5.3– Slide 236 Video Internet	Plenary (listening)	2 min	<ol style="list-style-type: none"> 4. Watch the Moment of Zen <i>(2 min)</i> 	4. N/A

History

Trainer feedback

Supporting information

MODULE 5.4 – PIM Training Summary

Core competency – Attitude: disseminates the lessons learned and good practices with colleagues locally and globally to support sustainability and knowledge management

Revision date	22 August 2016
Last revised by:	Megan Lind

Module objectives

- Reflect on the day and progress on course objectives
- Share some of the learning of the day so far

Module learning outcomes

- PIM champions can name the most important thing they learned yesterday

Module overview

Topic	Room set-up	Method	Time	Actual time
Activity #45: What have we learned?	Pairs	Individual	30 min	11:00

 **MODULE LENGTH**

30 minutes

 **MATERIAL & EQUIPMENT**

- PPT – 5.4
- Computer for PPT
- Projector
- Creative table and creative materials
- Timer

 **KEY STAFF**

Facilitator: _____

Note taker: _____

Module activities

Topic	Materials	Method	Time	Notes for delivery	Comments for note taker
Preparation for module	PowerPoint 5.4 – Slide 237	N/A	N/A	<ul style="list-style-type: none"> PowerPoint 5.4 – Slide 237 	N/A
Activity #45: What have we learned?	<p>PowerPoint 5.4 – Slides 238 and 239</p> <p>Creative Table</p> <p>Any materials in the room</p>	Individual @tables	30 min	<ol style="list-style-type: none"> (Slide 238) Tell PIM champions they now have tools and knowledge needed to take PIM forward to be a champion and review this modules objectives <i>(1 min)</i>: (Slide 239) Give PIM champions time to reflect on their learning and ask them to make a 'creative representation' to summaries what you learned during the training, highlighting key points <i>(25 min)</i>: <ul style="list-style-type: none"> Poem Interpretative dance Play/skit Tell PIM champions that they have 25 minutes to prep and have tea and they will have to create a one minute presentation, within their country team Allow each team to present <i>(4 min)</i> 	<ol style="list-style-type: none"> N/A N/A N/A Take photos if it’s OK with the PIM champions

History

Trainer feedback

Supporting information

MODULE 5.5 – MY FELLOW PIM CHAMPION

Core competency – Attitude: disseminates the lessons learned and good practices with colleagues locally and globally to support sustainability and knowledge management

Revision date	22 August 2016
Last revised by:	Megan Lind

Module objectives

- Identify fellow PIM champions
- Build key professional relationships with partners
- Encourage engagement between actors

Module learning outcomes

- PIM champions can identify at least four PIM champions
- PIM champions can effectively communicate with key professional partners and actors
- PIM champions can identify PIM champions who could be social assets to their current programmes

Module overview

Topic	Room set-up	Method	Time	Actual time
Activity #46: My PIM champion	Plenary	Plenary	40 min	11:30



MODULE LENGTH

40 minutes



MATERIAL & EQUIPMENT

- PPT – 5.5
- Computer for PPT
- Projector
- PIM champions have an individual gift (under 5 USD) to give to another champion



KEY STAFF

Facilitator: _____

Note taker: _____

Module activities

Topic	Materials	Method	Time	Notes for delivery	Comments for note taker
Preparation for module	PowerPoint 5.5 – Slide 240	N/A	N/A	<ul style="list-style-type: none"> PowerPoint 5.5 – Slide 240 	N/A
Activity #46: My PIM champion	PowerPoint 5.5 – Slide 241 and 242	N/A	40 min	<ol style="list-style-type: none"> (Slide 241) Remind PIM champions that they have had a chance to get to know a PIM champion <i>(1 min)</i> (Slide 242) Remind PIM champions that on the first day of the in-person training, each PIM champion picked the name of another champion <i>(1 min)</i> <ul style="list-style-type: none"> Over the week, each individual had to meet and ‘get to know’ that individual on the sheet Each PIM champion was required to learn at least three important things, including something related to their current professional work ‘ Today each individual identifies their PIM champion by saying three things about them, ‘My PIM Champion is (1) (2)... and (3)....’ Have the facilitator start and give his/her present to the champion they had Have the next champion present (and continue) <i>(38 min)</i> <p>**Note: it’s helpful if the administrative assistant follows along and ensures that the game is accurate**</p>	N/A

History

Trainer feedback

Supporting information

MODULE 5.6 – MARKETPLACE AND SHARING

Core competency - Attitude: disseminates the lessons learned and good practices with colleagues locally and globally to support sustainability and knowledge management

Revision date	22 August 2016
Last revised by:	Megan Lind

Module objectives

- Show and share current and popular PIM tools
- Improve knowledge on their current tools

Module learning outcomes

- PIM champions will learn and take five tools
- PIM champions will write down five contact names

Module overview

Topic	Room set-up	Method	Time	Actual time
Module objectives	Country tables	Individual	1 min	12:10
Activity #47: Sharing resources	Country tables	Plenary (listening)	25 min	12:11
Moment of Zen	Country tables	Plenary (listening)	4 min	12:36



MODULE LENGTH

30 minutes



MATERIAL & EQUIPMENT

- PPT – 5.6
- Computer for PPT
- Projector
- Resources/tools to give to PIM champions
- USB stick to give to PIM champions
- Signs to label tools



KEY STAFF

Facilitator: _____

Note taker: _____

Module activities

Topic	Materials	Method	Time	Notes for delivery	Comments for note taker
Preparation for module	PowerPoint 5.6 – Slide 243	N/A	N/A	<ul style="list-style-type: none"> • PowerPoint 5.6 – Slide 243 should be on the screen when PIM champions enter the room • Reminders on what individuals were asked in advance (during application): <ul style="list-style-type: none"> ○ To bring tools ○ What tools are you using? ○ What templates are you using for your strategy? ○ What is the process you use to develop your protection strategy? • Resources in the Dropbox/on the USB stick? <ul style="list-style-type: none"> ○ Tools! • Things to have on the prep table: <ul style="list-style-type: none"> ○ Leaves for objectives tree • We will need the following room set-up ready: <ul style="list-style-type: none"> ○ Marketplace: <ul style="list-style-type: none"> ▪ All tools out and divided by the six tables ▪ Each tool needs to have a place card ▪ Each place card has to have three things on it: (1) name of the tool; (2) name of the organisation that developed the tool; and (3) a contact name of the individual to follow up with to learn more about the tool • The following should be on the wall and ‘ready’ to visit for the appropriate sessions and/or as needed: <ul style="list-style-type: none"> ○ World map ○ Objectives tree ○ Learning outcomes tree and birds ○ Parking lot ○ Housekeeping wall ○ PIM definition ○ PIM graffiti wall (under PIM definition) ○ Protection definition (at the front) ○ Protection graffiti wall (under the protection definition at the front) ○ Protection definition (at the back) ○ IM definition ○ IM graffiti wall (under the IM definition) ○ PIM matrix wall ○ Humanitarian programme cycle wall 	N/A
Module objectives	PowerPoint 5.6 – Slide 244	Individual	1 min	1. Show the slide with the module’s objectives <i>(1 min)</i> :	1. N/A
Activity #47:	PowerPoint	Plenary	25 min	<ul style="list-style-type: none"> • Tell PIM champions that behind them are desks covered with essential tools <i>(1 min)</i>: 	

<p>Sharing resources</p>	<p>5.6 – Slide 245</p> <p>Tools</p> <p>Signs for tools</p> <p>Tables</p>	<p>(listening) @tables</p>		<p>2. Tell PIM champions that over the next 20 minutes they are going to be able to float (ad hoc) to all of the stations and look at tools <i>(1 min)</i>:</p> <ul style="list-style-type: none"> Note these tools are not ‘formal’ approved documents by PIM reference group This is an opportunity see ‘what is out there’ and to ‘learn more’ <p>3. (Slide 245) Inform PIM champions how the time is structured <i>(1 min)</i>:</p> <ul style="list-style-type: none"> For the first 10 minutes PIM champions will walk around and look at materials without talking For the last 10 minutes they can talk to other PIM champions as needed All PIM champions need to collect at least five tools that they would like to learn more about They collect these five tools by reading the materials and noting down the information/contact follow-up name in their PIM champion workbooks (p.139) Let PIM champions know that the ‘follow-up contacts’ are expecting their ‘calls’ Locate five resources/tools that you believe will be useful to your work Write the following in your PIM champion workbook: <ul style="list-style-type: none"> Name of tool Organisation that developed the tool Contact name of the individual to follow-up with to learn more about the tool Ask PIM champions if they have questions to reach out to the emails and contacts listed <i>(1 min)</i>: <p>4. Tell PIM champions to begin <i>(21 min)</i></p>	<p>2. N/A</p> <p>3. N/A</p> <p>4. Ensure to capture any comments</p>
<p>Moment of Zen</p>	<p>PowerPoint 5.6 – 246</p> <p>Video</p> <p>Internet</p>	<p>Plenary (listening) @tables</p>	<p>4 min</p>	<p>5. Watch the Moment of Zen <i>(4 min)</i></p> <ul style="list-style-type: none"> Source: Jamie Oliver He talks about the ‘right’ tools for the kitchen... do you have the right tools for ‘your kitchen’ 	<p>5. N/A</p>

History

Trainer feedback

Supporting information