PIM TRAINING WEBINAR

WELCOME FUTURE PIM CHAMPIONS!

- WE WILL BEGIN AT (INSERT TIME) (CENTRAL EUROPEAN SUMMER TIME)

- EVERYONE IS ON MUTE (NOW) UNTIL THE WEBINAR BEGINS

- YOU CAN TYPE IN THE CHAT IF YOU HAVE A QUESTION

- (INSERT ADMIN ASSISTANT NAME) IS ON SKYPE IF YOU ARE HAVING TECHNICAL ISSUES AND NEED SUPPORT – SKYPE ID: (INSERT ADMIN ASSISTANT SKYPE ID)

- WE WILL RECORD THE SESSION. IF YOU HAVE AN ISSUE WITH THE RECORDING, KINDLY SEND (INSERT ADMIN ASSISTANT NAME) A PRIVATE MESSAGE. THANK YOU.

Overview of PIM Training

Today:

Webinar
Introduction to PIM concepts

Next Week:

Day 1	Day 2	Day 3	Day 4	Day 5
	Optional walk/run: 6:00	Optional walk/run: 6:00	Optional walk/run: 6:00	Optional walk/run: 6:00
	Start time: 08:30	Start time: 08:30		Start time: 08:30
	2.1 Country presentation	3.1 Refresher (Part I)	PIM champions' time to: (1) meet other champions; and (2) check email	5.1 Refresher (Part III)
	2.2 Protection	3.2 PIM matrix		5.2 Sharing data (Concerns)
PIM champions' time to: (1) arrive and (2) meet other champions	BREAK	BREAK	Start time: 10:00	BREAK
	2.3 IM	3.3 Protection needs assessment	4.1 Refresher (Part II)	5.3 Sharing data (Lessons learned)
		3.4 Protection monitoring	4.2 Analysing your environment (Part II)	5.4 PIM training summary
	LUNCH	LUNCH	LUNCH	5.5 My fellow PIM champion
Start time: 13:00	2.4 Country presentation	3.5 Country presentation	4.3 Country presentation	5.6 Marketplace
1.1 Introduction	2.5 PIM sensitivities	3.6 Population data	4.4 Analysing your environment (Part III)	Next steps
				LUNCH at 13:00
BREAK	BREAK and EMAIL	BREAK and EMAIL	BREAK	
1.2 Review webinar – PIM concepts	2.6 Analysing your environment (Part I)	3.7 PIM matrix use and outputs	4.5 Analysing your environment (Part IV)	PIM champions' time to: (1) leave and (2) meet other champions
1.3 Country presentation prep.				
1.4 Day 1 review	2.7 Day 2 review	3.8 Day 3 review	4.6 Day 4 review	
Team dinner	Dinner (independent)	Dinner (independent)	Dinner (independent)	

PIM training objective

The objective of the trainings is:

▶ To improve the ability of protection clusters to develop a more informed protection response anchored in an overall protection analysis.

Learning objectives

▶ Demonstrate how protection information management (PIM) supports, informs, and enables the development of an evidence-informed protection analysis, strategy, and response.

▶ Develop PIM knowledge, skills, and attitudes that facilitate dialogue and collaboration between protection and IM colleagues.

▶ Develop PIM knowledge and skills to create a PIM plan that informs a protection analysis, strategy, and response.

How do we accomplish the training objective?

Build skills

Sharing and use of data

Analysing the environment to apply the appropriate response

Gain knowledge

PIM principles
PIM categories
Protection norms
IM norms
Sensitivities of protection information

Develop attitudes

Collaborative
Inclusive
Transparent

INTRODUCTION TO PIM

MODULE 0.1 WEBINAR

Learning objectives of webinar

This webinar will:

▶ 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' document

What is protection information management (PIM)?

Let's listen to the experts…

PIM DEFINITION

PIM definition

PIM refers to principled, systematised, and collaborative processes to collect, process, analyse, store, share, and use data and information to enable evidence-informed action for quality protection outcomes

Why is PIM important?

Note to all:
- ► Meet in breakout groups (facilitator will organise)
- ► Discuss in your breakout groups (8 min)
- ► One person should be prepared to present

Group 1
-

Group 2
-

Group 3
-

PIM CORE COMPETENCIES

Skills

1. Analyses IM environment (threats, opportunities, strengthens, weaknesses) to inform methodology design and operational planning

2. Understands and is able to apply a community- and rights-based and participatory approach

3. Proactively, critically and collaboratively assesses various stakeholders and initiatives to identify information requirements and to spot linkages

4. Makes informed decisions about which systems are needed based on a comprehensive analysis of information requirements (and over time)

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

6. Is able to use existing and new technological solutions for information management and able to assess their appropriateness for different contexts

7. Effectively uses quantitative and qualitative analysis, as well as visualisation methods, software and ability to produce and disseminate regular IM products tailored to appropriate audiences

8. Has experience in the effective design and implementation of data collection through interview, including in cross-cultural environments and complex security environments

9. Is able to tailor data collection techniques to a wide variety of situations, including low-tech environments

10. Is able to establish partnerships with other sectors and to spot linkages and synergies for PIM systems with other processes

11. Has demonstrated skills in communication, and training and mentoring non-specialists in PIM techniques

Knowledge

1. Has a demonstrated understanding of humanitarian and protection principles and their application

2. Is knowledgeable about key protection norms and standards and a holistic approach of protection and the ability to incorporate these into operational and technical solutions

3. Has experience working with displaced populations (including IDPs, refugees, asylum seekers, and returnees, as well as civilians in areas of displacement) and a range of protection contexts, from emergency to protracted to return and recovery

4. Is familiar with appropriate mapping and sampling techniques, as well as quantitative and qualitative data collection methods including data collection design

5. Has a demonstrated knowledge and understanding of age, gender and diversity mainstreaming

6. Is familiar with international norms, standards with regard to data protection

7. Has knowledge and understanding of monitoring and evaluation techniques – including different types of indicators and how to apply them to PIM

8. Has a clear understanding of the humanitarian system, including phases of humanitarian response

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

10. Is familiar with the project management cycle and has sound project management skills

Attitudes

1. Is able to set clear milestones, organising work accordingly and monitoring progress

2. Supports an inclusive and transparent approach to PIM

3. Is able to facilitate consensus on objectives and thematic focus of relevant protection IM system(s)

4. Is able to scope and manage expectations of IM

5. Proactively encourages engagement and contribution from partners to support PIM activities

6. Effectively engages and communicates with communities in a responsible manner and is aware of AAP principles

7. Proactively keeps people informed and communicates effectively with a variety of stakeholders – internal and external colleagues and between technicians and decision makers, translating technical discussions for a non-technical audience

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

9. Has cross-sectoral technical and non-technical communication ability, including the ability to effectively influence information management techniques of other sectors towards a protection-based approach

10. Is able to work under high pressure and to prioritise multiple competing deadlines and tasks

11. Is able to clearly draft different types of technical documents

PIM PRINCIPLES

PIM principles (Part I)

People centered 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

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

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

PIM principles (Part II)

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

Data protection and security

PIM must adhere to international standards of data protection and data security

Competency and capacity

Actors engaging in PIM activities are accountable for ensuring that PIM activities are carried out by information management and protection staff who have been equipped with PIM core competencies and have been trained appropriately

PIM principles (Part III)

Impartiality

All steps of the PIM cycle must be undertaken in an objective, impartial, and transparent manner, while identifying and minimising bias

Coordination and collaboration

All actors implementing PIM activities must adhere to the principles noted above, and promote the broadest collaboration and coordination internally, 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 on existing efforts and mechanisms

PIM COMMON TERMINOLOGY

Why have PIM common terminology?

A tool to facilitate:

- Communication
- Understanding
- Collaboration

between PIM colleagues

How to use the common PIM terminology document?

- Reference when communicating between protection and IM actors

- Use same language when:

  - Creating PIM plans

  - Doing a protection analysis

  - Writing a protection strategy

  - Implementing a protection activity and response programme

Common PIM terminology

- [Check out this document!](#)

Next steps!

Logistics…

▶ Everyone arrives into _____ by 12:30 on Monday, _____

▶ Emergency questions? Contact:

  ▶ (Insert name of Admin Assistant)

    ▶ (Insert phone number of Admin Assistant)

    ▶ (Insert Skype of Admin Assistant)

    ▶ (Insert email of Admin Assistant)

  ▶ (Insert name of Lead Facilitator)

    ▶ (Insert phone number of Lead Facilitator)

    ▶ (Insert Skype of Lead Facilitator)

    ▶ (Insert email of Lead Facilitator)

▶ Training is for five days

▶ Hotel: (Insert hotel name)

Remember to bring…

1. A positive attitude

2. Energy

3. An open mind

4. Laptop (one per team), and a power cord for the laptop

5. Your most current protection strategy (put in Dropbox, bring in hard copy, or have on a USB stick)

6. Any additional resources for your secondary data review exercise

7. Hard copies of tools you want to share during the Marketplace module *(you should have emailed this to the facilitator of the PIM training)*

8. Materials to decorate your country posters

9. Your gift for your PIM champion

IF YOU WANT TO IMPROVE
THE ORGANIZATION, YOU
HAVE TO IMPROVE YOURSELF
AND THE ORGANIZATION GETS
PULLED UP WITH YOU.

INDRA NOOYI

CEO of PepsiCo

MODULE 1.1: INTRODUCTION
DAY 1

Source: www.pinkeggmedia.com/tenleadershipquotesbywoc/

Module objectives

This module will:
- ▶ Identify key actors in PIM
- ▶ Identify fellow PIM champions in the room
- ▶ State the objective of the training
- ▶ Identify PIM champions' expectations
- ▶ Reflect on the model of learning used in the course
- ▶ List the course ground rules

PIM training objective

To improve the ability of protection clusters to develop a more informed protection response anchored in an overall protection analysis

Learning objectives

▶ Demonstrate how protection information management (PIM) supports, informs, and enables the development of an evidence-informed protection analysis, strategy, and response.

▶ Develop PIM knowledge, skills, and attitudes that facilitate dialogue and collaboration between protection and IM colleagues.

▶ Develop PIM knowledge and skills to create a PIM plan that informs a protection analysis, strategy, and response.

Who is in the room (and around the world)?

- Future PIM champions:
  - Protection actors
  - IM actors
  - From four protection clusters
- Protection, IM, and PIM experts
- Administrative assistant
- Note taker
- Global PIM champions from trainings in:
  - Ukraine (Ukraine Protection Cluster)
  - Lebanon (Syria, Yemen, Libya, and Iraq Protection Clusters)
  - Kenya (South Sudan, Sudan, Somalia, and Democratic Republic of Congo (DRC) Protection Clusters)
  - Myanmar (Myanmar, Pakistan, Afghanistan, and Philippines Protection Clusters)
- PIM Working Group

PIM is here to support you!

For example:

► If Mary can paint the wall in 10 hours and Ali can paint the wall in 20 hours, how long does it take for them to paint the wall together?

   ► More than 10 hours?

   ► 10 hours?

   ► Less than 10 hours?

Answer: Less than 10 hours

PIM content and experts are here to help!

You and PIM

You:

We:

Part I
- Filled out an application
- Sent CV, passport, and authorisation form

- Obtained baseline information
- Learned about you

Part II
- Participated in webinar

- Built your capacity on PIM to a baseline level
- Supported you with logistics

Part III
- Populated a Dropbox with materials

- Checked the Dropbox to ensure you have accurately populated it
- Supported your creation of an electronic library

Part IV
- Have taken time out of your busy schedules to invest in PIM
- Have travelled and committed to be present, engaged, and active

- Are here to support you
- Have built an interactive, state-of-the-art, and unique training that is built around your needs

Part V
- Will share what you learn with your cluster
- Will improve your protection response plans based on what you learn
- Will be a champion of PIM in your cluster

- Will support you when you are in the field
- Will follow up with you to ensure you have shared what you have learned with the cluster

Overview of PIM training

Day 1	Day 2	Day 3	Day 4	Day 5
	Optional walk/run: 6:00	Optional walk/run: 6:00	Optional walk/run: 6:00	Optional walk/run: 6:00
PIM champions' time to: (1) arrive and (2) meet other champions	Start time: 08:30	Start time: 08:30	PIM champions' time to: (1) meet other champions; and (2) check email	Start time: 08:30
	2.1 Country presentation	3.1 Refresher		5.1 Refresher
	2.2 Protection	3.2 PIM matrix		5.2 Sharing data (Concerns)
	BREAK	BREAK	Start time: 10:00	BREAK
	2.3 IM	3.3 Protection needs assessment	4.1 Refresher	5.3 Sharing data (Lessons learned)
		3.4 Protection monitoring	4.2 Analysing your environment	5.4 PIM training summary
	LUNCH	LUNCH	LUNCH	5.5 My fellow PIM champion
Start time: 13:00	2.4 Country presentation	3.5 Country presentation	4.3 Country presentation	5.6 Marketplace
1.1 Introduction	2.5 PIM sensitivities	3.6 Population data	4.4 Analysing your environment	Next steps
				LUNCH at 13:00
BREAK	BREAK and EMAIL	BREAK and EMAIL	BREAK	
1.2 Review webinar – PIM concepts	2.6 Analysing your environment	3.7 PIM matrix use and outputs	4.5 Analysing your environment (Part IV)	PIM champions' time to: (1) leave and (2) meet other champions
1.3 Country presentation prep.				
1.4 Day 1 review	2.7 Day 2 review	3.8 Day 3 review	4.6 Day 4 review	
Team dinner	Dinner (independent)	Dinner (independent)	Dinner (independent)	

What should I expect from the in-person PIM training week?

The training week:

- ▶ Is participatory, with activities to help draw out your ideas
- ▶ Will help to foster communication and partnership
- ▶ Provides workbooks, with detailed info and space for notes
- ▶ Includes time to reflect and to complete the workbook
- ▶ Has a park sheet for unanswered questions
- ▶ Includes longer coffee breaks to give you time to check email

70:20:10 learning theory

First let's listen to Charles Jennings:

70% Experience and practice

20% Other people

10% is formal

Source: www.702010forum.com

Face-to-face training for adults

Adult learners: **Training should:**

Want to share life experiences	• Provide opportunities to reflect on current environment • Create activities that use current/past experiences and knowledge from champions environment
Have self-pride and desire respect	Provide opportunities to share ideas, questions, opinions, experiences Create an environment that honours respect
Want goal-oriented, problem-centered learning	• Have clear objectives • Engage PIM champions to identify challenges • Discuss theories with practice examples
Want feedback	Provide immediate feedback Engage self-evaluation
Need to learn in different ways	• Include activities that involve doing (kinesthetic), observing (visual), and listening (auditory) • Use all three learning modes in every 20-minute interval
Learn best through collaboration and reciprocity	• Have team exercises • Allow opportunities for mutual trust and building respect
Are motivated to learn by many factors	• Make a connection between the learning content and learners' long-term objectives (in work and life) • Provide an opportunity to see the larger picture

Source: www.td.org/Publications/Newsletters/Links/2009/11/The-Fundamentals-of-Adult-Learning

What is in the room?

Learning objectives tree	Five branches, roots, small branches, birds, leaves
Comfy country corner	Pillows, blankets, your country posters
Comment board	Green = general comments Black = PIM content comments
PIM matrix	To be populated this week
Humanitarian programme cycle	String and signs related to the categories we will cover
PIM timeline	Outlines history of PIM
PIM champion items	PIM champion workbook = take with you Name tag = leave each day Folder = take with you
Complementary materials	Tools, resources, and important documents from protection and IM global actors
Healthy table	Nuts and fruit
Creative table	Additional materials that you can use and take home
Creative box	Play dough, writing materials, scissors, stickers, and other items

DRC DANISH REFUGEE COUNCIL

Humanitarian Aid and Civil Protection

Global Protection Cluster

UNHCR The UN Refugee Agency

How are the modules designed?

► Start: cover page

  ► Each module begins with an image or a quote

► The module number appears in the corner of each slide (30 modules!)

► Slide numbers match content in the workbook

► End: Moment of Zen

  ► Each module finishes with a Moment of Zen

HOUSEKEEPING

WHAT KIND OF LEARNING ENVIRONMENT DO WE WANT?

Activity #1: Who are you?

1. On the paper provided write the following five things:
   - 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

WHO IS YOUR PIM CHAMPION?!

TELL THE ADMINISTRATIVE ASSISTANT AT THE END OF THE DAY!

Your PIM champion

▶ On the first day of the in-person training, each participant picks the name of another participant

▶ 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 professional work

▶ 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)….'*

Review of module objectives

Module objectives

▶ Identify key actors in PIM

▶ Identify fellow PIM champions in the room

▶ State the objective of the training

▶ Identify PIM champions' expectations

▶ Reflect on the model of learning used in the course

▶ List the course ground rules

Activity #2: You and PIM

1. Find your pairs (country/domain name workbook activity)

2. In your pairs, discuss how PIM relates to the work you are doing in your clusters/in the field

3. In your discussion, highlight how you plan to work more with your counterpart: protection/IM

Moment of Zen

► [The unknown unknowns](#)

Source: www.youtube.com/watch?v=GiPe1OiKQuk

'Don't practise until you get it right. Practise until you can't get it wrong!' – Unknown

MODULE 1.2: REVIEW WEBINAR – PIM CONCEPTS
DAY 1

And our learning objective experts are…

Module objectives

This module will:

▶ 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

Activity #3: PIM definition

What is the PIM definition?

1. TAKE A PIECE OF PAPER FROM THE FACILITATOR
2. SPELL OUT THE DEFINITION AS A GROUP AT THE BACK OF THE ROOM

Skills

1. Analyses IM environment (threats, opportunities, strengthens, weaknesses) to inform methodology design and operational planning

2. Understands and is able to apply a community- and rights-based and participatory approach

3. Proactively, critically and collaboratively assesses various stakeholders and initiatives to identify information requirements and to spot linkages

4. Makes informed decisions about which systems are needed based on a comprehensive analysis of information requirements (and over time)

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

6. Is able to use existing and new technological solutions for information management and able to assess their appropriateness for different contexts

7. Effectively uses quantitative and qualitative analysis, as well as visualisation methods, software and ability to produce and disseminate regular IM products tailored to appropriate audiences

8. Has experience in the effective design and implementation of data collection through interview, including in cross-cultural environments and complex security environments

9. Is able to tailor data collection techniques to a wide variety of situations, including low-tech environments

10. Is able to establish partnerships with other sectors and to spot linkages and synergies for PIM systems with other processes

11. Has demonstrated skills in communication, and training and mentoring non-specialists in PIM techniques

Knowledge

1. Has a demonstrated understanding of humanitarian and protection principles and their application

2. Is knowledgeable about key protection norms and standards and a holistic approach of protection and the ability to incorporate these into operational and technical solutions

3. Has experience working with displaced populations (including IDPs, refugees, asylum seekers, and returnees, as well as civilians in areas of displacement) and a range of protection contexts, from emergency to protracted to return and recovery

4. Is familiar with appropriate mapping and sampling techniques, as well as quantitative and qualitative data collection methods including data collection design

5. Has a demonstrated knowledge and understanding of age, gender and diversity mainstreaming

6. Is familiar with international norms, standards with regard to data protection

7. Has knowledge and understanding of monitoring and evaluation techniques – including different types of indicators and how to apply them to PIM

8. Has a clear understanding of the humanitarian system, including phases of humanitarian response

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

10. Is familiar with the project management cycle and has sound project management skills

Attitudes

1. Is able to set clear milestones, organising work accordingly and monitoring progress

2. Supports an inclusive and transparent approach to PIM

3. Is able to facilitate consensus on objectives and thematic focus of relevant protection IM system(s)

4. Is able to scope and manage expectations of IM

5. Proactively encourages engagement and contribution from partners to support PIM activities

6. Effectively engages and communicates with communities in a responsible manner and is aware of AAP principles

7. Proactively keeps people informed and communicates effectively with a variety of stakeholders – internal and external colleagues and between technicians and decision makers, translating technical discussions for a non-technical audience

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

9. Has cross-sectoral technical and non-technical communication ability, including the ability to effectively influence information management techniques of other sectors towards a protection-based approach

10. Is able to work under high pressure and to prioritise multiple competing deadlines and tasks

11. Is able to clearly draft different types of technical documents

Activity #5: Why is PIM important?

► When instructed, move to the next room, taking:

  ► Your workbook, open at p.9

  ► Pen

  ► Clipboard

► Sit in any chair

► You will sit opposite another PIM champion

► When instructed:

  ► Discuss, 'Why is PIM important?'

  ► Write your answers to 'Why is PIM important?' in your workbook (p.9)

  ► You will have 1 minute to talk in your pair

► When instructed (when the buzzer goes):

  ► If you are sitting in a 'inner circle' chair, you will not move

  ► If you are sitting in an 'outer circle' chair, when told to, move one chair to the left

PIM principles

- Open your workbook and as a reminder read about the PIM principles (p.10)
  - People centred and inclusive
  - Do no harm
  - Defined purpose
  - Informed consent and confidentiality
  - Data protection and security
  - Competency and capacity
  - Impartiality
  - Coordination and collaboration

Review of module objectives

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

Activity #6: You and PIM principles

1. Find your pairs (capital city/country/airport code workbook activity)

2. In your pairs, discuss a challenge you have had with a PIM principle

3. In your discussion, highlight how you could work with a counterpart to overcome/find a solution to this challenge

Did our learning objective experts add their leaves to the tree?

Your moment of Zen

- Consent: It's everything!

  One of the PIM principles

Source: www.youtube.com/watch?v=oQbei5JGiT8

'Tell me, and I forget. Teach me, and I may remember. Involve me, and I learn.' – Benjamin Franklin, sixth president of the USA

MODULE 1.3: COUNTRY PRESENTATION PREPARATION

DAY 1

Your country presentation

Each presentation should:

▶ Answer the questions below

▶ Ensure that everyone has a speaking role

▶ Be creative

▶ Use photos you have brought

▶ Use materials in your creative box and creative table

▶ Identify at least two activities that your country group is doing

▶ Provide at least one piece of information that other country programmes could use

Questions:

▶ *What are the top three protection concerns?*

▶ *What are the top three activities/programmes you are doing in our protection cluster?*

▶ *What are three good practices/lessons learned that you can to share?*

Moment of Zen

- We want to hear about a moment that is important to you!

Source: Sesame Street, www.youtube.com/watch?v=hzBCl13rJmA
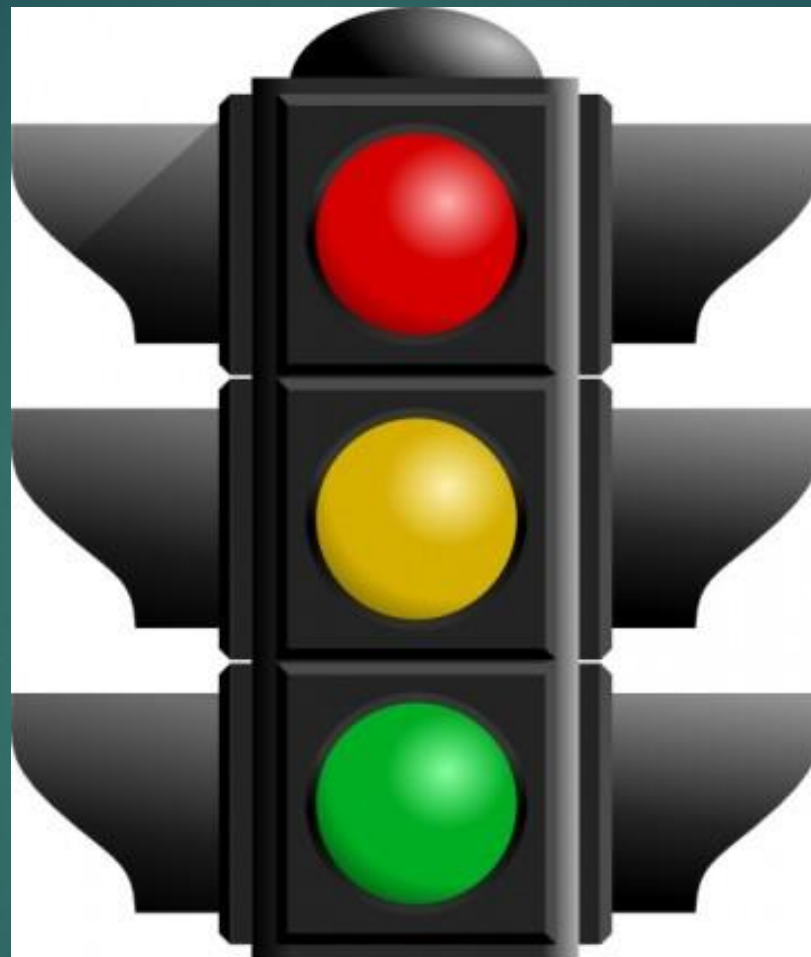
MODULE 1.4: DAY 1 REVIEW
DAY 1

Source: http://all-free-download.com

Module objectives

This module will:

▶ Reflect on the day and progress on course objectives

▶ Reflect on the core competencies

▶ Provide feedback on the day

Reminders for tomorrow

Reminders

▶ Start time: tomorrow 08:30!

▶ Reimbursements!

▶ You need to bring:

  ▶ An open mind!

  ▶ A laptop (one per cluster)

▶ Walk/run club starts at 06:00

▶ Evening activities include:

  ▶ Cooking dinner with colleagues (not optional!)

  ▶ We will all meet at _____ at _____

Before you leave

▶ Tell the _____ who your PIM champion is

▶ Fill out your evaluation form (Day 1)

▶ Fill out the reflection table in your workbook (p.13)

▶ Fill out a post-it and place it on the flip chart (traffic light)

  ▶ Red post-it = STOP doing something

  ▶ Yellow post-it = CONTINUE doing something

  ▶ Green post-it = START doing something
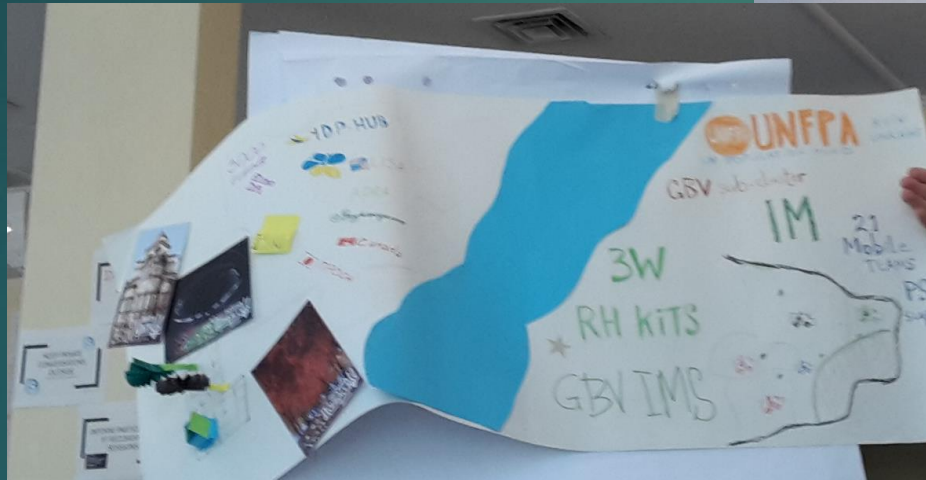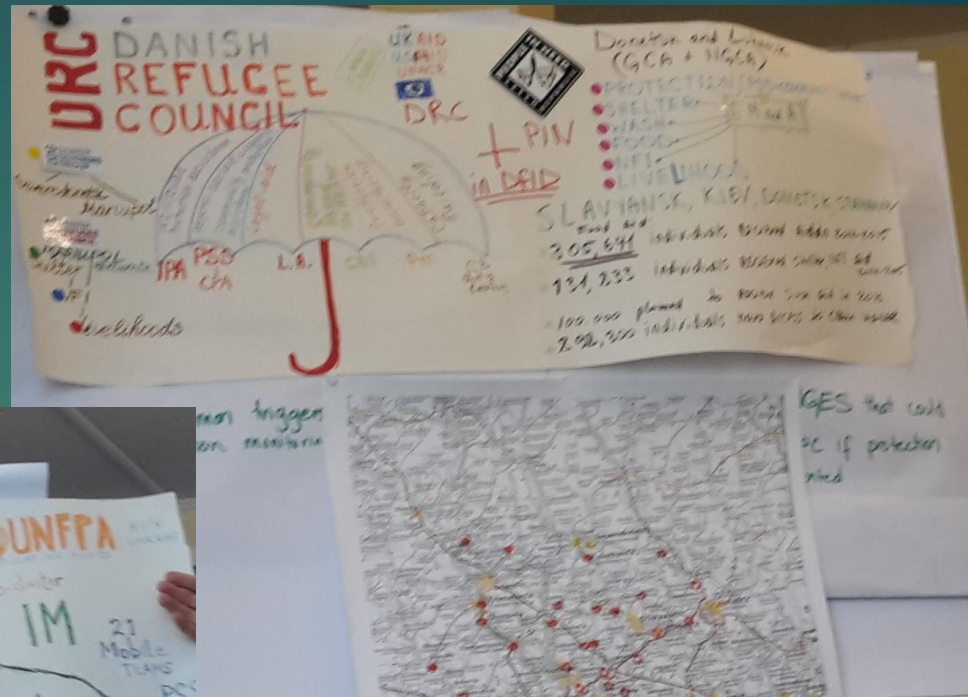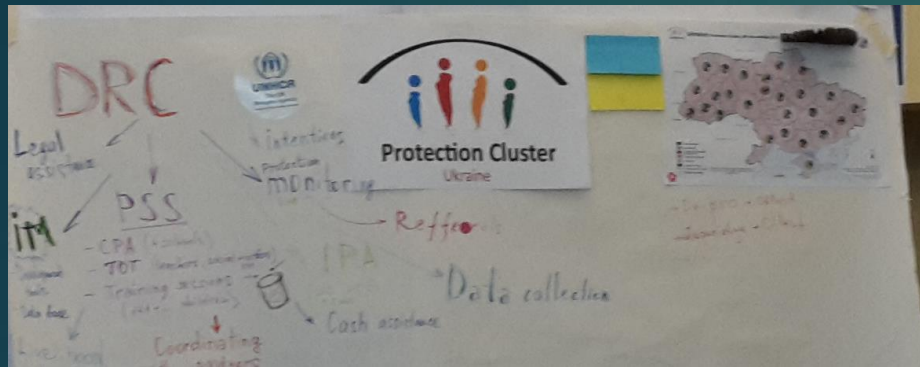
MODULE 2.1: COUNTRY PRESENTATION

DAY 2

Module objectives

This module will:

▶ Recall lessons learned and/or good practices from others

▶ Recall good practices from others

Module 2.1: Country presentation

▶ Recall challenges and lessons learned from others

▶ Recall good practices from others

Overcoming poverty is not a gesture of charity. It is an act of justice. It is the protection of a fundamental human right, the right to dignity and a decent life...

— Nelson Mandela —

AZ QUOTES

Nelson Mandela
President of South Africa (1994 – 1999)

MODULE 2.2: PROTECTION

DAY 2

And our learning objective experts are…
Source: www.azquotes.com/quote/547008

Module objectives

This module will:

▶ 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

Activity #7: What does protection mean to you?

GRAFFITI WALL

1. TAKE A WRITING UTENSIL

2. WRITE OR DRAW THE ANSWER, "WHAT DOES PROTECTION MEAN TO YOU?"

What is protection?

▶ Protection Video (GPC)

Source: Global Protection Cluster and Oxfam

Activity #8: Protection definition

WHAT IS THE PROTECTION DEFINITION?

1. TAKE AN A-11 PIECE OF PAPER

2. SPELL OUT THE DEFINITION AS A GROUP AT THE BACK OF THE ROOM – THIS TIME, NO TALKING!

Activity #9: Protection definition in depth

On a post-it, answer the questions below:

► Pink – What are 'All the activities'?

► Purple – What do we mean by 'obtaining'?

► White – What are the 'rights of the individual'?

► Green – What are the 'relevant bodies of law'?

Handbook for the Protection of Internally Displaced Persons, Global Protection Cluster (2010)

PLEASE SEND YOUR FEEDBACK TO HQIDPHB@UNHCR.ORG

SPHERE STANDARDS

WHO KNOWS ABOUT THEM?

What are the four protection SPHERE Standards?

- Principle 1: avoid causing further harm as a result of your actions
- Principle 2: ensure people's access to impartial assistance
- Principle 3: protect people from physical and psychological harm due to violence or coercion
- Principle 4: assist with rights claims, access to remedies, and recovery from abuse

ACTIVITY #10: Protection and SPHERE Standards

1. Read the SPHERE Standards on protection in your workbook (pp.17–22)

2. When directed, each cluster will take a SPHERE standard

   ▶ _____ = Principle 1: avoid causing further harm as a result of your actions

   ▶ _____ = Principle 2: ensure people's access to impartial assistance

   ▶ _____ = Principle 3: protect people from physical and psychological harm due to violence or coercion

   ▶ _____ = Principle 4: assist with rights claims, access to remedies, and recovery from abuse

3. In your groups:

   ▶ Take a flip chart

   ▶ Use the creative box

   ▶ Draw a picture representing your principle on the flip chart

   ▶ Be sure to discuss specific examples of how you have 'seen' this principle in your current environment

   ▶ You have 15 minutes to create the picture and 1 minute to explain it to the group

4. When done, hang them near the protection graffiti wall

GRAFFITI WALL

(LOOK AT IT AGAIN) DISCUSSION

Review of module objectives

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

Activity #11: You and protection

1. Find your group (international declaration/convention/ covenant)

2. In your group, discuss a current protection activity you are doing in the field

3. In your discussion, highlight your roles and responsibly as a protection or IM actor in ensuring this activity occurs

Did our learning objective experts add their leaves to the tree?

Moment of Zen

▶ Does everyone need protection?

Source: Harry Potter and the Half-Blood Prince (2009),

www.getyarn.io/yarn-clip/c75d55a0-3fc4-433a-8c54-ea3a66582d1a

'We're not in an information age anymore. We're in the information management age.'
– Chris Hardwick, founder and chief creative officer of Nerdist Industries

MODULE 2.3: INFORMATION MANAGEMENT

DAY 2

And our learning objective experts are….

Module objectives

This module will:

▶ Explain the difference between data, information, and knowledge

▶ List the IM building blocks (or IM cycle)

▶ List challenges for each IM building block

▶ List solutions for each challenge listed

▶ Explain how IM supports protection clusters to develop a more informed protection response

PIM definition

PIM refers to principled, systematised, and collaborative processes to collect, process, analyse, store, share, and use data and information to enable evidence-informed action for quality protection outcomes

What is needed to make an informed response plan?

- Data

- Information

- Knowledge

- Skills

  - *Technical IM skills (e.g. other trainings, experience)*

  - *Soft skills (e.g. communication, coordination)*

  - *Note: not a focus we will break down in this module*

Source: JIMT 2015

What is data?

- ▶ Is the representation of qualitative or quantitative material

- ▶ Can be a text, number, graph, or image

- ▶ Is raw material

- ▶ Needs to be interpreted to create meaningful information

- ▶ Is all around us (observation, qualitative data)

Activity #12: What is data?

1. Look at the pieces of paper

2. Have a discussion (3 minutes) at your tables about 'Which of these pieces of paper is data?

3. Decide which of the pieces of paper are data

4. After 3 minutes, hold up the images that are data

Activity #13: Should you make a decision based on this data?

12,846, Aleppo, latrines, schools

Source: JIMT 2015

What is information?

- Information:
  - Refers to data that **has** been given some meaning by way of relational connection
  - Came from data
  - Helps us answer who, what, where, when and how
  - Is created to inform

- Data → Information:
  - Data becomes information when we understand the meaning

- Information management officer and protection officer:
  - Come together to understand the data and bring meaning to the data
  - Have a dialogue between IMOs and Protection Officers
  - Are both responsible for 'transforming' data to information

If you collected data, you have to use data!

Source: JIMT 2015

Syria

Where?

12,846

How many?

Schools

Who?

Latrines

What?

Source: JIMT 2015

Activity #14: Should you make a decision based on this information?

'In 2014, 12,846 schools reported damaged latrines in Syria'

A decision was made:

Construct and rehabilitate 12,846 latrines for 12,846 schools in Syria

Source: JIMT 2015

But then additional knowledge
was shared:

When there are no female latrines we generally see a significant drop in girls' attendance rates at school

So an improved decision was taken:

There need to be separate latrines for males and females at each school

Source: JIMT 2015

What is knowledge?

- ▶ Answers the 'how ' and 'why' questions
- ▶ Is created when the information is learned, applied, and understood
- ▶ Is understanding, awareness, and the recognition of a situation and familiarity
- ▶ Is information in perspective, integrated into a viewpoint based on recognition and interpretation of patterns or trends
- ▶ Contains our beliefs and expectations

Source: JIMT 2015

Data

Information

Knowledge

Image source: http://www.business2community.com/strategy/difference-data-information-0967136#0q1Qoqbd0fVOAPPP.97

What is IM?

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

Source: *Humanitarian Information Management Document:*
A focus on the role of information management officers

How does IM support effective humanitarian response in emergencies?

IM can:

▶ Provide analysis

▶ Support decision making

▶ Support coordination processes and response

▶ Provide a common operational picture

▶ Provide relevant and accurate information in a timely fashion

▶ Benefit early recovery and later activities

WHAT ARE THE STEPS IN AN IM CYCLE?

PIM definition

PIM refers to principled, systematised, and collaborative processes to collect, process, analyse, store, share, and use data and information to enable evidence-informed action for quality protection outcomes

Activity #15: IM

1. Look in your name card for a business card that has either the name of a UN agency or a cluster
   ▶ To form groups you need to find which agency leads which cluster
2. Go outside
3. Find the name of a cluster on a flip chart
   1. Note: the cluster has no part in the activity, it's merely a way to organise you into groups and test your knowledge on clusters
4. You will be at a flip chart where you will have to 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)
   ▶ As you write the solution, specifically identify the role a protection/IM actor has in it
   ▶ Then, join the 'other' group that had your similar challenge and compare
   ▶ Afterwards, take your workbooks and note the responses in silence (p.36)
   ▶ Facilitators will walk around the room to confirm and correct 'solutions' (with green stickers)
   ▶ We will join in plenary to have a discussion
5. Example: 'To store'

Challenge	Solution
1. GBV information is sensitive and hard to keep secure	1a. Protection actor identifies what is sensitive and IM actor provides a coding system to ensure nothing personal/identifiable is written down 1b. All files (electronic and hard) are locked with a password and key

Review of module objectives

Module objectives

► Explain the difference between data, information, and knowledge

► List the IM building blocks (or IM cycle)

► List challenges for each IM building block

► List solutions for each challenge listed

► Explain how IM supports protection clusters to develop a more informed protection response

► informed protection response

Activity #16: You and IM

1. Find your pairs (country/flag workbook activity)

2. In your pairs, discuss an IM activity that you are currently doing in the field

3. In your discussion, highlight the roles and responsibilities of each actor to ensure this occurs

Did our learning objective experts add their leaves to the tree?

Moment of Zen

▶ Did you get all the data?

DANISH
REFUGEE
COUNCIL

Humanitarian Aid
and Civil Protection

Global Protection Cluster

UNHCR
The UN Refugee Agency

'What we learn with pleasure, we never forget.' – Alfred Mercier, nineteenth century US poet

MODULE 2.4: COUNTRY PRESENTATION

DAY 2

Module objectives

▶ Recall challenges and lessons learned from others

▶ Recall good practices from others

"Every time you indulge into any sort of online activity, your data can be easily monitored and checked."

- Victoria Ivey, Beta News

MODULE 2.5: PIM SENSITIVITIES

DAY 2

And our learning objective experts are...

Source: Twitter @BetaNews

Module objectives

This module will:

- ▶ Explain what could be sensitive data
- ▶ Explain how PIM is unique from other IM systems
- ▶ Explain who is at risk in collecting sensitive data

Activity #17: PIM sensitivities

GRAFFITI WALL

1. TAKE A WRITING UTENSIL

2. ILLUSTRATE, "WHY IS PIM SENSITIVE?" (WORDS OR PICTURE)

Activity #18: PIM sensitivities

GRAFFITI WALL

1. TAKE FIVE STICKERS FROM THE CREATIVE BOX

2. PUT THE STICKERS ON THE WORDS, IMAGES, OR EXPRESSIONS YOU BELIEVE ARE THE FIVE BIGGEST CONCERNS.

   ▶ You can put all five stickers on the same word

   ▶ You can put stickers on words you wrote or others wrote

   ▶ You do not have to use all five stickers

What could be sensitive data?

Sensitive data could be:

- ▶ Related to an individual who can be identified from that data

- ▶ Personal data (biodata)

- ▶ Used to the detriment of an individual identified in the data

- ▶ Used to the detriment of humanitarian actors, an operation, or an organisation

Each operation should:

- ▶ Define what is sensitive information in context

Who is at risk when collecting sensitive data?

Data collected can put people at risk, including:

- Individuals whose data is being collected

- Survivors or witnesses reporting incidents

- The communities being monitored

- The individuals/organisations storing the data

- Staff of an organisation collecting data

Who else could be at risk during the process where we:
collect, process, analyse, store, share, and use data ?

Image source: JIMT 2015

Review of module objectives

Module objectives

▶ Explain what could be sensitive data

▶ Explain how PIM is unique from other IM systems

▶ Explain who is at risk in collecting sensitive data

Activity #19: You and PIM sensitivities

▶ Alone and silently reflect to ensure you understand all of these objectives

Did our learning objective experts add their leaves to the tree?

Moment of Zen

▶ A current debate about sharing sensitive data

Source: Russell Brandom recording Tim Cook, 21 March 2016 www.theverge.com/2016/3/21/11279230/Apple-vs-fbi-encryption-debate-preview-tim-cook-iphone-event

Passion is energy.
Feel the power that
comes from focusing
on what excites you.

Oprah Winfrey
www.geckoandfly.com

Oprah Winfrey
US talk show host

MODULE 2.6: ANALYSE YOUR ENVIRONMENT

DAY 2

And our learning objective experts are…

Source: www.quotesgram.com/female-leaders-quotes-quotes/

Module objectives

This module will:

▶ 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

Process of developing a protection response

Protection analysis

Protection strategy

Protection response

The process

The document

The activities

The roadmap

We want to implement an effective protection response!

Image source: happyboss.com

The roadmap

Protection analysis

Protection strategy

Protection response

The process   The document   The activities

?
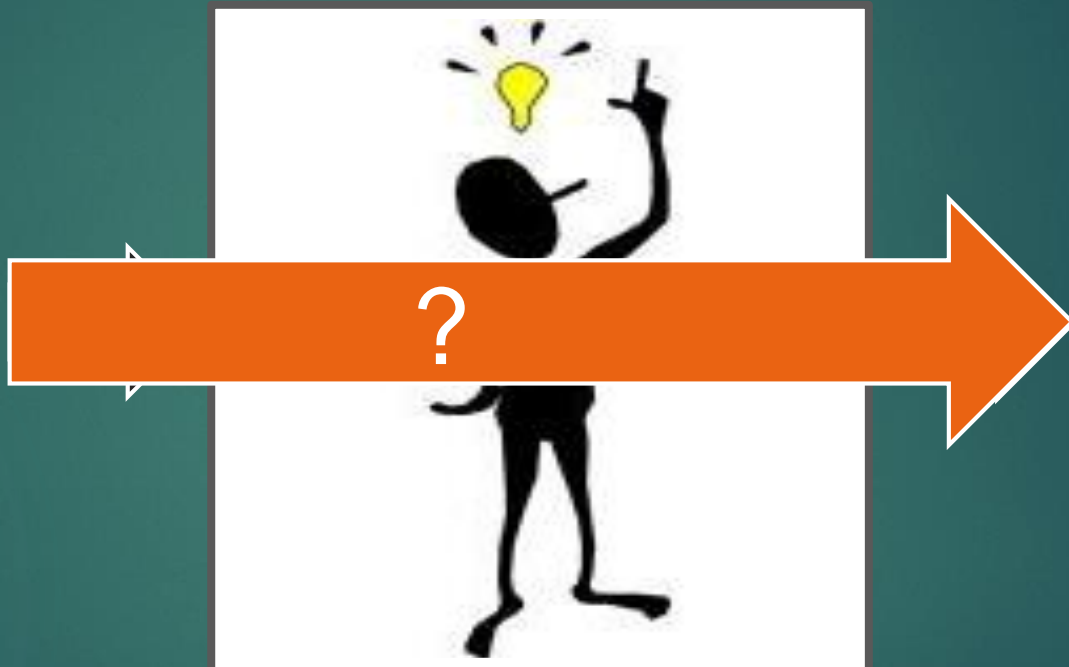
Implementing an effective protection response

We need to develop an informed response plan

Image source: happyboss.com and Pintrest.com

Where are (protection) response plans?

2.6

Slide 108

Response plans:

- ▶ Outline protection issues

- ▶ Come in many forms

- ▶ Are based on protection analysis and strategy

- ▶ Indicate who needs what to combat, reduce, and minimise protection issues

- ▶ Influence resource mobilisation

- ▶ Lead to the implementation of protection activities

'**Protection**… will be encouraged through participation of cluster member focal points in workshops' p.65
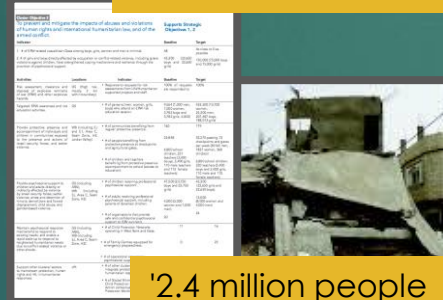
'2.4 million people need humanitarian and **protection** assistance.' p.17
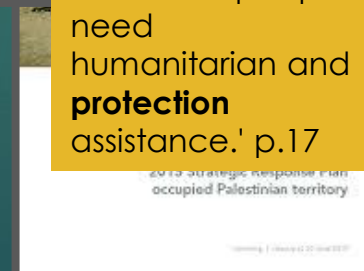
Framework for the establishment of a Protection Cluster strategy

I. Summary

[...] civilians during armed conflict and natural disaster is a complex and [...] multidimensional response to address the various sources of vulnerabilit[...] this context, humanitarian professionals and coordination bodies [...] complex approaches addressing the legal, political, and social as[...] operations in often remote and hazardous environments. E[...] [...] by [...] of various interpretations and agendas by the belli[...] [...] donors, in[...], and non-governmental organizations, increas[...]ce of the strategic thin[...]ng and negotiation skills of humanitarian prac[...]. [...]pose of this framework is to[...] [...]tection Cluster a basic framework on [...]ection strategy. Strategy planning [...] that includes:

- Analysing potent[...] emergencies;
- Analysing the potential humanitarian impact and consequences on protection during an emergencies;
- Establishing clear objectives, strategies, policies and procedures and articulating critical actions that must be taken to respond to an emergency, and;
- Ensuring that agreements are recorded and necessary actions are taken in order to enhance response and preparedness.
- Identifying the level and timeline for humanitarian exit strategy and transition to recovery and development.

Protection strategy planning can be used to plan for all types of emergencies including complex emergencies, natural and environmental disasters and other significant crises to which the humanitarian community must respond. Inter-agency protection planning should focus on situations in which the scale and [...]mpact of the emergency requires the concerted [...]tion of a number of agencies/organiza[...] [...]ning should address response, remedial and en[...]nt building actions.

Basic Compone[...] [...]gency Protection Planning Process are:
- Infor[...] [...]nt and analysis;
- Id[...] [...]esponsibilities;
- [...]ning;
- [...]ng actions;
- [...]cy planning.

[...]nformation management and analysis

[...]alysis

Provide a short description of the country situation which the aspect of the emergency affecting the country (natural disaster, complex emergency, etc…), the general political and humanitarian situation emphasizing its impact on protection and humanitarian situation.

2. Risk analysis
Provide a brief analysis of the risks analyzed during the planning process.

3. Identification of protection risks
Identification of protection risks must be the first step taken in the establishment of a protection strategy. Protection risks identification must be made through the conduct of rapid protection assessment, population profiling/participatory assessment, IDP registration, protection monitoring, etc… Due to the transversal aspect of protection within humanitarian framework it is important to

'More than 360 civilians have been killed and more than 680 have been injured as a result of the conflict. **Protection** of civilians is a top priority.' p.5

'Strengthen protection monitoring to address **protection** gaps and individual cases… Target 250,000 individuals' p.45

Source: www.humanitarianresponse.info (2016) and Global Protection Cluster
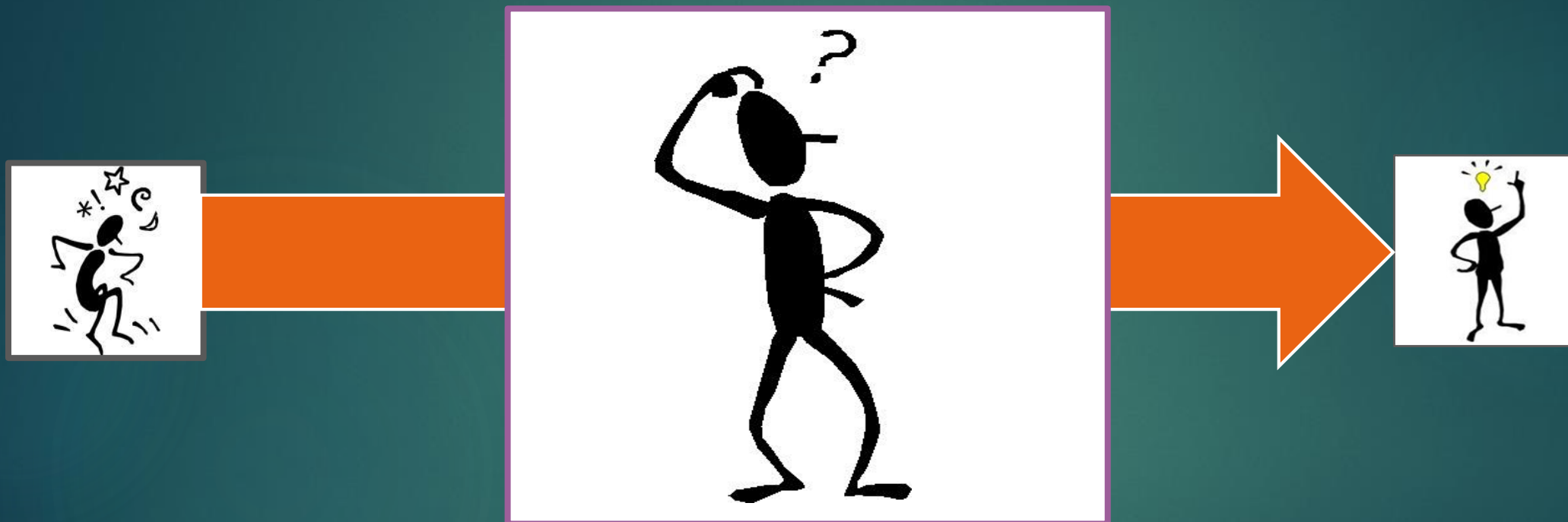
The roadmap

What information do you need?

Image sources: Pintrest.com and happyboss.com

The roadmap

?

For the information I need… What do I have?

Image sources: Pintrest.com, happyboss.com, cliparthut.com

The roadmap

?

There's a lot out there… I should organise this!

Image sources: Pintrest.com, happyboss.com, cliparthut.com

The roadmap

?
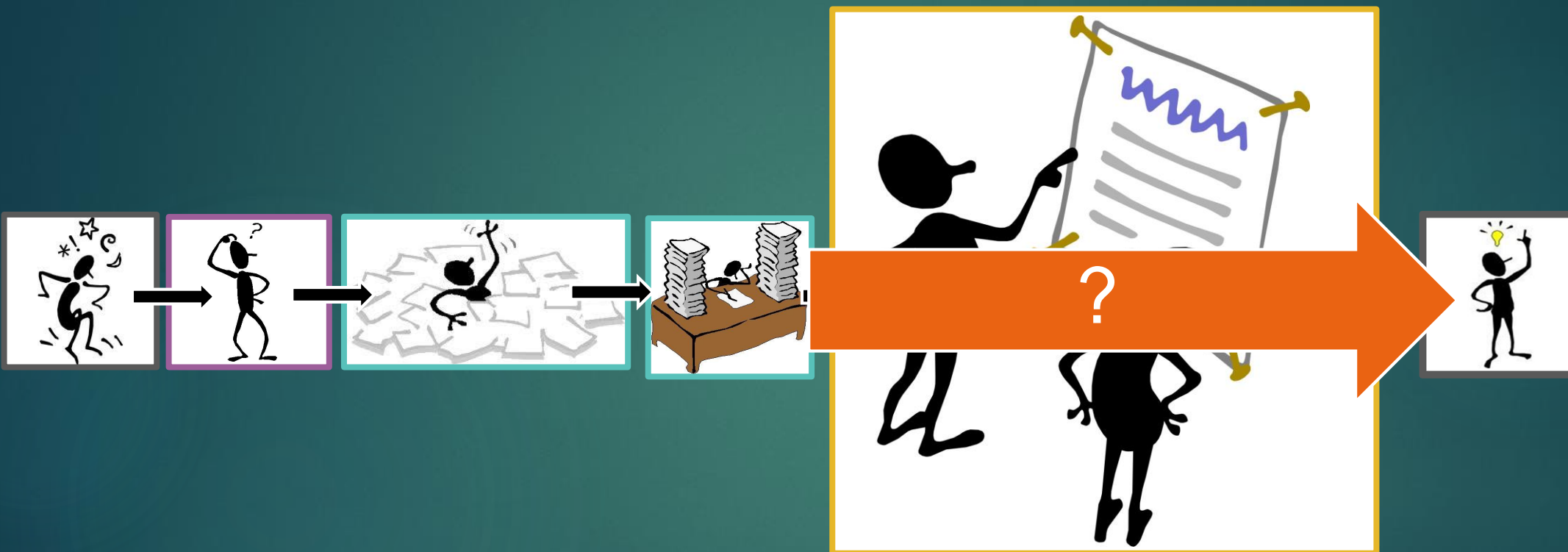
Do I have the information I need to make an informed response?

Image sources: Pintrest.com, happyboss.com, cliparthut.com

The roadmap

Sharing Protocol

?

Yes, I do!
No, I don't – there's a gap!

Image sources: Pintrest.com, hapyboss.com, cliparthut.com,, cueroisd.org, qualityservicemarketing.blogs.com
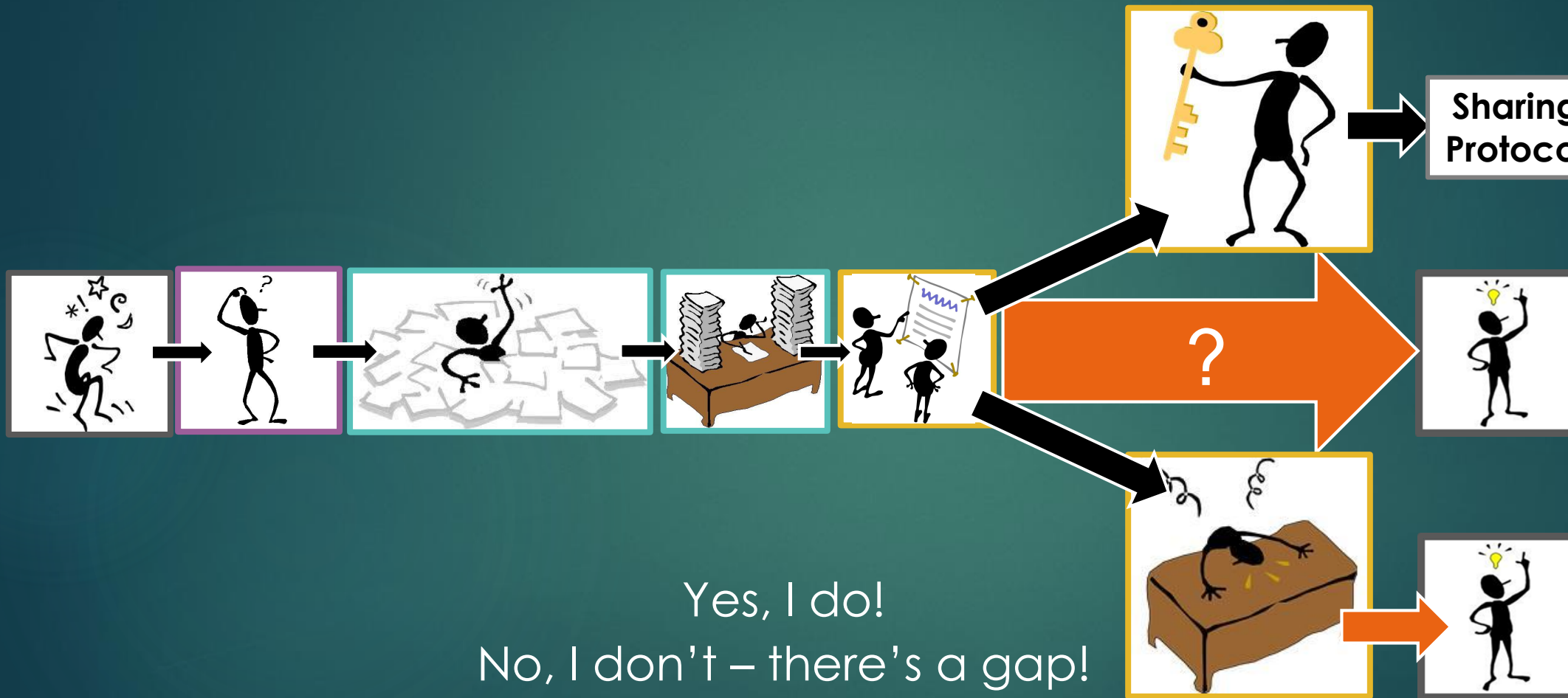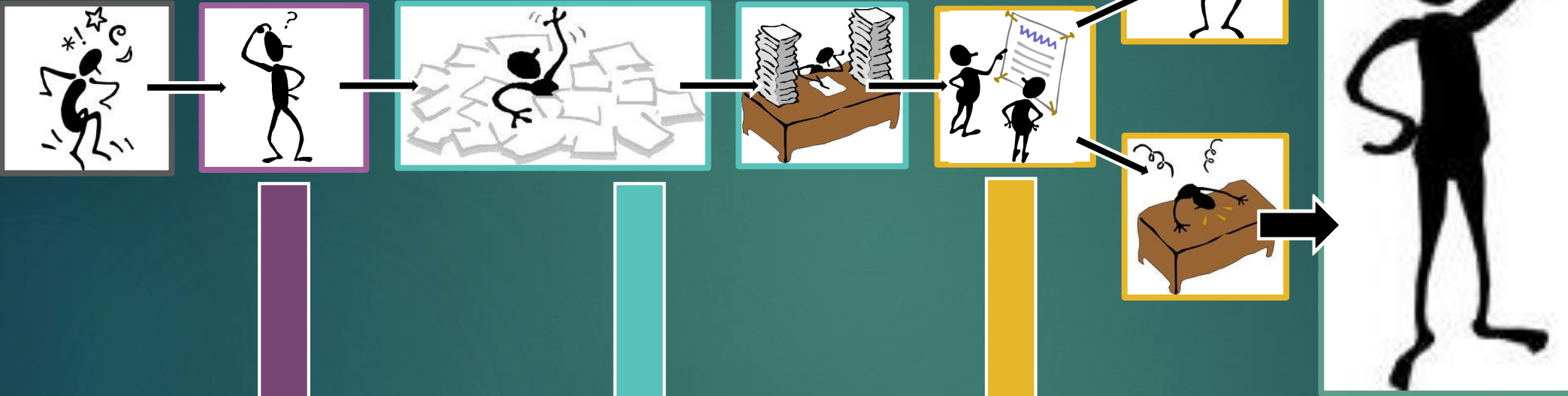
The roadmap

What do we need?

What do we have?

Where are the gaps?

How do we fill the gaps?

Image sources: Pintrest.com, hapyboss.com, cliparthut.com,, cueroisd.org, qualityservicemarketing.blogs.com

The roadmap

What do you need? → Pre-crisis information → First 72 hours → 72 hours–2 weeks → Current situation

Current situation

Scope and scale of emergency

Conditions and status of the affected population

Humanitarian access

Capacity and response

Image sources: Pintrest.com, happyboss.com and UNICEF Guidance Note

Activity #20: Information needs

In your cluster teams:

- Populate the Dropbox with your key information needs for:
  - Current situation

- Reference:
  - UNICEF: *Guidance Note*
  - ECHO: *Guidance on Thematic Policy on Protection*
  - UNHCR: *Needs Assessment for Refugee Emergencies*

Activity #21: Key resources

In your cluster teams:

- Identify 10 sources where you could find the information needs listed

  - List the resource in Excel and your workbook (p. 50)

  - List the website address to where the resource is located online

- Reference
  - ACAPS: Secondary Data Review
  - PIM champion workbook (p.50)

Key terms

- ▶ Response plans

- ▶ Protection strategy

- ▶ Protection analysis

- ▶ Analytical framework

- ▶ Secondary data review

The roadmap (complements)

What do you need?

Protection analysis
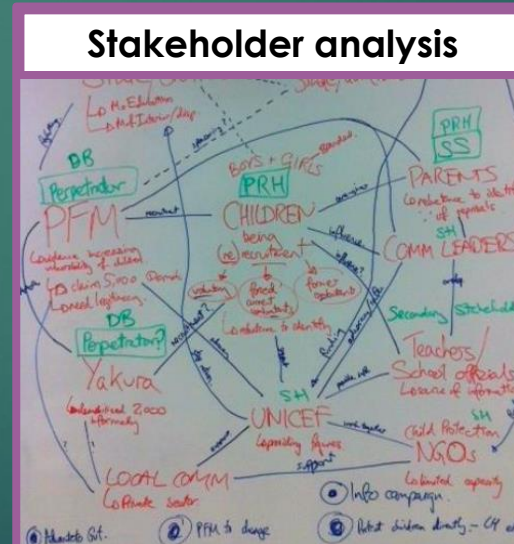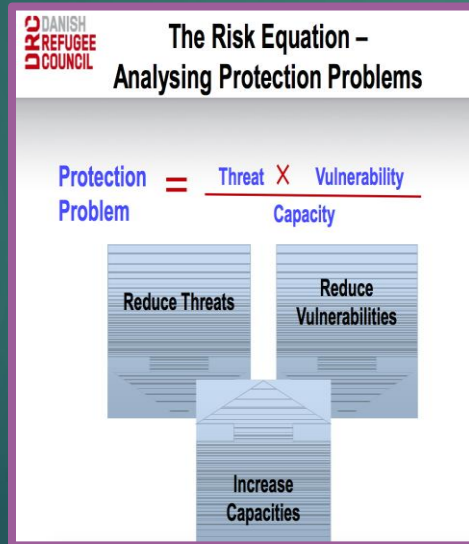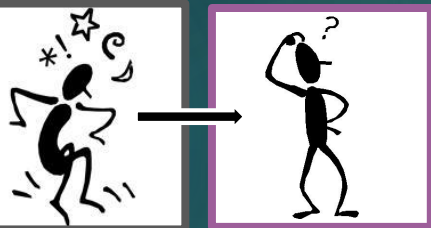
The Risk Equation – Analysing Protection Problems

$$\text{Protection Problem} = \frac{\text{Threat} \times \text{Vulnerability}}{\text{Capacity}}$$

Reduce Threats

Reduce Vulnerabilities

Increase Capacities

Stakeholder analysis

Contextual analysis

Image sources: Pintrest.com, hapyboss.com, and Danish Refugee Council Protection Training

Review of module objectives

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

Activity #22: You and needs

1. Find your pairs (country/geographic description workbook activity)

2. In pairs share (at least one) example of why having of the information needs is critical to your work

Examples of how to start the conversation:

► *As a GBV actor, it is essential to know # and % of health facilities where clinical management of rape is available, or facilities with sexual and reproductive health services because…*

► *When I was working in South Sudan and we had this information we were able to…*

► *When I was working in Somalia and we did not have this information…*

Did our learning objective experts add their leaves to the tree?

Moment of Zen

▶ What do individuals need? Take a moment to think about the needs of the population.

Source: Stephen Colbert interviews Emily Pilloton, author of *Design Resolution*, 18 January 2010, www.cc.com/video-clips/r6fzoi/the-colbert-report-emily-pilloton

MODULE 2.7: DAY 2 REVIEW
DAY 2

Source: atlas-appraisals.ca/wp-content/uploads/shutterstock_117743374-review-600px.jpg

Module objectives

This module will:

▶ Reflect on the day and progress on course objectives

▶ Reflect on the core competencies

▶ Provide feedback on the day

Reminders for tomorrow

Reminders

▶ Start time: 08:30

▶ Reimbursements

▶ You need to bring :

  ▶ protection strategy (Dropbox or hard copy)

    ▶ Indicator lists

    ▶ Current key questions you are trying to answer

  ▶ A laptop (one per cluster – well charged, no power cord)

  ▶ Energy ☺

▶ Walk/run club starts at 06:00

▶ Evening activities include:

  ▶ _____

  ▶ _____

Before you leave

▶ Fill out your evaluation form (Day 2)

▶ Fill out the reflection table in the workbook (p.62)

▶ Fill out a post-it and place it on the flip chart:

  ▶ Purple post-it = something you liked

  ▶ Blue post-it = something you learned

  ▶ Orange post-it = something you suggest

'If you can't explain it simply, you don't understand it well enough.' – Albert Einstein, German refugee to the USA, physicist, and philosopher

MODULE 3.1: REFRESHER

DAY 3

Module objectives

This module will:

▶ Reflect on the day and progress on course objectives

▶ Share some of the learning of the day so far

Activity #23: Just a minute

You have 1 minute to:

▶ Explain the most important things you learned yesterday, without:

  ▶ Hesitation

  ▶ Repetition

  ▶ Deviation

▶ PIM champions will:

  ▶ Listen to each other (in groups of four)

  ▶ Be timed (by the facilitator)

  ▶ Give one suggestion of something done well; and one suggestion to improve on

MODULE 3.2: PIM MATRIX

DAY 3

And our learning objective experts are…

Source: www.thematrix101.com

Module objectives

This module will:

▶ Explain what the PIM matrix is

▶ Explain why the PIM matrix has categories

▶ Explain how the PIM matrix is used

▶ List PIM categories

▶ List the rows (components) of the matrix

What is the PIM matrix?

The PIM matrix :

- Provides a framework for a standardised understanding of PIM systems, tools, and approaches
- Illustrates the full spectrum of PIM approaches

How is the PIM Matrix used?

1. To assist in identifying the right systems, tools, and approaches for a particular result
2. To reinforce a common understanding of PIM concepts to facilitate accurate protection dialogue
3. To help refine the overall quality of PIM activities undertaken individually and as a community of responders

Why have PIM categories?

PIM categories:

- ▶ Create common understanding

- ▶ Enable sharing, coordination, and collaboration

- ▶ Organise thinking

- ▶ Speak clearly within the community

- ▶ Allow for improvement and effective response

WHAT ARE THE PIM MATRIX CATEGORIES?

LOOK UNDER YOUR CHAIR
STAND UP IF YOU HAVE A PIM CATEGORY TITLE PAGE

PIM matrix categories

- Population data
- Protection needs assessment
- Protection monitoring
- Case management
- Protection response monitoring and evaluation
- Security and situational awareness
- Sectoral IM systems
- Communicating with affected communities

There are nuclear categories and cousin categories

WHAT ARE THE COMPONENTS OF THE PIM MATRIX CATEGORIES?

LOOK UNDER YOUR CHAIR
STAND UP IF YOU HAVE PIM CATEGORY COMPONENT

What are the components of each PIM category?

▶ Definition and purpose

▶ Sub-category examples

▶ Approaches and methods for collecting data

▶ Tools

▶ Output (data and information)

How we will use with the PIM matrix in the PIM training

In this module, we will:

- 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 you an opportunity to identify if you have implemented one of these categories
- Give you an opportunity to identify challenges you have had when implementing a category

During the day, we will:

- Go into depth on several categories that protection/IM actors usually work with to describe:
(1) triggers'; (2) examples; (3) challenges; and (4) solutions

At the end of the day, we will:

- Provide the PIM Small 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:

- Use the PIM matrix to guide how we provide protection response
- Use the PIM matrix to identify the best way to 'fill a gap'

Population data

Definition

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

Protection needs assessment

Definition

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

Protection monitoring

Definition

Systematically and regularly collecting, verifying, and analysing information over an extended period of time in order to identify violations of rights and protection risks for populations of concern for the purpose of informing effective responses

Case management

Definition

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

Protection response monitoring and evaluation

Definition

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

Security and situational awareness

Definition

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

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

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

Sectoral IM systems

Definition

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

Communicating with affected communities

Definition

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

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

Activity #24: Who has done what?

1. Look at the eight categories

2. Think, 'Which of these have I done?'

3. Take a pink post-it

4. Write:
   - ► Your name
   - ► The category
   - ► Where you implemented it (country)

5. Use one post-it for one experience

6. Put up as many post-its as you want

Megan Lind

Protection needs assessment

South Sudan

Megan Lind

Case management

South Sudan

Megan Lind

Protection needs assessment

Yemen

Image source: www.dreamstime.com

Let's have a discussion

In plenary, let's discuss:

▶ What were the outputs that came from the category? (generally)

▶ How did you use these outputs? (generally)

By the end of your day (in Module 3.7):

▶ Identify at least one output that comes from this category (specific)

▶ Write this output in your workbook (specific))

▶ Identify one 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!

Activity #25: What questions do you have?

1. Look at the eight categories

2. Think, 'What questions do I have about these categories?'

3. Take an orange post-it

4. Write:
   - Your name
   - The category
   - Your question

5. Use one post-it for one experience

6. Put up as many post-its as you want

Megan Lind

Protection monitoring

If I hear about a GBV case, should I be taking steps to 'monitor' it?

Megan Lind

Protection needs assessment (PNA)

How often should I do a PNA?

Megan Lind

Protection monitoring

What are the risks of protection morning with GBV cases?

Image source: www.dreamstime.com
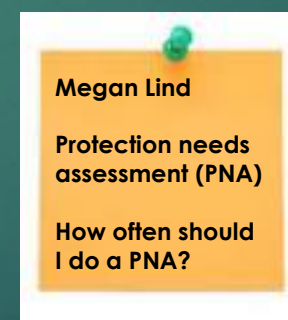
Review of module objectives

Module objectives

▶ Explain what the PIM matrix is

▶ Explain why the PIM matrix has categories

▶ How is the PIM matrix used

▶ List the PIM categories

▶ List the rows (components) of the PIM matrix

Activity #26: You and the matrix

▶ Alone and silently reflect to ensure you understand all of these objectives

Did our learning objective experts add their leaves to the tree?

Moment of Zen

▶ So what is the matrix?

Source: The Matrix (2003), www.youtube.com/watch?v=w6HgysLj2hM

'You never know what you have until… you clean your room' – Unknown

MODULE 3.3: PROTECTION NEEDS ASSESSMENT

DAY 3

And our learning objective experts are…

Module objectives

This module will:

▶ 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

Recall: What is a protection needs assessment?

Definition

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

Why is a protection needs assessment a category?

A population needs assessment provides an opportunity:

▶ To identify how a change in the humanitarian situation has affected the population and could lead to a change in programing

▶ To identity the affected population's capacities, vulnerabilities, protection concerns, and desires

▶ To hear opinions and voices from minority populations within the affected populations

▶ To partner with other sectors doing assessments (mainstream protection)

Where is a protection needs assessment in the humanitarian programme cycle?

(Protection) needs assessment

PREPAREDNESS

PREPAREDNESS

PREPAREDNESS

COORDINATION

INFORMATION MANAGEMENT
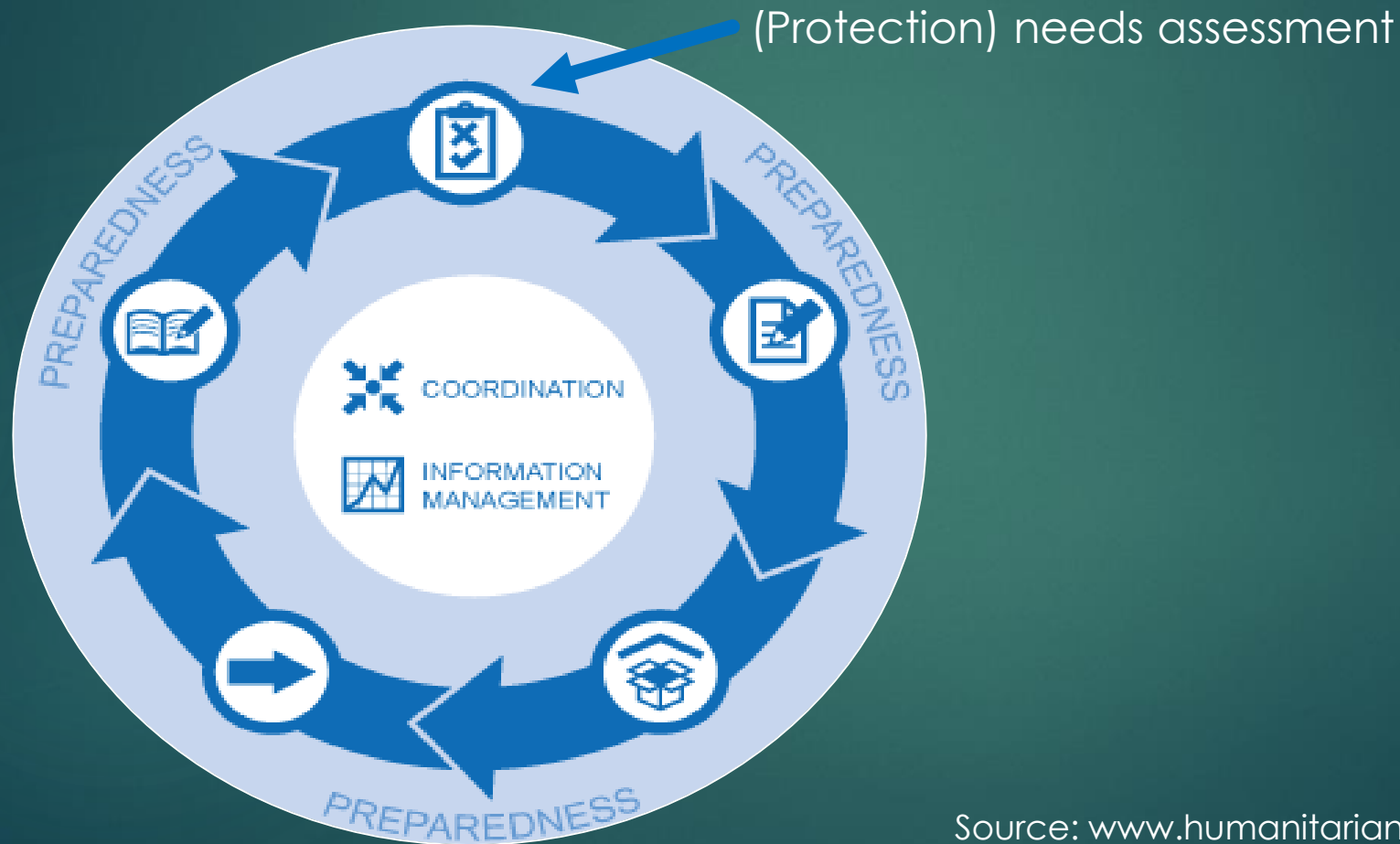
Source: www.humanitarianresponse.info

What could trigger a protection needs assessment?

▶ The beginning of an emergency

▶ When there is big change in the situation (e.g. an influx of people)

▶ Before appeals or programme redesigns (e.g. end of year)

▶ When not enough information is available to enable decision making

▶ When a displaced population chooses to return 'home'

Activity #27: Protection needs assessment

In your clusters:

1. Open the Dropbox
2. In the folder called *PIM Training Documents* (to be used during the training):
   ▶ Click on the folder called *Templates for Modules*
   ▶ Open Word document *Module 3.3 Template, Protection needs assessment*
   ▶ Save the Word document to *Module 3.3 Protection needs assessment (Country name #1)*

3. In your clusters identify who has done a protection needs assessment
4. Pick one example of a protection needs assessment
5. Populate the Word document based on that example, answering these questions (see Word doc):
   ▶ 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? (Make sure 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

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

Activity #28: Cluster and needs

1. Join with another cluster:

   ▶ South Sudan and Sudan

   ▶ DRC and Somalia

   ▶ Sit anywhere you want, but all together – no need to have computers, pens, paper, etc. Merely talk with each other

2. Present one of your examples to the cluster

3. Ensure to identify (in your presentation) what triggered your protection needs assessment

Did our learning objective experts add their leaves to the tree?

Moment of Zen

▶ Did you seek input from the priority population?

Source: Michael Wood, California State University, 29 March 2013, www.youtube.com/watch?v=QBa7hSe8IOM

"If your dreams don't scare you, they're not big enough"
- Ellen Johnson Sirleaf

President of Liberia

MODULE 3.4: PROTECTION MONITORING

DAY 3

And our learning objective experts are...

Source: business.linkedin.com

Module objectives

This module will:

▶ 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

Question:

Is protection monitoring a game changer or too risky of a challenge for protection actors to implement today?

Activity #29: Protection monitoring

In your groups (assigned based on the type of water bottle)

1. Identify if you are:

    ▶   Advocating that protection monitoring is a game changer (Water bottle: _____ OR _____)

    ▶   Advocating that protection monitoring is a gamble (Water bottle: _____ OR _____)

2. In your groups discuss:

If you are advocating that protection monitoring is….	Then you should highlight:
A game changer	• The benefits of protection monitoring • Solutions to common challenges • Where protection monitoring occurs in the HPC
Too risky of a challenge	• The challenges of protection monitoring • Risks of implementing protection monitoring • Where protection monitoring occurs in the HPC and other priorities during this moment in the HPC

Review of module objectives

- Outline where a protection monitoring occurs in the humanitarian programme cycle:

    - Implementation and monitoring

- List triggers for a protection monitoring:

    - When an in-depth understanding of the protection environment is needed and resources (human and financial) are available to implement with understanding the from community and the actors doing protection monitoring on the activities to take place, the ways to mitigate risks, and how the information collected will be processed, analysed, stored, shared, and used

- List challenges when implementing protection monitoring:

    - Engaging with vulnerable, affected individuals and groups in a responsible manner

    - Ensuring safety and no harm to those giving and receiving information

    - Ensuring informed consent and data protection/security

    - Managing expectations in the referral and follow up processes

    - Ensuring reliable, accurate and up-to date info

- List solutions to the challenges when implementing protection monitoring:

    - Ensuring staff are trained and able to engage with communities

    - Having systems/procedures in place to ensure data security

    - Ensuring staff and systems capacity to analyse data and information

- Summarise an example of a protection monitoring

Moment of Zen

▶ You're being monitored!

Source: Daily Show, 10 June 2013,
www.cc.com/video-clips/k2ssor/the-daily-show-with-jon-stewart-good-news--you-re-not-paranoid

'The capacity to learn is a gift;
the ability to learn is a skill;
the willingness to learn is a choice!'
– Brian Herbert, US author

MODULE 3.5: COUNTRY PRESENTATION

DAY 3

Module objectives

This module will:

▶ Recall challenges and lessons learned from others

▶ Recall good practices from others
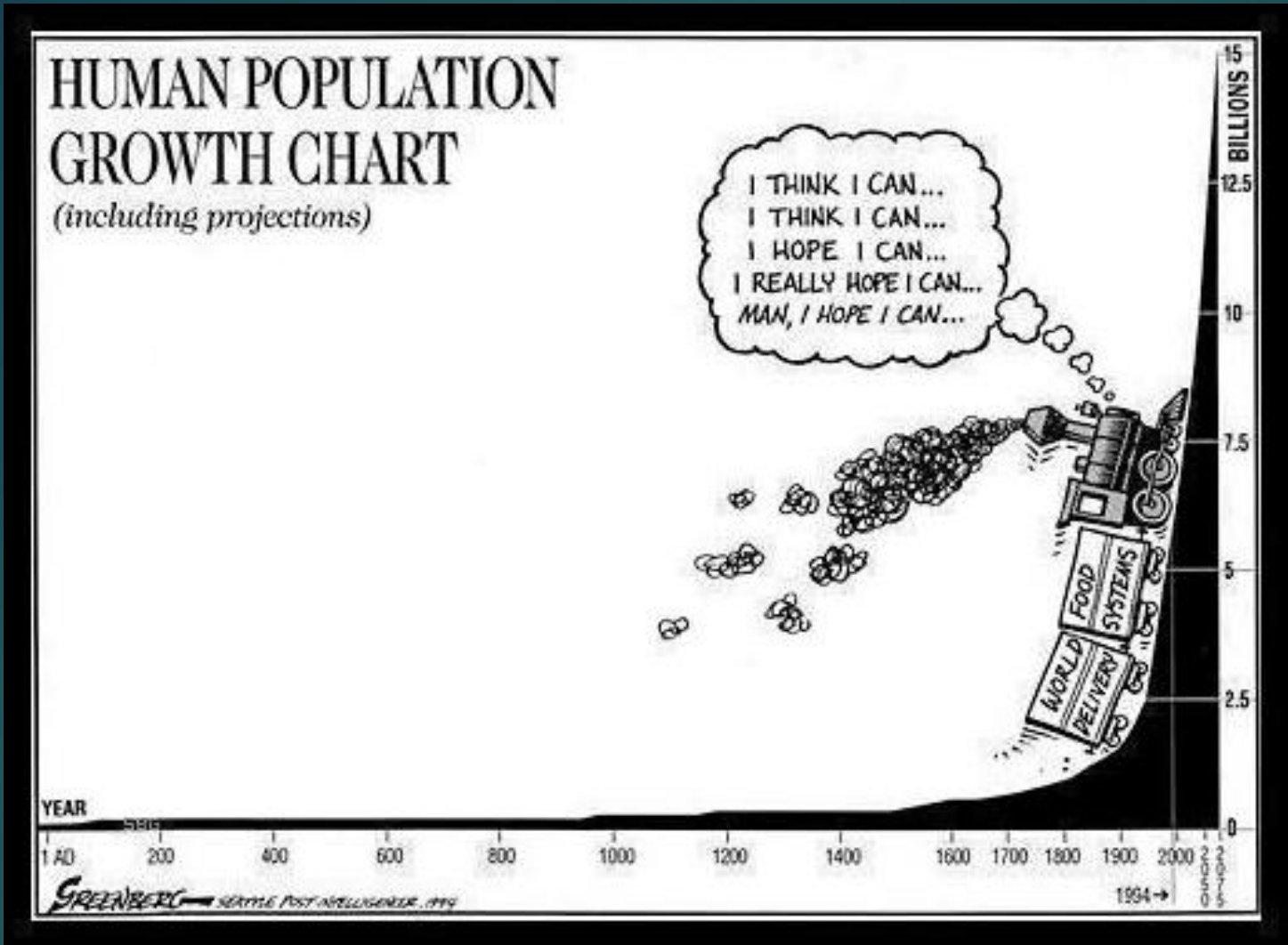
MODULE 3.6: POPULATION DATA

DAY 3

And our learning objective experts are…

Source: http://quotesgram.com/quotes-about-population-growth/

Module objectives

This module will:

- ▶ 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

Population data

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

Activity #30: Population data

READ A CASE STUDY

1. SOURCE: JIPS, 2016

2. CONTACT INFORMATION FOR CASE STUDY: INFO@JIPS.ORG

Activity #31: A deeper look at population data

1. Find your group (candy workbook activity)

2. Go into the next room and find your group's flip charts

3. Spend 15 minutes discussing challenges and solutions to population data:

   ▶ 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

4. Spend the final 10 minutes identifying what can trigger the need for population data

5. We will then move the flip charts together and discuss as a group

Review of module objectives

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

Activity #32: You and population data

▶ Alone and silently reflect to ensure you understand all of these objectives

Did our learning objective experts add their leaves to the tree?

Moment of Zen

- ▶ What does population data look like?

Source: www.youtube.com/watch?v=EPy-_a9tsCg
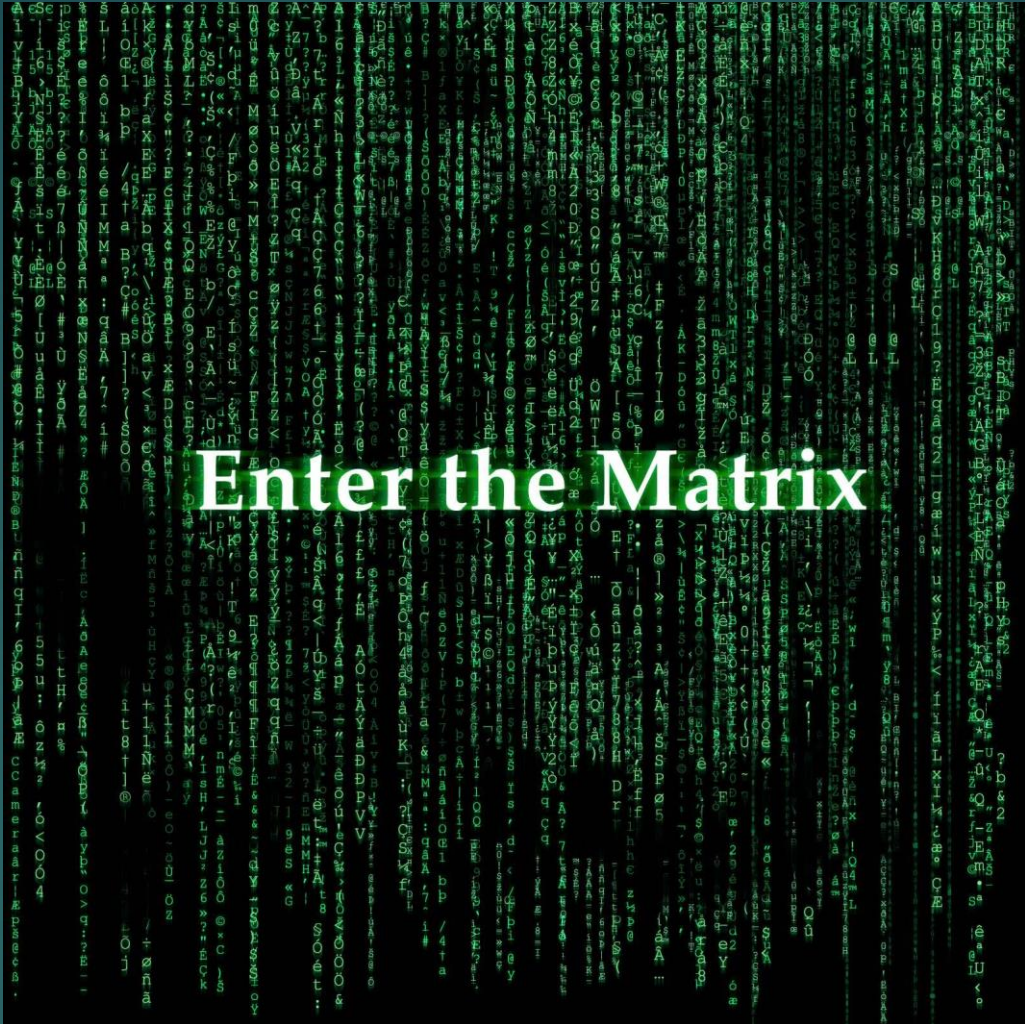
MODULE 3.7: PIM MATRIX USE AND OUTPUTS

DAY 3

And our learning objective experts are...

Source: www.platformonomics.com

Module objectives

This module will:

- 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)

Activity #33: What is the difference?

1. Find your group (colour sticker workbook activity)

2. In your group, identify the differences between the following categories:
   a. _____ = differences protection needs assessment and protection monitoring
   b. _____ = differences protection needs assessment and population data
   c. _____ = differences protection monitoring and population data

3. Nominate one person to present in plenary

Activity #34: Outputs

1. Find your pair (pairs are made by matching countries with their capital city):

2. In your pairs discuss:
   a. What were the outputs that came from the category?
   b. How did you use these outputs?

3. By the end of your discussion:
   a. Identify at least one output that comes from this category (general)
   b. Write this output in your workbook (general)
   c. Identify one example of how this output was used (specific to context)
   d. Make a list – one example per person – of how outputs have been used (specific to context)

Reminder – by outputs we mean:
   1. What were the outputs that came from the category?
   2. How did you use these outputs to influence the work that you do?

Review of module objectives

3.7
Slide 178

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)

Activity #35: You and categories

▶ Alone and silently reflect to ensure you understand all of these objectives

Did our learning objective experts add their leaves to the tree?

Moment of Zen

- [Know what you want](#)

Source: Input/Output, http://digg.com/video/input-output-short-film

MODULE 3.8: DAY 3 REVIEW
DAY 3

Module objectives

This module will:

▶ Reflect on the day and progress on course objectives

▶ Reflect on the competencies learned

▶ Provide feedback on the day

Reminders for tomorrow

Reminders

▶ Start time: 10:00!

▶ Reimbursements

▶ You need to bring :

   ▶ Reference documents (Dropbox!)

   ▶ A laptop (one per cluster – well charged, no power cord)

   ▶ Memories from the field ☺

▶ Walk/un club starts at 06:00

▶ Evening activities include:

   ▶ _____

   ▶ _____

Before you leave

▶ Fill out your evaluation form (Day 3)

▶ Fill out the reflection table in your workbook (p.91)

MODULE 4.1: REFRESHER

DAY 4

Module objectives

This module will:

► Reflect on yesterday

► Explain main concepts from yesterday's modules

Activity #36: Find a PIM champion

What have you learned?

1. Open your workbook

2. Read the questions in the table

3. Move around the room and find someone who can answer each of the questions. Note:

   ▶ A different PIM champion must answer each question

   ▶ Keep moving around the room until you have finished all the questions

For example, watch me…

MODULE 4.2: ANALYSE YOUR ENVIRONMENT

DAY 4

And our learning objective experts are…

Module objectives

This module will:

▶ Explain what an analytical framework is

▶ Explain why a secondary data review is useful

The roadmap

Secondary data review
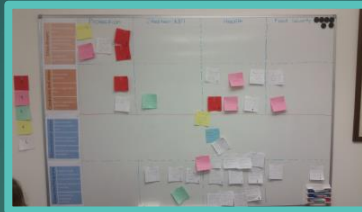
Analytical framework
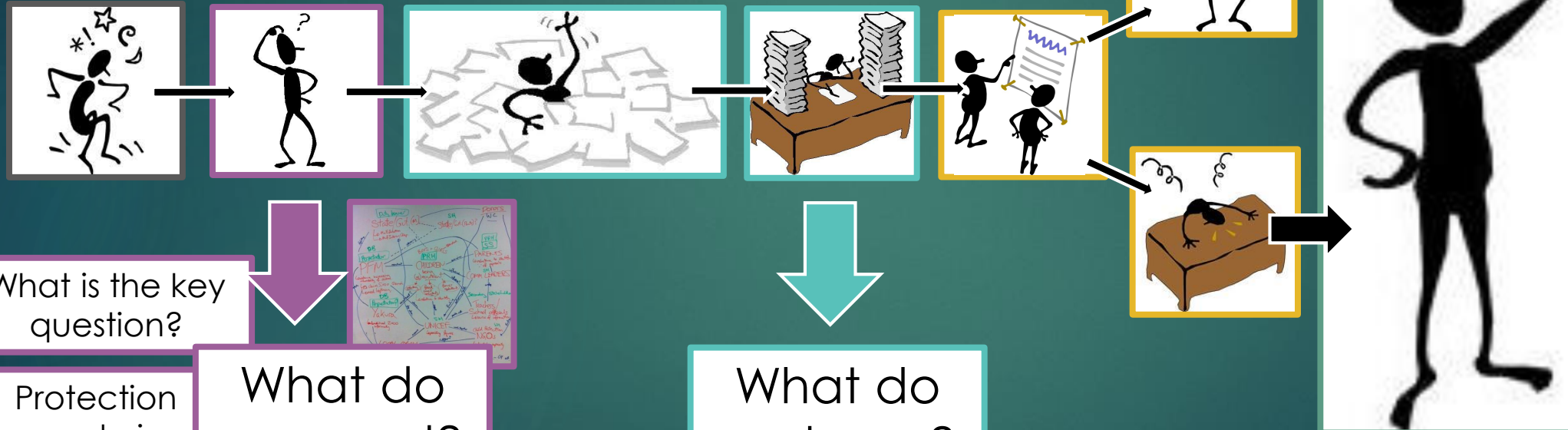
What is the key question?
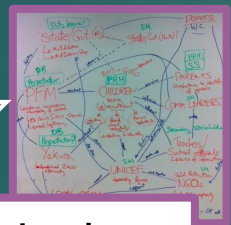
Protection analysis

$$\text{RISK} = \frac{\text{THREAT} \times \text{VULNERABILITY}}{\text{CAPACITY}}$$

What do we need?

What do we have?

Image source: Pintrest.com, hapyboss.com, cliparthut.com, cueroisd.org, qualityservicemarketing.blogs.com

DRC DANISH REFUGEE COUNCIL

Humanitarian Aid and Civil Protection

Global Protection Cluster

UNHCR The UN Refugee Agency

What is a secondary data review?

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

- ▶ Requires external sourcing

- ▶ Is pre-analysis

The objectives of a secondary data review are to:

- ▶ Verify and collect baseline information

- ▶ Present an initial and quick situation overview

- ▶ Identify gaps in knowledge, and support design of field assessments

- ▶ Support strategic planning

Source: JIMT Training and ACAPS

Analytical framework

Priority humanitarian needs

Remember these from Module 2.6?

Scope and scale of the emergency	Conditions and status of the affected population	Humanitarian access	Capacities and response

Source: JIMT Training and ACAPS

Analytical framework

Priority humanitarian needs

- Details on type and # of assistance provided
- # of people in need, accessible, but not receiving regular assistance
- Details on emerging or aggravated vulnerabilities and risks
- Problem tree

Scope and scale of the emergency

- Details on main drivers and consequences of the event
- # and type of geographical areas impacted
- # and type of population groups affected, humanitarian profile
- Problem tree

Conditions and status of the affected population

- # of people at risk, moderately in need, or severely in need
- Details on humanitarian outcomes
- Details on emerging or aggravated vulnerabilities and risks

Humanitarian access

- Details on operational constraints
- # of people in need who cannot be reached by humanitarian actors

Capacities and response

- Details on type and # of assistance provided
- # of people in need, accessible, but not receiving regular assistance

Source: JIMT Training and ACAPS

Analytical framework

Priority humanitarian needs

Gap in information: crisis impact	Gaps in response: operational environment
Scope and scale of the emergency / Conditions and status of the affected population	Humanitarian access / Capacities and response

Source: JIMT Training and ACAPS

Analytical framework

Priority humanitarian needs

Gap in information: crisis impact		Gaps in response: operational environment	
Scope and scale of the emergency	Conditions and status of the affected population	Humanitarian access	Capacities and response
⬇	⬇	⬇	⬇
1. Humanitarian profile and emergency effects	2. Severity of the crisis	3. Operational constraints	4. Gaps in response

Source: JIMT Training and ACAPS

Analytical framework

Priority humanitarian needs

Gap in information: crisis impact	Gaps in response: operational environment

Scope and scale of the emergency	Conditions and status of the affected population	Humanitarian access	Capacities and response
Crisis drivers and factors / Primary and secondary effects / Disruption of key systems, losses, and infrastructure	Humanitarian outcomes / Risks / Aggravated and new vulnerabilities	Access of relief actors to affected population / Access of affected population to assistance / Security and physical constraints	National and local capacities and response / International capacities and response / Affected population's coping mechanisms
1. Humanitarian profile and emergency effects	2. Severity of the crisis	3. Operational constraints	4. Gaps in response

Source: JIMT Training and ACAPS

Activity #37: Secondary data review

Example: South Sudan

As an example, in plenary everyone will:

- ▶ Read the text in your workbook (p.97)
- ▶ 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)
- ▶ Write the key information on a post-it
- ▶ Place the post-it in the matrix

Source: JIMT Training and ACAPS

Example: South Sudan

Upper Nile State is one of the 10 states in South Sudan. The state is divided into 13 counties, including Malakal, Melut, and Maban among others. The capital is Malakal. The White Nile flows through the state, giving it its name. Upper Nile State borders Ethiopia to the southeast and Sudan, which it seceded from in 2011, to the north. The total population is 964,353. The state, in cooperation with international partners, hosts 134,527 refugees from neighbouring Sudan, who mainly live in Doro, Yusuf Batil, Kaya, and Gendrassa settlements

Prioritise key information

Category	Problem?	Action needed?	When?
1	No	No	–
2	Problem	Monitoring	Immediately
3	Problem	Intervention	Medium term
4	Problem	Intervention	Immediately

Source: JIMT Training and ACAPS

Key pieces of information

No problem

To monitor

Requires intervention

Requires immediate intervention

▶ Refugee women report rape and other forms of GBV when collecting fire wood outside refugee settlements

▶ Due to ongoing fighting in Sudan, around 1,000 refugees arrive in Doro settlement – requiring registration, accommodation, and assistance

▶ According to teachers, 25% of school-age children are not attending primary and secondary school. The causes for this are unknown

▶ Due to recent heavy rains, at least 25% of houses in the refugee settlement were flooded. Families were unable to remain in their residence

▶ ECHO is organising a roundtable to identify humanitarian issues that refugees face

Source: JIMT Training and ACAPS

Review of module objectives

Module objectives

▶ Explain what an analytical framework is

▶ Explain why a secondary data review is useful

Activity #38: You and secondary data review

1. Find your pair (country/international dialling code workbook activity)

2. Explain what your role/responsibility is in the process of doing a secondary data review as a protection actor and an IM actor

3. Examples of how to start the conversation:

   ▶ *As a GBV actor, when we have done a secondary data review, I have done research, read key articles, asked relevant questions, etc.'*

   ▶ *When I was working in South Sudan we needed IM actors to support us with asking the right questions, identifying where I want to go long term, organising data and information in a coherent way, providing a second point of view, having a conversation about 'why' this is a key issue, etc.*

Did our learning objective experts add their leaves to the tree?

Moment of Zen

▶ To work in your environment, you need to know the environment

'Learn from yesterday, live for today, hope for tomorrow. The most important thing is not to stop questioning!' – Albert Einstein

MODULE 4.3: COUNTRY PRESENTATION

DAY 4

Module objectives

This module will:

▶ Recall challenges and lessons learned from others

▶ Recall good practices from others

MODULE 4.4: ANALYSE YOUR ENVIRONMENT

DAY 4

And our learning objective experts are…

Image source: www.keepcalm-o-matic.co.uk

Module objectives

This module will:

▶ Develop an analytical framework for your current context

▶ Explain how an analytical framework supports implementing an effective protection response

Activity #39: Knowing your information

Within your cluster:

► Open Dropbox

► Review documents in Dropbox to:

  ► Identify a piece of information

  ► Discuss its priority

  ► Pick the correct colour post-it for the information

  ► Write one piece of information on one post-it

  ► Place the post-it on the analytical framework

  ► Repeat

Review of module objectives

▶ Develop an analytical framework for your current context

▶ Explain how an analytical framework supports implementing an effective protection response

Did our learning objective experts add their leaves to the tree?

Moment of Zen

▶ Organise your task by priority

Source: www.youtube.com/watch?v=HzEHi3XZyTQ

MODULE 4.5: ANALYSE YOUR ENVIRONMENT

DAY 4

And our learning objective experts are…

Source: www.shutterstock.com

Module objectives

This module will:

▶ Organise information

▶ Identify protection information gaps

▶ Identify PIM categories that can fill protection information gaps

The roadmap

Where can we share?

Where are the gaps?

What is the key question?

Stakeholder analysis

What do we need?

What do we have?

Analytical framework

Secondary data review

$R_{ISK}=\dfrac{}{C_{APACITY}}$

Image source: Pintrest.com, hapyboss.com, cliparthut.com,, cueroisd.org, qualityservicemarketing.blogs.com

Organise your analytical framework

Road map	What do we need?	What do we have?				Is it a priority?
Action	We wrote out our 'information needs' Excel made in Module 2.6	We identified where our 'information needs' are Comments on post-it notes	Data source Dropbox: source	Dropbox: date	Dropbox: title	Priority
Where is the information?						Post-it colour
1						
2						
3						
4						
5						
6						
7						
8						

Organise your analytical framework

Road map	What do we need?	What do we have?			Is it a priority?
Theme	Information need	Identification of information need		Data source	Priority
Where is the information?	Excel made in Module 2.6	Comments on post-it notes	Dropbox: source	Dropbox: date	Dropbox: title	Post-it colour
1	Are there psychosocial services for GBV survivors?	UNICEF has established four psychosocial services in South Sudan (Rumbek, ... and Juba) - This represents 4 of the 10 clusters.	South Sudanese Tribune	2016-Nov-23	UNICEF is saving the ...	3
2	Are survivors satisfied with the services provided?					4
3	Are there clinical centers with appropriate staff to support survivors?	IRC has established, trained, and maintained clinical centers with appropriate staff in Rumbek, Bentiu, Malakal, Yida, Kapoeta, Juba, and ...or) - This is 7 of the 10 clusters	Gender-Based Violence Area of Responsibility	2017-April-4	Clinical Services to Survivors	4
4			South Sudanese Tribune	2017-April-4	Clinical Services to Survivors	4
5			IRC	2017-April-5	Services available to GBV Survivors	4
6		Survivors do not have a safe space in Bentiu	IFCRC	2017-April-7	Medical Services in Bentiu	4
7			MSF	2017-April-4	Response in South Sudan	4
8			GBV AoR	2017-April-8	Mission Report to Bentiu, South Sudan	4
9			BBC	2017-April-11	Press Release - South Sudanese Crisis	4
10						
Example 10	Are there GBV prevention programs ...hool programs?	Save the Children lead after school program in seven cities (Rumbek, Bentiu, Malakal, Yida, Kapoeta, Juba, and Bor)	Save the Children	2016-Nov-23	Save the Children Annual Report	2

Do you see the gaps?

The roadmap

Organize Analytical Framework

Roadmap:	What do I need?	What do I have?	Where did it come from?			Is it a priority?
Theme:	Information Needs	Identification of information needs	Data sources			Priority
Where to find the information:	Module 2.6	Comments on Post-it Notes	Dropbox: Source	Dropbox: Publication Date of Source	Dropbox: Title of Document	Color of Post-it
Example 1	Are there psychosocial services for GBV survivors?	UNICEF has established four psychosocial services in South Sudan (Rumbek, Bentiu, Yida, and Juba) - This represents 4 of the 10 clusters.	South Sudanese Tribune	2016-Nov-23	UNICEF is saving the world	3
Example 2	Are survivors satisfied with the services provided?					6
Example 3	Are there clinical centers with appropriate staff to support survivors?	IRC has established, trained, and maintained clinical centers with appropriate staff in (Rumbek, Bentiu, Malakal, Yida, Kapoeta, Juba, and Bor) - This is 7 of the 10 clusters	Gender-Based Violence Area of Responsibility	2017-April-4	Clinical Services to Survivors	4
Example 4			South Sudanese Tribune	2017-April-4	Clinical Services to Survivors	4
Example 5			IRC	2017-April-5	Services available to GBV Survivors	4
Example 6		Survivors do not have a safe space in Bentiu	IFCRC	2017-April-7	Medical Services in Bentiu	4
Example 7			MSF	2017-April-4	Response in South Sudan	4
Example 8			GBV AoR	2017-April-8	Mission Report to Bentiu, South Sudan	4
Example 9			BBC	2017-April-11	Press Release - South Sudanese Crisis	4
Example 10	Are there GBV prevention programs in school programs?	Save the Children lead after school programs in seven cities (Rumbek, Bentiu, Malakal, Yida, Kapoeta, Juba, and Bor)	Save the Children	2016-Nov-23	Save the Children Annual Report	2

Where can we share?
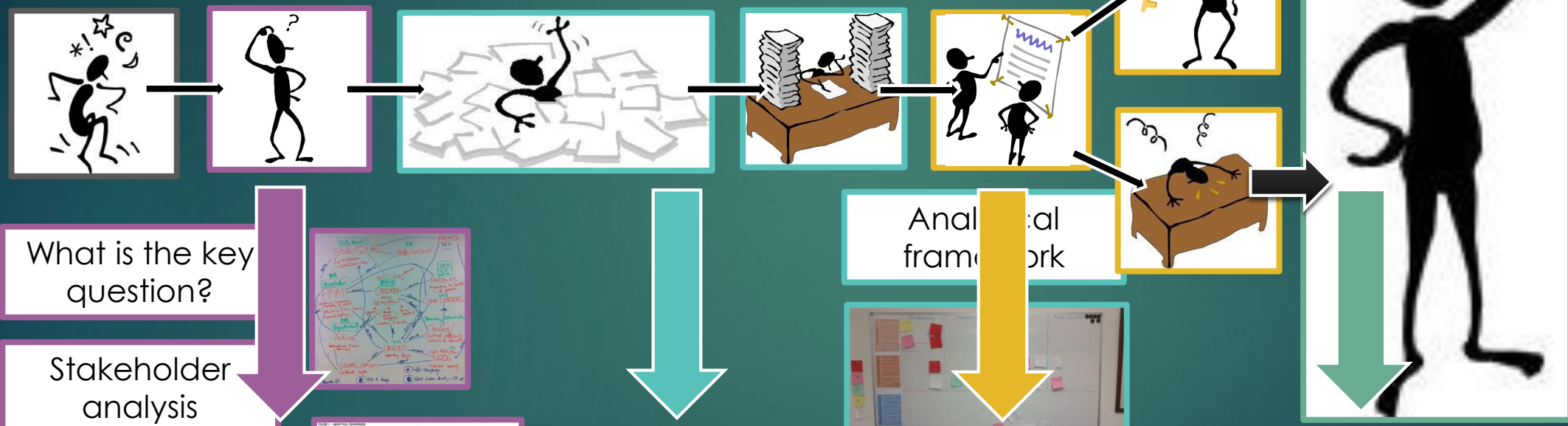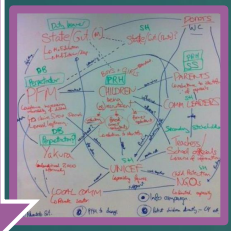
Where are the gaps?

What is the key question?

Stakeholder analysis

$$RISK = \frac{THREAT \times VULNERABILITY}{CAPACITY}$$

What ... ed?
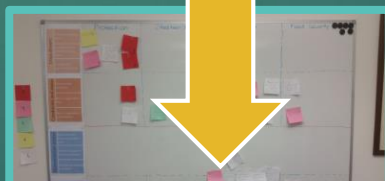
Analytical framework
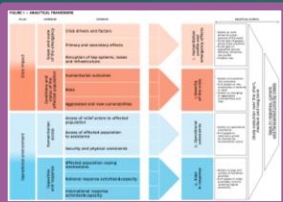
What do we have?

Where are the gaps?

How do you fill the gap?

DANISH REFUGEE COUNCIL

Humanitarian Aid and Civil Protection

Global Protection Cluster

UNHCR
The UN Refugee Agency

Organise your analytical framework

1. You identified an information need and you didn't find it

2. 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)

HOW SHOULD WE USE THE ANALYTICAL FRAMEWORK TO INFORM STRATEGIC RESPONSE PLANS?

Protection strategy

Source: : Global Protection Cluster

Activity #40: Identifying gaps

1. Identify gaps:
   a) You identified an information need and you did not find it
   b) You completed a secondary data review and noticed there is a protection concern that you need to examine further (and it was an information need you had not considered)

   (Section II: Information management and analysis)

2. Identify which category will be used to fill the most important gaps
   (Section V: Response planning)

3. Identify where your current protection strategy needs to be updated:
   a) Open the protection strategy in Word
   b) Put on track changes
   c) Identify where you will 'update' in track changes (you do not need to update content today)
   d) Ensure everyone in your cluster has access to the Dropbox/protection strategy

Source: Global Protection Cluster

Follow-up activities

Follow-up task	Date due	Action point:
Did you hold a meeting with your Protection Cluster to explain the roadmap of how to improve your protection response?	(Insert date)	1. Send attendance list to PIMTraining@drc.dk • Identify the # of PIM champions that confirm increased understanding of PIM • Name, title, position, agency, signature • Include yourself and everyone that attended the PIM training!
During your meeting with your protection cluster did you share these new tools: • PIM matrix • Analytical framework • Dropbox with secondary data review materials	(Insert date)	2. Explain and email PIMTraining@drc.dk (1 paragraph): • Identify the # of PIM champions that confirm an increased ability to use the information management tools you shared • Identify which materials you shared • How you shared the materials (electronically or hard copy) • Who received the new tools (likely same as attendance list) • Name, title, position, agency, signature • Include the names of everyone (especially yourself) who attended the PIM training
Tell us, do you feel comfortable explaining how to overcome at least one challenge in data sharing?	(Insert date)	3. Answer a survey
Tell us, do you think you have the capacity to work with your Protection Cluster to develop a more informed protection response or your protection strategy anchored in an overall protection analysis.?	(Insert date)	4. Answer a survey

Review of module objectives

Module objectives

▶ Organise information

▶ Identify protection information gaps

▶ Identify PIM categories that can fill protection information gaps

Activity #41: You and gaps

▶ Alone and silently reflect to ensure you understand all of these objectives

Did our learning objective experts add their leaves to the tree?

Moment of Zen

▶ The clock is still ticking

Source: The Girl Effect, www.youtube.com/watch?v=1e8xgF0JtVg
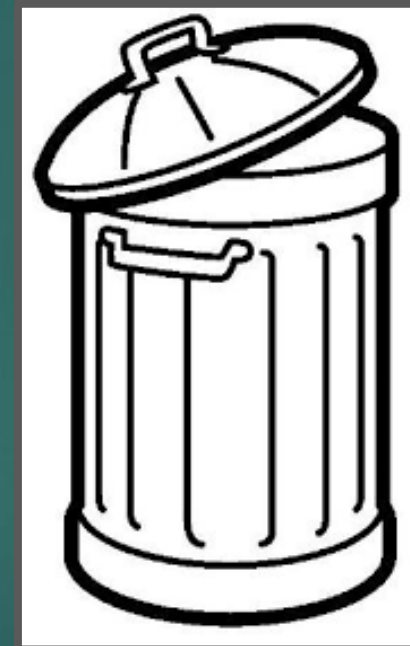
MODULE 4.6: DAY 4 REVIEW
DAY 4

Source: http://all-free-download.com

Module objectives

This module will:

▶ Reflect on the day and progress on course objectives

▶ Reflect on the competencies learned

▶ Provide feedback on the day

Reminders for tomorrow

Reminders

► Start time: 08:30

► Reimbursements!!!

► You need to bring :

 ► Gift for your PIM champion

 ► Three reasons why you want to get to know your PIM champion (knowledge – not written)

 ► A laptop (one per pair)

 ► Humour ☺

► Walk/run club starts at 06:00

► Evening activities include:

 ► _____

 ► _____

Before you leave

► Fill out your evaluation form (Day 4)

► Fill out the reflection table in your work book (p.105)

► Fill out a post-it and place it on the flip chart (stop light)

 ► Purple post it = Something you will TAKE AWAY with you from the learning so far

 ► Blue post-it = Something you will put in the WASHING MACHING to adapt and reuse

 ► Orange post-it = Something you will TOSS OUT as it was not applicable to you

MODULE 5.1: REFRESHER
DAY 5

Module objectives

This module will:

▶ Reflect on the day and progress on course objectives

▶ Share some of the learning of the day so far

Activity #42: My environment

1. Say good morning to your pair without using English (your pair is next to you at your table, where you are sitting)

2. Have a discussion on the roles and responsibilities of protection/IM actors working together at each phase:
   ▶ What do you need?
   ▶ What do you have?
   ▶ And how do you get what you need?

FAILURES ARE OPPORTUNITIES TO LEARN AND SIMPLY ANOTHER CHALLENGE TO OVERCOME.

JULIETA GABIOLA

Clinical associate professor, medicine

MODULE 5.2: SHARING DATA (CHALLENGES)

DAY 4

And our learning objective experts are…

Source: www.pinkeggmedia.com/tenleadershipquotesbywoc/

Module objectives

This module will:

▶ Define challenges in sharing data

▶ Find solutions to challenges in sharing data

Data-sharing challenges

Challenge	Name	Name
1. Working in a remote environment (wanting to share and wanting to be shared with, but unable to share due to the remote environment)		
2. Responding to inappropriate data sharing, data breaches, and how to hold those 'accountable' or respond to those who share inappropriately (individual, group, or organisation)		
3. Keeping data safe (electronically, in a remote location, in hard copy)		
4. Ensuring the quality, validity, and integrity of metadata		
5. Working with legal and institutional mandates and country-specific polices		
6. Encountering technical issues with software (especially for IM)		
7. Working with existing data protection standard operating procedures (SOPs) or policies to enable sharing (and the lack of enforcement of use of 'outdated' SOPs)		
8. Communicating with the affected population about what has been collected		
9. Ensuring those who receive the data know how to use it, when, and why		
10. Engaging all clusters to share relevant data (including government and local organisations)		
11. Sharing information with all cluster members		
12. Working with the 'feeling' that the humanitarian community does not want to share		
13. Overcoming specific issues related to how to share, given legal and institutional mandates and country-specific policies:		
14. Having sensitive information and knowing who/how to share the data with		
15. 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)		
16. Identifying what we share – data, information, knowledge, protection analysis		
17. Considering the securing for staff who collect, store, share, an analyse information		
18. Building trust (between organisations and individuals to enable sharing)		

Activity #43: Challenges

1. Open the Dropbox
2. Identify which challenge you are working on
3. Outline sub-challenges to that larger challenge
4. Write solutions to that sub-challenge
5. Write one promising practice that shows the challenge and how you overcame the challenge
6. Ensure that you saved the document to Google Drive

Review of module objectives

Module objectives

▶ Define challenges in sharing data

▶ Find solutions to challenges in sharing data

Moment of Zen

▶ Can I use your data?
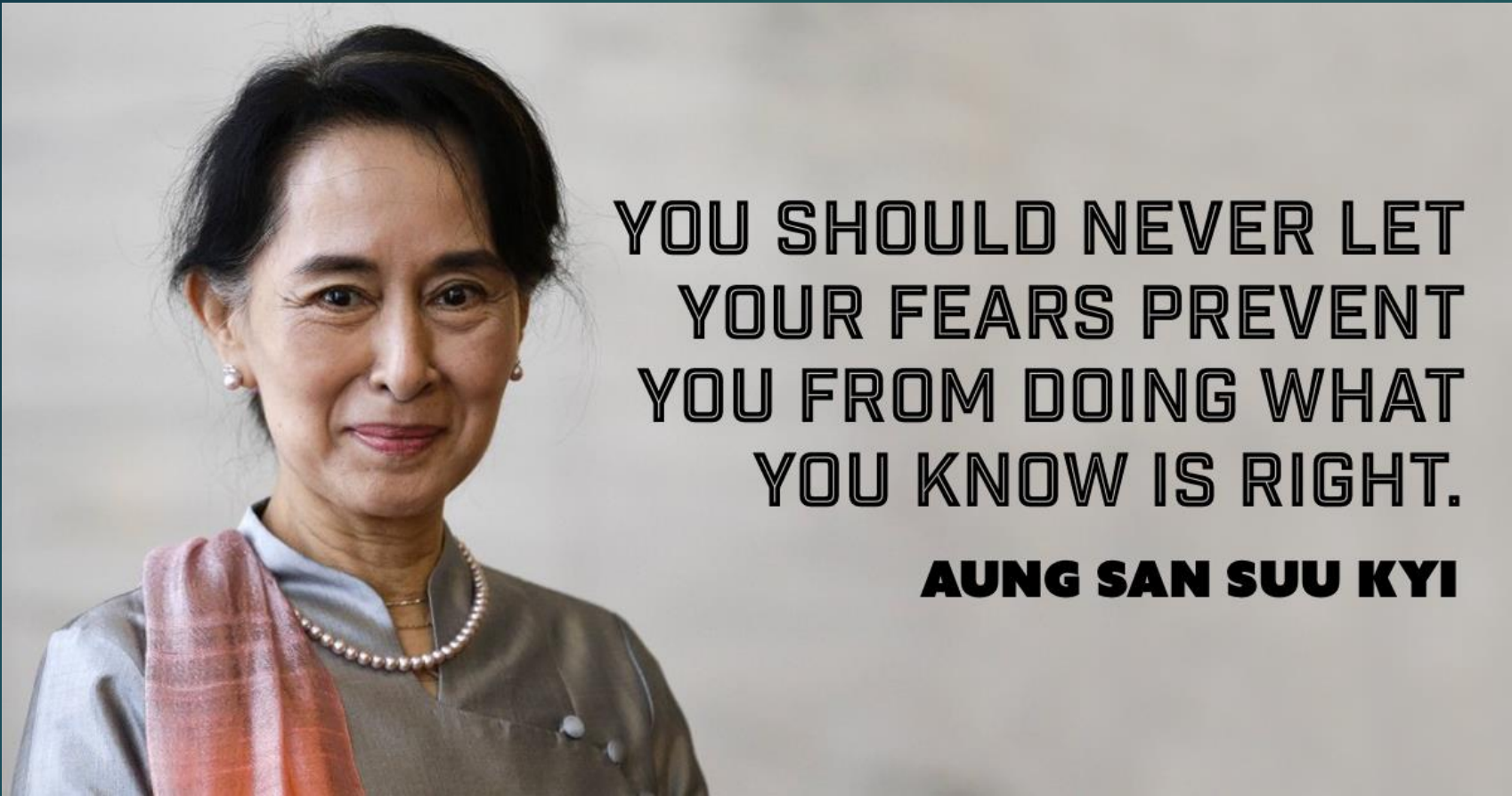
Source: Data Sharing from NYU Health Science Library, www.youtube.com/watch?v=RVZbk3GEVSw

First female minister of foreign affairs and state counsellor of Myanmar

MODULE 5.3: SHARING DATA (PROMISING PRACTICES)

DAY 5

And our learning objective experts are…

Source: www.pinkeggmedia.com/tenleadershipquotesbywoc/

Module objectives

This module will:

▶ Explain challenges in sharing data

▶ Explain solutions to challenges in sharing data

▶ Identify promising practices

Activity #44: Share the solution

1. Find your other 'pair'

2. Sit together (4 people)

3. Pair #1→ explain your challenges and your solutions
Par #2 → listen to pair #1

4. Pair #2 → explain your challenges and your solutions
Pair #1 → listen to pair #2

5. At the same time:

    ▶ Pair #1 → draw/illustrate the challenges and solutions of group #1 on a flip chart

    ▶ 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)
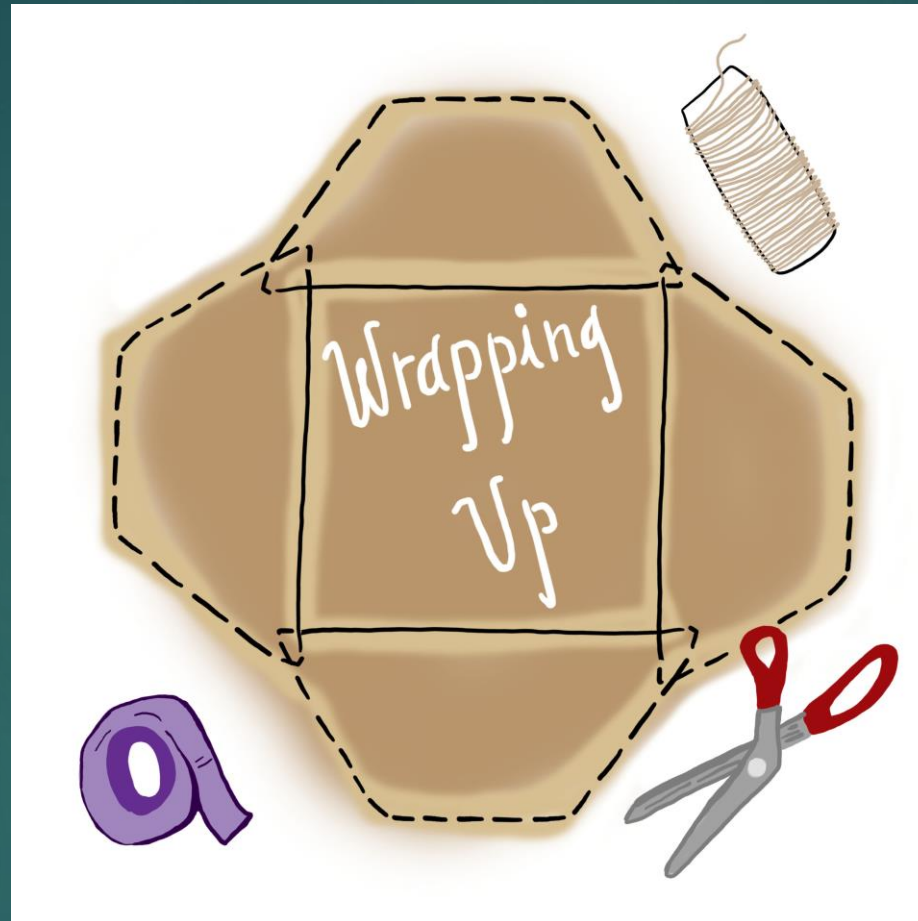
Moment of Zen

▶ Are you sharing appropriately?

Source: Sesame Street, www.youtube.com/watch?v=YnD1t2O8vAE

MODULE 5.4: PIM TRAINING SUMMARY

DAY 5

Module objectives

This module will:

▶ Reflect on the day and progress on course objectives

▶ Share some of the learning of the day so far

Activity #45: What have we learned?

Make a 'creative representation' to summarise what you learned during the training, highlighting key points:

- ▶ Poem

- ▶ Interpretative dance

- ▶ Play/skit

- ▶ Something else?

'The great end of learning is not knowledge but action.'
– Peter Honey, learning expert

MODULE 5.5: MY FELLOW PIM CHAMPION

DAY 5

Module objectives

This module will:

▶ Identify fellow PIM champions

▶ Build key professional relationships with partners

▶ Encourage engagement between actors

Activity #46: My PIM champion

My PIM champion is:

1. _____

2. _____

3. _____

MODULE 5.6: MARKET PLACE

DAY 5

Source: www.stonemountainpark.com/activities/dining/Marketplace

Module objectives

This module will:

▶ Show and share current and popular PIM tools

▶ Improve PIM champions' knowledge of current tools

Activity #47: Sharing resources

1. Locate five resources/tools that you believe will be useful to your work

2. Write the following in your workbook (p.111):

   ▶ Name of tool

   ▶ Organisation that developed the tool

   ▶ Contact name of the individual to follow up with to learn more about the tool

Moment of Zen

▶ Do you have the right tools?

Source: Jamie Oliver, www.youtube.com/watch?v=xlWiM17qFPc

Source: www.thegreenbookblog.org

Reminders

Remember to:

▶ Complete your feedback forms

▶ Take photos of the materials in the room

▶ Write comments in your feedback form

▶ Take resources from the resource table

▶ Take what you want from the creative table

▶ Talk to _____ about reimbursements

Before you leave, you need to:

▶ Hand over your feedback forms!

▶ Talk to the _____ about taxi

▶ Pay your mini-bar (or any other) outstanding fees

▶ Check out

Also:

▶ Send _____ Moments of Zen

▶ The PIM Team will be in touch… about follow-up! (2 hours of your time)

Moment of Zen

▶ This is goodbye, but not the end!

Source: YouTube, The Michael Ball Show, 31 August 2010