

INTRODUCTION AND INSTRUCTIONS FOR USE

Background

Protection Information Management (PIM) refers to the principled, systematized, and collaborative processes to collect, process, analyse, store, share, and use data and information to enable evidence-informed action for quality protection outcomes.

PIM has as its core objective to provide quality data and information on the protection of displaced individuals and groups in all possible types and phases of an operation or situation, and to do so in a safe, reliable, and meaningful way. These processes are an embedded part of the protection work of humanitarian organizations responding in displacement situations, which enable evidence-based decision-making, protection response and the achievement of protection results and outcomes. As such, the intention of PIM is not to introduce new concepts to the humanitarian community, but rather to articulate already existing elements into a unified and inter-disciplinary conceptual framework.

The PIM Initiative began in 2015, as a collaborative initiative co-led by the Danish Refugee Council (DRC) and the United Nations High Commissioner for Refugees (UNHCR) with participation and contributions from an increasing group of colleagues from across the UN, NGOs, academia and other institutions working to respond to protection needs in situations of displacement. The PIM Initiative has been developed in a series of PIM Working Meetings¹, and by a PIM Reference Group led by DRC and UNHCR. The PIM Initiative is collectively owned by the contributing members of this PIM community.

The PIM Working Meetings have resulted in the articulation of the PIM Framework encompassing components of the PIM definition, principles, core competencies, common terminology, matrix, process, and other resources. This has been done with a view to frame a common and shared understanding of PIM within the humanitarian community, which can facilitate the targeted use of protection resources, coordinated protection response, and life-saving protection interventions to a degree otherwise not possible.

PIM capacity building and training for enhancement of PIM core competencies is integral to the PIM Initiative and a persistent priority point in the PIM Strategic Framework 2018-19².

¹ For more information about the PIM Working Meetings and outcome documents, please visit: <http://pim.guide/guidance-and-products/>.

² PIM Strategic Framework 2018-19 available at: <http://pim.guide/uncategorized/protection-information-management-strategic-framework-2018-2019/>

This PIM Training Resource Pack has been developed by the DRC in partnership with the Global Protection Cluster (GPC) in close collaboration with UNHCR and with input from members of the PIM Reference Group.

The PIM Training Resource Pack has been developed to enhance specific PIM competencies in the form of skills, knowledge and attitudes, identified by the PIM collaborators or partners as fundamental for the humanitarian community's ability to collect, process, analyse, store, share, and use data and information in safe, reliable, and meaningful way for quality protection outcomes. Each module of the PIM training is designed to enhance a particular set of competencies.

With funding from the European Commission's Humanitarian Aid Office (ECHO), it has been possible to make PIM trainings available in English and French both as a 5-day residential PIM training³, as well as in its present modularized Training Package form intended to further expand access to and use by a global audience to PIM learning.

What is the PIM Training Resource Pack?

Who is it for?

This PIM Training Resource Pack has been developed for a global audience of humanitarian professionals and related stakeholders, whose responsibilities encompass learning and capacity building and support in technical fields related to PIM, across all types of response situations, including outside of the protection sector. It has been designed with the intention of making PIM learning widely accessible to a global audience, by offering accessible and comprehensive guidance and instructions on how to plan and deliver PIM training events to enhance specific PIM competencies.

It is not necessary to have completed a PIM Training of Trainers or to be a certified PIM expert in order to deliver a PIM training event using this Training Resource Pack. Necessary technical pre-requisites are:

- A good understanding of protection and a basic understanding of information management;
- A good understanding of the response coordination structure and programme cycle as well as exposure to the inter-sections between protection and information management;
- Prior experience in planning and delivering workshops and trainings is furthermore advisable for prospective facilitators.

What is in a training package?

³ With funding from ECHO, between 2016 and 2018, through a series of 5-day PIM trainings organized by the Danish Refugee Council in partnership with the Global Protection Cluster, an expected number of approximately 250 humanitarian professionals will have become 'PIM Champions' (a title earned for completion of a full 5-day PIM training).

The PIM Training Resource Pack consists of 5 different training packages each made up of a collection of modules, which have been composed and designed with a view to facilitating learning and enhancing specific sets of PIM competencies.

Each of the 5 training packages is introduced with details about the learning stream it offers, a specification of the target group as well as general instructions for delivery and time and preparation required.

Depending on resources and on the learning need and interest of the target group, a prospective facilitator can choose to deliver all 5 PIM learning packages in their entirety as a full 5-day PIM training⁴, to deliver specific packages or only selected modules in the form of shorter learning events ranging in duration from 30 minutes to one full day.

What will learners experience?

The PIM Resource Pack is designed based on adult learning theory, and sets out to bring the experience and expertise of training participants into play through interactive and learning-centered activities. In concrete terms, each training module is based on the “70:20:10” model for adult learning, which is a learning and development reference model that captures the three types of learning, and recognizes that adult learning is best facilitated by engaging adult training participants on several levels:

- 70% – Experiential/experience: Applying and putting into play own experience and expertise.
- 20% – Social/exposure: Engaging with and learning from others.
- 10% – Formal/education: Learning and developing through formal presentations and theory.

Adult learning theory undergirds each of the modules of the PIM Training Resource Pack, with comprehensive guidance for the facilitator.⁵

What is in a training module?

Each module consists of practical guidance for the facilitator on preparations and delivery, as well as readings on the technical subject matter which the module sets out to facilitate learning on. The modules are designed for a target group of up to 28 participants, but can be delivered for participant groups ranging in size between 3 and 28 depending on the module (Adjustments to the methodology is subsequently required by the prospective facilitator in order to match the exact participant number).

Cross-cutting elements to of the modules intended to support planning and facilitation are the following:

⁴ For guidance on how to deliver all training packages in a full 5-day training, please refer to the Standard Operating Procedure and collection of relevant resources available at:

https://www.dropbox.com/sh/1q4l3omndnb9auv/AAAMp3w8DC_mn1yYW0zQg75Va?dl=0

⁵ A collection of further adult learning resources and facilitation using the “70:20:10” model, can furthermore be accessed here: <https://www.dropbox.com/sh/y77a8xvvolpqr8/AAD68DvYa33pdgoKQcin17yAa?dl=0>

PIM competencies: Specification of the (combination of) knowledge/skills/attitudes which the module sets out to enhance.

Learning objectives and outcome: Each module is designed around specific 'learning objectives' related to enhancement of key PIM competencies⁶, which are paired with concrete 'learning outcomes' - which specify the learning points which participants are expected to walk away with after module completion.

Key messages: A summary of key messages throughout the module serve as a reference point for the facilitator's module facilitation.

Module delivery instructions: Outlining the specific method for facilitation required for each module as a step-by-step guidance which ensures consistency in delivery of the PIM Training Resource Pack across locations and facilitators. The module delivery instructions are supplemented by 'Facilitator notes' about the subject matter presented in each module.

'Moment of Zen': Each module concludes with a short video message which reiterates the key messages of the module and allows for reflection.

Power point: A power point presentation is available for each module (can be accessed through hyperlinked annex at end of each module). For ease of reference, the module outline lists associated pages of the power point presentation (caution: it is discouraged for facilitators to rely on these as more than visual reference, as this is not compatible with the participatory design of the PIM training modules).

Print materials: All print material needed to deliver a specific module is available as Annexes at the bottom of the module description (with hyperlinks to electronic documents which can be downloaded and printed for use), including for the following:

- Module learning sheet: A handout to be given to participants at the beginning of a module for their use throughout (contains summary of key information, offer space for note-taking, instructions for module activities and a list of recommended resources). If several modules are facilitated in conjunction as a part of a full package, the facilitator is advised to print and staple all the relevant module learning sheets into one hand-out participant learning work book.
- Handouts: Any handouts needed for module delivery.
- Module feedback form: A standardized feedback form for completion by participations in a PIM learning event delivered using the PIM Training Resource Pack.

⁶ A list of 32 PIM core competencies have been defined by the PIM community, out of which the PIM Training Resource Pack offers training specifically related to 15. For more information about the PIM core competencies, please visit: <http://pim.guide/guidance-and-products/>.

What resources are required to deliver a PIM training event?

Careful reading of the practical instructions for the delivery of each module will provide a full overview of what is needed.

As a rule of thumb, in terms of time required, the prospective training event facilitator should look at the duration of a module, and plan to invest this time x 4, in order to have sufficient time to plan, organize and deliver a quality training event.

While all content required for the delivery of a PIM training event is contained within the present PIM Training Resource Pack, in general a prospective training event facilitator must have at their disposal a training facility (i.e. a conference room large and bright enough to comfortably host the intended number of participants in various activity types) and have a supply of common stationary (flipchart, flipchart paper, markers, post-its, and sticky tack).

Facilitator step-by-step instructions

For successful training event delivery, it is recommended that PIM training event facilitators follow the below listed steps in the outlined order:

Step 1: Define target group and learning needs

Define the training group and their learning need and interest. Based on this you can make a decision about which training package or modules to deliver (by reviewing the package learning stream, module competencies, learning objectives, outcomes and key messages, see [Overview Sheet⁷](#)).

Step 2: Familiarize yourself with the selected module/s

Read the instructions for delivery of the chosen module/s carefully in order to plan for all practicalities and to ensure that you are sufficiently familiar with the subject matter by reading through the footnoted key resources ahead of time.

Step 3: Establish baseline

Conduct a pre-training survey to establish competency baseline (participants' level of familiarity with and prior experience of relevance to the learning event). As facilitator, this will enable you to bring the experience and expertise of training participants into play through interactive and learning-centered activities – e.g. in discussions and design of dynamic groups for group-based activities.

Step 4: Practicalities

⁷ The Overview Sheet offers an overview over all packages and modules of the PIM Training Resource Pack. Available in: https://www.dropbox.com/sh/tkfc6snxekmmvr/AACQXqXq9l4_slGt4zlvwRIBa?dl=0

The most effective adult learning environment is characterised by physical comfort, absence of external noise, adequate wall space, good and natural light, and unobstructed views throughout the room. Seamless handling of practicalities, supplies and equipment contributes to the conducive learning environment.

- Ensure that the necessary supplies and equipment (specified in the module instructions) are ready in advance of your session.
- Become familiar with the training facility (and know who to call with facility questions such as power failures etc.).
- Set up the tables and chairs in the most useful way to support your training activities. The same room with the same tables and chairs can be used to support many different functions.
- Locate electrical outlets, air conditioning and lighting controls – ask maintenance staff how to use and adjust all of them.
- Practise using the computer system well ahead of time. Do not assume ‘they are all alike’. Always test the slide presentation the room using the projector and screen you will actually use for the training.
- Check to be sure that all audio-visual equipment (for PowerPoint, video via laptop and data projector) is available and working. Test out the projection system as well as the sound quality.
- Try to anticipate problems – and have a backup plan! (If the information on the slides is critical for you, know how you can make quick paper copies for distribution, or be ready to use flip charts and markers to clarify key points or recreate critical diagrams.
- If relying on internet-connection for certain parts of the module, check that bandwidth is sufficient and have a backup-plan if the connection fails. Videos work best if downloaded in advance.
- For longer and more demanding learning events, it is recommended to have someone to be on-site who can serve as practical focal point.

Step 5: Successful facilitation of learning event

Facilitators can draw on the following for good practices; keeping in mind that an ideal learning environment rarely exists, thus remaining flexible is essential:

- Establish procedural rules – for example, about turning off mobile/cell phones, allowing questions at any time, keeping statements short, etc. – at the beginning of training so that then learners clearly know what is expected of them.
- Use the experience in the room – draw on what you learned during step 3 by reading the participants’ backgrounds and learning motivations.
- Learning is experience based, not materials based – reference the case studies and examples.
- Focus on the key messages as a way to immediately measure your progress.
- Allow participants time to ask questions about the topic; but, keep on message and use a ‘parking lot’ for anything outside the topic.

- Use your previous experience to highlight points – making it personal helps.
- Keep an eye on the temperature of the room; if there is tiredness, take a break or do an energizer.
- Keep flip charts and other material on the walls, and ensure it is tidy and ordered. Towards the end of an event, they may serve as ‘institutional memory’ and be used for review-sessions or reference if the module is delivered in conjunction with other training modules.
- Keep learners involved and active to prevent most difficult situations from occurring.

Step 6: Evaluation and feedback

Have participants spend 3-5 minutes completing the standard evaluation form (available as annex for each module) before leaving the venue. As facilitator you can use the feedback received to measure learning outcomes and, as a basis for improvement of your future delivery of training event.

In order to inform the global tracking of use and impact of the PIM Training Resource Pack you are also encouraged to submit a copy of the feedback summary to the PIM Training Team (pimtraining@drc.ngo) along with details about date and brief outline of the learning event.