

2

2.1 Protection

2.2 Information
Management

**Bridging Protection & Information
Management**

Package 2:

Bridging Protection and Information Management

What this package offers: This package sets out to facilitate dialogue and collaboration between protection and IM, by offering an introduction to both disciplines, and explaining how their collaboration in principled, systematized, and collaborative processes to collect, process, analyse, store, share, and use data and information enables evidence-informed action for quality protection outcomes.

Delivered as a package, the two modules introduce the disciplines of protection and information management in humanitarian response, facilitate exploration of their inter-sections and explore the way in which collaboration between IM and protection can serve to ensure the quality of the evidence-basis, on which to base a protection response.

Content:

Module 2.1: Protection (1 hour and 35 minutes)

Module 2.2: Information Management (2 hours and 30 minutes)

Target group: This training package is suitable for groups of 12 – 28 participants with mixed functional profiles, who through their work have been exposed to the inter-sections between protection and information management.

Instructions for delivery: While designed to be delivered as a package, the two modules may also be delivered in isolation, for target groups with a specific learning and interest in PIM through either a protection or an information management lens.

Time and preparation required: The preparation required by the facilitator for delivery of the modules themselves is specified under the respective module descriptions. In addition, as a prerequisite for the successful delivery of these modules, the facilitator should be aware of the functional profiles and level experience of all participants prior to deliver (through pre-training event survey or registration questions). Having this knowledge will enable the facilitator, during the planning and deliver phases, to compose groups for group work and to facilitate plenary discussion, which can be dynamic and enable the participants to reflect on their prior experience in relation to the subject matter discussed.

MODULE 2.1 – Protection

Core competency –

Knowledge of key protection norms and standards and holistic approach of protection.

Module objectives	Module learning outcomes
<p>The session will:</p> <ul style="list-style-type: none">● Review the rights-based definition of protection.● Explain the three main spheres of protective action.● Recall the Centrality of Protection, and under this distinguish 1) Protection mainstreaming; 2) Protection integration and 3) Protection specific programmes.● Reflect on challenges and responsibilities in relation to working evidence-based for quality protection outcomes.	<p>After the session participants will be able to:</p> <ul style="list-style-type: none">● Recall the IASC definition of protection.● Distinguish responsive, remedial and environment building spheres of protective actions.● Point to the forms which humanitarian work for protection outcomes can take under the Centrality of Protection.● Argue for the importance of collaboration between protection and IM for evidence-informed action for quality protection outcomes.

Key messages:

1) The humanitarian community has adopted the Inter-Agency Standing Committee (IASC) common definition of protection as all activities aimed at obtaining respect for the rights of the individual in accordance/ with the letter and the spirit of relevant bodies of law.

2) There are three types of protection activities that can be carried out concurrently to reduce exposure to risks of violence, coercion and deliberate deprivation of rights: responsive, remedial, and environment-building.

3) The Centrality of Protection (IASC 2013 Statement and 2016 Protection Policy) recognizes that protection is the purpose and intended outcome of all humanitarian action and shared responsibility of all.

4) Across the different forms which protection activities and programmes can take, collaboration between IM and protection is key to ensuring the quality of the evidence-basis on which to base protection interventions.

Duration: 1 hour and 35 minutes

Reference: PPT: 2.1 Protection, Module learning sheet: Excerpts from: GPC (2010): Handbook for the Protection of Internally Displaced Persons; GPC and Global Protection Task Team on Protection Mainstreaming (2016): Protection Mainstreaming Toolkit; IASC: Statement on Centrality of Protection (2013); IASC (2015: Reference Module for the Implementation of the Humanitarian Programme Cycle v. 2.0; IASC (2016): Policy on Protection in Humanitarian Action.

Facilitator preparation:

- Review participants' answers to protection related questions in pre-training survey.
- Compose pairs of two for "Protection in Practice"-activity in order to for diversity of experience in the assigned groups, and place the grouping "Breakout group cards" (Annex 2.1.c) on the name stands/chairs of the participants ahead of module delivery.

Room set-up:

- Open space – For a moving activity (making of the Protection definition).

- A training room in which it will be possible for all of the visuals for the ‘protection graffiti wall’, ‘protection definition wall’ and the breakdown of ‘protection definition’ to be visible for the participants at all times throughout the module.
- A ‘protection definition wall’ with colour codes (Annex 2.1.a). Cover before participants arrive in the room (e.g. with flipchart paper). Post-its (four colours that match the colours of the idea windows).
- Large paper for protection graffiti wall (in case of a large participant group, you will want to construct the ‘graffiti wall’ out of several sheets of paper – the purpose is that the wall is large enough that participants can all write at the same time, and do not have to wait in line).
- A flip chart paper with the PIM definition¹ written on it should be hung on the wall prior to session start, for ease of visual referencing during module.
- Flip-chart stand with paper and markers.

Print-outs and handouts:

- Protection definition pre-made wall (Annex 2.1.a). A3 required.
- Protection definition for participant line up (Annex 2.1.b).
- Breakout group cards for activity “Evidence for quality protection outcomes”. Annex 2.1.c.
- Module learning sheet Annex 2.1.d). One should be printed for each participant, and distributed during the activity “Evidence-informed humanitarian action”.
- Module feedback form (Annex 2.1.e). Print one for each participant.

Time	Activity	Resources
10 min	What does protection mean to you? Activity (all) @protection graffiti wall	
	<p>Introduce the module and the learning objectives.</p> <p>Show participants the graffiti wall:</p> <p>Ask participants to reflect on ‘What does protection mean to you?’ and in silence to go to the graffiti wall and spend 5 minutes answering the question (e.g. through writing a word, a phrase or drawing).</p> <p>Tell participants to take a look at the completed graffiti, and as facilitator call out for elaborations on points made as necessary, in order to collectively gauge how the participants understand ‘protection’ (as facilitator you want to ensure that a common shared baseline understanding of protection is established, which can be cross-referenced throughout this module).</p>	<p>PPT</p> <p>Protection graffiti wall</p> <p>Markers for graffiti wall</p>
15 min	What is the protection definition? Activity (all) @open space	
	<p>Explain that through this activity we will analyse the Inter-Agency Standing Committee (IASC) protection definition (2016 Policy on Protection in Humanitarian Action) adopted by humanitarian actors.</p> <p>Ask participants to come to the largest space in the room. Distribute the printed A4 sheets amongst them. Explain that together the A4s make the IASC definition of protection, and that as a group, they need to put the definition together by lining up next to each.</p>	<p>PPT</p> <p>Protection definition Annex 2.1.b)</p>

¹ Protection information management refers to principled, systematized, and collaborative processes to collect, process, analyze, store, share, and use data and information to enable evidence-informed action for quality protection outcomes.

	<p>Once participants have made a line with the protection definition, ask someone to read out the definition, and ensure that it is correct.</p> <p><i>All/ activities/ aimed/ at/ obtaining/ respect/ for/ the/ rights/ of/ the/ individual/ in/ accordance/ with/ the/ letter/ and/ the/ spirit/ of/ relevant/ bodies/ of/ law</i></p> <p>The correctly ordered definition should be hung on the wall in the front of the room.</p> <p>Ask participants to sit at their tables and turn around to face the back of the room, and reveal the 'pre-made' wall of the protection definition.</p>	Tape/sticky tack
15 min	Protection definition in depth. Activity (all) @protection wall	
	<p>Re-read the definition and bring participants' attention to the parts in the coloured windows:</p> <p>Instruct participants to take post-it notes matching the colours of the windows, and that they have 3 minutes to write and put up their answers quickly - the first thing that comes to their mind) to the following questions (also listed on the PPT):</p> <ul style="list-style-type: none"> ● <i>BLUE – 'All activities'</i> - What are 'All the activities'? Can we have a comprehensive list of 'ALL'? ● <i>PURPLE – 'Obtaining'</i> - How do you 'obtain'? ● <i>WHITE – 'Rights of the individual'</i> - What are the 'rights of the individual'? ● <i>GREEN – 'Relevant bodies of law'</i> - What are they? Is there something that is not relevant? <p>Once done, participants should stay by at this wall of the 'protection definition breakdown'.</p> <p>Explain the protection definition in 'reverse' order by un-packing the definition by:</p> <p>For each coloured window spend 2 minutes to (approach and guiding questions in Facilitator note 2):</p> <ul style="list-style-type: none"> - Read at least three post-it notes - Ask participants if they see similarities <ul style="list-style-type: none"> ● <i>In line with Facilitator note 2 guidance, ensure that the layers of the "Protection Egg model" is introduced and referenced in relation to the breakdown of the protection definition.</i> - Ask PIM participants if they notice any outstanding points - Ask participants if there are any questions - Stress that what you are breaking down is exceptionally important to communicating the work of protection – note big efforts taken in the past couple of years to communicate the work of protection actors: <ul style="list-style-type: none"> ● <i>The GPC (and other actors) have been working hard to ensure that work of protection actors is understood – and by 'unpacking' this definition, we truly begin to see how protection relates to work done</i> 	PPT Pre-made protection definition wall Post-its (4 colours) Tape Flipchart

	<p><i>by every humanitarian actor, in every context, in every type of emergency;</i></p> <ul style="list-style-type: none"> • <i>The PIM training focuses on improving communication between protection actors and IM actors – which means that both actors must be extremely clear on ‘all’ the aspects of protection.</i> <p>Wrapping up the exchange and drawing on examples raised, make the point that protection is an objective, a legal responsibility and a multi-sector activity to (1) prevent or stop violations of rights, (2) ensure a remedy to violations- including the delivery of life-saving goods and services- and (3) promote respect for rights and the rule of law and to create early warning systems.</p>	
15 min	Protection: Whose responsibility and how? Plenary (discussion) @tables	
	<p>Building on the preceding discussion on what protection is, it now time to look at who does it and how (See Facilitator note 3 for further details). Encourage participants to use the Module learning sheet for notes.</p> <p>Ask participants, who is responsible for protection activities, and build on the answers provided to establish that:</p> <ul style="list-style-type: none"> • <i>As per the IASC Principals in 2013 Centrality of Protection statement, everyone in the humanitarian community is responsible for working towards protection as the purpose and intended outcome of humanitarian action by under the leadership of the HCs, HCTs and Clusters in collaboration with states.</i> <p><i>Explain that this can take different (not mutually exclusive) forms:</i></p> <p>a) <i><u>Protection mainstreaming</u>: The responsibility of all humanitarian actors, it is the process of incorporating protection principles and incorporation of four key elements in humanitarian aid: a) Prioritize safety and dignity, b) Avoid causing harm; c) Meaningful Access; Accountability; and d) Participation and Empowerment. Example: The WaSH sector mainstreaming age, gender and diversity considerations throughout the programme cycle.</i></p> <p>b) <i><u>Protection integration</u>: The design of humanitarian activities to support both protection and assistance objectives, and to actively contribute to reduce the risk and exposure of the affected population. It requires sector specialist and protection specialist staff to work together. Example: Livelihoods activities with both economic (increase income) and protection objectives (prevent negative coping mechanisms including transactional and survival sex, exploitative/ hazardous labour, child labour). Each case requires GBV and/or child protection expertise in addition to livelihoods expertise.</i></p> <ul style="list-style-type: none"> • <i><u>Stand-alone protection program and projects with specific protection objectives</u> are the responsibility of the protection sector in addition to being a part of the above listed protection mainstreaming and integration, offering protection expertise). Examples: Monitoring compliance with International Humanitarian Law; Rule of Law</i> 	PPT

	<p><i>programs; Registering refugees; medical, legal and psychosocial care for survivors of sexual violence.</i></p> <p>Explain that participants will now be introduced to different examples of protection work, and should categorize whether it is an example of protection mainstreaming, stand-alone programming or integration.</p> <p>Firstly, explain the background, and then proceed to display the 3 cases on PPT one by one (Facilitator note 4). Ask participants if it is an example of protection mainstreaming, protection integration or of a stand-alone protection programme. (If the participant group is large, you may want to ask participants to discuss the cases one-by-one at their tables/pairs for a couple of minutes in order to internally agree to an answer as a group/pair, before you proceed to facilitate the plenary exchange about the correct answer).</p> <p>Use answers given as a point of departure for plenary discussion in case of misunderstandings, and ensure that a shared understanding of the concepts is reached.</p>	
10 min	<p>Evidence-informed humanitarian action. Presentation (all) @plenary</p>	
	<p>Distribute the Module learning sheet (one per participant).</p> <p>Recall the PIM definition referencing the written definition on the wall. Encourage participants to reflect on the part of the definition “<i>data and information to enable evidence-informed action for quality protection outcomes</i>” – asking them to share reflections on what it means that action for protection outcomes is evidence-informed, and if they are familiar with processes through which evidence is generated and absorbed as a basis for collaborate planning of a humanitarian response?</p> <p>Building on the answers provided by participants, proceed to introduce the humanitarian programme cycle (visually presenting it on poster or PPT, see Facilitator note 5 for reference). Explain:</p> <ul style="list-style-type: none"> ● <i>From a PIM-perspective the HPC is interesting because it is designed to enable informed decision-making on collectively-owned and evidence-based plans for results. The HPC is overseen by the Humanitarian Coordinator and Humanitarian Country Team, and requires all organizations to act with the collective in mind, to collaborate, share information and hold each other accountable for working towards better decisions and improved outcomes at the field level.</i> ● <i>For protection response, the humanitarian programme cycle is not the only determining factor for when evidence is generated and informs action, but that it is the collective framework for planning delivery of aid to meet the needs of affected people quickly, effectively and in a principled manner.</i> ● <i>The HPC requires organizations to plan based on joint risk analysis and evidence, by collecting, analysing and sharing information and by</i> 	<p>PIM definition pre-written on wall</p> <p>HPC illustration on wall or in PPT</p>

	<p><i>undertaking joint needs assessments, taking into account new information and updating plans, and ensuring that decisions are evidence-based.</i></p> <ul style="list-style-type: none"> • <i>Concrete outcomes of the HPC process are the Humanitarian Needs Overview (HNO) and the Humanitarian Response Plan (HRP) aimed at joint strategic planning and mobilization of resources for implementation of planned action.</i> <p>Gauge the experience among the participants, asking if anyone has experience from involvement in HNO and/or HRP and from where.</p> <p>Answer any questions which participants may have on the HPC. <i>(Depending on the combination in which this module is delivered, you may wish to point out that the HPC will be a revolving element also in the IM and in the PIM matrix package modules).</i></p>	
20 min	Evidence for quality protection outcomes. Activity (groups/pairs) + (all) @plenary)	
	<p>Instruct participants to find their group (everyone is divided accordingly international declaration/convention/covenant. Reference: facilitator coding for activities in facilitator guide and Excel sheet which needs to be populated in advance based on answers from participants' application in order to ensure diversity of experience within each group).</p> <p>Instruct participants within their groups to have a 10-minute conversation about (Outline for notes available in Module learning sheet):</p> <ul style="list-style-type: none"> • A project or programme which they have been involved in which has relied on pre-existing evidence or which has set out to generate new evidence in order to serve as a basis for action for quality protection outcomes? • What role did protection or IM actors play in relation to the generation and use of the evidence? • What are the challenges associated with working evidence-based for quality protection outcomes in a humanitarian context? <p>Listen in on the groups' conversations, in order to ensure that support can be offered as necessary.</p> <p>Debrief for 10 minutes in plenary asking groups for examples, while noting conclusions from participants in relation to how the collaboration between and the respective roles of protection and IM functions served to <i>enable evidence-informed action for quality protection outcomes. Note differences caused by the activity being an example of protection mainstreaming, protection integration or of a stand-alone protection programme (e.g. availability of designated IM support impacting IM possibilities).</i></p> <p>Based on examples shared, conclude why collaboration between IM and protection is key to ensuring the quality of the evidence-basis which to base interventions on (drawing up both which competencies and what expertise IM and protection offer respectively, but also how being differently positioned in</p>	<p>PPT</p> <p>Breakout group cards</p> <p>Module learning sheet</p>

	term of technical responsibility and coordination/inter-sector oversight can have an added value).	
	Closure. All @tables	
10 min	<p>Summarize the module learning objectives, outcomes and key messages, answer any outstanding questions. In case of queries related to protection, the Module learning sheet contains a list of recommended resources and points of contact.</p> <p>Encourage participants to note the protection definition and reflections of relevance to the own operational context in their Module learning sheet.</p> <p>Project the “Moment of Zen” video (GPC and OXFAM about protection, 6.44 min) https://www.youtube.com/watch?time_continue=12&v=T6TLYLQ-vtc</p> <p>Distribute module feedback form (one per participant) and collect the filled in version from participants before module closure.</p>	<p>Projector, speakers and internet</p> <p>Module feedback form (Annex 2.1.e)</p>

Facilitator note 1) Breakdown of protection definition

“Protection is defined as all activities aimed at obtaining full respect for the rights of the individual in accordance with the letter and spirit of the relevant bodies of law, namely human rights law, international humanitarian law and refugee law. Protection can be seen as: an objective; a legal responsibility; and an activity. Protection is an objective which requires full and equal respect for the right of all individuals, without discrimination, as provided for in national and international law. Protection is not limited to survival and physical security but covers the full range of rights, including civil and political rights, such as the right to freedom of movement, the right to political participation, and economic, social and cultural rights, including the rights to education and health. Protection is a legal responsibility, principally of the State and its agents. In situations of armed conflict, that responsibility extends to all parties to the conflict under international humanitarian law, including armed opposition groups. Humanitarian and human rights actors play an important role as well, in particular when States and other authorities are unable or unwilling to fulfil their protection obligations. Protection is an activity because action must be taken to ensure the enjoyment of rights. There are three types of protection activities that can be carried out concurrently: responsive, remedial, and environment-building.”

(Excerpt from Handbook for the Protection of Internally Displaced Persons (Global Protection Cluster, 2010), available at: <http://www.refworld.org/docid/4790cbc02.html>)

Facilitator note 2) Guidance for unwrapping the protection definition

The below listed questions and points of discussion may be used by the facilitator to spur discussion in the “unwrapping” of the protection definition as necessary:

1. **Read GREEN – What are the ‘relevant bodies of law’?** Is there something that is not relevant?
 - Highlight that during this training we will not be talking about bodies of law in depth
 - Highlight trainings PIM champions could attend to learn more

Relevant bodies of law include:

'Customary international law' is described by the International Court of Justice as "a general practice accepted as law". These are rules that States apply in practice because they believe that such practice is required or prohibited or allowed, depending on the nature of the rule.

'International Humanitarian Law', also known as the law of armed conflict, is a set of rules that seek to limit the effects of armed conflict by protecting those who do not, or no longer, participate in hostilities, and by restricting the means and methods of warfare (ICRC). IHL is found primarily in the 1948 Geneva Conventions, the 1979 Additional Protocols and in Customary International Humanitarian Law.

'International Human Rights Law' sets out the legal obligations of Governments to act in certain ways or refrain from certain acts, in order to protect human rights and fundamental freedoms of individuals and groups (OCHCR). For example, Convention on the Rights of the Child (1989) and Convention on the Elimination of Discrimination Against Women (1979). Refugee law is found primarily in the 1951 Convention Relating to the Status of Refugees and the 1967 Additional Protocol.

'Regional refugee rights regimes' have established auxiliary rights for refugees in Africa and Latin America. See Organization of African Unity (OAU) Convention 1969, and the Cartagena Declaration 1984.

'The Guiding Principles on Internal Displacement' restate and compile human rights and humanitarian law relevant to internally displaced persons.

(Source: Global Protection Task Team on Protection Mainstreaming (2017): Protection Mainstreaming Toolkit, available at: http://www.globalprotectioncluster.org/assets/files/aors/protection_mainstreaming/gpc-pm_toolkit-2017.en.pdf)

2. Read WHITE – What are the 'rights of the individual'?

- Highlight that during this training we will not be talking about specific rights
- Highlight trainings PIM champions could attend to learn more
- Highlight that different states can interpret rights differently

3. Read PURPLE – How do you 'obtain'?

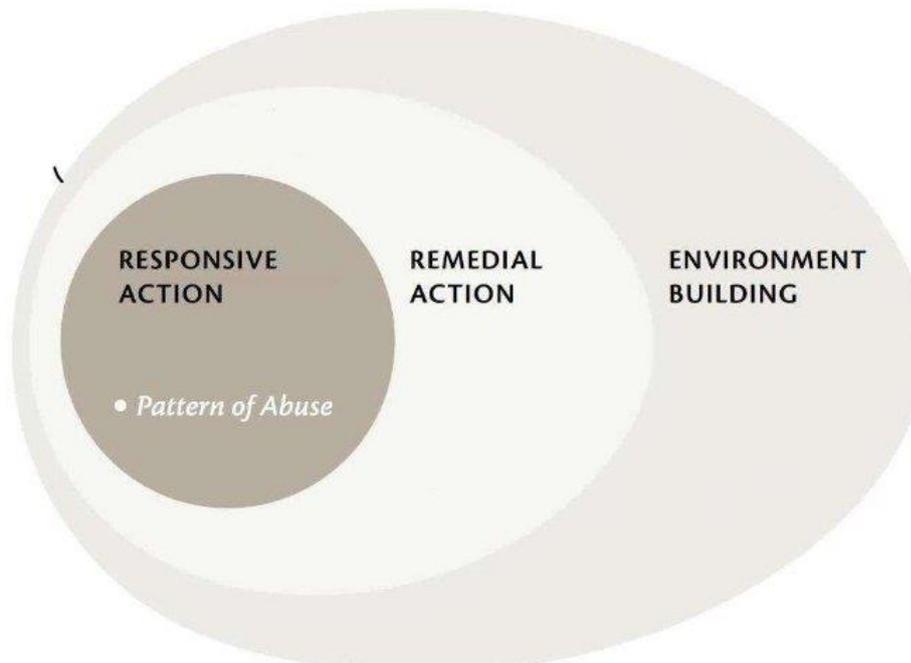
- In line with the rights-based definition, introduce the human rights language of "*respect, promote and fulfil*" as actions to be taken by states as duty bearers.
- Facilitate exchange to establish what protection sets out to protect persons from (violence, coercion, deliberate deprivation), and to conclude that this is done by achieving a protection outcome which manifests itself in the overall reduced risk to affected persons by decreasing threats, reducing vulnerabilities, and increasing capacities. This can be achieved through changes in behaviour, attitudes, policies, knowledge, and practice on the part of the relevant stakeholder. Refer back to the Protection Egg and the five modes of action: support, substitution, or denunciation, persuasion, mobilisation.
- Highlight examples of how you obtain (prevent violations, stop violations, limit the effects of violations on victims or survivors, and punishing perpetrators).

4. Read BLUE – What are 'All the activities'?

- Ask participants if it is possible to have a comprehensive list of 'ALL'?
- Ask participants for examples (make sure to highlight if mentioned activities are done by a protection actor, an IM actor or a non-protection specialized actor).
- Highlight if there are different activities based on region
- Highlight if there are activities that would 'always' occur

- Ask if participants know the “Egg model”, and based on their level of familiarity draw on flipchart and introduce:

The Egg Protection Framework:



MODES OF PROTECTIVE ACTION

In addition to levels of intervention, there are five main modes of action. These include:

- **Persuasion:** Talking privately to convince your advocacy target to change its policy or practice
- **Mobilization:** Telling other organizations or entities what is happening so that they can influence the authorities or perpetrators to change their policy or practice. Carefully sharing information to bring positive pressure
- **Denunciation:** Making public what is happening in order to put pressure on your advocacy target to change its policy or practice.
- **Support:** Supporting existing structures
- **Substitution:** Direct service provision

(Source: Inter-Agency Standing Committee ([IASC](https://interagencystandingcommittee.org/system/files/iasc_policy_on_protection_in_humanitarian_action_0.pdf)) (2016) *Policy on Protection in Humanitarian Action*
https://interagencystandingcommittee.org/system/files/iasc_policy_on_protection_in_humanitarian_action_0.pdf)

Explanatory notes: Three main spheres of protective action gravitate outwards from the point of violation. Responsive, remedial and environment-building actions are sometimes described as short-term, medium-term and longer-term respectively.

1. Responsive action

The most immediate sphere of action is closest to the victims and the pattern of abuse to which they are subjected. This sphere demands a range of responsive action that aims to stop, prevent or alleviate the worst effects of the abuses.

Responsive action is any immediate activity undertaken in connection with an emerging or established pattern of violation and is aimed at preventing its recurrence, putting a stop to it, and/ or alleviating its immediate effects. Responsive activities have a sense of real urgency (but can last for many years) and aim to reach a particular group of civilians suffering the immediate horrors of a violation. They are primarily about stopping, preventing or mitigating a pattern of abuse.

Example: Safely referring a survivor of a human rights abuse to medical services Example: Providing firewood as part of an NFI distribution, so women and adolescent girls do not have to travel outside an IDP camp.

2. Remedial action

Moving further outwards, the second sphere is more restorative and is concerned to assist and support people after violations while they live with the subsequent effects of a particular pattern of abuse. This sphere of action involves a range of remedial action to help people recover.

Remedial action is aimed at restoring people's dignity and ensuring adequate living conditions subsequent to a pattern of violation, through rehabilitation, restitution, compensation and repair. Remedial activities are longer term and aim to assist people living with the effects of abuse. This might include the recuperation of their health, tracing of their families, livelihood support, housing, education, judicial investigation and redress. Example: Education in health centres to prevent stigmatization of survivors of sexual violence.

Example: Vocational training and psychosocial support for former combatants as part of a livelihoods program.

3. Environment-building action

The third sphere of action is further away still from the point of violation and is concerned with moving society as a whole towards protection norms which will prevent or limit current and future violations and abuses. This is the most long-term and structural sphere of action and requires environment-building action that consolidates political, social, cultural and institutional norms conducive to protection.

Environment-building action is aimed at creating and/or consolidating an environment – political, social, cultural, institutional, economic and legal – conducive to full respect for the rights of the individual. Environment-building is a deeper, more structural process that challenges society as a whole by aiming to change policy, attitude, belief and behaviour. It is likely to involve the establishment of more humane political values, improvements in law and legal practice, the training of security forces, and the development of an increasingly non-violent public culture.

Example: Providing information to people within a WASH project about the Code of Conduct by which NGO and UN staff are expected to abide.

Example: Advocating for prohibitions on sexual violence to be included in domestic legislation Example: Advocating for the Guiding Principles on Internal Displacement to be adopted as national policy.

(Source: Global Protection Task Team on Protection Mainstreaming (2017): Protection Mainstreaming Toolkit, available at: http://www.globalprotectioncluster.org/assets/files/aors/protection_mainstreaming/gpc-pm_toolkit-2017.en.pdf)

Facilitator note 3) Protection: Whose responsibility and how?

Centrality of Protection

Inter-Agency Standing Committee (IASC) Principals

“The primary responsibility to protect people in such situations lies with States. In addition, in situations of armed conflict, non-State parties to conflict are obliged to protect persons affected and at risk in accordance with international humanitarian law. The humanitarian community has an essential role to engage with these actors to protect and assist people in need (...) The United Nations “Rights Up Front” Plan of Action emphasizes the imperative for the United Nations to protect people, wherever they may be, in accordance with their human rights and in a manner, that prevents and responds to violations of international human

rights and humanitarian law. This same imperative to protect people lies also at the heart of humanitarian action. Protection of all persons affected and at risk must inform humanitarian decision-making and response, including engagement with States and non-State parties to conflict. It must be central to our preparedness efforts, as part of immediate and life-saving activities, and throughout the duration of humanitarian response and beyond (...). It means that HCs, HCTs and Clusters need to develop and implement a comprehensive protection strategy to address these risks and to prevent and stop the recurrence of violations of international human rights and humanitarian law – a strategy that clearly articulates and identifies the complementary roles and responsibilities among humanitarian actors to contribute to protection outcomes; that identifies and makes use of all available tools to effectively protect those affected by humanitarian crises; that takes into account the role and contribution of other relevant actors, such as peacekeeping and political missions and development actors, to achieve protection goals and develop durable solutions. (...) **It also means that HCs, HCTs and Clusters need to strengthen the collection, management and analysis of information to inform and adjust early warning, preparedness, response, recovery and policy efforts, and support strategic and coordinated advocacy, dialogue and humanitarian negotiations on behalf of persons affected and at risk, and in a manner, that addresses the risks they face in conflict, violence and natural disasters. In this regard, the complementary roles, mandates and means of action of all relevant actors need to be recognized and reinforced.**" (bold emphasis added by PIM training team)

(Source: *The Inter-Agency Standing Committee (IASC) Principals Statement (2013): Centrality of Protection*. Available at:

<https://www.humanitarianresponse.info/system/files/documents/files/IASC%20Principals%20Statement%20on%20the%20Centrality%20of%20Protection.pdf>)

Global Protection Cluster

"The centrality of protection means more than protection mainstreaming. It includes ensuring that leadership, coordination, and engagement in protection and all sectors is more strategic, aligned and directed toward a stronger response. While protection of the rights of people is primarily the duty of member states and, in conflict, the parties to a conflict, Humanitarian Coordinators (HCs) and Humanitarian Country Teams (HCTs) are responsible for ensuring that protection is the purpose and intended outcome of humanitarian response. This responsibility cannot be delegated solely to the Protection cluster or taken up by a single agency. Collectively, HCs and HCTs are responsible for ensuring good programming of billions of dollars in humanitarian aid."

(Source: *Global Protection Cluster (GPC): The Centrality of Protection in Humanitarian Action: A review of field and global clusters in 2016*. Available at:

https://reliefweb.int/sites/reliefweb.int/files/resources/the_centrality_of_protection_in_humanitarian_action_-_a_review_of_field_and_global_clusters_in_2016.pdf)

Protection mainstreaming

What? Protection mainstreaming is the process of incorporating protection principles and promoting meaningful access, safety and dignity in humanitarian aid. It focuses not on what we do (the product) but rather on how we do it (the process) and that protection should be mainstreamed through all sectors and all phases of the program/project cycle. The key protection principles that must be taken into account are:

- 1. Avoid causing harm:** prevent and minimize as much as possible any unintended negative effects of your intervention which can increase people's vulnerability to both physical and psychosocial risks.
- 2. Equality:** arrange for people's meaningful access to impartial assistance and services - in proportion to need and without any barriers (i.e. discrimination). Pay special attention to individuals and groups who may be particularly vulnerable or have difficulty accessing assistance and services.
- 3. Accountability to beneficiaries:** set-up appropriate mechanisms through which affected populations can measure the adequacy of interventions, or address concerns and complaints.

4. Participation and Empowerment: support the development of self-protection capacities and assist people to claim their rights, including - but not exclusively - the rights to shelter, food, water and sanitation, health, and education.

Who?

All humanitarian actors share an ethical responsibility for mainstreaming protection across the humanitarian response, including general and sector staff, programming staff, advocacy staff, design, monitoring and evaluation staff, and their managers. Cluster lead agencies and partners are responsible for ensuring that activities within their respective sector are carried out with a “protection lens”, and in particular for ensuring that their activities integrate protection principles. Field Protection Clusters can provide advice, guidance and training on protection mainstreaming.

How?

Protection can be mainstreamed:

- By including protection principles in the general project management and as core principles in delivering humanitarian aid;
- By incorporating protection principles into project cycle management through protection mainstreaming indicators for each sector.
- Protection mainstreaming requires concrete, intentional actions that address all four key elements of protection mainstreaming in the design of a sector project.
- The GPC Sector Checklists provide a useful tool to assist with and review design processes. Available at: http://www.globalprotectioncluster.org/assets/files/tools_and_guidance/protection-cluster-coordination-toolbox/gpc-edg-note-checklist-on-incorporating-protection-and-accountability-in-the-hpc.en.pdf

(Source: Global Protection Task Team on Protection Mainstreaming (2017): Protection Mainstreaming Toolkit, available at: http://www.globalprotectioncluster.org/assets/files/aors/protection_mainstreaming/gpc-pm_toolkit-2017.en.pdf)

Facilitator note 4) Mainstreaming, integration or stand-alone program/project?

Before showing the cases, begin by explaining the background: Area X hosts a large IDP population. With few fuel alternatives available in area X, the majority of the population relies on firewood for cooking and heating purposes. A disproportionately high number of reported SGBV incidents involve collection of firewood by women and girls in a particular forested area. Area X hosts a number of humanitarian organizations and programmes.

Case A)

Humanitarian organization X works to establish a platform to support community engagement initiatives which can minimize the risks associated with firewood collection and ensure information dissemination about SGBV response mechanisms. The SGBV team of the organization works closely with community focal points on the project.

(Answer: This is an example of a project which has a specific protection objective and is done by the protection sector alone. It is thus an example of a stand-alone protection project).

Case B)

The energy and environment programme of organization Y, has as its objective to expand the number of households which are able to rely 100% on environmentally friendly and sustainable energy sources for household purposes, while increasing the sense of safety and security reported by girls and women living in

these households. Programme implementation requires regular information sharing and planning between the teams responsible for Energy&Environment and SGBV respectively.

(Answer: This is an example of a humanitarian activity which supports both protection and assistance objectives, and which actively contributes to a reduction of the risks and exposure to same by the affected population. This is thus an example of protection integration.)

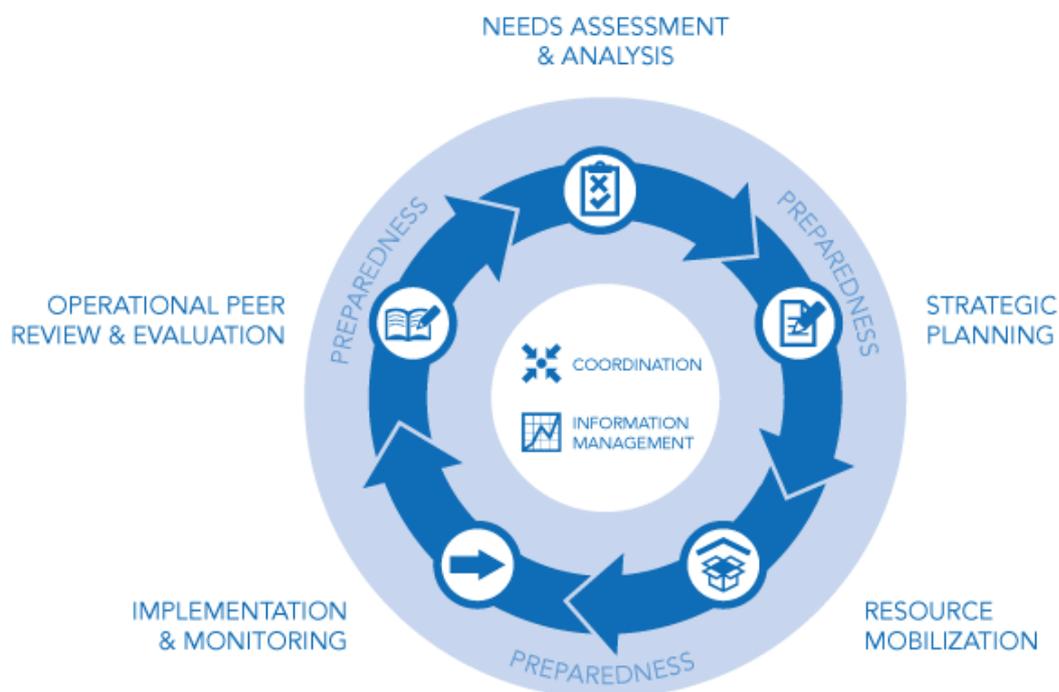
Case C)

During the Basic Assistance annual planning meeting, the sector focal point introduces the SPHERE protection principles (do no harm, non-discrimination/impartial assistance, safety&vulnerability and empowerment/rights/participation) and facilitates a self-assessment process through which colleagues take stock of the extent to which the current programmes comply with and give adequate consideration of these.

(Answer: The SPHERE protection principles list minimum requirements for incorporating protection analysis and response in humanitarian response throughout the programme/project cycle. By introducing these as a basis for sectoral planning, the sector focal point is initiating a protection mainstreaming exercise).

Facilitator note 5) Humanitarian programme cycle

Under the IASC Transformative Agenda, the IASC Principals committed to the ultimate objective of accountability to affected people by ensuring that the humanitarian response delivers assistance to those in need as the result of effective and timely decision- making and planning. In December 2011, IASC Principals agreed to a set of actions that collectively represent a substantive improvement to the humanitarian response model. This is captured in the Humanitarian Programme Cycle (HPC), to replace the Consolidated Appeal Process (CAP) which had until then been the organizing model for humanitarian response .



The above illustration is a simplified version of the more detailed HPC outlined by the IASC. The HPC provides a framework for the delivery of aid to meet the needs of affected people quickly, effectively and in a

principled manner. This framework applies to all humanitarian crises but the process, timeline, tools and documents can be used flexibly.

The humanitarian programme cycle consists of a set of inter-linked tools to assist the Humanitarian Coordinator and Humanitarian Country Team to improve the delivery of humanitarian assistance and protection through better preparing, prioritizing, steering and monitoring the collective response through informed decision-making. This requires each organization to change its practices, but also its mind-set and institutional culture to focus on the collective response and not simply on the individual organization's corporate priorities, mandate or fundraising concerns. Each individual organization's piece of the response must fit together and contribute to the overall expected results. The focus is on collectively-owned and evidence-based plans to ensure increased HCT accountability for results. The HPC should influence programming and resource allocations of all actors – including United Nations (UN) agencies, non-governmental organizations (NGOs), civil society and governments. Organizations are required to act with the collective in mind, to collaborate together, share information and hold each other accountable for working toward better decisions and improved outcomes at the field level.

The humanitarian programme cycle allows humanitarian actors to jointly define the overall shape of the response, position their role in relation to other organizations, and understand what needs to be done at a given moment in line with agreed objectives in order to ensure a more coherent, effective and accountable response. The humanitarian programme cycle highlights the need to (...) Plan based on joint risk analysis and evidence. Organizations need to collect, analyse and share information in advance of, and during, crises; undertake joint risk analysis and needs assessments, where possible in partnership with national authorities and development actors; take new information into account to adapt and update plans; and ensure that decisions are evidence-based.

(Source: Inter-Agency Standing Committee (2015): Reference Module for the Implementation of the Humanitarian Programme Cycle v. 2.0, available at:

https://interagencystandingcommittee.org/system/files/hpc_reference_module_2015_final_.pdf)

ANNEXES TO MODULE 2.1

Annex 2.1.a) Protection definition pre-made wall

Part of module: 2.1 Protection

Instructions for production and use: Print or write on an A3 or A0 sized sheet and hang on the wall in the back of the room (covered during first part of the exercise).

Print out available:

https://drive.google.com/file/d/1BHH8pvehtfBWx_OT3nqa1X2leaHBWcZF/view?usp=sharing

Annex 2.1.b) Protection definition for participant line-up

Part of module: 2.1 Protection

Instructions for production and use: Print the broken-up protection definition on A4 paper – 25 sheets total, if less than 25 participants, adjust so more than one word is on a sheet in order that the total number of sheets matches the number of participants.

Print out available:

<https://drive.google.com/file/d/1P9Rvy33ZTFIOVzv3kmhaRMzOYt2udivg/view?usp=sharing>

Annex 2.1.c) Breakout group cards (human rights conventions)

Part of module: 2.1 Protection

Instructions for production and use: Cut out and distribute to participants according to pre-assigned group planning (for diversity in experience amongst participants). The print out allows for creation of 8 groups of 3 (to find their match based on human rights convention/its content/year of creation), but can be adjusted to fit other group compositions depending on need.

Print out available:

<https://drive.google.com/file/d/1rPHEqmiPBOylguxJLo4Mk4oKHtzyRXYy/view?usp=sharing>

Annex 2.1.d) Module learning sheet: Protection

Part of module: 2.1 Protection

Instructions for production and use: The module learning sheet should serve as learning reference point for the participants throughout and after the module. It contains structured space for note taking on key concepts introduced, contains reference tools, definitions and a list of recommended resources for further learning. One per participant.

Print out available:

<https://docs.google.com/document/d/13NbuFKDkpBOyYSVvrNVaJE2aTse8WHRqN7Z5CQKSmck/edit?usp=sharing>

Annex 2.1.e) Feedback form: 2.1 Protection

Part of module: 2.1 Protection

Instructions for production and use: The standardized and anonymous feedback form should be handed to participants after completion of the training module (one for each) for immediate completion and return to the facilitator, in order to be used by the facilitator to evaluate the extent to which the module learning objectives have been met through realization of the module learning outcomes. The form will take 3-5 minutes to complete.

Print out available:

https://docs.google.com/document/d/16orBG6rmLJ_AxoNUQX6hDNwNjRQtk9_hzWp9bPmTVG0/edit?usp=sharing

Annex 2.1.f) Power point presentation

Part of module: 2.1 Protection

Instructions for production and use: This power point presentation may serve as visual reference during delivery of this module. Please note that facilitators are discouraged from rely sole on the power point presentation as visual reference during module delivery, as this is not compatible with the participatory design of the PIM training modules.

Available at:

https://www.dropbox.com/s/mjxkq3rtag99nek/PPT_Package%202_Module%202.1_Protection.pptx?dl=0

MODULE 2.2 - Information Management

Core competency –

Attitude: Able to scope and manage expectations of IM

Module objectives	Module learning outcomes
<p><u>The session will:</u></p> <ul style="list-style-type: none">• Explain the difference between data, information, and knowledge.• List the steps in the IM Cycle and associated challenges and solutions of each.• Explain modalities of collaboration through which IM supports protection clusters and sectors to develop a more informed protection response.	<p><u>After the session participants will be able to:</u></p> <ul style="list-style-type: none">• Participants can state how data leads to information and both lead to knowledge.• Participants can list the steps in the IM Cycle including key challenges and solutions/ tips for each.• Examine IM and protection collaboration modalities for informed protection response in own operational context.

Key messages:

1. The overall objective of IM in a humanitarian response is to generate quality and timely data, information, and/or knowledge in order to lead to better-informed decisions for better protection outcomes.
2. IM refers to the collection, analysis, reporting, storage and sharing of humanitarian information in a coordinated, systematic, and transparent way. When done for protection use and objectives this is Protection Information Management.
3. While the set-up for collaboration between IM and protection varies across response contexts, division of responsibilities outlined by the IASC give direction to IM work at intra and inter-sector/cluster levels.
4. Dialogue and close collaboration between protection and IM colleagues is essential to enable evidence-informed action for quality protection outcomes.

Duration: 2 hours and 30 minutes

Reference: PPT: 2.2 IM, Module learning sheet content: Structured note-taking space, Illustration of Humanitarian Programme Cycle, generic IM profiles.

Facilitator preparation:

- Creation of 6 groups (size to depend on number of participants) ensuring that each group has diverse participant backgrounds and both IM and protection staff. Coding for splitting the participants into 6 groups by cluster and cluster lead match, see (Annex 2.2.d) to be taped inside/behind the participant name tags prior to the module.
- In the preparation and delivery of this module, it is important for the facilitator to be cautious that their articulation of the need for collaboration and a shared understanding between IM and protection, is presented in an inclusive way which does not serve to polarize (avoid language which can reinforce a “them” versus “us” divide).

Room set-up:

- Separate tables – one per team of participants (one team should not consist of more than 5 persons).
- 6 flip charts hung around the room (titles: 1) Collect – Challenges and Solutions, 2) Process – Challenges and Solutions, 3) Analyse – Challenges and Solutions, 4) Store – Challenges and Solutions, 5) Share – Challenges and Solutions, 6) Use – Challenges and Solutions).
- IM definition to be written on the wall at the back of the room (covered, for uncovering during module).
- 3 idea bubble-shaped flipchart sized papers, should be up on the wall, each with a different heading written on it (“Data”, “Information”, “Knowledge”).

- Post-its in 3 colours (1 colour to be used for each idea bubble) should be placed on each team table.
- Packets of pre-made signs placed on each table (1 package for each table):
 - Yes/No cards in every packet, one pair for every participant (see below)
- “What do we know?”-package (see below) one for each table.

Prints and handouts:

- Printed A4 sheets for each table of the words (1) Aleppo, 2) Latrines, 3) Schools, 4) 12,846, 5) School Bus) (“What do we know?”, Annex 2.2.a).
- 1 A4 print-out (“Additional information”, Annex 2.2.b) out with the text “When there are no female latrines we generally see a significant drop in girls’ attendance rates at school”.
- “YES/NO” card (Annex 2.2.c): 1 collection of pre-made signs placed on each table (1 of each sign per participant).
- Break-out cards per cluster/lead (Annex 2.2.d)
- Module learning sheet (Annex 2.2.e). Print-out for each participant.
- Module feedback form (Annex 2.2.f). Print one for each participant.
- Ball (or other tossable object).

Time	Activity	Resources						
5 min	PIM definition. Plenary (listening) @tables							
	<p>Explain that the module objectives.</p> <p>Distribute the Module learning sheet (one for each participant).</p> <table border="1"> <tr> <td><i>If this module is delivered in conjunction with the session “Intro to PIM concepts”...</i></td> <td><i>If this module is NOT delivered in conjunction with the session “Intro to PIM concepts”...</i></td> </tr> <tr> <td>Show participants the PIM definition hanging on the wall</td> <td>Show participants the PIM definition</td> </tr> <tr> <td>Encourage participants to reflect on the notes they took during the Intro to PIM concepts session.</td> <td>Ask if a participant can read aloud the definition for the plenary.</td> </tr> </table> <p>Point to the fact that the PIM definition includes the key steps of the IM cycle: “...collect, process, analyse, store, share, and use ...” (participants may not be familiar with the IM cycle – in that case explain that we will review further into this module).</p> <p>Explain to participants that this will be the focus of the session (Proceed to the below...)</p>	<i>If this module is delivered in conjunction with the session “Intro to PIM concepts”...</i>	<i>If this module is NOT delivered in conjunction with the session “Intro to PIM concepts”...</i>	Show participants the PIM definition hanging on the wall	Show participants the PIM definition	Encourage participants to reflect on the notes they took during the Intro to PIM concepts session.	Ask if a participant can read aloud the definition for the plenary.	PPT, p.1-3
<i>If this module is delivered in conjunction with the session “Intro to PIM concepts”...</i>	<i>If this module is NOT delivered in conjunction with the session “Intro to PIM concepts”...</i>							
Show participants the PIM definition hanging on the wall	Show participants the PIM definition							
Encourage participants to reflect on the notes they took during the Intro to PIM concepts session.	Ask if a participant can read aloud the definition for the plenary.							
10 min	What is needed to make informed response plans? Plenary (discussion) @tables							
	<p>Ask “What do we need to make informed decisions”. As the words “Data”, “Information”, “Knowledge” are used, write each as idea bubble-heading on the wall.</p> <p>Instruct participants to think about what the three words mean (rhetorical), writing theirs answers on a post-it note in matching colour of the ‘heading idea bubble’.</p> <p>Inform them (while they are writing) that “Data”, “Information” and “Knowledge” are the building blocks for making better informed decisions.</p>	PPT, p.4 PIM definition wall/projecti on Idea bubbles Post-its						

	Instruct the participants to place their post-its on the matching “ideas bubbles” on the wall, and tell them that these notes will be used later in this session.	
20 min	What is Data? Activity in plenary (discussion) @tables	
	<p>Explain what data is (See Facilitator note 1 for reference).</p> <p>Instruct participants to locate the packet of pre-made signs on the table and to jointly pick the words which they think present ‘data’ from amongst the options (1. Aleppo, 2. Latrines, 3. Schools, 4. 12,846, 5. School bus photo).</p> <p>Ask a participant from each table to sticky tack/tape the paper with the examples they believe are correct on the wall below the “Data idea bubble” (on the wall).</p> <p>Ask each table one by one to explain why they chose the word/image, and facilitate discussion in plenary to address incorrect understandings.</p> <p>Ask aloud while referring to the slide displaying the package content ‘Should you make a decision based on this data?’. Instruct all participants to take out the ‘yes’ and ‘no’ signs on their table, and to raise them according to their answer.</p> <p>Debrief by asking first some “yes”-sayers to explain their reasoning, and what decision would they make based on the data available? Repeat with “no”-sayers.</p>	<p>PPT, p.5-7</p> <p>Pre-made sign packets</p> <p>Yes/No signs</p>
20 min	What is Information? Activity in plenary (discussion) @tables	
	<p>Explain what information is (See Facilitator note 2 for reference).</p> <p>Explain how data is turned into information:</p> <ul style="list-style-type: none"> • <i>Information is data in context; without context data is meaningless.</i> • <i>Information Management Officers collate data to create meaningful information by way of processing, analysing and summarizing data in a meaningful way (i.e., that is relevant to the information needs in the specific context).</i> <p>Instruct each table to write one sentence of information they now have from the current slide, and to hang it on the wall next to the “Information ideas bubble”. DO NOT PROVIDE AN EXAMPLE (it’s coming next).</p> <p>Read aloud the slide projected sentence “<i>In 2014, 12,846 schools reported damaged latrines in Syria</i>”. Ask the participants ‘Can you make a decision based on this information?’.</p> <p>Instruct participants to discuss the question at their tables and then raise one ‘yes’ or ‘no’ sign per table to reflect their answer.</p> <p>Debrief in plenary by asking tables that said yes and no respectively, to explain their rationale and what decision they would make based on the data. DO NOT PROVIDE THE ANSWER YET.</p> <p>Explain the decision was made to “Construct and rehabilitate 12,846 latrines for 12,846 schools in Syria”, and how it was reached:</p>	<p>PPT, p.8-11</p> <p>Yes/No signs</p>

	<ul style="list-style-type: none"> • <i>This example is a decision made by a cluster – based on that information.</i> • <i>While information is helpful because it allows us to answer the ‘who’, ‘what’, ‘where’, ‘when’, and ‘how many’ questions – which are necessary for good decision making – information alone is insufficient for making informed decisions.</i> • <i>The information does not tell us ‘why’.</i> • <i>Information tells us what is going on (via the basic “Ws”) but not always why or how”</i> • <i>Information helps us decide what to do, but not how to do it or why to do it.</i> • <i>There is a key piece of knowledge that is missing...</i> 	
10 min	What is Knowledge? Activity in plenary (discussion) @tables	
	<p>Instruct participants to silently read the text on the slide, and then ask for further discussion at the tables “What if you knew this? Would this change the decision that you suggested - yes or no?”.</p> <p>While participants discuss, tape the A4 print out (with the text” <i>When there are no female latrines we generally see a significant drop in girls’ attendance rates at school</i>”) next to the “Knowledge bubble”.</p> <p>Ask each group to hold up ‘yes’ or ‘no’ signs according to whether they would want to change the decision. State aloud the number of groups who would and would not want to change their decision.</p> <p>Explain what “knowledge” is (See Facilitator note 3 for reference). Summarize the key concepts:</p> <ul style="list-style-type: none"> • <i>Answers the ‘why’.</i> • <i>Knowledge is what we know – and also contains our beliefs and expectations.</i> • <i>Knowledge is the data, information, and skills acquired through experience and education.</i> • <i>Knowledge is created when information is learned, applied and understood.</i> <p>Ask a participant to explain, in their own words, the relationship between data, information and knowledge.</p>	<p>PPT, p.12-13</p> <p>A4 print out</p> <p>Yes/No signs</p>
5 min	What is IM in humanitarian settings? Plenary (discussion) @tables	
	<p>Instruct participants to look up the definition of ‘Information Management’ on the Module learning sheet. Remove the sheet that was covering the definition hung on the wall of the room:</p> <p><i>“Information management means the collection, analysis, reporting, storage and sharing of humanitarian information in a coordinated, systematic, and transparent way”. [Gavin Woods/UNICEF, 2016]</i></p> <p>Ask participants to explain to the plenary ‘Why is IM important?’ (For Possible answer options see Facilitator note 4). Ensure that the following conclusions can be drawn from input provided by participants:</p>	PPT, p.14-16

	<ul style="list-style-type: none"> • <i>Humanitarian situations are complex and humanitarian actors require significant amounts of information about the crisis itself, the populations affected, and the response to the crisis. IM is the enabling support to meet those information needs in a timely, effective, and responsible manner.</i> • <i>Beyond an emergency: The proper collection, management and sharing of data during emergencies is to the benefit of early recovery, recovery, development and disaster preparedness activities.</i> <p>Explain that IM is not an isolated step but at the centre of the Humanitarian Programme Cycle as ‘Enabler’ (See Facilitator note 5).</p> <p>Conclude by stating why IM is important and explain that the overall objective of IM in a humanitarian operation is to generate knowledge that is usable and used for better-informed decisions. Stress how important it is for IMO and protection officers to have a dialogue in order to establish the information needs in a specific context (guided by the steps of the PIM Process).</p>	
50 min	IM and PIM. Activity (6 groups) @flip chart space	
	<p>Ask the plenary ‘What are the steps of an IM cycle?’ and solicit a few answers before proceeding to display it (on the PPT).</p> <p>Explain the IM cycle steps by soliciting input and explanations from the participants and (Facilitator note 6 for reference).</p> <p>Inform participants that you will be examining the IM cycle and its steps more closely in relation to PIM actions (collect, store, analyse, report, share, use). Point out that “design” and “evaluation” are also inherent steps of the PIM process, but that these will not be covered the purpose of this exercise.</p> <p>For awareness, add the point that the IM cycle steps reviewed in this exercise do not reflect the full life cycle of data – and that an important and final step is to decide what to do with data once it has been used – should it be retained, destructed or archived (See Facilitator note 7)? (Further discussion on the decision-making on this is beyond the scope of this module, but a topic in module 5.1 ‘PIM Sensitivities’).</p> <p>Explain the relationship between IM and informed protection decision-making:</p> <ul style="list-style-type: none"> • <i>Based on the decisions to be informed, IMOs design, implement and review IM systems to meet specific information needs i.e., to support evidence-informed decision-making process.</i> • <i>The specific outputs of an IM system will vary, depending on the information need, the system developed, context, etc. For example, the specific components of an IM system for protection monitoring are different from those for a needs assessment - even though an IMO would be guided by the PIM Process and go through the IM cycle for both</i> • <i>A well-designed ‘system’ (note: what a system is, is not defined - but usually includes a standardized process and specific tools) is fit-for-</i> 	PPT, p.17-18

	<p><i>purpose, i.e., provides the right kind and amount of information as specified for the defined purpose, within the required timeframe and resources allocated. An IM system should not be more complex or collect more data beyond what is needed.</i></p> <p>Instruct participants to look inside their name tag to find a note indicating either a cluster or a UN agency cluster lead. Inform them that they are divided into pairs of two based on the match. Tell them to stand up to find their group based on the match.</p> <p>Direct each team to one of the six pre-hung “Challenge/Solution” flip-charts.</p> <p>Instruct in plenary, that groups will have 5 minutes by each flip-chart to discuss and identify the challenges and solutions in each of the stages of the IM cycle, and write these on the flip chart. After 5 minutes, they must rotate left to the next flip-chart.</p> <p>Discretely walk around the room while groups are discussing, and mark correct 'solutions' on the flips charts (with stickers or by drawing a small cross).</p> <p>Keep track of time, and announce every time 5 minutes pass and it is time to rotate and for the groups to move on to a new flipchart and discuss challenges and solutions of a new step of the IM cycle.</p> <p>Debrief by the flipcharts, by throwing a ball first to one group asking them to summarize in 2 minutes their discussion. After 2 minutes, they pass the turn and throw the ball to the next group.</p> <p>Summarize the commonalities in the presentations by the groups, highlight the “correct solutions” and proceed to ask what the role a protection/IM respectively is in relation to the solutions discussed.</p> <p>Based on answers provided, establish the interdependency of protection and IM, and that dialogue and collaboration between protection and IM colleagues is key for evidence-informed action for quality protection outcomes. Note that (in line with protection mainstreaming) the importance of collaboration for protection outcomes is not isolated to protection and IM, but also encompasses other sectors.</p> <p>Give participants a moment to sit back down and to make notes in their Module learning sheet.</p>	<p>Breakout group cards (Annex 2.2.d)</p> <p>Flip charts (pre-made)</p> <p>Flip chart pens</p> <p>Stickers or marker</p> <p>Ball (or other tossable object)</p>
15 min	<p>Activity: Information Management & Protection Plenary (listening)@tables+discussion in groups</p>	
	<p>Inform that you will now proceed to examine the modality of collaboration through which IM supports protection clusters and sectors develop a more informed protection response.</p> <p>Recap the process of generating knowledge to inform action: <i>Knowledge must be generated to lead to informed decisions. This process involves using data collected from within the humanitarian community</i></p>	PPT, p.19

	<p><i>(both within and across clusters) in order to produce ‘information’ and ultimately a higher level of understanding or ‘knowledge’. This knowledge-generating function leading to better-informed decisions is the overall objective of the information management (IM) function of a humanitarian operation.</i></p> <p>Ask participants to team up in pairs with the person sitting next to them and for 8 minutes in these pairs discuss an IM activity that they are currently working with or previously did in the field. Concrete pointers for discussion should be:</p> <ul style="list-style-type: none"> ● What was the IM activity (which data, information and knowledge did it involve)? ● Who was involved, and responsible for what (IM and Protection parties respectively). 	
10 min	<p>Activity debrief: Information Management & Protection: Roles and Responsibilities. Plenary (listening)@tables</p>	
	<p>Debrief with on the preceding exercise by asking a couple of the groups to present the main points of their discussion. Note key points on flipchart (in terms of roles and responsibilities of Protection and IM, and the type of IM activities or products given as examples).</p> <p>Relate outcome of the pairs’ discussions with the previous IM points made:</p> <ul style="list-style-type: none"> ● <i>IM systems, activities, and outputs (products) can take many different shapes. Although there are standard/general processes to follow (e.g., the PIM Process, the IM Cycle) and a pool of technical tools (e.g., for mobile data collection, for analysis, for activity tracking), there is variation because Information Management Officers (IMOs) design IM systems and activities <u>to meet defined purposes in a specific context.</u></i> ● <i>Remember that given the diversity of their activities, IMOs also come in different shapes and backgrounds, and may be specialized in data administration, data management, web management, mapping, coordination, analysis, reporting, or data visualization. It is therefore important to be clear about both what type of IM support is needed, and also on roles and responsibilities.</i> <p>Point out that an overview of some typical IM profiles is available in the Module learning sheet.</p> <p>Ask if participants with IM profiles wish to supplement with their experience.</p> <p>State that while IM support set-up within and for the protection sector varies across different operational set-ups, the Inter Agency Standing Committee (IASC) has issued operational guidance to clarify the IM responsibilities of Cluster/Sector leads vs. OCHA at the country level (2008; See Facilitator note 8 for reference). Explain that the goal is to ensure an effective and coordinated response in emergencies (as per the IASC Guidance):</p>	<p>PPT, p.20-22</p> <p>Flip chart</p>

	<ul style="list-style-type: none"> ○ <i>Within cluster: The Cluster/Sector Agency/leads are responsible i.e. for:</i> <ul style="list-style-type: none"> - <i>Allocating the necessary human and financial resources for IM, and appoint an IM focal point;</i> - <i>Generating and sharing up-to-date cluster information;</i> - <i>Contributing to OCHA-led inter-cluster IM coordination to ensure overall coherence and coordination</i> ○ <i>Between clusters: OCHA is responsible i.e. for:</i> <ul style="list-style-type: none"> - <i>Provision of standard IM products and core services to the clusters/sectors and the wider humanitarian community.</i> - <i>Allocation of appropriate IM resources, according to the nature and scope of the emergency.</i> - <i>Proposing standards for datasets and databases to support the interoperability of data.</i> <p>Encourage reflection: Do you know who is your IM or Protection counter-part? Who is responsible for IM within the protection sector in your operational context? What is the profile of these IM resource persons?</p> <p>Provide some tips about when/how IM and protection can collaborate. Ask participants for their suggestions, and supplement as necessary (Facilitator note 9 for reference).</p> <p>Give participants 2 minutes to write notes in their Module learning sheet who is responsible for what in their work context or guiding questions for their follow-up post-training to identify who holds responsibility for what (including to address gaps if any?).</p> <p>Note that the PIM core competencies (introduced in the “Introduction to PIM module”), which participants are strengthening by participating in this training have been formulated based on an exercise to compare and bring together IM and protection functional profiles, exactly with a view to breaking down the silos of the distinct disciplines.</p>	
5 min	<p>Module conclusion. Plenary (listening)@tables</p> <p>Summarize the module’s key messages and answer any outstanding questions.</p> <p>Refer to the fact that the Module learning sheet includes relevant links (e.g. to the IASC Guidance and to typical IM profiles).</p> <p>Project “Moment of Zen” video (7.11 min, only play up until 4:00): https://www.youtube.com/watch?v=7QNFf7bAzHc (ALNAP: “How to make the most IM in humanitarian coordination”).</p> <p>Distribute module feedback form (one per participant) and collect the filled in version from participants before module closure.</p>	<p>PPT, p.23-24</p> <p>Projector, speakers and internet</p> <p>Module feedback form (Annex 2.2.f)</p>

Facilitator note 1) What is data?

- *Data is all around us.*
- *It can exist in any form, usable or not.*
- *It is the representation of qualitative or quantitative material such as text, numbers, graphs, or images, which we interpret to create information.*
- *It simply exists and has no significance beyond its existence (in and of itself) because it is raw material that has not yet been interpreted in context to give it meaning.*
- *Data is the foundation of information and knowledge, and ultimately informed decision making*
- *To be a solid basis for information, data should be assessed for its accuracy, comprehensiveness, relevance (to the specified purpose), reliability, and limitations (What is the data going to be used for, who is it relevant to, how is it connected?).*

Facilitator note 2) What is information?

- *Information refers to data that has been given meaning by way of a relational connection (which is one type of analysis).*
- *Data becomes information when we add meaning.*
- *Information Management Officers (IMOs) add meaning by providing a context to the data (i.e., by combining data together in a way that creates a statement (information) that is about a specific “what” or information need)*
- *These information needs in the humanitarian community most often pertain to:*
 - *The crisis itself (the why, where, who, what, and when of the humanitarian crisis)*
 - *The populations that are affected by the crisis (who is affected, where, when/since when, how)*
 - *The response to the crisis (who is responding, how, where, when/for how long/, who is targeted)*

Facilitator note 3) What is knowledge?

- *Knowledge is information in perspective – for example integrated into a view point based on recognition and interpretation of patterns including based on our beliefs, experiences, and expectations.*
- *Example: “If I do this, I will probably get that.” This expectation is based on knowledge.*
- *Answering the ‘how’ and ‘why’ questions (about what is happening or what to do about it) requires knowledge.*
- *Operationally in the field, knowledge management can for example focus on providing an accessible system for making the explicit knowledge produced by Clusters/AoR Coordinators and Partners (through IMOs) available e.g. through exchange at relevant meetings in the form of printed reports, presentations, etc. Country Cluster web platform.*

Facilitator note 4) Why is Information Management important in a humanitarian response?

Below list of non-exhaustive possible answers may serve to guide the module facilitator on the question “Why IM is important in a humanitarian response”:

- *Ensures that quality data, information and/or knowledge is available in a timely manner to enable and support evidence-informed decision-making.*
- *Is key for collection or collation of data and information which exists “out there”, and for ensuring that it is compiled, processed, analysed, stored, shared, and disseminated in a way that makes it useful to decision-makers and used for decisions - including in analysis, planning, budgeting, prioritization, communications, and advocacy.*
- *The data and information managed pertains to all key aspects of a response, including:*

- *Assessments: Provide guidance survey design and implementation and other data collection methodologies as well as technical advice on data (ownership, management, processing, sharing) to build a common understanding of disaster impact and needs.*
- *Strategy development and response planning: to help inform discussions about the setting priorities, allocating resources, and undertaking strategic planning based on evidence.*
- *Response implementation and monitoring: Develop common indicators and standards to effectively track progress, identify gaps, improve coverage, track and results, and report on the same.*
 - *The establishment of shared datasets (CODs, FODs, GIS), definitions, terminologies, indicators, and definitions facilitate response planning, implementation, monitoring and evaluation.*
 - *Efficiencies are created when all relevant actors in the response are working with the same or complementary information and baseline data: time, money and other resources are saved, and affected populations are less affected by our data-related activities.*
- *In short: Humanitarian situations are complex and humanitarian actors require significant amounts of information about the crisis itself, the populations affected, and the response to the crisis. IM is the enabling support to meet those information needs in a timely, effective, and responsible manner.*
- *Beyond an emergency: The proper collection, management and sharing of data during emergencies is to the benefit of early recovery, recovery, development and disaster preparedness activities.*

Facilitator note 5) Information Management in the Humanitarian Programme Cycle

As seen in the figure below, Information Management (IM) is at the CENTER of the Humanitarian Programme Cycle (HPC). Along with Coordination, Information Management (IM) is referenced as an “enabler” of the phases of humanitarian programme cycle, and its role described as: *“...the systematic process of collecting, collating, storing, processing, verifying, and analysing data and information, and disseminating it to humanitarian stakeholders. Information management underpins each element of the programme cycle and helps connect them by carrying information from one to another. In order for the programme cycle to function properly, data must be shared and collected in a timely manner to inform decision-making and analysis. Sufficient information management capacity and the use of common tools – such as the humanitarianresponse.info website, Common Operational Datasets, Fundamental Operational Datasets, a reasonably complete and up-to-date ‘who does what where’ database (3Ws), list of contacts and assessment registry – are critical elements to the successful implementation of the programme cycle.”*

“OCHA supports the planning process by consolidating data, agreeing planning figures, preparing a draft plan, and facilitating the plan’s finalization. If present, an inter-cluster coordination group supports these efforts. Humanitarian responders at the subnational level should be engaged throughout”.

(Source: Inter-Agency Standing Committee (IASC) (2015): Reference module for the implementation of the humanitarian programme cycle version 2.0, available at:

https://interagencystandingcommittee.org/system/files/hpc_reference_module_2015_final_.pdf

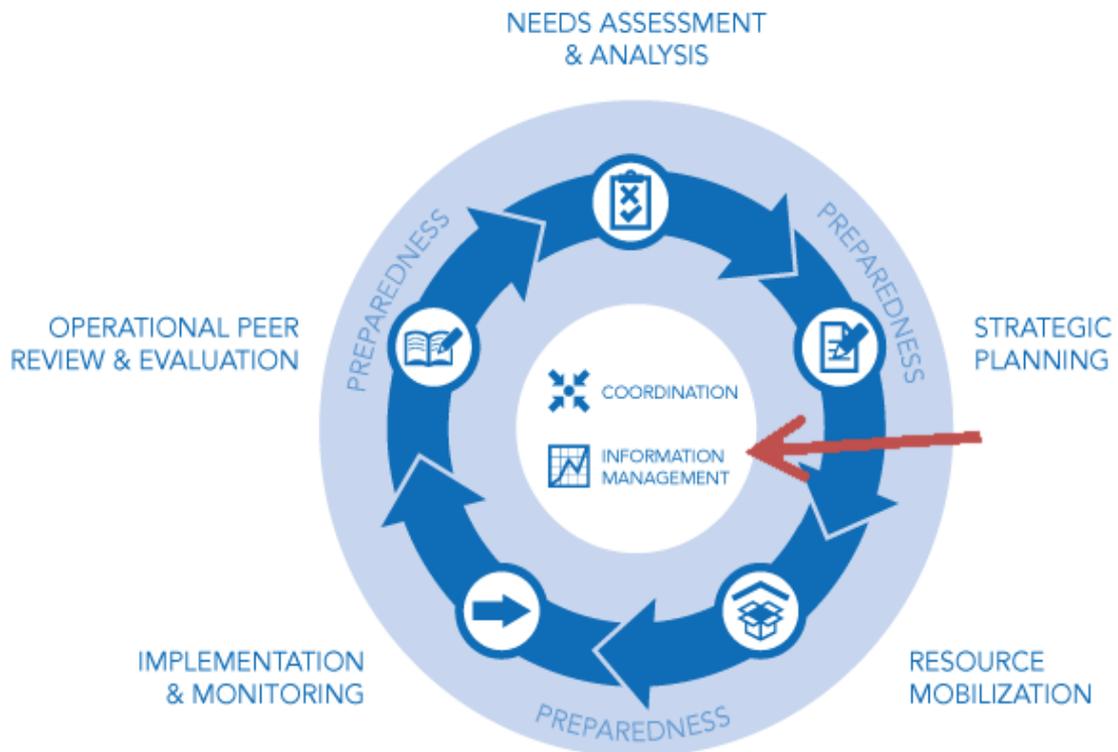


Figure: The humanitarian program cycle

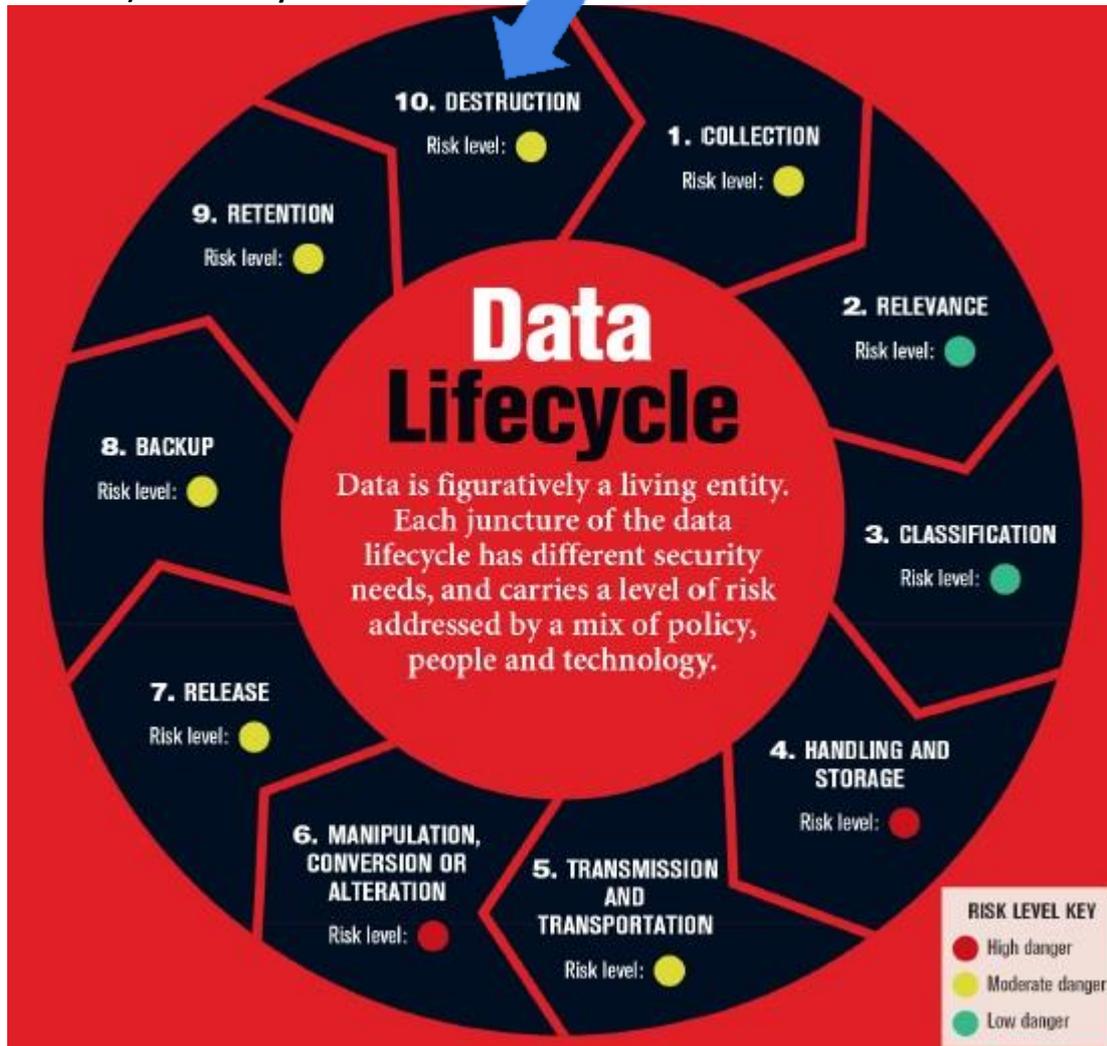
(Source: United Nations Office for the Coordination of Humanitarian Affairs (OCHA) (2016), available at: www.humanitarianresponse.info/en/programme-cycle/space www.humanitarianresponse.info/en/system/files/documents/files/hpc_reference_module_2015_final_.pdf)

Facilitator note 6) The Information Management Cycle



(Source: Office for Coordination of Humanitarian Affairs (OCHA), available at: <https://www.humanitarianresponse.info/en/applications/tools/category/im-cycle>)

Facilitator note 7) Data Life Cycle



(Source: TechTarget, available at: http://cdn.ttqmedia.com/informationsecurity/images/vol4iss7/ism_v4i7_f4_DataLifecycle.pdf)

The above 'data life cycle' illustrates a key consideration of the Professional Standard for Protection Work (Data Retention, 6.13) which requires that 'In order to ensure that personal data and sensitive data are not kept longer than necessary, a minimum retention period must be set, at the end of which a review must be carried out to determine whether the retention period should be extended renewed or the data erased or archived'.

(Source: Professional Standards for Protection Work (2018 ed.) forthcoming)

Facilitator note 8) IASC Guidance on the Information Management roles of Clusters/Sectors and OCHA

According to the IASC -- which is primary mechanism for inter-agency coordination of humanitarian assistance that is i.e. responsible for allocating responsibilities amongst agencies in humanitarian programmes - the division of responsibility for ensuring appropriate IM needed for an effective and coordinated response in emergencies is the following:

- Within cluster, the Cluster/Sector Agency/leads are responsible including for:

- Allocating the necessary human and financial resources for IM
- Appointing one IM focal point, all the while sharing IM resources and capacities within and across clusters at the country level where appropriate to promote harmonization and economies of scale
- Generating up-to-date cluster information (e.g. datasets, needs/gaps analysis etc.) and sharing it with OCHA in order to support coherence and coordination in the response;
- Between clusters: OCHA is responsible, including for:
 - Producing a minimum set of predictable standardized information products in collaboration with clusters/sectors and ensuring they are made available to all (includes e.g., contact directories, 3W databases and associated products, inventory of common datasets, situation reports, and a country-specific humanitarian web portal).
 - Providing or ensuring the availability of minimum services to the clusters/sectors and wider humanitarian community, including e.g. maintaining common datasets, conducting geospatial analysis, managing the collection and dissemination of all inter-cluster information, and providing IM technical advice to the clusters/sectors.

(Source: Inter-Agency Standing Committee (2008) Operational Guidance on Responsibilities of Cluster/Sector leads and OCHA in Information Management., available at: https://www.humanitarianresponse.info/system/files/documents/files/IASC_operational_guidance_on_information_management.pdf)

Facilitator note 9) Tips for IM and protection collaboration

Information Management Officers:

- Upon arriving, meet the protection officers to obtain the protection strategy, to map current or planned data collection activities, and to clearly define what types of information are sensitive in the context.
- Consult widely with Protection and other sectoral senior management to develop the IM strategy (re: its vision, scope, objectives, products), and include Protection in the list of technical experts that underpin the IM strategy.
- Work with Protection staff (and others in a multi-functional team) to support the collation analysis of secondary data and produce a situational analysis.
- Consult protection and other staff to compile a survey of surveys and assessments.
- Work closely with Protection and other subject-matter experts to help them clearly define their purposes, information needs, and desired outputs/deliverables, as these will guide all decisions about the design and implementation of IM systems.
- Ensure the transfer of IM-related skills, attitudes, knowledge and competencies, to ensure that protection staff and other colleagues in the cluster/sector/operation is more data-literate and aware of the role and value of IM.

Protection Officers:

- Ask the IMO in your operation for the IM strategy, and explore together if/where/how protection can or should be included for better results.
- Involve IM staff at the beginning of any data collection exercise (i.e., as soon as a data collection exercise is envisaged. The IMO will help you start with the secondary data review, on the basis of which you can determine if a data collection exercise is actually necessary to meet your information needs).
- Ask for technical advice on collation, collection, processing, analysis, storage, destruction, sharing, and dissemination of data in your operation, including in relation to data protection and security.
- Involve IMO staff when considering any new systems or tools, e.g., for a needs assessment, protection monitoring, case management, response monitoring, etc.

- Ensure the transfer of protection-related skills, attitudes, knowledge and competencies to IM staff, to ensure that the latter's work is informed by protection standards, aligned with protection objectives, and done in a protection-sensitive manner.

(Source: United Nations High Commissioner for Refugees (UNHCR) (2011): [Emergency Handbook, "Emergency IM strategy" chapter](https://emergency.unhcr.org/entry/95683/emergency-information-management-strategy), available at: <https://emergency.unhcr.org/entry/95683/emergency-information-management-strategy>)

ANNEXES TO MODULE 2.2

Annex 2.2.a) "What do we know?"

Part of module: 2.2 Information Management

Instructions for production and use: Prepare a packet for each group/table, each set should contain one of each (1) Aleppo, 2) Latrines, 3) Schools, 4) 12,846, 5) School Bus).

Print out available: <https://drive.google.com/file/d/1Wp34SiFEGFkpmCKwB3cbf3kJ6-17QAX/view?usp=sharing>

Annex 2.2.b) "Additional information"

Part of module: 2.2 Information Management

Instructions for production and use: Print out 1 A4 print out with the text "When there are no female latrines we generally see a significant drop in girls' attendance rates at school". To be hung on wall by facilitator during exercise.

Print out available: <https://drive.google.com/file/d/1mOiatvXrclfvbiKyMubFrJJ-pHJXjwnR/view?usp=sharing>

Annex 2.2.c) "YES/NO" cards

Part of module: 2.2 Information Management

Instructions for production and use: Packets of pre-made signs placed on each table (1 package for each team). Make stick with signs saying "YES" and "NO" respectively. Suggested to tape to cardboard or popsicle or barbecue sticks.

Print out available:
<https://drive.google.com/file/d/1nqbC1d2WlGoDa3GG0Ej6CPHlhwlcwD/view?usp=sharing>

Annex 2.2.d) Break-out cards per cluster/lead

Part of module: 2.2 Information Management

Instructions for production and use: For creation of 6 groups (which should have a diversity in backgrounds, and both IM and protection staff). Print out card with a cluster or lead to be taped inside/behind the participant name tags/under chair, prior to the module. The participants will be linked up by cluster and cluster-lead match. The below link contains breakout cards, which can be adjusted to match the number of participants for creation of the six groups required.

Print out available:
<https://drive.google.com/file/d/1TapbB4m2zD1oPOa8S0xf-OQilW0hFw50/view?usp=sharing>

Annex 2.2.e) Module learning sheet: Information Management

Part of module: 2.2 Information Management

Instructions for production and use: The module learning sheet should be printed one per each participant, handed out at the beginning of the module and serve as a learning reference point for the participants throughout and after the module. It contains a structured space for note taking on key concepts introduced, reference tools, definitions and a list of recommended resources for further learning.

Print out available:

<https://docs.google.com/document/d/1R2DrURkMZsY77yqAgeIUV3P3l4WpZQ6V18nXQUvn2al/edit?usp=sharing>

Annex 2.2.f) Feedback form: 2.2 Information Management

Part of module: 2.1 Information Management

Instructions for production and use: The standardized and anonymous feedback form should be handed to participants after completion of the training module (one for each) for immediate completion and return to the facilitator, in order to be used by the facilitator to evaluate the extent to which the module learning objectives have been met through realization of the module learning outcomes. The form will take 3-5 minutes to complete.

Print out available:

https://docs.google.com/document/d/1qX8za5SxIw_mMlwjdYvypz6zW6Ftt9LKh6DmaklFI-k/edit?usp=sharing

Annex 2.2.g) Power point presentation

Part of module: 2.2 Information Management

Instructions for production and use: This power point presentation may serve as visual reference during delivery of this module. Please note that facilitators are discouraged from relying solely on the power point presentation as visual reference during module delivery, as this is not compatible with the participatory design of the PIM training modules.

Available at:

https://www.dropbox.com/s/0y1zird8ud04qlc/PPT_Package%202_Module%202.2_IM.pptx?dl=0