Package 4:
Assessing the Information Landscape

What this package offers:
By providing a process for the guided review of the information landscape in the participant's own operational context, this package sets out to build participants' skills for identifying their information needs for specified purposes, thereby enhancing their ability for informed decisions making on what and how to collect and/or collate data that enables evidence-informed action for quality protection outcomes.

Content:

Module 4.1 – Define Purpose and Information needs (Part I) (2 hours and 20 minutes)
Module 4.2 – Data and Information Review (Part II) (1 hour and 25 minutes)
Module 4.3 – Bridge the gap to meet information needs (Part III) (1 hour and 35 minutes)

Target group: The target group for this package is participant groups of 3-28 persons, which collectively represent intra-organizational teams, and inter-organizational coordination fora – such as a protection cluster and sub-clusters working in the same operational context. The training modules facilitate the assessment of the information landscape in the context in which the participants are working. As such it is pre-requisite for successful module delivery that the participants be deployed in an operational context which they wish to subject to assessment.

Participants in these modules should be familiar with the PIM Process and PIM Principles for example through prior participation in PIM Training Resource Pack package 1.

Instructions for delivery: This package requires delivery in full, i.e., it cannot be split or delivered as isolated modules. It is furthermore essential for the learning stream offered by these modules, that the modules be delivered in sequential order (i.e., start with 4.1, then 4.2, and then 4.3), since each module will generate outputs that will be used at the one that follows.

Delivery of these modules, requires that participants have access to one laptop per group, as well as considerations in advance by facilitator about the most effective way of organizing the groups' work to review documents and to work on a template over the course of the 3 modules (whether online or using USB would be the most favourable depending on the infrastructure available).

Time and preparation required: In addition to the preparation required by the facilitator for delivery of the modules themselves, this module package requires that preparation by the participants – in that they must compile and share documents from/on their operational context prior to the beginning of the PIM training. Materials should be placed in a shared online folder to be created by the facilitator (e.g., with Dropbox). It is advised to inform participants of this task at least 2 weeks prior to the actual module session, with a clear deadline for uploading well in advance.

MODULE 4.1 – Define Purpose and Information needs (Part I)

Core competency – **Skills:**
1) Analyse IM environment to inform methodology design and operational planning;
2) Ability to establish partnerships with other sectors and to spot linkages and synergies for PIM systems with other processes;
3) Proactively, critically, and collaboratively assesses various stakeholders and initiatives to identify information requires and to spot linkages.

Module objectives	Module learning outcomes
<u>The session will</u>: • Describe how the assessment of the information landscape in a specific operational context is the first step towards creating an evidence base for protection analysis, strategy and response • Distinguish information needs, data needs, and purpose in a data plan.	<u>After the session participants will be able to</u>: • Relate the PIM Process step of "Assess information landscape" to creating an evidence base for protection analysis, strategy and response; • Identify the purposes of specific information needs in a data plan for own context.

Key messages:
1. Assessing the information landscape i.e., clearly identifying what information is needed for defined purpose(s) and what information is available - is the first step towards designing and implementing any PIM activity (category) or system, including protection analysis, strategy, and response (What do we need? → What do we have? → Where are the gaps and how do we fill them?).
2. Formally identifying information and data needs and purpose in a data plan will help a team identify and prioritize what it needs to know (compared to what would be "nice" to know) and to link this explicitly to specified purpose(s) and use.
3. Information needs should be tied to a purpose (who will use the information and why), be anchored in the broader strategic environment, and be specific (to who and where).

Duration: 2 hours and 20 minutes (140 minutes)
Reference: <u>PPT</u>: 4.1 AIL_Part I, <u>Module learning sheet:</u> Instructions for group work, Instructions for compilation of documents for analysis (for reference only, as should have been completed prior to the module), "Roadmap" template for assessment of information landscape (Part I), note taking space for 'Protection & IM collaboration' exercise.

Facilitator preparation:
- Review relevant resources listed in Facilitator note 1.
- Ensure that participants are familiar with the PIM Process ahead of the training event (for example through circulation as preparatory reading).
- Establish a shared online workspace (Dropbox or Google folder – in low connectivity environments, USB keys may be an alternative):
    - a) For these modules, it is a pre-requisite that participants have shared documents from/on their operational context prior to the training (see Annex 4.1.b for an example of a request). The facilitator should have read these materials prior to the modules. It is advised to inform participants of this task at least 2 weeks prior to the actual module session, with deadline for uploading well in advance.
    - b) Soft copy of "Roadmap" template (Part I, Annex 4.1.d) should also be available in the online folder (i.e. Google sheet) prior to module delivery.
- Split participants into groups of maximum 5, based on operational or cluster or AoR affiliation (ensure that at least 1 person in each group has actual affiliation with the forum which the group is assigned). Each group should have a laptop to work with.

Room set-up:
- Plenary and opportunity for group break-outs into separate spaces/group rooms.
- Flipchart for each group to facilitate their discussions.
- Access to internet (in order to access shared online workspace with resources to be used during session. USB may be used as alternative in low connectivity environments).
- Projector and sound system.
- A0 sized illustration of PIM Process should be up on the wall.

Prints and handouts:
- Module learning sheet (Annex 4.1.a). One per participant.
- Instructions for compilation of documents for analysis (Annex 4.1.b). Should be shared with participants ahead of the training (see Facilitator preparation instructions above).
- Group instructions for Assessing the Information Landscape (Annex 4.1.c). One per participant.
- "Roadmap" template for assessment of information landscape, Part I (Annex 4.1.d). Should be placed in Google sheet for participants to access (see Facilitator preparation instructions above).
- Module feedback form (Annex 4.1.d). One per participant.

Time	**Introduction** Presentation@plenary	**Resources**
5 min	Distribute the Module learning sheet (one per participant) and (based on the target group) also the group instructions for Assessing the Information Landscape (one per participant). Explain module objectives and the logical sequencing and analytical progression throughout the three "Assess Information Landscape" modules (What do we need? → What do we have? → Where are the gaps and how do we fill them?). Specify that the 3 'Assess Information Landscape' modules: ● *Carefully unpack the actions to take under Step 1 of the PIM Process* ● *Are not revolutionary, but rather represent best practice about key actions that should be done systematically, collaboratively and in a principled way (like all other PIM work);* ● *Will introduce a "Roadmap" template for assessing the information landscape that is focused on the process steps rather than the recommendation of specific tools;* ● *Do not set out to build capacity on how to do a full protection analysis, but rather focus on the foundational elements that are necessary to assessing the information landscape, as one step in the PIM Process* Explain the module objectives and learning outcomes.	PPT p. 1-2
10 min	**Towards an evidence basis for protection analysis, strategy and response** Presentation@plenary	

	Referring to the title of this module, open an exchange among participants and explain what is meant by "your information landscape": ● *Your "information landscape or ecosystem": this is the information that is 'out' there' on your operational environment (the crisis, the affected persons, and the response), regardless of its source or the methodologies used. It encompasses not just the information and data itself but also the data subjects, the data providers, and the data users, as well as the ways in which the data is processed, analysed, stored, and shared.* Humanitarians enter a setting and they want to do "something". But what? And how? What we want is a more effective protection response, for better protection outcomes. The question is how we get there. Recall the steps of the PIM Process, and explain how these Assessing Information Landscape modules represent Step 1. The process for development of a protection response, has 4 steps: 1. Assess your information landscape (i.e. mapping your own data and info needs and those of other stakeholders against your defined purpose) in order to be able to gather the information you need to analyse the situation or design a PIM system- This is the evidence base on which you base your planning and response. 2. Obtain and analyse evidence. 3. Develop a Humanitarian Needs Overview and Humanitarian Response Plan or a specific protection strategy that includes prioritized response areas and the activities required (and which should inform the formulation of protection priorities and expected outputs). 4. Implement (inclusive of response monitoring and evaluation) THEREFORE 1. Assess information landscape: the process that generates a shared understanding of the purpose(s) (what are we trying to achieve?) and the associated information needs (what do we need to know to achieve it?) - and one step towards developing an evidence basis; 2. Analysis of data which generates findings and conclusions; 3. Protection strategy: Type of response plan; 4. Protection response: The activities that implement the vision and actions set out in the strategy. In this module, we will look at how we go from wanting to do something to implementing an effective protection response - From "We need to do something" to "I now have an informed response plan". <u>The Roadmap is the process that allows you to assess your information landscape</u>: ***1. What do we need to know and why****:* The first step is to identify what you need to know and why, i.e., your information needs and their associated purposes (or your purposes and their associated information needs). - Purpose specification is a key step. It is not possible to think about tools (even though the discussion often starts with tools) without clarity about the purpose and the information that is needed to support that purpose. Only then is it possible to identify the right system and tools that will generate the information that is needed. ***2. What do we have:*** Once you know what information you need, you can compile everything you have. This includes both the information that you generate (primary	PPT p. 3-12 PIM Process visual reference

	data) and the information produced by others (secondary data) (We will address this in the second module of this package). You have to systematically sort, store, and organize it so you can make sense of what you have. ***3. What is the gap:*** You can then assess the extent to which there is a match between what you have and what you need. Is there a gap? There are two possible answers: A: Yes, I have the information I need! Great! • In that case, does anyone else need the data, too? Think about the information needs of the wider humanitarian community, not just your own… You may need protocols to share the data responsibly and safely. B: No, I don't have the information I need = there is an information gap. • The obvious question that follows? (ASK PARTICIPANTS): How can you fill the gap? (We will address gaps in the final and third module of this package).	
15 min	**How to identify information needs for specified purposes?** All@plenary	
	Show the Roadmap template Part I (which is used in this module and available in the PPT and in the Module learning sheet). Explain that one way to systematically go through the steps in the Roadmap described above is to use a 'Data Plan' (a simple Excel spreadsheet) (Facilitator note 3). The template helps you structure a conversation in the team about your specific information needs for a defined purpose, the associated data needs, to review available data, and to assess the existence of information gaps. In this module 4.1, we will focus on the first sub-step of the PIM Process, namely "Define Purpose and information". Recall as necessary what the PIM Process and its steps are. The template also helps you be very specific about the information need, via columns that allow you to specify the population characteristics (who) and geographic characteristics(where) to which the information need is attached: - ***"Who"*:** You have an information need, but about 'who' exactly? Can you specify that information need to certain groups within an affected population (e.g., by status (IDPs, refugees, returnees), IDPs displaced prior to X, or refugees from country of origin A), to certain profiles (e.g., in relation to age, gender, ethnicity, religion, political affiliation, occupation, education, etc.), or to certain vulnerability groups (based on your organization's typology)? ; - **"*Where":*** You have an information need, but about something that is happening or some people who are 'where', exactly? Do you need to know about something in urban and/or/vs. rural areas, in coastal and/or/vs. inland areas, in locations that are closer and/or/vs. further from the crisis zone? Is the information need tied to a location, such as border crossings, reception centres, checkpoints, debarkation points, or detention centres? The template also helps you think about the 'data needs' that are associated with the information need: - For example, if you need to know about adolescents' negative coping mechanisms, you may require the following to meet that information need: a standard list (typology) of coping mechanisms, a classification of age brackets used in the context, and a list of actors who are working on these issues.	PPT p. 13-21 Roadmap template (Part I) PIM Process visual reference

	Explain that the groups are organized by operation/coordination forum/other and will be consistently used throughout the three "Assessing your Information Landscape" modules. **Explain** that the key question at this step in the roadmap as to discuss the group's specific information needs and their associated purpose(s) (why do we need this information?) (for guiding questions for working on part I of the "Roadmap" template, see Facilitator note 4). **Emphasize** that there is no right answer - each group is best placed to define what they need to know (about who and where) and why (i.e., how the information will be used and by whom, for which purpose). **Instruct** the groups that in the next exercise, they will work with the "Roadmap" template (Part I) to identify: • A specific information need (including the 'who' and 'where') • … linked to a specific purpose(s) • … and linked to associated data needs • TIPS: - Make sure to have a note-taker who holds the pen for your group's final version. - Use the flipchart paper on the wall to facilitate an inclusive and dynamic discussion. - It's not about the number of rows you complete, but rather about the quality of the conversation about your group's information needs and purposes. **Remind** participants that relevant documents were shared and stored on a shared drive (Google/Dropbox) prior to the training. They can refer to these documents to guide their discussions, notably the documents that pertain to the strategies and ToRs of their group (these will impact what their information needs are).	Group instruction handouts Collection of documents (Link to online shared drive)
95 min	**Group work.** Groups@break-out rooms	
	Groups move into separate work spaces and proceed to discuss and complete the roadmap template (Part I) based on the instructions and guidance provided. The facilitator should move around to listen in on the conversations, and to offer guidance as required. **Keep as much time as possible for this exercise to allow ample time for discussions, and because a good output is needed for use in Modules 4.2 and 4.3.* Before reconvening in plenary, groups should save the updated template on the USB/shared drive with reference to the group title.	Roadmap template (Part I)
10 min	**Protection and IM collaboration.** All@plenary and in pairs	
	Call participants back from the group work into plenary, and ask them to remain in their groups (they should be seated with their groups during this debriefing). **Provide** the following instructions: • Find a pair (sub-group of 2, within your group). • Pick one information need in your roadmap template. • Discuss the respective role of Protection and IM colleagues in fulfilling that information need (refer to the designated space with guiding question is in the Module learning sheet).	PPT, p. 22

5 min	**Debriefing.** All@plenary	
	Repeat the module key messages, recap the module learning objectives, and answer any outstanding questions required to ensure that participants walk away with the intend module learning outcomes. Project the "Moment of Zen": https://www.youtube.com/watch?v=Ahg6qcgoay4 ("Test your awareness", duration: 1.08 min, message: When identifying your information needs, it is easy to be (too) focused on the details and to lose sight of the bigger picture -- and miss important things). Distribute module feedback form (one per participant) and collect the filled in version from participants before module closure.	PPT, p. 23-24 Projector, speakers and internet Module feedback form (Annex 4.1.d)

Facilitator note 1) Relevant resources
Prior to delivering this module, it is recommended that the facilitator familiarize themselves with the below listed resources which are referenced during the module and/or listed in the Module learning sheet:

PIM resources

PIM Process, available at: http://pim.guide/guidance-and-products/product/pim-process/

PIM Principles in Action (2017), available at: http://pim.guide/guidance-and-products/product/pim-principles-action/

PIM Matrix, available at: http://pim.guide/guidance-and-products/product/pim-matrix-cover-page/

Other guidance

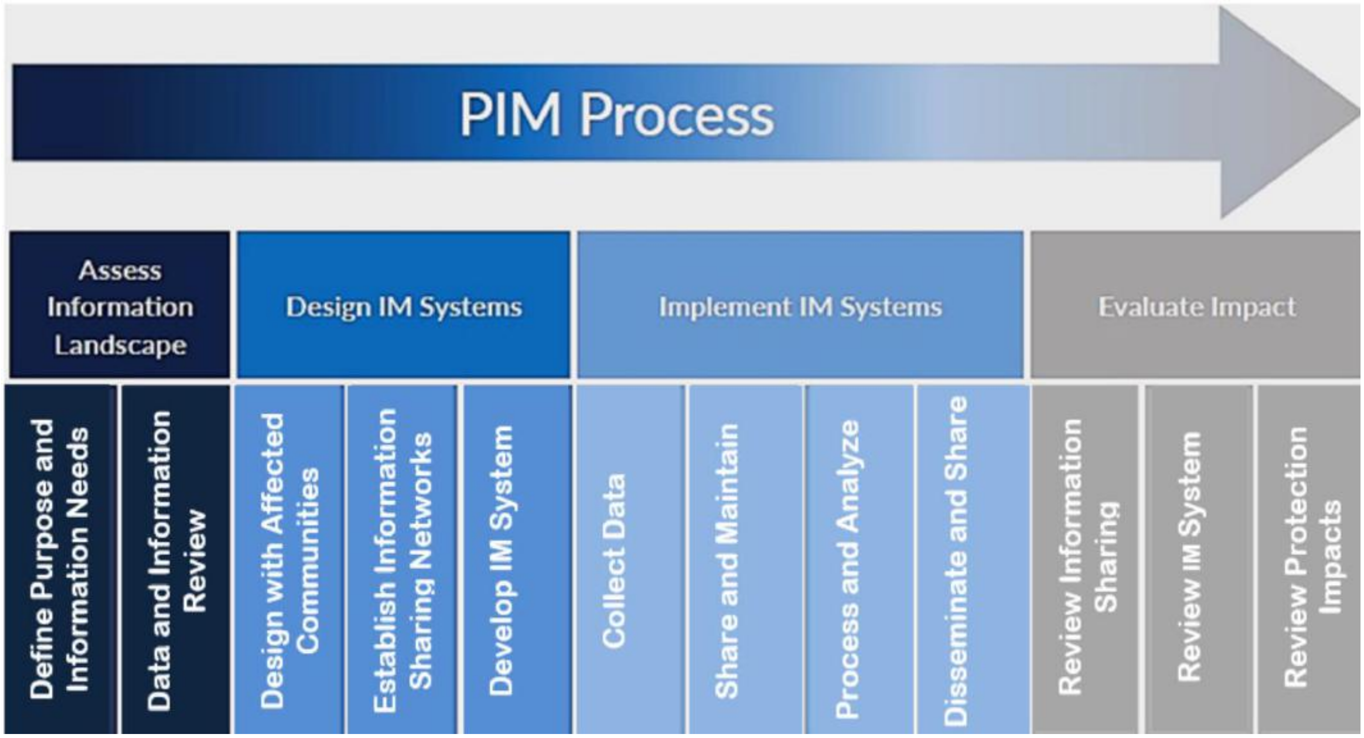
Global Protection Cluster: Protection Cluster Coordination Toolbox (online repository of resources), available at: http://www.globalprotectioncluster.org/en/tools-and-guidance/protection-cluster-coordination-toolbox.html

Global Protection Cluster (2016): "Humanitarian Country Team Protection Strategy: Provisional Guidance Note", available at: http://www.globalprotectioncluster.org/_assets/files/news_and_publications/hct-protection-strategies-provisional-guidance-final-september-2016.pdf

InterAction: Continuous Context-Specific Protection Analysis, available at: https://protection.interaction.org/elements-of-rbp/continuous-context-specific-protection-analysis/

Inter-Agency Standing Committee (IASC) (2016): Policy on Protection in Humanitarian Action, available at: https://interagencystandingcommittee.org/protection-priority-global-protection-cluster/documents/inter-agency-standing-committee-policy

Facilitator note 2) PIM Process
The PIM Process provides guidance on the steps to be undertaken when developing, implementing or renewing a protection information management response / set of activities. While the four higher-level steps — Assess Information Landscape, Design IM Systems, Implement IM Systems, and Evaluate Impact are prescriptive and should be followed in this sequence, the sub-steps under these do not have to be done in the sequence in which they are presented.



(Source: [PIM Working Meeting, September 2016](http://pim.guide/wp-content/uploads/2017/01/Protection-Information-Management-Working-Meeting-Outcome-Document_September-2016.pdf), available at: http://pim.guide/wp-content/uploads/2017/01/Protection-Information-Management-Working-Meeting-Outcome-Document_September-2016.pdf)

Facilitator note 3) "Roadmap" template for assessment of information landscape – Part I

#	PART I				
	What do we need?	Why do we need it?	What do we need? -- *in Detail*		
	Identify the Information Needs	Define the Specific Purpose(s)	Identify the Specific Information Needs		Identify the Associated Data Needs
	Information about what?	*Why do we need it? Who will use it? For what?*	*… info about who, exactly? (Population Characteristics)*	*… info about where, exactly? (Geographic Characteristics)*	What data do we need to meet the information need?
1					
2					
3					

Facilitator note 4) Guiding instructions for using the "Roadmap" template
To ensure that the participants understand of the data plan template before they work with it in groups, the facilitator may want to explain it drawing on the below listed explanations and examples:

1) Anchors to guide (*but not constrain*) the process of completing the template (by defining the priority focus areas):
   - 2018 HRP
   - Protection Sector Strategy

- Sub-cluster specific strategies
- Other relevant strategic or response documents uploaded by participants onto the shared drive

2) In the groups, you should have a conversation about WHY something is an information need (not the "nice" or "interesting" to know, but what you NEED to meet the objective (and overall, achieve better protection outcomes, within your mandate). Each information need can have many purposes, e.g. the below listed:
   - Identify protection issues
   - Identify information gaps
   - Identify response gaps
   - Design programmes
   - Monitor programmes
   - Create evidence base for advocacy
   - Prioritize advocacy interventions
   - Select partners
   - Report against HRP indicators
   - Report on protection issues identified in our strategy

3) Be specific and think in terms of modularised analytical topics rather than narrative questions (i.e., avoid getting stuck trying to formulate a question, as if it was a questionnaire)
   - Ex (avoid): "Are GBV survivors satisfied with the specialized psycho-social services they received from identified service providers in the context of the humanitarian response in locations where GBVIMS is implemented?"
   - Vs. (recommended): GBV-PSS-Satisfaction
     i. Or, you may also want to know about ….
        1. GBV-PSS-Existence of
        2. GBV-PSS-Existence of-Pre-conflict
        3. GBV-PSS-Existence of-Post-conflict
        4. GBV-PSS-Extent to which child-friendly
        5. GBV-PSS-Access-Levels of
        6. GBV-PSS-Access-Barriers to

4) Specify **whom** you need to know something about? ("What do I need to know… about who exactly?"). Define the population characteristics (also known as one type of analytical category)
   ii. POC groups:
      1) IDPs
      2) IDP-returnees
      3) Refugees
      4) Refugee-returnees
      5) Migrants
      6) Host communities
      7) Non-displaced population
      8) Everyone
   iii. Profile (e.g., by gender, age, ethnicity, religion, etc.)
   iv. Socio-economic groups (e.g., by education or occupation)
   v. Vulnerability groups

5) Specify the where you need to know something about ("What do I need to know about who… and where exactly? Define the g**eographic characteristics** (also known as one type of analytical category)
   a. Urban vs. rural
   b. Camp vs. non-camp

c. Inland vs. coastal
d. Distance from fighting
e. Detention centres
f. Debarkation sites
g. Border crossings
h. Check points

6) Once you have defined your information needs – then set out to define what DATA you require to support/meet that information need?

i. Example
   i. Information Need: Child Protection-Negative Coping Mechanisms
   ii. Who: Adolescent Girls
   iii. Where: Detention Centers
   iv. Data Needs (examples)
      - Standard (agreed-upon) list of negative coping mechanisms
      - Standard (agreed-upon) classification for "adolescence" age bracket
      - List of detention centres with locations
      - List of partners and other actors present in those locations

ANNEXES TO MODULE 4.1

Annex 4.1.a) Module learning sheet: Define Purpose and Information needs
Part of module: 4.1 Assessing the Information Landscape (Part I): Define Purpose and Information needs
Instructions for production and use: The module learning sheet should 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/1VyN-u4Al1bvLRDuRSPoWvAlovd6kaIi9V6qmIsLZ1d4/edit?usp=sharing

Annex 4.1.b) Instructions for compilation of documents
Part of module: 4.1 Assessing the Information Landscape (Part I): Define Purpose and Information needs
Instructions for production and use: This document should be circulated to participants before the training event. For these modules, it is a pre-requisite that participants have shared documents from/on their operational context prior to the training, and the facilitator should have read them as well. Materials should be placed in a shared folder such as Dropbox/Google (to be set up by the facilitator for the training). It is advised to inform participants of this task at least 2 weeks prior to the date of the module delivery, with deadline for uploading well in advance.
Print out available:
https://docs.google.com/document/d/1Q8vje1zoK1Y94_A8obdKxI9m3BPxoUks9ARxiG7lRV4/edit?usp=sharing

Annex 4.1.c) Group instructions for Assessing the Information Landscape
Part of module: 4.1.c Assessing the Information Landscape (Part I): Define Purpose and Information needs
Instructions for production and use: Depending on who the training targets, the participants should either be divided into groups as 1) per their operation (if the training brings together participations from several operations) or 2) based on the coordination fora in the targeted operation which they represent (if training brings together only participants from one operation). If the training brings together participants without common denominators in relation to operation or coordination forum in the same operation, then the facilitator should split the participants into 5 groups by assigning a coordination forum based on generic areas of responsibility as per the IASC Protection Policy on Protection in Humanitarian Action (2016) – the instructions in this document will serve as guidance for participants.
Print out available: https://drive.google.com/file/d/14-7ZFta3XR_EuUwyPtp2ndjZ0vfsGxq7/view?usp=sharing

Annex 4.1.d) Road map template (Part I)
Part of module: 4.1 Assessing the Information Landscape (Part I): Define Purpose and Information needs
Instructions for production and use: As per module instructions.
Print out available: https://docs.google.com/spreadsheets/d/160pG-K8Dprt9jD35hG9ROmnRpQbP1DvbidqmvgRtGzE/edit?usp=sharing

Annex 4.1.e) Feedback form: 4.1 Assessing the Information Landscape (Part I)
Part of module: 4.1 Assessing the Information Landscape (Part I): Define Purpose and Information needs
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 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/1kAu4RPq-q_kKhEgsaflubnmMYQRCJcJLn2bOwyflgoQ/edit?usp=sharing

Annex 4.1.f) Power point presentation
Part of module: 4.1 Assessing the Information Landscape (Part I): Define Purpose and Information needs
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/c94ujv5760pt99y/PPT_Package%204_Module%204.1_AIL_Part%20I.pptx?dl=0

MODULE 4.2 – Data and Information Review (Part II)

Core competency – **Skills:**
1) Analyse IM environment to inform methodology design and operational planning;
2) Ability to establish partnerships with other sectors and to spot linkages and synergies for PIM systems with other processes;
3) Proactively, critically, and collaboratively assesses various stakeholders and initiatives to identify information requires and to spot linkages.

Module objectives	Module learning outcomes
The session will: • Explain the purpose of secondary data reviews (SDR) (what, why, when); • Discover how existing data sources may meet information needs.	After the session participants will be able to: • Describe the purpose of secondary data reviews (SDR) (what, why, when); • Discover how existing data sources may meet the information needs identified in own operational context.

Key messages:
1. Assessment of the information landscape is a key step of the PIM Process, and helps you start developing the evidence basis for your defined purposes (including protection analysis and strategy).
2. A secondary data review (SDR) is the rigorous and systematic process of identifying, collating, organizing, summarizing, assessing, and analysing relevant information that is available from different sources.
3. The SDR should be guided by the findings of and decisions made in the first sub-step of "Assess information landscape", namely the specified information needs and their purpose(s).
4. It is important to develop the habit of conducting SDRs and using secondary data (after first identifying and assessing it for reliability and accessibility), and of exploring data sharing options if data is not public rather than collect information ourselves to meet our information needs – to avoid harm to /burden on data subjects and collectors, and to avoid wasting resources (as per PIM Principles of Do no Harm and Coordination & Collaboration).

Duration: 1 hour and 25 minutes (85 minutes)
Reference: PPT: 4.2 AIL_Part II, Module learning sheet; SDR definition, Roadmap template template Part II, recommended resources for further reading.

Facilitator preparation:
- Review the relevant resources listed in Facilitator note 1.
- Preparations for this module should be completed prior to delivery of preceding module 4.1 (See instructions in 4.1 module description above).

Room set-up:
- Participants to be seated in groups (based on the split prepared by facilitator for preceding module 4.1).
- Plenary room and separate spaces/rooms for group work.
- Projector and sound system.
- A0 sized illustration of PIM Process illustration up on wall (from preceding module).

Prints and handouts:
- Module learning sheet (Annex 4.2.a). Print one for each participant.
- Road map template Part I+II should be available (in softcopy – on USD/Google sheet/Dropbox). *(Participants will be building on their work from module 4.1 by extending their assessment to SDR-related issues via new columns in the template).*
- Module feedback form (Annex 4.2.c). One per participant.

Time	**Introduction** All@plenary	**Resources**
5 min	Explain the module objectives, and handout the Module learning sheet. Explain that participants will remain in their groups from module 4.1, and continue to work on their template (completed in module 4.1 with the **information needs** specific to who and where, the associated data needs, and the purpose) by moving to the next step of looking at "**information haves**" through a secondary data review.	PPT,p.1-4 Module learning sheet
10 min	**Secondary data review** All@plenary	
	Ask a participant to read out the "secondary data review" (SDR) definition: *A rigorous and systematic process of identifying, collating, organizing, summarizing, assessing, and analysing relevant information that is available from different sources.* Ask if any of the participants can explain what "Secondary data" is? Ensure that the conclusion is drawn that it is: *data that has been collected by another actor for another purpose, whereas primary data is data we have collected ourselves for a defined purpose (to meet a specific information need).* Lead a brief exchange on the what, why and when of SDR: ***WHAT*** *(what are the 'different sources'?):* ● *External (secondary) sources, such as from governments, international and national NGOs, UN agencies, media, academic journals, etc.* ● *A full review would also include internal (primary) sources.* ● *A full review of the 'information landscape' (rather than 'just' the available information) would also include a mapping of the systems that exist in the context (owners, locations, levels and types of data, and outputs)* ● *NB: Some sources are more reliable than others. We have a responsibility to be critical users of the information that is out there.* ***WHY:*** • *The specific purposes will vary, but the general goal (and benefit!) of an SDR is to make good use of available information rather than go out and collect primary data ourselves. Someone else may have already generated the information you require to meet your defined purpose and information needs.* • *As per the good practice of the PIM Process, we need to get into the habit of first assessing the data landscape, <u>collating</u> available data, assessing it for reliability, exploring data sharing options if data is not public, and using it – rather than collecting primary ourselves every time we have an information need to avoid potential harm to burden on data subjects and collectors (also in line with PIM Principles).* ***WHEN:*** ● *In the preparedness phase: Collate all known information about key country data (by sector if possible), in order to facilitate the comparison of pre- and post-crisis indicators and the analysis of crisis impact.* ● *Anytime you have an information need: The information might be out there, you don't need to rush out and collect it yourself). Refer to the first step of the PIM Process ("Assess information landscape") – to illustrate that the secondary data review needs to take place before Design and Implementation.*	PPT,p.5-7 PIM Process visual reference

5 min	**Sources which can meet information needs** All@plenary	
	Preparing the groups to continue the exercise with the roadmap template (begun during module 4.1), introduce in plenary the pillars (columns) that have been added to the Roadmap template for Part II: ● *In this module, the groups will continue to work on the template, by exploring what is out there to meet the information needs identified in preceding module.* ● *Recall that participants populated the Dropbox/Google drive prior to the training – there may be valuable information in it! During this session, you must use this!* ● *Explain the new elements of part II of the Roadmap template (See Facilitator notes 2 and 3 below).* ● TIP: Groups should focus on identifying the source(s), and then move to the columns that assess the source(s) to avoid getting stuck. Each source should be assessed separately (add rows as necessary).	PPT,p.8-9 Road map template (Part II) (link to electronic version) Link to Dropbox/Google drive populated prior to training
55 min	**Group work** @break-out rooms	
	Groups move into separate work spaces and proceed to assessing the information landscape based on the instructions and guidance provided (adding content to the Part II columns in the roadmap template). Throughout the group work, the facilitator should move around to listen in on the conversations, and to offer guidance as required. Before reconvening in plenary, groups should save the updated template on the USB/Dropbox/Google folder with reference to the group title.	PPT,.10 Link to Dropbox/Google drive populated prior to training
5 min	**Wrapping up secondary data review** @plenary in main room	
	Explain that the final debriefing on this group work with the template will take place in the next module (4.3). Explain that: You have now completed a secondary data review (SDR) based on your operational context. We will now take a minute to introduce an important resource for SDRs in emergency context which is designed to identify strategic humanitarian priorities during the first weeks following an emergency**:** The Multi-Cluster Rapid Needs Assessment (MIRA) (See Facilitator note 4). - *As an analytical framework, the MIRA helps you both to identify the 'what' you need to know (Module 4.1), and to organize your secondary data review along pre-defined categories (this module).* Conclude by relating the SDR exercise back to the PIM Process and Principles (SDRs are part of responsible data practices. They ensure we make the best use of available information and responsibly share information, and thereby reduce duplication, wasted resources, and the potential burden on and harm to both data subjects and collectors, as per PIM Principles of Do no Harm, and Coordination and Collaboration).	PPT,p.11
5 min	**Closure** @plenary in main room	
	Repeat the module key messages, recap the module learning objectives, and answer any outstanding questions required to ensure that participants walk away with the intended module learning outcomes. Project the "Moment of Zen" video (0:42 sec, "The X-files intro opening theme", https://www.youtube.com/watch?v=rbBX6aEzEz8, message: Like the truth, information is out there…) Distribute module feedback form (one per participant) and collect the filled in version from participants before module closure.	PPT,p.12-13 Projector, speakers and internet Module feedback form (Annex 4.2.c).

Facilitator note 1) Relevant resources
Prior to delivering this module, it is recommended that the facilitator familiarize themselves with the below listed resources which are referenced during the module and/or listed in the Module learning sheet:

Assessment Capacities Project (ACAPS): Spotting Dubious Data (poster), available at: https://www.acaps.org/spotting-dubious-data-illustration-poster

Assessment Capacities Project (ACAPS) (2014): Humanitarian Needs Assessment – The Good Enough Guide, available at: https://www.acaps.org/sites/acaps/files/resources/files/humanitarian_needs_assessment-the_good_enough_guide_2014.pdf

Assessment Capacities Project (ACAPS) (2014): Technical Brief - Secondary Data Review: Sudden Onset Natural Disasters, available at: https://www.acaps.org/sites/acaps/files/resources/files/secondary_data_review-sudden_onset_natural_disasters_may_2014.pdf

Assessment Capacities Project (ACAPS) (2017): Expert Judgement: The use of expert judgement in humanitarian analysis – Theory, methods and applications, available at: https://www.acaps.org/sites/acaps/files/resources/files/acaps_expert_judgment_-_summary_august_2017.pdf

Danish Refugee Council (DRC) (2016): Protection Analysis Guidance (Protection in DRC), available at: https://drive.google.com/file/d/1BTAycLZbqXppvNsIHt9I04t44cZ90qcn/view?usp=sharing

InterAction: Continuous Context-Specific Protection Analysis, available at: https://protection.interaction.org/elements-of-rbp/continuous-context-specific-protection-analysis/

Inter-Agency Standing Committee (IASC) (2015) Multi-Sector Initial Rapid Needs Assessment Guidance, available at: https://www.humanitarianresponse.info/en/programme-cycle/space/document/multi-sector-initial-rapid-assessment-guidance-revision-july-2015

United Nations High Commissioner for Refugees (UNHCR): Needs Assessment for Refugee Emergencies Checklist v. 1.0, available at: https://cms.emergency.unhcr.org/documents/11982/50204/UNHCR%2C+NARE+Full+Version/1b59a63a-ade8-4129-a4fc-30bc0cddaf89

United Nations Children's' Fund & Assessment Capacities Project (ACAPS) (2015): A Guidance Note: The multi-sector analytical framework for secondary data reviews in emergencies, available at: http://nutritioncluster.net/wp-content/uploads/sites/4/2016/07/160406-Guidance-Note-UNICEF-Final.pdf

Facilitator note 2) Roadmap template for assessing information landscape – additional pillars for Part II

PART II				
What do we have?				
Sources	**Type**	**Reliability**	**Accessibility**	**Frequency**
Where can we find the information?	*Primary Secondary*	*Bad Good Unsure*	*Bad Good Unsure*	*Daily, Weekly, Bi-weekly, Monthly Quarterly, …*

Facilitator note 3) Guiding instructions for using the Roadmap template (Part II)
Preparing the groups to embark on working with part II of the roadmap template, the facilitator may want to present it drawing on the following explanations and examples:

- **Sources:**
  - Review the resources (reports, datasets) uploaded to the Dropbox/Google drive ahead of the training – they may be sources to meet your defined information needs!
  - Think about the sources suggested by the elements you put in the column 'Associated data needs'
  - Think beyond your sector!
- **Type:**
  - <u>Primary data</u>: Data we have collected ourselves for our specified purpose, e.g.: through focus group discussions, surveys, data from databases such as UNHCR's ProGres, observations, KII, household-level surveys, etc.
  - <u>Secondary</u>: Data others have collected, likely for another purpose, e.g. Government and NGO reports, think tank reports, survey data, best practice reports, census data, academic papers, media reports.
- **Reliability**
  - How reliable is the source?
  - If low reliability: Do we have alternatives? Or is it "good enough"? Or better than nothing?
- **Frequency**
  - How often is the source made available?
- **Accessibility**
  - How good is our access to the source?

Facilitator note 4) Multi-Sector Initial Rapid Needs Assessment (MIRA) Guidance
(Source: Inter-Agency Standing Committee (IASC) (2015): Multi-Sector Rapid Needs Assessment – Guidance, Available at: http://cpwg.net/wp-content/uploads/sites/2/2015/03/MIRA-2015-final.pdf)

Excerpts:
The IASC Transformative Agenda recognized the critical role of needs assessment as a basis for overall and cluster strategy development; agreed that needs assessment should be well coordinated, rapid and repeated/reviewed as necessary to reflect the changing dynamics, drivers and needs in each country and agreed that the results of needs assessments should inform the overall strategic planning and prioritization process.

Needs assessment represents one step in the Humanitarian Programme Cycle (HPC) [...]and supports the response analysis conducted for strategic response planning.

The Multi-Cluster/Sector Initial Rapid Assessment (MIRA) is a joint needs assessment tool that can be used in sudden onset emergencies, including IASC System-Wide Level 3 Emergency Responses (L3 Responses).

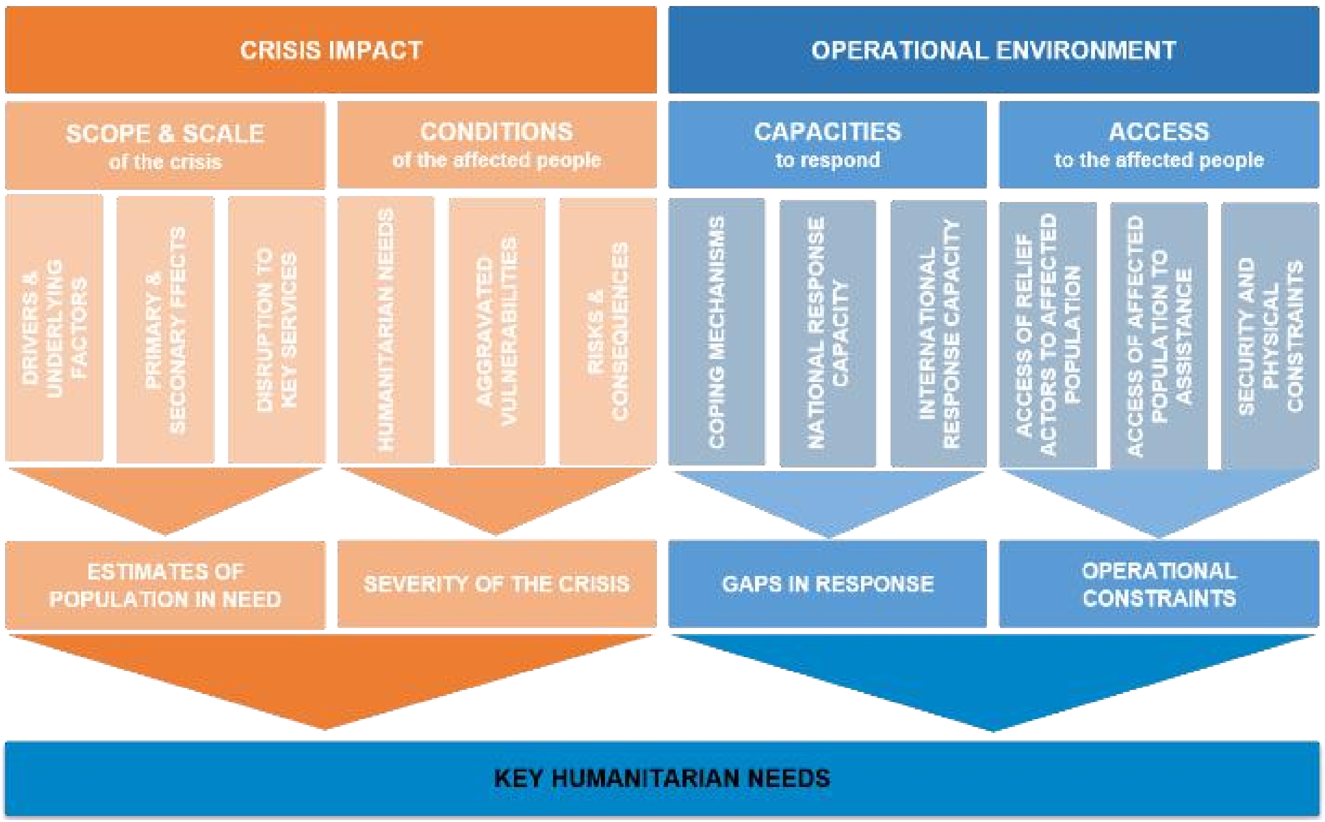
The MIRA is implemented through a phased process of secondary and primary data collection, joint analysis and reporting. It takes place in the first two weeks following a disaster. Having a contextualized and adapted MIRA preparedness package in place before a crisis strikes will help ensure a successful MIRA exercise.

<u>What the MIRA can deliver</u>
• An initial common understanding of the most pressing needs affected areas, and groups
• A voice for the affected population
• Information to help guide the planning of subsequent assessments which are more detailed and operationally specific
• An evidence base for response planning

• A light, fast inter-agency process based on global best practices in rapid needs assessment

<u>What the MIRA does not provide</u>
• Information to directly inform the design of specific and localized humanitarian interventions
• Statistically representative primary data for quantitative analysis on humanitarian needs
• A substitute for detailed or in-depth sectoral assessments

Figure: The MIRA diagram



<u>Explanatory notes:</u>
The MIRA underpins and guides the collection, collation and analysis of secondary and primary data. Its purpose is to ensure that assessment planning and execution are conducted comprehensively and that key concerns are not overlooked.

In the context of an emergency, the MIRA diagram provides a framework with pre-defined categories to:
1. Help you identify the ‘what’ you need to know to generate an overview of key humanitarian needs (i.e. each box is a topic that can be understood as an information-need pertaining to needs)
2. Map out the information that you find during your SDR. When you find information, you can tag/label/categorize the information along these two main dimensions and their respective sub-components.

ANNEXES TO MODULE 4.2

Annex 4.2.a) Module learning sheet: Assessing the Information Landscape (Part II)
Part of module: 4.2 Assessing the Information Landscape (Part II): Data and Information Review
Instructions for production and use: The module learning sheet should 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/1knouKELytBGSqta9p497vC9WgRI3naL6zQ7eay9Uv-M/edit?usp=sharing

Annex 4.2.b) Roadmap template (Part II)
Part of module: 4.2 Assessing the Information Landscape (Part II): Data and Information Review
Instructions for production and use: As per module instructions.
Print out available: https://drive.google.com/file/d/1PYfSak0ykp-WXH90gCbUuQ5DT1EoXhOT/view?usp=sharing

Annex 4.2.c) Feedback form: Assessing the Information Landscape (Part II)
Part of module: 4.2 Assessing the Information Landscape (Part II): Data and Information Review
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 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/1EE6uVIC_tUWazwnqYYqmXI5GIid1-T75N2ypNPCLx_I/edit?usp=sharing

Annex 4.2.d) Power point presentation
Part of module: 4.2 Assessing the Information Landscape (Part II): Data and Information Review
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/v57mmrv5cns9gdx/PPT_Package%204_Module%204.2_AIL_Part%20II.pptx?dl=0

MODULE 4.3 – Bridge the gap to meet information needs (Part III)

Core competency – **Skills:**
1) Analyse IM environment to inform methodology design and operational planning;
2) Ability to establish partnerships with other sectors and to spot linkages and synergies for PIM systems with other processes;
3) Proactively, critically, and collaboratively assesses various stakeholders and initiatives to identify information requires and to spot linkages.

Module objectives	Module learning outcomes
The session will: • Identify gaps between needed and available information (based on module 4.2); • Formulate actions to bridge gaps between needed and available information.	After the session participants will be able to: • Identify gaps between needed and available information in own operational context to inform the protection analysis, strategy, and response (based on module 4.2); • Formulate actions to bridge gaps between needed and available information, moving forward in own operational context.

Key messages:
1. This step of the "assessing your information landscape" process is when you determine the extent to which there is gap between the information you need for your defined purpose(s) and the information that is available, and you identify the actions to take to bridge that gap and successfully inform your protection analysis, strategy and response.
2. Think outside of your own organization, sector and usual sharing networks when setting out to meet protection information needs – someone else may have what you need!
3. One way to bridge an information gap is to deploy or review a PIM system/category. Use the PIM Matrix to guide decision-making as to which category is best suited to meet the specified information needs (see especially the outputs row).

Duration: 1 hour and 35 minutes (95 minutes)
Reference: PPT: 4.3 AIL_Part III, Module learning sheet; PIM matrix; Third section of road map/assessment matrix.

Room set-up:
- Participants to be seated in groups (based on the split prepared by facilitator for the delivery of this Package).
- Plenary and separate spaces for group work
- Access to internet (in order to access Dropbox/Google folder with documents), alternatively use USBs.
- Projector and sound system.

Facilitator preparation:
- Preparations should be completed prior to delivery of preceding module 4.2 (See instructions above).
- Review the relevant resources listed in Facilitator note 1.

Prints and handouts:
- Module learning sheet (Annex 4.3.a). One print-out for each participant.
- Road map template for assessment of information landscape (Part I+II+III) (Annex 4.3.b) should be available on USB/shared drive and hard copy.
- A3 print-outs of PIM Matrix (via PIM Quick Reference Flyer) (Annex 4.3.c). One per participant.
- Module feedback form (Annex 4.3.d). One per participant.

Time	**Introduction.** Plenary (presentation) @tables	**Resources**
5 min	Introduce learning objectives, and hand out the Module learning sheet to each participant. Recall the learning of the two preceding modules about what we need for a specific purpose (4.1) and what we have at our disposition (4.2). We will now move to Part 3, wherein we assess the extent to which there is a gap between the information 'need' and the information 'have', and identify actions to take to bridge that gap. , Introduce part 3 of the Roadmap template (Facilitator note 2), which the groups will add to their completed templates from the previous two modules (Facilitator note 3).	PPT,p.1-4 Module learning sheet Road map template (Part III) Link to Dropbox/Google drive populated prior to training.
10 min	**Identifying and bridging information gaps.** Plenary (presentation) @tables	
	Recall that in Module 4.2, each group conducted a secondary data review (however quickly and partially) to identify potential sources for the information needs associated to defined purposes they identified at Module 4.1. It is not time to assess the extent to which there is a gap. There are three possible answers (for each information need that is assessed): 1. *No,* there is no gap (I have what I require to meet my information need) 2. *Yes,* there is a gap (I do not have what I require to meet my information need) 3. I'm *unsure* if there is a gap (Based on the information that is currently available, I am unable to assess if I have what I require to meet my information need) If the answer is 1 (No): This is great news, and you can proceed to ensuring that the information is used to inform decisions as per its defined purpose (module 4.1) and to exploring if other actors may need this information (especially your primary data), too. If the answer is 2 (Yes) or 3 (Unsure): There is a confirmed or potential gap between what you need and what you have. You now have to identify the action you will take to bridge that gap (or clarify if the gap exists). There are a number of ways to bridge information gaps. ASK participants for some ideas, and then make sure that the key solutions are mentioned (See Facilitator note 3).	PPT,p.5-6
55 min	**Assessing your information landscape.** Activity @group work spaces	
	Remind participants that they continue to work in the groups that were assigned for this Package (i.e., for Modules 4.1 and 4.2). Provide instructions for group work before participants move into their separate workspaces: ● Find the Road map template Part III template on the USB/shared drive ● Copy-paste your work from Part II ● Fill in the new columns ● TIP: If you are finished, revise the coherence of the information you have (row by row), or add new rows Throughout the group work, the facilitator should move around to listen in on the conversations, and to offer guidance as required.	PPT,p.7-8

	Before reconvening in plenary, groups should save the updated template on the Dropbox/Google folder with reference to the group title.	
20 min	**Roadmap debrief.** Plenary (discussions) @tables	

	Lead the debriefing in plenary about the three exercises with the roadmap template, i.e., the work in 4.1, 4.2 and 4.3. Ensuring that each group gets a chance to share, and capture key conclusions which can be of value for participant's future work on this process on a flip chart). Personal reflection and plenary discussion can be facilitated by using the following guidance questions:
	
	- How easy was it to:
	    - identify the information needs
	    - link information needs to purpose(s)
	    - identify (reliable) sources to meet the needs?
	- How big is the gap between your information needs and haves?
	- How would you describe your information landscape/ecosystem?
	    - Bigger/smaller, more/less diverse than you thought?
	- What surprised you vs. what confirmed your prior thoughts/views?
	- What did you learn from your colleagues?
	
	Ensure that the point is made that as per the PIM Process, primary data collection (which is Step 3 - Implement) should always be preceded by the other steps, notably the ones that are the topic of this Package: Define information needs and purposes, and review information and data. Primary data should never (or very rarely) be collected without a secondary data review having been conducted first. If there is a gap between your information 'need' and your information 'have', the PIM Matrix can help you identify which PIM category (system) will generate the information you need (see "Outputs" row).
	
	Conclude the debriefing by pointing out that the outputs of this group work can inform the work of participants upon return, and that it is encouraged that they include the findings of these modules in their presentations of the training to the counterparts in their operation and/or coordination forum.
		PPT,p.9
		
		Flipchart stand+ paper
		
		PIM Matrix print-outs

5 min	**Closing.** Plenary (discussions) @tables	
	Repeat the module key messages, recap the module learning objectives, and answer any outstanding questions required to ensure that participants walk away with the intended module learning outcomes. Project the "Moment of Zen" video (1:51 min, "The jar of life", https://www.youtube.com/watch?v=Lpau5YXk46Y, message: We need to prioritizes our information needs to the essential, since it is not usually possible (in terms of time and resources) to collate/collect everything (notably the 'nice-to-have' or the 'it-would-be-interesting-to-know'). Distribute module feedback form (one per participant) and collect the filled in version from participants before module closure.	PPT,p.10-11 Projector, speakers and internet Module feedback form (Annex 4.3.d)

Facilitator note 1) Relevant resources

Prior to delivering this module, it is recommended that the facilitator familiarize themselves with the below listed resources (which are the same as those for module 4.2) which are referenced during the module and/or listed in the Module learning sheet:

Assessment Capacities Project (ACAPS): Spotting Dubious Data (poster), available at: https://www.acaps.org/spotting-dubious-data-illustration-poster

Assessment Capacities Project (ACAPS) (2014): Humanitarian Needs Assessment – The Good Enough Guide, available at: https://www.acaps.org/sites/acaps/files/resources/files/humanitarian_needs_assessment-the_good_enough_guide_2014.pdf

Assessment Capacities Project (ACAPS) (2014): Technical Brief - Secondary Data Review: Sudden Onset Natural Disasters, available at: https://www.acaps.org/sites/acaps/files/resources/files/secondary_data_review-sudden_onset_natural_disasters_may_2014.pdf

Assessment Capacities Project (ACAPS) (2017): Expert Judgement: The use of expert judgement in humanitarian analysis – Theory, methods and applications, available at: https://www.acaps.org/sites/acaps/files/resources/files/acaps_expert_judgment_-_summary_august_2017.pdf

Danish Refugee Council (DRC) (2016): Protection Analysis Guidance (Protection in DRC), available at: https://drive.google.com/file/d/1BTAycLZbqXppvNsIHt9I04t44cZ90qcn/view?usp=sharing

InterAction: Continuous Context-Specific Protection Analysis, available at: https://protection.interaction.org/elements-of-rbp/continuous-context-specific-protection-analysis/

Inter-Agency Standing Committee (IASC) (2015) Multi-Sector Initial Rapid Needs Assessment Guidance, available at: https://www.humanitarianresponse.info/en/programme-cycle/space/document/multi-sector-initial-rapid-assessment-guidance-revision-july-2015

United Nations High Commissioner for Refugees (UNHCR): Needs Assessment for Refugee Emergencies Checklist v. 1.0, available at: https://cms.emergency.unhcr.org/documents/11982/50204/UNHCR%2C+NARE+Full+Version/1b59a63a-ade8-4129-a4fc-30bc0cddaf89

United Nations Children's' Fund & Assessment Capacities Project (ACAPS) (2015): A Guidance Note: The multi-sector analytical framework for secondary data reviews in emergencies, available at: http://nutritioncluster.net/wp-content/uploads/sites/4/2016/07/160406-Guidance-Note-UNICEF-Final.pdf

Facilitator note 2) Roadmap template for Assessing your information landscape– additional pillars for part III

PART III		
What are the gaps?		Notes
Gap Assessment	**Gap Solution**	Notes to remember
Is there a gap between what we need and what we have? (Yes/No/Unsure)	*If Yes or Unsure: How will we fill the gap?*	

Facilitator note 3) Guiding instructions for using the Roadmap template (Part III)
Preparing the groups to embark on working with part III of the roadmap template, the facilitator may want to present it drawing on the following explanations:

<u>How to fill the gap?</u>
There are many ways (solutions) to meet information needs when there is a gap. There is no correct or standard answer -- it depends on your context, available resources and timelines, inter alia. Some ideas include:

- Think outside the box = outside your sector!
  - What protection-relevant data and information are other sectors collecting that you could use? [Ex: Bangladesh, see below]
  - What data collection activities or IM systems do other sectors have that you could tap into / tag along with? (Ex: Ukraine, see below)
- Outreach to possible data-holders who are not making the data public
- Data sharing agreements and information-sharing networks
- SOPs to allow for more predictable, structured and systematic data *collation*, *analysis*, dissemination…
- Consultations with affected populations (and their hosts)
- Formal or more extensive secondary data review
- Creation of a centralized repository/registry of reports
- Design and implementation of a new PIM category system, or revision to an existing one
  - Which one is fit-for-purpose? Refer to the PIM Matrix

Ex: Bangladesh: Influx of Rohingya refugees as of late Aug 2017. Huge pressure for protection information. No time or resources to set up a new system. So staff went knocking on the doors of all the sectors to understand the protection-*relevant* information they were collecting. Colleagues agreed on a process to share that information with the IMO of the coordination forum. Collaboration made it possible to meet the information needs without creating a new system.

Ex: Ukraine: IOM had a national-level statistically-representative survey being done on a quarterly basis. Instead of trying to roll-out its own survey (for which it had no resources), a UN agency explored options to see how it could ‘tag on’ two questions to the IOM survey to meet its information needs.

ANNEXES TO MODULE 4.3

Annex 4.3.a) Module learning sheet: Assessing the Information Landscape (Part III)
Part of module: 4.3 Assessing the Information Landscape (Part III): Bridge the gap to meet information needs
Instructions for production and use: The module learning sheet should 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://drive.google.com/file/d/1QDxbb1ofgLhCgSwEeX8rUD58-RImqoLN/view?usp=sharing

Annex 4.3.b) Roadmap template (Part I+II+III)
Part of module: 4.3 Assessing the Information Landscape (Part III): Bridge the gap to meet information needs
Instructions for production and use: As per module instructions.
Print out available: https://drive.google.com/file/d/1jtW66F5IC67Br8lLvtWWA1CawttkaPCu/view?usp=sharing

Annex 4.3.c) PIM Quick Reference Flyer (with populated matrix)
Part of module: 4.3 Assessing the Information Landscape (Part III): Bridge the gap to meet information needs
Instructions for production and use: To be printed out for each participant (A3 size recommended due to small font size).
Downloadable from: http://pim.guide/wp-content/uploads/2018/04/Quick-Reference-Flyer_Principles_Matrix_Process_2018-1.pdf

Annex 4.3.d) Feedback form: Assessing the Information Landscape (Part III)
Part of module: 4.3 Assessing the Information Landscape (Part III): Bridge the gap to meet information needs
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 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/1N2sxxh-ztXPA7CLZsoGasS3yg6YQE3w7gVSwNT_FS8o/edit?usp=sharing

Annex 4.3.e) Power point presentation
Part of module: 4.3 Assessing the Information Landscape (Part III): Bridge the gap to meet information needs
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/ho9g9omr46vjcih/PPT_Package%204_Module%204.3_AIL_Part%20III.pptx?dl=0