

## 2018 Protection Information Management Training-of-Trainers 19 -23 November 2018, Copenhagen, Denmark



### 1. Introduction

This report documents the design, delivery and learning outcomes of the in-person Protection Information Management (PIM) Training-of-Trainers (hereinafter referred to as the 'ToT') delivered by the Danish Refugee Council (DRC) between 19 -23 November 2018 in Copenhagen, Denmark. This report is based on the PIM ToT concept note, documents and resources developed for this specific training as well as daily feedback and the final evaluation by the PIM ToT participants.

The 2018 November ToT is the third<sup>1</sup> PIM ToT to be delivered under the PIM Training Project implemented by the Danish Refugee Council (DRC) in partnership with the Global Protection Cluster (GPC) and the United Nations High Commissioner for Refugees (UNHCR) with funding from the European Commission's Humanitarian Aid Office (ECHO).

The 2018 November ToT targeted 17 participants and was delivered by a DRC trainer team consisting of PIM Training Officer Rikke Enggaard Olsen, Adult Learning Expert Peter Sjøstedt, Global Protection Advisor Kathrine Starup and Protection Advisor Brennan Webert.

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<sup>1</sup> The first PIM ToT was delivered in 2016, and targeted 14 participants, the second was delivered in February 2018 and targeted 15 participants.

## 2. Rationale and objectives

The 2018 November ToT was implemented with the goal of expanding the pool of strategically positioned, functionally diverse and active trainers, who possess the necessary PIM training delivery competencies for responding to PIM capacity-building and training demands at the regional and local (operation) level throughout 2018-20, with an emphasis on building trainer capacity in regions with limited or no presence of PIM trainers trained in previous PIM ToT trainings.

The ToT objectives were that participants, upon ToT completion:

1. Possess a combination of competencies required to deliver PIM training events and capacity building at regional and local (operation) levels;
2. Are able to respond to training needs at the regional and local levels by delivering PIM learning events using the PIM Training Resource Pack tailored to the specific target group by being adjusted to feed into ongoing workstreams and priority areas, with means of delivery tailored around the profile and needs of the target group.

In order to fulfil these objectives, the 2018 November PIM ToT process was designed to facilitate the participants' learning against three concrete learning outcomes:

- Familiarity with the PIM Training Resource Pack (2018 edition) planning and facilitation requirements;
- Mastery of general training facilitation skills for PIM learning events targeting adult learners;
- Possession of the PIM technical insights required to deliver minimum two modules in the PIM Training Resource Pack.

The ToT process encompasses three phases spanning seven months (for details please refer to Annex 1), in order to facilitate the participants' formation as trainers through initial formal learning followed up by mentored application in practice of PIM trainer skills. This 7-month process includes distance learning (self-study, webinar, group-work), the in-person training and mentored delivery of PIM learning events in their own field of work. The present report is focused on the second in-person training step of this ToT process.

## 3. Participants

A call for expression of interest in PIM ToT participation, was circulated through DRC, GPC and UNHCR FICSS. From a total of 66 applications received, 17 strategically positioned and functionally-diverse participants were selected (see list of selected participants in Annex 2) by a panel consisting of DRC, GPC and UNHCR FICSS. Five of the 17 participants were accepted on a standby basis, as they were offered to participate because other applicants, who had initially been offered participation later declined the offer.

To be eligible, applicants were required to hold a contract in their current region of assignment valid until end 2019 and to have obtained their respective line management's approval to be engaged through all three ToT phases.

Priority was given to individuals 1) serving in strategic and/or regional roles, 2) for whom delivery of PIM trainings and learning events would be a seamless extension of their existing responsibilities to provide

capacity building support in their region or AoR in the technical fields of IM and/or protection (see Annex 3 for details), and 3) whom have a concrete plan for how the PIM ToT learning process will enable them to deliver learning events to feed into priority workstreams in their present duty stations and/or functions. Priority was furthermore given to diversity in functional profiles (IM and protection), organizational diversity (UN/INGO/NGO and government) as well as representation of regions with no or limited trainer presence (with particular prioritization of the Latin America region), as well as to balance among participants working in refugee and IDP response situations respectively.

With the 17 selected participants the regional and functional balance among active trainers in the PIM trainer pool is as follows, with November 2018 PIM ToT participants indicated in bold italics:<sup>2</sup>

Region/ functional profile	Francophone Africa	Anglophone Africa	MENA	Latin America	Asia	Europe	HQ/global	Total
Information Management	Roberto C.	Anna M. Laura S. Vinod R. Andrii M.	Ambika M. Dominique F. Majed A.Q. Said A.K.			Daunia P. <b>Oleksandr Y.</b>	<b>Francesco G. Fray v.H. Mariann U. Kordian K. Rachelle C. Zeeshan Q. Souleymane G.</b>	18
Protection	Corita T. <b>Steve N.</b>	Alberta S. <b>Babette S.</b> Guelnoudji N. <b>Martina P.</b>	<b>Fanette B.</b> Kathleen G. Monica M.	<b>Purvi P. Juan Pablo T. Regina S. Carla C.</b>	<b>Andrew M.</b> Katie L. <b>Nurul A.</b>	Natalia X. Natia M. <b>Susanna Z.</b>	<b>Adeline S.</b> Valerie S. Yasmine E.B.	22
Total	3	8	7	4	3	5	10	40

#### 4. Training content

The in-person training was designed to deliver against the three learning outcomes presented in section 2 above, broken into sub-learning outcomes, specified according to the learning-domains; knowledge (K)/skills (S)/attitudes (A) (see Annex 4 for details).

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

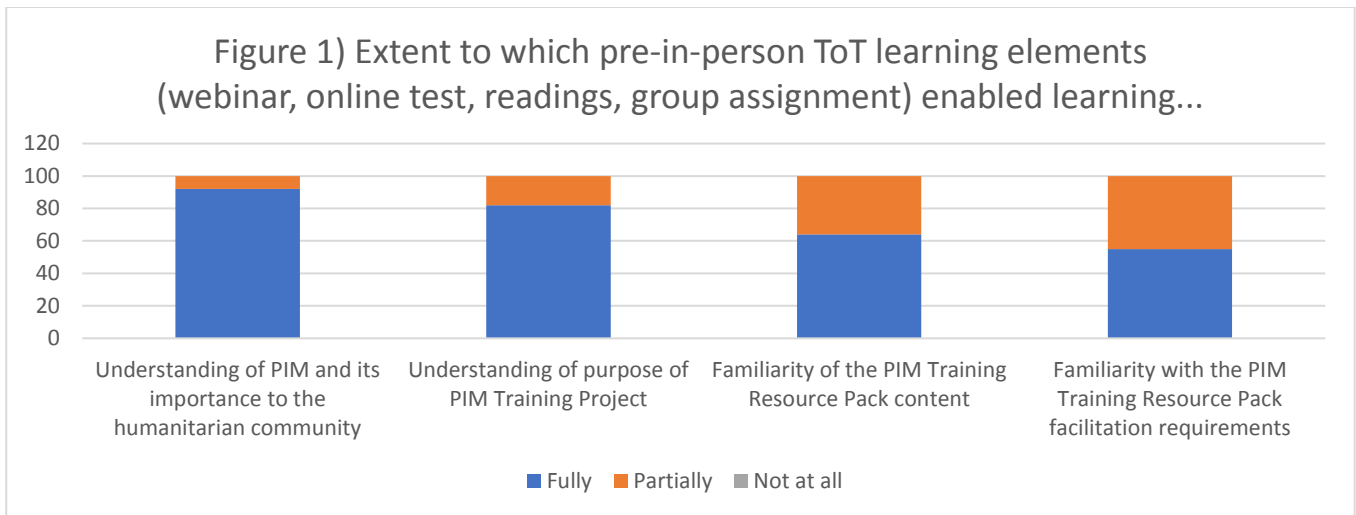
- 70% – Experiential/experience: Applying and putting into play own experience and expertise.
- 20% – Social/exposure: Engaging with and learning from others.
- 10% – Formal/education: Learning and developing through formal presentations and theory.

<sup>2</sup> The number of PIM ToT-trained trainers from previous trainings reflect the 23 of the 29 PIM ToT Champs from previous trainings, who have expressed readiness to serve in the role of trainer after PIM ToT completion. The geographic distribution of trainers has changed over time due to duty station rotation.

In concrete terms, this meant that the training paired theory and practice, and included a range of simulation and practical exercises, and structured feedback and reflection exercises, in order to allow participants opportunity to internalize and apply theory in practice.

**4.1 Pre-in-person training:** Seeking to ensure that all ToT participants would arrive to the in-person training with the same level of PIM foundational knowledge, the training was preceded by participant self-study of key PIM resources, a pre-training test (30 October), a webinar (31 October) and group-work (1-16 November) with other participants to jointly prepare for delivery of a condensed version of one of the modules from the PIM Training Resource Pack during the in-person training.

The training evaluation reflects that these preparations leading up to the in-person training, did enable the participants’ learning, particularly their understanding of PIM and the purpose of the PIM Training Project, as well as their familiarity with the PIM Training Resource Pack and the facilitation requirements. Narrative comments included: *“The pre-in-person training elements were useful to familiarize ourselves with the Training Package and the test allowed me to understand some of the parts I wasn't aware of yet.”* and *“The readings, online test and webinar were very good.”* One participant mentioned that scheduling of the required group-meetings for the preparatory assignment could be challenging.



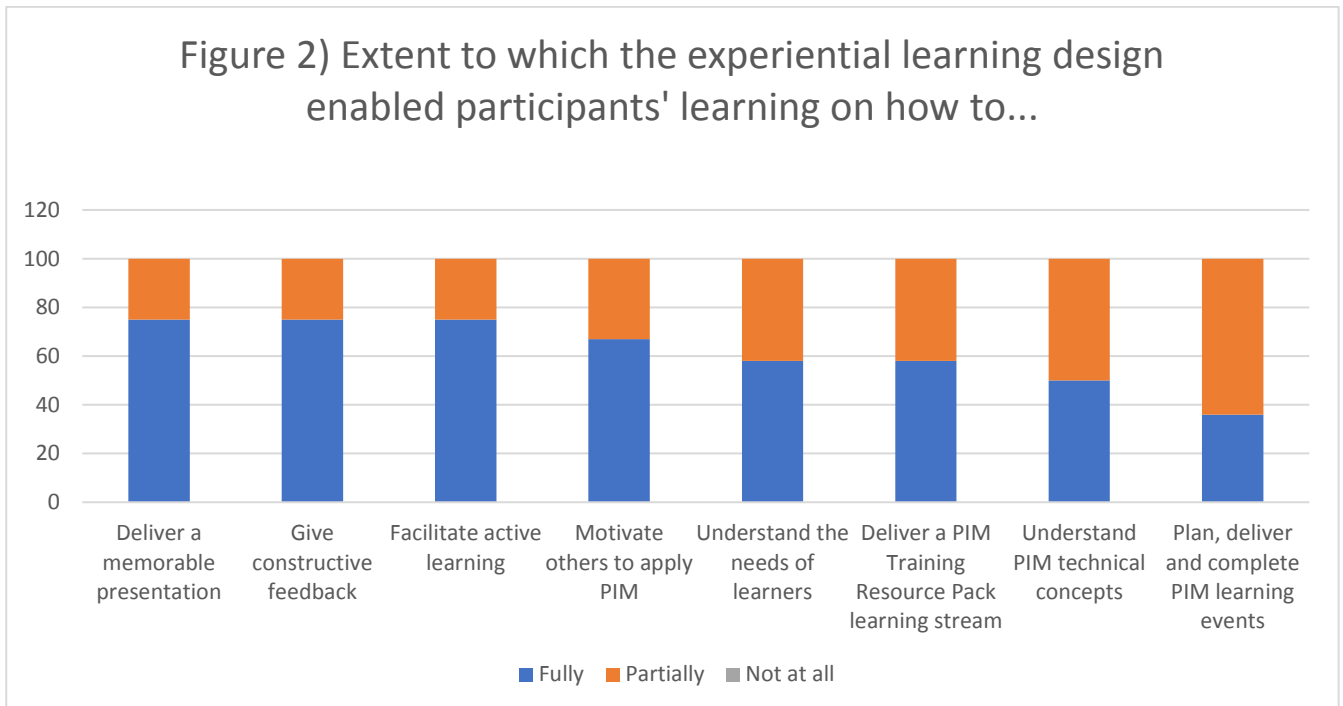
**4.2 In-person training:** The 5-day in-person training focused on familiarization with the PIM Training Resource Pack, with emphasis on exploring and applying adult training methodologies relevant to key learning streams and modules therein. The training drew on a variation of exercises aimed at equipping the participants with generic learning event management skills, maximizing how to facilitate practice-oriented learning which will have a practical impact on the way in which organizations and stakeholders collaborate in principled, systematized, and collaborative processes to collect, process, analyses, store, share, and use data and information to enable evidence-informed action for quality protection outcomes.

All material used during the training was shared with the participants after training completion, and can be accessed on a shared folder on [Google Drive](#)<sup>3</sup>.

<sup>3</sup> The Google drive folder was established to serve as a workspace and repository of 2018 PIM ToT in-person training materials. Full link for access: <https://drive.google.com/drive/u/1/folders/1afztk8CVMtWnJbncoPIMGSaL9GWJDnvZ?ogsrc=32>.

In general, participants reported that the experiential learning design had enabled their learning (figure 2 below) either fully or partially with no participants reporting to not have learned.

Notably more than 50 per cent of the participants reported that they had partially learned how to plan, deliver and complete PIM learning events. In line with the phased ToT process and the objective of participants applying their skills after in-person training completion, participants feedback and final evaluation, was that they would not know for sure what they had learned, before they had an opportunity to apply it (*“Will await to conduct a successful PIM training session to confirm that my learning expectations have been fully met”*).



### 5. Participants' self-formulated learning objectives

At the onset of the training, participants formulated their personal learning objectives for the training. The objectives listed by the participants were aligned with the three overall learning outcomes which the training was designed to deliver and are presented accordingly below. On the final day of the training, participants were asked to reflect on the extent to which their learning objectives had been met:

All participants reported that their learning objectives had been met (on scale of 0 (not at all) to 5 (fully) the average participant rating was 4,2). In general, participants reported to feel comfortable with the training material and confident to deliver PIM learning events. Some examples herewith:

Participant's self-formulated learning objectives	Participant's feedback on extent of fulfilment <sup>4</sup>
<ul style="list-style-type: none"> <li>• Training skills, adult learning techniques; effective ways to deliver messages on PIM; strategies for ensuring PIM trainings feed into daily work,</li> </ul>	<ul style="list-style-type: none"> <li>• The way forward is very clear for now and I feel comfortable selling the idea of the PIM training</li> </ul>

<sup>4</sup> The learning objectives and feedback on extent of fulfilment are extracts derived from the final evaluation of the in-person training.

<p>analysis, strategy and response (concrete and useful trainings).</p> <ul style="list-style-type: none"> <li>• Better understand the connection between PIM categories and see how it all works together. Also find points of growth in my daily work with the Protection Cluster.</li> <li>• Learning how to facilitate a PIM training adapted to the context of my operation for local protection partner NGOs, in a way that will improve the quality of protection information collection, storage, analysis, and sharing here.</li> <li>• Learn how to deliver the PIM modules and training, which modules would be most relevant for me to roll out, how to contextualize them to fit the operational needs (while keeping the module intact), and how much time would be required to prepare and deliver the training.</li> </ul>	<p>and the “Assessing the Information landscape exercise”.</p> <ul style="list-style-type: none"> <li>• All the explanations we received were detailed and good. PIM works great when there is a need to set up a "big picture" of protection and IM collaboration.</li> <li>• I am now able to speak confidently to my colleagues about what PIM is and how it is useful for our programme, I also feel comfortable delivering the training modules, although there are some modules I am less confident with. I think I will only be fully confident once I have delivered the training.</li> <li>• The adult learning sessions were very helpful. Going through so many of the modules during the training helped me to see how PIM could fit into our ongoing work in the Mexico operation.</li> </ul>
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Participants elaborated the following on the enabling factors for the extent to which their learning expectations were fulfilled:

- *“All the questions have been answered through discussion and through the hands-on application of the material.”*
- *“I have learned how to train adults in a dynamic and collaborative way which was for me one of the main gaps. Then I learned more on how to articulate PIM Process and Principles.”*
- *“Well, we went through all the PIM modules! I think the framework is well structured, so I have now a clear idea about it.”*
- *“In this training, I learned through direct experience: the training methodology - for example the small games we did and the ‘no power point’ approach have been very inspiring for me!”*

## 6. Feedback on specific elements

Participants provided comments on specific elements of the in-person training programme through daily feedback forms and the final evaluation, summarized herewith:

**6.1 Administration:** As all 17 participants directly covered and arranged for their own travels, no travel planning support or reimbursement was required by the PIM Training Team. All participants required a personalized letter of invitation in order to travel to Denmark, and two participants required visa. One initially selected participant had to drop out of the training, due to visa challenges (minimum one month of processing time for visa applications to Denmark for Afghan nationals).

**6.2 Logistics:** Participants reported positive experiences and satisfaction with the administrative and logistical arrangements for the training, including the meals and snacks arrangements, the physical learning environment (the training venue) and the economy accommodation. One participant reported dissatisfaction with the economy accommodation (no elaboration provided). A few specific comments on the training venue

include: *“All in all the venue and hotel were very satisfactory, I think the training venue was a bit stark/white but maybe that's just taste” to “The venue was cozy and prompt for learning!”.*

**6.3 Training material:** The training material consisted both of the pre-training readings (key PIM documents) and for the in-person training, also of a Participant’s Handbook consisting of a “Learning Journal” and the PIM Training Resource Pack. The training approach, meant that participants were required to familiarize themselves with the training material beyond for knowledge purposes, to work with the materials as instructions and guidance as they prepared to deliver modules from the PIM Training Resource Pack for each other.

Feedback on the training material provided included:

- *“We had all the elements necessary to prepare the ToT however the preparatory readings are very vast and a bit scary :-)”*
- *“I felt that we were preparing to deliver sessions containing content that was very new to me, and I had to do some additional research beyond what we got in the materials to get a better understanding.”*
- *“This is probably one of the best professional trainings I have done.”*

## 7. Training programme: Feedback on specific sessions

In the daily feedback forms, participants were required to provide comments on the sessions of the in-person training programme delivered by the trainer team. A summary of the feedback on particular modules is documented herewith, in order to inform development of any future PIM ToT in-person trainings.

### 7.1 Words of welcome

The training was opened on day 1 with words of welcome by Kim Roberson, Chief of UNHCR FICSS (by Skype) and Kathrine Starup, Global Protection Advisor for DRC, later supplemented with a welcome statement by Christian Friis Bach, Secretary General of DRC. Participants expressed appreciation of this as an opportunity to understand the PIM ToT in relation to the wider PIM Initiative, and in relation to the humanitarian community’s wider commitment to evidence-based response.



## 7.2 Adult Learning (delivered by Peter Sjøstedt)

The adult learning content was delivered in two sessions introducing adult learning theory and included an exercise whereby participants explored their own learning bias and learning styles.

In general participants' feedback was that the two sessions on adult learning were comprehensive, well-delivered and useful. Some participants expressed a desire to link the sessions more specifically with PIM trainings. Further detailed comments were shared:



- *Both [sessions] were really great. Wonderful teaching style managed to make heavy interesting. A very digestible amount of content.*
- *It's helpful for me to understand the theory and concepts of adult learning.*
- *Very good – well selected topics served in a digestible way.*
- *I think it's good, but I think it could benefit from going a bit deeper into biases. I think (but maybe I'm wrong) that most people understand the concept of all having some sort of bias. Maybe for more biases relating to PIM/IM/analysis can go into different biases related to data e.g. cherry-picking, saturation, institutional etc.*
- *That was very interesting – would need to be linked to the PIM preparation.*
- *Great – the tests were of specific importance.*
- *Good – nice exercise. Are there different strategies for people with different biases?*

## 7.2 How to get the energy rolling (delivered by Peter Sjøstedt)

The module “How to get the energy rolling” introduced the participants to energizer as enablers for learning and introduced them to the energizer elements of the training programme which the participants would take turns facilitating in groups (daily morning reviews and afternoon recap sessions). In general participant's feedback was positive, and included:

- *I think it's a good approach to have all the groups responsible for an energizer.*
- *Good exercise to prepare energizers and learn about different energizers.*
- *The energizers are useful to use in the future.*
- *There is a very good exercise & preparation to recall the learning from the day before.*

## 7.3 The PIM Training Resource Pack – review of structure & methodology (delivered by Rikke Olsen)

The module on the PIM Training Resource Pack introduced the training methodology, module design and five learning streams of the 2018 edition of the PIM Training Resource Pack. Through an inter-active case-based exercise, participants explored how different modules and packages could be tailored to deliver a stand-alone PIM learning event or longer PIM training, targeting specific learning needs of a target group. The general participant feedback was positive, and written feedback included:



- *The more we go through the training package the more it seems feasible to implement. It is well developed.*
- *Good to learn how the modules can be used separately.*
- *I think it was useful but also felt that it had already been touched upon a few times.*
- *Very clear summary.*

#### **7.4 Feedback as a source of learning (delivered by Peter Sjøstedt)**

The module “Feedback as a source of learning” offered a review of the pillars of constructive feedback, as it applied to the participants as participants and sources of feedback for each other during the training, and as it applied them to them as trainers, using debriefing and feedback as a tool to facilitate learning processes. The module also facilitated the creation of a list of ground rules for constructive feedback, which served as a basis on the scheduled feedback sessions, which throughout the PIM ToT programme would serve as an opportunity for the participants to reflect on their own experiences as trainers working with the PIM Training Resource Pack. Feedback on this module was that it was generally to the point and useful. One participant mentioned that the instructions provided by the facilitator were not very clear. Written feedback included:

- *It was good.*
- *Useful to go over what to say.*
- *Very useful for the training of adults and even young people.*
- *Practical to the point and lots of food for thought.*
- *It’s always good to review how to give positive and constructive feedback*
- *Very useful for learning interventions, but also for managing teams.*

#### **7.5 Assessing the Information Landscape (delivered by Brennan Webert)**

This module was delivered in a condensed form (2 hours and 25 minutes versus original module of 5 hours and 25 minutes) and due to the fact that the participants did not have common experience from one context, a case study (HNO of Whole of Syria) was used for the purpose of the assessment. The module was concluded with time for questions and comments on facilitator’s considerations and required preparation for successful delivery.

Participant’s feedback was that the session was useful, interactive and complex and some would have appreciated more time, and additional module guidance for the next PIM Process steps (e.g. analysis), which follow after Assessing the Information Landscape. Written feedback included:

- *The presented and the process will be helpful for our operation.*



- *[The session] was very useful and interactive.*
- *Assessing the information landscape was invaluable.*
- *Assessing the info landscape should be assigned more time/allow more active learning.*
- *Very useful, would have liked more time in the groupwork.*
- *I think the concept of 'needs' analysis is very important to have clear here.*
- *The landscape analysis was a bit complicated to move forward as the HNO was the only source, that made us struggle to complete the exercise.*

### 7.6. The PIM Matrix (delivered by Kathrine Starup)

This module was delivered as per the module description on the PIM Training Resource Pack, with additional time for debriefing, questions and comments on facilitator's considerations and required preparation for successful delivery. Overall, participants' feedback was positive, expressing how the PIM Matrix will be a useful framework to work with even if perhaps slightly complex:

- *A bit abstract in the presentation, but the activity really helped make it more concrete.*
- *Very useful.*
- *The exercise is very good to help go through the definitions and outputs in a collaborative manner which helps us understand.*
- *This was fantastic.*
- *Useful for an overview and for explaining it to teams.*
- *Super-helpful, done in a very welcoming way that put participants at ease.*
- *All categories are reflected in the PIM Matrix, how, why and what are answered.*
- *Great session.*



### 7.7 Data Sharing (delivered by Rikke Olsen)

This module was delivered as per the module description on the PIM Training Resource Pack, with additional time for debriefing, questions and comments on facilitator's considerations and required preparation for successful delivery. General feedback on the module, was that it is relevant and necessary in the participant's work, with one participant mentioning that it may be a difficult session to deliver in practice, due the nature of the topic. Written feedback included:

- *Relevant to my work. New ideas to address actual challenges.*
- *This is very relevant, but I am not yet sure how to use it.*
- *Good.*



- *Will use it, very important in my work.*
- *Interesting discussions.*
- *Interesting, especially about the challenges of data sharing.*
- *Will be a difficult session to deliver for skeptical people.*
- *Trust/mindset, institutional and practical oriented solutions for data sharing.*
- *Identified purpose and joint data collection exercises allow to diminish tensions regarding data sharing.*
- *Interesting topic.*

### **7.8 Workshop for externals (delivered by participants)**

On the fifth and final day of the training, the participants were tasked with facilitating in groups, six PIM Matrix category modules from the PIM Training Resource Pack in a full-day workshop. Workshop participants included 18 external participants from UNHCR and DRC (95% of whom had rated their familiarity with PIM as low).

The workshop consisted of two consecutive streams of parallel sessions, in order to enable PIM ToT participants to both facilitate and experience as participants as many of the PIM Matrix category modules as possible. Each module was concluded with a 30-minute debriefing session, referencing the general ground rules for feedback formulated for the PIM ToT, during which facilitators, participants and resource persons (ToT trainers) reflected on the module delivery.



In general, the feedback provided by the participants in the modules was positive, reflecting the thorough module delivery preparations by each team, and the debriefing wrap-up offered an opportunity for the ToT participants to reflect on their own performance, lessons learned and also to pose questions for module participants about any recommendation they might have.

One ToT participant remarked in the final evaluation, on the importance of maintaining the safe learning environment of the ToT, by ensuring that all the external participants are well aware of the "guidelines" for participating and giving constructive feedback, noting an experience that of one external participant attending the workshop with skepticism and challenging facilitator's instructions.

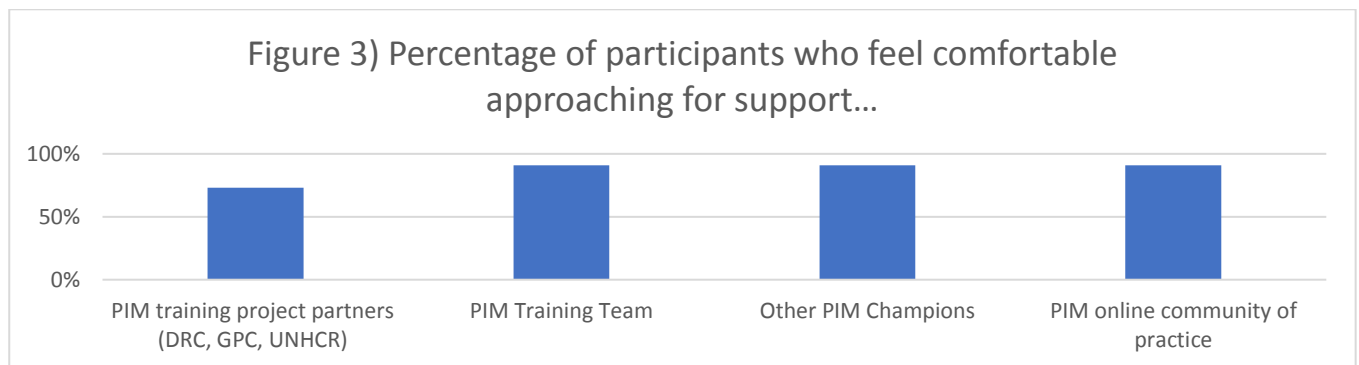
### **8. Next steps**

The next step of the PIM ToT process is for participants to independently plan and deliver PIM learning events between December 2018 and May 2019. During the fifth training day, a 2-hour session was devoted to participants' completion of their initial plans for delivery of PIM learning events (see the detailed action plans in Annex 6).

As noted above, on average participants have rated how well-equipped they felt after the in-person training, to serve in the role of PIM trainer in a PIM learning event, with an average of 4,2 (on a scale of 0/not at all to 5/fully). Most of the narrative comments in the final evaluation form document readiness to proceed with PIM learning event delivery, e.g. *"The PIM ToT was a great learning opportunity and allowed me to learn*

*different learning styles, understanding how to prepare trainings as well as deliver presentations in an interactive manner. I believe it was an incredibly useful week, and I look forward to rolling out the PIM trainings". Yet, a sense of realism in terms of the challenges ahead is also clear from comments such as the following: "The biggest obstacle now will be buy-in from senior managers in the operation. For example, I asked for 2 hours during the national protection retreat to implement 2 modules of the PIM training (Protection and the PIM Matrix) and was told I would only receive an hour and would have to do the rest by webinar, not understanding that the teaching methodology is very specific".*

Participants knowing whom to contact in need for support, is important during their independent planning and delivery of PIM learning events. In the final evaluation participants were asked to indicate the extent to which they felt comfortable reaching out to different PIM stakeholders in case of questions about PIM and the PIM Training Resource Pack. In general, participants reported feeling comfortable contacting for support the PIM Training Team, other PIM Champions and members of the PIM online community of practice. Fewer felt comfortable PIM training project partners. Only one respondent replied to not feel comfortable contacting any stakeholder for support.



## 9. Conclusion and recommendations

Overall the training delivered on the learning outcomes as planned, and the feedback received from participants demonstrated that upon training completion they felt ready to engage in the third and final phase of the PIM ToT learning process of delivering PIM learning events in their own work context. Based on team experiences and feedback from the 3<sup>rd</sup> PIM ToT, the following conclusions are drawn:

1. With 66 highly motivated applications received from qualified individuals, the joint circulation of the call for expression of interest was successful.
2. Offering a group of initially non-selected applicants the opportunity to be on standby in case of drop-outs by selected participants, offers a quick way of ensuring that participant slots made vacant are utilized.
3. With participants self-rating as feeling "well-equipped" to plan and deliver PIM learning events by end of the in-person training, the training objectives have been well achieved.
4. Investing in pre-in-person learning (through pre-reading, webinar and homework assignment in groups) makes it possible to fully utilize the training time spent in-person.
5. Training on concrete delivery of the PIM Training Resource Pack increases likelihood of participants feeling ready to plan and lead learning events themselves (all presented action plans for this at training closure).

6. Including in the training programme ample (and progressively more challenging) opportunity for participants to put their learning into practice enhances likelihood of internalization and readiness of post-training application.
7. Logistics, administration and physical facilities fully met needs, and contributed to a conducive learning environment.
8. DRC HQ is well suited as venue for this type of training activity.

Experiences and feedback from the 3<sup>rd</sup> PIM ToT, furthermore result in the following recommendations for follow-up with existing PIM ToT Champions and to inform potential future PIM ToT trainings:

1. In order to accommodate fairly for participation of professionals not in possession of a UNLP or a Schengen visa, more time must be allocated between the date on which participants are informed of their selection, and the actual in-person training dates (a minimum of 3 months between confirmation of selection and required date of travel to training venue);
2. Staff rotation makes it challenging to ensure continuous retention of trainer capacity within regions, so further PIM ToTs will be important for ensuring functionally diverse presence and availability of trainers throughout priority regions. The present trainer representation across regions points to Latin America, Asia and Francophone Africa as regions to be prioritized for participant selection in future PIM ToTs;
3. PIM Training Project partners DRC, GPC and UNHCR FICSS play a key role in ensuring that the PIM ToT capacities are actively drawn on in 2019 and beyond, since these new PIM ToT Champions will require support to put their newly-acquired competencies into practice. This should be done by monitoring progress on learning event implementation, maintaining contact with PIM ToT Champions, and ensuring that their capacity is actively drawn on to respond to existing and future regional and local capacity building and field support needs;
4. In its present form, the “Assessing the Information Landscape” module series is challenging to deliver based on case scenarios, because this module series was designed for participants to work on their own operational context. For future purposes, it could be relevant to develop a condensed version of this module for groups of participants coming from different operations and contexts.
5. The “Assessing the Information Landscape” introduce only the first step of the PIM Process. As noted by some participants during the PIM ToT, it would be worthwhile to have a module (series) available for each of the four overall steps of the PIM Process. A facilitator can then choose to deliver all modules in sequence, or to deliver only specific ones based on learning needs and interest of the target group.
6. Having plans for upcoming PIM trainings by the time opening the call for participation in the PIM ToT, will increase likelihood of mobilizing PIM ToT participants as trainers in planned PIM learning events and trainings organized by the PIM Training Project partners. The opportunity for PIM ToT participants to join trainings planned by partners, furthermore offers an opportunity to serve as trainers alongside experienced trainers, which can serve as good starting point.

## Annex 1) PIM 2018 November ToT Phases

### 1) Pre-training preparatory phase (23 Oct - 16 Nov 2018)

During this phase, ToT participants will be working on an assignment to prepare for the delivery of one or more modules from the PIM Training Resource Pack during the in-person training. This will include linking up in teams with other ToT trainees, participation in a 1.5-hour webinar, and dialogue with the PIM training team.

### 2) In-person training (19 – 23 Nov 2018)

A 5-day in-person training will be held in Copenhagen, Denmark. Through a facilitated learning programme focusing 50% on PIM technicalities and 50% on learning event facilitation, participants will acquire the full range of competencies required to successfully deliver PIM learning events (see Annex 2 below for further details).

### 3) Application of competencies in practice (26 Nov 2018 – 31 May 2019)

Opportunity to apply in practice the competencies acquired during the ToT is essential for participants to both complete their learning process on PIM learning event facilitation, and to fulfill the project objective of responding to PIM capacity building and training demands at the local (operational) and regional levels in the remainder of 2018 and during 2019. The ToT participants will do this in close coordination with the operations and protection coordination fora in their regions and with support from the DRC's PIM Training team.

## Annex 2) List of 2018 November PIM ToT participants

	Name	Function	Location	Organization
1	Adeline Sozanski	Associate Protection Officer (Community-Based)	Geneva, Switzerland	UNHCR
2	Babette Schots	Protection Technical Coordinator	Juba, South Sudan	DRC
3	Carla Carrion	Associate Protection Officer	Bogota Colombia	UNHCR
4	Fanette Blanc	Protection Sector coordinator	Beirut, Lebanon	UNHCR
5	Francesco Guiducci	ICT Referent	40% Headquarter in Rome, 60% roving	INTERSOS
6	Fray van Herk	Information Management	Geneva, Switzerland	GBV AoR
7	Juan Pablo Terminiello	Protection Officer	Quito, Ecuador	UNHCR
8	Kordian Kochanowicz	Global MEL Advisor	Copenhagen, Denmark	DRC
9	Mariann Urban	Associate Information Management	Copenhagen, Denmark	UNHCR
10	Martina Pomeroy	Protection Officer	Kigali, Rwanda	UNHCR
11	Nurul Amin	Protection Team Leader	Cox's Bazar, Bangladesh	DRC
12	Oleksandr Yaroshenko	Information Management Associate	Kyiv, Ukraine	UNHCR
13	Purvi Patel	Associate Protection Officer	Mexico City, Mexico	UNHCR
14	Regina Saavedra	Associate Durable Solutions Officer	Mexico City, Mexico	UNHCR
15	Stève Ndikumwenayo	Protection Cluster Co-Coordinator	Bangui, Central African Republic	NRC
16	Susanna Zanfrini	Program Coordinator	Rome, Italy	International Rescue Committee
17	Tin Wun Andrew Mok	Associate Protection Officer	Myitkyina, Myanmar	UNHCR

### Annex 3) Examples of participant’s motivation to become PIM trainer

*“I am motivated to become a PIM trainer as I am currently providing technical support and capacity building to a team of more than 100 protection staff in South Sudan. The team is implementing various protection activities, such as protection monitoring, protection assessments, protection risk analysis, protection case management, M&E, etc. that require PIM system support and technical knowledge. Meanwhile, the team has received limited training on this and are struggling with the practical implementation of some of these activities, as well as implementing evidence-based responses and activities. By training them and providing technical support and advice on PIM, I could improve the quality of our programming substantially. While I am currently trying to do this to the best of my knowledge, I have not been officially trained on PIM, and am using the documents, tools, and information I can find online and within the DRC community to support the teams. Furthermore, being a PIM trainer would enable me to further strengthen my technical skills in protection and further my career, and I could support other teams beyond South Sudan in the future with PIM trainings and technical support.”* PIM ToT Participant, South Sudan

*“I feel I have the ability to support operations and organizations to construct information management systems. The experience in Mexico has helped me realize that this is one of my primary professional goals. While luckily I had the support of an excellent multi-functional team including protection colleagues, I definitely needed to rely heavily on them when it came to protection issues in information management, and I did not have all the answers I needed in order to properly build the capacity of other colleagues in information management. I have never been trained on these topics and I think with this learning programme and a stronger foundation in protection information management, I could contribute even more to humanitarian organizations such as UNHCR by ensuring all colleagues have a better understanding of IM - from assessment to monitoring and even evaluation - and are able to contribute to these processes and ensure they feed into programme design and implementation (always with a protection lens).”* – PIM ToT Participant, Mexico

### Annex 4) PIM ToT participant competency development

The ToT aims to develop generic learning event management skills, maximizing how to facilitate practice-oriented learning which will have a practical impact on the way in which organizations and stakeholders collaborate in principled, systematized, and collaborative processes to collect, process, analyses, store, share, and use data and information to enable evidence-informed action for quality protection outcomes.

The overall result will be to consolidate a community of PIM facilitators who may lead or facilitate the PIM trainings across regions and ensure the consistent delivery of the Package.

#### Sub learning outcomes

The ToT training objectives are supported by a number of sub-learning outcomes, specified according to the learning domains ( knowledge (K), skills (S) and attitudes (A):

#### Group 1) Familiarity with the PIM Training Resource Pack (2018 edition) planning and facilitation requirements

#	Sub-learning outcome	Learning domain
1.1	Review the content and training methodology of core sessions within the PIM Training Resource Pack.	K
1.2	Identify ways to incorporate cultural and language variations into the implementation of a PIM learning events.	K

1.3	Use the PIM Training Resource Pack and resources.	S
1.4	Design and deliver with confidence a timed presentation on the PIM training topic of the PIM Training Resource Pack, applying advanced techniques.	S
1.5	Identify practical steps for supporting participants in their learning journey during sessions (relating to the defined learning outcomes for each training module)	K
1.6	Recognize how to evaluate the impact of your training activity based on the established learning objectives (using a standardized approach).	K
1.7	Develop a toolbox of learning review and learning re-enforce activities (based on the 'key messages' of each module of the PIM Training Resource Pack).	S

Group 2) Mastery of general training facilitation skills for PIM learning events targeting adult learners with experiential learning activities

#	Sub-learning outcome	Learning domain
2.1	Subscribe to the principles of adult learning and a participatory approach to training.	A
2.2	Compare the different ways in which people prefer to learn and how it influences a training environment.	K
2.3	Examine how to make the most of dialogue through facilitation, including strategies for co-facilitation.	K+S
2.4	Develop a training event coordinator checklist for use as a guide in the weeks leading up to a face-to-face learning event and during course implementation	K
2.5	Examine biases about learning activities and describe how this may impact performance of a training package.	K
2.6	List strategies for developing effective group mentoring skills within a course training team, and identify good debriefing skills in a facilitator and how to encourage these.	K+S
2.7	Demonstrate effective non-verbal communication techniques to create a safe space for learning, and practice giving and receiving peer feedback in facilitating training.	S

Group 3) Possession of the PIM technical insights required to deliver two of the PIM training module packages.

#	Sub-learning outcome	Learning domain
3.1	Ability to mobilize for support for an inclusive and transparent approach to PIM.	A
3.2	Possesses PIM foundational knowledge on principled, systematized and collaborative processes in the spheres of protection and IM (PIM principles and PIM process).	K
3.3	Knowledgeable about key protection norms and standards and holistic approach of protection.	K
3.4	Familiarity with protection and IM roles and responsibilities in PIM collaboration by offering a mutual introduction to the disciplines, and ability to facilitate dialogue and collaboration between protection and IM.	K+S



3.5	Familiarity with the 8 PIM matrix categories (definitions, outputs and examples).	K
3.6	Ability to analyse IM environment to inform methodology design and operational planning.	S
3.7	Possesses the knowledge required to support informed decision-making processes on which systems are needed based on a comprehensive analysis of information requirements (and over time).	K
3.8	Understands PIM sensitivities.	K
3.9	Ability to guide on management and share data and information in a safe, responsible and purposeful manner in line with international norms and standards with regard to data protection.	S
3.10	Practice the delivery of PIM modules by contextualizing them and making them your own	S

### Annex 5) 2018 November Protection Information Management Training of Trainers – detailed programme

Day 1, Monday 19 November						
Time	Content	Learning outcome	Notes on delivery	Materials	Facilitator	Venue+set up
09.00-10.00	Welcome	Intro to one another and to the ToT programme.	Round of introductions. Intro to ToT objective and programme. Housekeeping.	PPT	Welcome Kathrine Starup, DRC+ Kimberly Roberson, UNHCR)	Main conference room
10.00-11.00	Webinar recap	Review of “what is PIM” and the PIM training (including results to date).	Should list what the key PIM resources are (terminology, principles, process, matrix)	PPT  Listed resources in print-out on resource table	Rikke	Main conference room
11.00-11.15	Coffee break					
11.45-12.45	Adult learning	(A) Subscribe to the principles of adult learning and a participatory approach to training. (K) Compare the different ways in which people prefer to learn and how it influences a training environment. (K) Examine biases about learning activities and describe how this may impact performance of a training package. (K/S) Outline the facilitation learning streams which will be referenced throughout the debriefings on the delivery of the package modules. (S) Demonstrate effective non-verbal communication techniques to create a safe space for learning, and practice giving and receiving peer feedback in facilitating training.	Reference to facilitation guidance content of PIM Training Resource Pack.  The session will be based on Session 02 Learning styles & learning biases from 2016  Participants will already know the exercises from their preparation ahead of the in-person training, and this module will focus on <u>adult learning technical</u> tools to be used during the ToT.  Reference to facilitation guidance content of PIM Training Resource Pack. The session will merge material from Session 09 and 10 of 2016, focusing on	PPT  Handouts of PIM Training Resource Pack and Learning Journal (hardcopy)  PPT Video projection (w audio)	Peter	Main conference room

			presentations and presenters, and experiential learning			
12.45-13.45	Lunch					
13.45-14.15	Adult learning (continued)	(same as above)	(same as above)	(same as above)	Peter	Main conference room
14.15-15.15	How to get the energy rolling – Energizers	S) Demonstrate effective non-verbal communication techniques to create a safe space for learning. (S) Develop a toolbox of learning review and learning re-enforce activities (based on the ‘key messages’ of each module of the PIM Training Facilitators’ Guide).	Introduction to “Energizer bible” and sign-up sheet (everyday a few participants should be ready with energizers when the need arises) + actual energizer.  Intro to designing dynamic groups and facilitating balanced learning spaces Intro to the group design proposals of the PIM Training Resource Pack.	Energizer bible (print outs to be handed out)  Examples of group division from the PIM Training Resource Pack.	Peter (+Rikke)	Main conference room
15.15-15.30	Coffee break					
15.30-15.45	Intro to preparing for session delivery	Introduction to venues and materials available to conduct their sessions in.	Recap of the facilitator key points from day 1	Planning sheet for delivery of learning events	Rikke	Main conference room
15.45-17.45	Preparing session delivery (in Group 1-6) PART 1	(S) Design and deliver with confidence a timed presentation on the PIM training topic of the PIM Training Facilitators’ Guide, applying advanced techniques. (K+S) Examine how to make the most of dialogue through facilitation, including strategies for co-facilitation.	Groups will already have prepared in advance and will now further plan for delivery using available resources and space and will decide on how to use the tools introduced in the preceding modules. The 3 facilitators will each have two groups to guide during the planning.	Resource table w assorted stationary and craft material	Under guidance by ToT team	Main conference room + breakout groups rooms

<b>Day 2, Tuesday 20 November</b>						
<b>Time</b>	<b>Content</b>	<b>Learning outcome</b>	<b>Notes on delivery</b>	<b>Materials</b>	<b>Facilitator</b>	<b>Venue+set up</b>
09.00-9.30	Day opener	Recap of learning from previous day and intro of present day programme.	Recap of previous day to be done by participants	Resource table w assorted stationary and craft material	ToT Participants	Main conference room

09.30-10.00	The PIM training package – review of structure and methodology	<p>(K) Review the content and training methodology of core sessions within the PIM training package.</p> <p>(K) Identify practical steps for supporting participants in their learning journey during sessions (relating to the defined learning outcomes for each training module)</p> <p>(K) Recognize how to evaluate the impact of your training activity based on the established learning objectives (using a standardized approach).</p> <p>(S) Develop a toolbox of learning review and learning re-enforce activities (based on the ‘key messages’ of each module of the PIM Training Facilitators’ Guide).</p>	<p>Participants should already know the content from their preparation ahead of the in-person training, and this module will on:</p> <p>General intro to the revised package (what is it and how can you use it) as well as the tools and consistent elements (e.g. .debriefing on key messages) and how to use them (link to the Learning Journal).</p>	<p>PPT</p> <p>PIM Training Resource Pack overview sheet (handouts)</p> <p>PIM Facilitator Guide</p>	Rikke	Main conference room
10.00-10.45	Preparing session delivery (in Group 1-6) PART 2	<p>(S) Design and deliver with confidence a timed presentation on the PIM training topic of the PIM Training Facilitators’ Guide, applying advanced techniques.</p> <p>(K+S) Examine how to make the most of dialogue through facilitation, including strategies for co-facilitation.</p>	<p>Groups will already have prepared in advance and will now further plan for delivery using available resources and space and will decide on how to use the tools introduced in the preceding modules.</p> <p>The 3 facilitators will each have two groups to guide during the planning.</p>	Resource table w assorted stationary and craft material	Under guidance by ToT team	Main conference room + breakout groups rooms
10.45-11.00	Break					
11.00-12.30	Feedback as a source of learning (Intro to facilitation simulation and estab. feedback ground rules)	<p>(K+S) List strategies for developing effective group mentoring skills within a course training team, and identify good debriefing skills in a facilitator and how to encourage these.</p>	<p>Session will be based on Session 05 from 2016 Mentoring and debriefing.</p> <p>To set the stage for the ongoing feedback as a source of learning.</p> <p>Set ground rules for giving and receiving constructive feedback on group and individual basis.</p> <p>Emphasize roles and rules for constructive feedback) and group dynamics (designing dynamic groups).</p>	<p>Flipcharts, whiteboard and workshop cards. Session will demonstrate how to facilitate without PPT (flipchart w notes on ground rules)</p>	Peter	Main conference room

12.30-13.30	Lunch					
13.30-14.30	Introduction to PIM concepts (by Group 1)	(A) Ability to mobilize for support for an inclusive and transparent approach to PIM. (K) Possesses PIM foundational knowledge on principled, systematized and collaborative processes in the spheres of protection and IM (PIM principles and PIM process).	Group 1 will deliver the PIM concepts session as per the instructions of the PIM training package - in a condensed version – the original is 80 min.		Group 1	TBD by Group 1
14.30-15.00	Feedback and lessons learned on PIM concepts module and delivery	(See feedback learning outcomes above).		Feedback sheets (10a) of Learning Journals	ToT trainer team	Same as above
15.00-15.15	Coffee break					
15.15-15.45	PIM Process (by Group 2)	(K) Possesses PIM foundational knowledge on principled, systematized and collaborative processes in the spheres of protection and IM (PIM principles and PIM process).	Session will be delivered as per PIM Training Resource Pack module description.		Group 2	TBD by Group 2
15.45-16.15	Feedback and lessons learned on PIM Process	(See feedback learning outcomes above).		Feedback sheets of Learning Journals	ToT trainer team	Same as above
16.15-16.30	Energizer					
16.30-17.30	Protection (Group 3)	(K) Knowledgeable about key protection norms and standards and holistic approach of protection.	Session will be delivered as per PIM Training Resource Pack module description though in a condensed version.		Group 3	TBD by Group 3
17.30-18.00	Feedback and lessons learned on Protection	(See feedback learning outcomes above)		Feedback sheets of Learning Journals	ToT trainer team	Same as above
18.00-18.10	Day review	Summarize learning outcomes and address outstanding questions.	Should demonstrate inter-active debriefing exercise against learning objectives.  Reflection in groups on learning so far, using their Learning Journals.	Case study handouts	Rikke	Main conference room

			Hand out of case study for next day's 'Assessing the Information Landscape' simulation.			
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<b>Day 3, Wednesday 21 November</b>						
<b>Time</b>	<b>Content</b>	<b>Learning outcome</b>	<b>Notes on delivery</b>	<b>Materials</b>	<b>Facilitator</b>	<b>Venue+set up</b>
8.30-9.00	Ahead of the day's schedule: Groups who are to facilitate that day can access meeting rooms.					
9.00-9.15	Day opener	- Recap of learning from previous day. - Intro of present day programme. - Housekeeping.	Recap of previous day done by participants.	Resource table w assorted stationary and craft material	ToT Participants	Main conference room
9.15-10.15	IM (by Group 4)	(K+S) Familiarity with protection and IM roles and responsibilities in PIM collaboration by offering a mutual introduction to the disciplines, and ability to facilitate dialogue and collaboration between protection and IM.	Session will be delivered as per PIM Training Resource Pack module description though in a condensed version.	According to module specs (groups will ensure)	Group 4	TBD by Group 4
10.15-10.45	Feedback and lessons learned on IM	(See feedback learning outcomes above).		Feedback sheets of Learning Journals	ToT trainers	Same as above
10.45-11.00	Coffee break					
11.00-11.40	PIM sensitivities (by group 5)	(K) Understands PIM sensitivities.	Session will be delivered as per PIM Training Resource Pack module description though in a condensed version.	According to module specs (groups will ensure)	Group 5	TBD by Group 5
11.40-12.10	Feedback on PIM sensitivities	(See feedback learning outcomes above)		Feedback sheets of Learning Journals	ToT trainer team	Same as above
12.10-13.10	Lunch					
13.10-14.10	Recap on key take away's from first round of module delivery by participants	Follow-up on recap session before lunch through presentation of suggested work tools to use for prep and delivery of learning events.	From a learning event facilitator and planning perspective – what did we learn which we can use for the next round?	Flipchart (for noting general checklist for planning and preparing the PIM	Peter + Rikke	Main conference room

	+ Guidance on planning and preparing for delivery of learning events		<p>Reflection in groups, using their learning journals.</p> <p>Review of general steps for completion when planning and preparing a learning event (checklist style), focusing on how to use the session plans from the PIM Facilitation Guide (rigidity vs. flexibility).</p> <p>Intro to the task of preparing next round of participant facilitated modules</p>	Training Toolkit modules).		
14.10-14.20	Energizer					
14.20-16.30	“Assessing the Information Landscape”	(S) Ability to analyse IM environment to inform methodology design and operational planning.	Condensed and case study-based simulation with ToT participants as training participants.	Case study (Whole of Syria)	Brennan	Main conference room + breakout rooms
16.30-16.45	Review of “Assessing the Information Landscape” module outline from a facilitation perspective	Review of PIM Training Resource Pack instructions for delivery and reflecting on own delivery (in Learning Journal).		PIM Training Resource Pack.	Brennan + Rikke	Main conference room
16.45-17.00	Closing the day	<ul style="list-style-type: none"> <li>- Responding to unanswered questions.</li> <li>- Homework/prep reading for tomorrow + assigning groups.</li> <li>- Tomorrow’s programme.</li> <li>- Housekeeping.</li> </ul>	Handout of info on modules to be delivered the following day for prior familiarization.	Handouts w next day’s assignment	Rikke	Main conference room
Evening	<p>Evening group assignment: Jointly prepare for the next day’s module assignment (using the planning sheet) in conference and group work rooms.</p> <p><i>Facilitators available until 18:30 to support.</i></p>					

Day 4, Thursday 22 November						
Time	Content	Learning outcome	Notes on delivery	Materials	Facilitator	Venue+set up
9.00-9.15	Day opener	- Recap of learning from previous day - Intro of present day programme - Housekeeping	Should demonstrate inter-active debriefing exercise against learning objectives Recap of previous day can be done by participants?	Resource table w. assorted stationary and craft material	ToT Participants	Main conference room
9.15-11.00	The PIM Matrix	(K) Possesses the knowledge required to support informed decision-making processes on which systems are needed based on a comprehensive analysis of information requirements (and over time). (K) Familiarity with the 8 PIM matrix categories (definitions, outputs and examples).	Presentation by DRC or UNHCR as per the Facilitator Guide outline of the module	(As per module description)	Kathrine	Main conference room
10.40-11.00	Review of PIM Matrix module from a facilitation perspective	(See feedback learning outcomes above)	Boiled down to 1 hour and 15 min (compared to 1 hour and 40 min in original) - Explain the difference between the PIM matrix module of package 1 and package 4		Kathrine + Rikke	Main conference room
11.00-11.15	Coffee break					
11.15-11.30	Recap of PIM Sensitivities module (key messages)	(K) Understands PIM sensitivities.	Recap with view to linking to the topic of data sharing.		Rikke	Main conference room
11.30-12.30	Data sharing	S) Ability to guide on management and share data and information in a safe, responsible and purposeful manner in line with international norms and standards with regard to data protection.	The 'suprplus' 15 min should be allocated to presentation of the Framework.		Rikke	Main conference room
12.30-13.30	Lunch					



13.30-13.45	Debriefing on data sharing module from a facilitator's perspective	Same as above.	Same as above.		Rikke	Main conference room
13.45-14.00	Energizer					
14.00-16.45	Group preparations for delivery (Group A-F)	S) Design and deliver with confidence a timed presentation on the PIM training topic of the PIM Training Facilitators' Guide, applying advanced techniques. (K+S) Examine how to make the most of dialogue through facilitation, including strategies for co-facilitation.	Supervised group preparations.	Resource table w assorted stationary and craft material	ToT trainers	Main conference room + group breakout rooms
16.45-17.00	Closing the day	- Responding to unanswered questions. - Homework/prep reading for tomorrow + assigning groups. - Tomorrow's programme. - Housekeeping.	Handout of module materials for sessions to be delivered the following day for prior familiarization.	Module materials.	ToT trainers	Main conference room

**Day 5, Friday 23 November**

*Note on parallel sessions: Groups take turn facilitating with each other, trainers (and external UNHCR and DRC staff) as participants, in sessions running in parallel. Participants are assigned to the groups (as both facilitators and participants) according to thematic area of interest, and in order to ensure broad familiarity with the PIM category modules within the regions which the participants represent.*

Time	Content	Learning outcome	Notes on delivery	Materials	Facilitator	Venue+set up
8.00-9.00	<i>Check-out and groups may arrive early to prepare and set-up for their sessions.</i>					
9.00-9.30	Briefing on PIM Matrix category facilitation simulation set-up and constructive feedback		This briefing will be both for the ToT participants and for the external participants. - Explain matrix category modules which will not be covered in the simulation and guide on how participants may learn	PPT	Rikke	Main conference room

			more in their own time and can seek support post-training.			
9.30-10.15	Parallel sessions: Population data (Group A) Case Management (Group B)	(K) Familiarity with the 8 PIM matrix categories (definitions, outputs and examples).	Session will be delivered as per PIM Training Resource Pack module description though in a condensed version.	According to module specs (groups will ensure)	Groups A and B	Main conference room + group room 1
10.15-10.45	Feedback on PD+CM (in parallel)	(See feedback learning outcomes above).		Flipchart + Learning Journals	ToT trainers	Main conference room + group room 1
10.45-11.00	Coffee break					
11.00-12.00	Parallel sessions: Protection Monitoring (Group C) Protection Needs Assessment (Group D)	(K) Familiarity with the 8 PIM matrix categories (definitions, outputs and examples).	Session will be delivered as per PIM Training Resource Pack module description though in a condensed version.	According to module specs (groups will ensure)	Groups C and D	Main conference room + group room 1
12.00-12.30	Feedback on PM+PNA	(See feedback learning outcomes above).		Flipchart + Learning Journals	ToT trainers	Main conference room + group room 1
12.30-13.30	Lunch					
13.30-14.15	Parallel sessions: Protection M&E (Group E) Cw(in)C (Group F)	(K) Familiarity with the 8 PIM matrix categories (definitions, outputs and examples).	Session will be delivered as per PIM Training Resource Pack module description though in a condensed version.	According to module specs (groups will ensure)	Groups E and F	Main conference room + group room 1
14.00-14.30	Feedback on Prot. M&E and Cw(in)C	(See feedback learning outcomes above)		Flipchart + Learning Journals	ToT trainers	Main conference room + group room 1
14.30-15.00	Coffee (launch of PIM Training Resource Pack in French +goodbye to external participants)					
15.00-15.30	Facilitated joint debriefing and reflection on facilitation delivery	Toolbox development for delivery of PIM learning events: Jointly draw up training event coordinator checklist; list strategies for developing effective group mentoring skills within a course training team and identify good debriefing skills in a facilitator and how to encourage these; articulate	<ul style="list-style-type: none"> <li>- From our present experience delivering this material - What are the challenges associated with module planning and delivery (at a more general level).</li> <li>- Recap key learnings in relation to facilitation of learning events on PIM technical content.</li> <li>- Reflection points to be captured in Learning Journal.</li> </ul>	Learning Journal	Peter + Rikke (with input from other resource persons as relevant)	Main conference room

		of ways to incorporate cultural and language variations into the implementation of a PIM learning events.				
15.30-15.45	PIM training evaluation – a systematic approach	(K) Recognize how to evaluate the impact of your training activity based on the established learning objectives (using a standardized approach).	Introduction to evaluation template, methodology and simple reporting requirement for PIM training events (for systematic recording of dissemination and impact).	Evaluation template	Rikke	Main conference room
15.45-17.45	Looking ahead	(Planning for how to put into practice the acquired PIM training facilitation skills)	<ul style="list-style-type: none"> <li>- Review the next steps of the ToT process.</li> <li>- Looking ahead – my commitments and how I am expected to fulfil them.</li> </ul>	PPT + Learning Journals (final pages on ideas for hosting a PIM learning event).	ToT trainers and resource person/s	Main conference room

#### Annex 6) Participants’ action plans for delivery of PIM learning events (as of 7 January 2019)

Date	Who	Where	How: Learning event type	What: Content	Who: Target group	Status
10 - 13 Dec'18	Fanette and Mariann <i>(with existing PIM trainers Rachelle, Kathleen and Dominique)</i>	Lebanon, Beirut	3.5-day PIM training	<p>All 5 PIM learning streams. Specific focus on selected Matrix categories.</p> <p>Fanette will deliver module 1. PIM Matrix + PNA, PRME, CwinC, PM. and if possible also Data Sharing. Mariann will deliver IM, PD, Data Sharing, Intro to PIM, PIM Matrix.</p>	UNHCR Lebanon (Protection and IM) and protection partners along with BA and cash assistance	Completed
12 -13 Dec'19	Francesco <i>(with support from existing</i>	Jordan, Amman	1.5-day PIM training	Intro to PIM concepts, Bridging Prot./IM, PIM Matrix, PIM Sensitivities and Data Sharing.	8-15 INTERSOS staff (Protection Coordinators, Snr. Prot. Officers, MEAL.	Completed

	<i>PIM trainer Monica)</i>			Delivered in combination with training on INTERSOS IT tools.		
Dec 2018 - Feb 2019	Purvi and Regina	Mexico	<p>1) Workshop (brown bag format) 13/12/18</p> <p>2) Monitoring Session at national Protection Workshop 19/12/18 to 20/12/18</p> <p>3) Missions to Mexico field offices</p>	<p>1) PIM Matrix (overview)</p> <p>2) condensed Protection and PIM Matrix modules (60 total)</p> <p>3) more detailed session on different monitoring areas (with focus on PM, PD and PNA). Jan-Feb 2019?</p>	<p>1) BOMEX staff (branch office)</p> <p>2) National protection staff</p> <p>3) 30+ people from UNHCR Mexico (Programme, DS, Registration, Field coordination, Reporting). Based on this proposal for more in-depth training will be drawn up.</p>	<p>Confirmed</p> <p>Sessions #1 &amp; #2 planned</p> <p>#3 TBD</p>
14 Jan'19	Nurul	Bangladesh	1-day PIM training	Intro to PIM concepts, PIM Process, Protection Needs Assessment, Protection Monitoring	20 protection monitoring and case management staff of DRC Bangladesh.	Confirmed
22-24 Jan'19	Nurul ( <i>with support from DRC PIM Training Team and local UNHCR IMO</i> )	Bangladesh	3-day PIM training	All 5 PIM learning streams. Specific focus on selected Matrix categories.	24 participants from the Protection Working Group of Cox's Bazar.	Confirmed
Jan'19	Kordian ( <i>w. support of DRC Protection Advisor</i> )	Denmark	Integrated ( PIM session during the Information Management scoping workshop)	Intro to PIM concepts, PIM Process, PIM Sensitivities	Group of IM and programme professionals working on analysis phase for the Information Management system for DRC.	TBC
Jan'19	Andrew ( <i>potentially with existing PIM trainer Katie</i> )	Myanmar	2-day PIM training	Introduction to PIM concepts, PIM Matrix and selected categories, possibly also Assessing the Information Landscape.	Max. 7 persons (UNHCR Protection and CCCM colleagues). May expand target group for later trainings based on this one.	TBC

Jan'19	Carla	Colombia	Integrated (PIM in case management workshop for new staff)	PIM intro, Matrix, PIM Sensitivities.	protection staff from 10 field offices (2 from each) + case workers from partner organizations.	TBC
Jan/Feb'19	Stève <i>(with support from other PIM Champs in-country)</i>	CAR	3-day PIM training	Intro to PIM, PIM Matrix and categories of: PD, PNA and PRM&E - to be concluded with Assessing the Information Landscape, PIM Sensitivities and Data Sharing	protection staff from 10 field offices (2 from each) + case workers from partner organizations.	TBC
Feb'19	Francesco	Cameroon or Afghanistan	1.5-day PIM training	Intro to PIM concepts, Bridging Prot./IM, PIM Sensitivities and Data Sharing.	8-15 INTERSOS staff (Protection Coordinators, Snr. Prot. Officers, MEAL.	TBC
Feb'19	Martina <i>(would like to link up with other PIM Champs in the region)</i>	Rwanda	TBD	Will take a point of departure in the PIM Matrix  IM, PIM Sensitivities, PIM Matrix (+categories depending on needs).  Would link it up to the coordination and response planning. There is a huge demand for information, and it needs to be understood that IM is a coordination tool.	UNHCR staff - prot., programme, external relations, and then the wider protection sector (as follow-up in April as feasible).	TBC
Feb'19	Adeline <i>(possibly with support from existing PIM trainer Rachelle)</i>	Switzerland	1-day PIM training	Intro to PIM Concepts, PIM Process, Bridging Prot./IM, Assessing the Information Landscape	UNHCR staff (AGDM-relevant colleagues)	TBC
Jan-May'19	Babette <i>(w. support from other PIM)</i>	Juba; staff from field locations can come to Juba,	2 or 3-day staff training in February in Juba (protection/IM staff)	Intro to PIM (for all) and depending on needs: PIM Matrix and selected category modules, and PIM Sensitivities.	SS field staff (from 4 field offices and mobile team based in Juba) - protection, IM and safety and E-SMT	Confirmed

	<i>Champs in-country)</i>	and trainings also be done in field locations	1/2-day workshop in March for E-SMT (intro to PIM)			
Feb/Mar'19	Susanna and Francesco	Italy	1-day training	Intro to PIM concepts, Bridging Prot./IM.	Italy IA working group (protection)	TBC
Feb/Mar'19	Susanna <i>(will need support from another PIM Champion)</i>	Europe (Italy?)	TBD	Intro to PIM concepts, Protection, Information Management, additional modules according to interest	IRC Europe (Italy, Germany, Serbia and Greece)	TBC
Feb/Mar'19	Alexander	Ukraine	TBD	Introduction to PIM concepts, PIM Process and PIM Matrix.	Protection Cluster partners	TBC
March'19	Francesco	Yemen	1.5-day PIM training	Intro to PIM concepts, Bridging Prot./IM, PIM Sensitivities and Data Sharing.	8-15 INTERSOS staff (Protection Coordinators, Snr. Protection Officers, MEAL.	TBC
April'19	Martina	Rwanda	TBD	Will take a point of departure in the PIM Matrix, IM, PIM Sensitivities, and PIM Matrix categories (depending on needs).	Rwanda protection sector (Would link it up to the coordination and response planning. There is a huge demand for information, and it needs to be understood that IM is a coordination tool).	Subject to outcome of UNHCR-internal PIM training
May'19	Fray	Global (Thailand)	Integrated (PIM in 1-2-day IM workshop during GPC annual global conference)	Introduction to PIM concepts (focus on principles), PIM Process and PIM Matrix and categories of PD and PNA.	GBV IM managers (8-9 dedicated IMOs) and GBV Coordinators.	TBC
TBD	Juan Pablo	Ecuador	PIM training	Protection and Information Management, PIM Matrix (and relevant categories), Assess the landscape and Data Sharing and PIM Sensitivities.	Firstly, target UNHCR IM/protection colleagues, and then coordination fora. Second option to work with migrant and refugee working groups.	TBC