PROTECTION ANALYSIS TRAINING

FACILITATION GUIDE

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Protection Analysis Training Facilitation Guide

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Preface

Over the past two years, the IRC-DRC Results-based Protection Analysis Project has been learning about ***what it takes to create a higher quality and more actionable protection analysis, and what would make the process more accessible and meaningful for those doing and using the analysis*** (at the frontlines, in coordination structures, and across the humanitarian system). And we learned a lot!

We learned how our processes and vocabulary can create barriers for those closest to protection risks to contribute to the analysis process – either in limiting people to specific functions or through using technical jargon that is intimidating or confusing. We learned that when given a chance to explain in their own words, team members from a variety of roles – from protection leads to support staff – have so much insight to offer to the analysis process. ***How can our analysis better leverage the untapped knowledge at the frontline and the analysis that exists often in people's heads?*** We consistently heard about how risks are complex, multi-dimensional and often multi-sectoral in the way that they show up and are experienced by affected people. However, in the analysis and in the action, we can be stuck in our own siloes. ***How can our analysis better integrate data and information from other streams, sectors, and organizations to piece together the puzzle?*** We also learned that it can be hard to "take a step back" and look at the bigger picture when time and resources are so constrained. Moreover, the analysis process is presented as quite linear, but we know it's often messy and iterative. ***How do we bring some clarity to the process, highlight the spaces where protection analysis adds value to people's ongoing work, and meet protection analysis doers and users with the guidance and resources they need at the right time?***

This training package aims to fill that gap by building from what we already know and do!

Activities are designed to be practical and suited to the day-to-day tasks and realities of our participants, while encouraging conversations between people across different roles, teams, organizations, and sectors. It also aims to follow the core tenets of a sound protection analysis as outlined in the IASC Protection Policy and ICRC Professional Standards for Protection Work. The goal is to bring together those we are used to seeing in the world of analysis – the subject matter and data experts – with those who have so much to add and yet are often left behind – frontline protection teams, support staff, affected populations and others. Together, all of these stakeholders can draw from what they already know to create analysis that informs problem-solving strategies towards protection outcomes. To lay the foundation for cross-team collaboration, the training package also aims to use plain language and be clear about the terms that we are using (including a glossary, and "let's talk about videos" to further explain important concepts in the analysis process).

We hope that there are aspects of the training modules that don't look new to you! This training intentionally draws from existing tools, precisely to avoid reinventing the wheel and to support embedding the training modules into existing work processes. We're grateful for the individuals and agencies that have shared tools which we have slightly adapted for the purposes of training activities. We hope that this also encourages teams and facilitators applying the training to similarly look at the tools and resources that they already have and use!

Finally, this is the first training package to be aligned with the Protection Analytical Framework (PAF), endorsed by the Global Protection Cluster in April 2021. The PAF serves as the conceptual backbone, and activities and associated tools are designed to operationalize the concepts and processes outlined within it. In the iterative spirit of the Project, we hope that this training package therefore provides a foundation for an in-depth and integrated analysis, but is able to grow and evolve as we continue to apply and learn from the PAF's practical application. We welcome and appreciate your thoughts and feedback on this training package to inform necessary improvements and better support your protection analysis efforts.

Training overview

This training is intended for everyone who undertakes a protection analysis, including people on the frontline, those connected to inter-agency coordination structures and people who do not have a protection background. It introduces practical and hands-on protection analysis activities similar to real-life activities when protection analysis is applied. Through the training, participants build an in-depth analysis over time, moving from describing the situation towards explaining why and interpreting what is needed to support decision-making (known as descriptive, explanatory, and interpretive analysis). As far as possible it uses simple, plain language and avoids technical and academic terms. This makes it easier to transfer the learning to the context of everyday work.

Training goals and outcomes

The goal of this training is to equip frontline protection and information management staff to **confidently recognize** and **competently apply protection analysis skills** as part of a principled and well-informed response. Through this training people will also learn to collaborate for better protection outcomes and avoid common pitfalls.

By the end of the full training, participants will be able to:

- Describe the core concepts behind an "in-depth and integrated" analysis of protection risks
- Orient a colleague to the Protection Analytical Framework
- Describe and adapt the main steps to be taken for a thorough protection analysis process
- Identify issues that can affect the quality of protection analysis and propose realistic mitigations
- Clearly communicate the results of protection analysis to colleagues and other stakeholders
- Explain how protection analysis can be embedded at work.

Competencies developed through this training

Overall, the intended outcome is that **core analytical competencies inform the planning and delivery of protection strategies.**

Seen against the backdrop of a wider pool of humanitarian and protection information management core competencies[1], six competencies were identified specifically for this training:

1. Demonstrate understanding of protection risks in context, taking into account the threat, the threat's effects on people and communities, and their existing capacity to mitigate or withstand them.
2. Recognize, collect, organize, triangulate and evaluate protection data and information from a wide range of sources across the information landscape, as part of a collaborative and coordinated team.
3. Identify priority protection risks and demonstrate understanding of the relevant actors, networks, relationships and stakeholders who have influence over those risks.
4. Maintain awareness of one's own perceptions, bias and limitations, and take responsibility for working accountably and sensitively with all stakeholders.
5. Demonstrate an understanding of the program context to enable protection analysis processes to be completed at stages where they can best contribute to decision-making.
6. Communicate complex ideas in a straightforward and clear manner that is effective for the intended audience and takes language diversity into account.

Additional and foundational competencies required for protection analysis are found within the PIM Core Competency Framework[2] and the Core Humanitarian Competency Framework[3]. In addition, competencies for Protection Analysis align with the IASC Protection Policy[4], Professional Standards for Protection Work[5].

1 The full list of protection information management core competencies is available here: http://pim.guide/guidance-and-products/product/pim-core-competencies/
2 Ibid.
3 https://www.chsalliance.org/get-support/resource/core-humanitarian-competency-framework/
4 https://interagencystandingcommittee.org/iasc-protection-priority-global-protection-cluster/iasc-policy-protection-humanitarian-action-2016
5 https://www.icrc.org/en/publication/0999-professional-standards-protection-work-carried-out-humanitarian-and-human-rights

Who this training is for

This training is specifically targeted at learners seeking to **operationalize protection analysis in their ongoing day-to-day work.**

Target learners

This training is primarily for protection and information management staff involved in planning, designing, implementing, and coordinating protection analysis and responses. Its design makes it suitable as well for non-protection program staff and frontline colleagues involved in strategy and response design. The training develops the skills of both new and existing team members. It will suit people with a foundation level of understanding of protection and information management concepts and activities.

The training materials are also available in French, Spanish and Arabic.

Target facilitators

The training is ready to be used with light preparation by those leading protection analysis activities within their teams or amongst a group of actors. The design is participatory and hands-on with practical tips and guidance for facilitators. This means that the training materials could be deployed by senior protection staff who may not have participated in the training themselves. The materials are not overly prescriptive, so they can be readily adapted to different contexts.

Getting the most from the training

To participate in the training modules, which introduce key concepts and processes critical for protection analysis, participants need a solid understanding of essential topics. Familiarity with these topics will significantly increase participants ability to gain competence in the 6 areas above and to apply at work what has been learned.

Protection: You should understand what protection is and the basics of protection theory and concepts. The centrality of protection[6], and its current review by the Inter-Agency Standing Committee, guides the understanding of complementary roles, mandates, and expertise of all relevant actors. Result-based Protection[7] also offers a practical problem-solving approach used to address complexity and the ever-changing environment that surrounds protection issues.

International Humanitarian, Human Rights and Refugee Laws: As recognized by the ICRC Professional Standards, protection work requires a wide number and diversity of humanitarian and human rights actors to be involved together in promoting protection of those at risk of violations or other abuses. Protection analysis should therefore inform collective protection strategies, maximizing complementarity across relevant actors. You should possess a basic understanding of these core legal frameworks, and how to navigate the common ground between humanitarian and human rights actors.

Protection information management (PIM): Any process of analysis involves the management of information and data - from collection, processing, analysis, reporting, storage, sharing, using and evaluation. While information management skilled colleagues often hold specific responsibilities related to these activities, protection colleagues also should know basic IM aspects to bridge the gap between information needs and the tools needed to meet these needs, in relation to the analysis. Breaking down discipline siloes through dialogue and collaboration is key for any collaborative protection analysis effort. This includes understanding of the Protection Information Management (PIM) conceptual framework,[8] as well as mastery of technical skills such as using Excel and understanding the analysis spectrum.[9]

6 IASC (2013), https://interagencystandingcommittee.org/inter-agency-standing-committee/iasc-principals-statement-centrality-protection-humanitarian-action-2013

7 https://protection.interaction.org

8 http://pim.guide

9 https://www.acaps.org/sites/acaps/files/resources/files/acaps_analysis_spectrum_poster.pdf

Protection Analytical Framework (PAF): The Protection Analytical Framework, endorsed by the Global Protection Cluster in April 2021, guides the undertaking of robust, context specific protection analysis. It helps to identify the information needed to do protection analysis, that in turn better supports prioritization, and it provides a common structure to the way we organize information.[10] The training is not specific to the Protection Analytical Framework. However, you should be familiar with the available PAF resources, and the embedded principles, concepts and structure.

Context and conflict sensitivity: The training relies on the ability of each staff and their overall organization or agency to: 1) understand the context it operates in; 2) understand the interaction between its intervention and that context; and 3) act upon this understanding in order to minimize negative impacts and maximize positive impacts on conflict.[11] The training also builds from the PIM principles outlined in the PIM Training Resource Pack, including Do No Harm, Informed consent and confidentiality, and Data responsibility, protection, and sensitivity.[12]

10 https://www.globalprotectioncluster.org/2021/08/11/protection-analytical-framework/

11 Conflict Sensitivity Consortium (2012) https://www.conflictsensitivityhub.net/wp-content/uploads/2020/09/6602_HowToGuide_CSF_WEB_3.pdf

12 http://pim.guide/uncategorized/pim-training-resource-pack/

Foundation learning

Before starting the training, some pre-learning is recommended. This suggested foundation learning was chosen to cover a baseline of relevant skills and knowledge. This is so that participants benefit from the content without facilitators having to adapt it significantly. Before starting the training, facilitators should be satisfied that all participants have a basic level of knowledge, skill and competence in the pre-learning topics.

Essentials for participants

Participants may already have a foundation understanding of the essential topics and concepts from their work, however some may have learning gaps. It is recommended that participants complete the following pre-learning courses before starting the training. The pre-learning is strongly recommended to provide a strong starting-point and avoid having to fill learning gaps during the course of the training.

Foundation Learning for Module	Topic	Title resource	Resource provided by	Access link
1	Protection Analytical Framework	Protection Analysis RoadMap	IRC-DRC Result-based Protection Project	https://rescue.box.com/s/wurxwwsz36srzcc79eeki79nor1l2jvf
1	Protection Analytical Framework	Protection Analytical Framework	Global Protection Cluster	https://www.globalprotectioncluster.org/2021/08/11/protection-analytical-framework/
1	Protection	What is protection?	Danish Refugee Council	https://drclearning.thinkific.com/courses/protection
1	Protection	The Centrality of Protection	Global Protection Cluster	https://www.youtube.com/watch?v=Rucc_1N9cio&t=126s
1	Protection	Embracing the Protection Mindset	InterAction	https://www.youtube.com/watch?v=yvFDbt9JPTI&list=PLyy6qkBcE-GCbKssRUyDgOhdokECtM8cV&index=4
1	Protection	What is Result-based Protection	InterAction	https://www.interaction.org/blog/what-is-results-based-protection/
2	Information Management	Concepts of Analysis	International Federation of the Red Cross	https://www.youtube.com/watch?v=0jE-Y7g88K4&list=PLyy6qkBcE-GCbKssRUyDgOhdokECtM8cV&index=12
2	Information Management	Introduction to Data Analysis	We World	https://cpainitiative.org/intro-to-data-analysis/
3	Protection Information Management	PIM e-learning	PIM Initiative	http://pim.onl/index.html
4	International humanitarian, human rights, and refugee law	Stakeholder Mapping and Analysis	Global Protection Cluster Human Rights Engagement Task Team	https://www.canva.com/design/DAEZ5N_agU0/PRon0EkywKidioDJSoCnXw/view?utm_content=DAEZ5N_agU0&utm_campaign=designshare&utm_medium=link&utm_source=recording_view

Facilitators may also ask participants to complete selected pre-learning (e-learning or reading) to establish a shared baseline for a group. A list of recommended resources selected because they complement the content of this training, has been compiled here.

Essentials for facilitators

Facilitators should review the essentials for participants above and this additional list of resources for a deeper understanding of topics and concepts related to protection analysis. Some may also be suitable to recommend to participants.

ACAPS - Analytical Thinking resources
https://www.acaps.org/methodology/analytical-thinking

PIM Quick Reference Flyer (Principles, Process, Matrix)
http://pim.guide/essential/principles-matrix-process-quick-reference-flyer/

PIM Training Resource Pack
https://www.globalprotectioncluster.org/_assets/files/pim-training-resource-pack_2018-edition.pdf

ICRC Professional Standards for Protection Work
https://www.icrc.org/en/publication/0999-professional-standards-protection-work-carried-out-humanitarian-and-human-rights

Results-based Protection
https://reliefweb.int/training/3392908/introduction-results-based-protection-rbp-practitioners

Global Protection Cluster Human Rights Guidance and Tools
https://www.globalprotectioncluster.org/tools-and-guidance/essential-protection-guidance-and-tools/human-rights-engagement-guidance-and-tools/

IASC Operational Guidance on Data Responsibility in Humanitarian Action
https://interagencystandingcommittee.org/operational-response/iasc-operational-guidance-data-responsibility-humanitarian-action

Protection Analysis Resource Repository
https://rescue.box.com/s/trfxly0dgspfp8msqwl1vufggzil22ff

How this training aligns with Protection Information Management training

This protection analysis training has been designed to complement existing training materials on the PIM conceptual framework available in the PIM Training Resource Pack (in English, Spanish and French).[13] As the protection analysis training offers competency development specific to analysis, as a specific action in the wider protection information management process, the trainer may opt to supplement the protection analysis training with additional PIM training content of relevance. Depending on the pre-existing competency levels of training participants, facilitators are particularly recommended to draw on the training content on the PIM conceptual framework. Integrating content from the PIM Training Resource Pack into a protection analysis training, will ensure that prospective training participants have a shared first-hand understanding of the foundational elements of safe, responsible and meaningful protection information management, before diving into the topic of protection analysis.

13 PIM Training Resource Pack, available here: http://pim.guide/uncategorized/pim-training-resource-pack/

Continuing the learning

Useful additional reading

Facilitators may wish to suggest selected additional reading for participants, from the list above. Suggested topics include:

- Joint Intersectoral Analysis Framework: https://gho.unocha.org/delivering-better/joint-intersectoral-analysis-framework
- Global Protection Cluster HPC Trainings: https://www.globalprotectioncluster.org/tools-and-guidance/hpc-guidance/
- Data Cleaning
- Responsible Data Management
- Qualitative and Quantitative Methods
- Data Analysis and Visualization
- Analytical Writing and Reporting

Learning between modules and after the training

At the end of each training module, participants will identify an activity to put into practice at work. In the final module they will make an action plan for further learning. This could include any of the extension learning listed above. Depending on the context, facilitators could support participants to extend their learning through activities like connecting to a community of practice and meeting in peer-mentoring pairs or groups. A specific Skype Channel for colleagues applying the Protection Analytical Framework can also be accessed here: https://join.skype.com/GqLKQMcHsaMu. Forming mentoring or coaching relationships with protection coordinators, program leads, technical advisors and/or cluster leadership could also support them to achieving longer-term learning goals beyond this training.

Terms and definitions as used in the training

This training complements other training on protection and protection information management. While academic and technical terms have been avoided where possible, definitions of key terms are available in the appendix. In addition, the glossary for the Protection Analytical Framework can be found here. Other definitions can be found in the Protection Professional Standards[3] and Protection Information Management (PIM) Common Terminology[14].

14 PIM (2015). Protection Information Management Common Terminology, available at: http://pim.guide/guidance-and-products/product/pim-common-terminology/

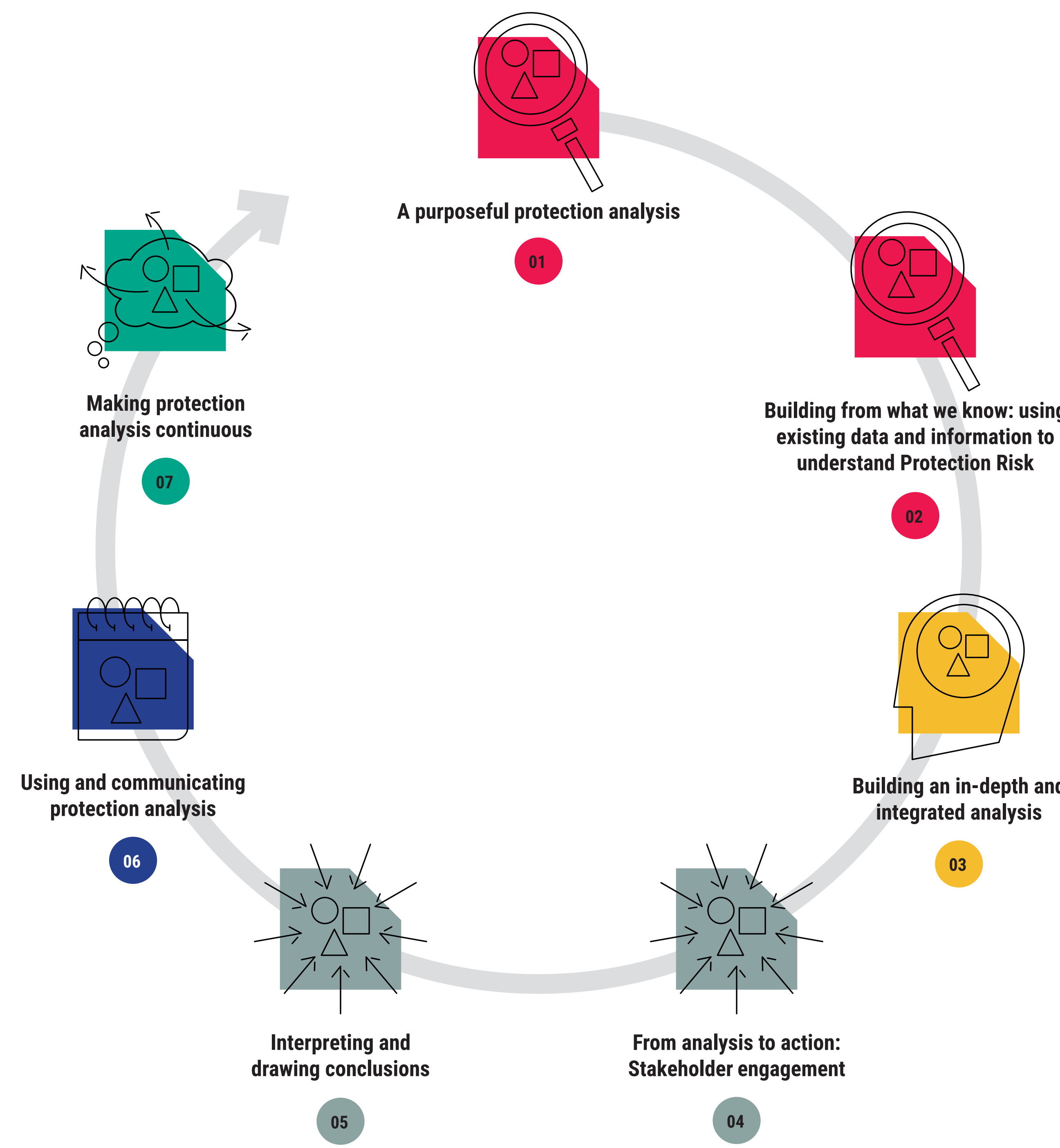
Training approach

The training focuses on a core curriculum that connects the protection analysis process with participants' existing experience in context. Training activities are designed to highlight and address areas where mistakes are often made, or important things are missed out.

Training structure

This training places protection analysis activities in a realistic process. Although usually there are specific points for formal analysis and reporting, in real life protection analysis must be a continuous process that takes place at the front line of our work.

The titles of the modules show the sequence of activities. Using the same scenario and tools throughout the training shows how protection analysis is a continuous process.



MODULE 1: A purposeful protection analysis
MODULE 2: Building from what we know: using existing data and information to understand Protection Risk
MODULE 3: Building an in-depth and integrated analysis
MODULE 4: From analysis to action: Stakeholder engagement
MODULE 5: Interpreting and drawing conclusions
MODULE 6: Using and communicating protection analysis
MODULE 7: Making protection analysis continuous

Training process

Beginning in the first module, the group will gradually build a contextual case scenario. There are tasks to complete in each module, which help to transfer protection analysis activities into everyday work. Step by step, relevant components of resources for protection analysis including the Protection Analytical Framework (PAF) are introduced. Participants are prompted to reflect on their learning in each module so that they can build on it in the next.

Flexible training materials

The materials created for this training can be used in different contexts and with different groups. The next part of this guide introduces the materials, and supports facilitators to structure a training process that is appropriate for their group.

Planning your training

CHECKLIST: Preparing to use the training

- Read through the entire training!
- Identify if it's the right training for your group
  Do they need something else first / instead?
- Decide on the format and timeline of your training
  Will it be remote (online) or in-person? Will you conduct it over a few days or embedded in team meetings over 2-3 months? Have you got reliable IT (internet access, IT hardware, use of online platforms) or do you need to use paper & pens?
- Review the **standard recommended module agenda** and decide how to tailor it to the group.
- Communicate with participants.
  Especially ensure that they have time to do the pre-learning you set, and understand the commitment needed to complete the training. Be clear about how they will demonstrate they are ready (e.g. completion certificates for e-learning).
- Review the example scenario prompts and case examples, to ensure they are contextually relevant and appropriate. Adapt them where necessary.
- Review the training tools, using the examples to check that you are confident with the tools.
- Arrange your training schedule to ensure that you can cover the core activities.
  It is better to work steadily through short pieces of the training over a longer time than to rush. Skipping stages might confuse participants and make them uncertain about how to use the learning at work.
- Assemble the tools and resources you need.
  This includes downloading and printing resources, pens, flipcharts and sticky notes for face-to-face training, ***or*** *preparing Miro whiteboards, google documents / spreadsheets and links for remote training.*
- Check that video content works by downloading and playing it!
  In areas where bandwidth is variable, you may need to send the videos to participants to watch before or after the training sessions.

Training planning guidance

In the guidance below, there are recommendations for planning how to deliver the modules in a way that is sensitive to the context and appropriate for participants. For example, each module should include a welcome and introduction at the beginning and a summary and wrap-up at the end. However, introductory activities, icebreakers and closing activities must be culturally appropriate for their group and the context of the training. Therefore there is no prescriptive guidance for these components included in the activity facilitation guides.

Tailoring the training to the group

Logistics

The training is made up of 7 modules. Each module is about 2-2.5 hours long, but timing will depend on how facilitators tailor the training to the group. Facilitators should review the activity facilitation guides and decide how long they think the group will need for the activity, depending on their existing experience. For some groups it may be appropriate to break each module up into shorter learning sessions.

Breaks should be included at appropriate times for the group. The exact timing is up to the facilitator(s) to decide, based on the setting and participants' needs. For example, the material could be used for in-person (face-to-face) training for a short course or over several weeks of remote sessions as part of ongoing team learning. More experienced facilitators can use the materials flexibly to create tailored trainings.

It is helpful to dedicate time in between each training module to give participants time to apply the learning at work. Between each module there are also short tasks for participants to complete. For each module, these tasks take no longer than 1 hour.

Online – offline flexibility

Training modules can be delivered in-person or remotely. All the online tools are available on free platforms. The in-person training tools are downloadable and printable, so facilitators can use either. It's also possible to combine these approaches by using online platforms in an in-person environment. Facilitators should decide how to deliver the training and which learning tools to use based on their own confidence, the context participants are working in and the tools that participants are most likely to apply at work afterwards.

Special considerations for remote / online training

Try to have a second facilitator for remote training

The co-facilitator takes the role of 'tech. facilitator'. They manage IT, while the main facilitator works with the group and the content. The tech. facilitator should share screens and links for online platforms etc. and watch the chat for any questions or problems raised by participants. If any participants are having technical issues such as with audio or video, the tech. facilitator can help them without disrupting the training.

Timing for online / remote sessions is very important

Be aware of different time zones when scheduling sessions. Breaks are needed to accommodate obligations such as prayer as well as comfort breaks. Sometimes splitting the training session with a big break (1-2 hours) in the middle enables participants to attend to other tasks or meetings. If there are certain times of day when there is more bandwidth or the power supply is more reliable, schedule training accordingly. If possible, record the training so that participants can catch up if they drop off the training unexpectedly.

Schedule a practice session online

Schedule practice sessions (with the co-facilitator) to try out the training activities and decide which tools to use. Make adaptations you think will be necessary to make the training accessible to participants. There are free video tutorials and guidance blogs available for all the online platforms recommended (Zoom, Miro, GoogleDrive) so give yourself time to familiarize with the ones you want to use.

Standard recommended agenda for a module

Welcome, overview	In plenary, welcome participants and give an overview of what they can expect from the module FORMAT AND ACTIVITIES ARE FACILITATORS CHOICE
Introduce / update the scenario	In plenary, the facilitator introduces the scenario and guides participants contributions to contextualise and develop it GUIDANCE PROVIDED IN THE ACTIVITY FACILITATION NOTES
Activity walkthrough	In plenary, the facilitator walks participants through the main activity for the module, to produce a 'worked example'. This ensures that participants understand the task and how to use the training tools, so they are able to work together to produce a defined output. GUIDANCE PROVIDED IN THE ACTIVITY FACILITATION NOTES
Group activity	In small groups, participants work together through the task which is broken down into stages. The facilitator is on hand to support if required. For some tasks, small groups work through the task guided by the facilitator throughout. GUIDANCE PROVIDED IN THE ACTIVITY FACILITATION NOTES
'Let's talk about…' video	Recommended points for including the videos are marked in the relevant modules. VIDEOS AND GUIDANCE PROVIDED IN THE ACTIVITY FACILITATION NOTES
Q&A	In plenary, a discussion using prompting questions included in the facilitation notes. GUIDANCE PROVIDED IN THE ACTIVITY FACILITATION NOTES
Reflective practice	Individually, participants use a reflective tool to review their learning in the module, identify an action to apply at work and plan any further learning activities. Facilitators provide a preparatory task which participants complete in readiness for the next module. REFLECTION TOOL & GUIDANCE PROVIDED IN THE ACTIVITY FACILITATION NOTES
Summary	In plenary, the facilitator recaps the module and highlights key connections to resources, tools and priority themes. FORMAT AND ACTIVITIES ARE FACILITATORS CHOICE

Training materials

Activity facilitation guides

These guides present step-by-step guidance and facilitator talking points for each module. The activity facilitation guidance focuses on the core curriculum of protection analysis and other essential activities that relate to the competencies for the training.

'Let's talk about …' videos

Using these short video presentations of more in-depth protection analysis activities and concepts, means that everyone who participates in the training gets consistent teaching about them. Using videos also means that facilitators do not have to provide all the instruction! The videos are placed in an appropriate position in the activity facilitation guides and a short Q&A is recommended afterwards. The videos can also be used as preparatory learning activities between modules, and facilitators and participants can review them at any time.

There are videos on the following topics:

- What is protection risk?
- Introducing the Protection Analytical Framework
- Sources and methods for primary data collection
- How should we prioritize risk? Methods of risk prioritization: severity
- Engaging communities throughout the process of protection analysis
- Designing an information management system
- Planning for continuous analysis

They are in this folder on box.

Structured reflection

In line with good practice in adult learning, structured reflection is built into each module. This is essential to help participants to embed what they have learned, plan how to implement that learning at work, identify opportunities for further development and prepare for the next session. The recommended tasks to prepare for the next module are in the activity facilitation notes.

Training tools

The tools used in the training module activities are largely drawn from existing tools including the PAF. The purpose of this is to provide maximum opportunity for participants to gain familiarity and confidence with protection analysis tools. Some of these tools they may already be familiar with, or facilitators may prefer to highlight tools that are more familiar to the participants.

Please note: The tools suggested in the training exercises are not meant to be prescribed for all protection analyses, but are provided to complete the exercises within the training and build the analytical thinking and competencies desired. Using them helps participants understand how to use tools in the process of protection analysis and feel more confident about using them at work.

The tools and resources adapted for the training can be found here.

Overview of training tools

In-person and paper training tools

To use the training tools in person, the .pdf versions can be printed out or copied by hand onto flipcharts and posters.

Training tools on Miro

Miro is a giant online whiteboard which many people can view and edit together. The training tools on Miro are called 'canvases' in the facilitation guide. You can view the tools on Miro here.

To use these tools in training, first create a free Miro account. Copy the tools from the Protection Analysis Training Modules board which is view-only and paste them onto a board on your own account. Set aside time to get familiar with using Miro before starting the training. There are multiple tutorials and tips on Miro, so you will quickly learn the different features and functions. You can then invite training participants to use the board you created, without them having an account of their own.

Training tools on google sheets

The spreadsheets created for the training are on google sheets. The activity facilitation guide explains which tools to use for each module. For some of the training activities you can choose which kind of tool to use, depending on whether you want to enable broader brainstorming and reflection (posters & canvases) or a greater focus on data and information (spreadsheets). You can view the tools on google sheets here. Each tool is on a different tab in the spreadsheet.

To use these tools in training, first create a free Google account. Copy the entire Protection Analysis Training Modules spreadsheet file to your own google drive. Set aside time to get familiar with using spreadsheets as a shared file before starting the training. You can then share the file so training participants can use the spreadsheet you created, without having to create an account of their own. You can also download and use the file on your preferred spreadsheet app.\

The tools created for this training have been adapted from the following existing tools

MODULE 1: The **Organization of Data/Information Tool** was adapted from "Articulating our information needs", from HAP ACAPS[15], Case examples from Oxfam's[16] Improving Safety of Civilians Training Pack; PAF Concepts Card Pack

MODULE 2: The **Protection Risk Identification** was adapted from InterAction[17]

MODULE 3: The **Reference Points Timeline** was adapted from "Reference Points Analysis", from We World[18]

MODULE 4: The **Roadmap for Assessing the Information Landscape** was adapted from IRC – InterAction ProSpine[19] , the PIM Matrix and Assessing the Information Landscape,[20]

MODULE 5: The **Theory of Action Matrix** was adapted from We World, InterAction and DRC[21]

MODULE 6: The **Outcome Definition tool** was adapted from Grau/Britt 2012, We World[22]

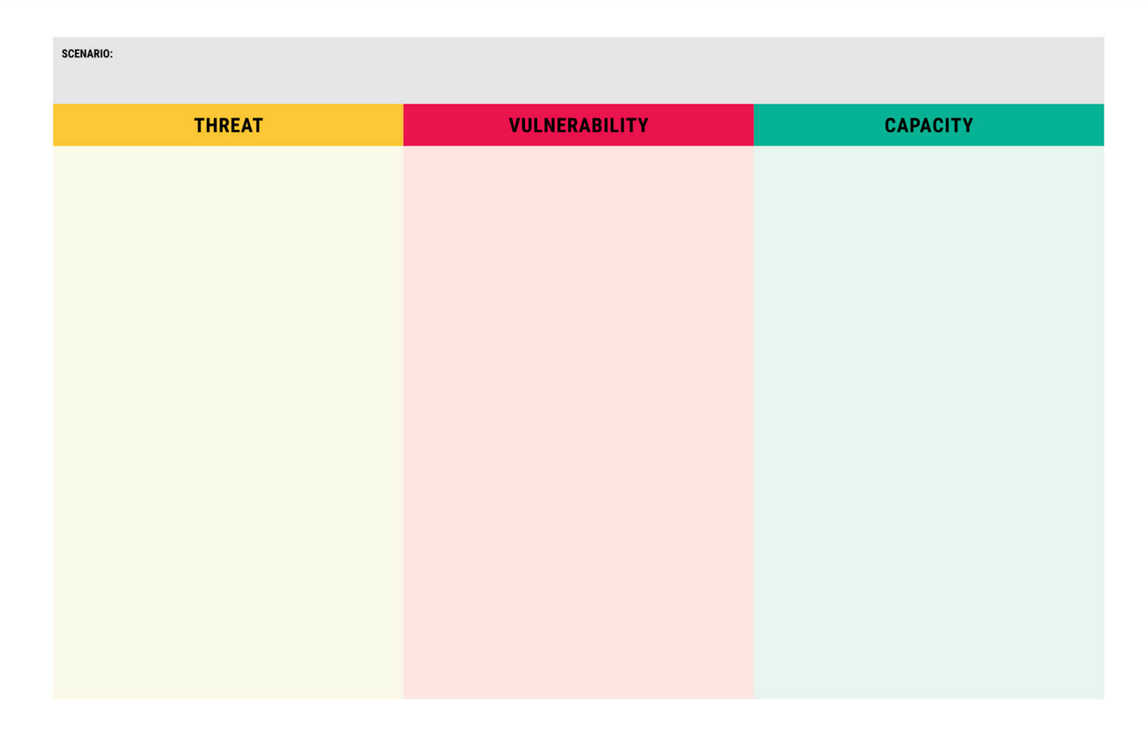
15 Adapted from ACAPS Humanitarian Analysis Programme Final Course Materials for Joint Analysis
16 https://policy-practice.oxfam.org/resources/improving-the-safety-of-civilians-a-protection-training-pack-115396/
17 Adapted from InterAction's Training and Facilitator's Guide: Continuous Context-specific Protection Analysis (forthcoming)
18 See CPA Guidelines page 40 (adapted)
19 Modified from workshop tools developed with IRC-DRC Project, InterAction & Nigeria ProSpine consortia
20 Drawn from PIM Roadmap: Assessing your information landscape
21 Informed by We World https://cpainitiative.org/guidelines/, InterAction Causal Logic Guidance and DRC Complementary Mapping Tool
22 See CPA Guidelines page 155, inspired by Outcome Harvesting, Ricardo Wilson-Grau and Heather Britt, Ford Foundation, 2012. https://goo.gl/WcSQDh

PROTECTION ANALYSIS TRAINING

FACILITATION GUIDE: APPENDICES

Appendix 1: tool overview

Problem Reflection (Canvas)



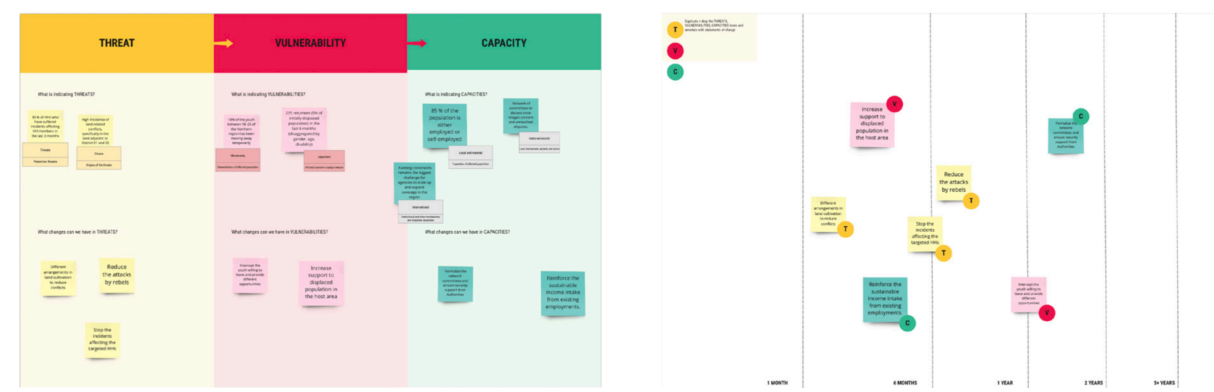
In module 1, use this tool to organize the initial reflection about the problem

- The tool is available on the Miro board or as a .pdf
- Use Miro sticky notes for the brainstorm
- If you are working in-person, print or make a large poster and brainstorm with sticky notes or cards

After the reflection, you'll start to match PAF categories to the sticky notes

Protection Risk Identification (Canvas)

PDF Canvas Resource



[Facilitator's Miro Board]

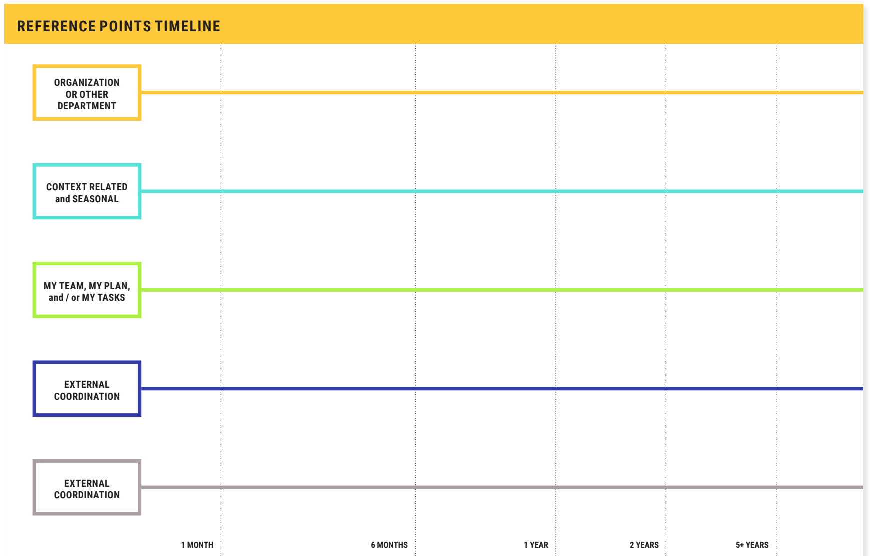
In module 2, use this tool to break down factors of protection risk

- The tool is available on the Miro board or as a .pdf
- Use Miro sticky notes for the brainstorm
- Keep all the sticky notes even if they are not placed at this stage, as the information will be relevant for later reflections
- If you are working in-person, print or make a large poster and use sticky notes or cards

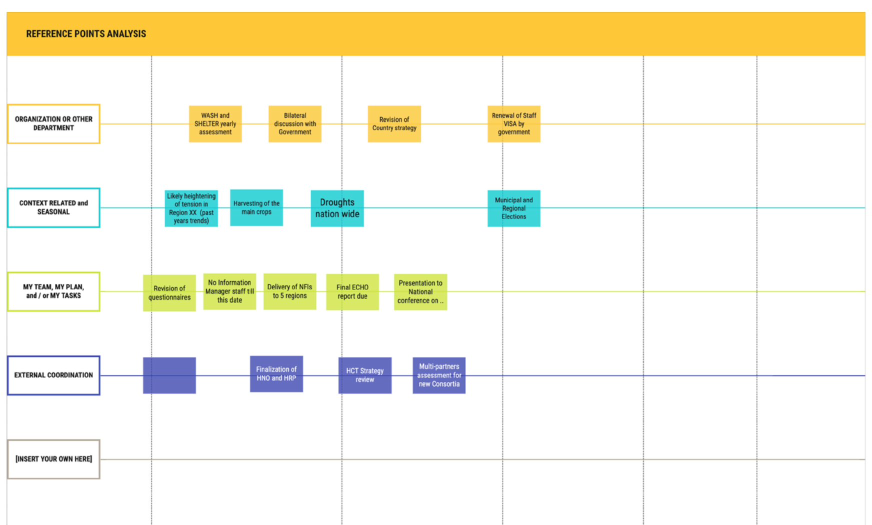
There is an alternative spreadsheet tool for this activity

It is best to use either the poster / canvas (Miro) or spreadsheet tools for this module

Reference Points Timeline



PDF Canvas Resource



[Facilitator's Miro Board]

In module 2, share this tool as a reflection and to prepare for module 3

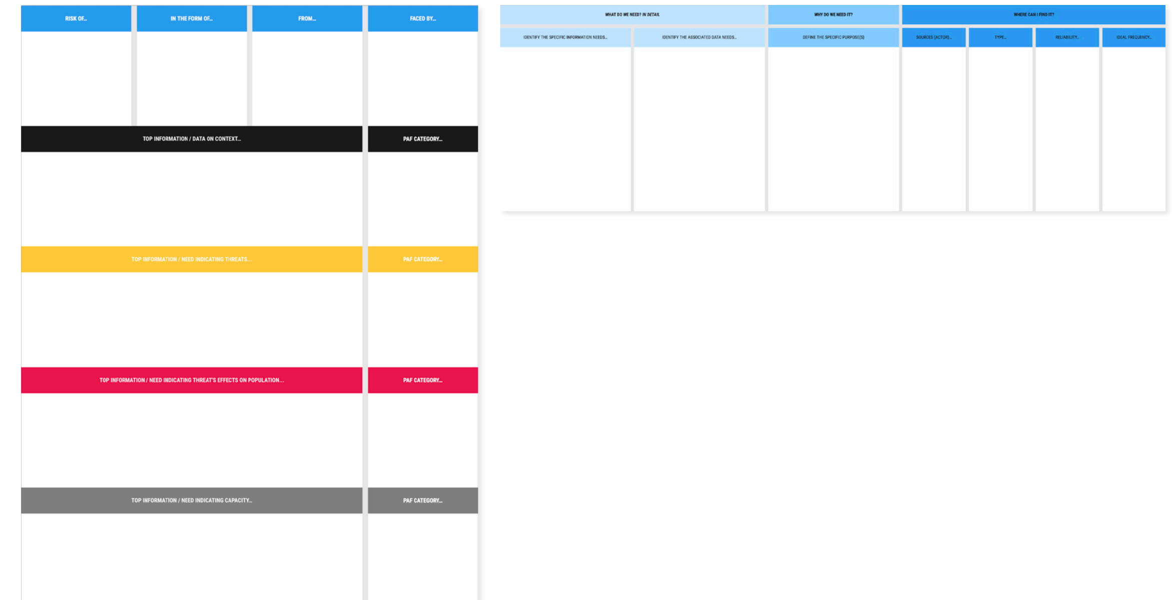
- The tool is available on the Miro board or as a .pdf
- Use Miro shapes to place events on the timeline

- If you are working in-person, print a blank .pdf copy for each person
- They should write onto the timeline

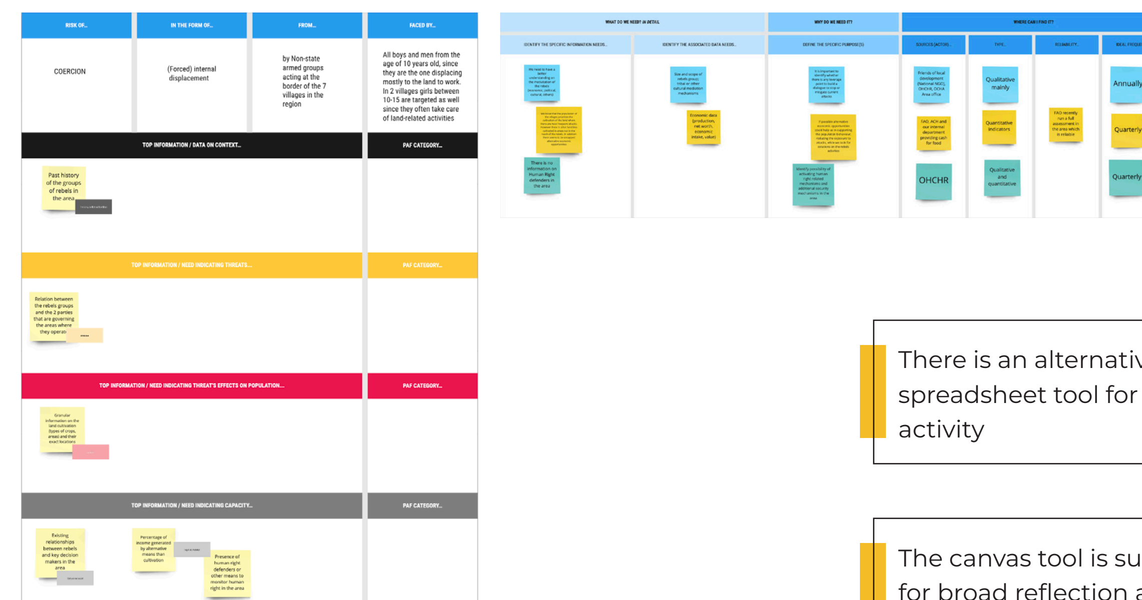
> There is an alternative spreadsheet tool for this activity

> This tool is used frequently for reflection from modules 3-7

Roadmap Template for Assessing Information Landscape (AIL)



PDF Canvas Resource



[Facilitator's Miro Board]

> There is an alternative spreadsheet tool for this activity

> The canvas tool is suitable for broad reflection and brainstorming, and the spreadsheet tool is suitable for deeper and more evidence-focused work

In module 3, use this tool to reflect on what data / information is needed

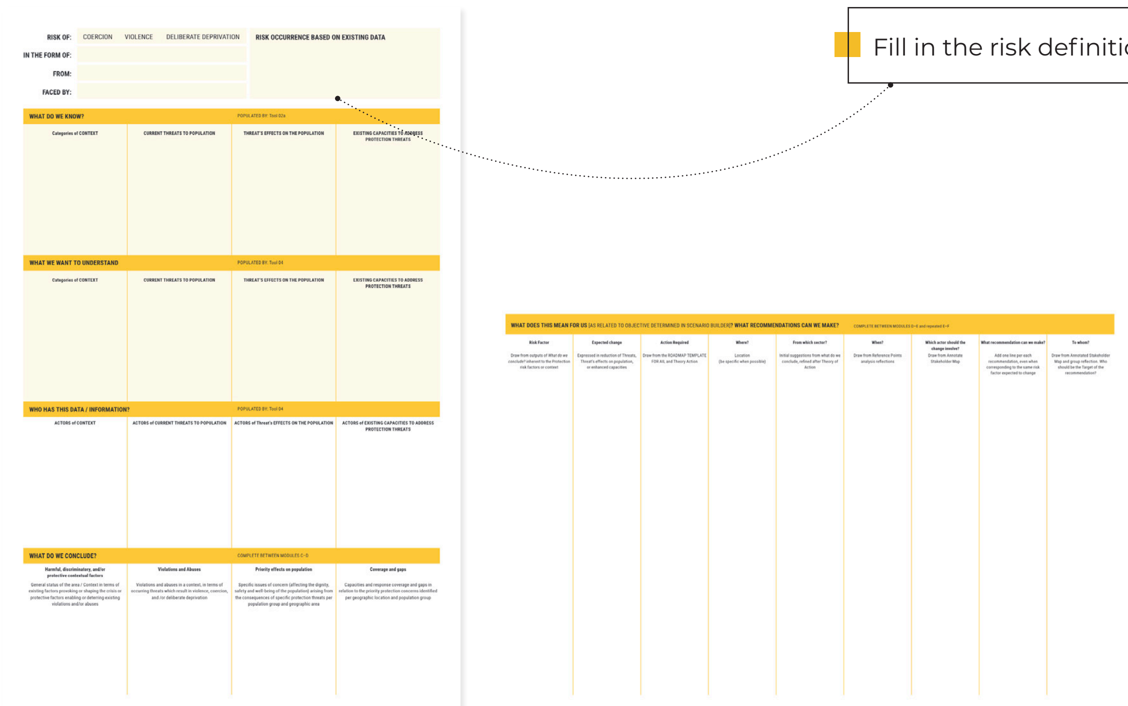
- The tool is available on the Miro board or as a .pdf
- Use Miro sticky notes for the reflection

- If you are working in-person, print or make a large poster and use sticky notes or cards

> The Combined Information Landscape matrix is used from modules 4-7. The spreadsheet auto-populates a combined information landscape which supports deeper evidence-based reflection

Problem Solving Approach (Canvas)

Fill in the risk definition here



PDF Canvas Resource

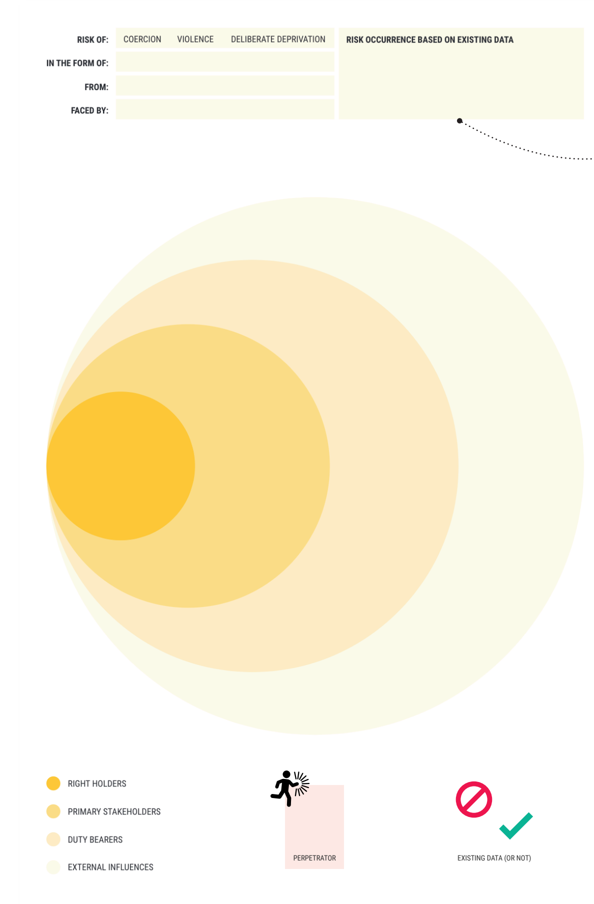
[Facilitator's Miro Board]

In module 4, use this tool to reflect on recommendations based on the data

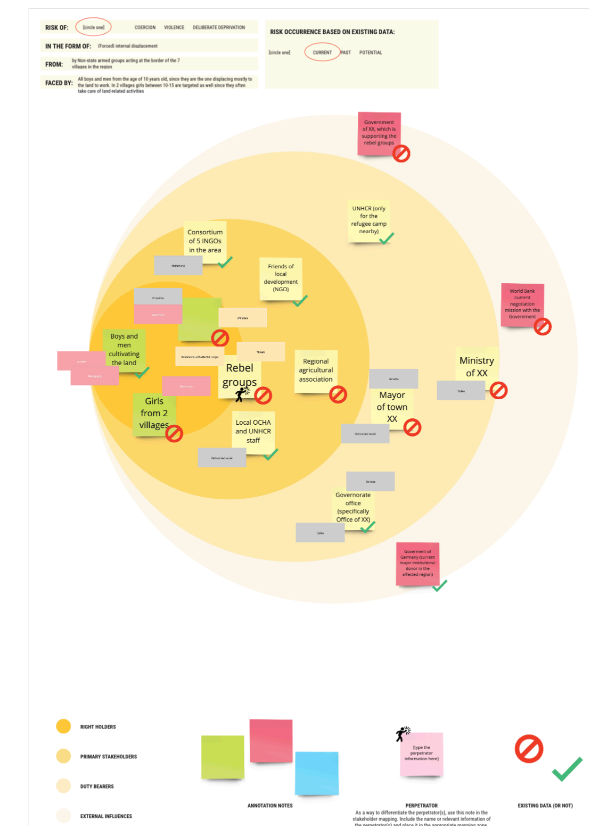
- The tool is available on the Miro board or as a .pdf
- Use Miro sticky notes for the reflection
- If you are working in-person, print or make a large poster and use sticky notes or cards

Stakeholder Map

Fill in the risk definition here



PDF Canvas Resource



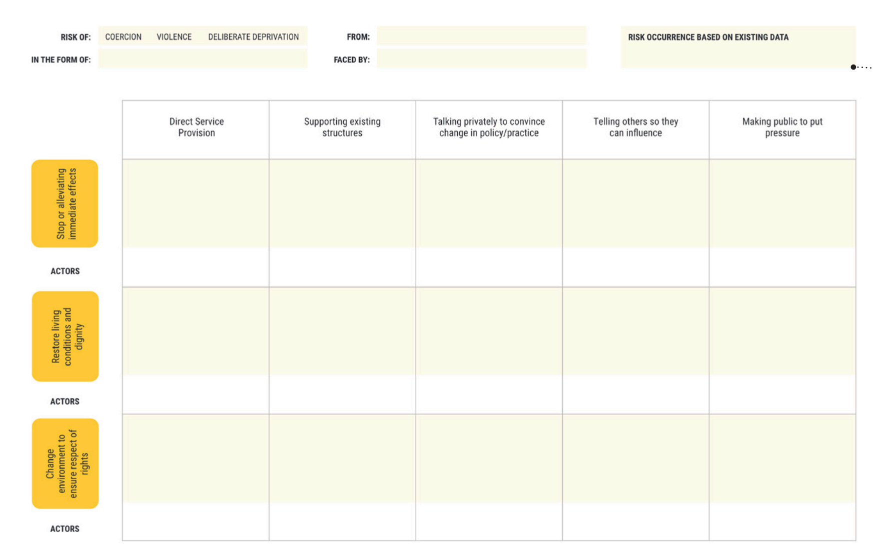
[Facilitator's Miro Board]

In module 4, use this tool to reflect on recommendations based on the data

- The tool is available on the Miro board or as a .pdf
- Use Miro sticky notes and marking tools to add detail and labelling to the actors
- If you are working in-person, print or make a large poster and use sticky notes or cards

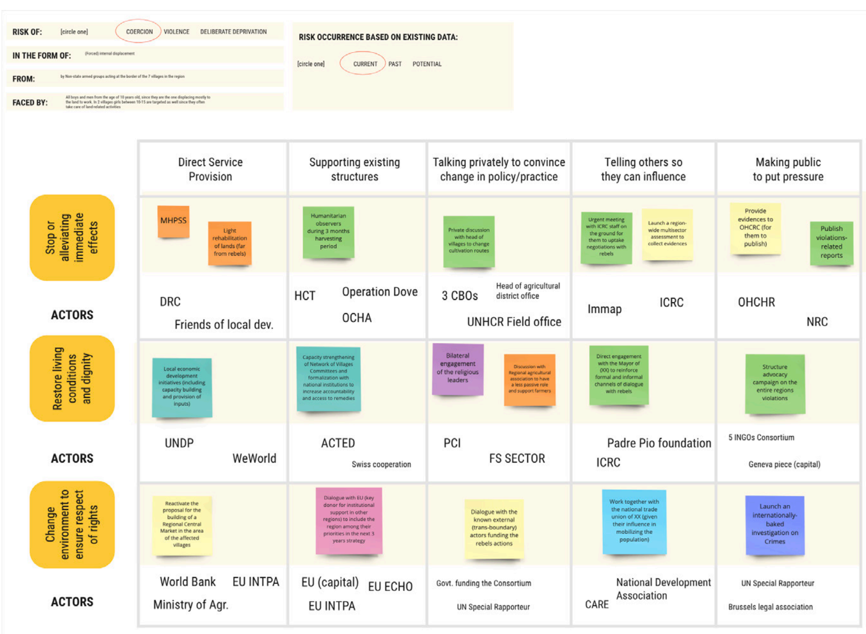
This tool is used from modules 4-7. There are columns in the combined information landscape tool in the spreadsheet, where you can record actors to be engaged

Theory of Action (Canvas)



PDF Canvas Resource

Fill in the risk definition here



[Facilitator's Miro Board]

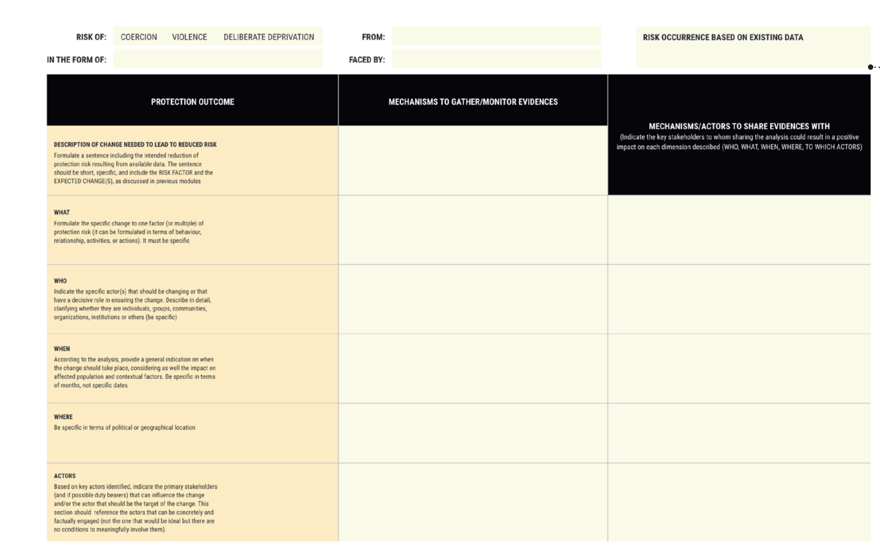
In module 5, use this tool to reflect on actors related to the risk

- The tool is available on the Miro board or as a .pdf
- Use Miro sticky notes and writing tools
- If you are working in-person, print or make a large poster and use sticky notes or cards

There is an alternative spreadsheet tool for this activity

This tool is used from modules 5-7

Outcome Definition Table



PDF Canvas Resource

Fill in the risk definition here

[Facilitator's Miro Board]

In module 6-7, use this tool to envision protection outcomes

- The tool is available on the Miro board or as a .pdf
- Use Miro sticky notes and writing tools
- If you are working in-person, print or make a large poster and use sticky notes or cards

Appendix 2: glossary

AFFECTED POPULATION: *Includes all people whose lives have been impacted as a direct result of the crisis. Characteristics of the affected population include:*

- *being in close geographic proximity to a crisis;*
- *being physically/emotionally impacted including being exposed to a human right's violation/protection incident;*
- *experiencing personal loss or loss of capital and assets as a direct result of the crisis (family member, house, livestock, or any other asset);*
- *being faced with an immediate threat from a crisis.*[1]

ANALYSIS: *Making sense of data to understand relationships between information and inform decision-making*

ACTORS: *The people and organisations who are active, or have influence, in the context being analysed.*

DUTY BEARERS: *Those actors (individuals or entities) responsible for fulfilling the rights of rights-holders.*[2]

PRIMARY DUTY BEARERS: *are those who hold the primary obligation and responsibility to respect, protect, and fulfil the rights of persons on their territory or under their jurisdiction or control. Under International Law, authorities at all levels of government are primary duty bearers. In addition, all State and non-State parties to conflicts have additional responsibilities under International Humanitarian Law.*[3]

PRIMARY STAKEHOLDERS: *The intended target population of a protection action (right-holders)*

KEY STAKEHOLDERS: *Actors that can significantly influence the protection of primary stakeholders.*

CAPACITY: *the resources and capabilities that are available to individuals, households, and communities to cope with a threat, or to resist or mitigate the impact of a threat. Resources can be material or can be found in the way a community is organised. Capabilities can include specific skill sets or the ability to access certain services or move freely to a safer place.*

COERCION: *forcing someone to do something against their will.*

CONTEXT: *Factors to understand what is provoking and shaping the crisis dynamics and resulting protection situation by looking at specific characteristics of the context and environment (PAF PILLAR).*

CURRENT THREATS TO THE POPULATION: *Threats that are currently occurring and how these are affecting different population groups and geographic areas. Includes information describing the main actors responsible for the threat, their responsibilities and duties to protect people, and the factors causing or driving the threats (PAF PILLAR).*

DATA: *A collection of facts, such as numbers, measurements, or observations.*[4]

DELIBERATE DEPRIVATION: *intentional action to prevent people from accessing the resources, goods, or services they need and have the right to access.*

EXISTING CAPACITIES TO ADDRESS PROTECTION THREATS: *The resources and capabilities (skills, knowledge, social networks, and other factors) that exist at the individual and local level to address protection threats, either by mitigating the consequences or addressing the drivers of the threat. Includes analysis of any institutional responses or national and international capacities (PAF PILLAR).*

INFORMATION: *Data that have been given some meaning as a result of their being organized and processed, and through relational connection. (Professional Standards)*

1 http://pim.guide/wp-content/uploads/2018/04/Protection-Information-Management-Terminology_Revised-Edition-April-2018.pdf
2 https://alliancecpha.org/en/glossary-minimum-standards-child-protection-humanitarian-action-2019-edition
3 Ibid.
4 http://pim.guide/wp-content/uploads/2018/04/Protection-Information-Management-Terminology_Revised-Edition-April-2018.pdf

OUTCOME MILESTONES: *changes in behavior, attitude, knowledge, policy, or practice (of duty bearers or other stakeholders) that indicate reduced risk*

PROTECTION ANALYSIS: *a process undertaken to identify protection risks with the aim of informing strategies and responses.*

PROTECTION NEED: *arises when victims of violations are unable to defend their basic interests and no longer benefit from the basic respect they are entitled to from authorities and other actors who have control over them or on whom they depend.*

PROTECTION OUTCOME: *a reduction of the risk, including through improved fulfilment of rights and restitution, for victims/survivors. It includes reducing the threats people face, reducing people's vulnerabilities to these threats, and enhancing their capacities.*

PROTECTION RISK: *actual or potential exposure of the affected population to violence, coercion, or deliberate deprivation.*

THREAT: *a human activity or a product of human activity that results in a form of violence, coercion, or deliberate deprivation. Threats can be the perpetrator (agent of the threat) or a policy or norm (source of threat) that is causing harm.*

THREAT'S EFFECTS ON THE POPULATION: *The population groups that are affected by the threats, how or why are they vulnerable to these threats, and how the consequences may be different across different population groups and geographic areas (PAF PILLAR).*

VIOLENCE: *the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation.*

VULNERABILITY: *certain characteristics or circumstances of an individual or group, or their surrounding physical environment, which diminish ability to anticipate, cope with, resist or recover from the impact of a threat. People differ in their exposure to a threat depending on their social group, gender, ethnicity, age, and other factors. Vulnerability is not a fixed or static criterion attached to specific categories of people, and no one is born vulnerable.*

Appendix 3: Protection Analysis competencies related to PIM competencies

PA TRAINING COMPETENCES	PIM COMPETENCES
1. Demonstrate understanding of protection risks in context, taking into account the threat, the threat's effects on people and communities, and their existing capacity to mitigate or withstand them.	**KNOWLEDGE:** knowledgeable of key protection norms and standards and a holistic approach of protection and the ability to incorporate these into operational and technical solutions; Demonstrated understanding of humanitarian and protection principles and their application
	ATTITUDES: Is able to facilitate consensus on objectives and thematic focus of relevant protection IM system(s)
2. Recognise, collect, organize, triangulate and evaluate protection data and information from a wide range of sources across the information landscape, as part of a collaborative and coordinated team.	**SKILLS:** Proactively, critically and collaboratively assesses various stakeholders and initiatives to identify information requirements and to spot linkages
	KNOWLEDGE: knowledge and understanding of monitoring and evaluation techniques – including different types of indicators - and how to apply them to protection information management
	ATTITUDES: Is able to facilitate consensus on objectives and thematic focus of relevant protection IM system(s); Effectively engages and communicates with communities in a responsible manner and is aware of AAP principles
3. Identify priority protection risks and demonstrate understanding of the relevant actors, networks, relationships and stakeholders who have influence over those risks.	**KNOWLEDGE:** knowledgeable of key protection norms and standards and a holistic approach of protection and the ability to incorporate these into operational and technical solutions
	ATTITUDES: Is able to set clear milestones, organizing work accordingly and monitoring progress
	SKILLS: Understand and able to apply a community and rights-based & participatory approach; Proactively, critically and collaboratively assesses various stakeholders and initiatives to identify information requirements and to spot linkages
4. Maintain awareness of one's own perceptions, bias and limitations, and take responsibility for working accountably and sensitively with all stakeholders.	**KNOWLEDGE:** Demonstrated knowledge and understanding of age, gender and diversity mainstreaming (AGDM)
	ATTITUDES: Proactively keeps people informed and communicates effectively with a variety of stakeholders – internal and external colleagues and between technicians and decision makers, translating technical discussions for a non-technical audience
5. Demonstrate an understanding of the program context to enable protection analysis processes to be completed at stages where they can best contribute to decision-making.	**SKILLS:** Ability to establish partnerships with other sectors and to spot linkages and synergies for PIM systems with other processes
	KNOWLEDGE: Has a clear understanding of the humanitarian system, including phases of humanitarian response; knowledge and understanding of monitoring and evaluation techniques — including different types of indicators — and how to apply them to protection information management
	ATTITUDES: Is able to set clear milestones, organizing work accordingly and monitoring progress
6. Communicate complex ideas in a straightforward and clear manner that is effective for the intended audience and takes language diversity into account.	**SKILLS:** Effectively uses quantitative and qualitative analysis as well as visualization methods, software and ability to produce and disseminate regular IM products tailored to appropriate audiences
	ATTITUDES: Effectively engages and communicates with communities in a responsible manner and is aware of AAP principles; Proactively keeps people informed and communicates effectively with a variety of stakeholders– internal and external colleagues and between technicians and decision makers, translating technical discussions for a non-technical audience; Cross-sectoral technical and non-technical communication ability; including the ability to affectively influence information management techniques of other sectors towards a protection based approach

Appendix 4: scenario case examples

The following examples are hypothetical scenarios for you to use as you begin facilitating the training. The examples are provided as means to highlight the variety of instances in which a protection analysis would be helpful, if not necessary. Encourage participants to bring their own scenarios to the training.

You are working in a rural area with very fertile land, but most of the fields are abandoned. People tell you that they are afraid that if they leave their village to cultivate their fields they may be abducted or even killed by the rebels. Surely their land will be taken away.

While talking to community members during an assessment, you hear that the community leader(s) are preventing families to access to the community water sources, unless they pay a “tax”. Women and girls may be asked for sexual favours.

A community is currently at the breach of leaving their area due to the harsh living conditions, specifically the lack of food, water and livelihood opportunities. The community is an area seemingly prioritized by the Humanitarian response and 4 INGOs are providing food and water basic needs.

The authorities have imposed travel restrictions that are preventing people from going to work, separating families, and even stopping people from accessing basic services, particularly medical care and market for food provision.

During the last 8 years we have provided the same protection, shelter and wash services to an area inhabited by Refugees, but their conditions and coping capacities have been worsening reaching now the tipping point. The population is resorting to illegal and/or dangerous solutions, families are separating in search of opportunities or they are further displacing facing an hostile host-community.

The agreement with the governmental authorities states that the IDPs in the area should receive cash and basic support for 6 months. They only received 1-month worth of cash and supplies. Many are either returning home or moving to other areas, where there is either ongoing conflicts or other population in the same situation.

A purposeful protection analysis

ACTIVITY FACILITATION STEPS AND NOTES

01

A purposeful protection analysis

01

Objective

Establish the initial approach and the way we need to think for protection analysis.

Learning outcomes

By the end of this module, participants will be able to

- Use case examples to describe a contextually relevant problem that may be linked to a protection risk
- Reflect on a problem as the starting point for identifying a protection risk
- Describe the purpose of the analysis and how it relates to problem-solving action

Key messages

1. Protection analysis helps us understand problems that may be related to protection risks. Start the analysis process by identifying problems in a given context.
2. Use structured questions to identify factors that could indicate possible protection risks, and whether those factors are related to threats, vulnerabilities, capacities or the wider context.
3. Be aware of your assumptions. Do not start the analysis working from assumptions. Think broadly across all sectors and functions to avoid missing information. Reflect on the information you have, to help you see what might be missing.
4. The perspective of affected people is central to understanding problems, so it is essential to take their views into account throughout the analysis process. Ensure that your analysis takes into account the diverse perspectives among the people affected.
5. The purpose of protection analysis is to use our understanding of protection risks to identify the changes that need to happen to reduce those risks. It includes reducing the threats people face, reducing people's vulnerabilities to these threats, and enhancing their capacities.
6. Protection analysis is already part of your existing activities. An organized and structured approach helps ensure that it is purposeful

Activities & tools

BUILD THE STARTER SCENARIO [Scenario Brief Builder]
LET'S TALK ABOUT...VIDEO: WHAT IS PROTECTION RISK?
REFLECT ON THE PROBLEM [Problem Reflection Canvas / Poster]
REFLECTIVE PRACTICE & PREPARATION TASK FOR MODULE 2 [Organization of Data/Information Tool]

Scenario & examples

The training builds on a scenario to relate the exercises to real-life events where protection analysis is needed. Either build the scenario during the session using one of the example problems and the Scenario Brief Builder, or choose a problem and scenario from your recent local context

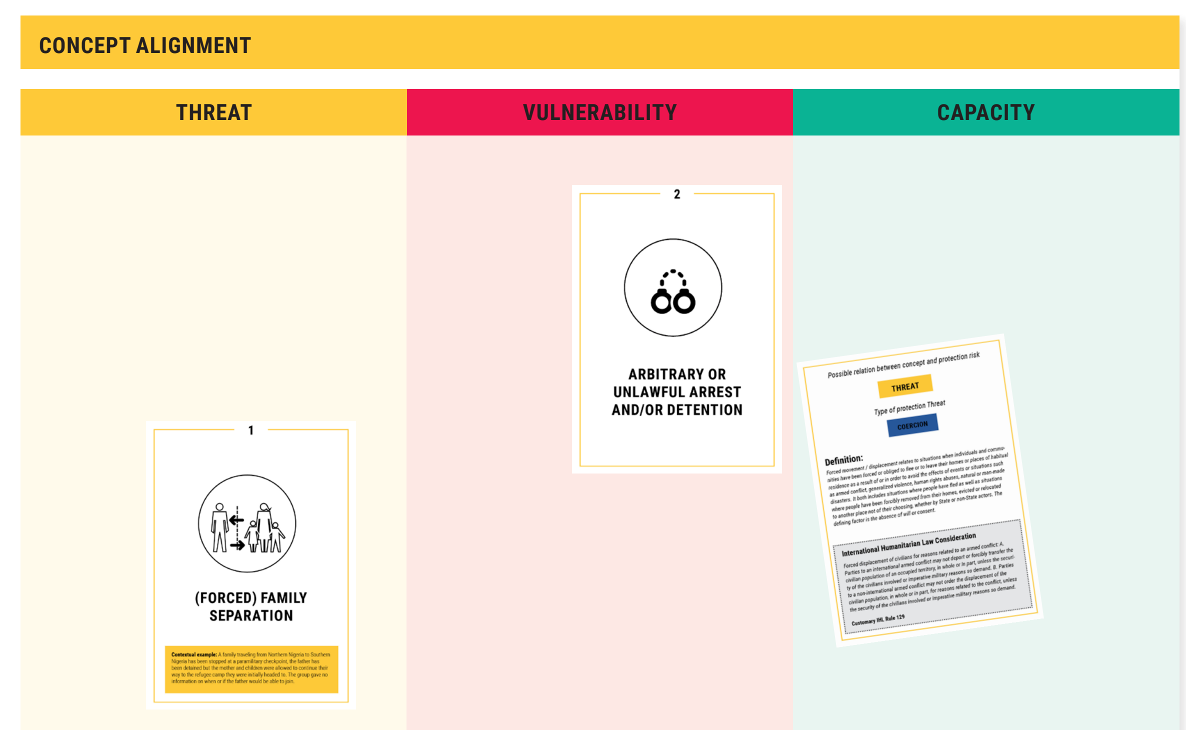
Outputs

By the end of this module, participants will have produced

- Scenario Brief
- Problem reflection

Keep all the outputs for use in later modules

Problem Reflection (Canvas)



Protection Analysis Framework Concepts Card Deck

Build the starter scenario: steps

1. **Think about the problems in your context**
PLENARY: BRAINSTORM USING CARDS / STICKY NOTES

- Participants share examples of problems in a context, that may be linked to a protection risk
- Participants write problems on notes and display on a wall / whiteboard / Miro

OR review the sample problem chosen for the training
PLENARY: FACILITATOR INTRODUCTION

- Display and briefly describe a specific example problem you have selected for the training
- Ideally use the example problems to help participants contextualize the example you have chosen

Output: Group has identified one or more problems that may be linked to a protection risk

2. **Build the starter scenario brief**
PLENARY: DISCUSS AND COMPLETE THE SCENARIO BRIEF BUILDER

- Display the tool
- Discuss the **Scenario Brief Builder** as a group. Identify how each line could be completed in a way that is realistic for the group's context and the needs of those requiring the analysis
- Complete the scenario brief and display it

Output: One or more **Scenario Briefs** generated

Build the starter scenario: facilitation notes

1. **Think about the problems in your context OR review the sample problem chosen for the training**

- Sometimes protection analysis gets missed out because it seems too much to fit in our day-to-day. But many of us are probably already involved in the process of protection analysis without realizing it!
- In this training we aim to work as close to real life as possible, to make the learning easier to transfer to day-to-day work activities. By keeping the activities realistic and fit to our context, we can understand how protection analysis fits into our day-to-day work AND its added value to achieving better outcomes.
- Often, we believe protection risks may be present because we notice specific problems affecting crisis-affected people, such as these examples.
- Guide the group reflect on protection problems in a broad sense first without worrying about whether it specifically fits a "protection risk". Later in the module, you will go through a structured reflection to look at the brainstormed problem through the lens of protection risk.

2. **Build the Scenario Brief**

- The Scenario Brief Builder generates a realistic request for protection analysis. Continue to refer to this brief during the training. In later modules you will use it to reflect on whether the analysis is progressing in a way that aligns with the original objectives.
- Mixed groups may develop more than one brief. If so, they can work in small groups according to the brief most realistic to their profile and role.
- If more than one brief is generated, ask participants to think about which brief is more realistic in their own situation, as this will help identify small groups for later in the training.
- Once the scenario brief is built, copy it and paste it as text in the Miro board or write it on a poster for reference in face-to-face training.

Reflect on the problem: steps

1. **Reflect on the problem activity walkthrough**
   PLENARY: FACILITATOR-LED REFLECTION

Using an example problem, display and work through these **questions** together. Participants note answers on cards or sticky notes and display them:

1. **Where** and **when** is the problem happening?
2. **What are the effects** on individual people?
   on the community?
3. **What actions** are already being taken?
   Include detail: by whom, what, which sectors etc.
4. **What actions** have communities/individuals taken?
   Follow-up detail: and what skills, resources, or capabilities do they have?
5. Who/What could be **driving** the problem?
6. What could be **causing** it?

Group the cards or sticky notes according to the questions

Output: Expanded details on the problem based on the information and knowledge held by the group

2. **Reflect on the problem**
   SMALL GROUPS: CONTINUE REFLECTION ON THE PROBLEM

- Continue to use the example problem or allocate a problem to each small group
- Share the questions
- Participants work through the questions to explore the problem as fully as possible, grouping their answers as before

Output: A broad range of reflections exploring the factors of the problem

"LET'S TALK ABOUT …" VIDEO: WHAT IS PROTECTION RISK?

3. **Organize the reflection**
   PLENARY: PLACE THE OUTPUT INTO THE **PROBLEM REFLECTION TOOL**

- Display the **Problem Reflection tool** and the definitions of threats, vulnerabilities and capacities
- Review the small groups' output from Step 2
- Lead the groups through placing their outputs into a **Problem Reflection Tool** (one canvas / poster per risk)
- When a lot of the groups' output is placed in the tool, display the tags showing the **Protection Analytical Framework (PAF) pillars and categories**
- Use the participants outputs as examples to introduce the PAF pillars, sub-pillars, and categories
- Participants start associating PAF categories with the outputs they have placed on the problem reflection tool, by adding category tags to their sticky-notes / cards

Output: One or more partially completed **Problem Reflection Tool**, with some information labelled with tags according to the PAF categories

4. **Reflect on the purpose of analysis**
   PLENARY: DISCUSS THE LINK BETWEEN ANALYSIS & HUMANITARIAN ACCOUNTABILITY

- Ask the group to think back to the purpose of analysis and their **Scenario Brief**(s). Ask:
  1. **Who does protection analysis serve?**
- Take a couple of responses in plenary, then display and ask:
  2. **How does protection analysis serve crisis-affected people?**
  3. **How does protection analysis serve the community of humanitarian practitioners (and others)?**
  4. **With whom might we share the results of our reflections and why?**
- Gather responses on sticky notes on a wall or online whiteboard
- Review the answers
- Recap the purpose of protection analysis
- Invite any further general questions from the group

Output: A display of the group's ideas about the wider purpose and use of protection analysis **and** general questions collected from participants

Reflect on the problem: facilitation notes

1. **Reflect on the problem activity walkthrough**

- This initial step is essential to break down the problem. By exploring the problem, we can start to identify factors that suggest protection risk.
- At this stage, talk about the **problem** and the reflections on these questions. Explore as wide as possible range of factors. The more details, the better. Avoid technical language!
- When reflecting on each point, guide the group to describe what sources they might be drawing on to answer the question (for example interviews with community, a recent piece of research, an assessment report, news reporting, their own contextual understanding, etc.) It's not necessary to go into too much detail on sources at this stage, but thinking about the source of our existing knowledge helps us to base our work on information and avoid making assumptions that might lead us to false conclusions

2. **Reflect on the problem**

- It is most important to guide participants to explore the widest range of factors, across multiple-sectors, to explore the problem beyond the lens of protection. (Later this output will be used to explore the risk factors of threats, vulnerabilities and capacities.)
- When exploring the effects on individual people, or the community, probe for:
  - Are multiple groups affected?
  - How might different individuals or groups experience the problem?
- Consider how age, gender, disability status, ethnicity, and other identity characteristics may impact who is experiencing this problem and how.
- Briefly check in at the end of the group work. If participants have not considered assumptions or bias, prompt them e.g. "What if some of these (outputs / sticky notes we have written) are not true?" "What do we need to be certain?"

"LET'S TALK ABOUT …" VIDEO: WHAT IS PROTECTION RISK?
After the video, have a short Question & Answer session.

3. **Organize the reflection**

- OPTIONAL: break into groups for a short time for participants to place their output, then review in plenary.
- Do not worry, participants will likely not complete the Problem Reflection Canvas/ Poster in full!
- Important: Use the Canvas/Poster to look at one protection risk at a time! If multiple risks are highlighted, divide into multiple groups to complete separate reflections with 1 protection risk per group. The risks will be analyzed in more depth in later modules.
- Focus on ensuring that there are some sticky notes in each column (threat, vulnerability and capacity). Reinforce the message that it's okay to make mistakes. Discuss when it is not clear where to place a note.
- If some notes appear to be placed incorrectly, ask what would make that note an indication of "threat", "vulnerability" or "capacity". Use the glossary as a reference.
- Guide the group to ensure that at least one THREAT is identified or reflected upon.
- Cards / sticky notes that participants cannot place in the canvas should be kept as the information will inform understanding the wider context.
- There is no need to tag every sticky-note / card with a PAF category, and no need to go into more detail about the Protection Analytical Framework now. It is explained and used in later modules. This initial exercise is a light introduction.
- The process of placing the outputs in the canvas and tagging them with the relevant PAF category helps us begin to appreciate what we might already know about the factors of risk and where there are gaps about threats, vulnerabilities and capacities. This will inform how we build out the analysis in later modules.

4. **Reflect on the purpose of analysis**

- Protection analysis is a process undertaken to identify protection risks with the aim of informing strategies and responses intended to reduce protection risks.
- Reflection is a core part of the analysis process and we will continue to use questions like this throughout the training.
- It may not be necessary to answer all the questions participants raise - keep a record of questions to be revisited in later modules.
- Show participants where the training resources are stored online so they can visit and ask questions next time.

Reflective practice & preparation task for module 2: steps

1. **Reflective practice**
   INDIVIDUAL REFLECTION

- Share the individual reflection questions and allow a few minutes for participants to answer them individually

MODULE 1 REFLECTIVE QUESTIONS:

1. How is what you did in this module relevant to your work (now and future)?
2. Choose one action from this module that you can practice between modules *e.g. ask more questions!*

Make it achievable – *e.g. Who will you ask? When? Where? How?*

2. **Briefing on preparation tasks**
   BRIEF THE GROUP ON PREPARATION FOR MODULE 2

- Use the "Identify the Problem" stage of the Protection Analysis Roadmap as a reference to recap what has been discussed in this module.
- Explain the 2 preparatory activities for the next module:
  1. Read the Protection Analytical Framework Concepts Matrix (within Appendix 1: PAF Analysis Tools)
  2. Each participant should identify at least 2 pieces of data/information to add to the scenario. The information should come from either your own experience in context or from additional research.

Use these pieces of data/ information to populate the **Organization of Data/Information Tool**.

Reflection & preparation task for module 2: facilitation notes

1. **Reflective practice**

- We can see how protection analysis can serve decision-making in different ways, and that we all have a role and are accountable to the people and communities affected.
- Reflection is an important way of helping us embed our learning in day-to-day work. Ask participants to **write down** their answers, not just sit and think about them!
- Participants should keep their answers to the reflection questions in one place e.g. a notebook or notes page. They will need to review them at the end of Module 7

2. **Briefing on preparation tasks**

- Give participants the link to the PAF Concepts Matrix, available in the appendix. It is important that they begin to understand how to organize their data and it will support the data collection activity.
- Display the simplified tool for collecting the information.
- Give an example of the type of information and place it in the tool.
- Share the **Organization of Data/Information Tool** with participants to use before the next module. If participants share the same context and are working on the same contextual risk, guide them to collaborate on the same tool.

Building from what we know: using existing data and information to understand protection risk

ACTIVITY FACILITATION STEPS AND NOTES

02

Building from what we know: using existing data and information to understand protection risk

02

Objective

Build on information and reflection to develop an understanding of a protection risk and be able to describe it

Learning outcomes

By the end of this module, participants will be able to

- Identify and describe a protection risk
- Break down the factors of risk within a protection problem
- Organize existing data and information according to each risk factor
- Consider important points in the context, and the impact they might have on the risk or how it might develop

Key messages

1. Protection analysis is not a linear process but a series of reflective cycles.
2. The process of reflecting is intended to help us to question our assumptions. In this module we start to move from open reflection about the factors of risk to a more evidence or data-based approach. As we build up a broader understanding of the information we have, we can begin to identify information that points towards a protection risk. Defining or describing that risk helps us to identify what else we need to find out.
3. Check the quality of the information you have by asking if you can verify it, where it came from and whether you have additional evidence to support it.
4. We must ensure that our analysis is grounded as close as possible to the perspective of the people affected. This includes their own description of the threats and their effects, and also the ways that individuals, communities and local support structures may be coping with, mitigating, or responding to those threats.
5. Protection analysis takes place against a background of other events, processes, and activities for us as individuals, teams, organizations and in the wider context. Being aware of these reference points (and timelines) from an early stage will help us to plan and complete the analysis. It will also help to ensure that the results are useful and able to reflect changes in the context.

Activities & tools

DEFINE THE RISK [Protection Risk Identification Tool (Canvas or Matrix)]
Let's Talk About Video: INTRODUCING THE PROTECTION ANALYTICAL FRAMEWORK (PAF)
REFLECT ON THE RISK
REFLECTIVE PRACTICE & PREPARATION TASK FOR MODULE 3 [Reference Points Timeline]

Scenario & examples

Continue to use the scenario started in Module 1.

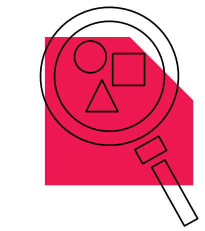
Use EITHER the canvases OR the spreadsheet tool for this module, but do not switch back and forth between them. Before Module 2, use the Risk Definition Builder to complete at least one protection risk definition for the group to work from, based on their brainstorm in Module 1. For an experienced group, complete more than one definition and allocate participants to work with each risk for the rest of the training

Outputs

By the end of this module, participants will have produced

- At least one clearly defined protection risk
- Some data and information as a basis for further analysis. organized according to the factors of risk and pillars of the Protection Analytical Framework

Keep all the outputs for use in later modules



Protection Risk Identification (Canvas)

Reference Points Timeline

Develop the scenario: steps

1. **Describe and define the risk**
PLENARY: CLEARLY DEFINE AND DESCRIBE THE RISK

- Display the prepared **Protection Risk Definition**(s) and explain that we will work with this risk from now on
- Display the **Protection Risk Identificatio**n tool to be used throughout the module (canvas or spreadsheet)
- Discuss the tool as a group. Identify how each part should be completed to accurately describe the risk

Output: One or more risks defined and described. (If more than one, each in a separate canvas or matrix)

"LET'S TALK ABOUT ..." VIDEO: INTRODUCING THE PROTECTION ANALYTICAL FRAMEWORK

2. **Gather information activity walkthrough**
PLENARY: FACILITATOR-LED GATHERING INFORMATION PARTICIPANTS COLLECTED

- Ask participants to share the **additional data/information** they collected since Module 1
- Using 1 or 2 pieces of information as examples, work together to add them to the **Protection Risk Identification** tool

Output: A **Protection Risk Identification** tool with some additional data

3. **Gather information**
SMALL GROUPS: PLACE INFORMATION INTO THE **PROTECTION RISK IDENTIFICATION TOOL**

- Participants work in small groups to add to the **Protection Risk Identification** tool from the additional data/information they gathered
- If more than one risk is defined, allocate participants to groups to work on only one of the risks
- After the work in the small groups, ask each group to briefly feed-back on the task to the whole group
- Discuss anything that needs to be changed about the risk definition, based on the new information added

OUTPUT: One or more **Protection Risk Identification** tools populated with relevant additional data and updated risk definition if necessary

Reflection & preparation task for module 2: facilitation notes

1. **Describe and define the risk**

- The protection risks defined here will now be the reference for the rest of the training.
- If participants are experienced, more than one risk may be identified in the initial discussion. They can then work on the definitions in small groups – one risk per group.
- Defining the risk involves defining the threat in focus, who is specifically affected by the threat and how, in which locations, the prevalence and severity of the threat (as far as this is possible to determine with the information available) and the capacities available to prevent, mitigate and/or respond to the threat.
- In the next step, each piece of information gathered from the previous exercise will also be entered to provide a basis for analysis.
- Referring to the **PAF Concepts Matrix** will help to guide participants to define the risk, identify shared elements to organize data and information, and specify the type of threat (violence, coercion, or deliberate deprivation).
- There is no need to have a perfectly formulated protection risk at this stage, but the aim is to be as specific as possible, and clearly relate the risk factors to existing data and information. Later in the training you (the facilitator) may review and update the risk description.
- The PREVALENCE and SEVERITY OF HARMFUL EFFECTS may be difficult to determine at this stage, especially if participants are from different contexts. At this stage an initial brainstorm is enough, as you will review it later in the module

"LET'S TALK ABOUT ..." VIDEO: INTRODUCING THE PROTECTION ANALYTICAL FRAMEWORK
After the video, have a short Question & Answer session.

2. **Gather information activity walkthrough**

- In this module, we move from a generalized reflection on the problem (mapping the problem as it relates to threats, vulnerabilities and capacities) to identifying a risk based on evidence and data.
- The data/information gathered before the module will help participants to describe the risk more specifically and ensure that analysis builds on information that is relevant to their own context.
- Focus only on organizing the critical information. The aim is to have at least one piece of data per each pillar.
- Questions to ask about the information include: How does this new data change what we previously knew about the protection risk? Where does the information comes from? How do we know this is true? What are our sources? Why did they select that particular data? Does it help them understand what we should try to find out? How does it relate to the purpose of our analysis?

3. **Gather information**

- Guide participants to make sure they add the most critical pieces of information they have, (not everything has to be included) and that they have at least one piece of data / information for each PAF pillar (Context, Current Threats to the Population, Threat's Effects on the Population, Existing Capacities to Address Protection Threats).
- Remind participants to focus specifically on the risk they described. Understanding complex problems depends on breaking them down carefully, not generalizing about them.
- In the feedback and review, encourage participants to reflect on the definition of the risk and make any changes to refine or clarify the description as a result of the information added.

Reflect on the risk: steps

1. **Reflect on the information**
GUIDED ACTIVITY: REFLECT ON AVAILABLE INFORMATION

- Display the **Protection Risk Identification** tool
- Participants work with their small groups to brainstorm around the tool in a series of discussions guided by the facilitator asking the questions below
- Introduce the questions one by one. Allow a short time for groups to discuss and add their reflections to the tool with cards or sticky notes
- Check how groups are progressing before moving to the next question
    1. What information/data is pointing to **potential threats, vulnerabilities, and capacities for this protection risk?**
    2. **Where should we look** for change?
    3. **What changes** do we want to see?

Output: Protection Risk Identification tool/s, with early ideas related to potential risk reduction actions

2. **Discuss the timeline for change**
SMALL GROUPS: DISCUSS THE POSSIBLE TIMELINE FOR CHANGE

- As a whole group, review the changes participants have suggested
- Display the final part of the **Protection Risk Identification** canvas showing the timeline, OR continue the brainstorm using cards or sticky notes
- Participants work in small groups for a final discussion on the changes they identified:
    1. When should or could the change happen?
    2. What would be needed for that change to happen?
- As a whole group, place the results of the discussions on the timeline, OR on a whiteboard / wall marked with time periods

Output: Some possible changes placed in a timeline

Reflect on the risk: facilitation notes

1. **Reflect on the information**

- In this task you will start to think about what the data and information you have on threats, vulnerabilities and capacities might mean and start to envisage where there might be opportunities to effect change.
- In this reflection we look at the threat or the source of the protection risk, and think about who is affected, why, and how, as well as what existing strategies exist and are available. We can then start to break down these complex problems to identify and suggest specific recommendations for action to prevent, mitigate, or respond to them.
- Encourage participants to identify the **PAF categories** for the information they add.
- It is crucial to analyze the vulnerability and capacity as they relate to the specific threat, and not to simply generalize about vulnerable groups, or broad community capacities.
- This reflection helps us move from just *describing* the problem towards *explaining and interpreting* what this means and how it might support risk-reduction actions.
- Under Question 1, aim to have at least 1 piece of information each for **threats, vulnerabilities, and capacities** so that aspects of the scenario can be linked to changes.
- Refer to the relevant PAF categories and be as specific as possible.
- Under Questions 2 & 3, guide participants to think about the changes in behaviors, relationships, activities, actions or policies that might lead to a reduction in the threats and vulnerabilities, or enhancing community capacities to withstand or address the risk. Add the reflections on cards or sticky notes to the canvas.

2. **Discuss the timeline for change**

- Review the potential changes suggested together.
- While participants are discussing the changes, set out a whiteboard or wall area with the following time periods: 1 month, 6 months, 1 year, 2 years, 5+ years.
- After the small group discussions, ask what their conclusions might mean for the frequency of the analysis we proposed in the Scenario Brief.
- In this module is important that participants feel that their day-to-day experiences are considered and built upon, as they relate to the protection analysis activities. The Protection Risk Identification tool and Reference Points Timeline are complementary activities that help to put protection analysis activities in the day-to-day context.
- A timeline tool is used in more detail in later modules.

Reflective practice & preparation task for module 3: steps

1. **Tool for preparation task**
   PLENARY: THE **TIMELINE** FOR ANALYSIS

- Display the **Reference Points Timeline** and explain how to place reference points
- Add some of the changes participants identified in the last exercise

Output: Participants oriented to the **Reference Points Timeline** with some milestones placed

2. **Reflective practice**
   INDIVIDUAL REFLECTION

- Share the individual reflection questions and allow a few minutes for participants to answer them individually

MODULE 2 REFLECTIVE QUESTIONS:

1. How is what you did in this module relevant to your work (now and future)?
2. Choose one action from this module that you can practice between modules

3. **Briefing on preparation tasks**
   BRIEF THE GROUP ON PREPARATION FOR MODULE 3

- Explain the 2 preparatory activities for the next module:
  1. Choose your own **additional learning action**
  2. Use the **Reference Points Timeline** to review how protection analysis fits in relation to other activities in their own and others' timeline/s.

Reflective practice & preparation task for module 3: facilitation notes

1. **Tool for preparation task**

- Protection analysis doesn't happen in a vacuum. The protection situation and context is often dynamic. There may be ongoing or periodic data and information gathering activities or decision-making moments that are critical to building out our analysis and ensuring that it is timely and useful.
- Knowing where the other important events, initiatives and decision-making moments are in the timeline, will help us to make sure that the analysis is produced, shared, and updated at the most critical moments.
- We will keep reviewing these reference points as we go through the training.
- Reflecting on the timeline supports our understanding of how protection analysis fits and adds value, in relation to other activities in our own and others' timeline/s. It will guide us to consider when best to engage other actors in relation to information/data and analysis sharing.
- Reference the "Identify the Problem" and "Use, communicate and update your analysis related to your day-to-day" stages of the Protection Analysis Roadmap to support the final summary of this module.

2. **Reflective practice**

- Reflection is an important way of helping us embed our learning in day-to-day work.
- Ask participants to **write down** their answers, not just sit and think about them!
- Participants should keep their answers to the reflection questions in one place e.g. a notebook or notes page. They will need to review them at the end of Module 7

3. **Briefing on preparation tasks**

- Share the Reference Points Timeline.
- Place onto the timeline, an example of a reference point on the MY TEAM / MY PLAN and/or MY TASKS **and** one of the changes identified by participants, that could be relevant to an individual protection worker.
- Explain how reference points in the timeline may influence the changes, or the other way around.
- Share the timeline with participants to reflect on. Before the next module they should place a few reference points relating to their own context and changes from the work done in this module. Prompt them to reflect on the connections between the reference points and the changes they place.

Building an in-depth and integrated analysis

ACTIVITY FACILITATION STEPS AND NOTES

03

Building an in-depth and integrated analysis

Objective

Use the Protection Analytical Framework to articulate information needs, organize existing information (within the information landscape), and define gaps

Learning outcomes

By the end of this module, participants will be able to:

- Recognize when there is not enough information to understand the protection risk
- Suggest how to get missing information
- Collectively reflect upon and suggest which actors in the context may hold the information needed to deepen the analysis and fill information gaps

Key messages

1. Protection contexts and risks are often complex. The PAF helps us break complex risks into component parts and identify the critical pieces of information that we need to better understand those risks.
2. The PAF helps us organize, structure, and analyze the data and information we have. It suggests processes for a more comprehensive, collaborative, and outcome-oriented analysis.
3. We can use questions from the Protection Analysis Framework to help us to reflect on and organize the information that exists in our context (our information landscape). This enables us to assess what we have, and where gaps exist.
4. In all protection analysis activities, it is essential to continually consider the effects on people affected by the crisis. This includes not only engaging them throughout the process but also carefully reflecting on the effect of our actions, and both questioning and addressing our assumptions and biases.
5. By carefully reviewing the data we have, we can identify which actors may have the information we need for a more in-depth analysis.
6. Ongoing reflection on the context and the relevant actors will help us think about what needs to change, to lead towards reduced protection risks.
7. Identifying and reviewing our reference points helps to integrate the analysis with our own and others work. It may help to identify the best time and/or methods for engaging with other actors later in the process.

Activities & tools

UPDATE OUR INFORMATION [Protection Risk Identification tool, Roadmap for Assessing the Information Landscape]
"Let's Talk About…" Video: SOURCES AND METHODS FOR PRIMARY DATA COLLECTION
ADDRESSING ASSUMPTIONS & BIAS
REFLECTIVE PRACTICE & PREPARATION TASK FOR MODULE 4

Scenario & examples

Check with the group if there is other information to consider since the last module, and update the scenario if necessary. Continue to use either the spreadsheet or the canvas / poster tools for gathering and organizing information through this and the next 2 modules, but do not switch between them.

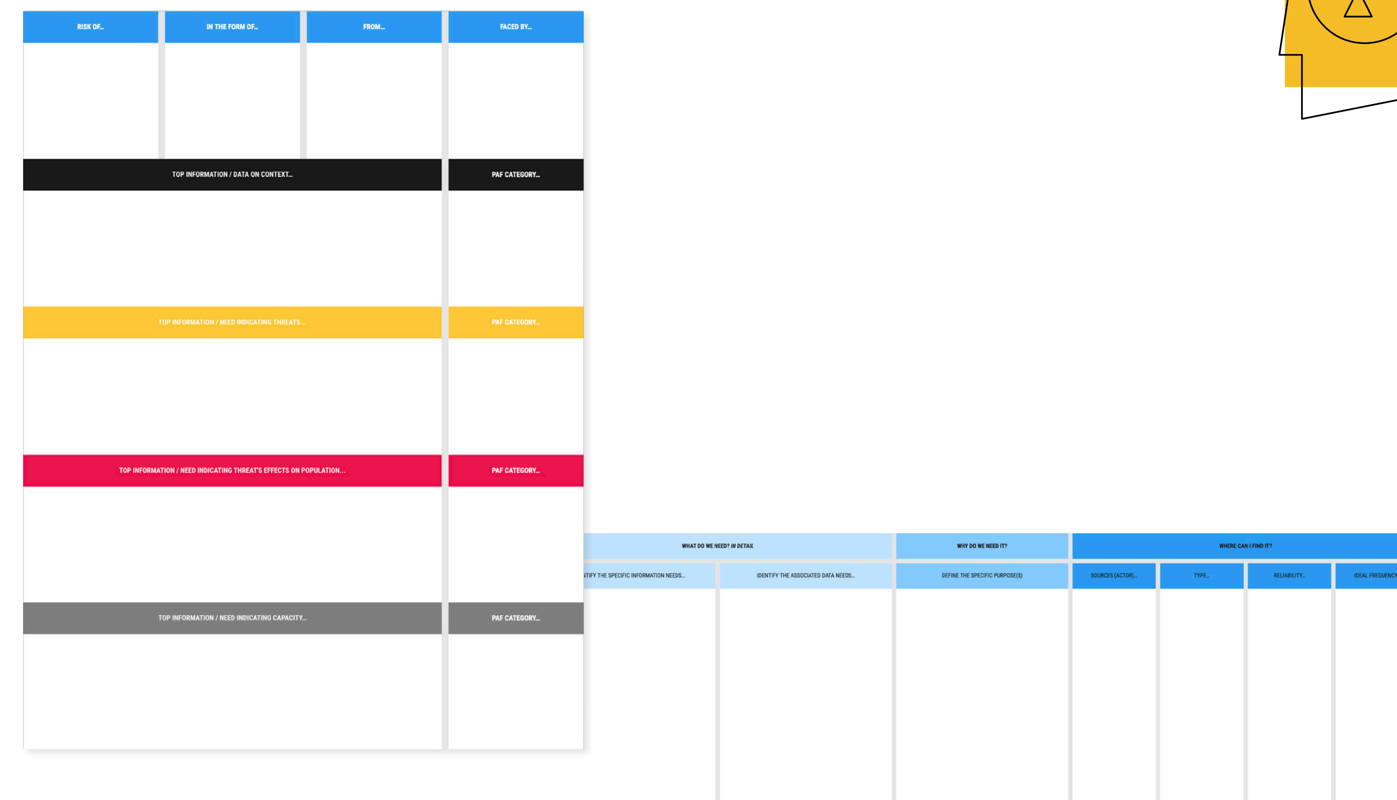
From now on the facilitator should start making a note of all the actors mentioned. This is to populate the stakeholder map in later modules.

Outputs

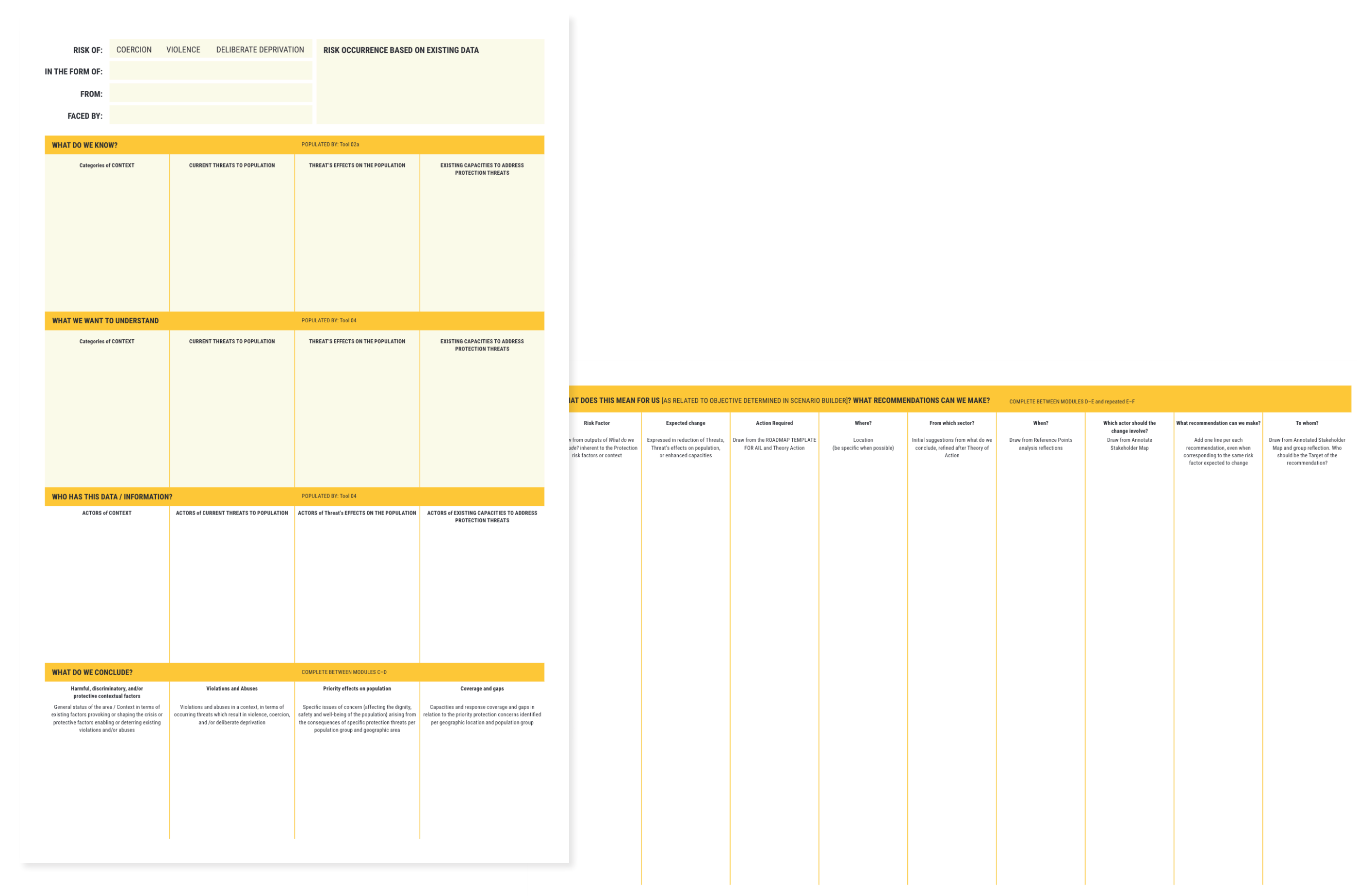
By the end of this module, participants will have produced:

- Roadmap for Assessing the Information Landscape
- Display about how to mitigate for bias

Keep all the outputs for use in later modules.



Roadmap for Assessing Information Landscape



Problem Solving Approach

Update our information: steps

1. **Review the information we have**
FACILITATOR-LED PLENARY REVIEW

- In plenary look at the information collected so far in the **Protection Risk Identification** tool
- Reflect on the gaps in information about the problem
- Participants note answers to the questions on cards or sticky notes and display them
    1. **What** do we need to know?
    2. **Why** do we need it?
    3. What information / data is **missing**?
    4. **Who may have** the information / data we need?

Output: Some information / data needs relating to the protection risk

"LET'S TALK ABOUT …" VIDEO: SOURCES AND METHODS FOR PRIMARY DATA COLLECTION

2. **Review the information according to PAF pillars (Context, Current Threats to the Population, Threat's Effects on the Population, Existing Capacities to Address Protection Threats)**
SMALL GROUP: DISCUSS INFORMATION NEEDS

- 4 groups to work on one pillar each:
CONTEXT: Conflict and hazard history, Political and socio-economic landscape, Institutional, legal and normative landscape
UNDERSTANDING THE THREAT: Nature of the threat, Main actors responsible for the threat, Origins of the threat
UNDERSTANDING THREAT'S EFFECTS ON THE POPULATION: Characteristics of the affected population, Consequences & effects on the population, Coping strategies
UNDERSTANDING EXISTING CAPACITIES: Capacities of the affected population, Local mechanisms, systems and actors, Institutional, Other Mechanisms, and Response Capacities

Output: Answers to the questions and information needs relating to the protection risk, placed in the **Roadmap for Assessing the Information Landscape**

3. **Consolidate the information according to PAF pillars (Context, Current Threats to the Population, Threat's Effects on the Population, Existing Capacities to Address Protection Threats)**
PLENARY DISCUSSION AND CONSOLIDATION

- Review the **Roadmap for Assessing the Information Landscape** in plenary
- Gather answers from each group and consolidate them in a shared canvas / table

Output: Consolidated answers to the questions and information needs relating to the protection risk, all placed in the **Roadmap for Assessing the Information Landscape**

Update our information: facilitation notes

1. **Review the information we have**

- In this module, use either the whiteboard or spreadsheet tools to gather and organize information but don't switch back and forth.
- If using the whiteboard tool, participants should brainstorm answering the questions in the area next to the Roadmap for Assessing the Information Landscape canvas, so they can later place them into the canvas.
- The reflection should not focus only on general or humanitarian response data.
- Prompt participants to reflect specifically on identifying the coping strategies of the affected population and information relating to LOCAL MECHANISMS, SYSTEMS OR ACTORS and ways of accessing to it.
- Guide participants beyond any initial reactions about gathering information such as "it's too hard / impossible to find out!" Discuss what could be possible and what work-arounds they can think of, for example "Who would know who might have access to that information? Who could you ask?"
- Keep a note of the actors and stakeholders participants mention, so that it can be used in the stakeholder map later

"LET'S TALK ABOUT …" VIDEO: SOURCES AND METHODS FOR PRIMARY DATA COLLECTION
After the video, have a short Question & Answer session.

2. **Review the information according to PAF pillars (Context, Current Threats to the Population, Threat's Effects on the Population, Existing Capacities to Address Protection Threats)**

- In this activity you are looking for the information/data you may need and identifying gaps in the information/data currently available.
- Either break into small groups or work as one big group and spend a limited amount of time on each area, especially if the group needs more guidance and there is only one facilitator.
- Prompt the participants to identify at least 2 or 3 information/data needs for each PAF pillar. Later in the training this will help them to reflect on the process of analysis. It is not necessary to have a full assessment of the information landscape or populate every sub-pillar or category of the PAF.
- Where participants struggle to think where they could find information that is needed, prompt them to think about what other actors or mechanisms might have access. Record the actors/stakeholders/mechanisms identified.
- Prompt participants to think about information from other teams, organizations, and sectors:
    1. Use the PAF categories under CONSEQUENCES OF THE THREAT to prompt wider reflection on the effects of the protection risk that can be seen from disciplines other than Protection
    2. Reflect on the CONTEXT and identify ways to gather more information that would help clarify understanding of the threat, the effects on the population and their capacities.

Addressing assumptions & bias: steps

1. **Open Q&A**
   PLENARY: GENERAL QUESTIONS FROM PARTICIPANTS

- Either in plenary or split the groups with a facilitator in each
- Ask participants to share their questions
- If there are any that you cannot answer, keep them for a later module

Output: List of participant questions

2. **Reflection on addressing assumptions & bias**
   PLENARY: SHORT ROLEPLAY

- Ask participants to take a moment to reflect on their own position in the analysis. What personal or professional experiences might influence how they look at the data and what it means?
- Ask them to imagine themselves in a different position for a moment - as someone from the community affected by the risk, a community leader or local civil society partner, or someone else in the scenario.
- Ask:
  1. What assumptions might you make from this perspective, about your usual role?
  2. Might you worry that s/he is biased?
  3. In what way or what about?
- Either pair up and have a short (2-5 minute) conversation about how your roleplay character feels OR have a short brainstorm as a group
- Bring the group together again
- Display and ask these questions:
  4. What actions or processes should we put in place to identify and challenge our own **bias**?
  5. Why is it important to be aware of **bias** when doing protection analysis?
- Gather answers on a wall / whiteboard using cards or sticky notes

Output: Display about mitigating for bias

Addressing assumptions & bias: facilitation notes

1. **Open Q&A**

- Not all questions need to be answered – if they relate to later modules keep them and come back to them.
- Look back to any questions raised in the first 2 modules and ask about answers that participants have come across since.

2. **Reflection on addressing assumptions & bias**

- You can break into small groups or pairs for the roleplays.
- Roleplays can be a powerful way of gaining more insight and perspective. They can also reveal how our training, education, identities, and experiences might enable us to attach meaning to certain things or even unintentionally overlook important aspects.
- Participants should reflect on their own position (such as their role as a humanitarian, protection actor, or analyst) from the perspective of somebody affected by the problem.
- Encourage participants to think deeply about their character before starting the roleplay. Are they someone of a different gender, race, or with different abilities? What other aspects of intersectionality should be considered?
- Depending on participants' depth of experience, consider asking them to think more specifically about how their roleplay character might look at a particular piece of data we've identified? What might that person feel is important to consider? What might not be captured?
- Direct participants towards additional guidance on techniques to recognize and mitigate bias in analysis. Selected additional reading is suggested in the appendix.
- The questions about bias lead directly into the first reflection task – consolidating the information. Remind participants of this discussion about bias when asking about what needs to be changed.

Reflective practice & preparation task for module 4: steps

1. **Setting the work in context**
PLENARY: CONSOLIDATE THE ROADMAP FOR ASSESSING THE INFORMATION LANDSCAPE TOO

- Review the information that has been collected
- Ask:
Is there anything that needs to be changed now (added, moved or removed)?
- If any changes are suggested, briefly discuss the rationale (why does this need to change?)

Output: The **Roadmap for Assessing the Information Landscape** is fully updated with all the work so far from all the groups

2. **Reflective practice**
INDIVIDUAL REFLECTION

- Share the individual reflection questions and allow a few minutes for participants to answer the questions

MODULE 3 REFLECTIVE QUESTIONS:

1. How is what you have done today relevant to your work (now and future)?
2. Choose one action from this module that you can practice before Module 4

3. **Briefing on preparation tasks**
BRIEF THE GROUP ON PREPARATION FOR MODULE 4

- Explain the 2 preparatory activities for the next module

1. Choose your own **additional learning action**
2. Review the **Reference Points Timeline** again. Add any other activities you can identify to your own and others' timeline/s

Reflective practice & preparation task for module 4: facilitation notes

1. **Setting the work in context**
- This brief check of the information so far is just to make sure that following the reflection on bias, participants identify any other gaps they may have missed earlier.
- In summing up the module, reference the "Analyze the Problem" stage of the Protection Analysis Roadmap.

2. **Reflective practice**
- Reflection is an important way of helping us embed our learning in day-to-day work. Ask participants to **write down** their answers, not just sit and think about them!
- Participants should keep their answers to the reflection questions in one place e.g. a notebook or notes page. They will need to review them at the end of Module 7.

3. **Briefing on preparation tasks**
- Share the Reference Points Timeline.
- Ask for examples of what participants have already placed in the tool (reference points or changes).
- Participants update their tools again following this module, ready for the next module.

From analysis to action: engaging stakeholders

ACTIVITY FACILITATION STEPS AND NOTES

04

From analysis to action: engaging stakeholders

04

Objective

Use the analysis to identify stakeholders, partners, and/or actors to engage to address the protection risk

Learning outcomes

By the end of this module, participants will be able to:

- Identify the stakeholders, partners and actors required to jointly reflect on the analysis and insights generated so far and provide additional information and data
- Identify the relevant actors, networks, relationships and stakeholders who have influence over the protection risk, starting from the people (rights-holders) directly affected by the protection risks.

Key messages

1. This module focuses on mapping stakeholders to consider in the process of addressing protection risks. In reality this is an ongoing activity that should happen alongside other protection analysis activities such as gathering and updating information, reflecting and asking questions.
2. Following the reflection in Module 3 about assumptions and bias, throughout this module, we must continue to ask ourselves questions about how communities can be involved and how we will know if our ideas about solutions align with their priorities. This will be an essential part of drawing conclusions and developing recommendations in the next module.
3. We will build on the stakeholder mapping exercise in later modules to help identify opportunities to reduce protection risks, based on data, and how this can be done. The mapping also helps to identify what else we don't yet know, and opportunities to retrieve information that is still missing.
4. The tools presented in the modules are intended to support repeated reflection and set the work into our day-to-day context. Other tools could also be useful, and we encourage sharing and use of additional and complementary tools.

Activities & tools

STEPS TOWARDS PROBLEM SOLVING [Problem-Solving Approach Canvas, 5 Whys approach]
"Let's Talk About..." Video: ENGAGING COMMUNITIES THROUGHOUT THE PROCESS OF PROTECTION ANALYSIS
ANNOTATING THE STAKEHOLDER MAP [Stakeholder Map]
REFLECTIVE PRACTICE & PREPARATION TASK FOR MODULE 5 [Learning from the affected community questions]

Scenario & examples

Continue to use the scenario started in Module 1. Before the module, review all the outputs so far and transfer all the relevant information correctly into the Combined Information Landscape tool. Prepare for the module by using the information collected to complete the first three levels of the Problem Solving Approach Canvas (Headings "What we know", "What we want to understand" and "Who has this data / information"). If the data does not fit exactly, note which PAF category applies to it, in the relevant column. If you are not using the Miro tools, create posters based on the Problem Solving Approach Canvas and Stakeholder Map.

If you are not familiar with the **5 Whys** approach, review it here:

https://higuide.elrha.org/toolkits/recognition/root-causes-and-contributing-factors/diagnose-root-causes/

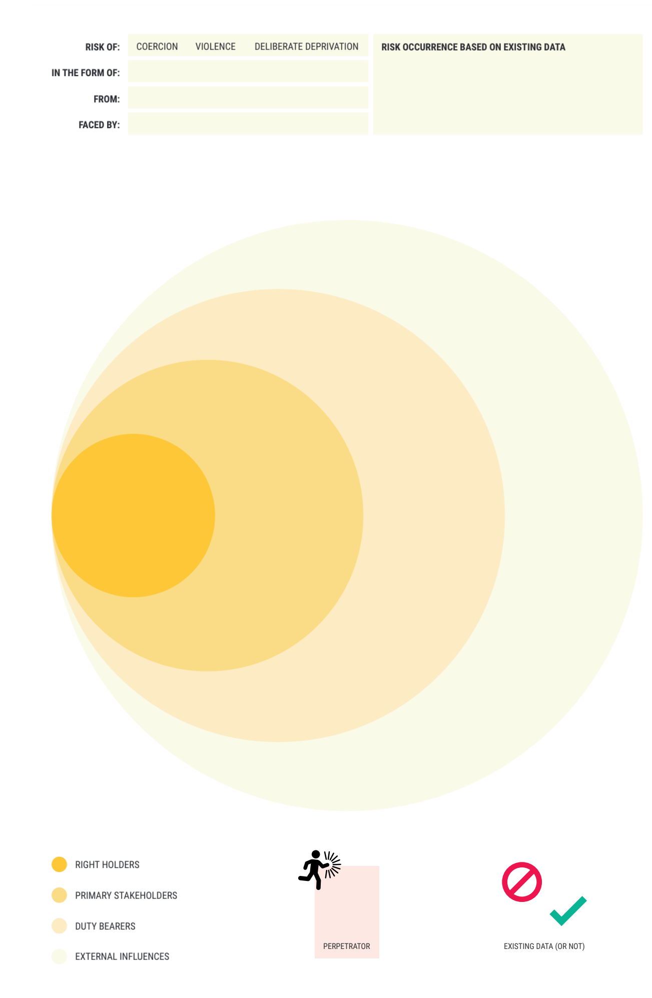
Additional tools for structured analytical techniques:
https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/atahs_training_manual_30092019.pdf

Outputs

By the end of this module, participants will have produced:

- A partially-completed Problem-Solving Approach Canvas / Poster
- An annotated Stakeholder Map

Keep all the outputs for use in later modules



Stakeholder Map

Steps toward problem-solving: steps

1. **Introduce the Problem Solving Approach canvas / poster**
FACILITATOR INPUT

- In plenary show the **Problem Solving Approach** canvas / poster and how the information gathered so far has been added
- Ask for any additional reflections or inputs based on the preparation task and add them to the canvas / poster
- Select a piece of data in the canvas / poster (in the "What do we know?" section) and use the **5 whys** approach to prompt participants to reflect more deeply on the causes. If there is time, repeat this with 2-3 more pieces of information or break into small groups and repeat with a different piece for each group
- As a whole group, reflect on the value of asking 'why?.'

Output: Participants are oriented to the **Problem Solving Approach canvas / poster**

Steps toward problem-solving: facilitation notes

1. **Introduce the Problem Solving Approach canvas / poster**

- Explain that this step (the use of the Problem Solving Approach tool) helps guide us from organizing information to being able to analyze and draw conclusions from it.
- We should continue to ask questions about what the data might mean throughout the analysis process. The 5 Whys is a way of thinking about causes at any stage. It is useful because it helps us explain why something might be happening (or not happening) and the contributing factors(the explanatory stage of analysis). Explaining why a protection risk might be occurring is important to be able to interpret what this means in the broader context, and inform more appropriate and effective problem-solving.
- In this module we will be building on our existing analysis to think about stakeholders. Given our approach to center affected people and communities throughout the analysis, we will spend time reflecting on how we learn from communities throughout the module.
- We will return to the Problem Solving Approach tool later in the module, as well as in subsequent modules.

Annotating the stakeholder map: steps

1. **Actor mapping activity walkthrough**
PLENARY: FACILITATOR-LED PLACING OF ACTORS

- In plenary display a **Stakeholder Map**
- Place the affected people (rights-holders) at the center of the map
- Choose an example of an actor from the **Problem Solving Approach** tool. Discuss where the actor should be placed on the map, and place them

Output: An example actor mapped onto the **Stakeholder Map**, with rationale

2. **Actor mapping**
SMALL GROUPS: CONTINUE ACTOR-MAPPING

- In small groups, participants map a range of other actors that could have a role, responsibility or influence over the protection risk identified, or over one of the factors of risk (threats, vulnerabilities, capacities). Some may have been already identified in the **Problem Solving Approach** tool and can be added to the **Stakeholder Map**
- Participants should include themselves in the map!
- Groups should discuss the rationale for where they place the actors

Output: A **Stakeholder map** (may be per group) with stakeholders identified according to actor category and PAF category

"LET'S TALK ABOUT ..." VIDEO: ENGAGING COMMUNITIES THROUGHOUT THE PROCESS OF PROTECTION ANALYSIS

3. **Review the output and place into the canvas / poster**
PLENARY: REVIEW AND CONSOLIDATE

- In plenary, gather the work from the groups to place it into the **Problem Solving Approach** canvas / poster

Output: A **Problem Solving Approach** canvas / poster completed as far as possible, ready to consolidate information from the **Stakeholder Map**

4. **Actor engagement**
SMALL GROUPS: DISCUSSION USING PROMPT QUESTIONS ON ACTOR ENGAGEMENT:

- Allocate an actor / type of actor to each group
- Ask the groups to answer these questions, focusing on their selected actor:
  1. What is the desired outcome / solution and how would this actor contribute?
  2. How could this actor be engaged (and by whom)?
  3. How could the community be involved in progress towards solving the problem?
- Participants note answers on cards or sticky notes and display them
- Allow time for discussion and then call the group back together
- Groups feed back and place the information about actors in the **Problem Solving Approach canvas / poster**
- When all groups have given feedback, ask if there is anything else we need to add

OUTPUT: Summaries of emerging problem-solving strategies for the protection risk

Annotating the stakeholder map: facilitation notes

1. **Actor mapping activity walkthrough**

- Keep the problem-solving approach canvas / poster on display.
- Before placing the actor, explain the Stakeholder Map, and what the circles mean. Use the definitions in the glossary for rights holders, primary stakeholders, duty bearers and external influences.
- The group should discuss and agree on the specific placement of the actor within the map. Add the name of the actor and a note about their relationship to the risk and scenario.
- Note that the actors who are or may be perpetrators should be identified specifically.

2. **Actor mapping**

- Visit groups to ensure that they are discussing actors across the map. It's often easier to get information about actors in the outer circles (especially when there is a coordinated response) but we need to ensure a good understanding of the close surroundings of affected people which means discussing the primary stakeholders in detail.
- It's important to place ourselves in the stakeholder map!
- Prompt participants to add any information that helps us to understand more about the actor. They should use the data in the Combined Information Landscape tool, including which PAF categories the actor is relevant to.
- If there is missing data/information about the actors identified, mark that on the map.

"LET'S TALK ABOUT ..." VIDEO: ENGAGING COMMUNITIES THROUGHOUT THE PROCESS OF PROTECTION ANALYSIS
After the video, have a short Question & Answer session.

In summarizing at the end of the video, highlight the importance of understanding how the solutions we identify **must align with communities' priorities**.

Remind participants where the training resources are stored online so they can visit.

3. **Review the output and place into the canvas / poster**

- Refer to the concepts in the video to focus participants on what demonstrates a community and/or people-centered approach.
- Support the group to bring all the information we have so far together into the Problem Solving Approach canvas / poster.
- Depending on the prior experience of the group, you may prefer to discuss the actor engagement questions in plenary.
- Before allocating actors for the discussion, ask: Which actors need to be engaged to solve the problem?

4. **Actor engagement**

- A type of actor might be an NGO, INGO, local authority, Government department etc.
- For question 3, you may need to break down the question to ask about reduction of threats and vulnerabilities, and enhanced capacities before asking about progress towards solutions.
- As the groups feed-back, add the information into the Problem Solving Approach canvas / poster where possible (line 3: "Who has this data / information").
- If groups have worked on different stakeholder maps, gather the information into a single map as well.
- Because reflecting on new information and data can bring about new insight it is always important to ask ourselves "What else should we consider?" at the end of the process.
- Explain that these early ideas are our emerging problem-solving strategies for the protection risk.
- Keep prompting the group to review their ideas:
  1. from the perspective of the affected community, how are they involved and how are their priorities kept at the center of the solutions?
  2. Prompt consideration of how the data and evidence we have supports a particular idea.
- Ask groups to keep all the notes from their discussions even if they have not been included in the Problem Solving Approach canvas / poster / Stakeholder Map so far.

Reflective practice & preparation task for module 5: steps

1. **Reflective practice**
   INDIVIDUAL REFLECTION

- Share the individual reflection questions and allow a few minutes for participants to answer them individually

MODULE 4 REFLECTIVE QUESTIONS:

1. How is what you did in this module relevant to your work (now and future)?
2. Choose one action from this module that you can practice between modules

2. **Briefing on preparation tasks**
   BRIEF THE GROUP ON PREPARATION FOR MODULE 5

- Explain the 2 preparatory activities for the next module:

1. Review the work done so far and write short answers to the **Learning from the affected community questions (on Google Form / Survey)**:
   1. How can we find out what members of the community feel about the emerging approach?
   2. How can we make sure we receive the community's input throughout the process?
   3. What do we need to take into account to effectively communicate, engage, and learn from the community?
   4. As the protection approach is implemented, how can we make sure we understand the changes the community notices?
2. Make additional updates to the **Problem Solving Approac**h tool as a reflection activity, especially thinking about the section labelled WHAT DO WE CONCLUDE?

Reflection & preparation task for module 5: facilitation notes

1. **Reflective practice**

- Reflection is an important way of helping us embed our learning in day-to-day work. Ask participants to **write down** their answers, not just sit and think about them!
- Participants should keep their answers to the reflection questions in one place e.g. a notebook or notes page. They will need to review them at the end of Module 7.

2. **Briefing on preparation tasks**

- In summing up the module, reference the "Analyze the Problem" and "Identify Collective Problem-solving Approach" stages of the Protection Analysis Roadmap.
- Add the **Learning from the affected community** questions to a Google Form so that it is easy for you to gather participants responses for Module 5.
- Share a link for the form and give a deadline for completion. Remind participants to consider how to ensure our engagement is accessible, does no harm, and engages a diversity of perspectives within the community (for example, considering non-dominant languages used in the community or by certain (often excluded) groups, non-written communication, etc.)
- Share copies of the Problem Solving Approach canvas / poster for the reflective activity.
- Reflect with the group about what we might be able to conclude based on all of the information that we have analyzed so far. The analysis should help us start to summarize:

1. Current factors that affect the protection context, both positively and negatively.
2. Violations and abuse across geographic locations and population groups.
3. The priority effects on people (affecting their dignity, safety and well-being) arising from specific violations and abuses for each population group and geographic location affected.
4. Current combination of individual capacity, local mechanisms, national institutional capacity, and humanitarian response capacity to address violations and abuses

Interpreting and drawing conclusions

ACTIVITY FACILITATION STEPS AND NOTES

05

Interpreting and drawing conclusions

05

Objective

Use the results of analysis to envision collective strategies to address the protection risk and formulate recommendations

Learning outcomes

By the end of this module, participants will be able to:

- Generate conclusions based on the analysis
- Identify what a change in the risk (reducing threats, the effects of the threats, or enhancing capacities) would involve, based on the analysis
- Describe a series of actions required for working towards the envisioned change, to formulate recommendations from the analysis
- Map actors related to the suggested set of actions, based on the analysis

Key messages

1. At this stage in reality, the root causes of the risk would be analyzed more deeply to help us connect and relate the data and explain why we are seeing certain things. Aside from the 5 Whys used in Module 4, other examples of useful tools for understanding the root causes of a protection risk, such as a problem tree or fishbone diagram, can be found in the Protection Analysis Roadmap.
2. When thinking about interpreting the results to allow for the different ways that the situation could develop, begin by thinking about the changes that could happen to specific factors of threat, vulnerability and capacity, that would move towards reduced risk. This approach helps to minimize assumptions about how to address the risk and who should take action.
3. Identify specific actions and consider what type of action you have identified. Actions may be aimed at stopping or alleviating the immediate effects of the threat (responsive), restoring adequate living conditions after the threat (remedial) or creating an environment where rights are respected and conditions are right for the problem-related protection risk(s) to resolve (environment-building). Aim to identify actions that can be achieved in each of these categories, before moving on to link the actions with relevant actors.
4. Be as precise as possible about how to engage with the actor, for them to take the action that will make the change take place.
5. Do a reality-check! Is it achievable? What time, resources, and capacities will we need to plan for to engage with actors in the way that is needed? How does this all fit into the day-to-day?

Activities & tools

DRAWING CONCLUSIONS [Problem Solving Approach and Protection Risk Identification tools]
“Let’s Talk About...” Videos: HOW SHOULD WE PRIORITIZE RISK?
METHODS OF RISK PRIORITIZATION: SEVERITY
USING ANALYSIS TO ENVISION RISK-REDUCTION ACTIONS [Protection Theory of Action Matrix]
REFLECTIVE PRACTICE & PREPARATION TASK FOR MODULE 6

Scenario & examples

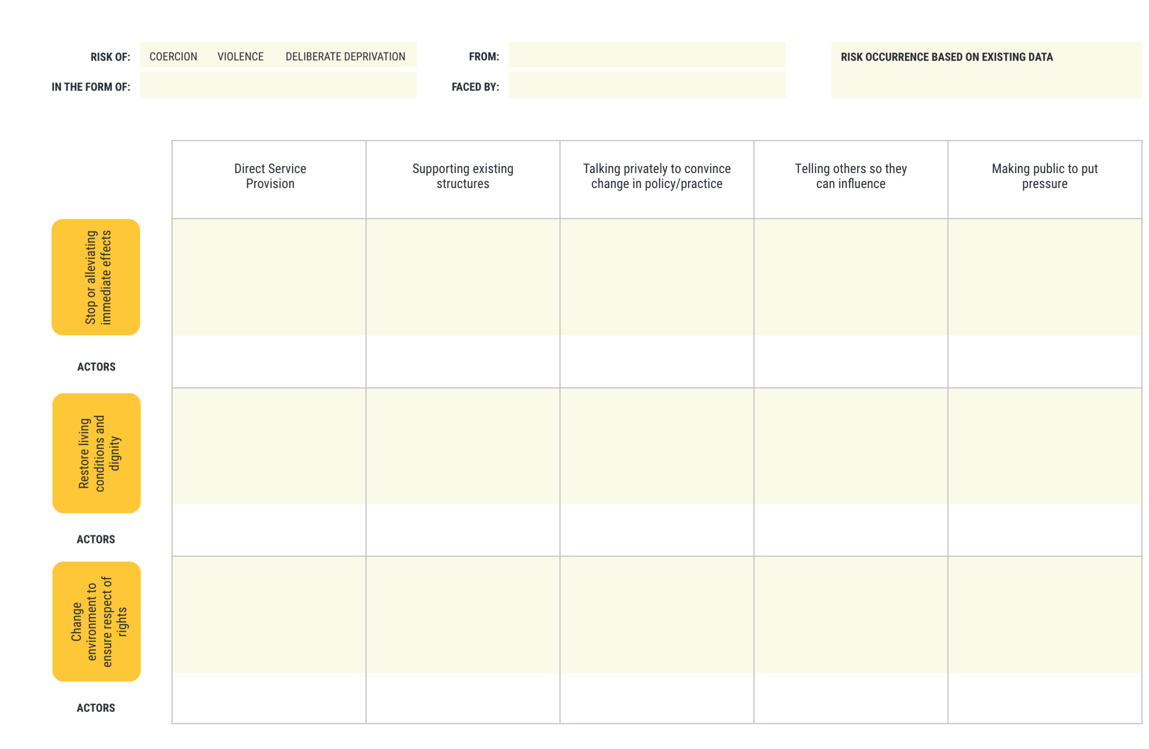
Continue to use the scenario started in Module 1. Before the module, review the information already placed in the Problem Solving Approach tool. Add any early reflections the group has noted under “What do we conclude?”. This and the following heading “What does this mean for us?” are in focus in this module

Outputs

By the end of this module, participants will have produced:

- Ideas about possible strategies of action
- Updated Problem Solving Approach tool
- Part-completed Protection Theory of Action Matrix

Keep all the outputs for use in later modules.



Protection Theory of Action (Canvas)

Drawing conclusions: steps

1. **Warm-up: learning from the affected community**
FACILTATOR PRESENTATION AND DISCUSSION

- In plenary present a short summary of the answers participants gave to the **learning from the affected community questions** in the preparation task
- Have a brief discussion about why it is important to learn from the affected community.

Output: Participants are ready to think about stakeholder engagement with affected communities at the center

2. **Using our outputs so far**
SMALL GROUPS: FACILITATOR-GUIDED TASK

- Display the **Problem Solving Approach** and the **Protection Risk Identification** tools.
- Review the questions and explain that this reflection is our next step towards drawing conclusions from the analysis
- Display the 2 questions and discuss them in relation to a threat. After this move on to discuss a vulnerability and then a capacity
    1. What change COULD happen? (Add the answer under the relevant question according to Threats, Vulnerabilities or Capacities)
    2. For this change to happen, what SHOULD be done? (Record specific actions, linking them to the stakeholders your group has identified)

Output: A few examples of changes relevant to specific threats, vulnerabilities or capacities, and linked to stakeholder/s

3. **Share examples**
PLENARY: BRIEFLY SHARE EXAMPLES FROM EACH SMALL GROUP

- When each group has shared an example, display the next questions and allow time for groups to move on
    3. Which actors come to mind?
    4. What kind of action needs to be taken in engaging with this actor?
    5. Have we got the resources (time, capacity, relationships etc.) to take this action ourselves? Is there someone else that might be even better-placed?

Output: A few examples of detailed reflection on actions to be taken with stakeholders

4. **Small group activity**
SMALL GROUPS: CONTINUE DISCUSSION USING QUESTIONS 3, 4, 5:

- In small groups, participants aim to answer all 5 questions focusing on a specific factor (Threat, Vulnerability or Capacity)

Output: Early ideas for stakeholder engagement according to the changes envisioned

"LET'S TALK ABOUT …" VIDEOS: HOW SHOULD WE PRIORITIZE RISK?
METHODS OF RISK PRIORITIZATION: SEVERITY

Drawing conclusions: facilitation notes

1. **Warm-up: learning from the affected community**
- Present a summary / review of the answers submitted via the form. It's a good idea to make this anonymous. Ask participants to identify their highlight answers to each question, for example question 1 (How can we find out what members of the community feel about the emerging approach?) ask which suggestions are most helpful or are new to participants.
- If it doesn't come up in conversation, remind that community insights are important to ensuring a quality analysis -- they provide a richer understanding of what risks the community are experiencing, why they might be occurring, who is most affected, and what existing strategies people are using.
- Use the Stakeholder Map – with right-holders at the center – as the foundation for all the strategies to move towards protection outcomes.
- Throughout this and future modules, prompt participants repeatedly to check how they are involving and engaging the community, and how to build solutions that align with community priorities.
- Display or refer back to the Let's talk about video on Community Engagement and Accountability.
- Focus on realistic and practical ideas for learning from and understanding the community's perspective. At the end of the discussion, ask participants "which of these can you see yourself using at work?"

2. **Using our outputs so far**
- In this activity you are helping participants to review and consolidate the information they have. If necessary, refer to the information already collected in the Combined Information Landscape tool.
- Lead the discussion methodically and step-by-step, working carefully through the questions with a specific threat, then a vulnerability and then a capacity.
- Prompt participants to think about what could happen from the affected community's perspective.
- Display the partially completed Problem Solving Approach tool and make changes to the relevant section (according to the PAF Pillars).
- Encourage participants to be specific about the actions that should be taken and which stakeholders could be connected with each action.

3. **Share examples**
- Work step-by-step. If participants need to work together without breaking into small groups, continue working with a limited number of examples for all the questions in this activity.

4. **Drawing conclusions**
- Breaking into small groups will allow for more examples to be covered.

"LET'S TALK ABOUT …" VIDEOS: HOW SHOULD WE PRIORITIZE RISK?
METHODS OF RISK PRIORITIZATION: SEVERITY

After the video, have a short Question & Answer session.

Using analysis to envision risk-reduction actions: steps

1. **Introducing the tool**
   PLENARY: FACILITATOR ORIENTATION TO THE PROTECTION THEORY OF ACTION MATRIX

- In plenary, display the **Protection Theory of Action matrix** and place one of the examples generated in the previous task
- Participants can brainstorm freely around the matrix
- Either display these questions or use them to facilitate the plenary review:
  1. Is the current landscape of information and data solid enough to support this action being identified?
     (Which actions suggested are based on data and which are based on our experience?)
  2. Did we already identify the actor(s) to be engaged and/or influenced for the action to take place?

Output: Participants can use the **Protection Theory of Action** matrix

2. **Use the tool to envision risk-reduction actions**
   SMALL GROUPS: PLACE EXAMPLES IN THE PROTECTION THEORY OF ACTION MATRIX

- Allow time in groups to place the examples
- Visit groups to support their reflections
- Review the matrix in plenary to add the actions
- Clearly explain how this activity relates to drawing conclusions from analysis and communicating them to actors (Module 6 & 7)

Output: Participant-placed examples of potential risk-reduction actions

FACILITATOR INPUT: REVIEW THE MATRIX

Note that the populated matrix indicates participants preferred strategies. Prompt them to think about how they could populate gaps, e.g. aid actors might tend to focus on substitution as a default strategy

Using analysis to envision risk-reduction actions: facilitation notes

1. **Introducing the tool**

- Use placing the example to demonstrate the categories of the matrix.
- Do not use protection egg terminology unless participants are already familiar with it. Facilitate the exercise using plain language, that is accessible to the participants!
- Use the key messages to help with the orientation.
- Check that everyone understands the tool before moving on. You can work through several examples together.
- The objective is not to focus on a response or planning strategy, but to use a reflection on actions to draw better conclusions and suggest initial recommendations based on the analysis.
- It is important that participants work on the basis of the existing assessment of the information landscape (display the Combined Information Landscape tool if necessary), and the conclusions of the analysis process so far, in correspondence to any suggested action.
- Using this tool helps to focus on relating the activities suggested to the analytical conclusions drawn so far. This helps to make our ideas about changes to the protection risk factors more realistic.
- The recommendations resulting from these reflections should be more detailed as well as being clearly linked to the actors we need to share the analysis with.

2. **Use the tool to envision risk-reduction actions**

- When you visit groups, prompt participants to think about placing actions across the whole of the matrix.
- If any areas remain empty, prompt them to reflect on the reasons why. Ask participants to note down these reasons as they may link to recommendations to be made at the end of the analysis.
- Link this exercise with the annotated Stakeholder Map. Make sure the exercise does not focus only on the humanitarian/protection actors providing a response.
- Ensure that the reflection does not focus only on response actions, but identifies local, community or individual action(s), as well.
- Guide participants to identify and question their assumptions about what is possible or impossible in their own context. Prompt them to keep the broader context in mind.
- At this stage, we are thinking generally about what could or should be done. We will review this later to identify what is feasible.
- If a set of actions is identified that replaces or substitutes locally-owned strategies, prompt reflection on why it is needed. Ask for a specific timeline, for example: “How long should we substitute this service?” “When should we finish?”

Reflection practice & preparation task for module 6: steps

1. **Reflective practice**
   INDIVIDUAL REFLECTION

- Share the individual reflection questions and allow a few minutes for participants to answer them

MODULE 5 REFLECTIVE QUESTIONS:

1. Thinking more generally about your work context, which actors might you need to think about developing better relationships with, to engage them in the future?
2. Thinking about current protection strategies in your work context, which ones replace or substitute locally-owned strategies? Are they still needed? For how long?

2. **Briefing on preparation tasks**

   BRIEF THE GROUP ON PREPARATION FOR MODULE 6

- Explain the 2 preparatory activities for the next module:
  1. Update the Reference Points Timeline.
  2. Review the Problem Solving Approach tool and make a few notes in the last two columns of the section W*hat does this mean for us?* to prepare to identify recommendations from the analysis

Reflection practice & preparation task for module 6: facilitation notes

1. **Reflective practice**

- Reflection is an important way of helping us embed our learning in day-to-day work. Ask participants to write down their answers, not just sit and think about them!
- Participants should keep their answers to the reflection questions in one place e.g. a notebook or notes page. They will need to review them at the end of Module 7.

2. **Briefing on preparation tasks**

- Share the most up-to-date version of the Reference Points Timeline with participants.
- In summing up the module, reference the “Identify Collective Problem-solving Approach” and “Use, communicate and update your analysis related to your day-to-day” stages of the Protection Analysis Roadmap.
- Briefly discuss the questions they could ask to update it further before the next module: *Is it still realistic? What needs to change or move? What opportunities can you see (e.g. ...to communicate about protection analysis (when, where, with whom? ...for coordination across a wider reach e.g. country level?*
- Working on the Problem Solving Approach tool will springboard into the next session on sharing the analysis.

Using and communicating the analysis

ACTIVITY FACILITATION STEPS AND NOTES

06

Using and communicating the analysis

06

Objective

Consider how to interpret and share the results of protection analysis.

Learning outcomes

By the end of this module, participants will be able to:

- Determine what analysis is relevant for sharing and with whom, including what information is most important and useful for a specific audience
- Identify opportunities for further data gathering and collating to fill gaps or better clarify emerging results, from their own or other actors´ ongoing work
- Determine the most contextually appropriate ways of presenting the analysis to the desired audience
- Explain the timing and frequency with which analysis should be updated and shared, in order to work best towards the intended outcomes.

Key messages

1. Our work so far points us towards ways to gather further evidence, who to share the analysis results with, and when and how to do this. When considering sharing the analysis, we should be thinking about our conclusions as they relate to the specific position, roles, and needs of our intended audiences. It is important to consider what information and analysis would be of value to them, why it's important, and how that stakeholder can help contribute to the risk-reduction actions we've identified.
2. There are many ways to communicate and share the analysis - in written form through reports, visual infographics, slide decks, etc. - or through spoken communication, such as discussion or presentations. Select the most appropriate way depending on the specific needs of the intended audience.
3. It is essential to uphold responsible data management and do no harm principles when we are sharing the analysis with other stakeholders.
4. The reflection we've already done and the work captured in the tools we've used, give us a rich basis for how to use and share the analysis. Although we are now drawing on a strong base of broad information, we should continue to be alert to new data that may influence what we know and cause us to change course. Keeping in mind the reference points in our context, and our own and others' timeline helps us to identify the best time for sharing.
5. It's important to have clear ideas about the changes we expect to see as this enables us to monitor our progress and also to realize when a different approach, a re-evaluation of the context or a re-evaluation of outcomes is appropriate.
6. The engagement we have embedded with the people affected by the risk, and the communication channels and the relationships we have developed with other actors put us in a good position to work together on collective strategies.

Activities & tools

REVIEW THE PREPARATION TASK [Problem Solving Approach tool]
"Let's Talk About..." Video: DESIGNING AN INFORMATION MANAGEMENT SYSTEM
OUTCOME DEFINITION [Outcome Definition Table]
REFLECTIVE PRACTICE & PREPARATION TASK FOR MODULE 7

Scenario & examples

Continue to use the scenario started in Module 1. Participants will need to refer to the work they have already completed throughout this and the final module

Outputs

By the end of this module, participants will have produced:

- Updated Problem Solving Approach tool
- Outcome Definition Table

Keep all the outputs for use in the last module.

RISK OF: COERCION VIOLENCE DELIBERATE DEPRIVATION
IN THE FORM OF:
FROM:
FACED BY:
RISK OCCURRENCE BASED ON EXISTING DATA

PROTECTION OUTCOME	MECHANISMS TO GATHER/MONITOR EVIDENCES	MECHANISMS/ACTORS TO SHARE EVIDENCES WITH (Indicate the key stakeholders to whom sharing the analysis could result in a positive impact on each dimension described (WHO, WHAT, WHEN, WHERE, TO WHICH ACTORS)
DESCRIPTION OF CHANGE NEEDED TO LEAD TO REDUCED RISK Formulate a sentence including the intended reduction of protection risk resulting from available data. The sentence should be short, specific, and include the RISK FACTOR and the EXPECTED CHANGE(S), as discussed in previous modules		
WHAT Formulate the specific change to one factor (or multiple) of protection risk (it can be formulated in terms of behaviour, relationship, activities, or actions). It must be specific		
WHO Indicate the specific actor(s) that should be changing or that have a decisive role in ensuring the change. Describe in detail, clarifying whether they are individuals, groups, communities, organizations, institutions or others (be specific)		
WHEN According to the analysis, provide a general indication on when the change should take place, considering as well the impact on affected population and contextual factors. Be specific in terms of months, not specific dates		
WHERE Be specific in terms of political or geographical location		
ACTORS Based on key actors identified, indicate the primary stakeholders (and if possible duty bearers) that can influence the change and/or the actor that should be the target of the change. This section should reference the actors that can be concretely and factually engaged (not the one that would be ideal but there are no conditions to meaningfully involve them).		

Outcome Definition Table

Review the preparation tasks: steps

1. **Think about recommendations, on the basis of actions or expected changes**
SMALL GROUPS: REVIEW THE PROBLEM SOLVING APPROACH TOOL

- In small groups, ask participants to consider the last part of the **Problem Solving Approach** tool
- Participants should also refer to what they prepared before the module
- Ask participants to discuss what recommendations they could make, taking into account the original brief for their analysis
- Participants should then share their completed **Problem Solving Approach** tool and ideas for recommendations with the group
- In summary, encourage participants to note where several recommendations are related or groups of actors who would be targets for sharing.

Output: Updated **Problem Solving Approach** tool with initial reflections on potential recommendations

"LET'S TALK ABOUT ..." VIDEO: DESIGNING AN INFORMATION MANAGEMENT SYSTEM

2. **Roleplay using the Problem Solving Approach tool**
SMALL GROUPS: ROLEPLAY CONVERSATIONS

- Display the **Problem Solving Approach** tool(s) from the small group work and plenary discussion as well as the original **Scenario Brief**
- Based on the work and recommendations proposed from the previous exercise, ask participants to roleplay sharing the results of their analysis with another stakeholder, who could support one of the risk-reduction actions they have identified
- Participants can choose to roleplay with any actor they identified. Make sure that one group has selected people from the affected community (or a relevant local group, or network) to ensure this perspective is considered. They can look to their annotated **Stakeholder Map** or the **Scenario Brief**, to reflect on the specific analysis needs of the actors
- Participants should choose a type of action other than direct service provision!
- Allow about 5 minutes to prepare for the roleplay
- Ask participants playing the part of the protection worker:
  1. What information does this actor need to know?
  2. What do you need to share, to influence the actor to take the action required?
  3. When is the best time for the action to take place?
  4. How could this actor contribute to solving the problem?
- Ask participants playing the part of the other actor:
  1. What do you think the information means?
  2. How would you describe what is happening?
  3. What do you think is required to solve the problem?
  4. What else is important on your timeline?
- Allow about 5 minutes for the roleplay conversations and then ask for a few comments in plenary, or
- Ask volunteers to roleplay one or two conversations in front of the group

Output: Short role-played engagements focused on understanding the position, role, and analysis needs of specific audiences for protection analysis

3. **Consolidate what was successful**
PLENARY: IDENTIFY SUCCESSFUL ENGAGEMENT APPROACHES

- Ask participants to share what was successful in their conversations, and why

Output: Consolidated ideas about engagement actions

Review the preparation tasks: facilitation notes

1. **Think about recommendations, on the basis of actions or expected changes**

- Build on the reflection and exercise participants did on the "What does this mean for us?" section of the Problem Solving Approach tool.
- Have each of the populated tools (the protection theory of action matrix, the reference point timeline and the annotated stakeholder map) ready to display if participants get stuck.
- It is not necessary to draft many recommendations. The objective is to support participants to find their own way to pull together the different factors to describe specific, practical, and operational recommendations.
- Explain that the more specific we are in describing the action required, the easier it will be to identify who we need to target for sharing the analysis. It also helps focus our recommendations to make sure they are actionable and not too broad.
- Recommendations can be wide in scope at this stage and include: data and information gathering, involvement of stakeholders, analysis sharing, relationships building, revision of response actions, policy orientation, advocacy actions, changes in staff and resources allocation, specific programmatic objective of own organization or others, etc.
- Participants should aim to formulate at least one recommendation to move from reflection to practical outputs.

"LET'S TALK ABOUT ..." VIDEO: DESIGNING AN INFORMATION MANAGEMENT SYSTEM
After the video, have a short Question & Answer session.

2. **Roleplay using the Problem Solving Approach Tool**

- The role-played conversations help participants to think about how to best communicate our analysis conclusions and recommendations, as well as engage with other actors to successfully implement the changes they want to see.
- Encourage participants to think about practical actions, not just the way they will engage the actor. For example: What type of analysis would be most useful to the actor? What is the most effective way to share information?

3. **Consolidate what was successful**

- Ask participants to share what was successful in their conversations, and why. Use an appreciative approach and frame each point positively to generate a list of "top tips for success" rather than focusing on "what not to do".
- Prompt participants to talk about what they learned from the conversations – and what they learned from putting themselves in the position of the other actor.
- Re-introduce the importance of conflict sensitivity and do no harm. The recommendations and the engagement strategy should be related to all types of actors and stakeholders that need to be involved. However, the methods we use to communicate the recommendations and engage actors must be conflict-sensitive and ensure do not harm.
- Prompt additional reflection on mandates and organizational objectives. How can they be considered in communicating the results of the analysis? If there are any organizational barriers, what can we do to overcome those barriers and communicate for the purpose of reducing protection risk?
- If time allows, do a reality-check! Is it achievable? What time, resources, and capacities will we need to plan for to engage with actors in the way that is required? How does this all fit into the day-to-day?
- Review participants' ideas about what does and doesn't work for actor engagement, and how to plan for it. Update the Reference Points Timeline with new action points where they should plan to share the analysis because it is relevant to something important in the operational context.

Outcome definition: steps

1. **Outcome definition table**
FACILITATOR INPUT: ORIENTATION TO THE **OUTCOME DEFINITION TABLE**

- Describe how our work done to date has primed us for defining our desired outcomes
- Display the **Outcome Definition Table**
- In plenary, using an **example of a specific change** from the work already done, demonstrate how to complete the first column of the table

Output: Example of completed first column

2. **Use the work done so far**
SMALL GROUPS: COMPLETE COLUMN 2 OF OUTCOME DEFINITION TABLE USING WORK DONE SO FAR

- IIn small groups, participants complete the second column as far as they can

Output: Completed or partially completed column/s 2 for group/s

3. **Defining outcomes**
FACILITATOR INPUT, SMALL GROUPS: COMPLETE COLUMN 3 OF OUTCOME DEFINITION TABLE

- Briefly interrupt the groups to explain column 3
- Visit the groups while they complete the table. Participants may to revise column 2 as they consider column 3

Output: Completed **Outcome Definition Table** for each group

4. **Review of outcomes definition**
PLENARY: REVIEW AND COMPARE THE OUTCOME DEFINITION AND PROTECTION THEORY OF ACTION TABLES

- Display the tables that participants have worked on, and the **Protection Theory of Action Matrix**
- Ask participants to identify how their defined outcomes align with engagement actions they identified in the **Protection Theory of Action Matrix**

Output: Participants understand how defining outcomes helps to identify feasible and relevant engagement plans

Outcome definition: facilitation notes

2. **Outcome definition table**

- We can now further build upon what expected change we want to see leading to a reduction in the threats, vulnerabilities or by strengthening the existing capacities (our protection outcomes). We have identified some actions which could bring about that change and started to connect with other key actors that have influence in bringing about the changes we want to see.
- By better defining the outcome and thinking about what is needed to further understand the who, what, where, when, and with whom, we can position ourselves to develop or revise our ongoing actions and strategies.
- Choose one specific change to work as an example outcome. Avoid any generalization. Be specific in describing each element of the outcome.
- The goal of defining a precise outcome is to avoid generalizing, and help formulate concrete recommendations (for relevant stakeholders) based on the analysis.
- The information for Column 1 has been already identified in previous modules. At this stage, help participants to place their conclusions in the relevant columns.
- From this point participants should be synthesizing from all their results and discussions so far. To ensure the task is achievable, keep the focus on a single change in one specific risk factor at a time.
- Prompt reflection on how the analysis process will be discussed with communities, to ensure that we are positioned for engagement strategies where communities' knowledge, perspectives and needs are at the center.

3. **Use the work done so far**

- Start by clarifying that we are now focusing on what is needed to strengthen our analysis and engagement with relevant actors over time.
- This exercise helps us think about:
    1. When we would expect to see changes related to our defined outcome
    2. Opportunities for information and data gathering to fill gaps and build upon what we know
    3. Opportunities for data and analysis sharing to contribute to the changes.
- Column 2 focuses on the opportunities for information and data gathering to build out our analysis. This includes anything needed to fill obvious gaps, and additional pieces that can support a better understanding of the results of the analysis.
- To guide participants to complete Column 2, refer to the PIM Matrix categories. For example, ask people to consider what data and information they may be able to get - related to the milestone - from Protection Needs Assessments, Security and Situational Awareness Assessments, Protection Monitoring data, etc. Prompt reflection beyond protection-only mechanisms.
- Column 3 focuses on reflecting upon the actors and stakeholders that should be actively engaged with the analytical results. Certain actors have a strong role in influencing the outcome, and their action is often sustained by a clear set of evidences presented to them in line with their mandate and programmatic approach.
- Explain that progress-tracking is not only about the data, information management, methods or modalities to collect and gather data. It is also about mechanisms to ensure reflections on the strategy that resulted from the analysis, and necessary adaptions. (The strategy includes the theory of action, milestones, actors to be engaged, etc.)
- Ensure that participants reflect not only on their own programming, but also a clear approach to continuously involving affected people, both in data gathering and regular reflection and revision of the overall strategy.
- Note that as we continue to learn more about the context, risk, and milestones we will need to revisit and likely update our analysis and recommendations as the situation changes.

4. **Review of outcomes definition**

- Prompt participants to move towards describing the desired outcomes aligned with the engagement actions in terms of **the kind of recommendations they would make.**
- Identify the process of linking actions from the protection theory of action matrix, reference points from the timeline and the intended change from the outcome identification. Explain how linking these leads to formulating a recommendation.
- The aim is that the emerging engagement ideas align with the theory of action, that came from the results of the analysis. Mark ideas that do not align well with a sticky note marked "for more reflection".

Reflection practice & preparation task for module 7: steps

1. **Gallery walk: Collective review of learning**
PLENARY: REVIEW THE PROCESS FROM MODULES 1–6

- Display all the outputs that participants have created
- Allow about 10 minutes for participants to review the outputs
- Ask participants to look at the process and identify where 3 key themes have an impact on the process
  - Humanitarian accountability
  - Engaging the affected community
  - Coordination and collaboration
- Ask participants to comment in plenary on each key theme and answer the question: When does this theme have particular impact in the process?

Output: Record of key themes and touch-points identified in the process

2. **Reflective practice**
INDIVIDUAL REFLECTION

- Share the individual reflection questions and allow a few minutes for participants to answer them individually

MODULE 6 REFLECTIVE QUESTIONS:

1. Review the PAF Roadmap using the main tools from the training (spreadsheets, canvases or posters). Identify one activity for each stage of the roadmap, that relates to one of these 5 key themes:
   Outcomes focus
   Humanitarian accountability
   Strategic objectives
   Engaging the affected community
   Coordination and collaboration
2. Choose one activity from this exercise that you can personally do at work.

3. **Briefing on preparation task**
BRIEF THE GROUP ON PREPARATION FOR MODULE 7

- Explain the 2 preparatory activities for the next module:
  1. Choose your own **additional learning actio**n
  2. Review the **Reference Points Timeline** and the work done on sharing recommendations and analysis. Identify:
  1. Any new reference points that should be considered, that affect sharing
  2. Any changes to reference points that could make it easier for the desired changes to happen

Reflection practice & preparation task for module 7: facilitation notes

1. **Gallery walk: Collective review of learning**

- Display all the tools used throughout the training in order of when they were first used – the canvases on the Miro board, posters on the wall or spreadsheet-based tools.
- The process is summarized in the Problem Solving Approach tool, but it is useful for participants to review all their outputs and make the connections themselves between the stages of work they have done and the results and conclusions they have arrived at.
- The purpose of the exercise is to reflect on the entire process and identify how to ensure that protection analysis is carried out as a principled activity. In the reflective practice exercise an extended list of 5 themes is used.

2. **Reflective practice**
INDIVIDUAL REFLECTION USING THE REFLECTION TOOL

- Reflection is an important way of helping us embed our learning in day-to-day work. Ask participants to **write down** their answers, not just sit and think about them!
- Participants should keep their answers to the reflection questions in one place e.g. a notebook or notes page. They will need to review them at the end of Module 7.

3. **Briefing on preparation task**

- The context and timeline for sharing analysis conclusions and related recommendations needs to be feasible if it is to be achieved!
- Our reflections on the timeline so far have given a better sense of the reality of our context. Now that the outcomes and actions for engagement are clearer, what else can we think of that has an impact on sharing recommendations or results? It may be possible to change a reference point to better serve the desired protection outcome. For example, should we negotiate a new deadline for a report to enable better collaboration between duty-bearing actors, or change the date of an assessment to better engage with people affected by the protection risk?

Making protection analysis continuous

ACTIVITY FACILITATION STEPS AND NOTES

07

Making protection analysis continuous

07

Objective

Identify the elements of a strategy for updating and deepening the analysis over time

Learning outcomes

By the end of this module, participants will be able to:

- Explain protection outcome milestones and how they relate to the analysis
- Set in place mechanisms to track the status of actions recommended to address the risk
- Describe mechanisms to track progress towards overall outcomes
- Highlight moments in the operational context to reflect on the risk and the overall situation, allowing for identification of new risks and evaluation of outcomes
- Communicate about protection risks with programmatic and operational colleagues

Key messages

1. Reviewing our activity against the reference points in the context is a useful way of ensuring that our analysis remains useful and up-to-date. While doing this, we should be alert to new reference points and the impact they may have on our timeline and all the activities associated with protection analysis.
2. When considering points of decision-making (or “turning points” in the context), we should continue to bear in mind all the different aspects of the context, not only our own programming or coordination activities.
3. Bringing together all the work done throughout the analysis and checking it against the outcomes we have begun to define helps us to ensure that our work is appropriate and relevant. It is important to reflect on and update our analysis until outcomes are achieved.
4. The understanding of data/information we gathered, the reference points and the actors mapped, should all be used to identify what needs to be reviewed, changed or introduced to maintain a collective, continuous analytical process.
5. Being aware of our own and others’ timelines and reference points helps to identify how we can track progress. Tracking and monitoring progress, like protection analysis, needs to be embedded in our everyday activities so that we can continually reflect on the situation and respond as the context changes.
6. Communication with colleagues across programmatic and operational functions is essential for embedding continuous analysis, especially as contexts change and new information arises. While we often have pre-defined reporting timelines, we need to be aware of the other moments and ways to share our analysis results depending on the needs of all the actors involved.

Activities & tools

REVIEW THE SCENARIO AGAINST THE EXPECTED CHANGES
“Let’s Talk About...” Video: PLANNING FOR CONTINUOUS ANALYSIS
PROGRESS-TRACKING AND FURTHER ACTION
FINAL REFLECTIVE PRACTICE & PREPARATION FOR ACTION

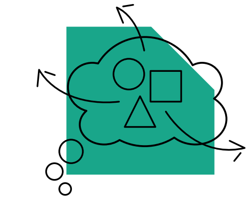
Scenario & examples

Continue to use the scenario started in Module 1 and have available or on display, the outputs that participants have worked on throughout the training. The module will particularly focus on the Outcome Definition Table and Problem Solving Approach Tool, comparing them with the Reference Points Timeline to think about WHEN to revisit, update, deepen, and share our analysis. Part way through this module, you will introduce a significant change in the context. Use the example in the module steps or create one that is relevant to your context.

Outputs

By the end of this module, participants will have produced:

- Recommendations for how to track and revise milestones and changes identified over time
- Problem-Solving Approach tool which responds to a significant change



Review the scenario against the expected changes: steps

1. **Setting protection outcomes in context**
   PLENARY: REVIEW OUTCOME DEFINITIONS

- Display the **Outcome Definition Table** from Module 6
- Explain the term milestone and link with the work already done
- Prompt participants to reflect on what they need to track the milestones and what, who, when, where, and with whom aspects
- Ask participants to consider these questions:
  1. How do we know when progress is made towards protection outcomes?
  2. What data collection mechanisms do we need to have in place, to gather continuous evidence about progress (or non-progress)?

Output: Brainstorm ideas about how to track progress

2. **Reviewing the Reference Points Timeline in context**
   SMALL GROUPS: REVIEW OUTCOM DEFINITIONS

- Participants work in small groups to look at the milestones and suggest when in the timeline they might look for these changes
- Give participants the task: Mark the key points that relate to the outcomes you identified. (Key points should include the decision points AND the related decisionmakers.)
- Allow time for discussion. Then introduce additional questions:
  2. How will we know when and how we should change our approach?
  3. What sharing opportunities do we see?
- Participants record their ideas on cards or sticky-notes
- In plenary, review timelines and feedback on the work

Output: Shared understanding of when identified changes should ideally happen and which actor should be engaged. Additional points marked on timelines for re-evaluation, communication and other actions relating to implementing continuous analysis

"LET'S TALK ABOUT ..." VIDEO: PLANNING FOR CONTINUOUS ANALYSIS

Review the scenario against the expected changes: facilitation guide

1. **Setting protection outcomes in context**

- All the work the group has done to describe the expected changes is a reflection on **milestones.**
- MILESTONES are forms of expected changes in the **behavior, attitude, policy, practices or decisions** of the relevant stakeholders necessary to reduce the risk factors (threats, vulnerabilities, capacities). This includes the actions of the stakeholders we've mapped in previous modules -- authorities responsible, the behavior of other relevant actors (e.g. regional/ international actors who have an influence on the situation) and the actions of the people affected themselves.
- Milestones are helpful to ensure that we are able to concretely track our recommendations from the analysis and our progress towards our collective strategies to reduce risk (our overall goal).

2. **Reviewing the Reference Points Timeline in context**

- This exercise focuses on how the defined outcome(s) relates to the analysis timeline. In the previous module, we looked at who and what mechanisms can help us fill data and information gaps and who and what mechanisms we need to plan for, to contribute to the problem-solving action. Now we are revising our timeline to look at WHEN and HOW we will track our progress.
- Thinking about the changes required in terms of behavior, policies, practices, or other decisions can lead to more specific insights about what actions might be required, where we may be able to look for information about those changes, and when.
- When briefing participants to reflect on the questions, prompt a review and comparison of columns 2 and 3 of the Outcome Definition Table (What do we need to put in place to effectively use data/information gathering mechanisms and opportunities we identified? and What of these needs can be recommendations to external and internal actors?). They may identify other things that need to be reconsidered as part of sharing (for example, actor, time, type of information, analysis results).
- Keep making the link between action and the actor or actor(s) that should be engaged. They should both be recorded on the timeline.
- Prompt participants to keep asking themselves when they would expect to see changes / milestones, and what that means for when to revisit or update aspects of the analysis.
- It is important that the participants focus on the expected changes indicated by the results of the analysis and link them to opportunities for sharing the analysis as they look at the contextual timeline and important events or moments on the horizon.

"LET'S TALK ABOUT ..." VIDEO: PLANNING FOR CONTINUOUS ANALYSIS
After the video, have a short Question & Answer session.

Progress-tracking and further action: steps

1. **Adapting analysis based on a significant change in context**
PLENARY: WALKTHROUGH & SMALL GROUPS

- In plenary, explain a change in the scenario:
It is 5 months after your initial protection analysis, and a non-State armed actor has taken control of a major region. There have been escalating attacks (including between the Government and the non-state armed group), as well as attacks on civilians in the defined territory. Humanitarian access to the region is significantly restricted.
- Display the question: Which parts of the analysis we already did, are still relevant?
- Discuss briefly in plenary, then break into small groups to discuss:
  1. What does this mean for our analysis?
  2. What parts of our analysis could be relevant to our understanding of this new issue?
- After a few minutes, interrupt the groups to input: How can we respond?
- Groups review the components worked on in the **Combined Information Landscape** and **Problem Solving Approach tools** and identify what is useful and why, taking into account that we need to review our analysis output with this new scenario
- Allow time for the task and discussion

2. **Plenary discussion**
PLENARY: DISCUSSION

- In plenary, gather some feedback about what changed and what did not
- Participants use cards or sticky notes to brainstorm answers to the questions:
  1. What would be your next steps?
  2. Who would you involve (communicate with or try to collaborate with)?
  3. Does the Brief need to change? How?
- Review the answers and discuss in plenary

3. **Reviewing the protection analysis outputs**
SMALL GROUPS: REVIEW RECOMMENDATIONS

- Display the **Problem Solving Approach** tool and initial **Scenario Brief**
- In small groups, participants reconsider the recommendations of the analysis, taking into account the change in scenario
- Participants revise the recommendations, writing them as fully and specifically as possible. Identify additional recommendations or ones that should be removed

Output: Changes to the recommendations (removed / added or amended)

4. **Reviewing progress-tracking and communications**
PLENARY: DISCUSSION OF SMALL GROUP OUTPUTS

- Share the revised recommendations in plenary. Post them on a whiteboard or write them on paper and put them up on a wall
- Participants visit the work each other have done and review the progress tracking mechanisms and communications previously identified. They should add advice on any changes to be made based on the revised recommendations and the new scenario
- Participants write new progress tracking recommendations on one color of sticky note and new communications / sharing suggestions on another color
- In plenary, participants add the sticky notes to the recommendations which they relate to

Output: Updated tracking mechanisms and communications suggestions related to updated recommendations

Progress-tracking and further action: facilitation notes

1. **Adapting our analysis based on a significant change in context**
- The purpose of this exercise is to demonstrate that whatever changes in the context, the process of the analysis completed, is still valid and relevant.

2. **Plenary discussion**
- This is a common situation – the context is always changing! Therefore the specific impacts of the changes are what we need to focus on.
- In the feedback, focus on specific points in the process such as the Brief, the stakeholders and the reference points on the timeline.
- Discuss the impact of the change and how we can develop the analysis from what we have already done, to serve the new context.
- Participants may feel that an analytical process is too demanding when the context is ever-changing. This exercise is intended to demonstrate that the analysis already done is worthwhile and useful. Previously conducted analysis may help us position for a more timely and focused analysis. It also helps us avoid duplicating previous thinking work on the context, related risks, and relevant stakeholders, as well as the existing information landscape we have to better understand the new development.
- Refer to the Concepts of Analysis video to support the discussion.
- Required changes to the previously defined approach may include: re-packaging how the analysis is shared; re-prioritized set of actors to be engaged; re-prioritized types of responses/actions identified.
- New opportunities for data-gathering and for action may emerge from the change in the context, that were not previously available. The existing data and information can be added to and re-organized to define new evidence-informed recommendations. It's important that participants do not think that they should scrap their work so far and start again! Their deep understanding and insight of the historical protection situation is a valuable head-start.

3. **Reviewing the protection analysis outputs**
- Building on the changes participants have already identified, in this exercise they should look in detail at the impact of the changed scenario on the recommendations.
- Recommendations may need to be adjusted / revised, removed, or new ones added.
- Encourage participants to re-write the recommendations in a formal way, that still takes account of practical and operational realities.

4. **Reviewing progress-tracking and communications**
- Embedding reviewing processes is part of a continuous analysis approach. Encourage participants to reflect on their own mechanisms to track progress and review. The PIM Matrix categories will help to identify what should be put in place.
- Progress-tracking is key to being able to revise the strategy that resulted from the analysis. This is necessary when there is a significant disruption.
- Check that attention is being paid to community involvement in data gathering, regular reflection and revision of the overall strategy.
- Re-emphasize the importance of conflict sensitivity and do no harm, and additional considerations needed to ensure we do no harm in the light of the new context development.
- Specifically considering sharing, prompt reflection on changes such as whether a new or different actor should be engaged, or any new considerations about how or what to share (for example, *now that the government is engaged in conflict, it might be better to share only certain information and not other information with government representatives…*)

Final reflection practice & preparation for action: steps

1. **Revisit the individual reflections from all modules**
   PLENARY: REVIEW OF INDIVIDUAL LEARNING AND ACTIONS TO TAKE FORWARD
   - Ask participants to review what they have learned, looking at their individual reflections from each module
   - Participants choose one action point to take forward and implement in their own work
   - Gather the action points on cards or sticky notes on a wall or whiteboard

Output: A wall/whiteboard of actions participants commit to implement at work

2. **Identify opportunities to collaborate**
   PLENARY: DISCUSSION ON COLLABORATION FOR PROTECTION ANALYSIS
   - In plenary, ask participants to review the timeline
   - Discuss how collaboration can contribute to embedding a better continuous protection analysis process
   - Ask each participant to identify an opportunity **for themselves** to collaborate and add this to the wall or whiteboard (use a different color)

Output: Identification of collaboration opportunities

3. **Review of resource repository**
   FACILITATOR PRESENTATION: REORIENTATION TO RESOURCE REPOSITORY AND PROTECTION ANALYSIS ROADMAP
   - Display the resource repository (screen share) and share the link
   - If there is time, provide a brief orientation and ask participants to choose a resource to review ***or***
   - Ask participants if they have reviewed the resources and take any questions arising

Output: Participants identify and bookmark resources they will use

Final reflection practice & preparation for action: facilitation notes

1. **Revisit the individual reflections from all modules**
   - Review the commitments to implement individual learning when everyone has added theirs to the wall.

2. **Identify opportunities to collaborate**
   - Bring the discussion back to the personal timeline (my work / my team) and prompt participants to think about their own active collaboration in service of better continuous analysis – avoid a hypothetical discussion about what "should" happen!

3. **Review of resource repository**
   - There are multiple resources that are useful for this training but for this final reorientation focus on the resources relevant to the PAF and the asynchronous resources. The Protection Analysis Roadmap can also serve as a "cheat sheet" to review key reflection questions from the training and also point to additional inspiring resources to support continued protection analysis and associated competency development.