

Enabling Interpretation

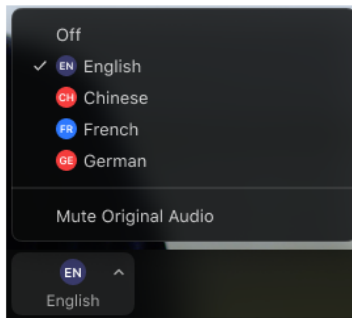
Listening to language interpretation

Windows | macOS

1. In your meeting/webinar controls, click **Interpretation**.



2. Click the language that you would like to hear.



3. (Optional) To hear the interpreted language only, click **Mute Original Audio**.

الترجمة الفورية: تتوفر ترجمة فورية من الإنجليزية إلى العربية / العربية والإنجليزية خلال كل جلسة. بمجرد انضمامكم إلى الجلسة، يمكنك تفعيل الترجمة من خلال النقر على أيقونة الكرة الأرضية أسفل الشاشة واختيار القناة التي تريدون الاستماع إليها (بالإنجليزية أو العربية). (إذا كنتم تريدون سماع كلتا اللغتين، فليست بحاجة إلى تمكين أي شيء).

Une fois connecté à la session, vous pouvez activer l'interprétation en cliquant sur l'icône du globe terrestre au bas de votre écran et en choisissant le canal que vous souhaitez écouter (anglais, français ou arabe). Si vous souhaitez entendre les deux langues, aucune action n'est requise.



Protection Analysis

Training

DRC DANISH
REFUGEE
COUNCIL



USAID
FROM THE AMERICAN PEOPLE



AGENDA

- Where we've come from (reflections from BHA)
- Background to the IRC-DRC Protection Analysis Project and our learning journey
- Introduction to the Training Package & our moments of insight
- Reflections from some of our thinking partners (IRC Nigeria, DRC, PIM, GPC)
- Questions & Answers
- Where we're heading!

Where we've come from...

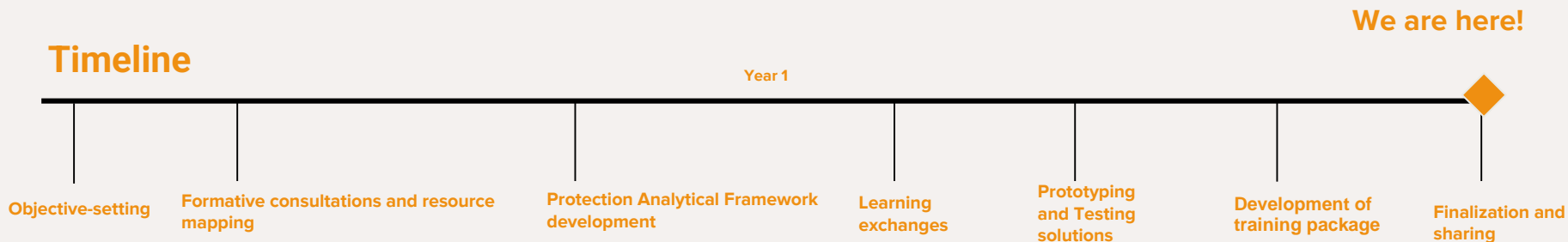
Lara Sulzman
USAID Bureau for Humanitarian
Assistance



IRC-DRC Protection Analysis Project

Building from the experience and insights of the doers and users of protection analysis...

Develop a resource package that helps team members produce higher quality and actionable analysis....





continuous & iterative
process



language is
accessible for
all



representative &
collaborative

Goals for our protection analysis



navigates complexity

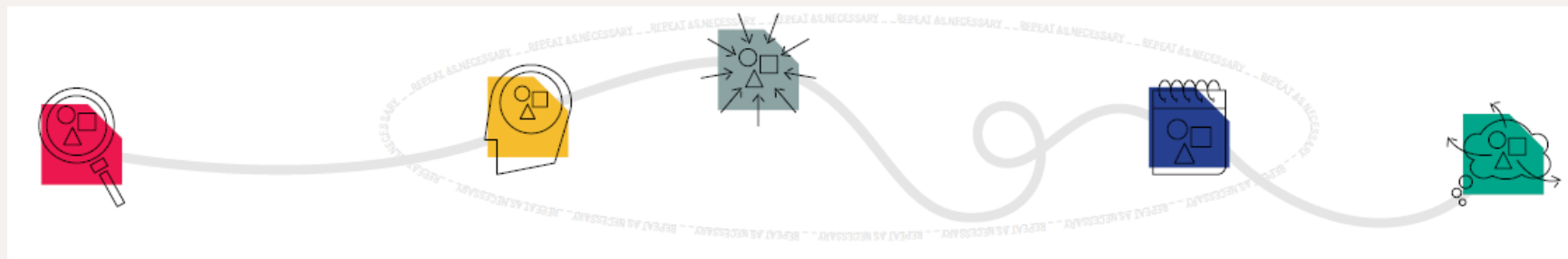


action-oriented, timely,
measured



The Protection Analysis Training Package

This training is specifically targeted at learners seeking to **operationalize protection analysis in their ongoing day-to-day work**. Overall, the intended outcome is that core analytical competencies inform the planning and delivery of protection strategies.



Identify the problem

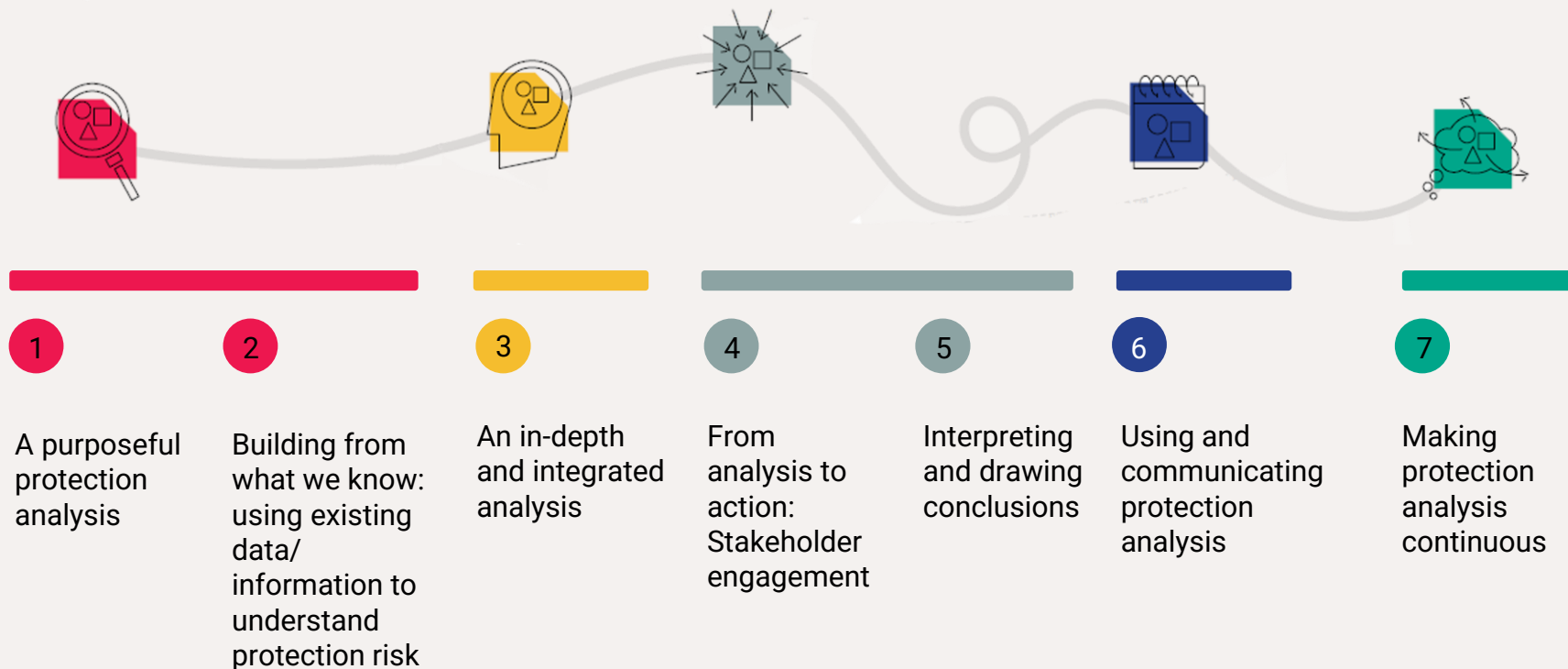
Analyze the problem

Identify collective
problem solving approach

Use, communicate and
update the analysis

Reflect on strategic
objectives

The Protection Analysis Training Package



A brief tour!

Facilitation Guide

PROTECTION ANALYSIS TRAINING
FACILITATION GUIDE

DANISH REFUGEE COUNCIL
USAID
FROM THE AMERICAN PEOPLE

This training package is made possible by the generous support of the American people through the United States Agency for International Development (USAID). The contents are the responsibility of the IBC/IDC Project, and do not necessarily reflect the views of USAID or the United States Government.



Training approach

The training focuses on a core curriculum that connects the protection analysis process with participatory, existing experiential content. Training activities are designed to highlight and address areas where resources are often needed, or important things are missed out.

Training structure

The program's protection analysis activities are in a modular process. Although usually there are specific times for formal analysis and reporting, in fact the protection analysis must be a continuous process that takes place at the front line of the work.

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

Reflect on the problem: steps

- 1. Reflect on the problem: activity walk-through**
In module 4, use this tool to reflect on recommendations based on the data. The tool is available on the file board or as a pdf. Use this activity notes and making notes to add detail and building to the activity. If you are working in-person, write or make a large poster and use sticky notes or cards.
- 2. Reflect on the problem: steps**
Facilitator's Role: In module 4, there are instructions on the individual information for the tool in the spreadsheet, where you can record notes to be engaged.

Facilitator's Role

Module 4: Use this tool to reflect on recommendations based on the data. The tool is available on the file board or as a pdf. Use this activity notes and making notes to add detail and building to the activity. If you are working in-person, write or make a large poster and use sticky notes or cards.

Facilitator's Role

Module 4: Use this tool to reflect on recommendations based on the data. The tool is available on the file board or as a pdf. Use this activity notes and making notes to add detail and building to the activity. If you are working in-person, write or make a large poster and use sticky notes or cards.

Overall guidance & activity facilitation notes (per each module)



Training Tools & Asynchronous Resources

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 from accessing the community water sources, unless they pay a "tax". Women and girls may be asked for sexual favours.

WHAT DO WE HAVE?

Top information / data on CONTEXT	PAF Category	Top information / data indicating THREATS	PAF Category	Top information / data indicating THREATS EFFECTS ON POPULATION	PAF Category
Select from the ORGANIZATION OF DATA AND INFORMATION Tool	Select from drop-down menu	Select from the ORGANIZATION OF DATA AND INFORMATION Tool	Select from drop-down menu	Select from the ORGANIZATION OF DATA AND INFORMATION Tool	Select from drop-down menu
Example01	Natural hazards	Example02	ship with affecte	Example03	Movements

Printable tools / Excel-type tools / Dashboard-type tools / Scenario Examples



Let's Talk About... Videos

What is protection risk?

Hablemos sobre...
Involucrar a las
comunidades en el
proceso de análisis de
protección

Let's talk about...
Designing an IM
System

Information Needs ARE NOT Questions in the Questionnaires

Decision:
Prioritize
where to
implement
WASH
projects

**Information
Need:**
What locations
are most in
need WASH
support?

EXAMPLE Questions (in each location):
KI: What is the source of drinking water for the community? Is the source located below
sewage?
HH Survey: How much time do you queue to get water? How far do you walk to get water?
EGD: Who collects water for the families (women, children...)? What dangers do they face
when collecting water? Does collecting water stop the children from going to school?

**Information
Need:**
Where can we
safely access?

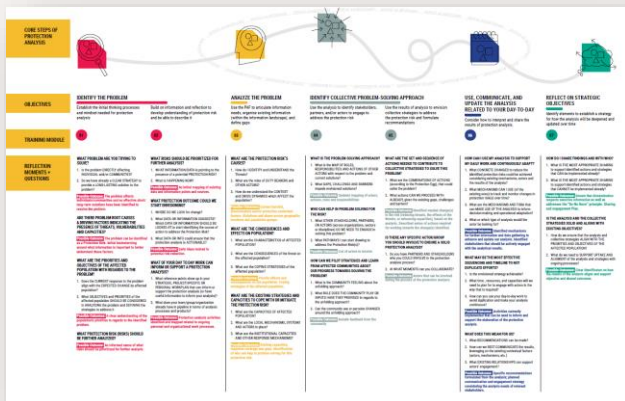
EXAMPLE Questions (in each location):
KI: Is the location accessible by everybody?
Expert Interviews (e.g., Security officers): Are there checkpoints or other dangers between our
bases, warehouses and the location?
OCHA/Government: Where is the fighting happening?

Why should we tailor the process to each community?



Each Module features a **short video** on **key concepts**, **processes in focus**

Summary Protection Analysis Roadmap



PROTECTION ANALYSIS ROADMAP TOOLBOX

Note that this is an exhaustive list of tools that can be applied or adapted for the analysis!

CAUSES DIAGRAM

CATEGORY: Problem Identification
TYPE OF TOOL: Tool
AUTHOR: DIY Toolkit

TOOL 5: HOW TO IDENTIFY PROTECTION PROBLEMS

CATEGORY: Priorities and Objectives of the Affected Population
TYPE OF TOOL: Tool
AUTHOR: Action Aid
NOTE: Tool 5 is on pg 95 of the manual

PAF CONCEPTS MATRIX (TAB 5)

CATEGORY: Aspects of Risk (threat, vulnerability and capacity)
TYPE OF TOOL: Guidance
AUTHOR: Global Protection Cluster, IRC, DRC
NOTE: Note that the Concepts Matrix is on Tab 5

PROTECTION CONCEPTS CARD DECK

CATEGORY: Aspects of Risk (threat, vulnerability and capacity)
TYPE OF TOOL: Tool, Training Pack
AUTHOR: IRC, DRC

PIM ROADMAP: ASSESSING YOUR INFORMATION LANDSCAPE

CATEGORY: Gathering more information
TYPE OF TOOL: Tool, Training
AUTHOR: PIM
NOTE: [Guidance for how to use this tool within the Training Pack is found here.](#)

RELEVANT PAF PILLAR: CURRENT THREATS TO THE POPULATION

CATEGORY: Problem's Causes; Threat Identification
TYPE OF TOOL: Guidance, PAF Pillar, Analysis Plan
AUTHOR: Global Protection Cluster, IRC, DRC
NOTE: Many features of the PAF will be useful to looking into this, but specifically the Conceptual Framework, Analysis Plan, and Concepts Matrix

RELEVANT PAF PILLAR: CURRENT THREATS TO THE POPULATION (MAIN ACTORS RESPONSIBLE)

CATEGORY: Problem's Causes; Understanding the Roles of Duty-bearers and other actors
TYPE OF TOOL: Guidance, PAF Pillar, Analysis Plan
AUTHOR: Global Protection Cluster, IRC, DRC

IRC'S CONTEXT CALENDAR

CATEGORY: Problem's Causes; Understanding the local, historical, social, and political context and crisis dynamics
TYPE OF TOOL: Tool
AUTHOR: IRC

CONTEXT, CONFLICT AND DO NO HARM ANALYSIS TOOL

CATEGORY: Problem's Causes; Understanding the local, historical, social, and political context and crisis dynamics
TYPE OF TOOL: Tool
AUTHOR: Mercy Corps

SOCIAL INSTITUTIONS AND GENDER INDEX

CATEGORY: Problem's Causes; Understanding the local, historical, social, and political context and crisis dynamics
TYPE OF TOOL: Dashboard
AUTHOR: OECD

WE WORLD INDEX

CATEGORY: Problem's Causes; Understanding the local, historical, social, and political context and crisis dynamics
TYPE OF TOOL: Dashboard, Report

A printable / easy-to-read summary Protection Analysis Roadmap, with inspiring resources and tools

A snapshot of the training content

Flexible ways to deliver the training

- In-person
- Remote
- Short timeline
- Extended timeline
- In team meetings
- Combining online and offline

Sample Agenda

- Welcome, overview
- Introduce / update the scenario
- Activity walkthrough
- Group activity
- 'Let's talk about...' video
- Q&A
- Reflective practice
- Summary

*signposting to asynchronous resources for further learning



Insight: Protection problems are complex!

“We need to help people know that a need doesn’t not necessarily translate into a risk. They are not interchangeable. When does not having a health service for 3 miles, become a risk? It is complex. I don’t want to pretend I get it right, I often don’t.”

Coordination Actor, Formative Consultation

Introducing our starting point: Identifying the Problem

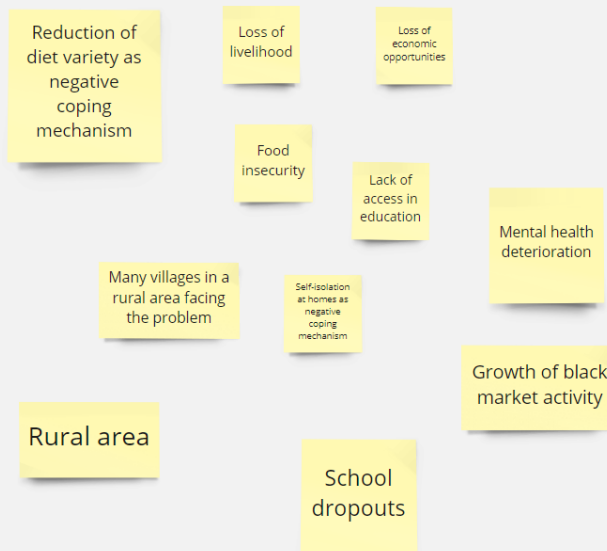
Learners are presented with a **sample scenario** or are prompted to think about a **problem** in their **own context**, which is expanded upon throughout the modules.

QUESTIONS FOR REFLECTING ON THE PROBLEM

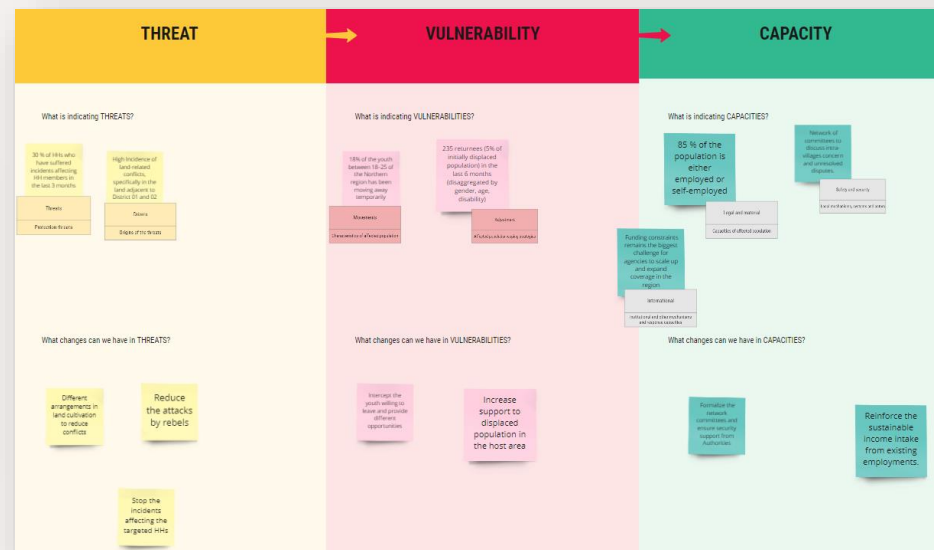
1. Where is the problem happening?
2. What are the effects on individuals in the population?
... on the community?
3. What actions are already being taken?
Include detail: who, what, which sectors etc.
4. What actions have communities/individuals taken?
Follow-up detail: and what capacities do they have?
5. What could be driving the problem?
6. What could be causing it?

Problem 2

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 a non-state armed group. They are also afraid that their land will be taken away



And defining a protection risk



Training modules then guide people to look back at that same problem they had brainstormed around with the lens of protection risk.



Use of the Protection Analytical Framework (PAF) & interactive tools to establish a shared understanding

Throughout the training, learners use **flashcards** to engage with protection analysis **concepts**

Activities are interactive and concepts are revisited, allowing for **testing**, “**making mistakes**”, and **reflection**.

Cards are available in **printable** and **virtual formats**. They can also be used in a lot of different ways (within the training modules and outside of them)



Insight: We have a lot to work with!

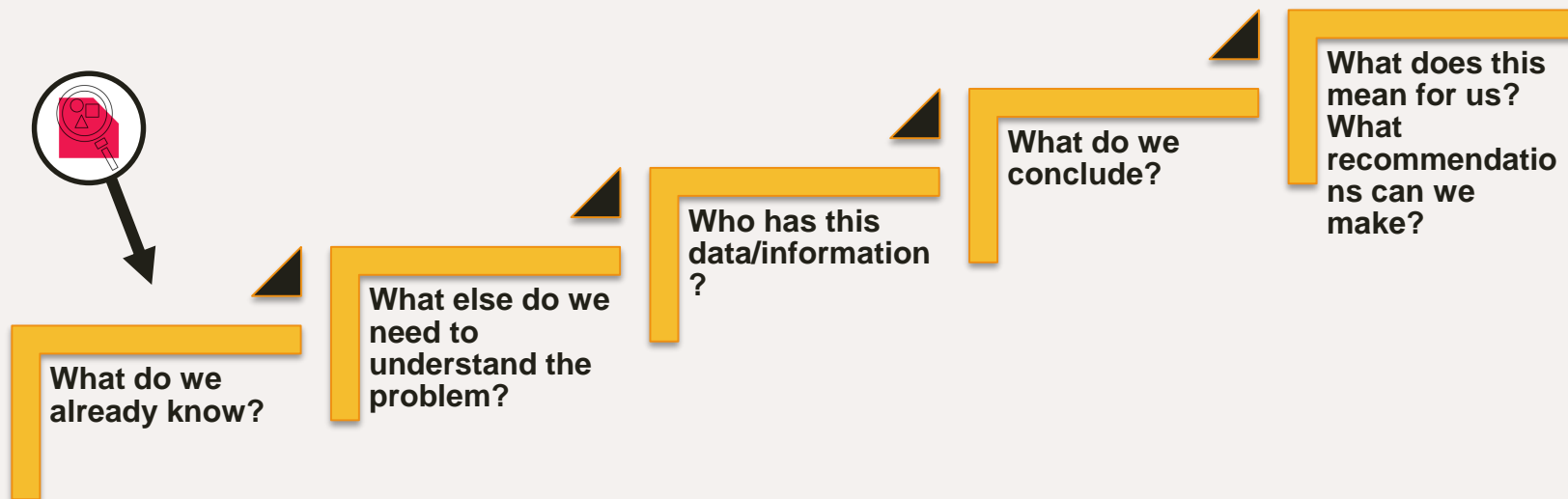
“We already have been doing a lot of data collection, we just need help in making it more structured. We might not even have to go out and do anymore data collection on the ground, because we have a lot of information.”

Protection Actor, Formative consultations



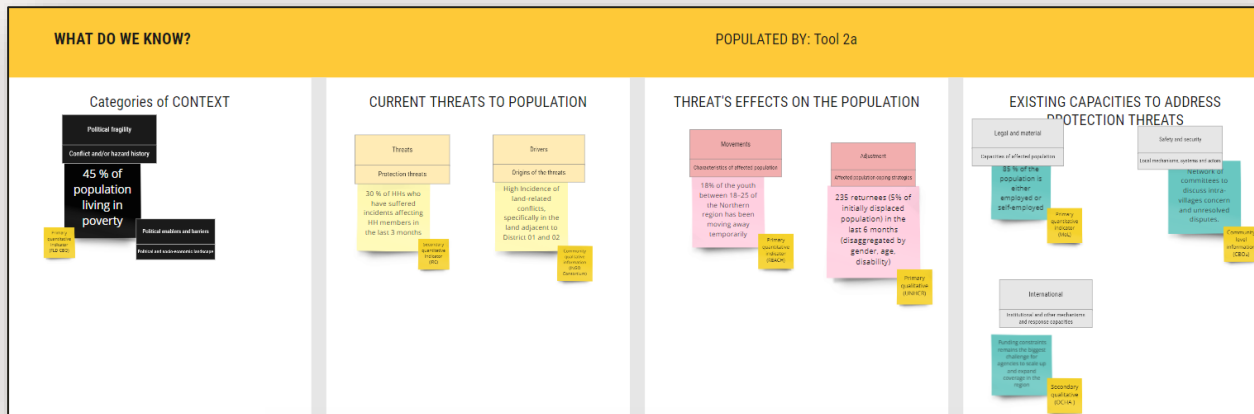


Building from what we know



Building from what we know

- Learners are invited to **contribute existing data points** for the analysis from a range of sources
- Videos emphasize the **wide range of methods and sources** of data/information which can be drawn on
- Activities encourage **conversations between different roles, teams, and sectors**



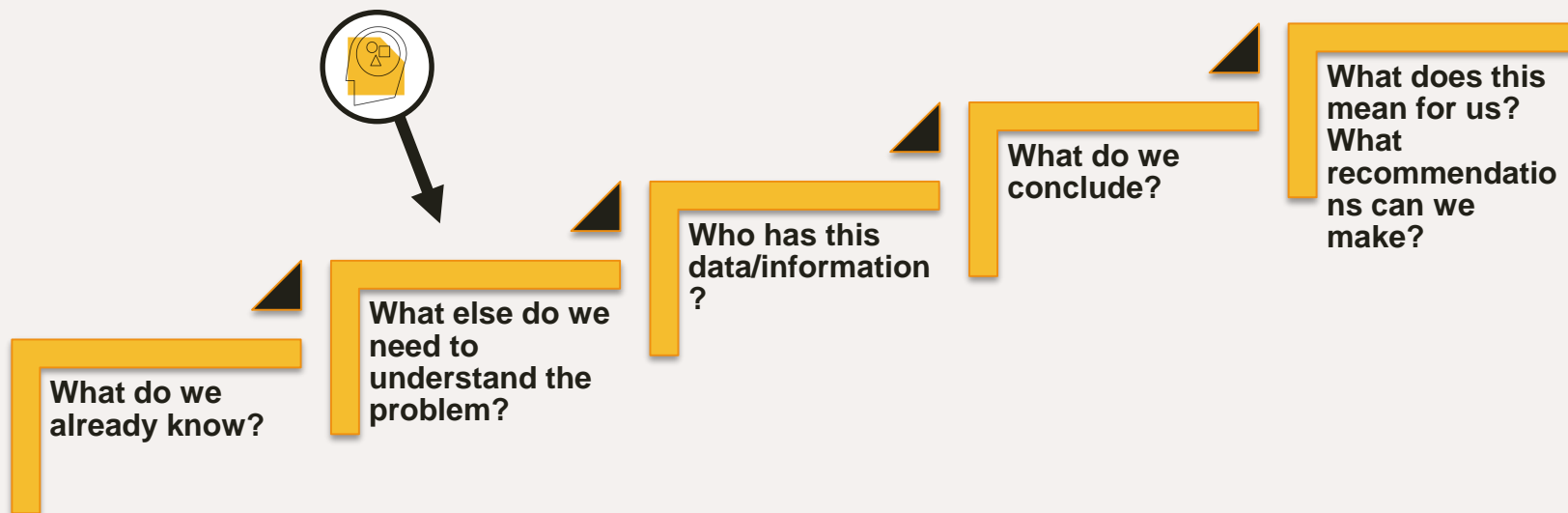
PROTECTION RISK IDENTIFICATION // COMPLETE THIS SHEET IN MODULE 02

PROTECTION RISK (Essential)				PROTECTION RISK (Optional)		OCCURRENCE		TOP INFORMATION / DATA ON CONTEXT		TOP INFORMATION / DATA INDICATING THREATS	
Copy from protection risk definition				Copy from the Protection Risk Definition (if filled)		Risk occurrence based on existing data		Select from the ORGANIZATION OF DATA AND INFORMATION TOOL		Select from the ORGANIZATION OF DATA AND INFORMATION TOOL	
Risk of...	in the form of...	from...	faced by...	with prevalence...	in locations...	with harmful effects	Risk occurrence based on existing data	Examples	Category	Examples	Category
Select from dropdown menu	TYPE OF HARM/THREAT	AGENT OR SOURCE OF HARM	INDIVIDUALS/GROUPS FACING THIS RISK	Select from dropdown menu	LOCATIONS	Select from dropdown menu	Select from dropdown menu		Select from dropdown menu		Select from dropdown menu
								Example01	Natural hazards	Example02	

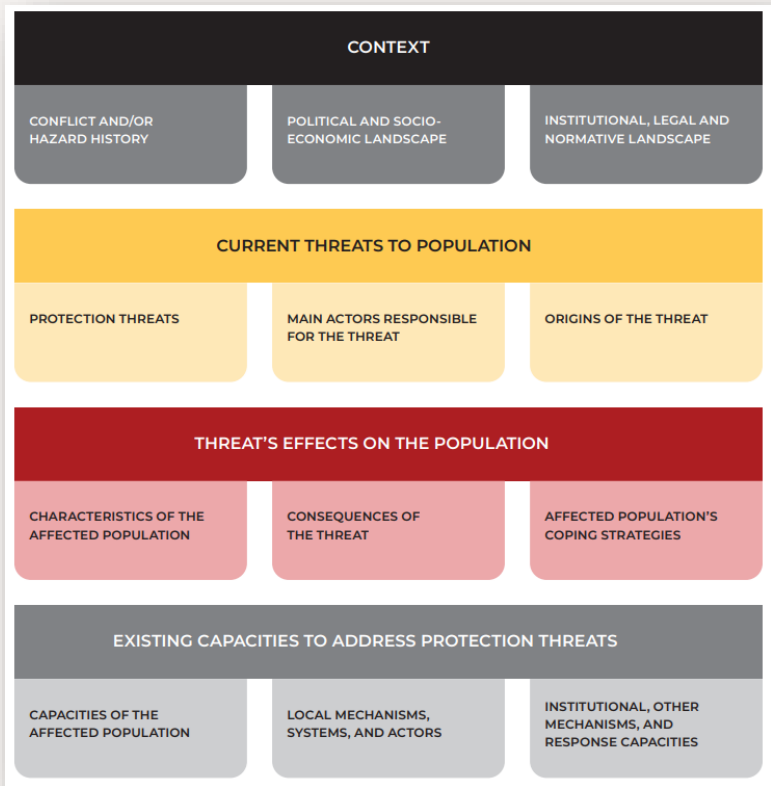




Using the PAF to guide what additional information is needed



Integrating the PAF



PAF Categories & Sub-Pillars

Location	Persons, conflict and hostilities	Natural hazards	Past trends
Conflict and/or hazard history	Conflict and/or hazard history	Conflict and/or hazard history	Conflict and/or hazard history
Threats	Type	Modality	Type
Protection threats	Protection threats	Protection threats	Who is/were responsible for threats
Location	Exposure	Movements	
Dissemination of affected population	Dissemination of affected population	Dissemination of affected population	
Psycho-social	Legal and material	Availability	

Top information / data indicating THREATS	PAF Category	Top information / data indicating THREAT'S EFFECTS
Select from the ORGANIZATION OF DATA AND INFORMATION Tool	Select from drop-down menu	Select from the DATA AND INFORMATION Tool
Example02	Relationship with affected people	Example02
	Threats	
	Type	
	Modality	
	Affiliation	
	Relationship with affected people	
	Accountability	
	Nature	
	Drivers	
	Norms	

MODULE 1 - PAF Pillars, Sub-pillars, & Categories



Integrating the PAF

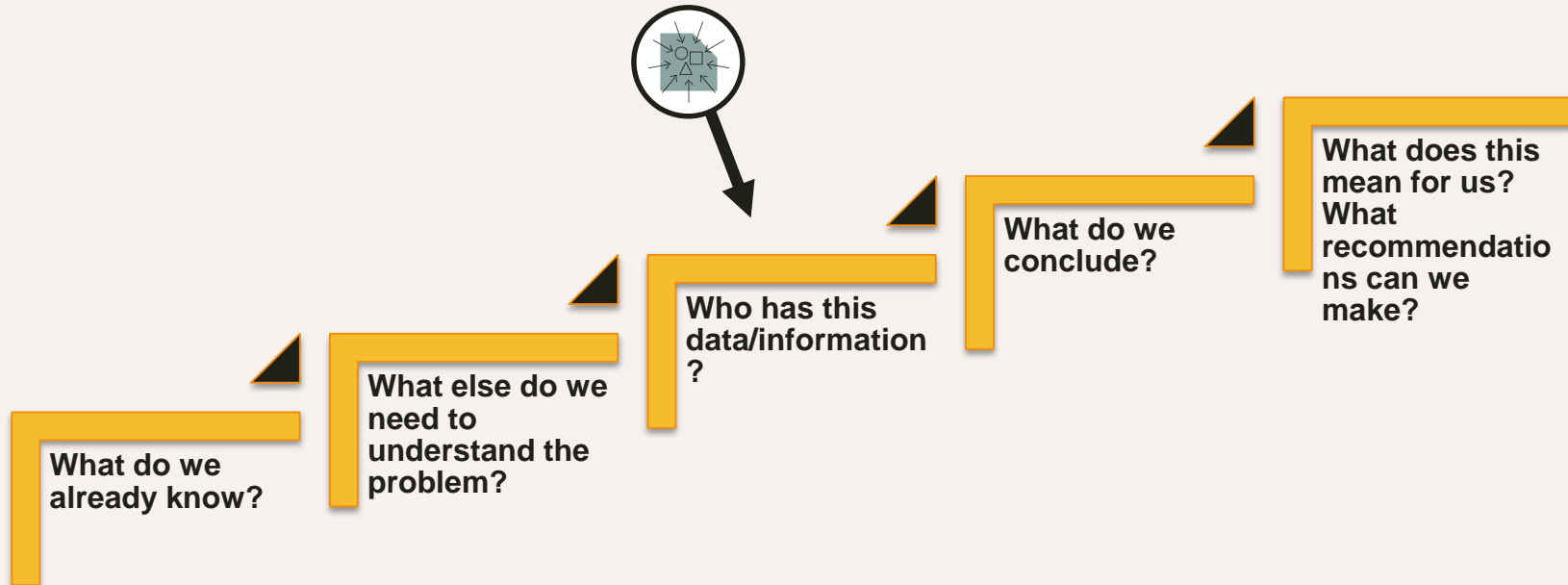


Top information / need indicating THREATS	PAF Category	Top information / need indicating THREATS EFFECTS ON POPULATION	PAF Category	Top information / need indicating CAPACITY	PAF Category
30 % of HHs who have suffered incidents affecting HH members in the last 3 months	Threats	18% of the youth between 18-25 of the Northern region has been moving away temporarily	Movements	85 % of the population is either employed or self-employed	Legal and material
High Incidence of land-related conflicts, specifically in the land adjacent to District 01 and 02	Drivers	235 returnees (5% of initially displaced population) in the last 6 months (disaggregated by gender, age, disability)	Adjustment	In the 7 villages in the area, several members have been recently creating a network of committees to discuss intra-villages concern and unresolved disputes. The system is working outside the official governmental system, but it is proving virtuous in lowering the tensions between the different villages, specifically on the use of the lands at the borders	Safety and security

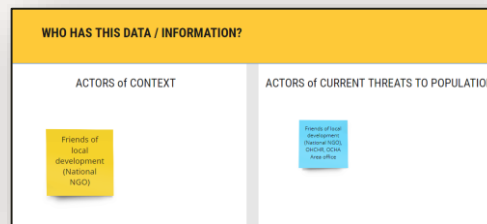
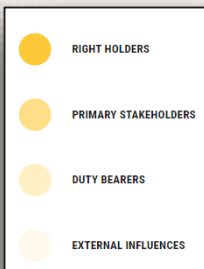




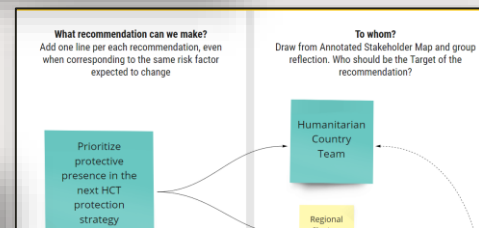
Engaging stakeholders



Engaging Stakeholders



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).

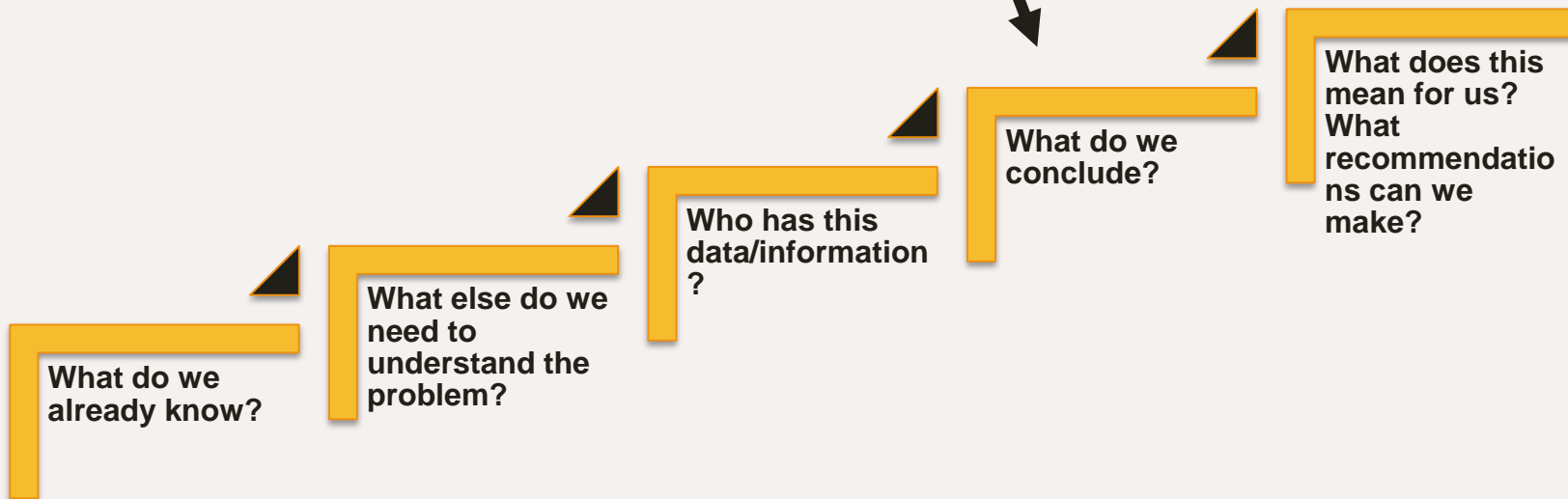


MECHANISMS/ACTORS TO SHARE ANALYSIS WITH
(Indicate the key stakeholders to whom sharing the analysis could result in a positive impact on each dimension described (WHO, WHAT, WHEN, WHERE, TO WHICH ACTORS))





From analysis to action



What do we already know?

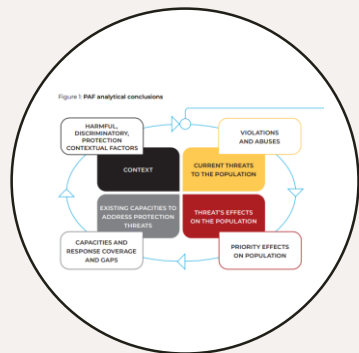
What else do we need to understand the problem?

Who has this data/information?

What do we conclude?

What does this mean for us?
What recommendations can we make?

Drawing conclusions



WHAT DO WE CONCLUDE?

POPULATED BY: Tool 04

Harmful, discriminatory, and/or protective contextual factors

General status of the area / Context in terms of existing factors provoking or shaping the crisis or protective factors enabling or deterring existing violations and/or abuses

Mayor of XX, several District gov'n offices non-interfering on Rebels actions in the area (political, economically motivated).

Regional interest in the agricultural production of the XXX hectares of land affected

7 Villages (same ethnic group as rebels) self-organizing and with confrontative coping strategies

Violations and Abuses

Violations and abuses in a context, in terms of occurring threats which result in violence, coercion, and /or deliberate deprivation

Deliberate attacks to men and boys (specific indicators and numbers)

Land confiscation (by rebels) - Bi-monthly numbers with ascending trend

Priority effects on population

Specific issues of concern (affecting the dignity, safety and well-being of the population) arising from the consequences of specific protection threats per population group and geographic area

Increasing of poverty (material conseq)

Some trends of family separation specifically in Village A and B

Abandonment of land and houses (material and legal conseq)

Initial resort to negative coping strategies (selling assets, others) to cope with poverty

Coverage and gaps

Capacities and response coverage and gaps in relation to the priority protection concerns identified per geographic location and population group

1 strong NGOs and several CBOs active in the area (agriculture, local development)

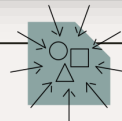
Solid ties between the 7 village leaders and continuing willingness to protect villages

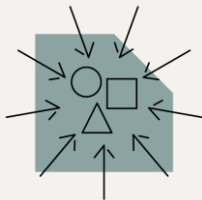
Economic and political ties between the 7 village leaders and the mayor of XX

Ongoing diplomatic negotiation between ICRC Field office and rebels

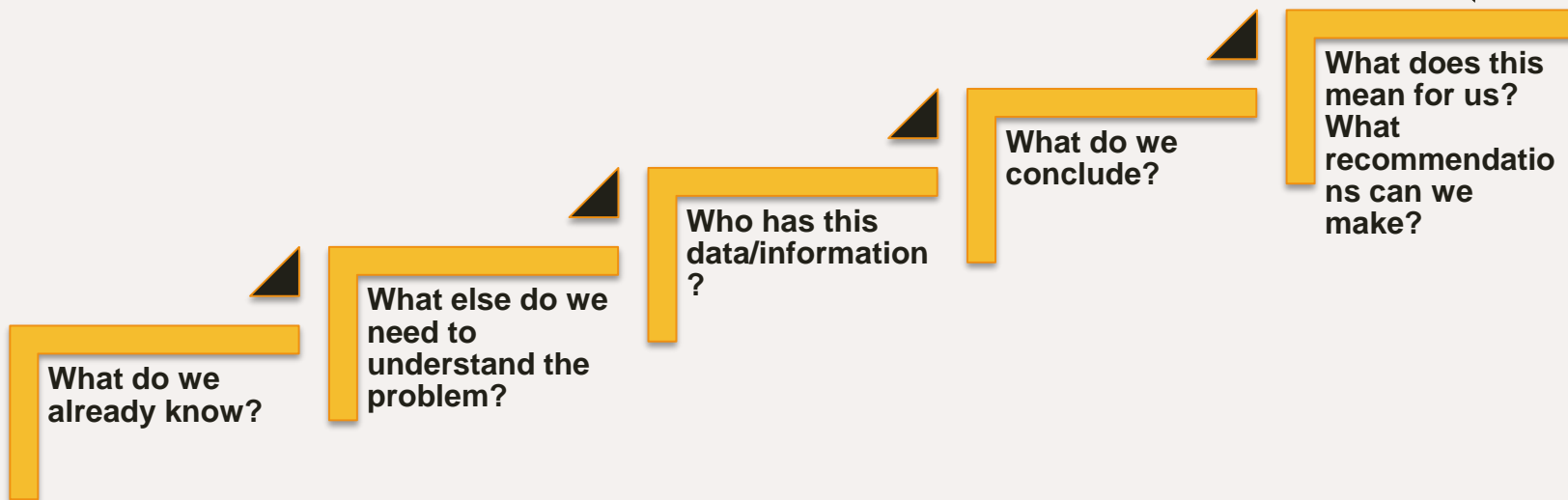
Regular protection monitoring (UNCHR Field office)

From S/W: 3 operating INGOs on distribution of NFI and other kits.





From analysis to action



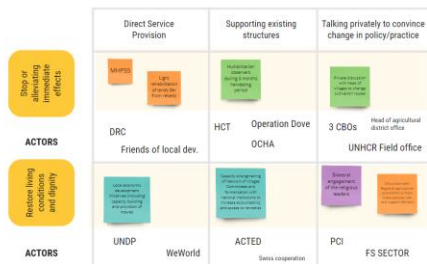
Insight: From analysis to action

“So we need to be able to use our information and translate it into actionable recommendations for duty bearers – all duty bearers, Government, donors, and the humanitarian community. And the local traditional leadership, because often they are the ones who really move things around. And the security personnel [...] If we can generate action points that create forums of dialogue as a collective, then that would really help the situation move forward”

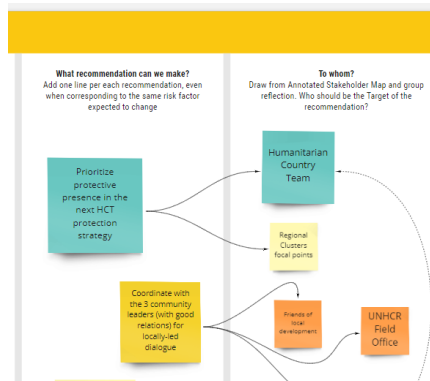
Protection Actor, Formative Consultations



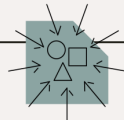
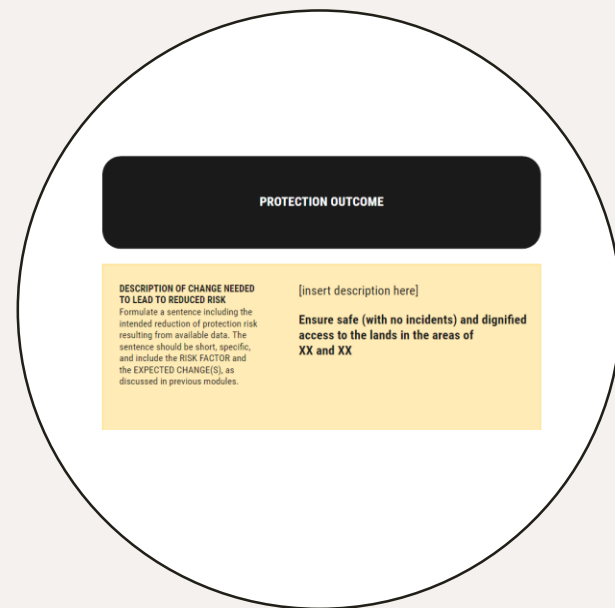
What can be done?

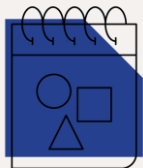


What recommendations we can concretely make?



So, what concrete change can we obtain?





Insight: Revealing Protection Analysis in our day-to-day

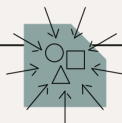
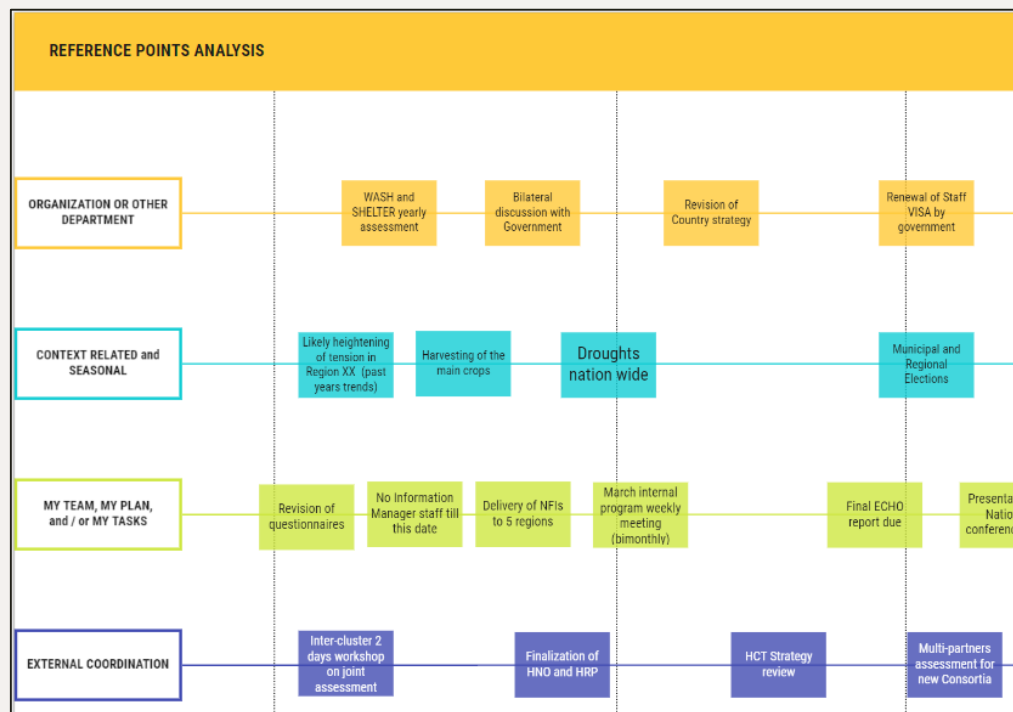
*“The same people who are responsible for implementing are the same people that are asked to think outside the box, and to do protection analysis, and project management and [etc.].. and that sometimes presents a problem, because the day to day running of everything – **it’s hard to take a step and think about the bigger picture**”*

Protection Actor, Formative Consultations

Highlighting Protection Analysis in our day-to-day

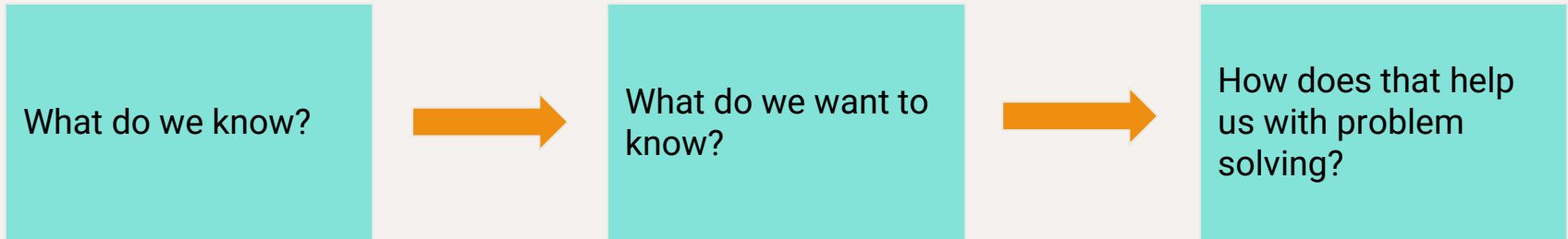
- The training uses a Scenario Brief that is meant to focus activities on tasks which replicate real-life
- Throughout the training, learners use a reference points timeline to plan and identify moments when analysis should be updated or shared based on the context, their work processes, or strategic decision-making moments

You have been asked to produce an analysis by	A SUPERVISOR / EXTERNAL ACTOR / DONOR / POPULATION REQUEST
Specifically, your analysis must inform specific actions to be taken within	YOUR PROGRAM / PROJECT / ORGANIZATION / COORDINATION INITIATIVES-PROGRAMS / MULTISTAKEHOLDER CONSORTIA



Reflections from IRC Nigeria

Grace Edeminam
Protection Manager, Protection Rule of Law
Team, IRC Northeast Nigeria



The objective is to contribute to a reduction of risk for the affected population

Priority Risk: Exploitation due to lack of documentation**What do we know?**

- happens on the road and at checkpoints if you don't have the right ID (and if you appear to be an adult)
- security forces ask for money, often if you give money there will be no violence
- if you have an ID, not a target
- people know and plan by bringing money (regularized)
- sometimes (location specific) results in detention
- some community members (move for LLH, for greener pastures, to meet family) have several reasons to move - and so people pay, they accept the cost (if they can). Some people turn back, some people negotiate, some people earn money to move

What do we want to know?

- whether the authorities concerned are aware of what we know is happening
- If they know, what are they doing about it?
- are government/security actors aware of what is happening and what their people are responsible for? (also sensitive)
- what is the reason why these people do not have an ID?

How does that help us with problem solving?

- because its government controlled, before we engage we need to understand what they know
- to do effective advocacy we need to understand where they are coming from
- helps us to support people to get IDs, reduce those barriers?
- how to provide economic support

Reflections from DRC on the Card Pack

Brennan Webert
Protection Advisor, DRC

Reflections on the Card Pack

Oftentimes we are asked to memorize definitions rather than understanding how they're fitting in a context. This tool would help minimize this problem by **allowing people to understand the why**

Really like this thing – [it helps us in] defining concepts - but I think there's huge potential to pointing to potential risks that could be related to a specific theme or area - it inspires people to ask - what could be related to that? **How do some of these pieces fit together?**

"I think [the cards] can be useful when providing training to front-line workers on **how to categorize the narratives that communities provide** to them and to actually input the data and produce reports"

Reflections from the Protection Information Management Initiative (PIM)

Rikke Enggaard Olsen
Protection Advisor, DRC



Training and learning

Development of competencies on principled, systematized, and collaborative processes to collect, process, analyse, store, share, and use data and information to enable evidence-informed action for quality protection outcomes.

PIM Training Resource Pack and e-learning: Intro to the PIM Conceptual Framework:

- Principles
- Competencies
- Matrix
- Process
- ...



PIM PROCESS

Assess Information Landscape

Define Purpose and
Information

Data and
Information Review

Design IM Systems

Design with
Affected Communities

Establish Information
Sharing Networks

Develop IM
System

Implement IM Systems

Collect Data

Store and
Maintain

Process and
Analyze

Disseminate
and Share

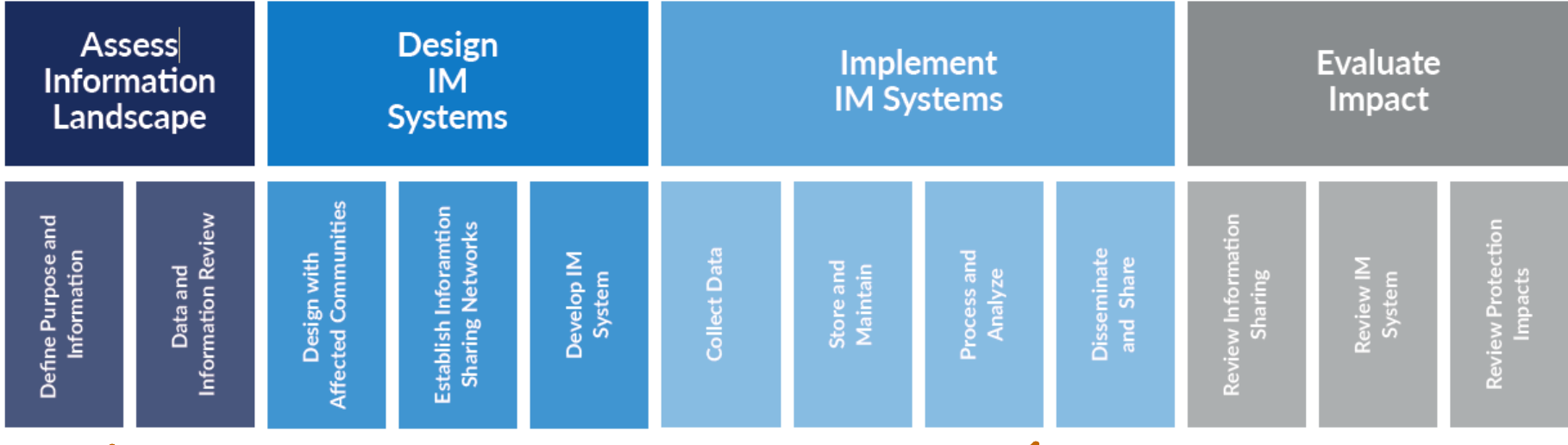
Evaluate Impact

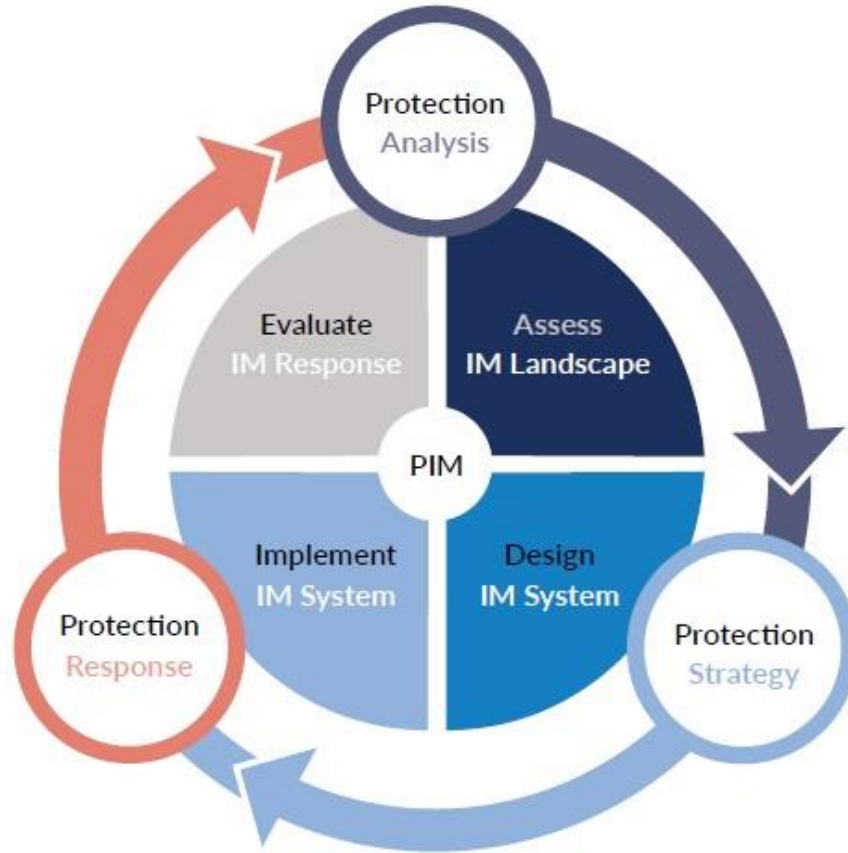
Review Information
Sharing

Review IM
System

Review Protection
Impacts

PIM PROCESS





Reflections from the GPC

William Chemaly
Global Protection Cluster Coordinator



Where to find the package

You can find (and download) the full training package on Box, here:

<https://rescue.box.com/s/trfxly0dgspfp8msqwl1vufggzil22ff>

The training modules will also be available on the Global Protection Cluster and Protection Information Management websites in the next weeks.

French, Arabic, and Spanish Translations coming soon!



What questions do you have?

Continue the learning with us here:
[Protection Analytical Framework User
Group Skype Channel](#)

Do you have success stories to share? Struggles?
Additional needs for conducting a more in-depth and
integrated analysis? Let's learn together!



Thank you!