Using Sphere Standards in Urban Contexts | **Module 1. Humanitarian Response in Urban Contexts  
INSTRUCTOR GUIDE**

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| For information on how to use this Instructor Guide and related documents, see “Orientation to Training Package” document |

TABLE OF CONTENTS

[**MODULE 1. Humanitarian Response in Urban Contexts**](#_fil8itieaw7x) **3**

[**Section 1.0 Introduction to Humanitarian Response in Urban Contexts**](#_hljw15tvtp4n) **3**

[1.0.A. Case Study: War in Ukraine](#_z6iychybfv1) 3

[🔴 Activity 1.0. Introducing the Urban Context (Required)](#_rv6hppjmgr69) 7

[1.0.B. Key Features of Urban Contexts](#_q4di6ximea5q) 10

[🔵 Activity 1.0. Why Are Urban Contexts Important? (Optional)](#_wpt71hg46nzy) 13

[1.0.C. Framing Urban Contexts Through Systems Thinking](#_bziaffbnidi1) 15

[1.0.D. Learning Objectives for Module 1](#_y1ixodzcsgdc) 17

[1.0.E. Module Overview](#_ds1vw2wuf50t) 17

[1.0.F. Additional Reading](#_vyopmbfi8hfd) 18

[**Section 1.1 Defining the Urban Context**](#_uyk6b2kgvfre) **19**

[1.1. Section Overview](#_z02zs5gyct8i) 19

[🔴 Activity 1.1. Part 1 - Define the Urban Context (Required)](#_mckxnoieteia) 20

[1.1.A. Definitions of Urban Contexts](#_bt8a3djujoii) 22

[🔵 Activity 1.1. Part 2 - Group Definition of the Urban Context (Optional)](#_mxkakhwz0218) 25

[1.1.B. Comparing Contexts](#_v1x4iprectky) 28

[1.1.C. Identifying Opportunities](#_bm3mqsv1pzru) 33

[1.1.D. Identifying Challenges](#_2nc0fm10bdi5) 36

[1.1.E. Additional Reading](#_juzz7yz1789) 40

[**Section 1.2 Conceptualising the Urban Context**](#_5rw25csq0dsp) **40**

[1.2. Section Overview](#_3rn6ztqlehlr) 41

[1.2.A. Conceptualising Urban Response](#_clx820995onm) 41

[1.2.B. Needs Analysis Using a People-Centred Approach](#_tatlv58z9sv5) 43

[🔴 Activity 1.2. Part 1 - Needs Analysis Using a People-Centred Approach (Required)](#_hdtrjxow60xn) 54

[1.2.C. Context Analysis Using a Systems Approach](#_o64yl2yzvzz4) 58

[🔴 Activity 1.2. Part 2 - Context Analysis Using a Systems Approach (Required)](#_poi0fh8weze0) 67

[1.2.D. Systems Approaches to Context Analysis](#_k6g9108z09ti) 71

[🔴 Activity 1.2. Part 3 - Systems Modelling Using the Five Urban Systems Approach (Required)](#_cqye94mtfzmt) 75

[1.2.E. Additional Reading](#_1vsajzc78l9e) 80

[**🔃 Optional Section**](#_9osvscpkkqbu) **81**

[**Section 1.3 Complexity in Urban Contexts**](#_tq578289kj4a) **81**

[1.3. Section Overview](#_j1ricxynzcor) 81

[1.3.A. Origins of Complexity](#_ybypojjhdi7) 82

[1.3.B. Urban Risk and Vulnerability](#_f1t2zpgszu73) 85

[🔵 Activity 1.3. Conceptualising Risk and Vulnerability (Optional)](#_9caut2qfc42m) 86

[1.3.C. Urban Communications and Information Management](#_lhj96jc2kwng) 91

[🔵 Activity 1.3. Exploring Complexity in the Urban Context (Recommended)](#_ry0ceiw3fu3q) 93

[1.3.D. Additional Reading](#_yossoku5yhw4) 96

[**Section 1.4 Conclusions**](#_ydtep89ufcep) **97**

[**Training Assessment | Post-Delivery**](#_83r0o1e5qhg4) **98**

[**Appendix A. Sphere Promotional Flyer (Also located under Supporting Documents of the training package folder)**](#_rw2p917zkqbd) **100**

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# MODULE 1. Humanitarian Response in Urban Contexts

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| Section 1.0 Introduction to Humanitarian Response in Urban Contexts **Instructional Objectives:**   * Introduce the urban context through the Urban Response Case Study: War in Ukraine. * Identify key features of the urban context that are distinct from other settings (e.g., rural, camp). * Briefly introduce systems thinking as a framework for understanding urban contexts. * Identify the Learning Objectives for Module 1. * Provide an overview of Module 1 content. | | | **Total Lecture: 10 minutes**  **Total Activity: 25 minutes**  **>Required Activities:**  **10 minutes**  **>Optional Activities:**  **10-15 minutes** |
| **Slide Content** | **Talking Points & Instructor Notes** | **Activity Notes** | **Case Study** |
| 1.0.A. Case Study: War in Ukraine | | |  |
| **Urban Response Case Study: The War in Ukraine** | **Talking Points**  What is the urban context? And how do humanitarians fit into this context? → Throughout this training we will discuss the War in Ukraine as a case study to explore concepts related to humanitarian response in urban contexts.  **Instructor Notes**  Use this introductory slide to establish that the War in Ukraine will be used as a case study throughout the training. Transition to the next slide to provide details about the case study and “set the scene” for the training.  **\*Note on Case Study:** The Urban Response Case Study: War in Ukraine has been used for this Instructor Guide; however, facilitators may replace this case study with a different case study of their choice (e.g., more relevant to specific training needs or context).  **\*Note on tense used in the Case Study:** For the purposes of this training, the present tense has been used throughout the Case Study descriptions. It has been treated as current data to make the study more immersive for participants and to emphasise the changing context. Since this training was created, many of the statistics and situation reports will have changed and may no longer be current.  **\*Note on Terminology:** The title “War in Ukraine” has been adopted in this training to identify the case study based on its usage in international media reporting, government and state documentation, and humanitarian and international non-governmental organisation coverage of the conflict. This title can be substituted if needed, and at the discretion of the instructor, to reflect the complexities of these terms (e.g., war, conflict, invasion, war on Ukraine, Russia-Ukraine war). |  |  |
| **Situation Report** | **Talking Points**  Provide the situation report for the War in Ukraine to establish context for the training.  **Instructor Notes**  **Reinforce that:**   * This case study will be used throughout the training to help participants situate their learning in an urban context. * Activities will use the case study. * The case study will be developed throughout the training, as additional information is shared as it relates to the learning content. | **Activity (Required)**  Participants brainstorm initial perceptions of the urban context using the Ukraine Case Study.  See **Activity 1.0. Introducing the Urban Context** for detailed instructions. | **Case Study**  On 24 February 2022, Russia invaded Ukraine. This act was a major escalation of the ongoing Russo-Ukrainian War which started in 2014. As of 19 May 2022, [OHCHR](https://www.ohchr.org/en/news/2022/05/ukraine-civilian-casualty-update-20-may-2022) has recorded 8,189 civilian casualties, and the [UNHCR](https://news.un.org/en/story/2022/05/1118772#:~:text=In%202022%2C%20the%20war%20in,million%20to%20leave%20the%20nation.) reported that 8 million people have been internally displaced and 6 million people have fled to neighbouring countries.  The urban context of this humanitarian crisis is particularly important. Prior to the invasion, approximately two-thirds of Ukraine's population lived in cities across the country (e.g., Kyiv, Kharkiv, Odessa, Dnipro, Donetsk, Zaporizhzhia, Lviv, Kryvyi Rih, Mykolaiv, Mariupol, Luhansk). Russia has primarily focused its attacks on these urban centres.  - [Kharkiv](https://www.nytimes.com/article/ukraine-cities.html) is in ruins following heavy bombardment but still under Ukrainian control.  - [Kherson](https://www.nytimes.com/article/ukraine-cities.html) is under the control of Russian forces after heavy bombardment that damaged power, water, and gas services; Russia is now positioned to advance west towards Odessa.  -[Mariupol](https://www.nytimes.com/article/ukraine-cities.html) is surrounded and under heavy bombardment, and the population is cut off from most humanitarian assistance.  -[Kyiv](https://www.aljazeera.com/news/2022/4/16/russia-renews-attacks-on-ukraine-kyivkyiv-mayor-warns-returnees-to-stay-away-amid-renewed-russia-fire) was initially a major target of the invasion, but Russia withdrew forces to focus on the East.  -[Lviv](https://www.nytimes.com/live/2022/04/18/world/ukraine-russia-war-news#:~:text=The%20Lviv%20attack%20followed%20300,country%20known%20as%20the%20Donbas.) has been a city of refuge for tens of thousands of civilians fleeing the war.  Throughout the learning modules, more context on the humanitarian response in Ukraine's urban areas will be provided. |
| 🔴 Activity 1.0. Introducing the Urban Context (Required) | | | **Activity: 10 minutes** |
|  | **Activity Type:** Group Brainstorm: Urban Response Case Study: War in Ukraine  **Learning Objectives:**  By the end of this activity, participants will be able to:   * Describe the urban context * Identify characteristics that make the urban context complex * Characterise the urban context as a system (containing subsystems) * Explain the role of humanitarians in this context and how they fit in this system   **Participant Grouping:** All participants engage as one group, in plenary discussion.  **Activity Instructions:**  Participants brainstorm initial perceptions of the urban context using the Ukraine Case Study.   1. Identify complexities in the urban context in relation to humanitarian emergencies  * Prompt: What complexities can we observe in the response to this urban emergency? * Action: Encourage discussion between participants while recording key points that are raised to identify complexities.  1. Identify challenges and opportunities in urban contexts in relation to humanitarian emergencies  * Prompt: What challenges and/or opportunities are specific to the urban context? * Action: Encourage participants to think about urban contexts in comparison to traditional (rural, camp, etc.) contexts.  1. Compare humanitarian response in an urban context with a traditional (rural, camp, etc.) context  * Prompt: What are the similarities and differences of response in an urban context and a traditional context? * Action: Encourage discussion between participants and record key points.   Examples of leading topics to facilitate discussion include: risk, vulnerability, communications, information management, leadership and decision-making, governance, infrastructure, culture, and key stakeholders.  **Alternate Activity Options:**The Urban Response Case Study: War in Ukraine has been used for this Instructor Guide; however, facilitators may replace this case study with a different case study of their choice (e.g., more relevant to specific training needs or context).  To prepare an alternate case study:   * Identify a case study that is **relevant** to the participant group (current or specific to the geographic or experiential context, etc.). * Create a brief synopsis of the case study. * Identify aspects of the case to highlight that will contribute to achieving the learning objectives.   Additional alternatives beyond those described below could include: Lebanon, Bangladesh, Syrian or Iraqi refugee crises, Typhoons.  **Note:** if other case studies are selected, ensure that they are **urban case studies.**  *Alternate 1. Participant-Led Case Studies*  Instead of using the Ukraine Case Study, the activity can also be run using the experiences of the participants and their own case studies.  To prepare this activity using participant-led case studies:   * Ask participants to identify examples of urban responses that are timely, or relevant to their context and learning needs, or that they have experience with. * Choose a case study to use and create a brief synopsis. * Identify aspects of the case to highlight that will contribute to achieving the learning objectives.   *Alternate 2. Compare with a Camp/Refugee Scenario*  Using the following example case, Jordan Refugee Response, ask the questions provided in the activity instructions (above) using this case study to compare the urban contexts in Ukraine and the camp context in Jordan.  *Jordan case study - Urban refugee response in Jordan.*  From 2014-2016, camps for Syrians in Jordan such as Zaatari and Azraq were frequently referred to as “five star camps”.   * + From 2014-2016, camps for Syrians in Jordan such as Zaatari and Azraq were frequently referred to as “five star camps”. * These camps were logistically well established: close to major cities and airports; supply of food, shelter, and NFIs was consistent; and distribution was efficient. * Despite this, camp residents were leaving Zaatari or Azraq for cities in huge numbers.   + Interview respondents described “escaping” from the camp. * But many camp residents were coming from urban environments - they did not want to live in a tent or cabin, or depend on service delivery. * In cities there was accessible work in the informal economy. People could rent apartments, settle where they chose, and have the privacy and normalcy inherent in living in a home.   + Voucher-based supermarkets were established in camps to make these spaces more appealing.   + Access to urban humanitarian aid was withdrawn for new arrivals in 2016.   + Nevertheless, people continued to leave Azraq camp as quickly as they arrived.   + Eventually, when less severe measures were not effective, security around Azraq camp became increasingly militarised. Only this securitisation of displaced people proved effective.   **Notes for the Facilitator:**  This exercise should emphasise:   * the importance of **situating ourselves** as humanitarian actors within a larger system, potentially as a junior partner.   + “People are not waiting for you to come and save the day” * We are **not alone**. Our job is to catch up and board a train which has likely already left. * Introduce the **confusion** that can exist in urban contexts. * Throughout the training, we will return to the case study to make sense of that confusion.   To frame the exercise, the facilitator may wish to lead by explaining: “The aim of this activity is to ground the discussion on urban contexts by starting with an example of an urban response that all participants can relate to.”  *Reference Material: See 2A Case Study (Stand-Alone)*  **Online/Hybrid Delivery:**  This activity can be completed using the Main Call of an online video conferencing platform. The brainstorm list can be recorded using the Chat function or an online collaboration platform (e.g., Jamboard, Google Slides, Google Docs). | | |
| 1.0.B. Key Features of Urban Contexts | | |  |
| **Why are urban contexts important?** | **Talking Points**  Introduce the importance of urban contexts in contemporary humanitarian response.  (Note: address selected points based on time available)  Globally, people are increasingly living in urban areas:   * In 1970 (50 years ago), approximately 35% of the world’s population lived in cities (World Bank). * Today, more than half of the world’s population lives in cities. * Climate change, migration, and conflict will have an increasingly large impact on cities. * Climate change will increase the frequency, intensity, and types of hazards for cities. For example, cities that faced few major storms in the past may now face heavy precipitation multiple times a year. * Rural to urban migration will continue to increase for a variety of reasons including: livelihoods and economic opportunity, changing agricultural viability, and conflict. * As we see in our case study, as well as other recent conflicts, cities are often the focus of military campaigns causing widespread damage and suffering. Additionally, non-city targets can drastically affect urban areas. For example, remote water reservoirs, pumping stations, and power generation.   Effective humanitarian response in urban areas requires new ways of working, distinct from rural, semi-rural, or camp-based responses, including:   * Respectful, equitable collaboration with multiple stakeholders, including local authorities and organisations at all levels. * Willingness to adapt to local governance structures, rather than expecting local actors to conform to international humanitarian systems and “ways of knowing”.   + Often, urban contexts demand a willingness to question “who is in the lead” and allow other stakeholders to lead response while humanitarians take a supporting role based on unmet capacities. * Willingness to take on a role of coordination and advise if required (rather than implementation). * Widening targeting of activities to improve the lives of all members of many communities, rather than individuals from a particular background. * Awareness that large groups of people live “under the radar” in cities, often as undocumented migrants. These people may be refugees, IDPs, other migrants, or other local community members. They also may wish to stay away from authorities because of their liminal status.   **Note:** Urban and rural contexts should be seen as complementary and interdependent, rather than opposites!  **Instructor Notes**  **Supporting material:**  *- “Today, over half of the world’s population lives in urban areas. Cities are currently growing by around 1.5 million people per week, with about 90% of that growth occurring in Asia and Africa. Latin America, Caribbean and Pacific Island Countries are also experiencing urban growth. By 2050, an additional 2.5 billion people are expected to be living in cities. The number of urban slum dwellers, currently close to one billion, is expected to double by 2050” (Sphere 2020).*  - More than 50% of refugees now live in urban areas and NOT in rural areas or camps (UNHCR).  *- “The number of weather-related disasters to hit the world has increased five-fold over the past 50 years”* (World Meteorological Organization, source: BBC). | **Activity (Optional)**  Complete an ideation activity, such as a dot-voting exercise.  See **Activity 1.0. Why Are Urban Contexts Important?** for detailed instructions. | **Case Study**  Remember: over two-thirds of Ukraine's population live in urban areas. |
| 🔵 Activity 1.0. Why Are Urban Contexts Important? (Optional) | | | **Activity: 10-15 minutes** |
|  | **Activity Type:** Ideation Warm-Up: Dot-Voting Exercise  **Learning Objectives:**  By the end of this activity, participants will be able to:   * Identify characteristics that make urban contexts unique * Distinguish urban contexts from other humanitarian response contexts (i.e., traditional contexts) * Explain why urban contexts are important to humanitarian response * Identify unique considerations of humanitarian response in urban contexts   **Preparation:**   * Flip chart and pens * Dot-stickers for each participant (or substitute an alternative mechanism for recording votes)   **Participant Grouping:** All participants will vote individually and then reconvene in plenary for discussion.  **Activity Instructions:**  In this ideation warm-up activity, participants will identify and critically reflect on the characteristics of urban contexts that make them important for humanitarian response.   1. Brainstorm Reasons Why Urban Contexts Are Unique  * Prompt: Brainstorm and record reasons why urban contexts are unique for humanitarian response. * Action: Invite participants to record their ideas on the flip-chart paper. Alternatively, the instructor can record participant responses.   + Provide prompts to encourage brainstorming as needed. For example:     - What resources are available in urban contexts that can be used in humanitarian response?     - What are some unique characteristics of urban contexts?     - How do these characteristics influence humanitarian response?     - Who are some of the actors in urban humanitarian response? Are these actors the same in rural contexts?  1. Vote on the Most Important Reasons  * Action: Participants cast their vote by placing a dot next to the statement that they think is the most important, accurate, or impactful.   + As a group, identify the statements that received the most votes.   **Discussion:**  If time allows, invite participants to discuss:   * the statements that received the most votes * the statements that received the least votes * why participants voted for the statement they chose.   **Notes for the Facilitator:**   * For larger groups, 2 or 3 sheets of flip-chart paper can be distributed in the room for participants to write on. * If the optional Word Cloud was completed in Activity 0.1. Introductions, it can be used as a prompt for this activity. * When inviting participants to record their response on the flip chart, ensure inclusivity and accessibility for all participants.   **Online/Hybrid Delivery:**  This activity can be completed using the Main Call of an online video conferencing platform. The brainstorm list can be recorded using the Chat function or an online collaboration platform (e.g., Jamboard, Google Slides, Google Docs). Voting can be conducted using the Poll function of a video conferencing platform or using a polling tool that allows for upvoting responses in real time, for example Poll Everywhere. | | |
| 1.0.C. Framing Urban Contexts Through Systems Thinking | | |  |
| **How do we understand urban contexts?** | **Talking Points**  In order to respond and/or develop a humanitarian programme for the urban environment that is tailored to the needs of those most affected, we must understand the urban context.  Provide a **brief overview of systems thinking,** explaining that this is a suite of analysis tools which have been successfully applied to humanitarian assistance in urban contexts.   * Emphasises interconnectedness and complexity of contexts * Explores how distinct “systems” interrelate   Compare community vs. urban resilience:   * This image depicts the lack of ownership urban communities have with regards to public and social services → coalition building and stakeholder analyses are critically important.   The Story:   * The story starts with the image on the left, which depicts how a small rural community might respond to a flood that damages the pump that provides water to the community. The flood occurs, knocking out the pump. The community is concerned, but they understand the problem. They are able to repair the pump with spare parts, and water is restored tot he community. * The story in the image on the right depicts the same scenario in an urban context. In this case, the flood damages three pumps, affecting more people and two distinct communities (represented by orange and multi-colour icons). In this case, when the pumps break, the communities and people are not alarmed; they are confused. The pumps are not located near them (see the intermediary pumps) and do not know what is wrong. The urban communities have no agency to fix the problem. Instead, multiple government and private sector agents must coordinate to do so. In this example, the electrical company, government officials, water service company, and deployed workers must all coordinate to fix the pumps. * When private sector agents respond, they may be only able to fix one pump (the pump on the far right). This pump supplies one community with water. However, a separate community (multi-colour) does not have clean water, which results in a disease outbreak. The inequality between communities (perceived or real) creates anger (social unrest), and the lack of water available to the community also begins to cause a drought and subsequent food shortages.   All of this to illustrate that:  a) even when simplified, urban contexts can be complex;  b) understanding the context is key to programming.   * The eVCA is one toolbox we have that can help us understand context. * In the next slides, we will look at a) <optional content> community selection methodologies and b) some of the eVCA tools and how they need to be adapted to urban contexts.   **Instructor Notes**  **See case study notes in** [**Instructor Guide**](https://docs.google.com/document/d/1lak-b_tHpuiN-4J4LxqmIfHpm7nkL1_SQCgm9KHIZWs/edit?mode=html#heading=h.evbwc71w9qe) **for urban scenario/inject**  If the question comes up *“how does systems thinking relate to systems approach?”* Systems thinking is a mindset, systems approach refers to the tools/methods that we use when we apply systems thinking. |  | **Case Study**  In Section **1.2 Conceptualising the Urban Context,** we will examine  systems thinking in the Ukrainian context. |
| 1.0.D. Learning Objectives for Module 1 | |  |  |
| **Learning Objectives** | **Talking Points**  Review Learning Objectives for Module 1. |  |  |
| 1.0.E. Module Overview | |  |  |
| **Overview of Module 1** | **Talking Points**  Prepare the students for the Module.  **🔃Note: Section 1.3 Complexity in Urban Contexts is optional content for a more advanced or extended training.** |  |  |
| 1.0.F. Additional Reading | | | |
| * UNHCR. UNHCR Policy on Alternatives to Camps. <https://cms.emergency.unhcr.org/documents/11982/45535/UNHCR+-+Policy+on+alternatives+to+camps/005c0217-7d1e-47c9-865a-c0098cfdda62#:~:text=UnHcr's%20Policy%20on%20Alternatives%20to,%2C%20importantly%2C%20self%2Dreliance>. * German Red Cross. (2019).German Red Cross Scoping Study: Humanitarian Assistance in the Urban Context. <https://preparecenter.org/wp-content/uploads/2020/04/annex1_phase1_urbanmappinganalysis-1.pdf>. * German Red Cross. (2019). German Red Cross Scoping Study: Humanitarian Assistance in the Urban Context Final Report. <https://preparecenter.org/wp-content/uploads/2020/09/GRC_UrbanHumanitarianScopingStudy_final-report_updated.pdf>. * Sphere. (2016). Using the Sphere Standards in Urban Settings - Part 1. <https://www.spherestandards.org/resources/using-the-sphere-standards-in-urban-settings/>. * Sphere. (2020). Using the Sphere Standards in Urban Settings - Part 2. <https://spherestandards.org/resources/unpacked-guide-urban-settings-2020/>. * ALNAP, ODI, & HPN. (2019). Urban Humanitarian Response. <https://odihpn.org/wp-content/uploads/2019/03/GPR-12-2019-web-string.pdf>. * Global Alliance for Urban Crises (GAUC).Global Alliance for Urban Crises (GAUC) Website. <http://urbancrises.org/>**.** * The World Bank: Data. Urban Population. <https://data.worldbank.org/indicator/SP.URB.TOTL.IN.ZS>. * UNHCR Innovation Service. (2020). Humanitarian Innovation Needs Systems Thinking – Part 1. <https://medium.com/bending-the-arc/part-one-humanitarian-innovation-needs-systems-thinking-89a0256fca7>.  (See also the list of further reading and resources included at the end of the article) * UNHCR Innovation Service. (2020). When and How Do You Use Systems Thinking? – Part 2. <https://medium.com/bending-the-arc/when-and-how-do-you-use-systems-thinking-part-2-f121c835ea70>. | | | |

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| Section 1.1 Defining the Urban Context **Instructional Objectives:**   * Define “urban areas”: explore definitions used by different organisations, and identify different urban spaces. * Compare the urban context and traditional response contexts. * Identify opportunities and challenges associated with urban contexts (as an introduction to complex systems). * Identify and unpack misconceptions about urban areas that are common in the humanitarian sector. | | | **Total Lecture: 20 minutes**  **Total Activity: 10 minutes**  **>Required Activities:**  **5 minutes**  **>Optional Activities:**  **5 minutes** |
| **Slide Content** | **Talking Points & Instructor Notes** | **Activity Notes** | **Case Study** |
| 1.1. Section Overview | | |  |
| **Overview of Section 1.1** | **Talking Points**  Provide an overview of topics covered in this section. | **Activity (Required)**  In this two-part group ideation activity (one required, one optional), participants will collaborate to develop a group definition of the urban context, consider the challenges of formulating a definition, and critically reflect on the complexities of urban contexts.  See **Activity 1.1. Part 1 - Define the Urban Context** for detailed instructions. |  |
| 🔴 Activity 1.1. Define the Urban Context (Required) | | | **Activity: 5 minutes** |
| Graphical user interface, application  Description automatically generated | **Activity Type:** Group Ideation: Group Definition Exercise  **Learning Objectives:**  By the end of this activity, participants will be able to:   * State a group definition of the urban context * Describe the challenges of producing a succinct definition of the urban context * Identify some of the complexities of urban contexts   **Preparation:** Cue cards and pens for all participants (or substitute sheets of paper, markers, etc.)  **Participant Grouping:** Participants will form groups of four. Participants will then reconvene in plenary for group discussion.  Each group should designate a notetaker at the beginning of the activity.  **Activity Instructions:**  In this two-part group ideation activity (one required, one optional), participants will collaborate to develop a group definition of the urban context, consider the challenges of formulating a definition, and critically reflect on the complexities of urban contexts.   1. Definitions in Groups of Four  * Participants form groups of four to complete this step. * Action: In groups of four, participants brainstorm definitions of the urban context and collaborate to create a one-sentence definition.  1. Transition to Review of Definitions (time permitting)  * To wrap-up, highlight how this activity illustrates that defining “the urban context” is not easy! * Many definitions of “urban contexts” exist. * It is difficult to capture the complexity of urban contexts in a single-sentence definition. * Conclude by transitioning to a brief review of the definitions of urban contexts from humanitarian organisations, as included in the Instructor Guide Section 1.1.A. Definitions of Urban Contexts.   **Notes for the Facilitator:**   * Retain group definitions for participants to refer to and continue to develop throughout the training.   **Alternative Activity Option:**   * With larger groups, Definitions in Groups of Four can be followed with an additional optional step:   + Divide the class in half to create two definition statements prior to reconvening in plenary.   **Online/Hybrid Delivery:**  This activity can be completed using the Main Call of an online video conferencing platform. Create a breakout room for each group. Definitions can be recorded using the Chat function or an online collaboration platform (e.g., Jamboard, Google Slides, Google Docs). | | |
| 1.1.A. Definitions of Urban Contexts | | |  |
| **Urban Definitions** | **Talking Points**  From ALNAP - Conceptualisations of a City  All of these are central to this training!  **“The physical city”** includes, for example:   * Buildings, roads, infrastructure * Homes, businesses, governments * Transport hubs, financial hubs * Public spaces, cultural spaces.   (I.e., the geographic approach, physical environment, or political designation)  **“The city as a series of systems”:**   * Emphasises that urban areas are a complex network of interconnected systems; * For example, public safety is often described in terms of systems consisting of police, cyber security, community watch, urban design, etc.   **“The people-centred city”** includes, for example:   * People’s interests, assets, and resources (e.g., physical, economic, social, human, political, and natural); * “[P]eople’s lives and livelihoods: how they access resources (and what gets in the way); how resources are controlled”; and * How people “use resources to meet basic needs and build assets to withstand threats, including shocks (such as rapid-onset disasters) and stresses (such as escalating violence).” |  |  |
| **Urban Definitions (cont.)** | **Talking Points**  From Sphere (2020)  Sphere defines cities in terms of:   * density (of infrastructure and people), * diversity (of people, incomes etc.) and * dynamics (how rapidly things change).   This is quite succinct!   * Complex, multi-stakeholder systems with many overlapping levels.   + Languages, cultures, economic classes, etc.   **Note:** systems and people-centred approaches are later used in this training to conceptualise response in urban contexts. | **Activity (Optional)**  In this second part of the two-part group ideation activity, participants will collaborate to develop a group definition of the urban context, consider the challenges of formulating a definition, and critically reflect on the complexities of urban contexts.  See **Activity 1.1. Part 2 - Group Definition of the Urban Context** for instructions. |  |
| 🔵 Activity 1.1. Part 2 - Group Definition of the Urban Context (Optional) | | | **Activity: 5 minutes** |
|  | **Activity Type**: Group Ideation: Group Definition Exercise (2 Part Activity)  **Learning Objectives:**  By the end of this activity, participants will be able to:   * Identify challenges associated with producing a succinct definition of the urban context * Identify some of the complexities of urban contexts   **Preparation:** Cue cards and pens for all participants (or substitute sheets of paper, markers, etc.)  **Participant Grouping:** All participants engage as one group, in plenary.  **Activity Instructions:**  In this second part of the two-part group ideation activity, participants will collaborate to develop a group definition of the urban context, consider the challenges of formulating a definition, and critically reflect on the complexities of urban contexts.   1. Revise Group Definitions  * After reviewing the definitions of “urban contexts” from different humanitarian organisations, return to the group definitions from Part 1 of this activity. * Action: Invite the entire group to revise or add to the group definition with new details drawn from the definitions provided.   **Notes for the Facilitator:**   * Retain the group definition for participants to refer to and continue to develop throughout the training. * Time permitting, invite all participants to create one shared definition based on the group definitions and the definitions provided.   **Online/Hybrid Delivery:**  This activity can be completed using the Main Call of an online video conferencing platform. The definitions can be recorded using the Chat function or an online collaboration platform (e.g., Jamboard, Google Slides, Google Docs). | | |
| **Types of Urban Spaces** | **Talking Points**  The Sphere definition of urban spaces:   * Prosperous suburbs (low population density and good service provision); * Well-established urban areas (higher population density and relatively good service provision)   + Services provided include: “health, waste management and education”; and * “peri-urban areas on the fringes of towns and small towns in otherwise rural areas” * Informal urban areas → For Sphere, the term “urban” also includes informal urban areas: “informal settlements and slums, such as the favelas of Brazil, the shanty towns around big Indian cities such as Mumbai or the satellite townships around Nairobi”.   These different types of urban spaces often involve different stakeholders and different levels of access to resources, services, and assets.  **Note:** Urban spaces are not necessarily distinct from rural spaces. The strategies and approaches highlighted in this training may be useful in other contexts as well.  **Instructor Notes**  Indicate that the next slide will describe informal urban areas in more detail. |  | **Case Study**  For this case study, our focus is primarily on well-established urban areas with higher population density and good service provision. |
| **Types of Urban Spaces (cont.)** | **Talking Points**  Informal urban areas:   * Informal settlements and slums (higher population density and low levels of service provision) * Other types of urban areas (e.g., peri-urban areas)   In some contexts, refugee camps can be semi-urban or even fully urban:   * for example, Palestinian camps administered by UNRWA in Jordan and Lebanon are fully incorporated into the urban environment despite operating under a different system of governance than the surrounding cities.   There are many diverse ways to define the terms “rural”, “semi-urban”, camp, etc.   * These areas are as diverse and intricate as urban spaces! If you are interested in learning more, see the Additional Reading list. * For this training, we are focusing on definitions of “urban”, while acknowledging that sometimes these terms will overlap and that you may want to apply the concepts from this course to other contexts where appropriate.   **Instructor Notes**  Highlight the complexity of space and settlements in urban contexts:  → e.g., overlapping physical boundaries, overlapping urban spaces. |  |  |
| 1.1.B. Comparing Contexts | | |  |
| **Traditional & Urban Response Contexts** | **Talking Points**  What are the similarities and differences of traditional and urban humanitarian response contexts?  What typifies a traditional humanitarian response context?  Traditional response contexts could be anywhere, including but not limited to: rural areas, semi-rural villages, refugee camps, etc.   * They could also be areas in a city. * Remember: urban and rural spaces are not opposites! | **Activity (Optional)**  In groups, draw a mind map or another visual diagram to identify characteristics of traditional response contexts (actors, resources available, etc.). |  |
| **Comparing Traditional & Urban Response Contexts** | **Talking Points**  Often, **traditional response contexts** are simpler with fewer stakeholders, allowing humanitarian actors to implement programming largely independently.  Characteristics of traditional response contexts include:   * Direct relationship between humanitarian actors and affected communities. * Programming is often designed to reflect humanitarian actors’ understanding of crises and needs, rather than the affected communities’.   Common qualities of the **urban response context** include:  **Infrastructure**:   * Health care (including mental health care) * Sewers and running water * Housing * Education * Complex distribution systems (for food and needed items) * Security * Transportation   This infrastructure is tied together by **complex economies** (i.e., urban residents rely more on interdependent systems).   * Homes to rent or purchase * Food to buy * Businesses that provide goods and services * And, of course, economies to exercise livelihoods in   Because of this, urban responses typically involve a heavy focus on **livelihoods, shelter, and cash support**   * People work to pay rent, buy food, etc. * Is work a basic need? Is it typically covered by humanitarian action?   Cities also include **complex social networks**!   * Formal and informal social security nets * Inequity → communities have different exposures to the same risk. For example, some may be well off and/or better protected. Some may not have resources to mitigate risk or recover.   Cities are governed by established **institutions**   * This sounds obvious, but it can often be surprising to humanitarians who are used to operating in environments without such structures * Urban contexts often have complex systems of politics and governance * In cities, we typically do not have the free hand to act that we are often granted in other spaces.   And, of course, much like every emergency, every response is different → **every city is different.**   * Elements, systems, structures, resources, stakeholders, and risks that may exist in one city may not be found in another! | **Activity (Optional)**  In groups, draw a system model of a traditional response context. | **Case Study**  Kharkiv's infrastructure: health system with multiple hospitals; educational hub with more than 40 universities; running water; 3G/4G/5G networks. Its economy is primarily based on transport and industry. Kharkiv’s mayor governs business and administrative affairs, and the Kharkiv Municipality manages city affairs. Generally, the humanitarian response in Ukraine has focused on distributing cash to beneficiaries. [UNHCR partnered with Ukrposht](https://www.unhcr.org/ua/en/43307-unhcr-and-ukrposhta-collaborate-to-provide-cash-assistance-to-help-360000-displaced-people-affected-by-the-war-in-ukraine.html)a to disburse funds in Kharkiv and other cities in critical need. |
| **Do Needs Differ Between Contexts?** | **Talking Points**  Recall: no matter who you are or where you are, **human needs are standard**. Human needs do not change from person to person or context to context.  Many human needs are defined in the Sphere Standards.   * These tend to relate to basic needs: what we need to preserve bare life (food, water, shelter, etc.).   The Core Humanitarian Standard and the Sphere Standards outline humanitarian approaches to meeting human needs.  We recognise that enabling people to live a life with *dignity* is an important part of humanitarian response.   * The Core Humanitarian Standard emphasises the right to dignity.   However, different contexts do feature different sets of **unmet needs.**   * Differences in unmet needs in different contexts stem from what **systems** are in place that enable different kinds of self-support or modalities of external support.   **Note:** This relates to a **people-centred approach,** which is discussed in more detail later in this Module.  **Instructor Notes**  In this discussion, emphasise that Sphere believes that human rights are universal, but needs differ. This is why indicators need to be contextualised: "Not all people have equal control of power and resources. Individuals and groups within a population have different capacities, needs and vulnerabilities" (Sphere Handbook, Understanding vulnerabilities and capacities, p. 10).  As humanitarians, we often focus primarily on the task of addressing “**basic human needs**”.   * However, we all have needs beyond basic human needs. Increasingly we recognise the importance of dignity to a fulfilling life. * Needs are also becoming more complex: consider the role of cellphones in the life of a displaced person, for example. * Increasingly, humanitarian responders are beginning to look beyond basic needs. Consider the Humanitarian Charter or the “humanitarian development nexus”.   Emphasise that life (both basic life and dignified living) requires more or less the same things, no matter who or where you are, but that in any context people are meeting many of their own needs--our job as humanitarians is determining what needs people are struggling to meet and helping to close that gap. | **Discussion (Optional)**  Brainstorm and categorise types of needs.   * Identify needs that are addressed by humanitarian response and needs that are addressed by other actors. * Who might these other actors be? | **Case Study**  The four basic needs are WASH, Shelter, Food, and Health. These needs remain the same in Ukraine's urban areas. The response in Ukraine's urban areas is addressing these needs:   * - WASH: [MSF has installed water filters](https://www.msf.org/msf-response-war-ukraine) in Kharkiv's metro stations for the people sheltered there.   - Shelter: [Lviv](https://www.npr.org/2022/05/17/1099400695/instagram-shelter-lviv-ukraine-women-children) has provided shelter to approximately 4,000 women and children since the beginning of the invasion.  - Food: [Vladyslav Shtipelman and World Central Kitchen](https://ca.news.yahoo.com/food-charity-production-line-caters-013051413.html) have set up a food packing factory in Dnipro to provide groceries and meals for IDPs. They are packing 5,000-7,000 meals per day.  - Health: [Ukrainian Red Cross](https://www.redcross.org/about-us/news-and-events/news/2022/ukraine-red-cross-delivers-aid-to-families.html) distributed lifesaving medical supplies (e.g., 6 months of insulin supplies for 6,500 people in Odessa and 3 months of supplies for 9,000 people in Dnipro).  Remember: the severity of unmet needs will vary between contexts. For example, the needs of people in Lviv are significantly different from the needs of those stranded in Mariupol, which is cut off from assistance and cannot be reached with supplies.  In **Module 2**, we’ll discuss how to apply Sphere Standards to address these different needs. |
| 1.1.C. Identifying Opportunities | | |  |
| **Opportunities in Urban Contexts** | **Talking Points**  We often focus on the challenges of operating in cities.   * These are important to be aware of and mitigate. * However, it is really important to focus on the opportunities that cities offer!   Features of urban contexts that present opportunities for humanitarian response include:  **Economies** (including informal economies). We are quickly learning to capitalise on these existing systems:   * Livelihoods * Market-based goods, distribution networks, logistics * Banks and other cash-distribution systems   →Leveraging/supporting the existing economies enables more effective distribution of goods, assets, and resources to meet the needs of affected communities and help to support recovery.  **Infrastructure**: the goods and services provided by most UN clusters have analogues in cities. Examples:   * WASH - water and sewer, government offices, infrastructure * Shelter - housing boards, rental companies, property owners * Education - education board or municipal education ministry, schools, universities, informal and non-formal education * Nutrition and food security - markets, supermarkets, food distribution * Health * Protection * Recovery (and preparedness, emergency response, etc.) * Logistics * Communications * Transportation   → Leveraging/supporting existing infrastructure enables faster, more efficient humanitarian response because existing services can be easily accessed, adapted as needed, and made operational more quickly than starting from scratch.  **Stakeholders**   * Diverse stakeholders can support in providing for human needs, if we are aware enough to listen and humble enough to consider different ways of working. * Governments - **municipal,** provincial, federal. Recall that municipal governments are those that typically have the most impact on day-to-day life.   → Working with local stakeholders shifts the burden from humanitarians addressing needs to enabling the affected population to meet their own needs and encourages a faster, more sustainable recovery.  **Normalcy. Dignity. Social fabric.**   * This is what often draws people to cities! * People in camps refer to lives being “on pause”, and temporary emergency measures can become permanent ways of living.   →As opposed to the segregation from society often caused by camp settings, urban areas can provide a sense of normalcy, routine, participation in society, and independence (all of which contribute to individual and community recovery).  →And it helps people to not be defined by crisis (which supports self-determination, dignified living, etc.).  **Instructor Notes**  Prior to identifying the opportunities associated with living in cities (and showing the contents of this slide), use the associated discussion *What did a city ever do for me*? to brainstorm opportunities. | **Discussion (Optional)**  *What did a city ever do for me*?Ask participants to discuss their experiences and favourite aspects of living in a city, whether in their home country or elsewhere.  Q: What do you like about living in a city?   * Emphasise: these things exist in cities all over the world and are enjoyed by people from every part of the world. This includes disaster-affected people.   Q: If you typically live in a city, how would you feel if you were forced to move to a rural area? | **Case Study**  Opportunities associated with working in Ukraine's urban areas include:  - Urban areas like Lviv have established infrastructure (e.g., water, food, shelter, health care).  - Local capacity to facilitate a response to the crisis is greater. For example, the Ukrainian Association of District and Regional Councils [compiled a list of aid needed](https://cor.europa.eu/en/engage/Documents/Humanitarian%20aid%20requested%20by%20district%20councils.pdf) from various regional councils throughout Ukraine. In Dnipro, a restaurant owner and volunteers pack more than 1,000 hot meals each day for local Territorial Defence Forces. In [Lviv](https://ishr.org/ishr-humanitarian-aid-in-the-western-ukrainian-border-town-lviv/#:~:text=On%20March%2010%2C%20more%20than,care%20of%20refugees%20in%20Lviv.), 440 cultural and educational institutions and 85 religious organisations are providing accommodation and assistance to refugees. Civil servants from [multiple ministries](https://www.ft.com/content/d40e0091-a972-4bf9-863d-800debb0a1f3) have relocated to Lviv. These are just a few examples of the local stakeholders and internal capacity available within urban areas. |
| 1.1.D. Identifying Challenges | | |  |
| **Challenges in Urban Contexts** | **Talking Points**  **Challenges**: As we have said, humanitarian workers sometimes focus on the difficulties of operating in cities.   * Many of the things we typically do are more difficult in this context! * However, these challenges often arise from a conceptual framing: working “in” a city rather than working “with” a city! → Trying to do things our way instead of being flexible and adaptable. * When we do not situate ourselves as one actor within urban systems, contributing to humanitarian outcomes alongside other actors, outcomes are often unnecessarily limited.   **Characteristics of urban contexts** that can lead to challenges include:  **Diversity of the population**   * Complex communities and complex social cohesion dynamics, for example tensions between refugee and host communities * Existing dynamics between and among different populations within affected communities can be difficult to navigate during response activities.   **Informality**   * How do we interface with informal systems? * What if informal systems do not meet the humanitarian standard?   **Unfamiliar systems**   * Interdependent systems and stakeholders demand a more engaged, better resourced response with an emphasis on preparedness and resilience * How do we interface with existing formal systems and comply with local regulations, laws, and policies? * Cities demand flexibility, and by the nature of our work we are a very cautious, conservative bunch.   Complex physical, social, and economic **vulnerabilities and risks**   * Including both inherent risks associated with day-to-day life in urban contexts and all-hazards risks associated with crisis events (e.g., natural, human-made, technological, economic).   **Diverse stakeholders with conflicting motivations**   * Multiple levels of government, government agencies with competing agendas, and different levels of funding and capacity. * Actors who may not have humanitarian goals or even act contrary to human good (“Spoilers”). * Actors who may have humanitarian goals but who assess need or target aid according to a different metric (e.g., definition of “refugee” and the rights accorded to that definition).   As a result, **challenges in urban contexts include**:  **Needs Assessments**   * Identifying communities and their most vulnerable, finding and counting people, etc. * Understanding needs in their market economy.   **Monitoring and Evaluation**   * If we can’t find or count people, how do we measure progress? * Complicated systems can obfuscate outcomes: in cities, it’s often not as simple as saying “delivered 5000 NFI kits”. How do we know people are getting enough to eat?   We have **less control** over the response effort in cities than we do in traditional contexts. Where do we situate ourselves if we are not leading the response? This can include:   * Respecting that other actors may be leading the overall effort or specific aspects of response, such as the government (mayors, heads of ministries, schools/universities, private entities, informal citizens’ groups, etc.). * We often “don’t play well with others”. It’s not easy to respond quickly and to coordinate effectively with unfamiliar actors. * How can we be more collaborative in these contexts?   **Working against opportunities**   * We must be careful not to work against the opportunities, for example:   + Duplication of systems (including logistics systems)   + Stakeholder alienation.   **Remember**: we must “work with the city” in urban contexts!  Collaboration in urban contexts includes: coalition building, preparedness, and resilience prior to a disaster.  **Every city is different!**  **Instructor Notes**  Prior to listing all the challenges on the slide, use discussion to prompt participants to identify challenges.  For discussion of social cohesion challenges in urban contexts, see the additional readings:   * World Vision International, Social cohesion between Syrian Refugees and Urban Host Communities in Lebanon and Jordan (e.g., page 10). * The Sphere Handbook (e.g., pages 240–241, 285). | **Discussion (Optional)**  Option A. *What did a city ever do for me?* (cont.)  Continue the discussion from the previous slide.  Q: What do you dislike about living in a city?  Option B. Reflect on challenges and lessons learned from the case study. | **Case Study**  Challenges associated with working in Ukraine's urban areas include:  - Even though Lviv has established infrastructure, the mayor has warned the city is at the limits of its [capacity](https://www.ft.com/content/d40e0091-a972-4bf9-863d-800debb0a1f3).  - Cities in Ukraine are the targets of Russian attacks.  - In [Kharki](https://www.bmj.com/content/bmj/376/bmj.o796.full.pdf)v, essential infrastructure (e.g., water supply, electricity, heating) have been destroyed.  - Civilians in Kharkiv are [sheltering in subway](https://www.bmj.com/content/bmj/376/bmj.o796.full.pdf)s and bomb shelters that are not equipped for long-term living, causing unsanitary conditions and spreading disease. These living conditions also impact monitoring and evaluation.  - Businesses have closed, impacting the economy and livelihoods.  - Limited access to areas such a[s Donetsk, Kharkiv, and Luhan](https://www.acaps.org/sites/acaps/files/products/files/20220419_acaps_thematic_report_ukraine_humanitarian_situation_in_kharkiv_luhansk_and_donetsk_0.pdf)sk makes it difficult to conduct needs assessments and causes communication challenges. Providing aid in these cities or evacuating civilians is nearly impossible.  - In Mariupol, a theatre was bombed causing an estimated 800 casualties, but the total number of casualities remains unconfirmed due to lack of access, communications challenges, and inability to conduct needs assessments.  - Vulnerabilities are complex. In one district of Kyiv[, there are 786 elderly people and 80% are women who live alo](https://www.theguardian.com/global-development/2022/may/16/alone-under-siege-how-older-women-are-being-left-behind-in-ukraine)ne, are unable to leave their homes, and are without relatives. These vulnerabilities increase their risk of gender-based violence and theft. The provision of aid in these circumstances is complex. |

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| 1.1.E. Additional Reading | | | |
| * Global Disaster Preparedness Center & IFRC. The Urban Action Kit. <https://preparecenter.org/wp-content/uploads/2021/03/Book_English_screen.pdf>. * UNHCR. (2009). UNHCR policy on refugee protection and solutions in urban areas. <https://www.unhcr.org/protection/hcdialogue%20/4ab356ab6/unhcr-policy-refugee-protection-solutions-urban-areas.html>. * ALNAP, ODI, & HPN. (2019). Urban Humanitarian Response, Chapter 1. <https://odihpn.org/wp-content/uploads/2019/03/GPR-12-2019-web-string.pdf>. * World Bank Blogs. (2020). How do we define cities, towns, and rural areas? [http://blogs.worldbank.org/sustainablecities/how-do-we-define-cities-towns-and-rural-areas.](http://blogs.worldbank.org/sustainablecities/how-do-we-define-cities-towns-and-rural-areas) * Humanitarian Response, OCHA Services. (2020). What is the Cluster Approach? <https://www.humanitarianresponse.info/en/coordination/clusters/what-cluster-approach>. * Mcleod, Saul. (2022). Maslow’s Hierarchy of Needs. <https://www.simplypsychology.org/maslow.html>. * World Vision International. (2015). Social cohesion between Syrian Refugees and Urban Host Communities in Lebanon and Jordan. <https://www.wvi.org/sites/default/files/World%20Vision%20International%20DM2020%20Social%20Cohesion%20Report.pdf>. * World Vision International. (2016). Making Sense of the City: Developing evidence through action research and learning (Revised edition). <https://www.wvi.org/sites/default/files/Making%20Sense%20of%20the%20City-Revised-FINAL.pdf>. * World Vision International. (2016). Defining urban contexts. <https://www.wvi.org/sites/default/files/Defining%20urban%20contexts%2012.11.17.pdf>. * Brown, A.,Mackie, P., and Dickenson, K. (2017). Urban Refugee Economies: Addis Ababa, Ethiopia. [https://www.cardiff.ac.uk/\_\_data/assets/pdf\_file/0003/1231914/urban-refugee-economies.pdf.](https://www.cardiff.ac.uk/__data/assets/pdf_file/0003/1231914/urban-refugee-economies.pdf) * Sphere. (2018). The Sphere Handbook. <https://spherestandards.org/wp-content/uploads/Sphere-Handbook-2018-EN.pdf>. * International Rescue Committee. (2016). Humanitarian Action in an Urban World: The IRC’s role in Improving Urban Crisis Response. <https://www.rescue-uk.org/sites/default/files/document/917/urbanprinciples6blackweb.pdf>. | | | |
| Section 1.2 Conceptualising the Urban Context **Instructional Objectives:**   * Introduce the urban context as a complex system. * Introduce the people-centred approach to needs analysis and the systems approach to context analysis. * Explain the people-centred approach to needs analysis. * Apply the people-centred approach to needs analysis. * Explain the systems approach to context analysis. * Identify different systems approaches for conceptualising urban contexts (e.g., PESTELE, Sphere’s Five Urban Systems Approach, additional Sphere tools and approaches). * Apply Sphere’s Five Urban Systems Approach to an urban context case study. * Identify complexities that emerge when conceptualising a system. | | | **Total Lecture: 40 minutes**  **Total Activity: 65 minutes**  **>Required Activities:**  **65 minutes**  **>Optional Activities:**  **0 minutes** |
| **Slide Content** | **Talking Points & Instructor Notes** | **Activity Notes** | **Case Study** |
| 1.2. Section Overview | | |  |
| **Overview of Section 1.2** | **Talking Points**  Provide an overview of topics covered in this section. |  |  |
| 1.2.A. Conceptualising Urban Response | | |  |
| **Urban Humanitarian Programme Design** | **Talking Points**  How do we design a humanitarian response programme for the urban context?  **Approach**: In order to design a humanitarian programme that is based on accurate needs and is capable of providing support to fulfil those needs we must:   * **Identify and Consult Affected Populations** – Multiple overlapping, disparate, and fluid communities can be difficult to identify. Recall, each community will have different exposure to the disaster. We will discuss this more in the Stakeholder Analysis section. * **Conduct a Needs Analysis** – Identify the needs and assets required for the proportion of the population that is most affected and most vulnerable through a*people-centred approach.* * **Conduct a Context Analysis** – Identify how to best meet those needs and restore enabling assets by understanding the urban context that the affected population relies on and/or has influence on to provide these assets. Understanding urban contexts is essential to “doing no harm” with programming.   The remainder of this section will outline this approach in more detail, using the following high-level structure: the approach will first be described, and then the process will be outlined for each step of the approach.  **Instructor Notes**  Context analysis - "Context analysis aims to 'help humanitarian actors have a better understanding of the dynamics in a given setting'. Sphere notes that 'a context analysis in urban environments should look at the existing resources and opportunities'" (from Sphere Unpacked Part 2, p. 8).  As in other response contexts, to meet the needs of the affected population in urban response, we must understand the needs of the local population, the proportion of the population most in need, the assets they rely on to survive and recover, and how the provision of these assets connects with the larger system. |  | **Case Study**  Examples of the urban area as a complex system:  1) Kharkiv - its essential infrastructure has been destroyed, so local capacity is limited. Access to the area is limited, impeding needs assessments and impacting the delivery of aid to civilians. Hundreds of buildings have been destroyed, and it is unsafe to shelter above ground, forcing people to seek shelter in underground subways and bomb shelters. The lack of sanitation in these settings spreads disease and causes additional health needs. Pregnant women are unable to get the health care they need. Evacuating civilians (and vulnerable groups such as pregnant women) is a challenge because humanitarian routes have not been guaranteed safety, and landmines and other obstacles have been planted in roads.  2) The [ICRC](https://www.redcross.org/about-us/news-and-events/news/2022/ukraine-red-cross-delivers-aid-to-families.html) has helped facilitate the evacuation of more than 10,000 civilians in Sumy and Mariupol to other locations (e.g., western regions). Yet, Lviv and other areas are reaching the limits of their capacity to provide aid, in terms of resources and infrastructure. |
| 1.2.B. Needs Analysis Using a People-Centred Approach | | |  |
| **The People-Centred Approach** | **Talking Points**  In order to identify what needs exist and how people meet these needs, we recommend using the people-centred approach.  **What is the people-centred approach?**  This needs-based approach is used to design and implement humanitarian programmes that aim to meet basic human **needs** and help provide **assets** to meet those needs to be able to recover as quickly as possible after a disaster or cope during protracted crises.   * The people-centred approach is driven by the affected populations themselves. * Community engagement and accountability are key!   **Key: Identifies Needs and Assets** | **Discussion (Optional)**  Q: Who can meet all these needs?  A: Nobody! We work together, and MOST needs are going to be met by affected people themselves. |  |
| **What are Basic Needs?** | **Talking Points**  Recall we introduced the idea of needs and basic needs earlier in the training.  What are **basic needs**?   * Food * Water * Shelter * Health   The needs above are not exclusive. There are higher-order needs including: information, security, safety, education, social acceptance, personal fulfilment, etc.   * The things that make life fulfilling!   **Instructor Notes**  The 4 categories of needs here are drawn from the 4 types of Sphere Standards. Introduce needs through these 4 categories, which we’ll use throughout the training, but emphasise there are many other types of needs. Provide brief examples, and highlight that these will be covered in more depth at the end of the module. | **Discussion (Optional)**  Brainstorm with participants on the following questions:   * Can you think of other categories of basic needs? * What other types of needs exist? |  |
| **What are Assets?** | **Talking Points**  What are **assets**? The enabling hard and soft resources required to meet needs.  The IFRC categorises **assets** into 5 types of capital:   * Infrastructure: transport, shelter, water, energy, communication * Natural: land, water, wildlife, biodiversity, environment * Social: networks, groups, trust, access to services, participation * Financial: savings, credit, wages and pensions, remittances * Human: skills, education, knowledge, information, capacity to work, health   Note that assets can meet basic needs OR higher-order needs.  Other examples of assets include:   * Political - preservation of human rights, order, peace * Cyber - Information and telecommunications   **Instructor Notes**  See the additional reading: Using the Sphere Standards in Urban Settings - Part 2 (2020), page 6. | **Discussion (Optional)**  Ask participants to think of examples for each category and/or to identify other categories. | **Case Study**  In [Kharki](https://reliefweb.int/report/ukraine/helping-kharkiv)v, the Ukrainian Red Cross organised a call-centre to collect lists of needs from the population. Volunteers are helping more than 600 people with food and medicine requests. This is an example of applying a people-centred approach to needs and assets:  - people-centred approach → a call-centre;  - basic needs addressed → food and health;  - assets being provided → food and medicine.  But what about the consideration of higher order needs? Some organisations expand beyond considering just basic needs. For instance, [UNICEF's](https://www.unicef.org/media/118591/file/UNICEF%20Ukraine%20Humanitarian%20Situation%20Report%20No.%207,%2031%20Mar%20-%205%20Apr%202022.pdf) response programme in Ukraine includes: child protection, education, social protection, and influencing social behaviour/providing information on services. [OCHA's](https://reports.unocha.org/en/country/ukraine) Situation Report outlines the following areas of response programming: camp coordination and camp management, education, emergency telecommunications, food security and livelihoods, health, logistics, nutrition, protection, shelter and non-food items, WASH, and multipurpose cash. |
| **Conducting a People-Centred Needs Analysis** | **Talking Points**  **How do we use a people-centred approach?**  To establish the purpose, scope, and priorities of a humanitarian programme, we must understand the following:   * What are the needs of the affected population? * Whose needs are not being met? Of this population, who is most in need and/or most vulnerable? * What do they rely on to be able to meet these needs? (assets) * Which assets are currently being impacted, unavailable, or otherwise in need of support? * Who can support access to or provide resources and assets to meet needs? |  |  |
| **People-Centred Approach & Stakeholder Analysis** | **Talking Points**  **A people-centred approach and stakeholder analysis are complementary.**  **Stakeholder analysis** involves identifying affected and target populations, potential beneficiaries, as well as key actors, and defining how they relate to one another.  Stakeholder analysis supports a people-centred approach by identifying:   * the affected, target, and beneficiary populations (those in need in affected communities) * the key actors in the response (those that provide and/or have influence on the delivery of assets/resources to communities and individuals in need).   **Note**: In this training, we frame the individuals and communities that are in need of help/support as follows:   * Affected population - the entire population that is affected (i.e., we cannot serve the entire population), * Target population - a proportion of the affected population to receive help that is evaluated based on need, * Beneficiaries - the proportion of the target population that will receive care/support.   **Note**: Stakeholders are considered those that have “stake” or involvement in the response. They may include actors who are not targeted by the response, such as affected populations not receiving aid.  People-centred approach focuses on beneficiaries (i.e., those that need help/support).  **Note**: The terms “stakeholder” and “beneficiary” may mean different things to different people and organisations; this is the framing we will use in the training. |  |  |
| **Chart, bubble chart  Description automatically generated**  **Chart, bubble chart  Description automatically generated**  **Examples Stakeholder Analysis** | **Talking Points**  Stakeholder analysis can be done by mapping key actors and their relationships to one another  Example 1 provides a rough overview of the different actors that would be involved in a Humanitarian Aid Network. As depicted here, these include:   * Government * Donors * Local Population * Commercial and Private Sector * Media * National Police and Armed Forces * NGOs * Intergovernmental Organisations * etc.   Example 2 is a map of stakeholders identified in Sierra Leone  Interesting observations about this example:   * the diverse range of stakeholders which must be considered * the complex series of relationships between these stakeholders. * directional arrows indicate mutual or one-way relationship * colour of arrow to indicate type of relationship * type of arrow to indicate strength of relationship, etc. | **Discussion (Optional)**  Ask participants if they can identify other groups not included in the stakeholder analysis diagram. |  |
| **Assessments** | **Talking Points Assessments** are used to identify individuals and/or populations in need and provide specific information about their needs (asset requirements).  **Assessments** help target the distribution of limited resources to those most in need of assistance. |  |  |
| **Types of Assessments** | **Talking Points**  **Types of assessments:**  **Selective Assessments** - Segment of the population, within a specific area or distributed across areas  *Profiling*   * Individuals/groups identified are based on status of being internally displaced (IDPs).   *Targeting*   * Individuals groups are identified based on needs and vulnerabilities.   **Area-Based Assessments** - a specific section of a geographical area, region, or city is selected for humanitarian assessment.  *Area-based approach (ABA)*   * The whole population within a selected area are assessed for support * Stakeholders and beneficiaries are diverse (i.e., multi-stakeholder and multi-sectoral support is provided) * Area-based approaches include: neighbourhood approaches, place-based approaches (e.g., floodplain), settlements approaches, etc. * See Figure 5, Sphere (2020).   Comparing both types:   * Area-Based Assessments have been identified as more inclusive and help to promote social inclusivity.   → More appropriate for the people-centred approach.   * Selective assessments may appear more efficient from a resource perspective but can lead to division within communities or neighbourhoods.   **Instructor Notes**  See the additional reading: Urban Profiling for Better Responses to Humanitarian Crises. | **Activity (Required)**  In this step-by-step activity, participants will consider the humanitarian response in the Case Study and identify affected communities, stakeholders, needs, and assets using a people-centred approach.  See **Activity 1.2. Part 1 - Needs Analysis Using a People-Centred Approach** for detailed instructions. | **Case Study**  In Ukraine, rapid assessments of the specific needs and situation of women have been conducted. This is a selective assessment approach. [UN Women Ukraine](https://reliefweb.int/report/ukraine/rapid-assessment-impact-war-ukraine-womens-civil-society-organizations-march-2022) conducted an assessment of the situation and needs of women’s civil society organisations. [UN Women and CARE](https://www.unwomen.org/en/digital-library/publications/2022/05/rapid-gender-analysis-of-ukraine) also conducted a rapid gender analysis to determine the needs of women and provide recommendations for humanitarian agencies to improve their response.  What are the pros and cons of this type of assessment?  On the other hand, area-based assessments, such as neighbourhood-based approaches, have been challenging to conduct in cities like Kharkiv, Sumy, or Mariupol due to lack of access. As a result, the response in these areas has to be more generalised. |
| 🔴 Activity 1.2. Part 1 - Needs Analysis Using a People-Centred Approach (Required) | | | **Activity: 15 minutes** |
|  | **Activity Type:** Group Brainstorm: Urban Context Conceptualisation (2 Part Activity)  **Learning Objective:**  By the end of this activity, participants will be able to:   * Describe the characteristics of a people-centred needs analysis in urban response including: * Stakeholders involved * People / communities / populations most affected * Needs that are highest priority * Assets required to meet these needs (dependencies)   **Preparation:**   * Background material on selected Case Study (Urban Response Case Study: War in Ukraine)\* * Sheets of flip-chart paper (one per group) * Coloured Post-it Notes (or substitute small squares of coloured paper and adhesive tape)   **Participant Grouping:**  Divide participants into a minimum of five groups, with a minimum of three participants per group (groups can be larger if necessary). Participants will complete each step of the activity in their groups, and then reconvene all participants for plenary discussion.  Each group should designate a notetaker at the beginning of the activity.  **Activity Instructions:**  In this step-by-step activity, participants will consider the humanitarian response in the Case Study and identify affected communities, stakeholders, needs, and assets using a people-centred approach.  Present the following activity instructions one step at a time (see Instructor Notes).   1. Identify and Map Stakeholders  * Prompt: Who are the stakeholders in this context?   + Consider: people in need, people who have the ability to contribute to humanitarian response, and people who can supply assets to meet needs.   + Examples of stakeholders include three groups:     - Public sector: military, government, regulatory agencies     - Private sector: private sector, third-party logistics, media     - Civil society: local aid networks, donors, international aid networks     - + beneficiaries (source: POMS Fontainha et al, 2015, [S3P Stakeholder Relationship Model](https://www.pomsmeetings.org/confpapers/060/060-0831.pdf)) * Action: Write each group on an individual Post-it Note, using the same colour of paper for all stakeholders. * Prompt: Who should be targeted in a humanitarian response?   + Consider: who is the most in need, who is in a position to make the most impact, and who might be in danger of being excluded from response efforts. * Action: Place Post-it Notes on flip-chart paper, positioning those most in need at the top.  1. Identify and Map Needs  * Prompt: What unmet needs exist in this context?   + Include: basic needs (WASH, health, nutrition, shelter) and some higher-order needs (safety, security, education, information, internet, social interaction, the right to work, the right to live with dignity, etc.). * Action: Write needs on individual Post-it Notes, using the same colour for all needs. * Prompt: How can needs be grouped into related categories?   + Consider: humanitarian sectors, basic needs and higher-order needs, or other logical groupings. * Action: Collect Post-it Notes into categories. * Prompt: Which stakeholders experience these needs? * Action: Place the needs Post-it Notes next to the stakeholders that have those unmet needs, while retaining categorical groups as much as possible.   + Consider: stakeholders in varying amounts of need (i.e., for whom is the need most severe). If necessary, participants can create duplicate Post-it Notes for clarity.  1. Identify and Map Assets  * Prompt: What assets are available? * Action: Write assets on a third colour of Post-it Note. * Prompt: What needs do these assets help to address? * Action: Place the asset Post-it Notes near the unmet needs that they help to address.   Note: Save the participants’ needs analysis maps for the next activity (Activity 1.2. Part 2 - Systems Modelling Using the Five Urban Systems Approach).  **Discussion:** If time allows, reconvene all participants to share their needs analysis maps in a plenary discussion. Alternatively, participants can circulate around the room to view other groups’ maps and share ideas, or discuss within their activity group (if short on time).   * Additional considerations for discussion:   + How is community defined in this context?   + Would this be an appropriate context for an area-based approach?   + What might the role of humanitarian actors be in this context?   + Are there any assets that are being restricted by a lack of funding or other resources?   + What were some of the challenges of this activity?   + What was a key takeaway?   **Activity Wrap-up:** To close the session, introduce the following questions for further thought (see Notes for the Facilitator).   * What stakeholders are present in this context that have capacity to impact the crisis?   + What assets do they provide or control? What needs can these assets meet?   + Who do those stakeholders report to?   + Who is in a position of leadership? * How are stakeholders related?   + Which stakeholders work well together? Which stakeholders do not work well together? * What social vulnerability exists?   **Notes for the Facilitator:**   * It is important to guide participants through the activity. Ensure that this activity is delivered one step at time. * The “questions for further thought” link to the next activity (Activity 1.2. Part 2). It may be helpful to keep these answers recorded in point form, for example, on a flipchart or whiteboard. * Ensure that participants save their needs analysis maps for Activity 1.2. Part 2. * To help improve the Instructor Guide, collect photos/screenshots of the maps developed by participants to be included as examples in the future.   **\*Note on Case Study:** The Urban Response Case Study: War in Ukraine has been used for this Instructor Guide; however, facilitators may replace this case study with a different case study of their choice (e.g., more relevant to specific training needs or context).  **Online/Hybrid Delivery:**  This activity can be completed using the Main Call of an online video conferencing platform. Create five breakout rooms with a minimum of three participants in each room. Participants can record their notes using the Chat function or an online collaboration platform (e.g., Jamboard, Google Slides, Google Docs). | | |
| 1.2.C. Context Analysis Using a Systems Approach | | |  |
| **Situating Needs in Context** | **Talking Points**  As humanitarians, we need to work with and support local actors and local resources as much as possible, not work in parallel.  To be effective, we strive for synergy between humanitarian and local response efforts → combined efforts are greater than the sum of their parts.  We must truly understand the context of local actors, service provision, and resources to enable assets for those in need.  We understand the context by conducting a context analysis.  And we conduct a context analysis using a systems approach. |  |  |
| **The Systems Approach** | **Talking Points**  Systems thinking enables us to better understand complexity, specifically the urban context, including relevant stakeholders and associated risks to humanitarian operations.  Systems thinkers think in terms of:   * Relationships and interconnectedness; * The influence of one part of a system on another; * Understanding is not developed in isolation but in connection with the bigger picture. |  |  |
| **Defining a System** | **Talking Points**  This definition is from Donella Meadow’s “Thinking in Systems” - an essential read for any systems thinker.  **Definition:** “an interconnected set of elements that is coherently organized in a way that achieves something … A system must consist of three kinds of things: elements, interconnections and a function or purpose” (Meadows, 11).  **Elements:** parts or entities in a system   * An entity can be an individual, a bank, a public utility company, a hospital, but it can also be a community, a shopping centre composed of stores, a first response network.   **Interconnections**: interdependence and relationships between elements   * Relationships can be physical (e.g., telecommunications or power lines) * Relationships can be virtual (e.g., social relationships between family or community members, economic ties, religious ties within a church group) * Relationships can be dependent or mutually reinforcing.   **Purpose:** what the system seeks to achieve   * Parts of a system combine to produce different effects * Purpose determines system behaviour.   **Instructor Notes**  Additional notes about **purpose** (from [summary](https://www.sloww.co/thinking-in-systems-book/) of Donella Meadows “Thinking in Systems”):   * “A system’s function or purpose is not necessarily spoken, written, or expressed explicitly, except through the operation of the system. The best way to deduce the system’s purpose is to watch for a while to see how the system behaves.“ * “The word function is generally used for a nonhuman system, the word purpose for a human one, but the distinction is not absolute, since so many systems have both human and nonhuman elements.” * “An important function of almost every system is to ensure its own perpetuation.“ * “Systems can be nested within systems. Therefore, there can be purposes within purposes.” * “Keeping sub-purposes and overall system purposes in harmony is an essential function of successful systems.” * “A change in purpose changes a system profoundly, even if every element and interconnection remains the same.” |  |  |
| **No title (Video)** | **Instructor Notes:**  Youtube Video:  ICRC - Urban services during protracted armed conflict | https://youtu.be/eVCkzbZiYRw  Use this video to demonstrate the different components of a system, as discussed in the previous slide.  Note: Show the video and allow for sufficient time for a discussion. |  |  |
| **Defining a System: Stakeholders** | **Talking Points**  All stakeholders in a crisis can be considered as elements in a system.  Much like systems are interrelated and interdependent, stakeholders (elements) can be part of multiple systems – an idea we will discuss in more detail later on.  Conducting a stakeholder analysis is one of the first steps when defining a system.  **Note**: The landscape of stakeholders involved in an urban context can be much more complex than a rural or camp environment.  **Key considerations include:**  *The scale (number) and scope (diversity) of stakeholders is greater*   * Actors from different government levels may be involved, plus private sector, civil society and non-government actors, community organisations, faith-based groups, pressure groups, etc. * In large scale disasters, other international organisations, INGOs/NPOs may also be present.   *Unclear responsibilities and overlapping mandates*   * Various stakeholders (formal/informal) operate within undefined boundaries. * Governments, agencies, and line ministries may have parallel/overlapping responsibilities. * Different levels of government (national, municipal, and district) may be involved → Multiple departments may hold responsibility for various sectors, meanwhile local authorities may have mandates that cover specific geographic areas.   Now that we understand important elements of a system, the question arises - how do we apply the systems approach to understand an urban context?  **Instructor Notes**  Note: it is important to remember that not all elements are stakeholders! Elements can include more abstract ideas like unifying concepts, beliefs, social trends, etc.  See the additional reading: Using the Sphere Standards in Urban Settings - Part 1 (2016), page 8. |  |  |
| **Defining a System: Bounding a System** | **Talking Points**  All systems are, arguably, infinite → therefore, the first step of analysing a system is **bounding the system** that we seek to understand. This is defined as identifying what amount of analysis and understanding is “good enough”.  **Recall**: profiling, targeting, and/or area-based approaches → these are examples of ways to bound a system.  **Example 1**: An earthquake affected community   * This community consists of families, religious groups, social groups, etc., that are affected and trying to respond to the immediate aftermath of the disaster. * This community is also connected with the larger district, regional, or city-wide community coordinating to support that community (e.g., broader first response networks, political powers, etc.).   **Example 2:** An urban health system   * The health system is both an internal system and an external system. * External - the national health department, international health standards, etc. * Internal - First responder system → which has fire, police and paramedic subsystems; Hospitals → which have internal departmental subsystems and external regulatory body systems; Pharmaceutical supply → which have their own internal systems (e.g., an individual pharmacy, external supply chain networks). | **Discussion (Required)**  Q: Beyond the health system, what are other examples of systems and systems of systems in urban contexts?  A: Examples include:   * Camp/rural components of the system * Water and sanitation * Security and protection * Education * Economic * Telecommunications   **Activity (Required)**  Building on Activity 1.2. Part 1, participants will apply a systems approach to identify systems of stakeholders, needs, and assets using their needs analysis map.  See **Activity 1.2. Part 2 - Systems Modelling Using the Five Urban Systems Approach** for detailed instructions. |  |
| 1.2.D. Systems Approaches to Context Analysis | | |  |
| **Examples of Systems Approaches** | **Talking Points**  There are many different approaches to modelling a system:   * **The PESTLE Approach** (or STEEPLE Approach): uses six different categories to create a system model (Political, Economic, Social, Technological, Legal, and Environmental). * **The Systems and Stressors Approach**: maps segments of society and corresponding stressors. * **The Five Urban Systems Approach**: for the purposes of this training, we will use this approach because the five systems can be used to model the complex dynamics of urban contexts.   **Instructor Notes**  See the additional readings on context analysis from Using the Sphere Standards in Urban Settings - Part 2 (2020), Appendix 2.  For more information about these alternative approaches, refer participants to the additional readings and resources:   * UN Habitat. Recommendations of Actions for Resilience and Sustainability. * PESTLE - [Identify trends | Humanitarian Innovation Guide](https://higuide.elrha.org/toolkits/recognition/initial-impressions/identify-trends/) |  | **Case Study**  [OCHA situation reports](https://reports.unocha.org/en/country/ukraine) are organised by clusters, which can be understood as a systems approach to understanding the Ukrainian context. The clusters are: camp coordination and camp management, education, emergency telecommunications, food security and livelihoods, health, logistics, nutrition, protection, shelter and non-food items, WASH, and multipurpose cash.  [UNICEF situation reports](https://www.unicef.org/media/118591/file/UNICEF%20Ukraine%20Humanitarian%20Situation%20Report%20No.%207,%2031%20Mar%20-%205%20Apr%202022.pdf) are organised using similar areas of focus: health, child protection, education, WASH, and social protection. |
| **The Five Urban Systems Approach** | **Talking Points**  The SPICE Approach - Five major urban systems are illustrated in Figure 1, which seeks to represent the overlapping and dynamic nature of systems. The five systems are:   * Space and settlements * Politics and governance * Infrastructure and services * Culture and society * Economy and livelihoods   Each of these systems is explained in the next section.  **Instructor Notes**  The Five Urban Systems Approach or SPICE Approach, developed by Leah Campbell of ALNAP and adopted by Sphere, uses five urban systems to model complex dynamics within systems.  Framework Source: Campbell, L. (2016) Stepping back: understanding cities and their systems. ALNAP Working Paper |  |  |
| **Caution with Systems Approaches & Models** | **Talking Points**  Beyond the approach you choose, it’s important to acknowledge that:   * There is no one-size-fits-all approach or model → no model is complete. One approach or model may be effective in one context and ineffective in another. * A model must be adapted over time → while an existing model may be useful as a starting point, you will always need to be prepared to expand or contract your model in a new or changing context. * A model needs to be “good enough” → we can’t ever fully understand a system that is perpetually changing and highly complex. We need to know “enough” to be effective!   **Instructor Notes**  See the “Good Enough Context Analysis for Rapid Response” (GECARR) Tool in the additional readings list. |  |  |
| **Urban Context Analysis using the SPICE Approach** | **Talking Points**  The Five Urban Systems are:   * Space and settlements * Politics and governance * Infrastructure and services * Culture and society * Economy and livelihoods.   So, let’s actually do a context analysis!  **Instructor Notes**  Through lecture and group discussion, explain each of the five systems in more depth to ensure participants understand each system and the differences between them.  Reiterate that this approach will be used in the training. Participants will apply this approach in the next activity to begin mapping urban systems. | **Activity (Required)**  Referring to the systems map produced in Activity 1.2. Part 1, participants will apply the Five Urban Systems approach to identify the relationships between systems, the subsystems and stakeholders within systems, and their ability to influence outcomes related to assets and needs.  See **Activity 1.2. Part 2 - Systems Modelling Using the Five Urban Systems Approach** for detailed instructions. |  |
| 🔴 Activity 1.2. Part 2 - Systems Modelling Using the Five Urban Systems Approach (Required) | | | **Activity: 30 minutes** |
| Graphical user interface, text  Description automatically generated  Graphical user interface, text, application  Description automatically generated  Graphical user interface, text, application, chat or text message  Description automatically generated  Graphical user interface, text, application  Description automatically generated  Graphical user interface, text, application  Description automatically generated  Graphical user interface, text, application  Description automatically generated | **Activity Type:** Group Brainstorm: Urban Context Conceptualisation (2 Part Activity)  **Learning Objectives:**  By the end of this activity, participants will be able to identify:   * The five systems, the relationships between them, and their subsystems * The systems and subsystems that support the delivery of assets required to fulfil the needs of the affected population * The diverse stakeholders and subsystems operating within systems, the relationships between them, and their ability to influence outcomes   **Preparation:**   * Handouts of the Five Urban Systems model * Systems map from Activity 1.2. Part 1 (for reference) * Background material on Case Study (Urban Response Case Study: War in Ukraine)\* * Sheets of flip-chart paper (one per group) * Coloured Post-it Notes (or substitute small squares of coloured paper and adhesive)   **Participant Grouping:**  Divide participants into the same five groups used for Activity 1.2. Part 1. Participants will complete the activity in groups, and then reconvene all participants for plenary discussion.  Each group should designate a notetaker at the beginning of the activity.  **Activity Instructions:**  Referring to the systems map produced in Activity 1.2. Part 1, participants will apply the Five Urban Systems approach to identify the relationships between systems, the subsystems and stakeholders within systems, and their ability to influence outcomes related to assets and needs.   1. Assign Systems to Groups  * Action: Assign one of the five urban systems to each group:   + Space and settlements   + Politics and government   + Infrastructure and services   + Culture and society   + Economy and livelihoods * If there are more than five groups, more than one group can be assigned the same system.  1. Map Relationships Part I - Stakeholders and Subsystems   Referring to their systems maps from Activity 1.2. Part 1, participants will identify and map the stakeholders and subsystems within their assigned system.   * Prompt: Identify the stakeholders in the system. * Action: Write stakeholders on individual Post-it Notes, using the same colour for all stakeholders. Begin to map the system by placing stakeholders on flip-chart paper. * Prompt: Identify the subsystems within the system.   + Consider: systems thinking should take into account factors such as:     - physical infrastructure     - logistics chains     - financial relationships     - laws and regulations     - social movements and social dynamics     - power relations     - events * Action: Begin to identify subsystems. Write subsystems on individual Post-it Notes, using the same colour for all subsystems. Place subsystems on the flip-chart paper. * Prompt: Identify the stakeholders within each subsystem. * Action: Group stakeholder Post-it Notes next to the appropriate subsystem to create clusters.  1. Map Relationships Part II - Assets and Needs   Referring to their systems maps from Activity 1.2. Part 1, participants will identify and map the needs and assets in their assigned system.   * Prompt: What needs exist in this system? * Action: Write needs on individual Post-it Notes, using the same colour for all needs. Place the needs Post-it Notes next to the stakeholders that have those needs or, if the appropriate stakeholder is not part of the system map, group needs in categories. (Recall categories of needs in Activity 1.2. Part 1) * Prompt: What assets are available in this system?   + Consider: the assets that are available to meet needs in this system. * Action: Write assets on individual Post-it Notes, using the same colour for all assets. Place the assets Post-it Notes within the subsystem that provides those assets.  1. Map Relationships Part III - Stakeholders, Subsystems, Needs, and Assets   Participants will identify and map relationships between stakeholders, subsystems, needs, and assets within their assigned system. The example from pilot 1's group activity will aid in demonstrating a model of mapping relationships.     * Prompt: Which assets can be used to address which needs? * Action: Draw a line between assets and the needs they address. * Prompt: What are the relationships between the subsystems in this system? * Action: Use directional arrows to map out the relationships between subsystems.   + Consider: subsystems that are mutually reinforcing (two-way relationship), subsystems that support other subsystems (one-way relationship), and subsystems that limit other subsystems. * Prompt: What needs remain unmet?   + Consider: assets required to fulfil needs that are not available within the system. * Action: Identify the needs that remain unmet by adding an asterisk to the Post-it Note. If time allows, brainstorm a list of the required assets that are not available within the system.   **Discussion:**  If time allows, reconvene all participants to share their system map in a plenary discussion. Alternatively, participants can circulate around the room to view other groups’ maps and share ideas, or discuss within their activity group (if short on time).   * + Additional considerations for discussion:     - What are the differences between the maps of the five systems?     - How are the maps of the five systems similar?     - What system could provide or support assets to fulfil unmet needs in your system?     - Where are the points of connection or overlap between the systems?   **Activity Wrap-up:**  To close the session, introduce the following questions for further thought:   * How do connections and overlaps between systems impact the system as a whole? * How do interactions between systems impact outcomes, such as recovery of assets and service delivery? * How could the relationships between systems and subsystems be changed (either strengthened or mitigated) to produce desired outcomes? * Which stakeholders have capacity to enable these changes or to otherwise influence systems to produce desired outcomes?   **Notes for the Facilitator:**  There may be similarities and overlap across the different systems. These similarities may be reflected in the participants’ system maps. Highlight that these similarities occur because of the interconnectedness of systems and stakeholders operating in multiple systems.  If participants struggle:   * Encourage them to think of a specific context (e.g., a case study from their own experience). * Consider the following questions: * Option 1. To meet one of these needs, what questions would they have to answer for each of the systems? * Option 2. If they are managing one system, what questions would they need to ask to be able to meet the identified needs?   *Reference Material: Campbell, L. (2016) Stepping back: understanding cities and their systems. ALNAP Working Paper. London: ALNAP/ODI.* [*https://www.alnap.org/system/files/content/resource/files/main/alnap-urban-system-stakeholders-2016-web.pdf*](https://www.alnap.org/system/files/content/resource/files/main/alnap-urban-system-stakeholders-2016-web.pdf)  **\*Note on Case Study:** The Urban Response Case Study: War in Ukraine has been used for this Instructor Guide; however, facilitators may replace this case study with a different case study of their choice (e.g., more relevant to specific training needs or context). The same case study should be used for Activities 1.2. Part 1 and Part 2.  **Online/Hybrid Delivery:**  This activity can be completed using an online video conferencing platform. Re-create the same five breakout room groups from the previous activity. Participants can record their notes using the Chat function or an online collaboration platform (e.g., Jamboard, Google Slides, Google Docs). | | |
| 1.2.E. Additional Reading | | | |
| * Sphere. (2016). Using the Sphere Standards in Urban Settings - Part 1. <https://www.spherestandards.org/resources/using-the-sphere-standards-in-urban-settings/>. * Sphere. (2020). Using the Sphere Standards in Urban Settings - Part 2. <https://spherestandards.org/resources/unpacked-guide-urban-settings-2020/>. * From Using the Sphere Standards in Urban Settings - Part 2, Appendix 2, Context Analysis:   + Campbell, L. (2018). What’s Missing? Adding Context to the Urban Response Toolbox. <https://www.alnap.org/help-library/whats-missing-adding-context-to-the-urban-response-toolbox>.   + IMPACT & UCLG. (2016). Consultation on humanitarian responses in urban areas perspectives from cities in crisis. <https://www.uclg.org/sites/default/files/cities_in_crisis.pdf>.   + Meaux, A., & Osofisan, W. (2016). A Review of Context Analysis Tools for Urban Humanitarian Response. <https://pubs.iied.org/sites/default/files/pdfs/migrate/10797IIED.pdf>.   + International Rescue Committee. (2017). Urban Context Analysis Toolkit. <http://pubs.iied.org/10819IIED>. * Meadows, Donella. (2008). Thinking in Systems: A Primer. <https://www.chelseagreen.com/product/thinking-in-systems/> * German Red Cross. (2019). German Red Cross Scoping Study: Humanitarian Assistance in the Urban Context. <https://preparecenter.org/wp-content/uploads/2020/04/annex1_phase1_urbanmappinganalysis-1.pdf>. * German Red Cross. (2019). German Red Cross Scoping Study: Humanitarian Assistance in the Urban Context Final Report. <https://preparecenter.org/wp-content/uploads/2020/09/GRC_UrbanHumanitarianScopingStudy_final-report_updated.pdf>. * UN Habitat. (2020). Recommendations of Actions for Resilience and Sustainability. UN Habitat. Retrieved from <https://urbanresiliencehub.org/wp-content/uploads/2020/05/EN-Executive-Summary-Recommendations-of-Actions-for-Resilience-and-Sustainability-Maputo-Online.pdf> * Urban Settlements Working Group. (May 2019). Area-Based Approaches in Urban Settings: Compendium of Case Studies. <https://reliefweb.int/attachments/b9709dd1-c221-3d27-ae9b-5d9e308f4cc3/201905013_urban_compendium.pdf> * World Vision International. (2016).Good Enough Context Analysis for Rapid Response (GECARR)" Tool. <https://www.wvi.org/sites/default/files/GECARR-Design-Final-A4.pdf>. * Global alliance for Urban Crises. (2019). Urban Profiling for Better Responses to Humanitarian Crises. <https://www.preventionweb.net/files/63918_1.urbanprofilingforbetterresponsest.pdf>. | | | |
| 🔃 Optional Section The following content can be included for a more advanced or extended training. If this section is not included, proceed to Section 1.4 Conclusions. | | | |
| Section 1.3 Complexity in Urban Contexts | | | **Total Lecture: 13 minutes**  **Total Activity: 20 minutes**  **>Recommended Activities:**  **10 minutes**  **>Optional Activities:**  **10 minutes** |
| **Instructional Objectives:**   * Explain the causes and effects of urban complexity in more detail. * Emphasise that systems thinking can be used to understand urban complexity by considering subsystems and relationships within and between systems. * Explore complexity through risk and vulnerability in urban contexts. * Explore complexity through communications and information management in urban contexts. | | |
| **Slide Content** | **Talking Points & Instructor Notes** | **Activity Notes** | **Case Study** |
| 1.3. Section Overview | | |  |
| **Overview of Section 1.3** | **Talking Points**  Provide an overview of topics covered in this section. |  |  |
| 1.3.A. Origins of Complexity | | |  |
| **Understanding Complexity** | **Talking Points**  Examples of **urban complexities** include:   * **Space and settlements** → overlapping physical boundaries, overlapping urban public spaces * **Politics and governance** → leadership and community representation, multi-stakeholder leadership and engagement * **Infrastructure and services** → varying demands and stressors * **Culture and society** → community, social cohesion * **Economy and livelihoods** → marginalisation, access   In this section, we will take a more in-depth look at urban complexities, their causes, and their effects.  **Instructor Notes**  Additional topics for consideration include:  Complexities that impact entire systems, such as:   * Temporal dimension → Situations can have both acute and chronic elements * Cascading events → one emergency can often lead to many more.   Complexities of stakeholder analysis:   * Increased regulatory and legal obligations * Increased presence of government authorities and control may imply increased need for compliance to local regulations, laws, and policies   → Example: Some settlement areas may not be recognised by authorities (who may passively or actively resist humanitarian support in these areas)   * More capacity to self-recover * Social capital/capacity to recover is higher → much of the community/urban context may be leading an effective response prior to humanitarian arrival * Lower humanitarian influence * Humanitarian budgets may be less than municipal actors * The urban community often takes the lead, and the humanitarian role becomes more of a support/connector role than service provider role.   See the additional reading: The Urban Amplifier: Adapting to Urban Specificities, Report on Humanitarian Action in Urban Crises, especially Section 4.2 Urban Settings: Complex Environments. | **Discussion (Required)**  Q: What are some of the complexities you faced when conceptualising your system?  Building on the examples provided in the Talking Points, prompt participants to identify examples they encountered in the activity.  Highlight any examples from the Talking Points that are not identified through discussion. | **Case Study**  Complex demands on infrastructure and services in Ukraine: the Mayor of Lviv has stated the city is at capacity, so what happens if the city cannot provide aid to any more people?  Overlapping response efforts: the [British Red Cross](https://www.redcross.org.uk/about-us/what-we-do/international/ukraine) is providing psychosocial support and first aid training, supporting health care facilities, and distributing water and other goods for displaced people (e.g., sleeping bags, warm clothes, tents). These activities overlap with many [MSF response efforts](https://www.msf.org/msf-response-war-ukraine) and many other organisations providing aid.  What are the advantages and disadvantages of this type of overlap in response efforts? |
| **Understanding Complexity (cont.)** | **Talking Points**  Complexities emerge from the complex series of interactions within a system, between elements, between systems, and between subsystems.  To gain deeper understanding of systems, we consider the relationships between systems and elements:  → Example: Multi-stakeholder leadership - this complexity, highlighted as one of the complexities that emerged when designing systems, is caused by the relationships or interactions between entities and by overlapping/competing purposes or motivations.  Complexities can also include:   * Risk management * Communications and Information Management   The remainder of this section will explore the urban context through these two considerations.  **Instructor Notes**  Additional notes if needed:  To understand complexities, we must understand:   * the individual subsystems within a larger system, * the relationships between the subsystems and how they interact, and * the relationship of individual subsystems to the larger system as a whole.   For further information on complexity, see Johnson, Steven (2001). Emergence: The Connected Lives of Ants, Brains, Cities. New York: Scribner. p. 19. ISBN 978-3411040742. |  |  |
| 1.3.B. Urban Risk and Vulnerability | | |  |
| **Risk in Urban Contexts** | **Talking Points**  Much like a system is understood through relationships, in an urban setting, many risks are closely tied with other risks.  For example:   * Some areas may be in both chronic and acute states of emergency at the same time (e.g., values for standard indicators linked to health and food security may be at levels that would constitute an emergency elsewhere but are considered normal in the host context) * Some areas may experience overlapping crises (pre-existing and emergent).   **Instructor Notes**  Scale the content on the slide at your discretion: cover all, some, or identify emergent complex risks specific to the context.  See the additional readings:   * Using the Sphere Standards in Urban Settings - Part 1 (2016), pages 7–8. * Humanitarian Evidence Programme. What practices are used to identify and prioritize vulnerable populations affected by urban humanitarian emergencies? (2017). | **Activity (Optional)**  Participants will explore risk and vulnerability through their system maps and conduct a simple risk and vulnerability analysis.  See **Activity 1.3. Conceptualising Risk and Vulnerability** for detailed instructions. |  |
| 🔵 Activity 1.3. Conceptualising Risk and Vulnerability (Optional) | |  | **Activity: 10 minutes** |
|  | **Activity Type:** Group Ideation  **Learning Objective:**  By the end of this activity, participants will be able to:   * Identify risks and vulnerabilities for different dimensions of systems   **Preparation:**   * Flip-chart paper and pens * Coloured Post-it Notes (or substitute small squares of coloured paper and adhesive)   **Participant Grouping:** All participants engage as one group, in plenary.  **Activity Instructions:**  Participants will explore risk and vulnerability through their system map, and conduct a simple risk and vulnerability analysis.   1. Brainstorm risks using Sphere’s three categories  * Prompt: Sphere organises different types of risks and vulnerabilities into three categories: physical, social, and economic. Brainstorm risks and vulnerabilities for each of these categories. * Action: Participants brainstorm risks and vulnerabilities for these three categories as they relate to their system maps. Record key points on flip-chart paper or using an online collaboration tool.   Examples associated with physical, social, and economic categories of risk and vulnerability include:   * Physical * Vulnerabilities: density of population, poor or limited access to services, uncertain land tenure, low compliance with building standards, weak urban planning * Inherent Risks: unreliable critical infrastructure (e.g., power, telecommunications failure) * All-Hazards Risks: fire, epidemics, and other natural and human-made hazards specific to the region * Social * Vulnerabilities: weak participatory structures, marginalisation, exclusion of vulnerable populations * Inherent Risks: protection * All-Hazards Risks: non-communicable diseases, endemic poverty, gender-based violence, opportunistic/organised crime, intergroup tension, civil unrest * Economic * Vulnerabilities: level of poverty, stress coping techniques used to respond to shocks * Hazards: economic collapse, inflation, corruption  1. Identify other types of risks and vulnerabilities beyond the Sphere categories  * Prompt: Can you think of other types of vulnerabilities and risks? * Action: Participants write other risks and vulnerabilities on Post-it Notes (one per Post-it Note), and then organise these risks and vulnerabilities into other categories  Examples * Technological: surveillance, internet shutdown * Cultural: gender roles (e.g., Taliban in Afghanistan) * Legal: legislation on press freedom * Environmental: predisposition to drought, increased recurrence of heat waves due to rising climate temperatures   **Discussion & Activity Wrap-up:** Invite participants to share risks and vulnerabilities identified, as well as categories that emerged when mapping other types of risk.  **Online/Hybrid Delivery:**  This activity can be completed using the Main Call of an online video conferencing platform. The brainstorm list can be recorded using the Chat function or an online collaboration platform (e.g., Jamboard, Google Slides, Google Docs). | | |
| **Risk Considerations** | **Talking Points**  When assessing risk in urban contexts, consider:  **Risk vs. Vulnerability**  Vulnerability - areas exposed to harm   * Example: Consider social vulnerabilities   + Communities that may be marginalised due to gender, age, religion, etc.   + Communities that have poor access to clean water, health care, etc.   Risk - the potential for harm   * Example: A marginalised community may be at higher risk to the spread of epidemics.   **Origins of Risk**  Inherent Risks - risks associated with day-to-day life in the urban context (normal operations)   * Example: Unreliable critical infrastructure (e.g., power failure) * Example: Risk on the humanitarian actor's side → what are you going to do with all the information you receive? how are you going to manage it?   All-hazards Risks - risks linked to crisis events (i.e., events that pose potential for harm beyond normal day-to-day life)   * Natural, human-made, and technological events * Example: natural disasters like earthquakes or floods.   **Cascading events**  In many cases, one crisis event spawns a series of other events (which may be much worse than the original event)   * Example: An earthquake displaces a community to an area with poor water access which leads to a cholera outbreak.   **Dependencies / Systemic Risks**  People and assets depend on resources within and across systems to function → understanding these dependencies helps to identify the vulnerabilities in a system (i.e., what it depends on may be unreliable or unstable, which means it is likely to fail or become overloaded and this failure would impact many resources across systems).   * Example: A densely populated district on the outskirts of a city has non-potable water. Residents purchase bottled water from a single local supplier who imports their water from overseas. This supplier also provides bottled water to 4 other communities in the city. With rising gas prices, the supplier experiences supply shortages and higher pricing. The vulnerability experienced by the supplier (i.e., rising fuel prices) is passed on to residents in the form of limited availability of water and higher prices.   **Instructor Notes**  For this section, it is recommended to provide examples that are relevant to the context of the participants.   * Delivery can consist of covering each of these risk considerations or selecting examples that are specifically relevant to participants and/or fit the time available. * Be sure to highlight that each of these considerations implies considering relationships/interdependencies.   See the additional reading: Breaking Cycles of Risk Accumulation in African Cities, pages 10-22. |  | **Case Study**  Recall the example provided earlier of the gender-based assessment conducted by UN Women and CARE to identify the needs of women in Ukraine.  If we consider risk and vulnerability, women generally experience greater vulnerability and higher levels of risk. This adds complexity to the response that is required for this group. Certain attributes may also make subsections of women even more vulnerable (i.e., intersectional vulnerability).  As previously described, in one district of Kyiv, [there are 786 elderly people and 80% are women](https://www.theguardian.com/global-development/2022/may/16/alone-under-siege-how-older-women-are-being-left-behind-in-ukraine) who live alone, are unable to leave their homes, and are without relatives. These vulnerabilities increase their risk of gender-based violence and theft. The provision of aid in these circumstances is complex.  Another example of gender-specific vulnerabilities: [pregnant women in Kharkiv](https://www.bmj.com/content/bmj/376/bmj.o796.full.pdf) who do not have access to medical care and have different needs than other groups of women and other beneficiaries more generally.  The rapid gender analysis also identified emerging protection concerns including gender-based violence and an increased need for mental health and psychosocial support.  The intersectional vulnerabilities experienced by women and how their specific needs relate to different systems in the urban context are important considerations for understanding risk and complexity in urban response.  Children also experience increased vulnerability and risk: there are approximately [40,000 households with vulnerable children](https://www.unicef.org/media/118591/file/UNICEF%20Ukraine%20Humanitarian%20Situation%20Report%20No.%207,%2031%20Mar%20-%205%20Apr%202022.pdf), including children with disabilities. The general response in Ukraine (not specific to urban areas) has considered these vulnerable groups and registered these households to receive multi-purpose cash transfers.  How can we understand these urban complexities through systems thinking? |
| 1.3.C. Urban Communications and Information Management | | |  |
| **Communications & Information Management Considerations** | **Talking Points**  Assessing and addressing risk with different communities requires careful consideration of communication and information management requirements.  Key considerations for analysing communications, information management, and information sharing in the urban context include:  **Mechanisms of communication**   * Communication mechanisms of local authorities and service providers   + Two-way (bi-directional communication)   + One-way (broadcasting, information sharing) * Communication mechanisms used by the population   + Bottom-up communications (e.g., social media use, mobile penetration, etc.).   **Communications Risk**   * Privacy and surveillance   + Use of surveillance technologies   + Social vulnerability online (vulnerable actors) * Suppression of speech and misinformation   + Social media shut down/internet shutdown   + Use of misinformation   **Big data and data analytics**   * Data sources for big data analysis * More complex and diverse scope and scale of data   **Digital literacy and mobile/internet penetration**   * Literacy and penetration may be higher in the urban context, but may still be low in certain segments within the city (e.g., in settlement areas, poor areas, etc.)   **Online tools for information management**   * German Red Cross and urban response on Data Exploration and Exchange Platform (DEEP) * Kobo Toolbox   **Instructor Notes**  Additional topics for consideration include characteristics of communications and information in urban contexts, such as:   * Pre-existing communications and information infrastructure * Increased access to and dependency on telecommunications services (e.g., internet, data, mobile devices) * More diverse communications options and service providers * Higher levels of communications and information risks * Diverse levels of digital literacy among the population * Established communications and information management capacities of local response (e.g., established warning systems, dissemination targets). | **Discussion (Optional)**  Instead of showing this list of characteristics to the participants, ask participants to think about how communications and information management may be different in an urban context.  Q: What aspects of communications and information management are more complex?  **Activity (Required)**  Participants will identify and reflect on complexities they encountered when mapping their system, in relation to risk and communications and information management, and generate insights and considerations for designing humanitarian response programmes in urban contexts.  See **Activity 1.3. Exploring Complexity in the Urban Context** for detailed instructions. | **Case Study**  In many major cities, Ukraine's [internet is largely intact](https://www.washingtonpost.com/technology/2022/03/29/ukraine-internet-faq/), allowing communication among civilians as well as humanitarian aid organisations and other countries. However, the urban areas where Russia has advanced and attacked (e.g., Mariupol) have no communications abilities. Ukrainian telecom workers are making great efforts to maintain communications services. Elon Musk's Starlink is being used as a backup service provider. These efforts are maintaining stable communications systems in most urban areas in Ukraine. |
| 🔵 Activity 1.3. Exploring Complexity in the Urban Context (Recommended) | | | **Activity: 10 minutes** |
|  | **Activity Type:** Group Ideation  **Learning Objectives:**  By the end of this activity, participants will be able to:   * Describe complexities that emerge when mapping the urban context * Describe the impacts of complexity on risk and vulnerability * Describe the impacts of complexity on communications and information management * Identify key considerations when conceptualising urban contexts and planning an urban response   **Preparation:**   * Background material on selected case study (Urban Response Case Study: War in Ukraine) * Sheets of flip-chart paper (one per group) * Coloured Post-it Notes (or substitute small squares of coloured paper and adhesive tape)   **Participant Grouping:**  Divide participants into groups with a minimum of five participants per group. Each group member will represent one of the five urban systems. Assign half of the groups to Topic 1: Risk, and assign the other half of the groups to Topic 2: Communications and Information Management. Participants will complete each step of the activity in their groups, and then reconvene all participants for plenary discussion.  Each group should designate a notetaker at the beginning of the activity.  **Activity Instructions:**  Participants will identify and reflect on complexities they encountered when mapping their system, in relation to risk and communications and information management, and generate insights and considerations for designing humanitarian response programmes in urban contexts.   1. Identify complexities associated with system maps   TOPIC 1: Risk   * Prompt: What complexities emerged related to risk? Were new risks identified? Did risk change? * Action: Write risks that emerge in discussion on individual Post-it Notes using the same colour for all risks. Place the Post-it Notes on the relevant elements or relationships within the system map.   TOPIC 2: Communications and Information Management   * Prompt: What complexities emerged related to communications and information management? * Action: Write complexities that emerge in discussion on individual Post-it Notes using the same colour for all complexities. Place the Post-it Notes on the relevant elements or relationships within the system map.  1. Join all groups assigned the same topic to compare findings Once participants have finished generating their Post-it Notes, combine all groups that were assigned the same topic to compare and contrast their findings. Identify main complexities observed by groups. 2. Identify insights and considerationsAll participants discuss the following in their topic groups:  * Prompt: What insights and considerations can we draw from these findings? * Action: Write findings on flip-chart paper to share in plenary discussion * Prompt: What insights and considerations can be drawn from mapping risk complexities and communications and information management complexities with system maps? * Action: Write findings on flip-chart paper to share in plenary discussion   **Discussion:** Reconvene all participants to share the following:   * Main complexities identified by their groups. * Important insights and considerations related to designing humanitarian response programmes for urban contexts in the future.   **Online/Hybrid Delivery:**  This activity can be completed using an online video conferencing platform. Create breakout rooms for each of the groups.  Participants can record their notes using the Chat function or an online collaboration platform (e.g., Jamboard, Google Slides, Google Docs). | | |
| 1.3.D. Additional Reading | | | |
| * Sphere. (2016). Using the Sphere Standards in Urban Settings - Part 1. <https://www.spherestandards.org/resources/using-the-sphere-standards-in-urban-settings/>. * Sphere. (2020). Using the Sphere Standards in Urban Settings - Part 2. <https://spherestandards.org/resources/unpacked-guide-urban-settings-2020/>. * Humanitarian Evidence Programme. (2017).What practices are used to identify and prioritize vulnerable populations affected by urban humanitarian emergencies? <https://policy-practice.oxfam.org/resources/what-practices-are-used-to-identify-and-prioritize-vulnerable-populations-affec-620190/>. * Johnson, Steven (2001). Emergence: The Connected Lives of Ants, Brains, Cities. New York: Scribner. p. 19. ISBN 978-3411040742. * European Commission Directorate-General for European Civil Protection and Humanitarian Aid Operations (ECHO). (2018).The Urban Amplifier: Adapting to Urban Specificities, Report on Humanitarian Action in Urban Crises. <https://ec.europa.eu/echo/files/aid/factsheet/Urban_Report_final_version_printed.pdf>. * Archer, Diane. (2017). The future of humanitarian crises is urban. <https://www.iied.org/future-humanitarian-crises-urban>. * UN-Habitat. (2020). Breaking Cycles of Risk Accumulation in African Cities. <https://www.urbanark.org/sites/default/files/resources/UN%20Report%202019%20eBook%20HIGH.pdf>. * Organisation for Economic Co-operation and Development (OECD). (2017). Urban Crises. <https://www.oecd.org/development/humanitarian-donors/docs/urban_crises_oecd.pdf>. * Internal Displacement Monitoring Centre. (2020). Assessing Urban Disaster Displacement Risk. <https://www.internal-displacement.org/sites/default/files/publications/documents/IDMC_AnalyticalFramework_final.pdf>. * British Red Cross. (2012). Learning from the City: British Red Cross Urban Learning Project Scoping Study. <https://reliefweb.int/attachments/2acd4388-5cac-3e5d-aecd-4b4a8af8642e/Learning%20from%20the%20City%20%282012%29.pdf> | | | |
| Section 1.4 Conclusions | | | **Total Lecture: 10 minutes** |
| **Module 1 Conclusions** | **Instructor Notes**  If this module is delivered with Module 2, highlight in this discussion:  → Now that we understand humanitarian response in an urban context, we need to understand how to apply standards, specifically SPHERE Standards, to ensure that service delivery provides the resources and support needed by affected communities to recover and that they are treated with dignity and respect. | **Discussion (Optional)**  Invite participants to recall and share key takeaways from the module for each of the learning objectives. |  |

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| Training Assessment | Post-Delivery | | **Total: 20 min** |
|  | **Instructor Notes**  Share the online Post-Assessment Survey with participants:  [*https://forms.gle/G8XPBayohDTe9uMMA*](https://forms.gle/G8XPBayohDTe9uMMA) | |
|  | **Instructor Notes**  Discuss the following debrief questions with participants. Ensure you have a note-taker for participant responses.  **How did this workshop compare to your initial expectations?**  Optional follow-up/clarification questions:   * Is it what you expected? * If you expected differently, how was it different?   **How much did you learn in this workshop?** Optional follow-up/clarification questions:   * How comfortable do you feel using Sphere standards in an urban context, before versus after this training? * Were there areas you would have liked to learn more about? * Were there areas you feel received too much focus? * How relevant was the workshop to your work?   **What specifically do you think was done well?**  Optional follow-up/clarification questions:   * What topics were particularly useful? * What activities were particularly useful?   **What specifically could have been improved on?**  Optional follow-up/clarification questions:   * What could be elaborated upon? * What could be clarified? * Was anything missing? * Was there anything we could have removed?   **Any further feedback you’d like to provide?** | |

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# Appendix A. Sphere Promotional Flyer (Also located under *Supporting Documents* of the training package folder)

