

Terms of Reference

Developing a participant-led online course “Introduction to humanitarian assistance in cities”

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Content

Abbreviations

FFO	German Federal Foreign Office
GRC	German Red Cross
GP	Global Project
FbF	Forecast based Financing
DRR	Disaster Risk Reduction
ToR	Terms of Reference
NS	National Red Cross/Red Crescent Society
GRC	International Federation of Red Cross and Red Crescent Societies
NS	National Red Cross/Red Crescent Society
RCCC	Red Cross Red Crescent Climate Centre
RG	Reference Group
ToR	Terms of Reference

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1. Description of the project

I.1. Objective and title of the online course

Within the consultancy a participant-led online course will be developed which will require an average of 90 minutes to complete. This includes the full elaboration of the online course module: the development of content, the technical implementation, a testing phase and its evaluation as well the production of the final online course. The proposed title of the course is: “Introduction to humanitarian assistance in cities”.

I.2. Background of the project

Globally, the proportion of the population living in cities is steadily increasing. Already today, more than half of humanity lives in cities, with two thirds projected for the middle of the century. A target of migratory movements of various causes, most rapid urban growth often takes place in areas that offer poor conditions for a safe and dignified life, such as unsecured slopes, floodplains or the further densification of already highly populated areas. Urban populations thus become vulnerable to a number of specific threats. The rapid growth of cities leads to a variety of challenges for local governance, with many Local Authorities being less prepared and equipped to address some of the key issues at stake. Technical infrastructure such as water supply, wastewater management, energy supply, health care, education and waste management cannot keep up. As urban social structure differs greatly from that in rural areas, often social cohesion is less developed in cities. Yet, many urban areas also suffer strongly from the effects of climate change and are subject to a variety of natural hazards or man-made risks like violence and armed conflict. Today, there are more refugees and internally displaced persons (70 million according to UNHCR) than at any time in the past 70 years. Most of them settle in urban areas, seeking safety.

For these and many more reasons, urban areas are now a major focus of attention for humanitarian assistance in both conflict and non-conflict situations. The international humanitarian community has realised that it is necessary to design and implement responses to urban crises differently – we need to start to “think urban”. Established and successful methods of humanitarian aid in rural areas are applicable to cities and their specific conditions and needs only to a very limited extent, regardless of the nature of the crisis.

Thus, the prerequisite for effective, efficient, relevant and, most importantly, people-centered humanitarian response to crises in urban settings is a solid understanding of their specific conditions in general as well as to the individual context with its complexity, processes and social, cultural, legal and structural situation. An integrated approach is essential, covering both traditional sectors of humanitarian assistance along with cross-cutting issues such as capacity strengthening, disaster preparedness, inclusion, cashed-based interventions and anticipatory humanitarian aid. The basis for success lies in adapted and further developed methods of assessing needs and specific vulnerabilities. Urban disasters with their complexity and need for special coordination are yet to be fully understood.

I.3. Estimated learning time

Proposed duration of the course is: 90 minutes

I.4. Aims of the course

- Students established a base level of knowledge about the complexities of humanitarian assistance action in urban areas
- Students can distinguish requirements and considerations for humanitarian response in urban vs rural contexts
- Students feel equipped to start delivering humanitarian action in cities

I.5. Target audience

This course is intended for:

- humanitarian professionals and volunteers
- Persons performing a humanitarian response function during the response phase of an emergency

I.6. Content, objectives, approaches (instructional methods)

1. Introduction to Humanitarian Response in Urban Contexts
 1. Introduce humanitarian response urban contexts as distinct from ‘traditional’ responses in rural or camp settings
 2. Why is it important to dedicate more attention to are urban contexts?
2. What is an “urban context “
 1. Exploring definitions of “urban”
 2. What types of settlements are considered urban context and what is the difference to “traditional” humanitarian contexts?
 3. Do needs differ between contexts?
 4. Compare and contrast response options in urban context versus ‘traditional’ responses used mostly in rural contexts
 5. Identify opportunities associated with working in urban contexts
 6. Identify challenges associated with working in urban contexts
3. Conceptualising the Urban Context
 1. Introduce the urban context as a complex system
 2. Introduce an approach for humanitarian program design in an urban context
 3. Introduction to Needs Analysis through the People Centred Approach
 4. Conducting a Needs-Analysis through the People-Centred Approach
 5. Introduction to Context Analysis through Systems Thinking
 6. Introducing Context Analysis using Systems Approaches
 7. Conducting a Context-Analysis through the Systems Approach
4. System-Wide Considerations for the Urban Context
 1. Stakeholder Analysis
 2. Risk and Vulnerability Analysis
 3. Communications & Information Management Analysis

The course should build on and use material and content of the existing training – “Using Sphere Standards in Urban Settings: Modul 1”. Please use the attached files as a reference

1. Module 1 Instructors Guide (draft)
2. Presentation Slides (draft)
3. Case Study (draft)
4. Syllabus

I.7. Requirements

The final product should comply with all technical requirements needed to be hosted at the IFRC Learning Platform <https://ifrc.csod.com/>

Two examples from the IFRC Learning Platform that can be used as a reference:

Health in Emergencies:

<https://ifrc.csod.com/ui/lms-learning-details/app/course/1362f84d-7881-4db3-af7a-84476916a41a>

More Than Just a Roof – Introduction to shelter and settlement:

<https://ifrc.csod.com/ui/lms-learning-details/app/course/78e12c9b-4354-4b9e-84f0-c73433d42de3>

Registration is open. Please create an account by filling out the contact information and verifying your email address.

I.8. Source content for the online course development

Background documentation:

The online course should build on the “Using Sphere Standards in Urban Contexts” training package. Specifically, content should be developed based on the Module 1 (Humanitarian Response in Urban Contexts) Instructor Guide as attached in the Annex. The document in the Annex is a draft version. The final document will be provided upon signing of the contract.

I.9. Languages

The course will be developed in English.

2. Structure of your proposal

Proposals should be no more than 10 pages, including the Budget, Timeline and Annexes. Below is a suggested outline which we strongly encourage you to use in preparing your proposal. If you present concepts, ensure that you explain how these will be applied.

Company background	Capacity and strength of your company.
Experience	Mock-ups and examples of similar work.
Project summary	Total cost and the added value of your proposal.
Team composition	The team members and their role in this project.
Instructional strategy	The proposed instructional strategy for this course.
Implementation	Suggestions for approaching each chapter and the overall learning path.
Motivation to learn	Tools and techniques to enhance learners' motivation.
Assessment	Format and presentation for assessments.
Evaluation of learning effectiveness	Evidence regarding learning achievements.

Other suggestions to approach the course	(Alternative) suggestions for the design and development of this course.
Accommodating different learning styles and users	Description of audio usage, close captioning, online help, responsive design. Low bandwidth.
Technology	Description of the technological specifications and standards to be used.
Adaptability of the course	To what extent the source files can be modified by GRC afterwards.
Collaborative methodology	Management of the script and storyboard design processes.
Budget	Itemize the categories provided, including type of staff, estimated time, and total cost for each item.
Budget for other languages	Please itemize separately the costs related to translation, production of translated audio and video content, and integration of translated text into the course.
Timeline	Please draft a schedule for development, in line with the project specifications.
Annexes	Could include CV of the core team members
Other considerations	Acknowledgement of requirements. Restrictions.

3. Suggestions, specifications and description of work

We expect the proposal to demonstrate at least an initial attempt at grasping the subject matter in line with the learning objectives. The proposal is not expected to get into an extensive detail unless the detail is necessary to the comprehension of the proposal.

III.1. Company background

Demonstrate how and why you believe that your company can deliver on the specific requirements of this project. Does your company have the capacity to carry out the assignment? Please provide a brief summary including your company size, annual budget, clients, work history or other information specifically relevant for this project. (Please, do not use boilerplate or information available on your web site.)

III.2. Experience in similar projects

Has your company successfully delivered projects similar in scope, time and content? Please provide two recent examples including description, audience, and access to the online course(s), if possible. If not, please explain why you consider your company would be able to successfully implement this project.

III.3. Project summary

Summarize the total cost for this project and the added value of your proposal. Specify why do you think we should select your offer.

III.4. Team composition

Describe the team which you offer to deliver the course highlighting their specific expertise in the areas required for the project.

List the offered team members and summarize their skills to successfully deliver this project. Please indicate their position/ role for this project, as PM (project management), ID (instructional design), TECH (technical development), SME (subject-matter expertise).

III.5. Instructional strategy

Explain the instructional strategy proposed for this course. Instructional approaches that are clearly defined and match with the subject matter are highly valued.

III.6. Implementation

How will you approach the provided material and content of the existing Training - Using Sphere Standards in Urban Settings: Modul 1 to transform it into an online training module? How will you approach the material to transform it into an interactive, memorable learning experience?

(1) For each chapter, please list the proposed approaches to ensure achievement of objectives (a range of suitable methods - from text/ information and case study to scenario-based learning, including gamification and branched decision tree).

The proposal should provide examples, based on source content, of distinct instructional design approaches and the specific activities you would develop to provide scaffolding for the learner to achieve positive outcomes in line with one or more learning objectives. Specifically, we would like you to demonstrate how you would adapt the source material/ text in order to provide learners with an authentic learning experience and to develop higher order thinking skills in the given domain rather than simply recall information from the source content.

What specific techniques (e.g., use of videos, scenario-based learning, games& simulations, decision-tree etc.) would you use for particular types of content (e.g., declarative knowledge, procedural knowledge)?

(2) Propose how to include/ mainstream the topic of system thinking throughout the course.

(3) What is your approach to ensuring deep learning and the development of higher-order cognitive skills while using stand-alone e-learning modules? Describe the specific forms of functional interaction you would use and describe their relevance to improving learning outcomes.

What solutions would you adopt to ensure a high level of learner-content interaction?

The visual design samples would show the proposed visual treatment for sample course content.

The presentation of the visual solution should include at least the course title, navigation and signage, one text-based page, one photo and/or one video to demonstrate how the learner will navigate through the course and what feedback mechanisms will enable him or her to always show both location and progress. These can be shown on separate screens. The text used for the visual design samples should be copied from the documents provided.

Highlight the proposed visual design characteristics and user interface for the course and explain why they are appropriate for this specific project.

Describe proposed forms of interaction and animation and why they are appropriate for this specific project. This could include examples of instructional interactivity to be approached for specific sequences in the course.

III.7. Enhancing and sustaining learning motivation

Please describe in short, the tools and techniques you would use to engage the learner. How would the interactivity contribute to this goal? What will be the incentives and rewards offered to those who take the course? How will learners be engaged emotionally throughout the learning path to reinforce outcomes?

III.8. Assessment

Please describe the proposed approach, format and presentation for formative and summative assessments. What levels of learning do you expect to achieve and how will this be assessed? The proposal should describe the proposed method(s) to be included in the online course as formative and summative assessment against the learning objectives. How would you design the assessment to be sure the learner would have a good picture of own progress?

III.9. Evaluation of learning effectiveness

The proposal should describe the method(s) that could be used to evaluate learning effectiveness. Give two examples of items/ techniques you would use to evaluate the online course. Shortly explain the mechanisms and/or indicators to demonstrate that your proposed instructional approaches can result in having learners achieve the learning objectives.

III.10. Other suggestions to approach the course

Please describe here any additional suggestions you might have in approaching the content, structure, navigation, learning time, learning path etc.

III.11. Accommodating various learning styles and different users

Summarize how you will approach the following: usability, visual design, audio & video content, close captioning (CC), avatars/ characters, use of photography, navigation and signage, online help. Would these be available for mobile learning?

- (1) Describe the volume, purpose and scope of audiovisual content. How will sound, video and photos be used to reinforce learning impact and outcomes?
- (2) Shortly describe how would you include the use of close captioning (CC) for all audio content. The CC should enable the learner to speed read by skipping the audio.
- (3) Specify if and how online help for the user interface will be provided.
- (4) Please explain shortly how the challenges of visually and hearing-impaired learners will be tackled.
- (5) To what extent would you implement responsive design and how? Explain how you will ensure that your product will be responsive. Would you recommend a different SCORM package for mobile users, in order to include video, audio, CC?
- (6) To what extent and/ or how you would address the issue of availability of this e-learning in situations when/where there is a low Internet connection bandwidth?

III.12. Technological specifications and standards

Preference will be given to open standards and tools based on XML rather than proprietary tools, although it is understood that proprietary tools may be required to deliver a high-quality experience. If proprietary tools are proposed, the proposal should specify that an unlimited license will be

granted to GRC with full access to source code and, if required, training in the use of the proprietary technologies to ensure that GRC can maintain and update the course without requiring assistance from a third party.

Please specify the tools, platforms and software you will use to develop learning content and indicate any technical limitations associated with their use.

The course should not use Adobe Flash technology.

The course should use responsive design so that it can be viewed on various screen sizes and ratios, including smart phone, tablet and laptop, without requiring a separate version.

The course will be delivered in three formats:

1. An offline version, ie a folder structure suitable for distribution through a web site, CD-ROM, USB key or other physical media.
2. A SCORM 2004 package.

The two versions should be identical in terms of features, including interaction, assessment, grading evaluation, and recording learning outcomes. Any limitations of the folder structure version should be clearly identified and explained. In addition, specific documentation may need to be developed for the “offline” version to provide instructions on how to use it.

III.13. Adaptability of the course

Please specify if, how, by what means and to what extent the source files could be modified by GRC if there will be a need for small adjustments in the course content and/ or in the course structure.

III.14. Collaborative methodology

Please describe how the script and storyboard design process will be managed and indicate suggestions (and the level of flexibility) in terms of how many successive revisions can be expected.

III.15. Budget

The course will first be developed in English (witness version).

The budget should be in Euro net.

Itemize the budget using the categories provided: type of staff, time required, total cost for each item. For “type of staff”, please indicate what staff would be involved: PM (project management), ID (instructional design), TECH (technical development), SME (subject-matter expertise).

Please break down the costs for the development of the witness version:

1. Instructional design
2. Prototype development
3. Script development
4. Storyboard development
5. Audio content
6. Video content integration
7. Illustration content
8. Animation content
9. Responsive design
10. Offline version
11. Project coordination and administration
12. Travel costs for face-to-face meetings
13. Other costs (if applicable, to be specified).

Following 5 development steps the budget should be split into 2 phases

Phase I.

1. Analysis
2. Design

Phase II.

3. Development
4. Implementation
5. Evaluation

Phase I. are expected to be completed by 31.12.2022

Phase II. are expected to be completed by 30.06.2023

III.16. Phases

	Activity	Description
Phase I to be completed by 31.12.2022	Analysis	Onboarding workshop; Joint agreement on the schedule; Development and elaboration of content (for specification cf. I.6. "Content, objectives, approaches instructional methods."),
	Design	Design and layout of online course: Syllabus with specifications on content and technical implementation; Drafting the script.
Phase II to be completed by 30.06.2023	Development	Developing the online course along the drafted syllabus and script, including its technical implementation.
	Implementation	Implementation and testing: reviewing the content, layout, navigation, interactions.
	Evaluation and Finalisation	Review and evaluation of the course and subsequent adaptation of content and implementation. Production and handover of final product based on the evaluation and comments shared by GRC.

III.17 Annexes

You can attach any other information that you think is necessary for understanding your proposal. E.g., CV of the core team members.

4. Additional information related to this project for consideration

IV.1. Use of photography and videos

The selected company will be provided with some relevant videos and pictures to be used. The budget should not include (the development of) videos and pictures.

Otherwise, the company will be responsible for assets collection and selection, using agreed-upon criteria and access to GRC audiovisual resources. All audiovisual content will need to be in strict adherence to GRC guidelines and validated by GRC before its use.

IV.2. Completion and certification

As proof of completion, learners will download a certificate of completion, generated by the learning platform, at the end of the online course. Completion will be recorded in the learner's Learning passport on the GRC Learning platform. There is no need to embed a certificate in the SCORM package.

IV.3. Post-selection process

After a company is selected, they should be prepared for revision of the concept which might include requirements for altering project timelines.

It is expected that after a company is selected, at each subsequent meeting the company will provide a meeting summary of agreed action points and will manage and alter the overall timeline in accordance with the outcomes of the meeting. If issues arise in the meetings that would affect either the timeline or the budget it is expected that the company will discuss the implications with the GRC immediately.

IV.4. Relationship management

The company is expected to have regular contact with the GRC project leader through the content development platform, email and/or conference calls to review deliverables, timelines, etc.

The company is expected to engage GRC (lead) SME and collaborate throughout all the project design and development steps. The company will set specific milestones where GRC subject matter expert(s) have a chance to formally review and sign-off on deliverables.

The company will have weekly meetings with the GRC to:

- Review progress and sign-off on deliverables;
- Evaluate media project plan and identify project inhibitors;
- Outline deadlines for expected deliverables.

Several subject matter experts (SME) will review the content. Additional subject matter experts on specific areas (such as security, organizational development or financial accountability) may review parts of the content and drafts under the guidance of lead subject matter expert. This lead SME will act as the focal point and coordinate collaboration with the instructional designer and review/ validation work.

IV.5. Production and delivery

Throughout the development process, the company agrees to take into consideration the advice from the GRC teams.

All testing of pre-release versions shall be done on the GRC Learning platform, to ensure early detection of technical issues related to interaction between the course and the Learning platform (SCORM communication). The GRC will upload the SCORM packages provided and will grant access to the company. "Testing" means reviewing the content, layout, navigation, interactions. GRC will work together with the company to test and review the course. The company will not be responsible for any technical issues caused by the GRC Learning Platform (CSOD), however the company shall fully cooperate to resolve any such potential issues.

The company shall provide the GRC with full text of each screen of the course in Microsoft Word format.

The project deadlines are expected to be respected by the company. If the company falls, or risks falling, significantly behind schedule, it shall add additional human resources to the project and/or replace the team members failing to meet the deadlines at no additional expense to the GRC.

IV.6. The delivery of outputs – standards-compliance

The company shall deliver the final course as set out in the project description on delivery of the course and timeframe for delivery.

The development process should include a clearly described comprehensive, industry-standard suite for testing, quality assurance and validation.

The course should be fully tested for cross-browser and cross-platform compatibility. Test results provided should confirm that it is fully accessible from market-leading browsers (e.g., Explorer, Firefox, Chrome, Safari), computer OS (Windows, MacOS, Linux) and mobile OS (Android, iOS). If the use of a modern (HTML5/CSS3 compliant) browser is required, then visible, user-friendly documentation and specific instructions should be developed and included in all distributions. Mobile device testing: The report shall describe, for each platform tested, the oldest and newest versions of the browser which can run the module, together with the full list of platforms and browser versions tested. At least the three most popular mobile platforms at the time of the test should be included.

The validation should include the demonstration that the course records course progress and completion and allows the learner to interrupt and then resume learning. Any technical issues or difficulties relating to course participant records (LMS SCORM communication) following course publication shall be diagnosed and solved by the company including modification of the course structure or any other reasonable technical modification which may be necessary to resolve any such difficulties. The responsibility of technical limitations of the CSOD remains with the GRC, however the company shall collaborate to resolve any issues.

The bandwidth requirements should be clearly stated.

IV.7. Support

For 30 days following the final sign off, the company will be required to provide full support to GRC for free (max 48 hours after written request) in remediation of any issue regarding the navigation and the display of content.

Collaboration and assistance with any issues of compatibility between the course and the GRCs Learning Platform for 30 days following course publication, should they arise. The Service Provider

shall not be held responsible for any limitations of the LMS/CMS (Cornerstone on Demand (CSOD)). However, any compatibility issues that may arise with CSOD should be resolved jointly between the GRC and the Service Provider, through testing on CSOD and working together to resolve any issues to the extent that they are able. The browsers used for testing should be CSS3 and HTML5 compliant. This includes but is not limited to Internet Explorer, Google Chrome, Mozilla Firefox, and Safari.

If more than 2 days integration work is required in relation to integration of the courses with the GRC learning platform, the Service Provider will be entitled to charge for its time based on a pre-agreed hours/daily rate, provided that the SCORM package delivered is working well in any two SCORM-compliant LMS with more than 1% market share.

IV.8. Intellectual property rights

The GRC shall be entitled to all intellectual property rights, including, but not limited to, patents, copyrights and trademark, with regard to materials which bear a direct relation to, or are made in consequence of, the services provided to the GRC by the company.

The GRC is the owner of all digital content created, as well as the source files used to package the course. The company grants the GRC an irrevocable, unlimited and exclusive license to use the elearning modules, tools and/or software developed by the company for GRC and shall provide the GRC with all information required relating to the relevant file formats and the conventions used to prepare them.

The company agrees to protect all GRC intellectual property as required.

The course may include copyright-released music and sound effects as appropriate. The company shall provide all relevant copyright release documents.

The findings and the recommendations of the study should form the basis for future evidence-based planning and recommendations. The expected users will be humanitarian actors, academia, urban decision makers, etc.

5. Implementation

GRC

1. Facilitate an onboarding workshop including review of the ToR and priority setting.
2. Share available information on previous research conducted by GRC and other partners.
3. GRC will install and maintain a Reference Group (RG) to support the consultant.
4. GRC Coordinator Pilot Projects Urban (Berlin) will be the first focal points of the Consultant
5. Facilitate a midterm workshop to review the first draft of the online course.
6. Although no travels are currently foreseen GRC would cover all travel costs (visa, transport, accommodation) related to the assignment. (German federal travel expenses law applies, no per diem will be paid).

Consultant/consultants team

1. The consultant is responsible for the elaboration of the online course module, the milestone planning, and all organizational issues related to the implementation of the consultancy, which he/she will coordinate with the PT.
2. The consultant is responsible for producing the final product (online course) covering all expected outputs and presentation of results to GRC. He /she has the responsibility to revise the final product, based on the comments from GRC.

3. For the Joint review of the ToR (onboarding workshop) the consultant should outline the steps and the methodology used including a proposal for a final timeframe. The joint review shall be used to clarify open questions and to come to a common understanding about the tasks for phases I and II.
4. The consultant is expected to produce a written summary of the onboarding workshop.
5. The consultant is expected to finalize the Online Course by June 30th 2023.
6. The consultant is expected to work in close coordination with the project team at GRC HQ which will conduct complementary research parallel to this study.

6. Quality and ethical standards

The consultant should take all reasonable steps to ensure that the study is designed and conducted to adhere to recognized scientific standards, and to ensure that the study is technically accurate, reliable, and legitimate, conducted in a transparent and impartial manner. Therefore, the study should be implemented adhering to standards of the GRC, who are used in evaluations but apply equally to all other types of studies (see footnote¹). The collected data has to be safeguarded, respecting existing data security rules, to protect the rights of the individual.

7. Application Procedure

Interested consultants should submit their dossier by email **protected with a password** before 21.09.2022, 12:00 am (CET) to Wolfgang Friedrich (email: w.friedrich@drk.de) and to Ausschreibungen-Team64@drk.de stating “Tender documents” and the reference number “Ref. 2022-08-01 Online course”.

The selection of the consultant will be based on the following criteria:

- Evaluation of concept of the approach and planning of the strategy (30%)
- Demonstrated expertise and experience working in urban response (10%)
- Demonstrated expertise and experience in developing participant-led Online courses (20%)
- Daily Rate/ net sum (40%)

The following evaluation scheme will be applied:

- 0 points = criteria were not fulfilled
- 1 point = fulfilled criteria inadequately
- 2 points = fulfilled basic criteria
- 3 points = fulfilled all criteria
- 4 points = fulfilled criteria well
- 5 points = fulfilled criteria very well

The total number of points achieved by the respective offer is calculated by determining the price point value (PPW) and the quality point value (QPW). Based on the point values calculated in each case, the total number of points is determined according to the weighting of price and quality.

¹ Utility (usefulness and used); Feasibility (realistic and cost efficient); Ethics and legality; Impartiality and independence (unbiased, taking into account all stakeholder views); Transparency; Accuracy (appropriate methods used for correct data collection and analysis); Participation (meaningful involvement of stakeholders if appropriate / feasible); Collaboration (with key stakeholders to improve ownership, legitimacy and utility).

For the price, the quotient of the cheapest offer and the offer to be evaluated is formed and multiplied by 100 and the percentage weighting.

$(\text{Cheapest offer price} / \text{Offer price to be valued}) \times 100) \times 40\% = \text{Price points}$

Please note that the school grading system is of course not applicable to the evaluation of the price.

Based on the given possible evaluation levels, the quality is evaluated for each award criterion as follows:

$(\text{Points achieved} \times \text{Factor } 20) \times \text{Percentage weighting} = \text{Quality points}$

Example calculation for the 1st award criterion with the highest rating:

$5 \text{ (points achieved)} \times \text{factor } 20 = 100$

$100 \times 40\% = 40 \text{ points}$

Calculation of the total points:

$\text{Sum price points} + \text{Quality points} = \text{Total points achieved}$

Supplement

The bidder(s) with the highest overall score will be awarded a service contract. Tender prices must remain valid until the 04.11.2022.

8. Procurement Procedure

8.1 Procedure type

The procurement is handled via a public tender.

8.2 Deadline of submission and period of validity

- Deadline of submission is Wednesday 21.09.2022, 12:00 am (CET).
- Your quote must state the period of validity until the 04.11.2022.

8.3 Further communication

- Participants must raise questions in writing 7 days prior to deadline for submission of quote latest, otherwise the extension of the deadline is not feasible anymore.
- GRC reserves the right to continue the further communication after submission of quotes via a combination of media (e.g. post, email, phone).

8.4. Confidentiality and publication

All recipients of tender documents, whether they submit a tender or not, shall treat the details of the documents as confidential as possible.

According to German/European procurement law information about the award of contract (name of company, type of product, extent, and duration of contract) might be made open to the public unless you disagree within your quotation, giving the reason of refusal.

8.5 Self-Declaration

The signee of the attached “Declaration of Conformity” (Ref. Annex) assures that:

- no reasons for exclusion as mentioned per EU guideline 2014/24/EU, Art. 57, Paragraph 1 exists.
- the tenderer fulfils GRC’s claim on good governance, environmental and social responsibility.
- the tenderer agrees on participation in checks and audits as described.

Declaration of conformity

- according to procurement procedures for humanitarian actions -

The candidate

name/company

address

represented by

representative's name

address

assures that **none** of the following points apply:

- a) The candidate or company are bankrupt or being wound up, are having their affairs administered by the courts, have entered into an arrangement with creditors, have suspended business activities, are the subject of proceedings concerning those matters, or are in any analogous situation arising from a similar procedure provided for in national legislation or regulations.
- b) The candidate has been convicted of an offence related to his professional conduct by a judgement which has the force of *res judicata*.
- c) The candidate has been guilty of grave professional misconduct proven by any means which the contracting authority can justify.
- d) The candidate has failed to fulfil obligations relating to the payment of social security contributions or the payment of taxes in accordance with the legal provisions of the country in which he is established, with those of the country of the contracting organisation or those of the country where the contract is to be carried out.
- e) The candidate has been the subject of a judgement that has the force of *res judicata* for fraud, corruption, involvement in a criminal organisation or any other illegal activity detrimental to the German Red Cross or European Union's financial interests.
- f) The candidate has been declared to be in serious breach of contract for failure to comply with his contractual obligations pursuant to another procurement procedure or grant award procedure financed by the German Red Cross or European Union's budget.

The Contractor shall respect environmental legislation applicable in the country where the services have to be rendered and internationally agreed core labour standards, e.g. the ILO core labour standards, conventions on freedom of association and collective bargaining, elimination of forced and compulsory labour, elimination of discrimination in respect of employment and occupation, and the abolition of child labour.

The candidate also guarantees access to the relevant financial and accounting files and documents as well as other project related information and company registration data for the purpose of financial checks and audits or due diligence testing conducted by

- the European Commission,
- the European Anti-Fraud Office (OLAF),
- the European Court of Auditors and
- by chartered accountants / consultants / auditors commissioned by the German Red Cross or the relevant donor.

Furthermore he confirms to work together with above mentioned parties when contacted directly. The refusal to share requested data and documents may lead to disqualification from tender processes and cancellation of closed contracts.

place, date

signature

RULES OF CONDUCT

for staff and volunteers of the German Red Cross on mission for

- **the INTERNATIONAL COMMITTEE OF THE RED CROSS (ICRC)**
- **the INTERNATIONAL FEDERATION OF RED CROSS AND RED CRES-
CENT SOCIETIES (FEDERATION)**
 - **the GERMAN RED CROSS (GRC)**

As staff and representatives of the German Red Cross, we are personally and collectively responsible for upholding and conforming with the highest standards of ethical and professional conduct. All staff and representatives of the GRC shall therefore, at all times and in all circumstances, refrain from acts of misconduct, and respect the Fundamental Principles of the Red Cross Movement and the dignity of those whom the Red Cross aims to assist.

The regulations outlined below apply to all delegates, their dependents accompanying them, local staff, volunteers and consultants deployed within the scope of a relief operation or programme or project of the above-mentioned organization. For convenience, all such persons will be referred to as “field personnel” for the purposes of this document. Field personnel going on mission with the ICRC or the Federation, as the case may be, will be requested to sign a binding Code of Conduct similar to these Rules. All field personnel is expected to behave accordingly, both on duty and in private, and to practise working methods that will build public confidence. Field personnel is expected to be available for action beyond usual working hours, particularly during emergencies. All field personnel must be permanently aware of the fact that any impropriety on their part may have negative consequences for many human beings.

The components of the Red Cross Movement often act in situations of war, internal disorder or other emergencies. Working in such circumstances can expose field personnel to physical danger that should not be underrated. All field personnel must therefore exercise moderation, keep a certain discipline and strictly follow the security rules established by the Red Cross organization in charge of current operation or programme.

Since the Red Cross is a purely humanitarian organisation, its credibility and acceptance among the international community depend essentially on the respect of the Fundamental Principles and the amount of trust which governments will put in these Principles. Red Cross field personnel on mission must therefore at all times and under all circumstances, whether on duty or not, refrain from saying or doing anything that might be perceived to violate the Fundamental Principles, particularly those of Impartiality and Neutrality.

Likewise, family members staying with field personnel in a country of assignment must not contravene the Fundamental Principles, particularly those of Impartiality and Neutrality, whether in word or deed.

The Fundamental Principles of the International Red Cross and Red Crescent Movement

unanimously adopted by the XXth International Red Cross Conference in Vienna, October 1965

Humanity

The International Red Cross and Red Crescent Movement, born of a desire to bring assistance without discrimination to the wounded on the battlefield, endeavours, in its international and national capacity, to prevent and alleviate human suffering wherever it may be found. Its purpose is to protect life and health and to ensure respect for the human being. It promotes mutual understanding, friendship, cooperation and lasting peace amongst all peoples.

Impartiality

It makes no discrimination as to nationality, race, religious beliefs, class or political opinions. It endeavours to relieve the suffering of individuals, being guided solely by their needs, and to give priority to the most urgent cases of distress.

Neutrality

In order to enjoy the confidence of all, the Movement may not take sides in hostilities or engage in controversies of a political, racial, religious or ideological nature.

Independence

The Movement is independent. The National Societies, while auxiliaries in the humanitarian services of their governments and subject to the laws of their respective countries, must always maintain their autonomy so that they may be able at all times to act in accordance with the principles of the Movement.

Voluntary service

It is a voluntary relief movement not prompted in any manner by desire for gain.

Unity

There can be only one Red Cross or Red Crescent Society in any one country. It must be open to all. It must carry on its humanitarian work throughout its territory.

Universality

The International Red Cross and Red Crescent Movement, in which all societies have equal status and share equal responsibilities and duties in helping each other, is worldwide.

The undersigned pledges himself / herself

1. to respect and promote the Fundamental Principles of the Red Cross and Red Crescent Movement (humanity, impartiality, neutrality, independence, voluntary service, unity and universality);

2. to pay due respect to the religious beliefs, customs and habits of the population of the country of assignment, and to conduct himself / herself accordingly;
3. to observe strictly the laws and regulations of the country of assignment, including those concerning security, illegal drugs, traffic rules and currency exchange. Delegates who knowingly contravene such laws and regulations cannot expect any support from the Red Cross.
4. to enquire on the rights and obligations deriving from the legal status of the relevant Red Cross delegation in the country of assignment and to observe strictly the corresponding obligations;
5. to respect and to promote respect for the emblems of the Red Cross and Red Crescent;
6. never to use or to have in his / her possession weapons or ammunition at any time;
7. to denounce sexual abuse and sexual harassment, unauthorised physical or psychic pressure, neglect or harassment by any delegate, particularly among beneficiaries, as gross misconduct. All forms of sexual activity with children (persons under the age of 18) are forbidden as a matter of principle, even where this would seem to be in line with local custom, and will cause immediate dismissal of the delegate concerned. Misestimation of a person's age will by no means protect a delegate from sanctions. Any exchange of money, employment, goods or services for sex, sexual favours or other forms of humiliating, degrading, compromising or exploitative behaviour are forbidden;
8. to dress in a manner appropriate to the assignment, avoiding any impression of military status and to refrain from wearing Red Cross and Red Crescent insignia when not on official duty (except a lapel pin) unless security regulations require otherwise
9. to abstain from undertaking any public, professional or commercial activities outside of those specified in the delegate's Job Description or Mission Instructions without permission from GRC HQs
10. to refuse, courteously but with determination, any financial or material gifts or promises of such gifts or other advantages (particularly of sexual nature) except for the token presents which are customarily offered;
11. not to commit the Red Cross financially unless officially authorized to do so
12. to administer the entrusted funds and relief supplies with precision and diligence and to be prepared to account for the use of funds and other resources at all times
13. to use working equipment provided by the GRC (eg. smartphones, laptops, etc.) exclusively for business purposes. Their private use is not allowed;
14. to keep GRC HQs, the Federation or the ICRC informed of his/her activities and movements at all times, and not to leave the country of assignment or to take local leave without having obtained formal permission
15. to be prepared, should the circumstances require, for transfer to another Red Cross assignment, subject to its compatibility with his/her qualifications

16. to return, at the conclusion of the mission, all Red Cross material and equipment including identity cards and insignia of the Red Cross issued to him/her unless agreed otherwise
17. to observe discretion during the assignment and in relation to anything he/she may witness when carrying it out, including during the period following the assignment;
18. to avoid making references to political and military situations in the country or region of assignment in official or private communications, such as conversations, telephone calls, radio messages, letters, telefaxes or e-mails unless authorised to do so;
19. to refrain from sharing any information with the media, delivering lectures, giving interviews, handing out or publishing written reports or research findings resulting from a mission or handing out photos, slides, films or other electronic data carriers related to a mission without having a general or specific authorization of GRC HQs to do so (cf. Mission Instructions). This applies during the period following the assignment, too;
20. to follow the instructions of the Head of Delegation and GRC HQs, particularly when security is concerned. If a delegate or an accompanying family member fails to observe the above rules, the Head of Delegation will have the authority to arrange for an immediate repatriation of the person concerned.

Disciplinary procedures

In the event of any violation of these Rules of Conduct, the staff member shall be informed in writing of the allegation(s) made against him/her and shall be given appropriate time to respond to such charges (normally ten (10) working days in the case of misconduct, but an extension of these terms may be agreed if appropriate). The human resources department of GRC HQs may take appropriate disciplinary decisions upon receipt of the staff member's comments.

Delegates who are accompanied by family members are fully responsible for their acts during his/her mission. All accompanying family members must sign the Rules of Conduct (except for children under 14 years of age). If a family member violates the Rules of Conduct, GRC HQs has the right to order the family member's repatriation and to hold the delegate responsible.

GRC HQs reserve the right to claim reasonable compensation for damages and costs arising from any violation of the Rules of Conduct. This includes the costs of a return journey to Germany or any other place of residence. Such steps taken under these disciplinary procedures will not preclude further administrative and legal action.

If field personnel develops suspicions regarding violations of the Rules of Conduct, they have the duty to report such suspicions through the proper channels or, if this is considered inappropriate, directly to the persons in charge at GRC HQs.

Contract for services

The German Red Cross, Carstennstraße 58, 12205 Berlin,
represented by Christian Reuter, Secretary General

- hereinafter referred to as the Client

concludes the following contract with

#NameAdressConsultant

Consultant

- hereinafter referred to as the

Art. 1 Description of services and duties of the Consultant

(1) The Consultant is responsible for developing a participant-led online course - "Introduction to humanitarian assistance in cities" according to the attached ToR. The consultant is expected to finalize the product until June 30, 2023. The Target Audiences are humanitarian professionals and volunteers and persons performing a humanitarian response function during the response phase of an emergency.

The implementation is divided in two phases: Phase I. expected to be completed by 31.12.2022 comprising of the analysis and design of the online module (such as the development and elaboration of content and design of the online course including specifications on content and technical implementation). The second phase to be completed by 30.06.2023 including the development, implementation and evaluation of the online course (such as the development of the course along the drafted syllabus and script, including its technical implementation, evaluation and adaptation). For detailed Information on the two phases, responsibilities and tasks of the consultant and of the client refer to the Terms of Reference Annex 1 to this contract.

(2) As a Consultant, when carrying out activities on behalf of the Client, especially when travelling to project countries of the Client, the Consultant complies with German Red Cross "Rules of Conduct for staff and volunteers of the GRC on mission", which becomes part of the contract as Annex 2.

(3) The Consultant shall not be subject to any right of instruction or direction on the part of the Client with regard to the scheduling and organization of the course of activities. The Consultant undertakes to directly observe the safety and security instructions of the Client in connection with the execution of the contract. The Consultant shall immediately obey the instructions of the Client to carry out an

immediate departure from a project country, if the security situation requires it after its evaluation, or if damage from the International Red Cross and Red Crescent Movement can be averted.

(4) The Consultant undertakes to perform the services to be rendered under this contract in a professional manner and to the best of its knowledge and belief.

(5) The following apply as integral parts of the contract:

- Annex 1: Terms of Reference Developing an a participant-led online course - "Introduction to humanitarian assistance in cities, including:

1. Module 1 Instructors Guide (draft)
2. Presentation Slides (draft)
3. Case Study (draft)
4. Syllabus

- Annex 2: Rules of Conduct for staff and volunteers of GRC on mission

- Annex 3: The offer of the Consultant as of xx.xx.2022

- Annex 4: Signed Declaration of conformity

Art. 2 Duties of the Client

(1) The Client shall pay a total of xxxxx,xx € to the Consultant (plus the respective statutory value added tax valid at the time of invoicing to be paid by the Client in Germany) for the services listed in Art. 1. according to the offer of the consultant as of xx.xx.2022, Annex 3 to this contract. No additional remuneration shall be paid, unless additional services are mutually agreed upon between the Client and the Consultant.

(2) No travels are foreseen.

(3) Remuneration shall be payable in four instalments as follows:

- 25% after signing of the contract
- 25% after Phase I
- 25% after Phase II – 4. Implementation
- 25% upon finalisation of the assignment.

They shall be payable 15 days after acceptance of the service and the submission of a written auditable invoice by the Consultant to the Client.

(4) The Client appoints #NameSurname, Manager XXXXX, as main contact person from the International Cooperation Division to ensure that there is an adequate flow of communication.

Art. 3 Right of termination

- (1) The extraordinary termination of this contract for cause may be declared without notice, especially in the case of a gross violation of duty or inability to render a service to the required standard.
- (2) Notice of termination must be given in writing.

Art. 4 Extraordinary reporting obligations

- (1) If the Consultant realizes that he will be unable to provide a service at all, in the required manner, to the required standard or by the required deadline, or if he becomes aware that this is a distinct possibility, he must undertake to inform the Client accordingly without delay. The information must be put in writing together with a detailed description of the situation. If the Consultant is going to be unable to meet the agreed deadline for services, he must state the date by which it will be possible to provide the service.
- (2) The Consultant must disclose immediately if a petition for the initiation of insolvency proceedings has been filed against her or if such proceedings have been instituted.

Art. 5 Rights of use / Intellectual property

- (1) The Consultant shall grant the Client transferable, exclusive rights of use to the services/results of services described in more detail in Art. 1, without restriction as to territory, time or subject-matter. This includes the right to replicate the results, process them in any way, develop them further, modify them or reorganize them in any way whatsoever, and to make similar use of the results created in this way.
- (2) The Client is also entitled to grant the rights of use described in Para. 1 to all member associations, in particular all regional associations and the nursing staff association of the GRC, as well as to local sections, local branches, associations, enterprises and other institutions which they incorporate. This also includes all affiliated enterprises or institutions of the associations, branches and institutions named in Sent. 1 as well as all associations, branches, enterprises and institutions which also include at least the name of the German Red Cross in their title.

Art. 6 Third-party rights

(1) The Consultant gives her/his assurance that the contractual service is free of third-party rights which might exclude or restrict the Client's use of the service pursuant to the contract.

(2) If, following the conclusion of the contract, claims are made which arise from an infringement of property rights, as a result of which contractual use of the contractual service is impaired or prohibited, the Consultant must undertake - at the Client's discretion either to modify or replace the contractual service in such a way as to ensure that it is no longer affected by the property rights whilst still complying with the terms of the contract, or to acquire rights which entitle the Client to use the contractual service without restriction or additional cost to himself pursuant to the provisions of the contract. If the Consultant is unable to do so within a period of 20 calendar days from assertion of the infringement of property rights, the Client must grant the Consultant a reasonable extension of at least 14 calendar days in which to rectify the situation. If the Consultant fails to meet this extended deadline, the Client shall be entitled to withdraw from this contract in whole or in part, or to demand a reduction in the Consultant's remuneration and compensation or indemnification for fruitless expenditure. No extension need be granted if it is apparent that the Consultant is unable to rectify the situation or refuses to do so.

(3) The Consultant assumes sole liability as well as responsibility for any legal defense vis-a-vis the party asserting an infringement of property rights. The Consultant is, in particular, entitled and obliged to conduct all legal disputes arising from these claims at her own expense, and to indemnify the Client comprehensively against any third-party claims at the latter's initial request.

(4) The Client shall inform the Consultant immediately in writing if claims are asserted against her for an infringement of property rights.

Art. 7 Data protection & Confidentiality

The Consultant undertakes to observe confidentiality with respect to all matters of the Client to which she/he has or will become privy while fulfilling this contract; this undertaking shall survive the termination of this contract. The Consultant will also ensure that all relevant regulations regarding the protection of personal data will be respected.

Art. 8 Obligation to surrender possession

When the contract ends, the Consultant shall be obliged to surrender to the Client all documents and data supplied to her, including any copies which have been made. These remain the property of the Client. Copies of any documents prepared by the Consultant in connection with this commission must be given to the Client if and to the extent to which the latter requires them for the purpose of documenting or advancing the project.

Art. 9 Set-off I Right of retention

The Consultant may only offset claims if his/her counterclaims are undisputed or have been legally established. The Consultant shall only be entitled to claim rights of retention on the basis of counterclaims arising from the same contractual relationship.

Art. 10 Qualified clause requiring written form

Any addendum or amendment to the contract or to an agreement to annul the same shall only be effective if confirmed in writing. This requirement may only be waived in a written declaration.

Art. 11 Jurisdiction Agreement

This agreement is governed by German law. Jurisdiction is Berlin.

Art. 12 Severability clause

If individual provisions of this contract are ineffective or impracticable or become ineffective or impracticable after the conclusion of the contract, this shall not affect the validity of the contract and its annexes. Ineffective or impracticable provisions are to be substituted by provisions whose economic effect as closely as possible approximates that which the parties to the contract intended with the ineffective or impracticable provision. The above provisions shall apply mutatis mutandis to cases where there is an omission in the contract or its annexes. Sec. 139 of the German Civil Code shall not be applicable.

.....
German Red Cross

.....
xxx

Consultant

Instructor guide draft

Using Sphere Standards in Urban Contexts | **Instructor Guide**

Purpose: This guide is designed to provide a quick reference to all information needed to deliver each section, subsection and slides of the training.

Document Breakdown:

Table of Contents

Sections & Subsections

This document is broken down into sections and subsections. Within this breakdown, the following is included:

- Learning objectives
- Anticipated lecture and activity timing
- Additional Readings for trainers and participants

Slides

Within each subsection, the slide instruction is described with the following:

- A thumbnail of the slide
- Talking points (content to explain to participants) and Instructor Notes (information to support the trainer with delivering the content/slide) for each
- Activities and discussions that are required or optional (simple activities/discussion topics are provided in-line, longer/more detailed ones are provided in the
- Case study content to be layered on top of talking points to contextualise discussion (Current Case Study: War in Ukraine)

This guide is to be used in conjunction with:

- Module slides - There are four modules (Module 0 - Module 3) presentation files
- Activity Guide - There is one activity guide that provides detailed instructors for the delivery of the activities

Notes on using the guide:

- Training can be delivered in *Lecture-Only Mode* (1.5 hours per module) and *Interactivity Mode* (3 hours per module). To deliver Lecture-Only Mode, omit the activity column (and if needed) the case study column
- Training can also be delivered in Stand-Alone modules. If module 2 is standalone, Appendix B provides content to include for starting the module.

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ASSESSMENT 1 | PRE-ASSESSMENT

Training-Assessment | Pre-Delivery

Total: 10 min

Instructor Notes

Share Pre-Evaluation online survey with participants

<https://forms.gle/8pnv6eDpkNWAugtB8>

MODULE 0. Introduction to the Course

Instructional Objectives:

- Introductions: trainer and training participants introduce themselves (see Activity Notes).
- Identify the Course Learning Objectives.
- Describe the intended audience of the course.
- Provide an Overview of the training structure and discuss logistics.
- Introduce participants to available Learning Resources..

Note: if only delivering Module 1 or Module 2, this introductory section can apply to either but should be tailored.

0.1. Introduction to the Course			Total Lecture: 2.5 min Total Activity: 2.5 min
Slide Content	Talking Points & Instructor Notes	Activity Notes	
0.1. Module Overview			Lecture: 0.5 min Activity: 2.5 min



Overview of Module 0

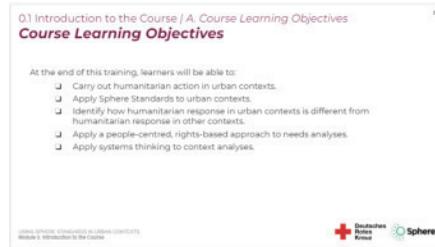
Talking Points

Prepare students for the module by running through what will be discussed in this section

Activity (required)

Participants will introduce themselves, become acquainted with other participants and the instructor, and share their past experience with urban contexts.

See **Activity 0.1. Introductions** in the Activity Guide for detailed instructions.



Course Learning Objectives

Talking Points

Review overall **Learning Goal**:

“The course will promote ethical, inclusive, rights-based and people-centred humanitarian response in urban areas via the proper application of Sphere Standards (including Humanitarian Charter, Protection Principles, and Core Humanitarian Standard), with an emphasis on accessibility, adaptation, and flexibility. Participants will leave the course feeling empowered and able to carry out humanitarian action in cities and to establish equal, respectful, and supportive relationships with local urban stakeholders to promote their capacity to apply Sphere Standards to urban humanitarian crises.”

Review specific **Learning Objectives**: “At the end of this training, learners will be able to:

- Apply Sphere Standards to urban contexts to deliver humanitarian response using people-centred approach.
- Identify how humanitarian response in urban environments is different to rural/camp contexts, specifically identifying attributes of cities that require an adaptation of Sphere Standards.
- Perform people-centred, rights-based context analyses, including stakeholder mappings and mappings of existing capacities, opportunities, and risks in cities using a systems approach (e.g. the PESTLE method), in urban contexts.”



Who Should Take This Course?

Talking Points

Brief overview of the **target audience of the course**, including summary of knowledge the course instructors expect participants to already have.

For participants who do not have these skills:

- That is fine! You will still learn a great deal from this course.
- However: participants with less experience in these areas or different expertise should support their learning with supplementary readings in concepts not covered in course content as needed.
- Refer to the accompanying additional resource slides included at the end of this section.

Activity (optional)

Complete a group expectation-setting activity.

For an example, see **Activity 0.1. Setting Expectations** in the Activity Guide.



Training Structure

Talking Points

Module 1 focuses on establishing a base level of knowledge about humanitarian assistance action in urban areas.

- There are a lot of misconceptions about urban environments among humanitarian workers!
 - These can be both positive and negative.
- Cities are complex spaces with lots of interlocking, interdependent systems and stakeholders which pre-date the emergency.
- Module 1 ensures that we are operating from the same baseline of understanding with respect to urban response.

Module 2 focuses on how to apply Sphere Standards to humanitarian action in urban areas.

- Sphere Standards are the same everywhere!
- However, needs in urban areas may be different. And, how people meet their needs in urban areas may be different.
- Recall those pre-existing urban systems! These can be utilised by both disaster-affected people AND by humanitarian actors to help meet needs.
- Therefore: the Core Humanitarian Standard and the Sphere Standards are applied to an urban context as any other context. However, how they are achieved and how they are measured may be different.

Module 3: The Capstone Simulation Exercise is a half-day exercise in which participants will have the opportunity to apply the course material.

The course follows an interactive, participatory methodology.

- In order to understand urban spaces, you must move beyond rote memorisation of facts and figures.

- Instead, this course should help you achieve a **life-like understanding** of the **complex, interacting systems** which **you must join with** in order to successfully respond to emergencies in cities.
- You will be asked to get involved: there will be interactive exercises throughout the course, designed to help you reflect on the structures and systems of urban environments and how to apply Sphere Standards.
- Most notably, day 2 consists of a half-day simulation exercise in which you will apply all course material.

0.1.D. Training Schedule Overview

Lecture: 0.5 min

0.1. Introduction to the Course | D. Training Schedule Overview

Training Schedule

Start Lesson	Module 1 Humanitarian Response in Urban Contexts
Break Time	
End Lesson	
Start Lesson	Module 2 Applying Sphere to Urban Contexts
Break Time	
End Lesson	
Start Lesson	The Capstone Simulation Exercise
Break Time	
End Lesson	

UNEP SPHERE | DEVELOPED BY SPHERE COORDINATORS
 Module 1 | Introduction to the Course

Deutsches Rotes Kreuz | Sphere

Training Schedule

Talking Points

Prepare students for the training by going through the training schedule and breaks.

MODULE 1. Humanitarian Response in Urban Contexts

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 context\
- Identify the Learning Objectives for Module 1
- Provide an Overview of Module 1 content.

Total Lecture: 10 minutes
Total Activity: 10 minutes

Slide Content

Talking Points & Instructor Notes

Activity Notes

Case Study

1.0.A. Case Study: War in Ukraine

Lecture: 5 min
Activity: 10 min



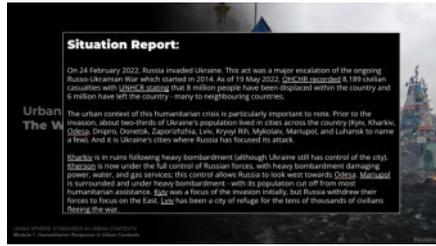
Urban Response Case Study: The War in Ukraine

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 the concepts presented in this training.

Instructor Notes

Show this introductory slide to just introduce that we're using the War in Ukraine as a case, then go to the next slide to give details and "set the scene" for the training.



Situation Report

Talking Points

Provide the situation report for the War in Ukraine to establish context for the training

Instructor Notes

See case study notes in [instructor guide for urban scenario/inject](#)

Reinforce that:

- this case study will be used throughout the training to help participants situate their learning in an urban context
- Activities will all relate back to this case
- This case will evolve over the training, as additional information is shared as it relates to learning content

Discussion summary/key points:

- 1) Urban contexts are complex
- 2) Humanitarians are a small part of this bigger system
 - They may arrive to work already being done
 - Roles may change
 - From service provider to connector → Instead of providing direct support to the affected population, they may act as a conduit/connector of sorts between those in need and those capable of providing support
 - From saviour to enabler → The local population may already be leading a substantial response effort, the humanitarian may service to enable instead of save

Activity (required)

Participants brainstorm initial perceptions of the urban context using the Ukraine Case Study.

See **Activity 1.0. Introducing the Urban Context** in the Activity Guide 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](#) has recorded 8,189 civilian casualties, and the [UNHCR](#) 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](#) is in ruins following heavy bombardment but still under Ukrainian control.
- [Kherson](#) is under the control of Russian forces after heavy

bombardment that damaged power, water, and gas services; this positions Russia to advance west towards Odessa.

-[Mariupol](#) is surrounded and under heavy bombardment, and the population is cut off from most humanitarian assistance.

-[Kyiv](#) was initially a major target of the invasion, but Russia withdrew forces to focus on the East.

-[Lviv](#) has been a city of refuge for the tens of thousands of civilians fleeing the war.

Throughout these modules, more context on the humanitarian response in Ukraine's urban areas will be provided.



Why are urban contexts important?

Talking Points

Introduce the importance of urban contexts in contemporary humanitarian response (note: note address selected points based on timing)

Globally, people are increasingly living in urban areas

- In 1970 (50 years ago), approx 35% of the world's population lived in cities (World Bank).
- Today, more than half of the world's population lives in cities.
- Disasters affect people wherever they live.
- In contexts involving displacement from cities, urbanised people tend to prefer settling in cities over rural areas. Ethical humanitarian response must respect this, even if it is more difficult for us!
- displacement or migration can also take place from rural areas to cities because rural livelihoods cannot be sustained (E.g. bc of drought or other crises)

Effective humanitarian response in urban areas require new ways of working, distinct from rural, semi-rural, or camp-based responses, including:

- Respectful, equitable collaboration with local stakeholders at all levels, including municipal actors.
- Willingness to adapt to local governance structures, rather than expecting local actors to conform to international humanitarian systems and “ways of knowing”.

Activity (optional)

Complete an ideation activity, such as a dot-voting exercise.

See **Activity 1.0. Why Are Urban Contexts Important?** in the Activity Guide for detailed instructions.

Case Study

Remember, over two-thirds of Ukraine's population live in urban areas.

- 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 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.

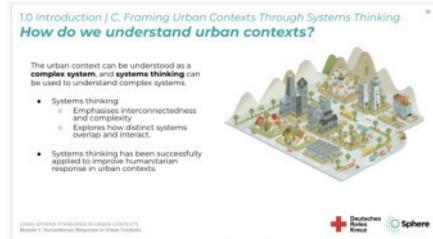
Instructor Notes

See case study notes in [instructor guide for urban scenario/inject](#)

Supporting Quotes

“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)



How do we understand urban contexts?

Talking Points

In order to respond and/or develop a humanitarian programme in 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 to either

Identify why the systems approach is useful

- A systems approach allows us to generate understanding of an entity or series of entities in context, i.e. understanding them in terms of the external influences on it and it’s influences on the external environment (context and environment)

Instructor Notes

See case study notes in [instructor guide for urban scenario/inject](#)

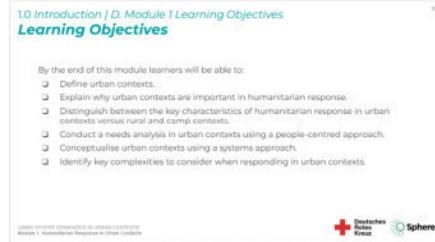
If the question comes up “*how does systems thinking relate to systems approach?*” Systems thinking is a mindset, systems approach refers to the tools/methods that we use when we apply systems thinking.

Case Study

We will look more at the systems thinking used in the Ukrainian context later on.

1.0.D. Learning Objectives for Module 1

Lecture: 0.5 min



Learning Objectives

Talking Points

Review Learning Objectives for Module 1.

1.0.E. Module Overview

Lecture: 1 min



Overview of Module 1

Talking Points

Prepare the students for the Module.

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>.

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: 23 minutes
Total Activity: 17 minutes

Slide Content

Talking Points & Instructor Notes

Activity Notes

Case Study

1.1. Section Overview

Lecture: 0.5 min



Overview of Section 1.1

Talking Points

Prepare the students for the 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** in the Activity Guide for detailed instructions.



Urban Definitions

Talking Points

How do different organisations define “urban areas”?

Red Cross Climate Centre UAK (the RC Climate Centre)

- Simple, straightforward, and technical. This is a good start.

UNHCR:

- A bit vague, but acknowledges some of the difficulties & arbitrary delineations in defining cities

Instructor Notes

See case study notes in [instructor guide](#) for urban scenario/inject

Case Study

All the cities mentioned in the initial description of the Ukraine context have at least 200,000 inhabitants (thus falling under the Red Cross Red Crescent Climate Centre definition). Ukraine's urban areas also correspond with the UNHCR's broader definition.



Urban Definitions (cont.)

Talking Points

From ALNAP: Conceptualisations of a city:

All of these are central to this training!

“The physical city” includes, for example: (the geographic approach, e.g. physical environment, or political designation)

- Buildings, roads, infrastructure
- Homes, businesses, governments
- Transport hubs, financial hubs
- Public spaces, cultural spaces.

“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)

One more step beyond the HPN / ALNAP defn'

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!

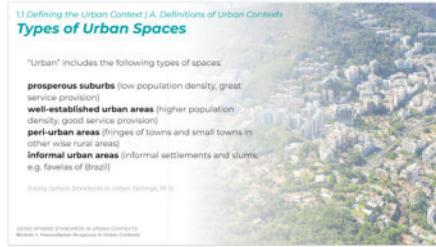
- Complex, multi-stakeholder systems with many overlapping levels.
 - Languages, cultures, economic classes, etc.

Note that systems and people-centred approaches are later used in this training to conceptualise and operate within urban contexts

Activity (optional)

In this 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** in the Activity Guide for Instructions.



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 other wise 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."

Note: "Urban" spaces do not have to necessarily be distinct from rural spaces, and sometimes the strategies and approaches highlighted in this training may be useful in other contexts as well

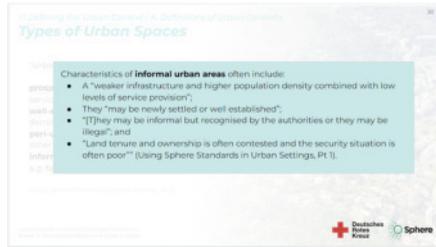
Instructor Notes

See case study notes in [instructor guide for urban scenario/inject](#)

Indicate that the next slide will go into 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

Talking Points

- Informal settlements and slums (higher population density and low levels of service provision)
- Other types of urban areas (i.e. 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 are important, but they are as diverse and intricate as the definitions of “urban”! If you are interested in learning more, see the further 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.



Traditional Humanitarian Response Contexts

Talking Points

What typifies a traditional humanitarian response context?

These could be anywhere—including but not limited to rural areas, semi-rural villages, refugee camps, etc.

- Could also be areas in a city.
- Remember that 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.).



Traditional vs Urban Response Contexts

Talking Points

Often, **traditional response contexts** are largely controlled by humanitarian actors and have few other stakeholders.

- Direct relationship between humanitarian actors and “beneficiaries”
- Humanitarians fill most needs, or establish & regulate channels by which disaster-affected people fill their own needs
- Therefore, most systems are established by humanitarian actors to interface with humanitarian conceptualisations of crises and needs

Some common peculiarities of the **urban response context** include:

Infrastructure which pre-existed the current crisis:

- Health care, including mental health care
- Sewers and running water
- Homes
- Education
- Complicated distribution systems for food and needed items
- Security

This infrastructure is tied together by **complex economies**.

- homes for rent
- Food to buy
- Business that provide goods and services
- And, of course, economies to exercise livelihoods in

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 getting cash to beneficiaries. [UNHCR partnered with Ukrposhta](#) to disburse funds in Kharkiv and other cities in critical need.

Because of this, urban responses typically involve a heavy focus on **livelihoods 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
- Social ties to host community
- This also means that other people are living in the city. Some may be well off. Some may be in vulnerable circumstances.
- Sometimes, the disaster-affected people who draw humanitarian attention may in fact be in better circumstances than those who are more vulnerable.

Cities are governed by well-established **institutions**

- This sounds obvious, but it can often be surprising to humanitarians who are used to operating in environments without such structures
- In cities, we typically do not have the free hand to act that we are often granted in other spaces.

Legal frameworks, advocacy, relations with host community

- Often, legal right to work is not protected (despite being granted in 1951 / 1967 UN documentation)
- Geneva Convention or Refugee Convention protections

and other human rights are often violated. Note: this happens globally, even in very rich societies!

And, of course, much like every emergency, every response is different → **every city is different.**

- Elements, systems, structures, resources, stakeholders, risks, which may exist in one city may not be found in another!

Instructor Notes

See case study notes in [instructor guide for urban scenario/inject](#)



Do needs differ between contexts?

Talking Points

Recall: no matter who you are or where you are, **human needs are standard**. They 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 are increasingly recognising that meeting higher-order needs is an important part of living a *dignified* life.

- The Core Humanitarian Standard emphasises the right to dignity.

However, different contexts do feature different sets of **unmet needs**.

- Differences in unmet needs between contexts stem from what **systems** are in place that enable different kinds of self-support or modalities of external support.

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.

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, so the response in Ukraine's urban areas is addressing these needs:

- WASH: [MSF has installed water filters](#) in Kharkiv's metro stations for the people sheltered there.
- Shelter: [Lviv](#) has provided shelter to about 4,000 women and children since the start of the invasion.
- Food: [Vladyslav Shtipelman and World Central Kitchen](#) 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](#) distributed lifesaving medical supplies (e.g., insulin supplies for 6,500 people in Odessa for 6 months and for 9,000 people in Dnipro for 3 months).

We'll talk more about indicators for these needs in Module 2.

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

- Increasingly, humanitarian responders are beginning to look beyond basic needs. Consider the Humanitarian Charter or the “humanitarian development nexus”.

Note: This relates to a “**people centred approach**”, which is discussed in more detail later in this Module

Instructor Notes

See case study notes in [instructor guide for urban scenario/inject](#)

In this discussion here when Sphere is introduced, emphasise that Sphere believes that human rights are universal, but needs differ. This is why indicators need to be contextualised. P.10 Sphere Handbook 'Understanding vulnerabilities and capacities': ..."Not all people have equal control of power and resources. Individuals and groups within a population have different capacities, needs and vulnerabilities".

Emphasise that life (both basic life & 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.

in Mariupol, which can't be reached to deliver supplies and aid.



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!

Opportunities to be found in cities include:

Economies (including informal economies). We are quickly learning to capitalise on this system

- Livelihoods
- Market-based goods, distribution networks, logistics
- Banks and other cash-distribution systems

Existing infrastructure: the goods and services provided by most UN clusters have analogues in cities. Examples:

- WASH - water & sewer gov't offices and infrastructure
- Shelter - housing boards, rental companies, property owners
- Education - education board or municipal education ministry, schools, universities; also informal, non-formal education
- Nutrition / food security - markets, supermarkets, food distribution
- Health
- Protection
- Recovery (as well as preparedness, emergency response, etc)
- Logistics

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](#) 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](#), 440 cultural and educational institutions and 85 religious organisations are providing accommodation and assistance to refugees. Civil servants from [multiple ministries](#) have relocated to Lviv. These are just a few examples of the local stakeholders and internal capacity available within urban areas.

- Communications
- Transportation

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.

Normalcy. Dignity. Social fabric.

- This is what often draws people to cities!
- People in camps refer to lives being “on pause”. Temporary measures that become permanent.
- 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).
- This includes things like:
- And it helps people to not be defined by crisis (which supports self-determination, dignified living, etc.).

Instructor Notes

See case study notes in [instructor guide for urban scenario/inject](#)

Prior to identifying the opportunities associated with living in cities (and showing the contents on this slide), use the discussion below to brainstorm opportunities



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 an urban systems, contributing to humanitarian outcomes alongside other actors, outcome are often unnecessarily limited
- Recall: systems theory: reinforcing loops and negative / balancing loops

Needs Assessments

- Counting people, finding people
- Understanding what people have access to in a 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?
- If we can’t measure progress, how do we fundraise?

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](#).
- Cities in Ukraine are the targets of Russian attacks.
- In [Kharkiv](#), essential infrastructure (e.g., water supply, electricity, heating) have been destroyed.
- Civilians in Kharkiv are [sheltering in subways](#) 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 as [Donetsk, Kharkiv, and Luhansk](#) makes it difficult to conduct needs assessments and presents communication challenges. Similarly, providing aid in these cities or evacuating civilians is nearly impossible.

Diversity of the population, complex communities, and social cohesion, for example tensions between refugee and host communities.

Informality

- How to interface with informal systems?
- How to map informal systems?
- What if informal systems do not meet the humanitarian standard:
- Sphere handbook mentions 'social cohesion' directly three times; Pg.240; Pg.241; Pg.285

Unfamiliar systems

- Unfamiliar ways of working.
- Cities demand flexibility, and by the nature of our work we are a very cautious, conservative bunch
- "Increased regulatory/legal obligations" (discussed in section 1.4)

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

Actors with conflicting motivations

- 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.

Less control or Lack of control. We have less control over the response effort in cities than we do in traditional contexts. This

- In Mariupol, a theatre was bombed causing an estimated 800 casualties, but the total number of casualties 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 alone](#), are unable to leave their homes, and are without relatives. These vulnerabilities increase their risk of rape and murder. The provision of aid in these circumstances is complex.

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, etc, even private entities or informal citizens' groups)
- Aid recipients behaving in unexpected ways. What do we do if people don't behave how we want them to behave? How we have told our donors they will behave?
 - CASE STUDY: "Selling the Coupon". Syrians converting WFP Food Vouchers to cash to pay for other needs such as rent. "Eye-scans" to release funding. Etc.
 - What does this tell us about the earmarking of funds in dynamic contexts like cities and/or emergency response scenarios?
- Where do we situate ourselves if we are not leading the response?
- 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

- Have to be careful not to work against the opportunities
 - Duplication of systems (including logistics systems)
 - Don't alienate stakeholders
 - Remember: we must "work with the city" in urban contexts!

Every city is different!

Instructor Notes

See case study notes in [instructor guide for urban scenario/inject](#)

Prior to listing all the challenges on the slide and/or discussing, use the discussion here to draw out challenges from the participants

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).

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>.
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- Mcleod, Saul. (2022). Maslow's Hierarchy of Needs. <https://www.simplypsychology.org/maslow.html>.
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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: 31 minutes
Total Activity: 49 minutes

Slide Content

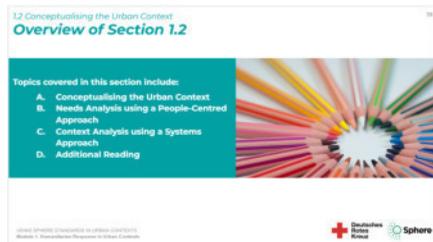
Talking Points & Instructor Notes

Activity Notes

Case Study

1.2. Section Overview

Lecture: 0.5 min



Overview of Section 1.2

Talking Points

Prepare the students for the section



Urban Humanitarian Programme Design

Talking Points

How do we provide a humanitarian response programme in an urban context?

To truly meet the needs of the affected population, 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.

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 conduct a:

- **Needs Analysis** – Identify the needs and assets required for proportion of the population that is most affected and most vulnerable through a *people centred approach*
- **Context Analysis** - Identify how to meet those needs and restore enabling assets by understanding the urban context that the affected population relies on and/or has influence on that provides these assets. Specifically, understand the context as a system, consisting of entities, relationships, dependencies and risks, through a *systems approach*

Note re: Context analysis - "Context analysis aims to 'help humanitarian actors have a better understanding of the dynamics in

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. Finally, 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.

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).

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 outlined for each step.

Instructor Notes

See case study notes in [instructor guide for urban scenario/inject](#)

2) The [ICRC](#) 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

Lecture: 15 min
Activity: 15 min



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?

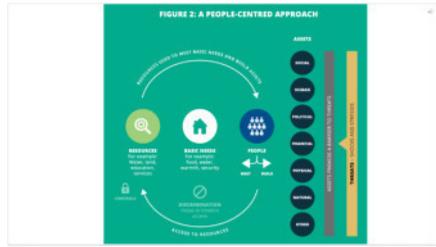
This needs-based approach is used to design and implement humanitarian programmes that aim to meet basic human **needs** and help provide **assets** to meet those needs to be able to recover as quickly as possible after a disaster or cope during protracted crises

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.



The People-Centred Approach (cont.)

Instructor Notes

Use this image to show an example of the people-centred approach

This is from Sphere 2018 (Sphere standards in Urban settings, part 2) → it shows the relationship between

- From page 6 of the guide: “Figure 2 shows a people-centred model with
- two levels of human activity – meeting basic needs and building up assets. Assets can be: physical (belongings, land, a property); economic (money, jobs and opportunities, livestock);
- social (including friendships and relationships, connectedness); human (for example, knowledge, skills and abilities); political (the organisation of power, such as community groups, slum groups or political parties); and natural (land, water and the functioning of ecosystems).”



What are Basic Needs?

Talking Points

Recall we introduced the idea of needs and basic needs earlier in the training.

What are **basic needs**?

The needs above are not exclusive, i.e. there are higher order needs including

- Food
- Water
- Shelter
- Health

Other higher-order needs include: 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 than span these different categories with brief example and highlight we'll go into these in more depth at the end of the module.

Discussion (optional)

Brainstorm with participants on the following question(s):

- 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.

Examples of types of **assets**:

- Physical: shelter, land, property, critical infrastructure;
- Social: relationships, friendships, networks; as a key builder of resilience
- Economic: access to cash, /income, capital;
- Human: knowledge, skills, abilities.

Note that assets can meet basic needs OR higher-order needs.

Other examples of Assets include

- Political - preservation of human rights, order, peace
- Natural - conditions for growing crops, water
- Cyber - Information and telecommunications

Instructor Notes

See case study notes in [instructor guide for urban scenario/inject](#)

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 of the categories and/or other categories.

Case Study

In [Kharkiv](#), 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 according to their requests. This is an example of a people-centred approach using 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](#) programme response to Ukraine includes: child protection, education, social protection, and influencing social behaviour/providing information on services. [OCHA's](#) Situation Report outlines: Camp Coordination

and Camp Management;
Education; Emergency
Telecommunications; Food
Security and Livelihoods;
Health; Logistics; Nutrition;
Protecton; Shelter and
Non-food items; WASH; and
Multipurpose cash.



People-Centred Approach vs. Stakeholder Analysis

Talking Points

A stakeholder analysis is distinct from needs analysis

Stakeholder analysis involves identifying key actors, i.e. those that provide and/or have influence on the delivery of assets/resources to communities and individuals in need, and the target groups and beneficiaries (those in need in affected communities)

Note in this training, we frame the individuals and communities that are in need of help/support as follow

- 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
- and their relationships to one another;

Stakeholders are considered those that have “stake” or involvement in the response

People-centred approach focuses on beneficiaries, i.e. those that need help/support

Note: stakeholders may mean different things to different people and organisations, as well as the term beneficiaries; this is the framing we will use in the training



Example Stakeholder analysis

Talking Points

Stakeholder analysis can be done in the form of mapping the key actors and their relationships to one another

The example provided 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.

Instructor Notes

See the additional reading: Using the Sphere Standards in Urban Settings - Part 2 (2020), page 10.

Discussion (optional)

Collectively review the example provided to make observations about the stakeholder map. Specifically, get participants to identify the observations identified in the talking points.



Conducting a People-Centred Needs Analysis

Talking Points

How do we use a People-Centred Approach?

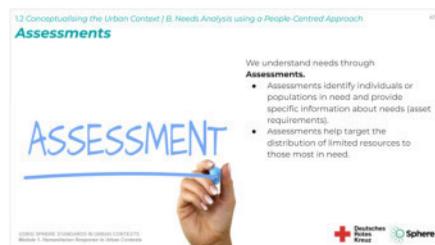
To establish the purpose, scope and priorities of a humanitarian programme we must understand the following:

- What are the needs of the affected population?
- Who is not having these needs met? And, of this population, who is most in need/most vulnerable?
- What do they rely on to be able to meet these needs? (assets)
- Which assets are in need of help?

Note: A people-centred approach is not the same as a stakeholder analysis

- The people-centred approach is used to identify the populations in need and what they depend on.
- Stakeholder analysis is a process of identifying the service providers capable of providing what affected populations depend on, and/or those that have an influence on service provision

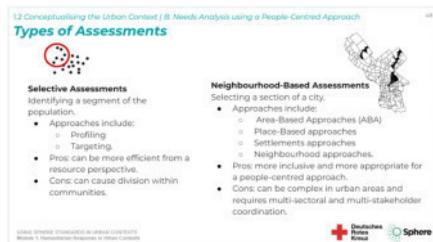
Stakeholder analysis will be described in section 1.4.1



Assessments

Talking Points

Assessments are used to identify individuals / populations in need and the specifics of these needs (asset requirements); they help tailor the distribute of limited resources to those most in need of help



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)
- Information is gathered on displaced people, host families and non-displaced neighbours

Targeting

- Individuals groups are identified based on needs and vulnerabilities

Neighbourhood-Based assessments - a section of the city is selected for humanitarian support. For example:

Area-based approach (ABA)

- The whole population within a selected area receives support
- Stakeholders and beneficiaries are diverse, i.e. Multi-stakeholder and multi-sectoral support is provided
- Also referred to as place-based approaches, neighbourhood approaches
- See figure 5, Sphere (2020)

Comparing both types:

- Neighbourhood-Based Assessments have been identified as more inclusive and help to promote social inclusivity.
- More appropriate for the people-centred approach

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** in the Activity Guide for detailed instructions.

Case Study

In the Ukraine, rapid assessments of the specific needs and situation of women have been conducted. This is a selective assessment approach. [UN Women Ukraine](#) conducted an assessment of the situation and needs of women's civil society organisations. [UN Women and CARE](#) 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, neighbourhood-based or area-based assessments 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.

- Selective assessments may appear more efficient from a resource perspective, but can lead to division within communities or neighbourhoods.

Instructor Notes

See case study notes in [instructor guide for urban scenario/inject](#)

See the additional reading: Urban Profiling for Better Responses to Humanitarian Crises.



Situating Needs in Context

Talking Points

As humanitarians, we need to work with 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, where together efforts are greater than the sum of their parts

To be able to do so, we must truly understand the context of human actors, service provision and resources to be able to understand how 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

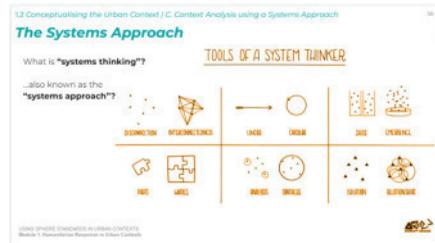
Instructor Notes

See case study notes in [instructor guide for urban scenario/inject](#)

Case Study

Working with local actors in Ukraine: [MSF is in direct contact with hospitals](#) across the country to provide supplies and training. For example, they are providing logistical support by supplying generators and solar power for hospitals close to Donetsk. In Lviv, MSF is providing support to the burns unit of a major hospital. In Odessa, training is being provided to general practitioners and units in emergency and critical care surge response - as part of preparations for attacks or invasion of the city. MSF is working with local systems to provide the most beneficial aid within a given context.

Locally-driven response: The charity set up by [Vladyslav Shtipelman in collaboration with the World Central Kitchen in Dnipro](#) is locally-driven response that leverages the



The Systems Approach

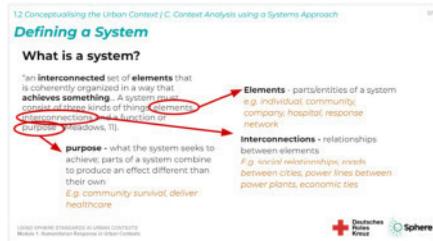
Talking Points

Systems thinking enables us to try and understand complexity, specifically the urban context, including relevant stakeholders and associated risks to humanitarian operations

Systems thinkers think in terms of

- relationships/interconnectedness
- The influence of one part of a system on another
- Understanding is not developed in isolation, but in connection with the bigger picture

capabilities of a large humanitarian organisation to distribute food within a specific context (i.e., to internally displaced people in the Dnipro area).



Defining a System

Talking Points

This definition is from Donella Meadow's "Thinking in Systems" - an essential read for any system's 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: part or entities of 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: 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, religions ties within a church group

Purpose: what the system seeks to achieve;

- parts of a system combine to produce an effect different than their own;
- determines system behaviour

Extra notes about purpose (copied from [summary](#) 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."

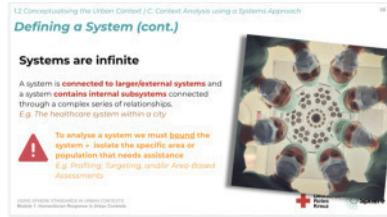
-"The word function is generally used for a nonhuman system, the word purpose for a human one, but the distinction is not absolute, since so many systems have both human and nonhuman elements."

-"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."



Defining a System (cont.)

Talking Points

All systems are, arguably, infinite → therefore, analysing a system first implies bounding the system we seek to understand

Recall, profiling, targeting and/or the area based approach, these are examples of ways to bound a system we seek to understand and support

Example 1: An earthquake affected community

- This community consists of families, religious groups, social groups, etc. that are affected by and trying to respond to the immediate aftermath of the disaster, but this community is also connected with the larger district, regional or city-wide community coordinating to support that community, broader first response networks, political powers, etc.

Example 2: An urban health system

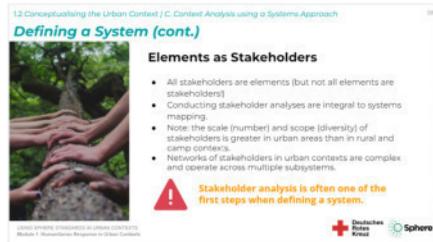
- The health system both an internal system and an external system
- External - the national health department, international health standards
- Internal - first responder system → which has fire, police and paramedic subsystems; hospitals → which have internal departmental subsystems and external regulatory body systems; Pharmaceutical supply → which have their own internal systems, e.g. an individual pharmacy, and external, supply chain networks

Discussion (required)

Q: Beyond the health system, what are some other examples of systems and systems of systems within the urban setting?

A: Examples include:

- Camp/rural components of the system
- Water and sanitation
- Security and Protection
- Education
- Economic
- Cyber/Telecommunication s



Defining a System (cont.)

Talking Points

All stakeholders in a crisis can be considered as elements in a system.

However, it is important to remember that not all elements are stakeholders! elements can include corporations or coordination networks, or even more abstract ideas like unifying concepts, beliefs, social trends. Much like systems can consist of other systems, entities can even be other systems– an idea we will discuss in more detail later on

Therefore, conducting a stakeholder analysis is often among the first steps when defining a system.

Note that The landscape of stakeholders involved in an urban response can be much more complex than a rural/camp environment.

Some key considerations include:

The scale (number) and scope (diversity) of stakeholders is higher

- Authorities and control from municipal to national levels may be involved, plus private sector, civil society and non-government actors, community organisations, faith-based groups , pressure groups are also present
- In large scale disasters, other international organisations, INGOs/NPOs may also be present

Unclear Responsibilities

- Various stakeholders (formal/ informal / ad hoc) operate within different boundaries and different levels, physical and virtual
- Governments, agencies and line ministries may have

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 - Context Analysis Using a Systems Approach** in the Activity Guide for detailed instructions.

parallel/overlapping responsibilities which may not be immediately obvious

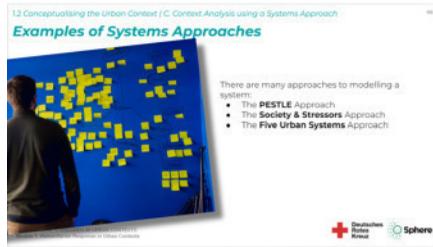
Overlapping Mandates

- Central vs. municipal- and district- level government may be involved → Multiple departments may hold responsibility for various sectors, meanwhile local authorities may have mandates that cover geographic area

Instructor Notes

At the end of this slide, segway into the next section by identifying now that we understand important elements of a system, the question arises - how do we use apply the systems approach in a concrete setting to understand the urban context?

See the additional reading: Using the Sphere Standards in Urban Settings - Part 1 (2016), page 8.



Examples of Systems Approaches

Talking Points

There are many different approaches to modelling a system.

- These approaches can be modified based on the specific characteristics of the system you wish to analyse.

We will look at the following examples of approaches for modelling systems, focusing especially on the Five Urban Systems Approach (or SPICE Approach) developed by Sphere.

Instructor Notes

See case study notes in [instructor guide for urban scenario/inject](#)

See the additional readings on context analysis from Using the Sphere Standards in Urban Settings - Part 2 (2020), Appendix 2.

Case Study

[OCHA situation reports](#) 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](#) are organised using similar areas of focus: health, child protection, education, WASH, and social protection.

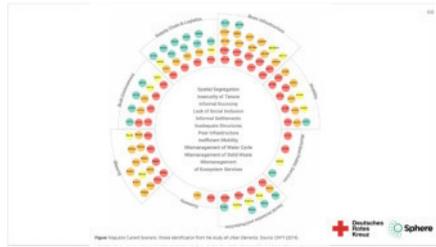


The PESTELE Approach

Talking Points

The PESTELE or STEEPLE Approach uses seven different categories to create a system model:

- Political
- Economic
- Social
- Technological
- Environmental
- Legal
- Ethical



The Society & Stressors Approach

Talking Points

In a study on building resilience in Maputo, Mozambique in 2019, The Society & Stressors Approach maps segments of society and corresponding stressors.

They modelled the system through segments of society and stressors:

- Built environment
- Supply Chain & Logistics
- Basic Infrastructure
- Mobility
- Municipal Public Services
- Social Inclusion and protection
- Economy
- Ecology

Identifies stressors, as:

1. Rapid and unregulated urbanisation
2. Socioeconomic inequity
3. Inefficient management of urban metabolism

Image: Mapping of urban resilience in Maputo 2019 (UN-Habitat)



The Five Urban Systems Approach

Talking Points

SPICE Approach - Five major urban systems are illustrated in Figure 1, which seeks to illustrate 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

This is the approach we will use in this training

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 get to the "bottom" of the system (and fully understand a system that is perpetually changing and complex); needs are constantly emerging and easily can be overwhelming; We just 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

So, let's actually do a context analysis!

Explain each of the spheres in more depth, through group discussion to ensure participants understand what goes in each sphere

Explain that in the subsequent activity, this is the approach that will be used in the training for Module 1 and 2 to model a system. Highlight that participants will have the opportunity shortly to model a system into the 5 spheres

Activity (required)

Referring to the systems map produced in Activity 1.2. Part 2, 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 3 - Systems Modelling Using the Five Urban Systems Approach** in the Activity Guide for detailed instructions.

1.2.D. Additional Reading

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- 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>.
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- 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.

Section 1.3 Complexity in Urban Contexts

Instructional Objectives:

- Emphasise understanding urban complexity through systems thinking involves also 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

Total Lecture: 15 minutes
Total Activity: 15 minutes

Slide Content

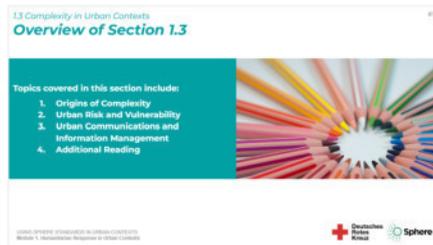
Talking Points & Instructor Notes

Activity Notes

Case Study

1.3. Section Overview

Lecture: 0.5 min



Overview of Section 1.3

Talking Points

Prepare the students for the section



Understanding Complexity

Talking Points

Examples of 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 in normal conditions
- Culture and society → notion of community
- Economy and livelihoods → marginalisation

Additional complexities identified from broader, system dimensions include:

- Temporal Dimension → Situations can have both acute and chronic elements
- Cascading events → one emergency can often lead to many more

Stakeholder analysis complexities:

- Increased regulatory/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

Discussion (required)

Q: What are some of the complexities you faced when conceptualising your system?

Using the comments from the talking points, get participants to identify examples they encountered in the activity.

Highlight any that were not identified from the talking points.

Case Study

Complex demands on infrastructure and services: the Mayor of Lviv has stated the city is at capacity, so what happens if the mayor decides the city cannot provide aid to any more people?

Overlapping response efforts: the [British Red Cross](#) 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](#) and many other organisations providing aid. What are the advantages and disadvantages of this type of overlap in response efforts?

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

Instructor Notes

See case study notes in [instructor guide for urban scenario/inject](#)

- If this section is delivered as a lecture, choose a couple examples to discuss
- Segway into the next section by identifying that we are going to look a bit more at some specific complexities in the next section and how these complexities arise

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.



Understanding Complexity (cont.)

Talking Points

Complexities emerge from the complex series of interaction within a system, between elements, between systems, between systems of systems

To gain deeper understanding of systems, we can should consider the relationships between systems and elements/entities

- Example: Multi-stakeholder leadership - this complexity, highlighted as one of the complexities that emerged when designing systems, is complex because of the nature of the relationships or interactions between entities, and an overlapping/competing sense of purpose
- Examples 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 - 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.



Risk in Urban Contexts

Talking Points

Much like a system is understood through relationships, in an urban setting, many risks are closely coupled with other risks

As identified earlier, 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 anywhere else, 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 as you feel comfortable, cover all, some, or identify emergent complex risks specific to their 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)

Get participants to explore risk and vulnerability through their system maps, and conduct a simple risk and vulnerability analysis.

See **Activity 1.3. Conceptualising Risk and Vulnerability** in the Activity Guide for detailed instructions.



Risk Considerations

Talking Points

When assessing risk in urban contexts, consider:

Risk vs. Vulnerability

Vulnerability - areas exposed to harm

- Example: Consider social vulnerabilities, i.e. communities that may be marginalised due to gender, age, religion, etc. 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 the day-to-day life in the urban context (normal operations)

- Example: unreliable critical infrastructure e.g. power failure

All-hazards Risks - risks associated linked to 'crisis events', i.e. events that pose potential for harm beyond normal day-to-day life (e.g. natural, man-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 (in many cases which may be much worse than the original one)

- Example: An earthquake displaces a community to an area with poor water access which leads to a cholera outbreak

Dependencies

People and assets depend on resources within and across

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 (the concept of intersectionality). As described above, in one district of Kyiv, [there are 786 elderly people and 80% are women](#) who live alone, are unable to leave their homes, and are without relatives.

These vulnerabilities increase their risk of rape and murder. The provision of aid in these circumstances is complex.

Another example of gender-specific vulnerabilities: [pregnant women in Kharkiv](#) who do not have access to

systems to function → understanding what critical resources depend on helps to identify the vulnerability of that resource, i.e. what it depends on may be unreliable or unstable (which means it is likely to fail) or overloaded (which means 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 of that supplier escalated by looking at what they depend on.

Types of relationships

Virtual vs. physical relationships, like economic versus critical infrastructure dependencies, or face-to-face vs. online social relationships

- Example: A community may be protected through their face-to-face relationships with one another, but at risk of virtual harm (e.g. a refugee population that protects one-another physically, but faces surveillance risk in their host country)

Instructor Notes

See case study notes in [instructor guide for urban scenario/inject](#)

- For this section, it's suggested to provide examples specific to the context of the participants
- Delivery can consist of covering each of these risk considerations, or picking what is specifically relevant 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 increased need for mental health and psychosocial support. The intersectional vulnerabilities experienced by women and how their specific needs should be considered in relation to other systems in the urban context.

Children also experience increased vulnerability and risk: there are approximately [40,000 households with vulnerable children](#), 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.

- participants and/or timing
- 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.

How can we understand these urban complexities through systems thinking?

1.3.C. Urban Communications & Information Management

Lecture: 5 min
Activity: 15 min



Communications & Information Management in Urban Contexts

Instructor Notes

See case study notes in [instructor guide for urban scenario/inject](#)

Describe the information and communications landscape in the urban context by running through this list of characteristics

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. What aspects of communications and information management are more complex?

Case Study

In many major cities, Ukraine's [internet is largely intact](#), allowing communication among civilians as well as, to 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. Plus, Elon Musk's Starlink is being used as a backup. These efforts are providing a generally stable communications system in

Instructor Notes

Show this introductory slide to just introduce that we're using the War in Ukraine as a case, then go to the next slide to give details and "set the scene" for the training



Communications & Information Management Considerations

Talking Points

Key considerations for analysing communications, information management and information sharing in the urban context include:

Mechanisms of communication

- Communication mechanisms of local authorities/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 & Surveillance
 - Use of surveillance technologies
 - Social vulnerability online - Vulnerable actors
- Suppression of Speech & Misinformation
 - Social media shut down/internet shutdown
 - Use of Misinformation

Big data and data analytics

- Data sources for big data analysis

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

Ukraine.

Activity (required)

Get participants to identify and reflect on complexities they faced when designing their systems models, as it relates to risk, communications and information management, and generate insights and considerations to make when designing humanitarian response programmes in urban contexts.

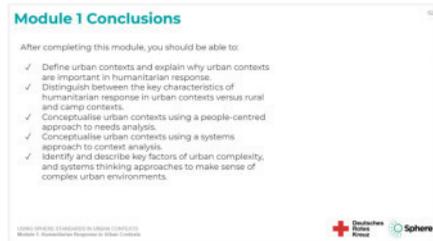
See **Activity 1.3. Exploring Complexity in the Urban Context** in the Activity Guide for detailed instructions.

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-crisis-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>.

Section 1.4 Conclusions

Total Lecture: 10 min



Module 1 Conclusions

Instructor Notes

If this module is delivered in tandem with Module 2, highlight in this discussion that now that we understand humanitarian response in an urban context, we need to understand how to apply standards, specifically SPHERE standards, to ensure service delivery ensures that affected communities received the minimum support needed to recover, and that they are treated with dignity and respect

Discussion (optional)

Time permitting, try to get participants to recall what they can from the training for each of the learning objectives.

MODULE 2. Sphere Standards in Urban Contexts

Section 2.0 Introduction to Sphere Standards in Urban Contexts

Instructional Objectives:

- Introduce Standards in the Urban Context through the Urban Response Case study: War in Ukraine.
- Describe the connection between Needs, Systems and Standards in Urban Contexts.
- Introduce the importance of using Sphere Standards in urban contexts.
- Introduce Using Sphere Standards in Complex Environments.
- Identify the Learning Objectives for Module 2.
- Provide an Overview of Module 2 Content.

Total Lecture: 10 min
Total Activity: 10 min

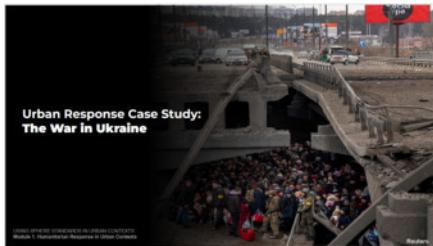
Slide Content

Talking Points & Instructor Notes

Activity Notes

Case Study

2.0.A. Case Study: War in Ukraine



Urban Response Case Study: War in Ukraine

If this module is delivered with Module 1 use the following talking points.

If this module is delivered stand-alone (without Module 1) see Appendix 2 for introduction

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 the concepts presented in this training



Situation Response

Talking Points

We've been discussing Ukraine throughout the training → specifically the urban response in cities such as Lviv, Kharkiv, Mariupol, and Dnipro.

Some of the needs we identified include: Shelter for women in Lviv, clean water and appropriate shelter in Kharkiv, general aid in Mariupol, and food in Dnipro.

How do we ensure we are meeting those needs? We can use the Sphere Standards.

Applying Sphere standards in general aid in Mariupol, shelter in Kharkiv, or general aid in Lviv may be more challenging given the context.

Recall that urban spaces are complex.

In Ukraine, some of these complexities include:

Mariupol is surrounded, with no communications abilities or access to conduct needs assessments.

Residential buildings in Kharkiv have been destroyed, and people are sheltering in the subway (a place not designed for long-term living).

The Lviv mayor has suggested that Lviv can't handle providing aid to any more people.

These complexities often impact how we apply and measure standards.

Instructor Notes

Use this section to start reviewing what was covered in Module 1 and show how it relates to module 2

Activity (required)

Using the case study, this activity aims to help participants think about applying standards and indicators in the urban context, and understand how it may be different/more complex than a traditional response context.

See **Activity 2.0. Exploring Standards in the Urban Context** in the Activity Guide for more detailed instructions.

2.0.B. Relating Needs, Context & Standards



How do Needs, Systems and Standards Relate?

Talking Points

In **Module 1**, we walked through the process of identifying needs, assets and/or resources required to meet those needs, and we conceptualised the system we rely on to deliver those needs

In **Module 2**, we want to focus on understanding how we can meet those needs in an urban context, specifically looking at the use of standards for service delivery

The standards we focus on in this training are the Sphere standards

Instructor Notes

See case study notes in [instructor guide for urban scenario/inject](#)

Case Study

In Kharkiv, 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 according to their requests → Needs analysis and people-centred approach.

If we think about the larger system, it's not just one organisation but many organisations trying to determine the needs of the people in Kharkiv. MSF is conducting training for hospitals and setting up water sanitation systems for people living in the subway. Ukrainian volunteers are distributing aid to people who are still living in Kharkiv (particularly, to vulnerable populations such as children, the elderly, the disabled, etc.).

2.0.C. Understanding The Importance of Standards



Why are the Sphere Standards Important in Urban Contexts?

Talking Points

Clarify that we rely on standards to ensure needs are met, programmes are successful, that people are having their needs met while also preserving dignity

Instructor Notes

See case study notes in [instructor guide for urban scenario/inject](#)

Case Study

If we consider the previous examples of humanitarian organisations providing aid and Ukrainian volunteers distributing aid to vulnerable populations, it appears that the larger response system is working together and ensuring that aid is provided in an ethical way.

How do we ensure we are meeting needs in an ethical way? We can use the Sphere Standards.

Recall our example of gender-specific vulnerability: pregnant women in Kharkiv are unable to access health care. This is an instance in which needs are not being met and where the standards should be used to ensure ethical assistance.

As we will discuss further in this Module, we also need to consider how using the Sphere Standards may change in urban contexts.

2.0.D. Complexity & Sphere



Urban Complexity & Sphere

Talking Points

In Module 1, we talked about challenges and complexities associated with the urban environment, as well as opportunities

As the urban context is complex, so is the application of Sphere standards in some cases in comparison to traditional response

Instructor Notes

See case study notes in [instructor guide for urban scenario/inject](#)

- If this module is run without Module 1, Introduce the training, participants, trainer, and training logistics (If this module is being used standalone, see Module 1.1 for content)

Case Study

In Kharkiv, people are sheltering in the subway, and over 1500 residential buildings have been destroyed.

In Mariupol, women, children, and the elderly were rescued from a steel mill that was housing civilians and Ukrainian forces.

In Mariupol, civilians (mostly women and children) sheltering in a theatre were killed by Russian bombing.

How do these examples of shelter in Ukrainian urban areas relate to the Sphere Standards?

2.0.E. Learning Objectives for Module 2

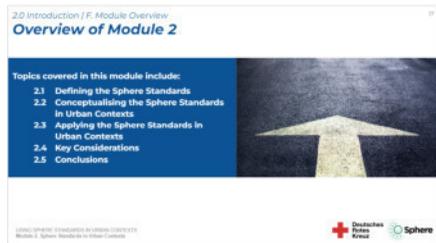


Learning Objectives

Talking Points

To understand more about why and how applying the Sphere standards is complex, as well as how to use the standards this module will address the following learning objectives

2.0.F. Module Overview



Overview of Module 2

Talking Points

Provide an overview of topics covered in Module 2

2.0.G. 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). Defying the myth: Why Sphere Standards are also applicable in urban settings. <https://spherestandards.org/event/sphere-standards-urban-settings-webinar/>.

Section 2.1. Defining the Sphere Standards

Total Lecture: 30 min

Total Activity: 15 min

Instructional Objectives:

- Introduce Sphere, including: vision, mission, and principles.
- Introduce the Sphere Handbook.
- Define standards and distinguish between standards and indicators.

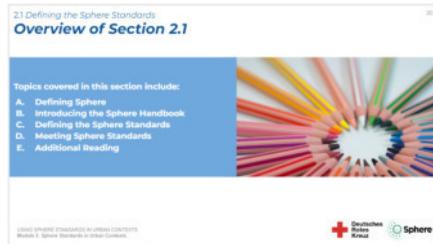
Slide Content

Talking Points & Instructor Notes

Activity Notes

Case Study

2.1. Section Overview



Overview of Section 2.1

Talking Points

Provide an overview of topics covered in this section

Instructor Notes

Note: These 20 minutes are a quick reminder of Sphere basics (vision, mission, beliefs), a quick look at the HSP (which even Sphere people may not be aware of as it is relatively new), and a look at indicators. standards (because this is extremely important and often misunderstood even by Sphere aficionados). If the audience requires more time on Sphere, refer them to the extensive library of resources for trainers and learners. Please provide the Sphere flyer included in resources if needed.

2.1.A. Defining Sphere



What is Sphere?

Talking Points

To achieve these beliefs,

Sphere has the following mission:

To establish, promote and review quality standards for humanitarian action which provide an accountable framework for preparedness, resource allocation, response, monitoring and advocacy, before, during and after disasters and crises.¹

Sphere has the following vision:

"Sphere's vision is that people affected by crises must be at the centre of decisions about humanitarian protection, assistance, recovery and resilience. They have the right to prompt, effective and quality humanitarian assistance which enables them to survive crises, rebuild their lives and recover their livelihoods with respect and dignity."

Instructor Notes

- Depending on timing discuss the core beliefs at a minimum, and highlight that Sphere develops standards to ensure these beliefs are attained
- Elaborate on the mission and/or vision if desired
- Emphasise the key takeaway → Sphere standards are used to achieve 2 core beliefs, the right to life with **dignity** AND the right to **assistance**

See the additional reading: Using the Sphere Standards in Urban Settings - Part 1 (2016), page 4.

Discussion (optional)

Q: Why do we need standards like Sphere?

¹ Sphere (2018). Using Sphere in Urban Settings: Part 2. Sphere.



Sphere vs. Other Standards

Talking Points

Sphere is part of the [Humanitarian Standards Partnership \(HSP\)](#). The Humanitarian Standards Partnership (HSP) is an informal network of nine standard-setting initiatives and organisations. It is led by Sphere

- It supports quality and accountability in humanitarian action by promoting the harmonised development and cross-sectoral use of standards. It supports practitioners with training opportunities, technical guidance and advocacy.
- The HSP's eight sets of humanitarian standards were all developed in a similarly inclusive and consultative manner.

Ethical and Legal Framework:

All HSP standards share a common framework of ethical and legal principles - these include: the [Humanitarian Charter](#), [the Protection Principles](#) and [The Core Humanitarian Standard \(CHS\)](#)

Instructor Notes

- Emphasise that Sphere is part of a portfolio of standards that together form the HSP
- The HSP is based on three ethical and legal principles (the humanitarian charter, protection principles and CHS)

For a brief synopsis of the HSP, see the additional resource: [Sphere, Humanitarian Standards Partnership \[video\]](#). See also the 3 Foundation Chapters of the Sphere Handbook.

Discussion (optional)

Q: How does Sphere relate to other types of (humanitarian) standards?

Activity (optional)

See **Activity 2.1. HSP Card Arrangement Activity** in the Activity Guide for detailed instructions.

Note: this activity is from the Sphere Online Training (2022) - Section 10.1.



Beneficiaries & Stakeholders

Talking Points

Sphere was created to assist people and communities affected by crisis → these are the beneficiaries

Sphere is relevant to all stakeholders in an humanitarian emergency response

- Humanitarian organisations
- National or local governments
- People affected by crisis
- Host community
- Donors
- Local Businesses
- International Organisations

Discussion (optional)

Q: What does community mean in an urban setting?

Activity (optional)

Show video "[Sphere in Action: Applying Sphere standards in Brasil](#)" → ask participants to watch the video and identify the different stakeholder groups.

2.1.B. Introducing the Sphere Handbook



The Sphere Handbook

Talking Points

Sphere is better known or referred to as the Sphere handbook
“The Sphere Handbook is one of the most widely known and internationally recognized sets of common principles and universal minimum standards for the delivery of quality humanitarian response. It reflects an integrated approach to humanitarian action which supports populations affected by disaster and crisis to survive and recover with dignity.”

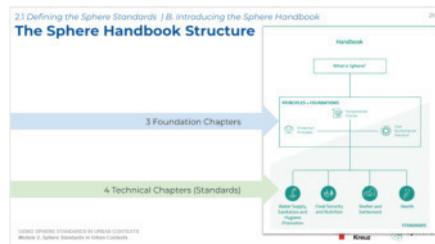
The handbook can be downloaded as a PDF, used interactively online, purchased in hard-copy, and accessed through the Humanitarian Standards Partnership (HSP) mobile app.

Instructor Notes

See Activity 4.2 and 4.3 in the additional resource: Sphere Online Training Package.

Discussion (optional)

If possible, show a physical version of the book here and/or hand out physical copies to participants to review.



The Sphere Handbook Structure

Talking Points

3 Foundation chapters - These chapters outline the ethical, legal and practical basis for humanitarian response. These include the:

- Humanitarian Charter
- Protection Principles
- Core Humanitarian Standard

4 Technical chapters - the minimum standards in four key response sectors for 4 Response sectors:

- Water, Supply, Sanitation & Hygiene Promotion
- Food Security and Nutrition
- Shelter and Settlement
- Health

Activities (optional)

1) Give copies of the Sphere handbook to the class to review the standards through discussion and have races to see who can find what in two teams.

2) Card arrangement activity from Sphere online training (2022).

See “**Supporting Documents - General/Sphere Online Training Pack/04-02 - Handbook Components**” for Activity.

2.1.C. Defining the Sphere Standards



What are the Sphere Standards?

Talking Points

Definition of Standard

- Derived from the principle of the right to life with dignity. These are general and qualitative in nature, stating the minimum to be achieved in any crisis.
- The equivalents to Sphere standards in the Core Humanitarian Standard (CHS) are the “commitment” and “quality criterion”

Example of a standard

Vector control standard 4.1: Vector control at settlement level - People live in an environment where vector breeding and feeding sites are targeted to reduce the risks of vector-related problems.

Instructor Notes

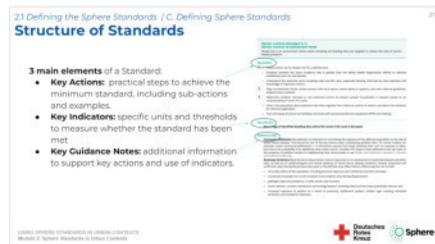
For further explanation, see the additional reading: The Sphere Handbook, pages 8–9.

Discussion (optional)

Reflect on the example provided to demonstrate the general, qualitative and minimum nature of the standard.

Activity (optional)

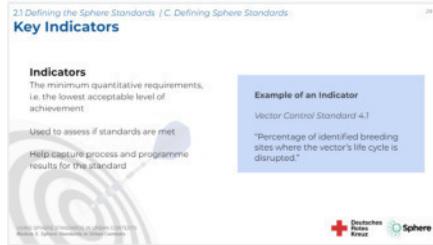
Get participants to flip through the Sphere handbook (physical handbook) or review a standard and structure in the electronic version.



Structure of Standards

Instructor Notes

Introduce the three main elements of a standard, highlighting that the next slide will show an example



Key Indicators

Talking Points

Indicators:

- They provide a way to capture process and programme results against the standard and over the life of the response.
- Minimum quantitative requirements are the lowest acceptable level of achievement for indicators and are only included where there is sectoral consensus.

Instructor Notes

Describe indicators in more depth, with the corresponding example of an indicator linked to standard 4.1

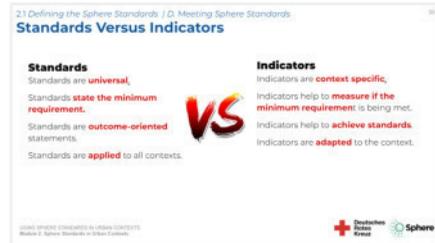
Indicators:

- Objective statements used to assess if standards are being met.
- Tools that provide units of measurement to achieve standards.
- Specific thresholds that represent measurable quantitative minimums for meeting a standard.
- Three categories of indicators: process indicators, progress indicators, and target indicators.
- Adapted to context.

Activity (optional)

Get participants to flip through different standards and review indicators, identifying what different indicators look like and how they differ from Standards.

2.1.D. Meeting Sphere Standards



Standards Versus Indicators

Instructor Notes

- So, how do we ensure we are meeting standards?
- We measure them through indicators. How do standards compare to indicators?
- Make it clear that indicators are context specific while standards are universal.
- Also, make it clear that indicators not standards must be adapted for the urban environment (this can be done through discussion question)

Activity (required)

In groups, participants reflect on a series of images to identify and distinguish standards vs. indicators (or targets).

See **Activity 2.1. Standards vs. Targets** in the Activity Guide for detailed instructions.

Note: this activity is taken from the Online Sphere Training Package.

Discussion (optional)

Q: We must adapt Sphere standards for the Urban context - True or False?

A: False - Sphere standards are universal. Indicators must be adapted for the urban context.



Meeting the Standards

Talking Points

“Conforming to the Sphere standards does not mean implementing all key actions or meeting all key indicators of all standards. The degree to which an organisation can meet the standards will depend on a range of factors, some of which are beyond their control.

(Sphere handbook, pg)

Access to the affected population, or political or economic insecurity, may make achieving the standards impossible in some contexts.”

(NDMA training)

It is an uncomfortable truth that no humanitarian programme will ever result in all the standards being met for all affected people. The best humanitarian programmes improve conditions for affected populations without negative consequences for other people and the environment.

Action 1

- A high-quality and accountable programme brings about improvements against standards which are evidenced by improved indicator readings.
- “high-quality” means effective, efficient and appropriate. Limited resources should be allocated based on need.
- Assessment and analysis using indicators will help you prioritise activities.

Action 2

- “If the Sphere standards cannot be met for all or some

Discussion (optional)

Q: What if the minimum requirement cannot be met/must be changed?

A: “The Sphere standards are an expression of the fundamental rights related to life with dignity, and remain constant. The indicators and minimum requirements may need to be adapted to be meaningful in context. In cases where the standards are not met, any proposal to reduce the minimum requirements should be considered carefully. Agree any changes collectively and report the shortfall in actual progress against the minimums widely. In addition, humanitarian organisations must assess the negative impact on the population of not meeting a standard and take steps to minimise any harm. Use this response gap for advocacy and strive to reach the indicators as soon as possible.” (Handbook, p9)

Q: What if minimum standards

groups from the affected population, investigate why, and explain the gaps, as well as what needs to change.”

- Sphere standards and indicators provide an internationally recognised framework to explain and quantify the impacts of your programme and the remaining gaps. A large part of organisational learning should come from people’s feedback and complaints that have been addressed.

Action 3

- “We will continue to advocate that states and other parties meet their moral and legal obligations towards affected populations.”

Action 4

- “We offer our services in the belief that the affected population is at the centre of humanitarian action, and recognise that their active participation is essential to providing assistance in ways that best meet their needs, including those of vulnerable and socially excluded people.”

Instructor Notes

The majority of the content included is drawn from the Sphere in Practice online training and MOOC (Module 1: Introduction, Topic 5: A consistent approach, Screen 3: Adopting the Sphere approach).

are better than the current living conditions?

A: In cases where the minimum requirements exceed the living conditions of the host community, consider how to reduce potential tension, such as by offering community- based services. In some situations, national authorities may establish minimum requirements that are higher than the Sphere Minimum Standards.

Q: Are there irrelevant standards?

A: See Sphere 2018 page 5 for answer.

2.1.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. (2018). The Sphere Handbook.
 - Downloadable PDF: <https://spherestandards.org/wp-content/uploads/Sphere-Handbook-2018-EN.pdf>.
 - Interactive Handbook: <https://handbook.hspstandards.org/en/>.
 - Print copies: <https://spherestandards.org/buy/>.
- Sphere. (2022). Sphere Online Training Package. <https://www.spherestandards.org/resources/sphere-online-training-package/>.
- Sphere. (2018). What is New. https://spherestandards.org/wp-content/uploads/Sphere_Brochure_ENG_442x210_20181031_LR.pdf.
- Sphere (n.d.). Promotional Flyer. (File under “Supporting Documents” or in the [appendix A below](#))
- Sphere. Sphere in Practice online training and MOOC. <https://www.spherestandards.org/sphere-in-practice/>.
- Sphere. The Humanitarian Standards Partnership [video]. <https://spherestandards.org/wp-content/uploads/Humanitarian-standards-HSP-en.mp4? =1>
- Sphere. The Humanitarian Standards Partnership. <https://spherestandards.org/humanitarian-standards/standards-partnership/>
- The Humanitarian Standards Partnership. The Humanitarian Standards Partnership (HSP) App. <https://spherestandards.org/humanitarian-standards/app/>.
- Wilson, M., et al. (2015). Urban Malaria: Understanding its Epidemiology, Ecology, and Transmission across Seven Diverse ICEMR Network Sites. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4574269/>.

Section 2.2. Conceptualising the Sphere Standards in Urban Contexts

Instructional Objectives:

- Introduce applying Sphere in urban contexts.
- Apply Sphere Standards to urban contexts using examples.
- Adapt indicators for urban contexts using examples
- Identify key considerations for using Sphere Standards in Urban Contexts

Total Lecture: 10 min
Total Activity: 15 min

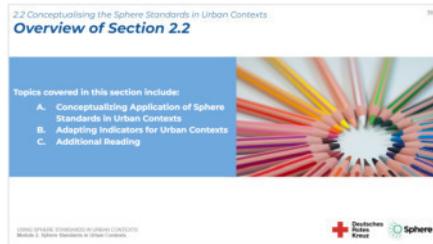
Slide Content

Talking Points & Instructor Notes

Activity Notes

Case Study

2.2. Section Overview



Overview of Section 2.2

Talking Points

Provide an overview of topics covered in this section.

2.2.A. Conceptualising Application



How do we use Sphere Standards in Urban Contexts?

Talking Points

What does applying a Sphere standard look like in the urban context?

- Review the example standard provided - Water Supply Standard 2.1 - “People have equitable and affordable access to a sufficient quantity of safe water to meet their drinking and domestic needs.” p105 of the printed manual
- The aim of this standard is ensure reasonable access to water without wasting too much of people’s productive time
- What would this look like in the urban context?

In the next slide, we will go through an example of how applying a standard may look different in an urban context versus traditional context

Instructor Notes

See case study notes in [instructor guide for urban scenario/inject](#)

Whether through lecture or discussion question, highlight two things:

- Recall, at the start of this module we discussed how applying the Sphere standards in an urban context can be more complex than applying in a traditional context
- Recall, in the section on Sphere, that standards are universal and indicators must be adapted

If using the discussion question approach, get participants to try and identify some of ways this standard could look different (i.e. the indicators)

Discussion (optional)

Q: What does applying this standard look like in an urban vs. traditional context?

- Note that the standard won’t change → it is universal.
- The way we measure meeting this standard may change.
- The way we measure changes because of the nature of the different context, e.g. the complexities of the urban context.

Case Study

In Eastern Ukraine, shortages of drinking water pre-existed the current crisis . But the Russian invasion has worsened this issue: water pipes have been destroyed and power cuts have stopped water pumps. Many residents have no access to water due to heavy fighting. In some urban areas, humanitarian aid is restricted due to lack of access. In Mariupol, thousands are using dirty water sources because they have no other options. Kharkiv's water system has also been affected. Overall, about 1.4 million people in Ukraine are currently without access to safe water.

This context makes using the Sphere Standards more complex.



Applying a Sphere Standard

Talking Points

Let's look at the whole standard → specifically the indicators.
How would these apply in an urban context?

Instructor Notes

Whether through discussion question or lecture, run through the examples (if not identified in the group)

Example: Indicator 5 (Distance to nearest water point) and Indicator 6 (Queuing Time at Water Sources)

Urban Considerations impacting application of the standard:

- It would depend on where piped water would be
- But, the bigger question is, does water come from other sources?
 - Wells
 - Surface water
 - Vendors selling water in informal settlements?
- Is this a wealthy part of town or poor/an informal settlement?
 - Wealthy - most likely piped water
 - Informal - vendors sell water
- What is the formal market for water delivery?
 - Consider do no harm, intervention should not impact the longer term market
 - E.g. when humanitarian organisations pay for water they purchase they can drive local prices up through high demand
- How is water supply restored?
 - If piped water, technical specialists are needed (who may be unavailable in a crisis)
- What is the power requirement/status for providing water?

Discussion (optional)

Q: Reflecting on our understanding of the urban context and the complexities of this environment, how would these indicators apply?

Let's look at examples:

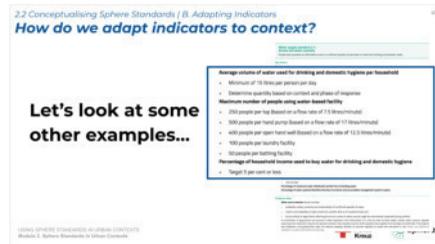
Indicator 5 - Distance to the Nearest Water Point

Indicator 6 - Queuing Time at Water Sources

A: Get participants to identify in their own discussion or through guidance some of the considerations identified under Urban Considerations

- What if water dependency is higher than the standard? lower?
 - E.g. the standard alots 15L minimum per day, but what if prior to the event the normal household needs more than this?
 - Conversely, if the affected community is an informal settlement, perhaps they rely on less than 15L per day in normal conditions

2.2.B. Adapting Indicators



How do we adapt indicators to context?

Talking Points

- Let's look at some other examples of how indicators could be adapted for the urban context

Activity (required)

This activity will get participants to practise adapting the indicators of two different standards using relevant challenges drawn from the Urban Case Study.

See **Activity 2.2. Adapting Indicators for the Urban Context** in the Activity Guide for detailed instructions.

2.2.C. 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/>.
 - ***Specifically Section 10. Checklist for considering Standards in urban contexts***
- Sphere. (2020). Using the Sphere Standards in Urban Settings - Part 2. <https://spherestandards.org/resources/unpacked-guide-urban-settings-2020/>.
- Sphere. (2018). The Sphere Handbook.
 - Downloadable PDF: <https://spherestandards.org/wp-content/uploads/Sphere-Handbook-2018-EN.pdf>.
 - Interactive Handbook: <https://handbook.hspstandards.org/en/>.
 - Print copies: <https://spherestandards.org/buy/>.
- Sphere. (2022). Sphere Online Training Package. <https://www.spherestandards.org/resources/sphere-online-training-package/>.

Section 2.3. Applying the Sphere Standards in Urban Contexts

Total Lecture: 10 min
Total Activity: 20 min

Instructional Objectives:

- Practise applying Sphere standards and indicators in the urban context
- Use system maps created in module 1 to set the context for application of standards
- Contrast complexities identified in module 1 with applying Sphere standards

Slide Content

Talking Points & Instructor Notes

Activity Notes

Case Study

2.3. Section Overview

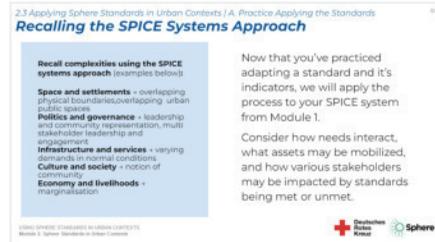


Overview Slide

Talking Points

Prepare the students for the Module

2.3.A. Practise Applying the Standards



Recalling the SPICE Systems Approach

Talking Points

Now that you've practised adapting indicators as a full group, apply the process to your systems from Module 1.

- Consider how needs interact, what assets may be mobilised, and how various stakeholders may be impacted by standards being met or unmet.

As you're doing this, remember the types of complexities that exist in the systems. Revisiting the examples from the previous module on complexity,

- 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 in normal conditions
- Culture and society → notion of community
- Economy and livelihoods → marginalisation

Instructor Notes

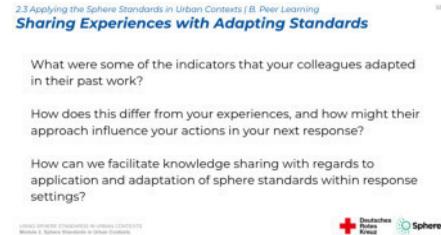
Participants may require time to review their systems from the previous day - ensure adequate time to refamiliarise with their groups.

Activity (required)

This activity will get participants to practise adapting the indicators of their own identification in the Case Study Systems from previous Modules.

See **Activity 2.3. Standards, Indicators & Systems** in the Activity Guide for detailed instructions.

2.3.B. Peer Learning



Sharing Experiences with Adapting Standards

Talking Points

What were some of the indicators that your colleagues adapted in their past work?

How does this differ from your experiences, and how might their approach influence your actions in your next response?

How can we facilitate knowledge sharing with regards to application and adaptation of sphere standards within response settings?

2.3.C. 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/>.
 - ***Specifically Section 10. Checklist for considering Standards in urban contexts***
- Sphere. (2020). Using the Sphere Standards in Urban Settings - Part 2. <https://spherestandards.org/resources/unpacked-guide-urban-settings-2020/>.
- Sphere. (2018). The Sphere Handbook.
 - Downloadable PDF: <https://spherestandards.org/wp-content/uploads/Sphere-Handbook-2018-EN.pdf>.
 - Interactive Handbook: <https://handbook.hspstandards.org/en/>.
 - Print copies: <https://spherestandards.org/buy/>.
- Sphere. (2022). Sphere Online Training Package. <https://www.spherestandards.org/resources/sphere-online-training-package/>.

Section 2.4. Key Considerations

Total Lecture: 5 min
Total Activity: 25 min

Instructional Objectives:

- Identify lessons learned, failures and best practices associated with applying Sphere in urban contexts
- Introduce response tools that may assist with applying Sphere standards
- Identify resources and contacts to assist with Sphere use

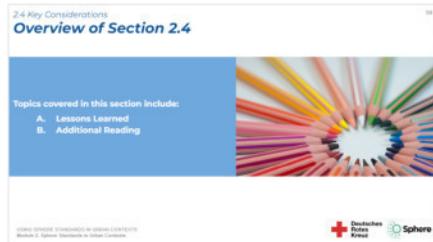
Slide Content

Talking Points & Instructor Notes

Activity Notes

Case Study

2.4. Section Overview

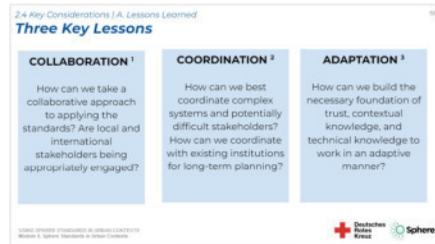


Overview of Section 2.4

Talking Points

Provide an overview of topics covered in this section

2.4.A. Lessons Learned



Three Key Lessons

Talking Points

There has been a significant effort amongst practitioners to start sharing briefings and guidance notes on urban context responses. We have identified three key learnings from three different briefings that highlight the critical importance of collaboration, coordination, and adaptation for effective urban response.

Let's discuss the questions under each of these headings.

- How can we take a collaborative approach to applying the standards? Are local and international stakeholders being appropriately engaged?
- How can we best coordinate complex systems and potentially difficult stakeholders? How can we coordinate with existing institutions for long-term planning?
- How can we build the necessary foundation of trust, contextual knowledge, and technical knowledge to work in an adaptive manner?

What questions would you add to better facilitate collaboration, coordination, and adaptation?

Activity (required)

This activity will get participants to collaborate on a shared take-home guidance note on Sphere in Urban Contexts and Adapting Indicators.

See **Activity 2.4.**

Crowdsourcing a Sphere Adaptation Reference Document in the Activity Guide for detailed instructions.

2.4.B. Key Takeaways

2.4 Key Considerations | B. Key Takeaways

REMEMBER!

Remember that **conforming** to Sphere does not mean that all standards are met all the time for all people.

Knowing how Sphere relates to other standards, and how it is structured will help you find the information and guidance you need to apply standards in urban contexts.

Urban response should always leverage local knowledge (through stakeholders, mapping etc) to maximize effectiveness and minimize redundancy.



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Remember!

Talking Points

- As a final reminder, Remember that conforming to Sphere does not mean that all standards are met all the time for all people.
- Knowing how Sphere relates to other standards, and how it is structured will help you find the information and guidance you need to apply standards in urban contexts.
- Urban response should always leverage local knowledge (through stakeholders, mapping etc) to maximise effectiveness and minimise redundancy.

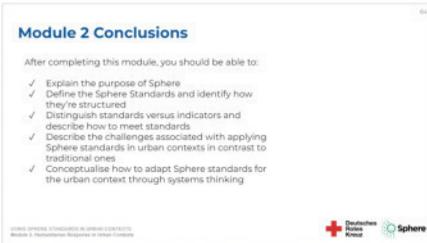
Instructor Notes

Create breakout rooms based on organisation/focus (ie; red cross movement, sphere trainers, other) for the first segment.

Collate all of the groups documents into a common one pager.

2.4.C. Additional Reading

- Alcanya, T and Al-Murani, F. Urban humanitarian response: why local and international collaboration matters. Briefing. IIED, 2016 <http://pubs.iied.org/17378IIED>
- Basedow, C Westrope and Meaux, A Urban Stakeholder Engagement and Coordination: Guidance Note for Humanitarian Practitioners. IIED, 2017 <http://pubs.iied.org/pdfs/10821IIED.pdf>
- Chambers R and Ramalingam B, Adapting Aid: Lessons from Six Case Studies, IRC and Mercy Corps, 2016 <https://www.rescue.org/sites/default/files/document/701/adaptingaidreportwithcasestudies.pdf>
- Sphere. (2016). Using the Sphere Standards in Urban Settings - Part 1. <https://www.spherestandards.org/resources/using-the-sphere-standards-in-urban-settings/>.
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- Sphere. (2020). Using the Sphere Standards in Urban Settings - Part 2. <https://spherestandards.org/resources/unpacked-guide-urban-settings-2020/>.
- Sphere. (2018). The Sphere Handbook.
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Interactive Handbook: <https://handbook.hspstandards.org/en/>.
Print copies: <https://spherestandards.org/buy/>.
- Sphere. (2022). Sphere Online Training Package. <https://www.spherestandards.org/resources/sphere-online-training-package/>.



Conclusions

Talking Points

After completing this module, you should be able to:

- Explain the purpose of Sphere
- Define the Sphere Standards and identify how they're structured
- Distinguish standards versus indicators and describe how to meet standards
- Describe the challenges associated with applying Sphere standards in urban contexts in contrast to traditional ones
- Conceptualise how to adapt Sphere standards for the urban context through systems thinking

Instructor Notes

If this module is being provided immediately before Module 3/TTX, ensure that participants have had adequate time to ask questions and have integrated their knowledge with the case study.

Discussion (optional)

Time permitting, try to get participants to recall what they can from the training for each of the learning objectives.

Instructor Notes

Share Post-Evaluation online survey with participants

<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?



Where can you find more information about Sphere?

Sphere website: <https://www.spherestandards.org/>

Access a wide range of tools and services via the Sphere website: Find focal points and trainers in your region; apply for membership; download the Sphere Handbook as a PDF in over 40 languages; sign up for the newsletter; find job opportunities; contact the Sphere office; read the latest Sphere news; and much more.

Online courses: <https://www.spherestandards.org/online-courses/>

Access a range of e-learning courses from Sphere and Sphere's closest partners.

Training packages: <https://www.spherestandards.org/resources/?category=training-pack>

Sphere's training packages are available for free download. The Sphere Training Package 2018 edition is an essential tool for trainers of in-person workshops and is also frequently used for private study.

Interactive Handbook: <https://handbook.spherestandards.org>

Access all Humanitarian Standards Partnership (HSP) documents online, for free, in various languages. From 2022, use the Navigation Tool to find information relevant to you across the HSP portfolio.

HSPapp: Search your app store for HSPapp.

Access all the HSP standards (including Sphere) on your phone. This app works offline, so you can download the books you need and take them with you wherever you go.



Sphere Calendar: <http://spherecalendar.org/events/>

Search for live (in-person and online) training opportunities. The events listed are sourced from Sphere focal points, HSP members and other Sphere partners. They are mostly related to humanitarian standards.

Wikipedia: [https://en.wikipedia.org/wiki/Sphere_\(organization\)](https://en.wikipedia.org/wiki/Sphere_(organization))

Social media:

-  <https://www.facebook.com/SphereNGO>
-  <https://www.youtube.com/user/TheSphereProject>
-  <https://www.linkedin.com/company/spherestandards/>
-  <https://twitter.com/spherepro>

Sphere, Sphere, Route de Ferney 150, Geneva, Switzerland
learning@spherestandards.org

[CONTENT FOR MODULE 2 STAND-ALONE]

2.2 Identifying Complexities of Urban Contexts

15-30 mins (15L 15A)

Why are urban contexts complex?

Instructor Notes

Briefly describe key characteristics that make urban contexts complex, with a focus on considerations for applying Sphere Standards.

Talking Points

If delivered without Module 1:

- Although all cities are different, urban contexts often have specific characteristics that contribute to their complexity. These characteristics include
- These features distinguish urban contexts from traditional response contexts such as rural and camp contexts.
- These complexities of the urban context present unique challenges as well as opportunities for humanitarian response.

2.1.3. Provide a brief summary of the people-centred approach to needs analysis and the systems approach to context analysis

TIME TO GO HERE

What approaches can be used for urban contexts?

Instructor Notes

Give a very brief overview of the

people-centred approach to needs analysis and systems approach to context analysis, emphasising the complexity of urban contexts.

Talking Points

If delivered in conjunction with Module 1:

- In Module 1, we learned about the people-centred approach to needs analysis. We applied it to the urban context, identifying needs and the assets required to meet those needs.
- We also looked at how systems thinking can be used to understand the complexities of urban contexts, and we applied the systems approach to context analysis.
- We used this approach to conceptualise the system of stakeholders and resources that are relied on to meet those needs.

If delivered without Module 1:

- Humanitarian programme design for urban contexts requires different approaches than those used in traditional response contexts (e.g., rural, camp).
- A people-centred approach can be used to understand the diverse needs and assets of very diverse urban populations.
- A systems approach can be used to better understand the complex systems of stakeholders and resources that are

available in urban contexts to meet those needs.

Presentation slides draft

Sphere Standards in Urban Contexts

Proposed Course Structure and Development Timeline

For presentation to the Sphere Standards in Urban Context Training Reference Group

Gautham Krishnaraj, HPI (gautham@humanitarianpartners.ca)

Matthew Stevens, LLST (mstevens@llst.ca)

Jennie Phillips, HPI (jennie@humanitarianpartners.ca)

Course Structure:



Learning Goal:

The course will promote ethical, inclusive, rights-based and people-centered humanitarian response in urban areas via the proper application of Sphere Standards (including Humanitarian Charter, Protection Principles, and Core Humanitarian Standard, with an emphasis on accessibility, adaptation, and flexibility). Participants will leave the course feeling empowered and able to carry out humanitarian action in cities and to establish equal, respectful, and supportive relationships with local urban stakeholders to promote their capacity to apply Sphere Standards to humanitarian crises.

Primary Audience:

This training course is designed for learners that meet the following criteria:

- Perform a humanitarian response function during the response phase of an emergency
- Intermediate level understanding of the Sphere standards
- Have intermediate level experience working as a humanitarian
- Have varied levels of experience working as a humanitarian in an urban response setting

Secondary Audience(s) for future trainings:

Secondary audiences may benefit from prerequisite courses as laid out in the accompanying educational roadmap. These audiences may include:

- Urban stakeholders in need of understanding humanitarian response e.g. elected officials, municipal government staff, first responders, emergency managers, formal and informal community leaders, decision makers, communications companies, critical infrastructure providers, business in a position to support the aid effort, etc.
- Early-career humanitarians with basic to no experience in the humanitarian system
- Humanitarian responders who are not familiar with Sphere Standards.

Learning Objectives

At the end of this training, learners will be able to:

- Apply Sphere Standards to urban contexts to deliver humanitarian response using a people-centred approach.
- Identify how humanitarian response in urban environments is different to ‘traditional’ contexts, specifically identifying attributes of cities that justify an adaptation of the indicators used to measure Sphere Standards.
- Perform people-centered, rights-based context analyses, including stakeholder mappings and mappings of existing capacities, opportunities, and risks in cities using a systems approach in urban contexts.

Instructional Principles

In this course, instructors should apply and maintain the following principles throughout:

- Emphasis on ethical, inclusive, rights-based and people-centered values underlying all modules
- Sphere Standards (including Humanitarian Charter, Protection Principles, and Core Humanitarian Standards) should be understood as the underlying basis of all humanitarian action
- Extensive framing via real-life case studies
- Interactive learning based on active learning theory / experiential learning theory

Duration of Training

Module 1: Introduction to Humanitarian Response in Urban Contexts - 3 hours (approx 1.5h knowledge transfer, 1.5h exercises)

Module 2: Adapting and Applying Sphere Standards in Urban Contexts - 3 hours (approx 1.5h knowledge transfer, 1.5h exercises)

TTX - 3 hours

Total: 1.5 days

Course Structure:

DRAFT 3 - Updated on 2022-04-27

Module 1. Introduction to Humanitarian Response in Urban Contexts (3h)		
TOPIC	LEARNING OUTCOMES	Duration
1.1 Introduction to the workshop	1.1.1 Introduce the workshop, participants, trainer, and workshop logistics	10 minutes to 20 minutes
1.2 Introduction to Humanitarian Response in Urban Contexts	1.2.1 Introduce urban contexts as distinct from ‘traditional’ responses in rural or camp settings 1.2.2 Define ‘Urban’ contexts 1.2.3. Compare and contrast needs in the urban context versus ‘traditional’ responses 1.2.4 Identify opportunities and challenges associated urban contexts as an introduction to complex systems	20 minutes to 40 minutes
1.3 Conceptualize the urban context	1.3.1. Describe the urban context as a complex system 1.3.2 Identify systems approaches for conceptualizing urban contexts (e.g. PESTLE, Sphere 5 urban systems, Sphere tools and approaches) 1.3.3 Apply Sphere’s 5 Urban Systems approach to conceptualize an urban context case study	45 minutes to 90 minutes
1.4 Key considerations in the urban context	<input type="checkbox"/> Describe key risk factors associated with response in urban contexts as a complex system <input type="checkbox"/> Identify key digital considerations and tools associated with effective, low risk communication, information management and information sharing <input type="checkbox"/> Identify response strategies specific to the urban context <input type="checkbox"/> Describe Sphere as one response strategy in need of adaptation (introduction to module 2) <input type="checkbox"/> Activity:	15 minutes to 30 minutes
BREAK (15 minutes)		
MODULE 2. Adapting and Applying Sphere Standards in Urban Contexts (3h)		
2.1 Introducing Sphere in Urban Context	<input type="checkbox"/> Introduce and describe module learning objectives <input type="checkbox"/> Introduce the complexities in applying Sphere Standards in the urban context (the urban challenge) <input type="checkbox"/> Differentiate between the “adaptation” of indicators and the universal “application” of Standards <input type="checkbox"/> Activity:	5 minutes to 10 minutes
2.2. Define the Sphere Standards	<input type="checkbox"/> Describe the purpose of Sphere <input type="checkbox"/> Identify Sphere beneficiaries (who they are for) in general <input type="checkbox"/> Describe key aspects of the Sphere approach (e.g. people-centered, rights-based) <input type="checkbox"/> Identify and describe the basics of Sphere handbook <input type="checkbox"/> Define and describe “conforming to the standard”	10 minutes to 20 minutes

	<input type="checkbox"/> Distinguish and relate Sphere with related standards (e.g. HSP) <input type="checkbox"/> Activity:	
2.3. Applying Sphere to Urban Contexts	<input type="checkbox"/> Compare and contrast the application of Sphere standards between urban contexts and ‘traditional’ responses through application to case studies <input type="checkbox"/> Identify complexities/challenges associated with Sphere use in urban contexts <input type="checkbox"/> Describe the need for an alternate approach to Sphere use in urban contexts <input type="checkbox"/> Activity:	15 minutes to 30 minutes
2.4 Conceptualizing Sphere use in the urban context	<input type="checkbox"/> Recall systems approaches for conceptualizing urban contexts <input type="checkbox"/> Conceptualize urban contexts using approaches from module 1 and explore Sphere use in varied contexts (e.g. comparative case study) <input type="checkbox"/> Activity:	45 minutes to 90 minutes
2.5 Key considerations for using Sphere in Urban contexts	<input type="checkbox"/> Identify lessons learned, failures and best practices associated with applying Sphere in urban contexts <input type="checkbox"/> Introduce response tools that may assist with adapting Sphere standards <input type="checkbox"/> Identify resources and contacts to assist with Sphere use <input type="checkbox"/> Activity:	15 minutes to 30 minutes
BREAK/LUNCH (30-60 minutes)		
MODULE 3. Applying the Sphere Standards to an Urban Humanitarian Response TTX (3 hours)		
	<input type="checkbox"/> Apply the abstract, textual learnings of the course in an interactive, time- and information-limited context <input type="checkbox"/> Understand issues of process, coordination, and interaction in applying Sphere Standards to urban contexts, including information flow and bureaucratic friction <input type="checkbox"/> Exercise decision-making skills and understand how mechanisms by which decisions are made in collaborative urban contexts <input type="checkbox"/> Map urban crises from the viewpoints of various stakeholders, with an applied understanding of the interactive systems in which interrelated stakeholders make decisions and operate <input type="checkbox"/> Offer insight and empathy into the perspectives and behaviour of marginalized stakeholders <input type="checkbox"/> Compensate for stress, emotion, and divergent goals / motivations / concerns / fears in time- and information- limited decision-making environments <input type="checkbox"/> Establish appropriate and efficient coordination networks with atypical stakeholders <input type="checkbox"/> Encourage creative engagement with atypical resources and capacities <input type="checkbox"/> Generate memorable learning moments to aid in memorization <input type="checkbox"/> Provide a safe and consequence free environment for experimentation and failure	

Applying the Sphere Standards to an Urban Humanitarian Response TTX - Brainstorming

- Fictionalized scenario
 - Middle-income state
 - Moderate disaster preparedness
 - Minimal int'l humanitarian representation (local RCRC office)
- Core simulation systems:
 - City map
 - Economic system
 - Service provision model
 - Information-gathering process
- Simultaneous action; time-based “turns” with regular state updates managed by facilitators
 - Action begins with disaster
- ~20 to 25 Participants represent various stakeholders in teams:
 - Potential team structure:
 - UN system (2)
 - RCRC (local + int'l) (2)
 - INGOs (2)
 - City gov't (5)
 - Federal gov't (2)
 - Local civil society (2)
 - Local businesses (2)
 - Affected community (4)
 - Briefed to have appropriate abilities & goals based on their roles
 - Emphasis on partially convergent goals - people are not working together 100%

Course Development Timeline: Jan 22 to Apr 22, 2022

Module Development		Simulation Game Development	
Subject Matter Research	22 Jan - 4 Feb 2022		
Drafting of Module Content	7 Feb – 18 Feb 2022		
Storyboarding of e-Modules	21 Feb – 25 Feb 2022	TTX Scenario Development	21 Feb – 25 Feb 2022
Module Testing	28 Feb – 11 Mar 2022		
Presentation of Module Content 1st Draft	11 Mar 2022	TTX Prototyping (Design and Internal Testing)	28 Feb – 18 Mar 2022
Feedback Integration	14 – 25 Mar 2022	TTX Playtest with GRC	18 Mar 2022
Presentation of Module Content 2nd Draft	25 Mar 2022	TTX Iterative Revision	21 Mar – 8 Apr 2022
Final Reporting	28 Mar - 15 Apr 2022	TTX Final Playtest	8 Apr 2022
		TTX Final Revision and submission	8 Apr – 22 Apr 2022

PREVIOUS DRAFTS

DRAFT 2 - Last edit Feb 10, 2022

For consideration - would we like to introduce an optional Module 0: Introduction to Sphere, HC, PP, CHS?

Module 1 - Overview of Humanitarian Response in Urban Contexts:	
TOPIC	LEARNING OUTCOMES
1.1 Introduction Humanitarian Response in Urban Contexts	<ul style="list-style-type: none"> ● Defining urban contexts, i.e. what does urban context mean? How does the urban environment differ from other contexts e.g. camps? ● Confronting common humanitarian (mis)understandings of urban contexts ● Describe urban displacement as an example of how humanitarian response appears in urban environments, i.e who is being displaced? ● Identify opportunities and challenges with response in urban settings? i.e. What do cities provide that camps do not? What complexities do cities add?
1.2 Conceptualizing the Urban Context	<ul style="list-style-type: none"> ● Characterize urban contexts as a complex system through examples including: <ul style="list-style-type: none"> ○ Intersectionality and Politics of belonging: what does “community” mean in cities? ○ Informality and documentation ○ Diversity of cities: from Athens to Amman ○ Diverse stakeholders (capacities and goals) ○ “Knowing your own city” ● Describe common humanitarian challenges associated with the complexity of the Urban Setting (counting, monitoring, etc)
1.3 An approach for analyzing Urban Contexts	<ul style="list-style-type: none"> ● Explain how urban contexts are a system ● Introduce systems thinking ● Introduce the PESTLE (or STEEPLE, PEST, etc) approaches as a mind-set/approach for identifying components of a system to consider when adapting Sphere standards <ul style="list-style-type: none"> ○ Make connection between STEEPLE as a means to conceptualize the system, and a mechanism for understanding the critical infrastructure of a city ○ Outline some common physical and governance structures in cities including: <ul style="list-style-type: none"> ▪ Economies ▪ Physical infrastructure ▪ Education systems ▪ Healthcare systems ▪ Social support regimes ▪ legal structure ● Apply this approach to an example case study to identify component parts of different urban contexts ● Identifying needs in urban contexts
1.4 Conceptualizing Risk in Urban Contexts	<ul style="list-style-type: none"> ● Through the different PESTLE components, conceptualize risk within and between different system components. Topics to discuss include: <ul style="list-style-type: none"> ○ Overlapping crises in cities (newly emergent and pre-existing)

	<ul style="list-style-type: none"> o Inclusion (Gender, Age, Race, Vulnerable Populations) o Specific protection risks in the city o Opportunities and risks in innovation and technology o Intersections of risk, inequality, and poverty
1.5 Connecting response strategies and Sphere	<ul style="list-style-type: none"> ● Through the different PESTLE components, identify strategies for providing humanitarian response specific to urban contexts. Examples include <ul style="list-style-type: none"> o Defining and supporting urban resilience o Area-based approaches o Multi-sectoral response o Cash and Voucher Assistance o Multi-stakeholder coordination <ul style="list-style-type: none"> ▪ Community engagement ▪ Challenges in including local stakeholders o Shifting from response to recovery - an emphasis on leveraging the informal response of the nationals/local population o Sector focus and integration o Cash and market based programming, shelter and infrastructure, health, WASH and child protection are key needs in urban responses.
1.6 Ensuring effective knowledge and information management	<ul style="list-style-type: none"> ● Identify key digital considerations and tools associated with effective, low risk communication, information management and information sharing, Examples include: <ul style="list-style-type: none"> o Digitization of response and “big data” o German Red Cross and urban response on Data Exploration and o Exchange Platform (DEEP)

Module 2 - Applying and Adapting Sphere Standards in Urban Areas:	
2.1 Introducing Sphere in Urban Contexts	<ul style="list-style-type: none"> ● Introduce why Sphere standards must be adapted for the urban context
2.2 Sphere Standards - The Basics (audience TBD; can be skipped with experienced humanitarians)	<ul style="list-style-type: none"> ● Provide a high-level overview of the standards ● Describe who the Standards are for (beneficiaries and affected communities) ● Describe key aspects of the Sphere approach - Examples include: <ul style="list-style-type: none"> o used to bring a people-centered approach to humanitarian and other work - foundation chapters : Hum Charter, ProtPrinc, CHS) o Rights-based vs. people-centered approach through themes (child protection, PSEA, cash, education) or sectors (health, wash, hygiene, livelihoods, etc.) ● Describe contexts of Sphere application (examples of rural application and introduction to urban application) ● Distinguish Sphere from related HSP standards and describe the relationship (the link to other HSP standards can easily be made, and then repeated where certain themes are covered by HSP handbooks.)

<p>2.3 The Challenges of Using Sphere Standards in the Urban Context</p>	<ul style="list-style-type: none"> ● Distinguish how the application of Sphere standards differs between rural and urban environments ● Characterize the complexity of application in urban environments. Explore questions and topics including: <ul style="list-style-type: none"> ○ When should Sphere indicators be adapted? ○ Real world cases and tradeoffs ○ Ethical Dilemmas ○ Comparing Contexts ● Explain the need for adapting not applying Sphere standards
<p>2.4 An Approach for Adapting Sphere Standards for Urban Contexts</p>	<ul style="list-style-type: none"> ● Review the STEEPLE/PESTLE/PEST approach introduced in Section 1 to conceptualize the components of urban context ● Characterize urban environments using the STEEPLE approach through various case studies (comparative case study exercise) ● Conceptualize the application of Sphere Standards through applied discussion of the different system components, highlighting overlapping or distinctive approaches
<p>2.5 Complementary Response Tools</p>	<ul style="list-style-type: none"> ● Introduce response tools that may assist with adapting Sphere standards in the comparative case study exercise. These include <ul style="list-style-type: none"> ○ German Red Cross and urban response on Data Exploration and Exchange Platform (DEEP) ○ Validation workshops to gather feedback from stakeholders ○ Checklist for Considering Standards in Urban Contexts Pt 1 ○ Multi-Cluster/Sector Initial Rapid Assessment (MIRA) (IASCI)
<p>2.6 Debriefing & Reflecting on Adapting the Sphere standards</p>	<ul style="list-style-type: none"> ● Discuss lessons learned, challenges and opportunities identified through comparative case study exercise ● Moving from theory to practice ● Resources and contacts

MODULE 0. Introduction to the Course		Target Lecture Minutes/Activity Minutes	# slides	Actual Lecture Mins	# Slides	Actual Activity Mins	total	Status	Timing Notes	Jennie Notes
0.1 Introduction to the Course				2,5		2,5			*The Introductory Activity consists of 2 parts > introductions ~ 5mins; brainstorming expectations ~5-10?	
Module Overview				0,5		2,5				
A	Course Learning Objectives			0,5					> talking points can be tightened up here -- learning goal is long	
B	Who Should Take This Course?			0,5						
C	Training Structure			0,5						
D	Training Schedule			0,5					> cut learning resources from guide and PPT (for first delivery)	
MODULE 1. Humanitarian Response in Urban Contexts (3 HOURS)										
1.0 Introduction to Humanitarian Response in Urban Contexts		10/10		10		10	20,0	done		
Urban Response Case Study: Lviv, Ukraine				5		10				
Identify key features of the urban context				3					>trim talking point here? (e.g. "who is in the lead"); optional timing for the activity?	Left the talking points for optional facilitator use
Introduce systems thinking as a framework for understanding urban contexts				0,5						
Identify the learning objectives for Module 1				0,5						
Provide an overview of Module 1 content				1						
1.1 Defining the Urban Context		20/15		23		17	40,0	done		
Section overview			1	0,5						
A	Definitions of Urban Contexts		5	10	2	17				
B	Comparing Contexts (Traditional vs. Urban)		3	5						
C	Identifying Opportunities		1	2,5						
E	Identifying Challenges		1	5						
Additional Reading			1	0						
1.2 Conceptualising the Urban Context		40/55		31		49	80,0	done		
Section overview			1	0,5						
A	Conceptualizing Urban Response		1	0,5						
B	Needs Analysis using a People-Centred Approach		9	15	6	15				
C	Context Analysis using a Systems Approach		11	15	13	34				
D	Additional Reading		7	0						
1.3 Explore Complexity in Urban Contexts		15/15		15		15	30,0	done		
Section Overview			1	0,5						
Understanding Complexity			2	5						



[SECTION 2. ACTIVITY GUIDE]

Activity 0.1.1 - Introductions and Expectations

Activity 1.1.1 - Introducing the Urban Context

Activity 1.1.2 - Dot-voting Exercise

Activity 1.2.1. Establish a working definition of “urban” activity: “1-2-4-all” group definition exercise

Activity 1.3.4. Conceptualising the Urban Context - Step 1. Needs Analysis

Activity 1.3.5 - Conceptualising the Urban Context - Part 2. Thinking in Systems

Activity 1.3.7 - Conceptualising the Urban Context - Part 3. Using the Five Urban Systems Approach

Activity 2.0 -- case study for beginning of Module 2?

Activity 2.2.3. Standards vs. Targets

Using Sphere Standards in Urban Contexts

ORIENTATION TO THE TRAINING PACKAGE

Welcome to **Using Sphere Standards in Urban Contexts** Training Package! The following document will tell you everything you need to know to navigate and deliver the full three module training.

Using Sphere Standards in Urban Contexts | **CASE STUDY (WAR IN UKRAINE)**

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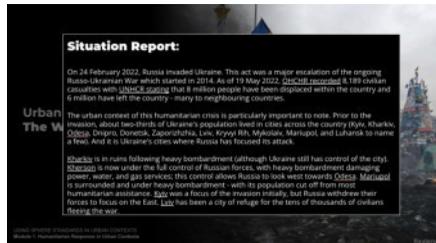
MODULE 1. Humanitarian Response in Urban Contexts

Section 1.0. Introduction to Humanitarian Response in Urban Contexts

Slide Content

Case Study Notes

1.0.A. Case Study: War in Ukraine



Situation Report

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](#) has recorded 8,189 civilian casualties, and the [UNHCR](#) 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](#) is in ruins following heavy bombardment but still under Ukrainian control.
- [Kherson](#) is under the control of Russian forces after heavy bombardment that damaged power, water, and gas services; this positions Russia to advance west towards Odessa.
- [Mariupol](#) is surrounded and under heavy bombardment, and the population is cut off from most humanitarian assistance.
- [Kyiv](#) was initially a major target of the invasion, but Russia withdrew forces to focus on the East.
- [Lviv](#) has been a city of refuge for the tens of thousands of civilians fleeing the war.

Throughout these modules, more context on the humanitarian response in Ukraine's urban areas will be provided.

1.0.B. Key Features of Urban Contexts



Why are urban contexts important?

Case Study

Remember, over two-thirds of Ukraine's population live in urban areas.

1.0.C. Framing Urban Contexts Through Systems Thinking



How do we understand urban contexts?

Case Study

We will look more at the systems thinking used in the Ukrainian context later on.

Section 1.1 Defining the Urban Context

Slide Content

Case Study Notes

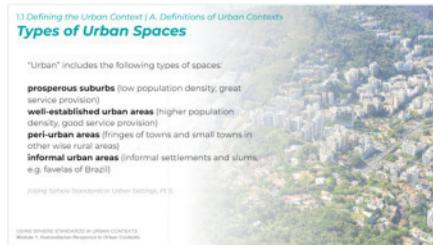
1.1.A. Definitions of Urban Contexts



Urban Definitions

Case Study

All the cities mentioned in the initial description of the Ukraine context have at least 200,000 inhabitants (thus falling under the Red Cross Red Crescent Climate Centre definition). Ukraine's urban areas also correspond with the UNHCR's broader definition.



Types of Urban Spaces

Case Study

For this case study, our focus is primarily on well-established urban areas with higher population density and good service provision.

1.1.B. Comparing Contexts



Traditional vs Urban Response Contexts

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 getting cash to beneficiaries. [UNHCR partnered with Ukrposhta](#) to disburse funds in Kharkiv and other cities in critical need.



Do needs differ between contexts?

Case Study

The four basic needs are WASH, Shelter, Food, and Health. These needs remain the same in Ukraine's urban areas, so the response in Ukraine's urban areas is addressing these needs:

- WASH: [MSF has installed water filters](#) in Kharkiv's metro stations for the people sheltered there.
- Shelter: [Lviv](#) has provided shelter to about 4,000 women and children since the start of the invasion.
- Food: [Vladyslav Shtipelman and World Central Kitchen](#) 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](#) distributed lifesaving medical supplies (e.g., insulin supplies for 6,500 people in Odessa for 6 months and for 9,000 people in Dnipro for 3 months).

We'll talk more about indicators for these needs in Module 2.

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 can't be reached to deliver supplies and aid.

1.1.C. Identifying Opportunities



Opportunities in Urban Contexts

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](#) 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](#), 440 cultural and educational institutions and 85 religious organisations are providing accommodation and assistance to refugees. Civil servants from [multiple ministries](#) 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

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](#).
- Cities in Ukraine are the targets of Russian attacks.
- In [Kharkiv](#), essential infrastructure (e.g., water supply, electricity, heating) have been destroyed.
- Civilians in Kharkiv are [sheltering in subways](#) 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 as [Donetsk, Kharkiv, and Luhansk](#) makes it difficult to conduct needs assessments and presents communication challenges. Similarly, 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 casualties 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 alone](#), are unable to leave their homes, and are without relatives. These vulnerabilities increase their risk of rape and murder. The provision of aid in these circumstances is complex.

Section 1.2 Conceptualising the Urban Context

Slide Content

Case Study Notes

1.2.A. Conceptualising Urban Response



Urban Humanitarian Programme Design

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. Finally, 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](#) 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



Case Study

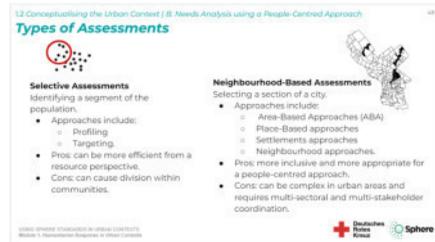
In [Kharkiv](#), the Ukrainian Red Cross organised a call-centre to collect lists of needs from the population. Volunteers are helping more than 600 people with food and medicine according to their requests. This is an example of a people-centred approach using needs and assets:

- people-centred approach → a call-centre;
- basic needs addressed → food and health;

What are Assets?

- 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](#) programme response to Ukraine includes: child protection, education, social protection, and influencing social behaviour/providing information on services. [OCHA's](#) Situation Report outlines: 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.



Types of Assessments

Case Study

In the Ukraine, rapid assessments of the specific needs and situation of women have been conducted. This is a selective assessment approach. [UN Women Ukraine](#) conducted an assessment of the situation and needs of women's civil society organisations. [UN Women and CARE](#) 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, neighbourhood-based or area-based assessments 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.

1.2.C. Context Analysis using a Systems Approach

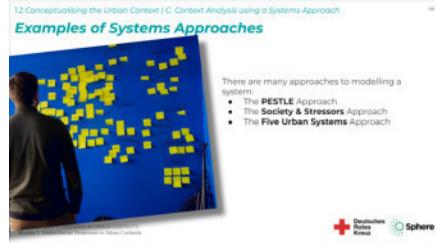


Situating Needs in Context

Case Study

Working with local actors in Ukraine: [MSF is in direct contact with hospitals](#) across the country to provide supplies and training. For example, they are providing logistical support by supplying generators and solar power for hospitals close to Donetsk. In Lviv, MSF is providing support to the burns unit of a major hospital. In Odessa, training is being provided to general practitioners and units in emergency and critical care surge response - as part of preparations for attacks or invasion of the city. MSF is working with local systems to provide the most beneficial aid within a given context.

Locally-driven response: The charity set up by [Vladyslav Shtipelman in collaboration with the World Central Kitchen in Dnipro](#) is locally-driven response that leverages the capabilities of a large humanitarian organisation to distribute food within a specific context (i.e., to internally displaced people in the Dnipro area).



Examples of Systems Approaches

Case Study

[OCHA situation reports](#) 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](#) are organised using similar areas of focus: health, child protection, education, WASH, and social protection.

Section 1.3 Complexity in Urban Contexts

Slide Content

Case Study Notes

1.3.A. Origins of Complexity



Understanding Complexity

Case Study

Complex demands on infrastructure and services: the Mayor of Lviv has stated the city is at capacity, so what happens if the mayor decides the city cannot provide aid to any more people?

Overlapping response efforts: the [British Red Cross](#) 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](#) and many other organisations providing aid.

What are the advantages and disadvantages of this type of overlap in response efforts?

1.3.B. Urban Risk and Vulnerability



Risk Considerations

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 (the concept of intersectionality).

As described above, in one district of Kyiv, [there are 786 elderly people and 80% are women](#) who live alone, are unable to leave their homes, and are without relatives. These vulnerabilities increase their risk of rape and murder. The provision of aid in these circumstances is complex.

Another example of gender-specific vulnerabilities: [pregnant women in Kharkiv](#) 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 increased need for mental health and psychosocial support.

The intersectional vulnerabilities experienced by women and how their specific needs should be considered in relation to other systems in the urban context.

Children also experience increased vulnerability and risk: there are approximately [40,000 households](#)

with [vulnerable children](#), 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 & Information Management



Communications & Information Management in Urban Contexts

Case Study

In many major cities, Ukraine's [internet is largely intact](#), allowing communication among civilians as well as, to 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. Plus, Elon Musk's Starlink is being used as a backup. These efforts are providing a generally stable communications system in Ukraine.

MODULE 2. Sphere Standards in Urban Contexts

Section 2.0 Introduction to Sphere Standards in Urban Contexts

Slide Content

Case Study Notes

2.0.A. Case Study: War in Ukraine



Situation Response

Talking Points/Case Study

We've been discussing Ukraine throughout the training → specifically the urban response in cities such as Lviv, Kharkiv, Mariupol, and Dnipro.

Some of the needs we identified include: Shelter for women in Lviv, clean water and appropriate shelter in Kharkiv, general aid in Mariupol, and food in Dnipro.

How do we ensure we are meeting those needs? We can use the Sphere Standards.

Applying Sphere standards in general aid in Mariupol, shelter in Kharkiv, or general aid in Lviv may be more challenging given the context.

Recall that urban spaces are complex.

In Ukraine, some of these complexities include:

Mariupol is surrounded, with no communications abilities or access to conduct needs assessments.

Residential buildings in Kharkiv have been destroyed, and people are sheltering in the subway (a place not designed for long-term living).

The Lviv mayor has suggested that Lviv can't handle providing aid to any more people.

These complexities often impact how we apply and measure standards.

Instructor Notes

Use this section to start reviewing what was covered in Module 1 and show how it relates to module 2

2.0.B. Relating Needs, Context & Standards



How do Needs, Systems and Standards Relate?

Case Study

In Kharkiv, 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 according to their requests → Needs analysis and people-centred approach.

If we think about the larger system, it's not just one organisation but many organisations trying to determine the needs of the people in Kharkiv. MSF is conducting training for hospitals and setting up water sanitation systems for people living in the subway. Ukrainian volunteers are distributing aid to people who are still living in Kharkiv (particularly, to vulnerable populations such as children, the elderly, the disabled, etc.).

2.0.C. Understanding The Importance of Standards



Why are the Sphere Standards Important in Urban Contexts?

Case Study

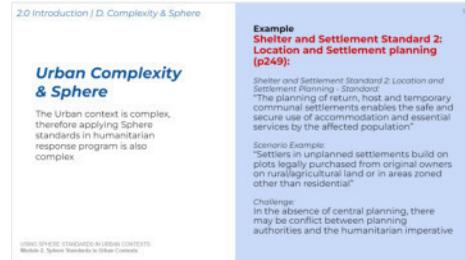
If we consider the previous examples of humanitarian organisations providing aid and Ukrainian volunteers distributing aid to vulnerable populations, it appears that the larger response system is working together and ensuring that aid is provided in an ethical way.

How do we ensure we are meeting needs in an ethical way? We can use the Sphere Standards.

Recall our example of gender-specific vulnerability: pregnant women in Kharkiv are unable to access health care. This is an instance in which needs are not being met and where the standards should be used to ensure ethical assistance.

As we will discuss further in this Module, we also need to consider how using the Sphere Standards may change in urban contexts.

2.0.D. Complexity & Sphere



Urban Complexity & Sphere

Case Study

In Kharkiv, people are sheltering in the subway, and over 1500 residential buildings have been destroyed.

In Mariupol, women, children, and the elderly were rescued from a steel mill that was housing civilians and Ukrainian forces.

In Mariupol, civilians (mostly women and children) sheltering in a theatre were killed by Russian bombing.

How do these examples of shelter in Ukrainian urban areas relate to the Sphere Standards?

Section 2.1. Defining the Sphere Standards

Slide Content

Case Study Notes

2.1.C. Defining the Sphere Standards



Example Standard & Structure

Case Study

No mention of vector-borne disease in Ukraine. However, in Kharkiv, people are sheltering in subways and bomb shelters not designed for long-term living. The lack of sanitation in these settings spreads disease and causes additional health needs.

Section 2.2. Conceptualising the Sphere Standards in Urban Contexts

Slide Content

Case Study Notes

2.2.A. Conceptualising Application



How do we use Sphere Standards in Urban Contexts?

Case Study

In Eastern Ukraine, shortages of drinking water pre-existed the current crisis . But the Russian invasion has worsened this issue: water pipes have been destroyed and power cuts have stopped water pumps. Many residents have no access to water due to heavy fighting. In some urban areas, humanitarian aid is restricted due to lack of access. In Mariupol, thousands are using dirty water sources because they have no other options. Kharkiv's water system has also been affected. Overall, about 1.4 million people in Ukraine are currently without access to safe water.

This context makes using the Sphere Standards more complex.

Using Sphere Standards in Urban Contexts | **Activity Guide**

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Activity 0.1. Introductions

Activity Type	Icebreaker Warm-Up Activity
Optional / Required	Required
Learning Objective(s)	<p>By the end of this activity, participants will be able to:</p> <ul style="list-style-type: none">• Identify the past experiences and training motivations for one another and the instructor• Conceptualise urban contexts on a superficial level
Time Required	5-10 minutes depending on group size
Preparation	<input type="checkbox"/> Flip chart and pens (optional)
Participant Grouping	Participants will begin the exercise in pairs (or groups of three, as needed) and then re-group in plenary.
Activity Instructions	<p>Participants will introduce themselves, become acquainted with other participants and the instructor, and share their past experience with urban contexts.</p> <ol style="list-style-type: none">1. Instructor Introduction<ul style="list-style-type: none">• <u>Action:</u> The Instructor should begin by introducing themselves.<ul style="list-style-type: none">○ The instructor briefly shares their name, organisation, position, past experience with urban contexts, and past experience as an instructor (optional).2. Participant Introductions<ul style="list-style-type: none">• <u>Action:</u> In pairs, participants briefly share their name, organisation, position, past experience with urban contexts, and motivation for taking the course.3. Share Introductions with the Group<ul style="list-style-type: none">• <u>Action:</u> If time allows, participants briefly present their partner to the group.• <u>Action:</u> If short on time, participants briefly introduce themselves to the group. <p>Alternatives/Optional Additions</p> <ul style="list-style-type: none">• Participants ask their partner to choose one word to describe urban contexts. During the group sharing step, create a Word Cloud on the flip chart with all the participants descriptive words (the Word Cloud can be

	<p>saved for use in Activity 1.0.).</p> <ul style="list-style-type: none"> ● If it is an international training, the instructor can colour in countries of participants' work on a blank map to produce a map of represented experience.
Notes for the Facilitator	<ul style="list-style-type: none"> ● The instructor's introduction sets the expectations for the activity. Timing can be an issue with introductions, so keep your own introduction concise and short. Encourage and remind participants to be brief. ● Do not skip introductions! They are time consuming but important for establishing rapport. ● This icebreaker activity can be replaced with another similar activity of your preference.
Online/Hybrid Delivery	
Reference Materials	None

Activity 0.1. Setting Expectations

Activity Type	Ideation Warm-Up Activity
Optional / Required	Optional
Learning Objective(s)	By the end of this activity, participants will be able to: <ul style="list-style-type: none">• Identify the past experiences and training motivations for one another and the instructor• Conceptualise urban contexts on a superficial level
Time Required	5-10 minutes depending on group size
Preparation	<ul style="list-style-type: none"><input type="checkbox"/> Flip chart and pens<input type="checkbox"/> 3 sheets of flip-chart paper prepared with the following headings:<ul style="list-style-type: none"><input type="checkbox"/> Expectations for the course<input type="checkbox"/> Expectations for my colleagues<input type="checkbox"/> Expectations for the instructor
Participant Grouping	All participants as one group, in plenary.
Activity Instructions	<p>This activity takes a participatory and inclusive approach to setting course expectations. Participants will collaborate as a group to develop and establish expectations for the course, colleagues, and the instructor.</p> <p>1. Brainstorm and Record Expectations</p> <ul style="list-style-type: none">• Prompt: Ask participants to brainstorm expectations for<ul style="list-style-type: none">○ the course○ colleagues○ instructor• Action: Record the expectations identified by participants on the prepared flip-chart sheets.<ul style="list-style-type: none">○ Review the list of expectations as a group, ensuring that expectations are clear, reasonable, and collectively agreed upon.○ Retain the list of expectations for future reference.
Notes for the Facilitator	<ul style="list-style-type: none">• When describing the activity, emphasise to participants that these expectations form a social contract between <i>all</i> of the people in the room.• Participants may struggle to start brainstorming expectations. It can be helpful to have a few prompts prepared. For example:<ul style="list-style-type: none">○ Being polite and respectful to all people.○ Actively listening when others are talking, and ensuring everyone has

	<ul style="list-style-type: none"> ○ space to contribute. ○ Respecting all questions and ideas. ○ Being respectful of time limits. ● Aim to adhere to and respect all the expectations that participants have set out for the instructor (whenever possible), and clearly acknowledge any expectations that could not be met. ● It is useful to retain the list of expectations for future reference to reflect on participants' expectations of the course and to reinforce the behaviours and conduct agreed upon by the group (e.g., in cases where participants are disruptive, unwilling to participate in activities, or otherwise depart from these expectations).
Online/Hybrid Delivery	
Reference Materials	None

Activity 1.0. Introducing the Urban Context

Activity Type	Group Brainstorm: Urban Response Case Study: War in Ukraine
Optional / Required	Required
Learning Objective(s)	<p>By the end of this activity, participants will be able to:</p> <ul style="list-style-type: none">• 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
Time Required	10 minutes
Preparation	<p>If Option 2 is selected:</p> <ul style="list-style-type: none"><input type="checkbox"/> Identify a case study that is relevant to the participant group, either it is timely or specific to the geographic or experiential context<input type="checkbox"/> Create a brief synopsis of the case study to introduce the case<input type="checkbox"/> Pre-identify aspects of the case to draw out of discussion that help the learners achieve the learning objectives
Participant Grouping	Engage the entire room of participants in plenary discussion.
Activity Instructions	<p>Participants brainstorm initial perceptions of the urban context using the Ukraine Case Study.</p> <ol style="list-style-type: none">1. Identify complexities in the urban context as it relates to humanitarian emergencies<ul style="list-style-type: none">• <u>Prompt</u>: “what are some of the complexities we observe in the response to this urban emergency?”• <u>Action</u>: encourage discussion between participants while writing down some of the bullet points raised identifying the complexity2. Identify challenges and opportunities with the urban context as it relates to humanitarian emergencies<ul style="list-style-type: none">• <u>Prompt</u>: “what are some of the challenges and/or opportunities you can see specific to the urban context?”• <u>Action</u>: encourage participants to think about the urban environment in comparison to the traditional (rural, camp environment)

3. Contrast humanitarian response in an urban vs. traditional (rural, camp setting)

- **Prompt:** “how may the involvement of a humanitarian be different in an urban response than a traditional one?”
- **Action:** encourage discussion between participants and write down key bullet 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 ways to run the activity:

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. For this option, prior to the activity above do the following:

- **Prompt:** Facilitator asks the group to think of examples of urban responses that are timely or they have experience with and share these examples with the group

Alternate 2. Compare with a Camp/Refugee Scenario

Using the following example case, Jordan Refugee Response, ask the questions provided above by using this case study as a comparison to solicit discussion between 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 connected: 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 - did not want to live in a tent or cabin, sit around waiting for handouts
- In cities there was accessible work in the informal economy. People could rent apartments, settle where they chose, have the privacy and normalcy inherent in living in a home.
 - Voucher-based supermarkets were established in

	<ul style="list-style-type: none"> ○ 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 people could be put in. ○ Eventually, when less severe measures were not effective, security around Azraq camp became increasingly militarised. Only this securitisation of displaced people proved effective.
<p>Notes for the Facilitator</p>	<p>This exercise should emphasise:</p> <ul style="list-style-type: none"> ● the importance of situating ourselves as humanitarian actors within a larger system, potentially as a junior partner. <ul style="list-style-type: none"> ○ “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. <p>To frame the exercise, the facilitator may wish to lead by explaining: “The aim of this section is to ground the discussion on urban contexts by starting with an example of an urban response that all participants can relate to.”</p> <p>Other ideas beyond the cases and alternatives provided above include: Lebanon, Bangladesh, Syrian or Iraqi refugee crises, Typhoons.</p> <p>Key, if other case studies are selected ensure that they are urban case studies.</p>
<p>Online/Hybrid Delivery</p>	
<p>Reference Materials</p>	<p>See 2A Case Study (Stand-Alone)</p>

Activity 1.0. Why Are Urban Contexts Important?

Activity Type	Ideation Warm-Up: Dot-Voting Exercise
Optional / Required	Optional
Learning Objective(s)	<p>By the end of this activity, participants will be able to:</p> <ul style="list-style-type: none">● Identify characteristics that make urban contexts unique● Distinguish urban contexts from other humanitarian response contexts ('traditional contexts')● Explain why urban contexts are important to humanitarian response● Identify unique considerations of humanitarian response in urban contexts
Time Required	10-15 minutes
Preparation	<ul style="list-style-type: none"><input type="checkbox"/> Flip chart and pens<input type="checkbox"/> 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	<p>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.</p> <p>1. Brainstorm Reasons Why Urban Contexts Are Important</p> <ul style="list-style-type: none">● Prompt: Brainstorm and record reasons why urban contexts are important to humanitarian response.● Action: Invite participants to record their ideas on the flip-chart paper. Alternatively, the instructor can record participant responses.<ul style="list-style-type: none">○ Provide prompts to encourage brainstorming as needed. For example:<ul style="list-style-type: none">■ 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?

	<p>2. Vote on the Most Important Reasons</p> <ul style="list-style-type: none"> ● <u>Action:</u> Participants cast their vote by placing a dot next to the statement that they think is the most important, accurate, or impactful. <ul style="list-style-type: none"> ○ As a group, identify the statements that received the most votes. <p>3. Discussion</p> <p>If time allows, invite participants to discuss:</p> <ul style="list-style-type: none"> ● the statements that received the most votes ● the statements that received the least votes ● why participants voted for the statement they chose.
<p>Notes for the Facilitator</p>	<ul style="list-style-type: none"> ● 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 own response on the flip chart, ensure inclusivity and accessibility for all participants.
<p>Online/Hybrid Delivery</p>	
<p>Reference Materials</p>	<p>None</p>

Activity 1.1. Part 1 - Define the Urban Context

Activity Type	Group Ideation: 1-2-4-All Exercise (2 Part Activity)
Optional / Required	Required
Learning Objective(s)	<p>By the end of this activity, participants will be able to:</p> <ul style="list-style-type: none">• 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
Time Required	15 minutes
Preparation	<input type="checkbox"/> Cue cards and pens for all participants (or substitute sheets of paper, markers, etc.)
Participant Grouping	Participants will begin the activity individually (1), then complete the next step in pairs (2). Pairs will then join with another pair to form groups of four (4). Finally, participants will reconvene in plenary for group discussion (all).
Activity Instructions	<p>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.</p> <ol style="list-style-type: none">1. Individual Definitions<ul style="list-style-type: none">• Participants begin the activity individually.• <u>Action:</u> Participants write a one-sentence definition of “urban” on a cue card.2. Definitions in Pairs<ul style="list-style-type: none">• Participants complete this step in pairs.• <u>Action:</u> Pairs must combine their two individual definitions into a single new one-sentence definition.<ul style="list-style-type: none">○ Pairs should discuss their individual definitions and determine the key points to revise and include in the new collaborative definition.3. Definitions in Groups of Four

- Pairs join with another pair to form groups of four to complete this step.
- Action: Groups of four must again combine their two definitions into a single new one-sentence definition.

4. All Together - Group Definition

- All participants reconvene in plenary for this final step of the activity.
- Action: As one group, participants must combine all definition statements to form a single one-sentence definition statement (or as succinct as possible).
 - Record the group definition on a sheet of flip-chart paper, a virtual jamboard, or an alternative platform that participants can access for Part 2 of this activity and for future reference.

5. Transition to Review of Definitions

- To wrap-up, highlight how this activity illustrates that defining “the urban environment” 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 into a quick review of the definitions of urban contexts from humanitarian organisations, as included in the Instructor Guide section 1.1.A.

Notes for the Facilitator

- Retain the group definition for participants to refer to and continue to develop throughout the training.
- With larger groups, step 4. 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

Reference Materials

None

Activity 1.1. Part 2 - Group Definition of the Urban Context

Activity Type	Group Ideation: 1-2-4-All Exercise (2 Part Activity)
Optional / Required	Optional
Learning Objective(s)	<p>By the end of this activity, participants will be able to:</p> <ul style="list-style-type: none"> • Identify challenges associated with producing a succinct definition of the urban context • Identify some of the complexities of urban contexts
Time Required	5 minutes
Preparation	<input type="checkbox"/> 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	<p>In this 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.</p> <p>1. Revise Group Definition</p> <ul style="list-style-type: none"> • After reviewing the definitions of “urban” from different humanitarian organisations, return to the group definition from Part 1 of this activity. • <u>Action</u>: Invite participants to revise or add to the group definition with new ideas or details drawn from the definitions provided.
Notes for the Facilitator	<ul style="list-style-type: none"> • Retain the group definition for participants to refer to and continue to develop throughout the training.
Online/Hybrid Delivery	
Reference Materials	None

Activity 1.2. Part 1 - Needs Analysis Using a People-Centred Approach

Activity Type	Group Brainstorm: Urban Context Conceptualisation (3 Part Activity)
Optional / Required	Required
Learning Objective(s)	<p>By the end of this activity, participants will be able to:</p> <ul style="list-style-type: none"> ● Describe the characteristics of a people-centred needs analysis in urban response including: <ul style="list-style-type: none"> ○ Stakeholders involved ○ People / communities / populations most affected ○ Needs that are highest priority ○ Assets required to meet these needs (dependencies)
Time Required	15 minutes
Preparation	<ul style="list-style-type: none"> <input type="checkbox"/> Background material on selected Case Study (Urban Response Case Study: War in Ukraine)* <input type="checkbox"/> Sheets of flip-chart paper (one per group) <input type="checkbox"/> Coloured Post-it Notes (or substitute small squares of coloured paper and adhesive tape)
Participant Grouping	<p>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.</p>
Activity Instructions	<p>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.</p> <p>1. Identify and Map Stakeholders and Beneficiaries</p> <ul style="list-style-type: none"> ● <u>Prompt</u>: Who are the stakeholders in this context? <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ■ 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](#))
- **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.

2. Identify and Map Needs

- **Prompt:** What unmet needs exist in this context?
 - Include: basic needs (WASH, health, nutrition, shelter) and some of the higher-order needs (safety, security, education, information, internet, social interaction, the right to work, the right to live in 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, orders of needs (basic or higher-order), or other logical groupings you may be able to construct.
- **Action:** Collect Post-it Notes into categories.
- **Prompt:** Which stakeholders and beneficiaries experience these needs?
- **Action:** Place the needs Post-it Notes next to the stakeholders and beneficiaries 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.

3. 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 - Context Analysis Using a Systems Approach).

4. 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 groups (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?

5. 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

- 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.

- For future record keeping, collect photos/screenshots of the models developed by participants to help improvement of the instructor guide for examples.

***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**

Reference Materials

None

Activity 1.2. Part 2 - Context Analysis Using a Systems Approach

Activity Type	Group Brainstorm: Urban Context Conceptualisation (3 Part Activity)
Optional / Required	Required
Learning Objective(s)	<p>By the end of this activity, participants will be able to:</p> <ul style="list-style-type: none"> • Describe the process of applying a systems approach to context analysis in urban response, and apply key concepts including <ul style="list-style-type: none"> ○ Representing urban contexts using a systems approach ○ Analysing urban contexts using systems thinking ○ Bounding a system
Time Required	20 minutes
Preparation	<ul style="list-style-type: none"> <input type="checkbox"/> Needs analysis map from Activity 1.2. Part 1. <input type="checkbox"/> Background material on Case Study (Urban Response Case Study: War inUkraine)* <input type="checkbox"/> Sheets of flip-chart paper (one per group) <input type="checkbox"/> Coloured Post-it Notes (or substitute small squares of coloured paper and adhesive)
Participant Grouping	<p>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.</p>
Activity Instructions	<p>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. Explain to participants that there is no “right answer” for this exercise. Systems models are conceptual tools. Different people or organisations may use different models, and different models might work better or less well in different contexts. What is important is that they are useful to you!</p> <p>1. Review Needs Analysis</p> <p><u>Action:</u> To start the activity, recall the responses to the questions for further thought from the previous activity (Activity 1.2. Part 1):</p> <ul style="list-style-type: none"> • What stakeholders are present in this context that have capacity to impact the crisis? <ul style="list-style-type: none"> ○ 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?

2. Mapping Systems I - Group Stakeholders, Needs, and Assets

- Prompt: Using our needs analysis map from Activity 1.2 Part 1, and our answers to the above questions, can we start to define some of the urban systems that these stakeholders might operate in?
- Action: Participants should group Post-it Notes on their needs analysis map into clusters of stakeholders, needs, and assets to form systems, and assign each system a provisional title. If necessary, participants can add or create duplicate Post-it Notes.

3. Mapping Systems II - Define Relationships Between Stakeholders, Needs, and Assets

Using a new sheet of flip-chart paper, begin to draw out relationships between stakeholders, needs, and assets in a flow chart.

- Prompts and Actions:
 - Which stakeholders are operating in this system? Map out stakeholder clusters as identified in the previous step.
 - Which stakeholders have which unmet needs? Write needs next to the stakeholders who have those unmet needs.
 - Which assets help to address which needs? Draw a line between them.
 - Which stakeholders provide which assets? Draw a line between them.
 - What relationships exist between stakeholders? Use directional arrows to indicate these relationships on the map. (Recall the use of directional arrows in the example of a systems approach to stakeholder analysis, Map of stakeholders in Sierra Leone, in Section 1.2.B.)

Note: Save the participants' systems maps for the next activity (Activity 1.2. Part 3).

4. Discussion

If time allows, reconvene all participants to share their systems 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 groups (if short on time).

Additional considerations for discussion:

- What needs do these systems help to fulfil? What needs are not fulfilled?
- What assets are available in these systems, produced by these systems, and/or consumed within these systems?
- Where are the points of intersection, overlap, or tension in the relationships between stakeholders?

5. Activity Wrap-up

To close the session, introduce the following questions for further thought:

- How do these systems interact?
- Where do humanitarian actors fit in these systems?
- Who is leading in these systems?
- What socio-cultural, political, economic, geographic, and other factors relate to these systems?
- How does funding impact these systems?

Notes for the Facilitator

- Emphasise frequently that there are no correct or incorrect answers.
 - Systems thinking is about producing models by identifying and mapping components, tracing relationships, etc.
 - The goal is to produce a model that is useful for tracing relationships, understanding connections within systems, and/or predicting outcomes.
- Ensure that participants save their systems maps for Activity 1.2. Part 3.
- For future record keeping, collect photos/screenshots of the models developed by participants to help improvement of the instructor guide for examples

***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

Reference Materials

- Map of stakeholders in Sierra Leone from the additional reading: Using the Sphere Standards in Urban Settings - Part 2 (2020), page 9.
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Activity 1.2. Part 3 - Systems Modelling Using the Five Urban Systems Approach

Activity Type	Group Brainstorm: Urban Context Conceptualisation (3 Part Activity)
Optional / Required	Required
Learning Objective(s)	<p>By the end of this activity, participants will be able to:</p> <ul style="list-style-type: none">• 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
Time Required	15 minutes
Preparation	<ul style="list-style-type: none"><input type="checkbox"/> Handouts of the Five Urban Systems model<input type="checkbox"/> Systems map from Activity 1.2. Part 2 (for reference)<input type="checkbox"/> See 2A Case study (Stand-Alone)<input type="checkbox"/> Sheets of flip-chart paper (one per group)<input type="checkbox"/> Coloured Post-it Notes (or substitute small squares of coloured paper and adhesive)
Participant Grouping	Divide participants into the same five groups used for Activities 1.2. Part 1 and 1.2. Part 2. Participants will complete the activity in groups, and then reconvene all participants for plenary discussion.

Activity Instructions

Referring to the systems map produced in Activity 1.2. Part 2, 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

- 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.

2. Map Relationships Part I - the System's Stakeholders and Subsystems

Referring to their systems maps from Activity 1.2. Part 2, participants will identify and map the stakeholders and subsystems operating within their assigned system.

- Prompt: Which stakeholders are operating in this 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: What are the subsystems operating within this 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 system map.

- Prompt: Which subsystems are the stakeholders operating in?

- **Action:** Group stakeholder Post-it Notes next to the appropriate sub-system to create clusters.

3. Map Relationships Part II - the System's Relationship to Assets and Needs

Referring to their systems maps from Activity 1.2. Part 2, participants will identify and map the needs and assets impacted within their assigned system.

- **Prompt:** What needs are impacted within this system?
 - Consider: needs that exist, needs that can be fulfilled by this system, and needs that are exacerbated by 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 unmet 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 impacted by this system?
 - Consider: the assets that are available, produced, or supported by this system and its subsystems.
- **Action:** Write assets on individual Post-it Notes, using the same colour for all assets. Place the assets Post-it Notes within the sub-system that provides or supports those assets.

4. Map the Relationships Part III - Between Stakeholders, Subsystems, Needs, and Assets within the System

Participants will identify and map relationships between stakeholders, subsystems, needs, and assets within their assigned system.

- **Prompt:** Which assets help to address which needs?
- **Action:** Draw a line between assets and the needs they address.
- **Prompt:** What are the relationships between the subsystems within this system?
- **Action:** Use directional arrows to map out the relationships between subsystems.
 - Consider: subsystems that are mutually reinforcing (two-way), subsystems that limit others subsystems, and subsystems that support other subsystems.
- **Prompt:** What identified needs remain unmet?

- Consider: assets required to fulfil needs identified in the system but 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 required assets that are not available within the system.

5. 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 groups (if short on time).

- Additional considerations for discussion:
 - What are the differences between the five systems' maps?
 - How are the five systems' maps 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?

6. 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 effect these changes or otherwise influence systems to produce outcomes?

Notes for the Facilitator

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 help meet the identified needs?

***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, Part 2, and Part 3.

**Online/Hybrid
Delivery**

Reference Materials

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>

Activity 1.3. Conceptualising Risk and Vulnerability

Activity Type	Group Ideation
Optional / Required	Optional
Learning Objective(s)	By the end of this activity, participants will be able to: <ul style="list-style-type: none"> Identify risks and vulnerabilities for different dimensions of systems
Time Required	10 minutes
Preparation	<input type="checkbox"/> Flip chart and pens
Participant Grouping	All participants engage as one group, in plenary.
Activity Instructions	<p>Get participants to explore risk and vulnerability through their system maps, and conduct a simple risk and vulnerability analysis</p> <p>1. Brainstorm risks along three Sphere categories</p> <ul style="list-style-type: none"> <u>Prompt:</u> Sphere breaks different types of risks and vulnerabilities into three categories: physical, social and economic. Can you think of vulnerabilities and risks for each of these categories? <u>Action:</u> Get participants to brainstorm risks and vulnerabilities for these three categories as it relates to their system maps on flip-chart paper <p>Examples associated with physical, social and economic domains include:</p> <ul style="list-style-type: none"> Physical <ul style="list-style-type: none"> Vulnerabilities - Density of Population, poor/reduced 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 include: fire, epidemics, and other natural and man-made hazards specific to the region Social <ul style="list-style-type: none"> Vulnerabilities - weak participatory structures, marginalisation, exclusion of vulnerable populations (women, youth, etc) Inherent Risks - Protection

	<ul style="list-style-type: none"> ○ Hazards: non-communicable diseases, endemic poverty, gender-based violence, opportunistic/organised crime, intergroup tension/civil unrest <ul style="list-style-type: none"> ● Economic <ul style="list-style-type: none"> ○ Vulnerabilities - level of poverty, stress coping techniques used to respond to shocks ○ Hazards - economic collapse, inflation, corruption <p>2. Identify other types of risk beyond the Sphere categories</p> <ul style="list-style-type: none"> ● <u>Prompt</u>: Can you <u>think</u> of other types of vulnerabilities and risks? ● <u>Action</u>: Get participants to write other types of risks on post-it-notes, one per post-it, and try to organise these risks into other categories <p>Examples</p> <ul style="list-style-type: none"> ○ Technological - e.g. surveillance, internet shutdown ○ Cultural - e.g. gender roles like Taliban in Afghanistan ○ Legal - e.g. legislation on press freedom ○ Environmental - e.g. predisposition to drought, increased recurrence of heat waves due to rising climate temperatures <p>3. Discussion Wrap-Up</p> <p>Get participants to share risks and vulnerabilities identified, as well as categories that emerged when mapping other types of risk</p>
Notes for the Facilitator	N/A
Online/Hybrid Delivery	
Reference Materials	N/A

Activity 1.3. Exploring Complexity in the Urban Context

Activity Type	Group Ideation
Optional / Required	Required
Learning Objective(s)	<p>By the end of this activity, participants will be able to:</p> <ul style="list-style-type: none"> • 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
Time Required	10 minutes
Preparation	<ul style="list-style-type: none"> <input type="checkbox"/> See 2A Case study (Stand-Alone) <input type="checkbox"/> Sheets of flip-chart paper (one per group) <input type="checkbox"/> Coloured Post-it Notes (or substitute small squares of coloured paper and adhesive tape)
Participant Grouping	<p>Divide participants into groups with representation from each sphere of the system, i.e. five members minimum per group, one from each sphere.</p> <p>Designate half of the groups to risk (Topic 1) and the other half to communications and information management (Topic 2).</p> <p>Participants complete each step of the activity in their groups, and then reconvene all participants for plenary discussion.</p>
Activity Instructions	<p>Get participants to identify and reflect on complexities they faced when designing their systems models, as it relates to risk, communications and information management, and generate insights and considerations to make when designing humanitarian response programmes in urban contexts.</p> <p>1. Identify complexities associated with system maps</p> <p>TOPIC 1</p> <ul style="list-style-type: none"> • <u>Prompt</u>: What complexities emerged related to risk? Were new risks identified? Did risk change?

- **Action:** Write risks that emerge in discussion on individual Post-it Note using a different same colour, and place it on the relevant elements or relationships within the system model

TOPIC 2

- **Prompt:** What complexities emerged related to communications and information management?
- **Action:** Write complexities that emerge in discussion on individual Post-it Note using a different same colour, and place it on the relevant elements or relationships within the system model

2. Join groups within the same topics to compare findings

Once participants have finished generating their post-it notes, combine all groups on the same topic to compare and contrast their findings to identify some of the main complexities.

3. Identify insights and considerations

All participants discuss the following in their combined 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, communications and information communications complexities with system maps?
- **Action:** Write findings on flip-chart paper to share in plenary discussion

4. Discussion

Reconvene all participants to share the following:

- Main complexities identified within their groups.
- Important insights and considerations related to designing humanitarian response programmes in urban contexts in the future.

Notes for the Facilitator	N/A
Online/Hybrid Delivery	

Reference Materials

N/A

Activity 2.0. Exploring Standards in the Urban Context

Activity Type	Group Brainstorm
Optional / Required	Required
Learning Objective(s)	<p>By the end of this activity, participants will be able to:</p> <ul style="list-style-type: none">• Describe how needs connect with standards• Situate standards in an urban context• Identify how the application of standards in urban contexts may be different than traditional response contexts
Time Required	15 minutes
Preparation	<ul style="list-style-type: none"><input type="checkbox"/> Sphere Handbook<input type="checkbox"/> Case study from Module 1
Participant Grouping	<p>Split participants into 4 groups, 1 group per need identified in the case study:</p> <ul style="list-style-type: none">• Group 1. Shelter for women in Lviv• Group 2. Clean water and appropriate shelter in Kharkiv• Group 3. General aid in Mariupol• Group 4. Food in Dnipro
Activity Instructions	<p>Using the case study, this activity aims to help participants think about applying standards and indicators in the urban context, and understand how it may be different/more complex than a traditional response context.</p> <p>1. Select and apply a standard <u>Prompt:</u> Use the Sphere Handbook to identify 1 standard relevant to your assigned need. How does this standard apply in the case study context? Discuss how the application may look similar or different between a traditional response context and the urban case study context.</p> <p>IMPORTANT! For Group 2, please do not use Water Supply Standard 2.1, as it is explored in-depth later in the training.</p> <p>2. Select and apply 3 indicators <u>Prompt:</u> Within the standard, identify 3 indicators to help measure if this standard has been met. How do these indicators apply in the case study context? Discuss how the application of these indicators may look similar or different between a traditional response context and the urban case</p>

study context.

3. Contrast standards, indicators and urban complexities

Prompt: Consider some of the complexities identified in the case study examples below. How do these complexities impact the application of the standard and indicators? Discuss in your groups.

- a. Mariupol is surrounded, with no communications abilities or access to conduct needs assessments.
- b. Residential buildings in Kharkiv have been destroyed, and people are sheltering in subways (not designed for long-term living).
- c. The mayor of Lviv has suggested that the city can't handle providing aid to any more people.

4. Identify and share 3 key observations

Prompt: In your group, identify 3 key observations made when trying to apply the standard and indicators in the urban context.

5. Discussion

If time allows, invite participants to discuss:

- The three key observations made for their need
- The impact of urban complexities on applying standards
- The impact of urban complexities on the use of indicators
- Debrief as a group why a new way of thinking is needed to apply Sphere Standards in urban contexts.

Notes for the Facilitator

None

Online/Hybrid Delivery

Reference Materials

None

Activity 2.1. HSP Card Arrangement Activity

Activity Type	Small Group Card Game
Optional / Required	Optional
Learning Objective(s)	<p>By the end of this activity, participants will be able to:</p> <ul style="list-style-type: none"> Identify the main documents and key entities of the HSP, and describe the relationships between them
Time Required	15 minutes
Preparation	<ul style="list-style-type: none"> <input type="checkbox"/> Prepare virtual cards (PNG Images) <input type="checkbox"/> Check the Sphere website for new HSP members since publication of this document. Prepare one interactive whiteboard per group. <input type="checkbox"/> HSP Brochure (online or Supporting Documents - Module 2/2.1 HSP Activity folder)
Participant Grouping	Split participants into groups
Activity Instructions	<p>Participants map and match HSP entities and documents.</p> <p>For activity instructions, see 2.1 HSP Card Arrangement Activity or view online (full activity or short activity).</p> <p>Note: for a shorter version of this activity, a microlearning format is used. Ask participants to work through these slides individually then go directly to plenary discussion. Group discussions are often more productive, but individual activities can be more time efficient.</p>
Notes for the Facilitator	<p>Key Takeaways:</p> <ul style="list-style-type: none"> Sphere, LEGS and SEEP started as projects but have since become legal entities (i.e., registered charities/NGOs). LEGS and Sphere have since dropped “Project” from their names. ADCAP (a HSP member entity) is an initiative of the Age and Disability Consortium (ADC). ADCAP and ADC have many members, but only HelpAge and CBM are currently active within the HSP. The Child Protection Minimum Standards Working Group, co-led by Save the Children and UNICEF, is part of The Alliance for Child Protection in Humanitarian Action (a HSP member entity). The Alliance has many members, but only Save the Children and UNICEF are active within the HSP.

	<ul style="list-style-type: none"> • The CHS is part of the Sphere Handbook and is jointly owned by Sphere, CHS Alliance and Groupe URD. CHS Alliance is an associate member of the HSP.
Online/Hybrid Delivery	
Reference Materials	<ul style="list-style-type: none"> • This activity uses powerpoint slides/cartoons for discussion • See 2.1. HSP Card Arrangement Activity for further information

Activity 2.1. Standards vs. Targets

Activity Type	Small Group Cartoon Analysis
Optional / Required	Required
Learning Objective(s)	<p>By the end of this activity, participants will be able to:</p> <ul style="list-style-type: none"> • Describe the differences between standards, key indicators, and targets • Interpret and apply technical humanitarian standards
Time Required	15 minutes
Preparation	<input type="checkbox"/> See “Supporting Documents - Module 2/2.1 - Standards vs. Targets” folder or view online for further information
Participant Grouping	Split participants into groups and assign each group a few images
Activity Instructions	<p>In groups, participants reflect on a series of images to identify and distinguish standards vs. indicators (or targets).</p> <p>For instructions to full or short* versions of the activity see specified folder above or view online (full activity or short activity)</p> <p>Note: for a shorter version of this activity, a microlearning format is used. Ask participants to work through these slides individually then go directly to plenary discussion. Group discussions are often more productive, but individual activities can be more time efficient.</p>
Notes for the Facilitator	<p>Key Takeaways:</p> <ul style="list-style-type: none"> • Pursuing targets rather than standards is to assume that everyone is born with equal needs, rather than equal rights, which is a potentially harmful error. • Always consider the context, including the needs, capacities and vulnerabilities of the people you are trying to assist. • People affected by crisis should participate actively at every stage of the response. <p>Languages Available: English, French, Spanish, Portuguese, Bahasa Indonesia and Arabic.</p> <p>*The shorter version is available in English, French, and Turkish.</p> <p>Note: the activity can be run in any language because the main content is a</p>

	set of 12 cartoons which contain no writing.
Online/Hybrid Delivery	
Reference Materials	<ul style="list-style-type: none">• This activity uses powerpoint slides/cartoons for discussion.• See Supporting Documents - Module 2/2.1 HSP activity

Activity 2.2. Adapting Indicators for the Urban Context

Activity Type	Group Discussion
Optional / Required	Required
Learning Objective(s)	<p>By the end of this activity, participants will be able to:</p> <ul style="list-style-type: none"> • Identify potential ways that indicators can be adapted for the urban context • Describe complexities associated with applying indicators in the urban context
Time Required	15 minutes
Preparation	None
Participant Grouping	Split participants into pairs, and randomly assign indicators for both parts of the activity
Activity Instructions	<p>This activity will get participants to practise adapting the indicators of two different standards using relevant challenges drawn from the Urban Case Study.</p> <p>1. Adapting Indicators for Water Supply Standard 2.1</p> <p>a. <u>Prompt:</u> All participants review the following text.</p> <p><i>Water supply standard 2.1: Access and water quantity</i> <i>People have equitable and affordable access to a sufficient quantity of safe water to meet their drinking and domestic needs.</i></p> <p>CASE STUDY CHALLENGE 1. <i>Large amounts of the water pipe infrastructure have been destroyed by bombing in urban areas. Urban areas that are surrounded and lacking water infrastructure are struggling to access any source of safe water.</i></p> <p><i>Mykolaiv Oblast: only 10L of water per person has been delivered (1 delivery, unclear if that was per day). This is lower than Sphere Water Supply Standard 2 - Indicator.</i></p> <p><i>Kharkiv: MSF is delivering water sanitation systems to thousands of people sheltered in subway stations.</i></p> <p>b. <u>Prompt:</u> In pairs, participants discuss how their indicator would be</p>

applied to the case study context. Ask questions such as:

- i. Does this indicator apply?
- ii. Does it need to be adapted?
- iii. If so, how would you adapt this indicator?
- iv. What considerations should be made when adapting this indicator?

2. Adapting Indicators for Shelter and Settlement Standard 3. Living Space

- a. Prompt: All participants review the following text.

Shelter and Settlement Standard 3: Living Space

People have access to living spaces that are safe and adequate, enabling essential household and livelihoods activities to be undertaken with dignity.

CASE STUDY CHALLENGE 2.

Kharkiv: Thousands of residents have sheltered in subway stations (30 stations within the city). Using aerial imagery, it is clear the minimum 3.5 square metres of living space per person is not being met (Sphere Shelter Standard 3 - Indicator).

There is minimal space to conduct fundamental activities (Sphere Shelter Standard 3 - Key Action).

It is possible many don't feel safe due to the bombings (Sphere Shelter Standard 3 - Indicator).

Diseases are spreading due to the lack of sanitation.

Although some have access to tents, many do not have a private enclosed space.

- b. Prompt: In pairs, participants discuss how their indicator would be applied to the case study context. Ask questions such as:
1. Does this indicator apply?
 2. Does it need to be adapted?
 3. If so, how would you adapt this indicator?
 4. What considerations should be made when adapting this indicator?

3. Discussion

If time allows, invite participants to discuss:

- Describe any instances where indicators could be applied without adapting, and identify why
- Describe any instances where indicators needed adapting, and

	<p>identify why and how they were adapted</p> <ul style="list-style-type: none"> • Identify any considerations or challenges associated with adapting indicators
Notes for the Facilitator	None
Online/Hybrid Delivery	
Reference Materials	None

Activity 2.3. Standards, Indicators and Systems

Activity Type	Group Discussion
Optional / Required	Required
Learning Objective(s)	<p>By the end of this activity, participants will be able to:</p> <ul style="list-style-type: none"> • Adapt indicators for the urban context • Describe complexities associated with applying indicators in the urban context
Time Required	15 minutes
Preparation	None
Participant Grouping	Same groups from 1.2, 1.3 (3-5 participants/group)
Activity Instructions	<p>This activity will get participants to practise adapting the indicators of their own identification in the Case Study Systems from previous Modules.</p> <p>1. In your groups, revisit your systems map from the lens of the Standards & Indicators:</p> <ul style="list-style-type: none"> • Select and review 1 standard, 1-2 of its indicators, and the key actions and guidance notes. • How might the standard and indicators you selected interact with the identified complexities in your system? • What are the challenges you anticipate in applying this standard? • How might you adapt the indicators? <p>2. In your groups, draw upon your personal experiences of applying Sphere Standards in an Urban Context:</p> <ul style="list-style-type: none"> • What were the challenges? • How did you adapt the indicators? • What guidance note would you provide to your colleagues if they were to apply that standard in another urban context?
Notes for the Facilitator	<p>1. Provide the participants with 10-15 minutes to respond to all of the questions shown on the slides.</p> <ul style="list-style-type: none"> • If all of the groups are selecting the same focus of standards, encourage some to consider the others. Or, upon returning to the main group to debrief, have a whole group discussion exploring the questions shown on a standard of the facilitators choosing.

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- 2. The purpose of this step is to bring the experiences back to the real world applications and draw on the expertise of the participants.**
- Prompt them to be prepared to share the learning of their peers in the full group.
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**Online/Hybrid
Delivery**

Reference Materials

Activity 2.4. Crowdsourcing Adaptation Guidelines

Activity Type	Group discussion
Optional / Required	Required
Learning Objective(s)	<p>By the end of this activity, participants will be able to:</p> <ul style="list-style-type: none"> • Summarise what they have learned about the role of Sphere in Urban Contexts and adapting indicators • Communicate
Time Required	15 minutes
Preparation	None
Participant Grouping	3-5 participants/group, based on real world organisational focus (ie; RCRC Movement, Sphere Trainers, Health Experts)
Activity Instructions	<p>This activity will get participants to collaborate on a shared take-home guidance note on Sphere in Urban Contexts and Adapting Indicators.</p> <p>Create a shared document that may include (but is not limited to) the following sections:</p> <ol style="list-style-type: none"> 1. Key Considerations or Key Questions to ask when adapting Indicators in Urban Contexts specific to (as sub-categories or as guiding questions): <ol style="list-style-type: none"> a. Needs b. Context (the system) c. Complexities d. When to adapt and when not to adapt e. Other 2. Examples of Indicators that have been adapted for the urban context, and key considerations/questions raised on how they were adapted
Notes for the Facilitator	<ul style="list-style-type: none"> • Collate all of the groups documents into a common one pager.
Online/Hybrid Delivery	

Reference Materials

None

Day Zero in Cape City

Instructors Guide

Introduction:

Day Zero in Cape City is a collaborative, open-world tabletop exercise TTX, designed for in-person or virtual delivery, for groups ranging from 8-24 participants. The purpose of the TTX is to give participants the opportunity to implement some of their learnings on systems mapping, urban contexts, and adapting sphere indicators in a simulated environment, while managing complex webs of competing interests (associated with assigned roles). The open-world design means that while there are certain “set” elements of the story (the names of places, the participant roles, key issues) the majority of the narrative or “world-building” happens through interaction between participants and facilitators:

- *Example 1: On Day 1, NGO participants may submit a Coordinate action to ask the Local Government participants how many people are in need of drinking water in North Cape, and the Local Government participants will decide to share a number (not exceeding the total population). On Day 2, NGO participants may then submit an Implement action, based on their specific organisational scope, informed by sphere standards, to provide water to those people.*
- *Example 2: On Day 1, UN Network may submit a Map action, asking facilitators for areas of highest need in Western Cape. Facilitators will provide this information to the team directly. On Day 2, UN Network may submit a Coordinate action with NGOs and Government to share this information. On Day 3, Government may submit an Implement action to respond to those needs.*

The TTX spans four hours, including a 30 minute briefing, 2.5 hours of TTX, 30 minutes of debrief, and 30 minutes of feedback. The 2.5hrs of TTX is broken down into five 30-minute “rounds” consisting of 25 minutes of day and 5 minutes of in-play briefing.

Roles:

To deliver this Table Top Exercise (TTX), you need:

- 3 Facilitators
 - 1 to manage the technical platform (setting up breakout rooms, moving participants, managing the chat)
 - 1 to manage the story (monitoring the working documents and approving/denying action submissions)
 - 1 to manage the learning (reminding participants to engage in mapping, risk analysis, and using the sphere standards)
- 8-24 Participants

Zoom Call Set Up:

- One Briefing Room (Main Call)
- One Facilitator Room (Breakout 1)
- Four Network Rooms (Breakout 2-5)
 - Community Network
 - UN & Donor Network
 - NGO Network
 - Municipal Government Network
- Four Meeting Rooms (Breakout 6-9)
 - Community Centre - Meetings run by the Community

- UN Hub - Meetings run by the UN
- NGO Hub - Meetings run by NGOs
- City Hall - Meetings run by City Government

Goal:

Identify and meet as many of the needs of an urban community in crisis as possible, using the Sphere Standards.

Exercise Completion:

5 rounds “days” of actions. The aim of the exercise is not to have all of the needs met - but rather to show the complexities of mapping systems and needs, coordinating multiple stakeholders, and implementing an effective response. The short times, disjunct information, hidden character interactions, and restricted number of daily actions are intended to introduce debate, and make it difficult to do all that needs to be done.

Mechanism:

- There are five rounds - each round is a All-Networks Briefing in the Briefing Room (Main Zoom Call) followed by 10 minutes in their respective Network Rooms, or in Round 2-5, the Meeting Rooms (where members of different Networks can meet).
- Teams start
- Each round, each network can collectively do 2 actions (or less) from the following:
 - **Map:** Describe what you would like to know about the urban context, stakeholders, complexities, or needs, and describe the assets you are mobilising to gain that information.
 - If approved by Exercise Control, information will be shared.
 - If insufficient detail for Exercise Control, elaboration will be requested.
 - If denied by Exercise Control, the same request may be made again.
 - **FACILITATOR NOTE:** *Information should be provided to the requesting network by the start of the next round. Make note of information that is shared as it may influence other Networks actions.*
 - **Coordinate:** Describe your motivation to meet with members of another network, the duration of the meeting, and where you would like the meeting to happen.
 - If approved by Exercise Control, the participating members will be sent from the Briefing Room to the respective Meeting Room
 - If insufficient detail for Exercise Control, elaboration will be requested.
 - If denied by Exercise Control, the same request may be made again.
 - **FACILITATOR NOTE:** *At the start of the round following an approved Coordination request, move the selected participants to the correct breakout room. Note to participants that they should return to the Main Briefing Room when they are done their meeting, and then be moved back to their respective Network Room.*
 - **Implement:** Describe the need that you have identified, the standards you are applying and indicators that you will use/adapt to monitor, and the assets you will be mobilising.
 - If approved by Exercise Control, the need will be identified as met during the next Daily Briefing
 - If insufficient detail for Exercise Control, elaboration will be requested.
 - If denied by Exercise Control, the same request may be made again.

- *FACILITATOR NOTE: At the start of the round following an approved Implement request, brief the all networks on the actions implemented.*
- Networks can submit their action requests at any time during the 10 minute “days” using Slide 1 of their specific Google Slides Template. Exercise Control will monitor and approve, request more detail, or deny action requests on this same slide.
 - The sooner a request is made, the less likely it will conflict with other requests. However coordination within the network, and with the other networks in later turns will take time.
- Community Network:
<https://docs.google.com/presentation/d/1EtzWvu8GGapCCje4loBlxrjvsPmNc3tPvQpLjhF86XA/edit?usp=sharing>
- UN & Donor Network:
<https://docs.google.com/presentation/d/1-RdkkuvW5uhXc1WvEbmQ0UfnLIh4JPQm6laMRRV7rfk/edit?usp=sharing>
- NGO Network:
https://docs.google.com/presentation/d/1aETGc_41-zJyAidsDHo9Ei6Cbuw2PFoOV7uY_ItGSu8/edit?usp=sharing
- Municipal Government Network:
https://docs.google.com/presentation/d/1wFBBn2WP55S_uBmEyDUArwk4k2F4jnoOd5j0III_Ego/edit?usp=sharing

Exercise Timeline:

Preceded by 30 mins of briefing, followed by 30 mins of debriefing, 30 minutes of evaluation and feedback time for a total run time of 3 hours.

Time	
0-5	First Briefing - information shared
5-15	Day 1 in Breakouts
15-20	Second Briefing - information shared
20-30	Day 2 in Breakouts
30-35	Third Briefing - information shared
35-40	5 MINUTE BREAK
40-50	Day 3 in Breakouts
50-55	Fourth Briefing - information shared
55-65	Day 4 in Breakouts
65-70	Fifth Briefing - information shared
70-85	Day 5 in Breakouts
85-90	Final Briefing - information shared

Scenario:

Cape City is a large urban centre with a population of 4,252,300 across the greater metropolitan area. There are high (West Cape; pop ~300,000), mid (North Cape; pop ~2,250,000), and low (East Cape; ~1,250,000) socioeconomic status sectors of the city, each with their own unique needs and service access. There is a history of racial and religious tensions within the city, particularly between East and West Cape.

Major Needs:

1. **Water** - Drought has struck Cape City for the last two years, with an overall trend towards reduced rainfall, hotter temperatures, and increased urban demand for water. Over the last six months, the municipal government has implemented a series of increasing water restrictions, warning of an impending Taps Off day, where municipal water access will be shifted to local collection points.
2. **Food** - The drought has significantly impacted local food production and water restrictions have made irrigation challenging/expensive. International agencies have been asked by local government to assist in providing the poorest communities with food aid.
3. **Sanitation** - The lack of water has made sanitation an issue, with proper handwashing, bathing, and toileting being compromised. Public defecation has increased, and certain areas are seeing improper disposal of household wastes.
4. **Health** - The drought has led to increased rates of dehydration and hyperthermia, and hospitals are concerned with their own access to water. If doctors and nurses must cue to access household water, staff turnout will reduce. Increased sanitation issues leading to cholera risk, cases of AWD (and associated issues of dehydration in the face of water shortages).
5. **Shelter** - Residents of down-river townships have been struck by even more severe shortages, and without the upstream dam water infrastructure, they have been leaving their homes to access aid and water in the city, setting up informal settlements along the perimeter. Several thousand more are expected.
6. **Safety** - Shortages of water and food have led to increasing tensions between the inhabitants of higher and lower resource areas of the city.

Daily All-Networks Briefings:

First Briefing	<p>Cape Paolo is a large urban metropolis. Sections of the city are high SES with extensive services, while others are very low resourced. There is a history of racial and religious tensions within the city.</p> <p>Media Reports have identified the following issues:</p> <ol style="list-style-type: none">1. Drought - Drought has struck Cape City for the last two years, with an overall trend towards reduced rainfall, hotter temperatures, and increased urban demand for water. Over the last six months, the municipal government has implemented a series of increasing water restrictions, warning of an impending Taps Off day, where municipal water access will be shifted to local collection points.2. Water Stockpiling - Containers are sold out, and jugs of water sell out at the supermarket before arrive.3. Movements from downstream communities to the city
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	<p>4. Agricultural shortages - The drought has significantly impacted local food production and water restrictions have made irrigation challenging/expensive. International agencies have been asked by local government to assist in providing the poorest communities with food aid.</p> <p>5. Upcoming Election</p> <p>6. Fire Risks</p> <p>Aim of this round should be for participants to think about their assets, share existing information, and get more information.</p>
Second Briefing	<p>Brief based on actions taken and meetings being had from the Day 1 Round.</p> <p>Media Reports have identified the following issues:</p> <ul style="list-style-type: none"> • Mayor must announce the imposition of further water restrictions, Taps Off - 6.6 Gallons/person/day from local distribution points - lines have been reported as taking 30 minutes in West Cape, averaging 1 hour in the North, and up to 2 hours in the East. • News of poorer people taking water from the swimming pools of wealthy leading to conflicts, calls from the North to increase policing
Third Briefing	<p>Brief based on actions taken and meetings being had from the Day 2 Round.</p> <p>Media Reports have identified the following issues:</p> <ul style="list-style-type: none"> • Fire breaks out on the outskirts of town, Emergency Services Minister calls negligence and says that daily water limit should be at Sphere levels to further save water for these events. There is a request for people in the East Cape and Informal Settlements to not use wood burning stoves for cooking. • People in informal settlements on the fringes of the East Cape are increasing. In the absence of adequate water, and sanitation facilities, public defecation has been reported. Waste removal has also been poor.
Fourth Briefing	<p>Brief based on actions taken and meetings being had from the Day 3 Round.</p> <p>Media Reports have identified the following issues:</p> <ul style="list-style-type: none"> • Water Minister and Emergency Services Minister introduce vote of non-confidence in Mayor • The health sector is facing shortages in staff in certain regions as they are needing to queue for water and unable to do their own daily activities for their family in addition to work. • People living in East Cape will be able to pick up food aid from the city with formal identification - but many of the people in informal settlements are attempting to access it as well leading to long queues as these people do not have ID.
Fifth Briefing	<p>Brief based on actions taken and meetings being had from the Day 4 Round.</p>

Final Briefing	Brief based on actions taken and meetings being had from the Day 5 Round.
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Roles

Roles indicated with (1) should be allocated first, (2) second, (3) third to maximise exercise effectiveness with groups of varying sizes.

When sending these roles to individuals, emphasise the importance of *playing* the role, not just reading it.

Template message to provide participants with their Role:

Dear [Sphere in Urban Contexts Participant].

Below is your role for the Module 3 Table Top Exercise [TTX] taking place from [Date & Time].

It is important that you familiarise yourself with your role (what you do in the game), unique information (things you know about the urban context or other stakeholders that others may not), and personal concerns (your motives). These pieces of information are meant to influence how you act, and should not just be read out loud. This is critical to the exercise coming to life.

For example, if you have a personal concern about the corruption of a colleague, you should question their motives, block their ideas, and draw attention to their actions, rather than just saying "I think they are corrupt".

Municipal Government Network

Mayor ⁽¹⁾	<p>Role: Planning, oversight, coordination. The mayor takes in information and makes decisions. Makes or changes rules, if required.</p> <p>Unique Information: Comes from North Cape and has particular sway with the citizens through community organisation</p> <p>Personal concern: There is an upcoming election, and the Mayor is suspicious that the Minister of Emergency Services is considering running for election as mayor, so you seek to make them look bad or take credit for their actions.</p>
Minister of Water & Infrastructure ⁽¹⁾	<p>Role: ensuring water delivery.</p> <p>Unique Information: Can ask and determine information regarding the need for water. Lack of water creates unhealthy people (thirst, illness)</p> <p>Personal concern: Water provision isn't your passion, politics is - and you want to be mayor.</p>
Minister of Emergency Services ⁽¹⁾	<p>Role: Address, contain, influence emergency events such as fires, damage, violence, etc.</p> <p>Unique Information: You know that there is an extreme fire risk in the period that this should be a peak concern.</p> <p>Personal concern: You feel it is important that you are the face of Emergency Service response, and want to speak directly to the people, not through the Mayor. You have no interest in becoming mayor.</p>
Minister of Agriculture ⁽²⁾	<p>Role: Coordinate access to food, as well as representing the more rural, agrarian communities in the Greater Cape City Area.</p> <p>Unique Information: You are aware of growing malnutrition issues in the city, and that a lack of access to food will spark political tension.</p> <p>Personal concern: You wish to join FAO/the UN network - and are quite eager to collaborate with them.</p>
Minister of Health ⁽²⁾	<p>Role: Ensure emergency medical services are functioning</p> <p>Unique Information:</p> <p>Personal concern: Lack of water creates unhealthy people (thirst, illness) - you believe that health services</p>
Leader of the Opposition ⁽²⁾	<p>Role: Challenging all of the decisions made by the Mayor and ministers.</p> <p>Unique Information: You know the Water Minister is aiming for a Mayoral bid, and seek to highlight their disagreements.</p> <p>Personal concern: To undermine the government and represent the wealthy citizens of Cape City.</p>

Community Network

Low SES Sector Citizen ⁽¹⁾	<p>Role: You represent the low SES citizens of East Cape.</p> <p>Unique Information: You know that the government is hiding the true number of deaths and illness due to lack of water and food. You know that the high SES citizens are still getting all the water they need and more but are not being fined.</p>
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	<p>Personal concern: You are trying to get food and water from wherever you can - but are somewhat sceptical of iNGOs and UN, and will demand that any meetings take place in your community.</p>
High SES Sector Citizen ⁽¹⁾	<p>Role: You represent the high SES citizens of West Cape</p> <p>Unique Information: You know that with enough money, you can have all the water you need brought in through black market means.</p> <p>Personal concern: You are concerned that the East Cape residents are going to start stealing from you - and want the government to focus on security at this time.</p>
Local Aquapreneur ⁽²⁾	<p>Role: You are an Aquapreneur selling water, mainly to West Cape, but will go to whoever can pay.</p> <p>Unique Information: You know that West Cape is also buying water illegally for swimming pools and luxury use, which has been banned, but not being fined.</p> <p>Personal concern: You want to secure a contract with the government to provide water through their systems.</p>
Local Spiritual Leader ⁽²⁾	<p>Role: You are a local spiritual leader who believes that the morals of the city have been corrupted and that the drought is divine punishment.</p> <p>Unique Information: You do not have unique information.</p> <p>Personal concern: You will support the citizens of the East Cape, as you believe that moral corruption begins in the government, and in the North.</p>
Mid SES Sector Citizen ⁽³⁾	<p>Role: You represent the Mid SES sector of North Cape.</p> <p>Unique Information: You know that there are tensions between East and West, and that tensions will lead to conflict, so you act as a peacemaker.</p> <p>Personal concern: You believe the Water Minister would make a better Mayor, despite the current mayor's allegiances. You wish to promote the water mayor's work.</p>
Local Media ⁽³⁾	<p>Role: You are the local media - your role is to try to interview anyone you can to find out what they know.</p> <p>Unique Information: You know that the levels of death and disease due to the drought and water mismanagement is higher than reported. You also know that there is rainfall expected to replenish the dams - and that the restrictions may be too extensive.</p> <p>Personal concern: You wish to promote the work of the emergency services minister and get them in the spotlight, as they are your cousin.</p>

UN & Donor Network

UNOCHA ⁽¹⁾	<p>Role: You seek to promote the values of the UN and coordinate effective, ethical humanitarian response.</p> <p>Unique Information: You know that WFP and FAO will only take meetings in the UN Hub, and not in the community - and will seek to facilitate this.</p> <p>Personal concern: You believe the mayor is restricting</p>
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	humanitarian access and hiding the real number of deaths and illnesses to avoid repercussions in the face of an upcoming election.
WFP ⁽¹⁾	<p>Role: You seek to provide food and water to the communities in need.</p> <p>Unique Information: You know that in order for any NGO to move assets in the city they need to come to you first - and you will try to communicate that with them.</p> <p>Personal concern: You believe the mayor is restricting humanitarian access and hiding the real number of deaths and illnesses to avoid repercussions in the face of an upcoming election.</p>
USAID ⁽²⁾	<p>Role: You are seeking to fund NGOs delivering aid to the groups most in need in North Cape.</p> <p>Unique Information: You know that the government is not accurately tracking death and disease and that underreporting of needs is rampant in North Cape.</p> <p>Personal concern: The US government does not agree with the politics of the Water Minister and therefore you will only speak to the Mayor directly.</p>
UNHCR ⁽²⁾	<p>Role: You are focused on Refugees and Internally Displaced Persons in Cape City.</p> <p>Unique Information: You have been tracking an influx of IDPs from downstream regions, who will put an even further strain on Cape City in the coming days.</p> <p>Personal concern: You are concerned with the lack of coordination of humanitarian organisations and will give OCHA a difficult time, but ultimately collaborate.</p>
Govt of Canada ⁽³⁾	<p>Role: You are seeking to fund NGOs delivering aid to the groups most in need in East Cape.</p> <p>Unique Information: You have been informed by UNHCR that most of the IDPs are settling in the East Cape.</p> <p>Personal concern: You feel that USAID is not focusing its energies on where needs are the highest and instead pushing for political motives by focusing on the North Cape. You will not take meetings with USAID in the room.</p>
FAO ⁽³⁾	<p>Role: You are focused on the agricultural impacts of the drought.</p> <p>Unique Information: You know that grain stores are low and that the cost of grain (and therefore bread and basic foods) will rise in the next few days - you will make addressing this the main focus of the conversation.</p> <p>Personal concern: You believe the mayor is restricting humanitarian access and hiding the real number of deaths and illnesses to avoid repercussions in the face of an upcoming election.</p>

NGO Network

Cape Red Cross ⁽¹⁾	Role: Delivery of health response across Cape City.
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	<p>Unique Information: You are aware that if water restrictions lead to Taps Off, doctors and nurses will need to have water provided for them so they do not need to wait at collection points - and want to speak with the government to make them a priority group.</p> <p>Personal concern: You and MSF must collaborate to meet a health need in a community. MSF will want to work independently.</p>
MSF ⁽¹⁾	<p>Role: Delivery of health response across Cape City</p> <p>Unique Information: You are aware of sanitation issues leading to cases of Acute Watery Diarrhoea in the East Cape and want to focus on mitigating a potential cholera outbreak, and require access to extra water.</p> <p>Personal concern: You believe that the Cape Red Cross is keeping silent in the face of government misreporting and want to work independently for health delivery.</p>
ICRC ⁽²⁾	<p>Role: Response and reunification efforts for migrant populations.</p> <p>Unique Information: You have been informed by UNHCR that most of the IDPs are settling in the East Cape. You believe that lack of shelter is a major issue and want to bring this to the forefront of the Municipal Government's attention.</p> <p>Personal concern: You are concerned that the Cape Red Cross is overwhelmed and will keep trying to book meetings to check in with them.</p>
World Vision ⁽²⁾	<p>Role: Focused on general aid provision in East Cape.</p> <p>Unique Information: You know that malnutrition is extremely high as well as an increase in maternal mortality over the last 2 years.</p> <p>Personal concern: You are eager to get additional funding from USAID and will try to schedule time with them to fund your projects on maternal health and youth malnutrition.</p>
Oxfam ⁽³⁾	<p>Role: You are focused on water access and logistics, focusing on East Cape.</p> <p>Unique Information: The lack of water has made sanitation an issue, with proper handwashing, bathing, and toileting being compromised. Public defecation has increased, and certain areas are seeing improper disposal of household wastes.</p> <p>Personal concern: You are eager to get additional funding from USAID and will try to schedule time with them to fund your projects on maternal health and youth malnutrition.</p>
Human Rights Watch ⁽³⁾	<p>Role: Your role is to try to interview anyone you can to find out what they know about the underreporting of deaths and illness.</p> <p>Unique Information: You know that the government is not accurately tracking death and disease and that underreporting of needs is significant in North Cape.</p> <p>Personal concern: You want to speak directly to the Mayor.</p>

Using Sphere Standards in Urban Contexts

Training for Humanitarian Responders



This training was created by:

**Sphere and the German Red Cross,
with the support of Humanitarian Partners International (HPI)
and Lessons Learned Simulations & Training (LLST).**



We are grateful for the broad community of humanitarian experts and professionals who provided their input and experiences to inform the content of this module.

If you have any questions, please contact [name@organization.com]

Please complete our pre-assessment survey online

<https://forms.gle/8pnv6eDpkNWAugtB8>



Deutsches
Rotes
Kreuz



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MODULE 0

Introduction to the Course

Overview of Module 0

Topics covered in this Module include:

- Introductions
- Course Learning Objectives
- Who Should Take This Course?
- Training Structure
- Learning Resources



Activity 0.1.

Introductions



Activity 0.1.

Introductions

Introducing ME! Your Instructor

1. Name
2. Organisation
3. Position
4. Past Experience with Urban Contexts
5. Past Experience as a Trainer

Activity 0.1.

Introductions

Let's learn about YOU!

In Pairs (time permitting), tell us about yourself!

1. Name
2. Organisation
3. Position
4. Past Experience with Urban Contexts
5. Motivation for taking the course

Course Learning Objectives

At the end of this training, learners will be able to:

- ❑ Carry out humanitarian action in urban contexts.
- ❑ Apply Sphere Standards to urban contexts.
- ❑ Identify how humanitarian response in urban contexts is different from humanitarian response in other contexts.
- ❑ Apply a people-centred, rights-based approach to needs analyses.
- ❑ Apply systems thinking to context analyses.



Who Should Take This Course?

This training is designed for learners with previous experience in:

- ✓ Performing humanitarian actions during the response phase of an emergency.
- ✓ Applying the Sphere Standards.
- ✓ Carrying out humanitarian activities in an urban response setting.



Training Structure

The course is structured in three parts:

Module 1: Humanitarian Response in Urban Contexts:

- an introduction to urban contexts,
- foundational knowledge about humanitarian action in urban areas, and
- approaches to humanitarian response in urban areas, including people-centred and systems thinking approaches.

Module 2: Applying Sphere to Urban Contexts:

- approaches, considerations, and methods for applying Sphere Standards to humanitarian action in urban areas.

Module 3: The Capstone Simulation Exercise:

- a half-day exercise in which participants will have the opportunity to apply the course material.



Training Schedule

<Enter Start time>	Module 1. Humanitarian Response in Urban Contexts:
<Enter Break Time>	
<Enter End Time>	
<Enter Start time>	Module 2. Applying Sphere to Urban Contexts
<Enter Break Time>	
<Enter End Time>	
<Enter Start time>	Module 3. The Capstone Simulation Exercise
<Enter Break Time>	
<Enter End Time>	

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MODULE 1

Humanitarian Response in Urban Contexts



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Urban Response Case Study: The War in Ukraine



Situation Report:

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 has recorded 8,189 civilian casualties, and the UNHCR 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 is in ruins following heavy bombardment but still under Ukrainian control.

Kherson is under the control of Russian forces after heavy bombardment that damaged power, water, and gas services; this positions Russia to advance west towards Odessa.

Mariupol is surrounded and under heavy bombardment, and the population is cut off from most humanitarian assistance.

Kyiv was initially a major target of the invasion, but Russia withdrew forces to focus on the East.

Lviv has been a city of refuge for the tens of thousands of civilians fleeing the war.

Throughout these modules, more context on the humanitarian response in Ukraine's urban areas will be provided.

Activity 1.0

Introducing the Urban Context



Activity 1.0

Introducing the Urban Context

1. What are some complexities we observe in the response to this urban emergency?
2. What are some of the challenges & opportunities you can see specific to the urban context?
3. How may the involvement of a humanitarian be different in an urban response than a traditional one?

Why are Urban Contexts Important?

Globally, people are increasingly living in urban areas.

- More than 50% of the world's population lives in urban areas.

Urban areas require a new approach that is distinct from approaches used in more traditional response contexts (e.g., rural, semi-rural, or camp contexts).

- **Note: Urban and rural contexts should not be seen as opposites!**

Humanitarian response in urban contexts requires:

- Respectful, equitable collaboration with diverse local stakeholders
- Adaptability to local governance structures
- Engagement with multiple levels of government
- Expanding activities to be accessible and inclusive for all communities.

How do we understand urban contexts?

The urban context can be understood as a **complex system**, and **systems thinking** can be used to understand complex systems.

- Systems thinking:
 - Emphasises interconnectedness and complexity
 - Explores how distinct systems overlap and interact.
- Systems thinking has been successfully applied to improve humanitarian response in urban contexts.



Learning Objectives

By the end of this module learners will be able to:

- Define urban contexts.
- Explain why urban contexts are important in humanitarian response.
- Distinguish between the key characteristics of humanitarian response in urban contexts versus rural and camp contexts.
- Conduct a needs analysis in urban contexts using a people-centred approach.
- Conceptualise urban contexts using a systems approach.
- Identify key complexities to consider when responding in urban contexts.



Overview of Module 1

Topics covered in this Module include:

- 1.1 Defining the Urban Context**
- 1.2 Conceptualising the Urban Context**
- 1.3 Complexity in Urban Contexts**
- 1.4 Conclusions**



1.0 Introduction / 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-c0098cfd62#:~:text=UnHcr's%20Policy%20on%20Alternatives%20to,%2C%20importantly%2C%20self%2Dreliance.>

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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)

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1.1

Defining the Urban Context

Overview of Section 1.1.

Topics covered in this section include:

- A. Definitions of Urban Contexts**
- B. Comparing Contexts (Traditional vs Urban)**
- C. Identifying Opportunities**
- D. Identifying Challenges**
- E. Additional Reading**



Activity 1.1

Part 1 - Define the Urban Context



Activity 1.1

Part 1 - Define the Urban Context

1. On your own, write a one-sentence definition of Urban
2. In pairs, combine both of your definitions into one new definition
3. In groups of 4, combine all definitions into one new definition
4. As a group, combine all definitions into one new definition

Urban Definitions

The Red Cross Red Crescent Climate Centre: “**high-density** metropolises of at least 50,000 inhabitants”

(Urban Action Toolkit).

UNHCR: “It is very difficult to establish a global definition of the ‘urban area’ concept. For the purposes of [the 2009 UNHCR policy on refugee protection and solutions in urban areas], it will be taken to mean **a built-up area that accommodates large numbers of people living in close proximity** to each other, and where the majority of **people sustain themselves by means of formal and informal employment** and the **provision of goods and services**. While refugee camps share some of the characteristics of an urban area, they are excluded from this definition”

(2009 UNHCR policy on refugee protection and solutions in urban areas).

Urban Definitions (cont.)

HPN / ALNAP: “[T]hree interrelated and overlapping ways of describing the city:

(*Good Practice Review 12: Urban humanitarian response, 2019*).

“The physical city”

- Buildings, roads, infrastructure
- Homes, businesses, governments
- Transport hubs, financial hubs
- Public spaces, cultural spaces

“The city as a series of systems”

- urban areas are a *complex network of interconnected systems*

“The people-centred city”

- 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.)

Sphere: “There are many different ways to describe urban settings. Sphere describes the city in terms of:

- **density** (of infrastructure and people),
- **diversity** (of people, incomes etc.) and
- **dynamics** (how rapidly things change).”

Sphere uses two complementary frameworks to describe cities:

1. **Systems approaches** → emphasises the interconnected and complex nature of city life
2. **People-centred approaches** → reinforces humanitarian action primarily aims to assist individuals in need

(Using the Sphere Standards in Urban Settings: Part Two, 2020)

Types of Urban Spaces

“Urban” includes the following types of spaces:

prosperous suburbs (low population density, great service provision)

well-established urban areas (higher population density, good service provision)

peri-urban areas (fringes of towns and small towns in other wise rural areas)

informal urban areas (informal settlements and slums, e.g. favelas of Brazil)

(Using Sphere Standards in Urban Settings, Pt 1).

Types of Urban Spaces

Characteristics of **informal urban areas** often include:

- A “weaker infrastructure and higher population density combined with low levels of service provision”;
- They “may be newly settled or well established”;
- “[T]hey may be informal but recognised by the authorities or they may be illegal”; and
- “Land tenure and ownership is often contested and the security situation is often poor”” (Using Sphere Standards in Urban Settings, Pt 1).

(Using Sphere Standards in Urban Settings, Pt 1)

Traditional Humanitarian Response Contexts

TRADITIONAL HUMANITARIAN RESPONSE CONTEXT

Rural areas, semi-rural villages, refugee camps, etc.
They may or may not be within a city

Remember that urban and rural spaces are not opposites!

Traditional vs. Urban Response Contexts

TRADITIONAL

Largely controlled by humanitarian actors and have few other stakeholders.

Direct relationship between humanitarian actors and “individuals in need”.

Humanitarian actors fill most needs, OR they establish and regulate the means by which individuals in affected populations fulfil their own needs.

Most response systems are based on humanitarian conceptualisations of crises and needs.

URBAN

Pre-existing infrastructure systems (e.g., sewer and water systems, food distribution, education, communications);

Complex economies (e.g., informal markets, higher commodity prices, rental housing);

Heavy focus on livelihoods and cash support;

Complex social networks;

Well-established governance institutions;

Legal frameworks, advocacy, and relations with host community.

Every city is different.

Do Needs Differ Between Contexts?

Needs e.g. food, WASH, shelter, health, are **universal**, i.e. they apply in all contexts

Severity of unmet needs are **context-specific**, i.e. they vary from person to person and between contexts.

EXAMPLE:

Sphere Standards apply in both urban and traditional contexts BUT the differences between these contexts will impact the discrepancy between need fulfilment and the standards → indicators must be contextualised

Humanitarian actors focus on Basic Humanitarian Needs



Opportunities in Urban Contexts

- Diverse economies (livelihoods, market-based goods, banks);
- Existing infrastructure (WASH, Shelter, Education, Food Security, Health, Protection);
- Diverse stakeholders;
- Complex social networks and diverse communities;
- Increased local capacity and established response systems;
- Self-determination, self-sufficiency, and dignity.



Challenges in Urban Contexts



- Difficulties conducting needs assessments due to population density, mobility, transient communities, etc.;
- Complications for monitoring and evaluation, such as measuring progress and outcomes;
- Diversity of the population, complex communities, and social cohesion;
- Informal systems, including shelter, economic livelihoods, etc.;
- Unfamiliar systems;
- Complex risks and vulnerabilities;
- Diverse stakeholders;
- Actors with different and/or conflicting motivations, responsibilities, and mandates (e.g., actors who may not have humanitarian goals);
- Less/lack of control over response activities;
- Working against the opportunities.

Every city is different.

1.1 Defining the Urban Context | E. Additional Reading

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1.2

Conceptualising the Urban Context

Overview of Section 1.2

Topics covered in this section include:

- A. Conceptualising the Urban Context
- B. Needs Analysis using a People-Centred Approach
- C. Context Analysis using a Systems Approach
- D. Additional Reading



Urban Humanitarian Programme Design

How do we design a humanitarian programme for the urban context?

1. IDENTIFY NEEDS

Identify the **needs** of the affected population and the **assets/resources** that they use to meet those needs

→ **Needs analysis** using a **people-centred approach**.

2. UNDERSTAND CONTEXT

Conceptualise the **context** that must provide the **assets/resources** to meet those needs

Context analysis using a **systems approach**.



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



FIGURE 2: A PEOPLE-CENTRED APPROACH



What Are Basic Needs?

Basic needs: the basic requirements for survival and restoring livelihoods.

Four categories of **basic needs**:

- Food
- Water
- Shelter
- Health

Beyond basic needs, needs vary with context



What Are Assets?



Assets: the enabling hard and soft **resources** required to meet needs.

Examples of types of **assets**:

- Physical: shelter, land, property, critical infrastructure;
- Social: relationships, friendships, networks;
- Economic: access to cash, income, capital;
- Human: knowledge, skills, abilities.

People-Centred Approach vs. Stakeholder Analysis

Stakeholder analysis is distinct from needs analysis (the aim of the people-centred approach)

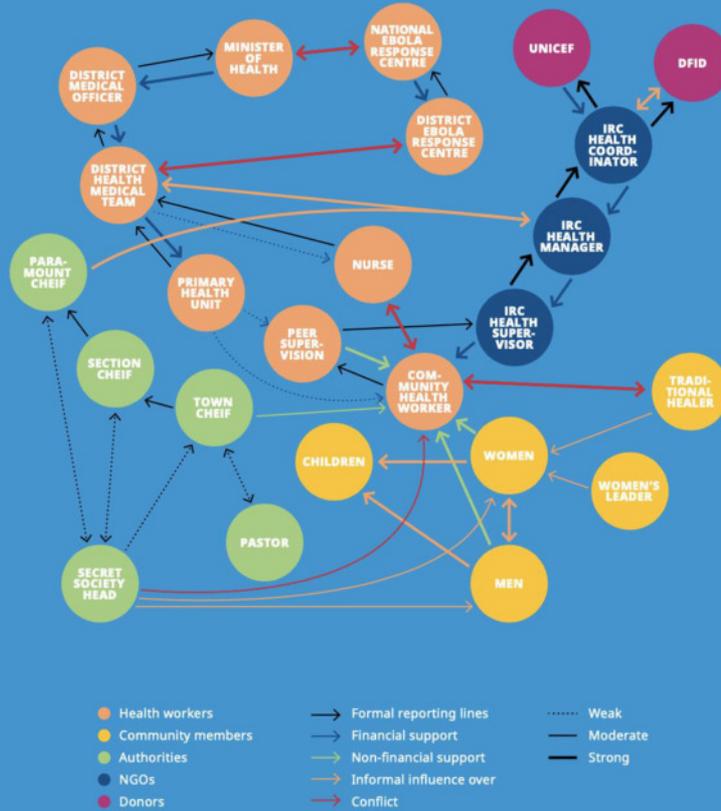
Stakeholder analysis involves identifying **key actors** (that provide and/or have influence on delivery of assets/resources) and the **target groups and beneficiaries** (those in need in affected communities)

Stakeholder analysis involves identifying how key actors and beneficiaries relate to one another



Example: Stakeholder Analysis
(Sphere, 2018)

FIGURE 3: STAKEHOLDER ANALYSIS
IN SIERRA LEONE



Source: IRC, Urban context analysis toolkit, 2017

Conducting a People-Centred Needs Analysis



A **People-Centred Approach** is based on the following questions:

- 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 assets does the affected population rely on to meet these needs?
- Which assets are currently impacted, unavailable, or otherwise in need of support?

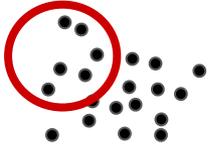
Assessments

ASSESSMENT

We understand needs through
Assessments.

- Assessments identify individuals or populations in need and provide specific information about needs (asset requirements).
- Assessments help target the distribution of limited resources to those most in need.

Types of Assessments



Selective Assessments

Identifying a segment of the population.

- Approaches include:
 - Profiling
 - Targeting.
- Pros: can be more efficient from a resource perspective.
- Cons: can cause division within communities.

Neighbourhood-Based Assessments

Selecting a section of a city.

- Approaches include:
 - Area-Based Approaches (ABA)
 - Place-Based approaches
 - Settlements approaches
 - Neighbourhood approaches.
- Pros: more inclusive and more appropriate for a people-centred approach.
- Cons: can be complex in urban areas and requires multi-sectoral and multi-stakeholder coordination.



Activity 1.2

Part 1 - Needs Analysis Using a People-Centred Approach



1.2 Conceptualising the Urban Context

Activity 1.2. Part 1 - Needs Analysis Using a People-Centred Approach

Step 1 Stakeholder Identification

Identify and Map
Stakeholders

1. Who are the stakeholders in this context?

Consider:

- people in-need
- people who have the ability to contribute to humanitarian response
- people who can supply assets to meet needs

2. Who should be targeted in a humanitarian response?

Consider:

- Who is most in-need
- Who is in a position to make the most impact
- Who might be in danger of being excluded from response efforts

1.2 Conceptualising the Urban Context

Activity 1.2. Part 1 - Needs Analysis Using a People-Centred Approach

Step 2

Needs Identification

Identify and Map Needs

- 1. What unmet needs exist?**
- 2. How can needs be grouped into categories?**
- 3. Which stakeholders experience these needs?**

1.2 Conceptualising the Urban Context

Activity 1.2. Part 1 - Needs Analysis Using a People-Centred Approach

Step 3

Asset

Identification

Identify and Map Assets

- 1. What assets are available?**
- 2. What needs do these assets help address?**

1.2 Conceptualising the Urban Context

Activity 1.2. Part 1 - Needs Analysis Using a People-Centred Approach

Step 4

Discussion

Share needs analysis maps

Identify key considerations

1.2 Conceptualising the Urban Context

Activity 1.2. Part 1 - Needs Analysis Using a People-Centred Approach

Step 5

Wrap-up

1. **What stakeholders are present in this context?**
2. **How are stakeholders related?**
3. **What social vulnerability exists?**

Situating Needs in Context

Humanitarian programming provides, enables, and/or supports the assets required to meet the needs of affected populations.

To be effective, we must identify how we can **work with** local actors, existing efforts, and resources, not work in parallel.

→ This requires an **understanding of the context**.

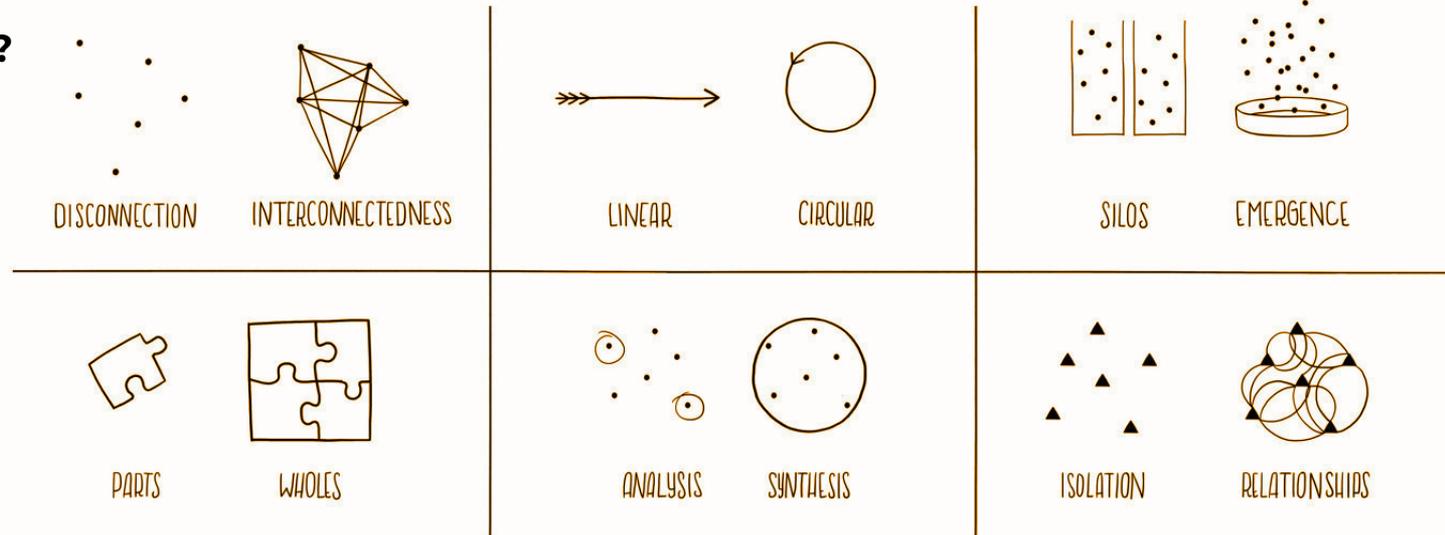
→ To understand the context, we conduct a **context analysis** using a **systems approach**.

The Systems Approach

What is “systems thinking”?

...also known as the
“systems approach”?

TOOLS OF A SYSTEM THINKER



Defining a System

What is a system?

“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).

purpose - what the system seeks to achieve; parts of a system combine to produce an effect different than their own
E.g. community survival, deliver healthcare

Elements - parts/entities of a system
e.g. individual, community, company, hospital, response network

Interconnections - relationships between elements
E.g. social relationships, roads between cities, power lines between power plants, economic ties

Defining a System (cont.)

Systems are infinite

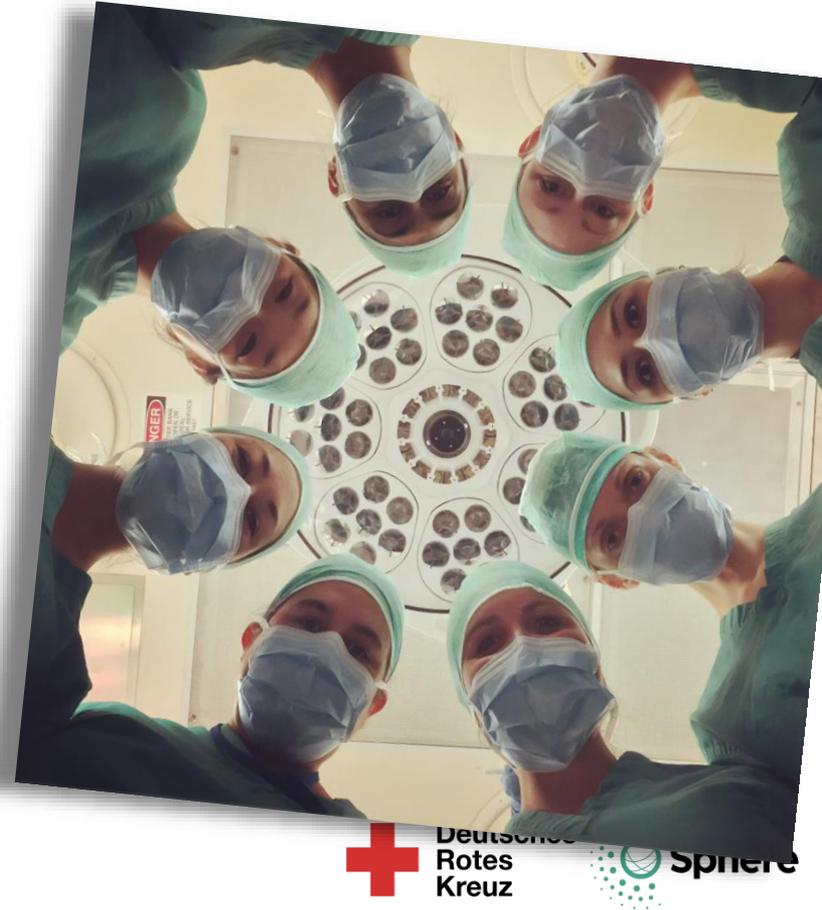
A system is **connected to larger/external systems** and a system **contains internal subsystems** connected through a complex series of relationships.

E.g. The healthcare system within a city



To analyse a system we must bound the system → isolate the specific area or population that needs assistance

E.g. Profiling, Targeting, and/or Area-Based Assessments



Defining a System (cont.)



Elements as Stakeholders

- All stakeholders are elements (but not all elements are stakeholders!)
- Conducting stakeholder analyses are integral to systems mapping.
- Note: the scale (number) and scope (diversity) of stakeholders is greater in urban areas than in rural and camp contexts.
- Networks of stakeholders in urban contexts are complex and operate across multiple subsystems.



Stakeholder analysis is often one of the first steps when defining a system.

Activity 1.2

Part 2 - Context Analysis Using a Systems Approach



1.2 Conceptualising the Urban Context

Activity 1.2. Part 2 - Context Analysis Using a Systems Approach

Step 1

Review Needs Analysis

Revisit stakeholder, needs and asset maps

Recall:

- Stakeholders identified
- Assets
- Needs
- Leadership and chain of command
- Relationships between stakeholders
- Social vulnerability

1.2 Conceptualising the Urban Context

Activity 1.2. Part 2 - Context Analysis Using a Systems Approach

Step 2

Mapping Systems I

Group Stakeholders, Needs
and Assets

Using your needs analysis map

- ❑ Group stakeholders, needs and assets into clusters to form systems
- ❑ Give each system a title/name

Step 3

Mapping Systems II

Define Relationships
Between Stakeholders,
Needs and Assets

Within each system

- Draw out relationships between stakeholders, needs and assets

1.2 Conceptualising the Urban Context

Activity 1.2. Part 2 - Context Analysis Using a Systems Approach

Step 4 Discussion

Share system maps

Key questions

- ❑ What needs do these systems fulfil? What needs are not fulfilled?
- ❑ What assets are available in these systems?
- ❑ What are points of intersection, overlap or tension in relationships between stakeholders?

1.2 Conceptualising the Urban Context

Activity 1.2. Part 2 - Context Analysis Using a Systems Approach

Step 5

Wrap-Up

Questions for thought

- How do these systems interact?
- Where do humanitarian actors fit?
- Who is leading these systems?
- What socio-cultural, political, environmental, etc., factors relate to these systems?
- How does funding impact these systems?

Examples of Systems Approaches



There are many approaches to modelling a system:

- The **PESTLE** Approach
- The **Society & Stressors** Approach
- The **Five Urban Systems** Approach



Political

- stability of government
- potential changes to legislation
- global influence



Economic

- economic growth
- employment rates
- monetary policy
- consumer confidence



Social

- income distribution
- demographic influence
- lifestyle factors



Technology

- international influences
- changes in information technology
- take up rates



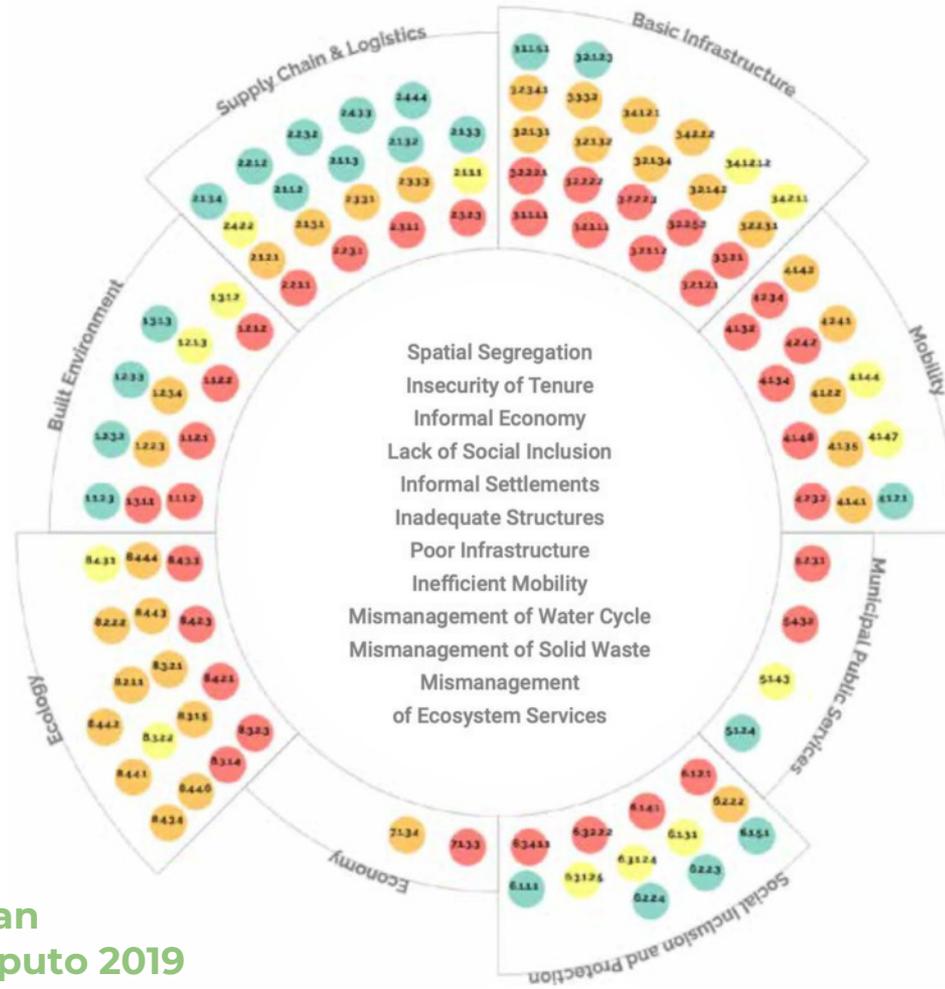
Legal

- taxation policies
- employment laws
- industry regulations
- health and safety



Environment

- regulations and restrictions
- attitudes of customers



Mapping of urban resilience in Maputo 2019

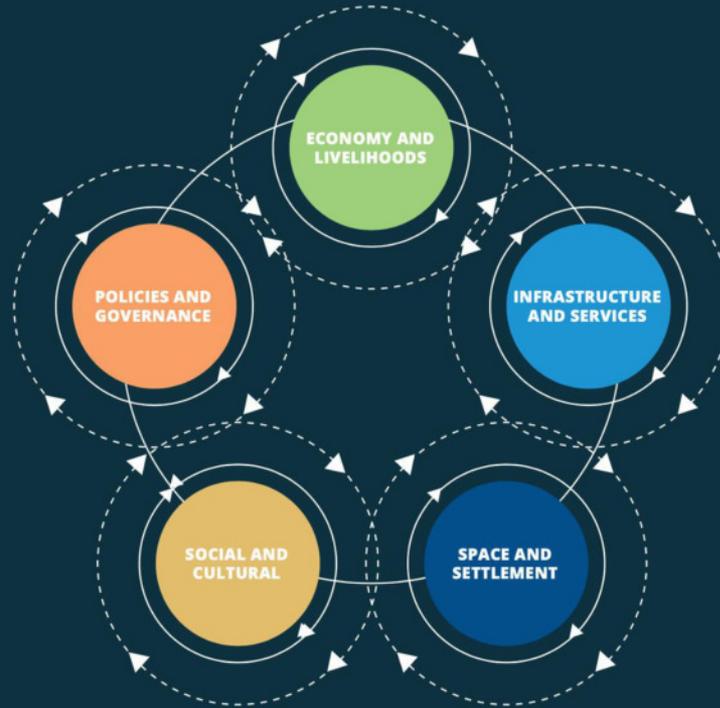
Figure: Maputo's Current Scenario. Stress identification from the study of Urban Elements. Source: CRPT (2019).



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FIGURE 1: FIVE URBAN SYSTEMS



The SPICE Approach

Source: L. Campbell, *Stepping Back: Understanding Cities and Their Systems*



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Caution with Systems Approaches & Models

IMPORTANT!:

- There is **no one-size-fits-all approach**.
- There is **no one-size-fits-all model**.
- A model must be **adapted** over time.
- A model needs to be **“good enough”**.



Urban Context Analysis using the SPICE Approach

The Five Urban Systems:

Space and settlements

including city layouts including streets and squares, formal and informal settlements, etc.

Politics and governance

including formal and informal power structures, ranging from national and local government to gangs and other gatekeepers

Infrastructure and services

Including water supply, solid waste management, electricity supply, services which are required by residents, but also by other critical infrastructure sectors, such as hospitals, schools and detention centres

Culture and society

Including social networks, how societies engage with one another, historical landmarks

Economy and livelihoods

including formal and informal markets, supply chains, jobs and employment”

Activity 1.2

Part 3. - Systems Modelling Using the Five Urban Systems Approach



1.2 Conceptualising the Urban Context

Activity 1.2. Part 3 - Systems Modelling Using the Five Urban Systems Approach

Step 1

Assign Systems

Using the SPICE approach

Join one of the five urban SPICE systems

- S**pace and settlements
- P**olitics and government
- I**nfrastructure and services
- C**ulture and society
- E**conomy and livelihoods

1.2 Conceptualising the Urban Context

Activity 1.2. Part 3 - Systems Modelling Using the Five Urban Systems Approach

Step 2

Map

Relationships

Part 1

Evolve your existing system map by identifying and mapping stakeholders & subsystems within your system

1. Which **stakeholders** are already operating in this system?
2. What are the **subsystems** operating within this system?
3. What subsystems will stakeholders **engage in**?

1.2 Conceptualising the Urban Context

Activity 1.2. Part 3 - Systems Modelling Using the Five Urban Systems Approach

Step 3

Map

Relationships

Part II

Identify and map needs and assets impacted within your assigned system

1. What **needs** are impacted within your system?
2. What **assets** are impacted within your system?

1.2 Conceptualising the Urban Context

Activity 1.2. Part 3 - Systems Modelling Using the Five Urban Systems Approach

Step 4

Map

Relationships

Part III

Identify and map relationships between stakeholders, subsystems, needs and assets within your assigned system

1. What **needs** are **impacted** within this system?
2. What **assets** are **impacted** within this system?

1.2 Conceptualising the Urban Context

Activity 1.2. Part 3 - Systems Modelling Using the Five Urban Systems Approach

Step 5 Discussion

Share system maps

Key questions

- ❑ What are the **similarities and differences** between the five systems maps?
- ❑ What system could **provide or support assets** to fulfil unmet needs in your system?
- ❑ Where are the points of **connection or overlaps** between systems?

1.2 Conceptualising the Urban Context

Activity 1.2. Part 3 - Systems Modelling Using the Five Urban Systems Approach

Step 6

Wrap-up

Questions for thought

Key questions

- 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 effect these changes or otherwise influence systems to produce outcomes?

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1.3

Exploring Complexity in Urban Contexts

Overview of Section 1.3

Topics covered in this section include:

1. **Origins of Complexity**
2. **Urban Risk and Vulnerability**
3. **Urban Communications and Information Management**
4. **Additional Reading**



Understanding Complexity

What are some of the complexities you faced when conceptualising your system?

General Examples:

- Competing physical versus socio-cultural boundaries
- Competing Multi-stakeholder leadership
- Variable infrastructure demands
- Variable definitions of community
- Simultaneous acute and chronic emergencies
- Cascading events

Stakeholder specific examples:

Factors that make stakeholder analysis in urban contexts complex or challenging include:

- Number of stakeholders
- Diversity of stakeholders
- Stakeholders operating in multiple subsystems
- Stakeholders with overlapping or competing responsibilities
- Stakeholders with overlapping or competing mandates
- Increased regulatory/legal obligations
- More capacity to self-recover
- Lower Humanitarian Influence

Understanding Complexity (cont.)

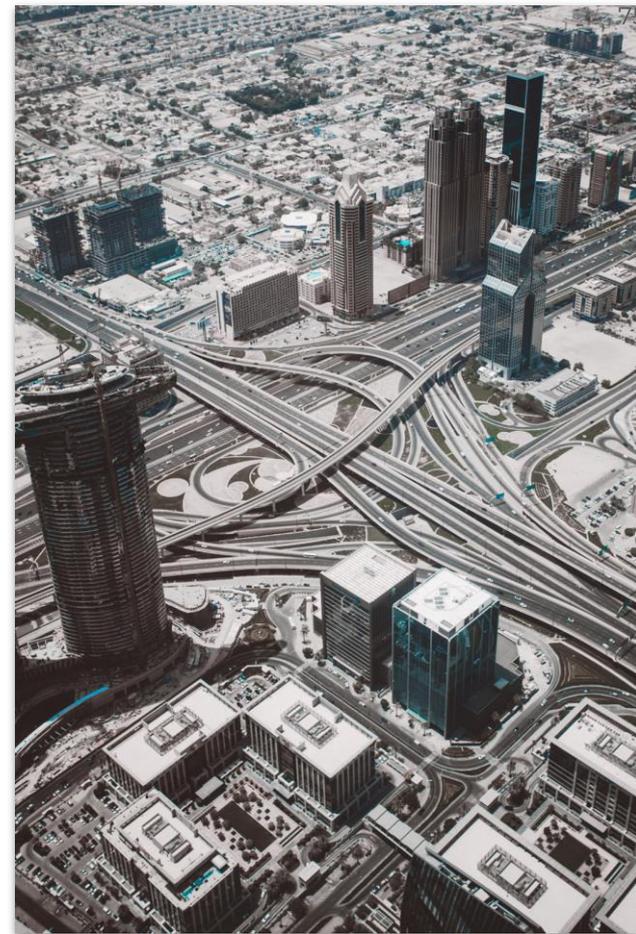
Why do complexities emerge?

Complexities emerge from the complex series of interactions within and between these elements and systems

Example: Competing Multi-stakeholder leadership (recall)→ competing relationship between political, public utility and community systems

Other important complexities to consider:

- Risk and Vulnerability
- Communications and Information Management



Risk in Urban Contexts



What does **RISK** look like in urban contexts? How does complexity impact risk?

Example emergent risks in urban contexts:

- Areas in both acute and chronic states of emergency.
- Vulnerable areas where humanitarian response standards may be higher than normal living conditions.
- Overlapping crises (pre-existing and emergent risks).
- Intersectional risks and vulnerabilities (e.g., physical and social risks related to poverty).

Risk Considerations



When **assessing risk** in urban contexts, consider:

- Vulnerability vs. Risk
 - Vulnerability - Areas exposed to harm
 - Risk - the potential for harm
- Origins of Risk
 - Inherent risk - risk from day-to-day life
 - All-hazards risk - risk from 'crisis events'
- Cascading events
 - Often one emergency leads to others
- Dependencies
 - A system/network is as strong as its weakest link
- Types of relationships (e.g. virtual vs. physical relationships)
 - Physical safety doesn't mean virtual safety

Communications & Information Management in Urban Contexts

What does **communications and information management** look like in urban contexts?

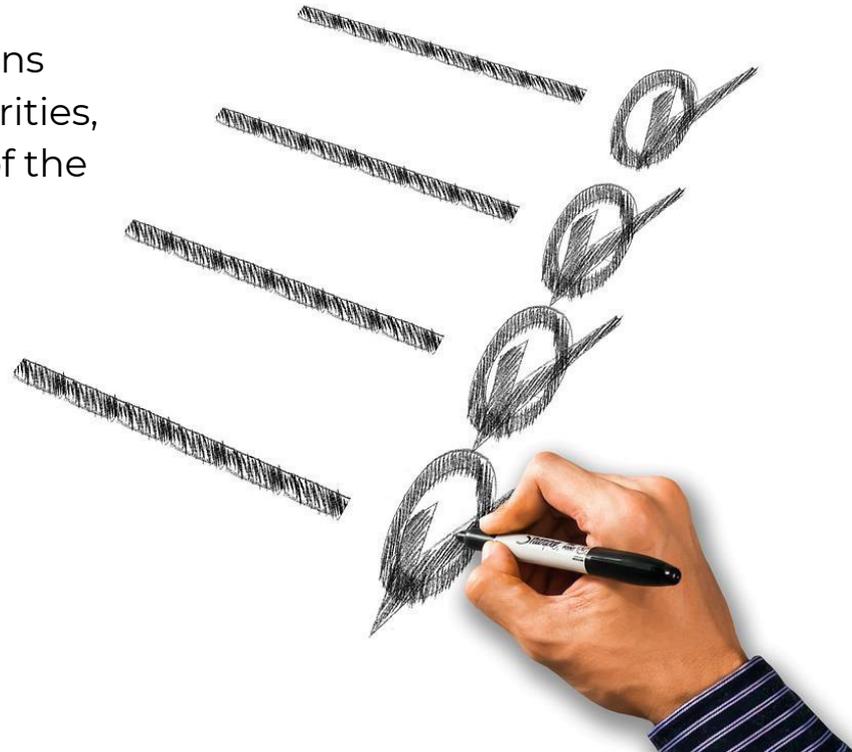
What is the impact of complexity?

- 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).

Communications & Information Management Considerations

When assessing the communications & information management landscape in urban contexts, consider:

- ❑ One-way and two-way means of communications within and between the local population, authorities, service providers within and between spheres of the system
- ❑ Cyber security landscape - privacy, surveillance, freedom of speech online, press freedom, dis/misinformation landscape
- ❑ Big data and data analytics
- ❑ Digital literacy and Mobile/Internet Penetration
- ❑ Online tools for information management



Activity 1.3

Exploring Complexity in the Urban Context



Activity 1.3

Exploring Complexity in the Urban Context

In your groups, discuss either:

- What complexities emerged related to risk? Were new risks identified? Did risk change?
- What complexities emerged related to communications and information management?

After, all groups discuss:

- What insights and considerations can we draw from these findings?

1.3 Complexity in Urban Contexts | D. Additional Reading

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1.4

Conclusions

Module 1 Conclusions

After completing this module, you should be able to:

- ✓ Define urban contexts and explain why urban contexts are important in humanitarian response.
- ✓ Distinguish between the key characteristics of humanitarian response in urban contexts versus rural and camp contexts.
- ✓ Conceptualise urban contexts using a people-centred approach to needs analysis.
- ✓ Conceptualise urban contexts using a systems approach to context analysis.
- ✓ Identify and describe key factors of urban complexity, and systems thinking approaches to make sense of complex urban environments.



TRAINING-DEBRIEF

A Group Post-Assessment of the Training

Please complete our post-assessment survey online

<https://forms.gle/G8XPBayohDTe9uMMA>



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Debrief Questions

How did this workshop compare to your initial expectations?

How much did you learn in this workshop?

What specifically do you think was done well?

What specifically could have been improved on?

Any further feedback you'd like to provide?

Using Sphere Standards in Urban Contexts

Training for Humanitarian Responders



This training was created by:

**Sphere and the German Red Cross,
with the support of Humanitarian Partners International (HPI)
and Lessons Learned Simulations & Training (LLST).**



We are grateful for the broad community of humanitarian experts and professionals who provided their input and experiences to inform the content of this module.

If you have any questions, please contact [name@organization.com]

Please complete our pre-assessment survey online

<https://forms.gle/8pnv6eDpkNWAugtB8>



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MODULE 2

Sphere Standards in Urban Contexts



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A photograph showing a large crowd of people, including children and soldiers, gathered under a severely damaged concrete bridge. The bridge has a large gap in its structure, and debris is scattered around. In the background, a road with cars and a red billboard with the word 'Сесна гра' is visible. The scene is set in an urban environment during winter.

Urban Response Case Study: The War in Ukraine

Situation Report (REVISIT)

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 has recorded 8,189 civilian casualties, and the UNHCR 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 is in ruins following heavy bombardment but still under Ukrainian control.

Kherson is under the control of Russian forces after heavy bombardment that damaged power, water, and gas services; this positions Russia to advance west towards Odessa.

Mariupol is surrounded and under heavy bombardment, and the population is cut off from most humanitarian assistance.

Kyiv was initially a major target of the invasion, but Russia withdrew forces to focus on the East.

Lviv has been a city of refuge for the tens of thousands of civilians fleeing the war.

Throughout these modules, more context on the humanitarian response in Ukraine's urban areas will be provided.

Activity 2.0

Exploring Standards in the Urban Context



2.0 Introduction

Activity 2.0 - Exploring Standards in the Urban Context

Step 1.

Select & apply a standard

In your groups, select and apply a standard to the need you've been assigned.

Group 1. Shelter for women in Lviv

Group 2. Clean water and appropriate shelter in Kharkiv

Group 3. General aid in Mariupol

Group 4. Food in Dnipro

Key Questions:

- How does this standard apply?
- How does the application compare between a traditional response context and the urban case study context?

Step 2.

Select & apply 3 indicators

Within the standard your group has identified, select 3 indicators and apply them to the need.

Key questions:

- How do these indicators apply?
- How does the application compare between a traditional response context and the urban case study context?

Step 3.

Contrast standards, indicators and urban complexities

How do these complexities impact the application of the standard and indicators:

- Mariupol is surrounded, with no communications abilities or access to conduct needs assessments.
- Residential buildings in Kharkiv have been destroyed, and people are sheltering in subways (not designed for long-term living).
- The mayor of Lviv has suggested that the city can't handle providing aid to any more people.

Step 4.

Identify and share 3 key observations

What are 3 key observations your group made when trying to apply the standard and indicators in the urban context?

Step 5.

Discussion

What were your 3 key observations?

How did complexity impact the application of a standard?

How did complexity impact the use of indicators?

How do Needs, Context & Standards Relate?

To design an effective humanitarian response programme in an urban context we:

From Module 1

- ✓ Identify assets/resources required to meet needs
→ **Conduct Needs analysis through the people-centred approach**
- ✓ Conceptualising the System providing resources and account for complexity associated with service delivery
→ **Conduct a context analysis through the systems approach**

In Module 2...

- ☐ Ensure needs are met
→ **Apply Standards (Sphere Standards)**

STANDARDS

Why are the Sphere Standards Important in Urban Contexts?

The Sphere Standards are important for humanitarian response in urban contexts because they:

- **Improve our understanding** of needs and assets;
- **Establish standards** for service delivery;
- Use a **people-centred and rights-based approach**;
- Ensure that needs are met in an **ethical way**.



Sphere

Urban Complexity & Sphere

The Urban context is complex, therefore applying Sphere standards in humanitarian response programme is also complex

Example

Shelter and Settlement Standard 2: Location and Settlement planning (p249):

Shelter and Settlement Standard 2: Location and Settlement Planning - Standard:

“The planning of return, host and temporary communal settlements enables the safe and secure use of accommodation and essential services by the affected population”

Scenario Example:

“Settlers in unplanned settlements build on plots legally purchased from original owners on rural/agricultural land or in areas zoned other than residential”

Challenge:

In the absence of central planning, there may be conflict between planning authorities and the humanitarian imperative

Learning Objectives

By the end of this module learners will be able to:

- ❑ Explain the purpose of Sphere
- ❑ Define the Sphere Standards and identify how they're structured
- ❑ Distinguish standards versus indicators and describe how to meet standards
- ❑ Describe the challenges associated with applying Sphere standards in urban contexts in contrast to traditional ones
- ❑ Conceptualise how to adapt Sphere standards for the urban context through systems thinking



Overview of Module 2

Topics covered in this module include:

- 2.1 Defining the Sphere Standards
- 2.2 Conceptualising the Sphere Standards in Urban Contexts
- 2.3 Applying the Sphere Standards in Urban Contexts
- 2.4 Key Considerations
- 2.5 Conclusions



2.0 Introduction | 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). Defying the myth: Why Sphere Standards are also applicable in urban settings.

<https://spherestandards.org/event/sphere-standards-urban-settings-webinar/>.

2.1

Defining the Sphere Standards



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Overview of Section 2.1

Topics covered in this section include:

- A. Defining Sphere
- B. Introducing the Sphere Handbook
- C. Defining the Sphere Standards
- D. Meeting Sphere Standards
- E. Additional Reading



What is Sphere?

Sphere's Two Core Beliefs

1. People affected by disaster or conflict have the right to life with **dignity** and, therefore, the right to **assistance**;
2. All possible steps should be taken to alleviate human suffering arising out of disaster or conflict.

To achieve these beliefs, Sphere aims to:

*“...**establish, promote and review quality standards** for humanitarian action which provide an accountable framework for preparedness, resource allocation, response, monitoring and advocacy, before, during and after disasters and crises.”*

(Sphere Handbook, p4)



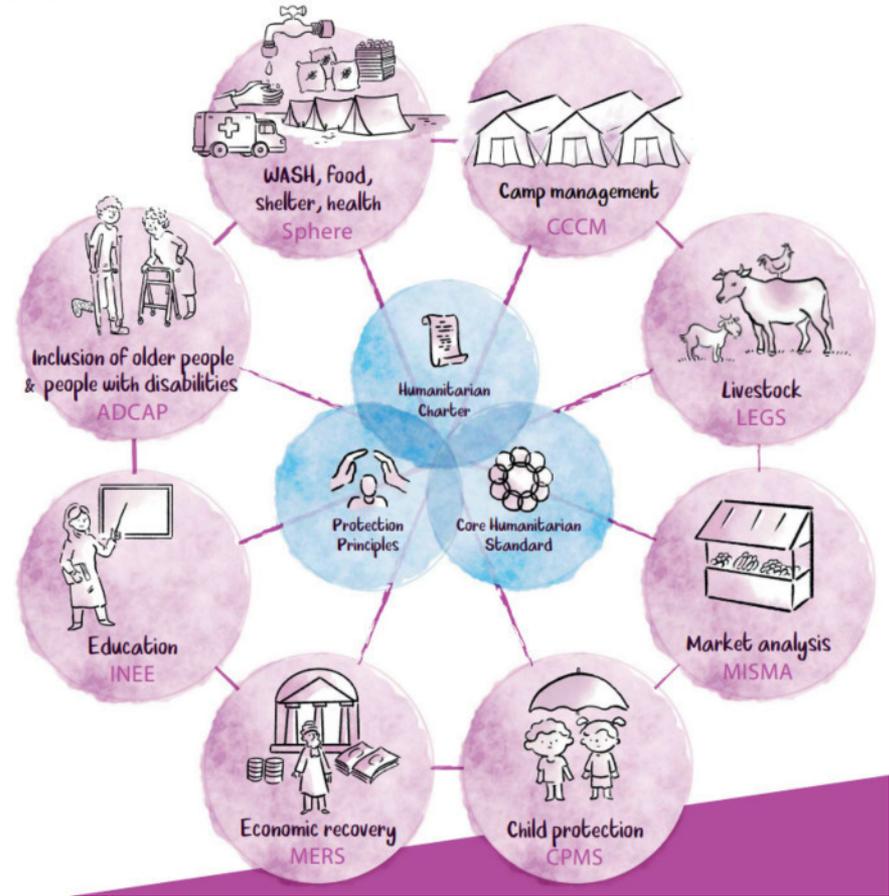
Sphere vs. Other Standards

How does Sphere compare with other humanitarian standards?

Sphere is part of the [Humanitarian Standards Partnership \(HSP\)](#).

Ethical and Legal Framework:

- the [Humanitarian Charter](#),
- [the Protection Principles](#), and
- [The Core Humanitarian Standard \(CHS\)](#).



Beneficiaries & Stakeholders

Who is Sphere for?

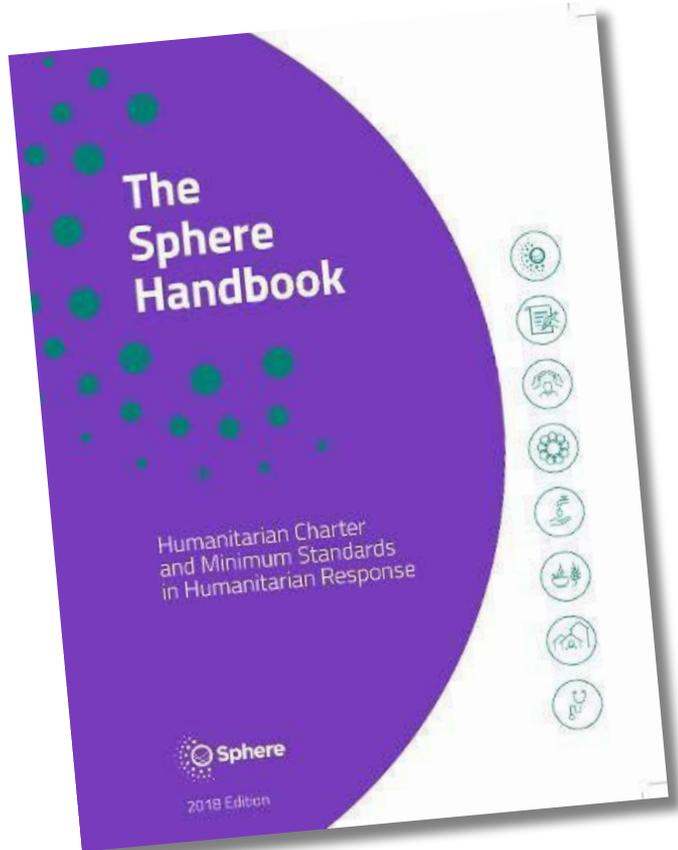
Beneficiaries: people and communities affected by crises.

Stakeholders: all stakeholders in humanitarian response including:

- Humanitarian organisations
- National and local governments
- Host communities
- Donors
- Local Businesses
- International Organisations



The Sphere Handbook



Sphere is better known or referred to as **the Sphere handbook**

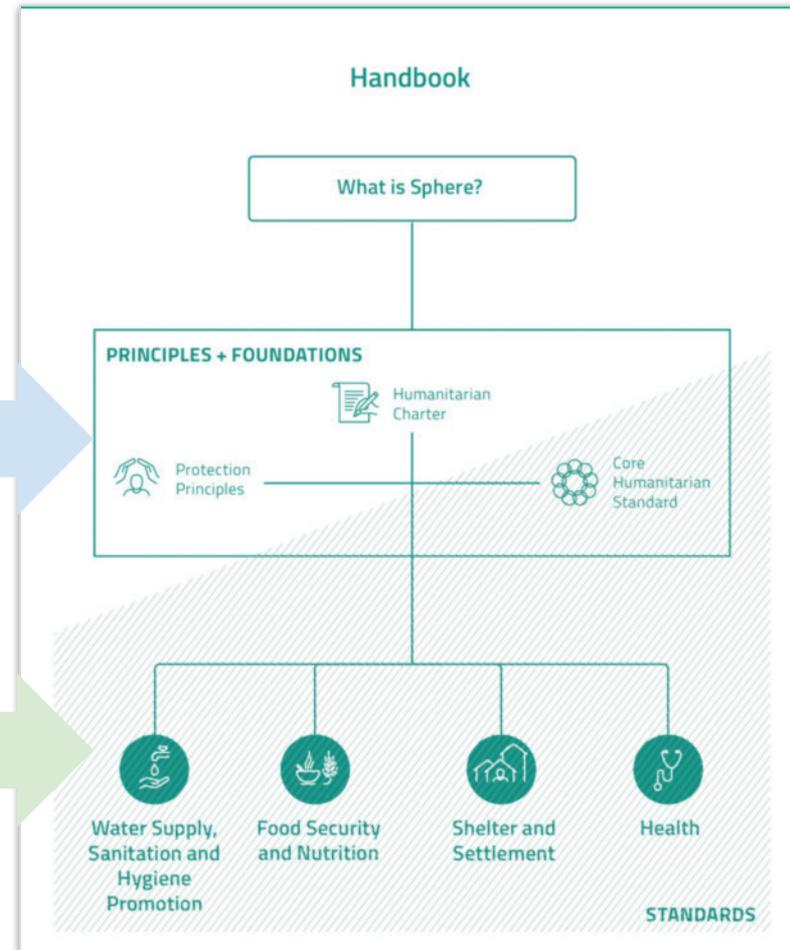
“The Sphere Handbook is one of the most widely known and internationally recognized sets of **common principles and universal minimum standards for the delivery of quality humanitarian response**. It reflects an integrated approach to humanitarian action which supports populations affected by disaster and crisis to survive and recover with dignity.”

(Sphere Online Training)

The Sphere Handbook Structure

3 Foundation Chapters

4 Technical Chapters (Standards)



What are the Sphere Standards?

Sphere Standards Identify the minimum to be achieved in a crisis. They are:

- Qualitative, outcome-oriented statements
- Apply to four areas:
 - Water Supply, Sanitation & Hygiene
 - Food Security & Nutrition
 - Shelter & Settlement
 - Health
- Universal

Example of a Standard

Vector Control Standard 4.1: Vector control at settlement level

“People live in an environment where vector breeding and feeding sites are targeted to reduce the risks of vector-related problems.”

Structure of Standards

3 main elements of a Standard:

- **Key Actions:** practical steps to achieve the minimum standard, including sub-actions and examples.
- **Key Indicators:** specific units and thresholds to measure whether the standard has been met
- **Key Guidance Notes:** additional information to support key actions and use of indicators.

Vector control standard 4.1: Vector control at settlement level

People live in an environment where vector breeding and feeding sites are targeted to reduce the risks of vector-related problems.

Key actions

- 1 Assess vector-borne disease risk for a defined area.
 - Establish whether the area's incidence rate is greater than the World Health Organization (WHO) or national established norm for the disease.
 - Understand the potential vector breeding sites and life cycle, especially feeding, informed by local expertise and knowledge of important vectors.
- 2 Align humanitarian Vector control actions with local Vector control plans or systems, and with national guidelines, programmes or policies.
- 3 Determine whether chemical or non-chemical control of vectors outside households is relevant based on an understanding of vector life cycles.
 - Inform the population about potential risks that originate from chemical control of vectors and about the schedule for chemical application.
 - Train and equip all personnel handling chemicals with personal protective equipment (PPE) and clothing.

Key indicator

Percentage of identified breeding sites where the vector's life cycle is disrupted

Guidance notes

Communal settlements: Site selection is important to minimising the exposure of the affected population to the risk of vector-borne disease. This should be one of the key factors when considering possible sites. To control malaria, for example, locate communal settlements 1–2 kilometres upwind from large breeding sites such as swamps or lakes, but ensure the availability of an additional clean water source. Consider the impact a new settlement site can have on the presence of problem vectors in neighbouring host communities @ see *Shelter and settlement standard 2: Location and settlement planning*.

Assessing risk factors: Base decisions about Vector control responses on an assessment of potential disease and other risks, as well as on epidemiological and clinical evidence of vector-borne disease problems. Review suspected and confirmed cases during the previous two years in the defined area. Other factors influencing this risk include:

- immunity status of the population, including previous exposure and nutritional and other stresses;
- movement of people from a non-endemic to an endemic area during displacement;
- pathogen type and prevalence, in both vectors and humans;
- vector species, numbers, behaviours and ecology (season, breeding sites) and how they potentially interact; and
- increased exposure to vectors as a result of proximity, settlement pattern, shelter type, existing individual protection and avoidance measures.

Example Standard & Structure

Vector Control Standard 4.1

Vector control standard 4.1: Vector control at settlement level

People live in an environment where vector breeding and feeding sites are targeted to reduce the risks of vector-related problems.

Key actions

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- pathogen type and prevalence, in both vectors and humans;
- vector species, numbers, behaviours and ecology (season, breeding sites) and how they potentially interact; and
- increased exposure to vectors as a result of proximity, settlement pattern, shelter type, existing individual protection and avoidance measures.

Key Indicators

Indicators

The minimum quantitative requirements, i.e. the lowest acceptable level of achievement

Used to assess if standards are met

Help capture process and programme results for the standard

Example of an Indicator

Vector Control Standard 4.1

“Percentage of identified breeding sites where the vector’s life cycle is disrupted.”

Standards Versus Indicators

Standards

Standards are **universal**.

Standards **state the minimum requirement**.

Standards are **outcome-oriented** statements.

Standards are **applied** to all contexts.



Indicators

Indicators are **context specific**.

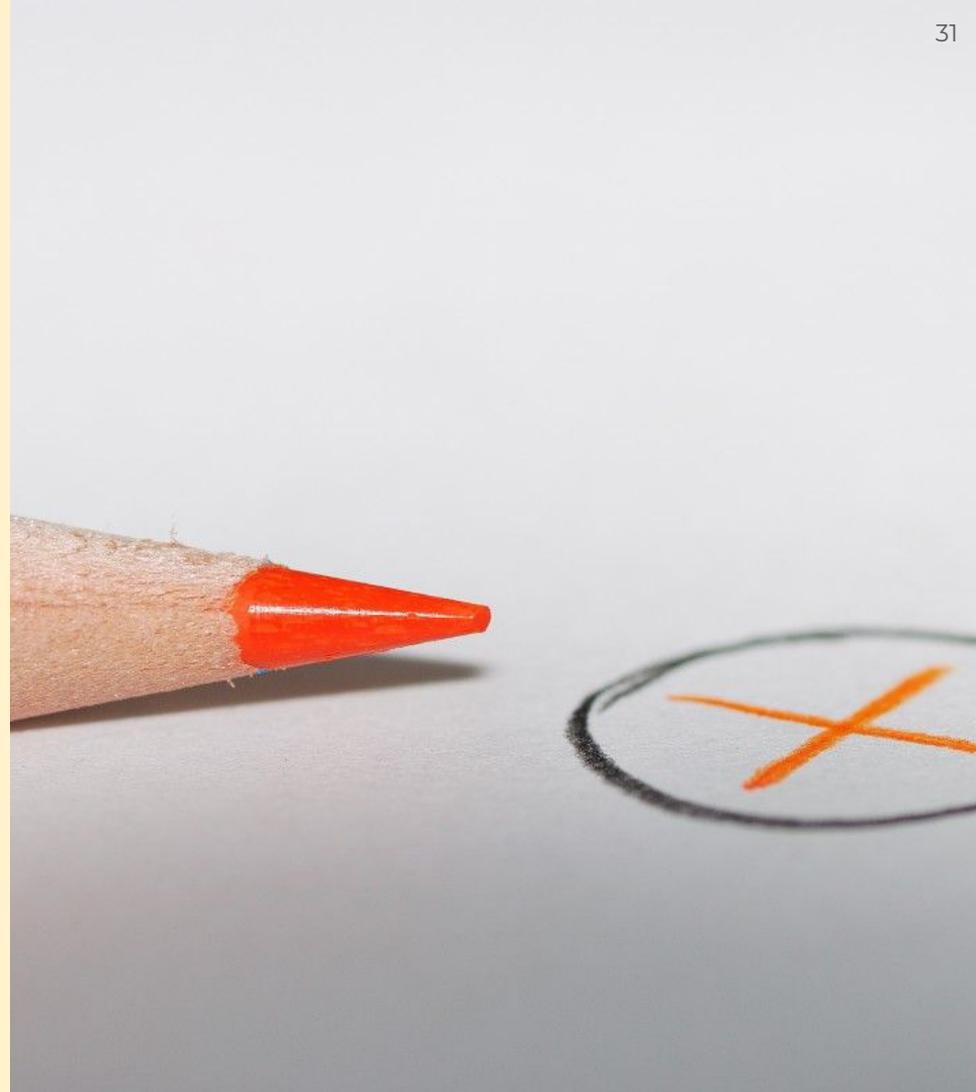
Indicators help to **measure if the minimum requirement** is being met.

Indicators help to **achieve standards**.

Indicators are **adapted** to the context.

Activity 2.1

Standards vs. Targets



Step 1.

Review images of scenarios

In groups, refer to the images you've been provided and discuss:

1. What is happening in your images?

Step 2.

Meetings Standards and Indicators

Standard:

People can safely view the beautiful landscape

Key indicators**Number of crates**

- 1 per person

For this example:

1. Is the standard being met?
2. What is the indicator measuring? Is the target being met?

Step 3.

Debrief

Questions to discuss:

1. Why have indicators?
2. Why have targets?
3. What other indicators could be appropriate for measuring progress against this standard?
4. How can safety and security be defined and measured?

Meeting the Standards

IMPORTANT!

Just because an indicator isn't met doesn't mean a standard hasn't been achieved, multiple indicators assess a standard

No humanitarian programme will meet all standards for all affected people.

Conform to Sphere through these 4 actions:

1. Strive to do the best you can with the resources you have.
2. Explain what your programme achieved, what you learned, and what needs to be done.
3. Advocate for more action and resources.
4. Ensure the affected population actively participates at all stages of your programme.

2.1 Defining the Sphere Standards | 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/>.

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<https://spherestandards.org/humanitarian-standards/app/>.

Wilson, M., et al. (2015). Urban Malaria: Understanding its Epidemiology, Ecology, and Transmission across Seven Diverse ICEMR Network Sites.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4574269/>.



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2.2

Conceptualising the Sphere Standards in Urban Contexts



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Overview of Section 2.2

Topics covered in this section include:

- A. Conceptualising Application of Sphere Standards in Urban Contexts
- B. Adapting Indicators for Urban Contexts
- C. Additional Reading



How do we use Sphere Standards in Urban Contexts?

Remember:

- Urban contexts are complex.
- Standards are universal and applied to all contexts.
- Indicators are adapted to the specific context.

Let's explore an example:

Water supply standard 2.1: Access and water quantity

People have equitable and affordable access to a sufficient quantity of safe water to meet their drinking and domestic needs.

Water supply standard 2.1: Access and water quantity

People have equitable and affordable access to a sufficient quantity of safe water to meet their drinking and domestic needs.

Key actions

- 1 Identify the most appropriate groundwater or surface water sources, taking account of potential environmental impacts.
 - Consider seasonal variations in water supply and demand, and mechanisms for accessing drinking water, domestic water and water for livelihoods.
 - Understand different sources of water, suppliers and operators, and access to water within communities and households.
- 2 Determine how much water is required and the systems needed to deliver it.
 - Work with stakeholders to locate waterpoints that allow safe and equitable access for all community members.
 - Establish operation and maintenance systems that assign clear responsibilities and include future needs for sustainable access.
- 3 Ensure appropriate waterpoint drainage at household and communal washing, bathing and cooking areas and handwashing facilities.
 - Look for opportunities to reuse water, such as for vegetable gardens, brick-making or irrigation.

Key indicators

Average volume of water used for drinking and domestic hygiene per household

- Minimum of 15 litres per person per day
- Determine quantity based on context and phase of response

Maximum number of people using water-based facility

- 250 people per tap (based on a flow rate of 7.5 litres/minute)
- 500 people per hand pump (based on a flow rate of 17 litres/minute)
- 400 people per open hand well (based on a flow rate of 12.5 litres/minute)
- 100 people per laundry facility
- 50 people per bathing facility

Percentage of household income used to buy water for drinking and domestic hygiene

Distance from any household to the nearest waterpoint

- <500 metres

Queuing time at water sources

- <30 minutes

**How do these indicators
apply in an urban context?**

Guidance notes

Water source selection should consider:

- availability, safety, proximity and sustainability of a sufficient quantity of water;
- need for and feasibility of water treatment, whether bulk or at household level; and
- social, political or legal factors affecting the source control of water sources might be controversial, especially during conflicts.

A combination of approaches and sources is often required in the initial phase of a crisis to meet survival needs. Surface water sources, despite requiring more treatment, may be the quickest solution. Groundwater sources and/or gravity-flow supplies from springs are preferable. They require less treatment, and gravity-flow does not require pumping. Monitor all sources regularly to avoid over-extraction @ see *Shelter and settlement standard 2: Location and settlement planning*.

How do we adapt indicators to context?

Let's look at some other examples...

Water supply standard 2.1: Access and water quantity

People have equitable and affordable access to a sufficient quantity of safe water to meet their drinking and domestic needs.

Key actions

Average volume of water used for drinking and domestic hygiene per household

- Minimum of 15 litres per person per day
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- 250 people per tap (based on a flow rate of 7.5 litres/minute)
- 500 people per hand pump (based on a flow rate of 17 litres/minute)
- 400 people per open hand well (based on a flow rate of 12.5 litres/minute)
- 100 people per laundry facility
- 50 people per bathing facility

Percentage of household income used to buy water for drinking and domestic hygiene

- Target 5 per cent or less

- <30 minutes

Percentage of communal water distribution points free of standing water

Percentage of water systems/facilities that have functional and accountable management system in place

Guidance notes

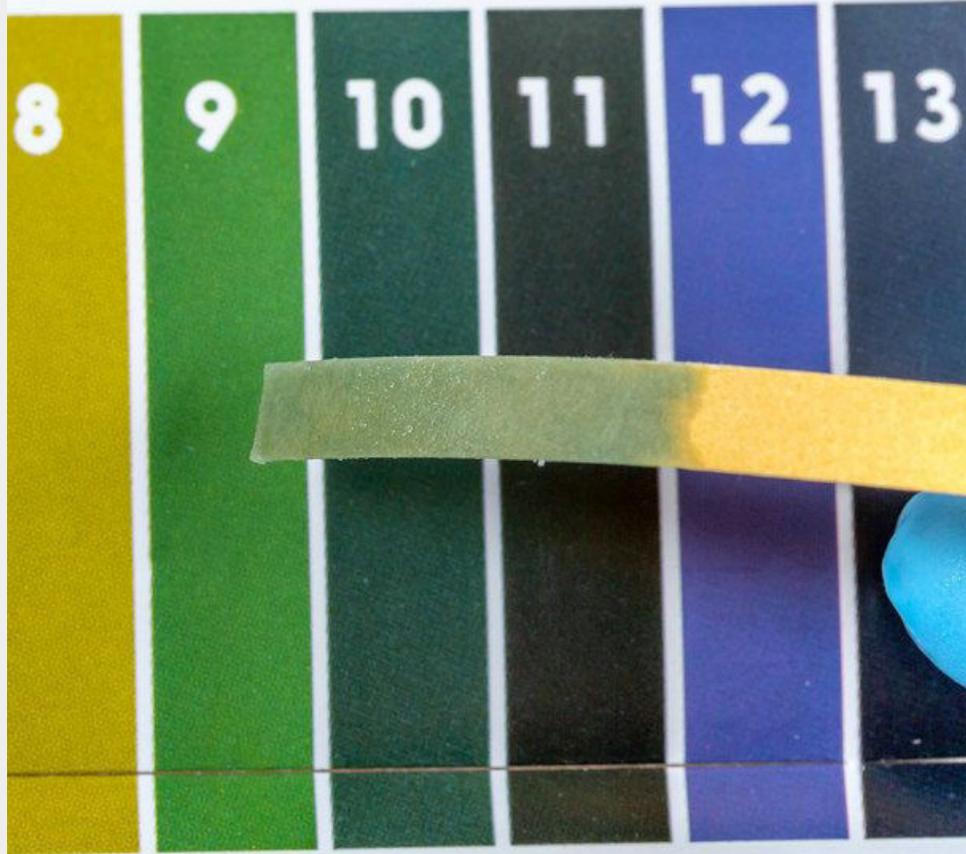
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Activity 2.2

Adapting Indicators for the Urban Context



2.2 Conceptualising Sphere Standards

Activity 2.2 - Adapting Indicators for the Urban Context

Step 1.

Adapting Indicators for Water Supply Standard 2.1

Water supply standard 2.1: Access and water quantity

People have equitable and affordable access to a sufficient quantity of safe water to meet their drinking and domestic needs.

CASE STUDY CHALLENGE 1.

Large amounts of the water pipe infrastructure have been destroyed by bombing in urban areas. Urban areas that are surrounded and lacking water infrastructure are struggling to access any source of safe water.

Mykolaiv Oblast: only 10L of water per person has been delivered (1 delivery, unclear if that was per day). This is lower than Sphere Water Supply Standard 2 - Indicator.

Kharkiv: MSF is delivering water sanitation systems to thousands of people sheltered in subway stations.

2.2 Conceptualising Sphere Standards

Activity 2.2 - Adapting Indicators for the Urban Context

Step 1.

Adapting Indicators for Water Supply Standard 2.1

How would we adapt indicators for this urban context?

Indicator 1 - Average volume used for drinking water and domestic hygiene

Indicator 2 - Maximum number of people using water-based facility

Indicator 3 - Percentage of household income used to buy water for drinking and domestic hygiene

Indicator 5 - Distance to nearest water point

Indicator 6 - Queuing time at water sources

2.2 Conceptualising Sphere Standards

Activity 2.2 - Adapting Indicators for the Urban Context

Step 2.

Adapting Indicators for Shelter and Settlement Standard 3. Living Space

Shelter and Settlement Standard 3: Living Space

People have access to living spaces that are safe and adequate, enabling essential household and livelihoods activities to be undertaken with dignity.

CASE STUDY CHALLENGE 2.

Kharkiv: Thousands of residents have sheltered in subway stations (30 stations within the city). Using aerial imagery, it is clear the minimum 3.5 square metres of living space per person is not being met (Sphere Shelter Standard 3 - Indicator).

There is minimal space to conduct fundamental activities (Sphere Shelter Standard 3 - Key Action).

It is possible many don't feel safe due to the bombings (Sphere Shelter Standard 3 - Indicator).

Diseases are spreading due to the lack of sanitation.

Although some have access to tents, many do not have a private enclosed space.

2.2 Conceptualising Sphere Standards

Activity 2.2 - Adapting Indicators for the Urban Context

Step 2.

Adapting Indicators for Shelter and Settlement Standard 3. Living Space

How would you adapt the following indicators?

Indicator 1. Percentage of the affected population who have adequate living space in and immediately around their shelters to carry out daily activities

- Minimum 3.5 square metres of living space per person, excluding cooking space, bathing area and sanitation facility
- 4.5–5.5 square metres of living space per person in cold climates or urban settings where internal cooking space and bathing and/or sanitation facilities are included
- Internal floor-to-ceiling height of at least 2 metres (2.6 metres in hot climates) at the highest point

Indicator 2. Percentage of shelters that meet agreed technical and performance standards and are culturally acceptable

Indicator 3. Percentage of people receiving shelter assistance that feel safe in their shelter

2.2 Conceptualising Sphere Standards

Activity 2.2 - Adapting Indicators for the Urban Context

Step 3.

Discussion

Discuss the following:

Describe any instances where indicators could be applied without adapting, and identify why

Describe any instances where indicators needed adapting, and identify why and how they were adapted

Identify any considerations or challenges associated with adapting indicators

2.2 Conceptualising Sphere Standards | C. 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/>.

Specifically Section 10. Checklist for considering Standards in urban contexts

Sphere. (2020). Using the Sphere Standards in Urban Settings - Part 2.

<https://spherestandards.org/resources/unpacked-guide-urban-settings-2020/>.

Sphere. (2018). The Sphere Handbook.

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2.3

Applying the Sphere Standards in Urban Contexts

Overview of Section 2.3

Topics covered in this section include:

- A. Practise Applying the Standards
- B. Peer Learning
- C. Additional Reading



Recalling the SPICE Systems Approach

Recall complexities using the SPICE systems approach (examples below):

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 in normal conditions

Culture and society → notion of community

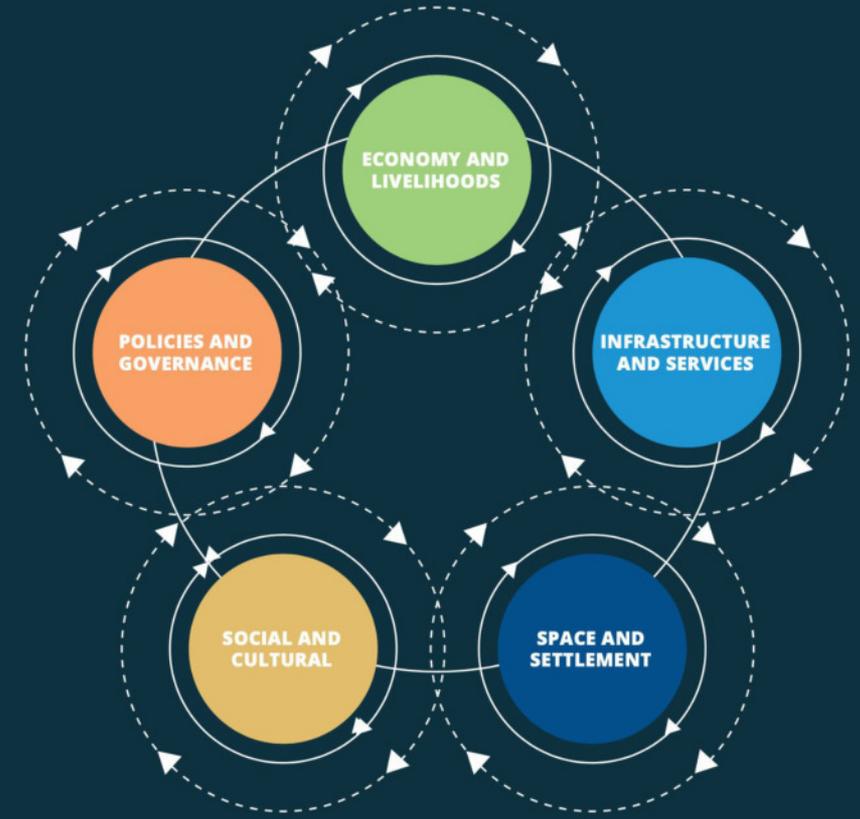
Economy and livelihoods → marginalisation

Now that you've practised adapting a standard and its indicators, we will apply the process to your SPICE system from Module 1.

Consider how needs interact, what assets may be mobilised, and how various stakeholders may be impacted by standards being met or unmet.

Activity 2.3

Standards, Indicators & Systems



Step 1.

Revisit your systems map

In your groups, revisit your systems map from the lens of the Standards & Indicators:

Select and review 1 standard, 1-2 of its indicators, and the key actions and guidance notes.

How might the standard and indicators you selected interact with the identified complexities in your system?

What are the challenges you anticipate in applying this standard?

How might you adapt the indicators?

Step 2.

Personal Reflections

In your groups, draw upon your personal experiences of applying Sphere Standards in an Urban Context:

What were the challenges?

How did you adapt the indicators?

What guidance note would you provide to your colleagues if they were to apply that standard in another urban context?

Sharing Experiences with Adapting Standards

What were some of the indicators that your colleagues adapted in their past work?

How does this differ from your experiences, and how might their approach influence your actions in your next response?

How can we facilitate knowledge sharing with regards to application and adaptation of sphere standards within response settings?

2.3 Applying the Sphere Standards in Urban Contexts | C. 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/>.

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2.4

Key Considerations

Overview of Section 2.4

Topics covered in this section include:

- A. Lessons Learned
- B. Key Takeaways
- C. Additional Reading



3 Key Lessons

COLLABORATION ¹

How can we take a collaborative approach to applying the standards? Are local and international stakeholders being appropriately engaged?

COORDINATION ²

How can we best coordinate complex systems and potentially difficult stakeholders?
How can we coordinate with existing institutions for long-term planning?

ADAPTATION ³

How can we build the necessary foundation of trust, contextual knowledge, and technical knowledge to work in an adaptive manner?



Activity 2.4

Crowdsourcing a Sphere Adaptation Reference Document

For our final activity, we are going to work together to create a take-home 1 page reference on adapting Sphere.

You will begin in breakout rooms based on your organisation/focus, and then we will return to the main room to combine our learning.

Activity 2.4

Crowdsourcing a Sphere Adaptation Reference Document

Create a shared document that may include (but is not limited to) the following sections:

- Key Considerations or Key Questions to ask when adapting Indicators in Urban Contexts specific to (as sub-categories or as guiding questions):
 - Needs
 - Context (the system)
 - Complexities
 - When to adapt and when not to adapt
 - Other
- Examples of Indicators that have been adapted for the urban context, and key considerations/questions raised on how they were adapted

REMEMBER!

Remember that **conforming** to Sphere does not mean that all standards are met all the time for all people.

Knowing how Sphere relates to other standards, and how it is structured will help you find the information and guidance you need to apply standards in urban contexts.

Urban response should always leverage local knowledge (through stakeholders, mapping etc) to maximise effectiveness and minimise redundancy.



2.4 Applying the Sphere Standards in Urban Contexts | C. Additional Reading

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<http://pubs.iied.org/17378IIED>

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Chambers R and Ramalingam B, Adapting Aid: Lessons from Six Case Studies, IRC and Mercy Corps, 2016
<https://www.rescue.org/sites/default/files/document/701/adaptingaidreportwithcasestudies.pdf>

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2.5

Conclusions



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Sphere

Module 2 Conclusions

After completing this module, you should be able to:

- ✓ Explain the purpose of Sphere
- ✓ Define the Sphere Standards and identify how they're structured
- ✓ Distinguish standards versus indicators and describe how to meet standards
- ✓ Describe the challenges associated with applying Sphere standards in urban contexts in contrast to traditional ones
- ✓ Conceptualise how to adapt Sphere standards for the urban context through systems thinking



TRAINING-DEBRIEF

A Group Post-Assessment of the Training

Please complete our post-assessment survey online

<https://forms.gle/G8XPBayohDTe9uMMA>



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Debrief Questions

How did this workshop compare to your initial expectations?

How much did you learn in this workshop?

What specifically do you think was done well?

What specifically could have been improved on?

Any further feedback you'd like to provide?

Using Sphere Standards in Urban Contexts

Training for Humanitarian Responders

This training was created by:

**Sphere and the German Red Cross,
with the support of Humanitarian Partners International (HPI)
and Lessons Learned Simulations & Training (LLST).**



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Sphere

**HUMANITARIAN
PARTNERS** 



LESSONS LEARNED
Simulations and Training

We are grateful for the broad community of humanitarian experts and professionals who provided their input and experiences to inform the content of this module.

If you have any questions, please contact [name@organization.com]

Please complete our pre-assessment survey online

<https://forms.gle/8pnv6eDpkNWAugtB8>



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Sphere

MODULE 3

Table Top Exercise (TTX)



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Sphere

Introduction to the Table Top Exercise (TTX)

The final module in this training takes the form of a Table Top Exercise (TTX). TTXs provide a way to consolidate learning and apply it in a simulated scenario that mimics some of the challenges and complexities of real world response. Some key facts:

- There are 1-3 Exercise Controllers, and 8-24 Participants for this 1.5 hour TTX.
- The Exercise is contingent on your buy-in. The more you play your role, the more effective the learning is for everyone. We engage in the world building together!
- Today's delivery is a pilot exercise - bear with facilitators, and provide as much feedback as possible.



Aim of the Exercise

Identify and meet as many of the needs of a simulated, fictional urban community in crisis as possible, using the Sphere Standards.

- Needs are met through information sharing and asset expenditure;
- Assets (what an organisation can do/spend are fixed and based on real life;
- information is gained through mapping and coordination.

Roles

There are FOUR Networks in this game, each comprised of a different number of unique stakeholders.

- Community Network
- UN & Donor Network
- NGO Network
- Municipal Government Network

You will only have access to your immediate network - mapping other stakeholders will need to be done through gameplay.

Exercise Landscape

You will play your roles within the following landscape:

- One Briefing Room (Main Call)
- One Exercise Control Room (Breakout 1)
- Four Network Rooms (Breakout 2-5)
 - Community Network
 - UN & Donor Network
 - NGO Network
 - Municipal Government Network
- Four Meeting Rooms (Breakout 6-9)
 - Community Centre - Meetings run by the Community
 - UN Hub - Meetings run by the UN
 - NGO Hub - Meetings run by NGOs
 - City Hall - Meetings run by City Government



Actions

In each of the five rounds (days), each network can collectively do 2 actions (or less) from the following:

- **Map:** Describe what you would like to know about the urban context, stakeholders, complexities, or needs, and describe the assets you are mobilising to gain that information.
- **Coordinate:** Describe your motivation to meet with members of another network, the duration of the meeting, and where you would like the meeting to happen.
- **Implement:** Describe the need that you have identified, the standards you are applying and indicators that you will use/adapt to monitor, and the assets you will be mobilising.



Submitting Actions

Networks can submit their action requests at any time during the 10 minute “days” using the respective Slide of their specific Network Document.

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 - denied by Exercise Control, the box will go red.



Timeline

Time	Activity
0-5	First Briefing - information shared
5-15	Day 1 in Breakouts - Teams submit their actions.
15-20	Second Briefing - information shared
20-30	Day 2 in Breakouts - Teams submit their actions.
30-35	Third Briefing - information shared
35-40	5 MINUTE BREAK
40-50	Day 3 in Breakouts - Teams submit their actions.
50-55	Fourth Briefing - information shared
55-65	Day 4 in Breakouts - Teams submit their actions.
65-70	Fifth Briefing - information shared
70-85	Day 5 in Breakouts - Teams submit their actions.
85-90	Final Briefing - information shared



Scenario

Cape City is a large urban centre with a population of 4,252,300 across the greater metropolitan area.

There are high (West Cape; pop ~300,000), mid (North Cape; pop ~2,250,000), and low (East Cape; ~1,250,000) SES socioeconomic status sectors of the city, each with their own unique needs and service access.

There is a history of economically driven tensions within the city, particularly between East and West Cape.



Questions?

START OF TTX

5 MINUTE BREAK

END OF TTX

TRAINING-DEBRIEF

A Group Post-Assessment of the Training



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Rotes
Kreuz



Please complete our post-assessment survey online

<https://forms.gle/G8XPBayohDTe9uMMA>



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Rotes
Kreuz



Sphere

Debrief Questions

How did this workshop compare to your initial expectations?

How much did you learn in this workshop?

What specifically do you think was done well?

What specifically could have been improved on?

Any further feedback you'd like to provide?

Community Network

Cecilia, Roxette, Sandra, Zeynep

Action Descriptions

- In each of the five rounds, each network can collectively do 2 actions (or less) from the following:
 - Map: Describe what you would like to know about the urban context, stakeholders, complexities, or needs, and describe the assets you are mobilising to gain that information.
 - Coordinate: Describe your motivation to meet with members of another network, the duration of the meeting, and where you would like the meeting to happen.
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ACTION REQUESTS ROUND 1

ACTION (Describe in detail):	STATUS:
Open Dialogue with Government agencies for security (Zeynep)	Approved
Open Dialogue with Local government for priority actions on securing water supply and Food (Roxette and Sandra) - what are the main urgent services needed	Approved

ACTION REQUESTS ROUND 2

ACTION (Describe in detail):	STATUS:
Open dialogue with Code of conduct-corruption policy (Zeynep)	Approved - Discuss in City Hall
Coordinate with the municipal government and offer water delivery services (Roxette) Dialogue with the Local government and with the Aquaentrepeneur (Sandra)	Approved - Discuss in Community Centre



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ACTION REQUESTS ROUND 3

ACTION (Describe in detail):	STATUS:
Introduce Sphere and CHS to government-Mayor & Municipality (Zeynep)	Approved - mayor will attend
Discussion about resources with Major and with the Community level High SES and the Entrepreneur (Sandra and Roxette) Discussion on prices of water. Food distribution not mentioned, Low SES citizens rep keep on mentioning that to the Major	Not approved - Mayor in meeting above.

ACTION REQUESTS ROUND 4

ACTION (Describe in detail):	STATUS:
<p>Offer a bid for water supply and delivery services which will meet the key indicators for equitable and affordable access to a sufficient quantity of safe water to the municipal government citizens both in low and high SES (Roxette)</p>	<p>Approved.</p>
<p>Meeting at the NGO HUB - with a Health NGO - MSF - validation of community priorities LSES are urgently requesting for a meeting with Local government - urgent needs for Food and water not being tackled and high number of ill and casualties in the community (Sandra)</p>	<p>Not finalized, only one NGO was present and only related to Health needs</p>

ACTION REQUESTS ROUND 5

ACTION (Describe in detail):	STATUS:
Mayor attended meeting, however other stakeholder representatives (low SES and aqua entrepreneur) did not attend on- then as High SES I did not speak with Mayor in details- in terms of transparency (Zeynep)	
Low SES citizen did not manage to meet with Major, the office of the Major did not reply to the Low SES and the casualties and ill citizens figures are increasing (Sandra)	Not finalized - Pending



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Municipal Government Network

Daniel, Sari-Luisa, Wonder, Yasmeen, Mel and Markus



Action Descriptions

- In each of the five rounds, each network can collectively do 2 actions (or less) from the following:
 - Map: Describe what you would like to know about the urban context, stakeholders, complexities, or needs, and describe the assets you are mobilising to gain that information.
 - Coordinate: Describe your motivation to meet with members of another network, the duration of the meeting, and where you would like the meeting to happen.
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ACTION REQUESTS ROUND 1

ACTION (Describe in detail):	STATUS:
Coordinate with communities	Approved
Coordinate with NGOs	Approved



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Sphere

ACTION REQUESTS ROUND 2

ACTION (Describe in detail):	STATUS:
Implementation Relocate some of the water distribution points from the West to the East Cape to level out the queuing time	Approved.
Implementation: distribute 2 x 15 ltr jerry cans	Not approved - where are containers coming from>



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Sphere

ACTION REQUESTS ROUND 3

ACTION (Describe in detail):	STATUS:
Allocate more water resources for rural areas for food production (ie to irrigate crops)	Needs more detail - how much water?
Request a meeting with a representative of the NGO network to coordinate on food and water containers and private sector	Needs more detail - which NGOS



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ACTION REQUESTS ROUND 4

ACTION (Describe in detail):	STATUS:

ACTION REQUESTS ROUND 5

ACTION (Describe in detail):	STATUS:



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Sphere

NGO Network

Cynthia, Jill, Prodip, Thomas, Ipsita

Action Descriptions

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 - Coordinate: Describe your motivation to meet with members of another network, the duration of the meeting, and where you would like the meeting to happen.
 - Implement: Describe the need that you have identified, the standards you are applying and indicators that you will use/adapt to monitor, and the assets you will be mobilising.

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ACTION REQUESTS ROUND 1

ACTION (Describe in detail):	STATUS:
<p>[Mapping] conduct rapid needs assessment in East cape on Health, WASH and Food with the support of Red Cross volunteers as enumerators.</p>	<p>Not approved - with the support of?</p>
<p>[Mapping] of stakeholders through iterative process by meeting in cluster coordination and through personal contacts of RC, WVI, MSF and CSO colleagues.</p>	<p>Not approved - Needs more detail “several potential partners”?</p>

ACTION REQUESTS ROUND 2

ACTION (Describe in detail):	STATUS:
[Mapping] conduct rapid needs assessment in East cape on Health, WASH and Food with the support of Red Cross volunteers as enumerators.	Approved
[Mapping] of stakeholders through iterative process by meeting in cluster coordination and through personal contacts of RC, WVI, MSF and CSO colleagues.	Approved



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ACTION REQUESTS ROUND 3

ACTION (Describe in detail):	STATUS:
<p>[coordinate] meet (MSF & RC & WVI) with the community representatives to validate the information from our needs assessment, as well as shared by the mayor as well as through media sources from TV</p>	<p>Approved -</p>
<p>[coordinate] meet (ICRC) with the local/national government representative to advocate for the support of inbound migrants from the southern districts</p>	<p>Approved - support granted without meeting.</p>

ACTION REQUESTS ROUND 4

ACTION (Describe in detail):	STATUS:
[IMPLEMENT] support 15.000 with health food and protection support in East Cape shelter sites through joint efforts of WVI, MSF and Movement partners	Approved
[IMPLEMENT] Restoring Family Links (ICRC) efforts in coordination with the UN system. ICRC is covering the registration of family restoration in shelter sites	Approved

ACTION REQUESTS ROUND 5

ACTION (Describe in detail):	STATUS:

UN & Donor Network

Aya, Qamar, Rita, Felicity



Action Descriptions

- In each of the five rounds, each network can collectively do 2 actions (or less) from the following:
 - Map: Describe what you would like to know about the urban context, stakeholders, complexities, or needs, and describe the assets you are mobilising to gain that information.
 - Coordinate: Describe your motivation to meet with members of another network, the duration of the meeting, and where you would like the meeting to happen.
 - Implement: Describe the need that you have identified, the standards you are applying and indicators that you will use/adapt to monitor, and the assets you will be mobilising.



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ACTION REQUESTS ROUND 1

ACTION (Describe in detail):	STATUS:
Request a meeting with active NGOs to understand the available resources and capacity (financial, goods, warehouses, access to provide services, risks and security)	Approved
Request a meeting with local government representatives to understand water available/required and other urgent needs, discuss who is doing what	Not Approved - Government booked for day. May try again.

ACTION REQUESTS ROUND 2

SITREP Redcross team has capacity to contact the idp families once they are informed of their locations to do family reunification, most concentrated needs geographically - shelters,

ACTION (Describe in detail):	STATUS:
Start negotiations for additional funds from back donors and start revising budgets to take into account of increased requirements in Cape	Approved. Additional funds available.
Call a Shelter and WASH cluster meeting in the UN donors break out room to discuss imminent arrival of IDPs at the edge of the city and application of Sphere standards. We would like to fund water, shelters, and a digital survey of all households to assess water needs (for which we will need government cooperation) (Digital survey)	Who would you like in the meeting? Representatives from gov and NGOs

ACTION REQUESTS ROUND 3

ACTION (Describe in detail):	STATUS:
Meet Government to discuss additional funding needs?	Which Government? Local government cannot fund. WE HAVE FUNDS TO OFFER BUT NO-ONE IS ASKING US FOR THEM
Meet community representatives to understand unmet needs, specific vulnerabilities,	



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Sphere

ACTION REQUESTS ROUND 4

ACTION (Describe in detail):	STATUS:



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Sphere

ACTION REQUESTS ROUND 5

ACTION (Describe in detail):	STATUS:



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Sphere

WORKING SPACE

(Systems, Stakeholders, Needs, Resources Etc).

Assets

Government is providing 6.6 gallons/30l water per day at local collection points

Agenda for NGO meeting

- Understand unmet needs - perhaps do community survey
- Understand capacity
- Understand operational area



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WORKING SPACE

(Systems, Stakeholders, Needs, Resources Etc).

Local government

Private sector

Local NGOs (we have met with Red Cross)

Community groups

Red cross - working on Health, coordinating with MSF and IFRC

Needs

Water

Shelter (IDPs on their way from outside the city)

Food

Hygiene

Security



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Case study draft

Using Sphere Standards in Urban Contexts | **CASE STUDY (WAR IN UKRAINE)**

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MODULE 1. Humanitarian Response in Urban Contexts

Section 1.0. Introduction to Humanitarian Response in Urban Contexts

Slide Content

Case Study Notes

1.0.A. Case Study: War in Ukraine



Situation Report

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](#) has recorded 8,189 civilian casualties, and the [UNHCR](#) 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](#) is in ruins following heavy bombardment but still under Ukrainian control.
- [Kherson](#) is under the control of Russian forces after heavy bombardment that damaged power, water, and gas services; this positions Russia to advance west towards Odessa.
- [Mariupol](#) is surrounded and under heavy bombardment, and the population is cut off from most humanitarian assistance.
- [Kyiv](#) was initially a major target of the invasion, but Russia withdrew forces to focus on the East.
- [Lviv](#) has been a city of refuge for the tens of thousands of civilians fleeing the war.

Throughout these modules, more context on the humanitarian response in Ukraine's urban areas will be provided.

1.0.B. Key Features of Urban Contexts



Why are urban contexts important?

Case Study

Remember, over two-thirds of Ukraine's population live in urban areas.

1.0.C. Framing Urban Contexts Through Systems Thinking



How do we understand urban contexts?

Case Study

We will look more at the systems thinking used in the Ukrainian context later on.

Section 1.1 Defining the Urban Context

Slide Content

Case Study Notes

1.1.A. Definitions of Urban Contexts



Urban Definitions

Case Study

All the cities mentioned in the initial description of the Ukraine context have at least 200,000 inhabitants (thus falling under the Red Cross Red Crescent Climate Centre definition). Ukraine's urban areas also correspond with the UNHCR's broader definition.



Types of Urban Spaces

Case Study

For this case study, our focus is primarily on well-established urban areas with higher population density and good service provision.

1.1.B. Comparing Contexts



Traditional vs Urban Response Contexts

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 getting cash to beneficiaries. [UNHCR partnered with Ukrposhta](#) to disburse funds in Kharkiv and other cities in critical need.



Do needs differ between contexts?

Case Study

The four basic needs are WASH, Shelter, Food, and Health. These needs remain the same in Ukraine's urban areas, so the response in Ukraine's urban areas is addressing these needs:

- WASH: [MSF has installed water filters](#) in Kharkiv's metro stations for the people sheltered there.
- Shelter: [Lviv](#) has provided shelter to about 4,000 women and children since the start of the invasion.
- Food: [Vladyslav Shtipelman and World Central Kitchen](#) 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](#) distributed lifesaving medical supplies (e.g., insulin supplies for 6,500 people in Odessa for 6 months and for 9,000 people in Dnipro for 3 months).

We'll talk more about indicators for these needs in Module 2.

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 can't be reached to deliver supplies and aid.

1.1.C. Identifying Opportunities



Opportunities in Urban Contexts

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](#) 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](#), 440 cultural and educational institutions and 85 religious organisations are providing accommodation and assistance to refugees. Civil servants from [multiple ministries](#) 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

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](#).
- Cities in Ukraine are the targets of Russian attacks.
- In [Kharkiv](#), essential infrastructure (e.g., water supply, electricity, heating) have been destroyed.
- Civilians in Kharkiv are [sheltering in subways](#) 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 as [Donetsk, Kharkiv, and Luhansk](#) makes it difficult to conduct needs assessments and presents communication challenges. Similarly, 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 casualties 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 alone](#), are unable to leave their homes, and are without relatives. These vulnerabilities increase their risk of rape and murder. The provision of aid in these circumstances is complex.

Section 1.2 Conceptualising the Urban Context

Slide Content

Case Study Notes

1.2.A. Conceptualising Urban Response



Urban Humanitarian Programme Design

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. Finally, 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](#) 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



Case Study

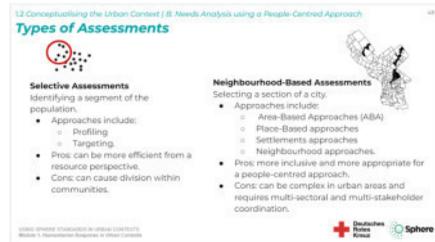
In [Kharkiv](#), the Ukrainian Red Cross organised a call-centre to collect lists of needs from the population. Volunteers are helping more than 600 people with food and medicine according to their requests. This is an example of a people-centred approach using needs and assets:

- people-centred approach → a call-centre;
- basic needs addressed → food and health;

What are Assets?

- 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](#) programme response to Ukraine includes: child protection, education, social protection, and influencing social behaviour/providing information on services. [OCHA's](#) Situation Report outlines: 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.



Types of Assessments

Case Study

In the Ukraine, rapid assessments of the specific needs and situation of women have been conducted. This is a selective assessment approach. [UN Women Ukraine](#) conducted an assessment of the situation and needs of women's civil society organisations. [UN Women and CARE](#) 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, neighbourhood-based or area-based assessments 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.

1.2.C. Context Analysis using a Systems Approach

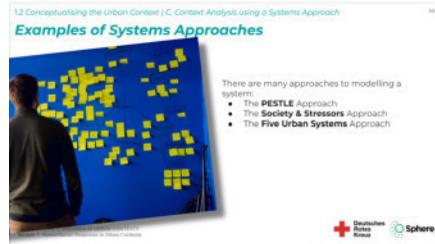


Situating Needs in Context

Case Study

Working with local actors in Ukraine: [MSF is in direct contact with hospitals](#) across the country to provide supplies and training. For example, they are providing logistical support by supplying generators and solar power for hospitals close to Donetsk. In Lviv, MSF is providing support to the burns unit of a major hospital. In Odessa, training is being provided to general practitioners and units in emergency and critical care surge response - as part of preparations for attacks or invasion of the city. MSF is working with local systems to provide the most beneficial aid within a given context.

Locally-driven response: The charity set up by [Vladyslav Shtipelman in collaboration with the World Central Kitchen in Dnipro](#) is locally-driven response that leverages the capabilities of a large humanitarian organisation to distribute food within a specific context (i.e., to internally displaced people in the Dnipro area).



Examples of Systems Approaches

Case Study

[OCHA situation reports](#) 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](#) are organised using similar areas of focus: health, child protection, education, WASH, and social protection.

Section 1.3 Complexity in Urban Contexts

Slide Content

Case Study Notes

1.3.A. Origins of Complexity



Understanding Complexity

Case Study

Complex demands on infrastructure and services: the Mayor of Lviv has stated the city is at capacity, so what happens if the mayor decides the city cannot provide aid to any more people?

Overlapping response efforts: the [British Red Cross](#) 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](#) and many other organisations providing aid.

What are the advantages and disadvantages of this type of overlap in response efforts?

1.3.B. Urban Risk and Vulnerability



Risk Considerations

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 (the concept of intersectionality).

As described above, in one district of Kyiv, [there are 786 elderly people and 80% are women](#) who live alone, are unable to leave their homes, and are without relatives. These vulnerabilities increase their risk of rape and murder. The provision of aid in these circumstances is complex.

Another example of gender-specific vulnerabilities: [pregnant women in Kharkiv](#) 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 increased need for mental health and psychosocial support.

The intersectional vulnerabilities experienced by women and how their specific needs should be considered in relation to other systems in the urban context.

Children also experience increased vulnerability and risk: there are approximately [40,000 households](#)

with [vulnerable children](#), 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 & Information Management



Communications & Information Management in Urban Contexts

Case Study

In many major cities, Ukraine's [internet is largely intact](#), allowing communication among civilians as well as, to 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. Plus, Elon Musk's Starlink is being used as a backup. These efforts are providing a generally stable communications system in Ukraine.

MODULE 2. Sphere Standards in Urban Contexts

Section 2.0 Introduction to Sphere Standards in Urban Contexts

Slide Content

Case Study Notes

2.0.A. Case Study: War in Ukraine



Situation Response

Talking Points/Case Study

We've been discussing Ukraine throughout the training → specifically the urban response in cities such as Lviv, Kharkiv, Mariupol, and Dnipro.

Some of the needs we identified include: Shelter for women in Lviv, clean water and appropriate shelter in Kharkiv, general aid in Mariupol, and food in Dnipro.

How do we ensure we are meeting those needs? We can use the Sphere Standards.

Applying Sphere standards in general aid in Mariupol, shelter in Kharkiv, or general aid in Lviv may be more challenging given the context.

Recall that urban spaces are complex.

In Ukraine, some of these complexities include:

Mariupol is surrounded, with no communications abilities or access to conduct needs assessments.

Residential buildings in Kharkiv have been destroyed, and people are sheltering in the subway (a place not designed for long-term living).

The Lviv mayor has suggested that Lviv can't handle providing aid to any more people.

These complexities often impact how we apply and measure standards.

Instructor Notes

Use this section to start reviewing what was covered in Module 1 and show how it relates to module 2

2.0.B. Relating Needs, Context & Standards



How do Needs, Systems and Standards Relate?

Case Study

In Kharkiv, 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 according to their requests → Needs analysis and people-centred approach.

If we think about the larger system, it's not just one organisation but many organisations trying to determine the needs of the people in Kharkiv. MSF is conducting training for hospitals and setting up water sanitation systems for people living in the subway. Ukrainian volunteers are distributing aid to people who are still living in Kharkiv (particularly, to vulnerable populations such as children, the elderly, the disabled, etc.).

2.0.C. Understanding The Importance of Standards



Why are the Sphere Standards Important in Urban Contexts?

Case Study

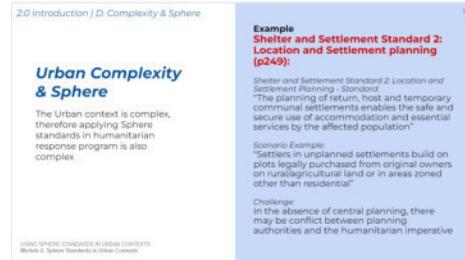
If we consider the previous examples of humanitarian organisations providing aid and Ukrainian volunteers distributing aid to vulnerable populations, it appears that the larger response system is working together and ensuring that aid is provided in an ethical way.

How do we ensure we are meeting needs in an ethical way? We can use the Sphere Standards.

Recall our example of gender-specific vulnerability: pregnant women in Kharkiv are unable to access health care. This is an instance in which needs are not being met and where the standards should be used to ensure ethical assistance.

As we will discuss further in this Module, we also need to consider how using the Sphere Standards may change in urban contexts.

2.0.D. Complexity & Sphere



Urban Complexity & Sphere

Case Study

In Kharkiv, people are sheltering in the subway, and over 1500 residential buildings have been destroyed.

In Mariupol, women, children, and the elderly were rescued from a steel mill that was housing civilians and Ukrainian forces.

In Mariupol, civilians (mostly women and children) sheltering in a theatre were killed by Russian bombing.

How do these examples of shelter in Ukrainian urban areas relate to the Sphere Standards?

Section 2.1. Defining the Sphere Standards

Slide Content

Case Study Notes

2.1.C. Defining the Sphere Standards



Example Standard & Structure

Case Study

No mention of vector-borne disease in Ukraine. However, in Kharkiv, people are sheltering in subways and bomb shelters not designed for long-term living. The lack of sanitation in these settings spreads disease and causes additional health needs.

Section 2.2. Conceptualising the Sphere Standards in Urban Contexts

Slide Content

Case Study Notes

2.2.A. Conceptualising Application



How do we use Sphere Standards in Urban Contexts?

Case Study

In Eastern Ukraine, shortages of drinking water pre-existed the current crisis . But the Russian invasion has worsened this issue: water pipes have been destroyed and power cuts have stopped water pumps. Many residents have no access to water due to heavy fighting. In some urban areas, humanitarian aid is restricted due to lack of access. In Mariupol, thousands are using dirty water sources because they have no other options. Kharkiv's water system has also been affected. Overall, about 1.4 million people in Ukraine are currently without access to safe water.

This context makes using the Sphere Standards more complex.

Syllabus

Sphere Standards in Urban Contexts

Proposed Course Structure and Development Timeline

For presentation to the Sphere Standards in Urban Context Training Reference Group

Gautham Krishnaraj, HPI (gautham@humanitarianpartners.ca)

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Course Structure:



Learning Goal:

The course will promote ethical, inclusive, rights-based and people-centered humanitarian response in urban areas via the proper application of Sphere Standards (including Humanitarian Charter, Protection Principles, and Core Humanitarian Standard, with an emphasis on accessibility, adaptation, and flexibility). Participants will leave the course feeling empowered and able to carry out humanitarian action in cities and to establish equal, respectful, and supportive relationships with local urban stakeholders to promote their capacity to apply Sphere Standards to humanitarian crises.

Primary Audience:

This training course is designed for learners that meet the following criteria:

- Perform a humanitarian response function during the response phase of an emergency
- Intermediate level understanding of the Sphere standards
- Have intermediate level experience working as a humanitarian
- Have varied levels of experience working as a humanitarian in an urban response setting

Secondary Audience(s) for future trainings:

Secondary audiences may benefit from prerequisite courses as laid out in the accompanying educational roadmap. These audiences may include:

- Urban stakeholders in need of understanding humanitarian response e.g. elected officials, municipal government staff, first responders, emergency managers, formal and informal community leaders, decision makers, communications companies, critical infrastructure providers, business in a position to support the aid effort, etc.
- Early-career humanitarians with basic to no experience in the humanitarian system
- Humanitarian responders who are not familiar with Sphere Standards.

Learning Objectives

At the end of this training, learners will be able to:

- Apply Sphere Standards to urban contexts to deliver humanitarian response using a people-centred approach.
- Identify how humanitarian response in urban environments is different to ‘traditional’ contexts, specifically identifying attributes of cities that justify an adaptation of the indicators used to measure Sphere Standards.
- Perform people-centered, rights-based context analyses, including stakeholder mappings and mappings of existing capacities, opportunities, and risks in cities using a systems approach in urban contexts.

Instructional Principles

In this course, instructors should apply and maintain the following principles throughout:

- Emphasis on ethical, inclusive, rights-based and people-centered values underlying all modules
- Sphere Standards (including Humanitarian Charter, Protection Principles, and Core Humanitarian Standards) should be understood as the underlying basis of all humanitarian action
- Extensive framing via real-life case studies
- Interactive learning based on active learning theory / experiential learning theory

Duration of Training

Module 1: Introduction to Humanitarian Response in Urban Contexts - 3 hours (approx 1.5h knowledge transfer, 1.5h exercises)

Module 2: Adapting and Applying Sphere Standards in Urban Contexts - 3 hours (approx 1.5h knowledge transfer, 1.5h exercises)

TTX - 3 hours

Total: 1.5 days

Course Structure:

DRAFT 3 - Updated on 2022-04-27

Module 1. Introduction to Humanitarian Response in Urban Contexts (3h)		
TOPIC	LEARNING OUTCOMES	Duration
1.1 Introduction to the workshop	1.1.1 Introduce the workshop, participants, trainer, and workshop logistics	10 minutes to 20 minutes
1.2 Introduction to Humanitarian Response in Urban Contexts	1.2.1 Introduce urban contexts as distinct from ‘traditional’ responses in rural or camp settings 1.2.2 Define ‘Urban’ contexts 1.2.3. Compare and contrast needs in the urban context versus ‘traditional’ responses 1.2.4 Identify opportunities and challenges associated urban contexts as an introduction to complex systems	20 minutes to 40 minutes
1.3 Conceptualize the urban context	1.3.1. Describe the urban context as a complex system 1.3.2 Identify systems approaches for conceptualizing urban contexts (e.g. PESTLE, Sphere 5 urban systems, Sphere tools and approaches) 1.3.3 Apply Sphere’s 5 Urban Systems approach to conceptualize an urban context case study	45 minutes to 90 minutes
1.4 Key considerations in the urban context	<input type="checkbox"/> Describe key risk factors associated with response in urban contexts as a complex system <input type="checkbox"/> Identify key digital considerations and tools associated with effective, low risk communication, information management and information sharing <input type="checkbox"/> Identify response strategies specific to the urban context <input type="checkbox"/> Describe Sphere as one response strategy in need of adaptation (introduction to module 2) <input type="checkbox"/> Activity:	15 minutes to 30 minutes
BREAK (15 minutes)		
MODULE 2. Adapting and Applying Sphere Standards in Urban Contexts (3h)		
2.1 Introducing Sphere in Urban Context	<input type="checkbox"/> Introduce and describe module learning objectives <input type="checkbox"/> Introduce the complexities in applying Sphere Standards in the urban context (the urban challenge) <input type="checkbox"/> Differentiate between the “adaptation” of indicators and the universal “application” of Standards <input type="checkbox"/> Activity:	5 minutes to 10 minutes
2.2. Define the Sphere Standards	<input type="checkbox"/> Describe the purpose of Sphere <input type="checkbox"/> Identify Sphere beneficiaries (who they are for) in general <input type="checkbox"/> Describe key aspects of the Sphere approach (e.g. people-centered, rights-based) <input type="checkbox"/> Identify and describe the basics of Sphere handbook <input type="checkbox"/> Define and describe “conforming to the standard”	10 minutes to 20 minutes

	<input type="checkbox"/> Distinguish and relate Sphere with related standards (e.g. HSP) <input type="checkbox"/> Activity:	
2.3. Applying Sphere to Urban Contexts	<input type="checkbox"/> Compare and contrast the application of Sphere standards between urban contexts and ‘traditional’ responses through application to case studies <input type="checkbox"/> Identify complexities/challenges associated with Sphere use in urban contexts <input type="checkbox"/> Describe the need for an alternate approach to Sphere use in urban contexts <input type="checkbox"/> Activity:	15 minutes to 30 minutes
2.4 Conceptualizing Sphere use in the urban context	<input type="checkbox"/> Recall systems approaches for conceptualizing urban contexts <input type="checkbox"/> Conceptualize urban contexts using approaches from module 1 and explore Sphere use in varied contexts (e.g. comparative case study) <input type="checkbox"/> Activity:	45 minutes to 90 minutes
2.5 Key considerations for using Sphere in Urban contexts	<input type="checkbox"/> Identify lessons learned, failures and best practices associated with applying Sphere in urban contexts <input type="checkbox"/> Introduce response tools that may assist with adapting Sphere standards <input type="checkbox"/> Identify resources and contacts to assist with Sphere use <input type="checkbox"/> Activity:	15 minutes to 30 minutes

BREAK/LUNCH (30-60 minutes)

MODULE 3. Applying the Sphere Standards to an Urban Humanitarian Response TTX (3 hours)

	<input type="checkbox"/> Apply the abstract, textual learnings of the course in an interactive, time- and information-limited context <input type="checkbox"/> Understand issues of process, coordination, and interaction in applying Sphere Standards to urban contexts, including information flow and bureaucratic friction <input type="checkbox"/> Exercise decision-making skills and understand how mechanisms by which decisions are made in collaborative urban contexts <input type="checkbox"/> Map urban crises from the viewpoints of various stakeholders, with an applied understanding of the interactive systems in which interrelated stakeholders make decisions and operate <input type="checkbox"/> Offer insight and empathy into the perspectives and behaviour of marginalized stakeholders <input type="checkbox"/> Compensate for stress, emotion, and divergent goals / motivations / concerns / fears in time- and information- limited decision-making environments <input type="checkbox"/> Establish appropriate and efficient coordination networks with atypical stakeholders <input type="checkbox"/> Encourage creative engagement with atypical resources and capacities <input type="checkbox"/> Generate memorable learning moments to aid in memorization <input type="checkbox"/> Provide a safe and consequence free environment for experimentation and failure	
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Applying the Sphere Standards to an Urban Humanitarian Response TTX - Brainstorming

- Fictionalized scenario
 - Middle-income state
 - Moderate disaster preparedness
 - Minimal int'l humanitarian representation (local RCRC office)
- Core simulation systems:
 - City map
 - Economic system
 - Service provision model
 - Information-gathering process
- Simultaneous action; time-based “turns” with regular state updates managed by facilitators
 - Action begins with disaster
- ~20 to 25 Participants represent various stakeholders in teams:
 - Potential team structure:
 - UN system (2)
 - RCRC (local + int'l) (2)
 - INGOs (2)
 - City gov't (5)
 - Federal gov't (2)
 - Local civil society (2)
 - Local businesses (2)
 - Affected community (4)
 - Briefed to have appropriate abilities & goals based on their roles
 - Emphasis on partially convergent goals - people are not working together 100%

Course Development Timeline: Jan 22 to Apr 22, 2022

Module Development		Simulation Game Development	
Subject Matter Research	22 Jan - 4 Feb 2022		
Drafting of Module Content	7 Feb – 18 Feb 2022		
Storyboarding of e-Modules	21 Feb – 25 Feb 2022	TTX Scenario Development	21 Feb – 25 Feb 2022
Module Testing	28 Feb – 11 Mar 2022		
Presentation of Module Content 1st Draft	11 Mar 2022	TTX Prototyping (Design and Internal Testing)	28 Feb – 18 Mar 2022
Feedback Integration	14 – 25 Mar 2022	TTX Playtest with GRC	18 Mar 2022
Presentation of Module Content 2nd Draft	25 Mar 2022	TTX Iterative Revision	21 Mar – 8 Apr 2022
Final Reporting	28 Mar - 15 Apr 2022	TTX Final Playtest	8 Apr 2022
		TTX Final Revision and submission	8 Apr – 22 Apr 2022

PREVIOUS DRAFTS

DRAFT 2 - Last edit Feb 10, 2022

For consideration - would we like to introduce an optional Module 0: Introduction to Sphere, HC, PP, CHS?

Module 1 - Overview of Humanitarian Response in Urban Contexts:	
TOPIC	LEARNING OUTCOMES
1.1 Introduction Humanitarian Response in Urban Contexts	<ul style="list-style-type: none"> ● Defining urban contexts, i.e. what does urban context mean? How does the urban environment differ from other contexts e.g. camps? ● Confronting common humanitarian (mis)understandings of urban contexts ● Describe urban displacement as an example of how humanitarian response appears in urban environments, i.e who is being displaced? ● Identify opportunities and challenges with response in urban settings? i.e. What do cities provide that camps do not? What complexities do cities add?
1.2 Conceptualizing the Urban Context	<ul style="list-style-type: none"> ● Characterize urban contexts as a complex system through examples including: <ul style="list-style-type: none"> ○ Intersectionality and Politics of belonging: what does “community” mean in cities? ○ Informality and documentation ○ Diversity of cities: from Athens to Amman ○ Diverse stakeholders (capacities and goals) ○ “Knowing your own city” ● Describe common humanitarian challenges associated with the complexity of the Urban Setting (counting, monitoring, etc)
1.3 An approach for analyzing Urban Contexts	<ul style="list-style-type: none"> ● Explain how urban contexts are a system ● Introduce systems thinking ● Introduce the PESTLE (or STEEPLE, PEST, etc) approaches as a mind-set/approach for identifying components of a system to consider when adapting Sphere standards <ul style="list-style-type: none"> ○ Make connection between STEEPLE as a means to conceptualize the system, and a mechanism for understanding the critical infrastructure of a city ○ Outline some common physical and governance structures in cities including: <ul style="list-style-type: none"> ▪ Economies ▪ Physical infrastructure ▪ Education systems ▪ Healthcare systems ▪ Social support regimes ▪ legal structure ● Apply this approach to an example case study to identify component parts of different urban contexts ● Identifying needs in urban contexts
1.4 Conceptualizing Risk in Urban Contexts	<ul style="list-style-type: none"> ● Through the different PESTLE components, conceptualize risk within and between different system components. Topics to discuss include: <ul style="list-style-type: none"> ○ Overlapping crises in cities (newly emergent and pre-existing)

	<ul style="list-style-type: none"> o Inclusion (Gender, Age, Race, Vulnerable Populations) o Specific protection risks in the city o Opportunities and risks in innovation and technology o Intersections of risk, inequality, and poverty
1.5 Connecting response strategies and Sphere	<ul style="list-style-type: none"> ● Through the different PESTLE components, identify strategies for providing humanitarian response specific to urban contexts. Examples include <ul style="list-style-type: none"> o Defining and supporting urban resilience o Area-based approaches o Multi-sectoral response o Cash and Voucher Assistance o Multi-stakeholder coordination <ul style="list-style-type: none"> ▪ Community engagement ▪ Challenges in including local stakeholders o Shifting from response to recovery - an emphasis on leveraging the informal response of the nationals/local population o Sector focus and integration o Cash and market based programming, shelter and infrastructure, health, WASH and child protection are key needs in urban responses.
1.6 Ensuring effective knowledge and information management	<ul style="list-style-type: none"> ● Identify key digital considerations and tools associated with effective, low risk communication, information management and information sharing, Examples include: <ul style="list-style-type: none"> o Digitization of response and “big data” o German Red Cross and urban response on Data Exploration and o Exchange Platform (DEEP)

Module 2 - Applying and Adapting Sphere Standards in Urban Areas:	
2.1 Introducing Sphere in Urban Contexts	<ul style="list-style-type: none"> ● Introduce why Sphere standards must be adapted for the urban context
2.2 Sphere Standards - The Basics (audience TBD; can be skipped with experienced humanitarians)	<ul style="list-style-type: none"> ● Provide a high-level overview of the standards ● Describe who the Standards are for (beneficiaries and affected communities) ● Describe key aspects of the Sphere approach - Examples include: <ul style="list-style-type: none"> o used to bring a people-centered approach to humanitarian and other work - foundation chapters : Hum Charter, ProtPrinc, CHS) o Rights-based vs. people-centered approach through themes (child protection, PSEA, cash, education) or sectors (health, wash, hygiene, livelihoods, etc.) ● Describe contexts of Sphere application (examples of rural application and introduction to urban application) ● Distinguish Sphere from related HSP standards and describe the relationship (the link to other HSP standards can easily be made, and then repeated where certain themes are covered by HSP handbooks.)

<p>2.3 The Challenges of Using Sphere Standards in the Urban Context</p>	<ul style="list-style-type: none"> ● Distinguish how the application of Sphere standards differs between rural and urban environments ● Characterize the complexity of application in urban environments. Explore questions and topics including: <ul style="list-style-type: none"> ○ When should Sphere indicators be adapted? ○ Real world cases and tradeoffs ○ Ethical Dilemmas ○ Comparing Contexts ● Explain the need for adapting not applying Sphere standards
<p>2.4 An Approach for Adapting Sphere Standards for Urban Contexts</p>	<ul style="list-style-type: none"> ● Review the STEEPLE/PESTLE/PEST approach introduced in Section 1 to conceptualize the components of urban context ● Characterize urban environments using the STEEPLE approach through various case studies (comparative case study exercise) ● Conceptualize the application of Sphere Standards through applied discussion of the different system components, highlighting overlapping or distinctive approaches
<p>2.5 Complementary Response Tools</p>	<ul style="list-style-type: none"> ● Introduce response tools that may assist with adapting Sphere standards in the comparative case study exercise. These include <ul style="list-style-type: none"> ○ German Red Cross and urban response on Data Exploration and Exchange Platform (DEEP) ○ Validation workshops to gather feedback from stakeholders ○ Checklist for Considering Standards in Urban Contexts Pt 1 ○ Multi-Cluster/Sector Initial Rapid Assessment (MIRA) (IASCI)
<p>2.6 Debriefing & Reflecting on Adapting the Sphere standards</p>	<ul style="list-style-type: none"> ● Discuss lessons learned, challenges and opportunities identified through comparative case study exercise ● Moving from theory to practice ● Resources and contacts