

Disaster Risk Reduction, Response and Recovery

SHELTER AND SETTLEMENTS

Training for Diasporas

TRAINING PACKAGE -
FACILITATOR'S GUIDE



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Content Contributors

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Special thanks to the thematic specialists who developed the presentations which served as the basis for the present training package:

- Module 1:
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 - Overview of Diasporas' role. Kelsey Nocket (USAID/BHA)
- Module 2:
 - Disaster Risk Reduction. Roberta Romano (IOM)
 - Disaster Rresponse. Mohamed Hilmi (InterAction)
- Module 3:
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 - » Philippines. Conrad Navidad (IOM)
- Module 4: Call to Action: Diaspora Engagement in Shelter Responses.

The editors apologize for any other non-acknowledged contributor, as the list may not be exhaustive.

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PREAMBLE

The frequency and scale of disasters are increasing on a global scale; this is due in part to climate change and related occurrences. On the other hand, vulnerabilities are increasing due to population growth, urbanization, ecological degradation, disease outbreaks, food insecurity, political instability and conflict, financial instability, and inequality, especially in developing countries.

Housing is often one of the hardest hit by disasters. However, funding from the international community for shelter recovery and rehabilitation is minimal, reaching only 15% of the affected population on average. Diaspora actors are influential in all phases of the disaster management cycle. Still, in disaster response, diaspora actors have the ability to access information and reach affected communities through formal and informal channels that international humanitarian agencies cannot, disseminate crucial and life-saving shelter information to hard-to-reach areas, deploy skilled volunteers (architects, construction, masons, etc.) to countries of origin, ability to quickly mobilize and connect with affected populations understanding local contexts, and utilize strong networks.

But disaster response is a complex endeavor – everyone has a role to play but it is important to uphold humanitarian principles and work in coordination and partnership with other actors. Diaspora organizations that are very active and engaged in humanitarian response and preparedness have shown a desire to engage in processes of establishing joint commitment/protocols and systems of international and national coordination with institutional actors to make the response more organized and effective.

Since 2018, with funding from USAID, IOM Washington’s Diaspora Engagement Unit has been implementing a project, now in its fourth phase, entitled “Optimizing the engagement of diaspora for alternative approaches to safer shelters and settlements in disaster preparedness, response and risk reduction”. One of its outputs has been rolling out some introductory build back safer (BBS) and disaster risk reduction (DRR) courses aimed at this target group. Habitat for Humanity International (HFHI), as a Shelter and Settlements specialized agency, was invited to facilitate some sessions of these courses, among other entities.

During the last phase of this project (2022), IOM and HFHI have partnered to develop the following training package. They compiled and upgraded the materials used during the courses run in previous phases of this project.

This manual provides guidance and resources for presenting each of the sessions in this course titled “Disaster Risk Reduction, Response and Recovery. Shelter and Settlements. Training for Diasporas”.

Both organizations hope that this material will be of interest and use to the different diaspora communities worldwide.

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TRAINING & LEARNING OBJECTIVES

Training Goal:

To foster diaspora involvement in disaster risk management (DRM) in their countries of origin (CoO), especially regarding the shelter and settlements (S&S) sector, in order to increase the impact of their support to affected vulnerable communities.

Learning Objectives*:

- Inform the diasporas about Disaster Risk Reduction, Response and Recovery (DR4) in the context of their CoOs.
- Increase diasporas' awareness on the Shelter & Settlements (S&S) sector, key elements, and different types of shelters contextualized to their CoOs:
- Improve understanding of diaspora's role for a more coordinated and effective disaster response, within the diaspora and between diaspora and other stakeholders

*Note: each module has a series of learning outputs (see the briefing documents of each module).

Image 1 (opposite): Construction site of the Rehabilitation of the Bus Station – Boda Part of IOM initiatives to promote social cohesion. Claude, 25 years old is deaf. Handicapped/vulnerable people are encouraged to work. © IOM 2017/ Amanda NERO.

TRAINING CONTENTS

Module 1: Training Introduction

- Presentation of the course
- Overview of diaspora's engagement in DRM

Module 2: Disaster Risk Management

- Disaster Risk Management
 - Hazards, vulnerabilities and risk
 - Disaster risk management continuum
- Disaster Risk Reduction
 - Emergency preparedness
 - Hazard prevention and vulnerability mitigation
- Climate Change
- Humanitarian Action
 - Principles and standards
 - Emergency response and recovery phases
 - Coordination, Cluster System
 - Common framework for diasporas
- Migrants in Countries in Crisis (MiCiC) Initiative

Module 3: Shelter and Settlements

- Shelter Sector Role in Humanitarian Response
 - Standards
 - Coordination
 - Best practices and lessons learned
- Shelter and Settlements After Disasters
 - The importance of the local context
 - From homelessness and displacement to permanent shelter
 - Best practices in recovery and rehabilitation
- Country-Specific Shelter Needs and Best Practices
 - Bangladesh
 - Haiti
 - Philippines

Module 4: Diaspora Engagement in Shelter Responses

- Standard Operating Procedures (SOPs)
- Call to Action: Diaspora Engagement and Opportunities

Note: The presentations show data for the last few years since the training package development (2022). Facilitators are encouraged to update these data with more recent information.

TRAINING METHODOLOGY

The training package is developed to be delivered both face-to-face and synchronous online training.

Presentations

Corresponding audio-visual presentations accompany each session; the slides are very graphic and include short texts. At the beginning of each session, the overview of the contents is displayed. And at the end, a summary of the key issues is given.

Some short questions are integrated into the presentation to interact with the students. There is also time allocated for questions and comments at the end of each session.

The facilitators can follow the training materials as default or modify them according to the training context and specificities. However, please ensure that the main learning objectives are still accomplished.

Facilitators should request beforehand if any attendees need a revision or modification of handouts, presentations or supporting documentation for reasonable accommodation to fully participate in the training.

Practical exercises

The simulation exercises (or role plays) aim to put the participants in emergency contexts to understand better the possible situations that may arise, learn how to resolve them, and empathize with the different actors involved.

The group exercises, following collaborative working methodology, aim to encourage discussion through brainstorming to gather ideas for moving forward the engagement of diaspora communities in disaster risk management.

The proposed exercises are designed for face-to-face training. However, there are digital tools that would allow the exercises to be carried out in synchronous virtual format.

EVALUATION

Pre- and post-training surveys are disseminated to participants at the start of the training and at the conclusion with the aim of evaluating participants' baseline knowledge compared to the knowledge acquired as a result of the training. These are crucial to understanding the overall impact of the training on participants.

The pre- and post-tests format is identical, containing 13 open-ended questions that inquired about common standards and practices, diaspora engagement, principles, and terminology used in the fields of disaster response, preparedness, and shelters, respectively. This provides the facilitators an understanding of the effectiveness of the training curriculum and highlighted specific strengths and weaknesses among both the participants' areas of knowledge.

The separate evaluation form for the training itself is beneficial to informing the training curriculum and objectives set. Through feedback from participants, facilitators can gather a greater understanding of needs, desires, gaps in understanding and level of engagement based on current knowledge of shelter practices by diaspora members, in turn providing for necessary curriculum adjustments to specific country and community contexts. If a digital format is needed, it is best to use SurveyMonkey or a similar (free) platform to collect the necessary data from participants. This can also be sent as a link in follow up emails post-training.



FACILITATOR TIPS

The facilitator is advised to modify/update the training materials according to his/her needs, expertise, or training context (presenting examples of local situations or procedures that are practiced locally). In some situations, you may choose to add or eliminate visuals to suit your presentation style. Please bear in mind the Edgar Dale's Learning Pyramid, which states that participatory training methods are more effective for learning retention.

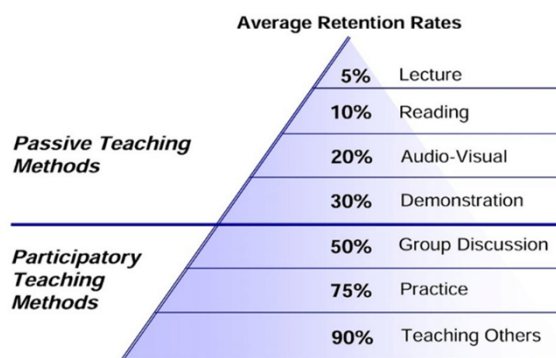


Image 2: Edgar Dale's Learning Pyramid (Source: <https://www.researchgate.net/>)

Avoid the traditional classroom seating arrangement in rows. Instead, consider the semi-circle or U-shape (ideal for encouraging discussion between students and teacher) and table groups (great for group work and cooperative learning).

The feeling of the sessions should be exploratory and exciting. It is important to keep key points and presentation brief and to the point, and to not lose the line of thought of the presentation. Allow time for discussion or examples from participants' experiences for the questions and answers time at the end of each presentation. Carefully note any special preparations that must be made in advance of the course. Before the training, review each session's PPTs, instructional procedures (briefings), and proposed activities (and related tools). Corresponding PowerPoint (PPT) visuals accompany each session; some slides may also have video clips inserted or linked; please verify that your computer and the video links work correctly (you should also test the audio).

A week prior to training:

1. Review (and print) Facilitator's Guide
2. Open and test PPT files
3. Update contents as needed
4. Print participants handouts
5. Print registration form
6. Print evaluation forms (or set up online surveys).

Day of Training:

1. Review (and print) Facilitator's Guide
2. Open and test PPT files
3. Update contents as needed
4. Print participants handouts
5. Print registration form
6. Print evaluation forms (or set up online surveys).

PROPOSED TRAINING AGENDA

The following agenda is designed for a two-day training (12 hours), starting on the afternoon of day 1 and then continuing on day 2 (entire day). The facilitator may modify this proposed schedule according to the availability of time for the realization of each course.

Day 1

Module	Contents	Time
Registration and coffee/tea		14:30 - 15:00
1. Introduction	Welcoming Remarks, Participants' Introduction and Expectations, Training objective, contents and agenda, Pre-test.	15:00 - 15:30
	Overview of Diasporas' role in Disaster Response	15:30 - 15:50
10-minute break		15:50 - 16:00
2. Disaster Risk Management	Introduction to Disaster Risk Reduction (DRR)	16:00 - 16:40
	Group exercise Building Back Safer	16:40 - 17:10
10-minute break		17:10 - 17:20
2. Disaster Risk Management	Introduction to Disaster Response	17:20 - 18:00
	Group exercise: reflect on experiences, challenges and solutions	18:00 - 18:30

AGENDA contd.

Day 2

Module	Contents	Time
Recap		09:00 - 09:10
3. Shelter and Settlements	Introduction to the Shelter Sector	09:10 - 10:00
	Simulation exercise: roleplay	10:00 - 10:50
10-minute break		10:50 - 11:00
3. Shelter and Settlements	Shelter and Settlements after Disasters	11:00 - 11:45
	Group exercise: disaster scenario	11:45 - 12:30
Lunch break		12:30 - 13:30
3. Shelter and Settlements	Country-Specific breakout sessions: Shelter Needs and Best Practices	13:30 - 14:30
4. Diaspora Engagement	Country-Specific breakout sessions: Diaspora Engagement, Challenges, and Opportunities	14:30 - 15:30
10-minute break		15:30 - 15:40
4. Diaspora Engagement	Standard Operating Procedures (SOPs)	15:40 - 16:00
	Open Discussion on Ways Forward for Diaspora Engagement in Safer Shelters	16:00 - 16:30
5. Conclusion	Closing and post-test	16:30 - 17:00



MODULE 1: INTRODUCTION

Session 1: Training Introduction

1. Objective of the session

Introduce the training contents, participants, agenda, etc.

2. Learning objectives

- To share the training objective, contents, and program.
- To introduce the partner organizations, the facilitator(s), and trainees.
- To overview the diaspora's role in DRM.

3. Key learning points

Focused on diaspora's role in humanitarian response:

- Diaspora communities have become more influential in disaster response.
- Diasporas face some challenges in disaster response: limited technical knowledge and resources, issues of coordination, lack (or limited) preparedness - reactive attitude, relations with home country institutions, adherence to humanitarian principles and standards.
- Diaspora could contribute to the shelter sector by communicating with communities, coordinating, implementing, and funding.

4. Linked modules or context/reason for holding the session

This first session prepares participants for the rest of the training.

5. Session schedule

This first session prepares participants for the rest of the training.

Duration (min.)	Topic
25	Introduction: ground rules, organizing agencies, participants; training objective, contents, and agenda.
10	Pre-test
15	Overview of diaspora's role in DRM

Image 3 (opposite): USD 21.1 million is urgently needed to provide shelter for conflict-displaced persons in Northern Ethiopia. © IOM 2021/Kaye VIRAYE.

INTRODUCTION contd.

7. Detailed content

During the session, the facilitator will follow the guidelines and show the slides as indicated below.

Duration	Instructions/Description
25 minutes	<p>Introduction to the organizing agencies, objectives of the course, ground rules, and participants.</p> <p>Slide 1: Cover Show this slide on the screen while the participants enter the training room.</p> <p>Slide 2: Welcome!</p> <ul style="list-style-type: none">• Welcome the participants. Introduce yourself (if the course is online, turn on your video camera so that participants can see you).• Before moving to the following slides, kindly ask the attendees to click the link to the online pre-test (or distribute hard copies) and fill it in. <p>Note: You will need to create the survey in advance on an online platform; you will find the questions in the attached file.</p> <p>Slide 3: Home rules Read the list of proposed rules, and ask participants if they want to add any more. If this is an online training:</p> <ul style="list-style-type: none">• Ask participants to keep their video cameras on unless bandwidth is low or reception is poor.• Ask participants to type their full name (first and last name) into the videoconferencing software.• Keep the microphone turned off when not speaking.• Ask them not to interrupt when another participant is speaking <p>Slide 4: Introductions Ask participants to introduce themselves. If the course is online, ask them to introduce themselves in alphabetical order (according to the list in the videoconferencing software), simply stating their name, organization in which they work, function or position, and where they live. By chat or speaking, depending on the number of attendees.</p> <p>Slide 5: Expectations Ask attendees to share their course expectations using cards or post-it (if face-to-face) or in the chat (if virtual). Expectation Setting:</p> <ul style="list-style-type: none">• Draw from the participants' expectations and objectives for attending and participating in the training workshop.• List down each participant's expectations.• Expectations on the training content shall be compared with the slides on the training objective, contents, and design.

INTRODUCTION

Duration	Instructions/Description
	<p>Slide 6: Training objective Ask a participant to read the objective (alternatively, the facilitator reads it to save time).</p> <p>Slide 7: Contents Ask a participant to read the objective (alternatively, the facilitator reads it to save time).</p> <p>Slide 8: Training agenda Present the training schedule (update the slide accordingly).</p> <p>Slide 9 to 13: Acknowledgements These slides present the institutions that have participated in developing the training package.</p> <ul style="list-style-type: none"> • The International Organization for Migration (IOM) is the implementer of the diaspora training project. IOM has provided the contents of previous courses. • Habitat for Humanity International has compiled the materials from previous courses. Habitat has also provided content for the shelter & settlements module. • USAID's Bureau for Humanitarian Assistance is the donor. • Add slides of the diaspora organization(s) participating in the training.
10 minutes	<p>Slide 14: Pre-test To this slide, the facilitator needs to add the link to the online survey (or, if the test is on paper, hand out copies to attendees). Please find the pre-test as an annex of this manual.</p>
15 minutes	<p>Overview of diasporas' role in DRM</p> <p>Slide 15: Overview of diasporas' role in DRM Cover slide</p> <p>Slide 16: Rationale</p> <ul style="list-style-type: none"> • The first graph shows the continuous increase in disasters caused by weather events. The chart is current as of 2016; it would need an update. • In the second graph (cheese 85-15), 15% is the percentage of the population receiving aid. • The third graph shows that remittance flows to low- and middle-income countries are more significant than official development assistance and more stable than private capital flows. <p>Slide 17: Floods in Bangladesh Example of the unprecedented number of crises. The slide briefs on the increased flood events in Bangladesh and their impact on housing.</p>

INTRODUCTION

Duration	Instructions/Description
	<p>Slide 18: 4.7% in Haiti Example of uncovered humanitarian needs. The data shows the deficient financial support received after Hurricane Matthew (2016). It would be convenient to update this data for subsequent disasters, for example, the earthquake that affected the same region in 2021.</p> <p>Slide 19: Remittances in the Philippines Example of diasporas' engagement. Increase of remittances when there is a disaster.</p> <p>Slide 20: Diaspora's role in humanitarian response The facilitator (or a participant) read the list of ideas on how to involve the diaspora in the response. Explain the chart on remittances in disaster years.</p> <p>Slide 21: Diaspora's role in the humanitarian shelter sector The facilitator reads or asks a participant to enumerate some ideas on how the diaspora could contribute to the shelter sector.</p> <p>Slide 22: Diaspora's role in Information Sharing This slide is hidden because it may not correspond to this session but to the specific module on diaspora engagement.</p> <p>Slide 23: Diaspora's challenges The facilitator reads or asks a participant to read the list of challenges (compiled by the Shelter Cluster Working Group on Diaspora Engagement).</p> <p>Slide 24: Key learning points The facilitator reads or asks a participant to enumerate the key learning points (focused on diaspora's engagement).</p> <p>Slide 25: Questions? Comments? Allow a few minutes for attendees to ask questions and comment.</p>
0	<p>Slide 26: Thank you! Just leave this slide displayed as the attendees leave the classroom.</p> <p>Slide 27: Acknowledgements and farewell No need to display this slide.</p>

Image 4 (opposite): A pair of women do repair work on their home which was damaged by floods caused by recent typhoons that hit the Philippines. IOM distributed construction materials such as nails, hammers, saw, plywood and galvanized roofing materials to flood victims in Muntinlupa city of greater Manila. © IOM 2009/Ray LEYESA.



MODULE 2: DISASTER RISK MANAGEMENT (DRM)

Session 2: Disaster Risk Reduction

1. Objective, session purpose

Introduce the concept of disaster, focusing on the risk reduction part (preparedness and risk reduction).

2. Learning objectives

By the end of the session, participants will:

- Understand that disasters are not natural; they result from a territory's vulnerability (unsustainable development), triggered by natural events;
- Get to know the concepts of hazard, vulnerability, and risk; and the subsequent terms "hazard exposure", "hazard prevention", "risk mitigation" and "coping capacity", and disaster preparedness;
- Recognize the challenges that climate change poses to increase disaster risk.
- Realize the relevance of working on DRR and CCA for the Diaspora.

3. Key learning points

- DRR aims to lessen the potential damage caused by natural hazards like earthquakes, floods, droughts, and cyclones, through an ethic of prevention.
- The starting point for reducing risk lies in knowing the hazards and vulnerabilities that societies face; and how they are changing.
- The climate emergency is the most significant economic, social, and environmental threat facing the planet and humanity.
- Diaspora organizations are well placed to play a critical role in DRR and CCA through communication, coordination, implementation, and funding.

4. Linked modules or context/reason for holding the session

This session is the first of module 2. It introduces the disaster management continuum, which is detailed in this and the next session. It also advances housing and risk issues, which the next module "shelter and settlements" will address.

5. Session schedule

This first session prepares participants for the rest of the training.

Duration (min.)	Topic
40	Session introduction Disaster Risk Management Emergency Preparedness Hazard prevention & risk mitigation Climate Change
30	Build Back Safer (includes group exercise)

DISASTER RISK MANAGEMENT contd.

6. Resources and materials used

PowerPoint presentation

7. Detailed content

Duration	Instructions/Description
5 minutes	<p>Session Introduction</p> <p>Slide 1: Module & session cover Show this slide on the screen while the participants enter the training room.</p> <p>Slide 2: Module 2 Contents List the contents of the following 2 sessions (module 2).</p> <p>Slide 3: Video “10 things you should know about disaster risk reduction” This is a 4-minute video.</p>
10 minutes	<p>Slide 4: Disaster Risk Management Session Cover</p> <p>Slide 5: In this session, you will learn... Read the learning objectives.</p> <p>Slide 6: Disaster Risk Management continuum Explain the graph. See section 8 below for more information.</p> <p>Slides 7-12: What is disaster risk? Key components</p> <ul style="list-style-type: none"> • Explain the three components of the graph. • The following slides will show a simile with a rock on a mountain. • See section 8 below for more information. • Slide 12 presents an animated graphic detailing the components of disaster risk.
5 minutes	<p>Emergency Preparedness</p> <p>Slide 13: Session cover Please comment that we will focus on the preparation phase within the disaster risk management continuum (as per the graphic).</p> <p>Slide 14: What is preparedness? Read the definition (or ask a participant to do so). Preparedness should be done at all levels by all actors.</p> <p>Slide 15: Examples of emergency preparation activities Comment on the list and ask the participants to provide other examples.</p>

DISASTER RISK MANAGEMENT

Duration	Instructions/Description
10 minutes	<p>Prevention and mitigation</p> <p>Slide 16: Prevention and mitigation Section cover. The purpose of this slide is to highlight the beginning of this section. Please comment that we will focus on the preparation phase within the disaster risk management continuum (as per the graphic).</p> <p>Slide 17: Natural hazards -- Impacts on housing Ask the question: what are the potential impacts of the following hazards to housing? <i>Please note that the colors of the texts do correspond with the circles in the graphic.</i></p> <p>Slide 18: Exposure to hazards List the examples of hazard exposure. <i>Again, the colors of the texts correspond with the circles in the graphic.</i></p> <p>Slide 19: Examples of housing vulnerabilities List the examples of vulnerabilities to consider. The picture in slide 20 shows an example of low-quality houses and lack of river maintenance (lack of waste management) that produces vulnerability to floods.</p> <p>Slide 20: Hazard vs. vulnerability The cases of Haiti and Chile, which in the same year suffered earthquakes of similar intensity, but with very different consequences, are presented.</p> <p>Slide 21: Image of human settlement on hillside Ask participants if this is a safe place to live? Why? See answers in section 8 below.</p>
10 minutes	<p>Climate Change</p> <p>Slide 22: Climate change Section cover aimed to call the attention of participants.</p> <p>Slide 23 and 24: The threat of climate change and disaster risk Ask a participant to read the statements. To avoid wasting time in sterile discussions about whether climate change is real or not, remind participants that this information comes from a United Nations panel of experts. It is not the objective of the course to discuss this issue but to know how to help their CoO to become more disaster resilient. See more information in section 8 below.</p> <p>Slide 25: Video: Climate Change Adaptation (CCA) Project the 5-minute YouTube video on Climate Change Adaptation – It is time for decisions now! The facilitator could replace it with new available videos on this topic.</p>

DISASTER RISK MANAGEMENT

Duration	Instructions/Description
	<p>Slide 26: Migration, environment and climate change Ask a participant to read the text on the slide.</p> <p>Slide 27: Some activities to promote DRR and CCA Ask a participant to read the list of suggested activities for implementation at the community level.</p>
<p>30 minutes</p>	<p>Building (Back) Safer Homes</p> <p>Slide 28: Building (Back) Safer Homes Cover slide of this section.</p> <p>Slide 29: Building the risk - Disasters are not natural! This animated slide aims to explain that societies often create some risks that did not exist before.</p> <p>Slide 30: Earthquakes don't kill people; buildings do Ask participants to explain this sentence.</p> <p>Slide 31: Picture Image of an informal settlement; in the foreground, a water channel full of garbage. This situation, created by humans, aggravates the risk of flooding.</p> <p>Slide 32: Building Back Better Ask a participant to read the text.</p> <p>Slide 33: Building (back) better and safer homes Ask a participant to read the text.</p> <p>Slide 34: Group exercise Follow the instructions given in the slide.</p> <p>The objective of the exercise is to understand that quality housing construction reduces the risk of disasters.</p> <p>Slide 35: Build Back SAFER: Key considerations This list will be compared with the findings from the group exercise.</p> <p>Slide 36: Build Back BETTER: Key considerations This list will be compared with the findings from the group exercise. Please note that this list is about shelter quality in general.</p>

DISASTER RISK MANAGEMENT

Duration	Instructions/Description
5 minutes	<p>End of session</p> <p>Slide 37: Key learning points Ask a participant to read the key learning points of this session.</p> <p>Slide 38: Why is DRR important for the diaspora? Ask a participant to read the text on the slide.</p> <p>The graphic on slide 25 aims to explain that sometimes good intentions could go against disaster risk reduction; precisely, remittances seem to be an essential but misdirected money flow. The study is from 2013.</p> <p>Slide 39: Questions and comments Open the floor for attendees to ask questions or make comments (5 min). Ideally, encourage other participants to be the ones to respond.</p> <p>Slide 40: Thank you! Add the facilitator's contact data to the slide. The next session will continue within this Module 2, focusing on disaster response.</p> <p>Slide 41: Acknowledgements Please briefly acknowledge the organization that has developed this training session.</p> <p>Slide 42: Video, "Act Now, Save Later" At the end of the session, the facilitator can leave the video on while people get up to take a break.</p>

8. Support Information

Disaster Risk Management Continuum

The cyclic concept of disaster risk has led to the development of the notion of the 'disaster risk continuum', considering that risk is constantly evolving and changing, requiring an equally constant adaptation process to risk.

What are the components of disaster risk?

Risk is a combination of three components: hazard, exposure, and vulnerability. Data from each of these categories can be used to paint a picture of risk in a particular location and over time. Hazard – a potentially destructive physical phenomenon (e.g., an earthquake, a windstorm, a flood).

Disaster risk is therefore considered as the combination of the severity and frequency of a hazard, the numbers of people and assets exposed to the hazard, and their vulnerability to damage.

DISASTER RISK MANAGEMENT

What is preparedness?

The term 'preparedness' refers to the ability of governments, professional response organizations, communities, and individuals to anticipate and respond effectively to the impact of likely, imminent, or current hazards, events or conditions. It means putting in place mechanisms that will allow national authorities and relief organizations to be aware of risks and deploy staff and resources quickly once a crisis strikes.

By improving the speed and quality of assistance provided, preparedness can make a significant difference in saving lives and reducing suffering. An appropriate level of readiness can also increase the value for money of relief action and ensure that scarce resources are directed to where they will have the most significant impact.

Preparedness is based on a sound analysis of disaster risks and good linkages with early warning systems. It includes such activities as contingency planning, stockpiling equipment and supplies, development of arrangements for coordination, evacuation and public information, and associated training and field exercises. These must be supported by formal institutional, legal, and budgetary capacities.

Emergency preparedness belongs to a broader group of activities designed to lessen the likelihood and impact of disasters on people's lives. These include hazard prevention, risk mitigation, and response to humanitarian emergencies. While emergency preparedness focuses narrowly on improving the response to disasters once they have occurred, the international community has several other tools to work on disaster risk reduction (DRR) and resilience.

Image of human settlement on a hillside

Is it a safe place to live? Why? The location is unsafe. Buildings on hillsides have a high risk of landslide collapse. In addition, the houses' quality (and safety) do not seem to follow the building code (weak columns and beams).

Climate change

With increasing global surface temperatures, the possibility of more droughts and increased intensity of storms will likely occur. As more water vapor is evaporated into the atmosphere, it becomes fuel for more powerful storms to develop. More heat in the atmosphere and warmer ocean surface temperatures can increase wind speeds in tropical storms. Rising sea levels expose higher locations not usually subjected to the power of the sea and the erosive forces of waves and currents.

About the Shelter Compendium

The Shelter Cluster created a database with 700+ materials that can be searched by country, hazard, language, audience, and more.

Some examples of expert feedback can be found in the compendium (but not all materials have been tested by experts). Contact iec@sheltercluster.org for more information or to get involved with further testing of the materials.

The IEC materials are freely available for use and can be adapted in many ways.

DISASTER RISK MANAGEMENT

Session 3: Disaster Response

1. Objective, session purpose

- Introduce the basic principles of humanitarian response.
- To raise awareness of the MICIC initiative.

2. Learning objectives

By the end of the session, participants will:

- Become familiar with the principles, code of conduct, and humanitarian standards
- Learn about the different phases of disaster response (emergency, recovery, and reconstruction)
- Know the existing coordination structures for disaster response
- Be introduced to the MICIC initiative.

3. Key learning points

- Disaster response is a complex endeavor – everyone has a role to play but it is important to uphold to humanitarian principles and work in coordination and partnership with other actors.
- There are minimum standards elaborated over the years per sector that are relevant also for diaspora led project and interventions to ensure that the assistance is dignified and efficient.
- Diaspora organizations that are very active and engaged in humanitarian response and preparedness might want to engage in processes of establishing joint commitment/protocols and systems of international and national coordination to make the response more organized and effective.

4. Linked modules or context/reason for holding the session

This session is the second part of the disaster risk management module. It is the theoretical basis for the following sessions on shelter response.

5. Session schedule

Duration (min.)	Topic
30	Session introduction Introduction to Humanitarian Action Humanitarian principles Code of Conduct Sphere Standards Core humanitarian standards Emergency response and recovery phases Coordination, Cluster System Financial Tracking Service Common framework for diasporas
10	Migrants in Countries in Crisis (MICIC)
30	Group exercise and end of session

DISASTER RISK MANAGEMENT

6. Resources and materials used

- Sphere Standards
- Core Humanitarian Standards
- Group exercise materials (see more information in section 8).

7. Detailed content

Duration	Instructions/Description
5 minutes	<p>Session Introduction</p> <p>Slide 1: Module & session cover Show this slide on the screen while the participants enter the training room.</p> <p>Slide 2: Module 2 Contents List the contents of the session.</p>
25 minutes	<p>Introduction to Humanitarian Action</p> <p>Slide 3: Introduction to humanitarian action Session Cover</p> <p>Slide 4: In this session, you will learn... Read the learning objectives.</p> <p>Slides 5 and 6: International Humanitarian Principles Project the 5-minute YouTube video on International Humanitarian Principles. Prepare the audio system in advance to avoid wasting time setting it up during the course. Slide 6 shows a graphic summarizing what has been seen in the video.</p> <p>Slides 7 and 8: Humanitarian Code of Conduct</p> <ul style="list-style-type: none"> • Project the 5-minute YouTube video on the Humanitarian Code of Conduct. • Slide 8 shows a list of the ten core principles. <p>Slides 9 and 10: Sphere minimum standards</p> <ul style="list-style-type: none"> • Project the 5-minute YouTube video on Sphere standards. • Slide 10 shows a graph summarizing its contents. • (Inform the audience that we will learn more about the Shelter chapter in the next session). • You can find more info in section 8 below. <p>Slide 11: Core Humanitarian Standard on Program Quality and Accountability – CHS</p> <ul style="list-style-type: none"> • Ask a participant to read the 9 standards. • You can find more information on CHS in section 8 below.

DISASTER RISK MANAGEMENT

Duration	Instructions/Description
	<p>Slide 12: Response and Recovery phases The slide shows the graph of the disaster management continuum. In this session, we will focus on the response and recovery phases. Provide the following definitions:</p> <ul style="list-style-type: none"> • Response: Actions are taken directly before, during, or immediately after a disaster in order to save lives, reduce health impacts, ensure public safety and meet the basic subsistence needs of the people affected. Disaster response is predominantly focused on immediate and short-term needs and is sometimes called disaster relief. • Recovery: The restoring or improving livelihoods and health, as well as economic, physical, social, cultural, and environmental assets, systems, and activities, of a disaster-affected community or society, aligning with the principles of sustainable development and “build back better”, to avoid or reduce future disaster risk. <p>Then, ask attendees to suggest activities that are usually implemented in each of these phases. You can see some activities in section 8 below.</p> <p>Slide 13: Response and Recovery phases graph Walk through the different phases of a disaster and the interactions between them, highlighting the size and concentration of the different elements. You can find more information in section 8 below.</p> <p>Slide 14: Humanitarian Coordination Ask attendees why coordination is essential. The answer: when emergencies occur, coordination is necessary to avoid gaps and overlaps in the assistance delivered to the affected population</p> <p>Slide 15: Stakeholders in humanitarian response Comment on the text about local and international actors. In preparation for the next slide, and suggest that all these stakeholders need to coordinate..</p> <p>Slide 16: The Cluster System</p> <ul style="list-style-type: none"> • Explain the cluster system, which operates globally and locally in most countries. • There is a specific cluster for Shelter & Settlements. • The UN cluster system exists in the Philippines, Haiti, and Bangladesh, in partnership with national governments. • In some countries, humanitarian clusters are called “working groups.” <p>Slide 17: Coordination levels Please comment that coordination is needed at all levels.</p> <p>Slide 18: Coordination Structure at Country Level Explain the graphic</p> <p>Slide 19: Financial Tracking Service Explain this contribution tracking system also as a means of coordination. Suggest through a brief discussion whether diaspora groups should also report to it.</p>

DISASTER RISK MANAGEMENT

Duration	Instructions/Description
	<p>Slide 20: Establishing a common framework for Diasporas involved in disaster response Explain the process of creating a common framework for coordinating diaspora efforts with the humanitarian community.</p> <p>Slide 21: Other industries have undergone a similar process Explain that telecommunications companies have created a common framework, and the Diaspora could do something similar.</p> <p>Slide 22: Key learning points Ask a participant to read the key learning points.</p> <p>Slide 23: Questions? Comments? Open the floor for attendees to ask questions or make comments (5 min).</p>
10 minutes	<p>Migrants in Countries in Crisis (MCIC)</p> <p>Slide 25: What will you learn? List the learning objectives.</p> <p>Slide 26: MICIC - Why is this important? Project the 2-minute video. Remember to test the audio system before the presentation!</p> <p>Slide 27: MICIC initiative Present the activities intended to be carried out before, during, and after a crisis to integrate the migrant community.</p> <p>Slide 28: What can diaspora do? Explain how diaspora could contribute to the MICIC initiative.</p> <p>Slide 29: Questions? Comments? Open the floor for attendees to ask questions or make comments (5 min).</p>
30 minutes	<p>Group Exercise</p> <p>Slide 31: Group exercise Explain the exercise.</p>
0	<p>End of Session</p> <p>Slide 32: Thank you! Add the facilitator's data to the slide.</p> <p>Slide 33: Acknowledgements Please briefly acknowledge the organizations that developed this training session.</p>

DISASTER RISK MANAGEMENT

8. Support Information

Sphere Standards

The Sphere Handbook is the oldest initiative in the field of humanitarian standards. It has been field-tested for over twenty years and regularly updated to ensure it remains fit for purpose in a changing world. What does not change is its rights-based foundations: people have the right to assistance, the right to life with dignity, the right to protection and security, and the right to fully participate in decisions related to their own recovery.

The Sphere movement was started in 1997 by a group of humanitarian professionals aiming to improve the quality of humanitarian work during disaster response. With this goal in mind, they framed a Humanitarian Charter and identified a set of humanitarian standards to be applied in humanitarian response.

Initially developed by non-governmental organizations, along with the Red Cross and Red Crescent Movement, the Sphere standards have become a primary reference tool for national and international NGOs, volunteers, UN agencies, governments, donors, the private sector, and many others. Today, Sphere is a worldwide community that brings together and empowers practitioners to improve the quality and accountability of humanitarian assistance.

The Sphere philosophy is based on two core beliefs:

- People affected by disaster or conflict have the right to life with dignity and, therefore, the right to assistance; and
- All possible steps should be taken to alleviate human suffering arising out of disaster or conflict.

The Humanitarian Charter and Minimum Standards put these core beliefs into practice.

Sphere's flagship publication, the Sphere Handbook, is one of the most widely known and internationally recognized sets of common principles and universal minimum standards in humanitarian response. The Sphere standards are periodically revised to ensure the Handbook reflects new evidence and evolving practice in the humanitarian sector. More info: <https://spherestandards.org/>

Core Humanitarian Standard on Quality and Accountability (CHS)

The Core Humanitarian Standard on Quality and Accountability (CHS) sets out Nine Commitments that organizations and individuals involved in humanitarian response can use to improve the quality and effectiveness of the assistance they provide.

The CHS places communities and people affected by crisis at the center of humanitarian action. As a core standard, the CHS describes the essential elements of principled, accountable, and high-quality humanitarian aid. It is a voluntary and measurable standard. The CHS is the result of a global consultation process. It draws together key elements of existing humanitarian standards and commitments.

The CHS Guidance Notes and Indicators supplement the CHS. Aimed at all humanitarian actors and organizations involved in planning, managing, or implementing a humanitarian response, this document provides clarification on the Key Actions and Organizational Responsibilities laid out in the CHS and examines some of the practical challenges that may arise when applying the CHS. It provides indicators and guiding questions to promote measurement of progress towards meeting the standard and drive continuous learning and improvement. It was updated to align with the version in the 2018 edition of the Sphere handbook.

More info: <https://corehumanitarianstandard.org/>

DISASTER RISK MANAGEMENT

Response and Recovery phases

Emergency response aims to provide immediate assistance to maintain life, improve health and support the morale of the affected population. It consists of a number of elements, for example warning/evacuation, search and rescue, providing immediate assistance, assessing damage, and immediate restoration or construction of temporary infrastructure (i.e., provisional storm drains or diversion dams). Such assistance may range from providing specific but limited aid, such as assisting refugees with transport, temporary shelter, and food, to establishing a semi-permanent settlement in camps and other locations. It also may involve initial repairs to damaged or diversion to infrastructure.

In the **Early Recovery** phase, the affected population is in a more stable transition period. They have a place to get food and water and a temporary or transitional shelter that can withstand wind and rain. They can go about their daily lives, beginning to resume some kind of normal existence. Children return to school—though their classes may be held in a church, tent, or other temporary accommodation. Those affected may not have yet recovered fully, but they have begun to adapt to a “new normal.” Early recovery can last any number of weeks or months—even years. While the phases from relief to recovery may follow a similar pattern, the timeline for how quickly a particular community follows this path may depend on its initial vulnerability, access to resources, adaptability, and other considerations.

During **medium to long-term recovery**, the work of building permanent physical structures to replace tents, trailers, or plywood houses begins, as does restoration of social networks. As permanent housing is being rebuilt, the social fabric of communities is strengthened. Children are returning to school buildings. Adults have renewed opportunities to improve their livelihoods and restore their family economies. Life is finally beginning to feel stable once more.

The Cluster System

Clusters are the IASC-managed organizational groupings of operational agencies, both UN and non-UN, in each of the main sectors of humanitarian action. Clusters operate at the global and country levels to support national Governments in managing international assistance.

At the global level, clusters are responsible for strengthening system-wide preparedness and coordinating technical capacity to respond to humanitarian emergencies in their respective sectors. At the country level, clusters ensure that humanitarian organizations’ activities are coordinated and serve as the first point of call for the Government, the UN RC, and the HC. To the extent possible, clusters mirror national response structures, use terminology that is close or identical to that of the national sectors, and are co- chaired by Government representatives. Where required, country-level clusters can be established at the onset of a disaster and may or may not remain following the initial phases of response based on an in-country assessment of continued need.

Globally, nine clusters have been established with designated Cluster Leads Agencies that are accountable to the IASC. At the country level, the clusters are led by representatives accountable to the UN RC or the HC. However, cluster lead agencies at the country level need not be the same agency as the sector’s Global Cluster Lead. Instead, cluster leadership should be based on the local context and capacities of agencies already on the ground. The structure of clusters at the country level should also be adapted to local needs. Similarly, sub-national clusters may be established where required, and once again, the local cluster leads need not be the same as those designated at country level.

DISASTER RISK MANAGEMENT

The Cluster System (contd.)

OCHA works closely with global cluster lead agencies and NGOs to develop policies, coordinate inter-cluster issues, disseminate operational guidance, and organize field support. At the field level, OCHA helps ensure that the humanitarian system functions efficiently and supports the HC's leadership. OCHA provides advice and support to the HC and HCT and facilitates inter-cluster coordination. It also helps coordination between clusters at all response phases, including needs assessment, joint planning, and monitoring and evaluation.

Other possible elements:

The **Inter-Agency Standing Committee**. The IASC is a unique inter-agency forum for coordination, policy development, and decision-making. It includes the key UN and non-UN humanitarian partners. Led by the Emergency Relief Coordinator, the IASC develops humanitarian policies, demarcates responsibilities across the various dimensions of humanitarian assistance, identifies and addresses gaps in response, and advocates for the effective application of humanitarian principles.

Government and national actors. Under UN General Assembly Resolution 46/182 (19 December 1991), the affected State, including the Government and national actors, is primarily responsible for initiating, organizing, coordinating, and implementing humanitarian assistance in its territory.

The **Emergency Relief Coordinator**. The post of ERC is held by the Under-Secretary-General for Humanitarian Affairs, who leads the IASC. The ERC is responsible for overseeing all complex emergencies that require UN humanitarian assistance. In countries affected by disasters or conflict, the ERC may appoint a Humanitarian Coordinator. The ERC secures IASC endorsement of HC proposals to activate clusters and appoint cluster leads. The responsibility of the ERC does not detract from the High Commissioner's mandated accountability toward refugees.

Humanitarian Coordinator. When crises occur, the HC in a country is responsible for assessing whether an international response is warranted and, if it is, for ensuring that it is well organized. HCs are accountable to the ERC. At the national level, they lead the HCT in deciding the most appropriate coordination solutions for a crisis, taking into account the local situation. An agreement must be reached on which clusters to establish and which organizations will lead them.

Humanitarian Country Team. The HCT is a strategic and operational decision-making and oversight forum established and led by the HC. It includes representatives from the UN, IOM, NGOs, and the Red Cross/Red Crescent Movement often attending with observer status. Agencies that are designated cluster leads represent their clusters as well as their organizations. The HCT is responsible for agreeing on strategic issues related to humanitarian action.

Cluster lead agencies. Heads of Cluster lead agencies are accountable to the HC. They ensure that coordination mechanisms are established and adequately supported.

- They act as the first point of call for the Government and the HC.
- They are the provider of last resort in their respective cluster.

Cluster coordinators are responsible for ensuring that cluster-specific concerns, and challenges that cannot be solved within a cluster, are raised and properly discussed by the HCT, and that strategic decisions are shared and implemented at the operational level.

DISASTER RISK MANAGEMENT

The Cluster System (contd.)

Shared leadership. This approach distributes cluster lead agency and cluster coordination responsibilities equitably at global, national and sub-national level. Studies have shown that sharing leadership between UN agencies, NGOs, the Red Cross/Red Crescent Movement and other key humanitarian actors, including the IOM, generally improves partnership, advocacy, and information distribution, therefore the response as a whole.

Financial Tracking Service

The FTS database includes all cash and in-kind humanitarian contributions reported by donors and recipient organizations for any humanitarian situation in any country. It has a special focus on consolidated and flash appeals because they cover the world's major humanitarian crises and track contributions in relation to needs and financial requirements. FTS is managed by OCHA and is a global, online, real-time database of humanitarian funding needs and international contributions.

MCIC Initiative

The initiative examines all phases of a crisis, including:

The **pre-crisis phase**: The extent and soundness of frameworks, policies, structures, and practices that are in place prior to a crisis are crucial for effective and robust responses at subsequent phases of a crisis. As a corollary to this, the better migrant's rights are protected in normal times, the more resilient and able they will be to help themselves in times of crisis.

The **emergency phase**: The humanitarian imperative needs to drive responses at the emergency phase, with migrants able to access assistance on an equal footing with citizens. Targeted actions may also be needed to overcome specific obstacles and vulnerabilities faced by migrant populations, such as barriers relating to language, culture, and migration status.

The **post-crisis phase**: Whether migrants remain in the country, move to another country, or return to their home country, they continue to face challenges. These may relate to, inter alia, loss of livelihoods, protection issues, medical and psychological needs, and other re-integration issues. These impacts extend not only to migrants and their families but also to their host and home communities.

Image 5 (proceeding page): Shelter construction underway at Bakasi IDP Camp. © IOM 2016/Muse MOHAMMED.



MODULE 3: SHELTER AND SETTLEMENTS

Session 4: Introduction to the Shelter Sector - Role and Practices

1. Objective, session purpose

Introduce the concept of humanitarian shelter and all its implications.

2. Learning objectives

By the end of the session, participants will:

- Understand the shelter sector's role, practices, scale and trends in humanitarian emergencies (disasters and conflicts).
- Enumerate the primary global standards that guide humanitarian response in general, and shelter response in particular.
- Identify the Cluster System as the primary mechanism for coordinating the humanitarian response in general, and shelter response in particular (Shelter Cluster).
- Learn about some best practices and lessons in humanitarian shelter response.
- Describe the pressures and dynamics of an emergency shelter response.

3. Key learning points

- Shelter is more than a roof.
- Humanitarian shelter interventions should include multiple approaches (“No one size fits all”)
- Promote humanitarian-development nexus.
- Fragmented, non-articulated, stand-alone responses must be avoided (“a shelter strategy is needed”).
- Coordination works.
- Do not rebuild vulnerability (“Build back better, safer, stronger, etc.”)
- Support to self-recovery is key (technical assistance, construction skills training, markets...)

4. Linked modules or context/reason for holding the session

This session introduces the key aspects of a humanitarian shelter intervention.

5. Session schedule

Duration (min.)	Topic
3	Session introduction
10	Shelter sector role in humanitarian response
9	Standards
8	Coordination
5	Best practices and lessons learned
15	Questions and comments
45	Understanding emergency shelter dynamics: Cyclone Socorro simulation

SHELTER AND SETTLEMENTS (contd.)

6. Resources and materials used

- Sphere Standards
- Simulation materials (see more information in section 8)

7. Detailed content

During the session, the facilitator will follow the guidelines and show the slides as indicated below.

Duration	Instructions/Description
3 minutes	<p>Session Introduction</p> <p>Slide 1: Session cover Show this slide on the screen while the participants enter the training room.</p> <p>Slide 2: Learning objectives Read the learning objectives.</p> <p>Slide 3: Contents List the contents of the session.</p>
10 minutes	<p>Shelter Sector Role in Humanitarian Response</p> <p>Slide 4: Shelter sector role in humanitarian response The purpose of this slide is to highlight the beginning of the chapter.</p> <p>Slide 5: Disaster and Conflict: Impact on shelter and settlements Comment on the pictures. Ask the participants what they see and if they see essential differences between them. The participants should agree that what they see is just destruction. In each case, it was due to different events. Philippines 2013 (cyclone). Syria 2016 (conflict). Bangladesh 2007 (floods). Haiti 2010 (earthquake).</p> <p>Slide 6: What is humanitarian shelter? Ask a participant to read the concept. Explain the formula: shelter is more than a roof and four walls.</p> <p>Slide 7: What does shelter provide? Let's answer the question "What is shelter?" by explaining what shelter provides: protection from the weather, health, support for family and community life, dignity, security, livelihoods, etc.</p> <p>Slides 8-11: Images of shelters Ask the participants about the adequacy of the following example, based on the shelter definition (habitable covered living space providing a secure healthy living environment with privacy and dignity to those within it." You can also ask if the example accomplishes the Sphere criteria (protection from the weather, health, support for family life, dignity, security, livelihoods).</p>

SHELTER AND SETTLEMENTS

Duration	Instructions/Description
	<p>Slide 12: Why is shelter important? Ask the participants to answer the question by following the workflow.</p> <p>Slide 13: Scale and Trends. Scale Read the data on the slide. Conclude that more people are displaced worldwide by disasters than by conflicts. And that the funds dedicated to sheltering are very scarce, not only because of the percentage of total money dedicated to humanitarian aid but also because shelter support is costly.</p> <p>Slide 14: Global trends List the trends.</p> <p>Slide 15: Humanitarian shelter - coverage What does this mean? The graph shows that humanitarian shelter only covers 10% of the affected population; being the vast majority (90%) self-recovery.</p> <p>Therefore, how can we better support self-recovery? This question is key to changing the paradigm on how to implement more effective shelter interventions.</p>
<p>9 minutes</p>	<p>Standards</p> <p>Slide 16: Global and national shelter standards The purpose of this slide is to highlight the beginning of the chapter.</p> <p>Slide 17 and 18: Sphere standards In the previous session, the Sphere Standards were presented. Now we will focus on the chapter dedicated to shelter & settlements, which has seven standards.</p> <p>For example, let's look at standard 3 "living space." Each standard has some key actions and key indicators.</p> <p>Slide 19: National standards A National Building Code (NBC) provides guidelines for constructing structures – residential, mercantile, institutional, educational, commercial, assembly, storage spaces, or even hazardous buildings. This is an official document; every country has its own NBC.</p> <p>The members of the national shelter cluster (or working group) could also agree on some standards to ensure quality and similar support provided by any organization.</p> <p><i>Note: the slide shows documents from the Philippines. These images can be changed to those corresponding to the country of origin of the course attendees.</i></p>

SHELTER AND SETTLEMENTS

Duration	Instructions/Description
<p>8 minutes</p>	<p>Coordination</p> <p>Slide 20: Coordination The purpose of this slide is to highlight the beginning of the chapter.</p> <p>Slide 21: Coordination sectors and levels This slide shows the UN cluster coordination system (as seen in the previous module). Coordination takes place at different scales, from global to inter-field locations.</p> <p>Slide 22: Interaction with other sectors and cross-cutting issues List the different sectors and cross-cutting issues with which shelter primarily interacts. Ask participants for examples.</p> <p>Slide 23: Shelter Cluster video Show the video about the Shelter Cluster Philippines in response to typhoon Haiyan (2013-2014). Please feel free to change the video according to the country of origin of the training participants - there are videos from other countries on the Shelter Cluster YouTube channel: https://www.youtube.com/user/ShelterCluster.</p> <p>Slide 24: National Shelter Cluster team functions Explain the three main functions of the Shelter Cluster coordination team. Depending on the need (and available funds), there could be more functions.</p> <p>Slide 25: Global Shelter Cluster - Member organizations At the global level, the Shelter Cluster is co-chaired by UNHCR (leads for refugee and conflict IDPs) and IFRC (convener for natural-hazards disasters).</p> <p>Ask participants to identify some organizations among the logos on the slide.</p> <p>Slide 26: Shelter Cluster website Introduce the Shelter Group's website. Visit it and browse some sections, especially any responses in participants' countries of origin, if you have time.</p>
<p>5 minutes</p>	<p>4. Best Practices and Lessons Learned</p> <p>Slide 27: Best practices and lessons learned The purpose of this slide is to highlight the beginning of the chapter.</p> <p>Slide 28: Best practices and lessons learned Ask different participants to read the best practices and lessons learned, one at a time. Encourage discussion.</p>

SHELTER AND SETTLEMENTS

Duration	Instructions/Description
<p>10 minutes</p>	<p>Questions and Comments</p> <p>Slide 29: Questions and comments Encourage participants to ask questions and provide comments.</p>
<p>10 minutes</p>	<p>Understanding Emergency Shelter Dynamics: Cyclone Socorro Simulation</p> <p>Slide 30: Understanding emergency shelter dynamics The purpose of this slide is to highlight the beginning of the chapter.</p> <p>Slide 31-32: Presentation of simulation Use these two slides to explain the scenario and set the stage for the simulation.</p> <p>Slide 33: Roles to be played Encourage participants to review their roles and resources and make themselves ready for action. Verify that everyone has a role and ask anyone left out to join with another person or pair to share their role.</p> <p>Slide 34-36: Maps Use these three slides to explain the background scenario. When showing the 3 Precincts affected, ask those participants playing the survivors from each Precinct to briefly explain their situation. Highlight the flooded areas in Precincts 1 and 2.</p> <p>Slide 37: Read and prepare The participants will review their role guide, introduce themselves to other players, and generally get ready for action.</p> <p>Slide 38: Basic rules Review the basic rules of the simulation with slide # 14. Make it clear that this is an interactive simulation, and that participants will have to move, find other stakeholders they want to work with, and must make decisions quickly to meet emergency needs.</p> <p>Explain that the resources in the role envelopes must be used and treated as if they are actual resources, i.e., money may be used to buy supplies from the “Private Sector” who will sell them coupons representing various response commodities. These commodity coupons must be actually handed to survivors – representing a distribution. Survivors will collect needed resources to meet their emergency needs as described in their role guides.</p> <p>Slide 39: Timer This slide is used as a progress timer for the simulation action. Once the action starts, use your watch to mark the time and advance the animation on the slide to show in which week of the response the participants are currently responding.</p>

SHELTER AND SETTLEMENTS

Duration	Instructions/Description
	<p>Slide 39: Timer (contd.) At the end of week 4 (after 20 minutes) stop the action and ask everyone to return to their seats for the debriefing. Explain that there will be a chance to continue the response at the end of the day, and so all resources, badges, coupons, cash, etc. must be preserved by each participant for their return to the action later in the day.</p> <p>Slide 40: Debriefing Show this slide and begin the debriefing of the exercise. Follow the prompts from the slide in turn, trying to call on as many different roles from the simulation as you can.</p> <p>Ask the responders if any transitional shelters or core house designs were proposed. If so, ask which ones and why these designs were chosen. If not, ask why... what pressures were at play that kept responders from using these approaches.</p>
<p>0 minutes</p>	<p>End of Session</p> <p>Slide 41: Thank you! Add the facilitator’s data to the slide Project this slide and announce the break. Explain that the group will return to the training room at the time set and will focus on the transitional shelter approach and transitional shelter unit program design.</p> <p>Slide 42: Acknowledgements No need to display this slide.</p>

8. Support Information

Cyclone Socorro Simulation

Needed Supplies and Preparations:

This session requires the room to be set up for small group work – tables of 5 to 7 people each. You will need:

- All PowerPoint and Word files related to this session.
- PowerPoint digital projector and screen
- 1 flipchart with markers for each table, plus 1 additional at the front of the room.
- Various handouts as per the table below.

Cyclone Socorro Simulation – this tabletop simulation requires 12 separate roles to be printed as handouts and inserted into envelopes labeled for each of the 12 roles. Find the file **1D-Socorro Roles.docx** and print out the file on A4 paper, double-sided. Check that each role includes information on both sides of the sheet for each. If you have more than 12 people, include 2 copies of each role in each envelope so that participants can share roles. There are also coupons that must be printed, cut out, and distributed to the role envelopes according to the exercise instructions. Review the PowerPoint file **1F-Socorro-Coupons.pptx** and print one full set of the file. Distribute the appropriate coupons to the role envelopes as described in the **Cyclone Socorro Sim.docx** file. This preparation must be done well before the training and reviewed for completeness before distribution to the participants

SHELTER AND SETTLEMENTS

Supporting files for this session

Document(s)	Preparation	File Name
PowerPoint Presentation	Review & test animation	Session4_Introduction-Shelter-sector.pptx
Roles	Print 2 complete copies (double-sided) to be added to role player envelopes.	1B-Socorro-Roles.docx
Administrator's note with guidance for setting up player envelopes and resources	Print 1 copy for yourself.	1C-Socorro-Admin.docx
Coupons	Print 20 copies and cut out coupons for distributing to the role envelopes. (See Admin. Guide described above)	<ul style="list-style-type: none"> • 1D-Socorro-Coupons.pptx • 1E-Socorro-Play-Money.pptx
Badges for role players	Print out the badges and insert them into hanging or pin-on badges so that all role players can be immediately identified. Use the file template that best fits your badge size. The same templates can be used for printing labels for the role envelopes.	<ul style="list-style-type: none"> • 1F-Socorro-Name-Badges-3X2.docx • 1G-Socorro-Name-Badges-4X2.docx

General guidance

This is a fast-paced session. The introduction and initial explanation are straightforward and should be done quickly. Save time in the session introductions and distribution of roles by assigning the simulation roles ahead of time, using the participant list as a guide to which participants might play which roles best. It may be best to give the roles of the shelter NGOs and the NDMO to any design professionals or program experts in the group – but it is not necessary. In principle, anyone should be able to play any of the 12 roles provided. If there are more than 12 participants, instruct pairs (as required) to play some roles as teams so that everyone is involved in reading and playing the roles.

The time allocated for the Cyclone Socorro simulation is adequate, and the feeling of the session should be exciting rather than rushed. Do not allow the simulation turns to run longer than scheduled – even if participants feel they need more time to complete their missions. One of the key learning points is to underscore the extreme time pressure on responders during emergencies. It is important to keep key points and presentations brief and to the point during the debriefing of the exercise to allow the maximum number of different participants to be heard. Avoid spending time in this session on long discussions or examples from participants' experiences – there is ample time planned for this in the following sessions.

The summary at the end of the debriefing should be succinct and draw the “bigger picture” context in which immediate emergency supplies, transitional shelter, and later, core houses are deployed. Take care to highlight the use of transitional shelters and core houses within the overall transitional shelter approach, and explain that the necessary preconditions for each to work well as shelter programs will be explained in the following sessions.

SHELTER AND SETTLEMENTS

Session 5: Shelter and Settlements after Disaster. Issues and Concerns

1. Objective, session purpose

To inform about the disasters shelter response process.

2. Learning objectives

By the end of the session, participants will:

- Understand how local context informs and determines effective shelter strategy in humanitarian response
- Elaborate on potential pathways from displacement to permanent shelter solutions and corresponding methods of humanitarian shelter assistance in support of recovery
- Form an understanding of shelter response process (emergency, transitional and permanent shelter solutions)
- List best practices and lessons in reconstruction – Build Back Better.

3. Key learning points

- Shelter is much more than a roof
- Shelter is a process, not just a product
- The importance of settlements' scale
- There are several assistance options
- Coordination is key
- There are different pathways towards recovery and reconstruction.

4. Linked modules or context/reason for holding the session

This is the second shelter & settlements module session and builds on the issues discussed earlier. The same topics will be contextualized to each country or region in the next module.

5. Session schedule

Duration (min.)	Topic
10	Session introduction The importance of the local context
10	From homelessness and displacement to permanent shelter
20	Shelter assistance options
45	Best practices in recovery and reconstruction
5	Closing

6. Resources and materials used

- PPT presentations
- Post cards or post-it notes, markers, adhesive putty.

SHELTER AND SETTLEMENTS

7. Detailed content

During the session, the facilitator will follow the guidelines and show the slides as indicated below.

Duration	Instructions/Description
5 minutes	<p>Session Introduction</p> <p>Slide 1: Session cover Show this slide on the screen while the participants enter the training room.</p> <p>Slide 2: When a disaster strikes The slide introduces the topic to be discussed in this session: the diversity of possible paths to recovery.</p> <p>Slide 3: Learning Objectives Read the learning objectives.</p> <p>Slide 4: Contents List the contents of the session.</p>
5 minutes	<p>The Importance of the Local Context</p> <p>Slide 5: The importance of the local context The purpose of this slide is to highlight the beginning of the chapter.</p> <p>Slide 6: Pre-existing conditions The slide shows the cases of two countries affected by earthquakes of similar intensity but with different impacts.</p> <p>Slides 7-8: Context elements The slides are intended to show the huge number of elements that make up the context of humanitarian response.</p> <p>Slide 9: Issues influencing the shelter response The slide presents the contextual issues to consider in designing a humanitarian shelter response.</p>
10 minutes	<p>From Homelessness and Displacement to Permanent Shelter</p> <p>Slide 10: From homelessness and displacement to permanent shelter Cover slide</p> <p>Slide 11: Shelter is a process Key message: Shelter is a process (it could be renamed as “sheltering process”). The background is a graphic developed by CARE International.</p>

SHELTER AND SETTLEMENTS

Duration	Instructions/Description
	<p>Slide 12: Disaster risk management phases The graph shows the different interlinked phases.</p> <p>Slide 13: Shelter Curve Graph Walk through the different phases of a disaster and the interactions between them, highlighting the size and concentration of the different elements.</p> <p>Slide 14: Product vs. Process The slide explains the differences in the reconstruction process. The process model is progressive, where families are the protagonists of their recovery.</p>
<p>10 minutes</p>	<p>Assistance Options</p> <p>Slide 15: Assistance options Cover slide</p> <p>Slide 16: Assistance options The slide lists some assistance options. Please explain that some of them correspond to the emergency, recovery and/or reconstruction phase. There are more modalities of assistance, for example those linked to market interventions.</p> <p>Slide 17: Emergency shelter This is the first phase of the response. The main objective is to save lives, although it must foresee the tie with the following recovery phase.</p> <p>Slide 18: Distribution of Shelter NFIs Tarpaulins, tools (hammers, saws, scissors), and fixings (rope, wire, nails) are often distributed to build an emergency shelter or repair temporarily damaged but habitable houses.</p> <p>Slide 19: Distribution of Household NFIs Usually, the HH NFIS to distribute are blankets, clothes, kitchen utensils, buckets and jerricans, mosquito nets, etc.</p> <p>Slide 20: Technical advice While distributions are made, technical guidance is often given on how to use the materials to build a shelter or temporarily repair a house. Also, during the emergency phase, the engineers run assessments of damaged homes.</p> <p>Slide 21: Cash transfer Cash transfers can work pretty well in locations where markets are still active. A feasibility study should be carried out beforehand. Cash transfer programming has many advantages: mainly empowerment of the beneficiaries (they acquire what they consider a priority), local economic benefits, and logistical costs savings.</p>

SHELTER AND SETTLEMENTS

Duration	Instructions/Description
	<p>Slide 22: Disaster risk management phases Transitional shelter is any of a range of shelter options that help people affected by conflict or natural disasters who have lost or abandoned their housing until they can return to or recover acceptable permanent accommodation. The term refers to an incremental process rather than a product, in which a shelter can be:</p> <ul style="list-style-type: none"> • Upgraded into part of a permanent house • Reused for another purpose • Relocated from a temporary site to a permanent location • Resold, to generate income to aid with recovery • Recycled for reconstruction. <p>Slides 23-27: Pictures of transitional shelters Comment on the type of materials, design, etc. of each picture.</p> <p>Slide 28: Permanent shelter Please read the definition of “Permanent Shelter” provided on the slide.</p> <p>Slides 29-30: Pictures of permanent shelters Comment on the pictures: house design, building materials, hiring of local labor, participation of the beneficiaries in the construction, technical monitoring of the work, etc. Explain the “core house” concept.</p>
<p>45 minutes</p>	<p>Best Practices in Recovery and Reconstruction</p> <p>Slide 31: Best practices in recovery and reconstruction Cover slide</p> <p>Slide 32: Build Back Better (and Safer) List the BBB/S guidance principles</p> <p>Slides 33-34: Pictures related to Build Back Better Briefly explain the BBB/S issues that can be identified in the images.</p> <p>Slide 32: Pathways to recovery We will propose to the attendees to carry out an exercise in groups. First, we will present the scenario: an earthquake hits a city.</p> <p>Slides 35-36: Group exercise Participants are divided into 6 groups. Each group will answer their question on cards or post-it notes. The cards are placed on the wall at the end of the exercise, distributed similarly to the “Pathways to Permanence” matrix (next slide).</p> <p>Slide 37: Pathways to Permanence matrix Talk through the different interventions and the different checkpoints.</p>

SHELTER AND SETTLEMENTS

Duration	Instructions/Description
5 minutes	<p>End of Session</p> <p>Slide 38: Key learning points Ask a participant to read the key learning points listed on the slide.</p> <p>Slide 39: Questions or comments? Time for the participants to ask some questions related to the session.</p> <p>Slide 40: Thank you! Add facilitator’s data to the slide Project this slide and announce the break. Explain that the group will return to the training room at the time set and will focus on CoO specific issues.</p> <p>Slide 41: Acknowledgements No need to display this slide.</p>

8. Support Information

Transitional shelter concept

“Rapid, post-disaster household shelters made from materials that can be upgraded or re-used in more permanent structures, or that can be relocated from temporary sites to permanent locations. They are designed to facilitate the transition by affected populations to more durable shelter.”

Core house concept

A core house concept uses a small and simple replicable construction model easily adaptable by the community. This small disaster-resistance house is designed to have economic construction costs so that this strategy could maximize the number of families impacted. The core house is expected to be expanded by families through a process of construction support sharing or a subsidized approach among government, donors, and family-owned sources.

SHELTER AND SETTLEMENTS

Session 6: Country-Specific Breakout Sessions: Shelter Needs & Best Practices

Note: there are three versions of the presentation, adapted to the countries of Bangladesh, the Philippines, and Haiti.

1. Objective, session purpose

To disseminate good practices on Shelter & Settlements implemented in the country of origin of the diaspora.

2. Learning objectives

Participants will learn about:

- The country's exposure and vulnerability to natural hazards
- The National Disaster Management policy
- Appropriate and contextualized shelter & settlement responses and risk reduction.

3. Key learning points

- The country of origin is prone to disasters due to its high socio-economic vulnerability and its exposure to a range of natural hazards
- Increase emergency response capabilities in the shelter sector by improving evacuation centers, prepositioning relief materials, and capacity building stakeholders
- Promoting local building cultures has proven to be a cost-effective and sustainable way to mitigate disaster risk in the shelter sector
- Awareness campaigns on how to build better are very effective and cost-efficient in improving housing quality and resistance.

4. Linked modules or context/reason for holding the session

The modules on Disaster Risk Management and Shelter & Settlements form the basis of this module, which contextualizes the previously covered topics to a specific country.

5. Session schedule

Duration (min.)	Topic
5	Session introduction
15	Country Risk profile
15	Shelter & Settlements
10	Safe Shelter awareness
5	Closing

SHELTER AND SETTLEMENTS

6. Resources and materials used

- PowerPoint presentations
- Postcards or post-it notes, markers, adhesive putty

7. Detailed content

Duration	Instructions/Description
5 minutes	<p>Session Introduction</p> <p>Slide 1: Session cover Show this slide on the screen while the participants enter the training room.</p> <p>Slide 2: Learning Objectives Read the learning objectives.</p> <p>Slide 3: Contents List the contents of the session.</p>
15 minutes	<p>Country Risk Profile</p> <p>Slide 4: Country risk profile The purpose of this slide is to highlight the beginning of the chapter.</p> <p>Slide 5: Country risk profile Comment on the values shown on the slide. Click to display the diagram: we bring up what we learned on the first day about understanding risk as the combination of vulnerability, exposure, and threat.</p> <p>Slide 6: Natural hazards List the hazards, ask the attendants if they agree with the list.</p> <p>Slides 7-9: Hazards' impact The slides show the country's exposure to cyclones, floods, and earthquakes. It also offers some government initiatives to reduce their impacts and challenges. <i>This information may be missing for some countries' presentations; the facilitator is kindly requested update the PPT. Alternatively, do not show these slides.</i></p> <p>Slide 10: Exposure Briefly comment on the data displayed.</p> <p>Slide 11: Vulnerabilities Briefly comment on the data displayed. <i>For the case of the Haiti earthquake, ask the attendees the reasons for the difference in impact in regard to Chile (the answer is the different levels of vulnerability of the two countries).</i></p>

SHELTER AND SETTLEMENTS

Duration	Instructions/Description
	<p>Slide 12: Disaster risk Show the position that the specific country has in the global ranking of most at-risk countries.</p> <p>Slides 13: Disaster Management in the [specific country] Please read the text (or ask a participant to do it).</p> <p>Slide 14: Disaster Management Framework [in the specific country] Explain the organogram. <i>This information may be missing for some countries' presentations; the facilitator is kindly requested update the PPT. Alternatively, do not show this slide.</i></p>
<p>15 minutes</p>	<p>Shelter & Settlements, Best Practices and Recommendations</p> <p><i>Note: In this section, the slides are not numbered because the number of slides is different for each country. Therefore, only the titles of some slides are listed. For more information on each slide, you will find notes on each slide.</i></p> <p>Shelter preparedness Give a brief explanation of the images. <i>This information may be missing for some countries' presentations; the facilitator is kindly requested update the PPT. Alternatively, do not show this slide.</i></p> <p>Shelter responses Explain how the usual shelter response strategies in the specific country are. The facilitator is welcome to improve the information available on the slides.</p> <p>Housing types Briefly explain the classification; ask the participants if they agree with it. <i>This information may be missing for some countries' presentations; the facilitator is kindly requested update the PPT. Alternatively, do not show this slide.</i></p> <p>Promoting local building cultures See information on this approach on the slide's notes.</p>
<p>10 minutes</p>	<p>Safe Shelter Awareness</p> <p><i>Safe Shelter Awareness campaigns are also a good practice and recommendation. Because of their cost-efficiency and the essential role the diaspora could play, we have created a section dedicated to this topic.</i></p> <p>Build Back Safer (BBS) IEC materials Show some existing IEC materials developed specifically for the country, and report on the existence of the compendium.</p>

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Duration	Instructions/Description
	<p>Effective ways to disseminate BBS Explain how to do mass dissemination of BBS information through a cascading methodology.</p> <p>Emphasize that the diaspora can play an essential role in BBS information dissemination.</p> <p>Recommendations for Diaspora Remind the audience that the diaspora could play an essential role in disseminating information about shelter safety.</p> <p>Read the recommendations (or ask a participant to do so).</p>
5 minutes	<p>End of Session</p> <p>Key learning points Ask a participant to read the key learning points listed on the slide.</p> <p>Questions and Comments Time for the attendees to ask some questions related to the session.</p> <p>Thank you! Add facilitator’s data to the slide. Project this slide and announce the break.</p> <p>Acknowledgements Please briefly acknowledge the organizations that have provided contents and subsequently compiled them for this training package.</p>



Image 6 (preceding page): In Somalia, there are an estimated 2.9 million people internally displaced due to conflict and natural hazards. Most of them are living in informal settlements, often without a land tenure agreement and in precarious conditions. Through a cash-based intervention activity, 200 families in Baidoa received technical support to construct transitional shelters and be better protected from the elements. The community took the lead in the shelter design and construction, building shelters that met their needs and preferences. © IOM 2021/IOM Somalia



MODULE 4: DIASPORA ENGAGEMENT IN SHELTER RESPONSES

Session 7: A Call to Action: Diaspora Engagement in Shelter Responses

1. Objective, session purpose

To make attendees reflect on the effective engagement of the Diaspora in shelter responses

2. Learning objectives

- To revisit what we have learned during the course.
- To make aware of the protocols established for diaspora engagement in shelter response.
- To reflect collectively on what diaspora can do to concretely help communities in countries of origin/heritage to promote safer shelter.

3. Key learning points

Focused on Diaspora's role in humanitarian response:

- The Diaspora can play a significant role in shelter response beyond remittances.
- Possible action areas are education and awareness, coordination, information, advocacy, planning, and leveraging remittances.
- Standard procedures are already in place for diaspora participation in shelter responses.

4. Linked modules or context/reason for holding the session

This module is a recap of what has been learnt during the course. It is also the preamble to the next presentation on the Standard Operating Procedures approved by the Shelter Cluster Diaspora Engagement Working Group.

5. Session schedule

This first session prepares participants for the rest of the training.

Duration (min.)	Topic
5	Introduction Revisit of Key Learnings
25	Standard Operating Procedures (SOPs)
55	Brainstorming: What can the Diaspora do to concretely help communities in countries of origin/heritage to promote safer shelters?
15	Training closure

6. Resources and material used

- PowerPoint presentation
- Online/hardcopy survey tool

DIASPORA ENGAGEMENT contd.

7. Detailed content

During the session, the facilitator will follow the guidelines and show the slides as indicated below.

Duration	Instructions/Description
5 minutes	<p>Session Introduction</p> <p>Slide 1: Session cover Show this slide on the screen while the participants enter the training room.</p> <p>Slide 2: Overall training's key learning points Ask a participant to read the key messages (alternatively, the facilitator reads it to save time).</p>
25 minutes	<p>Introduction to SOPs for Diaspora Engagement in Shelter Response and Pathways for Integration at the Country Level</p> <p>Slide 3: Introduction to SOPs for Diaspora Engagement Section cover slide</p> <p>Slide 4: Why Diaspora Engagement in Shelter Response (DESR)? The purpose of this slide is to highlight the beginning of the chapter.</p> <p>Slide 5: GSC Working Group on DESR The slide shows the cases of two countries affected by earthquakes of similar intensity but with different impacts.</p> <p>Slide 6: Video on DESR SOPs The slides are intended to show the huge number of elements that make up the context of humanitarian response.</p> <p>Slides 7-9: Key processes The slide presents the contextual issues to consider in designing a humanitarian shelter response.</p> <p>Slide 10: Example Country Contexts/Pathways for integration Explain the slide's content in your own words, avoiding reading the text so as not to bore the audience.</p> <p>Slide 11: Why Diaspora Engagement in Shelter Response (DESR)? Show the other documents developed by the Diaspora Shelter Cluster WG. Ideally, open the web page to display them.</p> <p>Slide 12: Why Diaspora Engagement in Shelter Response (DESR)? 10-minute discussion with participants.</p>

DIASPORA ENGAGEMENT

Duration	Instructions/Description
50 minutes	<p>What Can the Diaspora Do to Promote Safer Shelters?</p> <p>Slide 13: What can the Diaspora do to concretely help communities in countries of origin/heritage to promote safer shelters? This slide is the start of the theme.</p> <p>Slide 14: Brainstorming exercise: What can the Diaspora do to concretely help communities in countries of origin/heritage to promote safer shelters?</p> <p><i>Before starting the session, the facilitator will have drawn on a wall a matrix similar to the one shown on the slide. The groups will write on cards, which they will then place in the corresponding cells. This exercise can also be done virtually, as there are digital tools that imitate boards, like Google Jamboard or Miro.</i></p> <ul style="list-style-type: none"> • In groups, propose actions that the Diaspora can take in the short and long term. • The groups present their proposals and affix the cards to the corresponding cells. • Facilitate a participatory discussion between the different ideas.
10 minutes	<p>Training Closing</p> <p>Slide 15: Assistance options Cover slide</p> <p>Slides 16-17: Key messages for diaspora on shelter Ask a participant to read the key learnings (alternatively, the facilitator reads it to save time).</p> <p>Slides 18 OR 19: Evaluations Depending on the survey format (hardcopies or online), present the corresponding slide (the facilitator will hide the other on before the training).</p> <p>Slide 20: Thanks Thank the attendees for their presence and attention. This is the end of the training.</p> <p>Slide 21: Acknowledgements Please briefly acknowledge the organizations that have provided contents and subsequently compiled them for this training package.</p>

8. Support Information

Visit the website of the Shelter Cluster Diaspora Engagement WG and download the produced documents.

- <https://sheltercluster.org/working-group/working-group-strengthening-and-mainstreaming-diaspora-engagement-shelter-responses>

ANNEX 1. ACRONYMS

BHA	Bureau for Humanitarian Assistance
CHS	Core Humanitarian Standards
CCA	Climate Change Adaptation
CoO	Country of Origin
DR	Disaster Response
DRM	Disaster Risk Management
DRR	Disaster Risk Reduction
DR4	Disaster Risk Reduction, Response and Recovery
GSC	Global Shelter Cluster
IASC	Inter-Agency Standing Committee
IC	International Community
ICDR	International Center for Disaster Resilience
IEC	Information, Education and Communication
IOM	International Organization for Migration
HC	Humanitarian Community
HFH	Habitat for Humanity
HFHI	Habitat for Humanity International
MICIC	Migrants in Countries in Crisis
NFI	Non-Food Items
P2P	Pathways to Permanence
S&S	Shelter & Settlements
USD	United States Dollars
WASH	Water, Sanitation and Hygiene

ANNEX 2. LINKS TO WEBSITES

Core Humanitarian Standards: <https://corehumanitarianstandard.org/>

International Organization for Migration: <https://www.iom.int/>

Inter-Agency Standing Committee: <https://interagencystandingcommittee.org/>

Habitat for Humanity International: <https://www.habitat.org/>

MICIC initiative: <https://micicinitiative.iom.int/>

PDC Global: <https://www.pdc.org/>

PreventionWeb: <https://www.preventionweb.net/>

ReliefWeb: <https://reliefweb.int/>

Shelter Cluster: <https://www.sheltercluster.org/>

Sphere Standards: <https://spherestandards.org/>

The Shelter Compendium: <https://iec.sheltercluster.org/>



ANNEX 3. PRE- AND POST-TEST

1. Name three (3) components of disaster preparedness.
2. What is the Disaster Risk Reduction equation?
3. Name four (4) key humanitarian principles endorsed by the international community.
4. What are the Sphere Standards?
5. Name two (2) sectors in the Sphere Standards.
6. Name three (3) actors operating within the global humanitarian response system.
7. What is the Cluster system established to do?
8. What are three (3) reasons people need shelters after an emergency?
9. List three (3) shelter response options.
10. How does building safer shelter contribute to Disaster Risk Reduction?
11. Describe a practice that did not work in the past in rebuilding safer shelter in your Country of Origin.
12. List three (3) activities that your organization could put in place to promote safer shelters in your country of origin.
13. How can the [name of the training convener] and your organization work together to:
 - Prepare for emergencies,
 - Respond to emergencies,
 - Build back safer?

