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| **Session 9: Shelter and Settlement** | **1 hour 30 minutes** | |
| **Note:** This session is primarily knowledge based (explaining shelter and settlement standards and a few indicators while providing experiential context for them). There are some attitude-oriented aspects which attempt to influence the lens through which shelter is perceived (i.e. “shelter is a process not a product”). There is minimal skill work involved in this session. The indicators were selected because they are the easiest to visualise and grasp through experiential learning. By using these, some commonly cited indicator numbers can be understood in human (rather than abstract) terms. The session includes:  1. **A short video** **analysis with debrief in plenary.** The content-rich video depicts various principles and priorities of shelter programming and will set the stage for the rest of the session.  2. **PowerPoint presentation** – with trainer’s notes in the “Notes View”, which explain the key themes on the slides, and provide instructions for activities and their debriefing.  3. **Tactile/visualisation activities** to be conducted voluntarily by a few participants and observed by all.  4. **A small-group** **exercise** in which the participants will discuss various shelter programming options presented in the Sphere Handbook. They will consider one option in depth and identify potential strengths and weaknesses of that option in different contexts. | This session includes a quick analytical exercise focusing on the **strategy development and programme planning** phase(s) of the humanitarian programme cycle. | |
| **Learning objectives**  By the end of this training, the participants will be able to:   * Apply Sphere guidance to improve shelter assistance for immediate emergency programming and for the longer term * Visualise some commonly cited Sphere shelter indicators and describe them in “human terms” rather than simply as numbers * Identify strengths and challenges of different shelter programming options in different contexts | | |
| **Key messages**  There are four key messages of the session that you should highlight. The goal is that participants will be able to absorb and restate these key messages with colleagues after the training. Those that are involved with shelter response should incorporate these ideas into their next response.   * Which assistance option(s) are appropriate depends on context (Assistance options, Handbook page 282). * Shelter programming does not only concern protection from the elements (What shelter provides, Handbook page 241). * Shelter needs change over time. * Assessment, community engagement and consultation are essential components of any shelter and settlement programme. | | |
| **Concise session plan (this is a fast-paced session)** | | **Timings** |
| 1. Introduction and learning objectives (slides 1–4) | | 5 min |
| 1. Shelter video and debriefing(5–8 with embedded video) | | 20 min |
| 1. Shelter and settlement standards and indicators (9–20) includes short tactile/visualisation exercises | | 30 mins |
| 1. Shelter options – small-group analysis activity and debriefing (21–22) | | 30 min |
| 1. Wrap up and conclusions (23 and 24) | | 5 min |
| **Other files and preparations you will need**  There is one prepared handout for this session which should be printed and prepared for distribution ahead of time. The file is: **STP 9 Response Options Activity sheet.docx**  The accompanying PowerPoint file with embedded video is: **STP 9 Shelter and Settlement.pptx**  For the first **tactile/visualisation activity**, to demonstrate what 45m2 (5m x 9m) looks like, you will need a 30m measuring tape or a string with pre-measured marks at the 0, 9, 14, 23, and 28m points. You will need a training room at least 6m x 10m, or a nearby open area of this size.  For the second **tactile/visualisation activity**,to demonstrate 3.5m2, before the session, mark off a square space 3.5m2 (dimensions are 1.87m x 1.87m) in the front of the training room floor with masking tape. | | |
| **General norms for all Sphere training sessions**   * Apply the principles of adult learning by using an active learning approach in your session design and facilitation. See the **STP Facilitator’s Guide** for more such information and tips. * Remember that different sessions in this package have different content and therefore different approaches to training based on that content. Content has been simply classified as relating to **skills, knowledge, and attitude**. Most sessions include some aspect of each, in different ratios.   + **Skills**-based content results in the participant being able to do an activity or perform a skill. It is best taught by practice, hands-on application, and repetition.   + **Knowledge**-based training results in the participant knowing certain information. This can be measured by quizzes, discussion after the session, or the participant’s ability to explain the content to someone else.   + **Attitude**-based content is intended to change the way participants think about certain topics or the way they approach humanitarian work. This content is about encouraging, convincing, and eliciting buy-in from the group to the extent possible. * Communicate to participants core messages that they will be able to retain and apply **– not** everything you want to tell them. What they need to know to be able to successfully use Sphere in humanitarian response is always less than what you want to tell them and more than they can remember. * Use the learning objectives to guide you if you need to prioritise some elements of the session for the sake of time. * Always use the activities (e.g. case study, role play, plenary discussion, matching game, photo or video analysis) during the session. Participants will learn more by doing, and be much more interested, than if they are lectured at. * Decide how you will share the responsibilities if you have a co-trainer. * You are encouraged to use the session plans and activities from this package for your topic or to modify and develop your own – as long as the learning objectives are met. * Have a plan B (and C) to mitigate unexpected challenges (power failure, more or fewer participants than planned, last-minute room changes, etc.) * Although estimated timings are provided in the notes, consider your group’s size and discussion style, and do the required maths to determine feedback and debriefing time needed. Six groups of four people with each person speaking for 2 minutes = 48 minutes if everyone speaks! It would take 24 minutes if one representative speaks for each group for 4 minutes. * Close your session on-time with an activity wrap-up, summary, debrief, or challenge to action.   **Sphere Training Package surveys**  The Sphere Training Package is updated every few years. Your feedback is highly valuable during and between revisions for monitoring use, and for assessing the quality of the sessions and their suitability for different audiences.   * If you recently delivered training using one or more sessions from this training package, please complete this survey: <https://www.surveymonkey.com/r/STP2019facilitatorsENG> * If you recently finished working through this training package for private study, please complete this survey: <https://www.surveymonkey.com/r/STP2019studiersENG>   **Participant feedback**   * However long or short your training event, Sphere recommends asking your participants for feedback. If using a paper questionnaire, you may use your own form or adapt the one provided in the file **STP 20 Evaluation Form Template.docx**. If you have Wi-Fi at the training venue and everyone can access a phone or PC, you may prefer to use an online survey. Sphere has a central post-event participant survey which you can test here: <https://www.surveymonkey.com/r/spheretesten>. Contact [learning@spherestandards.org](mailto:learning@spherestandards.org) to request a unique way of collecting survey responses (SurveyMonkey calls this a “collector”) or tailored version for your event.   **Sharing a training report**   * If you have recently organised or facilitated a workshop, please send an event report to [learning@spherestandards.org](mailto:learning@spherestandards.org). This may be shared via Sphere digital platforms so please don’t include private or sensitive information. The file **Training event report template.docx** included in this package may be used as a template if your organisation doesn’t provide one. | | |
| **Tips for local modification**   1. If you do not have access to power or equipment to present PowerPoint slides, print the slides on A3 paper in advance and conduct the session as a live event. 2. If you cannot play the included video, skip it and share examples of shelter programmes in the area that you or participants are familiar with. If any participant has particular knowledge, or is a shelter practitioner, ask them to prepare a short case study about their programme (or one they know well), and to describe the approach, principles, and priorities identified in the project. The debrief would consist of a facilitated Q&A session. | | |