4
GREEN
GUIDE TO

STRATEGIC SITE SELECTION AND DEVELOPMENT

MODULE 4: STRATEGIC SITE SELECTION AND DEVELOPMENT

TRAINER'S GUIDE

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INTRODUCTION

This **Trainer's Guide** provides the information, suggested content, activities, and support materials you will need to facilitate a one-day workshop. This workshop was developed as part of the Green Recovery and Reconstruction Training Toolkit (GRRT) under the Humanitarian Partnership program between the World Wildlife Fund and American Red Cross Tsunami Recovery Program.

The one-day workshop covered in this guide is designed as a standalone event, but can be combined with other GRRT training materials to create a multiday workshop. When combined with other GRRT workshops, the opening session should be modified to reflect the subject matter of the combined workshop materials.

Overall Learning Objectives for a One-Day Workshop

By the end of the workshop, participants should be able to:

1. Understand the principles of environmentally sustainable site selection and development.

2. Conduct an assessment of post-disaster site selection, design, and adaptation to address environmental conditions in order to protect people and communities.

3. Identify strategic points of entry in the post-disaster recovery and reconstruction cycle to promote environmentally sustainable site selection and development.

The module focuses on the physical aspects of site selection and development, although the social aspects of developing a shelter site are noted. However, the workshop does not cover in detail the social aspects of selecting and developing a post-disaster shelter site. Participants with an interest in the social aspects of site selection and development are encouraged to acquire further information through other training or through specialized literature.

BEFORE THE WORKSHOP

As part of your workshop preparation, you will need to review each of the points below and decide how each one will be addressed. You may need to coordinate some of these issues with the workshop sponsor, host, lead facilitator, and/or the manager at the workshop venue.

Agenda

Update the agenda to incorporate changes in the workshop. A template for the agenda can be found in the electronic file of the workshop materials.

Prepare sufficient copies of the agenda to give one to each participant.

Alternate Agendas

As noted in Module A, Guide to the Green Recovery and Reconstruction Toolkit, this module may be combined with other modules. This module is designed as a one-day standalone workshop for which the basic agenda has been developed. However, we recommend that this module be combined with Module 5, Green Guide to Materials and the Supply Chain, and Module 6, Green Guide to Construction. Together, these three modules

form a suite of training with a more comprehensive approach to the complete process of sustainably building (or rebuilding) communities after disasters and conflicts.

Workshop Supplies

Ensure that each participant has sufficient pens, paper, and other materials and that there are sufficient flip charts and marking pens for the workshop exercises. See guidelines for other supplies in *Module A, Toolkit Guide.*

Content Paper and Handouts

It is expected that the content paper for this module will be provided to the participants at the beginning of the workshop. The paper contains a number of references that will be used during the workshop.

The trainer should decide in advance of the workshop whether the participants will…

- Be provided with a separate workshop workbook (e.g., ring binder) or a folder for holding handouts
- Receive thumbnail copies of the PowerPoint presentations. Note that many slides ask questions of participants and the following slides provide the answers.

Electronic Copies of Materials

Each of the Green Recovery and Reconstruction Toolkit training modules includes a CD with the files of the content paper, trainer's guide, PowerPoint presentation, and other workshop materials and reference materials.

Electronic copies of all the module materials will also be available for downloading from an Internet site. The trainer needs to confirm the site address and provide it to the participants together with the handouts.

Participant Experiences

For some of the GRRT workshops, the agenda allows 15 – 30 minutes for participants to give brief presentations of their experiences in post-disaster recovery and reconstruction related to the workshop's theme. **If at all possible, the selection of individuals to make presentations should take place before the training.** If a training needs assessment or survey is undertaken before the workshop, this would be an ideal time to also inquire about participants' interest in presenting their case studies and prsonal experiences.

These presentations, typically about seven minutes long, should focus on practical challenges that the presenter faced when dealing with environmental issues during the development or execution of activities related to this workshop topic. The presenters should be encouraged to link their presentation to one or more environmental issues. A basic format for the presentations is as follows:

- Describe the context of the project or activity
- Summarize the problem/issue encountered
- Indicate how it related to the environment
- Explain any solutions found or identified in retrospect, especially in terms of how the well-being of the affected population was impacted by the project or activity

The presentations can focus on positive as well as negative environmental impacts arising from the relevant activities. For practical reasons, each presenter should use no more than four PowerPoint slides. (The use of flip charts or other presentation tools should be encouraged in place of slides.)

While the time allocated for the Participant Experience sessions is relatively long given the overall time for training, this session is an excellent opportunity to identify environment-related lessons and to solicit participant experiences regarding how they encountered and addressed environmental issues in their work.

If a Participant Experience session cannot be organized, the following sessions in the agenda should be moved forward and given more time.

Local Expertise

Perhaps as important as providing an opportunity for participants to share their experience is the value of inviting topic experts from the region to attend the workshop as resource persons. One or two individuals who have knowledge of the workshop topic, experience with the issues discussed in the workshop, and, most important, understand how these issues apply to the local context, can offer invaluable contributions to the workshop. "Local context" is meant to include an understanding of the implications of applying this knowledge and experience to a post-disaster/conflict situation.

Adapting Materials to the Audience

The trainer's guide and materials are designed to have as universal an application as is practical. However, the workshop may be more effective if some of the examples, case studies, or other details are adapted to match the specific training needs and interests of the local audience. If so, trainers should feel welcome to make those adaptations.

Slide Animation

Slide animation (i.e., the need to "click" to make materials appear) is engaged for many slides. The facilitator should feel free to change the animation as needed.

Day Before the Workshop

Make sure the data projector, computer, screen, extension cords, flip charts, markers, and all the participants' supplies are in place. Do a test run of all your PowerPoint files to make sure that all animation is working properly and all changes to the files have been made that are necessary to tailor the files to your audience. Confirm that all printed materials have been copied and are ready to be handed out. For additional workshop planning tips, see *Module A, Toolkit Guide*.

Small-Group Formation

A significant part of the workshop is devoted to group activities. The formation of these groups is an important consideration. You will need to balance the number of participants in the workshop with the mechanics and learning objectives for each group activity.

It is generally recommended that participants sit at large tables in groups of four to six. Whenever practical you may simply form the workgroup based on those table groupings. However, note that some activities

specify either an exact number of participants per group or an exact number of participants to be in that group. You will need to anticipate this range of circumstances and be prepared to assign participants to groups in order to achieve the activities' objectives.

An additional consideration may be the desire for groups to reflect the diversity of the participants, i.e., each group would incorporate gender balance and a proportionate representation of humanitarian workers with conservation/environmental workers, government workers, and/or private-sector workers. Similarly, you might want to balance people who have a lot of relevant experience with newcomers to the field. The main concern is that each group includes participants who have the skills necessary to ensure the group as a whole can complete the assigned activity.

It is up to you to decide whether to change group membership during the workshop. Since this is a one-day workshop, however, keeping the same groups together throughout might be preferable. For multi-day workshops, we recommend placing different individuals in the groups each day. One technique to do this is for you to place each participant's name card (or table tent) in the location of your choosing at the start of each day or before the beginning of the workshop.

WORKSHOP MATERIALS

The following materials need to be assembled and adequate copies made before the workshop. All the materials for this workshop are on the CD for this module. The handouts are in the folder that includes the phrase "workshop materials."

Handouts

Key to handout numbers: Module number, Session number, Handout number. E.g., Handout 4.2.1 is Module 4, Session 2, Handout 1.

Session 1	Module 4 Green Guide to Strategic Site Selection and Development Content Paper Workshop Agenda 4.1.1 Green Recovery and Reconstruction Toolkit 4.1.2 Exercise: Concepts and Definitions Participant presentations covering their experiences, if possible
Session 2	4.2.1 Strategic Entry Points Exercise 4.2.2 Who is Involved in Site Selection and Development and What Do They Do?
Session 3	4.3.2 Post-Cyclone Xoni Reconstruction Program, including Annexes A, B, C
Session 4	4.4.1 Role-Play Guide 4.4.2 Role-Play Observer Worksheet 4.4.3 Learning Evaluation form 4.4.4 Learning Evaluation Answer Key Workshop Evaluation form Certificates for completion of the workshop CD with resource materials related to this workshop Key Tools created during Session 3

Resource Materials on CD

- All files for Module 4: content paper, trainer's guide, workshop materials, PowerPoint slides
- *After the Tsunami: Sustainable Building Guidelines for South-East Asia*

WORKSHOP PLAN OVERVIEW				
TIMES	**ACTIVITY**	**METHODOLOGY**	**RESPONSIBLE**	**TIMING**
SESSION 1: OPENING, DEFINITIONS AND CONCEPTS, PARTICIPANT EXPERIENCES				
8:30 – 10:30	Registration and Greetings			30'
	1.1 Opening and Welcome	Presentation		10'
	1.2 Participant Backgrounds	Round robin		20'
	1.3 Overview of the GRRT	Presentation		10'
	1.4 Workshop Objectives and Activities	Presentation		10'
	1.5 Definitions and Concepts	Presentation, group work, and discussion		25'
	1.6 Sharing Experiences	Brief presentations by one or two participants		15'
10:30 – 11:00	Break			30'
SESSION 2: SITE SELECTION PROCESS				
11:00 – 12:30	2.1 Introduction and Post-disaster Time Line Overview	Presentation, group work, and discussion		50'
	2.2 Identification of Key Actors in Site Selection Process	Presentation, group work, and discussion		40'
12:30 – 1:30	Lunch			60'
SESSION 3: KEY TOOLS FOR SITE SELECTION AND EXERCISE				
1:30 – 3:45	3.1 Review Key Tools	Presentation and interactive discussion		20'
	3.2 Review Guidelines for Environmentally Sustainable Planning	Presentation and discussion		20'
	3.3 Site Selection Exercise	Presentation and group work		95'
3:45 – 4:00	Break			15'
4:00 – 4:30	3.4 Site Selection Exercise, Continued	Presentations and discussions		30'

WORKSHOP PLAN OVERVIEW				
TIMES	**ACTIVITY**	**METHODOLOGY**	**RESPONSIBLE**	**TIMING**
SESSION 4: CHALLENGES AND SOLUTIONS, REVIEW, AND CLOSING				
4:30 – 5:35	4.1 Review of Challenges	Presentation, role-play, and brainstorming		30'
	4.2 Review of Workshop Objectives and Accomplishments	Presentation		10'
	4.3 Evaluation and Closing	Quiz, evaluation, and closing comments		25'

PLAN FOR SESSION 1: OPENING, DEFINITIONS AND CONCEPTS, PARTICIPANT EXPERIENCES

SESSION TIME	**120'**
OBJECTIVES	• Describe the scope, purpose, and training approach of the workshop. • Introduce participants. • Demonstrate the need for the skills that this model provides. • Introduce GRRT to participants. • Develop a common understanding of key terms and concepts in sustainable spatial site selection and development. • Share participant experiences in post-disaster recovery and site selection and development.
ESSENTIAL CONTENT	The session will provide an opportunity for participants to get to know each other, and will give them a familiarity with GRRT and the workshop objective and activities. Participants will learn definitions of the environment, sustainable development, and site selection. Participants will share their experiences.
OUTPUTS	• Participant familiarity with each other • General understanding of GRRT • Understanding of workshop objectives and activities • Participant understanding of key terms and concepts • Increased awareness of challenges in site selection/development
PREPARATION	• Create signs directing participants to workshop room if necessary. • Create a welcome sign with name of workshop. • Prepare flip charts where participants can use sticky notes with questions raised in the introduction, which at the end of the day will be reviewed with the participants to ascertain if they have been answered. • Review the icebreaker activity and choose what is most appropriate for the trainer and audience given the unique workshop situation. • Consider inviting a guest speaker to provide a firsthand account if the trainer is inexperienced in site selection and development aspects of humanitarian projects. • Review GRRT materials and workshop plan. • Review definitions provided in Guidelines for Sustainable Post-Disaster Site Selection and Development. • Identify participants willing to make presentations (total presentation time should not exceed 15 minutes).
RESOURCES	• Data projector and screen • Flip charts and markers • Name badges and table tent cards • Sticky notes, etc.

HANDOUTS	• Workshop Agenda • Module 4 Green Guide to Strategic Site Selection and Development Content Paper • 4.1.1 Green Recovery and Reconstruction Toolkit • 4.1.2 Exercise: Concepts and Definitions • Participant Presentations Covering Their Experiences, If Possible
FACILITATOR NOTE	• Determine well in advance of the workshop what the local customs and expectations are for opening the workshop. In some locations, custom requires government participation and traditional ceremonies. Make sure the appropriate people are invited, but endeavor to make their involvement as brief as practical. Prepare suggested opening comments for a guest speaker, if appropriate. Otherwise, or in addition, invite the workshop host to officially open the workshop, welcome the participants, and comment on the reason the workshop is being held. • If the opening ceremony requires more than the time shown in this Trainer's Guide, then the daily schedule will need to be modified. • The method used to get participants to know each other can be changed. • The examples for Activity 4 can be changed to reflect local examples of poor site selection and development. • Decide whether the working groups created in this session will remain the same throughout the workshop. If you want to vary these groups, do so in a way that balances participants' diversity, gender, and organizational affiliation. • Participants who will make presentations of their experiences need to be identified before training starts. If there are no presentations, the discussions in the previous section should be extended.

Registration and Greetings

(30 minutes)

It is important to show the workshop agenda starting at least 30 minutes before the actual beginning of the formal welcome and opening remarks. If this is not shown on the agenda many participants will show up a few minutes late, then register, collect their materials and greet old friends, and only after that be ready for the workshop to begin.

Activity 1.1 Opening and Welcome

(10 minutes)

Slides # 1 – 2, Welcome. A person representing the host should call the workshop to order, welcome the participants, and say a few words about why the host organization is sponsoring this workshop. He or she can then turn the workshop over to the lead trainer. The trainer should introduce him- or herself, provide some professional background, and explain why he or she is leading the workshop.

Briefly summarize the workshop, indicating that it will involve a combination of lectures, group work, and presentations.

Close this section by asking if any administrative issues need to be addressed, such as per diem or travel issues (if necessary), and indicate when lunch and breaks will take place, and where the toilets are.

Remind participants that smoking and cell phone use are not allowed. Ask them if they have additional workshop norms they would like everyone to respect.

Activity 1.2 Participant Backgrounds

(20 minutes)

Slide # 3, Getting to Know You... Ask the participants to write their names on a sheet of card stock paper, and to place it on the table in front of them. Have them pair up and ask each other the following questions, writing down the responses:

1. What is your name?

2. What do you do?

3. What type of disaster-recovery program have you been involved in?

4. What is your favorite hobby? (or) What is something unusual about you? [This may be an optional question and depends on your sense of its appropriateness for your audience.]

Give the participants three minutes each to interview their partners. Ask each person to introduce his or her partner to the group.

Monitor the time used for people to make their introductions (less than one minute per person) so that the session does not run over time.

Activity 1.3 Overview of the GRRT

(10 minutes)

> If all the participants have already attended another GRRT workshop that presented the information on the following three slides, then these slides and presentation should be deleted from this workshop.

Slides # 4–5, Green Recovery and Reconstruction Training Toolkit. It should be helpful to place this workshop within the context of the overall GRRT training project. Discuss the bullet points on the first slide and then name the other modules on the second slide. Point out that Module 4 provides a foundation for Modules 5 and 6 and introduces the importance of sustainably building (or rebuilding) communities.

Hand out the 4.2.1 Green Recovery and Reconstruction Toolkit Document at the end of the presentation, indicating that more information is available in the document.

Slide # 6, GRRT Principles. These six principles have guided the development of the GRRT modules and are foundational to the successful implementation of green recovery and reconstruction. Review each principle and specifically ask participants what is meant by the "Do no harm" principle. (This is one of the questions on the quiz to be given at the end of the workshop.)

Activity 1.4 Workshop Objectives and Activities

(10 minutes)

Slide # 7, Why Focus on Post-Disaster Site Selection and Development? This activity quickly demonstrates the importance of taking environmental issues into account during site selection and development in order to avoid or limit future disasters and other harm to a resettled population.

Click once to show the slide title (Why Focus on Post-Disaster Site Selection and Development?) and then **click again** to show the opening question and picture on this slide.

Ask participants to quickly identify what is wrong with the picture. The obvious answer is that the road and buildings are flooded.

After a brief discussion of the flooding, click again to bring up the following statements:

1. Flooding in Portishead, England due to poor site selection and development

2. Good site selection and development addresses natural hazards and environmental conditions in order to reduce disaster risk, avoid human suffering, and limit damage to livelihoods.

Read out the second statement and note that many disasters can be prevented by the incorporation of environmental issues into site selection and development. In this case, the area was probably in a mapped flood zone, and development should not have occurred there in the first place.

Slide # 8, What is Wrong with this Picture? Give the participants a few moments to look at the picture and suggest answers. After a few answers, **click again** to bring up the text and lines indicating the flood line on the house. Take a moment (and go back if necessary) to ensure that all participants can see the line caused by flooding on the building.

Click again to bring up the text La Samaritana is an example of post-disaster assistance that placed disaster survivors at risk for another, preventable, disaster because environmental factors were not considered in site selection and development.

Note that La Samaritana is not a unique situation. There are other reconstruction sites in Honduras that are subject to flooding, some built many years ago. Similar problems have occurred in Indonesia and Sri Lanka following the 2004 tsunami, and in many other post-disaster recovery areas.

Close the activity by explaining the following:

• Resettling disaster survivors in sites that may be as or more dangerous than their prior homesites is contrary to the whole concept of humanitarian assistance.

• Environmental considerations are key to ensuring that new sites are safer and more sustainable than the survivors' former place of residence.

Slide # 9, Key Points of this Workshop. Explain that many of the most important decisions regarding disaster response, some of them costly and irreversible, are made during the early stages of disaster response. It is important therefore that these decisions be strategic and that options be kept open for optimum subsequent decision making. This is especially the case during the selection and development of sites for rehabilitation and reconstruction.

Slide # 10, Workshop Objective. Inform participants that the objective of this workshop is to enable them to:

- Clearly *identify specific opportunities for environment-focused actions to promote sustainable post-disaster reconstruction involving shelter sites.*

- *Then* ask if they have any questions about the workshop or the plan for the day.

Activity 1.5 Definitions and Concepts

(25 minutes)

In preparing for this activity, note that it is unlikely that the working groups will come up with definitions exactly like those provided on the slides. This activity should focus on getting the participants to think about the meaning of the three key terms, and how their understanding of these terms may have to expand beyond that of before the workshop.

Slide # 11, Definitions and Concepts. Briefly review the session objective of developing a common understanding of key terms and concepts in sustainable spatial site selection and development.

Divide the participants into three working groups if there are less than 25 participants. If 25 or more, then divide them into six working groups.

Slide # 12, Exercise Instructions. Assign each group one of the three terms to define. If you have more than three groups, you will need to assign one or more of the three terms to more than one group. (Tell participants that they should not look in the content paper for this module, which already has these definitions.) **Distribute Handout 2.1.2, Exercise: Concepts and Definitions**, which identifies the word/phrase to be defined, some key words, and guiding questions to consider as they discuss the definition.

Give each group approximately five minutes to develop their definition and to write it on a flip chart.

As each group presents their definition, discuss it within the larger group. (If two groups have worked on the same term, have each present their definition and then discuss what has been written).

After approximately two to three minutes of discussion on each definition, move on to the next slide.

Slides # 13, The Environment. Show this and the next two slides and spend three to four minutes comparing the group definitions with the definitions on the slides.

> The complex of physical, chemical, and biotic factors (such as climate, soil, and living things) that act upon individual organisms and communities, including humans, and ultimately determine their form and survival. It is also the aggregate of social and cultural conditions that influence the life of an individual or community.

> *There is an extension of the above definition, not shown on the slide:* The environment includes natural resources and ecosystem services that comprise essential life-supporting materials for humans, including clean water, food, materials for shelter, and livelihood generation.

In the course of the discussions, note that in some languages there may not be a specific word or phrase for sustainability and that the concept of sustainability (current development that does not compromise future ability to meet needs) may not be clear. In discussing the concept of sustainability, some participants may posit that it is not physically possible. A good response to this argument is that sustainability is an outcome that

requires a change in how society uses resources, and this workshop focuses on how to make these changes in the post-disaster reconstruction process.

Point out that the Sphere Handbook identifies "environment" as a cross-cutting issue. The Minimum Standards address the need to prevent overexploitation, pollution, and degradation of environmental conditions. The Sphere Handbook's proposed minimal preventive actions aim to secure the life-supporting functions of the environment, and seek to introduce mechanisms that foster the adaptability of natural systems for self-recovery.

Slide # 14, Environmentally Sustainable Development. "Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs."

This definition contains within it two key concepts:

- *The concept of **needs**, in particular the essential needs of the world's poor, to which overriding priority should be given*

- *The idea of **limitations** imposed by the state of technology and social organization on the environment's ability to meet present and future needs*

> The following statements from the International Institute for Sustainable Development can further inform your preparation for this discussion:
>
> "All definitions of sustainable development require that we see the world as a system—a system that connects space; and a system that connects time."
>
> "When you think of the world as a system over space, you grow to understand that air pollution from North America affects air quality in Asia, and that pesticides sprayed in Argentina could harm fish stocks off the coast of Australia."
>
> "And when you think of the world as a system over time, you start to realize that the decisions our grandparents made about how to farm the land continue to affect agricultural practice today; and the economic policies we endorse today will have an impact on urban poverty when our children are adults."
>
> "We also understand that quality of life is a system, too. It's good to be physically healthy, but what if you are poor and don't have access to education? It's good to have a secure income, but what if the air in your part of the world is unclean? And it's good to have freedom of religious expression, but what if you can't feed your family?"
>
> "The concept of sustainable development is rooted is this sort of systems thinking. It helps us understand ourselves and our world. The problems we face are complex and serious—and we can't address them in the same way we created them. But we *can* address them."
>
> "It's that basic optimism that motivates IISD's staff, associates and board to innovate for a healthy and meaningful future for this planet and its inhabitants."

Slide # 15, Site Selection and Development. The participants' definitions should include the following ideas:

- Site selection and development involves the location of circulation, structures, and utilities at a site, and the process of making natural and cultural values available to residents.

- The process encompasses many steps from planning to construction, including initial inventory, assessment, alternative analysis, detailed design, and construction procedures and services.

After this discussion, show participants where they can find the definitions in the content paper.

Activity 1.6 Sharing Experiences

(15 minutes)

Slide # 16, Participant Experience. The facilitator should introduce the session as an opportunity to share experiences, and then briefly introduce the presenters.

Alternatively (if there is limited time)
The facilitator initiates a quick brainstorming session using the following guiding questions:

- What have been your experiences in site selection and planning?

- What environmental issues have you found related to site selection and planning?

Slide # 17. Time for a break. Announce what time participants should be back in their seats.

PLAN FOR SESSION 2: SITE SELECTION PROCESS

SESSION TIME	90'
OBJECTIVES	• Explain the post-disaster time line and entry points for recovery. • Introduce key actors in the site selection and development process.
ESSENTIAL CONTENT	• Post-disaster time line and entry points • Descriptions of key actor roles
OUTPUTS	• Understanding of post-disaster time line • Understanding of recovery and reconstruction entry points for sustainable activities • A list of key actors in site selection and development
PREPARATION	Review *Site Selection and Development Time Line – Recommended Actions and References Table* (found in the module content paper)
RESOURCES	• Data projector and screen • Flip charts and markers • Computer, printer, and someone to type information into a word processing file after the session
HANDOUTS	• 4.2.1 Strategic Entry Points Exercise • 4.2.2 Who Is Involved in Site Selection and Development and What Do They Do? One copy per participant plus an extra copy for each working group
FACILITATOR NOTE	Decide whether to make up new working groups or maintain earlier teams. Review the timing of the session, and particularly the last activity, to ensure that there is enough time. Not all questions in Activity 3 need to be completed, although it is preferable that they are.

Activity 2.1 Introduction and Post Disaster Time Line Overview

(50 minutes)

Slides # 1 – 2, Site Selection Time Line Overview and Entry Points. Briefly review the session objective and answer any questions about the session.

Slide # 3, Post-Disaster Time Line. Present the material on the slide, noting that:

- No two disasters have the same time line.
- Different affected populations may go though the post-disaster time line at different rates. Some may take a generation to recover from a disaster.
- The rescue phase is often only two or three days long.
- This time line refers to external assistance, which can take several weeks to mobilize.
- In many cases, disaster survivors begin recovery immediately following rescue efforts.

- It is generally agreed that the earlier recovery begins the better it is for disaster survivors.
- The UN Cluster Approach includes an early recovery cluster, which seeks to begin recovery as early as possible, advocating that steps can be taken in the earliest stages after a disaster that set the stage for faster, better, and healthier recovery.

Slide # 4, Disaster Time Line. This slide presents a graphic representation of the disaster time line. Note that for this workshop we will focus on the time line for emergency relief, recovery, and reconstruction. The top two lines show the relationships of DRR and the impact of disasters on ongoing development, but we will not discuss those elements in this workshop.

Ask participants if they have any ideas about what environmental issues could arise at each point in the time line. Note the responses on a flip chart, and then highlight ones that relate to site selection and development.

If the participants have a hard time coming up with ideas, use the following list to lead the discussion:

EMERGENCY RELIEF	• Debris caused by the disaster – what will happen to it? • Movement of people to unsettled land – will there be damage to the local environment? • Finding safe sources of water
EARLY RECOVERY	• Fuel for cooking and boiling water • Liquid waste disposal • Safe disposal of medical waste • Source of materials for emergency shelter
RECOVERY	• Using local materials (wood, sand, water) for transitional shelter • Clearing land for camps • Disposing of solid and liquid waste
RECONSTRUCTION	• Selecting land for new settlements – is it safe? • Clearing land – taking away vegetation • The source of materials for construction of buildings • Long-term demand on water supplies

Slide # 5, Site Selection and Development Time Line and Action Table. Refer participants to the *Site Selection and Development Time Line and Actions Table* in the module's content paper. Tell the participants that they should read the whole document at their leisure but at the moment refer only to the table.

Click, and explain that this table:

- Is based on the time line that was just presented but is more detailed
- Identifies entry points for consideration of environmental issues
- Summarizes what actions could be taken at each entry point

- Notes why the information is important
- Provides references and resources for additional guidelines and background

Allow several minutes for the participants to read through the table.

Slide # 6, Site Selection Entry Points. Review the points on the slide, emphasizing the following:

- An early involvement in decisions on resettlement and site selection is critical to ensuring that reconstruction is pursued in an environmentally sustainable manner.
- There are numerous points in the time line at which environmental sustainability issues can be raised and information useful in defining potential environmental issues can be accessed.

Slide # 7, Exercise: Finding Entry Points and Data Sources. This slide introduces an exercise regarding the *Site Selection and Development Time Line and Actions Table.*

Hand out 4.2.1, Strategic Entry Points Exercise. Explain that the purpose of the exercise is for participants to become familiar with the *Site Selection and Development Time Line and Actions Table* as a tool and to be aware of the substantial set of information that can be found within it regarding to site selection and development.

Review the instructions with the participants. Assign each group of three participants two or three questions from the handout.

Slide # 8, A Sample Question. This slide provides an example to ensure that the participants understand the exercise. First **click** on the slide to provide the sample question. A second click will provide the answer. Tell the participants that there may be several answers and several entry points in each post-disaster phase.

Once it is clear that the participants understand the exercise, proceed with the following questions (answers indicated in this trainer's guide). A total of seven questions are provided but the number can be reduced to take into account time availability. The facilitator can add other questions to replace or expand the list below.

QUESTION	ANSWER
1. What are the entry points in the immediate relief phase after a disaster?	1. Rapid damage assessment 2. Emergency shelter response plan 3. Creation of emergency camps or transitional shelters 4. Decision to rebuild or relocated communities 5. Post-Disaster Needs Assessment (PDNA) 6. Environmental Needs Assessment in Post-Disaster Situations **Note that information on the PDNA process is provided in the table.**
2. Why is a (National) Disaster Recovery Program an important entry point, and how should potential environmental issues be identified in the program?	• It provides a master plan for recovery, including whether new or existing settlement sites will be used, and how fast reconstruction will take place. • It should be complemented with a Strategic Environmental Impact Assessment (SEA), which identifies major environmental issues related to on-site or new settlements, including mitigation measures. **Answer. This is entry point number 7. The points above are from the second and third column from the left.**

QUESTION	ANSWER
3. Why are consultations with project participants important, and where can you find information on these types of consultations?	• Participant consultations are an opportunity to identify how the project's environmental impact can be improved, to secure buy-in from participants for different approaches to managing environmental issues (e.g., bioremediation of waste water), and to identify areas of potential conflict over the environmental resources needed for construction or livelihoods. • **Humanitarian Charter and Minimum Standards for Disaster Response** can be used for guidance on minimum standards on participation. • **Participation by Crisis-Affected Populations in Humanitarian Action: A Handbook for Practitioners** (ALNAP, www.alnap.org/publications/gs_handbook/gs_handbook.pdf). • See the section on Community Environmental Action Planning in **FRAME** **Answer: This is from entry point number 13. The points above are from the fourth and fifth columns.**
4. What should be addressed in site selection, planning, and development?	Site reviews should include a preliminary review of possible impacts of the project on future inhabitants and on the environment. Site plans should address any physical hazards, minimize the loss of natural vegetation, and use the physical landscape to maximize living conditions (e.g., air flows, drainage). **Answer: This is from entry point number 14. The answer is from the third column.**
5. What entry point does "Review of existing environment-related conditions on sites and the identification of upgrades to improve environmental conditions" refer to and why is it important?	• Projects to upgrade transitional shelter sites • If there is an extended period between the establishment of transition sites and the completion of reconstruction, then further assistance is needed to maintain and upgrade transitional shelter sites. **Note that transitional sites are often located next to permanent shelter sites or may be transitions from transitional to permanent sites.** **Answer: This is from entry point number 8 and the answer is from the fourth column.**
6. What does an Environmental Needs Assessment do, and when should it be conducted?	• Provides an environment-focused output as a companion of the PDNA • During the immediate relief phase after a disaster and as part of the PDNA process **Answer: This is from entry point number 6 and the first answer is from the third column. The second bullet refers to the section of the table that is color coded to be the immediate relief phase.**
7. What should the environment component of Project Monitoring include, and should project beneficiaries be involved?	• Monitoring should include environmental indicators (see Module 3 on M&E), a focus on limiting waste and pollution, and the perception of beneficiaries as to environmental issues. • Yes. Use of beneficiaries to monitor the environmental impacts of a project should be considered. This is most practical at on-site reconstruction, but can be integrated into a broader beneficiary monitoring effort for the development of new sites. **Answer: Entry point number 17, third and fourth columns.**

Activity 2.2 Identification of Key Actors in Site-Selection Process

(40 minutes)

Slide # 9, Exercise: Key Actors in Site Selection and Development. Present the first part of this slide and ask each group to brainstorm a list of key actors involved in site selection and development.

Ask each group to write down on a flip chart the titles of these actors. It's more important that the group move forward than the titles on the flip chart be accurate. You may need to be sure that they remember the concept of site selection and development and understand the process involved. You can rephrase the question on the slide as "Who does the work needed to select and develop a site?" **Allocate about 10 minutes** for this part of the activity.

Once the groups have completed a flip-chart page, **pass out Handout *4.2.2, Who Is Involved in Site Selection and Development and What Do They Do?*** and show the second part of the slide.

As indicated in the second part of the slide, ask the groups to review the handout and make any additions or corrections to the form. **Allocate about 10 minutes** for this part of the activity.

Once groups have had time to review the handout, ask each group whether they think the list of actors is complete and whether they have added any actors or added to the summaries of what each actor does.

Indicate that one group does not need to repeat the suggestions made by the other groups.

Allocate 10 minutes for the group presentations and discussions.

Once the presentation and discussions have ended, collect the master forms completed by each group and make arrangements to have these typed up into a single form in Word (or a similar program), using the handout as a model. It may make it easier if this handout is copied from the electronic file of workshop materials and set up as a separate document that the typist uses to create this new list.

Slide # 10, Case Study Exercise. If you have at least 10 minutes left before lunch break, you should implement this exercise. **If you are short of time, do not do it.** The advantage of doing this exercise is that it better integrates the case study that will be used in the next session into the overall workshop learning experience.

Review the exercise instructions. Participants can either work individually or in pairs.
Who are the stakeholders in the case study?

1.   Read the first three pages of **Handout 4.3.2, Post-Cyclone Xoni Reconstruction Program**.

2.   Who are the stakeholders for site selection and development in this case study? Make a list.

3.   Are there any new stakeholders that you had not identified in the last exercise?

Do not show question number 3 until after the participants have answered number 2.

Slide # 11, Lunch. Inform participants where lunch will be served and what time they need to return to the conference room for the next session.

PLAN FOR SESSION 3: KEY TOOLS FOR SITE SELECTION AND EXERCISE

SESSION TIME	135' before the break and 30' after the 15' break, total 180'
OBJECTIVES	• Identify key tools that can be used on sustainable site selection and development. • Demonstrate the application of the *Guidelines for Sustainable Post-Disaster Site Selection and Development* in a simulated context.
ESSENTIAL CONTENT	• Gaining access to key tools and the information they contain for use in designing sustainable site selection and development • Use of *Guidelines for Sustainable Post-Disaster Site Selection and Development* in site selection and development • Use of the Checklist in site selection and in site development scenarios
OUTPUTS	• List of key tools (recorded by each participant) • Familiarity with Project Environmental Review Record and *Guidelines for Sustainable Post-Disaster Site Selection and Development* • Practical experience in the use of the Guidelines
PREPARATION	• Review the **Site Selection and Development Time Line – Recommended Actions and References Table** (Annex 2 in the Module 4 content paper) to identify key tools listed. • Review **Guidelines for Sustainable Post-Disaster Site Selection and Development** (Section 4 in the Module 4 content paper). • Review 4.3.1 and 4.3.2 case study instructions and scenario and make any changes to reflect local conditions.
RESOURCES	• Data projector and screen • Flip charts and markers
HANDOUTS	• 4.3.1 Exercise Instructions for Post-Cyclone Xoni Reconstruction Program • 4.3.2 Post-Cyclone Xoni Reconstruction Program, including Annexes A, B, C
FACILITATOR NOTE	The scenario used in the session can be modified to match local conditions or the experiences of the participants, or to prepare participants for specific field assignments.

Activity 3.1 Review Key Tools

(20 minutes)

Slides # 1 – 2, Key Tools for Sustainable Site Selection and Development. Introduce the session. Inform participants that they will do two things in this session:

- Identify key tools that can be used for sustainable site selection and development.
- Practice using the *Guidelines for Sustainable Post-Disaster Site Selection and Development.*

Ask participants if they have any questions about this session.

Slide # 3, Exercise: Finding Key Tools. Show the slide and review the instructions with the participants. This is a short and relatively simple exercise to get the participants back into thinking about strategic site selection after the lunch break.

Ask for confirmation that they understand the exercise.

Suggest that participants write down the tools identified so that they can use the list in the future.

As indicated in the hint at the bottom of the slide, most of the tools can be located on the Site Selection and Development Time Line and Actions Table used before lunch.

To avoid repetition, ask the groups to report in a round-robin manner, with each group reading off one tool from their flip chart that has not previously been mentioned.

This should be a relatively quick activity and take no more than **20 minutes**, with 10 minutes for brainstorming and writing on the flip charts and the remainder of the time for general review.

Activity 3.2 Review Guidelines for Environmentally Sustainable Planning

(20 minutes)

This activity will focus on review of the *Guidelines for Sustainable Post-Disaster Site Selection and Development* (found in the content paper, Section 4) as a tool designed to specifically identify possible environmental issues related to sustainable site selection and development. The checklists contained in the Guidelines will be used in exercises in the following sessions.

Slide # 4, Focusing on the Details, Guidelines for Sustainable Post-Disaster Site Selection and Development. Open the activity by presenting the slide, noting that the Guidelines:

- Are specifically designed for site selection and development
- Cover sustainable development concepts, site selection, and site development
- Should be used in conjunction with other assessment and planning tools such as those discussed in the previous activity, and in consultation with beneficiary populations
- Contain technical elements that include short checklists of the key issues to be considered

Highlight the point that site selection and development should involve beneficiaries at all stages of the process.

Slide # 5, The Practical Details. The points on this slide should be briefly presented and then participants should be directed to the *Guidelines for Sustainable Post-Disaster Site Selection and Development* in Section 4 of the module's content paper.

As background, note that the Guidelines were developed from a document on sustainable development for parks, but have been extensively rewritten for use on post-disaster site selection and development. As this is the first version of the document, suggestions for improvements are quite welcome.

Participants should be asked to turn to Section 4 of the module and review the headings under the sections covering *Site Selection and Design Considerations.*

Note that the Guidelines were designed with both a narrative explanation for each issue and a checklist so that issues can be quickly evaluated. Ask if there are any questions on any of the issues in the checklists.

Close by noting that the Guidelines and checklists can be expanded if new issues are uncovered in the design and development of a specific shelter site.

Slide # 6, Basic Principles. This slide focuses on the basic principles on which the Guidelines are based. **Ask participants what they regard as the underlying issues and opportunities of these principles**. Complement each lead phrase on the slide with some of the additional points noted in the table below.

RECOGNIZE THE CONTEXT	• *SPEEC – the social, political, economic, environmental, and cultural context must be taken into account while developing a site.* • Consider the broader social and physical setting of the proposed intervention. • Recognize possible social conflicts between old and new residents or over natural resources. • Take a "ridge to valley" approach – from the top of a ridge to the end of the valley floor when considering environmental impacts beyond the immediate site.
TREAT ECOSYSTEMS AS INTERDEPENDENT AND INTERCONNECTED	• Site development does not take place independently of the existing environment. • Ecosystems may mitigate the impact of hazards. • Waste from a new settlement site can create health and environmental problems in neighboring communities. • Site development should complement and be integrated into ecosystems.
PROMOTE BIODIVERSITY AND EXISTING LANDSCAPES	• Start with mapping the landscape – the lay of the land (e.g., natural drainage channels) and biodiversity – rather than just clearing the land. • Integrate site plans into the natural landscape. • Maintain as much of the natural vegetation and habitats as possible.
REUSE ALREADY DISTURBED AREAS	• Degraded locations are often the first places disaster-displaced individuals will be offered settlement. • Use the site design to improve on local environmental conditions. • Consider tree planting, wetland preservation and forest habitat restoration. • Use communal and household gardening to improve local environmental conditions. • Use compost to improve soil quality, local vegetative conditions, and water retention.

FOCUS ON RESTORATION	• Resettlement can have a negative impact on the environment.
	• Incorporate plans to restore disturbed environments into all site-related interventions, for instance:
	  • Rehabilitate borrow pits or logging sites
	  • Restore construction sites through the removal of cement mixing and materials storage areas, and vehicle maintenance yards
	• Consider community-driven methods and approaches to creating conditions at the site that are better than before the site was established.

At the end of the presentation, ask participants how they think the environmental sustainability of a site can be improved. List these ideas on a flip chart.

Encourage the participants to think practically about what can be done – less attention given to solar panels and more given to actions that can be taken by the beneficiaries.

Activity 3.3 Site Selection Exercise

(95 minutes)

Before starting this activity, ask participants to stand and stretch (since it will be an hour and half before the next break).

Slide # 7, Site Selection and Development Exercise. Present and review this slide to begin the activity. Note that the activity involves an exercise followed by presentations. The exercise will take 75 minutes and be followed by a break before the group presentations.

Slide # 8, Exercise Instructions. Review the instructions for the exercise.

1. Divide into three groups.

2. You will be provided with a set of documents on a new shelter site.
   See Handouts 4.3.1 and 4.3.2 Post-Cyclone Xoni Reconstruction.

3. Each group will complete a third of the Site Selection and Design Considerations checklist and identify possible actions to address any outstanding issues.

    Group 1: **4.2.1 to 4.2.8**

    Group 2: **4.2.9 to 4.2.16**

    Group 3: **4.2.17 to 4.2.24**

4. "Outstanding Issues" means items on the checklist that have not been checked, that is, have not been addressed.

5. Each group will make a five-minute flip-chart presentation of the results of their assessment and proposed solutions.

6. Each group has 75 minutes.

Explain that the checklist is the collection of shaded boxes after each heading. Inform participants of the exact page numbers where their material starts and stops.

(Note that the actual page numbers will depend on the page size and printing of the module content paper, and should be checked in advance.)

Explain that "outstanding issues" are those that have not been checked off, and therefore have not been addressed. In other words, if the box after the issue is not checked then the issue is considered to be outstanding.

Slide # 9, Exercise Process. Explain the process for the exercise:

   Step 1: Review the information provided (Post-Cyclone Xoni Reconstruction Program).

Step 2: Review the *Site Selection and Design Considerations* checklist based on the information provided, and check all the issues that have been addressed.

Step 3: Identify and prioritize at least five of the most important environmental considerations, relevant to the proposed sites, that need to be addressed.

Step 4: Identify what further actions could be taken to address the priority issues and environmental considerations.

Slide # 10, Output Format. Suggest that the format on this slide provides the model for the flip charts.

Example:

ISSUE NOT ADDRESSED	FURTHER ACTION NEEDED
The impact of the site on wildlife populations	Develop a map of wildlife-human interaction. Identify changes to the site plan to accommodate wildlife.

Advise the participants that they need to pay attention to timing and suggest that each group allocate their time as follows:

- 20 minutes on reviewing the written materials
- 20 minutes on completing the checklist
- 20 minutes on discussing how to address any outstanding issues
- 15 minutes on preparing their presentation

You should also call out those timing milestones as the session progresses.

This exercise is relatively simple in process, but the written materials to be reviewed require time to read and understand. While some individuals will will be able to read the materials in the assigned 20 minutes, others may not (particularly if English is a second or third language).

If you note that groups or individuals are having difficulty getting though the text suggest two techniques that may be helpful:

1. Underline any key words or phrases in the text that relate to the points raised in the checklist items they are completing. (This requires the reader to continually read and to verify what he or she has read against his or her checklist items.)

2. Divide the materials to be read among each of the group members so that each person has no more than one page to read. As individuals complete their section of the materials they should scan (quickly review) the other sections. Once all participants have read their sections, the review of the checklist can begin. While some group members will have only read their assigned page, others will have read all of the materials, and can provide a basis for discussing the materials and corresponding checklist items.

Allow groups that finish early to start their break early.

Slide # 11. Site selection presentations and discussion continue after the break.

Activity 3.4 Site Selection Exercise, Continued.

(30 minutes)

Slide # 12, Site Presentation Questions. Review the three questions on the slide:

1. Did the checklist identify any outstanding issues?
2. Were there practical solutions to the issues identified?
3. How would you improve the Guidelines and checklists?

Allow the three groups about 10 minutes to make their presentations to the plenary.

The key points to be emphasized are:

- Contrasting views can emerge during completing of a checklist. This highlights the usefulness of a team approach to completing the checklists and considering shelter site-related environmental issues.

- There is a need to synthesize large amounts of information when completing an environment-focused review. Most project documents are much longer than the handouts used in this exercise.

- A checklist approach makes this process easier.

- A settlement project should consider environmental issues that were not initially incorporated into the design of the project.

PLAN FOR SESSION 4: CHALLENGES AND SOLUTIONS, REVIEW, AND CLOSING

SESSION TIME	65'
OBJECTIVES	• Stimulate participant thinking about how to find solutions to challenges they may face while working to incorporate sustainable development into site selection and development. • Review events and outcomes of the workshop.
ESSENTIAL CONTENT	• Role-play by participants related to roles they may fill in post-disaster site selection and development • Key points from workshop
OUTPUTS	• Solution-oriented responses to common challenges in promoting sustainable development • Confirmed participant understanding of the key elements of the workshop through a "Learning Evaluation" and a workshop evaluation
PREPARATION	• Review and adjust role-play instructions to suit specifics of the training. • Identify who will be selected for the roles and provide them with the instructions in advance so they can prepare. • Review workshop activities. • Note specific events that took place during the training.
RESOURCES	• Data projector and screen • Flip charts and markers • Two chairs at front of training room for the role-plays
HANDOUTS	• 4.4.1 Role Guides, one per participant who has a role to play • 4.4.2 Role-Play Observer Worksheet • 4.4.3 Learning Evaluation • 4.4.4 Learning Evaluation Answer Key • Key Tools form created during the Key Tools session • Workshop evaluation forms • Certificates for completion of the workshop • CD with resource materials related to this workshop
FACILITATOR NOTE	• Consider coaching individuals on their roles if they have not had field experience or if you want specific points to be covered in the role-play. • Consider selecting the persons to play the roles during lunch so that they have some time to prepare for their roles. • Feel free to develop your own role-play scenarios. • Ensure that the Key Tools form, developed during the Key Tools session, has been typed up and printed out for distribution to the participants. • Review the session objectives from previous sessions. Consider preparing a single sheet with all these objectives so that you can refer to them easily.

Activity 4.1 Review of Challenges, Role-Plays

(30 minutes)

Slides # 1 – 2, Challenges and Solutions. Present and review these slides to open the session.
(Note: You may only have time for one or two role-plays.)
Review the points:

- Role-plays will cover different challenges you may face while working to include environmental issues into shelter site development.

- Make your case using persuasive communication techniques.

- Those who are not acting in the role-plays will act as observers and provide feedback on how the challenges were addressed.

If you have not already made arrangements for the role-players, ask for volunteers to play the role of a person who will advocate for sustainable site selection and development (Role 2 in each of the scenarios in **Handout 4.4.1.**) You or another workshop facilitator should play Role 1 in each scenario, because this role-player needs to act as a person who does not understand or value sustainable site selection and development. You will need to be a bit "difficult" for a few minutes in order to provoke the other role-player into making a good argument in favor of sustainable principles.

Tell participants that everyone not playing the role should make notes on the Role Play Observer Worksheet indicating whether the players presented effective ideas for persuading his/her dialogue partner.

Slide # 3, Persuasive Communication. In order to implement sustainable site-development practices, it will be necessary to get buy-in from stakeholders on site development. This may require that you be effective at persuading this audience about the merits of your objectives. The following are tips that could help you be more persuasive.

- Understand the perspective, interests, and underlying reasons for resistance of the person to whom you are talking.

- Present a clear argument based on one to three compelling points and tailor it to your audience.

- Support your proposal with evidence or results.

- Use the information you have learned today to make your case.

Supplement these points as seems to be necessary by illustrating them with an example from your experience.

Slides # 4 – 6, Role-Plays. Three role-play scenarios have been prepared (Slides 4, 5, and 6), although it is likely that only one or two can be used in the time available. Provide the role guide (in **Handout 4.4.1**) only to the person playing that role. Give all participants a copy of the 4.4.2, Role-Play Observer Worksheet and remind them of their task.

Give the person playing the first role a few minutes to prepare for the play, if this wasn't done earlier. Then start the "meeting." After five minutes stop the meeting and ask the participants how they felt the challenge incorporated into the role-play was handled. Then ask the individual doing the role-play for his or her input. Close the role-play with a summary of how the challenge presented was or could be addressed.

End the activity by asking if any of the participants have faced other challanges. Then brainstorm ideas for promoting environmentally sustainable site selection and development in those situations.

Note that role-plays can run over time if the individuals involved take on their roles with enthusiasm. Don't dampen the enthusiasm, but keep an eye on the clock.

> A variation on the above exercise is to stage the first role-play as presented and then replay it with different role-players. The purpose this time is to demonstrate how the dialogue might have been more successful in communicating sustainable site selection and development principles.

Activity 4.2 Review of Workshop Objectives and Accomplishments

(10 minutes)

Slide # 7, Review. Only show the first bullet point and ask participants: What were the key points of today's workshop? Ask the participants to discuss this in their small groups and identify three or four points that they found most important and useful.

Go around to each group and ask them to share their points. Then show the following bullet points as the main messages intended by the workshop planners.

- Important (strategic) decisions regarding site selection and development are usually made early and are often irreversible.

- Many stakeholders have a vested interest in site selection, planning, and development.

- There are guidance and tools available for site selection, planning, and development to create sustainable communities.

- The challenges involved in promoting sustainable site selection and development in post-disaster reconstruction context can be addressed.

End the activity by providing participants with copies of the Key Tools form developed earlier in the workshop.

Activity 4.3 Evaluation and Closing

(25 minutes)

Slides # 8 – 9, Evaluations. Explain to the participants that it is important that the workshop organizers get feedback from them on the following:

> **Learning Evaluation**
> How well they communicated the workshop content

> **Workshop Evaluation**
> How well the workshop worked in terms of content delivery, organization, and structure.

To this end, ask the participants to complete the **Handout 4.4.3, Learning Evaluation,** and return it to the facilitator. After all participants have handed in their sheet, they can then be given **Handout 4.4.4, Learning Evaluation Answer Key**. The facilitator should check all tests and include an analysis of these results in the report of this workshop. If any of the questions were consistently not answered correctly, the workshop design should be modified to address those shortcomings.

Once individual participants have completed the **Learning Evaluation**, ask them to complete the **Workshop Evaluation** form and return it to a separate location (e.g., a box) set aside for this purpose.

When all the evaluation forms have been returned, thank the participants for their work and involvement in the workshop. Speak specifically to any follow-up activities that we agreed on during the workshop or by the workshop organizer. If planned, turn the floor over to someone from the host organization of the workshop for the official final words.