

TORQAID HUMANITARIAN TRAIN LIKE A CHAMPION (HTLC)¹ WORKSHOP 2020



- ✓ ***Are you a global development or humanitarian practitioner, or otherwise interested individual, who wants to improve your teaching, training or facilitation skills, particularly as these relate to humanitarian situations ?***

If so, then this Humanitarian Train like a Champion (TLC)² workshop is for you.

The HTLC Workshop

This is a practical three day workshop, and is designed for up to 24 participants. The first day focuses on an overview of humanitarian issues globally, this including, as an afternoon case study, the Rohingya situation in Cox's Bazar District, Bangladesh. The second morning centres in on teaching principles and tips as outlined in the TorqAid article 'Train like a Champion'³. The second afternoon then allows participants to prepare, either individually or in groups, for their presentations on the third day morning. The final afternoon then looks at training initiatives, both past and future, relating to humanitarian situations.

Facilitator

Mr Chris Piper, TorqAid (www.torqaid.com) Director and Senior Trainer/Facilitator, with assistance from the contracted client agency as requested.

Fees and Costs

Fees and costs for this workshop will be negotiated between TorqAid and the client agency in question.

Further Information

See TorqAid Contact Details on page 4.

Participants

The clientele for this TLC workshop are development or humanitarian practitioners, from the not-for-profit, government, and private sectors; as well as consultants, volunteers, students or others, all wanting to improve their teaching, training and facilitation skills, particularly in humanitarian situations.

Outcomes

The intended outcome of this HTLC workshop is:

To provide the required understanding and skills to enable the HTLC course participant to better understand; prepare for; deliver; and evaluate more effective, cross-culturally sensitive, training initiatives relating to humanitarian situations globally.

¹ The inspiration for this name comes from Doug Lemov's publication 'Teach like a Champion', see <https://teachlikeachampion.com/>

² See www.torqaid.com/train-like-a-champion

³ Also found on the www.torqaid.com/train-like-a-champion site

HTLC Overview

This is a new TorqAid workshop, but it is built on the experience of the 110 TorqAid Participatory Disaster Risk Management (PDRM)⁴ and Participatory Project Management (PPM) workshops⁵ which have been facilitated across Australia and overseas since 1992⁶. The TLC also draws down on the skills and experience of the facilitator as a university lecturer and secondary education teacher.

A summary of the three day program is included on the next page, with the details of the teaching material on the first 1.5 days also covered in the appendix. The first morning covers some key humanitarian issues, these relating to both natural disasters and complex emergencies. In the afternoon a case study of the Rohingya situation in Cox's Bazar District, Bangladesh will be covered, this including both the 900,000 + refugees, and 300,000+ Bangladesh affected host community members.

The second day morning focuses in on the five teaching principles, and twelve teaching tips, covered in the 'Train Like a Champion' one pager. The afternoon session then revolves around preparation for presentations which the participants will deliver on the second morning. These presentations can either be by individual students (averaging 3-5 minutes), or longer (20+ minutes) by groups of students.

The final morning will be devoted to these presentations, with the opportunity for all concerned to make comments on these, and learn from each other. The final afternoon session will then revolve around a combination of learned experiences from past teaching/training initiatives in humanitarian situations, as well as discussion, possibly combined with group work, on future challenging humanitarian training/facilitation opportunities.

Feedback from previous PDRM participants

I found the course to be an invaluable introduction to DRM. The training sessions were very accessible, practical and participatory.... *Shaun Hughes, Humanitarian Adviser, DFID Zimbabwe, South Africa DRM*

A useful course for those wishing to be introduced to the concepts and theories of Disaster Risk Reduction. Chris was an enthusiastic and encouraging teacher. *Catharine Dow, FAO, Vanuatu, online PDRM*

Anybody seeking a career in Disaster Management, or with just a passing interest in it, should definitely undertake this thorough course that offers well-informed explanations of disaster management and planning all the way from pre-planning through to follow-up and lessons learnt. *Dr Michael Buckley, Women for Women in Africa, online PDRM*

Nice presentations and well facilitated, backed up by vast experience and real case studies, *Dr Shirish Singh, Practical Action Nepal, Melbourne DRM*

⁴ Before 2019, they were called Disaster Risk Management (DRM) workshops

⁵ As well as nearly 70 Participatory Project Management (PPM) workshops – see www.torqaid.com/ppm-generic

⁶ Complementary to the PDRM and PPM workshops is an accredited PDRM online program, the details of which are www.torqaid.com/online-drm-program

Workshop Itinerary

The HTLC is an intensive, participatory, three day workshop, structured as follows. This can however be modified, expanded or contracted, depending on the needs and requests of the client in question. Details of the training material covered in the morning of the first day and second morning are included in the appendix.

Morning/Afternoon sessions	Day 1	Day 2	Day 3
Morning	Key humanitarian issues and global examples	Key teaching principles and tips	Presentations by participants, by a combination of individuals and groups
Afternoon	Overview of the current Rohingya crisis in Cox's Bazar, particularly as this relates to refugees and Bangladeshi host communities ⁷	Preparation of presentations for Day 2 by a combination of individuals and groups	Case studies of past humanitarian teaching/training initiatives globally, together with discussion and possible group work on future humanitarian teaching/training initiatives.



⁷ The key resource use for this will be the TorqAid 'Understanding the Rohingya Crisis' Summary sheet – see www.tprqaid.com/understanding-rohingya-crisis

TorqAid/Workshop Facilitator

This course will be largely facilitated by Mr Chris Piper, the TorqAid Director and Senior Trainer/Facilitator, although he may well be supported by the client organisation in question. Chris is a skilled and qualified global humanitarian practitioner⁸, and teacher/trainer/facilitator⁹.

Bibliography/Follow-up Material

A bibliography of useful teaching, training and facilitation resources will be included with the course material. A larger compendium of background global development and humanitarian resources is included in the TorqAid Toolkit – see www.torqaid.com/torqaid-toolkit

TorqAid Contact Details

Interested in finding out more about this contracted workshop? If so, contact:

Mr Chris Piper, TorqAid Director, PO Box 13, Torquay VIC 3228, Australia.

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Photos:

Page 3: Kutupalong Balukhali Expansion Site, Cox's Bazar, June 2018 – © Chris Piper

Page 4: Chris facilitating PDRM workshop in Vanuatu – © Anglican Overseas Aid/Iuma Bani



⁸ See the link www.torqaid.com/chris-piper-ghp for an overview of his skills and experience

⁹ Similarly note the link www.torqaid.com/cp-teacher-trainer-facilitator for appropriate overview

APPENDIX. SUMMARY OF THE TEACHING MATERIAL COVERED IN DAYS 1 & 2

Details of training material covered in Days 1 (all day) and 2 (just morning)

Day 1 Morning: Key Humanitarian Issues

- Two key diagrams – DRMC & DRR¹⁰
- Humanitarian Principles, Laws, Standards, & Codes of Conduct
- Vulnerability Issues & Provision of Humanitarian Assistance
- Stakeholders & Coordination
- Spatial Dimensions, Maps, Geography, Climate & Logistics
- Media & Funding
- Examples of recent global large-scale natural disasters
- The Ten Seed Technique (TST) ranking tool
- The ISO 31000 risk management process
- Overview of global Complex Emergencies

Day 1 Afternoon: Rohingya Crisis

- Background and key dates to Rohingya and Rakhine complexities
- Current humanitarian situation in Cox's Bazar District, Bangladesh
- Future options, including repatriation back to Myanmar

Day 2 Morning:

Five Key Teaching Principles

- A high standard of relevant academic, professional and/or technical expertise
- An understanding of pedagogy and andragogy¹¹ principles
- Good personal and inter-personal attributes and skills
- Good organisational skills
- Good facilitation skills

Twelve Teaching Tips

- Knowing your subject matter well
- Being clear on what to teach, and to what level
- No substitute for hard work
- Planning your lessons carefully
- Checking everything beforehand
- Understanding the students' backgrounds, names and expectations
- Teaching with passion, skill, flair and enjoyment
- Setting high standards of discipline. Earning respect
- Great variety of teaching techniques
- Getting students to talk, share experiences, and get as a group
- Being sensitive and responsive to language and cross-cultural differences
- Measuring teaching and learning outcomes

¹⁰ Disaster Risk Management Cycle & Disaster Risk Reduction

¹¹ Adult learning