



Refugee Training and Orientation: A Workbook for Trainers

CAL

OR Cultural Orientation
Resource Center

Refugee Training and Orientation: A Workbook for Trainers

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Introduction

Welcome to *Refugee Training and Orientation: A Workbook for Trainers!*


The Cultural Orientation Resource (COR) Center at the Center for Applied Linguistics (CAL) is pleased to make this workbook available to trainers and other service providers working with refugees and immigrants. This workbook was produced to accompany *Refugee Training and Orientation: A Guide for Service Providers*. Each chapter in the workbook corresponds to the same chapter in the guide and contains handouts, worksheets, and checklists that are useful for training trainers and self-guided trainer development activities. Most of the workbook's content comes directly from the guide, which can be downloaded from the COR Center website: <http://tinyurl.com/kn8bxpv>.

Icons are placed throughout this workbook to direct readers to reflection activities and training strategies. Here are the icons used and what they mean.

| Icon | Title | Brief description |
|---|-------------------------|---|
|  | Reflection | This icon indicates where there are thought-provoking reflection activities and questions that allow readers to consider the information they are learning about and how it affects their work. |
|  | Training strategies | This icon indicates a strategy, tip, or tool that highlights a useful method or approach. The Training Strategies Summary (page 56) provides an outline of all strategies discussed in the <i>Refugee Training and Orientation</i> guide. |
|  | Handouts and worksheets | This icon indicates instances where handouts or worksheets are provided. (These materials are from Appendix B of the <i>Refugee Training and Orientation</i> guide.) |

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Chapter 1

Getting Oriented: Foundations of Refugee Orientation and Training

Refugee Training and Orientation: A Guide for Service Providers: pages 17 through 57.

Service providers delivering training for refugees and immigrants take on many different roles: They are communicators, managers, designers, instructors, facilitators, problem solvers, logisticians, counselors, evaluators, and sometimes even interpreters. Trainers balance and prioritize their multiple responsibilities by focusing on the knowledge, skills, and attitudes (KSAs) that participants should work toward on their paths to self-sufficiency. By building on foundations of KSAs, established principles of adult learning, and deep cultural awareness, supervisors and trainers are able to create effective training programs that meet program goals and promote ongoing learning and professional development.

Workbook contents:

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| Knowledge, Skills, and Attitudes for Trainers | 7 |
| Cultural Awareness of Self: Dimensions of Culture | 10 |
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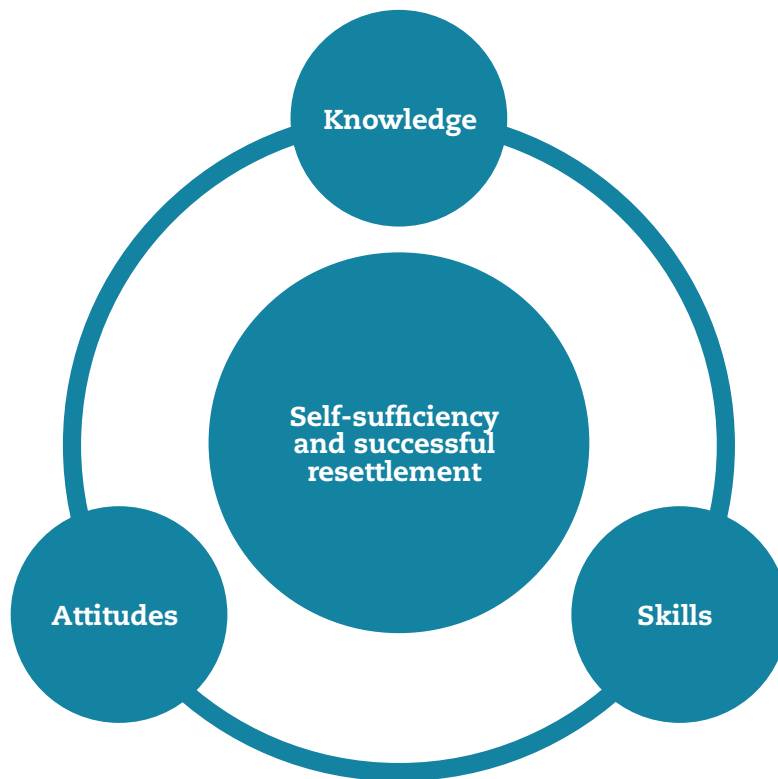
The Basis of Training: Knowledge, Skills, and Attitudes

The *Refugee Training and Orientation* guide uses a framework for orientation, training, and preparing refugees for their new lives that is structured on the knowledge, skills, attitudes, beliefs, and behavioral changes that lead to self-sufficiency and successful resettlement. Similarly, program supervisors and trainers develop knowledge, skills, and attitudes that increase their effectiveness as trainers. This section explores knowledge, skills, and attitudes for trainers as well as for participants.

What is the content of training? What is the main goal?



Knowledge, Skills, and Attitudes: Foundations for Self-Sufficiency and Successful Resettlement



Orientation is not just about the delivery of information. It is a form of cross-cultural learning made up of three core components: knowledge, skills, and attitudes (Costello & Bebic, 2006). These are often referred to as “the KSAs.”

Knowledge is obviously the easiest of these three to address and is generally the focus given the limited amount of time trainers have with CO participants; however, lessons can and should address all three. In situations where relationships are new, trust is just being built and time is short, it’s important to have realistic expectations around what can be accomplished in terms of skills and attitudes. The most you can do is plant a seed, [and] hope it will be nurtured and grow.

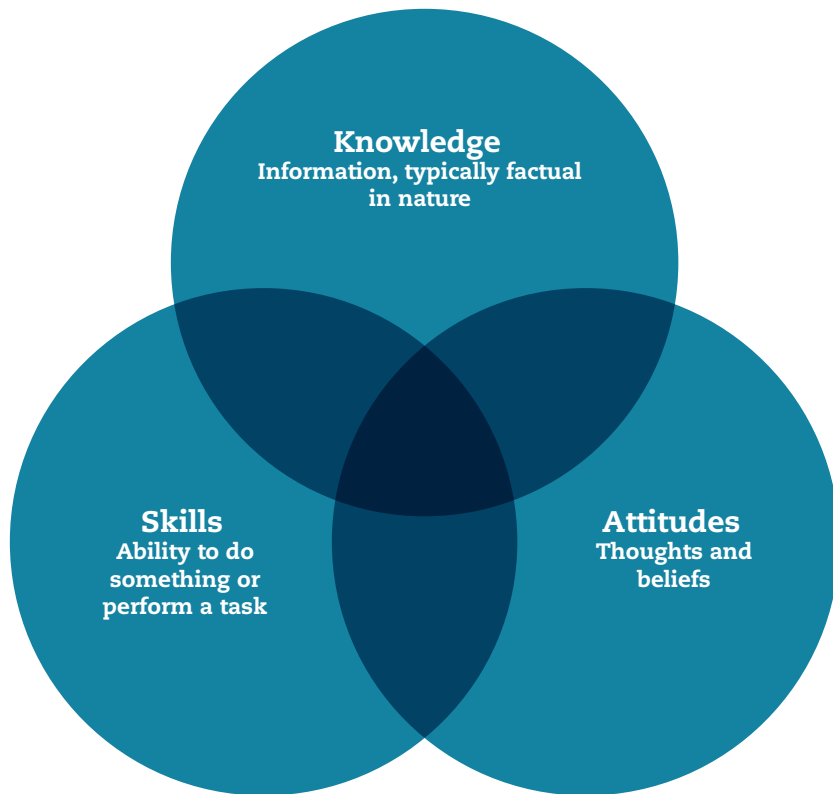
Cultural Orientation Coordinator, Resettlement Support Center East Asia
(International Rescue Committee)



| Knowledge | Skills | Attitudes |
|---|---|---|
| <ul style="list-style-type: none"> » Information, typically factual in nature » Concrete » Learned during orientation » Gained while learning basic information about resettlement in the United States » Example: Information about common U.S. behaviors and attitudes | <ul style="list-style-type: none"> » Mental, manual, or verbal ability needed to do something » Allow someone to perform a task » Example: During orientation, participants may develop the skill of finding a balance between their home culture and U.S. culture | <ul style="list-style-type: none"> » Thoughts and beliefs, which are often unexamined » Addressing attitudes may allow a participant to consider or adopt new values or perspectives » Example: Recognition that balancing different cultures may be challenging and take time |

People usually do not learn in discrete categories; there is often a blending of the three components, even though one area of learning might dominate at any given time. For example, when a person learns about cultural differences in the United States, they add to their knowledge on that topic. At the same time, they also enhance skills, such as showing tolerance toward members of other cultures and potentially developing new attitudes about cultural differences.

Knowledge, Skills, and Attitudes Intersect



Knowledge, Skills, and Attitudes for Trainers

Effective training and orientation is grounded in knowledge, skills, and attitudes (KSAs). Effective trainers possess knowledge, skills, and attitudes about training and the topics they are training on; and the training programs and sessions a trainer delivers should incorporate knowledge, skills, and attitudes for participants focused on the topic and content being delivered.

To best use the KSA framework, a trainer first needs to know and understand the core course content and the program's specific context. The trainer needs to become familiar with

- » The standards required by the program, which often include standards set by funders
- » The information about the program and service providers offering the orientation (programs may offer trainer handbooks with key information)
- » The location-specific information, if providing local training



If you are a new trainer, who can you go to with questions about program standards and content?

Trainers require broad knowledge of core content so they can answer questions that may arise. If a trainer does not know the answer to a question, it is very important for the trainer to say s/he does not know the information, but will find the answer and report back. For the well-being and understanding of participants, trainers should not give false information or make up answers. A trainer's duty is to research, find answers, and follow up with participants to ensure they receive accurate information.

Do you want to learn more about what a trainer can do when addressing a topic that may be sensitive or feel uncomfortable? Visit page 160 of the *Refugee Training and Orientation* guide.



If you do not know the answer to a question asked by a participant, what are two things you could do or say?


What do I need to know about training?



Where do I go to learn more about the content?



Sara is a case worker/manager who is receiving training so that she can start providing orientation. When the topic of attitudes comes up, she wonders how she will teach participants to change their beliefs and thoughts about something within a few orientation sessions. She came as a refugee and it took her some time to learn about American attitudes. Is it part of Sara's job as a trainer to change participants' attitudes? Why or why not?



Appropriate knowledge, skills, and attitudes that an effective trainer may be equipped with include the following:

Knowledge about:

- » The field of training: approaches, theories, best practices
- » Cultural or community orientation or training
- » The resettlement process: what it includes, who is involved
- » Approaches and techniques of working with people from different backgrounds
- » Facilitation strategies and appropriate training or teaching techniques: when to use different techniques and with whom
- » Training and learning assessments

Skills include:

- » Good communication: body language, voice, tone, choice of words
- » The ability to learn quickly
- » Engaging participants by using a variety of techniques
- » Ability to use good judgment and exhibit professional behavior
- » Ability to work with an interpreter: knowing when to allow time for interpretation, how to break down information, etc.
- » Ability to understand, administer, and analyze assessments
- » Time management
- » Experience designing curriculum or lessons

Attitudes (and qualities) include:

- » Motivated and interested in the work
- » Willingness to work as a team player
- » Eagerness to learn
- » Flexibility
- » Energetic
- » Unafraid to make or admit mistakes
- » Self-reflective, in order to develop her-/himself as a trainer
- » Empathetic

Trainers delivering orientation have some very specialized knowledge, skills, and attitudes that are essential for working with refugee and immigrant populations. These include the following:

- » Familiarity with the U.S. context, resettlement programs, knowledge about local programs, etc.
- » Cross-cultural communication: communicating with others who are in or from a different culture
- » Insight gained from personal experience interacting with or living in other cultures, which helps trainers understand some challenges refugees and immigrants may encounter in resettlement
- » Respect for people from different places, and an interest in assisting others in the process of resettlement and integration



What are some examples of knowledge, skills, and attitudes that you possess as a trainer? Complete the chart below. One example is provided.

| Examples of knowledge | Examples of skills | Examples of attitudes |
|---|--|---|
| <i>I am familiar with the backgrounds and needs of participants who regularly attend trainings.</i> | <i>I am willing to make mistakes and am open to discussing challenges with others in a constructive way.</i> | <i>I am interested in and dedicated to making trainings as effective as possible for our agency and for participants.</i> |
| | | |
| | | |
| | | |



What would you like to learn more about, or want more practice with?



Who am I?

Cultural Awareness of Self: Dimensions of Culture



The first step to becoming more culturally aware is to become aware of one's own cultural perceptions and beliefs.



The following activity can help trainers and participants increase self-awareness. Below, some dimensions of culture and worldviews are presented on a spectrum. Trainers should reflect on their own beliefs and values, and decide where their views and those of other members of their cultural group might fall on the continuum. Considering these core beliefs will not only help the trainer better understand how her or his own culture influences their behavior and attitudes, but will allow trainers to think about ideas of other cultures as well.

10 Is it better to take risks or to play it safe?

Worldview



Risk taking:



Do you believe in fate, or are people rulers of their own destiny?

Beliefs:



Fate

Individuals are in charge of their own destiny



When faced with a challenging situation, is it more important to be positive or realistic?

Values:



Being positive

Being realistic



When talking to others about an issue, is it more important to talk about it directly, or to avoid the direct issue?

Communication



Direct communication:

Direct communication

Indirect communication



Communication among statuses:



Unspoken rules

No specific rules

Should you talk to everyone in the same way, or take into account factors like their age and social standing?



Understanding:



Must show all details

Comfortable not knowing everything immediately

In order to understand something, do you need to know all the details at once or not?



Relationships

Respect:



Everyone is fairly equal

Some are more deserving of respect than others

Should all people be treated equally, or are some people more deserving of respect than others?



Community:



Group harmony is very important

Personal satisfaction is very important

Is it more important for the group or the individual to be satisfied?



Livelihood

Work:



Your work defines who you are

You work out of necessity

Do you work because you want to or because you need to?



Business success:



Focus should be on building relationships

Focus should be on a plan of action

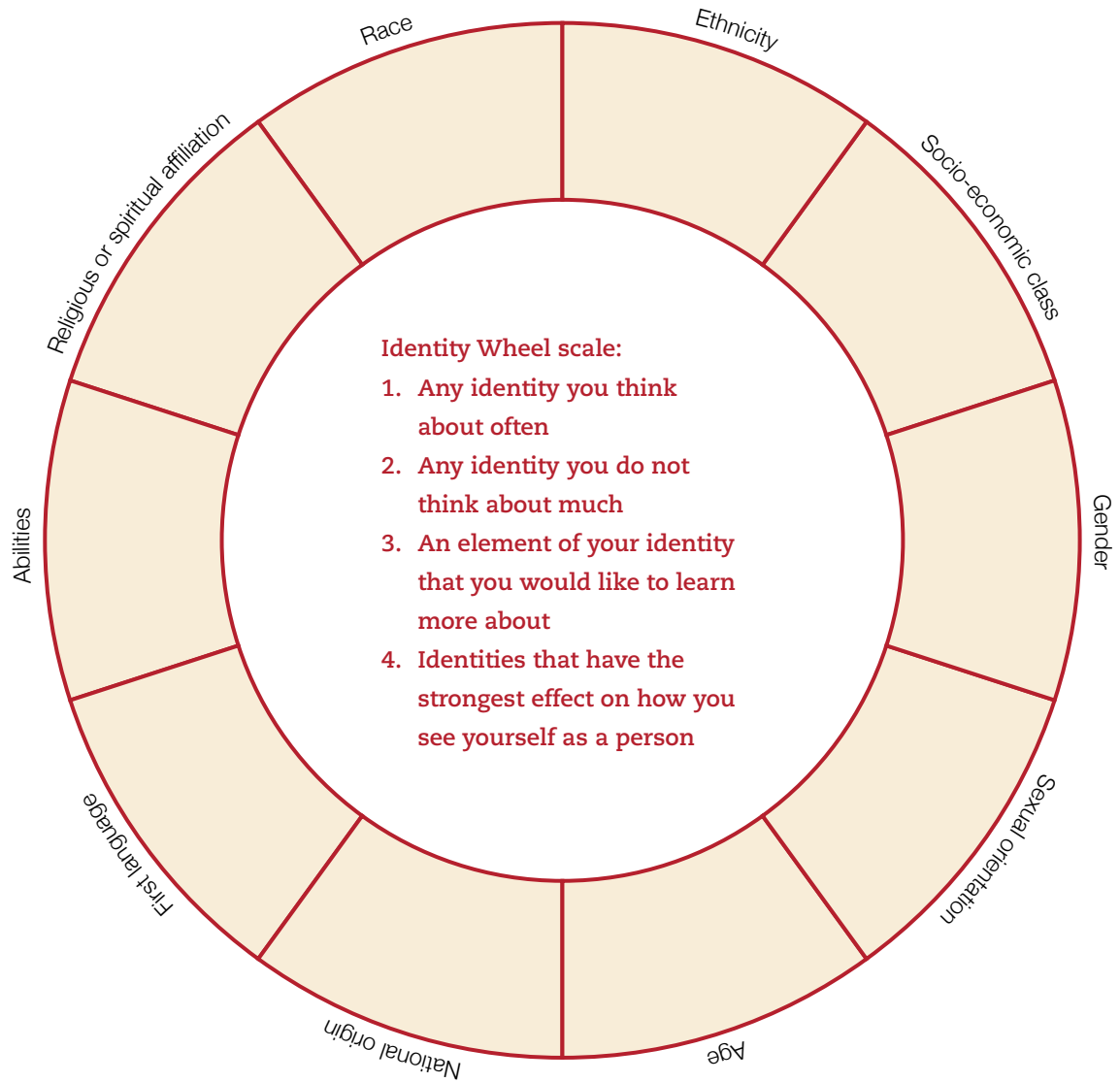
Should the focus be on the relationships or the plan of action?



Cultural Awareness of Self: The Identity Wheel



The Identity Wheel is another useful tool for personal reflection. Complete the wheel by labeling each segment of the wheel using the scale shown below (adapted from Goodman and Schapiro, 1997). You may label one segment with more than one number.



Are there other things that you would add to the identity wheel that would also help describe you?

It is important for trainers to be aware of their own cultural norms and beliefs and to respect the norms and beliefs of others.



Understanding Your Learning Styles Through the Multiple Intelligences

How do you learn best? Take this quiz to find out!

Complete each section by placing a "1" next to each statement you feel accurately describes you. If you do not identify with a statement, leave it blank. Add up the totals for each section.

| | |
|---|---|
| <p>1</p> <p><input type="checkbox"/> I like categorizing things</p> <p><input type="checkbox"/> I like spending time in nature</p> <p><input type="checkbox"/> I enjoy gardening</p> <p><input type="checkbox"/> I love animals</p> <p><input type="checkbox"/> I believe the environment is important</p> <p style="text-align: right;">Section 1 TOTAL__</p> | <p>2</p> <p><input type="checkbox"/> I imagine pictures when I read or listen to a story</p> <p><input type="checkbox"/> I am good at reading maps</p> <p><input type="checkbox"/> I visualize math problems in my head</p> <p><input type="checkbox"/> Charts and diagrams help me understand things</p> <p><input type="checkbox"/> Rearranging rooms is fun for me</p> <p style="text-align: right;">Section 2 TOTAL__</p> |
| <p>3</p> <p><input type="checkbox"/> I am known for being organized</p> <p><input type="checkbox"/> I like step-by-step instructions</p> <p><input type="checkbox"/> Logic puzzles are fun</p> <p><input type="checkbox"/> Structure is necessary</p> <p><input type="checkbox"/> I like solving problems and fixing things</p> <p style="text-align: right;">Section 3 Total__</p> | <p>4</p> <p><input type="checkbox"/> I like thinking about life's big picture</p> <p><input type="checkbox"/> I enjoy discussing questions about life</p> <p><input type="checkbox"/> Relaxing and meditation are important</p> <p><input type="checkbox"/> I like feeling connected to people, ideas, and beliefs</p> <p><input type="checkbox"/> I enjoy learning about philosophy and religion</p> <p style="text-align: right;">Section 4 TOTAL__</p> |
| <p>5</p> <p><input type="checkbox"/> I like role plays</p> <p><input type="checkbox"/> I like making things with my hands</p> <p><input type="checkbox"/> I like dancing</p> <p><input type="checkbox"/> I learn by doing</p> <p><input type="checkbox"/> I have an active lifestyle</p> <p style="text-align: right;">Section 5 TOTAL__</p> | <p>6</p> <p><input type="checkbox"/> Relationships are more important than achievements</p> <p><input type="checkbox"/> I learn best interacting with others</p> <p><input type="checkbox"/> I enjoy informal chat and serious discussion</p> <p><input type="checkbox"/> I don't like working alone</p> <p><input type="checkbox"/> I am a "team player"</p> <p style="text-align: right;">Section 6 TOTAL__</p> |
| <p>7</p> <p><input type="checkbox"/> Foreign languages interest me</p> <p><input type="checkbox"/> I enjoy reading books and magazines</p> <p><input type="checkbox"/> I keep a journal</p> <p><input type="checkbox"/> I enjoy public speaking</p> <p><input type="checkbox"/> I take notes to help me remember</p> <p style="text-align: right;">Section 7 TOTAL__</p> | <p>8</p> <p><input type="checkbox"/> My attitude effects how I learn</p> <p><input type="checkbox"/> I like to be involved in causes that help others</p> <p><input type="checkbox"/> I am very aware of my moral beliefs</p> <p><input type="checkbox"/> I learn best when I'm emotionally attached to a subject</p> <p><input type="checkbox"/> Fairness is important to me</p> <p style="text-align: right;">Section 8 TOTAL__</p> |
| <p>9</p> <p><input type="checkbox"/> Moving to a beat is easy for me</p> <p><input type="checkbox"/> I remember things through rhyming</p> <p><input type="checkbox"/> I enjoy making music</p> <p><input type="checkbox"/> Sound helps me remember things</p> <p><input type="checkbox"/> I enjoy creating art</p> <p style="text-align: right;">Section 9 TOTAL__</p> | <p style="text-align: right;">Worksheet adapted from http://surfaquarium.com/MI/inventory.htm</p> |

In what sections did you have the highest numbers?

Refer to the chart on the right to match your scores with your learning style preferences. More information is included on pages 54 and 55 of the *Refugee Training and Orientation* guide. Each section above corresponds to a type of intelligence or learning preference.

Remember: Everyone has all of the intelligences. You can strengthen each intelligence. Learning about multiple intelligences is meant to empower, not label learners.

- 1-Naturalistic
- 2-Visual/Spatial
- 3-Logical
- 4. Existential
- 5. Kinesthetic
- 6. Interpersonal
- 7. Linguistic
- 8. Intrapersonal
- 9. Musical



Chapter 2

Planning a Training Program

Refugee Training and Orientation: A Guide for Service Providers: pages 59 through 97.

Chapter 2 of the *Refugee Training and Orientation* guide explores the importance of preparing for a training session and the various components of planning, which include defining goals and objectives, and designing, outlining, and scheduling training. Most often, a training program's success can be directly attributed to good planning. Likewise, shortfalls in training often result from insufficient planning. Trainers want participants to be able to focus on learning and achieve their learning objectives during a program, so the time and energy that is spent up front on preparation to ensure programs run smoothly is well worth a trainer's investment.

Workbook contents:

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The Planning Process

There are many different ways to approach the development of a training session or program. The training planning process and timeline shown below can help trainers outline action plans.



* Steps 2a and 2b occur simultaneously.



Planning a Training Session Worksheet

Complete this chart with the information that you have available about your participants, the training, and your initial plans for the session.

| Participants | | Content and priorities | | | Methods | | Room setup |
|--|--|---|-----------------------------------|---------------|--|---|------------|
| Provide information about your participants and their needs in the boxes below. | | List all core training content and topics below. | Number of participants interested | Priority item | List the methods you will use to address the content. | Identify the room setup you will use for these activities. | |
| Adults: | | Role of the local resettlement agency | | | | | |
| Children: | | Community services and public assistance | | | | | |
| Youth: | | Housing | | | | | |
| Elderly: | | Transportation | | | | | |
| Other: | | Employment | | | | | |
| Record what you know about your participants' needs and expectations. | | Learning English | | | | | |
| Abilities and disabilities: | | Education | | | | | |
| Parents with children: | | Health and hygiene | | | | | |
| Low literacy: | | Budgeting and personal finance | | | | | |
| Highly educated: | | Cultural adjustment | | | | | |
| Religious beliefs: | | U.S. laws and refugee status | | | | | |
| Role of women/gender roles: | | | | | | | |
| Language abilities and needs: | | | | | | | |
| Number of participants who will attend: | | Special considerations for the training: | | | Location of training: | | |

Use this chart to continue planning your training session. Identify your training topics, goals, objectives, main messages, and assessment methods.

| Time | | Topics | | Goals | | Objectives | | Basic content | | Learner Assessment | |
|--|--|--|---|---|---|--|--|---------------|--|--------------------|--|
| Define how much time will be dedicated to the topic. | | List the topics to be addressed in the training session/program. | Define the goals for this topic. Make sure to address knowledge, skills, and attitudes. | Outline the objectives for this topic. Be sure to address knowledge, skills, and attitudes. | List the main messages and basic content. | Describe the methods to be used to assess what participants learn. | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| Other important planning considerations: | | | | | | | | | | | |
| Materials needed: | | | | | | | | | | | |
| Introductions: | | | | | | | | | | | |
| Setting rules: | | | | | | | | | | | |
| Icebreakers: | | | | | | | | | | | |





Objectives, the KSAs, and Identifying Gaps to Address in a Training

Trainers can use this planning tool to outline the knowledge, skills, and attitudes (KSAs) that they need to address for specific topics. *After reviewing the sample, use the blank template on the next page when planning your sessions.*

| Topic: Health | | | |
|--|--|--|--|
| Objectives: Participants will be able to understand their right as patients to an interpreter in medical situations. | | | |
| | Current state | Desired state | Gaps to be addressed |
| Knowledge | Many doctors do not speak languages other than English. | Participants have the right to an interpreter. | Culturally appropriate ways to request an interpreter. |
| Skills | Ability to talk about medical needs in first language. | Ability to communicate with an English-speaking doctor about medical needs. | How to work with an interpreter to convey medical needs to a doctor. Making lists of questions or ailments so they are not forgotten in discussion. |
| Attitudes | Unsure about sharing personal information with an interpreter. | Confidence in asking questions of a doctor using an interpreter. | Understanding of confidentiality norms both with an interpreter and a doctor. |
| Topic: Housing | | | |
| Objectives: Participants will be able to understand their rights and responsibilities as renters. | | | |
| | Current state | Desired state | Gaps to be addressed |
| Knowledge | Resettlement agencies assist with housing. | Participants are responsible for their leases and caring for housing. Participants understand what specific issues can arise related to leases, landlords, utilities, and communities. | Participants are responsible for signing leases and caring for the home as required by the lease and community. Agencies and landlords are available to assist with specific matters as outlined in the lease. |
| Skills | If some issues with the rental property arise, participants can call the agency or peers for assistance or guidance. | Participants know what specific issues they can get help with, and whom to call in these situations. Participants will be able to use resources outside the agency or their peers. | Identifying housing issues that may arise, who is responsible for the issue, and who can provide guidance to resolving the issue. |
| Attitude | Hesitancy at signing the lease for the rental unit. | Understanding the importance and legal requirements of signing a lease. Willingness to accept responsibility. | Understanding that signing a lease is a requirement, leases are legal documents with consequences, and participants may not be able to inhabit the unit if they do not sign. |
| Topic: Transportation | | | |
| Objective: Participants will be able to describe how to purchase and use a bus pass. | | | |
| | Current state | Desired state | Gaps to be addressed |
| Knowledge | A person needs a bus pass to get on the bus. | Participants will know how and be able to purchase a bus pass. | Participants will know how much a bus pass costs and where to purchase one. |
| Skills | A person needs to carry the bus pass with them when riding the bus. | Participants will know how and be able to use the bus pass. | Participants will know who to show the bus pass to and when. |
| Attitude | If unsure of what to do, participants should ask for help. | Participants will be confident in identifying who to ask for help and how to do so. | Participants will practice the respectful and appropriate language to use when asking for help using the bus. |



Objectives, the KSAs, and Identifying Gaps to Address in a Training Worksheet

Consider your training topic and current and desired knowledge, skills, and attitudes of participants. Then outline the gaps to be addressed in your training session(s).

| | | | |
|------------------|----------------------|----------------------|-----------------------------|
| Topic: | | | |
| Objectives: | | | |
| | Current state | Desired state | Gaps to be addressed |
| Knowledge | | | |
| Skills | | | |
| Attitudes | | | |
| Topic: | | | |
| Objectives: | | | |
| | Current state | Desired state | Gaps to be addressed |
| Knowledge | | | |
| Skills | | | |
| Attitude | | | |
| Topic: | | | |
| Objective: | | | |
| | Current state | Desired state | Gaps to be addressed |
| Knowledge | | | |
| Skills | | | |
| Attitude | | | |

Identifying Participants

A trainer needs to determine who will attend the training session. The participants may be determined by the program or funding source; for example, if training is a part of the U.S. Refugee Admissions Program, it will be delivered to refugees preparing to arrive or those who have recently arrived in the United States. In other cases, orientation sessions may be optional and open to broader groups of participants.

What do I need to know about my participants?



Once the trainer knows who will attend the session, information needs to be gathered about the participants within the group, such as:

- » What participants know
- » What gaps exist
- » Culture and ethnicity
- » Language abilities
- » Experiences and customs within the United States
- » A group's customs and beliefs
- » What life was like in the participants' home country or country of asylum
- » Common experiences of others from this group who live in the United States
- » The age of participants
- » Participant disabilities
- » Abilities



Information about the needs of participants can be gathered in a variety of ways, such as:

- » Discussions with staff who have worked with these groups
- » Speaking with staff at other community-based service providers
- » Reviewing resources describing cultural backgrounds or experiences
- » Conducting interviews, focus group discussions, or observations with previous clients
- » Considering prior experience working with those with similar backgrounds or experiences
- » Reviewing field reports or case files
- » Conducting a needs assessment discussion or activity at the beginning of a training session or program

How do I get information about my participants?



Do you want to learn more about meeting the needs of diverse groups of participants? Visit page 143 of the *Refugee Training and Orientation* guide.

Trainers also need to know more about the composition of a particular group of participants. The size of the group and ages of participants can impact the selection of instructional methods, materials to be used, and how a trainer manages a classroom or activity. More information on working with groups of different age groups is included on page 143 of the *Refugee Training and Orientation* guide.



List five things you need to know about your participants and how you will get the information.

| Information you need to know about your participants: | How you will get this information: |
|---|------------------------------------|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |

Defining Goals and Objectives



The person designing the training should use the information gathered from the needs assessments to establish clear and attainable training objectives. Training objectives are statements that specify what a participant will know or be able to do as a result of a learning activity. In orientation these are typically expressed as knowledge, skills, or attitudes. Setting objectives allows trainers to

- » Establish a desired outcome and clarify what is to be gained from the experience
- » Provide a roadmap for designing the program
- » Establish where the participant should focus attention
- » Serve as the foundation for analysis of the teaching and learning

Useful and well-written training objectives are

- » Clearly stated
- » Realistic
- » Measurable
- » Appropriate and relevant

How do I decide the goals and objectives of the training?





Look at the following objectives for a 1-hour training session and answer the reflection questions for each:

| Reflection questions | Sample objectives | |
|---|--|--|
| | The learner will be able to put arrival cards in order | The learner will be able to appreciate all the work that a case worker/manager is doing for him or her |
| Is the objective clear? <i>Why or why not?</i> | | |
| Is the objective realistic? <i>Why or why not?</i> | | |
| Is the objective measurable? <i>Why or why not?</i> | | |
| Is the objective appropriate and relevant? <i>Why or why not?</i> | | |
| How would you change the objective? | | |



Timing a Training Session Worksheet

Use the following worksheet to outline the approximate amount of time you need for your session. Review it after the session to see what needs to be adjusted when planning future sessions.

| Components of the training | Time allotted and other considerations |
|--|--|
| Before the training | |
| Pretraining preparation <i>Needs assessment, goals and objectives, develop agenda, prepare materials</i> | Time: |
| Pretraining logistics <i>Location, transportation, etc.</i> | Time: |
| During the training | |
| Welcome <i>Establish rapport and set the tone Address housekeeping/logistical information</i> | Time: |
| Set rules | Time: |
| Icebreaker <i>Establish trust and a sense of community</i> | Time: |
| Introductory activity <i>Transition to the main topic Create interest in the topic</i> | Time: |
| Content activity/method 1: | Time: |
| Content activity/method 2: | Set Up: |
| Content activity/method 3: | Time: |
| Content activity/method 4: | Set Up: |
| Scheduled breaks <i>Items to address during these times How to bring people back Snacks, beverages needed</i> | Time: |
| Reflection and debriefing <i>Address parking lot items that can be addressed at this time</i> | Time: |
| After the training | |
| Assessment of participants <i>What did participants learn? What topics were of the most interest?</i> | Time: |
| Distribute participant certificates | Time: |
| Assessment of the trainer and the training <i>Feedback from others Self-reflection</i> | Date and time: |
| Follow-up <i>Address follow-up or parking lot items Use data gathered Prepare notes for the next training</i> | Date and time: |

Why should learning English be a part of my session?



Incorporating English Into Orientation

Learning English is essential to successful resettlement and integration. Learning a new language takes time and can be frustrating. This section provides some ways trainers can incorporate basic English into training sessions to support participants with learning relevant English vocabulary faster, and to encourage participants to enroll in and attend English language classes as they are offered and available.

Rent doesn't wait for your English!

Workshop participant



The following strategies may be useful when incorporating English into a training session:

- » Introduce new terms related to the topic at hand. When possible, say and write the word in the first language of participants. (Trainers should keep in mind that some words will not translate directly between languages and should ensure that participants understand what is being said.) Define the term and provide a contextual sentence.
- » Incorporate vocabulary that participants will need to use often, such as sight words, which provide participants with the ability to recognize words without having to sound them out. Sight words include things like *emergency*, *911*, their first and last names, etc.
- » Use a picture or gesture to illustrate important terms or phrases.
- » Provide opportunities for participants to use new words. For example, develop shopping lists, pictorial flashcards, memory games, or dialogues using the new vocabulary words.
- » Write terms on index cards and post them on a word wall that can be referred to during the session.
- » Label various items in the classroom or around the office (such as door, floor, window, or shelves) so participants can practice on their own when they notice the labels.
- » Provide vocabulary worksheets or pictorial flashcards that participants can take home. These provide participants with the opportunity to focus on learning English outside of the classroom and on key vocabulary words that have been introduced by the trainer. The COR Center's *Making Your Way: A Reception and Placement Orientation Curriculum* includes vocabulary worksheets on each of the main topics delivered to refugees. Two vocabulary worksheets are found at the end of each unit; *Worksheet 1* is for beginner to intermediate English language learners, while *Worksheet 2* is for an intermediate to advanced learner.
- » Incorporate partner talk into training sessions. These should be brief 2- to 3-minute exchanges in English. Encourage participants to converse and interact with each other, using what they already know about a term from the definition and explanations provided. Participants with intermediate and higher level English skills should be encouraged to use full sentences that include a term provided.
- » Incorporate the use of dictionaries and computer programs so participants can increase capabilities in and comfort with using these tools for learning.
- » Provide reading material incorporating new vocabulary words when possible (and when participants will have the ability to read the material).

What can you do to help participants learn some basic vocabulary in English?

- » Identify key vocabulary words for each unit.
- » Use these key words throughout the session when speaking and writing.
- » Reinforce these key words by writing them on the board, pointing them out in written documents, asking participants to write and repeat the words, and showing photos.

A guest speaker is talking about a grocery store and uses different words to refer to it, such as grocery store, food mart, and supermarket. Participants appear confused. The trainer has to explain that the different terms all refer to the same thing. What could the trainer have done from the beginning to avoid this confusion?



There are a lot of useful strategies listed above about ways to incorporate English into training. Think about your goals as a trainer and circle two or three strategies you would like to incorporate into future sessions. What are five words or phrases you would like to include in your training? When and how would you incorporate these words or phrases into your training?

| Words or phrases you would like you include in your training: | When and how would you incorporate this word or phrase into your training? |
|---|--|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |

Using a variety of these strategies and methods is strongly encouraged to address the needs and learning styles of many participants.

In orientation, language learning is secondary to the mandate to ensure participants understand important resettlement topics. However, most agree on its importance in successful adjustment in the United States.

While trainers should take advantage of opportunities to incorporate English into activities, they should retain focus on orientation content and delivery and be sensitive to the needs of those with low levels of English and formal education. The assistance of trained interpreters is always helpful. It not only ensures that participants understand the information, but it also gives participants the opportunity to hear the information in two languages.

Do you want to learn more about working with interpreters? Visit page 171 of the *Refugee Training and Orientation* guide.

Is learning English more important than learning the material?





What's the best way to set up a room?

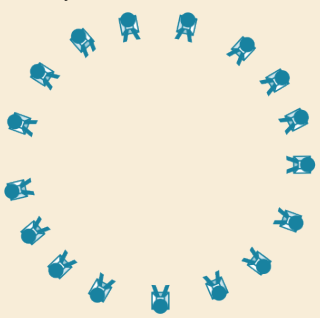
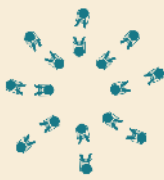



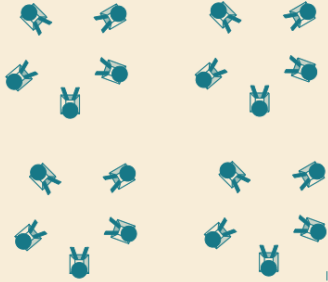
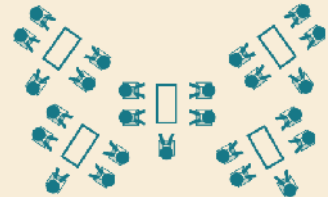

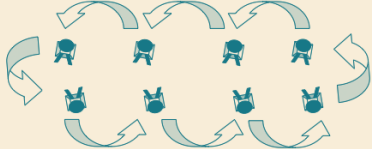
Setting Up a Training Space

The way a room is arranged can greatly influence the learning experience that occurs in the space. Use or nonuse of space can affect the feeling of a training and thus affect the attitude of participants toward the training.


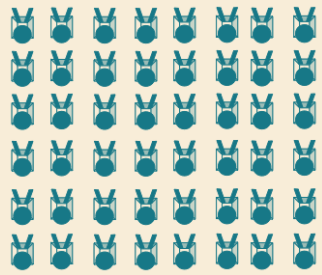
There are a variety of ways to set up a room, and different arrangements are better for different environments and activities than others. For instance, small groups (or clusters) may be better suited for group work than desks in rows (or classroom style). Participants can be standing, seated, or on the floor. The use of desks, tables, chairs, and cushions are optional. Desks or tables may help participants feel more comfortable and less exposed and work well when writing or drawing is involved. Trainers may opt not to use desks and tables with cultural groups that are not accustomed to using them, or when working with youth or when facilitating games or role plays. In all cases, trainers should strive to use space effectively.



| This type of arrangement... | ... is ideal for... | Some other considerations... |
|--|---|---|
| <p>Circle style</p>  | <ul style="list-style-type: none"> » Large-group discussions » Large-group activities » Some games | <ul style="list-style-type: none"> » Good for brainstorming and sharing ideas as equals or to create the feeling of equality among participants. » Can be used with or without tables. » Participants can sit around one large table or in a circle or square made up of smaller tables, leaving space in the center empty. » Two levels of circles, one inside the other, is considered a "fish bowl" style of seating. Trainers may use this style to strategically have those in the inner circle (such as women or older participants) to talk and those in the outer circle to listen. <ul style="list-style-type: none"> » An "inside-outside" circle features two levels of circles, where those in the inner circle face outward and those creating the outer circle face inward. Participants are paired for discussion. One circle then rotates so participants have a new partner.  |

| This type of arrangement... | ... is ideal for... | Some other considerations... |
|--|---|---|
| <p>U-shaped style</p>  | <ul style="list-style-type: none"> » Presentations » Videos » Large-group discussion » Hearing from panelists or a speaker | <ul style="list-style-type: none"> » Can be used with or without desks or tables. » Allows participants to discuss with the presenter and other participants. » Can be shaped more like a semicircle where the chairs on the edges make the circle more rounded so that participants can see one another better. » Leaves space for movement activities. » Allows for moving between presentations and discussions with ease. |
| <p>Cluster style</p>  | <ul style="list-style-type: none"> » Small-group work » Small-group discussions » Discussing problems, issues, critical incidents, case studies | <ul style="list-style-type: none"> » Can be used with or without chairs, desks, or tables. » Can be set up in circles, squares, ovals, rectangles, and so forth. » Creates small groups of participants by seating arrangement. |
| <p>Herringbone style</p>  | <ul style="list-style-type: none"> » Small-group work <i>and</i> large-group discussions together » Informational presentations » Creating a space for games | <ul style="list-style-type: none"> » Participants can see the presenter and any visuals at the front of the room, yet can still work in small groups. » The group can move back and forth between large-group discussions and small-group work without having to rearrange furniture. » Works best with small tables for each group. » Accommodates a variety of activities and can be ideal when there is little flexibility for room setup. » Participants may feel physically uncomfortable if they have to see the front of the room or participants in other groups. To compensate, participants can be in “half-round” style where the chairs are placed on one side of the small groups so they are looking at the front of the room, but they can move to utilize the full table for small-group work. |
| <p>Partner style</p>  | <ul style="list-style-type: none"> » Pair or partner work or discussion » Games » Introductions » Icebreakers or short activities | <ul style="list-style-type: none"> » Remember to plan for groups of threes if there is an odd number of participants or if participants feel more comfortable in groups of threes. » Provides a safe space in which quiet participants may feel more comfortable, while also holding people accountable for participating. » Participants can easily work in groups of fours, with the person across from them and the pair next to them. » Can be used in a “carousel” manner, with participants moving to different chairs to talk with others.  |



| This type of arrangement... | ... is ideal for... | Some other considerations... |
|---|---|---|
| <p>V-shaped style</p>  | <ul style="list-style-type: none"> » Medium-sized groups » Presentations » Videos » Debates | <ul style="list-style-type: none"> » Can be used with or without desks or tables. » Some participants are less visible than others, to the trainer and to other participants. » Similar to classroom style, but does not allow for as many seats; however, angling the seats provides participants a better view of one another and movement into small groups is quick. » Enhances the opportunity for small-group discussion more than the classroom style described below. |
| <p>Classroom style</p>  | <ul style="list-style-type: none"> » Videos » Presentations and briefings » Lectures | <ul style="list-style-type: none"> » Can be used with or without desks or tables and is also called "theater style." » Fits many people into the room. » Good when group discussion is not as important. » Does not allow space for movement. » Can be used for question-and-answer with speakers. » An aisle or two can be created between seats for some mobility. |



Draw a picture of what your training space setup usually looks like.

Using a variety of room arrangements can enhance the engagement of participants, and allows participants to participate whether they prefer to speak with individuals only, in small groups, or in large groups. While heavy furniture may create challenges with changing room setups, frequent room setup changes (ideally every 20 to 30 minutes) help participants remain alert and engaged. When making changes (and asking for assistance from participants), trainers should remember that physically challenged participants may have trouble. Trainers can move the furniture around them, and ask different participants to assist.

Chapter 3

Training Delivery and Assessment: Methods, Materials, Tips, and Tools

Refugee Training and Orientation: A Guide for Service Providers: pages 99 through 185.

Effective training is the product of good training design, well-executed logistics, and skilled facilitation. It is both an art and a science. There isn't a single approach or a one-size-fits-all method for creating successful training. However, the most effective orientation programs do share important traits: They are anchored to solid learning objectives, they use a broad variety of methods, and they are delivered by open, enthusiastic, and creative trainers. Trainers often rely on their tried-and-true methods and resources, but as lifelong learners, effective trainers also seek to expand their toolboxes. Chapter 3 covers, as a review or introduction, some effective training and assessment methods, tips, and tools that may be useful in orientation.

Workbook contents:

| | |
|---|-----------|
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| Use Varied Materials and Visual Aids | 31 |
| Co-Training and Co-Facilitation | 32 |
| Co-Facilitation Meeting Checklist | 36 |
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Tip Sheet: Working With Individuals

Trainers delivering orientation to refugees or immigrants may find themselves working with an individual, a single case, or small groups of two or three people. While there are some challenges when providing orientation to individuals, such as adapting activities and getting active participation, there are potential benefits, such as having the time to address the questions or topics the individual may be struggling with, and getting to know participants better.

Just as with any size of group, when providing orientation to an individual, trainers should strive to deliver content in interactive ways that meet the needs and interests of participants. With a little effort, trainers can overcome any awkward feelings about hanging pictures on the wall of a small training space, or walking around looking at the material as a trainer might in a large classroom with a group. The rewards and outcomes of using interactive activities to involve a participant in her/his own learning far outweigh the ease and comfort of just providing content verbally. Regardless of the group size, the participants gain a much deeper understanding of the material through interactive methods.

The following tips can be particularly helpful when delivering orientation to an individual participant:

- » When planning the session:
 - Offer short segments of information instead of fitting everything into 1 day.
 - Review checklists and requirements, and adapt them to the needs of the individual.
 - Incorporate images, question cards, or realia whenever possible.
 - Identify the learning styles of the participant and adjust sessions and plans accordingly.
 - Opt for field trips in place of a classroom-based session when possible to teach real-life information and skills, such as using public transportation or opening a bank account.

- » At the beginning of the session:
 - Create a list of questions the participant has or things s/he does not know about the topic. When finished with a topic, review the list together.
 - Provide the participant with a workbook to use during the orientation sessions. This can be as simple as stapling ten sheets of paper together.

- » During the session:
 - Instruct the participant to lay a sequence of pictures out when discussing a sequence of events, such as going to a doctor's appointment or the process of adjusting status.
 - Conduct a brainstorming session by taking turns answering questions with the participant. To prepare for the session, gather responses to the question based on common issues that arise with other participants in the area.
 - Encourage the participant to ask questions frequently, explaining that Americans like people to ask questions and see it as a sign of interest.
 - Acknowledge and make use of the participant's skills, such as providing worksheets for a literate, educated participant to complete or review.

While it is preferable to deliver orientation to groups when given a choice, it can be beneficial to offer individualized training from time to time. One-on-one sessions offered as follow-up sessions after group training can benefit participants who need additional assistance. The follow-up may be delivered by a case worker/manager; other relevant staff, such as an employment specialist; an intern; or an assigned volunteer.

Use Varied Materials and Visual Aids



Using a variety of materials with a diverse group of participants helps participants learn key ideas in different ways.

- » Use visual resources and incorporate realia when possible and applicable to convey key points.
- » Translate posters and pictures, and incorporate both pictures and words into materials to accommodate different learning styles.
- » Provide a goal or introduction before viewing a video. After viewing the video, ask participants to explain what they saw and to summarize important messages.
- » Use storytelling combined with visuals.

What kind of materials can I use and how do I use them?



Name as many types of materials and visual aids as you can in the following table. Place them according to your level of experience and comfort using them.

| Level of comfort and experience | Types of materials and visuals |
|--|--------------------------------|
| Very comfortable/ experienced | |
| Somewhat comfortable/ experienced | |
| I would like to gain more experience with these materials. | |

Do you want to learn more about materials in orientation? Visit page 110 of the *Refugee Training and Orientation* guide.

On day outings, we often don't have an official [interpreter] and there have been moments when there is some confusion, but the group has usually been able to piece together answers using hand gestures, common words and the higher skilled English speakers in the group.

Program Coordinator, Acculturation for Justice, Access and Peace Outreach



Co-Training and Co-Facilitation

Co-training is an opportunity for two people to deliver training sessions together. They can alternate facilitating different sections of the training, which allows opportunities to take breaks. Co-facilitators might also facilitate a single session as a team—one managing large-group instruction while the other might support small-group work or work with individuals on the side. Co-training is common within orientation training programs. Co-trainers are commonly fellow trainers, interpreters, colleagues, or members of the greater community.

A unique aspect of co-training is that participants are able to see how trainers interact with one another. Trainers can model appropriate behavior and actions for participants when delivering training sessions. This is a key element of cultural and community orientation sessions because refugees and immigrants are learning about life and acceptable behaviors in the United States. As a result, co-trainers should be aware of their verbal and nonverbal communication, and how they support and validate one another (Peace Corps, 2005, p. 81). If co-facilitators work well together, the training session will appear to flow seamlessly and will teach participants common U.S. communication strategies in addition to the content being conveyed.

The following information was developed to assist co-trainers in preparing for the training sessions.

Description

The main difference between a trainer and co-trainers is that two people will share the duties of leading an orientation session instead of one. While co-training may provide less preparation for the trainer (because duties can be divided among two people), co-trainers should both be “on” throughout the session to support their co-trainer. There *are* opportunities to take breaks, but sessions run more smoothly when both trainers are actively attentive.

Guidelines and Things to Consider

The most important thing to keep in mind is the difference between *we have to agree* and *we have to move somewhere (or accomplish something) together* (personal communication with Stephen Moles, Senior Instructional Design Specialist, United States Peace Corps, fall 2007). In co-training (as with most other situations in which people need to work together), the parties involved may not always agree on things. They may have different opinions on what is planned, the order of topics, the methods to be used, who will facilitate what, and so on. Co-trainers should realize that they do not have to agree on what will happen, but rather that the goal is to compromise, or move somewhere together, for the sake of the training.

Open communication between co-trainers is of extreme importance. It allows co-trainers to set realistic expectations, effectively plan together, give and receive feedback comfortably, and compromise to achieve the best possible outcomes. To begin, co-trainers should schedule a meeting (or meetings)

“Training, when it is done well, is like a stage play in that the trainers (actors) have rehearsed their parts. That means that they have not only learned and practiced the content (lines), but have also spent time learning all the movement and interaction (stage blocking) between the trainers and how these interactions and flow affect the audience.”
Peace Corps, 2005, p. 81

prior to the session. Planning ahead will make the session run smoother; if there is little time, even a 15- to 30-minute check-in prior to the session is useful. During this meeting, co-trainers should:

- » Set goals and determine the agenda and content. Most co-trainers find it useful to divide the agenda into approximate timeframes. In addition to clarifying what topics will be discussed and in what order, this planning helps trainers think about transitions between segments.
- » Identify who will be the primary trainer (who leads) and who will be secondary (who provides backup or support as needed). This can change throughout a training session.
- » Identify who will facilitate which parts and agree on roles and responsibilities. Co-trainers may decide to have a person lead who is more experienced or more comfortable with a particular topic or session. Alternatively, co-trainers may decide to have a less experienced trainer lead the session to gain experience while their co-trainer is available to step in if needed.
- » Discuss individual training styles and boundaries, including co-trainers' level of comfort in being interrupted. Establish methods for giving and receiving feedback during and after sessions.
- » Discuss flow of the session, and how co-trainers feel about staying on task and on time. Discuss how tight the agenda is and where trainers are comfortable including more or less time to allow for adequate discussion of the topics at hand. Determine who will keep track of time, and decide on signals to inform co-trainers about the time.
- » Schedule a follow-up meeting after the training to discuss feedback.

Here is an example of an agenda that co-trainers might use.

| Time | Agenda item | Brief description | Roles |
|--------------------|---------------------------------|---|--|
| Before the session | Pre-session preparation | Co-trainers meet to discuss various items mentioned in the bullets above | Selma and Julio |
| Before the session | Material preparation | Co-trainers prepare materials | As determined during the pre-session preparation |
| 9:00–9:45am | Icebreaker and needs assessment | Pair-and-share; introduce a partner and share her/his goals for the session | Facilitator: Selma Record notes: Julio |
| 9:45–9:55am | Introductions | Overview of the session and goals for the day | Facilitator: Julio |
| 9:55–10:45am | Topic One | Introduction to the topic, small groups discuss critical incidents | Facilitator: Selma Record notes: Julio |
| 10:45–11:00am | Break | Snacks (provided) | Selma and Julio check in |
| 11:00–11:15am | Brief activity | Telephone | Facilitator: Julio |




| Time | Agenda item | Brief description | Roles |
|-------------------|------------------------|---|---|
| 11:15am–12:00pm | Topic Two | Divide into two groups, prepare for debate, conduct debate | Facilitator: Selma Co-facilitator: Julio |
| 12:00–12:20pm | Large-group debriefing | Discuss what happened, how participants feel about the topic, how minds may have changed | Facilitator: Julio Record notes: Selma |
| 12:20–12:30pm | Wrap-up | Respond to key questions using conga line activity | Facilitator: Selma Record notes: Julio |
| 12:30–1:00pm | Clean up | Respond to individual questions as they arise and clean up the space, materials, etc. | Selma and Julio |
| After the session | Debrief the session | Trainers meet sometime after the session to compare notes, debrief how it went, what could have been better, and what changes to make to the next session. Trainers may want to take notes about their debriefing that they refer to later. | Selma and Julio |

Strategies for Co-Trainers



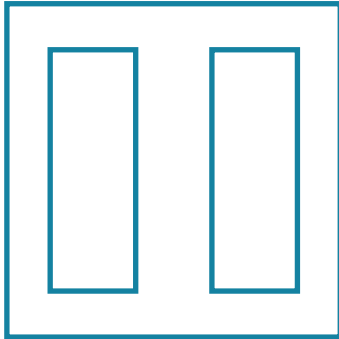
The following strategies are important for co-trainers (RMC Health, n.d., 2013; see also JustFaith Ministries, n.d.; Peace Corps, 2005, pp. 81-82).

- » Demonstrate respect for each other. Participants should know that co-trainers think highly of each other. Discuss how co-trainer disagreements should be handled. For some topics, co-trainers may find it appropriate to disagree, as a way of pointing out alternative views on a topic (such as ways to manage culture shock).
- » When one trainer is facilitating the conversation, the other should usually have a responsibility, such as recording important or key information to use as discussion, review, or notes later; starting or stopping music; or standing near a group of inattentive participants or participants who need additional help in understanding the material.
- » All co-trainers should attempt to connect with participants as they are facilitating, checking in with participants, and demonstrating respect for others. Co-trainers should keep in mind that participants will likely feel more comfortable or connect better with one of the co-trainers, but that shouldn't prevent trainers from extending themselves. The most important thing is for participants to find a connection so they have a trusted resource who can provide accurate information.
- » Trainers should alternate their roles and divide tasks between themselves. If there are two trainers, for example, one can focus on the content or activity while the other considers group dynamics and relationships. Again, this might change during the session depending on who is leading a session.
- » Consider the ideal location for trainers to be during the session. Co-trainers may find that sitting together can increase communication and make it less distracting, or may find it more important to sit opposite each other so all participants can be seen during the training (National Alliance on Mental Illness, n.d.). This may change, but ideal placement is important to discuss and revisit (during a break or prior to the next day) if needed.
- » Consider the strategies you might use when having an interpreter act as co-facilitator, although this is not the role they typically play. (To learn more about working with interpreters, visit page 171 of the *Refugee Training and Orientation* guide.)

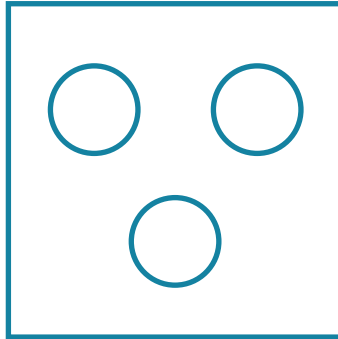
 Two co-trainers create their lesson plan together. They discuss the objectives, activities, and divide up who will be responsible for each part of the class. They get to the training session and realize there are no photocopies. What is the issue here? What should they have done? What would you do?



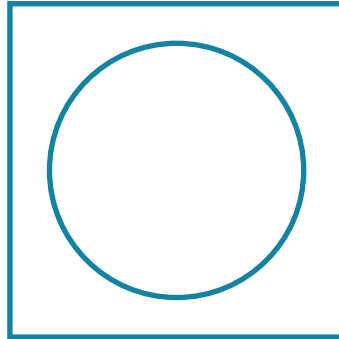
Here are three separate classrooms with participants. Mark where you and your co-trainer might stand. Below each box, note why you have chosen to place co-trainers in these spots.



Reason for placement:



Reason for placement:



Reason for placement:

Remember, the “co” in co-training “is about collaboration, collegiality, and coordination” (RMC Health, 2013). The more co-trainers work together (both in preparation as well as training), the better they get to know one another and the stronger their co-training sessions become.



What are three benefits of co-training? What are three things that you would find challenging about co-training? What are three things you should discuss with a co-trainer prior to the session?



Co-facilitation Meeting Checklist

The purpose of this checklist is for co-facilitators to:

- » Get to know each other (e.g., training styles, expectations, strengths, concerns)
- » Develop a solid lesson plan (e.g., clear objectives, methods, activities, assignment of roles)
- » Plan logistics (identify tasks and responsibilities)
- » Communicate effectively (before, during and after the training)

Please review the checklist below and discuss each item with your co-facilitator.

1. Talk about your co-facilitation styles and complete the following sentences:

| | Co-facilitator 1: | Co-facilitator 2: |
|---|-------------------|-------------------|
| When co-facilitating, I look forward to... | | |
| One concern I have about co-facilitating is... | | |
| As a trainer, I feel most comfortable with... | | |
| As a trainer, I feel least comfortable with... | | |
| My strengths and challenges as a trainer are... | | |
| A co-facilitator can support me by... | | |

2. Talk about the session plan. Have you:

- Reviewed your session plan together?
- Agreed on the goals and objectives for the session?
- Discussed methods and classroom activities?
- Discussed schedule, pacing, and time for each activity? Are appropriate breaks incorporated?
- Determined who will take the lead for each part of the session? What will the other person do during that time?
- Decided on the seating arrangement? Where will each facilitator sit or stand?
- Agreed on an arrival time? Chosen a time after the training to debrief?

3. Talk about logistics. Discuss the following:

- Logistics, such as room access, equipment, transportation needs, interpreters, snacks and drinks, etc.

- Contacts that need to be made (such as with participants, for food, a/v and other material-based needs, etc.), and who will make them.
- Materials needed, such as flipchart paper, markers, tape, photocopies, etc.
- Preparation and arrival time.

4. Talk about communication styles and preferences. Discuss the following:

- Signals to ask for support or assistance from the co-trainer during the session.
- How you feel about co-trainer interruption or adding to the other's presentations/facilitation.
- What you will do if you have a disagreement.

5. After the training, debrief the session together by considering the following questions:

- What went well? Why?
- What could have gone better? How? What could you do differently?
- What items need follow-up? Who will do what?



Interpreter Meeting Checklist

Meeting Date: _____

| Interpreter | Trainer |
|---------------|---------------|
| Name: | Name: |
| Organization: | Organization: |
| Email: | Email: |
| Phone number: | Phone number: |
| Language/s: | Language/s: |

Discuss the topic below and use this checklist for joint planning between trainers and interpreters.

Venue:

- Name and address of location where interpretation will take place
- Date, time, and schedule of session, including breaks
- Equipment needed (microphone, headphones, etc.)
- Arrival and departure time of interpreter
- Location of interpreter in the training space; seated or standing
- Number of interpreters or languages during the session

Interpretation style and approach:

- Number of participants who will attend and how to manage potential challenges
- How small-group work will be run with (or without) interpretation
- If multiple interpreters, how this will work (simultaneous, consecutive, one-way, two-way)
- Preferences for written translations of writing on board, in video, cards, etc.
- Summary versus exact interpretation
- First person (speaking as the voice of the person) versus second person ("s/he said...")

Content:

- Topic
- Main messages
- Special vocabulary, abbreviations, and acronyms
- Translated written materials or audiovisual
- Specific issues with potential sensitivity

Challenges:

- What if topics are not simplified enough for participants to understand, the language is too advanced, etc.?
- How will issues of pacing (too fast, too slow) be addressed?
- What if the interpreter hears disrespectful or confrontational comments?
- What if the interpreter does not understand what the trainer is saying?
- What if a participant does not understand something?
- How will questions be handled?
Group discussions?
- Other:

Other questions or concerns:

Ways the interpreter can support the trainer:

Ways the trainer can support the interpreter:

How can a resource center be helpful?



Resource Centers

A resource center is a space that connects people to materials on a particular topic. A resource center for participants, in a corner of an agency's waiting room, in a separate office, or at a local partner's office such as a public library, provides a space for participants to work independently with orientation materials at their own pace. The center can act as an additional tool to complement existing orientation classes.

Resource centers can include materials that appeal to a variety of interests and educational levels, such as:

- » Books and handbooks.
- » Newspapers and new articles.
- » Translated materials.
- » Flyers, brochures, and information guides about local services, such as bus schedules.
- » Interactive English language learning resources, such as picture flash cards or puzzles.
- » Computers with internet access or typing programs.
- » Posters or pictures.
- » Maps.
- » Information boards that give pictorial overviews, such as pictures of local services or types of jobs available in the area. The board can also cover additional information that is not addressed in orientation trainings, such as photos of refugees who have successfully integrated into life in the United States.
- » Books, toys, games, or puzzles for children.
- » Appliances, machines, or other devices that participants can practice using, such as a vacuum cleaner, smoke detector, thermostat, or microwave.

Trainers can encourage participants to explore and visit the resource center before or after meetings, appointments, or classes, and to borrow books or quiet games for their children to use while attending appointments. Trainers can simulate public library systems by setting up a system and rules for checking out books and borrowing other materials. Promoting self-sufficiency and independent, self-directed learning is a goal of orientation. Trainers should encourage participants to be proactive in learning new things on their own.

Programs may also offer resource centers for trainers! These could include items such as resources about certain populations, training tools and materials, realia, and other items that trainers use or reference in delivering training. Training staff can be asked to collect resources, and ideas may come from other affiliates or local partners.



Can you think of a potential space where you and your team can create a resource center? Who has access to it?

Chapter 4

Developing Trainers and Partnerships

Refugee Training and Orientation: A Guide for Service Providers: pages 187 through 211.

This chapter focuses on ongoing professional development of supervisors, staff, trainers, and others involved in training. It also emphasizes ongoing resource development, community involvement, and partnership development as effective ways of strengthening programs as a whole.

Workbook contents:

| | |
|---|----|
| What Kind of Trainer Am I? Worksheet | 40 |
| Training Reflection Worksheet for Trainers | 42 |
| Developing Yourself as a Trainer Worksheet: Understanding and Building on Your Training Strengths | 43 |
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What Kind of Trainer Am I? Worksheet

Every trainer has a different style and approach to training. Each style and approach has strengths and weaknesses. Understanding your style, approach, and tendencies as a trainer can help you build upon your strengths and weaknesses to work with others more effectively. The following questions will help you identify your approach to training and some of your tendencies.

The following chart includes a number of approaches to or focuses of training.* Circle the items that you tend to prioritize or to focus on most as a trainer.

| Group A | Group B |
|---|---|
| <ul style="list-style-type: none"> » Ideas » Concepts » Knowledge about the content | <ul style="list-style-type: none"> » Relationships » People » Knowledge about others |
| Group C | Group D |
| <ul style="list-style-type: none"> » Outcomes » Participants having the correct answer » Rules or agreements | <ul style="list-style-type: none"> » Process » Participants coming up with their own answers » Caring for others |

Which of the groupings listed above contain most of the areas you prioritize as a trainer?

Now look at the chart below. Using the corresponding groups from the chart above, determine what your main focuses are as a trainer. For example, if you circled more items in Groups A and C, you would fall into the "AC" or "Leading" quadrant below. You place emphasis on Content and Outcome (Group C).

| Focus on the outcome (Group C) | | Focus on the people (Group B) | |
|-----------------------------------|---|--|--|
| Focus on the content (Group A) | <p>AC: Leading</p> <p>Concerned with the right answers, as well as logic, consequences, or end results. The right answers are based on objectives.</p> | <p>BC: Asking</p> <p>Concerned with helping people find their right answer. Right answers depend on the individual.</p> | |
| | <p>AD: Telling</p> <p>Concerned with teaching using the right methods. Certain methods result in certain results.</p> | <p>BD: Guiding</p> <p>Concerned with process of discovery. Students shape content and process with limited facilitator suggestions. Facilitating exploratory discussions.</p> | |
| Focus on the process (Group D) | | | |

* Adapted from "Self as Instrument" worksheet, by Patricia Wilson, Ph.D. (1993).

Complete the following exercises to assess your preferences for various training methods, to gauge your self-awareness, and to reflect on assessment and incorporating feedback.

| Method preferences | Awareness of self and the group |
|--|--|
| Rank the following common training methods in order of how comfortable you are using them. (1= most comfortable, 15 = least comfortable) | Rank the items in the list below from 1 to 10 in order of what you think about the most (1) and least (10) during a session. |
| <ul style="list-style-type: none"> ___ Icebreakers ___ Discussions ___ Think-pair-share discussions ___ Case studies and critical incidents ___ Simulations ___ Field trips ___ Debates ___ Reflection or debriefing ___ Brainstorming ___ Lecture ___ Role plays ___ Demonstrations ___ Games ___ Peer teaching or peer learning ___ Video | <ul style="list-style-type: none"> ___ Gender balance or awareness ___ Safety or inclusion ___ Race or ethnicity ___ Energy or enthusiasm ___ Equal participation ___ Sexual orientation ___ Confidentiality ___ Literacy or education backgrounds ___ Physical ability ___ Religious diversity or sensitivity |
| <p>What are two methods that you feel least comfortable with? What are two training topics that these methods would be useful in addressing?</p> <p>1.</p> <p>2.</p> | <p>What are the two things you think about most? Why?</p> <p>1.</p> <p>2.</p> <p>What are the two things you think about least? Why would it be useful for you to start thinking about these more when delivering trainings?</p> <p>1.</p> <p>2.</p> |
| How might your preferences or awareness be similar or different from other trainers in your organization? How would these similarities or differences influence training sessions? | |

Look at the statements below. Place a mark on the spectrum which shows how often you do the tasks listed after finishing a training.

| | Rarely | | Often |
|--|--------|--------|-------|
| I think about what went well during the session. | ← | —————→ | |
| I think about what did not go well during the session. | ← | —————→ | |
| I ask for feedback from fellow trainers and supervisors. | ← | —————→ | |
| I share information with other trainers. | ← | —————→ | |
| I make changes to my plans for the next session. | ← | —————→ | |
| I review and evaluate my performance as a trainer. | ← | —————→ | |

What does this information tell you about yourself? What can you do with that information?



Training Reflection Worksheet for Trainers

Date of training:

Training topic(s):

Training goal(s) and objective(s):

Group/population:

Trainers/co-trainers:

1. Were the goals and objectives met?
2. What went well? Why?
3. What could have gone better? Why? How could it be better next time?
4. What changes would I make next time?
5. What follow-up items need to be addressed? When and how will I do that?
6. What do I need additional support with? How will I get that support?



Developing Yourself as a Trainer Worksheet

Understanding and Building on Your Training Strengths

Complete the following statements.

1. An excellent trainer is someone who...
2. My strengths as a trainer are...

Read each statement in the chart below. Place a check in the appropriate space to note whether:

1. This is a strength of mine *or* I am very good at this
2. I can do this
3. I need support with this *or* I need to learn more about this

| Knowledge | 1 | 2 | 3 |
|--|---|---|---|
| I know and understand theories of training and learning. | | | |
| I have practical experience and knowledge in interactive, experiential, hands-on training. | | | |
| I am familiar with different approaches and training methods. | | | |
| I understand my philosophy of training. | | | |
| I am familiar with the backgrounds, needs, and strengths of my participants. | | | |
| Organization and presentation skills | 1 | 2 | 3 |
| I plan my time effectively. | | | |
| I develop training agendas with appropriate pacing. | | | |
| I plan training event logistics. | | | |
| I work well with an interpreter. | | | |
| I assess stakeholder needs and incorporate them into trainings. | | | |
| Training methods | 1 | 2 | 3 |
| I convey ideas or messages clearly and with relevant examples. | | | |
| I design and implement engaging, interactive tasks. | | | |
| I listen to participants and identify their concerns. | | | |
| I encourage all to participate in group discussions. | | | |
| I use a variety of methods during a training. | | | |



| Facilitation skills | 1 | 2 | 3 |
|---|---|---|---|
| I create a safe and inclusive space. | | | |
| I address sensitive topics effectively. | | | |
| I mediate conflict during sessions in a useful manner. | | | |
| I provide a space where shy or quiet participants get involved. | | | |
| I address and respond to disruptive participants when needed. | | | |
| Attitudes | 1 | 2 | 3 |
| I demonstrate enthusiasm during trainings. | | | |
| I share both positive and negative training experiences with colleagues. | | | |
| I do not know everything and admit the things I do not know. | | | |
| I believe that professional development is for everyone, even experienced trainers. | | | |
| I enjoy professional development trainings. | | | |

Look at the statements in the chart above that you marked with a "1."

How can you build up these strengths?

How could you use these strengths to support a colleague or your program?

Look at the statements that you marked with a "2" and "3." Identify two things you would like to work on. Using the two things you would like to work on, complete the chart below.

| What is your goal? (I want to be able to...) | What resources can help you achieve this goal? (e.g., training, interview, research) | What steps can you take? | What is your timeline? |
|---|---|--------------------------|------------------------|
| | | | |
| | | | |




Needs Assessment Worksheet for Training-of-Trainer Sessions

When preparing a training-of-trainers (ToT) session, lead trainers and supervisors should begin with a needs assessment to identify the strengths and weaknesses of the trainers attending. If preparing the session for current trainers, the lead trainer can observe trainings led by the trainers. In addition, all trainers can be surveyed about their abilities to help the lead trainer determine what the trainers consider their strengths and what they would like to improve on.

The following lists demonstrate the basic knowledge, skills, and attitudes that effective trainers should have and should be able to demonstrate. These lists can be used for needs assessments and reflection tools for trainers.





Use the lists on the previous page for needs assessments and reflection tools for trainers.

For lead trainers and supervisors observing trainers:

- » Rate the trainer according to her or his knowledge, skills and attitudes using a scale of one to five (1 = weak, 5 = strong).

For trainers, as a self-reflection activity:

- » On a scale of one to five, how comfortable do you feel with each of the trainer KSAs? (1 = least comfortable, 5 = most comfortable)

- » What would you like to improve on in each item listed below? What do you feel that you know well?

For lead trainers and supervisors conducting overall program assessments:

- » In what ways and how often do you provide training for trainers?

- » How often do you provide feedback to trainers? (e.g., after each session, monthly, quarterly, once a year, etc.)

- » How do you provide the feedback? (e.g., observation with written evaluation, meetings, discussions)
How would you like to provide feedback in an effective and efficient manner?

Training for New Trainers



Programs invest considerable time and resources when recruiting, screening, selecting, and training new trainers to deliver orientation. Supervisors and lead trainers want to ensure that new trainers adequately represent programs and effectively train participants using the required knowledge, skills, and attitudes. Many of the same methods that are used for training refugees and immigrants can be used in training of trainers. The following chart shows sequential steps to train, coach, mentor, and assess new trainers.

What training might a new trainer have?



Demonstrate a training

During the interview for a position, trainers should demonstrate how they would lead a session. Supervisors can use the demonstration as a baseline for tracking a trainer's strengths and training development needs.

Review resources

Upon hire, trainers should receive a curriculum, a training-of-trainers manual, and resources to review. This material should include technical information about delivering orientation and training based on the unique needs of participants, as well as content knowledge that trainers must know to deliver training. When applicable, identify and note what information or content is required or optional (based on the needs of participants).

Observe training program

Newer trainers should observe peers and supervisors, ideally throughout a full training program. Optimally, the classroom observation would last 3 to 4 weeks; observations of a number of trainers are ideal. Through observation, new trainers will gain knowledge of the content and training delivery, as well as different ways to deliver particular plans.

Shadow a trainer

New trainers should participate in peer training by shadowing another trainer. They should be provided with a reflection worksheet they can use while working with and shadowing a peer mentor.

Prepare and deliver a demonstration training session to other trainers

New trainers should be assigned a section to learn thoroughly for a demonstrated lesson. When preparing, new trainers should seek out information and support from their supervisors and peers about the subject. This might include required materials, useful room setups and training methods, interactive learner-centered sessions commonly used, and main messages and accurate content to convey. New trainers should be provided with expectations for evaluation before the session, and all involved in the demonstration sessions should be asked to provide constructive feedback after.



Lead introductory exercises

New trainers begin by leading introductory exercises or icebreakers to start off a co-training session with a peer-trainer.



Co-train

New trainers then co-train a full session with another peer trainer. (More information on co-training is provided on page 168 of the *Refugee Training and Orientation* guide.)



Deliver a training program to participants

New trainers should be observed throughout the first several programs by supervisors and other trainers who can provide constructive feedback on a regular basis.

Once trainers have been adequately prepared, and depending on the orientation program's policy, they may be given the flexibility to modify sessions to their own teaching style and to add their own anecdotes. This can put trainers at ease, which will make their trainings feel more personal and authentic to participants. A participant who feels that the trainer is personally invested in the session is more likely to open up and consider their own thoughts and feelings.

Ongoing Training



Ongoing training and skills development reenergizes trainers and reinforces a program's commitment to trainers and participants. It is an important part of an ongoing cycle of learning and the continuous development of staff as learners and trainers. While the ongoing training outlined below focuses on training staff, supervisors may choose to provide training to all staff.

What are ways I can develop the skill set of the whole training team?



Ongoing monitoring and mentoring

Monitoring, observation, and mentoring of all trainers should be conducted on an ongoing basis by a variety of people familiar with the field. In an overseas orientation program, for example, the program coordinator, lead or senior trainer, and the staff member who develops the curriculum might monitor and mentor trainers. Uniform observation templates should be used by all observers, and trainers being observed should see these templates prior to the session.

List two staff members who could be mentors.

Regular updates, discussions, and presentations

Professional development opportunities should be provided regularly for staff to review updates and develop various sections of training, such as content, a new lesson, or a new training skill or focus. Staff could be invited to discuss critical incidents or other scenarios. Staff might prepare and share presentations on an area of expertise, such as cultural sensitivity or local events. Staff could also be given the opportunity to discuss potential revisions to existing sessions. Professional development sessions could occur monthly, quarterly, or on an as-needed basis.

Do you already have these opportunities?

Ongoing observations

Regular classroom visits and observations by peers and supervisors provide trainers with ongoing feedback about their training sessions. This could also occur by videotaping a session, which allows the trainer being observed to see the things fellow trainers are seeing. (More information about feedback for trainers is discussed on page 201 of the *Refugee Training and Orientation* guide.)

Do you have observation and evaluation forms? Do your trainers know what they will be evaluated on? How much notification do trainers receive before an evaluation?

Regular reflection

Reflection periods or sessions, with an individual trainer or as a group, are very helpful in ensuring trainers are communicating and sharing ideas. They allow teams to brainstorm ways to manage various challenges or frustrations. These sessions are useful to both experienced trainers as well as newer trainers, who may bring a fresh perspective to certain issues.

When could reflection sessions be held?

Staff resource center

A ToT resource center or website may be particularly useful and allow trainers a safe space to share ideas, find the resources they need, share information, and participate in conversations related to their training sessions.

Is there a space available to do this? Who could you designate to take on this responsibility?



Training Session Observation Worksheet

Trainer/unit/group:

Observer:

Date/time:

Topic/goals/objectives:

Instructions: Observe trainer for 30 minutes. Based on the trainer's performance, add a √, √+, or √++ for the items listed below. Provide written comments.

Preparation

- Lesson prepared
- Facilities set up prior to session beginning
- Appropriate seating arrangement prepared
- Materials and supplies ready

Understanding of audience

- Demonstrated knowledge of participant needs and priorities
- Demonstrated knowledge of participant backgrounds
- Demonstrated knowledge of participant strengths and abilities

Knowledge of content

- Stated clear objectives
- Presented materials and information accurately
- Presented materials and information thoroughly

Organization

- Used appropriate icebreakers and activities to create safety and inclusion
- Used introductions to topics appropriately
- Incorporated appropriate learning activities effectively
- Used reflection/debriefing effectively
- Managed time appropriately

Learning environment/group dynamics

- Created a positive learning environment
- Demonstrated enthusiasm
- Demonstrated respect
- Encouraged participants to share knowledge
- Encouraged participants to ask questions

Presentation and communication styles

- Used a clear, audible voice
- Used appropriate language levels
- Paced the session appropriately
- Used appropriate body language

Instruction and facilitation

- Provided clear instructions
- Gave participants appropriate time to respond
- Used a variety of teaching methods
- Used appropriate training aids
- Used the board and/or slides effectively
- Used appropriate questioning or guiding techniques
- Responded appropriately to classroom challenges
- Demonstrated comfort and skill in working with interpreter
- Demonstrated comfort and skill in working with co-trainer

Assessment

- Checked for understanding/comprehension
- Checked for participant ability to apply information

| What went well? | What could be improved? | Recommendations for the next session: |
|-----------------|-------------------------|---------------------------------------|
| 1. | 1. | 1. |
| 2. | 2. | 2. |
| 3. | 3. | |
| 4. | | |

Comments:

Guest Speakers


Bringing guest speakers into orientation classes shows participants that resettlement and integration is a community-wide effort and that there are many people supporting and providing services to them beyond just the resettlement agency.

Considerations When Working With Guest Speakers



While there are many benefits to inviting guest speakers to orientation, there are some potential challenges to be aware of and try to address.

| Challenge | Strategy |
|--|---|
| Each speaker will have varying exposure to and knowledge about refugees and immigrants and the process of resettlement and integration. | The trainer can prepare the speaker by sharing what participants hope to take away from the presentation. For example, conduct a needs assessment with participants ahead of time and provide the results of the needs assessment to the speaker with ample time for her/him to plan and prepare her/his session. (See page 63 of the <i>Refugee Training and Orientation</i> guide for more on conducting needs assessments.) Trainers can also gather questions from participants and provide those to the speaker. |
| Speakers may or may not be familiar with effective ways to relay information to adults who may not speak English or are from different cultural backgrounds. | To assist guest presenters in preparing for orientation sessions, trainers might provide speakers with suggestions on how to tailor messages so that they are applicable and can be understood by a group of people with diverse backgrounds and skill sets. |
| Speakers may not understand how to work with an interpreter. | Trainers can provide guest speakers with a handout on tips for working with interpreter (provided in Appendix B). |
| Some guest speakers may not be available on scheduled training days. | Schedule monthly orientation sessions for an entire year to allow plenty of time for speakers to choose which days and times work best for them. |
| Some guest speakers may forget to show up for their presentations. | After scheduling the speaker, follow up with phone calls and email reminders as the orientation date approaches. |

 After his presentation on U.S. banking, a new guest speaker tells you that he will not come to orientation again because the participants seemed disinterested and didn't ask any questions. You know that most of the participants are from a culture where questioning teachers or an authority figure is seen as disrespectful and perhaps that is why they did not feel comfortable asking questions. What would you do?

What's important to discuss with a guest speaker before a session?



Tips for Guest Speakers

Research has shown that adult learners process and learn information better when they are actively involved in their own learning. Guest speakers, who may be most familiar with lecture-based presentation styles, may need gentle encouragement from trainers to incorporate more interactive methods of relaying content. Trainers might suggest that they use short stories demonstrating important information, or pictures, props, or realia. Relevant short videos can also be helpful. Some presenters may prefer giving PowerPoint presentations, but trainers should ask speakers to use them sparingly, as participants with limited English language proficiency often have a difficult time understanding sessions that rely heavily on slide presentations.

Trainers should provide speakers with the topic objectives, the makeup of the class, and when possible, additional questions and guidance for the information that participants need to know and are interested in. Encourage speakers to present practical information and to carefully follow the talking points and presentation tips provided by the trainer.



The following strategies can be provided to help presenters prepare:

Regarding presentation methods and activities:

- » Use a slide presentation only as guidance, if at all. Please do not rely on it. Use few words if any on the slides. Large pictures are most helpful.
- » Incorporate activities such as small-group work, brainstorming sessions, think-pair-share activities, short case studies, short videos, or games. Use pictures, props, and realia whenever possible.
- » Leave about half the allotted time for questions. Highlight the most important information and leave details for responses to participant questions.

Regarding participant profiles and backgrounds:

- » Consider the needs and questions of participants as provided by the trainer when preparing their presentation.

Regarding language considerations:

- » When working with an interpreter, pause after short simple sentences or after an idea has been presented, so that the interpreter has time to process and interpret the material to participants.
- » Speak directly to the participants, instead of to the interpreter, when presenting information. For example, instead of saying to the interpreter, "Tell them that I am happy to be here," say to participants, "I am happy to be here." If presenters will be working with an interpreter, let them know and consider providing them with additional tips from the section on working with interpreters on page 171 of the *Refugee Training and Orientation* guide.
- » Avoid slang or acronyms. English is not the first language of participants and many do not understand English.


Regarding cultural considerations:

- » Be prepared for a variety of cultural norms when working with a diverse group of people. Some people may be more talkative in class and comfortable asking questions. Others may come from cultures where it could be considered disrespectful to question those whom they perceive as authority figures or guests, and they may choose to listen quietly. Therefore keep in mind that participant silence is not always due to lack of interest or understanding.



List three tips that you will share with future guest speakers.

If time permits, offer to review the material that the presenter will be covering to ensure it is applicable and appropriate for participants. Programs might consider offering resources to guest speakers to increase awareness and competency when working with participants who have endured trauma or distress.



A local church in the area offers free clothing and food items for community members through its clothing closet and food pantry. When speaking about these services to participants, a guest speaker from the church starts to mention the religious services the church offers, along with the timings and schedules for youth Bible study groups. What should the trainer do in this situation? Should the trainer intervene? Why or why not?



Tip Sheet: Training and Preparing Volunteers

Volunteers can provide valuable assistance in delivering orientation when they are equipped with the appropriate knowledge and skills needed to work with participants. Trainers should remember that a volunteer's ability to contribute in a meaningful way often depends on the investment trainers make in training programs for volunteers. The following guide offers some helpful tips when designing training programs for volunteers.

Make sure training sessions

- » Are interactive.
- » Include a variety of materials and methods to accommodate different learning styles. The training program or session can model some of the different teaching styles and methods that volunteers can use when working with participants.
- » Include topics specific to working with refugees, such as an overview of the refugee program, cultural awareness, working with interpreters, and the importance of self-care.

Supply volunteers with the tools they need to complete their duties, such as

- » Simple, structured, step-by-step guides.
- » Lists of scheduled appointments for those assisting participants with supplemental case management services.
- » Lists of required items or services (e.g., housing setup checklists). These lists help volunteers learn about the items and services that agencies are required to provide to newly arriving refugees.

If you have limited staff time to provide orientation, you can

- » Develop a position description of the needed volunteer roles, such as transportation aides or family mentors. Clearly defined duties can reduce the amount of staff time required for training volunteers and can also provide volunteers with greater autonomy and a sense of ownership for their contributions.
- » Appoint a lead volunteer to provide the volunteer training. Staff members will only need to fully train one volunteer who can then train others. Another benefit of having a lead volunteer is that s/he can act as a liaison between volunteers and the agency and help increase understanding by sharing and clarifying viewpoints and experiences.
- » Create a short training video or documentary featuring volunteers and staff sharing their thoughts about working with refugees.

Stay in contact with volunteers, keep them motivated, and accommodate their needs and interests by

- » Conducting monthly volunteer meetings and trainings in which the agency presents on a topic that volunteers have expressed an interest in.
- » Creating and sending out a newsletter with updates.
- » Providing volunteers with a staff member's contact information in case volunteers have questions or concerns.
- » Sharing useful tips about balancing their volunteer work and reminding volunteers that it is important to set boundaries that they are comfortable with.
- » Providing volunteers with options for activities and tasks they might like to be involved with (office and/or field work) and matching them with the staff or families who need assistance with those particular tasks. It is also important to let volunteers know that it is okay to say "no" when they are uncomfortable with or not interested in a specific volunteer task.

Reach out to resettled refugees and immigrants.

Former/current refugees and immigrants can offer valuable insights to orientation participants on strategies for adjustment and what it feels like to be a newcomer. However, when drawing from personal experiences, former/current refugees and immigrants can make inaccurate assumptions about the orientation participants' previous experiences or current needs. To help prevent these volunteers from assuming they are fully aware of the participants' situation or context, it is important for trainers to remind former/current refugee and immigrant volunteers that each person comes with their own unique background, set of experiences, needs, and interests.

Training Strategies Summary

Refugee Training and Orientation: A Guide for Service Providers (<http://tinyurl.com/kn8bxpv>) provides many different strategies for training and orientation. Here is an index of the topics covered and their locations in the guide.

Addressing foundations of training and cross-cultural needs in training

- » Addressing knowledge, skills, and attitudes in a training program: page 28
- » Guidance on avoiding stereotypes and generalizations: page 36
- » Addressing cultural adjustment: page 39

Learning about participants

- » Effective learner-centered training: page 45
- » Session modifications when working with diverse groups of participants: page 49
- » Addressing different learning styles in a training: page 54
- » Gathering information about the needs of participants: page 62
- » Different types of needs assessments: page 66

Developing training sessions and programs

- » Considerations when outlining a training: page 73
- » Scheduling sessions: page 78
- » Overcoming barriers to attendance: page 78
- » Grouping participants: page 84
- » Incorporating English into orientation: page 85
- » Examples of learning assessments: page 89
- » Considerations for scheduling sessions and managing logistics: page 92
- » Setting up a training space: page 93

Beginning a training session

- » Setting clear expectations: page 99
- » Considerations for classroom rules: page 100
- » Setting rules: page 101
- » Establishing a safe space: page 102
- » Developing the trainer-participant relationship: page 102


Becoming a more effective trainer

- » Good facilitation skills: page 103
- » Good listening techniques: page 104
- » Effective communication skills: page 105
- » Using a variety of materials, especially visuals: page 110

Using a variety of training methods

- » Becoming comfortable with training methods: page 112
- » Helping participants become comfortable with training methods: page 112
- » Types of methods: page 113





Working with individuals, groups, and diverse populations

- » Learning more about the group: page 136
- » Working with individuals: page 137
- » Working with small groups: page 141
- » Working with large groups: page 142
- » Working with older participants: page 144
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